

HUMANISTIC APPROACH IN ELT CLASSROOMS

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Teaching and learning is more than transmitting skills. It involves obligation, trust, care, commitment and justification. Now the demand of the 21st century education is more human. It is time for every teacher or educator to reflect on the challenges and dilemmas in education system and in their own teaching practice. In recent years, the focus of the education system is towards effective teaching and learning. Teaching and learning principles do not only carry theories of teaching skills but go beyond it. Teachers must not only feel psychologically and emotionally comfortable but they need to have some sense of beliefs and care to make a difference in the lives of learners in teaching and learning in context to Nepal. A classroom is a place where a climate of trust can be built between the learners and the teachers. This trust can act as a scaffold for learning only through caring and sharing atmosphere. Learner's life has to have some meaning and they need to experience joy and they need to be treated as a human being by the teacher.

The main purpose of this study was to explore the humanistic strategies in ELT classrooms and teacher's perception towards the essence of humanism in the ELT classrooms. This study also shed light onto the challenges faced by the English

Language Teaching Teachers in implementing the humanistic approach in ELT Classrooms.

This study was carried out with six selected participants from the schools of Lalitpur and Kathmandu Valley. I collected data through open-ended interviews and class observations. I adopted qualitative and interpretive research paradigm to obtain a clear insight of the humanistic scenario in real classroom teaching and learning context and perceptions of ELT teachers.

The findings of this study showed that all the participants had better understanding on caring and sharing environment in the ELT classroom. The humanistic approach in the ELT classes functions effectively in the ELT classrooms. All the participants were concerned about the psychological and emotional aspects of the learners. The findings revealed that the affective factors were the most essential part in humanizing the classroom teaching. Thus, Humanistic Approach helps the teacher to build in trust and a good rapport with their learners.

On the basis of the research findings, I have drawn some pedagogical implications of this study and I have highlighted other aspects of humanistic approach for future researchers and concluded with my exploration to this dissertation journey. The information obtained from this research is expected to be useful to the teachers, colleagues, curriculum designers, educators and an attempt to improve my professionalism.

Jolly Shrestha (Subba)

January10, 2014

Degree Candidate

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DEDICATION

TO MY BELOVED FAMILY

DECLARATION

I hereby declare that this dissertation has not been submitted for candidature for any other degree.

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January 10, 2014

Master of Education in English Language Teaching Dissertation of Jolly Shrestha (Subba) entitled: *Humanistic Approach in ELT Classrooms* and presented on January 10, 2014.

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I understand that my dissertation will become a part of the permanent collection of Kathmandu University Library. My signature below authorizes release of my dissertation to any reader upon request for scholarly purpose.

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ABBREVIATIONS

CDC	Curriculum Development Centre
ELT	English Language Teaching
GT	Grammar Translation
DM	Direct Method
CLL	Community Language Learning
TPR	Total Physical Response
NA	Natural Approach
NELTA	Nepal English Language Teachers' Association
KU	Kathmandu University
TU	Tribhuvan University
MoE	Ministry of Education
EFL	English as a Foreign Language
CLT	Communicative Language Teaching
CA	Communicative Approach
HA	Humanistic Approach

LIST OF FIGURES

Figure 1: Maslow's Hierarchy of Needs

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CHAPTER I

INTRODUCTION

In this chapter, I introduce my research topic with my personal reflection on my journey into a passion for teaching and paving a road for humanistic education in which it justifies emerging need for doing this research project. Furthermore, this chapter deals with the issue statement, purpose of the study, research, question, significance of the study and concludes with the delimitations of the study.

Background of the Study

My Self-Identity

Do not see me

For what I can be,

Accept me for what I am.

Open your eyes

And see the sunrise

Over the mountains

And the wide streets...

With the blue skies ...

And do not hand me

A mechanized rote world

Let me choose

For myself

I would like to share my personal experience on my journey into a passion for teaching and learning. During my childhood days, I intended to become a teacher. My

role model was my primary school headmistress. I used to admire her personality and strictness. But she was a kind human with compassion. After I completed my Bachelor's Level, I was quite reluctant with the choice of profession. Then, with full determination, I decided that if I was going to be a teacher, I was going to be the best teacher, I could possibly be.

I still remember those days; it is afresh in my memories. I had joined one of the best school in Lalitpur. I had thought that teaching was just a performance of a teacher at the centre. In the later stage, I realized that it was more than that. In the beginning it was difficult for me to adjust to the new environment. Since, I had already been committed to work. I did my teaching task sincerely and honestly. I valued each and every second. For me time was important as I had come from missionary background school where the teachers taught us the value of time and other moral ethical values followed by the model teacher, Mrs. P. Namchu, in real-life teaching context. There were many teachers who came across my life in my school days, in Intermediate and up to Bachelor's Degree who had touched my heart. According to my past knowledge, teaching was a direct delivery of lecture from the teacher and teacher had to follow the course of study. The teacher was everything. But now, my concept of teaching and learning has changed along with the time phase.

The joy of teaching is beyond my limit. I had theoretical knowledge regarding teaching pedagogy but I lacked practicality. Anyway, the ghost of my former 'guru' always remained there to help me to develop professionally. The first School of Education where I joined was Kathmandu University of Education in the year 2001 to pursue Post Graduate Diploma Course in Education. Our Assoc. Prof. Laxman Gnawali became my mentor and tutor. He helped me in giving shape to my teaching profession. Another degree of M. Ed in ELT has added feather in my profession. It

has helped me to groom and it has enhanced my teaching profession. I am indeed indebted to my tutor and mentor. The teacher development class has highlighted my teaching techniques; it has brought a lot of improvement within myself. It has added vibrant colours in my life.

Ayer (1993) argues, “The teachers are large presence in the lives of learners. The hopes and dreams of youth are in our hands; their goals and aspirations are shared through their encounters with us” (p. 5). I understand that teaching is one of the challenging professions. With the ingredients like, sense of fairness, consistent approach, ability to be flexible, positive attitude, sense of humour and well versed knowledge in subject matter are keys to become a successful teacher. The word ‘teacher’ is a special word. The goals and aspiration of the learners are in the hand of teacher. It requires skilled expertise for teachers to grow. According to Clark (as cited in Day, 2010), “Teachers are the human point of contact with learners and all other influences in the quality of education are mediated by who the teacher is and what the teacher does” (p. 1). They play a pivotal role in enhancing the quality of education. They bring life to the course and curriculum through self-directed teaching and learning.

The type of education that is imparted for the learners have changed. There is a demand for learning which is more personal and human. English Language Teaching (ELT) teachers have made a huge impact in the global village. ELT teachers are known for expanding the horizons of learners, increasing their awareness of cultures, other people, other worlds and promoting pluralism. English language teaching has been influenced by a number of methodologies. The theorists and educators claim that they have tried to break the barrier in traditional methods and apply the latest teaching technology to cater the need of the English language learners.

The question that had haunted me throughout this research study was: “Aren’t ELT teachers at the cross road?”

The key concern of the most of the ELT teachers in our context to Nepal is that there is narrowness in education. There are learners coming into the class from multicultural, multilingual and multiethnic background. They carry various socio-economic backgrounds. The learners lack critical thinking skills and they are inexpressive in their opinions. They do not actively participate in the classroom learning activities. The national goals and objectives are encased in writing only.

The school authority emphasizes the learners to focus more towards the subject matter which is more unrealistic and mechanical. Teachers draw up a plan to teach with a careful selection of the content of the text thinking that which will definitely contribute in enhancing the English language learning. There are teachers who rely too much in the teaching routines and some teachers like to stay in the comfort zone, they still practice ritualized teaching method. Trained and untrained teachers have long been expert in providing information to the learners. The teacher’s memory banks are loaded with information. But when it is discovered that learners remain disenchanted with the English language classroom, again another question arises in my mind’ “Have we dehumanized our ELT classroom?” Maslow (as cited in Moskowitz, 1981) argues, “Life has to have some meaning and contain peak experiences of joy to be worthwhile” (p. 13). It is the only teacher who can create teaching and learning environment interesting and fruitful. In our context to Nepal, effective education is overall development in the field of music, dance and sports physically and mentally is rote or mechanized learning. Teacher focuses more in content rather than focusing on the emotions and interest of the learners. Learners spent their 7 – 8 hours at school and in return they are not benefitted with worthwhile

humanistic education. Our education system is too much focused towards cognitive part of learning. According to Rogers (as cited in Moskowitz, 1981) states that due to overstress on the cognitive learning, has let to less excitement in education for the learners (p. 8). There is utmost need of education for living.

Therefore M. Ed. Degree in ELT has acquainted me with numerous methods and approaches and the meaning of education. I chose this dissertation topic on “Humanistic approach in ELT classroom” and it has helped me to unfold the hidden facts and increased my insights in exploring the humanistic approach in creative uses of English in the teaching and learning context. The poem mentioned above from learner’s perspectives has helped me to explore the learner’s identity throughout my research project. And I hopefully believe that my research project will be benefitted to ELT teachers, planners, trainers, material writer or anybody who is into ELT teaching.

Humanistic Approach in ELT Classroom

The word ‘humanism’ as defined in Oxford Advance Learner’s Dictionary, 2001 means “A system of thought that considers that solving human problems with the help of reason is more important than religious beliefs”. It emphasizes the fact that the basic nature of human being is good. So, a humanistic perspective in life will create wonders in teachers’ and learners’ lives. According to Palmer (as cited in Day, 2010), “In our rush to reform education, we have forgotten a simple truth; reform will never be achieved by renewing appropriations, restricting schools, rewriting curricula and revising text, if we continue to demand and dishearten human resources called the teacher on whom so much depends if we fail to cherish challenge the human heart that is the source of good teaching” (p. 4). A teacher plays a pivotal role in the following principled values of teaching for learners.

According to Rogers (as cited in Patterson, 1977) as he states for the goal of education that the only man who is educated is the man who has learned how to learn; the man who has learned how to adopt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. Changing in process rather than upon static knowledge is the only thing that makes any sense as a goal for education in the modern world (p. 21). The mentioned goal includes not only cognitive education but it goes beyond that. It means educating the whole person should be the goal of our education. It also involves personal growth and the development of creativity through self-directed learning. Roger (1977) further states that education doesn't discard the root of cognitive aspects of the learners but it combines these elements with affective aspects. So that it recognizes meaningful learning. Learning can be facilitated in the ELT classroom, when the teacher creates open environment in teaching and learning process. Now the time has come for all the ELT teachers to foster the study and growth of human race. ELT teachers have been searching exciting ways of getting through to their learners. Thus effective teaching methods and a search for better methods would help English language classes for humanizing it. It is communication that opens up an avenue for learners to see human side of one another as well as their teacher. The type of education that is imparted has changed. There is a demand for learning which is more personal and human. Humanistic education is concerned with educating the whole person i.e. intellectually and emotionally.

Humanistic Approach in ELT classes focuses a great deal on learners' choice over the course of their education. It tends to focus on the interests of the learners. It emphasizes the feelings and knowledge for learning process. It doesn't believe in rote memorization. The teachers are supportive and foster the learners to learn and ask

inquiry based questions that promote meaningful learning. Stevick specifies (as cited in Nagaraj, 1996) three things which a humanistic course is not namely;

1. It is not a course which is taught because of some tradition or because it is a syllabus designed by an impersonal authority.
2. It is not a course in which a teacher remains in charge.
3. It is not a course in which getting a good grade is the aim (p. 55)

The sole aim of humanistic approach in ELT is to see language learning as a process through caring and sharing atmosphere.

Issue Statement

Carl Rogers, a therapist (as cited in Maley, 1996) says, “Underlying the whole realm of problems, his clients present, there is one central theme: Who am I really? How can I get in touch with this real self, underlying my surface behavior? How can I become myself? He declares that the most important question an individual can ask is ‘Am I living in a way which is deeply satisfying to me and which truly expresses me?’” (p. 25). The mentioned key questions may be the questions for ELT teachers in our context to Nepal and explore the feelings of the learners in their classroom teaching and learning context.

Learners coming into the class are from diverse background. It is time for the ELT teachers to foster the study and growth of the learners that is more ‘humane’. The type of education that is imparted in Nepal is based heavily on text forgetting the aspect of the real human side of the learners. According to Lozanov (as cited in Richards and Rodgers, 2007), “Learners carry some psychological barrier in learning second language. Suggestion is at the heart of the theory of learning language” (p. 101). Effective Communication takes place only if the teacher creates feeling of secured atmosphere in the teaching and learning process.

According to my classroom teaching experience, I would like to draw attention towards the real scenario of EFL teaching and learning in our context to Nepal. I have learners coming into the class from diverse background and they belong to heterogeneous group, when reflected back learners are heavily emphasized on course book which is dull and boring for them and even the material writers have failed to detect the core of the EFL teaching and learning classroom. The most vital thing in educating the learner is a human connection. Most of the time, we spend our time giving down massive information to children from the text instead of showing love care and affection. The students are considered a bunch of objects. I have observed, when punishment is given to the children without proper judgment, they are bullied and they have been the means of entertaining instrument for the teachers instead of motivating them in bringing transformation with the learners. Teachers also have attitude. The word that echoes is “They don’t speak in English”, “Students are inexpressive”, and “They lack creativity”. If teachers believe in improving communicative competence in English language where can the learners be facilitated if the classroom is ‘silent’. There is little initiative taken regarding the interaction of learners in the classroom teaching. Teachers have their own beliefs that they have to finish their course of study. Each child in a class is different from the others. But the weak learners who cannot express are made an object to be laughed at. Obviously, they will inhibit to express their feelings. The psychological state of the learners needs to be taken into consideration. If they are under psychological stress, they will find EFL class dull and boring. Who is responsible for building up the learners’ personality? Unless and until we, as a teacher, don’t bring any change in our education system, we can never improve our education system.

When asked question in one of the school about ways for improvement of spoken English. Their first answer was that they should be counseled first in a proper manner by the teachers and representatives. They didn't like the rudeness and they were made to pay fine. Children are human, they make mistakes. They learn through mistakes. There have been multiple dehumanizing cases. Each and every child is special. This study has helped me to deal with the children with empathy. Otherwise the EFL classroom will be a threatening world for the learners.

According to the researchers' report (as cited in Azar, 2012) stated that learners do not like domination. When the teacher changed her style of teaching, the learners felt a change in their classroom. Ruso (2007) in her issues further stated that when the content in a course is presented in a boring way, it becomes difficult to stimulate the interest of learners. For this teachers need to be trained to renew the atmosphere. Francisco (as cited in Shakouri & Nazari 2012) claims, "Developing a sense of political clarity will allow teachers to view themselves as subject in the process of development and the object without a voice" (p. 5). In this context, a teacher lacks political clarity and dehumanizes the EFL classroom where the learners' cultural background needs to be respected by the teachers.

Joshi (2011) has stated that the world of pedagogy is shifting rapidly from the authority to democracy since 1960's. The target of teaching and learning should be the learner autonomy (p. 25). There is a demand for shift in education system from teachers, educators, administrators, learners, politicians and curriculum developers but they have not considered the emotions and feelings of the learners in the ELT classroom teaching and learning context.

Our curriculum designers, educators, administrators, teachers and learners from the government based schools to private boarding schools have already observed

that learners are heavily emphasized on course book in the ELT classroom, which is dull and boring for them but they have failed to detect the core of the ELT teaching and learning classroom. The most vital thing in educating the learner is a human connection. Teacher plays the pivotal role to bridge the gap between intellectual development and personal development. Due to the signs of overstress in education, the DEO report as (Khaniya, 2012) stated that just 74.3% children are enrolled in Grade 1 and reach till Grade 5 while 45% quit school before reaching the lower secondary level. According to the DEO report 7.5% of learners' dropout after the first year while 59.9% are out of the education system by the time they reach grade 10. Thus, there is a major crisis in the education system in Nepal. The focus of the government is to launch enrollment campaign. Based on the survey report on 'Hard Drug Users in Nepal', (Aryal, 2010) has stated that the current age distribution of drug users in the secondary level (Grade 6 – 10) is at maximum 48.9%. The question arises here is "Have we done any justification for our learners?" There have been many critics where the schools have to focus on creative potential of the learners. Roger (as cited in Patterson, 1977) states, "We know that the facilitation of such learning rests not upon the teaching skills of the leader, not upon his curricular planning, not upon his audio-visual aids, not upon the programmed learning he utilizes, not upon his lectures, not upon abundance of books No, the facilitation of significant learning rests upon certain attitudinal qualities which exist in personal relationship between the facilitator and the learners" (p. 19). In this context, ELT teachers need to be dynamic and help the learners to learn what kind of persons they are.

The above mentioned burning issue in our education system is the main focus of my study towards humanistic approach in ELT teaching and learning. This research

study has helped me to explore my motto for my research down the realistic lane. My motto for my research is, “Treat Humanely, I am a Humanist, I believe in Humanism”. Aren’t ELT teachers already humanistic?

Purpose of the Study

The main purpose of the study was to explore EFL classroom from Humanistic language teaching perspective. Specifically I wanted to explore how the EFL classrooms are humanized.

Research Questions

I used the following questions for my research:

Principal Question:

1. How do EFL teachers humanize the English language classrooms?

Subsidiary Questions:

1. How do the teachers understand Humanistic Language Teaching?
2. What pedagogical approaches do EFL teachers apply to humanize the language classroom?
3. What influences the humanizing practices in the ELT classroom?

Significance of the Study

According to Moskowitz, (as cited in Richards & Rodger, 1995), “Humanistic techniques are those blend what the student feels, thinks and knows with what he is learning in the target language. Rather than self-denial being the acceptable way of life, self actualization and self esteem are the ideal that the exercises pursue. The techniques help build rapport, cohesiveness and caring that far transcend what is already there help students to be themselves, to accept themselves, and be proud of themselves.... help foster a climate of caring and sharing in the foreign language class” (p. 114).

Humanistic techniques help the teachers and learners to promote development in the target language and in the areas of personal development. Moskowitz states (as cited in Stevick, 1996), “Humanistic education is related to a concern for personal development, self-acceptance and acceptance by others. In other words, making students more human” (p. 24).

Humanistic education is basically concerned with overall personal development of a learner. It is involved with holistic learning. A teacher may claim himself/herself as a professional person, well versed with subject matter but it is not true, unless and until he/she is obliged to teach creatively and help the learners to explore the world. A teacher who really touches the heart of the learners is a real humanist. The teacher helps the learners in polishing their feelings. This research helped me to think critically and develop my own teaching methodology for ELT classroom teaching and learning context to make my learners more humane.

Brown (as cited in Moskowitz, 1981) argues, “The live class room is full of learning activities in which students are enthusiastically and authentically involved. Each student is genuinely respected and treated as a human being by his teacher.... the learning involves living” (p. 10). Humanistic Approach aims to teach the skills of effective communication and as well as develop in learners a feel for the creative uses of English language independently. This research discovers the humanistic content in the text book and teaching approaches in the ELT class room as applied by the language teachers. The underlying significance of this research provides insight for teachers, planners, trainers and material writers who are into ELT teaching.

The underlying significance of this research provides insight for teachers, material writers, or a trainer who is into EFL teaching.

This study will help the teachers to build in trust and a good rapport with their learners. It will help them to develop learners' self-esteem and create a climate of acceptance. It is also useful for the teachers to use pre-fabricated pattern like 'good', 'yes, you can do it', 'I like it'. When the conditions for learning EFL are created then the learners will be able to communicate without hesitation and even the objectives of the EFL classroom would be fulfilled.

This study will help the trainer to develop their deeper understanding about humanizing classroom and the teaching pedagogy will help them in enhancing their classroom practices. It also helps the trainer to get familiarize with the new concept of 21st century demand of the education system where the learners need not be treated as an object by the teachers. The trainers will be sensitive towards the learners and they'll be able to teach successfully.

The material writers will be benefitted as it is understood that instructional materials facilitate learning of a language. The material writers will be focusing on developing authentic and child friendly materials relevant to the learners' need and the requirement of the teachers' educators, administrator and policies of a government.

Delimitations

In humanistic approach ELT teachers do make a lot of difference in the learner's lives. I do not wholly state that ELT teachers are already humanistic. My study here was to explore the ELT methodology from humanizing language teaching point of view.

Chapter Summary

In this chapter, I have presented my experience on my journey into teaching and learning. Furthermore, the emerging need of humanistic approach in ELT classroom in context to Nepal is highlighted. It also deals with the issue statement, purpose of the study, research questions, significance of the study and ends the chapter with the delimitations of the study.

CHAPTER II

LITERATURE REVIEW

Chapter Overview

This chapter provides an overview of related literature on Humanistic Approach in ELT. This chapter extensively presents the ideas and exploration of researchers and authors regarding humanistic approach in ELT. Furthermore, it discusses the evolution of humanistic pedagogy, caring and sharing environment and teaching and learning activities adapted and adopted to make the affective ELT classroom more effective towards target language learning. Finally, its essence ends with clarification and justification why the research needed to be carried out.

Setting out for Literature Review

According to Creswell (2003) “Literature review is an essential part of academic research project. The review is a careful examination of a body of literature pointing toward the answer to the research questions (p. 1).

To accomplish my research project task, I visited libraries such as Kathmandu University (K.U.), Balkumari, Central Library, (T.U.), Kirtipur, Nepal English Language Teachers’ Association (NELTA) library, Balkhu and British Council Library, Lazimpat. I also visited book stalls like Ekta, Bhrikuti and many more. I surfed in internet to browse relevant articles, journals and research papers. I consulted different sources like journals, magazines, newspaper articles, research report to get myself acquainted within the periphery of my research topic and it helped me to get gradually accustomed with the theoretical knowledge.

In the process of my literature review, I had several questions that had emerged in my mind. Since the topic ‘humanistic’ itself covers broader arena. I had narrowed down my research study on humanistic approach keeping the focal point on teaching and learning methodology in the ELT class. Since the research topic may be vague in our Nepali ELT context, I have concentrated on defining the topic, introduction to Humanistic approach, basic themes of humanistic psychology.

The literature review has attempted to answer the following guided questions. What is Humanistic Education? What does it focus on teaching and learning process? What is the background of theoretical history of Humanistic Approach? What are the basic themes of humanistic psychology? What are the major principles of humanistic education? What are the affective models of teaching? What are the assumptions of Humanistic Education? How are Humanistic exercises designed for the foreign language class? The given questions have helped me in exploring the literature for my research topic. I have presented by discussions below.

Thematic Review

In this section, I have presented issues related to Humanistic Approach in the ELT classroom.

Defining Key Concepts of Humanism

The word ‘humane’ itself is loaded with emotions. The word ‘humane’ means showing kindness towards people (as cited in Oxford Advanced Learner’s Dictionary, 2001). The word ‘humane’ is quite popular in our everyday lives. Next, the inter-connected word ‘humanism’ means a system of thought that considers that solving human problems with the help of reason is more important than religious nature of human being is good. The word ‘humanist’ means a person who believes in humanism (as cited in Oxford Advanced Learner’s Dictionary, 2001).

Therefore, the words 'humane', 'humanism' and 'humanist' are inter related to each other. Today there is a demand for education where the learners are searching for their self identity; there is a need for 'humane'. These needs can be facilitated only from 'human' to another 'human'. According to Stevick (1996), "Humanists see modern man largely responsible for his own destiny and are committed to the method of reason as the chief means of solving problems science and logical analysis are 'critical tools' for this purpose" (p. 23). Interestingly, 'human' is right at the centre with all genuine qualities of feelings, social relations, responsibility intellect and self actualization to draw out inherent unique potentialities among human. To fulfill the need of humane, the quest for humanist starts with the education. There is a saying "Education begins in the womb and ends in the tomb". For the process of never-ending learning, one needs to develop positive attitude towards learning. The knowledge can be fruitful only by understanding the psychological growth of individuals.

Similarly Rogers (as cited in Patterson, 1977) states, "Philosophically the individual has the capacity to guide, regulate and control himself, providing only that certain definable conditions exist. Only in the absence of these conditions and not in any basic sense, it is necessary to provide external control and regulation of the individual, when the individual is provided with reasonable conditions for growth his or her potentials will develop constructively as a seed grows and becomes its potential" (p. 4). The statement can be analyzed that in given condition human beings have the capacity to develop their fullest potential but the condition should be non-threatening and full of lively atmosphere for learning. In this way human helps in serving man-kind.

Humanistic Approach to ELT

Brown (as cited in Moskowitz, 1981) states, “We have a mind, we have feelings. To separate is to deny all that we are. To integrate the two is to help us realize what we might be (p. 1). Human mind and feelings are intricately woven. It is as important as any organ of our body for body and mind functioning.

The 21st century educators are concerned about on basing the need of humanism. Great teachers are always in constant connection with learners who are human. So there is a vital need for humanistic education in order to help the learners in self – actualizing in their learning process. English is currently the language of worldwide communication. It has been estimated that 60% of today’s world population is multilingual (as cited in Richards and Rodgers, 2007). As a result of multi – diverse background of the learners in the class, the 21st century teachers and educators face new challenges to teach the heterogeneous young learners with language based difficulties. To develop these learners’ positive attitude and growth towards English language learning, teachers need to be dynamic. The first and foremost must touch the heart of the learners.

Based on my understanding (as cited in Richards and Rodger, 2007) there has been shift in focus of language teaching and learning procedures. The researchers and educators have claimed and proved that psychology of the learners play crucial role in learning second language in the ELT setting. Educators today stress the importance of moral values and social identities in the usage of language in the society. Katsoff (as cited in Stevick, 1996) argues, “When the rapid development of the natural science in the 19th century had turned attention away from human kind, scientific humanism again brought the emphasis back to the practical interests of human living” (p. 23). Now the time has come for ELT teachers to shift in their focus from mechanized rote

learning towards self attraction. In the ELT classroom, a teacher needs to create conducive environment for learning.

Moskowitz (1981) states, “Positive focus enhances growth” (p. 19). The more teachers create warmer atmosphere, greater is the closeness among the learners. Appel (1989) states, “There was a scope for innovation or at least in the language classroom through humanistic approach” (p. 262). The innovative approach would bring the learners at the centre point and balance the power of teachers and learners especially in the ELT classroom. Teacher who used to be authoritative changes the role. The environment would be more appealing for the learners.

Till recently the goal of every English teachers are to develop learners’ communicative competence. There are other approaches who have been directly and indirectly prescribing humanistic approach in the ELT class. Even ELT teachers can find the essence of humanism in the text itself. So while teaching the mentioned things cannot be missed out. Thus the focus of humanistic approach is in creating the ‘whole person’.

Underhill (1989) states, “Humanistic psychology is a general term given to a loose, over lapping confederation of explorations in the field of human potential that share common beliefs and values but which do not work from a single articulated theory” (p. 250) The explorations and elements of humanistic psychology existed since 1950’s. Academically humanism or humanistic psychology refers to the school of psychology. Such schools of psychology came to the limelight in the early 1970’s. The renowned psychologists of the late 18th century were Abraham Maslow (1908 – 1970) and Carl Rogers (1902 – 1987). It was the work of Abraham Maslow and Carl Rogers that accelerated the development of Humanistic Psychology. According to my understanding, Abraham Maslow had mostly stressed that a person can develop their

full potential into a self – actualized person if only he or she is responsible and independent.

The elements of humanistic psychology are not new, it existed in the early 1970's when the demand for learning was beyond cognitive based. According to Stevick (1996) Humanistic Psychology emerged in 1950's. It was the work of Carl Rogers and Abraham Maslow that accelerated the development of Humanistic Psychology. These two researchers were involved with the development and nurturing of well being.

Abraham Maslow (1908 – 1970)

Abraham Maslow was one of the father of humanistic psychology. His observation focused (as cited in Underhill, 1989) in 'high level wellness in human beings and absence of 'sickness or neurosis'. According to Maslow (as cited in Moskowitz, 1981) as based on his research examples of self actualizing person. He stated that self actualizing person accepts themselves and others positively, they have a mission in life and they are responsible and independent. With their positive outward in growth and experience in everyday life, it helps them to develop their creativity and have great empathy and affection for humanity. Feeling good about themselves would help them to find out and understand their strengths and weaknesses. Thus, they develop an ability to improve. Maslow (as cited in Underhill, 1989) stated that fear of knowing ourselves and evasion of personal growth as the main cause of suppression.

From the above mentioned views of Maslow. He had proposed a famous hierarchy of needs. Maslow had acknowledged that people have a variety of needs that differs from one individual to another individual needs. But Maslow (as cited in Underhill, 1989) believed that those who satisfied all their needs might become a

creative potential or self-actualizer. Similarly when linked with the educative learning process, Maslow (as cited in Moskowitz, 1981) argues, “Life has to have some meaning” (p. 13). He stressed that schools seem to look down on children those who try to have fun. He even stated that teachers must not only accept as learners but help them to become a good human being. Maslow’s hierarchy of motivation stresses that at the lowest level is physiological needs and at the highest level is self actualization. So, only when the lower level needs is fulfilled, one can move to the next level. These needs can be fulfilled if the teacher acts as a catalyst in boosting the self-esteem of the learner through learner centered approach. The transformation of learner into human can only be realized through humanistic approach. Maslow’s hierarchies of needs are summarized based on these pyramid figures:

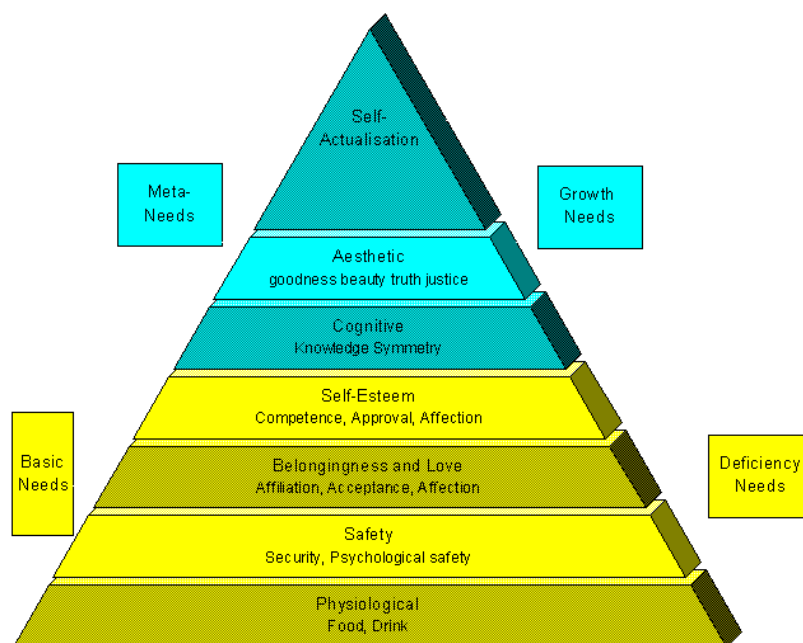


Figure 1. Maslow’s hierarchy of needs (Source: Maslow, 1973 (as cited in Bill Bruit, 2009).

Carl Rogers (1902 – 1987)

Rogers (as cited in Underhill, 1989) focused on helping well-adjusted people to move towards realizing their own unique individual potential that is in his words ‘fully functioning persons’ (p. 251). Carl Rogers (as cited in Moskowitz, 1981) declares that human beings have a natural potential for learning but the learning will take place only when the subject matter is relevant to the learners’ interest and their active participation. Rogers (as cited in Moskowitz, 1981) states the most important question an individual can ask is, “Who am I really? How can I get in touch with this real self? How can I become myself?” ... (p. 13). According to my understanding, Roger’s humanism is not only focused on cognitive learning, for learning context has to be created. These contexts can be created only if the teacher involves the learner to learn freely and grow through sense of discovery through experiential learning. Rogers (as cited in Smith, 1999) saw the following elements as being involved in experiential learning:

- i) It has a quality of personal involvement - the whole person in both feeling and cognitive aspects being in the learning event.
- ii) It is self initiated – Even when the stimulus comes from the outside, the sense of discovery of reaching out, of grasping and comprehending, comes from within.
- iii) It is pervasive – It makes a difference in the behavior, the attitudes, perhaps even the personality of the learner.
- iv) It is evaluated by the learner – she shows whether it is meeting her need, whether it leads toward what she wants to know, whether it illuminates the dark area of ignorance, she is experiencing. The locus of evaluation, we might say, resides definitely in the learner.

- v) Its essence is meaning – when such learning takes place, the element of meaning to the learner is built into the whole experience (p. 2). Thus the job of facilitator/teacher is to create ambience to help the learners to feel positive towards learning.

Humanizing Language Teaching

In recent years, language teaching has been influenced by a number of methodologies. There has been a shift in focus or break the barrier in traditional methods. The latest methods emphasizes to the need of the language learners. From 1970's Wang, (2005) stated that humanism in education has attracted more and more people's attention. It is said that the receiver in education is first a human being and then a learner. Maslow (as cited in Moscovitz, 1981) argues, "Learning doesn't involve, pleasing teachers but it is thinking and enjoying. (p. 13). So, it is a duty of the teacher to create environment for learning and help the learners to take extensive benefit through values from knowledge obtained in the classroom context.

Traditionally, language teaching has always been one way traffic. The teacher has the authoritative role. But now the trend of education has molded towards democratic education system. In Humanistic education, it recognizes firstly, feelings and secondly, informations. Hawley and Hawley (as cited in Moskowitz, 1981) argues, "Learning cannot be carried on in an emotion and value free climate" (p. 14). So, there need to be two way traffic. There has to be caring and sharing atmosphere to boost the self-esteem of the learners in learning second language.

Language teaching can be humanized only when the teacher takes the central role and open heartedly breaks the barriers of the traditional methods. Teachers need to be innovative in connecting real life situation with the subject matter. Underhill (1989) states that in humanizing the language class, teacher's sensitivity and skills are

important to enhance both the textual topic and helping learners to successful learning of the language. Mistakes in the language classroom should be positively valued.

Moskowitz (1981) argues, “Every time learners speak in the foreign language, they risk making a mistake” (p. 30). Thus from the mistakes made, it is easier for the teachers to gain insights in finding out the area of weakness and provide the learners with additional support. It is the duty of teachers to build a climate of trust and acceptance.

Theories of Humanistic Approach

Based on my rigorous study as a naturalistic inquiry, the mentioned theories helped in pacing up for the research project as theoretical referents. According to Richards and Rodgers (2007) there has been shift in focus of language teaching. The foundation of language teaching and learning methodology and procedures emerged from the 1950's to the 1980's, when the Grammar Translation (GT) Method became least popular. In the mid and late 19th century, GT method got depopularized when it offered no theory and justification related to the issues of linguistics and psychology. Later the concept of Natural Method most popularly, known as Direct Method (DM) was developed in the late 1860's. According to Franke (as cited in Richards and Rodgers, 2007) argues, “Language could be best be taught by using it actively in the classroom” (p. 11). Then came the emergence of methods era in 1950's to 1960's saw the emergence of the Audio lingual Method and the Situational Method. Both methods were replaced by the Communicative Approach. Humanistic methodologies were developed in the early 1970's.

Some of the theories were of Humanistic Approaches were developed by the people outside the language teaching profession. These theorists were concerned

about the individuals' learning. The caring and sharing (as cited in Moskowitz, 1981) attitudes of these theorists helped to shape the humanistic pedagogy.

The philosophies towards humanistic approach to teaching and learning were drawn by the following theorists as described below:

The Silent Way

The silent way was advocated by Caleb Gattegno, a teacher of Mathematics. He proposed this method (as cited in Richards and Rodgers, 2007) in 1960's. In this approach the teacher is almost silent and learners are encouraged to speak. The silent way approach views learning theories (as cited in Richards and Rodgers, 2007) as follows:

1. Learning is facilitated if the learners discovers or creates rather than remember and repeats what is to be learned.
2. Learning is facilitated by accompanying (mediating) physical objects.
3. Learning is facilitated by problem solving involving the materials to be learned (p. 81).

The silent way theory focuses on problem-solving approaches to learning where the learners are made aware of various challenges that are presented before them in the process of language learning. The silent way (as cited in Richards and Rodgers, 2007) views, "Language learning as a problem solving, creative, discovering activity in which the learner is a principal actor" (p. 81). 'Discovery learning' facilitates the learner in improving their intellectual potential. The silent way approach in teaching and learning process believes in Franklin's well renowned proverb (as cited in Richards and Rodgers, 2007), "Tell me and I forget, teach me and I remember, involve me and I learn".(p. 82) Thus language learning is done best in non-threatening atmosphere. The silent way approach has a blend of humanism.

Community Language Learning

According to Curran (as cited in Stevick, 1996) suggested that the learners ought to be considered as ‘clients’ and the teachers were the counselors (p. 3). CLL seeks to encourage teachers to consider the learners as ‘whole’ persons. Here the teacher acts as a counselor and creates feeling of secured atmosphere among the learners. The emphasis lays on the learners’ personal feelings while learning a foreign language. CLL techniques (as cited in Richards and Rodgers, 2007) also belong to a set of foreign language teaching practices like humanistic techniques (p. 90). Humanistic techniques in which Moskowitz (1981) defines “A way of relating that emphasizes self-discovery, introspection, self esteem and getting in touch with the strengths and positive qualities of learners”. (p. 14). It focuses more in thoughts, feelings and experiences and helps in fostering a climate of caring and sharing in the foreign language class.

Thus CLL views learning as a ‘holistic’ one in which real communication takes place when teachers and learners interact in free learning atmosphere. During this era, it was evidently noticed that there was a shift of humanistic approach towards effective teaching and learning in the foreign language class.

In sum, in Curran’s word (as cited in Richards and Rodgers, 2007), the keys for successful language learning were collected under the following acronym:

“SARD”

S – stands for security

A – stands for attention and aggression

R – stands for retention and reflection

D – denotes for discrimination (p. 92-93)

The discrimination process becomes more refined and enables the learners to use the language for purposes of communication outside the classroom. Thus Curran's learning philosophy was based on not cognitive and psychomotor skills but also affective skill.

Total Physical Response

Total Physical Response Theory (TPR) was developed by James Asher in 1977 an experimental psychologist. TPR (as cited in Richard and Rodgers, 2007) is a language teaching method built around the co-ordination of speech and action (p. 73). The main objectives of TPR are to teach oral proficiency at the beginning stage for the learners.

TPR theory views (as cited in Richard and Rodgers, 2007) are based on the premises that the human brain has the biological capacity to acquire natural language including sign and deaf language. Just like how an infant acquires first language physically responding to its parent's 'speeches'. One can acquire second language using similar approach too. Here the teacher takes the role of the parents in helping the learners to get motivated to learn second language by creating a positive mood and reducing stress. Teachers are responsible for providing opportunities for meaningful way of learning a language.

Thus this TPR method focuses on the role of affective factors in language learning. And this method as stated (Moskowitz, 1981) is a humanistic method of language teaching and learning for the beginners.

Suggestopedia

The Suggestopedia Method was developed by Dr. Georgi Lozanov in 1978, a Bulgarian doctor of medicine and a psychiatrist.

The basic principles of Lozanov's theory are that learning takes place in relaxed and focused state of mind. This theory believes in positive suggestion in teaching foreign language. Lozanov (as cited in Richard and Rodgers, 2007) argues, "Desuggestion is like deprogramming". It questions and tries to eliminate the feeling of fear that they will be unable to perform and they'll fail in their performance as the learners come from old social and educational background. On the other hand suggestion helps the learners in utilizing their full potential and stimulating their mind in language learning. The learners are made to feel confident and relaxed. Suggestopedia theory also believes in musical rhythm, breathing and yoga for learning through mental relaxation and humanistic approach in dealing with language. In short, suggestopedia applies positive suggestion in teaching language. This language learning process will have most effective learning for the ELT classroom. Suggestopedic approach enables the learners to learn foreign language by overcoming psychological barriers. They are helped to relax and positively suggested to be cool, calm and not to worry about their learning. They are provided with caring and sharing environment.

The above mentioned approach is based on humanitarian way of applying teaching techniques. A part of this approach will definitely help our second language learners to feel confident, active and relaxed. Thus this method is being used for teaching foreign language for the adults.

The Natural Approach

The Natural Approach (NA) was proposed by Tracy Terrell, a teacher of Spanish in California and Stephen Krashen, and applied linguist from the University of Southern California. The Natural Approach was published in 1983.

According to my understanding Krashen and Terrell's (as cited in Richards and Rodgers, 2007) principles to natural approach found it successful for 'second language acquisition'. Natural Approach is said to be an example of communicative approach. This NA views the language as a means of communication. Krashen and Terrell (as cited in Richards and Rodgers, 2007) argues, "Acquisition can take place only when people understand messages in the target language, an acquirer can move from a stage 1 to a stage of 1 + 1 by understanding second language" (p. 180).

Krashen (as cited in Richard and Rodgers, 2007) has basically focused on that learners' feelings are as important as mental abilities. Karshen's theory says that learner' feelings are as important as mental abilities. He claims that there is comprehensible input if the learners are relaxed, feels positive. Higher the affective filter, it blocks input and lower the affective filter, learners are relaxed.

Dulay, Brut and Krashen (as cited in Stevick, 1996) states, "The filter is that part of the internal processing system that subconsciously screens incoming language based on what psychologists call 'affect' the learner's motives, needs, attitudes and emotional state. The filter appears to be the first main hurdle that incoming language data must encounter before processed further. It determines which target language models the learner will select which parts of the language will be attended to first" (p .48). Krashen (as cited in Gass and Selinker, 2008) states that those learners whose attitude are more conducive to second language learning will not only seek and obtain more input, they will also have a lower filter. They will be more open to learning (p. 403). The diagram given below represents Krashen's Affective filter.

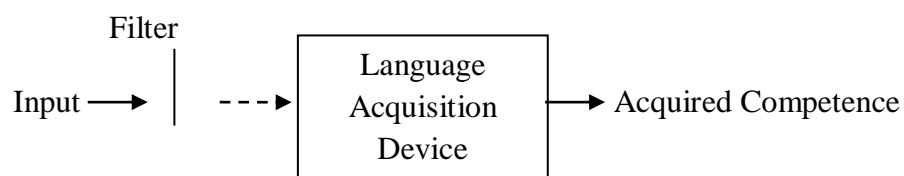


Figure 2. Operation of the affective filter (Source: Krashen, 1982, as cited in Gass and Selinker, 2008).

In other words, ELT teachers need to take in mind that the learners' affective filter need to be lowered in order to load the learners learning ability with comprehensible input. The monitor model is related with the pictorial representation of black box. Krashen (as cited in Harmer, 2007) argues that successful learning will only take place in a relaxed state of mind of the learners. The monitor checks the spontaneous flow of communication and the comprehensible input that the learners are exposed with

Goals of Humanistic Education

Humanistic Education takes into consideration in which learning becomes meaningful and purposeful in the lives of the learners. According to Rogers (as cited in Patterson, 1977) ,“The only man who is educated is the man who has learned how to learn; the man who has learned how to adapt and change; the man who has realized that no knowledge is secure that only the process of seeking knowledge gives a basis for security” (p. 21). The goal of humanistic education goes beyond cognitive education which includes the holistic education of the whole person or individual. Moskowitz (1981) states that learning, is affected by how learners feel about themselves. Furthermore the learners are likely to develop through self-concept.

Patterson (as cited in Moskowitz, 1981) advocates, “The purpose of education is the development of self-actualizing persons, that is, human beings functioning to

their, fullest capacity” (p. 13). Here, Patterson (as cited in Moskowitz, 1981) has focused on producing learners who can feel, act and respect others and themselves.

Maslow (as cited in Moskowitz, 1981) identified, “Self-actualizing persons accept themselves and others, are natural and spontaneous rather than conforming, have a mission in life and a strong sense of responsibility, are independent and look to themselves for their own growth” (p. 12). In short, self actualizing persons have positive outlook and they are creative in their approach.

In sum, the ultimate goals of Humanistic Education are:

- 1) To develop personal growth of each individual.
- 2) To help the individual in the development of creativity and self-directed learning.
- 3) To promote positive self direction and independence.
- 4) To facilitate the growth in the direction of being more self-actualized.
- 5) To help the individual to increase the self esteem.

Objectives of Humanistic Education

The objectives of Humanistic Education according to Brian Hill (as cited in Gage and Berliner, 1991) are:

- 1) Promotes positive self direction and independence (development of the regulatory system)
- 2) Develop the ability to take responsibility for what is learned.
- 3) Curiosity (exploratory behavior, a foundation of imbalance or dissonance in any of the system)
- 4) An interest in the arts (primarily to develop the affective/emotional system) (p. 22)

The given objectives aim at facilitating the learners and help them to make use of their potentialities.

Contents in Humanistic Education

Humanistic Education focuses a great deal on learners' choice. It tends to focus on the interests of the learners. It emphasizes in the feelings and knowledge for learning process. It doesn't believe in rote memorization. The teachers are supportive and help the learners to learn through problem solving or inquiry based questions in order to promote the learners' learning and make it more meaningful. Stevick (as cited in Wang, 2005) points out, "In a language course, success depends less on materials, techniques and linguistic analyses and more on what goes on inside and between the people in the classroom" (p. 2). Humanistic Education strives to help the learners in developing their potentialities. Moskowitz (as cited in Arnold, 1998) shares that there are some specific ways where foreign language teachers can weave human strategies in into their already existing teaching and learning materials. Arnold (1998) further states that humanistic language teachers would never substitute cognitive for the affective but rather add the affective to facilitate in language learning and further encourage in the development of the whole person. Thus it provides extra bonus in language learning for the learners.

Stevick specifies (as cited in Nagaraj, 1996) three things which a humanistic course is not namely:

- 1) It is not a course which is taught because of some tradition or because it is a syllabus designed by an impersonal authority.
- 2) It is not a course in which a teacher remains in charge.
- 3) It is not a course in which getting a good grade is the aim (p. 55).

The sole aim of Humanistic education is to see that language learning should take place through caring and sharing atmosphere.

The Humanistic Teacher

The role of the teacher in Humanistic Education is totally different from other traditional method. The teacher as defined by Rogers (as cited in Patterson, 1977) is involved in 'instruction', 'parting information', 'knowledge or skill' 'to show, guide and direct' (p. 26). The function of the teacher is to facilitate the learners in learning by providing pleasant atmosphere. Teacher should respect learner's feelings and opinions. Each learner is a unique individual. The given points are the recipes for humanistic teachers:

- 1) The humanistic teacher acts as real facilitators of learning.
- 2) The humanistic teacher takes in consideration all two dimensions in conditioning the skills of the learners. They are cognitive and affective factors.
- 3) The humanistic teacher motivates the learners toward self-actualization.
- 4) The humanistic teacher creates a sense of belonging environment.
- 5) The humanistic teacher respects learners as worthy and valuable individual.
- 6) The humanistic teachers are flexible with their syllabus and they use multiple teaching techniques according to the need and demand of the learners.

Role of Learners in Humanistic English Classroom

Humanistic language teaching and learning context, learners are active participants. According to Moskowitz (1981), "In humanistic class, learners' thoughts, feelings and experiences are regarded as important in school" (p. 14). Learners need to be aware of their strengths and share themselves with others. Furthermore, the learners will be able to sharpen their identities through acceptance of warm climate in the teaching and learning context.

Rogers (as cited in Patterson, 1977) states that there are three conditions necessary for the learners to make the learning occur. Learning is a natural phenomenon, when the learners accept their teacher as a real human and have trust towards them can accelerate their learning through self-initiation and self-evaluation. In such conditions the learners are motivated to learn. In Rogers word (as cited in Patterson, 1977) 'real learning' occurs if the learners are ready to develop, positive 'self-regard' and positive 'self concepts' and they need to have confidence in their ability to learn (p. 55). These facilitative conditions are created by teachers who have right attitude towards stimulation and motivating the learners through non-threatening and meaningful environment. Rogers (as cited in Patterson, 1977) states, "When a facilitator creates even to a modest degree, a classroom climate characterized by all that he can achieve of realness, prizing and empathy; when he trusts the constructive tendency of the individual and the group; then he discovers that he has inaugurated an educational revolution" (p. 33). Thus learning becomes alive if the learners are ready to change themselves toward self-actualization through mutual trust and understanding.

A Model for Caring and Sharing

A humanistic technique believes in developing an extraordinary rapport with the learners. It also helps to create caring and sharing atmosphere with mutual love, trust and understanding. A warm accepting climate tries to bring a feeling of greater closeness among the learners.

The mentioned model for sharing was first named as Johari Window was developed by two psychologists. They were Joseph Luft and Harry Ingham.

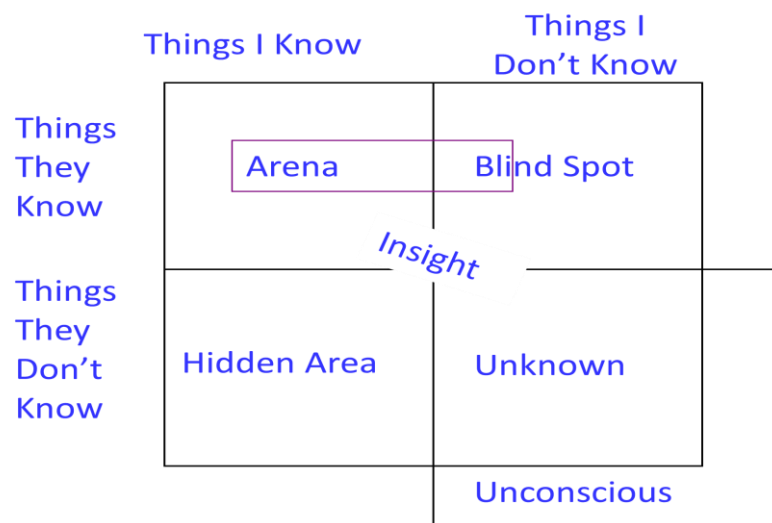


Figure 3. Johari Window Model (Source: Reprinted from E.J. John & Pfeiffer, J.W., 1973, as cited in Moskowitz, 1981).

According to the psychologists, the above model is viewed as a communication window through which information is given and received about oneself and others. The description goes like this: There are four areas that contain information which I know about myself and you also know; it is therefore public knowledge. The blind spot consists of those things you know about me but that I am unaware of. The Façade or Hidden area is just the opposite, those things about me that I keep to me, that I do not want you to know. Perhaps I need to trust you more to reveal these things or I may feel that you will think less of me if I let you know these parts of myself. The unknown area has data about me that neither you nor I am aware of some maybe at the unconscious level. Through sharing and feedback, the more learners are open, the more unknown area becomes larger and the blind spot area, hidden area and open area will decrease. Thus there will be mutual trust and understanding through sharing between the learners and the teachers. Moskowitz (1981) argues that building trusting relationships and sharing oneself with others are

necessities to sound mental health (p. 18). The sound relationships lead to effectiveness in teaching.

Previous Research Studies

The motto of my research is “Treat Humanely, I am a humanist, I believe in humanism”. This motto helped me to explore humanism applied by ELT teachers and the text itself. At the same time, this research throws a light for the teachers, educators and it helped me in grooming professionally.

Hui and Grossman (2008) state, “Today teachers are often held accountable and have to work with specific standards and benchmarks but as a result may find, themselves pressed into exploring an ‘Adventure Land’ in which their predecessors have not tread” (p. 3). With this challenging task that lies ahead of me helped me to uncover the hidden facts of humanistic education in the ELT classroom.

In context to Nepal, we have a well planned curriculum for ELT and course book are designed by well-known writers. These course books certainly help our learners to be a creative humane if only the teacher designs lesson-plans, authentic materials and class-room activities creatively. All these years, one thing has haunted me a lot, that we, as teachers have not been able to produce even a minimal level of learners who could express their opinions, experiences and feelings without any inhibition. Our education need to be more focused towards humanistic aspects of the learners. According to Torrance’s Incubation Model of teaching (as cited in Hui and Grossman, 2008) he emphasized the importance of preparing students to make connections what they are expected to learn and something meaningful and more practical for the students (p. 4). The creative activities definitely help the learners in improving their language and feel like human being.

It increases one's self esteem and enhances learning. Moskowitz (1981) states that today the middle class and upper class students are less willing to learn and they do not show interest or value in the subject matter (p. 10). In realistic setting it is true that the ELT class has been too ritualized and mechanistic. Learners do not find any charm in it. Our education system too must focus for the positive psychological growth of the learner in order to cope up in this challenging world.

After reviewing books, articles, magazines and journals, I searched thesis related to my issue that was meaningful so that I would gain some insights. I went to K.U., T.U., NELTA and British Council library. I did not find a single research done by the researchers in this area of Humanistic Approach in the EFL classroom. But I found a lot of articles related to humanism. Then without wasting much of my time I tried to explore humanism in other areas of EFL teaching approaches.

Azar (2012) carried out a research study on the effect of pedagogical tasks in EFL learners' performance. The research found out that tasks have been beneficial for vocabulary learning and students and were highly satisfied with the communicative task in terms of adding variety to the classroom activities. The students felt a change in their classroom.

Ruso (2007) conducted a research on the influence of task-based learning on EFL classrooms. He found out that the task-based approach enhanced learning for the students and led to significant improvements regarding their language performance. He also found out that the students did not enjoy teacher directed lessons.

Chang (2011) explored the factors that promote or hinder EFL teachers' implementation of CLT English classes. The research found that the factors that impacted implementation of CLT related to teacher, students, the educational system

and suitability of CLT in the local context. His study concluded that there is a gap between policy and practice.

Anasarey (2012) carried out a research on communicative language teaching in EFL contexts with the focus on teachers' attitude and perception in Bangladesh. Her study explores the factors that promoted or hindered teachers' implementation of CLT. She concluded that despite showing keen interest in change and being eager to identify with CLT, teachers were not optimistic about the complete adoption of CLT due to heavy work load, lack of training facilities and low English proficiency.

Ahmad and Rao (2012) conducted a research on Communicative Approach in EFL class in Pakistan. Their case study explored the similarities and dissimilarities of the issues related to the implementation of CA in EFL class despite varying socio-economic and cultural conditions. Their study concluded that CA is better than GT method. But the school had several obstacles regarding the size of the class, lack of appropriate materials, teacher training and grammar based exams.

The Gap I Found

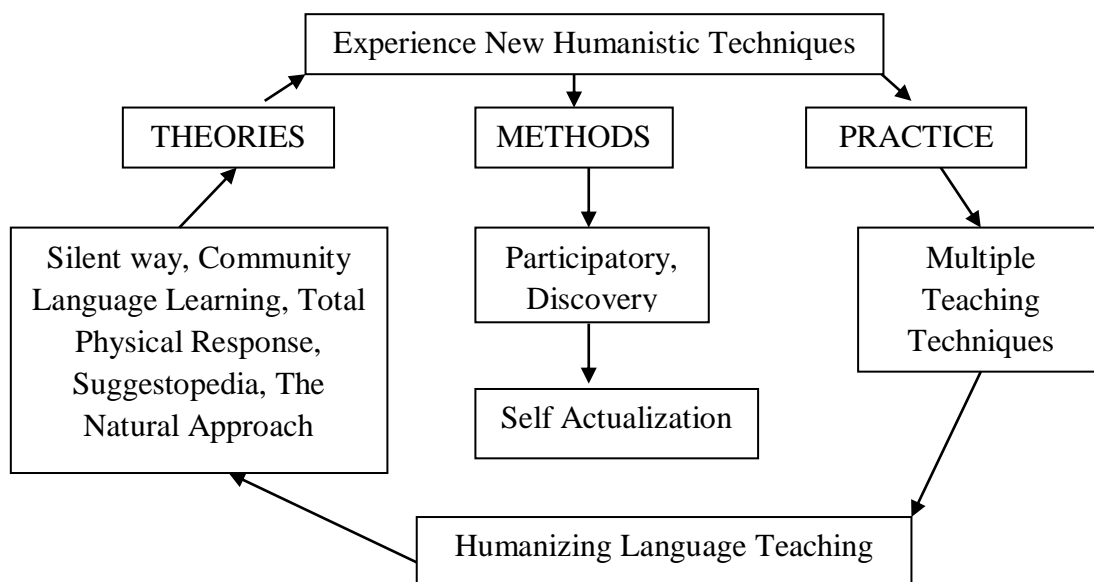
There has not been a single research done by Nepali researcher in the field of Humanistic Techniques in the ELT classroom. In context to Nepal, there is a wide bridge between curriculum for ELT and class-room teaching practice. Traditionally, we have been more teachers-centered. And we have not even given much time to our learners to do problem solving method. Teaching has been one-way traffic. Learners listen for hours and hours to the boring lectures. We must consider that the problem is with the school and our teaching methodology. Our education system too must focus psychological growth of the learners.

There has been a lot of research carried out in different areas of English Language Teaching. The research which I conducted, explores the burning issues of

the learners' psychological needs and the teachers' perceptions in humanizing language classroom in context to EFL classroom. I found most of the research discuss about materialistic things. There has not been a single research focusing on the humanistic aspects of the learners and how can language learning be humanized. So, I came up with a strong determination to explore the Humanistic areas in the EFL classroom context and my research topic is very different from other researchers.

Conceptual Framework of the Research

Figure: 4



The above diagram is the conceptual framework of my research study which was designed to find out the humanistic approach in the ELT classroom practices. The mentioned theories and practices and methods. The teachers need to humanize their ELT classroom and it would be beneficial for the learners in self actualizing themselves.

Chapter Summary

In this chapter, I presented the summary of my literature review which was directly or indirectly related to my research topic through this chapter I tried to

explore ideas and information from various resources, books and journals. It discusses concepts of Humanism, Humanistic Approach, Basic themes of Humanistic psychology, Theories of Humanistic Approach, Humanizing language teaching, objectives behind Humanistic education, Contents in Humanistic Education, Role of humanistic teacher and Role of teacher and Role of learners with caring and sharing model. Finally I presented my gap and ended this chapter with my research conceptual framework.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the area of my study which has helped me to submerge into a deeper understanding based on my research topic. The chapter begins with philosophical considerations, my research paradigm, view of science in my research, methodological approach, selection of research sites and participants, data collection tools, quality standards and finally it ends with ethical considerations and chapter summary.

Philosophical Consideration

Human beings construct their world views through their own experiences, backgrounds or through social context in which the knowledge claims. Knowledge claims can only be constructed through inquiry and theoretical perspectives. Philosophical consideration is intertwined with strategies and methods in doing research. Philosophical consideration constitutes according to Creswell (2003) 'Knowledge claims'. It is important that researchers need to maintain his/her position and understand their own background which helps in shaping an interpretation. Philosophical ideas provide a practical grounding in promoting deeper understanding of the natural inquiry.

I therefore would like to focus on the philosophical stance in terms of ontology, epistemology and axiology and view of science in my research.

Ontology

Ontology is one of the research paradigmatic positions. It helps to understand the philosophical stance behind the research. Richards (2003) explains, "Ontology,

literally the science or study of being is concerned with the nature of reality and their stances” (p. 34). Likewise, Burrell and Morgan (as cited in Cohen, et.al, 2002) states, “Ontology helps to find out the nature or essence of the social phenomena being investigated” (p. 5). Ontological assumption is that reality is constructed through different ways of interpretation. Every object is independent in its existence. There is no fixed reality. Reality is constructed based on the existence in the world. Reality depends upon the individual to individual, context, events and environment. According to my opinion, what is real is what prosperity is for human being. Reality is within peace. Reality will be formed through the process of sharing ideas.

Since my research is guided by interpretive paradigm, I believe in multiple realities. With the help of philosophical stance, I tried to explore the existence of humanism in ELT classroom teaching approach. I observed and interviewed my respondents coming from diverse educational and cultural background with different perceptions. The way, they perceived world views differed in the classroom context as well. The way my respondents shared their realities regarding the concept of humanism and linkage with humanism in their classroom practice, helped me to explore multiple realities by incorporating their practices and ideas in my research.

Epistemology

Epistemology (as cited in Richards, 2003) is concerned about the science of study of knowledge and relationship between knower and known (p. 35). Therefore, epistemology deals with the study of knowledge and the nature of knowledge. Burrell and Morgan (as cited in Cohen et.al, 2001) states, “The epistemological assumption in these instances determine extreme positions on the issues of whether knowledge is something which can be acquired on the one hand, or is something which has to be personally experienced on the other” (p. 6). My belief is that there is existence of

knowledge. This knowledge can be generated through explorations, interactions and finally there is understanding and interpretations.

Hence, my epistemological stance is subjective as the knowledge existed in the society is created and constructed as a result of multiple realities, according to individuals, context and events. My stand point in this research was that I generated ideas by establishing close relationship with my respondents and I observed their classes and took ideas and views from them. Meanwhile, I reflected my experiences from subjective stance as knowledge was created from multiple respondents with multiple perspectives based on their experiences and practice.

Axiology

Values are dynamic and personal. Values should not be made against the well-being of human being. Axiology (as cited in Richards, 2003) is concerned with truth or worth (p. 36). Axiology is the study of values. Individuals live in a society. Each individual is unique in their own way. They have their own rich values. Richards (2003) says that all truths, like all investigation and understandings, are value laden study.

Therefore in my research, I came across respondents having multiple values and views towards the world and their practices. The respondents in this research study were value laden. From my point of view, knowledge can be constructed through the responses, interviews, various literatures and analyzed them in order to construct my own value of Humanistic approach in ELT. Hence, the respondents' values helped me to compare and contrast my personal values and create authenticity in the humanistic ELT classroom. It also helped me to validate my research through procedures and investigations.

Research Paradigm: Interpretive

‘Paradigm’ meaning typical example or pattern of something (Oxford Dictionary (p. 918). Paradigm consists of a set of project which consists of principles and ideas for inquiry and where the researchers position himself/herself. Baos & Blumer et. al (as cited in Cohen Manion & Morrison, 2002) states, “Inquiry is influenced by the choice of the paradigm that guides on the investigation” (p. 137). Thus, a conceptual frame work is required in order to validate theories and findings through insider perspectives through shared experiences.

Guba and Lincoln (as cited in Richards, 2003) viewed, “Paradigm as a set of basic beliefs that deals with ultimate or first principles. It represents a world view that defines, for its holder, the nature of the world, the individual’s place in it and the range of possible relationships to that world and its parts, as for example cosmologies and theologies do. The beliefs are basic in the sense that they must be accepted simply on faiths there is no way to establish their ultimate truthfulness” (p. 33). Hence it is important to value the researcher’s position and design our research and make it real, rich and worthwhile with focused dynamic realities.

Views of Science in My Research

Scientific discipline uses experiments. The facts or theories are systematically selected and hypotheses are formulated. On the basis of research evidence the formulated hypotheses are either accepted or rejected. According to Kerlinger (as cited in Cohen et-al., 2002), “Science is seen as an accumulated body of findings, the emphasis being chiefly on the present state of knowledge and adding to it” (p. 11). Hence, the discoveries that scientist makes helps them to comprehend and explain the facts with the help of accumulated facts, it widens the insight of the researchers and with the hypotheses formulated are rigorously tested. Therefore science theories are

continuously tested and replaced by more advanced and tested theories. It is believed that every research work is based on science. In my research study, the view of science has complexity science since it deals with multiple realities. According to Blumer (as cited in Cohen & Marion et.al, 2002), "People are deliberate and creative in their actions, they act intentionally and make meanings in and through their activities" (p. 21). Therefore, meaning or realities is constructed by through the human experiences according to context on the basis of events, contexts and situation. My research study believes that there is no single reality, it is multi-layered. It also states that truth or reality is subjective, dynamic and more flexible. Nesfield-Cookson (as cited in Cohen & Manion, 2002) quotes Blake's words, "No matter how exact measurement may be, it can never give us an experience of life, for life cannot be weighed and measured on physical scale". (p. 17). The focus here is in subjectivity and truth and the meanings are interpreted by the live objects in which each individual is uniquely human. They are self guided by their own realities in life. Thus, I adopted interpretive research to interpret the reality through respondents' perspectives and experiences in their context. Furthermore, it helped in enriching my research study.

Methodical Considerations

The research method must meet the purposes of the research in order to make the research more valid and effective Cresswell (2003) states, "The choice of methods by a researcher turns on whether the intent is to specify the type of information to be collected in advance of the study or to allow it to emerge from participants in the project. The type of data collection may be numeric information gathered on scales of instruments or more text information, recording and reporting the voice of the participants" (p. 10). For my research study, I have positioned my research study through the process of qualitative research. Qualitative research is inductive and it

basically deals with individuals lives under the human settings and generates meaning by interacting actively with the human community.

Qualitative Research Method

Qualitative Research is based on the researchers' analysis of different respondents perspectives through which the knowledge claims in a natural setting. Creswell (2003) states, "Qualitative research is one in which the inquirer often makes knowledge claims based as primarily on constructivist perspectives or advocacy or participatory perspectives" (p. 18). Similarly, qualitative research is exploratory in nature. It helps to explore the world which consists of multiple realities. The practices in the field are different because of the different subjective perspectives, social and cultural background. Meanings are constructed through interactions and shared understandings. Flick (2009) says, "The essential features of qualitative research are the correct choice of appropriate methods and theories; the recognition and analysis of different perspectives; the researchers reflections on their research as part of the process of knowledge production; and the variety of approaches and methods" (p. 14) Therefore, qualitative researchers' try to study the participants' knowledge and practices through subjective perspectives based on different social norms and cultural background. The researchers' reflections on their actions and observations on the field help them to document the data as a part of interpretation.

Furthermore Richards (2003) states, "Qualitative research provides us with valuable information and insights, but they are not designed to explore the complexities and conundrums of the immensely complicated social world that we inhabit" (p. 8). Usually educational research is a person centered enterprise. A researcher investigates the classroom scenario in a naturalistic setting through shared understanding and experiences tries to find out the strengths and weaknesses.

Similarly, Denzin and Lincoln (as cited in Richards, 2003) views that the qualitative researchers deploy a wide range of unconnected methods, hoping always to get a better fix on the subject matter at hand. Richards (2003) further states that qualitative research is multi method in focus. Therefore my Qualitative research is interpretive and naturalistic in nature.

Research Design

For me a research design is a conceptual framework in which a research is carried out and it also addresses the questions of how to plan a study. I followed Ragin (as cited in Flick, 2009) who defines, “Research design is a plan for collecting and analyzing evidence that will make it possible for the investigator to answer whatever questions he or she has posed” (p. 128). I saw the design of an investigation touches almost all aspects of the research, from the minute details of data collection to the selection of the techniques of data analysis. With a rigorous literature study, I formulated a plan for further investigation. Therefore, for further investigation I planned a research design for data collection and data analysis for research project task to be accomplished. The studies claim that choosing an appropriate research design helps in bringing quality research results. My Research design is qualitative approach and it has flexibility and the field of study is based on practices and interaction of the subjects in everyday life. I collected information and data through open-ended interviews and with the emerging data I further analyzed and developed theme from the data.

Selection of Research Site and Participants

I have tried to focus my research site and participants from private schools in Kathmandu to make the research project more productive and convenient by saving time and effort. Cohen, Manion and Morrison (2002) states that in qualitative data, a

sample of five or six may suffice the researcher depending on the nature of research (p. 95). Similarly, Creswell (2003) states that purposefully selected participants or sites will best help the researcher to understand the problem and the research questions (p. 185). Since my area of research focuses on a small number of participants, I carried out my research with six selected participants of the renowned private schools in Kathmandu. I have purposefully selected them on the basis of their experiences, practices and the responsibilities they hold. Each participant took active part in my interviews and classroom observations in which they facilitated me in gaining more insights to enrich the data of my research.

A researcher needs to plan carefully in the earlier stage to obtain scientific data in order to enhance the quality of his/her research. Nunan defines (1993), “Sample as a subset of individuals or cases from within a population” (p. 232). An experienced researcher starts with the total population and work down to sample. Thus sample is the participants of a few members within the sampling population. Sampling is also the process of studying only a subpart population from an entire population. Sample size is determined according to the type of research. Since my nature of research is qualitative research. I used purposive sampling to suffice the need in finding the required information for my research project. In purposive sample, researchers build up a sample according to their specific needs.

For this study in the initial phase, there were more than six participants. For my own convenience, due to short time span, I had prioritized the participants in the school, where I have been working at Lalitpur. While selecting the participants I had included Lower Secondary and Secondary level ELT teachers and some of these teachers had additional responsibilities in their school. They were Head of the English Department and Division Heads. These teachers shared their class-room teaching

experiences which helped me to connect their experience in my study. I found some of the teachers lacking clear perceptions in humanizing ELT classrooms. To get more diverse and variety of information, I moved into the next school in Kathmandu. I was careful in selecting my participants. They were associated with the institution for a long period span. They were co-operative and their opinions, feelings and perceptions were collected. In the later phase, the selected six teachers were my active participants. Finally, the collected data helped me to accomplish my task and it led to the saturation point. It was indeed a gem out of darkness.

Morse (as cited in Flick, 2009) says that participants should have the necessary knowledge and experience of the issue or object at their disposal for answering or for performing the actions of interest (p. 123). Therefore participants should be ready to articulate and participate in the study. My participants include ELT teachers who had come from diverse ELT background. Their practices, experience and their articulation of their in-depth knowledge in their particular field helped me to understand the humanistic scenario in real classroom teaching and learning experiences which helped me in obtaining useful information to my research project.

Respondents' Profile

R1 is an English language teacher in one of the school in Lalitpur. He is popular among his students. He possesses M. Ed degree and he has attended NELTA conferences and workshops. He has teaching experience for twelve years. His hobby is to read and write. He believes in creating democratic learning environment in the ELT classroom.

R2 is a Literature teacher and he is teaching in one of the school in Lalitpur. He holds B.A degree, has undergone in-house training and he also believes in creating fear free environment in his class room teaching and learning process. He has

teaching experience for six years. He prepares his lesson plan and weekly record. He has been mentored by his faculty head.

R3 is an ELT teacher. She has teaching experience for ten years. She has graduated from Patan Multiple Campus and she is an M. A. degree holder. Her hobby is to design teaching materials. She has undergone in-house training and attended NELTA conference. She believes in making the learners mesmerize her presentation. She is a good role model to become a passionate teacher.

R4 is an ELT teacher. She has teaching experience for six years. She works in one of the school in Lalitpur. She has graduated from Mount Herman School in Darjeeling and had undergone teacher training from the same school. She believes in building a good rapport with her students in the class room teaching and learning situation.

R5 is an ELT teacher. She teaches in one of the school in Kathmandu. She has teaching experience of 17 years. She is an M.A. degree holder from T.U. She teaches in the secondary and higher secondary level. She has attended NELTA conferences and several teachers' workshop and training courses. She believes in taking a role of a facilitator rather than a teacher.

R6 is an ELT teacher. She teaches in one of the school in Kathmandu. She has teaching experience of 15 years. She had graduated from K.U. in Post Graduate Diploma in education. She believes in developing confidence of the learners by creating 'Fear free learning zone'.

Data Collection Techniques and Tools

Different researchers use different techniques to collect data. The data collection techniques allow researchers to set the setting for the research to take place and the researcher allows participants to take part in their events and in the later phase

the participants' events are processed and analyzed. Cresswell (2003) explains, "The data collection techniques include setting the boundaries for the study, collecting information through unstructured or semi-structured observations and interviews, documents and visual materials, as well as establishing the protocol for recording information" (p. 185). In order to collect the in-depth data and to meet with the purpose for my research project, I used the following techniques:

Interview

Interview is the means of interaction where the researcher elicits information from his/her participants as a part of data collection. According to Kvale (1996) "An interview is an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production and emphasizes the social situations of research data" (p. 20). Therefore interview encounters elicitation of data from the participants' perception in which the knowledge is constructed by the researcher through discourse in a natural setting.

Richards (2003) shares that an interviews need to take into considerations that we are interviewing teachers, we are also dealing with knowledgeable and linguistically sophisticated people (p. 50). So, a researcher needs to establish a relationship with the interviewees in order to gather information by merging with the participants' perception of the world. Thus interviews need to be purposeful and meaningful. In addition, I conducted interview with six different ELT teachers of lower secondary, secondary and higher secondary level. Cresswell (2003) states, "A good interview is rich in detail" (p. 53).

Furthermore, Siverman (as cited in Richards, 2003) states that the choice of open-ended interview as the "gold standard" of qualitative research (p. 47). My interviews involved open-ended questions where the participants' views and opinion

were shared, discussed and analyzed in the later process. Rossman and Rallis (as cited in Richards, 2003) further argues, “In-depth interview is the hallmark of qualitative research”, (p. 47). I was able to collect ‘rich’, ‘in-depth’ and ‘varied’ information from each of the participants with multiple interviews. The participants’ feelings attitudes and opinions were taken under consideration according to their interests.

Cresswell (2003) says, “The research questions may change and be refined as the researcher requires. The data collection process might change as doors open and close for data collection” (p. 182). Thus interview questions that serves as a frame work for the researchers allow them to be more flexible by putting back and forth in reformulating the research questions according to the situation that emerge during the interview. The participants’ diverse response allowed me to come out from the pressure tight compartment where I proved my research questions to be more flexible and non-biased. It also helped me in comparing and contrasting their views and opinions in my findings and at the same time, the interview created a feeling of humanism amongst us. I validated my findings by recording the participants’ interviews. Furthermore, this valuable interview helped me in validating and makes it more reliable for my research project to happen.

Observation

Observation is one of the essential tools to collect the primary data for the qualitative research. Wajnryb, R. (2002) argues that observation is a multi-faceted tool for learning (p. 9). Observation includes data collection, analysis discussion and interpretation of the data and reflection on the whole experience, Cohen et. al (2002) claims that ‘knowledge’ can be only advanced by means of observation (p. 8). The best way to acquire reliable knowledge is through observation. Similarly, observation enabled me to find out the factual fact of the classroom scenario. Qualitative research

claims that interviews alone cannot suffice the need to cover the broader topic of the research project. Hence, participants might hesitate to express their ideas and feelings during the interview. Flick (2009) argues, "Observation and presentation in interviews are said to comprise a mixture of how something is and how something should be" (p. 222). Thus observation discloses the interior perspective of the field of the observed participants. Flick (2009) states, "It tries to accomplish the goal of gaining an insider's knowledge of the field through the researcher's increasing assimilation as a participant in the observed field" (p. 222). Therefore observer requires a good skill in finding out the practices and processes in a natural setting. Goffman (as cited in Flick, 2009) says, "Observer doesn't become part of the observed field" (p. 222). Thus I have positioned myself as a non-participant observer in order to find out the effectiveness of humanistic approach in ELT classroom. I therefore observed three different classes of each six individual ELT teachers. According to Geertz (as cited in Flick, 2009), "Observation allows thick description of the field (p. 222) I compared and contrasted the information that I obtained through the process of observation and interaction and I documented further to enrich the findings of the research data for further analysis and report.

Data Collection Procedure

There are mainly two different sources for data collection. They are primary sources and secondary sources. Different researchers use different techniques to collect data. According to the nature and demand of my research type, I collected primary data from the field. The primary source of data includes interview and observation as my data collection tools.

Cresswell (2003), comments about the role of researcher. He states that researcher sets the 'setting' according to the nature of research, collects information

through structured, semi-structured or unstructured observations and interviews. For this activity, ‘actors’ are selected. They include interviewees and observees from diverse background, views and experiences. Their ‘events’ are interviewed and observed in a natural setting. Finally, the events are ‘processed’ within their setting and the researcher is able to find the position, history and background of the participants. During the process of research, the qualitative researchers collect documents in a form of field notes, transcription, recorded and visual material etc. The collected data’s strength and weaknesses are finally analyzed.

For the data collection, I took permission from the principal of the renowned school in Lalitpur where I have been working I selected three participants randomly, and then I identified another renowned school in Kathmandu where I had to take a permission letter from Kathmandu University to conduct the research. I visited the school and took consent from the Principal and the school administrators. They helped me in providing three selective participants who held different responsibilities like block-in-charge and HOD (Head of English Department). They were qualified and experienced ELT teachers. My first visit helped me in getting familiarized with the background of the teacher and I also expressed my purpose and objectives of the visit and information about the research project. I was also able to fix my interview and observation schedule with the selected teachers according to their convenience and class routine. I found them co-operative and they willingly participated with the concerned activities of my research project. I was able to build a good rapport with them.

The notion here is that my participants were quite excited with the new research topic on “Humanistic Approach in ELT Classroom” and they could make an assumption from my first interview specific questions on humanistic approach. My

first opening setting was by stating the need of humanistic education in Nepal where the voice of children are still unheard by the adults. Humanistic education involves learning to be better, more feeling of human being or bringing in commonalities. Schools can be the best place to find how the learners' learn second language through local context by sharing feelings and experiences. The guided questions were:

1. What should be the learning environment in the ELT classroom?
2. How is it appropriate to talk about personal experiences and feelings in the class-room context?
3. Is it necessary to create a caring and sharing environment in the ELT classroom?

I conducted face to face interview with the participants. I tried to generate information from my participants with open-ended questions. Furthermore, I had taken under consideration to remain open myself during the interview and tried to respect the participants' diverse explanations and social settings of the schools. The participants' perception helped in confirming my theoretical insights with their perceptions and helped in insuring validity and reliability.

I recorded and transcribed their recordings. The other task to validate my findings was observation. I appeared as a keen observer, since, I had to accomplish my goal of the research project. I was basically trying to grasp the human aspect of the participants toward their learners and whether they were applying humanistic techniques for classroom teaching. I observed the participants' classroom and I wrote notes and reflections based for three times each on my observation. I found the teaching strategies and techniques differ at different observations. Richards (2003) says, "If we truly seek to understand better the professional world we inhabit, we need to be sensitive to all aspects of the ways in which it presents itself to us and aware of

our place within it” (p. 61 – 62). Thus I was able to position myself with the ‘in-depth’ interview and ‘thick description’ of observation with multiple realities that emerged during the data collection process. Then, I made an interpretation of the data, analyzed data according to the themes that emerged during the inquiry and I merged myself for deeper understanding during data interpretation and finally I presented my findings and conclusions.

Data Analysis

Richards (2003) states, “Analysis is neither a distinct stage nor a discrete process; it is something that is happening, in one form or another throughout the whole research process” (p. 268). Thus the major feature of qualitative analysis is that data analysis is an ongoing process throughout the research stage. Fly (as cited in Richards, 2003) says, “Data and analysis have intimate relationship. It seems like a simultaneous left brain and right brain exercise”. Therefore, data and analysis are intertwined with each other. Cohen et.al (2002) argues, the glossing of reality goes on at one time and in one place and compare it with what goes on in different times and places (p. 23). Thus data analysis is usually purposeful and it opens up the windows for thick and ‘rich’ detailed interpretation. In Coffey and Atkinson’s words (as cited in Richards, 2003), “The glossy part of qualitative analysis includes imaginative, artful, flexible and reflexive” (p. 269). The researcher needs to be not only accountable for organizing the process of data collection but also need to be an intellectual scholar in order to analyze the issues of the research project. The success of data analysis depends upon the combination of essential qualities of qualitative research. Cresswell (2003) argues that an ideal situation for the generic process of data analysis involves six steps. They are as follows:

Step 1: Organize and prepare the data (transcribe interviews, collecting field notes, strong and arranging data).

Step 2: Obtain general sense.

Step 3: Coding

Step 4 : Generate a description.

Step 5: Represent

Step 6: Interpretation

I have followed the above mentioned generic process of data analysis as step designed by Cress well (2003) Firstly, I organized and prepared data for analysis. At this stage, I transcribed interviews typed observation field notes and reflections. I sorted and arranged the data to make it clearer for my thorough reading and understanding from the data obtained. Secondly, I again categorized groups of data according to the substance of the information in order to compare and contrast. I read in depth all the data and I tried to obtain general sense of the participant's perspectives and I made an attempt to find its underlying meaning.

Thirdly, I began analyzing more in depth. I followed the coding process. Cohen et.al (2002) states, "Code is a word or abbreviation that is sufficiently close to that which is describing that the researcher can see at a glance what it means" (p. 148).

Rossmann and Rallis (as cited in Creswell 2003) say, "Coding is the process of organizing the material into 'chunks' before bringing meaning to those chunks" (p. 192). Similarly, I coded my six respondents with code letters R1.... R6. At this stage, I attempted to classify the actual events, settings and the participants' interviews and observations which helped me to delve into deeper level. Fourthly, with the help of coding, it helped me to incorporate and analyze data under the developed themes from

my research questions. I analyzed the main themes which displayed multiple perspectives from the participants' interview and observation. The description from different participants helped me to regenerate sub themes for my research project.

Fifthly, I conveyed descriptive information about each participants and I compared the practices and understandings of data under the generated theme. Finally, in the sixth stage, I made a meaningful interpretation of the findings of the data. Lincoln and Guba (as cited in Cresswell, 2003) argues, "What were the lessons learned, captures the essence of this idea" (p. 201). Similarly, the interpretation of the data helped me in finding the essence of the blend of researcher's theoretical knowledge, his/her, own perspectives and the participants' multiple perspectives from his/her own culture, history and experiences. It helped me in finding multiple realities which helped me in gaining new insights throughout this research study.

Quality Standards

The research work will not be worthy to the researchers and the participant if it doesn't have any required value. Traditionally, qualities of research work are judged using instruments like validity, reliability and generalizability. Denzin and Lincoln (2002) states that once the qualitative research is upon us, the researchers need to use not only traditional techniques but use alternate techniques to craft their work. Ellis (1997) argues, "A story's validity is judged by whether it evokes in readers a feelings that experience described is authentic and its generalizability can be judged whether it speaks to the readers about the experiences" (p. 133). Hammersley argues (as cited in Ritchie and Lewis, 2003), "We can never know with certainty that an account is true because we have no independent and completely reliable access to reality" (p. 276). Therefore to judge the quality standard of my interpretive research, I have made an attempt to collect the evidence based on adequacy and in context to phenomena. The

perspective of my interpretive research within my paradigm involves flexibility, trustworthiness and open to different layers of explanations. Thus to prove the quality standards for my research I used the following criteria:

Authenticity

Authenticity talks about fairness, beneficence, and so on. So, the research participants were represented fairly. Creswell (2003) states, “Authenticity refers to a record of experience, perception and interpretation that recognizes the legitimate voice of not only the researcher but of all those involved in the research” (p. 268). I have made an attempt to make an honest selection of the records of the research process either through interviews or observations. I and the participants shared and respected my participants’ opinions and views. Reason and Rowan (as cited in Creswell, 2003) suggested, “Valid knowledge is a matter of relationship” (p. 266). I had conversation with the participants and had emotional compassion that arose during the study. Similarly, I tried to maintain my goodwill with six different participants from diverse teaching/learning background. I was able to authenticate the collected data and connect them with my own personal experiences of teaching/learning and the participants’ experiences and understandings of teaching/learning during the interviews and observations in the real classroom.

Trustworthiness

Trustworthiness in research refers to an extent to which different constructions and their underline value structures are solicited and honoured (Guba & Lincoln, 1989). Trustworthiness is concerned with fair and truthfulness of the participants value given by the researcher. In my research, the evidences that I have collected is real scenario of the classroom practices and the interaction with the participants. I

have made an attempt to be interpretive and descriptive throughout the research project.

Ethical Considerations

Research is governed by ethics as well. Ethics refers to the moral guidelines that need to be followed by the researcher in the field while collecting data. It is responsibility of the researcher to act ethically, taking in mind the valued and interests of the participants in order to accomplish his/her goal smoothly. Cavan argues (as cited in Cohen et.al, 2002) that in ethical values truth is good whereas respect for human dignity is better (p. 56). It is important to note that in the quest for truth, research participant plays a crucial role in validating the thick description in processing the collected information. Thus, research participants are the most sensitive source of data and they need to be respected. Cresswell (2003) states, “A researcher needs to respect research sites. So, that the sites are left undisturbed after a research study. This requires that inquires, especially in qualitative studies involving prolonged observations or interviewing at a site, be cognizant of their impact and minimize their disruption of the physical setting” (p. 65). The researcher not only respects the dignity and rights of the participants but also protects the participant’s right to privacy. Therefore, principles of research ethics avoid harming participants’ views and opinions. The researcher also builds in a good rapport and credibility with his/her research participants.

To carry out, the research field task, first and foremost, it is important to take consent from the head of the school and research participants. According to Nachmias (as cited in Cohen et.al, 2002) states, “When research participants are to be exposed to pain, physical or emotional injury, invasions of privacy, or physical or psychological stress or when they are asked to surrender their autonomy temporarily, informed

consent must be fully guaranteed” (p. 50). So, it is important for the researcher to assure that they would not be humiliated and they have right to freedom to take part or withdraw from the research if they feel psychologically or physically stressed. I too carried out my research task by taking consent from the head teacher and subject teachers. I frankly, stated my purpose for the research and objectives of the research. Then, I carried out my investigation by using primary tools like interviews and observations. To protect the rights of my participants, I coded them R1 ... R6. I didn't reveal their names. I took permission for recording their interviews and in taking observational field notes. I was quite flexible with the interview questions and it was altered when required. I tried to create 'caring and sharing' atmosphere with the unstructured interview questions. Cohen et.al (2002) states, "The essence of anonymity is that information provided by the participants should in no way reveal their identity" (p. 61). Thus, I followed anonymity and confidentiality with the data that I had collected. Participants have varying opinions and beliefs. I respected their opinions and I negotiated their opinions with their consent and I was able to present the contextualized data for the research project. Thus ethics in my research helped me in strengthening the participants' perspectives in a more reflective way.

Chapter Summary

This chapter dealt with definition of research, philosophical considerations and research paradigm. The rigorous study had helped me in discussing view of science in my research, research methodological, sampling, data collection tools, data collection process and data analysis, quality standards. Finally, this chapter ends with ethical consideration of this proposed research study.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

This chapter presents an analysis of data collected from different respondents through interview and observation tools. In this section, first I analyzed interview data and data obtained from the class room observations. Further, I discussed the understandings and practices of my respondents. Based on my findings and then drew conclusions.

Thematic Analysis

This section presents thematic analysis and interpretation based on the responses of the respondents and the classes being observed.

Theme1: Caring and Sharing Environment in ELT Classroom

The theme mentioned above throws a light on caring and sharing environment in ELT classroom, where I have tried to generate ideas from respondents' point of view. It is understood that Education is a lifelong process and teachers are accountable for the focus on the individual need of the learners. In context to Nepal there are learners coming into the class from multicultural, multilingual and multiethnic background. They hesitate to speak in English. These learners lack critical thinking skills and they are inexpressive in their opinions. Most importantly, teacher can only help the learners to overcome their feelings. Cam Le (2005) states, "Humanistic psychology emphasizes the psychological and sociological realities of people; in relation to language teaching. It considers the significance of learners' feelings, emotions and social experience as internal to the educational process". (p. 4). In the process, caring and sharing relationships between teachers and learners are like

flesh and blood. They are intertwined with each other. One cannot do the role without the absence of another. Rinvoluceri (2003) argues that Humanistic techniques empower learners and puts them in the centre of the whole process. Thus the barriers can be bridged in by accepting the diverse culture and background. In my quest for knowledge of finding out caring and sharing atmosphere in the class, I raised this issue in our context to Nepal with my six respondents.

Respondent 1 said that it is in the hand of teacher to create the learning environment where the learners can communicate freely without any hesitation. He asserted:

I prefer creating democratic and stress free environment. It enhances to develop values of students.

His views were near to that of Lozanov (as cited in Richards and Rodgers, 1995), "Learning takes place in a relaxed but focused state" (p. 143). He even said that in context to Nepal, teacher is still a tyranny for the students. Teacher is the superior of all but he said that he had never ever felt the superiority with the class. In our Nepali context, we do not have caring and sharing atmosphere. He went on saying:

"I make them feel that there is no such difference between teacher and student and I do my best to create democratic environment and focus in human value as well". He has focused in students and teachers participation as well.

In order to get the correct scenario of his interviews, I too observed R1's class. I found his class interactive. It was his grammar class that day. He had divided the learners into pair and they were made to write authentic sentences based on the classroom objects they saw around, and they were made to describe the objects I found him giving ample time for the learners to think and brainstorm. He showed good

gestures and body movement. Even learners were highly motivated to interact in his classroom and later he linked the textual content with the real context in the classroom, in order to develop caring and sharing atmosphere in the classroom.

Respondent 2 expressed his views on caring and sharing environment. He shared:

Learning environment in the classroom should be quiet at first then students will have willingness to learn.

The first thing he wanted was well mannered but every time he was involved with the learners in the classroom. Regarding his beliefs on caring and sharing environment, he said that learners need to know more than him and he is very much concerned about this environment, when the class being observed, I didn't find any class interaction in R2's R3's and R4's classes. They were too ritualized.

Respondent 3 had shared her ideas on caring and sharing environment in the class. She shared:

The first thing the learner sees is how the teacher presents him/herself in the classroom. If the teacher appears exhausted, when they see the environment becomes boring. The moment teacher is cheerful, his/her voice is audible then definitely the classroom becomes very good.

She also added that the teacher needs to give time for interaction with the learners. Teacher is not only a facilitator but a helper. She also stated that she prioritized love and care for the learners no matter whether they come from different family background. According to her perception she said that the learners must open up and teacher should not criticize them even if they make mistakes. She felt happy at least if they attempted to answer or take part in any other classroom activities. Her ideas and views were similar to Moskowitz (1981) who stated that building non-

threatening climate in the class-room helps the learner to interact freely. The communication in the ELT classroom gets enriched.

R3's class when being observed, I found that her textual activities for Grade VIII was related to real life situation. For example after having learnt the author's like and dislike. She grouped the learners in pair to share their likes and dislikes. The class was quite interesting and lively. Her activities were similar to what Moskowitz (as cited in Stevick, 1996) argues, "Awesome feelings related to everyday life are creative in their approach to things" (p. 25)

Respondent 4 had her own views regarding caring and sharing environment in the ELT classroom. She shared:

I always try to create friendly environment. So that children will not get nervous. Mostly what we do is we encourage them to speak. It doesn't matter if they talk beyond the topic.

Her views are similar to that of R2. She tries to create caring and sharing situation in a more disciplined way. It is more or less like teacher centered class-room.

Respondent 5 further shared her view:

It is teachers' solidarity, teacher is everything in the class. If teacher is dynamic, children themselves will be motivated to learn and share their feelings. One can build up a trust with the children by bringing their heart. We should wipe out the hesitation they have with the teacher and their classroom. Her ideas were close to Moskowitz (1981) who argues, "Sharing, then, enhances acceptance by others". (p. 28). She also stated:

"Teacher should be a role model or can be facilitator and teacher should be ready to act for the situation. Teacher can change himself or herself according to the

demand of the children. We should keep on changing ourselves for creating environment in the classroom”.

Respondent 6 shared:

Teacher should be an exemplary figure. Teacher should be able to get respect from learners. Sometimes I scold them but I don't believe in beating. I just want to create friendly environment in the class. I talk to them about my children so that they also learn from them. We have to make them more confident by being friendly with them.

Her ideas were similar to Brown (as cited in Moskowitz, 1981) “The live classroom is full of learning activities Each student is genuinely respected and treated as a human being by his teacher.... The learning involves living”. (p. 10)

In R5's and R6's classes, I found that the teacher involved the learners in class discussion. They tried to create fear free zone. R5 humanized the classroom by relating the topic about marriage with learners' parent's marriage. They were asked to contextualize the situation and regarding R6's classroom, when observed I found her quite conscious about the word 'blind' when she asked, “What is another word for who cannot see?” The answer she got from her learners in their loudest voice was 'blind'. She told them that 'blind' was not a polite word. Her ideas are close to Moskowitz (1981) who argues, “We can encourage happier, better adjusted students in our foreign language class by helping to undo the negative things” (p. 26)

Based on the above responses of the respondents and the classes being observed, all the respondents had some idea about caring and sharing environment in the ELT classroom. They believed in creating learning environment which is full of learning activities and the learners' emotions were duly respected and shared by the teachers. The classroom involved lively classroom atmosphere with pair work and

group work discussions. Even the weakest found it more comfortable to work in pair or group. They found it more comfortable to express and share their ideas along with their peer group. The teacher facilitated the learners by creating warmth and loving atmosphere. The respondents shared that the class should be student centered. From the R1, R3, R5 and R6 expressions, one can come to the conclusion that classroom doesn't include only building blocks but there are miniatures of lively objects.

Teacher played a pivotal role in enhancing the quality of the learner. Trust, respect and understanding among learners were highly motivated the learners to learn second language. According to Lozanov's theory of Suggestopedia (1995), "Learners coming into the class carry some psychological barriers, these barriers can be barred through 'Suggestions'. Suggestion involves loading the memory banks with desired facilitating memories" (p. 145). All the respondents agreed that caring and sharing relationships between teacher and learners are the keys to successful and learning in the ELT classroom. From the respondents' views I have drawn a conclusion "Teachers do make a difference in the lives of the learner in the ELT classroom".

To sum up, all the respondents agreed that caring and sharing environment in the EFL classroom builds in trust among the teacher and learner and within their peers too. They believed that teacher plays a crucial role in motivating the learners through trust, respect and understanding. The respondents further argued that building a good trust of acceptance helped in bridging the gap between learners and the teacher in the EFL classroom.

Theme 2: Content Selection and Humanizing the Lesson

This theme discusses on selection of the content of the text. In modern education text book is regarded as a tyranny and it is suggested that it should be discarded and need to be replaced by project work or any other constructive work. But

it must be remembered that text book is an important instrument that cannot be entirely discarded. Text book serves as a supportive framework for the teachers with some ideas on topics and ways on planning and how to teach in the classroom and produce an independent learner. The text books act as a backbone of course teaching in context to Nepal. So text book is the means of teaching aid. It depends on how the teacher adopts the teaching and learning principles and approaches and adapt as demanded by the situation.

While interacting with my respondents, it came to my knowledge that they have been using the ELT book, approved by Ministry of Education, Sanothimi, Bhaktapur, Nepal. Besides, most of the teachers use commercially produced text books for the ELT classroom as prescribed by their own school. So the question arises here is that how can a text book enliven the ELT classroom? Neill (as cited in Rossner and Bolitho, 1990) argues, "If that creative interaction does not occur, text books are simply pages of dead, inert written symbols and teaching is no more than a symbolic ritual, devoid of any real significance for what is going on outside the classroom" (p. 156). The given probing statement helped me further thematize the mentioned theme with the help of my six respondents.

Respondent 1, 3, 5 and 6 had similar view regarding the ELT text book prescribed by the Curriculum Development Centre, Sanothimi, Bhaktapur. They said that they need to follow fixed objectives and the contents are already decided by the CDC. Their texts are mostly exam oriented and they lack practicability. Their views were near to Appel (1989) states, "These texts tend to be of a general and abstract nature". As further inquired regarding the selection of the content of the text and use of the text books in the classroom teaching context.

Respondent 1 declared:

We don't have any capacity to develop curriculum and in the context to Nepal I feel that if we deal with the theoretical part of curriculum. I think it is okay. If it can cope up with other things but it cannot cover practical field and it lacks practical values. So if we are only dealing with theories, it is not sufficient to create independent learners in English language teaching.

The above mentioned response can be analyzed that text book is not only the solution to enhance the learners' learning in English language, besides that teacher need to be creative. Cook (as cited in Rossner and Bolitho,1990) rightly stresses, "EFL textbooks is mostly imaginary rather than real" (p. 29).

When asked how he coped up with the classroom teaching and learning situations, Respondent 1 stated that there's too much focus in cognitive rather than psychomotor skills. His views are near to Carl Rogers (as cited in Moskowitz ,1981) that educational institutions have focused mainly on the cognitive and have limited themselves so completely to education that there is narrowness in education due to overstress on the cognitive and the learners have been trying to avoid from this. So the consequence is that the excitement or feeling for learning English language has gone out of education. The learners have been finding their education having no meaning in their lives, when the class was being observed, I found him emphasizing in cognitive and psychomotor skills. In grade VIII, he presented a unit on 'Thak Kholā and childhood memories'. He made the learners relate their memories and experiences of childhood days. This helped the learners to improve their creative and imaginative skills.

Respondent 2 went on saying:

Being a literature teacher, basically I have selected all the genres of literature. I have tried to include poems, biographies, essays, stories and dramas. I have selected international biographies and well known writers who really have vision on literature and they can impress the children and teach them morally. I share my personal experience too.

To confirm his views on practice, I found him a book oriented teacher. He had focused more in theory than in practice. As Underhill (1989) states that there are also teachers who claim that they maintain humanistic values which are not supported by their practice. (p. 250)

Respondent 3 shared regarding the content of the text:

We have to follow CDC curriculum but it doesn't meet the requirement for the children. Curriculum will not be just enough for our learners to learn. There is not sufficient grammar for students. Our focus is not only to make them read, write and pass the exam. We need to create role model for the society. There is particular in usage in grammar. We should go beyond the text to get more information.

From her point of view, it can be asserted that the content of the text does not touch the personal lives of the learner. Her ideas are similar to Neill (as cited in Rossner and Bolitho, 1990) argues, "No text book can expect to appeal to all teachers or learner at a particular level. There is a basic need for choice and variety" (p. 153). It can be assessed that contents of the text book cannot be unsuccessful but it can be taught with variety of teaching techniques and teaching materials as well.

Furthermore, when the class being observed, I found her class enthusiastic class as she had come up with extra teaching materials and she created life like situation in Grade VIII. She tried to localize the global context. For example: Learners

were asked to collect information's about Australia. She told the learners to collect the main information about Nepal and about their friends as well. So the above mentioned observation can be analyzed that textbook can also help in training and developing autonomy among the learners if the teacher uses creatively. In Cam Le (2005) words, "Localized content is motivating and increases participation while foreign cultural content increases understand awareness of another's culture" (p. 4). Respondent 2 had her similar views to Respondent 4. These respondents dealt with literature text book. They said that they have the liberty to select the content of the text book published by other commercial publishers. They said that they select the contents those are meaningful interesting and relevant to the learners' lives.

Respondent 4 shared the same belief. Respondent 2 expressed her views:

I select the content of the text according to the age, level and interest of my children. We don't have to finish the whole content. The content which we select will be focusing on four skills i.e. listening, speaking, reading and writing. And education also involves what we experience in our daily lives.

Her ideas are near to Davis (2007) in which he argues that learning will become 'optimized' when personal meaning is involved.

Based on her interview, her classroom practice was better than respondent's 2. She stimulated the learner's feeling by asking. "If you have a dog at home, if your parents take much care about the dog, how do you feel?" Each individual learner expressed their own views. Her classroom practice is near to Cam Le (2005). She states, "When studying literature, students react to moving experiences by exploring their feelings and personality which helps them increases their self-awareness" (p. 5). Thus teachers need to be sensitive to the learners' feelings, requirements and needs while selecting the content from the text.

Respondent 5 had her own views to share regarding the selection of the content of the text. She shared the similar views like other four respondents. She asserted:

We have to follow government based curriculum in the secondary level but for other subsidiary books, we select the content according to the interest of our learner.

Her views are consistent both in understanding and practice. From her class observation I came to the conclusion that she had tried to link the text with real life context. When she was teaching in Grade IX ‘A suitable boy’, she raised the questions among her learners like “What sort of marriage is practiced in our society? Whether love marriage is accepted or arranged marriage in our society? Have you attended any marriage ceremony?

The learners came up with interesting ideas. They took active part in the class discussion. Based on her class observation, it is understood that she tries to relate the topics that are directly relevant to the learners’ lives or society where they live. Enthusiasm for learning will definitely lead to independent thinking. Her ideas are near to Appeal (1989) who states, “Humanistic principles and activities have helped me to appreciate that unless classroom communication works on some kind of personal level than conventional objects can rather quickly become rigid and constricting” (p. 267)

Respondent 6 shared her view based on the above theme:

Usually we don’t select the content. It is already decided in the text. We have to teach everything.

It means that teachers cannot skip away from the text. The techniques which the teacher applies in the ELT classroom need to awaken the interest of the learners towards learning language.

Being curious about her classroom practice, I found her class quite motivating and interesting. The title was “Speaking Obliquely”. The students in pair had to make polite requests and replies with the examples given on the board. Her teaching techniques share the view of Doff (2005) in learning second language. He states, “The best way to acquire rules is subconsciously by reading and listening to language, we understand and by attempting to communicate in the language rather than by consciously ‘learning grammar’ (p. 185). Here the teacher has to be tactful in dealing with communication skill in the classroom process.

Based on the above discussion and analysis of the views, the respondents do not have liberty in selection of the contents of the text book. It is already decided by the CDC, Sanothimi, Bhaktapur. But the supplementary texts which the ELT teachers use as prescribed by the schools. They have their own liberty in the selection of the literary or grammar text. So one can conceptualize the process that our syllabus designed for ELT classroom is too much controlled and content oriented. In the ELT context teaching and learning must be realistic and effective. The text book may have some inert limitations. So it can provide only a base for teaching aid. The text book can come back to life if it is creatively improvised with variety of teaching and learning techniques especially related to realistic phenomena. If the creative interaction does not occur then in words of Neill (1982), “Text books are simply pages of dead”. Thus this transformation can be solely done by self-directed and goal-oriented teachers.

Furthermore, majority of the respondents said that CDC has fixed objectives. The respondents were found to be focused on the text and they even pointed out that the realistic contents were missing. Most of the respondents were creative in contextualizing the global into local context. The respondents expressed that they

were over burdened with number of teaching periods. The burdened periods hindered their teaching time which they could have done it more creatively by using various teaching resources.

Theme 3: Classroom Ambience and the Learner's Feelings

Many of the teachers would question “Why classroom decoration?” in ELT classroom. In the context to Nepal where the teachers are heavily burdened with the course of study to be fulfilled are reluctant to employ decorative classrooms in the teaching and learning activities. It is believed that learning takes place best in a relaxed and happy atmosphere. Lozanov (as cited in Richards and Rodger, 1995) states, “Learner learns not only from the effect of direct instruction but from the environment in which the instruction takes place. The bright décor of the classroom, the musical background, the shape of the chairs and the personality of the teacher are considered as important in instruction as the form of the instructional material itself” (p. 145). To support his point of view, “Learners learn best in relaxed but focused state”. It is very important that ELT teachers need to understand the learners coming in the ELT classroom carry some psychological barrier. They inhibit to share their feelings and emotion in the second language. So classroom is the second home for the learners. The classroom helps in invigorating the mood of the learners to learn the language. The way, a classroom is furnished and decorated sends a psychological message that can affect both the mood and behavior of the learners. This means that if teachers want their learners to feel comfortable, relaxed, valued and unthreatened, they need to provide relaxing physical environment. Unfortunately, a shabby physical setting may repeal the learners to learn language. Similarly, Maley (1983) as cited in Rossner and Bolitho (1990) argues, “Teachers change the power structure in positive ways. Even quite minor physical changes, such as the way desks are arranged,

whether the teacher sits or stands and where he or she is can make a difference” (p. 128). Here there is a little shift of emphasis for learners to lead them in problem solving activities. It is more learners centered. Ultimately physical settings are very important to engage our learners to learn language in the ELT context.

The above mentioned theme was emerged during the discussion with the respondents. The given theme tries to generate ideas and views from the respondents on classroom decoration. The main purpose was to find out whether they take classroom decoration as important part in their day to day classroom teaching and learning. All the respondents liked the idea of creating lively atmosphere with the colorful decoration in the classroom but some of the respondents shared their ideas about time constraints.

Respondent 1 stated:

Classroom decoration brings lively atmosphere, we need to maintain this in our classroom. It depends on the context as well. If we decorate our classroom according to their color, personalities or any lively example from the text, this creates a real society.

In his words, it can be viewed that careful preparations of the materials according to the context of the classroom or teaching and learning activities are required. According to Lozanov (1978) there is always ‘threat of learning’ in the classroom situation. So if the teacher incorporates with the decoration. It may add ambience in their learning and they may feel less secured and become better language learners.

Respondent 2 had a different views regarding classroom decoration. He said :

Er may be in junior classes it is necessary, I guess. I think it is not necessary for middle school to school. But there should be resources related to science, they might

require charts for English literature and biographies as well, but not flowery decoration.

His view doesn't fall with Lozanov's theory of suggestopedia. Respondent 2 has laid a heavy emphasis on subject matter rather than other area of classroom aspects.

Respondent 3 has her similar views like Respondent 1. Respondent 3 asserted: *The first and foremost thing is that classroom should be very decorative, when a teacher and learner enter the class. The classroom should mesmerize teacher and learners. It should be such that everybody should start teaching and learning but when it comes to decoration it is not that teachers do it. It is students who have to do it. It should be such that it should give you information. It can be text-related or outside the text. If it is a chart work, it should help them to remember and reflect and besides their creativity can be reflected too.*

The learners coming from diverse background carry some psychological fear in the ELT classroom. Respondent 3 views are near to Lozanov's theory of suggestopedia (as cited in Richard and Rodgers, 1995) in which Lozanov states that the idea that learning is difficult must be replaced by the feeling that learning is enjoyable. Most importantly what the ELT teachers can do is by making the learners write journal or essays. So that they can get immersed themselves in the new language and culture. To boost their creative confidence, their work can be displayed on the decorative board in the classroom. In this way they will slowly forget about their anxiety in learning in the ELT classroom. Respondent 4 shared her views:

Regarding decoration of the classroom, children will be more interested to see their decorated classroom with colour paper and all. Like their creativity will be displayed over there and if the classroom is colourful there will be more enthusiasm for the

children to learn. It is not ... only the picture they should decorate but it should be related to the subject matter. So that, every day they come and have a look at the picture and learn from the picture as well.

Respondent 4 shared her similar views with Respondent 3. The learners' active participation in classroom decoration helps them to become an independent learner. More realistic situation takes place at the time of discussion. Her views were similar to Appeal (1989), "Humanistic approaches aim to make learners more 'independent. They hand the responsibility for the learning process over to them'". (p. 265)

Respondent 5 and Respondent 6 had similar view regarding classroom decoration. Respondent 5 expressed:

It's a good idea to decorate the classroom. If the atmosphere and environment is pleasant, it arouses interest and it will be very much motivated towards educative learning. I have also made the seating arrangement of my class in such a way that it will be easier for me to monitor their group or pair work.

Respondent 5 expressed her clear understanding on classroom decoration. Her views are close to Lozanov's theory of suggestopedia (as cited in Richard and Rodgers, 1995). She even stated that in context to Nepal and her classroom environment, it is difficult to place the desk and benches in semi-circle position, since they had immovable desk and benches. Although her class was large but she had managed to keep some spaces on both the rows and end of the classroom where she could walk freely and take part in learners' activities. She usually involved her learners for the classroom decoration. Her ideas are near to Maley (as cited in Rossner and Bolitho, 1990), "Some recent approaches have tried to an alternative, to develop

activities, which are meaningful and interesting and in which the learners can invest something of themselves” (p. 128)

Similarly Respondent 6 shared positively:

Classroom decoration should be done. It should be related to their subject matter. We should involve the students they will be motivated.

Respondent 6 views are near to Spratt, Humphrey and Chan (as cited in Cam Le, 2005), as they indicated, “A motivated learner would have a greater interest in what was to be learnt and thus be more ready and able to take on responsibilities in the language learning process”. (p. 7)

Based on the respondents practice and understanding, all six respondents had clear knowledge and understanding on classroom decoration but they lacked behind practice. The answer that I attained from R2 and R4 was that their focus was more on content and completion of the syllabus, where the psychological growth of the learners and their creativity are affected. In Brown’s word (as cited in Moskowitz, 1981), “The learning involves living”. Thus teaching and learning must be realistic and effective.

To sum up, the respondents were found to be aware of creating ambience in the EFL class through classroom decoration. R3 emphasized that the first and foremost was the physical outlook of the class that would reflect the learner’s creativity and make the learning enjoyable. R5 shared that she had made the seating arrangement for the learners in such a way that it was easier for her to communicate with the learners and among the learners themselves. The above mentioned data revealed that creating classroom ambience for learners provided positive attitude for learning in the EFL classroom.

Theme 4: Humanizing and Learners' Creativity

This theme has been drawn from the interview data and classroom practices from all six respondents. Regarding the question asked about creating creative potential among the learners in the ELT classroom. One of the respondent expressed that the job of a teacher is not to focus the learner on books but education involves everything that learners experience in their day to day lives and it also involves portraying the learner's inherent talent through democratic environment. Learning in ELT class also involves learning to be better human. Similarly, this transformation can be solely done by self-directed and goal-oriented teachers. Hui and Grossman (2008) states, "Today's teachers are often held accountable and have to work with specific standards and benchmarks but as a result may find, themselves pressed into exploring an "adventure land" in which their predecessors have not tread" (p. 3). Teaching and learning must be realistic and effective in drawing out the creativity among the learners, so that they communicate confidently and effectively.

Based on the above theme, Respondent 1 said:

We don't have any capacity to develop curriculum and in the context to Nepal I feel that if we deal with the theoretical part of curriculum. I think it is okay. If it can cope up with other things but it cannot cover practical field and it lacks practical values. So if we are only dealing with theories, it is not sufficient to create independent learners in English language teaching. Our ultimate goal is to develop learners' potential. We have to exhibit our activities to create more feeling of humanism. For this one, there must be collective work. We should not create atmosphere of competition. Any way Pair work and group work should be under humanistic approach.

Respondent 1 believed in sharing commonalities among the learners.

Competitive atmosphere among the learners doesn't facilitate the learners to learn language instead they may become addicted in receiving praise from teachers. So there has to have healthy and fear free learning activities. He believed in collaborative learning through pair and group discussions among the learners. Respondent 1 idea are similar to that of Underhill (1989) as he states, "He or she creates the environment in which learners work more from their inner motivation and less from the teacher's subtle repertoire of reward or praise, or withholding of reward or praise. The learners are weaned away from the trap of working to please the teacher, which may be quite deeply ingrained and towards working to satisfy them". (p. 256). In this way, learners will be more responsible and motivated towards language learning in the ELT context. To support the Respondent 1's point of view with his classroom practice. His class appeared quite motivated and the learners were activated in his classroom teaching. His grammar class on 'preposition' was quite dramatic but the response from the learners appeared that they were working in a group cooperatively. First the teacher demonstrated the position of place and object and learners were divided into a group of five and they were made to look at the picture and describe the position of things inside the room. The learners took part in the discussion and they presented it to the class. It was learner centered class. His practice is similar to what Maley and Rinvoluceri (as cited in Appel, 1989) emphasizes strongly on pair work and group work. He turned the exercises in different ways in order to make it more realistic for the learners.

Similarly Respondent 2 who is a literature teacher stressed:

I usually being a literature teacher, I don't ask the thing that is only in the book. I usually involve them and suggest them to read English newspaper; surf in

internet for the information and come up with the findings. These are the basic things that I usually focus besides book to trigger themselves.

Respondent 2 views sound realistic. His views are near to Appel (1989) as he argues “I teach literature, it has more to do with their lives. Several learners stressed the point that not having to deal with a text had made it a lot easier for them to speak” (p. 264 – 266). If the classroom communication is personalized, it will help the learners to develop their interpretative abilities.

Judging his classroom practice, he didn’t show a good understanding of touching the personal lives of the learners. Here the notion is that sometimes theory doesn’t relate with the classroom practice. His practice as stated by Appel (1989), “But unfortunately a traditional ‘philological’ approach dominate here. The bulk of class time is spent on paraphrasing and interpreting the text” (p. 264). Literature class sometimes becomes unproductive if there is too much focus on cognitive activities.

Respondent 3 had her own views to share on the mentioned theme. She stated:

We live in a Global village. Just teaching everything from the text is not good. You need to create a real human. One has to come to the mass and speak. Learners need to express their feelings, likes and dislikes. I think practical teaching should be emphasized.

Respondent 3 ideas are similar to that of Richards and Rodgers (as cited in Cam Le, 2005) in which he states, “Language learning is also believed to be motivating when learners are focusing on something other than language, such as ideas, issues and opinions”. (p. 6) Teacher can be the best person to facilitate the learner to be an autonomous learner. It is beneficial for the learners to cope up with him/herself in the Global Community.

Her practice being compared with her understanding, she appeared like a real humanistic teacher. She had put on facilitator's hat. In the first phase, she took information from the topic related information about Australia. The teacher and the learners shared information. At this stage, she provided assistance to the learner by giving them examples from the text. For example: Shyam liked surfing. She made the learners in pair to write five likes and five dislikes. The learners in pair shared their likes and dislikes. The learners were quite excited to disclose their likes and dislikes. At the same time teacher facilitated them by creating a humorous tone and modulated voice. Her ideas on classroom practices are near to Gattegno (as cited in Richards and Rodgers, 1995) states, "Learners are expected to develop independence, autonomy and responsibility". (p. 100) Independent learners are those who are aware that they must depend on their own resources and realize that they can use the knowledge of their own language to open up some things in a new language or that they can take their knowledge of the first few words in the new language and figure out additional words by using that knowledge" (p. 106). Respondent 3 was able to mould her learner in creating their own likes and dislikes in their own context to life like that of the author in the text. In this way the learners were able to draw out their potentialities in the ELT classroom.

Respondent 4 has her similar view to that of Respondent 1, she expressed:
We are here to help the children to create their interest. Like what I feel is that education is not what we learn from books. Education involves everything that we experience in our daily lives.

She even stated that education is also related to change in behavior of a learner. Her views are near to Moskowitz (as cited in Stevick, 1996) in which he states, "Humanistic education is concerned with educating the whole person – the

intellectual and the emotional dimensions” (p. 25) Moskowitz (1981) believes in bringing out the uniqueness of each individual. Similarly Respondent 4 holds the view that each learner is unique in nature and he/she need to be responsible person in the society in which he/she lives in. It is in the hand of a teacher to mould the learners to develop positive feeling about themselves and their classmates. These positive values can be derived from the learners’ knowledge and understanding level.

Based on her understanding on the creating creative potential among the learners, when the practice being observed. She asked personal questions, the context was related to the text. Like for example: *“If you have a dog at home, if your parents take too much care about the dog, how do you feel?”*

The above questions helped the learners to brainstorm and link them with their personal lives or situation. Having attained answers from the learners, she used the expressions like “Good, you’ve come out from the shell” motivated the learners to get themselves more involved in expressing their opinions. Her techniques are near to Moskowitz (1981) as he states, “In learning situation, feelings are always present feelings must be recognized in the learning process and information must be available as well”. (p. 14)

Respondent 5 had a little bit different view from others. She asserted: *I always conduct these activities in order to involve the learners so that they wipe out their shyness and develop their confidence. And I am also cautious about when I give them group work. I see that everybody gets chance to express their feelings. I encourage them to talk or sometimes I make them develop a story with the help of outlines given and retell any motivating stories to the class.*

Her views were in line to Underhill (1989) in which he argues, “The more, the teachers view the learners as the source and motivators of their own learning, the

more learners' spontaneity, intelligence, creativity and curiosity can be released to drive their learning". (p. 256). Ultimately teachers in the ELT class can help the learners to trigger up for communicative competence by creating the environment for ample exposure for learners to learn.

Similarly, her classroom practice was more practical. She had brought an authentic material for classroom teaching. The topic was 'Newspaper Advertisement'. Learners in pair had to find out the position, qualification, experience for the candidate to apply for the post. The learners in pair had to present to the class. The above theme can also be proved that learners learn best when there is authenticity in classroom teaching and learning materials and it helps the learner to stimulate their imagination.

Respondent 6 responded differently she stated:

I try to make them more creative but you know in our Nepali context, I think it's a bit more difficult because learners have a lot of difference in standard.

And she even went on saying that 'she teaches the average and weak learners according to their ability'. Respondent 6 ideas were near to Cam Le (2005) in which she argues, "If learners display passive classroom attitudes, it is more likely to be a consequence of the educational contexts that have been or are now provided for them of any inherent dispositions of the learners themselves" (p. 3). To make the learners activate their intelligence level, teacher need to focus in learner's personal feelings in the centre so that language learning will be meaningful.

Respondent 6 in her classroom practice made the learners acquainted with the name of the colours and encouraged the learners to express their feelings through colours and at the same time she was teaching new vocabulary items. For example: Purple was related to thunder storm, red, loud and bright was compared with the

trumpet sound, yellow as soft and warm etc. The given practice helped the learners to arouse curiosity about the colours. In Appel's (1989) word, "Having to deal with a text had made the learner's learn 'English language a lot easier for them to speak" (p. 266).

Based on the practice and understanding of all six respondents, they showed that they have been knowingly or unknowingly understood the feelings of the learner and with constant support, love and care. They were trying their best to create a lively atmosphere in the ELT class by creating creative potential among the learners through various ELT materials by localizing and personalizing the materials in Nepali context. Thus in Roger's words (as cited in Underhill, 1989), "One cannot impose on teachers the ability to develop such a learning climate. Like everything else it must come from within". (p. 259)

The ideas generated from all the respondents were that all the respondents were found to be skilful in their classroom teaching practice and they had better understanding in humanizing and in creating out learner's potentiality. The respondents believed in giving the realistic and contextual context to the learners. They agreed that their ultimate goal was to develop learners' potential. All the respondents agreed that learners need to express their emotions and feelings without any hesitation. The respondents stated that the prescribed text missed out some of the realistic contents. They believed in bringing authenticity in their classroom teaching and learning activities. All the respondents agreed that the contents and the activities were focused more towards cognitive domain. They also shared that if the activities were balanced with cognitive and affective domain than the learning in the EFL class would become more productive.

Theme 5: Difficulties Teachers Face in Implementing Humanistic Approach

Teaching English in our context to Nepal is the most challenging task. There are learners coming into the class from diverse background. These learners are reluctant to learn the target language. It is very important for the learners to gain a lot of exposure to the target language. To overcome their feelings of frustration and their lack of confidence, ELT teachers need to expose the learners to a variety of authentic text and materials. For this teachers need to embrace the type of teaching techniques where the psychosocial supports for the learners are facilitated. So teaching and learning is one of the most important dimensions to meet the emergence need of the education system.

In context to Nepal, English has been a second language taught in all schools in Nepal. The curriculum is designed in such way to meet the requirement of the English language learners. The national goal of education focuses in behavioral change, fostering the inherent talents and developing thinking skills. Our national curriculum is beautifully documented. Moskowitz (as cited in Stevick, 1996) states, “Through the ages man has been striving to become more human” (p. 24). As stated in the literature review, the demand for education in the 21st century is more human. There is need for the learners to maintain their identity in the society. These goals can be achieve only through better teaching and learning practice.

With utmost curiosity and enthusiasm based on the mentioned theme, the six respondents were interrogated regarding their understanding on this theme.

Respondent 1 stated:

In the context to Nepal, we have fixed objectives that are implemented by CDC, we cannot go beyond the objectives. It lacks practicality and teachers have a feeling of superiority.

From his view one can conceptualize ideas that our teaching system is still based on some educators and policy makers' ideas and views. It is ritualistic and superficial teaching and learning process. His views were near to Moskowitz (1981) in which she argues, "School has dramatically illustrated the effects on behavior, attitudes and learning when the content is irrelevant and today, the middle class and upper-class students too are less and less willing to learn and they find no interest or value in the subject matter". (p. 10). Her line indicates that even ELT teachers need to come up with their effort in increasing the learner's interest and make the learning meaningful and lively. Respondent 1 even asserted that:

Our curriculum deals with theoretical part only and doesn't focus in psychomotor domain. The notion here is that our education system focuses too much in cognitive and the learners are overstressed. Thus the teachers are cocooned into a ritualized teaching method due to lack of flexibility in the teaching and learning curriculum.

Respondent 2 had his different opinion, since he added that he was new to the school and he didn't have the idea about the knowledge of the text book (literature) that he was teaching. Since, it was in the hand of the school authority and faculty heads to decide the topics from the prescribed books published by international publishers. To support the related theme, he struggled to answer:

Being a literature teacher, I have selected all the genres of literature. It includes poems, stories, essays and dramas the selected contents help the learners to learn morals and improve their mind.

His expression reveals that he has theoretical knowledge but he lacks practices. His views are near to Underhill (1989), "Attention to the themes from the content requires an attention to what is often called process. Process concerns the way

in which the content of a lesson, syllabus or curriculum is taught and learnt from the point of view of the learner and how that content can become directly relevant to the lives of the learners. Process focuses on the immediate subjective reality of the individuals in a learning group”. (p. 251) Respondent 2 had neglected in his classroom practice. Here one can draw the picture that teachers need to be accountable in directing the realistic content as ingredients to the lives of learner.

Respondent 3 shared:

Our education system is based on paper and pencil test of course, we teach, we are teachers name given to us. The subject related topic doesn't bear the topic in which the learners can be involved. They are not interesting for the learners. The first thing that I do is that I look for the interesting topic. The ability of the learner varies in the class. So sometimes it is difficult to conduct activities related to their course. The size of the class is too big.

Respondent 3 shares similar view with that of Respondent 1. Respondent 3 believes in making teaching and learning context realistic and effective but she has many obstacles at the forefront. Her ideas are similar to Prodromou (as cited in Rossner and Bolitho, 1990). He suggests that the content of most EFL text books is mostly ‘imaginary’ rather than real. In context to Respondent 3 classroom teaching, she has difficulty in motivating the learners as the cultural background of the learners does not trigger the learner to learn English Language unless and until they are localized. Most of the text book content focus on the foreign cultural context and it is difficult to conduct activities in our local context. For example: In one of her classroom practice, she had presented a topic on “Shyam talks about America”. There was a vocabulary item ‘surfing’. There is no such ‘surfing’ activity done in Nepal. Here the teacher has to be creative. Respondent 4 articulated:

Most of the learners are shy, they have language problem. Well dealing with the content, I try to go beyond the content but at the time of illustrating the matter, it becomes longer. We have time bound of only 45 minutes to teach English in the ELT classroom.

Her views are in line to Appel (1989) where he stated that learning groups can be very heterogeneous. Many learners preferred remaining silent to making mistakes. They were afraid and they felt inhibited. Despite the curriculum focused in communicative and task based activities in the class, the teachers were bound with limited time for activities. Respondent 4 had insisted at least an hour period for ELT class where the learners would have ample time for actual conversation.

Respondent 5 shared similar views like all five respondents. She asserted:
Most of the children are shy, they have language problem. So I always call them and try to find out their problem. In fact our English is bound by curriculum. It covers all four skills L/S/R/W.

From her rhetoric, it can be analyzed that our teachers are bound by curriculum. They have been given less scope for showing their creative potential in classroom demonstration. At the time of interrogation about inclusion of syllabus in curriculum, she stated:

I would like to add some more lessons which would stick to moral lesson. Of course, the administration is trying their level best to maintain the adolescent problems and to keep them in discipline. I feel that the moral lesson will arouse moral feelings in them.

The above mentioned lines based on the theme relate that learners coming to the class are from different age level and various family backgrounds. The needs for teenagers are that type of education that has moral values. Her ideas are near to

Maslow (as cited in Moskowitz, 1981) in which he stressed, “Life has to have some meaning and contain peak experiences of joy to be worthwhile” (p. 73). In another words, teacher can act as a catalyst for the development of self-actualizing learners.

Respondent 6 stated:

We don't select the content. The topics are already decided. If I have to decide the curriculum, first I will decide by judging the standard of the learners. This is because some learners are too weak. It's a bit more difficult to make the learners creative; they have a lot of difference in standard.

Her views were consistent to that of all five respondents. Her views are near to Moskowitz (1981) in which she stated, “Talking about their own growth and development, sharing what is important to them and participating in personally reinforcing interaction seldom found in other parts of the curriculum” (p. 16). These areas need to be valued as they are the very essence of language learning.

Based on the respondents alike views on “Implementation of humanistic approach in the ELT classroom”, we can have a clear picture of our CDC, curriculum how much goal oriented is our curriculum. From the respondents' interaction, it is understood that they were applying humanistic techniques excluding ‘wholeness’ knowingly or unknowingly. Their main focus was on personal growth and overall development of learners. There has to be a shift in focus for change in the structure of our curriculum and text books to make our learners ‘a true humane’. Humanistic education teaches a wide variety of skills like L/S/R/W, problem solving, communication, decision making, knowing oneself and many more. Humanist education also reduces discipline problem at schools. All the respondents shared that it was difficult for them to conduct classroom activities due to heterogeneous class and time bound. They were equally concerned about the learners' full potential

development and their emotional needs. Furthermore, they were very much positive in integrating humanistic education methods and materials along with their curriculum for their ELT classroom teaching and learning development.

In terms of difficulties that teachers face in implementing HA in the EFL class were the most challenging task and a matter of concern for the respondents. Their rhetorics stated that CDC has fixed objectives and there is lack of flexibility in the teaching and learning curriculum. R1 and R3 shared that the content of the EFL text books, were less realistic and mostly imaginary. The data revealed that the major reason behind implementing the HA was that the teachers were bound by the fixed curriculum and fixed number of teaching duration i.e. 45 minutes for each class. All the participants were concerned about learners' potential development. Furthermore, they were very much positive in integrating HA in the EFL classroom.

Theme 6: Addressing the Affective part in Learners

This theme highlights on the core findings of the research based on the motto "Treat Humanely, I am a humanist, I believe in humanism". This theme "Affective Education is, Effective Education" was generated from the motto of the research topic. Under this theme, the Respondents shared and reflected their views on their views on their English classroom activities. Now the demand of the 21st century education is more human. Teaching and learning principles doesn't only carry the theory of teaching skills but goes beyond. Moskowitz (1981) claims that the humanistic teacher is concerned with the learner's affective needs. Positive feeling about oneself facilitates learning. The goals and aspirations of the learners are in the hand of teachers. The very essence of effective education is affective education. All six Respondents were quite impressed with the thinking question based on the above theme.

Respondent 1 expressed:

'Affective' in the context of language is positive effect. Affective education consists of learning experiences or activities that is designed for learners. If we touch their feeling, definitely it can be effective and they can learn very fast. So I think this affective education might touch the social context of the learners and it is the demand of education as well. We have to move ahead with the demand, age and level of the learners so that they can model themselves in future.

Respondent 1 view was in line with Moskowitz (as cited in Stevick, 1996) in which he argues, "Humanistic education takes into consideration that learning is affected by how learner feel about themselves. It is concerned with educating the whole person". (p. 25) Respondent 1 had broader and positive view on expanding his knowledge on classroom teaching and learning techniques. He even focused that teachers need to focus to only in the cognitive dimension but also affective dimension. They are equally important to educate the whole. His ideas on moving ahead with the demand of education are close to what Moskowitz (1981) express, "One, who teaches is automatically dealing with learners' feelings which are always present. These are bound to affect learning and should be put to use in teaching". (p. 12). Respondent 1 wanted to move ahead with the time and he shared keen interest towards the well being and full growth of the learners. To compare his understanding with classroom practice. His classroom practice was focused on teaching 'Adjectives' and 'Adverbs' in which the learners had to demonstrate. For e.g.

T: What is that moving on the ceiling?

S1: The fan is moving.

T: Look at the display board, what is there?

S2: They are drawings. They are beautiful.

T: Those drawings are beautifully drawn.

T: Look outside, what is so bright?

S3: The Sun.

T: The sun is shining brightly.

After having taking ideas from the learners, the teacher wrote the sentences on the board. For e.g. : The drawing is beautiful. (Adj.)

The drawing is beautifully drawn (Adv.)

(Teacher under lined the words and asked the learners to write down the part of the speech)

Here the learners were motivated to speak, express their feelings and the example constructed were based on according to their surrounding environment. The teacher began the exercise with a sort of warm-up activity. At the end he made the students practice the exercises. Thus the mentioned activity brought the learners to share their feelings spontaneously.

The above classroom demonstration showed that Respondent 1 was directly or indirectly acquainted with the humanistic approach in the ELT classroom situation.

Respondent 2 expressed:

If your teaching is fruitful, if you can teach nicely, they'll not understand. Your classroom teaching should be effective. If you impress your students with good teaching, it will be more effective. Of course, when one has to look towards the affective side, teacher needs to understand their problem and counsel them.

Respondent 2 expressions reveal that he believed in good classroom teaching. It is the demand of the school authority too. A teacher has to impress the authority and the learners with good teaching. So the question arises here is where is our feeling? Has it evaporated? Respondent 2 is in line with Moskowitz (1981), "Generally, school

have not encouraged combining affective experiences with the learning of subject matter". (p. 19). Thus the learners find classroom a dull place to learn. Their demand for education is to understand their feelings. In Moskowitz's (1981) word 'schools are indeed in need of education for living'.

In order to compare practice of Respondent 2 class with this understanding. The class was ritualized ELT literature class. He didn't try to touch the lives of the learners. The text was read by the teacher and explained everything by the teacher. The learners were not stimulated or motivated to learn. Although he showed keen interest in understanding learners' lives but he lacked practically. He was a book-oriented teacher. His teaching is in line with Moskowitz (1981) in which he argues that the problem with the ELT teachers is that they are not aware of what learners have been learning from them and they keep their feeling to themselves. Thus the ELT class appears boring for the learning, their feelings are totally distorted within 45 minutes.

Respondent 3 asserted:

If there is affective than the education will be effective. If a teacher does something effective worthwhile for the learners that will help the learners to develop a good bond with the teachers and within their peers.

Respondent 3 views are near to the ideas of Moskowitz (1981) in which she argues, "As students find that their thoughts, feelings and experiences are regarded as important in school. School becomes important to them. This type of growth and closeness comes gradually". (p. 14) School is supposed to be the second home for the learner where they spent 6-7 hours in a day. And it is the right of the learner to attain a good part of education. Respondent 3 was very much positive about her active caring and sharing involvement with the learners. Her classroom practice was praiseworthy

where she had inculcated the essence of humanism. In one of the Grade VIII, she had presented the topic for that day class “Day by day I float my paper boats” a poem by Rabindranath Tagore. The first thing she did was that she set the scene by asking the learner to recall their memories of the past days where the learners expressed what they used to do when they were small. The learners shared their past memories in a group. And the teacher made the learners link the main ideas from the poem with their past memories. They were given a task to write an essay on ‘A Day to Remember’. The activities that Respondent 3 had conducted in the class show a close connection with humanistic exercise in ELT classroom. The learners were quite excited to recall and share their past memories. Her classroom teaching strategies were near to Moskowitz (1981) humanistic exercises. Thus by sharing their experiences and feelings it creates better bond with the teacher and the peers.

Respondent 4 stated:

Being a teacher, it's not that we have to be strict all the time. It is good to be lenient up to some extent, if we show them love and affection. Then I'm sure they'll learn to show more interest towards English language learning. Children who always look for love, care and affection not only from the parents but teachers as well learn more. So learners must be loved and cared to make our teaching effective.

Her views are in line with Maslow (as cited in Moskowitz, 1981). He categorized children's basic needs into six areas. The second important area to encourage the learners to learn language was ‘Love’, ‘encouragement’, ‘affection’ and ‘warmth support’ (p. 13). Thus it enabled the learner to care for themselves and others. With love, care and affection, a special interaction takes place in the ELT classroom practice being observed. She failed to accomplish the task of love, care and affection in the classroom environment. It was more traditional and ritualized.

Respondent 5 stressed:

I totally agree with his term because if we tell anything or ask learners in a polite manner, they will listen. If we become harsh to them, they become rude to us. They may not obey; anyhow, we have to win their heart showing affection, by telling them in different way as if we are helping like their own parents. So our affection can help to win their heart and motivate them towards, pedagogical process that takes place in the classroom.

Respondent 5 lines are near to Moskowitz (1981) in which she states that affective education can be effective education if the teacher maintains good relationship, show concern and support towards the learner. This special interaction would obviously facilitate the learners to improve their self-esteem.

To compare for understanding with her classroom practice, Respondent 5 had a good class-room practice management. At first before taking attendance, she checked the arrangement of the classroom and she also enquired about one of the learner's sicknesses who had been absent the day before. The topic was "Describing from unit I of Grade IX. She set the scene by asking the learners to imagine their own village or ward they live in and describe its facilities. She tried to get information from the learner and then she connected their information with their textual content and at the end they were made to write a paragraph on what would they do to improve their ward, village or city. Here, she had tried to create a feeling of closeness and warm climate amongst the learner. Her ideas of creating warmth in the class are close to Moskowitz (1981) in which she has included a model called the Johari Window developed by Joseph Luft and Harry Ingham. When a teacher builds the trust of understanding, in the ELT classroom learners will be highly motivated to learn English.

Respondent 6 shared:

Actually I cannot tell you so much in detail but I can tell you, affective education means how to handle the learners. We can be little bit exemplary and we have to show our good behavior and try to solve their problem. So I think it will be more effective. If you give them examples of theory only, it is not enough. We have to make them face the reality through different exercises.

Respondent 6 had her own above views to share. She believed in a teacher having disciplined behavior and she usually focuses in giving examples that had happened in real life rather than from the book to the learners. Her views are near to Lozanov (as cited in Richards and Rodgers, 2007) in which he states, “Suggestion is at the heart of the theory of learning underlying suggestopedia” (p. 101) Respondent 6 motivated her learners with suggestions. She said that if she gives such live examples then it would help the learners to improve their behavior and they will be motivated to learn. It is true from her point of view like Moskowitz (1981) said that by using self awareness techniques, teachers try to enhance their learners’ personal growth and at the same time there will be growth in learning English language.

When the classroom practice was compared, Respondent 6 corrected her learners not to use the word ‘blind’. She said that it was an impolite way to say someone who is blind. Another synonymous phrase ‘she used for her learners were person who cannot see’. This shows that the teacher is aware of possible negative implication that would offend another people. It is good thing that learners make same connection with another thing. But it is teacher’s role to make their learning easy positive and understanding. Her practice and understanding is similar to Moskowitz (1981) who stated that school is not only the place to learn the facts but it is also a place to help the learners in life.

Based on the above descriptions, it can be said that there are teachers who have been applying humanistic techniques either knowingly or unknowingly. It can be assumed that most of these teachers have incorporated the feelings, emotions, empathy and affection in their classroom teaching and learning context. They have lots of theoretical knowledge but they have not fully utilized their potential and creativity towards ELT classroom. Generally, school administrations may not have encouraged these teachers to combine the affective experiences with their subject matter. The school is more concerned about emphasizing over subject matter. Therefore learners inhibit to learn English and they are overstressed with the content they have been dehumanized with the surrounding factors in context to Nepal in ELT teaching and learning. In another, word our ELT classroom is a 'dead' classroom. Thus ELT classroom can be humanized through affective teaching methods and these can be established only by passionate teachers who are searching for effective teaching.

To sum up, the respondents were found to be aware of the demand of the 21st century education. They stated that teachers need to focus not only towards the cognitive dimension but also affective dimension. R3 assured that in EFL class there was essence of a better bond created between the teacher and the learners. R6 was cautious in using new vocabulary items. The respondents were aware of the negative implications with the dehumanized words like 'blind and orphan'. The above data revealed that the respondents had taken into consideration the feelings, emotions, empathy and affection in their classroom teaching and learning situation. The respondents were found to be goal-oriented teachers.

Chapter summary

This chapter dealt with the analysis of data analyzed from the respondents' perception. The tools used for data analysis were interviews and observations. It further discussed the understandings and practices of the respondents and drew conclusions based on their perceptions and practices.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, IMPLICATIONS, AREAS FOR FUTURE RESEARCH AND MY REFLECTION

This chapter discusses the summary of findings on the basis of data analysis and interpretation and it draws the conclusions from the findings of the study along with implications. This chapter concludes with areas for future research and my reflection and experiences during my journey in the course of this study.

Summary of Findings

The findings have been presented on the basis of data analysis and interpretation of the research data. The findings have been categorized under the following headings.

Teachers' Understanding on Humanistic Approach in ELT Classrooms

- a. All the respondents who participated in the study shared that they had better understanding on caring and sharing environment in the ELT classroom.
- b. In terms of 'creating conditions' for learning the Respondents believed in creating democratic and stress free environment inside the class room.
- c. All the respondents agreed that caring and sharing environment in the EFL classroom builds in trust among the teacher and learner and within their peers too. They believed that teacher plays a crucial role in motivating the learners through trust, respect and understanding.
- d. All the respondents agreed that the learners who came to the class came from diverse background and they carried some psychological barriers. They inhibited to share their feelings and emotions. R1, R3, R4, R5 and R6 viewed

that teachers need to be dynamic and build in a good trust with the learners, so that they become more open towards teaching and learning environment.

- e. All the respondents agreed that teachers played crucial role in activating the learners through trust and understanding.
- f. The respondents further argued that building a good trust of acceptance helped in bridging the gap between teachers and learners and in between peers too.
- g. All the respondents expressed their positive attitude towards humanizing classroom teaching and learning atmosphere and they duly respected the learners' emotions.

Humanistic Approach in Practice in the ELT Classroom

- a. The ideas generated from all the respondents showed that the respondents understood the concept of humanizing the ELT classroom. But the topic 'humane' has hidden somewhere else and the respondents knowingly or unknowingly had been following humanistic approach in the ELT classroom teaching.
- b. The respondents conveyed the belief of creating ambience in the EFL class through classroom decoration. They emphasized that the first and foremost was the physical outlook of the class that would reflect the learner's creativity and make the learning enjoyable. The data revealed that creating classroom ambience for learners provided positive attitude for learning in the EFL classroom.
- c. The ideas generated from all the respondents were that all the respondents were found to be skilful in their classroom teaching practice and they had better understanding in humanizing and in creating out learner's potentiality.

- d. The respondents believed in giving the realistic and contextual context to the learners. They agreed that their ultimate goal was to develop learners' potential.
- e. All the respondents agreed that learners need to express their emotions and feelings without any hesitation.
- f. The respondents stated that the prescribed text missed out some of the realistic contents. They believed in bringing authenticity in their classroom teaching and learning activities.
- g. All the respondents agreed that the contents and the activities were focused more towards cognitive domain. They also shared that if the activities were balanced with cognitive and affective domain than the learning in the EFL class would become more productive.
- h. The respondents were found to be aware of the demand of the 21st century education. They stated that teachers need to focus not only towards the cognitive dimension but also affective dimension.
- i. The respondents were aware of the negative implications with the dehumanized words like 'blind and orphan'. The data revealed that the respondents had taken into consideration the feelings, emotions, empathy and affection in their classroom teaching and learning situation. The respondents were found to be goal-oriented teachers.
- j. All the respondents considered the feelings of the learner in creating teaching and learning atmosphere in the ELT classroom by localizing and personalizing the text into Nepali context. The data revealed that the respondents like R1, R3, R4, R5 and R6 conducted humanistic activities for teaching/learning in the ELT classroom. They were like expressing 'likes' and 'dislikes', pair work,

group work. Some of the communicative activities were personalized through sharing experiences, use of authentic materials etc. R4 and R5 actively stimulated the interest of the learners through sharing experiences and motivating stories.

- k. The respondents agreed in incorporating the feelings of the learners with empathy. The positive caring and sharing environment led to positive vibration in the ELT classroom. It also showed that there was a greater bond with the mentioned respondents and the learners' inside the ELT classroom. There was good rapport between the respondents and the learners that obviously build up the confidence in the communication abilities of the learners. R3's teaching techniques in the classroom practice showed that learners hesitated to share negative qualities about their friends but they were quite excited to share their positive qualities. She was also cautious in using affective word and motivating sign like 'Thumbs up' to boost the confidence of the learners.
- l. All the respondents argued that they were supposed to be pillars of strength in developing the confidences in using Humanistic Approach in the ELT classroom language in practice in situation.

Factors Affecting the Implementation of Humanistic Approach in the ELT Classroom

- a. All the respondents argued that curriculum implemented by CDC has fixed objectives. It lacked practicality.
- b. The respondents were found to be focused on the text and they even pointed out that the realistic contents were missing. Most of the respondents were creative in contextualizing the global into local context.

- c. The burdened periods hindered their teaching time which they could have done it more creatively by using various teaching resources.
- d. Learners coming into the class were from diverse multicultural and multilingual background. All the six respondents expressed their opinions that they were time bound of only 45 minutes to teach in the ELT classroom.
- e. The respondents expressed their view that it was in the hand of school authority and faculty heads in selecting the contents of the text. So, there was little choice in the content of a curriculum.
- f. The data revealed that our education system is based on paper and pencil test whereas humanistic teaching required a lot of non graded teaching and learning situation and there should not be curriculum bound.
- g. The respondents stated that there was lack of flexibility in the teaching and learning curriculum.
- h. The respondents shared that the content of the EFL text books, were less realistic and mostly imaginary.
- i. All the respondents were concerned about learners' potential development. Furthermore, they were very much positive in integrating HA in the EFL classroom.

Conclusions

In conclusion, the findings from the data discussed above on Humanistic Approach in the ELT classroom are better in teaching in the EFL classroom. The fact derived from the data and practice of the respondent teachers proves that EFL teachers are verily at the crossroad where the 21st century Education is going to be most challenging and demanding education for children. The respondent teachers are goal-oriented and they are concerned about the psychological and emotional aspects

of the learners. They have better understanding regarding the affective factors that is the most essential in humanizing the classroom teaching. However, the respondent teachers in this study are found to be enthusiastic and they apply Humanistic Approach in the EFL classroom. They themselves are motivated to teach through Humanistic approach if provided the conditions or environment.

To sum up, it is possible to incorporate Humanistic approach in the ELT class. If the educators, teachers material writer and curriculum designers carefully implement the change and be positive themselves as transformative beings and connect pedagogical theory and practice to create a vision for better humane. It is noted that it is only the language teacher who can bring change by caring a little attention towards emotion of the learners. Teachers need to be accountable for bringing change in the learning and thinking style of the learners.

Implications of the study

On the basis of the above findings and conclusions, I have derived the following implications of this study:

- a. Educators, curriculum planners, material writers and administrators need not focus only in their goals, policies and objectives but also need to take in consideration the curriculum, course design, teaching method and the school environment. Their concern should be based on learner's emotions and attitudes.
- b. School leaders and administrators play a pivotal role in maintaining the connection between educational ideas and teacher's existing ideas. For this meaningful connection through different training, seminars and workshops will enhance the teaching pedagogy.

- c. Teachers need to be trained to gain at least basic classroom teaching skills focusing especially towards the affective domain. Training will only be fruitful if they are applied practically in the classroom.
- d. ELT is an innovative profession. It is always in a transition phase. So, teachers need to keep abreast of the new development with purpose. These purposes can be fulfilled if the teachers are educated about the social needs of the learner and if they are careful in preparing teaching and learning materials.
- e. According to context to Nepal, EFL teacher face greater challenges in bringing the real content with the learner's lives. So, EFL teachers need to humanize their classroom teaching by cultivating positive feeling among the learners.
- f. The type of teaching techniques applied by the teacher should be participatory and discovery methods. A teacher need to be a facilitator, not an authoritative figure. Teachers need to be concerned with learner's feelings and emotional needs.
- g. There should be careful selection of the content topic according to the need and interest of the learners which would be beneficial for the overall development. Teachers need to put strong emphasis on pair work, group work and self-reflection in order to evoke the feelings of the learners.
- h. Learners need to take learning activities interesting that would definitely bring in co-operation among the learners coming from diverse background and with different learning abilities.
- i. Parents also need to be aware about the psychological need and growth of their children through parents' and teacher's meeting, at least once in a month. The school should create an environment of the parents to visit the school and

observe. They should be able to either agree or disagree with the current teaching/learning practices or the environment of the school.

- j. If education is to prepare the child, a passionate and innovative teacher can make differences through classroom teaching and learning practices by using authentic text and by localizing the text.
- k. Personal growth of the learners needs to be nurtured through mutual respect and regard among the learners by the teachers and educators.
- l. Teachers should be motivated to teach properly and deal with the psychological aspect of the learners accordingly.
- m. The enthusiasm to learn EFL should be transmitted to learners through the methods and procedures by the teachers.
- n. Teacher education programs need to focus on the concepts of humanistic approach and implement them in teachers to qualify them to be future ideal teacher.

Areas for Future Research

This research has attempted to reveal the hidden facts of the objectives of education that has been encased in writing only. Our education system need to put them in practice and school is the only place where the affective values are valued. Classroom is supposed to be a place where interesting things need to happen so that learners can connect them in their real life context. These transformations can be solely done by goal oriented teachers. Thus, we must set our goals in ELT class. Research is an ongoing process. So, to strive for better improvement of learning and teaching under humanistic approach in the ELT classroom in context to Nepal, this research opens up an avenue for further research in the following areas:

- a. Action Research for professional development may be carried out in the ELT classroom in which the teacher needs to base the text in humanistic setting.
- b. Another research that can be carried out may be with Social Cultural context in ELT classroom. This research will enable the researcher to explore the role of social culture in language learning which will facilitate in learning language and other humanistic aspects.
- c. The other attempt to explore the ELT classroom will be on “School’s role to play in the value education of students”, “Effectiveness in counseling or psychotherapies in the classroom teaching”. “Exploring teachers and students relationship” will help to find out the humanistic elements in the ELT classroom in context to Nepal.

My Reflection

I wish that I could turn back the clock, thinking and writing has become a part of my life. It is something that I don’t want to miss in my life. I have gained a lot of experience in reflecting, thinking and improving my thinking and writing skills as well. I have come myself out of a cocooned shell and transformed myself into a ‘complete human’.

‘Thesis’ writing has made a huge impact in my life. The accomplishment of this task would be my achievement despite my busy schedule at school, college and the domestic front. I remember, I used to get goose bumps with the deadline and I never knew how time flies. It was just like yesterday that I was writing proposal under the guidance of my teacher, Dr. Bal Chandra Luitel and my guru, Assoc. Prof. Laxman Gnawali. Since my topic was afresh for this thesis title: ‘Humanistic Approach in the ELT classroom’. At first I had problem in finding books on Humanistic Approach. The only books I found at British Council was ‘Caring and

Sharing' in the foreign language class Moskowitz, G. (1981). After having reading this text in detail, it aroused more interest for me to investigate for further information. My guru Assoc. Prof. Laxman Gnawali encouraged me to further carry on with the research topic after my presentation. The ghost of 'humanism' hovered around me I tried to observe my colleague, my students and within myself whether I was really applying it or not or whether I have been a humanist teacher or not.

Finally, I settled down to write this dissertation. I didn't find much problem in collecting data. Since all my respondents and the head of the school were cooperative. I had difficulty in skimming and scanning the humanism portion from approaches and methods in language teaching. Most of the time, I searched for the humanism literature and exercises from the text. So that it made me thoroughly well-versed with my topic and the content matter. I had the habit of reading so much that sometimes the content got evaporated in writing. I had patience for reading and writing so I had less hope in giving it up.

Now, I have developed a deeper understanding of humanistic approach in the ELT class. This dissertation has helped me in improving my teaching methodology and it has helped me to explore more of humanism in others also.

Finally I have succeeded my journey of writing but it has made me stronger to go on a further journey. According to the poet, Alfred Lord Tennyson's word "To stay idle is to rust". So, I am on a verge of trying to make another journey in my life. This dissertation has brought a great impact within my 'inner self' and my teaching profession. I am indeed very much thankful and indebted to my 'Guru'. Without his words of wisdom and encouragement my exploration to this interesting journey would have remained incomplete. My journey doesn't end here, yet it begins. This research journey is going to be moment's momentum in my life.

Chapter Summary

In this final chapter, I presented the summary of findings, conclusions and implications. From the derived findings and conclusions, I have also made some recommendations for future researchers. Finally, my chapter ends with my reflection on the study.

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APPENDIX A

1) TEACHER OBSERVATION CHECKLIST

School:	
Teacher's name:	
Time:	Class:
Topic:	Date:
Classroom Dynamics:	Activities (Please write the major activities)

TEACHER OBSERVATION SHEET

Date:

Time:

School:

Class:

Observer:

Teacher:

Time	How does the teacher set scene?	Stages of Teaching Method	Learners activities

Interview Questions

1. What are the strategies that teachers and learners need to humanize the learners?
2. What should be the learning environment in the classroom?
3. How do teachers create caring and sharing environment in the ELT classroom?
4. How do ELT teachers select the contents of the text?
5. How do ELT teachers create creative potential among the learners in the language classroom?
6. “Affective education is Effective Education”. Elaborate this term.
7. How do you evaluate your learners in the ELT classroom?
8. How do you try to break the barrier of fear amongst your learners?
9. How can one build up a trust with the learners?
10. What is your opinion about classroom decoration?
11. Does the content of the text meet the requirement of the learners?
12. Do you always take into consideration learners ‘emotion in the classroom teaching and learning context?