

A Brief History of Foreign Language Teaching

Dr. A.Rasakumaran. Ph.D.

Senior Lecturer

Department of English Language Teaching

University of Jaffna, Sri Lanka, 40000

rasakumaran1957@gmail.com

Introduction

The teaching of foreign languages, practiced for centuries in classrooms in the world, has undergone quite profound changes throughout the twentieth century. Given the importance of language learning to the internationalization of social and economic relations in the last century, the study of the acquisition and learning of a second language has strengthened and impacted teaching practices, which are also confronted with a high level of demand in terms of learning outcomes.

Despite intense research efforts dedicated to finding out how people learn a foreign language, we still do not know for sure how the process occurs (Harmer, 1991). Therefore, this teaching practice - although always subject to questions and reflections - is far from having finished answers and a working methodology that guarantees the success of the teachers and the satisfaction of the students. The research and application and verification of its results should continue to offer us insights on the constant search for an increasingly meaningful work.

This part of the paper briefly describes the history of methods and approaches that have been used in language teaching over the last few centuries and indicates its legacy to current practice. The following presents the proposal of a transdisciplinary approach for the teaching and learning of foreign languages in the classroom.

The Classic Method

During the 17th, 18th and 19th centuries, the teaching of foreign languages in the West was strongly associated with the learning of the so-called classical languages, Latin and Greek, because of its strong reputation for promoting student intelligentsia (Howatt, 2000). In the study of classical languages, the focus was not on the use of language as an instrument of communication, but on the understanding of grammatical rules and the syntactic structure of language. Classroom work was based on repetitive memorization of vocabulary, on the

translation of literary texts and on written exercises, without any space for oral practice of the material studied.

In the eighteenth and nineteenth centuries, when modern foreign languages became part of the school curriculum, the classical method extended its tradition to teaching French, German, and English and is still - with some adaptations - one of the most popular teaching models of foreign languages in the world (Howatt, 2000). It is necessary to remember that in the beginnings of foreign language teaching, the objective of learning another language was the intellectual exercise and, in some cases, the acquisition of reading skills. These goals are due to a lack of concern about oral and communicative skills of students (Howatt, 2000).

By focusing on language structure, rather than its use, the contribution of the classical method to the construction of communicative skills in a foreign language is quite limited (Howatt, 2000). There is also great dissatisfaction among many students with the dynamics of the method, " ...remembered with distaste by thousands of students, for whom the learning of a foreign language meant a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translations of stilted or literary prose. " (Richards, Rodgers, 1986, p.4). Even so, despite the changes in goals for learning other languages, the classical method - or grammar-translation method, as it is also known - has resisted reforms in foreign language teaching methodology, and continues to be used by teachers. According to Brown (2001), the popularity of the method is mainly due to the ease of its application. He says, "It requires few specialized skills on the part of teachers" (p.17). The author relies on other studies, however, to argue that the classical method has no defenders. "It is a method for which there is no theory. There is no literature that offers a rationale or justification for it or that tries to relate it to themes in linguistics, psychology, or education theory "(Richards, Rodgers, 1986, quoted by Brown, 2001, p.17).

Knowledge of grammatical rules and a broad vocabulary is very important in learning a foreign language. It is also very useful to explore texts - be they classical or not - in the language that is being learned, since this practice cannot only help the students to know better the culture of the people who speak that language, but can also stimulate the reflection, critical thinking and self-elaboration. The problem with the classical method is that it is confined to these practices, usually conducted in a decontextualized way and unrelated to oral expression. It is therefore insufficient to lead students to a competent use of the foreign language in situations that require genuine interaction, whether oral or written.

The Direct Method

Around 1875, a French teacher François Gouin traveled to Hamburg, Germany, to experience the experience of learning a foreign language according to the method he used to

teach his students (Howatt, 2000). Gouin (1992) endeavored to learn German through diligent study of its grammar, translation, and even memorizing classical works, only to find that he could not communicate with university students and other locals. After a year of frustrated attempts to learn the new language through the classical method, Gouin returned to France.

Upon his return, he was surprised to see how easily his three-year-old nephew had learned to speak in that time interval, which made him ponder that perhaps the key to successful learning of a foreign language was in the process through which children learn their own language.

After extensive observations of the process of constructing his nephew's language, Gouin concludes that learning a language consists of transforming perceptions into conceptions, and then using the language to represent those conceptions. Thus, language constitutes a tool of thought and representation of the world (Brown, 2001). From this premise, he published in 1880 the manual *The Art of Learning and Teaching Languages* (Gouin, 1992 quoted by Howatt, 2000), in which he developed a teaching method, which he called the Serial Method.

The Seriado Method sought to carry out a direct and conceptual teaching of the foreign language, that is, without translation or explanation of grammar rules, through a series of sentences contextualized and connected to each other. This method encountered many barriers between teachers and scholars of the time, but eventually gave rise to the respected Direct Method, idealized by Charles Berlitz in 1878 (Howatt, 2000).

The Direct Method assumed that learning a second language occurred similarly to learning the mother tongue. Thus, the classes relied on oral interaction and spontaneous use of language. There was no translation and little or no analysis of grammatical rules or syntactic structures. In general, the principles of the Direct Method can be summarized in the following points (Brown, 2001):

- The classes are short and conducted in the foreign language;
- The approach to grammar teaching is inductive;
- The vocabulary used and practiced in class is daily;
- Concrete vocabulary is taught through the use of figures and objects, and abstract vocabulary through association of ideas;
- Communicative skills are built progressively, through a system of questions and answers of increasing levels of difficulty;
- Classroom activities emphasize oral and aural skills, and require both grammatical and pronunciation correction.

The Direct Method became popular in the late nineteenth and early twentieth centuries in private foreign language schools in Europe. In public schools, it was adopted in an unconfident manner, because it was considered difficult in its practical application. The main difficulties mentioned by the teachers referred to their high cost, the difficulty of being used with the high number of students in the groups, the time needed for student learning and also the difficulties of preparing teachers to work with the method (Howatt, 2000). The most important criticisms, however, came from scholars who considered their theoretical foundations to be inconsistent (Brown, 2001). The success of many experiments, they argued, was due more to the particular skills of teachers than to theoretical support. Even so, after a period of decline in the 1930s, this model eventually inspired the movement that made the Audio-Visual Method emerge.

The Audio-Visual Method

The Direct Method never enjoyed the same prestige in the United States as it did in Europe. On the one hand, it was difficult to find teachers native to European languages in the country. On the other hand, given their relative isolation, there was little need for Americans to learn to communicate in other languages (Brown, 2001).

The outbreak of World War II prompted the emergence in the United States of the urgent need to become proficient - especially in oral aspects - in the languages of allied peoples and also of enemies (Howatt, 2000), which paved the way for a true revolution in teaching methodologies languages in the country. To this end, the Direct Method was adapted to give rise to the so-called "Army Method" which, because of its proven effectiveness, became very popular. From the 50's of the twentieth century, with adaptations made to attend students in general, it came to be known as an audio-visual method.

The audio-visual method bases its standardized practices on the conceptions of behavioral psychologists, especially Burrhus Frederic Skinner, for whom learning results from conditioning and habit forming. In addition, the method draws on structuralist studies in linguistics.

Behavioral models of learning follow a series of three stages: stimulus, response and reinforcement (positive or negative). In his 1957 book Verbal Behavior, Skinner transposed the theory of conditioning to the way people acquire their mother tongue. According to the psychologist, language is a type of habit formed by the stimulus-response-reinforcement cycle, and our performance in language learning depends to a large extent on the positive or negative reinforcements we receive from adults while learning to speak.

As the stimulus-response-reinforcement form the central nucleus of the methodology, the audio-visual method relies on memorization and training exercises followed by positive or

negative reinforcement, with the aim of forming in students the "habit" of using the language foreign language in the correct way. Other features of this method are: the intensive use of visual and auditory materials, the exclusive use of the foreign language in the classroom and the absence of grammatical explanations. Both the vocabulary and the structure of the language are presented and practiced step-by-step in a contextualized way, and the purpose of the work is to make each student express themselves without errors in the foreign language (Harmer, 1991).

Although it was considered successful in many contexts, especially military training in the use of foreign languages (Harmer, 1991), the popularity of the audio-visual method declined in the mid-1960s due to the limited power to promote students' communicative skills. We find that language is not built through a habit-forming process, that mistakes are not necessarily bad and detrimental to learning, and that structural linguistics does not deplete the knowledge we need to teach and learn a foreign language (Brown, 2001). In addition, the narrow, repetitive routine of classroom work can make the method tedious after a certain time.

The audio-visual method had the merit of inaugurating the application of formal studies in linguistics and developmental psychology in the formulation and monitoring of the activities of teachers and students in a foreign language course. Also some of its proposals, such as the use of alternative resources for translation and the inductive discovery of grammatical rules, were great contributions in the history of teaching foreign languages. However, like any method, the audio-visual is subject to severe criticism and presents limitations that cannot be ignored. It was the study of these limitations that paved the way for the proposals that followed.

Cognitivism and New Methods

In the context of language teaching and learning, the term cognitivism, also called mentalism, refers to the group of psychological theories that were developed from the works of the American linguist Noam Chomsky, whose theory opposed behaviorism. In 1959, Chomsky published his famous article A Review of B. F. Skinner's Verbal Behavior, in which he explained his rejection of the behaviorist view of language learning based on his model of competence and performance.

Chomsky began his opposition to the behavioral approach by asking the following question: if language is the acquisition of a habit, then how can a child say things he has never heard before? For Chomsky (1959), language is a system of rules, and the acquisition of language consists, in large part, in the learning of that system. Its basic premise was that by learning the finite number of rules in the language, we can then produce an infinite number of sentences. Thus, what a child acquires when learning the mother tongue is not a habit, but a competence in the management of grammatical rules, which allows it to be creative in the use of language, saying things that have never been taught.

The revolution in linguistics led by Chomsky drew the attention of applied linguists and foreign language teachers to the deep structure of the language and coincided with the psychological studies on the affective and interpersonal nature of the learning process (Brown, 2001). Although Chomsky's studies have not been directly applied in foreign language teaching practice, his "generative grammar" has led many practitioners to think of ways to bring the cognitive conception of language learning into classroom procedures. Thus, cognitivism grounded the development of teaching methods that stimulated students to know the underlying structure of language in order to develop the capacity to express their ideas.

Humanistic Approaches

One perspective that has attracted much attention since the beginning of the 1980s in the area of language teaching is that, in addition to teaching the language, it is concerned with educating the student. The so-called humanistic approaches are interested in students as whole beings and are committed to helping them develop as individuals. These approaches aim not only to teach foreign language, but also to develop students' personalities, skills and self-esteem.

In 1978, Gertrude Moskowitz published her *Caring and Sharing in the Foreign Language Classroom*, a book that, by proposing activities that stimulate the well-being and the good memories of the students while practicing different linguistic structures, established a landmark in the humanistic approach to teaching and foreign language learning.

As the importance of affective factors in the process of teaching and learning foreign languages became recognized, research on its application in the classroom multiplied. Many humanistic methods were created and tested, and increasingly attracted the interest of teachers eager for innovations. Although time has shown that they have not always fulfilled the promise of bringing students to the peak of their potential (Brown, 2001), these methods represent an important step in the history of teaching foreign languages, for having introduced ideas about the importance of the interactional and affective aspects in the teaching and learning process that contributed to the development of the communicative approach. Below are briefly described some of the best-known methods that focused their work on student-centered activities, their lives, and their relationships.

- **Community Language Learning (CLL):** This method is based on the Counseling Learning Approach developed by Charles Curran, which in turn was inspired by the Roggerian view of education and was designed especially for adult learners who decide what they want to learn. The contents are selected by the students to each class according to their interests and needs, and the teacher's attribution in CLL is that of facilitator of learning. Described in a simplified way, the work consists of the students asking the teacher how to express in the foreign language what they would like to speak, and using that speech to establish a meaningful discussion with the

classmates and the teacher. Considering the social dynamics established among students as being of primary importance in the learning process, this view of teaching considers students to be a community. By assuming the essentially affective nature of the learning process, the model suggests that teachers and students interact to create an atmosphere of support and trust in the classroom that lessens the anxiety usually associated with the learning process.

- **Suggestopedia:** Created by the Bulgarian psychologist and educator Georgi Lozanov, this learning system is based on the systematized activation of the potential capacities of the human mind (Stevick, 1990). To free students from their limitations, breathing techniques, comfortable surroundings, and soft music induce a relaxed state that creates conditions for students' "experiences" with language. These experiences consist of typical tasks of a foreign language course, such as learning new vocabulary, reading, dialogues, and more. Its contribution to the current state of language teaching is related to the awareness of the influence of environmental aspects on learning. Suggestopedia indicated that a safe and secure learning environment could facilitate learning the foreign language.

- **The Silent Way:** Based more on cognitive than affective foundations, this method proposes a problematizing approach to the learning of a foreign language. According to the Silent Way, learning and building autonomy are facilitated by the use of concrete objects as mediators, by discovery, by creativity and by the need to solve problems in a cooperative way (Stevick, 1990). The teacher should speak in class only the essentials, offering space for student demonstrations. It is possible to recognize here the beginnings of the use of "discovery techniques" and of problematizing activities that are widely used in the communicative approach, as well as the preoccupation with, teacher talking time (TTT) limits, in the classroom.

- **Total Physical Response (TPR):** The well-known TPR was developed by American psychologist James Asher from the premise that memory is activated by physical activity, and also from knowledge about how children acquire language by listening to adults and respond to what they listen with actions (Stevick, 1990). Asher believed that before embarking on the productive skills of language - speaking and writing - students should have enough time to experience their reception - listen and read - and perform certain actions required by the teacher. At a subsequent stage, students, taking possession of speech, would give instructions to each other. The method soon demonstrated its limitations: directivity, which requires the almost exclusive use of the imperative mode, the difficulty of being used with large groups and in long periods of course, its confinement at basic levels and, especially, the difficult transition from the exercise of receptive skills for productive ones. However, given its kinetic character, the activities proposed by TPR, integrated in a broader and integrated context of learning, can be motivating and meaningful, especially at elementary levels. In addition, they include in the learning process the involvement of body movements, an aspect usually left out in classrooms.

Language Acquisition and Learning and the Natural Approach

In the early 1980s of the last Century, research on how people use language focused on the difference between acquiring and learning a language. Stephen D. Krashen, a linguist at the University of California, Los Angeles, characterized acquisition as a subconscious process that results in skill building for language use, while learning would consist of building knowledge about language. In this perspective, the acquisition of language would be more successful and lasting than its learning (Harmer, 1991).

Krashen suggested that learning a second language or a foreign language should occur as closely as possible to the way a child acquires his or her mother tongue. According to the author, the language is not taught to the child. What happens is that she is exposed to the use of the language daily, for many hours, and is also placed in situations of communication with adults. Its gradual construction of competence in the use of language depends on a series of subconscious processes, results of the input that it receives from the outside and the experiences that accompany it.

The concept of input is very important in Krashen's proposal for teaching foreign language. According to him, students should be exposed to a linguistic level a little above what they can produce but still within the limits of their understanding. This is, according to their view, the way parents communicate with their children, tending to adjust their language to the level of understanding of the baby, and making it more complex as the child matures. By promoting this kind of classroom experience, teachers would be facilitating the unleashing of unconscious processes that would lead students to acquire the foreign language.

The work of Krashen inspired his colleague Tracy Terrell in the idealization of the Natural Approach (Brown, 2001), which seeks, through the establishment of a natural environment for the use of the foreign language in the classroom, the spontaneous emergence in students of the development of communication, such as going shopping or having a conversation at a social gathering.

The proposal presented by the Natural Approach is consistent with what happens when exchange students acquire the foreign language in their interaction with the language-speaking community. However, the model demonstrates insufficiencies in its application in the classroom. One of the main criticisms of the model is the difficulty in determining the appropriate level of input for each group of students and the appropriate time when students move from reception to language production (Harmer, 1991). Its contribution to the evolution of foreign language teaching practices, however, consists in the search for the establishment of an atmosphere that sends students to the genuineness of natural communicative situations and that stimulates their

unconscious learning, not as the main foundation of their studies, but as one more tool in the complex task that is the promotion of the learning of a foreign language.

The Communicative Approach

We can affirm that the foundations of the communicative approach began to be constructed with the Notional-Functional Curricula (NFC). The curricula based on notions and functions originated in the works of Van Ek and Alexander (1975) for the Council of Europe, which has been dedicated, since the late 1950s, to promoting the popularization of the study of foreign languages (Trim, 2001). In order to develop their work, the authors started with concepts of notion and function. Notions are contexts or broad situations in which we use language. The functions represent both the objective and the activity performed by the people in the contextual data. Thus, in the general notion of personal identification, for example, we can frame the more specific notions of name, age, address or phone numbers. In this situation, the functions of asking, responding, identifying, confirming and correcting, among others, would be necessary for communication (Brown, 2001).

The most striking feature of NFCs is the use of the notions and functions of language as a criterion for the organization of a study curriculum. The establishment of this criterion represented a paradigm shift, since until then courses and materials were organized around sequences of grammatical topics and lexical groups. The notional-functional approach, as it is also called, soon began to influence in a decisive way the planning of courses and the production of didactic materials for the teaching of foreign languages in the world.

It is important to emphasize that the NFCs were not proposed as a working method, but rather as a foundation for the structure of foreign language curricula. In courses organized according to this principle, a unit of study starts from a situation to propose a very varied combination between activities, such as controlled pronunciation practices and grammar topics, interactive works in pairs or small groups and simulations. Although they did not guarantee the development of communicative competences (Brown, 2001), because they tended to adopt a mechanical practice of certain rigid formulations, NFC-based work laid the solid foundation necessary for the development of the communicative approach.

Another cornerstone of the communicative approach was the set of studies on individual learning styles and strategies developed between the late 1970s and the early 1980s, when researchers and teachers influenced by cognitive studies began to pay attention to individual differences present in their classrooms and in the different styles of learning that each student presented (Brown, 2001).

These observations led to efforts to systematize ways to help students develop strategies that would allow them to make the best use of their own style while at the same time compensating for their under-developed abilities. American researchers Michael O'Malley and Anna Chamot devoted themselves to studying the strategies adopted by second language learners throughout the 1980s, and their work was instrumental in this effort. O'Malley's studies are described and ordered from his 1990 book *Learning Strategies in Second Language Acquisition*. Learning styles are "cognitive, affective and psychological traits that are relatively stable indicators of how individuals perceive the learning environment, interact with it and respond to it" (Brown, 2000). Thus, some people seize and process new information visually; others need to interact with content, and so on. According to students of cognitivism, since teachers know the learning styles of their students, they are better able to plan activities in order to help each group of students to develop their potentialities. Also, if students become aware of the way they learn, they can plan and develop methods of study appropriate to their style.

Strategies are characterized, in the context of teaching and learning a foreign language, as the use of the foreign language as a learning tool itself (Chamot, 1987), or, more specifically, "specific actions, behaviors, steps or techniques that the students use (usually intentionally) to perfect their progress in developing second language skills " (Oxford, 1992-1993, p.18). Developing and learning to use learning strategies are important tools in developing communicative skills. O'Malley and Chamot (1990) categorize the strategies into three groups, which are: metacognitive, cognitive and socio-affective. Metacognitive strategies involve awareness, reflection, planning, evaluation and monitoring of the learning process itself. Cognitive strategies are directed to learning tasks per se, such as repetition, use of keywords, contextualization, and inference. The social-affective strategies have to do with the quality of the interaction with the teacher and with the colleagues.

Research on learning styles and strategies was decisive in the process of shifting the focus on language teaching initiated with humanistic approaches. In the evolution of teacher-centered approaches to approaches in which students assume themselves as protagonists - or at least co-partakers of the action - knowledge of styles and strategies and how to make use of them enabled students to initiate the important learning about learning, one of the goals of the communicative approach.

Thus, between the late 1980s and the early 1990s, the rapid development of approaches that favored the communicative properties of language began, and classroom work started to be characterized by the search for authenticity and meaningful activities that prepare students to act in the real world using the foreign language as an instrument. It was the beginning of the search for what became known as the communicative approach.

The communicative approach, according to Douglas Brown, "is a unified set of principles and beliefs, but based on broad theoretical bases on the nature of language and its teaching and learning" (Brown 2001: 43). Hard to define, this approach results in a broad set of interpretations and practical applications in the classroom. The author offers, for the sake of clarity, six main characteristics of communicative teaching, which are the following:

- The complementarity between the search for formal correction and fluency;
- The search for integration of the elements of communicative competence;
- The involvement of students in spontaneous and genuine interactions, that is, in the pragmatic, authentic, functional use of language with meaningful goals;
- The preparation of students to communicate in the foreign language in the most varied situations outside the classroom;
- Students' understanding of their learning styles and the development of strategies that allow them to learn independently;
- The teacher placed as facilitator and leader of classroom processes, not as the knowledge holder.

These practices and objectives that characterize the communicative approach are the result of the sedimentation of previous experiences with the teaching of foreign languages, while at the same time they are significant advances in relation to them. This approach makes use of many of the underlying principles and classroom procedures consolidated by other methods and approaches, such as discovery techniques for teaching structural content, cooperative work in pairs or groups to practice new language items, and the curriculum organized from contexts and functions. At the same time, the communicative approach is balanced in the sense of avoiding privileging any aspect of communicative competence and also by giving equal emphasis to formal correction and fluency.

Thus, the objectives of this approach include getting students to communicate competently in the foreign language and preparing them to reflect on how they learn and how they can make better use of their learning style. Working with the communicative approach is challenging not only for students, but also and especially for teachers. The professional should not only be proficient in the language, but also be theoretically and technically prepared to make the unexpected decisions that are necessary in a poorly controlled environment such as the communicative process of teaching and learning. Because there is no rigid list of procedures to follow, the teacher needs to develop a reflective and observant profile to make informed choices in course planning and classroom performance.

Another important point to mention is the concern of the communicative approach in making the student, not the teacher, the protagonist of the process. This is not to say that the

teacher has a lesser role in the classroom, but rather that his action is of a different nature from teacher-centered environments. In communicative practices, the teacher provides students with the necessary information and the appropriate situations for a meaningful performance. During the work, the teacher observes his students and decides when and how it is necessary to intervene. Afterwards, it is one of your assignments to provide feedback that can make students aware of their strengths and weaknesses, to help them continue to develop. The evaluation of students' learning outcomes is also a challenge given the complexity of the objectives of the approach and also the importance of feedback in the evolution of students' learning.

As we have seen throughout this brief narrative, in the period of little more than a century between 1880 and 1990, researchers in the teaching and learning process and teachers of foreign languages were involved in the search for a method or approach that would guarantee success in process of student learning. By the end of the 1980s, after the explosion of studies, research and innovations in methodologies for teaching foreign languages throughout the decade, professionals in the field had already accumulated a considerable scope of experience and learning about learning theories and also about the practical work in the classroom.

As each method showed its limitations, the very concept of method - in the sense of an orderly, systematic and prescriptive plan of work to be put into practice in any situation - was questioned, and the search for an ideal working methodology was giving rise to the observation of each group of students and reflections on the choice of practices best suited to their needs and their specific interests.

During the last decade, the goals of researchers and teachers have changed. Abandoning the search for a unique model, they began to direct their efforts to adapt, integrate and make flexible a set of techniques and procedures that, based on valid theories about human learning and development, can account for the specificities of each group of students and from each institutional and social context. Our profession has reached a level of maturity that allows us to recognize the complexity of the task of promoting the learning of a foreign language for students who have individual and peculiar characteristics, learning styles, goals and potentialities.

What is sought today, besides promoting the learning of formal correction and fluency in the foreign language, is to help our students understand the social, cultural and pragmatic characteristics of the language they are studying (Brown, 2001). In addition, we are concerned with their awareness of their learning style and their building of autonomy and strategies. We also seek to involve them in a cooperative work of sharing responsibility for learning.

As it was put in the beginning, we are not sure how to do this work of teaching foreign languages. We have spent the last few decades building, deconstructing and reconstructing

concepts, confronting theories with our practices and experiences, and reflecting on this confrontation. We have become more flexible in our procedures, and have learned to deal with the uncertainties inherent in our profession. And, above all, considering the non-existence of finished answers, we become aware that our reflections and studies must continue. According to Brown (2001), every foreign language teacher today must be aware that it is up to him to develop his own approach to planning and promoting his teaching, and to "reflect on a number of possible methodological options at his disposal to particular context "(Brown, 2001, p.40).

=====

References

- Brown, H. D. (2000). *Principles of language learning and teaching*. New York: Longman.
- Brown, H. D. (2001). *Teaching by principles: an interactive approach to language pedagogy*. 2. ed. White Plains: Longman.
- Chamot, A.U. (1987) The Learning Strategies of ESL Students. In: Wendenm A. and Rubin, J., Eds., *Learner Strategies for Second Language Acquisition*, Prentice Hall, Englewood Cliffs, 71-83.
- Chomsky, N. (1959). A Review of B. F. Skinner's Verbal Behavior. *Language* 35(1),
- Gouin, F. (1992). *The art of teaching and learning languages*. London: George Phillip.
- Harmer, J. (1991). *The practice of English language teaching*. London: Longman.
- Howatt, A. P. R. (2000). *A history of English language teaching*. Oxford: Oxford University Press.
- Moskowitz, G. (1978). *Caring and sharing in the foreign language classroom*. Boston: Heinle & Heinle.
- O'Malley, M., & Chamot, A. (1990). *Learning strategies in second language acquisition*. New York: Cambridge University Press.
- Oxford, R. (1992). Language learning strategies in a nutshell: update and ESL suggestions. *The Internet TESL Journal*, 2(2), p.18-22. Available at: <iteslj.org/Articles/Lessard-Clouston-Strategy.html>
- Richards, J. C & Rodgers, T. S.(1986). *Approaches and Methods In Language Teaching: A description and analysis*. Cambridge University Press
- Rogers, C. (1990). The interpersonal relationship in the facilitation of learning. *The Carl Rogers Reader*, London: Constable.
- Savignon, S. (1991). *Communicative competence: theory and classroom practice*. 2. ed. Menlo Park: Addison-Wesley.
- Skinner, B. F. (1957). *Verbal behavior*. New York: Appleton-Century-Crofts.
- Stevick, E. W. (1990). *Humanism in language teaching: a critical perspective*. Oxford: Oxford University Press.

Trim, J. (2001) The work of the Council of Europe in the field of modern languages, 1957-2001.

European Day of Languages. Available at: <<http://www.ecml.at/efsz/files/Trim.pdf>>

Van Ek, J. A., & Alexander, L.G. (1975). *Threshold Level English*. Oxford: Pergamon Press.

=====