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Teaching may be considered as an art in which the relationship between teacher and learner is crucial to real success. It involves basic moral and psychological issues, and engages the whole persons of both the teachers and learners (Brumfit, 1982).

Foreign language teaching, particularly teaching English as a foreign or second language, has witnessed some major changes. These changes first emanated from dissatisfaction with traditional approaches based on teaching grammar and translation, and later on came as a result of advance in psychology, linguistics and socio-linguistics. The changes and their impact on foreign/second language teaching are now well documented (McNeil, 1970; Swain, 1985; Littlewood, 1986). Among the many of the progressive approaches that received attention in teaching English as a foreign/second language is the "humanistic approach". Moskowitz (1982) points out that humanistic education has drawn its methods from the works of John Dewey (1902) and William H. Kilpatrick (1925) whose approach was based on the idea that motivation to learn stems from individual experience and that learning results from encountering and resolving personally significant problems, rather than from exposure to answers that others have found to be appropriate.

Humanistic education has also drawn most of its aspects from psychological traditions. Concepts from Bruner (1966), Maslow (1968) and Rogers (1969) have become greatly influential in the works of the advocates of humanistic teaching. Because of the ambiguity of the word "humanistic", no one has proposed a universally accepted definition of "humanistic teaching". Stevick states that:

Since the word "humanism" is difficult for me to use directly, I ask myself what its antithesis might be. The word is a conundrum, so I will describe its opposite with a caricature. A "non-humanistic" course is one which is taught because tradition, or some authority distant from the classroom, has decreed it shall be taught. A course in which the students work mechanically..... This is a course in which the teacher is always and in every sense "in charge". There is no genuine communication, no uncertainty except about whether one can come up with the right

answer, and no joy except in getting a good grade. (Stevick, 1982: 7)

Stevick's caricature presents certain dimensions that are present in non-humanistic teaching. Therefore, humanistic teaching techniques should depart those dimensions.

Brumfit (1982) maintains that humanistic education is a return to one of the oldest traditions in educational psychology, education of the whole person. Brumfit states that "unlike their opponents, humanistic teachers see language as something which must engage the whole person, not as something purely intellectual; they recognize that their students are people like themselves, with emotional needs as well as intellectual ones, people who can contribute to their own learning, who are not the passive recipients of someone's teaching."

Thus, Brumfit stresses the integration of the affective and cognitive domains in language teaching. He also stresses the crucial role of the student's initiative and interaction through the language activities included in the humanistic techniques.

Moskowitz (1982) worked on humanistic techniques of teaching foreign languages for some time. Some of the purposes of using humanistic communication activities to teach foreign languages are:

- To improve self-esteem.
- To develop positive thinking.
- To increase self-understanding.
- To build greater closeness among students.
- To discover the strengths and goodness in oneself and one's classmates.

Moskowitz found out that people from different cultures have the same basic psychological needs:

- the need to have close relationships with others;
- the need to be listened to attentively;
- the need to know and understand themselves better;
- the need to feel more positive in their outlook on life.

Humanistic teaching takes into account these needs because it is concerned with the whole person of the learner (Stevick, 1980). It may be considered as an approach that integrates both

the affective and cognitive components in individual and group learning (Brown, 1975)s. It is a student-centred teaching in which both the affective and cognitive domains are interrelated.

A look at the contemporary classroom shows that it is dominated by the teacher control and authority. That is, our classrooms still lack the "academic democracy" (Walden, 1971) needed for beneficial interaction. This lack of academic democracy is due to the teacher's underestimation of the students' abilities and creativity. Most teachers believe that students do not have the ability to interact and negotiate in the foreign language without their complete guidance; consequently, teaching is conceived by teachers as a process of transmission of information from the head of the infallible teacher to the empty minds of the learners. Moreover, teachers still emphasize what should be learned and not how to learn.

Negative feelings develop towards a critical, rejecting and highly directive teacher; while positive feelings occur when learning from a warm accepting and understanding teacher. The humanistic classroom is democratic where students discuss and express their opinions freely. The teacher's role in a humanistic classroom is to increase emotional support and reduce anxiety within learners. To fulfil these two roles teachers have to:

- 1- Explain clearly with a lot of paraphrase, reinforcement and inviting questions in a friendly way.
- 2- Treat each student as an important individual/ friend.
- 3- Allow students to choose materials they find interesting.
- 4- Oversee the class in a friendly but disciplinary fashion.
- 5- Be flexible with students as assuring them that not understanding the foreign language or making mistakes never make them inferior.

Teachers agree that for effective learning to occur the following ingredients are necessary:

- Motivation.
- Self-assessment.
- Psychological atmosphere.
- Perception of learning significance.
- Development of skills.

Thus, the purposes of using humanistic communication activities are:

1. To improve self-esteem.
2. To develop positive thinking.
3. To increase self-understanding.
4. To build greater closeness among students.
5. To discover the strengths and goodness in oneself and one's classmates.

Cooperative Language Learning: A technique for developing humanistic education in TEFL

Cooperative language learning is one of the main techniques that have received considerable attention in teaching English as a second/foreign language.

Cooperative learning involves more than putting students into groups and telling them to work together. CLL is an approach which : "... is said to increase students' learning since (a) it is less threatening for many students, (b) it increases the amount of student participation in the classroom, (c) it reduces the need of competitiveness, and (d) it reduces the teacher's dominance in the classroom." (Longman Dictionary of Language Teaching & Applied Linguistics).

Characteristics of cooperative learning

1-Positive interdependence: occurs when gains of individuals or teams are positively correlated. That is, if a gain for one student is associated with gains for other students, the individuals are positively interdependent. Students are negatively interdependent in competitive situations. Calling on only one student when a number of students raise their hands is an example of negative interdependence.

2-Individual accountability (responsibility) can take different forms, depending on the content and cooperative learning method (Kagan,1989). A form of accountability occurs when each student is made accountable(= responsible) to the group for his/her portion of a task or project. Of course, each learner is made aware of his/her role within the team.

3-Social skills are naturally acquired in the process of interacting with others in situations of positive interdependence. Social skills can be developed through games, communication training, role plays and monitoring and processing by teammates, the teacher and other groups. In cooperative learning, learners have different

social motives. Kagan(1989) listed some characteristics of a cooperative student:

- Altruism Vs rivalry: Altruism is the tendency to maximize the group gains. Rivalry, however, is the tendency to minimize the gains of others.

- Equality oriented opposed to superiority which is the tendency to maximize the difference between one's own outcome and those of others.

- Group enhancement by caring about and sharing with each other.

There are five types of cooperative learning activities:

1. Peer Tutoring: by helping each other.
2. Jigsaw: each member of the team has a piece of information needed to complete a group task.
3. Cooperative projects: students work together to reach an objective such as a group presentation.
4. Cooperative/Individualized: learners work at their own rate through individualized learning materials but their progress contributes to a team grade so that each student is rewarded by the achievements of his/her teammates.
5. Cooperative interaction: learners work together as a group to complete a learning unit.

As a final word about humanistic education, we can say that:

1. For learning to be significant, cognitive and affective dimensions should be integrated in teaching the foreign language.

2. Humanistic education emphasizes the centrality of the learner rather than the supremacy of the subject matter and the monopoly of the teacher. It gives priority to the needs and purposes of the learners.

3. Having good relationships with other classmates is more conducive to learning.

Personalizing is a motivating factor in learning. The more the learner knows about himself in the classroom the more effective and interesting the subject matter will be for him.

4. Values such as self-esteem, self-actualization, respect, cooperation are of great importance in learning.

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