**Rise of Humanistic Education: Are learners ‘humans’ or simply ‘machines’?**

**Zarin Tasnim**

*Assistant Professor, Department of English, Shahjalal University of Science and Technology, Bangladesh*

**tasnim-eng@sust.edu**ORCID:0000-0001-8089-2923

**Risala Ahmed**

*Assistant Professor, Department of English, American International University-Bangladesh, Bangladesh*

risala@87gmail.com ORCID:0000-0002-6087-5795

**Abstract**

This theoretical paper aims to explore the concept of the humanistic approach in the field of teacher education. Humanistic education is concerned with the study of learners’ emotions, knowledge, and experiences involved in their learning process. According to this approach, students should be viewed as ‘humans’, not as ‘machines’ as they are the most crucial part of the education system. The curriculum and syllabus should focus on the students’ interests, needs, and overall learning circumstances. In humanistic teaching, students are perceived as active beings, not the ‘robots’ who are supposed to follow the teacher’s orders without any justification or challenge. Teachers’ roles in humanistic education are to cater support to the students considering several learner factors and guiding them to reach the highest point of autonomous learning. Therefore, the humanistic approach needs to be adapted in the academic field for ensuring practical learning and mutual respect between teachers and students. The paper is organized into three sections. First, it explores the origin and evolution of the humanistic movement in education. Secondly, a detailed account of the basic principles and teacher roles in humanistic education is provided. Finally, the paper discusses its implications in ELT and existing complications regarding this approach.

**Keywords**: humanistic education, machines, learner autonomy