



The Effect of the Humanistic Approach on the Development of the Communicative Competence of the EFL Preparatory School Students

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بحث مشتق من الرسالة الخاصة بالباحثة

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Abstract

The aim of the present research is to investigate the effect of the Humanistic Approach (HA) on developing the Communicative Competence (CC) for the EFL second year preparatory school students. The study adopted the experimental design. 61 preparatory school students, in Zagazig Preparatory School for Girls, were participated in the present study. Participants were randomly assigned to two groups; an experimental group and a control one. First, the participants in the two groups completed the communicative competence test. Next, the students of the experimental group received the Humanistic Approach based- instruction, through applying the Community Language Learning (CLL) method. Participants in the control group received the regular instruction. After administering the experiment, all the participants in the two groups completed the communicative competence posttest. The pre-test-treatment-posttest design allowed an assessment of the effect of the Humanistic Approach within the experimental group and against the control group. Collected data were analyzed using the Statistics Package for Social Science (SPSS). Findings revealed that the experimental group students' communicative competence improved as a result of using the program based on the Humanistic Approach. In addition, they outperformed their peers in the control group, in the communicative competence posttests. Finally, the study carried important recommendations and suggestions for further research.

Keywords: the Humanistic Approach (HA); the Communicative Competence (CC)

1- Introduction

Communication lies at the center of the everyday interactions of people. It is also at the heart of world language instruction. It is basically the transmission of message from one person to another and occurs when one person sends message to another and the receiving message is understood. Communication also is the mechanism of conveying feelings, thoughts, commands or actions to someone else. It happens when information, knowledge and meaning flow from one point to another. In teaching language, communication will be effective if the flow is full and the knowledge is accurate and valuable.

Communicative competence is a key to successful communication (Mahmood, 2012). The term 'communicative competence' has been in circulation for about forty years and has been used extensively in justifications and explications of communicative language teaching. It has been defined and discussed in many different ways by language scholars of different fields. It is as "the ability to interact well with others" (Safriyani, 2009). For more declaration, he explained that, "the term 'well' refers to accuracy, clarity, comprehensibility, coherence, expertise, effectiveness and appropriateness. Romaine (2000) defined it as being "a speaker's underlying knowledge of the rules of grammar and rules for their use in socially appropriate circumstances. According to Ellis (1999), communicative competence is "the knowledge that users of a language have internalized to enable them to understand and produce messages in the language".

Whatever the definition of the communicative competence is, gaining good communication skills is always considered one of the most important factors for the language learners. It can be said that the ultimate goal of any EFL instructor or learner is achieving adequate performance in the communicative competence. In other words, the basic goal of teaching an L2 is to develop the ability to communicate in the foreign language, not the mastery of linguistic structures. Therefore,

Lawal (2002) pointed out that the communicative competence is the ultimate goal of any useful language teaching program.

Canale and Swain (1983) proposed a theoretical framework in which they outlined the contents and boundaries of three areas of communicative competence; grammatical, sociolinguistic, strategic and discourse competence. The most important notice is that this model of communicative competence has brought about a shift of emphasis from the teaching of grammar and vocabulary to the acquisition of socio-linguistic and discourse competence and reflects a remarkable change in the methods and materials used in the present day language pedagogy. Recently, with the change of focus from grammar to communication within linguistic theories, L2 language teachers and researchers have shifted the object of their linguistic analysis accordingly.

In our language classrooms, students have to use their target language, productively and receptively, in unrehearsed contexts under proper guidance, but not under the strict control of a teacher. As Richards & Rodgers (2002) mentioned, EFL/ESL teachers should consider the projects that match the rules of communicative language teaching while searching for solutions to large class sizes and unmotivated students. The learner-centeredness and the active participation of FL students in carrying out communication activities such as pair and group work, role-plays, games and problem-solving independently can develop their communication skills in order to be able to apply what they learn in classrooms in the outside world (Alptekin, 2002).

We can conclude that, in FL learning contexts, it is better to develop a model of communicative competence that takes into account the specific contextual, social and linguistic factors of non-native speakers. There is a need for approaches that are learner centered in that they take into account learners' backgrounds, language needs, and goals allowing learners some role in instructional decisions. Regular

instruction does not have the qualities required to justify the label communicative language teaching "CLT" which Wesche and Skehan (2002) and Basri (2013) mentioned as activities that require frequent interaction among learners or with other interlocutors to exchange information and solve problems, nor using of authentic (non-pedagogic) texts and communication activities linked to "real-world" contexts, nor the interactive, harmonious relationship teacher-student relationship in a climate of security created in the classroom.

One of the approaches that actually can provide all of the previous qualities or demands for achieving the communicative competence is the Humanistic approach. The Humanistic Approach (HA), which is different from other communicative approaches attempt to blend what students feel, think, and know with what they are learning in the target language. Besides, it puts a great emphasis on personal growth, beyond language mastery; such a quality distinguishes humanistic techniques from general communicative techniques. It is "the affective factor". The developers of the humanistic approach believe that the affective component contributes at least as much as and often more to language learning than the cognitive skills.

The humanistic method, Community Language Learning (CLL) with its variety of activities as translation, group work, recording, transcription, reflection, analysis, and free conversation can increase students' communication competence (Milik, 2012). The great advantage of the humanistic method; the CLL is that the learning of a foreign language is based on the desire to communicate with others, thus it provides holistic learning, personal growth, self-development and greater self-esteem while acquiring communicative competence in the FL/L2 (Bancroft, 2005). Moreover, the CLL presents a unique approach to synthesize communicative competence by providing a secure and non-threatening environment with the focus on the students' affective domain (Wu, 2010).

2- The Humanistic Approach

2.1 Theoretical Background

In the academic context, humanism or humanistic approach most possibly referred to the school of psychology called Humanistic Psychology (HP) that emerged in the 1950s (Wikipedia,2010). The works of Carl Rogers and Abraham Maslow developed the Humanistic Psychology in the early seventies. Those early works were called the "Counseling Learning". Rogers and Maslow believed that the most fundamental motivation in life is personal growth and fulfillment (Soviyah, 2007) . According to Rogers, the developer of the humanistic approach, the learners were not to be considered as a "class", but as a "group". In other words, the learners ought to be considered as "clients" and the teachers were "counselors", who addressed the learners' needs.

2.2 The Principles of the Humanistic Education

The humanistic approach has its own tenets or principles which declared by Mehrgan (2012) in his critical look over humanistic education as the following:

- 1- A principal purpose of education is to provide learning and an environment that facilitate the achievement of the full potential of the students;
- 2- Personal growth as well as cognitive goal is a responsibility of the school. Therefore, education should deal with both dimensions of humans; the cognitive or intellectual and the affective or emotional;
- 3- For learning to be significant, feelings must be recognized and put to use;
- 4- Significant learning is discovered for oneself;
- 5- Human beings want to actualize their potential;
- 6- Having healthy relationships with other classmates is more conducive to learning;

- 7- Learning more about oneself is a motivating factor in learning;
- 8- Increasing one's self-esteem enhances learning.

2.3 The Impact of Humanism on Language Learning

In a humane language classroom, the learners' feelings are respected. Personal emotions and aesthetic appreciations should be encouraged. This approach will lead students to be successful in learning a language since they are able to express themselves in the target language more easily. The teacher gives them trust and respect to express what they feel and thought and share it with their friends in the target language. Students seem unaware that they are to study the language since the activities and materials are closely related to their feelings and lives (Soviyah, 2007).

Mehrgan (2012) also believed that Humanistic Language Teaching (HLT) has a new view of the language teachers that comprises recognizing the importance of their personal development. But it does not actually mean that language teachers do not need a firm command of the language being taught or proper training in language teaching methodology. Previously supporting this view, Stevick (1996) declared that the philosophy of HLT underpins such an idea that language learners' needs should be implemented by their language teachers. Teachers are required to be attuned to the needs and wants of their learners. Arnold (1998) also declared that for language to achieve its communicative function, the role played by humanism is essential. Surely, the language learning outcomes will be excellent if the teaching process supported and touched by humanism.

The supportive and cooperative atmosphere of the humanistic education in the classroom can enhance the language skills which are often seen as difficult by the EFL learners. In her research, Mardijono (2001) proved that using humanistic strategies brought out the best of the students in the speaking class. The study found that the humanistic

strategies created a co-operative and supportive group atmosphere and had given positive effects on the students' speech performance.

Therefore, it can be concluded that humanistic language teaching holds that language learners will speed up their learning process if teachers make their attempts to draw on the humanistic views in their instruction. Now there is necessity to spotlight the most famous humanistic methodologies that teachers can utilize and apply while teaching language to their students.

2.4 The Humanistic Methodologies:

Many humanistic methodologies in language teaching and learning were introduced as early as the 1970s. They were the Total Physical Response, the Silent Way, Community Language Learning and Suggestopedia. In this research, the Community Language Learning (CLL) method is adopted. The reason behind this choice is the suitability of this method to be applied in our traditional classrooms. Besides, it can be applied in various settings, using small adequate techniques like group tasks or transcription of student-generated text, reflecting on experience, listening sessions, recordings of student-generated conversations, and transcriptions. Unlike in Suggestopedia method, CLL does not require high expenses to provide the suitable humanistic atmosphere within the classroom. Unlike the Silent Way, the teacher is not silent most of the time; such attitude looks strange for the learners.

2.4.1 Community Language Learning (CLL).

It has its origin in Rogerian therapeutic counseling theory (Richards and Rogers, 2001, as cited in Rahman, 2008). The value of CLL has been its emphasis on whole-person learning; the role of a supportive, nonjudgmental teacher; the passing of responsibility for learning to the learners. In CLL, the aim is to involve the learner's whole personality. In the CLL class, the entire environment should be non-defensive, where, expression, reflection, attention, security, retention & discrimination are involved. Students share in these activities:

translation, group work, recording, transcription, analysis, reflection and observation, listening, and free conversation (Rahman, 2008).

2.4.2 Five Stages of CLL

In order for any learning to take place, what is first needed is for the members to interact in an interpersonal relationship in which students and teacher join together to facilitate learning in a context of valuing and prizing each individual in the group. The learner passes through five psychological stages as learning progresses; Birth, self-assertion, separate existence Adolescence and Independence.

Many studies were conducted to highlight the effectiveness of this humanistic method, Community Language Learning (CLL). For example, Nashroh (2015) conducted an experimental study to investigate its effect on students' achievement in speaking skill. 40 eleventh (XI) grade students participated in this study. Results showed that the students in the experimental group outperformed their peers in the speaking posttest. The CLL method also proved to increase the EFL learners' participation in conversation lessons. Moreover, in a study of Nurahsanah (2015), she used it for the students of International Class Program State Institute of Islamic Studies (IAIN). The researcher used Classroom Action Research (CAR) , accompanied by an observer. The researcher conducts pretest and posttest within 2 cycles. Each cycle consists of planning, acting, observing and reflecting. Findings showed that the students' participation increased not only their conversation but also their motivation.

3- The Humanistic Approach and the Communicative Competence

As it was mentioned, the humanistic instruction brings and stresses students' feelings and experiences into the learning environment. As Fonseca and Díaz (2003) discussed, leaners' personal experience is always considered as valuable knowledge that can be used as a resource for language leaning developing communication skills. They added that communication skills are not only based on cognitive aspects such as the

knowledge of the language per se, but also on affective ones as, the capacity of relating to others, personal security and self-confidence. The humanistic exercises enhance motivation for learners and are also a way to improve their communicative competence by making them talk and listen in L2 (Fonseca and Díaz, 2003). In fact, the undertaking of humanistic exercises in the FL classroom can be defined as a facilitation strategy for learning that emerges from a positive environment for interaction that benefits students and teachers. The utilization of humanistic exercises in the English classroom showed that students will interact with each other when they have something important to share.

More specifically, Community Language Learning” (CLL) emerged as an application of the group counseling process to language teaching and learning. Community Language Learning is one of the methods that is used to develop students’ communication skills. As Milik (2012) declared, in CLL method there are different activities as translation, group work, recording, transcription, reflection and observation, analysis discussion, and free conversation. Throughout these activities, students will enjoy, have fun, and being responsible in learning. Consequently, as Milik said, these activities can increase students’ communication competence. In addition, according to Bancroft (2005) in many courses that have been taught using Community Language Learning, the students’ interaction and communication improved and very good results in language acquisition was produced. That was due to the climate of security created in the classroom, the students acquire a better self-image

Since the CLL is a learner-centered and communication-based approach, one of the goals of the CLL is to develop students' "communicative competence" (Matsuta, n.d). Besides, in the CLL method, teachers and students develop a positive relationship that allows them to work together to find the causes of the misbehavior. The great advantage of the humanistic methods and the CLL specifically is that the

learning of a foreign language in the CLLM, based on the desire to communicate with others, thus it provides holistic learning, personal growth, self-development and greater self-esteem while acquiring communicative competence in the second (or foreign) language (Bancroft,2005).

Some studies as that of Pathak (2014) who aimed at finding out the effect of the humanistic approach on developing university students' communication skills and gauging the readiness for the acceptability of such an approach. Participants in that project were Engineers and Professionals from Technological Universities where English is the Medium of instruction. Findings revealed that the humanistic approach significantly enhanced the participants' communication skills. Besides, Fonseca and Díaz in 2003, in their research, an English teacher in the Spanish secondary school used humanistic exercises to enhance communicative competence for 30 Spanish students in their first year of Secondary Education. Data collection procedures such as audio-recorded lessons, language tests and motivation questionnaires were used. The results indicated that the usefulness of these humanistic activities as key elements in fostering the type of meaningful contextual interaction that promotes high motivation and selective attention. They also generated a sense of community and the emergence of collaborative relationships. Findings revealed that more oral contributions in the target language were observed as learners exhibited interest in expressing their feeling and thoughts. Besides, the researchers suggested that humanistic exercises enhance motivation in learners and are also a way to improve their communicative competence by making them talk and listen in L2.

Therefore, it is important for teachers to create a less threatening environment in which language learners communicate more efficiently. The humanistic methods as CLLM provide this kind of relaxing learning environments.

4- The Problem of the Study

In spite of the importance of EFL communicative competence skills, there is a lack in the communication skills among preparatory school students. This lack revealed itself through analyzing some skills of communicative skills among the second year preparatory school students (N= 30), in a pilot study that was conducted by the researcher in the school year 2013/2014. The pilot study revealed the low level of the communicative skills among those students.

Thus there is a need for developing the communicative competence among the second year preparatory school students. Consequently, the present study aims at investigating the effect of the humanistic approach on developing some skills of the communicative competence for those students.

5- Questions of the study :

In order to tackle this problem, the present study is an attempt to address this main question:

“What is the effect of the humanistic approach based-program on developing the communicative competence for the second year EFL preparatory school students?”

The following sub-questions are derived from these basic questions:

- 1- What are the skills of the communicative competence required for EFL preparatory school students?
- 2- What is the framework of the humanistic approach based-program used for developing EFL 2nd year preparatory school students' communicative competence and linguistic awareness?
- 3- What is the effect of the Humanistic Approach on developing the communicative competence 2nd year EFL preparatory school students?

6- Hypotheses of the Study

On the basis of the aforementioned review of the relevant studies the research hypotheses could be formulated as follows:

- 1- There would be no statistical significant difference between the mean scores of the experimental group (taught through the Humanistic Approach based-instruction) and the control group (taught through the regular instruction), on the pretest of the communicative competence.
- 2- There would be a statistical significant difference between the mean scores of the experimental group (taught through the Humanistic Approach based-instruction) and the control group (taught through the regular instruction), on the posttest of the communicative competence, in favor of the experimental group.
- 3- There would be a statistical significant difference between the mean scores of the experimental group (taught through the Humanistic Approach) on the pre and post communicative competence tests, in favor of the posttest.

7- Significance of the Study

The present study is hoped to be significant to:

- **Preparatory school students.** It may be useful for them to overcome the difficulties which they usually face while communicating in English, through adopting one of the Humanistic Approach's methods; the Community Language Learning.
- **EFL Teachers.** It may provide them with a teaching program for achieving the ultimate goal of teaching English; communication.
- **Course designers.** It may be useful for them through planning the course that is prescribed for the preparatory school students; as it presents some activities that are thought to develop some skills of communication.

8- Delimitations of the Study

The following delimitations are stated in the present study:

- a) The 2nd year preparatory school students. It is supposed that students at this educational cycle, who have studied English as a

foreign language for about eight years, have already known the principles of the English language. This familiarity with English language would pave the way for the prepared programs to develop their communicative competence skills.

- b) Some communicative competence skills that were stated by the TEFL experts as important and appropriate for the 2nd year preparatory school students.
- c) A delimited duration for implementing the Humanistic Approach based- program (about 8 weeks).

9- Procedures of the study

The present study was conducted by using the following procedures:

- 1- Reviewing literature and previous studies related to the communicative competence; to:
 - Prepare a list of the communicative competence and its skills required for the preparatory school students.
 - Know how to measure the development of the communicative competence for the participants in the present study.
- 2- Validating the prepared list of the skills of the communicative competence by submitting it to a number of TEFL specialists; to select the most appropriate ones to the subjects of the study.
- 3- Constructing the test of the communicative competence and then submitting it to a number of TEFL specialists to identify its validity.
- 4- Reviewing the literature and the previous studies related to the Humanistic Approach to design the humanistic approach based-program used to develop the skills of the communicative competence for the participants in the present study.
- 5- Validating the humanistic approach based- program by submitting it to a number of TEFL specialists.
- 6- Selecting the sample of the study purposely and dividing them into two groups; the experimental group (taught through the

- Humanistic Approach based-instruction) and the control group (taught through the regular instruction).
- 7- Administering the test of the communicative competence to the two groups.
 - 8- Implementing the humanistic approach based-program (by the researcher) to the experimental group participants; aiming at developing their communicative competence skills. Besides, teaching the selected units through the regular instruction for the control group participants.
 - 9- Readministering the test of the communicative competence to the experimental group and the control one; to investigate the effect of the Humanistic Approach on developing the communicative competence skills for the experimental group.
 - 10- Comparing the results of the pretests with the results of the posttests and then analyzing them statistically.
 - 11- Interpreting the results and discussing them.
 - 12- Presenting conclusion, recommendations and suggestions for further researches.

10- Definition of Terms

10.1 The Humanistic Approach

Soviyah (2007), the humanistic education is a two-way street education which strives to integrate the subject matter and personal growth dimensions of the students. For Kerr (2007) the humanistic education has basic tenets, which include human values development, anxiety avoidance, the learner's personal growth, affective and intellectual engagement, active involvement in the learning process and responsibility for one's own learning constitute.

In the present study, the humanistic approach in language teaching is a way of teaching where the content is related to the feelings, experiences, memories and hopes of the students. It is crystalized in the humanistic method; Community Language Learning (CLL) method.

Students, who work always in groups, are viewed as human beings who have feelings, emotions and responsibilities and teachers are to give them trust and respect climate to express those in the classroom so that they can achieve certain goals related to communicative competence.

10.2 The Communicative Competence

Hymes (1972), the developer of the term “communicative competence”, defined it as the ability to communicate in everyday situations. It includes knowledge of grammar, vocabulary, rules of speaking and responding and use of language appropriately in different social contexts. For Brown (2007), communicative competence is the aspect of our competence that enables us to convey and interpret messages and negotiate meanings interpersonally within specific contexts. According to Regina and Chinwe (2014), it is the EFL user’s ability to use the target language in such a way that depicts mastery of its grammar, syntax and the recognition of socio-cultural norms and social context in language use and the ability to effectively use language strategies in communication

Operationally, the communicative competence is defined in terms of the students’ sufficient knowledge of language elements (such as syntax, spelling, pronunciation), manipulating both spoken and written language in coherent and cohesive stretches of discourse, , employing strategies which a language user can resort to when communication breaks down, and using language appropriately in different situations. This knowledge is reflected in their performance on the communicative competence test.

12. The Method of the Study:

12.1 Participants of the study

This research comprised a group of second year preparatory school students (n=61). All the participants were girls in Al Zagazig Preparatory School for Girls. All the participants' aged about 13 years

old. They are all started learning English at the beginning of the primary stage. To participate in the present study, they were divided randomly into two groups; experimental (31) and control (30).

12.2 Instruments of the study:

To implement the program based on the Humanistic approach, the present study made use of two main instruments in addition to the experimental treatment. They are: (1) The Communicative Competence Checklist which is consisted of the skills and sub-skills of the communicative competence.

(2) The test of the communicative competence.

12.2.a. The communicative Competence Test:

After preparing the list of the communicative competence skills in its final version, the researcher constructed the test of the communicative competence for the EFL second year preparatory school students. This test was used as a pre and posttest to make sure that all the participants in the two groups had the same level before starting the experiments, and hence any progress achieved by the experimental group can be attributed to the effectiveness of the designed program based on the Humanistic Approach.

12.2.c. The Reliability of the Communicative Competence Test

In order to measure the test reliability, the researcher used the test – retest method. It was administered to a random sample of 20 students in the second year preparatory school. After a week, the researcher readministered the test again to the same students. The researcher scored the pre and posttests. She used Cronbach's Alpha (α) in SPSS Statistics. Results of the obtained correlation coefficient indicated that there was a stability of the students' scores, statistically significant at 0.01 level. This means the test is highly reliable and can be used later as a pre and posttest for this research.

12.3 The Humanistic Approach Based- Program

12.3.1 Sources of the program

The researcher prepared the program based on the previous studies such as Kamel and Al-Jamal (2009); Puspitasari (2011); Azizah (2014); and Nashroh (2015).

12.3.2 Description of the program

The researcher designed the program for this study. It was based on the Humanistic Approach (HA), specifically the Community Language Learning (CLL) method. The program was based on three units from Hello Book 2; the course prescribed to the second year preparatory school students. Each unit contains five lessons, so each group received fifteen educational sessions, besides the introductory session and the sessions utilized to administer the pre and posttests of the Communicative Competence. The researcher modified these units to be taught to the experimental group students. The researcher chose those units specifically; as they are talking about vivid topics like dreams, new friends, neighbors and jobs..etc. Such topics seemed to be attractive to the students to talk about; they can participate in free conversations to discuss these topics and give their opinions. Therefore their communicative competence skills can be developed through their interaction in their groups. The participants pass by the five stages of the Community Language Learning method (Birth, Self-assertion, Separate existence, adolescence and independence), experiencing different communicative skills (linguistic, strategic, sociolinguistic and discourse ones). Finally, the students put their reflection towards the experience in each session. The teacher's role is changed through the five stages.

12.3.3 Objectives of the Program

By the end of the program students will be able to:

- Identify the importance of the humanistic teaching in general and in language learning in particular.
- Identify the importance of the communicative competence skills in

general and to the preparatory school students in particular.

- Have the opportunity to communicate in groups about topics related to real life.
- Reflect on the educational sessions, expressing personal ideas towards the teaching method.

12.3.4 Duration of the Program

The program consists of fifteen lessons. Each lesson is concerned specifically with developing some skills of the communicative competence, throughout the Community Language Learning stages. The time devoted to each stage is different from one another, according to the type of activities in each stage.

Some lessons took more than one classroom session. Thus the program took about nine weeks. The researcher met the students of the experimental group three times a week. They received an introductory session before the educational sessions. The program was administered to the experimental group by the beginning of the second term in the school year 2015/2016.

12.3.5 Evaluation of the Program

The researcher evaluated the students' progress during the implementation of the program, by giving them tasks at the end of each session to make sure that the students achieved the objectives of the sessions. Finally, at the end of the program, the researcher applied the communicative competence test to measure the students' communicative competence skills.

13. Results of the Study and Discussion

13.1 The First Hypothesis

It was hypothesized that "There would be no statistical significant difference between the mean scores of the experimental group (taught through the Humanistic Approach) and the control group (taught through the traditional method), on the communicative competence pretest.

Therefore, t-test for independent samples was used to find out if there was a statistically significant difference between the mean scores of the experimental group and the control one on the pre communicative competence test.

Table 1, the result of the t-test of the experimental group and the control one in the communicative competence pretest and its significant

Group	Test	N	Mean	Std. Deviation	t-value	Sig.
Experimental Group	CC Pretest	31	20.5484	2.70603	.963	N.S
Control group		30	20.8000	2.54263		

Table 1 declares that there is no significant difference between the mean scores of the experimental group (taught through the humanistic approach) and that of the control group in the CC pretest. It is obvious from the mean scores of the two groups. Therefore the first hypothesis is accepted by this result.

13.2 The Second Hypothesis

It was hypothesized that "There would be a statistical significant difference between the mean scores of the experimental group (taught through the Humanistic Approach) and the control group (taught through the traditional method), on the communicative competence posttest, in favor of the experimental group. Therefore, t-test for independent samples was used to find out if there was a statistically significant difference between the mean scores of the experimental group and the control one on the post communicative competence test.

Table 2, The result of the t-test of the experimental group & the control one in the communicative competence posttest and their significance.

Group	Test	N	Mean	Std.	t-	Sig.
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				Deviation	value	
Experimental Group	CC	31	54.8065	7.65689	.000	0.01
Control group	Posttest	30	27.8333	2.32057		

Table 2 declares that there is a highly significant difference between the mean scores of the experimental group (taught through the humanistic approach) and that of the control group in the CC posttest. It is obvious that the mean scores of the experimental group (54.8065) is higher than that of the control one (27.8333). Therefore the second hypothesis is accepted by this result.

13.3 The Third Hypothesis

It was hypothesized that "There would be a statistical significant difference between the mean scores of the experimental group (taught through the Humanistic Approach) on the pre and post communicative competence tests, in favor of the posttest. Therefore, t-test for paired samples was used to find out if there was a statistically significant difference between the mean scores of the experimental group (taught through the Humanistic Approach) on the pre and post communicative competence tests.

Table 3 The result of the t-test of the experimental group in the pre and post communicative competence tests and their significance.

Group	Test	N	Mean	Std. Deviation	t-value	Sig.
Humanistic Group	CC Pretest	31	20.5484	2.70603	30.337	0.01
	CC Posttest		54.8065	7.65689		

The above table indicates that there is a statistical significant difference between the mean scores of the experimental group (taught through the Humanistic Approach) in the pre and post communicative competence test, in favor of the posttest. As it is indicated, the mean of the posttest is higher that of the pretest (54.8065). This result provides enough evidence to support the 3rd hypothesis.

13.4 the Effect of the Program

In order to measure the effect of the Humanistic approach based-program on the communicative competence (CC) of EFL preparatory school students, *Eta squared* equation, in the Statistical Package for the Social Services (SPSS), was used. The following table declares this effect.

Table 4, The Measurement of the effect of the Humanistic Approach on the Communicative Competence

Test		Sum of Squares	df	Mean Square	f	Sig.	Eta	Eta squared
CC	Between Groups	18191.032	1	18191.032	551.657	.000	.950	.902
	Within Groups	1978.516	60	32.975				
	Total	20169.548	61					

As it is declared in the above table, the effect of the Humanistic Approach on the participants' Communicative competence has a value of **0.902**. therefore, it can be considered that the program was effective in developing the communicative competence for the participants in the experimental group.

14. Discussion of the Results:

traditional classroom teaching of English which emphasizes on the knowledge of the systematic and integrity made those students bored and were not interested in the English language. As EFL learners, they were reticent, passive and the completely molded in teacher-centered approaches. As Wesche and Skehan (2002) stated successful class of communication needs approaches that are learner-centered in that they take into account learners' backgrounds, language needs, and goals allowing learners some creativity and role in instructional decisions.

The previous reasons besides choosing all the participants from the same school, made it expected when the participants scored low

degrees in the communicative competence pretest that was administered after dividing the participants randomly, into an experimental group and a control one, and before administering the experiment. This may be enough justification for supporting the first hypothesis.

For the second hypothesis, the statistical treatment of the scores of the control and the experimental groups' students showed that the participants in the experimental group highly and significantly outperformed their peers in the control one in the communicative competence posttest. This must be due to the enormous effect of the humanistic method, Community Language Learning (CLL) unlike the effect of the traditional method.

Respecting the third hypothesis, the findings of this study proved that there was a statistical significant difference between the mean scores of the experimental group (taught through the Humanistic Approach) on the pre and post communicative competence tests, in favor of the posttest. This means that the humanistic teaching had a great effect on the participants' communicative competence. The Community Language Learning (CLL) method , as a representative of the Humanistic Approach, increased participants' communicative competence as it explored their feelings, emotions, opinions, ideas, experiences and linguistic knowledge freely while communicating in groups.

The humanistic method, CLL with the teacher (the facilitator) gave them trust and respect to practice the English language communicatively in a non-defensive manner. Moreover, students helped each other, they corrected their mistakes with each other, they reflected their writing and conversations with each other, they were involved in activities (translation, group work, recording, transcription, analysis, free conversation reflection and observation) which helped them to develop and enhance their communicative skills and sub-skills. This result is supported by Milik (2012) who said that these activities can increase students' communication competence. As through these activities

students enjoy, have fun, and become responsible in learning. Fonseca and Díaz (2003) also stated that humanistic exercises enhance motivation in learners and are also a way to improve their communicative competence by making them talk and listen in L2, and this is what really happened throughout administering the CLL program. Therefore, it can be said that the significant difference between the pre and post communicative competence tests is due to exposing this group to the Humanistic method, CLL.

15. Conclusion

Based on the results shown through the statistical of data and discussion, it can be concluded that the humanistic approach based-program proved to be effective in developing the EFL communicative competence for the second year preparatory school students. For EFL students, communicating is hindered by some affective and cognitive factors and the humanistic method CLL did not diminish or underrate these affective aspects of language as the cognitive aspects. The enormous possibilities that this humanistic method provided the students with, encouraged them to explore or express their feelings, emotions, opinions or ideas. With its variety of activities, the learners enjoyed and were being responsible throughout the learning experience. The CLL, as a representative of the humanistic approach improved interaction and communication in the English classroom as the students felt secure through their working in groups, supervised by a humanistic teacher/counselor. The basic advantage of this method is that it increased the students' desire to communicate. The utilization of humanistic exercises in the English classroom encouraged the students to interact with each other as they have something important to share. Thus it provided greater self-esteem while acquiring communicative competence in English. Thus the findings of the present study are consistent with previous studies that confirmed the effectiveness of adopting the humanistic education in developing the communication skills for EFL

learners, such as Nashroh (2015), Pathak (2014) and Fonseca and Díaz (2003).

16. Recommendations

Since this study focused mainly on 2nd year EFL students at the preparatory school level. It is recommended that this study be reproduced with EFL students at diverse levels in preparatory or secondary schools or university.

- Community Language Learning (CLL) is a responsive method which is reviewed in terms of its sensitivity to learned communicative intent. It has an advantage as it can be applied in various settings; it is used as an aid for language learning. Besides, it has an emphasis on whole-person learning; the role of a supportive, non-judgmental teacher; the passing of responsibility for learning to the learners.
- Teachers should bring their students' lives to the content. By connecting the content with the students' lives, we focus on what students know rather than what they are ignorant of.
- EFL course designer should design language activities that lower the "affective filter" of the language learners. Topics must be interesting and relevant; students should be encouraged to talk about themselves, their families and friends; to recount their experiences; to express their ideas, opinions, emotions and feelings.
- EFL instructors must enjoy good rapport with the students and must create a "low anxiety" environment which is conducive to language acquisition.
- It is very important for every teacher and teaching material designers to base the building of language programs on humanistic principles. Consequently, the learning activities will be truly

motivating for the students and enable teachers to do justice to their learners as human beings.

- EFL teachers should focus on different components of communicative competence that enable students to converse fluently.
- Preparatory school students (who spend more than six years learning English and are still not communicatively competent) should be given the opportunity to participate in interactive activities which support learning the features of natural conversation.
- EFL teacher and course designers should link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world, letting students induce or discover grammar rules by themselves.

17. Suggestions for Further Research

- effect of the humanistic approach on developing the communicative competence for EFL (secondary school students) (University students).
- The effectiveness of a humanistic approach based-program in developing descriptive writing for EFL students.
- The effect of a humanistic approach based-program on developing literacy skills for EFL secondary school students.
- The effect of two humanistic methods; the CLL and the TPR on developing the communicative competence for EFL (preparatory/ secondary / university) students.
- The effect of the humanistic approach based-teaching on oral Communicative competence and communicative apprehension among ESL/EFL Learners.

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مستخلص الدراسة

يهدف البحث الحالي إلى الكشف عن أثر المخل الإنساني في تنمية الكفاءة التواصلية لدى طلاب الصف الثاني الإعدادي (61) في اللغة الإنجليزية. وقد تبنت الدراسة المنهج شبه التجريبي. و قد تم تقسيم عينة الدراسة عشوائيا إلى مجموعتين الأولى تجريبية و قد تم التدريس لها باستخدام برنامج أعدته الباحثة قائما على المخل الإنساني أما المجموعة الأخرى و هي الضابطة فقد تم التدريس لها بالطريقة التقليدية . و قد أعت الباحثة قائمة بمهارات الكفاءة التواصلية اللازمة للطلاب واختبارا لقياس مدى تقدم الطلاب في الكفاءة التواصلية تم تطبيقه على المجموعتين التجريبية و الضابطة قبل و بعد التدريس لهما. و أسفرت النتائج الإحصائية باستخدام برنامج المعالجة الإحصائية SPSS عن تقدم طلاب المجموعة التجريبية في التطبيق البعدي في الكفاءة التواصلية مقارنة بأدائهم في الاختبار القبلي. كما أوضحت النتائج تفوق هؤلاء الطلاب في الاختبار البعدي بالمقارنة بطلاب المجموعة الضابطة.

الكلمات المفتاحية:

المدخل الإنساني- الكفاءة التواصلية.