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Ain Temouchent



Faculty of Letters, Languages and Social Sciences

Department of Letters and English Language

**Exploring the Relationship between Verbal and Interpersonal
Intelligences and its Effects on Students' Speaking Skill: Case of First
Year EFL Students at Belhadj Bouchaib University**

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a Master's Degree in Didactics
and Applied Languages*

Submitted by:

Ms. Safia ABED BAHTSOU

Ms. Maroua BAILICHE

Supervised by:

Dr. Amina BOUMEDIENE

Board of Examiners

President :	Dr. Nouria MESSAOUDI	(M.C.B)	Teachers' Training School Mostaganem
Supervisor :	Dr. Amina BOUMEDIENE	(M.C.B)	Belhadj Bouchaib University
Examiner :	Mrs. Rayhane HOUARI	(M.A.A)	Belhadj Bouchaib University

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Dedication I

All glory is to Allah the Most Merciful and the Almighty for the completion of this work.

I would like to dedicate this work to my parents, whom I love the most; I will be forever grateful for everything you have done and still do.

To my fabulous sisters; especially my twin BOCHRA.

To my marvelous brother;

To my partner and my support in this work MARWA.

To all my dear friends who inspire me; especially the one who has been there for me every time MANEL.





Dedication II

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Abstract

Howard Gardner developed the notion of multiple intelligence which outlines the various ways in which students learn. It is made up of eight intelligences. These intelligences are involved in different learning arenas including foreign language context with the four learning abilities of writing, reading, speaking, and listening. Indeed, speaking is one of the four fundamental abilities in learning a foreign language, such as English, which started to be taught recently from primary school. However, learning English has always been linked to issues of comprehension. Indeed, each student has unique difficulties understanding the content being taught, in this concern, the application of the many intelligences model is intended to overcome their concerns. The present study aims at exploring the effect of interpersonal and verbal intelligence in developing students' speaking skill. For this sake, the researchers conducted a case study research method. They employed three research instruments questionnaire for three EFL teachers and another questionnaire for 80 first year EFL students and the second study tool, organized classroom observation, it was meant to assist the researchers in gathering more trustworthy data. The results found show that both verbal and interpersonal intelligences reinforce the social interaction between students. Thus it helps them to develop their speaking ability and feel confident to use their capacities which make them speak fluently and avoid fear and anxiety. On the basis of the research findings, the researchers offered some suggestions and recommendations for both teachers and students so that they can enhance their performance in teaching and learning processes.

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Abbreviations

-**MI**: Multiple Intelligence.

-**MIT**: Multiple Intelligence Theory.

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

-**IQ**: Intelligence Quotient.

-**ESL**: English as a Second Language.

**Exploring the Relationship between Verbal and
Interpersonal Intelligences and its Effects on
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Students at Belhadi Bouchaib University**

General Introduction

In today's globalizing society, learning a foreign language is critical. Everyone participating in the process of foreign language instruction strives to discover the most effective way(s) to teach a foreign language proficiency. Individual differences are said to be of highest relevance when organizing lessons for successful education. To that aim, Multiple Intelligence theory was introduced by Howard Gardner in 1983. According to Gardner, intelligence is not a single, unitary concept but rather it is comprised of multiple independent abilities that are used to solve different kinds of problems. Gardner identified eight different intelligences: linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence and naturalistic intelligence.

According to Gardner (1983), individuals possess different profiles of intelligence. Some individuals may excel in certain areas, while others may be stronger in different areas. The multiple intelligence theory suggests that educators should recognize and foster the diversity of intelligence in their students by providing a variety of learning experiences that tap into different types of intelligence.

The teaching of foreign languages is only one of the many sectors where the notion of multiple intelligences 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. Students must master four essential language abilities: listening, speaking, reading, and writing. Among the other skills, speaking is an important skill for students to develop when studying English.

Speaking 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. In order to talk clearly and persuasively, one must be able to arrange their thoughts and pronounce them in a clear and convincing way; this necessitates the use of verbal skills and interactive interpersonal skills to achieve success in these situations.

In line with that and on the basis of what have been mentioned above, verbal intelligence and interpersonal intelligence are two distinct but related concepts that can play important roles in developing students' speaking skills. Verbal intelligence, also known as linguistic intelligence, is the ability to understand and use language effectively. Interpersonal intelligence, on the other hand, refers to the ability to understand and interact effectively with other people.

This study will examine the relationship between interpersonal, verbal intelligence and how it affects the speaking skill among first-year EFL students at Belhadj Bouchaib University. Accordingly, the researchers attempt to respond to these questions:

1- How Does interpersonal intelligence influence students' verbal intelligence?

2-How can the relationship between verbal and interpersonal intelligences affect the students' speaking skills?

General Introduction

In response to these research questions, the following hypotheses have been developed:

1-Students' interpersonal intelligence influences students' verbal intelligence to a high extent.

2-The relationship between verbal and interpersonal intelligences motivates the students' speaking skill and therefore develops their speaking abilities.

In order to answer the research questions and test the above stated hypotheses, the researchers opted for a case study. The data were gathered both quantitatively and qualitatively using two main research instruments: a questionnaire for both students and teachers and a 80 students from Belhadj Bouchaib University compose the study sample. Different language skill levels were seen among the first-year students. In order to compare the information acquired from both sides, the sample of three teachers who teach oral expression to the same students participated in the current study. The teachers' experiences in teaching vary from one to five years in teaching English.

This research is divided into three chapters. The first chapter is all about the theory of multiple intelligence, to be more specific is about the interpersonal and verbal intelligences in relation to the speaking skills by providing many aspect on the concept of speaking skill such as its kind and components , it's importance and its main difficulties that face students in learning either psychological or linguistic factors . The second chapter describes the methodology used and data collection, analyzing and interpreting the findings resulted from the research instruments. The third chapter is concerned with suggestions and recommendations.

General Introduction

1.1. Introduction:

Based on the theory of multiple intelligences, individuals possess different kinds of intelligence that may be developed and used in various contexts. The linguistic/verbal and the interpersonal intelligences may have a key role in a person's capacity for efficient communication when it comes to speaking abilities. The current chapter sheds light on the definition of the multiple intelligence theory and its components, the multiple intelligences and the foreign language, the multiple intelligence in foreign language teaching, interpersonal and verbal intelligences applied in EFL classroom. It also deals with definition of speaking, its kinds and components, speaking in EFL classroom, the importance of speaking and speaking difficulties.

1.2. Intelligence Defined

A great deal of research has been done in the past years on the meaning of intelligence and how to measure the amount of intelligence one possesses. There is actually an "interest in new programs that seek to develop human intelligence for a whole culture, to train individuals in such general skills as "anticipatory learning", to help individuals to realize their human potential" (Gardner, 2011, p.04).

Actually, from a biological point of view, "the apparent bottom line concerning the human nervous system is that each of us is unique in our neural patterns" (Tucker,1999) as each individual has its own interpretation of inputs as well as its behavioral outputs. Hence, a new belief has arisen; each of us has a different learning style and assimilation of information.

A great number of neuroscientists agree that human intelligence is determined when they are born and that our brains possess all its neurons from birth. Thus, human's brain is continuously functioning and developing its neurons in response to a set of stimuli in the environment, which has been renamed by Tucker as "plasticity"; the brain's capacity to expand when an environmental stimuli is given. According to this theory, all human beings, regardless of the age, can gain or improve mental abilities while they are growing and each of them will be different from one another which brings on the importance of better early education.

Howard Gardner (Gardner, 2011) claims that there are two scientific believes conducted by two different groups; on the one hand, those who think that intelligence is stored in the brain as a whole, what he calls as the 'hedgehogs' and who are influenced by the British educational psychologist Charles Spearman on the other those who favor the fragmentation of the brain in multiple components, the 'foxes'. According to him, the hedgehogs tend to believe that each human being is born with a given amount of intelligence and that we can actually rank-order each individual in terms of their intelligence level. In opposition, the foxes are those who believe that a rank-ordering cast of thought is possible but

focused on intelligence as a different component of the human brain.

Gardner positions himself in the latter's group as he considers that human own autonomy in certain human intellectual competences, mainly the "human intelligences" or what Gardner refers to as the "multiple intelligences" (Gardner, 2011, p.9).

All those technological inventions, architecture, beautiful furniture and breathtaking decoration must have been created by different people who perhaps did not share the same interests regarding education. Thus, Gardner believes that it is possible to analyse and detect individuals' potential or orientation of their intellectual profile and also that these abilities can be enhanced with time if we know the learning possibilities and problems that this person has. With his theory of the multiple intelligences Gardner tries to emphasize the importance of training and heightening the intellectual competences in order to foster them in diverse cultural settings.

1.3. Gardner's Theory of Multiple Intelligence:

Gardner was best known for his theory of MI, which is outlined in 1983, in his book 'Frame of The Mind'. The theory suggests that each individual possesses a distinct form of intelligence. Gardner (2006) states: "I believe that human cognitive is better described in term of a set of abilities, talents or mental skills, which I call intelligence". Furthermore, MIT represents a different perspective from the traditional view of General Intelligence, which relates Intelligence to the IQ test (Intelligence Quotient) that was developed by Albert Binet and Simon. This test is designed to measure the academic success of the students using short questions that required short answers. However, Gardner criticized the traditional psychologists arguing that predicting academic success through short questions with short answers limits the learner's capability. Alike, Thorndike(1937) the father of educational psychology in addition to many psychologists such as Bergman, Cobb and Woodard(1927)see intelligence as the sum of three parts (abstract, mechanical, social intelligence) rather than one block, meaning that people who did well in one area does not necessarily mean that they will do well in other areas.

In the same vein, Guilford (1967) and Sternberg (1985) proposed the pluralistic models of intelligence and criticize Spearman's theory. Yet Gardner's MI theory is perhaps the best known of these pluralistic theories, because of its contribution in matching the students' needs (learner-centered approach) and facilitating the learning/ teaching process. Richard &Rodgers (2001) state that: "An increasingly popular approach to characterizing the way in which learners are unique and to developing instruction to respond to this uniqueness"(p. 240).

Gardner was disturbed by the exclusive stress in school on two forms: the linguistic and the logical intelligence.

Although he did not deny the importance of these forms in scholastic settings, he supposed that there are other forms (intrapersonal, interpersonal, natural, visual...) that might be brightening the future of education. Brualdi (1998) claims in her article 'Gardner's Theory', people do not learn from just one or two routes of information. She believes that we all have different ways of learning that are independent of one another.

A refined definition of intelligence was provided by Gardner in 1999. He states "The capacity to solve problems or fashion product that are valued in one or more cultural settings and detailed a set of criteria for what counts human intelligent" (p. 33). In this theory, Gardner in his book 'Frames of The Mind' (1983) proposed "the existence of a number of relatively autonomous human intelligence: Linguistic, Logical/mathematical, Spatial, Bodily/Kinesthetic, Musical, Interpersonal, Intrapersonal (the last two Gardner calls the personal intelligences)" (Gardner1999, p. 44), and he added other three types: naturalist, spiritual, existential intelligence in his second book 'Reframed' 1999.

1.3.1. Components of Multiple Intelligence:

According to Gardner's theory, there are eight types of intelligence, these include:

- Linguistic/verbal Intelligence:

It is the ability to think in words and to use language to express and appreciate complex meanings. As stated by Armstrong (2009) "The capacity to use words effectively whether orally or in written" (p. 24). For Thomas (2000) Linguistic Intelligence is the most widely used in the educational system. Some of the uses of this intelligence include manipulation of the syntax, phonology, semantics, and pragmatics.

- Logical-Mathematical Intelligence:

Indent to calculate numbers and to understand the logic and abstract things. According to Armstrong (2009), students with this intelligence strength enjoy learning activities such as calculations and quantifications, classifications, and categorizations using logical reasoning. They have proclivities to "categorization, classification, inference, generalization, calculation, and hypothesis testing" (Armstrong, 2009, p. 6).

- Spatial/Visual Intelligence:

It is the ability to perceive, analyze and understand the visual information around people. Armstrong (2009) states that: "This intelligence involves sensitivity to color, line, shape, form, space, and the relationships that exist between these elements" (p. 7).

- Bodily-Kinesthetic Intelligence:

It is the ability to process information physically through hands and body movements also known as 'physically learning style'. Kincheloe (2004) states "bodily-Kinesthetic is a personal-knowing of one's motion" (p. 120).

- Musical Intelligence:

It is the ability to perform and value music. Baum, S., Viens, J., & Slatin, B. (2005) state "Musical Intelligence is the capacity to think in music to be able to hear partners, recognize them, remember them and perhaps manipulate them" (p. 15). Learners with a high degree of this intelligence are likely to learn in a musical atmosphere.

- Interpersonal Intelligence:

This intelligence, one of Gardner's two personal intelligences, is "the ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people" (Armstrong, 2009, p. 7). It enables individuals to recognize and make distinctions about others' feelings and intentions. "Gardner has identified interpersonal and intrapersonal intelligence as the 'the superordinate'. (Gardner, 1983 stated in Hyland . A, 2002, p. 170).

- Intrapersonal Intelligence:

The intrapersonal intelligence is "the capacity to understand oneself (Gardner 2005 stated in Gangi, 2011, p. 26) it is the second personal intelligence that has a reciprocal function with interpersonal intelligence. Thomas Armstrong in his book, *Multiple Intelligences in the Classroom* (2009), describes intrapersonal intelligence as Self-knowledge and the ability to act adaptively based on the knowledge. This intelligence includes having a picture of oneself (one's strengths and limitations), awareness of inner moods, intentions, motivations, temperaments, and desires, and the capacity for self-discipline, self-understanding, and self-esteem.

- Naturalist Intelligence:

It is "Expertise in distinguishing among members of a species; recognizing the existence of other neighboring species; and charting out the relations, formally or informally, among several species" (Armstrong, 2009, p. 11). A student with this type of intelligence performs better when learning outdoors with nature.

1.3.2. Multiple Intelligence and Foreign Language Education:

Multiple intelligence theory proposes that people have different strengths and abilities in different areas or "intelligences," such as linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, and intrapersonal intelligence. Multiple intelligences can be taken into account in foreign language instruction to assist teachers better adapt their teaching strategies to each student's learning style and strengths.

The many intelligences hypothesis opens the door to a wide range of teaching methodologies that may be easily used in the language in any educational setting in general and in second or foreign language in particular. It allows instructors to broaden their current teaching tactics by including numerous sorts of evaluation and activities (Armstrong, 2000).

Instructors must employ a variety of approaches and activities in order to satisfy the needs of all students. The theory of MI may be applied in a variety of ways and is effective throughout the school system. It allows pupils to use and develop all of their intelligences, not just the ones in which they excel. It also provides a variety of styles, approaches, and activities. Each of the four skills is unique to each learner, and it is the teacher's responsibility to assist students in developing theirs (Nolan, 2003).

Language Teachers should be aware that students have diverse talents, learning styles, and even learning potentials, yet teachers may educate them effectively in a variety of ways using the principle of multiple intelligences. It is a good idea to administer a multiple intelligences exam to pupils to determine which intelligences are well-developed in each student. The instructor may then construct a learning environment that is appropriate for each student. It is possible to improve teaching by appealing to the students' strengths by monitoring them and keeping note of how they react to different exercises. As long as teachers differentiate their activities based on the intelligences, there will always be a moment throughout the day or week when students' highly developed intelligences are actively engaged in learning (Armstrong, 2000).

Among the eight multiple intelligences provided by Gardner, there are certain ones that cope with foreign language learning and teaching. The present study highlights two main intelligences which are the linguistic/verbal and the interpersonal intelligences.

1.3.3. Multiple Intelligence in Foreign Language Teaching:

Several studies have been conducted in the topic of future language education methods over the years. The study of various learning styles and learner profiles has received a lot of attention.

Learners' increased understanding of their own learning methods has resulted in more successful foreign language education, as they have realized their own responsibility for the outcome. These are positive improvements that have led to more effective learning: stronger student engagement and motivation in the learning process, improved student ownership of their learning, and greater classroom community (Ride, 1999).

Gardner does not make a direct reference to foreign language teaching, however multiple intelligence as a theory

has been successfully used in foreign language teaching. This experience has brought successful results with students of different nationalities, ages and abilities, and has been accepted with much enthusiasm by their teachers and parents. When used in a foreign language classroom, it allows each student to draw from their own strengths to approach learning and creates an opportunity to learn a foreign language in a meaningful context where in verbal intelligence is practiced in combination with other intelligences.

According to MIT, a good language learner is a learner who has a well-developed verbal/linguistic intelligence which implies that some learners are better-equipped for learning a foreign language. On the other hand, those who cannot boast about their verbal intelligence can still enjoy and succeed in language learning because it can be supported by using their musical, bodily-kinesthetic, interpersonal, intrapersonal, mathematical and naturalistic abilities since “they constitute frames for working on the same linguistic content” (Arnold & Fonseca, 2004).

Ultimately, a diverse mix of intelligences can enhance the language learning experience for all students and help them to develop a range of skills and competencies. Teachers can incorporate different teaching strategies and activities that appeal to different types of learners to ensure that all students have the opportunity to succeed in the foreign language classroom. Interpersonal and verbal intelligences among all the other intelligences are both valuable in the foreign language classroom, as they can help students communicate effectively with their peers and teachers, understand cultural nuances, and develop a deeper understanding of the language.

1.3.4. Interpersonal and Verbal Intelligence Applied in FL Classroom:

In the foreign language classroom, the development of verbal and interpersonal skills may significantly improve language learning. Interpersonal and verbal intelligence can play a critical role; these two forms can aid students in recognizing and appreciating cultural differences, communicating clearly with classmates and teachers, and developing a better comprehension of the language they are learning. In order to facilitate successful language acquisition and increase students' confidence in their ability to communicate in a foreign language.

1.3.4.1. Interpersonal Intelligence:

The capacity to comprehend and communicate successfully with people is referred to as interpersonal intelligence. It entails good verbal and nonverbal communication, the capacity to recognize differences in others, sensitivity to others' emotions and temperaments, and the ability to entertain diverse views.

Lazear (1999) explains that “interpersonal intelligence can be seen in many different techniques of person-to-person communication we employ, including spoken and written language, all forms of visual art, dance, hand gestures,

body movements or music” (p. 89).

Interpersonal frames include working as a group and cooperating in learning. Students may enhance their listening and speaking skills by employing this type of intelligence. This intelligence covers abilities such as : understanding successfully; reacting to others in a pragmatic manner, such as convincing students or coworkers to join in a project. Students with high Interpersonal Intelligence, according to Armstrong (2000), are typically kind and attentive to the moods, feelings, and motives of others. They are always interacting with people, they enjoy leading, organizing, and interacting, and they operate best in groups. Interpersonal intelligence allows people to detect the mood, qualities, emotions, and intentions of individuals around them. They may also utilize this information to adapt their interactions with each individual.

Interpersonal intelligence is required for effective language learning that is “a social process which has as a main goal the development of communicative competence” (Arnold & Fonseca, 2004, p. 128).

1.3.4.2. Verbal/Linguistic Intelligence:

Verbal-linguistic intelligence is often known as "word clever" (Armstrong, 2009). It is a type of intellect that humans often employ while conversing with others, whether in formal speaking or casual conversation. According to Armstrong (2009), verbal intelligence is the ability to use words effectively, whether vocally or in writing. It entails dealing with several components of a language as well as manipulating the syntax or structure of the language, the language, and the pragmatic dimensions or practical applications of language, and using it in various settings (Shero Malo et.al, 2018).

According to Halil (2017), persons with verbal-linguistic intelligence are sensitive, methodical, effective at reasoning, and so on. They enjoy listening, reading and writing, are simple to spell, enjoy playing with words, have good recall about little things, and are a dependable public speaker and debater. As a result, verbal-linguistic intelligence comprises language abilities such as efficient listening, reading, speaking, and writing. Individuals who can swiftly capture oral and written knowledge are regarded linguistically competent, even if they are not very proficient at talking or writing (producing language). There are various signs or specific intelligence qualities associated with verbal-linguistic intelligence. It is the ability to think in words and utilize language to communicate and understand complicated concepts. It also entails comprehending the sequence and meaning of words in both speech and writing, as well as how to utilize the language correctly. Linguistic Intelligence, according to Gardner's thesis and as referenced by Rahimi (2014), is sensitivity to spoken and written word. Language use can help you achieve certain goals, such as learning new languages.

1.4. Speaking Defined:

According to Harmer (2003), speech is a means of communication with others. As per Harmer, spoken production requires two elements: the first is language features, which include connected speech, expressive devices, lexis and grammar, and negotiation language, and the second is mental and social processing, which includes language processing, interacting with others, and information processing.

Speaking is a production skill divided into two categories: accuracy and fluency. Accuracy is defined as "the capacity to stay continuing when speaking spontaneously" (Gower, Philips, & Walter, 2004). Fluency is defined as "the ability to keep going when speaking spontaneously" (Gower, Philips, & Walter, 1995).

Brown (2011:9) argues that speaking is not a single skill, rather speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

Bygate (1987) distinguished two elements: producing ability and interaction ability. Speaking ability occurs in a time-limited context in the production skill, and there is bargaining between learners in the interaction skill. These abilities make it easier for students to strengthen their speaking abilities. Stuart (1989) states that learners should plan and alter their speech, and those good speakers need practice to become competent. It demonstrates that speaking is a high-risk activity that induces anxiety and drives learners to be concerned about losing face.

1.4.1. Kinds of Speaking:

According to Brown (2010), there are six groups of speaking skill areas. These are the six categories that are being discussed:

- **Imitative:** this category encompasses the ability to practice an intonation pattern as well as the ability to focus on certain aspects of a language's structure. The word, phrase, or sentence is immediately duplicated in this situation. One of the most crucial things to keep in mind in this case is to emphasize pronunciation throughout. Drilling is used by the instructor during the teaching and learning process. This is because when drilling is employed in the classroom, pupils are able to listen and audibly repeat particular words.
- **Intensive:** this performance serves as a phonological and grammatical practice session for students working on different aspects of the English language. Most of the time, it comprises students working together in groups (group work) to complete a job, such as reading aloud, which may include, among other things, reading a piece or having a conversation with a partner in turn, or reading information from a chart.

- **Responsive:** although their low level, interaction and test comprehension are examples of this category included in the responsive performance. These encounters and testing consist of very brief chats, standard greetings and small talk, modest requests and remarks, and other minor things. There are numerous forms of rapid reactions to questions and remarks made by the teacher or students, and in this circumstance, the instructor or students provide instructions and direction. The vast majority of the time, their replies is adequate and significant.
- **Transactional and Interpersonal (Dialogue):** commercial actions include the transmission or exchange of specific information. Interpersonal communication, on the other hand, is done largely to preserve social ties rather than to communicate information and knowledge. Interviews, role-playing, conversations, dialogues, and games are all examples of interpersonal speaking performances.

1.4.2. Components of Speaking:

Some experts like Rista, Brown... believe that particular communication components are required to produce the desired sort of communication. They are as follow:

- **Accent:** accent is a component of speech that is directly related to how words are uttered, which is referred to as pronunciation in general. Rista (2018) defines "accent" as any speech that deviates from the language's established standard. It is impacted by the speaker's original tongue, which can lead to mispronunciation, misunderstanding, and thought separation between speakers.
- **Grammar:** grammar is defined as the set of rules that govern how a language is generated. It is closely tied to the degree of precision with which a language is spoken. It is used inside sentences to generate meaningful and intelligible language in order to deliver messages to the audience. In a sentence, grammar is defined as the principles that regulate the customary order and connection of the words in a phrase (Brown & Lee, 2015).
- **Vocabulary:** as defined by Kiliç (2019), vocabulary is the collection of words that students need to know in order to communicate and convey thoughts directly in accordance with certain settings. As a result, speaking ability and vocabulary knowledge are strongly correlated (Khan et al., 2018). In other words, speakers will be able to convey their ideas more freely and without reluctance depending on the vocabulary they employ or the subject matter. As a result, developing one's vocabulary is crucial while learning English as a foreign language since learning new words will make it easier for speakers to express themselves. Vocabulary also plays a significant part in the connection between speakers and listeners since communication cannot take place without it (Dakhi & Fitria, 2019).
- **Fluency:** according to P. Skehan was quoted in Thornbery (2000, July, p. 3) fluency is the “capability to produce

language in real time without undue pausing or hesitation.” In other words speaking fluently is the faculty of using the language spontaneously and confidently while communicating one’s thought, ideas or opinions in several contexts. It implies talking without making a lot of stops to think too much about what one’s is saying and without worrying too much about errors (accuracy) until it becomes unnatural speech. As pointed by Richards et al (1992, 204) fluency is “the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions.” Therefore, teachers should rehearse learners to speak in a coherent manner by paying more attention to the meaning and context then to the form in order to achieve oral fluency.

1.5. Speaking in FL Classroom:

Since learning English opens up opportunities for employment, higher education, and travel, it is now regarded as an official international language. J. Baker and H. Westrup (2003, p. 5) stated that “a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion.”

The ability to speak English is the primary reason to learn it, and this is because the globe is getting smaller every day. Due to the advancement of technologies and the resulting growth of the global economy, more and more individuals are adopting English as a primary language of communication. This has caused businesses of all sizes to hire employees who are multilingual. According to common sense, speaking English is the most crucial ability compared to the others (Ur, 1996). According to Graddol (2006), who highlighted that the use of English as a tool for international communication has undoubtedly continued for many years, the EFL learning setting recognizes language for communication as a crucial ability that must be mastered by all learners. For instance, Luoma (2004) stressed that the value of speaking a language well is increasingly important since it is a reflection of a person's personality, sense of self, knowledge of the outside world, capacity for reasoning, and ability to convey thoughts in the present. The importance of learning to speak English was underlined as a crucial skill for both the academic and professional worlds.

Since oral language development has been largely neglected in the classroom and frequently, teachers use oral language more frequently in the classroom than students do, studies have shown that EFL learners frequently have difficulty speaking English (Hosni, 2014). The idea that the main objective of all English language training should be to improve students' capacity to use English effectively and correctly in conversation (Davies & Pearse, 2000) is seriously at odds with this occurrence.

1.6. The Importance of Speaking Skill:

In today's global environment, communication is critical to achieving success in all disciplines. Language is utilized as a communication tool. People cannot communicate effectively unless they use a language. Furthermore, people cannot attain their ambitions, objectives, and goals unless they communicate effectively. As a result, a language is required to communicate with individuals who reside all over the world. Because English is considered the worldwide language and is used all over the world, it is useful for talking with individuals from other areas, states, nations, and continents.

Speaking ability is the most critical skill to gain when studying a foreign or second language. Speaking is regarded as the most crucial of the four major language skills in learning a foreign or second language. Brown and Yule (1983) say speaking is the skill that the students will be judged upon most in real life situation. Despite of its importance, teaching speaking skills has been devalued, and most EFL/ESL teachers continue to teach speaking skills as if they were memorization of dialogues or drill repetition. In quite a while, the modern world requires communication skills for learners, and English teachers must teach the English Language Learners the necessary skills so that they may enhance their speaking abilities and function effectively in real-life circumstances. Oral skills are entirely ignored in today's EFL/ESL educational environment, despite the fact that employment is more dependent on communication than technology. So far, greater emphasis has been placed on reading and writing abilities. By discovering the significance of oral communication abilities, more attention is now placed on strengthening the speaking skills of learners in order for them to effectively complete their studies and flourish in their professions once they have completed their education. Furthermore, English is the language of obtaining career prospects and achieving success in life.

Speaking requires a lot of practice and attention to develop it. Teachers want students to be able to use language fluently and correctly as much as possible because speaking allows students to improve their writing skills and develop their vocabulary and grammar, as well as express themselves, give opinions, ask, request, tell stories, inform or explain convince and discuss, and do other functions of language. Speaking also helps students in job interviews and broadens their options in job choices, and it helps them communicate well in business at work or school.

1.7. Difficulties of Teaching Speaking:

Teaching speaking can pose several challenges for both teachers and learners. According to Nunan (2003:270) here are some difficulties commonly encountered when teaching speaking skills:

- **Clustering:** fluent speech is phrasal rather than word for word. With such clustering, learners may arrange their output both cognitively and physically.

- **Reduced forms:** it includes contractions, elisions, reduced vowels, and so on. If the learners are unaware of this, their speaking will occasionally have a stiff, bookish character.
- **Performance variables:** the hesitating phenomenon distinguishes native and nonnative language speakers. When speaking with the language, learners should know when to pause, backtrack, or correct it.
- **Informal language:** learners should also be relatable with colloquial language words, idioms, and phrases and they should practice producing these forms.
- **Rate of delivery:** the velocity of delivery is another distinguishing feature of fluency. The instructor should assist students in achieving an appropriate speed as well as other fluency characteristics.
- **Stress, rhythm, and intonation:** this is the most crucial aspect of English pronunciation. The stress-timed rhythm and intonation patterns of spoken English transmit crucial signals.
- **Interaction:** interaction is the goal of speaking. It is your interaction and the words you use that will determine how well you communicate.

1.8. Difficulties of Learning Speaking:

Learning a foreign language can present various difficulties for students, both psychological and linguistic. Here are some common challenges that students may encounter:

1.8.1. Psychological Factors:

Anxiety: learning a new language can make students anxious and self-conscious, which makes them reluctant to practice speaking in that language. This may result in a lack of fluency and diminished communication confidence. Young, D. J. (1991).

Fear of Making Mistakes: while speaking a foreign language, students could be anxious about making mistakes out of embarrassment or concern for the opinions of their teachers or peers. They may be less eager to take chances and interact actively because of this fear. (Ellis, 2006)

Motivation: it takes a lot of time, continuous practice, and effort to learn a foreign language. It may be difficult for students to stay motivated to learn a language if they lack interest, have unclear goals, or become frustrated by their poor progress. (Dörnyei, 2005).

1.8.2. Linguistic Factors:

Pronunciation and Phonetics: a foreign language may have novel phonemes and intonation patterns, making it difficult to learn the sounds and pronunciation patterns. This obstacle may prevent clear communication and result in misconceptions. (Derwing & Munro, 2009)

Grammar and Syntax: it might be challenging to learn the grammatical structures and standards of a foreign language. Students may have trouble comprehending and implementing the principles appropriately, which might result in grammatical mistakes and difficulty coming up with cohesive sentences. (Ellis, 2006).

Vocabulary Acquisition: increasing your vocabulary is essential for clear communication. However, learning and remembering new words can be difficult for pupils, particularly if they have many word forms, meanings, and contexts. (Nation, 2001).

1.9. Conclusion:

Multiple intelligence theory is an effective technique for enhancing communication abilities. It implies that humans have multiple types of intelligences and that these intelligences may be used to improve communication skills. Interpersonal intelligence enables humans to comprehend the thoughts and feelings of others, whereas verbal intelligence enables humans to convey our own ideas clearly and concisely. Students may become better speakers and deliver more effective messages to our listeners if we use both interpersonal and verbal intelligence. In this chapter multiple intelligence theory as a key term in this study and all its components, also the speaking skill and the relationship between the two main intelligences -the linguistic/verbal and interpersonal-are clarified. Further, the next chapter contains the practical part; it includes data collection procedures and analysis of the main findings.

Chapter One: Literature Review

2.1. Introduction:

For the sake of investigating the effect of interpersonal and verbal intelligences on students speaking skill, this chapter has been put. It is devoted to talk about the effect of interpersonal and verbal intelligences in developing the speaking skill. The present chapter is primarily concerned with the practical part which covers data collection procedures and the analysis of the main findings. Two main research instruments are used: a questionnaire distributed to students and their teachers and a structured classroom observation with these teachers seeking to find answers to the research hypotheses and questions that have already been stated in the general introduction of the current study.

2.2. Objectives of the Study:

The purpose of this study is to look at the correlation between interpersonal and verbal intelligence and its impact on students' speaking skill among first-year EFL students. The researchers hope that this study will provide learners with an effective method for improving their speaking skills. It also attempts to motivate students to improve their speaking skills and to support them in breaking down difficulties that restrict them from being more fluent and creative in their oral communication.

2.3. Sample Population:

When conducting a research on a group of individuals, it is impossible for the researcher to collect data from each and every one of them; however, he selects a sample. This latter is a large or a small group of people who are the applicants of the questionnaires, interviews and observations. Dörnyei (2007) argues that sample is the group of participants whom the researcher actually examines in an empirical investigation. There are several types of sampling:

- **Random Sampling:** Random sampling is a method where each member of the population has an equal chance of being selected for the sample. It eliminates bias and allows for generalization. Simple random sampling, stratified random sampling, and cluster random sampling are common techniques under this category.
- **Simple Random Sampling:** In simple random sampling, each member of the population has an equal chance of being selected. It involves using a random number generator or drawing names from a hat to select individuals for the sample.
- **Stratified Random Sampling:** Stratified random sampling involves dividing the population into homogeneous subgroups called strata and then randomly selecting samples from each stratum. This method ensures that each subgroup is represented in the sample proportionally to its size in the population.
- **Cluster Random Sampling:** Cluster random sampling involves dividing the population into clusters or groups and randomly selecting some clusters to include in the sample. This method is useful when it is difficult or impractical to obtain a complete list of the population, but the clusters are representative of the population.
- **Non-Random Sampling:** Non-random sampling methods do not rely on random selection and may introduce some form of

bias. While they may not allow for generalization to the entire population, they can be useful for specific research objectives or when random sampling is not feasible.

- **Convenience Sampling:** Convenience sampling involves selecting individuals who are easily accessible or readily available for inclusion in the sample. This method is convenient but may introduce bias as it does not guarantee representative sampling.
- **Purposive Sampling:** Purposive sampling involves selecting individuals who possess specific characteristics or qualities relevant to the research study. Researchers handpick participants based on their expertise, knowledge, or unique attributes, aiming to gain insights from specific cases or groups.
- **Snowball Sampling:** Snowball sampling begins with an initial set of participants who meet the desired criteria. These participants then refer or recruit other potential participants who also meet the criteria, creating a snowball effect. This method is commonly used when researching hard-to-reach or marginalized populations.

2.3.1. Students' profile:

This case study is concerned with first year LMD EFL students at the University of Belhadj Bouchaib. Eighty students were randomly chosen to answer the questionnaire. They consist of 55 female and 25 male. All of them are baccalaureate holders from different streams who have learnt the English language since the first year in the middle school; this makes a sum of seven years before entering the university. At this level their educational background comprises seven years of English as their second foreign language.

2.3.2. Teachers' profile:

The informants are three teachers from the English department in University of Belhadj Bouchaib; they teach oral expression for the same students involved in the present study in order to correlate between the data gathered from both sides. The teachers' experiences in teaching vary from one to five years in teaching English.

2.4. Research Instruments:

Questionnaires and class observation were used in this study to investigate the research questions and test the hypotheses.

2.4.1. Questionnaire:

A questionnaire is a research instrument that consists of a set of questions or prompts designed to gather information from respondents through survey or statistical study. It typically includes a mix of close-ended and open-ended questions, and can be used to measure separate variables or aggregated into a scale or index. Open-ended questions allow respondents to

formulate their own answers, while closed-ended questions provide a set of answer options to choose from. Questionnaires can be used in various fields, including psychology, marketing, and social sciences, to collect data from a large number of people in a standardized way. The main purpose of a questionnaire is to extract data from respondents in a standardized and efficient way.

The questionnaire was addressed to First year English students and to their oral expression teachers during academic year 2022/2023. Next is a detailed description for the two questionnaires.

2.4.1.1. Description of Students' Questionnaire:

The first data method collection in this research was the student questionnaire. The questionnaire aimed to assess the students' interpersonal and verbal intelligences, as well as their speaking skill. The questionnaire included items related to the students' ability to express themselves verbally, to listen and understand others, to communicate their emotions effectively, and to work collaboratively with others.

The questionnaire used consists of sixteen questions which are arranged in logical way, and it is designed to obtain data concerning the student's opinions. The questionnaire divided into three sections, the questions are different: close-ended questions, (yes- no), multiple choice questions and open ended questions. Below is a brief explanation of the questions.

The questionnaire was initiated with a definition of multiple intelligence theory in order to help the students understand what is meant by this term and hence, answer the questions appropriately. Additionally, the research aims were highlighted briefly. The first section was an informative one about the students' gender just in order to draw the profile of the participants.

Section two:

Is about speaking skill (2-6) how they feel in public, how often they participate and the activities used by teacher in speaking classroom.

Section three:

Is about multiple intelligences (8-16) this section include information about their verbal and interpersonal intelligences, the importance and the help those both intelligences give to students speaking ability, and finally the difficulties they face as students.

2.4.1.2. Description of the Teacher's Questionnaire:

The second data collection method was the teacher questionnaire. The questionnaire aimed to assess the three teachers' perception of the role of interpersonal and verbal intelligences in enhancing speaking skill. The questionnaire included items related to the teachers' teaching strategies, their assessment methods, and their perceptions of the students' interpersonal and verbal intelligences.

The first question is an informative one about teachers' experiences in teaching. Second question is about the years of teaching oral expression, then, third question is about how they can evaluate their students speaking skill level. After; the

researchers asked the teachers about the main difficulties that face their students while speaking, in the fifth question about how often they give students the chance to speak in classroom, then, the question n °06 is if they do pair groups during the speaking session, the second part researchers include the multiple intelligence theory and their effect and if it improves the students interaction and if they notice any improvement in their speaking skill.

2.4.2. The Classroom Observation:

Classroom observation is the act of observing a teacher's performance in a classroom or other learning environment. It is a quantitative method of measuring classroom behaviors from direct observations that specifies both the events or behaviors that are to be observed and how they are to be recorded. The data collected from classroom observation can be used to describe instructional practices, investigate instructional inequities for different groups of students, and improve teachers' classroom instruction based on feedback from individual classroom or school profiles. Classroom observation is a way of recording real-time teaching and measuring a teacher's teaching ability by systematically observing and recording their class performance.

2.4.2.1. Description of Classroom Observation:

The third data collection method was classroom observation. The three observations aimed to assess the students' speaking skills and the teachers' teaching strategies in enhancing these skills. The observation focused on the students' ability to engage in meaningful conversations, to express themselves effectively, and to use appropriate language and pronunciation.

The observation was conducted in three oral sessions with three different groups, each lasting four hours. Every teacher was explaining a new idea to the students, and the observation focused on how the students interact with one another and with the teacher, the checklist was considered as follows:

First section: Speaking Skills:

- Clarity: is the speaker's speech clear and easy to understand?
- Pronunciation: does the speaker pronounce words correctly and accurately?
- Vocabulary: does the speaker use a wide range of vocabulary appropriate for the context?
- Grammar: does the speaker use correct grammar and syntax?
- Fluency: is the speaker able to speak smoothly and without hesitation?
- Intonation: does the speaker use appropriate intonation to convey meaning and express emotions?
- Pace: does the speaker speak at an appropriate pace that is neither too fast nor too slow?
- Volume: is the speaker's voice loud enough to be heard clearly?
- Body language: does the speaker use appropriate gestures and body language to enhance their message?
- Eye contact: does the speaker maintain eye contact with the audience or the person they are speaking to?

Second section: Interaction Skills:

- Active listening: does the speaker actively listen to the person they are interacting with?
- Empathy: does the speaker show empathy towards the other person and try to understand their perspective?
- Respect: does the speaker show respect towards the other person and their opinions?
- Engagement: does the speaker engage in the conversation and show interest in the topic being discussed?
- Asking questions: does the speaker ask relevant and thought-provoking questions to promote further discussion?
- Responding appropriately: does the speaker respond appropriately to the other person's comments or questions?
- Collaborative problem-solving: does the speaker work collaboratively with the other person to solve problems or find solutions?
- Building rapport: does the speaker build rapport with the other person through small talk or by finding common interests?
- Managing conflicts: does the speaker manage conflicts or disagreements in a respectful and constructive way?
- Providing feedback: does the speaker provide feedback to the other person in a way that is helpful and constructive?
- Confidence: does the speaker appear confident when speaking? Do they display a sense of authority and conviction in their words?
- Organization: is the speaker organized in their delivery of information? Do they use appropriate sequencing and transitions?

2.5. Data Analysis:

This section gives an overview of the data. The data gathered from the three research instruments is analyzed in details in what follows:

2.5.1. Analysis of Student's Questionnaire:

The first question is posted to students about their gender; just to draw their profiles.

Q01: student's speaking level.

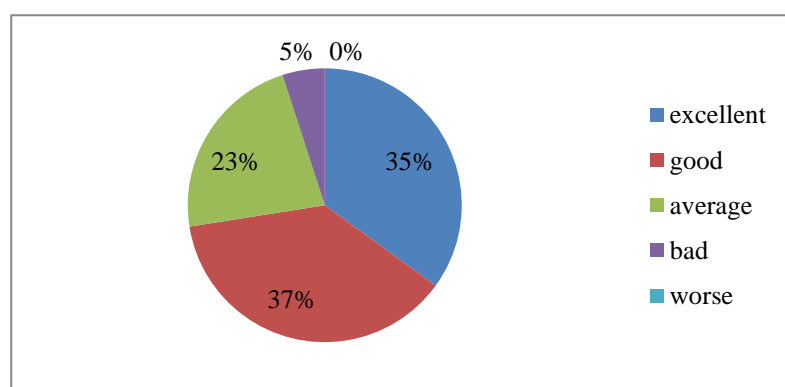


Figure2.1 Student's speaking level

In the second question the students are asked about their level in the speaking skill. 28(35%) of students believe that they are excellent, and 30(37%) described that they are good in speaking, while 18(23%) cited that their ability is average,

while (5%) of students have a bad speaking ability as they showed, the last level is worse and it wasn't declared by the students.

Q02: student's chance of speaking.

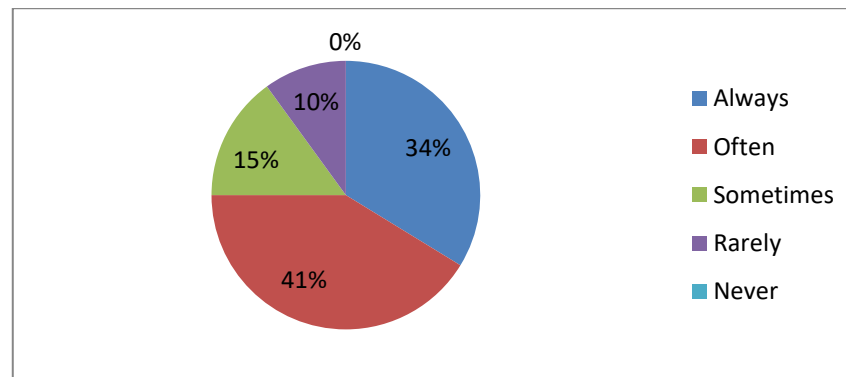


Figure2.2 Student's speaking proficiency

The question posted to students here is about the chance they have to speak in classroom. 27(34%) of students said that they always got the chance to speak, than 33(41%) cited that their teachers have often give them the opportunity, while the rest are between 12(15%) who declared that they have sometimes and 8(10%) have rarely and none of them said never.

Q03: student's main speaking difficulties.

The last thing students are asked is about the biggest speaking challenges they could encounter. The main issue is poor pronunciation and making mistakes, which are caused by worry and tension. These factors significantly impact students' self-confidence in expressing themselves verbally.

Q04: Student's feelings in public speaking.

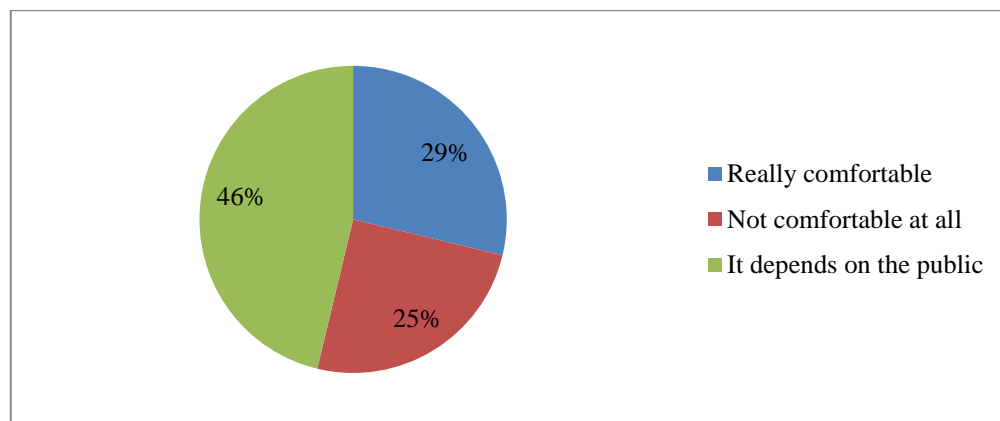


Figure2.3 Student's feelings in public speaking

Students are asked in the next question if they feel comfortable in public speaking, so 23(29%) marked that they feel rarely comfortable, while 20 (25%) said that they don't feel comfortable at all .The rest 37(46%) observed that they speak comfortably depending on the public they are in front of.

Q05: student's feelings in group discussions/debates.

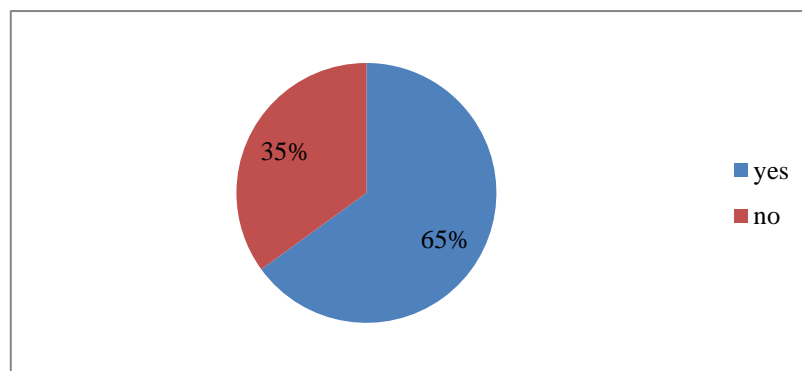


Figure2.4 Student's confidentiality in expressing ideas

The question asked to students here is if they feel comfortable in group discussions or debates and if they can express their thoughts so 52(65%) respond with yes while the rest 28(35%) respond with no.

Q06: the importance of teacher's teaching technique (pair works) in student's exchanging ideas

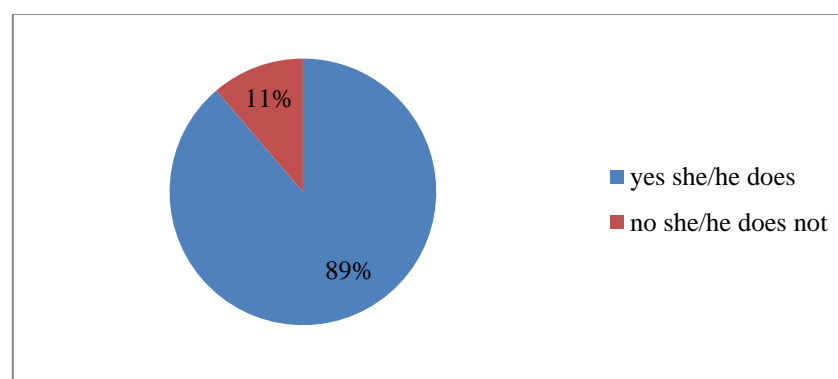


Figure2.5 Student's activities during the speaking session

This question is cited to know if the teachers assign their students to do pair group and exchange ideas during the speaking session so it appears that the majority 71 (89%) responded with yes he/she does in contrast to the others 09 (11%) who said no he/she does not.

Q07: student's performance during speaking sessions.

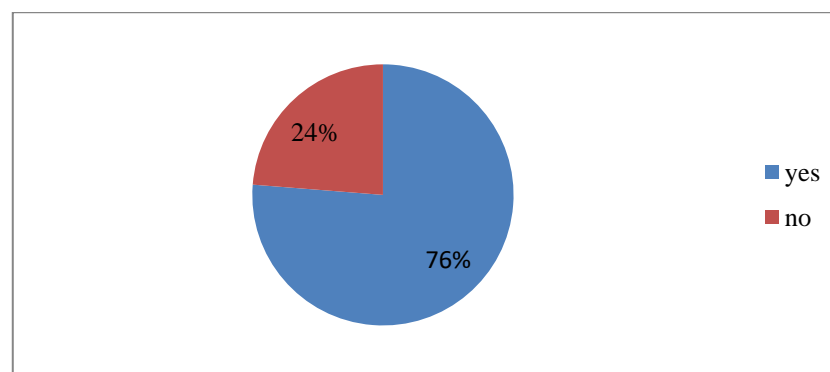


Figure2.6 Student's improvement in speaking session

This question is related to the previous one, it is posted to know if this technique of pair group improve the students interaction, so 61 (76%) of the students approved that it helps them while 19 (24%) view that it doesn't help them.

Q08: student’s ability in building relationships.

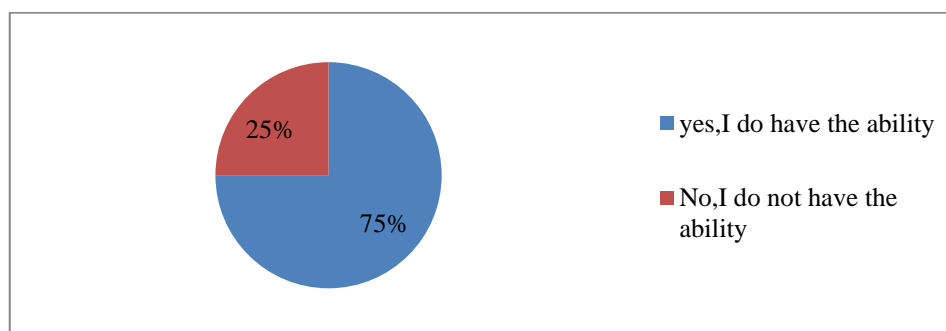


Figure2.7 Student’s interpersonal intelligence

The table here shows the responses to the question asked to students if they have the ability to connect with other and make new relationships. The majority 60 (75%) have an interpersonal interaction with other people; the few of 20 (25%) students didn't find themselves able to make relationships.

Q09: student’s way of understanding others perspectives.

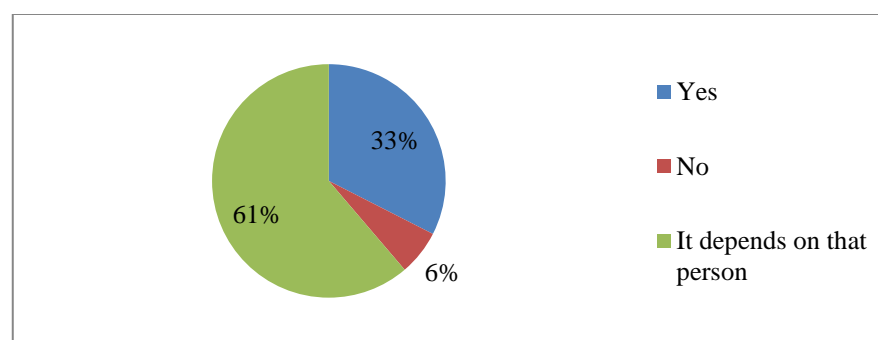


Figure2.8 Student’s understand abilities of people perspectives

Students in this question are asked if they have the ability to understand other people’s perspectives, so the results show that 26(33%) respond with yes they have and 5(06%) said that they haven't while the majority of 45(61%) said that it depends on that person.

Q10: student’s interpersonnel intelligence (social interaction).

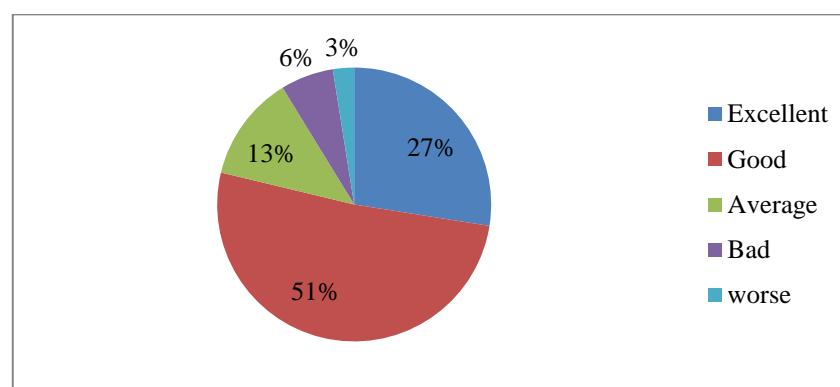


Figure2.9 Student’s interpersonal intelligence

This question is about students' interpersonal intelligence (ability to interact with their mates), so the answers were as follow: excellent 22(27%) and good 41 (51%), while the rest were between average 10 (13 %), bad 05 (06%) and worse 02 (03%).

Q11: student's verbal intelligence capacity.

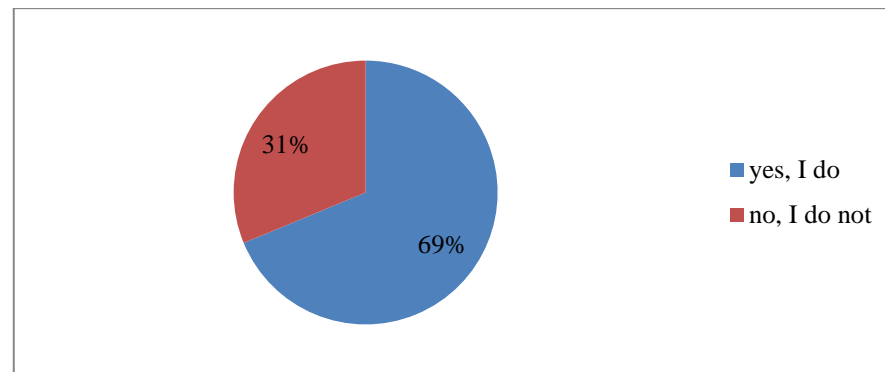


Figure2.10 Student's verbal intelligence

The next question is yes no question and it is linked to the question above, it asked the students if they can express their thoughts and ideas verbally so 55 (69%) respond with yes they can while 25 (31%) said no they cannot.

Q12: the importance of verbal and interpersonal intelligences in achieving success in student's future career.

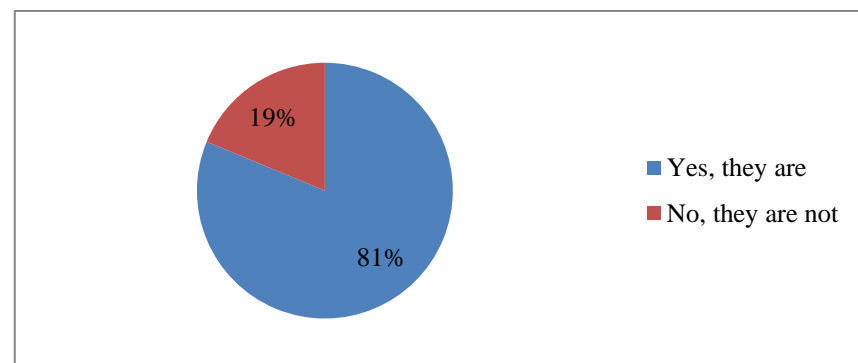


Figure2.11 Student's interpersonal and verbal intelligence

Students are asked about interpersonal and verbal intelligences and their effect on achieving success in student's future career and personal life so 65 (81%) respond positively while 15 (19%) answer negatively.

Q13: strategies used to improve student's interpersonal and verbal intelligences.

This question is devoted to students about the strategies they use to improve their interpersonal and verbal intelligences , the responses reveal 50(38%) are active listeners to their teachers and classmates or even to people how are higher educated , 51(26%) believe that collaboration with other have a big effect on their intelligences mentioned above ,reading and writing also take an important part according to 39 (15%) of students.

Q14: the role of verbal intelligence in speaking ability.

The responses are close in this question, as the students agreed that interpersonal and verbal intelligences make them obtain a high level of self-confidence and get rid of fear, which was considered an obstacle to the development of themselves and their own language.

Q15: students believe in their interpersonal intelligence.

This question is nearly like a question mentioned above it concerned the effect of interpersonal skill on student's public speaking; so the respondents agree that interpersonal make them confident while talking in front of their peers and it builds a connection and strong relationships with others so they can express themselves better. So, accordingly we can understand that interpersonal intelligence is important for students as it enhances their ability to speak and to perform in public situations.

2.5.2. Analysis of Teachers' Questionnaire:

The two first questions asked to teachers are about their period in teaching English.

Q03: teacher's evaluation on student's speaking level.

The results show that 2 teachers claim that the level of their students is average in the speaking due to the lack of vocabulary, and lack of practice, While, one teacher considered that his/ her student are bad in speaking.

Q04: the main speaking difficulties students face.

According to the answers of teachers, the main difficulties that they face in teaching speaking are: pronunciation mistake – lack of practice – anxiety, fears and shyness, stress and hesitation when speaking, in addition to grammatical mistakes...

Q05: chances given to students to speak.

All the teachers mentioned that they always give their students the chance to speak in their session.

Q06: teacher's teaching strategies.

There are differences in answers from teachers including their teaching methods between working with pair groups and with individuals. So they often use group work regarding some activities.

Q07: teacher's strategies improvement.

All teachers believe that this technique enhance the student's creativity as it helps them eliminate stress, anxiety and fear of being judged, also they learn how to correct their peers mistakes, and learn to speak fluently as they feel comfortable.

Part two:

Q01: the role of multiple intelligence in learning and teaching a foreign language.

Teachers agree that the multiple intelligence theory contributes in improving the teaching and learning processes through implementing different methods and using diverse tasks which suits with all students, depending on the subject being

taught, in order to deliver the information and enable them to memorize it. In other words, they view that teachers must create a suitable atmosphere in their classroom so that, both, the teaching and learning processes occur smoothly.

Q02: the important of multiple intelligence in differentiating between students with different learning style.

All the participating teachers view that the teacher has to facilitate and simplify the information or the explanation of the lesson in order to perform his/her mission well, in the sake of addressing all students with their different learning styles.

Q03: the most dominant intelligence among EFL students.

There are different responses in this questions, it shows that nearly all the intelligences are dominant such as: spatial-visual intelligence and bodily-kinesthetic .logical-mathematical and verbal intelligence.

Q04: student's interpersonal intelligence.

The two teachers' assert that their students' interpersonal intelligence is average while the third teacher sees it good.

Q05: teacher's interpersonal intelligence development.

The teachers respond that they assist their students to develop their interpersonal intelligence via group/ pair work, asking questions to involve them in their learning process in order to be active students rather than passive receivers of information, include communicative games that lead them to interact to each other and use grammar activities.

Q06: the influence of interpersonal and verbal intelligence by each other.

The teachers believe that the interpersonal and verbal intelligences influence each other because they require the interaction between the speaker and the listener or the presenter and the audience and they are highly correlated adopting the prosper verbal activities that fit the type of interpersonal intelligence the students have.

Q07: the impact of interpersonal intelligence on student's linguistic intelligence in general.

The linguistic competence is defined as the speaker's ability to produce an infinite number of correct sentences. Hence, according to teachers, the interaction between students helps them to learn new words and enrich their linguistic repertoire and develop their creativity and critical thinking.

Q08: the impact of student's interpersonal intelligence on their linguistic intelligences in particular.

Teachers state that the interpersonal intelligence contributes in improving EFL students' speaking skills because they interact with each other, exchange and voice-out their ideas; they use both skills simultaneously (listening and speaking: receiving and producing speech using the target language). So they will effectively use Teaching Language in concrete situations and they solve issues related to that language.

2.5.3. Analysis of Classroom Observation:

During the observation, students in the class showed high interpersonal and verbal intelligence. They participated enthusiastically in group discussions and displayed outstanding listening abilities. During the class, they also asked questions

and gave comments to one another. This form of collaborative learning environment demonstrates great interpersonal intelligence. They were also capable of expressing themselves clearly and efficiently, and they could explain difficult ideas with ease. The teachers also employed a range of teaching tactics, such as presenting topics in multiple ways and asking open-ended questions, that assisted pupils increase their verbal intelligence.

2.5.3.1. Analysis of the Checklist:

Speaking abilities, which are essential for successful and clear communication, are the main emphasis of the first segment. There is clarity when the students speak clearly; they also pronounce the words correctly and accurately. Students use wide range of vocabulary appropriate for the context, they use correct grammar when speaking and they are fluent as they speak smoothly and without hesitation, they use appropriate intonation to convey meaning and express emotions. In addition to other effective speaking abilities that make a success course. These abilities enable presenters to connect with their audience, engage them, and clearly communicate their message.

The majority of students are active listeners to the person they are interacting with, they also show empathy towards the other person and try to understand their perspective, in addition to the respect they also engage in the conversation and show interest in the topic being discussed, they ask relevant and thought-provoking questions to promote further discussion, they respond appropriately to the other person's comments or questions, they work collaboratively with the other person to solve problems or find solutions ,they build rapport with the other person and manage conflicts or disagreements in a respectful and constructive way.

Interaction skills are also necessary for effective communication, and are the subject of the checklist's second component effective contact requires a variety of key abilities in students behavior as discussion. These abilities aid speakers in connecting with their listeners, demonstrating respect for their perspectives, developing trust, and cooperating to discover answers or solve issues.

2.6. Interpretation of the Main Findings:

Based on the results of both questionnaires and the classroom observation, Students' interpersonal intelligence influences their ability to communicate effectively and adapt their speaking skills to different situations, while their verbal intelligence motivates them to speak and enhances their overall linguistic competence. The findings of teachers' questionnaire support this hypothesis as they agree on the importance of developing interpersonal intelligence through group work, questioning, and communicative activities. The classroom observation further reinforces this relationship, as students actively participated in group discussions, displayed excellent listening abilities, and engaged in collaborative learning. Such interactions and communication within a supportive classroom environment foster the development of both verbal and interpersonal intelligences. These findings lead to confirming the first hypothesis which suggests that students' interpersonal intelligence has

a high influence on their verbal intelligence.

The findings offer important insights into the link between verbal and interpersonal intelligences and their influence on students' speaking abilities based on the results of both questionnaires and classroom observation. The results from the students' questionnaire indicate that a significant proportion of students perceive themselves as having good speaking skills, while some express average or poor abilities. This suggests that students who possess higher levels of verbal intelligence may feel more motivated and confident in expressing themselves verbally, leading to the development of their speaking abilities. Additionally, the questionnaire reveals that a considerable number of students feel comfortable speaking depending on the audience, indicating that their interpersonal intelligence plays a role in adapting their communication style and approach based on the social context. Despite variations in teachers' assessments of students' interpersonal intelligence, there is a consensus on the importance of nurturing it through activities like group work, questioning, and communicative tasks. The interdependence of interpersonal and verbal intelligences is emphasized, as they rely on interaction and communication. Teachers believe that enhancing interpersonal intelligence has a positive impact on students' speaking abilities, enabling effective communication, collaboration, and real-life language use. Creating a supportive classroom environment, catering to individual learning styles, and fostering student interaction are deemed essential in improving linguistic competence and overall proficiency in spoken English as a Foreign Language. These findings affirm the hypothesis that the relationship between verbal and interpersonal intelligences motivates students to speak and develop their speaking abilities.

Therefore, nurturing and enhancing both verbal and interpersonal intelligences are vital for improving students' speaking abilities in English as a Foreign Language. Strategies such as creating a supportive classroom atmosphere, addressing individual learning styles, and promoting interaction among students are essential in fostering students' linguistic competence and overall speaking proficiency.

2.7. Conclusion:

This chapter has been written in order to investigate the impact of interpersonal and verbal intelligences on students' speaking ability. It is devoted to discussing how linguistic and interpersonal intelligences affect speaking ability development. The practical aspect, which includes data gathering methods and an analysis of the key findings, is the focus of this chapter. In order to answer the research questions and hypotheses that have already been stated in the general introduction of the current study, two main research instruments are used: a questionnaire given to students and their teachers, and a structured classroom observation with these teachers. Both hypotheses were approved based on the results and the outcomes. After the theoretical and practical sections, the last chapter will provide suggestions and recommendations.

Chapter Two: Data Collection and Analysis

3.1. Introduction:

This study provides valuable insights to EFL teachers regarding a better understanding of English speaking difficulties and the useful strategies that successful learners employed for better speaking performance. Education can play a significant role in developing speaking skills. When students receive proper education, they acquire the knowledge and skills necessary to communicate effectively. Teachers can help students improve their speaking skills by providing them with ample opportunities to practice speaking, providing feedback on their pronunciation and grammar, and teaching them strategies to organize their thoughts and ideas effectively. In addition, education can also help students develop their verbal and interpersonal intelligences i.e. confidence and self-esteem necessary to speak in front of others. Through education, students can learn how to present themselves professionally and communicate their ideas clearly, both of which are essential for effective public speaking. Accordingly, in the present chapter the researchers suggest some strategies that should be taken into consideration for helping students to enhance their interpersonal intelligence, verbal intelligence and speaking skill.

3.2. Enhancing Students' Verbal Intelligence:

Enhancing students' verbal intelligence in speaking skills can be achieved through various strategies and techniques. Here are some suggestions that can help in improving students' verbal intelligence:

- Provide ample opportunities for meaningful speaking practice: design activities and tasks that encourage students to engage in authentic and purposeful communication. This can include role-plays, discussions, debates, and presentations. Brown, H. D., & Yule, G. (2014).
- Foster a supportive and collaborative learning environment: create a classroom atmosphere where students feel comfortable expressing themselves and taking risks in their speaking. Encourage peer-to-peer interaction, group work, and collaborative projects. Ur, P. (2012).
- Incorporate explicit teaching of speaking strategies: teach students various speaking strategies such as organizing their thoughts, using effective body language, and employing rhetorical devices. Provide explicit instruction and practice opportunities for these skills. Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (2014).
- Focus on vocabulary development: help students expand their vocabulary by incorporating vocabulary-building activities into speaking tasks. Encourage the use of context clues, word associations, and word games to reinforce vocabulary acquisition. Nation, I. S. P. (2001).

- Provide constructive feedback: regularly assess students' speaking performance and provide constructive feedback that highlights both strengths and areas for improvement. Encourage self-reflection and self-assessment to promote self-directed learning. Richards, J. C., & Schmidt, R. (2013).
- Utilize technology for speaking practice: incorporate technology tools such as language learning apps, speech recognition software, or video-based speaking platforms to provide additional opportunities for students to practice and receive feedback on their speaking skills. Lightbown, P. M., & Spada, N. (2013).
- Integrate authentic materials: expose students to authentic spoken language materials such as podcasts, interviews, or videos. These resources can help students develop their listening skills, oral comprehension, and ability to mimic natural speech patterns. Thornbury, S. (2006).
- Incorporate pronunciation practice: dedicate time to explicitly teach and practice pronunciation skills, including intonation, stress patterns, and clear articulation. Use activities like tongue twisters, minimal pair exercises, and recorded drills to improve pronunciation. Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (2014).
- Encourage extensive reading and listening: promote a culture of reading and listening among students. Encourage them to engage with a wide range of authentic texts, such as books, articles, podcasts, and TED Talks, to enhance their language exposure and speaking skills. Harmer, J. (2015).
- Foster learner autonomy: encourage students to take ownership of their learning by setting personal goals, self-monitoring their progress, and seeking out additional speaking practice opportunities outside the classroom. Larsen-Freeman, D., & Anderson, M. (2011).

3.3. Enhancing Students' Interpersonal Intelligence:

Some suggestions for enhancing students' interpersonal intelligence in speaking skill:

- **Collaborative Projects:** assign group projects that require students to work together, communicate effectively, and negotiate ideas. This promotes interpersonal skills and collaborative speaking. Johnson et al (2014). Cooperative learning: Improving university instruction by basing practice on validated theory. *Journal on Excellence in College Teaching*.
- **Role-Playing and Simulations:** engage students in role-playing activities or simulations that involve interpersonal interactions, such as interviews, debates, or negotiations. This helps develop empathy, perspective-taking, and active listening skills. Barody, A. J. (2010).

- **Reflective Discussions:** conduct reflective discussions where students share their thoughts, perspectives, and experiences on relevant topics. This promotes active listening, empathy, and understanding different viewpoints. Brookfield, S. D., & Preskill, S. (2016).
- **Communication Skills Training:** Integrate communication skills training into the curriculum, focusing on active listening, nonverbal communication, empathy, and assertiveness. This will provide opportunities for practice and feedback. Bolton, R. (2013).
- **Peer Feedback and Evaluation:** encourage students to provide constructive feedback to their peers on their speaking performances. This enhances interpersonal communication and promotes a supportive learning community. Topping, K. J. (2017).
- **Conflict Resolution Activities:** incorporate activities that simulate conflicts and guide students to find resolutions through effective communication and negotiation. This cultivates interpersonal intelligence and problem-solving skills. Johnson, D. W., Johnson, R. T., & Holubec, E. J. (2013).
- **Emotional Intelligence Development:** integrate activities that enhance emotional intelligence, such as recognizing and managing emotions, empathy, and social awareness. These skills contribute to effective interpersonal communication. Goleman, D. (1996).
- **Cross-Cultural Exchanges:** Organize opportunities for students to engage with peers from different cultures and backgrounds. This fosters cultural sensitivity, adaptability, and effective communication across diverse groups. Byram, M. (1997).
- **Mentorship Programs:** implement mentorship programs where students can seek guidance from older students, professionals, or community members. This provides real-world interactions and enhances interpersonal communication skills. Zacher, H. (2015).
- **Group Discussions and Debates:** organize structured group discussions or debates on relevant topics, allowing students to express their opinions, engage in respectful dialogue, and practice effective interpersonal communication. Nilsen, A. P. (2016).

3.4. Strategies to Develop the Speaking Skill:

To help students develop their speaking skill, educators can use a variety of strategies that take into account both verbal and interpersonal intelligence. These might include:

- Providing opportunities for students to practice speaking in a supportive and collaborative environment, such as in small groups or pairs.
- Encouraging students to use varied and expressive language, while also providing feedback and support to help them improve their skills.
- Incorporating activities that encourage students to listen actively and respond to others, such as debates or group discussions.

3.5. Principals of Good Teaching of the Speaking Skill:

There are certain guidelines for teaching speaking, according to Nunan (2003). Some of these are listed below:

- Provide students with practice in both fluency and accuracy:

Learners must be provided opportunities to enhance their fluency and accuracy in the beginning and intermediate levels of study. Accuracy refers to speaking the target language accurately, whereas fluency refers to utilizing the language swiftly and confidently. The teacher should not place too much emphasis on only the aspect of speaking. Students should instead develop both accuracy and fluency.

- Make use of group or pair work:

Students should be given many opportunities to speak in class to enhance their speaking skills. As a result, instructor speaking time should be reduced while student discussion time should be increased. It is critical that language teachers do not take up all of their time. According to Nunan also, “Pair work and group work can be used to increase the amount of time that learners get to speak in the target language during lesson”. Students will have the opportunity to communicate and develop their language skills with other students in this manner.

3.6. Speaking Classroom Activities:

According to Kayi (2006), the following exercises can be done in the speaking class to enhance speaking:

- **Discussions:** it is usually preferable not to organize huge groups for effective group discussions, because silent students may avoid contributing in large groups. Group members can be assigned by the teacher or determined by the students, but groups should be rearranged in each discussion activity so that students can work with different people and learn to be open to different ideas. Finally, regardless of the goal of the class or group discussion, students should always be encouraged to ask questions, paraphrase ideas, express support, seek clarification, and so on.

- **Role Play:** role-playing is another method for persuading pupils to speak up. Students act out diverse social situations and take on various social roles. During role-play exercises, the teacher informs the students about who they are and what they believe or feel. As a result, the instructor might instruct the student, "You are David; you go to the doctor and tell him what happened last night and...» (Harmer1984).
- **Simulations:** simulations are very similar to role-playing, but they differ in that they are more elaborate. Students can bring objects to the classroom to create a realistic setting during simulations. For example, if a student is playing a singer, she will bring a microphone and so on. Role plays and simulations offer several benefits. For starters, because they are interesting, they inspire pupils. Second, as Harmer (1984) suggests, they boost the self-confidence of hesitant students because, in role play and simulation activities, they will play a different role and will not have to speak for themselves, implying that they will not have to shoulder the same responsibility.
- **Information Gap:** students are required to work in pairs for this assignment. One student will know information that the other partner does not, and the partners will communicate it. Information gap activities can be used to solve an issue or collect information. Also, each partner is crucial since the work cannot be performed if the partners do not offer the knowledge that the others require. These exercises are beneficial because everyone gets the opportunity to speak in the target language extensively.
- **Storytelling:** students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.
- **Interviews:** students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and introduce his or her partner to the class.
- **Story Completion:** this is a very enjoyable, whole-class, free-speaking activity for which students sits in a circle. For

this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

- **Reporting:** Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.
- **Picture Narrating:** this activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.
- **Picture Describing:** another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.
- **Find the Difference:** for this activity students can work in pairs and each couple is given two different picture, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

3.7. Recommendations for Teachers in Teaching Speaking:

Here are some recommendations for English language teachers while teaching oral language according to Ryan (2001):

- Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- Indicate positive signs when commenting on a student's response.

-
- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
 - Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
 - Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
 - Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
 - Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
 - Provide the vocabulary beforehand that students need in speaking activities.
 - Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

3.8. Recommendations for Students to Learn Speaking:

Here are some recommendations for students that may help them to learn speaking:

- Students should prepare themselves and prepare their ideas before speaking. It will make them ready to expressing their idea and get a good achievement.
- People with high verbal intelligence have a natural ability to express themselves clearly and effectively. Students should use this skill to articulate their ideas and thoughts in a way that others can understand.
- Interpersonal intelligence involves the ability to understand and connect with others. Students should use active listening by paying attention to what others are saying and responding in a way that shows that they understand their perspective.
- Engage in conversations that allow them to use both verbal and interpersonal intelligence. This can involve discussing complex ideas, exploring new topics, and sharing personal experiences.
- Students should ask for feedback from others on how they can improve their verbal and interpersonal communication skills. Use this feedback to identify areas for improvement and work on them.
- Empathy is a key component of interpersonal intelligence. This will help them communicate more effectively and build

stronger relationships with others.

- By combining verbal and interpersonal intelligence, students can improve their communication skills and become a more effective communicator in both personal and professional settings.
- Students must be involved as subjects of learning and participate actively.

3.9. Conclusion:

This chapter sought to review some recommendations given to both students and their oral expression teachers about the impact of interpersonal and verbal/linguistic intelligence on student speaking skill. On the light of this study, teachers should give more importance to Interpersonal and Verbal intelligences as an effective approach by enhancing student's interpersonal and verbal intelligences that may improve their student's speaking skill, and following some principles of good teaching of speaking skill in addition some classroom activities like role play, discussion , simulation.....

Chapter Three: Suggestions and Recommendations

General Conclusion

General Conclusion

Learning a foreign language is essential in today's world. Everyone involved in the process of teaching a foreign language seeks to identify the most efficient method(s) of doing so. One of these methods is the application of the Multiple Intelligence theory. Indeed, including the many fields where the theory of multiple intelligences has been used is the teaching of foreign languages. This theory involves eight intelligences listed by Gardner namely: verbal Linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence.

Learning English as a second language entails more than just memorizing rules; it also calls for the development of certain skills that provide efficient communication in everyday situations. These are known as the four fundamental language skills: listening, speaking, reading, and writing and they should be mastered by students. Speaking is one of the abilities that EFL students should focus on. Speaking can take place in a variety of settings, including personal, public, and professional ones. It can take on a variety of shapes, from casual conversations to public speaking. One must be able to organize his thoughts and express them in a clear and convincing manner in order to speak effectively and persuasively.

In relation to Gardner's theory, thus, these aspects of speaking can be linked to verbal and interpersonal intelligences. Being able to speak and use language successfully is referred to as verbal intelligence or linguistic intelligence. On the other hand, interpersonal intelligence is the capacity to comprehend and communicate with others in a productive manner. Accordingly, verbal and interpersonal intelligences are two important facets of the speaking skill and can be crucial in helping students improve their speaking abilities.

In light of the information mentioned earlier, the motive driving the present study was to investigate the relationship between verbal and interpersonal intelligences mainly; and secondly to explore the effects of this relationship on EFL students' speaking skill. In order to reach these objectives, the researchers tried to answer the following questions:

1-Does interpersonal intelligence influence students' verbal intelligence?

2-How can the relationship between verbal and interpersonal intelligences affect the students' speaking skills?

In response to these research questions, the following hypotheses have been developed:

1-Students' interpersonal intelligence influences students' verbal intelligence to a high extent.

2-The relationship between verbal and interpersonal intelligences motivates the students' speaking skill and therefore develops

General Conclusion

their speaking abilities.

In order to answer the research questions and test the above stated hypotheses, the researchers opted for a case study. The sample population was first year EFL students and teachers at Belhadj Bouchaib University. Two research instruments were employed: a questionnaire for both students and teachers and a classroom observation. The data gathered was analyzed both quantitatively and qualitatively.

This research was divided into three chapters. The first chapter was all about the theory of multiple intelligence in general and the interpersonal and verbal intelligences in relation to the speaking skills in particular, it explores the concept of Multiple intelligence Theory (MIT), Interpersonal and verbal linguistic intelligence, their application in EFL classrooms and also the speaking skill was highlighted in relation to types, importance and difficulties. The second chapter focused on the practical aspects of the study, including the sample population, the instrumentation and data analysis and interpretations. The third chapter was concerned with recommendations and suggestions on the basis of the research findings.

The researchers, thus, have collected their data through two questionnaires distributed to both first-year students at the University of Belhadj Bouchaib and their teachers of oral expression to investigate the relationship between the interpersonal and verbal intelligences and students' speaking performance, in addition to a classroom observation. According to the main results they have found, both questionnaires and classroom observations revealed that students' verbal intelligence encourages them to speak and improve their linguistic competence, whereas their interpersonal intelligence influenced their ability to communicate effectively and adapt their speaking skills to different situations. These findings confirmed the first hypothesis which suggested that students' interpersonal intelligence has a high influence on their verbal intelligence. Moreover, teachers believed that enhancing interpersonal intelligence has a positive impact on students' speaking abilities, enabling effective communication. The findings confirmed the second hypothesis which stated that the relationship between verbal and interpersonal intelligences motivates students to speak and develop their speaking abilities. Finally, the researchers offered some recommendations for further research and useful factors that can aid in learning how to speak well using different strategies and skill and it could be beneficial in other domains, particularly in the Algerian educational system. The researchers suggested creating a learning context that provides more opportunities for EFL learners to communicate in the classroom. This is a crucial teaching strategy in EFL classrooms and it represents the core of interpersonal intelligence. Additionally, teachers should arrange group contests rather than individual participation to reduce learners' anxiety when speaking English. EFL teachers should develop their students' interpersonal and verbal intelligences. Furthermore, learning vocabulary items and using them in meaningful contexts that reflect linguistic intelligence is a valuable aspect of developing speaking skills.

General Conclusion

As any other research, in the present study the researchers faced a number of limitations. These refer to factors that may constraint the work in general. The major hindrance that researchers faced during the current research was the fact that both students and teachers did not have background knowledge about the theory of Multiple Intelligence. The limitations encountered also were related mainly to time constraint as the researchers could not attend many sessions for observation. Moreover, the sample size was quite limited especially for teachers.

Put briefly, it is evident that utilizing interpersonal and verbal intelligences can help teachers cater to their students' needs and provide diverse activities that enhance interest and motivation in the classroom and hence, developing the language skills in general and the speaking skill in particular. As this research focused on investigating the potential benefits of integrating interpersonal and verbal intelligences to enhance students' speaking skill and how they interact with their classmates, future research can explore other related aspects for example the relationship between Gardner's theory of multiple intelligence and students' learning styles.

General Conclusion

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APPENDICES

APPENDICES

Students' Questionnaire:

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 and verbal intelligences on the students' speaking skills. Verbal intelligence (also known as linguistic intelligence) is concerned with linguistic competence. Interpersonal intelligence is concerned with the ability to interact with others. Would you please answer the following questions?

Your gender:

Male

Female

Section one: speaking skill:

1- How can you evaluate your speaking level?

excellent

good

average

bad

worse

2- How often does your teacher give you the chance to speak?

always

often

sometimes

rarely

Never

3-What are the main speaking difficulties you face as a student?

.....
.....

4- Do you feel comfortable in public speaking?

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Really comfortable

not comfortable at all

it depends on the public

Section two: Multiple intelligence

5- How do you feel when you are in a group discussion or debate? Do you feel confident expressing your ideas?

yes, I do

No, I do not

6- Does your teacher assigned to you to do pair/group work and exchange ideas during the speaking session?

yes, she/he does

No, she/he does not

7- Does this technique improve your interaction?

yes

No

8-Do you have the ability to connect with others and build new relationships?

yes, I do have the ability

No, I do not have the ability

9-Do you find it easy to express your thoughts and ideas verbally?

yes, I do

No, I do not

10-Do you think you have the ability to understand other people's perspectives?

yes, I do

No, I do not

it depends on that person

11-How do you evaluate your interpersonal intelligence (the ability to interact with your other mates)?

excellent

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good

average

bad

worse

12-Do you find it easy to express your thoughts and ideas verbally?

yes, I do

no, I do not

12-Do you think interpersonal and verbal intelligence are important in achieving success in your future career or personal life?

yes, they are

No, they are not

13-What strategies do you use to improve your interpersonal and verbal intelligence?

active listening

collaborating with others

reading and writing

others (specify)...

14-Can you describe a time when your verbal intelligence helped you improve your speaking ability?

.....
.....

15-In what ways do you believe that your interpersonal skills can help you in public speaking?

.....
.....

APPENDICES

Teacher's questionnaire

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 and verbal intelligences on the students' speaking skills. Verbal intelligence (also known as linguistic intelligence) is concerned with linguistic competence. Interpersonal intelligence is concerned with the ability to interact with others. Would you please answer the following questions?

Gender:

Male

female

How long have you been teaching EFL?

.....
.....

How long have you been teaching the oral expression?

.....
.....

1. How can you evaluate your students speaking level?

Excellent

good

average

bad

worse

2. What are the main speaking difficulties your students face?

.....
.....

3. How often do you give your students the chance to speak?

Always

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often

sometimes

rarely

4. Are your students assigned to do pair/ group work and exchange ideas during the speaking session, if yes how often?

.....
.....

5. Does this technique improve their interaction? How?

.....
.....

6. Do you notice any improvement in your students' speaking skill when working in pairs/in groups? If yes, how?

.....
.....

Part 2:

1. How can the theory of multiple intelligence help in learning and teaching a foreign language?

.....
.....

2. How can multiple intelligence be used to differentiate instruction for students with different learning styles?

.....
.....

3. According to you, what is the most dominant intelligence among EFL students?

.....
.....

4. How do you evaluate your students' interpersonal intelligence (their ability to interact with each other?)

Excellent

good

average

bad

worse

APPENDICES

5. Do you assist your students to develop their interpersonal intelligence? If yes, how?

.....
.....

6. Do you think that interpersonal intelligence and verbal intelligence are influenced by each other? How?

.....
.....

7. To what extent does interpersonal intelligence help in developing students' linguistic competence in general?

.....
.....

8. To what extent does interpersonal intelligence help in developing students' speaking skill in particular?

.....
.....

9. Any suggestions relevant to the present study are most welcomed:

.....
.....

ABSTRACT

المخلص:

طور هوارد غاردنر فكرة الذكاء المتعدد الذي يحدد الطرق المختلفة التي يتعلم بها الطلاب. يتكون من ثمانية ذكاءات. تشارك هذه الذكاءات في مجالات التعلم المختلفة بما في ذلك سياق اللغة الأجنبية مع قدرات التعلم الأربع للكتابة والقراءة والتحدث والاستماع. في الواقع، يعد التحدث إحدى القدرات الأساسية الأربع في تعلم لغة أجنبية، مثل اللغة الإنجليزية، التي بدأت تدرس مؤخرًا من المدرسة الابتدائية. ومع ذلك، كان تعلم اللغة الإنجليزية دائمًا مرتبطًا بقضايا الفهم. في الواقع، يواجه كل طالب صعوبات فريدة في فهم المحتوى الذي يتم تدريسه، في هذا الشاغل، يهدف تطبيق نموذج الذكاءات العديدة إلى التغلب على مخاوفهم. تهدف هذه الدراسة إلى استكشاف تأثير الذكاء الشخصي واللفظي في تطوير مهارة التحدث لدى الطلاب. من أجل ذلك، أجرى الباحثون طريقة بحث دراسة حالة. لقد استخدموا ثلاث أدوات بحث. استبيان لثلاثة معلمين واستبيان آخر لـ 80 طالبًا في السنة الأولى. وأداة الدراسة الثانية هي المراقبة المنظمة في الفصل الدراسي، كان الهدف منها مساعدة الباحثين في جمع بيانات أكثر جدارة بالثقة. تظهر النتائج التي تم العثور عليها أن الذكاء اللفظي والشخصي يعزز التفاعل الاجتماعي بين الطلاب. وهكذا يساعدهم على تطوير قدرتهم على التحدث والشعور بالثقة في استخدام قدراتهم التي تجعلهم يتحدثون بطلاقة وتجنب الخوف والقلق. على أساس نتائج البحث، قدم الباحثون بعض الاقتراحات والتوصيات لكل من المعلمين والطلاب حتى يتمكنوا من تحسين أدائهم في عمليات التدريس والتعلم.

Le résumé:

Howard Gardner a développé la notion d'intelligence multiple qui décrit les différentes façons dont les élèves apprennent. Il est composé de huit intelligences. Ces intelligences sont impliquées dans différents domaines d'apprentissage, y compris le contexte des langues étrangères avec les quatre capacités d'apprentissage de l'écriture, la lecture, la parole et l'écoute. En effet, parler est l'une des quatre capacités fondamentales pour apprendre une langue étrangère, comme l'anglais, qui a commencé à être enseigné récemment à l'école primaire. Cependant, l'apprentissage de l'anglais a toujours été lié à des questions de compréhension. En effet, chaque étudiant a des difficultés uniques à comprendre le contenu enseigné, dans ce souci, l'application du modèle de nombreuses intelligences est destinée à surmonter leurs préoccupations. La présente étude vise à explorer l'effet de l'intelligence interpersonnelle et verbale dans le développement des compétences orales des élèves. Dans ce but, les chercheurs ont mené une étude de cas. Ils ont utilisé trois instruments de recherche questionnaire pour trois enseignants EFL et un autre questionnaire pour 80 étudiants de première année EFL et le deuxième outil d'étude, l'observation en classe organisée, il était destiné à aider les chercheurs à recueillir des données plus fiables. Les résultats obtenus montrent que les intelligences verbales et interpersonnelles renforcent l'interaction sociale entre les élèves. Ainsi, il les aide à développer leur capacité à parler et à se sentir en confiance pour utiliser leurs capacités qui les font parler couramment et éviter la peur et l'anxiété. Sur la base des résultats de la recherche, les chercheurs ont proposé des suggestions et des recommandations aux enseignants et aux étudiants afin qu'ils puissent améliorer leurs performances dans les processus d'enseignement et d'apprentissage.