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Research article

Iraqi EFL Teachers' Proficiency and Their Use of Post-Method Teaching

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ABSTRACT

This study intends to examine how the level of proficiency of Iraqi EFL teachers in the English language and the attitudes that teachers have towards the post-method pedagogy are related to their use of the method. Post-method teaching is based on the theoretical focus of Kumaravadivelu and leans towards the flexibility, autonomy of teachers and context-sensitive teaching instead of adherence to set teaching methods. The research design is a mixed-method research design, which incorporates both quantitative and qualitative data to give an exhaustive postulation of the problem. A questionnaire was conducted to give structure questionnaire of 75 questions to a random population of 100 English teachers in English secondary school in Diyala province, Iraq. The analysis shows that the overall perception of teachers is that they have a high standard of English proficiency, in those aspects of classroom work where the teacher must explain grammar, create rubrics and tests.

كفاءة مدرسي اللغة الإنكليزية العراقيين كلغة أجنبية واستخدامهم لمنهجية ما بعد التدريس

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المُستخلص

تهدف هذه الدراسة إلى بحث العلاقة بين مستوى كفاءة مدرسي اللغة الإنجليزية العراقيين كلغة أجنبية واستخدامهم منهجية ما بعد التدريس. تعتمد منهجية ما بعد التدريس على الإطار النظري لكومارافاديفيلو، وتميل إلى المرونة والاستقلالية للمدرسين والتدريس المراعي للسياق، بدلاً من التقيد بأساليب تدريس محددة. يعتمد تصميم البحث على منهجية مختلطة، تجمع بين البيانات الكمية والنوعية، لتقديم تحليل شامل للمشكلة. أُجري استبيانٌ مُنظّمٌ يتألف من ٧٥ سؤالاً، وُزِّع على عينة عشوائية من ١٠٠ مدرس لغة إنكليزية في مختلق المدارس الثانوية باللغة الإنكليزية في محافظة ديالى بالعراق. أظهر التحليل أن الانطباع العام لدى المدرسين هو امتلاكهم مستوىً عالياً من الكفاءة في اللغة الإنكليزية، لا سيما في جوانب العمل الصفي التي تتطلب شرح القواعد.

الكلمات المفتاحية: التدريس ما بعد المنهجية، الكفاءة، تربوي، المواقف

1. Introduction

Teachers are seen as required to adjust their practice depending on what groups and individuals need and the realities of the classroom and sociocultural contexts branded post-method pedagogy. According to Majda Kumaravadivelu (2001), this framework enables flexible, learner-centered teaching based on the principles of particularity, practicality and possibility. This thinking demonstrates that teachers are not merely implementers of methods, but decision-makers who are able to create and develop their own classroom practices with careful reflection and through personal acts of experience.

The proficiency of EFL teachers is generally viewed as a fundamental element of effective instructional practice. Proficiency in English language skills goes beyond general grammatical knowledge, encompassing communicative competence of an individual, classroom interaction between the teacher and students, clarity of instruction and a spontaneous response to learners needs (Richards, 2015). Research shows that more proficient teachers tend to use communicative and innovative teaching techniques with greater confidence, while those with low proficiency are more reliant on traditional instruction and textbook-based methodologies (Andrews, 2007; Butler, 2004).

Despite the "expansion of English worlds", the Iraqi EFL context English has still maintained a centripetal role in education and global communication. Still today, many classrooms seem to be centred around traditional park methods that incorporate very little space for interaction and communicative competence. This level of specificity is missing in post-method pedagogy, which fans out into flexibility, creativity and teacher autonomy to accomplish the method. Thus it seems that teachers' mastery of the English language may be an important determinant in attitudes to use of this kind of pedagogy.

Therefore, the present study aims at investigating the relationship between Iraqi EFL teachers' English proficiency and their practice of post-method in teaching. This study intends to find out if teachers with different levels of expertise have favourable attitudes towards flexible and learner-centered teaching practices. Moreover, the paper aims to influence changes of practice that will improve teacher training and professional development programs in Iraq, aiming for a greater awareness of the need for integration between language proficiency and modern pedagogy.

1.2 Statement of the problem

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In the world of English as Foreign Language (EFL), the competency of the teachers and their approach towards 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 the method based practices to what is now called post-method pedagogy. This new paradigm emphasizes the role of teacher autonomy, contextualization 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.

This study therefore aims at exploring the connection between the competence of the Iraqi EFL teachers and their post-method pedagogical inclination. Through this relationship, the study will seek to provide meaningful information to policymakers, teacher trainers as well as curriculum developers in Iraq. The insight into the impact of teacher language proficiency 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.

1.3 Aims of the study

This study aims at:

1. Testing the relationship between competence and attitude of the teachers of the EFL in Iraq with respect to post-method teaching.
2. Determine whether proficiency level of teachers influences their perception and practice of post-method pedagogy.

1.4 Research Question

The following research questions will be used to meet the objectives of the given research:

1. Is proficiency of Iraqi EFL teachers related to their attitudes towards post-method teaching?
2. Is there any relationship between the proficiency of teachers and the perception and use of post-method pedagogy?

2. Literature Review

2.1 Post -Method Pedagogy: Theoretical Backgrounds

The post-method pedagogy has been developed as the 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 (2011) defines post-method pedagogy as a three-dimensional model, which is the parameters of particularity, practicality and the possibility. According to Kumaravadivelu (2001), the pedagogy of particularity is the primary component of post-method pedagogy. To put it another way, language instruction has to be focused on a particular group of educators who instruct a particular group of students with a clear set of objectives, working in a specific institutional setting inside a certain sociocultural domain. The pedagogy of practice is the other aspect of post-method pedagogy.

Contextual factors, which in the past have remained insignificant in the approaches to the methodology, present a major part of language pedagogy. This would result in facing a larger issue that has a significant impact on classroom practice of teaching, especially with regard to the interplay between theory and practice (Kumaravadivelu, 2001). The connection between theory and practice is not one way, but on the contrary, it is two ways, with each one informing and influencing the other (Kumaravadivelu, 2001).

Kumaravadivelu (1999) sees a pedagogy of practicality. This approach to pedagogy 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 post method pedagogy is based on three interrelated dimensions: particularity, practicularity, possibility. The first dimensions, particularity, emphasizes 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 Definitions of Post-Method Pedagogy

The process of systematizing classroom procedures and principles through educators, based on their knowledge, experience, and specific teaching methods, is known as post-method. In essence, post-method refers to practitioners creating classroom-based pragmatism theories, whereas method refers to theorists creating knowledge-based orientated educational theories (Kumaravadivelu, 1994, p. 29). According to Can (2009), the post-method is essentially distinct from the existing methods due to the shortcomings of the existing approaches; hence, no other new way could possibly be sufficient to overcome the shortcomings inherent in the idea of method itself. Because post-method pedagogy is an alternative to method rather than an alternative method, it overcomes the aforementioned limitations (Kumaravadivelu,

2003a, p. 32). This approach respects the teacher's attitudes, experiences, and knowledge by anticipating their involvement in language learning and instruction.

The role the teachers play is commendable as they are the ones who have the best knowledge about their students as well as the classroom setting. According to Can (2008), post-method pedagogy is one of the possible solutions to the inadequacies that come with the application of traditional methods. Brown (2001) argues that post-method pedagogy is an approach that aims at trying to be most appropriate in terms of providing an opportunity to help students communicated with real life in L2 classroom not just in terms of language accuracy but also in terms of the development of their fluency. As an associate in a cooperative venture, learners receive the motivation to achieve their optimum (Khany & Daraabi, 2014, p. 909).

The Post-Method Pedagogy was created in reaction to the disgruntlement of the traditional language-teaching approaches. This strategy was suggested by Kumaravadivelu in 1994. Post-Method Pedagogy denies that there is a single, universally useful method but propagates an elastic strategy based on which teachers are able to adjust their activities to suit the needs of their classes. The framework created by Kumaravadivelu is set up based on three fundamental parameters and strategy, which presented a versatile, context-sensitive, and teacher-centered approach to teaching language. Focusing on these parameters, it empowers teachers to develop efficient and applicable practice instruction and go beyond restrictions of traditional procedures.

2.3 Teacher Proficiency in EFL

According to Andrews (2007), Butler (2004), Richards (2015), and others, instructors' competency in the target language is a crucial component of language teacher competence and a significant determinant of students' learning success. Because inexperienced instructors find it difficult to get linguistic resources like real materials, they are more likely to utilize textbooks, which has a direct impact on classroom practice (Farrell and Richards, 2007). 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.

Instead of implying a static thing, proficiency is a fleeting representation of a process that began many years ago, when the instructor was also a student, and is likely to continue throughout life. The Common European Framework of Reference to Languages (CEFR), established by the Council of Europe, is based on the notion of competence. The six competency levels in the CEFR—A1, A2, B1, B2, C1, and C2—can be grouped into three major categories: Basic User, Independent User, and Proficient User. (Council of Europe,2001).

English competence was linked to motivation. Additionally, it was shown that female teachers were more motivated. Richards (2015) asserts that a teacher's effectiveness in a second language 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 and Renandya, 2017; Ellis, 2005).

2.4 Definition of Teacher Proficiency

Proficiency is a concept that is mostly assumed in the area of English Language Teaching (ELT). The proficiency is traditionally assumed to be the final aim of language learning and the teaching process, (Harsch 251) which is illustrated, e.g., by the name of the Cambridge Certificate of Proficiency in English (CCPE) (or' Cambridge English: Proficiency) the history of which can be traced back more than a century (Weir, et al., 2013). It is not simple and easy to define proficiency. Skill is relative, and different degrees and kinds of it are required by different circumstances and uses. The fact that there are various versions of English, adds to the situation. The skills of one type do not necessarily translate into the ability to work with all other types (Mahboob and Dutcher, 2014). Therefore, the issue of the language proficiency of teachers and the necessary grade of teacher language proficiency to achieve successful instructions becomes a complex question.

Proficiency has been defined as a concept that can be considered in various aspects (Harsch, 2017, p. 252), thus making it a difficult construct to be defined and measured. This complexity in nature has been witnessed in the multiplicity of the frameworks that have been advanced to define and measure language proficiency. Other conceptualizations in the past have treated proficiency in terms of socio linguistic approach, defining it by the terms of linguistic proficiency; other theorists have defined the difference between academic language proficiency and everyday communicative register (Cummins, 1979). Other methods have also become available, and they depend on theoretical orientation (e.g., Hulsteyn, 2015). More modern theoretical stances are aimed at overcoming the native-speaker norms and assume that proficiency is dynamic and multidimensional (Mahboob, 2018). To sum up, proficiency can be achieved as Albadri, et al., (2025) stated that "critical thinking skills can be developed while practicing English through exercises like analyzing news stories, spotting media biases, and talking about online privacy concerns p.1076". These teaching strategies can enhance teachers' proficiency.

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3. Methodology

3.1 Research Design

The current study adopts a mixed-methods research design that combines quantitative analysis with qualitative interpretation of the findings. As Shank (2002) states, qualitative research can be defined as "a form of systematic empirical inquiry into meaning" (p. 5). In this definition, the word systematic means organised and following certain rules and is accepted by the community of qualitative researchers. Denzin and Lincoln (2011) claim that "qualitative researchers usually study things in their natural settings, attempting to make sense of, or to interpret phenomena in terms of the meanings people bring to them" (p. 3).

Williams (2011, p. 14) stated that a quantitative research methodology refers to "the holistic steps a researcher employs in embarking on research work". Consequently, a quantitative study is concerned

with measuring and analysing variables to reach specific results. This method involves utilising and analysing numerical data by using particular statistical procedures to reach some answers to questions like how, how much, how many, where, what, and who. Creswell (1998, p. 18) confirmed that a quantitative method "employs strategies of inquiry such as experiments and surveys and collects data on predetermined instruments that yield statistical data".

In addition to the quantitative analysis, the study incorporates a qualitative interpretive analysis. Rather than collecting separate qualitative data through interviews or open-ended questions, the qualitative aspect is based on an interpretive analysis of the quantitative findings. The researcher interpreted the quantitative findings by examining the response patterns in light of the theoretical framework and relevant literature to provide a deeper understanding of Iraqi EFL teachers' perceptions of English language proficiency and post-method teaching. Therefore, the qualitative component serves to enrich and explain the quantitative results rather than to generate independent qualitative data.

3.2. Research Instrument

For this study, a structured questionnaire was the instrument employed to gauge Iraqi EFL teachers' proficiency on the post-method teaching and their perception of its impact. Questionnaires are popular in correlational research because they allow researchers to obtain standardized, 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). The questionnaire is a 75-item divided into two sections and uses a five-point Likert response scale: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD) Questionnaire. 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 teachers' English language proficiency in terms of communicative competence, pedagogical language use, classroom interaction, lesson planning, assessment design feedback provision and pronunciation clarity Questionnaire. Such items measure perceived language and pedagogic ability, which is convergent with the notion of teacher proficiency as both language competence and skills applied in the physical classroom (Richards, 2017). Self-report proficiency scales are often employed when research examines the link between perceived competence and pedagogical behaviour (Dörnyei, 2007). In Section (B), the questionnaire directly asked teachers on their perceived relationship between English proficiency and better implementation of post-method teaching. The items explore if teachers believe language proficiency allows for more flexibility, autonomy, and innovation in teaching as well as the extent to which it impacts teacher–student interaction. Because this section operationalises the perceived correlation between the two main variables of the study, it properly accentuates the correlational design (Creswell & Creswell, 2018).

3.3. Population and Sample of the Study

The population of the study are (100) male and female English teachers who teach at secondary schools in Dyala province, Iraq. The samples of this study that are randomly chosen. The samples have been teaching English for many years and are expected by experienced enough to design their method of teaching because they have been exposed to different methods of teaching English as a foreign language.

4. Data Analysis and Discussion

4.1. Quantitative Analysis of Teachers' English Language Proficiency

The data collected through the questionnaire were analysed using descriptive statistics, including frequencies and percentages, to describe Iraqi EFL teachers' responses regarding English language proficiency and post-method teaching. In addition, the study employed an interpretive qualitative analysis to explain the quantitative findings in light of the theoretical framework and relevant literature. This interpretive analysis was based on the participants' response patterns rather than on separately collected qualitative data, providing a deeper understanding of the quantitative results.

Table 4.1.

Frequency and Percentage of Teachers' English Language Proficiency.

No.	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1	I can communicate fluently in English during classroom instruction.	45	39	13	3	0	100
2	I can explain grammatical rules clearly in English.	47	39	13	1	0	100
3	I can give classroom instructions in English without difficulty.	39	43	10	2	6	100
4	I feel confident speaking English in front of my students.	47	33	12	6	2	100
5	I can respond to students' questions spontaneously in English.	32	47	17	3	1	100
6	I can understand students' spoken English easily.	34	42	16	4	4	100
7	I can understand authentic spoken English materials.	33	43	19	5	0	100
8	I can read academic texts related to English language teaching.	39	42	12	6	1	100
9	I can write lesson plans in English effectively.	39	35	19	4	3	100
10	I can prepare tests and quizzes in English confidently.	53	35	9	2	1	100
11	I can correct students' spoken errors appropriately in English.	49	39	7	1	4	100
12	I can correct students' written errors effectively in English.	48	34	15	2	1	100

13	I can adjust my English language to suit students' proficiency levels.	29	43	20	7	1	100
14	My English pronunciation is clear and understandable to students.	47	29	22	2	0	100
15	I am satisfied with my overall level of English proficiency.	35	44	16	5	0	100

Although table 1 is more focused on fifteen tasks related to the classroom, it addresses teachers' perceived proficiency 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 percentage for "strongly agree" and "agree" exceeds three quarters of the sample. This means that in general the respondents consider themselves as sufficiently linguistically able as to conduct core professional duties in English.

Regarding the first item, which is fluent communication during teaching in the classroom, 84% of the responses are positive. This suggest 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 in our students on this stage indicates that many teachers feel they can drive the English environment in class, which benefits students in listening comprehension and process of acquiring second language. However, the presence of 13% neutral and 3% 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 one of the strongest results in the table. This implication means that teachers are highly efficacious about 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 as your English.

The third item, allowing for easy instruction in the classroom in English, 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.

The fourth one is about confidence to speak in English in front of students, also 80% agreement. 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 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.

The fifth one, responds spontaneously to students' questions in English, comes to 79% agreement. The significance of this is further nuance with respect to spontaneous response as it involves not just linguistic skill but also immediacy, speed on processing 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.

Item six and item seven are about listening comprehension, students understanding English in their spoken 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.

Item eight receives the highest 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 pedagogy.

Item nine, writing lesson plans effectively in English, receives 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. The low percentage here might suggest productive written tasks are more challenging than most oral tasks in the classroom.

The most consistent response appears in item ten, confidently writing English tests and scores 88% agreement. The teachers feel most confident about the writing related to assessment. An explanation can be that test preparation is a professional routine in the 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 organized and within scope.

Items eleven and twelve, which address correcting spoken and written errors, are rated 88% and 82% agreement in these categories, 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.

The thirteenth item, accommodating students with their English in accordance of their language proficiency 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.

The agreement for item fourteen, simple and intelligible interpretation is 76% agreement. Instead, pronunciation is often associated with teacher confidence and comprehensibility rather than native-like pronunciation. This result indicates than most teachers believe that their pronunciation is clear enough for teaching purposes, which is more important pedagogically than accent mimicking.

For item fifteen, general satisfaction with English ability, there is an agreement of 79%. Teachers are positive about their language ability, but they are skeptical about their language ability. 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, integral, construct of proficiency.

4.2. Qualitative Analysis of Teachers' English Language Proficiency

The qualitative analysis of teachers' English language proficiency demonstrates that the reflect and construct tend to have predominantly a positive professional identity and the participants identify themselves as competent and able 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. The domains represent a form of procedural mastery, which is developed in practice, and well-established teaching practices.Overall, the qualitative interpretation indicates that Iraqi EFL teachers perceive themselves as possessing a satisfactory level of English language proficiency, particularly in classroom communication, explaining grammatical concepts, and conducting instructional activities in English. These findings are consistent with the quantitative results, which revealed high frequencies of agreement across most proficiency items. However, slightly lower levels of confidence in some advanced language skills suggest that continuous professional development is still needed to further strengthen teachers' overall language proficiency and support effective implementation of post-method teaching. There seems to be the 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 a derivative of linguistic knowledge, this competence has its base in the types of activities the LLMs are best familiar with and trained to perform. This, in turn, makes their sense of professional competence intertwined with traditional types and signs of pedagogical success that revolve around the idea of correctness, clarity and authoritarianship and builds up a sense of professional identity as being a trustworthy individual who master the main areas of teaching.

Even though this competence can be supposedly revealed in quantitative terms, a more qualitative analysis shows 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 and adaptation of language in accordance with the evolving 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. 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 usage. A pedagogy 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 outcomes are not reflected by linguistic accuracy alone but by using the appropriate tone of writing in the language.

4.3. Quantitative Analysis Teachers' Proficiency and Post-Method Teaching

This section presents the quantitative analysis of the relationship between teachers' English language proficiency and post-method teaching. Descriptive statistics, including frequencies and percentages, were used to examine teachers' responses to the questionnaire items. The results provide an overview of how teachers perceive the role of English language proficiency in supporting the implementation of post-method teaching practices.

Table 2.

Frequency and Percentage of Teachers' Proficiency and Post-Method Teaching.

No.	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1	My level of English proficiency influences my teaching choices.	45	35	14	5	1	100
2	Teachers with higher English proficiency can better implement post-method teaching.	34	39	20	2	5	100
3	Confidence in English encourages teachers to try new teaching strategies.	41	33	16	4	6	100
4	Limited English proficiency restricts teaching flexibility.	29	46	24	1	0	100
5	English proficiency affects classroom interaction quality.	36	44	14	2	4	100
6	Teachers need strong English proficiency to apply post-method pedagogy successfully.	36	36	20	7	1	100
7	My English proficiency allows me to adapt teaching materials effectively.	40	37	19	3	1	100
8	Proficiency in English supports reflective teaching practices.	27	45	21	7	0	100
9	Teachers' language proficiency influences their teaching autonomy.	32	41	23	4	0	100
10	Improving English proficiency	35	40	21	3	1	100

	enhances the application of post-method teaching.						
11	Teachers with low proficiency avoid innovative teaching practices.	34	35	26	3	2	100
12	English proficiency helps teachers respond to learners' needs.	32	42	16	8	2	100
13	Teachers' proficiency affects their confidence in post-method teaching.	32	46	14	5	3	100
14	Proficiency development should accompany pedagogical training.	25	46	20	7	2	100
15	English proficiency is a key factor in successful post-method teaching.	27	43	25	3	2	100

Table 4 presents the samples' responses concerning the relationship between English language proficiency and post-method teaching is examined. The seemingly simple responses reflect that teachers have a very clear understanding of the factors that indicate proficiency, flexibility, creativity/innovation, reasoning, control/autonomy, type of interaction, and successful learning, and respond consistently on those points with the exception of post-method pedagogy.

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

The second item, higher proficiency can better practice post-method teaching, scores 73% in agreement. This implies that teachers realize that proficiency is not only an asset from the language perspective, but a tool in pedagogy. 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 equate it with higher level.

The third item, English assertiveness led teachers to experiment with new strategies scores 74% agreement. Which establish the confidence acts as a mediator. Formally, expertise is both a technical skill and an ability to psychologically prepare. More secure teachers will be more adventurous, trying out new recipes released from the stranglehold of fixed formats.

The fourth item is that proficiency 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 perhaps may refer to non-optional font of knowledge or steps of committed behavior.

The fifth item, the level of English language proficiency, 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.

The sixth item, with an agreement of 72%, is having a high degree of competence in English in order to effectively practice post-method pedagogy. Moreover, this is very important finding, because it shows that teachers do not see post-method as totally, philosophically existing, but rather as more or less functional and to a degree based on linguistics skills.

Items seven and eight, adaptation of materials and supports 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 analyze their practice, and this often happens through professional conversations.

The ninth Item is about the competency level that affects the autonomy to teach, it achieved 79% of agreement. This assessment begins with the assumption that, ideally, autonomy is at the tween of the action and it is, insofar, theoretically consistent with the post-method as far as they now research methodologies. Confidence leads to trusting, if teachers feel competent, they trust their own decisions and act on and trust their instincts.

The tenth item deals with the better using post-method teaching through proficiency, which scores 75% agreement. Inevitably, this have 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 proficiency 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 proficiency 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 proficiency to learner-centered teaching and on pedagogical self-efficacy.

Items fourteen and fifteen, that the ability to show mastery should also be linked to pedagogical training and the role of proficiency as one of the key factors for post-method pedagogy, 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.

4.4. Qualitative Analysis Teachers' Proficiency and Post-Method Teaching

The qualitative analysis of the correlation between proficiency and post-method is the proficiency as a key facilitating factor in the pedagogical activity of teachers. According to teachers, their level of English

proficiency 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 proficiency 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 immediate response.

These data also show that only a small number of people felt that lack of language proficiency 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 proficiency is both enabling and inhibiting at the same time based on the level of proficiency, 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.

Furthermore, the findings suggest that educators do not regard the language need of pedagogy 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 proficiency 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 proficiency and knowledge of pedagogy 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.

X

4.5. Discussion of Results

A salient result that comes from looking at the first table is that, overall; the teachers rated their English ability very high in terms of a variety of tasks related to the classroom. It is found that such abilities as communicating fluently during classroom instruction, explaining grammatical rules, giving classroom instructions, speaking confidently in front of students, responding spontaneously to learners' questions, reading academic texts, correcting spoken and written errors and preparing tests and quizzes in English to have high levels of agreement. The percentages were highest among areas associated with preparing for assessments and answering grammatical queries, while more challenging tasks, for example, writing lesson plans, adapting language to suit the proficiency level of learners, and comprehending real-life spoken materials had relatively lower, but still positive, percentages.

This finding is particularly crucial as, within an EFL context, the language proficiency of teachers is not a matter of individual expertise only, but an input resource of classroom pedagogy, it mediates classroom practice. Teachers with a higher level of proficiency are usually in a better position to give appropriate input, keep the classroom running in English, respond flexibly to spontaneous questions, and expose learners to more abundant and authentic language. So, the high-perceived proficiency within the Table 1 data might be seen as a necessary precondition for the successful implementation of innovative ways of teaching. However, the results also show a rather mixed picture regarding the level of proficiency spread over the different skill as a result, although this is a decent score overall, the results also reveal that there are not equally high levels of proficiency across all aspects. By instructional task type, teachers do appear to be more confident in more structured and traditional processes than in the more spontaneous and adaptation or extensive long-form or protracted writing. This variation between findings may imply that even as teachers exhibit relative confidence with the language base, other skills of communication and teachability are clearly still in development.

The fourth table is the main analytical bridge of the study, which looks at the link between English language proficiency and post-method teaching. Repeatedly, the results indicate that teachers see an important relationship between the two. Respondents generally agreed that their degree of English proficiency affects their teaching decisions, that post-method teaching is more possible for teachers who are proficient in English, and that their confidence level in English drives them to try different teaching practices. Likewise, most agreed that teaching flexibility is hampered, classroom interaction is affected, and teachers are less likely to adopt innovative practices due to low proficiency.

5. Conclusions

The results of this study offer a good data-based answer to the question of whether or not language proficiency has direct relationships with the attitudes of Iraqi EFL teachers towards post-method pedagogy. Teachers with higher proficiency in a range of skills, speaking fluency, grammar explanation, classroom discourse, and instruction clarity, were also more positively disposed to post-method pedagogy ideals. This relationship can be understood as cognitive and emotional. At a cognitive level, expertise gives teachers the words and phrases that help them to comprehend, frame, and assimilate new ideas about teaching. At the affective level, increased proficiency helps to build teachers' confidence, reduces anxiety, and increases flexibility and willingness to innovate. It has been found that with higher teaching proficiency, teachers place more importance on, among other things, creativity, learner-centeredness, and flexibility, the three pillars of post-method teaching. By comparison, teachers at lower proficiency levels seem to be more timid, perhaps due to a lack of confidence in spontaneity, personalized communication and the unpredictability of classroom situations.

Additionally, the study shows the variation of attitudes toward post-method teaching among teachers is significantly different as to the level of language proficiency. Higher proficiency teachers are consistently

more in agreement with post-method pedagogical principles including flexibility, autonomy, and creativity and learner centeredness. These teachers seem more open to changing their habitual teaching style and practicing contextual-responsive teaching that can address the varying needs of learners. With their greater mastery, they can participate more comfortably in unplanned bunches, control class discussions, and try out new methods of teaching material. Moreover, less proficient teachers seem to have positive but rather ambivalent positions regarding post-method pedagogy.

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Appendix

English Language teachers' proficiency

Response Scale:

Strongly Agree (SA) – Agree (A) – Neutral (N) – Disagree (D) – Strongly Disagree (SD)

Section A: Teachers' English Language Proficiency (Items 1–15)

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 proficiency 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 analyze 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 memorization.
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 proficiency 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 proficiency allows me to implement a flexible, student-centered approach in my teaching.

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

16. I am familiar with the concept of post-method teaching.
17. I understand the basic principles of post-method pedagogy.
18. I am aware of Kumaravadivelu's post-method framework.
19. I understand the concept of particularity in post-method teaching.
20. I understand the concept of practicality in post-method teaching.
21. I understand the concept of possibility in post-method teaching.
22. I can distinguish between method-based and post-method teaching.
23. I have studied post-method teaching in my academic courses.
24. I have received training related to post-method teaching.
25. I know how to apply post-method principles in the EFL classroom.
26. I believe post-method teaching emphasizes teacher autonomy.
27. I believe post-method teaching values learners' needs and context.
28. I believe post-method teaching goes beyond fixed teaching methods.
29. I believe reflective teaching is essential in post-method pedagogy.
30. I feel sufficiently informed about post-method teaching.

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

31. I have a positive attitude toward post-method teaching.

32. I believe post-method teaching improves students' language learning.
33. I prefer flexible teaching approaches over fixed methods.
34. Post-method teaching allows creativity in teaching.
35. Post-method teaching makes teaching more meaningful.
36. I enjoy designing my own teaching strategies.
37. Post-method teaching encourages learner-centered instruction.
38. Post-method teaching promotes learner autonomy.
39. Post-method teaching supports critical thinking among students.
40. I feel motivated when applying post-method teaching practices.
41. Post-method teaching fits the Iraqi EFL context.
42. Post-method teaching respects cultural and social factors.
43. I believe post-method teaching increases student participation.
44. I am willing to adopt post-method teaching in my classes.
45. I support the integration of post-method teaching in EFL education.

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

46. My level of English proficiency influences my teaching choices.
47. Teachers with higher English proficiency can better implement post-method teaching.
48. Confidence in English encourages teachers to try new teaching strategies.
49. Limited English proficiency restricts teaching flexibility.
50. English proficiency affects classroom interaction quality.
51. Teachers need strong English proficiency to apply post-method pedagogy successfully.
52. My English proficiency allows me to adapt teaching materials effectively.
53. Proficiency in English supports reflective teaching practices.
54. Teachers' language proficiency influences their teaching autonomy.
55. Improving English proficiency enhances the application of post-method teaching.
56. Teachers with low proficiency avoid innovative teaching practices.
57. English proficiency helps teachers respond to learners' needs.
58. Teachers' proficiency affects their confidence in post-method teaching.
59. Proficiency development should accompany pedagogical training.
60. English proficiency is a key factor in successful post-method teaching.

Section E: Challenges and Professional Development (Items 61–75)

61. Lack of training makes post-method teaching difficult to implement.
62. Large class sizes limit the use of post-method teaching.
63. Time constraints prevent effective post-method teaching.
64. Prescribed textbooks restrict teaching flexibility.
65. Institutional policies limit teacher autonomy.
66. Lack of resources affects post-method teaching practices.

67. Professional development programs help teachers apply post-method teaching.
68. Training workshops improve teachers' confidence in post-method teaching.
69. Continuous professional development is necessary for post-method teaching.
70. Professional training should focus on contextual teaching practices.
71. Improving English proficiency should be a professional priority for teachers.
72. Professional development enhances both teaching skills and language proficiency.
73. Teachers need institutional support to implement post-method teaching.
74. Ongoing training improves teachers' attitudes toward post-method teaching.
75. Professional development plays a crucial role in effective post-method teaching.