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Investigating Humanistic Teaching Methods and Interaction in EFL Classrooms at Yahia Fares University of Medea

A dissertation Submitted in Partial Fulfillment of the Requirements for a Master's Degree in English (Linguistics)

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DECLARATION

We hereby declare that the substance of this dissertation is entirely the result of our investigation, and that due reference or acknowledgement is made, whenever necessary to the work of other researchers.

We are duly informed that any person practicing plagiarism will be subject to disciplinary sanctions issued by the university authorities under the rules and regulations in force.

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Date : June 19, 2024

DEDICATION

*I will first dedicate this work to my sweet and lovely **father**, and my beloved **mother**. I dedicate also this work to my special sister **Hadjira** who had always been proud of my continuous success.*

-Sabrina GUELLATI-

*First of all, I would to thank God for the countless blessings. I dedicate this work to my family. To **my mother** and **my father** as well. This work is also dedicated to my beloved sisters **Djouhar** and **Aya** and my brothers: **Mohammed, Youssef, and Fateh.***

-Faiza BABA-

*The first thing I thank "**Allah**" for giving me the strength and patient to finish this work.*

Second, to myself I am proud of me for never giving up

*Then, I dedicate this work, to the women who sacrificed her life for her daughters, my '**Mum**' my love, my life, my light thank you because without you I am not here today.*

*To my sisters, specially '**Naima**' and '**Akila**' for their supports.*

*To my friends and colleagues in this work '**Sabrina**' and '**Faiza**', I wish you all the best your lives.*

*To **Omayma**, my soulmate, thank you for being by my side in the hard times.*

*To my friends **Ibtissam, Fatima, Nada,** and **Youssra.***

- Nawel KAIDI-

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ABSTRACT

Teaching and learning is a systematic process in which instructors and learners collaboratively strive to achieve the intended outcomes by creating a non-threatening environment. They rely on teacher-student interactions to facilitate the acquisition of knowledge, attitudes, and skills, while also considering the principles of both cognitive and affective development, including learners' feelings and interests. This study seeks to uncover the humanistic teaching methods (reflective, dialogical, democratic, and autonomous) and interactions in the English as a Foreign Language (EFL) classrooms at Yahia Fares University of Medea. For this reason, this study attempts to shed light on the humanistic teaching methods and classroom interactions from the perspective of EFL teachers and students. In this regard, participants for this study involved a sample of73 undergraduate students and 13 EFL teachers in the Department of Foreign Languages (English section) at Yahia Fares University of Medea during the academic year 2023-2024. A descriptive research design was adopted for this study. To obtain participants' responses, two questionnaires were utilized, one submitted online to students and the other distributed in a printed version to teachers. The collected data was then quantitatively analyzed using Microsoft Excel 2007. The findings of this study reveal that the humanistic approach principles are present in EFL classes, with the reflective learning method emerging as the predominant method. EFL Teacher use multiple modes of practice and activities that have a positive impact on students' reflection, thereby achieving the essential humanistic principle of interaction. Nevertheless, teachers also claim that they encounter various challenges that hinder successful implementation of the humanistic approach.

Keywords: Humanistic education, Interaction, Reflective learning, Dialogical Learning, Democratic Learning, Autonomous Learning, English as a Foreign Language (EFL).

الملخص

عملية التعليم والتعلم هي عملية منهجية، حيث يسعى كل من الأساتذة والطلاب الى تحقيق النتائج المرجوة من خلال خلق بيئة امنة. وذلك اعتمادا على التفاعل بين الأستاذ والطالب لتسهيل اكتساب المعرفة، المواقف، والمهارات مع الأخذ بعين الاعتبار مبادئ النمو المعرفي {كمشاعر واهتمامات المتعلمين}. ولتسليط الضوء على الهدف الأساسي لهذه الدراسة والذي يشتمل على الأساليب المطبقة في النظرية الإنسانية {المنهج التأملي، الحواري، الاستقلالي، بالإضافة الى التعلم الذاتي} والتفاعلات في صفوف اللغة الإنجليزية كلغة أجنبية بجامعة يحيى فارس بالمدية. لهذا السبب، تحاول هذه الدراسة الى تسليط الضوء على اساليب النظرية الانسانية، الممارسات، وتصورات الاساتذة تجاه تفاعل الطلاب في الاقسام. اضافة إلى تصورات المتمدرسين لأساليب التدريس. في هذا الصدد، أجريت الدراسة الحالية على طلاب المرحلة الجامعية ليسانس، السنة الأولى والثانية والثالثة ليسانس، في قسم اللغة الانجليزية للعام الدراسي 2023-2024. تضمنت هذه الدراسة ثلاثة وسبعون {73} طالبا جامعيا، وثلاثة عشر {13} أستاذ للغة الانجليزية كلغة اجنبية. تم الاعتماد على الأسلوب الوصفي للحصول على اجابات المشاركين. تم اجراء استبيانين أحدهما تم طرحه الكترونيا، والاخر تم توزيعه في نسخة مطبوعة على الأساتذة. تم تحليل النتائج المجموعة باستخدام برنامج ميكروسوفت وورد 2007.أظهرت نتائج هذا البحث أن أساليب النظرية الانسانية متواجدة في أقسام اللغة الانجليزية كلغة أجنبية، وأبرزها الاسلوب التأملي. وبالتالي يستخدم المعلم أساليب وطرق متعددة والتي لها تأثير ايجابي على تفكير الطلاب ومن هنا تحقيق المبدأ الانساني الاساسي المسمى بالتفاعل. مع ذلك يرى الأساتذة أن هناك بعض التحديات التي تعيق نجاح تنفيذ أساليب النظرية الانسانية.

الكلمات المفتاحيةِ: النظرية الانسانية، التفاعل، التعلم التأملي، التعلم الحواري، التعلم الاستقلالي، التعلم الذاتي، الإنجليزية كلغة أجنبية.

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

TA: Traditional Approach

HA: Humanistic Approach

HE: Humanistic Education

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GENERAL INTRODUCTION

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GENERAL INTRODUCTION

1. Background of the Study

Humanistic education is an approach that focuses on the inner world of learners and knowledge also. It is characterized by learner-centeredness. It emphasizes on creating a safety (non-threatening environment) for students. The crucial role of humanistic education is not developing merely the cognitive (reflection, critical thinking) and linguistic capabilities (being able to engage, participate, and interact during class activities). Paying attention to students' emotions and feelings is the most important concern of humanistic education. Shrestha (2014) claimed that the goal of education is educating the whole person. It also needs to involve self-directed learning, self-independence, and enhancing creativity as well. Humanistic learning focuses on freedom, personal growth, self-directed, and self-independent learning. It also focuses on each learner's needs and capabilities. It encourages creativity and that learners are responsible for their learning as well. Feelings and knowledge are of equal importance in the humanistic learning process.

In the Algerian context, applying HE compasses the development of students, emphasizing their social, emotional, and ethical growth rather than mere academic knowledge acquisition. Regarding HE objectives in the Algerian educational system, there has been a shift in focus from teacher-led instruction to learner-centered instruction that has a great impact on learners' engagement, autonomy, and critical skills in education. Promotion of values such as empathy, respect, and tolerance are essential for building more humane classes. Adopting HE in Algeria aims to prepare students not only for professional purposes but also for being active and contributing citizens in society.

2. Statement of the Problem

Despite the benefits of the humanistic teaching methods, including increased students' engagement, enhanced language skills, heightened motivation, and improved interaction, their implementation remains limited within EFL classrooms. Instead, traditional teaching methods remain dominant, resulting in a passive way of learning and reduced student interaction. Therefore, this study seeks to investigate the prevalence of these methods within the EFL classroom setting at Yahia Fares University of Medea.

3. Objectives of the Study

This study seeks to address the following objectives:

1. To assess the prevalence of thehumanistic approach within EFL classrooms at Yahia Fares University of Medea.
2. To investigate the humanistic teaching methods employed by teachers in these settings.
3. To examine student interactions, engagement levels, reflective practices, and creative expressions within the context of humanistic EFL instruction.

4. Research Questions

In order to fulfill the objectives outlined above, this study seeks to address the following research questions:

1. What types of humanistic teaching methods are present within EFL classrooms at Yahia Fares University of Medea?
2. How do EFL students perceive the teaching methods employed by their teachers, in relation to humanistic principles?

3. How do EFL students at Yahia Fares University in Medea engage with course content, interact with peers and instructors, reflect on their learning experiences, and express creativity?

5. Significance of the Study

The significance of this study lies in its investigation of the humanistic teaching methods and interactions within EFL classrooms at Yahia Fares University of Medea. By assessing the prevalence of humanistic practices, teaching methods, and investigating student interactions and engagement, this study aims to contribute to existing research by reflecting on the effectiveness and implications of adopting humanistic principles in EFL education. The study aims to offer insights on teaching and learning practices, and contribute to the broader understanding of humanistic education in the context of EFL language instruction.

6. Thesis Layout

This dissertation consists of four main chapters. The first chapter constitutes a review of the literature on both the humanistic approach and its methods or principles. It starts by discussing the concept of teaching and learning, presents an overview of the traditional approach, and offers a comprehensive definition of HA in education. It outlines its principles, theories, perspectives, and contrasts the traditional teacher role with that of the HA teacher. Lastly, it explores its application in EFL classes.

The second chapter is concerned with the practical part of the research. It gives a description of the research design, taking into account the sample and the instruments including both student and teacher questionnaires. Then, it discusses the procedures followed to analyze the data.

The third chapter of this thesis is related to the analysis and results of the data obtained from the research instruments. It consists of a statistical analysis of data generated by both questionnaires, which are transformed into tables and figures using Microsoft Excel 2007.

Finally, chapter four provides a discussion of the study's general findings based on the review and theoretical framework presented in the first chapter. It then offers recommendations for teachers emphasizing the need to integrate HA teaching methods in EFL classes. Next, this chapter addresses the limitations and suggestions for further studies. Lastly, a general conclusion is provided as the last point in this study.

7. Definition of Keywords

Humanistic Education: Soviyah (2007, p. 62) states that "humanistic education is a two-way street education that strives to integrate the subject matter and personal growth dimensions of the students". It means that humanistic education focuses on students' personalities, feelings, and needs, not only the knowledge they learn in the classroom.

Interaction: It is the exchanging of thoughts, ideas, and feelings between two people. According to Brown (2001, p. 26) "Interaction is a collaborative exchange of thoughts, feelings, or ideas between the two or more people resulting in a reciprocal effect on each other. The students-teachers and students-students is a sort of interaction which is beneficial for them".

Dialogical Learning: It refers to learners reaching an understanding of subject knowledge and engage in processes of personal and social transformation through dialogues (Flecha, 2000; Aubert et al, 2008).

Autonomous learning: Autonomous learning implies that the students are given a choice and responsibility to choose what and how to learn relying on the teacher who is a guide and

facilitator. As Zhao (2018, p.70) “Autonomous learning is not necessarily learning alone, nor it is necessarily learning without teacher”.

Democratic Learning: Ekholm (as cited by Starkey,2005, p.9) posited that a tripartite definition of democratic education and learning comprises three essential components: 1) Education for democracy, which focuses on understanding democracy and human rights, 2) education in democracy, which involves the educational structures and ethos grounded in democratic principles, and 3) education through democracy, which highlights the experiential aspect of participating in democratic processes within the learning environment.

Reflective Learning: Reflective learning is a method of facilitating learning from experience. It is a form of education that is important for students, allowing them to reflect upon their experiences to deeply understand and critically analyze events and knowledge (Boot, 1980).

CHAPTER ONE

Literature Review

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CHAPTER ONE

Literature Review

Introduction

According to researchers, providing knowledge alone for learners is not enough; it is equally important to pay attention to their psychological and emotional needs. In 1970, a new approach was discovered by two psychologists, Carl Rogers and Abraham Maslow, known as the humanistic approach. This approach focuses on individualization, self-actualization, the whole person, freedom, and the feelings of the individual. It has a major impact on education. Khatib (2013, p. 2) claims that Moskowitz (as cited in Stevick, 1990) emphasized two key aspects of the humanistic approach. The first is recognizing the role that students' feelings play in the learning process. The second is valuing the uniqueness of each person. Thus, the humanistic approach centers on students, their needs, and their interests, viewing them as active members in the classroom. Additionally, it helps teachers become facilitators and role models to enhance the teaching and learning process.

This chapter begins with a general overview of teaching and learning, followed by an overview of the traditional approach and a definition of the humanistic approach. It then discusses the concept of humanistic education and the main principles of the humanistic approach, including reflective, dialogical, democratic, and autonomous learning. Further, it covers humanistic approach theories such as the silent way theory, community language learning, total physical response, suggestopedia, and the natural approach. Additionally, it examines the perspectives of the humanistic approach, the roles of traditional versus humanistic teachers, and the application of the humanistic approach in EFL classrooms.

1.1 Historical Background

University teachers in Algeria have always been given the responsibility by the Ministry of Higher Education to build the content of the courses they teach and apply the most adequate teaching and assessment methodologies suitable for each modular course (Nessipbayeva, 2012, p.150). However, teachers' competency is more than just knowledge and skills; it involves the ability to meet complex demands. Teachers must be knowledgeable in a wide range of disciplines due to their critical role in determining a school's overall success, including deep knowledge of group work, guided discovery, and an understanding of how to assess students' progress toward mastering the desired skills. According to Thomas (2002) (as cited by Saber, 2018, p.39), "Education in Algeria is far below the standard required. Hence, education is far from achieving the ultimate goals of individuals and social development." All of this is due to the so-called teacher-centered instruction.

Successful teachers are those who manage to integrate new practices and strategies into their teaching practices. Today's teachers are expected to master both the content of the level they intend to teach and the pedagogy of teaching as well (Saber, 2018, p.48). Arnold (as cited in Sellef and Fettouhi, 2018, p.9) points out that teachers in the EFL classrooms should not be constantly bound to a specific syllabi. However, some principles are highly recommended, such as methods of learning that depend upon the mental qualities of each individual. Therefore, it is necessary to take into consideration the special needs of each individual.

Efforts to improve the effectiveness of language teaching have often focused on changes in teaching methods (Richards and Rodgers, 2014, p.3). Throughout history, such changes have reflected changes in the goal of language teaching. Thus, learners' roles in an instructional system are closely linked to the teachers' roles and functions. Teachers' roles are similarly related to assumptions about both language and language learning at the level of approach. Some methods are totally dependent on the teacher as a source of knowledge and direction; others see the teacher's role as a guide and model of learning. For some methods, the role of the teacher has been specified in detail, creating specific patterns of interaction between teachers and learners in classrooms. Therefore, the responsibility of learning shifts from the teacher to the learner.

In the context of EFL (English as a Foreign Language) education in Algeria, the situation is particularly challenging. The teaching of English is influenced by several factors, including limited resources, a lack of trained EFL teachers, and the dominance of French and Arabic in the educational system. Despite these challenges, there is a growing recognition of the importance of English proficiency for academic and professional opportunities. Teachers are

encouraged to adopt more student-centered approaches, promoting interactive and communicative methods that engage learners and develop their practical language skills. This shift aims to move away from traditional rote learning and toward a more dynamic and effective EFL education system.

Humanistic education, which emphasizes the development of the whole person and the nurturing of students' emotional, social, and intellectual growth, is increasingly being seen as an essential approach in EFL classrooms in Algeria. This educational philosophy prioritizes creating a supportive and inclusive learning environment where students feel valued and respected. By integrating humanistic principles, EFL teachers in Algeria can foster a more engaging and motivating classroom atmosphere. This approach not only enhances language acquisition but also supports the overall personal development of students, helping them to become more confident and autonomous learners. Incorporating humanistic education in EFL classes aligns with the broader goal of education in Algeria to promote individual and social development, ultimately contributing to the betterment of society as a whole.

1. 2. Teaching and Learning

1.2.1. The Concept of Learning

Learning is a continual process of changing attitudes and improving skills, driven by people’s experiences. This change occurs not only naturally or through planned activities but also through conscious actions such as reading books or attending lectures, where students acquire new information that leads to learning. In the teaching and learning process, each teacher tends to rely on a specific learning model depending on the context, such as pedagogical versus andragogical (Sequeira, 2012, pp. 1-2).

1.2.2. The Concept of Teaching

Edmund Amidon defines teaching as “an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities” (Brubacher, 1939, p. 5). Brubacher also stated that “teaching is the arrangement and manipulation of a situation in which there are gaps or obstructions which an individual will

seek to overcome and from which he will learn in the course of doing so." Therefore, teaching is a scientific process that relies on context, communication, and feedback. This process is related to the instructors and their methods of teaching, which have a positive impact on students' learning.

Furthermore, teachers have the freedom to change or modify teaching strategies according to the students' needs. B. Smith stated, "Teaching is a system of actions intended to induce learning." According to Rajagoplan (2019, pp. 5-7), the teaching process has several characteristics which can be summarized as follows:

1. Teaching depends on the relationship between teachers and students.
2. Teaching is a process of art (creativity, talent) and science (techniques, procedures, skills).
3. Communication is the basis of the teaching process.
4. The main components of teaching are: Educational objectives, learning experiences, and changes in behavior.
5. The teacher is the controller who decides the aims and methods of teaching, suggesting rather than dictating.
6. The best way of teaching is democratic, respecting students and encouraging them to ask questions, discuss, and debate.
7. Teaching enhances cooperative activities among students and develops the emotional side of learners.
8. Teaching is a remediation process where the teacher encounters and solves students' learning problems, helping them make decisions in their lives.
9. Teaching involves observation, analysis, and evaluation.

1.3 Traditional Approach (TA)

The traditional approach is a scientific method that focuses mainly on context and memorization. It often ignores students' creativity and participation in tasks. Generally, during the teaching and learning process, the instructor plays the role of the lesson controller, delivering lectures while students listen passively. In this process, students are treated as

machines and do not have the opportunity to express their thoughts, experiences, emotions, or develop important skills, resulting in them becoming passive learners. Ackoff (2008, p. 3) described traditional education as teaching-centered. Traditional education focuses on teaching rather than learning and incorrectly assumes that for every ounce of teaching, there is an ounce of learning by those who are taught. However, most learning happens outside formal teaching, such as when a child learns to walk, talk, eat, and dress without direct instruction. Similarly, adults learn most of what they use in work or leisure independently of formal teaching. Much of what is taught in classrooms is forgotten, and much of what is remembered is often irrelevant.

1. 4. Definition of Humanistic Approach

1.4.1. Humanism

Humanism refers to a system of thinking in which human interests and development are central and dominant, tending to exalt the cultural and practical rather than the scientific and speculative (Tending Promotional Corporation, 1996, as cited in Firdaws & Mariyat, 2017, p. 30). Humanism is a philosophical school of thought that focuses on human beings, freedom, individualism, and the whole person, emphasizing the individual's ability to improve their life. It aims to build a more human society. Humanism plays a major role in the development of education by emphasizing the importance of personal growth, self-actualization, and the holistic development of learners.

1.4.2. Humanistic Approach

The humanistic approach is derived from humanism; it is a term in psychology related to an approach that studies the whole person, developed in response to some behaviorist and other psychological perspectives. Known as “the third force,” the humanistic approach was first developed by Abraham Maslow with his theory of hierarchy and self-actualization, and Carl Rogers, who focused on the real and ideal self. The humanistic approach aims to provide an

ideal learning environment, emphasizing students' personal freedom, choices, motivation, self-determination, and individuality (Woolfolk, 2008, p. 1). In other words, it focuses on the interests of learners, allowing them to choose, decide, and plan their objectives and future goals, determining their purpose. Learners decide what to learn according to their needs, finding suitable approaches and knowledge based on their abilities, interests, and self-development.

William and Burden (2000) demonstrated that “the humanistic approach focuses on the inner world of learners, their individual thoughts and feelings. Therefore, they eventually lead to cooperative learning” (p. 3). Emotions and inner feelings are crucial in humanism because feelings are at the forefront of human development, shaping and building personality and character. This understanding helps individuals control and manage their feelings, enhancing their personal and academic growth.

1.4.3. Humanistic Approach in Education

The humanistic approach, grounded in humanistic education, represents a shift from traditional teaching methods to a modern educational system known as humanistic education. This approach focuses more on the student as a whole person, where feelings and knowledge are equally important for the learning process and students' development. Lei (2007) maintains that "humanistic education is characterized by being learner-centered, where the aim is not merely to develop the cognitive and linguistic capabilities of the learners but also their emotions and feelings" (p.1). This means that it does not focus solely on the information provided but also on the emotional and psychological aspects of learning. Emotions can enhance, interfere with, support, or determine learning; positive emotions influence learners' motivation, imagination, creativity, and attitudes. Conversely, negative experiences and feelings such as fear, stress, and sadness can hinder students' development. Thus, emotions have a significant impact on their ability to learn and grow in the classroom.

Further, William and Burden (1997, p. 45) stated that humanistic education is based on the idea that students differ and need to be encouraged to be as specific to themselves as possible rather than trying to resemble others. Students differ in capacities, ways of thinking, attitudes, interests, and goals. Therefore, the aim of humanistic education is to develop students' personalities and characters, making them unique, capable, and responsible individuals who can contribute to a better society.

Moreover, Khatib, Saren, and Hamidi (2003, p.12) explain the application of the humanistic approach in education as prioritizing learners' psychological states to create optimal learning conditions, which in turn fosters faster critical thinking. As described by Gage and Berliner (1991, p.2-3), there are five basic objectives of the humanistic view of education:

1. Promote positive self-direction and independence (development of the regulatory system).
2. Develop the ability to take responsibility for what is learned (regulatory and effective system)
3. Develop creativity (divergent thinking aspect of cognition).
4. Curiosity (exploratory behavior, a function of imbalance or dissonance in any of the systems).
5. An interest in the arts (primarily to develop the effective /emotional system).

1.5. Humanistic Approach Principles: Veugelers' Approach

Veugelers (2011) studied the development of psychology and works as a professor of education at the University of Humanistic Education. He wrote a book named *Humanism and Education: Linking Autonomy and Humanity*. In his work, he focused on Autonomy, reflective, dialogical, and democratic learning which are for him "the heart of humanistic education" (p.7).

1.5.1. Reflective Learning

Reflective learning or the 'Reflective practitioner approach' refers to a reflection on one's professional behavior (Korthagen, 2004). The assumption is that one's personal beliefs influence one's pedagogical and didactic behavior. Just as students reflect on their behavior, take responsibility for their actions, and try out new behaviors in an experimental and reflective manner, teachers are continuously challenged to inquire about their teaching behavior (Veugelers, 2011, p. 22).

1.5.2 Dialogical Learning

In distinguishing dialogue from discussion, Parker (2003) stated that "dialogue implies that people acknowledge and respect each other's visions, and that they acquire deliberation skills to reach a mutual understanding" (p. 89). Thus, interaction between students and teachers, as well as among students themselves, is crucial. Through dialogue and communication, students can develop their skills in listening and speaking, acquire new information, and learn how to think critically. Additionally, they can express their feelings and opinions freely. Furthermore, dialogue allows teachers to be aware of their students' emotions and needs, fostering a supportive and understanding learning environment.

1.5.3 Democratic Learning

Following Dewey (1923) and Freire (1985, p. 18), "democracy can be considered a humanistic way of life". However, it is not only a way of life but also relates to education. The concept of democratic education "refers to educational practices based on critical pedagogy. In this tradition, there is a lot of attention to organizing democratic processes in education and linking school and social action" (Veugelers, 2011, p. 21-22). This means that in education, democratic learning involves practicing democracy during classes, where students are allowed to make decisions about what and how to learn, share their voices freely in the classroom, and think critically. On the other hand, teachers should implement democratic practices, allowing students to be independent in their classrooms.

1.5.4. Autonomous Learning

Hiri (2015) noted that learner autonomy is considered an essential pedagogical concept in foreign language learning, where learning takes precedence over the teaching process. It emphasizes

collaboration among students in classes, with teachers providing support rather than solely controlling and directing. Leni Dan et al. stated that an autonomous learner is assumed to be active and involved in the classroom, capable of learning independently without relying on external guidance from teachers or parents. According to Giddens (1981), "Autonomy challenges individuals to make their own choices and take responsibility" (Veugelers, 2011, p. 4).

1.6 Theories of Humanistic Education

In early 1970's, HA methodologies emerged. Their main concern was individual learning which built the humanistic pedagogy. As defined by Shrestha (2014, p.24-29), the HA to teaching and learning includes five approaches, presented in the coming sections.

1.6.1. The Silent Way (SW)

Galeb Gattegno, a mathematics teacher, pioneered this approach in the 1960s. The main focus of this theory is on students and problem-solving, utilizing approaches where they engage with existing challenges. The Silent Way theory adheres to Franklin's proverb: "Tell me and I forget, teach me and I remember, involve me and I learn.".

1.6.2. Community Language Learning(CLL)

CLL considers the learner as a whole person, while the teacher tends to create a comfortable environment among the students. Besides addressing their cognitive aspects, it focuses on the learner's feelings, shaping the class into a more active and involved one. In EFL classes, HA shifts to focus on the effectiveness of the teaching and learning, enabling learners to use language not only in the classroom but also in real communication outside it.

1.6.3. Total Physical Response (TPR)

James Asher initiated this theory in 1977. It is essentially based on teaching oral proficiency at the first stage of learning, where the teacher plays the role of a parent in helping learners feel less stressed, motivated to express their thoughts, and proficient in oral sessions.

1.6.4. Suggestopedia

Developed in 1978 by Georgi Lozanov, suggestopedia method prioritizes the psychological well-being of learners. This approach aims to make learners feel confident and relaxed, helping them overcome fear of speaking in front of their classmates or failing in performance. To achieve this, teachers incorporate various teaching techniques that address the psychological barriers of learners, such as yoga and musical rhythm.

1.6.5. The Natural Approach (NA)

Tracy Terrell was the proponent of this approach in 1983. Its central perspective is to consider language as a tool for communication. Krashen and Terrell (as cited in Shrestha, 2014. p.29) view the Natural Approach (NA) as a beneficial theory for acquiring a second language.

1.7. Humanistic Approach Perspectives

HA in education mainly focuses on the growth and full potential of each person (whole person). It is based on the idea that learners are not similar in acquiring knowledge. Thus, encouragement is a way of supporting and lifting their spirits, fostering confident in their uniqueness. Another perspective of this method is maintaining a close relationship between teachers and students, which leads to positive interaction in the classroom (Arifi,2017, p.195-196).

1.8. Traditional Versus Humanistic Teacher's Role

In the traditional view, the role of the teacher is that of a knowledge provider who primarily lectures to pass on information. Students, in turn, are expected to listen, with some being passive and others taking notes. In contrast, the humanistic teacher adopts the role of a knowledge facilitator, allowing students to actively engage in the learning process. This may involve dividing the class into groups where each learner participates in various activities such as practical tasks, writing, researching, and presenting. This teaching approach promotes interaction and collaboration among students, recognizing the diverse learning styles and preferences of individuals. Research indicates that effective learning is often based on experiences, making a humanistic teaching model more effective.

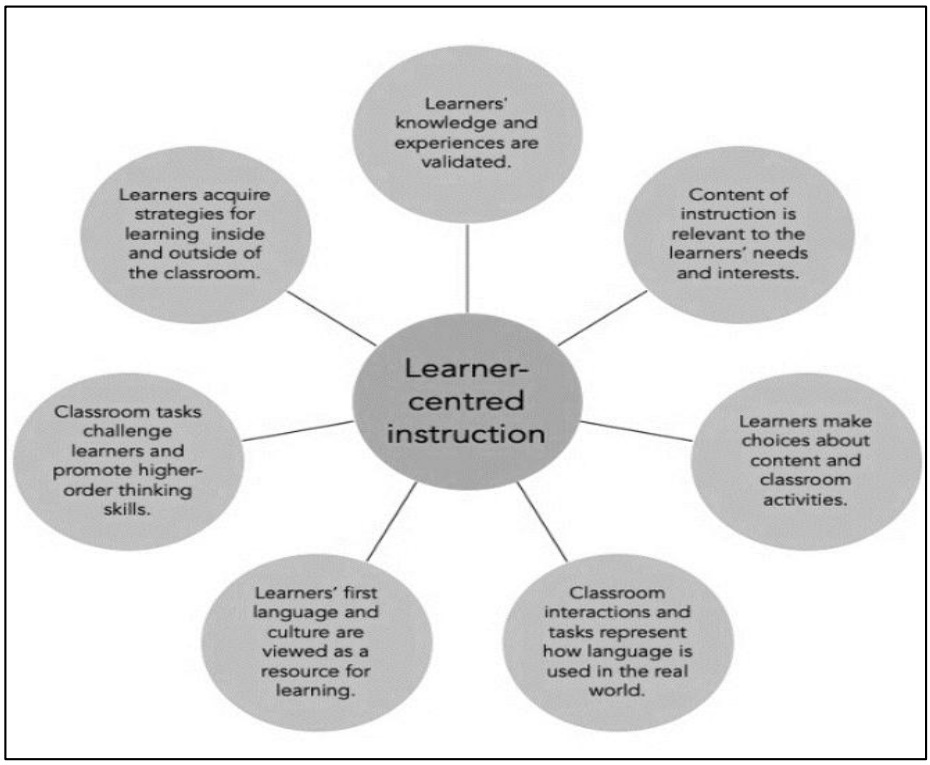
Student-centered learning, as advocated by Tulasi and Rao (2021), places learners at the core of the learning process, enabling them to choose what to study, how to manage their education, and how to evaluate their progress. In this approach, learners are expected to be dynamic, active, and enthusiastic about learning, with focus on their learning styles, goals, and talents. The role of the teacher changes from controlling the class to providing support and guidance. Learner-centered instruction aims to foster collaborative work through activities such as working in pairs or groups, encouraging teamwork and cooperation.

Rao (2017) argues that learners are responsible for their own learning, utilizing their prior knowledge as a tool. To facilitate productive learning environments, Betsey Parrish (as cited in Tulasi & Rao, 2021) suggests various methods that teachers can use. It is crucial for teachers to decide when and how to implement these methods. These tasks and elements are summarized in figure 1.1, page 16.

In this way, learner-centeredness prioritizes the teaching and learning environment, focusing on the practices and activities conducted in the classroom. This reflects the humanistic

approach (HA) to learning. The implementation of humanism in education aims to empower and engage students by incorporating classroom tasks that challenge learners and promote interaction. Moreover, the content of this type of instruction must be relevant to the learners' needs, interests, and lives, hence enhancing their learning experience.

Figure 1.1 *Learner-Centered Instruction*



Note. Adapted from "A Review of Humanistic Approach to Students-Centered Instruction" by Tulasi, L.&Rao. 2021. An International Multidisciplinary Online Journal 1(1), p.4.

1.9. The Application of HA in EFL Classes

Arifi (2017) emphasizes that engaging students in the learning process indicates the effectiveness of this teaching approach by fostering interaction between teachers and students, as well as among students themselves. In foreign language classes, it is essential to incorporate various communication tasks into the curriculum. Stevick (as cited by Arifi, 2017, p.196) highlights the importance of integrating emotions and aesthetic experiences in teaching, along with enhancing learners' responsibility for their own self-development.

The Humanistic approach emphasizes the need for teachers to empathize with learners. Williams and Burden (as cited by Arifi,2017, p.196) assert that humanistic education (HE) emphasizes that each student is unique and requires support to thrive. Larsen-Freeman (2000)

views the teacher as a guide responsible for creating a conducive learning atmosphere, addressing the needs of students, and delivering knowledge through motivating tasks. Additionally, the teacher should know when and how to assess students based on their learning achievements. Therefore, humanistic teachers must adhere to a specific method of teaching, categorized into materials, classroom tasks and activities, assessment, feedback, learner autonomy, and teacher-student relationships. In each stage, they must fulfill a functional mission to effectively implement the humanistic approach.

1.9.1. Materials

According to Huitt (cited in Bashir, 2013, p.168) this stage involves actively engaging learners in the learning process. Humanistic teachers do not solely rely on fixed textbooks. Instead, they adapt materials based on learners' needs. Consequently, in humanistic classes, the focus is not solely on linguistic aspects such as lectures and grammar, but on topics related to learners' everyday lives and experiences. Additionally, humanistic teachers grant students the freedom to choose what and how to learn, recognizing that different students have different learning preferences. Some students may learn better through visual aids like videos, while others through auditory methods like audio recordings, and some through experiential learning in a safe environment, such as designing educational games.

During writing sessions, teachers ask questions that align with humanistic principles, complementing existing materials. This approach is essential because creating entirely new materials can be challenging.

1.9.2. Classroom Tasks and Activities

In humanistic classes, teachers design tasks that are closely aligned with learners' interests, lives, and experiences. These activities often include role-plays and debates, aimed at fostering meaningful engagement and interaction among students. Teachers typically divide the class into small groups, allowing each learner to share their viewpoints or thoughts. The teacher

moves around the classroom, providing guidance and facilitating discussions among classmates, thereby encouraging collaborative learning and mutual understanding.

1.9.3. Assessment

Assessment in humanistic teaching encompasses the evaluation process conducted by both teachers assessing students and students evaluating their classmates.

1.9.4. Feedback

The stage of feedback comes after completing tasks and assessments. In humanistic classes, feedback should not only come from instructors but also from peers. This approach aims to foster a positive feedback cycle, where students learn from each other's strengths and weaknesses. As Underhill (as cited in Bashir,2013, p.169) argued, "mistakes are no longer simply mistakes but also outcomes of learners' efforts which, as much, are positively valued." This perspective encourages students to view mistakes as opportunities for growth and learning, ultimately enhancing their critical thinking and judgment skills.

1.9.5. Learner autonomy

In this stage, learners are expected to become independent in their learning, not relying solely on the teacher. They have the freedom to choose what and how to learn, allowing for self-personalization and responsibility in their educational journey.

1.9.6. Teacher-Student relation

In humanistic classes, the environment depends on the relationship between the instructor and the learner. The teacher is expected to be friendly, empathetic, and cooperative with students, fostering an atmosphere of mutual respect. This leads to trust and facilitates the teaching and learning process.

1.9.7. Motivation

Motivation is perceived as a "combination of efforts plus the desire to achieve the goal of learning, language, plus favorable attitudes towards learning the language because of a desire to do and the satisfaction experienced in this activity" (Grander, 2005, as cited in Rezing, 2015, p.25). This highlights the importance of motivation and addressing the emotional well-being of students in the teaching and learning process.

Moreover, the teacher's approach to designing lessons should be based on the needs of the students. This ensures that students are motivated and their desire to acquire knowledge is heightened. In other words, teachers must consider the different learning styles (visual, auditory, kinesthetic) of students and create lessons that incorporate multiple tasks tailored to each learner's style and comprehension capacity. This approach aims to maintain balance in the classroom and enhance student motivation.

1.10 Interaction in HA

According to Arifi (2017, p. 197-198), interaction is the foundation of learning, particularly in language acquisition. Learning languages places a strong emphasis on social interaction, which is essential for effective communication. In EFL classes, students actively engage and perceive themselves as integral members of the class when interaction is present. Consequently, learners simultaneously develop their attitudes. Moreover, interaction can be facilitated through cooperative learning methods, where the teacher serves as a guide, demonstrating strategies for interactive engagement in the classroom. This may involve dividing the class into pairs or groups, allowing each student to share opinions or experiences in conversations or dialogues. The relationship between teachers and students nurtures the latter skills and identities, fostering creativity and self-awareness.

Tomas (as cited by Azizah, 1987, p.8) suggests that interaction arises from collaboration between teachers and students, leading to effective communication. Rhahmi (2016) argued that interaction consists of two concepts, "inter" and "action," implying mutual or reciprocal engagement, often manifesting in conversation. Moreover, Brown (2001), (as cited by Azizah,1987, p.8) asserts that the goal of interaction is to create social relationships and build relationships between educators and learners.

Conclusion

This chapter has presented a review of the literature on Humanistic Approach (HA) in the EFL classroom and outlined the theoretical framework guiding this study. It sheds light on the humanistic approach and its impact on education by referencing previous researchers related to HA. HE primarily focuses on students as human beings, giving considerable attention to their feelings, interests, and needs while learning and interacting with the teacher and their peers. Additionally, it explores the role of the teacher who employs humanistic methods in the classroom to facilitate a more effective learning process. This part encompasses the four principles of Veugeler's approach, namely dialogical, reflective, democratic, and autonomous learning. Furthermore, it delves into HA theories and perspectives. The research methodology will be elaborated upon in the subsequent chapter.

CHAPTER TWO
Research Methodology

CHAPTER TWO

Research Methodology

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CHAPTER TWO

Research Methodology

Introduction

The present study aims to investigate humanistic methods and interactions between students and teachers. It seeks to elucidate the perspectives of both EFL students and teachers in the Department of Foreign Languages (English section) at Yahia Fares University of Medea regarding the use of humanistic approach teaching methods. This chapter outlines the methodology employed in this research, which is divided into four parts.

The first part starts with the research design, which encompasses the methods and techniques employed by the researchers to obtain the presented data. This includes demographic details on the research participants selected for this study, namely EFL teachers and students, including the number of learners and instructors who participated in the questionnaire. Furthermore, this section outlines the procedures utilized for data collection and analysis. This is achieved through the analysis and interpretation of collected data, utilizing two questionnaires as research instruments. Finally, it elucidates the methods employed in this study to address the research questionnaire and attain the objectives of the investigated topic.

2.1. Research Design

A research design serves as a procedural plan adopted by a researcher to address questions in a valid manner, determining the type of analysis required to obtain desired results. It is also described as a framework of methods and techniques chosen by a researcher to integrate various components of research in a logical manner (Khanday, 2023, p. 367). In this study, the aim is to find out whether the humanistic teaching methods are presented in EFL classrooms and to verify the existence of interaction when these methods are employed. To achieve this, a quantitative descriptive case study approach is adopted. Quantitative research

design is employed "when statistical conclusions are necessary to gather actionable insights" (Khanday, 2023, p.371).

According to Sukmawati (2023), quantitative data tools can vary based on the desired data type, with surveys such as questionnaires being a common method for quantitative data collection (p.12). This study relies on the quantitative method for several reasons. Firstly, it aims to gather participants' perspectives on teaching methods (reflective learning, dialogical learning, democratic learning, and autonomous learning) and interaction in the classroom. Additionally, quantitative data collection facilitates statistical analysis and clarification, making it suitable for this study's objectives. Therefore, the type of research design employed is descriptive, as suggested by Khanday (2023, p. 371). Descriptive research aims to describe a situation or case and typically involves gathering, analyzing, and presenting collected data. By adopting a descriptive research design, researchers can provide insights into the "why" and "how" aspects of the phenomenon under investigation. The aim of choosing a descriptive design is to describe the humanistic approach (HA) methods used in the classroom and explore how teachers and students interact. To collect data, a questionnaire is utilized for both teachers and students. The teacher questionnaire is adapted from Veugelers' (2011) HA approach, while the student questionnaire is adapted from Bashir's research (2021). These models are chosen to examine how teachers engage students in the classroom and to understand teachers' and students' perspectives on the matter.

2.2. Research Participants

Population is defined as "a set or group of units on which the findings of the research are to be applied. In other words, it is a set of all units which possess variable characteristics under study, or to which findings of research can be generalized" (Satisphprakash, 2020, p.1).

For this study, the chosen population includes a sample of seventy-three (73) undergraduate students (License) with ages ranging from 18 to 24 years old. The rationale behind selecting this sample is that undergraduate students often require more guidance, as they may be shy and hesitant to interact with teachers and peers. Additionally, they may need facilitators to aid in their learning process. Furthermore, the participants also consist of teachers in the Department of Foreign Languages at Yahia Fares University of Medea during the academic year 2023-2024. The survey involves thirteen (13) EFL teachers, comprising six males and seven females. Their average teaching experience ranges from 5 to 10 years.

2.2.1. Student Participants

The students who participate in this study are first, second, and third-year students of English License degree at Yahia Fares University of Medea. The sample includes seventy-three (73) students (62 females and 11 males).

Table 2.1 *Students' Gender*

Gender	**Number**
Female	62
Male	11
Total	73

Table 2.2 *Students' Grade Level*

Level	**Number**
License 01	55
License 02	13
License 03	05

2.2.2. Teacher Participants

The teachers' sample consists of thirteen (13) EFL teachers at Yahia Fares University of Medea, comprising six males (06) and six females (07).

Table 2.3 *Teachers' Demographic Information*

Demographic Information	Gender	Age	Degree	Teaching Experience
Teacher 01	Female	20-24	Master's	5-10
Teacher 02	Female	20-24	Master's	2-4
Teacher 03	Male	25-34	Master's	2-4
Teacher 04	Male	25-34	Doctorate	2-4
Teacher 05	Female	25-34	Master's	5-10
Teacher 06	Female	25-34	Master's	2-4
Teacher 07	Male	41-more	Doctorate	14 and more
Teacher 08	Male	35-40	Magister	5-10
Teacher 09	Female	25-34	Master's	2-4
Teacher 10	Male	41-more	Master's	2-4
Teacher 11	Male	25-34	Master's	5-10
Teacher 12	Female	41-more	Doctorate	5-10
Teacher 13	Female	35-40	Magister	5-10

2.3. Data Collection Methods

As mentioned by Sukmawati (2023), an instrument serves as a tool to detect phenomena and support investigations to either validate or challenge certain hypotheses. It can be a technique or method utilized by researchers to collect data, which may include questionnaires, observations, and interviews (p.119). For the data collection in this study, two questionnaires are employed for both teachers and students. According to Roopa & Rani (2012), a

questionnaire is "a list of mimeographed or printed questions that are completed by or for a respondent to provide their opinion" (p.273). The student questionnaire was distributed online to undergraduate EFL students at Yahia Fares University of Medea, while the teacher questionnaire was administered online and in a printed format. The researchers opted for this tool to efficiently gather a large amount of information in a timely manner.

2.3.1. Student Questionnaire

The student questionnaire comprises two sections. The first section focuses on demographic questions, while the second section consists of twenty-seven (27) multiple-choice questions aimed at gathering students' responses regarding HE teaching methods and classroom interaction. Respondents use a four-point Likert scale, ranging from "strongly agree" to "strongly disagree". Researchers commonly employ the Likert scale to gauge respondents' opinions. It typically involves a five-point scale, where respondents indicate their level of agreement or disagreement with statements. This scale allows researchers to obtain an understanding of people's opinions.

2.3.1.1 Description of Student Questionnaire

The questionnaire consists of thirty questions and is distributed to seventy-three EFL students, comprising sixty-two females and eleven males. Their ages range between eighteen to twenty-four years old, with the majority being first-year students. Each group of questions is dedicated to a specific method, including reflective, dialogical, democratic, and autonomous learning.

1- Reflective learning

The questionnaire includes questions (1, 2, 7, 8, 10, 12, 23, 14) aimed at assessing how teachers implement methods and techniques to encourage critical thinking among students.

This includes strategies such as utilizing various resources such as videos, audio, images, and mind maps to enhance the learning process.

2- Dialogical learning

Questions numbered 4, 6, 11, 13, 15, 17, and 18 are designed to ascertain whether teachers promote collaborative work among students. These questions explore whether teachers encourage activities such as discussions, role-playing, and debates to foster collaboration and interaction within the classroom.

3-Democratic learning

The questionnaire includes questions numbered 3, 9, 16, 19, 20, 24, 26, and 27, which aim to determine whether teachers facilitate opportunities for students to demonstrate empathy and sympathy towards their peers. These questions explore whether teachers create a supportive and empathetic classroom environment where students feel understood and valued by their peers.

4- Autonomous learning

Questions numbered 5, 22, 25, and 21 are intended to ascertain whether teachers encourage students to be self-independent in their learning process. These questions explore whether teachers empower students to take ownership of their learning journey and develop self-directed learning skills.

2.3.2. Teacher Questionnaire

The questionnaire consists of twenty-three (23) items divided into three sections. The first The section includes four questions that contain the demographic information (gender, age, degree, and teaching experience). This demographic information helps researchers understand the characteristics of the population being studied, including both teachers and students' perspectives on humanistic approach (HA) methods and classroom interactions. The second

section consists of eighteen questions where respondents use a four-point Likert scale to provide their responses. This section aims to gather quantitative data on the participants' opinions and attitudes towards HA methods and classroom interactions. Finally, the last section contains an open-ended question. According to Embed (2014), open-ended questions allow respondents to freely express their thoughts and opinions in their own words, without any constraints on their responses. This provides researchers with valuable insights and allows respondents to elaborate on their answers.

2.3.2.1. Description of Teacher Questionnaire

The teacher questionnaire is composed of twenty-three (23) items. It is addressed to thirteen (13) EFL teachers at Yahia Fares University of Medea. The first section is about teachers' gender (six males and seven females); age ranges between twenty-five (25) to thirty-four (34); their degree ranges between Master's, Magister, and Doctorate; their teaching experience is between five to ten years. The second section includes eighteen (18) questions about teachers–students' interactions in the classroom based on four methods (reflective, dialogical, democratic, and autonomous learning). The first nine (09) questions belong to the reflective learning method, focusing on how students learn and think critically based on their needs and interests. The next five (05) questions cover dialogical learning, which seeks to determine if students engage in discussions, role-playing, analysis, and comparing different perspectives. The following three (03) questions tackle the democratic learning method, which aims to identify how students interact with the teacher and other peers, showing empathy and sympathy. The last question is related to autonomous learning, intended to check if students are independent and confident in their learning process.

2.4. Data Collection and Data Analysis Procedures

The present study was carried out in the Department of Foreign Languages (English Section) at Yahia Fares University of Medea. It involves LMD students (1st, 2nd, and 3rd year) and EFL teachers in this department. In this work, questionnaires are used as instruments to collect data. The student questionnaire was shared online via closed Facebook groups, and the collection of learners' responses lasted around three (03) days, from the 06th to the 08th of May. Meanwhile, the teacher questionnaire was printed and handed out to them directly for completion, while another questionnaire was also submitted online.

In order to analyze and interpret the collected data, the quantitative method approach is used. The quantitative data gathered from the questionnaires given to the teachers and students are represented numerically with graphs, and the data are examined using descriptive statistics.

Conclusion

This chapter described the methods and procedures employed to obtain the research sample and the instruments used to collect data for this work. It begins by explaining to the rationale behind selecting this topic. The research participants included a total of 73 students and 13 teachers in the Department of Foreign Languages (English Section). To gather data, the researchers used a questionnaire as a tool directed at both EFL students and teachers, employing a quantitative approach to analyze the presented data using descriptive statistics. This approach helps the researchers in analyzing and interpreting the obtained results to answer the research questions and fulfill the purpose of the current study.

CHAPTER THREE

Results and Discussion

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CHAPTER THREE

Results and Discussion

Introduction

This chapter presents the results obtained from the analysis of the data gathered from the questionnaires addressed to EFL teachers and students at Yahia Fares University of Medea. It provides descriptive statistics of the data, including detailed percentages and frequencies. The results are presented in the form of tables and figures, offering a clear visual representation of the findings. By interpreting the findings from both sets of questionnaires, this chapter aims to address the research questions posed in this study.

3.1. Presentation of the Student Questionnaire Results

As indicated previously, the questionnaire is addressed to undergraduate students of English at Medea University. It consists of thirty items; seventy-three students have answered the questionnaire.

3.1.1. Section One: Demographic Information

This section presents demographic information about the participants involved in the study. It includes details such as age, gender, and current grade level. This allows researchers to understand the characteristics of the sample population.

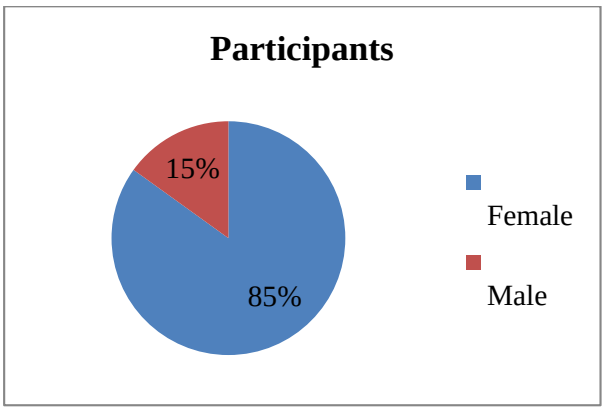
- **Students' Gender**

-Question 01: What is your gender?

Table 3.1 *Students' Gender*

	Frequency	**Percentage**
Variable	(n)	(%)
Sex		
Female	62	11
Male	85%	15

Figure 3.1: Students' Gender



According to the results obtained from the first question, it is evident that the majority of participants are female students, comprising 62 individuals, which represents 85% of the total number. On the other hand, there are 11 male participants (15% of the total). These findings indicate that the undergraduate student population is predominantly female.

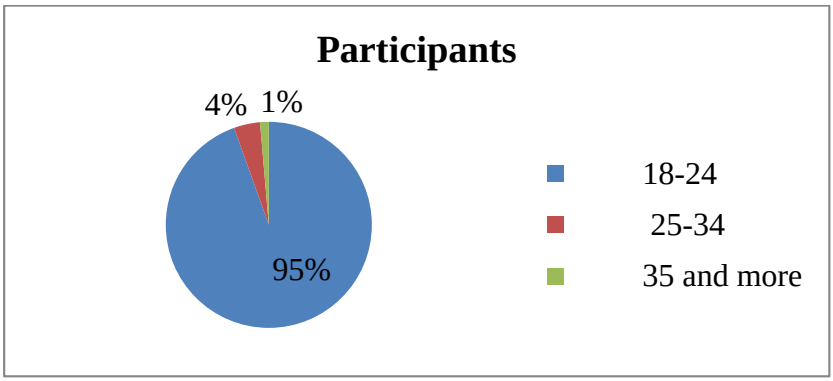
- **Students' Age**

-Question 02: What is your age group?

Table 3.2 *Students' Age*

Variable	Frequency (n)	Percentage (%)
Age		
18-24	69	95%
25-34	03	04%
35and more	01	01%

Figure 3.2 *Students' Age*



As indicated in the above Table 3.2 and Figure 3.2, the majority of respondents (69) are between 18 to 24, representing 95%, while (3) of them are between 25-34, representing 4%. Only (1) student is 35 and older, representing 1%. This distribution may be attributed to the questionnaire's higher submission rate among first-year students in Facebook messenger groups.

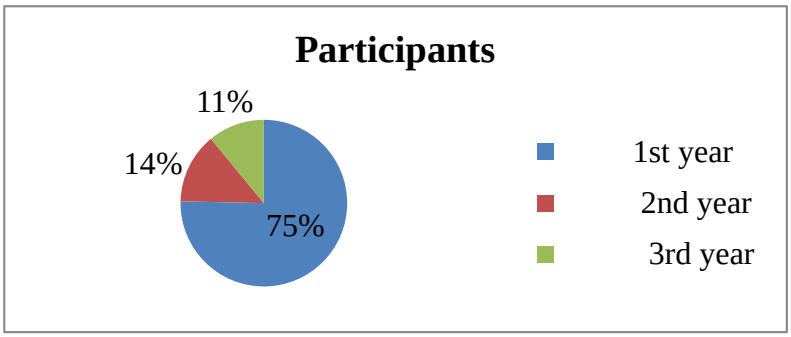
- **Students' Grade Level**

-Question 03: What is your current year of study?

Table 3.3 *Students' Grade Level*

Variable	Frequency (n)	Percentage (%)
Level		
1st year	55	75%
2nd year	10	14%
3rd year	08	11%

Figure 3.3 *Students' Grade Level*



The results from Table 3.3 and Figure 3.3 demonstrate that 55 of the students (75%), belong to the first-year level. However, 10 of them, representing 14%, are second-year students, and 11% are third-year students.

3.1.2. Section Two: Student's Perspectives towards Humanistic Teaching Methods and Classroom Interactions

This section explores students' perspectives on humanistic teaching methods, encompassing reflective learning, democratic practices, autonomous learning, and dialogical practices within the classroom. It also investigates how teacher-student and peer interactions are influenced by humanistic principles. Through analysis of questionnaire responses, it delves into the implementation of these methods within the classroom.

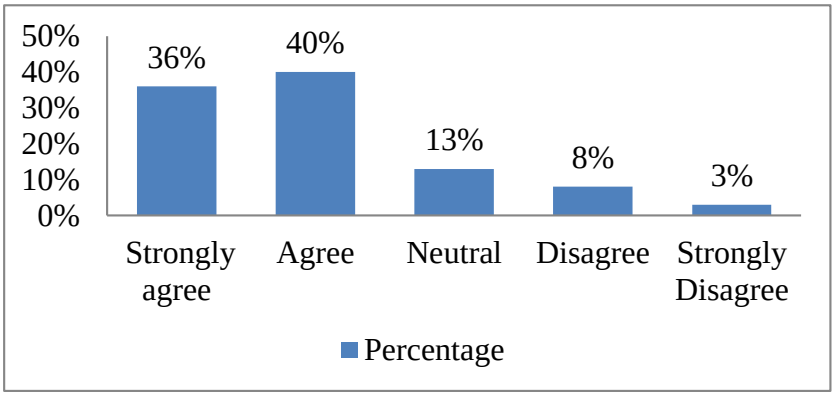
3.1.2.1. Reflective Learning

Reflective learning can be defined as the improvement of critical thinking skills through examining and exploring areas of experience or difficulty. During this stage, the teacher facilitates learning by explaining and incorporating tasks that encourage students to think critically about their current state and what they have learned in the class.

Table 3.4 *Reflective Learning*

Variables	**Percentage** (%)
Option	
Strongly agree	36%
Agree	40%
Neutral	13%
Disagree	08%
Strongly Disagree	03%

Figure 3.4 *Reflective Learning*



The results presented in Table 3.4 and Figure 3.4 above indicate that the majority (45%) of respondents acknowledged that their English teachers act as guides and encourage them to reflect on what they have learned. Additionally, (32%) of students indicated that they are allowed to express their feelings and opinions.

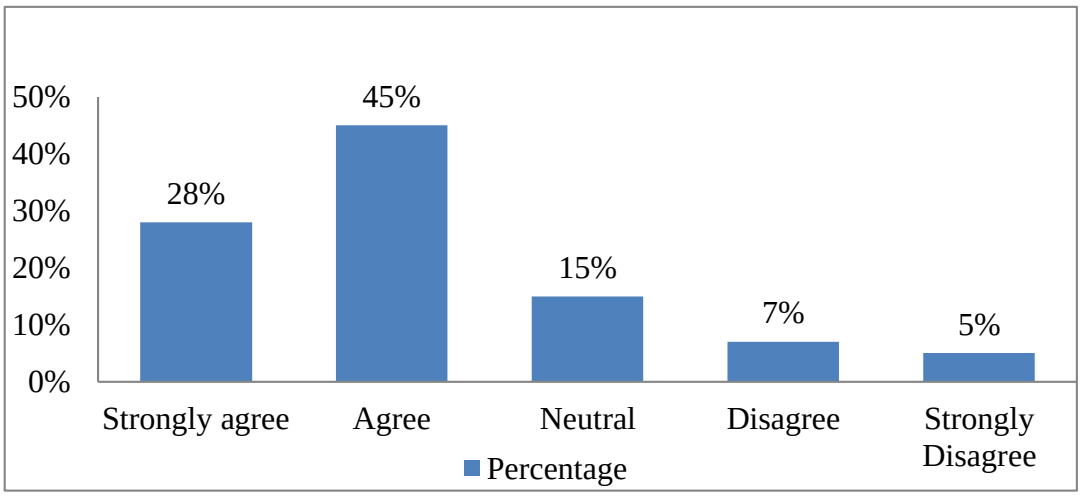
3.1.2.2. Dialogical Learning

According to researchers dialogical learning is based on making dialogues and discussions by the instructor in order to engage and overcome misunderstandings of difficult concepts.

Table 3.5 *Dialogical Learning*

Variables	**Percentage** (%)
Option	
Strongly agree	28%
Agree	45%
Neutral	15%
Disagree	07%
Strongly Disagree	05%

Figure 3.5 *Dialogical Learning*



The findings in table 3.5 and figure 3.5 reveal that 48% of the respondents affirm that teachers encourage them to participate in discussions and incorporate role-playing activities. A

notable proportion of the students (27%)expressed that they are provided with the opportunity to share personal experiences with their peers during class sessions.

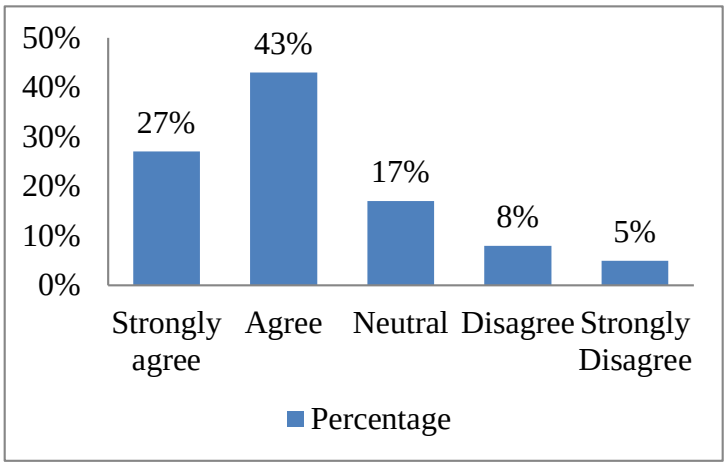
3.1.2.3. Democratic Learning

Researchers stated that democratic learning is primarily revolves around respecting each other's perspectives, fostering sympathy, and nurturing relationships to enhance students' engagement and academic achievements.

Table 3.6 *Democratic Learning*

Variables	**Percentage** (%)
Option	
Strongly agree	27%
Agree	43%
Neutral	17%
Disagree	08%
Strongly Disagree	05%

Figure 3.6 *Democratic Learning*



The results depicted in Table 3.6 and Figure 3.6 depicts that (46%) of the students affirmed that their teachers are cooperative, promoting participation in small groups, pairs, and collaborative activities. Additionally, (31%) of the respondents indicated that their instructors demonstrate sympathy and empathy during challenging situations.

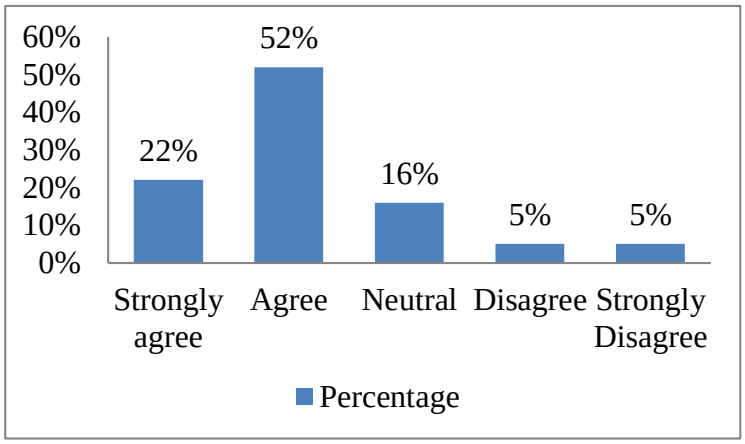
3.1.2.4. Autonomous Learning

Autonomous learning refers to an approach in which the learner holds the power or right to regulate and control their own learning activities.

Table 3.7 *Autonomous Learning*

Variables	**Percentage**(%)
Option	
Strongly agree	22%
Agree	52%
Neutral	16%
Disagree	05%
Strongly Disagree	05%

Figure 3.7 *Autonomous Learning*



The results in table 3.7 and figure 3.7 show that (45%) of the respondents admitted that teachers allow freedom to choose tasks to do at home, fostering a classroom environment that nurtures their confidence and independence. Additionally, (30%) of them stated that the teacher emphasizes their responsibility for their own learning.

3.2. Presentation of the Teacher Questionnaire Results

The questionnaire is addressed to EFL teachers at Yahia Fares University of Medea. It is composed of twenty-three items, presented in the following sections.

3.2.1. Section One: Demographic Information

In this section, the demographic details of the teachers are outlined including gender distribution, age group, teaching experience, and academic qualification.

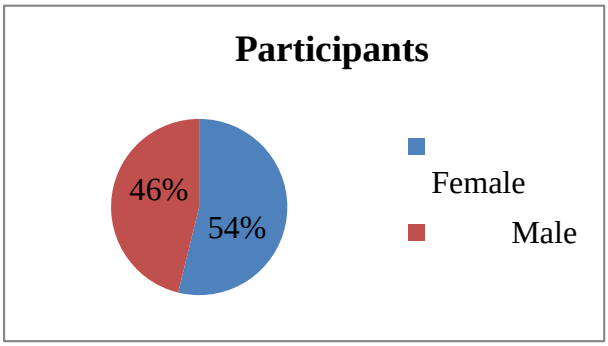
- **Teachers' Gender**

-Question1: What is your gender?

Table 3.8 *Teachers' Gender*

Variable	Frequency (n)	Percentage (%)
Sex		
Female	07	54%
Male	06	46%

Figure 3.8 *Teachers' Gender*



As depicted in Table 3.8 and Figure 3.8 above, from the total sample of 13 teachers, seven (7) are females, constituting 54%, while six (6) are males, representing 46%.

- **Teachers' Age Group**

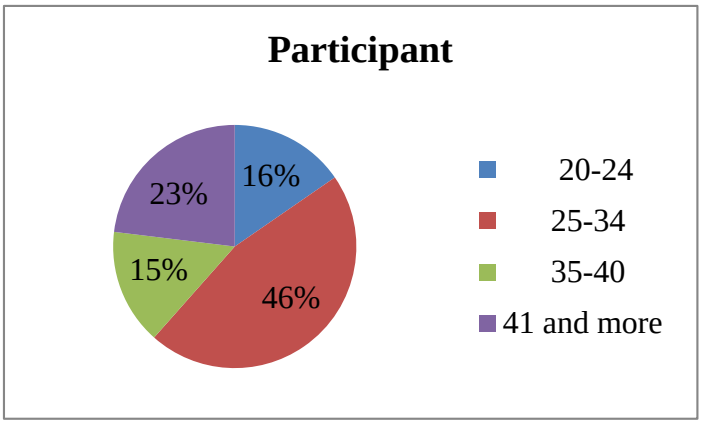
-Question 2: What is your age group?

Table 3.9 *Teachers' Age Group*

Variables	Frequency(n)	Percentage (%)
Age		
20-24	02	15%
25-34	06	47%
35-40	02	15%
41 and more	03	23%

Based on the data presented in Table 3.9 and figure 3.9, it is evident that 15% of the respondents fall within the age range of 20 to 24. Additionally, 47% of the respondents are aged between 25 and 34. Furthermore, 15% of the teachers are between the ages of 35 and 40, while 23% of teachers are aged 41 or older.

Figure 3.9 *Teachers' Age Group*



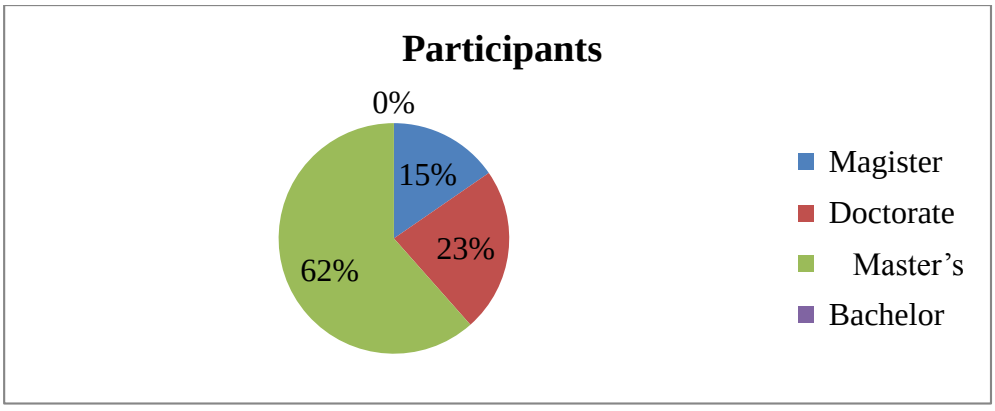
- **Teachers' Degree**

-Question 3: Please indicate your academic qualification?

Table 3.10 *Teachers' Academic Qualification*

Variable	**Frequency** (n)	**Percentage** (%)
Degree		
Magister	02	15%
Doctorate	03	23%
Master's	08	62%
Bachelor	0	À%

Figure3.10 *Teachers' Academic Qualification*



According to Table 3.10 and Figure 3.10 above, it is evident that two teachers (15%) hold a Magister degree, while three (23%) possess a Doctorate degree. Additionally, eight teachers (62%) have a Master's degree, and no teacher (0%) holds a Bachelor's degree.

- **Teachers' Years of Experience**

-Question4: How long have you been teaching at University?

Table 3.11*Teachers'Years of Experience*

Variable	**Frequency**	Percentage
	(n)	(%)
Years of experience		
2-4	06	46%
5-10	06	46%
11-14	00	0%
14 and more	01	01

As mentioned in table 3.11, The results demonstrate that a large proportion (46%) of the respondents have taught between 2 to 4 years. Similarly, the same percentage (46%) has taught from 5 to 10 years. Nevertheless, only (8%) of teachers have taught more than 14 years.

3.2.2. Section Two: Teachers' Perspectives towards Humanistic Teaching Methods and Interactions in the Classroom

This section focuses on investigating teachers' humanistic teaching methods and practices within the classroom. Specifically, it aims to provide an understanding of how these methods are implemented and perceived by teachers in their teaching practices.

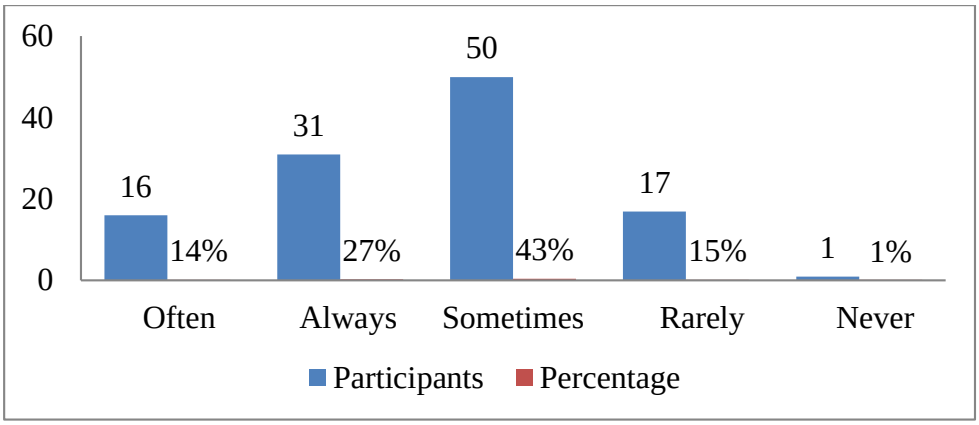
3.2.2.1. Reflective Learning

- Statement 03: My students can ask questions and restate what have been done in the assessment, or courses using their own words and offering different viewpoints.

Table 3.12 *Reflective learning*

Variables	Frequency (n)	Percentage (%)
Option		
Often	16	14%
Always	31	27%
Sometimes	50	43%
Rarely	17	15%
Never	01	1%

Figure 3.11*Reflective learning*



The results depicted in Table 3.12 and Figure 3.11 reveal that 43% of teachers claim that they sometimes allow their students to articulate, demonstrate, and explore their ideas. Additionally, 27% of them consistently permit their students to ask questions, engage in discussions, and select tasks according to their needs. Furthermore, 14% of the participants (16) claimed that they often empower their learners to take responsibility for their own learning.

The analysis of the results obtained from question 03 of the teacher questionnaire reveals that six teachers (47%) sometimes allow their students to ask questions and restate what has been said using their own words while expressing their viewpoints. In contrast, three teachers (23%) always adopt this approach. Additionally, some teachers often allow it, while others do so rarely.

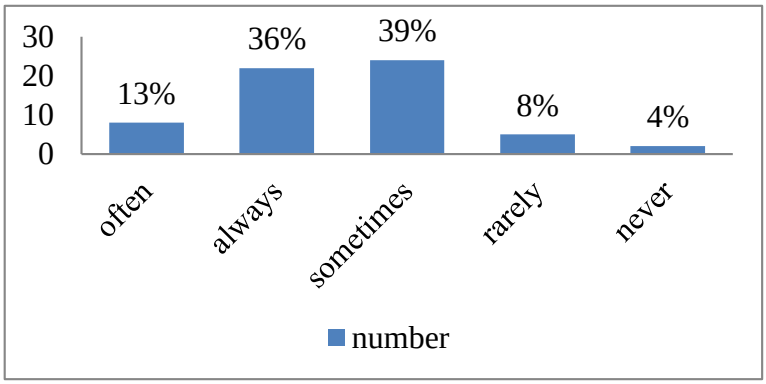
3.2.2.2. Dialogical Learning

- **Statement 10:** My students are allowed to work in pairs, or groups using multiple modes of communication (discussions, making presentations, brainstorming).

Table 3.13 *Dialogical Learning*

Variables	Frequency (n)	Percentage (%)
Option		
Often	03	13%
Always	22	22%
Sometimes	24	24%
Rarely	05	08%
Never	02	04%

Figure 3.12 *Dialogical Learning*



The data in Table 3.13 and Figure 3.12 show that 30% of the participants always authorize students to work in pairs or groups, using multiple modes of communication (discussions, making presentations, brainstorming), and providing them with a range of learning tools. Similarly, 36% of teachers sometimes adopt the same teaching method. Conversely, only 8% of the participants rarely allow their students to discuss various topics (e.g. political, economic) without limitations.

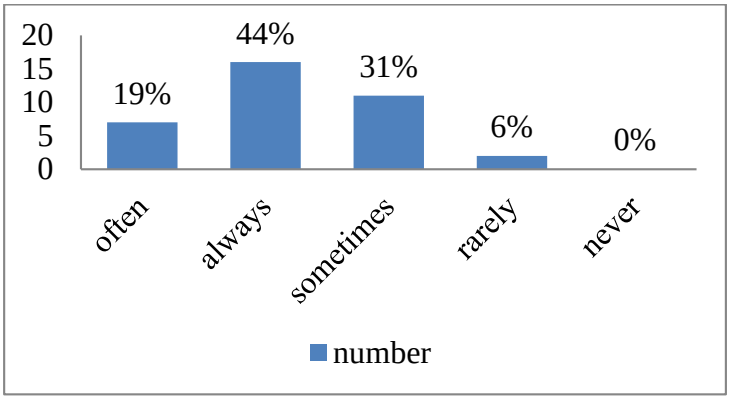
3.2.2.3. Democratic learning

- **Statement 16:** My students actively listen to and respect their classmates' perspectives and viewpoints.

Table 3.14 *Democratic learning*

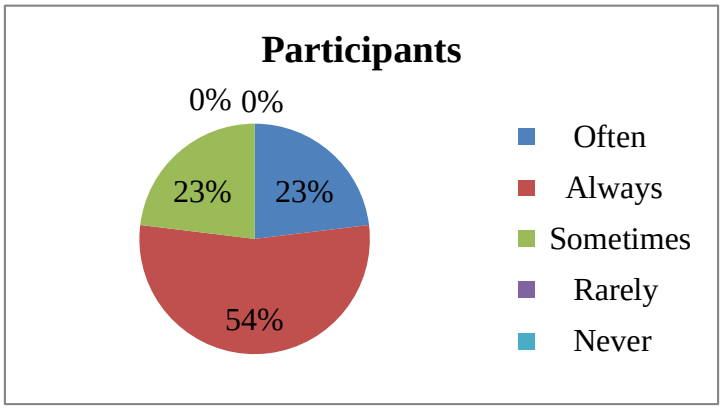
Variables	**Frequency**(n)	**Percentage** (%)
Option		
Often	07	19%
Always	16	44%
Sometimes	11	31%
Rarely	02	06%
Never	00	00%

Figure 3.13*Democratic Learning*



Based on the above data, it can be observed that (44%) of the teachers always let their students show concern and support for their peers, while (31%) of the participants sometimes allow their learners to demonstrate empathy and sympathy.

Figure 3.14 *Democratic Learning Main Statement*



Note. Main Statement: My students actively listen to and respect their classmates' Perspectives and viewpoints.

According to the results of statement 16, the majority of participants (54%) declared that their students always listen to and respect their classmates' opinions. On the other hand, (23%) said that students often engage in this activity in class, while the same proportion (23%) state that learners sometimes do so as well.

3.2.2.4. Autonomous Learning

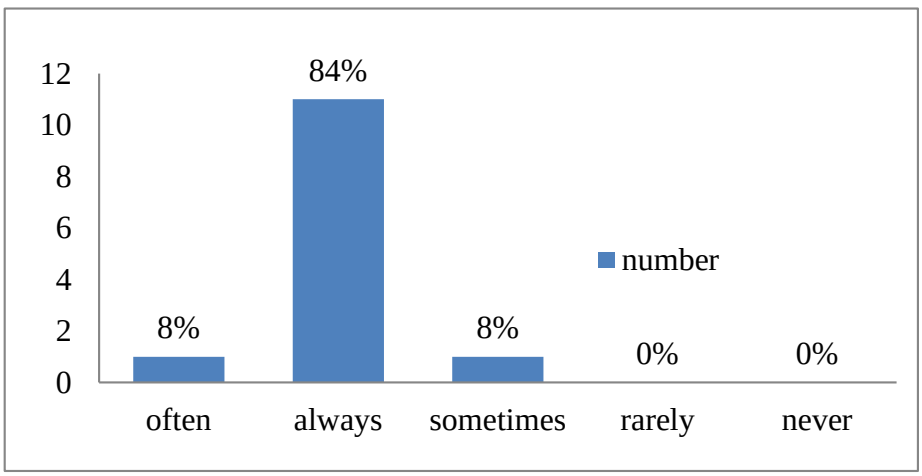
- **Statements 18:** I encourage my students to be confident and self-dependent.

The above question (18) seeks to know whether the teachers encourage the students to be confident and self- dependent. The results demonstrated that almost all teachers (84%) stated that they always encourage their students to show self-confident and be self-dependent, while other answers range between often (8%) and sometimes (8%).

Table 3.15
Autonomous learning

Variables	**Frequency** (n)	**Percentage** (%)
Option		
Often	01	08%
Always	11	84%
Sometimes	01	08%
Rarely	00	00%
Never	00	00%

Figure3.15 *Autonomous Learning*



3.2.3. Section Three: Teachers' Additional comments

- **Question:** Please share any additional insights, experiences, or comments related to your teaching practices and interactions in the classroom.

This open-ended question was designed to gather additional insights and comments from teachers regarding humanistic teaching methods. Despite being posed to 13 teachers, only 6 of them provided comments, offering valuable insights, on their teaching practices and interactions in the classroom.

Table 3.16 *Teachers' Additional Comments*

Teachers	Comments
T1	Students should get more freedom, concerning their time table.
T2	-Classroom interaction - Note taking /Discussion -Collaborative learning -Self-assessment
T3	Classroom interaction mostly and greatly responds on the type of subject is in charge with. For example, the subject matter is phonetics, only less interaction would be displayed is account to the morality of the lessons tackled. On the other hand, speaking module grant much more space for open discussions, debates and other interactive techniques to be undertaken as it mainly depends on face to face conversations, along with less home preparation. Therefore, the teacher would find him/herself much at ease to conduct the interactive method for its feasibility inside the classroom.
T4	Problem-solving cases are also helpful when dealt with properly
T5	As a teacher, I seek to present the most, of course the remaining part is for the students to accomplish, as tasks or homework, but the student's awareness and concern about these roles is not enough to make them work harder.
T6	I like to adopt the teacher-student based classroom.

An analysis of the comments from the teachers reveal a wide range of perspectives varied teaching practices. There is an emphasis on promoting student autonomy, active engagement, and self-assessment. Teachers recognize the importance of various aspects of classroom interaction, such as discussions, collaborative learning, and problem-solving activities.

Additionally, there is a concern expressed about students' motivation and awareness of their responsibilities in the learning process.

Conclusion

This chapter presents the main results of the study, derived from the analysis and interpretation of both the teacher and student questionnaires. The data collected from these questionnaires are transformed into percentages, with each questionnaire divided into four parts representing the humanistic methods (reflective, dialogical, autonomous, and democratic). This division enables researchers to address the main research question concerning the implementation of humanistic methods in EFL classes. Building upon these results, the next chapter will delve into a discussion of the research findings from both questionnaires, offering recommendations for pedagogical implications, discussing research limitations, and providing suggestions for future research endeavors.

CHAPTER FOUR

General Findings, Implications, and Limitations

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CHAPTER FOUR

General Findings, Implications and Limitations

Introduction

The present research is undertaken to investigate EFL teachers' and undergraduate Students' perceptions toward the humanistic learning and teaching methods and classroom interactions. The analysis of the results in chapter three yields several outcomes regarding the effectiveness of the humanistic approach in enhancing teacher-student, and student-student interaction, along with classroom practices. Drawing on the findings collected from both the teachers' and students' responses, this chapter delves into a discussion of the general findings. Additionally, this chapter provides recommendations, addresses research limitations, and offers several suggestions for future research endeavors.

4.1. Summary and Discussion of Findings

4.1.1. Discussion of General Findings from the Student Questionnaire

In this study, a quantitative descriptive design was deemed as appropriate to address the research questions outlined in this study's general introduction. It becomes apparent that students acknowledge the presence of humanistic teaching methods, including reflective, dialogical, democratic, and autonomous learning. The majority of respondents highlight reflective learning as the most prominent, followed by dialogical, democratic, and autonomous learning.

A significant portion of students (36%) strongly agree that their teachers encourage deep reflection on learned concepts, incorporating quizzes that prompt recall and restatement of what they have learned. This underscores the prevalence of the reflective learning method in EFL classes at Yahia Fares University of Medea, contributing to a better understanding of

learners' abilities, needs, and desires, enhancing critical thinking skills and performance, and boosting motivation through visual aids, videos, and images.

Second, 28% of respondents noted that the dialogical method has equal importance as the reflective method. In this regard, the students stated that their teachers adopt this method so as to improve learners' thinking and communication through conversations, discussions, and role-playing in order to foster interaction among students and between the teacher and students. Meanwhile, democratic (27%) and autonomous (22%) methods hold similar value to reflective and dialogical methods, with teachers prioritizing respect, sympathy, and empathy towards classmates' perspectives. This approach ensures that students' voices are heard, allowing them to provide feedback on each other's performances and reducing stress.

Regarding autonomous learning, students expressed that their teachers instill confidence and self-independence, granting them the freedom to choose what to learn under teachers' guidance. While humanistic learning methods in EFL classes prove effective in various aspects, students note limitations in their freedom, as teachers sometimes restrict their ability to choose topics or discuss various topics freely.

All in all, the presence of humanistic learning methods in EFL classes significantly impacts students, shaping their personality, cognitive skills, interests, and sense of freedom. However, there are some limitations to this freedom, revealing some contradiction between teachers' responses and their actual classroom practices which require continuous improvement and alignment between theory and practical implementation.

4.2.2. Discussion of General Findings from the Teacher Questionnaire

Upon analyzing teachers' responses, it becomes evident that many teachers (31%) align with the reflective learning method, which enhances learners' creativity, support, and

productivity. This finding mirrors the students' responses, who also indicated that their teachers frequently use reflective methods.

In contrast, unlike the reflective method, which received 31% of the responses, the dialogical method received 22%. The findings from the dialogical group of responses underscore the significance of this method in fostering classroom relationships, reducing shyness, enhancing speaking and presentation skills, and developing performance abilities.

Additionally, the findings obtained from responses related to democratic and autonomous learning also highlight the presence of these methods, which contribute to classroom engagement and help to create a safe and cooperative environment. Moreover, the use of these methods provide students with better opportunities to speak, participate, contribute, and become self-independent in the classroom.

4.3. Discussion of Findings in Light of Theory

The present study delves into the implementation of humanistic teaching methods and interactions in the EFL classroom at Yahia Fares University of Medea. The results of the teacher and student questionnaires unveiled that classroom practices and teaching methods are in alignment with the humanistic approach. Yet, there is a strong preference for the reflective method. The latter, as endorsed by both teachers and students, plays a significant role in fostering creativity and productivity in the classroom. In addition, the dialogical method is noted for its impact on classroom relationships and communication skills. These findings align with the theoretical framework underpinning this research.

The findings of this study are directly in line with the humanistic approach advocated byVeugelers, as discussed in the first chapter. Notably, the results demonstrated that both teachers and students are aware of the principles of the humanistic approach. The presence of the reflective, dialogical, democratic, and autonomous learning also corroborates Veugelers'

approach. One of the tenets of this approach is learner-centered and self-dependent learning, emphasizing not only students' cognitive and linguistic capacities but also their feelings and emotions. Furthermore, it focuses on the inner world of the students as whole persons (human beings). Teachers demonstrated an awareness regarding the importance of students' different learning styles.

The presence of the humanistic approach in EFL classes at Yahia Fares University of Medea is further supported by both teachers' and students' responses. Their perspectives regarding humanistic methods and classroom interaction indicated that the teacher plays the role of a guide (moving around during class activities to engage with students) and a facilitator (promoting participation in small groups and clarifying difficult concepts). In this regard, humanistic interaction and collaboration are promoted in the EFL classroom. The findings also show that many teachers show concern for students' cognitive sides. As a result, learners are encouraged to reflect and think deeply about what they learn. Additionally, teachers give freedom to students to select tasks and topics, helping students to be responsible, confident, and self-independent in their learning.

4.4. Recommendations

Based on the literature review and the findings of this study, several recommendations can be made to improve the implementation of HA principles in EFL teaching and learning.

- **Creating a non-threatening Atmosphere**

Firstly, teachers should strive to create a non-threatening atmosphere in the classroom to encourage interaction among students. This can be achieved by encouraging discussions and allowing students to express their thoughts without fear of being judged.

- **Providing essential equipment**

Additionally, it is crucial to provide students with essential equipment such as internet access, computers, and projectors. These tools can facilitate the effective use of HA teaching methods.

- **Accommodating different learning styles**

It is also important for teachers to be aware of and accommodate different learning styles—visual, auditory, and kinesthetic—when designing lessons. Teachers can incorporate visual aids, such as diagrams and videos, auditory material, including discussions and podcasts, and kinesthetic activities like hands-on tasks.

- **Integrating HA methods into all modules**

To ensure an effective application of HA in EFL teaching, HA methods should be integrated into every module of EFL curriculum. For example, designing the curriculum of the EFL degree course at Yahia Fares University of Medea. Additionally, including collaborative projects in each module where students can work in teams, prepare presentations.

- **Providing training and support**

Finally, training and support in the form of meetings among teachers can help enhance the understanding and application of HA principles in the teaching and learning process. This can be done by organizing workshops for teachers to discuss HA methods and share best practices.

4.5. Limitations of the Study

The findings of this study have to be seen in the light of some limitations which requires potential consideration when undertaking future studies. The first limitation is that the

sample of teacher participants is relatively small. Although the questionnaire was addressed to all EFL teachers, but some chose not to respond.

Moreover, while the questionnaire served as a valuable tool for gathering insights into humanistic teaching methods and interactions, it may not have provided a comprehensive understanding of actual implementation of these methods as well as classroom reality and interactions. Classroom observations and interviews alongside questionnaire responses could offer complementary insights and would enhance the validity and reliability of the study findings.

Another limitation to consider is that most of the students who answered the questionnaire were in their first year of university. Insights from second and third-year students were not obtained as originally planned. This may have implications for the generalizability and representativeness of the findings.

4.6. Suggestions for Further Research

Several aspects of the humanistic approach (HA) have not yet been thoroughly investigated. This research investigated HA methods and interactions in EFL classrooms from the perspective of teachers and students. However, future research could delve into various areas related to HA theories and their connections with cognitive psychology. Due to time constraints, this study did not include other research instruments such as classroom observations or interviews. Moreover, future researchers may consider conducting interviews with teachers and students to gather more comprehensive and reliable data on HA methods and interactions. Additionally, they could explore this topic in different educational settings, including primary, middle, and secondary schools, as well as kindergartens, to provide a broader understanding of HA implementation across various levels of education.

Conclusion

This chapter provided a discussion of the general findings of the study, shedding light on the humanistic approach (HA) methods and interactions in EFL classrooms from the perspective of both teachers and students. Recommendations have been provided to encourage teachers to adopt HA methods in their classes, aiming to enhance students' interactions, engagement levels, and reflections.

Despite the insights gained from this research, there are several limitations to consider. The study's sample size was relatively small, and data collection was primarily based on questionnaires, limiting the depth of the research. Finally, a number of suggestions were provided for future researchers.

By addressing these recommendations and considering the limitations outlined, future studies in this area can contribute to our understanding of HA methods and their impact on teaching and learning practices.

GENERAL CONCLUSION

GENERAL CONCLUSION

In conclusion, this study aimed to investigate humanistic approach methods and interaction from the perspective of teachers and students within EFL classrooms at Yahia Fares University of Medea.

This study was divided into four chapters. The first chapter consisted of a literature review, providing a comprehensive overview of existing research, theories, and concepts related to humanistic teaching methods and classroom interaction. This chapter begun with an overview of traditional approaches to education, followed by an introduction to the humanistic approach (HA) and its significance in education. The chapter explored the main principles, theories, and perspectives of the HA, highlighting the role of the HA teacher in contrast to the traditional approach (TA) teacher. Furthermore, it examines the application of HA methods in EFL classes, including aspects such as materials, classroom tasks and activities, and assessment.

The second chapter outlined the research methodology, detailing the approach taken to collect and analyze data, including the design of the study, data collection instruments, and sampling procedures. Research participants involved EFL undergraduate students (73) as well as teachers (13). The researchers employed a quantitative analysis method, administering questionnaires to both students and teachers via the Google Forms application. This facilitated the collection of their responses regarding the presence of humanistic approach (HA) teaching methods and interaction in EFL classes.

The third chapter presented the results of the analysis of the collected data. Teachers' and students' responses were translated into percentages and presented using tables and figures. The findings from both questionnaires indicated that reflective learning is the most frequently

employed method, followed by the dialogical, democratic, and autonomous learning approaches.

Chapter four presented a summary and discussion of the general findings of this research, offering recommendations and suggestions to successfully incorporate HA methods in EFL classes. The results of the study indicated that factors such as creating an adequate atmosphere, allocating essential equipment's as internet, are crucial for the effective implementation of HA methods. Moreover, organizing meetings for teachers is suggested to attain better outcomes while employing HA methods. Additionally, future studies on this topic are recommended to explore HA theories in EFL studies and from interdisciplinary perspectives. Future research endeavors may involve conducting interviews, classroom observations, and exploring different case studies involving a larger sample of teachers.

In brief, the findings reveal that the humanistic approach (HA) is present within EFL classrooms at Yahia Fares University of Medea. Data from both questionnaires indicate that the reflective method is the most frequently employed by teachers, followed by the dialogical method. Regarding the third question posed in the general introduction, it is evident that EFL students at Yahia Fares University of Medea engage with course content and interact with their peers and instructors through discussions and collaborative class activities. They reflect on their learning by asking for clarifications and exchanging ideas.

To sum up, the humanistic approach (HA) teaching methods are fundamental in EFL classes and should be taken into consideration by both teachers and administrators.

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APPENDICES

APPENDICES

Appendix I

Student Questionnaire

Dear Participant,

Thank you for participating in this questionnaire, which is part of a Master's research investigation on teaching methods and interactions in the classroom. Your responses are anonymous and confidential. Please respond thoughtfully, as your input is valuable to our study. Thank you for your contribution.

Section one:

Please answer the following demographic questions based on your personal information.

1. **What is your gender?**

2. **What is your age group?**

□ 18-24

□ 25-34

□ 35 and more

3. **What is your current year of study?**

Section two:

Please carefully read each statement below, then rate it based on your experience.

(1-Strongly Agree, **2-** Agree, **3-** Neutral,**4 -** Disagree, **5-**Strongly Disagree)

1. The teacher clearly explains and clarifies the objectives and learning outcomes of the course.

2. The teacher incorporates quizzes or tasks that require us to recall and restate what we have learned.

3. The teacher demonstrates respects for our opinions, feelings, and emotions.

4. The teacher encourages us to participate in discussions and respect each other's opinions.

5. The teacher acts as a guide and facilitator, allowing us to be responsible for our own learning.

6. The teacher encourages collaborative work while providing guidance.

7. The teacher suggests creating study groups to explain difficult concepts to each other.

8. The teacher allows us to ask questions seeking for clarification and guidance when encountering difficulties or misunderstandings.

9. The teacher encourages us to provide feedback on each other's work.

10. The teacher utilizes various resources (such as texts, images, audios, and videos) to explain lessons, catering to diverse learning styles and enhancing comprehension.

11. The teacher promotes participation in small group and pair work activities.

12. The teacher allows freedom for students to choose tasks at home to apply concepts learned inclass.

13. The teacher actively monitors and moves around during class activities to engage with students.

14. The teacher encourages students to share personal experiences with others in class.

15. The teacher incorporates role-playing and fun activities into the lessons to enhance engagement.

16. The teacher promotes mutual assistance and help among students during class activities.

17. The teacher provides feedback on all tasks completed by students in class and at home.

18. The teacher encourages students to provide feedback on each other's performance

19. The teacher acknowledges and praises good performance among students.

20. The teacher provides constructive feedback in a supportive manner when addressing errors.

21. The teacher cultivates a classroom environment that nurtures students' confidence and independence.

22. The teacher instills in students a belief in their abilities and fosters self-confidence through encouragement and support.

23. The teacher encourages deep reflection on learned concepts.

24. The teacher respects and does not force participation in activities when students are not ready.

25. The teacher emphasizes student responsibility for their own learning.

26. The teacher demonstrates sympathy and empathy during difficult situations.

27. The teacher actively listens to students' perspectives and concerns, fostering a supportive and inclusive classroom environment.

Appendix II

Teacher Questionnaire

Dear Teacher,

Thank you for participating in this questionnaire, which is part of a Master's research investigation on humanistic teaching and teacher-student interactions in the classroom. Your responses are anonymous and confidential. Please respond thoughtfully, as your input is valuable to our study. **Thank you for your contribution.**

Section one:

Please answer the following demographic questions based on your personal information.

1. What is your gender?

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2. What is your age group?

□ 20-24

□ 25-34

□ 35-40

□ 41-more

3. Please indicate your degree:

□ Magister

□ Doctorate

□ Master's

□ Bachelor

4. How long have you been teaching at university?

□ 2-4

□ 5-10

□ 11-14

□ 14-more

Section Two:

Please carefully read each statement below, then rate it based on the frequency of occurrence in your teaching practice:

Statement	Often	Always	Sometimes	Rarely	Never
1. My students can articulate their feelings, interests and the challenges they face.					
2. All students can engage in discussions or debates, exchanging ideas.					
3. My students can ask questions and restate what have been done in assessment, or courses using their own words and offering different viewpoints.					
4. My students demonstrate autonomy in the process of constructing meaning and integrating moral values into their learning.					
5. My students can explore familiar topics, concepts, ideas, or events through connection-making tools (such as Mind Maps).					
6. My students can reflect on their own learning process.					
7. I actively encourage my students to seek clarification when facing difficulties in any course or encountering gaps in their knowledge.					
8. My students can take responsibility for their own learning.					
9. My students are allowed to choose tasks, or select topics to apply what have been learned according to their needs.					
10. My students are allowed to work in pairs, or groups using multiple Modes of communication (discussions, making presentations, brainstorming).					
11. I allow my students to openly discuss various topics (including social, political, economic issues) with no limitations.					
12. I provide my students with a range of learning					

tools tailored to different learning styles, including visual aids, videos, and audio materials.					
13. I allow my students to explore other possible or alternative interpretations to what they have seen, read, written.					
14. My students can analyze, compare, contrast and classify texts, essays, topics.					
15. My students show concern and demonstrate empathy and support for their peers.					
16. My students actively listen to and respect their classmates' perspectives and viewpoints.					
17. I allow my students to think critically by encouraging them to participate in conversations, dialogues and question everything.					
18. I encourage my students to be confident and self-dependent.					

Section Three:

Please share any additional insights, experiences, or comments related to your teaching practices and interactions in the classroom.

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