UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"THE HUMANISTIC APPROACH TO BOOST SELF-CONFIDENCE IN ENGLISH AS A FOREIGN LANGUAGE (EFL) STUDENTS' ORAL SKILLS"

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND

FOREIGN LANGUAGES

Authors: Moscoso Erazo Ana Sofía

Velin Collins Márcell Alejandra

Advisor: León Abad Eliana Geomar, MSc.

La Libertad – Ecuador

2025

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title "THE HUMANISTIC APPROACH TO BOOST SELF-CONFIDENCE IN ENGLISH AS A FOREIGN LANGUAGE (EFL) STUDENTS' ORAL SKILLS" prepared by MOSCOSO ERAZO ANA SOFÍA and VELIN COLLINS MÁRCELL ALEJANDRA, undergraduate students of the Pedagogy of National and Foreign Languages Major at Educational Science and Language at Península School - Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,

_____

León Abad Eliana Geomar, Msc.

ADVISOR

Statement of Authorship

We, ANA SOFIA MOSCOSO ERAZO, with ID number 0930447941 & MÁRCELL ALEJANDRA VELIN COLLINS, with ID number 0923824114, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor´s degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "THE HUMANISTIC APPROACH TO BOOST SELF-CONFIDENCE IN ENGLISH AS A FOREIGN LANGUAGE (EFL) STUDENTS' ORAL SKILLS", certify that this study work is our authorship, except for the quotes, statements, and reflections used in this research paper.

_____	_____
Ana Sofía Moscoso Erazo	Márcell Alejandra Velin Collins
AUTHOR	**AUTHOR**

Declaration

The content of the following graduation work is my responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.

_____

Ana Sofía Moscoso Erazo

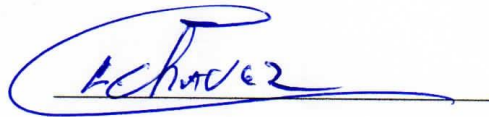**AUTHOR**

_____

Márcell Alejandra Velin Collins

AUTHOR

BOARD OF THE EXAMINERS

Ing. Rosa Tatiana García Villao, MSc.

**PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGE
MAJOR'S DIRECTOR**

Abg. Leonardo Augusto Chávez Gonzabay, MSc.

SPECIALIST PROFESSOR

Ing. Eliana Geomar León Abad, MSc.

ADVISOR PROFESSOR

Ing. Sandra Elizabeth Caamaño López, MSc.

UIC PROFESSOR

Acknowledgment I

First of all, I thank God and Mater for giving me this opportunity and strength. I am deeply grateful to my mother, Zoila, my brothers, and my family, who are an essential pillar of my life. Thank you for believing in me even in the most difficult moments, for your unconditional love and for giving me the necessary emotional support to move forward. Thanks to my aunt and uncle, Gina and Gorky, and my cousins for supporting me during this academic journey.

I also thank my tutor Miss Eliana, and teachers Miss Rossana and Mr. Leo, who with their guidance, patience, knowledge and support, helped me along the way and motivated me to overcome the challenges I encountered. Their words of encouragement and constructive criticism were fundamental for the culmination of this thesis and university life.

To my friends and colleagues, thank you for being a constant source of inspiration, support and joy. Your words of encouragement, your company during these semesters made this process more bearable and were an unconditional support, to each of you; Márcell, Christopher, Jonathan, Gaddiel, Hillary, Yul, and Sara, I am more than grateful for having met you in this university stage. Also, to my friends Samir, Bryan, Luis Alfonso, Henry, and Valeria, I thank you for your support, advice, and motivation in the hardest moments I faced during this stage.

Finally, I express my gratitude to all those who contributed to this research work.

"When things get hard, stop for a while and look back and see how far you have come. Don't forget how rewarding it is. You are the most beautiful flower, more than anything else in the world." ― **Taehyung**

To all of you, thank you.

Ana Sofia Moscoso Erazo.

Acknowledgment II

I would like to express my deepest gratitude to my family, my mommy, my sisters for being my greatest source of strength and support throughout this process. Their love and trust in me have been fundamental to reach this goal.

For their patience, understanding and for being by my side in this last stage of my career. Your company has been a constant engine of motivation, for all this I also want to thank my dear Brando.

To my friends, who have been an invaluable support network, offering me their friendship, motivation, support and moments of joy that made these years of studies more bearable.

I would like to give a special thanks to my friend Sofia, who has been a great support and a great friendship during my studies and in the process of writing my thesis. We have lived moments of joy and concern in this process, since we started our studies at the university until this last stage but we have come prevailing our friendship.

To my teachers, who really left their hearts in teaching, and not only did their work, but also saw each one of us as what we are, human beings, who feel and get tired, and knew how to understand. With their dedication, passion and commitment they left an indelible mark on my formation as a future teacher. Thank you for inspiring me to always give my best and for being an example of what a teacher is.

To all of you, thank you for being part of this stage of my life and for accompanying me on this journey. This achievement also belongs to you.

<div align="right">Márcell Velin.</div>

Dedication I

To my mother, for her unconditional love, sacrifices and teachings, which have guided me along this path. To my siblings, for being life partners and for their constant support. To my father, aunts, uncles and cousins, for their support along the way.

To my friend and thesis partner, Márcell, for her patience, her loyalty and for sharing with me her joys, worries, learning and dreams.

To Miss Eliana for her patience, for sharing her knowledge, and for being our guide in this process.

I dedicate this effort also to those who, in a silent way, have positively influenced my life, reminding me that no achievement is truly individual.

With gratitude and affection, Sofia Moscoso.

Dedication II

I would like to dedicate this work to God, who has allowed me to live, study and reach this new goal. I thank him for all his goodness in my life.

I also dedicate this work to my family, for their constant support, for giving me the values and education to be a good person in this world and the necessary tools to have achieved this triumph. To my mom, for supporting me and giving me what I needed for many years, for understanding me, educating me and giving me love. Also, to my sisters, Luanne and Gigi, for motivating me, being my companions, and being present every step of the way.

I also dedicate it to Brando, who is not only my boyfriend and future husband, but also for being my refuge in times of sadness, and when I needed a hand the most. For believing in me, for his love and for his infinite patience.

Márcell Velin.

Abstract

This research examines how the Humanistic Approach in teaching English as a Foreign Language (EFL) influences students' self-confidence in communicating orally. Through a qualitative study based on one-on-one interviews, the perceptions and experiences of teachers applying this approach in their classrooms were explored.

The findings reveal that the Humanistic Approach fosters an emotionally supportive environment, where empathy, open communication, and constructive feedback are essential for enhancing students' self-confidence. Teachers emphasized that normalizing mistakes, celebrating achievements, and offering individualized support are key strategies for addressing frustration and insecurity among students. Moreover, they observed positive changes in students' attitudes, such as increased motivation, social and academic growth, and a greater willingness to face challenges.

The methodologies used include Total Physical Response (TPR), Suggestopedia, and collaborative work, all designed to create a safe space that prioritizes emotional well-being and personal growth. The main challenges reported involved addressing the diversity of personalities and learning levels, which were overcome through effective communication, emotional support, and the creation of a trusting environment.

In conclusion, the Humanistic Approach not only strengthens students' self-confidence in oral communication but also improves classroom dynamics, fostering a more holistic, empathetic, and student-centered learning experience.

Key words: Humanistic Approach, English as a Foreign Language (EFL), Self-confidence, public speaking, emotional support, personal growth, student-centered methods.

Resumen

Este trabajo de investigación analiza cómo el Enfoque Humanista en la enseñanza del inglés como lengua extranjera (EFL) influye en la autoconfianza de los estudiantes al momento de comunicarse oralmente. A través de un estudio cualitativo basado en entrevistas individuales, se exploraron las percepciones y experiencias de docentes que implementan este enfoque en sus aulas.

Los resultados muestran que el Enfoque Humanista fomenta un ambiente de apoyo emocional, donde la empatía, la comunicación abierta y la retroalimentación constructiva son fundamentales para incrementar la autoconfianza de los estudiantes. Los docentes destacaron que normalizar errores, celebrar logros y ofrecer apoyo individualizado son estrategias clave para manejar la frustración y la inseguridad en los alumnos. Además, observaron cambios positivos en la actitud de los estudiantes, como mayor motivación, desarrollo social y académico, y mejor disposición para enfrentar desafíos.

Entre las metodologías empleadas destacan el uso de Total Physical Response (TPR), la Suggestopedia y el trabajo colaborativo, todas enfocadas en crear un espacio seguro que priorice el bienestar emocional y el crecimiento personal. Los principales desafíos reportados incluyeron atender la diversidad de personalidades y niveles de aprendizaje, los cuales fueron superados mediante comunicación efectiva, apoyo emocional y la creación de un entorno de confianza.

En conclusión, el Enfoque Humanista no solo fortalece la autoconfianza en la expresión oral de los estudiantes, sino que también mejora las dinámicas del aula, promoviendo un aprendizaje más integral, empático y centrado en las necesidades individuales de los alumnos.

Palabras clave: Enfoque Humanista, inglés como lengua extranjera (EFL), autoconfianza, hablar en público, apoyo emocional, crecimiento personal, métodos centrados en el estudiante.

INDEX

INTRODUCTION

English as a foreign language (EFL) students commonly present challenges in their oral proficiency. This difficulty is often compounded by low self-confidence, which hinders students' ability to participate effectively in oral classroom interactions. Many students have difficulty expressing themselves orally due to anxiety, fear of making mistakes, and lack of motivation.

The humanistic approach, based on the principles of empathy, individualization and self-realization, offers a transformative way to address these challenges. By placing the learner at the center of the educational process and fostering an environment of trust and encouragement, this approach emphasizes emotional well-being in language acquisition. When applied to the development of oral skills, the humanistic approach not only improves language proficiency, but also fosters learners' self-confidence, enabling them to overcome psychological barriers and communicate more effectively.

This research work explores the potential of the humanistic approach to increase the self-confidence of English as a foreign language learner, focusing specifically on the development of their oral skills. By investigating the theoretical underpinnings, methodologies, and teacher perceptions, this study aims to provide educators with information about a type of teaching that will help them approach learners and foster a supportive learner-centered environment that can lead to significant improvements in both confidence and oral skills.

In addition, this study delves into the interaction between emotional factors and language learning, recognizing that a supportive and empathetic classroom environment can significantly influence students' willingness to engage in oral communication. By integrating methodologies, strategies and techniques that prioritize empathy, active listening and personalized feedback, teachers can create a space in which students feel empowered and confident.

Chapter I

Problem Statement

Oral communication skills are crucial in the process of learning English as a Foreign Language (EFL), with many students wrestling with a lack of self-confidence when it is time to speak in English, whether in academic or personal situations. According to Ananda (2023), speaking is a skill that requires a high level of self-confidence. If a student does not feel confident, that will affect their learning process because talking in English requires not being shy or rude.

Grammar and vocabulary are tools that are often used over fluency and proficiency in traditional methods, which has resulted in this problem. When in educational environments there is a neglect of the socio-emotional part at the time of the teaching-learning process, this leads to a series of negative consequences, such as introversion and lack of motivation to participate in classes.

EducationLinks of USAID (United States Agency for International Development as per its initials in English) (2019) says that SEL (Socio Emotional Learning as per its initials in English) along with soft skills can be a great support for students making them have an improvement in the educational environment that can achieve higher levels of knowledge by eliminating the negative consequences that sometimes remain in learning.

In addition, teachers can have the ability to be part of this emotional support for students, creating a positive environment. According to Rojas Chacaltana et al. (2023) mentioned in the research " Competencias Socioemocionales en la Educación ", UNESCO (United Nations Educational, Scientific and Cultural organization) and OCDE (Organización para la Cooperación

y Desarrollo Económico) consider that it is important to develop social, emotional and cognitive skills to achieve a comprehensive and complete education soon.

The central question that this research aims to address is how the Humanistic Approach can be used to enhance learners' self-confidence in EFL contexts. Peña (2019) states that in the past, when emphasis began to be placed on teaching English as a foreign language, traditional methods were used, which did not produce results in the emergence of meaningful knowledge, as there was no emphasis on interaction with students and the use of appropriate strategies for teaching a new language.

Humanistic Approach, rooted in the principles of Carl Rogers (1969), emphasizes a holistic teaching methodology, focused on fostering a supportive, inclusive and learner-centered learning environment. This approach focuses on students as the authors of their own knowledge, with students having the agency to explore and acquire meaningful knowledge according to their experiences, with the teacher being more of a guide who provides instructions and creates an appropriate and harmonious environment for an effective teaching and learning process, taking into account the affective and social needs of each individual.

The growing importance of oral communication in global contexts where English is the lingua franca makes this research especially relevant. McIntyre proposes that self-confidence has a significant effect on the willingness to communicate in a foreign language and on the ability to speak like a native speaker, self-confidence is the most important characteristic, as lack of self-confidence can unlock barriers in communication skills (Azimova, 2020)

For this reason, developing self-confidence in students when speaking another language, in this case the English language, would improve both their command of the language, and

prepare them for upcoming challenges, such as in their personal, professional and academic lives that require effective communication skills.

By offering this research focusing on the Humanistic Approach, it is hoped to provide valuable information for educators to foster a learning environment that is focused on students' well-being, but also helps to improve their oral skills. This will help to bridge the gap between language competence and confidence, offering new methodologies to address one of the most seen problems in EFL education today.

Problem Formulation

Problem Question

How can the Humanistic Approach to teach English as a foreign language influence students' self-confidence in public speaking?

Specific Questions

1. What methodologies can be used within the Humanistic Approach to increase students' self-confidence when speaking in public?

2. What challenges have teachers faced when implementing the Humanistic Approach in the classroom and how have they addressed them to promote students' self-confidence when speaking?

3. What are the teachers' perceptions after having implemented the Humanistic Approach?

Objectives

General Objective

To investigate how the Humanistic Approach in teaching English as a Foreign Language (EFL) can influence students' self-confidence in public speaking.

Specific Objectives

1. To identify the methodologies within the Humanistic Approach that effectively boost the self-confidence of EFL students when speaking in public.

2. To examine the challenges that teachers faced when implementing the Humanistic Approach in the classroom and explain how they addressed them to promote students' self-confidence in speaking.

3. To show teachers' perceptions after having implemented the Humanistic Approach.

Chapter II

Theoretical Framework

Background

In this chapter, previous studies related to our research topic "The Humanistic Approach to Boost Self-Confidence in English as a Foreign Language (EFL) Students' Oral Skills" will be analyzed within the theoretical framework to support this research. In the theoretical basis we will explain what the Humanistic Approach is about. This approach has been shown to play a key role in the development of students' self-confidence, which is crucial in learning a foreign language as it focuses on the emotional and psychological well-being of the student. Then we will talk about the relationship between the Humanistic Approach and self-confidence. Through the analysis of various authors, a relationship will be established between the principles of humanism and the importance of self-confidence in EFL students. In addition, we will present different studies from different parts of the world such as South American and Asian countries where it is shown how teachers work on the development of oral skills and the increase of students' self-confidence, creating learning environments that encourage participation and self-confidence. The pedagogical basis will also show the methodologies that can support and work with the Humanistic Approach, methodologies focused on the student that can positively influence their academic and personal success. Finally, we will explain a legal basis that guarantees that the Humanistic Approach can be applied in other contexts.

Theoretical Basis

Humanistic Approach

McLeod, S., PhD. (2023), establishes in the digital magazine article "Humanistic Approach in Psychology (humanism): Definition & Examples" that the main focus of Humanistic Psychology is the human being as a being that is unique and unrepeatable with exclusive characteristics of each subject. This means that there are no two completely equal beings on planet earth and that each individual has the ability to reach a balance that allows the person to reach their maximum improvement with specific psychological and socioemotional needs, the latter as an influential factor in learning. And with a combination of techniques, methods and strategies applicable.

According to Riveros (2014) the origin of Humanistic Psychology arose because the world was going through a stage in which nations were against each other, and a way to resolve conflicts peacefully was needed. The goal of Humanistic Psychology was to see the human being from a more holistic perspective and can be part of society in a more positive way and not in a way that harms any other human being.

Humanism focuses on the well-being of the human being in an integral way, it seeks to develop him/her positively, since it considers him/her as a valuable being with an innate potential, and emphasizes how important it is to have emotional and psychological balance, working to create an environment where people can really boost their abilities. By supporting this natural potential, humanism not only helps people grow personally but also strengthens their connections with others and the community.

From the scientific point of view, Humanism or the 'Third Force' has positive effects on mental health as mentioned by Farina (2023), since it pays special attention to emotions

and feelings, which are an essential part in the development of personality and social relationships. By focusing on how people feel, Humanism helps individuals get to know themselves better. This makes it easier to handle emotions and build stronger, healthier relationships with others.

Therefore, the Humanistic Approach is not only interested in creating a harmonious environment for individuals, but also in the well-being of mental health. It goes beyond just focusing on a peaceful setting; it aims to help people feel balanced and emotionally healthy. By addressing emotional needs, this approach encourages personal growth and self-awareness. In turn, this leads to better mental well-being and healthier relationships with those around them.

As Zeki (2014) notes the mental mechanisms that lead to subjective perceptions are not foreign to the humanistic or science, so there is no valid argument to believe otherwise, whether humanistic or scientific, when one is learning, the mental processes of the brain are the same. This shows that both approaches recognize how cognitive functions work the same for everyone. Finally, humanism and science come together in understanding how the brain helps with learning and personal growth, highlighting that mental processes are pretty much the same no matter which approach you follow (Cellucci, 2013).

That is to say that the Humanistic Approach also has a valid influence on mental processes and what leads to self-realization and personal growth in a positive way. It recognizes that our thoughts and feelings are closely connected, shaping how we see ourselves and the world. By creating a supportive environment, the Humanistic Approach helps people tap into their full potential and become more self-aware. This not only helps them grow personally but also improves their relationships and sense of purpose in everyday

life.

According to the research conducted by Del Rio et. al. (2024) it was determined that neuroactive hormones such as steroids and peptides influence neurotransmitter processes affecting personal growth. Through the study they measured the levels of certain hormones with the Shapiro-Wilk test and how social interaction and self-development was. This led to the conclusion that individuals who present greater confusion, anxiety and have a lower level of self-esteem, will face difficulties in a different way than the rest of the people.

Humanistic Psychology focuses on the human being as a unique being with potential for integral development, promoting emotional and mental well-being. Through techniques and strategies, it seeks to balance the psychological and socioemotional needs of the individual, influencing their learning and personal growth. In addition, recent studies show that neurochemical processes directly affect development, validating that the humanistic approach also has scientific foundations in the mental mechanisms that promote self-realization and mental health.

Relationship between Humanistic Approach and Self-Confidence in EFL Students

The Humanistic Approach in teaching English as a Foreign Language (EFL) helps to develop self-confidence, and other emotional and performance-related aspects in students as this approach focuses on the holistic development of the student. According to Lei (2007), as cited Yadav (2022) the Humanistic Approach emphasizes the importance of the learner's inner world and highlights the importance of emotions and thoughts in their development. Therefore, this approach positively transforms the learning environment by focusing on the needs of the student, promoting the growth of their security and self-confidence as a central

part of the educational process.

On the other hand, in the context of learning a foreign language, self-confidence plays a fundamental role. Serrano and Argudo (2022) mentioned that Krashen (1982) highlighted that students who are motivated, have high Self-confidence, and are not anxious, will be successful in acquiring a foreign language. In many cases, students with a lack of confidence avoid participating in activities, especially those related to oral skills, which limits their progress in learning.

This emphasizes the relationship between the Humanistic Approach and self-confidence. This approach intervenes in an emotional way, prioritizing and being clear about the emotional well-being of the student and what each one's learning path is like. It creates an environment in which students feel supported and in this way each one develops their self-confidence to express themselves without fear of being criticized.

Hernandez (2017) who quoted Marion Williams and Robert L. Burden (1999, pág. 123) explained that "language learning involves much more than simply learning skills or a system of rules or grammar; it involves an alteration of self-image, the adoption of new social and cultural behaviors and new ways of being, which produces an impact on the social nature of the student".

What is mentioned Williams and Burden is related to both self-confidence and the Humanistic Approach because learning a foreign language does not focus only on the acquisition of academic knowledge but also on the personal transformation of the learner, the individuality of each one is respected and the emotional support is essential for students to develop self-confidence to adopt new ways of communicating and prepare for new challenges, which can be an emotional and social challenge.

The self-image that mentioned by Williams and Burden is also a great change, since learning a foreign language can generate insecurity or lack of confidence in their ability to interact in the new language. And the Humanistic Approach, focusing on empathy and unconditional acceptance, provides the emotional support needed for students to meet these challenges without experiencing a loss of self-confidence.

Salgado (2007) highlights ten key principles for motivating EFL learners, This emphasizes the connection between the Humanistic Approach and Self-confidence. By fostering a relaxed and supportive classroom environment (mandate 2) and building strong relationships between students and teachers (mandate 4), teachers create an environment that aligns with the Humanistic Approach, which values emotional well-being. Furthermore, increasing students' self-confidence in the language domain (mandate 5) directly improves their willingness to participate, which promotes a sense of achievement and reduces fear of failure, which is crucial for success in language learning (Dörnyei & Csizér, 1998).

As Ocaña (2021) mentions in the research paper "Speaking anxiety in young EFL Ecuadorian students" Scovel (1978) states how learning a new language can generate negative emotions such as restlessness, frustration, and self-doubt and worry. Therefore, to reduce this problem in the classroom, teachers can choose to implement the humanistic approach, which goes hand in hand with developing self-confidence. By creating an environment where students feel understood and valued, it reduces the apprehension and worry mentioned by Scovel. It promotes empathy, making students feel more secure to actively participate and make mistakes without fear of being judged, which reinforces their self-confidence and eliminates these emotional barriers.

Developing Oral Skills and Boosting Self-Confidence in Different Countries

This section covers studies already carried out in different countries on how teachers work on developing oral skills and increasing students' self-confidence when learning English as a foreign language.

In Ecuador, Puli (2022) in the research it was observed that oral skills and the psychological factor of self-confidence have a close relationship, since it was noted that some sixth grade students of the "Capullitos" school who presented a lack of self-confidence were more withdrawn when speaking in English. Therefore, students with a higher level of self-confidence are high achievers, as Bandura (1997) mentions that the ability to perform an activity successfully will enhance self-confidence in that person, and vice versa.

In Colombia, in the "Colegio Militar Almirante Colón" a study was conducted in which playful activities were implemented for the good development of orality in students, since with the activities it was possible to capture attention and interest, allowing them to be actively involved in learning and strengthen self-confidence and interpersonal interaction, making them connect with the class, the language and feeling confident (Madero Villalba, 2018). Self- confidence is key to generate speaking in a student. It gives them the confidence to speak without fear of making mistakes, because if they do, that is what they learn from and thus improve their skills.

Another study in Colombia, Prada (2015) states in his research that students who lacked self-confidence, on several occasions when an oral test was taken, felt insecure about the results or asked for more study opportunities, even some directly preferred to skip the test to avoid going through this process in which nervousness, worry and anxiety are felt. In this research, Bloom's Taxonomy was applied, which has three key points in the learning of a

language, such as cognitive, psychomotor and affective domain, in order to create an environment that favors learning where the student is self-motivated and also feels prepared for the speaking activities.

In China, most of the country focuses on working with the Grammar Translation Method (GTM), which is about memorizing the largest amount of vocabulary, which leaves out oral skills, which is what causes the lack of confidence according to some students in China. But in Knapp's research work (2021) entitled "A Case Study of Pedagogical Practices That Boost Chinese Students' Oral English Self-Confidence", here it is mentioned how some doctoral students improved their fluency and self-confidence through different pedagogical practices that their teachers applied. In this research work the Theory of Experiential Learning (TEL) is applied "which asserts successful learning builds on real-life experiences and is performed together with other people" (Yardley, Teunissen, & Dornan, 2012)

Some of them were encouraging and motivating them to continue despite the mistakes the students made when speaking, choosing topics of interest to the students to encourage them to practice their oral skills, doing speaking assignments where they have contact with native English speakers, this work at the beginning made them a little nervous and low self-confidence but they mention that at the time of doing it they had fun and were even able to become friends with these people, in this last assignment one of the students mentioned "Chatting with foreigners can improve spoken English better than reading English articles and memorizing words by yourself." In this last study, Theory of Experiential Learning (TEL) positively influenced their oral proficiency in English and their self-confidence to speak the language. In this study, Theory of Experiential Learning (TEL) positively influenced their English speaking proficiency and self-confidence in speaking the language.

Pedagogical Basis

The teaching methods used in this approach must be primarily student-centered, focusing on emotional aspects and psychological principles, which would meet the needs, skills, and interests of the learner. As Karthikeyan (2013) states in the research work entitled "Humanistic Approaches of Teaching and Learning", Learner's readiness, mental set and motivation are considered as basis for deciding the method of teaching to be used. Below are some of the methods that are used in conjunction with the Humanistic Approach:

Constructivism, a methodology that originated in the mid-20th century by one of its main characters, Piaget and Vygotsky, is an active process learning methodology in which learners build their own knowledge through experimentation and problem solving. Students relate previous knowledge with what they have recently learned. The Colegio Williams from Mexico (2022) mentions in its educational blog some benefits that are achieved by implementing this method, among them the most relevant would be to promote the student's level of development, adapt to the student's needs, and consider the student's interests, attitudes, beliefs, and differences.

Suggestopedia, a method created by the Bulgarian Georgi Lozanov in 1978. Suggestopedia focuses on the emotional part of the learner, promoting relaxation during language learning. This methodology is used in conjunction with music as it helps the student concentrate. Goñi (2019) cites Lozanov (1978) who states that information learned in a climate free of tension or anxiety can be stored directly in memory. It has three key principles, one of which is the importance of creating a pleasant environment in which students reduce their level of different negative emotions such as terror, anxiety when participating, among

others, changing them for positive emotions, increasing their self- confidence. As Wang (2023) mentions in the article "Suggestopedia and Its Application in Different Types of Learners" this approach provides the necessary combination of emotional and humanistic factors in foreign language classrooms.

Total Physical Response, this method was created in 1977 by James Asher. It is a method centered on the teacher giving an order, in some cases also carrying it out, and the students have to listen and respond or copy the action that the teacher says. This focuses on physical motor activity when teaching a language. Mostly used in children because it is the type of teaching by which children learn to speak, since they assimilate sounds, actions, until they begin to speak. But it can also be used with young people or adults who are learning a language. As Goñi (2019) mentions, TPR is based on the concept that memory is more effective if language learning is associated with motor activity. This methodology helps reduce anxiety and lack of confidence in students while they have fun and develop the oral level by learning and relating vocabulary to actions.

Cognitivism, originated in 1950, developed mainly by the psychologist Jean Piaget. This method is focused on the mental processes of learning, considering that this happens when learners process information and build their own knowledge by connecting new and existing information. In cognitivism, the student interprets, organizes and stores information, and teachers are facilitators who help students develop their critical thinking and metacognition. As Santander University (2022) mentions in its blog, it has a series of benefits, including increased confidence when applying the knowledge acquired, since learning it involves a process of assimilation and understanding.

All these methods are the most used with this Humanistic Approach since, as Goñi

(2019) mentions in the research work "La Ansiedad Lingüística Ante El Aprendizaje De Inglés En Los Grados Universitarios De Magisterio. Estrategias Para Lograr Aulas Emocionalmente Seguras. Estudio De Caso En Un Contexto Universitario Español", all the methods that are considered humanistic respond to the following principles: "sensitivity to the affective and emotional aspects of learners; active learner participation; consideration of the learning environment —to minimize learner anxiety and promote learner safety; — and meaningful learning as opposed to mechanistic learning."

Legal Basis

According to Art. 27 of the Constitution, which is the Supremacy of the Law in Ecuador, education in this country, must be "centered on the human being and ensure their holistic development" and must do so with respect for the rights of others, nature, pluralism, among others. This means that Ecuador's highest law stipulates that the center of education is the student and must encourage the emotional, physical, mental part, as well as other aspects.

In Art. 350, the Constitution mentions again that the purpose of higher education, in this case, is to instruct professionally and academically; "with a scientific and humanistic vision". That is to say, that during the teaching-learning process, not only science should be taken into account, but also the subjective, since these two go hand in hand in the human being, although each individual has a scientific part, he/she also has the part of human values with a positive attitude of the capabilities of the being and that is capable of personal growth.

The Ley Orgánica de Educación Intercultural (LOEI for its acronym in Spanish) states in Art. 6 literal w, which ensures to provide a comprehensive education, instructing in various aspects such as "sexuality, humanistic, scientific" as a clear right that Ecuadorians have for the

Good Living. Then, the LOEI, also emphasizes a humanistic education, because as mentioned before, it is important to have a balance between the emotional and rational, since it is the basis for good mental health.

According to Art. 7 lit. n, it highlights the obligation to offer plans and actions that guarantee the acquisition of knowledge in students with Specific Educational Needs (SEN) and learning problems, taking into account that although the article mentions people with disabilities, it is important to understand that when it refers to SEN it does not necessarily refer to people with disabilities, but to students who learn in a different way. These plans must respond to the humanistic current, which means that the teacher must look for alternatives such as methods, strategies and/or teaching techniques to reach these students so that they acquire significant knowledge.

Art. 11 Lit. s, of the LOEI, postulates that the "physical, psychological, emotional and sexual integrity" of all students and those who are part of the educational system must be safeguarded and weighted. This means that it is very important to respect and protect the well-being of every student and member of the school community. If there is ever a situation where someone's integrity is threatened, it needs to be reported according to the established protocols. Essentially, the law emphasizes that schools should be safe spaces where everyone feels secure and supported. By doing this, we ensure that all students can focus on learning without fear or harm.

In other words, all those who make up the educational system must respect and enforce these psychoeducational agents, precisely as it has been analyzed in this research, stressing the importance of the humanistic role in the Educational System of Ecuador. Everyone involved in education, from teachers to parents, has a responsibility to create a

supportive environment. It is about making sure that every student feels valued and understood. When we prioritize this Humanistic Approach, we help students not only learn better but also grow as individuals. A positive atmosphere in schools can make a big difference in how students develop emotionally and socially. Ultimately, this benefits not just the students but the whole community.

In conclusion, the Humanistic Approach to teaching EFL has demonstrated to be a powerful tool for building self-confidence in students. By focusing on the individual as a whole being, this approach allows students to feel valued and supported in their learning process. In this research, it has been evidenced and supported by author references that when teachers create a safe and positive environment, students can overcome emotional barriers and improve their performance. Self-confidence not only helps them to participate more actively in oral activities, but also provides them with greater motivation to continue learning and developing.

The details of this chapter have made clear the importance of supporting the emotional needs of students to promote more effective and meaningful learning. The next chapter discusses the method of investigation, as well as the population and sample based on this approach. This research seeks to explore how self-confidence influenced by the Humanistic Approach affects the learning of English as a foreign language in an Ecuadorian classroom.

Chapter III

Method

Qualitative Methodology

The qualitative research method is a type of research that focuses on exploring and understanding phenomena through the collection of non-numerical data such as interviews, observations, surveys or texts, through which it try to understand people's experiences, opinions, beliefs, and behaviors. Qualitative research answers the questions "why?" and "how?". As defined by Bhandari (2020) "qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences."

This type of qualitative methodology seeks to gather information that cannot be expressed numerically. It seeks to understand a problem or research topic. This allows for a more natural interaction between the researcher and the person being studied. Also, the types of open questions asked to participants give them the opportunity to respond in their own words freely and without limiting them.

Types of Research

Phenomenological Studies

Phenomenological research focuses on investigating experiences and how people perceive the phenomenon, capturing the essential by obtaining information or knowledge of the phenomenon studied. Hoover (2021) mentions that through phenomenological research the researcher collects information that explains the feelings and lived experiences of individuals. In this way, an attempt is made to understand and give meaning to what has been experienced.

Phenomenology focuses on describing and explaining a phenomenon from the point of view of the people who have experienced it, analyzing their emotions, beliefs and perceptions. The results obtained from these interviews are used to understand the learning topic. The present strategy allows a researcher to dialogue with both the participants and the data to produce a multi-layered description of the experience (Alhazmi & Kaufmann, 2022).

Data Collection Techniques

One-on-one Interview

The one-on-one interview is an interview used in the qualitative method, collecting more detailed information about the perceptions of each person interviewed. This type of interview favors being in a more personalized and confidential environment. As Hernandez (2014) mentions in the book "Metodología de la Investigación" the qualitative interview is more intimate, flexible and open than the quantitative one (Savin-Baden and Major, 2013; and King and Horrocks, 2010). The interviewee should not think or feel that it is an interrogation and rather create a relaxed, confident and spontaneous environment like a conversation, in which relevant information is exchanged between the interviewee and the interviewer.

Instrument

Questionnaire

In qualitative research, as in this case, the instrument must be appropriate to achieve effective results, therefore the questionnaire is used. This is useful to collect evidence to support all the information analyzed during the research, through a series of questions elaborated analytically and reflexively, since they must be relevant and specific to provide interesting data. Cisneros et al. (2022) argue that this method not only aids in gathering crucial information but

also allows for a deeper understanding of the participants' perspectives, ensuring that the data collected is both meaningful and reliable for the study.

Therefore, the use of a questionnaire consisting of ten questions that provide significant content to this study has been proposed, since, as mentioned above, the questions are designed through a process of analysis that allows for open questions that broaden the picture in the classroom. This approach enables participants to express their thoughts and experiences more freely, offering a richer understanding of the dynamics involved. By allowing for more detailed responses, the study can gather insights that may not emerge through more restrictive questioning, making the data collection process more effective and comprehensive for this research.

Type of Question

Open-ended Questions

García et al. (2006) point out that open-ended questions can be very beneficial in qualitative research, since they do not have a predetermined pattern and allow obtaining a broad and detailed response on the topic to be studied. Through open-ended questions, not only factual information is collected, but also subjective information (which is precisely one of the main elements of this thesis), such as opinions and feelings. These elements allow us to access a wide range of perceptions, providing a deeper understanding of the participants' points of view and how they relate to the focus of the study. In addition, this tool facilitates the collection of data that may reveal nuances and aspects not initially contemplated, thus enriching the final analysis.

In this case, the ten most important and strategic questions have been selected from the question bank to serve as the fundamental support for the research. These questions were carefully chosen to ensure that they capture key aspects of the study topic, and that they provide

relevant and quality information. By being posed in an open-ended manner, they not only allow participants to express their thoughts freely, but also ensure that different perspectives are explored that could enrich the findings. This approach seeks to ensure that the data obtained reflect both the facts and the experiences and opinions of the participants, which is essential for the qualitative analysis of the research.

Population and Sample

Population

The population refers to the total target group of the research, i.e., the individuals who meet specific characteristics related to the topic to be addressed in the research. In this case, it is defined that the population will include those individuals who have been affected by the phenomenological study and who can provide valuable information. It is essential that the selected population be representative and adequate for the research results to be valid and applicable. Therefore, specific characteristics will be established to identify and select the individuals who will make up this population. This will ensure that the data collected will be meaningful and useful for the development of the research (Mejía Benavides et al., 2021)

Taking into account that The Humanistic Approach to Boost Self Confidence in EFL Students' Oral Skills is being analyzed, the interviewees should be teachers who apply the Humanistic Approach in their classrooms. These teachers should have practical experience in implementing this approach, which includes strategies that foster self-confidence and holistic student development. In addition, it is essential that they are able to reflect on the effects of this approach on learning and the school environment, providing a detailed and grounded view of their perceptions and experiences in teaching. All this allowing to reach, in a next chapter, a

conclusion and results, where the evidence gathered during the process of elaboration of the thesis is synthesized.

Sample

The sample is the smallest group extracted from the population, on which the study will focus and must be well established, since it is the group from which the information will be collected. Furthermore, by means of the selected methodology, in this case the qualitative methodology, together with the application of the questionnaire during the interview period to this sample, teachers who use the Humanistic Approach in their classrooms (Mejía Benavides et al., 2021)

In this research it is very useful to establish precisely which is the sample to be studied. During the interview with the sample of five teachers who use the Humanistic Approach, ten different questions will be applied to them to help us determine relevant and conclusive evidence on the use of this approach in the educational environment. The interview was conducted virtually, through the Zoom platform, because teachers from different cities in the country are being interviewed.

Chapter IV

Analysis of Findings

This chapter will present the results obtained through interviews with five English teachers who meet the characteristics of applying the Humanistic Approach in their classrooms. The responses from the interview conducted have been classified into nine categories, which are detailed in Table 1, in which it will be stated how they created a comfortable and supportive environment in their classrooms, what strategies and tools they used, what changes occurred after applying this approach, and other relevant information. Also, the relationships between the theories and previous work will be shown and explained.

Report of the Questions

Table 1

Results obtained from the interviews of English teachers, academic period 2024 - 2

CATEGORIES	PERCEPTIONS
1. Define the Humanistic Approach	The interviewees define the Humanistic Approach as an approach that prioritizes the development and emotional well-being of students, helping them to enhance self-realization and personal growth. They also mention that it fosters increased self-esteem, intrinsic motivation and individuality, emphasizing that it always values the emotions and humanity of each student, promoting holistic, meaningful and dynamic learning.

2. Creating an emotionally supportive environment	The majority of interviewees mentioned the following characteristics that they apply to create an emotionally supportive environment. These are showing empathy, active listening, encouraging open communication in their classes, providing constructive feedback, managing their class to help and establishing trust with their students.
3. Handle frustration or lack of self-confidence	For this category, teachers responded that it is important to offer emotional support to students, being flexible, validating their feelings, motivating them to try. They also mentioned normalizing mistakes to encourage self-reflection, providing constructive feedback, celebrating their achievements, and actively listening to them, thus also generating interest in the language.
4. Foster empathy and positive relationships	According to the teachers, they promote empathy and positive relationships among students by doing collaborative activities, teamwork, promoting understanding and respect among them, expressing their emotions, recognizing their mistakes without making fun of them and helping to correct them.
5. Observed changes in students' attitudes after applying the Humanistic Approach	The teachers responded that the changes that their students showed after applying this Humanistic Approach were: the improvement in the connection between students, the support between them, their motivation in learning, the increase in self-confidence in what they learn and try, their academic and social development, and finally their more positive attitude towards the challenges they face.

6. Humanistic Approach impacts the development of communication and teamwork skills	The majority responded that they consider that the Humanistic Approach impacts on characteristics such as effective communication, cooperation among students, effective interpersonal interactions, relating in a better way, and the direct communication link. It has a positive impact, as the teachers mentioned that it helps them to communicate better with each other and makes the students work better because they feel valued and respected.
7. Main strategies, tools, techniques, and learning styles through the Humanistic Approach	To increase self-confidence and work with different personalities and learning styles, some teachers responded that establishing and recognizing small achievements or goals, giving emotional and psychological support such as praise helps students, as well as working in pairs or teams, giving personalized instructions, doing creative and fun activities, having flexibility in teaching methods and adapting to the needs of each of the students while respecting and recognizing their differences, could improve self-confidence and adapt to different types of student learning.
8. Challenges that the teachers have faced in implementing the Humanistic Approach in the classroom and how they have addressed them	Teachers responded that some of the things they had to deal with were having to adapt to different needs, different levels of speaking, and personalities of the students as well as helping students with insecurities and fear that reduced their participation in class. They were able to manage and change those challenges by giving special support not only as a professional but as a human being, listening to them and having effective communication, creating a safe and trusting low-pressure space to practice, encouraging that being wrong is good because you learn from your mistakes.

9. Perceptions after implementing the Humanistic Approach	In this category they responded that they saw an improvement in the students' commitment and motivation, an increase in their self-confidence, as well as emotional and personal development. In addition to a more pleasant learning environment due to a closer and more respectful relationship with their peers.

Note: This table presents the results obtained from the interviews with English teachers who apply the Humanistic Approach in their classrooms, the characteristics that stand out most among their answers are mentioned, which will help us to analyze and interpret each of their perspectives.

Interpretation of Data from The Interview

The first category talked about how teachers defines the Humanistic Approach. Teacher 1 mentioned that it is about applying a specific methodology in the classroom. While teacher 2 with teacher 3 mentioned that it is about personal growth and development. Also, teacher 3, with teacher 4 and teacher 5 responded that the Humanistic Approach emphasizes students' emotions, their emotional well-being, developing their motivation, and self-esteem. In addition, teachers 4 and 5 emphasized that this approach focuses on the student as playing an important role in education.

The second category talked about creating an emotionally supportive environment. All agreed to apply different strategies that foster a good learning environment. In addition, all teachers except teacher 1 responded that active listening and communication help in a positive way in creating a good learning environment. Teachers 2 and 5 mentioned that giving them the freedom to express themselves and develop calmly increases their abilities, they feel included and part of the group.

The third category talked about handle frustration or lack of self-confidence. Teachers 2 and 3 answered that students should be encouraged and supported to develop confidence in their abilities and have a voice of their own. On the other hand, teachers 4 and 5 mentioned that they encourage students to try again even if they have made mistakes, since through struggle and mistakes they learn, adding that they congratulate them for their small achievements.

The fourth category responded about how to foster empathy and positive relationship among students. Teachers 2, 3, 4, and 5 agreed that group work or small peer support activities should be carried out to increase empathy and improve the relationship among them. Teacher 3 and teacher 4 think that active listening should also be promoted to express their emotions and create a supportive and respectful atmosphere among students.

The fifth category showed what changes teachers observed in students' attitudes after applying the Humanistic Approach. Teacher 3, teacher 4 and teacher 5 emphasized that they see positive improvements in their students, especially in the students who were more self-conscious and reserved, changes in their motivation and that they are involved in taking risks and participating more in classes without fear of making mistakes, but rather learning from them, taking a more positive attitude in the challenges. Teacher 1 and teacher 4 responded that there is also more collaboration, support and respect among students in their learning.

The sixth category talked about Humanistic Approach impacts the development of communication and teamwork skills. Teacher 3 and teacher 4 emphasized that there is a positive change in respect when students share their opinions as they feel listened to, and valued when expressing their ideas, and demonstrate mutual support by improving collaboration and teamwork.

The seventh category discussed about main strategies, tools, techniques, and learning styles through the Humanistic Approach. Teachers 2, 3, and 5 mentioned that giving them positive reinforcement and congratulating them for their small achievements is favorable for their self-confidence since it encourages them to continue learning and trying. Teachers 2, 4, and 5 also emphasized that setting small goals encourages them to advance in their progress. While teacher 1 said that applying activities in pairs or groups helps their self-confidence.

In addition, teachers 2, 3, and 4 agreed that having flexibility in the teaching methodology facilitates the adaptation of the Humanistic Approach to different learning styles and personalities, as well as differentiated activities such as group discussions, creative activities, hands-on, visual, and individual work that meet the needs of all students. Also, teacher 5 mentioned that using dialogue with her students is good because it helps to identify the strengths and difficulties of each one.

On the other hand, teacher 1 answered that sharing real life information helps each student to identify themselves and notice that other students have also faced similar problems or situations.

The eighth category explained about challenges that the teacher has faced in implementing the Humanistic Approach in the classroom and how teacher has addressed them. Teachers 2, 3, 4 and 5 responded that a challenge they faced was to promote a safe space for different reasons such as transmitting confidence, promoting self-expression, embracing shyness, reducing lack of self-confidence and insecurities.

They also mentioned that they addressed these challenges through personalized support, practice without pressure through positive reinforcement and small group work, motivating them to make mistakes and learn from those mistakes. Teacher 1 and teacher 5 also emphasized that

another challenge they faced was the different needs and personalities of the students, working on this by providing special support and different activities for each student.

Finally, the ninth category responded what perceptions teachers have after implementing the Humanistic Approach. Teacher 2, teacher 3, teacher 4 and teacher 5 shared that they see a more positive learning environment as students have generated more interest and motivation to express themselves by increasing participation in class. Also, teacher 2 and teacher 5 said that students have more self-confidence and security by developing their strengths and receiving positive support when they make mistakes and achieve any goal.

Teacher 1 and teacher 4 emphasized that applying this Humanistic Approach benefits them in the academic and personal growth of the student since it prioritizes the human aspect of education.

Analysis and Discussion of The Interview Versus Bibliographic Review

Category 1 had the mission to collect the perspective and definition that each of the interviewees has about the main theme of this research, which is "Humanistic Approach", all interviewees agreed that this approach focuses on the socioemotional aspect, the welfare of students and fostering a positive educational environment that generates valuable and meaningful knowledge. This is supported by what was mentioned by Farina (2023), which from the scientific angle has a beneficial influence on the mental health of individuals, and states that this can be, since it puts all its efforts in protecting emotions and feelings for a correct development of the personality.

Category 2 is based on how to create an environment that supports the students' emotions and provides them with the confidence and comfort they need to develop positively in the

classroom. According to the responses obtained, it is considered important to offer confidence and show empathy towards them, in addition to validating their emotions, so that they feel that they are supported and encouraged without judgment and have freedom of expression. Serrano and Argudo (2022) highlight that students who show a low level of anxiety and are motivated have better results when acquiring a new language, which also reinforces the relationship between the Humanistic Approach and self-confidence, since this approach emphasizes the emotional aspect and well-being that are fundamental to promote self-confidence.

Category 3, dealt with the management of situations when a student feels frustrated or, as has been emphasized, with low levels of self-confidence. In the responses collected, it was found that some teachers consider that it is necessary to use strategies according to the needs of the students, such as motivation and encouragement that facilitate the management of these obstacles during class. Notes that activities should draw the attention and interest of students to strengthen their abilities (Madero Villalba, 2018).

Category 4 focused on Humanism as a basis and according to that, how to foster empathy and positive relationships among peers. Most of the interviewees agreed that in order to encourage empathy and get students to get along with each other and develop the social aspect, activities such as collaborative work, group discussions, and dialogue should be carried out, always within the framework of respect. As Benoit (2021) establishes collaborative work as a didactic strategy that by direct words says "promotes interaction among peers", also mentions that it is beneficial to strengthen the effective oral communication of the students' work group.

Category 5 focused on whether changes have been observed in the students' attitudes after the Humanistic Approach has been applied. After the analysis of the answers given, it was concluded that the changes observed in the students' attitudes were positive as they were more

motivated and immersed in their own learning. The interviewees also observed that the students had a more developed sense of ownership of their learning process. In the digital magazine "Escuela de Educadores del Perú" (2024) the previous statements are reaffirmed, since it is established that students develop different skills such as autonomy, improve the school climate and have greater motivation and commitment to their education.

This category 6 focused on how the Humanistic Approach impacts the development of communicative skills and group work of students. According to what was answered by the interviewees, it is known that it is possible to develop the communicative issue in conjunction with teamwork, since as mentioned above this approach allows the teacher to be a guide and at the same time the creator of a harmonious and peaceful educational environment in which students can develop in personality, personal growth and socioemotionally with fullness, which leads to the promotion of students to verbally share their ideas and thoughts without fear of being rejected or ridiculed, since as mentioned the Humanistic Approach allows it so. As Walton (2018) stipulates that this approach being student and emotion centered can alleviate the burden of anxiety when communicating orally. All this through the promotion of a safe, supportive learning environment, giving way to opportunities for personal growth, social development and respectful relationships.

Category 7 mentioned the methodologies and/or strategies used to foster self-confidence and adapt the classroom according to the personalities of the students according to the Humanistic Approach. In this category the responses mostly dealt about activities together with peers, setting achievable goals and giving feedback on successes and failures, always in a positive way to encourage and learn, instead of discouraging. It proposes that teaching

methodologies should be student-centered to foster social-emotional and psychological principles, which influence the needs, interests and abilities of individuals (Karthikeyan, 2013).

Category 8, addressed the challenges and obstacles that teachers have faced in applying the Humanistic Approach and how they have managed to overcome them in order to continue promoting self-confidence in oral skills. The main obstacle they had presented was the constant lack of self-confidence that includes nervousness, anxiety and shyness, ways in which this situation was handled was through active and supportive listening, in addition to creating safe spaces, as mentioned before, not pressuring students, and using dynamic and varied methods for the different personalities that human beings present.

Walton (2018) highlights that the use of multiple activities can positively help the improvement of student performance, also present willingness to acknowledge and take into consideration emotional perspectives, and show real and close to be a support for students.

Category 9 analyzed the perceptions of teachers after implementing this approach in their classrooms. It was found that after the application of the Humanistic Approach in classes, a more positive learning environment was generated, better student relations, they were more connected with the class, they were perceived as more confident and participative. It indicates that "transcendental" teachers are those who manage to influence their students in a positive way, not only in the classroom, but also in their personal lives, since they learn to solve problems. In addition, humanistic teachers are interested in creating personal bonds that help them to reinforce this harmonious and collective environment (Patiño Domínguez, 2012).

In this chapter it is important to mention that through the interviews it was seen that the teachers responded positively to the application of this Humanistic Approach since it brings good results in the academic and personal development of the students in the classroom.

Chapter V

Conclusions and Recommendations

This chapter will show the conclusions and recommendations in relation to the general objective and the specific objectives set forth in this research work.

General Objective

To investigate how the Humanistic Approach in teaching English as a Foreign Language (EFL) can influence students' self-confidence in public speaking.

Conclusion 1: The Humanistic Approach has a great influence on the self-confidence of students of English as a foreign language, especially when communicating orally, as it fosters a student-centered and supportive environment, through the management of psychological and socio-emotional aspects. Additionally, it helps to reduce anxiety and fear, rather allowing free and respectful expression.

Recommendation 1: It is recommended that teachers integrate the Humanistic Approach in their classrooms because it is necessary that the socioemotional needs of students are addressed, and that doing so provides us with improvements in education, and promotes a sense of ownership of self-learning, and motivation to actively participate, also helps to create safe and respectful spaces, so it reinforces self-confidence in them.

Specific Objectives

1. To identify the methodologies within the Humanistic Approach that effectively boosts the self-confidence of EFL students when speaking in public.

Conclusion 2: According to the research conducted, the methodologies that can be used by the Humanistic Approach are Total Physical Response (TPR), Suggestopedia, Constructivism, personalized feedback, and collaborative work. All these methodologies

allow the empowerment of students' self-confidence, since they give priority to creating a safe environment, where there is emotional well-being and self-expression, in an environment also conducive to strengthening self-confidence and self-growth.

Recommendation 2: The use of methodologies such as TPR, Suggestopedia, Constructivism, personalized feedback and collaborative work is suggested, because they enhance self-confidence for oral communicative expression in public, by developing a safe and conducive environment to generate the appropriate stimulation for students to want to start communicating orally, without feeling fear or anxiety.

2.   To examine the challenges that teachers faced when implementing the Humanistic Approach in the classroom and explain how they addressed them to promote students' self-confidence in speaking.

Conclusion 3: This research work examined and explained through the information gathered in the interviews what challenges teachers had and how they were able to address them by increasing students' self-confidence. Mainly it was mentioned as an obstacle to promote a safe learning space for student participation, and that this problem was addressed through different types of student support.

Recommendation 3: It is recommended that teachers promote a safe and participatory learning environment as the main strategy to increase students' self-confidence, as it is vital to identify and address the individual needs of students in order to strengthen their confidence and integral development.

3.	To show teachers' perception after having implemented the Humanistic Approach.

Conclusion 4: This work showed the perceptions that teachers have after implementing the Humanistic Approach in their classrooms. Through the interviews, teachers shared very favorable opinions of the use of this type of approach, mentioning that they had very positive changes with their students, especially with those who were more shy and lacked self-confidence.

Recommendation 4: Encourage teachers to consider this type of approach in all the groups of students they manage in order to reach the students, increasing their performance mainly in oral skills and promoting their self-confidence, motivating them to participate and have a more active class.

Finally, it is important to indicate that this research work had the intention of achieving a different type of teaching to approach students, the intention was to prove that there are teachers who apply this type of approach although there are teachers who do not validate it as something important, but those who have worked with this type of Humanistic Approach have shown positive and beneficial changes in their classrooms with students. Therefore, our research is important for society, it is a basis for future research that will serve in this field and area of education. To the students of lower semesters or teachers who want to read our work, it will serve as knowledge to see other ways with which they can help themselves at the time of teaching as well as to deepen the topic in future research.

References

Alhazmi, A. A., & Kaufmann, A. (2022). Phenomenological Qualitative Methods Applied to the Analysis of Cross-Cultural Experience in Novel Educational Social Contexts. *Frontiers in Psychology*, *13*, 785134. https://doi.org/10.3389/fpsyg.2022.785134

Azimova, M. (2020). Self-confidence in Oral Performance. *Bulletin of Science and Practice*, *6*(4), 444–452. https://doi.org/10.33619/2414-2948/53/52

Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman Company. https://edisciplinas.usp.br/pluginfile.php/7953477/mod_resource/content/1/Self-Efficacy_%20The%20Exercise%20of%20Control.pdf

Benoit, C. G. (2021). El trabajo colaborativo como estrategia didáctica para la producción de textos escritos. *Praxis & Saber*, *12*(30), e11930. https://doi.org/10.19053/22160159.v12.n30.2021.11930

Bhandari, P. (19 de Junio de 2020). *Scribbr*. Obtenido de https://www.scribbr.com/methodology/qualitative-research/

Cellucci, C. (2013). Philosophia. *42*, 271 - 288. doi:10.1007/s11406-013-9497-3

Cisneros Caicedo, A. J., Guevara García, A. F., Urdánigo Cedeño, J. J., & Garcés Bravo, J. E. (2022). Técnicas e Instrumentos para la Recolección de Datos que Apoyan a la Investigación Cientí-fica en Tiempo de Pandemia. *Dominio de las Ciencias*, *8*(1), 1165–1185. https://doi.org/10.23857/dc.v8i1.2546

Del Río, J. P., Tapia, V., Soto, H., & Vigil, P. (2024). Neuroactive hormones and personal growth: Associations in Chilean adolescents (ages 12–25) with ovulatory dysfunction. *Frontiers in Psychology*, *15*, 1433437. https://doi.org/10.3389/fpsyg.2024.1433437

Dörnyei, Z., & Csizér, K. (1998). Ten commandments for motivating language learners: Results of an empirical study. *Language Teaching Research*, *2*(3), 203–229. https://doi.org/10.1191/136216898668159830

Edgardo Riveros, A. (2014). *Psicologia Humanista: Suas origens e significado no mundo da psicoterapia para meio século.*

EducationLinks. (21 de Agosto de 2019). *EducationLinks*. Obtenido de https://www.edu-links.org/learning/usaids-new-education-policy-brief-social-and-emotional-and-soft-skills

Farina, S. (3 de Enero de 2023). *Portal Psicología y Mente*. Obtenido de https://psicologiaymente.com/psicologia/psicologia-humanista-enfoque-centrado-individuo-emociones

García Alcaraz, F., Alfaro Espín, A., Hernández Martínez, A., & Molina Alarcón, M. (2006). *Diseño de Cuestionarios para la recogida de información: Metodología y limitaciones*. *1*(5), 232–236.

Goñi Osácar, E. (2019). *La ansiedad lingüística ante el aprendizaje de inglés en los grados universitarios de magisterio. Estrategias para lograr aulas emocionalmente seguras. Estudio de caso en un contexto universitario español* [Universidad de Zaragoza]. https://zaguan.unizar.es/record/79390/files/TESIS-2019-114.pdf

Hernández Díaz, I. M. (2017). *Una Propuesta Humanista para la Ensenanza del Espanol como Lengua Extranjera (I)*.

Hernández Sampieri, R., & Fernandez-Collado, C. F. (2014). *Metodología de la investigación* (P. Baptista Lucio, Ed.; Sexta edición). McGraw-Hill Education.

Hoover, L. (3 de Noviembre de 2021). *Grand Canyon University*. Obtenido de

https://www.gcu.edu/blog/doctoral-journey/5-qualitative-research-designs-and-research-

methods

Karthikeyan, D. P. (2013). *Humanistic Approaches of Teaching and Learning*.

Knapp, M. D. (2021). *A CASE STUDY OF PEDAGOGICAL PRACTICES THAT BOOST*

CHINESE STUDENTS' ORAL ENGLISH SELF-CONFIDENCE.

Krashen, S. D. (1982). *Principles and practice in second language acquisition* (1st ed).

Pergamon.

Lei, Q. (2007). *EFL teachers' factors and students' affect*. *4*(3).

https://files.eric.ed.gov/fulltext/ED497391.pdf

Lozanov, G. (1978). *Sugestología y esquemas de sugestopedia (estudios psíquicos).* New York:

Gordon & Breach Science Publishers.

Madero Villalba, F. A. (2018). *La Habilidad de Speaking en Inglés, una propuesta Lúdica para*

su Desarrollo.

McLeod, S. (2023). *Simply Psychology*. Obtenido de

https://www.simplypsychology.org/humanistic.html

Mejía Benavides, J. E., Díaz Cervantes, E., & Fuentes Ocampo, L. (2021). Descripción de

población, muestra y muestreo. In A. Álvarez-Aguirre, E. Guzmán-Ortiz, J. L. Higuera-

Sainz, & J. A. López-González (Eds.), *Metodología para la investigación en enfermería*

(1st ed., pp. 151–164). La Biblioteca. https://doi.org/10.59760/8733385.09

Novela Ananda, & Hastini, H. (2023). A Study on Self-Confidence Impact of ELF Students'

Speaking. *Journal of General Education and Humanities*, *2*(3), 237–246.

https://doi.org/10.58421/gehu.v2i3.158

Ocaña Ramos, D. E. (2021). *Speaking Anxiety in Young EFL Ecuadorian Students*.

Patiño Domínguez, H. A. M. (2012). *Educación humanista en la universidad. Un análisis a partir de las prácticas docentes efectivas*. *34*(136). https://www.scielo.org.mx/pdf/peredu/v34n136/v34n136a3.pdf

Peña Ledesma, V. L. (2019). *Enseñanza del inglés como lengua extranjera y desarrollo de competencias lingüísticas. Estudio de caso: Pontificia Universidad Católica del Ecuador, estudiantes de sexto nivel semestre; octubre 2016-febrero del 2017* [Universidad Andina Simón Bolívar]. http://hdl.handle.net/10644/6603

Perú, E. d. (2024). *Escuela de profesores del Perú*. Obtenido de https://epperu.org/el-enfoque-humanista-en-la-educacion-basica-potenciando-el-desarrollo-integral-de-los-estudiantes/

Prada Arango, H. (2015). *STUDENTS' SELF-CONFIDENCE AS A WAY TO IMPROVE ENGLISH ORAL PRODUCTION IN TENTH GRADE STUDENTS AT RICAURTE SCHOOL* [UNIVERSIDAD LIBRE]. https://hdl.handle.net/10901/7878

Puli Quito, F. E. (2022). *DECLARATION OF AUTHORSHIP*.

Rogers, C. R. (1969). *Freedom to learn*. https://archive.org/details/freedomtolearn00roge/page/n4/mode/1up?view=theater

Rojas Chacaltana, S. A., Etchart-Puza, J. A., Cardenas-Zedano, W. J., & Herencia-Escalante, V. H. (2023). Socioemotional Competencies in higher education. *Universidad Ciencia y Tecnología*, *27*(119), 72–80. https://doi.org/10.47460/uct.v27i119.708

Salgado Cueva, V. (2007). *Estudio de Caso de Profesores de Inglés como Idioma Extranjero que Motivan a los Estudiantes a Nivel Universitario*.

Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language Learning, 28*(1), 129–142. Obtenido de https://doi.org/10.1111/j.1467-1770.1978.tb00309.x

Serrano-Espinoza, J. J., & Argudo-Serrano, J. C. (2022). A strategy based on music activities to promote motivation in a public school. *CIENCIAMATRIA*, *8*(1), 490–512. https://doi.org/10.35381/cm.v8i1.687

Universidades, S. (23 de Noviembre de 2022). *Santander Open Academy*. Obtenido de https://www.santanderopenacademy.com/es/blog/aprendizaje-cognitivo.html

Walton, J. (2018). "Your fears are appreciated here": Exploring a humanistic approach to public speaking instruction. *Administrative Issues Journal: Education, Practice, and Research*, *8*(1). https://doi.org/10.5929/2018.8.1.2

Wang, S. (2023). Suggestopedia and Its Application in Different Types of Learners. *Open Access Library Journal, 10*, 1-9. doi:https://doi.org/10.4236/oalib.1110863

Williams, C. (7 de Septiembre de 2022). *Blog Colegio Williams*. Obtenido de https://blog.colegiowilliams.edu.mx/que-es-constructivismo-sus-beneficios

Williams, M., & Burden , R. (1999). *Internet Archive*, 1. (C. :. Press, Editor) Obtenido de https://archive.org/details/psicologiaparapr0000will

Yadav, P. (2022). An Insight into Humanistic Approach of Language Learning & Teaching. *Feb 30, 2022, 7*, 6.

Yardley, S., Teunissen, P., & Dornan, T. (2012). Experiential learning: Transforming theory into practice. *Medical Teacher, 34*, 161-164. doi:10.3109/0142159x.2012.643264

Zeki, S. (2014). Neurobiology and the Humanities. *Neuron*, *84*(1), 12–14. https://doi.org/10.1016/j.neuron.2014.09.016

Annexes

Annex A: Certified Anti-plagiarism System

La libertad, 20 de noviembre de 2024

Certificado Sistema Anti-Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado "THE HUMANISTIC APPROACH TO BOOST SELF-CONFIDENCE IN ENGLISH AS A FOREIGN LANGUAGE (EFL) STUDENTS' ORAL SKILLS" de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 2 % de la valoración permitida, por consiguiente se procede a emitir el informe, para proceder a la revisión por parte del especialista.

Atentamente,

_____

Ing. Eliana León Abad, MSc.

TUTORA

CERTIFICADO DE ANÁLISIS
magister

Chapters1-5_Moscoso_Vellin

2%
Textos sospechosos

< 1% **Similitudes**
< 1% similitudes entre comillas
0% entre las fuentes mencionadas
< 1% **Idiomas no reconocidos**
2% **Textos potencialmente generados por la IA**

Nombre del documento: Chapters1-5_Moscoso_Vellin.pdf
ID del documento: c929908ba524ce3016a4065f8fada994c11dca98
Tamaño del documento original: 169,64 kB
Autores: []

Depositante: ELIANA GEOMAR LEÓN ABAD
Fecha de depósito: 21/11/2024
Tipo de carga: interface
fecha de fin de análisis: 21/11/2024

Número de palabras: 8342
Número de caracteres: 56.406

Ubicación de las similitudes en el documento:

Fuente con similitudes fortuitas

N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	**www.scribbr.com** | What Is Qualitative Research? | Methods & Examples https://www.scribbr.com/methodology/qualitative-research/	< 1%		Palabras idénticas: < 1% (18 palabras)

Annex B: Questionnaire

Research Topic: The Humanistic Approach to Boost Self-Confidence in English as a Foreign Language (EFL) Students' Oral Skills.

Authors: Márcell Alejandra Velin Collins and Ana Sofía Moscoso Erazo.

Estimated duration of the interview: 10-15 minutes

Introduction:

Thank you for your time and willingness to participate in this interview. The purpose of this conversation is to obtain your perspective about the Humanistic Approach to teaching English as a foreign language and how this approach might influence students' oral skills and self-confidence. The information collected will be used exclusively for academic purposes and your identity will be kept confidential.

Interview Questions

1. How would you define the Humanistic Approach?

2. How do you succeed in creating an emotionally supportive environment that allows students to feel comfortable and confident in your classes?

3. How do you handle moments when students experience frustration or lack of self-confidence?

4. How do you foster empathy and positive relationships among students in the context of a humanistic classroom?

5. Have you observed changes in students' attitudes toward learning after applying the humanistic approach? If so, which ones?

6. How do you consider that the humanistic approach impacts the development of communication and teamwork skills in your students?

7. What are the main strategies you use to foster self-confidence in your students through the humanistic approach?

8. What tools or techniques do you use to adapt the humanistic approach to the different personalities and learning styles of your students?

9. What challenges have you faced in implementing the humanistic approach in the classroom and how have you addressed them to promote students' self-confidence in speaking?

10. What are your perceptions after implementing the humanistic approach in your classes?

Annex C: Transcripts of interview

Categories

■	Define Humanistic Approach
■	Creating an emotionally supportive environment
■	Handle frustration or lack of self-confidence
■	Foster empathy and positive relationship
■	Observed changes in students' attitudes after applying the Humanistic Approach
■	Humanistic Approach impacts the development of communication and teamwork skills
■	Main strategies, tools, techniques, and learning styles through the Humanistic Approach
■	Challenges that the teachers have faced in implementing the Humanistic Approach in the classroom and how they have addressed them
■	Perceptions after implementing the Humanistic Approach

Table 2

Results of the interview

RESULTS OF THE ANSWERS TO THE QUESTIONNAIRES	*1. How would you define the Humanistic Approach?*	*2. How do you succeed in creating an emotionally supportive environment that allows students to feel comfortable and confident in your classes?*	3. How do you handle moments when students experience frustration or lack of self-confidence?	4. How do you foster empathy and positive relationships among students in the context of a humanistic classroom?	5. Have you observed changes in students' attitudes toward learning after applying the humanistic approach? If so, which ones?

INTERVIEWEE 1	I define the aspect applying specific methodology inside the class. It is really necessary to apply the specific methodology approach connected with humanity.	I think that teachers must apply the specific strategies to develop different aspects connected with academic situation and of course with humanity. Inside that, I consider that it is the best opportunity. It isn't only for students. Apart from that, this is the best way how teachers can manage the class.	I have mentioned that it is necessary to apply the specific meta solutions. Why? Because the teacher needs to apply, for example, different strategies according with the student's necessity. And of course, teachers must be flexible according with that situation. Remember that we are human beings.	inside the class teachers must propose a different activities connecting with academic situation and of course that to permit developing the social aspect between students, the best relationship between students, sharing not only the knowledge, but apart from that, it is necessary to connect with emotional aspects, psychological aspects and social environment. That is.	Students can develop communicative approach with focuses on humanity aspects that students can develop the best connection with classmates, the best connection with the specific topic. Also apart from that, students can provide, I don't know, this is the best support with other classmates. Maybe, I don't know, giving the positive directions according with class, maybe, or according with teacher's instructions. I consider that.
INTERVIEWEE 2	I think that it is very focused on the belief that every individual has the potential for self-actualization and personal growth. That's for me the meaning most nearly to have to this question.	that is very common in the classes and you have to involve actively listening to students providing constructive feedback and showing empathy and encouraging open communication because for me, I work with the little	normally it's important to offer support, encouragement, and opportunities for them to build a resonance and belief in their capabilities.	In a humanistic classroom, we can achieve through collaborative activities, group discussions, and promoting a culture of respect and understanding.	when i study a change usually maybe can bring the problems from the house to the school and normally we apply in the humanistics approach may include increased motivation, confidence, curiosity, and sense of ownership over their

	ones and they are very shy, okay? And when they want to ask you something, you can give them the freedom to start to express in English.				learning. The problems normally solved with a funny activity or maybe with other things that they think that you are interested in the problems or the attitudes that they take when they have a difficulty in the class.
INTERVIEWEE 3	For me the humanistic approach emphasizes the development of the students, of the person, because they have to learn in order to self-grow and emotional well-being.	Mostly, I am a good listener, so when my students need help, I try to listen to the requests they have. Also, I try to create an emotional support environment in the classroom in order they can trust in me so they can look for me when they have questions or kind of a doubts about the topic or in general.	I try to listen to them because I used to be a student too, so I know how frustrating it is that your teacher doesn't understand what you need or what is your problem. So I try to face frustration in order to validate their feelings, their thinking, encourage them that they have a voice.	By making them work in group shops, collaborative work, active listening, and respect mostly.	I have observed students becoming more engaged and motivated, being enthusiastic and mostly being responsible.
INTERVIEWEE 4	The Humanistic Approach in education emphasizes the importance of understanding and nurturing the whole person. It focuses	I create an emotionally supportive environment by establishing trust and open communication from the outset. I show empathy and	When students experience frustration or lack of confidence, I provide reassurance and perspective, reminding them that struggle is a natural part of the learning process. I offer	I foster empathy and positive relationships by encouraging open dialogue and group activities that promote teamwork. I model empathetic behavior, showing understanding	Yes, students often become more motivated, engaged, and open to taking risks in their learning. They tend to develop a greater sense of ownership over their

	on fostering students' emotional well-being, self-esteem, and intrinsic motivation to learn, while recognizing their individuality, needs, and potential. This approach is grounded in principles of respect, empathy, and the belief that learners can achieve their fullest potential when they are supported in a positive, student-centered environment.	actively listen to students' concerns, validating their feelings and experiences. I also encourage collaboration, ensure a safe space where mistakes are viewed as learning opportunities, and offer positive reinforcement. This combination helps students feel valued and supported, which in turn fosters their confidence.	constructive feedback, help break down complex tasks into manageable steps, and celebrate small achievements. I also encourage self-reflection, allowing students to identify their own strengths and areas of growth, which can help them regain confidence.	and respect for each student's perspective. I also encourage students to express their emotions and listen actively to others. This creates an inclusive and supportive atmosphere where students feel connected to each other.	learning process and a more positive outlook on challenges. They also become more collaborative and respectful of their peers' learning experiences, which enhances their overall academic and social development.
INTERVIEWEE 5	Well, I define the humanistic approach as the main tool to be able to reach a student valuing as a main point their emotions knowing that each one plays an important role within the	While it is known that working with children can be challenging, it is important that they feel included in that environment to develop their intellect and skills where they can develop in a calm and comfortable way with activities that	Those moments are a little complicated because they are children so you have to make them understand in a kind and calm way that making mistakes is normal in my case I give them an example with my life I tell them that I was also a student	I encourage empathy by giving daily examples because sometimes even when I am their teacher I just get confused and it is normal and that is when I say look, I can get confused too and we all laugh so let's try to correct our mistakes	Of course I have observed very positive changes in my students who have some difficulty with the language. So in this case, motivating them, telling them every day if they can be included, not always being with the group that acts, that

educational environment, making their learning much more dynamic and meaningful.

help them feel part of that community or that group, such as activities where they can interact with each other and also in this case I as a teacher can include in their world to listen to them to know their needs and concerns and thus help them solve those questions that arise in their heads, and not only group activities but also individual activities where everyone can listen to the interaction between teacher and student, but where everyone can participate in these activities.

and I made many mistakes but those mistakes helped me there not to make them again later and rectify them because that is how you learn I try to make them understand that the more mistakes they make the more they will learn and the more they will improve. So when one of my children makes a mistake and the rest of them start to make fun of me, I try not to make them feel intimidated by the laughter or the comments, but rather I try to motivate them to tell them it's okay, there is no problem, and I try to be supportive with another student and tell them if they can do better and that the other child who made a mistake should observe, then I try to give them the opportunity to correct their mistake and in that way they

and not make them something ugly or something intimidating so the truth is that I have students who are quite self-conscious and don't talk much but what I do with a reading exercise I assign a small sentence or word where I know that the student can make a mistake and rectify it and that they repeat it after me first obviously listening to it. I assign them a small phrase or a word where I know that the student can make a mistake and rectify it and repeat it after me, obviously first I listen to them, then I correct them and make them repeat it again, so in this way they develop this skill and improve, another case for example is students with special needs, I have students with those problems where the truth is that

talks, that does the exercises quickly, then trying to give them the opportunity to demonstrate their potential to acquire their knowledge, to say yes I can, she listens to me if I make a mistake, she doesn't scold me, but rather she helps me. For example, when they used to go to the blackboard they didn't like it at all, but now they come out as volunteers, now they want more exercises, now they ask for more homework, so these are small changes that at the end of the day are gigantic, because having that small group that is so self-conscious and reserved that they dare to do something different and go out of their comfort zone is gratifying for you as a teacher.

feel more at ease with what happened, I have had cases where children tell me that they are not good at English, but I ==try to instill in them an interest in this new language==, which is usually complicated, but it is quite moldable, and with ==practice you can improve==.

companionship is the most important thing in this case what I do is that the group tries to include them and tries to help if the child for example does not copy quickly at the same level as them, once they have finished copying they can facilitate the material so that their classmate can finish the activity and thus continue at the same time with the one we are doing our activities, This is what I mean when it is new content when it is a class because when it is about him and the whole group, it is necessary to reinforce the class with extra exercises and additional exercises.

RESULTS OF THE ANSWERS TO THE QUESTIONNAIRES	6. How do you consider that the humanistic approach impacts the development of communication and teamwork skills in your students?	7. What are the main strategies you use to foster self-confidence in your students through the humanistic approach?	8. What tools or techniques do you use to adapt the humanistic approach to the different personalities and learning styles of your students?	9. What challenges have you faced in implementing the humanistic approach in the classroom and how have you addressed them to promote students' self-confidence in speaking?	10. What are your perceptions after implementing the humanistic approach in your classes?
INTERVIEWEE 1	There are many activities or techniques inside the class, teacher must promote all those activities. It is only connective psychological aspects, apart from that we must apply all elements connected with personal experiences about students, connected with personal necessities with the students. But for me, as I repeat again, it is necessary to apply the specific methodology or all methodologies are	Pair activity for me is the best. Working group is the best, but remember for example, these activities may be with a specific number of students working in a group. For example, maximum with four students but inside the after the group must i don't know must lead the one student that have the specific maybe instruction for general instructions about the topic or general instructions about the objective but remember objective or goals related with activities are connected with other	Yes, okay, I like a lot, for example, sharing information that are the best complement according with real-life situations. Yes, that is for me. That will permit that each student can identify like a normal human being with others, with similarities or with similar or personal situations that have faced with other problems around them.	I can say many things about this one. We are preparing the teachers, yes teachers for our society, but remember that it is necessary to teach them. Prepare them with all theories related with pedagogical aspects. Why? Because we are human beings and we are working with students. We are working with all the different people that have different, maybe this is different personalities or necessities. And for that reason, teachers must prepare with a lot of philosophical areas or philosophical subjects	I think, according with my experiences, yes, I remember students, I remember to all people education is first place connected with the development of society. But in this case, if we need to help to our generations, if we need to solve different social problems, it's necessary to bring special attention to our education. But remember that inside the class, we have human beings. And we need to work together. It's using the academic context, but on the other hand we must apply humanity that's all that is i remember

	connected with human societies. Why? Because this permits to analyze the best results according with emotional or psychological aspects according with education remember that for example that all human societies need to give the special or positive direction according with education because this will permit to bring special attention that i don't know with themselves with students with the society.	aspects that they are maybe psychological, emotional about this. Yeah, also with character and with personality related with that.		that bring special support, not only like a professional, a professional, yes, but apart from that it becomes the best human being to bring the best opportunity with others or help other students. I don't know, because this will permit the future generations to adapt or maybe to work or to socialize in a real environment with different situations around them and also this will permit the students to solve a lot of problems related with society. Learning English language or maybe preparing like a teacher means that have the best responsibility all those people to help future generations. That is working.	that this situation has happened with my own generation yes i have been in this this situation or this experience like a teacher in that way
INTERVIEWEE 2	that can impact the development of communication and teamwork,	Well, normally include offering positive reinforcement, setting	Adapting the humanistic approach to different personalities and learning styles	Okay, normally managing classroom dynamics and promoting a safe space	Well, we can observe increased student engagement, improved relationships, enhanced

	normally in the skills in the students emphasizing this listening, cooperation, empathy, and effective interpersonal interactions.	achievable goals, providing constructive feedback, and creating a supportive learning environment.	involves personalized instructions, differentiated activities, flexibility in teaching methods, and recognizing and respecting individual difference. Normally we have certainly students that have more necessities than others and we have to reschedule some subjects of the certainly topic about that class and we have to adapt to them because they have to do in a different way.	for self-expression. These challenges can be addressed through ongoing communication, reflection, and tailored support.	self-confidence, and more positive learning environments than natural holistic and growth and development. You can try this to motivate the students to make the learning fun and you can give to them the confidence to express more them learn
INTERVIEWEE 3	Because the humanistic approach helps to communicate with all the classroom and make them to work better in collaboration as they feel respect, listen and also value.	By celebration. Celebration because every time they finish an activity, I try to tell them that they did a great job, that they keep pushing, encouragement and all those things.	I try to create methods like group discussing, individual projects, creative activities, dynamics to catch different personalities and learning styles.	Mostly this year because I entered into my new high school like in the half of the year, so at first they didn't trust in me so much because they have a teacher before me. So I tried to make them to feel more in confidence with me, like being concise, supportive, try to listen, being more close to them to make them feel	That my classes are more positive, respectful, motivated, a good environment, and the students feel valued, and also they try to participate more.

					secure. Like I am not the teacher that you are going to be afraid instead of I am going to be the teacher that you are going to enjoy the classes.
INTERVIEWEE 4	The humanistic approach encourages active listening, empathy, and respect for diverse viewpoints, all of which are foundational for effective communication. Through collaborative projects and group discussions, students learn how to express their ideas clearly, negotiate differences, and work together toward common goals. This nurtures strong teamwork skills and helps students appreciate the value of	I use strategies like providing consistent positive feedback, setting achievable goals, and giving students autonomy in their learning. I also encourage self-reflection, helping students recognize their progress and accomplishments. Additionally, creating a safe, non-judgmental space where mistakes are seen as growth opportunities helps students feel more confident in taking risks and expressing themselves.	To accommodate various learning styles, I use a variety of instructional methods such as visual aids, hands-on activities, and group discussions, which cater to different preferences. I also adapt my communication style to be more direct or more reflective based on each student's needs. By observing students and maintaining flexibility in my approach, I can better meet the individual needs of each learner.	One challenge is addressing students' varying levels of comfort with public speaking. Some students may feel shy or anxious. To address this, I create low-pressure environments for practice, such as small group discussions or peer presentations. I also gradually build up their confidence through positive reinforcement, encouraging them to focus on effort and improvement rather than perfection.	I have seen significant improvements in students' emotional engagement and overall academic success. When students feel supported and understood, they are more likely to take risks in their learning, ask questions, and participate actively in class. They develop a stronger sense of self-efficacy and are more motivated to achieve their goals. The humanistic approach fosters a holistic learning experience that benefits both academic and personal growth.

	cooperation and mutual support.				
INTERVIEWEE 5	The best impact that they can give and that one as a teacher can perceive is the way to ask not to stay with that doubt and ask or call you right away to review the work they are doing and want to know if it is right or wrong and at the time of making those small corrections they say ah it's okay then give you a positive response do not see in their face any negative or a feeling of sorrow but rather a positive acceptance, the humanistic approach gives us doors to be able to relate in a better way with the students and strengthen the bond of direct	One of the main strategies that I consider useful is to establish small achievements or small goals that they can reach and that for them is something meaningful so for example tell them that we start a new unit and during that unit we are going to see more complicated exercises and instead of fearing they can take the challenge and go into those topics, and when the day of evaluation arrives, they can simply write or reflect everything they practice daily, congratulate them for favorable grades and those who could not achieve it have more opportunities to do it later, just pay more attention and practice as many times as	In order to adapt this humanistic approach to my classes with my students, I try to use communication and dialogue, I think it is important for them to be able to express their doubts and I can help them to clear them up. Also, when evaluating them, I try to ask them personal questions where they can identify their strengths and which topics are a little more difficult for them to talk about topics that are easier for them than others. In addition, activities that help them discover what interests them most according to the topics we are learning during the established time as well as group work where they can share ideas with their classmates and also listen to the opinions of other	If we talk about challenges I can mention having students with insecurities and fear of making mistakes, which leads to limit their participation and therefore their confidence, what I do in these cases is to promote the error but in a positive way to try to correct them but in a positive way that they do not see it as a demotivation but rather as a mistake from which they can learn and improve, now also know that each student has different levels of self-confidence, there are some who can speak without problem but others who are more reserved or more quiet, so try to give equal opportunity to students who find it difficult to express themselves	The perceptions are really good, the students gain more interest and motivation when expressing or attending to their needs, they also gain confidence, they gain self-confidence to be able to discover and develop their strengths by receiving positive words according to their mistakes, they also gain closer relationships with their classmates, they can communicate in a clearer and simpler way using their words without having to keep quiet and not say what they feel, And finally, knowing that they are capable of any goal they set for themselves, of any challenge they face in any subject, not only in the area of English but also in other subjects, it is always good to know

| communication without having them resort to other people to reach the teacher or other classmates to reach the teacher but directly approach you to clear their doubts, or in any case do not resort to copying another classmate that they feel more confident to approach their teacher and talk to her. | necessary, evaluation is the best strategy to establish their self-confidence. | classmates and be able to form their own criteria or a concept that helps them better understand a specific topic and on the other hand, for example, when reviewing some activity, ask them which part was easier and which part was a little more complicated to help and explain in a personalized and individual way so that they can have a reinforcement in this case. | openly with the whole class and they will gradually gain confidence, this also goes hand in hand with activities where the students feel more comfortable, for example, there are students who express themselves much more in writing, they are very good at writing, there are others who like to draw, there are others who like to speak in public in front of their classmates, so what I try to do is modify all those preferences and give them the facility to choose their forte and in the same way they can develop themselves by writing, speaking or drawing, so that they can feel supported in each activity, Another can also be to give them to know and that they understand that not everyone learns at the same pace, that is to say | how to manage the classroom because the relationship between teacher and student is very important. Of course, each teacher manages their classroom in a different way individually, but in this case it is one of the tools or approaches that satisfies me the most and helps me to understand my students better. |

at the same time as everyone, there are some who learn much faster and others that it costs them a little more. But that does not mean that they will not achieve it but it is good that they know their time and that they can set small goals to achieve their goals without having to be frustrated without having to feel bad, so I try to encourage in this case the humanistic approach where each student feels able to express themselves without fear and be able to interact.

Note: This table shows the results of the interviews conducted with all teachers. All the answers obtained in common are highlighted here.