CHAPTER II
THE DEVELOPMENT OF HUMANISTIC APPROACH IN ENGLISH LANGUAGE TEACHING AND LEARNING

2.1 Introduction

“Different theories about the nature of language and how languages are learned (the approach) imply different ways of teaching language (the method) and different methods make use of different kinds of classroom activity (techniques)” (Richards et al. 1985).

This chapter aims to define approaches and methods and also to draft a detailed account of the development of humanistic approach in English language teaching and learning with some of the humanistic affective factors involved in second language teaching. The subsequent sections will make the readers’ to become better informed about the current trends of English language teaching and learning humanistically i.e. Humanistic Approach and its classifications of methods in which one of its method called Community Language Learning ranks very suitable in language teaching and learning process.

In particular to Engineering course syllabus, Technical English- I and II in the present scenario and also states the teaching and learning process with the importance of study aids for the best implications of Humanistic Approach from a broad perspective.

2.1.1 Approaches and Methods - Definition

An American applied linguist, Edward Anthony (1963) proposed an “approach is the set of basic assumptions and beliefs about language and language teaching and learning; method is the level at which planning takes place to put a theory into practice” (63-67).

“An approach is a set of correlative assumptions dealing with the nature of language i.e. linguistic and the nature of language teaching and learning; it describes the nature of the subject
matter to be taught; it is more theoretical and forms the basis of any method to be formulated; an approach is axiomatic” and whereas

“A method is an overall plan for the orderly presentation of language material; no part of the method evolved contradicts the principles of the approach on which it is based; a method is more procedural; within any approach, there can be several methods ” (Krishnaswamy and Lalitha).

Thus, the above mentioned definitions of approach and method refers that it is almost broadly applicable to a variety of audiences in a variety of contexts.

2.2 The Development of Humanistic Approach

Language teaching and learning came into its own as a profession in the last century. Methodology in language teaching and learning has been enhanced in a variety of ways which links theory and practice. Theory statements like theories of what language is and how language is learned. Such theories of language include objectives, syllabus specifications, and types of activities, roles of teachers, learners, and materials.

Features like +/- discrete, +/- deductive, +/- explicit, +/- divergent, +/- cyclic etc, are used to describe a number of methods (Krashen and Seliger). A language teacher has many approaches and methods to choose. The earlier trends of English language teaching have been tried out with varying degrees of success from eighteenth century onwards. Certain earlier methods, namely the Grammar Translation Method which is advocating language as an exercise in intellectual development through reading and writing of literature of target language and translating that literature into the learner’s mother language.

The ‘Grammar-Translation Method’ (18th, 19th and early 20th century) is an early method based on the assumptions that language is primarily graphic, that the main purpose of
second language study is to build knowledge of the structure of the language either as a tool for literary research and translation or for the development of the learner's logical powers, and that the process of second language learning must be deductive, requires effort, and must be carried out with constant reference to the learner's native language.

Similarly, the traditional ‘Grammar Translation Method’ if prescribed in terms of features is (+ deductive, + explicit, - discreet and - divergent). Methods of earlier been named using one or more of these properties which describe the thrust of that method but it is certainly more economical and useful to describe any language teaching method as a combination of several features rather than just one.

The ‘Direct Method’ eschews the learner’s mother tongue and advocates the use of the target language in developing all the four skills i.e. Listening, Speaking, Reading and Writing. Direct Method, if prescribed in terms of features is the method is (+ deductive or - explicit) but it may/may not be a discreet point approach or a cyclic approach. It refers to all those methods in which no language other than the target language and no rules of grammar are taught in explicit terms.

‘Structural - Situational Approach’ is a grammatical approach in teaching language through a careful selection, gradation and presentation of vocabulary items and structures, and through situation – based activities.

A ‘Structural Method’ similarly can be described in terms of features like (+ Systematic, + Cyclic, + discreet, - explicit). It is therefore a more of a description of what is prepared in the name of language teaching materials or texts or say a pedagogical grammar rather than a method of presenting the same to the learners in a classroom.
‘Audio – Lingual/Audio-Visual Method’ is a purely structural approach based on the principles of behavioral psychology that views language learning as habit-formation. The audiolingual approach, which was very popular from the 1940s through the 1960s, is based in structural linguistics (structuralism) and behaviouristic psychology (Skinner's behaviorism), and places heavy emphasis on spoken rather than written language, and on the grammar of particular languages, stressing habit formation as a mode of learning. Rote memorization, role playing and structure drilling are the predominant activities. Audiolingual approaches do not depend so much on the instructor's creative ability and do not require excellent proficiency in the language, being always railed to sets of lessons and books.

The ‘Bilingual Method’ like Grammar–Translation Method, uses mother tongue equivalents of the target language utterance to facilitate learning and reading method views reading basic to any language teaching.

‘Phonetic Method’ or the ‘Oral Method’ would therefore imply the use of one’s performance channel i.e. oral medium but then that it is not at all about the method. An oral method may recommend practicing linguistic units as discreet units or units in appropriate contexts together forming an integrated whole. Similarly, an oral method may be cyclic or non-cyclic, deductive or inductive, explicit or implicit, etc and so on and so forth.

Terms like language teaching ‘methods’ and ‘methodology’ have been in use for a number of years now but it is impossible to outline “a single undifferentiated methodological prescription” (Stern, *Fundamental Concepts* 16) that could be applied consistently and comprehensively to any and every situation in which languages are taught. Chomsky’s innatist theory is “Nature” over “Nurture”. The general form of a system of knowledge is fixed in
advance as a disposition of the mind and the function of experience is to cause this general schematic structure to be realized and more fully differentiated (Chomsky 51-52).

According to Chomsky, crucial parts of the human language ability are built into the brain – part of our biology, programmed into our genes. Chomsky’s says that the essential core of grammar is innate and a generative grammar that can produce an infinite range of novel sentences. By the middle of the twentieth century cognitive psychologists like Vygotsky and Piaget enabled theories which help to explain the limited efficiency of the traditional prescriptive and also the mechanistic approaches to English language teaching as a second language.

Beginning in the 1950s, Noam Chomsky and his followers challenged previous assumptions about language structure and language learning, taking the position that language is creative (not memorized), and rule governed (not based on habit), and that universal phenomena of the human mind underlie all language.

A language is not just a repertoire of responses because we create brand – new combinations of words every time we utter a sentence; the brain has the ability to create an unlimited number of sentences out of a finite set of rules (Krishnaswamy and Lalitha). This "Chomskian revolution" initially gave rise to eclecticism in teaching which means a teaching situation in which the teacher doesn’t use any one particular method but includes a different mixture of different methods to suit their class.

Therefore, rather than believe in any single way of teaching, the teacher subscribes to moderate doses of almost every style of teaching. There are varied methods and approaches to language teaching, each among other things, in an expression of teachers’ beliefs about language learning. It is necessary to try and understand the processes of language learning and language teaching and learning, learning and acquisition methodologies etc.,
Today, many linguists whether linked with theoretical or applied research aims to categorize teaching approaches into two main branches such as the humanistic approaches based on the charismatic teaching of one person, and content-based behavioural approaches, which try to incorporate what has been learned in recent years about the need for active learner participation, about appropriate language input, and about communication as a human activity. There has been a great emphasis on individualized instruction called humanistic approach to English language learning which results in a greater focus on the learner.

A major approach which has achieved increasing influence in education and training circles is that of humanistic psychology. Arising originally in North American psychotherapy, this essentially optimistic approach emphasizes the role of feelings and motives relating to self-esteem. In its student-centred application to education it stresses the facilitation of learners’ self development through respect for their autonomy at all times, the emphasis is on consultation and negotiation.

Rogerian’s humanist kind of ‘humanising’ is a word deserves a slightly closer look on career and it is a good thing for the most frequent associations which are those of impersonal (e.g. a computer programme), distant or remote (e.g. distance education) or inhumane (e.g. a social system) can be improved through a process of ‘humanising’. The related words ‘humanist’, ‘humanistic’ and ‘humanism’ the verb ‘humanise / humanize’ in an everyday context wouldn't make any connection with humanists or humanism. But in an educational context, things are rather different. Humanism has had such a profound influence on education in the last five centuries. The traditions of Renaissance flowered humanism continue to influence educational practice in many parts of the world. The American school of educational humanism that emerged in the nineteenth century gave a new trend of life and a slightly different meaning to the word.
'Humanism' it is the word that again hit international fame in the twentieth century. In the world of language teaching, humanism of the Rogerians kind made an indelible mark. English language teaching in Britain in 1999, the use of the word humanising in the very particular context seems to arouse interest and to be associated with humanist approaches to language teaching as they were conceived at the time. The term humanistic describes learning approaches that assert the central role of the ‘whole person’ in the learning process.

Humanistic approaches emerged in the mid-twentieth century which counterbalance to exclusively intellectual (or cognitive) accounts of learning, such as mentalism. 'Humanising' means 'making better' or 'improving' and whereas 'humanistic' is basically synonymous with 'good' aspect (Hilgard). Effective teaching and learning engages the whole person involving the mind, the body and the heart. The learner is the central person in the act of learning. Creativity, involvement and enjoyment are the essential elements for lifelong learning. A humanist approach to education enhances on the learner as an individual, taking their interests and goals as the basis to organize or to mould and facilitate their learning experiences.

On the other hand, learning is not seen as an end in itself, but rather as a means towards enabling the individual to realize their full potential achieving self-actualization which refers not only the academic needs of the learner, but also their emotional, creative, psychological, and developmental needs.

The humanistic approach mostly emphasise upon recognizing, valuing the dignity of one’s own self-worth of every individual learner and upon developing the self-concept of the learner so, it starts from the assumption that the learner must feel positive about themselves and about their ability to improve and progress towards the realization of their full potential and for
this the learner must have a clear and accurate understanding of their own strengths and weaknesses.

In practice, a humanistic method of education emphasis on standards, targets, testing, and standardized curriculum (Wang). Humanistic theories of learning seems to be highly value focussed and hence more like prescriptions (about what ought to happen) rather than descriptions (of what does happen). It characterises the “natural desire” of everyone to learn. So, the teacher requires a great deal of authority and becomes a facilitator.

From 1970s, humanism in education has impressed more and more people’s attention. It is analysed that person cannot satisfy his own basic needs both physically and psychologically, so the person fails to put effort on his language learning whole-heartedly. Language learning and the affect which does not mean only the basic needs of human body on the whole it means the condition of the physical and psychological activities too. Thus humanistic approach is closely connected and have made many theoretical educators’ to arouse interests in this field to do research in which concept related to humanistic approach stating that the learners’ first to be treated as human being, then as a learner.

Language learning as a process which involves the whole person which it takes into accounts both the passion and spiritual needs of an individual too. According to Brumfit (1982) the philosophy behind the approach is the ideal world in education should consist of ‘autonomous, creative and emotionally secure people’ (Nagaraj 56).

Stevick’s (1980) classification outlines the most important characteristics of humanism such as feelings which include personal, emotional and aesthetic appreciation whereas social relations involves the side of humanism which encourages friendship and cooperation and so
intellect refers knowledge, reason, and understanding with self actualization which is the quest for full realization of one’s own deepest true qualities.

With specific regard to English language teaching, the Longman Dictionary of Applied Linguistics (1985) defines the humanistic approach as it concentrate and put effort to the development of human values, growth of self-awareness and in the understanding of others, sensitivity of human feelings and emotions and includes active student involvement in learning and in the way which learning takes place (57). Hence, humanistic approach of English language teaching rightly said to be students’-centered or learners’-centered.

Correspondingly, its experiential emphasis refers as much to awareness of emotional feelings as to direct, active involvement in real contexts of learning. Thus, humanism briefly defines saying that it is not really possible to teach anybody anything, but it is possible only to help learners in their acquisition process. Humanistic approach is the recent and most thought-provoking English language teaching method. The methodologies namely, Silent way, Community Language Learning, Suggestopedia and Total Physical Response being discussed, under the title Humanistic Approach were almost all well developed by people in profession.

Especially, Psychologist Charles A. Curran's Community Language Learning serves as a good example of this latest trend in English language teaching and learning because it states language should be learner-centered, and the content, materials and learning activities should lead with the learner’s emotional attitude toward that language, its culture and their classmates.

Maslow (1968) describes that the humanistic approach encompasses three levels firstly, on a campus level which includes open classrooms, class meetings and finding alternative ways of assessment. Secondly, on a class level this depends on curriculum such as teaching topics that are directly relevant to the students’ lives and include teaching assertiveness training.
Thirdly, on assessment levels which focus on life skills like thinking skills combined with social skills, co-operative learning with learners' exercises choice and control over activities which involves self-evaluation and self-monitoring too. Thus, humanistic approach emphasises humanism as the important element in the teaching process.

2.2.1 Humanistic Theory of Learning

Maslow's (1968) theory of learning is inextricably interwoven with his model of hierarchy of needs such as physiological, safety, sense of belonging, self-esteem and self-actualization. Individuals are motivated to learn in order to satisfy the needs on the hierarchy. Furthermore, only the satisfaction of these specific needs will enable children to develop physically, mentally and psychologically. In order to ensure that children are able to learn successfully, teachers must provide them with a supportive, nurturing and accepting environment that is characterized by unconditional positive regard. The students must be given the freedom to learn through exploration, experimentation and experiences.

Students in these environments will have fulfilled the potential for growth and development. Finally, these teachers must strive to develop an empathetic understanding of their students in order to respond to them sensitively, thus creating a safe and nurturing learning environment. Maslow and Rogers' contributions to the recognition of varying learning styles and the teaching and learning process based on the above summaries of Maslow and Rogers' theories of learning, it is evident that they have contributed significantly to the humanistic model of learning. With his formulation of the hierarchy of needs, Maslow (1968) essentially illuminated the importance of acknowledging the unique needs of individual students who have different learning styles. Regardless of their differences emphasized the need for teachers to treat their
students with unconditional positive regard and provide them with the psychological freedom to exercise their creativity and realize their potential.

On a more practical level, Maslow (1968) suggested that teachers should eliminate environmental obstacles that prevent students from engaging in self-initiated exploration and experimentation. Similarly, Rogers suggest for teachers to cultivate a trusting environment. According to Krashen there are two independent systems of second language performance like ‘the acquired system’ and ‘the learned system’.

The first system called ‘acquired system’ or ‘acquisition’ is the product of a subconscious process very similar to the process learners’ undergo when they acquire their first language. It requires meaningful interaction in the target language in which natural communication the speakers are concentrated not in the form of their utterances, but mainly in the communicative act. The second system called the ‘learned system’ or ‘learning’ is the product of formal instruction and it comprises a conscious process which results in conscious knowledge ‘about’ the language, for example knowledge of grammar rules.

The methods which involve language learning should practice grammar as a part or central of language teaching and on the other side the errors should be corrected in language learners’. Stephen Krashen quotes that “What theory implies, quite simply, is that language acquisition, first or second, occurs when comprehension of real messages occurs, and when the acquirer is not ‘on the defensive’... (Krashen, Principles and Practice 6-7).

The teaching of grammar in a classroom can be helpful in the way that the students are interested in learning about the language. Language appreciation will only result in language acquisition when grammar is taught in the language that the students are receiving by not only the content of the lecture itself instead, that is only an aiding. The study of grammar which is
responsible for the students' progress in second language learning, but in reality their output is coming from the medium and not the message. The subject matter that held their interest in second language learning is concerned, as long as it required extensive use of the target language.

Many students would be more interested in a different subject matter more than they would learn in a grammar based classroom. Language acquisition does not require extensive use of conscious grammatical rules and also tedious drill. Real language acquisition develops slowly, the language skills emerge step by step, even when conditions are perfect. The methods do not force early production in the second language, but allow students to produce when they are ready to recognize the production of skills.

One can take three approaches in deciding how to develop language teaching methods and materials such as make use of second language acquisition theory, make use of applied linguistics research, and make use of ideas and intuition from experience. But these approaches should support each other and lead to common fact. All these three approaches incorporate with a hope of reintroducing theory to language teachers to use the ideas as a source in their classroom and also language learning experiences too.

According to Krashen, the study of the structure of the language has general educational advantages and values that educational institutions may want to include in their language programme. The study should be clear, formulating rules and teaching complex facts about the target language is not language teaching, but rather is “language appreciation” or linguistics.

The teaching of grammar can result in language proficiency only when the students are interested in the subject and whereas the second or the target language is used as a medium of instruction.
Both teachers and students should believe that the study of formal grammar is essential for second language learning and the teacher should be skillful enough to present explanations in the target language so that the students can understand the grammar clearly as well as interestingly.

2.2.2 Humanistic Approach and Affective Factors in Second Language Teaching

The humanistic tradition which represented by Stevick (1980), Curran (1972), Gattegno (1972) Lozanov (1979) and others i.e. Humanism departs from audio-lingual habit theory and cognitive code learning and emphasizes the learner’s affective domain. Thus, language should be learner-centred, and the content, materials and learning activities should take into account the learner’s emotional attitude towards that language, its culture and their classmates. Humanism could be summarised saying that it is not really possible to teach anybody anything, only to help learners in their acquisition process. “A language teacher can express his theoretical conviction through classroom activities as much as (or indeed, better than) through the opinions he voices in discussions at professional meetings” (Stern, *Fundamental Concepts* 24).

History shows different trends or models which show a variety of choices and options that have been followed (Howatt). Throughout time, the teaching and learning a language process has been changing and it is interesting to discover the contradictions about the issue so that a solid conclusion is drawn. An open and receptive attitude to analyse the teaching conceptions upon the best methodology to follow is the key to construct solid foundations.

Foreign language learning is a process in which the learner gradually acquires another system of communication. It is to be realized that the new language is not only a set of codes by which the ideas can be expressed, but an important part of a culture different from his own. In fact the learner will find some distinctions in his mother tongue cannot be made in the new
language and that other ways of thinking and experiencing are essential to communicate in the language.

As the humanistic approach develops, affect in education gains more and more attention. Some of the factors affect second language learning is anxiety, self esteem, language ego and empathy (Ehrman and Eysenck). Generally, affective factors in language learning are divided into two types, first one is individual factors including anxiety, inhibition, extroversion and introversion, self-esteem and motivation, etc., the second one is rational factors including comprising empathy, classroom transaction, cross-cultural processes, and so on. “Ego boundaries which are flexible are related to tolerance of ambiguity in …and the ability to take in another language and culture” (Ehrman 76).

Anxiety is considered to be the most pervasively obstructive factor in learning process. It may be caused by either personal factors like personal hurt, failure, and others’ negative attitudes especially in the childhood and these unhealed past wounds may influence present language learning situation. So, anxiety contributes to poor performance in learning process. Self-esteem is a kind of self-judgment of worth or value. Normally, successful language learners have higher self-esteem than unsuccessful ones. Language ego refers to the relation between people’s feelings of personal identity, individual uniqueness, and value (i.e. their ego) and aspects of their first language. The degree to which one keeps the aspects of one’s personal experience separate is called ego boundaries which may hinder some aspects of second or foreign language learning.

Empathy means putting oneself into someone else’s shoes of reaching beyond the self and understanding and feeling what another person understands or feeling with empathy, one does not necessarily give up his own way of feeling or totally agree with the position of the other, he is just able to imagine and share the thoughts or feelings. Thus, these are the most
important factors affecting second language teaching and learning and also link the harmonious coexistence of individuals in society.

2.2.3 Humanistic Approach and its Classifications

An explosion of new and radical approaches to teaching and learning a language humanistically came to light in the 1970s. The first two methods such as The Silent Way and Community Language Learning are generally considered to reflect the philosophy of the humanistic approach in the fullest measure. Then, other two methods like Suggestopedia and Total Physical Response which consciously incorporate some of the tenets of the humanistic approach. These approaches are often grouped under the title of humanistic approaches due to their method of concentration, touching on the innate ability and capacity that all learners are presumed to possess. The methods and its practices were explained clearly in the below passages.

2.2.3.1 The Silent Way

The Silent Way was evolved by Caleb Gattegno (1972), a teacher of mathematics. In the 1960s, he proposed this method, which was based on the tenet ‘teaching must be subordinate to learning’ (Nagaraj 58). In the silent way, the teacher is almost silent, and the learners do all the talking. This method follows the ‘known to unknown’ principle. Due to the teacher’s silence, the method encourages peer interaction and group co-operation among the learners and so the learners do not feel threatened. Language learning through blocks of sounds helps the learner to recognize a language with fluent and accuracy.

This method aims to avoid the use of the vernacular; to create simple linguistic situations in the classroom; to pass the descriptions of the objects shown or the actions performed; to allow the teacher to concentrate on what and how the students are saying in order to the differences in
pronunciation and the flow of words; to give importance to the gestures of the teacher and the mime; to start a switch from the voice of the teacher using the second or the target language in the classroom; to provide the support of perception and action to the intellectual guess which developed in one's use of the mother tongue; to provide a spontaneous speech upon which the teacher and the students can work to obtain a similarity.

The Silent Way is a pedagogical approach to language teaching and learning designed to enable students to become independent, autonomous and responsible learners. The method is constructivist in nature i.e. leading students to develop their own conceptual models of all the aspects of the language and this is to help students to become experimental learners. The main objective of a teacher using the silent way is to optimize the way students exchange their time for experience.

Students are encouraged to use all their mental powers to make connections between sounds and meanings in the target language. In turn, the students express their thoughts and feelings about the situations created in the classroom by themselves or the teacher. A method categorized under the humanistic approaches, with this technique the teacher is supposed to be practically silent and to avoid the tendency to explain everything to the students so, the name of the method is silent way. Thus, the students' learning becomes autonomous and co-operative as well as intellectual.

The scope is to help students to select the appropriate phrases and know how to apply them, with good intonation and rhythm by no use of the learner’s native language. Study Patterns contain vocabulary; guides for pronunciation are used to assist the teacher in guiding the students’. The key theories underlying the silent way method in which learning is facilitated by mediating physical objects, problem-solving etc., (Richards and Rodgers).
Study aids like Cuisinere rods are of small rods with varying colour and length is typically used in this method to introduce vocabulary and syntax, along with colourful wall charts. The Fidel chart consists of blocks of different colours on a black background. Each block of colour represents a different sound in the target language and is used to teach long vowels, short vowels consonant sounds and finally words. The teachers speak only when it is necessary to converse with the students in clarifying the doubts.

Learning is facilitated once if the learner innovates or creates rather than remembers and repeats what is to be learned. The teacher issues only a single word or short phrases in order to stimulate the learners into refining their knowledge of the language with as little correction from the teacher. The silent way method helps language teachers’ a lot in teaching the learners’ of lower classes to study the basic grammar rules and as well as to practice the sounds of a word, vocabulary etc., with its study aids mentioned above. Teachers practicing the Silent Way method want their students to become highly independent and also as experimental learners.

2.2.3.2 Community Language Learning

Community Language Learning was developed by Charles A. Curran (1972) a Professor of clinical psychology describes the method on the basis of the counseling learning approach, according to this method of learning, the teacher performs more a ‘counsellor’ than a image of authority and a judge of right and wrong (Nagaraj 60).

Community Language Learning takes place in groups, either small or large, and these groups form the community. Community Language Learning lays emphasis on the learners’ personal feelings, emotions, passions etc., while learning English as a second or target language. Community Language Learning seeks to encourage teachers to see their students as “whole”
persons, where their feelings, intellect, interpersonal relationships, protective reactions, and desire to learn are addressed and balanced.

Language is a tool for communication. The focus gradually shifts from aspects of grammar and phonetics to actual sharing of ideas, beliefs, opinions, wants and desires. The learning initiative must be with the learners for effective learning. Students are to be considered as “learner-clients” and the teacher as a “teacher-counsellor” (62). Students are permitted to use their mother tongue, and are provided with translations from the teacher which they later attempt to apply. Grammar and vocabulary is taught inductively. Students are encouraged to express their feel about the learning process, to which the teacher expresses empathy and understanding.

A variety of activities can be conducted in the classroom. For example, focusing on a particular grammar or pronunciation point, or creating new sentences based on the recordings or the transcripts. Community Language Learning is an innovative approach that lists as one of the “Designer’ Methods of the Spirited Seventies” (Brown 58). Community Language Learning is the first method to combine the field of language learning with the dynamics and principles of counseling. In this method of learning the teacher must be fluent in both the target language and the students’ mother language too.

The tape recording and transcription elements play essential aids and the learners operate the tape recorder and start the conversation and speak into it. The tape is played back after the conversation is over. Learners listen and then comment on it. Then, the teacher or the counselor takes away the tape and prepares a transcript of the tape. Errors are marked and copies are handed over to each learner in the next class. Learners are allowed to do self-correction. The teacher then corrects their doubts and errors and then the new conversation begins. The Community Language Learning method does not only attempt to teach students how to use
another language communicatively, it also tries to motivate the students to take increasingly
more responsibility for their own learning, and to learn about their learning, so to speak. The
process involves five stages of adaptation as stated below:

In stage 1, the client is completely dependent on the language counselor. The client tries
to express only to the counselor in English what he wishes to say to the group which to be
involved in the interaction. The language counselor then reflects these ideas in a warm and kind
attitude, and explains the client in a simple language in phrases of five or six words. The client
atlast turns to the group and presents his ideas in the second language.

In stage 2, the client turns and begins to speak the second language directly to the group.
The counsellor helps the client when it is necessary and this result with positive confidence and
hope.

In stage 3, the group acquired the ability to understand the client’s simple phrases, one or
two words in second language. Translation is given only when a group member desires it.

In stage 4, the client’s speaks freely and complexly in the second language and the
group’s also understand. The language counselor directly involves in client’s grammatical error,
mispronunciation etc., and allow the client to take correction.

In stage 5, the counselor intervenes not only to offer correction but to add idioms and
more elegant constructions. At this stage the client can become counselor to the group in stages
1, 2, and 3.

In particular, the Engineering and Technology colleges affiliated to Anna University,
Tamilnadu, India, it is to be found that the communication laboratory or the Language laboratory
set up is made essential for the first year students studying B.E. / B. Tech. whereas, the syllabus
for the subjects Technical English- I and II also found to be designed accordingly which related to laboratory work and the marks to be granted for the same.

Some of the advanced audio, visual and audio visual aids or the technologies incorporated in the Language laboratory helps language teachers’ some how to manage the learners’ at the college level knowingly or unknowingly trying to practice or follow the method called Community Language Learning. Language laboratories play a part to strengthen listening skills. The core of the language lab is a tape recorder, which can present language sounds and structures with accuracy. Wearing earphones, students sit and listen to a tape or a record player that is played from a main console.

Models of spoken English can be used for teaching pronunciation, stress and intonation; students can be exposed to native accents. For example, a type of software like Hi-Class, Globarena, Clarity etc., used in some of the engineering and technology colleges. The students can select certain words with a mouse or cursor and get the synonyms, paraphrases, grammatical analysis, maps, pictures, audio pronunciation and any other information like etymology etc., through which students can do self-learning. For the first-year students of Engineering and Technology Technical English-I & II course has also focused on four skills listening, speaking, reading and writing. It acts as a platform for learning, practicing and producing language skills through interactive lessons and communicative mode of teaching. Students can be monitored individually from the main console so that their doubts can be clarified easily.

As an English teacher, he/she has to teach the lessons and grammar with full of examples. Work out and plan for improvement of students’ communication skills by introducing new activities like group discussion, debates, situational dialogues or other activities. Thus, any method which stresses the feelings and independent development of the learners themselves is
one worth looking at and trying out in a variety of ways. So, it is well understood that the method Community Language Learning plays a very effective and suitable method all the time in learning a language.

Learning in a non defensive manner is considered to be very important, with teacher and student regarding each other as a "whole person" where intellect and ability are not separated from feelings. The initial struggles or effort while learning the second language are addressed by creating an environment of mutual support, trust and understanding between both students as learner-clients and the teacher as teacher-counsellor. This approach is based upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of second language. In this method, the learner is imagined not as a student but as a client also and the instructors are not considered teachers but, rather as trained language counsellors.

The scope of the language counselor's skill is first to communicate the client's and to aid him linguistically then to avoid threatened inadequate state. So, the learner or the client achieves their own increasingly independent language adequacy. Thus, this process is furthered by the language counselor's ability to establish a warm, understanding, and accepting relationship.

2.2.3.3 Suggestopaedia

Suggestopedia is a “humanistic approach” developed by Georgi Lozanov of Bulgaria, a Psychiatrist and Parapsychologist in 1979. It is based on the idea that the learners inhibit their learning to conform to the social norms and in order to reactivate the capabilities. The teachers have to use the power of suggestion. The suggestopedia approach is said to increase enormously the ability of students to learn, to remember, and to integrate what they learn into their personality. Learning to Learn, is the key theme in an instructional focus on language learning
strategies. Such strategies include, at the most basic level, memory tricks, and at higher levels, strategies include for learning, thinking, planning, and self-monitoring.

Research findings suggest that strategies can indeed be taught to language learners, that learners will apply these strategies in language learning tasks, and that such application does produce significant gains in language learning. Simple and yet highly effective strategies, such as those that help learners remember and access new second language vocabulary items, will attract considerable instructional interest in Suggestopaedia.

Suggestopaedia method developed out of believes that human brain could process great quantities of material given the right conditions of learning like relaxation. Music was central to this method. Soft music led to increase in alpha brain wave and a decrease in blood pressure and pulse rate resulting in high intake of large quantities of materials. Learners were encouraged to be as childlike as possible. Apart from soft, comfortable seats in a relaxed setting, everything else remained the same. The three main principles of Suggestopaedia are as follows:

a) Joy and psycho relaxation

b) Gaining access to the reserve powers of the mind

c) Harmonious collaboration of the conscious and the unconscious (Nagaraj 63).

This method in their initial lessons enables that the learners receive large quantities of information in the new language. The text is translated and then read aloud with classical music in the background. The scope of the method is to supply a friendly atmosphere of total relaxation where understanding is purely accidental and subliminal. Posters, charts, music are used as aids. The chairs are arranged in a semicircle with the learners facing the front of the room where charts and visuals are arranged. Some introductory work is done by a teacher who uses mime and actions to briefly sketch out the new identities of the learners.
Next, a dialogue, based on functions, is distributed. The dialogue is in two columns—one column having the dialogue in the target language and the other having the translation in the mother tongue of the learner. There are also some comments in the mother tongue about the use of certain vocabulary items and grammatical structures in the dialogue. Active participation helps in the learning of new material whereas, Role play-fantasy (65) activity reduces threat and so barriers to learning can be overcome.

This method of learning a language reduces the anxiety factor in a learning situation. Hence, the method refers as an anxiety-reducing and barrier-removing tool.

2.2.3.4 Total Physical Response

Total Physical Response method was evolved by an experimental psychologist, Dr. James. J. Asher in 1960s. This method based on its principle that on the way a child learns the first language. It listens to a lot of language before it attempts to speak. Listening comprehension is the basis of the course. The teacher gives commands and orders, and learners perform the action. Total physical response allows learners to achieve a high degree of success this is achieved being ‘Learners are not required to speak in the initial stages’ (66). Then, after in due course, the learners are given practice to convey meaning in the target language the best through actions. So, the method is said to be a meaningful way of learning a language. Total Physical Response (TPR) method is one that combines information and skills through the use of the kinesthetic sensory system at a rapid rate.

The basic principles of the total physical response method are:

a) Understanding the spoken language before developing the skills of speaking.

b) Imperatives are the main structures to transfer or communicate information.
The student is not forced to speak, but they are allowed an individual readiness period and begin to speak when he/she feels comfortable and confident in understanding and producing the utterances. The method relies on the assumption that when learning a second or additional language, that language is internalized through a process of code breaking similar to first language development and that the process allows for a long period of listening and developing comprehension prior to production.

Students respond to commands that require physical movement. Total Physical Response is “a language teaching method built around the co-ordination of speech and action; it attempts to teach language through physical (motor) activity” (Richards). The approach is based around the psychological principle or trace theory of memory. At advanced levels of foreign language instruction, the learner can use the new system of communication as a means of broadening his knowledge and appreciation of literature, humanities, etc. The reading knowledge of a foreign language has long been considered a research tool in almost all fields of study, to accomplish true communicative proficiency. This teaching method involves a wide range of physical activities and a lot of listening and comprehension, as well as an emphasis on learning as fun and stimulating.

Total Physical Response has limitations, especially when teaching abstract language and tasks, but is widely considered to be effective for beginners and is the standard approach for young learners. Total Physical Response, or TPR, involves the students listening and responding to commands given by the teacher such as “sit down” and “walk”, with the complexity of the commands growing over time as the class acquires more language.

Student speech is delayed, and once students indicate a willingness to talk them initially give commands to other students. Theory predicts that method should result in substantial
language acquisition. Its content may not be always interesting and relevant for the students, but should produce better results than the audio-lingual and grammar-translation methods. The humanistic approach developed in the 1970s with the four methods of language teaching and learning insights from psychology and pedagogy and defined in broad terms what teaching should or should not be.

At advanced levels of second language learning, the learner can use the new system of communication as a means of broadening his knowledge in all aspects. Over the past two decades, emphasis in modern languages has been placed on the spoken language and the development of proper speech habits. Now a balance is being achieved between the spoken and written skills in a language, culture and civilizations and acquisition of habits.

2.3 The Process of Teaching and Learning

Creation of self-confidence and appropriate environment along with suitable participants and teaching-learning materials and aids are also considered as factors that are highly responsible for a better teaching-learning activity. As English is being taught as a language and used as a medium of instruction starting from standard-1. There are a number of factors and aspects which have to be given due importance, in order to have a successful educational planning and implementation.

Issues related to the teaching and learning process such as learning materials, design, syllabus, procedure, learner role, teacher role, methods/approaches/techniques used and so on are considered as quite prominent and significant in the present day context. Hence, the present research study focuses on the aspects of ‘Humanistic Approach’ with reference to teaching and learning English as a second language at the college level.
Teaching and learning process has four aspects such as ‘Teacher’, ‘Student’, ‘Learning process’ and ‘Learning situation’ (Aggarwal 54). Though the above four aspects is a common teaching and learning situation, one can find significant differences as well in different levels of teaching and learning activity. There is interrelatedness between teaching objectives (ends), learning experiences (means) and evaluation (evidence of what is taught and learnt) (58). The teaching and learning process by and large, finds to be depending on the institution followed by the professional teachers. Thus, the teaching and learning process are interlinked.

Fluency is the ability to speak or write a particular foreign language easily and accurately. Achieving English language fluency takes a great deal of effort for students learning English as a second language. One should not confuse the term fluency with mastery; fluency is a skill which is to be attainable whereas, mastery requires a number of years of extensive language study broad knowledge of vocabulary etc., knowing the exact definition of fluency is the first step in gaining fluency in and mastery of the language.

Language teaching is more effective when teachers provide the development of a positive self-image by sorting success oriented tasks and also in creating a supportive environment. The teachers should allow students’ to take risks and to make errors to experiment with the language in different contexts and registers so that the students become aware of using appropriate learning strategies.

Language learning is facilitated when students’ developed their literacy skills in their first language and have maximum exposure to the target language. The students should be aware of the learning objectives; the use learning strategies effectively; interact and share information; exchange ideas and opinions and work together by committing errors.
The opportunities to be created to use the target language outside the classroom and motivated to find out about people, cultures, music and literature related to the target language.

The three stages that are important for any language teaching programme is that the first stage is ‘evaluating the linguistic grammars’ according to their own terms of reference and extract features which are relevant to language teaching. The second and third stages are ‘preparation of structured syllabus’ and based on the syllabus ‘writing a full array of texts, exercises, explanations’ respectively (Halliday et al. 18).

A teacher should clearly understand the significance of each of the following elements and to attempt the best results of it. The teacher role is highly great and even crucial that to motivate students and to be clear of the questions stated below:

1. Who is to teach?
2. Whom to teach?
3. Why to teach?
4. Where to teach?
5. What to teach?
6. When to teach? and
7. How to teach?

B.O. Smith’s (1963) definition about the teaching contains the following of three elements like a) Teaching is a system of action; b) it is a goal-directed action and c) Teaching takes place in a situation comprising the controllable and uncontrollable set of factors (Aggarwal 18).

Teaching is to motivate the immature learner to develop physically, intellectually, emotionally and spiritually to participate effectively in the events of life.
There are two types of teaching involves formal as well as informal. Formal teaching is deliberately planned, systematically organized and is always purposive. Informal teaching is carried on by the parents, brothers and sisters at home, playmates, student community outside the classroom. Teaching is a relationship which is established between three focal points in education, the teacher, the child and the subject. Silverman (1966) has expressed the nature of teaching in these words,

To be sure teaching-like the practice of medicine-is very much an art which is to say, it calls for exercise of talent and creativity. But like medicine, it is also a science, for it involves a repertoire of techniques, procedures and skills that can be systematically studied, described and improved. A good teacher, like a good doctor, is one who adds creativity and inspiration to the basic repertoire.” (21)

Teaching skills of the teacher greatly influence motivation. It is not easy to give an exact number of teaching skills involved in motivating students in the class. Commonly identified skills in the teaching and learning process are listed below:

1. Introducing the topic.
2. Asking questions.
3. Dealing with pupil’s answers.
4. Stimulus variations.
5. Use of blackboard or the chalkboard.
6. Handling teaching aids and other equipment.
8. Reinforcement.
9. Use of illustrations and examples.
11. Explanation.
12. Encouraging group discussion.
13. Planned repetition.
14. Drawing out conclusions from students.
15. Teacher liveliness.
16. Closure of the lesson and
17. Use of appropriate methods of teaching (52).

Yoakman and Simpson have enumerated the characteristic of learning that learning does not take place without a cause and effect. So, the teaching and learning process, involves not only an individual activity but also a self and social activity. Environment plays an important role in the growth and the development of an individual. Elements and implications in learning involves such as:

1. Who is to learn?
2. From whom to learn?
3. Why to learn?
4. What to learn?
5. Where to learn?
6. When to learn? and
7. How to learn? (44).

Some of the factors affecting internal classroom learning goals or purposes is of motivation, interest, attention, drill or practice, boredom or fatigue, aptitude, attitude, emotional
factors—instincts, speed, accuracy, retention, age and learning activities provided by the teacher, testing and guidance (46). Thus, teaching and learning process are interlinked.

2.3.1 Phases of Teaching

The different steps constituting the process of teaching are called the phases of teaching. The three phases of teaching are stated below:

a) Pre-active Stage

The first stage includes preparing lesson plans, arranging furniture and equipment within the classroom, manning papers, studying test reports, reading sections of a textbook and thinking about the behavioural science of a particular student (37).

b) Inter-active Stage

In the second stage, the teacher organizes a number of teaching strategies for achieving the goals directed action which were already set. In this inter active stage there occurs a lot of changes both of physical and psychological intimacy creates between the teacher and the student during the individual sessions than when the teacher is responding to the class as a group.

c) Post-active Stage

The last stage is related with both teaching and learning process. It involves the assessment of the second stage which is called as an interactive process (39). So, it enables the teacher to teach things better in future.

2.3.2 Structure of Teaching

Structure of teaching consists of three variables and is classified as follows:

a) Teacher as an Independent Variable

In the first variable the students are instructed to be dependent on teacher. The teacher does the planning, organizing, leading and controlling of teaching for bringing about behavioural
changes in the students. The teacher is free to perform various activities for providing learning experiences to students.

b) Students as an Dependent Variables

In the second variable, the students are required to act according to the planning and organization of the teacher.

c) Content and the Strategy of Presentation as Intervening Variables

The third variable determines the mode of presentation—telling, showing and doing etc., this variable lead to interaction between the teachers and the students (34).

2.3.3 Functions of Teaching

The independent and dependent variables perform three functions as follows:

a) Diagnostic Function

The first function is all about the diagnosing aspect which involves the behaviour of the students, analyzing the content, instructional material and environmental facilities according to their nature of learning.

b) Prescriptive Function

In the prescriptive function, teacher is more active in selecting appropriate contents for co-ordination. Select the best methods, media and strategies and feedback devices for a purposeful interaction of students.

c) Evaluative Function

Evaluative function is performed with the tests, inventories, observations, interviewing, rating scales (35) and so on Evaluation serves as a feedback which is taken for granted and appreciated in teaching and learning process.
2.4 The Role of Teaching Aids

Francis W. Noe says, “Good instruction is foundation of any educational programme. Audio-visual aids are component part of that foundation” (Sachdeva 240). Teaching and learning by a variety of Instructional and study aids makes the class to be more effective, interesting and also to be highly informative. The blackboard is an aid in which the teaching can be done visibly with the use of space written neatly. The tape recorder can be utilised for improving the pronunciation skills of the students both at the lower and higher levels.

The use of the stress, intonation, rhythm etc., can be explained to the learners of language. The language laboratory helps the learner to listen the task and then to respect it. The tape recorder to listen sounds, words, sentences, conservation and to record dialogues, discussions etc., the learner plays back the tape and listen to their recording and can correct their errors instantly.

The type of pictures, charts, graphs, models of objects cards like wall posters, magnet cards, bulletin boards etc., can be used in teaching the skills of speaking and writing. It is really a very useful, versatile and exciting aid which can be used for teaching spellings, reading of English, formation of sentences, picture composition etc., the use of an overhead projector is that as the screen is quite big, the projection can be seen by everyone in the class. Overhead projectors are useful for presenting visual or written material to classes.

Most of the supplementary materials like worksheets or work cards contribute to language learning to some extent. A worksheet is a page (or two) of tasks distributed to each and every student to do either in class or at home, and usually taken in by the teacher to be checked. Worksheets are disposable—though of course further copies can be made. Work cards are made in sets, each card offering a different, fairly short task (Penny 190). Answers are often available for
self-checking behind the card itself. Work cards are permanent and re-usable. Both the
worksheets and work cards should be neat and clean, clear margins, well spaced and it should
begin with the short and clear instructions stating self-check facility.

Realia (language teaching actual objects and items which are brought into a classroom as
elements or as aids to be dictated or written about and used in teaching are called realia) it is
used to present vocabulary, new structures, role play, language games etc., (Nagaraj 194). Real
objects like stickers, timetables, bus tickets, stamps, money order forms, forms for sending
telegrams and even broken objects can always be used to start language activities. Realia is used
to present vocabulary, new structures, dramas, role play and for language games. Film Strips is
used to improvement of pronunciation and handwriting. Moreover, it also helps the learners to
understand language material gradually.

Computer Assisted Language Learning (CALL) in present trend is gaining a lot of
learners’ in becoming computer literate. Computer Technology provides computerized language
learning simulation in which the learner can perceive the ‘reality’ of the event. The modern
technology like Information and Communication Technology (ICT) been using to support
language teaching in large heterogeneous classes. The ‘C’ in ICT reflects both recent technical
innovations such as e-mail.

A consensus is emerging amongst educationalists and employers that the four skills are
literacy, numeracy, communication and IT skills. The use of teaching aids has become more
technology oriented with the introduction of computers in the field of education. The result of
this usage is that topics like ‘How to write an email’ (or electronic mail) and ‘How to produce a
text for presentation’ (205) are slowly becoming a part of the syllabus that English teachers need
to deal with.
Through On-line courses or e-learning the course materials can be accessed. For these courses materials are delivered in two modes, namely, the Compact Disk – Read Only Memory (CD-ROM) and the Internet.

Local Area Network (LAN) which means a system that allows computers in the same room or building to communicate and the students accessing the same material with each other. On-line or e-learning are being developed in more and more countries, including India. Learners’ assignments are assessed and comments on the work sent, usually by e-mail. Students can contact and could work together on projects, across geographical boundaries via internet. Video conferencing is becoming more popular at present days which also take care of peer interaction.

2.4.1 Principles in Use of Teaching Aids

a) Principle of Selection

Teaching aids should suit the ‘age-level’, ‘grade-level’ and other ‘characteristics of the learners’ (Aggarwal 158) they should have specific educational value besides being interesting and motivating; they should be the true representatives of the real things; and they should help in the realization of desired learning objectives.

b) Principle of Preparation

This principle requires that following points should be attended to locally available material should be used in the preparation of an aid. The teachers should receive some training in the preparation of aids. The teachers themselves should prepare some of the aids and the students may be associated in the preparation of the aids.
c) Preparation of Physical Control

This principle relates to the arrangement of keeping aids safely and also to facilitate their lending to the teachers for use.

d) Principle of Proper Presentation

This principle implies that the teachers should carefully visualize the use of teaching aids before their actual presentation; they should fully acquaint themselves with the use and manipulation of the aids to be shown in the classroom; Adequate care should be taken to handle an aid in such a way as no damage is done to it; and the aid should be displayed properly so that all the students are able to see it, observe it and derive maximum benefit out of it in which distraction of all kinds should be eliminated so that full attention may be paid to the aid.

e) Principle of Response

This principle demands that the teachers guide the students to respond actively to the audio-visual stimuli so that they derive the maximum benefit in learning.

f) Principle of Evaluation

This principle stipulates should be continuous evaluation of both the audio-visual material and accompanying techniques in the light of the realization of the desired objectives (159).

Thus, study aids are extremely good for helping motivation, giving practice in understanding the spoken language in interesting situations, taking the student outside the range of the classroom experience. Teaching aids prove effective only when the suit the teaching objectives and unique characteristics of the special group of learners. The study aids are very useful instrument for self-examination, self criticism and self education. By these aids language skills will be improved.
The principle of preparation, preparation of physical control, principle of proper presentation, principle of response and principle of evaluation are some of the principles to be taken care of selecting the teaching aids.

2.5 Implications of the Humanistic Approach

One of the strongest reasons and purpose for supporting humanistic education is that, when the approach or the methods done effectively, students on the other hand learn language very effectively. Meanwhile, studies also show that humanistic educations avoid problems arising out of wrong discipline activities. The results also show that humanistic education is a valid educational approach that deserves serious attention and respect in learning as well as teaching language skills. The thrust of humanism or humanistic approach treats that the ability of mutual understanding and co-operation.

The approach and the four methods of humanistic approach in broad perspective are learner-centered and also share the significance attached to the learners’ feelings and affect for acquisition. In this manner, humanistic approach of English Language Teaching does achieve to motivate learners continuously, to attain confidence level. On the whole if the humanistic approach and its method are followed in the classroom within a global programme. Many advantages would occur introducing by very useful activities, changing the classroom routine and providing the learner with an active role, while at the same time respecting their passions and reducing their anxiety. The thrust of humanism seems, to be the ability to advance as a species through understanding and co-operation. This means that language teachers need to have a thorough grasp of both how people learn and what motivates them to learn. They need to shed the old image of the teacher being the font of wisdom and replace it with the teacher as
facilitator. Learning is not an end in itself, instead it means to progress towards the pinnacle of self-development.

Extrinsic rewards outside world, e.g. honour, cash prizes, etc., intrinsic rewards are rewards from within oneself, rather like a satisfaction of a need (Erikson). This accord with the humanistic approach, where education means creating or instilling a need within the learner by self-motivation. In language learning, if a person conceives himself to be a successful person, he will try his best to prove himself and to keep accordance with the self-concept in his mind. Thus, he/she will become more and more successful.

The humanist teacher is a facilitator, not a disseminator, of knowledge. Feeling and thinking are interlinked. Feeling positive about oneself facilitates learning very effectively. In the field of education and especially in society today, "humanistic education" is the subject of considerable interest and controversy. Many people of good will immediately react ("for it" or "against it") depending on previous experience with the term... (Kerr 301-314). Actually, the term humanistic means many different things to different people.

The development of humanistic approach and its methods characterized the new trends of English language teaching which could be followed in Engineering and Technology colleges in teaching a language as per the syllabus prescribed by Anna University, Tamilnadu, India. Language teaching and learning process involves the development of all aspects of the individual as a member of society. Today the professional language teacher has a good knowledge in using new approaches, methodologies and various techniques and also applying them accordingly in learning context or process and objectives.

The next chapter dealt with techniques in teaching language skills and some of the interactive strategies to be followed in the second language learning classroom.