



An Overview of the Key Figures in ELT

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Abstract

This study aims to give a brief overview of some prominent figures in the field of English Language Teaching (ELT) and their main contributions to the field. Since the field is closely interlinked with linguistics and psychology, most of the major contributors covered in the study are psychologists or linguists from various time frames as of the late 1800s. Actually, the current stage attained in the field is the accumulation of knowledge and experiences throughout centuries; and some outstanding figures have made really remarkable contributions in this long process. While some of them produced ground-breaking theories concerning a specific aspect of the field, some others produced guiding academic resources that has been employed by thousands of ELT researchers and practitioners. Although there are many studies which focus on different aspects of ELT and cover dispersed information about the outstanding figures covered here and their contributions, there is not one which provides a compact pile of information on these significant contributors. It has been intended to fill this gap in the existing literature and constitute a to-the-point address about the fathers and mothers of ELT for the researchers, practitioners, and the interested layman.

Gönderilme Tarihi

07.07.2019

Kabul Tarihi

11.09.2019

Keywords: English Language Teaching, Linguistics, Psychology, Contribution

İngiliz Dili Eğitimi Alanının Kilit İsimleri

Öz

Bu çalışma, İngiliz Dili Eğitimi alanındaki bazı önemli isimlere ve bunların alana yaptıkları temel katkılara kısa bir genel bakış sunmayı amaçlamaktadır. Söz konusu alan dilbilim ve psikoloji ile yakından bağlantılı olduğu için bu çalışmada yer verilen isimlerin çoğu, 1800'lerin sonlarından itibaren çeşitli zaman dilimlerinde önemli roller üstlenmiş psikologlar veya dilbilimcilerdir. Aslında, İngiliz Dili Eğitimi alanının ulaştığı mevcut aşama, yüzyıllar boyunca süregelen bir bilgi ve tecrübe birikimidir ve öne çıkan bazı isimler bu uzun süreçte dikkate değer katkılar sağlamıştır. Bazıları, alanın belirli bir yönüyle ilgili çığır açan kuramlar ortaya koyarken, bazıları da alanla ilgili faaliyet gösteren binlerce araştırmacı ve uygulayıcı tarafından kullanılan rehber niteliğinde önemli akademik eserler üretmiştir. Alanın farklı boyutları üzerine yazılmış ve burada ele alınan kilit isimler ve onların sağlamış olduğu katkılar hakkında dağınık bilgiler kapsayan birçok çalışma olsa da, bu önemli insanlar hakkında derli toplu bir bilgi kaynağı teşkil eden bir çalışma bulunmamaktadır. Bu çalışma, mevcut alanyazındaki bu boşluğu doldurmayı ve bu konuda bilgi edinmek isteyenler için isabetli bir kaynak teşkil etmeyi amaçlamıştır.

Anahtar Kelimeler: İngiliz Dili Eğitimi, Alan, Dilbilim, Psikoloji, Katkı

1. Introduction

The field of English Language Teaching (ELT) is based on two fundamental pillars: linguistics and psychology. While linguistics deals with the language dimension, psychology covers the learning and teaching aspects. Due to the involvement of the learning and teaching practices, the ELT field is generally categorized under the broad realm of applied linguistics. Considering the development of the ELT field over years, it can be seen that various figures have contributed to the field from diverse aspects considering the interdisciplinary nature of the field. While some linguists have put forward important theories about the details concerning the English language, some psychologists or educators have introduced new insights to teaching and learning it. Likewise, while some outstanding figures have contributed to ELT with the approaches and the methods they developed; some others have broadened the horizons of many ELT researchers and practitioners with their seminal publications. Briefly, the sum of the current ELT is an account of the contributions provided by numerous prominent figures throughout centuries.

Thornbury (2007) indicates that ELT is an androcentric (male-dominant) realm and attributes this to the colonial roots of English language teaching (see Pennycook, 1998). Undertaking this job was rather demanding at early times and mostly men tended to do so. Therefore, the theorists and practitioners of ELT were dominantly males at those times (Howatt & Widdowson, 2004). Nevertheless, ELT practices have spread all over the world in EFL and ESL contexts over time (see Braj Kachru) and the involvement of female figures in ELT as researchers and practitioners has increased considerably. For instance, outstanding female figures like Bonny Norton, Diane Larsen-Freeman, Joan Rubin, Merrill Swain, Rebecca Oxford, Penny Ur, Victoria Fromkin, Wilga M. Rivers have brought invaluable contributions to ELT with their highly notable works.

This study aims to give a brief overview of the contributions of some major outstanding figures to the ELT field. The sequence is organized alphabetically to highlight the names of the figures covered here and their contributions to the field. A chronological order would render this study a historical account of ELT and thus partially lower the emphasis on the names covered. ELT is surely a field which has grown with the accumulation of both known and anonymous contributions over decades; however, as it is not possible to cite all of the important contributors to the field in one paper, we have tried to cover the ones with more salient contributions. In a way, the total of this study provides a brief framework of the major issues in ELT with reference to some of the most significant contributors and thus a concise account of the must-read resources in ELT.

2. Key Figures in ELT

2.1. Abraham Maslow (1908-1970)

Maslow, one of the world-renowned American psychologists, laid the basis for motivation studies in the whole educational realm. Maslow (1943) introduced the

famous theory of *hierarchy of needs* that is a five-stage model covering physiological needs at the bottom and self-actualization at the top. This significant framework opened the way for the forthcoming motivational theories in almost all fields of education including ELT.

2.2. Albert Bandura (1925-)

Bandura, not being an ELT expert, contributed to the field with his famous 'Social Learning Theory' (1977) and theories on self-efficacy (1997). Bandura's Social Learning Theory is closely related to Vygotsky's 'Social Development Theory' (see Lev Vygotsky below) and posits that human behaviour and learning result from the interaction between behavioural, cognitive and environmental factors. Thus, Bandura constructs bridges between Behaviourism, Cognitivism, and Constructivism that are the three main schools of thought on which the learning and teaching aspects of ELT are based. Also, his seminal studies on self-efficacy constitute a crucial resource for studies on teachers' beliefs in ELT.

2.3. Albert Sidney Hornby (1898-1978)

Hornby is an important figure who contributed to ELT with both his publications and practical efforts to promote ELT in Japan in the 1930s (Howatt & Widdowson, 2004). Among his publications he is best known for the *The Advanced Learner's Dictionary of Current English* (1963). Perhaps billions of people all around the world have used Oxford dictionaries written by Hornby and developed their lexical competence so far. In addition, he founded the highly influential ELT Journal under Oxford University Press in 1946 and left an invaluable heritage to the ELT field (Smith, 2013).

2.4. Andrew D. Cohen (1944-)

Cohen is a prominent figure in terms of studies on styles- and strategies-based instruction. Especially his book entitled *Strategies in learning and using a second language* (2014) has become a reference resource for many ELT researchers.

2.5. Benjamin Lee Whorf (1897-1941)

Whorf was one of the students of the prominent American linguist and anthropologist, Edward Sapir. The research interest of these two important figures mainly focused on the relationship between culture and language. Influenced by Sapir's works and thoughts, Whorf put forward a significant hypothesis which came to be known as the *Sapir-Whorf hypothesis*, *Whorfian hypothesis*, *linguistic relativity*, and *linguistic determinism* (Brown, 2001). Following his studies on different languages including the local Hopi language, Whorf claimed that the features of a specific language shape the way its speakers think and perceive the world. Even though this issue has always been a controversial one, the close interrelation between culture and language is a clear reality and the insights of Sapir and Whorf are always at the centre of research and discussions about this relation in the ELT field.

2.6. Bernard Spolsky (1932-)

Spolsky is a prolific researcher in ELT who has produced numerous valuable works concerning various aspects of the field. His works mostly focus on second language learning, testing, sociolinguistics, and language policy. *Conditions for Second Language Learning: Introduction to a General Theory* (1989) and *Language policy* (2004) are among his well-known books.

2.7. Bonny Norton (1956-)

Norton is an outstanding female figure who is known for her identity-related studies in ELT. Her book entitled *Identity and language learning: Gender, ethnicity and educational change* (2000) is a guiding resource for ELT professionals. Norton has provided valuable contributions about the effects of key identity-related factors like gender, ethnicity, migration, power, and class on language learning experiences.

2.8. Braj Kachru (1932-2016)

Kachru (1985) introduced an important framework concerning the status of English all around the world. This framework consists of three concentric circles: inner circle, outer circle, and expanding circle. The inner circle covers countries where English is used as L1; the outer circle includes countries where English is used as a second language (ESL); and the expanding circle encompasses countries where English is used as a foreign language (EFL). This key framework has been referred to by many ELT researchers in the context of 'World Englishes', an umbrella term used to refer to the different varieties of English across the world.

2.9. Burrhus Frederic Skinner (1904-1990)

Skinner is an outstanding figure in the context of Behaviourism and he extended the theory of conditioning drawing on the previous studies of Pavlov, Watson, and Thorndike. Skinner published a seminal work entitled *Verbal Behaviour* (1957) in which he argued that human learning occurs through operant conditioning. The theory of 'operant conditioning' is actually based on Thorndike's Law of Effect and puts emphasis on the reinforcement process rather than stimuli (Brown, 2000). Although Skinner's theories received harsh criticisms (e.g. Chomsky, 1959), his contributions to the development of the behavioural psychology have brought many new insights into the educational realm including ELT.

2.10. B. Kumaravadivelu (1948-)

Kumaravadivelu is the number-one figure that is associated with the post-method era in ELT. The major idea here is that in the new era the ELT field does not need "an alternative method but an alternative to method" (Kumaravadivelu, 2003, p. 32) His book entitled *Understanding Language Teaching: From Method to Postmethod* (2006) has been widely referred to by many ELT researchers and practitioners.

2.11. Caleb Gattegno (1911-1988)

Caleb Gattegno, a mathematician, is the founding father of the ‘Silent Way’ method in ELT. Under Silent Way, Gattegno claimed to teach different subjects like mathematics and foreign languages through rods by using teacher’s silence as the major technique, thus subordinating teaching to learning (Larsen-Freeman & Anderson, 2013). Actually, this important method marked the gradual shift from Behaviourism to Cognitivism in ELT through its emphasis on the active and cognitive participation of learners in the learning process. Gattegno’s professional identity as a mathematician is significant in that it perfectly shows us how know-how in a specific field can be transferred to other areas successfully.

2.12. Carl Rogers (1902-1987)

Rogers is known as the founding father of *Humanistic Psychology* that prioritized learning over teaching based on a whole-person approach in which learners are seen as physical, cognitive, and emotional beings (Brown, 2000). According to this school of thought, affective barriers like anxiety should be removed so that learning occurs naturally. The reflections of Roger’s Humanistic Psychology that has contributed much to almost all educational realms including ELT are apparent in methods like Desuggestopedia (see Georgi Lozanov) and Community Language Learning (see Charles Arthur Curran).

2.13. Charles Arthur Curran (1913–1978)

Curran, a priest and a psychologist, is the founding father of the ‘Community Language Learning (CLL)’ method. Drawing on Roger’s Humanistic Psychology, Curran developed a ‘Counselling-Learning’ model in which teachers undertake a counsellor role while students adopt a client role. The affective domain in the learning process is prioritized in CLL and the major aim is to construct a non-defensive ‘whole-person’ learning environment for language learners through techniques like reflection on experiences, human computer, and small group tasks (Larsen-Freeman, 2000). Moreover, the SARD (security, attention & aggression, retention & reflection, and discrimination) framework is seen by CLL as the major requirements for a non-defensive learning process (Larsen-Freeman, 2000). Although Curran’s CLL is not popular today, as is the case with each other single method, its title and principles are enshrined in the history of ELT methodology.

2.14. Charles Carpenter Fries (1887–1967)

Fries is one of the most prominent structural linguists of early times. Besides his identity as a pure linguist, his valuable works like *The teaching of the English language* (1927) and *Teaching and learning English as a foreign language* (1945) contributed much to the applied dimension and thus ELT.

2.15. David Ausubel (1918-2008)

Ausubel is a highly prominent figure in the context of Cognitivism. He disagreed with behaviourists and put forward *meaningful learning* as a reaction to *rote*

learning. Meaningful learning, commonly known as Ausubel's *Subsumption Theory*, is based on a schema model in which new information should be anchored to the existing relevant clusters in the cognitive system of learners so that retention is ensured (Brown, 2000). Ausubel's great contributions to the development of Cognitivism brought many novel insights to the educational realm including ELT and most of them are still valid today.

2.16. David Crystal (1941-)

Crystal is one of the living legends of English studies. His outstanding books such as *The Cambridge Encyclopedia of the English Language* (1995) and *English as a Global Language* (1997) and numerous articles have contributed a lot to the English-related knowledge of many ELT professionals.

2.17. David Nunan (1949-)

Nunan has contributed to the ELT field with his outstanding works on various aspects of language teaching and learning. *The Learner-centred Curriculum: A Study in Second Language Teaching* (1988), *Syllabus Design* (1988), and *Research Methods in Language Learning* (1992) are among his outstanding books that have contributed much to ELT students and professionals. Nunan is also known for some specific terms he introduced to the field. One of them is the term *designer methods* he put forward to categorize the innovative methods like Desuggestopedia and Community Language Learning that became popular as of the 1970s due to their 'one-size-fits-all' assertion (Brown, 2001). Another important term proposed by Nunan (1997) is 'Cinderella skill' for listening. This term has been extensively used by ELT researchers to emphasize the underestimated status of the listening skill compared to the other main skills, speaking, reading, and writing.

2.18. Dell Hymes (1927-2009)

Hymes is a prominent sociolinguist who is best known for the term *communicative competence* he (1972) coined as an alternative to Chomsky's notion of *competence*. Communicative competence has long been an important concept in ELT since the communicative and interactive aspects of language began to be highlighted in the 1970s and 1980s. Hymes owes the popularization of his term to the seminal works of two prominent researchers (Brown, 2000). (See Michael Canale and Merrill Swain).

2.19. Diane Larsen-Freeman (1946-)

Larsen-Freeman has been one of the most symbolic figures in ELT with her outstanding book entitled *Techniques and Principles in Language Teaching* (2000). Just like *Approaches and Methods in Language Teaching* by Richards and Rodgers (1986), Larsen-Freeman's book has long been used in ELT programmes to teach pre-service English language teachers the major approaches, methods, and techniques in the field. Larsen-Freeman has also published many other considerable works that have contributed a lot to the field.

2.20. Edward M. Anthony

Anthony (1963) put forward a really clear framework of ‘approach, method, and technique’ in ELT. These concepts on which the interrelation between the theoretical and applied dimensions of ELT is based are quite important for us to understand how principles of learning and teaching are put into practice in the class. According to this framework by Anthony (1963), an approach is the sum of general tenets adopted concerning the language and the learning process; a method based on a selected approach is an overall framework for the classroom applications; and a technique is the to-the-point implementations in the class. This clear framework has long been widely taught in ELT programmes to prospective English language teachers. (See also Jack C. Richards).

2.21. Edward Sapir (1884-1939)

See the information provided under the entry of Benjamin Lee Whorf.

2.22. Edward Thorndike (1874-1949)

Thorndike is a highly prominent figure in the context of Behaviourism. Following the theories and studies of Pavlov and Watson, he put forward the Law of Effect which emphasized the importance of post-behaviour stimuli for future behaviours (Brown, 2000). Thorndike’s theories were highly influential and paved the way for Skinner’s further theories on Behaviourism.

2.23. Edward Vivian Gatenby (1892–1955)

Gatenby, a famous English language educator of early 1900s, is best known for his great contributions to the language education systems of countries like Japan and Turkey. Especially in Turkey, Gatenby displayed a highly active profile as an official ‘linguistic adviser’ invited by the government at that time (Çakır, 2017). He wrote outstanding books like the five-volume *A Direct Method English Course: A New Course Specially Designed for Turkish Students* (1949-1953) which featured the activities done by Brown family. Besides, during his service in Turkey he delivered English lessons by radio from Ankara, which made him a highly renowned English educator all around the country. Most of Gatenby’s published and practical contributions to ELT are still widely appreciated today.

2.24. Elaine K. Horwitz (1950-)

Horwitz is a significant female figure especially in terms of studies on individual differences in ELT. Her studies mostly focus on foreign language learning anxiety and the Foreign Language Classroom Anxiety Scale developed by Horwitz (1986) has been extensively used by thousands of ELT researchers in recent decades.

2.25. Eric Lenneberg (1921-1975)

Lenneberg is one of the pioneers of Cognitivism. His seminal work entitled *The Biological Foundations of Language* (1967) advanced the existence of some innate properties to acquire languages. Thus, Lenneberg adopted a nativist approach to

language acquisition (see also Noam Chomsky). Moreover, Lenneberg's (1967) theory about the critical period about language acquisition and thoughts about the hemispheric lateralization opened the way for further studies and theories and accordingly contributed much to ELT. (See also Stephen Krashen).

2.26. Ferdinand de Saussure (1857-1913)

Saussure, a Swiss linguist, is widely known as the 'father of modern linguistics' and his well-known theory of 'langue and parole' distinction ushered in a new era in linguistics (Howatt & Widdowson, 2004). This dichotomy gained further importance with Chomsky's (1965) *competence vs. performance* dichotomy. While the terms *langue* and *competence* refer to an unobservable cognitive ability to use the language, *parole* and *performance* are the observable products of one's language ability. This important distinction drew attention to the possible vast differences between the cognitive and applied versions of the language ability of language learners and highlighted the importance and possible effects of various factors leading to these differences. Briefly, Saussure's theories certainly opened new doors for the theories and practices in ELT.

2.27. Francois Gouin (1831-1896)

Gouin, a prominent language educator from France, is best known for the *Series Method* he developed as a result of his repetitive failures to learn German through studying grammar and trying to memorize rules and words (Brown, 2000). His outstanding work entitled *The Art of Teaching and Studying Languages* (1892) was a notable contribution to the general field of language education in that it marked a move towards naturalistic and oral-based approaches to language learning. Gouin's studies also paved the way for the advent of the Berlitz Method and thus the Direct Method. (See Maximilian D. Berlitz).

2.28. Georgi Lozanov (1926-2012)

Lozanov, a Bulgarian psychologist, is the founding father of the 'Desuggestopedia' method in ELT. Desuggestopedia is among the innovative or designer methods of the 1970s and forms a good example considering the reflections of Roger's Humanistic Psychology. Lozanov (1978) asserted that affective barriers like anxiety and fear should be removed through a stress-free classroom atmosphere in order that learning will happen naturally. Although this method is not so applicable in most classroom settings and therefore not that popular nowadays, its major techniques like peripheral learning and choosing a new identity are commonly implemented as part of an eclectic approach to ELT.

2.29. Harold E. Palmer (1877-1949)

Palmer can be regarded as one of the fathers of the modern ELT as a field (Smith, 2013). He published important works such as *The Scientific Study and Teaching of Languages* (1917) that can be counted among the first to-the-point contributions to the practical dimension of ELT. Palmer also served in Japan as an ELT expert and contributed much to the language education system there through his behaviouristic

and oral-based approach. His studies were then extended by Hornby who served in Japan as well (Howatt & Widdowson, 2004).

2.30. H. Douglas Brown (1941-)

Brown is one of the living legends of ELT. He has published numerous outstanding papers and books on ELT including *Principles of Language Learning and Teaching* (2000) and *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2001). These comprehensive books cover almost every detail about ELT and have long been used by ELT professionals and teacher trainers in ELT programmes as reference resources.

2.31. H. H. Stern

With his outstanding article entitled *What can we learn from the good language learner?* in *Canadian Modern Language Review*, Stern (1975) paved the way for studies on foreign language learning strategies and accordingly contributed to the promotion of the key concept of 'learner autonomy' (see also Joan Rubin and Rebecca Oxford). Furthermore, his comprehensive book entitled *Fundamental Concepts of Language Teaching* (1983) is an important reference resource for ELT researchers and practitioners.

2.32. Henry Sweet (1845-1912)

Sweet, commonly known as 'the man who taught phonetics to Europe' is one of the early figures of ELT and his seminal work entitled *The Practical Study of Languages: A Guide for Teachers and Learners* (1899) was a real contribution to ELT considering Sweet's theories under the Reform Movement he represented (Howatt & Widdowson, 2004). The other prominent members of the movement were Wilhelm Viëtor in Germany, Paul Passy in France, Herman Klinghardt in Germany, and Otto Jespersen in Denmark (Howatt & Widdowson, 2004). This group asserted that speech should be prioritized in language education. As part of their efforts, the group founded the International Phonetics Association (IPA) and introduced the current version of the International Phonetic Alphabet to bring a common standard to the representation of the spoken language.

2.33. Henry Widdowson (1935-)

Widdowson is among the living legends of ELT and has contributed to the field with numerous books and articles including *Teaching Language as Communication* (1978) and *The Ownership of English* (1994). Widdowson's (1978) dichotomy of *usage vs. use* has long been employed as a reference framework to clarify details about the communicative competence.

2.34. Howard Gardner (1943-)

Howard Gardner is a prominent American psychologist who has contributed much to the educational realm. Gardner (1983) put forward a ground-breaking perspective about intelligence and broke the dominance of the popular IQ (intelligence quotient) system. Gardner's Multiple Intelligence Theory (MIT) includes eight types of

intelligence: intrapersonal, interpersonal, logical-mathematical, naturalist (added to the list subsequently), spatial, bodily-kinesthetic, linguistic, and musical intelligence. This framework is closely related to the existence of various learning styles and has long been taken into consideration by ELT professionals while shaping materials and classroom implementations.

2.35. Ivan Pavlov (1849-1936)

Pavlov, a well-known Russian physiologist and psychologist, is one of the pioneers of the behavioural psychology. He is best known for his experiments on dogs and his theory of 'classical conditioning'. His theories paved the way for the subsequent studies of other renowned behaviourists like Watson, Thorndike, and Skinner. Pavlov's theories and its extended versions developed by his successors contributed a lot the general education field including ELT and their perspectives deeply affected ELT practices and reigned till the 1960s when Cognitivism gradually took their place.

2.36. Jack C. Richards (1943-)

Richards is a quite popular figure in ELT and his name is generally cited in accompany with Theodore Rodgers. Richards and Rodgers (1982) introduced a revised version of the framework put forward by Anthony (1963) and gave *method* an umbrella position above *approach*, *design*, and *procedure*. Brown (2000) says that the umbrella position given to *method* led to terminological confusion and the framework is not clear enough compared to that of Anthony (1963); however, this framework by Richards and Rodgers (1982) has been employed by many ELT researchers and practitioners so far. Furthermore, their seminal book entitled *Approaches and methods in language teaching* (1986) has long been broadly employed in the ELT field. (See also Edward Anthony). His significant reference work with Richard W. Schmidt entitled *Longman Dictionary of Language Teaching and Applied Linguistics* (2013) is also among the must-have resources for all ELT professionals.

2.37. James J. Asher (1929-)

Asher contributed to ELT with an important method, Total Physical Response (TPR). Asher (1977) designed TPR based on how children acquire their first languages: a lot of listening and then physical responses. In TPR teachers generally use imperatives to prompt physical actions by learners. Although TPR is not employed as a method in ELT today, its techniques are commonly used as integrative classroom activities (Brown, 2000).

2.38. Jean Piaget (1896-1980)

Piaget, a prominent Swiss psychologist, is best known for his contributions of the development of Cognitive Constructivism. Constructivism along with humanistic psychology is still the prevailing school of thought in education today. Therefore, the name of Piaget (see also Lev Vygotsky) is still frequently cited in many ELT papers. Piaget highlighted the importance of individual cognitive development for learning and advanced his significant four-stage framework for development which has long

been a reference point for understanding language development in children: sensorimotor stage, preoperational stage, concrete operational stage, and formal operational stage (Brown, 2000).

2.39. Jeremy Harmer (1947-)

Harmer known for his numerous articles, books, and teacher training seminars is an outstanding figure in ELT. Especially his book *The Practice of English Language Teaching* (2007) has been used by many ELT professionals and offered to prospective English language teachers in ELT programmes.

2.40. Jerome Bruner (1915-2016)

Bruner is an outstanding American psychologist who contributed to all fields of education with his important works like *Going beyond the Information Given* (1957), *The Process of Education* (1960), *The Act of Discovery* (1961), and *Toward a Theory of Instruction* (1966). Bruner's theories about language and cognitive development, discovery learning, scaffolding, autonomy, and spiral curriculum all laid the foundation for most of today's educational paradigms. The reflections of such significant theories are also observable in most of the current ELT practices all around the world.

2.41. Joan Rubin (1932-)

With her influential article entitled *What the "Good Language Learner" Can Teach Us* in TESOL Quarterly, Joan Rubin (1975) contributed a lot to the forthcoming studies on language learning strategies and learner autonomy. (See also H. H. Stern and Rebecca Oxford).

2.42. John B. Watson (1878-1958)

Watson, an outstanding American psychologist, is the founder of the behaviourist school of thought (Brown, 2000). He maintained Pavlov's theories and adopted classical conditioning to explain human learning. Watson's theories and studies paved the way for Thorndike's and Skinner's subsequent contributions to Behaviourism that influenced the ELT realm for a long period till the 1960s.

2.43. John Dewey (1859-1952)

Dewey is a well-known American educator who contributed much to the construction of new education systems in various countries including Turkey. His insights broadened the horizons in the educational realm and paved the way for the emergence of significant concepts like learning by doing and experiential learning. His outstanding work entitled *Democracy in Education* (1903) maintained that the classrooms should reflect the society and each learner should be an active participant of the learning process. Although Piaget and Vygotsky are more frequently associated with Constructivism, Dewey's contributions to the construction of this highly influential school of thought cannot be denied. Therefore, we can say that Dewey's contributions to the educational domain in general are still observable in today's popular ELT practices that adopt an action-oriented approach.

2.44. Larry Selinker (1937-)

Selinker is an outstanding linguist who is best known for his theory of 'interlanguage'. He published numerous guiding articles on interlanguage that results from the interference of learners' first language in their second language learning process (e.g. Selinker, 1972; Selinker, 1992). Selinker's theory contributed much to the ELT field in that it provided a perspective of language transfer for understanding L1-related problems. (See also Stephen Pit Corder).

2.45. Lev Vygotsky (1896-1934)

Vygotsky, a prominent Soviet psychologist, represents the social aspect of Constructivism and is best known for his 'Social Development Theory' and notion of 'Zone of Proximal Development (ZPD)' which both put emphasis on the importance of receiving external help from someone else like a peer or teacher on an interactive basis for learning. Briefly, learners' construction of knowledge through social interactions is the key point for learning according to Vygotsky. This perspective is still in effect considering the current educational paradigms including the major ELT principles. (See also Jean Piaget and Michael H. Long).

2.46. Maximilian D. Berlitz (1852-1921)

Berlitz is a prominent language educator of his time and is best known for the Berlitz Method (1906) which came to be known as the Direct Method in ELT. Actually, it was preceded by Gouin's Series Method which shared similar principles; however, it was the Direct Method that took hold in the field (Brown, 2000). The basic principle adopted by both methods is that a foreign language is best learned by copying the way through which a child learns his/her native language. Therefore, it can be said that oral production and interaction, little focus on grammar, forbidden L1 use, etc. were among the basics of Berlitz's philosophy. At that time (early 1900s), this huge shift from the prevailing Grammar-Translation Method's structuralist and mechanical principles ushered a totally new era in terms of ELT paradigms and a promising naturalistic approach began to get popularized. (See also Francois Gouin).

2.47. Merrill Swain (1944-)

Swain is one of the most well-known female figures of ELT thanks to her studies on communicative competence with Michael Canale. Canale and Swain (1980) added details to the concept *communicative competence* by Hymes (1972) and listed four components under it: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. This conceptualization has long been a significant framework for communicative ELT practices.

2.48. Michael Byram (1946-)

Byram can be regarded as one of the fathers of culture-related studies in ELT (see also Cem Alptekin). Especially, his book entitled *Teaching and assessing intercultural communicative competence* (1997) has been a reference resource for many ELT professionals so far. He is also one of the major contributors to the construction of the

broadly-referred CEFR (Common European Framework of Reference for Languages) framework that has shaped the foreign language teaching policy of many countries around the world since its release by Council of Europe in 2001.

2.49. Michael Canale

See the information provided under the entry of Merrill Swain.

2.50. Michael Halliday (1925-2018)

Halliday is a quite significant linguist who provided ground-breaking contributions to language studies and ELT. Halliday (1973) adopted a functional approach to describe language and listed seven functions of it: instrumental function, regulatory function, representational function, interactional function, personal function, heuristic function, and imaginative function. This framework has been an important reference point for ELT professionals and paved the way for the advent of notional-functional syllabi that constituted the backbone of Communicative Language Teaching, one of the most influential approaches throughout the history of ELT.

2.51. Michael Lewis

Lewis is an outstanding figure in ELT who introduced 'Lexical Approach' to the field. Lewis (1993) advanced that lexis is the basis of language and should be the main focus of language teaching processes. In the Lexical Approach, lexis is introduced to learners as collocations or chunks. The rising technology and the development of corpus linguistics allowed the Lexical Approach gain a certain amount of momentum; however, lexis is generally given in an integrated manner in layered syllabi today rather than purely lexical syllabi. Despite its failure to take hold as a separate approach, the principles of the Lexical Approach are considered while integrating vocabulary into ELT.

2.52. Noam Chomsky (1928-)

Chomsky, a living legend of linguistics, is one of the pioneers of generative linguistics and cognitive psychology. He (1959) penned a critical review of Skinner's (1957) 'Verbal Behavior' and put forward a cognitive approach to understand language acquisition and learning processes. He (1965) extended the *langue vs. parole* theory of Saussure (1916) and introduced the *competence vs. performance* dichotomy. His ground-breaking theories of 'language acquisition device' and 'universal grammar' advanced that human beings are born with an innate capacity to learn languages and all processes are based on this structure of the human brain. The contributions of Chomsky to ELT are innumerable and today he stands as one of the most cited and appreciated figures of the field.

2.53. Paulo Freire (1921-1997)

Freire, a prominent Brazilian educator, is one of the foremost figures of critical pedagogy. His seminal work entitled *Pedagogy of the Oppressed* (1970) has long been a significant resource for professionals from various fields of education. Freire's thoughts were in line with those of Carl Rogers; both supported giving much more

space to learners (Brown, 2000). Freire's works contributed much to ELT in that they emphasized the importance of key processes like critical thinking, problem solving, and relating the classroom information to real life settings.

2.54. Penny Ur (1943-)

Penny Ur is one of the most prolific female ELT researchers around the world. She has published numerous articles and books on various aspects of ELT. Especially her book entitled *A course in language teaching: practice and theory* (1991) has long been a significant resource for ELT professionals.

2.55. Péter Medgyes (1945-)

Medgyes, a Hungarian ELT professional, has produced myriad significant publications on various aspects of ELT including language teaching, teacher training, language policy, curriculum design, and humour in the language classroom. He is best known for his studies (e.g. Medgyes, 1992) on the differences between native and non-native English language teachers. This *native vs. non-native* dichotomy is a common issue in almost every country where English is taught as a foreign language and Medgyes is among the top researchers about this issue.

2.56. Peter Skehan

Skehan is a significant figure in ELT who made great contributions through his guiding works including *A Cognitive Approach to Language Learning* (1998). The rest of his valuable studies mainly focus on task-based language learning and individual differences in language learning. Thanks to his influential publications, Skehan has been among the mostly cited researchers in ELT.

2.57. Rebecca Oxford (1946-)

Oxford (1990) introduced a comprehensive framework concerning language learning strategies and her taxonomy covers 62 strategies under six major groups: cognitive, metacognitive, memory, compensatory, affective, and social strategies. Oxford (1990) also developed the Strategy Inventory for Language Learning (SILL) to be used to identify the specific strategies employed by language learners. Oxford's taxonomy and SILL have been employed by numerous ELT researchers so far. (See also H. H. Stern and Joan Rubin).

2.58. Richard W. Schmidt (1941-2017)

Schmidt is a prominent figure in ELT who has published significant works on the role of consciousness and awareness in second language learning. His book with Jack C. Richards entitled *Longman Dictionary of Language Teaching and Applied Linguistics* (2013) is also an outstanding reference resource in the field.

2.59. Robert C. Gardner (1934-)

Gardner is one of the most outstanding figures of motivation-related studies in ELT. He has published numerous valuable works on the role of motivation in ELT including *Social psychology and second language learning: The role of attitudes and*

motivation (1985). Moreover, his motivational categorization of instrumental and integrative motivation has been considered as an important framework in the field. (See also Zoltán Dörnyei).

2.60. Robert Lado (1915-1995)

Lado is an outstanding linguist who firmly supported the strong version of the Contrastive Analysis Hypothesis (CAH) which is based on the idea that we can predict the possible problem areas beforehand by analyzing the source and target languages and cultures contrastively (a priori analysis). Lado is known for his seminal work entitled *Linguistics across Cultures: Applied Linguistics for Language Teachers* (1957) in which he explains the importance of contrastive analysis. Although CAH is not a popular approach today, the reflections of its weak version (a posteriori analysis) can be commonly observed in foreign language classes especially in the context of error analysis.

2.61. Robert Mills Gagné (1916-2002)

Gagné (1965) introduced eight types of learning: signal learning, stimulus-response learning, chaining, verbal association, multiple discrimination, concept learning, principle learning, and problem-solving. These types of learning are all related to different phases of language learning and constitute a from-simple-to-complex framework. While the first five types pertain to the behaviouristic aspects, the last three are related to the cognitivist domain (Brown, 2000). These types of learning proposed by Gagné (1965) are important in that they have shown us how different processes can occur during a language learning experience.

2.62. Rod Ellis

Ellis is one of the world-renowned figures of ELT is the author of numerous outstanding works including *Understanding Second Language Acquisition* (1985). His studies on second language acquisition and learning are all reference resources in the field and they have received thousands of citations so far.

2.63. Stephen Krashen (1941-)

Krashen is one of the most outstanding figures in ELT and is mostly known for the Natural Approach he developed with Tracy D. Terrell and the well-known 5 hypotheses on second language acquisition and learning that are *acquisition-learning hypothesis*, *monitor hypothesis*, *natural order hypothesis*, *input (i+1) hypothesis*, and *affective filter hypothesis*. Each of these hypotheses has brought great insights to the ELT theories and practices and they are still popular today. Briefly, the Natural Approach by Krashen and Terrell (1983) adopts a naturalistic and communicative perspective to second language learning and can be regarded as one of the milestones in the development process of ELT.

2.64. Stephen Pit Corder (1918-1990)

Corder is an outstanding British linguist who is known for his significant studies on error analysis in second language acquisition and learning. His seminal

article entitled *The Significance of Learner's Errors* (1967) is a real reference in this context. Most of the studies on error analysis and interlanguage have cited the theories of Corder so far. (See also Larry Selinker).

2.65. Theodore S. Rodgers (1934-)

See the information provided under the entry of Jack C. Richards.

2.66. Tracy D. Terrell (1943-1991)

See the information provided under the entry of Stephen Krashen.

2.67. Uriel Weinreich (1926-1967)

Weinreich is an outstanding linguist who mainly studied on semantics. His major contribution to ELT came with the book entitled *Languages in Contact: Findings and Problems* (1953). In the book, Weinreich (1953) investigated the conditions resulted by bilingualism or second language learning processes mostly in terms of possible language interferences. The book has been a guiding resource for ELT professionals for many years.

2.68. Victoria Fromkin (1923-2000)

Fromkin is a prominent American linguist who mostly studied on brain and language, speech errors, and language disorders. Although her studies focused on pure linguistics, her seminal work with Robert Rodman entitled *An Introduction to Language* (1974) has long been offered in ELT programmes as a part of linguistics courses. That is, Fromkin has contributed to the linguistic knowledge of many pre-service English language teachers all around the world.

2.69. Wilga M. Rivers (1919-2007)

Rivers is one of the most outstanding and prolific female figures in ELT. She published numerous articles and books on diverse aspects of ELT including teaching language skills and interactive language learning. Her book entitled *Teaching Foreign Language Skills* (1968) has long been one of the most used and cited resources in the field.

2.70. Zoltán Dörnyei (1960-)

Dörnyei, a highly prominent Hungarian psycholinguist, has been one of the most active and prolific researchers in ELT in the recent decades. Although he has published numerous important books and articles on diverse aspects of ELT ranging from individual differences to research methods in applied linguistics, he is best known for his studies on motivation. Dörnyei (2009) introduced *the L2 motivational self system* that consists of three major components: *ideal L2 self*, *ought-to L2 self*, and *L2 learning experience*. This taxonomy has opened a new path for ELT researchers and practitioners to understand motivation from a different perspective other than the classical categorization of *intrinsic vs. extrinsic* and *instrumental vs. integrative* motivation.

3. Conclusion

This study has given a concise account of the outstanding contributions of some prominent figures of ELT. While the contributions of some of the covered figures belong to the early phases of ELT (late 1800s and early 1900s), the others belong to the more recent decades (after the 1950s). Each figure has brought his/her specific contributions like an outstanding theory, hypothesis, model, or a published reference work and today's ELT stands on these invaluable contributions.

There are surely other significant figures we have not covered as a separate entry in this study. Some of them are (alphabetically with the aspects of their contribution); *Anita Wenden* (strategy-based instruction), *Anna Uhl Chamot* (strategy-based instruction and strategy classification), *Barry McLaughlin* (theories on second language acquisition), *Charles Hockett* (structural linguistics), *Dick Allwright* (practitioner research in ELT), *Donald Kirkpatrick* (programme evaluation), *Francis Bacon* (behaviourist psychology), *George Yule* (discourse analysis and spoken language), *J. Michael O'Malley* (strategy-based instruction and strategy classification), *John B. Carroll* (individual differences, language aptitude), *John H. Schumann* (Acculturation Model), *John Locke* (behaviourist psychology), *Julian Edge* (error correction), *Leonard Bloomfield* (behaviourist psychology), *Lyle F. Bachman* (language competence, testing), *M. J. Wallace* (foreign language teacher training), *Marianne Celce-Murcia* (teaching language skills), *Michael H. Long* (theories on second language acquisition), *Peter MacIntyre* (individual differences, affective factors), *Robert B. Kaplan* (culture-related studies, language planning), and *Ronald Wardhaugh* (contrastive analysis, sociolinguistics). There are also innumerable anonymous others who have helped the ELT field grow so far. This rich background on which the ELT field is based will stand forever and each prospective theory or practice will build upon this basis.

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