The Main Current of Humanistic Language Teaching and Its Contemporary Significance

ヒューマニスティック・ランゲージ・ティーチングの本流と、その今日的意義

The Main Current of Humanistic Language Teaching and Its Contemporary Significance

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Introduction

In the late 20th century, a language education approach called 'Humanistic Language Teaching' (HLT) attracted lots of attention. Its major exponents were Gattegno (1972), Curran (1972), Moskowitz (1978), Nuibe (1985) and Stevick (1990). It is an approach that views the learner as a whole person who has physical, emotional and social features as well as cognitive features. In this point, HLT has distinctive characteristics from other language teaching methodologies.

On the other hand, there have been some criticisms toward HLT for being 'ideological' (Nuibe, 1985), and 'considering language education as secondary in importance' (Gadd, 1996). This seems to result from the ambiguity of the definition of the term 'Humanistic Language Teaching'. Several different definitions of HLT have been proposed and there is no common established definition. There were even some cases that a small number of proponents and scholars emphasized psychological therapy more than language education in language classes. The journals and articles reporting these cases were published and caused a misinterpretation that these practices were the main characteristics of HLT. Such misconception has spread widely and been handed down to the current generation. This paper stands on the contention that the criticism of HLT is caused by misconception of HLT as an approach 'considering language education secondary'.

The purpose of this paper is to review the literature on HLT published so far and, based on the literature study, (1) examine the definitions of HLT, (2) distinguish the main current of HLT from its offshoots, (3) examine the criticisms of HLT, (4) answer these criticisms from the standpoint of the main current of HLT, and finally discuss the significance of HLT's possible contribution to language education today and in the future.

1. The Outline of Humanistic Language Teaching Advocated in the Past

According to Moskowitz (1978), Humanistic Education is concerned with educating the whole person including the intellectual and affective features, which is most directly

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related to Humanistic Psychology. That is, HLT is an approach which views the learner primarily as a whole person having physical, affective and social features as well as cognitive features. Nuibe (1995) explains that HLT was proposed in the early 1970s to remedy the defects of education attaching too much importance to intellectual abilities and excluding humanism.

However, one problem with HLT is that it has several different definitions and there is no established common definition. In some definitions, HLT is only a general term for certain methods such as the Silent Way, Community Language Learning and Suggestopedia. Others consider it as an approach which has broader meanings than these methods. Also, there are many different views concerning which methods are categorized as HLT. Therefore, HLT has no clear common definitions and still remains an ambiguous term.

In this chapter, I will examine various definitions of HLT so far proposed by scholars and seek for a comprehensive unifying definition of Humanistic Language Teaching.

1.1 The ambiguity of the term 'Humanistic Language Teaching'

There are several different definitions of HLT. For instance, Nunan (1991) and Gadd (1996) state that HLT includes Curran (1972), who developed Community Language Learning, Gattegno (1972), who created the Silent Way, and Lozanov, who produced the approach known as Suggestopedia. Nunan (1991) and Gadd (1996) refer to Earl Stevick (1980) as the most influential advocate of HLT, who has not developed his own method, but has been an enthusiastic champion and interpreter of HLT.

While Nunan and Gadd define that HLT includes methods such as Community Language Learning, the Silent Way and Suggestopedia, Underhill (1989) defines HLT as an approach consistent both with the values of Humanistic Psychology, and with our own individual awareness and knowledge. He states that it is not necessary to use the Silent Way or Suggestopedia or Community Language Learning, or any other particular way or method or approach in order to apply HLT. Kemp (1994) explains that HLT has more than one meaning, and thus, is linked with approaches advocated by Moskowitz, Curran, Gattegno, and others, and also is linked to a 'humane' approach which emphasizes sensitivity and compassion towards learners. Underhill (1989) and Kemp (1994) define HLT not as a certain method but as an approach consistent with a particular concept.

Some define HLT as a certain method and others define HLT as an approach. There are other scholars who define HLT as an approach including several methods. Richards and Schmidt define Humanistic Approach as below:

> Humanistic Approach (in language teaching) is a term sometimes used or what underlines Methods in which the certain principles are considered important: the development of human values, growth in self-awareness and in the understanding of others, sensitivity to human feelings and emotions, active student involvement in learning and in the way learning takes place. Community Language Learning is

an example of a humanistic approach.　(Richards and Schmidt: 2002, 242)

Some definitions include a certain method such as the Silent Way, Community Language Learning and Suggestopedia. Others consider it as an approach which has broader meaning than these methods.

Scholars who consider HLT as an approach also give different definitions. According to Nuibe (1995), HLT is based on Confluent Education which was proposed by Galyean (1977) and Moskowitz (1978). Nunan (1998) mentions that Experiential Learning is closely related to HLT. He adds that Experiential Learning has derived from John Dewey's progressive philosophy of education, Lewin's social psychology, Piaget's model of developmental psychology, Kelley's cognitive theory of education, and the work of Abraham Maslow and Carl Rogers in the field of Humanistic Psychology. Brown (2000) also defines HLT referring to Humanistic Psychology of Carl Rogers.

As these definitions show, HLT has been defined in a variety of ways, and different scholars give different names as its exponents. Therefore, HLT does not have a clear common definition and still remains an ambiguous term.

1.2　A comprehensive unifying definition of Humanistic Language Teaching

When we review other definitions shown in Appendix 1, it becomes clear that different definitions given by scholars share one thing in common. That is, HLT is an approach based on Humanistic Psychology of Abraham Maslow and Carl Rogers.

In this section, I will review the definitions of HLT which were given by Moskowitz (1985), Nuibe (1985), Underhill (1989), and Kemp (1994) and show the close relationship between HLT and Humanistic Psychology (See Appendix 1). To show the relationship clearer, I will also review the definition proposed by Stevick (1990) and the 'five emphases within humanism' which Stevick later gave in his work (1990). I will examine their definitions and discuss why we can say HLT is based on Humanistic Psychology of Abraham Maslow and Carl Rogers.

1.2.1 The definition proposed by Moskowitz (1978), Underhill (1989) and Brown (2000)

Moskowitz (1978) is one of the major exponents of HLT. Referring to Maslow and Rogers, Moskowitz (1978, 11) explains that "Humanistic Education is concerned with educating the whole person--the intellectual and the emotional dimensions …, is most directly related to what is referred to as the 'third force,' or humanistic psychology, and the human potential movement." Underhill (1989) also discusses that the learning processes in HLT classrooms are based on Humanistic Psychology of Maslow and Rogers. Brown (2000) introduces Humanistic Education as an education depending on Humanistic Psychology of Rogers, quoting his philosophy about education. Moskowitz (1978), Underhill (1989) and Brown (2000) define HLT by using the term 'Humanistic Psychology' directly. In the next sections each of these definitions will be further reviewed.

1.2.2 The details of the definitions proposed by Moskowitz (1978)

In this part, I'd like to look into Moskowitz' definitions (1987) of HLT further and examine her ideas of Humanistic Psychology in HLT.

Moskowitz emphasizes the importance of associating learning with learners' feeling and emotion:

> Personal growth as well as cognitive growth is a responsibility of the school.
> Therefore education should deal with both dimensions of humans--the cognitive or intellectual and the affective or emotional.
> For learning to be significant, feelings must be recognized and put to use.
> (Moskowitz: 1978, 18)

Dealing with learners' feelings and emotions in education, which Moskowitz (1989) emphasizes, comes from the concept of the whole person in Humanistic Psychology.

Moskowitz (1978) also emphasizes the importance of understanding others and building favorable relationship with them as well as identifying oneself in the learning process. She proposes that "learning more about oneself is a motivating factor in learning" and "having healthy relationships with other classmates is more conductive to learning" (Moskowitz: 1978, 18). These social aspects of language education are also a concern of the whole person education.

Again referring to Maslow and Rogers, Moskowitz (1978) emphasizes the role of education as a process of self-actualization as below:

> A principal purpose of education is to provide learnings and an environment that facilitate the achievement of the full potential of students.
> Human beings want to actualize their potential. (Moskowitz: 1978, 18)

This idea of motivation toward self-actualization is also one of the important components of the concept of the whole person.

1.2.3　Definitions proposed by other scholars

There are other scholars who define HLT by referring to its core idea of the whole person. Citing Valett (1977), Nuibe (1985) defines HLT as below:

> Humanistic Education is education that is concerned with the development of the total person. It is concerned with designing and providing learning experiences that will help people at all ages and stages of life continue to develop our uniquely human potentialities. It is concerned with facilitating our growth and changing our behavior so that we may become more wholesome, balanced, self-actualized,

and responsible persons" (Nuibe: 1985, 16, translated by the present author)

This coincides with the view of self-actualization in the learning process, the important component of Humanistic Psychology. (The concept of Humanistic Psychology including the whole person will be explained in 1.3.) Kemp (1994), focusing on the view of the whole person of HLT, explains that the practitioners of HLT see second language learning as something which involves the whole person rather than simply as an intellectual pursuit. From these definitions, a positive relationship between HLT and Humanistic Psychology can be found.

1.2.4 The definitions proposed by Stevick (1990)

Stevick (1990), an enthusiastic interpreter of Humanistic Education in language teaching, proposed his own 'five emphases of humanism' by referring to different definitions of HLT by many language teachers. As shown in Table 1, his 'five emphases of Humanism' are (1) feelings, (2) social relations, (3) responsibility, (4) intellect and (5) self-actualization. These ideas also assure us that HLT is based on Humanistic Psychology (See Table 1).

Stevick (1990) summarizes that regarding a person as an emotional being in language education is the first emphasis of HLT, citing Moskowitz (1978), Roberts (1982), Bhanot (1983) and Richards and Rogers (1986), who claimed the importance of the whole-person-oriented approach. According to Roberts (1982, 101), "the affective aspects of language learning are as important as the cognitive aspects, and therefore the learner should be treated in some sense as a 'whole person'". Bhanot (1983, 361) says that "humanistic approaches draw their inspiration from psychology rather than other disciplines such as linguistics, and that language learners are regarded as whole persons with emotional and intellectual needs." Richards and Rogers (1986, 114), referring to Moskowitz (1978), suggest that "in sum, humanistic techniques engage the whole person, including the emotions and feelings as well as linguistic knowledge and behavioral skills." These affective aspects in language education described by these scholars correspond to the fundamental concept of the whole person in Humanistic Psychology.

Stevick's second emphasis, social relations, coincides with the interactional view of Richards and Rogers (1982) and Scovels (1983) that language is a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. Stevick (1990) also sees a person as a social being and encourages building good relationship with others, and such emphasis of building social relationship is considered one of the most important ideas of the whole person in Humanistic Psychology.

Stevick (1990) also focuses on full realization of one's own deepest true qualities and adds self-actualization as the fifth emphasis, citing Moskowitz's goal "to bring

Table 1 : Stevick's Five Emphasis within Humanism

Stevick, E. W. (1990) *Humanism in Language Teaching*

(underlines added by the present author)

Five emphases within humanism (pp.23-24)

H1. *Feelings*, including both personal emotion and esthetic appreciation. This aspect of humanism tends to reject whatever makes people feel bad, or whatever destroys or forbids esthetic enjoyments.

H2. *Social Relations*. This aspect of humanism encourages friendship and cooperation, and opposes whatever tends to reduce them.

H3. *Responsibility*. This aspect accepts the need for public scrutiny, criticism, and correction and disapproves of whoever or whatever denies their importance.

H4. *Intellect*, including knowledge, reason, and understanding. This aspect fights against whatever interferes with the free exercise of the mind, and is suspicious of anything that cannot be tested intellectually.

H5. *Self-Actualization,* the quest for full realization of one's own deepest true qualities. This aspect believes that since conformity leads to enslavement, the pursuit of uniqueness brings about liberation.

out the uniqueness of each individual" (Moskowitz: 1989, 12) and Medgyes' "foreign language teachers must contribute to the self-actualizing process" (Medgyes: 1986, 109). This aspect of self-actualization corresponds to another significant point of Humanistic Psychology. Not only affective and social aspects, but also an aspect of self-actualization is quite a characteristic of Humanistic Psychology.

As explained above, Stevick's five emphases and the definitions he summarized obviously show that HLT is an approach including the value of Humanistic Psychology.

1.2.5 Moskowitz (1978) as a pioneer exponent

There is one more piece of evidence that indicates that Humanistic Psychology underlies HLT. That is, many scholars such as Stevick (1990), Nuibe (1985), Medyes (1986) and Richards and Rogers (1986), define HLT, quoting Moskowitz's definition which is based on Humanistic Psychology. Although Stevick might be the best known exponent of HLT, Moskowitz seems to be one of the first exponents of HLT who defined HLT and put it into classroom practice. She established the method of HLT referring to Rogers' Humanistic Psychology and elaborated on her method in her work '*Caring and Sharing in the Foreign Language Class*' (1978).

Examining all these definitions introduced in Table 1 and Appendix 1, we can conclude that HLT is clearly an approach based on Humanistic Psychology.

1.3 The fundamentals of Humanistic Psychology according to Maslow and Rogers

In the previous section, the close relationship between HLT and Humanistic Psychology has been confirmed. In this section, I'd like to focus on Humanistic Psychology itself by referring to Underhill (1989).

Underhill (1989, 250) explains that Humanistic Psychology is a general term given

to a comprehensive confederation of explorations in the field of human potential and do not come from a single articulated theory. Underhill (1989, 250) also explains Maslow and Rogers have been particularly associated with the development of Humanistic Psychology in recent years, and summarizes some common principles of Humanistic Psychology given by Maslow and Rogers.

1.3.1 An outline of Humanistic Psychology by Maslow and Rogers

According to Underhill (1990, 251), "from the work of Maslow, Rogers, and others, a number of underlying themes about human nature and human learning emerge clearly as common ground shared by the different strands that make up the body of Humanistic Psychology." And Underhill (1989) summarizes the common ground of Humanistic Psychology by Maslow and Rogers and shows the seven emphatic points as follows:

The Emphatic Points of Humanistic Psychology by Maslow and Rogers
1　High-level health and well-being.
2　The whole person.
3　The human motivation towards self-realization.
4　Change and development.
5　Education as a life-long process.
6　Respect for an individual's subjective experience.
7　Self-empowerment.　　　　　　　　　　　Underhill (1989, 251)

According to Underhill (1989, 250-51), "high-level health and well-being" is the quality of living beyond mere normalcy or absence of sickness or neurosis and mental condition where a person possesses a dynamic for growth and self-actualization". "The whole person" (Underhill: 1989, 251) views a human being as a whole person who has physical, emotional and social features as well as a cognitive feature. This can be considered a fundamental idea of Humanistic Psychology and lays foundation for all the other emphatic points in a broad sense. "The human motivation towards self-realization" (Underhill: 1989, 251) comes from the principle that human beings have an inherent ability to grow in the direction to enhance themselves and, given a nonthreatening environment, move towards realizing their own individual and unique potential. "Change and development" (Underhill: 1989, 251) involves an idea that the goal of education is not feeding learners with quantities of knowledge but facilitating learners' change and development (Brown: 2000, 90-91). "Education as a life-long process" (Underhill: 1989, 251) claims the important role of education to cultivate learners to be independent learners who can take the initiative in studying on their own for a life-time. "Respect for an individual's subjective experience" (Underhill: 1989, 251) is based on Rogers' theory that experiential learning has to be self-initiated. Experiential Learning is to learn through direct experience such as action and reflection and, in experiential

learning, students make discoveries and experiment with knowledge themselves instead of hearing or reading about the experiences of others. In order to facilitate learners' change and development mentioned above, Rogers recommends self-initiated Experiential Learning because the sense of discovery and motivation comes from the inside and only the learner can evaluate whether the teaching is personally meaningful (Underhill: 1990).

 "Self-empowerment" (Underhill: 1989, 251) indicates that learners must take their own initiative in their learning. According to Underhill (1989, 251), "Rogers proposed a shift of focus in education from teaching to learning and from teacher to facilitator."

 "The job of the facilitator is not to decide what the students should learn, but to identify and create the crucial ingredients of the psychological climate that helps to free learners to learn and to grow."

1.3.2 Application of Humanistic Psychology to the classroom learning process

   When applying Humanistic Psychology to language education, it is necessary to take notice of the proper learning process, that is, how learners are expected to acquire the contents of learning. Underhill (1989, 251) explains that "attention to these themes (the emphatic points of Humanistic Psychology by Maslow and Rogers) in the classroom requires an attention to what is often called process." Underhill gives a clear explanation of "process" as follows:

> Process concerns the way in which the content of a lesson, syllabus, or curriculum is taught and learnt from the point of view of the learner, and how that content can become directly relevant to the lives of the learners. Process focuses on the immediate subjective reality of the individuals in a learning group, and is concerned with how participants relate to themselves and each other in order to carry out the task. Whatever contributes to the ambient learning atmosphere, including the attitudes, values, and awareness of the teacher and of the learners, is part of the process. (Underhill: 1989, 251)

   The above definition of process by Underhill describes how the key concepts of Humanistic Psychology, i.e. the whole person, change and development, respect for an individual's subjective experience, and self-empowerment, are actualized in the learning process of classroom practice. It is the role of the process to inseminate these concepts of Humanistic Psychology in the actual classroom. Success in HLT teaching depends on whether teachers can provide suitable meaningful learning processes in the classroom or not.

2. The Three Common Components of Major HLT processes

   In this chapter, I will review the major HLT processes, or methods, and find out the common characteristics of HLT methods.

To analyze and compare the characteristics of HLT processes, I have put the methods of main exponents of HLT, Gattegno (1968), Curran (1972), Moskowitz (1978) and Nuibe (1985), into a comparison table based on the analysis model proposed by Richards and Rogers (2001) (See Appendix 3). Richards and Rogers (2001), giving a detailed explanation for the major language teaching methodologies in the 20th century, provide a comprehensive model of analyzing and comparing the nature of each method. The model identifies three levels of conceptualization and organization of a method, consisting of Approach, Design, and Procedure. According to Richards and Rogers (2001), 'Approach' is a set of correlative assumptions dealing with the theory of language and that of language learning. In the level of 'Design', objectives of learning, model syllabus, types of learning and teaching activities, learners' role, teachers' role and the role of instructional materials are specified. 'Procedure' prescribes how the tasks and activities showed in 'design' are integrated into lessons and used for teaching and learning and describes what actually takes place in the classroom.

By analyzing Gattegno (1968), Curran (1972), Moskowitz (1978) and Nuibe (1985) according to the model of Richards and Rogers (2001) in Appendix 3, we find that there are three common components in HLT methods. They are (1) emphasis on learners' affective elements and self-awareness, (2) emphasis on learners' initiative on their own learning, and (3) an attitude of respecting the idea of the whole person.

2.1 Emphasis on learners' affective elements and self-awareness

The first common component in HLT methods is to emphasize learners' affective elements and self-awareness. HLT associates language education with learners' affective elements such as feelings and emotions. The methods of major exponents of HLT in Appendix 3 clearly exhibit emphasis on learners' affective factors.

As an example of dealing with emotion, at the level of approach, Moskowitz (1978, 18) explains that "education should deal with both dimensions of humans--the cognitive or intellectual and the affective or emotional," and "for learning to be significant, feelings must be recognized and put to use" (Moskowitz: 1978, 18). Nuibe (1985), referring to Moskowitz (1978), also explains that it is important to deal with learners' affective features in language education.

HLT also focuses on the importance of learners' being aware of themselves. Moskowitz (1978) believes that learning a language enhances students' self-esteem as well as nurtures positive feelings about themselves and others, and therefore Moskowitz (1978) places it as a goal of language learning;

> Suppose the target language is taught so that students develop more positive feelings about themselves and their classmates and find out more about what they really like. (Moskowitz: 1978, 13)

She explains that language learning helps students enhance their self-esteem. She also suggests that "Increasing one's self-esteem enhances learning" (Moskowitz: 1978, 18).

Nuibe's approach (1985, 49), which is mostly based on Moskowitz (1978), at the level of design, explains that "not only skills mastery and interpersonal dialog but also self-reflection should be integrated into English education in authentic language learning." Gattegno (1968) also proposes an "artificial approach" based on the principle that successful learning involves commitment of the self to language acquisition (Richards and Rogers: 2007, 83).

As Moskowitz (1978), Nuibe (1985) and Gattegno (1968) point out, HLT emphasizes the importance of learners to be aware of themselves as unique persons who have distinct characteristics from others in the process of language learning.

2.2 Emphasis on learners' initiative on their own learning

The second common component in HLT methods is emphasizing learners' initiative in their learning.　As shown in Appendix 3, many exponents of HLT value learners' starting their learning by themselves and taking initiative in their own learning. For instance, Moskowitz (1978, 18) says "significant learning is discovered for oneself." Richards and Rogers (2001, 85) explains that in the Silent Way by Gattegno (1968), "learners are expected to develop independence, autonomy, and responsibility." In the Silent Way, "students are required to develop 'inner criteria' and correct themselves and 'make generalizations, come to conclusions, and formulate whatever rules they themselves feel they need'" (Richards and Rogers: 2001, 85). Nuibe (1985) considers the learners to be central to language learning at the level of design.

From these explanations by Moskowitz (1978), Gattegno (1968) and Nuibe (1985), it can be seen that HLT pays great attention to learners' initiative on their own learning.

2.3 Respecting the idea of the whole person

Examining the major HLT methods in the Appendix 3, we find one more common component, which is the attitude of respecting the whole person.

First, let us clarify what the whole person means before examining the HLT methods. As mentioned before, the whole person is a point of view of seeing learners not just as an object to teach languages to but as a whole being who has physical, emotional and social features as well as cognitive features.　An attitude of respecting the whole person, according to Brown (2000), is based on Rogers' theory that human beings have an inherent ability to improve themselves and are able to grow up to be 'fully functioning persons' in an environment free from fear. Brown explains Rogers' theory as follows:

> Rogers felt that inherent in principles of behavior is the ability of human beings to adapt and to grow in the direction that enhances their existence. Given a nonthreatening environment, a person will form a picture of reality that is indeed

congruent with reality and will grow and learn. “Fully functioning persons”, according to Rogers, live at peace with all of their feelings and reactions; they are able to reach their full potential. (Brown: 2000, 89)

Rogers' theory is one of the ground principles of Humanistic Psychology, which underlies HLT. As Brown (2000) mentions, Rogers' 'fully functioning person' is a person who can express his/her feelings and act on his/her own will. In addition, a 'fully functioning person' can fully reach his/her potential (Brown: 2000).

Looking at the major HLT methods in Appendix 3, we find many descriptions concerned with respecting the whole person. At the approach level, Moskowitz (1978, 13) explains that “a principal purpose of education is to provide learning and an environment that facilitate the achievement of the full potential of students.” Nuibe's approach (1985) is almost the same as Moskowitz's (1978) and builds on the idea of the whole person. Community Language Learning by Curran (1972, 90) also has a view of “whole-person learning.” “Whole-person learning” takes place in a communicative situation where teachers and learners are involved in “an interaction…in which both experience a sense of their own wholeness” (Curran: 1972, 90).

In the level of design, Moskowitz (1978) raises self-acceptance, acceptance by others and facilitating students' self-actualization as goals of education. Nuibe (1985, 16) also proposes the following goals as the purpose of English education; (1) acquisition of communication skill in the target language which enables students to talk about self and to know others, and (2) establishing self-esteem or self-actualization.

All of Moskowitz (1978), Nuibe (1985) and Curran (1972) respect the idea of the whole person, emphasizing the importance of facilitating learners' development as a whole person and realizing learners' self-actualization in the process of language education.

To summarize this chapter, the common components in the major HLT methods are: (1) emphasis on learners' affective elements and self-awareness, (2) emphasis on learners' initiative on their own learning, and (3) attitude of respecting the whole person. We might safely say that these three serve as the unified definition of HLT. It seems that the first 2 components have later developed into the studies of Personality Factors (Brown: 2000, 142-168)

However, the third component, attitude of respecting the whole person, has not developed into any studies and remains forgotten, though it is the vital part of HLT. The transition of these three components of the major HLT methods after its peak will be discussed in Chapter 4.

3. Questions and Criticisms of Humanistic Language Teaching

This chapter is an attempt to answer the questions and clear misunderstandings raised to HLT so far. What kinds of questions and criticisms have been raised to HLT so far? In this chapter, I will first summarize the questions and criticisms and then answer

them.

3.1 Existing criticisms

Among the criticisms of HLT so far published, Nick Gadd (1996) is considered to cover the major critical opinions about HLT. In this section, I will review criticisms of HLT by referring to Gadd (1996).

3.1.1 Deviation from the primary goal of language acquisition

Gadd (1996) argues that language acquisition, which should be the primary goal of language education, is treated secondary in HLT. Gadd claims that HLT considers the role of English teachers as a monitor and nurturer of students' inner selves and their primary task is to encourage and facilitate the development of students' inner selves. Gadd demonstrates the cases of HLT in which the role of teachers became that of a kindly counselor or a therapist for students to improve their inner selves. From these cases, Gadd claims that in HLT the goal is not language mastery but nurturing the students' inner selves. Gadd criticizes that the primary goal of language education should be learning languages and HLT deviates from the appropriate goal of language education by referring to Atkinson (1989).

> Moskowitz (1978, 4) asks 'What greater knowledge can we give our students than knowledge of themselves?', to which Atkinson(1989:270) drily retorts: 'Knowledge of the language we are teaching them, perhaps?' (Atkinson: 1989, 270)

3.1.2 Lack of language variety

Gadd (1996) claims that in HLT classes the variety of language skills which students can learn will be limited. Gadd (1996, 225) says that in HLT, "the greater part of work done in the language classroom should be devoted to the students' feelings, experiences, and ideas" because "it is the primary task of the English teacher to encourage and advance the development of the students' inner selves." "This leads to the students being taught an inadequate number of registers of English, and thus hampers their progression towards independence as language users" (Gadd: 1996, 227). Gadd states that in HLT students cannot learn language skills to be independent English speakers who are active and powerful in the public sphere, such as arguing a case, making a speech, debating, critiquing others and so on.

3.1.3 Absence of learning opportunities from the world outside inner selves

Gadd (1996) also criticizes that in HLT, students cannot have opportunities to learn from the outside and this will inhibit students' cognitive and intellectual development. As mentioned in the previous section, Gadd considers that in HLT classrooms students spend most of the time on their feelings, experiences, and ideas. Gadd (1996, 227)

continues that "a focus on the inner self like the students' feelings, experiences, and ideas as a source of learning does not encourage or permit the students' intellectual and cognitive development."

Gadd claims that language classroom should contribute to students' general cognitive and intellectual development as well as improve language capacity.

> This involves not only factual knowledge about the world but also intellectual skills. It involves developing the ability to reason, interpret, synthesize knowledge and evaluate, and critique different points of view and construct an argument. (Gadd: 1996, 232)

Referring to Luria (1976), Gadd maintains that in order to develop these abilities, we have to draw our students into the world of the unfamiliar and expose them to the new and challenging. In HLT, students cannot explore the world outside and develop their cognitive and intellectual abilities because the source of learning is limited to only students' inner selves.

3.1.4 Imposition of moral values

Gadd (1996) also argues that some teachers in HLT impose their moral and ethical values on their students. Gadd states that there are still some outdated language teachers in HLT playing the English teachers' role in the 19th century as a moral and ethical surveillance over students. Gadd claims that language teachers of HLT tend to adopt this kind of moral education in language education.

3.1.5 Abdication of the leadership by teachers

The final criticism by Gadd (1996) is that teachers in HLT abandon their duties designing classes properly and leading students to effective learning. Because expressions derived from the students' inner self are considered to be more genuine and important than others, these are used as a source and materials of learning and the classes are student centered. Gadd claims that this is the abdication of the leadership by teachers.

Mentioning the deficiencies of humanistic approaches taken too far, Gadd states that some teachers in HLT desire to be democratic and non-authoritarian and abdicate responsibility for content or technique though students come to language classes rightly expecting well-structured classes and expertise from the teacher (Stevick:1980).

3.2 Discussing the legitimacy of the criticisms

In the previous section, the criticisms by Gadd (1996) were summarized. In this section, I will discuss whether the criticisms can be considered legitimate or not, based on the results of my literature review.

Firstly, Gadd (1996) criticizes that HLT focuses so much on nurturing students' inner

self that the primary goal of language education, i.e. language acquisition, becomes secondary in HLT. However, this criticism does not seem valid because HLT clearly states that its primary goal is language acquisition itself. Although HLT views a learner as a whole person who has physical, emotional and social features as well as cognitive features and deals with students' feelings and emotions in class, every HLT scholar states that its primary goal is not nurturing students' inner selves but language acquisition. For example, Gattegno states in the Silent Way that the educational goal should be "to give beginning - level students' oral and aural facility in basic elements of the target language" (Richards and Rogers, 2001: 83). Also Nuibe (1985:49) explicitly explains that the goal of education is "authentic language learning", though he emphasizes the importance of taking students' feelings and emotions into consideration in class. I could not find any definitions of HLT that claims that the goal of language education is anything other than language acquisition. However, it could have been possible that there were some language teachers who emphasized the element of nurturing students' inner selves excessively in their classes and made language acquisition secondary. Such classroom practices by a small numbers of practitioners on the fringe of HLT are suspected to have resulted in the criticism of HLT as preceding moral education over language teaching, and such criticism seems to have been spread out through professional journals and articles, and these publications established a stereotypical misunderstanding among those leader-scholars who depended on the information.

Regarding the criticisms of 'lack of language variety' (3.1.2) and 'absence of learning opportunities from the world outside the inner selves' (3.1.3), as far as my literature study is concerned, there have been no documents that define HLT as exclusively using only students' inner selves as the source of language learning and limiting classroom language activities within the topics of students' inner selves. Considering students as a whole person and dealing with students' feelings and emotions in language education do not automatically necessitate focusing only on students' inner selves as a learning source. Such criticisms seem to be caused by the misinterpretation of HLT's emphasis on learners' emotional features in language education.

The criticism by Gadd (3.1.4)also does not seem to apply. Although Gadd claims that HLT language teachers impose their moral and ethical values on their students, as I examined in Chapter 1, we cannot find any such trait in the definitions of HLT at all. Referring to Hunter (1988), Gadd (1996) explains that the teachers' role as a moral teacher is a characteristic seen in the English school system in 19th century and states that there are still some teachers of HLT who try to intrude their morality and values in language class.

As Hunter (1988) points out, it was only in the nineteenth century that English teachers in the state school system began to take on the pastoral role which involved their being concerned with their students' personal feelings, and being placed

in a position of moral and ethical surveillance over them. It is this position which romantic humanist teachers still desire to occupy today, hoping to shape the learner's personality and impart values education. (Gadd: 1996, 228)

As Gadd himself notices, the teachers' role as a moral teacher is only attributed to the English teachers' role in the the 19ᵗʰ century, but has nothing to do with the teachers' role in HLT. This criticism seems to have been raised against certain teachers who misunderstood HLT and played the wrong role in class.

Lastly, Gadd (1996) claims that teachers in HLT abdicate their responsibility to take leadership in classes. This criticism as well as the other four criticisms mentioned above also seems to be caused by a misinterpretation of HLT. HLT clearly defines the teacher's role as that of a leader and facilitator for learners' development as a whole person. HLT teachers also excert their leadership in providing learners with a meaningful classroom learning process through which they can grow up to be a 'fully functioning person'.

For another example, Nunan (1991, 235) clearly defines the learner-centered class as follows:

> Stevick points out that learner-centeredness does not imply that teachers should abandon the classroom to the learners, that there are a number of legitimate teacher function in learner-as well as teacher-centered classrooms. While learners may be able to learn languages independently, given the right conditions and environment, these conditions and environment are extremely rare. (Nunan: 1991, 235)

In the above definition, Nunan (1991) states clearly that teachers assure the initiative of the class even in a learner-centered class.

Brown (2000) also makes an explicit description of the teachers' role in HLT as a facilitator of learning:

> We (teachers) need to see to it that learners understand themselves and communicate this self to others freely and nondefensively. Teachers as facilitators must therefore provide the nurturing context for learners to construct their meaning in interaction with others. (Brown: 2000, 90-91)

Examining Gadd's five criticisms (1996), we are obliged to conclude that all of them arose from a lack of correct understanding of HLT. HLT has many different interpretations because of the ambiguity of the term itself and has been used by many teachers arbitrarily in their classes in various ways. Some practices by extreme teachers might have deviated from the main current of HLT and excessively emphasized only one aspect of HLT , causing

such criticisms. Perhaps this is part of the reasons why Humanistic Language Teaching has lost its popularity at least in Japan in the 21st century, despite lots of attention in the late 20th century.

4. Transition of HLT after Passing Its Peak of Popularity

After HLT lost much of public attention, how has HLT been thought of? This chapter first summarizes the current view of HLT after its peak of popularity.

4.1 Development into a branch of studies of Language Teaching Methodology

In general, it is considered that HLT has developed into the studies of personality factors (Brown: 2000: 142-168) and autonomous learning, as the study of Language Teaching Methodology (LTM) has made progress. When we analyze the three common components of HLT in the methods of Gattegno (1968), Curran (1972), Moskowitz (1978) and Nuibe (1985), it is speculated that HLT has merged into the larger current of Communicative Language Teaching, especially in the fields of personality factors and autonomous learning.

4.1.1 Development into studies of personality factors

As mentioned in Chapter 2, emphasizing learners' affective elements and self-awareness is one of the three major common components of HLT. This point of HLT's concern seems to have later originated, or at least merged into the study of 'personality factors' which includes such affective elements as self-esteem, inhibition, risk-taking, anxiety, empathy, extroversion-introversion, and most importantly, motivation.

Moskowitz (1978) defines students' self-esteem as one of the goals of language learning. Nuibe (1985:49) also explains that "not only skills mastery and interpersonal dialog but also self-reflection should be integrated into English education in authentic language learning". In addition, Moskowitz says that "Increasing one's self-esteem enhances learning" (Moskowitz: 1978, 18). In the Silent Way by Gattegno in Richards and Rogers (2001), committing the self to language acquisition is considered to lead to successful learning.

Such emphases of HLT on learners' affective factors and learners' awareness as unique individuals seem to have marked the beginning of the study of personality factors such as motivation, attitude, learner types and learning strategies that have followed in the study of Language Teaching Methodology.

4.1.2 Development into studies of autonomous learning

As mentioned in Chapter 1, HLT is based on Rogers' theory that human beings have an inherent ability to learn what they need by themselves to enhance their existence (Brown, 2000). Therefore, HLT believes that the main actors in language learning should be learners themselves and learners should take the initiative in their learning.

This emphasis on learners' initiative in their own learning is the second of the three

common components of HLT. This component is considered to have lead or merged into the later study of autonomous learning.

　Koike (2003, 85) defines autonomous learning as below:

> Autonomous learning is a learner-centered education and emphasizes that learners take responsibility of their own learning…. In the process of autonomous learning, learners can set their goals by themselves and choose materials and ways of learning by their own learning styles and strategies ….Autonomous learning is a learners-led learning making the best of learners' characteristics. (Koike: 2003, 85, translated by the present author)

The above definition clarifies that in autonomous learning, the main figures in learning are learners themselves and they have to take the initiative in their own learning.

　As explained in Chapter 2, before the term 'autonomous learning' became prevalent in the literature of language teaching, HLT had already stressed the importance of learner initiative in language learning. Nuibe (1985, 15) defines the learners as the center of the language classroom. Moskowitz (1978: 18) also claims that "significant learning is discovered for oneself." In the Silent Way by Gattegno in Richards and Rogers (2001, 85), "learners are expected to develop independence, autonomy, and responsibility by developing inner criteria, correcting themselves, making generalizations, coming to conclusions, and formulating whatever rules they themselves feel they need." It can be said that HLT has transformed its figure and lead into the later study of autonomous learning.

4.2 The important remainder of HLT -- the idea of the whole person

　In the previous sections, I have explained that some parts of HLT have developed into the study of LTM such as personality factors and autonomous learning. The question here is, have all the HLT principles developed into the study of LTM? Has HLT finished its role already?

　Examining the definitions of HLT and the major HLT methods, there seems to be something left ignored which has not been handed down to the studies of personality factors and autonomous learning. There remains a vital concept of HLT that has not been taken over to the studies of LTM.

　The missing vital concept is an attitude of respecting the whole person, as explained in 2.3. This attitude stems from treating learners not just as an object of language teaching but as a whole being who has physical, emotional and social features as well as cognitive features. It stems from Rogers' theory that human beings have an inherent ability to improve themselves and are able to grow up to "fully functioning persons" (Brown: 2000, 89) in a nurturing, empathic environment free from fear.

　Reviewing the definition of HLT explained in Chapter 1, we find that the attitude

of respecting the whole person is the core principle of HLT. Moskowitz (1978), referring to Maslow and Rogers, points out that we all have motivation toward self-actualization and emphasizes the role of education as the process of self-actualization. Citing Valett (1977), Nuibe (1985) explains that HLT is concerned with the development of the whole person and that teachers have to design and provide learning experiences which enable students to develop their human potentialities and to realize their self-actualization. Kemp (1994) also focuses on the view of the whole person in language education and suggests that language education should involve the whole person rather than simply intellectual pursuit. Stevick (1990) also emphasizes the importance of full realization of one's own deepest true qualities and adds self-actualization as his fifth emphasis.

In the major HLT methods shown in Appendix 3, we also find many descriptions concerning the attitude of respecting the whole person. Moskowitz' approach is based on the idea of the whole person of Humanistic Psychology by Rogers and Maslow (Moskowitz: 1978, 13). She calls for an environment that facilitates learners' self-actualization (Moskowitz: 1978, 18). Nuibe's approach (1985, 15-16) is also based on the idea of the whole person. He sets the goal of education both on integrating acquisition of communication skills and establishing self-esteem and self-actualization in language
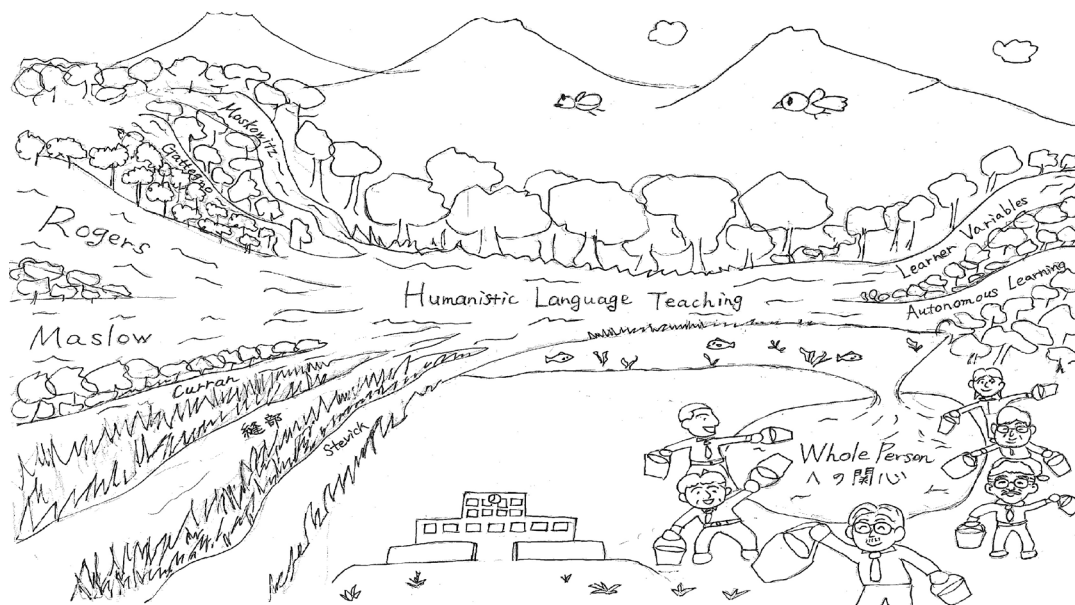

Figure 1　　The Transition of Humanistic Language Teaching

education. Community Language Learning by Curran in Richards and Rogers (2001) also pursues 'whole-person learning.'

By reviewing these major HLT methods, we see that they unanimously respect the idea of the whole person, emphasizing the importance of facilitating learners' development as a whole person and realizing learners' self-actualization in the process of language education.

Examining the definitions of HLT and major HLT methods, therefore, it is clear that the attitude of respecting the whole person is the most emphasized principle of HLT. However, this original HLT principle does not seem to have developed into LTM studies and remains left behind even now (See Figure 1).

5. Applying the Respect on the Whole Person to English Language Education

In the previous chapter, an important concept which has been left out of HLT, an attitude of respecting the whole person, was discussed. In this chapter, I will apply the educational approach of respecting the whole person to English language education and discuss what such English language education will be like.

5.1 Fundamental factors

Traditional English language education has focused on only two domains of human beings; cognitive and linguistic domains. The cognitive domain is concerned with the process of knowing, understanding and learning. The linguistic domain is concerned with learning and manipulating languages. English language education applying the idea of the whole person as an educational approach involves not only the traditional two domains but also the third domain concerned with the core of HLT, of respecting affective, social and self-actualizing domains (See Figure 2).

Let us take a closer look at each of these HLT domains. The affective domain is to associate learning with learners' feelings and emotions, experiences and lives. HLT emphasizes dealing with learners' feelings and emotions in learning. The Silent Way of Gattegno in Richards and Rogers (2001, 83) is based on the principle that "successful
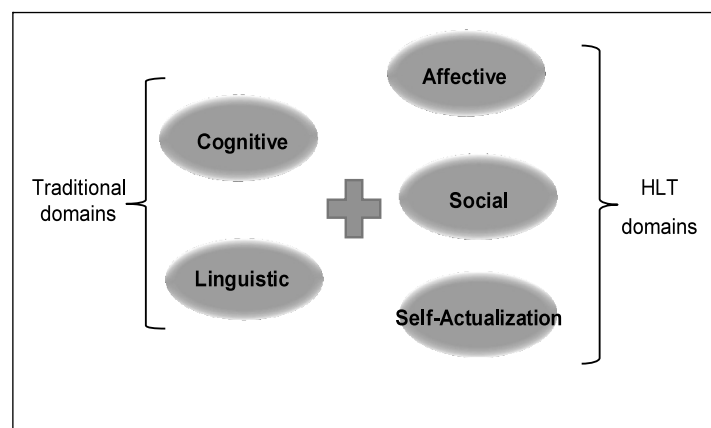

Figure 2 The English education applying the idea of the whole person

learning involves commitment of the self to language acquisition". Stevick (1990) also includes learners' feelings in his 5 emphases of HLT and suggests that the primacy of affective and emotional factors within the learning process should lead to successful learning. Both Gattegno and Stevick claim that the affective domain is an essential

component for successful learning.

As indicated in 1.2.2, Moskowitz (1978) also explains that education should deal with both cognitive-intellectual and affective-emotional dimensions because helping personal growth as well as cognitive growth is the responsibility of school. She points out that including affective domain in language education is also a responsibility of education (Moskowitz: 1978, 18).

The second HLT domain, the social domain, is based on the "interactional view" of language, that language is a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals (Richards and Rogers: 1982, 156). La Forge, a student of Curran (1972), emphasizes human beings as social beings and explains that "communication involves not just the unidirectional transfer of information to the other, but the very constitution of the speaking subject in relation to its other" (La Forge: 1983, 3).

The core function of the social dimension is intrapersonal and interpersonal communication, communicating with the self and others. While intrapersonal communication enables learners to understand what they are, interpersonal communication helps learners to understand others and make themselves understood. Through intrapersonal and interpersonal communication, learners develop more positive feelings about themselves and their classmates. As a result, this leads to establishment of favorable relationships among learners.

Moskowitz (1978) explains the aspect of intrapersonal and interpersonal communication in HLT domain as follows:

> Humanistic Education is a way of relating that emphasizes self-discovery, introspection, self-esteem, and getting in touch with the strength and positive qualities of ourselves and others. (Moskowitz: 1978, 14)

She also points out the importance of learners' establishing favorable relationships with others as below:

> Developing fulfilling relationships, recognizing interdependence, expressing one's feelings, achieving ones' potential, sharing oneself, and giving and receiving support are all parts of this new area of emphasis. (Moskowitz: 1978, 10)

The third HLT domain, the domain about self-actualization, refers to classes in which students can realize self-actualization and grow up into 'fully functioning persons' through the learning process. As I mentioned before, Moskowitz (1978) emphasizes the importance of learning activities and an environment that helps students achieve their full potential, and Nuibe (1985) and Stevick (1990) also maintain that it is necessary

to identify the classroom learning process with the process of self-actualization.

5.2 The importance of learning process

In the previous section, I have discussed what English language education respecting the whole person is like. When we apply this approach to contemporary English language education, it is important that development in the five domains, i.e. cognitive, linguistic, affective, social and self-actualizational, is incorporated in the learning process. What kinds of learning processes, i.e. activities, are necessary for this type of English language education?

To illustrate, let's take a look at two different types of learning activities for teaching the present perfect form question 'Have you ever～?' In the traditional method which emphasizes the outcome of learning, the activity would often rely on drills such as 'rewrite these sentences by using the present perfect form' or 'translate the following Japanese sentences into English by using 'have you ever～?' They will be followed by checking the answers of the drills. In this kind of learning, the learning process is only a pass point to grammatical mastery.

In the whole-person-oriented approach, however, the meaningful learning process is more emphasized. For example, students will first be asked to make a question about what they really want to ask their classmates by using 'have you ever～?' Next, students will ask their self-generated questions to 10 classmates. After asking questions, they will write a report in English about the answers they have got from their classmates. In this activity, students first communicate with themselves in order to make a question, then communicate with others by asking their questions. Moreover, students can understand their classmates better by getting their answers and understand themselves better by answering questions of their classmates. In such processes students can realize the value of themselves and others. For example, they may find 'he looks very shy, but he has done such a great thing!' or 'I have done such a great thing though I had forgotten about it!' Such communication activity leads to the acceptance of themselves and others as valuable persons, and develops their total social competence. In addition, experiencing many communication activities like this brings students closer to self-actualization. As I explained before, in this activity, students can achieve not only cognitive and linguistic goals, but also affective, social and self-actualization goals in the process of learning.

In this type of communication activity, the five essential goals of language education which I mentioned in 5.1 are accomplished in the process of learning. This is the main characteristic of the English language education respecting the whole person. In this approach in English language education, therefore, teachers need to design their classes carefully so that their students can achieve the five goals in the learning process.

Conclusion

Humanistic Language Teaching is an approach that considers a learner as a whole person who has physical, emotional and social features as well as cognitive features. The approach of HLT, of respecting the whole person, has distinctive characteristics from any other language teaching methods. HLT attracted lots of attention in 1970s and 1980s when it was proposed by exponents such as Gattegno (1972), Curran (1972), Moskowitz (1978), Nuibe (1985), Stevick (1990) and so on. However, the term 'Humanistic Language Teaching', is seldom heard in academic conferences and educational workshops in the 21st century, at least in Japan. Though HLT's essence seems to have merged into the current repertoire of ELT studies, and though it has lost some of its public attention, the core of HLT of respecting the whole person seems to have a significant meaning for the contemporary and future language education.

In this thesis, I made an extensive literature study on HLT to discover its contemporary significance. In Chapter 1, various definitions of HLT proposed by representative scholars were reviewed. By examining these definitions, it has become clear that HLT has been defined in various ways by different scholars. In other words, HLT did not have a clear, common definition.

Although the term 'HLT' still remains ambiguous, but nevertheless, different definitions given by scholars share one thing in common. That is, HLT is an approach based on Humanistic Psychology of Abraham Maslow and Carl Rogers. The major HLT methods by Gattegno (1972), Curran (1972), Moskowitz (1978) and Nuibe (1985) also show that HLT is based on Humanistic Psychology.

In Chapter 2, the three common components of the major HLT methods were pointed out: (1) emphasis on learners' affective elements and self-awareness, (2) emphasis on learners' initiative on their own learning, and (3) the attitude of respecting the whole person. These three components correspond to the fundamental idea of Humanistic Psychology, and we can say that these three serve as the unified definition of HLT.

Among the past articles on HLT, there were some criticisms against it. Chapter 3 discussed the criticisms of Gadd (1996), which covers the main critical opinions about HLT. These criticisms include five points: (1) deviation from the primary goal of 'language education', (2) lack of language variety, (3) absence of learning opportunities from the world outside 'the inner selves', (4) imposition of moral values and (5) abdication of the leadership by teachers. By examining these five criticisms, however, it has become clear that all of them came from lack of correct understanding of HLT. Because of the ambiguity of the definition of Humanistic Language Teaching, as mentioned in Chapter 1, the term has been used by many teachers arbitrarily in various ways. Some of such teachers might have excessively emphasized only one aspect of HLT and seem to have caused these criticisms. A small number of teachers might have deviated form the main current of HLT and focused too much on psychological therapy more than language education in the class. Because some journals and articles overgeneralized

these cases as HLT, a misinterpretation of HLT as an approach considering language education secondary has widely spread and been handed down. Part of the reason why HLT lost its popularity in 21st century is considered to stem from the ambiguity of the term 'HLT' and misunderstanding caused by some deviate practitioners.

After its peak popularity, HLT seems to be considered to have developed into the studies of personality factors and autonomous learning as LTM has developed dramatically. The transition of the three components of the HLT methods into LTM was mentioned in Chapter 2 and further discussed in Chapter 4. The first two common components of the major HLT methods: emphasis on learners' affective elements and self-awareness and emphasis on learners' initiative on their own learning, seem to have developed into the studies of personality factors and autonomous learning respectively. However, the third component, the attitude of respecting the whole person, does not seem to have developed into any studies, and remains ignored, in spite of its vital significance.

Chapter 5 described an ELT approach applying the core principle of HLT. It involves not only the traditional cognitive and linguistic domains but also affective, social and self-actualizing domains. For putting this approach into practice in contemporary English language education, focusing on the meaningful learning process is the key to success. Meaningful learning process is the process in which the goals of the five human domains--cognitive, linguistic, affective, social and self-actualization-- are incorporated. Therefore, teachers need to design classroom activities to enable students to achieve the five goals in the learning process. In such processes, classroom activities must include students' communication with themselves and their classmates which enables them to realize the value in themselves and others. By experiencing these activities one after another, students will come closer to self-actualization.

The crucial question is: has the significant characteristic of HLT, i.e. the attitude of respecting the whole person, been completely forgotten? The answer is 'No'. Although not always under the name of HLT, the attitude of respecting the whole person has been taken over and developed in the educational approaches and practices of the English teachers and scholars at least in Japan, such as Matsuhata(2003), Nakashima (2006), Tajiri (2005), Miura (2006), and Tamai (2009).

Such an educational approach might be something called Whole Person-Process Oriented Approach by borrowing Rogers' term the 'whole person'. In the present current of English language education which tends to regard English merely as a tool of communication, Whole Person-Process Oriented Approach will be more and more significant in the future for the real development of a fully functioning person in students.

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Appendix 1 :　Definitions of Humanistic Language Teaching

1. Definitions by scholars

Moskowitz, G. (1978)　*Caring and Sharing in the Foreign Language Class*

(underlines added by the present author)

Today there is an area of education receiving attention, and its spread seems related to this <u>concern for personal development, self-acceptance, and acceptance by others</u>, in other words, making students more human. The terms used to describe this type of instruction are "affective," "confluent," "psychological," "emotional," or "humanistic" education. All these try to accomplish similar aims: <u>combining the subject matter to be learned with the feelings, emotions, experiences, and lives of the learners. Humanistic Education is concerned with educating the whole person -- the intellectual and the emotional dimensions.</u> It has developed from a variety of sources, but is <u>most directly related to what is referred to as the "third force," or humanistic psychology, and the human potential movement.</u> (p.11)

Humanistic Education is a way of relating that emphasizes <u>self-discovery, introspection, self-esteem, and getting in touch with the strengths and positive qualities of ourselves and others.</u>(p.14)

ASSUMPTIONS OF HUMANISTIC EDUCATION

1. A principal purpose of education is to <u>provide learnings and an environment that facilitate the achievement of the full potential of students</u>.
2. <u>Personal growth</u> as well as cognitive growth is a responsibility of the school. Therefore education should deal with both dimensions of humans--<u>the cognitive or intellectual and the affective or emotional.</u>
3. For leaning to be significant, <u>feelings must be recognized and put to use.</u>
4. Significant learning is discovered for oneself.
5. Human beings want to <u>actualize their potential</u>.
6. <u>Having healthy relationships with other classmates</u> is more conductive to learning.
7. <u>Learning more about oneself</u> is a motivating factor in learning.
8. <u>Increasing one's self-esteem</u> enhances learning. (p.18)

Nuibe, Y. (1985)　*Ningen Chushin-no Eigo Kyouiku*

(underlines added by the present author)

(Referring to R.Valette (1977)),

"Humanistic Education is <u>education that is concerned with the development of the total person.</u> It is concerned with designing and providing learning experiences that will help people at all ages and stages of life continue to <u>develop our uniquely human potentialities</u>. It is concerned with <u>facilitating our growth and changing our behavior</u> so that we may <u>become a more wholesome, balanced, self-actualized, and responsible person.</u>" (p.16)

Appel, J. (1989) "Humanistic Approaches in the Secondary School: How far can we go?" in *ELT JOURNAL*

volume 44. pp.261-267.

For me the most important inspiration came from the work of Maley (e.g.1987) and Rinvolucri　(e.g. 1982,1984). Many of the exercises they suggest incorporate―in one way or another― the following principles:

1. They make learners' personal experiences, likes, dislikes, etc. a central topic of the language class.
2. They put a strong emphasis on pair work and groupwork.
3. They often include an element of self- reflection. (pp.262-63)

Underhill (1989) "Process in Humanistic Education" in *ELT JOURNAL* volume 44 pp.246-273.
(underlines added by the present author)

I don't believe that we have to use The Silent Way or Suggestopedia or Community Language Learning, or any other patent Way or Method or Approach, in order to facilitate learning in a way that is consistent both with the values of humanistic psychology, and with our own individual awareness, knowledge, and skills. There are teachers whose practice effectively embraces humanistic value without their necessarily being aware of it. There are also teachers whose claim that they maintain humanistic values is not supported by their practice. (p.250)

Kemp, J. B. (1994) "Arousing the Sixth Emphasis within Humanism in English Language Teaching" in *ELT JOURNAL* volume 48.3. pp.243-52.
(underlines added by the present author)

But practitioners of the former (humanistic approaches), more so than the latter, are likely to see second language learning as something which involves the whole person rather than as something which is simply an intellectual pursuit. Together with the practicalities of the lesson format, at the forefront of their mind is the awareness that, like themselves, learners have emotional and spiritual need, and that the learning process can contribute towards emotional and social harmony in the world's global village. Such an approach is hereafter called 'extended humanism'.

Nunan, D.(1998)　*Second Language Teaching & Learning*
(underlines added by the present author)

According to Kohonen (1992), experiential learning has diverse origins, being derived from John Dewey's progressive philosophy of education, Lewin's social psychology, Piaget's model of developmental psychology, Kelley's cognitive theory of education, and the work of Abraham Maslow and Carl Rogers in the field of humanistic psychology. What draws these diverse philosophical and academic positions together is the construct of humanism. (p.5)

The proponents of humanistic education have broadened our concept of learning by emphasizing that meaningful learning has to be self-initiated. Even if the stimulus comes from outside, the sense of discovery, however, and the motivation which that brings has to come form inside driven by the basic human desire for self-realization, well-being and growth....in terms of personal and inter-personal competence the process-oriented classroom revolves around issues of risk and security, co-operation and competition, self-directedness and other-directedness; and meaningful and meaningless activities. We have also tried to make clear that 'teachers who claim it is not their job to take these phenomena into account may miss out some of the most essential ingredients in the management of successful learning'.
　　Underhill (1989,252) as cited in Legutke and Thomas (1991,269)

Brown, H.D. (2000)　*Principles of Language Learning and Teaching Fourth Edition*
(underlines added by the present author)

Rogers felt that inherent in principles of behavior is the ability of human beings to adapt and to grow in the direction that enhances their existence. Given a nonthreatening environment, a person will form a picture of reality that is indeed congruent with reality and will grow and learn. "Fully functioning person", according to Rogers, live at peace with all of their feelings and reactions; they are able to reach their full potential.(p.89)

Rogers's position has important implications for education (see Curran 1972; Rogers1983). The focus is away form "teaching" and toward "learning." The goal of education is the facilitation of change and learning. Learning how to learn is more important than being taught something form the "superior" vantage point of a teacher who unilaterally decides what shall be taught. Many of our present systems of education, in prescribing curricular

goals and dictation what shall be learned, deny persons both freedom and dignity.(p.89-90)

In adapting Roger's ideas to language teaching and learning, we need to see to it that learners understand themselves and communicate this self to others freely and nondefensively. Teachers as facilitators must therefore provide the nurturing context for learners to construct their meaning in interaction with others. When teachers rather programmatically feed students quantities of knowledge, which they subsequently devour, they may foster a climate of **defensive learning** in which learners try to protect themselves from failure, from criticism, from competition with fellow students, and possibly from punishment. Classroom activities and materials in language learning should therefore utilize meaningful contexts of genuine communication with students engaged together in the process of becoming "persons."(pp.90-91)

Richards, J., & Schmidt, R. (2002)　Language Teaching and Applied Linguistics
(underlines added by the present author)

Humanistic Approach (in language teaching)a term sometimes used for what underlines Methods in which the following principles are considered important:

  a　the development of human values

  b　growth in self-awareness and in the understanding of others

  c　sensitivity to human feelings and emotions

  d　active student involvement in learning and in the way learning takes place (for this last reason such methods are also said to be STUDENT CENTRED). COMMUNITIY LANGUAGE LEARNING is an example of a humanistic approach. (p.242)

Appendix 2. The Definitions of HLT Summarized by Stevick (1990)

(underlines added by the present author)

Stevick, E. W. (1990) *Humanism in Language Teaching*

[H1]〜[H5], added by the present author,

Moskowitz (1978) says that '[what is called] "humanistic" education is related to [a] concern for personal development, self-acceptance, and acceptance by others, in other words, making students *more human'* (ibid.)[emphasis added]. In Moskowitz view, the humanistic education of which she speaks 'is most directly related to … humanistic psychology and the human potential movement' (p.11) (Stevick 1990, 24)

The first is on feelings[H1]. 'Humanistic education … takes into consideration that learning is affected by how students feel about themselves' (p.12). It 'is concerned with educating the whole person – the intellectual and the emotional dimensions' (p.11). Moskowitz' second emphasis is on bringing out the uniqueness of each individual [H5]. To be 'self-actualizing' is '[to function to [one's fullest capacity]' (p.12) In this connection, Moskowitz quotes Carl Rogers' conviction that one should get in touch with one's 'real self', the self that underlies surface behavior. (Stevick 1990, p.25)

Roberts (1982) speaks of 'the "humanistic/psychological" or "whole-engagement" approach', a term that for him covers 'a range of methods and techniques which on the surface may seem unconnected', but which he says share at least two significant assumptions:

    That the affective aspects of language learning [H1] are as important as the cognitive aspects, [and therefore] the learner should be treated in some sense as a 'whole person' [H2].(p.101)

    That the answers to language learning problems are more likely to come from psychology than from

linguistics [H1,H2].(ibid) (Stevick 1990, p.26)

Roberts (1982), citing Jakobvits and Gordon (1974), mentions [opposition to] the authoritarian teacher-centered classroom…[H2] and [emphasis on] enhanc[ing] personal security [H1] and promot[ing] a genuine interest through a deeper engagement of the learner's whole self [H1] that is characteristic of this approach' (p.101). (Stevick 1990, pp.26-27)

Terrell (1982) describes 'Affective-humanistic activities' as those that 'explore the students' values, ideas, opinions, goals, and feelings [H1] as well as their experiences' (p.281) (Stevick 1990, p.26)

Bhanot (1983) says that 'humanistic approaches draw their inspiration form psychology rather than other disciplines such as linguistics' [H1,H2], and that 'language learners are regarded as "whole persons" with emotional [H1] and intellectual needs' (p.361). (Stevick 1990, p.26)

Scovel (1983) ties his use of 'humanism' to what Richards and Rogers (1982) called the 'interactional view', according to which 'language [is] a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals [H2]' (p.156). (Stevick 1990, p.27)

Rivers (1983) speaks of 'a humanistic approach [that] came to the fore during the era of progressive education under the leadership of John Dewy'. She continues:

In the individualization movement of the 1970s, humanistic education continued its struggle for recognition of the primacy of the individual personality against deterministic behaviorist emphases [H5]….[Though] content is not neglected in a class that used humanistic techniques, in an affective or humanistic[NB!] approach, students are encouraged to talk about themselves, to be open with others, and to express their feelings [H1,H2].(pp.23-4) (Stevick 1990, p.28)

Brumfit (1984) likewise notes the emphasis on interpersonal relations and on fusion of the cognitive and the affective, and quotes from Maples a series of adjective sometimes used by students in describing the personal feelings that have accompanied 'humanistic' education: 'sensitive', 'empathetic', 'loving', 'fair', and so on [H1,H2]. (Stevick 1990, p.27)

Richards and Rogers (1986), again citing Moskowitz, say that 'In sum, humanistic techniques engage the whole person, including the emotions and feelings [H1] as well as linguistic knowledge and behavioral skills' (p.114). (Stevick 1990, p.26)

Medgyes (1986) cites Moskowitz, and says:

In both [the Humanistic-psychological Approach and the Communicative Approach], learners are seen not so much as full time linguistic objects at whom language teaching is aimed, but rather as human individuals whose personal dignity and integrity, and the complexity of whose ideas, thoughts, needs, and sentiments, should be respected [H1,H2]. …Foreign language teachers must contribute to the self-actualizing process…[H5](1986, p.109) (Stevick 1990, p.26)

Appendix 3. Analysis of Major Methods of Humanistic Language Teaching

Moskowitz (1978)

Approach
a)　Theory of language
The major role of a language is to find out what we are really like. (p.13)
b)　Theory of language learning
Moskowitz supposes the target language is taught so that students develop more positive feelings about themselves and their classmates and find out more about what they are really like. (p.13)

Design
a)　The general and specific objective of the method
・The goals of Humanistic Education
Facilitating students' self-acceptance and acceptance by others
Bringing students closer to self-actualization (pp.11-12)
・The goals of learning a foreign language
Developing more positive feelings about themselves and their classmates and finding out more about what they are really like (p.13)
b)　A syllabus model
Not specified
c)　Types of learning and teaching activities
Humanistic education combines the subject matter to be learned with the feelings, emotions, experience, and lives of the learners. (p.11)
The categories of humanistic exercises (pp.40-41)
1.　Relating to Others
2.　Discovering Myself
3.　My Strength
4.　My Self-Image
5.　Expressing My Feelings
6.　My Memories
7.　Sharing Myself
8.　My Values
9.　The Arts and Me
10.　Me and My Fantasies
As each exercises is presented, the following information is given:
1.　The affective purposes
2.　The linguistic purposes
3.　The level(s) of the language class with which the activity can be used.
4.　The suggested size of groups to use in carrying out the exercise
5.　Materials needed
6.　Procedures for conducting the exercise
7.　Variation to the exercise
8.　Comments that may be helpful to know about (where appropriate)
d)　Learners' roles
Learning on one's own initiative for self-actualization (pp.11-12)
e)　Teachers' roles
A facilitator of students learning (pp.11-12)

f)　　The role of instructional materials 　　　　　Not specified

Procedure
a)　Classroom techniques, practices, and behaviors observed when the method is used 　　　　　　Points of teaching (pp.24-33) 　　　　　　　・Establishing a warm, supportive, accepting, and nonthreatening climate. 　　　　　　　・Focusing on the positive aspects. 　　　　　　　・Using low risk activities: themes that are safe rather than threatening or overly personal. 　　　　　　　・Giving students the right to pass. 　　　　　　　・Building a feeling of trust. 　　　　　　　・Setting ground rules for exercises and letting students understand them. 　　　　　　　　　　Rule 1: Everyone gets listened to. 　　　　　　　　　　Rule 2: No put-downs 　　　　　　　　　　Rule 3: The right to pass 　　　　　　Procedure for presenting activities (p.33) 　　　　　　　　・Don't plunge the class into an exercise without preparing students for it. They should know the 　　　　　　　　　purpose of each activity and have an appropriate introduction to doing it. 　　　　　　　　・At the close of an exercise, students are asked what they learned from the activity and /or feelings or 　　　　　　　　　reactions they would like to share about the activity with the whole class. 　　　　　　　　・Teacher should get constant written feedback, with the students' names on it, about the humanistic 　　　　　　　　　activities the classes have experienced to get a grasp on how each exercise is received.

Gattegno (in Richards and Rogers (2001))

Approach
a)　Theory of language 　　　　　By the "spirit" of the language, each language is composed of phonological and suprasegmental elements 　　that combine to give the language its unique sound system and melody. (p.82) b)　Theory of language learning 　　　　　The learner must gain a "feel" for this aspect of the target language as soon as possible. (p.82) 　　　　　The Silent Way takes a structural approach to the organization of language to be taught. (p.82) 　　　　　Gattegno sees vocabulary as a central dimension of language learning and choice of vocabulary as crucial. 　　　　　(p.82) 　　　　　The "artificial approach" that Gattegno proposes is based on the principle that successful learning 　　　　　involves commitment of the self to language acquisition through the use of the silent awareness and 　　　　　then active trial. (p.83) 　　　　　Silence is considered the best vehicle for learning. Silence as avoidance of repetition, is thus an aid to 　　　　　alertness, concentration, and mental organization. (p.83)

Design
a)　The general and specific objective of the method 　　　　　The general objective of the Silent Way is to give beginning-level students oral and aural facility in 　　　　　basic elements of the target language. (p.83) b)　A syllabus model 　　　　　Structural syllabus, with lessons planned around grammatical items and related vocabulary. (p.84) c)　Types of learning and teaching activities 　　　　　Learning tasks and activities in the Silent Way have the function of encouraging and shaping students

oral response without direct oral instruction form or unnecessary modeling by the teacher. Basic to the method are simple linguistic tasks in which the teacher models a word, phrase, or sentence and then elicits learner responses. (p.85)

d)　Learners' roles

Expected to develop independence, autonomy, and responsibility. Required to develop "inner criteria" and to correct themselves. Required to make generalizations, come to their own conclusions, and formulate whatever rules they themselves feel they need. (p.85)

Learners have only themselves as individuals and the group to rely on and so must learn to work cooperatively rather than competitively. (p.85)

e)　Teachers' roles

Teachers are exhorted to resist their long-standing commitment to model, and remodel, assist, and direct desired student responses. (p.85)

Teachers use gestures, charts, and manipulative in order to elicit and shape student responses. (p.86)

By "teaching" is meant the presentation of an item once, typically using nonverbal clues to get across meaning. (p.85)

f)　The role of instructional materials

The pronunciation charts, called "Fidels," have been devised for a number of languages and contain symbols in the target language for all of the vowel and consonant sounds of the language. (p.86)

Use of the rods is intended to promote inventiveness, creativity, and interest in forming communicative utterances on the part of the students. (p.86)

Procedure

a)　Classroom techniques, practices, and behaviors observed when the method is used

A Silent Way lesson typically follows a standard format. (p.86)

・Pronunciation (p.86)

　　1.　The teacher will model the appropriate sound after pointing to individual symbols on the chart.

　　2.　The teacher will silently point to individual symbols and combinations of utterances, and monitor student utterances.

　　3.　The pointer is used to indicate stress, phrasing, and intonation. (p.86)

・Sentence patterns, structure, and vocabulary (p.87)

　　1.　The teacher models an utterance while creating a visual realization of it with the colored rods.

　　2.　The teacher will have a student attempt to produce the utterance and will indicate its acceptability.

　　3.　If a response is incorrect, the teacher will attempt to reshape the utterance or have another student present the correct model.

　　4.　The teacher will create a situation in which the students can practice the structure through the manipulation of the rods.

Nuibe (1985, translated by the present author)

Approach

a)　Theory of language

Not specified.

b)　Theory of language learning

Referring to Moskowitz (1978:18),

　　1.　The principal purpose of education is to provide learnings and an environment that facilitate

	the achievement of the full potential of students.
2.	Personal growth as well as cognitive growth is a responsibility of the school. Therefore education should deal with both dimensions of humans--the cognitive or intellectual and the affective or emotional.
3.	For leaning to be significant, feelings must be recognized and put to use.
4.	Significant learning is discovered for oneself.
5.	Human beings want to actualize their potential.
6.	Having healthy relationships with other classmates is more conductive to learning.
7.	Learning more about oneself is a motivating factor in learning.
8.	Increasing one's self-esteem enhances learning. (pp.15-16)

Design

a) The general and specific objective of the method

They include integrating the linguistic goal and the educational goal into English language education.

The linguistic goal is acquiring communicative competence to talk about the self and know about others in the target language. The educational goal is establishing self-esteem and actualizing oneself. (p.16, translated by the present author)

b) A syllabus model

Incorporating the course of humanistic English language learning in the school curriculum is desirable. If this is not possible, it is good to do the humanistic activities as below for about 10 minutes in every class or once in a few classes. (p.101, translated by the present author)

Nuibe's curriculum in his course at the university.

A. Activities for building a climate of freedom and safety (From April to May)

B. Activities for self-assertion (June)

C. Activities for self-awareness and self-disclosure (From July to August)

D. Activities for active listening (November)

E. Activities for values clarification (From December to February)

c) Types of learning and teaching activities

Explained in the syllabus model above.

d) Learners' roles

Being aware that learning is closely related to the learner's self and becoming a main character of English language learning. (p.15, translated by the present author)

e) Teachers' roles

Teachers have to help students find personal meaning in subject matter given by teachers. (p.12, translated by the present author)

Teachers have to help students know the relationship between learning and themselves, and facilitate students' autonomous learning. (p.15, translated by the present author)

a) The role of instructional materials

Not specified.

Procedure

a) Classroom techniques, practices, and behaviors observed when the method is used

The general principles of humanistic English language teaching (p.51-56)

Referring to Galyean (1976),

1. Awareness of feelings as the source of personal meaning

2. Direct communication

3. The use of non-verbal communication

4. Living in the 'here and now' immediacy of the classroom

5. Developing positive and helpful relationships with each other
6. The use of guided imagery
7. Responsibility for choosing and accepting consequences of choices
8. The use of projection exercises
9. Active listening
10. The use of art, music, dramatics and poetry as means of expression

Curran (in Richards and Rogers (2001))

Approach
a) Theory of language
Curran himself wrote little about his theory of language. His student La Forge (1983) explained to Curran's point as 'Language as Social Process'. (p.91)
b) Theory of language learning
Whole-person learning: concerned with a holistic view that "true" human learning is both cognitive and affective.
Such learning takes place in a communicative situation where teachers and learners are involved in "an interaction… in which both experience a sense of their own wholeness" (Curran 1972: 90) (p.92)

Design
a) The general and specific objective of the method
Explicit linguistic or communicative objectives are not defined in CLL. (p.93)
b) A syllabus model
CLL does not use a conventional language syllabus, which sets out in advance the grammar, vocabulary, and other language items to be taught and the order in which they will be covered. (p.93)
A CLL syllabus emerges form the interaction between the learner's expressed communicative intentions and the teacher's reformulation of these into suitable target-language utterances. (p.93)
Subsequent specification of these as a retrospective account of what the course covered could be a way of deriving a CLL language syllabus. (p.93)
c) Types of learning and teaching activities (pp.93-94)
CLL combines innovative learning tasks and activities with conventional ones. They include:
1. Translation
2. Group work
3. Recording
4. Transcription
5. Analysis
6. Reflection and observation
7. Listening
8. Free conversation
d) Learners' roles
Learners become members of a community – their fellow learners and the teacher – and learn through interacting with the community. (p.94)
Learners are expected to listen attentively to the knower, to freely provide meanings they wish to express, to repeat target utterances without hesitation, to support fellow members of the community, to report deep inner feelings and frustrations as well as joy and pleasure, and to become counselors of other learners. (p.94)
e) Teachers' roles

> The teacher's role derives from the functions of the counselor in Rogerian psychological counseling. (p.95)
>
> More specific teacher role are keyed to the five developmental stages. In the early stages of learning, the teacher operates in a supportive role, providing target-language translations and a model for imitation on request of the clients. Later, interaction may be initiated by the students, and the teacher monitors learner utterances, providing assistance when required. As learning progresses, students become increasingly capable of accepting criticism, and the teacher may intervene directly to correct deviant utterances, supply idioms, and advice on usage and fine points of grammar. (p.95)
>
> f)　The role of instructional materials
>
> A textbook is not considered a necessary component. A textbook would impose a particular body of language content on the learners, thereby impeding their growth and interaction. Materials may be developed by the teacher as the course develops, although these generally consist of little more than summaries on the blackboard or overhead projector of some of the linguistic features of conversations generated by students.
>
> Learners may work in groups to procedure their own materials, such as scripts for dialogues and mini-dramas. (p.95)

Curran (in Nunan (1991))

> Procedure (in Nunan (1991))
>
> a)　Classroom techniques, practices, and behaviors observed when the method is used
>
> The typical activity in CLL classes (p,236)
>
> 1.　The learners are first seated in a closed circle with the teacher on the outside.
> 2.　When learners want to say something, they call the teacher across and whisper whatever it is they want to communicate to the teacher in the L1.
> 3.　The teacher whispers back an L2 translation.
> 4.　The learner then repeats this to the group.
>
> The process continues for some time, the learners' utterances being recorded on tape. At the end of the session, the group generally has a lengthy taped interaction. At the end of the session, the group has a lengthy taped interaction, all in the target language. This is subsequently replayed, analyzed and used as the basis of more formal language work. (p,236)