

Research paper

**A reviewed paper on Kumaravadivelu's concept of
beyond methods: *macro-strategies for language
teaching*, June, 2019**

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Recent explorations in L2 pedagogy signal a shift away from the conventional concept of method toward a "post method condition" that can potentially refigure the relationship between theorizers and teachers by empowering teachers with knowledge, skill, and autonomy. So empowered, teachers could devise for themselves a systematic, coherent, and relevant alternative to method, one informed by principled pragmatism. The post method condition can also reshape the character and content of L2 teaching, teacher education, and classroom research. In practical terms, it motivates a search for an open-ended, coherent framework based on current theoretical, empirical, and pedagogical insights that will enable teachers to theorize from practice and practice what they theorize. This paper explores one such framework consisting of 10 macro strategies, based on which teachers can design varied and situation-specific micro strategies or classroom techniques to effect desired learning outcomes.

Key words: Beyond method, L2 pedagogy , Macro-strategies

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INTRODUCTION

Language teaching has undergone many changes throughout its history in the world. Some of the changes have been considered beneficial and others in vain. However, at the beginning of the nineteenth decade of this century, the changes came to an end due to proposal of post-method by some scholars of the field. (Kumaravadivelu ,2003)

So, there are different approaches and methods in language teaching. If the aim of language teaching and learning is to develop learners communicative competence, a whole language approach whereby all the skills are treated in a more interrelated way, should be at the heart of L2 classes and, whenever possible, they should be integrated as happens in actual language use. Teaching language as communication calls for an

approach which brings linguistic skills and communicative abilities into close association with each other. One way to obtain this association is by using an integrated approach which gives the students greater motivation that converts to better retention of all the principles related to language skill learning (Moghadam & Adel, 2011). So, language teaching as a whole entity matter most to teach students all language skills in effective way. To acquire a new language student must interact to attain all language skills. Equally, Oxford (1990, pp. 5-6) maintains, "Acquiring a new language necessarily involves developing the four primary skills of listening, reading, speaking and writing in varying degrees and combinations." Thus, the skill strand of the tapestry, as Oxford put it, can lead to effective communication when

all the skills are interwoven during instruction.

The other basic aspect in language teaching and learning is Intelligence. It is a psychological notion which is connected with learning and which educators base a lot of their professional decisions on (Khamis, 2004 as cited in Scarr, 1985). The process of Language teaching has passed many changes. Some of the changes have been considered beneficial and others in vain. However, at the beginning of the nineteen decade of this century, the changes came to an end due to proposal of post-method by some scholars of the field. Scholars such as Allwright & Bailey (1991), and Kumaravadivelu (2003) wrote on the death of methods and alternative to methods rather than alternative methods. This initiated a new era in language teaching which is called Post-method. So, there are different micro and macro strategies suggested by scholars.

Generally, this paper is cover about: firstly, it discussed about beyond methods: the macro learning strategies and other related concepts in brief.

BEYOND METHODS

Concept of Beyond Method

Under this part of my paper I will explain the concepts related to beyond methods those period is called post method era. The concept of beyond methods indicates that the teaching acts which is about language teaching in a post-method era. It reflects the heightened awareness that the L2 profession witnessed during the waning years of the twentieth century: to create an awareness that there is no best method out there ready and waiting to be discovered, an awareness that the artificially created dichotomy between theory and practice has been more harmful than helpful for teachers, an awareness that teacher education models that merely transmit a body of interested knowledge do not produce effective teaching professionals; and an awareness that teacher beliefs, teacher reasoning, and teacher cognition play a crucial role in shaping and reshaping the content and character of the practice of everyday teaching. (Kumaravadivelu, 2003)

To make a good teaching and learning we must know or predict what happen in the classroom. Similarly, Kumaravadivelu (2003)said:

“To shape the practice of everyday teaching, teachers need to have a holistic understanding of what happens in their classroom. They need to systematically observe their teaching, interpret their classroom events, evaluate their outcomes, identify problems, find solutions, and try them out to see once again what works and what doesn’t.

In other words, they have to become strategic thinkers as well as strategic practitioners.”

The above explanation shows that, as strategic thinkers they need to reflect on the specific needs, wants, situations, and processes of learning and teaching. As strategic practitioners, they need to develop knowledge and skills necessary to self-observe, self-analyze, and self-evaluate their own teaching acts. In short, as a professional we must have a skill to be a good practitioner’s to mean that we need to have the ability to perform macro learning and teaching strategies. This indicates that the activities we do in language teaching called beyond methods. In addition it shows that, teaching needs different skills i.e. teacher need to expect what happen to the class and overcome the possible solutions and decisions. Teachers needed to look at language teaching and learning from a different and innovative perspective. Pedagogy does not imply the end of methods; rather it is a mixture of theoretical knowledge of methods and practical understanding.

So, to help teachers become strategic thinkers and strategic practitioners, Kumaravadivelu (2003) suggests a macro-strategic framework consisting of ten macro-strategies derived from theoretical, empirical, and experiential knowledge of L2 learning, teaching, and teacher education. These frameworks represent a synthesis of useful and usable insights derived from various disciplines including psycholinguistics, sociolinguistics, cognitive psychology, second language acquisition, and critical pedagogy. It has the potential to transcend the limitations of the concept of method and empower teachers with the knowledge, skill, attitude, and autonomy necessary to devise for them a systematic, coherent, and relevant theory of practice. Supporting his idea, Freeman (1991, p.10) Teaching is basically a subjective activity carried out in an organized way. In fact, there are educators who believe that teaching lacks a unified or a commonly shared set of rules, and as such cannot even be considered a discipline. As Donald Freeman points out, when we speak of people “teaching a discipline” such as math or biology, we are separating the knowledge or content from the activity or the teaching. These traces of activity that teachers accumulate through the doing of teaching are not seen as knowledge; they are referred to as experience. Experience is the only real reference point teachers share: experiences as students that influence their views of teaching, experiences in professional preparation, and experience as members of society. This motley and diverse base of experience unites people who teach, but it does not constitute a disciplinary community.

As it has been stated, a macro strategy is a broad guideline based on which teachers can construct their location-specific, need-based micro strategies or classroom procedures. In other words, macro-strategies

are operationalized in the classroom through micro strategies. It should be noted that macro strategies are considered theory neutral, because they are not confined to the assumptions of any one specific theory of language, learning, and teaching which exist in different methods, (Kumaravadivelu, 2006). They are also considered method-neutral because they are not conditioned by a single set of principles or procedures associated with language teaching methods.

Generally speaking, the concept of beyond methods comes with the dissatisfaction of method. As Kumaravadivelu (2003) stated that Based on theoretical, experimental, and experiential knowledge, teachers and teacher educators have expressed their dissatisfaction with method in different ways. together with (Larsen-Freeman, 1990, p.269) stated shortly, confronted with “the complexity of language, learning, and language learners every day of their working lives in a more direct fashion than any theorist does,” teachers have developed the conviction that “no single perspective on language, no single explanation for learning, and no unitary view of the contributions of language learners will account for what they must grapple with on a daily basis.” So, this Justifiable dissatisfaction with established methods inevitably and increasingly led practicing teachers to rely on their intuitive ability and experiential knowledge.

The Roles of the Teacher

The role of the teacher has been a perennial topic of discussion in the field of general education as well as in language education. Corresponding to my idea Kumaravadivelu (2003) stated that unable to precisely pin down the role and function of the teacher, the teaching profession has grappled with a multitude of metaphors. The teacher has been variously referred to as an artist and an architect; a scientist and a psychologist; a manager and a mentor; a controller and a counselor; a sage on the stage; a guide on the side; and more. There is merit in each of these metaphors. Each of them captures the teacher’s role partially but none of them fully. So, this shows that teachers are the back bone in language teaching to manage and facilitate the language teaching.

Kumaravadivelu (2003) additionally stated that the historical role and function of classroom teachers to understand how the concept of teacher role has developed over the years, and how that development has shaped the nature and scope of institutionalized education. From a historical perspective, one can glean from the current literature on general education and language teaching at least three strands of thought: Teachers as passive technicians, reflective practitioners, and transformative intellectuals.

A. Teachers as Passive Technicians

On this the role of teacher is passive that active. Kumaravadivelu (2003) explained that it indicates that the basic tenets of the concept of teachers as technicians can be partly traced to the behavioral school of psychology that emphasized the importance of empirical verification. In the behavioral tradition, the primary focus of teaching and teacher education is content knowledge that consisted mostly of a verified and verifiable set of facts and clearly articulated rules. Content knowledge is broken into easily manageable discrete items and presented to the teacher in what might be called teacher-proof packages. Teachers and their teaching methods are not considered very important because their effectiveness cannot be empirically proved beyond doubt. Therefore, teacher education programs concentrate more on the education part than on the teacher part. Classroom teachers are assigned the role of passive technicians who learn a battery of content knowledge generally agreed upon in the field and pass it on to successive generations of students.

Teachers are viewed largely as apprentices whose success is measured in terms of how closely they adhere to the professional knowledge base, and how effectively they transmit that knowledge base to students (Kumaravadivelu, 2003). As a result of this, the primary goal of such an activity, of course, is to promote student comprehension of content knowledge. In attempting to achieve that goal, teachers are constrained to operate from handed-down fixed, pedagogic assumptions and to seldom seriously question their validity or relevance to specific learning and teaching contexts. If any context-specific learning and teaching problem arises, they are supposed to turn once Again to the established professional knowledge base and search for a formula to fix it by them. In addition to the above explanations, Kumaravadivelu (2003) suggested that viewing teachers as passive technicians is traditional and is still in vogue in many parts of the world. Generally speaking, the roles viewed as Teachers as Passive Technicians primarily teaches promote student comprehension of content knowledge theorists construct knowledge and teachers understand and implement them to students.

B. Teachers as Reflective Practitioners

On the contrary to the above role the teacher there has a renewed interest in the theory and practice of reflective teaching, the idea of teachers as reflective practitioners is nothing new. They then go on to summarize what they consider to be the role of a reflective practitioner. According to them, a reflective practitioner “examines, frames, and attempts to solve the dilemmas of classroom practice, is aware of and questions the assumptions and values he or she brings to teaching, is attentive to the

institutional and cultural contexts in which he or she teaches, takes part in curriculum development and is involved in school change efforts; and takes responsibility for his or her own professional development” (ibid., p. 6 as cited in Kumaravadivelu (2003). In addition, Teachers as Reflective Practitioners the teachers act as a reflective or instructing the students. By the same token, indicates Teaching is seen not just as a series of predetermined procedures but as context-sensitive action grounded in intellectual thought The difference between techs & reflective practitioners: can bring about their own perspectives related to theories that cannot be matched by expert (theorists) who are far removed from the realities of the classroom.

As shown above, the concept of teachers as reflective practitioners indicates that teachers teach the students in reflective manner. They expected to manage and make the teaching and learning process effective.

C. Teachers as Transformative Intellectuals

The third role of teachers viewed as transformative intellectuals. It is derived mainly from the works of critical pedagogists and through the philosophy of the Brazilian thinker Paulo Freire schools and colleges are not simply instructional sites; they are, in fact, “cultural arenas where heterogeneous ideological, discursive, and social forms collide in an unremitting struggle for dominance”. Explore problems they themselves have posed about life in and outside of the classroom, promote student discussion promote self-reflection familiarize themselves with linguistically and culturally diversity of their student population. McLaren (1995, p. 30) as cited in Kumaravadivelu (2003) suggested that for them, schools and colleges are not simply instructional sites; they are, in fact, “cultural arenas where heterogeneous ideological, discursive, and social forms collide in an unremitting struggle for dominance” Classroom reality is socially constructed and historically determined. What is therefore required to challenge the social and historical forces is a pedagogy that empowers teachers and learners. Such pedagogy would take seriously the lived experiences that teachers and learners bring to the educational setting.

Likely, Critical pedagogists view teachers as “professionals who are able and willing to reflect upon the ideological principles that inform their practice, who connect pedagogical theory and practice to wider social issues, and who work together to share ideas, exercise power over the conditions of their labor, and embody in their teaching a vision of a better and more humane life” (Giroux and McLaren, 1989, p. xxiii as cited in Kumaravadivelu (2003). In order to reflect such a radical role as-signed to teachers, Giroux characterized them as transformative intellectuals.

Teachers as Intellectuals towards a critical pedagogy of Learning, Giroux points to “the role that teachers and administrators might play as transformative intellectuals who develop counter hegemonic pedagogies that not only empower students by giving them the knowledge and social skills they will need to be able to function in the larger society as critical agents, but also educate them for transformative action” (Giroux, 1988,p. xxxiii as cited in Kumaravadivelu, 2003). So, this indicated as transformative intellectuals, teachers are engaged in a dual task: they strive not only for educational advancement but also for personal transformation. Firstly, to achieve educational advancement, they try to organize themselves as a community of educators dedicated to the creation and implementation of forms of knowledge that are relevant to their specific contexts and to construct curricula and syllabi around their own and their students’ needs, wants, and situations. Secondly, to achieve personal transformation, they try to educate them- selves and their students about various forms of inequality and in- justice in the wider society and to address and redress them in purposeful and peaceful ways. The dual role, thus, requires teachers to view pedagogy not merely as a mechanism for maximizing learning opportunities in the classroom but also as a means for transforming life in and outside the classroom.

Generally, the above explanations can be summarized as Teachers as Transformative Intellectuals is view teachers are teaching as a politically charged activity that aims at the creation of a just (and inclusive) multicultural society, teaching as promoting students’ ability to critically evaluate their social conditions and engage in self-reflection, teaching as a process that stems from and leads to self-reflection and cultivates students’ ability for self-reflection , and teaching as a path to Praxis.

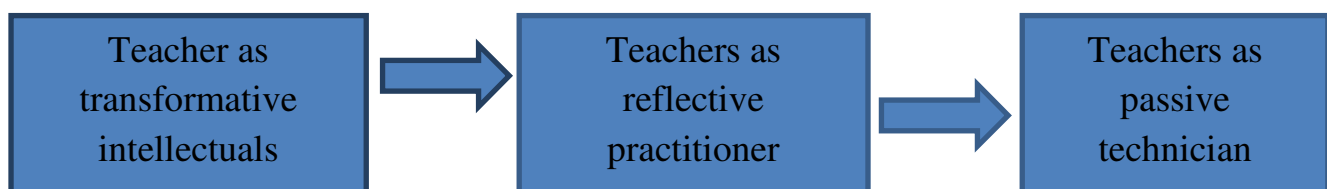


Figure 1. A hierarchy of teacher roles Adopted From Kumaravadivelu (2003)

Post Method Pedagogy

The history of language teaching has been characterized by the search for most effective way of teaching second and foreign languages. The commonest solution was the adoption of teaching approach or method. This post method Emerged after the gradual dissatisfaction with conventional Methods. Kumaravadivelu (2006) cited in Nilufer (2017) termed those 'designer non-methods', Prime success of methods lasted up till late 1980s, eclecticism was widespread, Post-method came to light during 1990s, aimed to break the cycle of methods, refigures relationship between theorizers and practitioner, signifies teacher autonomy, and principled pragmatism background in brief. And, the main purpose is "To facilitate the growth and development of teachers' own theory to practice" (Kumaravadivelu, 2006). This indicates that post method pedagogy aimed to enhance the teachers change theory into practice. In addition to this post method pedagogy, seeks to transcend the limitations of method, facilitate the advancement of context-sensitive language education based on a true understanding, treating teachers and learners as explorers, signifies autonomy, reconsiders the relationship between theorizers and practitioners of methods. Post- method pedagogy allows us to go beyond, and overcome the limitations of, method-based pedagogy.

Within a broad-based definition, Kumaravadivelu, (2001) visualize post-method pedagogy as a three-dimensional system consisting of pedagogic parameters of particularity, practicality, and possibility.

The parameter of particularity requires that any language pedagogy, to be relevant, must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu.(Kumaravadivelu ,2006)

So, parameter of particularity indicates that finding the particular things for specific particular teaching in language to solve problems. It indicates that pedagogy has to be context-sensitive to the local linguistics, sociocultural, and political feature of the place where teaching takes place.

In addition to this, Kumaravadivelu (2006) as cited in Nilufer (2017) explained that the parameter of particularity then is opposed to the notion that there can be an established method with a generic set of theoretical principles and a generic set of classroom practices. From a pedagogic point of view, then, particularity is at once a goal and a process. That is to say, one works for and

through particularity at the same time. It is a progressive advancement of means and ends. It is the ability to be sensitive to the local educational, institutional and social contexts in which L2 learning and teaching take place. It starts with practicing teachers, either individually or collectively, observing their teaching acts, evaluating their outcomes, identifying problems, finding solutions, and trying them out to see once again what works and what does not.

The other parameter is practicality. The name indicates that the practical or the actual practice of the teaching learning process. The parameter of practicality relates to a much larger issue that directly impacts on the practice of classroom teaching. Kumaravadivelu (2006) as cited in Nilufer (2017) explained that:

Parameter of practicality entails a teacher-generated theory of practice. It recognizes that no theory of practice can be fully useful and usable unless it is generated through practice. A logical corollary is that it is the practicing teacher who, given adequate tools for exploration, is best suited to produce such a practical theory. The intellectual exercise of attempting to derive a theory of practice enables teachers to understand and identify problems, analyze and assess information, consider and evaluate alternatives, and then choose the best available alternative that is then subjected to further critical appraisal. In this sense, a theory of practice involves continual reflection and action.

From this we can deduce that Parameter of practicality entails us that the impact or the results showed when we do things in practice. And it refers to the existence dichotomy between theory and practice. This is to say that one thing is what experts in the field of education and another very different thing is what the teachers do in reality.

The last parameter is parameter of possibility. Kumaravadivelu (2006) as cited in Nilufer (2017) in addition explained the parameter of possibility is derived mainly from the works of critical pedagogists of Freirean persuasion; critical pedagogists take the position that any pedagogy is implicated in relations of power and dominance, and is implemented to create and sustain social inequalities. They call for recognition of Learners' and teachers' subject-positions, that is, their class, race, gender, and ethnicity, and for sensitivity toward their impact on education. The parameter of possibility is also concerned with individual identity. More than any other educational enterprise, language education provides its participants with challenges and opportunities for a continual quest for subjectivity and self-identity. As

Weeden (1987, p. 21) cited in Nilufer (2017) points out,

“Language is the place where actual and possible forms of social organization and their likely social and political consequences are defined and contested. Yet it is also the place where our sense of ourselves, our subjectivity, is constructed.” This is even more applicable to L2 education, which brings languages and cultures in contact.

The above explanation entails us that Possibility parameter indicates that the focus is personal identity which affects the pedagogy. This parameter seeks to go beyond teaching a language to mean that language teaching is not just language skills but it also intended to encourage students to raise their sociopolitical conditions and reflect on their living condition. Shortly, it indicates that foreign language used as a medium to grow and from national and regional identity in learners.

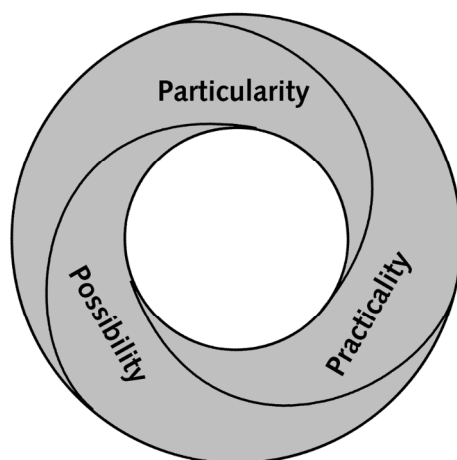


Figure 2. Parameters of postmethod pedagogy Kumaravadivelu (2003)

Generally, post method pedagogy signifies a search for an alternative to method rather than an alternative method, Teacher autonomy, and principled pragmatism. This post method pedagogy comes for alternatives to CLT and TBL. Postmethod is linked to power and dominance with the purpose of reducing and rectifying social inequalities. The major indicators of Post method Pedagogy are the learner, the teacher, the teacher educator. The postmethod pedagogy considers the teacher as an autonomous teacher and the learner is active.

Macro and Micro Teaching

In this part of my paper I will discussed the difference between two strategies done beyond methodologies. As Ipatenco (2017) explained that many teachers use whole group instruction when introducing a new topic. Teachers use a variety of different approaches when instructing their students. Macro and micro teaching come into play, as well, because they help dictate what a teacher teaches, how the teacher provides that instruction and who is included in each classroom activity.

Macro teaching occurs when a teacher provides

instruction to the entire class at one time for an extended period of time. It is often done in lecture format, and may be used to introduce a new concept, such as adding, or to practice a new skill, such as sounding out new words. Another component of macro teaching occurs when a teacher is developing lesson plans. Macro lesson planning involves mapping out the bare bones of the entire school year with regard to what material such as long division or spelling concepts will be taught over the span of the school year. On the other hand, Micro teaching occurs when a teacher works with a small group of students for a short period of time. Ipatenco (2017)"For example, micro teaching occurs when a teacher works with small groups of students she has formed based on their reading ability. Micro lesson planning happens when a teacher creates individual classroom activities that occur on a day-to-day basis.

In addition to this, Murugan (2016) stated that micro teaching is a method that enables teacher trainee's to practice a skill or combination of skills by teaching short lessons to a small number of students, or a group of peers. It is real teaching although the teaching situation is a constructed one where the teacher and learners work together in a practice. Micro teaching lessens the

complexities of normal classroom teaching where class size, scope of content, and time are all reduced. It focus on training for the accomplishment of specific tasks, such as instructional the accomplishment of specific tasks, such as an instructional skill, techniques of teaching and mastery of curricular materials or demonstration of teaching methods, and allows for the increased control of practice where time, number of students , methods of feedback and supervision, and other factors can be manipulated. Macro teaching is when a teacher teaches a large group of people, such as a college professor teaching in a large lecture hall.

That above explanation can be summarized as macro teaching is broader than micro teaching. Macro teaching allows a teacher to introduce a new information to everyone in the class at once and it occurred when the teacher gives instruction to the entire class at one for extended period of time while micro teaching occurred when the teaching occurred when the teacher work with small group of students for short period of time.

Macro-strategies for Language Teaching

Under this part of my paper is intended to develop some micro-strategies for macro-strategies proposed by Kumaravadivelu's post-method framework. In his framework, Kumaravadivelu (2006, pp. 59-81) suggested ten macro-strategies, Post method Pedagogy Parameters of Post method Pedagogy: Parameter of Particularity any language pedagogy needs to be relevant and sensitive to a particular group of teachers teaching a particular group of learners who are trying to attain a specific set of goals within a particular sociocultural

atmosphere. Parameter of Practicality entails a teacher generated theory of practice meaning no theory of practice can be fully useful or useable unless it is generated through practice Parameter of Possibility individual identity, bringing language and cultures in contact.

The macro-strategic framework for language teaching consists of macro-strategies and micro-strategies. Kumaravadivelu (2003) stated that Macro-strategies are defined as guiding principles derived from historical, theoretical, empirical, and experiential insights related to L2 learning and teaching. A macro-strategy is thus a general plan, a broad guideline based on which teachers will be able to generate their own situation-specific, need-based micro-strategies or classroom techniques. In other words, macro-strategies are made operational in the classroom through micro-strategies. The suggested macro-strategies and the situated micro- strategies can assist L2 teachers as they begin to construct their own theory of practice. Macro-strategies may be considered theory-neutral as well as method-neutral. Theory-neutral does not mean a theoretical; rather it means that the framework is not constrained by the underlying assumptions of any one particular professional theory of language, language learning, or language teaching. Likewise, method-neutral does not mean method less; rather it means that the framework is not conditioned by any of the particular set of theoretical principles or classroom procedures normally associated with any of the particular language teaching methods. These macro-strategies are couched in imperative terms only to connote their operational character. The choice of action verbs over static nouns to frame these macro-strategies should not therefore be misconstrued as an attempt to convey any prescriptive quality or frozen finality. Kumaravadivelu (2003) suggested the following the macro strategies:

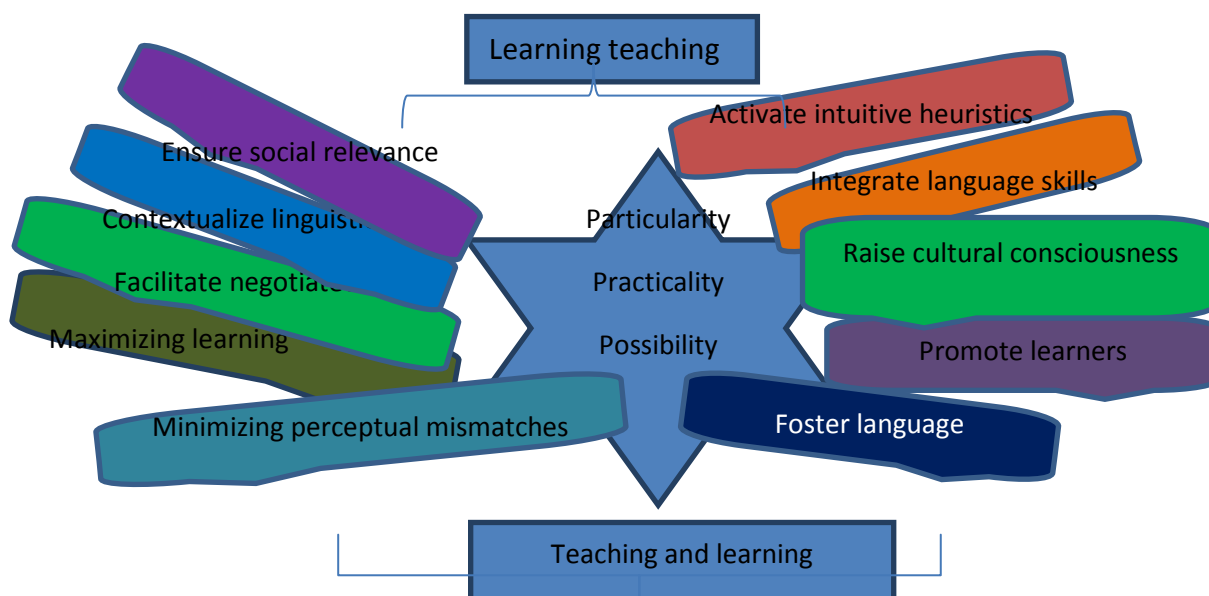


Figure 3. The Pedagogic Wheel Adopted From Kumaravadivelu (2003)

A. **Maximize learning opportunities:** this macro-strategy envisages teaching as a process of creating and utilizing learning opportunities, a process in which teachers strike a balance between their role as managers of teaching acts and their role as mediators of learning acts. Similarly, McPhail (2013) Stated that maximize learning opportunities deals with teachers both as creators and utilizers of learning opportunities. Activities under this are increasing the amount of repetition, using flashcards and audios, facilitate negotiated interaction, meaningful learner-learner, teacher-learner interaction, activities related to learners' intrinsic motivation can be focused on, encouraging 'peer-initiated' and 'self-initiated' topics to discuss.

So, under this macro strategies there are different micro strategies suggested by Birjandi & Hashamdar(2014) the first is Competition game: there is a variety of competition games which can be played in English classes such as word knowledge game, function game, reading comprehension game, listening comprehension game, and many other games. The second is Cyberspace: which is best to applicable for all four skills and both vocabulary and grammar learning. Teachers can request the learners to follow the following steps to maximize their learning opportunities in reading skill and vocabulary: First, ask the learners to surf the net and find an English magazine or a daily newspaper. Next, they are required to provide you with a number of new vocabularies with the guessed meanings. They should not look the new words up in dictionaries. The teacher can randomly check the text with the underlined new words and guessed meanings. By doing so, learners learn that as soon as they see a new word in a text, they are to guess the meanings. The teachers should ask the learners to read a variety of texts ranging from political texts to sports and classified advertisements. Then, the learners are given time to talk about the text they read. Lastly, Technology in use: Technology has one major application and that is for the betterment of life. In the world of language teaching, technology can also be utilized for teaching the foreign or second language. The most frequent technological appliances are cell phones and MP3 or MP4 players. Teachers can take advantage of these technological instruments in the best way.

B. **Minimize perceptual mismatches:** This macro-strategy emphasizes the recognition of potential perceptual mismatches between intentions and interpretations of the learner, the teacher, and the teacher educator. According to McPhail (2013) this means that Minimize perceptual mismatches like: Activities, i.e. giving hints to re-think (cognitive mismatch, Information gap. In addition to Block (1996) as cited in McPhail (2013), stated that, focused on the similarities and differences between learner and teacher perceptions of learning purpose and examined the ways in which

learners describe and attribute purpose to the activities that teachers ask them to do. In addition, Kumaravadivelu (2003) identified ten sources that have the potential to contribute to the mismatch between teacher intention and learner interpretation: cognitive mismatch which refers to the general, cognitive knowledge of the world that adult language learners bring with them to the classroom, communicative mismatch which refers to the communicative skills necessary for the learners to exchange messages or express personal views, linguistic mismatch which refers to the linguistic components such as syntactic, semantic, and pragmatic knowledge of the target language, pedagogic mismatch which refers to the teacher and learner perceptions of stated or unstated short- or long-term instructional objectives of language learning tasks, strategic mismatch that refers to operations, steps, plans, and routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information, cultural mismatch which refers to the knowledge of the cultural norms of the target language community expected to be minimally required for the learners to understand and solve a problem, evaluative mismatch which refers to articulated or unarticulated types of self-evaluation measures used by learners to monitor their ongoing progress in their language learning activities, procedural mismatch that refers to stated or unstated procedure or steps chosen by the learners to do a task, instructional mismatch which refers to instructional guidance given by the teacher or indicated by the textbook writer to help learners carry out the task successfully, and attitudinal mismatch that refers to participants' attitudes toward the nature of L2 learning and teaching, the nature of classroom culture, and teacher learner role relationship. In relation to this, there are different micro strategies under these macro strategies. Birjandi & Hashamdar (2014) Suggested different micro-strategy to minimize perceptual mismatches. Firstly, Hand in hand Cooperative learning is the type of learning which is highly appreciated in language learning. Secondly, being on the same boat: has frequently been seen that some teachers try to lengthen the differences between themselves and learners. Teachers are requested to diminish cultural, cognitive, attitudinal, and procedural mismatches. Thirdly, Think aloud In this micro-strategy, teachers give some minutes to learners to brainstorm the differences between themselves and the teacher or they might be asked to utter what they think of the differences and utter it with their own wordings. Then based on the utterances, the teacher can have the best sources of mismatches for those particular learners. Consequently, teachers try hard to minimize those mismatches to minimum status.

C. **Facilitate negotiated interaction:** This macro-strategy refers to meaningful learner-learner, learner-

teacher classroom interaction in which learners are entitled and encouraged to initiate topic and talk, not just react and respond. Kumaravadivelu (2003) believed that micro-strategies for facilitating negotiated interaction should provide opportunities for learners to stretch their linguistic knowledge, improve their conversational capacities, and share their individual experiences.

The following micro-strategies suggested by Birjandi & Hashamdar (2014) firstly, **Striking a bargaining** : As the title sends signals, the main objective of this micro-strategy is to promote negotiated interaction through a cooperative decision-making activity that facilitates talk and topic management on the part of the learners. One way of enhancing negotiated interaction is through bargaining. Teachers can construct contexts in which compromising, agreeing, and negotiation are needed to achieve the goals. Secondly, **hard talk** is highly recommended that teachers have a list of interesting topics for themselves and select one or two for each week. The class can be divided into two groups. The member of first group should support the topic and the members of the other group can disagree on the topic. The learners are to think and improvise the reasons for being pros and cons. Teachers can teach the learners the techniques and strategies for putting forth the best deduction and reasoning and the way they believe in some ideas despite their real feeling. Thirdly, **Critical thinking**: Being a critical thinker in education is not an easy job, especially. Teachers may ask the learners to choose a story book and read it completely. Then they are told to write their reflection on each chapter of the book. In the beginning it might sound difficult, but after some sessions the learners would learn how to do it in the best way

D. Promote learner autonomy: This macro-strategy involves helping learners learn how to learn, equipping them with the means necessary to self-direct and self-monitor their own learning. To promote learner autonomy we need equipping students with authentic materials , Help learners 'self-direct' and 'self-monitor' their own erudition (Kumaravadivelu ,2003). So, from this we can infer that this macro-strategic framework help learners learn how to learn, equip them with the means necessary to self-direct their learning, raise the consciousness of good language learners about the learning strategies they seem to possess intuitively, and make the strategies are explicit & systematic. So, the strategies are available to other learners and improve their language learning.

E. Foster language Awareness: This macro-strategy refers to any attempt to draw learners' attention to the formal and functional properties of their L2 in order to increase the degree of explicitness required to promote

L2 learning. In addition, McPhail (2013) Foster language Awareness, drawing attention to formal aspects of language, treats grammar as a network of system. In addition (Kumaravadivelu ,2003) explained that, Language awareness means a person's sensitivity to and awareness of the nature of language and its role in human life, so to achieve this the teachers role is mandatory like: Draw learners' attention to the formal properties of L2 deliberately ,Lessons should be learner-oriented, cyclic & holistic ,Strategies adopted: Understanding, general principals & operational experience

F. Activate Intuitive Heuristics: This macro-strategy highlights the importance of providing rich textual data so that learners can infer and internalize underlying rules governing grammatical usage and communicative use. Furthermore, McPhail (2013) stated that Activate Intuitive Heuristics, Allow learners to infer from rules, Activities allowing them to encounter linguistic structure. There are different strands of thought about how language awareness can be fostered. Birjandi & Hashamdar (2014) suggested these micro-strategies to activate intuitive heuristics, firstly, **Seeing is learning**: For the purpose of improving intuitive heuristics, teachers are requested to ask learners to open their eyes and write down whatever word they do not know the meaning from class to home. Learners usually think that they must learn the new words within the class context. By this type of task, step-by-step, learners are acquainted to be new word conscious. Secondly, **Research topic of the week**: It is not bad to pretend you have little or no knowledge about something. Teachers can sham they do not know something and can ask learners to search different books or people to find out the answer to those questions. Thirdly, **Surf the net**: the internet is also a good and an easy source of obtaining information. Teachers can ask learners to search on the Internet to find some pieces of information about different issues such as the biography of some famous people, new places, new discoveries, state-of-the-art inventions, and other pieces of information. Moreover, they would quench their thirst of knowledge by searching on the Internet

G. Contextualize linguistic input: This macro-strategy highlights how language usage and use are shaped by linguistic, extra linguistic, situational, and extra situational contexts. The practical study of language should be connected texts: Words to sentence, sentences to meaningful contexts. Rigg (1991) stated that the nature of language is integrated and shouldn't be taught in discrete items. To achieve this teachers role is highly needed Like, Classroom teacher takes more responsibility than textbooks authors / syllabus writers, and Succeed / fail in creating contexts for meaning making within classrooms (language learning scenarios,

problem-solving tasks, simulation & gaming role plays). Generally, Contextualize linguistic input Focus on syntactic, semantic, pragmatic features of language. Bring learners attention to integrated nature of language.

H. Integrate language skills: This macro-strategy refers to the need to holistically integrate language skills traditionally separated and sequenced as listening, speaking, reading, and writing. Intergrade language skills language skills are essentially interrelated isolation of four skills is uncomfortable for students. Language best developed when it is learnt holistically (Rigg, 1991 as cited in Kumaravadivelu, 1994). To support this Macro-strategic Framework McPhail (2013) explained that to integrate the language skills we need to : focus on communication , participation , Focus on topic/purpose, emphasis on fluency, interpersonal interaction, language use , Focus on code , Observation, focus on language , emphasis on accuracy , linguistic interaction , language practice , and the analytic-experiential dimension etc.

I. Ensure social relevance: This macro-strategy refers to the need for teachers to be sensitive to the societal, political, economic, and educational environment in which L2 learning and teaching take place, McPhail (2013) explained Ensure Social Relevance, The need for teachers to be sensitive about societal, political, economic, educational environment where L2 takes place. Likely, this frame work is the Analytic- experiential framework .In order to make L2 learning and teaching socially relevant one has to recognize that the broader social, political, historical, and economic conditions that affect the lives of learners and teachers also affect classroom aims and activities (Kumaravadivelu, 2006).

J. Raise cultural consciousness: This macro-strategy emphasizes the need to treat learners as cultural informants so that they are encouraged to engage in a process of classroom participation that puts a premium on their power/knowledge. This explanation of Kumaravadivelu, (2006) implies that this macro strategies is giving opportunity to differentiate between own culture and the culture of target language. In addition, (McPhail, 2013). This macro-strategy emphasizes the need to treat learners as cultural informants so that they are encouraged to engage in a process of classroom participation that puts a premium on their power/knowledge. This macro-strategic frame work implies that Culture teaching aims at helping the learners gain an understanding of the native speaker's perspective, both teachers & learners can be the cultural informants , and it enables 'cultural versatility' & raise learners' self-esteem raise cultural awareness gives opportunity to differentiate between own culture and the culture of target language,

The Three-Dimensional Framework

The Three-Dimensional Framework is proposed by Stern (1992) as cited in Nilufer (2017). It does not favor the application of restricted ends of the continuum in its principles. It suggests that one should find a middle path in the application of the following principles.

A. The Intra-lingual and Cross-lingual Dimension

While intra-lingual strategy involves keeping the two language systems completely separate from each other, cross-lingual strategy suggests that L2 is acquired and known through the use of first language. In other words, this principle does not bring any restrictions regarding the use of native language in the classroom unlike many conventional methods such as Grammar Translation Method, Direct Method and Communicative Methods and encourages teachers to make a decision about the degree of using the native language according to the level and needs of the learners. It is suggested that cross-linguistic techniques are appropriate at the initial stages of language learning whereas intra-lingual techniques are appropriate in advanced stages.

B. The Analytic-experiential Dimension

While the analytic strategy involves explicit focus on forms of language such as grammar, vocabulary, notions and functions with emphasis on accuracy; experiential strategy is message oriented and involves interaction in communicative contexts with emphasis on fluency (Kumaravadivelu, 2006). Furthermore, analytic strategy "abstracts, decontextualizes, and isolates language phenomena or skill aspects for scrutiny, diagnosis, and practice" (Stern, 1992, p. 310 as cited in Nilufer (2017)) through mechanical drills. Experiential strategy; on the other hand, emphasizes meaningful activities such as projects, games, problem-solving tasks, writing a report, discussion and giving a talk. Stern (1992) as cited in Nilufer (2017) puts forward that one type of strategy cannot be effective without the other type. Therefore, from the above expressions we can understand that both types of strategies are complementary to each other and carry utmost importance for language learners. The lesson plan used in this paper includes both analytic and experiential techniques.

C. The Explicit-implicit Dimension

Stern (1992) as cited in Nilufer (2017) argues that language can be taught both explicitly through conscious learning and implicitly through subconscious acquisition. Unlike what conventional methods dictate, this dimension does not strongly impose one end of the dimension and disregard the other end. Decision on the degree of using

explicit and implicit strategies depend on the language topic, the course objectives, the characteristics of the students, the needs, students' age, maturity, and previous experience (Stern, 1992as cited in Nilufer , 2017). While some forms of language are of an appropriate complexity to be presented and taught explicitly, other forms are not easy to be introduced explicitly as "language can be much too complex to be fully described" (Stern, 1992, p. 339as cited in as cited in Nilufer ,2017).

II. Summary

This paper tried to cover the concept of beyond methods. Language teaching is needed different strategies and methods to make effective it. So it matters different things.

The history of language teaching has been characterized by the search for most effective way of teaching second and foreign languages. The commonest solution was the adoption of teaching approach or method. The main purpose is to facilitate the growth and development of teachers' own theory to practice. The three pedagogic parameters are particularity, practicality and possibility. So, there are different macro strategies suggested : maximize learning opportunities, facilitate negotiated interaction, minimize perceptual mismatches, promote learner autonomy, foster language awareness , activate intuitive heuristics, contextualize linguistic input, integrate language skills , raise cultural awareness, and ensure social relevance.

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