

Microstrategies for Minimizing Perceptual Mismatches and Developing Teacher Awareness

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¹Received: 29 May 2024; Accepted: 20 August 2024; Published: 23 August 2024

ABSTRACT

Miscommunication or being misconstrued is considered to be among one of the common phenomena of English language classrooms. This miscommunication can increase in cases where a second or third language speaker is. In most cases, the learners do not see the classroom activities as learning activities rather. Consequently, mismatches happen between the way teachers perceive and the way students perceive the aims of the lessons. Such mismatches will cause a gap between the input of the teacher and the way learner intake. Consequently, the outcome will not be as expected. Therefore, the goal of the study is to determine the effectiveness of using Microstrategies for minimizing the perceptual mismatching and developing teacher's awareness. In order to achieve the goals of the study, a questionnaire from B. Kumaravadivelu's book entitled "Beyond Methods: Macro strategies for Language Teaching" According to this book, there are ten sources that could cause the mismatches between the teacher and learners .is used and they include : Cognitive mismatch, Communicative mismatch, Linguistic mismatch, Pedagogic mismatch, Strategic mismatch, Cultural mismatch, Evaluative mismatch, Procedural mismatch, Instructional mismatch and Attitudinal mismatch. In this study, the survey questionnaire uses on the aims and activities of different classes. It is a common questionnaire for teachers and learners. The questionnaire concerns with the strategies suggested by Kumaravadivelu (2006) at micro level. All students at Gifted School participate in the survey. The survey consist of two parts, the first part is for teachers and the second for students. The quantitative data use in the research, it Collects by the researchers, then analyzes using the statistical software SPSS. The results of the study revealed that it is possible to apply a number of microstrategies to minimize the mismatching between students and teachers, and consequently increases the learning outcomes of students.

الملخص

يعتبر سوء التواصل أو سوء الفهم من الظواهر الشائعة في صفوف اللغة الإنجليزية. يمكن أن يزداد سوء الفهم هذا في الحالات التي يكون فيها متحدث للغة ثانية أو ثالثة. في معظم الحالات ، لا يرى المتعلمون أنشطة الفصل على أنها أنشطة تعليمية ، وبالتالي يحدث عدم التطابق بين الطريقة التي يدرك بها المعلمون والطريقة التي يدرك بها الطلاب أهداف الدروس. سيؤدي عدم التطابق هذا إلى فجوة بين مدخلات المعلم وطريقة المتعلم. وبالتالي ، فإن النتيجة لن تكون كما هو متوقع. لذلك ، فإن الهدف من الدراسة هو تحديد فاعلية استخدام الاستراتيجيات الدقيقة لتقليل عدم التطابق الإدراكي وتنمية وعي المعلم. من أجل تحقيق أهداف الدراسة ، تم استخدام استبيان من كتاب B. Kumaravadivelu بعنوان "ما وراء الأساليب: استراتيجيات كلية لتعليم اللغة". وفقًا لهذا الكتاب ، هناك عشرة مصادر يمكن أن تسبب عدم التطابق بين المعلم والمتعلمين وتشمل: عدم التطابق المعرفي ، عدم التطابق التواصلية ، عدم التطابق اللغوي ، عدم التطابق التربوي ، عدم التطابق الاستراتيجي ، عدم التطابق الثقافي ، عدم التطابق التقييمي ، عدم التطابق الإجرائي ، عدم التطابق التعليمي و عدم تطابق المواقف. في هذه الدراسة ، يستخدم استبيان لأهداف وأنشطة الفئات المختلفة. إنه استبيان شائع للمعلمين والمتعلمين. يتعلق الاستبيان بالاستراتيجيات المقترحة من قبل Kumaravadivelu (2006) على المستوى الجزئي. يشارك جميع الطلاب في مدرسة الموهوبين في الاستبيان. يتكون الاستبيان من جزأين ، الجزء الأول للمعلمين والثاني للطلاب. البيانات الكمية المستخدمة في البحث يجمعها الباحثون ثم تحليلها باستخدام البرنامج الإحصائي SPSS. كشفت نتائج الدراسة أنه من الممكن تطبيق عدد من الاستراتيجيات الدقيقة لتقليل عدم التوافق بين الطلاب والمعلمين ، وبالتالي زيادة مخرجات التعلم للطلاب.

¹ How to cite the article: Hussain N.A.A., Raheem F.; Microstrategies for Minimizing Perceptual Mismatches and Developing Teacher Awareness; International Journal of Advancement of Social Science and Humanity; Special Issue 2024, Vol 18, No. 1, 44-54

1. PRELIMINARIES

1.1 Introduction

One of the most important responsibilities of language teachers is to offer adequate input to students and convert as much input as possible into intake. The term "input" refers to spoken and written data in the target language that learners are exposed to through a variety of sources and recognize as relevant and usable for language learning (Kumaravadivelu, 1994: 27-29.)

In contrast, intake refers to "what goes in, not what is available to put in" (Corder, 1967: 165, as cited in Kumaravadivelu, 2003: 78). Learning cannot be said to have occurred unless input is converted into intake. The consequence of the preceding reasoning is that language teachers are supposed to try and identify the sorts of perceptual mismatches in their classes and reduce their number in order to improve learning opportunities and convert as much input as necessary into intake. The discovery of various sorts of perceptual mismatches in the language class is the initial step in this procedure. The second stage will focus on reducing discovered inconsistencies and familiarizing students with the most common ones, so that students take an active role in the process.

1.2 Problem of the Study

Misinterpretation is an unavoidable element of human communication. The goal of a speaker to transmit a message is frequently misinterpreted or misunderstood by the audience (s). The language classroom is a good example of a situation where a speaker's intention and a listener's understanding of a message may differ. Mismatch refers to the difference between the teacher's intention and the learners' interpretation. Therefore, the current study attempts to measure the effectiveness of employing micro strategies in decreasing this mismatching between the teacher and student.

1.3 Aims of the Study

The present study aims to achieve the following goals:

1. Studying the phenomenon of perceptual mismatching
2. Exploring the microstrategies and their types
3. Measuring the effectiveness of using microstrategies in minimizing the perceptual mismatching and raising teacher's awareness

1.4 Hypothesis

This study hypothesizes that "Microstrategies can be used as effective means to minimize perceptual mismatching and improving teachers' awareness.

1.5 Limits of the Study

The study is limited to 45 students (29 males, 26 females; aged 13-18) and 55 EFL teachers (27 males, 28 females) aged from 25 to 55 completed questionnaires about microstrategies for minimizing perceptual mismatches and developing teacher awareness.

2. SURVEY OF RELATED LITERATURE

2.1 Micro Strategies

Micro strategies are classroom methods meant to achieve the macro strategy's objectives, and micro strategies are offered as samples, such as language usage and formality levels, language use and doublespeak (Kumaravadivelu, 2006: 210-212). As a result, the goal of employing those strategies is to develop a post-method pedagogy capable of teaching language in light of the circumstances (Kumaravadivelu, 2006: 211, Larsen-Freeman, 2005: 112). Teachers can act as both creators of learning opportunities for their students and users of learning opportunities produced by students by employing these strategies (Birjandi & Hashamdar, 2014: 55). According to Kumaravadivelu (2006: 88), there are two types of teaching strategies: macro-strategies, which are broad guidelines developed based on teachers' classroom practices, and micro-strategies, which are intended to be implemented in the classroom in order to achieve the goals of a particular macro strategy. The targets of macro-strategies are designed for maximizing gaining knowledge of possibilities, minimizing perceptual mismatches, learner autonomy, elevating cultural focus, activating

intuitive heuristics, contextualizing the input, fostering language consciousness while microstrategies are conditioned for the possibility, particularity, and practicality of macro-strategies regarding novices' desires, lacks, and expectations (Kumaravadivelu, 2006: 111).

By examining how learners and teachers perceived the nature, the goals, and the demands of a chosen language-learning task completed by low intermediate level ESL learners in the United States, Kumaravadivelu (1991:99) attempted to pinpoint potential sources of mismatches between teacher intention and learner interpretation. He selected a challenge involving newspaper advertisements. It concentrated on the grammatical aspects of too and enough as well as the rhetorical aspects of comparison. Two sections made up the task. The first section, "Finding an affordable wedding dress," provided details on a future bride. This contained details about her size and financial situation. Six brief classifieds for bridal dresses were also included. Finding an apartment was the topic of the second section.

2.2. Types of Microstrategies

The next two microstrategies are made to teach students how to recognize and discuss their thoughts on potential mismatches.

2.2.1Learner Training.

It makes sense to presume that some of the challenges that students may have in comprehending the objectives and activities of the classroom are caused by potential mismatches between their interpretation and the teacher's intent. Mismatches can be identified by the learners themselves because they are, at least in part, based on their perceptions of what occurs in class. One strategy is to inform them of the 10 sources of mismatch that were will discussed in the next section. This can be accomplished by seeing the sources as a reading comprehension lesson. The approach that is described here is one option; teachers should modify it to fit their specific learning and teaching environment.

2.2.1.1 First, discuss any discrepancies between the teacher's intention and the students' interpretation of the objectives and activities in the classroom. Get the students to provide their own, albeit hesitant, explanations and examples by asking leading questions.

2.2.1.2 Describe the 10 potential mismatch sources. You might even want to employ a subset of the five major mismatches, such as cognitive, communicative, linguistic, cultural, and attitudinal, depending on the learners' degree of ability. If required, simplify as well.

2.2.1.3 Assist students in understanding the concept by using the sample interactional data to illustrate each of the mismatches (or any appropriate instances you can find from your own classes). Kumaravadivelu (2003: 91-94)

2.2.1.4 Make five-person groupings that are small. Give each group two mismatched pairs. Encourage the students to discuss the assigned mismatches in their groups. Ask them to explain how they define mismatches and provide examples based on their own teaching experiences.

2.2.1.5 After each group's representative has presented their examples to the class, have a discussion. It's acceptable if some groups are unable to produce examples in the time allotted to them.

2.2.1.6 Choose a few of the interactional episodes and work with your students to find any potential mismatches in them if you believe that one more session of a comparable exercise will help the learners understand the idea better. You might need to provide them with the essential context for these episodes.

2.2.1.7 If your students have any trouble comprehending the goals and activities of the classroom, encourage them to pay close attention to any potential mismatches. Encourage them to establish a journal or diary in which they track mismatches across their numerous classes. Inform them that discovering the causes of their learning problems is one method to effectively treat them (Haritha,2014: 502-510).

2.2.2 Learner Perception

This new micro strategy was developed to complement the one that came before it. Here, we seek students' thoughts to a certain specific lesson. Since students need to be able to recollect what was covered in a lesson before they forget it, timing is important. You have the option of creating an open-ended questionnaire in which students are allowed to provide feedback on any aspect of the course, or a closed questionnaire in which they are required to respond only to questions about a predetermined set of topics.

2.2.2.1 Distribute completed questionnaires at the ending of a lesson to solicit students' reflection on the material covered. Insist that they fill out the questionnaire (Kumaravadivelu, 2003: 91-94).

2.2.2.2 Examine the finished questionnaire without delay, preferably before you forget what transpired in class. Take note of some particularly insightful student feedback and share it with the class.

2.2.2.3 Give the completed feedback form back to the students in the following class. Gather people into smaller groups and have them swap feedback sheets to read what others have written. Have them compare and contrast their own perspectives with those of the other members of the group.

2.2.2.4 Request that each group briefly summarise its discussion for the class before opening the opportunity to further debate.

2.2.2.5 Based on your review of the students' perspectives and the group presentation, clarify any confusion the students may have experienced regarding the class's mismatches and events. Re-teach relevant material from the prior class if necessary to ensure that your pupils are grasping the concepts you set out to teach them (Haritha, 2014: 502-510).

2.3 Teacher Awareness

Smith and Jeffrey used the notion of "Teacher Awareness" to make sense of the data they gathered from their extensive observational study. The term refers to a behavioural aspect of teachers in which they demonstrate their expertise by sharing relevant information with their students (Louis M. Smith and Paul F. Kleine, 1969: 245). The second component of the framework is awareness. Quite simply, it is the information a teacher has about their pupils, such as their interests, abilities, worries, personal histories, family backgrounds, and academic success from prior years, that will inform their instruction. This kind of awareness is not the same as "real time" awareness, such as when a teacher realises a pupil is about to engage in inappropriate behaviour. In this context, "awareness" refers to the teacher's knowledge of the students (Rodriguez, 2013). There is a discussion on interaction awareness. It refers to teachers' understanding of the learner-teacher (L-T) relationship as its own system. Teachers' responses revealed at least three levels of awareness within interaction: connection, collaboration, and mutual impacts. Also, this L-T contact has been credited by some educators with fostering a sense of teamwork between them and their students. Supporting the implications of the suggested teaching brain framework, the findings point to the significance of teachers' awareness of interactions (Gary D. and Jonas F, 1998:54-55).

2.4. Minimize Perceptual Mismatches

Mismatches in language instruction are a normal aspect of the job, and classroom communication is no exception. When a teacher standing in front of a classroom of kids and giving a lengthy speech. While the instructor may believe that there is a wealth of information to be imparted to their students, the question remains as to whether or not their views are shared by their pupils. Even in monolingual classrooms with little variety, it is often difficult for teachers and students to view the same classroom event as a possible learning event; this is exponentially more difficult in multilingual classrooms with a wide range of backgrounds and languages spoken. In other words, there is potential for, and often is, mismatch between the goals and activities of classroom events as perceived by teachers and students. There may be a wider gap between what teachers provide and what students take in, leading to lower learning outcomes. It is difficult to notice perceptual mismatches since they are not obvious (B. Kumaravadivelu, 2006: 203-204) However, being aware of them is necessary for learning and teaching to reach their full potential. The divide between what the instructor meant and what the student understood can be bridged via mutual awareness and cooperation. In order to effectively participate in the classroom as educators, and more specifically as English language teachers, we need to have a solid grasp on the ways in which teachers and students view classroom goals and activities. In short, if we provide our students with the means to identify the sources of misunderstandings and the means to resolve them, we may help them become more effective communicators and speakers of English (Kumaravadivelu, 2003: 99-100).

3. METHODOLOGY :

After reviewing the previous studies in this field, such as the study of Dawit Dibekulu Alem, the researchers adopt the questionnaire from B. KUMARAVADIVELU's book entitled "Beyond Methods: Macro strategies for Language Teaching" where he identifies ten sources that have the potential to contribute to the mismatch between teacher intention and learner interpretation, these sources are : Cognitive mismatch, Communicative mismatch, Linguistic mismatch, Pedagogic mismatch, Strategic mismatch, Cultural mismatch, Evaluative mismatch, Procedural mismatch, Instructional mismatch and Attitudinal mismatch. In this study, the survey questionnaire uses on the aims and activities of different classes. It is a common questionnaire for teachers and learners. The questionnaire concerns with the strategies suggested by Kumaravadivelu (2006) at micro level. The participants of the survey were forty five students who attend Gifted School. Those students recruited from sixth classes. All students at Gifted School participate in the survey. The survey consist of two parts, the first part is for teachers and the second for students. The quantitative data use in the research, it Collects by the researchers, then analyzes using the statistical software SPSS.

3.1 .Participants

In total, 45 students (29 males, 26 females; aged 13-18) and 55 EFL teachers aged from 25 to 55 (27 males, 28 females) completed questionnaires about microstrategies for minimizing perceptual mismatches and developing teacher awareness. Students were recruited from one school located in Mayssan encompassing a range of linguistics backgrounds. In terms of teaching experience, 20 teachers had 1-15 years, 10 had 11-20 years, and 15 had more than 20 years of experience. Approximately 52% of the teachers had earned bachelor's degrees; the rest of them were working toward or had earned their master's or doctoral degrees in English education or related fields.

3.2 .Instruments

The survey consisted of two parts, the first part is for students, and the second part is for teachers. The first part contains 25 items about the strategies and activities that students learn in class, and strategies and activities that teachers use in their classes and the respondents' answers on them could range on a five-point Likert scale, ranging from 1 "strongly agree" to 5 "strongly disagree". Sample items from this scale include: this course is aimed at helping students to improve pronunciation (item 5), this course is aimed at helping students to communicate ideas in writing (item 9). The second part contains 32 items about possible attitudes teachers and learners may bring to class with its respondents' answers also. Sample items from this scale include: I try to use praise for student's performance (item 20), I try developing appropriate materials regarding the needs of students (31). Item 11 got the highest percentage in the first questionnaire for teachers and students, and element 16 got the lowest percentage. Item 21 got the highest percentage in the second questionnaire for teachers, and item 1 got the lowest percentage.

A. First questionnaire (Students)

No.	Item	Agree	Strongly Agree	Disagree	Strongly disagree	Not sure
1.	Learn new words	40%	36.11	7.11	8.8%	3.98%
	Employing the exact words in the exact context	31.45%	39.66%	4.4%	17.83%	6.66%
2.	Understand and using grammar rules	35.55%	24.44%	17.77%	13.3%	8.88%
3.	Improve listening skills	21.54%	55.66%	6.66%	4.44%	11.07%
4.	Speak correctly and confidently	29.33%	40.22%	15.55%	10.00%	4.09%
5.	Improve pronunciation	28.88%	60%	4.44%	6.66%	0.0%
6.	Read a lot of materials	15.55%	17.77	11.11%	44.44%	11.11%
7.	Read for better comprehension	25.22%	42.22%	13.33%	17.77%	1.64%
8.	Communicate ideas in writing	26.66%	33.33%	15.55%	13.33%	11.11%
9.	Making a list of words	37.77%	31.11%	8.88%	13.33%	8.88%
10.	Finding words' meaning in dictionary	40%	22.22%	17.7%	8.8%	11.1%
11.	Doing grammar exercises	37.00%	43.77%	4.4%	11.11%	3.72%
12.	Reading a textbook	35.55%	24.44%	17.77%	13.3%	8.88%
13.	Reading newspapers and stories	22.22%	55.55%	6.66%	4.44%	11.11%
14.	Listening to radio	33.33%	22.22%	15.55%	17.77%	11.11%
15.	Watching tv or videos	28.88%	60%	4.44%	6.66%	0.0%
16.	Practicing sounds for good pronunciation	15.55%	17.77	11.11%	44.44%	11.11%
17.	Speaking with classmates in pairs.	22.22%	42.22%	13.33%	17.77%	4.44%

18.	Speaking with classmates in small groups.	26.66%	33.33%	15.55%	13.33%	11.11%
19.	Role- playing dialogs.	37.77%	31.11%	8.88%	13.33%	8.88%
20.	Listening to teacher explanations.	40%	22.22%	17.7%	8.8%	11.1%
21.	Practicing in class.	39.55%	40.33%	4.4%	11.11%	4.61%
22.	Practicing outside the class.	35.55%	24.44%	17.77%	13.3%	8.88%
23.	Doing communicative tasks.	26.53%	41.47%	2.66%	11.33%	15.01%
24.	Paying attention to teacher corrections.	31.44%	23.22%	15.55%	17.77%	11.99%
25.	Playing attention to learner mistakes.	28.88%	60%	4.44%	6.66%	0.0%

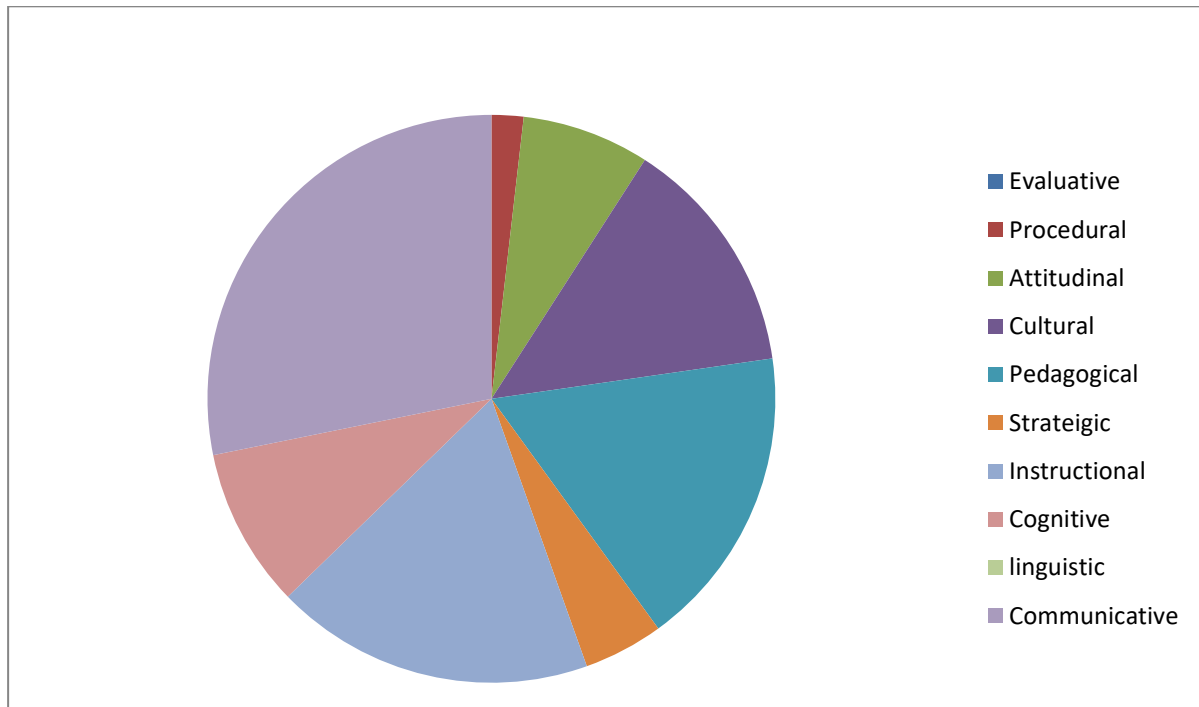
B. Second Questionnaire (Teachers)

No.	Items	Agree	Strongly disagree	Disagree	Strongly disagree	Not sure
1.	"I can use immediate changes in teaching."	20%	40%	15.55%	22.22%	2.22%
2.	I prefer interacting with students while teaching.	24.44%	31.11%	20%	17.77%	6.66%
3.	"I can allow opportunities for the student to learn more about things."	31.33%	22.22%	11.11%	37.77%	15.55%
4.	I try to make positive statements about student's performance.	26.66%	62.22%	2.22%	8.88%	0.00
5.	The aims and objectives of the lesson are explained by me	28.88%	51.11%	8.88%	11.11%	0.00%
6.	I tend to write my lessons plan without taking into consideration students 'needs	27.77%	36.66%	10%	22.22%	3.35%
7.	I try to listen to student's ideas	23.19%	46.88%	15.55%	5.33%	9.05%
8.	I reward student's after they have	15.55%	31.11%	17.77%	24.44%	11.11%

	finished the task					
9.	I use checklists to evaluate student's.	22.22%	53.33%	13.33%	11.11%	0.00
10.	I demand an explanation in case where I don't comprehend certain things	28.88%	64.44%	6.66%	0.00	0.00
11.	I like cooperating with student's.	33.33%	55.55%	4.44%	6.66%	0.00
12.	I encourage students to learn using questioning.	26.66%	57.77%	11.11%	4.44%	0.00
13.	My aim is to create a trust relationship between me and students.	24.44%	60%	2.22%	6.66%	6.66%
14.	I keep teacher portfolio.	20%	40%	15.55%	22.22%	2.22%
15.	I monitor myself while teaching.	24.44%	31.11%	20%	17.77%	6.66%
16.	I evaluate my teaching process.	31.33%	22.22%	11.11%	37.77%	15.55%
17.	I tend to raise the performance of students in learning experience .	26.66%	62.22%	2.22%	8.88%	0.00
18.	I attempt to provide statements with the right and coherent feedback	28.88%	51.11%	8.88%	11.11%	0.00%
19.	I notice student's feelings about my teaching performance.	17.77%	26.66%	20%	22.22%	13.33%
20.	I try to use praise for student's performance.	17.77%	22.22%	15.55%	33.33%	11.11%
21.	I motivate students to have a unique	15.55%	31.11%	17.77%	24.44%	11.11%

	learning expectations.					
22.	I tend to use projects in order to enhance and build students' personality	22.22%	53.33%	13.33%	11.11%	0.00
23.	I usually express the importance of learning.	28.88%	64.44%	6.66%	0.00	0.00
24.	I discuss my teaching performance with students.	33.33%	55.55%	4.44%	6.66%	0.00
25.	I design activities regarding the expectations of students.	26.66%	57.77%	11.11%	4.44%	0.00
26.	I encourage students to build confidence.	24.44%	60%	2.22%	6.66%	6.66%
27.	"I encourage students to continue learning outside the classroom."	20%	40%	15.55%	22.22%	2.22%
28.	I take into consideration the circumstances where students are learning.	24.44%	31.11%	20%	17.77%	6.66%
29.	I evaluate the outcomes of my teaching.	31.33%	22.22%	11.11%	37.77%	15.55%
30.	My goal is to raise students' levels of motivation	26.66%	62.22%	2.22%	8.88%	0.00
31.	I attempt to improve the quality of materials taking into consideration students 'needs ."	28.88%	51.11%	8.88%	11.11%	0.00%
32.	I tend to teach using coherent and logical steps	17.77%	26.66%	20%	22.22%	13.33%

Figure (1) Types of perceptual Mismatches that are minimized by microstrategies



3.3. Discussion

Despite the fact that such mean of analysis has clearly proved that microstrategies can actually contribute in reducing the mismatches gap between students and teachers as well raising teacher’s awareness. In order to prove these results, the researcher attempted to check hypothetical mean and the arithmetic mean and along with the standard deviation of the sample’s responses. After that, a T-test is T-test is conducted and the results are clarified in table (3):

Type of factors	Mean Scores	Std. Deviation	Calculated value	Tabulated values	Significance level
Minimizing the Mismatching	2.916	0.288	2.03	2.19	0.05
Raising Teacher’s Awareness	1.75	80.753			

Based on the responses of the participant, it’s clear that using microstrategies made it much smoother for the students to follow the teacher and comprehend the lesson goals. For the students’ part, these strategies have highly participated in minimizing a wide number of mismatches sources between students and teachers such as Pedagogic mismatch, in this part the participants revealed that these strategies assessed in improving pronunciation, practicing in class, listening to teacher explanations, communicate ideas in writing and many other aspects. As for the communicative

mismatches, it has been found that 41.4% of the participants strongly agreed that these strategies helped them to participate in communicative tasks, 42.22% of them said that they helped them in talking to students in pairs. As for the Linguistic mismatch, the data analysis shows that microstrategies mostly helped the students in improving listening skills, syntax, reading and writing. On the other hand, the results also shows that teachers mostly followed these strategies to minimize the Instructional mismatch and Attitudinal mismatch between them and their students and these strategies are as follows: increasing the motivation level of my students, encouraging students to continue learning outside the classroom, encouraging students to build confidence, expressing the importance of learning, discussing my teaching performance with student, using checklists to evaluate student and making positive feedback about student's performance.

3.4 Results

The analysis of the data clearly revealed that the microstrategies can minimize mismatches between students and teachers. According to the results from both questionnaires, it has been found that applying certain microstrategies by teacher can lead to improve students' outcomes and reduce the gap between the teacher and the student. For instance, 44.44% of the students agreed that these strategies improved their ability to use the right words in the right place. While 60% of them strongly believe it is their pronunciation that has been improved. Furthermore, almost half of the participants believed that listening skills also increased and became better. Almost 40 percent of them agreed that it's the comprehension and grammar skills that enhanced by microstrategies. On the communicative and perceptual aspect, 42% of them believe that they become more able to do communicative tasks than before along with being able to communicate with other classmates. Additionally, it has been found that there are a number of microstrategies which could be followed by teacher to help minimize some sources of mismatches such as showing the importance of learning (64) found that the most employed strategies by teachers to minimize these mismatch such as encouraging students to build confidence (60%), increasing the student's experience for learning performance (62%), express the importance of learning (64.44%), making positive statements about student's performance.

3.5 Conclusion

With accordance to the literature reviewed and the teaching experiential knowledge, including classroom observations, in this research, the effort has been make a detailed review of microstrategies and their role in minimizing the mismatches and maximizing learning opportunities in their classrooms. The framework of the microstrategies presented above can be used, applied and adapted both by experienced and inexperienced teachers in order to facilitate them in their professional development both as a researcher and practitioner. With the increasing demand of a more effective educational system, it has become necessary for teachers to involve in the process of theory and practice by conducting action research in order to gain more insight on the learning and teaching perceptions and practices. The results of the current study suggest that it is possible to apply a number of microstrategies to minimize the mismatching between students and teachers, and consequently increases the learning outcomes of students.

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