

The Current Practice of Rogerian-Humanistic Approach in English Language Teaching

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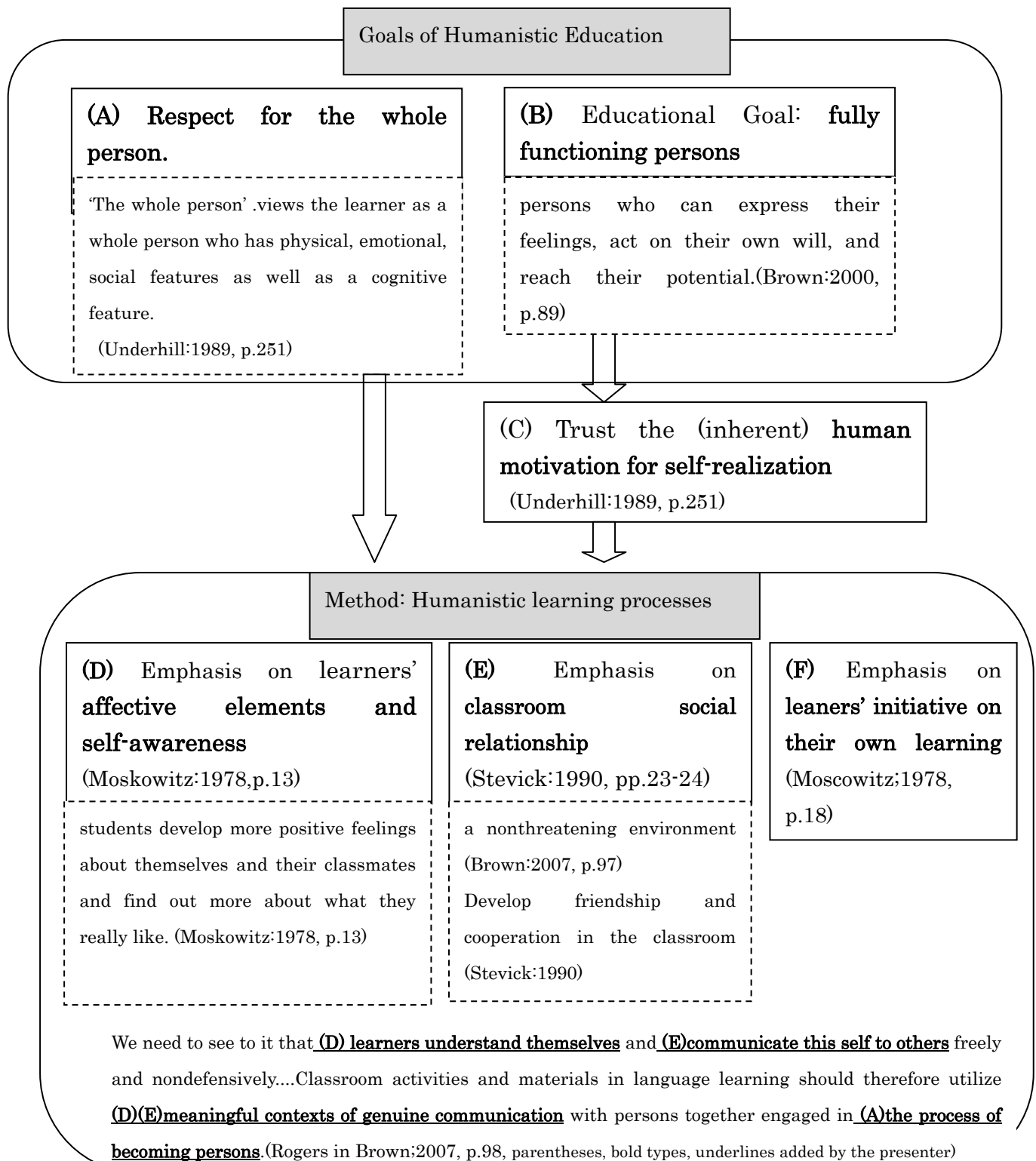
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1. Why Carl Rogers Now?

Carl Ransom Rogers (1902 –1987) American psychologist

the founders of the humanistic approach (or client-centered approach) to psychology.

2. Principles of Humanistic Education by Rogers



3. Applications of Rogerian-Humanistic processes in Japan

3.1 Peculiarity of Japan's school English education—150 years of grass-root TEFL tradition

Students see no immediate needs to learn to speak English.—lack of instrumental motivation

Actually little English is spoken outside the classroom.—lack of exposure

intrinsic-integrative motivation plays the key role in a TEFL situation

Humanistic Approach contributes via:

- (A) whole-person education,
- (C) students' desire for self-actualization,
- (D) emphasis on learners' self/self-involvement ,
ego enhancement
- (E) classroom communication and rapport

3.2 Examples of Rogerian-Humanistic processes used in Japanese classrooms

Activity 1. Common Likes (A)(D)(E)(F)

A. First, fill out your own answers.

- | | | |
|-----------------|----------|-----------|
| 1. I like_____. | (food) | [] |
| 2. I like_____. | (drink) | [] |
| 3. I like_____. | (singer) | [] |
| 4. I like_____. | (sport) | [] |
| 5. I like_____. | (animal) | [] |

B. Talk about your likes to your partner. If your partner says, "Me, too.", put a circle in the bracket. If he/she says, "No, I don't.", put an X in the bracket. Find out who most shares your likes. (Miura, 2006)

Activity 2. Interview (A)(D)(E)(F)

"Find Someone Who..."

(1) Each student receives an envelope which contains a direction in English.

(2) Students walk around the classroom asking his/her question to find persons

specified in the direction.

(3) Students must say "Excuse me" before asking his/her question, and "Thank you very much" or "It was nice talking with you," after hearing an answer.

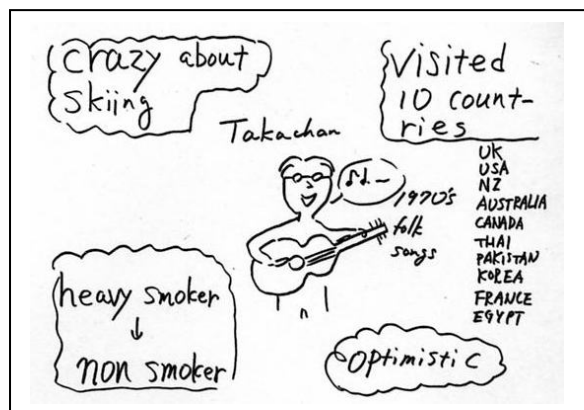
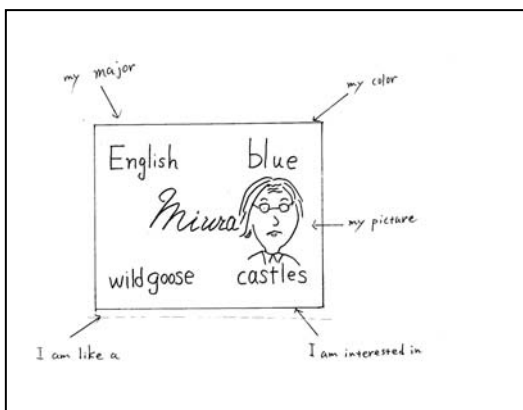
(4) After interviewing, students must report about the result of his/her survey to the class.

1. Find someone who wants to live in foreign countries in the future.
2. Find someone who loves cats better than dogs.
3. Find someone who likes English better than any other subject.
4. Find someone who usually gets up earlier than six o'clock.
5. Find male students who like cooking.
6. Find female students who like fishing.
7. Find someone who has more than four brothers or sisters.

Activity 3. Calling Card Exchange (A)(B)(D)(E)(F)

1. Students create their own calling cards, first time in Type 1 and second time in Type 2. Make 8 copies.
2. Students walk around the classroom, exchanging cards and talking about each other, for about 15 minutes.
3. After the exchange, students try to identify those classmates they have spoken with, by looking at the calling cards.
4. Give an assignment to glue the cards on a big sheet of paper and report in English how they felt about the exchange.

Type 1 (for 1st exchange) Type 2 (for exchanging uniqueness)



Activity 4. This Is Me (A)(B)(C)(D)(E)(F)

First, students fill their own content words in the sentence skeletons.

- E.g. (1) I am happiest when _____.
- (2) I would like to be a _____ in the future.
- (3) One thing I can do well is to _____.
- (4) I like people who _____.

(5) I feel proud of myself when _____.

(Moscowitz:1978:54-55)

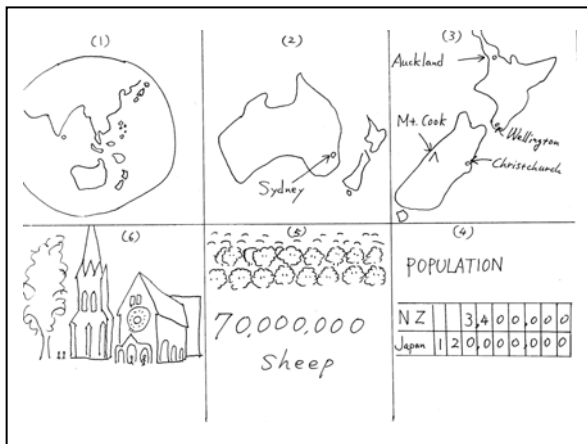
When completed, students in pairs talk their own message to their partners. partners, in response, mirror the message with empathy.

Activity 5. Picture Presentation (C)(D)(D)(F)

e.g.I Like This Country (for Jr.Hi. 1st year)[adding do-verbs]

[Sequence of step-by-step developement]

periods	Boxes to fill	Pictures to fill in the boxes
1	box(1)	Indicate the country in a large-scale map
	box(2)	Indicate geographic relationship with neighboring countries.
	box(3)	Indicate its state capital.
2	box(4)	Indicate its population.
3	box(5)	Indicate its major industry.
4	box(5)	Indicate its attraction.



(Example of the 4th period presentation)

<pointing to box 1> Hello, class. Welcome to New Zealand. Look at Map One. What is this ocean? Yes, it is in the South Pacific Ocean.

<pointing to box 2> Look at Map Two. What is this big country? Right! It is Australia. New Zealand is next to Australia. It has two big islands.

<pointing to box 3> Look at Map Three. What is the capital of New Zealand? Yes, it's Wellington. It's here on the map.

<pointing to box 4> Look at this box. How do you read this number? Three million four hundred thousand. Right! Three million four hundred thousand people live in New Zealand. New Zealand has a population of 3,400,000.

<pointing to box 5> Look at this box. How do you read this number? Seventy million, yes. What number is this? Seventy million sheep live in New Zealand.

<pointing to box 6> Look at this picture. It is Christchurch. Christchurch is a very beautiful city in South Island. I like New Zealand. That's all. Thank you.

Activity 6. Chain Letter (B)(D)(E)(F)

Procedure:

- (1) Prepare five propositions familiar to students, such as
 - i) Our school should open a hamburger shop on the campus.
 - ii) A husband and a wife should have a different surname.
 - iii) Japan should keep death penalty.
 - iv) School lunch should be abolished.
 - v) We should give up wearing school uniforms.
- (2) Let students sit in rows of five students. Assign the first proposition to students sitting at the front seat. Assign the second ones to those sitting at the second seats. In this way, assign five propositions.
- (3) Let students write their assigned propositions at the top of the paper.
- (4) Give five minutes and let them either agree or disagree with their propositions.
- (5) After five minutes, stop writing, sign at the last line, write 'What do you think?' and pass the paper to the students sitting at the back.
- (6) Let the second writers write against the first writers for five minutes. After five minutes, stop, sign, write 'What do you think?' and pass the paper.
- (7) The third writer writes in favor of the first and the third writer, for seven minutes.
- (8) The fourth writer writes against the first and the third writer, for seven minutes.
- (9) The fifth writer judges and discusses which sides argued more persuasively, for seven minutes.
- (10) Return the paper to the first writer.
- (11) The first writer puts a green mark to those messages which s/he agrees with, and puts a red mark to those which s/he wants to refute.

Activity 7. Responding to a Letter for Advice (A)(B)(C)(D)(E)(F)

It is not always a good idea to let students reveal their own problems, but it is quite safe and stimulating to let students give advice to others who have problems. This is one of the most powerful and safest ways to let students speak out.

1. First, show groups of students two or three letters for advice. Let them choose one and discuss to produce advice for the client. Encourage them to offer several possible solutions.

Dear Sir/Madam,

Although I am twenty-one years old, I have never gone out with a man. My friends say, "Don't worry," but it is quite a serious problem for me!! All my female friends have gone out with guys, so they often talk about their love story. Whenever such conversation starts, naturally I cannot join it. I want a boyfriend, but I do not have any favorite person among my acquaintances. Some actually asked me out, but I have always refused. I may have too high ideal for guys, but I do not want to compromise. What should I do?

Loving Rabbit

2. After the groups have completed their advice, it might be an idea to show them the actual advice people

have given the client.

3. Student-made letters for advice

Period 1: Ask 4 students to write a letter for advice.

Period 2: Distribute the four letters for advice. Assign to write advice to one of them.

Period 3: Students divide into groups according to the letters and share answers.

<Advice from one of the students>

Dear Loving Rabbit,

If you really want a boyfriend, it is sometimes necessary for you to compromise. Next time some guy asks you out, why don't you try going out with him once or twice even if he is not completely your ideal type? If you go out with him, you may find his nice character which you didn't notice before. You might even change your idea for an ideal man and come to like him better.

In addition, you shouldn't just wait for your ideal person to come. You yourself should make an active move. For example, don't fail to accept your friends' invitation to a party. You may find your ideal man there. Also, in your daily life, you should speak to many men more frankly, instead of narrowing your scope. By doing so, you will come to know their character better, and at the same time give them a good impression about yourself. Such an effort will broaden your chances for meeting your guy of destiny. Good luck!

Yumi

Activity 8. Strategic Interaction (intermediate) (A)(B)(C)(D)(E)(F)

<What will you say next?>

- *Your club captain wants the team to have more practice each week—two more hours! How do you respond?*
- Club Captain: I've been looking for you. You know, I have been thinking that what the team really needs is to have more practice. So we are going to practice 4 hours on Saturday instead of two.
- You: _____
- Club Captain: Did you know that other school and city teams practice 5 hours each weekend?
- You: _____

1. Students walk around the classroom, exchanging cards and talking about each other, for about 15 minutes.
2. After the exchange, students try to identify those classmates they have spoken with, by looking at the calling cards.
3. Give an assignment to glue the cards on a big sheet of paper and report in English how they felt about the exchange.

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