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Title
Exploring the Role of Interpersonal Intelligence in Enhancing Pupils' English Speaking Skill: Perceptions and Challenges

The Case of Third-Year Pupils' at Zaatcha Secondary School at Lichana, Biskra

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Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of the Requirements for the Degree of Master in Sciences of Language

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Declaration

I, Sonia Abdelbaki, do herby declare that this submitted master dissertation is my original work and the result of my efforts. I also declare that except where there are references and citations, all the words in this work are my own and has not been previously submitted to or published by any other person, institution, or university for the completion of any degree or whatsoever.

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Dedication

To Almighty Allah, for granting me the strength, wisdom, and perseverance to complete this journey.

I dedicate this work to my beloved parents and my parents in law, whose love, prayers, and sacrifices have shaped the person I am today. Your unwavering belief in me has been my foundation.

To my husband, Dr. Azzouz Hocine, thank you for your constant support, patience, and encouragement through every challenge. This achievement is as much yours as it is mine.

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Abstract

This study examines the role of interpersonal intelligence in enhancing speaking skills among third-year secondary school pupils at Zaatcha Secondary School at Lichana, Biskra. Speaking proficiency is critical in learning English as a foreign language, yet many learners face difficulties communicating fluently and confidently. This study explores how interpersonal intelligence influences pupils' oral communication skills. Previous research has identified key challenges in speaking skills development, including limited vocabulary, anxiety, and lack of constructive feedback; however, the specific impact of interpersonal intelligence remains underexplored. This research addresses this gap by employing a mixed-method design, combining quantitative data from pupil's questionnaire administered to 30 secondary school pupils and qualitative insights from teacher's interview with six EFL teachers. The analysis of the results demonstrates that interpersonal intelligence significantly facilitates overcoming linguistic and emotional barriers through social interaction, peer collaboration, and feedback mechanisms. Pupils with stronger interpersonal intelligence show improved confidence, reduced fear of making mistakes, and better communicative competence. The findings highlight the importance of integrating interpersonal intelligence-based activities into teaching practices to foster speaking skill improvement. This study contributes to the field by empirically confirming the positive influence of interpersonal intelligence on speaking skills and recommends that educators promote collaborative, interactive learning environments. Future research should consider other types of intelligence and additional contextual factors that affect oral proficiency development.

Key words: Multiple Intelligences Theory, Interpersonal Intelligence, Speaking Skills.

LIST OF ACRONYMS

EFL: English as a Foreign Language

ESL: English as a Second Language

EST: Educational Science and Technology

FL: Foreign Language

IQ : Intelligence Quotient

MI : Multiple Intelligence

MIT: Multiple Intelligences Theory

RQ: Research Question

TESL: Teaching English as a Second Language

List of Tables

List of Figures

Table of Contents

General Introduction

Teaching foreign languages is one of the many sectors where the notion of multiple intelligence has been put to use. English as a second language requires more than remembering patterns; it also requires the development of competencies that enable effective communication in real-world settings. Pupils must master four essential language abilities: listening, speaking, reading, and writing. Speaking is a skill for pupils to develop when studying English. It may occur in a range of circumstances, including private, public, and professional settings. It can take many different forms, from informal chat to public speaking. Interpersonal intelligence is evident but related concept that can play an important role in developing pupils' speaking skills. Interpersonal intelligence, refers to the ability to understand and interact effectively with other people.

Statement of the Problem

The ability to speak English is the main reason to learn it. Speaking is a productive language skill that involves generating language to convey ideas, emotion or intentions verbally. It is a process that integrates vocabulary, grammar pronunciation and fluency to communicate effectively. Owing to the importance of this skill, especially speaking sequence, teachers usually try to establish the basic elements of speaking for their learners. They try to teach it through several ways in order to master this skill.

Therefore, this study examines how one of the eight intelligence from Gardner's theory, interpersonal intelligence, could enhance the poor oral skills of third year scientific stream pupils at Zaatcha secondary school at Lichana, Biskra. These learners are not able to communicate with each other or to express their feelings, emotions or even their answers easily when interacting with the teacher and classmates.

Research Questions

This research seeks to answer the following questions:

RQ 01: What challenges do Zaatcha secondary school EFL teachers face when teaching speaking skill?

RQ 02: How do third year scientific stream pupils at Zaatcha secondary school perceive the relationship between the interpersonal intelligence and their speaking skills?

RQ 03: To what extent can interpersonal intelligence enhance third year scientific stream pupils at Zaatcha secondary school speaking skill?

Research Aims

This study aims at:

- Exploring the relationship between interpersonal intelligence and speaking skill among Zaatcha secondary school learners.

More precisely, this research intends to:

- Analyzing the specific aspects of interpersonal intelligence that enhance pupils' speaking skills.
- Encouraging teachers to benefit the interpersonal intelligence to enhance pupils' speaking skills.

Research Methodology

    Methodology

The exploratory nature of the present research utilizes questions for pupils and teachers that focused on investigating the role of interpersonal intelligence in enhancing pupils' speaking skills among Zaatcha secondary school at Lichana, Biskra. The questions were designed in the form of a pupil questionnaire and teacher's interview, thus; this study employs a mixed-method approach to analyze the pupil questionnaire and teacher's interview.

Population and Sampling Techniques

Two main research instruments are used; structured interview and a questionnaire for both teachers and pupils. A non-probability convenience sampling technique is used to select 30 learners from Zaatcha secondary school at Lichana, Biskra and six teachers from different schools (Baarir secondary school, El Mokrani secondary school) to compose the study sample.

Data Collection Tools

To get the essential data and answers to the research questions, two data collection instruments were chosen to achieve the objectives. The structured interview was implemented to six EFL secondary school teachers with the intention of determining their clear method in presenting speaking sequences and choosing suitable techniques of teaching. Additionally, a semi-structured questionnaire was handed out to 30 third-year secondary school pupils in order to explore the role of interpersonal intelligence in enhancing their speaking skills.

Significance of the Study

The study is important because it aims to understand how interpersonal intelligence impact secondary school learners' speaking skills. The study could highlight the teaching strategies and educational policies that support speaking proficiency. This study could provide actionable insights for teachers to tailor their methods, fostering better communication skills

among pupils. The research may serve as a foundation for future studies on affective factors in language acquisition.

Structure of the Dissertation

This study includes two main parts, a theoretical part which consists of two chapters, and the fieldwork part which includes one chapter. The first chapter discussed the theory of multiple intelligence, and explained this theory in depth; diving into interpersonal intelligence and its types as a concept in EFL. The second chapter covers the second variable, speaking skills by providing many aspects on the concept of speaking skill such as its kind and components, its importance and its main difficulties that face pupils in learning either psychological or linguistic factors. The third chapter describes the methodology used and data collection process, then provided the analysis and interpretation of the findings resulted from the research instruments. The research concludes with suggestions for future research and recommendations.

Chapter One

Interpersonal Intelligence

Introduction

In education and language learning, communication is a vital skill that enables learners to interact with others. Gardner (1999) suggests there are multiple types of intelligence; it is his belief that intelligence has unique skills and abilities in various aspects like linguistic, musical, interpersonal, or logical-mathematical etc. Among these types of intelligences, interpersonal intelligence is the essential concept this study emphasizes as a key concept that facilitates social interaction and communication. Interpersonal intelligence is important in foreign language learning, especially in teaching speaking skills and encouraging learners to have meaningful social interactions.

This chapter explores interpersonal intelligence and its relevance to pupils' English-speaking skills. The first chapter starts with an overview of intelligence and Howard Gardner's Theory of Multiple Intelligences; this introduces the idea of intelligence from an academic and linguistic viewpoint. Then, the chapter examines interpersonal intelligence in detail, including its key components, such as empathy, verbal and non-verbal communication, active listening, leadership, and collaboration. Next, the chapter explores the significance of interpersonal intelligence in different aspects of education, such as collaborative learning and classroom interactions. This section discusses how interpersonal intelligence influences pupils' language learning and speaking skills, explicitly emphasizing the role of social engagement and peer interaction in developing fluency and communication skills. Finally, the chapter examines the tools and methods used to evaluate interpersonal intelligence and how they help teachers identify and foster interpersonal intelligence among learners.

1.1. Definition of Intelligence

From a general perspective, the Oxford Languages Dictionary defines intelligence as the ability to acquire and apply knowledge and skills. Similarly, the Merriam-Webster Dictionary defines intelligence as the ability to apply knowledge to manipulate one's environment or the skilled use of reason.

These dictionary definitions suggest that having intelligence is more than just possessing or seeking knowledge; it goes beyond that. The definitions suggest that intelligence is not a passive notion, nor it is inherently gained; it is a concept that requires acquiring and applying knowledge in a skillful and active process through learning and applying the knowledge learnt. Merriam-Webster goes even further in incorporating how individuals' manipulation of the environment is also an aspect of intelligence by establishing that intelligence involves problem-solving skills and reasoning abilities.

From a linguistic point of view, Erlina et al. (2019) define linguistically intelligent people as individuals with specific characteristics like their ability to learn languages successfully and perform better than people with lower linguistic skills. These characteristics include the ability to listen and respond to the sound, pace, and variety of the spoken word. Erlina et al. (2019) suggest that people with high linguistic intelligence show more skills in learning languages through listening, reading, writing, and speaking and are able to produce grammatically correct speech, communicate appropriately, and write well. They can also fully comprehend the subtleties and enjoy various aspects of the foreign languages they acquired.

This perspective discusses linguistic intelligence in the context of language learning and ties intelligence to linguistic skills and their efficiency. Erlina et al. (2019) assert that linguistically intelligent learners can excel in most aspects of language learning. These aspects include language learning, production, communication, comprehension, and writing. This perspective suggests that linguistic intelligence contributes directly and significantly to

language acquisition, which aligns with EFL learning that heavily depends on proficiency in these aspects and directly impacts learners' ability to communicate effectively.

1.2.   Howard Gardner's Idea of Multiple Intelligence

Gardner's (2011) Frames of Mind introduces the idea of multiple intelligences (MI) and multiple intelligences theory (MIT). His idea of multiple intelligences criticizes the traditional ways of testing intelligence, such as standard IQ tests focusing solely on academic aspects rather than personal skills and talents. Gardner (2011) argues that intelligence is a broad and diverse concept that exceeds the limitations of IQ tests; it is a concept valued differently according to cultures and individuals. Gardner (2011) proposes a new definition for intelligence, including the range of human abilities and competencies that traditional testing has neglected to evaluate. His idea of Multiple Intelligence was created from his attempt to introduce a new definition of intelligence and his challenge of traditional views on intelligence that regarded intelligence as mere rational thought and academic success (pp. 3-5).

Gardner defines intelligence from different points of view, such as cognitive psychology, educational psychology, and psychometrics, and then he criticizes their limitations. In psychology, for example, Gardner states that intelligence is linked to cognitive abilities like reasoning, memory, problem-solving, or learning. Charles Spearman (1904), who proposed the concept of general intelligence (g-factor), defines intelligence as a single general ability. Gardner (2011) challenges this idea of singular intelligence. He proposes his own theory of multiple intelligences, arguing that intelligence is not a measurable ability but a set of unique individual intellectual competencies. Gardner (2011) proposed eight intelligences: linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic.

His theory states that intelligence is not a single unit but it is composed of several unique intelligences, thus expanding the traditional definition of intelligence, which is usually limited within academia, to apply it to different cultures and contexts. He stresses that different intelligences function in diverse ways and are influenced by neurological, psychological, and environmental factors.

1.3.   Component of Multiple Intelligences

Gardner (2011) indicated that intelligence is a person's ability to solve a problem or do something valuable in one or more cultures. He identified eight intelligences (Figure 1) linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, or natural (Checkley, 1997; Reisman, 2021).
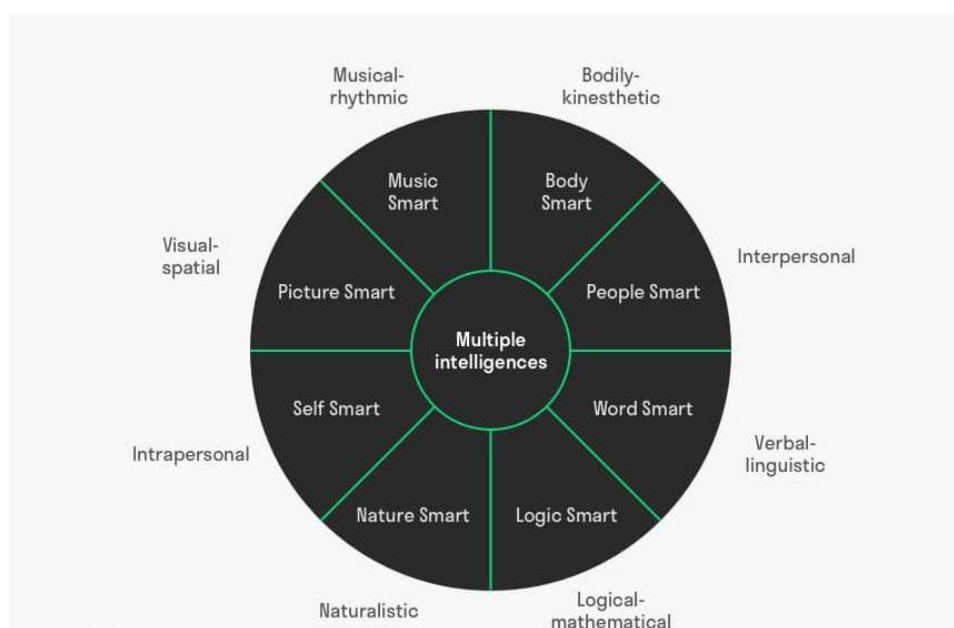
Figure 1: Components of Gardner's Theory of Multiple Intelligence

Individuals with strong linguistic skills can use language to understand others and express their thoughts. Logical-mathematical intelligence includes a tendency to know causal systems and the ability to manipulate numbers easily. Moreover, spatial intelligence is the skill people have to become painters, sculptors, and architects, and it is used more often in specific

sciences like anatomy and topology. Furthermore, bodily-kinesthetic intelligence is related to using whole or specific body parts to create something, solve a problem, or display bodily movement skills at an event, like dancers or athletes. Musical intelligence is related to people with enhanced musical skills who can hear, recognize, and remember musical patterns in a way they cannot get out of their minds. Gardner (2011) asserts that musical intelligence manifests itself sooner than other intelligences. Gardner (2011) further clarifies that interpersonal intelligence refers to the ability to understand others. People with higher interpersonal intelligence can easily detect other people's tempers and desires. Intrapersonal intelligence, conversely, is the enhanced understanding of oneself. Higher intrapersonal intelligence is the skill people have to know how they react to experiences and how to choose the experience that can be most valuable to them. It also helps people be aware of the difficulties they might encounter. Naturalist intelligence is the eighth type added by Gardner; it refers to the individual's ability to distinguish among living things. People with high naturalist intelligence can easily categorize plants, minerals, animals, rocks, and grass.

Gardner's theory received much criticism, especially regarding using the term' intelligence' instead of a less controversial term. Reisman (2021) states that using the term' intelligence' instead of skills or abilities has popularized Gardner's work and made it reach global recognition, especially in raising controversy with psychologists like Richard Herrnstein, who believed that IQ is inherited to a great extent not acquired or improved through practice. Reisman (2021) further clarifies that Gardner responded to the main criticism regarding his theory, stating that he had used the term' talents' instead of 'intelligence' it would limit the definition of intelligence, and people with skills outside this definition would feel their skills are less valuable or less important. Gardner defended his theory, stating that it was more inclusive, detailed, and accurate than IQ tests, which suggest that intelligence was inherited.

1.4.   Multiple Intelligences and Foreign Language

Christison and Kennedy (1999) suggest four modes to help teachers implement the theory of Multiple Intelligence in the context of EFL/ESL classrooms with young adults or adult learners (p. 6).

- Taking questionnaire s might help students develop their strengths and learning preferences and define their main type of intelligence. Christison (1996a) states that different language tasks and activities can be created to foster the needs of MI and the needs of language learners.

- MI is a tool for developing a better understanding of learners' intelligences and awareness of intelligence diversity within the classroom. Christison and Kennedy (1999) state that the theory of MI raises teachers' awareness of the range of their students' potential and skills and the different ways the students demonstrate their knowledge and understanding of the material.

- As a guide to providing a greater variety of ways for students to learn and demonstrate their learning and understanding, Christison and Kennedy (1999) claim that raising students' awareness of their strengths and weaknesses can make them responsive to a variety of learning activities that might be unfamiliar to their backgrounds.

- As a guide to develop lesson plans that cater to the range of learner needs. Lesson plans based on the theory of MI could combine different language learning tasks and activities, which Christison and Kennedy (1999) claim would not aim to use specific intelligence but rather to enable the learners to use the best way for them to acquire that knowledge.

Spirovska (2013) suggests that the goal of implementing Multiple Intelligence Theory (MIT) is to provide learners with the opportunity to use their strengths and skills in the learning process. She further clarifies that if teachers were better equipped to specify learners' intelligence profiles, they could create various activities to employ students' intelligence in the

classroom. Spirovska (2013) states that teachers can observe and predict the difficulties of their learners and plan for targeted activities to develop the intelligences which are not strongly emphasized.

Arnold & Fonseca (2004) assert that MIT in foreign language classrooms better equip teachers to tap into their students' skills and capabilities by recognizing their differences and putting individuals with their different ways of learning where they belong, back at the centre of the learning process (p.125).

1.5.   Types of Multiple Intelligence (MI)

Spirovska (2013) suggests a plan to apply MI in EFL/ESL classrooms, and this plan aims to cater to different types of intelligences. It is detailed in the following table:

	Intelligence	Skills and Career Preferences
1	Verbal-Linguistic Intelligence: Well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words	Skills - Listening, speaking, writing, teaching. Careers - Poet, journalist, writer, teacher, lawyer, politician, translator
2	Mathematical-Logical Intelligence: Ability to think conceptually and abstractly, and capacity to discern logical or numerical patterns	Skills - Problem solving (logical & math), performing experiments Careers - Scientists, engineers, accountants, mathematicians
3	Musical Intelligence: Ability to produce and appreciate rhythm, pitch and timber	Skills - Singing, playing instruments, composing music Careers - Musician, disc jockey, singer, composer
4	Visual-Spatial Intelligence: Capacity to think in images and pictures, to visualize accurately and abstractly	Skills - puzzle building, painting, constructing, fixing, designing objects Careers - Sculptor, artist, inventor, architect, mechanic, engineer
5	Visual-Spatial Intelligence: Capacity to think in images and pictures, to visualize accurately and abstractly	Skills - puzzle building, painting, constructing, fixing, designing objects Careers - Sculptor, artist, inventor, architect, mechanic, engineer
6	Interpersonal Intelligence: Capacity to detect and respond appropriately to the moods, motivations and desires of others	Skills - Seeing from other perspectives, empathy, counseling, co-operating

		Careers - Counselor, salesperson, politician, business person, minister
7	Intrapersonal Intelligence: Capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes	Skills - Recognize one's S/W, reflective, aware of inner feelings Careers - Researchers, theorists, philosophers
8	Naturalist Intelligence: Ability to recognize and categorize plants, animals and other objects in nature	Skills - Recognize one's connection to nature, apply science theory to life Careers – Scientist, naturalist, landscape architect

Table 1: The 9 Intelligences of MI Theory

Table 1 summarizes MI as suggested by Gardner. They can be categorized as follows:

Linguistic Intelligence: reading a story, filling in a sentence gap by picking the appropriate word, choosing synonyms or antonyms for a given word, and answering multiple questions related to a text.

Logical-Mathematical Intelligence: organizing events in chronological order, finding logical errors, presenting the timeline of events presented in a text, jigsaw puzzles and games.

Bodily Kinesthetic Intelligence: drawing, coloring, mime, dramatization, making models of objects and using realia (real objects) and games.

Visual Spatial Intelligence: drawing diagrams, concept maps, matching pictures with words, describing pictures or images.

Musical Intelligence: songs, tongue twisters, rhymes, playing songs to introduce a topic, analyzing the lyrics, and transforming lyrics into a text.

Interpersonal Intelligence: analyzing a character, reflecting on characters and their actions or motivation, analyzing or retelling/rewriting a text from another character's point of view, group work.

Intrapersonal Intelligence: journal keeping and activities to elicit personal experiences (reflections, discussions, and sharing personal experiences).

Naturalistic Intelligence: comparison between a novel and a film, news broadcasted by two resources, categorizing, analyzing settings, field trips and projects.

The following table shows Gardener's Multiple Intelligence Theory, its details, and career possibilities.

1.6.   Challenges of Multiple Intelligence Theory MIT in EFL Classrooms

Spirovska (2013) suggests that the possibilities of using MIT in an FL classroom are numerous and have great potential. The study by Mehiri (2020) on MIT application in EFL classrooms reveals that it dramatically impacts ES/F foreign language learning and teaching and that there is a firm link between MI and students' four skills' enhancement and teachers' roles in the classroom. One of the many issues in MIT and foreign language teaching and learning is the lack of testing targeted to analyze learners' MI profiles to measure each intelligence separately. Besides, the lack of relevant empirical research on Multiple Intelligence testing in general. Spirovska (2013) further argues that testing intelligence separately would result in labelling learners and favouritism in cultures that value one intelligence over another, like logical-mathematical or bodily kinesthetic. Teacher training is another issue facing the application of MIT in EFL classrooms. Teachers would need to attend training and workshops to raise the awareness of MIT to have a better practical implementation of the theory. This training is necessary to analyze the practical application and implications of MI theory on language learning and teaching. It could focus on activities and tasks that originate from MI theory. Implementing the theory also impacts learner assessments by suggesting various assessment tools that better suit individual intelligences. Christison (1996b) suggests classroom projects like presentations or oral presentations, role plays, journals or debates.

1.7.   Benefits of Multiple Intelligence MI Education

In the context of teaching, Christison (1996b) suggests the benefits of using the MI approach in language teaching cannot be neglected. The theory raises awareness of how diverse learners' potential can be in FL classrooms and the different learning styles needed. Teachers' roles extend beyond traditional teaching as they analyze MI profiles to establish the link between their own past experiences and learners' present-time teaching and adapt it accordingly. This allows teachers to be more involved in student development and success.

1.8.   Definition of Interpersonal Intelligence

Gardner (1983, 1999) defines interpersonal intelligence as understanding and empathizing with other people's emotions. This form of intelligence involves the ability to understand the motivations and intentions of others. Christison (1996a) states that this form of intelligence includes responding effectively to others pragmatically, such as influencing them to follow a specific action. In language learning classrooms, learners with this type of intelligence would stand out in analyzing characters, retelling stories from a different point of view or discussing different opinions. Figure 2 demonstrates some of the characteristics of interpersonal intelligence:
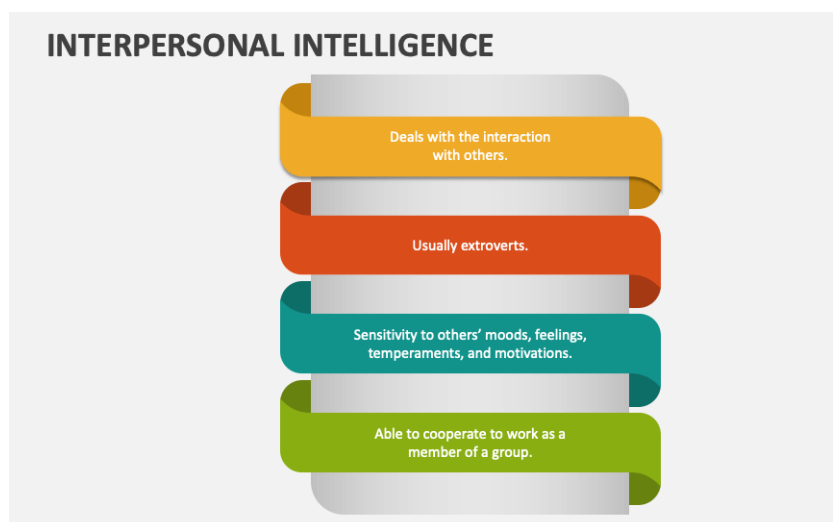
Figure 2: Interpersonal Intelligence Characteristics

Christison (1996a) further explains Gardner's (1983) theory on defining interpersonal intelligence, stating that it is the ability to sense another person's moods, feelings, motivations, and intents. People with high interpersonal intelligence can respond more efficiently to people pragmatically, like administration workers, who can easily get colleagues to take part in projects and events.

1.9.   Key components of Interpersonal Intelligence

As Gardner (1983) previously suggested, interpersonal intelligence is a person's ability to comprehend and interact with others effectively. This ability is a significant way to build social relationships and nurture a sense of communication. Interpersonal intelligence comprises several components, including empathy, verbal and nonverbal communication, active listening, and a sense of leadership.

1.9.1. Empathy

Gardner (2011) clarifies that empathy development with infants plays a significant role in developing interpersonal intelligence. Gardner (2011) asserts that, since infancy, children demonstrate a noticeable ability to distinguish their facial expressions, emulate emotions, link certain feelings to certain people, and recognize other people's moods. Gardner (2011) further explains that infants are pre-tuned to the surrounding emotions, which forms the basis for interpersonal intelligence. In other words, children understand, respond, and detect the feelings of others. As they grow older, so does their ability to distinguish and respond to distress, such as feeling anxious about others crying or sad. There are signs of empathy development, which are the key elements forming interpersonal intelligence. Infants start building familiar bonds and a sense of caring by linking feelings with experiences and people.

1.9.2. Verbal and non-verbal communication

People with high interpersonal intelligence demonstrate high verbal communication skills. As Gardner (2011) suggested, interpersonal intelligence analyses people's characters, attitudes, motivations, and wants. Someone with developed verbal communication skills enables them to interact with others clearly and confidently and express thoughts and feelings easily, thus making people more receptive and interested in the interaction. The tone of voice, mannerisms, volume, speed, and body language all impact the effectiveness of verbal communication.

Nonverbal communication is a significant part of interpersonal intelligence. It refers to how people choose to express their feelings and attitudes without having to do so verbally. This means a person needs to notice nonverbal cues and indicators such as body language, gestures, facial expressions, and overall mood to understand how the interaction is going beyond the social disguises and formalities.

1.9.3. Active listening

High interpersonal intelligent people possess strong, active listening skills that allow them to see beyond the conversation and read people's true intentions and meanings. This skill allows people to make others feel appreciated, heard, and valued. It is a double feature, allowing the listener to analyze the speaker better and making them feel appreciated and comfortable expressing themselves freely. Gardner (1983) asserts that intense listening is the key to proper decision-making because they can see the person speaking from a unique perspective. He states that those who can listen well have unique gifts (p. 288).

1.9.4. Leadership and Collaboration

People with improved interpersonal intelligence have a firm grasp of their emotional responses. They have superb communication skills, whether verbal or non-verbal, and have a

natural sense of leadership in social or professional settings. People with improved interpersonal intelligence have a high sense of awareness towards themselves and others in social contexts; they are able to step up into action due to a heightened sense of self-management and relationship management (Landry, 2019). These qualities are all a part of interpersonal intelligence skills and contribute to successful leadership that requires a positive attitude, social awareness, good communication skills, a sense of management, and a deep understanding of people and their emotions and actions. People with improved interpersonal intelligence can quickly bond with people, a skill necessary to lead and allow others to rely on them as trustworthy and deserving leaders (Landry, 2019).

1.10. Interpersonal Intelligence in Education

Education is one the most significant aspects of society; it builds learners in ways that most other fields depend on to produce generations of educated people who can build sophisticated societies and leaders to lead these societies. Purwitasari et al. (2023) state that MIT in education is very broad and can be discussed from many angles, especially from the perspective of interpersonal intelligence in learners, as it must exist and develop to help their ability to interact and communicate properly (p. 99). Learners must always strive to improve their interpersonal intelligence, as Purwitasari et al. (2023) further clarify that in Educational Psychology, learners' hard work is a sign of self-regulation and an attempt to clarify the direction of their education.

The quantitative study conducted by Purwitasari et al. (2023) on enhancing learning through interpersonal intelligence demonstrates that students with higher interpersonal intelligence work better in groups and have better communication skills in problem-solving activities. Similarly, Hidayat et al. (2024) studied the impact of communication anxiety and low interpersonal intelligence on EFL learning among high school students. The study findings indicate that students with higher interpersonal intelligence experience lower communication

anxiety. The findings were conclusive and showed the importance of fostering interpersonal intelligence as a strategic approach to improving communication anxiety in EFL settings. They recommend that EFL teachers integrate group-based and interactive activities that enhance interpersonal relations among high school learners to improve their educational experience and outcomes.

1.11. Role of Interpersonal in Collaborative Learning

Collaborative learning is a variety of educational approaches that include combined student efforts or student-teacher efforts to achieve an intellectual activity. Students work in groups or pairs to solve problems or perform activities in this learning type. Collaborative learning activities vary, with many of them centering on students' exploring or applying course material, not simply the teacher's presenting or explaining it (Smith & MacGregor, 1993). Collaborative learning is a step away from traditional teacher-centered classes where students are passive learners and lack interest in the course. This approach allows learners to work with peers, ask them questions, receive their help, and be more included in the learning process. Figure 3 presents some examples of collaborative learning activities that work well with high personal intelligence:
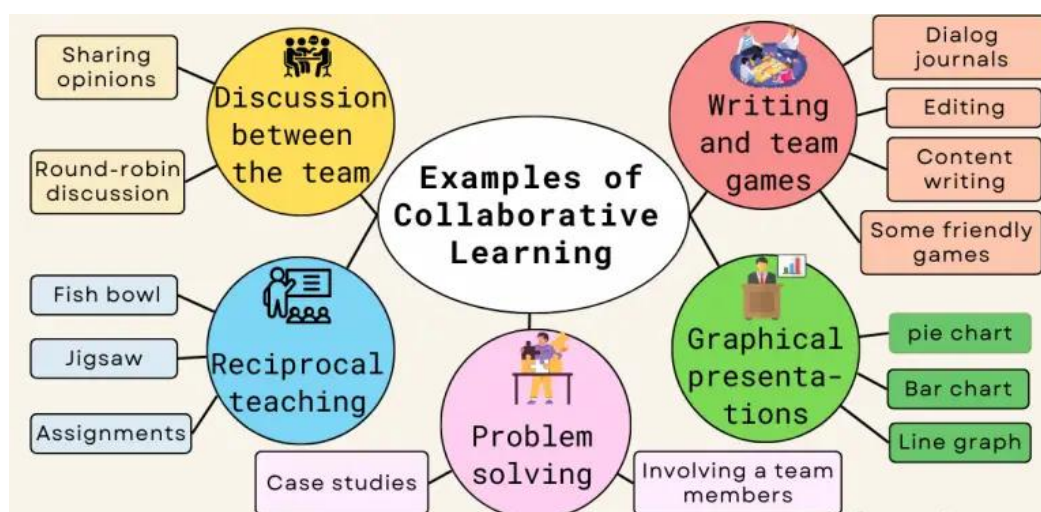
Figure 3: Collaborative Learning Activities

Interpersonal intelligence would work well with collaborative learning because both concepts depend on high communication skills and social interaction to learn and achieve goals. Santrock (2017) states that as children grow quickly, they advance in all facets of their development during this stage, which is frequently referred to as the "golden age" (Santrock, 2017, as cited in Mursidi et al. 2023). Thus, intelligent children can effectively interact with others during their early education stages.

The study by Mursidi et al. (2023) examines the impact of collaborative learning on interpersonal intelligence. Their study used a quantitative method to test the impact of collaborative learning on learners' interpersonal intelligence and used experimental and control groups. The findings showed that the effect of collaborative learning on children's interpersonal intelligence was quite apparent. The group that received intensive collaborative learning significantly improved their interpersonal intelligence compared to the control group that had conventional teacher-focused courses. This study demonstrated the link between interpersonal intelligence and collaborative learning; the two approaches complement each other in a way that serves students' learning outcomes.

1.12. Interpersonal Intelligence and Classroom Interaction

In FL classrooms, developing interpersonal skills could significantly improve the language learning process and encourage student engagement and communication. Interpersonal intelligence can play a critical role in helping students recognize and appreciate cultural differences, communicate clearly with classmates and teachers, and better comprehend the language they are learning. This can facilitate successful language acquisition and increase students' confidence in their ability to communicate in a foreign language (Abd Bahtsou & Bailiche, 2023, p.10).

1.13. Interpersonal Intelligence in Language Learning

Interpersonal intelligence is a skill that can significantly impact language learning by enabling and encouraging learners to be more involved and active according to their strengths. Behjat (2012) suggests that language learners can be more successful if they recognize their strengths, which is the type of intelligence that is dominant in them. Though one type of intelligence can dominate an individual, it does not necessarily mean that other types do not exist in him (p. 355). According to Gardner (2011) any intelligences can be developed in people if they focus on it.

The study by Behjat (2012) emphasizes how interpersonal and intrapersonal intelligences impact language learning. The findings indicate a significant and positive impact on students' language learning, though the findings also indicated a difference in responses according to gender. Behjat (2012) concluded that males and females have different dominant intelligence. The study found that female students with higher interpersonal intelligence can improve their reading, comprehension, and grammar much better than their male counterparts, who enjoy the same type of intelligence.

Interpersonal intelligence is an effective and impactful skill for encouraging language learning and helping learners develop productive skills.

1.14. Assessment of Interpersonal Intelligence

As Gardner (2011) stated, evaluating interpersonal intelligence is challenging and cannot present accurate results. Intelligence is not measurable, especially interpersonal intelligence, which depends on contexts and situations to achieve solid results. Additionally, various cultures and social situations can significantly influence any measurement tool, thus designing a standard global assessment tool. Moreover, interpersonal intelligence can be very

intertwined with personal features and characteristics, which complicate isolating the skills from personal traits to measure them.

The current assessment of interpersonal intelligence lacks reliable results and applicability due to the lack of standardized testing. Although it is a complex process, the most appropriate way to evaluate interpersonal intelligence would be a multi-faceted method, including self-assessment with an external evaluation test from either peers or a supervising objective individual. Alternatively, a test that would provide hypothetical situations that require interpersonal skills and responses can effectively assess the interpersonal intelligence of individuals. The test should target individual, interpersonal intelligence according to cultural and social contexts to ensure accuracy (Holler, 2024 ; Avdiu & Ahmedi, 2024).

1.15. Tools and Methods for Assessing Interpersonal Intelligence

Murphy (2017) states that Sir Francis Galton was the first to propose objectively measuring intelligence by measuring the size of a person's head because he believed a brain's size is related to intelligence, though his theories were later refuted. Later, Alfred Binet was the first to design intelligence tests by evaluating performances (p.204). Binet's test allows individuals within one age group to be tested through mental age; his test measured confident children's performances compared to the average performance of children at different ages. The issue with this test was that it failed to compare the intelligences of people from different ages. Similarly, William Stern developed a test called the Intelligence Quotient (IQ) in 1912 based on calculating the mental age through chronological age and multiplying by 100 (p.204). For example, a child's age is 10 years old with a mental age of 12 would be multiplied by 100 $(12/10) *100 = 120$.

Later, the Binet test was modernized several times and called the Stanford-Binet Test. The test is based on Binet's initial work, and oral questions were added, gradually increasing their difficulty. Once a person can no longer answer questions, the test stops and their age is

determined. This is the latest test to measure intelligence through points and questions (Murphy, 2017, pp. 203-204). Other less sophisticated methods to measure interpersonal intelligence are online self-assessments, peer-based evaluations, or self-filled questionnaires; all have limitations and weaknesses that cannot be overlooked and present unreliable findings.

1.16. Interpersonal Intelligence and Speaking Skills

Interpersonal intelligence is a skill that requires several abilities, such as empathy, verbal and nonverbal communication, and active listening. People with higher interpersonal intelligence are more capable of navigating social interactions and situations, leading them to build better social relationships and reflect positivity onto others.

Conversely, speaking skills are essential to effective communication. Good speaking skills include fluency, clarity, coherency, and pronunciation to ensure that thoughts are expressed in a well-structured form. Strong speaking skills enable learners to express their ideas confidently, making the interaction more influential and persuasive. Developing speaking skills is linked to interpersonal intelligence. It requires understanding people's characters, anticipating where the interaction is heading, and adjusting one's speech according to the social situation to establish a meaningful conversation.

This link between speaking skills and interpersonal intelligence is vital because it builds strong and confident language learners. Based on the several studies previously mentioned (Behjat,2012; Purwitasari et al., 2023; Hidayat et al., 2024), FL students with higher interpersonal intelligence are most likely to become effective speakers due to adapted communication styles and their ability to anticipate the direction of the interaction, emotions and reactions. By improving interpersonal intelligence and speaking skills through practice, students can be better participants in active listening and interactions and more aware of the learning process.

Conclusion

This chapter provides a deep dive into interpersonal intelligence and relevant concepts to provide a theoretical basis for the next chapter. It defines intelligence as a general concept and then goes into detail by discussing Gardner's theory of Multiple Intelligence. Next, it provides several components of interpersonal intelligence and then presents interpersonal intelligence in various fields like education, FL, collaborative learning, classroom interaction, and speaking skills. The chapter concludes by discussing the assessment of interpersonal intelligence tools and methods.

Chapter Two

Speaking Skill

Introduction

Language learning is a process where learners strive to acquire and master the four primary language skills: speaking, listening, reading, and writing. The English language has risen increasingly to become the world's lingua franca. It is used in various fields like tourism, business, conventions, health, research, and education. Using English in any field requires proficiency in various aspects of the language, especially in speaking skills, because it is the primary skill used to communicate and express oneself. In education, particularly foreign languages, speaking skills are the most challenging for learners to master as they require dedication and practice.

This chapter emphasizes the importance of speaking skills and discusses various aspects of this skill in detail to explore its uses and types in foreign language classrooms. It also examines the difficulties of teaching and learning speaking skills and suggests strategies for developing learning strategies.

2.1. Definition of Speaking Skill

Speaking is one of the four primary skills required to master any language. Nunan (2003) defines speaking as a productive oral skill that produces systematic verbal utterances to convey meaning. He states that speaking is a means of communication to express and exchange emotions and thoughts with others using language.

Leonita et al. (2023) state that speaking is a vital aspect of language learning for students, especially for graduate students, who need the skill for work purposes. Leonita et al. (2023) further elaborate that lacking vocabulary, pronunciation, and confidence all influence fluency and how students express themselves, stating that speaking is more than a skill; it is an interactive process that includes producing, receiving, and processing information (p. 615).

2.2. Components of Speaking Skill

Speaking comprises several important elements, all necessary to master speaking skills well. These elements are fluency, accuracy, pronunciation, vocabulary, and confidence. These are the most relevant to the current study.

2.2.1.   Fluency

Fluency is the ability to speak freely, fluently, and accurately. It is a purpose that most language learners strive to achieve. Speaking fluency includes quick talking speed and small pauses (Nazarova, 2023, p. 270). Hedge (2000) also defines fluency as the ability to respond coherently in interactions, to link the words and phrases of the questions, to pronounce the sounds clearly with appropriate stress and intonation and to all these quickly in real-time (Hedge, 2000, as cited in, Nazarova, 2023).

Learners do not need to hurry thinking during the speaking process. Instead, a good speaker follows the flow of the conversation, and the words come naturally. A good vocabulary, grammar, and pronunciation influence the speaker's interaction and confidence.

2.2.2.   Accuracy

Nazarova (2023) states that accuracy and fluency are closely related as two vital elements of language acquisition. Although, many language learners prioritize accuracy and grammar over fluency. Nazarova (2023) asserts that having accuracy in language cannot come at the expense of fluency; having a steady flow of incorrect, inaccurate speech full of false vocabulary and syntax does not present a comprehensible language. On the other hand, a moderately slow yet accurate speech can be understood. Therefore, a language learner cannot choose fluency over accuracy or vice versa; they go hand in hand to have a good mastery of the overall speaking skill, leading to the conclusion that accuracy and fluency are necessary for successful communication (p. 271).
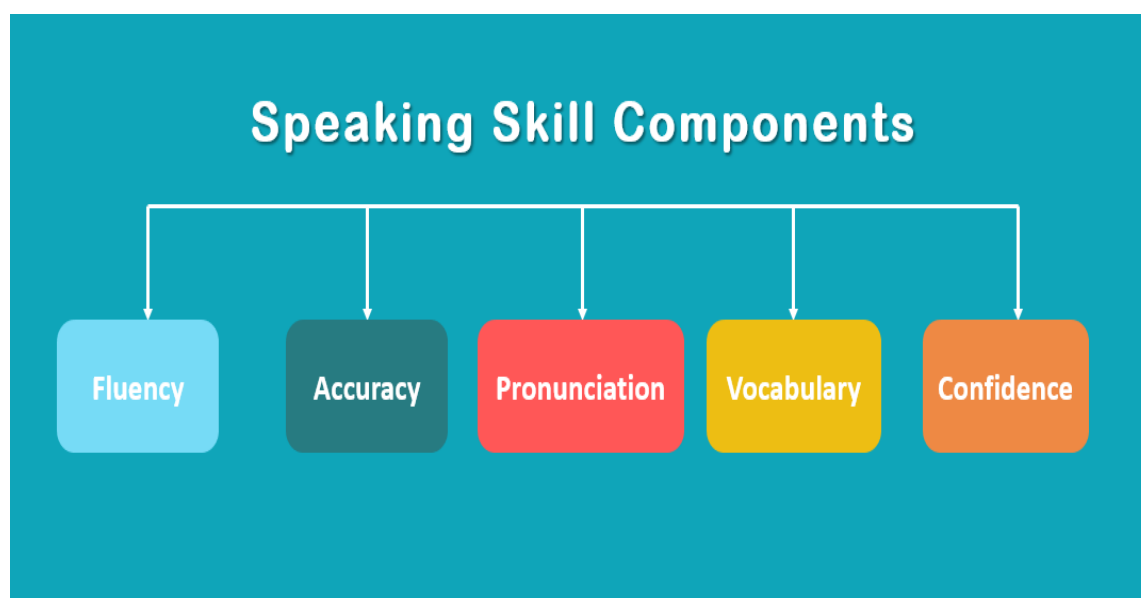
Figure 4: Speaking Skill Components

Figure 4 demonstrates speaking skill components, there are as follows:

2.2.3.   Pronunciation

Pronunciation refers to how students produce language and the extent to which it is clear and comprehensible. Nazarova (2023) defines pronunciation as students' way of producing more precise language when they speak; production deals with the phonological systems of language. Pronunciation deals with two features, phonemes and suprasegmental; understanding and learning these features is key to mastering pronunciation. Pronunciation refers to the knowledge of how words are produced in a language. Speaking plays a significant role in effective communication (Nazarova, 2023, pp. 269-270).

2.2.4.   Vocabulary

Vocabulary plays an integral role in speaking. A learner cannot grasp communication well without sufficient vocabulary knowledge to ease their interaction with others and express themselves freely and honestly. Nazarova (2023) states that vocabulary is the key to successful communication and expressing oneself orally and in writing. She further asserts that insufficient vocabulary is an obstacle that hinders learners from mastering a language, stating

that without vocabulary, nothing can be conveyed, and no communication is possible (Nazarova, 2023, p. 269).

2.2.5. Confidence

Confidence is a significant psychological aspect that enables learners to speak without fear of making mistakes. Confidence comes from knowledge: knowledge that learning takes time, practice, and mistakes. Knowledge that errors provide the opportunity to learn and move forward in the learning process to master a skill and a language (Koteková, 2013; Salihoğlu, 2021). Confidence is an important feeling that learners can gain from practicing persistently and continuously.

2.3. Types of Speaking Skills

Brown (2004) asserts that speaking in classrooms involves interactions between teachers and students or among the students themselves, depending on how the activities are organized and designed. Speaking has very distinctive characteristics compared to writing and reading skills. Characteristics include speakers not typically speaking full sentences and using less precise vocabulary than in written language. Brown (2004) further states that there are several types of speaking (p. 3) as demonstrated in Figure 5:

Interactive Transactional
- Taking turns
- Listening and speaking
- sharing information
- Responsive interactions
- Task achievement

Interpersonal
- Relationship maintenance
- Social connections
- Expressing feelings
- Building relationships
- Personal communication
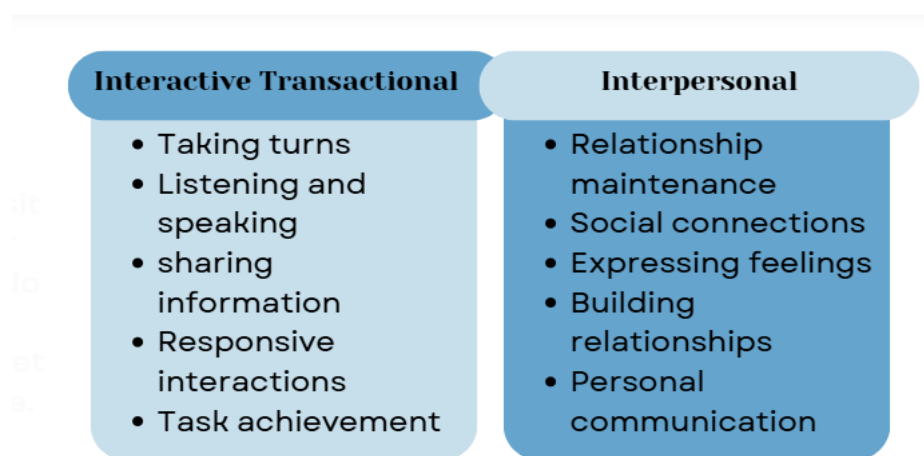
Figure 5: Types of Speaking

2.3.1.   Interactive Transactional

Darrin (2023) suggests that interactive communication involves individuals taking turns to listen and speak. This does not necessarily mean having face-to-face conversations; it could be over the phone or via online video calls. Darrin (2023) further suggests that transactional communication is meant for sharing information, which is a typical behavior in responsive interactions.

Thus, interactive, transactional speaking involves two or more people communicating to share information to achieve a goal or task.

2.3.2.   Interpersonal

Darrin (2023) clarifies that interpersonal speaking is meant for maintaining relationships. This type of speaking is meant to build and maintain social and personal relationships. The goal of this communication emphasizes social relationships, expressing feelings, and keeping up with friends and acquaintances.

2.4.   Speaking Skills in Foreign Language Classroom

Yaoud (2020) states that learning speaking skills in FL is one of the most challenging aspects for language learners to master because it requires the mastery of other aspects, like the linguistic and cultural elements of the target language. Moreover, learners should learn more than grammar and vocabulary; they should practice speaking with peers in FL classrooms. One of the challenges facing learners is the difficulty of speaking appropriate language in classrooms because of the lack of practice in daily life. Yaoud (2020) further suggests that issues in speaking skills in FL classrooms may result from teaching methods, curriculum, materials, or the learners themselves.

Quenan (2014) states that non-native learners must be prepared to speak in various situations, meaning that all learners should learn to speak in any given context and field.

Considering the human need to communicate effectively and properly, it is essential to recognize the importance of speaking in FL classrooms based on the idea that the FL classroom provides learners with maximum exposure to the target language to enhance their learning and develop their speaking skills. As Brown (2007) suggests, interaction is significant in the process of teaching and learning, especially it is relevant for teachers in order to develop communication.

Quenan (2014) suggests several factors that help understand the relationship between FL classroom interaction and speaking skills, such as the extent to which the environment where the learning and teaching process take place and how activities in the classroom that involve communication encourage learners to develop their speaking.

2.5.   The Importance of Speaking Skill

Speaking is one of the basic skills that EFL learners should master, along with other language skills. Speaking is a skill that is widely regarded as the primary form of human communication. Harmer (2001) states that without speaking, you cannot show that you do not understand what the speaker says by looking confused as if you agree, scratching your head in confusion. Thus, speaking skill play a primary role in social interactions and oral communication. Moreover, if learners master speaking skill, they automatically enhance others skills (p.270).

Additionally, Ur (2000) suggests that of all the four language skills, speaking seems institutively 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. Though speaking skills are very important, they remain the most neglected because learners do not get the opportunity to speak English either in-class practice due to limited time or elsewhere due to a lack of people to practice with. Speaking requires much practice and dedication to develop, yet some teachers expect students to learn only from class activities or solely on their own (p.12). Speaking allows

students to improve their writing skills, vocabulary, and grammar. Additionally, they get the chance to express themselves in various forms, such as by giving opinions, asking, requesting, telling stories, and using other functions of language. Moreover, speaking skill helps students get job opportunities and leverage over other candidates, thus widening their prospects and allowing them to achieve their professional goals (Nguyen & Diep, 2024).

Baker and Wertrup (2003) suggest that students who can speak English quickly and well have greater chances for academic futures, professional careers, and going for promotions. This means that people who are better English speakers get more chances, academic or professional, to improve their status and benefit from their skills (p. 05).

2.6.   Teaching Speaking Skills

The teaching and learning of speaking skills are a necessary component of any FL classroom. Belbekouche and Kaddour (2019) define speaking as building and sharing meaning through verbal and non-verbal communication. In FL classrooms, speaking skills have been unappreciated and put in second place behind other skills, but nowadays, this skill is increasingly recognized and required to be taught by teachers to push the recognition of this important skill, as it assists learners to express themselves and improve their effective communication in various situations.

2.6.1.   Challenges in Teaching Speaking Skill

Teaching speaking involves oral communication between teachers and students in the classroom (Belbekouche & Kaddour, 2019, p.15). Teaching is not an easy skill because it demands discipline, dedication, and motivation. Most students grow tired or bored of repeatedly attempting to pronounce foreign words and sounds, while teachers struggle to teach the phenetic and linguistic elements of speaking.

2.6.2. Effective Activities to Teach Speaking Skill

kayi (2006) provides insights into English language teaching while teaching oral skills. These include discussions, role play, simulations, information gaps, brainstorming, storytelling, interviews, and other activities that help students practice speaking and encourage them to interact and socialize. kayi (2006) suggests that teachers should help their students have class discussions after a content-based lesson on a proposed topic to encourage them to share ideas and search for solutions to conclude the subject, thus nurturing their sense of critical thinking, quick decision-making, and expressing themselves in polite ways during disagreements.

Moreover, teachers can have role-play activities during which students can pretend to be in various social or personal contexts and play out different situations to learn how and what to say. In such activities, teachers provide the context and texts to encourage students to play out awkward or unfamiliar situations. By doing so, teachers can nurture a sense of courage in students so they would not fear unfamiliar situations and improvise easily should they face first-time contexts.

Additionally, teachers could have simulation exercises wherein students are basically role-playing but adding a sense of realism by bringing items and tools to have a realistic environment to the scenarios they play out, making them more elaborate and theatric. Students can dress up as doctors and bring stethoscopes, for example, if the scenario describes a hospital environment. This exercise has the advantage of entertaining while learning, motivating learners, increasing confidence, and encouraging participation. Like role-playing, simulation allows participants to assume a different persona, providing a different character to speak through as a substitute for their timid one.

Kayi (2006) proposes another useful activity: information gap. This activity entails pair work and divided information, where each student receives different information from their partners. Then, they have to work together and share the information. The activity requires communication in the target language to be completed, thus encouraging learners to communicate to finish the activity.

Furthermore, brainstorming is another activity that allows learners to have the most ideas in a limited time on a suggested topic. This works in pairs, groups, or individual work, allowing quick and spontaneous responses to be shared without fear of criticism. This activity challenges learners' minds to develop the most ideas in a scheduled time and encourages them to think quicker and more efficiently.

Also, storytelling allows students to summarize a story or text they had previously heard of in their own words or make up their own to tell their classmates orally. This exercise fosters creativity and imagination and helps students express their ideas through a story to learn how to go from beginning to end slowly and steadily describing characters, events, settings, and the plot. This activity can be done at the start or end of the class or as a basic exercise during oral expression sessions, allowing continuous teacher feedback on speaking skill development.

Moreover, students can interview their peers or others in different contexts and create conversations that greatly benefit their speaking skills. Creating a jar of conversation ideas to choose from randomly is one way of keeping it entertaining, and randomly choosing which question to ask or what context to remain within. Interviews with people provide students the opportunity to practice speaking skills in class and outside (depending on who they are interviewing) and help the social aspect of students. After interviews, students get the chance to present the study findings in front of the class.

2.6.3.   Role of Teachers in Enhancing Speaking Skills

Teachers play a vital role in teaching speaking skills because they help teach learners speech components, sound patterns, stress, intonation, tone, and rhythm of the target language. Furthermore, teachers' choice of setting and activity type according to the needs of their students plays an essential role because they know how to foster a positive and tailored learning environment. Additionally, teachers ' feedback, encouragement, and inclusivity allow students from different levels to feel comfortable participating in the learning process.

2.6.4.   Principles for Teaching Speaking

Brown (1994) suggests a few principles that teachers should follow to nurture learner needs and facilitate FL teaching. First, he proposes using techniques that cover the full range of learner's needs, starting from language accuracy, interaction meaning, and fluency. Second, using motivational techniques to encourage learning and participation. Third, encouraging the use of authentic language in meaningful contexts. Fourth, feedback and corrections should be provided in positive ways. Fifth, encourage students to benefit from the natural link between speaking and listening. Sixth, provide opportunities to initiate oral communication. Seventh, encourage developing speaking strategies (p. 275).

Similarly, Nunan (2003) also suggests a few important principles in teaching speaking, such as differentiating between second language and foreign language learning contexts by teachers, giving students activities that focus on fluency and accuracy in speaking, and providing opportunities for group or pair work to encourage oral communication and listening. Finally, teachers should plan effective and targeted speaking tasks (p. 54).

2.7.   Difficulties of Learning Speaking Skill

Many FL students find it challenging to master speaking skills in the target language and feel too shy or too fearful to participate in class activities. Students sometimes have a

misconception that speaking is the most challenging skill to learn in FL for various reasons, including cognitive, psychological, and social elements.

Belbekouche & Kaddour (2019) suggested there are several challenges facing student when learning speaking, Figure 6 summarizes these challenges:

Difficulties of Learning Speaking Skill

01 Lack of motivation   **02** Self-consciousness

03 Nothing to say   **04** Use of the L1

05 Lack of Confidence
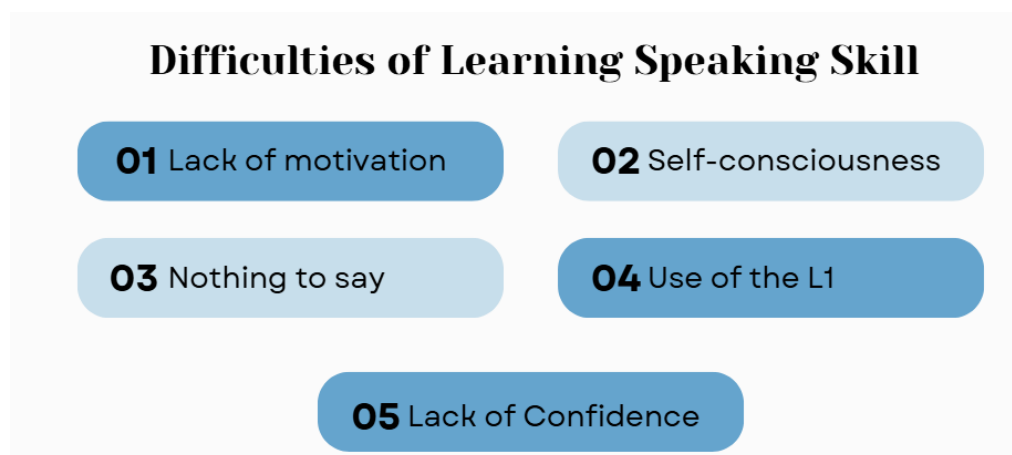
Figure 6: Difficulties of Learning Speaking

2.7.1. Lack of motivation and interest

A prevalent issue facing FL learners. It is a problem that students struggle with due to a lack of motivation because they find themselves in uncomfortable situations or environments. Learners find it hard to deal with awkward situations and when the task does not support their level of speaking because teachers sometimes choose a topic that students know very little of, making them refrain from participation because they have no ideas and no comment about the selected topic (Belbekouche & Kaddour, 2019, p.13).

Teachers may choose a topic that is disagreeable to the learners or about which they know very little, and as a result, they have nothing to express in their native or foreign language. Motivation is essential to encouraging students' speaking skills and aiding their development. Teachers ought to be more mindful when choosing topics; they ought to think about what

motivates and draws the interest of their students, like topics that motivate them to speak and feel more invested in the course. Additionally, the more interesting the topics are, the more they help them express their ideas and communicate easily in the classroom (Rivers, 1968, as cited in Belbekouche and Kaddour, 2019, p.13).

2.7.2. Self-consciousness

Very often, when learners want to participate in classroom speaking activities, several factors interfere and keep them from doing so. Littlewood (1984) states it is easy for FL classrooms to unintentionally create self-consciousness and anxiety, making learners worried and more likely to err in fear of negative feedback or peer criticism. In addition to shyness, learners could have weak vocabulary or poor knowledge of syntax, making them even more fearful of making mistakes in front of audiences (Belbekouche & Kaddour, 2019, p.13).

Criticism or harsh negative feedback can negatively impact language learners, resulting in timid, fearful, and less talkative students. The negative impact could influence the entire language-learning process and subsequently hinder it. However, when done correctly, feedback can encourage and motivate learners to improve, increasing enthusiasm and confidence.

2.7.3.   Nothing to say

Some students would not share their opinions due to a lack of expression or knowledge of formulating sentences. Other learners prefer to remain silent and reserved; others would answer with *I do not know, or I have no idea* due to lack of motivation in the topics discussed and studied. As Rivers (1968) stated, some teachers choose topics that disagree with student needs and interests, resulting in speechless learners. Teachers should consider consulting students regarding their shared interests or asking students what they would like to discuss to motivate their learners and encourage them to participate (Belbekouche & Kaddour, 2019, p.14).

2.7.4.   Use of the mother language

FL learners with the same mother tongue tend to overuse it as an easy way to feel less anxious and more expressive. One of the main obstacles in FL learning occurs when students, intentionally or unintentionally, transfer the cultural rules of the mother tongue to the target language (Belbekouche & Kaddour, 2019, p.14). Over use of the mother tongue will disrupt student communication, hinder the FL learning process, and influence proper FL production, resulting in broken language, false meanings, miscommunication, and bad accents (Belbekouche & Kaddour, 2019, p.14).

2.7.5.   Lack of Confidence

Lack of confidence has many causes and many results. Some causes include lack of FL practice, weak vocabulary and grammar, fear of mistakes, and intimidation. Some results include lack of participation, demotivation, lack of interest, and poor speaking skill.

Lack of confidence causes students to be withdrawn and fearful and obstructs the learning process. Nunan (2003) states that students lacking confidence in their skills will suffer from comprehension issues and have poor communication abilities. The teacher's role would be to create a comfortable learning setting where learners are encouraged to talk, make mistakes, and feel free in speaking activities to help build student confidence (Belbekouche & Kaddour, 2019, p.15).

2.8.   Strategies for Developing Speaking Skill

Communication tasks and activities to develop speaking skill in an EFL setting aim to motivate English learners to develop and master speaking skill. Many learners are enthusiastic about speaking as much as possible in the target language and seeking fast results, which is usually unrealistic. Developing speaking skills requires important strategies that can help enhance their abilities, including engaging learners in oral interactive activities (student-to-

student or student-to-teacher) and meaningful situations to get maximum exposure to various contexts and benefit from such activities.

2.8.1. Tasks to Develop Speaking Skill

Quenan (2014) asserts that language learners need tasks and activities to practice in oral production in FL to improve their speaking skill; teachers must implement educational tasks and activities. A task is a classroom work involving learners in comprehending, manipulating, producing and interacting with the target language. At the same time, their attention is mainly focused on the meaning of the task and goal (Nunan, 2003). Similarly, activities allow learners to practice and further widen their language use. Activities are related to the goal of the course. Harmer (2007) suggests activities such as the *information-gap* activities where students participate in groups and pairs (or individually) to fill out missing information activities. Discussions where students have various debates and arguments for or against an idea to reach a verdict about it. Games and tasks to develop diverse communication skills related to different topics and contexts.

2.8.2. Interactive Activities to Develop Speaking Skill

Littlewood (1984) also suggested activities like discovering differences, where students must find and discuss the differences. Another activity suggested by Littlewood (1984) is role-playing, where students must act according to a situation or a dialogue already designed or that students came up with.

Wagstaff (2022) defines interactive activities as the sub-skills utilized to interact successfully with others, like asking questions, responding to questions, making suggestions, making offers, asking for opinions, clarification, or repetition. Wagstaff (2022) further states that interactive activities initiate, respond, maintain, develop, and negotiate while conversing with another person.

As previously mentioned, Kayi (2006) provides several interactive activities to develop speaking skills like discussions, role play, simulations, information gap, brainstorming, storytelling, interviews and other activities that help students practice speaking and encourage them to interact and socialize. Other interactive activities include story completion, reporting, playing cards, picture narrating/describing, or finding the differences. Kayi (2006) states that story completion activities are entertaining, all-inclusive, and free-speaking, during which students sit in circles and participate while the teacher begins narrating a story. The students narrate it, improvising as participants take turns to finish the story. Students can add up to ten sentences, any events or characters, descriptions, change settings. Reporting requires reading a magazine or newspaper beforehand and reporting the most interesting piece they have read in class to their peers. Reporting also includes actual life events or stories they heard and found interesting.

Each activity provides learners with the chance to select their participation style, communicate freely, feel entertained, and practice their oral skills in groups, pairs, or individually. This type of activity encourages and motivates learners in ways that traditional teaching methods lack.

2.8.3.   Feedback and correction

Belbekouche and Kaddour (2019) suggest that several principles should be considered in the teaching of speaking, the most important being the use of appropriate feedback and correction (p.16).

The study conducted by Bezir and Kherrat (2018) on the impact of teacher feedback on students' speaking skill found that there was a clear and noticeable improvement in student performance and speaking skill after receiving teacher feedback and corrections, suggesting that this strategy in the most ideal to help students deal with their mistakes directly to produce better language. The study further suggests that teachers of oral expression should provide

more feedback to language learners from the beginning of the academic year to get the most impact on learners and help them improve immensely.

Although this strategy is not ideal for every learner because some may feel personally criticized or are too vulnerable to receive direct feedback, this method has the advantages of being straightforward and honest. Teachers should pay extra attention to emotional learners regarding this strategy; they ought to build a professional relationship with students based on positive feedback and encouragement so learners would feel comfortable receiving feedback and corrections without feeling resentment or lack of achievement.

Conclusion

First, this chapter establishes the theoretical basis for speaking skills in relation to education and foreign language teaching and learning. The chapter defines speaking skills and introduces their components and types. Then, the study examines speaking skills from various aspects, such as speaking skills in foreign language classrooms, their difficulties in teaching and learning, their importance, and strategies for improvement.

The next chapter is the third and last section of this research. It discusses the used methodology, describes the research design, explains and analyzes the collected data, interprets the findings, discusses the results, and then presents suggestions and recommendations for future research. As the practical chapter of the current study, the next chapter also provides a section to describe and discuss the implementation of the questionnaire and teacher's interviews. This chapter also discusses the validity of the research hypotheses according to the findings and answers the questions posed by this study to achieve the goals set out at the beginning of the research. The third chapter links the theoretical part to the practical one through implementing a questionnaire and teacher's interview on a selected case study. The

case study and data gathered serve as a tool to reach academically reliable finding that will either confirm or refute the theories and ideas posed in this study.

Chapter Three

Fieldwork and Findings

Introduction

Interpersonal intelligence is the ability to understand and interact effectively with other people. This research seeks to understand how interpersonal intelligence impacts secondary school learners' speaking skills. Consequently, the current study will examine how interpersonal intelligence affects speaking skills among third-year learners at Zaatcha Secondary School at Lichana, Biskra.

This chapter is the third and last section of this research. It discusses the used methodology, describes the research design, explains and analyzes the collected data, interprets the findings, discusses the results, and then presents suggestions and recommendations for future research. As the practical chapter of the current study, the next chapter also provides a section to describe and discuss the implementation of the questionnaire and teacher's interview. This chapter answers the questions posed by this study to achieve the goals set out at the beginning of the research. The third chapter links the theoretical part to the practical one through implementing a questionnaire and teacher's interview on a selected case study. The case study and data gathered serve as a tool to reach academically reliable finding that will either confirm or refute the theories and ideas posed in this study.

3.1. Methodology

This study utilizes a mixed-method approach to explore interpersonal intelligence's role in enhancing learners' speaking skills at Zaatcha Secondary School at Lichana, Biskra. The semi-structured pupil questionnaire requires qualitative and quantitative analysis; the structured section that produces numerical data requires a quantitative approach, while the non-structured (open-ended) requires qualitative analysis. Similarly, the teacher's interview produces open-ended answers and require a qualitative analysis.

3.2. Sample/Population

Two main research tools were used, the structured teacher's interview and the questionnaire for pupils, 30 learners from Zaatcha secondary school at Lichana, Biskra and six teachers from different schools (Baarir secondary school, El Mokrani secondary school) comprised the study sample. To collect the necessary data, a non-probability convenience sampling technique was used for the teachers were interviewed and pupils provided answers to the questionnaire. Therefore, it is notable that convenience sampling was applied.

3.3. Data Collection Tools and Description

3.3.1. Data Analysis Procedure

The data collected from each tool, pupil questionnaire and teacher's interview, was gathered from the sampled groups of pupils and teachers, then organized and entered into an Excel spreadsheet. Each question and answer were coded according to several criteria, such as type of analytical approach, open or closed-ended, and pupil or teacher. The researcher used numbers to code the quantitative data and tables to gather the recurring themes. All quantitative responses were coded and analyzed using Excel formulas and tables to calculate frequencies and percentages. Similarly, all qualitative responses were entered into Excel to be reviewed and thematically analyzed by identifying recurring ideas. The researcher then grouped similar ideas and themes into codes and broader themes to be more easily categorized and analyzed.

3.3.2. Questionnaire

The researcher of this study carefully designed a semi-structured questionnaire to examine pupil perceptions of the role of interpersonal intelligence in enhancing pupils' speaking skills. The pupil questionnaire includes five sections: section one is dedicated to demographic information (age, gender), section two is devoted to speaking skills, section three is focused on

interpersonal skills, section four addressed the challenges and suggestions (open-ended), and section five was reserved to additional information (relevant out-of-curriculum activities).

3.3.3. Teacher's Interview

To further collect essential data and answer the research questions, a structured interview will be conducted with six EFL secondary school teachers to determine their precise method in presenting speaking sequences and choosing suitable teaching techniques. The teacher's interview contains seven sections. Section one is dedicated to the general teaching experience; section two is about interpersonal intelligence in the classroom; section three is on teaching strategies; section four is on learner engagement; section five is on challenges and opportunities; section six is on assessment and feedback; section seven is on suggestions for improvements.

3.3.4. Data Collection Tools Rationale

The pupil questionnaire and teacher's interview provide deep insight into examining the true impact of intelligence on speaking skills. The choice of conducting a semi-structured questionnaire, including multiple choice answers and open-ended questions, to be handed out to pupils is to collect measurable responses from 30 pupils. The teacher's interview, on the other hand, includes entirely open-ended questions gathered from six teachers. The interview revealed rich, contextualized insights into EFL classroom teaching methods and strategies. Such tools enable the researcher to compare and explore the data gathered systematically.

3.4. Findings and Analysis

This section quantitatively analyses the pupil's questionnaire and the gathered data. A thematic analysis will also be employed to interpret the qualitative data collected from EFL teachers' interview. All gathered data will be organized into a clear and analyzed format.

Pupil Questionnaire Findings

3.4.1.1. Quantitative Findings

The following section provides the close-ended responses gathered from the pupils' questionnaire.

Section 1: Demographic information

Q. 01: participant age.
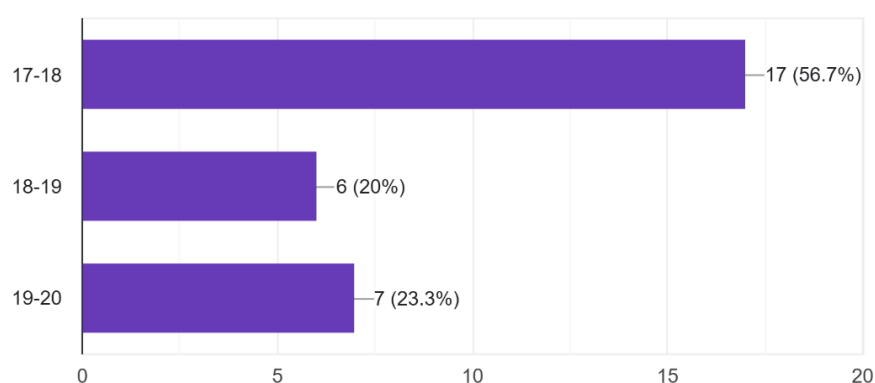
Figure 7: Pupil's Age

The participants' ages range from 17 to 20 years old, as shown in Figure 7. 56.7% of pupils stated they are between the ages of 17-18, while 23.3 % of pupils are 19-20, and only 20 % are 18-19 years old. This shows the sample is made of mostly late teen pupils in the second year of their secondary education. This demographic is typical for this context.

Q. 02: participation gender.
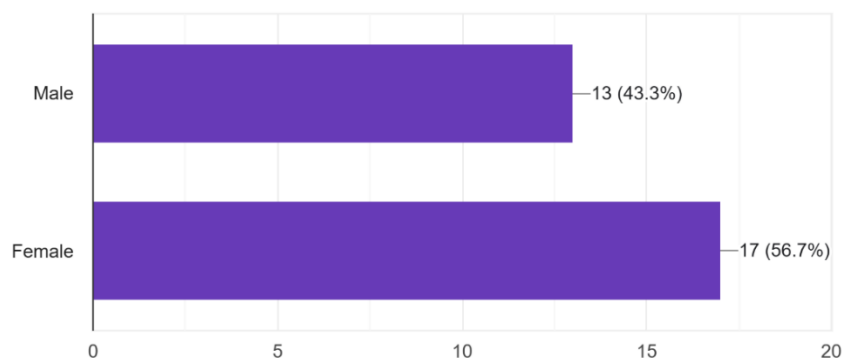
Figure 8: Pupil's Gender

Figure 8 presents the gender distribution of each participant. 56.7% of participating pupils are females, while 43.3% are male pupils. These data show somewhat of a balance between the two genders, which allows for a more inclusive analysis of the way interpersonal intelligence influences speaking skills with both genders.

Section 2: Speaking Skills

Q. 03: How confident are you when speaking in English?
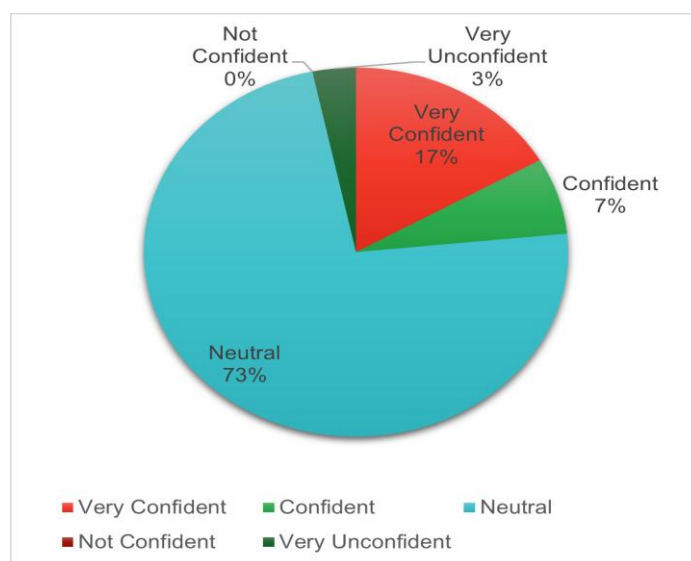
Figure 9: Pupil Confidence When Speaking English

When pupils were asked on their level of confidence while speaking English (figure 9), the majority of pupils; 73.3% reported feeling neutral, 16.7% stated they were very confident, while only 6.7% felt confident, and only 3.3% felt very unconfident. Notably, no pupils selected Not Confident. These results suggest that most pupils do not actively struggle with confidence, however, they do lack strong self-assurance, indicating a need for supportive strategies to help them shift from neutrality to higher confidence in speaking English.

Q. 04: What do you find most challenging about speaking in English? (Select all that apply)
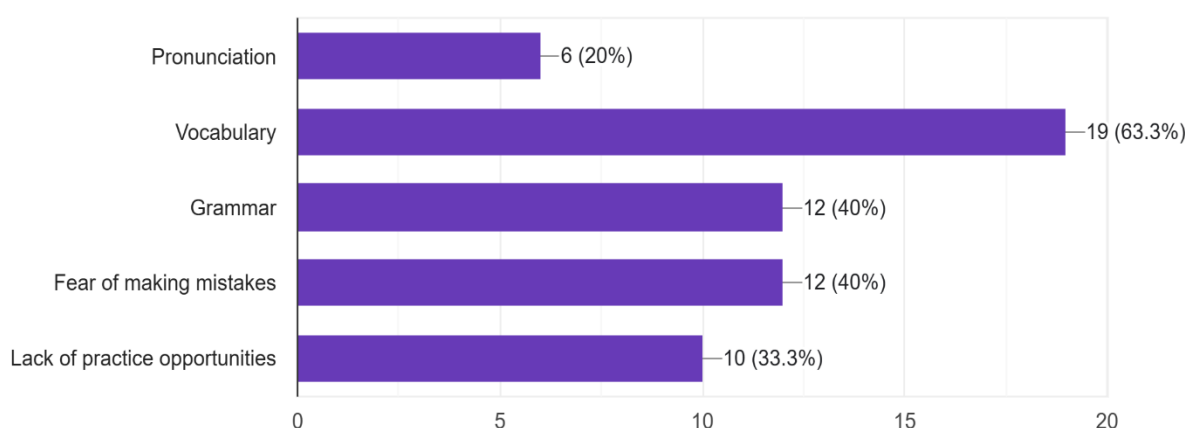
Figure 10: Challenges in Speaking English

Figure 10 presents the main challenges pupils face when speaking in English and the ranking of their answers, with multiple responses allowed. The most frequently reported difficulty was vocabulary 63.3%, followed by grammar and fear of making mistakes both at 40%. Lack of practice opportunities was cited by 33.3% of pupils, while pronunciation was considered a challenge by 20% of pupils. The results show that the majority of learners struggle with vocabulary when speaking English; indicating they often cannot find the right words to

express themselves. Grammar and fear of making mistakes also pose big problems, showing that pupils are worried about saying things incorrectly or being judged. The lack of practice is another issue, meaning they do not get enough chances to speak English regularly. Pronunciation is the least mentioned, but still a serious concern for some.

Q. 05: How often do you participate in speaking activities in class?
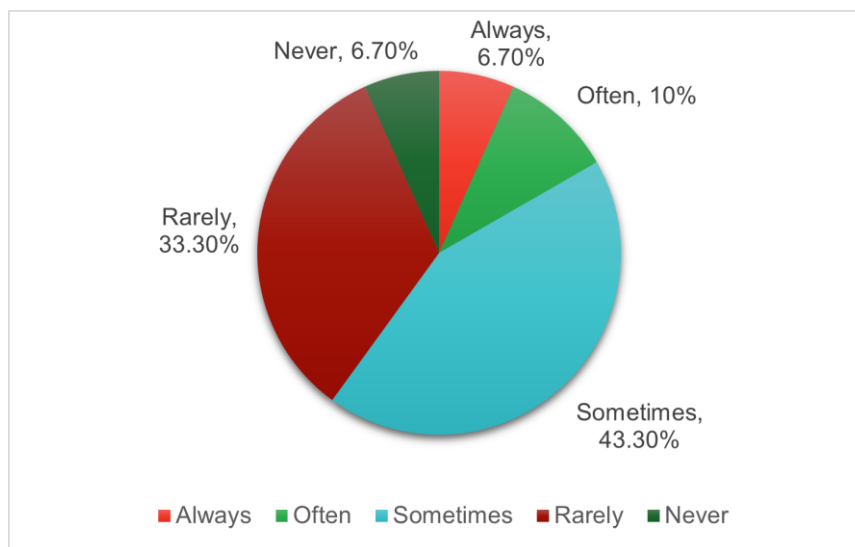
Figure 11: Participation in Speaking Activities

Figure 11 presents how frequently pupils participate in speaking activities during class. 43.3% of learners reported participating sometimes, 33.3% said rarely, 10% often, and 6.7% always. Another 6.7% stated they never participate. Thus**,** speaking activities are not a regular part of many pupils' classroom experience, because they do not feel confident or because they are not given enough chances. This result suggests there is a need to encourage more consistent and comfortable participation in speaking tasks during lessons.

Q. 06: Which speaking activities do you enjoy the most? (Select all that apply)
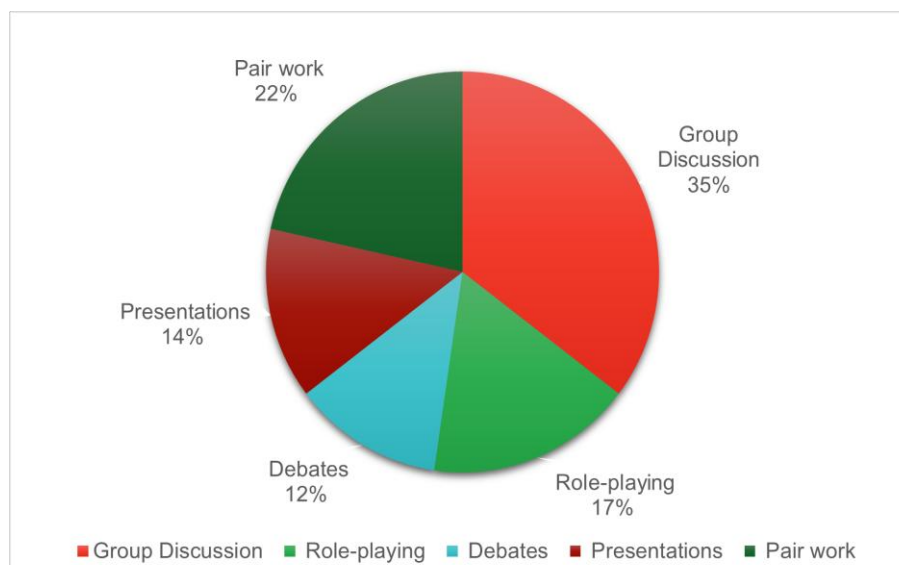
Figure 12: Most Enjoyable Speaking Activities

Figure 12 demonstrates which speaking activities pupils enjoy most, multiple choices are allowed. Group discussions were the most popular at 76.7%, followed by pair work at 46.7%. Role-playing was chosen by 36.7%, presentations by 30%, and debates by 26.7%. These findings show that while pupils enjoy interactive speaking tasks, they often feel anxious or less confident when speaking in front of the whole class or taking on specific roles. Pupils tend to prefer speaking in groups the most, especially when the pressure is shared or reduced.

Q. 07: How often do you receive feedback from your teacher or peers on your speaking skills?
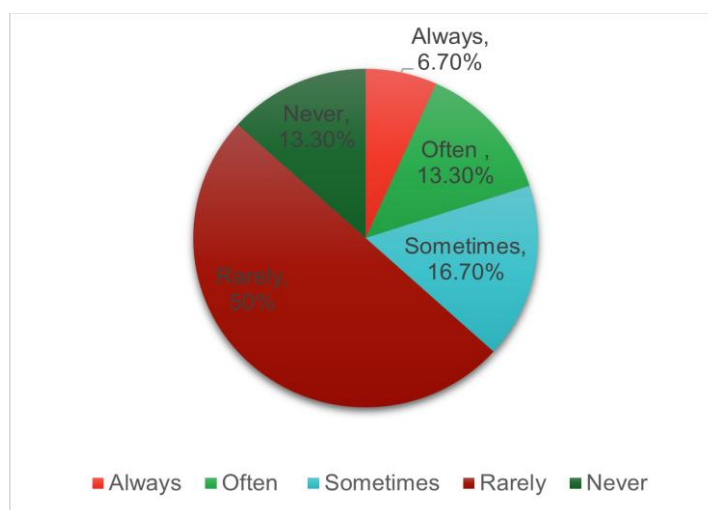
Figure 13: Frequency of Peer and Teacher feedback on Speaking Skills

always. Another 13.3% stated they never receive feedback. The data indicates that feedback on speaking skills is infrequent, which can be obstructing pupils' ability to improve. Regular feedback is essential for developing both speaking skills and interpersonal intelligence, and the lack of it can negatively impact pupils' motivation and progress.

Section 03: Interpersonal Intelligence

Q. 08: Do you like Group work, pair work, individual work?
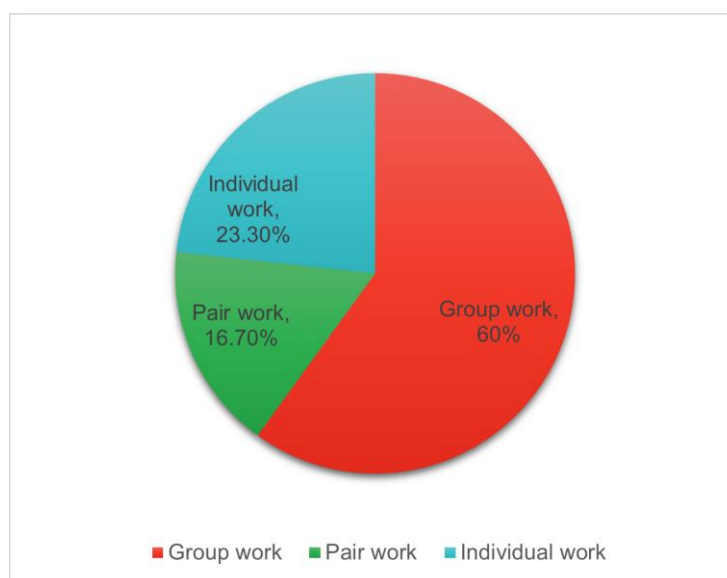
Figure 14: Work Preference

Figure 14 shows pupils' preferences for different work situations. 60% preferred group work, 23.3% chose individual work, and 16.7% preferred pair work. The data shows that the majority of pupils feel more comfortable and likely to engage in group work, fostering better interpersonal communication. The preference for group work could indicate the importance of social interaction in developing speaking skills.

Q. 09: How would you describe your ability to work with others in group activities?
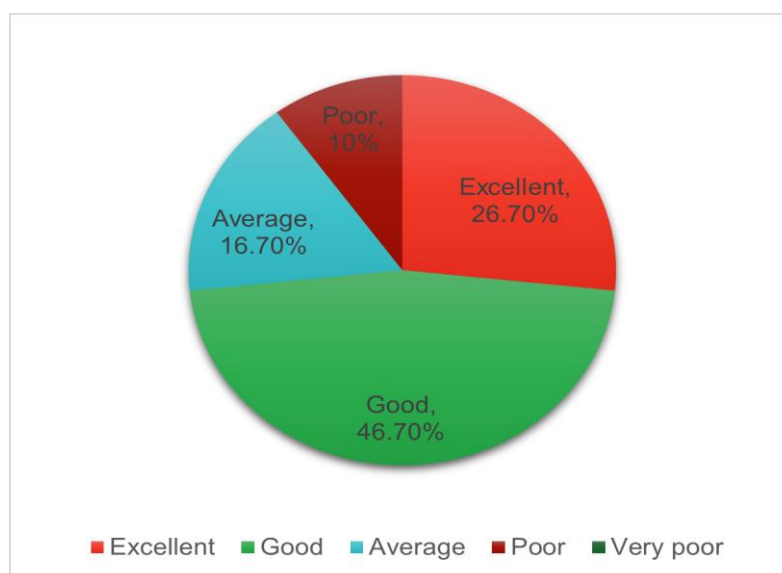
Figure 15: Ability to Work with Others in Group Activities

Figure 15 shows pupils' self-assessment of their own ability to work with others in group activities. 46.7% rated themselves as good, 26.7% as excellent, 16.7% as average, and 10% as poor. Thus, the results demonstrate that most pupils feel confident in their ability to collaborate in group activities, with nearly 73.4% rating themselves as good or excellent. However, the few learners who rated themselves poorly suggest that some pupils may struggle with group interactions, impacting their effectiveness in developing interpersonal intelligence.

Q. 10: How comfortable are you when interacting with classmates during group discussions or role-playing activities?
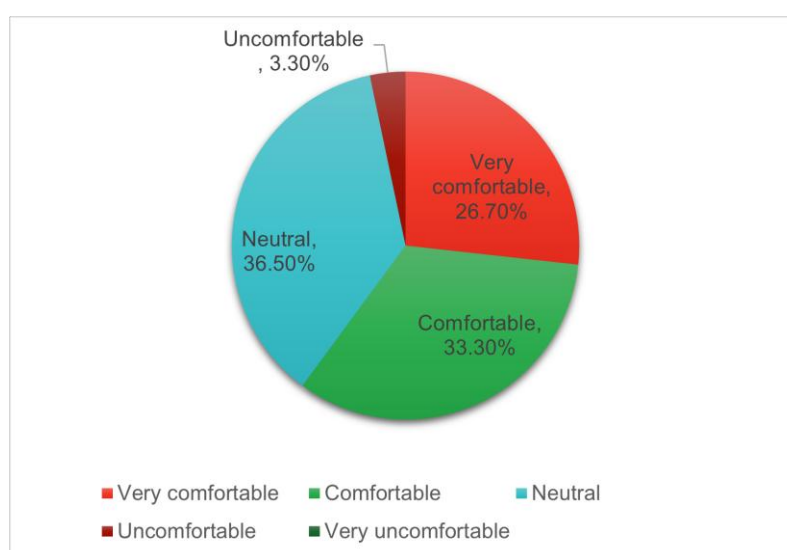
Figure 16: Comfort During Class Interaction

Figure 16 presents pupils' comfort levels during group discussions or role-playing activities. 36.5% reported feeling neutral, 33.3% comfortable, 26.7% very comfortable, and 3.3% uncomfortable. Notable, no pupils chose very uncomfortable. This indicates most pupils feel at least somewhat comfortable during group discussions or role-playing activities. The lack of pupils feeling very uncomfortable suggests that these activities are generally well-received, but there may still be room for improving pupils' confidence and engagement in their setting.

Q. 11: Do you feel that working with others helps you improve your speaking skills?
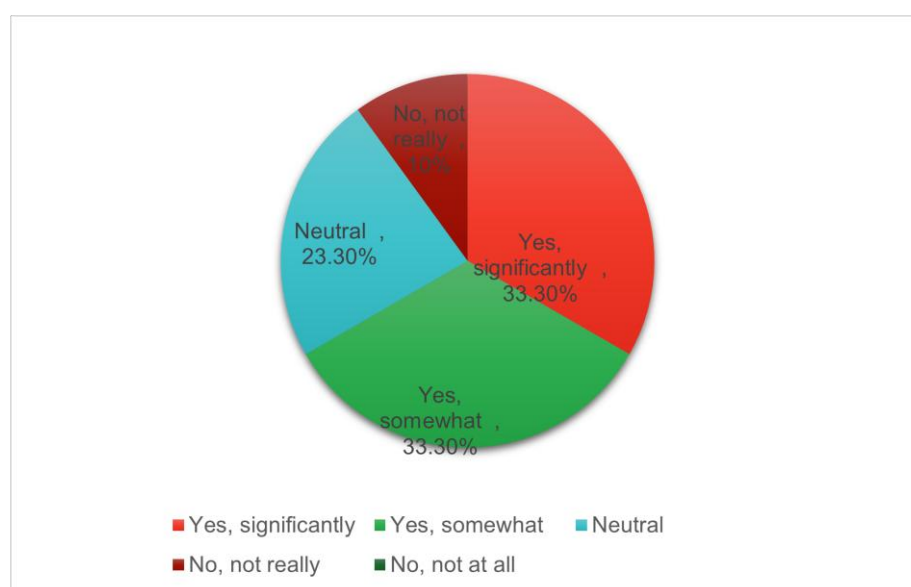
Figure 17: Working with Peers and Speaking Skills

Figure 17 shows pupils' perceptions of how working with others affects their speaking skills. 33.3% responded that it helps significantly, another 33.3% stated somewhat, 23.3% were neutral, and 10% felt it does not really help. Thus, the data shows that most pupils believe working with others has a positive impact on their speaking skills. However, the 10% who feel it doesn't help suggests that for some, group work may not be effective in improving their speaking abilities.

Q. 12: How often do you actively listen to others during group activities?
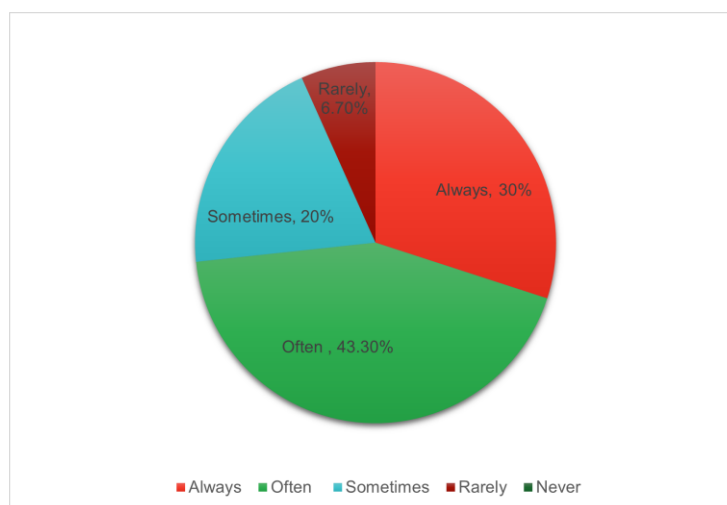
Figure 18: Active Listening During Group Activities

Figure 18 provides insight on how often pupils actively listen to others during group activities. The majority of 43.3% stated they listen actively, while 30% stated they always do. Meanwhile, 20% said they sometimes engage in active listening, and 6.7% admitted to rarely doing so. These data reveal that a majority of pupils are engaged in active listening during group activities. However, the 6.7% who rarely actively listen suggests a potential area for improvement, as active listening is essential for effective communication and interpersonal development.

Section 04: Additional Information

Q. 15: Have you ever participated in activities outside of school (e.g., language clubs, exchange programs) to practice speaking?
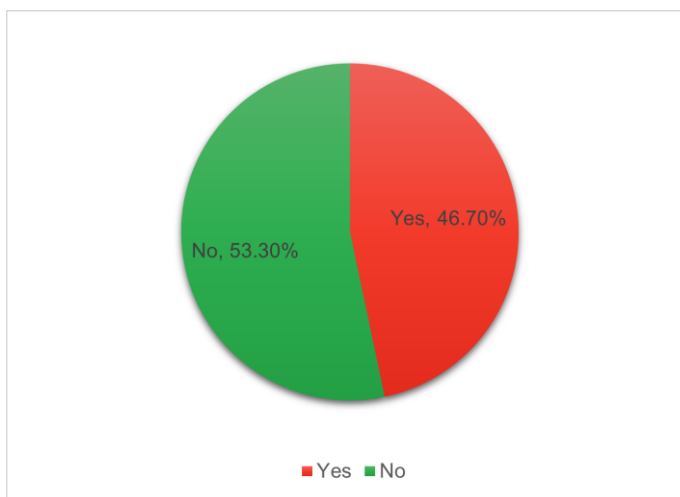
Figure 19: Out of School Activities 1

Figure 19 show pupils' participation in speaking activities outside of school, 53.3% of the respondents reported they have never taken part in such activities, while 46.7% stated they have; revealing that nearly half of the pupils have some exposure to speaking activities beyond the classroom, supporting their skill development. However, the 53.3% who have never participated suggests limited opportunities or encouragement for practicing speaking in realistic contexts.

Q. 16: If yes, how helpful were these activities in improving your speaking skills?
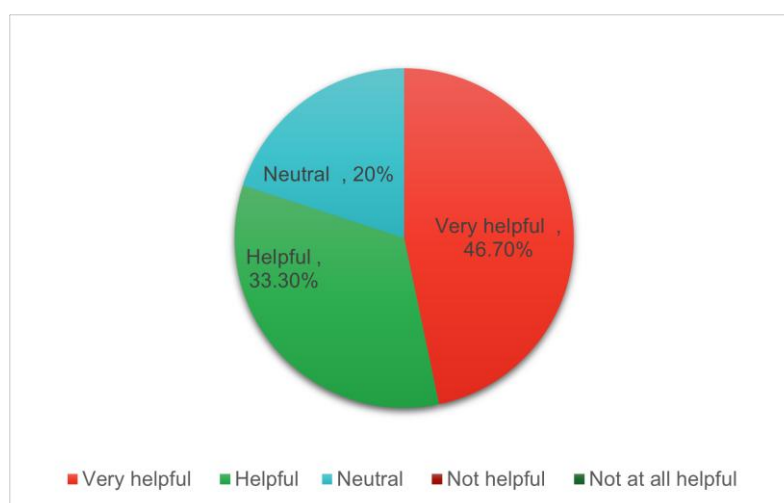
Figure 20: Out of School Activities 2

Figure 20 presents to what extent extracurricular speaking activities impacted pupils who participated in them. The majority of 46.7% found these activities to be very helpful in improving their speaking skills, while 33.3% considered them helpful. The remaining 20% responded neutrally. Notably, no participants reported that these activities were unhelpful. This suggests that extracurricular speaking activities are beneficial to pupils who engage in them, with 80% finding them helpful or very helpful. The absence of negative responses highlights their potential as effective tools for enhancing speaking skills outside the classroom.

3.4.1.2.   Qualitative Findings

The following section provides a qualitative analysis of the open-ended responses gathered from the pupils' questionnaire.

It is notable that pupils mentioned facing multiple issues within the same response and they were allowed to state more than one challenge, which resulted in overlapping categories and allowing for a more comprehensive understanding of the challenges they face when speaking in class.

Section 4: Challenges and Suggestions

Q. 13: What makes it difficult for you to speak confidently in class? (Open-ended)

Through a thematic analysis, the findings show that pupils faced several reoccurring challenges (all pupils mentioned several challenges within the same response which resulted in overlapping categories, so each percentages represents the number of issues faced by each pupil). These challenges are summarized in the table below:

Theme	Example Responses	Percentage
Vocabulary	Limited vocabulary	73.3%
Making mistakes	Fear of making mistakes	30%
Pronunciation	Fear of bad pronunciation	20%
Shyness	Too shy to speak and lack of confidence	10%
Grammar or sentence structures	bad grammar, forming false sentences	10%
Mother tongue	Overuse of the mother tongue	10%

Table 2: Difficulties of Speaking in Class

The most reported challenge by pupils was having limited or bad vocabulary, 73.3% of pupils reported facing this issue. The second most reported challenge was pupils' fear of making mistakes, 30% of pupils stated they fear speaking in front of their peers or teachers because they are anxious of negative feedback, bullying, or being mocked. Moreover, 20% of pupils reported they have pronunciation issues that prevent them from properly expressing themselves. Furthermore, 10% of participants mentioned being too shy to speak publicly in the target language; similarly, 10% of pupils stated they face grammar issues like sentence structures that affect their speaking. Only 3.3% reported they overuse their mother tongue while trying to speak in English. Surprisingly, 10% of participants reported not facing any issues. These is likely due to limited vocabulary that restricts students' ability to express themselves, while fear of making mistakes and anxiety about negative feedback prevent them from speaking confidently, further compounded by pronunciation difficulties.

Q. 14: What activities or strategies do you think would help you improve your speaking skills? (Open-ended)

Pupils who reported facing speaking challenges were asked to suggest their ideas on the best activity to help them overcome those challenges. A thematic analysis showed several themes in the suggested activities, all of which are sorted in the table below:

Theme	Example Responses	Percentage
Audio-visual content	Movies, tv, videos	66.7%
Reading materials	Reading books, free reading	63.3%
Dialogues	Talking with peer or teachers	43.3%
Group work	Group activities in the class	30%
Listening activities	Podcasts, songs	16.7%
Games	Interactive games, word games, video games	6.7%
Individual activities	Homework, or self-improvement	6.7%

Table 3: Suggestions to Improve Speaking Skills

The majority of participating pupils, 66.7% suggested that audio-visual content in the class would improve their speaking skills; 63.3% of answers included reading as another

activity they believe would contribute to improving speaking. An additional 43.3% stated that debates and dialogues can help them speak better English. Moreover, 30% of pupils suggested that group work is a factor in improving speaking, while 6.7% stated they prefer individual work. Additionally, 16.7% of participant reported that audio content like podcasts can help their speaking, while 6.7% of pupils suggested games as a solution to improve this skill. This result indicates that students believe interactive and engaging activities enhance their speaking skills by making practice more dynamic and less intimidating, while fewer students prefer individual or passive learning methods like podcasts and games.

Teacher's Interview Findings

This section of the research presents a thematic analysis of the data gathered from interviewing six teachers on interpersonal intelligence and its impact on speaking skills.

Section 1: Teacher's Experience

Q. 01: How long have you been teaching English?

This question evaluates teachers' professional experiences. The data revealed that teacher experiences varied from novice (2 years) to expert (21 years). Thematically speaking, participating teachers can be grouped into three categories based on their experience:

Novice Teachers **(2– 4 years)**	Intermediate Teachers **(10–14 years)**	Experienced Teachers **(16–21 years)**
2	2	2

Table 4 Teachers' Experience

Table 4 presents the years of professional experience of each teacher interviewed. The data gathered suggest that there is a variety of teachers involved in this interview, which

provides an inclusive and in-depth analysis of their perspectives. Novice teachers have a relatively limited experience and knowledge of speaking skills but are more willing to try newer approaches. Intermediate teachers have ten or more years of experience, they have a deep understanding of their pupils' needs and teaching approaches. Their experience can add valuable insights to this research. Experienced teachers, on the other hand, have over 15 years of experience and offer a deep familiarity with long-term language teaching and approaches, the evolving pedagogical methods, and the practical challenges learners face in developing speaking skills. The insights of these experienced teachers add a professional perspective and emphasizes the continuous issues across generations of pupils.

Q. 02: What are the most common challenges your pupils face in developing speaking skills?

Theme	Description	N* Teachers Mentioning	Percentage
Language skills	Limited vocabulary, mispronunciation, grammar issues	6	100%
Confidence	Lack of confidence, fear of errors, shyness	5	83.3%
Language issues	Limited exposure to English, lack of practice	3	50%

Social and psychological issues	L1 interference, bullying, peer pressure, poor listening skills	2	33.3%

Table 5: Challenges in Developing Speaking Skills

Table 5 suggests that most teachers reported that the main challenge faced by pupils in developing speaking skills is limited vocabulary, which was mentioned by a 100% of teachers. Confidence-related issues, such as shyness and fear of making mistakes, were also very common among pupils, appearing in five out of six responses representing 83.3%. Other language factors like limited exposure to English and a lack of speaking practice were reported by 50% of the teachers. Lastly, a few teachers suggested a few social and psychological like L1 interference, bullying, peer pressure, and poor listening skills.

Section 3: Interpersonal Intelligence in the Classroom

Q. 3: How would you define interpersonal intelligence, and how do you observe it in your pupils?

Theme	Description	N* Teachers Mentioning	Percentage
Understanding & Interacting with Others	The ability to understand, interact, and communicate effectively with others	6	100%

	Group work,		16.7%
Classroom Observations	peer support during debates, collaboration, and active communication in class	1	

Table 6: Teachers' Definition of Interpersonal Intelligence

Table 6 shows that all six teachers defined interpersonal intelligence as the ability to understand, interact, and communicate with others effectively, with only minor differences in phrasing each definition. One teacher further elaborated on how this intelligence is observed in the classroom; focusing on behaviors like collaboration and effective communication during speaking tasks and group activities.

Q. 4: How do you observe it in your pupils?

Theme	Description	Example of Responses
Group work	Pupils show interpersonal intelligence through teamwork and group participation	They collaborate in group activities, project presentations, work well in groups as one team
Communication	Pupils support one another in discussions and classroom interactions	Support each other in discussions, communicate

		in class, start conversations and introductions
Listening	Learners listen carefully and understand classmates' feelings and needs	They listen carefully, understand mates' problems and moods, show understanding and empathy
Social factors	Pupils with interpersonal intelligence interact smoothly and confidently with others	Pupils communicate easily with others, start conversations, work well as a team, more developed interpersonal intelligence helps communication

Table 7: Teachers' Observation of Interpersonal Intelligence

Table 7 shows that teachers' observations of interpersonal intelligence in their pupils marked multiple recurring behaviors. Most notably, interpersonal intelligence is evident in how learners work together during group work and participate actively in team-based projects. Another clear indicator is supportive communication, where pupils help each other during discussions and contribute positively to classroom dialogue. Additionally, those with strong interpersonal skills tend to listen attentively and display empathy toward their peers' feelings and challenges. Finally, these pupils also exhibit a natural ease in social interactions, confidently initiating conversations and working effectively in group dynamics. Together, these traits form a well-rounded picture of interpersonal intelligence as it manifests in a secondary school setting

Q. 5: Do you believe interpersonal intelligence plays a role in improving speaking skills? Why or why not?

Theme	Description	Example of Responses
Effective Communication	Interpersonal intelligence facilitates clearer, smoother communication	Helps pupils communicate effectively, communicate easily, start communication
Builds Confidence	It enhances pupils' self-confidence when speaking	Gain confidence in speaking, speak with better confidence
Engagement	Encourages pupils to engage in discussions and participate in group interactions	Engage in discussions, work in groups, pushes learners to interact
Comprehension	Understanding peers first improves speaking fluency and expression	Understanding first then communicating makes learners speak more fluently

Table 8: Role of Interpersonal Intelligence in Speaking Skills

Table 8 demonstrates that all respondents agreed on the role that interpersonal intelligence plays in enhancing speaking skills. A recurring theme was effective communication as suggested by teachers stating that pupils with strong interpersonal intelligence tend to express themselves more clearly and easily. Confidence was also frequently mentioned, with several teachers stating that understanding and engaging with others increases learners' confidence when speaking. Additionally, interpersonal intelligence was seen to promote active engagement in discussions and group work, creating more opportunities for

speaking practice. Finally, some teachers emphasized the importance of empathy and understanding as a foundation for meaningful communication, noting that when pupils understand others, they tend to speak more fluently and confidently.

Section 3: Teaching Strategies

Q. 6: What teaching strategies do you use to encourage interaction and collaboration among pupils?

Theme	Description	Example of Responses
Group/pair work	Collaboration activities, either pairs or group	Pair work, group work, peer work, debates, peer assignments
Interactive activities	Role-playing, games, debates	Role playing, games, presentations, projects
Learner focused approaches	Strategies that lead to interactions and participation	Peer feedback activities, peer assignments, model positive behavior
Visual material use	Video, pictures, and use of class setting all support interaction	Videos, pictures

Table 9: Teaching Strategies to Encourage Interaction and Collaboration

Table 9 shows how teachers reported a range of strategies aimed at promoting pupil interaction and collaboration. As stated by teachers, the most commonly used method is group

and pair work, that facilitates peer-to-peer learning and shared tasks. Teachers also stated the importance of interactive classroom activities such as role-playing, games, discussions, and presentations to stimulate engagement and communication. Additionally, pupil-centered techniques like peer feedback and modeling positive behavior were mentioned, stressing the shift toward making learners more active participants in the learning process. Lastly, some teachers noted the role of visual aids and classroom environment in encouraging pupils to engage more confidently with one another.

Q. 7: How do you incorporate activities that promote interpersonal intelligence (e.g., group discussions, role-playing) into your lessons?

Theme	Description	Example of Responses
Collaborative/Interactive tasks	Use of debates, storytelling, discussions, and problem- solving tasks to encourage interaction	Debates, storytelling, problem- solving tasks, interactive dialogues, class discussions
Confidence/ communication enhancing	Focusing on customized activities that build speaking confidence and interpersonal communication	Activities that help develop confidence, improve communication skills, peer teaching

Supportive setting	Fostering an environment that includes participation and support	Supportive atmosphere, group-based activities, supportive environment
Time management	Better time management to provide chances for participation	Time management, more opportunities for speaking in class

Table 10: Incorporating Interpersonal Intelligence Activities

Table 10 presents teachers views on incorporating interpersonal intelligence-promoting activities primarily through collaborative and interactive methods such as debates, storytelling, structured discussions, and problem-solving tasks. These approaches are designed to encourage pupils to express themselves and engage with their peers in meaningful communication. Several teachers also emphasized the goal of building confidence and enhancing communication skills, often through activities like peer teaching. Another important theme was the creation of a supportive classroom environment, where pupils feel safe to express themselves, work in groups, and even take on leadership roles. However, one response vaguely referred to "time management," suggesting a less direct or less articulated approach to implementing interpersonal strategies.

Section 4: Learner Engagement

Q. 8: How do pupils with high interpersonal intelligence typically perform in speaking tasks compared to their peers?

Teachers mostly agreed that pupils with high interpersonal intelligence outperform their peers in speaking tasks. A dominant theme is their active participation; these pupils tend

to speak up first and engage without hesitation. They are also described as being able to express ideas clearly and confidently, often with strong vocabulary and real-life examples, which enhances the quality of their speech.

Another consistent observation is their ability to manage social interactions effectively. These pupils often demonstrate problem-solving skills during group work, showing leadership in resolving conflicts and promoting peaceful cooperation. Additionally, they are frequently strong in presentations, managing tasks independently and presenting their ideas fluently. Their communication appears to be both assertive, setting them apart in interactive and performance-based speaking situations.

Q. 9: Do you think interpersonal intelligence helps pupils overcome speaking anxiety or fear of making mistakes?

All six teachers agreed that interpersonal intelligence plays a significant role in helping pupils overcome speaking anxiety or fear of making mistakes. A key theme is the supportive environment created through peer interaction, allowing pupils to feel more comfortable when speaking. Teachers emphasized that confidence is gradually built when pupils engage with others, reducing both shyness and fear of judgment.

Some answers were brief affirmations on the impact of interpersonal intelligence, others expanded and noted that interpersonal intelligence helps pupils gain control over their fears and improves their self-confidence in classroom speaking activities. Essentially, developing interpersonal skills is regarded by teachers as a pathway to establish comfort and encouraging more frequent and confident participation in speaking tasks.

Section 5: Challenges and Opportunities

Q. 10: What challenges do you face in fostering interpersonal intelligence among your pupils?

Teachers identified several recurring challenges in promoting interpersonal intelligence in the classroom, with most teachers focusing on pupil-related behavioral and emotional factors, as well as contextual limitations. The most common challenge reported was learners' lack of motivation, making it difficult for pupils to have meaningful engagement in collaborative tasks. Similarly, teachers reported shyness and social anxiety that hinder pupils from participating in group work or interactive tasks. Another major theme was difficulty with teamwork; some pupils struggle to collaborate with peers due to poor social skills, fear of judgment, or simply a preference for working individually. Often leading to uneven group dynamics and disengagement during collaborative tasks.

Time constraints in school schedules were frequently mentioned, limiting the opportunity to integrate interpersonal intelligence-focused activities. Teachers also mentioned issues like bullying, peer distrust, and distractions from phones or social media, further disrupting their efforts to build trust and healthy communication among pupils.

Section 6: Assessment and Feedback

Q. 11: How do you assess pupils' speaking skills, and do you consider interpersonal intelligence in your evaluation?

Teachers employ a variety of assessment methods to evaluate pupils' speaking skills, combining both linguistic criteria and interactive performance. From their responses, speaking is commonly assessed through oral presentations, debates, role-playing, pair work, and group discussions. Teachers specifically mentioned evaluating fluency, pronunciation, grammar/syntax, intonation, vocabulary range, and coherence of ideas. A significant number

of teachers also stated that they consider interpersonal intelligence in their evaluations and this is reflected in how pupils interact during group work, how well they express themselves during collaborative activities, and their level of engagement and cooperation with peers.

Other teachers emphasized that interpersonal intelligence is essential in speaking assessments because it mirrors real-world communication needs, where both technical language proficiency and social competence are critical. Teachers noted that they observe pupils' confidence, ability to manage conversations, and their supportiveness during peer interactions, all of which contribute to an all-inclusive view of speaking performance.

Q. 12: What kind of feedback do you provide to pupils to help them improve their speaking skills?

Teachers use a combination of constructive, positive, and peer-based feedback strategies to support pupils' speaking development.

A common theme in the answer is providing constructive feedback, where teachers gently correct mistakes while also highlighting pupils' strengths. This method aims to boost confidence while fostering awareness of areas for improvement, such as grammar, pronunciation, syntax, and vocabulary use. Another major strategy involves peer and group feedback, encouraging collaborative learning and mutual support among pupils. This enhances pupils' speaking and promotes interpersonal skills by making learners active participants in the evaluation process.

Some teachers also emphasize self-reflection, motivating pupils to assess their own performance and recognize their progress. Other teachers focus on offering specific and targeted suggestions, which help pupils know exactly what to work on rather than receiving general or vague comments.

Section 7: Suggestions for Improvement

Q. 13: Are there any specific tools or training programs you would suggest to develop speaking skills through interpersonal intelligence?

Teachers overwhelmingly suggest a variety of interactive, digital, and collaborative tools and training methods that support the development of speaking skills through interpersonal intelligence. A major theme across responses is using role-playing activities, group discussions, and debate clubs. These suggestions are essential in promoting interaction, confidence, and real-world communication practice, all are core components of interpersonal intelligence.

Another common recommendation involves digital tools and mobile apps, such as BBC Learning English and other platforms designed to enhance language input and encourage independent practice. These tools help create engaging, pupil-centered learning experiences, accessible inside and outside the classroom.

Several teachers also highlight the importance of communication workshops, public speaking sessions, and language exchange programs, which offer more opportunities for learners to develop both their speaking abilities and social skills in authentic settings.

Finally, active listening skills were noted as a complementary focus; helping learners to not only speak effectively but also respond appropriately in interactions, which is key to developing communicators with strong interpersonal intelligence.

Q. 14: Do you have any success stories or examples of pupils who significantly improved their speaking skills through interpersonal activities?

The majority of teachers shared positive success stories illustrating how interpersonal activities helped pupils improve their speaking skills, especially those who initially struggled with confidence, fluency, or vocabulary.

A recurring theme in these stories is the transformation of shy or hesitant pupils. Several teachers mentioned pupils who, after participating in group discussions, debates, role-playing, or peer exchanges, developed greater self-confidence, began to express themselves more fluently, and showed noticeable improvement in clarity, vocabulary use, and engagement.

One teacher described a pupil who heavily relied on L1 and slang, but started progressing as he actively exchanged ideas with peers. Another highlighted a learner who, through step-by-step involvement in class discussions, went from being poor in speaking to speaking "very well."

However, there was one response from a teacher who did not report any specific success story, suggested that while interpersonal activities are largely effective, they may not always lead to significant improvement for every learner, possibly due to individual or contextual factors.

3.5. Data Interpretation

The findings reveal several key insights in regards to the challenges pupils face in speaking skills and how interpersonal intelligence may play a role in overcoming them. The majority of pupils reported feeling neutral about their confidence when speaking in English, with 73.3% expressing this feeling. This result suggests that while learners do not strongly struggle with self-confidence, there remains a chance of improvement. The neutral attitude indicates a gap between their current speaking abilities and the higher proficiency they seek to achieve. Interpersonal intelligence, including social interactions and the exchange of feedback,

is crucial in helping pupils build the confidence they need to move beyond neutrality. Encouraging collaboration and providing positive reinforcement through group activities may help pupils feel more confident when speaking and reduce any anxiety they may have.

Another notable challenge identified by pupils was their struggle with vocabulary. A significant 63.3% of pupils indicated that vocabulary issues obstruct their ability to communicate effectively. This challenge, combined with other emotional and cognitive aspects, such as the fear of making mistakes, was reported by 40% of pupils. Such fears prevent pupils from speaking freely and keep them from expressing themselves confidently. Additionally, issues with grammar were also a major obstacle, pointing to the fact that language proficiency is not only about having the right words but also about overcoming psychological aspects. Interpersonal intelligence can help address these obstacles by promoting an environment where pupils are encouraged to view mistakes as part of the learning process. This kind of support allows pupils to focus on communication rather than perfection, thus improving their speaking skills.

The data gathered also highlight the lack of regular feedback on pupils' speaking skills, with half of the respondents indicating that they rarely ever receive feedback. Feedback is essential for helping pupils recognize areas for improvement and refine their speaking abilities. Muhsin (2016) states that feedback has a corrective function and a positive outcome in corrective pupils' speaking skills. The lack of frequent feedback may result in missed opportunities for improvement, affecting pupils' progress in developing their speaking skills. Interpersonal intelligence can be used to facilitate more frequent and constructive feedback, particularly through peer interactions and group activities.

Pupils also mentioned emotional and cognitive aspects when speaking, with 30% mentioning the fear of making mistakes and 20% indicating issues with pronunciation. These challenges point the need for an emotionally supportive classroom where pupils can practice

speaking without the fear of judgment. Interpersonal intelligence plays a key role in this context through providing a positive and supportive environment that reduces anxiety. Peer feedback and collaborative activities are important in helping pupils feel more comfortable, allowing them to take risks and express themselves more freely. This theory is further supported by the pupils' open-ended responses, the qualitative data in these questions revealed that many learners face a combination of challenges, including limited vocabulary, anxiety about pronunciation, and fear of making mistakes, all of which are worsened by the lack of practice opportunities.

In terms of improvement strategies, pupils suggested that activities like group work and dialogues would significantly help in improving their speaking skills. These activities provide opportunities for regular speaking practice and encourage social interaction, which is vital for interpersonal intelligence. Group work, in particular, can create a collaborative environment where pupils feel supported by their peers. Pupils' suggestions to incorporate group activities and dialogues as part of their learning further emphasize the importance of interpersonal intelligence in nurturing engagement and increasing speaking confidence.

3.6. Discussion of the Findings

This study aimed to explore the role of interpersonal intelligence in enhancing secondary school pupils' English-speaking skills at Zaatcha Secondary School at Lichana, Biskra. Analyzing both quantitative and qualitative data revealed valuable insights into the challenges pupils face and how interpersonal intelligence can support the development of their speaking abilities. The findings align with the theoretical framework of Howard Gardner's theory of multiple intelligences, particularly focusing on interpersonal intelligence, which plays a critical role in social interaction, communication, and effective group work.

The Role of Interpersonal Intelligence in Overcoming Speaking Challenges

The data revealed that many pupils faced considerable challenges when speaking English. One of the key findings was that a significant number of pupils reported their struggle with vocabulary 63.3%, followed by the fear of making mistakes 40%, and pronunciation issues 20%. These challenges were not only cognitive but also emotional, with many pupils expressing anxiety over their language proficiency. According to Gardner's theory, interpersonal intelligence; the ability to understand and interact with others, is crucial in addressing these emotional obstacles. Interpersonal intelligence involves recognizing and responding to others' emotions, which can help create a supportive learning environment that encourages risk-taking in communication.

These findings are further proved by the pupils' preference for group work and dialogues as effective strategies to improve speaking skills. These activities promote collaboration, allowing pupils to practice speaking in a less intimidating, peer-supported environment. Group work nurtures interpersonal intelligence by encouraging active listening, empathy, and communication among peers, which are all essential for overcoming barriers like fear of mistakes and pronunciation anxiety. As noted in the findings, pupils reported feeling more comfortable in group settings, which supports the idea that interpersonal intelligence, when applied in classroom practices, can significantly enhance speaking confidence.

Feedback Mechanisms and their Role in Skill Development

Another critical aspect identified in the study was the lack of regular feedback on speaking skills. Half of the pupils reported rarely receiving feedback, which is concerning since regular, constructive feedback is vital for language development. This finding highlights a gap in the current teaching approach and suggests the need for more consistent and supportive feedback mechanisms. Feedback, particularly peer feedback, can enhance interpersonal intelligence by promoting collaboration and reinforcing positive speaking behaviors.

Teachers and peers can play a crucial role in providing feedback that not only addresses linguistic issues like vocabulary and grammar but also emotional factors such as confidence and motivation. Creating an environment where mistakes are viewed as learning opportunities rather than failures can help reduce pupils' anxiety about speaking. Interpersonal intelligence encourages a supportive classroom culture where pupils feel comfortable receiving and providing constructive feedback, ultimately boosting their speaking skills.

The Impact of Group Activities on Interpersonal Intelligence

The pupils' responses revealed a clear preference for group activities, with 60% favoring group work as a way to enhance their speaking skills. This preference aligns with the principles of interpersonal intelligence, which thrives in social settings that require cooperation and communication. Group activities such as debates, dialogues, and problem-solving tasks provide pupils with opportunities to engage with their peers, practice speaking, and improve their interpersonal communication skills.

Interestingly, pupils who rated themselves highly in interpersonal intelligence were more likely to perform better in speaking tasks. This observation is consistent with Gardner's view that individuals with high interpersonal intelligence are adept at managing social interactions, which enhances their ability to communicate effectively. In classrooms where group work is prioritized, pupils with higher interpersonal intelligence tend to take on leadership roles, facilitate group discussions, and support their peers, contributing to a more dynamic and effective learning environment.

3.6.1. Findings in Relation to Research Questions

RQ1: What challenges do teachers face in teaching speaking skills?

Teachers identified vocabulary limitations, confidence issues, and social factors (e.g., shyness) as major challenges. These findings correlate with Gardner's definition of interpersonal intelligence, where social-emotional factors play a significant role in effective communication. Interpersonal intelligence could enhance both teachers' and pupils' approaches to overcoming these challenges, particularly by creating a classroom environment conducive to emotional support and effective group dynamics.

RQ2: How do learners perceive the relationship between interpersonal intelligence and their speaking skills?

Pupils largely believe that group work and peer interaction help improve their speaking skills. This aligns with Gardner's theory, where interpersonal intelligence, skills like empathy, collaboration, and communication, directly supports the development of speaking abilities. Pupils' preference for group work and active listening reflects an intuitive understanding that interpersonal dynamics enhance their ability to speak more confidently and fluently.

RQ3: To what extent can interpersonal intelligence enhance secondary school pupils' speaking skill?

The findings suggest that learners who engage in group work, listen actively, and collaborate with others in discussions and role-playing activities develop better speaking skills. The positive feedback from teachers about pupils with high interpersonal intelligence supports this connection. Interpersonal intelligence encourages effective communication, active participation, and self-confidence; critical factors in developing speaking skills.

Conclusion

In conclusion, this study emphasizes the significant role of interpersonal intelligence in enhancing English speaking skills among secondary school pupils. By supporting collaborative

learning environment, encouraging group activities, and providing regular feedback, teachers can create supportive settings that help pupils overcome both cognitive and emotional barriers to speaking. Interpersonal intelligence not only supports the development of speaking skills but also contributes to building learners' confidence and fluency, which are essential for effective communication. The findings suggest that integrating interpersonal intelligence into classroom activities can profoundly impact pupils' language proficiency, and teachers should consider using strategies that promote collaboration, active listening, and peer support to enhance speaking skills.

General Conclusion

This study examines the role of interpersonal intelligence in enhancing third-year pupils' oral skills at Zaatcha secondary school at Lichana, Biskra. It also emphasizes the perceptions and challenges of interpersonal intelligence in enhancing pupils' speaking skills. The research analyzed the aspects of interpersonal intelligence that enhance pupils' speaking skills and examined how teachers used interpersonal intelligence to enhance pupils' speaking skills. This analysis was done through a mixed-method approach to analyze the pupil questionnaire and teacher's interview. A thematic analysis method was employed in order to interpret the qualitative data collected from EFL teacher's interview, and a numerical analysis method was employed to interpret the quantitative data from the pupils' questionnaire.

The findings revealed many challenges that pupils face in speaking skills and how interpersonal intelligence plays a role in overcoming them. A majority of 73.3% pupils reported an option feeling about their confidence when speaking English. This suggests that while learners do not strongly struggle with self-confidence, there remains a chance of improvement. Interpersonal intelligence is crucial in helping pupils to boost their confidence and communication abilities, which are essential for personal and professional growth. Encouraging collaboration and providing positive reinforcement through group activities may help pupils feel more confident when speaking and reduce any anxiety they may have.

Another notable challenge identified by pupils was their struggle with vocabulary. 63.3% of pupils indicated that vocabulary issues obstruct their ability to communicate effectively. This challenge, combined with other emotional and cognitive aspects, such as the fear of making mistakes, was reported by 40% of pupils. These fears prevent pupils from speaking freely and keep them from expressing themselves confidently. Additionally, issues with grammar were also a major obstacle for pupils, pointing to the fact that language proficiency is not only about having the right words but also about overcoming psychological aspects. Interpersonal intelligence can help address these obstacles by providing an

environment where pupils are encouraged to view mistakes as part of the learning process, this support allows pupils to focus on communication rather than perfection to improve their speaking skills.

The data gathered emphasize the lack of regular feedback on pupils' speaking skills, 50% of the pupils indicated that they rarely receive feedback. Feedback is essential for helping pupils recognize areas for improvement and refine their speaking abilities. Muhsin (2016) states that feedback has a corrective function and a positive outcome in corrective pupils' speaking skills. The lack of frequent feedback can result in missed opportunities for improvement, affecting pupils' progress in developing their speaking skills. Interpersonal intelligence can be used to facilitate more frequent and constructive feedback, particularly through peer interactions and group activities.

Pupils also mentioned the challenge of emotional and cognitive issues when speaking, 30% mentioned the fear of making mistakes and 20% stated issues with pronunciation. These challenges point to the need for an emotionally supportive classroom where pupils can practice speaking without the fear of judgment. Interpersonal intelligence plays a key role in this context through providing a positive and supportive environment that reduces anxiety. Peer feedback and collaborative activities are important in helping pupils feel more comfortable, allowing them to take risks and express themselves more freely. This theory is further supported by the pupils' open-ended responses, the qualitative data in these questions revealed that many learners face a combination of challenges, including limited vocabulary, anxiety about pronunciation, and fear of making mistakes, all of which are worsened by the lack of practice opportunities.

Improvement strategies proposed by pupils included activities like group work and dialogues that would significantly help in improving their speaking skills. These activities provide opportunities for regular speaking practice and encourage social interaction. Group

work, in particular, can create a collaborative environment where pupils feel supported by their peers. Pupils' suggestions to incorporate group activities and dialogues as part of their learning further emphasize the importance of interpersonal intelligence in nurturing engagement and increasing speaking confidence.

To sum up, the data revealed that interpersonal intelligence plays a significant role in helping pupils enhance their speaking skills. Classroom activities that encourage group interaction, provide constructive feedback and promote emotional support can significantly improve speaking performance. Teachers should focus on integrating more interpersonal intelligence-based activities to build pupils' confidence, fluency, and communication skills. As Gardner's theory suggests, the combination of emotional, social, and cognitive components involved in interpersonal intelligence forms the foundation of effective speaking skills; learners collaborate and engage more meaningfully with their peers, they will not only improve their language abilities but also develop the crucial interpersonal skills that are key to successful communication in real-world contexts.

Pedagogical implications

The findings of this study suggest several practical implications for teaching English speaking skills.

- First, there is a need to integrate more interactive and communicative activities into the classroom. Activities such as role-playing, group discussions, and debates are not only enjoyable but also help pupils practice speaking in a safe and collaborative environment. By fostering interpersonal intelligence through such activities, pupils are more likely to engage in meaningful communication, overcoming both cognitive and emotional barriers to speaking.

- Second, the importance of regular feedback cannot be overstated. Teachers should implement structured feedback sessions, where pupils can receive both positive reinforcement and constructive criticism. Peer feedback is particularly valuable as it encourages pupils to engage more deeply with their peers' ideas, boosting their confidence and providing them with opportunities to practice communication skills in real-world contexts.

- Lastly, creating a supportive classroom environment is essential. Pupils' fear of making mistakes and their shyness often hinder their speaking abilities. Interpersonal intelligence can help mitigate these issues by fostering an atmosphere where pupils feel encouraged to speak and share their ideas without the fear of judgment. Teachers should focus on building a classroom culture that values communication and collaboration, where mistakes are seen as learning opportunities and every pupil has the chance to contribute.

Limitations of the Study

This study faced several limitations including limited timing to implement the pupils' questionnaire and teacher's interview. This limitation resulted in designing a short questionnaire to take advantage of the available time. Time restraints also limited the number of teacher's interview. Another limitation is the small sample size (30 pupils and 6 teachers) which can limit the generalizability of the study findings to other samples and studies. Moreover, the qualitative data collected through teacher's interview and open-ended pupil questionnaire responses could be subjective. The responses could be influenced by the personal biases or preconceptions of teachers, which can affect the objectivity of the findings. Lastly, the study focuses on a single aspect of Gardner's multiple intelligences theory without little consideration to other factors that could influence speaking skills, such as other intelligences like intrapersonal intelligence, cognitive abilities, or external factors like classroom environment or motivation. This focus can overlook other variables that could affect the enhancement of speaking skills.

Recommendations

Future research can focus on:

- Other aspects of Gardner's multiple intelligences theory, like the role of intrapersonal intelligence in improving pupil speaking skills.

- Future research should also emphasize selecting a larger sample for the field work (pupils and teachers).

- Future studies ought to explore other factors influencing oral skills among secondary school pupils like classroom factors, teaching styles, and pupil motivation. These are factors that can also influence the development of speaking skills.

- Examining other factors, researchers can develop an all-inclusive understanding of how to enhance speaking skills in EFL learners.

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Appendices

Appendix 1

Pupil's Questionnaire:

Dear   Pupil,

You are kindly invited to provide responses to the following questionnaire that attempts to explore the role of interpersonal intelligence in enhancing speaking skills. Please do carefully, read the questions, as your answers are valuable and will aid the study in hand. Be assured that the anonymity of your responses is ensured and that will be used only for academic purposes. You are cordially requested to tick the appropriate answer (s) and provide a full statement whenever it is necessary. Thank You for your time and contribution

Multiple intelligence is a theory introduced by Howard Gardner; it describes the different ways of student's learning capacities. It consists of eight intelligences including: verbal (linguistic), visual spatial, logical mathematical, bodily kinesthetic, interpersonal, intrapersonal, naturalistic and musical rhythmic intelligences.

The present research work is an attempt to explore the effect of interpersonal intelligences on the students' speaking skills. interpersonal

intelligence is concerned with the ability to interact with others. Would you please answer the following questions?

Section 1: Demographic Information

1. Age:

   - [ ]17-18

   - [ ] 18-19

   -[ ] 19-20

2. Genderh:

   - [ ] Male

   - [ ] Female

Section 2: Speaking Skills

3. How confident are you when speaking in English (or the target language)?

   - [ ] Very confident

   - [ ] Confident

   - [ ] Neutral

   - [ ] Not confident

   - [ ] Very unconfident

4. What do you find most challenging about speaking in English? (Select all that apply)

- [ ] Pronunciation

- [ ] Vocabulary

- [ ] Grammar

- [ ] Fear of making mistakes

- [ ] Lack of practice opportunities

5. How often do you participate in speaking activities in class?

- [ ] Always

- [ ] Often

- [ ] Sometimes

- [ ] Rarely

- [ ] Never

6. Which speaking activities do you enjoy the most? (Select all that apply)?

- [ ] Group discussions

- [ ] Role-playing

- [ ] Debates

- [ ] Presentations

- [ ] Pair work

7. How often do you receive feedback from your teacher or peers on your speaking skills?

- [ ] Always

- [ ] Often

- [ ] Sometimes

- [ ] Rarely

- [ ] Never

Section 3: Interpersonal Intelligence

8 Do you like?

- [ ] Group work

- [ ] Pair work

- [ ] Individual work

9. How would you describe your ability to work with others in group activities?

- [ ] Excellent

- [ ] Good

- [ ] Average

- [ ] Poor

- [ ] Very poor

10 How comfortable are you when interacting with classmates during group discussions or role-playing activities?

- [ ] Very comfortable

- [ ] Comfortable

- [ ] Neutral

- [ ] Uncomfortable

- [ ] Very uncomfortable

11. Do you feel that working with others helps you improve your speaking skills?

- [ ] Yes, significantly

- [ ] Yes, somewhat

- [ ] Neutral

- [ ] No, not really

- [ ] No, not at all

12How often do you actively listen to others during group activities?

- [ ] Always

- [ ] Often

- [ ] Sometimes

- [ ] Rarely

- [ ] Never

Section 4: Challenges and Suggestions

13 What makes it difficult for you to speak confidently in class? (Open-ended)

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14 What activities or strategies do you think would help you improve your speaking skills? (Open-ended)

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Section 5: Additional Information

15. Have you ever participated in activities outside of school (e.g., language clubs, exchange programs) to practice speaking?

- [ ] Yes

- [ ] No

16. If yes, how helpful were these activities in improving your speaking skills?

- [ ] Very helpful

- [ ] Helpful

- [ ] Neutral

- [ ] Not helpful

- [ ] Not at all helpful

THANK YOU FOR YOUR HELP

Appendix 2

Teacher's Interview

Dear   Teachers,

You are kindly invited to provide responses to the following questionnaire that attempts to explore the role of interpersonal intelligence in enhancing speaking skills. Please do carefully, read the questions, as your answers are valuable and will aid the study in hand. Be assured that the anonymity of your responses is ensured and that will be used only for academic purposes. You are cordially requested to answer and to provide a full statement whenever it is necessary. Thank   You   for   your   time   and   contribution.

Multiple intelligence is a theory introduced by Howard Gardner; it describes the different ways of student's learning capacities. It consists of eight intelligences including: verbal (linguistic), visual spatial, logical mathematical, bodily kinesthetic, interpersonal, intrapersonal, naturalistic and musical rhythmic intelligences.

The present research work is an attempt to explore the effect of interpersonal intelligences on the students' speaking skills. Interpersonal intelligence is concerned with the ability to interact with others. Would you please answer the following questions?

Section 1: General Teaching Experience

1. How long have you been teaching English (or the target language) at the secondary school level?

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2. What are the most common challenges your students face in developing speaking skills?

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Section 2: Interpersonal Intelligence in the Classroom

3. How would you define interpersonal intelligence, and how do you observe it in your students?

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.... 4. How do you observe it in your students?

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5. Do you believe interpersonal intelligence plays a role in improving speaking skills? Why or why not?

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Section 3: Teaching Strategies

6. What teaching strategies do you use to encourage interaction and collaboration among students?

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7. How do you incorporate activities that promote interpersonal intelligence (e.g., group discussions, role-playing) into your lessons?

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Section 4: Learner Engagement

8. How do students with high interpersonal intelligence typically perform in speaking tasks compared to their peers?

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9. Do you think interpersonal intelligence helps students overcome speaking anxiety or fear of making mistakes?

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Section 5: Challenges and Opportunities

10. What challenges do you face in fostering interpersonal intelligence among your students?

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Section 6: Assessment and Feedback

11. How do you assess students' speaking skills, and do you consider interpersonal intelligence in your evaluation?

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12. What kind of feedback do you provide to students to help them improve their speaking skills?

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Section 7: Suggestions for Improvement

13. Are there any specific tools or training programs you would suggest to develop speaking skills through interpersonal intelligence?

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14. Do you have any success stories or examples of students who significantly improved their speaking skills through interpersonal activities?

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Thank you for your participation

The researcher

The Role of Interpersonal Intelligence in Enhancing Pupils' English-Speaking Skill

الملخص

تبحث هذه الدراسة في دور الذكاء الذكاء الاجتماعي في تعزيز مهارات التحدث لدى تلاميذ المرحلة الثالثة الثانوية في ثانوية الزعاطشة في ليشانة ـ بسكرة. إن إتقان الحديث أمر بالغ الأهمية في تعلم اللغة الإنجليزية كلغة أجنبية، ومع ذلك يواجه العديد من المتعلمين صعوبات في التواصل بطلاقة وثقة. تستكشف هذه الدراسة كيفية تأثير الذكاء الذكاء الاجتماعي على مهارات التواصل الشفهي لدى التلاميذ. وقد حددت الأبحاث السابقة التحديات الرئيسية في تطوير مهارات التحدث، بما في ذلك محدودية المفردات والقلق والافتقار إلى تقديم الملاحظات؛ ومع ذلك، لا يزال التأثير المحدد للذكاء الاجتماعي غير مستكشف بشكل كافٍ. يعالج هذا البحث هذه الفجوة من خلال استخدام تصميم متعدد الأساليب يجمع بين البيانات الكمية من استبيان التلاميذ الذي أُجري على 30 تلميذًا من تلاميذ المرحلة الثانوية والبيانات المستخلصة من مقابلات مع ستة من معلمي اللغة الإنجليزية كلغة أجنبية. ويوضح تحليل النتائج أن الذكاء الاجتماعي يسهل بشكل كبير التغلب على الحواجز اللغوية والعاطفية من خلال التفاعل الاجتماعي والتعاون بين أقرانهم وآليات تقديم الملاحظات. يُظهر التلاميذ الذين يتمتعون بذكاء الذكاء الاجتماعي أقوى ثقة أفضل، ومخاوف أقل من ارتكاب الأخطاء، وكفاءة تواصلية أفضل. تسلط النتائج الضوء على أهمية دمج الأنشطة القائمة على الذكاء الذكاء الاجتماعي في ممارسات التدريس لتعزيز تحسين مهارات التحدث. تُسهم هذه الدراسة في هذا المجال من خلال التأكيد بشكل تجريبي على التأثير الإيجابي للذكاء الذكاء الاجتماعي على مهارات التحدث، وتوصي المعلمين بتعزيز بيئات التعلم التعاونية والتفاعلية. يجب أن تأخذ البحوث المستقبلية بعين الاعتبار أنواع الذكاء الأخرى والعوامل الإضافية التي تؤثر على تطوير الكفاءة الشفوية.