PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
MOHAMED KHIDER UNIVERSITY OF BISKRA

FACULTY OF LETTRES AND FOREIEIGN LANGUAGES

Department of Foreign Languages

Section of English

The Importance of Human Development as an Initial Phase to Develop Freshman's Communicative Competence.

Case Study of First Year LMD Students of English at Mohamed Khider University

---

A Dissertation Submitted in Partial Fulfillment of The Requirements For Master Two Degree in 'Language Sciences'.

Submitted by: **Supervised by:**

Hafida KARFA   **Mrs. Yasmina BENZIDA**

Board of Examiners

Chairperson: Mr. Tayeb BOUHITEM	**MAA**	**Biskra**
Supervisor: Mrs. Yasmina BENZIDA	**MAA**	**Biskra**
Examiner: Dr. Nadia REZIG BETKA	**MCA**	**Biskra**
Examiner: Dr. Rima Chahira NASRI	**MAB**	**Biskra**

June 2021

Acknowledgment

Dedication

I dedicated this research work to my beloved parents who supported me to believe in my

dreams

To my wonderful sisters, Meriem, Nassima, Zineb, Soumia and Khawla To my

brother Mohamed

To all my cute nephews

To my friends, Meriem, Sabrina, Amal and Khawthar

Deepest thanks go to them for their unconditional support and encouragements to pursue my

interests and dreams

To all those who believe in me and pray for my success

Abstract

When teaching a foreign language, the teacher deals with the four skills with much emphasize on the productive skills mainly speaking in order to enable students to communicate using the English language in a target situation. The present work attempts to investigate the importance of human development as an initial phase on developing EFL learners 'communicative competence. Thus, we intended to shed light on certain difficulties that first-year students of English Department at Mohamed Khider University of Biskra encounter while speaking in class. In order to collect data, we used more than one research tool. The first research tool is the questionnaire, in which we have designed two questionnaires. The first questionnaire is addressed to EFL teacher who witnessed with us the experience of opposing learners to presentations related to human development. However, the second one is directed to the first year EFL learners who exposed to the presentations. The second research tool is a checklist in which we used to registered classroom observation. The results reveal that most EFL learners face problems while speaking in class. Moreover, after the learners being exposed to the presentations related to human development, almost all of them declared that their level gets developed as we noticed that in the post-test stage. Finally, we proposed some suggestions and recommendations to both EFL learners and teachers of oral expression in order to improve the learning teaching process.

Key words: speaking skill, human development, EFL learners

List of Acronyms

EFL: English as Foreign Language.

ESL: English as a Second Language.

LMD: License Master Doctorate.

Q: Question.

List of Tables

List of Graphs

List of Content

Chapter One: Speaking Skill

X

Chapter Two: Human Development

Chapter   Three: Field   work

XIII

XIV

Chapter Four: Recommendations Introduction

General Introduction

1.   Statement of the Problem

Speaking skill seems to be an important skill that EFL learners wish to master. But, the learners suffer from many difficulties that affect their speaking skill. According to Byrne (1991), in his book entitled: *Teaching Oral English,* claimed that the problems learners face at the production stage can be divided into three different types: linguistic problems, psychological problems, and cognitive problems.

As a proposed solution, suggesting human development as an initial phase to first year LMD students of English department at Mohamed Khider University of Biskra in oral expression to explore the importance of this latter on developing freshmen's communicative competence.

2. The Purpose of the Study

The purpose of this study is to provide an outline of an initial phase in oral expression about human development for first year LMD students of English department at Mohamed Khider University of Biskra. The basic issue that the study attempt to investigate is to explore the importance of human development as an initial phase to develop freshman's communicative competence, the aim behind this study is to give an alternatives to overcome the speaking problems encountered by EFL learners.

3. Research Questions

To better understand the speaking problems that EFL learners suffer from, we suggest analyzing their speaking skill by providing an initial phase to first year LMD students of oral expression which is related to human development, in which emphasizing on the spoken form of the English language. This analysis is considered as new notions for teachers to know

more about the speaking problems that EFL learners face and how to guide them to overcome their speaking problems. Thus, the following questions are formulated:

1- How can human development initial phase help first year students of English to develop their speaking skill?

2- What kind of skills can students of English acquire from human development science?

3- In what way can the initial phase of human development help EFL learners reduce

their speaking problems?

4. Research Hypothesis

We have put these hypotheses which we plan to investigate throughout the present research work:

- Human development as an initial phase can help first year students of English to develop their speaking skill.

- Human development helps EFL learners to be autonomous learners and reduce their speaking problems.

5. Significance of the Study

The present study is interested in investigating new ways to better understand the speaking problems and give an alternative solution. We have engaged in an attempt to clarify some of the basic issues in teaching -learning process by suggesting an initial phase to first year LMD students of oral expression which is related to human development.

One of the major objectives of this research is to identify human development as an initial phase through give a definition for human development; the most scholars who talked about it; the most approaches that it is involved in, etc. The other important objective of the

present study is exploring problems that EFL learners face in oral expressions through analyzing and interpreting their speaking skills. In this way, EFL teachers can have more information about learners' problems and help them to overcome these problems by applying this method, or technique. This means, oral presentations done by the learners will allow EFL teachers to evaluate and judge learners' performance and their way of speaking through observing them in the class. In this way learners will develop their speaking skill. Another important objective is to investigate the ways in which the initial phase of human development helps EFL learners reduce their speaking problems. In another word, we measure the development of EFL learners' speaking level throughout the oral participations and conversations inside the classroom.

6. Limitation of the Study

Although the research is carefully prepared, we expect to face some limitations: teachers may refuse to give their official sessions for applying this initial phase. Another expected limitation is the time constraints since we need extra sessions with students in order to explain the topics prepared in human development.

7. Research Methodology

Concerning data gathering tools, we used two research methods in order to validate our investigation. Hence, the first tool is the questionnaire which is used as an appropriate tool to achieve more reliable data. Two main questionnaires are designed: one is directed to oral expression teacher who witnessed with us the experience of opposing learners to presentations related to human development. The second questionnaire is designed to first year LMD students who were exposed to the presentations related to human development; it aims to investigate students' views about the initial phase. Furthermore, the second tool is the checklist, in which we use to registered classroom observation. The observation and

evaluation of oral participation inside the classroom give more detailed information about the tackled research.

8. Structure of the Project

This study is divided into four chapters with general introduction and conclusion. Two chapters are regarded as literature review and the two other chapters are dedicated to the workshops.

The first and second chapters is devoted to the theoretical part, where in the first chapter we represent the main theoretical aspects of speaking skills and clarify the difficulties encountered by EFL learners, however; in the second one we give an overview about of human development and tackle the most common topics related to this science.

The third chapter is the fieldwork of the study: analysis of the results, discussion and interpretation of the results.

The last chapter deals with the recommendations as well as provides the proposed outline of the initial phase of human development.

Chapter One

Chapter One: Speaking Skill

Introduction

Language is considered as a means of communication that allows people to send and receive information, ideas and thoughts in the different daily activities. Language learning is an active process in which there are four aspects which learners desired to master; speaking, listening, reading, and writing skill for different purposes. Language learning gives the priority to speaking because it is the active use of language to express thoughts, opinions, information, experiences, and feelings…etc. Moreover, speaking skills are the skills that give us the ability to communicate effectively, thus, speaking skills seems the most important skill that English Foreign Language (EFL) learners need to develop in order to use them effectively in their professional life as well as their social life. Despite its importance, students may face some difficulties in using English fluently to express what they want to transfer. The present chapter, we try to review the definition of speaking and its importance. Then, we determine the speaking aspects as well as examine the most common difficulties encountered by EFL learners while speaking.

1.1. Speaking Skill

1.1.1. Definitions of Speaking

Speaking is one of the most important skills used to express ideas and to communicate with others. Communication may occur for reasons, for instance, relationships, business, education, etc. Thompson, Stehly and Chandler (n. d) described speaking as a complex process that needs coordination of both physical and mental skills in which thoughts are translated into speech. This means that speaking is a productive skill that consists of sending and receiving messages by using verbal utterances to convey meaning. The latter one starts in the brain as an idea then the brain work on the selection of words, the organization of the relevant grammatical structure, and finally the articulation of resulting utterances (p. 12).

Hosni (2014) in her article *Speaking Difficulties encountered by Young EFL learner* argued that speaking is the active use of language to express meaning, hence, speaking is an interactive of building meaning in which three main processes involves: receiving, producing and processing. She stated that the spoken language is the medium in which foreign language is understood, practiced and learnt. Moreover, she stated that "the use of English as a second language (ESL) or EFL in oral communication is, without doubt, one of the most common but highly complex activities necessary to be considered when teac64hing the English language" (p. 22). She also claimed that EFL learners do not know their real level in English until they opposed speaking difficulties (p. 22). Moreover, Barker and Westrup claimed that we need to improve speaking skills for many reasons, for instance, education, to find employment in multinational companies…etc. They said:

> Educators, governments, ministries of education and employers need people who can speak English well. Companies and organizations want staff who can speak English for international marketing. Good English speaking students have a great chance of further education, of finding employment and gaining promotion. It also helps students to access up-to-date information in different fields of sciences. (2003, p. 5)

We may understand from the above quote that learners who can speak English language fluently and effectively are most lucky in their future professional career**.** Rao (2019, p. 8) says, "Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language".

Generally, speaking seems to be the most important skill among the four skills due to its importance in delivering messages, in which the majority of EFL learners desire to master.

1.1.2. Teaching Speaking

Language plays a vital role in the development of human ability since it is the major means to communicate effectively and fluently in a target situation. English is the '*Lingua Franca*' of the world. With the technological revolution and the globalization, the English Language has emerged as one of the most important means in the world to carry out communication.

The use of ESL or EFL in oral communication is, without a doubt, one of the most common but highly complex activities necessary to be considered when teaching the English language especially because we live at a time where the ability to speak English fluently has become a must, especially who want to advance in certain fields of human endeavor (AlSibai, 2004, p.3). For the majority of English learners speaking stays the most difficult skill to master and most learners face difficulties to communicate effectively and fluently in a target situation (Zhang, 2009, p. 1).

Teaching and learning are a continuous process. Hence, when teaching English as a foreign language, learners need to master the four language skills: Listening, Speaking, Reading and Writing in order to achieve a high level of skills and abilities in producing and receiving the target language in both oral and written forms. The focus of teaching speaking is to improve the oral production of the students and to allow the learners use the target language with a high level of accuracy and fluency. According to Goh and Burns (2012), there are three factors in successful language learning

1.1.2.1. Teachers

Teachers play an essential role for education in classroom, the role of teachers is to help learners acquire language and skills that they will not be able to achieve on their own, it is the responsibility of teachers to provide learners as much as possible to be able to speak

English, teachers need to be aware of their students' needs and the demand they face when communicating through the spoken language, this is highly regarded through classroom observation, thus, the observation can be based on conversations with students and assessment results (Goh & Burns, 2012, p. 4). As emphasized by Archana & Rani when they asserted that "the teacher's job is to convince the student that education fulfills the need and learning in the classroom. (2017, p. 3). The teacher plays multiple roles in classroom; as a learner, as a facilitator, as an assessor, as an evaluator, as a manager, as a guide, and as a source...etc, in which all the roles are to meet the learners'needs.

1.1.2.2.Materials

Materials for speaking practice provide contextualized, varied and interesting prompts and scenarios for talk to take place. Materials for language and skill learning focus on selected elements of the talk, materials play a vital role in the process of teaching English speaking skills because it allow learners the freedom to practice their own language so they can transfer their meaning as clearly as possible. Moreover, the variety in using teaching materials makes the learning process more flexible and multifarious (Goh & Burns, 2012, p. 5).

1.1.2.3.Learners

The role of learners is crucial for the successful of any foreign language learning, thus, they should be encouraged for managing their learning and improving their speaking level, they should take the responsibility and be autonomous learners (Goh & Burns, 2012, p. 6). Al Sibai (2004) stated that the use of EFL in oral communication is one of the most common complex and challenging activities necessary to be considered when teaching the English language.

1.1.3. The Importance of Speaking

Language is the means of communication in which a speaker express thoughts, feelings, information, ideas and emotions…etc. The recent methods and approaches of language learning and teaching give more emphasis on speaking because it is the active use of language, among the four key language skills speaking skill is the most important skill to acquire foreign or second language learning as it viewed by Ur (1996) "of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of the language, as if speaking included all other kinds of knowing", that means that speakers who can speak effectively will gradually improve their level in the other skills. In the present world communication plays a vital role in success in all domains. Rao (2019, p. 8) stated that the modern world demands for the requirement of communication skills for the learners and the English teachers have to teach the English language learners the needed skills so that they will improve their abilities in speaking and perform well in real-life situations.

The importance of speaking skills appears obvious, Baker and Westrup (2003, p.5) said "a student who can speak English well may have a greater chance for further education, or finding employment and gaining promotion". Hence, using a proper language to communicate is necessary for people to achieve their goals and aims. Bygate (1987, p.1) determined the importance of speaking and states that learners need to be able to speak with confidence to execute many basic dealings. Furthermore, the global spread of English alongside with the developed communication systems provides many reasons for learning to speak English. Worth (2004) stated that "the ability to deliver an effective talk is one of the most valuable skills you can possess" (p. 46). Hence, being a fluent speaker in a foreign language is a challenging thing.

1.1.4. Speaking Aspects

Speaking is considered as a basic skill that has to be mastered by EFL learners'. Golda and Chanthiramathi (1984) mentioned that effective communication is all about conveying messages to other people clearly and unambiguously with as little distortion as possible. Speaking has many different aspects including two major criteria in the foreign language proficiency are accuracy and fluency.

1.1.4.1. Fluency

Fluency means that we can use language in a smooth and effortless way, it is assumed by the majority of EFL learners that being fluent in speaking is that you can speak quickly without pauses. Fluency has been defined by Brand and Gotez (2011, p. 256) as it is "the focus on automaticity and speed of speech production", it is the flow and efficiency when you express your ideas, thus, the way you explain your topic or support your point smooth, clear without too many pauses or hesitations shows how comfortable you are with the language.

1.1.4.2. Accuracy

It is the correct use of grammar in speaking and writing, the correct pronunciation of words and the appropriately usage of vocabulary, thus, it takes lots of practice to be accurate. According to Ur (2012) "the language used should be of an acceptable level. Students should express themselves by using language that is relevant, easily understandable and of an acceptable level of accuracy. This does not mean that all the language has to be absolutely correct, only that it is free from pronunciation, lexical and grammatical errors that interfere with the fluent communication of meaning."(p. 118). Thus, accuracy deals with the correct use of language aspects in speaking and writing.

1.1.4.2.1. Grammar

Grammatical accuracy associated with producing an utterance without making grammatical mistakes, Arrouf (2009) explained this idea by stating that "a student will be accurate in the use of a particular target feature if he really manages to use the correct form carrying the correct semantic notion in the appropriate context" (p. 86). This means that the learner is grammatically accurate when he is able to produce correct, clear and unambiguous utterances according to the situation.

1.1.4.2.2. Vocabulary

Vocabulary is the central and the basic part in any foreign language; it is very important because it deals with all language skills. Vocabulary refers to the correct use of words based on their context and form, this means that the speaker achieve vocabulary accuracy when he is able to convey his message clearly and concisely. It plays a vital role in acquiring a language, thus, a limited vocabulary in second language hampers successful communication. Students often face some difficulties when they try to convey a message. Hosni (2014) stated that "speaking problems can be major challenges to effective foreign language learning and communication" (p, 22). Hence, EFL learners encounter many problems while speaking.

1.1.4.2.3. Pronunciation

Accurate pronunciation is crucial to learning. It means to pronounce words accurately, thus, poor pronunciation means poor accuracy which leads to poor comprehension and misunderstanding. Learners avoid using words that they find difficulties to pronounce it, so poor pronunciation limit learners for using such vocabulary expansion students with good pronunciation will be the better English listeners and learners.

1.2. EFL Learners' Speaking Problems

EFL learners desire to master the English language and they consider speaking skill as the productive skill that they should improve, but they encounter many difficulties while speaking, these difficulties are due to many factors, some of them are related to the learners themselves as linguistic and psychological factors ; others are external factors. EFL learners put much more emphasis on speaking skill, since it is a productive skill. But, they face many difficulties. According to Albalawi & Younes (2016) stated that "speaking difficulties refers to the difficulties that can be affected by the students emotional state and hinder them from speaking in English class. Among those difficulties are the students' fears of making mistakes, fear of criticism, felt shy to speak, the use of the mother tongue (to feel safe), the disability to think of anything to say (lack of motivation)"(p. 274). In the quote above the authors emphasized the most affecting factors that EFL learners suffer from while speaking English.

1.2.1. Speaking Difficulties Encountered by EFL Learners

There are many factors that affect learners' speaking skill and many scholars have tackled this area of researcher. Ur (1996) considered speaking as the most important skill among four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language. Hosni argued that it is necessary to develop communication skills, thus, English oral communication skills are one of these skills, and hence, students should be encouraged to acquire these skills. According to Zhang (as cited in Al Hosni, 2014) "speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English" (p. 23).

Although speaking is considered a main language skill that students should improve, students face many difficulties in speaking English. According to Ur (1996), there are many factors that cause difficulty in speaking, and they are as follow:

1.2.1.1.Inhibition

Inhibition is considered as a negative factor that hinders students from their natural performance and. It makes students be afraid of using English orally. Students are worried about making mistakes, fearful of criticism, or simply shy, this means that students are afraid of making mistakes while they are speaking English and therefore being criticized.

1.2.1.2.Nothing to Say

Students have no motive to express themselves. This factor resulted from lack of motivation of students to communicate their English language, thus; there are two students' motivation types: internal (intrinsic) and external (extrinsic). Internal motivation comes from the students' own selves, however; the external motivation comes from outside the individuals.

1.2.1.3.Low or Uneven Participation

Low or uneven participation is a negative factor that hinders students to develop their speaking abilities. Ur (2012) stated that "only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. An added problem here is the tendency of some students to dominate, while others speak very little or not at all."(p. 118). Thus, lack of opportunities for students to participate can be a strong reason that causes speaking difficulties.

1.2.1.4. Mother-Tongue Use

Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue. (Harmer, 1991) suggested some reasons why students use mother- tongue in class. First, when students are gotten some information about a topic in which they have no linguistic background in order to discuss it. Another reason is that the utilization of native language is something special to do. In addition if there is no support from instructors to stick to utilizing the target language, some students may resort to the first language to say something to others. Furthermore, the frequent usage of mother tongue by the teacher will boost the students to use it as well in the class.

1.2.2. Factors of Speaking Difficulties

The importance of speaking English as a foreign language has become a great concern for the majority of EFL learners. But, this significant skill is strongly affected by a several psychological, linguistic and external factors.

1.2.2.1. Psychological Factors

The main objective of teaching and learning speaking skill is to improve students' capacity to use language, to communicate and to express what they want to say fluently and accurately. As a productive skill, speaking is strongly influenced by psychological factors such as anxiety, shyness, and lack of self confidence …etc. These factors hinder the learners' oral performance as well as harm the learning process.

1.2.2.1.1. Anxiety

Many EFL learners face a very common difficulty, which is anxiety. Language anxiety has become a considerable concern for the majority of EFL learners since all of them experience different degrees and levels of anxiety while they are speaking in front of classmates. Ur (1996) mentioned that speaking is affected by prominent factors that cause

13

difficulties in its production, including Inhibition: students are worried about making mistakes, fearful of criticism, or simply shy. Among these factors, anxiety is one of the most prominent and pervasive emotions (p. 6), it appears as one of the most prominent factors which influence EFL learners. Anxiety is a psychological factor which may appear when students speak, hence, they feel worried and uncomfortable. This psychological factor impacts the students' ability to participate in class as well as their performance in learning. It is defined by Al-Obaydi & Jawad (2015) as it is "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (p. 1). We mean by the above quote that anxiety is a psychological phenomenon which is strongly associated with learners in which it affects this latter in a very measurable way, its results appears in the learners' oral performance.

1.2.2.1.2. Shyness

Another psychological factor that affects the learners while learning a foreign language is shyness. Ur (2012) assumed that "students are often inhibited about trying to say things in a foreign language in the classroom because they are worried about making mistakes, scared of criticism or losing face, or simply shy of the attention that their speech attracts." (p. 118), shyness occur when students are asked to speak in front of classmates,

1.2.2.1.3. Lack of Self-Confidence

Self-confident is an important factor in the learning of any foreign language, Jabor, Ghani & Abdulhussain (2017) defined self-confidence as it is "one of the most influential variables which affect the process of learning. It is one of the central drives in human beings and can exercise a determining influence on a person's life, for good or bad." (p. 3). They also considered self-confidence to be another significant factor beside anxiety and shyness, thus, it influences the learners' language performance, "the students who lack of confidence are

usually found to be extremely fearful and timid, moving away from expressing their opinions and even unable to utter a complete meaningful sentence in class." (p. 4), confident students are more supposedly to participate effectively and to perform well in class activities.

1.2.2.2.Linguistic Factors

Students can face many speaking difficulties if their linguistic knowledge level is low or unwell; hence, it has an outstanding effect on students' oral performance. Yaseen (2018) asserted that "verbal language is the way in which a new language is expressed, comprehended and practiced. To be able to communicate in English is very important since it's a world widely acknowledged means of communication in terms of Business, Sciences, and Technology." (p. 13). In a report drawn by Mukminin and many other researchers on a larger study which was to describe and understand the students' English language (speaking) anxiety at senior high schools in Indonesia assumed that the students declare that they had a low speaking ability in English due to a variety of problems, they admitted they lacked grammar, vocabulary and pronunciation (2015, p. 220).

1.2.2.2.1. Grammar Mistakes

Grammatical mistake is one of the most important difficulties that are encountered by EFL learners. It is considered as an obstacle to students' speaking development. The participant of the conducted study declared "I have some difficulties in English grammar, in response to the meaning I understand a little bit but when I am requested to speak spontaneously I get difficulties to arrange words it is quite difficult" (2015, p. 220).

1.2.2.2.2. Pronunciation Mistakes

Pronunciation mistakes affect the students' spoken performance and classroom participation. Hence a mispronunciation of one sound may lead to a total change in meaning and misunderstanding. The participants of the study said "a lot of mistakes that I make in speaking English, sometimes I know the meaning but the grammar and pronunciation of the

words become the problem" (2015, p. 220).

1.2.2.2.3. Lack of Vocabulary

Students face difficulties to find the appropriate vocabulary item while trying to speak in English this means that their vocabulary background is insufficient. Khan et.al stated that "vocabulary learning verifies to play an important role in oral communication", this means that lack of vocabulary affects significantly students' speaking skill which is essential for language proficiency. The participants of the study declared that they are afraid of making mistakes to speak English because they lack vocabulary (2015, p. 220).

1.2.2.3. External factors

External factors are all factors that cause difficulties for EFL learners in which they are resulted from many reasons; most common ones are: because of lack of motivation as well as lack of participation.

1.2.2.3.1. Lack of Motivation

Lack of motivation is an outstanding factor that affects students while learning a foreign language. According to Gardner and MacIntyre (1991) (as cited in Stakanova, 2018) stated "the English language should become a personal need in the meaning-centered instruction. There are two types of motivation mentioned by Gardner: extrinsic and intrinsic. Extrinsic motivation revolves around the need to achieve a practical goal, travelling, getting a better job. Intrinsic motivation is akin to the inner motives to become familiar with culture of the target language."(p. 30). Moreover, according to Alam, et al (as cited in Sakanova, 2018) assumed that teachers should not act too much as mentors who are good at finding mistakes of students, but it is better to act as a catalyst and focus on encouraging students to improve their level in a positive way If the teachers always find failings which students fall in terms of

16

proper grammar or pronunciation, learners can be very demotivated and become scared to speak) (p. 29). Educators should indicate the learners' errors positively and with fun.

1.2.2.3.2. Lack of Participation

Participation in the classroom is very crucial part of language learning process, thus, teachers should encourage students to participate throughout different classroom activities that provide more opportunities among students to participate their language as well as students must engage in classroom activities in order to learn the foreign language. Another important thing that the overwhelmed usage of mother tongue inside the classroom beside to the little usage of the English language outside the classroom are strong reasons witch lead to speaking difficulties. Teachers should encourage students to participate and create opportunities among students to participate in order to improve their speaking level.

Conclusion

In this chapter, we have tackled the different definitions given to speaking skill by many researchers, which is the active use of language to deliver information in order to convey meanings. It is considered as an outstanding skill that has to be mastered by EFL learners. We also have stated speaking aspects which they are about fluency and accuracy. In addition, we have mentioned the importance of speaking and teaching speaking. Moreover, we have spotlighted the most common speaking difficulties encountered by EFL learners as well as the factors that cause speaking difficulties to EFL learners'. This latter was divided into three main factors; psychological, linguistic and external factors.

Chapter Two

Chapter Two: Human Development

19

Introduction

Human development is a science which deals with individuals' developing abilities and skills. It opens the doors for providing the individuals' with more opportunities to set and achieve their goals depending on their own abilities. This science has a strong relationship with many aspects in psychology as motivation, personality, anxiety…etc. Hence, it encourages individuals to be self motivated and move their behaviours towards achieving their goals. The present chapter reviews definition of human development and its common topics. Then we determine motivation, thus, we indicate its definition, importance and types. Moreover, we shed light on communication, by providing definitions about it. We also tackle its importance and its types as well as we speak about the art of convincing and persuasion and its relation with human development.

2.1. Human Development

Recently we are often heard the term human development and self development. Hence, human development is a science which is concerned with multiple sides of development for human beings throughout the life span; physical, psychological and cognitive. Hence, from the above sides, the psychological side is the most important and treated side by human development which involves emotions, personality, and social relationships.

2.1.1. Definition of Human Development

Human development is the process of expanding people's awareness and motivating them to change their behaviours towards positive and better ones. This science is also concerned with providing individuals with new skills such as enhancing self-confidence, developing communication skills and proposing useful methods and techniques for success in

life in all its aspects. Nayak argued that "human development is a process of enlarging people's choices" (2008, p. 3), thus, there are three basic choices; to gain a healthy and long life, to acquire knowledge and to gain a decent standard of living. According to Alkire "human development enables them to lead lives that they value ... to live their lives as they choose" (2010, p. 8). Furthermore, Prabhu (2013) asserts that human development is "the expansion of people's freedoms to live long, healthy and creative lives; to advance other goals they have reason to value; and to engage actively in shaping development equitably and sustainably on a shared planet. People are both the beneficiaries and drivers of human development, as individuals and in groups" (p. 4). These definitions are strongly supported by Aiid (2020) in his article in which he defined human development as it is the development of people and the exploitation of their strengths to improve the levels of social, human and economic life in terms of motivating and teaching people how to invest the available elements of time, money, effort and relationships to apply the theory of social development. Moreover, he argued that human development aims to develop skills and tools and employ them in the best possible way to develop and improve individuals' psychological, spiritual and social lives, in addition to achieving success and financial profits gained through improving job, academic and educational performance of individuals.

2.1.2. Common Topics of Human Development

Human development is a science which aims to develop skills and tools and employ them in the best possible way. Thus, it aims to improve individuals' psychological, spiritual and social lives in order to achieve success and financial profits gained through improving the academic, the functional and the educational performance of individuals. Most well-known authors and pioneers of human development are; Ibrahim Elfiqui, Steven Kovey, Tony Robbins, Erich Froom, Deepak Chopra, Norman Vincent Peale…etc.

2.1.2.1.Positive thinking

There are two main types of thinking; positive and negative one. Some people think negatively in which they seems pessimistic, however; there are others who think in a positive way. Our focus is on the positive thinking in which many human development researchers talk about it. Vineyard defined positive thinking as it "is a process by which we create thoughts that are focused and manifested by us to push forth energy out to become reality"(n. d. p. 1) this means that when you think about something positively you will ultimately do what is needed to make your thoughts become reality. The author also claimed that "positivity is a mental attitude that is at the core of all our thoughts, including words and actions that enable our positive ideas to become reality" (p. 1). Moreover, according to Peale (2015) stated that "a sence of inferiority and inadequacy interferes with the attainment of your hopes, but self-confidence leads to self-realization and successful achievement". Furthermore, he said: unhappy thoughts which you have experience will come sneaking again, and in order to prevent that happening, immediately start filling your mind with creative and positive thought. For instance, during the day practice thinking by reading carefully selected series of peaceful thoughts, and then, you will permanently enjoy a mind full of peace. Dr. Ibrahim Elfiki talked in his book *Confidence and Self-Esteem* about Clement stone, a millionaire and a great writer, he has a philosophy of success called positive thinking, this philosophy is based on the phrase: "whatever the mind gets and believes is possible through the method of adopting a positive thinking attitude", this strongly means that nothing is impossible for a person who believe in his abilities and he is ready to succeed by setting his goals and move toward his goals with a positive attitude (n. d, p. 40).

2.1.2.2.Self- Confidence

Self-confidence is the feeling of trust in one's skills and abilities. Adalikwu viewed that "we all know people who are confident. They seem to face life's obstacles with a level of calm that is enviable. They get into action to respond to a problem before giving themselves time to dwell or worry too much" (2012, p. 2). Self-confident people enjoy the following advantages:

- Focus on their strengths while managing their weaknesses.

- Enjoy challenging themselves, they are honest with themselves.

- Set big goals and work on it.

- Confident people being more successful in life at work because they believe in their own abilities.

Furthermore, another definition was given by Verma to self confidence as it "is really the most important part of one's life. High level of self confidence assists in achieving success" (2020, p. 2), because self-confidence brings many benefits and helps individuals to become successful in personal life as well as professional life since it is the feeling of trust in one's abilities. In addition, Locander and Hermann 1979 as cited in Uludag and Oney on their 6th International conference on service management, claimed that self confidence is "the extent to which an individual believes himself to be capable, significant, successful, and worthy"(2013, p. 2). In other words, self confidence is the attitude of one's towards his skills and abilities and having a positive view on himself.

2.1.2.3.Success Vs Happiness

All of us are looking for success, believing that is the source of happiness, however; happiness comes from within our self. This idea supported by Brannigan when he said in his book *The Secrets of Success and Happiness* that "happiness means the general condition of success" (2000, p. 7). If we set our goals and believe in our abilities to make these goals real by working hard to achieve it we will succeed. Karimupfumbi claimed that "success only comes with hard working and smart thinking" (2018, p. 11). Moreover, Bland (2010) claimed that "true success avoids extremes! It is a journey. It is a gradual process. It abides in a realm in which balanced living is achieved. Through balanced living you will find happiness and success". The above quotes strongly defend the point that success is a process not an event which occurs accidently. But, it is a process which involves positive and strong actions besides positive thinking. It requires the ways in which set their goals and make plans that actually works in order to reach their goals.

A story from Peale's book of *positive thinking* (2015), a television celebrity had a guest on his program an aged man, thus, the man's speech and points were unwitting, unrehearsed and simple but in a happy tone, hence whenever he said anything the audience roared with laughter and enjoy the time with him so much. Finally the celebrity man asked him about his secret of happiness, the old man replied with 'no', he said:

I haven't a great secret. It is just as plain as the nose on your face. When I get up in the morning, I have two choices either to be happy or to be unhappy, and what do you think I do? I just choose to be happy, and that's all there is to.

So, happiness is a decision not an event, it does not happen accidently rather than it comes within the individual himself. Sheha and Bin (2011) claimed that "happiness is defined as an agreeable feeling or condition of the soul arising from good fortune of any kind that is built on

firm believes". Moreover, Veenhoven (2012) supported the previous definition when he stated that happiness is "the term is merely an umbrella for different notions of what is good" (p. 2). So, happiness indicates life satisfaction and well being and it is a main goal that most individuals reach out for.

2.2. Communication

Nowadays the world becomes a little village due to the globalization and modernization in the communication systems that allow people to get access to each other easily and very quickly regardless of the distances. Hence, communication is the process of transmitting verbal or nonverbal messages, ideas, feelings, and opinions between two or more persons.

2.2.1. Definitions of Communication

Communication is a vital process that all human beings use, this is greatly supported by Thompson when he stated that "communication is such a well-integrated part of our day-to-day existence that we tend to take it for granted, rarely pausing to consider what involves or just how important it is to us" (2018, p. 12). According to Rajshi (2008) communication is defined as "a learned skill. However, while most people are born with the visible ability to talk, not all can communicate well unless they make special efforts to develop and refine this skill further." (p. 2). In other word, all people can talk but not all of them can communicate and create an understanding. So we have learn how to communicate effectively.

In addition, Markovic & Salamzadeh (2018) stated that communication is " the act of sending a message through different media; it can be verbal or nonverbal, formal or non-formal so long as it transmits a thought provoking an idea, gesture, action, etc." (p. 12). Hence communication is the process of sending or delivering information and creating shared understanding. Speaking, listening and our ability to understand verbal and nonverbal

meanings are skills we develop in various ways. Moreover, another definition by Summer and Newman (as cited in the course of Dr. Bodla) defined communication as it "is an exchange of facts, ideas, opinions, or emotions by two or more persons" (p. 2). This indicates that communication is a process of passing and receiving messages verbally and nonverbally.

2.2.2. The Importance of Good Communication Skills

In order to maintain relationships effective people must communicate with each other. Rajshi (2008) emphasized that developing your communication skill will help you in your professional life as well as social life. For example when you are in a job interview and you are presenting yourself you will almost need to show good communication skills. Bodla assumed that "communication is important from the point of view of understanding it in terms of a process, system, interactional base and structuring" (n. d, p. 2). Being able to communicate verbally or non-verbally in an effective way is very important thing. Hence, having strong communication skills considered as the most helpful life skills which occurs in all aspects of life, either social or professional life. Good communication skills are essential because it allows you and others to transmit messages as they intended effectively and accurately. However, weak communication skills lead to misunderstanding and frustration, this strongly affect relationships.

2.2.3. The Communication Process

The process of communication involves the communication of ideas, in which the ideas should be accurately formulated by the sender in order to get the receiver the exactly meaning as the sender intend. Bodla (n. d) defined the communication process as "the transmission of the sender's ideas to the receiver and the receiver's feedback or reaction to the sender constitutes the communication process" (p. 5). The above quote means that the process of communication is mainly based on the sender and the receiver. Thus, the sender transmits a

message to the receiver who transmits a feedback back to the sender. This communication might be verbal or non-verbal. Moreover, there are many steps for this process according to Bodla (p. 5), they are as follow:

1. **Input:** the information or ideas the sender wants to give the receiver.

2. **Channel:** letter, fax, phone call, electronic mail, etc.

3. **Message:** the actual message that is sent.

4. **Output:** the information the receiver gets.

5. **Feedback:** the receiver's response (or non-response) to the message .

6. **Brain drain:** the possibility of misunderstanding at any step (or Breakdown).

2.2.4. Types of Communication

There are two main types of communication, in which they are interlinked verbal and nonverbal communication, in which they seem in terms of interacting streams of spontaneous and symbolic communication.

2.2.4.1.Verbal Communication

Verbal communication is any communication that uses words to share ideas, information, opinions, thus, it can include both written and spoken form. Saussure and Rocci stated that "this type of communication is arguably the most pervasive form of communication in human societies" (2016, p. 1). Since verbal communication is the most used because thoughts are translated into words. Scott Jacobs (1994) as cited in Saussure and Rocci (2016) claimed that:

> Almost all cases of communication that interest communication researchers involve talk or writing in some way. Still, the effort to ground notions of 'message meaning' or 'symbolic action' in detailed account of the organization of linguistic forms and functions (p. 5).

So, verbal communication is about language. Therefore, this types of communication basically depends on symbols whether in the spoken or written form.

2.2.4.2.Nonverbal Communication

It is the second type of communication which is defined as the process of communicating without using words. Eunson stated that " nonverbal communication embraces all body language communication, and also includes clothing and adornment, environmental factors and even the manner in which we use time" (2012, p. 256). Moreover, nonverbal communication can be communicated through facial expression, eye contact, gestures, movement of and body position**.** Nonverbal communication communicate meanings that is cannot be translated into words, thus, it has a heavy sense.

Furthermore, Cherry (2020) claimed that "a substantial portion of our communication is nonverbal. Experts have found that every day we respond to thousands of nonverbal cues and behaviors including postures, facial expressions, eye gaze, gestures, and tone of voice" in which these nonverbal signals can give an additional information and meaning to the verbal communication. In addition, nonverbal cues allow interpreting the intended message.

2.2.5. Objectives of Communication

In any communication process there are one or several objectives needs to be fulfill. According to Bodla (n. d), here are some of the communication objectives:

A. **Information:** it is one of the most important objectives since it refers to transmit information about a certain thing. It can be achieved through speaking or writing in verbal communication or by any other system of signs in non-verbal communication (Bodla, p. 7). According to National Institute of Agricultural Extension Management,

communication "serves to provide knowledge to the individuals need for guidance in their actions" (p. 4).

B. Advice: another important objective for communication is giving advice. Passing or receiving information is likely to be objective, however; giving advice seems to be more subjective because it is given in order to influence and change either opinion or behaviour (Bodla, p. 10). Giving advice is an important social skill in which it strengthens relationships as well.

C. Order: it is a directive communication, it occurs to get a person to do or not do something. It also provides for amendment or change the path for something. Giving order can be either in a formal way for example: in an organization when the director gives orders to the employees or in informal way, for instance: giving order from a mother to her son (Bodla, p. 12).

D. Persuasion: is another important objective of communication. It is considered as an effort to influence the one or ones' beliefs, opinions, attitudes in which it leads to influence behavior (Bodla, p. 17). Moreover, Kapur (2020) argued that persuasion is "referred to making someone do or believe something by giving them a valid and genuine reason to do it" (p. 3). In other words, persuasion is the effort of making someone changes his opinion or views about a certain thing.

2.2.6. Art of Convincing and Persuasion

Persuasion is an art need to be learned in a greater way. It does not occur arbitrarily. Markovic and Salamzadeh claimed that "good communication is considered a learned skill. Most people are born with physical ability to talk, but we must learn to speak well and communicate effectively" (2018, p. 12). In other words, all people can talk but not all of them can persue his or her point. On this basis, we may recognize that convincing is a learned art which does not occur accidently. It has such important basics need to be taken into account

whether about the way of presenting the message itself or about the receiver's state. We mean by the receiver state his or her gender, age, social status, education level, social and cultural background…etc.

Persuasion seeks to change the individual's beliefs and attitudes. So in order to be successful in convincing the others, persuasion has to be indirect and suggestive rather than directive. Hence, you must show that you are truly convinced that the information or the ideas that you are proposing is in the interest of your receiver. The sender should put himself on the receiver's place and try to look at the issue from his point of view. Then, present your argument gradually as hints and suggestions rather than giving them directly. According to Pal (p. 17), the art of persuasion consists of four main steps are stated as follow:

A. Analyzing the Situation: This step is called the preparatory step. The communicator analyses the situation to find out why the need of persuasion has arisen and what will be the advantages and disadvantages of the new course of action

B. Preparing the Receiver: It is natural that people resent for being persuaded to change their views or behaviour. So, the sender has to prepare the receiver for it. For instance: providing the receiver with positive compliment on some of his achievements will make him in agreement and acceptance for other comments.

C. Delivering the Message: The third step is to deliver the message. The message should be delivered stage by stage, with the help of forceful arguments, beginning with those parts of the message, which are easier to accept and delaying the unpleasant parts as much as possible.

D. Prompting Action: If the previous steps have been taken carefully, the receiver of the message will be easily persuaded to adopt a different course of action (or hold a different view).

2.3. Motivation

High performance is achieved by well-motivated people who are prepared to use all of their efforts to achieve their goals. Motivation is one of the most important factors that influence people' behaviour, it is the process that causes you to act. Thus, it is concerned with the strength and direction of behavior towards achieving such underlined goals. This process is highly affected by several factors which influence people to behave in a certain ways. So, it is strongly associated with performance since it is the drive for the individuals' behaviour.

2.3.1. Definition of Motivation

The term 'motivation' can refer to the ways in which individuals chose their goals as well as to the ways in which they are willing to apply in order to achieve these goals. Motivation is an inner state that moves the individuals' behaviours towards aims. Moreover, motivation can also be defined as what causes a person to want to repeat a behaviour. According to Bourne who defined motivation as it is "a process of inducing, inspiring and energizing people to work willingly with zeal, initiative, confidence, satisfaction and an integrated manner to achieve desired goals. It is a moral boosting activity (p. 1). Another definition was given to motivation by Jucius as cited in Bourne is that motivation is the act of activating someone or oneself to get a desired path (p. 1), this supported by Gredler, Broussard and Garrison (2004) as cited in Lai (2011) in which they define motivation as it is "the attribute that moves us to do or not to do something" (p. 4). In other words, it is the act of doing something in which there is a force that moves the one's behaviours. Motivated people have a strong motivational tendency; hence this latter is considered as a critical element in cognitive, physical and social development, because it is the reason behind accelerating one's efforts towards achieving aims.

2.3.2. Motivation as a Process

It is a process that consists of intensity, direction and persistence for efforts towards goals. Gupta (n. d, p. 5) defined these basic elements as:

✓ Intensity: is how hard a person tries. Motivated people have an inner reason that pushes them as well as moves them towards their desired goals.

✓ Direction: intensity needs to be guided in a direction which is appropriate to the organization of aims and goals. Direction provides more opportunities that allow to evaluate sub goals' accomplishments.

✓ Persistence: it acts as a criterion of how long a person can keep his or her effort in its active state. It indicates continuing to do something in a determined way despite its difficulties and oppositions, it is also determined by the act of persisting, i.e., repeating behaviour. Moreover, he claimed that motivation involves four main steps as follow:

✓ Motive: is what prompts the person to act in a specific way. It acts as a stimulation that orients one's behavior, thus, it is a reason for doing something; the motive indicates the inner state of mind and the energizing forces within the individuals.

✓ Behaviour: is the sum of various activities and attitudes of a person. So, it is the actions and mannerisms made by individuals thus, it is the way in which a person acts.

✓ Goals: motives generally create a state of physiological and psychological imbalances within the individual, thus, attaining the goal retrieve this balance.

✓ Feedback: it is information that indicates how a person directs his effort to reach a goal. In other words, it is a result of a series of efforts; these efforts are directed by an inner reason in which energizing behaviors towards reaching a certain underlined goals.

2.3.3. Types of Motivation

Motivation is an active process and it can include two main types; intrinsic and extrinsic motivation. Hence, both motivation' types are essential since both of them are strongly affect people' views and behaviours.

2.3.3.1.Intrinsic Motivation

It can be defined as Richard, Ryan, Edward and Deci stated that motivation is "defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence" (2000, p. 56), this quote means that intrinsic motivation is the act of doing things that are totally convinced by the doer. It is originated from within the person him/ herself rather than from outside factors. Furthermore, they argued that "intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards" Hence, self intrinsic-motivated persons are those who arise from inside themselves, they are highly self-motivated (2000, p. 56). Moreover, Legault (2016) supported this idea when she argued that intrinsic motivation refers to engagement in behavior which is inherently satisfying or enjoyable (p. 1).

2.3.3.2.Extrinsic Motivation

Another main type of motivation is that extrinsic motivation which is resulting from external influences on behavior as well as on individuals' performance, for instance: rewards (for example money or grades) for showing the desired behavior or by contrast punishment for the unlike behaviours. According to Saari extrinsic motivation is "the kind of motivation that is present when people pursue activities mainly to attain a specific outcome, without being particularly interested in the activity itself (2012, p. 6). Other definition was given to extrinsic motivation by Richard, Ryan, Edward and Deci in which they declared that "extrinsic motivation is a construct that pertains whenever an activity is done in order to attain

some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value" (2000, p. 60). Hence, extrinsic-motivated people are those who arise their motivational level from external influences.

2.3.4. The Importance of Motivation

Motivation is a pathway to change the way of thinking, feeling and acting in which this leads to change behavior. It is very important factor in the people's everyday life, because it allows them to gain valued outcomes, for instance: it help to change behavior in order to improve performance in a certain field, it encourages to develop competencies and being creative, set goals, According to Gupta (n. d) the importance of motivation is to put human resources into action, which means to direct the individual's efforts towards reaching the setting goals (p. 7). Moreover, finding ways to increase self motivation is crucial because this latter is an inner state that activates and energizes one's actions, thus, motivation is a vital reason that allows us to adapt to the constantly changing stream of opportunities and threats as well as to gain a productive life.

To conclude, motivation is a psychological phenomenon or an inner state that is linked to our physiology. Self-motivated persons are more activated to perform better in all aspects of rather than unmotivated ones, hence the personal and societal benefits of self motivation highly appears in flourishing relationships, greater students engagement in classroom as well as it may open the door for other chances and graduations and better job satisfaction.

2.3.5. Motivation Vs Human Development

As we have mentioned before, Human development is the process of expanding people's awareness and motivating them to change their behaviours towards positive and better ones. In which it concerns with enlarging people's choices. These choices lead them

live the life they value. Furthermore, it focuses more on motivation, since it encourages individuals to be self-motivated persons who tend to arise their motivational level from inside themselves.

Moreover, human development interests in motivating people and boosting them to change their habits. It also interests in activating and energizing the individual's actions, thus, it is an inner motive that allows them to adapt to the constantly changing stream of opportunities and threats as well as to gain a productive life.

Conclusion

All in all, human development is a independence which allow people to live a life that they value. In this chapter we tackle human development's definitions and most common topics about it. Hence, human development is a science which aims at expanding the individuals' opportunities, awareness and acquisition of new capabilities based on the current abilities In addition, we shed light on motivation since human development interests in arising motivation and encourage people to be self-motivated and encourage them to move their behavior towards setting their goals as well as working on it as it requires in order to achieve these goals. We also indicate another important area which human development interests in is communication. Thus, it is so crucial to be an effective communicator who can convince his receiver with his points as well gain a good and valuable relationships, hence a person with good communication skills can benefits from many aspects of life if it is not all of them. Communication skills are learned as other skills.

Chapter

Three

Chapter Three: Field work

Introduction

In this part of our research work, we tried to investigate the importance of human development as an initial phase for first year EFL learners, and its influence on developing their speaking skill. The quasi-experiment research was opted to conduct our study according to the nature of the research. Thus, an experimental group was asked to do the pre-test. Then, they were under the treatment for four weeks. Finally, they were asked to do a post test. The data gathering tools were obtained through the questionnaire and checklist. The chapter concludes with the analysis and discussion of the obtained results. As well as, we shed light on some limitations that face us during conducting the research work.

3.1. Research Methodology

3.1.1. Choice of the Method

This research work follows the descriptive method because it is suitable to our subject, as well as it is important in determining the difficulties that EFL learners encounter while speaking in class. Moreover, this method is helpful in giving a description about EFL learners' oral performance in oral expression. In order to valid our investigation's results we relied on the questionnaire as well as the checklist.

3.1.2. Population and Sample

3.1.2.1. Students

The sample of our study is first year students of the English department. However, the current situation of the COVID-19 pandemic obliges us to shift to second year of the same department since first year students were almost not attending their oral expression sessions regularly. Thanks to my supervisor who asked her students of second year to attend their oral sessions regularly. The sample contains seventeen students ($N= 17$).

They were asked to do a pre-test. Then, they were under the treatment during four weeks. The treatment was opposing second year EFL learners to different presentations related to Human Development Science, for instance, motivation, communication, self-confidence and success. Finally, the experimental group was asked to pass a post test.

3.1.2.2. Teacher

The COVID-19 pandemic obliges us to rely only on the experimental group's teacher of oral expression to provide us with the needed data about the treatment which we have opposed the students to. In other words, the number is only one ($N= 1$).

3.1.3. Data Gathering Tools

We have used different methods while collecting data of the present study. In order to ensure the validity of the research, we have used more than one method for the investigation; (1) the t-test, (2) the questionnaire and (3) checklist observation.

3.1.3.1.Questionnaire

Questionnaire is considered as the most common tool used in collecting data about certain topics. It is a series of questions asked to individuals to collect data about a certain topic. According to Satya "a questionnaire is the main means of collecting quantitative primary data. A questionnaire enables quantitative data to be collected in a standardized way so that the data are internally consistent and coherent for analysis" (2012, p. 273). Moreover, Brown stated that a questionnaire is "any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (2001, p. 6)**.**

Two main questionnaires are designed: the first questionnaire is directed to oral expression teacher who has taught the experimental group of second year LMD students of

English department at Mohamed Khider University of Biskra. The second one is designed to second year LMD students who will expose to the initial phase; it aims to investigate students' views about the initial phase.

The main aim of the questionnaires is to investigate the influence the presentations related to human development on developing EFL learners' speaking skill.

3.1.3.1.1. Students' Questionnaire

3.1.3.1.1.1. Aim of the Questionnaire

We have designed a questionnaire for second year LMD students who were opposed to the presentations related to human development to investigate the influence of these presentations on their speaking level.

3.1.3.1.1.2. Description of the Questionnaire

The questionnaire sets for second year LMD students of English department at of Mohammed Khider University of Biskra for the academic year 2020/2021. The questionnaire consists of fifteen questions divided into two sections, in which 17 students are the questionnaires' participants;

A. Section One: it concerns with students' general information and their attitudes towards speaking skill.

B. Section Two: it deals with the human development. It seeks to gather information about students' views and feedback ~~opinions~~ after being exposed to the initial phase of human development.

The questionnaire includes two types of questions:

a- The first type of questions is the closed questions that answered with <yes> or <no> or to indicate answers from various options. For instance:

Q: Does your level enable you to express yourself in public easily?

    a- Yes

    a- No

Q: Would you please specify your gender?

    o Male

    o Female

Q: How do you consider your level in speaking English?

    o Good

    o Very good

    o Average

    o Weak

The second type of questions is the open-ended question in which it requires justification and explanation for the choice.

Q: Did you benefit from the presentations of human development that you attend?

    o Yes

    o No

Explain how………..……………………………………………………….……………

Q: Do you think that speaking skill is important to EFL learners?

    o Yes

    o No

If yes, tell us how…….………………….…………………………………………………..

3.1.3.1.2. Teacher's Questionnaire

3.1.3.1.2.1. Aim of the Questionnaire

The questionnaire sets for the teacher who has a general background about the experimental group level before being under the treatment. She taught the group for two years; first and second year. In other words, she witnessed with us the experience of opposing learners to presentations related to human development. Hence, she has noticed her students' speaking level in the first semester as it is the pre-test. And then, in the second semester as it is the post-test.

3.1.3.1.2.2. Description of the Questionnaire

The questions included in the questionnaire divided into two main sections:

A. **Section One:** it concerns with the teacher's general information about her experience in teaching oral expression as well as the level and attitude of her students.

B. **Section Two:** it deals with human development. It reveals to gather information about the learners' speaking level after being opposed to the presentations related to human development as well as about the teacher's views and recommendations about applying the proposed topics in an official curriculum as an initial phase to first year EFL learners.

3.1.3.2. Checklist

It is a list of all things that needs to be found out through observations; it is an important tool in collecting data in which it ensures to do not forget any essential item. According to Hales, Terblanche, Fowler and Wibbald (2008) as cited in Chaparro, Keebler, Elibazeth, Lazzara and Diamond (2019) defined the checklist as it is a "list of action items, tasks, or behaviors arranged in a consistent manner, which allows the evaluator to record the presence or absence of the individual listed item" (p. 21). So, checklist is a simple tool which involves preparing a list of expected items of performance, attributes, attitude, actions or any

other specific data which are checked for their presence or absence. The most important criteria of the observation are summarized in the checklist below. It is adopted from the lecture presented by our teachers of research methodology module during our studies in the master degree.

3.1.3.3. The T-test

In order to validate our investigation and test the hypothesis, we relied on T-Test calculation. According to Kim t-test is "a type of statistical test that is used to compare the means of two groups" (2015, p. 540). In other words, t test is a type of inferential statistic used to determine if there is a significant difference between the *means* of two groups.

3.2. Analysis of the Results

3.2.1. Analysis of the T-test Results

First of all, we insert the marks of the students in the pretest and posttest In a table in order to calculate the general mean.

3.2.1.1.The Final Pretest and Posttest: Students' Scores

The scores shown in the table below are obtained in the pretest and posttest respectively.

To remind, the names appearing in table are pseudo names of participants.

N	Students' names	Pretest	Posttest
1	B. K	12	12
2	L. R	10.5	13
3	K. R	12	14.5
4	K. H	14.5	15
5	K. M	15	15.5
6	K. I	10	13.5
7	K. A	9.5	13
8	K. F	11.5	14.5
9	K. K	8.5	13
10	K. A	8.5	16
11	K. C	14.5	16
12	L. L. D	10	13.5
13	K. N	8	13
14	L. F	10	14.5
15	L. S	13	11.5
16	L. H	9.5	13.5
17	L. R	12	15
Sum of scores $\sum x$		189	237
Mean of scores (x)		11.11	13.94

Table 3.1: The Final Pretest and Posttest: Students' Scores.

The instant interpretation of table suggests noticeable progress in participants' scores

from pretest to posttest, which is expressed in the sum of scores (189 Vs 237) and the

difference in the means (11.11 vs. 13.94). The table shows how the participants achieved in both tests by comparing statistically the means of scores.

Test	Pretest	Posttest	The difference in the means
Mean	11.11	13.94	2.83

Table3.2: The Final Pretest Posttest: Means Scores.

The overall picture of the means of scores in the final pretest and posttest study is represented graphically in the following graph.
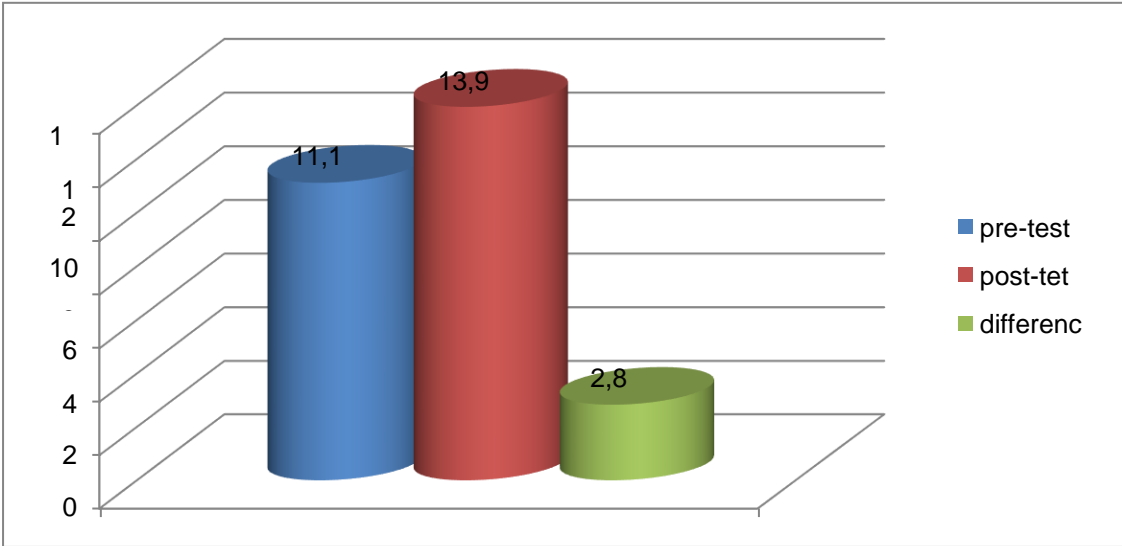
Graph 3.1: The Final Pretest and Posttest Means Compared

According to the results shown in table 3.2 and graph 3.2, we notice that the there is a difference in participants' scores from pretest to posttest, which is expressed by the difference in the score means (2.83) that initially indicates participants' progress in the test performance.

Furthermore, we may immediately make preliminary inferences on the participants' achievement in the posttest that they are influenced by the treatment that participants had gone through during the second semester. Hence, the presentations related to human development have a positive influence on the participants' achievement.

The participants' better scoring in the posttest initially confirms the hypothesis set for the research, which claims that human development as an initial phase can help first year students of English to develop their speaking skill.

3.2.1.2.The Final Pretest: Statistical Considerations

The descriptive statistics that can be applied in the final pretest and posttest study requires calculating the frequency distribution of scores in tests, the variance, the standard deviation, and finally checking the validity of all the statistical results using the t-test. Frequency distribution of the pretest and the posttest scores is shown in the table 3.3.

Pretest		Posttest	
Score (X)	Frequency (F)	Score (X)	Frequency (F)
12	3	12	1
10.5	1	13	4
14.5	2	14.5	3
15	1	15	2
10	3	15.5	1
9.5	2	13.5	3
11.5	1	16	2
8.5	2	11.5	1
8	1		
13	1		
Sum of (F)	17	Sum of (F)	17

Table 3.3: The Final Pretest and Posttest: Frequency Distribution of Score Values

Dealing with the quantitative data of the final pretest through calculating the mean, the variance and standard deviation helps us to measure the degree of difference and similarity of

pretest and posttest scores. Therefore, analyzing the scores statistically allows

better understanding of the causes behind the numbers' differences.

3.2.1.3.Pretest: Statistical Considerations

The following table 3.4 demonstrates the score frequency, the mean, and the

standard deviation of the pretest scores.

Score "X pre"	Frequency score x	Frequency score Fx	Square of frequency score Fx2
12	3	36	1296
10.5	1	10.5	110.25
14.5	2	29	841
15	1	15	225
10	3	30	900
9.5	2	19	361
11.5	1	11.5	132.25
8.5	2	17	289
8	1	8	64
13	1	13	169
Sum of (F)	17	$\sum Fx = \boldsymbol{189}$	$\sum Fx^2 = \boldsymbol{4387.5}$

Table 3.4 Frequency of Scores, the Mean, and the Standard

Deviation of the Final Pretest Scores.

The calculation of the Mean and *SD* of the pretest is presented in table 3.4.

a- The Mean $\bar{X}$ pre

$\bar{X}$ pre $= \dfrac{\sum Fx^2}{N}$

$\bar{X}$ pre $= \frac{189}{17} = 11.11$

a. **Standard Deviation** *SDpre*

$$SDpre = \frac{\sqrt{\sum Fx^2 - X}}{N}$$

$$SDpre = \frac{\sqrt{4387.5 - 123.4321}}{17} = 15.83$$

3.2.1.4. Stistical Considerations

The following table demonstrates the score frequency, the mean, and the standard deviation of the posttest scores.

Score "X post"	Frequency score x	Frequency score Fx	Square of frequency score Fx^2
12	1	12	144
13	4	52	2701
14.5	3	43.5	1892.25
15	2	30	900
15.5	1	15.5	240.25
13.5	3	40.5	1640.25
16	2	32	1024
11.5	1	11.5	132.25
Sum of (F)	17	$\sum Fx = 237$	$\sum Fx^2 = 8674$

Table3.5: The Frequency of Scores, the Mean, and the Standard

Deviation of the Final Posttest Scores.

a- **The Mean** $\bar{X}$ post

$$\bar{X} \text{ post} = \frac{\sum Fx^2}{N}$$

$$\bar{X} \text{ post} = \frac{237}{17} = 13.94$$

b- Standard Deviation SD post

$$SD \text{ post} = \frac{\sqrt{\sum Fx^2 - X}}{N}$$

$$SD \text{ post} = \frac{\sqrt{\sum Fx^2 - X}}{N}$$

$$SD \text{ post} = \frac{\sqrt{8674 - 194.3236}}{17} = 22.33$$

3.2.1.5. The Comparison of the Final Pretest and Posttest' Mean and Standard Deviation

The comparison of the two tests' descriptive statistics reveals the difference between the pretest and the posttest Mean and Standard Deviation.

Descriptive statistics	Pretest	Posttest	The difference
Mean	11.11	13.94	2.83
Standard deviation	15.83	22.33	6.5

Table 3.6: Comparison of the Final Pretest and Posttest' Mean and Standard Deviation

To represent graphically the above statistics, a histogram is used to show the difference in the Mean and Standard Deviation of both tests.

	Mean	Standard Deviation
Pretest	11.11	15.83
Posttest	13.94	22.33
The Difference	2.83	6.5
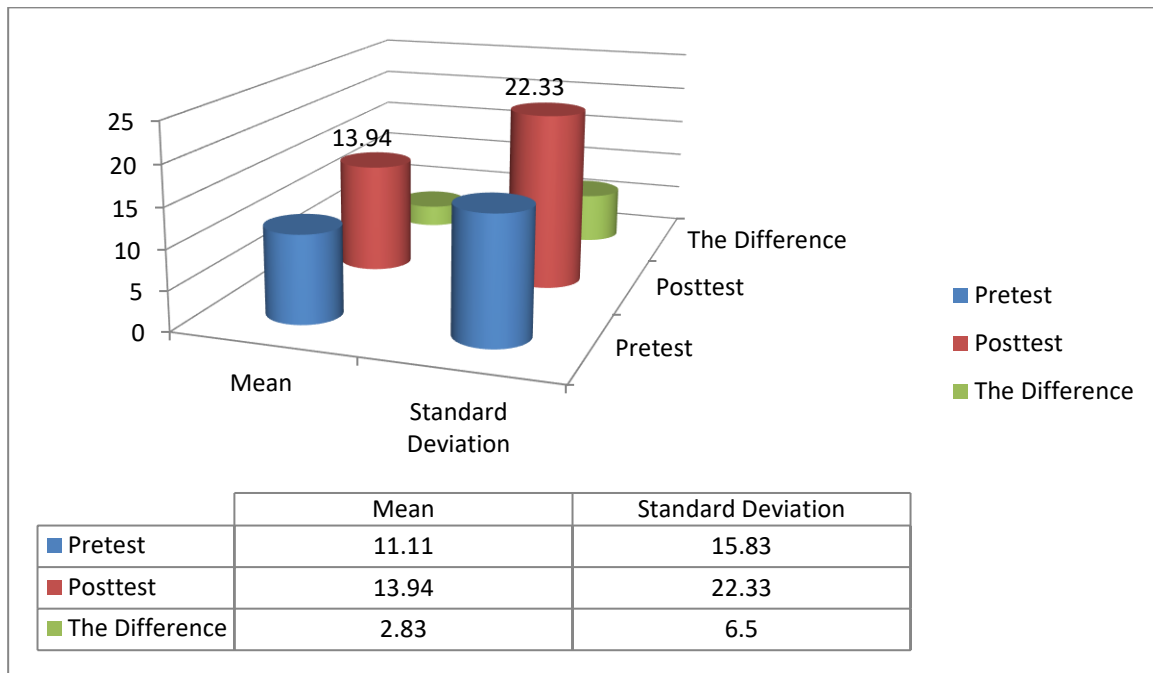
Graph 3.6: Comparison of the Final Pretest and Posttest' Mean and Standard Deviation

pre-test	11,11	15,83
post-test	13,94	22,33
differencs	2,83	6,5

Graph 3.2: Comparison of the Final Pretest and Posttest Mean and Standard Deviation

The results displayed in table 3.2 and graph 3.2 suggest that the treatment which the participants had got has slightly increased the participants' scores in the post-test. However, the differences in the mean and the standard deviation are not highly remarkable to the extent to claim that the presentations have greatly improved students' performance. We can declare that the treatment had left on students better scoring which is expressed in the noticeable progress of the majority of the participants. To confirm this progress statistically, it is therefore required to seek extra descriptive statistics for better consolidation of results, through calculating the t-test.

3.2.1.6.T-test Calculation

The t-test is considered to be the most suitable test to compare two means. It is used to find out whether there are statistically significant differences between two groups or two tests. To calculate the **t** value, the following formula needs to be applied.

$$t = \frac{\text{sample(or test)one mean} - \text{sample(or test)two mean}}{\text{Standard Error of the difference in means(SE)}}$$

To calculate the Standard Error (*SE*), we need to apply the following formula:

$$SE = \frac{SD}{\sqrt{N}}$$

SD: Standard Deviation *N*: The number of the sample, which is *N*=17.

We also need to consider also these statistics:

$\bar{X}$ post = 11.11

SDpre = 15.83

$\bar{X}$ post= 13.94

SDpost = 22.33 SE $= \frac{SD}{\sqrt{N}} = \frac{22.33 - 15.83}{\sqrt{17}}$

SE $= \frac{6.5}{4.12} = 1.57$.

Standard Error of the difference in means is **1.57.**

Applying the t-test formula, we obtain the following:

t- test $= \frac{X \text{ post} - X \text{ pre}}{SE}$

t- test $= \frac{13.94 - 11.11}{1.57} = 1.802$.

3.2.1.7. Degree of Freedom

Following Brown (1995:167), "the degree of freedom (*df*) for the t-test of independent means is the first sample size minus one plus the second sample size minus one".

It helps to find the critical value for "t"

Df= (N₁-1+)+(N₂-1)

Df= (17-1)+(17-1)

D f = 16+16= 32

3.2.1.8. Alpha Decision Level

"The language researcher should once again set the alpha decision level in advance. The level may be at α ⟨0.05 or at the more conservative α ⟨0.01, if the decision must be more sure "(Brown 1995:159).

In the present pretest and posttest studies, we decided to set alpha at α⟨0.05, which means only 05% chance of error can be tolerated. Having a one-tailed test means predicting that the group will score more highly in the posttest than the pretest.

A. The Critical Value

Since alpha is set at α⟨0.05, for a one-tailed decision, df =32, and the corresponding critical value for " t" in Fisher and Yates' table of critical values(1963), is 46.194. Then we get $T_{obs} < T_{crit}$ (1.802<46.194).

B. Hypothesis Testing

The null hypothesis H_0 means that there is no statistically significant difference between the means of the group in the pretest and posttest. The alternative hypothesis H_1 suggests there is statistically significant difference between the means in the pretest and posttest.

H_0: $\bar{X}$ pre= $\bar{X}$ post

H_1: $\bar{X}$ pre < $\bar{X}$ post

From the statistical results we find that

$\bar{X}_{pre} < \bar{X}_{post}$, in which 11.11<13.94

Alpha level: α⟨0.05

T$_{obs}$: Observed statistics: 1.802

T$_{crit}$: Critical statistics: 46.194

Degree of freedom: 32

Since the critical value is a greater than the observed statistics (1.802<46.169), the null hypothesis is rejected to the favour of the alternative hypothesis. So, the statistical tests confirm the hypothesis which claims that the presentations of human development help EFL learners improve their speaking level and reduce their speaking difficulties.

The noticeable progress of the participants in the posttest has statistically proved the advantages of the presentations of human development in developing EFL learners' speaking level. The statistical calculations reveal that the null hypothesis is rejected at an alpha level *P>.05* which indicates that the applied treatment was useful.

3.2.2. Analysis of the Questionnaires' Results

First of all, we try to analyze students' questionnaire then, teachers' questionnaire.

3.2.2.1.Students' Questionnaire

The questionnaire contains two sections; section one about general information and section two about human development.

3.2.2.1.1. Section One: General Information

Question One: Would you please specify your gender?

a- Male

b- Female

Gender	Responses	Percentage %
Male	4	24%
Female	13	76%
Total	17	100%

Table 3.7: Students' Gender.
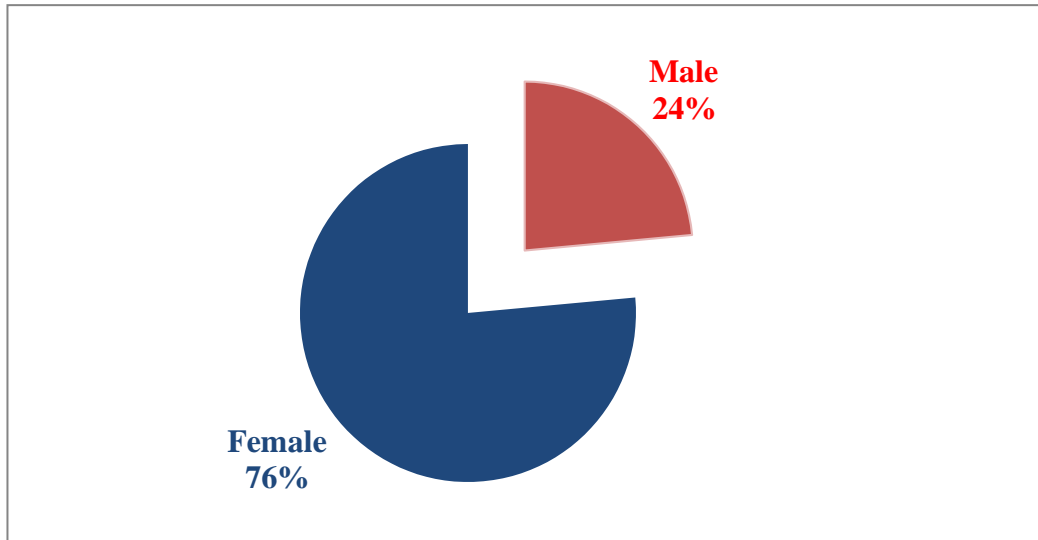
Graph 3.3: Students' Gender.

From the graph 3.1, we can notice that the great majority of the participants are females with 76% while 24% are males. Maybe they process the language differently. It has been proven that when learning languages, females' brains show greater activity in the areas used for language encoding. However, males' brains show more activity in the areas associated with visual and aural functions. That is why females like to study foreign languages more than males because men's brains are more analytical and thus they tend to prefer structured work, whereas women tend to be more intuitive and prefer the liberal arts.

Question Two: Why have you chosen to study English?

a- Your own choice

b- Your parents' choice

c- To go abroad

d- Imposed by administration

Options	Responses	Percentages %
Your own choice	14	82.35%
parents choice	3	17.65%
Imposed by Administration	0	0%
To go abroad	0	0%
Total	17	100%

Table 3.8: Students' Reasons to Study English
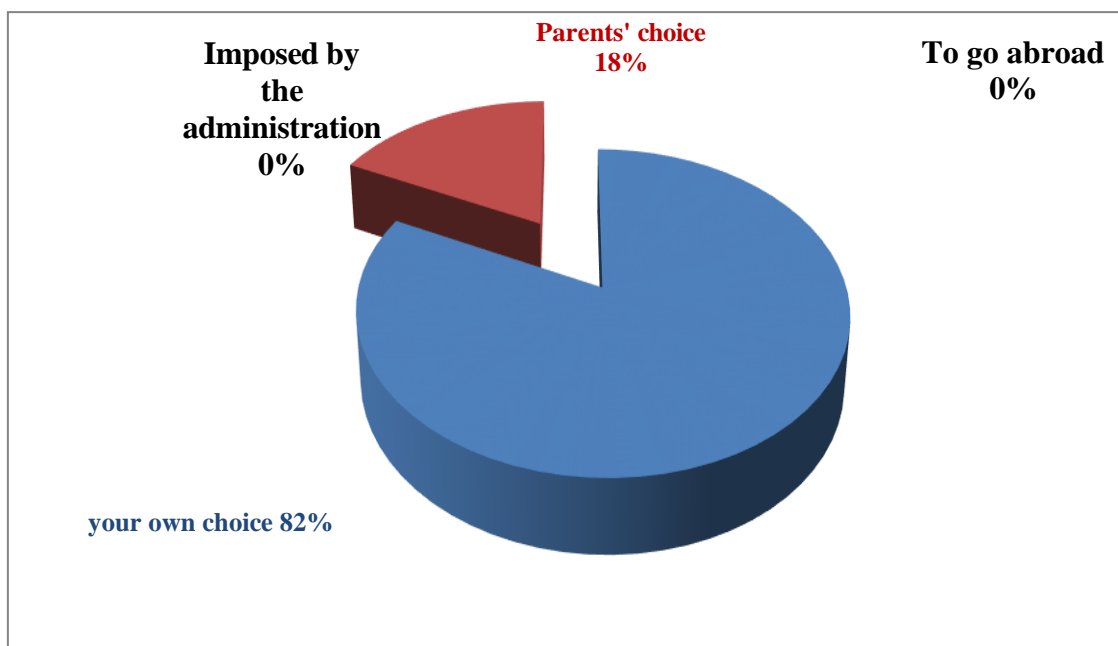
Graph 3.4: Students' Reason to Study English.

When the participants were asked about their reasons to study English at the
university, 82% of them answered that they choose to study English according to their own
choice, however; 18% of them have chosen this decision according to their parents' choice.
Meanwhile, concerning the reasons to study English at university either to go abroad or that
is imposed by the administration, no one support it. We can consider that EFL learners are

58

aware that studying the English language will increase their chances of getting a good job in multinational company within their home country, thus, it plays a vital role in the business world.

Question Three: Do you agree that learning the English language needs practicing speaking in class?

a- Agree

b- Strongly agree

c- Disagree

d- Strongly disagree

Options	Responses	Percentages %
Agree	11	65%
Strongly agree	2	12%
Disagree	3	17%
Strongly disagree	1	6%
Total	17	100%

Table 3.9: Learning the English Language and Speaking.
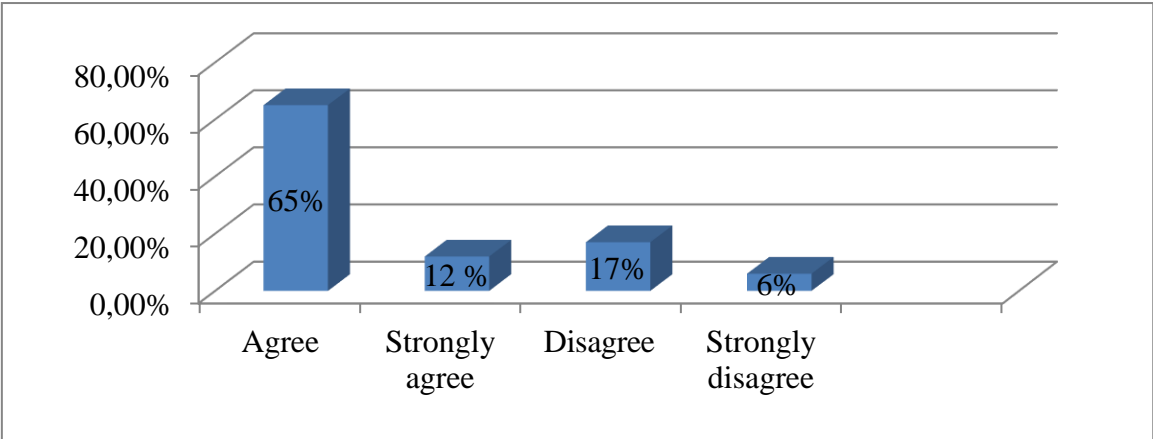
Graph 3.5: Learning the English Language and Speaking.

From the table and the graph, it is clear that the majority of EFL learners agreed that learning the English language needs practicing speaking in class. Hence 65% of the participants agreed and 12% are strongly agreed on that point, because they know that the learning English language requires speaking it frequently in class and even out the class. Hence, it is important for students to have many opportunities to engage in real and meaningful communication in English. While, we notice that 17% of them disagreed and only 6% of the participants who were strongly disagreed on that point, maybe because they did not like to participate in class for being shy or fear of making mistakes in front of their classmates.

Question Four: Do you think that speaking skill is important to EFL learners?

a- Yes

b- No

If yes, tell us how…………………………………………………………………………

Options	Responses	Percentages %
Yes	15	88%
No	2	12%
Total	17	100%

Table 3.10: Speaking Importance in EFL Classes.

no 12%

**yes
88%**
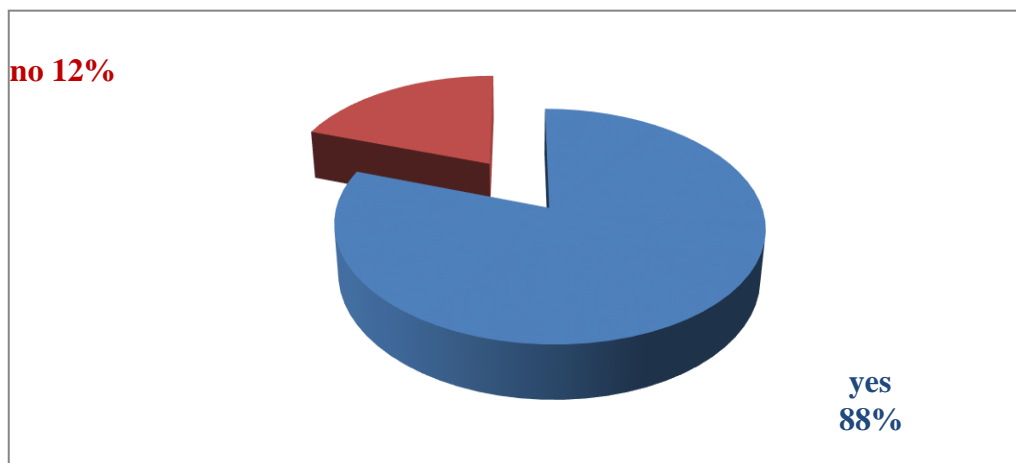
Graph 3.6: Speaking Importance in EFL Classes

Justifications
-Because it is much more important than writing, hence it is used to communicate and talk. -It helps us to know about other cultures. -While learning any language you have to be able to speak it. -Because the first purpose of language is verbal communication. -Because you need to express yourself, your needs and get the marks you need to succeed. -To develop ourselves and to have the chance to raise the level to the better.

Table 3.11: Students' Justifications

From the results presented in the tables and the graph we remark that the great majority of EFL learners believe that speaking skill is important in learning the language, thus, 88% of the participants answered with 'yes', because they believe that speaking is the active use of language as well as the speakers who can speak effectively will gradually improve their level in the other skills. However, we find 12% of them answered that speaking skill is not important to EFL learners because they think that writing is more important than speaking because most of the tasks are in a written form. Furthermore, The students' justifications almost all of them support the idea that learning speaking skill is important to

61

EFL learners because they need to be able to communicate effectively since language is focus more on verbal communication.

Question Five: How do you consider your level in speaking English?

a- Good

b- very good

c- Average

d- Weak

Options	Responses	Percentages %
Good	11	64%
Very good	2	12%
Average	2	12%
Weak	2	12%
Total	17	100%

Table 3.12: Students' Level in English.
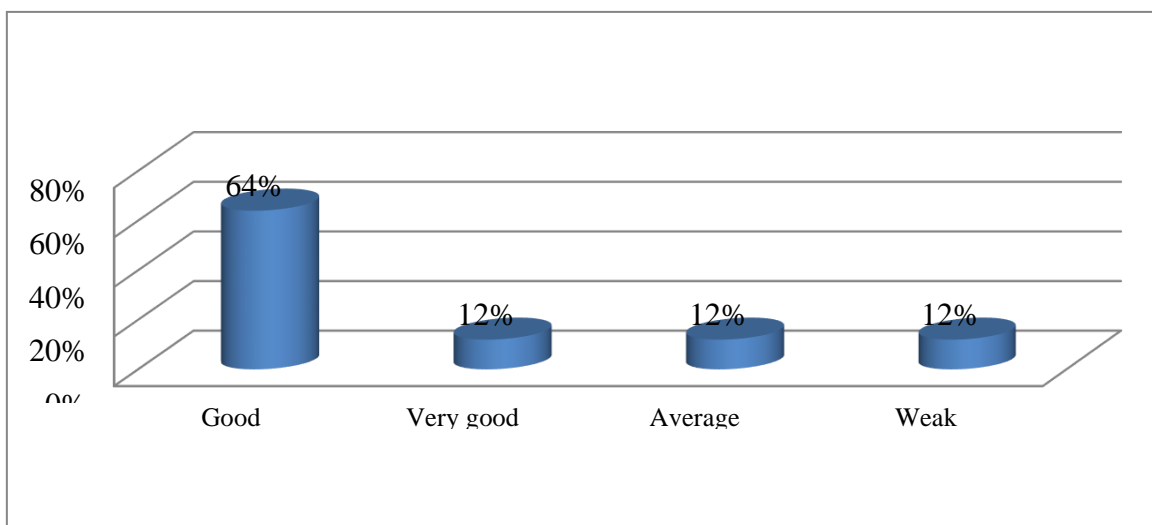
Graph 3.7: Students' Level in English.

This question sets to reveal students' level in speaking English, most of the participants answer that they have a good level with 64%, since they always aware of practicing English frequently in order to develop their speaking level. Also, we noticed that 12% of the students' level is very good. Hence, in order to develop their speaking level they always tend to make extra work and activities rather than satisfying with the underlined activities given by the teacher. We also notice that 12% represents the percentage of the participants whose level in speaking English is average or weak. In which this sample of students are low-motivated to engage in practicing the English language for many reasons. For instance: they just want to finish their license diploma regardless of their real level in this language. Others maybe face difficulties that hinder them from learning the English language perfectly. For instance: they lack motivation and participation.

Question Six: Does your level enable you to express yourself in public easily?

a- Yes

b- No

Options	Responses	Percentages %
Yes	11	65%
No	6	35%
Total	17	100%

Table 3.13: Students' Level in Expressing Themselves in Public.
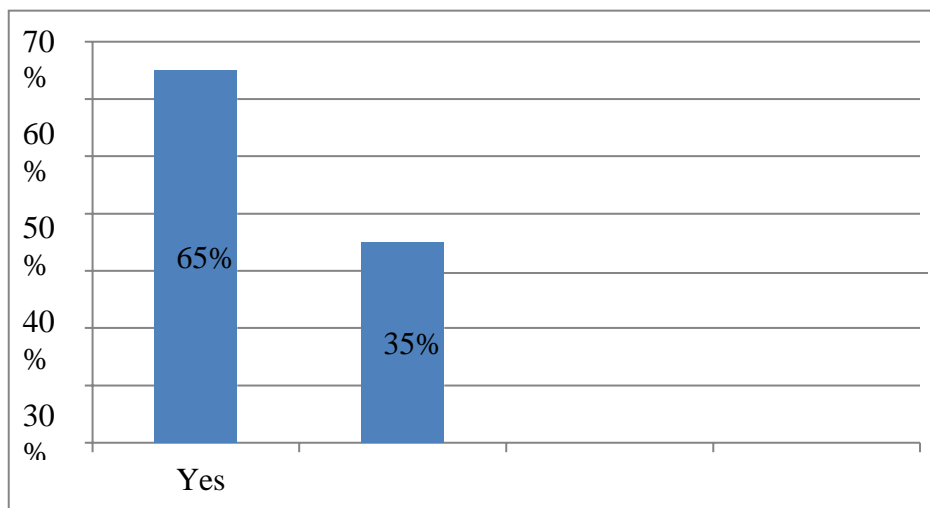
Graph 3.8: Students' Level in Expressing Themselves in Public.

The graph results that 65% of the participants have the ability to express themselves in public easily. Because their speaking level is good and they are motivated to process their English language. Whereas, 35% of the students answer that they cannot do it. Maybe their speaking level is weak, or they feel shy and anxious to speak in front of public

Question Seven: How much have you given opportunities to participate in oral expression?

a- Always

b- Sometimes

c- Rarely

d- never

Options	Responses	Percentages %
Always	3	18%
Sometimes	13	76%
Rarely	1	6%
Never	0	0%
Total	17	100%

Table 3.14: Students' Participation in Class.
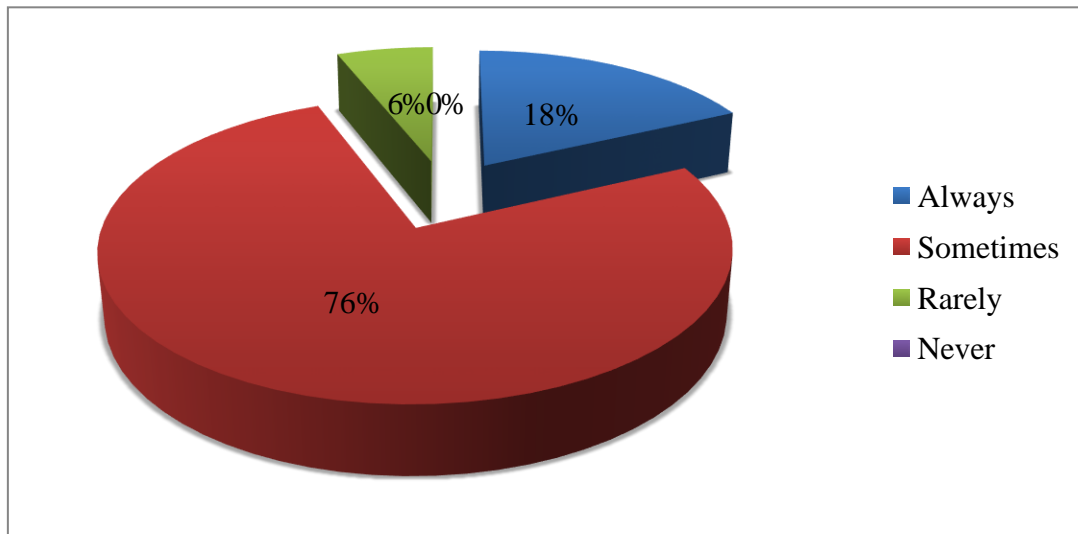
Graph 3.9: Students' Participation in Class.

Among 17 participants, unfortunately that 13 students who represent 76% answered that they sometimes have given the opportunities to participate in oral expression, whereas; 3 students who represent 18% answered that they always have given the opportunities to participate, and just one student who said that he rarely has given the opportunities to participate. Perhaps, the reason is the student himself because of being shy of speaking or has luck of vocabulary which makes him afraid to participate orally. We also remark that none of the participants said that he never have given the opportunities to participate. So, we may consider that the teacher of oral expression in most cases tries to provide opportunities among students to speak while many students lack the motive to participate.

Question Eight: Do you find difficulties in speaking English?

a- Yes

b- No

Options	Responses	Percentages %
Yes	13	76%
No	4	24%
Total	17	100%

Table 3.15: Students' Speaking Difficulties.
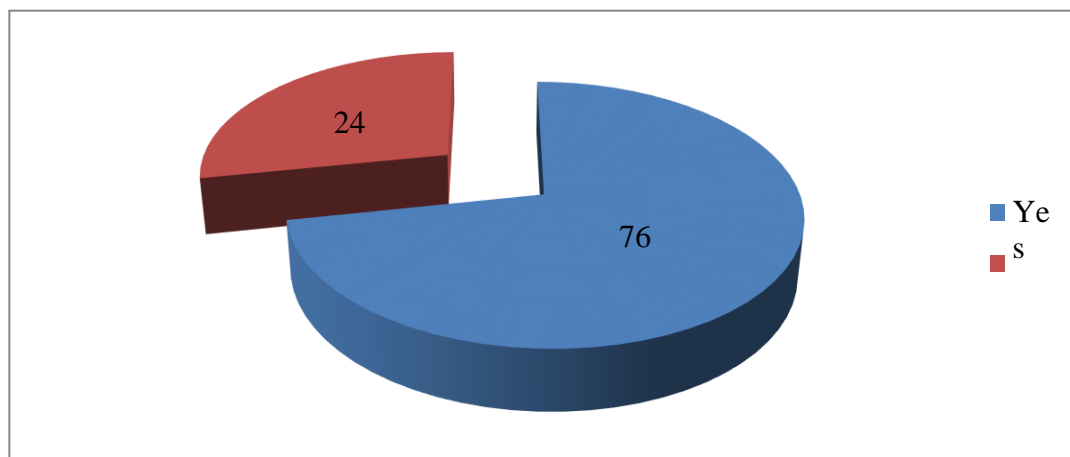
Graph 3.10: Students' Speaking Difficulties.

From the results of the table and the graph, we notice that the majority of EFL learners face speaking difficulties. 76% of the sample answered with 'yes', while 24% of them answered that they do not face difficulties. This directly shows that most EFL learners wish to master English language but it remains a challenging thing because of the factors that hinder their learning process to be effective. For instance: overcrowded rooms reduce the opportunities for students to participate as well as it is impossible for the teacher to give each student enough time to discuss.

If yes, in your opinion these difficulties are because of;

• Shyness

• Anxiety

- Fear of making mistakes

- Lack of vocabulary

Options	Responses	Percentages %
Shyness	3	18%
Anxiety	3	18%
Fear of making mistakes	4	23%
Lack of vocabulary	7	41%
Total	17	100%

Table 3.16: The Causes of Speaking Difficulties.
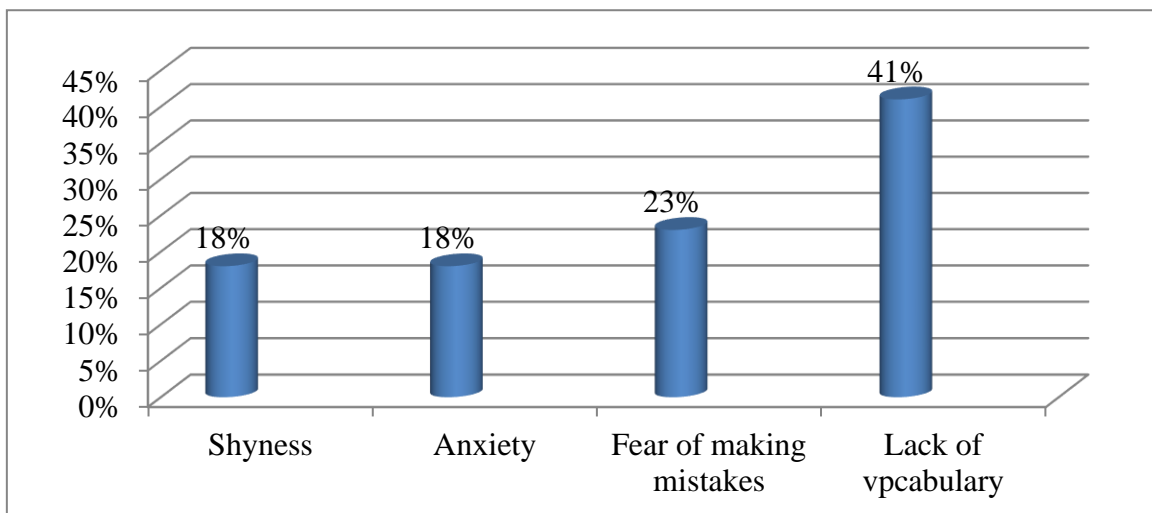
Graph 3.11: The Causes of Speaking Difficulties.

As shown in this graph 3.9, 41% of the participants said that they face difficulties while speaking English resulted from lack of vocabulary, whereas; 23% of the students said that they have fear of making mistakes, 18% represents the percentage of the students whose answered that they encountered speaking difficulties caused by shyness and anxiety. We may consider that the most common difficulties that EFL learners suffer from are because of psychological and linguistic factors. For instance: they fear of making mistakes in front of

their classmates what makes them shy or anxious or simply fear from criticism. Moreover, lack of vocabulary is a strong obstacle that needs to be overcome by making more effort.

Question Nine: Do you think that hard participation reduces speaking difficulties?

   a- Yes

   b- Maybe

   c- Not at all

Options	Responses	Percentage %
Yes	6	35%
Maybe	6	35%
Not at all	5	30%
Total	17	100%

Table 3.17: The influence of Participation on Speaking Difficulties.
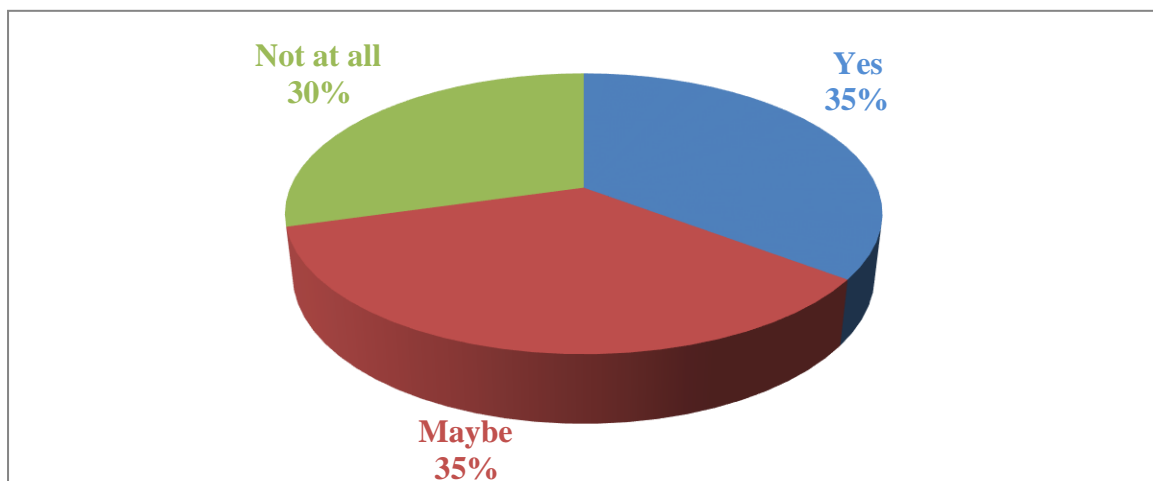
Graph 3.12: The Influence of Participation on Speaking Difficulties.

According to what is resulted from this table, we can notice that 35% of the students think that hard participation may reduce speaking difficulties. Because they believe that learning English requires participation. Hence, it is important for students to have many

68

opportunities to engage in real and meaningful communication in English in order to overcome speaking difficulties and to be a fluent speaker. However, 30% of them said that hard participation has no relationship with the difficulties that EFL learners encounter in their learning process. Maybe they do not prefer to perform orally.

3.2.2.1.2. Section Two: Human Development

Question Ten: Have you heard about human development science before you attend the sessions I have presented in class?

a- Yes

b- No

Options	Responses	Percentages %
Yes	12	70%
No	5	30%
Total	17	100%

Table 3.18: Students' Knowledge about Human Development Science.
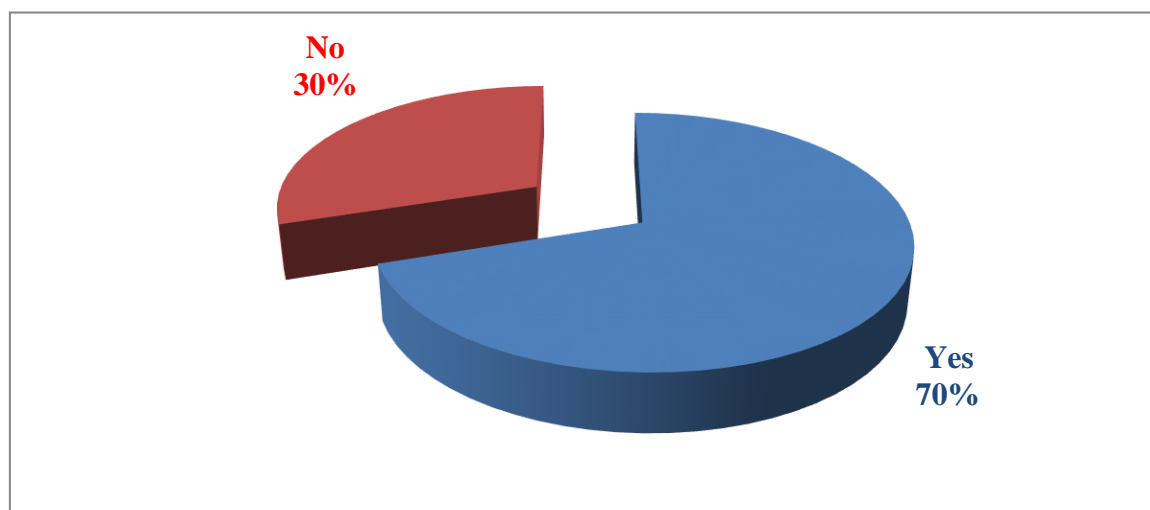
Graph 3.13: Students' Knowledge about Human Development Science.

This question sets to know if the participants have background information about human development science. As shown in the table and the graph the majority of the students have heard about this science with 70%, thus, some of them read books related to human development, others are joined to facebook pages that are active in this science. While 30% of them said that they have had no idea about it. Because of being a new science that it has been applied in the recent years in the Arabic world gradually.

Question Eleven: Do you like the presentations of human development?

a- Like

b- Dislike

Options	Responses	Percentages %
Like	16	95%
Dislike	1	5%
Total	17	100%

Table 3.19: Students' Views about the Presentations.
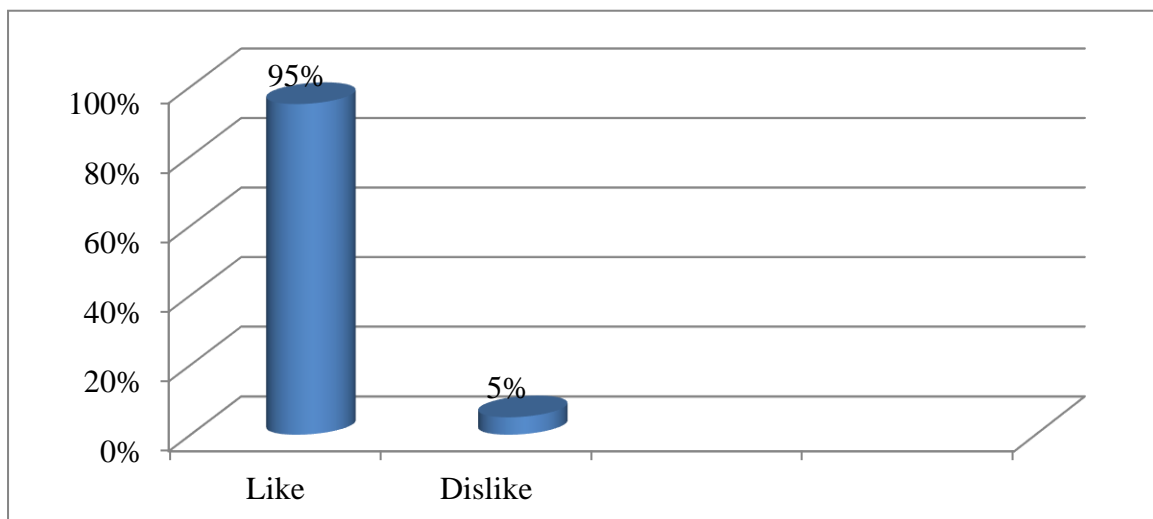
Graph 3.14: Students' Views about the Presentations.

From the table and the graph, it is clear that almost all students like the presentations of human development which presented in the class with 95%. Because they enjoyed the presentations as well as the given information was interesting for them. While 5% of them said that they did not like the presentations, maybe they did not convinced that there is a science which may change their overall views of life to positivity.

Question Twelve: Did you benefit from the session of human development that you attend?

a- Yes

b- No

Options	Responses	Percentages %
Yes	15	88%
No	2	12%
Total	17	100%

Table 3.20: Students' Benefit from the Presentations of Human Development.
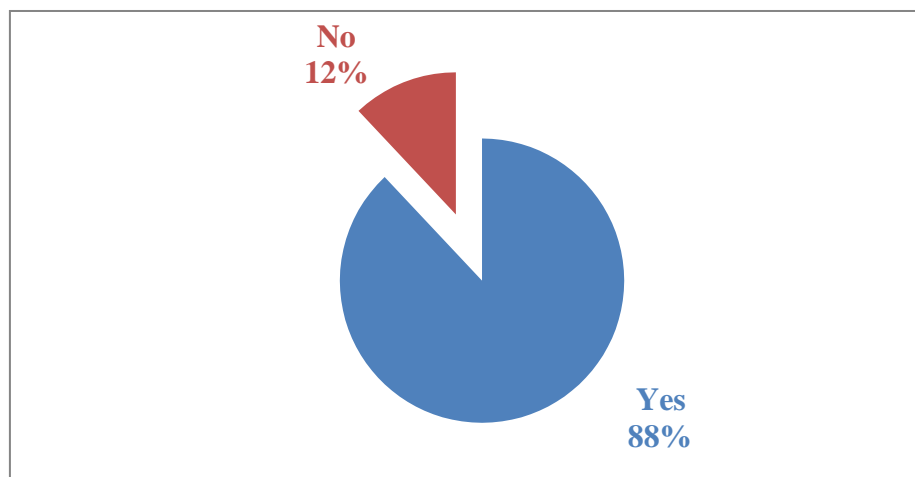
Graph 3.15: Students' Benefit from the Presentations of Human Development.

According to what is suggested in the table and the graph, the majority of the students who attend the presentations of human development benefited from the session, thus, they

represent 88%. Hence, they got interesting information. For instance: they learned about how to be a good communicator who affects others' views, how to boost their self-confidence. They also benefited from the tips given about time management. Whereas 12% of the participants said that they did not benefit from the session. Maybe they did not believe in the science' validity or they are not interested in learning new opproaches.

Question Thirteen: Do you think that the presentations of human development will help EFL learners to develop their speaking skill?

    a- Yes a lot

    b- Not at all

    c- A little bit.

Options	Responses	Percentages %
Yes a lot	12	70%
Not at all	0	0%
A little bit	5	30%
Total	17	100%

Table 3.21: The Influence of Human Development Presentations on EFL Learners'
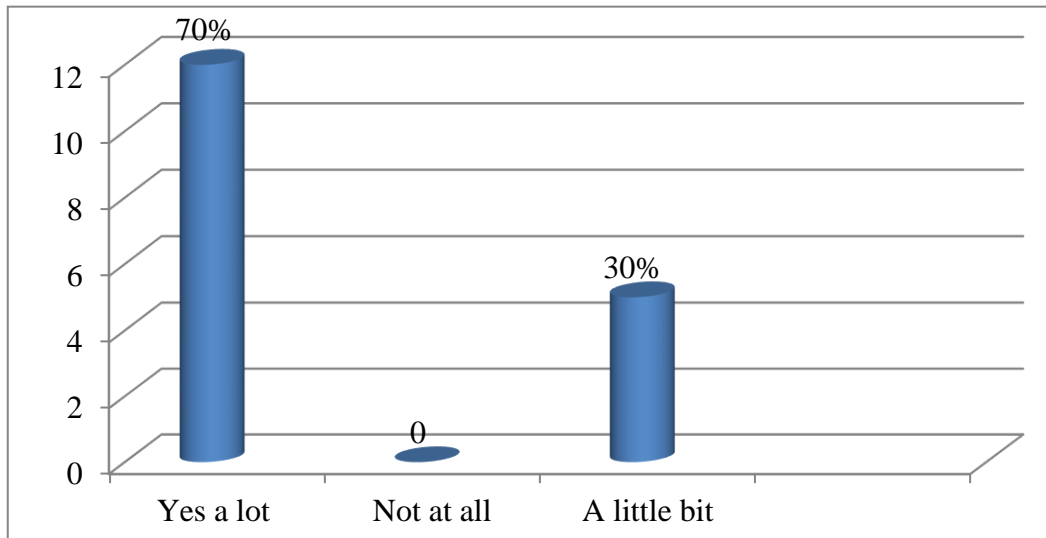
Speaking Skill.

Graph 3.16: The Influence of Human Development Presentations on EFL Learners'

Speaking Skill.

Most of the students with 70% who attend the presentations of human development assert that these latter will help EFL learners to develop their speaking level. Because it helps learners to be self-confident and it plays a vital role in reducing anxiety which hinders EFL learner to perform orally. 30% of them said that the presentations of human development will not help EFL learners in their speaking language learning. Thus, they believe that EFL learners need hard participation in their school activities to develop their speaking level. For instance: focusing on verb tenses, article, academic writing…etc.

Question Fourteen: Did the presentations of human development have a positive addition to your personality?

   a- Yes a lot

   b- Not at all

   c- The same

Options	Responses	Percentages %
Yes a lot	12	70%
Not at all	0	0%
The same	5	30%
Total	17	100%

Table 3.22: The Presentation Influence on the Students' Personality.
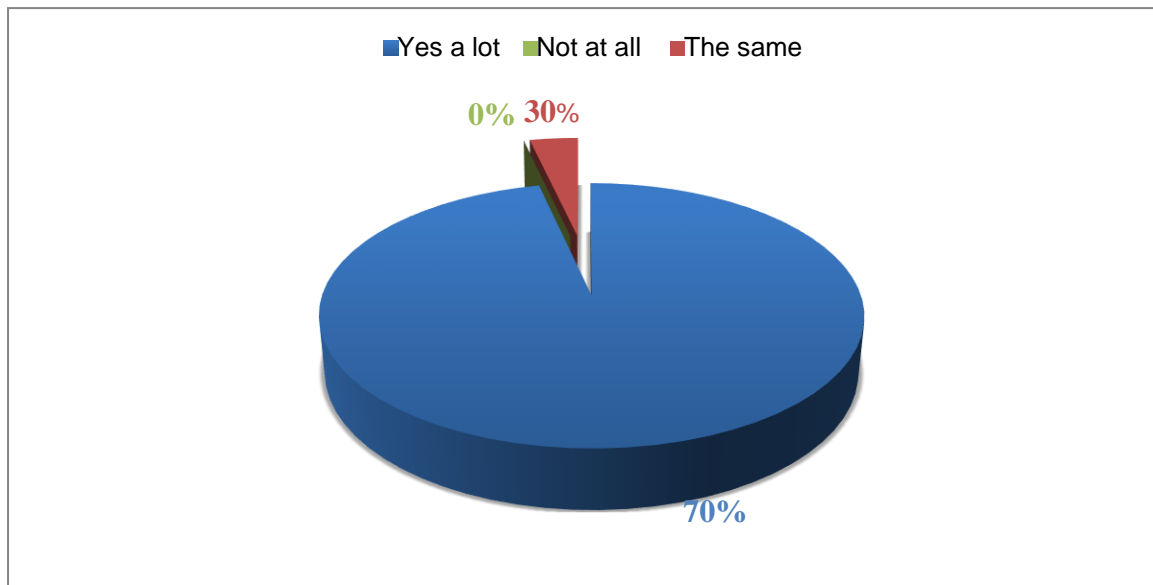
Graph 3.17: The Presentation Influence on the Students' Personality.

From the results above, we notice that most of the participants said that the presentations of human development that they attend have a positive addition on their personality. Hence, 70% of them answer with yes a lot, they are being more confident with themselves, they are being more aware about when to communicate verbally and when to communicate nonverbally and how to convince the others. However; 30% said that they did not experience any new addition in their personality. Maybe they need more presentations and experiences to get influenced by this science and apply it in their lives.

Question Fifteen: What do you feel about your motivational level after being exposed to human development' presentations?

a- High.

b- Low.

c- The same.

Options	Responses	Percentages %
High	12	70.59%
Low	0	0%
The same	5	29.41%
Total	17	100%

Table 3.23: Students' Motivational Level.
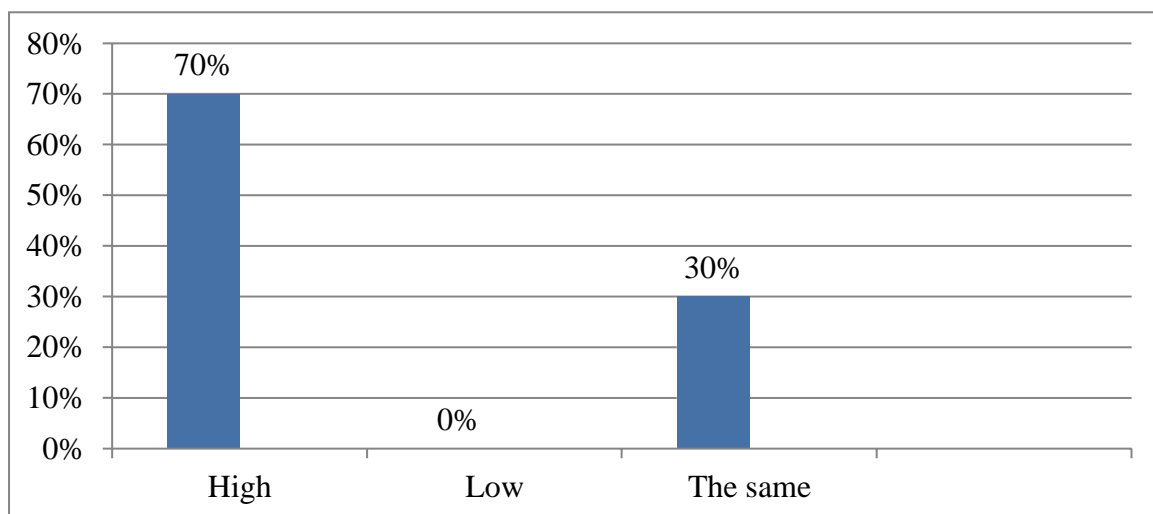
Graph 3.18: Students' Motivational Level.

The results encountered from the table and the graph above show that 70% of the participants said that their motivational level being high after being exposed to the presentations of human development, thus, they enjoyed with the given information. Especially when they attended the presentation of motivation. In which they were provided

with a tips that help them to be self-motivated persons who arise their motivational level from inside themselves. However; 30% of them answered that their level states the same. Perhaps they are low-motivated persons or they did not interest in the presented topics.

3.2.2.2. Teacher's Questionnaire

3.2.2.2.1. Section One: General Information

Question One: How long have you been teaching oral expression?

The teacher said that she has been teaching oral expression for eight years. So, she has had a great experience in teaching oral expression in which she has had a great experienced knowledge about the most common problems that EFL learners faced while performing orally.

Question Two: According to you which of the following skill is the most difficult?

a- Speaking

b- Writing

c- Listening

d- Reading

Skills	Percentages
Speaking	32.5%
Writing	32.5%
Listening	10%
Reading	25%
Total	100%

Table 3.24: Students' Most Difficult Skill
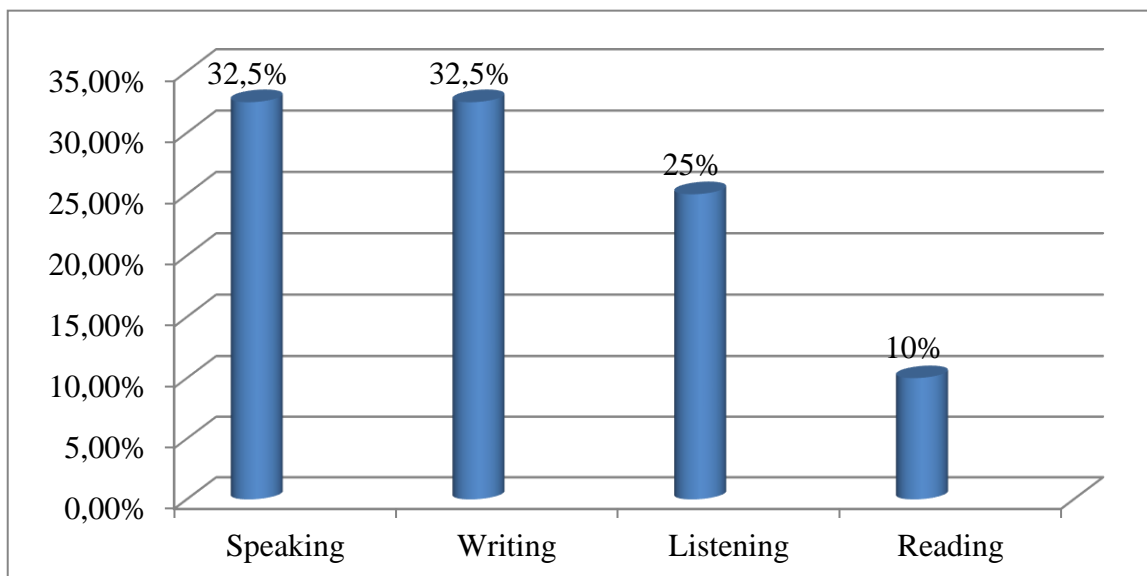
Graph 3.19: Students' Most Difficult Skill.

From the table and the graph, it is clear that speaking and writing has the same percentage. In which the teacher answers with choosing speaking and writing as the most difficult skills with 32.5%. Because EFL learners need to acquire the productive skills. So, that they can communicate and participate their English language. While listening represents 10%, and reading 25%. Hence, we can consider that reading and listening are less difficult skills for EFL learners to acquire. Because learners do not need to produce language, they receive it and understand it. And that is why they are known as receptive skills.

Question Three: Which skill is the most used by your students?

    a- Speaking

    b- Writing

The teacher said that most of the students tend to use speaking much more than writing with 65%. Hence, speaking seems as the most important productive skill that EFL learners focus on. They are interesting in speaking because it allows them to communicate

orally in an effective way. As well as the teacher herself focuses more on oral performance since the session is oral expression.

Question Four: How do you find your learners' speaking level in oral expression?

- **a-** Good
- **b-** Very good
- **c-** Average
- **d-** Weak

Skills	Percentages
Good	35%
Very good	8%
Average	45%
Weak	12%
total	100%

Table 3.25: Students' Speaking Level in Oral Expression.
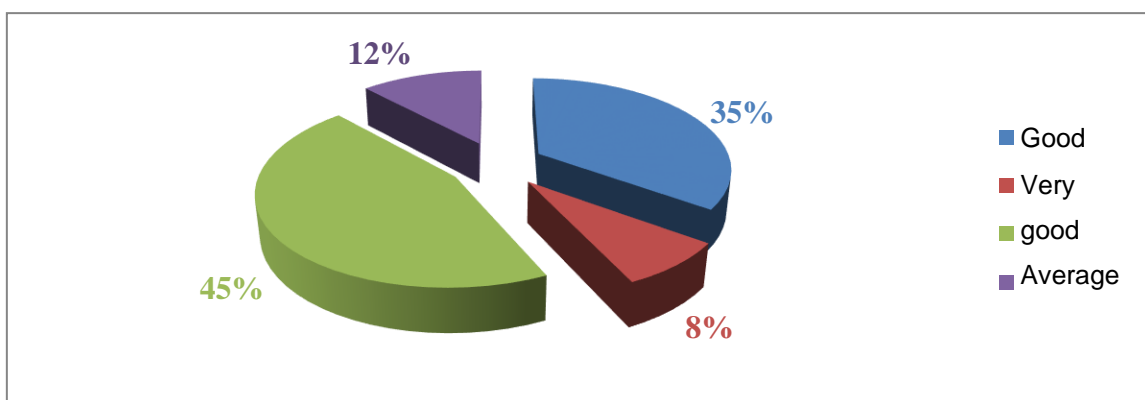
Graph 3.20: Students' Speaking Level in Oral Expression.

As shown in the table and the graph 3.18, the majority of students have average speaking level with 45%, then 35% of them with a good speaking level in oral expression,

78

while only 8% of them whose speaking level is very good and 12% represents the percentage of students with a weak speaking level in oral expression. Because it is probably all classes contain different levels, but they differ in the most present level

Question Five: Do all of your learners participate in the class?

    a- Most of them

    b- Few of them

My respectful teacher asserts that most of the students participate in oral expression session. Perhaps she relied on certain strategies that encouraging them to participate, and motivating them to engage in classroom activities.

Question Six: While teaching speaking, do your students face difficulties while participating orally?

    a- Yes

    b- No

This question sets to know if the students face difficulties while speaking English language. The teacher answers with yes, they face many speaking difficulties caused by many factors. Almost all EFL learners suffer from difficulties that hinder their oral performance while speaking in class.

Question Seven: Would you please explain the most common difficulties faced by EFL learners?

The teacher argued that EFL learners encountered many difficulties while speaking. For instance:

a- Shyness: it is the most common factor that hinders EFL learners to speak. Hence, shyness considered as the most psychological barrier that influence EFL learners' oral performance.

b- Fear of making mistakes: many students are afraid of making mistakes in front of their classmates as well as they have fear of teacher's negative feedback or making fun on themselves. So they tend to reduce their oral participation in order to do not fall in errors or mistakes.

c- Lack of vocabulary: many students have luck of vocabulary, thus, their vocabulary is constraints to certain topics. So, many time students are not familiar with the topic and cannot participate in it.

We can consider that there are many psychological and linguistic factors that affect EFL learners from the fulfillment of their learning objectives.

3.2.2.2.2. Section Two: Human Development

Question Eight: After the learners were opposed to some presentations related to human development do you think that their speaking level gets:

   a- Developed

   b- The same

   c- Decreased

The teacher asserts that the students' level gets developed. She also noticed her students excerpt information and many meaningful expressions from the presentations they attend. Furthermore, they tend to use the presented information in their presentations, and try to apply the most highlighted tips. For instance: many students talked about self-confident as a must and not a merely presentation's topic. This strongly confirms that the students have benefited from the presentations.

Question Nine: Do you think that the application of the presentations which are related to human development as an initial phase to first year EFL learners will help them improve their speaking skill?

    a- Yes

    b- No

    c- Maybe

The teacher answers with 'yes' it will help EFL learners to improve their speaking skill. In which it helps them to be autonomous learners. Furthermore, it encourages EFL learners reduce speaking difficulties caused by low self-confident and low level of motivation. Because of human development focuses more on arising motivational level.

Question Ten: Being a teacher of oral expression, do you think that your learners have acquired some knowledge from the presentations related to human development?

    a- Yes

    b- No

The teacher said that learners have acquired an observable knowledge from the presentations of human development. For instance: they start applying the given tips for time management, thus, in some presentations which done by the learners, they confirm on specializing a time for setting the day's schedule. Furthermore, from the presentation of motivation the learners seem to be more confident and well motivated.

Question Eleven: As a teacher who witnessed with us the experience of opposing learners to presentations related to human development, do you recommend to suggest these topics in an official curriculum as an initial phase to first year EFL learners?

    A- Agree

81

B- Strongly agree

C- Disagree

D- Strongly disagree

The teacher claimed that she is strongly agree to suggest these topics in an official curriculum as an initial phase to first year EFL learners. Indeed, it really will help them overcoming speaking difficulties caused by low self-confidence, anxiety, fear and poor time management.

3.2.3. Analysis of Classroom Observation's Checklist

In order to test the hypotheses and validate the results of our investigation, we have conducted a classroom observation with both the experimental group and the other group who did not expose to the treatment using a checklist; we have registered oral performance of the second year LMD students of English department at Mohamed Khider university of Biskra.

We have controlled the participants' oral performance in the experiment group using a checklist in order to test their speaking level's development.

3.2.3.1. Population of the Study

3.2.3.1.1. Experimental Group

The experimental group consists of 17 participants who have been exposed to a pre-test before starting the treatment of the present study by the academic year 2020/2021. Thus, we have presented some presentations which are related to human development. During these presentations' sessions. we controlled the participants' oral performance. For instance: their engagement in the presentations, asking and answering questions…etc. The participants are supposed to produce presentations based on the assigned topics that we have shared with them. They are supposed to choose a topic and prepare it in advance in order to present it

82

orally. In the post-test, we have collected information about the participants' by observing the development of their speaking level using a checklist.

3.2.3.1.2. The Other Group

The other group we rely on in our study consists of 40 participants of second year LMD students of English at Mohamed Khider university of Biskra. They did not oppose to the treatment. The sample contains fourty students ($N= 40$). We have conducted a classroom observation using a checklist to evaluate their speaking level, their interaction in the class, answering and asking questions…etc.

3.2.3.2. Analysis of the Results

3.2.3.2.1. Experimental Group's Checklist in the Stage of Pre-Test

The following table represents the observations taken during opposing the students to the treatment of the present study. In which we asked them about their previous background information about human development science. Then, we evaluated their interaction, motivation and discipline during the explanation.

Students' engagement	Responses
Introvert	10 students
Extrovert	7 students
Asking questions	3 times
Answering questions	5 times
Discipline during explanation	Very high attention during explanation
Correctness of answers	4 times
The presentation's title	The students' engagement
Motivation	- The students seem well-motivated to

	attend the presentation - They agreed that motivation should originated from the person himself
Communication	- The participants are interested to be good communicators that affect others' views, opinions and beliefs. - They acquire some knowledge about convincing the others.
Self-Confidence	- The students are motivated to be self- confident persons. - Despite, they are aware that low confident will hinder them from achieving their goals. Some of them seem they lack self-confident maybe caused by shyness.
Time Management	- The participants that the plan is essential before doing anything - They like more the idea of specializing seven minutes in the beginning and at the end of each day to make the schedule.
Observation on the students' engagement	- They are so excited and enthusiastic to know more about the discussed topics. - They like the presentations they attend and benefit from the given information and ideas as well as they promise to

	apply the given tips and advices carefully.	
	- They said that they enjoy the session.	

Table 3.26: Experimental Group's Checklist in the Stage of Pre-Test

The checklist observation in the pre-test stage results that some of the students are introverts, and others are extroverts. Moreover, there were high disciplines during the explanation. In which the students seem interesting for knowing more about the human development science. In addition, the supportive atmosphere helps the students interact with us by asking and answering questions or giving comments.

3.2.3.2.2. Experimental Group's Checklist in the Stage of Post-Test

The following table represents the observations taken after the students being opposed to the treatment of the present study. In which we observed them during making their presentation.

Students' engagement		Responses
Introvert		2 students
Extrovert		15 students
Asking questions		5 times
Answering questions		9 times
Discipline during explanation		Very high attention during the explanation
Correctness of answers		4 times
Achievement in tests	Good	4
	Very good	8 students

	Average	4
	Weak	1
Observation on the students' engagement	- They are well- motivated. - Most of them choose the topics of anxiety or self confidence.	

Table 3. 27: Experimental Group's Checklist in the Stage of Post-Test

From the checklist observation, we noticed that many students tend to use some expressions from the presentations they attended. In addition, most of them act with high level of confidence and perform in a very good way in which they seem comfortable and relaxing. Furthermore, we observed that when the participants were presented their works, they are motivated to provide their classmates with interesting information, rather than feeling that it is a compulsory thing they obliged to do.

3.2.3.2.3. Comparison the Pre-Test with the Post-Test Checklists of the Experimental Group

Despite we noticed that there is a discipline during explanation in both stages, we remark that more than half of the students are introverts in the pre-test stage, however; the number of them have reduced in the post-test stage. Furthermore, almost all of them have being extroverts, thus, they are much more motivated to speak and interact in the class. For instance, asking and answering questions, giving comments and opinions.

In addition, most of students choose self-confidence, anxiety and shyness in their presentations. Hence, they extract expressions from the presentations related to human development. Moreover, choosing the same topics by the students prove that anxiety and shyness are the most common problems that EFL learners suffer from while speaking in class. In contrast, they wish to be self- confident learners since they talk about it as a want and a

must. So, that they can present their ideas, comments, opinions and views orally without any hesitations or difficulties.

3.2.3.2.4. Checklist of Other Group

Students' engagement	Responses
Introvert	21 students
Extrovert	19 students
Asking questions	5 times by the teacher
Answering questions	3 times by the students
Discipline during explanation	Average level of discipline during Explanation
Correctness of answers	5 times
Observation on the students' engagement	- A great number of students seem to be unmotivated to practice orally, thus, they lack the motive. - The tendency of some students with a good speaking level to dominate, while others speak very little or not at all. -They appeared anxious of making mistakes or simply being criticized.

Table 3.28: the Other Group's Checklist

We noticed that many students are introvert, in which they have no motive to speak or interact with the teacher. Moreover, the classroom's atmosphere lacks to motivation and encouragement. We remark that EFL learner encounter many difficulties which hinder their oral participation in class. For instance: the tendency of some students with a good speaking

level to dominate, while others speak very little or not at all. We also remark that students are worried about making mistakes, fearful of criticism, or simply shy and anxious, thus, language anxiety has become a considerable concern for the majority of EFL learners since all of them experience different degrees and levels of anxiety while they are speaking in front of classmates.

3.3. Discussion of the Results

This study has aimed at investigating the importance of human development as an initial phase to develop freshman's communicative competence, case study of second-year LMD students of English Department at Mohamed Khider University of Biskra.

The results obtained from this research work have revealed that the majority of EFL learners encounter many difficulties while speaking. Hence, speaking difficulties are considered the most obstructive barriers that hinder the majority of learners from fulfilling their objectives in learning English as a foreign language. Furthermore, the findings asserts that through using the presentations related to human development EFL learners' speaking level gets developed. Hence, from the presentation of communication the participants are interested to be good communicator, and they got some knowledge about the art of convincing and persuasion. Furthermore, the presentation of motivation provides the students with a positive vibes that encouraging them to be high self-motivated person. In addition, the participant benefited more from the presentation of self-confidence. Thus, they are interested in boosting their self-confidence as well as overcoming difficulties that hinder their personal development. For instance: shyness and anxiety. The participants also like the presentation of time management. Thus, they interact with the ideas given to them with agreement. For instance: waking up early and specializing time to make the plan for the present day.

Furthermore, the findings analyzed from both teacher and students' questionnaires confirmed that second-year students face many speaking difficulties which hinder them from learning a foreign language effectively.

Moreover, the results obtained from the checklist assert that more than half of the students are introverts in the pre-test stage, however; the number of them have reduced in the post-test stage. Furthermore, almost all of them have being extroverts, thus, they are much more motivated to speak and interact in the class. For instance, asking and answering questions, giving comments and opinions. Finally, the findings have explored the influence of the presentations related to human development on students' speaking level and confirmed our hypothesis. Indeed, when used effectively, can lead students to succeed in their learning carrier

Conclusion

The present chapter which is related to the field work describes the way this study is done from the general aspect to the most specific one. We try to investigate the importance of the presentations related to human development as an initial phase to second year LMD students at Mohamed Khider university of Biskra. Thus, we have done statistical calculation for the t-test. We also conducted two questionnaires in which the first one is oriented to the students who opposed to the presentations, while the second one is designed for the teacher who taught the experimental group in the first semester and witnessed with us the experience of opposing the students to the presentations related to human development. Furthermore, we conducted a classroom observation using a checklist to test and evaluate the development of students' speaking level, in which we noticed their oral performance while they are presented. Hence, we noticed that most students' speaking level has been developed. As well as most of them take the information given in the presentations into consideration.

Chapter

Four

Chapter Four Initial Phase Curriculum and Recommendations

Introduction

The present chapter is an attempt to sum-up and provide a new curriculum related to Human Development as an initial phase to first year EFL learners. Hence, the obtained results from both questionnaires and the checklist pave the way to elaborate basic topics which can help learners develop their speaking skill and reduce their speaking problems. The issue that EFL learners suffer from many difficulties while speaking in class, we propose some recommendations and suggestions which can help EFL learners and teachers overcoming these problems and improve the teaching and learning process.

4.1.The Proposed Curriculum of the Initial Phase to First Year EFL Learners

Applying the proposed curriculum as an initial phase to first year EFL learners will help them to gain positive values. As well as helping them improve their speaking skill, since it deals with all what is performed and presented orally.

Courses' number	Title of the course
Course (1)	Motivation
Course (2)	Communication
Course (3)	Self-Confidence
Course (4)	Time management
Course (5)	Positive Thinking
Course (6)	Success Vs Happiness
Course (7)	Leadership

Table 4.29: The Proposed Curriculum of the Initial Phase to First Year EFL Learners.

Let us explain briefly the suggested curriculum.

In the first session the teacher is going to give a general introduction about human

development as well as providing clarifications about the way that the lessons is going to be done. Then, the teacher is going to make two or three presentations in order to teach the students the principles of the presentations. For instance: using a simple language, asking and answering questions, acting with high level of self-confident…etc.

4.1.1. Description of the Proposed Curriculum

The curriculum suggests a set of interlinked topics in which all of them concerns with human development science.

The first unit is called be hero and start now. The lessons in this unit aim to encourage students to neglect negative thoughts and go ahead change. It focuses on thinking because it is the first step towards change.

The second unit is called be your own guide. The lessons designed in this unit aim to encourage students to overcome psychological barriers which hinder their development level in all aspects of life.

The third unit is called positivity. The students are asked to be positive and self-motivated persons, and this is the most important aim of human development science.

The second semester two units are designed. The first one entitled: be yourself, be special. In this unit, the students will learn how to be an effective person. Hence, they supposed to recognize how to communicate effectively.

The second one is called be successful, thus, it boosts students towards achieving their goals. It provides students with tips for success. Finally, the last unit deals with students' creativity. In which the students are totally free in producing any creative work and present it to   the   teacher.

4.2. Suggestions and Recommendations

4.2.1. For Teachers

Teachers have a great role in enhancing EFL learners' motivation and self-confidence. Teachers play a vital role in creating an environment that supports students' learning. Johnson claimed that "teachers motivate their students to learn by providing them with positive feedback, in order to develop competence. Providing feedback enables students to gain control over their own learning and a sense of belief about their abilities" (2017, p. 47). The above quote proves that positive feedback has a great influence on enhancing students' motivation. EFL teachers should be aware of the following recommendations:

- Teachers are recommended to adopt the initial phase as an official part in the curriculum of first year EFL learners.
- Teachers are requested to encourage students to use the English language while speaking in the classroom as well as outside the classroom in order to be fluent speaker and have rich and various vocabularies.
- Enough time should be given to learners for practicing speaking skill. For instance: asking the students question and give them time to prepare the answer, this will provide more opportunities among students to participate in which students with weak or average speaking level will have the chance to reformulate their ideas into a well structured answer.
- Teachers are asked to create a relaxing and supportive atmosphere that the students can speak and participate orally without any difficulties that hinder them.

- Activities should be various in which it motivates students to participate, as well as the aim of the variety of strategies and activities help in meeting all students' different learning.

- Teachers play a vital role in encouraging students to speak through enhancing their self-confidence.

- Positive compliments have an outstanding role in raising learners' motivation.

- Teachers are requested to be aware of giving equal opportunities to all students to participate on class, rather than focusing on a specific sample.

- Teachers need to be flexible in choosing the lesson's materials. For example: give the responsibility of choosing the lesson's materials to students, this can help students to experience responsibility with an enjoyable way.

4.2.2. For Learners

Students also have a very essential role in raising their motivational level, self-confidence, and overcome speaking difficulties. The following recommendations are suggested for learners:

- EFL learners are asked not to use their mother-tongue inside the classroom; instead they should practice and develop their speaking abilities.

- Learners are recommended to believe in their abilities, and work on developing it.

- In order to be self-motivated learners, they are requested to be intrinsic-motivated persons whose arise their motivation from inside themselves.

- EFL learners need practice listening with native speakers in order to develop their own speaking and reduce pronunciation mistakes.

- Students are asked to engage within the explanation of the teacher, and share their thoughts and opinions and ideas with their classmates in order to practice speaking.

- Learners are recommended to work on developing their learning abilities, because it is illogic that oral expression' teacher can produce a fluent speaker when he teaches them the language in three hours per a week. So, learners will be autonomous learners and rely on themselves.

Conclusion

This part of our research work concerns with giving some recommendations and suggestions hoping to overcome students' speaking problems and enhance their speaking skill. These recommendations are oriented to both EFL learners and teachers to achieve a successful learning teaching process. That because this success is based on both teachers and learners. In addition, we recommend suggesting some topics related to human development in an official curriculum as an initial phase to first year EFL learners hoping that proposed solution will help them overcome the speaking difficulties that they encountered while speaking and improve their speaking level.

General Conclusion

Speaking skill seems to be an important skill that EFL learners desire to master in. However, they face many problems that hinder their speaking ability. In our study, we attempt to investigate the importance of human development as an initial phase on developing freshman's communicative competence. Thus, we shed light on the importance of speaking skill in EFL learning and identify the most common difficulties that first-year LMD students face while speaking in class. Moreover, we suggest providing an outline of an initial phase in oral expression about human development for first year LMD students of English division at Mohamed Khider University of Biskra.

This study will be divided into four chapters with general introduction and conclusion. Two chapters are regarded as literature review and the two other chapters are dedicated to the workshops. Hence, **t**he first and second chapters devote to the theoretical part, where in the first chapter we represent the main theoretical aspects of speaking skills and clarify the difficulties encountered by EFL learners, however; in the second one we give information about of human development. The third chapter is the fieldwork of the study in which we analyze the results of the questionnaires and the checklist. The last chapter deals with the recommendations as well as provides the proposed outline of the initial phase of human development.

Depending on our hypothesis which tends to prove that human development helps EFL learners to develop their speaking level, to be autonomous learners and reduce speaking difficulties, it has been proved through the questionnaires directed to both EFL teacher who witnessed with us the experience of opposing learners to some presentations related to human development and first-year EFL learners who were exposed to the presentations, that the students face many difficulties while speaking in class. Hence, these difficulties are resulted from; shyness, anxiety, lack of motivation, low or uneven participation, fear of making

mistakes, lack of vocabulary and inhibition...etc. Furthermore, these problems lead students to lose their self-confidence which is important in the learning process. In addition, the students declare that their speaking level gets developed after being exposed to the presentations related to human development.

Finally, the recommendations suggested by us for both EFL learners and oral expression teachers is so important and may help them overcome speaking difficulties.

References

Abdulhussain, A. H., Jabor, I. A., & Ghani, A. A. (2017). *The Role of Self- Confidence Effectiveness for English Language Learners Mustansiriyah Journal of Arts,* 41(77), 1-21.

Adalkwu, C. (2012). *How to Build Self-Confidence, Happiness and Health*. US: Author House.

Aiid, M. (2020). *What is human develomment? Define human development and its tools*.

Albalawi, F. S., & Younes, Z. M. B. (2016). *Investigating the Factors Leading to Speaking Difficulties: Both Perspectives of EFL Saudi Learners and Their Teachers*. *Arab World English Journal* (AWEJ), 7(2), 268- 287.

Al Hosni, S. (2014). *Speaking Difficulties Encountered by Young EFL Learners. International Journal on Studies in English Language and Literature (IJSELL)*, 2(6), 22-30.

Alkire, S. (2010). *Human Development: Definitions, Critiques, and Related Concepts: Background paper for the 2010 Human Development Report. UK:* University of Oxford.

Al- Obaydi, L. H., & Jawad, Z. A. (2015). *Investigating the Effect of Language Anxiety on Student-Teachers' Oral Performance*. Dyala, Iraq: 8th Scientific Conference of the College of Education for Human .

Al-Sibai, D. (2004). *Promoting Oral Fluency of Second Language Learners: Educational Linguistics.* Saudi: Department of English King Saudi University.

Barker, A. (2007). *Improve your communication skills (2nd ed).* London.

Barker, J., & Westrup, H. (2003). *Essential speaking skills: A Handbook for English Language Teaching*. London, New York: MPG Books Lid, Bodmin.

Bin, A., & Sheha, A. A. (2011). *The path to happiness*. Riyadh. Cooperative office for Islamic Propagation in Rabwah.

Bland, G. (2010). Success: *The Glenn Bland Method.USA: Tyndale House publishers,* Inc, Carol Stream Illinois.

Bodla, B. S. *communication and its significance.*

Brand, C., & Gotez, S. (2011). *Fluency and Accuracy in Advanced Spoken Learner Language: A Multi-Method Approach. International Journal of Corpus Linguistics*, 16(2), 255-275. Sydney, Australia.

Doi:10.1075/ijd.16-2.05bra.

Bygate, M.(1987). *Speaking : Speaking as a skill.* New york . Oxford University Press.3.

Chanthiramathi, V., & Golda, T. L. (1984). *Accuracy and Fluency towards English Proficiency*. Tuticorin.

Chaparro, A., Joseph R. Keebler, J., Lazzara, E., & Diamond, A. (2019). *Checklists: A Review of Their Origins, Benefits, and Current Uses as a Cognitive Aid in Medicine. Ergonomics in Design The Quarterly of Human Factors Applications.* pp 21-26.

DOI: 10.1177/106480461881918.

Cherry, K. (2020). *Types of Nonverbal Communication.* Verywell mind. New York, London: Dotdash, Inc.

Claine, S. (2017). *Personal life motivation skills manifesto*. US: Create Space Independent
Publishing Platform.

Elfiky, I. *Confidence & self-esteem: A thousand miles journey begins with a single step.*
Indonesia: Dilariza.

Eunson, B. I. (2012). *Non-Verbal Communication*. Retrieved from:
http://www.researchgate.net/publication/275965639

Ghani, A., & Abdulhussain, A. H., Davis, P., & Pearse, E. (2000). *Success in English
Teaching*. London: Oxford University Press.

Goh, C, C, M., & Burns, A. (2012). *Teaching Speaking: A Holistic Approach*. New York,
America. Combridge University Press.

Gupta, A. K. Motivation : *Concept, Nature, Process and Theories. DSPMU , Ranchi.*

Harmer, J. (1987). *Advanced speaking skills*. Longman.

Horwitz, E. K., Horwitz. M. B., & Cope, J. (1986). *Foreign Language Classroom Anxiety.
The modern language journal,* 70(2), 125-132.

Kapur, R. (2020). *The Functions of Communication*. India.

Karimupfumbi, P. (2018). *The power your mind towards success. Zimbabwe: BSSC
Psychology* .

Kim, T. K. (2015). *T test as a parametric statistic. Korean Journal of Anesthesiology*, 68(6).
540- 546. Retreived from : http://dx.doi.org/10.4097/kjae.2015.68.6.540

Lai, E. R. (2011). *Motivation :A Litarature Review*. PEARSON.

Legault, L. (2016). *Intriinsic and Extrinsic Motivation. Springer International Publishing AG*. 1-4.

DOI:10.1007/978-3-319-28099-8_1139-1

Maimani, A. (2006). *How to attract wealth, health, love, and luck into your life immediately: A concise Manual for Personal Success*. United State of America: iUniverse.

Markovic, M. R., & Salamzadeh, A. (2018). *The importance of communication in business management*. Iran: Research Gate.

Mukmimin, A., Noprival. N, Masbirorotm. M, Sutarmo. S, Arif, N., & Maimunah. M. (2015). *EFL speaking anxiety among senior high school students and policy recommendations. Journal of Education and Learning EduLearn*, 9(3), 217-225.

Nayak, P (Ed.) *Human Development: Conceptual and Measurement Issues: Growth and Human Development in North East India.* New Delhi, India: Oxford University Press, pp.3-18.

Peale, N. V. (2015). *The power of Positive Thinking: A practical guide to mastering the problems of everyday living*. India: PRABHAT PRAKASHAN.

Prabhu, S. (2013). *HUMAN DEVELOPMENT: CONCEPT & APPROACH.* New Delhi, India: Tata Institute of Social Sciences.

Rao, P. S. (2019). *THE IMPORTANCE OF SPEAKING SKILLS IN ENGLISH CLASSROOMS. Alford Council of International English & Literature Journal(ACIELJ),* 2(2) .

Rocci, A., & Saussure, L. D. (Eds.). *Verbal Communication*. Germany *: DE GRUYTER MOUTON.*

Richard, M., Ryan, L., Edward, L., & Deci. (2000). *Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. Contemporary Educational Psychology*. 25, 54–67 2000. doi:10.1006/ceps.1999.1020.

Saari, P. (2012). *INTRINSIC MOTIVATION: Psychological and Neuroscientific Perspectives.*

Sinla, S. *How to become a good speaker: Polish your communication skills*.

Staya, R. M. (2012). Questionnaire Designing for a Survey. The Journal of Indian

Orthodontic Society. 46(4), 37-41.

DOI:10.5005/jp-journals-10021-1104.

Stakanova, E. (2018*). Breaking down barriers to effective EFL communication: a look at sense-making Techniques. International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE)*, 6(3), 29-34.

Tahir, S. Z. B. (2013). *Teaching Speaking Through Yahoo Messenger*. Tidjani, S.(Ed). Indonesia: Qualam Media Pustaka.

Thompson, B., Stehly, C., &Chandler, A. *A learning guide for social studies skill development 7-12.*

Thompson, N. (2018). *Affective communication: A guide for people professions (3rd ed).* London: Red Golf PRESS.

Training Program on Effective Communication. National Institute of Agricultural Extension Management (An Organization of the Ministry of Agriculture, Govt. of India). India.

Trejo, G., Godina, K., & Altamirano, E. (Eds). (2020*). New Horizons in Language Learning and Teaching*. United Kingdom: Combridge Scholars Publishing.

Ur, P. (1996). *A Course in Language Teaching – Trainee book*. Cambridge: Cambridge University Press.

Ur, P. (2012). *A Course in Language Teaching*. United Kingdom: Combridge University Press.

Verma, M. (2020). *UNBETABLE Confidence: Learn how to forge the ornament of self-confidence.* India: Manan Verma. Author.

Vinyard, I. *The power of positive thinking: For people who want to learn how changing your thinking can change your world for the better*.

Worth, R. (2004). *Communication Skills (2ⁿᵈ ed)*. New York: Ferguson.

Yaseen, N. B.(2018). *Factors Negatively Affecting EFL Students' Speaking Skills at Jordanian Private School*. Aman, Jordan: Middle East University.

Zhang, S. (2009). *The role of input, interaction, and output in the development of oral fluency. English Language Teaching*. 2(4), 91-100.

Appendices

A. Appendix I: Students' Questionnaire

Dear students,

   We are conducting a study which is related to students' speaking skill and human development. The aim of this questionnaire is to collect data about students' speaking skill as well as investigating the impact of human development in improving the speaking skill. The target population includes first year LMD student at Mohamed Khider University of Biskra .You are kindly requested to answer the following questions. Thank you for your collaboration in advance.

<div align="right">Mrs. KARFA Hafida.</div>

Section One: General Information

Q1: Would you please specify your gender?

- o   Male
- o   Female

Q2: Why have you chosen to study English?

- o   Your own choice
- o   Because of your parents choice
- o   To go abroad
- o   Imposed by the administration

Q3: Do you agree that learning English language needs practicing speaking in class?

- o   Agree
- o   Strongly agree
- o   Disagree
- o   Strongly disagree

Q4: Do you think that speaking skill is important to EFL learners?

- o Yes

- o No

If yes, tell us how…………………….………………………………………………..

Q5: How do you consider your level in speaking English?

- o Good

- o Very good

- o Average

- o Weak

Q6: Does your level enable you to express yourself in public easily?

- o Yes

- o No

Q7: How much have you given opportunities to participate in oral expression?

- o Always

- o Sometimes

- o Rarely

- o Never

Q8: Do you find difficulties in speaking English?

- o Yes

- o No

If yes, in your opinion these difficulties are because of

- o Fear of making mistakes

- o Anxiety

- o Lack of vocabulary

- o Shyness

Q9: Do you think that hard participation reduce speaking difficulties

- o Yes

- o Maybe

- o Not at all

Section Two: Human Development

Q10: Have you heard about human development science before you attend the sessions I have presented in class?

- o Yes

- o No

Q11: Do you like the presentations the ones of human development?

- o Like

- o Dislike

Q12: Did you benefit from the presentations of human development that you attend?

- o Yes

- o No

Explain how………..……………………………………………………….……………

Q13: Do you think that the presentations of human development will help EFL learners to develop their speaking skills?

- o Yes, because it encourage the learners to be an autonomous learners

- o Yes, because it provide more opportunities among students to speak in class

- o Yes, because it obliged the learners practicing speaking through the presentations

- o No, I do not think that

Q14: Did the initial phase have a positive addition to your personality?

- o Yes, a lot.

- o Not at all

- o A little bit

Q15: What do feel about your motivational level after being opposed to human

development' presentations?

- o High

- o low

- o the same

Q16: If you have any recommendation to be added to oral expression please add them.

……………………………………………………………………………………………

…………………………………………………………………………………………….

Thank you for your cooperation.

A. Appendix II: Teacher's Questionnaire

Dear teacher,

We are conducting a study which is related to students' speaking skill and human development. The aim of this questionnaire is to collect data about that is related to students' speaking skill. The target population includes teacher of oral expressi on course at Mohamed Khider University of Biskra .You are kindly requested to answer the following questions. Thank you for your collaboration in advance.

Mrs. KARFA Hafida

Section One: General Information

Q1: How long have you been teaching oral expression?

…………………………………………………………………………………………

Q2: According to you which of the following skill is the most difficult?

o Listening

- Reading

- Writing

- Speaking

Q3: Which skill is the most used by yours students?

- Speaking

- Writing

Q4: How do you find your learners' speaking level in oral expression?

- Good

- Very good

- Average

- Weak

Q5: Do all of your learners participate in the class?

- Most of them

- Few of them

Q6: While teaching speaking, do your students face difficulties while participating orally?

- Yes

- No

Q7: What are the most common difficulties faced by EFL learners?

……………………………………………………………………………………………

…………………………………………………………………………………………….

Section Two: Human Development

Q8: After the learners were opposed to some presentations related to human development do you think that their speaking level gets:

- o Developed
- o Stay the same
- o Decreased

Q9: Do you think that the application of the presentations which are related to human development as an initial phase to first year EFL learners will help them improve their speaking skill?

- o Yes
- o No
- o Maybe

Q10: Being a teacher of oral expression, do you think that your learners have acquired some knowledge from the presentations of human development?

- o Yes
- o No

Q11: As a teacher who witnessed with us the experience of opposing learners to presentations related to human development, do you recommend to suggest these topics in an official curriculum as an initial phase to first year EFL learners?

- o Agree
- o Disagree
- o Strongly agree
- o Strongly disagree

Thank you for your collaboration.

Appendix III: The Checklist

Students' engagement	Responses
Introvert	
Extrovert	
Asking questions	
Answering questions	
Discipline during explanation	
Correctness of answers	
Achievement in tests	
Observation on the students' engagement	

الملخص

عند تدريس لغة اجنبية، يتعامل الاستاذ مع المهارات الاربعة مع التركيز على المهارات الانتاجية، بالدرجة الاولى مهارة التكلم . من أجل تمكين الطلاب من التواصل باستخدام اللغة الإنجليزية. يهدف هذا العمل الى التحقيق في أهمية التنمية البشرية كمرحلة أولية في تطوير الكفاءة التواصلية لمتعلمي اللغة الإنجليزية كلغة أجنبية. وبالتالي ، عمدنا على نسليط الضوء على بعض الصعوبات التي يواجهها طلاب السنة الأولى في قسم اللغة الإنجليزية. بجامعة محمد خضر بسكرة أثناء التحدث في القسم. من اجل جمع البيانات استخدمنا اكثر من اداة بحيث اداة البحث الاولى هي الاستبيان. و الذي صممنا فيه استبيانين. الاستبيان الاول موجه لاستاذة اللغة الانجليزية التي شهدت معنا عروض تقدديمية متعلقة بالتنمية البشرية. اما الاستبيان الثاني فهو موجه لطلبة السنة الاولى الذين حضرو العروض التقديمية. اداة البحث الثانية تمثلت في قائمة مرجعية استخدمت لغرض تسجيل الملاحظات داخل القسم. اظهرت النتائج ان غالبية متعلمي اللغة الانجليزية كلغة اجنبية يواجهون مشكال اثناء التحدث داخل القسم. اثبتت النتائج ان بعد حضور الطلبة للعروض التقديمية المتعلقة بالتنمية البشرية اعلن غالبيتهم ان مستواهم شهد تطورا كما لاحظنا هذا في مرحلة مابعد الاختبار. وفي ختام هذ العمل اقترحنا بعض التوصيات لكل من طلبة واساتذة اللغة الانجليزية كلغة اجنبية من اجل تحسين عملية التدريس.

الكلمات المفتاحية : مهارات التكلم ، التنمية البشرية، متعلمي اللغة الانجليزية كلغة اجنبية.