

Phenomenological and Humanistic Psychology: Formulating Adult Education Instructional System to Increase ESL Learners' Autonomy

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Abstract

The acquisition of new knowledge and developing work habits are the optimal targets in classrooms; however, forming socially accepted attitudes and developing empathy are extremely important to instill responsible members in societies. The Adult Education Curriculum is not static due to the complexities of local, national, and international communities that demand curriculum designers and developers to have constant understanding of the cognitive theories and instruction formulations. Thence, Curriculum development can lead to required changes, manipulating a collection of procedures to meet the socio-psychological changes in community. How do we define the effective teacher's sociocultural consciousness? is a daunting question raised by researchers for a long time. Given the complexity of this question, additional educational research is needed to define the classroom pedagogical goal that enhances the well-adjusted individuals through the cogent learning progression. The thrust of this present article is to look at the dynamics of using the Phenomenological and Humanistic theories as prominent psychological lenses not only to guide the work of curriculum developers but also to utilize proper instructions for productive ESL adult education classes.

Keywords: Phenomenological and Humanistic Psychology- ESL learners- Adult Education- Instructional system

Introduction

"Do not confine your children to your own learning for they were born in another time"

Hebrew proverb

John Dewey stated that Psychology is the basis for understanding how individual learners interact with people and objects in their environment. Jerome Burner Correlates Psychology with the modes of thinking that underlie the methods of thinking in specific disciplines. Therefore, we could state that psychology is the unifying element of the learning process, it formulates the learning's methods, materials and activities, and hones the curriculum decision with the impetus for the required changes. Humanistic approach is the branch of psychology that focuses on the human growth, freedom and the impact of religion, economy, ideology and policy on this human growth (Aloni, 1997). Phenomenological approach is also concerned with investigating the influence of the social challenges on the human growth such as economic concerns, unemployment, immigration and acculturation (NAMI, 2013). Hence, a phenomenological and humanistic approach needs to be adopted with English language teaching and learning in order for more success to take place.

Educators' role is vital in setting directions for successful schools (Freire, 1973). Psychologists are concerned with how people learn, and curriculum specialists are concerned with how psychology can contribute to the design of delivering knowledge to increase the probability of students' learning. The humanistic approach in education emphasizes the importance of the inner world of students: their thoughts, feelings and emotions for better characters' developments.

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In this vein, humanistic teaching approach helps to develop emotionally positive attitudes, influences the creation of good relationships in the group, and encourages students to develop language competence. Therefore, adult educators need to keep questioning themselves during the various stages of designing, developing and implementing their curriculum such as: Why do learners respond as they do to their teachers' efforts? How does cultural experience affect students learning? And what is the optimal level of students' participation in learning the various curriculum contents?

Within the various historical contexts, there are underlining assumptions regarding the perceived practiced concepts by adult educators such as liberal, progressive, behavioristic, humanistic, or radical (Elias, & Mariam, 1995). Humanistic approach is an extension of the learner- centered strand of progressive adult education. It is driven and directed by humanistic psychology that progressed its premises about personal autonomy and social progress (Cotkin, 1990). According to Podeschi and Pearson (1989), the major issue is how learners create alternative paths for individual freedom existence with regard to the community moral context as intertwining with the language and culture of the contemporary individualism. Elias and Mariam (1995) stated that humanistic approach could create a noticeable impact on andragogy and self-directed learning. There is no doubt that Maslow has a great impact on the humanistic theoretical assumptions during the academic growth in adult education.

Podeschi and Pearson (1986) proposed that Maslow assumed that individual capacity for freedom is significantly affected by one's environment. For Maslow, good social conditions are needed to facilitate fulfillment of intrinsic human nature and promoting both the universality and uniqueness of the individuality within the learning environment. With this responsibility of one's growth, the individual will fertilize the societal soil he/she is placed in to make a better change with his/ her actual conditions.

The heart of Maslow's work is to focus on the assumptions of human- centeredness, a sense of autonomy, the idea of human dignity, the virtuous actions, and personal responsibility within the learning environment. It is all about the self, capable of growth, and responsibility of what one becomes, and the ability of influencing the social progress (Pearson, 1994; Podeschi, 1983). This analysis of the phenomenological and humanistic approaches in contingent with the ESL adult Education context could direct educators and curriculum developers. Through the focus on the significant influence of the humanistic psychology on adult education, we could revisit our perspectives as a key issue that underlies questions regarding purposes and practices in Adult Education. Educators' position is strictly related to learners' freedom and assumptions about learning environment, societal forces, responsibilities, the course of teaching practice, purposes either hidden or announced regarding freedom and control of classroom context, classroom identity, commitment and power, and possibilities and constraints. Thus, adult educators, should attempt gaining the holistic understanding of the whole educational process to effectively guide their students for better and demanded learning outcomes. According to NAMI (2013), humanistic psychology could be the broaden tool to understand and guide ESL students' learning progression.

Humanistic approach is ELT demand

The humanistic approach has been part of educational theories and practices for a long time. Nimrod Aloni's (1997) wrote:

...to the enhancement of human freedom and growth, to the realization and perfection of human potentialities, and to an ethical code that places the highest value on the dignity of humanity, as an end in itself, in relation to which all political, religious, economic, and ideological doctrines are regarded as means to its enhancement (p. 96).

The four major areas in any English language program are: setting standards for the target variety of instruction purposes, designing curriculum and developing materials, testing, and teachers' training programs. Considerations about designing tasks and setting goals in English language teaching are humanly possible. These goals and designed tasks are catalysts to the realization of human potentialities. Hence, the goals of English language curricula should be equipping learners with the tools to communicate successfully, and to achieve the ideational, interpersonal and textual functions (Berns, 1990).

The humanistic approach to English Language teaching promotes sensitivities towards learners' native cultures and self- regulated development (Bhatia, 2014). Thus, ESL instructors could create more in-depth instructions to attract students from various cultural and ethnic background to more active classroom discussions.

Therefore, this approach would help teachers and learners to appreciate the diversity and pluricentricism in classrooms due to the ever-changing landscape of English language teaching.

ESL adult learners (who and where)

Learning is a process through which learners acquire not only skills and knowledge, but also values, attitudes, and emotional reactions, which lead to desired academic and psychological growth in classroom setting then community context. To understand the mechanism for second language acquisition, we have traditionally drawn on a variety of data such as met linguistic judgements, language use data, and self-report data (Ellis, 1994). Thence, it goes against common sense to base the classroom instructions on limited learner's data and ignore knowledge of learners' linguistic background. The ESL label has been used at colleges and universities in the United States to refer to all students who are not native English speakers. However, Spack (1997) notices that those students are very diverse to unify them all under one label to capture their heterogeneity. Using the labeling with an intentionality puts educators in a powerful position that rhetorically constructs those learners' identities through potentially hazardous enterprise. At worst, a label may imply educators' sanction of an ethnocentric stance.

The ESL label could lead educators in adult education setting to stigmatize, and to make inaccurate assumptions about their students' reactions with respect to their cultural background and language. For some instructors, on one hand, the label guides for more expansion of their worldviews; however, for other instructors it could referee to students who will be problematic for them. On the other hand, the label could be misnomer for lots of students: For many international students who are in the United States and enrolled in majors rather than English, the label is meaningless as they are not in the States just for studying English language but Chemistry, engineering...etc. Furthermore, for the immigrant students who spent years in the States and graduated from American High Schools, the label is problematic as it reflects their vision of the lack of integration with their colleagues' culture. Hence, lots of researchers and Educators such as Cammish (1997), Ferris (1999), and Mary C Connerty (2009) state that it is important to suggest at least two broad categories of ESL students in academy due to the significantly different needs in terms of their language acquisition backgrounds.

ESL educators and linguistic differences

The ESL Educators deal with linguistic differences and deficiencies in their classrooms; however, Benesch (2001) pinpoints that instructors might confront various cognitive skills that increasingly become important components to students' linguistic and academic success. The ESL academic literacy skills mean the capacity of students to think critically and communicate properly within the academic context. Singhal (2004), points that science, humanities, mathematic all have specific registers that students confront when studying the various disciplines. Thence, instructors are not only requiring (ESL) students to have language competence, but also requiring these students to be flexible. Technologies in classroom could play an effective role to help students quickly and efficiently adapt. Myles (2001) wrote:

The ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments. Writing also involves composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing (p.1).

Therefore, instructors deem the process of composing texts by formulating new ideas, transforming information, putting concepts together and solving problems. Myles (ibid:7-8) proposes that the problems some of ESL students have in composition classes have to do with the American academic discourse cultural constructs as the rhetorical preferences for structuring the various types of writing. ESL instructors should deem the ESL as a term before labelling their classroom students and bring the ideas of Thonus (2003) that go beyond the classroom learning experience. She proposes that the method employed by the instructors and the tutoring centers within the university setting makes several assumptions regarding the ESL students life in the university context: 1st, Students can verbalize what they want to do; 2nd, they can use the proper language to express themselves correctly in English; and 3rd, they can perceive what is beneficial for their linguistic and cognitive progress.

However, in case of different students' assumptions, instructors should create ways to attract students for more active practice based on their stated assumptions.

Thus, there is an urgent need for instructors' awareness of their students' psychological growth in ESL context to ascertain to what extent the utilized instructional approach enhances students' linguistic growth.

Phenomenological and Humanistic Psychology

On daily basis, educators experience new social challenges and problems either within school contexts or community. These social challenges influence the learners in school and university contexts. Economic concerns, unemployment, family violence, immigration, and acculturation have direct and indirect influence on learning and academic achievements of ESL students. Thence, more children and adolescents need physical and psychological support, yet are underserved (NAMI, 2013). It is noticeable that there is an increased attention to issues of social responsibility and protection of the rights of learners/ students in all the learning environments (McNamara, 2011). McNamar wrote:

A critical ethical principle is that of responsible caring and requiring professionals to attain and maintain competence in the delivery of professional services, and to guard against practices that may result in harmful or damaging consequences (P. 768).

Hence, educators should continually assess and maintain competency in their classrooms, monitor their practices and decisions, and help with the execution of evidence based- practices that all start with understanding their learners. Therefore, educators could find the humanistic and/or Phenomenological approach an influential tool to achieve their goal.

Phenomenology is the study of immediate experiences as one's reality, it is influenced by the existentialists' philosophy (Brown, 2007). Though, the phenomenological ideas are originated with the clinical setting, educators become aware that there are plenty of implications in the classrooms (Arthur W. Coms, 1982). There are many phenomenological theories and contributions that are used in the field of education and have a high impact on ESL training/ tutoring contexts:

1-Gestalt Theory

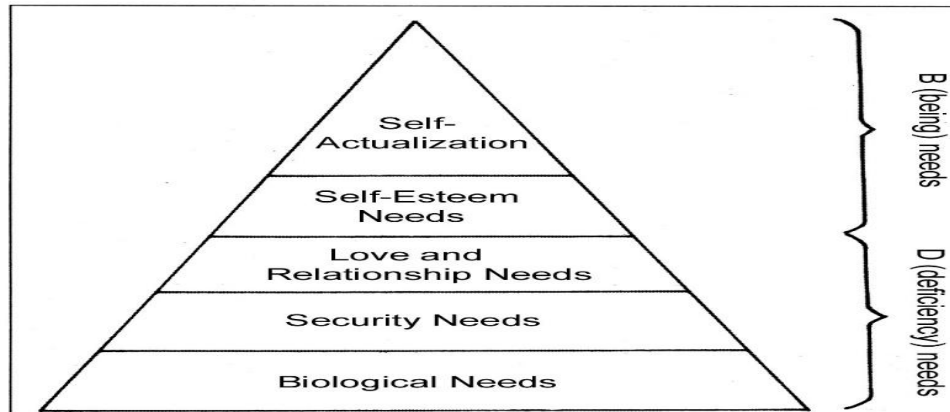
Phenomenologist's ideas are originated in the early field theories and grounded ideas that view the total person relationship to his/ her environment and his/her perception of environment (Pishghadam, R., &Zabihi, R., 2011). This theory drives from the work of Gestalt psychology of the 1930s and 1940s. Kohler (1947) reports that the German word Gestalt means form and configuration. Max Wertheimer (1945) stated that within the context of the Gestalt theory, stimuli within are perceived in relationship to other stimuli in the field, what people perceive determines the meaning they use to define the field; similarly, their solutions to their encountered problems rely on their recognition of the relationship between individual simulation and the whole. The relationship is deemed the field ground relationship and how the individual perceives the relationship determines behavior.

Winn (2004) clearly states that Gestalt psychology focuses on how people see and understand that relationship between the whole and the part. Thus, learners interact in a total, well- organized response rather than in isolated behavior. There are some of the theory direct concepts to the learning process such as the law of similarity, proximity and closure: these laws explain the organization principles that illustrate how learners organize, reorganize, and/ or remember the various instructional aspects. In this respect, learner analyzes the problem, discriminates between essential and nonessential data, and perceives the relationships. The environment continuously reorganizes his or her perceptions. Thus, the curriculum designers and developers should grasp that learners will perceive something in relationship to the whole.

2-Maslow: Self-Actualization Theory

Maslow, the famous phenomenologist, has set forth a classical theory of human needs. He used these needs in a hierarchy of importance (Abraham H. Maslow, 1998) (Figure 1).

Figure 1: Maslow's Pyramids



As shown in figure (1), Maslow coined the humanistic psychology as a term in which he accentuated three major principles: 1st, centering attention on experiencing people; 2nd, emphasizing human qualities as creativity, values, and self-realization; and 3rd, showing concerns for people's dignity and worth. Maslow asserts that when the deficiency needs are met, the individual gradually have the growth needs achievements (Tracey, & Morow, 2017). For example, if a student is thirsty in classroom, that will cause a low concentration level. So, without meeting this basic physiological need, student will face problems with comprehending new concepts. Furthermore, instructors need to focus on their students' self-realization and self-esteem to enhance those students' creativity by highlighting that each student is different with some unique potentialities.

The curriculum designers' role is to view students as a whole considering learning to be a life-long educational process. Regarding Maslow's self-actualization (1971), people are psychologically healthy and mature when they are: 1st, having an efficient perception of reality; 2nd, being comfortable with themselves; 3rd, not being overwhelmed with shame, guilty, or anxiety; and 4th, relatively spontaneous ego-centered.

3-Rogers: Nondirective and therapeutic learning

Carl Roger (1951) established counseling procedures and methods for facilitating the learning process. According to Roger, reality is contingent on the learner's perception of his/her own learning. Roger wrote "Man lives by perceptual map which is not reality itself" (P.485). In adult education settings, the level of reality makes instructors aware that learners differ in their level and kind of response to specific experience in the classroom context. Roger views therapy as a learning method that could be used by the curriculum designers and developers or even by instructors during their lesson deliverance.

Carl Roger (1983) reports that positive human relationship enables learners to grow interpersonally. O' Hara (2003) states that the main concern is away from teaching towards learning which is put in more recent term as a transformative pedagogy. Thus, what is needed, according to Rogers, is that instructors should become facilitators of learning process by constructing interpersonal relationships with their learners. Thence, teachers need to be genuine facilitators discarding their masks of superiority. It is better to create a close professional relationship with students to guide their growth. Hence, teachers ought to communicate openly and empathetically with learners in their classrooms. With realizing this goal, teachers not only could understand themselves but also could be effective ones.

Banking of knowledge and learners' empowerment

Freire (1970) vigorously objected to the traditional banking of knowledge and spurred the importance of empowering learners by allowing them to negotiate their learning outcomes, to cooperate with teachers and other learners in the learning journey, to engage in critical thinking and to relate everything to their own life. So, Teachers should use the materials and activities based on meaningful contexts of genuine communication with learners to become active students. Thus, curriculum designers and developers should bring the phenomenological approach in the process of formulating their curricula.

Phenomenology and ESL Adult Education Curriculum

Phenomenologists view individual learners in relationship to the field in which they operate and interact (Edmund V. Sullivan, 1990). For the phenomenologists, the raw data of personal experiences are vital to understand the learning process; therefore, curriculum designers and/ or developers ought to consider the motivation and learners' achievements from one side and the concept of freedom from the other side to accomplish the desired learners' participation during the learning process for a better curriculum application.

Motivation and achievements

Students' needs should be met. Similarly, self-esteem and self-concept should be recognized as essential factors in learning process. Without the good feeling of oneself and the curiosity that there is a little chance for the cognitive growth during the learning process, learners will not generate the confidence about performing well as being active learners. So, educators should make school setting more satisfying to their learners and be more consistent with their interests. Thence, those learners can gain sense of power, belonging, fulfillment, and importance of classroom. The Adult Education Curriculum developers and/or designers could achieve this goal by recalling the humanistic approach in their design as it involves a certain amount of warmth, genuineness, and concern for learners. Progressive educators such as Pestalozzia, Froebel, Parker, and Wasburne adopt many of phenomenological theories to explain the progressive thinking in teaching process. The curriculum's focus should not be on the academic achievement, yet on the whole learner, on his/her social, psychological, physical and cognitive needs.

In the final analysis, learning in school occurs in groups with a formalized curriculum. Educators need to support and nurture various learning opportunities, recognize several different domains of learning; and provide rewards and recognitions for forms and levels of achievements, including efforts, improvement, imagination, intuition, individuality, and maturity. Yet, the learners' freedom to navigate the various discussed ideas should be considered and directed for better learning habits.

The concept of freedom

Personal freedom is deemed another important facet in Phenomenological and /or Humanistic Psychology. Gordon Allport wrote about freedom: "I think people have a great deal more freedom than they ever use, simply because they separate out of habits, prejudice and stereotypes (p.59).Freedom broadens the learners' knowledge of alternative ways of perceiving themselves and their environment. It permits them latitude to realize their goals, and find the fit between achievements and goals, and past learning and new learning to generate ways for additional learning (Roger, 1983).

To this point, I can recall Roger's ideas (1981) regarding the necessity of designing a curriculum that helps learners discover their learning potential in a behavioral, cognitive, and humanistic sphere. Furthermore, Phenomenological approach could equip learners with the awareness and strategy to enhance their psychological and cognitive growth.

Autonomy, Awareness, and Strategic Action

Learning styles underscore the importance of recognizing learning varying preferences (Ehrman, & Leaver, 2003). Douglas Brown (2007) proposes that Learning styles represent preferable approaches rather than stable trait which means that learners can adapt to various contexts and situations. Styles can be reflections to one's cultural background (Wintergerst, DeCapua, &Itzen, 2001) which spurs instructors to be sensitive to their students' culture and background in the process of involving them in the various classroom activities. Thence, students could be autonomous learners who are aware of their learning styles, preferences, strengths, and weaknesses to finally take proper actions to meet their learning challenges.

Instructors could increase their students' autonomy by saving opportunities to do things during the class activities such as problem- solving in small groups, practice language outside classroom settings (Brown, 1989). Furthermore, instructors ought to encourage their learners to create learning pathways of success by providing those learners with the methods to monitor their progress through constant feedbacks. Offering various activities could increase the feasibility of students' monitoring learning process that suggests strategies that might help those learners become more successful (Brown, 2007).

Chamot (2005) divided the learning strategies into three major categories: First, Metacognitive; as shown in table (1), it is a strategy that involves planning for learning, thinking about the learning process, monitoring the one's production, and evaluating the entire learning process after completing the learning activity.

Table 1:Metacognitive Strategies

Strategy	Description
• Advanced organizers	. The instructors make a general, yet comprehensive preview of the concept used through the learning activity
• Directed attention	. The instructor brings various discussions into the activity using variety of instructional procedures and avoiding irrelevant distractors in order to reach advanced decision.
• Selective attention	.Deciding in advance to attend specific aspect(s) of language that will direct learners' attention to some specific learning input
• Self-management	.Understand the circumstances that could help one learn and arrange or rearrange the presence of these conditions
• Functional planning	.Planning for the linguistic components that help with accomplishing the activity task.
• Self-monitoring	. Modifying and redirecting one's syntax, vocabulary...etc. for the proper contact with the people who are present.
• Self-Evaluation	. Checking the outcome of one's own learning about the internal measure of the activity completeness and accuracy.

Secondly,Cognitive strategy. As shown in table (2), it is a strategy that focuses on one' s learning task and involves more manipulation for the used materials within the same task.

Table 2: Cognitive Strategy

Strategy	Description
• Repetition	.Imitating the language model through silent rehearsal.
• Resourcing	. Making use of the language references relating to the covered materials.
• Translation	. Making use of the first language as a tool to understand the discussed activity.
• Grouping	.The process of reclassifying the materials to create basic and influential contributions during the learning process.
• Deduction	. Applying the rule consciously to produce effective second language practice.
• Key-word	. Remembering the second language various activities by identifying a familiar activity in the first language or by generating a similar image for the activity being discussed
• Inferencing	. The ability of using the available information to construct an educational guess to the used information.

Thirdly, Socio-affective strategy; as shown in table (3), it is the one that has to do with the social activity that drives the learning process regarding the interacting procedures among learners.

Table 3: Socio- Affective Strategy

Strategy	Description
• Cooperation	.The process of working with one or more learner to obtain feedback, or language activity models
• Questions for more clarifications	. The process of asking the instructor or other native friend colleague for more explanation or deep task's clarifications.

Humanistic approach and Oral Feedback in ESL contexts

It is known that teachers' oral feedbacks are received differently. Anxiety may have negative influence on the way learners benefit from the oral feedback process within the classroom context. Ellis (2011) stated that oral feedbacks become a highly controversial issue in ESL classrooms. Most studies support the corrective feedback effectiveness in classroom contexts (Farrokhi,&Sattarpour, 2012; Lyster, et al., 2013; Rassaei 2013; Erlam, et al., 2013; Lee, 2013). Furthermore, many meta- analyses have recently concluded that oral or written corrective feedback plays a facilitative role in SLA (Lyster& Saito, 2010; Shaofeng, 2010; Li, 2010). On the other hand, some research indicates that there are some doubts with respect to the effectiveness of feedback' s use in ESL context due to the negative effects on learners (Truscott, 2007).

According to Krashen (1982), corrective feedback can motivate learners to take a defensive position. Moreover, Troscott (1999) stated that corrective feedback regarding learners' errors may cause embarrassment, anger, feeling of inferiority, and inhibition among the ESL classroom learners. He viewed the process of error treatment as a traumatic experience that is not helpful for students because its negative and harmful effects may demotivate learners. In short, that theoretical debate on the corrective feedbacks' effectiveness or ineffectiveness still continues and generates much controversy among SLA researchers, even though the results of some studies regarding the positive effect of corrective feedback on learners' grammatical accuracy.

The process of corrective feedback is a highly complex instructional phenomenon that encroaches cognitive, social, and psychological dimensions (Ellis, 2009). The corrective feedback can make cognitive contributions due to its facilitative role (step by step guidance along the lesson' segments) in L2 learning (Ayedh,& Khaled, 2011). Within the course of applying the corrective feedback, educators notice that learners need to constantly feel encouraged to keep learning (Martínez, 2008). In contrast, negative evidence provided through the use of corrective feedback may damage learners' feelings and attitudes; therefore, educators should consider the potential affective damage cogently (Hyland,& Hyland 2006).

Learners' emotions towards corrective feedback depend on how it is managed (Ayedh, & Khaled, 2011). The corrective feedback can be used with the extent that prevents learners from being discouraged and destructive (Ayedh, & Khaled, 2011). Corrective feedback can be negative in terms of motivation and successful attributions if it is used frequently. Storch (2010) stated that: "Providing feedback on a large number of errors may overwhelm the learners and be considered time consuming for the teachers" (p.43). In this sense, educators should know when and how to send their corrective feedback in a way that keeps their learners motivated, considering those learners' sensitiveness and personality. For instance, instructors should deem students' linguistic competencies and attempt providing the feedback orally or written based on students' preference to keep them motivated. Up to this point, the used feedback could be in a form that instructors find properly enhances students' specific linguistic skills. Therefore, Ellis (2010) reports that ESL educators should abandon corrective feedback if it is a source of anxiety to their learners.

Humanistic approach and language functions

There are two major functions of language: communal and communicative (Widdowson, 1994). Widdowson (1994) reports that communal functions correlate with the convention (such as spelling, and accent) while the communicative functions relate to communication among the learners.

Haddy (1999) states that the innovative ELT curricula relate with the English use in classrooms (the immersion), no teacher-centered classes (students may express themselves using the way they like most), and the increased English practice rooms in schools (English lounges where English is the only way for communication).

Ellis (1993) argues for the benefits of structural syllabus in designing English language programs. Structural syllabus incorporates structures of the language at various levels (such as phonology, morphology, syntax, and pragmatics) for English language learners. Ellis constructs his argument upon the claim that grammar should be discussed as a part of the consciousness-raising act among ESL learners. The process of consciousness-raising refers to building an understanding of the various functions of the target language. On the other hand, much of the 21st century English Language Learning occurs in informal, out-of-class settings; therefore, learners are exposed to a variety of language inputs that are derived from a myriad of English language contexts. Thence, English Language syllabus that do not account for the different contextual variables will not be effective.

Curriculum design and material developments work together for the learners' linguistic skills construction. Good materials are essential for achieving the goals stated in the syllabus. The authentic materials are quite pervasive in the ESL contexts. The learners are exposed to real world situations that acquire effective receptive competence in the second language (Guariento, & Morley, 2001). Guariento and Morley (2001) stated that using authentic materials bridge the gap between the learners' linguistic knowledge and their ability to use the language in real life situation. However, educators should be aware of the mismatch between these selected materials and the language tasks.

Authentic and/or artificial materials

Matsudo (2003) reported that textbooks should provide English language learners with more exposure to the International English Language. In case of English language materials, learners accomplish their tasks based upon guessing rather than understanding the task related to the context as the used contexts are American or British mostly. Therefore, the authentic material should be used with caution as it is less interesting than artificial materials (Peacock, 1997). Wong, Kwok, and Choi (1995) reported that the effectiveness of the authentic materials depends on teachers' knowledge of their learners, and teachers' judgement of the utilization of the materials. Thence, Gonzalez (2010) proposed that there is an urgent need to incorporate the local educators' voices into the design of curricular and development of the learning materials.

Assessment (how and why)

Topping (2009) proposed that assessments are integral of any language curriculum. Teachers and learners need to have some form of assessments in order to gauge learners' achievements and evaluate the effectiveness of instructions. Assessments may be required as gate-measures for various purposes such as jobs, immigration, and being licensed. Assessments in ELT (English Language Teaching) are particularly complicated on two counts: First, the unprecedented number of test takers and the high number of stakes involved in these tests. Second, the absence of a single uniform reference for Standard English; therefore, it is difficult for test givers to design and administer tests that assess learners' knowledge for communication in the pluricentric world.

Additionally, the teachers are compounded by questions as how to assess learners' English proficiency objectively and what skills could be used to reflect learners' actual language proficiency. High stake English tests such as TOEFL (IBT, CBT, ITP), and IELTS are biased and unfair to test takers who follow ex-normatively standards (Hamp-Lyons & Davies, 2008). Hamp, Lyon, and Davis (2008) proposed that imposing the native speakers' norm on the non-native speakers, many of whom have local norms (such as Indian English, Chinese English, Arabic English) is discriminatory. Wigglesworth (2005) reported that high-stakes proficiency English tests as IELTS, TOEFL, TOEIC are often claimed to be international with its scope, yet there is a failure with providing a uniform reference point as to what should be deemed as an international English language knowledge base. Additionally, ignoring the other contexts around the world in which these tests' results are to be utilized is another problematic issue.

English language educators are caught-up between assessing their learners' communicative competence and grammatical knowledge. They could evaluate both non-academic and informal skills by academically and professionally assessing the communicative competence, reading and writing levels. It is daunting to assess the spoken language due to the absence of uniform reference for Standard English pronunciation. It is extremely difficult for test administrators to set uniform grading rubrics for evaluating pronunciation (Levis, 2005). Levis (2005) proposed that intelligibility principle is absent within the universally-agreed-upon measure for the speech intelligibility.

There are so many variables that influence the intelligibility measurement, which make it impossible to obtain a truly objective intelligibility score (Levis, 2005). Thus, it is evident that many problems are due to the unavailability of a uniform standard that can be modelled as designing tests. Hence, educators ought to consider learners' linguistic capacities and the optimal paths to achieve their curriculum objectives.

English Language Educators' Roles and Challenges

These days, English language educators confront unprecedented challenges that make their work difficult. They play a central role in language pedagogy in and out classrooms setting. Teachers have profound impacts on their learning outcomes by the way they tackle to accomplish their pedagogical tasks. Matsuda (2006) reported that literature in the field suggests how English language educators' jobs have become complex with the emerging English norms across the globe. Therefore, teachers should play a crucial role with carrying the classroom teaching activities that focus on specific linguistic competencies within their curricula in order to materialize the changes in English language teaching (Baumgartner, 2007).

Teachers should have the declarative knowledge about their subject area as well as understanding the various facts relating to educational psychology, second language acquisition, and current socio-political events (Pasternak & Bailey, 2004). Pasternak and Bailey (2004) maintain that English language educators should have the procedural-knowledge (how to do things); educators should accomplish three tasks: 1st, know about using the target language; 2nd, teach in a culturally sensitive way; and 3rd, know how to behave in a target culture. Drawing on the teacher education program in Egypt, the teachers work under various local constraints: Cultural and religious. Therefore, it is highly recommended to go further beyond inner-circle variety of English in teaching training programs and classroom teaching to demonstrate the myth of the native speaker (Snow, Kamhi-Stein, & Brinton's ,2006). Overall, literature in the field recognizes the benefits of considering the local norms for the English language teaching in teachers' language training programs. A corollary of this is that English materials, English training objectives, and English curriculum rarely addresses learners' needs and context- specific needs. There is an urgent need to recognize the non- native inner circle varieties of English.

Traditional approach versus humanistic one

The traditional approach with teaching English as a second language takes into account the components of the covered materials. The covered degree is defined by learners' grades. This approach ignores the fact that both grades and interpretations of degree regarding the covered materials, it is subject to individual criteria of each educator. Also, it ignores the individual characteristics and capacities of learners. On the other hand, humanistic approach to the success criterion is based on the development of certain social and emotional capacities. Success in learning foreign language is determined by cognitive structure, emotional and affective traits, and learners' personal characteristics. The goal of humanistic approach is to create responsible learners that accept different cultures. Using the humanistic approach starts with the thoughts that make educational experience in classroom contexts.

In the same token, the humanistic perspective is to focus on the learners' self- realization towards the full potential of each learner. Consequently, those learners could develop the knowledge and skills they need to actively participate in this constantly changeable world. Thence, learners should be trained to be independent and recognize the relationship between school subjects and the world around in order to use their critical thinking skills to solve their life's problem.

Within the course of teaching foreign language, educators aim at developing their learners' language and communication skills. Additionally, language teaching aims at developing positive attitudes and grasping different cultures. Hence, learning a new culture is more than mastering the linguistic skills such as the syntactic rules. Teaching a new language involves teaching cognitive and analytical skills besides equipping learners with the tools for self-perceptions, and the acceptance of new cultures and/or cultural behaviors.

Humanistic Approach and in class communications

Humanistic approach demands teachers to have empathy for their students. They can get this empathy if they attempt understanding how their students receive their world (Roger, 1983). William and Burden (1997) stated that understanding students means accepting the imperfection of those students to guide them properly. Humanistic approach encourages learners to discuss their attitudes and think about themselves and others for more positive interaction development in classes.

Freeman (1996) proposes that to know learners, teachers better plan teaching, and adapt the interests and/ or needs of those learners to deliver a well- planned lesson with regard to the constant changeable world.

Additionally, the classroom communications should have the same weight of cognitive and affective skills during the curriculum implementations. Bornyie (2009) proposed that teaching any new language could not be separate from the social context in which it takes place. Thornbury and Slade (2006) reported that socio-cultural learning theories emphasize the importance of the conversation as a means of long- learning process. Therefore, teaching a new language should be a way to create real communication with cogent considerations of linguistic, and social aspects of the classroom context (Allwright, 1983).

Conclusion

Language is a pre- social activity where students could interact during the various classes and through a variety of contexts. With the humanistic approach, students can develop a sense of belonging and show their desires to be active learners. The classroom's interaction affects the quality of learning; therefor, Heron (1999) stated that the dynamics of the group are based on the feelings. Furthermore, Dornei and Murphy (2003) stated that if students feel with the teachers' desire to help, they themselves create the desire to help others. The dynamics of the group work is essential for keeping the speech development in classrooms (Williams & Burden, 1997). Consequently, the effective learning could occur during these dynamic conversations among learners.

In the heart of phenomenological and humanistic approach are the human centeredness, a sense of autonomy and independence, the human dignity idea, the virtuous of actions, and personal responsibility. Educators' main concern is the psychological and academic growth of their learners that create knowledge seekers and social progressive individuals.

As educators, we have a series of questions: What do we need our students to be able to do? How will we know that our students truly understand and have the ability to apply their knowledge in a meaningful way? And how might we design our courses/ units as adult educators to emphasize understanding rather than curriculum coverage? To answer these questions, we should deal with our learner as a whole to save motivating environment for more learning opportunities. It is reasonable for the Curricularists to determine what knowledge students need in order to achieve high learning outcomes. However, they should raise the question "What content best addresses those ESL adult learners' interests and needs?" Therefore, Educators/ Curriculum designers and developers should consider the importance of knowledge relatedness with their learners as well as communities through tackling the phenomenological and humanistic approach.

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