Humanistic Techniques in Teaching English
as a Foreign Language

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INTRODUCTION

Context within Japan

現在、日本の教育制度に大きな変化が起こりつつあるが、ヒューマニスティック・エクササイズ（人間中心主義的演習）は今後のカリキュラムの中で何らかの役割を果たしうるであろうか？　本稿では、まず、ヒューマニスティック・エクササイズの理論と歴史的背景を概観する。そして、いかなる学問分野も外に目を向けなければならない（内向きになってはいけない）という原則に基き、心理学、社会学、経営学を応用して筆者が考案した4つの演習を紹介する。なかでも、交流分析（transactional analysis）を基礎に開発した"Six Circles（6つの輪）"の演習はとくに重要である。これはヒューマニスティック・エクササイズがいかに多くの分野に適用されうるかを示すものだからである。評価の節では、ヒューマニスティック・テクニックに対してこれまで提出されたいくつかの批判を検討する。最後に演習の構成・実施・分析に際しての指針を提供する。

The Ministry of Education is under increasing pressure to change itself and to promote overall change. There are several reasons. First, the nature of the entrance examinations causes unnecessary suffering and questions are being asked as to whether it always selects the best students. Second, these examinations, as with examinations in many education systems, often create a sense of failure and alienation among students. Although elementary education provides a balance of the three R's and other subjects like art, music, nature, and socialization activities, junior and senior high school studies place an emphasis on memorization . Third, there is a question as to whether the kind of people that the education system has produced in the past and who have been responsible for Japan's economic success, are the kind of people who will be needed in the future. Fourth, private colleges are also changing by establishing links, not only with educational institutions in North America, Europe, and Australasia, but also with those of other Asian countries. Companies faced with increasing international interdependence, are hiring more people with such backgrounds. Fifth, the number of university age students peaked demographically in 1991. The era of the university selecting the students is ending and the era of the students selecting the university is about to begin. Establishments which do not provide students with the skills necessary for the twenty first century will struggle to survive.

In *Analyzing Our Educational Dilemma* (Moscowitz 1978:7-16) the question that needs to be addressed is can humanistic exercises play any role in future curricula? The aim is not to replace in entirety what already exists and therefore fall victim to the bandwagon phenomenon (Widdowson:1990:62). Rather the aim is for gradual change of concepts and attitudes and can be seen as large-scale variants of Piaget's psychological processes of assimilation and accommodation. *With*

conceptual evaluation new ideas may be assimilated into given modes of thinking or given modes of thinking may be altered to accommodate new ideas. (Widdowson 1990:38). With empirical evaluation when techniques(in this paper exercises) are applied in the classroom and their effects are monitored, *the question arises as to whether and to what extent these effects call for an adjustment of the techniques as realizations of a particular principle, or for a reappraisal of the principle itself. This is the pedagogic version of the researcher's dilemma*(Widdowson 1990:52) Where could the concepts and techniques of humanistic teaching fit, if at all?   This paper will, first, provide a historical background and outline of the principles, second, present some originally developed exercises, and third, discuss a number of the key issues of humanistic techniques.
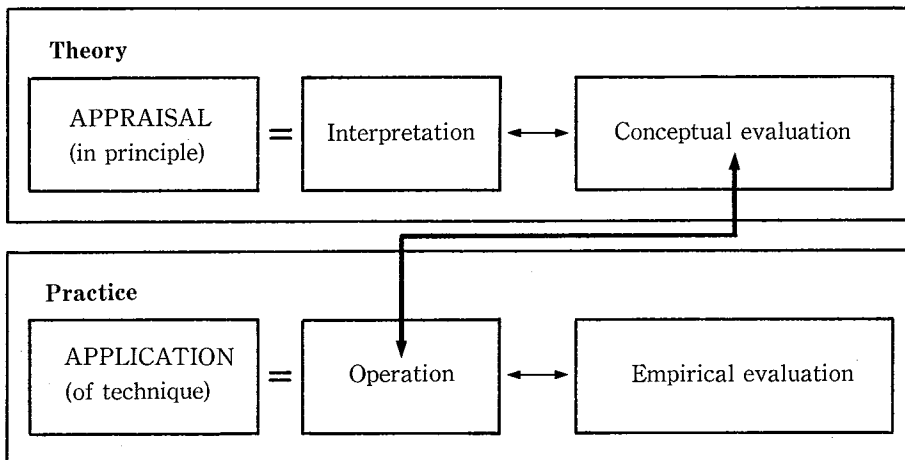

Figure 1   (Widdowson 1990 : 32)

Principles of Humanistic Techniques

The first principle is personalization. With many students, unless they have a personal interest in the material, or can see how it relates to their own lives, they find it's relevance difficult to perceive. Too often materials are selected on the basis of what the teacher thinks the students are interested in, rather than what the students are really interested in. Accordingly their motivation is low. To counter this the important thing is to provide an effective affective framework.

The second principle is to maintain a non-directive approach. Attempts to dominate the discussion should be avoided for two reasons. First, overt control, often but not always, implies a judgemental attitude. If students sense this, they are less likely to be forthcoming about their personal interests and attitudes.   Second, even if a non-judgemental position is maintained, a teacher-centered approach inherently contains some element of control. In such an environment students will still feel inhibited. To present an ideal methodology is impossible because one does not exist. However, after an introductory explanation or demonstration of the materials, individual and group work will usually yield the best results. At this time the teacher adopts the role of adviser or guider, moving round the class and helping groups where necessary.

The third principle is to afford the opportunity, conditions and context for self-learning. This is not limited to linguistic advancement but aims to create a climate in which student self-awareness is improved and self-actualization is enhanced.

Background

The definitive work in this field is that of Moscowitz (1978) *Caring and Sharing in the Foreign Language Class.* The format of the exercises states clearly what are the linguistic and affective purposes. Although these kinds of exercises were in themselves not new, Moscowitz's compilation, a reference text of fifteen years of work, was. It also contained a clear rationale so often lacking in the ELT field. The primary aim of these materials is to help students to be themselves, to accept themselves, and to be proud of themselves (1978:2). The underlying philosophy of these exercises is derived from Rogers' humanistic psychology (1951). The key tenets are *congruence(genuiness), unconditional positive regard(respect), and empathy*(Thompson and Rudolph 1988:69). The aim is to encourage a person to view their own experiences and position more openly and be less defensive. This emphasis on creating conditions or a context of self-learning has had a profound influence on education. The focus has shifted away from teaching and towards self-learning. This contrasts strongly with Skinnerian psychology of operant conditioning, in which people's responses are reinforced until they have learned a particular form of behaviour or concept. Rogers' humanism also differs from Ausubel's rationalistic theory because cognitive considerations are considered to be secondary. This does not mean, however, that they are ignored.
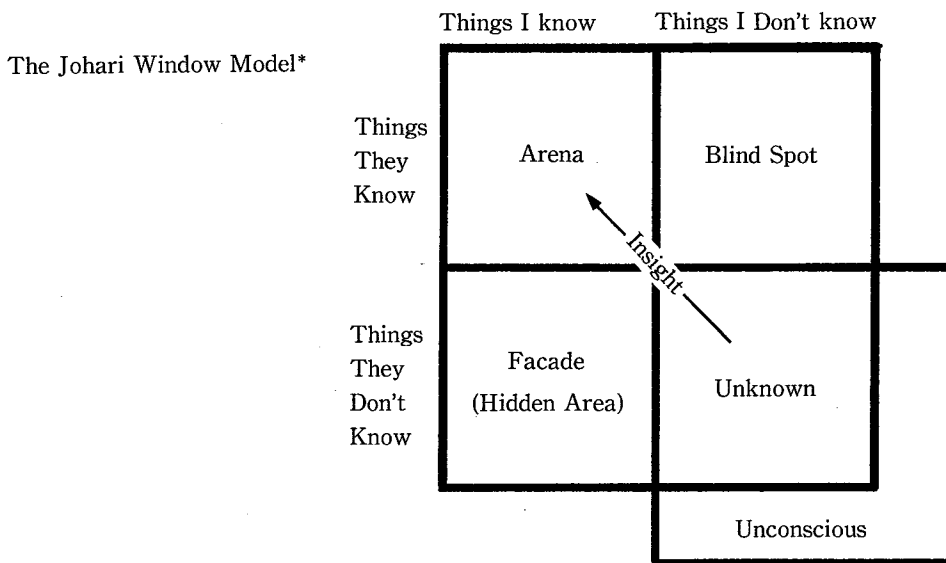
The desired process is described well by the Johari Window Model. It is a model for describing how a warmer climate and greater feeling of closeness comes about in the classroom. This process is depicted as a diagonal movement across the square in which insight is increased, going from the corner where everything is unconscious and unknown to the other corner where everything is known. The axes are the person (I) and the people he or she comes into contact with (They). This produces four quadrants within the square. The blind spot is where people know things about you but you do not know them yourself. The facade is the reverse.

Other affective models for teaching have been described; Miller proposes four. The Development Model is based on Erikson's eight human emotional stages and Piaget's work. The Self-Concept

Model emphasises self-esteem and the knowledge of one's identity.   Sensitivity and Group-Orientation Models stress communication skills and empathising. Consciousness-Expansion Models increase the imaginative, creative, and initiative capacities (in Moscowitz:16).

Brown's categorisation in *Principles of Language Learning and Teaching* (Chapter 6) is clearer. Brown details seven specific personality factors which affect second language acquisition:

1 – Self esteem, which can be general or global, situational or specific.

2 – Inhibition, in which he refers to both Guiora's description of a language ego and a new competence and identity and to Stevick's discussion on error treatment and the forms of alienation.

3 – Risk-taking, in which Rubin (1975) defines the good language learner as one who makes willing and accurate guesses and in which Beebe (1983) highlights the danger of fossilization for those not prepared to take risks.

4 – Anxiety, which Scovel defines as a state of apprehension or a vague fear. Brown separates between trait and state anxiety.   Albert and Haber (1960) distinguish between debilitative and facilitative anxiety. Bailey (1983) considers the relationship between competitiveness, anxiety and success in second language learning.   Stern mentions *tolerance of ambiguity* (1983:382) as a useful characteristic of the good language learner. In any language some things are not immediately clear. Learners who are frustrated by not having 100% understanding are prone to become overanxious. This will have a negative effect on their progress.

5 – Empathy, described as the reaching out beyond oneself toward others. It is not synonymous with sympathy, because empathy implies detachment. Brown also states that until you know yourself you cannot fully empathise, that a sophisticated degree of empathy is necessary for communication, and warns that most empathy tests are culture-bound. Carroll (1963) in Guiora (113) stresses that intelligence alone cannot account for second language learning.

6 – Extroversion. Ausubel (1968:13) states that the concept of introvert and extrovert have influenced teachers' perceptions of students and are a grossly misleading index of social adjustment. Busch concludes, in a detailed study of Japanese students, that results are inconclusive, despite the fact that national levels of extroversion are higher for a Western country (1982:113). The only significant difference was that extroverts were more likely to remain on the course and that the increased exposure resulted in improvement.

The Myers-Briggs test summarises these six factors on four continuums or axes : extroversion-introversion, sensing-intuition, thinking-feeling, and judging-perceiving.

7 – Motivation Ausbel (1968:368-379) identifies six needs or desires: those of exploration, manipulation, activity, stimulation, knowledge, and ego enhancement. Motivation can be intrinsic or extrinsic, instrumental or integrative, and can be global, situation, or task-orientated. See Stern (1983:383-386) for a detailed account.

Humanistic exercises seeking to provide a more favourable environment for these personality

factors are important for the process of language learning. It is important however to make the distinction between affective and humanistic exercises. All humanistic exercises are affective, but not all affective ones are humanistic. For example, discussing with students about what sport and sportsmen and sportswomen they like is affective in that it looks at their personal interests. However, the exercise is not humanistic until questions like the following are asked: why do they like that sportsperson? what qualities do they admire? Are those qualities which the students already possess, would like to have, or are they an ideal or a dream?. All this may seem a little discursive. For a clear outline of what constitutes a humanistic exercise please look at the evaluation sheet in the appendix.

Outline of Humanistic Exercises

Second Language Teaching and Acquisition is now regarded as a separate discipline under the umbrella of Applied Linguistics, a name which belies its scope. However many ideas and insights have been imported from other disciplines and then modified. No discipline should be inward looking. These exercises are based on such an approach. For the purposes of this paper these exercises are designed for first year university student classes with 25 or more students. The outlined proceedures are intended as guidelines. Each classroom environment is unique. Having gained a general grasp of the nature of each exercise, each one should be modified as necessary. The fact that humanistic education places an emphasis on the affective does not mean that it neglects the cognitive. The definitive work in this field is that of Moscowitz (1978), in which a clear distinction is made between the linguistic and affective purposes of the exercises.

WHAT'S YOUR CIRCLE

Purposes
    Affective
        To introduce more of ourselves to others.
        To encourage and promote self-awareness.
        To help reflect on past experiences.
    Linguistic
        To use prepositional phrases.
        To use comparatives.
        To practice general vocabulary relating to character, and relationships.

Timing	At the beginning of the course.
Time	20 - 30 minutes.
Level	All levels.
Group Size	Flexible but four is probably best.
Materials	One plain sheet of paper: all students must have exactly the same sheet.

Procedures

Stage 1 Instructions. Students must listen to the instructions very carefully and not consult with friends. Restrict your instructions to the bare minimum, because too much information will influence the nature of the student's production. For example do NOT say "write your name in the circle". Why? Because not every student, if given free choice, will put themselves in the circle. For the success of this exercise, for lower-level classes, if you are a native Japanese speaker or have a good command of spoken Japanese, practice with a Japanese friend or teacher to provide an accurate translation of the instructions. The following instructions are usually necessary:

> Take a pen, not a pencil, and on the sheet draw a circle - it can be any size.
>
> Somewhere write your name or the word "ME".
>
> Your name can be in the circle, at the top, outside or anywhere.
>
> Write the names of your family, your friends, the dog! the cat!, people who are important to you and also maybe people who are not so important. The choice is yours.
>
> You can write as many people, or as few as you want.
>
> If you want to keep somebody's name secret, write an X in that position.
>
> Do NOT look at your partner's sheet until you have finished.

Stage 2 Students do their circles. As the students are working, walk round, and reemphasize that on no account should they look at their friends' circles. As the students are doing this, look at their circles. Some aspects of students' family situation will be clear at a glance.

Stage 3 Listening exercise and DEMONSTRATION. This stage will help students to get a clear idea of stage 4. Describe your own circle or the imagined one of a friend or relative. Share something of your family as revealed through this circle. Have the students listen and draw this circle. Example: my younger brother's probable circle. Andrew's circle is not big and not small: average size. In the middle write Andrew and next to Andrew write Margaret. Margaret is his wife. Underneath Andrew and Margaret write Katherine, Joanna and Richard. At the edge of the circle at about ten o'clock write Gordon. Outside the circle at about four o'clock write David. He is my elder brother. At the top just to the left inside the circle at about eleven o'clock write Mum and Dad. Just outside the circle at about one o'clock write Mum and Dad Mac. They are Margaret's parents. If the class is a low level class, draw the circle and after each person is introduced write their name in the correct position. For other classes wait until you have described the circle before showing it to the students.

Stage 4 External Reasons. In the case of my younger brother, Andrew would perceive my elder brother David as being further away than me because he is nine years younger. Also David left Britain for Africa and Australia in 1974 and has only been back to Britain three times. Andrew's parents live about one hour away by car, but his wife's parents live in Northern Ireland. Look at your circle and your friends' circles. What are some external reasons for positioning? Possible reasons would include age differences, people living in different cities, living in the same city but not at home. Have students talk in groups giving information. As these responses are statements of fact, they are neutral and therefore do not unnecessarily embarrass or expose the student.

Stage 5 Introducing circles to new people in new groups. The idea here is that students get an opportunity to talk to other students in the class, who they may not yet have had the chance to do so. If there are 36 students, divide students into groups of the desired group size. If that desired size is 4, then there will be 9 groups. Walk around and assign letters A to I. Students regroup under

the assigned letters. Do NOT let them show their own sheet to the new group members. In the new groups let students decide whose circle each of them is going to try to draw. Students must do this by listening and talking only. The student, whose circle is being drawn, should NOT look at or comment on the circles that the other students are drawing. When completed, students compare how accurate their circles were and then talk more about the people.

Stage 6 Concluding comments. It is important to conclude on a positive note. Draw the class together by commenting on some interesting points that have emerged. Likely subjects are the person with the most sisters and/or brothers, the person with the oldest grandparent.

Variations

1. Guess whose circle. With students who know each other very well, have them describe their circle and see if the others can guess who it is.

2. Original groups: internal factors. This is optional and may be better conducted with higher level classes and where students already know each other. I define internal factors as those things which cause you to like (or dislike somebody) when external factors would predict a different result. In my own case, although my younger brother lives closer to my aunt than me and they like each other, my aunt and I seem to get along very well. We like board games like scrabble, going for walks in the country, enjoy teaching, are a little eccentric and outspoken. In short, are characters are very similar, more so than my father and my aunt who are brother and sister. If we were living together it might be different. We might clash. Have students address internal factors by selecting and talking about people they like and what it is that they like about them. What do they have in common? The decision as to how far to pursue this area and how much to reveal lies not only with the teacher but also with the students.

Comment

This exercise can produce surprises. It can help sometimes in understanding individual students' background. Most students will enjoy this as a form of self-introduction. In the group discussions some negative factors may have emerged. However, in any class discussion, it is better that comments be directed towards the positive. Questions are probably better addressed to the small groups than to the class. If something is potentially very sensitive, ask the student individually when out of earshot of others or simply make a mental note for future reference.

SIX CIRCLES Part 1

An original adaption from Transactional Analysis

For certain fortunate people there is something which transcends all classifications of behaviour and, that is awareness. Eric Berne (1966:162)

Introduction

This exercise is a personal adaption from the book *Games People Play: the psychology of human relationships* by Eric Berne and based on his theory of transactional analysis which dominated

American psychology in the latter half of the 1960's and the 1970's. The TA theory of human nature and human relationships derives from data collected through four types of analysis.

1. Structural analysis, in which an individual's personality is analyzed.
2. Transactional analysis, which is concerned with what people do and say to each other.
3. Script analysis, which deals with the specific life dramas people compulsively enjoy.
4. Game analysis, in which ulterior transactions leading to a payoff are analyzed.

Part 1 looks at types one and two .

1. Structural analysis

Within our own character we have Parent, Adult, and Child ego states, which are the sources of behavior. I provide an example

I have a friend, Dave, who arrived in Japan when he was only 19. His age is not the important thing here. By working and saving money and then coming to Japan without knowing anybody, he was demonstrating that in many ways he was independent and adult. The important thing is that I had been in Japan for a couple of years - I had more experience. Therefore, in his actions and feelings towards me, it was a Parent - Child (P-C) relationship. People had helped me find my feet and had allowed me to stay with them when I first arrived in Japan and so I felt it only correct to do the same for him. He went back to college in the U.K. two years later and was jokingly known as Uncle Dave by some of the others on his course, because he was a 'mature' student. When he returned to Japan, he was able to survive for himself and our relationship became one of equal friends A-A. When he asks for my advice about something or when I ask him, we have a temporary A-P situation. The underlying one, however, is now A-A.
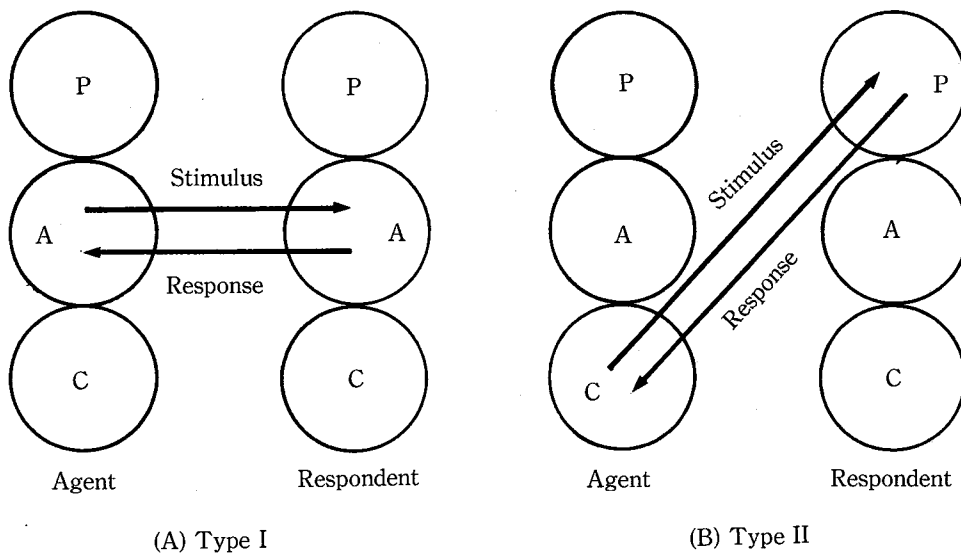

(A) Type I   (B) Type II

Figure 2 Complementary Transactions

Parent

Instructions, attitudes, and behaviours can be, 1. a) nurturing (supportive) or b) critical and 2. a) verbal or b) non-verbal(physical). *Many evaluative words, whether critical or supportive, may identify the Parent in as much as they make a judgement about another, based not on Adult evaluation but on automatic, archaic responses.*(Harris 1967:90). Using functional analysis likely examples are directing, warning, moralizing, giving suggestions and solutions, criticizing, ridiculing, withdrawing. Examples of such words are: stupid, lazy, disgusting, filthy, ridiculous, nonsense, useless. The use of should and should not, and ought frequently occur, but are not always used unthinkingly. Harris argues in Chapter 12 that these can also be Adult words. For example my same friend Dave is completing his Ph.D. thesis but had several other pressing problems and wanted some advice. The ensuing conversation was P-A, but the underlying relationship was still A-A. Examples of non-verbal parental clues are pointing one's finger, shaking the head, sighing, foot-tapping, deliberate silence, wrinkled forehead, wringing hands, the surprised/shocked look, certain stances such as hands on hips.

Adult

This is the condition of providing and giving of information in a mature and rational manner. *It is important to remember that the Adult ego state is not related to age. A child is also quite capable of dealing with reality by gathering facts and computing objectively.*(Thompson and Rudolph 1988: 169). Keys words are how, when, why, where, and who.

The Child

Inside the Child reside intuition, creativity, and spontaneous drive and enjoyment. (Berne 1964:26) With the Child there is an element of immaturity, but affection, excessiveness, and fun are also present. The Child takes two forms: a) the adapted child in which some form of passivity is present, resulting from the demands of authoritative figures and b) the natural child in which impulsive, untrained, uninhibited, impulsive, self-indulgence, fun-seeking behaviors emerge. For example with Dave and myself, driving the bumper cars/dodgems at the fair ground or carnival is only a temporary move into C-C. Some would regard it as childish. Others would say, "What's wrong with a bit of fun now and again ?" Berne is very careful to distinguish between 'childish' and 'childlike'. *The word 'childish' is never used in structural analysis, since it has come to have strong connotations of undesirability, and something to be stopped forthwith or got rid of.*(Berne 1964:24) The word 'childlike' is not prejudicial.

All three parts Parent, Adult, and Child are present in our character. The question is what is the prevailing relationship between two people and how are the constant and temporary behaviors and attitudes expressed.

2. Transactional Analysis

Harris states the first rule of communication in Transactional Analysis as *When stimulus and response on the P-A-C transactional diagram make parallel lines, the transaction is complementary and can go on indefinitely.* (1967:95). In other words, if somebody makes a comment and the other person replies with something that supports that then the conversation will continue.

Most of the following examples of complementary transactions are taken from Harris Chapter 5 *Analyzing The Transaction.*

P-P
Stimulus: Her duty is home with the children.
Response: She obviously has no sense of duty.

Stimulus: Kids nowadays are lazy.
Response: It's a sign of the times.

Stimulus: I'm going to get to the bottom of this once and for all.
Response: You should! You have to nip this kind of thing in the bud.
Aboard a greyhound bus
Lady 1:   (Looks at her watch, winds it, mumbles, catches the eye of the lady next
to her, sighs wearily.)
Lady 2:   (Sighs back, shifts uncomfortably, looks at her watch.)
Lady 1:   Looks like we're going to be late again.
Lady 2:   Never fails.
Lady 1:   You ever see a bus on time - ever?
Lady 2:   Never have.

A-A
Stimulus: Looks like rain.
Response: That's the forecast.

Stimulus: John has seemed worried lately.
Response: Why don't we invite him over for dinner?

Stimulus: I don't know what to do. I can't decide what's right.
Response: I don't think you should try to make a decision when you are so weary. Why don't you
          go to bed and we'll talk about it in the morning?

C-C
Most C-C transactions are more readily observed in what persons do together than in what they say to each other.

C-A and P-A
Many of these conversations are of a temporary nature. An adoption of a child position can be a request for moral support. The following is a C-A

About future interview upon which promotion depends
Stimulus(husband):   I'm not going to make it.
Response(wife):   Dear, why are you worrying so much ? You know that you're by far the best

qualified for the position and that the board are keen giving it to you. The interview is just a formality.

A possible A-P is

Stimulus:　I've got such a lot on work.　There just never seems to be an end to it.

Response:　Don't you think you stop doing that extra work for Japan Steel.　I know you've been there a while but if you think about your future, the work isn't that important.

The above is a synopsis of a vast subject.　The areas of a) 4. Game Analysis and ulterior transactions b) crossed transactions where there is a breakdown of communications, and c) the distinction between the social and psychological level of the transaction will be addressed in part 2.

Purposes of the Six Circles Exercise

Affective

To increase understanding of the nature of our relationship with others.

To increase our awareness of the way we regard and treat others.

To increase our awareness of the way we are regarded and treated by others.

Linguistic

To use present tense to describe circumstances.

To use vocabulary relating to character.

Timing same	After the What's Your Circle activity, but not necessarily the same lesson.
Time	Introduce over a number of classes.
Level	High intermediate or advanced.
Group Size	Four to six students.
Materials	Students' *What's Your Circle sheets*.
	Diagrams from *I'm OK - You're OK*.

Procedures

To propose a specific set of proceedures for a subject of this size is difficult.　Instead I make a number of suggestions for teachers to experiment with.

Extension of the *What's Your Circle exercise*

Provide a personal example, emphasizing the background, of how a personal relationship has evolved.　In my case I would use the story of Dave.　Provide examples of some of the P-A-C relationships.　Possibly provide students with a number of examples and see if they can match them to P-P, P-C and other patterns.　Encourage students to select one or two of the people they like from their What's Your Circle sheets.　Ask students to diagram some of these relationships into the P-A-C classes .

This can be done individually or in groups.　Have them talk in groups about the relationship.　What is the background?　Walk round and ask each group what it has discovered.　Ask each group to

make a report to the class about some of its findings. Another variation is to have groups or individuals put up wall charts of the six circles with a mini-conversation underneath. These charts could be anonymous.

Focus on Parents
Some girl students at college find they are able to talk to their mother like a friend: a kind of A-A relationship. Of course there is also the P-C relationship present but which one is present more often? Some maybe feel that their parents cannot accept that they are adult. In this case the parents view of the relationship is P-C, whereas the students would like it to change to an A-A.

Cultural Comparisons
How are non-verbal parental clues transmitted in different societies? Give examples of typical Parental functions. In what areas are warnings often given? How are they given? Can you fit suitable English adjectives to those situations?

When You Are With Your Friends
What kind of P-P, A-A conversations do you have? Do you and your friends ever get into a C-C situation? What kind of things do you do together? For example do you get drunk?

Video
From a pedagogic standpoint one of the main criticisms of adapting Transactional Analysis for the purposes of Teaching English as a Second Language would be that, especially for lower levels, the decontextualisation of material by presenting short dialogues, verbal clues, and non-verbal clues is a retrograde step as far as providing optimum conditions in which the processes of language acquisition can occur. Introduction of any of the above suggestions using a video provides students with a schematic framework from which they can unravel the intricacies of linguistic and non-linguistic information. To this end the use of authentic material with the English captions on the screen enhances this process. It makes comprehension easier and offers a less personal introduction to the subject. It is now possible input to the American Closed Captions script into a computer. The script can be used to highlight mini-dialogues from a film or comedy. This also reduces the teacher's workload and gives students something they can look at in groups or in their own time.

Linguistic analysis
Present some of the P-P, A-A mini-dialogues given previously. Have the class try to guess who is speaking, what the situation is, and what kind of P-A-C relationship is present. As there is no context, for students to be able to do this accurately a high level of linguistic competence is necessary. Otherwise some explanation is necessary. (This technique is used in Part 2).

Comments
The approach that this exercise adopts is often criticized for intruding into students personal areas and for exceeding our professional roles. Some would query the cultural American bias underlying Transactional Analysis. However, in developing this material, pilot runs, both with Japanese students at Temple University and at another well-known university, produced favorable responses.

Eric Byrne *Games People Play*　　Penguin 1964
Thomas Harris　*I'M OK - YOU'RE OK*　Avon 1967

THEY WERE LUCKY !?

Hos successes alit: possunt, quia posse videntur

These success encourages: they can because they think they can.

Virgil v.231

Purposes

Affective

To see what we like about successful people or groups.

To help us understand why we admire those things such as a goal, a dream, or an ideal.

To refine our analysis of our own qualities by looking at the necessary characteristics of success.

To increase awareness that to different people or in different societies, there are different kinds of success.

To help focus on goals and improve possible approaches to achieving these.

Linguistic

To introduce and practice adjectives, adverbs, nouns and idiomatic expressions of character.

To practice physical descriptions.

To use the present and past tense.

<u>Timing</u>　　　Anytime. For classes where the students do not know each other i.e. a first year university class, probably earlier in the course is better because it will enable them to discover each other's interests.

<u>Time</u>　　　　Between twenty and thirty minutes.

<u>Level</u>　　　　Can be adapted to any level.

<u>Group Size</u>　4 to 6 students.

<u>Materials</u>　　Pictures and video clips of famous people.

Procedures

1. Choose a topic which you know the students are interested in. It is probably best to restrict the topic to one area only (i.e., sportsmen and sportswomen, or musicians, or filmstars etc). Within the area allow the students to select one or a number of people.

2. With lower level classes introduce this as a game. Students bring magazine pictures/video clips to class and, keeping them secret, in groups try to guess who's picture they have brought to class. Take a couple of the pictures and demonstrate in front of the class how to play the game. If there is an epidiascope, use it to show the answer. This could be used as an introduction to or as revision

of descriptions. You may wish to add a writing assignment as homework, having students research the history of the stars.

3. Provide a list of personal attributes or in groups have students produce their own. Likely vocabulary is: he/she is determined, aggressive, skillful, left-handed; he has stamina, self-confidence, a fast serve; he passes the ball well, he never gives up.

4. Ask students which qualities do they admire the most? Are there any qualities which they themselves have or would like to have?

5. How did these successful people achieve these qualities? Can students achieve this?

Variations

Reports are made to the class, possibly in the form of a class quiz with teams. When the person has been identified, present the picture to the class, using the epidiascope if the classroom has one.

Students fit each attribute as an adjective, noun and adverb construction, to the sportspeople or people in their groups. Develop a lexical exercise changing the parts of speech: for example he is aggressive   to   he has aggression.

Students construct their ideal player listing attributes in order of priority.

Comments

The idea for this exercise comes from Edward de Bono's *Tactics: the art and science of success* (Fontana/Collins 1985). De Bono is famous for his books on lateral thinking, but in this book he talks to fifty men and women, who have been outstandingly successful in their own field. Distilling the wisdom from their frank replies, he proposes a strategy and tactics to help people achieve their ambitions.

In Chapter 1 of Part 1: Success he outlines three styles: the creative style, the management style and the entrepreneurial style in which there is an inventive type and a predator type. Factors listed as typical of successful styles are

- energy, drive and direction;
- ego, a 'can-do' attitude, self-confidence,
- stamina and hard work (they are not the same),
- laziness, forcing one to find a better way to complete work that requires less
  effort and time is a virtue when combined with compulsiveness,
- efficiency - work and finish and relax,
- ruthlessness (a combination of single-mindedness and efficiency),
- isolate any deficiencies and find ways of compensating for them or try to overcome them,
- ability to cope with failure - humour, learning from failure, reinterpreting failure.

Chapter 2 looks at the negative and positive stimulants which stimulate success. Chapter 3 attempts to answer the question 'How far is success within our control?'

Part 2, Chapters 4 - 12 look at preparing for success. Chapter 10: Risk could in itself be made into another exercise with interesting cross-cultural comparisons.

How do different societies view success? How do cultures define success?

PUBLICITY IMAGES

Adapted from *Ways of Seeing* Chapter 7 by John Berger, based on the BBC television series of the same name.

Purposes
Affective

"Our principal aim has been to start a process of questioning." (p.6)

To see how *visual images stimulate the imagination by the way of either memory or expectation.* (p.129)

To show how images create marginal dissatisfaction (p.142) by showing us that our present is in some way insufficient. (p.144)

Linguistic

To introduce and practice vocabulary of desires, dissatisfactions and memories.

To practice future and past tenses, and modals.

Timing   Anytime but probably with lower levels it is better to wait until the group is a cohesive unit.

Time   30 minutes to one hour.

Level   Intermediate and above.

Group Size The smaller the better.

Materials: Ask students to bring in from magazines, newspapers, and TV (video clips) advertisements that they particularly like or dislike. If in Japan, access to advertisements from English-speaking countries helps in the introduction and offers cultural comparisons. If in a multilingual class, encourage students to bring in adverts from their own countries, if they have them.

Procedures
1. Identification - take an advert and describe it to the class. See if they can guess the name of the product or at least the kind of product. Higher level classes continue in groups:

Do you like it ? Either in groups or as a class get students to assess which ones they like best.

For whom ? Provide some of your own to complement the students' choices and work out who the advert is aimed at. Compare groups' opinions.

What ideas are being promoted?

romantic use of nature - innocence, purity

exoticness and/or mystery of far away places

nostalgia

stereotypes - the happy family, the serene mother

freedom, wildness

sexual emphasis

materials which indicate luxury

gestures and embraces of couples

the sea, mountains - a new life, pressure-free

the physical stance of men - virility? wealth

equations - drinking equals success

What dissatisfactions are being played on?

anxiety, security - health, housing, retirement

money to overcome anxiety (p.143)

provides the power to live?

the need to be loved?

to be more sexually desirable, handsome, pretty (p.144)

Are the promises fulfilled? Is the credibility actually a possibility or an expectation or is

it a fantasy or a daydream?

Variations
Can students guess the advertisements from the language alone, without the visuals, or in the case
of TV, without the music backing.
Bring in old newspapers and magazines or show some commercials from old TV films. How have
they changed? Are present day people's desires different from ten or twenty years ago?

Comments
This exercise reveals more clearly than many the ever present generation gap. Although the
underlying desires are constant, the form of representation is always in state of flux. For teacher-
awareness even for teachers still in their twenties, the students selections can be enlightening and
prompt some rethinking on how we structure our classes.

EVALUATION OF HUMANISTIC EXERCISES

A number of issues arise concerning humanistic exercises.

Aren't Foreign Language Teachers Already Humanistic ? (Moscowitz:15)
As stated in the introduction there is a difference between affective and humanistic exercises.
Affording students the opportunity to talk about areas of personal interest, for example, sportspeo-
ple, is showing empathy toward students and is affective. However, it is not until you encourage
the students to consider why they like the sportspeople and analysing the qualities in relation to
themselves, that the exercise becomes humanistic.

Therapy is not for the Classroom.
This criticism is more common from British teachers who tend to look askance at anything vaguely
psychological that emerges from North America. Humanistic exercises do not imply that people
have problems. When native speakers engage in conversation about a certain sportsperson, they
usually say why they like them and in doing so are expressing part of their character indirectly. An
associated criticism is that *the individual may not want to reveal his private life in a public role* and

that this intrusion *may lead to a disengagement from learning* (Widdowson1990:13). This is a danger, but the skill of designing and conducting a humanistic exercise is to ensure that students are not required to reveal something if they do not wish to do so.

The Approach is Non-Directive

A General: What some teachers regard as wasteful others will not. It depends on the teacher. Humanistic exercises do have a framework and if students can discover about themselves, this is enhancing a process which is present outside the classroom. Humanistic exercises do not propose that students be left totally to their own devices.

B Specific: students in certain cultures expect to be given more guidelines. I feel that here in Japan, that many of the procedures in Moscowitz's book are too open to be dealt with by a Japanese class. Therefore a tighter procedural framework should be adopted.

Accentuate only the Positive

Moscowitz proposes this. However for the most benefit to be gained, the principle needs to be: proceed from the positive and then allow some of the negative factors to emerge. When the students are in groups, they themselves will choose consciously or subconsciously the point at which the conversation has become too sensitive.

Cognitive Factors are Ignored

This is the most common argument against humanistic techniques. *What is underrated is the cognitive dimension*(Widdowson:1990:14). Here in Japan where students have had six years of almost solid linguistic input, and little opportunity to express themselves and almost none humanistically, there is a strong argument for humanistic exercises at colleges. Students in Japan are not very keen on study when at college, so why not afford them the opportunity to develop in humanistic areas and at the same time reinforce dormant linguistic knowledge. The cognitive element and the affective element, of which humanistic activities are a sub-category, are better viewed as being at the ends of a continuum. In the developing of exercises one may take priority over the other, but the other should not be ignored.

It is not Education

Is it possible to say that the dual goals of self-awareness and self-actualization are not central to any education? The stability and homogeneity of certain societies has meant that certain codes of behavior are always followed. Japan and Britain are good examples of this. However, even within such societies, those who achieve the dual goals are more successful.

Emphasis on the Individual is Contrary to some Societies Norms

Why are the two goals, the harmony of the group and the development of the individual so often considered to be mutually exclusive? This assumes, that even with increased self-awareness, in some societies self-actualization is impossible.

Humanistic Techniques are Behaviouristic.

Superficially opposed to behaviourism on closer inspection are essentially alike because they both focus on the affective rather than the cognitive. (Widdowson (1990:14). Widdowson displays the typical British reticence to such *'humanistic'* approaches (14). In creating a suitable environment for learning, the approaches could be viewed as behaviouristic. However, the humanistic process is not a mechanical reinforcement by reward. Development of the personality does imply that both self-regulation and control will later occur, but they are not the position from which humanistic exercises begin.

Key Questions for the Construction and Conduct of an Exercise

The evaluation sheet succinctly expresses these. Additional questions are:
1. Do the procedures match and fulfil the stated purposes? If not, either or both of them need adjusting.
2. As well as having affective and cognitive purposes, does the exercise allow for interactive processes? Galyean (154) states that all three are necessary for a Confluent Design for Language Teaching.
3. Galyean talks of self-space (142). Does the exercise allow students to maintain their own personal territory and allow them not to reveal things if they choose not to?
4. Does the exercise have a closure activity which allows the class to end on a positive note?

CONCLUSION

At the beginning of this paper the question was asked as to whether humanistic exercises could be used in Japan in new curricula. I think the answer a very categorical 'Yes'. Especially with college students, the ground is fertile. The exercises can reinforce and reactivate the vocabulary and grammar learnt at junior and senior high schools. At the same time classes can be enjoyable at a period when maybe students are wanting something a little different from the traditional lesson which had to be endured for the purposes of entrance examinations. Humanistic techniques should not replace other methods, but should be regarded as another arrow in the quiver: to be called upon when so desired.

In a lecture in 1961 Rogers asked a series of controversial questions about learning and education. In respect of his pioneering of humanistic techniques, I would like to conclude by adapting and reiterating his questions.
1. Congruence: Are we as teachers, in either creating or conducting exercises, being ourselves: *not a facade, or a role, or a pretence*(282)?
2. Are we placing the benefit of the student above our own intrinsic or extrinsic rewards? Sometimes teachers think they are doing this, but in fact there is some underlying ulterior motive such as ego enhancement or the enjoyment of a teasing grammar problem.
3. Do we try and see the world through our students eyes, or are we always being prescriptive and demanding that students change to the way that we want them to be?

4. Do we successfully communicate 1,2 & 3 to the students ? Are they aware or can they perceive and experience our congruence, acceptance of their position, and empathy ?

In Japan sometimes the most difficult thing is, to create in the student Roger's first condition, which is a desire to learn or change (282). Sometimes we think that to do this is impossible and get frustrated or find ourselves getting into a rut. Maybe this frustration stems from a failure to fulfil the above four conditions.

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EVALUATION OF HUMANISTIC EXERCISES

Name of exercise: ————————————————————————————

Name of facilitator: ———————————————————————————

1. Does this exercise require the students to share something of themselves in the process of completing or in order to complete the exercise ?

    YES   NO (It is not a humanistic exercise)

    If yes, go on to question #2

2. Please circle the category or categories in which the students shared something about themselves.

    feelings   experience   memories

    hopes   aspirations   beliefs

    values   fantasies   needs

3. This is a good humanistic exercise for a foreign language class because ...

    SCORE 1 - 10

    ... the content of the exercise relates to the lives of the students.

    ... completing the exercise will help the students make sense of their lives and the world around them.

    ... the students are given the opportunity to express their thoughts and opinions.

    ... the students are given the opportunity to be creative

    ... the students are encouraged to actualize their full potential.

    ... it increases the students' self-esteem.

    ... it helps the students understand themselves and others better.

    ... it brings the students closer to each other and closer to the teacher.

    ... it allows the students to learn by discovering for themselves (It draws contents out of the students, rather than pouring it in).

    ... it promotes a climate of mutual respect and acceptance between the teacher and the students.

This exercise scored a grand total of ——————— points out of 100.