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The Impact of Post-Method Pedagogy on Iraqi EFL Teaching Strategies

Abstract

The main aim behind the current study is to bring new insights into teacher development by concentrating on Post-Method Pedagogy (PMP), as it is assumed to be one of the excellent alternatives to the shortages of using traditional techniques. PMP or post-method era is first put forward by Kumaravadivelu in 1994. It occurred as a reaction to the claim that the ideal method in teaching English unrestricted by the method-based boundaries. Kumaravadivelu sees PMP as consisting of 3 sided classifications with 3 pedagogic parameters: possibility, practicality, and particularity; also, he suggests micro-strategies in the schoolroom. For the former concept to be clearly explained, the study focuses on case studies to examine the beliefs of students and teachers regarding post-methods and methods, also knowing if the current activities of teaching are consistent with all PMP micro-strategies through teaching technique, teaching interaction, teaching content and teaching object alternatively. There are 3 instruments of research measurement that have been adopted, i.e., classroom observations, interviews, and questionnaires. In this research, the results show that the application of PMP plays an essential role in the Iraqi EFL context and increases both teacher autonomy and student ability to perform English language in a better way.

Keywords: PMP, EFL Teaching, Teaching Strategies, Teacher Autonomy, Student Performance.

Introduction

It is a well-known characteristic that the post-method condition has three diverse structures for restructuring the affiliation found in that theory of education. The first characteristic is that it is an exploration for finding a replacement to the method and not exploring an alternative approach. The second characteristic is teacher autonomy, which refers to authorizing the teachers to hypothesize from their rehearsal and train what was already speculated by them (Kumaravadivelu, 1994). The third feature in this philosophy of language teaching is found in pragmatism. Through the "principled pragmatism," Kumaravadivelu explained that it is different from eclecticism that is usually "degenerated into unprincipled, unsystematic and uncritical pedagogy since teachers with

slight professional preparations for being eclectic in a principled manner will be forced to randomly assemble a package of methods from different techniques and label it eclectic" (ibid). In this study, though their relationship with the current study, All wright's exploratory practice framework (2000) and Stern's 3-dimensional framework (1992) will not be regarded for the purposes of focusing on one area and covering a certain topic of study; the study is stick to Kumaravadivelu's post-method strategic framework. Kumaravadivelu assumes the word "pedagogy" in a wide-ranging manner; he plans to specify not just the topics associated with teaching materials, schoolroom strategies, evaluation measures, and curricular aims, yet many socio-cultural, political, and historical familiarities that might somewhat affect ELT. At

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that point, he envisages PMP as a 3-sided organization that consists of 3 pedagogic parameters: possibility, practicality, and particularity (Kumaravadivelu, 2001). Madya et al. (2018) mention that "post-method might be specified as the construction of classroom principles and procedures via teachers depending on their experimental and prior knowledge and/or specific plans." Kumaravadivelu (1994) reiterates that the method's notion consists of theorizers forming knowledge-oriented theories regarding pedagogy, and post-method involves practitioners forming classroom-oriented theories of rehearsal. Thomas and Reinders (2015) claim a somewhat all-inclusive interpretation about PMP: open-ended, energetic, and flexible teaching concept distinctive from other conventional methods. It is competing with the practices of shortening FLT as well as highlighting its intricacy. Besides, it is intensifying the context-sensitivity position in language teaching and confirming that culture, education system, and politics have a vital consequence on FLT. There are 3 pedagogic parameters, which are: possibility, practicality, and particularity, cooperating together in synergic association. In particular, requires that all language pedagogics have to be subtle to "a specific teaching group teaching a specific student's group pursuing a certain set of objectives in the specific institutional context being embedded in certain socio-cultural milieu" (Kumaravadivelu, 2003).

Native instruction and social settings have to be consequently taken into consideration. The principle of practicality means the link between theoretical assumptions and practical accounts. If they are detached, and the position of the theorist is superior compared to the teacher's position, then it is referring to the latent of the teacher for producing theoretical assumptions from practical accounts, and they're latent for placing such considerations were unnoticed. Kumaravadivelu (2003) argues that the pedagogy of practicality pursues tutors for theorizing from their practice as well as practice what they have theorized. The possibility principle is originating from the educational philosophy of Paulo Freire (Brazilian pedagogists), who, with his colleagues, indicated that any pedagogy is deeply related to domination and power and is realized for generating and withstanding social dissimilarities. They need appreciation regarding tutors' and students' subject positions, in other words, their ethnicity, race, and class, and to understand their impact on teaching. The consciousness students carry to pedagogical surroundings isn't just subjective to what was acquired by them from the schoolroom, yet also were well-educated via a larger environmental setting where they develop. Such consciousness

may change pedagogic practices in behaviors unintentional and unpredicted via textbook compilers, curriculum designers, and policy planners. In PMP, one of the major principles is that it takes into account the teacher as an autonomous teacher, a self-governing person that directs teaching and selects identified techniques according to the context of teaching he is surrounding with.

This independence is dominant and is actually the core of PMP (Kumaravadivelu, 2006). PMP recognizes the existing and preceding knowledge of the teachers; also they're latent to act and teach autonomously, which is maintaining the educator's capacity for enhancing considerate teaching, the way for assessing and criticizing their own teaching performances, the way of initiating alterations in their classroom, and the way of displaying such variation's properties (Wallace, 1991). This capacity might develop just when the teacher has the willpower and aspiration for upholding a reasonable point of autonomy in teaching's decision-making process. The educator must count on his previous and developing private knowledge of teaching and learning for separating from the compelling thought of method. The information, not just consists of certain classroom management yet also involves associating mental thinking with accomplishments. It advances through resolute efforts. PMP indicates that this form of individual knowledge the tutor improves over time will result in re-conceptualizing their own model of self-preparation (Kumaravadivellu, 2006).

Literature Review

There are many related studies in this aspect. A study conducted by Huda (2013), In the contemporary paper, efforts have been prepared to discover the numerous structures of this notion to govern which of them are hands-on for the setting of Bangladesh and, consequently, important for ELT practices in the state. Another study is done by Ziafar (2019), he predicts that Inadequacies of postmethod pedagogy are that it needs infrastructures for its application, teachers are still truthful to the idea of methods, it is distressed by feebleness relevant to the notion of method, on account of still being built on concepts, it overstates the obstinacy of methods and lacks care of the optimistic characteristics of methods. New methods can be suggested by bearing in mind the post method criticisms and removing them to be more operative and useful.

Another paper is presented in this respect conducted by Fathi et al (2015), the aim of the existing study was to find out the connection between the degree to which Iranian English teachers display willingness and conformity to theory of post-method pedagogy and the amount

of their reproduction in their schoolrooms. The two authenticated tools of the post-method pedagogy and meditative teaching were managed to 648 participants of the present study. The outcome of Pearson Correlation analysis revealed a significant positive association between the post-method principles of the partaking English language teachers and their consideration in teaching. It was as a final point decided that the five rudiments of teacher consideration can be connected to the three post-method mechanisms in terms of the nature and the area of the concepts.

Furthermore, a study done by Zokaeieh and Alamdari (2018), this study aims at reentering the beliefs and constructing basics of critical pedagogy and Freire's perspective. Kumaravadivelu's advanced a theory to educate the broad-mindedness and self-motivated awareness of these mingled attitudes. Also, certain criticisms to critical pedagogy and postmethod pedagogy are taken into account for improved comprehension of the significance and the faintness. It is expected that by carrying these two concepts, teachers particularly those who demand to apply postmethod pedagogy in their situation become more conscious of the rational significances of critical pedagogy and postmethod pedagogy for example moving from investment model of education, nonattendance of prejudice and nonconformity from

predetermined and static frameworks in the schoolrooms.

Method Versus Post-Method

The differences between the post-method and method conceptions must be clearly understood. The method is specified to "include one set of theoretical principles obtained from feeder disciplines as well as a single set of classroom procedures that are directed at the classroom teachers" (Kumaravadivelu, 1994), whereas post-method might be specified as a construction of classroom principles and procedures via teachers depending on their experimental and prior knowledge and/or specific plans. Put differently; the method concept includes theorizers creating "knowledge-oriented" theories regarding pedagogy, whereas the post-method includes practitioners creating "classroom-oriented" theories of practice (ibid). which is why, the post-method is distinctive from the current approaches, and it was developed due to the drawbacks of methods, and therefore, another method can't focus on overcoming the drawbacks of the concept of method. The figure below shows the 3 interrelated elements by which the post-method might happen.

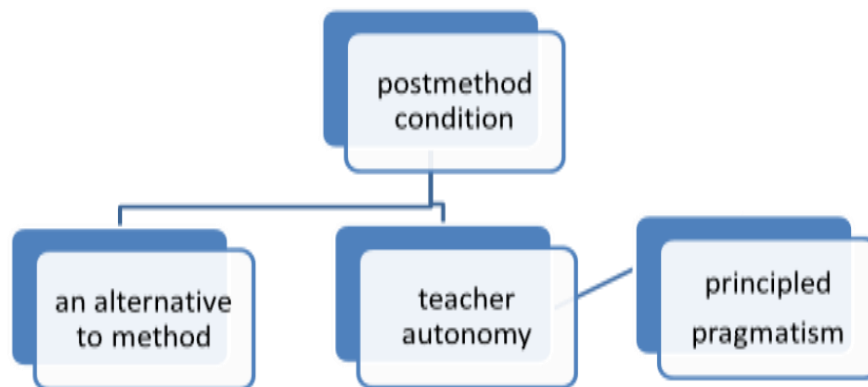


Figure 1.
Requirements of a Post-method Condition

The Limitations of Conventional Methods

Kumaravadivelu (2006) mentions that "the method's concept has many drawbacks which were overlooked for a long time. They are mainly associated with its ambiguous application and usage, to the exaggerated statements made via its proponents and thus to the gradual erosion related to its utilitarian value". In addition, Richards and Rodgers (2001) claim that considering the definition regarding the method's concept, its limitations might be argued to realize the requirements for PMP. To initiate with, the

application of the method is relegating the teacher's role in studying and understanding the method and practicing its principles adequately, which allows no possibility for the teachers' method of teaching and own personal judgment, and comparably, students were "passive recipients" regarding the approaches and should be conforming to the procedure. Even though the method is evaluated as one of the rudimentary elements regarding the whole language teaching and learning, such as materials preparation and curriculum design, it is extremely limited for

effectively explaining the complexity of language teaching and learning as its values and applications are also supposed to be exaggerated and vague (Kumaravadivelu, 2006). Thus, approaches are highlighting the cognitive aspects and neglect political, institutional, social and contextual restrictions encountered via teachers. Therefore, methods were developed for idealized contexts and, consequently, unrealistic. Teachers realize that methods do not depend on their classroom's realities, yet were "artificially-transplanted" into their classrooms (Kumaravadivelu, 2006). Turner (2013) reported that this might be due to the fact that theorists are uncommonly language teachers resulted in an impression that teachers have less experience compared to theorist's hat underestimate their experience and knowledge. Method-based pedagogy is overlooking the knowledge and experience already possessed via teachers from their experiences of learning a language as students. In terms of this pedagogy, teacher educators "with a conduit's role serving the package of methods on a platter with simply digestible bits and pieces of discrete items regarding knowledge which leaves extremely

little food for critical thought" (Kumaravadivelu, 2006). Such top-down process cannot allow the teachers to be in development and change. In addition to that, they lack a research basis as Allwright and Bailey (1991) warned the teachers of language against "uncritical acceptance of untested methods" (Kumaravadivelu, 2006). Brown (2002) considered as well that the approaches aren't based upon empirical study, due to the fact that they're too "artful and intuitive". Kumaravadivelu (2003) presented the issue of the traditional approaches from a number of the dimensions: (a) scholastic dimension- approach do not consider the local knowledge and it emphasizes the Western knowledge; (b) linguistic dimension- approaches, encourage using English in classrooms, preventing the learners and the teachers from the use of their L 1 linguistic resources; (c) the cultural dimension-approaches consider the teaching of the language as culture teaching that emphasize the "mono-culturalism," creating opportunities of employment all over the world for the native English speakers making them privileged.

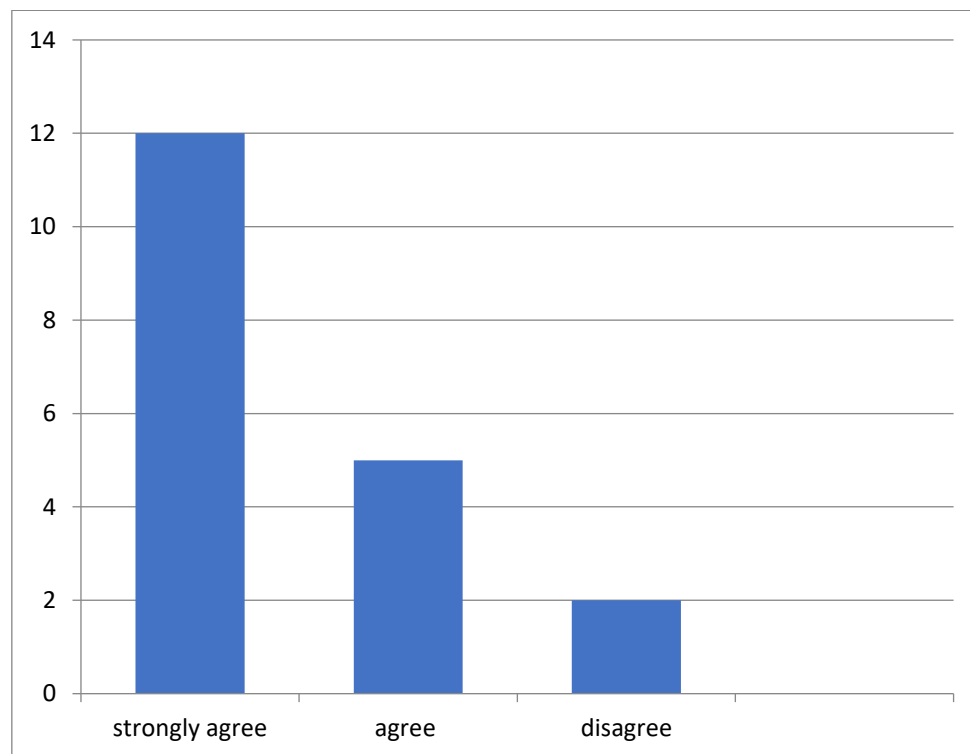


Figure 2.
Students' vision to PMP

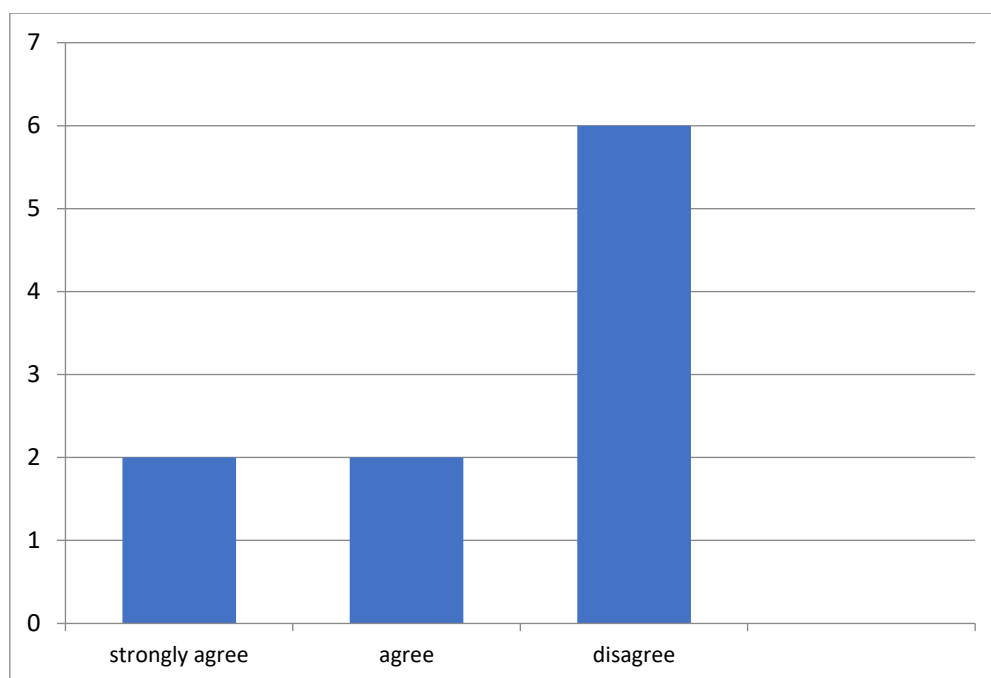


Figure 3.

Students' vision to method Instruction

For figures above that discuss students' reactions towards both method and post-method, after collecting data (see also 7.8), most students show higher acceptance and satisfaction (than method) in post-method; since method offers more restrictions and confines on the part of the teacher and students, for it provides them with more chances to express themselves in various situations.

The Macrostrategies of Postmethod

Kumaravadivelu (2003: 40) defines macro strategy as a general plan, a broad guide-line that is based upon which teachers may carry out their situation-specific lessons. They have been put in practice via the micro strategies. Moreover, "practicing and prospective teachers require a framework, which has the ability of enabling them to develop the skill, knowledge, autonomy and attitude that are important for devising for themselves a coherent, systematic, and relevant personal practice theory", Kumaravadivilu argues that PMP is based on ten macro strategies:

1. Maximization of the learning opportunities

This macro-strategy considers that the teaching is a procedure of making and using learning chances, a procedure where teachers strike equilibrium between their roles as directors of teaching acts and their roles as intermediaries of learning/teaching performances.

2. Minimization of the perceptual mismatch

This macro-strategy highlights the appreciation of the possible perceptual

mismatching between intentions and student interpretations, the tutor, and teacher educator.

3. Facilitation of the negotiated interactions

This macro-strategy denotes valuable learner-teacher, learner-learner classroom interaction, where the learners are allowed and stimulated to pledge topic and talk not only respond and react.

4. Promotion of the autonomy of the learner

This macro-strategy contains aiding the students in learning how to learn, through providing them with means that are needed for the self-direction and the self-monitoring of their own learning.

5. Fostering of the language awareness

This macro-strategy indicates any efforts for drawing consideration of the learner to the functional and formal assets of their L 2 for the purpose of intensifying the mark of explicitness that is needed for the promotion of the L 2 learning.

6. Activation of the intuitive heuristics

This macro-strategy confirms the position of the provision of rich textual information so that the students may be capable of inferring and internalizing the underlying regulations that govern the grammatical utilization and communicative uses.

7. Contextualization of the linguistic input

This macro-strategy is highlighting the way that language form/structure and meaning/function are formed through the situational, extra-linguistic, linguistic, and extra-situational contexts.

8. Integration of the skills of the language

This macro-strategy indicates the necessity for the holistic assimilate skills of language conventionally detached and sequenced like speaking, listening, writing and reading.

9. Ensuring the social relevance

This macro-strategy indicates requirement for tutors to be penetrating to political, societal, educational and economic settings where L2 teaching and learning occur.

10. Raising the cultural consciousness

This macro-strategy stresses the prerequisite to deal with students as cultural informants so that they're exhilarated to involve in a procedure of language education in classroom.

The macro strategies presented directly above are overall managing ideologies for the classroom teaching, and must be applied in classroom through the micro-strategies that have been planned for grasping the macro-strategy aims. A certain macro-strategy can be containing numerous micro-strategies. The micro-strategies represent "classroom procedures designed for the realization of the aims of a certain macro-strategy. Any micro-strategy type is dependent upon the local teaching and learning situation. There are endless possibilities", (Kumaravadvelu, 2006). Micro-strategies are connected with dissimilar indigenous situations and conditioned with national, local language policy and planning, institutional assets, curricular aims, and learners' wants, requirements, lacks along with their contemporary levels of language competence. While for comprehensive micro strategies succeeding each macro strategy, Kumaravadivelu lists occasions outside the classroom for 1st one, student preparation and learner awareness for the 2nd, concentrated teacher-learner message.

The Role of the Student in PMP

Ellis and Shintani (2014) claim that the post-method learner represents autonomous learner. The literature about the autonomy of the learners has yet given three inter-related autonomy aspects, which are: social, academic, and liberatory autonomies. Academic autonomy is intrapersonal and associated with the learning. They are effective learners that they are capable of taking the responsibility of their personal learning. While for Kumaravadivelu (2006) adds that PMP has the aim of making the maximal use of the concern and investment of the learner through providing them with a meaningful part in teaching decision making. He says also that PMP takes under consideration 2 visions of student autonomy, a narrow vision and a wide one. The narrow one pursues to enhance in the

student a capability of acquiring to learn whereas the wide viewpoint holds an aptitude to acquire to release too. In general, learning to learn denotes practicing suitable strategies to understand preferred learning purposes. Henceforth, the post method learner should be familiar with cognitive, metacognitive and affective procedures the teacher performs in the class to bring interest and enjoyment to his/her learners and also to outperform learners' performance in English achievement. Social autonomy is interpersonal. The learners are responsible for classmate's learning. This means that they have cooperation with other learners in order to have interaction. In laboratory autonomy, the learners should be critical thinkers. In method era, it is totally ignored because of different reasons. The most important is sociopolitical impediments.

Post-method or Eclectic Method?

Many different teachers described their method of teaching as eclectic, like the case in a research that has been carried out by Bell (2007). For example, a teacher stated: "I have eclectic method. I prefer to take pieces from here and there and I just combine all of them" (Bell, 2007). None-the-less, it has been perceived correspondingly that the method theory has been misconceived and considered in the terms of the approaches that are open to any methods. The construction of a principled eclectic approach isn't a simple task for implementation. It's not merely about placing a collection of the approaches together from various methodologies randomly. As it has been stated by Stern (1992) "weakness of eclectic position is in the fact that it does not offer any criteria based on which it may be determined which one of the theories is the best ..., which is why, it's too general and vague" (p11). It appears that what several teachers were doing up until now in fact goes beyond the methods, due to the fact that they haven't seen the methods' usefulness only, but they have seen their limitations as well and felt the necessity of going beyond them for building their own.

Data Collection Procedures

1. Strategies Adopted

The strategies mentioned in section four have been adopted in the present study and they are ten in number. (see section 4 above)

2. The Statement of the Problem

Teaching according to the conventional methods has an impediment for Iraqi EFL teacher and students. According to the

researchers' classroom observations, Iraqi teachers have many difficulties and problems. So, the contemporary study is conducted in an endeavor to unravel EFL Iraqi teachers' problems through teaching students through PMP.

3. Importance of the Study

The significance of this work will be of great value for the following reasons:

- The results of this study will supplement the philosophy of teaching in Iraqi contexts through PMP.
- Furthermore, the results can help the Iraqi teachers of English simplify and get acquainted with the students' learning strategies.

4. Objective of Study

The Aims of this study are as follows:

- Investigating whether or not the post method instruction may help the teachers and students to learn in a more enjoyable and motivating environment.
- To identify teacher's awareness of the best method to be used in certain context by the adaptation of PMP.

5. Questions of this Study

This study will attempt to answer the following question:

- Is teaching according to post method to Iraqi secondary school students more operative than using the traditional methods or eclecticism?
- To what extent post method can help teacher and their students to be aware of better learning?

6. The Participants

In this research three teachers of secondary schools were chosen from Al-Maymona Secondary School in Misan, Iraq. These teachers regularly teach learners in the second year in the secondary school. They have already modified themselves to the secondary school. The students chosen for the present work are about the age of 14 to 16. They acquired English for about 7 years in the public schools and understood certain knowledge and get certain strategies in acquiring English.

7. Procedures

Questionnaire, classroom observations, and semi-structured interview are the tools used in this study. The three teaching parameters; i.e.,

particularity, practicality and possibility and the ten macro-strategic PMP framework are utilized as the guiding concepts for organization of the questionnaires and interviews.

The questionnaire encompasses 30 questions according to 10 macro-strategies. All the thirty questions focus mainly on asking upon four primary sections of the current study; teaching as an interactive process; and the techniques used and also how the objectives of the course achieve the aims of the textbook policy and finally how to deal with the teaching contents. All these settings aims at identifying both tutor or teacher and learner or student with a successful and productive instructional environment.

The three teachers are independently interrogated in the form of interview for autonomy of communication. The entire procedures are documented and transcribed in English. This study also embraces the tools of classroom observation as an additional method, which may aid demonstrate the reliability and validity of data that has been acquired from the questionnaire and the interview. The observation procedures are completely transcribed and recorded.

Results and Discussions

Questionnaire Results

The overall sample which is 155 questionnaires was given and 150 were finalized and gathered. The results are accessible in the 4 measures as are calculated.

1. About the Interaction of Teaching

- a) 90 students, approximately 60%, declare that they prefer to recite non-text English materials like the newspapers and stories since they provide fun and stimulating atmosphere, for the purpose of learning English better. 85 students, approximately 56.7%, note that they prefer to be training English at school for learning more English. 45 students, approximately 30%, state that they prefer using Internet for learning English. 18 students, approximately 12%, argue that they prefer to participate in a school activity for learning English.

Table 1.

About the Interaction of Teaching in terms of Activity Selection

No. of students	Percent	Activity Selection
90	60%	Non-text materials
85	56.7%	Training at school
45	30%	internet
18	12%	Participating in activities

- b) 82 students, approximately 54.7%, answer questions when asked; 14% are reluctant and 40% answer questions voluntarily.

Table 2.

About the Interaction of Teaching in terms of Q/A Activity

No. of students	Percent	Q/A Activity
82	54.7%	When necessary
21	14%	reluctant
60	40%	volunteer

- c) 110 students, approximately 73.4%, stated that the teachers can respond to students' questions. 30.8% claim that the teachers are disinclined to reply to their questions in the case where they are irrelevant to the class. 42.2% have stated that their tutor does not answer the irrelevant interrogations.

Table 3.

About the Interaction of Teaching in terms of Teacher Reaction

No. of students	Percent	Teacher Reaction
110	73.4	Respond actively
46	30.8%	Unwilling to interact
63	42.2%	To the point

- d) 77.80% of the schoolboys debate their worries with the classmates. Only 25.10% have stated that they mostly examine questions to the instructors.

Table 4.

About the Interaction of Teaching in terms of classmates

No. of students	Percent	Class reaction
116	77.80	Worry with mates
37	25.10	enthusiastic to teacher

- e) 62.60% of schoolchildren have stated that the tutors give them clear explanations on their schooling objectives and plans. 33.10% of them have stated that that in some cases, the educator tells them some plans. 11.30% of the students have stated that their teachers at no time say to them anything upon their policies.

Table 5.

About the Interaction of Teaching in terms of Discourse Community

No. of students	Percent	Discourse community type
93	62.60%	Clear instructions/planning
49	33.10%	Occasionally teachers clarify
16	11.30%	Inactive with their class performance

2. About Teaching Method

- a) 92% of learners claim that they get clear instructions from the tutor and much encouragement as well.
- b) 85% of learners assert that their tutors repeatedly make contextual shifts for language rehearsal.
- c) 50% of the learners confirm that the reading, 20% listening, 25% speaking, 5% writing.
- d) 45% of the schoolchildren mention that they are actually low-level performed in grammar, 24% poor in speaking, 20% poor in remembering vocabulary items, and 11 % in reading comprehensions.

Table 6.

About Teaching Method

No. of Students	Percent	Types of Activity/Skill
138	92%	Get promoted and get vivid explanations
127	85%	Certify class practice
75	50%	reading
30	20%	listening
37	25%	speaking
7	5%	writing
67	45%	Low-achieved in grammar
36	24%	Weak in speaking
30	20%	Word retention
16	11%	Poor in reading comprehension

3. About the Objective of Teaching

- a) 91% of schoolchildren point out that their tutors teach them learning abilities
- b) 82% of schoolchildren revise the learned materials in English classrooms.
- c) 61% of schoolchildren in some cases recite English books besides the text-book
- d) 56% of schoolchildren intend to study English if they had no opportunity at school.

- e) 88% of schoolchildren mention that language consciousness plays a dynamic part in the English education process.

Table 7.

About the Aim of Teaching

No. of Students	Percent	Students' Style in Class
136	91%	Get taught abilities
123	82%	Review their peer work
91	61%	Mix both textbook and other sources
84	56%	Get English outside class
132	88%	Give high priority to awareness factor

4. About the Content of Teaching

- a) 53% of schoolchildren argue that their instructors from time to time teach them culture awareness concerning the English-speaking countries. 55% of students have stated that the tutors frequently teach them that topic with interesting hobbies and exciting pleasure on the part of the students.
- b) 30% of the schoolchildren annotate that they acquire English for travelling out of the country; 33% for a high score in high school competition exams, 20% for self-development in this developing country, and 17% for their interest in English.

Table 8.

About the Content of Teaching

No. of Students	Percent	Student's Goal
79	53%	Study cultural aspects
82	55%	Learn with pleasure
45	30%	Learn for travelling
49	33%	For competition reasons
30	20%	Self-progress
25	17%	Their need for English

Conclusion

The existing study attempts to discuss the subjects of PMP and its effects on teaching strategies in Iraqi EFL context. Using three instruments of measurements; questionnaire, interview and class observation to have a comprehensive look and estimation upon students' performance and how improve such performance in the light of the pedagogical

results of the current investigational study. Throughout this process, a number of the issues were identified as well for teachers' attentions. PMP presents a new perspective to review English language pedagogy in high school. Concerning teaching interactions, the outcomes of the study give the impression to designate that teachers should produce much more education prospects for the schoolchildren. With much discourse community intimacy and understanding, the teachers are highly expected to narrow the crack between tutor intent and learner construal, in order to lessen perceptual mismatches. Concerning the teaching method, tutors are probably required to give schoolchildren more reinforcement preceding an activity, much more autonomy in class strategies, and much more compliment. The contextualization of the language involvement is a different technique of class involvement that promotes schoolchildren to raise their performance in language. Tutors may adopt whatsoever asserts for schoolchildren to study. Furthermore, language skills are associated with each other, it is permanently logical to improve them in a cohesive mode. Concerning the teaching objectives, it is sensible for tutors to exploit all power creating tasks for educating schoolchildren's language cognizance and upholding learner self-government. As the saying goes, "don't give me fish, but teach me how to fish". Tutors need to facilitate to learners the ability or the freewill to learn independently using their own potential to find new ways for complex situations they may encounter. Culture awareness is indispensable for any foreign text clarification; it also consists of involving mental thinking with the external environment. Concerning language education in high school, unquestionably certain difficulties worth our consideration. Young tutors undoubtedly require much more interactions with more experienced teachers. Novice tutors need to consult those who are more experienced than them. It has been noted and argued, aforementioned studies the case study of a high school in Iraq context and how to revise the learning process in a better way. The results of the current study may not have universal effect as the population is not big. It is challenging to create generalities about the statistics in qualitative analysis in that insufficient indication to support claims in the section of conclusion. Above all,, we have pointed out that this concept of PMP is not enough prevalent and familiar among the school instructors, nonetheless some teachers agree to use it in class claiming that it has a reflective domain on the students' awareness and productivity; others still use the traditional or the methods mentioned in the textbook with his/her evidence that sticking to the textbook has the positivity that methods carry scientific proof since

methods have some pedagogical implications and linguistic/psychological assumptions and principles and that in turn make students outperform.

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