

## ABSTRACT

The purpose of this case study is to investigate how humanistic activities can be useful to encourage students in expressing their feelings and attitudes in the development of their speaking competency in a second language classroom. The research focuses on 14 undergraduate students who studied in the fourth year from different faculties in Assumption University. Three humanistic activities were used in a remedial English conversation class, in which fluency and accuracy were emphasized by the outcomes of the course. The researcher's observation notes and video camera recordings were used to examine and find out how humanistic exercises affect students' self-expression and fluency, how students use the exchange structure processes of preparatory expressions and clarification to manage the flow of conversations connecting to their intentions, and ways the teacher managed the class whether supporting or preventing students' development of fluency and self-expression.

The findings show that the relationships among 14 students have developed and become more intimate. Students feel more relaxed and comfortable to express themselves verbally and nonverbally with less anxiety to others in class. The implications of students' ideas reflected in their personality traits, characteristics, feelings, and attitudes towards their lives and learning. Students who possess language proficiency could express themselves more freely and smoothly than those who have often encountered difficulties and feeling anxiety in speaking in another language. Even though most of them are not timid to express themselves, they could not show what they were thinking and feeling confidently due to lack of linguistic tools to express themselves, limited by the outcomes of the course, time constraints,

the teacher's management of the class, and the students' feelings in cases of being afraid of making mistakes and anxiety. The need to study in a long term in order to make a comparison of students' both their self-expression and linguistic performance before and after using humanistic activities and the teacher's role as a facilitator in class are the prospects for future study.

