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**OPTION: LINGUISTICS**

**Investigating the Effect of the Humanistic Approach on Student-Teacher  
Interaction in EFL Classroom: Case Study Second Year LMD Students of English  
at the University of Guelma**

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Fulfillment of the Requirements for Master's Degree in Language and Culture**

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## **Dedication I**

In the name of Allah, Most Gracious, Most Merciful.

I dedicate this work:

To my beloved parents, thank you for always being there for me, I have reached this level because of you and for you, making you proud will always be my first goal, and to my dear brother who never failed me.

To the wonderful people with whom I shared my university journey, to my friends Bourhane, Mohamed and Yassin, and to the gang group, thank you for the great memories which I will never forget. I also want to thank Rebai and Khelifa for the priceless help during this period.

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## Dedication II

In the Name of Allah, the Most Gracious, the Most Merciful

I dedicate this work to

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Free Palestine

**Zehioua**

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### **Abstract**

Among the significant elements that influence the learning process, there is the student-teacher interaction. This interaction is considered as the main tool that may facilitate or hinder education. The appropriate use of teaching methods and techniques plays a vital role in enhancing teacher-learner interaction in EFL classrooms, and among these methods the humanistic approach is highly recommended. This approach in education underlines the learners' interests, values and emotions, which allows both learners and their instructors to raise their personal growth. The current research tends to highlight the effect the humanistic approach on this crucial relationship; this one goes beyond the language mastery and focuses on holistic development of the students, teachers, and environment's characteristics through a mixed approach, descriptive research method actualized by administering a questionnaire to second-year LMD students of English as foreign language, at the University 08 Mai 1945, Guelma to explore their opinions about the topic. Moreover, the research relied on observations to their teachers during the Oral Expression sessions. The results show that both teachers and students are aware of the significance of the humanistic approach and how it affects teacher-students interaction. Accordingly, it is noticed that teachers are open to integrate the humanistic approach's principles in the learning process admitting that focusing on students' holistic growth as human beings is also a part of the academic achievement. Adopting this approach is a shared responsibility, with both teachers and students playing crucial roles in fostering productive relationships, also students should express their needs and desires, supporting a classroom that upholds humanistic principles. Additionally EFL teachers need to recognize and accommodate students' individual differences and diverse social and cultural backgrounds.

**Keywords:** student-teacher interaction, EFL classroom, humanistic approach, personal growth, holistic growth.

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## **List of Abbreviations and Acronyms**

**APA:** American Psychological Association.

**CI:** Classroom Interaction.

**CLL:** Community Language Learning.

**CLT:** Communicative Language Teaching.

**EFL:** English as a Foreign Language.

**FIAC:** Flanders Interaction Analysis Categories.

**Flint:** Foreign Language Interaction.

**IRF:** Initiation. Response. Feedback.

**L1:** First Language.

**L2:** Second Language.

**PERMA:** Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment.

**SLA:** Second Language Acquisition.

**ST:** Student.

**T:** Teacher.

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## **General Introduction**

### **Introduction**

In the realm of teaching English as a Foreign Language (EFL), the dynamics between students and teachers play a pivotal role in shaping the learning experience. Usually, teachers follow strict rules for teaching and assessment, but sometimes they forget about the subjective side of learning. This research seeks to look into using a friendly and personalized approach in English class, called the Humanistic Approach. The Humanistic Approach emphasizes that students are supposed to feel good emotionally and mentally during the learning process; it is about treating each student as an individual, helping them grow personally, and making learning meaningful and enjoyable.

By thoroughly creating a theoretical framework, and using real-world research methods, this dissertation aims to provide useful knowledge and valuable insights specifically related to student-teacher interaction in the context of the Humanistic Approach within EFL settings.

Understanding how this approach influences the dynamics between students and teachers has the potential to enhance not only teaching practices but also foster more positive and effective interactions in the learning environment.

### **1. Statement of the Problem**

This topic of research was discussed by numerous scholars and humanists; however, there is always a gap that needs to be filled between EFL teaching theories and realities. The study focuses on the humanistic approach and endeavors to check whether this way of teaching and learning has a positive impact on their crucial interaction or not.

## **2. Aims of the Study**

The research aims to explore the impact of the humanistic approach on student teacher interaction in EFL classrooms, it also deals with the influence of this approach on the quality of teaching-learning process, i.e. identifying why is it crucial to choose wisely which learning-teaching approach to rely on in EFL classrooms and how it affects the success of interaction.

## **3. Research Questions**

This research is trying to figure out some answers for a series of questions and doubts:

- What is the humanistic approach in education and what are its principles?
- Do teachers apply the humanistic approach during EFL classroom interactions?
- To what extent does the humanistic approach impact student-teacher interaction?

## **4. Research Hypothesis**

It is supposed that the humanistic approach has an impact over teacher-student interaction inside EFL classrooms, the misuse of certain approaches may hinder the flow of interaction; this research hypothesizes that:

H1: If teachers apply the humanistic approach in EFL classroom, student-teacher's interaction will improve.

H0: If teachers apply the humanistic approach in EFL classroom, student-teacher's interaction will not improve.

## **5. Research Methodology and Design**

### **a. Research Method**



The research investigates the impact of the humanistic approach on student-teacher interaction in EFL classroom through the mixed approach, descriptive research method. This method permits to check the validity of the hypothesis and explores the link between the mentioned approach and student-teacher interaction.

### **b. Population of the Study**

The population of the study is represented by second year EFL students of at the Department of English Letters and Languages; University 08 Mai 1945-GUELMA. The population was chosen based on several factors; mainly that second year students are already used to the university atmosphere and they are aware of their learning styles and skills. The sample is composed of 147 students of mixed sex and age and who were chosen randomly from 237 students for generalizability purposes.

### **c. Research Tools**

This research is conducted via two data gathering tools, the first one is a students' questionnaire that seeks to investigate their opinions about the influence of the humanistic approach on student-teacher interaction inside EFL classrooms. The second one is a classroom observation that requires attending some sessions with the one teacher of the two chosen groups using a checklist of the humanistic approach principles, and verify whether those principles are applied or not, taking the outcomes into consideration.

## **6. Structure of the Dissertation**

The research consists of two main parts: theoretical and practical part. The first part is composed of two main chapters; the first chapter deals with the history of the humanistic approach as well as its principles and addresses its major theories of this approaches. Student-teacher interaction inside the classroom is the subject of the second chapter, which will discuss the concept of student-teacher interaction, definitions, the major schools and theories

that prioritize this connection; it also deals with how different teaching styles impact the dynamics of student-teacher relationships.

The second part of the dissertation is concerned with field investigation; it is presented in the third chapter, and it contains the detailed analysis and interpretation of the results brought by the two data collection tools (students' questionnaire and classroom observation); the chapter is concluded with a set of educational implications, recommendations

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## **Introduction**

Psychology, an informative journey into human thoughts and actions, offers different perspectives on understanding ourselves and other people. Amongst these various tools, the humanistic approach which stands out as a symbol of optimism and growth. This approach emphasizes an inherent human tendency for self-realization, claiming that humans have a natural desire to achieve personal improvement, pleasure, and the realization of their full potential. This emphasis on human agency highlights the value of subjective experience, the individual ways in which each of us sees and understands the world, and empowers people.

### **1.1. Origins of the Humanistic Approach**

The late 1950s witnessed the emergence of the humanistic approach in psychology, which aimed to provide a holistic understanding of human life and reclaim the significance of consciousness in response to behaviorism and psychoanalysis. As a school of psychology introduced by Skinner, behaviorism placed a strong emphasis on visible behaviors and aimed to comprehend and predict how people act using the techniques of physical science, in addition to the psychoanalytic movement developed by Sigmund Freud that focused on the unconscious mind's influence over behavior, the humanists argued that behaviorists ignored people's underlying mental processes and private emotions because of their emphasis on visible behavior; they disregarded the role that individual autonomy and conscious awareness have in influencing a person's life ("Explore psychology",2024).

Prioritizing awareness again and providing a more comprehensive understanding of human existence were the goals of the early humanistic psychologists. For instance, Maslow who presented his model of hierarchy of needs, followed by Carl Rogers and his theory of the self were both focused on the person's self-actualization in addition to other figures.

Throughout the 1970s and 1980s, humanistic psychology became more popular, and it started to be categorized into three main principles namely 'individual self-worth', 'feelings are as important as facts', and 'personal, social and moral development becomes at least as important as academic development' ( Gage & Berliner, 1991, as cited in Khatib et al., 2013, p. 46). Since then there is no new update of the approach.

## **1.2. Definition of the Humanistic Approach**

In psychology, the phrases "humanistic," "humanism," and "humanist" refer to an approach that examines the individuality and wholeness of each person. Therefore, these terms basically refer to the same methodology. This latter is a viewpoint that stresses considering the full person and each person's individuality, in other words, terminologically speaking, humanism is a philosophy that addresses the issue of how each person is affected and directed by the goals of the people they associate with in their personal experiences (Firdaus & Mariyat, 2017, p. 27-30).

In education, humanism refers to 'humanistic' education is related to (a) concern for personal development, self-acceptance, and acceptance by others; in other words, making students more human" (Moskowitz, 1978, as cited in Bashir, 2013, p. 165), saying "more human" shows that fostering qualities including self-awareness, empathy, compassion, and personal fulfillment is considered as necessary characters to be completely human as fostering academic success. Humanistic education, at its core, aims to support students' holistic growth while acknowledging their intrinsic value and potential as individuals. When it comes to humanistic teaching, the learning process is affected by learners' psychological state, besides that and according to Medgyes (1986), they cannot be considered as "full-time linguistic objects at whom language teaching is aimed," but are seen as "human individuals whose personal dignity and integrity, and the complexity of whose ideas, thoughts, needs, and

sentiments, should be respected” (Medgyes, 1986, p. 109, as cited in Bashir, 2013, p. 165). It is expected from teachers to respect students’ emotions and sentiments as well as promoting social and classroom interaction such as friendship and cooperation among the learners and their teacher too. Also tutors are supposed to guide and help their students to find their hidden skills, encourage them to take their learning ownership and autonomy, and to develop a positive self-image (Bashir, 2013, p.165).

### **1.2.1. Basic Principles of the Humanistic Education**

As described by Gage and Berliner (1991), there are five fundamental principles for achieving a humanistic education:

Feelings are as important as facts: According to Moskowitz (1981), “In humanistic class, learners’ thoughts, feelings and experiences are regarded as important in school” (p. 14, as cited in Jolly, 2014, p. 33). Sensations and information have equal weight. The cognitive and emotive realms are not seen as distinct by the humanistic perspective. Rather, they work together to lay the groundwork for the learning, in other words, learners’ psychological state is prioritized as much as the content of the course or even more. Besides taking the classroom atmosphere into consideration by providing a non-threatening environment where the learner can feel secure and be able to express his thoughts, feelings, and beliefs freely.

Students learn best what they want and what they need: Students learn more quickly and easily when they are allowed to make their own decisions. This suggests that within the parameters of the curriculum or syllabus, students should have a certain amount of freedom in selecting subjects, resources, and activities. Humanistic education places a strong emphasis on adjusting the educational setting to meet each student's unique demands, interests, and skills. To maximize learning outcomes, this method takes into account the fact that each learner is

unique in terms of their motivations, learning styles, and backgrounds (Tasnim & Ahmed, 2022, p. 110).

Self-evaluation is encouraged: Classical grading methods tend to focus on quantitative results such as letter grades or test scores, which may not accurately reflect a student's true understanding or development. The individual strengths, errors, and potential for growth of each student may also be under or overestimated by standardized examinations unlike self-assessment which enhances student's critical thinking skills and increases self-awareness (Tasnim & Ahmed, 2022, p. 110).

Learners' holistic growth is the main focus: Humanistic education acknowledges the importance of fostering students' overall development. This encompasses moral, emotional, and social development alongside intellectual growth (Soviyah, 2007, p. 152).

Knowing how to learn is more important than acquiring a lot of knowledge: Learners ought to be independent and self-motivated in their pursuit of knowledge. The goal of humanistic education is to increase their self-assurance while promoting learner autonomy. Thus instructors should encourage their students' curiosity towards learning (Tasnim & Ahmed, 2022, p. 110).

### **1.3. Models of the Humanistic Approach**

#### **1.3.1. Maslow's Hierarchy of Needs**

##### **1.3.1.1. Abraham H. Maslow**

Abraham Harold Maslow, who is recognized as one of the pioneers of the Humanistic Approach, grew up in Brooklyn, New York. Maslow was an exceptional pupil and participated in the physics and Latin clubs at the elite Boys High School in Brooklyn. He studied at Cornell for a semester after attending the College of the City of New York. Later on, he moved to the University of Wisconsin, where he took psychology classes and

eventually graduated in 1930 with a bachelor's degree in the subject. At the institution, he worked as an assistant lecturer and studied alongside psychologist Harry Harlow, receiving a master's degree in 1931 and a PhD in 1934.

Maslow supervised the psychology department of Massachusetts Brandeis University from 1951 to 1969. Maslow is commonly recognized as the father of humanistic psychology, which rose in the late 1950s. In 1967, he was honored as Humanist of the Year by the American Humanist Association due to his contributions to the humanistic approach to psychology. In educational context, his theory “Hierarchy of Needs” highlights the idea that education does not focus only on the academic achievement and grades, but also on developing the student as a whole person emotionally, socially, and spiritually. In simpler words, Maslow’s beliefs promote that education should contribute to self-discovery, creativity, and personal improvements.

After years of an unhealthy state, he spent his last years in semi-retirement in California until his death from a heart attack on June 8, 1970 (“Unit 4 Humanistic and Self Theory (Maslow and Roger)”, n.d., p.60-61).

### **1.3.1.2. Hierarchy of Needs**

A psychological theory known as “Maslow's Hierarchy of Needs”, which was proposed in 1943 and takes the shape of a pyramid with five stages of human requirements that impact behavior; it assumes that there are five basic needs: physiological needs, safety, love/belonging, esteem, and self-actualization. According to his theory, attention shifts to the next need up the hierarchy when a lower need is satisfied, i.e. lower-level needs (survival needs) must be met and satisfied before the individual can satisfy the higher needs because the higher up the hierarchy, the more difficult it is to satisfy. Those levels are (Tasnim & Ahmed, 2022, p. 108).



Physiological needs: make the lowest level in Maslow's hierarchy. These comprise the bare necessities for life, like the need for food, drink, air, and rest. Although all other wants become secondary until these physiological requirements are satisfied. Maslow thought that these demands are the most fundamental and innate needs in the hierarchy; the organism dies if they are not fulfilled.

Safety: These involve requirements related to safety and security. Security needs are essential for survival; however they are less demanding than physiological demands. Security demands include the desire for stable jobs, health insurance, safe neighborhoods, and environmental protection.

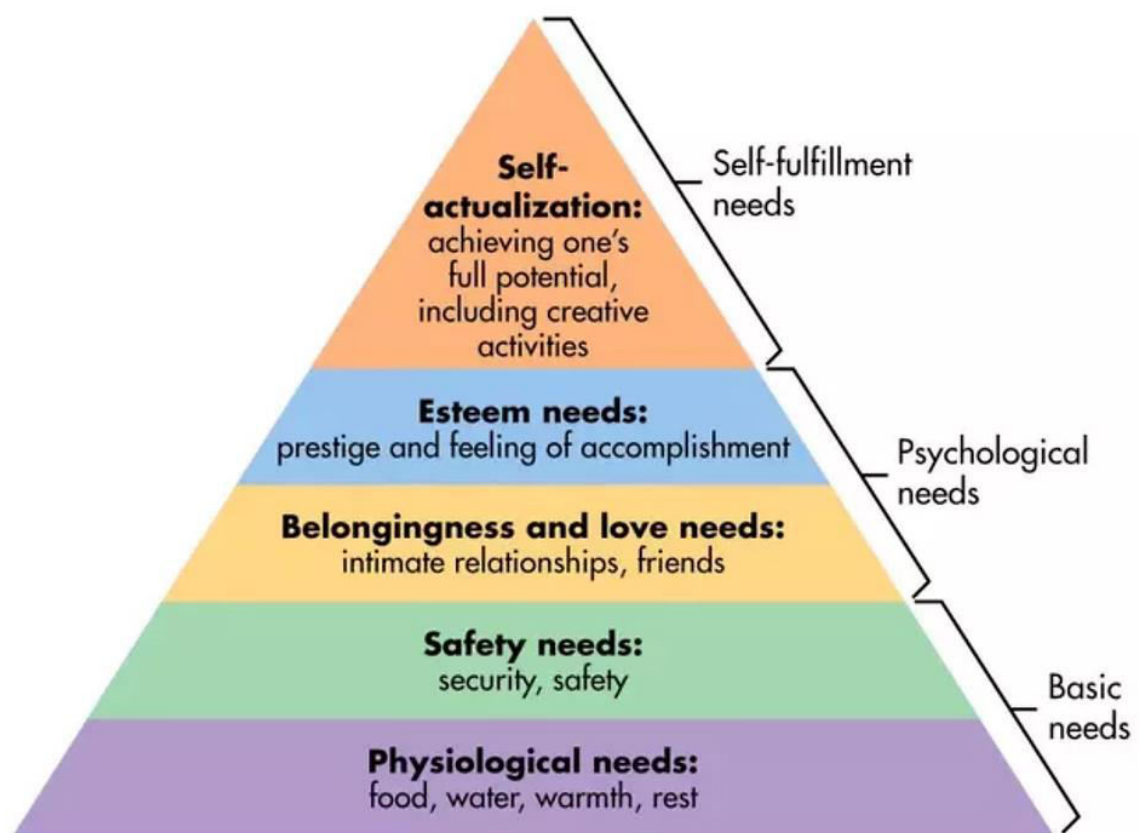
Belongingness needs: The need for acceptance and affection is ranked third in Maslow's hierarchy of needs. Interactions with friends and family, as well as romantic interactions are all vital. Our desire to feel considered as an integral part of a social group is also included. It is important to remember that this need embraces both receiving and giving love.

The impact of desires for love and belonging on well-being has been studied by scholars ever since Maslow's time. On the other hand, feeling alone i.e., having unfulfilled demands for belonging, has a negative impact on overall wellness and health.

Esteem: According to Maslow, esteem requirements come in two varieties: the desire for status, acknowledgment, attention, reputation, and respect from others. Also the self-respect which is your internal attitudes, and ideas about yourself.

People feel secure and perceive their efforts and accomplishments as significant and worthwhile when their demands for respect are satisfied. But if their expectations for respect are not met, they could have "feelings of inferiority," as psychologist Alfred Adler called it in the early 1900's.

Self-actualization: The highest level. This is the phase in which people try to become their "ideal self" and reach their fullest potential. Self-actualization is clearly explained in the idea that when we feel that we are doing what we believe we are meant to do. One distinguishing quality of self-actualization is that it appears differently for everyone, for one person self-actualization is being an ideal parent, for another is much more different for instance it may be expressed athletically or artistically (“Unit 4 Humanistic and Self Theory (Maslow and Roger)”, n.d., p.62).



**Figure 1.1:** Visual depiction of Maslow's Hierarchy of Needs, illustrating the differentiation between the stages of needs.

### 1.3.1.3. Deficiency Needs vs. Growth Needs

The main relationship between those needs and the humanistic approach especially in education is the focus on addressing and fulfilling the fundamental needs of the learner as

Wang (2005) said “if a person cannot satisfy his basic needs physically and psychologically, he might fail to focus on his language learning whole-heartedly. Affect is not only the basic need of human body, but the condition and premise of the other physical and psychological activities” (as cited in Khatib et al., 2013, p. 45).

#### **1.3.1.3.1. Deficiency Needs**

Also called D-needs or Deficit needs and they are concerned with the first four stages. If you don't have enough of something, then it is said that you have a deficit that is you feel the need, i.e. they are needs that motivate people when they are unmet, the longer deprivation needs go unmet, the stronger the desire to fulfill them will become, mainly to avoid unpleasant feelings or even death in the case of physiological needs. For instance, the more you go without water, the thirstier you become. Water becomes a priority because if someone is dying of thirst s/he will not care about improving his/her English Language proficiency at that moment (“Unit 4 Humanistic and Self Theory (Maslow and Roger)”, n.d., p.62).

After stating that, in order to satisfy the next need, it is a must to fulfill the previous one, Maslow clarified that satisfaction is not a whole or nothing process, that is to say, it is not obligatory to fulfill the need one hundred percent to meet the next stage which means that the need can be partially satisfied and the focus would be directed to the next need (1987, p. 69).

#### **1.3.1.3.2. Growth Needs**

Maslow used a variety of words to refer to the ultimate level of demands. He refers to it as growth motivation (as opposed to deficit motivation). They are known as “being needs” (or B-needs), they involve the continuous desire to fulfill potentials and they represent the top of the pyramid “self-actualization”. If someone wants to be truly self-actualized, s/he must fulfill his/her other needs because unmet basic necessities limit one's ability to reach their greatest potential. Nevertheless, an individual's ranking within the hierarchy can shift as a result of life events (such as divorce or job loss) and swings between the many needs’

categories rather than progressing through the levels; this occurs because what is important to someone is not to another, to illustrate, for one individual it is crucial to be safe rather than being loved, to another it may be the opposite.

The question ‘What did Maslow mean by a self-actualized person?’ arises, and to answer this he conducted a research using a qualitative method called biographical analysis. Initially, he selected some historical figures, people he knew at that time, and whom he felt met the level of self-actualization such as Abraham Lincoln, Thomas Jefferson, Albert Einstein, Eleanor Roosevelt, Jane Adams, William James, Albert Schweitzer, and Benedict Spinoza, plus 12 unnamed people who were alive at the time Maslow established his research. Then he analyzed their biographies, writings, speeches ...etc., and designed a list of qualities and characteristics of the self-actualized person (“Unit 4 Humanistic and Self Theory (Maslow and Roger)”, n.d., p.63).

#### **1.3.1.4. Characteristics of Self-actualizers**

As it is mentioned in Karen Horney’s book “Introspection” (1994) about this level of self-discovery “Each person naturally strives for self-realization and self-actualization: in each of us there is a desire for personality development, the desire to become a strong and integral person, in each of us the abilities and talents, usually inhibited by neurotic tendencies, doze” (as cited in Nikadambaeva et al., 2021, p. 306), which means that developing into the best version of the self is something that everyone innately desires, each individual has an innate drive to grow into a powerful, sincere version of themselves, although fear and anxiety sometimes prevent this process. Thus, in order to achieve self-realization, Maslow provides the main characteristics which a person should work on (as cited in Kapur, 2019, p. 3-6).

Problem-centered: Self-actualized people are intensely focused on solving their difficulties, and they are prepared to support individuals in resolving those issues, also their

approach towards problems in life is that they are issues that need to be solved and questions need to be answered rather than personal obstacles to give up on.

Ability to distinguish between Means and Ends: at this level, the real self-actualized person has different perspectives of those crucial concepts, when “ends” are the goal that the individual wants to achieve, and “means” are the actions, methods, and plans s/he went through to meet that end. The ability to know this difference allows the person to differentiate between what is appropriate and inappropriate, as well as the lawful and the unlawful and put them into practice.

Spontaneity: self-actualizers have a spontaneous, creative nature, and adventurous personality. They tend to perform what they feel because this is how they form their beliefs and perspectives.

Unhostile sense of humor: they are known for being pacifist even on funny occasions, they tend to make jokes over themselves more, not because they have low self-esteem and self-confidence, but to raise humor and fun among others and to avoid offending them. Generally, their jokes are presented philosophically to inform, teach, and point out ambiguities.

Democratic values: they have a sense of humility and respect towards others. Namely, they are known for being very considerate to others and their well-being in a way that they think of others before themselves, also they are commonly humble and ready to learn from others. Self-actualizers have the quality of acceptance of self and others.

Reality-centered: reaching self-actualization means having a realistic and superior understanding of the world around them in a manner that allows them to categorize what is fake and what is real as well as being able to judge things accurately without violating the sense of realism.

Strong capability of independence and autonomy: self-actualized individuals possess the ability to be on their own concerning doing their tasks, achieving their goals, and making their own decisions. Furthermore, they enjoy their own company i.e., they find being alone a chance to think deeply and reflect on their ideas.

### **1.3.2. Carl Rogers' Theory of Personality**

#### **1.3.2.1. Carl Rogers**

Carl Ransom Rogers was born in 1902 in North Carolina. He graduated from Johns Hopkins University's medical program and practiced medicine. He was not happy with his work path, though. He decided to pursue psychology instead of medicine. He then moved to California, where he attended classes explained by William James and John Dewey. He gained an interest in human behavior and learning as an outcome of his studies, and that is how his path towards humanism started and became one of the most important figures in this approach. (Kirschembaum, 2004, pp. 116-117).

Rogers thought that through self-discovery, people might become entire individuals. He asserted that human behaviors, emotions, and ideas are complementary. They are all connected pieces of larger whole, not separate items. He developed his notions by reflecting on his personal experiences working with kids. His approach centered on training parents to embrace their children without conditions and on improving their understanding of their offspring, this goes the same for instructors to accept and appreciate their learners the way they are. Thus he created the theory of personality development. He passed away in 1987 at the age of 90, but not before leaving a legacy of parenting principles that are still in use today. ("Unit 4 Humanistic and Self Theory (Maslow and Roger)", n.d., p.67).

#### **1.3.2.2. The Theory of Personality Development**

This theory is also known as self-theory. The other name of the theory is person-centered theory. Regarding Carl Rogers' theory, two fundamental ideas stand out significantly. Firstly, Rogers highlighted the idea of how the individual perceives himself mentioning the concept of the "Self" and its divisions besides how the level of congruence can be a sign of health. Secondly, he talked about the healthy development of the person by providing a safe place where the individual can express his mind freely and allow him to feel loved and valued, and all of that goes under the idea of "Unconditional positive regard".

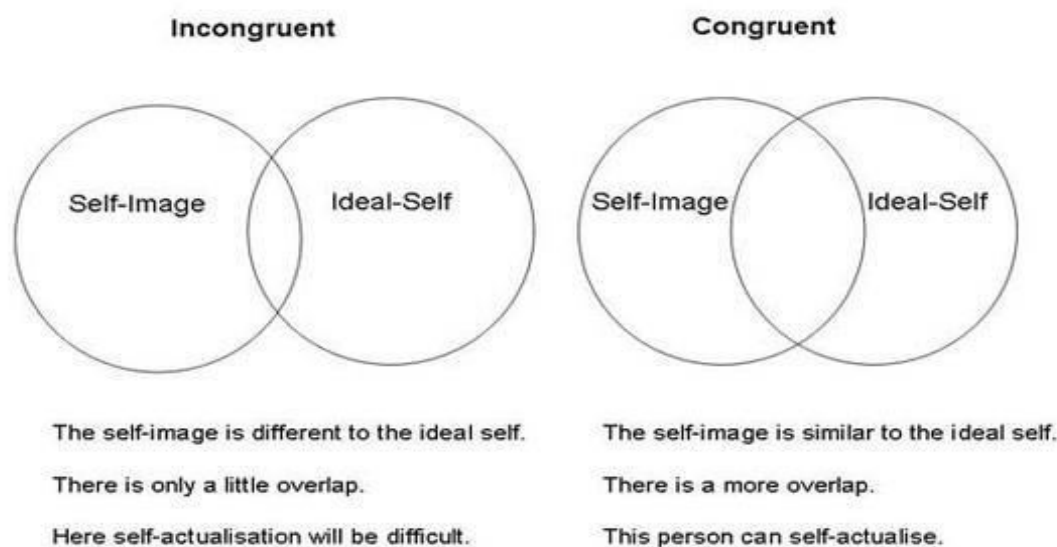
#### **1.3.2.2.1. Self-Concept**

According to Rogers, the self is an ordered, unified, conceptual entity consisting of assumptions about the qualities of "I" or "me," beliefs about how "I" or "me" connects to different aspects of life, and it is mainly influenced by one's childhood and how the external world perceives him/her. Moreover, he presented a distinction between the two subsystems of the self: ideal self, and self-image.

- a. Ideal self: The ambitions and goals that a person wants to achieve; the ideal character he would like to be.
- b. Self-image: is the way someone looks at himself as human beings including how he thinks about himself as good or bad members of society, beautiful or ugly, or even worthy or unworthy ...etc. It works as a mirror, i.e., how you actually see yourself deeply.

The importance of Rogers' classification of the self becomes clear when one examines the idea of congruence and incongruence. In other words, the closer one's self-image to the ideal self, the more congruent and balanced one gets and the higher one's sense of self-worth and self-esteem be, and vice versa. At this level, when an individual has a confident, balanced, stable, and congruent personality and aware of his worthiness and potential, it means that he is self-actualized person who is, according to Rogers, a fully functioning

person. The latter means “...If people are able to operate their valuing processes fully, they will certainly begin to experience self-movement and growth toward the realization of their potential. This shows that the person who can be self-actualized is called a fully functioning person” (Ahmad & Tekke, 2015, p. 145).



**Figure 1.2.** *Visual representation of Rogers' Self Theory*

#### 1.3.2.2.2. Unconditional Positive Regard

Positive psychology founded by Martin Seligman in 1998, and which is defined as “the study of the conditions and processes that contribute to the flourishing or optimal functioning of people, groups, and institutions” (Gable & Haidt, 2005, p. 104) emphasize the importance of Rogers' unconditional positive regard. It exhibits a self-loving and accepting attitude towards others or oneself. Someone who treats another with unconditional positive regard cannot be convinced that a person is not decent and genuine. Even while they might not embrace the person's complete behavior, it suggests that they accept the person much more thoroughly than his/her actions. In simpler words it is known by the art of practicing the acceptance of each other without any condition (Miller, 2022, p. 4).



In practical terms, “When the individual perceives himself in such a way that no self-experience can be discriminated as more or less worthy of positive regard than any other, then he is experiencing unconditional positive self-regard” (Rogers, 1959, p. 209, as cited in Morris et al., 2020, p. 3), which means that unconditional positive regard necessitates that the provider develops a mindset free from judgment, sincere values and accepts the person they are dealing with as a human being. This can be challenging, especially when the client reveals traits or views that conflict with the therapist's own personal values or perspective. In educational context, unconditional positive regard is important in building a strong student-teacher relationship which is demonstrated in creating caring and supportive classroom atmosphere where students feel accepted, appreciated, and supported (“Berry Street”, 2022).

### **1.3.3. Vivekananda’s Man-Making Education**

#### **1.3.3.1. Swami Vivekananda**

On January 12, 1863, Swami Vivekananda, an Indian spiritual leader of the late 19th and early 20th centuries, was born in Kolkata (formerly Calcutta), India. He was a renowned philosopher and a spiritual guide. Vivekananda strongly opposed the traditional colonial educational system. He believed that it was needed to create an ideal educational system that could eliminate all social ills and promote the country's growth by improving citizens, who are the core components of society. In accordance with Indian culture, tradition and societal demands, he ultimately promoted new ideas such as physical education, religious education, value education, vocational education, and women's education (Halder, 2023, p. 2).

He is known for his interest in moral values and thoughts including the standards of good and evil, right and wrong, and all the guidelines that govern the individual’s behaviors (Barman & Bhattacharyya, 2012, p. 30).

### **1.3.3.2. Vivekananda's View on Man-Making Education**

Man-making is defined as a child's harmonious development regarding ethical standards, humanity as a whole, honesty, character growth, etc. In other words, it is the development of the body, mind and soul, and the focus on the holistic growth of the person. According to Vivekananda, "Education is not the amount of information that is put into your brain and runs riot there, undigested all your life. We must have life-building, man making, character making and assimilation of ideas. We want that education by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one's own feet." (as cited in Radha, 2019, p. 111) which means that the primary goal of education is to establish values of morality in students so that they might become decent individuals, thereby this depends on the principles that the person holds, so the teacher ought to maintain high standards in front of his/her pupils.

As a way to help students develop their character, Swami Vivekananda proposed several essential guidelines or notions. They are as follows:

**Fulfillment of Swadharma:** Swadharma is a part of the Indian culture since ages, and it refers to the ideas that everyone must develop in his/her own way. Nobody has to copy others (Rastogi, 2018, p. 27). Student will become brave and independent in an environment of freedom, love, and sympathy. It is not necessary to continuously track their actions. The teacher ought not to give them instructions all the time. Their intelligence and mental growth are often hindered by such unfavorable factors. Students should be encouraged to stand and be themselves, each one should be given the chance to grow on their own core character; simply, each person must find their purpose and their potential (Radha, 2019, p. 112).

Spiritual awakening: According to Vivekananda, “Without faith, humility, submission and veneration in our hearts towards the teacher, there cannot be any growth in us.” (as cited in Radha, 2019, p. 111), i.e., it necessitates that a set of traits which are vital for character development such as implying a sense of integrity, compassion, empathy, self-confidence and always have the desire for continuous learning.

Independent research and project-based learning: Students, who are inspired to work independently on research projects, follow their passions and tend to be critical thinkers and aware of their interests and potential; this allows them to have a high level of autonomy (Halder, 2023, p. 5).

Learning through mistakes: In the process of developing their personalities, individuals should be permitted to make mistakes, they will learn a lot from their errors because making mistakes is a vital aspect of maturing. Bravery and a strong intention are necessary for this progress. Thus, good character is proven by strong will and hard work (Barman & Bhattacharyya, 2012, p. 33; Radha, 2019, p. 113).

#### **1.3.4. Perma Model**

##### **1.3.4.1. Martin E.P. Seligman**

On August 12, 1942, Martin Elias Peter Seligman was born in Albany, New York. He attended Princeton University after high school and graduated in 1964, also he earned a doctoral degree in psychology from the University of Pennsylvania in 1967.

As one of the most distinguished psychologists in the entire discipline, Martin Seligman is referred to as the "father of positive psychology". With the highest number of votes ever cast in the history of the American Psychological Association (APA), Seligman was elected President in 1996. Seligman chose positive psychology as his primary focus for the time he served as president of the American Psychological Association, this kind of psychology is build on the humanistic approach's principles where achieving human's full

potentials is the main focus. He chaired the APA in 1998 promoting positive psychology as a field of scientific research (Macfarlane, 2022, pp. 1-4).

#### **1.3.4.2. PERMA Model “Well-Being Theory”**

Seligman presented the PERMA model in 2011 as a way to assess and boost individual's well-being. Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment (PERMA) are the dimensions by which this approach defines mental health. According to Seligman's theory, a person's level of wellness may be raised by raising their PERMA elements, and vice versa (Chisale & Phiri, 2022, p. 21).

Perma model's elements can be described as follow:

Positive Emotions: comprise happiness, satisfaction, amusement, and ecstasy; these are the positive emotions that push people to action. Such feelings are crucial in helping people change for the better. Since positivity involves far more than just smiling, it can be defined as the capacity to maintain optimism while taking a look at one's history, present, and future, which may ultimately aid in the formation of a positive perspective. Yet Fredrickson (2011) added that “There is no emotion that needs to be forever shunned or suppressed” (as cited in Chisale & Phiri, 2022, p. 21) which suggests that in order to flourish humans also require the proper balance of negativity.

Engagement: The degree of attachment, interest, and focus towards certain activities like hobbies, jobs, or leisure, it is the relationship which exists between people and their experiences that gives them purpose, knowledge, greater achievement, and good emotions (D'raven & Zaidi, 2015, p. 4).

Relationships: is about building enduring relationships and engaging in social engagement with others, both of which promote happiness and wellness, and this notion is supported by Pascha (2017) who stated that “positive relationships with one's parents,

siblings, peers, coworkers and friends is a key ingredient in building strong relationships and it provides support in difficult times that require resilience” (as cited in Chisale & Phiri, 2022, p. 22).

Meaning: giving a purpose and value to life is like giving our actions, interests and goals a purpose; which leads to the avoidance of stress, depression and reduces the tension of the negative feelings (Wilczyński & Kołoszycz, 2023, p. 42).

Accomplishments: accomplishments are the things that are created every time anything new is done, engaged in, or attempted beyond what is previously understood. This is referring to praising these achievements and recognizing them in a way that allows for growth while also aiding in recalling the inspiration and emotions felt, without minimizing them in relation to others' successes (Chisale & Phiri, 2022, p. 22).

#### **1.4. Application of Humanism in Education**

As mentioned in the previous titles, the humanistic approach puts a remarkable emphasis on students' psychological state and their holistic growth. There are several dimensions that should be followed to put it into practice effectively. Hamachek (1977, cited in Williams & Burden, 1997) points out to the significance of humanistic approach in language teaching: “humanistic education starts with the idea that students are different, and it strives to help students become more like themselves and less like each other.” (as cited in Khatib et al, 2013, p. 49). This refers to the need of the tailored instruction, encouragement of self-expressing, and the ultimate fostering of the learning journey, thus there are several personalized dimensions that need to be applied in language leaning contexts to achieve this process. Those dimensions (as cited in Iannone & Carline, 1971, pp. 430-33; Soviyah, 2007, pp. 152-57; Khatib et al., 2013, p. 47-50) are:

##### **1.4.1. Teacher's Role**

Underhill (1999) divides the teachers into three types: lecturers who only have the academic know-how of the topic; teachers who not only know the topic, but also are familiar with the methods and strategies of teaching the topic; and facilitators who, besides knowing the academic topic and ways, are also familiar with the psychological learning process and atmosphere (as cited in Khatib et al.,2013, p. 49) , and the latter is the best in reflecting humanism in educational contexts, in which the humanistic teacher must embrace each student as an individual while also trusting them. Additionally, the classroom must be a place where students' innate curiosity and motivation to learn are fostered and strengthened. This type of teachers supports the development and academic achievement of their students by having a nonjudgmental understanding of them (Soviyah, 2007, p. 150).

#### **1.4.2. Learners' Role**

Learners' role as "humans" not "robots" is to be motivated towards the learning process alongside with taking the ownership and responsibility of their learning; this shows their interest in developing and finding their full potentials as individuals as well as students. Students regardless of their personal differences are treated respectfully and neither the teacher nor the institution could impose unnecessary rules or any sort of authority over them, that's why they must show a sense of enthusiasm, autonomy, and their need to learn and develop, i.e. they should not act as machines and in a passive way, however they should incorporate within the classroom (Tasnim & Ahmed, 2022, p. 111).

#### **1.4.3. The Content's Role**

Firstly, the topics chosen must serve learners' interest and go with their personal dimensions (Moskowitz, 1981). Also it is highly recommended to discuss positive topics and

avoid negative ones because dealing with the positive ones helps the students to see the bright side in them, increase their self-awareness and maintain a good self-image of them, which automatically encourages them to develop a sense of self-acceptance and find their identity. However, talking about negative topics makes them underestimate their capabilities which may affect unfavorably their motivation towards learning (Soviyah, 2007, p. 155).

Secondly, the materials used in the humanistic classroom are not necessarily supposed to be new, the teacher may use old subjects and present them in a more humanistic manner, for instance instead of asking them to write a paragraph about their family members or their holidays saying: “ How much siblings do you have?” or “How did you pass your holidays?” instead say: “ how does it feel to be the youngest in your family?” or “What is the best memory you made during the holidays?”, using this way, the teacher shows more interest in their students’ internal thoughts and feelings (Soviyah, 2007, p. 154).

Finally, the type of activity should be creative, mainly discussions, and student-centered. It is preferable to be executed in small sub-groups that allow each student to have several roles and turns when it comes to interaction, so it maximizes participation and involvement in the target activity (Soviyah, 2007, p. 153).

In foreign language teaching context, Earl Stevick may be the most significant figure. According to his study from 1980 “in a language course, success depends less on materials, techniques and linguistic analyses, and more on what goes on inside and between the people in the classroom” (as cited in Khatib et al., 2013, p. 48) , three well-known methods emerge from the humanistic perspective: community language learning, suggestopedia and the silent method:

Community Language Learning (CLL): a technique, which was created by Charles Arthur Curran in 1972; it is based on the counseling approach, in which the

learner is viewed as a client and collaborator and the teacher serves as a counselor and paraphraser. This assists the client in better understanding his/her difficulties. This method emphasizes encouraging teachers to treat the student as a 'whole' person and create a secured atmosphere for him/her (Çakir, 2014, pp. 4-5).

Suggestopedia: a method established by Georgi Lozanov in 1979. According to Lozanov, the best mental state for learning is one that is calm but attentive. This theory uses music, a cozy and relaxing setting, and a teacher-student relationship that is similar to that of a parent and child in order to create this tranquil state in the learner and encourage positive suggestions (Suyadi, 2021, pp. 486-87).

The Silent Method: In 1972, Caleb Gattegno introduced the "silent way," which places an emphasis on the teacher remaining silent throughout the teaching process (Liu, 2023, pp. 55-56). The idea behind this approach is to let the pupils acquire the language on their own by solving problems and correcting themselves as Richards and Rodgers (2007) believe "Language learning as a problem solving, creative, discovering activity in which the learner is a principal actor" (p. 81, as cited in Jolly, 2014, p. 25).

Additionally to Paulo Friere, a Brazilian educational revolutionary, teaching methods should be characterized in such tailored way. Problem-posing education is the main recommendation in which this model puts a huge emphasis on the importance of posing question in fostering learners' critical awareness where they have to question problematic issues in their lives in order to gain and develop knowledge without fully relying on the teacher, thus, student-teacher contradiction and dialogue is the starting point to foster the critical consciousness (Friere, 1970, as cited in Nkansah, 2021, p. 162; Firduas & Mariyat, 2017, pp. 35-38):

### **1.5. Challenges of the Humanistic Approach**



In order for students to acquire knowledge, many traditional systems require them to fit themselves into a specific set of designs or methodical steps that teachers adhere to. Nevertheless, teachers who apply the humanistic approach first need to deal with their own feelings, attitudes, and beliefs before they can assist students in learning. For each student, teachers must therefore employ a variety of successful strategies. Since the effectiveness of the Humanistic Teaching Approach mostly depends on the qualifications of the teachers, therefore it is quite demanding (Tasnim & Ahmed, 2022, p. 113). The drawbacks of this approach are described in the section below:

Too much focus on psychology: Incorporating personal sentiments, emotions, desires, and requirements can undoubtedly be very helpful in achieving more efficient and rapid learning. But the humanistic approach frequently places too much emphasis on a student's psychological and emotional well-being and growth. By learning why students have enrolled in a language class for instance, teachers may concentrate on meeting their basic requirements i.e. the desire to improve themselves personally or to become better people may be what motivates students. First, this needs to be resolved (Tasnim & Ahmed, 2022, p. 114).

Teachers' attitude: The main challenge is in the usual teacher's roles being switched. A high intellectual knowledge alone is insufficient for humanistic teaching. Teachers need to be proficient in learning theories and psychology. Additionally, they must be skilled and engaged in a variety of subjects. They must have sufficient patience and empathy to pay attention to the students. They must possess the creativity to improvise materials as necessary. Finding or developing teachers with these attributes is frequently difficult (Tasnim & Ahmed, 2022, p. 114).

Learners' attitude: Some students might not want to explore themselves; instead, they could favor structured environments over the flexible nature of humanistic

education. Traditional approaches to learning may foster fear of failure or judgment, which may hinder an individual's desire to take chances and embrace personal development. In addition, they could find it difficult to participate actively in the learning process if they lack motivation and self-direction. Adopting humanist principles becomes more difficult because of societal norms that emphasize conformity, resistance to cooperation, and fixed beliefs about ability (Tasnim & Ahmed, 2022, p. 114).

Large and/or mixed class: It might be challenging, if not impossible, for teachers to focus on each student personally. Setting up the right setting is crucial for humanistic education. Thus, because it is too expensive, supplying for performing and organizing activities may be difficult in some nations. In undeveloped and crowded nations, mixed-ability classes are more common. Hence, making evaluation and assessment of development is extremely challenging in the absence of a fixed or standardized exam and syllabus (Tasnim & Ahmed, 2022, p. 114).

## **Conclusion**

To summarize, the investigation of the humanistic approach in the educational setting demonstrates its significant effects on promoting holistic growth and fulfilling learning opportunities. A revolutionary framework that prioritizes learners' needs and goals first is provided by the humanistic approach; it emphasizes individual autonomy, self-actualization and personal improvements. Schools can foster not only academic accomplishment but also emotional intelligence, creativity, and resilience by acknowledging the innate worth of each learner and establishing environments that encourage self-exploration and collaboration.

## **CHAPTER TWO: STUDENT-TEACHER INTERACTION INSIDE CLASSROOM**

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## **Introduction**

Interaction is an essential element in the process of teaching and learning; it facilitates communication in EFL (English as a Foreign Language) classrooms and improves language learning. This section of the research clarifies the idea of classroom interaction indicating its definition, describing its types, explaining its significance and outlining the functions it plays for both teachers and students in EFL classes.

### **2.1. Background of Classroom Interaction**

The goal of L2 classroom interaction research, which began in the 1960s, was to assess the efficacy of various approaches and methods in teaching foreign languages with the expectation that results of those studies would identify the ‘best’ approach and its features. Classroom teaching research was shaped by the necessity to objectively evaluate student-teachers’ performances, especially knowing that teachers manifest a significant influence on the approach used during classroom interactions. According to Bailey (2001), a number of tools for observing classroom interactions such as observation Systems (Flanders’ (1970) ‘interaction analysis’ instrument), Observation Schedules (Moskowitz’s (1967,1971) Flint (Foreign Language Interaction) system and Fanselow’s (1977) ‘FOCUS’ (foci for observing communications used in settings). Were presented in order to record teachers’ words and the interactions that were established (Tsui, 2001 p. 120).

These studies on interaction analysis which involve the systematic observation and evaluation of classroom interactions, focusing on the dynamics between teachers and students (Bailey, 2001), showed that processes in the classroom, which are the various activities, behaviors, and dynamics that occur during teaching and learning sessions, are highly complicated, and that a prescriptive approach which recommends specific methods based on predefined criteria, is used to determine the ‘best’ method would be essentially incorrect if no

descriptive techniques which record what occurs in the classroom without imposing judgments, Bailey (2001), are used. As a result, research concentrated on how to deal with problems of description (Allwright, 1988). Therefore, classroom interaction studies changed from being prescriptive to descriptive and from being evaluative to promoting awareness (Tsui, 2001 p. 120).

Teachers' language, particularly the questions they ask and the answers they receive from students, their feedback, and their turn-allocation choices, were the first aspects that were highlighted in descriptions of classroom interactions (Chaudron, 1988). These performances were evaluated by researchers such as Sinclair and Coulthard (1975), who developed the discourse analysis model to examine classroom talk. Their work demonstrated how teachers' language influences communication and creates opportunities for learners to produce language. Attention was given to students' spoken language in recent research by Walsh (2006), which examined learners' communication techniques, task types, learner engagement, and opportunities for meaning negotiation, in addition to the language they create in response to the teacher (Tsui, 2001 p. 120).

In the 1960s, educationists in the UK like Barnes (1969) and Britton (1970) emphasized the value of "language across the curriculum". Their studies on classroom interaction focused on how language is used across different subjects to enhance learning. In L1 classes, their research investigated the questions posed by teachers and the various types of learners' conversation that resulted from different content areas, such as science, math, and the humanities. Researchers like Barnes and Britton conducted these studies, comparing conversations at home and at school to demonstrate the distinct nature of school discourse (Barnes, 1969; Britton, 1970). The results of their research showed that school conversations were more structured and focused on academic content, whereas home conversations were more informal and personal (Tsui, 2001 pp. 120-21).

Later on, researchers like Bruner (1983), Wells (1986) and Ross (1976) discovered that certain features of speech at home, like caretaker's speech, which refers to simplified, reputative speech used by caregivers to speak to young children (Bruner, 1983), scaffolding, which involves giving temporary support to children as they learn new things the reduce this support progressively after they become more proficient (Wood et al., 1976), exploratory discourse which refers to encouraging children to think aloud and verbal exploration of ideas to foster their cognitive development (Wells, 1986). And cooperative sense production where adults and children work together to create meaning during discussions, which enhances language development by adding context and meaning to interactions (Bruner, 1983). Assisted children in learning how to mean the words they utter. These results of Burners and Wells' researches opened up new sights for research on L2 classroom interactions. They started to see the value of encouraging an interactive communication in helping learners acquire new languages. They discovered, specifically, that imitating elements of naturalistic language learning environments, such as those encountered at home, could improve L2 learning in the classroom (Tsui, 2001 p. 121).

Researches on classroom interaction, which was done by Sinclair & Coulthard (1975) and Chaudron (1988) that includes teacher and student talk, was centered on the observable for over 20 years. This focus on the observable that involved analyzing many aspects in classrooms such as the types of teachers' questions, the patterns of classroom discourse, and the interaction between teachers and students, relying mainly on tools like the Flanders Interaction Analysis Categories (FIAC). However, in light of recent developments regarding the psychological states of teachers and students, researchers such as Dörnyei (2005) and Mercer (2011) started to doubt the effectiveness of analysis of classroom processes that only rely on the observable. They emphasized the importance of the 'unobservables,' such as attitudes, motivations, self-perception, anxiety, learning styles, and cultural norms, which

were considered to have a significant influence on how students behave in the classroom. The analysis of classroom interactions which were done by researchers such as Allwright (1988), van Lier (1996), and Walsh (2011), shifted from focusing only on the observer's point of view to taking into account the participant's perspective and utilizing a range of data sources outside of classroom discourse data (Tsui, 2001 p. 121).

## **2.2. Definition of Classroom Interaction**

Classroom interaction is a key concept in language learning, researchers throughout time gave many definitions for the term interaction as a derivative noun from the verb "to interact", according to (the Cambridge International Dictionary of English, n.d), "the verb 'to interact' as 'to communicate with or react to (each other)'"

Interaction is seen as a classroom approach to teaching a foreign language, since it describes communication between the teacher and the students or between the students themselves, the Longman Dictionary of language teaching and applied linguistics (2010) defined classroom interaction as "the patterns of verbal and non-verbal communication and the types of social relationships which occurs within classroom".

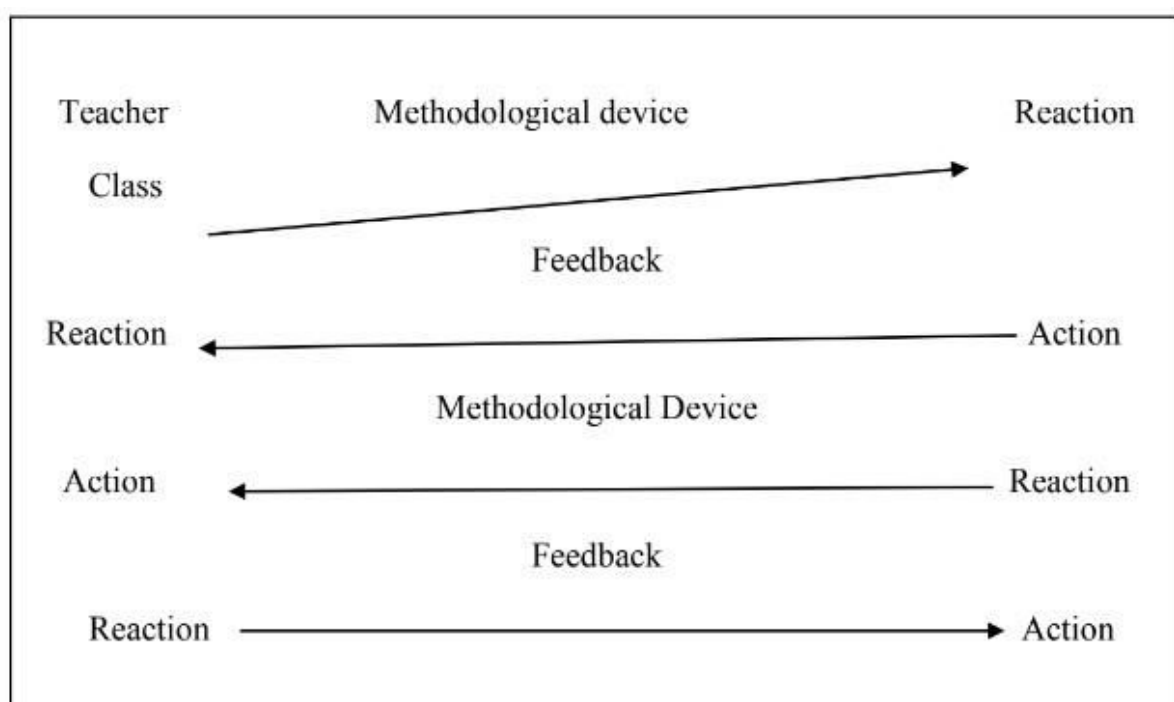
Brown (2000) defined, "Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other" (p. 165). It is the practice that enhances learning, may it be the learning of language or any other subjects. According to Nunan and Carter (2001), "classroom interaction refers to the interaction between the teacher and learners, and amongst the learners in the classroom" (p. 120).

Hall and Walsh (2002) assert that it is one of the primary means by which learning is accomplished in the classroom; also Wagner (1994) assumes that interaction occurs when two people at least respond to one another on a certain topic or event. This may suggest a



productive learning and teaching environment in the classroom where students can advance their knowledge and hone their communication abilities.

Furthermore, according to Malamah-Thomas (1987), classroom engagement is a reciprocal activity in which students learn how to give and receive messages. She suggested a diagram for communication in the classroom. This figure illustrates the instructor-student connection throughout a conversation. According to Malamah-Thomas (1987), classroom interaction serves as a methodological tool that allows students to respond and get feedback from their teachers



**Figure 2.1:** *Classroom Interaction (Malamah-Thomas, 1987, p. 39).*

Basically, Classroom interaction is the process of exchanging (receiving and providing) knowledge as a constructive act between the teacher and students in order to create a positive atmosphere, which may assist learners to improve their skills and practice their foreign language successfully.

### **2.3. Oral Interaction Competency**

Spitzberg (1988) defined the Oral interaction Competency as “the ability to interact well with others” (p.68). According to him, the word “well” refers to something that is accurate, clear, understandable, coherent, proficient, effective and appropriate. Even though the process is often unplanned, flexible and evolving, it is not entirely random. The setting in which it takes place, the individuals involved, their shared experiences, the physical surroundings and the goals of communication all influence its structure and meaning (Spitzberg, 1988). The meaning of spoken language is partially expressed through supra-segmental phonemes which refer to the features of oral language that go beyond phonemes to convey meaning, also it includes intonation, rhythm, and stress. (Crystal, 2003)

For EFL learners, it is obviously important to interact in English. It matters for language acquisition as well. Learners benefit from modified interactions when they communicate verbally. According to Doughty and Pica (1986): “Interaction is altered in some ways (either linguistically or conversationally) to facilitate comprehension of the intended message”. (p. 305).

### **2.4. Importance of Classroom Interaction**

Nowadays, the educational system indulges learners in interacting more than just listening (being passive) to their teacher’s discourse. The role of interaction in language learning is a topic of debate among linguists because it has several advantages, particularly for those learning a foreign language.

According to Long (1996), interaction is crucial for the development of foreign languages since it serves as learners’ main source of information during meaningful interactions with more fluent speakers.

Liu (2005) stated that “participation in verbal interaction offers language learners the opportunities to follow up on new words and structures to which they been exposed during language lessons and practice them in context” (p.18). Interaction in the classroom provides the opportunity for students to learn the language in a variety of settings and through a variety of activities, expanding their vocabulary and helping them apply linguistic rules in the right environments. In other words, interaction seems to be the main resource that gives students the chance of controlling the input. Additionally, interaction makes the learners capable of testing their communicative abilities through sharing and exchanging information among the students themselves or with the teacher (as cited in Lyster, 2007, pp. 102-103).

Various scholars, including Hatch (1978), Rivers (1987), Richard and Lockhart (1996), Pica (1996) and Ellis (1999), agreed that language acquisition is an interactive process in which Classroom Interaction (CI) is essential for the development of language in general and second language acquisition (SLA) in particular. The function of interaction is clarified by Long in his Interaction Hypothesis. Long (1985) recommends that “negotiation” is in a roundabout way associated with acquisition: since linguistic/conversational adjustments advance the comprehension of input and comprehensible input advances acquisition, it can be found that linguistic/conversational adjustments promote acquisition (p. 378).

Therefore, interaction offers learners the chance to produce and receive understandable language as well as feedback. It also allows them to make changes to their own language output, which may help them identify any gaps or weak areas in their language that need to be filled in during communication.

## 2.5. The Interaction Hypothesis

Oral interactions are now widely acknowledged as the primary means of acquiring a second language. The value of face-to-face interaction with other second-language speakers is clear in the case of classroom acquisition when it comes to naturalistic acquisition.

Allwright (1984) claimed that interaction is “the fundamental fact of classroom pedagogy...everything that happens in the classroom happens through the process of live person to person interaction” (p.156). This implies that whatever takes place in the classroom is a result of face-to-face interaction.

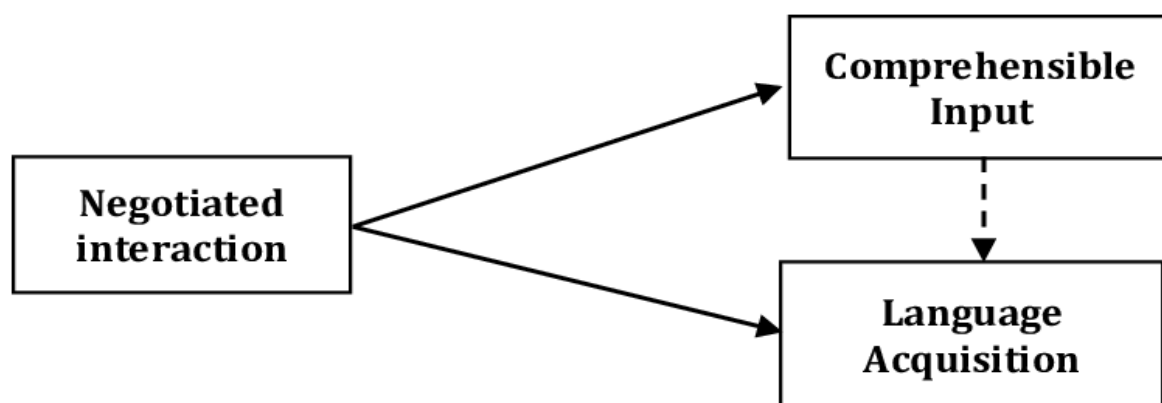
Major claims concerning the function of interaction in second language learning and acquisition are supported by the interaction hypothesis. This can be achieved by simplifying and interactively changing the input that foreign language learners are exposed to. The work of Krashen (1982), who asserted that language acquisition occurs through active use, is where these claims initially appeared. Krashen views language as the result of engaging in discourse, particularly in face-to-face interactions where learners construct new language through socially mediated interaction. He also maintained that interaction between students and teachers is important for language acquisition.

The interaction hypothesis, according to Long (1985), promotes the conversation modifications that students make when interacting and communicating in the classroom, such as comprehension checks and clarification requests. This results in a comprehensible input, which in turn enhances acquisition through negotiation of meaning and significantly helps in the acquisition of a second language. Long believed that what makes input comprehensible is modified interaction, or negotiation of meaning.

Furthermore, Johson and Johson (1999) stated that the interaction hypothesis can be strong or weak. While in the second case interaction only serves as a means of directing

learners toward possibilities for learning, in the former case the interaction itself tends to foster language development. According to Brown (2001), learners significantly increase the efficacy of understandable input when they are forced to negotiate for meaning. Also, as interaction serves as the bridge between understandable input and output, several studies demonstrated the connection between interaction and language acquisition. Long (1996) in his updated claim proposed that:

... The environmental contributions to acquisition are mediated by selective attention and the learners' developing L2 processing capacity, and that these resources are brought together most usefully, although not exclusively, during negotiation for meaning. Negative feedback obtained during negotiation work or elsewhere may be facilitative of L2 development, at least for vocabulary, morphology, and language specific syntax, and essential for learning certain specifiable L1-L2 contrasts (p. 414).



**Figure 2.2:** *An-alternative-Model-of-the-Relationship-between-Negotiated-Interaction-and-Language*

This model presents an alternative perspective on language acquisition by highlighting the significance of context and meaningful interactions. It suggests that negotiated interaction causes comprehensible input that facilitates language acquisition.

**Negotiated Interaction:** This is the dynamic of linguistic exchange that takes place when people interact with one another. Learners negotiate meaning through their interactions, dialogues and discussions with others. This negotiation involves posing questions, getting verification of understanding and developing language usage according to the situation. This means that making language understandable through active communication is essentially what negotiated interaction requires.

**Comprehensible Input:** Comprehensible input is language that students receive and comprehend. It is important that this input is customized to the learners' level of proficiency at the time. Comprehensible language is the basis of language learning,

**Language Acquisition:** Learners gradually acquire language skills as they engage with comprehensible input. Vocabulary, grammar rules, pronunciation, and communication techniques. All these dynamics are internalized during the learning process, and learners will gain proficiency in the foreign language over time

## **2.6. The Output Hypothesis**

The Output Hypothesis by Swain (1985; 1995; 2005) came as another complementary theory to Krashen's Input Hypothesis. (as cited in Henainia, 2011. p. 17). The hypothesis indicates that, in written or spoken forms, learners can raise their proficiency in a language through producing output. Swain (1985) concludes the role of output in three points. First, the requirement for output in the process of negotiating precise, coherent, and suitable meaning pushes students to acquire the grammatical skills they need. Second, output offers students the chance to test theories and determine if they work well. Third, learning through production facilitates moving from semantic to syntactic processing. Swain (1985: 249) highlights that when learners are motivated to use, develop, and improve the target language, language output helps with language acquisition. Students are not able to achieve nativelike productive

competence “not because their comprehensible input is limited but because their comprehensible output is limited”, simply because of the lack of sufficient opportunities for students to use the target language in the classroom. (Luu & Nguyen, 2010, p. 42)

## **2.7. Aspects of Classroom Interaction**

The two major aspects of classroom interaction are negotiation of meaning and feedback. Without these two, it is impossible to discuss effective learning through interaction in the classroom. Ellis and Foto (1999) stated, “Interaction contributes to learning through the provision of negative evidence and through opportunities for modified output”(p. 9). This indicates that when learners are able to receive feedback from their interlocutors, the interaction becomes rich in meaning negotiation.

### **2.7.1. Negotiation of Meaning**

When students and their interlocutors struggle understanding each other’s messages, they often adapt or modify their conversations, which is known as negotiation of meaning. The negotiation of meaning technique is one that a speaker can use in a conversation in order to achieve various linguistic goals as well as effective communication.

According to Edwards (1987), meaning negotiation offers language learners three main benefits. Firstly, it facilitates comprehension by providing comprehensible input by breaking down the negotiation and segmenting it into units. Secondly, it offers feedback on how to use the second language, with teachers often correcting students’ mistakes to ensure accurate usage. Lastly, it encourages learners to adjust, manipulate, and modify their personal output, as successful negotiation occurs when learners produce comprehensible and target-like outputs (Pica, 1992-1994, as cited in Ellis, 2003).

Mackey Alison (2007) said: “through processes of repetition, segmentation, and rewording, interaction can serve to draw students’ attention to form-meaning relationship and

provide them with additional time to focus on encoding meaning” (pp.12-3). This means that when there is a breakdown in comprehension, learners can concentrate on three distinct processes to fix the interaction: repetition by repeating the entire speech, word for word when others could not understand the learner; segmentation, with which students repeat a speech while breaking it up into linguistic parts with a rising or falling tone; rewording, the students rewrite the original statement by using different terms to paraphrase it.

To summarize, negotiation of meaning aids students’ language by providing comprehensible input, providing feedback on second language usage, and encouraging manipulation and adjustment of outputs.

### **2.7.2. Feedback**

The second important aspect of interaction in foreign language classrooms is feedback. Several studies confirmed that since feedback motivates learners to study more, it is the key to interaction.

Mackey (2007) mentioned that “through interaction that involves feedback, the attention of the students is paid to the form of errors and are pushed to create modification” (p. 30). This indicates that interaction which involve feedback encourages students to focus on their errors, modify them to enhance skills, and recognize and correct them.

Students are mainly interested in their teachers’ feedback on their performance, often avoiding errors to receive positive feedback. According to Voerman, Meijer, Korthagen, and Simons (2012), feedback is essential in promoting students’ learning and achievement, since they are greatly influenced by their teachers’ feedback, which can be positive or negative. Positive feedback, such as very good job, excellent, very interested, can be highly beneficial, while negative feedback, such as not good, wrong answer, disappointed” can be detrimental (Voerman et al., 2012, p. 1108).



Learners can provide feedback, meaning they can correct one another's work and draw attention to mistakes made. However, due to the variety of correction methods teachers use, in addition to their experience, their feedback may differ from that of the students (2010 Larsen-Freeman).

Mackey (2007), outlined the distinction between two types of feedback, Explicit and Implicit feedback, he claimed that Explicit feedback involves direct correction, often including the provision of the correct form, also includes clear indications of what the learner did wrong. Implicit feedback, on the other hand, is indirect and typically encourages learners to the self-correction of their mistakes through noticing hints or prompts rather than direct correction (p. 29).

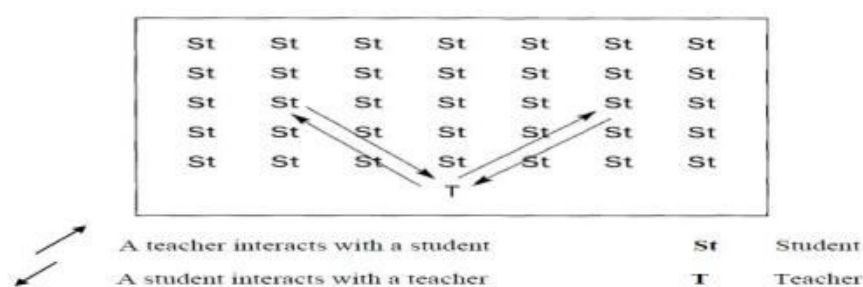
## **2.8. Definition of Student-Teacher Interaction**

One of the most influential components of the learning environment is the student-teacher interaction, which has an impact on students' performance, growth, and accomplishment.

It occurs in the context of the classroom between the teacher and with each student individually, small groups, or the entire class. When the teacher poses a question and a student responds, or vice versa; or when he takes a part in educational activities, according to Tuan and Nhu (2010, as cited in Fridja & Bounamis, 2018, p. 39). Thornbury (1996) emphasized that interactions between teachers and students rely on the Initiation-Response-Feedback (IRF) model, in which the teacher poses a question to a student who is expected to respond. The instructor then provides feedback to wrap up the discussion (Nhu and Tuan, 2010, pp. 30-31).

According to Coulthard (1977), this kind of interaction takes place between a teacher and one or more students, in which the teacher negotiates the lecture's subject matter with the

students through asking questions, seeking ideas, involving them, providing positive feedback and so on. In this kind of interaction, the teacher should include every student in the interactive exercises, limited the amount of time spent speaking and let the students speak for the most part (Adaba, 2017). The following diagram was developed by Scrivener (2005, p. 85) in order to clarify the actual interactions which occurs in the classroom between the teacher and students:



Source: Scrivener, 2005, P. 85

**Figure 2.3:** *Interaction between the Student and the Teacher*

Traditional teaching involves a teacher giving lectures and directions, while students passively listen and take notes. The teacher dominates talking time and classroom processes, controlling topics and timing. Students often answer questions and rely on the teacher's instructions, unable to take independent action. As Kundu (1993) stated: "Most of the time we talk in class hardly ever giving our students a chance to talk, except when we occasionally ask them questions".

Recent language teaching approaches emphasize decreasing teacher talking time to encourage students to "rule the roost" with their teacher, fostering engagement and autonomy, as teaching is a shared-relationship job requiring multiple support from learners. Brown (2001) recommends: "Teacher talk should not occupy the major proportion of a class hour; otherwise, you are probably not giving students enough opportunity to talk" (p. 99).

## 2.9. The Role of Learners and Teachers in EFL Classroom Interaction

### 2.9.1. Teachers' Role

Many scholars in the field of foreign language learning were drawn to the significant roles that teachers play in enhancing learners' overall success. It is clear that a teacher's position in the classroom varies depending on the students' level, requirements, demands and according to the kind of activities inside the classroom. Hedge (2000, p. 26) listed the essential roles that teachers can perform in her book *Teaching and Learning in the Language Classroom*:

“As a controller is in eliciting nationality words, as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation, as organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback, as prompter while students are working together; and as a resource if students need help with words and structures during the pair work.”

**A. Controller:** The teacher “runs the show” acting as a conduit for the learners, and facilitates information transfer by structuring questions, providing explanations, and giving lectures (Hedge, 2000, p. 26).

**b. Assessor:** It involves providing students with feedback, assigning grades and marks, evaluating their work, and determining if they can progress to the next level or require additional work (Hedge, 2000, p. 26).

**c. Corrector:** the teacher should be able to decide when, where and how to correct the learners' output (Hedge, 2000, p. 26).

**d. Organizer:** The teacher should organize the class into groups for various activities, ensure everyone's participation, offer guidance when needed, and manage time effectively (Hedge, 2000, p. 26).

**e. Prompter:** Refers to situation in which s/he supports his/her students to be more creative and stimulates their critical thinking (Hedge, 2000, p. 26).

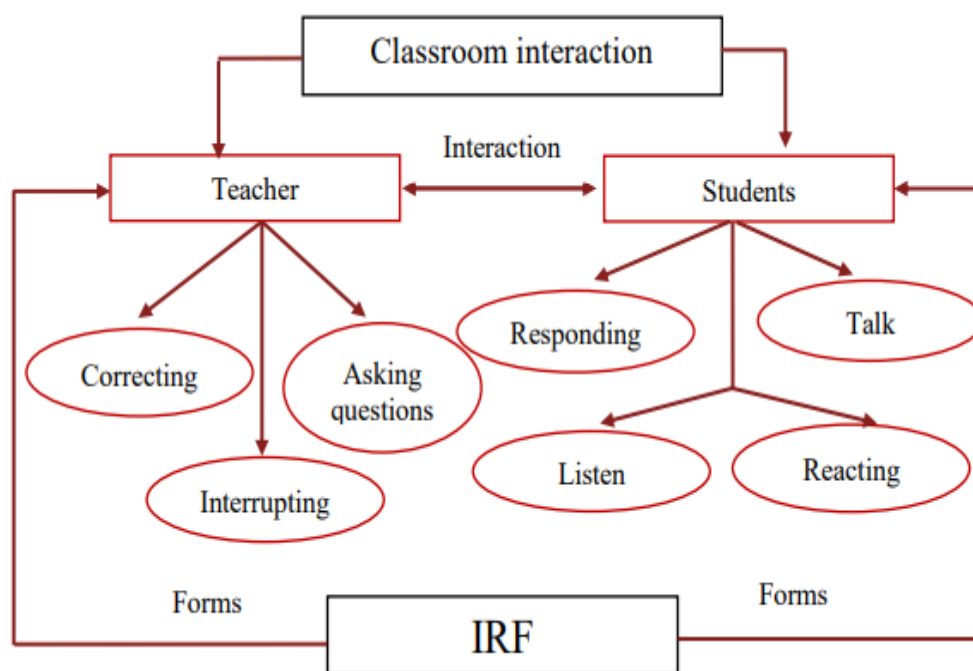
**f. Resource:** Teachers provide essential information by answering learners' questions and helping them identify suitable content, ensuring they are not overly dependent on themselves (Hedge, 2000, p. 26).

### 2.9.2. Learners' Role

As a result of the development of communicative language teaching (CLT), students must adapt to new roles. They become active participants, autonomous, assessors and monitors instead of just information consumers (Harmer, 2001). "The students are expected to be present on time and participate actively to absorb, seek and apply the skill and knowledge shared in the classroom or other learning activities" (Abdullah et al., 2012, p. 1). In other words, learners are expected to engage in a variety of classroom activities, pose and respond to questions, start discussions, offer feedback to one another and remark on the work of their peers. All of these might contribute to the development of chances to improve students learning.

According to Larson and Freeman (1986), students are communicators above everything else. Despite having a limited comprehension of the target language, they actively participate in meaning negotiation in an effort to be understood (p. 131). By interacting, they acquire communication skills. Students are viewed as more responsible managers of their own learning because the teacher's role is less dominant than in a teacher-entered approach. This indicates that learners are interactive and naturally engage in conversations to communicate

and negotiate messages, even when they lack language knowledge. This allows them to be more responsible for their learning process and ensures comprehensible communication.



**Figure 2.4:** *The Application of Classroom Interaction*

## 2.10. Strategies for Better Classroom Interaction

There are many strategies that can enhance classroom interaction

### 2.10.1. Asking Questions

Lynch (1991) defined the term question as a semantic class that can be utilized to learn more about a specific topic or receive information about it. The teacher's questions can be a big assistance to pupils who lack the courage of sharing and expressing their opinions, according to Chaudron (1988), wait time—the amount of time teachers allow to stop, think

and organize ideas after posing a question and before going over the answers—has a big impact on how well students participate in the classroom, in fact, the extra five seconds of waiting could provide EFL learners more opportunities to better interaction and more right answers.

### **2.10.2. Students' Engagement**

According to Harlin, Roberts, Bries, Mowen, and Edgar (2007), the best method or approach to hold EFL students' attention is students' engagement, which creates a more interactive classroom. Therefore, in order to fulfill their students' learning desires, EFL teachers must motivate their pupils to learn.

Fredericks, Blumenfield, and Paris (2004), they divided engagement into three categories: the behavioral engagement (p. 62), the emotional engagement (p. 63), and the cognitive engagement (pp. 63-65). Behavioral engagement is carrying out tasks and following by regulations. The emotional engagement is characterized by values, interests, and feelings; and the cognitive engagement is made up of effort, motivation, and the application of strategy.

## **2.11. Principles of Classroom Interaction**

Given that classroom is regarded of as appropriate environments in which foreign language learners can practice their language skills with one another, they offer a set of rules and principles for communicating in English in authentic, interactive settings.

### **2.11.1. Adjacency Pair**

An adjacent pair is a two-part exchange where the first utterance is functionally dependent upon the second, and the second utterance follows the first immediately. According to McCarthy (1991), adjacent pairs are the speaker's reciprocal and independent utterances. There are several forms of adjacency pairings, which can be shown in the following ways:

First pair-part utterances are those in which the two parts are the same, like “hi” and “hi” greeting-greeting, and the second pair-parts are distinct, like “congratulations” and “thank you”. (p. 119)

### **2.11.2. Exchanges**

Exchanges can be defined as the utterances and the phrases that are formed by the speaker; Sinclair and Coulthard developed it in 1975.

McCarthy (1999) claimed that exchanges are the basic elements of any interactive discussion or conversation. They are independently observable entities, and within their bounds, adjacency pairs may be found. Since the instructor carries out the majority of the talking in traditional classrooms, students may be unable to initiate or conclude a conversation because of the way the exchanges are structured, which limits their response options. In order to help students enhance their language skills, teachers today should understand the importance of this phase and aim to encourage their students to practice combined opening, answering, and follow-up techniques by creating speaking activities that are effective for this objective. Heritage, J., & Watson, D. R. (1979) claimed that Exchange in dialogue is not just about speaking, but also about listening. It’s a reciprocal process where each participant takes turns to both contribute and comprehend.” (pp. 123-62).

### **2.11.3. Turn-Taking**

Ellis and Barkhuizen (2005) exclaimed that: “This phenomenon refers to both the construction and distribution of turns” (p.201). It refers to providing each student with a chance to talk and speak up including the management and organization of their turns. Interlocutors often anticipate one another’s words when taking turns, and this might happen when they support one another while speaking. Furthermore, body language such as nodding the head, making eye contact and raising hands is regarded as one of the most well-known

indicators of turn-taking in interaction. McCarthy (1991) exclaimed that interlocutors take turns, but occasionally there are pauses or periods of silence. And Zheng (2008) added that students must be careful by predicting their partners' utterances during turn-taking to ensure successful classroom interactions. Training them on entering, taking, interrupting, holding, passing and withdrawing turns is crucial for successful conversational activities. (p. 60)

#### **2.11.4. Transactions**

For McCarthy (1991), transactions involve managing longer stretches of talk, focusing on learners' awareness of markers in conversations. In general transactions changes indicates topics changes, the topic is regarded as a crucial component of interaction. In language teaching, topics are titles for the subject matter of the speech, and the choice should be linked to students' needs and interests. Effective choice of topic encourages students to feel competent and participate in answering any questions by contributing to their opening, development, change and closure. In this respect, teachers must be selective while choosing the topic o' give students a chance to select the topic they want to discuss when it is possible. (p. 130)

#### **2.12. EFL Classroom Interaction Difficulties**

Interaction problems can arise from a variety of factors. While some of them are the result of the students' actions, others are a result of the teaching techniques or the educational environment.

##### **2.12.1Linguistic Difficulties**

Referring specifically to language problems, it describes language challenges that EFL learners may face during the learning process. These challenges include the following:



## **1. Lack of Vocabulary**

For EFL learners to communicate in their target language effectively, vocabulary knowledge is essential. However, their capacity to produce, receive and communicate successfully may be affected by a limited language and a lack of vocabulary. According to Nauli (2014), a person cannot effectively communicate or express their ideas in both written and spoken form without a significant vocabulary. Students frequently struggle finding the terms and the key words they need in EFL lessons, which hinders their ability to engage and participate in conversational activities. Consequently, and according to Richards and Renandya (2002), “vocabulary is the essential component in language proficiency, it helps the learners to construct their productive and receptive skills through vocabulary learning strategies. (p. 255).

## **2. Lack of Grammar**

During the learning process, EFL learners face some difficult grammatical rules. According to Pérez Liantada (2009) : “knowledge of English grammar is necessary in order to communicate accurately, meaningfully and appropriately, taking into consideration the specific purposes, participants and situations involved in the communication”(p. 40). This ensures that English grammar is crucial for accurate communication and sentence organization. Without mastery, students may struggle to produce grammatically correct sentences. Grammar is the foundation of language knowledge. But students, to avoid producing ungrammatical speech and face criticism from classmates and teachers, often prefer to remain silent. Without mastering grammar, students may face difficulties in interaction and discussion, leading to silence and fear of producing incorrect sentences. Therefore, mastering grammar is essential for students to effectively communicate and understand their language (as cited in Lekbichi & Salhi, 2021, p. 16).

### **3. Language Interference**

According to Chaer and Agustina (1995) Interference is the change of language system used in other element of language which is regarded as a mistake because it deviates from the rules of language used (p. 158). The student may become passive in class discussions as a result of interference; when learners lack vocabulary in English, they may refer to their mother tongue for help; this will slow their improvement in their language skills and will hinder the flow of communication and exchange using the target language. (as cited in Chaa, 2017, p. 11)

#### **2.12.2 Psychological Difficulties**

Apart from linguistic barriers, psychological difficulties are another obstacle that limit and negatively affect classroom interaction.

##### **1. Lack of self-confidence**

According to Bandura (1997): "self-confidence is a belief in one's own abilities and judgment, which allows an individual to approach tasks and challenges with a sense of assurance and competence"(p. 3). Self-Confidence is a crucial attribute that EFL learners may possess. Students that have self-confidence will be more open to learning and will participate in their class work without interruptions that might limit their ability to interact with others. On the other hand, students who struggle with low self-confidence are experiencing a negative impact on their foreign language presentations. Al-Hebaish (2012) stated that "Self-confidence is a personal factor that plays a supportive role in the achievement of foreign language learning. Some studies claim that no language learning activities will be carried out successfully without it"(p. 60).

## **2. Shyness**

Shyness is defined as "a feeling of apprehension, discomfort, or awkwardness experienced when a person is in proximity to, approaching, or being approached by other people, especially strangers or people of higher status" (Henderson & Zimbardo, 2009, p. 5). For shy students, the classroom can be a very stressful place. Because they are unsure about how to behave, what will happen, and how others will respond. One of the main causes of shyness is overcrowding in the classroom; students feel uncomfortable interacting with so many other classmates. Cooper (2009) added that, "Shyness isn't a choice; it's actually much closer to fear than anything else" (p. 9).

## **3. Anxiety**

According to The American Psychiatric Association (2013), anxiety is described as "an emotion characterized by feelings of tension, worried thoughts, and physical changes like increased blood pressure" (p. 189). However, in the educational context, Ziegler (2014) defined anxiety as "a psychological state characterized by excessive worry, nervousness, or fear about academic performance, which can significantly interfere with a student's ability to concentrate, participate in class, and achieve academic success" (p. 47). Anxiety is one of the affective elements that can either be debilitating, have a negative effect on language learning, or facilitating, have a favorable effect. Alpert and Haber (1960) found that facilitating anxiety can help learners overcome nervousness and push them to overcome new learning tasks, while debilitating anxiety can cause learners to flee the task and avoid the source of anxiety. Some students experience intense anxiety that interferes with their performance. MacIntyre (1999) described debilitating anxiety as worry and negative emotional reactions when learning and using a second language. (as cited in Heniania, 2011, p. 39)

CI Difficulties	
Teacher	Students
<ul style="list-style-type: none"> <li>• controlling the class</li> <li>• Praising &amp; encouraging</li> <li>• Giving directions</li> <li>• Giving evaluation to all students in the class</li> <li>• Giving feedback</li> <li>• Accepting student's feeling</li> <li>• Students' different backgrounds</li> <li>• Students' different L2 level</li> </ul>	<ul style="list-style-type: none"> <li>• Hand-raising participation</li> <li>• Responding</li> <li>• Expressing lack of understanding verbally</li> <li>• Initiation</li> <li>• talk in groups</li> <li>• talk in pairs</li> <li>• Confusion</li> <li>• Lack of fluency</li> <li>• Mother tong use</li> <li>• Luck of topical knowledge</li> <li>• Comprehension problems</li> <li>• A low level at listening skill</li> </ul>

**Table 2.1:** CI Difficulties for both EFL Teacher and Learners

### 2.13. The Humanistic Approach & Classroom Interaction

To provide solutions for the mentioned difficulties, The Humanistic Approach in education suggested many instructions. According to Gage and Berliner (1991, as cited in Aloni, 2007) the humanistic psychology may be classified into three main principles namely 'individual self-worth', 'feelings are as important as facts', and 'personal, social and moral development become at least as important as academic development'. These principles of the Humanistic Approach emphasize the students' personal freedom, their choices, motivation, self-determination and personal goals (Woolfolk, 2008), a safe learning environment is provided to the students, based on empathy warmth and acceptance of different viewpoints by the teacher. This learning approach allows the students to acquire academic, personal and life skills through understanding and viewing the world in a holistic way. (Frias, 2019, p. 2)

## **Conclusion**

This chapter explores classroom interaction in EFL educations, shedding the light on student-teacher interaction. It provides many definitions, emphasizes importance of some concepts and highlights dimensions of these notions. It displays the roles of teachers and learners in promoting effective interaction, practical activities and communication skills. The goal is to equip educators with knowledge to create supportive learning environments for both teachers and learners.

## **CHAPTER THREE: FIELD OF INVESTIGATION**

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## APPENDICES

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### Résumé

### ملخص

## **Introduction**

The following chapter is dedicated to the presentation, interpretation and analysis of the obtained data in the present research. It aims to explore the impact of the humanistic approach on student-teacher interaction inside EFL classrooms, through piloting two research tools: a students' questionnaire which was administered to second-year LMD students in the Department of Letters and English Language, University of 08 Mai 1945-Guelma; and a classroom observation to obtain more information and observe the nature of teacher-student interaction inside classrooms of comparable populations.

### **3.1. Methodology and Data Collection Tools**

This research adopts a descriptive method. Relying on a mixed data collection tools, quantitative and qualitative research methods suggests an impact on the reliability of results; using the quantitative method enables researchers to collect data from a large sample and boosts the possibility of generalizing them to a wider population. Moreover, the qualitative method provides a deep understanding to the issues investigated (Dawadi et al., 2021, p.27). The mixed method is more suitable for this research because it allows for interpreting the data collected from multiple dimensions, views and sources in a single study. Hence, two data collection tools are carried out:

The first data collection tool is EFL students' questionnaire; it was designed to obtain information about learners' attitudes concerning student-teacher interaction and to test the hypothesis about whether the Humanistic Approach has any effect on this interaction.

The second tool is classroom observation; it is utilized for giving real world insights, i.e., it allows the researcher to capture the actual learning atmosphere and gives a detailed interpretation of the overall learning process.



### **3.2. Population and Sampling**

The main population of the study was second-year LMD students at the Department of Letters and English Language from the University of 08 Mai 1945-Guelma-Algeria. The sample of the questionnaire consisted of 147 students who were randomly selected from a population of 237 students (Krejcie & Morgan, 1970). They voluntarily accepted to be part of this research. The selection of the mentioned population was due to their frequent exposure to different teaching styles, various curricula choices, diverse professors' treatments and views to the Humanistic Approach. This qualifies them as learners to evaluate and identify the atmosphere in their EFL classes.

Concerning the observation, a stratified sampling was chosen to select participants from the available population. To ensure representativeness and to gain the maximum confidence and reliability of the results, one group of second year students was randomly chosen from each oral expression teacher at the Department of English at the University of 08 Mai 1945 of Guelma. The classroom observation took place with four groups from eight ones in total and four teachers as well. Also, taking into consideration differences between teachers' methodologies, students' attitudes and the overall learning environment we took the permission from Oral Expression teachers to attend two sessions with each group in order to guarantee the validity of this tool, i.e. 8 sessions in total.

### **3.3. Administration of Students' Questionnaire and Classroom Observation**

#### **3.3.1. Students' Questionnaire**

##### **3.3.1.1. Description of the Students' Questionnaire**

The questionnaire was a semi-structured questionnaire; it was composed of 19 items divided into three organized sections, the 19<sup>th</sup> question was left open ended in order to collect different opinions, suggestions and ideas from the participants about the topic.

The first section entitled General Information consisted of two questions, asking participants about the duration of their academic English Language study and their perception about their English proficiency. The second section entitled Student-Teacher Interaction, composed of seven questions, attempted to collect data about students' perceptions about the importance of interaction, teachers' feedback, factors that may affect interaction and students' opinions about their teachers. The third section entitled The Effect of the Humanistic Approach on Student-Teacher Interaction, composed of 08 questions (see Appendix A). Its goal was to learn about the students' knowledge of the humanistic approach and it aimed at investigating students' points of view about the application of the humanistic approach in the classroom, and its effects on classroom interaction.

### **3.3.1.2. Administration of Students' Questionnaire**

The questionnaire was administered at the Department of English in the University of 08 Mai 1945-Guelma to second year LMD students on the 4<sup>th</sup> march 2024. The students claimed that they had some experience in being a part of such questionnaires, since they had to answer several questionnaires in their first year at the university. In order to clarify any possible ambiguities, we provided them with the printed questionnaires inside the classroom during their regular sessions; we explained each question and gave them the opportunity to ask when they find difficulties. From their answers, we found out that they understood what was required, which made their responses valuable for the research.

### **3.3.1.3. Data Analysis and Interpretation**

## Analysis of Findings from Students' Questionnaire

### Section One: General Information

#### Question One: How long have you been studying English (including this year)?

*Table 3.1*

#### *Students' Years of Studying the English Language*

<b>Choice</b>	<b>Number</b>	<b>Percentage%</b>
9 years	110	74.83%
10 years	19	12.93%
More than 10 years	18	12.24%
<b>Total</b>	<b>147</b>	<b>100%</b>

As shown in Table 3.1 a significant proportion of respondents (74.83%) state that they were studying English for 9 years, which is considered the normal number of years to achieve their educational level, a percentage of 12.93% studied English language for 10 years which means they repeated one year and 12.24% had more than 10 years of English Language instruction. The findings indicate that the majority of participants had a sufficient journey with the English language.

#### Question Two: How would you describe your English Language proficiency?

*Table 3.2*

#### *Students' Description of Their Level in English*

	Number	Percentage%
Good	63	42.86%
Average	84	57.14%
Bad	0	0%
<b>Total</b>	<b>147</b>	<b>100%</b>

According to Table 3.2, the majority of students (57.14%) select the average level; they have basic mastery of English Language but they need to spend more time and efforts on enhancing their level. 42.86% of respondents describe their level of English as good while no participant assesses his/her level as a bad level.

## **Section Two: Student-Teacher Interaction**

**Question Three: How would you rate the overall interactions between you and your teachers?**

*Table 3.3*

*Students' Perceptions about the Interaction between them and their Teachers.*

	Number	Percentage%
1	09	6.12%
2	18	12.24%
3	52	35.37%
4	56	38.10%
5	12	8.16%
<b>Total</b>	<b>147</b>	<b>100%</b>

The above table 3.3 displays that the majority of students (38.10% & 35.37%) declare that the interaction between them and their teachers ranges from average to good, which gives an idea that most teachers provide adequate opportunities for their students to interact. A percentage of 8.16% had an excellent interaction with their teachers, while only 6.12% claimed that they had poor interactions with their professors.

**Question Four: How important are student-teacher interactions in the learning process?**

*Table 3.4*

*Students' Perceptions about the Importance of Motivation in Learning*

	<b>Number</b>	<b>Percentage%</b>
Not important	5	3.4%
Important	64	43.54%
Very important	78	53.06%
<b>Total</b>	<b>147</b>	<b>100%</b>

According to the results of question four, 53.06% of participants declare that student-teacher interaction is very important for the learning process and 43.54% said it is important, this indicates students' awareness about the significant role of student-teacher interaction during their learning experience. A number of 5 respondents (3.4%) neglected its importance.

**Question Five: Do your teachers encourage classroom discussions and participation?**

*Table 3.5*

*Teachers' Encouragement of Classroom Discussions.*

	Number	Percentage%
Yes	125	85.04%
No	22	14.96%
<b>Total</b>	<b>147</b>	<b>100%</b>

Based on the collected data we remark that the majority of students (85.04%) say that their teachers support classroom participation, this gives an idea about the sufficient quality of teachers who provide an interactive learning environment that develops students' critical thinking and communication skills. However 22 participants (14.96%) do not consider their teachers as enthusiasts of classroom discussions.

**Question Six: What do you think could influence the flow of interactions between you and your teachers?**

*Table 3.6*

*Factors Influencing Interaction between Students and their Teachers*

Choices	Number	percentage%
The topic itself	18	12.24%
Students' attitude	16	10.88%
Teachers' traits and qualities	43	29.34%
All the above	63	42.86%
Multi option	7	4.76%
Others'	0	0%
<b>Total</b>	<b>147</b>	<b>100%</b>

A list of factors that could influence the flow of interaction between students and their teachers was presented to the participants; giving them the freedom to opt for more than one option. 29.34% believe that teachers' traits are the main factors that may impact interaction in classrooms placing all responsibility on teachers' shoulders. On the other hand, a smaller percentage of 10.88% claim that their attitude is what influences interaction between them and their teachers and a total of 18 students (12.24%) consider the topic discussed in class as the main factor. 42.86% which is the highest percentage, think that all the mentioned factors possibly impact classroom interaction, this implies that students generally recognize the complexity of interaction in EFL classrooms and understand that different factors contribute to their engagement during the learning process.

**Question Seven: Do you find common points between the topics discussed inside the classroom and your personal interests?**

*Table 3.7*

*Students' Perception about the Link between Classroom Topics and their Personal Interests.*

<b>Choices</b>	<b>Number</b>	<b>percentage%</b>
Strongly disagree	05	3.4%
Disagree	11	7.48%
Neutral	51	34.69%
Agree	72	48.98%
Strongly agree	08	5.44%
<b>Total</b>	<b>147</b>	<b>100%</b>

As shown in table 3.7, 48.98% of the participants find that their personal interests meet with the topics discussed in classrooms; this indicates that students are able to connect the lessons with their hobbies and areas of interest, and when students find relevance between academic content and their personal interests, they may be more motivated and engaged in class discussions. 5.44% of the participants validate the previous statistics and strongly stand for the agreement between their interests and classroom debates. However, 7.48% of them did not find common grounds between the academic content and their personal interests, which was expected considering the variety of personal interests between students, an additional 3.4% strongly agree with them. 51 respondents (34.69%) were neutral.

**Question Eight: How often do your teachers pose debatable questions and topics to encourage classroom discussions?**

*Table 3.8*

*Students' Perceptions about their Teachers' Debatable Questions*

<b>Choices</b>	<b>Number</b>	<b>percentage%</b>
Always	22	14.97%
Often	42	28.57%
Sometimes	67	45.58%
Rarely	16	10.88%
Never	0	0%
<b>Total</b>	<b>147</b>	<b>100%</b>



According to table 3.8, 45.58% of participants receive debatable questions and topics that encourage classroom discussions. 28.57% think that their teachers do so most of time and 14.97% believe that their teachers always pose debatable questions. These statistics indicate that presenting discussion topics and arguable questions is a part of teachers' classroom strategies. However, most participants pick "sometimes" as a choice, which suggests that there might be a limited frequency of debatable questions and discussions in the classroom. A total of 16 students (10.88%) do not see the questions posed and topics given by teachers as debatable or open for discussions.

**Question Nine: To what extent you are satisfied with the feedback you receive from your teachers?**

*Table 3.9*

*Students' Perceptions about their Teachers' Feedback.*

<b>Choices</b>	<b>Number</b>	<b>percentage%</b>
1	07	4.76%
2	14	9.52%
3	54	36.73%
4	50	34.01%
5	22	14.97%
<b>Total</b>	<b>147</b>	<b>100%</b>

The above table 3.9 displays the degree to which students are satisfied with the feedback given by their teachers. 14.97% of participants are very satisfied with their teachers' feedback and 34.01% are satisfied justifying their assessment by the amount of knowledge they gain in many fields and the helpful ways teachers use to correct students' mistakes. They consider their teachers' feedback as a helpful factor that supports them to have more confidence. On the contrary, 9.52% are not satisfied and 4.79% are very dissatisfied claiming that teachers miss the appropriate methods of giving feedback, which they describe as a disrespectful way that can hinder and limit the interaction in the classroom. A total of 36.76% pick the number three which is neither agree nor disagree saying that their teachers' feedback can be improved.

### **Section Three: The Effect of the Humanistic Approach on Student-Teacher Interactions**

**Question Ten: How familiar are you with the principles and concepts associated with the humanistic approach to education?**

*Table 3.10*

*Students' Familiarity with the Humanistic Approach Principles.*

Choices	Number	Percentage%
I have no prior knowledge or understanding of the humanistic approach.	38	25.85%
I have heard about the humanistic approach but I don't know its principles and concepts in detail.	67	46.94%
I have the basic understanding of the approach and its principles and concepts.	36	24.49%
I have a good understanding of the principles and concepts associated with the humanistic approach	4	2.72%
<b>Total</b>	<b>147</b>	<b>100%</b>

The results show that about quarter of the sample (25.85%) are not familiar and were not exposed to the humanistic approach as a concept in their learning experience. Participants who heard about the humanistic approach but did not know its principles and concepts in detail represent 46.97% of the sample which indicates that teachers might have introduced them to this concept in classroom. A percentage of 24.49% of respondents indicates that they have the basic understanding of the approach and its principles; it suggests that they are likely interested in student-centered approaches. A small amount of participants (2.72%) have a good understanding of the principles and concepts associated with the humanistic approach.

**Question Eleven: Do your teachers involve you in decision-making related to your learning process?**

*Table 3.11*

*Students' Perception about Teachers' Involving them in Decision-making*

	<b>Number</b>	<b>Percentage%</b>
Yes	77	52.38%
No	70	47.62%
<b>Total</b>	<b>147</b>	<b>100%</b>

Observing the table above 3.11, we notice a convergence in the proportions of answers; 52.38% of participants said that teachers do involve them in decision-making related to the learning process such as selecting their presentations' topics, the timing of make-up sessions and the teaching methods. On the other side, 47.62% claim the opposite. This contradiction shows that students' perception about being involved in decision-making is quite different since many of them do not consider picking a topic to present or a make-up session as a decision. However many students claim that involving them in making decisions is important for the learning process, they believe that the mentioned aspect would help them develop their self-confidence.

**Question Twelve: Do you feel that your psychological state is taken into consideration during the learning experience?**

*Table 3.12*

*Students' Perceptions about their Teachers Care of their Psychological States*

	Number	Percentage%
Yes	87	59.18%
No	60	40.82%
<b>Total</b>	<b>147</b>	<b>100%</b>

According to the table 3.12, 59.18% of respondents feel that their psychological state is taken into consideration during the learning process, they claim that teachers sometimes give them resting times, change their teaching methods according to the students' need and take their sicknesses or personal conditions into consideration. This implies the positive conditions of student-teacher relationships within the classroom context. 40.82% of participants do not believe that their psychological state is taken into consideration, starting from the fulltime planning to the teachers being careless about students' social anxiety and personal problems outside the classroom; this suggests that some students had a negative experience with the educational system or with some teachers.

**Question Thirteen: When it comes to sensitive situations, do your teachers show their sense of empathy towards you?**

*Table 3.13*

*Students' Perceptions about Teachers' Sense of Empathy*

	Number	Percentage%
Yes	77	52.38%
No	70	47.62%
<b>Total</b>	<b>147</b>	<b>100%</b>

Following the results of table 3.13, 47.62% of participants believe that their teachers lack the sense of empathy towards them when it comes to a sensitive situation. They assume that their teachers avoid dealing with their personal problems by being strict and professional. More than half of the respondents (52.38%) do not agree with that, claiming that their teachers are empathetic, considerate when it comes to students' critical situations; they give them advice and personal real-life examples to learn from. This indicates the variation and diversity of the learning experience within the same environment.

**Question Fourteen: Do you feel respected regardless of your background or opinions?**

*Table 3.14*

*Students' Perception about Feeling Respected.*

	<b>Number</b>	<b>Percentage%</b>
Yes	117	79.59%
No	30	20.41%
<b>Total</b>	<b>147</b>	<b>100%</b>

Table 3.14, illustrates that students who chose “yes” make 79.59% of the respondents; they feel that they are respected by both teachers and classmates regardless of their background and opinions. This reflects the mutual respect between the class members and the positive environment within the learning process. On the other hand, 20.41% feel less respected, which may be a misinterpretation of some behaviors or classroom rules or some personal conflicts among the academic community members.

**Question Fifteen: Do you find the subject matters studied in class meaningful in terms of your personal growth and development?**

*Table 3.15*

*Students' Perceptions about the Studied Subject Matters.*

	<b>Number</b>	<b>Percentage%</b>
Yes	106	72.11%
No	41	27.89%
<b>Total</b>	<b>147</b>	<b>100%</b>

Table 3.15 demonstrates that 72.11% of participants find the subjects studied in class meaningful in terms of personal growth and development. These findings imply that the majority of participants relate personally to the educational content given in the classroom (study skills, methodology, civilization, literature and oral expression). The programmed modules enrich their vocabulary, deepen their intellectual background, support their creativity and improve their self-confidence. A total of 41 respondent (27.89%) consider the subject matter useless in terms of personal growth and development; they think that they are not practical.

**Question Sixteen: How often do your teachers provide feedback that goes beyond the academic performance and focuses on your personal growth?**

*Table 3.16*

*Students' Perceptions about Teachers' Humanistic Feedback*

<b>Choices</b>	<b>Number</b>	<b>percentage%</b>
Always	14	9.52%
Often	29	19.73%
Sometimes	84	57.14%
Rarely	14	10.88%
Never	4	2.72%
<b>Total</b>	<b>147</b>	<b>100%</b>

The table 3.16, shows that 9.52% of the participants think that their teachers' feedback always goes beyond academic performance and focuses more on their personal growth and development. Another 19.73% feels that this occurs often, which gives an idea about their teachers' characters; they tend to focus on students' psychological states and their emotional maturity. The choice 'Sometimes' gain the lion's share of students' selections with a total of 57,73%; which implies that constructive feedback that focuses on students' personal growth is part of teachers' classroom practices. 9.52% believe that teachers' feedback focuses more on the academic performance, and a small percentage of 2.72% think that teachers never give a growth-oriented feedback.

**Question Seventeen: Do you feel that teachers' sense of humor enhances your learning experience?**

*Table 3.17*

*Students' Perceptions about Teachers' Sense of Humor.*



	Number	Percentage%
Yes	119	80.95%
No	28	19.05%
<b>Total</b>	<b>147</b>	<b>100%</b>

Most of the participants (80.92%) do believe that teachers' sense of humor plays a role in enhancing their learning experience; it may be used to avoid boredom in long lessons, it creates a nice, comfortable and positive atmosphere in the classroom. In addition to that, it makes some parts of the lesson more comprehensible and memorable. On the other hand, 19.08% feel that humor has no impact on the learning process and teachers should be strict. Others said that it may help but it is not a need.

**Question Eighteen: How important is teachers' sense of humor in creating a positive learning environment?**

*Table 3.18*

*Students' Perceptions about the Importance of Teachers' Sense of Humor.*

	Number	Percentage%
Not important	16	10.88%
Important	68	46.26%
Very important	63	42.86%
<b>Total</b>	<b>147</b>	<b>100%</b>

Given the importance of the learning environment in classroom interaction, the purpose of this question is to explore students' opinions about the role that teachers' sense of humor plays in fostering a positive learning environment. 42.86% of answerers claim that it is very important: it supports them to interact and become more engaged, catches their attention and creates an affirmative learning milieu. 46.26% of respondents state that it is not very important but it creates a better atmosphere. A total of 16 participant (10.88%) believe that teachers' sense of humor is not important and that teacher have to be strict, professional and avoid telling jokes. This indicates that most of students are aware of the importance of humor in enhancing classroom interaction, the learning process and the learning environment in general.

#### **Question Nineteen:**

This question is open ended; it is about further suggestions concerning the topic. 50 participants answered the question (34.01%) from 147 respondents. 9 students wish us good luck. 11 participants say that they have no suggestions that may help, 16 participants claim that the topic is good and interesting since it focuses on enhancing students' experience and emphasizes creating a good learning environment and 2 students say that the topic is personal. Another 12 students added some suggestions and comments that are summed up as follows:

- Teacher's personality type is very important in learning.
- I recommend future teachers to be more friendly, kind and understanding to students.
- I think the relationship between teachers and students is related to how they treat each other and to how they express mutual respect and understanding to the students' issues.

- Teachers should have more sense of humor in their relation with students in classroom.
- Teachers sometimes are kind with students, if that happens, students are going to be kind and smart, and so humanity is important.
- If I like the teacher's personality, I would follow more with him and focus more on what he says.
- We cannot say that all teachers are good or bad; it will be better to discuss the bad ones and ask about them.
- I think the relationship between students and teachers should be friendlier.
- Being humorless is a reason for boredom. Students will be distracted easily.
- The topic is about making suitable situations to study and get the information. The classroom is supposed to be a relief without any pressure.
- Out of the context of English study, I can add something about the scientific domains. If they can change the way of teaching science, because scientific subjects are funny and interesting, but in our country they teach them in a very boring way that makes students do not like science fields.

#### **3.3.1.4. Discussion and Summary of the Questionnaire Results**

The obtained data in the first section indicates that most students studied English for 9 years, yet the majority of them think that their level is average, which implies their need for more learning to enhance their level.

According to the analysis of the second section, 38.10% of participants rated their interaction with their teachers as average to good (4/5); most of respondents are aware of the importance of this interaction and they believe that their teachers support classroom participation. 42.86% think that all the mentioned factors (the topic, students' attitudes,

teachers' traits and qualities) may influence the flow of interaction in the classroom. Further, almost half of them are able to find common grounds between the discussed topics and their personal interests. Moreover, 45.58% of second year LMD students believe that their teachers sometimes pose debatable questions. Noticeably, 36.76% of them are neither satisfied nor dissatisfied with their teachers' feedback.

The third section of the questionnaire revealed that 46.94% of students already heard about the notion of the Humanistic Approach even if they do not clearly fathom its principles in details. 52.38% admitted that they were involved in classroom issues' decision-making; 59.18% of respondents believe that their psychological states were sympathetically considered by their professors. Furthermore, 52.38% of the sample acknowledges that their teachers empathize with their sensitive problems. A significant number of students (79.59%) feel respected regardless of their social/intellectual backgrounds or their opinions. Most of the sample (72.11%) find the modules studied in EFL classrooms meaningful to their personal growth and development and 57.14% of repliers ensure that their teachers' feedback always goes beyond academic performance and focuses more on their personal growth. Teachers' sense of humor was believed to enhance the learning process by 89.12% of students; they are aware of its importance in creating a safe environment.

To recapitulate, second year LMD students seem to support the use of the humanistic approach since they believe that it may enhance the learning experience generally and classroom interaction specifically. Moreover, EFL teachers in Guelma University noticeably apply major principles of this approach.

### **3.3.2 Classroom Observation**

#### **3.3.2.1. Description of the Observation**

This study employed a structured, non-participant observation. Structured observation is sometimes called systematic observation; it is a method of collecting data where researchers observe people from a distance without directly interacting with them (Ogletree & Price, 2018, as cited in Leong et al., 2024, p.2). The process for collecting data is well-defined and organized. It allows researchers to gather information that may not be obtainable through traditional research methods like surveys and interviews.

This research relied on classroom observation as a second data collection tool to verify and reinforce the results of students' questionnaire. In this sense, this observation is made to determine the nature of teacher-student interaction, checking the application of the humanistic approach's principles and providing a richer picture of the classroom atmosphere. This is shown in the design of the checklist. The latter is presented in the form of rubrics which consist of three sections and six designed elements for each (see APPENDIX B). The observation lasted for six days from February 12<sup>th</sup> to February 27<sup>th</sup>, 2024.

### **3.3.2.2 Analysis of the Observation**

#### **Section One: Humanistic Approach Principles**



This table entails a detailed evaluation of the main six principles of the humanistic approach in the educational context using designed levels “met” , “to a degree” , “not met” to measure the extent of progression for each criterion.

The first humanistic criterion **“Students learn best what they want and need to know”** refers to the idea that learning is effective when students deal with relevant topics to their lives and their personal interests. Based on the calculated data, this humanistic principle is highly realized by a percentage of 87.5%, which means teachers succeed in balancing between designing the needed syllabus and taking into consideration students’ personal curiosity. In other words, teachers flourish in connecting lessons to real-world topics and serve learners’ interests.

However, the smallest portion goes to “to a degree” (12.5 %) and “not met” (0%). The presence of low percentages implies a partial achievement of the variation of “students’ interests” and proposes the presence of occasional barriers that may hinder students from fully engaging with the lessons’ contents. Also, there is no group in which the **first** criterion was “not met”; actually this signals that the measured criterion is universally acknowledged and appreciated by both EFL teachers and students.

The second humanistic criterion **“Students are given the freedom of choice”** is mainly about giving the chance to learners to take responsibility of their learning process including selecting the topics, methods, tools of assessment and personalize their learning journey. The obtained data presents variation in the degree of achievement levels. The humanistic criterion reached 50% in meeting the expectations and that suggests that teachers of OE are trying to give their students opportunities to add their touch in the learning process and are allowing them to reflect their creativity. Yet this criterion is not fully fulfilled represented in 25% for “to a degree” and “not met”; this may be originated by several reasons

principally the nature of lessons, the content and the instructions of the curriculum, or even the random distribution of presentations' topics on students.

The third criterion **“Learners are self-motivated and autonomous”** exceeded high levels of achievement (87.5%) which shows that the learning conditions are favorable at supporting and encouraging learners to take the lead, to be independent and self-motivated. Conversely this humanistic principle is partially fulfilled in other cases (12.5%); this might be due to some occasional psychological and personal restrictions such as anxiety, shyness or introversion. Having (0%) of cases where the humanistic goal was not met, suggests that autonomy is promoted and teachers recognize the vitality of encouraging learners to be self-driven.

The fourth humanistic criterion: **“Self-evaluation is encouraged”** is equally presented in both levels “met” and “to a degree” by 37.5%; this figure suggests that the criterion of self-evaluation is highly recognized as important and successfully integrated in the learning process where teachers give the chance to learners to assess themselves through acknowledging their own strengths and weaknesses. The best example is the evaluation sheets which one teacher of OE gave to his students in order to evaluate each presentation and to discuss all what was mentioned concerning the chosen product (APPENDIX C & D). On the other hand, the lowest percentage goes to the third achievement level “not met”; signifying that there may exist many obstacles causing unreliable students' assessments, mainly that they are not experts when it comes to self-evaluation which may lead to subjectivity, comparison, self-doubt or even overconfidence. Also, the nature of Oral Expression lessons and time limitations may hinder the success of this humanistic criterion because teachers are mostly obliged to focus on the learning objectives rather than on spending time fostering self-evaluation activities.



The fifth humanistic criterion: **“Learners’ personal growth is the main focus”** is about how teachers focus on developing students’ holistic growth as human beings and consider it as important as their academic achievements. The data presented in the table 3.19 shows that the goal is highly met by 62.5% of the observed groups; this may imply that teachers work on the maintenance of the students’ well-being in the academic context. Teachers may implement several mental strategies like giving constructive feedback concerning all aspect of life which helps learners to understand and actualize their potentials.

The table indicates a partial achievement with the fifth humanistic criterion by 37.5%; this may go back to some conditions that may prevent teachers from taking care of their students’ personal growth, mainly rigidity of the courses’ structures, curriculums’ content, prioritizing grades and tests’ scores over humanistic needs, some institutional policies which oblige teachers to stick to the course objectives without interfering in learners’ personal reinforcement... etc. Yet teachers still try to ameliorate their students and treat them as unique individuals; which is expressed in having 0% case where the goal was not met.

The sixth humanistic criterion: **“Learners’ emotional and psychological state is prioritized”** is significantly achieved up to 87.5%. This proves that the vast majority of teachers take into consideration learners’ well-being and their mental health by providing a safe environment which allows them to express themselves freely. Teachers attempt implementing some humorous materials, show empathy and approachable traits, break the barrier of shyness and introversion and lead students to open up and behave authentically without feelings of shame or guilt. The remaining 12.5% meets the criterion “to a degree” which shows that teachers’ attempts at providing a healthy atmosphere for students’ mental and emotional stability are not sufficient and still they display inconsistency in achieving this

goal. Moreover, it is quite positive to have (0%) for “not met” cases, this indicates the high level of instructors’ commitment towards applying this humanistic principle and creating supportive environments to manage stress, anxiety and psychological barriers.

## **Section Two: Student-Teacher Interaction**



Based on particular criteria, the table 3.20 represents an assessment of the students-teacher communication inside the classroom. The response rates and percentages are classified as "met," "to a degree", and "not met" for each of the six criteria that are mentioned.

The first humanistic criterion **“Teachers support classroom communication”** with a strong positive response of 87.5%, stating that the goal is met for the vast majority. A small portion (12.5%) suggests that the latter is met to a degree, besides having 0% for the last achievement level “not met”. These results designate that this criterion is highly applied and encouraged during the learning process. Also, they illustrate the supportive nature of teachers.

The second humanistic criterion **“Students and teachers feel connected during the OE session”** is demonstrated in the table by positive results (75%); a partial success in some cases (25%) and a 0% for the last level. This signifies that there is a remarkable sense of connection and interaction between students and their instructors expressed mainly in openness to communication, active participation, verbal contributions and frequently asking questions during the sessions. However this consistency may face occasional limitations like lack in communication skills including active listening tasks, inappropriate body language and even lack in intercultural sensitivity.

The third criterion **“Students are motivated to engage in classroom interaction”** points toward a highly positive response from the participants during the observation where the principle is met to a notable extent (87.5%), and to a limited accomplishment by 12.5%, in addition to 0% case where the criterion was not met. This variation of percentages suggests that there is a solid foundation for motivation in the classroom exemplified by the wise choice of provocative interesting topics, teachers’ relevant strategies and the supportive environment that helps in fostering their engagement. Some features may hinder this process periodically

like lack of applicability, lack of autonomy and academic pressure especially during quizzes and examinations periods.

The fourth criterion **“The topics chosen serve the learners’ interests”** is awesomely affirmed and achieved with 87.5%, and the remaining proportion goes for a fragmentary success with 12.5%. This reveals that the instructional content and the designed curriculum are accustomed with students’ preferences; this influences their motivations, creativeness and their holistic growth. Yet, as mentioned in the previous humanistic criterion **“students are given the freedom of choice”**, there are some obstacles that block the fulfillment of this goal mainly the nature of the lessons, time limitations and random distribution of ‘to be performed’ topics.

The fifth criterion **“Students take the teachers’ policy seriously”** shows a nuanced level of achievement compared to other criteria. The principle is met only with 50%; then 37.5% is for “met to a degree”, and the remaining percentage is for “not met” with 12.5%. This variation entails that half the students adhere to their teachers’ policy and stick to the classroom protocols; nevertheless not all of them view those policies and rules with the same level of seriousness; some of them come late to the sessions, use their phones during lesson’s explanation and even show bad manners inside the classroom.

The sixth criterion **“Teachers are trying to be flexible and tolerant with different cases”** is highly accomplished to 75% signifying that the majority of teachers are considerably making efforts to handle different situations and attempting to act flexibly with students’ needs. For instance, teachers turn some uncomfortable situations into funny ones without hurting the students’ feelings while promoting classroom restrictions at the same time. Teachers’ tolerance and flexibility are vital qualities in the learning and teaching process. What is left goes for the partial fulfillment of the sixth humanistic criterion with

25%. This signals that teachers endeavors at creating balance between being cool and strict, yet, still there are some cases where they lose their temper or are obliged to apply some administrative procedures.

### **Section Three: Classroom Atmosphere**



Table 3.21 embodies a detailed evaluation of the classroom atmosphere which is a vital element in influencing both teaching efficiency and students' learning processes. It is constructed on six criteria with different levels of achievement "Met", "To a degree", and "Not met", along with representative percentages.

The first humanistic criterion **"Respect is promoted regardless of any personal differences"** shows that the majority of cases (75%) achieved this principle. It was expressed in mutual appreciation of efforts, active listening, reciprocal respect to divergent points of view and tolerance to light funny jokes. The remaining portion is presented in 25% for partial achievement of the first humanistic criterion; there are some cases where the general atmosphere of respect is interrupted by occasional obstacles like students' attitudes shown in inappropriate smirks and unsuitable body language. The table also shows that there are no cases where the criterion was not met; this is a positive sign because it demonstrates that respect and mutual appreciation among students and teachers are promoted and encouraged in order to have healthy and effective communication.

The second criterion **"The instructor shows interest in students and in the subject"** is fully achieved throughout the whole eight sessions with 100%, which entails that teachers are significantly supporting, appreciating and acknowledging their students' efforts. That was expressed in asking questions about the topics, about their opinions and giving frequent positive and constructive feedback.

The third humanistic criterion **"There is a sense of connection and harmony within the classroom"** is met to a high degree with 75%, signifying that in the majority of cases students experience a sense of belonging within the classroom. This was achieved thanks to supportive teachers who were acting as models and also thanks to enthusiastic students who have a strong willingness to learn. However, 25% represent a partial meeting of the criterion,



which indicates that there are some unexpected and intermittent behaviors that may affect the continuity of this sense. Students have dissimilar personalities and attitudes and they react differently to feedback; some of them by taking it personally.

The fourth criterion **“Students are comfortable expressing their thoughts, feelings, and opinions”** is highly met to 87.5%, which highlights that in most situations, students express themselves freely without interruption. This comes as a result of providing a supportive classroom atmosphere, good communication skills and a high sense of connection between learners and their instructors. The left percentage presents that this principle was partially covered with 12.5% symbolizing the obstacles that learners face during the interaction process; for instance, language barriers and limited vocabulary, psychological factors like fear of rejection or even family problems that may reduce their concentration levels and lower their performance.

The fifth criterion **“Questions that the professor poses are debatable and invite discussions”** reveals a remarkable division concerning the levels of achievement with only 25% for full realization of the principle, another 25% for partial achievement, and the last 50% for not meeting this humanistic goal at all. The observation revealed that teachers try to ask open-ended questions to encourage debates and classroom interactions, however, students were reluctant to share their contributions. In addition to that, teachers chose oral presentation as a tool for performance and debates were raised after the presentations; most of the students interact with each other automatically without interference from the teacher, but that was only successful with active groups.

The sixth humanistic criterion **“When conflicts and misunderstandings happen, the teacher welcomes them and clarifies things”** is fully met with 100%, denoting that teachers

handle serious situations effectively; this demonstrates that instructors' imposition of a clear flexible classroom policy makes the place a reassuring conflict free environment.

### **3.3.2.3. Summary of the Observation Results**

Recapitulating on the findings of the classroom observation, there are numerous explorations and validations. Firstly, teachers from the Department of Letters and English Language at Guelma University manifest a pronounced sense of acceptance and reliance on the humanistic approach; they acknowledge its importance and benefits in fostering learners' personal growth. EFL teachers from Guelma University offer abundant efforts for stabilizing students' psychological state which automatically enhances their concentration and motivation throughout their learning journey.

Secondly, the observation exposed the nature of interaction between students and their teachers inside the classroom; mutual hard work was presented in support of classroom interaction. Teachers were asking debatable questions and students were volunteering to express themselves openly.

Overall, the findings of the observation highlight the evident relationship between the execution of the humanistic approach aspects and the prosperous student-teacher interaction within EFL classrooms. Embracing and promoting humanistic approach qualities lead to enhancing the classroom interaction experience; it allows teachers to better understand their students and to unlock prominent levels of professionalism. Applying aspects of the humanistic approach makes teachers flexible, tolerant, and considerate. Additionally, it makes learners feel connected, appreciated and approachable to their instructors; it permits them to discover their qualities and develop them, which may create spaces for reflexively to ameliorate autonomy and critical thinking skills.

## **Conclusion**

To synthesize, this chapter was devoted to discuss the practical part of the current study. The research questions were investigated by means of two data collection tools: a students' questionnaire and a classroom observation. The outcomes gathered from analyzing students' questionnaire and classroom observation confirmed that teachers and students have a positive attitude towards the application of the humanistic approach and considered that as an important element in improving the learning process in general and classroom interaction in particular. Additionally, the findings revealed that applying this approach and treating learners as significant individualistic human beings firstly empowers their quantity and the quality of their communicative performance. The results validate that considering learners' mental health and well-being ominously matters if one seeks to create productive and tolerant future teachers.

## **General Conclusion**

The primary goal of this study is to enhance the learning process by examining how the humanistic approach affects student-teacher interaction in EFL classrooms. In essence, this research is divided into two main sections. The first one is shown in the theoretical chapters that cover the literature review of ‘the humanistic approach principles’ and ‘students-teacher interaction’, while the second section contains the practical phase.

Concerning the two theoretical chapters, various titles were discussed from broad to narrow. The first one covered a detailed overview of the first variable ‘The Humanistic Approach’ including its historical background, concept definitions, approach’s principles, models and how it could be applied in educational context, in addition to the challenges which may hinder its application. The second theoretical chapter sheds light on the second variable ‘Student-Teacher Interaction inside EFL Classroom’, which focused on CI aspects mentioning its background, definition, principles, importance, problems, and concluded with solutions.

The last phase is for the practical chapter, relying on mixed descriptive method where students’ questionnaire and classroom observation were the main data collection tools in order to cover both the quantitative and qualitative data. The findings of the analysis of those tools reveal that teachers and students have a positive attitude towards the humanistic approach and they consider it as a turning point in the learning process, mainly in developing classroom communication. Accordingly, the research hypothesis which assumes that integrating the humanistic approach within the educational/academic context will develop students-teacher interaction inside the classroom is confirmed.

However, regardless of the huge efforts that professors devote to implement practically the principles of the Humanistic Approach, students show dissatisfaction and almost denial to these efforts. They unappreciatively expect parenting in classrooms!

### **1. Pedagogical Implications**

It is important for teachers to create a learner-centered environment, with a supportive classroom atmosphere where students may express their opinions and participate actively in improving their learning experience.

Teachers are encouraged to use active learning techniques that increase students' involvement and create a feeling of community in the classroom, such as group projects, peer teaching, and problem-solving activities.

Adopting the humanistic approach is the responsibility of teachers and students, because both of them need to recognize its inspiring role in creating productive student-teacher relationships.

Reforms that put students' autonomy and well-being first, such adaptable curriculum frameworks that let students make their own decisions and conduct independent research, should be taken into consideration by curriculum designers.

EFL teachers need to acknowledge their students' individual differences and also need to recognize that they come from diverse social and cultural backgrounds.

In order to fulfill the various needs of their students, EFL teachers should use flexible and adaptive teaching strategies, utilizing rewarding teaching materials and welcoming students' constructive feedback.

EFL teachers should balance between inserting a well-structured learning environment and providing a free space for students to explore their potentials; promoting autonomy and self-discovery is vital.

Providing chances for professional growth that emphasize cultural competency is needed. This will make it easier for teachers to identify and take into account the varied cultural backgrounds of their students in their teaching practices.

According to the results of the questionnaire and the observation, we noticed that even though many humanistic approach principles are applied by teachers in their teaching methods and strategies, only few students admire and appreciate this effort, trying to find a solution for this problem:

Students should speak up during the learning process about what they need and want, supporting a classroom setting that upholds humanistic principles.

Take part in frequent feedback meetings where students can share their opinions about the instructional strategies and classroom atmosphere, giving teachers insightful information.

Encourage students to speak honestly with their teachers about their experiences and expectations. This will create a two-way conversation that will help students better grasp and apply humanistic ideas.

By being actively engaged in class activities and discussions, students can better recognize and appreciate the humanistic methods employed by their teachers.

## **2. Limitation of the Study**

The researchers faced some limitations mostly in Chapter three, concerning the sample. Starting with the large number of the sample: 147 participants; print this number of

questionnaires was costly. Additionally, the researchers faced difficulties with the questionnaires' answers; many participants answered some questions and skipped the rest, others avoided explaining/justifying their answers, some answers were illogical and contradictory. Another problem appeared with the analysis and interpretation of the classroom observation's data, most of our methodology lessons were about how to analyze data collected from questionnaires without referring to the other data collection tools; so it is important to cover this gap in the future.

While conducting this research, the chosen topic was rejected and unwelcomed by some teachers who claimed that the humanistic approach failed in improving the learning and teaching process in Algeria. Apparently many of them have a negative view about this approach, believing that it may bring undesirable effects on the educational system. The researchers' experience with this approach proved that EFL teachers are already humanistic in their day to day practices; they are just not meta-cognitively aware of that! They lack the accurate understanding of the approach.

### **3. Suggestions for Further Research**

It is recommended for future researchers to undertake the following areas and topics:

- Conducting research to investigate the application of the humanistic approach in Algerian schools.
- Investigating teachers' perspectives and practices towards the humanistic approach.
- Conducting comparative researches to compare the effectiveness of the humanistic approach on different education stages (primary, middle, secondary schools and universities)

- Investigating the effect of technology in enhancing classroom interaction.
- Investigating the role of emotional intelligence, of both students and teachers, in influencing classroom interaction.
- Conducting researches to investigate parents' perspectives concerning the humanistic approach.
- Explore the reasons of why students keep feel unappreciated and disconnected from their teacher despite of the remarkable efforts of the teachers to ameliorate the learning process.



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## **APPENDICES**

### **APPENDIX A**

#### **A Students' Questionnaire**

Dear second year students,

The aim of this questionnaire is to investigate the effect of the humanistic approach on student-teacher interactions inside the classroom. We are kindly asking you to answer the following questions to provide us with the needed information that will aid in answering the research questions. Your responses play a genuine role for the validity of the study and they will be treated with confidentiality and care. Thank you in advance for your collaboration.

Mr. Menidjel Haithem

Ms. Zehioua Selsabil

Department of English

Faculty of letters and languages

University of 08 Mai 1945-Guelma

2023/2024

#### **Section One: General Information**

1. How long have you been studying English (including this year )?

.....years.

2. How would you describe your English Language proficiency?

Good	
Average	
Bad	

## Section Two: Student-Teacher Interaction

3. How would you rate the overall interactions between you and your teachers?

1      2      3      4      5

**Poor**    \_\_\_\_    \_\_\_\_    \_\_\_\_    \_\_\_\_    \_\_\_\_    **Excellent**

4. How important are student-teacher interactions in the learning process?

Not important	
Important	
Very important	

5. Do your teachers encourage classroom discussions and participation?

Yes	
No	

6. What do you think could influence the flow of interactions between you and your teachers?

The topic itself	
Students' attitudes	
Teacher's traits and qualities	
All of the above	
Other (s), would you please specify below	

7. Do you find common points between the topics discussed inside the classroom and your personal interests?

Strongly disagree	
Disagree	
Neutral	
Agree	
Strongly agree	

8. How often do your teachers pose debatable questions and topics to encourage classroom discussions?

Always	
Often	
Sometimes	
Rarely	
Never	

9. To what extent you are satisfied with the feedback you receive from your teachers?

1      2      3      4      5

Very dissatisfied    —    —    —    —    —    Very satisfied

Justify.....

### Section Three: The Effect of the Humanistic Approach on Student-Teacher Interactions

10. How familiar are you with the principles and concepts associated with the humanistic approach to education?

I have no prior knowledge or understanding of the humanistic approach.	
I have heard about the humanistic approach but I don't know its principles and concepts in details.	
I have the basic understanding of the approach and its principles and concepts.	

I have a good understanding of the principles and concepts associated with the humanistic approach.	
---	--

11. Do your teachers involve you in decision-making related to your learning process?

Yes	
No	

If yes, how.....

.....

12. Do you feel that your psychological state is taken into consideration during the learning experience?

Yes	
No	

Explain.....

.....

13. When it comes to sensitive contexts, do your teachers show their sense of empathy towards you?

Yes	
No	

How.....

.....

14. Do you feel respected regardless of your background or opinions?

Yes	
No	

15. Do you find the subject matters in class meaningful in terms of your personal growth and development?

Yes	
No	

Illustrate please.....

.....

16. How often do your teachers provide feedback that goes beyond the academic performance and focuses on your personal growth?

Always	
Often	
Sometimes	
Rarely	
Never	

17. Do you feel that teachers' sense of humor enhances your learning experience?



Yes	
No	

Justify.....  
 .....

18. How important is teachers' sense of humor in creating a positive learning environment?

Not important	
Important	
Very important	

Justify.....  
 .....

19. Could you please add further comments or suggestions about this topic?

.....  
 .....

**Thank you for your cooperation**

## APPENDIX B

## Rubric for Classroom Observation

**University Name:** University of 8 Mai 1945 / Guelma.

**Faculty Name:** Faculty of Letters & Languages.

**Department Name:** Department of Letters and English Language.

**Observers' Name:** Menidjel Haithem, Zehioua Selsabil.

**Teachers' Names:** Group 01: Mr. Toulgui. Group 04: Mr. Zemouri. Group 07:

Ms.Boumaaza. Group 08: Mr. Boudechiche .

**Course:** Oral Expression.

**Students' Grade :** Second Year License Students.

[illegible]



[illegible]

## Classroom Atmosphere

[illegible]

[illegible]

## APPENDIX C

### Assessment Form: Smartphone Sale Ratings

**Instructions:** In your group, choose the **smartphone** you think is the best for purchase.

Rate each factor on a scale of 0 to 10, with 0 being the least favorable and 10 being the most favorable.

#### Smartphone Comparison Ratings

**1. Price:**

- Smartphone A:.....pts.
- Smartphone B:.....pts.
- Smartphone C:.....pts.

**2. Design:**

- Smartphone A:.....pts.
- Smartphone B:.....pts.
- Smartphone C:.....pts.

**3. Display Quality:**

- Smartphone A:.....pts.
- Smartphone B:.....pts.
- Smartphone C:.....pts.

**4. Camera Quality:**

- Smartphone A:.....pts.
- Smartphone B:.....pts.
- Smartphone C:.....pts.

**5. Performance:**

- Smartphone A:.....pts.
- Smartphone B:.....pts.
- Smartphone C:.....pts.

**6. Battery Life:**

- Smartphone A:.....pts.
- Smartphone B:.....pts.
- Smartphone C:.....pts.

**7. Storage Capacity:**

- Smartphone A:.....pts.
- Smartphone B:.....pts.
- Smartphone C:.....pts.

**8. Operating System:**

- Smartphone A:.....pts.
- Smartphone B:.....pts.
- Smartphone C:.....pts.

**9. Customer Reviews:**

- Smartphone A:.....pts.
- Smartphone B:.....pts.
- Smartphone C:.....pts.

**10. Brand Reputation:**

- Smartphone A:.....pts.
- Smartphone B:.....pts.
- Smartphone C:.....pts.

**Total Points:**

Smartphone 1:...../...../100 points.

Smartphone 2:...../...../100 points.

Smartphone 3:...../...../100 points.

**Names of Advertisers:**

1) ..... **GROUP...../ SECTION.....**

2) ..... //

3) ..... //

**11. Rank the advertised smartphones from the most favorable to the least favorable:**

Smartphone 1:.....

Smartphone 2:.....

Smartphone 3:.....

**12. Names of the assessing group members:**

1) .....

2) .....

3) .....

4) .....

5) .....

6) .....

**Date of Advertisement:...../...../..... .**



## **APPENDIX D**

### **Assessment Form: Car Sale Ratings**

**Instructions:** In your group, choose the **car** you think is the best for purchase.

Rate each factor on a scale of 0 to 10, with 0 being the least favorable and 10 being the most favorable.

#### **1. Performance:**

- Car 1:.....pts.
- Car 2:.....pts.
- Car 3:.....pts.

#### **2. Fuel Efficiency:**

- Car 1:.....pts.
- Car 2:.....pts.
- Car 3:.....pts.

#### **3. Safety Features:**

- Car 1:.....pts.
- Car 2:.....pts.
- Car 3:.....pts.

#### **4. Interior Space:**

- Car 1:.....pts.
- Car 2:.....pts.
- Car 3:.....pts.

#### **5. Technology and Infotainment:**

- Car 1:.....pts.

- Car 2:.....pts.
- Car 3:.....pts.

**6. Reliability:**

- Car 1:.....pts.
- Car 2:.....pts.
- Car 3:.....pts.

**7. Price:**

- Car 1:.....pts.
- Car 2:.....pts.
- Car 3:.....pts.

**8. Exterior Design:**

- Car 1:.....pts.
- Car 2:.....pts.
- Car 3:.....pts.

**9. Maintenance and service (Spare parts availability):**

- Car 1:.....pts.
- Car 2:.....pts.
- Car 3:.....pts.

**10. Warranty Mileage / Years:**

- Car 1:.....pts.
- Car 2:.....pts.
- Car 3:.....pts.

**Total points:**

- Car 1:...../...../100 points.

- Car 2:...../...../100 points.
- Car 3:...../...../100 points.

**11. Names of Advertisers:**

- 1) ..... **GROUP**...../ **SECTION**.....
- 2) ..... // //
- 3) ..... // //

**12. Rank the advertised cars from the most favorable to the least favorable:**

Car 1:.....

Car 2:.....

Car 3:.....

**13. Names of the assessing group members:**

- 1) .....
- 2) .....
- 3) .....
- 4) .....
- 5) .....
- 6) .....

**14. Date of Advertisement:...../...../..... .**

## **Résumé**

Parmi les éléments importants qui influencent le processus d'apprentissage, il y a l'interaction entre l'étudiant et l'enseignant. Cette interaction est considérée comme l'outil principal de l'apprentissage, qui peut le faciliter ou l'entraver. L'utilisation appropriée des méthodes et techniques d'enseignement joue un rôle vital dans l'amélioration de l'interaction entre l'enseignant et l'apprenant dans les classes d'Anglais Langue étrangère, et parmi ces méthodes, l'approche humaniste est fortement recommandée. Cette dernière approche de l'éducation met l'accent sur les intérêts, les valeurs et les émotions des apprenants, ce qui permet aux apprenants et à leurs formateurs d'améliorer leur développement personnel. Ainsi, cette recherche tend à souligner l'effet de l'approche humaniste sur cette relation cruciale, celle-ci va au-delà de la maîtrise de la langue et se concentre sur le développement holistique des caractéristiques de l'étudiant, de l'enseignant et de l'environnement à travers une méthode de recherche mixte descriptive en administrant un questionnaire aux étudiants de deuxième année de licence d'Anglais dans le Département d'Anglais du 08 Mai 1945 de l'Université de Guelma pour explorer leur opinions sur le sujet, en s'appuyant également sur les observations de leurs enseignants pendant les sessions d'Expression Orale. Les résultats montrent que tant les enseignants que les élèves sont conscients de l'importance de l'application de l'approche mentionnée et de la manière dont elle affecte l'interaction entre l'enseignant et l'étudiant. En conséquence, on remarque que les enseignants sont ouverts à l'intégration des principes de l'approche humaniste dans le processus d'apprentissage, admettant que le fait de se concentrer sur le développement holistique des étudiants en tant qu'êtres humains fait également partie de la réussite académique.

**Mots-clés :** Interaction élève-enseignant, Classe ALE, approche humaniste, développement personnel, développement holistique.

## الملخص

من بين العناصر المهمة التي تؤثر في عملية التعلم هناك التفاعل بين الطالب والمعلم. ويعتبر هذا التفاعل الأداة الرئيسة للتعلم التي يمكن أن تسهله أو تعيقه. ويؤدي الاستخدام المناسب لأساليب وتقنيات التدريس دوراً حيوياً في تعزيز عملية التواصل بين المعلم والمتعلم في فصول اللغة الإنجليزية كلغة أجنبية (EFL) ، ومن بين هذه الأساليب يوصى بشدة باستخدام المدخل الإنساني. ويؤكد هذا النهج الأخير في التعليم على اهتمامات المتعلمين وقيمهم وعواطفهم، مما يسمح لكل من المتعلم والمعلم على حد سواء برفع مستوى نموهم الشخصي. وعليه فإن هذا البحث يميل إلى تسليط الضوء على أثر المقاربة الإنسانية في هذه العلاقة المهمة، وهذا يتجاوز إتقان اللغة بل يركز على التنمية الشاملة لخصائص الطالب والمعلم والبيئة من خلال منهج البحث الوصفي المختلط عن طريق إجراء استبيان لطلبة السنة الثانية ليسانس لغة إنجليزية في قسم اللغة الإنجليزية بجامعة 08 ماي 1945 بقالمة لاستكشاف رأيهم حول الموضوع، مع الاعتماد على ملاحظات أساتذتهم خلال حصص التعبير الشفوي. وتظهر النتائج أن كلا من الأساتذة والطلبة على حد سواء على دراية بأهمية تطبيق المقاربة المذكورة وكيفية تأثيرها على التفاعل بين الأساتذة والطلبة. وبناءً على ذلك، يلاحظ أن المعلمين منفتحون على دمج مبادئ المدخل الإنساني في عملية التعلم معترفين بأن التركيز على النمو الشامل للطلاب كأفراد هو جزء مهم للنجاح الأكاديمي

**الكلمات المفتاحية:** التفاعل بين الطالب والمعلم، فصل اللغة الإنجليزية كلغة أجنبية، النهج الإنساني، النمو الشخصي، النمو الشامل.