PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
Ministry of Higher Education and Scientific Research
BelhadjBouchaibUniversity Centre of Ain Temouchent

Institute of Letters and Foreign Languages
Department of English Language and Letters

Incorporating the Humanistic Language Teaching Approach in the EFL Classroom

The Case of Third Year EFL Pupils at Daoudi Mohamed high School, Ain Temouchent

An Extended Essay Submitted to the Department of English in Partial Fulfillment of the Requirements for a Master's Degree in Advanced Studies in Contemporary Linguistics

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Academic Year: 2017-2018

Dedication

*I'll first dedicate this work to my sweet and lovely parents, **Mohamed** and my beloved mother, the symbol of persistence **Leila,** who had always been proud of my continuous success and who are the reason to be always a fighter and happy in life.*

*I dedicate this work to my brothers **Wail** and **Miloud**, to the only and special sister **Doctor Chahrazed** and to all my extended family.*

*I am very gratefully to offer special dedication to my friends **Ibtisem, Randa**, **Yasmine** and to an esteemed person who has greatly supported me and encouraged me until the end to finish this research **Chaimaa**.*

To all those who have been supportive, caring and patient with me, sometimes beyond their strength

Amaria SELLAF

Dedication

*I dedicate this work to my beloved mother **FATEMA ZAHRA**, the symbol of persistence, to my sister **GHIZLENE** for her continuous support.*

*To all my extended family especially my grandmother **Fatema** and my grandfather **Miloud**, because without their support and their motivation I could never accomplished this work.*

Furthermore, this work is dedicated to my dearest teacher, whose words of encouragement are still in my memory, who had always been motivating me and proud of my continuous success.

Setti FETTOUHI

Acknowledgments

Abstract

This study endeavours to explore the role of humanistic language teaching (HLT) and implementing it for third year EFL pupils at Daoudi Mohamed High School. Also, this work aims at highlighting the influence of HLT as a significant alternation to improve the teaching / learning environment and to reach a better level of education by omitting the traditional methods and incorporating alternative approaches as an innovation to enhance the teaching learning process. Questionnaire and Interview were used as authentic tools for this purpose, the respondents of the questionnaire consist of 80 pupil's females and males, on the other hand, the answers were completed and returned from five English female teachers. In addition, face to face, semi structured interview was conducted with the same teachers. The results obtained from the gathered data shows that the participants were applying the traits of the HLT intuitively, since it is naturally a human desire itself. However, curriculum issue, psychologically and physically unsteadiness for both teachers and learners, as well as a vast lack of knowledge and drills about this approach, teachers are still skeptical about adopting officially HLT's methods, but they still believe that certain implementations would be taking into account so to facilitate and pave the ways of this approach's success.

List of Acronyms

CBA: Competency Based Approach

CLL: Community Language Learning

EFL: English as a Foreign Language

ELT: English Language Teaching

HLT: Humanistic Language Teaching

ICT: Information and Communication Technology

PPP: Presentation, Practice and Production

TBL: Task Based Lesson

TPR: Total Physical Response

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General Introduction

Nowadays, English is one of the most wildly spoken languages around the world, globally, about 1, 7 billion of people speak English and tend to learn it due to a bunch of common reasons such as business and technology. Therefore, teaching English is becoming a significant portion in the educational field at all levels all over the world, consequently, different prominent scholars in linguistics and literature produced contrastive perspectives and theories in order to provide new multiple types, fruitful methods and techniques, seeking for the most effective ways to better the situation in ELT.

Hence, the Humanistic Approach in mid-20th century emerges as a significant psychologist perspective as well as a rebellious reaction to the behaviourist theories that focus only on the stimulus-response behaviours i.e. environment is the most important factor in producing individual behaviourism differences that tends to integrate the learner as a whole person., emphasizes emotional factors and allow the teaching to be more empathetic by including the "self" element in the teaching -learning process.

The Humanistic Approach is of a basic relevance related to the educator himself since it is the linking dot between the contextual realities of the institute socio-political existence. The approach is strongly attached to what the learner lives and experiences from social and cultural to the environmental truths; its in sort alike to student-centered approach, yet, it preserves the standards of teaching-learning process, since it allows the student to pave his way towards a quality learning rather than just aiming at fulfilling the curriculum's objectives.

1. Statement of the Problem

In Hight schools such as Daoudi Mohamed, pupils mostly suffer from the inhumanity that consistently exists in EFL classrooms as well as their worthy as individuals instead of ordinary learners. Also, they may encounter an immense boredom and persistent monotony due to the lack of emotional factors, innovation, the stimuli of motivation and experience of real life during their schooldays. Furthermore, to learn a foreign language, it is hardly to require success and improvement within the current foreign language curriculums in a short amount of time. Nevertheless, it is vital to point out that such pedagogical utterances as the Humanistic Approach,

has some dangerous perceptions if ever used wrongly, just like water it quenches thirst yet it can be a drowning spot; it can be a path to a self-perceptive function by the teachers. However, this can be mended by the orientation and good functional related courses.

2. Aim of the Study

Our paper mainly aims at the potential use of such pedagogy of humanistic approach as well as the results of it within EFL classrooms, by taking into account the local context since we are in the continuous process of developing the ways of teaching English in a non-native context, hence, our paper attempts to view this hypothetical application and effects of it not only as an approach targeting the student-side, but also the teacher to simply think outside the box and attempt the use of hypothetically alternative approaches to basically reach a better education level than what we have; to attempt bettering the situation.

3. Significance of the Study

The current study intends to demonstrate the pros of this approach and how it works at making the learning the leader of his own teaching, the subject of the classroom, it allows the teaching process to include the "self" element in learning as well as teaching; the applied experiences are not reserved in this approach only to students, but also to the teachers themselves, since providing a lived experience or a cultural tool will contribute in making the learning more realistic and certainly enjoyable.

4. Research Questions

Although the humanistic approach seeks to enlarge and widen the pedagogical view towards a better fulfilling educational system or at barely that is what is aimed for by any variant and potential approach. Yet, the incorporation of the humanistic approach in the EFL classrooms should have a set of aspects that ought to be displayed or at least questioned and the researchers might invoke the following:

1-   Would imbedding the humanistic approach in an EFL context lead to better outcomes?

2-   What are the necessary adaptations needed to be held if ever the approach is applicable?

5.   Research Hypotheses

The researchers foresee, or less ambitiously expect to put their hands on the followings:

1-   The Humanistic Approach may lead to better results in an EFL context, if ever used properly.

2-   The humanistic approach may be adoptable in our context, but of course any adoption goes always hand in hand with adaptation, therefore, certain alterations would be taking into account so to facilitate and pave the ways of this approach's success.

Organization of the Dissertation

The research study is divided into three chapters: mainly, the first one sets the background of the study and it is devoted to the literature review, after discussing what have been said by the most prominent scholars who posed the main perspectives of the humanistic approach as a new way to enhance education, it becomes necessary to discuss the practical part and discover if whether the HLT can be applied or not in the EFL classrooms. Therefore, the second part is devoted to the methodology. The third chapter will focus more on the data analysis and the discussion of the main findings.

Chapter One: The Humanistic Approach

1.1   Introduction

This chapter is going to focus on the main principles of the Humanistic Approach and its positive impact on language teaching and learning. So many tremendous and different views have been highlighting the idea of incorporating the HLT's perspective into educational practices and involving the learner as a whole person. The HLT with its divert range emphasizes the emotional factors and allow teachers to be more empathetic by coping with the real meaning of the human behaviour, additionally, it induces self-development, enables learners to reach self-actualization and become more self-centered, stimulates creativity and enhance teaching and learning situations by making learning more interesting and motivating.

1.2 The Humanistic Approach: A Definition

The Humanistic Approach "the Third Force" (Roberts, 1975: 290) as it was referred to, has been taking place sine decades and one of the major leaders who contributed in distributing the major perspectives of the humanistic approach as a significant third branch of psychology are: Maslow (1968), Rogers (1961) and Combs (1965). According to Combs (1965) the most effective programmed of teacher education relies, in particular, on the human personality and behaviour, integrating the self as an instrument within knowledge and resources is an effective way to solve particular problems in the teaching learning process and get rid of the traditional educational practices, hence, Combs (1946: 14) strongly believes that:

> If behaviour is a function of perception, it follows that teacher education must concern itself with the inner life of its students. Simple exposure to subject matter is not enough. The maturation of an effective professional worker requires changes in the student's perceptions - his feelings, attitudes, and beliefs and his understandings of himself and his world. This is no easy matter, for what lies inside the individual is not open to direct manipulation and control. It is unlikely to change except with the active involvement of the student in the process

The human personality is so commonly known as a complex component in psychology whereby the individual and social aspects of personality are complementary instinctively inborn, therefore, this approach emphasizes on the positive side of the human nature and it is desirable to avoid negative instinctive interests and extend the range of good experiences to which learners are ready to pay attention. Hence, Maslow (1968: 25) reports that: "Each person's inner nature is in part unique to himself and in part species-wide." he also adds that: "Since this inner nature is good or neutral rather than bad, it is best to bring it out and to encourage it rather than to suppress it. If it is permitted to guide our life, we grow healthy, fruitful, and happy".

Therefore, in order to help children, teachers or parents should assert independence and self-government, give them the scope for free expression themselves and give them the chance in making their own decisions through excessive support, carrying out their self-chosen and self-actualization (Maslow, 1968). Additionally, among the highlighted human tendencies through Maslow's (1968) studies, with which children are endowed, also, the primary sources that facilitate and develop their learning in a remarkable way are substantially: "self-actualization" that enables children to grow and achieve their capacities, the tendency of "self-satisfaction" in which it consists of a bunch of sequentially basic needs such as safety, belongingness, love and respect (Maslow, 1968).

Rogers as well one of the prominent psychotherapist who depicted the humanistic approach and emphasizes, primarily, the term learner-centered education through his own perception, his prosperous experience within his patients that tends to help them how to deal with their own problems, those who struggle to be themselves and suffer from personal distress, instead of being recovered by their therapists, they should focus more on their self-centered, knowing how to cope with their dilemma without any particular medical help and evolve their self-aware and self-acceptance. Hence, he indicates that this fruitful experience can be applied to the teaching learning process, seeing that learners should not necessarily be constrained by specific instructions, they can learn and develop their self-assertion and being aroused in constructing education by their own way (Rogers, 1961).

1.3 Principles of the Humanistic Language Teaching

Accelerating the development of knowledge is the crux of the matter; however, the learner in general, whether it's a child, adolescence or an adult, has a natural urge to communicate his feelings, thus, the combination of both, affect and cognition are inevitable through the process of learning a language. Schumann (as cited in Arnold , 2011: 4) states that:

The brain stem, limbic and front limbic areas, which comprise the stimulus appraisal system, emotionally modulate cognition such that, in the brain, emotion and cognition are distinguishable but inseparable. Therefore, from a neural perspective, affect is an integral part of cognition

Chiefly, affect refers to ''aspects of emotion, feeling, mood or attitude which condition behavior'' Arnold and Brown study (as cited in Arnold, 2011: 1). Integrating the learner as a whole being, contributes in helping the learner more effectively, which means involving feelings as well as intellect. Nevertheless, enhancing emotions and feelings does not mean that there is no doubt in room for keeping access to the cognitive aspect.

Similarly, Stevick (1990) emphasizes on five affects as a basic guideline for individuals, feelings, social relations, responsibility, intellect and self-actualization. Stevick notes that the more focus is on the affective side of the learners, the more positive energies emerge which alleviate the most prominent obstacle ''anxiety'' that appears constantly in the EFL classrooms, it also motivates the learners to elevate their self-confidence, self-security and self-concept.

According to (Moskowitz, 1978) HLT contains a bunch of effective techniques and humanistic activities that can be favorably used in the classroom as a way to reach out a successful atmosphere within the learners. These activities combine both, learners' objectives and personal growth proportions based on what is already determined in the existing curriculum materials, taking into consideration the learner's needs, self-discovery, self-expression, self-sharing with the others, values and memories. In other words, she points out that:

Humanistic exercises deal with enhancing self-esteem, becoming aware of one's strengths, seeing the good in others, gaining insights into oneself, developing closer and more satisfying relationships, becoming conscious of one's feelings and values and having a positive outlook on life. All of these outcomes are highly relevant to learning, for the better students feel about themselves and others, the more likely they are to achieve. It should be noted that using humanistic activities is not to the neglect of the target language, but to the enhancement of it, Moskowitz (as cited in Arnold, 2011: 6).

1.4 Human versus Humanistic

The term human in general refers to the Spanish word Humano, in particular, it is associated with the concept of "the man's nature" which includes the mankind duality, the good portion and the devilish portion (Lifshitz, 1997). In other words, duality is the idea to have in each one of us two sides, the good and the bad reflections of the humankind. Furthermore, "Humans are complex beings and their behavior and their health is the result of interaction within and between their internal biological, psychological and social systems and their physical and social environment" (Caponecchia, 2012: 8). Thus, the human psyche works as a battlefield for these complex behaviours that are divided into two portions e.g. every day when we wake up, individuals get to choose which side to show, either the good one or the bad one and sometimes humans have no charge in choosing which side they ought to follow for some particular raisons.

While on the other hand, the term Humanistic is an approach in psychology, it deals with the study of the human personality entirely, taking into account their feelings, emotions and the better understanding of the self, in other words, the individual's subjective experience. it includes a bunch of perspectives such as (Roger's) focuses on the person-centered approach rather than behaviourism, (Skinner) which deals with the unconscious concepts, (Freud) with the thoughts and (Maslow's) hierarchy theory of human needs (McLeod, 2015). In addition, "Humanistic psychologists employ an inter subjective, empathic approach in their therapeutic and research practices to understand the lived

experiences of individuals as active participants in their life world" (Derobertis, 2017: 2). Therefore, being humanistic can be related to the good side of us, since it supports the principals of humanity.

1.5 Incorporating the Humanistic Approach in the EFL Classroom

Since the humanistic approach is an open gate for psychology dimensions and its implementations are associated with a bunch of techniques and methods that allow the learners to demonstrate their feelings, ELT in turn, is the best choice for incorporating the HLT. Gadd (as cited in Arnold, 1998) points out that teaching a language requires some sort of activities that give the chance for learners to involve the inner self and share it with the others i.e. such an opportunity cannot be found in any kind of fields, for instance: math or science.

Likewise, Rivers (as cited in Arnold, 1998: 1) states that: "We are the most fortunate of teachers—all subjects are ours. Whatever the students want to communicate about, whatever they want to read about is our subject matter". He also adds that: "There is no doubt that motivation is an essential ingredient in the learning process". Therefore, learners learn effectively in an atmosphere that derives their motive power from instinctive tendencies.

Thus, teachers must consider the internal desire of their learners because "students are motivated by self-discovery and by the control such knowledge brings" Reid (as cited in Arnold, 1998: 2). Generally speaking, instinctive tendencies enable students to learn enthusiastically, promote students' interests in the class and create joyful atmosphere instead of an overshadowed boredom (Arnold, 1998).

Furthermore, teachers in the EFL classrooms should not be constantly bound to a specific syllabi , however, some principles are highly recommended, such as methods of learning that depend upon the mental qualities of each individual i.e. learners physically, temperamentally and intellectually are not the same, therefore, it is necessary to take into consideration the special needs of each individual, thus, teachers should open the doors for the whole person learning i.e. learner's autonomy, that helps theme to discover the elements

in their natural settings, simultaneously, decreases the heavy burdens of tasks for teachers (Arnold, 2011) .

1.6 The Characteristics of The Humanistic Approach

Evidently, the humanistic approach contains several factors that must distiguish it from the other approachs, what makes it special of all the other approaches is that the component humanism itself refers to the better side of the invidual, in other words, helping the others is one of the naturlistic tendencedis of the human being, primarily, in education such as developing the student's self- esteem and self-concept, giving them the chance for expressing their opinions and the free will to cope with their own problems (Mehrgan,n.d.).

Maslow's (1968) hierarchy of needs theory that begins from the lowest level of the human needs for survival , such as the need for safety, love and belonging from peers, family and sexual intimacy, self esteem that requires confidence and mutual respect ,last and not least, the highest level of needs which is self actualization

That can hardly be listed since each person has different talents, capacities ,potentialities. But some characteristics are general to all of them. And one is that these impulses are desired and welcomed, are enjoyable and pleasant, that the person wants more of them rather than less, and that if they constitute tensions, they are pleasurable tensions. The creator ordinarily welcomes his creative impulses, the talented person enjoys using and expanding his talents (Maslow, 1968: 69).
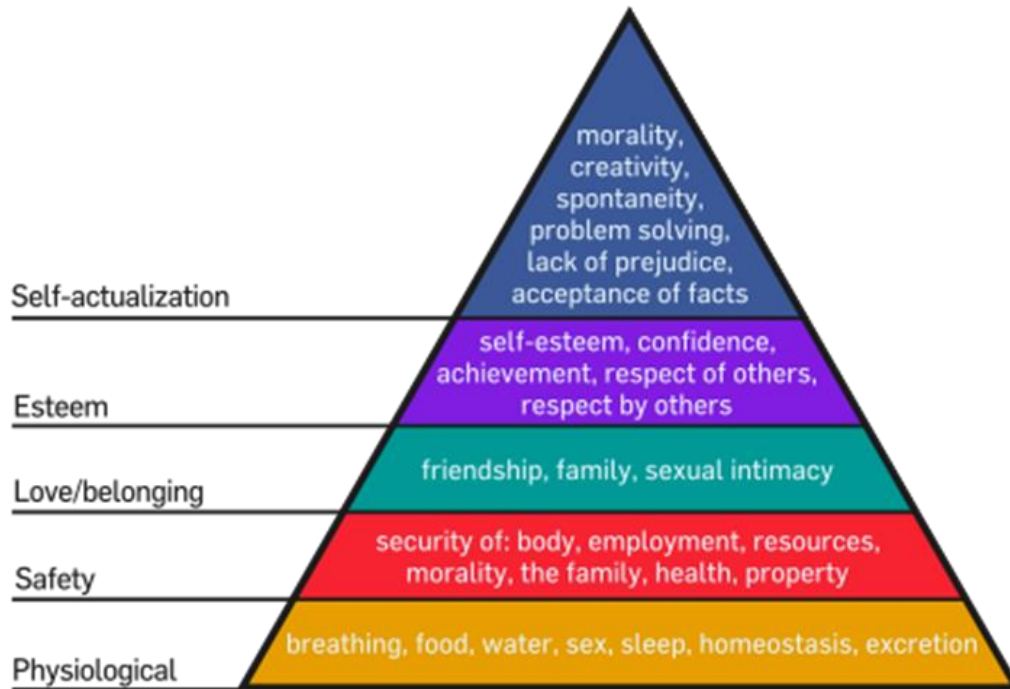
Figure1.1. Maslow's Hierarchy of Needs: Maslow (as cited in Sprinthall, 1981:

327)

In addiotn to the above, Moskowitz (as cited in Mehrgan,n.d.) states that: "there seem to be two major emphases of which the first one is about feelings. Humanistic education focuses on such fact that learning is affected by how students feel about themselves". She also adds that "the second emphasis is about bringing out the uniqueness of each individual. To be self actualizing is to function to one's fullest capacity" (as cited in Mehrgan ,n.d.). In other words, humanism education combines two basic advantageous reflections: the vulnurable portion i.e. incorporaing the feelings of the learner within the potential portion that leades to personal growth and a bunch of successful achievements.

Besides, what makes the HLT special is that it raises a sort of empathy inside the instructors and "Empathy means putting oneself into someone else's shoes of reaching beyond the self and understanding and feeling what another person understands or feeling" (Wang, 2005: 3) i.e. it's something beyond sympathy, the ability to experience another person's feelings. Wang (2005: 3) additionally adds to the above that:

With empathy, one does not necessarily give up his own way of feeling or totally agree with the position of the other, he is just able to imagine and share the thoughts or feelings. Empathy is perhaps the most important factor in the harmonious coexistence of individuals in society

In other words, instructors can put themselves into their learners' shoes and treat them the way they want to be treated, whether it's hurtful or helpful, because the highest level of empathy is to help the others to feel better, make them feel safe and make them feel welcome. Likewise, the humanistic approach requires the development of the self concept, hence, accordig to psychologist, it's a term that is used to refer to how someone thinks about, perceives or even evaluate themselves.

Therefore, "in language learning, if a person conceives himself to be a successful one, he will try his best to prove this so as to keep accordance with the self-concept in his mind. Thus, he will become more and more successful"(Wang, 2005: 4) i.e. if the teachers emphasise to keep raising positive self concept, some students will find it endearing in witch motivation will be highly evoked and it will create positive actions that lead to an atmosphere, whereby positive outcomes can be produced .

1.7   The Use of Technology and ICT's

Bork et al.(as cited in Alsied & Pathan, 2013: 6) argue that: "From a language learning perspective, computers are recognized as attractive learning tools that provide students with opportunities to become autonomous learners". In other words, technology has impacted every aspect, especially, education that it seems much better than it has been for many years. Hence, technology is a perfect tool that makes everything easier fot both learners and teachers, it is a way in which all barriers of learning will break down. The implementations of educational technology tools allow learners to become more self-centered, enhance their independence and give the chance for learners to be more self-directed in the learning process.

Cox et al. (2004: 4) indicate that: "the crucial component in the use of ICT within education is the teachers and their pedagogical approaches", in other words, teachers are seen as a key of driven success in the use of ICT in classromm especially when focused on different pedagogical

approaches directly relevant to learners needs by using techonology, moreovere, learners start to integrate and communicate in classroom through using internet and computer's digitals, the teacher himself cannot replace technology tools in terms of developing learning communities, but he can serve as a facilitator in order to reform education. Likwise, Laferrière (1999: 12) states that: " The creative integration of ICT' in the curriculum is likely to bring significant changes in the way schools carry out the education mission" i.e. ICT' integration into the education system is becoming more developed and more sophisticated and by incorporating it in curriculums, the course becomes well organized and well structerd.

Furthermore, Since Motivation is an important stimuli for English foreign learners and a fundamental part in language acquisition process, it is argued that the use of computer technology as a significant alternation in EFL instructions tempts the students' focus and interest, thus, such digital resources, initially, help in motivating learners and bring better learning outcomes with the target language in real authentic situations; meanwhile, they are interactive and can be used for independent learning through self – discovery and make language practice more natural and more interesting (Alsied & Pathan, 2013).

Hence, the acronym ICT stands for Information and Communication Technology and alludes to all technologies and integration of telecommunications that allow to access. Such technologies include hardware e.g. Computers and other devices, software applications, access to the internet, video conferencing, local networking infrastructure that can be adopted as tools for various educational purposes. (Toomey 2001: 3). Similarly, Bransford et al. (2000: 206) state that: "what is now known about learning provides important guidelines for uses of technology that can help students and teachers develop the competencies needed for the twenty first century".

According to Bingimlas (2009) ICT will be a significant portion of education for the future generation and it has an excessive potential to be influential and brings fruitful changes in methods of teaching. This may be due to the fact that the emerging ICT tools provide uncountable means of supporting education across the curriculum and improving teaching and learning process in the classroom. It is therefore, visualized that ICT in education has the potential of bringing about some changes in the manner of educational system.

Additionally, GARRETT (1991) indicates that: "approach is inappropriate because the use of the computer does not constitute a method. The computer is rather a medium or an environment in which a wide variety of methods, approaches, or pedagogical philosophies may be implemented". This statement shows that the incorporation of ICT in teaching and learning is not a method, rather it is a medium in which several of methods, approaches and pedagogical philosophies may be put into practice, however, the effectiveness of ICT relies on how and why it is implemented and integrated.

1.8 **Humanistic Approach Methods**

As any other approach, the Humanistic Approach is prominent with its four main methods. The Community Language Learning, the Silent Way, Suggestopedia and Total Physical Response have emerged with a vast support in the psychological field. According to (Prabhavathy & Mahalakshmi, 2012: 38) "The humanistic approach tends to see language learning as a process which engages the whole person and not just the intellect. It takes into account the emotional and spiritual needs of an individual too". Thus, these methods are a rich source that supports how humans think, act or feel and they carry humanistic attitude. Therefore, they are considered as the best ways to integrate conscious experiences.

1.8.1 Suggestopedia

According to Lozanov (1978) Suggestopedia is a teaching method that is based on how the human brain works more effectively to positive and creative suggesting unique laws and how the environment can affect the learning process e.g. the use of musical backgrounds, games which helps the learners to induce a relaxed attitude. Moreover, Hooper-Hansen (as cited in Arnold, 2011: 4) points out that: "Suggestopedia, one of the humanistic methods, many games and fun activities are included but always with a clear learning goal because teachers are not respecting their students if they are wasting their time by not providing adequately for their learning". In other words, teachers must create joyful atmosphere in the classroom, nevertheless, being aware and faithful to other knowledge' aims in the learning process.

Likewise, (Brown, 2007: 27) points out that: "during the soft playing of baroque music, one can take in tremendous quantities of material due to an increase in alpha brain waves and a decrease

in blood pressure and pulse rate" i.e. The soft playing of baroque music is motivating and relaxing for the learner and it accelerates the human's health and makes it progress. Moreover, Hadley (2001: 127) indicates that the left and the right integration will be enhanced through the power of suggestion, music relaxation and so on. Additionally, (Prabhavathy & Mahalakshmi, 2012: 38) indicate that:

> This method was developed by George Lozanov of Bulgaria. As he was a psychiatrist, he used a suggestion as an anxiety-reducing and barrier-removing tool. His classes include fine arts (especially music) as an integral part of the lesson. The functional aspect of the target language is emphasized

Likewise, (Lozanov, 1978: 251) notes that: "the aim of teaching in suggestopedia methods it's not when a student memorizes what all he has seen in classroom but when he understands things and try to find creative solutions". In general, it is a bunch of creative suggestions that develop learners' capacities and help them to overcome barriers.

1.8.2 Community Language Learning

The CCL method also called counseling learning is about helping students to overcome their fears where teachers should play the role of a counselor. Its aim is to lower students' anxiety, creates warm, sympathetic relationship between the teacher and his learners and supports them to take responsibility for their own learning and become more independent. In a typical CLL class, learners sit in a circle where the class becomes a community of learners and decide what they want to talk about, work with groups and a task that will be presented to the teacher and the rest of the class. Moreover, students record free conversation in the target language, afterwards, they transcribe conversation they have recorded, listen to it and analyze it for mistakes (Curran, 1976). Moreover, According to (Prabhavathy & Mahalakshmi, 2012: 38):

> This method was proposed by Charles Curran, a priest, psychologist and counselor who wanted learning to take place in an anxiety-free atmosphere. He proposed that the

teacher take an unobtrusive role and just aid the learners to learn the language. The learners form a community, and they help each other to learn the target language

In CLL the teacher must be a bilingual, act as a therapist and gives students the chance to determine their own learning aim. On the other hand, some critics have emerged by saying that this method has no particular syllabi nor learning objectives, nevertheless, is it viewed as a tremendous treatment to evolve individuals in group situation and enhancing learners' autonomy in using the target language (Paul, 2001: 249).

According to (Nassaji & Fotos, 2004: 128) argue that: "it is necessary for learners to notice target forms in the input: otherwise they process input for meaning only and do not attend to specific forms and consequently fail to process and acquire them". In other words, learners focus more on meaning before details, it is very important that they think and communicate in the target language i.e. the target language must be the main mode of communication in classroom in order to internalize language (2nd language acquisition), also, the use of language should be taught in a given social context in order to negotiate meaning.

1.8.3 The Silent Way

"Tell me and I forget, teach me and I remember,

involve me and I learn"

- Benjamin Franklin

The silent way is a language teaching method where the teacher should be an attentive listener and silently guiding the students to produce language structures, On the other hand, students can use the language for self-expression, they are supposed to be active participants, they are highly expected to be independent and develop self-discovering without relying themselves on the teacher by being autonomous and responsible learners (Gattegno, 1972). Besides, (Prabhavathy & Mahalakshmi, 2012: 4) claim that: "it was evolved by Caleb Gattengo, a mathematician. This method uses Fidel charts etc., the teacher is just a facilitator and speaks very little" i.e. the teacher must be a facilitator instead of a controller.

Moreover, (Richards & Rodgers, 1986: 100) indicate that: "The Silent Way belongs to the latter tradition, which views learning as a problem-solving, creative, discovering activity, in which the learner is a principal actor rather than a bench-bound listener", they also add that: "Charts, rods, and other aids may be used to elicit learner responses. Teacher modeling is minimal, although much of the activity may be teacher-directed. Responses to commands, questions, and visual cues thus constitute the basis for classroom activities". In other words, the teacher should transmit the lesson using Cuisenaire rods and keeps silent during class as much, yet, maintains his/her position as any instructor of the class.

1.8.4 Total Physical Response (TPR)

TPR is a combination of speech and physical action that involves right brain hemisphere in learning; it attempts to teach language through physical i.e. motor activity. Asher (1968: 7) Points out that: "The strategy of the total physical response is to have the students listen to a command in a foreign language and immediately obey with a physical action". In other words, the basic tenets of the total physical response method are to create fun atmosphere of learning by involving physical activities which could help student to memorize and understand the material better.

1.9 The Role of the Teacher

"A musician must make music, an artist must paint, a poet must write, if

he is to be ultimately happy. What a man can be, he must be."

-Abraham Maslow (1954)

Speaking generally, teaching is like lightining a fire and the promiment responsible for this process is the Teachers themselves, doubtlessly, the role of the teacher has a great impact on the learning field, they are the bulilding blocks of our society especially in an environment where learners have access to an unimaginabaly large volume of information which is the internet, the teacher is the one who opts for either to be a facilitator or an authoritarian.

Basically, HLT stimulates the teacher to be a positive role model and mentor, hence, " The facilitator helps to clarify the desire of each student to implementlearning that is significant for them, and aspires to be a skilful understanderof the range of struggles students face as they try to internalize another language" (Underhill, 1989: 7). In other words, an adequate teacher ought to consider the needs of the learners, to comprehend and to be aware of his - her learners' struggles that they encounter during the learning process of a new language.

Underline (1989) emphasises that, the fact that the teacher should give an exessive attention to the students, listening to the student attentively where there is no place for judgement or any kind of distraction or interraptions, such as commenting on mistakes rather than giving imporatnce to the content, as a result, studens will be more comfortable in their own skin to express themselves, because all what they need is to be heard, he adds that teachers should discard the traditional idea of being a controller in the classromm, become more tender and focusing on motivating the learners to take responsibility for their own learning i.e. the student's self centered.

Simalirly, Heron (1999) Points out that the role of the facilitator relies on three fruthful modes. Initially,the hierachical mode, whereby the teacher keeps access to the control side in the learning process, afterward, the cooperative mode in which the instructor involves his decisions making within the group and gives the chance for the learners to be more self directing, last and not least, the autonomous mode in which refers to the self independence i.e learners become more responsible in the classroom without any kind of intereference from the teacher. Hence, learners maintain the atmosphere of learning even outside the classroom.

Teachers can allow learners to express their feelings, emotions and opinions, and share their experiences with others in the classroom. They can also inspire learners to help each other in activities in the classroom so that they can learn from each other. Through these interactive and cooperative activities students' learning can be enhanced (Bachir, 2013: 3).

(Amini & Amini, 2012: 108) Point out that: "Teachers should do their best to minimize negative affect such as anxiety, negative attitude, indifference and diffidence, on the one hand, and

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maximize positive affect including sense of belonging, positive attitude toward target language and society, self-esteem and motivation". Basically, this is the main aim of the humanistic approach, to treat the learners as human beings rather than pouring knowledge for them as a machine, and teachers can be provided within positive virtues in which tolerance does exist, freedom, self-express, emotions are as important as knowledge, sharing experiences with each other and a vast respect that builds a strong relationship between teachers and learners.

1.10 The Role of the Learner

   Prominently, when it comes to the learning process, HLT emphasizes on a vast shift that it goes from a completely controlled role, to a totally autonomous atmosphere, nevertheless, Arnold (2011) points out that adapting to such an abrupt atmosphere is not as merely as we think, taking into account that not every learner has the adequate urge to develop self-potential or to cope with his self-esteem that easily, thus, teachers should do their best to create a supportive atmosphere where the teachers should distribute an excessive encouragement for their learners to give their best, simultaneously, to attaint their learning potential, hence:

   Emphatically, it is not about simply telling students they are great because efforts of

   that nature in the long-run are not effective since […] they fail to strengthen the internal

   resources of self-esteem related to integrity, responsibility and achievement. Only by

   addressing these areas can one effectively build self-esteem (Arnold, 2011: 6-7).

   Furthermore, (Amini & Amini, 2012) point out that learners ought to be fully ready to cope with HLT' new concepts and its contrastive activities, teachers must take the chance and demonstrate clear explanations about the nature of the HLT activities in the classroom, therefore, students should be utterly persuaded in order to exhibit better outcomes. He also adds that in order to learners show an extreme awareness, teacher ought to avert any kind of uninterested topics that diminish the involvement of the learners, instead, coming up with such stimulating topics that are deliberately relevant to their social, cultural backgrounds or even taking into account their emotions, their presence as individual instead of learners, will enhance their motivation and create a better atmosphere of learning.

1.11 Conclusion

In short, after checking out different points related to the Humanistic Language Teaching and with the changing needs of the present time, HLT seems as a useful, fruitful approach which considers a language learner as a whole person including physical, emotional and social features as well as cognitive features. It involves the learners lives and experiences from social and cultural to the environmental truth, it enables learners to reach self-actualization and self-centered. Like every approach we have encountered, this approach has some special tenets which distinguish it from the other approaches in language teaching, for instance, learners should be involved in the learning process emotionally, socially and intellectually. And hence, HLT has shaken the traditional methods of teaching and resulting in that HLT is given more importance in the pedagogical domain.

Chapter Two: Research Methodology

2.1 Introduction

After dealing with the theoretical part in the first chapter, in this chapter the researchers foresee to inspect the validity of the suggested "to-be applied" approach, and for that, the researchers are going to treat their study as a qualitative and quantitative research, since we will try to provide personal -non-personal external views within the academic context to provide sufficient arguments, wishfully, to fulfill our goal that is to show how better education would improve with the humanistic approach.

2.2 Background of the Study

Our research study was conducted in Daoudi Mohamed High School which is situated in Algeria, the province of Ain Temouchent, Department of El Malah, it involves Six Hundred Fourteen Pupils and Five female English Teachers. The high school system contains twenty-four classrooms from different streams; Six physical, scientific laboratories and computer and information science; there exists large green spaces, a big library; one huge amphi; eleven administrative offices and one restaurant.

2.3 Description of the Methodology

To obtain the needed data for our research, the emphasize is going to be on the common path of both qualitative and quantitative research, since the humanistic approach takes into consideration as much as many personal views from the target sample. According to (Creswell, 2017) the qualitative inquiry represents multiple worldview and different subjective perspectives from individuals, "Within these worldviews and through these lenses are approaches to qualitative inquiry, such as narrative research, phenomenology, grounded theory, ethnography, and case studies" (Creswell, 2017: 35). This means, it brings authentic data of human problems and contrastive naturalistic views whereby participants come across a specific issue under a specific study.

2.4 The Sampling Procedures

The researchers decided to conduct the study with English foreign languages classrooms, only third year pupils from both genders aged between seventeen and twenty one, it consists of

three different streams, the data obtained was collected from a sample of eighty (80) pupils of the whole three different streams, one classroom of philosophy that contains twenty eight (28) pupils and two further scientific classrooms that consists of fifty two pupils (52), on the other side, all the five (5) female English teachers were being questioned. the case of study was pinpointed at Daoudi Mohamed High school, (Yin, 2003: 13) states that: "a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident." in other words, the case of study pushes the researcher to analyze current real-life situations in order to give new insights about a particular indistinct phenomenon.

Choosing High School pupils to work with is related to the fact that most of pupils' voices are likely to be heard simultaneously they have no charge in making decisions as well as for the teachers, since the majority aren't experimentally familiar with the humanistic approach. Hence, further views needed to be obtained, primarily, from experienced teachers.

2.5 Research Tools

2.5.1 Questionnaire

Potentially the researchers will take the use of questionnaires to increase the chances of the information rates for the sake of a better and a well enriched research paper, (Mathers et al., 2009: 19) state that:

> Questionnaires are a very convenient way of collecting useful comparable data from a large number of individuals. However, questionnaires can only produce valid and meaningful results if the questions are clear and precise and if they are asked consistently across all respondents. Careful consideration therefore needs to be given to the design of the questionnaire

2.5.2 Semi-Structed Interview

As an addition to the questionnaire, the researchers decided to rely on another tool, face to face, semi structured qualitative interview were conducted with the teachers, as a way to obtain

more authentic views, to collect detailed information as far as the academic context about the attitudes of the teachers toward the humanistic approach. McNamara (1999) points out that: "Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses."

2.6 Data Collection Procedures

Two research tools were being distributed in Daoudi Mohamed high school, on learners and teachers, questionnaire was given to both of them, however, the researchers translated the questionnaire for pupils into Arabic (see Appendix B) to get a better understanding. The initial tool attends to answer the first question of our research, and the second tool (interview) attends to answer the second one. Nevertheless, the questionnaire holds quantitative and qualitative questions in order to know if the humanistic approach is implicated in the EFL classrooms, otherwise, the qualitative interview is a beneficial instrument was used within the same teachers as a way to obtain insightful perspectives.

2.7 Conclusion

This chapter represented the explanation of the methodology design we have embraced to conduct this research. It included the methodological framework which attended to demonstrate the methodology choice which involves the common path of qualitative and quantitative research methodology, relying on two research instruments to answer our research questions. Afterwards, the researchers dealt with the sampling procedures and data collection procedures. The next chapter is devoted to the results presentations and analysis of the findings obtained from pupils' and teachers' questionnaire and the teachers' interview.

Chapter Three: Data Analysis, Results and Discussion

3.1 Introduction

This chapter is concerned with the results presentation and analysis. It presents, first, the interpretation of the participants' feedback. qualitative and quantitative data (Questionnaire, Interview) were analyzed and presented, followed by the results discussion in order to answer our research questions. Charts were also used for further illustration of results.

3.2 Analysis of Learners' Questionnaire

The questionnaire consists of 11 questions. The pupils' sample consists of 80 pupils from 3 different Streams, all of them are third -year pupils from the high school of Ahmed Daoudi. We have given clear information about the questionnaire and we translated it to Arabic, finally, we asked them to answer all questions and answers will be used for research purposes only.

Q1: Learners' Age

Table 1.1. Learners' Age

Age	N	%
17	29	36,25
18	36	45
19	7	8,75
20	7	8,75
21	1	1,25
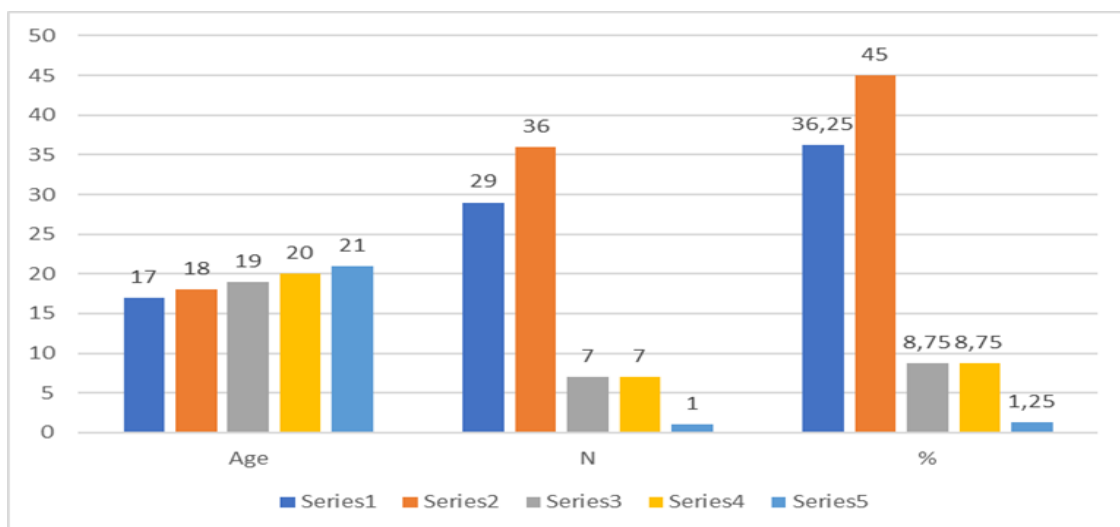
Figure 2.1. Learners' Age

Form the results; we notice that most of learners are at the same age

Q2: Learners' Gender

Table 1.2. Learners' Gender

Options	Male	Female
N	31	49
%	38,75	61,25
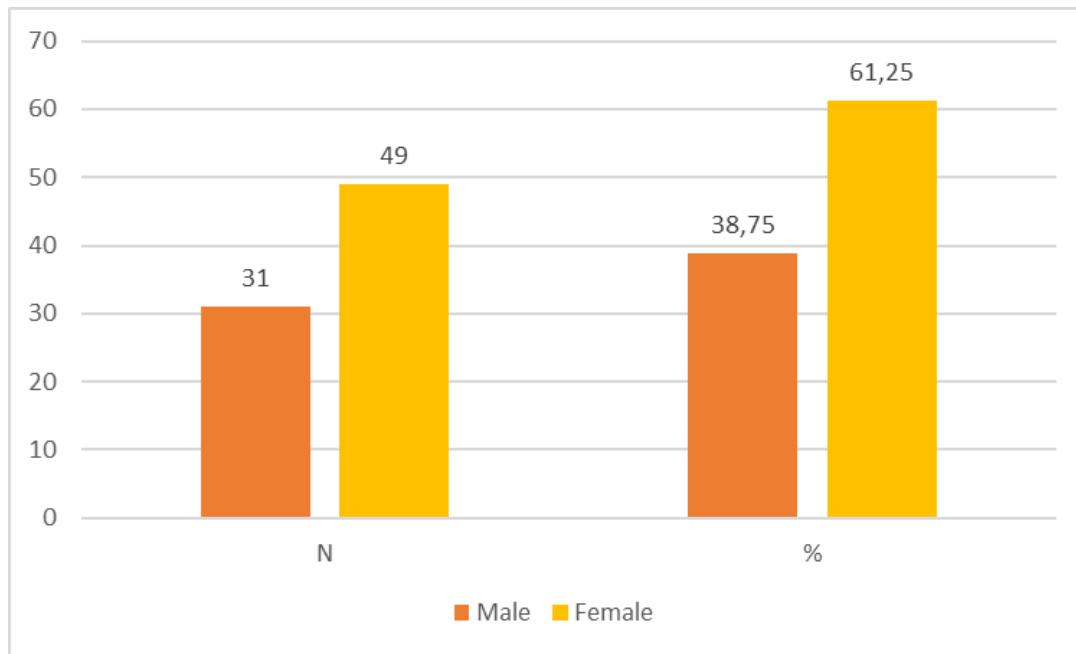
Figure 2.2. Learners' Gender

Forty-nine respondents of the questionnaire are females and thirty-one males. Generally speaking, the number of female is higher than that of male in the classroom.

Q3: Do you love studying English?

Table 1.3. The Importance of English

Option	Yes	No
N	53	25
%	66.25	33.75
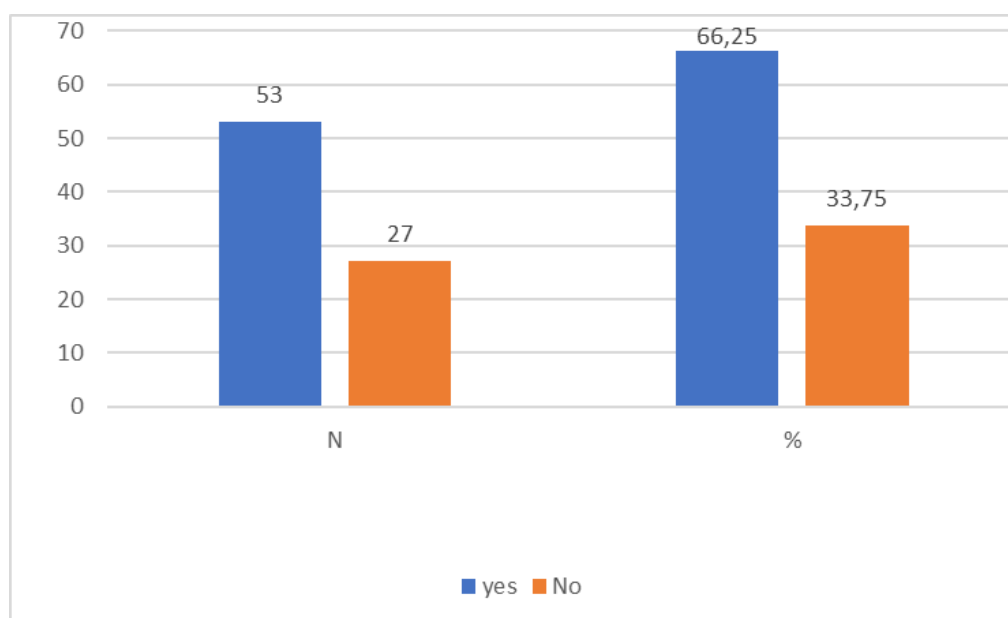
Figure 2.3. The Importance of English

Most of the learners (53%) love studying English, the rest of them (25%) are not actually into it. This means that learning English as a language has a Significant value in classrooms.

Q4: Do you like your teacher method?

Table 1.4. Learners' Opinion about the Teacher's Method

Options	Yes	No
N	71	9
%	88,75	11,25
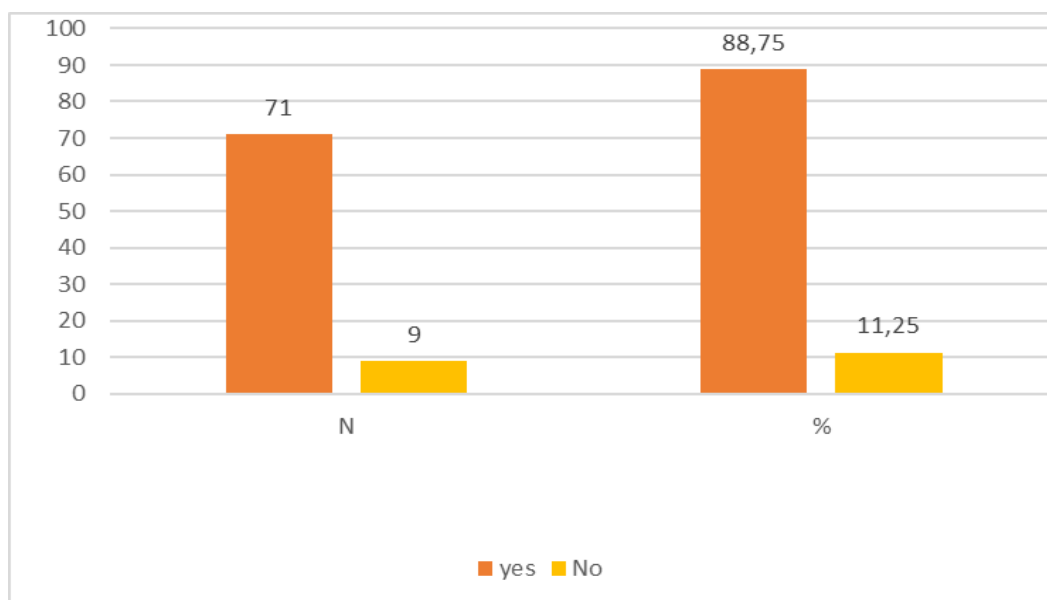
Figure 2.4. Learners' Opinion about the Teacher's Method

Learners are asked to say whether they prefer their Teacher's method or not. From the results, the majority of them 71% prefer their teacher's method, only 11.25% respond by 'no'. This indicates that most of the teachers are working with adequate persuaded methods.

Justify your Answer

In the different justification, we notice that most of the learners prefer their teacher's method, it depends on the teacher's character, simplifying and making things easier is the desirable method for most of them. In addition, since English is not their first language, translating and clarifying words is endearing. One of the students responds saying that in the classroom their teacher treats them like a mom instead of being an instructor and incorporating such a role promote self-esteem and motivation, this propels her to make more efforts in improving her English in the classroom.

Table 1.5. Students' Justification

Justifications	N	%
eg1: the teacher explains smoothly, repeats several times for those who do not understand well and he makes things easier.	23	28.75
eg2: the teacher provides us with well explanation, makes the lessons clear for the learner; furthermore, he follows an easy well simplified method.	14	17.5
eg3: the teacher's method is easy, smooth and very obvious, it makes me able to know the slightest details of the lesson and it gives me the urge to love English more.	15	18.75
eg4: she is very good at handling explanation and she makes things easier to absorb.	19	23.75
eg5: the method of explanation is not absorbable that well and she is not able to transmit a message.	6	7.5
No answer	3	3.75
Total	80	100

Q5: What do you prefer?

a- Facilitator teacher

b- Controller teacher

Table 1.6. The Role of the Teacher in the Classroom

Options	Facilitator	Controller
N	71	9
%	88,75	11,25
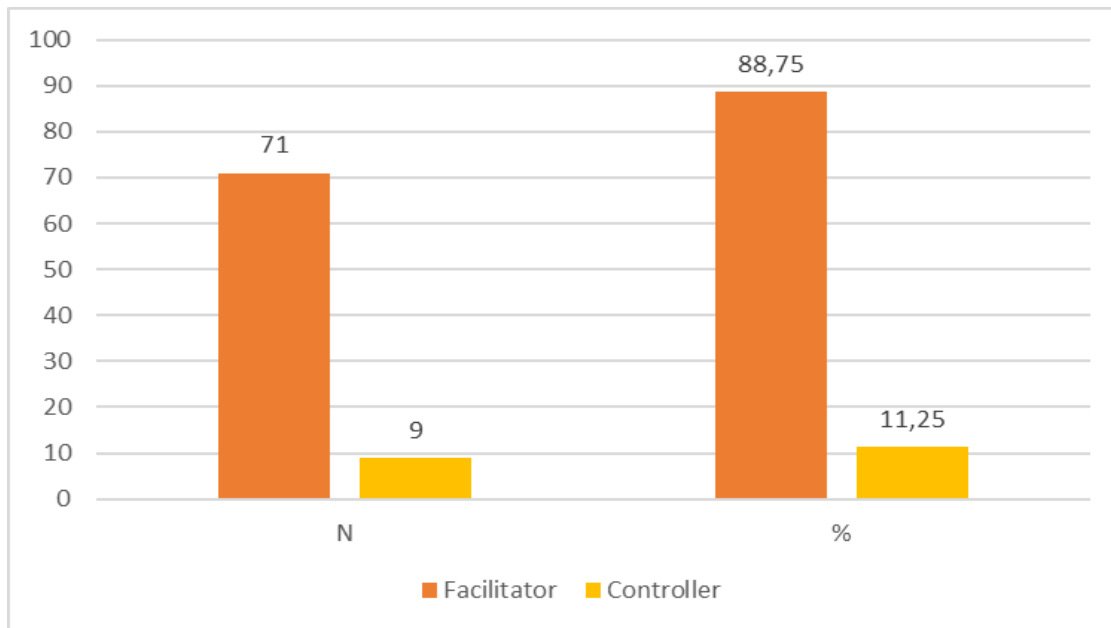
Figure 2.5. The Role of the Teacher in the Classroom

According to learners, 88.75 % prefer teachers to play the role of facilitators inside the classroom, only 11.25 % choose the contrary, this result reveals that the majority of the learners require facilitation in the learning process, and they prefer to be autonomous instead of being bounded. Dealing with learners in such a way will facilitate the matters, create a comfortable atmosphere and promote their self-actualization. So, teachers need to be as facilitators as possible inside the classroom.

Q6: According to you as a learner how would you describe your personal relationship with your teacher in the classroom?

Table 1.7 Teachers and Learners Relationship

Options	Good	Bad	Neutral
N	46	16	18
%	57,5	20	22,5
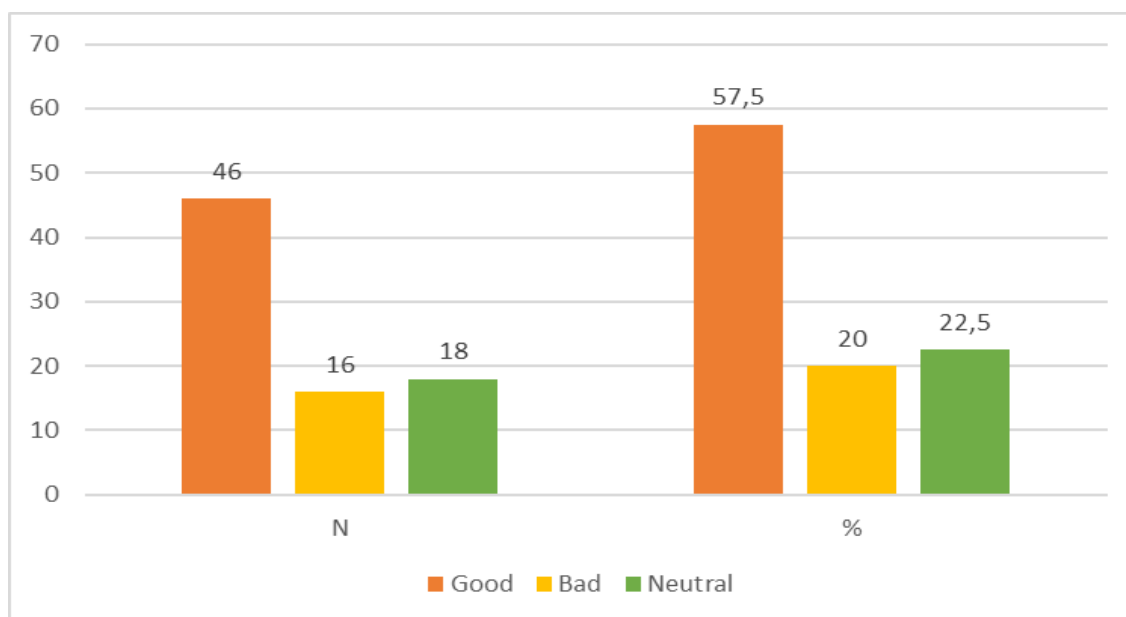
Figure 2.6. Teachers and Learners Relationship

Through this question, we want to know how learners evaluate their teacher's relationship. And the result is that 57.5% attest that their relationship is good, 20 % attest that it is bad and the rest of 22.5 % of the learners respond by neutral. This indicates that most of them tend to have such a satisfactory relationship with their teachers.

Q7: As a learner does your teacher care about your feelings?

Table 1.8. Feelings' Rating

Options	Yes	No	Sometimes
N	15	33	32
%	18,75	41,25	40
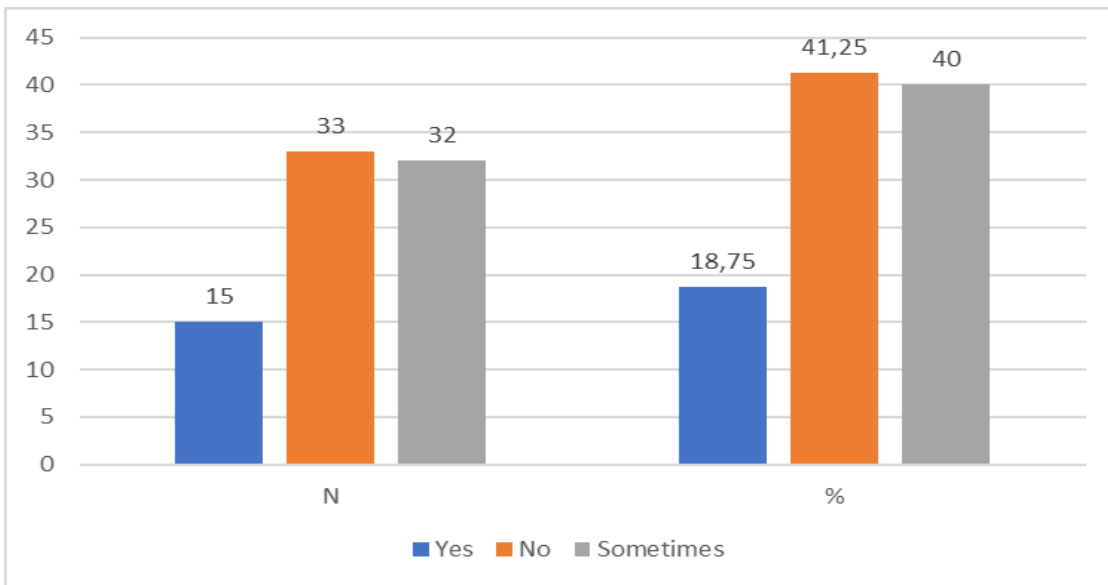
Figure 2.7. Feelings' Rating

As we can notice, the percentages in the table above, which are addressing emotions, the number of answers responded between 'no' and 'Sometimes' are approximately similar. According to them 41.25 % reckon that teachers are not aware about their feelings in the learning process, nevertheless, 40% attest that sometimes some of them mingle between affect and knowledge, while on the other hand, 18.75% confess that 18.75 are mindful of their learner's feelings. This indicates that considering feelings inside the classroom are sometimes or rarely used by the teachers.

Q8: Do you think that the teacher should care about you first as an individual before as a learner?

Table 1.9. Learners' Opinion about Teacher's Care inside the Classroom

Options	Yes	No	it doesn't matter
N	48	7	25
%	60	8,75	31,25
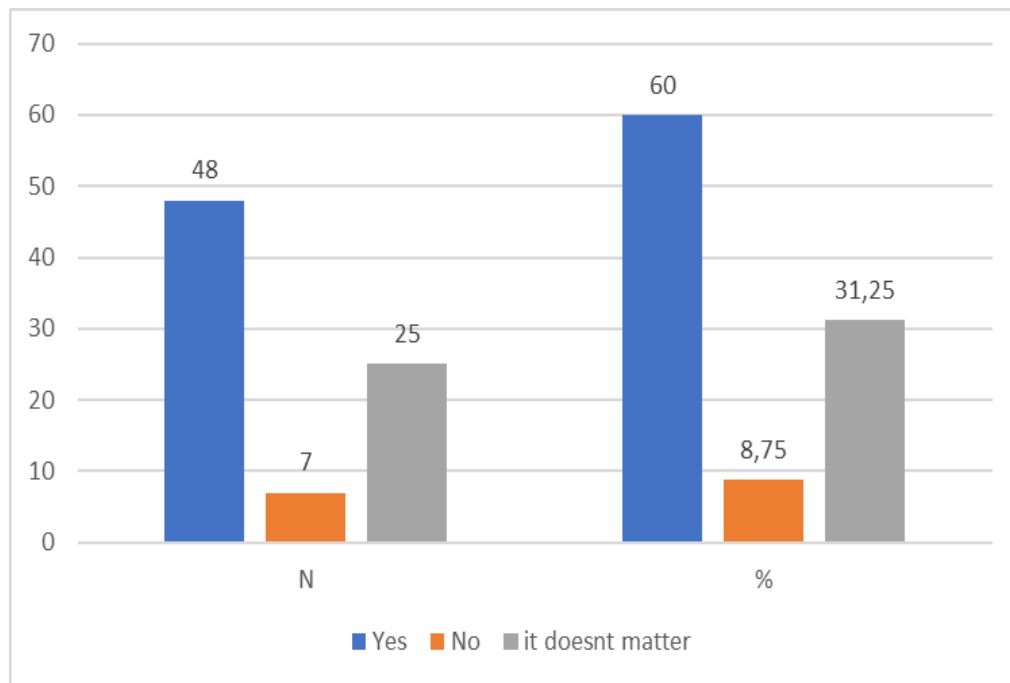
Figure 2.8. Learners' Opinion about Teacher's Care inside the Classroom

The table shows that 60 % of the learners attest that caring inside the classroom from teachers is actually an important thing to do, 31.25% doesn't really matter, only 8.75% respond by 'no'. This shows that the majority of learners are really sociable, sensitive human beings and they deserve to be treated more than regular learners.

Justify your Answer

Learners are asked to justify their answers about whether the teacher should give them worth as individuals inside the classrooms instead of regular learners. And we can notice that the majority of the learners prefer to be treated as humans, viewing them with an unconditional positive regard and promoting their self-esteem. In fact, the findings indicate that the main requirements for HLT in classrooms such as caring and sharing are excessively desired in the classroom. Therefore, teacher should give more attention to the emotional side inside the classroom.

Table 1.10. Learners' Justification

Justifications	N	%
eg1: yes, so that the teacher can put himself into my shoes and doesn't oppress me, especially regarding the disparity of the living and social standard, thus, each person has his own character and respect must be shown to everyone.	26	32.5
eg2: respect must be mutual between teachers and learners in order to develop some sort of communicative competence.	19	23.75
eg3: before being as learners we are humans; hence, teachers are required to treat their learners with an immense humanity.	15	18.75
eg4: I prefer to be treated as an individual and my personality should be respected.	12	15
eg5: it doesn't matter, this is not a part of the teacher job.	6	7.5
No answer	2	2.5
Total	80	100

Q9: What kind of request would you like to offer to your teacher?

Learners are asked to offer some advices to their teachers, in the table below several examples are provided.

Table 1.11. Learners' Requests

Requests	N	%
eg1: stop being uptight inside the classroom so that pupils won't hate your personality, moreover, before entering the classroom, meditate and prepare yourself psychologically and try to give attention to all your pupils especially the weakest pupils in your subject.	20	25
eg2: do not create a boring atmosphere, be creative and provide us with new things in order to motivate us.	25	31.25
eg3: First of all, you must be our friend not our enemy, be aware of our feelings and emotions.	15	18.75
eg4: Just Follow an easy way when u want to explain the lesson, simplify the explanations and do not be hasty just to finish in time.	13	16.25
eg5: She is great! I do not have any kind of request to afford, just want to be thankful for all her lovely efforts.	2	2.5
No answer	5	6.25
Total	80	100

Q10: Do you think that working with e-mails and social media with your teachers is beneficial?

Table 1.12. The Importance of Technology

Options	Yes	No
N	46	34
%	57,5	42,5
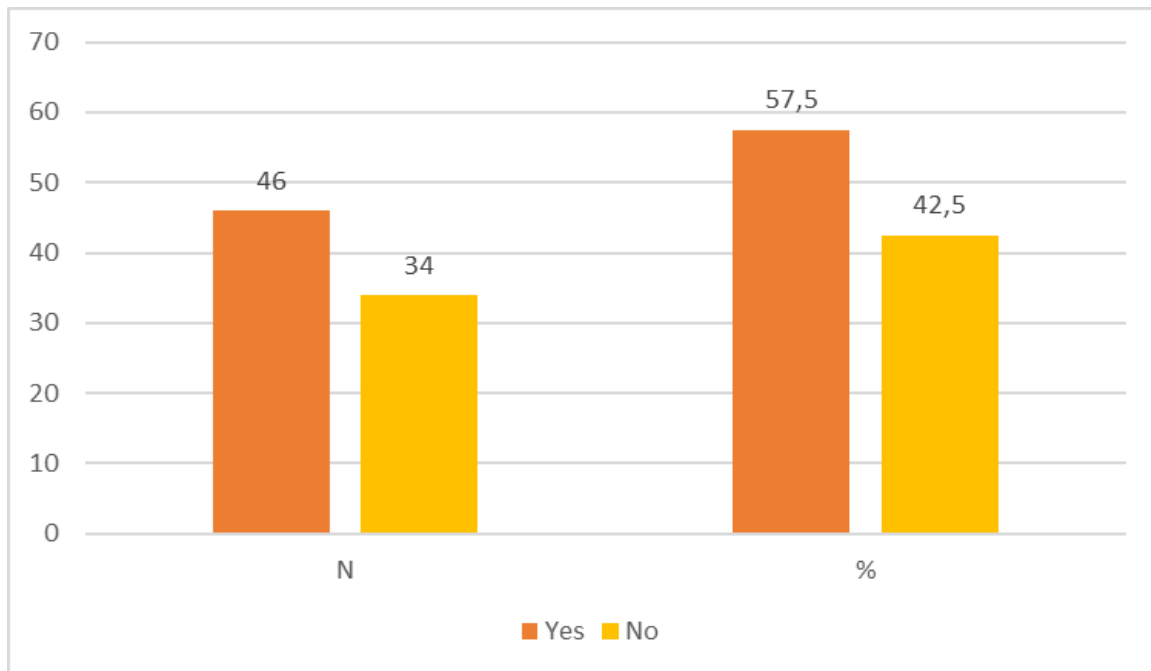
Figure 2.9. The Importance of Technology

If yes, why?

Table.1.13. Learners' Opinions

If yes why?	N	%
eg1: because it is an easy way to communicate with teachers and to understand what we didn't perceive in the previous lessons.	31	38.75
eg2: we are humans and sometimes one hour is not sufficient to absorb the whole lesson that's why teachers can make it up to us through communication in social media.	15	18.75
eg3: it is a great idea to deal with, as a consequence, it will enhance our relationship, we will get to know each other and be closer outside the classroom.	19	23.75
eg4: social media in general, enables us as learners to ask more questions about vague matters.	10	12.5
eg5: actually, it doesn't matter, I would prefer to keep our relationship inside the box only.	3	3.75
No answer	2	2.5
Total	80	100

Q11: Do your teachers praise you when speaking even with mistakes?

Table 1.14. Mistakes Judgments

Options	Yes	No
N	34	46
%	42,5	57,5
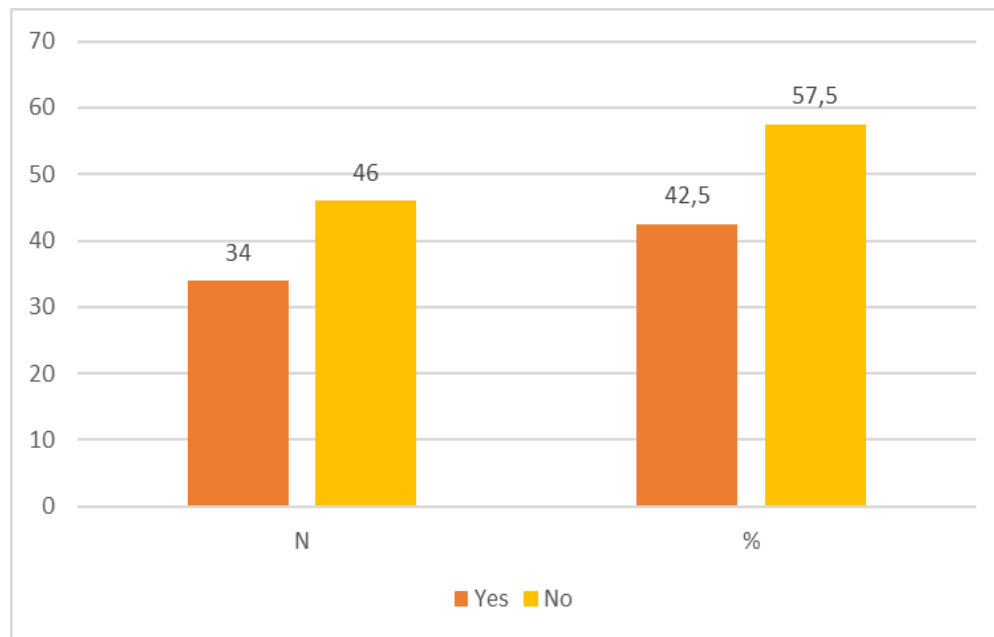
Figure 2.10. Mistakes Judgments

As far as the results obtained, we find that 57.5 % get criticism instead of praising, only 42.5% respond by yes which means some instructors praise the efforts of learners regardless the occurrence of mistakes, however, this result indicates that the majority of teachers do not really support their learners to slid unintentionally, hence, making mistakes aren't unquestionably allowed in the classroom.

3.3 Analysis of Teacher's Questionnaire

The questionnaire consists of 11 questions; most of them are open-ended questions. We intentionally chose many open-ended questions to gather the greatest number of information from teachers. The teachers sample consists of 5 teachers all of them from Ahmed Daoudi High school.

Q1: Teachers' Gender

Table 1.15. Teachers' Gender

Options	Male	Female
N	0	5
%	0	100

Only Five teachers respond the questionnaire, as we can notice all of them are female.

Q2: How long have you been teaching English?

Teachers we asked have experience in teaching from 5 years up to 20 years, so their knowledge in the education field is very reliable. This shows that they are familiar with different methods used in teaching.

Q3: How would you describe your experience?

As far as teaching experience is concerned, the majority of teachers describe their experience as a successful phase that permitted them to be more innovative in their daily life and that with teaching they will never stop learning.

Q4 -a: Have you used any particular approaches? What were they?

Table 1.16. Teacher Approach of Teaching

Options	Yes	No	e.g.
N	5	0	deductive and inductive approach, Communicative approach
%	100	0	Teacher centered Approach, CBA

Since the majority have experience in teaching English, the latter has a positive influence in the teaching field that allows them to use different approaches that they find it appropriate to situations of learning, the above four approaches (deductive and inductive approach, communicative approach, teacher centered approach, competency-based approach) all of them are based on the learners needs and teacher's capacities.

b-: How effective or ineffective was it

All of the teachers find that the mentioned approaches are effective somehow depending on the state of the learners and the recent knowledge of the teachers about the efficiency of those approaches.

Table 1.17. Teachers' Justification

Justifications	N	%
eg1: the deductive approach worked well with learners during my first years teaching, but with the new generation used to technology, the inductive approach is more effective	2	40
eg2: I always supported the CBA Approach; I find it useful and efficient.	1	20
eg3: Teacher centered approach, for example a TBL lesson (Task based lesson) and the PPP lesson (Presentation, Practice and production)	1	20
eg4: the communicative approach it was so effective because it's beneficial for both the teacher and his/her learners. It stimulates them practice the language.	1	20
Total	5	100

c- Why do you think it was a success or a failure?

Table 1.18. Teachers' Opinion about the Approaches

The suggested approaches	Examples
Deductive and inductive approach	the deductive approach is more effective with my students
Competency based approach	To fit the new learner's mentality, it is better to focus more on the learner centered method
Teaching centered approach	I think according to the item taught in some cases the first one (TBL) is successful, in others the latter (PPP) is better, I think it is thanks to the teacher's strategies that the approach can have success.
Communicative approach	This approach has helped the slow learners to get self-confident and willing to improve their level.

Q5- What are the approaches you have searched for? And do you think they would have been better if implemented?

The justifications provided by teachers are different, two of them search for an adequate method, whatever it is, they do not rely on any particular approach, just transmit the lesson successfully, another teacher remarks that the CBA is not being used appropriately regarding the learning conditions and the rest think that the CBA were effective in their career. To sum up the

different views, it is obvious that each teacher follows a particular approach depending on what she finds it adequate to her teaching skills.

Table 1.19. Further Justifications

Justifications	N	%
eg1: I've always searched for things / techniques or methods which enable me to convey the lesson, I want my learners to acquire them and enable them to understand them and practice them. I always base my teaching on both learning a language and the morals learners should get from these lessons.	2	40
eg2: I have always searched for the CBA approach, when you read about it and its principles you get satisfied, but when it comes to implementing, neither learners nor learning conditions allow you to achieve all its objectives, moreover, different aims were already drawn	1	20
eg3: The CBA approach, I think it suits better our students.	2	40
Total	5	100

Q6: Is the Humanistic approach familiar to you if yes what is your opinion?

Table 1.20. The Rate of the Humanistic Approach Presumption for Teachers

Options	Yes	No
N	2	3
%	40	60
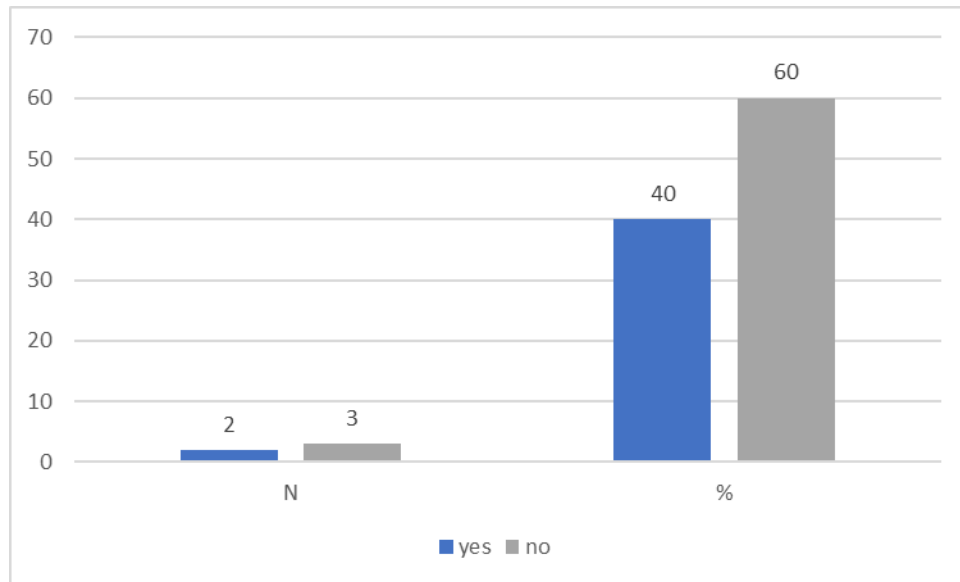
Figure 2.11. The Rate of the Humanistic Approach Presumption for Teachers

Only 40 % of the teachers have an idea about the Humanistic Approach and the two of them attest that in all streams humanistic morals are included and think that it is useless to teach students without helping them build their own personality, however, the rest of the teachers which represent 60% were unfamiliar with the humanistic approach, this indicates that the humanistic approach is unknown to most of the instructors.

Q7: Have you received any particular training on a specific approach? What was it?

Basically, the majority of the teachers answered by yes, all of them declared that they received training several times on the competency-based approach, to make learner takes part in the learning process. This indicates that the CBA have a special place in the local context.

Q8: Taking into account that the humanistic approach advocates using the free approach, that is to contextualize the teaching, and that is used in most leading educational bodies in the world, like most schools in Finland (the best educational system in Europe so far), do you think that it is applicable in the local context?

Table 1.21. Teachers' Opinion about the Application of the Humanistic Approach in the

Local Context

Options	Yes	No
N	3	2
%	60	40
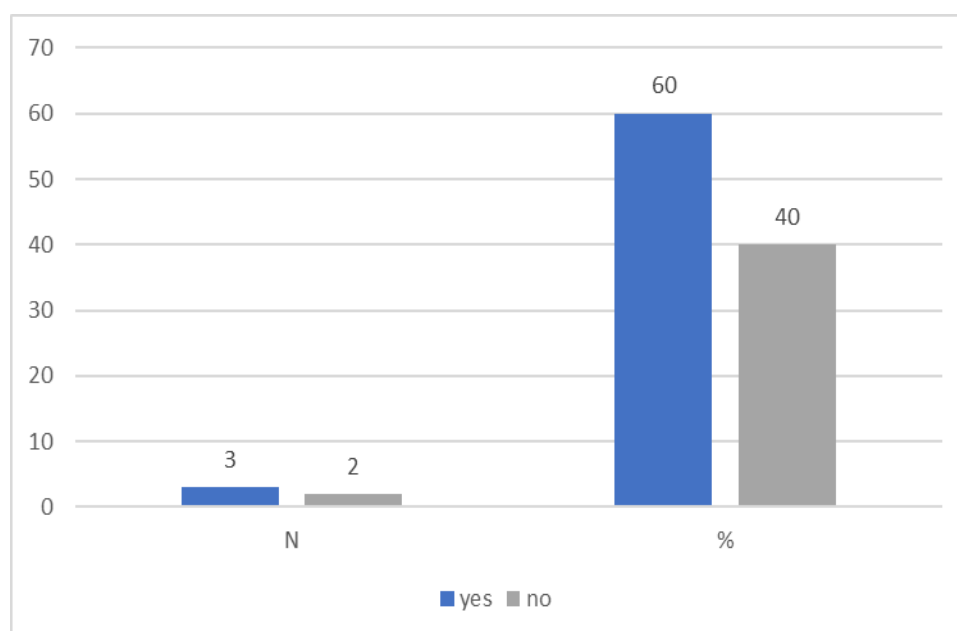
Figure 2.12. Teachers' Opinion about the Application of the Humanistic Approach in the

Local Context

The results we got, 3 teachers on 5 declare by yes, and that it is necessary to apply the humanistic approach to enhance the educational field, on the other hand, only 2 of the teachers point out that the large size of classes was one of the reasons why the HLT would not be an effective method to employ, also, the lack of materials and the necessary equipment as it is mentioned in the table below of explanations, and one of them   prefers to avoid such an idea due to cultural sensitivity issues. To sum up the different view, one can notice that the majority seek for better solutions to improve the situation, others are uncomfortable due to cultural boundaries.

Explain

Table 1.22. Teachers' Explanation

Teachers Explanations	N	%
eg1: I have exposed out both boxes, since the methods are not similar and teachers themselves are different, some teachers focus only on applying what's required in the syllabi, others do not, they teach students at the same time raise a future citizen.	2	40
eg2: First, they have to provide us with schools similar to those used in Finland and Europe, I mean, not other crowded (40 pupils in class) and materials that can help both teachers and learners to achieve success. It is difficult to judge if this approach is successful or not till we manage for its effectiveness at all levels.	1	20
eg3: The European culture and context are different from the Algerian ones i.e. the word "boyfriend" and "girlfriend" are not culturally accepted in Algeria, and hence, they are considered as a Taboo.	2	40
Total	5	100

Q9: What are the approaches you believe would better fit the local context? Why?

The majority of the teachers see that approaches abroad can fit the local context only if means are provided and that it's hard for them to deal with slow learners in crowded classes, only 2 teachers think that the teacher should be eclectic and use different approaches for different teaching objectives and that culture has to be considered. From that, we infer that teachers are against bounded syllabi and welcome hardly for creativity.

Q10: - If offered to work with the humanistic approach, after a thorough analysis and training, would you consider using it? Why?

All teachers declared that if used adequately, the humanistic approach is very helpful, it is motivating for students; it makes the learning atmosphere more vital and relaxing and sometimes they use it intentionally since they are dealing with humans. Moreover, teachers reckon that it depends on the fact that whether this approach fits the Algerian context and culture; also, it depends on the nature of training. In a word, The Humanistic Approach if used adequately it is a blessing.

Q11 - What are other possible approaches you could suggest? And how is it possible using them in our system?

Table 1.23. Further Suggestions

Suggestions	N	%
eg1: For me, it would be better if ICT's (Information communication Technology) are provided inside classes; I'm sure learners would do their best to improve their learning.	1	20
eg2: a teacher should experiment with his student different approaches and observe their efficiency. The one that works the best for his students will be the best approach.	2	40
eg3: I personally encourage using the CBA	1	20
eg4: I think if materials and more training are provided, I would definitely support the use of the Humanistic Approach	1	20
Total	5	100

3.4 Analysis of Teacher's Interview

The purpose of the qualitative data collected from the interview is to answer the second question of our research which is: **what are the necessary adaptations needed to be held if ever the approach is applicable**? the objectives of these discussions were to unfold whether such a new concept, techniques and methods of the humanistic approach might be adapted, taking into account the exhibition of an alternative curriculum design which unquestionably fits the conditions required of the HLT in the local country.

The first question addressed the variation of activities and creativity that doubtlessly breaks the monotony inside the classroom. Consequently, the majorities of the interviewees advocate this technique and confessed that they go for it whenever chances are provided such as the time availability, one of teacher said that: "Sometimes the lessons and activities are not interesting enough for the pupils and also hard to be grasped easily. Thus, I try to use different and enjoyable lesson plans rather than the one in the text book". Other said that "Of course, it is always great to break the routine and new activities are always welcomed. No good teacher wants his learners to leave the classroom bored". Two of them seemed consensus about the fact that such new activities and techniques, break the routine and build a successful atmosphere inside the classroom. However, the rest of the instructors attested that time is no longer available to do such a thing, hence; they are obliged to follow sequentially the customary curriculum. The teachers gave different points of views and despite of the reverse arguments, the majorities appreciated the value of creativity and were in favor with working on new methods and fun activities as some of them indicated.

The second question which is related to the reciprocal involvement of the teacher's personal experience and their learners inside the classroom was also discussed, unexpectedly, most of the teachers agreed that their students were often more interested in such a thing one of whom speculated "Yes, I do that, too. I believe that the good teacher is not about how much he pours knowledge into his student's minds, but how good he is motivating them. Therefore, I usually tend to talk about influential that I had in my life or even ask them to share their worries, because once we get to their hearts then it will be easily for us as teachers to educate them better". Another teacher said "I believe that in order to induce the learners to comfortably share and speak out, the teacher needs to start by sharing a personal anecdote as long as it has an aim". Thus, sharing and

caring is one of the significant HLT's traits, as a result, such opinions were very important to be discussed, one of the teacher added "when I do that I always opt for 'happy' personal stories such as enthralled vacation memories, best places visited, favorite hobbies and so on. Personal stories arise authenticity and make the language come alive and this is what we are all looking for…", however, she also indicated that she has been very cautious in opening up about her personal life and she always preferred to be conservative.

In the third question, each teacher provides us with his own perspective towards the adaptation of the current syllabi being as a basic system and as an appropriate choice for ELT teachers, one of them said "NO. Sticking to one syllabi does not have a positive result. Most of the pupils cannot be educated in the same way; they have different mindsets and capacities. Most importantly, it restricts if not kills the teacher's creativity". Another said "I cannot answer that with a direct yes or no, because it depends on the module. Moreover, the syllabi can remain the same but the teacher can come up with creative methods to convey the message to his/her learners". This implies one thing that all of them agree about one point which is creativity also diversity is the key to exposure new, fruitful methods and to expand innovation in the learning process. In the contrary, one teacher described the modern curriculum as being over-crowded, she merely said "recently the modern curriculum had winded and if we turn to the past of education we find that most early curricula were equally simple", she also added "as an experienced teacher I would prefer the ancient one since it did not consist of a multiplicity of subjects that would provide us with enough time to embrace new activities and innovation". Afterward, direct question was addressed to the teachers tending to discover if the current syllabi was a success or a failure in their daily teaching experiences, and one of them answered straightforwardly "Success or failure cannot be determined by the teacher himself. If my pupils were well educated then I guess I conveyed my message". Another one said "It was not always a success, but with a little effort, any teacher can adapt and customize the syllabi".

Teachers were asked to give their opinion towards the competency-based approach, as a result, there appeared to be a fairly well-defined consensus of opinions. As someone of them attested '' I always encourage other teachers not to completely depend on classic academic approaches. and I believe the competency-based Approach is the perfect way to observe and evaluate the learners' progress.'' Furthermore, the second one confirmed by saying "If you ask me

about CBA as an approach then I would say that it is among the best ways to deliver proper education. But CBA in "our local context" is something else, totally different than the former." However, the rest made out some notable exceptions by saying that the CBA would encourage teachers from neglecting their pupils and that it's impossible to pursue subjects as activities if teachers are constantly in a state of hurry.

Teachers were asked again about if the CBA does really provide autonomy and independence for learners, therefore, after the sufficient obtained data in the interview, it was found that the majority of the teachers tended to support independent learning and their aim was always to enable each individual to lead the fullest life of which he is capable, however, it is a hard task to attaint , learners found it difficult to cope with independent learning , because they accustomed to being always directed by their instructors. Some of them argued that "CBA gives the pupils more freedom to learn and discover their abilities. However, in our local context, learners do not know how to cope with it and some teachers use it as a mean to throw all of the hard work on their pupils. So, teachers need to teach what CBA is in the first place another comment was given". She added by saying "It is always good to make the learner feel in charge of his own progress but let us not forget the importance of the teacher as an assessor. A good teacher successfully supervises the learners while maintaining their independence."

Moreover, teachers were inquired to value the humanistic approach and how the latter inevitably combines feelings and thoughts, there were a number of consensus points of view, which implies that the local education have the ability to embrace it if only more trainers and necessary adaptations can be provided. One of them answered "If that so, then humanistic approach can be considered as the best method in the process of education. Having rigid strict teaching codes does not, didn't and will not convey any message. Teachers should learn how to deal emotionally with their pupils before coming with their boring textbooks and silky faces to the classrooms". Another added to the initial comment "As I said earlier, the teacher has to make his learners feel at ease in the classroom. And most learners want an accessible teacher who they can open up to. Hence, the humanistic side of a teacher is paramount. Furthermore, when asked to value the HLT methods such as suggestopedia and community language learning the majority assumed that the community language teaching is beneficial and it plays a great role in inducing the speaking skills, one of the teacher commented "I do believe that Community language and suggestopedia can be quite helpful

if applied correctly, as variety is important and can be seen as part of breaking the routine." She also added that "Suggestopedia will demolish anxiety and make teaching process more fun and easier by cooperating with the students. It makes both the pupils active learns rather than passive learners." However, in the other hand some of them disagree and the reason is that they are not accustomed to these two methods especially suggestopedia.

The last question was dedicated to talk about the use of technology in EFL classrooms, most of the teachers appreciated technology as one of them suggested that "Technology will facilitate teaching which provides better and more advanced methods. So, the lack of such means is one of the reasons that made education a hard task more than enjoyable one in a world of technology". However, the majority disagree about providing the educational institutions with an access to technology, and that as far as the teacher reach the aim of conveying a message with the use of effective methods is sufficient. Such as one of the teachers believed that "Although technology can be a huge addition to enhance the learning process, I do not think it is the top solution for Algerian education. The problem lies within the methods adopted by the teachers."

3.5 Discussion and Interpretation of the Main Findings

This study aimed at investigating the attempt of incorporating the humanistic approach in the EFL Context in order to widen the pedagogical view towards a better fulfilling educational system, basically, to reach a better education level than what we have. After analyzing the quantitative and qualitative data obtained from the two research instruments (The questionnaire, the interview), researchers affirm that their research hypotheses which holds that adaptation is a compulsory spot, hence, giving a chance to the application of the humanistic approach taking into account an eccentric look and more conscious required, such inclination of attitudes and humanism will definitely reach better outcomes in the educational field. The feedback of the teachers and the learners are in accordance with our research hypotheses, indicated that such a move can take place in our local with the presence of appropriate equipment.

The findings revealed that many of the teachers 'unconsciously' practice the strategies and the techniques of the HLT and they were quite aware to embrace the humanistic approach, especially, this awareness were mostly expressed during the interview, however, the fact that the teachers had little knowledge of the target approach and time was not really available to apply a

humanistic pedagogy, moreover, they felt that their learners will face difficulties in adapting to the representation of independent learning.

It can be argued that the findings of learners' questionnaire were highly positive and supportive of HLT strategies, results showed that learners craved for humanity and this is naturally a human desire itself; to attempt bettering the situation. It was also apparent that they were willing for a change as working with technology which itself provides the learning autonomy, in some instances, pupils confessed that they, somehow, confessed that taking into granted their feelings inside the classroom is extremely endeared, however, regardless the requirements of the CBA or any other approach, some teachers were not fully ready to abandon their roles as controller nor the learners were fully ready to cope with self-centered.

As a consequence, this finding helped us to answer our second question which states: **what are the necessary adaptations needed to be held if ever the approach is applicable?** This implies that some practices are highly recommended, otherwise, it should mostly lead to a potential failure.

Finally, it is quite possible that the education soil of high schools, primarily, the EFL context is possibly willing to incorporate HLT methodologies in its syllabi , however, some obstacles such as an over-crowded curriculum under the influence of official regulation, moreover, pupils may be bombarded with the sudden change and teachers will face some issues relating to weak pupils attitudes and the uncompleted adaptation of the self-centered and self-actualization, to guard against this, the humanistic approach is adoptable in our context, but of course any adoption goes always hand in hand with adaptation, therefore, certain alterations would be taking into account to facilitate and pave the ways of this approach's success.

3.6 Suggestions and Recommendations

It is quite possible to remove the barriers by applying HLT to educational practices, to run the classroom in a natural and enthusiastic way, it is anticipated that the HLT is able to distribute positive outcomes in different contexts since the humanistic approach can take place in all types of education, however, it is hard to foresee its usefulness without further studies. Educators, teachers need to collaborate to overcome any obstacles and break down the above-mentioned barriers by integrating the HLT into teaching and learning.

For the sake of improving a better atmosphere of education, Educational institutions should encourage teachers to seek and conduct more studies and give chances for new pedagogical approaches such as the humanistic approach, as a result, they can evaluate the validity of HLT by themselves, and grasp better it's value in ELT classrooms, moreover, educators should integrate their experiences and life facts to run the classroom in enthusiastic way, since the appetite for learning is lacking, if not absent in classrooms.

Teachers ought to encourage at making the learning the leader of his own teaching, the subject of the classroom, it will allow the teaching to include the "self" element in learning as well as teaching, furthermore, accepting students as autonomous and respecting them as individuals paves the way for a better educational level, additionally, both of the teachers and learners need to be well prepared by self-training. Finally, they should be open minded towards the fundamental principles of the humanistic approach to achieves successfulness and to leave a place for creativity and humanity as a basic daily principle.

3.7 Conclusion

To conclude this chapter, we can say that according to the results obtained from the learners' and teachers 'questionnaire and the interview, it is possible that educational institutions and systems could benefit from HLT's traits, but, still they need more preparation, chiefly, psychologically to use it adequately. From the feedback of the questionnaire, it was quite obvious that they instinctively sought for respect, satisfaction and autonomy as individuals; this can only enhance their level of satisfaction and motivation in educational programs. On the other hand, the results of teachers' questionnaire and the interview show us that some humanistic practices were sometimes or rarely used by the teachers as well. However, they think that some necessary adaptations need to be held if ever the approach is applicable.

General Conclusion

The value of this study is to emphasize the tremendous role of The Humanistic Approach in the EFL classes at Ahmed Daoudi Mohamed High school, therefore, we believe that the incorporation of HLT in their educational system is a necessity to find a better environment for both learning and teaching in order to have a better educational level and by that establish a better future for the next generations. Also, since it is a new idea, it sought to examine English language's teachers about their opinion toward the HLT and to whether or not the Algerian educational system is capable of adopting its implementations. Through this study, we hope that we have given more ideas and suggestions for everyone interested in the subject matter.

Throughout the journey of our research, we encountered several difficulties. The main one is a difficulty to find related references, because there is a little number of studies related to the use of HLT, the second issue is time constraints, due to the continual strike during this year, it was hard for us as researchers to access both teachers and learners. Another problem which is about the very small number of participants (teachers and students), especially the teachers' sample which consists of five teachers. As a result, it did not give us a wider picture about the subject matter, nevertheless, the findings support the hypotheses that the teaching learning field had adopted the HLT's methodologies intuitively inside the classrooms, inevitably, certain alterations would be taking into account so to facilitate and pave the ways of this approach's success.

As a solution for the failure and difficulties that face EFL students when speaking English in different contexts, we are hopefully looking forward to apply the concept of the Humanistic Approach in the local context, as potential future teachers of English and researchers as well as lovers of the language and seekers of a better academic context to accept students as they are and using the educator's experiences and life facts to run the classroom in a natural and enthusiastic way, because with that what could only be expected, at least, that would be the perfect aim for any system, is to make the learning enjoyable for the learner, and this would be the higher aim, since the biggest trouble in teaching especially in our context is learners not willing or having the appetite for acquiring knowledge, due to the redundant and traditional methods, that would bring results but always with what could be termed as partial success; our research is more human than pedagogical,

we tend to encourage the daring idea of removing boundaries and reaching a more stressless learning

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Appendices

Appendix A. Pupils' Questionnaire

Dear pupils,

This questionnaire is part of a research work. It seeks to gather your views concerning the

humanistic approach, it also attempts to investigate the incorporation of the humanistic approach

in the EFL classrooms.

You are kindly requested to answer the following questionnaire. Please, tick the appropriate box
☑ and make full statements whenever necessary.

1. How old are you?

   …………. Years.

2. Are you a:

   Female ☐   Male ☐

3. Do you love studying English?

   yes ☐   no ☐

4. Do you like your teacher method?

   Yes ☐   no ☐

   why?
   ………
   ………

5. what do you prefer:

   ☐ a- Facilitator teacher.

   ☐ b- controller Teacher.

6. According to you as a learner how would you describe your personal relationship with your teacher in the classroom?

Good [   ]   Bad [   ]   Neutral [   ]

7. as a learner does your teacher care about your feelings?

yes [   ]   no [   ]   sometimes [   ]

8. do you think that he should care about you first as an individual before as a learner?

Yes [   ]   no [   ]   it doesn't matter [   ]

Justify your answer

………
………
……………………………………………………………

9. what kind of request would you like to offer to your teacher?

………
………
…………………………………………………………………………………………………

10.Do you think that working with e-mails and social media with your teachers is beneficial?

Yes [   ]   no [   ]

If yes why?

....
....

11/-Do your teachers praise you when speaking even with mistakes?

Yes [   ]   no [   ]

Appendix B. Pupils' Questionnaire translated in Arabic

أعزاءي التلاميذ

هذا الاستبيان جزء من عمل بحثي يهدف الى جمع وجهات نظركم فيما يتعلق بتطبيق الآليات الانسانية و المربع المناسب و أدلي بيانات كاملة في بالتالي دمجها في اقسام اللغة الانجليزية. من فضلك ضع علامة ❌ عند الضرورة

1/ كم عمرك؟

سنة.............

2/ هل انت؟

بنت ☐   ولد ☐

3 / هل تحب اللغة الانجليزية؟

نعم ☐   لا ☐

4/ هل تحب طريقة التدريس التي يتبعها استاذك في القسم ؟

نعم ☐   لا ☐

برر اجابتك ....

....

5/ماذا تفضل؟

استاذ مسهل ☐   استاذ متسلط ☐

6/ كتلميذ كيف تصف علاقتك الشخصية بأستاذك ؟

جيدة ☐   سيئة ☐   حيادية ☐

7/ كتلميذ هل استاذك يهتم بمشاعرك ؟

نعم ☐   لا ☐   احيانا ☐

8/   هل تظن انه عليه الاهتمام بك كفرد اولا قبل ان تكون تلميذا ؟

نعم ☐   لا ☐   لا يهم ☐

علل ....

....

....

9/ ما نوع المطالب التي تريد ان تقدمها لأستاذك ؟

....

....

....

10/ هل تظن ان العمل برسائل البريد الالكتروني و مواقع التواصل الاجتماعي مع اساتذتك مفيد ؟

نعم ☐   لا ☐

اذا كان نعم لماذا ؟

....

....

....

11/ هل استاذك يمدحك اثناء الكلام حتى عند اقتراف الاخطاء ؟

نعم ☐   لا ☐

Appendix C. Teachers' Questionnaire

Dear teachers,

The following questionnaire seeks to gather your views concerning the humanistic teaching approach, it also it also attempts to investigate the incorporation of the humanistic approach in the EFL classrooms. You are therefore kindly requested to answer the following questions by putting a cross (x) and making your comments when necessary.

1- Gender :

○ Male ☐

○ Female ☐

2- how long have you been teaching English?

   ○ 1 and under
   ○ 1 and more, How many?

2- How would you describe your experience?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………

4 – a- Have you used any particular approaches? What were they?

…………………………………………………………………………………………………
………………………………………………………………

b- How effective or ineffective was it?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
………

c- Why do you think it was a success or a failure?

……
……
………………………………….

5- What are the approaches you have searched for? And do you think they would have been better if implemented?

……
……
……
……
……………………………

6- Is the Humanistic approach familiar to you?   Yes ☐   No ☐
If yes what is your opinion?

……
……
……………………………………………
7-Have you received any particular training on a specific approach? What was it?

……
………………………………………………………………

8- Taking into account that the humanistic approach advocates using the free approach, that is to contextualize the teaching, and that is used in most leading educational bodies in the world, like most schools in Finland (the best educational system in Europe so far), do you think that it is applicable in the local context?

  Yes ☐ No ☐
Explain:

……
……
……
………

9- What are the approaches you believe would better fit the local context? Why?

……
……
……
………

10- If offered to work with the humanistic approach, after a thorough analysis and training, would you consider using it? Why?

……
……
……
……………………………………………………………………………………………………

11- What are other possible approaches you could suggest? And how is it possible using them in our system?

……
……
……
……
……

Appendix D. Teachers' Interview

The aim of this interview was conducted to answer the third question of our research which is: Are adaptations necessary to state the success or the failure of such incorporation? Or should a further study be taken to enclose the call to apply the humanistic approach or not.

1/ As an experienced teacher, have u ever tried to break the tread of monotony in your classroom, using new activities and other methods?

2/ Do you often share your personal life during the lesson with your students, and do they do the same?

3 / Do you think the adaptation of the current syllabi as a basic system is the appropriate choice for ELT teachers? YES/NO…WHY?

4 / Was it a success or a failure in your daily teaching experiences?

5 / We all know that the Competency based Approach is the significant one in the local context, what do you think of this latter?

6 / Taking into account that the CBA in general focuses more on the learner centered, do you think that in our local context it does really promote learner independence and autonomy?

7/ Do you suggest another approach? what is it?

8/ The Humanistic approach requires the teachers to consider their learner's feelings? How do you value the humanistic approach?

9/ What about community language and suggestopedia method? Are they suitable? or do you suggest other methods that enhance your learner's motivation and lower their anxiety.

10/ Nowadays, we are living in the era of technology revolution and moderation, many countries managed to access with technology in education like most schools in Finland the best educational system in Europe so far, do not you think the lack of means in Algeria is the reason for keeping us in the last row? and if you were able to change the situation, what would you change?

ملخص الدراسة

أتت هذه الدراسة بهدف إستكشاف الدور الهام لتدريس اللغة الإنسانية و دمج الآليات الإنسانية و إدراجه كنهج لطلاب السنة الثالثة إنجليزية كلغة اجنبية في مدرسة الداودي محمد. بحثنا المطروح يستهدف محاولة الخروج من قوقعة النهج التقليدي القديم و إيجاد نهج بديل مثمر. دراستنا يقصد بها النوعية و الكمية على حد سواء. تتكون عينة المستجيبين من 80 عضو و 5 مدرسات للغة الإنجليزية و قد تم استجواب الأعضاء بإستخدام فعاليتين تستهدف (الإستبيان و المقابلة). بالنسبة للنتيجة التي تم الحصول عليها تبين أن المشاركين الأعضاء و بشكل حدسي يطبقون ميزات دمج الآليات .و مع ذلك هناك تطبيقات بديلة سوف تأخد بعين الاعتبار من أجل تسهيل الطريق لنجاح هذا النهج.

كلمات مفتاحية : دور تعليم اللغة الإنسانية (دمج الآليات الانسانية) ، طلاب السنة الثالثة لغة انجليزية كلغة اجنبية ، ميزات برنامج دمج الآليات الإنسانية.

Résumé

Cette étude est au but d'exploré le rôle de d'enseignement des langues humanistes et de l'incorporer comme une approche pour les élèves du 3eme Elf a l'école secondaire Daoudi Mohamed. Notre recherche cible à sortir de la coquille de routine et élever une nouvelle fructueuse approche. Nôtre étude est à fois qualitative et quantitative. L'étude a utilisé 2 instruments (questionnaire, interview) qui se compose de 80 élèves et 5 professeurs de la langue anglaise qui étaient tous des femmes. Les conclusions de l'étude ont confirmé que les participants appliquent intuitivement les traits du HLT, par contre les implémentations prendraient en compte afin de faciliter et d'ouvrir les voies du succès de cette approche.

Mots clés : Enseignement des Langues Humanistes, Le Rôle de D'enseignement des Langues Humanistes, Salles de Classe EFL, Traits du HLT.

Summary

This study aims to explore the significant role of Humanistic Language Teaching (HLT) and incorporating it as an approach in third EFL students at Daoudi Mohamed School. Our research targets the attempt of coming out of the shell and bringing up alternative, fruitful approach. Our research is both qualitative and quantitative. Our sample population consists of 80 pupils and 5 English female teachers have been questioned by using two tools (Questionnaire, Interview). The result obtained shows that the participants, intuitively, apply the traits of the HLT, however, certain alternations would be taking into consideration to facilitate the way to the success of this approach.

Key words: The Humanistic Language Teaching (HLT), The Role of HLT, EFL Classrooms, Traits of the HLT.