

# Humanism: Goals, and Beliefs addressed in English Language Teaching Programs; Literature Review

Desi Yanita<sup>1</sup>

Sri Sumarni<sup>2</sup>

<sup>1,2</sup>Universitas Negeri Jakarta, Indonesia

<sup>1</sup>[desiyanita@gmail.com](mailto:desiyanita@gmail.com)

<sup>2</sup>[sri.sumarni@unj.ac.id](mailto:sri.sumarni@unj.ac.id)

## Abstract

Humanism is a philosophical stance that highlights the value and ability of human beings. The presence of language in human existence cannot be seen in isolation or as without any purpose. Therefore, it is crucial to dig deeper the application of Humanism in English language teaching. This study explores the goals and beliefs of Humanism, presents the basic elements of ELT programs, and shows in what ways that goals and beliefs of Humanism has been addressed in ELT programs. A literature review was conducted, involving article collection, article reduction, display, discussion, and conclusions. The study found that goals and beliefs of Humanism are addressed in some English language teaching programs, for instance Communicative Language Teaching (CLT), Silent Way, Suggestopedia, Total Physical Response (TPR), Community Language Learning (CLL), and Task-Based Learning (TBLT). Moreover, it can be seen that the application of goals and beliefs may be wholly but also partly an element of a learning program. Acknowledging these, addressing Humanism in ELT program is varied, and recognizing these contributing factors can help challenge biases and fathom our knowledge of Humanism.

**Keywords:** *Humanism, ELT Programs, Humanistic Education*

## Introduction

Humanism is one of the most widely used ideologies in education for helping students discover and exercise freedom of choice by expanding self-awareness and taking responsibility for the direction of their own lives (Elfert, 2023). Particularly, the foreign language classroom was the ideal place to explore the interest of humanism such as self-identity, self-worth, and self-efficacy (Moskowitz, 1978). Acknowledging this, Humanism is a pivotal ideology that should be addressed in the English language teaching programs.

Several studies have delved into the contribution of humanism in encouraging teachers and students, highlighting its significance in English language teaching (Barrantes, 2022; Leticia Yulita, Melina, Porto, Michael, Byram, and 2023; Frias, 2019). Widely implemented ideology of humanism in college English using digital network teaching platform play a pivotal role in improving moral education and helping to shape students' characters and values (Aiqing, Guo, Qin, Wang, 2024). However, despite the identified impacts in the language classroom, there remains a scarcity information on explanation about the addressing goals and belief in teaching method in English language teaching programs.

Recent time have witnessed an increased expectation for reconsidering humanistic pedagogy for ELT educators of the 21<sup>st</sup> century because its basic principles are still relevant (Meadows, B, 2023). Humanistic theory application focuses more on the spirit of the learner, which influences the techniques used (Susrawan, Nyoman Adi et al., 2023). A more thorough description of how humanism is used in English language

instruction programs is still missing, despite the advantages and needs that have been shown.

This research seeks to bridge the existing gap by discovering the applications of humanism in English language teaching. The goal is to find out how the goals and beliefs of humanism in ELT programs. By addressing this gap, the study aims to contribute valuable insights that can benefit both current researchers and educators applying humanism into the teaching and learning process. Hence, based on the study's backdrop, the following research question is posed:

1. What are the goals and beliefs of Humanism?
2. What are the basic elements of ELT programs?
3. How is Humanism addressed in the ELT programs?

## Method

A literature review, sometimes referred to as a narrative review approach, was the research strategy used in this study. The investigation was conducted in April of 2024. Databases are used for article searches; these include Crossref, Libgen, and Google Scholar. To locate articles from various sites, the author employed keywords in English. 'Humanism' and Humanistic education' were the terms utilized. Setting inclusion and exclusion criteria helps authors who screen articles make sure that only pertinent articles are found. The authors set the following requirements for inclusion: full text, original study, qualitative approach, and publication in both Indonesian and English from a national. A review of the literature is one of the exclusion criteria.

Based on this justification, the authors used a literature review as their research methodology, examining books and scientific papers that were published in national journals. The phases of the literature review are as follows:

1. Article Collection (search and download articles).  
During the article collecting step, this is done by typing keywords relevant to the topic or research title into Crossref, Libgen, and Google Scholar to find and download papers. In this instance, "humanism in English language teaching " and "humanistic education" are the keywords.
2. Article Reduction (Diminishing the number of articles according to the variables in the title). Article reduction techniques include summarizing, choosing the key points, concentrating on what matters, searching for themes and patterns, and eliminating irrelevant information. Because of this, the shortened piece will give readers a clearer image and make it simpler for the writers to obtain and locate further information as needed.
3. Article Display (assembling and arranging a selection of articles).  
The article is shortened and then presented or displayed. There are several ways to present this article: tables, synopses, and variable relationships.
4. Organization and Discussion  
Organization and discussion at this point are done according to the kind of literature review that was employed. The selected literature review in this instance is presented as theoretical research. One kind of literature review is theoretical research, in which the author discusses multiple hypotheses or ideas that are focused on a specific subject. Arranging and Discussing Exhibited Articles (Reading and Arranging Selected Articles) Drawing conclusions from the title and article reduction (cutting down on the quantity of articles according to certain criteria).
5. Conclusion

Conclusions are drawn from the results of earlier organizations and discussions.

## Results

### *Goals and Beliefs of Humanism*

Humanism gained greater prevalence in the 1940s, specifically after World War II, with the establishment of the humanism school. The primary objective of its development was to challenge the behaviorists' concept of determinism, as defined by Jarvis (2000, p. 62), which refers to the factors that influence human behavior. In the 1960s, the humanistic movement remained influential. During this time, psychologist Maslow, founded the Association for Humanistic Psychology in 1961 with another psychologist. The following spring saw the publication of the Journal of Humanistic Psychology's first issue (McLeod, 2007). They disagreed with applying conclusions to humans that were mostly reliant on animals (McLeod, 2007). These are the experts' definitions of humanism's objectives.

**Table 1.** The goals of Humanism

The experts	The goals of Humanism
(Jarvis, 2000, p. 63; Smith, 1999; Huitt, 2001)	Humanists focused on the potential, dignity, and most crucially, freedom of individuals while also attention to their unique needs, motivations, and emotions in an effort to restore psychological balance with the least amount of help from psychological theory.
(Kurtz, 1973).	The perspective of humanity as a whole, the realization of each person's potential, and the freedom of individuals to choose their own path are the main concerns of humanists.
(Elfert, 2023)	fostering self-awareness and taking charge of one's own life in order to assist pupils in discovering and exercising their freedom of choice
(Aloni, 2007).	Humanistic education must place a higher priority on the value of human dignity than any other set of values, whether they be ideological, nationalistic, religious, or economic. This is because humanism maintains that people's unique dignity lies in their creative imagination, critical reason, moral sensitivity, autonomous will, and unique personality.
(Stevick, 1980)	Success in a language course is more dependent on the interactions that take place inside and between students than it is on the tools, methods, and linguistic analyses.
(Lei (2007),	Learner-centeredness, which emphasizes attending to students' emotions and feelings in addition to enhancing their language and cognitive skills, is a defining feature of humanistic education.
Maples (1979),	Humanistic education aims to educate the whole person in addition to the cognitive and intellectual domains. A person who can learn and adapt to change has traits including being open to new experiences, believing that behavior is based on the organism, and having an existential path that views life as a fluid, adaptable process.
Moskowitz (1978, cited in Mishra, 2000),	Education that works is education that is affective. It focuses on enhancing abilities in creating and sustaining positive connections, as well as in expressing empathy and providing assistance to others. With its components of sharing, caring, acceptance, and sensitivity, it is a unique kind of relationship in and of itself. It promotes interconnectedness, sincerity, comprehension, and support. Self-discovery, reflection, self-esteem, and connecting with the good traits and characteristics in both ourselves and other people are all emphasized in humanistic education. It enables us to learn to care more for one another and ourselves. Moreover, humanistic education is enjoyable. (page 14)

More importantly, on pages 23–24, Stevick lists five humanistic emphases that are seen as unique human characteristics. Among the five attributes are:

1. Sensations (emotions and aesthetic appreciation) This focus emphasizes how the humanistic approach tends to reject everything that impedes happiness and causes negative emotions..
2. Interactions with others This focus discourages the reverse and encourages peer connection and assistance.
3. Accountabilities This feature highlights how crucial it is for the public to provide criticism, corrections, rejections, and inspection..
4. Intellect (reason, comprehension, and knowledge) This focus rejects any theory that interferes with people's ability to use their minds freely and seizes belief in everything that can be proven logically.
5. Self-actualization, or realizing one's own innermost attributes The focus holds that pursuing exceptionality leads to emancipation.
6. Through the goals that have been conveyed by the experts above, it can be seen that they all lead to the same achievement. Based on this, it can be traced that there are several beliefs that underlie and become a reference in the application of humanism in English language learning.

### Beliefs of Humanism

From the above goals, an important shift in perspective in English language teaching came up. Earl Stevick (1980) remarks: "Success in a language course is more dependent on the interactions that take place inside and between students than it is on the tools, methods, and linguistic analyses". Three key methods come to light from a humanistic standpoint: community language learning, suggestopedia, and the quiet way. Prior to talking about the English language learning program, it's important to have a better understanding of the humanist principles that may be covered in such a curriculum. Humanistic education's core principles center on helping students achieve self-actualization, holistic development, and personal improvement.

**Table 2.** The beliefs of Humanism

No.	Beliefs of Humanism	The Expert's Opinion
1	Holistic Development	Arnold (1998) asserts that humanistic techniques integrate the emotive with the cognitive to develop the whole person, rather than ignoring the cognitive.
2	Human dignity	Gage and Berliner (1991) remark that the emphasis upon the value of students rests on the awareness of their dignity and rights as unique human beings with each person being on a path of self-actualization.
3	Self-actualization	According to Arnold (1998), in order to maximize language learning, affect must be given to the already-existing cognitive concentration. This means that rather than lowering expectations for students' cognitive development, teachers should recognize that it is advantageous to occasionally concentrate on affective issues.
4	Feelings and emotions matter	Humanistic education is defined as follows: [related] to the needs, values, beliefs, aspirations, hopes, memories, experiences, feelings, and fantasies of students; it aims to integrate the subject matter and personal growth dimensions into the curriculum (Moskowitz, 1978), a statement that Stevick has also frequently cited. Emotions are constantly present in learning situations and should be tapped into since they have a significant impact (1978, p. 14).
5	Teacher is a facilitator	According to Romig and Cleland (1972), the teacher's job is to help students engage with the material and with other students by assisting them in understanding their own emotions and ideas. Underhill (1989) notes, "The facilitator has a major role in creating an environment that encourages self-directed learning"
6	Individualized and	Humanistic education, according to Williams & Burden (1997), is

	personalized learning	predicated on the notion that children are unique and should be encouraged to be true to who they are rather than attempting to be like others. According to Rogers (1983), welcoming pupils entails seeing them as flawed individuals with a great deal of potential.
7	Emphasis on Relationships and Community	According to Arnold (1999), a teacher should be able to foster good relationships with pupils and establish a cooperative learning environment in the classroom while also fostering their inner selves and
8	Positive atmosphere	emotions.
9	Process-based learning	Acquiring particular information is not as essential as learning how to learn (Gage & Berliner, 1998).
10	Critical thinking	Stevick (1990, p.23) citing Kurtz, defines "humanism" as "being skeptical of "ideology, bureaucracy, or technology, as well as anything else that "alienates or depersonalizes"
11	Focus on Emotional Intelligence and Well-being	If someone exudes confidence and feels good about themselves even in the face of obstacles and setbacks, they are said to have a high degree of self-worth (Jarvis, 2000; McLeod, 2007).
12	Student' centredness	According to Lei (2007), learner-centeredness, which emphasizes attending to students' emotions and sentiments in addition to their cognitive and linguistic development, is a hallmark of humanistic education.
13	Emphasis on reflective teaching	According to Underhill (1989), contemplation prepares the ground for compromise and decision-making in areas of authority and accountability in the classroom.
14	Focus on students' needs and interests	According to Stevick, learning occurs most effectively when a person has some influence over the material they want to learn (Maslow, 1987).

### The basic elements of ELT Programs

Humanism is applied in several educations; language education is no exception. Amini, D. (2014) spoke about the use of humanism in ELT courses like Task-Based Learning and Communicative Language Teaching. Furthermore, Rahman and Mehjabeen (2013) conducted research on this topic and made the case that Suggestopedia, Community Language Learning, the Silent Way, and Total Physical Response all address humanism. Ferdousi Akter and Md. Al Mamun (2019), who conducted a literature study on those four ELT programs, endorse it. Furthermore, according to Yadav (2022), three well-known approaches emerge from the humanistic approach: community language learning, Suggestopedia, and The Silent Way. Furthermore, Yi Ling, L. (2014) conducted research on the use of Communicative Language Teaching (CLT), which addresses humanism in higher education. There should be a detailed explanation pertaining to the fundamental components of each program in order to analyze the humanism-based addressing aims and beliefs inside them. These include the theories of language and learning, objectives, syllabuses, kinds of teaching and learning activities, roles of the instructor and the learner, instructional materials, and procedures, according to Richards, J. and Rodgers, T. (2014).

#### 1. Communicative Language Teaching

##### a. Theory of language

Language serves as a means of expressing meaning. Language's main purpose is to facilitate communication and engagement. Language's structural makeup is a reflection of its communicative and functional functions. Not only are grammatical and structural aspects of language the fundamental building blocks of language, but also functional and communicative meaning categories as shown in speech. In addition to the following aspects of language knowledge, communicative

competence include the ability to utilize language for a variety of goals and activities:

1. Being able to continue communicating even when one's linguistic skills are limited (For instance, by using many forms of communication techniques).
2. Being able to write and comprehend a variety of texts (e.g., interviews, reports, narratives, conversations)
3. Being able to modify language usage based on the situation and the people involved (For example, understanding the differences between formal and casual speech and the right use of language in writing vs oral communication)

b. Theory of Learning

According to these viewpoints, language acquisition is the product of the following processes: Interaction between the language learner and language users cooperative meaning-making Using language to facilitate meaningful and purposeful communication meaning negotiation when the learner and their conversation partner come to an understanding Learning via paying attention to the comments students get when they use the language e observing the language that is spoken (the input) and making an effort to integrate new linguistic structures into one's growing communicative proficiency. Experimenting and experimenting with various expressions for Learning is the process by which socially acquired information is mediated socially between a learner and another, becoming internal to the learner. Learning supported by a fellow student or expert scaffolding (Vygotsky 1978) eLearning via group discussion focused on organized cooperative activities (Cook 2008).

c. Objective

The aims of CLT courses and resources might be tied to learners with very specialized requirements or to more broad language learning objectives. Currently, communicative course goals are often connected to the learning outcomes outlined in the Common European Framework of Reference.

d. Syllabus

There are two types of syllabuses: task-based and notional-functional (Prabhu, 1983). A more traditional approach is represented by Brumfit (1980), who advocates for a syllabus that is linguistically structured and around which concepts, functions, and communicative activities are arranged. English for Specific Purpose (ESP) is also included.

e. Types of teaching and learning activities

1. Jig-saw activities. The students are split up into groups, and each group is given a portion of the materials required to do an assignment. To finish the whole, the class has to match the parts together.
2. Task-completion activities. Reading maps, playing games, solving puzzles, and doing other educational assignments with the goal of using one's linguistic resources.
3. Information-gathering activities. student-conducted searches, interviews, and surveys whereby students must gather data using their language resources.
4. Opinion-sharing activities. Comparing values, attitudes, and beliefs via exercises like rating tasks, where students evaluate six characteristics in order of significance when selecting a partner or date.
5. Information-transfer activities. displaying data in a different way after it has been provided in one format. For instance, students may read directions on how

to get from point A to point B and then sketch a map illustrating the route, or they can read facts about a topic and then plot it as a graph.

6. Reasoning gap activities. use processes like inference and practical reasoning to extrapolate new knowledge from previously provided information. Developing a teacher's schedule, for instance, based on the provided class schedules.
  7. Role plays. After being given roles, the students create a scenario or interaction using the facts or hints provided.
- f. Teacher Role
1. Communication facilitator
  2. Monitor
  3. Encourages fluency
  4. Needs analyst,
  5. Counsellor, and
  6. Group process manager.
- g. Learner Role
1. Negotiator
  2. Active Communicative Participant
  3. Collaborator
- h. The Role of Instructional Material
1. Text-based materials
  2. Task-based materials
  3. Relia-based
  4. Technology-supported
- i. Procedure
1. Pre-communicative activities: Structural activities and quasi-communicative activities
  2. Communicative activities: Functional communication activities and social interaction activities.
- Grammar-related topics are separated out for supervised practice, teaching points are often presented as dialogues, and then more flexible exercises are offered. To encourage pupils to utilize and practice functions and forms, pair and group work is advised.

## 2. Silent Way

### a. Theory of language

According to Gattegno, linguistic studies have no significant impact on teaching methods and may only marginally heighten a person's sensitivity to language. According to Gattegno, experience is what gives language its meaning since language itself is "a substitute for experience" (1972: 8). Furthermore, Gattegno is alluding to the fact that each language is made up of suprasegmental and phonological components that work together to create a distinctive melody and sound system.

It is evident that the Silent Way organizes language to be taught using a structural method. Furthermore, according to Gattegno, vocabulary is an essential component of language acquisition, and vocabulary selection is vital.

### b. Theory of learning

The Silent Way draws on Gattegno's understanding of a cognitive-code theory of learning.

The following might be used to express the learning theories that underpin Gattegno's research: When a student makes discoveries or produces something instead of just repeating what they have learnt, learning is promoted. Physical things that accompany or mediate learning are beneficial. Solving problems relating the content to be learnt facilitates e-learning. The latter tradition, which includes The Silent Way, sees education as an investigative, creative, problem-solving process in which the student is an active participant rather than a passive observer. In addition to providing tangible learning objectives for students, the rods and the color-coded pronunciation charts, sometimes known as Fidel charts, also provide memorable visuals that help with student memory.

The Silent Way is also related to a set of premises that we have called "problem-solving approaches to learning."

c. The objectives

Giving beginning-level pupils spoken and auditory proficiency in the foundational components of the target language is the main goal of the Silent Way. Near-native fluency in the target language is the overall objective of language acquisition, with emphasis placed on accurate pronunciation and mastery of the prosodic aspects (differences in pitch, stress, and rhythm). One of the learners' first goals is to provide them a fundamental understanding of the language's grammar. This serves as the learner's foundation for autonomous learning.

d. The syllabus

Lessons in The Silent Way are organized on grammatical concepts and associated vocabulary, following a mostly structured curriculum. The selection of vocabulary is based on two factors: its productivity in the classroom and its degree of manipulation within a certain framework.

e. Type of teaching and learning activities

Without needless instructor modeling or explicit speech teaching, the purpose of learning tasks and activities in the Silent Way is to shape and encourage student oral response. The method's fundamental exercises involve basic language tasks where the teacher models a word, phrase, or sentence and then elicits learner responses. Initially, learners are asked to silently complete commands containing these words, phrases, or sentences. Later, learners combine previously learned and new information to create their own utterances. A large portion of the exercise may be teacher-directed, and charts, rods, and other tools may be utilized to encourage student answers. But there is little instructor modeling once the language is first presented. As a result, the foundation of classroom activities is responses to instructions, queries, and visual displays.

f. Learner role

According to Gattegno, learning a language is a process of personal development brought about by students' increasing self-awareness and self-challenge. Additionally, children must create "inner criteria" and correct themselves if the instructor does not rebuke them and does not model behavior for them repeatedly.

Problem-solver

Discoverer

Independent learners

Autonomous responsible learner

Collaborator with other learners

g. Teacher role



When something is presented once and meanings are conveyed by nonverbal cues, it is referred to as "teaching." Testing comes next and is done as silently as possible. It would be more accurate to refer to it as the elicitation and molding of student creation. Gattegno stressed the need of learning objectives that are well-defined, achievable, and assigned by the instructor. Sequence and timing are more crucial in Silent Way lessons than in many other types of language training programs, and the teacher's awareness of and control over them is essential. Lastly, when students are having difficulty using their new language skills, the instructor quietly observes how they are interacting with one another and may even leave the room. It is the duty of the instructor to provide a setting that promotes risk-taking among students and speeds up learning.

h. The role of instructional materials

Perhaps even more well-known than the instructors' silence is The Silent Way's distinctive instructional materials. The primary components of the materials include a set of colored rods, wall charts with color-coded pronunciation and vocabulary, a pointer, and reading and writing tasks. These are all meant to demonstrate the connections between sound and meaning in the target language. The "Fidels" are pronunciation charts that have been developed for many languages. They comprise symbols for each vowel and consonant sound in the target language.

Additional resources that might be used include picture books, audio and video cassettes, movies, picture books, and worksheets for honing writing and reading abilities. These resources are supplemental to the use of rods and charts in the classroom and are of secondary value. Selection and execution are based on need as determined by educators and/or students.

i. Procedure

A Silent Way class usually has a set structure. Pronunciation is the main topic of the lesson's first section. Sentence structures, vocabulary, and patterns are rehearsed after language sound practice. Using the colored rods, the instructor creates a visual depiction of an utterance while modeling it. The instructor will have a student try to generate the speech after modeling it and indicating whether or not it is acceptable. If a student gives a wrong answer, the instructor will try to rephrase the response or ask another student to provide the right example. The instructor will set up an environment where the students may practice a structure by manipulating the rods once the structure has been taught and comprehended. Using the rods and charts, the students will be asked to come up with variations on the structural theme.

3. Suggestopedia

a. Theory of language

Neither does Lozanov appear to be concerned with any specific assumptions about language components and their arrangement, nor does he provide a theory of language. Recordings of "whole meaningful texts (not of a fragmentary nature)" that are "above all, interesting" are suggested listening to at home by Lozanov. Nonetheless, Lozanov's endorsement of these tales seems to be purely motivational and does not adhere to the theory that language is primarily acquired and used for its affective purpose. Lozanov most often refers to the language to be studied as "the material" when discussing coursework and text structure (e.g., "The

new material that is to be learned is read or recited by a well-trained teacher": 1978: 270).

b. Theory of learning

The core of Suggestopedia is suggestion. Furthermore, according to Lozanov, the difference between his approach and hypnosis and other mind-control techniques is that the latter lack "a desuggestive-suggestive sense." It seems that desuggestion entails clearing the reserves, or memory banks, of memories that are obstructive or undesired. Therefore, the suggestion is to fill the memory banks with facilitating and desirable recollections.) The six main theoretical elements that establish access to reserves and facilitate desuggestion and suggestion are as follows. Following Bancroft (1972), we shall quickly enumerate the following: inronation, authority, infantilization, double-planedness, rhythm, and concert pseudo-passiveness.

## Objectives

Suggestopedia seeks to rapidly provide sophisticated conversational skills. He lists improved access to knowledge as well as innovative issues and solutions as learner objectives.

c. Syllabus

A 30-day Suggestopedia course consists of 10 study modules. There is a presenting and performance pattern throughout the whole course. A test is administered on the first day of class to determine the students' level of knowledge and to serve as a foundation for splitting the class into two groups: modified (false) beginners and new beginners. After that, the instructor gives a quick overview of the course and discusses the mindset that is expected of them. The goal of this briefing is to get students ready to study in a pleasant, carefree, and assured manner.

d. Types of learning and teaching activities

The listening exercises, which focus on the text and text vocabulary of each subject, are the ones that are more unique to Suggestopedia. First, the instructor looks at and discusses a fresh text with the class, and she responds to inquiries on the conversation. During the second reading, the instructor reads the material aloud to the class while the students unwind in comfortable reclining seats. On the third reading, the teacher dramatically performs the content against a backdrop of the unique musical form that was previously mentioned.

e. Learner Roles

Accepts principles of Suggestopedia

Pseudo-passive receptors

The mental state of the learners is critical to success; learners must avoid distractions and immerse themselves in the procedures of the method.

f. Teacher Role

Accepts principles of Suggestopedia \* Creates suitable learning environments e  
Authority © Skilled in acting, singing, and psycho-therapeutic techniques

g. The Role of Instructional Materials

Materials are divided into two categories: indirect support materials (such as classroom décor and music) and direct support resources (mostly text and audio). When introducing language challenges to kids, make sure they are not alarmed or distracted from the material. The learning environment is so vital to Suggestopedia despite not being language materials that it is necessary to list its key components in short. The classroom's look (bright and joyful), the furniture (reclining chairs

arranged in a circle), and the music (Baroque largo, chosen for previously described reasons) make up the environment (the indirect support materials).

h. Procedure

According to Hansen (2011: 408), a typical Suggestopedia course lesson cycle looks like this: Lessons are thought of as a cycle: after the presentation, which is meticulously planned to allow for three distinct methods for learners to absorb the content, follows the cycle. The instructor reads the book aloud in two formal but very distinct "concerts," each time synchronizing it with a different piece of music. The first is a casual, dramatized introduction to the text's language. Every student undergoes an unconscious "incubation" process throughout these "input" sessions, which lasts the duration of the course. Depending on the situation, input may be finished in a single, lengthy session, but at least one night must pass thereafter. The text then starts to be "elaborated," initially by decoding and later through a more creative and liberated session. This format is followed by each class cycle; however, there will be one or more days of "recapitulation" to reinforce grammar, and at the end of the semester, students design, write, and perform in their own group production. Throughout the course of the semester, each student adopts a new identity and personality that is expressed in the target language. Occasionally, the teacher adopts new roles and reflects the fluidity of personality, evolving as students do. Initially, the teacher establishes safety guidelines and defines group interactions; as students gain confidence and knowledge, the teacher gradually fades into the background; and ultimately, the teacher steps back to allow the students take the lead.

### **Total Physical Response**

a. Theory of language

According to Asher, there are two types of language: abstractions and non-abstractions. Concrete nouns and imperative verbs are the most common examples of non-abstractions in language. He thinks that without using abstractions, students may learn both "the grammatical structure of a language" and a "detailed cognitive map." Students should wait to abstract until they have assimilated a thorough cognitive map of the language of instruction. Abstractions are not required in order for individuals to understand a language's grammatical structure. Abstractions may be presented and described in the target language after pupils have internalized the code (Asher 1977: 11-12).

b. Theory of learning

He bases this aspect of his learning theory on three very significant learning hypotheses: 1. A unique intrinsic bio-program that outlines the best course for first- and second-language development exists for language acquisition. 2. Different learning functions in the left and right hemispheres of the brain are defined by brain lateralization. 3. Stress, an emotional filter, stands between the learning process and the information to be learnt; the less stress, the more learning.

c. Objectives

Teaching oral competency at the beginner level is one of TPR's main goals. Basic speaking skills instruction is the main goal, and comprehension is only a means to that purpose. The goal of a TPR course is to develop students who can communicate freely in a way that a native speaker might understand. No detailed

educational goals are provided since they will vary depending on the unique requirements of the students.

d. The syllabus

An examination of the many activity kinds used in TPR courses may be used to determine the kind of syllabus that Asher utilizes. TPR demands that meaning be given priority over item form at first. That's why grammar is taught inductively. Instead of being chosen for their frequent usage or need in target-language contexts, grammatical characteristics and vocabulary items are chosen based on the classroom context in which they may be employed and how easily they can be learnt.

We do not support a single learning method. Regardless of the training format major or minor variability is essential to sustaining students' attention. Although the imperative is an effective learning aid, it should be used in concert with several other strategies. The best mix will vary from teacher to teacher and class to class Asher (1977: 28).

e. Types of learning and teaching activities

During the first 120 hours of education in TPR, imperative exercises are the main classroom activity. Slideshows and role plays are two other classroom exercises. Additionally, reading and writing exercises may be used as a follow-up to oral imperative drills and to further solidify vocabulary and structures.

f. Learner roles

Learners in TPR have the primary roles of listener and performer.

Learners have little influence over the content of learning,

Learners are also required to produce novel combinations of their own.

Learners monitor and evaluate their own progress.

g. Teacher role

As stated by Asher (1977: 43), "The instructor is the director of a stage play in which the students are the actors." The teacher participates actively and directly in TPR. The instructor chooses what to teach, models and introduces new information, and chooses supplementary resources for use in the classroom.

h. The role of instructional materials

For complete novices, the teacher's voice, gestures, and movements may serve as a sufficient foundation for classroom activities, negating the need for resources. Subsequently, the instructor could use standard classroom items including desks, chairs, books, and pens. The instructor will have to create or gather supporting resources to go along with the lessons as the course progresses. Images, realia, presentations, and word charts are a few examples of them. Asher has created TPR student packages with a situational emphasis.

i. Procedure

The following serves as a source of information on the techniques utilized in the TPR classroom and describes a typical procedure for students in the early stages of a new course, prior to the introduction of conversational dialogues. Asher (1977) offers a lesson-by-lesson description of a course that was taught using TPR.

Review

New commands

Role reversal

Reading and writing.

## **Community Language Learning**

### a. Theory of language

It doesn't seem that a theory of language based on "basic sound and grammatical patterns" suggests any different views from those held by structuralists on the basis of language. On the other hand, Language as Social Process alternative theory of language is extensively discussed in the literature of CLL proponents. Subsequently, this perspective is clarified via six stages, including both spoken and nonspoken communication;

the whole-person process

the educational process

the interpersonal process

the developmental process

the communicative process

the cultural process.

There are two different and basic types of CLL interactions: learner-to-learner and learner-to-knower interactions. Although the substance of interactions between students varies, they are usually described as include affective content exchanges, or emotional content, which covers topics like motivation, anxiety, and self-assurance. As the class develops into a community of learners, learner interactions grow more intimate. Students are compelled to keep up with their friends' learning because they want to share in this increasing closeness.

### b. Theory of learning

After receiving counseling services, Curran came to the conclusion that counseling methods may be used to improve learning in general (now known as Counselling-Learning) and language instruction specifically (CLL). A comprehensive approach to language acquisition is promoted by CLL since "true" human learning involves emotional as well as cognitive. The abbreviation SARD (Curran 1976: 6) encompasses the psychological prerequisites for effective learning; S stands for security, A for attention and aggressiveness, R for retention and reflection, and D for discrimination.

### c. Objectives

It is implied that achieving near-native mastery of the target language is established as a goal when the instructor is able to effectively transmit information and skill to the learners.

### d. Syllabus

As previously indicated, the course advancement is subject focused, with students selecting topics to discuss and messages to share with other students.

### e. Types of learning and teaching activities:

translation, group work, recording, transcription, analysis, reflection and observation, listening, and free conversation.

### f. Learner Role

Community member and attentive listener.

### g. Teacher Role

Counsellor, provides knowledge, offers a safe environment, interprets student messages, supports learning.

### h. The Role of Instructional Materials

A textbook is not seen as essential to a CLL course as it develops from community interactions. As the course goes on, the instructor may create more materials, but they usually don't go beyond summaries of some of the linguistic elements of

student-generated talks on the overhead projector or chalkboard. Students may also engage in groups to create their own resources, such as dialogue scripts and mini-dramas, and conversations can be recorded and disseminated for research and analysis.

i. Procedure

There may be a brief moment of quiet at the start of the first (and subsequent) session when students attempt to figure out what is expected of them in their language lesson. Later in class, students may choose to remain silent while they select what to discuss (La Forge 1983: 72). Furthermore, the class may then be divided into smaller groups to debate a specific subject that has been selected by the group or the class as a whole. A different group may be given the group discussion summary, and they will then attempt to regurgitate or paraphrase it back to the original group. A teacher may assign groups in an advanced or intermediate class to produce a paper play to be presented to the class as a whole. Lastly, the instructor invites the class or small groups of students to reflect on the language lesson.

### **Task-Based Learning**

a. Theory of Language

Spoken interaction is the central focus of language and the keystone of language acquisition.

Lexical units are central in language used and language learning

Language is a means of achieving real-world goals

Language is primarily a means of making meaning.

Language use involves integration of skills.

b. Theory of Learning

Learning difficulty can be negotiated and fine-tuned for particular pedagogical purposes.

Interaction and communication through tasks provide opportunities for scaffolded learning.

Tasks provide opportunities for learners to “notice the gap.”

Negotiation of meaning provides learners with opportunities for provision of comprehensible input and modified output.

A focus on form can facilitate language learning.

Language learning is an organic process.

Language learning is determined by learner internal, rather than external, factors.

Learning is promoted by activating internal acquisition processes.

Task activity and achievement are motivational.

c. Objective

The objectives will relate to a more general communicative competence.

d. Syllabus

According to Nunan (1989), two different task kinds may be used to create a task-based syllabus: 1. actual-world activities are intended to be used as a means of practicing or rehearsing those tasks that are determined to be significant in a requirements analysis and that prove to be valuable in the actual world. This would apply to classes for students who, as previously said, have needs that are easy to identify. 2. Pedagogical tasks, which may not always mirror real-world activities but have a psycholinguistic foundation in SLA theory and research. This

would be the situation for students that don't have needs that are easy to identify, like the previously mentioned young students.

The design of materials and classroom activities was then based on the functions and language required to produce pedagogical tasks, or classroom activities that build the abilities required to accomplish the subtasks, including knowledge gap exercises or problem-solving tasks.

e. The types of teaching and learning activities

- 1) Puzzle activities. In these, students must piece together disparate bits of knowledge to create a whole (for example, three people or groups may be given three separate portions of a tale and must piece the whole together).
- 2) Information gap tasks. A student or group of students has one set of information, whereas another student or group possesses a set of knowledge that is complimentary. To finish a task, they have to bargain and learn the other party's knowledge.
- 3) Activities that need problem-solving. Pupils get a problem and a collection of data. They need to find a way to solve the issue. Usually, there is just one way to solve the issue.
- 4) Decision-making tasks. Pupils are given an issue with several alternative solutions, and they have to negotiate and debate to pick one.
- 5) Opinion-sharing exercises, Students converse with one another and share ideas. They don't have to come to an understanding.

Other characteristics of tasks, which apply to both real-life and pedagogical tasks, have also been described, such as the following:

- 1) One-way or two-way: the task's involvement in a one-way or two-way information exchange.
- 2) Convergent or divergent: how many distinct objectives or a single aim are accomplished by the pupils.
- 3) Competitive or cooperative: how the pupils work together to complete a task or whether they compete with one another.
- 4) One or many outcomes: the question of whether there will be one main result or several distinct ones.
- 5) Concrete or abstract language: This refers to whether using concrete or abstract language is required for the activity.
- 6) Complex or simple processing: Depending on how much cognitive processing is involved in the activity,
- 7) Simple or complicated language: how simple or difficult the task's linguistic requirements are.
8. Reality-based or not: Whether the assignment is an instructional exercise that is not present in the actual world or whether it mimics a real-world activity.

f. Learner Role

Group participant

Monitor

Risk-taker

g. Teacher Role

Van den Branden (2006) suggests the following roles for teachers in TBLT.

Motivate the students to invest mental energy in task performance, and to support their level of motivation through the various phases of a task-based activity.

Efficiently organize the task-based activity, for instance by giving clear instructions and preparing the students for task performance, guiding the formation of groups

(for group work), making sure that students have all the material necessary for task completion or are informed about the ways they can obtain these materials. Interactionally support the students while they are performing the task, and differentiate between students (or students' groups) while doing so.

Additional roles: Selector and sequence of tasks, preparing learners for tasks.

h. The role of instructional materials

Pedagogic materials

Realia

Technology

i. Procedure

Van Gorp and Bogaert (2006) describe the following sequence of activities in task-based lessons:

1) Introducing the task. There are three purposes for this section of the lesson: a) inspiring students to do the assignment; b) getting them ready by going over prior knowledge or relevant information about the world; and c) structuring the performance phase by giving precise instructions on the activity's objective and the best way to complete it.

2) assisting in the completion of tasks. This entails: a) interactional support, in which the instructor acts as a mediator between the learner's present skills and the needs of the work; b) supportive interventions that concentrate on elucidating meaning or directing language choice; and c) merging meaning and form.

3) the stage after a job. This might entail: a) thinking back on the assignment and how it was completed; b) concentrating on the form.

**Table 3.** The goals and beliefs of Humanism addressed in ELT programs

No	Basic Elements	ELT Programs					
		CLT	Silent Way	Suggestopedia	TPR	CLL	TBLT
1	Theory of Language	✓		✓		✓	✓
2	Theory of Learning	✓	✓	✓	✓	✓	✓
3	Objectives	✓	✓	✓	✓		✓
4	Syllabus	✓		✓		✓	✓
5	Types of teaching and learning activities	✓	✓	✓	✓	✓	✓
6	Learner Role	✓	✓	✓	✓	✓	✓
7	Teacher Role	✓	✓	✓		✓	✓
8	The Instructional Materials	✓	✓	✓		✓	
9	Procedure	✓	✓	✓		✓	✓

## Discussion

As stated in the table 3, the goals and beliefs of humanism is truly addressed in ELT programs stated before by the researchers.

First, in CLT and suggestopedia, humanism is applied in all their elements thoroughly. The goals and beliefs of humanism are the feelings and emotions matter, teacher is facilitator, individualized and personalized learning, emphasis on relationships and community, positive atmosphere, process-based learning, critical thinking, student's centredness, emphasis on reflective learning, and focus on students' needs and interests (*see table 2*).

Second, Silent Way has addressed Humanism in most of its basic elements, except theory of language and syllabus. It promotes self-actualization, feelings and emotions



matter, teacher is a facilitator, individualized and personalized learning, emphasis on relationships and community, positive atmosphere, process-based learning, critical thinking, student's centredness, emphasis on reflective learning, and focus on students' needs and interests (*see table 2*).

Next, Total Physical Response (TPR) has brought humanism in some of the basic elements, such as, feelings and emotions matter, positive atmosphere, and emphasis on reflective teaching (*see table 2*).

The following program is community language learning (CLL). Although the objectives of the CLL is not based on Humanism, it has addressed wholly goals and beliefs of it in most of the basic elements. It can be seen clearly started from the theory of language, which concern on the whole-person process. Shortly, it addresses Humanism in its goals and beliefs; holistic development, human dignity, self-actualization, feelings and emotions matter, teacher is a facilitator, individualized and personalized learning, emphasis on relationships and community, positive atmosphere, process-based learning, critical thinking, focus on emotional intelligence and well-being, student's centeredness, emphasis on reflective learning, and focus on students' needs and interests (*see table 2*).

The last one is task-based language teaching (TBLT). Although, humanism is not reflected on the instructional materials, it still addresses the goals and beliefs of it in some ways, for instance, self-actualization, feelings and emotions matter, teacher is a facilitator, emphasis on relationships and community, positive atmosphere, process-based learning, critical thinking, student's centeredness, and emphasis on reflective teaching.

## Conclusion

This study explores the goals and beliefs of humanism addressed in the basic elements of ELT programs. It The primary principle of humanistic education is to highlight the significance of emotional aspects in language learning, alongside cognitive aspects.

This study has found that humanism can be applied in English language learning either wholly or partially. Thus, it does not rule out the possibility that other ELT programmes also apply humanism, especially programmes that are currently developing. That is because the principle of humanism is still very relevant to the situation nowadays, so it is still able to help students to learn better. By doing so, learners should be regarded as complete individuals, where each student in the classroom is first recognized as a human being, and then as a learner.

Hence, educators should prioritize the students' affective and emotional states, as they can anticipate that solutions to language acquisition difficulties are more likely to stem from psychology rather than linguistics. The psychological states of students can have either a beneficial or detrimental impact on their language performance and learning practices. Experiencing happiness on a particular day might improve an individual's performance, whereas feeling sadness and sorrow can hinder a student's ability to work well. Nevertheless, certain teachers choose to overlook this fact and instead blame the problem to cognitive or language factors.

The suggestopedia, as previously mentioned, employs a nurturing environment to facilitate language acquisition. Indeed, teachers are required to utilize various approaches in language instruction as a fundamental principle. In the field of language education, creating a conducive environment is of utmost importance. Therefore, teachers must do their utmost effort to establish an enjoyable atmosphere for students

by utilizing state-of-the-art teaching equipment. Teachers can employ music, art, and physical activity to establish a captivating and dynamic classroom environment. Currently, multimedia is frequently employed in language instruction and has generated positive outcomes.

To sum up, the necessary components of a humanistic approach to language teaching as follows: Stevick (1990),

An understanding of learner's cognitive and affective requirements, personality, etc

A realistic understanding of learner's language needs;

A proper understanding of teacher's emotional intelligence;

A proper training in language teaching methodology; and

A firm command of the language being taught;

## **Acknowledgment**

We would like to express our deepest gratitude to all parties who have contributed to this research. Thank you to our colleagues for their suggestions, support, and inspiration throughout the research process. We also want to thank all participants and respondents who took the time to participate in this study. Additionally, we extend our gratitude to the institutions or organizations that provided support and facilities for this research. All contributions and assistance given have been invaluable to the smoothness and success of this research. Thank you for all the hard work and collaboration.

## **References**

- Aloni, N. (2007). *Enhancing humanity*. Dordrecht: Springer.
- Aloni, Nimrod. (2003). *Enhancing Humanity: The Philosophical Foundations of Humanistic Education*. 10.1007/978-1-4020-6168-4.
- Amini, D. (2014). Teacher and Learner in Humanistic Language Teaching. *Journal of Applied Linguistics and Applied Literature: Dynamics and Advances*, 2(1), 13-24. doi: 10.22049/jalda.2014.13515
- Arnold, J. (1998). Towards more humanistic English teaching. *ELT* 52(3), 122-147. doi:10.1080/15210960801997924
- Arnold, J. (1999). *Affect in language learning*. Cambridge: Cambridge University Press.
- Brown, H. D. (2007). *Principles of language learning and teaching*. (5th, ed.). White Plains, NY: Pearson Education.
- Barrantes, Lena. 2022. A Humanistic Perspective for the Mixed-Proficiency Language Class. *MEXTESOL Journal*, v46 n2 2022.
- Brumfit, C. J. (1984). *Communicative methodology in language teaching: The roles of fluency and accuracy*. Cambridge: Cambridge University Press.
- Byram, Michael, Melina Porto, and Leticia Yulita. 2023. "Beyond Teaching Languages for Communication—Humanistic Perspectives and Practices" *Languages* 8, no. 3: 166. <https://doi.org/10.3390/languages8030166>
- Elfert, M. (2023). Humanism and democracy in comparative education. *Comparative Education*, 1–18.
- Ely, C. M. (1986). An analysis of discomfort, risk-taking, sociability, and motivation in the L2 classroom. *Language Learning*, 36 (1), 1-25. doi:10.2167/jmmd470.1.
- Ferdousi Akter, & Md. Al Mamun. (2019). *Study of Humanistic Education: A solution to Language Teaching in Bangladesh*. <https://doi.org/10.5281/zenodo.3545047>
- Gage, N., & Berliner, D. (1991). *Educational psychology* (5th ed.). New York: Houghton Mifflin.

- Ghaith, G., & Diab, H. (2008). Determinants of EFL achievement among Arab college-bound learners. *Education, Business and Society: Contemporary Middle Eastern Issues*, 1(4), 278-286.
- Guo Aiqing, Wang Qin. Application of Digital Network Teaching Platform in the Ideological Education of College English. *International Journal of New Developments in Education* (2024) Vol. 6, Issue 1: 52-56. <https://doi.org/10.25236/IJNDE.2024.060109>.
- Huitt, W. (2009). Humanism and open education. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved from <http://www.edpsycinteractive.org/topics/affect/humed.html>
- Huo, C. (2006). How to apply humanistic psychology to establish an effective emotional class climate in China. *Sino-US English Teaching*, 3(5), 56-58. doi:10.2307/1170754.
- Jarvis, M. (2000). *Humanistic psychology. Theoretical approaches in psychology*. London: Routledge.
- Lei, Q. (2007). EFL teachers' factors and students' affect. *US-China Education Review*, 4(3), 60-67. doi:10.2307/1170741.
- Maples, M. F. (1979). A humanistic education: Basic ingredients. *The Humanistic Educator*, 17(3). 137-151.
- Maslow, A. H. (1987). *Motivation and personality* (3rd ed.). Harper & Row Publishers.
- McKenna, G. (1995). Learning theories made easy: Humanism. *Nursing Standard*, 2 (9), 29-31.
- McLeod, S. (2007). Humanism. *Simply psychology*. Retrieved from <http://www.simplypsychology.org/humanistic.html>
- Meadows, Bryan. 2023. Humanism in English Language Teaching. In V. Canese & S. Spezzini (Eds.), *Teaching English in Global Contexts, Language, Learners and Learning* (pp. 69-76). Editorial Facultad de Filosofia, UNA. [https://doi.org/10.47133/tegc\\_ch04](https://doi.org/10.47133/tegc_ch04)
- Mishra, C. (2000). Humanistic approach to education. *Journal of NELTA*, 5(2), 25-29. doi:10.1207/s15326985.
- Moskowitz, Gertrude. *Caring and Sharing in the Foreign Language Classroom*. MA: Newbury House, 1978.
- Rahman, Mehjabeen. (2013). 'Humanistic Approaches' to Language Teaching: from Theory to Practice. *Stamford Journal of English*. 4. 10.3329/sje.v4i0.13491.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
- Romig, D., & Cleland, C. C. (1972). Educational applications of humanistic psychology. *Journal of School Psychology*. 10(3), pp.289-298
- Smith, M. K. (1999). The humanistic to learning. *The encyclopedia of informal education*. Retrieved from [www.infed.org/biblio/learning-humanistic.htm](http://www.infed.org/biblio/learning-humanistic.htm)
- Stevick, E.W. (1980). *Teaching languages: A way and ways*. Rowley, Mass.: Newbury House.
- Stevick, E. W. (1990). Humanism in language teaching. A critical perspective. Oxford: Oxford University Press. [19] Underhill, A. (1999). Facilitation in language teaching. In J. Around (ed.), *Affect in language learning* (pp. 68-83). Cambridge: Cambridge University Press.
- Susrawan, I Nyoman Adi et.al. 2023. Humanistic Education in Language Learning. *International Journal of Applied Science and Sustainable Development (IJASSD)*, 5 (2)
- Underhill, A. (1989). Process in humanistic education. *ELT Journal*. 43(4), pp.250-260.

- Wang, G. (2005). Humanistic approach and affective factors in foreign language teaching. *Sino-US English Teaching*, 2(5), 1-5. doi:10.1207/s15430421tip4102\_2. [21]  
Williams, M., &
- Williams, M., & Burden, R. L. (1997). *Psychology for language teachers: A social constructivist approach*. Cambridge: Cambridge University Press.
- Yadav, Parul. 2022. An Insight into Humanistic Approach of Language Learning & Teaching. *International Journal of Innovations in TESOL and Applied Linguistics*, Vol. 7, Issue. 1
- Yi Ling, L., Yu Jin, N., Seng Tong, C., & Tarmizi, M. (2014). Should Humanism Approach Be Applied In English As A Second Language (ESL) Classrooms?. *Advances in Language and Literary Studies*, 5(1), 6-11. Retrieved from <https://journals.aiac.org.au/index.php/all/article/view/202>
- Zhang, L., & Atkin, C. (2010). Conceptualizing humanistic competence in the language classroom by TJP - A Chinese case. *International Education Studies*, 3(4), 121-127. doi:10.1177/088840649401700203.