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**THE POSTMETHOD CONDITION AND ITS MACROSTRATEGIES: AN ANALYSIS
ABOUT AUDIOLINGUAL METHOD, COMMUNICATIVE LANGUAGE LEARNING
AND COMMUNITY LANGUAGE TEACHING**

**CAMPINA GRANDE
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Trabalho de Conclusão de Curso (Monografia)
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letras e artes da Universidade Estadual da
Paraíba, como requisito parcial à obtenção do
título de graduado em letras língua Inglesa.

Área de concentração: Linguística.

Orientadora: Profa. Me. Telma Sueli Farias Ferreira

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RESUMO

Este estudo analisa as 10 Macroestratégias propostas na condição do Pós-Método que são capazes de melhorar os conhecimentos pedagógicos, empíricos e teóricos para o uso correto e melhorias em relação aos 3 métodos Audiolingual, Communicative Language Learning e Community Language Teaching. Para tal, a historicidade, abordagens, objetivos, procedimentos, vantagens e desvantagens de cada método será detalhada numa sequência que permite ao leitor, compreender os principais acontecimentos que influenciaram o desenvolvimento de pesquisas, metodologias e novas descobertas no campo da linguística e da aprendizagem de línguas. Além disso, as condições do Pós-método proposto por Kumaravadivelu (2003) é o que se conhece recentemente como inovador e criativo, com críticas aos infinitos ciclos de métodos e suas recriações. Com isso, essa nova ideia irá dar ênfase ao papel dos professores e estudantes com necessidade de propor algo para além dos métodos.

Palavras-chave: Pós-método. Audiolingual. Communicative Language Learning. Ensino Comunitário de Línguas.

ABSTRACT

This study analyzes how the ten Macrostrategies proposed in the Postmethod condition are capable of improving pedagogical, empirical, into theoretical insights into the right usage and improvement of the 3 methods Audiolingual, Communicative Language Learning, and Community Language Teaching. In order to do that, the historicity, approaches, objectives, procedures, and (dis)advantages of each method are detailed in a sequence that allows the reader to understand the main happenings that influenced the development of research, methodologies and new discoveries in the field of linguistics and language learning. In addition, the conditions of the Postmethod proposed by Kumaravadivelu (2003) is recently known as innovative and creative, with critics to the endless cycles of methods and their recreations. Thus, this new idea focuses on the teacher's and student's role and the necessity to propose something beyond the methods.

Keywords: Postmethod. Audiolingual. Communicative Language Learning. Community Language Teaching.

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1 INTRODUCTION

The study of language teaching is incredibly rich, being necessary for anyone who tries to better understand the construction of its background. The path in which, first, started from the historical facts, as the English language has spread in the world, followed by the shadow of trade, economic and social development, migration, and settlement is marked by the development of English as a Second Language (L2) which allows it to become a lingua franca as pointed by Harmer (1988).

Howatt (1984) mentioned the role of language learning and teaching and its importance that gradually changed through the years, modifying the role it developed in the world. In this manner, the study of this work is mainly on English language teaching, and it relies on scholars like Richard and Rodgers, Antony, Chomsky, and Kumaravadivelu, some of those, who have advocated exploring the details and differences in English Language Teaching. However, the approaches, methods, and techniques presented in this work could be used in the learning process of many languages.

Therefore, following the ideas of Richard and Rodgers (1986, p. 7) the starting point for our analysis is by the late nineteenth century, during the process which led to the movement of rejection of the Grammar Translation Method, that dominated European and foreign language teaching for 100 years and then, throughout the development of the main methods and innovations that occurred in that age, such as the reform movement. It influenced the way language teaching was seen and many specialists like Henry Sweet in England and Paul Passy in France led the intellectual movement giving the right acceptance to this new phase.

They also mentioned that after this revitalization the development of the main approaches took place rapidly focusing on the study of spoken language, phonetic training, conversational texts, and dialogues, as well as an inductive approach to teaching grammar. The building of theoretical foundations was based on a scientific approach to the study of language and language learning as mentioned by Henry Sweet (1899, *apud* Richard and Rodgers, 1986, p.7) emphasizing how these principles could be used in practice, as a careful selection of what is to be taught as well as grading materials from simple to complex.

As the idea of the language itself is structured, Edward Antony (1963) proposed a new organization divided into approach, method, and technique, Then, scholars like Richards and Rodgers (1986) brought a huge analysis of the theoretical perspectives schematizing the view of the language into structural, functional and interactional view. Thus, by understanding the theoretical

perspectives, many methods were developed, creating what most teachers know nowadays and use in their classrooms. Therefore, the discussion will be guided by the scholars who have contributed to this process, for example, the idea of gradation and principles of selection focus on speaking and structural view in the audiolingual, as well as the communicative approach related to meaning and contextualization.

On the other hand, scholars like Kumaravadivelu (2003) provoke critical thought in the process of learning a second or foreign language. He believes that there is something beyond methods characterized by a Postmethod condition, as he points out, as well as the fact that there is no best method, as mentioned by Prabhu (1990). The teacher should understand what methods mean first, comprehending their role, within an introspective process that involves reflection and self-analysis. In addition, Clarke (1983, p. 29) explains that the term method is “label without substance” which leads to a misunderstanding of its real meaning.

In this paper, after detailing the main movements that overcome the Grammar Translation Method, we are going to explain the main differences among the three methods: Audiolingual, Communicative Language Learning (CLL), and Community Language Teaching (CLT). There are hundreds of methods, and these three methods represent the main visions of second language teaching and learning, in the periods that started in the 20th century until the present day. Over the years, they have been guided into a shift from one perspective to another, driven by increased interest in language teaching and greater investments in research. This process will be detailed in this work, understanding the respective objectives of these methods, from neatly structured processes, through language as a function to an interactional view. After that, we will point out the criticisms of the methods and the Postmethod condition, proposed by Kuramadivelu (2003) facing many setbacks, such as the difference the theory and practice which leads to a gap between students' reality and what the methods apply.

On the other hand, this work is not merely to say that one approach, method, methodology, or the new idea of the Postmethod is better than the other or does not focus on encouraging the usage of one of these principles specifically. Based on these ideas, our main objective is to analyze whether the assumptions of the ten Macrostrategies of the Postmethod condition may be used with methods such as Audiolingual Method, CLL, and CLT to improve pedagogical matters and teachers' and students' roles. To achieve this principal objective, we present the specific ones:

- Investigate the distinction of three methods aiming at detaching their historicity, approach, objectives, procedures, and (dis)advantages.

- Discuss the Postmethod, explaining its main characteristics, focusing on the proposal of Macrostrategies.

The knowledge of these elements is essential and should not be forgotten in the curriculum, as the many setbacks a teacher faces daily. The intention relies on making the reader interested in language learning comprehension and researching what can be considered in language learning classes. Understanding these methods and approaches deeply, the reader might also develop imaginative functions about materials and procedures, innovating the class within a range of possibilities. Whether each of them has the opportunity to experience the idea of approaches, methods, methodologies, and Postmethod conditions, by having a great background about what they can use, how it would work, and why they should use it, we all believe that English classes could become environments for true language learning, favoring a generation of teachers and learners.

Our theoretical part is divided into three topics. The first one is about the historicity of methods and theories of language and language learning. The second one is about the 3 methods based on authors like Richard and Rodgers, who sharpened Antony's conceptions, Chomsky, Halliday, La Forge, and others taking into account historicity, approach, objectives, and procedures as well as (dis)advantages, and then the presentation of The Postmethod Condition, presenting authors like Kumaravadivelu, Clarke, and Prabhu.

2 THEORETICAL PATH

Referring to this topic, we aim at presenting: (i) the historicity of the methods, approaches, theories of language and language learning and (ii) the methods which are the Audiolingual, the Communicative Language Learning and the Community Language Learning.

2.1 The Historicity of the Methods, Approaches, Theories of Language and Language Learning

In this section, we will address the historicity of the L2 study pointing out the main happenings that have changed the ways people learn the language since the beginning of the nineteenth century, as the role of the reform movement, which led to new conceptions in the language teaching and learning field. In this manner, we will mention Antony's model, considered the first in modern times which articulates a new understanding of methods. Then, refined by Richard and Rodgers, who detailed Antony's model differently, as the theories of language and language learning, into the necessity of relating with practice. In addition, we point out and explain the main critics such as Clarke (1983) and Kumaravadivelu (2003), who bring a different perspective to the theme.

2.1.1 *The Historical Process of Language Teaching*

As a way to better understand the social, cultural, and commercial functions that have influenced methods and approaches to changes in the English Language, we must consider the language teaching history as a whole, in which it approached most of the used languages in the world, like French, German, Italian, Spanish, and English. In other words, we have in mind that methods, approaches, and techniques are used to learn any language since they are studied and detailed. Anyway, our main focus in the process will be on English Language Teaching, or Second Language (L2) because we all know the important role it has developed as a "*lingua franca*" widely used and spoken in the present day.

To understand any theory robustly we must place ourselves in history, and in the changes that go through the years. From this historical perspective, we are going to briefly discuss the role of English Language Learning. Howatt (1984) points out that problems such as focusing on grammar, and interpretation of texts using a dictionary, with no focus on the practical language is a setback that is still faced in the present day and has been discussed for a long time. Thus, this issue reflects contemporary responses to be achieved, understanding the role of communication and the usage of

“old” methods like grammar translations, which are still used in elementary schools is a kind of dilemma that should be discussed.

The emergence of English language teaching as a useful and important tool for social change lies at the end of the middle age, when the French influence on England died, ruled by the Anglo-French Plantagenet Dynasty around 1385, which according to Howatt (1984, pg 3), was a slow process but irreversible. Anyway, do not disregard the fabulous history of English and its main aspects, as well as the events related to invasions, wars, thrones, and the question of the sovereignty of the countries. In addition to the development of new forms of languages, pronunciation, and the use of vernacular languages. This history is great and valuable, full of details and nuances, otherwise, it would not add to the development of the ideas in this paper.

According to Howat (1984), there were three main ways to develop language teaching in the nineteenth century. The first was the gradual integration of foreign languages which intend to incorporate modernized secondary schools, introducing the main languages practiced in Europe. It was generically called “grammar schools” which gradually would substitute Latin as the major language taught in traditional perspectives. As Latin has dominated the curriculum for hundreds of years, this process was observed in just a few countries.

Howat (1984) also mentions the second fact which is related to the expansion of the market in Europe and the close relationship between the main countries. We can have in mind that as soon as European countries got closer and developed commercial relations, the language learning process was developed in the majority of nations like Germany and England. They were in charge of developing unitarian language, a term for the teaching of a language for many specific purposes, as the market and a liberal vision of the economy were growing. For the Germans, the priority was “an efficient and highly educated civil service”. To the Britains, it was a better education for gentlemen. The Germans had a demand for utilitarian language more than all the other countries in Europe. Therefore it justifies the fact that most textbooks and methods were derived from German authors.

The third point leads us to the fact that the reform movement, which included the idea of more effective methods for learning a second language in French, had a leadership role with prominent writers like Jacotot, Marcel, and Gouin. Anyway, why does this reform movement have an important role in the process? First, we have to understand the role of Grammar Translation.

The earliest grammar translation course known was developed by Johann Christian Fick in 1793. It was published in South Germany named “Practical English Course For Germans of both Sexes following the method of Meidingers French Grammar”. As mentioned by Howatt (1984, p.13) Fick argues about the term used to describe the textbook “practice” which has a different meaning from what we know as “useful” and “act of doing something”. The meaning of the term was

related to different exercises, focusing on the accuracy of sentences and words separately, within grammar rules, and the Grammar Translation textbook, being presented one by one, detailed with appropriate examples.

Brown (2000, p.18) explains that Latin and Greek were the languages taught by most of the schools in the western world for hundreds of years. It was also mentioned as the “Classical Method” in the eighteenth and nineteenth centuries. Considering all these facts about this method, we cannot deny the influence of Grammar translation in teaching language. Therefore it is believed that nowadays, teachers still use Grammar Translation, as a way of facilitating learning, but considering the other methods and techniques, it can not be used exclusively. Brown (2000) questions, why translation methods are still widely used. The answer is that it requires only a few techniques and skills which can be achieved easily like translation and standardized tests.

Richard and Rodgers (1986) explain that Grammar Translation dominated European Countries for one hundred years, influenced especially by the teaching of Latin which was the most used language and most learned language five hundred years ago. Thus, the study of Classical Latin grammar and rhetoric had become a model for the main language, tasks, and activities in which students were presented with the advanced study of grammar, which was used generally in secondary schools.

Howatt (1984, p.131) gives us an idea of how Grammar Translation neglected the oral abilities, to develop conversation in specific situations. He explained that such kind of teaching would not reach the “capability of school pupils” being not a good choice for group teaching in classrooms. The Grammar Translation method preserved the traditionalism that used to focus on grammar rules, reading and writing, vocabulary selection through bilingual words, and dictionary study.

The focus on structuralism Grammar as Richard and Rodgers (1984, p.4) explains, was remembered

With distaste by thousands of school learners, for whom foreign language learning meant a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translation of stilted or literary prose. Although the grammar translation method often creates frustration for students, It makes few demands on teachers. It is still used in situations where understanding literary texts are the primary focus of foreign language study and there is no little need for a speaking knowledge of the language.

Around the mid-nineteenth century, great opposition to Grammar translation took place among many reformers who were leading a new era in the study of language learning. Through the years, languages like French, Italian, and English have gained an important role in the

language-learning process, as we had political and economical changes. This movement was called the reform movement, which promoted alternative ways of teaching focusing their attention on the practice of the spoken language.

The movement which gained influence in the mid-1800s was guided by some specialists and language teachers. Richard and Rodgers (1986) explain that public education failed to achieve language learning and countries like Germany, France, and England, as well as other nations in Europe, were looking for new ways of developing language learning. They engaged each one in finding their specific method to reform teaching. In this case, we may mention the scholars C. Marcel T. Predergast, and F. Gouin. All of them who lived during the nineteenth century contributed to the discussion. C. Marcel (1793 - 1896) was French and proposed the importance of meaning in learning, explaining that skills like reading must be taught first. He made a great contribution to the development of new methods. Anyway, we have to focus on one of them, who was well known and whose importance is still remembered.

In particular, we are going to mention the French teacher of Latin François Gouin. As Brown (2000) points out he is well known, besides he considers Gouin as one of the first prominent names who tried to think of language teaching differently. For Brown (2000, p.19) F. Gouin is remembered as a little distant point, who was “overshadowed” by the time and other scholars, who gained vision as developers of new pamphlets, researchers, and courses. In contrast, Richard and Rodgers (1986, p. 4) mention Gouin as someone who has left his legacy, as one of the first who compared the process of language acquisition of children to second language learning at the beginning of the nineteenth century.

These scholars were able to engage in this natural process, comprehending that speaking proficiency should be more important than reading comprehension and grammar. Many of them engaged in studying the first language acquisition of children, which prompted the creation of new principles, methodologies as well as convictions, to escape the technicist bubble that Imagined language learning was focused on grammar and translation. They were living in a time that there was still no structural organization, thus it should have been accepted for the proper implementation. Anyway, it prompted other scholars to write about the necessity of new approaches which extended new pedagogical views (RICHARD; RODGERS, 1986, p. 6-7).

2.1.2 The Refinement of Methods, Approaches and Techniques

By the mid-1880s, the conceptions to create the idea of methods had been spread in the academic area. However, only in 1963 the American applied linguist Edward Antony, who

sharpened the idea of language learning as hierarchical, divided the language learning process into approaches, methods, and techniques. This process benefited a new refinement of language teaching as Richard and Rodgers (2014) pointed out.

Anthony's concept of an approach was a set of assumptions dealing with the nature of language learning and teaching. In addition, Harmer (1988) explains that it is a source to guide how a class could be developed, describing how language is used, and offering a model to describe how people acquire their knowledge of the language.

For this reason, the method is an overall plan which lay in the belief of a selected approach, that activities, roles of teachers, learners, and materials will be chosen to organize what will be learned first, second, and so on. It is not an easy task to describe a method and consequently, there was a reason for many scholars to elaborate on how it may be understood and detailed, as well as those who criticize it contributing to the discussion. For more than 80 years, the concept of "methods" were generalized, and there was no official definition, for the nature of language, and the way it could be systematically put into practice. The technique is implemental, which takes place in the classroom. The teachers use particular strategies, such as putting students in small groups, playing a video with a situation, the usage of songs, and many other ways that a method could be used. All of it is within a procedure that advises the students to make one thing first, and then, a second act, and so on.

Before Anthony's model became an essential form for differentiation into various ways of abstraction, Richard and Rodgers (2014) argue that the reform movement was in the field of approach, and the Direct Method¹ was leading on this view. Therefore, other scholars such as Mackey (1965 *apud* Richard and Rodgers 2014, p. 21) worked on other ways of contextualizing methods and approaches and concentrated their efforts on the idea of selection, gradation, presentation, and repetition, focusing on the analyses of textbooks.

Diagram: Structural Scheme of Anthony's idea about Language Learning

Approach: "Set of assumptions dealing with the nature of language learning and teaching"



Method: "It is an overall plan in which lay in the belief of a selected approach, activities, role of teacher and students ordering the process of learning."
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¹ Direct method is one of the most famous natural language learning, which conducts classroom exclusively in the target language.



Techniques: “Particular strategies teachers use in the classroom which leads to particular objectives”.

Reference: Edward Anthony’s Model - Richard and Rodgers (2014, p. 21)

On the other hand, Richard and Rodgers (2014) believe that Anthony’s model failed to address the level of approach and its relation to a method, or the implementation in the techniques by a specific method. These authors revised Anthony’s model to provide a more comprehensive study for discussion and analysis. They decided to make some changes, such as Anthony’s terms as the change of “technique” to “procedure”. They clarify in a good efficient state a collaboration to give a more transparent theory. Richard and Rodgers, (2014, p. 22)

We see approach and method treated at the level of design, that level in which objectives, syllabus, and content are determined, and in which the roles of teachers, learners, and instructional materials are specified.

In terms of organization, we have an efficient process in the construction of new conceptions about language learning, even though the collaboration of These authors is empirically acceptable because they not only value his theory, they rework a better understanding of Anthony’s model, implementing new conceptions and terms to what was not well explained. The first point to be considered is how an approach is divided into the Theory of Language and the Theory of Learning.

As mentioned before, Richard and Rodgers (2014) believe that the idea of approach and method is treated as design. As we will detail next, the general criteria for design are specific objectives of the method and the syllabus which involves the criteria for selection and organization within the method. In that order, we have the types of learning and teaching activities, which are divided into kinds of tasks and practice activities to work on in the classroom.

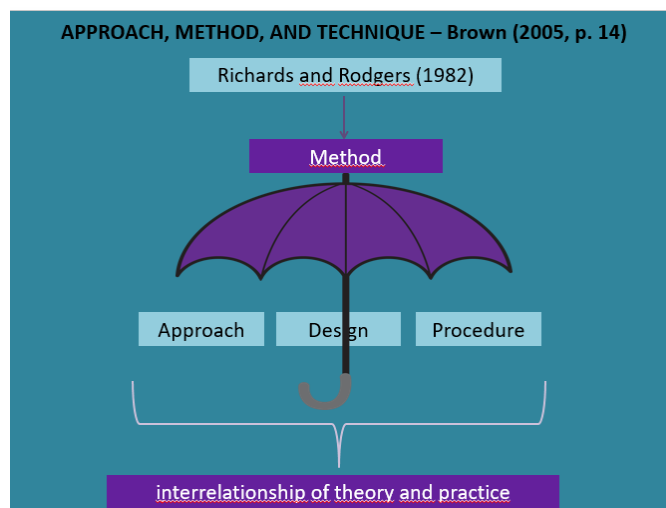
Learner roles and teacher roles, on the other hand, is a series of actions and behaviors that both should employ in situations where a specific method is used. From the student, it is expected that they are problem solvers, and understand the importance of research, group activities, work, and procedures like conversation tasks or reading aloud. The teacher is expected a level of influence in the learning process, the choice of the content or the interaction between them and students are some of the attitudes they should follow. These roles are essential ones, anyway, they may not be forgotten as an important rule during the process. The instruction materials are also within the idea of design proposed by both Richard and Rodgers (2014) they used these terms to refer to objectives,

content, learning activities, and what material to use, as in the case of choices between textbook or audiovisual tools.

In order to sharpen to a more understandable term, they changed the word “technique” to “procedure”, which is related to the practices, techniques, and behaviors that are known when a method is developed. As we have pointed out, the approach is what defines design and procedure, the usage of certain types of teaching, and theoretical conceptions about language and learning.

Thus the area of approach which is concerned with the nature of language learning influences the procedure as in the example of psycholinguistic and cognitive visions about the usage of a pattern in an activity. The approach, design, and procedures constitute a method, and there is a link into this structure in which the main objective is the interrelationship of theory and practice as in the example detailed in Picture 1 below.

Picture 1: Umbrella Method



Resource: produced by Telma Ferreira based on Brown (2005)

Further we will detail those authors who investigate the view of methods, adding new conceptions or criticizing points that they think are incomplete, or insufficient to approach. We can imply that Anthony (1963) had his conceptions sharpened by Richard and Rodgers, and on the other hand, we have those who had a different comprehension of approaches, methods, and techniques.

2.1.3 Theories of Language

Following the conceptions of Richard and Rodgers (2014, p. 22-23), the nature of language and the theory of language learning is divided into five theoretical views, which are: The cognitive, Structural, Functional, Interactional, and Sociocultural models. These are the main theories we are going to focus on, because of their relevance, as well as the fact that when they are analyzed and detailed they give the opportunity to be the basis for the creation of methods.

The cognitive model believes in a language that works as a computer, in other words, a set of actions that take the input, process it, and play output. In this case, there is identification in many systems of features and assumptions of a view of language related to cognitivism. In addition, we have representationalism, which is the process that the mind engages to store internal representations of external events, as well as learning the rules that anticipate language competence. Atkinson (2011 *apud* Richard and Rodgers 2014). An example of a method that came from this approach is the Grammar Translation Method which is marked by abstract knowledge in the grammar through activities and the CLL which reflects a cognitive view of language too.

On the other hand, the most known is the structural view which focused on phonological units, phonemes, and phonetics. This led in the twentieth century, to the rejection of Grammar Translation to a more communicative method like Audio Lingual. The structural view focuses on the study of structurally related elements for the coding of meaning, the domain of elements that include grammatical units such as clauses, phrases, and sentences, and grammatical operations such as adding, shifting, joining, and transforming elements.

Language as a way for the expression of functional meaning and for performing real situations and contexts is called the Functional model. In this manner, we have a focus on communicative competencies. This function permits the learner to communicate functionally, and negotiate meaning within specific contexts. Therefore instead of focusing on grammar and the structure of language, the language is related to categories of meaning. The language for a specific purpose is one of the movements that started from a functional movement, emphasizing the learners' need for more contextualized real-world activities.

The interactional model focuses on conversation, interaction analysis, and ethnomethodology in which language is a way of interpersonal relations, and the development of social exchanges. As the growth in the study of methods has gone on over the years, interaction has become something central to understanding the idea of discourse, focusing on receiving authentic messages that contain information that help the person in his or her personal life, being something they are very interested in. In this case there will be an easy way to use language because the students are familiar with this kind of negotiation of meaning. Methods like Task-Based Language Teaching follow this view of language.

The sociocultural model focuses on social context, in this case, the culture, customs, and beliefs of the learners are central. There is a belief that his social interaction built a bridge between the student's reality and the objectives of the specific language. Methods like CLT, Language Teaching, and Content-Based Instruction are related to this view of language learning.

2.1.4 The Theories of Language Learning

As we have detailed the aspects of the Theory of Language, we will understand the cognitive, personal, interpersonal, and social process that is involved in second language acquisition. Richard and Rodgers (2014) believe that the improvement and research in L2 Acquisition have developed vast and important theories which lead to a better explanation of how language is learned.

Besides that, it is paramount that we establish a gradual idea of the main theories and all the factors that contribute to the learning of any language, as we have: (i) Behaviorism; (ii) Cognitive-code Learning; (iii) Creative Construction Hypothesis; (iv) Skill Learning; (v) Interactional Theory; (vi) Constructivism and (vii) Sociocultural Learning Theory.

To specify the Behaviorism theory, Skinner (1978) points out that a child acquires a language when relatively nonstandard vocalizations are selected and reinforced in which into a gradual process, producing a proper consequence within a verbal community. To explain that, there is a mention of a stimulus that occurs before the behavior is reinforced and then, it increases making that behavior become a language knowledge. Audio Lingual Methods use this language theory for their learning strategies as examples of extensive drilling and repetition exercises. Richard and Rodgers (2014) believe that both tasks decrease the chances of errors and mistakes.

Believing that the process of learning a language depends on both deductive and inductive reasoning, Cognitive Code Learning appeared as a substitute for Behaviorism. This theory of learning reinforces meaningful practice, starting from a study of grammar which is put into practice in procedure within methods such as Situational Language Teaching and Silent way. In addition, Situational Language Teaching adopts a more inductive approach to the teaching of grammar, similar to what the Direct Method does, teaching grammar, not through formal teaching, but is induced by the way the form is used in situations as Richard and Rodgers (1986, p. 36) point out.

As the name itself emphasizes, the Creative-construction Hypothesis believes that learning is not the act of input, as Richard and Rodgers (2014) introduce. However, a creative process is independent of the student's background and knowledge. They all can use the language intelligently and errors are seen as evidence of learning and not as poor learning. Communicative Language Teaching emphasizes that when it focuses on communication meaning.

As mentioned by Richard and Rodgers (2014) the integrated skills in which instead of using one skill separately like reading, suggests that a complex use of language is made into a "hierarchy process" working as a whole. In the first moment, skills are presented knowingly, presented directly

to the learner as a class presentation in English. According to Ortega (2019, *apud* Richard and Rodgers 2014, p.27), it is called controlled processing which over time it became an automatic process involving cumulative knowledge as seen in methods like skill-based learning.

The Interactional Theory draws an idea of language as a process that depends on learners working together on the concept of meaning. We can mention an experience in which a student acquires input by having contact with native speakers or someone who is advanced in the target language or the feedback they receive from their interlocutors. Richard and Rodgers (2014, p. 27) provide us a clue of how it works by asserting that:

More competent speakers will typically modify their input by using known vocabulary, speaking more slowly, saying things in different ways, adjusting the topic, avoiding idioms, using a slower rate of speech, using stress on keywords, repeating key elements, using simpler grammatical structures, paraphrasing and elaborating and so on.

It is worth noting that this theory of learning draws both Communicative Language Teaching and Task-Based Language Teaching methods. Consequently, we have engaged, at the same time, in concepts of structuralism, aspects of language, social aspects, and communication.

The idea of Constructivism was one of the views that had a great effect on education, pedagogy, and the theory of learning. The main scholars who mainly focused on child development were Jean Piaget and Lev Vygotsky. Piaget started his studies by getting interested in the process of knowledge and how it would be possible that someone from a lower level of knowledge could become a more advanced one.

According to Piaget (1991), the evolution of knowledge is a continuous process related to the active relationship with the physical and social environment. The development of the human mind goes through successive stages of organization related to thoughts, affection, and the opportunities the child's environment provides. On the other hand, Vygotsky (1999) believes that humans since the beginning of their lives, develop an appropriation process of the cultural meanings from their reality. Consequently, it leads to the development of a human condition, as the language, consciousness, and activities in which go from biological to social historical facts.

These ideas consider knowledge in the social dimension, in which we have the learner who is in a particular social setting interacting with other participants. Because of that, more recent studies of the Sociocultural Learning Theory have been used by teachers. Following Richard and Rodgers (2014, p. 28) this activity is called scaffolding in which there is a process of interaction between two or more people when they are developing an activity. In the first moment, there is support by teachers which gradually is removed as learning develops. Both constructivism and social

constructivism focus on student-centered and project-based learning. We can see this process in Communicative Language Teaching, Community Language Learning, and teaching proposals for Task-Based Instruction.

Now we have in mind that many conceptions about the theory of language and the theory of language learning are related to each other. For example, the theory of language related to the interactionist view has a link to theories of learning associated with the Creative Construction Hypothesis or Socio Constructivism. Or by analyzing an Audiolingual activity, like a drill, we may imply that they use the idea of stimulus and response. In this case, behavior interpretation is based on these ideas, and eventually, they depend on each other to build a more complete and comprehensive method with detailed procedures to aim for specific objectives in the design.

Because of the contribution of the studies in language learning, we had the development of new studies in second language acquisition that, according to Ellis (2003), is the systematic study of how people acquire other languages beyond their mother tongue. This author believes that most learners are not aware or do not remember how the learning process goes through. In this way, he points out that Second Language Acquisition (SLA) is not only explained by external facts. In fact, we should consider the cognitive mechanism which enables learners to take out information from the second language and how their mother tongue influences that, in other words, what they may use from the First Language (L1) things that are similar or have the same meaning.

Ellis (2003, p.17) explains that there are ways to focus on the learner's features. In this manner, we have the idea of errors and mistakes. According to him, this is important to identify why learners commit errors, as well as good for teachers, by identifying these errors and trying to understand and work on them. Thus, errors are associated with gaps in learners' knowledge. It happens because the learner does not know what is correct, like grammatical categories that are omitted or misinformation in which the learner uses one grammatical form rather than the other.

In contrast, mistakes are related to occasional lapses in performance which is a learner who is unable to perform what they know being related to those who are intermediate or advanced level and who are able to develop specific competencies and skills. Anyway, they occasionally commit mistakes. An example is when they use a regular verb in the past like 'changed' and sometimes they forget they do not pronounce the 'ed' and say "change".

To conclude, we have in mind a great contribution to language learning, as we have to deal with many types of learners. In this manner, we identify the relationship between these ideas of second language acquisition, with the encouragement of some methods for the learner to communicate. They try to unleash the skills that they already have from their mother tongue for example. In other words, in methods like the Audiolingual and communicative approach, you learn

by making mistakes and trying again. In this way, we have an understanding of how there is a harmonious relationship between theories of language and learning, empowering professionals and enriching the debate.

2.1.5 A Different Comprehension of Methods: dealing with critics and other views

The confrontation of methods and methodology with the Postmethod condition is the beginning to what we can understand about the relevance of methods, as well as considering many implications before using the vast principles and view about language. In the process of teaching, a methodology serves to illuminate the journey working as a guide, or as a tool to trust in. Nevertheless, teachers face different realities, dealing with distinct people, environments, tools, and a set of possibilities that a Method alone can not support.

Talking about the enrichment of the debate, because our goal is not only to explain in a critical view, there is a need to mention those who have different approaches to the idea of methods. In this case, they focus their efforts on criticizing or developing new perspectives to the discussion of approaches, methods, and techniques. Clarke (1983) and Kumaravadivelu (2006) argue about their personal and professional perspectives of language teaching methods, comprehending and investigating how far those fundamental conceptions are either within methods and procedures or reach reality.

Language Learning is a fact that has always been important in the current discoveries within the various sciences, and it should be seen from a different perspective, than any other field like history, biology, and exact science. In this case, the conceptions and theories even from different perspectives do not achieve the set of complexities involved in reality, which further will be detailed in the explanation of methods like audio lingual and communicative approaches.

Drawing on the argument of Clarke (1983, p. 107) these models are “reductionistic descriptions which are easier to understand but which by definition are incomplete and inaccurate”. In addition, Kumaravadivelu (2006) argues that method is central to any language effort and the understanding of the term “method” is such a “problematic nature” pointing out that we do not always realize that there is a method to the theorists and the method practiced by teachers in the classroom.

Clarke (1983) suggests a sequence of arguments to the discussion of approach, method, and technique, in which, according to him, the distinction between theory and practice is “ubiquitous”. As he continues his argument there is a citation of Richard and Rodgers (1982) those who elaborated as mentioned before, a more conceptualized model, as he just explained that the usage of a specific

terminology as proposed by them is a matter of “personal preferences' ' which does not determine changes in a significant way. Similarly, Kumaravadivelu (2006, p. 86-87) ponder that their refinement of Anthony’s model is broader and more detailed but “their system is equally redundant and overlapping” because they relate directly the level of approach to the design since they supply the basis for the determination of goals, and content of language syllabus.

What is taught to beginning teachers is to understand different conceptions theorists have developed, in this condition, they have a decision of choosing a method that fits their beliefs and expectations. Because of that, they forget about how it could be implemented in a class where most of the students are not familiar with the English Language, and students with different levels, socially and economically different. They have not been exposed to the importance of learning a *lingua Franca* like English. In this situation, teachers have to apply themselves to different problems, situations, and experiences that in any case, a mere method could not support. To be more clear, Clarke (1983, p. 111) shows his point of view about the three-part distinction of approach, method, and technique, as presented, is inadequate, because:

Approach, by limiting our perspective of language learning and teaching, serves as a blinder which hampers, rather than encourages, professional growth. The method is so vague that it means just about anything that anyone wants it to mean, with the result that, in fact, it means nothing. And technique, by giving the impression that teaching activities can be understood as abstractions separate from the context in which they occur, obscures the fact that classroom practice is a dynamic interaction of diverse systems.

Any Language teacher may have had any experience or setbacks by using a specific method, especially by not following the procedures strictly an approach draws, and after reading more plausible theories about the failure of methods in different situations, by having never stopped to think about this, it can sound as a relief. Considering that teachers develop different behaviors than what theorists propose, in this manner, they do not follow what is proposed by a method, even when they are faithful to it. Otherwise, it is essential to take into account the fact that we have different realities, possibilities, and people we are dealing with, allowing us to see this concept as an important addition to the ideas presented so far, as well as, the insight that we have not followed what the method proposed.

2.2 The Methods

In this topic we will explain the three following methods: Audiolingual, Communicative Language Learning (CLL), and Community Language Teaching (CLT) focusing on their following specific aspects: historicity, approach, objectives, procedures, and (dis)advantages.

These methods draw on different views about the language learning process and are used widely by teachers all over the world: some are older and have lost their hegemony, while others came as innovations and are applied in different situations, within new contexts. The enigma of the method must be addressed within the recent period that tries to understand and overcome it, which brings on one hand innovation, and on the other hand, more critical and contributive thinking.

2.2.1 The Audiolingual Method

The research could not be a part of the curious history of Audiolingual, influenced mainly by the tragic event of the Second World War, which had a great influence at the beginning of this method in the United States, as mentioned by Richard and Rodgers (2014). During this period the American Government had, first of all, the necessity to deal with the war demands and secondly, to achieve advantages in this delicate moment toward the enemies.

Before Americans were rising in global influence, they had Audiolingualism as the prominent way to spread English language teaching in the modern world. They entered the war to help Europe which was being attacked by the Nazi troops that according to Burns (2007) in 1939 the act of dismemberment of Czechoslovakia started the ambitions which further on, put Europe in complete chaos.

According to Brown (2000), the conflict required the United States a solution to the need of becoming a speaker of many languages either for the allies or for the enemies. In this manner, they had the intention of leading a movement that would focus on the emergence of intensive language practice into a course, as well as engage prominent researchers who were familiar with Linguistics.

Richard and Rodgers (2014) explain that before this moment, in which the American government was looking for the best way of teaching language in 1939 the University of Michigan established the first English language teaching institute in the United States, specializing in teacher training of English as a foreign language. In this context, there was the creation of the Army Specialized Training Program (ASTP) established in 1942 which was characterized by intense contact with the target language, as in the Direct Method, which was not focused on using a methodological basis, sounding as innovative in terms of procedures.

These authors also explain that Charles Fries was one of the prominent scholars that collaborated in the development of Audiolingualism as the director of the institute at the University of Michigan. He emphasized the role of applied structure linguistics, believing that the pattern in grammar is what language is composed of, with a focus on pronunciation, usage of drills, and classroom practice, which starts from basic structures to more complex ones.

Therefore, it was a time in which linguists and applied linguists were interested in language teaching and after the war, others provided support in the development of materials such as the U.S State Department, which was summoned in 1950 to contract The American Council of Learned Societies, hired to develop textbooks for teaching English to a great number of many foreign students.

As explained before the approach, following Richard and Rodger's (2014) definitions is divided into the theory of language and the theory of learning, in addition, authors like Kumaravedivelu (2006) define the fundamental principles of Audiolingual as “language-centered pedagogy” which rely on both structural linguistic and behavioral psychology. The theory of language is related to American Linguistics, as mentioned before in the 1950s which intended to overcome the mentalist approach of grammar, with the emerging reaction known as the structural view allowing the development of different studies in the field of phonetics, phonology, morphology, and syntax.

Authors like Bloomfield (1933) measured and detailed the structured basis for the explanation of language which, according to him, enables the speaker to respond to many events they are situated in, categorizing the phoneme, or to be more general to the study of Phonology. This theory aims to focus on the speech-utterances as Bloomfield (1933, p. 75) points out, without paying attention to the meaning which occasionally, reinforces the investigation of “sound, producing movements of the speaker, the sound waves, and the action” specifying that when a speech sound is pronounced in a specific situation, it drives us to certain kind of response.

Since the phoneme is the smallest unit of a sound when organized together, it builds morphemes, phonetic structure, and grammatical forms which leads to levels of patterning into syntax. In this case, Kumaravadivelu (2006, p. 99) emphasizes that Audiolingual is focused on listening and speaking competencies, as well as abilities guided by the speech, characterized by a “finite number of structural patterns which can be analyzed, described, and systematized which is graded taught and learned into a similar discrete path”. that will be stimulated, expecting a response to give, then, the right reinforcement to the behavior occurs again.

Therefore, drawing on the theory of language learning which is an account of the psycholinguistic and cognitive process in the system of learning a second language, as mentioned by Brown (2000) it is focused on habit formation, which had a great relationship with the drill style, and practice of pattern in the Audiolingual method. This principle is based on behavioral psychologists, which had as the main scholar Skinner (1957) who believed that verbal behavior is controlled by the stimuli that expect a response. In this manner, whether a sound pattern is heard, in other words, if the speaker says a specific word like ‘Table’ the listener will repeat it as best as possible, expecting from the speaker a good reinforcement stimulating the verbal behavior to happen again.

The main objectives in Audiolingualism as specified by Richard and Rodgers (2014) focus on oral abilities that give a small relevance to the study of written grammar and consequently expect a relation in the development of new skills in the transition to accurate pronunciation, linked to listening comprehension, grammar points, and vocabulary. Following Brooks (1964, *apud*. Richard and Rodgers, 2014, p. 65) there are the “short-range and long-range objectives” in the first mentioned pronunciation, as well as the learning of graphic signs, which is expected, developing the ability to reproduce these written symbols.

Referring to the procedures, as in the example of this activity below, presented by Baker and Goldstein (2008, p. 65) including activities in that students listen to vocabularies such as followed: (i)Buy/boy (ii)ties/toys (iii)pint/point (iv)aisle/oil (v) file/foil. However, the reinforcement of these words will be done through pronunciation, and repetition, followed by tasks to listen and write down the vocabulary worked, beyond choosing the spoken words that are very similar in their pronunciation as in “ship and sheep”. Yet they are different only in phonetic sound / iy/ and / I / and in the written form. These points aim to control the structure of sound and form, beyond diverse vocabularies in which meaning will be introduced by presenting situations to verbal symbols, from those who speak the language natively, that, on the other hand, will cover the Long-range objectives.

The usage of drills is essential, as mentioned by Paulston and Bruder (1975, *apud*. Kumaravadivelu, 2006, p. 105) in the examples of Mechanical drills to explain Adjectives of comparison, teachers might use the following examples: Model for the Teacher (T): Our winter is as long as theirs (summer/ warm) and for the Students (S): Our summer is as warm as theirs. Then, there is an introduction of other examples like T: city/polluted: S: Our city is as polluted as theirs or T: lake/cold S: Our lake is as cold as theirs. They also detail the Communicative Drill T: Compare with your country. Pollution. S: The pollution here is as bad as in my country. T: (i) traffic, (ii) drivers, (iii) prices, (iv) cars (v) Tv (vi) newspaper.

These examples emphasize our focus on detailing the main aspects of a method, like in the objectives and approaches which aim to achieve a more comprehensible research, either a list of the good points or disadvantages, that somehow enables teachers and scholars to see beyond the appearance. According to Melhim and Rahman (2009), one of the advantages of Audiolingual is the focus on aural-oral, believing that good listeners and speakers allow better writers and readers, as well as the importance given to teachers to right pronunciation and intonation, which becomes something inherent to the learner. Also, drills help students with situational conversation which enables understand it natively, plus the emphasis on the cultural aspects.

On the other hand, the main disadvantages pointed out by Melhim and Rahman (2009) are the boring and demotivating classes, which sound repetitive, as in the usage of drills, as well as this

systematic principle of memorization of patterns and mechanical learning. It does not allow the learner to use the language intelligently nor spontaneously emphasizing that in practice, Audiolingual did not meet the demand in the field, where real conversation involves a set of different aspects and uses, which is not limited to habit structure. According to Richard and Rodgers (2014, p. 72), Audiolingualism was facing a “theoretical attack”, especially by authors like Chomsky, who proposed an alternative view that “Language derived from innate aspects of the mind, and from how human process experience” calling into question the power of Audiolingual within the field of Linguistics and bringing out the perspective of meaningful learning.

2.2.2 The Communicative Language Learning

It is clear that during the development of research focused on the Communicative Approach a variety of scholars contributed to the process of language learning, emphasizing the importance of CLL, enlightening the idea of given to synthesis and antithesis, as advocated in this paper, gains relevance whenever a method, such as Audiolingual have been contested. The necessity to supply the learner communications as the main objective of CLL was what influenced the emergence of this method, to give to the learner an active role in the understanding of meaning; Murcia (2001) points out that there was an acceptance of communication as “negotiation” of meaning. Looking to the end of the sixties, the structural approaches, as known by most specialists, linguists, and professors according to Howatt (1984), were losing influence and reference for English Language Teaching.

He also argues that the reformist ideology was once again, leading several projects, influenced mainly by the development of European Countries that since the mid-1960s had an exponential increase in professional qualifications, and the expansion of academic areas, that consequently was supported by the investment of national governments in education and research. Therefore, this educational development was motivated by a good environment in the economy in parallel to what Howatt (1984) mentions, this favorable investment in the field of language brings out a connection between sociologists and linguists, drawing on the emphasis on the social and cultural aspects in CLL.

This movement was between British linguists who collaborated to develop The Nuffield Foundation initiated in 1963, aiming to bring language learning and teaching to be central and “ a matter of public concern, after fifty years of stagnation in the grammar school” (HOWATT 1984, p. 275). The focus was on students from secondary school between 1966 and 1974 in Britain, having the intention of teaching languages like French and German. The encouragement made by Nuffiel,

other foundations like the school Council, developed the material named scope, incrementing new visions, as in the usage between manual and creative activities, such as charts and puppets.

In any case, one of the most known authors who elaborated an approach in language theory was Chomsky (1957) who provoked a great rethinking in Second Language Acquisition in the idea of grammatical descriptions. It was done first, by analyzing children's development of language, developing the generative nature, affirming that language is innate, understanding systems of meaning, and usage of semantic and communicative analysis, in which according to him, they are abstract abilities that integrate human's mind. In addition, he gradually explains the idea of considering the language as a set of finite and infinite sentences which allow intuitively the speaker to use the grammatical patterns automatically, as well as create ungrammatical sentences as being a result of the intelligent use of language competence.

Others like Halliday (2014, p. 30) enable the introduction of functional linguistics and the architecture of language, explaining the textual context. Readers and learners can identify patterns, as well as the idea of the construction of human experience that allows naming things, and building them through categories, as explained in the examples of "houses and cottages or sheds" defined as kinds of building or "stepping and marching" defined as kind of walkings. According to him, there is no "human experience that cannot be transformed into meaning, and this experience is called lexicogrammar explaining that every language is called "ideational metafunction" being comprehended in the examples of "experimental and logical"

In addition, Kumaravadivelu (2006, p. 117) explain Halliday's theory as being a triple macro function of language divided into textual, interpersonal, and ideational, the first one, is focused on phonological, syntactic and semantic signals, the second, deals with sociolinguistics characteristics of language, used to support roles, relationships, and responsibilities in communication. The third one deals with the notions that are related to natural, physical and social phenomena. In other words, he catalyzed the meaning potential of language into many choices a speaker might make.

In this manner, he continues detailing the principles that are the basis for understanding CLL as a learner-centered method, which allows meaningful activities to focus on the pupil, are based on the following principles: (i) Language is a system to express meaning, (ii) Linguistic structures of language reflect its functional, as well as communicative import, (iv) Basic units of language are not merely grammatical and structural, but also notional and functional activities (v) The central purpose of language is communication, based on sociocultural norms of interpretation shared by a speech community.

Drawing on the idea of the Theory of learning, according to Richard and Rodgers (2014) there are not enough insights to focus on learning theory, which was not enough to compose a more

planned way of teaching. However, they claimed to compare the dimensions of language with far more theories and written research. In particular, the development of activities is focused on cognitive code learning, as mentioned in 2.1.4 with the necessity of substituting Behaviorism psychology. Although they continued as pointed out by Kumaravadivelu (2006, p.90) to develop language learning, teachers may link the input as the stimulus, and the output produced by the learner as the response. In addition, the student should be able “of forming, testing, and confirm hypotheses, a sequence of psychology that ultimately contribute to language development” thus, from this idea, we can imply that even when the critics and theorists bring out many arguments to substitute a method, there is always something useful and essential from the other one. Furthermore, CLL relies on theories like creative construction hypothesis, where the students, regardless their level and background, are also independent to develop the language, accepting errors as a natural process, as well as creating meaningful and purposeful interaction through language, and trying out and experimenting with different ways of saying the same thing as mentioned by Cook (2008, *apud* Richard and Rodgers 2014, p. 91)

We can identify as the main goals of Communicative Language Learning as explored by Savignon (2002, p. 114-115, *apud* Kumaravadivelu 2006, p. 119) who explain five objectives divided into: (1) communication, which bring off the learner capacity to use language to express thoughts, feelings, and opinions, (2)cultures goal which permits the student to comprehend how the practice of a culture allow understanding the language, (3)the connections goals, assuming the learners can use language as a link to get information in different situations (4) the comparisons leads as the names says, to the learners compare the culture of the language studied, as well as their own (5) the communities goal which means, using language in communities and context out of school.

CLL can be engaged in different ways of procedures, however, what we can understand is that communication tasks have a central role. Specifying the focus on the student as Kumaravadivelu (2006) points out, learner-centered pedagogies use a meaning-based approach that enables the connection of form and meaning. As Richard (2006) emphasizes this includes the emergence of the communicative approach classes in English for specific purposes (ESP), in other words, when someone wants to learn something in their field, either it is economics, engineering, tourism, or interviews. In the activities performed for learners, there is a focus on fluency rather than accuracy, in which students negotiate meanings, that follow a sequence, as Richards (2006, p. 16)) divides into mechanical practice, which is controlled activities with repetition of drills, the meaningful practice, which implies the learner makes linguistic choices, by the use of prepositions of place, the learner may use a map, with streets, avenues and buildings, at last, the communicative practice where the language is put into real practice in which the content is not expected to be known.

To conclude our ideas about this method, when we analyze the main characteristics of the communicative approach, there are several benefits for language learning, a process that permits a certain independence of the student, besides allowing the classes to be more attractive, dynamic, and contextualized. On the other hand, a critical view is shared by these same authors, who believe that CLL creates fossilization, which in practice does not promote both communicative and linguistic competence, resulting in students with good communication but a weak grammar background.

Therefore, Kumaravadivelu (2006) argues that with the vision of no longer treating language as structural, they ignore the problem, that they tried to change the vision of language learning, out of classroom teaching. Furthermore, he points out that there are no major “fundamental differences between language centered and- learner-centered pedagogy” in other words, they adhere to a familiar view that follows the same idea of orientation proposed by: presentation, practice, and production. However, there is no denying the influence and the paradigm shift that CLL brings about, which was based on a growing demand for alternative and revolutionary ways of teaching language, which will result in a series of creations of methods, that are thus, always trying to overcome the one that has remained in the past or to make the question of the method itself, or its creation, a dilemma.

2.2.3 The Community Language Teaching

As mentioned in the last section, the 70s is known for the increase in second language learning and teaching, as we had the development of the main methods used today, it was a time when scholars were focusing their attention on the studies of second language acquisition, planning to overcome what was supposed to be the most acceptable learning approach, focuses on the structural view, and behaviorism psychology. In response to that, the influence from what is called by La Forge (1971) Skepticism is a result of insights from modern psychology, guiding a new view that considers the personality, motivational and emotional factors. It allows a paradigm shift of always looking for guaranteed improvements, aiming at an accessible learning atmosphere for all types of learners. Because of that, CLT² aims for an inspired atmosphere in the learning process, as well as a reaction to a lack of affective considerations in methods such as Audiolingual and CLL.

One of the pioneers in the development of CLT was Curran (1972 *apud*, Brown 2000, p. 25) that was inspired by the view of education named Carl Rogers, who believed that the right environment is when students see themselves as a group rather than a class, in which there will be the necessity of therapy and counseling. He also wrote about the theory of language that regarded the

² The initials CLT will be used to refer to Community Language Teaching, as the main definition is coined as CLL. It was coined to facilitate reading and not relate to CLL (Communicative Language Learning).

importance of interpersonal relationships, in which the contact with the teacher is rather than an authority role, becoming a counselor, who treats the student as a client, giving the right attention and aiming their main needs.

According to La Forge (1971) the learning process when created by social interaction, promotes a less competitive class, which leads to a less individual vision of learning. In this case, teachers forget that vision that dominates classes with authority and someone who should be feared. Thus, teachers should encourage the student, motivate them, and always worry about the psychological factors which might prejudice learning. In this case, by having group classes, learners' issues will become a matter of concern for the other students. La Forge's first inspiration was Charles Curran by participating in a research seminar with the psychologist, having the opportunity for ten years to sharpen the theory of CLT. Therefore, Richard and Rodgers (2014) affirm that La Forge sought to be more explicit by explaining the theory of language in CLT.

With the improvement of the theoretical understanding behind the CLL, many experiments were performed, as will be presented next. However, La Forge (1983, p. 4 *apud* Richard and Rodgers 2014, p.305) seem to agree with the concepts of the functional approach:

He seems to accept that language theory must start, though not end, with criteria for sound features, the sentence, and abstract models of language. The foreign language learners' tasks are to apprehend the sound system, assign fundamentals meanings, and to construct a basic grammar of the foreign language.

Although La Forge had this view to see language as “social progress” which is different from learning through communication. He believes that the acquisition of language must be connected to social interactions as Bradford (1960, *apud* La Forge 1971, p. 50) explains, the adoption of group classes encourages the students to deal with a different environment, which permits a wide range of learning modes, promoting several knowledge outcomes. On the other hand, it is understandable that the level of learning will depend on each individual's efforts, as well as some students will not accept the methodology. In this case, the class will enter into a feeling of competition, creating an atmosphere, in which some will have a little anxiety, by facing hard complex tasks. This leads to fear, failure, and rejection, in addition, others will seek to escape as much as possible, and the class would become an environment of total disorder and loss of energy.

In this case, La Forge (1971, p. 49) believes that classes must be prepared to follow this different approach, especially those that are crystallized by traditional language learning. It might gradually permit cooperation, creativity, and constructive criticism, as well as a view of language,

used actively. In this way, the psychological characteristics of learning, as just mentioned is a point of view that has gained relevance, distinguishing a group class, with a less competitive environment “to a less individually rejective, punishment, and consequently, less individual defensiveness”. Other like Nida (1958 *apud* La Forge 1971) seeks the psychological factors which can produce obstacles and resistance to foreign language acquisition.

This is comprehensible that there is a focus on the aspect that goes beyond the learning itself, according to what is acceptable in the recent writings about the topic. In this manner, both behavioral and the view of negotiation of meaning, as proposed by CLL do not aim at the affective affairs that are central in CLT. Undoubtedly it brought several thoughts and new insights about a perspective of language as mentioned by Richard and Rodgers (1986) that leads to true human learning, which is not only the important teacher personification, neither the central role they develop in the procedures. In opposition, they should develop a relationship with the learner that focus the attention on the interactional view of language.

As we have seen the main historical facts, that influenced the emergence of Community Language Learning, as well as the main characteristics that rely on the approach, the focus on the main objectives in CLL are not exposed, in this manner, what conveys is that goals are intrinsic into the procedures as exposed by Richard and Rodgers (2014, p. 308)

The assumption seems to be that through the method, the teacher can successfully transfer his or her knowledge and proficiency in the target language to the learners, which implies that attaining near-native mastery of the target language is set as a goal. Specific objectives are not addressed.

As the activities developed by a teacher have the objective to master as much as they can the target language, through what has been discussed, Bonnie Mennel in 1990 recorded a test with EFL learners from different countries and different levels using a CLL methodology. First of all the teacher allows the learners to imagine the topic of the class, related to their home, contextualizing that they are in a foreign country, in this case, they should go back to what they remember, topics such as temperature, emotions, people, smells, feeling and the memories of going through the house they used to live. After that, they should talk to a partner about what they have pictured in their minds for between 3 and 5 minutes. Now, what vocabulary should they relate to these memories? The learners are asked to write down some vocabulary, in this manner, they can relate to the topic, then the teacher will write on the board some of this vocabulary.

After filling up the board the students should read the words silently paying attention to what they do not know the meaning of. At the same time, they are practicing English as much as they can. In sequence, the teacher and the learners will say the meaning, and examples, and practice the

pronunciation of these words in a set of meaningful practices. What is perceptible is that the teacher always is leaving them free to talk and participate as much as possible. In the pronunciation, she accepts the fact that they have an alternative accent, with no need to correct them all the time. In the end, as the teacher asks the students how they are feeling, they look relaxed and comfortable, and they share experiences and good feelings, most of them like the method, and they feel secure, in this case, this security might enable learning more effectively.

As we have just mentioned, some benefits of a method that focuses on the learner's anxiety, having a humanistic view of learning, permits a more relaxed class. Psychological counseling has some critics, who according to Richard and Rodgers (1986, p. 126) first question the "appropriateness of the counseling metaphor" and if the process developed in class also parallels the characteristics of psychological counseling. In addition, they also question if the teachers who claimed to use CLT should have special training. Besides, a lack of a syllabus does specify objectives, as well as less usage of grammar. In this manner, when one student asks the teacher, where is the grammar, and she asks that it brings confidence, that's why people like it, grammar in this method is taught intuitively. Regardless of whether the students had a good level of English, as they were living the language as natives, we might think about how such procedures could be used in an elementary or high school, with basic-level students. Teachers ask themselves, what method to use? However, this perfect method becomes a relentless search into classes that have different contexts, levels, and human beings, because the theory does not always reach reality.

After explaining the three methods, by focusing on their historicity, approach, objective, procedures, and (dis)advantages, the methodological aspects of our research is presented now.

3 METHODOLOGY

The research is qualitative and the method a bibliographical one, justified by the investigation and the study of the immense background knowledge about language teaching and learning, as well as the collaboration of the scholars in the studies of methods, approaches, methodologies, procedures, the role of teachers and students, as well as those who collaborate to the debate with a more critical view. To Identify and explain the historical background, and the development of language teaching through the years, according to the ideas of many authors, like Chomsky, Howatt, Richard and Rodgers, and Kumaravadivelu. Bell (2010) describes that the qualitative perspective is concerned with “the individual perceptions of the world The social ‘facts’ exist and questions whether a ‘scientific’ approach can be used when dealing with human beings” In this case, we can analyze the methodology, especially in this work that qualitative research not only focuses on unstructured data but also has research questions and methods which is more general at the start and focus.

4 RESULTS AND DISCUSSION

The objective of this work is to analyze the main distinction among the Audiolingual, CLL, and CLT discussing how the assumptions of the ten Macrostrategies of the Postmethod condition could be used to improve these methods. To achieve this principal objective in this topic we intend to present the main ideas about the Postmethod and after, we intend to mention the ten macrostrategies concerning what can be taken from the three methods.

4.1 What is The Meaning of The Postmethod?

At this point, we have drawn upon the main aspects necessary to understand the complex aspects that involve language learning, emphasizing the historical facts that enable a more comprehensible view, in addition to approaches and procedures that define learning objectives. These important historical situations influence the decision of many authors, which in particular, increases the research, theory, and proposal of new methods, resulting in methodologies that would overcome or substitute the last ones. On the other hand, we had a movement that started to question the idea of methods in Language Learning, as well as the meaning of method itself as mentioned by Mackey (1965, p. 139 *apud* Kumaravadivelu 2003) that methods “means so little and so much”. Therefore, conceptions attributed to methods started to be questioned, as previously discussed, more than six decades ago. However, it was only around the 80s and 90s that some scholars, like Stern in 1983, Pennycook in 1989, and Allwright in 1991 started to discuss the conditions associated with methods from a more critical point of view.

Similarly, Prabhu (1990) was one of the authors that also had a different view, exposing in his work the conception that there is no best method around, ready to be found, defining his beliefs between three general lines: (i) all depends on teaching context; (ii) there is some truth; to every method; (iii) we need to rethink what “best” might mean”. The first general line is defined by the variety of circumstances is defined into “ language policy, language environment, linguistic and cultural attitudes, economic and social factors, and instructional objectives” which has great relevance to realize how complex a classroom might be (PRABHU, 1990, p. 161). Consequently, what we should think is that different methods are good for different people, as well as that a specific method, whether a teacher concludes that can be the best for a specific context.

The second line is that the value attributed to a method is related to the truth that every method owns, as we have the creation of eclectic approaches, enabling a range of methodologies and procedures to be used together. In other words, each method has partial truths because they do not represent the whole beliefs, that is why some teachers choose to organize their classrooms with

different methods. The third line leads to reanalyzing what the best method would mean, which has been judged by its results, and how quickly and efficiently the learner acquires the second language.

Thus, the Postmethod condition was born in this context, in which many authors were facing the limitations of the concept of a method as mentioned by Kumaravadivelu (2003) who believed that an alternative for the method should be searched. Consequently, the main desire of this Postmethod movement would be to shorten the role of the theoretician or linguist within the reality of teachers. This affirmation endorses the practitioners to build their theories of practice, based on their experiences. Kumaravadivelu (2006) has shaped the argument about, meaning, myth, and death as well as the logic of the Postmethod condition, and Postmethod pedagogy.

The Postmethod condition is a terminology that was first proposed by Kumaravadivelu in 1994 which defines all his arguments as just mentioned. The meaning of method relies on the difference between methods, that define theories of language and language learning, textbooks, as well as objectives and syllabus design, and methodologies related to what teachers can develop to facilitate learning. According to him, methods are similar to ‘cycles of life in the opposite to what we know about birth and death. Another meaning coined by him that was influenced by River is that methods are affirmations that continue to exist, being eternal, in which they have reached a limit of recreation. In other words, there is a kind of continuation of what has been changed, challenged, and overcome. The discovery of new methods does not bring anything essentially new, because it always takes the same path, but in a more refined way, with more concepts, besides being influenced by the factor of being new and attractive. Rivers (1991, p. 283 *apud* Kumaravadivelu, p. 163) denominates:

What appears to be a radically new method is more often than not a variant of existing methods presented with “the fresh paint of a new terminology that camouflages their fundamental similarity”. What is not a variant, however, is the myth surrounding the concept of method.

Similarly to what Prabhu said about, that there being no enlightening method around to be found, Kumaravadivelu (2006) emphasizes the myths of the method. To be clear, theorists and professionals were looking for the best and magic method to focus on objective analysis. In contrast to what is necessary for the classroom to intensify learning, such as learner variation, planning, and reflection, which leads to the different behavior of teachers, because the methods were preoccupied with restricting following the objectives within a specific approach. Another argument of Kumaravadivelu (2006, p. 165) is that methods as “organizing principles” are “too inadequate and too limited to satisfactorily explain the complexity of language learning and teaching”. In this manner,

following specific objectives, disregards a set of differences in context, such as teacher cognition, learner perception, society needs, cultural contexts, political exigencies, economic imperatives, and institutional constraints.

For all these affirmations, it is understandable that the lack of focus on these characteristics demystifies some myths as Kumaravadivelu (2006) alludes, that method has a historical and universal value. In this manner, the search for a method is preoccupied with their global reach, but, on the other hand, disregards various perspectives that influence or encourage someone to learn a second language. Following these perspectives, we should consider that students from South America have different perspectives than those from Asia, and the same methods have their insights exclusively from the western culture, especially from the United States and the United Kingdom.

Therefore, there is a hierarchical relationship that commercialized privileged theorists and unprivileged teachers, who try to include the pure theory of methods in their classrooms, but in the end, teachers use their intuitive ability to deal with the complex challenges they face. This fact leads to the ideological motivation that influences the creation of methods, especially the fact that it embodies a personal opinion of the world for whom it was created. In this manner, the Postmethod explains that the concept of the method is dead, and has lost its significance, due to the distance between the creator and the teacher. One of the reasons relies on the fact that most of the theorists belong to different contexts. In addition, methods always arise wanting to replace the previous one, driven by pure dissatisfaction, and not for gradual improvement.

Kumaravadivelu (2003) explains that the logic of the Postmethod, embodies the pedagogical division into a three-dimensional system, consisting of three parameters.: particularity, practicality, and possibility. These parameters focus on pedagogical and ideological perspectives, in which the main objective is to refine the relationship between theory and practice. The main idea of the method as proposed by those methods mentioned in this work always leads to specific aims and objectives, in which principles are interpreted and applied by teachers. On the other hand, the parameter of particularity emphasizes the local exigencies and teacher's experience, as local linguistic, socio-cultural, and political aspects. In addition, the parameter of particularity emerges with a "context-sensitive language education" which enables the teacher to theorize their experimental perspectives of everyday teaching as the unique theory of practice.

The parameter of practicality aims to shorten the huge gap between theory and practice, in this manner, teachers should judge the usefulness of theories proposed by scholars from other realities. Kumaravadivelu (2006) believes that the focus on one specific method disregards the practice of everyday teaching, in other words, the central role that must be driven to the teacher's experience and expertise is directed to the application of a specific method. Similarly, Prabhu (1990,

p. 72) affirms that a method, when used strictly, forces teachers to use it mechanically, in this manner, they should follow their “personal conceptualization” or, as coined by him, “a personal sense of plausibility” in which changes the teacher’s acts to not be mechanical, leading to more productive teaching.

The parameters of possibility from Paulo Freire’s critical pedagogy, as mentioned by Kumaravadivelu (2006), focus on issues such as power and dominance, social differences, individual identity of teachers and students, as well as the overcoming of the so-called *status quo* related especially with the western culture. The experience in the classroom is based on the social, economic, and political environment where the students are located. In this way, there is an emphasis on the question of language ideology and the identity of the learner, allowing the fact that the students have an internal capacity to model their reality.

Thus, Postmethod pedagogy consists of learners’ autonomy, treating them as active participants in the learning process and the pedagogic decisions. To do that, teachers must follow the same autonomy which is central to any learning and teaching experience. Kumaravadivelu (2006, p. 178) mentions that teachers must remember that beyond knowing how to teach, they should “act autonomously with the academic and administrative constraints imposed by institutions, curriculum, and textbooks.”

The dissatisfaction with methods was also shared with other authors like Stern and Allwright, in which Kumaravadivelu (2006, p. 185) explained what insights he had from these authors influenced him to create the macrostrategies. “I choose to highlight three postmethod frameworks” The first one was Stern’s three-dimensional framework, the second was Allwright’s exploratory Practice framework, and the third was the macrostrategies created by Kumaravadivelu himself. According to Kumaravadivelu (2003), Stern’s three-dimensional framework is divided into the first dimension which is concerned with the L1 - L2 relation, coined as intralingual, and intracultural, which uses the first language to learn the target language. The second-dimensional framework is the code communication dilemma, which emphasizes the role of form and message which relates to the intensity of practice of the formal properties in grammar and vocabulary. The third-dimensional framework is divided into the explicit dimension which is related to a conscious intellectual exercise, such as cognitivism, and the implicit dimension related to subconscious acquisition or behaviorism.

The exploratory practice framework coined by Allwright is the concept of exploratory teaching, which is linked to any lesson teachers can draw from the history of language teaching and experience. On the other hand, Kumaravadivelu (2006, p. 185) explains that:

The parameters and indicators are my personal views of what should constitute the fundamentals of a postmethod pedagogy. Neither Stern's nor Allwright's framework takes them as points of departure, although the essence of some of the parameters and indicators are implicit in their work.

Beyond the influence of these scholars, this author researched in the fields of cultural studies, understanding poststructuralism, postmodernism, and postcolonialism, as well as his experience as a teacher. So, based on these ideas, Kumaravadivelu (2006, p. 201) suggests that Macrostrategies are "general plans derived from currently available theoretical, empirical, and pedagogical knowledge". They are considered theory-neutral, which is not limited to predetermined assumptions, divided into ten types:

- (i) Maximize Learning Opportunities;
- (ii) Facilitate Negotiated Interaction;
- (iii) Minimize Perceptual Mismatches;
- (iv) Activate Intuitive Heuristics;
- (v) Foster Language Awareness;
- (vi) Contextualize Linguistic Input;
- (vii) Integrate Language Skills;
- (viii) Promote Learner Autonomy;
- (ix) Ensure Social Relevance and
- (x) Raise Cultural Consciousness.

Following Kumaravadivelu (2006) in the study of Postmethod, to Maximize Learning Opportunities both teachers and students should participate. From the practitioners is expected a facilitation to promote learning, as well as the modification of plan class constantly, based on feedback. In this manner, the learner should be instigated to raise doubts, make suggestions, and create a feeling of mutual dependence between teacher and student. In addition, the teacher is seen as a learner too, and the students feel more present in the learning by cooperation. The second Macrostrategy is to Facilitate Negotiated Interaction, relating at the same time the usage of interaction as textual activity, interpersonal activities, and ideational activities with language as a system, discourse, and language as ideology, consequently having a mutual comprehension that varies from form to meaning achieving communication.

The third Macrostrategy is to Minimize Perceptual Mismatches, which is related to the teacher's intention and the learner's comprehension and interpretation. According to Kumaravadivelu (2006, p. 203), there are ten perceptual mismatches, thus teachers should be aware of possible

misunderstandings of students, related, first of all to cognitive process, or how they obtain conceptual understanding. Secondly is communicative, which is related to abilities to learners develop communication, thirdly the linguistic, or the knowledge of systematic, semantic, and pragmatic, fourth the pedagogic point, which leads to long-term objectives in the activities, fifth we have the learning strategies, operations, steps, plans and routines developed by the learner, sixth, the cultural source of the target language, allowing a better understanding of classroom activities. The seventh, eighth, ninth, and tenth mismatches are in sequence, the evaluative source, in other words, articulated or unarticulated types and modes of ongoing self-evaluation to analyze the students' learning. The procedural path is when students achieve immediate objectives and problems to solve, the instructional source is the directions given by a teacher to facilitate learning, and the attitudinal source is the nature of second language learning and teaching.

The fourth macrostrategy is Active Intuitive Heuristic which believes that grammar should be taught intuitively because a neat explanation of grammar connections is too complex. In this manner, the practice of classroom activities incentivizes the language input as in the usage of texts for example, which incentivizes the connection of meaning and form. The fifth macrostrategy is to Foster Language Awareness and draw attention to the formal properties of L2 learning Kumaravadivelu (2006, p. 205) explains "Language awareness is based on strategies that emphasize understanding, general principles, and operational experience" doing that learners identify the ideological practices that are related to social and political power.

Contextualize Linguistic Input is the sixth macrostrategy which is related to the contextualization of language, based on what they learn from the language as a system, and then the discursal proponents. The teacher might facilitate learning by contextualizing input from textbooks, having the necessity to be successful in the creation of meaning by integrating syntactic, semantic, pragmatic, and discourse. The next macrostrategy is to Integrate Language Skills that emphasize not only the integration of linguistic components, but also the practice of the four learning skills, listening, speaking, reading, and writing, not separately, which not being taught separately, but together, emphasizing the mutual necessity of each skill to develop various competencies. Promoting Learning Autonomy is the eighth macrostrategy that sees the learner as an autonomous participant in the process of language learning making strategies to be explicit and developing the feeling of metacognitive, cognitive, social, and affective strategies.

There are two Macrostrategies in sequence, Ensure Social Relevance and Raise Cultural Consciousness. The first idea is related to teachers that understand the political, economical, and educational characteristics that students are inserted in, which community and cultural aspects are essentially relevant to the contribution of language acquisition. Kumaravadivelu (2006) implies that

the social context may contribute to the motivation, which seeks the use of L2 at home or in the community. The tenth macrostrategy just mentioned leads to the study of the L2 culture, which has been always associated with language teaching, related to characteristics such as the study of the geographical characteristics, the contribution of the target culture to the modern world, the values, curiosities, as well as the cultural behavior that endorses the target language. The learner will not only depend on teachers, but learners may also participate in the process of learning, so the perspective is to enlarge the multicultural approach as well as demystify stereotypes about the target culture.

The study of the Postmethod has great relevance because what has been done since the beginning of the last century is an attempt to overcome or replace the previously used method. Thus, what is understood is that there is no attempt to engage and improve in the search for an integration of methods, in a way that produces theories and applications that became a matter of scientific development, with the perpetual engagement of research, emphasizing the importance of each method and their relevance in a specific time. Although, we have scholars in the area of eclectic approaches, which encompass the use of several methods, which was considered not sufficient to the Postmethod educators, which believe that theory and practice should be on the same level.

On the other hand, Kumaravadivelu (2006) emphasizes that current pedagogical procedures prove to have resistance to Postmethod application. He believes that the traditional emphasis on a method-based package is inherent to language learning and his justification places the teacher as a conduit to the simple transfer of a predetermined, preselected, and pre-sequenced body of knowledge, which leaves little room for critical thought, and feedback. Besides the ideological barrier that ends up leaving the teacher in a constant state of non-change and self-evaluation, they have to apply themselves to change their behavior, facing a whole paradigm. However, it is comprehensible that the Postmethod condition brings dimensions that go beyond the method, applying mainly to pedagogical changes. On the other hand, it is not intended to disregard the three methods mentioned in this work, which, in essence, cannot be disconnected from language teaching, and thus, have the possibility of being enhanced and related to the 10 Macrostrategies.

In this way, we will analyze which Macrostrategy is related and useful to each type of method. For this, we divided it into three topics, defining what best Macrostrategies can be used concerning Audiolingual, CLL, and CLT.

4.2 Macrostrategies as support to sharpen: Audiolingual, CLL, and CLT

When studying the Macrostrategies of the Postmethod, it is possible to notice that teachers develop a role as a theoretician and improver of their methodologies, applied by self-management,

autonomy, and comprehension of student's contexts and cultural dimensions, differences, and similarities, as well as a social relevance to language learning. However, because science is a cumulative phenomenon, which goes through study, trial, and proof, this process is related to the evolution and improvement of methods as was mentioned. Despite the limitations of the restricted use of procedures in some methods, which might allow the achievement of efficient language learning, we do not disregard the use of these methods. Teachers face daily many setbacks finding in these methods, stratagems, textbooks, procedures, and activities, as well as the sensation of a trustable material.

Based on that, our main objective is by using the light coming from Postmethod insights, to create a convergence, finding in the three methods, Audiolingual, CLL, and CLT an improvement of pedagogical matters and students' and teachers' roles within the 10 Macrostrategies studied in this research. How the theory of Macrostrategies might improve the methods? What insights could be compared or used? What is understandable is that some procedures, use of linguistic structures, communicative practices, and the role of teachers and students can be shaped into Macrostrategies, and some of them, can be completely the opposite of what a specific method proposes.

- (i) Maximize learning opportunities;
- (ii) Facilitate negotiated interaction;
- (iii) Minimize Perceptual Mismatches;
- (iv) Activate intuitive Heuristics;
- (v) Foster Language Awareness;
- (vi) Contextualize Linguistic Input;
- (vii) Integrate Language Skills;
- (viii) Promote Learner Autonomy;
- (ix) Ensure Social Relevance and
- (x) Raise Cultural Consciousness.

4.2.1 Macrostrategies Analysis through Audiolingual Method

From this insight we came to analyze first of all the Audiolingual method concerning Macrostrategies, which we believe would be useful within an experience that needs an Audiolingual choice by the teachers. As mentioned in 2.2.1, this method had great relevance, however, its theoretical foundations were under attack and a decline in its usage was a fact. On the other hand, it is understandable that in specific situations this method would be of great advantage, especially for beginners. In this case, are there any characteristics within the teacher and students' roles in

Audiolingual that would Maximize Learning Opportunities? Would the materials used in this method be relevant for specific contexts?

The first argument is that it is comprehensible that a method such as Audiolingual would be useful for beginners. Richard and Rodgers (2014) mention that dialogues and drills form the basis of Audiolingual, and we also have some cultural aspects that are emphasized through the usage of situations with natives. For someone who is starting, it would stimulate and facilitate learning, because they are in a gradual adaptation of usage and memorization, and teachers that use Audiolingual explore this in patten-practice activities. On the other hand, as the students become more fluent, demonstrating that they are acquiring the target language Kumaravadivelu (2006) believes that teachers must modify their plans constantly, based on self-analysis and feedback. Thus, the usage of Audiolingual for intermediate and advanced levels would be used for specific purposes, like the practice of intonation and pronunciation.

According to Richard and Rodgers (2014) in Audiolingual, teachers control the direction by monitoring, directing, and correcting learners' intonation and performance. However, learners react to these stimuli, having little control over the performance, and the role of initiating an interaction always came from the teacher. Thus, as Kumaravadivelu (2003) considers, students are in control of their learning, having a notion of what constitutes learning and teaching. It infers that it promotes few demands on students related to the first macrostrategy. In addition, the usage of textbooks, videos, and drills has some limitations as Kumaravadivelu (2003) also infers, that they might not achieve the interactive needs of specific groups of learners, in this case as Prabhu, 1987, p. 94, *apud* Kumaravadivelu 2003, p. 46) indicates that “textbooks should function as a source -books rather than course books”. We conclude that to acquire learning opportunities, Audiolingual characteristics would be useful for beginners and specific groups, being applied partially with the first Microstrategy conceptions. On the other hand, what is concerned about the teacher and students' roles in this method would change, by facilitating learning opportunities, a break from the usage of textbooks, and agenda, and bringing the student to be central in the learning process.

The second Macrostrategy is to Facilitate Negotiated Interaction in which Audiolingualism has little relevance and almost no possibility of being related to the systematic activity models it uses. Thus, it does not enable a relationship between the teachers' and students' roles, and activities, and as Kumaravadivelu (2006), infers, learners must be actively involved in the interaction of textual, interpersonal, and ideational activities, in which the teachers facilitate the gradual exercise of language as a system, as discourse, and language as ideology. Although Audiolingualism has focused on conversation utterances, speech utterances, and textual activities being used extensively, the students

have a central role to negotiate interaction, neither they are encouraged to guide a conversation nor suggest a different activity.

In this manner Audiolingual just covers the idea of language as a system that relates form and meaning, however, the students need the teacher all the time to guide the procedures, different from what is expected for a broader idea of communication. Therefore there is a conclusion that little would be associated with what proposed the second macrostrategy, and teachers' and students' roles, consequently as was exposed, teachers should think differently trying to change the routine by bringing up new experiences.

In the third Macrostrategy, we have the intention of Minimize Perceptual Mismatches which are related to the probability of having, as mentioned by Kumaravadivelu (2003) potential ambiguities in the understanding of a second language, as in the cognitive, linguistic or cultural aspects. In this manner, each applied methodology, those used by most of the schools and teachers who develop their framework, might have eventually misunderstanding by students. Consequently, what would be related to methods such as Audiolingual, which involves structural linguistics, may be quite favorable, by mitigating the issue of language practice, which involves repertoire, syntactic, semantics, and pragmatics. Audiolingual, as alluded by Murcia, (2001, p. 7), is referred to grammatical structures sequenced by rules that are taught inductively, as we have the use of structure meaning and grammar.

On the other hand, as Audiolingual classes are intended to be in the target language, there are expected to exist cognitive issues, related to the conceptual understanding of language, as well as aspects of cultural sources, which use activities and situations in foreign context, habits and, accent. However, the idea is that these characteristics, when noticed, must suffer intervention through specific activities. Thus, the method presented has a great advantage when used to diminish mismatches in learning about linguistics, related to syntax, semantics, or pragmatics, as well as the issue of cultural focus, facilitating the understanding of contexts and expressions, for example. On the other hand, there is the cognitive issue, which tends to bring some misunderstanding, when, for example, only presented in the target language, when the students are not aware of cultural aspects, or a matter of knowledge or level.

The fourth Macrostrategy, as being coined as Activate Intuitive Heuristics, is explained by Kumaravadivelu (2003) as a self-discovery by the learner, in which it attempted to find the pattern of the language, linguistic system and, grammatical construction, not by the rule-governed structure, but through, explanations, and examples. In this manner, the conceptions that came from this Macrostrategy are the teaching of form and meaning, as a matter of input grammar points indirectly. As it was exposed, Audiolingual focuses more on structure, including, grammar, oral proficiency,

accurate pronunciation, and development, as mentioned by Richard and Rodgers (2014, p. 66) “ability to respond quickly and accurately in speech situations”. Grammar and writing are not forgiven, however, it might be dependent on a precedent oral ability.

In this manner, Audiolingual would enable better input and further meaning practice is achieved to some degree when learners acquire language by practicing drills, marked by the usage of structural sentences, which expects a response and further standardization and memorization. However, it only permits specific situations, in which trained speech is put into practice, which do not cover the complexity of language nor the use of language intelligently. What concerns the learning theory in Audiolingual is marked by limitations in phrase structure and the belief in habit formation not being appropriately related to Intuitive Heuristics.

Continuing as Kumaravadivelu (2006, p. 205) in sequence explains, the fifth Macrostrategy named Foster Language Awareness, which includes a focus on promoting the learning of the formal properties of the target language is based on strategies that direct on understanding, general principles, and operational experience. Kumaravadivelu (2003) infers that language awareness is a movement that has recently contributed to bringing to the debate the promotion of a sensitive vision of the importance of language that, even though is present in our routine, it is not perceived as its role in human life. It focuses on issues of dialect variations, ways of using non-standard forms, and sociolinguistics aspects. Concluding, as Richard and Rodgers (2014) explain language learning in Audiolingual as mechanical habit formation, as well as an aim to treat accent similar to natives, teachers would change the class plan, introduce text, that explain political, geographical, and cultural aspects, as well as do not force students to speak similar to a native speaker, allowing them to be more comfortable, by introducing through listening, different accents, and the idea that they just need to be understood, developing their way of talking gradually.

The sixth Macrostrategy is to Contextualize Linguistic Input which leads the same path as the last Macrostrategy mentioned, which, according to Kumaravadivelu (2006, p. 205), it involves simultaneous integration of syntactic, semantic, pragmatic, and discourse phenomena, as it was mentioned before, Audiolingual addresses the systemic characteristics, but with no definition of contextualization, nor using language as discourse. However, the author implies that “isolated and discrete items will result in pragmatic dissonance”; it does not allow the learner to engage in meaning. In this manner, it is also concluded by the idea that Audiolingual covers the aspects present in this Macrostrategy only partially when we come to practice stress and intonation, consequently, the use of semantic and pragmatic features would be characterized by a more communicative view.

Is it possible to integrate the four skills, listening, speaking, reading, and writing in Audiolingual? According to Kumaravadivelu (2006, p. 205) language centered methods, like

Audiolingual, skills are taught separately, which do not aim at the right integration of them. He also argues that there is “very little empirical or theoretical justification” to be taught separately, expecting the usage into a parallel integration. Although learners do not occasionally focus on only one skill, in this case, instead of following a specific order, listening, speaking, reading, and writing, the integration would be taught in different ways, like listening and writing, or reading and speaking. Therefore, to conclude, it is not appropriate to teach one skill at a time, in addition to managing Audiolingual insights on the teacher's reasoning, about the usage of textbooks as a guide, reaching, on another hand the learning styles of each student, giving them different opportunities to learn.

The eighth, ninth, and tenth Macrostrategies in sequence bring an innovative perspective to the role of the student and the teacher within a Postmethod perspective. In this manner, it will be defined by what teachers and learners can do to overcome the limitlessness in Audiolingual conceptions. The eighth as coined by Kumaravadivelu (2003) is to promote learners' autonomy which is concerned with philosophical and psychological reasons, related to the willingness to create an autonomous individual.

Audiolingual expresses intensive oral practice, which has little relevance to strategies that enable efficient learning directions. In addition, teacher roles in Audiolingual rely on guiding the class as much as they can, on the other hand, autonomy is permitted by less direct control of teachers, allowing the student to take more responsibility in the procedures. Another argument as mentioned by Kumaravadivelu (2003) is to establish ways of teaching the students how to learn, emphasizing materials, practice, tools, and technological platforms to achieve learning by themselves, as well as dressing the importance of learning a language like English to exchange social progress and interaction.

The ninth and tenth Macrostrategies have a deep relation, which first to Ensure Social Relevance is expected from the teacher a different view about a more sensitive vision of the context of learners, their family, community, professional, and economic facts, that intrinsically is related to local communities. As Audiolingual focus on oral abilities, teachers might approach that they would travel or study abroad, as Kumaravadivelu (2003) infers teachers have to emphasize the influential role of English as a global language, spoken by millions of people around the world, as well as its prestige of a language, which is influenced by historical, political and economic factors. In this manner teachers always choose between standard varieties that are intrinsic to any language, defined in this manner by prestige to certain variants or accents.

In addition, the teacher should make it clear to the learner that there are different variants of the English language, explaining that they are using language variations that are derived from the main location countries like the United States and the United Kingdom. Audiolingual as neatly incentivize

language behavior, language in dialogue forms, and just a few cultural aspects. This cultural emphasis should automatically lead to the rise of cultural consciousness in the last Macrostrategy, related to the way of life, culture, and values, as a teacher's role in socio-cultural consciousness allows the development of self-perspectives.

4.2.2 Macrostrategies Analysis through CLL

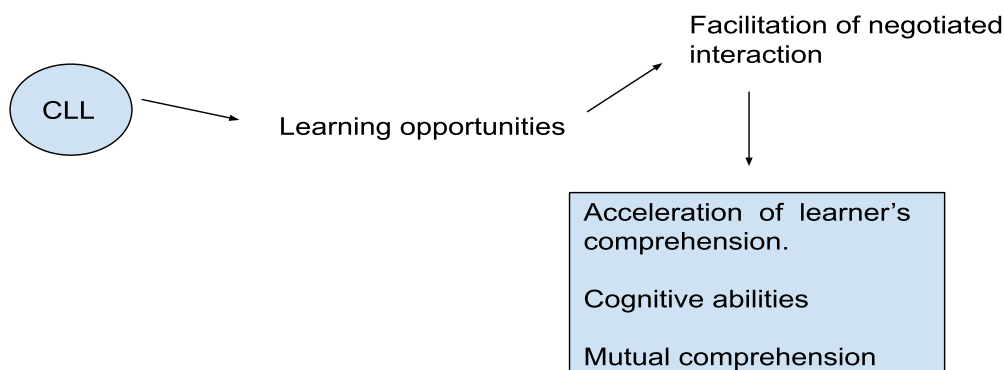
The emergence of communicative approaches has collaborated with the addition of new insights in L2, considering that behavioral psychology and structure view is not enough to achieve the complexity of language. Chomsky (1975) elaborates a search for rigorous formulation in linguistics, which beliefs in an innate cognitive process that allows multiple ways of learning and talking, guiding creativity. In this manner is expected the teacher a role as a facilitator of the communicative process in which in a first look, they have a relation to Maximize Learning Opportunities. Thus, a change in the ways that students and teachers developed their roles is already present on the agenda, as one can see a great change in these experiences. Thus, by the 10 Macrostrategies, it is possible to sharpen some CLL insights, always considering the contextual and cultural aspects.

At different levels it is understandable that any method might allow learning opportunities, however, it is clear that CLL has many advantages in relation to the first Macrostrategy as explained on these three arguments. First from the learners, as Richard and Rodgers (2014) inferred, different roles are expected, than from traditional language learning. Second, students work as a negotiator, between themselves, the learning process, and the object of learning. Third, they work by cooperation rather than working alone, participating actively in the process, having the teacher's role as a facilitator, and acting in the activity and tasks as an independent person, who allows everyone to learn. Consequently, they will manage the class, being a source of knowledge for those who have doubts, and responding to the learners' needs. Therefore is seen as a great similarity as Kumaravavadivelu (2006) emphasizes that a priori, learners should participate, and raise questions, in an interactive process.

On the other hand, we must point out that classes within a communicative context still see teachers as a reference, thus, in many contexts, it will be necessary to guide the activities. Moreover, when observing situations in which students have little knowledge of the language, the use of the communicative practice, in the first Macrostrategy, may create certain barriers, when they are not accustomed to such a focus on communication. We conclude that CLL can maximize learning opportunities, especially with more advanced classes, and contexts in which the students have a piece of considerable background knowledge.

The second Macrostrategy has a great relationship with the last analysis, as Kumaravadivelu (2006) infer, learners, provide knowledge by negotiated interaction assumed by them, thus, teachers should instigate this thinking. Both Macrostrategies mentioned are tied when first is creating opportunities for learners, and second by facilitation through interactional activities. As it was written these interactional activities are divided into language as system, discourse, and ideology. The relation of form and functions which according to Brown (2007, p. 226) considers discourse as language, comparing that without context, isolated sentences, can not achieve the complexity of interrelated cohesive units is a result of language as discourse. On the other hand, the teacher should have in mind that they must first contextualize and practice systems, grammar, syntax, and semantics, to focus the attention on meaning in the last stage, or gradually. The conclusion is that in a communicative view, there is a connection between both Macrostrategies, being related in Picture 2 below.

Picture 2: Macrostrategies Connections.



Resource: produced by the author of this work (2022).

The third Macrostrategy leads to a question that teachers must ask themselves, whether using CLL, eventual mismatches would happen, as the focus is on communication. Thus, it is possible to create misunderstandings when students, by dealing with some functions of language, interpret it differently. The teachers must be aware that first, “communicative competence” when coined by Hymes (1972, *apud* Richard and Rodgers, 2014) covers a set of issues that teachers experience, in this manner, this correlation with this Macrostrategy contributes to creating a good insight by using CLL. Related to cognition, the teacher can understand if the students' mental process

with the practical use of the language is working, as well as understand contexts about particular features of the language culture.

Another type of misunderstanding may be communication strategies, which must be shared from the teacher's experience. In addition, pedagogic, strategic, and evaluative mismatches should be related, as inferred by Kumaravadivelu (2006) explaining the pedagogical, with the short and long-term goals, being present to the learners, then, focusing on learning strategies, steps, plans, and routines, and finally, the evaluative defined as a design of a high evaluation material, which the learners monitor their learning, whether they are learning a certain use of language for example. Based on these ideas, it is concluded that such procedures, when anticipated, decrease the level of student misunderstanding, allowing a self-management of the process and procedures that involve learning the language.

From now on there will be an explanation of how the fourth Macrostrategy, Activate Intuitive Heuristics, the fifth, Foster Language Awareness, the sixth, Contextualize Linguistic Input, and the seventh the Integration of Language Skills, have a considerably connected relation in essence to what language as function permits in a Postmethod view. It is perceptible, that intuitive heuristics have a relation with CLL insights, by analyzing thoughts that came from authors such as Chomsky (1975) and Rivers (1964, *apud* Kumaravadivelu 2003) which leads to the premise that a set of grammatical rules, being presented through explanation, do not afford efficient learning, as well as the practitioners, although being an experienced teacher do not have explicit knowledge of the rules. Similarly, what could be achieved by CLL objectives, based on Richard and Rodgers (2014) is improved through expression, semiotic systems, and interpersonal relations, all tied with the affective level of experiences.

In addition, Brown (2007, p. 228) infers that “conversation remains one of the most salient and significant modes of discourse” emphasizing that language production as efficiently shaped by children is a result of intended purpose and attention-getting. On the other hand, Kumaravadivelu (2003) despite that language is mostly expressed in communication, describes that before function activities are developed, students, should read and study pre-selected contents, which is implied the grammar points, and that to work with such activities, learners may be intermediate and advanced level.

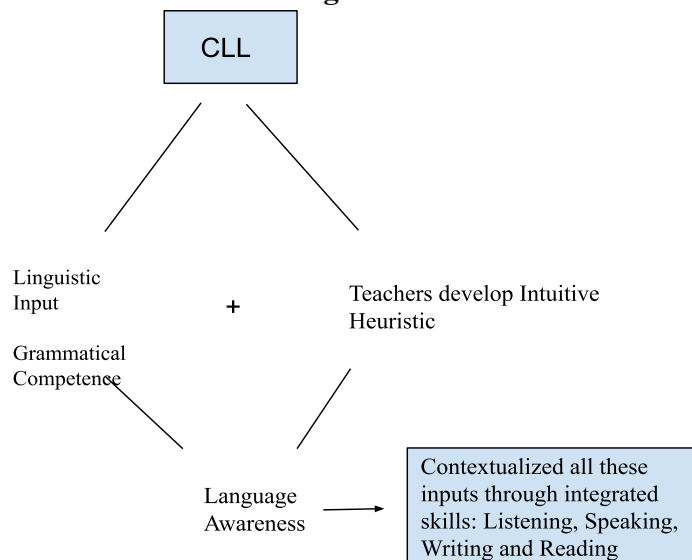
In connection to what was just explained, is attributed to the fifth Macrostrategy the role of Language Awareness, as we have detailed, came to be first, an ideational contribution to a critical view of linguistic and sociolinguistic features governing language usage. In this way, this notion arises in a scenario where teachers do not get attached to the specific objective for CLL, which, in addition, creates concepts that go beyond what his or her vision covers about the method. In other

words, when, according to Richard and Rodgers (1986) the teacher is required to facilitate communicative knowledge and work as an advisor, CLL can be approached, as Kumaravadivelu (2003) explains, within a space for discussion with intermediate and advanced classes with considerable knowledge, understanding cultural, geographical, historical and political factors about the people who hold the target language.

All of these insights rely on the teacher's responsibility as in the sixth Macrostrategy to Contextualize Linguist Input, in which the syllabus present in CLL does not cover the complexity of contexts in language learning. This method was developed in a fertile moment and a lot of ideas were being tested, although teachers aim to follow the functional syllabuses, as detailed by Brown (2007, p. 225) in the example of a model for several initial activities which is followed by introducing self and other people, exchanging personal information, asking how to spell someone's name, giving commands, apologizing and thanking, identify and describing people and asking for information.

However, grammatical competence is what is more important for students in the first moment, developing a knowledge of the systemic features of the language. Similarly to that, Kumaravadivelu (2006) argues that linguistic input is contextualized by the interaction of systemic and discursal components, we have a relation in this aspect. In addition, CLL is the level of pragmatics and discourse, however, syntactic, and semantics is the base. As the sixth Macrostrategy defends the integration of these four elements considering the nature of language and the integrated skills, the seventh Macrostrategy and the mutual usage of the four skills of listening, speaking, reading, and writing is what lay in the climax of the language used in CLL, being used to concrete knowledge in these aspects, according to Picture 3 below.

Picture 3: Macrostrategies relation with CLL



Resource: produced by the author of this work (2022).

Based on these ideas, we can conclude that linguistic input is the first idea to do in the intention of sharpening grammatical competence, through the usage of texts, instructions, videos, and syntactic structures. Second, the intuitive heuristic is the level of relation between form and meaning, with the grammar being learned intuitively. Within this process, language awareness properly a whole view of the target language, facilitating the knowledge of general principles, related to the understanding of the culture. All of these inputs will be contextualized gradually from structure to discourse, reinforcing the grammar points with examples, linked to the acquisition of effective communication. On the other hand, to effectively usage of these Macrostrategies in sequence, the right integration lay in the teacher's responsibility to be aware of eventual problems. They should try to exchange between L1 and L2, ask for feedback, claim to understand the way learners develop language and particulars issues, as well as a self-feedback in an informal way, understanding that it could be introduced if the students have understood the importance of second language learning, and eventual learners motivation to domain a second language. Otherwise, teachers claim to fail in achieving the affective filter of the students, as well as restricting the objectives, supported by the approach, teachers forget the different realities and expectations, not being aware of the social aspects.

It is intended to relate the three last Macrostrategies, Promote Learner Autonomy, Ensure Social Relevance and Raise Cultural Consciousness, considering that the social, cultural, and political relevance has been detailed efficiently. It is perceptible that methods can be shaped by what Macrostrategies support, in this case, the Learner Autonomy is what reflects the main aspect of the Postmethod condition which strategies that call the student's attention to the several aspects that language permits, like professional opportunities, knowledge, and social relevance. Kumaravadivelu (2006) emphasizes that learners take full responsibility for their learning, using this strategy to create a feeling of personal growth.

Thus, we should bring to the debate diverse subjects, the role of language in the world, and different people's minds which is emphasized in the Raise of Cultural Consciousness which is a responsibility expected from the teachers. This means after emphasizing to students a different view about learning, the culturalization of the target language makes the learners feel like active participants in learning, allowing the sharing experience with the teacher and other students.

In a global society defined with fewer technological barriers, that allow contact, and relation with different peoples around the world, the CLL method, through what is proposed by the ten Macrostrategies, would allow a quick adhesion of the learners. In this manner, the issues that go beyond the usage of communication to specific contexts, like arriving at the airport or asking for help to find the right direction of a place on the street are improved. Therefore, these pedagogical views

achieve as well the historical personalities that form the identity of a country. In the final part of our research, we will emphasize how the emergence of CLL, as a result of changing beliefs about language, was a moment of new ideas that sought solutions beyond what was proposed by the methods so far.

4.4.3 Macrostrategy Analysis through CLT

It is clear the whole connection that the learning of linguistics has presented so far, and in this way, by explaining the knowledge available, we come to a point that the method itself, even with the arguments of its misunderstanding, complements the main ideas of the Macrostrategies. CLT is what we can say is most closely connected with Macrostrategies, although it carries with it the idea of surpassing CLL when it is not identified as a “humanistic approach”. Even though, authors like Newmark and Reibel in 1968, as mentioned by La Forge (1971, p. 46) were already criticizing the “behavioristically oriented oral teaching” which came to the thinking that both CLL and CLT arise from the same insights that come from a scientific linguistic change that slowly involved and brought new ideas and studies.

As it was explained it is possible to assume that CLT is essentially linked to some Macrostrategies, however, it should be detailed and analyzed as to what is possible or not, by this association. First, to Maximize Learning Opportunities the teacher should overcome the traditional view related to the idea of classroom management, which is tied to agenda, materials limitations, and textbooks. In this manner, there is an analysis of whether CLT and learner and teacher roles are related to the first Macrostrategy. First of all, according to Tranel (1968 *apud* Richard and Rodgers 2014, p. 308), “CLT does not use conventional language syllabus, in which the process is marked by topic-based, and the interest to communicate to each other”. In addition, Kumaravadivelu (2003) argues that learning opportunities are set when it is not “bound by teaching materials” in which teachers should constantly change their lesson plan in order to create new ways of language acquisition.

Second, Richard and Rodgers (2014) argue that learners are part of a community, with a feeling of friendship between teachers and students. Similarly, Kumaravadivelu (2003) infers that learning is primarily controlled by the learner, and teachers facilitate the learning provisions. Consequently, teachers in CLT contexts aim to follow, as argued by La Forge (1971), a less competitive and individual environment, concluding that it helps diminish anxiety and the feeling of failure, encouraging learning and forcing group loyalty. In this manner is perceptible the similarity to what the first Macrostrategy promotes to roles of teacher, students, and usage of specific procedures

as mentioned in 2.2.3. However, reinforces the argument that such insights are mainly to promote teachers' autonomy to choose within different contexts and realities.

Considering these ideas leads to the second Macrostrategy Facilitate Negotiated Learning which has the same argument as CLT, that students need to interact with each other, allowing L2 acquisition to happen through affection and mutual collaboration. Facilitate Negotiated Learning, similarly, expects the accordance of learners as we have debated so far, the logical sequence of language as a system, and discourse, is followed by what CLT promotes in the field of language as ideology. One of the examples as Kumaravadivelu (2006, p. 11) points out is that language, as ideology, represents a “cut across disciplines such as anthropology, sociology, politics, science, history, and cultural studies”. It is necessary to understand the emergence of CLT as a humanistic vision of the counselor teacher as addressed in this method, will not necessarily come last, but as part of the idea of changing classroom models, encompassing all regulated forms of language. In this manner, we conclude that the CLT can Facilitate negotiated learning when the learner is seen as the main character in the second language acquisition.

It is noticeable how the ideas discussed so far are similar in theoretical issues by understanding that even with any new theory, whether with the intention of innovation, creating new ideas to enrich the debate and counterpoint a previous theory and methodology, there is always a natural and theoretical relationship, especially when we try to get the best of what each method can offer to Minimize Perceptual Mismatches.

As explained by Richard and Rodgers (2014) CLT by combining innovative tasks, like; group work, recording conversations, transcriptions, translation, reflection, and observation of reported experiences linked to free conversations, increase students' level of cognition, guided by a self and group analysis. In these kinds of tasks, it is possible to notice a good reflection and a decrease in the mismatches on cognitive matters, in which the knowledge of the world is applied in a method that explores the cultural aspects being discussed openly. The communicative source benefits the reflection about the role of communication in language, as Richard and Rodgers (2014) explain in the learner roles in CLT, to be provided by a desire to express themselves, talking about feelings, expectations, and frustration.

Teachers, on the other hand, according to Richard and Rodgers (2014, p. 310) “respond calmly and nonjudgmentally in a supportive manner” with time for conversations and problem solvers. Therefore, we conclude that the pedagogical, and procedural mismatches are diminished as well as the cognitive and communicative ones. However, when we talk about a linguistic source that expects a good relation, between syntactic and semantics, it is perceptible that CLT, when applied exclusively, might allow a dissonance between activities and a well-planned syllabus as Richard and

Rodgers (2014) infers that it is the responsibility of teachers are to summarize some linguistics features and grammar .

In the last topic, there was intercalation between the four Macrostrategies: Activate Intuitive Heuristic, Foster Language Awareness, Contextualize Linguistic Input, and Integrate Language Skills as a continuation and relation to the effectiveness of contextualized aspects of form and meaning, cultural sets, and production of discourse. As it was mentioned, CLL and CLT are formed on the same basic reasoning, language as function and on the other hand, language as interaction, as well as the role of teachers as counselors, have some similarities. The main difference is that CLT is focused on the learner in a humanistic view, which does not focus on pre-selected procedures and guided syllabus, as in CLL. According to Kumaravadivelu (2003, p. 116), learners are encouraged to sharpen their intuitive heuristic by finding the “rule-governing pattern” in which examples are applied indirectly through examples.

Foster Language Awareness is related to intuitive heuristics in the manner that language awareness may be shaped by finding out the rules and patterns of the language, as well as, attention to social, political, and sociolinguistics features in language practice. A possible example can be the main differences between accents and how the main English countries influence the way language is used. Consequently, the aspect of a sociological perspective, when linked to the learning of the linguistics features, transforms the role of a teacher who guides the direction as a facilitator, enabling the learner to have a comprehensive view of the whole background of the target language. It also allows a deep understanding of a whole people, its history, and ways to overcome the vision of teaching grammar in formal language relationships, and makes the language widely accessible. In addition, both Macrostrategies explore the use of written texts, plays, poems, and semiotic texts, as ways to facilitate the enrichment of knowledge, in which it is possible to associate in class that teachers aim to change their role in the CLT environment.

La Forge (1971) suggested what may be analyzed as a critique for the creative use of language in CLL, that despite teachers using a communicative procedure, they might find difficulties in numerous classes, being unable to escape from drills and memorizations. In any case, students might resist, if teachers try to use it at once, for not being used to a class that breaks the usual protocol. Thus, teachers would face disorder and loss of authority, allowing many students nor participate, neither learning nor running away from the procedures.

Kumaravadivelu (2006) explains that the Macrostrategies in the Postmethod condition are used as a way to enlarge the teacher's perspective, understanding that each class is unique, and they can create their way of teaching when they realize that it permits efficient learning, and have good results. What we can say is depending on the contexts teachers deal with, they should Contextualize

Linguistic Input and as we described in 4.4.2 and 4.4.3, the following reasoning, according to the Table below:

Table: Language Rules Governed.

Phonological Rules	The nature of Sound Systems: Audiolingual
Syntactic Rules	Grammatical Construction of morphemes into larger units of phrases, clauses, and sentences (Audiolingual)
Semantic Rules	The way meaning in a language is structured. (CLL, CLT)
Discourse Rules	Relationship between form and meaning in cohesive spoken. (CLL, CLT)
Rule-governed	Systems and subsystems of language are rule-governed.

Resource: produced by the author of this work based on: Brown (2007) and Kumaravadivelu (2003)

This table is not merely the usage of eclectic methods, considering that we are emphasizing the teacher and students roles, from Postmethod insights, which are divided into what can be compared or used from Macrostrategies. What was done is a review of what should be compared in terms of usage. In this manner the Integrated Language Skills are a component that makes real what can be done in each context which according to Kumaravadivelu (2003) is normally taught separately by most institutes and schools, considering the specific teaching that has been used in the textbooks and material productions. He also argues that there is a huge difference between what the curriculum designer develops and what teachers face in the classroom, having the necessity to integrate the abilities. In CLT procedures teachers develop transcriptions, which can relate listening and writing, conversation, and allows listening and speaking skills. However, it is necessary to reinforce that teachers have the full responsibility to develop other activities, such as reading, and writing skills with communication activities, working as a mutual reinforcement program.

The empirical, theoretical, and pedagogical views are related to Promote Learning Autonomy, Ensure Social Relevance and Raise Cultural Consciousness which are linked to CLT when we analyze the potential similarities in the idea of the learners. Although Promote Learning Autonomy needs a more detailed theory, related as already mentioned, to the promotion of learners into social affection. of good language learners, is also linked to teaching learners how to learn, by presenting strategies that the teachers discovered when they acquired L2. For La Forge (1983 *apud* Richard and Rodgers, 2014) language is a “Social Progress” as well as the Interactional view

of language which considers that learning is people in contact, the interaction between learners and knowers, in this manner, is increased the responsibility that they have in their language acquisition. Similarly to what is proposed in the ninth Macrostrategy to Ensure Social Relevance, the need to consider the community and social particularities of each society, will shape the learning strategies that would be used. Richard and Rodgers (1986) infer that CLT is one of the methods which is concerned with sensitivity in learner communication, in which teachers' roles are mainly influenced by counseling psychology, in this manner, this sensitivity is also focused on understanding what can be used to that specific group, with different learning issues, motivation, and level of proficiency.

It is clear that to promote learner autonomy, it is necessary to grow in cultural awareness, and it is clear that in all contexts where practitioners teach and learn a second language, it is needed to emphasize the target culture. Within the culture of English, we can define that nowadays, there is a great demand for the teaching of the language, however, many students may find its study unnecessary. Thus, the cultural study of the language covers several functions, including affective and cognitive components, a deeper knowledge about geographical understanding, the contributions of that culture in the modern world, or the importance of the English language in an increasingly globalized world, notice the diversity and the language.

5 CONCLUSION

The main objective of this work is to identify how the Postmethod conditions, through the usage of Macrostrategies may allow an improvement of pedagogical points, and teachers' and students' roles of what Audiolingual, CLL, and CLT propose. To achieve this, the historical context, approaches, procedures, and (dis) advantages of these methods were investigated, as well as considering the emergence of the Post method and the pedagogical information present in the Macrostrategies.

The main distinction of the methods started with the historical research of the reform movement, which influenced the emergence of Audiolingual, CLL, and CLT. As a result, we were able to achieve the analysis of these methods by presenting the main scholars, through the historical context, that influenced the concepts of approaches, being characterized by the theory of language and teaching, its uses, analyzed by types of activities and tasks, and what learners can take advantage of. In this manner, language is ruled by the sequence which started from a structural or systemic, functional, and interactional view of language.

The Postmethod condition was explained in this paper through the improvement of pedagogic actions to overcome what methods were proposed in the field of affective affairs, as well as the right usage of the four skills for example. The critics whose ideas conflicted with methods such as Audiolingual and CLL, were willing to idealize a more participative teacher, with autonomy about the dominance of foreign methods, being able to use their experience within a set of situations. Therefore the division of the 10 Macrostrategies summarizes general plans to help teachers with empirical, theoretical, and pedagogical knowledge. The intention of using the Macrostrategies through the three methods, Audiolingual, CLL, and CLT is possible by theoretical foundations based on the same insights, analyzing that the three methods may Maximize Learning Opportunities, used for different levels when the intention of teachers are set by giving opportunities.

In addition, to Facilitate Negotiated Interaction beyond the idea of the teacher and learner interactions the practitioner should incentivize learning of the language as a system, discourse, and ideology, which in the sequence is similar to what Audiolingual, CLL, and CLT propose. Besides, when to Minimize Perceptual Mismatches, promote deep Cultural study in CLT, or the methods that have good tools to Activate Intuitive Heuristics, with a creative view of language as in CLL. This all leads to Foster Language Awareness marked by sociolinguistic characteristics as implied by CLT counselors, being characterized by Contextualizing Linguistic Input divided by grammatical and discourse competence. Beyond that, the integration of the four skills permits the development of useful abilities as well as the mutual usage within insights, that Promote Learning Autonomy, Ensures

Social Relevance, and Raise Cultural Consciousness bringing relevance to Postmethod conditions, including it in language teaching, whatever method is being used as a new perspective for the present times.

Faced with scenarios that could be characterized as problematic and challenging for teachers, this idea of improvement would allow a much more dynamic and contextualized teacher-student approach, considering English teaching as an insurmountable personal growth. Hence, it may allow an education that makes sense, that goes beyond assessments and grades. The method created by a scholar will not necessarily meet the needs of the classroom, however, the ideas arising from the Macrostrategies allow the teacher to adapt it to various realities in accordance to what methods propose. In conclusion, English, as the most widely used language in the world, should be seen as a bridge to widespread and dynamic knowledge allowing an innovative view of learning and personal success.

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