HUMANISM and TESOL

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Abstrak: *Pendekatan humanistik dalam pengajaran bahasa menekankan pentingnya aspek emosional dan sosial peserta didik, selain pengembangan kognitif, untuk menciptakan lingkungan belajar yang holistik. Penelitian ini bertujuan mengeksplorasi penerapan metode humanistik, khususnya Community Language Learning (CLL) dan Suggestopedia, dalam pengajaran Bahasa Inggris sebagai bahasa asing (EFL). Dengan menggunakan metode analisis literatur terhadap artikel dan dokumen akademik, penelitian ini mengidentifikasi aplikasi, manfaat, dan tantangan dari kedua pendekatan tersebut. Hasil penelitian menunjukkan bahwa CLL meningkatkan kefasihan dan kepercayaan diri peserta didik melalui interaksi berbasis komunitas dan peran guru sebagai fasilitator. Suggestopedia membebaskan peserta didik dari hambatan psikologis, mendorong kreativitas, motivasi, serta kesejahteraan emosional. Dalam konteks TESOL, integrasi prinsip humanistik terbukti mendukung pembelajaran yang efektif, bermakna, dan berpusat pada kebutuhan emosional dan kognitif peserta didik.*

Kata kunci: Pendekatan Humanistik, *Community Language Learning (CLL), Suggestopedia, TESOL, Communicative Language Teaching (CLT)*

Abstract: *The humanistic approach in language teaching emphasizes the importance of emotional and social aspects, alongside cognitive development, to create a holistic learning environment. This study aims to explore the application of humanistic methods, particularly Community Language Learning (CLL) and Suggestopedia, in teaching English as a Foreign Language (EFL). Using a literature analysis method of academic articles and documents, this research identifies the applications, benefits, and challenges of these approaches. The findings reveal that CLL enhances learners' fluency and confidence through community-based interaction and the teacher's role as a facilitator. Suggestopedia, on the other hand, frees learners from psychological barriers, fostering creativity, motivation, and emotional well-being. In the context of TESOL, the integration of humanistic principles has been proven to support effective, meaningful, and learner-centered language learning by addressing both emotional and cognitive needs.*

Keywords: *Humanistic Approach, Community Language Learning (CLL), Suggestopedia, TESOL, Communicative Language Teaching (CLT)*

INTRODUCTION

Humanism is a psychological term that emphasizes the importance of the human inner world, placing thoughts, feelings, and emotions at the center of human development (Fauziati, 2016). In language teaching, the humanistic approach is based on the principle that all aspects of humanity, both emotional and social, must be engaged in learning, not just the cognitive aspect. This approach emphasizes and requires teachers to have empathy for their students. Rogers (1983) views students as individuals who are still developing, imperfect but possessing great potential. Similarly, Williams and Burden (1997) state that humanistic education is based on the idea that every individual is unique and needs encouragement to develop their potential without imitating others. Teachers are responsible for understanding each student, identifying learning barriers, and

recognizing that students may face psychological challenges that affect their learning process. Therefore, teachers need to use this understanding to create a supportive learning environment.

The application of the humanistic approach begins with reflecting on what constitutes an educational experience. This perspective argues that educational value diminishes when the learning process itself is neglected. In modern society, the focus of education has shifted from mere academic achievement to a more comprehensive development of students. Humanistic education essentially aims to maximize students' full potential. The goal of education is to help students acquire the knowledge and skills needed to adapt responsibly to a rapidly changing environment. This means students should be taught to be independent, connect school materials with real-world applications, and solve real-life problems using knowledge, experience, and critical thinking.

Learning a foreign language involves more than just understanding its rules, grammar, and skills. It is also crucial to develop communication abilities within a societal context. Language teaching aims to foster positive attitudes and respect for diverse cultures while enhancing language skills.

According to Fauziati (2010), teaching children requires a balance of social and cognitive development. This means that teaching young learners involves more physical activities and interactions within their social environment. Additionally, Nunan (1991) emphasizes the role of affective and emotional factors in the learning process. These perspectives stem from the humanistic approach, which believes that children's learning success depends on their attitudes, interests, and motivation. Thus, the humanistic approach encompasses various aspects, including children's emotions, feelings, linguistic knowledge, cognitive abilities, social environment, and behavioral skills.

With technological advancements, teachers can now utilize innovative tools to create activities that foster both emotional engagement and cognitive development in students. Terrell (1982) highlights the significance of affective humanistic activities, emphasizing values, aspirations, and experiences in the learning process. These approaches not only make learning enjoyable but also enable deeper understanding and independent exploration. This study investigates how humanistic methods, particularly Community Language Learning (CLL) and Suggestopedia, address emotional and cognitive needs in English as a Foreign Language (EFL) teaching. Through a qualitative literature analysis of peer-reviewed articles and authoritative sources published within the last decade, this research identifies the applications, benefits, and challenges of these approaches in EFL contexts.

METHOD

This study employs a qualitative literature analysis approach to explore the application of humanistic teaching methods, particularly Community Language Learning (CLL) and Suggestopedia, in English as a Foreign Language (EFL) settings. The data were collected from peer-reviewed journal articles, academic books, and credible online resources published within the last ten years. The collected materials were analyzed to identify themes and insights related to the effectiveness, challenges, and strategies of

implementing these methods in EFL classrooms. The findings aim to provide a comprehensive understanding of how humanistic approaches can address both cognitive and emotional needs of learners.

FINDING AND DISCUSSION

Community Language Learning (CLL)

Community Language Learning (CLL) originated from the idea of applying psychotherapy concepts to language teaching. In 1957, Charles A. Curran began experimenting with psychotherapy principles in the form of counselling for his students. CLL is a teaching method particularly suitable for English language teaching, especially for speaking classes. According to Richards and Rodgers (2002), this method emphasizes cooperative interaction within a community where students learn naturally through engagement with peers and guidance from the teacher acting as a facilitator.

The foundation of CLL emphasizes the role of the counselor in reducing or eliminating students' negative feelings. A counselor is expected to have a facilitative attitude in delivering knowledge and guiding students through various stages of learning. Warmth, understanding, affirmation, and supportiveness are essential qualities that every counselor should possess. Teachers acting as counselors must also build empathy to help students overcome challenges in language learning by strengthening relationships, creating a warm environment, and providing deep understanding.

The Community Language Learning method consists of five main stages. Richards and Rodgers (2002) and Curran (1976) highlight these stages as essential for reducing anxiety and promoting independence among learners. Initially, students depend entirely on the counselor, who provides support and guidance to build their confidence. As learners progress, they gradually become more independent and start expressing simple statements. This evolves into working on complex sentences and, ultimately, guiding their peers. These stages aim to create a safe, interactive learning environment that fosters both fluency and collaboration.

CLL classes focus on fluency at the initial stages, with accuracy improving gradually throughout the course. Empowering learners is the central focus. According to Curran (1976), reflection involves students sitting in a circle around a tape recorder to create a sense of community. They think silently about topics to discuss, while the teacher stays outside the circle. If students run out of ideas, they can write their thoughts on a board before recording. Recording allows students to share their ideas in their native language (L1), which the teacher translates into English. At advanced levels, students are encouraged to use English directly. Once ready, students record their sentences using a microphone. During the discussion phase, students discuss how the conversation progressed, share feelings about using the microphone, and assess their comfort level in speaking. The transcription stage involves students listening to the recordings and transcribing their conversations, with the teacher providing assistance as needed. Finally, analysis requires the teacher to guide students in analyzing the language structure, including grammar and vocabulary. Advanced students decide which aspects to analyze, while beginner levels receive structured guidance from the teacher.

A study conducted by Sari (2014) on Community Language Learning (CLL) found that this strategy significantly improves students' speaking abilities. The research revealed that most students could freely express their ideas and opinions while working effectively in groups. Furthermore, the strategy boosted students' motivation and encouraged them to use newly learned English actively. Students also participated more in the learning process, gaining increased opportunities to speak during class activities. The method was engaging, helping students to better understand the material presented by the teacher. Moreover, the approach developed students' social skills and increased their confidence in demonstrating English proficiency.

Suggestopedia

As the name suggests, Suggestopedia involves applying suggestion to pedagogy. This method was founded by Georgi Lozanov, a Bulgarian physician and psychotherapist. In Suggestopedia, Lozanov (2005) aimed to apply the characteristics of the theory of Suggestology, the scientific study of suggestion. Suggestology, as defined by Lozanov (1978), is "the science of utilizing the human capacity for preservation within the realm of mind and body"; it is, therefore, the science of humanity and its "multifaceted talents."

One of the primary goals of Suggestology is to liberate learners from socially suggestive norms (in other words, to "suggest" them), which is achieved through "a suggestopedic educational system that stimulates liberation and through concrete methods to unlock and utilize human resources." According to Lozanov, Suggestopedia "stimulates not only memory but the entire personality—interest, perception, intellectual activity, motivation, creativity, and moral development" (Lozanov, 1978).

The fundamental purpose of Suggestopedia is to help learners free themselves from social barriers that hinder learning. The affective factors in this method classify it as a humanistic approach (e.g., Community Language Learning, Total Physical Response) in language teaching. Suggestopedia's respect for students' feelings and emotions provides an excellent example for EFL/ESL teachers. Such activities liberate the innovative spirit and intellect of both teachers and students, enhancing their originality. Role-playing activities, for instance, stimulate creative thinking among learners and contribute to teachers' reflections on their students' learning. Additionally, these activities help teachers diagnose students' linguistic challenges, bridging the gap between teaching and classroom assessment.

Humanistic Approaches in TESOL

Teaching English to Speakers of Other Languages (TESOL) emphasizes humanistic approaches in foreign language teaching. These approaches highlight the role of emotions in communication and the importance of incorporating affective aspects into the learning process. Moreover, they recognize the significance of each student in expressing meaning and pursuing individual goals.

Teachers can integrate humanistic principles into their classrooms by collaborating with fellow educators, co-planning lessons, regularly evaluating students' needs and desires, engaging with parents to address specific student needs, and

facilitating learning through exposure to authentic language and meaningful communication.

In TESOL, these principles are implemented through approaches that emphasize meaningful and effective language teaching. Discourse and text-based grammar approaches, as suggested by McCarthy, focus on understanding grammar within authentic language use contexts. The use of authentic oral and written texts, including literature, enhances engagement and provides real-world language exposure. Activities designed for reading, writing, and other language skills encourage active participation and integration of different competencies. Carter's perspective on incorporating authentic language corpora highlights the value of understanding grammar and lexical patterns through real language examples. Furthermore, Communicative Language Teaching (CLT) and Task-Based Approaches, as proposed by Willis and Willis, foster interactive and student-centered learning environments. These methodologies collectively contribute to effective, creative, and holistic language education while addressing both cognitive and emotional aspects of student development. These methodologies ensure that language teaching remains effective, creative, and meaningful while fostering holistic development in students.

CONCLUSION

The humanistic approach in foreign language teaching underscores the significant role of emotions and social interaction in fostering meaningful learning experiences. This study highlights how methods such as Community Language Learning (CLL) and Suggestopedia address both the cognitive and affective needs of learners by creating supportive, engaging, and dynamic learning environments. CLL promotes fluency and confidence through community-based interaction, while Suggestopedia emphasizes creativity, motivation, and emotional well-being by reducing psychological barriers. In the context of Teaching English to Speakers of Other Languages (TESOL), the humanistic approach integrates cooperative and communicative methodologies, encouraging learners to interact positively, respect diverse perspectives, and take responsibility for their learning. By aligning teaching strategies with students' emotional and cognitive needs, this approach creates effective and meaningful learning experiences, demonstrating that holistic development is essential for language acquisition.

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