A HUMANISTIC APPROACH TO THE TEACHING OF ENGLISH IN A COMMUNICATIVE SETTING FOR LIBERAL ARTS STUDENTS

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INTRODUCTION

In most university liberal arts English courses there is an overstress on mastering linguistic skills. It is to the deficit of real communication among students in the class, and has been cited as one of the main reasons for students becoming disenchanted and dropping their English study.

The humanistic approach discussed in this paper offers a simple remedy. It harnesses the student's real-life intentions and motivates him or her to learn English.

The term "humanistic" is used to describe the process of merging the traditional goal of mastering English skills with the humanistic goals of interpersonal awareness, growth, and interpersonal dialogue for self-enhancing purposes.

Language is designed to carry the exchanges of lively interaction among people and to enable them to develop their own personalities in a communicative setting. In such a class, all teaching methods serve to fulfill the goal of stimulating student interest. The writer prefers to consider conversation as real learning centers, not cybernetic process, for the persons and events emerging within the classroom. It is a quality of communication that stresses interpersonal relationships.

In humanistic language classes, students practice purposeful conversation with others concerning items of personal and immediate relevance. They share with others their own interests, concerns, needs, wants, values, and activities. The content of all conversation practices is derived from student-offered material.

Humanistic teaching establishes friendly and satisfactory relations

between students, leads to individual growth and maturity, and leads to a better understanding of others.

The strategies of humanistic teaching originates in the theories and practices of humanistic psychology.　Humanistic educators such as Borton (1970), and Weinstein and Fantini (1972) emphasize the importance of personal awareness of what is interesting and encouraging to oneself and others.　Alschuler (1973) describes the potential of classroom use of humanistic psychology to assure the maintenance of healthy mental growth among youth.　In "Caring and Sharing in the Foreign Language Class", Gertude Moskowitz clearly discusses the practical implication of the three flows of cognitive, affective, and interactive goals and objectives into the learning experience.　In "Language from Within", Beverly Galyean, one of the innovators who focuses an introspection, uses language instruction to enable learners to look within themselves and find meaning and values they can share.　Humanistic psychologist Abraham Maslow, indicates that humans have five basic needs around which all learning energies coagulate ; (1) psychological need, (2) need for security, (3) need for acceptance and love, (4) need for self-esteem, and (5) need for self-relization.　These are treated in a unique way in the "Language from Within" approach Galyean discovered in the psychology of Maslow.

Research projects, conducted to determine the effects of humanistic programs, indicate that students taught a second language in a communicative setting ; where the language is used to express their own interests, concerns, needs, and interactions in real occurrences tend to score significantly higher on tests of communicative competence (Jarvis 1970, Joiner 1974).　Students tend to talk more in the target language and show greater proficiency after participation in the personal growth and awareness exercises (Wilson and Wattenmaker 1973).

The writer finds in humanistic teaching an approach which enables learners and helps them to progress not only in linguistic skills, but even more importantly in self-realization.　The approach would be the key to successful language learning for learners who would be frustrated in language learning through a more conventional approach.

The writer believes that the humanistic approach can significantly

increase the power of language learning for university students.

PURPOSE OF THE STUDY

The present study is to suggest a "humanistic" approach to the teaching of English in a communicative setting for liberal arts students.

The purpose of language is communication. Communication in humanistic language classes should be an exchange of lively situations emerging from the interest perspective of each person. The approach is to provide teachers of English with the suggestions not only to enliven their class activities but to motivate their students to acquire the ability to converse meaningfully and comprehensively with others.

ORGANIZATION OF THE STUDY

The organization of this paper is as follows : First, the writer will briefly sketch the view of communicative competence, language acquisition, and motivation in the context of second language learning which underlies the humanistic approach. The writer will then turn to a discussion of key processes operative in humanistic language classes. Finally the writer will discuss some implication of these processes concerning classroom teaching.

COMMUNICATIVE COMPETENCE

The word "communication" is everywhere. It has been said that communication is what is lacking. So is it in English language classes ? There has been little effort to define the concept of communication in terms of language learning and not much has been suggested concerning how to make communication happen in language classes. (Terrell, 1976)

In most university liberal arts English courses only a very small part of the time is spent on communicative situations in which students may use what they have learned. Most of the efforts are directed toward reading, writing and exercises. The language used in traditional textbook exercises is often unconnected discourse. Neither in schools

nor in real-life situations, students are capable of learning to communicate with others in English.　It is certain that many students wish to read and write the language they study.　However, reading and writing provide oppotunities to expand the topics of conversation.

Language is a communicative device.　Assuming that the primary goal is oral communication, it is the overall ability to communicate. The classroom is to be devoted primarily to communicative activities. Students should be encouraged to attain a minimal level of communicative competence.　It goes without saying that the key to the student's progress is his success in communication.

Communicative competence is a social production, an interactional achievement, and a personal quality or characteristic (Meyer, 1983). Grim Shaw (1979) defines communicative competence as the social rules of language use, "the systemic sets of social interactional rules".

Teachers of English should harness the student's real-life intentions, and should give the students the ability to comprehend utterances and some ability to respond in real communicative situations.

There is an agreement on the definition of "communicative competence" to discuss the topic here.　The term "communicative competence" means that the majority of the students in liberal arts English courses can attain even a minimal level of competence needed for communication acceptable to native speakers.　It also means that a student can understand the essential points of what a native speaker says to him or her in a real communicative situation and can respond to the native speaker in an understandable fashion.

According to Meyer (1983), communicative competence has phonological, lexical, morphological, discoursal, and conceptual aspects. These interweave with each other in the negotiation and production of communicative competence and are displayed to varying degrees in different interactions and at different times.　Breakdowns in communication may be caused by problems at any of these levels, or by problems from several levels reinforcing one another.

Many teachers of English define effective communication as near perfection in phonology, grammar, and structure, and doom students to ultimate failure in the production of any utterance.　The learning of

details of complex rules of them is a chief obstacle to the intention of engaging in communication.

Holley and King (1971) have proposed to eliminate entirely the correction of speech errors from the classroom. This kind of proposal would be impossible in a class based on drill or practice activity.

In a class in which oral communication is the goal, teachers should focus always and only on the exchanges of ideas through affective factors. General principles of phonology, grammar, and structure should be simply explained not to cause the interference with a learner's ability to reach immediate and long-range goals. Rule approximations and relaxation are helpful on a beginning level to further communication, and on a practical level to enhance the student's own self-confidenc in their ability to speak English.

SECOND LANGUAGE ACQUISITION

Current linguistic research broadens its scope in attempt to understand how language works beyond the sentence level to the communication. Much of this approach has been applied to second language acquisition (Larsen - Freeman 1980, Eisenstein 1982, Day 1986). The second language learner is now seen as not only requiring a target language grammar that produces target language sentences, but as gradually learning a complexity of interdependent social and linguistic conventions.

The classroom is for acquisition. The function of the classroom is to provide students with comprehensible input. To attempt this approach, affective factors such as interests, feelings, values, and personal images are primary focuses operating in language acquisition.

Nida (1971) indicated that a positive attitude concerning affective variables may be necessary to acquire language and it may actually function as factors such as apptitude and intelligence.

One aspect of language use, the way in which language is used to express emotion and to describe the human behavior, namely ; experience, has been an elusive topic of study. Recently some anthoropologists (Irvine 1982, Ochs and Schieffin 1985) have written about the expression

of affect, which is often used as a synonym for emotion.　To express affect and to perceive affect in the speech of others are skills that play an important role in the second language learner's steps toward successful communication in the target language.

　　Language knowledge stems from both what is learned and what is acquired. (Krashen and Seliger 1975).　Learning is the conscious process of studying and understanding the rules of grammar, phonology, and structure.　Acquisition, on the contrary, refers to the unconscious process of absorbing the knowledge of general principles of grammar, phonology, and structure through real experiences of communication using a second language.

　　In most second language classrooms, the emphasis is on learning, not acquisition.　There are three sorts of activities which are involved in gaining communicative competence : explanation, practice, and application.　Activities of explanation and practice (such as drills, and exercises, etc.) of grammar, phonology, and structure are mostly directed to learning, not acquisition.　It is application that may involve both learning and acquisition.　However, in humanistic language classes, the primary factors which influence second language acquisition are affective.　Therefore the entire class period should be devoted to application for class communicative activities to evoke real communication.　The explanations must be clear enough to be understood by most of the students.　Exercises must be based upon real-life communicative situations. Error correction should be done only in written assignments which focus on dialogue form, and not during oral communication in the classroom. The most important consideration in all the components of humanistic approach is to make students feel relaxed during their classes.　There is no doubt that language learning takes place when there is a real need and motivation.　The most obvious example of acquisition is the ability to understand the essential points of what native speaker says to him or her in a real communicative situation and to respond in such a way that the native speaker interprets the response with little or no effort.

MOTIVATION

The first and most significant step is to try to instill or maintain learning motivation. Without student motivation, there is no practical and effective method that will support a teaching program. Most liberal arts students have at least a vague desire to master English, particularly to communicate in English. This is the beginning of motivation. What can create and sustain such motivating force is the teacher's enthusiasm for the students. It doesn't fail to reach their hearts as individuals. All humanistic classroom activities can be aimed through effective motivational forces which must be periodically reinforced.

Language learning occurs in the mind of the learners. Research suggests that motivation is an affective factor which plays a substantial role in second language acquisition. Three types of motivation have been observed to affect second language learning : (1) integrative motivation, or the desire to participate in the life of the community that speaks the language ; (2) instrumental motivation, or the desire to use the language for practical reasons such as getting a job, and (3) social group identification motive, which is the desire to acquire proficiency in a language spoken by social group with which the learner identifies (Dulay, Burt, Krashen 1982, p. 71). The successful acquisition of communicative skills in the language depends on the learner's motivation.

Taylor (1974) concludes in his "Toward A Theory of Language Acquisition", that what may be necessary for learners to acquire conversational competence is motivation, which is to provide a positive learning experience for learners.

Scarcella (1989) suggests some guidlines which are intended to improve student motivation as follows :

1. Emphasize the benefits of being able to converse like a native speaker and with native speakers, and demonstrate how interesting and worthwhile it can be to converse with native speakers.

2. Stress that it is not necessary to converse perfectly to communicate in the second language.

3. Do not expect students to overcome all communication difficulties. Teachers should realize that various factors can prevent students from acquiring conversational competence. Teachers who expect their students to develop conversational competence may only cause their students frustration.

4. Help students realize that communication difficulties are a natural part of communication and affect everyone.

5. Provide students with explanation of cultural differences. They can foster cross-cultural understanding.

6. Impress upon students that they should not be concerned with communication difficulties that occur in the course of conversation.

7. Provide communicative feedback on student conversational skills. There are some ways that teachers can provide their students with communicative feedback ; (1) teachers can view films and video-tapes with their students —to evaluate conversational styles of the interlocutors and to discuss the meanings conveyed, (2) teachers can invite native speakers to their classes— to have them converse with native speakers in real communicative setting and to focus on whether communicative goals were met, what character judgements were formed, and on what basis these judgements were made, (3) these tapes can be reviewed to discuss ideas conveyed and objectives accomplished.

These activities are only likely to be successful if the conversations in which the students are engaged are purposeful, interesting, relevant, and comfortable enough to participate in. This sort of feedback should be constructive and informative.

8. Teach useful strategies for students to help them overcome cmmunication difficulties in the real world. Gumperz (1982) suggests that it is important for learners to know some strategies to help them out of troublesome situations ; for example when explaining one's illness to a doctor in a hospital. It may be successful if the learners have enough competence in the second language.

9. Provide students with models of successful interactional styles through natural dialogues. Students can learn how to interact with native speakers by using video —and audiotapes, films and television programs (Sternfeld 1978).

10. Avoid teaching complex linguistic rules. The complex rules of grammar, phonology, and structure cause loss of motivation.

The aim of humanistic teaching in a communicative setting is to foster personal growth, to nourish human relations, and to develop skills mastery in communication. Therefore, teachers using humanistic methods of teaching should possess within themselves the goal of affective—being aware of oneself—and interactive—nourishing relations with others—and cognitive—subject skills mastery—teaching. It is important for teachers to provide their students with positive learning experiences which motivate them to acquire the second language. Motivation is a basis in whatever subject is being learned and taught, and it serves to enhance communication for the goals of humanistic teaching.

KEY PROCESSES OPERATIVE IN HUMANISTIC LANGUAGE CLASSES

Galyean (1976) mentions the four key processes of humanistic teaching : (1) here and now teaching, (2) student output as class content for language practice, (3) interpersonal sharing, (4) self-awareness.

The central function of humanistic teaching is to motivate students to continue to acquire a second language despite conversational problems and to fullfill the goal or student-teacher interests through the integration of these components into English instruction. The degree to which any one of these components is present in any given lesson depends upon teacher preparation, teacher—student goals, readiness, and language development. These variables are intricately related to the teacher's knowledge of the student's goals for learning.

In humanistic classes, content of language practice is based upon one-to-one or one-to-small group dialogue, use of student-offered material, frequent mentioning of personal and immediate relevance, personal sharing of interests of the students, and selection of ongoing class phenomena. A student's urge to seek fulfillment for needs, wants, concerns, feelings, moods, interests, joys, values, and activities enliven interaction within their classes. The key to humanistic teaching is self-enhancing.

The humanistic teaching the writer will suggest in the present study is to be operated on Galyean's four key processes.

REFERENTIAL STRATEGIES FOR USE IN HUMANISTIC LANGUAGE CLASSES

The type of activity briefly sketched here is primarily intended to characterize question-answer sharing of information from the point of view of person-centered teaching.　Teachers can accomplish humanistic goals of interpersonal awareness and growth and interpersonal communication through the reality of class interaction.　Students can engage in personal sharing to develop their own feelings and ideas in a communicative setting.　Less anxiety and more relaxation in the mind of students is the successful attainment of communicative skills in humanistic language classes.

The strategies suggested here are to provide for a lively class interchange that allows for learning in the three fold goals of self-reflection (affective), interpersonal dialogue (interactive), and skills masterey (cognitive).　All three realms are merged into one learning process of regular lessons.　These can be used for one-to-one sharing or small-group work.　The information for use in whole-class exercises can be offered from both teachers and students for conversation practices or for structured pattern practices.　Students are encouraged to converse meaningfully and understandably with others in humanistic-designed classes.

(1) Echo Response Strategy

Greetings are stereotyped minimal expressions and formulas used to establish verbal contact between individuals.　They are characterized by echo responses.　Greetings can be used as free utterances with immediate responses, and must be assimilated as set formulas without knowledge of the grammar.　The communicative function as greetings is for individuals to be able to share feelings that they are social beings. Teachers and students can hail and greet as passing each other both in and outside the classrooms.

Hi. : Hi.
Hello. : Hello.
Hello. : Hi.
Good morning. : Good morning.
Good afternoon. : Good afternoon.
Good evening. : Good evening.

When they meet at times on campus or in the classrooms, they often extend some stereotyped questions and responses that are part of greetings.　They must be assimilated as formulas to be used to encourage to share feelings of socialization.

S1　Hello.　How are you ?
S2　I'm *fine* (OK, pretty well, great, super, terrific, worried, angry, terrible, so-so), thank you.　How are you ?
S1　I'm so-so (too), thank you.

S1　How are you doing ?
S2　I'm doing *OK* (fine, pretty well, great, super, terrific, so-so), thank you.　How are you doing ?
S1　I'm doing *great* (too), thank you.

S1　Hello.　How's it going ?
S2　It's going *terrific*, thank you.　How's it going for you ?
S1　It's going *so-so* (for me too), thank you.

S1　Good afternoon.　What are you doing ?
S2　I'm *not doing much* (doing nothing, doing very little, writing a report, going to a concert).　How about you ?
S1　I'm going to my class.

S1　Hi.　What's going on ?
S2　*Not much* (Nothing, Very little, Nothing special, A lot) is going on with me.　What's going on with you ?
S1　Nothing special.

S1　Good afternoon.　What's happening ?
S2　*Nothing* (Not much, Very little, Nothing particular, A lot) is happening.　What's happening with you ?
S1　Nothing either.

S1　Hi.　What are you up to ?
S2　I'm *not up to much* (nothing, very little, nothing special, a lot).　What's up with you ?

S1　I'm writing a report.

Teachers should show consideration for student's acquaintances and their family members to continue questions and responses of extended greetings as follows :

S1　Hello.　How's it going for you ?
S2　Great, thanks.　How about for you ?
S1　It's going great, thank you.
　　How's your family (father, mother, brother, sister, dog) ?
S2　Great too.　How's your brother ?
S1　He's terrific.　And how's your dog ?
S2　He is all right.

Some examples will illustrate the range of compliments, congratulations, and good wishes in common use :

Congratulations on . . .
My compliments on . . .
Happy birthday.
Happy New Year.
Happy Valentine's Day.
Happy anniversary.
Have a nice day (weekend).
Sleep well.
Sweet dreams.
Get well soon.
Bravo !
Hurray !
Hurray for your team !

These stereotyped formulas may allow students to socialize by sharing feelings of happiness, living, success, enthusiasm, and approval. This strategy meets the requirement of the affective objective.

(2) Preference Strategy
At the beginning level the teacher can file the information of the basic interests of each student in the class.　Both the teacher and the students have a profile of the basic interests of each person.　This information is used for conversation practices or for structured pattern practices.　This strategy provides for a lively class interchange that allows for learning in all three domains.

my favorite food : ＿＿＿＿＿＿＿
my favorite book : ＿＿＿＿＿＿＿
my favorite sport : ＿＿＿＿＿＿＿
my favorite car : ＿＿＿＿＿＿＿＿
my favorite music : ＿＿＿＿＿＿
my favorite hobby : ＿＿＿＿＿＿
my favorite job : ＿＿＿＿＿＿＿
my favorite clothes : ＿＿＿＿＿
something I desire : ＿＿＿＿＿＿
something I hope for : ＿＿＿＿＿
someone I love : ＿＿＿＿＿＿＿＿
someone I respect : ＿＿＿＿＿＿
What I like best about myself : ＿＿＿＿＿＿＿＿
What I don't like about myself : ＿＿＿＿＿＿＿

Each student fills in his or her response in the column. Following
the sharing of information, a question-answer drill is led by one student
after another to practice structured patterns in a lively way. The stu-
dents can learn which other students in the class share the same inter-
ests as they do.

My favorite food is ＿＿＿. What is your favorite food ?
My favorite sport is ＿＿＿. What is your favorite sport ?
My favorite job is ＿＿＿. What is your favorite job ?
What I like best about myself is ＿＿＿.
What do you like best about yourself ?

Concerning expanded dialogue, the conversation should be presented
on the chalkboad or the hand-out copies with the full text. A few
words or phrases may be erased after each recitation. The conversation
needs immediate memory. The basic expressions of the conversation
can then be used in the adaptations that will follow. This will make
the new structures and functions available for situations in which the
students communicate their own preferences and interests. Since each
key word has a line below it, the presence of the line each word has been
erased reminds the students that a word should be there. Memorizing the
sample conversation with its key examples in the context enables them
to express their own ideas. An exchange between a teacher and students
can be done first and selected pairs of students can then be asked to
stand and recite the conversation from memory. In this manner, the

language practice merges with natural interests, and at the same time, the form of the strategy assures correct practice.

sample responses (1) :

S1　Hi.　Are you *hungry* ?
S2　Yes, I am.　Are you *hungry* ?
S1　Yes, of course.　Let's go *for lunch* in *the cafeteria.*
S2　What do you want to *eat* ?
S1　I want *some meat.*　I don't like *fish* very much.
S2　What is your favorite kind of *meat* ?
S1　My favorite kind of *meat* is *beef.*　How about you ?
S2　I like *chicken* best.

sample responses (2) :

The teacher has students imagine a situation.　Imagined events are real to students and they become a unique means of discussion.

T　Imagine you are hungry and you are in a restaurant.　You are looking around for your favorite food in a menue.　You can eat anything you want.
S1　I'm hungry.　Let's eat.
S2　OK.　What do you want to eat ?
S1　I don't know.　I am just thinking about it.
S2　Let's eat several small dishes and we can share.　We get more of a variety that way.
S1　That sounds like a good idea.
S2　Hmmm . . .　I will order Yakitori and a plate of rice.
S1　I will order some Nikujaga.
S2　It sounds good.　What do you want to drink ?
S1　I think I'll have a coke.
S2　Well, I prefer an orange juice.
S1　Here are our drinks.
S2　Cheers !
S1　Cheers !　Ah, here's our food.　Let's eat.

When every student has had a chance to respond, the teacher interrupts and begins asking a new set of questions based on students responses.　The class conversation is based on the interests and responses of the students.

(3) Personal Growth Strategy

Growth strategy enables the students to focus on their inner world of needs, feelings, concerns, interests, and subsequent values concerning their past, present, and future, and to express these to others. Cognitive learning objectives for this strategy are both to form correct sentence structures and to use the correct tense of the verbs. Interactive object-ives are both to engage in one-to-one dialogue with others and to ask questions and facilitate responses. Affective objectives are : (1) to think about similarities and differences between things the students did as children and those they do now and those they will do in the future ; (2) to see how they affect attitudes and behavior.

The teacher shows the students some model sentences with regard to patterns of preferences of the past, the present, and the future. The students offer their own responses and see what new information they might recieve about themselves.

I wanted to _____ when I was a child.
But I want to _____ now.
And I want to _____ some day.

I used to _____ when I was a young child.
But I _____ now.
And I will _____ in the future.

The teacher has each student ask the partner and begin the dialogue in pairs. All questions and responses are operated by turns. Participa-tion in this strategy is basically voluntary.

(4) Self-disclose Strategy

Student's willingness to self-disclose should always be weighed in humanistic classes. The teacher can ask students to fill out a list of statements about themselves. They complete each one with whatever words seem most appropriate for themselves.

I am _____ .
I want _____ .
I like _____ .
I need _____ .
I love _____ .

I feel _____ .
I fear _____ .
I demand _____ .
I expect _____ .
I think of _____ .
I hope for _____ .
I believe in _____ .

The teacher gives each student a question-answer drill to practice structured patterns with the past, present and future tense in a lively manner.　Each of the students has the chance to be the leader and ask question to the others.

S1(leader)　What did you expect of me ?
　　　　　　Who do you love very much ?
　　　　　　When will you feel angry ?
S2　　　　　I expected you to work hard.
S3　　　　　I love my parents and my friends very much.
S4　　　　　I will feel angry when I am hungry.

The teacher can ask them to make longer sentences to describe more about themselves to others.

I am a person who is ____ , who wants ____ , who likes ____ , who needs ____ , who loves ____ , who feels ____ , who fears ____ , who demands ____ , who expects ____ , who hopes for ____ , who believes (in) ____ , who thinks of ____ .

This strategy is then followed by the practice of the communication skill of listening.　Students can feel the power of direct person-to-person dialogue and can understand that the class members perceive each one of them as a person who is close to his or her family or relatives of friends.　The teacher then invites the students to mention to their partners what they have learned about themselves.　The partners respond by revealing what they have learned about the speakers.

S1(leader)　I am a person who is kind, who wants much money, who
　　　　　　needs love, who believes in friends, who feels healthy,
　　　　　　who hopes for freedom, who likes dogs and cars.
S2　　　　　I thought you like your friends.
S3　　　　　I think you are not free from your assignment.
S4　　　　　I knew you exercise yourself in swimming.

Readiness for self-disclosure, privacy, and motivation differs among students. Teachers should first be aware of their own comfort with affective sharing and approach the students with the same manner of caution. The students should be encouraged to share only what they feel they want to share with others for their own benefit. Participation should always be provided for those who don't want their privacy disturbed in self-disclosing activities.

(5) Self-reference Strategy

Self-reference activities provide for a lively class interchange that follows for learning in all three domains. These can be used for one-to-one-sharing or small-group work. The teachers collect and file all the information about each student for use in whole-class exercises for conversation.

Name :
Nickname :
Nationality :
Age :
Date of Birth :
Place of Birth :
Height :   .
Weight :
Present Adress :
Home Telephone Number :
Driver's license Number :
Bank Account Number :
International Driver's License Number :
Insurance Company :
College (University) :
Entrance Date :
Graduation Date :
Future Occupation :
Place of Employment :
Part-time Job Experience :
Physical Features :

The students are helped to discuss their own contents above. Each student fills in his or her responses in the column. Following the sharing of information, a question-answer drill is led by one student after

another to practice structured patterns in real communicative fashion.

What's your first name？：My first name is ＿＿＿＿．
What's your family name？：My family name is ＿＿＿＿．
What's your nickname？：My nickname is ＿＿＿＿．
What's your nationality？：I'm ＿＿＿＿．
How old are you？：I'm ＿＿＿＿ years old.
When's your birthday？：My birthday is ＿＿＿th ＿＿＿, 19 ＿＿＿．
What year were you born in？：I was born in ＿＿＿＿．
Where were you born？：I was born in ＿＿＿＿．
How tall are you？：I'm ＿＿＿＿ feet ＿＿＿＿ inches tall.
How much do you weigh？：I weigh ＿＿＿＿ pounds.
What's your address？：My address is ＿＿＿＿．
What's your home telephone number？：My telephone number is
　　＿＿＿＿．
What is your driver's license number？：My driver's license number
　　is ＿＿＿＿．
What is your bank account number？：My bank account number is
　　＿＿＿＿．
What is your international driver's license number？：My inter-
　　national driver's license number is ＿＿＿＿．
Which is your insurance company？：My insurance company is
　　＿＿＿＿．
Where do you go to university？：I go to ＿＿＿＿．
When did you enter the university？：I enterd on ＿＿＿ in ＿＿＿．
When will you graduate？：I will graduate on ＿＿＿ in ＿＿＿．
What is your major？：My major is ＿＿＿＿．
What is your minor？：My minor is ＿＿＿＿．
Do you belong to any clubs？：Yes, I am a member of ＿＿＿＿．
Where did you go to high school？：I went to ＿＿＿＿．
When did you leave high school？：I left on ＿＿＿＿ in ＿＿＿＿．
What's the name of your high school？：It is ＿＿＿＿．
What kind of job do you want to have after graduating from uni-
　　versity？：I want ＿＿＿＿．
Where do you want to work？：I want ＿＿＿＿．
What kind of part-time job did you have so far？：I had ＿＿＿＿．
What is your favorite part of your body？：I like ＿＿＿＿．
What are your hobbies？：My hobbies are ＿＿＿＿．

Based on the information the students have indicated on their charts, expanded dialogues go on. The students can share personal matters with others. It is important that the teachers are encouraged to

examine their motivations and to watch their willingness with that of their students.　Neither teachers nor students disturb privacy in humanistic classes.

SUMMARY AND CONCLUSION

This study suggested some implications of a humanistic approach for classroom instruction of English.　It is explicit that this topic deserves investigation.　This investigation might suggest answers to some questions are crucial to the development of communicative competence and language acquisition, including :

1. What situations, activities, and events most interest students ?
2. What specific aspects of communicative competence through humanistic instruction can be taught ?
3. What specific activities, techniques, and approaches stimulate students to want to communicate each other (Scarcella 1989) ?
4. How should teachers share their own feelings and interests with students ?
5. How do students relate with each other and teachers ?
6. How should teachers prepare a variety of appropriate strategies that will bridge the grammar with the need for relevant conversation ?
7. How should teachers plan a way in which each student can have the oppotunity to communicate each other ?
8. How should teachers be prepared to use the spontaneous happenings and expressions in the class ?
9. What outside resources should teachers bring to class, and how do they merge with the student's interest (Galyean 1976) ?
10. How should teachers state, teach, and evaluate objectives for the affective, interactive, and cognitive domains of learning (Galyean 1976) ?
11. To what extent can humanistic strategies be employed to attain a minimal level of communicative competence ?

Current research suggested that teachers are to assume full responsi-

bility for providing positive learning experiences to motivate their students to acquire the second language and to help them develop communicative competence.

The humanistic approach to the teaching of English suggested in this paper is a preliminary attempt to overcome both some of the negative consequences of communication difficulties and monotony in English instruction and learning.　Further investigation will provide teachers with more constructive, detailed suggestions concerning the humanistic instruction of English.

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