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***TITLE: THE EFFECT OF INTERPERSONAL SKILLS INTEGRATION  
IN CLASSROOM ACTIVITIES***

**A thesis submitted in partial fulfilment of the requirements for the degree  
of Doctor in Didactics and Applied Linguistics**

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## **Dedication**

I gratefully dedicate this work to my parents, husband, and my children for their belief in me and the many hours that I devoted were hours that obviously came from their time.

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I would like to express my sincere appreciation to my supervisor Dr Melouka Ziani for her helpful comments and keen insight along the way, without her unconditional love and support I would not be able to accomplish this work.

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***THE EFFECT OF INTERPERSONAL SKILLS INTEGRATION IN  
CLASSROOM ACTIVITIES***

**THE CASE OF THIRD GRADE MIDDLE SCHOOL LEARNERS**

**ABSTRACT**

A considerable literature has grown up around the theme of integrating interpersonal communication in the educational contexts and many studies have emphasised the positive impact of those skills on learning outcomes. Despite the vast research in this area, little is known on the possible pedagogical implications that can be conveyed through integrating interpersonal skills in teaching English as a foreign language. Hence, this work aims at investigating the effect of interpersonal skills integration in English language teaching settings and on learners' communication. Therefore, this study seeks the potential strategies and techniques to develop third grade Algerian middle school learners' interpersonal skills to be used both inside and outside the classroom. Hence, the type of methodology adopted in this study is the quasi-experimental research with a pre-test/ post-test design. The research aimed at measuring the learning outcomes of teaching four dimensions of interpersonal skills namely, clarity of expression, active listening, receptive feedback, and self-regulation. The sample included two sections: one experimental group and one control group. Learners of the first group (n=15) have received the teaching intervention while those of the second group (n=15) have attended regular classes for the same period of time. Besides, two research tools were selected which are the Self-Perceived Communicative Competence Scale and the Interpersonal Communicative Skills Inventory. The results elucidated that the integration of a multi-model teaching intervention of interpersonal skills made a significant improvement in learners' self-perceived communication which is a major indicator of their willingness to communicate. Accordingly, some recommendations were suggested to make interpersonal communicative teaching a standard practice in the Algerian English Language teaching settings.

**Keywords:** active listening; clarity of expression; communication; interpersonal skills; receptive feedback; self-regulation.

## RÉSUMÉ

De nombreuses études ont souligné l'impact positif de ces compétences sur les résultats d'apprentissage. Malgré les vastes recherches dans ce domaine, on sait peu de choses sur les implications pédagogiques possibles qui peuvent être véhiculées par l'intégration des compétences interpersonnelles dans l'enseignement de l'anglais comme langue étrangère. Par conséquent, ce travail vise à étudier l'effet de l'intégration des compétences interpersonnelles dans les contextes d'enseignement de l'anglais et sur la communication des apprenants. Par conséquent, cette étude cherche les stratégies et techniques potentielles pour développer les compétences interpersonnelles des apprenants Algériens de troisième année moyen à utiliser à la fois à l'intérieur et à l'extérieur de la classe. Par conséquent, le type de méthodologie adopté dans cette étude est la recherche quasi-expérimentale avec une conception pré-test/post-test. La recherche visait à mesurer les résultats d'apprentissage de l'enseignement de quatre dimensions des compétences interpersonnelles : la clarté d'expression, l'écoute active, rétroaction réceptive, et l'autorégulation. L'expérience comprenait deux sections : un groupe expérimental et un groupe témoin. Les apprenants du premier groupe (n=15) ont bénéficié de l'intervention pédagogique tandis que ceux du deuxième groupe (n=15) ont suivi des cours réguliers pendant la même période. Les résultats ont mis en évidence que l'intégration d'une intervention d'enseignement multi-modèle des compétences interpersonnelles a permis une amélioration significative de la communication auto-perçue des apprenants, ce qui est un indicateur majeur de leur volonté de communiquer. En conséquence, certaines recommandations ont été suggérées pour faire de l'enseignement de la communication interpersonnelle une pratique standard dans les cadres d'enseignement de la langue anglaise Algérienne.

**Mots clés:** écoute active, clarté d'expression, compétences interpersonnelles, rétroaction réceptive, communication, autorégulation

## ملخص البحث

لطالما كان دور المهارات التواصلية موضع اهتمام كبير في مجموعة واسعة من المجالات مثل الطب والأعمال. في الأونة الأخيرة، تم تطوير عدد كبير من الأبحاث حول موضوع دمج التواصل بين الأشخاص في السياقات التعليمية، وقد سلطت العديد من الدراسات الضوء على التأثير الإيجابي لهذه المهارات على نتائج التعلم. على الرغم من البحث المكثف في هذا المجال، لا يُعرف الكثير عن الآثار التربوية المحتملة التي يمكن نقلها من خلال دمج المهارات التواصلية في تدريس اللغة الإنجليزية كلغة أجنبية. لذلك، يهدف هذا العمل إلى دراسة تأثير مهارات التعامل مع الآخرين في سياق تدريس اللغة الإنجليزية وعلى تواصل المتعلمين. الصورة العامة التي تظهر من الأبحاث هي أن تحسين التواصل بين الأشخاص يؤدي إلى تحسين الكفاءة التواصلية للمتعلمين وتزويدهم بالمهارات اللازمة لاستخدام اللغة المستهدفة في سياقات اجتماعية مختلفة. لذلك، تبحث هذه الدراسة عن استراتيجيات وتقنيات محتملة لتطوير المهارات التواصلية لمتعلمي الصف الثالث متوسط في الجزائر لاستخدامها داخل الفصل وخارجه. افتراضنا أن دمج التواصل بين الأشخاص في مجالات مختلفة من تدريس اللغة الإنجليزية يؤدي إلى مناخ إيجابي في الفصل الدراسي مما يعزز التواصل الذاتي لدى المتعلمين ويعزز رغبتهم في التواصل باستخدام اللغة المستهدفة. لذلك، فإن نوع المنهجية المعتمدة في هذه الدراسة هي بحث شبه تجريبي مع تصميم قبل الاختبار / بعد الاختبار. يهدف البحث إلى قياس مخرجات التعلم لتدريس أربعة أبعاد لمهارات التعامل مع الآخرين: وضوح التعبير، والاستماع الفعال، والتغذية الراجعة، والتحكم في النفس. تكونت التجربة من قسمين: مجموعة تجريبية ومجموعة ضابطة. استفاد المتعلمون في المجموعة الأولى (عدد = 15) من التدخل التربوي بينما حضر المتعلمون في المجموعة الثانية (عدد = 15) فصولاً منتظمة خلال نفس الفترة. بالإضافة إلى ذلك، تم اختيار أداتين للبحث: مقياس الكفاءة التواصلية المدركة للذات ووجد مهارات التواصل بين الأشخاص. بعد ذلك تم إجراء مقارنة بين درجات المجموعتين لتحديد تأثير التدخل التعليمي. أظهرت النتائج أن إدماج نموذج تعليمي متعدد التدخلات لمهارات التعامل مع الآخرين سمح بتحسين كبير في التواصل المدرك للذات للمتعلمين، وهو مؤشر رئيسي على رغبتهم في التواصل. وبناءً على ذلك، تم اقتراح بعض التوصيات لجعل تدريس التواصل بين الأشخاص ممارسة معيارية في تدريس اللغة الإنجليزية في الجزائر.

**الكلمات المفتاحية:** الاستماع الفعال، وضوح التعبير، مهارات التعامل مع الآخرين، التغذية الراجعة الفعالة، الكفاءة التواصلية المدركة للذات، في النفس

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## **LIST OF ABBREVIATIONS**

CBT: Case-Based Teaching

CNT: Control

EFL: English as Foreign Language ELT: English Language Teaching

ESL: English as a Second Language

EXP: Experimental

EBT: Evidence-Based Teaching

ICC: Intercultural Communicative Competence

ICS: Interpersonal Communication Skills

ICSI: Interpersonal Communication Skills Inventory

ILS: Invite-Listen-Summarise

PoBT: Portfolio-Based Teaching

RDT: Relational Dialectics Theory

SD: Significant Difference

SPCC: Self-Perceived Communicative Competence

SPCCS: Self-Perceived Communicative Competence Scale

SPT: Social Penetration Theory

TENES: Teaching English to Non Native English Speakers

TESOL: Teaching English to Speakers of Other Languages

TPS: Think-Pair-Share

URT: Uncertainty Reduction Theory

## **APPENDICES**

- A. Self-Perceived Communicative Competence Scale
- B. Interpersonal Communicative Skills Inventory

## GENERALINTRODUCTION

Having effective interpersonal communication skills has long been considered as the reason to succeed in social life. In contrast, poor communication leads to social exclusion, misunderstanding, and many other psychological issues. In fact, successful communication helps people manifest their social identities, exchange information, spread knowledge, and create healthy relationships. Existing research recognises the critical role played by interpersonal communication skills in many disciplines. However, much uncertainty still exists about the effect of those skills in the educational field and more particularly the English language teaching context. In fact, the effect of integrating interpersonal communication as a teaching practice remains ambiguous. This indicates a need to investigate this notion from different perspectives to provide helpful insight for both teachers and learners on how to effectively incorporate and develop interpersonal skills in the light of English as a foreign language. Henceforth, this thesis aims at exploring the relevance of using interpersonal communicative skills to improve EFL learners overall communicative ability through increasing their self-perceived communicative competence and consequently their willingness to communicate and use the target language. This empirical study focuses on the EFL learner of the third grade in the Algerian middle school who witnessed the second generation of educational reforms that touched the syllabus of English and that claimed to be able to improve learners' communicative competence and put communication at the core of the learning process. Based on the current research findings that revealed the significant difference in the communication level of learners who received the interpersonal teaching intervention and those who did not, some recommendations were suggested to promote interpersonal skills integration as a teaching practice in the Algerian ELT setting.

### **1. Purpose of the Study**

Teaching a foreign language necessitates communication as an essential part of the learning process because the role of an EFL teacher is not only limited to the mere delivery of content or the conveyance of information; it rather goes beyond that to help learners use the target language in real communicative contexts and develop

their communicative competence to be able to understand the social habits and expectations related to that language. Thus, the integration of interpersonal skills as a process mediated by communication is an imperative task for teachers. Also, it is argued that these skills can help learners thrive both academically and socially. They define their success in life and affirm their ability of projecting interest towards others and creating positive relationships. For this reason, this study aims at exploring the effect of integrating interpersonal communication in ELT settings on third grade EFL learners' self-perceived communicative competence as a strong indicator of their willingness to communicate. Another endeavour of this work is to assess the effectiveness of the second generation syllabus of English on learners' communicative skills. Moreover, this research attempts to identify the appropriate teaching activities and strategies that promote interpersonal communication in EFL classrooms.

## **2. Research Questions**

Referring to the purpose of the study mentioned above, this research will attempt to answer the following questions:

1. What is the effect of integrating interpersonal communicative skills in ELT settings?
2. What is the relationship between learners' interpersonal communication level and their self-perceived communicative competence?
3. To what extent is a multi-model teaching intervention of interpersonal communication is effective in developing learners' communicative competence?
4. Does the second generation syllabus of English help learners improve their interpersonal communication?

## **3. Hypotheses**

Stemming from the existing literature that confirms the importance of interpersonal communication in all spheres of human life, the following hypotheses are an attempt to answer the aforementioned questions:

1. The integration of interpersonal communication skills in English

language teaching settings promotes learners' overall communicative ability and their willingness to communicate.

2. There is a positive correlation between EFL learners' interpersonal communication level and their self-perceived communicative competence.

3. The multi-model approach to teaching interpersonal communication is an effective way to improve learners' ICS

4. The second generation syllabus of English does not promote learners' interpersonal communication sufficiently.

## **1. Significance of the Study**

Exploring the effect of interpersonal communication in ELT settings will hopefully contribute in shaping our understanding as EFL teachers of the different perspectives and pedagogical implications of this notion. Similarly, examining this concept from different angles would allow policy makers and curriculum designers to reconsider the objectives of teaching EFL in Algeria and assess the learning outcomes of the second generation syllabus based on the insights gained from this study. Undoubtedly, the research findings add to the rapidly expanding field of communication. Accordingly, the study raises EFL teachers' awareness of the need to expand their roles and responsibilities as a part of maintaining their learners' creativity and interest in learning the language. Moreover, the current work lays the ground for future research on the relevance of incorporating interpersonal skills in different areas of EFL teaching to improve learners' willingness to communicate and use the target language. Additionally, this thesis shed some light on the importance of modelling a positive interpersonal behaviour by teachers to promote the use of those skills such as leadership, assertiveness, empathy, non-verbal communication, etc. Furthermore, the present study has been one of the first attempts to thoroughly examine the level of interpersonal skills in the Algerian ELT setting as the leading step towards highlighting the current issues related to syllabus and course book design and thereby suggesting some solutions and teaching strategies to overcome these constraints. Taken together, the main significance of this work is to emphasise the effect of interpersonal communicative skills in different teaching practices in the Algerian EFL contexts.

## **2. Research Methodology**

Based on the aims of the present study, a quantitative research approach was selected for conducting the study. This approach has been used for decades by researchers in the field of ELT. A major advantage of a quantitative case-study is allowing a straightforward analysis of data and it is less open to error and subjectivity. Particularly, a pre- post test design was used to collect data from 30 third grade EFL learners at Abbad Mohammed middle school. In this design, the dependent variable is measured once before the treatment is applied and once after it is implemented. Correspondingly, if the participants' post-test scores are better than the pre-test scores, the researcher can conclude that the treatment might be responsible for the improvement. For this reason, the sample was divided into two groups; a control group attending regular classes (n=15) and an experimental group receiving the teaching intervention (n=15). The purposive sampling was used in selecting participants of the study for being the most appropriate with this type of research. The experiment was organised around four phases. First, the experimental group attended three-sessions course aiming at raising learners' intrapersonal awareness for being indispensable for improving their interpersonal communication. After that, the whole sample (n=30) sat for two tests: the Self-Perceived Communicative Competence Scale and the Interpersonal Communication Skills Inventory which is designed to examine learners level in four different areas of interpersonal communication namely clarity of expression, active listening, receptive feedback and handling emotional interactions. Next, the experiment group received a teaching intervention composed of 12 sessions tackling the areas mentioned earlier. Finally, in the post-test phase the two groups took the tests for the second time in order to identify the difference between the control group and the experiment group and to find possible correlation between learners' interpersonal skills level and their level of self-perceived communicative competence and accordingly their willingness to communicate.

## **6. Structure of the Thesis**

As this work examines interpersonal skills integration in ELT settings from literature, research, theory, human and pedagogical perspectives; it is then divided into five chapters. The first chapter is entitled: Interpersonal Skills: Conceptual Framework. It aims at exploring the theoretical ground of the notion and its relation to establishing an effective communication

as seen by previous researchers. On that basis, the first chapter delineates some important concepts, theories, and implications related to communication in general and to interpersonal communication in particular. In the second chapter under the title: Teaching Interpersonal Communication Skills in the Algerian Middle School, the researcher aspires to shed light on some basic concepts that relate interpersonal skills to the educational field. Specifically, it investigates the implementation of ICS in ELT contexts from the standing point of EFL in the Algerian middle school for the purpose of developing the rationale of this study. Regarding the third chapter labelled: Methodology, the purpose is to explain the research methodology followed in this study and to put the suggested hypotheses under test. Therefore, a comprehensive description of the research design is made to cover measures, sampling method, instruments selection, procedures for data gathering, and the methodological principles of the study. Next, the researcher presents chapter four entitled: Findings and Interpretation of Data which attempts to identify the relationship between developing EFL learners' interpersonal communication skills and their self-perceived communicative competence. Then, it puts forward the summary and discussion of the research findings. Finally, this thesis ends with chapter five: Pedagogical Recommendations and Limitations of the Study in which the researcher offers some recommendations, teaching strategies and language activities based on the research findings that will hopefully contribute to the growing literature in the field and promote the integration of interpersonal skills as a standard teaching practice in the Algerian context. The chapter also identifies the research limitations and presents further research questions to be inspected in other studies.

# **CHAPTER ONE: INTERPERSONAL COMMUNICATION: CONCEPTUAL FRAMEWORK**

## **Introduction**

It is undisputable that all living beings communicate using different means. For example, some animals communicate through sending signals, dancing, or making noises; even plants use smells to communicate. Nevertheless, human communication is a much more complicated process than that of other species. In fact, people communicate to convey various needs such as establishing relationships, sharing their emotions, and transferring their knowledge to the world. Thus, managing this multifaceted process effectively helps human beings succeed on the personal and professional level. The need to communicate and interact with others is innate in every human being; therefore the more this need is satisfied the more rewarding and meaningful life will be.

Undoubtedly, communication is a huge multidimensional field of study. Thereupon, this chapter attempts to explore communication from a general perspective with focusing more on the interpersonal form of communication for being the central theme of this work. This form of communication is an increasingly important discipline that is connected to many other domains such as psychology, cultural studies, education, business, health care, media...etc. The interdisciplinary nature of interpersonal communication only adds to the complexity of the field and offers a large scope of research.

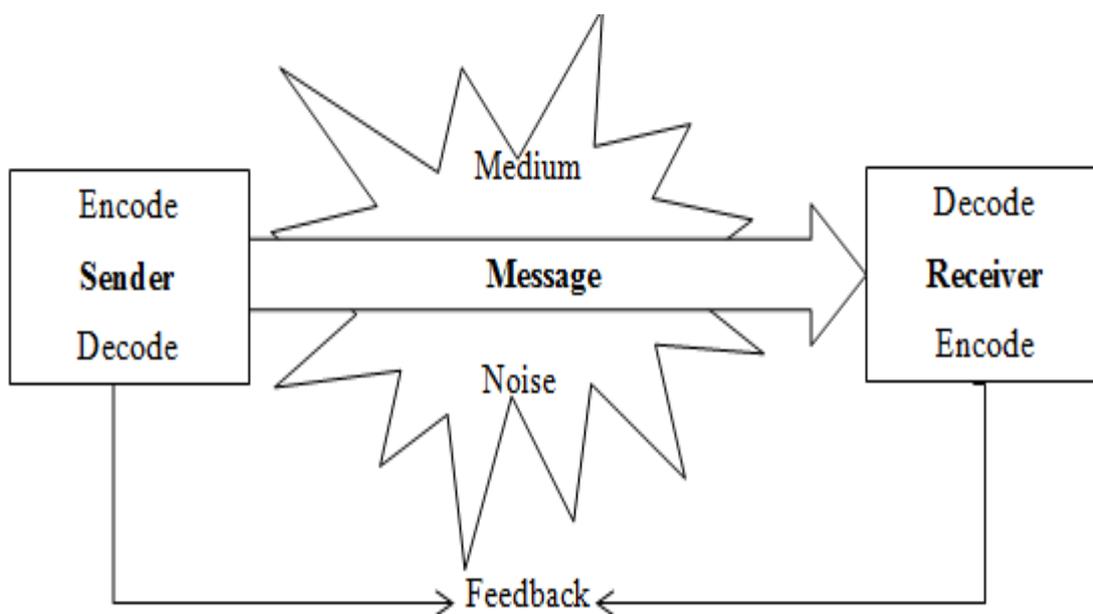
In fact, interpersonal communication is an indispensable part of language. It brings people together and helps them reach a shared understanding of the delivered message. Most often, interpersonal research is based on studying intimate relationships between friends, family, colleagues...etc. Yet, this form of communication extends to reach a vast number of interactions. Considering this point, interpersonal communication for being a broad area of study can be viewed and examined from different angles.

On that basis, the first chapter attempts to delineate some important concepts, theories, and implications related to communication in general and to interpersonal communication in particular. Another endeavour of the chapter is to explain and discuss the main constructs under scope in this work so that their implication will be less confusing or ambiguous throughout the study. In order to have a clear insight of the notion, it is worthy to examine the

diverse views and principles that have been put forward by different theorists to provide a better understanding of the key assumptions and current research.

### 1.1 Defining Communication

Communication is a crucial aspect of human lives. Though there exist many possible definitions of communication, they all seem to agree upon its dynamic features and mutual effect of sharing, participating, and exchanging information. In 2009, Mish noted that “communication is a process by which information is exchanged between individuals through a common system of symbols, signs, or behaviour” (p.251). According to (Richards & Schmidt, 2013) communication is “the exchange of ideas where there is at least a sender, a message, and a receiver” (p.89). The sender is the one who initiates the message, the receiver is to whom it is directed to, and the message itself is the content that must be encoded by the receiver. Other components can be added as the medium or the channel by which the message is delivered and the feedback or the reaction and response of the receiver when getting the message.



**Figure 1.1 Communication Process (Burstein, 2010)**

Communication in its general meaning is the act of conveying intention and meaning by the addresser that leads to indicate a sort of understanding by the addressee (Garnett et al., 2008). This definition designates that communication has a purposive nature which makes it always directed toward a goal. (Jarvis & Salomone, 1988) clarify this fact by defining communication as a purposive, intended, and functional combination of acts that is not a mere event but a process with a function designed to bring an effect or change on the environment of hearers and speakers.

Besides, Communication can be studied from different angles. One may look at its types, strategies, objectives, barriers, means, forms...etc; it is not limited to one field of study or another. Scholars made many distinctions and branches of communication in an attempt to clarify this huge domain that touches many disciplines. To further define it, we need to consider Hargie's (2011) distinction between verbal and nonverbal means of communication. Table 1.1 summarises the difference between the two types.

	<b>Verbal Communication</b>	<b>Non-Verbal Communication</b>
Oral	Spoken language	Laughing, crying, coughing, etc.
Non-Oral	Written language Sign language	Body language, gestures, facial expression, posture, etc.

**Table 1.1 The Difference between Verbal and Non-Verbal Communication**

### **1.1.1 Verbal Communication**

Verbal communication is centred on the use of words and the manipulation of expressions to convey meaning. As (Hargie, 2011, p.45) referred to it, "verbal communication is transmitting the message explicitly either vocally as spoken words or through non-vocal ways of communication as sign language and writing". In spoken language, skills of articulation are used; in written language, spelling is substituted for articulation. This type of communication is a significant source of displaying feelings and attitudes using words that may take different kinds of variations and may also be interpreted according to the receiver's linguistic and cultural backgrounds.

Besides, verbal communication is based on language that is only one of the symbolic systems used for communication. Evidently, (Kraus, 2002) stated that people may use different ways to express their intentions. For instance, the "thumbs-up" gesture means approval and the wedding ring declares the wearer's current status. Despite of the effectiveness of such symbolic displays, language provides human communication with three properties namely semanticity, generativity, displacement, and arbitrariness that distinguish it from other systems of communication.

#### **1.1.1.1 Semanticity**

One of the properties of human language is its ability to communicate meaning symbolically through the representation of ideas, events, or intentions. In

human communication, signals stand for things while in animal communication the meaning is conveyed through vocalization. (Krauss, 2002) explained the semanticity of language through the following example:

An overheated dog will pant to dissipate heat, and an astute observer may understand the panting to indicate that the dog is hot, but panting cannot be said to stand for overheatedness in the same way that the word "overheated" does. (p.3)

#### **1.1.1.2 Generativity or Productivity**

Although the number of linguistic symbols is limited, the number of meaningful messages that can be generated from those signals is infinite. In fact, the human language enables people to combine and recombine different words, sounds, and sentences to produce infinite number of messages that can be easily understood by other users of that language, (Krauss, 2002). In other words, (Lyons, 1977, p.78) defined generativity or productivity as “that property of the language-system which enables native speakers to construct and understand an indefinitely large number of utterances, including utterances that they have never previously encountered.”

#### **1.1.1.3 Displacement**

The human language allows the speaker to communicate and express things that are remote in space and time unlike other systems of communication that are limited to immediate events. Hence, language has the capacity of conveying displayed messages which distinguishes it from other modalities of communication, (Krauss, 2002). This feature is unique to human beings who can accomplish this displacement through the use of auxiliaries and affixes as the example of English language, (Traxler, 2012).

#### **1.1.1.4 Arbitrariness**

The notion of arbitrary symbols refers to an important feature of human language that is the unrelated form between signs and meaning. For example, the word “hand” can be represented differently in different languages, this means that there is no association nor relationship between the word “hand” and the sounds or the letters used to produce it. It is important however to note that language comprises speech sounds that are based on the social agreement or convention. According to (Muin et al., 2021), word has the meaning that the language users attributed to them. Hence, a word and its meaning are the results of social agreement or convention.

## **1.1.2 Non-Verbal Communication**

Many experts believe that most of our daily communication is non-verbal. As it is a powerful tool to convey messages, (Sharifiabad&Vali, 2011) claimed that nonverbal communication is the skill we use to express our ideas and feelings without using any words but through non-linguistic means. (Widdowson, 2008, p.75) stated that “we speak with our vocal organs, but we converse with our entire bodies”. Every facial expression and every gesture contributes to the overall meaning of a statement. The study of non-verbal communication, or kinesics, is becoming of greater interest in the scientific community, and its application in EFL classrooms is relatively new. A further distinction was made by Hargie (2011) which is between two non-verbal communication media (i.e., paralanguage and body language).

### **1.1.2.1 Paralanguage**

Paralanguage is a sort of vocalized communication but not a verbal part of a spoken message, such as speaking rate, volume, and pitch. In other words, it is the various acoustic properties of the speech. (Lewis, 2009) claimed that paralanguage aligns with the message it accompanies by enhancing the verbal meaning. Broughton (2003) referred to it as “systematic communication associated with language, but not realised in grammar or lexical choice. It may include ‘ems’ and ‘ers’, significant pauses, and intonation. Some people extend this definition further to include other signalling systems”(p. 225).According to Byram (1997) “paralanguage also includes tongue clicks, meaningful use of loudness and whispering” (p. 13).Often we rely on vocal cues to help us determine the real meaning of spoken words and the intentions of the speaker.

### **1.1.2.2 Body Language**

Body language is the mixture of all body movements that can be deliberate or completely unconscious. It plays a major role in the overall understanding of what is being said in face to face conversation. Broughton (2003) defined it as “the largely unconscious communication between people by nonverbal means, such as posture and gesture” (p. 216). Body language is constantly exchanged between people and interpreted differently too. For (Pease & Pease, 2004), gestures and postures are frequent and continuous movements of the body that reflect the individual thought processes and regulate communication. Thus, it can convey more emotions in meaning than the verbal communication since it provides more cues as the attitude or the state of mind of the speaker. (Pyers, 2006) defined body language as the

outward reflection of a person's emotional condition which humans send almost subconsciously. According to this latter former FBI agent, body language includes body posture, hand and arm gestures, legs positions, facial expressions, and eye movements. Understanding these elements is the key to perceiving how a person feels about you, an issue, a product, or an idea.

As can be seen, it is argued that how we look like and behave when we produce a piece of talk is more important than the words themselves. Body language then, is but a booster or an amplifier that supports our verbal communication and helps us assess both ourselves and other people. Especially, when dealing with first impression about whether a person is trustworthy, unreliable, or arrogant, body language cues have a considerable role in determining the type of person you are talking to.

#### **1.1.2.2.1 Types of Body Language Cues**

In order to complete the meaning of a verbal message and have a meaningful interpretation of it, we need to decipher and decode all the nonverbal cues that accompany it. Sometimes the meaning can be modified with a blink of an eye or a scratch of a head. Thus, it is important to analyse and understand the various functions that can be conveyed with our body movements. For (Ekman, 2002) there are five cues of body language that can be related to five different functions:

##### **1.1.2.2.1.1 Emblems**

Emblems convey socially known messages by most members of the same social group. They are used to convey certain common meaning intentionally. They are done deliberately and can be easily translated into speech. Pandey (2008) argued that:

When you see off your friends or relatives, you hold up your hands, open palm and turning up like pendulum. It simply reveals to bye-bye or good bye. Many body movements generally convey specific information or directions like, stop, go, come; sit down, yes, no, good bye and so on. (p. 142)

One can look at emblems as representatives of different socially agreed upon symbols. This cue can be related to the function of complementing as it helps in enhancing the receiver's comprehension of the speech by supporting or reinforcing it.

#### **1.1.2.2.1.2 Illustrators**

Illustrative cues represent the body language we use to complete the meaning of the spoken message. They are used to describe, to show, or to explain an ambiguous message. According to Hartley and Karinch (2007) “people tend to engage their entire bodies to get their point across. Illustrators are typically uni-channel such as hands, brow, or perhaps arms” (p.173). One can also refer to them as demonstratives or exemplatives. We can relate it to the function of supplementation; because sometimes, body language can take the place of spoken words.

#### **1.1.2.2.1.3 Effect displays**

An effect display is often referred to as a mixed or double message that is communicated when words say something and nonverbal cues say another. (Ekman, 2002) argued that effect displays are used to express our state of mind or emotions through moving the face to show different feelings, they can be expressed either intentionally or unconsciously. As in the contradiction function, what our bodies do can contradict what we are saying.

#### **1.1.2.2.1.4 Adaptors**

Adaptors are used to adjust gestures which are expressed in case of stress, tension, or concentration. They represent the way our bodies cope with stress. For Hartley and Karinch (2007), they believed that:

Adaptors are the most natural, non-contrived body language that human beings possess, primarily because adaptors are not intended to emphasise the verbal message. They are for the individual’s use only and most do not even realise that they are using an adaptor. (p. 174)

They may have the function of emphasising our feelings. As human beings, we rely on our nonverbal behaviour to express our emotions. By using some gestures we may focus on specific words; for example when pointing the finger to a person as we accuse him.

#### **1.1.2.2.1.5 Regulators**

They are gestures which are important tools to influence turn taking and social interactions. (Hartley & Karinch, 2007, p. 232) gave the following example “nodding of the head makes the person think that you are identifying with him and he feels validated. He will

continue”. Regulators are expressed intentionally by the speaker in order to convey the function of regulation that controls the human communication and the flow of conversations in different communicative situations.

#### **1.1.2.2.2 Components of Body Language**

The nonverbal messages provided by our body language can show substantial information about us as individuals. Interestingly, different parts of the body communicate different messages. As Ferris and Hedgcock (2005) claim “all body language clues, however small or transitory, are significant; all of them communicate” (p.180). For (Knapp & Hall, 2006)there are various dimensions of body language that can reveal one’s attitude, feelings, and personality traits.

##### **1.1.2.2.2.1 Facial Expressions**

The face represents the most expressive part of our bodies. The universally recognized emotions shown through facial expressions include: ease, fear, anger, surprise, hate, contempt, disgust, happiness, and sadness. According to Pandey (2008):

Facial expressions are also a specific medium of expression of our ideas. When a person is in trouble or pleasure, he expresses his sorrow or happiness by facial expressions. Plainly, when a person, is in pain, he may show expressions on his face. In this situation, we can clearly judge his position. (p. 142)

Facial expressions are the primary source of showing our emotional state during oral conversations because they are constantly monitored and interpreted by the receiver.

##### **1.1.2.2.2.2 Eye Contact**

Eye contact has an important role in conveying the correct meaning in communication. If a person builds eye contact with you, it can be interpreted as a caring sign or an interest sign. However, avoiding eye contact might be interpreted in a negative way as a sign of lack of confidence. According to Pandey (2008):

Eye contact is an interesting device to communicate our ideas and intentions. We can plainly observe the application of body language in our practical life. For instance, if the person maintains eye contact with another person for a long time, it simply refers to the demonstration of attraction. (p. 142)

Eye contact can also be used either to acknowledge or avoid the presence of others. When individuals respond with their eyes to a situation they allow others to have a sense of their emotional state and can increase feelings of communication satisfaction, (Webbink, 1986).

#### **1.1.2.2.2.3 Posture**

Posture is the position of the speaker's body. The posture can transfer symbolic messages on the attitude or the intention in regard to the context and the message. As it can deliver a certain degree of formality or relaxation, there are four general human postures: standing, sitting, squatting, and lying down. Hartley and Karinch (2007) stated that "watching a person's posture, can tell you when his energy level changes, and moves towards conclusions about his emotional and mental state" (p. 149). There are many variations within each posture and when combined with other body movements they can send different messages to the receiver.

#### **1.1.2.2.2.4 Gestures**

Gestures can communicate as effectively as words; they include movements of hands, face, and other parts of the body. In terms of reinforcing verbal communication, gestures can help describe a space or shape that another person is unfamiliar with, in ways that words alone cannot. (Pease & Pease, 2004) claimed that it is a scientific fact that people's gestures give away their intentions. According to Longman dictionary of Teaching and Applied Linguistics "many spoken utterances are accompanied by gestures with support or add to the meaning" (p. 225). Gestures can send cues on one's emotional state and provide insight into the attitude of the speaker. Gestures are probably the most evocative form of nonverbal communication a speaker can employ. Together with words, they help painting a vivid picture in the listener's mind to strengthen the understanding of the verbal message.

#### **1.1.2.2.2.5 Touch**

Touching can be used to communicate affection, familiarity, sympathy and other emotions. Like any other communication message, touch may elicit negative and positive reactions depending on the configuration of people and the circumstances (Knapp & Hall, 2006). It can create a bond between people if used properly because it helps initiating interactions, displaying empathy, expressing concern, and showing that others are included and respected. However, it remains an important tool in any interpersonal communication as the messages sent through this nonverbal behaviour are varied.

## **1.2 Communication Styles**

The way people interact with the world is distinct and unique to each human being. In fact, the notion of style denotes to the mode we use to communicate with others. Put differently, it is the way we interchange ideas, feelings, and knowledge with people and how we react to them to transfer the intended message. Bocar (2017) elucidates that when communicating, people tend to adapt one of the following styles: passive, assertive or aggressive. Researchers in the field of communication have attributed different characteristics to each style.

### **1.2.1 Aggressive Style**

The term “aggressive” is used to designate the style of communication used by people who are reluctant to make any negotiations or efforts to create a mutual understanding with others. (Bocar, 2017) explains that the aggressive communicators tend to impose their beliefs on others and are unable to effectively establish rapport due to the fact that they are unapproachable to people who often avoid making any type of interaction with them for the fear of being bullied or criticised based on their values.

### **1.2.2 Passive Style**

Passive communicators are very submissive and obedient people because they are often intimidated by the idea of being judged by others. For this reason, they hesitate to start conversations or make decisions. According to (Bocar, 2017), people with the passive communication style, struggle to hide their feelings in order to avoid social conflicts with their surroundings. For this reason, they are likely to be more exposed to many psychological problems, most importantly depression due to the suppressed anger.

### **1.2.3 Assertive Style**

Being an assertive communicator means that the person can effectively manage the different communicative situations he may face on a daily basis. Assertiveness helps people create healthier and long lasting relationships. (Bocar, 2017) explains that people with an assertive style are often open-minded and have the ability to accept differences, establish relationships, work towards achieving goals, and easily cope with people in different situations. Hence, this style is the most desirable in many contexts because it helps the individual project positive attitudes such as self-esteem, confidence, independence, and appreciation.

### **1.3 Communicative Competence**

The term “communicative competence” was coined by Dell Hymes in 1966. This term was a response to Chomsky’s “linguistic competence”. It will not be possible to speak about the communicative competence without knowing the meaning of the word competence. The latter can be defined as the mastery and the efficiency in accomplishing a task; or as Hymes (1971) defines it “competence is understood to be dependent on two things: (tacit) knowledge and (ability for) use” (p.16). For the American linguist, this competence is the means by which we convey the desired message and by which we negotiate meaning with others. It is not only about the language system and structures or about social or psychological aspects of communication; it is in fact a combination of both.

Conversely, other studies started to perceive the communicative competence as a complex construct that comprises many aspects such as skills, performance, and effectiveness. By the same token, (Spitzberg, 1983) tried to suggest a precise definition of the notion that includes knowledge, skill, and the motivation to communicate. Therefore, to achieve communicative competence one needs all the three aspects that work together towards one goal. (Light, 1989) held the same view, he refers to communicative competence as a relative and dynamic, interpersonal construct based on functionality of communication, adequacy, and sufficiency of knowledge, judgment, and skill in four interrelated areas namely linguistic competence, operational competence, social competence, and strategic competence.

#### **1.3.1 Objectives of Communicative Competence**

We should not lose sight to the fact that the modern world needs people who are successful communicators. The communicative competence is meant to fulfil some purposes in peoples’ daily interactions. (Light & McNaughton, 2014) argued that the communicative competence has four main objectives that are expressing wants and needs, developing social closeness, exchanging information, and fulfilling social etiquettes routines. Starting with first objective, it is necessary for any human being to reveal his inner thoughts to the world and also to reach their goals knowing what to ask for using the right language which leads us back to the two poles of communicative competence: knowledge and use. The second aim is to fulfil the constant need for socialising with others. As people are created to be social beings and they need to create bonds and found common grounds between them. The third objective is to transmit, share and impact others. The last objective is related to the desire of maintaining the social standards that is a part of each culture.

## **1.4 Intercultural Communicative Competence**

Culture is a key part in learning and social development as it encompasses many elements and reflects all aspects of life, as well as it can be a measurement of its quality and vitality. When the word culture is coined with competence one can immediately think of the possible effects of the cultural background of people on the way they communicate with others. Interculturality itself refers to the interaction between cultures and its impacts on people. The ability to communicate successfully depends not only on language skills but also on understanding the cultural habits and expectations. Intercultural communicative competence or ICC is described by (DeJaeghere& Zhang, 2008) as interacting effectively with people from different cultures. Basically, intercultural communicative competence requires the skills, attitudes, knowledge and awareness necessary to communicate with different people from different cultures.

## **1.5 Communication Breakdowns**

Improper communication often results in confusion between the sender and the receiver. This miscommunication occurs when the delivered information leads to misperception instead of a shared understanding or the desired message. The problem may become more complex when the speakers do not use the same language. According to Mauranen (2006) misunderstanding arises more frequently between non-native speakers. Again, the flow of communication may be affected by several barriers that can provoke the failure of the process. A rich body of research in the field of communication offers numerous reasons why sometimes the message conveyed by the sender is not interpreted with the same meaning by the receiver.

### **1.5.1 Process Barriers**

Communication is a structured and a complex process in which every element contributes in the overall understanding of the message. The components of the process determine the success of communication. A problem in any one of these elements can reduce the quality of communication (Keyton, 2010). The breakdown in the cycle would eventually lead to a failure in transferring the information. Taking the example of the sender barrier, a pupil may not tell the teacher that he/she did not understand the lesson for fear of judgment by his/her peers or teacher. Another example of receiver barrier, that teacher will assume that his/her pupil has understood the lesson because he/she did not ask for clarification. For this

reason, it is necessary to limit process barriers at different levels to ensure a successful communication.

### **1.5.2 Cultural Barriers**

Sometimes, our choice of words can turn into a communication barrier. (Lunenburg, 2010) clarifies that the same word may be interpreted differently for different people and for different reasons. This can be seen among distinct social groups in which culture plays a role in the process of interpretation of the meaning. Besides, the range of cultural diversity sometimes may lead to misunderstanding. People from different cultures do not share the same opinions, mindsets, symbols; gestures...etc. Accordingly, the different cultural heritage, prejudices and biases often serve as an obstacle in front of effective communication, (Lunenburg, 2010).

Similarly, the use of jargons can also be a semantic barrier related to language. For example, a doctor who uses technical or medical terms to explain the diagnostic to a patient would result to miscommunication because of the improper choice of words. Another linguistic barrier is the use of unfamiliar accents and dialects between people who come from different social and cultural groups. Clearly, the way we speak, behave, think and live may vary. Yet, in the context of globalization, these cultural barriers have to be treated in a way that enables speakers from different cultures to effectively communicate.

### **1.5.3 Psychological and Emotional Barriers**

The emotional and psychological state of the speaker plays a major role in how the message may be interpreted by other. For instance, people with low self-esteem and personal insecurities often feel a discomfort and distress when having to reveal their feelings and opinions or share their ideas with others. Likewise, the emotional state is also crucial in the daily communicative situations. For example, in the state of anger, anxiety, or fear people tend to say something they do not really mean or they do not dare to say in a normal state for being inappropriate. Another important point to mention is the field of experience. For (Lunenburg, 2010), the field of experience determines how the communicators may encode or decode different messages. It may include values, interests, needs, perceptions and expectations. Misconnection happens when the field of experience of one communicator overlaps with the other.

### **1.5.4 Physiological and Physical Barriers**

Some people suffer from physical disabilities that may stand as a barrier in front of effective communication. An instance of this, are people who are hard of hearing and who may miss some background noises or whispers which may affect the desired meaning. Also, people with poor vision cannot decipher the nonverbal cues that accompany the verbal statements. Similarly, the physical context matters, too. For example, all sources of distractions or interruptions like phone calls or loud background music may interfere with the interpretation of the message, (Lunenberg, 2010). Moreover, the geographical distance is also an obstruction, although technology has reduced this barrier with the amount of sources available to make a conversation face-to-face or using a video.

### **1.6 Repair Strategies**

Communicators may talk differently in different settings and with different encounters. However, they are always exposed to communication breakdowns or misunderstanding by their partners. For this reason, (Beneteau et al., 2019) highlights the importance of repair strategies and argue that communication explain that repair is storing the shared understanding between speakers after it has been broken or blocked for a specific reason. He adds that people should learn some strategies to overcome different communication barriers that hinder the process. Rephrasing is one of those strategies; it allows the communicator to have another chance to explain his/her views using other words that suit the context of the conversation. (Beneteau et al., 2019) suggests that using code-switching is a great strategy to accommodate to the listener style and adjust to fit the receiver field of experience.

Communication repair strategies are the responsibility of both the sender and the receiver, (Lunenberg, 2010). On the sender's part, he/she needs to clarify the message and be selective in terms of word choice. Also, the speaker needs to examine the purpose of the conversation and the physical setting where the communication process takes place. This implies mindfulness toward the receiver and the consideration of the cultural and social norms which may entail non-verbal cues such as body language and the tone of voice. On the receiver's part, it is all about effective listening skills or what it is referred to as active listening in which the communicator needs to pay attention to all means of communication whether verbal or non-verbal. Furthermore, he/she needs to project interest and empathy toward the sender in order to make him/her feel at ease when speaking.

## **1.7 Forms of Communication**

The fact that human communication is a complex and compound process, leads us to seek for the different forms it may take in different social contexts. Basically, communication forms vary to apply to the specific setting in which communication may occur. Hence, researchers have distinguished intrapersonal, interpersonal, public, group and mass communication. This distinction is based on the several models communication take to function between people and in different contexts and for different purposes (i.e. sender, receiver, message, and channel).

### **1.7.1 Public Communication**

The act of transferring a message to a wide audience by an individual or a group is referred to as public communication. This form of communication has a diversity of purposes such as entertaining as in the case of stand-up comedy, conveying information as the example of lecturing, and persuading in marketing. The main focus in public communication is the sender rather than the receiver. In this area, information is exchanged openly to the public which makes synonymous to the skill of public speaking. According to (Rice & Atkins, 2009) public communication entails the purposive influencing of a large audience within a particular time period and context.

### **1.7.2 Group Communication**

The scope of group communication is close to that of public communication in the sense that they both occur within groups of people. Yet, they are dissimilar in the number of people involved in the communication process. In fact, group communication comprises less number of individuals which gives the opportunity for more sharing and collaboration to take place. (McLean, 2005) claims that this form of communication is a dynamic process where a small group engage in an active conversation. Nevertheless, most people feel frustrated when dealing with a large group with different personalities and communicative styles. However, it cannot be avoidable in many cases in human interactions such as work and education.

### **1.7.3 Mass Communication**

Mass communication revolves around technology as it is the centre part of it. This form of communication is distinguished from the other types for having an electronic channel that has the ability of generating a mass effect on the public through the transmission of information. The channel may be television, radio, newspaper, social networks, etc. (McLean,

2005) defines mass communication as the process of sending a message to a large number of people without having control over the type of audience who receives that message. This form of communication misses the personal connection for the reason that the receiver of the information is unknown to the sender. In fact, the nature of mass communication makes it distinct from all the other forms of communication where the speaker and the receiver share some sort of familiarity.

### 1.7.4 Intrapersonal Communication

When communication occurs within oneself, it is referred to as intrapersonal communication or reflective thinking. In this type of communication, the sender and the receiver are the same person. Ehondor (2017) argues that the notion of intrapersonal signifies within-individual, while simply communication is the act of transmitting information. (Vocate, 1994) adds that intrapersonal communication occurs when an individual communicator is the source and the object of communication in the same time; responding to a stimulus, either internal as the feeling of hunger, or external as reacting to somebody speaking. The language of thoughts or self-talks is the basic means used in this form to decode messages and thereby respond to others. It is important in the process of forming a self-concept; when we communicate with ourselves we establish a sense of self-awareness and accordingly it will lead us to reach self-esteem that is crucial for our mental health. Besides, intrapersonal communication may occur at different levels; it can be self-talks or inner speech which can differ in form and function.

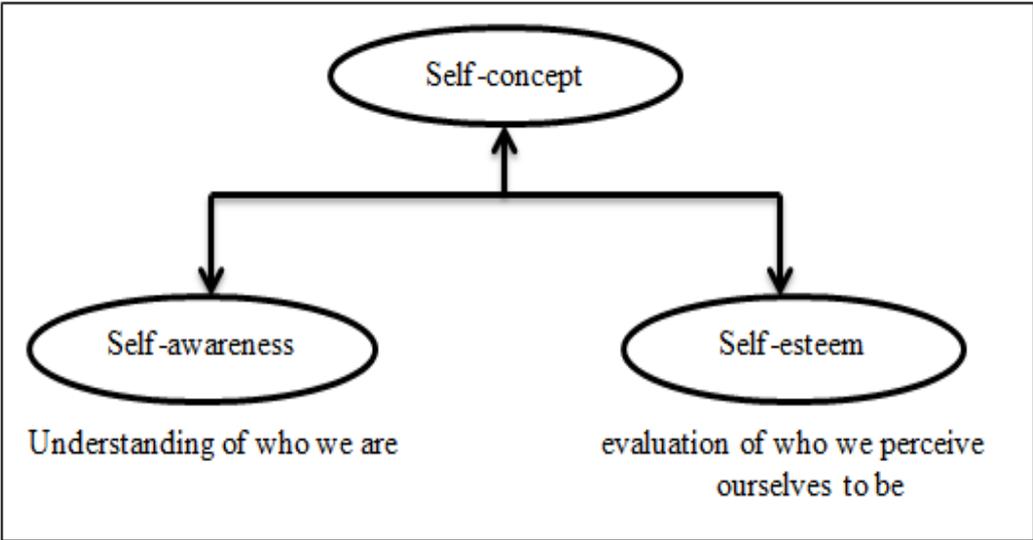


Figure 1.2 Components of Self-Concept (West & Turner, 2010)

### **1.7.4.1 Self-Talks**

Self-talk is a phenomenon in which the person addresses himself/herself and creates an audible dialogue directed to him/her which other people may hear as well. Hardy (2006) argues that self-talk is a set of statements that are addressed to oneself and not to others. Hence, it is external in form as it is vocalised. For (Dance and Larson, 1985), self-talks have 3 essential functions:

- a) Creating a link between the individual and his/her environment.
- b) Developing higher mental processes.
- c) Self-regulation.

Moreover, Hardy (2006) adds another function that is the motivational function which is related to mental toughness, focus, confidence, and mental preparation; all required to successfully master challenging circumstances. Thus, one can say that self-talk or self-statement is more regulatory than communicative.

### **1.7.4.2 Inner-Speech**

Compared to self-talk which is vocalised, the inner speech is rather silent and internal. It refers to the silent articulation of words in the human mind. It is usually performed automatically, but we may become conscious of its occurrence, (McGuire et al., 1996). According to (Vocate, 1994), inner-speech is the dialogue with the self and the process of thoughts being realised in words. In the same way, Sokolov (2012) clarifies that inner-speech signifies a soundless mental speech provoked by thinking of something “stimulus”; for example, solving a problem, recalling information, planning...etc. Apart from this, the Russian linguist refers to inner-speech as the combination of language and thoughts that creates the speech mechanism of thinking.

### **1.7.5 Interpersonal Communication**

Communication is an essential life skill. In fact, people are intrinsically social beings who are constantly seeking to create social bonds with others to complete their existence. Levinson (2006) believed that the human mind is specifically designed to help people engage in social interactions. (Coover & Murphy, 2000) share the same view. They reported that “the essence of communication is the formation and expression of an identity. The formation of the self is not an independent event generated by an autonomous actor. Rather, the self emerges through social interaction” (p.125). By the same token, (Wolff, 1950) argued that human

beings have an innate psychological need for interaction and communication with others. He gave this need the name of *sociation*. According to (Hargie, 2010), people have three core types of psychological needs: competence, relatedness and autonomy. Henceforth, order to satisfy all three needs, it is necessary to develop effective interpersonal skills.

Interpersonal communication is a major context in the field of communication. In general, the term interpersonal connotes a connection between two people whether it is intimate or professional. (Hargie, 2010), claimed that when it comes to nomenclature, the terms interpersonal skills, social skills and communication skills can be used interchangeably. (Segrin& Taylor, 2007) noted that “human beings seek and desire quality interpersonal relationships and experiences. Social skills appear to be an important mechanism for acquiring such relationships, and where they are experienced, obvious signs of positive psychological states are abundantly evident” (p.654). The point expressed in the previous quotation, embodies the view that having effective interpersonal skills is the essence of a successful life.

To be able to understand the notion “interpersonal communication”, it is necessary to examine the various definitions suggested by different theorists. First, (Hargie, 2006) defined interpersonal communication skills as the ability to effectively communicate and interact with other people in different social settings, in a way that is socially acceptable and beneficial both on a personal level and also for others. He also noted that interpersonal skills are those social mechanisms used by individuals to ensure a successful social interaction. In fact, these skills are but a set of other skills which every individual must possess (i.e. motor skills, cognitive skills and technical skills). Similarly, he suggested the following definition: “it is a process in which the individual implements a set of goal-directed, inter-related, situational appropriate social behaviours, which are learned and controlled” (p.13). It can be seen from this definition that (Hargie, 2006) has linked interpersonal skills with the social context and gave more emphasis to the social effect these skills have on individuals.

Conversely, (Malaimakuni, 2016) argued that interpersonal communication is defined by the quality of communication rather than the number of people involved in the process. It is most effective when you treat the other as a unique human being, not merely a simple interaction. Likewise, (Jagadheeswari& al., 2019) sees that interpersonal communication is a distinctive form of communication that involves a mutual influence between individuals to help them manage their relationships. In this view, more focus is given to intimate

communication such as the type of conversation between the doctor and patient, teacher and student, father and son...etc.

Besides, there is another view of interpersonal communication that focuses on the way meaning is conveyed instead of the elements involved in the process. According to (Guerrero et al., 2007, p.11) “interpersonal communication refers to the exchange of messages, verbal and non-verbal, between people regardless of the relationship they share. Thus, interpersonal communication includes the exchange of messages in all sorts of relationships, ranging from functional to casual to intimate”. Equally, this point is also sustained by the work of (Trenholm& Jensen, 2008) who refer to it as the dyadic type of communication in which two individuals are connected and they share a common interest that is creating meaning.

There appears then to be a debate in forming a proper definition of the term. Burleson (2010) considered that there is a lack of consistency and consensus in defining interpersonal communication. Thus, in his book “The Message-Centred Approach”, he attempted to put forward a more detailed definition. He offered the following explanation: “interpersonal communication is a complex, situated social process in which people who have established a communicative relationship exchange messages in an effort to generate shared meanings and accomplish social goals” (p.151). In his definition, he put interpersonal communication in 3 different frames:

- a) Complex process: it is composed of several interrelated processes that must coordinate the message production, reception, interaction and social perception.
- b) Situated process: it always occurs in a concrete situation. Situations may be fluid and can evolve over the course of interaction.
- c) Social process: it involves a mutual influence between two or more individuals.

Each of these theoretical positions makes an important contribution to our understanding of the notion. It is important to note however, that there is a continuous and growing body of research which is still trying to delineate the term and cover its different angles.

## **1.8 A Historical Overview of Interpersonal Communication Studies**

Over the past few decades, many theorists have linked the study of interpersonal communication to the larger field of communication. Nonetheless, it is necessary to trace the exclusive history of this emerging area of study in order to understand the theory construction in the field. Numerous scholars and thinkers studying a variety of disciplines have made great contributions in developing interpersonal communication studies and establishing the

theoretical ground of the field. Berger (2005) speculates that during the past 4 decades, research in the domain of interpersonal communication has undergone considerable changes.

Evidently, the study of human communication has proliferated throughout history. However, the investigation of interpersonal communication as an independent field of study has not flourished until recent decades. According to (Daly, 2002), “it was not until the 1960’s that the study of interpersonal communication per se began to bloom profusely” (p.4). This argument is also supported by (Heath & Bryant, 2000) who think that the period of 1960’s has marked the origins of interpersonal studies. Despite this fact, one cannot deny the work of Georg Simmel (1908-1950) who has provided a great deal of pioneering research and made insightful observations in the field of interpersonal communication that are still debatable today, (Daly, 2002).

Subsequently, in the 1970’s, the focus was on social interactions, relational development and relational control. According to (Berger, 2005), “by the middle of 1970’s the study of relationship development processes began to be reflected in the work of communication researchers (Berger & Calabrese, 1975; Miller & Steinberg, 1975)” (p.415). Moving forward, during the 1980’s, the examination of interpersonal communication has prospered. In this period, scholars focused on cognitive approaches and behavioural adaptations, (Berger, 2005). Kumar (2017) claimed that “the work of Knapp (1984), Planalp and Honeycutt (1985) helped mold interpersonal communication as it is known today” (p.52). After that, new approaches were developed and the study of interpersonal communication has been refined, in the late 1990’s. For (Daly, 2002), other researchers have contributed in the development of the field by investigating areas such as nonverbal behaviours (Burgoon, Stern, & Dilman, 1995), privacy (Petronio, 2000), cognition (Berger & Bell, 1988; Greene, 1997) and the potentially harmful side of interpersonal communication (Cupach & Spitzberg, 1994; Spitzberg & Cupach, 1998). From this point in time, interpersonal communication started to gain recognition and began to thrive as an independent field of study.

### **1.9 Theories of Interpersonal Communication**

Examining the literature of interpersonal communication, we find an impressive number of theories elaborated throughout the history of communication. For Van Ruler (2018), the term communication theory denotes the number of theories that attempt to shape our understanding of the communication process. Yet, Littlejohn (1983) thinks that “theories are abstractions, every theory is partial” (p.12). Hence, interpersonal communication can be

seen from different angles. In fact, theorising about this form of communication has gone wider in scope. (Manning, 2014) argues that “interpersonal communication scholars should continue to expand inquiry into how relationships, identities, and tasks are in communication” (p. 432). Based on this argument, numerous theories have abounded.

Many scholars from different disciplines have highlighted the interpersonal type of communication in their studies. (McDermott, 2009) holds the view that theories about interpersonal communication fall into four main classifications: theories about meaning, motives, messages and movement in relationship. The latter, has cited and collected different theories revolving around these four groups. First, he referred to the Communication Accommodation Theory that was suggested by Howard Giles in 1960’s. This theory was about how a communicator may change his/her speech or behaviour to fit the other in order to decrease the differences between them. An equally significant work was the Expectancy Violation Theory by Judee Burgoon in 1970’s. He focused on people’s anticipations when they initiate a communication. Sometimes, their expectations are met and sometimes they are violated either positively or negatively.

Moreover, the Politeness Theory by Penelope Brown and Stephan Levinson in 1980’s suggested that people are constantly seeking to be liked and to maintain a good public image. This theory was influenced by Ervin Goffman’s notion of “face”. Another theory was that of (Turk & Ekeh, 1976), which they called the Social Exchange Theory. They advocated that people choose to develop or end their relationships based on the comparison of potential rewards or costs of the interaction. Furthermore, the Fundamental Interpersonal Communication Orientation Theory claimed that there are three basic needs which people are continually seeking to satisfy: inclusion, control and affection. Thus, they are constantly driven by these three motives when they decide to start a relationship. This theory was suggested by William Schutz in 1958. Additionally, Jhon Greene in 1984 has also presented the Action Assembly Theory in which he claims that people gather a set of information to be stored and organised so that this knowledge will be used in similar situations.

Interpersonal communication messages are meant to initiate, define, maintain, or further a relationship, Dainton (2017). Based on this view, probably the most evident theories that are critical to our current perception and understanding of interpersonal communication are Social Penetration, Uncertainty Reduction and Relational Dialectics Theory.

### **1.9.1 Social Penetration Theory**

The theory of social penetration is a framework that explains how human interpersonal relationships develop. The SPT theory was proposed by Dalmis Taylor who was the leading researcher in this area. Basically, he referred to social penetration as the idea that describes the process of developing relationships between individuals from a superficial level to a more intimate one, (Taylor, 1968). For the latter, the interpersonal development has two dimensions: *Breadth* of development that is the extent to which the exchange of information and interaction occurs and the *depth* of penetration that is the level of intimacy between people. According to (Carpenter & Greene, 2016), the onion model is a great example to describe the social penetration theory. People are like a multi-layered onion; the more you peel back, the more you discover and disclose. This disclosure can only be done through interpersonal interactions. The phenomenon of self- disclosure was initially explored by Sidney Jourard (1971) who stated that:

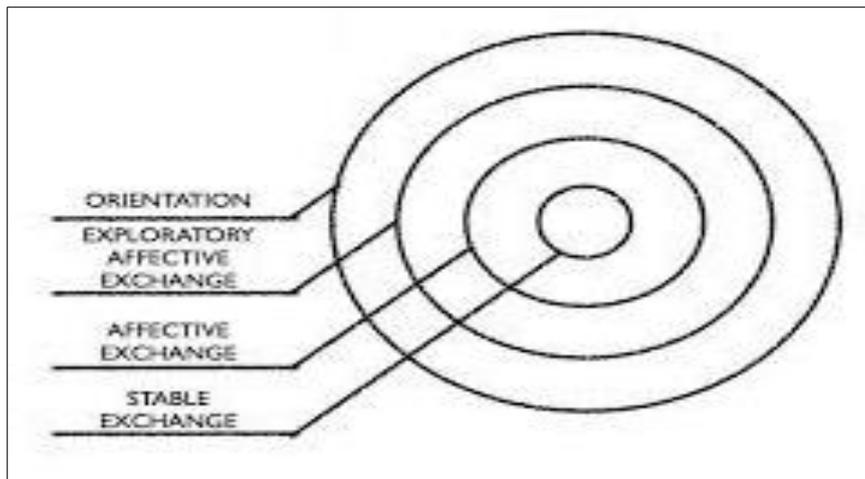
Superficial layers are made of fairly shallow information such as likes and dislikes in clothing and music. Middle layers include political views and social attitudes. Inner layers include spiritual values, deep fears, hopes, goals, fantasies, and secrets. The core personality includes the most private information about a person. (p.1)

This theory has impacted the development of many theories that focus on relational development and information exchange.

#### **1.9.1.1 Stages of Social Penetration**

The social penetration theory is about how relationships between strangers get more intimate and develop over time when the individuals involved in the process disclose more personal details about themselves, just like the onion model; with every layer removed, we discover more information about the other and start to shape a better understanding of his/ her character by linking all the pieces of information together.

They offered four stages of this penetration: orientation, exploratory affective exchange, affective exchange and the stable exchange, (Taylor, 1968). Each stage includes a level of personal details that the individual is ready to reveal to the other. They have given the following description of the four stages:



**Figure 1.3 Stages of Social Penetration Theory (Taylor, 1968)**

### **1.9.1.1.1 Orientation**

Orientation stage in the social penetration theory refers to the shallow interactions between strangers when they first meet, in which they share very little personal information and exchange on a superficial level of communication. At this stage, people are careful with their words and are likely to be conservatives when revealing their emotional state. The interaction, here, is governed by social norms and cultural expectations of the communicators in a given situation. For example, people can tell about you from the way you dress or walk without saying a word.

### **1.9.1.1.2 Exploratory Affective Exchange**

At this level of the social penetration theory, the type of interaction between communicators extends to reach more general topics to be discussed. Moreover, some personality traits start to be shown and the concept of the “self” starts to emerge through revealing some emotions and attributes. In this stage, participants are more relaxed and open to one another; if they find this stage rewarding, they are more likely to move to the next stage of starting a relationship through exploring more information about the other.

### **1.9.1.1.3 Affective Exchange**

The affective exchange is a transitional stage from shallow interactions to a higher level of intimacy. The relationship starts to become warmer as the participants begin to share more personal information about them and a great deal of intimate details comes to the surface. However, some barriers remain. In this stage, people a person selects the people with

whom he/she wants to build a relationship and separate with those whom he/she does not feel comfortable with.

#### **1.9.1.1.4 Stable Exchange**

The stable exchange in the social penetration theory is the highest level people can reach regarding building their relationships. Thereby, intimacy and affection start to emerge in their interactions, with the exchange about deeper topics such as beliefs and values. Participants at this stage may predict their partners' reactions and responses and even communicate without using verbal language. This stage is characterised by closeness, openness and richness across all layers of personality.

### **1.9.2 Uncertainty Reduction Theory**

The theory by Charles Berger and Richard Calabrese is called the Uncertainty Reduction Theory or the Initial Interaction Theory. It was developed in 1975. Chiefly, URT describes the type of interaction that happens when two strangers meet for the first time and how these strangers develop their relationship to become more intimate throughout time. The theory claims that when we interact with people who are completely unknown for us, we experience uncertainty because we cannot expect their reaction or we are unsure of what is going to happen next. Yet, when the course of interaction proceeds, we gain personal knowledge of them and the level of uncertainty decreases. (Berger & Calabrese, 1975) define uncertainty as the number of alternatives, predictions or explanations of one's behaviours. It is a cognitive process that attempts to predict the possible reactions among people during interactions. The uncertainty reduction occurs when we increase our ability to precisely predict and explain something by reducing the alternative explanations. According to (Berger & Bell, 1988), "the acquisition, processing, retention, and retrieval of information are vital to the growth, maintenance, and decline of personal and social relationships. Relationships can be viewed as systems of information exchange that must reduce uncertainty in order to survive" (p. 255).

#### **1.9.2.1 Uncertainty Reduction Strategies**

When it comes to reducing uncertainty in interactions, people tend to use different strategies in order to develop their relationships with others and to overcome their ambiguities and insecurities. According to (Berger & Bell, 1988), uncertainty reduction is a necessary condition for defining the social exchange, and it is through communicative activity that

uncertainty is reduced. He argues that strategies to reduce uncertainty vary from collecting information, setting goals, planning or framing relationships. He suggested three different approaches: passive, active and interactive.

#### **1.9.2.1.1 Passive Strategy**

The passive strategy describes people who prefer watching or observing others from afar without engaging in any type of interpersonal communication. This observation has the goal of learning about the other using mostly the non-verbal cues which can tell many things about the individual's personality and attitudes. According to (Redmond, 2015), "we prepare to observe other people in different social situations, both formal and informal as a way of acquiring more knowledge" (p.17).

#### **1.9.2.1.2 Active Strategy**

Likewise, the active strategy shares some similarities with the passive one because neither of them involves any direct communication. Yet, in the direct approach, people tend to make efforts to seek information about the other indirectly, either by asking other people about the target person or by doing research using different resources. (Berger, 2015), claims that in the active strategy people may use various indirect ways to collect information. Nowadays, technology offers a wide variety of tools to learn about someone as the world is becoming more connected through social networks. You only need to visit the online profile of the target person to find a huge amount of information available.

#### **1.9.2.1.3 Interactive Strategy**

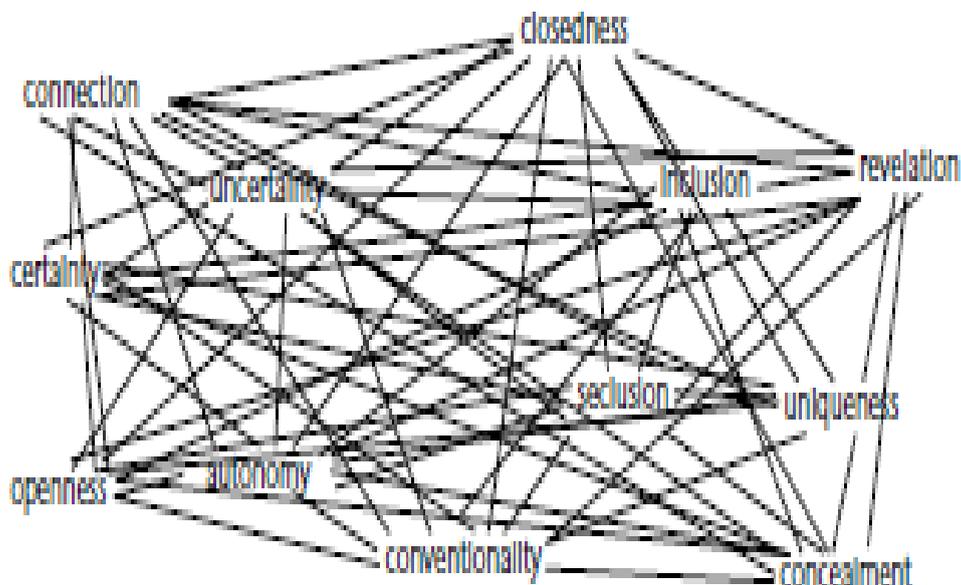
The interactive strategy involves gathering information through direct social interactions. This strategy requires self-disclosure and interrogation, (Berger & Calabrese, 1975). The exchange of questions during conversations reduces uncertainty and may lead to relationship development following the stages of the SPT mentioned above which starts by a mere initial interaction and moves to a more intimate one.

### **1.9.3 Relational Dialectics Theory**

The Relational Dialectics Theory or the RDT was framed by Leslie Baxter and Barbera Matgomery, in 1988. The theory provides insightful views of the on-going tensions, struggles and stress in human relationships, (Griffin, 2011). The notion focuses on contradictions in relationships, a concept which was defined by (Griffin, 2011) as "the

dynamic interplay between unified oppositions” (p.154). According to (Baxter & Matgomery, 1996) the word “dialectic” has two origins: ontological and epistemological. First, the ontological meaning refers to perceiving reality as a dynamic reciprocity made of contradictions. Second, the epistemological one refers to seeking understanding via the selection between opposing arguments. However, the Greek origin of the word means the art of discussion and debate.

RDT claims that people often feel contradictory desires; they want different opposing things at the same time. This fact may interfere in the development of their relationships. For (McDermott, 2009), there exist three common dialectics in relationships: integration/separation, stability/change and expression/privacy. In interpersonal research, dialectical tensions can be seen through two different lenses. The first approach is that dialectical tensions are independent conditions that exist outside communication, which is but a response to these tensions. Conversely, the second approach supports the idea that tensions are formulated within communication; they are not completely independent from the process. In fact, communication is not only a way to manage contradictions but to make meaning out of them. (Braithwaite & Schrodt, 2014) argues that “the goal of RDT is to show how particular meanings are socially constructed and sustained through everyday communicative activities” (p.350).



**Figure 1.4 Models of Contradictions, (Griffin, 2011)**

### **1.9.3.1 Key Concepts of Relational Dialectics Theory**

Baxter and Montgomery who were among the first leading researchers in the field of interpersonal communication tried to establish the basis of relational dialectics theory. They selected four primary concepts that are critical to our understanding of the theory namely contradiction, totality, process and praxis, (Baxter & Montgomery, 1996).

#### **1.9.3.1.1 Contradiction**

The concept of contradiction in the relational dialectics theory entails that opposite things are not what they seem to be. Actually, contradictory concepts share some differences as well as some similarities. (Baxter & Montgomery, 1996) argued that contradictions only enrich our lives and make it more enjoyable. They do not lead to inevitable inadequacy in the social system or create chaos. They are our motives to change and to vary our choices and they lead us to improve our ways of living.

#### **1.9.3.1.2 Totality**

In RDT approach, opposite concepts may be unified to create balance and then, they can reach totality or the overview of the problem. When we address a situation in a relationship, we should look at the whole picture: the sum or the total of contradictions in order to form our own understanding of the problem. According to (Dumalao & Janke, 2012), “totality, another core concept in relational dialectics, emphasises the idea that the social world is a series of interrelated contradiction” (p.156).

#### **1.9.3.1.3 Process**

The social setting has a great impact in the RDT view. Different social processes continuously and simultaneously affect our relationships. Social processes are constantly changing and accordingly our relationships change, too. For (Baxter & Montgomery, 1996), change is natural in any social system. Relationships include several events integrated in different social processes that are frequently repeated.

#### **1.9.3.1.4 Praxis**

People, always, feel a desire to satisfy their needs even when they are contradictory. The concept of “praxis” reflects how we make decisions about our needs and how we set our priorities by practice; that can only be realised through effective interpersonal

communication. (Dumalao & Janke, 2012) claimed that the word “praxis” refers to the various manners in which people react to tensions in everyday life.

## **1.10 Functions of Interpersonal Communication**

Human beings engage in interpersonal communication on almost everyday basis. They are always seeking to exchange information with others and to get feedback. People use a variety of means to communicate whether verbal or nonverbal in order to convey different functions. According to (Roloff, 2015), interpersonal communication is meant to modify behaviours, change attitudes, convey information and achieve goals. Many scholars tried to distinguish between the interpersonal communication functions based on people’s needs and purposes. (Burlison, 2010), has suggested three broad groups of interpersonal functions, in which every group gathers similar functions in one class: interaction management functions, relationship management functions and instrumental functions.

### **1.10.1 Interaction Management Functions**

Interpersonal communication is strongly linked to face-to-face interactions. It always involves a dyad relationship. Besides, it can never occur with only one communicator or it would be intrapersonal, instead. In fact, Interpersonal communication is a transactional process where the sender and the receiver are constantly and simultaneously interacting. (Burlison, 2010) describes interaction management functions as regulatory aspects of communication. They are associated with the production of adequate and relevant messages, monitoring the nonverbal cues, turn-taking and directing the topical focus of conversations. This group of functions also includes impression management functions and social functions in which people seek to be accepted and liked by others or to leave a good impression and to keep their face. Additionally, when we interact, we always try to produce socially appropriate messages that lead to a shared understanding by adhering to all social cultural norms of that society.

### **1.10.2 Relationship Management Functions**

Communicating interpersonally reveals our human need for contact. Human beings are social creatures who are unable to live a healthy life without communicating with others. The feeling of isolation may lead to serious psychological issues. However, having positive relationships with others increases our emotional health and our lives in general. (Burlison, 2010) argues that relationship management functions serve to regulate the relationship

establishment between people. These functions are associated with relationship development stages ranging from first contact to intimacy and how to resolve conflicts and manage privacy. It also includes psychological functions and influence functions. Psychological functions serve to maintain a healthy mental state resulting from the creation of good rapport with others. Furthermore, influence functions focus on the mutual effect people have on each other. Whenever we make a contact, we seek to influence the receivers either explicitly or implicitly and in the same time we are influenced by others.

### **1.10.3 Instrumental Functions**

Types of interpersonal communication may differ according to the purpose of each conversation. Notably, we produce speech to fulfil a wide variety of needs. For example, we communicate to express our feelings, to amuse others, to ask for information or to inform. When we think of interpersonal communication as an instrument, we refer to its functions in supporting, soliciting, requesting and seeking or providing information or entertainment, (Burlison, 2010). These functions also include expressive functions and informative functions. Undoubtedly, people need to satisfy their natural need for gaining knowledge and expressing their views to the world.

## **1.11 Principles of Interpersonal Communication**

Interpersonal communication is a unique, complex form of communication that is often associated with the quality of life. It is argued that the more people are interpersonally skilful the more they experience a better personal and professional growth. Yet, the value of interpersonal communication is often underestimated. For this reason, understanding the principles that shape the process is extremely important to help people avoid communication apprehension and improve their lives in general. Many researchers sought to identify common characteristics of interpersonal communication. The literature review of this point reveals four main principles that govern the process: interpersonal communication is irreversible, contextual, learned and inevitable.

### **1.11.1 Irreversibility**

It is impossible to unsay something that we have already said. Although, we can modify our message by explaining the meaning of our words or rephrasing them to be better understood, they can never be taken back. According to (West & Turner, 2010), “the principle of irreversibility means that what we say to others cannot be reversed” (p.26). Besides, the

effect of our messages remains once they are said. Our words impact others and fulfil different functions; they can bring happiness to someone as well as they can break his/her heart. In fact, (Gamble & Gamble, 2013) argued that “we cannot rewind or restart communication...we cannot unhear words, unsee sights, or undo acts. They are irretrievable.” (p.19)

### **1.11.2 Contextuality**

Interpersonal communication can never be an isolated event. It is always related to the context in which it occurs. Contexts may vary according to the type of conversations. (Burluson, 2010) has suggested five general contexts or settings for interpersonal communication: the physical context or the environment where communication takes place, the social/relational context that refers to the people involved in the process, the institutional context that is the formal space where communication occurs, the functional context or the main objectives of that conversation and the cultural context which is related to all the behaviours, attitudes and social cues that affect the interaction.

### **1.11.3 Learnability**

The skills that we use when we communicate with others can be developed through practice. (Gamble & Gamble, 2013) claim that over time, people learn patterns of communication. They can identify their strengths and work on their weaknesses. The power of interpersonal communication revolves around knowing the effect of our words on others and consequently, making the necessary modifications to enhance the quality of the process as a whole. (Turk & Ekeh, 1976) hold the view that interpersonal skills are learned behaviours used to obtain or maintain relationships. (Hargie et al., 1994) supported the same view that interpersonal skills are attributes acquired through learning. They argue that the majority of social behaviours displayed by individuals in different contexts are learned through practice.

### **1.11.4 Inevitability**

As interpersonal communication is a transactional process which means a continuous exchange of information, it is unavoidable or inevitable to communicate with others. Every word, move, gesture, eye contact or even silence projects a meaning to the receiver. This fact again, emphasise the importance of the nonverbal cues in any interactional situation. According to (Hargie et al., 1994) interpersonal communication is inevitable whenever communicators are aware of the presence of one another and they are accordingly influenced

by the mutual transfer of information whether verbally or nonverbally. Moreover, the process of encoding and decoding messages is unceasing either it is done consciously or unintentionally. Thus, whatever people do or say, they always engage in one form of communication or another.

### **1.12 Interpersonal Communication Skills**

Interpersonal communication skills or ICS are the different attitudes and competencies that help the individual navigate comfortably in different social contexts and interactional situations. In fact, these skills are always directed towards a goal. Interpersonally skilled communicators often aim at bringing an effect on others; whether their goal is to impress, help, persuade, argue, negotiate or even sympathise. (Hayes, 2002) defines those skills as “the ability to behave in ways that increase the probability of achieving desired outcomes. It therefore seems appropriate to define interpersonal skills as goal-directed behaviours used in face-to-face interactions in order to bring about a desired state of affairs.” (p.03). also, (Troth et al., 2017) support the same view. They describe interpersonal skills as “goal-directed behaviours, including communication and relationship-building competencies, employed in interpersonal interaction episodes characterized by complex perceptual and cognitive processes, dynamic verbal and non-verbal interaction exchanges, diverse roles, motivations, and expectancies” (p.81)

Besides, interpersonal skills can be considered as the number one factor in any successful job, for the reason that human interactions are the foundation of the majority of professions. These skills are needed in various domains and they can determine the success or the failure of one’ career. (Shen et al., 2012) argue that ICS are the set of abilities people need to attain and practice to reach their full potentials. On the other hand, (Lindsay & Rice, 2015) perceive that people with a high level of ICS are skilful in terms of self-regulation and control, they develop a better sense of coping with others and absorbing stress, they deal better with ambiguities, and they can take responsibility and interact comfortably in different situations. Moreover, (Robles, 2012) holds the view that ICS are the intangible character traits, attitudes and behaviours that are specific to each personality. He added that this fact only makes it harder to form a clear definition of the term since every field of research is interested in a specific type of interpersonal communication skills. Actually, there have been many attempts to list and classify the numerous interpersonal skills related to several domains in different manners.

### 1.12.1 Types of Interpersonal Skills

Despite the large body of research devoted to delineate and explain the nature of interpersonal skills, no agreement has been done yet among researchers concerning the formation of a clear-cut definition of the term and the limitation of the potential skills that can be included in the list of ICS. Over the years, scholars from different field of research have suggested many possible classifications of these interpersonal skills based on their own field of interest.

It has been suggested by (Malik & UL Ain, 2012) that there are 6 common core features that characterize interpersonal skills. These characteristics comprise general communicative skills. First, ICS include the collaborative skills that refer to the ability of working in harmony with others and achieve the desired tasks. Second, the cooperative attitude is projecting a sense of willingness to accept the others and make efforts to participate with them. Also, leadership is an essential skill that is required in almost every type of profession. It can be defined as having the ability to affect one's peers in a manner that makes the individual recognizable as someone who deserve to be followed. Moreover, (Malik & UL Ain, 2012) classify the social influence skill as a type of ICS and refer to it as the ability to select appropriate arguments to convince and persuade others in addition to social empathy that is being aware and thoughtful of others' feelings. The last skill is social connection or the ability to bound and build affective rapports with others. Obviously, this classification only adds to the complexity of the notion because it puts interpersonal skills in a larger scope and makes it difficult to determine the exact skills in every group of ICS.

Furthermore, there has been another attempt to classify ICS by (Troth et al., 2017). In this attempt, they have put interpersonal skills in two higher-order groups: communication and relationship development.

- a) Communication skills include five core elements that are: active listening, oral expression, written expression, assertiveness, and non-verbal communication.
- b) Relationship development skills consist of seven dimensions: cooperation and coordination, trust, intercultural sensitivity, service orientation, self-presentation, social influence, and conflict resolution and negotiation.

Although this manner of grouping is more practical since it limits the scope to only two micro-groups, some skills are intersecting and even overlapping. For instance, the non-verbal communication skill is a part of the oral expression. As well as, the social influence may

intersect with negotiation skills, since people use their ability to persuade others in situations where they have to resolve a conflict or negotiate an issue. In addition to the previous categorizations of ICS, (Riggio& Tan, 2013) have offered a different opinion on how we should classify interpersonal skills. They included four categories:

- a) Self-management is a skill which covers three micro-dimensions that are: initiative, emotional control, and self-awareness.
- b) Communication skills encompass two basic areas that are oral and non-verbal communication.
- c) Social acumen which includes interpreting emotion, relationship building, and managing conflicts.
- d) Influence involves motivation, development and coaching, and political skills.

It is noticeable that all the three previous classifications of interpersonal skills share some common characteristics, such as agreeing on the importance of communication skills both the verbal and the non-verbal form as being the core of interpersonal interactions. Yet, they differ in terms of selecting among the numerous possible skills stemming from the difference in the field of study and the way they perceive and define the notion.

### 1.13 Key Interpersonal Skills

Developing key interpersonal communicative skills is required in many fields such as finding a job, getting a promotion, establishing relationships, improving self-satisfaction, and enriching social connections. For this reason, many people constantly seek to improve their ICS through practice in order to have quality communication and because ICS become vital to succeed in any domain. The following are the most relevant interpersonal skills.

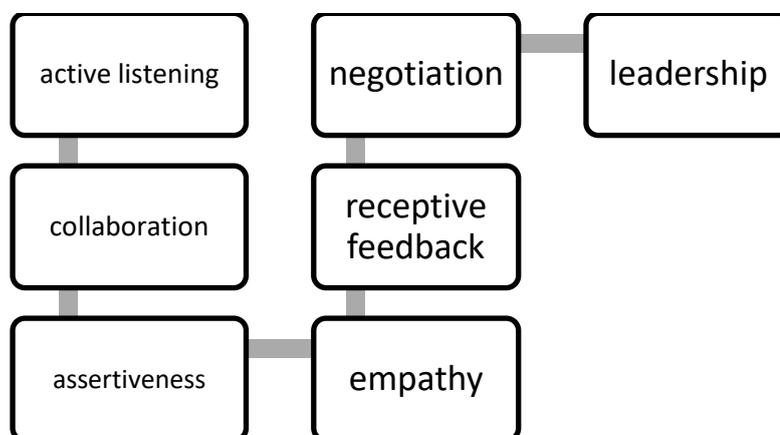


Figure 1.5 Key Interpersonal Skills

### **1.13.1 Receptive Feedback**

In our world today, the idea of exchanging views and reflecting upon the different opinions or attitudes people may exhibit is very important. This exchange is considered as the first step towards improving one's performance and outlooks. In fact, giving and receiving feedback is crucial in the process of building opinions and changing positions. (Jug, Jiang, & Bean, 2019) argue that the word feedback was originated during the Industrial revolution in the period of the 1860's. It was coined to designate information that was given back to machines until the World War II when it started to be used in the field of interpersonal communication. The later scholars perceive that feedback is founded upon personalized information stemming from a direct observation and delivered to the receiver to help him/her reach their full potentials.

Notably, revealing ones' feedback upon something is not always the easiest thing to do. According to (Delany & Molloy, 2009), "feedback has been described as hard to give, and hard to take" (p.130). Bearing in mind this view, it is necessary to be vigilant when sharing a feedback, starting by a careful consideration of the receiver's state of mind and the environment where the discussion takes place. Establishing a positive interpersonal relationship is highly recommended before sharing any thoughts, (Jug et al., 2019). According to Asmuß (2008) as cited by (Harms & Roebuck, 2010), there exist four different ways to give feedback either positively, negatively, directly and indirectly. No matter which way people select to provide their feedback, the discussion should always be focused on praising strengths and giving suggestions on how to improve weaknesses.

### **1.12.2 Active Listening**

Active listening is considered to be one of the main communication skills appreciated by most of people, since active listeners tend to project more responsibility, focus, and interest toward the sender which certainly satisfies his/her need to be heard and understood by others. As has been noted, listening is not a passive phenomenon as it was previously misconceived; it involves multiple mental processes; starting from processing words to reasoning. (Lunenbergh, 2010) claims that the term "active listening" was first promoted by the work of Carl Rogers and Richard Farson. Then, it was supported by (Brownell, 2009; Burstein, 2010) who worked as counsellors and therapists. Whereas, (Weger et al., 2010) claim that active listening was officially coined by Gordon (1975) to describe the set of verbal and nonverbal skills essential to effective communication.

Active listening is related to many field of studies and defined differently according to each area of research. (Gerrard et al., 1980) perceive active listening as the skills used to understand what the other is saying and, at the same time, recognize his/her feeling. (Spataro& Bloch, 2018) support this view and add that this critical skill requires a mutual connection between the speaker and the hearer revolving around four principles: inquiry, reflection, respect, and empathy. On the other hand, (Clawson, 1986) holds the view that active listening consists of two elements: the desire to genuinely understand the speaker and reproducing his/her speech in a way that reflects that understanding. For this reason, the term “active listening” may be used interchangeably with “reflective listening” because it requires reflection which is necessary to ensure a mutual ground between the sender and the receiver. Figure 1.6 below demonstrates some sub-skills of active listening.



**Figure 1.6 Active Listening Sub-Skills, (Loveless, 2021)**

### 1.13.3 Collaboration

In the 21<sup>st</sup> century, people feel connected more than ever. They feel the need to co-exist together, communicate with each other, and certainly collaborate and work as one team to achieve greater interests and reach their full potentials. Collaboration is undoubtedly a necessary skill required in almost every profession. Nevertheless, the term “collaboration” can be hard to define as it necessitates a careful understanding of its various concepts and terminology. Rubin (2009) refers to collaboration as a means to bring together people’s strengths to get something done. While (Funk, 2019) defines collaboration as the ability to

work with others and to share and exchange ideas with them, state a point of view and defend a position to a common goal. This skill is extremely valuable in the global society we are living in; it improves connection among different parties and decreases anxiety and intolerance.

Collaboration is an umbrella term for many sub-skills and qualities that must be coordinated together for a successful team-work. These skills and qualities may include emotional intelligence or the ability to handle emotions effectively, active listening, cultural awareness, patience, open-mindedness, respect for others, curiosity...etc. Certainly, an efficient collaboration can foster the productivity of the team and create a healthy work environment. According to (Rahman et al., 2014), collaboration enhances team-work, encourages knowledge and information sharing, saves time and efforts, and improves the quality of the work. Moreover, (Johnson, 2003) claims that collaboration may affect positively our mental health and increases our self-esteem. For this reason, collaboration is considered to be one of the main recommended interpersonal skills whether in the work-place or in the educational settings.

#### **1.13.4 Leadership**

In the past few decades, leadership was seen as a skill limited, particularly, to those people on the top. Nowadays, leadership is no more in the sphere of particular people of power and authority. In fact, leadership can be developed and mastered by any individual at different levels. (Bass &Stogdill, 1990), argued that:

Leadership has been seen as the focus of group processes, as a personality attribute, as the heart of inducing compliance, as an exercise of influence, as a particular kind of act, as a form of persuasion, as a power relation, as an instrument in the attainments of goals, as an effect of interaction, as a differentiated role, and as the initiation of structure. (p.20)

To put it differently, (Bass &Riggio, 2005) add that leaders are people who challenge others to put more efforts in their performance. They inspire, coach, monitor and support their followers to expand their abilities and potentials. Thus, leadership is all about transforming the leader's vision into actions and innovations that would lead, ultimately, to the success of the group.

The need for contemporary effective leaders is constantly growing, especially, in our modern society which depends heavily on people who are capable of mobilizing others to reach their aims and turn their ideas into realities. Furthermore, leadership is an extremely recognizable interpersonal skill in almost every area of life. Indeed, (Kouzes& Posner, 2012) think that we need inspiring leaders more than ever to bring unity and strength to their communities. Besides, the role of leaders is crucial in setting goals, assigning missions, solving conflicts, and motivating others in order to achieve the best outcomes. Yet, the most important role of leaders according to (Ciulla, 2020), is to clearly define the different motives in their potential followers, to appeal to them, and to work on refining those motives and directing them towards a particular goal which will ,eventually, create an environment in which both leaders and followers act in harmony. Again, leadership is powerful skill that maximizes efforts and consequently the result.

#### **1.13.5 Assertiveness**

Being a skilful communicator depends on the extent to which an individual is able to satisfy his/her needs, rights, and intentions without harming others' similar requirements. In our daily lives, we often face situations in which we have to stand for ourselves and defend our views or even rights provided that we maintain respect toward the other and in the same time still being able to communicate our needs. This is a valuable skill that only few people can master. As a matter of fact, being an assertive communicator falls between the aggressive style and the passive style of communication that were previously mentioned. Assertiveness is considered to be a core skill in interpersonal theories. It is defined by (Rubin & Martin, 1994) as the ability to demand your right without denying the right of the other. It is an interpersonal behaviour that keeps personal boundaries between individuals whilst allowing them to openly reveal their needs (Warland et al., 2014).

People exhibiting an assertive behaviour are often ahead of their peers. They show more confidence when dealing with others. They handle conflicts effectively because they face the problem itself not the person in front of them, (Slater, 1990).Moreover, (Begley &Glacken, 2004) support the same idea; they confirm that assertive people have a better ability to handle pressure and overcome stressful situations; they are less likely to be exposed to oppression and bullying because they can easily increase their empowerments. (Lin et al., 2004) add that assertiveness decreases social anxiety, improves relationships, increases self-esteem, and helps people properly express their moods and thoughts. Overall, assertiveness is

about being firm and decisive when interacting, yet being respectful and understanding to others' views and situations.

### **1.13.6 Empathy**

The selfish human being nature often requires a person to put him/herself before others; to give the priority for his/her own feelings and needs. Nonetheless, the urge for building social relationships and bonding with the world around us necessitates caring for others, sensing their pain and discomfort, and even offering emotional support. This quality is labelled “empathy” or the ability to understand others’ state of mind, feelings, and struggles or to simply see their situation through their eyes, (Rogers, 1990). Empathy is a mixture of many components as it can be emotional or spontaneous, cognitive or deliberate, or some combination of the two. It also entails attentive nonverbal reactions, feeling reflections, reassurance, sympathy, and compassion, (Dohrenwend, 2018). In fact, empathy is considered a basic element for any successful relationship because the essence of communication depends on understanding people’s perspectives and frame of mind and communicating this understanding back to them.

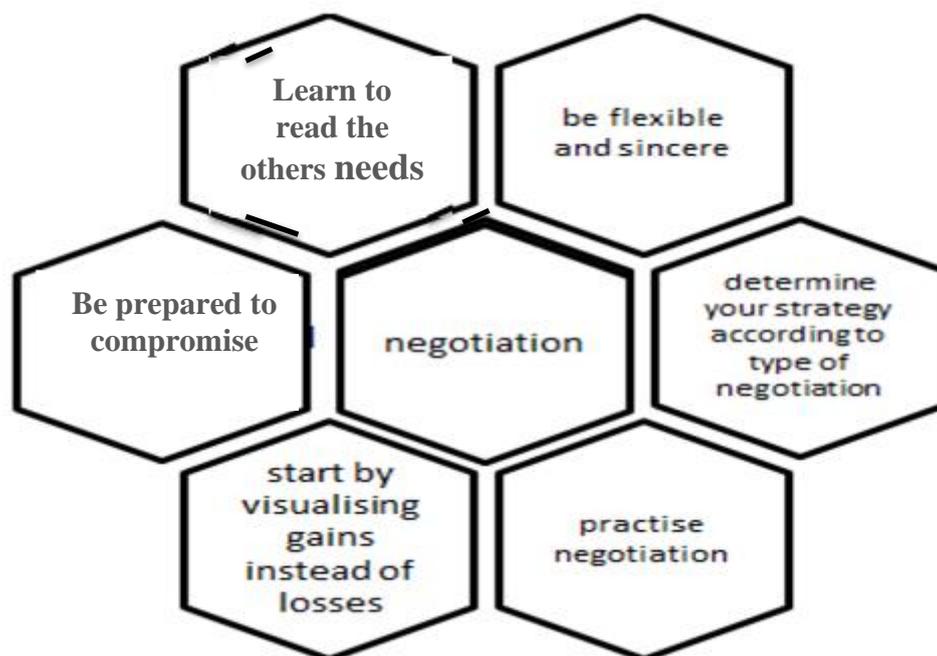
Research demonstrates that empathy is a multidimensional concept. It can be viewed from different angles as it has been mentioned above. More particularly, it involves the affective and the cognitive side when communicating with others, (Nickerson et al., 2014). The first aspect is the cognitive facet of empathy or what it is called perspective-taking which means putting yourself in somebody else’s shoes, (Ratka, 2018). It is about imagining the situation that the other person is experiencing and to be able to understand his/her distress or disappointment, (Smith, 2006). On the other hand, the second aspect of this concept is called the emotional or affective empathy which refers to sharing other people’s emotional experiences. In other words, affective empathy is feeling our own pain in response to seeing others suffering, (Nummenmaa et al., 2008).

### **1.13.7 Negotiation**

The way we perceive ourselves and others depends heavily on the way we interact within the social world. Mastering social skills or interpersonal behaviours certainly improves our social interactions and enables us to fulfil our communicative goals more effectively. Negotiation is one of those skills that require a person to be flexible when responding to others in a way that enables a communicator to convey his/her intentions and reach a mutual agreement. This flexibility entails a proper formulation of goals, selecting and implementing

plans of actions, monitoring and interpreting responses of others, and finally regulating or adapting one's own responses in the light of the outcomes, (Hargie, 2010). Simply, negotiation is defined as the different strategies used to resolve a divergence of interests, (Anastakis, 2003). Moreover, negotiation is a powerful skill that enables different parties to address their misunderstandings as the first step towards avoiding conflicts through effective interpersonal exchanges, (Avruch & Nan, 2013)

The definition of negotiation implies that this process involves many micro-skills that one must master to be called a negotiator. For instance, a successful negotiation entails a good persuasion, mediation, self-confidence, time management, effective non-verbal communication, and active listening, (Spoelstra & Pienaar, 1999). For (Greenhalgh et al., 1985), negotiation also needs a good level of assertiveness, leadership, emotional intelligence, patience, integrity, and decision making. In short, "we are living in the era of negotiation. Around us the world changes and is still changing rapidly because of and by means of negotiation... just as we cannot exist without communication, so we can barely exist without negotiation" (Spoelstra & Pienaar, 1999, p.2). For this reason, mastering the art of negotiation instead of confrontation is the key to improve the quality of our lives. According to (Valchev, 2021) the following diagram illustrates the best negotiation strategies.



**Figure 1.7 Negotiation Strategies, (Valchev, 2021)**

## **Conclusion**

Interpersonal communication constructs the social world we are living in. it affects every aspect of our lives. It is through interpersonal communication that we satisfy our needs and accomplish our objectives whether they are as simple as asking for directions or as complicated as to comfort someone in his grief for the death of a beloved one. Thus, mastering interpersonal skills is crucial in enhancing social life in general and in promoting a good emotional state of mind. For this reason, it is very important to have a better understanding of this growing area of study and to demystify its basic concepts and theories to create the foundation for coming research.

Chapter one offered the theoretical and the conceptual framework of communication in general and more specifically for interpersonal communication as a form of it. It was divided into two main sections. The first section was devoted to delineate some basic concepts and definitions related to the field of communication. Then, we moved smoothly to the second section where interpersonal communication was put under the spotlight. We tried to gather the most recognizable theories and theorists in the field along with referring to its functions, principles, types, and key skills.

As the interdisciplinary nature of interpersonal communication dictates a deep and a vague research into its various fields of study, we decided to handle the matter from a general perspective. In this chapter, we included different studies of researchers coming from many disciplines such as education, health, business, psychology...etc. The selection of work was based on approximating ideas and founding a common ground to perceive interpersonal research. In short, the first chapter provides a transition to move to narrowing the scope of research to the field of education as it is the centre of interest in this work.

## **CHPATER TWO: TEACHING INTERPERSONAL COMMUNICATION IN THE ALGERIAN MIDDLE SCHOOL**

### **Introduction**

The overall image that emerges from literature is that successful interpersonal communication promotes trust, self-confidence, and inquisitiveness towards learning. It stimulates better learning results, and creates more relaxed environment for teaching to take place. Besides, interpersonal skills have multiple pedagogical implications in EFL classroom context. (Akbarov & Milak, 2017) elaborated that the need to interact in the foreign language during the learning process is highly indispensable. Hence, to fully engage in the process, learners must acquire the necessary interpersonal skills that enable them to best immerse themselves in the language learning experience. In fact, encouraging speaking and engaging in different communicative situations is seen today as number one reason behind learning languages.

As the first chapter provides the theoretical background of interpersonal communication and some related concepts, the intent of the second chapter is to give some insights on how to integrate these skills in the EFL context. It covers the potential application of interpersonal communication in different areas of teaching considering that it is a tool that can significantly facilitate language learning. Taking into account the Algerian EFL context particularities, this chapter attempts to explain the position of English language at the level of middle schools and how it evolved through time. Another aim of chapter two is evaluate the extent to which communication is integrated in the official syllabus.

The chapter is organised around two sections. The first section provides a detailed review of the Algerian educational system since the independence with paying attention to ELT in particular. It describes the way English is taught o the third grade learners, the materials used in teaching, and the objectives behind the process. Whereas, the second section investigates the standing point of the communicative teaching approach in Algeria in the light of the second generation reforms and provides some pedagogical strategies that help teachers integrate interpersonal communication in the EFL teaching context. It gives more emphasis to four main skills that are: active listening, receptive feedback, non-verbal communication, and self-control and management being the most significant skills when communicating in a foreign language. The purpose of this chapter is thus tracing interpersonal communication

skills teaching in the Algerian middle school system in order to assess its effectiveness in the coming chapter.

## **2.1 Issues of Multilingualism in the Digital Age**

Language teaching appears to be an imperative aspect in the digital age and the globalization of trades. In fact, a language is not just a tool for communication; it is also a way of understanding and thinking about the world. Language, before being an instrument of communication, is the way of discovering different cultures. Yet, the challenges of knowing several languages are many. (Dumant, 2014) pointed out that those challenges can be:

- a) Political stake: taking part in public and political life requires the use of national languages as well as foreign languages in order to interact effectively with different parts of the society.
- b) Professional stake: knowledge of foreign languages is a condition for personal and professional growth. Learning different languages helps people be opened on the world and have more opportunities to acquire and share knowledge with others from different nationalities.
- c) Economic stake: multilingualism is an important factor for developing economy through business communication which plays a crucial role in both of national and international markets.
- d) Technological and scientific stake: new technologies information and communication or ICTs provide an inexhaustible source of information. Nowadays, people may work online and exchange their lives experiences with correspondents from all over the world. Hence, knowledge of foreign languages promotes these exchanges.
- e) Ethical stake: knowledge of languages makes it possible to denounce the falsity of certain representations and assert the values of respect for differences.

## **2.2 English as a Foreign Language**

English as a foreign language or EFL is the term used to describe English spoken by non-native speakers all over the world. This term shares some differences and some similarities with ESL or English as a second language. First, they are different in terms of the speaking context; while EFL is spoken in settings where English is not the first language such as the Arab world and Asia, ESL is spoken by non-native speakers in countries where English is their native language like the United States of America, Great Britain or Canada, (Gebhard,

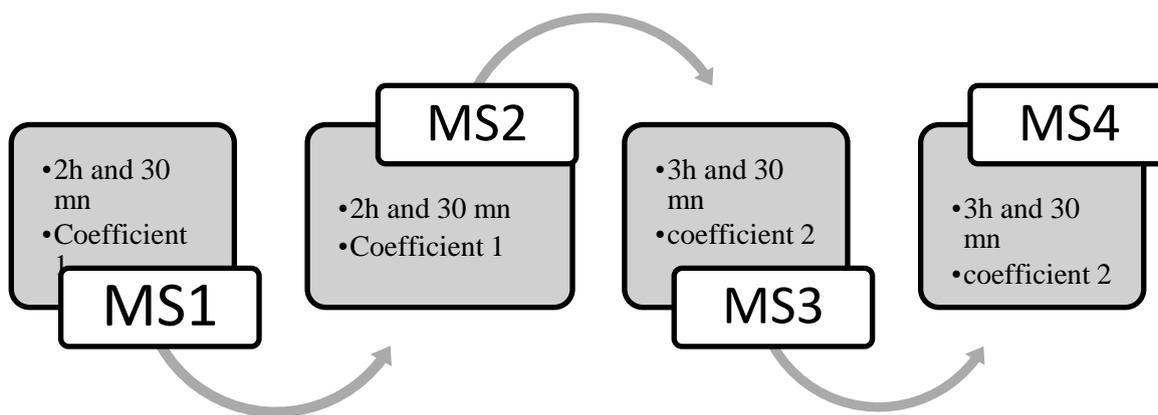
1996). Second, they are similar in terms of sharing communicative functions in English language. Littlewood (1984) advocated that using both EFL and ESL helps speakers fulfil some communicative functions in the user's community. Furthermore, other researchers claimed that the word "foreign" is not appropriate to some English speakers who operate in English on a daily basis thus they suggested other terms to describe Teaching English in different contexts such as TESOL or teaching English to speakers of other languages and TENES or teaching English to non-English Speakers, (Prator, 1979).

### **2.3 The Position of English in the Algerian Middle School**

The educational system in Algeria offers a free and compulsory education to the Algerian children aging from six to fifteen. Besides, The Ministry of National Education values the teaching of foreign languages to a great extent since the Algerian linguistic setting is a diverse one because Algerian people use a number of languages in different academic and non-academic contexts. Hence, to preserve and enrich this diversity, an educational reform was announced in the Algerian school called the first generation curriculum and a new approach of teaching was adapted referred to as the competency based teaching approach, by the end of 2003. This reform attempted to foster the use of English as a foreign language and to promote it in different fields and for different purposes such as health, education, politics, economy, etc.

It is necessary to clearly determine the linguistic background of a country to be able to delineate the status of any language. Initially, children of five years old receive five years of free and compulsory education and in some cases they begin with an extra year of pre-school. In this stage, the whole teaching process is delivered with two languages namely Arabic and French which starts in the third grade. Yet, some of the Algerian primary schools provide pupils with the option of studying the Amazigh language as an extra subject after it has been approved by the Algerian government.

In the next stage, middle school learners study for four years using the aforementioned languages, but mostly in Arabic. What distinguishes this stage is the introduction of English as a foreign language to the first year learners and which lasts until they graduate from the secondary school. First, learners of the first and second grade receive a course of three hours per-week and they sit for two tests and one exam at the end of each term. The coefficient of English at this level is one. However, third and fourth grade learners receive a course of four hours per week and the coefficient of English becomes 2.



**Figure 2.1 Timing and Coefficients of English in the Middle School**

The period after the educational reform was marked by focusing on teacher-training programmes through organising seminars and study days with the aim of ensuring an appropriate implementation of the changes and to promote an on-going professional development for EFL teachers. According to (Middle school English language initiative / British Council, 2021), the main reason behind highlighting English language teaching and learning by The Algerian Ministry of Education is to reinforce the access to academic, technological, and cultural networks around the world. In the light of this objective, an on-going program of training and support was offered to teachers with the aim of establishing a successful collaboration work between inspectors and teacher trainers and also to maintain a continuous professional development to improve different teaching skills.

<b>Years</b>	<b>1<sup>st</sup> foreign language</b>	<b>2<sup>nd</sup> foreign language</b>	<b>Total</b>
1962	Intermediate Cycle (4year) Secondary Cycle (3years)		7 years
1962- 1975		Intermediate Cycle (2year) Secondary Cycle(3 years)	5 years
1975- 1993		Intermediate Cycle (2 years) Secondary Cycle (3 years)	5 years
1993- 2003		Intermediate Cycle (3 years) Secondary Cycle (3 years)	6 years
Since 2003		Intermediate Cycle (4 years) Secondary Cycle (3 years)	7 years

**Table 2.1 Status of English in Algeria from 1962 to 2003, (Benmati, 2008)**

## 2.4 The Second Generation Curricula in Algeria

Any educational system in the world depends heavily on selecting a proper curriculum that matches its specific scholastic and academic goals. Designing a good achievable curriculum is the ultimate objective of every country. The concept of curriculum can be seen as the underlying principle for cultural and social reproduction, which means that the rapid changes in economy, technology, and power structures have a direct impact on how education is governed, (Lundgren, 2006). For Sahlberg (2005) “good understanding of change and clear conception of curriculum are necessary conditions for improved implementation of new curriculum” (p.1). The latter believes that curricula developers renew existing programs because they either want to bring some expected improvements or they aim at adjusting the learning objectives to fit today’s fast changing world.

In the same spirit, The Algerian Ministry of National Education decided to embrace new reforms in the sector of education which resulted in launching the Second Generation Curriculum in 2016 with the aim of bringing improvements upon the First Generation Curriculum that was implemented in 2003. Indeed, the new programs have not undergone a great change in methodological orientations. However, innovation has affected to a large extent the structuring of the textbooks in a manner that reflects the desire of the authors-designers of the curricula in order to place the learner at the centre of the teaching-learning process. Therefore, education in Algeria is now focused on project pedagogy, which advocates, among other things, problem-based learning and their resolution. According to the (General reference for Algerian programs, 2009), this aspect is supported on the educational level by the principles of pedagogical flexibility, of daring but nonetheless measured change. In addition to the impact of this pedagogy, providing the learner with a broad base of transversal skills, allowing him to effectively transfer his learning and to invest himself beyond the school.

In view of this situation, the ministry worked on guarantying an educational system rich in new assessment methods, contributing both to achieving the objectives set in the old program, and to awakening educational awareness to the importance of measuring the transversal skills of learners. Likewise, it is a question of breaking away from the traditional concept of assessment whose readability is often not obvious and replacing it with an integrated assessment, (General reference for Algerian programs, 2009). Unlike previous programs focused on learning by memorization, second-generation educational programs claim to be based on the development of cognitive abilities and the spirit of analysis and

deduction of the student. Hence, the expected objective of these programs is to create an interactive atmosphere in the classroom through group work and to promote the development of the student's skills and aptitudes. In this equation, the teacher will assume the role of organizer, facilitator and animator of the didactic process. In this case, the main concern is identifying the learners' difficulties in order to determine their educational profile by anticipation and through a periodic evaluation at each end of the level (primary, middle and secondary). The goal of such an approach is to allow learners to decide on their professional future, (General reference for Algerian programs, 2009).

Additionally, the second generation programs are based on the principle of the "global approach" which makes it possible to discuss the same topic through different subjects whether they are scientific or literary, according to the specificities of each. Farid Bebramdane, an educational advisor at the ministry of education stated to (Khadidja, 2016) in the "Maghreb" journal that it is necessary to concretize the global approach in the field of education; a common work must be done by teachers within the framework of a "class council" within the schools to prepare the lessons and find solutions to the problems which may be posed. In this new concept, assessment is no longer a sanctioning tool but a means of understanding the areas of failure that learners may have. He added that the 2nd generation reforms bring improvements to current programs without affecting the structure of subjects or their number of hours.

Moreover, Abdelaziz Berrah, a member of The National Program Commission said for his part, that the second generation reforms constitute a step forward because the new programs promote the involvement of the pupil in the educational process. He affirmed that these reforms precisely reframe the area of learning called in the previous programs "unity", just as they reconsider the cognitive training required for the teacher. He underlined in this context that the pupil will henceforth have another role in the classroom by participating in the search for solutions to the problems posed while the teacher will continue to provide academic guidance through modern teaching methods, (Khadidja, 2016).

In general the global objective of the new curricula is to form stable young people, in harmony with their society, and to provide them with the necessary skills and attitudes required to build and achieve their personal project. On the whole the second generation programs aim at enabling future generations to acquire knowledge that will enable them to be in tune with their identity, but also to be competitive in a world where performance standards

are more and more demanding, as stated by Nouria Benghabrit to the journal of “Liberté”, (Safta, 2015).

## **2.5 Finalities of Teaching English at the Algerian Middle School**

Language teaching is a way of helping young learners preserve their identity as individuals and allows them to flourish in the globalized world. Mastery of foreign languages has become crucial in today’s world. Teaching students, from an early age, one or two other mainstream languages will endow them with the essential skills to succeed in any field. Hence, integrating English as a foreign language into different levels of the educational system allows learners to have a direct access to universal knowledge and promotes openness on other cultures and, on the other hand, ensures a quick manipulation of new technologies, particularly in the fields of information and communication systems that are revolutionizing the world and creating new power struggles.

Finalities of teaching English cannot be dissociated from the global objective of the entire educational system. According to The Orientation Law of National Education<sup>o</sup> 08-04 , 2008, the Algerian school aims at training a citizen gifted with indisputable national standards, deeply attached to the values of the Algerian people, able to understand the world around them, to adapt to it and to act in it, and able to open up to universal civilization. Besides, the school provides various functions such as instruction, socialization and qualification in particular. Therefore, the mastery of at least two foreign languages gives learners the opportunity to experience openness to the world, access international documentation, and exchange with foreign cultures and civilizations.

In the same scope, the pre-mentioned law defines the general objectives of teaching English as creating a means to allow Algerian learners to have access to the world by providing fruitful interactions with national languages and cultures which, hopefully, will contribute to intellectual, cultural and technical training and make it possible to raise the level of competitiveness in the economic world. These latter objectives clearly show the importance given to the cultural aspect. Familiarizing learners with other English-speaking cultures can only be achieved if they are exposed to these different cultures. Accordingly, teaching English as a foreign language aims at creating a responsible and active citizen in society by providing the learner with the possibility of accessing other customs, other lifestyles, other values and other cultures. It cultivates tolerance and peace as it prepares the learner to recognize and respect differences.

As stated in the new curriculum document, the main objective of teaching English in the middle school is to develop learners' communicative competence in English; "we are shifting from a paradigm of accumulation and transmission of linguistic knowledge and ideas to a paradigm of interaction and integration, all within a social constructivist vision of learning" (The National Ministry of Education, 2016, p.3). More focus was given to teaching competencies that help learners be actively engaged in deeper cognition and acquisition of knowledge. Another endeavour mentioned in the curriculum is to prepare the Algerian learner to make expressive and productive interactions with their peers and other speakers of English through different modes (oral and written).

One of the most important aspects highlighted in 2016's curriculum is teaching values and cross-curricular competencies. These competencies consist of five facets: intellectual, methodological, communicative, personal, and social.

Teaching-learning English supports the socialization of the learner essential for his growth. Through English, he can open-up to the world. He can learn how to live together and protect his physical and social environment. Thus, mastering this important linguistic tool will enable him to communicate with others and exchange views, express his ideas and vision of the world, his likes and dislikes with classroom peers and outside with English speakers. (The National Ministry of Education, 2016, p.3)

To sum-up, general finalities of teaching English at the level of middle school in Algeria, as stated in the curriculum, include:

- Promoting harmony in the Algerian society.
- Teaching national and universal values.
- Fostering critical thinking, tolerance, and openness to the world.
- Creating the sense of citizenship.
- Providing learners with the essential tools to access international technology, science, and culture.
- Promoting learners' communicative skills.
- Encouraging expressive and productive interactions.

## **2.6 Teaching English to Third Year Classes**

The third year in middle school is considered to be the second stage of the teaching-learning process along with the second year, whereas the first year is stage 1 and the fourth

year is stage 3. By the end of the second stage, learners are supposed to be able to master certain linguistic level in which they are able to interact, interpret, and produce oral and written messages and text; taking into consideration the use of English in authentic situation related to their everyday lives, (The Ministry of National Education, 2016).

### 2.6.1 General Objectives of Teaching English to Third Year Classes

Each of the three stages of teaching aims at achieving three key competencies, as mentioned in the curriculum. For the second stage the following table demonstrates the objectives of each the target competencies.

Key stage	Target competency 1	Target competency 2	Target competency 3
Key stage 2/ MS2+MS3	In a situation of meaningful communication, using written, visual, or oral support, the learner will be able to <i>interact and produce</i> oral and written messages/text of a descriptive, narrative, argumentative, or prescriptive type.	In a situation of meaningful communication, using written, visual, or oral support, the learner will be able to <i>interpret</i> oral and written messages/text of a descriptive, narrative, argumentative, or prescriptive type.	In a situation of meaningful communication, using written, visual, or oral support, the learner will be able to <i>produce</i> oral and written messages/text of a descriptive, narrative, argumentative, or prescriptive type.

**Table 2.2 General Objectives of Stage 2 (Ministry of National Education, 2016, p. 5)**

### 2.7 The Third Year Textbook

In the Algerian context, learners are in frequent contact with different foreign languages. Yet, it should be noted that most of them do not have the opportunity to go abroad or meet native speakers. Thus, selecting authentic documents is an important step towards achieving the teaching objectives. According to (Salwa, 2013):

Now there is a general consensus that the use of authentic materials is beneficial to the process of learning, especially in English as a foreign language context. Compared to English as a second language, learning English in the EFL setting needs more efforts and persistence due to the lack of opportunity to use the target language or no exposure to the target language in the daily social interactions. (p. 3)

These documents may include magazines, newspapers, literary texts, songs, poems, radio or television broadcasts, advertisements...etc. In fact, authentic materials play an important role in helping EFL learners discover the specificities of a foreign culture because they include socio-cultural elements of the target language such as architecture, food, clothing habits, arts, habits...etc.

In line with this idea, the emergence of the new curriculum of English in the Algerian middle school brought the first textbook that was introduced to first year learners with the beginning of the school year 2016-2017. The next school year, the material designers at the level of the Algerian Ministry of Education have succeeded to present the second stage textbook: MS2 and MS3 books. The third year textbook substantiates the new English syllabus as set down by the Ministry, in 2004. It is designed for learners aged between thirteen and fifteen years old. The book entails four sequences following a broadly similar format.

### **2.7.1 I Listen and Do**

The new course book designers have devoted much importance to listening and particularly to material-selection. Scripts were selected based on their authenticity and availability to both teachers and learners. The tasks include a range of language points in order to help learners practise productive and receptive skills, and which require them to integrate all communicative skills, (Tamrabet, 2017). Moreover, the communicative approach is projected through role-playing, information transfer, and note taking. (Tamrabet, 2017) added that “some listening tasks encourage the learners to take notes while listening as this is a study skill they will need throughout their school lives. Teachers, too, are encouraged to design further note-taking activities to be monitored in class.” (p.6).

Listening tasks are presented to learners in a three-step progression: pre-listening, during listening, and post-listening. Each stage is subdivided into sub-rubrics. For example, each listening lesson starts with a warm-up, an introduction to the topic of the script where learners are supposed to make predictions and check them later in the during-listening phase, and the definition of the new terms. After that, in the next stage new language items are introduced implicitly and the target structure is used. Finally, the new structure is practiced in post-listening through communicative and meaningful tasks.

### **2.7.2 My pronunciation Tools/ I pronounce**

The desire to enhance learners' pronunciation of English is highly manifested throughout the book. The section of pronunciation revolves around teaching vowel and consonant discrimination. (Tamrabet, 2017) explained that "teachers may resort to various teaching methods and techniques, learners do not need to know the complex terminology related to either auditory or articulatory phonetics. However, teachers may use simplified articulatory diagrams as teaching aids when introducing English sounds." (p.6). The pronunciation lessons take 3 stages:

-Repetition/ memorization.

-Identification/ recognition.

-Autonomous production.

The purpose of this lesson is to help learners pronounce words correctly, memorize and internalize its meaning. Here different teaching tools may be exploited like minimal pairs, tongue twisters, nursery rhymes, poems...etc. However, the autonomous stage focuses more on reproduction through dialogues, interviews, reading aloud...etc. (Tamrabet, 2017).

### **2.7.3 My Grammar Tools**

The section of grammar has many pedagogical functions. Yet, the main one is "to sum-up the main tenses, structures and structural lexis dealt with in each sequence in the form of rules or, sometimes, broad generalizations" (Tamrabet, 2017, p.8). He added that in spite of the new approach adopted in grammar lessons which is the implicit teaching of the target structure, learners need to be aware of what they are learning. Furthermore, they need to recycle the language forms and structures through free practice. The grammar lesson also takes three stages: warm-up, presentation through an authentic situation using visuals, and practice.

### **2.7.4 I Practise**

This section is an extension of the previous one. In this stage, learners are encouraged to practise what they have learnt, consolidate, and reuse the acquired knowledge in meaningful situations, (Tamrabet, 2017). The teacher may assign pupils to work individually, in pairs, or in small groups taking into consideration their type of intelligence, and learning style. In this rubric, teachers have a wide variety of activities to choose from whether they are controlled,

semi-controlled or free activities. Teachers may use dialogues, role-plays, swapping notes, language games...etc. the most important thing at this level is to practice the target form in real life communication and in different contexts.

### **2.7.5 I Read and Do**

Reading is an essential language skill with multiple communicative functions. In classroom, teaching this skill is organized in three phases: pre-reading, during-reading, and post-reading. In the first phase, the text is introduced to learners through visuals such as maps, pictures, diagrams, flashcards...etc. Also, the definition of difficult terms is offered to raise pupils' curiosity and interest to read a particular text and to form expectations about it. In fact, in real life people always read for a purpose and this principle was also adapted when selecting different types of texts. In general, when reaching the second phase, learners are asked to skim and scan for information and specific details and to work on new words to enrich their vocabulary. Finally, in the last stage, teachers may ask learners to sum-up, fill in the gaps, move from one type of text to another, imagine another ending of a story, give their opinion...etc. According to (Tamrabet, 2017), the main role of a foreign language teacher when preparing a reading lesson is to combine different learning and study skills that include a variety of communicative situations to facilitate the comprehension process for the learners with its multi-faceted aspects.

### **2.7.6 I Learn to Integrate**

As the title of the section entails, in this stage learners are encouraged to reinvest and mobilize all the acquired knowledge, skills, and attitudes in a problem solving situation. This task is done in a group work to promote the collaborative spirit among learners. It is also beneficial for teachers in terms of identifying their pupils' strengths and weaknesses with the aim to plan for remediation and moderation during tutorial sessions. In this phase, the teacher plays the role of monitor and facilitator to bridge the gap between fast learners who are able to integrate what they have learnt in new situations and the slow learners who are struggling to solve the problem, (Tamrabet, 2017).

### **2.7.7 I Think and Write**

The global world we are living in exposes learners to English language in different context through the use of internet, television, social media...etc. now more than ever, it is necessary to promote the writing skill to help young learners communicate with different

English speakers about various topics. Writing session is also presented in a three-phase frame: pre-writing, during-writing, and post writing. (Tamrabet, 2017) claims that the acquisition of the writing skill is the most difficult and challenging part of any language. Consequently, the writing task must fulfil some criteria, it must be intellectually satisfying in order to encourage learners do the following:

- a) Produce written messages about different topics and of an average length.
- b) Respect coherence, cohesion, meaning, syntax, use of tenses, capitals, punctuation, indentation...etc.
- c) Use a plan to write ideas in a clear and logical manner.

### **2.7.8 Now, I Can**

This section is considered to be a pre-assessment tool by which teachers should be able to diagnose their learners' individual needs and deficiencies. It promotes the sense of self-assessment through answering questions about what they have learned during the whole sequence. (Tamrabet, 2017) suggested that sharing learning intentions of the lessons with learners raises their involvement and level of engagement and helps them make better decisions about their learning. Also, it will motivate them to make more efforts and enhance their knowledge-building capacity. Thus, this rubric is a great formative assessment tool for both teachers and learners.

### **2.7.9 I Play and Enjoy**

Learning through playing is a widely recognized strategy in ELT setting. For this reason, authors and designers of the course book emphasized the use of games to change the atmosphere of boredom, create a sense of fun and enjoyment, and to exchange humorous events, (Tamrabet, 2017). This part of the book encourages learners' creativity and fosters their social skills such as negotiation, problem solving, critical thinking, and active listening. Tamrabet added that "some activities and tasks of the course book need to be done outdoor. A visit to different parks in Algeria can invigorate the learners' spirits and give a freelance to their creative minds" (p.14). Besides, playing enlarges learners' imagination through stories, songs, and games.

### **2.7.10 My Project**

The second generation curriculum has given more emphasis to project-based learning in the end of each sequence with the aim of helping learners to work together, socialize, and to

discover their hidden competencies and skills and even their type of intelligence, (Tamrabet, 2017). The teacher takes the responsibility of assigning missions to learners, like:

- Time keeper
- Organizer
- Dictionary searcher
- Data collector
- Speaker
- Group leader
- Facilitator

(Tamrabet, 2017) claimed that the process of working on the project is more important than the end product in the sense that it sharpens learners' social skills and improves their communication.

#### **2.7.11 I Read for Pleasure**

The main objective of this section is to provide learners with more opportunities to read different types of texts enrich their vocabulary, improve their reading skills, and stimulate their creativity. The texts in this rubric vary between fables, fantasy, short stories, biographies, interesting scientific facts...etc. Here, reading cards are highly recommended to take notes using colours and to keep a record of the most important sources and references.

#### **2.7.12 My Trilingual Glossary**

The trilingual glossary is of three folds. First, it offers new lexis related to the sequence. Second, it gives them the opportunity to use the new lexis in a wide realistic context. Third, it helps them use the targeted lexis in three languages: English, French, and Arabic. Thus, teachers should profit of this section to enrich their learners' lexical repertoire in different languages, (Tamrabet, 2017).

### **2.8 Communicative Objectives of the Course Book**

The book designers divided the content into four different sequences: me, my abilities, my interests, and my personality; me and my lifestyle; me and the scientific world; and me and my environment. Each sequence targets a set of linguistic objectives and communicative objectives that can be summarized in the table below.

<b>Sequences</b>	<b>Communicative objectives</b>
<p><b>Sequence One</b> Me, my abilities, my interests, and my personality.</p>	<ul style="list-style-type: none"> <li>- Discussing abilities and inabilities</li> <li>- Expressing personal interests in different fields</li> <li>- Describing personality features</li> </ul>
<p><b>Sequence Two</b> Me and my lifestyles</p>	<ul style="list-style-type: none"> <li>- Narrating childhood memories, past events, and experiences.</li> <li>- Comparing lifestyles between past and present.</li> <li>- Learning how to select relevant interview questions</li> <li>- Conducting an interview</li> </ul>
<p><b>Sequence Three</b> Me and the scientific world</p>	<ul style="list-style-type: none"> <li>- Narration and description</li> <li>- Organizing biographical information in a chronological order</li> <li>- Selecting relevant biographical information</li> <li>- Moving from one format of a text to another</li> </ul>
<p><b>Sequence Four</b> Me and my environment</p>	<ul style="list-style-type: none"> <li>- Expressing prohibition</li> <li>- Expressing obligation</li> <li>- Making recommendations</li> <li>- Comparing and evaluating</li> </ul>

**Table 2.3 Communicative Objectives of the Course book**

## **2.9 The Status of Interpersonal Communication in the Algerian Educational System**

Over the past decades, the notion of communicative competence has imposed itself in a large number of professional fields and practices and has spread throughout the educational world, from primary to university education. The debate around skills, however, raises many questions about how schools should manage their teaching-learning process. Several problems arise on a recurring basis regarding their link with educational programs and their implementation. The task turns out to be even greater when we look at the notion social, emotional and interpersonal skills, often opposed to the notion of academic, disciplinary or cognitive skills. The former skills are struggling to be recognized within school while they are increasingly valued in the world of work.

Communication is the act of conveying a message to another person and it is an essential art for establishing teacher-learner relationships and functioning effectively in the educational context. As the word "interpersonal" implies, it is "among people" that healthy relationships should be built in school; relationships where everyone feels safe and enjoys participating. In EFL classroom, a place of socialization par excellence, healthy interpersonal relationships are among the essential conditions that support the application of the four skills. These skills are fostered by communication that enables learners and teachers to explore together the possibilities for their linguistic and cultural development, especially in the EFL context where healthy interpersonal relationships in a classroom can promote the maintenance of language and the cultural identity for the individual.

Since the independence, the Algerian educational system has adopted many approaches to teach foreign languages successively and to promote English learning and teaching in Algeria. Those approaches are namely Grammar-Translation, Direct, Reading, Audio-Lingualism, Oral-situational, Cognitive, Affective-Humanistic, and Comprehension-based Approach. Each one of the aforementioned focused on the form rather than meaning and function of language until the emergence of the communicative approach which resulted from the work of sociolinguists mainly that of Hymes (1972) disagreeing with Chomsky (1957). Hymes claimed that learning a language requires more than mastering its grammar, lexis and phonological rules. It is based on the communicative competence which he described as the ability to use the language in a given social encounter.

### **2.9.1 The Application of the Communicative Approach in Algeria**

The communicative approach originated in the mid-1970s as a reaction against audio-oral and audio-visual methodologies based on Bloomfield and Skinner behaviourism received a severe criticism by Noam Chomsky who condemned its inability to offer the speaker the possibility of generating an unlimited number of sentences. He claimed that language cannot be acquired by imitation, but through an active process of constructing meaning. In terms of linguistic theories, the communicative approach is based on several models, mainly sociolinguistics (communication skills) and pragmatics (speech acts). In terms of learning theories, it is underpinned by cognitivist theories which consider the learner to be a being endowed with a brain enabling him to process new information according to the background knowledge stored in the memory; and by constructivist theories according to which learning is conceived as a process of building knowledge and not as a process of acquisition. The communicative approach is rarely separated from the notional-functional approach, given that

a communicative-type course revolves around language functions (informing, defending a point of view, ordering) and notions (space, time, comparison, etc.)

Besides, the communicative approach aims at the development of communicative competence is not limited to the mastery of grammatical rules, but also to knowledge of the socio-cultural rules ensuring a textual consistency and compensate for communication breakdowns (strategic competence). It advocates pedagogy centred on the learner and on their language needs. The learner is considered to be the main actor in his own learning, as he participates in the development of the program. Indeed, his productions constitute the starting point for designing courses and determine the success of the learning activities. The focus on the learner also implies taking into account the daily experience of the learner and his cultural specificities. This explains the attachment of the communicative approach to authentic documents as supports for activities. These are documents that were not originally designed for educational purposes. The use of these documents allows the learner to work on real exchanges, to learn a socially varied language and to prepare for communication outside the classroom.

## **2.9.2 Interpersonal Skills Teaching Standards**

Teaching interpersonal communication is a challenging task for teachers especially in the ELT context where learners need to develop language skills along with communicative skills and cultural awareness. Nevertheless, researchers have established some standards of teaching interpersonal skills to facilitate the task for teachers and to help them create a better learning experience for their learners. According to (Council of Chief State School Officers, 2013) which is a non-profit organisation responsible for developing education in the United States, teaching interpersonal communication skills is controlled by four broad standards namely the learner and learning, content, instructional practice, and professional responsibility.

### **2.9.2.1 The learner and Learning**

Today, many researchers in the educational field regard learning activities as interpersonal transactions that depend on the mastery of cultural cues and are accomplished through language skills (reading, writing, listening, and speaking). Such an approach requires not only developing interpersonal communication skills but also integrating individual differences, (Council of Chief State School Officers, 2013). Thereby, the learner and learning standard focuses on the fact that learning is a highly complex process that requires a deep

understanding of its multifaceted nature to maximise its effects and push learners to their fullest potentials. Thus, it is necessary to consider learners' uniqueness in terms of learning styles, personality, types of intelligence, and specific needs to help them thrive. (Council of Chief State School Officers, 2013) suggested that teachers should promote both self-directed and collaborative learning through focusing on learners' development, learning differences, and learning environment.

#### **2.9.2.1.1 Learners' Development**

When we speak about learners' personal development and growth we refer to many developmental areas related to cognitive, linguistic, social, cultural, emotional, and physical development. Hence, EFL teachers must consider these aspects when planning their lessons and selecting activities or materials. Consequently, it is recommended to implement developmentally appropriate and challenging learning experiences; the teachers should support learners' growth on many levels and understand how the development of one area affects the performance in others, (Council of Chief State School Officers, 2013).

#### **2.9.2.1.2 Learning Differences**

The EFL teacher has to design, adapt, and deliver his/her instruction to learners' with different learning styles and strategies in a way that enables them to be a part of the learning process. In other words, the teacher takes the responsibility of creating opportunities to embrace all the learners in an inclusive learning environment where everyone is appreciated and valued. Moreover, the teacher needs to consider pacing for individual rates of growth, task demands, communication, assessment, and response modes for each individual, (Council of Chief State School Officers, 2013).

#### **2.9.2.1.3 Learning Environment**

It is teachers' role to collaborate with their learners, colleagues, parents, and community to create safe environment for learning to take place; an environment that combines openness, mutual respect, support, and inquiry. The educational setting has a major impact on the learning outcomes. Accordingly, the environment must support individual and collaborative learning, encourage positive social interactions inside and outside the classroom, and promote active engagement in learning and self-motivation, (Council of Chief State School Officers, 2013).

### **2.9.2.2 Content**

Selecting an appropriate teaching content that suits learners' individual differences and satisfy their needs is the first step towards improving their interpersonal communicative skills. In fact content selection or design is not as easy as it sounds; it is a demanding task that requires teachers to be flexible, address meaningful issues, and select relevant teaching materials. They also need to refer to cross-disciplinary skills such as critical thinking, problem solving, creativity, and communication. Additionally, teachers need to help learners use the knowledge they gain from the teaching content to propose solutions, forge new understandings, solve problems, and imagine possibilities, (Council of Chief State School Officers, 2013). This standard revolves around two main principles: content knowledge and application of content.

#### **2.9.2.2.1 Content Knowledge**

One of the main objectives of any teacher is to arouse his/her learners' reflection on prior content knowledge. Then, they link new concepts introduced in the EFL classroom to familiar concepts from other subjects. Finally, they make connections to their learners' experiences. It is important that teachers recognise that content knowledge is flexible yet a complex process, culturally situated, and ever evolving. Therefore, they have to be opened to embrace new ideas and appreciate multiple perspectives, (Council of Chief State School Officers, 2013).

#### **2.9.2.2.2 Application of Content**

Before integrating a new content in the EFL context, the teacher must vary the teaching perspectives to involve learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues from interdisciplinary angles, (Council of Chief State School Officers, 2013). Applying the content means encouraging learners to explore, discover, and express their views across different content areas in a way that enables them to be productive and skilful communicators.

#### **2.9.2.3 Instructional Practice**

A successful teaching practice of interpersonal skills entails the integration of appropriate assessment tools, planning, instructional strategies and coordination between teachers from different disciplines. In fact, an effective instructional practice requires teachers to identify their teaching objectives as the first step towards deciding on the assessment tools

and teaching materials so that they can provide immediate feedback for their learners and to modify the instruction if necessary whereas planning requires a careful selection of strategies, accommodations, and resources to individualise the learning process, (Council of Chief State School Officers, 2013). This standard has three basic principles: assessment, planning for instruction, and instructional strategies.

#### **2.9.2.3.1 Assessment**

Diversifying the methods of assessment is a strategy that engages learners and increases their interest in the language. Also, it supports their personal- development and helps teachers monitor their progress. Furthermore, it provides learners with effective, descriptive on-going feedback about their learning improvement and growth which is necessary to develop their self-reflection, decision-making, and intrapersonal awareness, (Council of Chief State School Officers, 2013).

#### **2.9.2.3.2 Planning for Instruction**

Planning depends on knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy. It starts with selecting and creating learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. Moreover, planning<sup>2</sup> for instruction is based on formative and summative assessment data, prior learner knowledge, and learners' interest. Finally, plans are flexible and open to adjustment and revision to suit learners' needs and changing circumstances, (Council of Chief State School Officers, 2013).

#### **2.9.2.3.3 Instructional Strategies**

The teacher should use a variety of instructional strategies in order to meet his/her learners' individual needs. Also, the teacher should take into account how to integrate and stimulate different cognitive processes critical and creative thinking, problem-framing, problem solving, invention, memorization and recall. Additionally, he/she must think of ways to implement a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals, (Council of Chief State School Officers, 2013).

#### **2.9.2.4 Professional Responsibility**

The primary responsibility of an EFL teacher is to create and support a productive and inclusive learning environment for students. To reach this aim, teachers need to constantly work on their professional-development and self-renewal through studying, self-reflection, active engagement, and collaboration to improve the teaching-learning process. Another important skill for teachers to develop is leadership which enables them to take decisions concerning their teaching practice and encourages them to positively contribute in enhancing the school environment, (Council of Chief State School Officers, 2013). In fact, the professional responsibility standard is composed of two principles: professional learning and ethical practice; and leadership and collaboration.

##### **2.9.2.4.1 Professional Learning and Ethical Practice**

Teachers' professional development may occur at different levels, either in formal settings such as seminars, conferences, or workshops or informally, through discussions among colleague or reading books. Besides this process begins before starting to work in pre-service training and continuous in teachers' in-service training. (Council of Chief State School Officers, 2013) insisted on the fact that teachers must respect the educational codes of ethics and take the responsibility for educational equity, providing learners with quality education, caring for learners with disabilities, respecting confidentiality and school privacy, treating learners appropriately, reporting possible child abuse.

##### **2.9.2.4.2 Leadership and Collaboration**

Teachers need to take responsibility to develop their interpersonal skills especially leadership and collaboration which enable them to ensure their professional-growth and enhance their teaching quality. Furthers more, they need to be committed towards their profession and to continuously seek to deepen their understanding of their own frames of reference such as culture, gender, language, skills, communication, and cognition, (Council of Chief State School Officers, 2013).

#### **2.9.3 Teaching Interpersonal Skills**

Our daily life is undergoing spectacular changes especially under the effect of the technological developments. Today's learners will have to solve major problems that are impossible for us to imagine. They will face challenges that require knowing how to define a problem, design and implement appropriate solutions, how to think critically and be creative

to become tomorrows' leaders and respond to the challenges of their century. In the digital and ICT age, communication goes far beyond face-to-face interaction. More than ever, we are communicating using technology extensively. Many studies have addressed the issue of implementing interpersonal skills in the field of education such as (Heckman, Kautz, 2012; Borghans, Meijers, TerWeel, 2008). Indeed, since the 1990s, the issue of interpersonal skills has never ceased to affect the world of education and that of business. This focus finds its essence mainly in the changes that our world has been experiencing for decades, amplified by the digital revolution that we are experiencing.

For both learners and teachers, the notion of interpersonal communication has become crucial and a source of political and economic issues: it affects the process of defining educational objectives, developing programs, evaluating students, designing materials and training teachers (Coulet, 2016). For several centuries, the challenges of educational systems have generally oscillated between three dimensions: a disciplinary dimension (subject and content), a psychological dimension (linked to the cognitive development of the child) and a social and cultural dimension, (Csapó, 2010). According to other research results (Danner et al., 2005) and the already extensive literature on the subject, the weak students would develop mainly disciplinary skills, not being able to invest their learning without reference to the situation in which it was acquired or implemented. Conversely, good students would develop, in addition to cognitive skills, cross-disciplinary skills. They demonstrate a greater ability of communication, transfer the concepts learned to other areas of learning and adapt to other situations they have encountered, (Jp&Terrail, 1997).

There are many concrete rewards to be gained from developing effective interpersonal skills. The effect starts from an early age, since children who develop good interactive skills have better academic performance (McClelland et al., 2006; Graziano, et al., 2007). Skilled children know how to communicate successfully with the teacher and are more likely to obtain help and attention in the classroom. Their interactive style also enables them to develop friendships and thus make school the most enjoyable experience. Then the benefits continue in many years after school. This fact emphasizes the importance of introducing interpersonal skills from early childhood to improve the educational outcomes.

### **2.9.3.1 Teaching Active Listening**

Active listening is an integral part of all sorts of learning. Learners use this skill in many activities such as brainstorming, discussion, group activities, listening to instructions and

presentations as well as watching videos or listening to a song. To acquire active listening skills, they must learn both the physical behaviours and the cognitive skills that will enable them to become effective listeners. The role of the teacher here is to help learners thinking while listening, develop and improve listening skills, increase metacognitive skills, organize, understand, interpret and evaluate information, and finally make connections, (Ellis et al., 1991).

Oral communication in a foreign language class is a very complex process; learners are talking to achieve a goal. According to (Iwankovitsch, 2001), over 60% of all confusions come from poor listening and only 1% from poor reading. Among EFL learners, the construction of meaning in an autonomous manner is a means and a purpose for acquiring the language. In fact, active listening includes a thorough focus on the speaker along with eliminating any distractions to demonstrate respect and the intent to learn. For example, the learner with active listening skills would wait for his turn to speak or express his opinion and in the same time listens to his peers and do not interrupt them. However, passive listeners tend to perform multiple tasks while listening to their classmates or teacher. For example, they may write on their copybooks while a friend is explaining an idea

#### **2.9.3.1.1 Strategies for Teaching Active Listening**

The EFL learner engages in mental activities with the goal of understanding, reasoning, finding solutions, and taking responsibility. This can only be possible by activating various strategies at different stages of cognitive processing. (Cornaire, 1998) defines the good listener as being one who knows how to adapt his cognitive functioning to the task he has to perform, by detecting his own difficulties and by providing solutions through the implementation of strategies. He adds that a good listener preferably uses:

a) 4 cognitive strategies that apply to the comprehension activity:

- Use of prior knowledge.
- Use of inference,
- Use of context.
- Use of prediction or anticipation.

b) 2 metacognitive strategies:

- Use of analysis and critical judgment.
- Use of objectification: control of activity by the subject.

Whereas, for (Rogers & Farson, 2015) there are five guidelines that can help school children become better active listeners:

- a) Listen for the content of the message: the receiver tries to hear exactly what the sender is saying in the message.
- b) Listen for feelings: the receiver tries to identify how the sender feels in terms of the message content. This can be done by asking: "What is he trying to say?"
- c) Respond to feelings: the receiver must let the sender know that his feelings, as well as the message content are recognized.
- d) Note all cues, verbal and nonverbal: the receiver must be sensitive to the nonverbal cues as well as the verbal ones. If the receiver identifies mixed messages or get confused, he may ask for clarification.
- e) Rephrase the sender's message: the receiver may restate or paraphrase the verbal and nonverbal messages as feedback to the sender. The receiver can do this by allowing the sender to respond with further information.

#### **2.9.3.1.2 The Importance of Teaching Active Listening**

- Improving learners' self-efficacy, motivation and self-control, (Iwankovitsch, 2001).
- Learners with better listening skills are more likely to feel comfortable and perform better academically, (Graham, 2011).
- Active listening skills help learners acquire the foreign language faster and more effectively, (Caruso et al., 2017).
- Active listening decreases anxiety and stress in learners and help them build successful relationships when engaging in different conversations they will be viewed as interesting and receive more attention from their peers, (Graham, 2010).
- Active listening promotes empathy within the classroom. And help building a better teacher-learner relationship.
- Learners become more engaged and invested in their learning.

#### **2.9.3.2 Teaching Receptive Feedback**

In the educational field, feedback usually refers to the set of information that is given to student by their teacher following the assessment of written or oral work and describing their performance. It is thus part of the educational relationship that is built between teacher and student. It can occur at different times of learning and in very varied situations: the preparation of an oral or written presentation, answering a question, clarifying an idea ...etc. Hence, feedback has a direct impact on learners' achievement. It makes learning visible to the

teacher who becomes open to what learners know, what they understand, where they make errors, when they have misconceptions, when they are not engaged. Thus, the teaching and learning can be coordinated and more powerful, (Hattie & Anderman, 2019). (Chang & Daly, 2012) believe that people need to take responsibility for their attitudes and must be proactive in terms of giving and offering feedback rather than reacting to an adverse event or performance. In other words, the process of giving and receiving feedback must be encouraged in classroom context in order to help both learners and teachers achieve better educational outcomes.

### **2.9.3.2.1 Learners' Perceptions about Feedback**

Although feedback is a crucial aspect of learning, research found that learners do not engage easily in giving feedback neither receive it very well, (Ory & Braskamp, 1981; Tiberius, Sackin, & Cappe, 1987). According to Svinicki (2001), there are two reasons why students lack the skill of effective feedback:

#### **2.9.3.2.1.1 Learners' Beliefs about Feedback**

Learners are generally not motivated enough to give their opinions or provide feedback to their peers or instructors because they believe that their efforts will not be appreciated by the receiver and simply because they are not inclined to give extrinsic feedback. Besides, they project an overall passivity and indifference towards this skill because they fear the consequences of revealing their opinions to the public who may not share the same view.

#### **2.9.3.2.1.2 Lack of Understanding for Feedback Practice**

Most of students do not differentiate a positive feedback from a negative one because they were not sufficiently exposed to models of effective feedback by their parents, teachers or peers. Therefore, when they are in a situation when they are not sure what to say, they prefer to be silent and withdraw their feedback to save their face. In fact, students have little opportunities if none to learn the skill of feedback because of many constraints such as time and syllabus restrictions.

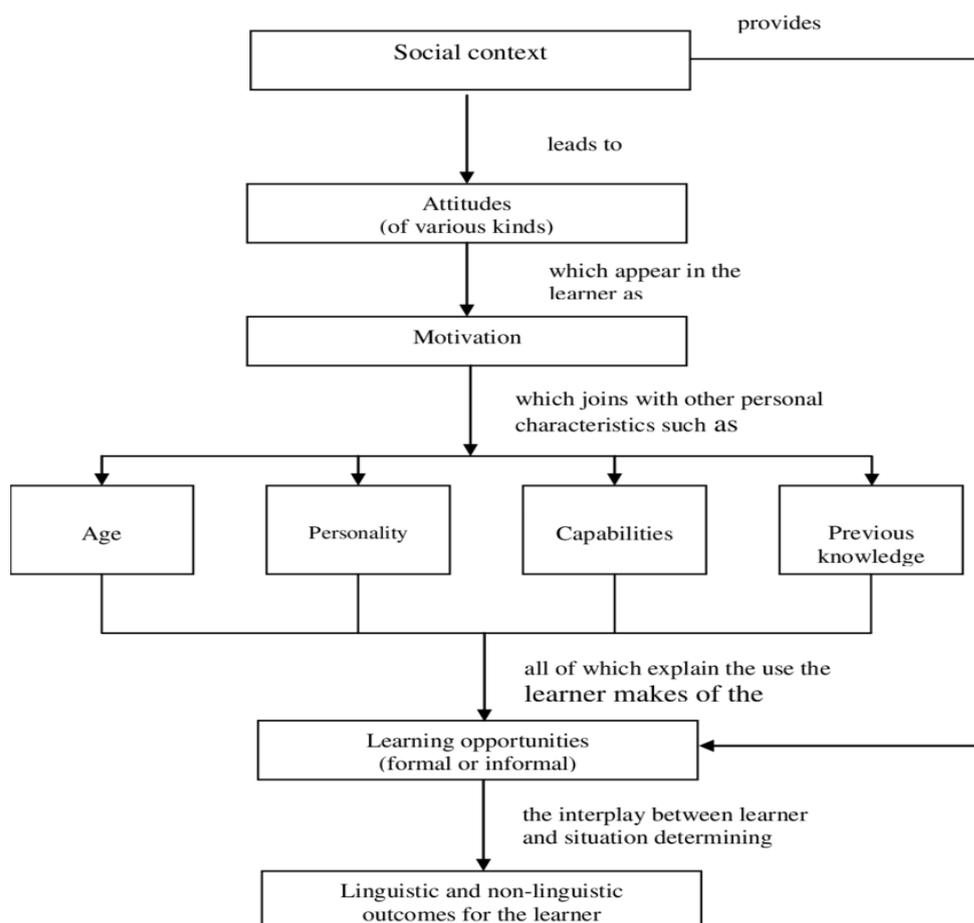
### **2.9.3.2.2 Strategies for Improving Learners' Feedback**

Feedback is a learnable interpersonal skill that can be mastered through practice and appropriate training. (Svinicki, 2001) argues that learning and practising this valuable skill

requires three conditions that are: motivation, direct teaching, and optimal settings for a better practice.

### 2.9.3.2.2.1 Motivation

Many factors interfere when it comes to learning a new skill, but we generally agree that motivation is among the most important ones to succeed. Spolsky's (1989) model shows the factors he considers to be the most essential for the learning outcome, and as can be seen, motivation has a central role in this process, where it is not only linked to the attitudes of the learner but also to his age, to his personality, ability and prior knowledge. (Dörnyei, 2005, p. 65). Insisted that motivation “provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process.”



**Figure 2.2 Model of Motivation, (Spolsky, 1989, p.8)**

In the book by Lightbown and Spada (1999) “How Languages are Learned?” we find that motivated students are often those who actively participate in their teaching process, who

express their interest in the material, and who work a lot and do their homework carefully. Thus, if the teacher is able to arouse interest in learning the foreign language, by creating a stimulating educational setting with clear and achievable goals, it can contribute a lot to fostering students' motivation. Educational psychology researchers, Crookes and Schmidt (1991), observed various factors that may interfere in the process of motivation such as involving students in an active way in the lesson and varying the activities, exercises and materials. Besides, it is necessary that the teacher thinks about the age of his students, their language level and their interests.

#### **2.9.3.2.2.2 Direct Teaching**

Much importance was given to improve teachers' feedback when dealing with his learners. Yet, it is equally important that learners themselves must be equipped with the necessary skills to provide an effective feedback to both their teachers and their peers. In this case, direct teaching is crucial to foster this interpersonal skill by offering successful models and examples of feedback; the best way to learn a skill is to observe a model (Bandura, 1986) as cited in (Svinicki, 2001). The latter suggested different strategies to teach feedback among them:

- Providing learners with guidelines on how to give an effective feedback.
- Explaining the importance of formative and constructive feedback rather than the personal one.
- Using familiar examples to make the point.
- Enumerating observations about a given text to make clear your point of view.
- Concentrating on observable behaviours rather than anticipating about what the speaker may be thinking about to avoid misunderstanding and confusions.
- Avoiding personalisation and emotionally charged words.
- Providing solutions and alternatives to the criticised behaviours; feedback should be solution-directed.
- Reinforcing peer-feedback as a means to promote group work and collaboration in the classroom.
- Fostering students' confidence to effectively provide feedback to others by giving time to constructing feedback norms and expectations.

### **2.9.3.2.2.3 Optimal Conditions for Practice**

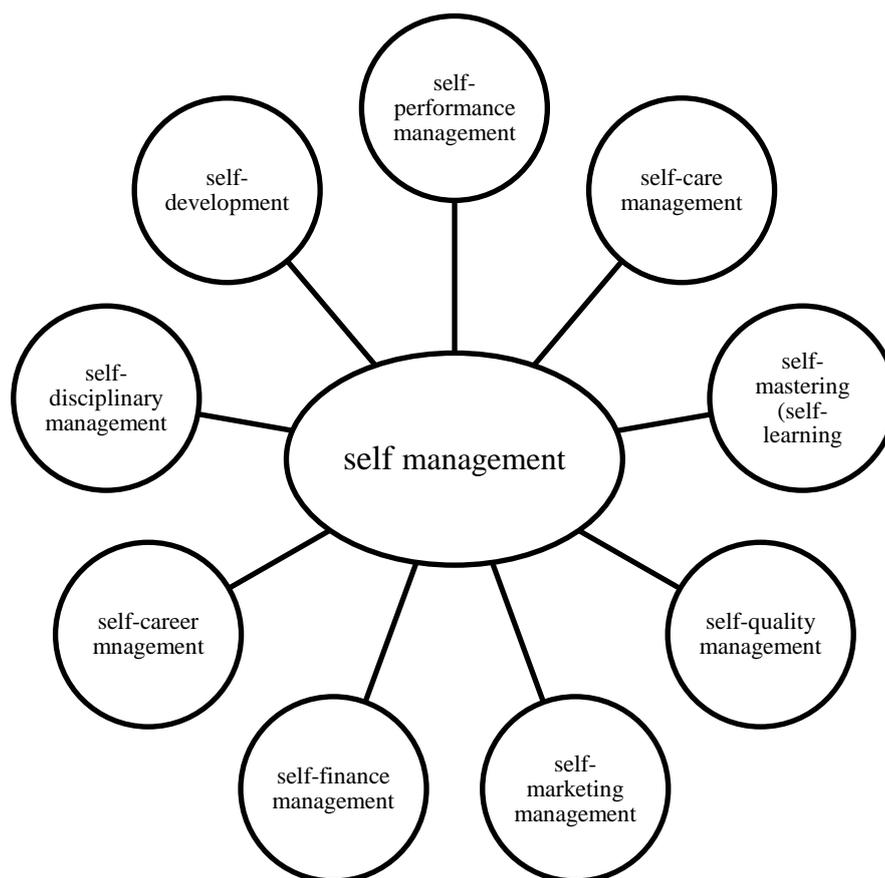
The next step after learning the norms of giving feedback is to recognise the conditions and the appropriate settings where the learners may practice and perform this interpersonal skill, (Svinicki, 2001). Offering opportunities to multiple practices is indispensable to support the direct teaching method. Moreover, learners must be provided with the necessary conditions that facilitate the process of giving thoughtful and useful feedback. Among these conditions (Svinicki, 2001) suggests:

- Giving clear instructions to learners to clarify and describe the purpose behind the needed feedback.
- Providing enough time for learners to form their opinions and offer their feedback to others because a fruitful feedback needs the time it deserves.
- Offering specific prompts to guide learners.
- Assigning different students each class to administrate and summarise the feedback.

### **2.9.3.3 Teaching Self-Control and Self-Management**

Emotions are an intrinsic part of learning. Hence, acquiring and promoting socio-emotional skills at early ages is highly related with enhanced academic development, educational achievement, finding better employment opportunities, income, and reduced behavioural disorders. Accordingly, developing socio-emotional skills such as self-management and self-control is a way to enhance learning outcomes in general, (Villaseñor, 2017).

Many leading authors in personal development have demonstrated the importance of self-control as a stepping stone to success, (Shoda et al., 1990; Moffitt et al., 2011; Cheung et al., 2014; Hofmann et al., 2014). In fact, self-management and control are one of the most important interpersonal skills because they equip the individual with the necessary tools to understand his/her inner feelings and to reflect that understanding to the other. (Moffitt et al., 2011) argues that the notion of self-control may include many personality traits such as the sense of responsibility, consciousness, self-discipline, decision making, self-regulation, will power, and most importantly delaying gratification or in other words putting long-term goals ahead short-term desires which is crucial for overall well-being in life. Whereas, self-management is defined as the different behaviours and personal attributes adapted by the individual to improve his/her quality of life, (Alsemgeest et al, 2017).



**Figure 2.3 A Model of Self-Management, (Sajeevanie, 2020)**

### **2.9.3.3.1 Strategies to Teach Self-Management and Control**

Self-management and self-control are learnable attributes such as any other interpersonal skill. Psychologists believe that these skills can be developed by using some strategies, (Duckworth et al., 2005). They believe that students who displayed better self-control also were able to get better grades in school and are more competitive in academic programs. (Cherry, 2021) suggested some strategies to help teachers improve their learners communication in this area.

#### **2.9.3.3.1.1 Meditation**

Meditation is a great way to reduce stress and anxiety, especially in a foreign language class. It helps learners slow their thoughts and control impulses and temptations, (Friese, 2012). The teacher can train learners to mediate either in the beginning or in the end of class for a few minutes to help them relax and puts their thoughts and ideas in order. Moreover, (Kuranishi, 2016) argues that meditation improves students' self-regulation and increases

their focus on coursework and in the same time, it reduces negativity toward learning, and fosters compassion.

#### **2.9.3.3.1.2 Setting Goals**

Setting attainable goals and working towards achieving them is crucial to overall success in life. (Hofmann et al., 2014) believes that focusing one's energy and efforts on one specific goal helps maintaining health and well-being. In a language class, the teacher may assign some missions to learners according to their needs and abilities and help them work toward accomplishing them. For example, learners who find difficulties in writing skill may work on summarizing one book. When they finish the assignment, they will feel a concrete sense of improvement and be encouraged to devote more time and efforts.

#### **2.9.3.3.1.3 Practice**

Practicing self-control and self-management is necessary to improve interpersonal communication. (Hagger et al., 2010) look at this skill as a muscle that can grow stronger as the person continues to train. (Cherry, 2021), suggests that self-control can be developed through games from an early age, such as "red light, green light" or "freeze dance". In fact, teachers can help their learners practice self-control through routines which teach children what to expect when demonstrating certain behaviour. According to (Cuncic, 2020), it is important to teach children that in every communicative situation they may choose to approach, avoid, or attack. Thus, controlling one's feelings and selecting the right option wisely is what defines the effectiveness of communication.

#### **2.9.3.4 Teaching Non-Verbal Communication**

In language teaching, communication takes place between the two main poles who are the teacher and the learner. Didacticians are constantly looking for strategies to encourage and develop communication situations in language classes by promoting group work, role plays and the use of non-verbal communication. In fact many studies have found a significant relationship between non-verbal communication skills and educational performance, (Oskouhi et al., 2013). Moreover, Salimi (2014) argues that learners have a positive attitude toward the use of non-verbal communication in learning English language. Thus, improving students' nonverbal communication is a stepping stone towards developing their general language skills.

### **2.9.3.4.1 Strategies for Teaching Nonverbal Communication**

When it comes to teaching nonverbal communication to learners, teachers find themselves lost because there is no clear instructions on how to integrate this skill into the syllabus. Hence, it is the role of the educator to use his/her creativity to incorporate different activities and techniques to help learners develop their body language and feel more comfortable with their bodies when speaking. Researchers in the field of education have suggested many strategies to promote nonverbal communication among EFL learners.

#### **2.9.3.4.1.1 Silent Viewing**

According to Harmer (2015), silent viewing is a common technique of using a video or a short film as a teaching material. It is a single activity rather than a sequence, and a technique rather than a whole procedure. It helps learners predict what the characters are saying using their body language instead of words. As he claimed, we can use this creative technique effectively in different ways. Those are some suggestions:

- **Silent Viewing for Language:** the teacher plays the film extract in normal speed but without playing the sound. S/he asks learners to guess what the topic of the conversation is, what the characters' state of mind is, and what they could be saying. Then, s/he plays the same video again but with the sound on. This time, learners are asked to compare their answers with what the characters really said to see if they answered correctly. This would help them improve their knowledge and understanding of the different messages body language may convey.
- **Silent Viewing for Music:** Learners may watch a music video without its sound. Then, the teacher asks them to predict the mood and the story of the song based on the actors' gestures or body language. After that, they watch the original video with the sound on and compare their answers to see if they guessed it right. This kind of activity stimulates learners' imagination and artistic sense. They do not think about doing a listening or speaking activity to develop their oral-aural skills; rather, they enjoy their time and learn about the language in the same time.

#### **2.9.3.4.1.2 Freezing Frame**

For Harmer (2007), freezing frame strategy is a useful way to develop learners' sense of nonverbal communication by freezing the picture while watching a video at any stage. Then, the teacher asks his or her learners to predict what the characters are going to say or do

next based on their body movements. This is a very thought-provoking activity for learners because they can share their ideas with their classmates, make debates, and improvise funny stories which create an interesting learning environment.

#### **2.9.3.4.1.3 Interviews**

It is an amusing and attention-grabbing activity for learners because it arouses their curiosity. For (Clapman, 2020), interviewing develops learners' communication skills because it requires them to focus, think, and react appropriately to what the other person says using different metacognitive skills. (Harmer, 2007) suggests that each learner may choose a classmate whom he does not know much about. Then, s/he prepares a series of question in a form of an interview. The partner is not allowed to say a word, only gestures are allowed. The learner starts asking questions to the interviewee and reports the answers. After doing that, the partner corrects the answers. The two of them can role-play the interview between them again or write a short biography of the interviewee and exchange the role.

#### **2.9.3.4.1.4 Improvised Role Plays**

According to Dornyei (2001), role-plays can be very effective because they allow people to come into contact and improve interaction. The teacher may divide the classroom into small groups, give them few minutes to imagine and create a role-play using only body language. They can choose any scene or characters they want. They are not supposed to over plan the scene, they can think of few possibilities and link them together. The role-play in this case is more interesting and spontaneous. Each group takes the stage and start improvising and it is the others' role to discover what the scene represents, who the characters are, and the type of relationship that gathers them.

#### **2.9.3.4.1.5 Photo shoot**

According to Field (1998), in photo shoot activity, the teacher brings or asks learners themselves to collect picture or photos of people taking different postures and performing different gestures. Then, they are required to choose a suitable title for each image and discuss in a group what they think the photo projects. After that they may exchange their ideas and thoughts with the whole classroom to defend what they believe. This exercise helps learners detect personality traits through body language. It also enriches the lesson and encourages speaking.

## **2.10 The Need for Interpersonal Communication in EFL Classroom**

The integration of interpersonal communication in ELT setting helps struggling learners overcome their anxiety when communicating in English language and also facilitates the task for teachers who are constantly looking for strategies to improve their learners' receptive and productive skills. Mainly, we can say that interpersonal communication conveys three pedagogical functions in the EFL context: it covers vocabulary limitations of learners, it reduces discouragement in learning, and helps avoiding depressive classroom atmosphere, (Tai, 2014).

### **2.10.1 Vocabulary Limitation**

Interpersonal communication skills help both learners and teachers overcome vocabulary limitation and avoid the use of mother tongue when interacting. For example, when the teacher explains a term that is unfamiliar to learners, he/she can use gestures to convey the meaning without resorting to translation. Also, learners may use non-verbal cues to express their intentions and communicate with their peers when necessary. According to Davies and Pearse (2009), "as an English teacher you are expected to run the class mainly in English, avoiding complicated discussion of the new language items in the learners' native language. Mime actions and get the learners to respond." (p. 160).

Teaching vocabulary is a hard challenging task for teachers, especially for beginners; yet, using miming and gestures can facilitate the process. For example, with elementary level learners, the teacher can make the typical gesture with his or her hands when saying 'stand-up' or 'come to the board'. Constant and consistent use of these body cues will soon get learners accustomed to them; once they are familiar with an expression, the teacher may stop supporting it using body language.

### **2.10.2 Discouragement in Learning**

Some students lack self-motivation and the drive to learn English; it can be boring for some and insignificant for others. Here comes the role of the teacher to create an enthusiastic environment in order to increase their interest in English. According to Cummings (2000), the teachers' interpersonal skills are indicators of his/her enthusiasm which is measured by the teacher's active listening, eye contact, hands movements, the choice of words, assertiveness, empathy and the overall energy level. ICS can add to the classroom excitement, vitality, zest, and aliveness. Peale (1967) advised teachers to "feel enthusiastic; act as you want to be and

you will be as you act” (p. 28). The teacher’s ICS should project warmth, fairness, and approachability. Giving feedback is also important for learners who appreciate positive expressions when interacting with their teacher.

### **2.10.3 Depressing Classroom Atmosphere**

Learning a foreign language is not easy for many learners. Facing new challenges in learning can be very depressing; when students do not understand what the teacher is explaining they soon lose their motive and concentration and it becomes harder for the teacher to maintain their attention and arouse their interest. ICS can be an effective solution for this issue; the teacher should be sympathetic, actively listen to his/her learners, and positively influence the atmosphere of the classroom through providing vivid images of the point being taught which activate the learner’s imagination and deepen the understanding. Cameron and McKay (2014) claimed “conscious and deliberate use of gestures can be very helpful to children in understanding and remembering what they learned” (p. 14).

### **Conclusion**

It is widely recognized that communication in general promotes language learning. Particularly, EFL learners need to communicate using English and make meaningful productive exchanges with others through engaging in any communicative opportunity. Thus, integrating interpersonal communicative skills in the educational system became a necessity. Besides, a language class must be planned around communication that prepares learners for real world interactions and authentic situations. Also, the global world we are living in calls for people who can communicate easily and successfully under any circumstances and in various settings to achieve their goals and reach a broader audience. Hence, encouraging interpersonal communication teaching must stand at the core of the educational system. For this reason, the second chapter attempts to highlight the position of teaching English in the Algerian middle school in relation to interpersonal communication. First, it explains the different reforms the Algerian school went through and the different approaches adapted to teach foreign languages. Also, it gives a glance on the third year textbook of English and describes how English is taught to third year classes. Second, this chapter provides the possible pedagogical implications of interpersonal communication in language classes focusing on four general skills: active listening, receptive feedback, self-control and management, and non-verbal communication. To sum-up, the second chapter offers a look at the state of interpersonal communicative skills in the Algerian educational system.

## **CHAPTER THREE: METHODOLOGY**

### **Introduction**

The preceding chapter highlighted the importance of interpersonal skills as the basis of all relationships; transmitting, sharing, feeling others, reformulating, explaining, listening well, giving feedback which is the very essence of human interactions. Thereafter, a brief overview was provided on the status of interpersonal communication in the field of EFL teaching. Subsequently, chapter three aims at explaining the research methodology followed in this study and to put the suggested hypotheses under test. Therefore, a detailed description of the research design is made.

Besides, the chapter covers the study measures in terms of sampling method, and the description of the sample, instruments selection, and procedures for data gathering. Also, this chapter discusses the aim behind conducting the study and describes its methodological principles. Moreover, chapter three describes the teaching intervention that was implemented during the experiment to help third grade middle school learners improve their interpersonal skills. Thus, lesson plans, activities, and teaching strategies were thoroughly explained to provide insights on the integration of interpersonal communication skills in ELT setting. It also aims at describing the different phases of the experiment and the various procedures adapted in each stage.

### **3.1 Aims of the Study**

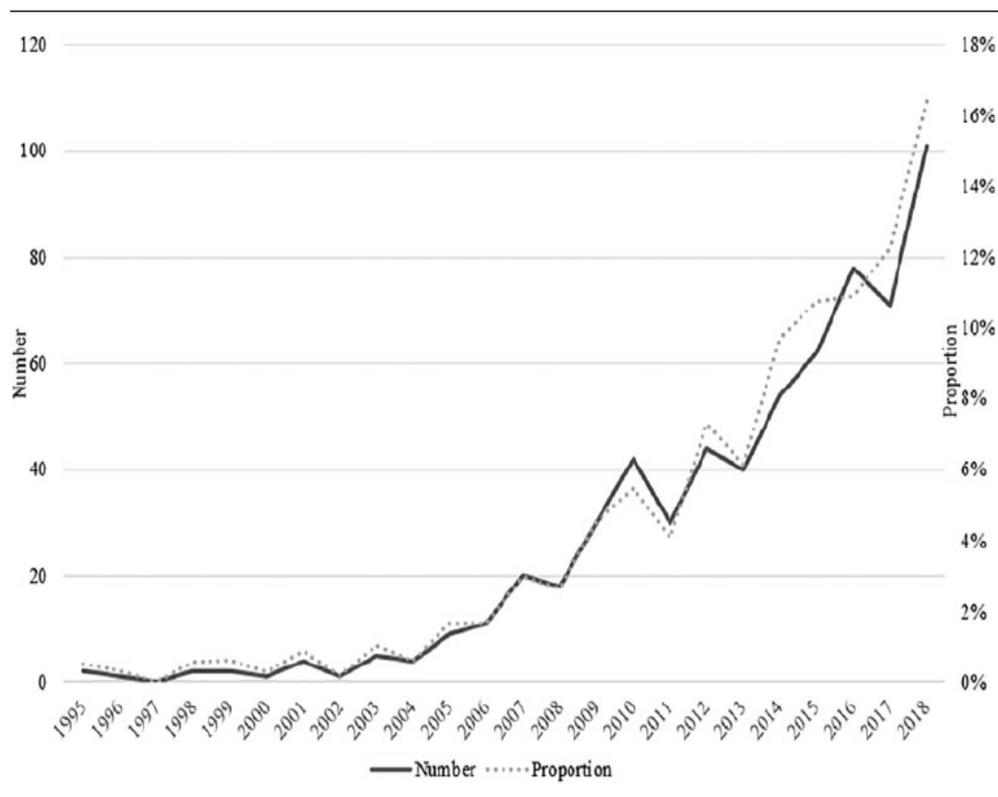
The main aim behind conducting this study is to improve learners' interpersonal communicative skills in general and to focus specifically on four areas of communication that are: sending clear messages or the clarity of expression, active listening, sending and receiving feedback, and handling emotional interactions which will hopefully improve their level of self-perceived communicative competence that is a direct indicator of EFL learners' willingness to communicate in different communicative situations. Aside from this, the study has other objectives, such as:

- Raising participants' intrapersonal awareness.
- Assessing the effect of the second generation curriculum of English on learners' communicative skills.
- Exploring the effect of integrating interpersonal communication skills in ELT Algerian context.

- Presenting an interpersonal course meant to help learners enhance their overall communicative ability.
- Suggesting some recommendations to implement interpersonal skills as a part of the syllabus

### 3.2 Research Design

The conduct of the current research seems to demand a quantitative design which denotes the systematic empirical study of social phenomena through mathematical and statistical techniques (Given, 2008). It also includes the numerical collection and analysis of data by statistical methods (Mackey & Gass, 2011). Seemingly, the main criterion in this type of research is to collect data in the form of numbers, percentages, scores, etc. (Given, 2008). This process can be done by means of various software such as SPSS which offers different ways to investigate relationships among variables and compares groups. These options help researchers find answers for the frequently researched questions in EFL education, (Ma, 2015).



**Figure 3.1 Number and Proportion of Articles Using Quasi-Experimental Research Designs Between 1995 and 2018 in 15 Education Journals, (Gopalan et al., 2020, p.222)**

Figure 3.1 above demonstrates the number and proportion of articles using quasi-experimental research designs in educational journals. We can notice the increasing rate of using this research method in the past few decades. Upholding this line of inspection, the study operates within a quasi-experimental design, also known as natural or in-situ experiment. The prefix *quasi* means “resembling.” Therefore, a quasi-experiment is a research that resembles a real experiment but is not a true one. Although the independent variable is manipulated, participants are not randomly assigned to conditions or orders of conditions, (Cook & Campbell, 1979). This is due to the fact that subjects are beyond the control of the experimenter. The quasi-experimental design is used to estimate the causal impact of an intervention on the subjects. Notably, it is frequently used in EFL education research, (Zohrabi & Esfandiyari, 2014).

the quasi-experimental design has been used for decades by researchers in different fields and the pre-test and post-test design is a form of it. This latter allows researchers to form an uncomplicated assessment of an intervention applied to a group of study participants. In this design, the dependent variable is measured once before the treatment is applied and once after it is implemented. Accordingly, if the participants’ post-test scores are better than the pre-test scores, the researcher can conclude that the treatment might be responsible for the improvement.

### **3.3 Methodological Principles of the Study**

The use of quasi-experimental methods, especially the control group pre-test/post-test design, in the field of foreign language acquisition has a long and rich history. It produced a large valuable body of findings when effectively conducted both inside and outside language classrooms, (Perrett, 2003). In view of that, this type of inquiry requires assigning one entire class section or one organization to be used as the treatment group, while another section of the same class is used as the control group. This implies a non-random assignment of participants which may potentially lead to non-equivalent groups, such as one group having a better level of some language skills than the other group; say by virtue of having a better teacher in a previous year, which introduces the possibility of selection bias, (Bilorusky, 2021). In other words, (Dornyei, 2007) explains the design as following:

First, take a group of learners and do something special with/to them, while measuring their progress. Then compare their results with data obtained from another group that is similar in every respect to the first group except for the fact that it did not receive the special

treatment. If there is any discrepancy in the results of the two groups, these can be attributed to the only difference between them, the treatment variable. (p.116)

The control group pre-test and post-test design is based on purposeful sampling which is meant to assess specific representatives of a population of interest, but not the population as a whole which may raise many ethical concerns since some learners are deprived of the educational interventions that may help them to improve their English language, while others receive those interventions that have not yet been thoroughly evaluated.

### **3.4 Population and Sampling**

The researcher gathered data from two groups of participants. The whole sample is composed of 30 learners studying in the third grade at Abbad Mohamed Middle School, in Relizane, Algeria. The type of sampling used in this study as mentioned before is the purposive sampling as being the most appropriate with the quasi-experimental design. According to (Gertiser, 2013), purposeful sampling focuses on a specific group in order to get an in-depth understanding of a phenomenon. Specifically, the homogeneous sampling ensures forming similar groups of people with similar backgrounds which helps in reducing variation and simplifying data analysis.

Participants in this study share some common characteristics. For example, they have witnessed the second generation reforms of the curriculum of English since it was first introduced when they were in their first year of middle school. They are also in their early adolescence, aged between 13 and 15 which is a critical age to develop interpersonal skills. (Contreras, 2021) advocates that adolescence is the right time to build healthy and high quality relationships which are responsible for enhanced academic performance in school and psychological well-being. Hence, lack of quality relationships is often related to undesirable outcomes such as psychological problems and delinquency issues. She adds that teenage years are pivotal in the growing up process. It is a time to expand their self-worth and cognitive abilities.

Moreover, all the participants have fairly similar educational and socio-cultural backgrounds (the majority of parents are either farmers or daily workers). Brown (2014) asserted that EFL learners are different from one another in terms of three variables that are: cognitive, affective, and demographical. These variables significantly influence their language learning outcomes. Thus, selecting participants with similar profile helps the researcher generalize the research findings. Another criterion of sampling is identifying the extent to

which the sample represents the whole target population. According to (Sargeant, 2012): “the subjects sampled must be able to inform important facets and perspectives related to the phenomenon being studied” (p.1)

Regarding the limitations of the study, (n=15) learners were selected to receive the intervention whereas the same number (n=15) was used as the control group. This size is often considered relatively small for a quantitative type of research. Yet, when there is a lack of funds and staff to work on the experiment, it is the decision of the evaluator to choose the appropriate sample size to represent and reflect the characteristics of the larger group, (Cohen, 2021). In fact, in a quantitative type of research a statistical calculation of sample size is required to ensure sufficient evidence to confirm that the outcome can truly be attributed to the intervention. Nevertheless, “the sample size is not generally predetermined. The number of participants depends upon the number required to inform fully all important elements of the phenomenon being studied” (Sargeant, 2012, p. 1). Moreover, around 53% of the participants were females, and 46 % were males. Those learners have been studying English as a foreign language for 3 years with the average of 3 hours per week, in addition to one tutorial session devoted for remedial work.

### **3.5 Field of the Study**

The current study took place in a small middle school in the suburbs of Relizane, Algeria. The school is composed of 12 classrooms. Three of them are grade 3. The researcher’s selection of the school as the location for the research was motivated by a number of counts. First, the researcher works there as an EFL teacher which offers her the opportunity to select her sample and plan for sessions. Second, pupils enrolled in the experiment had her as their teacher of English since their first year. Then, the administrative staff was flexible enough to help the researcher choose a special room and plan for extra meetings with her learners.

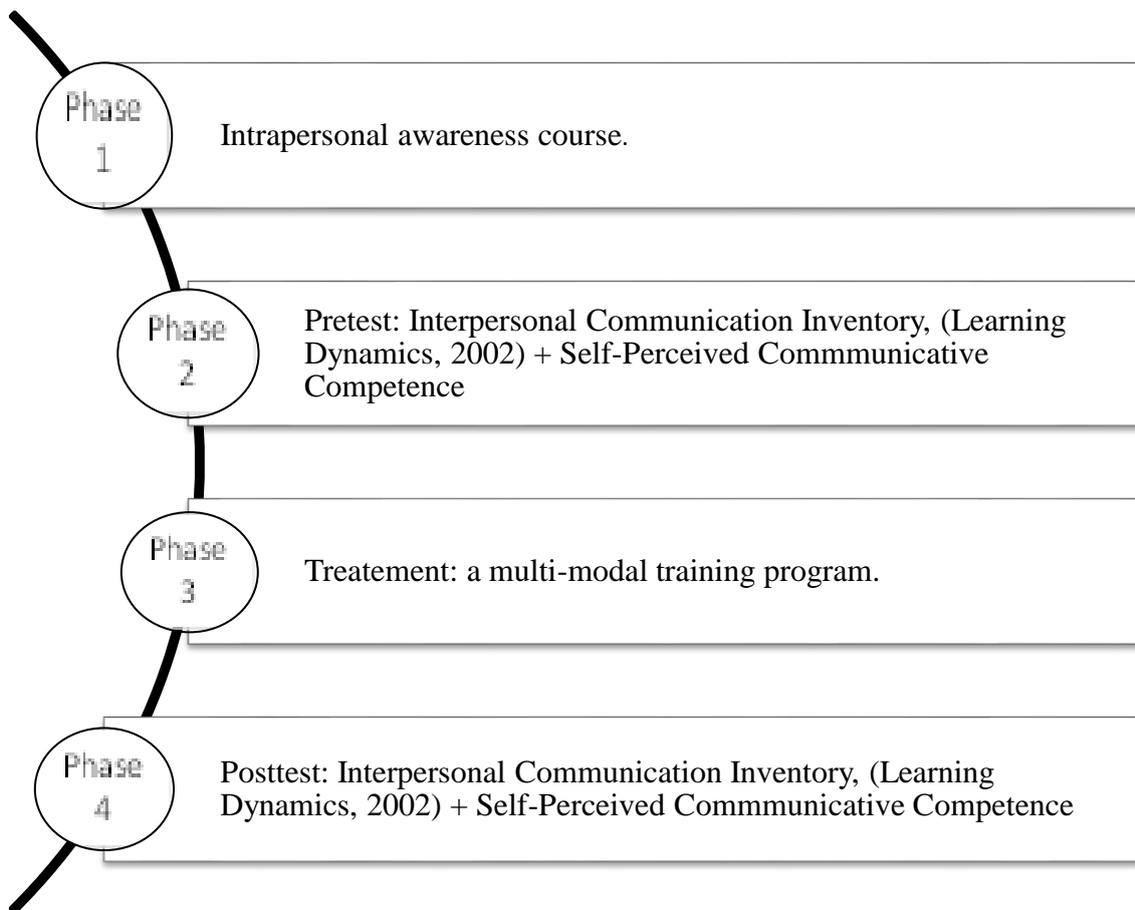
Concerning the classrooms, they were traditionally arranged in three rows. Thus, the researcher tried to change the setting and she asked the school’s headmaster for a special room with a computer and a projector and she used the U shape in arranging the tables since it is more effective in group discussions and behaviour management. According to (Syafik&Raihany, 2020) U-shaped classrooms helps learners be more productive and improves their self-confidence to speak. The teacher also tried to stick some motivating posters and flashcards about communication on the walls of the classroom to put the

participants in the frame of mind of the experiment. (Cheryan, 2014) argues that the classroom design including location, colours, size, arrangement of tables and chairs, aeration, heating...etc. profoundly influence learning achievement.

### **3.6 Description of the Treatment**

The treatment is a teaching intervention designed by the researcher to help her third grade EFL learners improve their level of interpersonal communication and self-perceived communicative competence. The intervention is composed of twelve lessons the researcher selected based on a multi-model training program that includes instructions, modelling, behaviour rehearsal, feedback and reinforcement which are techniques associated with interpersonal problem solving and social perception skills, (Spence, 2003). The latter added that there is strong evidence that multi-model teaching of interpersonal communication skills is more effective than a mono-model intervention because it comprises coaching and reinforcement through practice at the same time especially with young people aged between 7 and 18, (Spence, 2003).

The course was divided into four phases tackling different aims of the study. In each phase participants were exposed to some procedures intended to either assess or improve an area of interpersonal communication. In the first phase, learners of the experiment group received an intrapersonal awareness course composed of three sessions aiming at identifying their personality type, learning style, and type of intelligence through using three different tests. In the second phase or the pre-test stage, the researcher tested participants' in both the experiment group and the control group (n=30) in two areas of communication namely self-perceived communicative competence and interpersonal communication skills level using the Self-Perceived Communicative Competence Scale and the Interpersonal Communication Skills Inventory. After that, the experiment group received the teaching intervention composed of 12 sessions devoted for improving learners' ICS in four dimensions that are: sending clear messages, active listening receptive feedback, and handling emotional interactions. Finally, in the post-test stage, the full sample took the tests again in order to compare their scores before and after the intervention and to identify the difference between the control group and the experiment group. The figure below explains the design of the research.



**Figure 3.2 The Study Design**

### **3.6.1 Phase One (Intrapersonal Awareness Course)**

Starting from the fact that intrapersonal communication is indispensable for developing interpersonal one; the current study tries to establish a sort of intrapersonal awareness in participants through involving them in a variety of tests and activities to raise their intrapersonal awareness. (Senique, 2021) claims that being self-aware is the beginning of an endless list of abilities such as setting goals, keeping focus, self-motivation, concentration, and many other important life skills. Also, (Hertsberg&Zebrowski, 2016) argue that when people recognize their strengths and their weaknesses are brought to their attention, they can develop an awareness of the ways they are different from others. To achieve this goal different teaching strategies were used such as group-work, tests, group discussion, and interviews. (Ur, 1996) suggested the following strategies: “use group work, base the activity on easy language, make a careful choice of topic and task to stimulate interest, give some instruction or training in discussion skill and keep students speaking the target language” (p. 121-122).

### 3.6.1.1 Personality

The first part of the study starts with a series of tests intended to help learners develop their intrapersonal skills. First, participants were introduced to a one hour session in which the term “personality” was defined, examples of personality traits were explained, and discussion in groups was made at the end of the session noting that learners have dealt with personality differences in their third year syllable of English in the first sequence, entitled “Me, and my personality”.

In the second session (45mn), the experiment group took a personality style quiz by (Brown, 2020). The quiz is intended to be used by children who are thirteen years of age or older. It is designed to lay the ground for emotional intelligence through providing some insights into the individual differences of learners. The test limits personality styles to four descriptor terms: mover, connector, thinker, and planner. Furthermore, the personality quiz aims at encouraging students to feel valued, validated, respected and understood, (Brown, 2020).

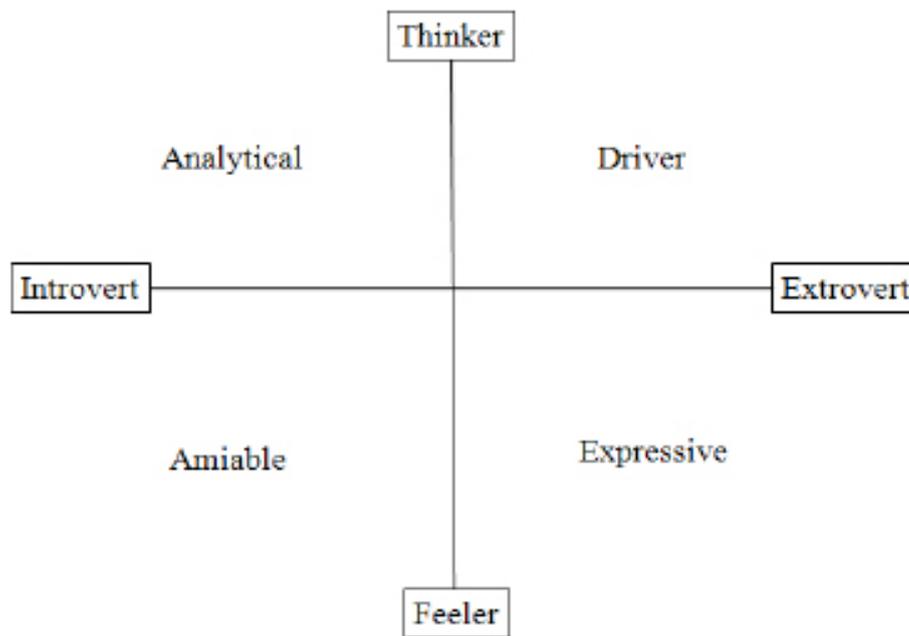
In fact, the quiz is divided into four sections assessing four dimensions of personality based on the work of Carl Jung, the German analytic psychologist who worked on the theory of individuation to categorise individuals in terms of specific psychological functions, (Cherry, 2020):

- Introversion/ Extroversion.
- Sensation/ Intuition.
- Thinking/ feeling.
- Judging/ Perceiving.

Those four personality patterns are expressed in 20 situational- based questions distributed on the four sections of the quiz. Figure 3.3 below demonstrates the theoretical background of the test.

- General Orientation (introvert/ extravert): while extravert people gain energy through talking with others and they develop their thoughts through chatting, introvert people need more time to reflect about their thoughts and give much importance to their personal space.
- Modes of Operation (planned/ spontaneous): individuals with the planned mode of operation find comfort in following routine and schedules while spontaneous people prefer variety and flexibility in taking their decisions.

- Information Gathering (practical/ theoretical): practical learners prefer setting clear objectives and tangible results while theoretical learners prefer seeing the big picture and seek for creative opportunities.
- Decision-Making (objective/ subjective): objective people depend on logic and impersonal facts to take their decisions while subjective people make their decisions based on values and personal impact.



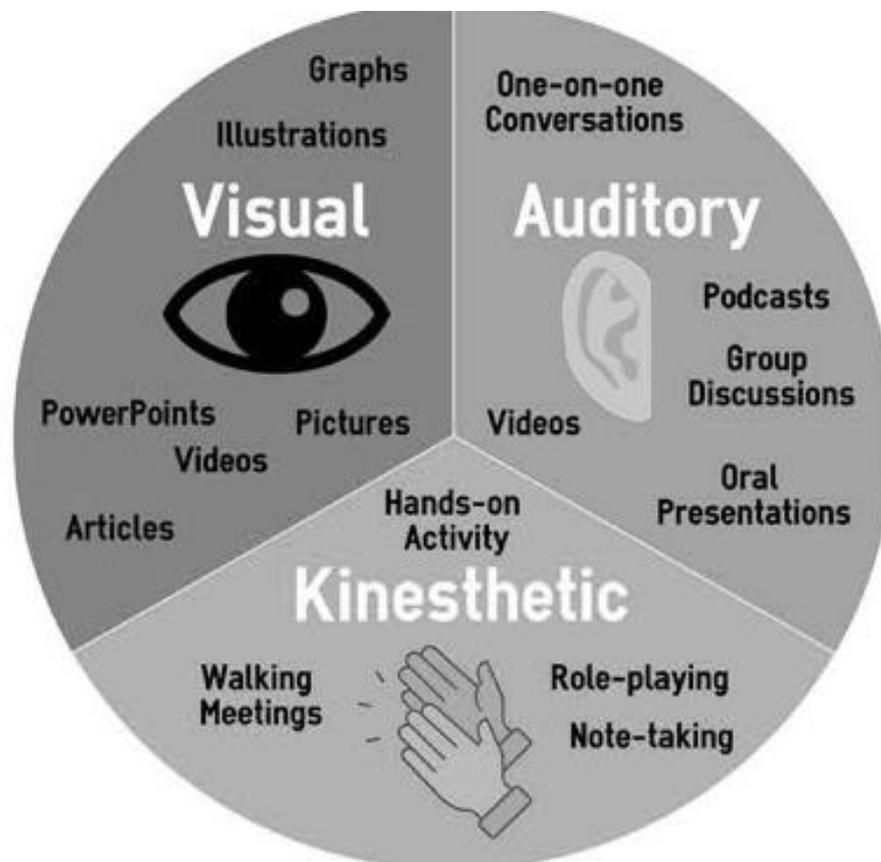
**Figure 3.3 The Four Quadrant Model of Personality, (Lukas & Lukas, 2009)**

After the participants take the test, the teacher scores their sheets and put each learner in the right category of personality. Next in a separate session of 45 minutes, the teacher reveals their scores and asks them to find their personality match and discuss in groups about their traits. To enrich the discussion, participants were asked to play a game “Meet My Opposite!” by (Holm, 2018). In fact, the game is played as following:

- Write the full personality description of each participant on cards.
- Write the opposite of the same personality in the other side of the card.
- Make the learners read out loud their description then they flip the card to read the opposite description to their peers.
- Ask participants to imagine three or more personality traits of their opposite.
- Ask them to list three or more characteristics that they like about their opposite and three or more traits that they may irritate them.

### 3.6.1.2 Learning Style

The next step in the self-discovery phase is to help learners identify their distinctive learning style in order to understand the different ways in which their brains function. This is the first step towards selecting the suitable practices that will improve the quality of their learning. Many factors can be the reason behind the personal differences in learning such as mental development, learning approach, and studying tendencies, (Felder & Brent, 2005). To reach this understanding, participants attended a one-hour session in which the teacher explained the concept through examples and posters and asked for learners' opinion about the topic and to do some research at home. The figure below was used to explain the difference between the learning styles.



**Figure 3.4 An Illustration of Learning Styles**

In fact, raising learners' awareness of their learning styles and how they can affect their learning outcomes is very empirical. (Yeaxa, 2003) stated that when learners are simply aware that there can be different ways to approach teaching and learning can make a difference. Furthermore (Cassidy, 2004) explained that giving learners the opportunity to

discover their learning styles stands at the core of the learner-centred approach. The latter argued that:

Learning-centred approaches are distinguished on the basis that there is a greater interest in the impact of style on learning in an educational setting, and the development of new learning-relevant constructs and concepts, often born out of the utilisation of assessment instruments. (p.424)

Additionally, (Moussa, 2014) believes that learning styles are simply defined as the various techniques learners prefer to use to perceive and process information and interact with the learning environment. She added that identifying these dimensions of learning provides teachers with a greater awareness of the unique characteristics of their learners. Besides, educators can use this awareness to maximize their teaching outcomes and support effective learning and education by developing teaching methods that incorporate various learning styles.

The next session, participants took a learning style quiz by (Fleming, 2019). The quiz was adapted from an online version and is composed of eight situational questions with three different options to choose from. Based on the answers participants were categorised into visual, auditory or tactile learners. This classification is based on a study by (Fleming & Mills, 1992) in which they identified three main learning styles:

- Visual: individuals with this learning style tend to process new information best when presented to them in a graphic way, such as: symbols, charts, flash cards, videos, arrows...etc.
- Auditory/ Aural: learners with this style prefer hearing and vocalizing the information given to them. They like to use songs, recordings, oral discussion, reading out loud...etc.
- Kinaesthetic/ Tactile: this category of learners prefers the physical engagement in school activities and using all of their senses to help them process new information. They learn best in interactive experiences, especially scientific subjects.

In the third session of 45mn, the teacher classified participants according to their learning style. Then, she explained the main characteristics of each category and gave her learners some suggestions about best study strategies and tips for each style. After that, the teacher asked her learners to add any strategies they use to memorise or revise their lessons and find common ones between the 3 different categories.

### 3.6.1.3 Multiple Intelligences

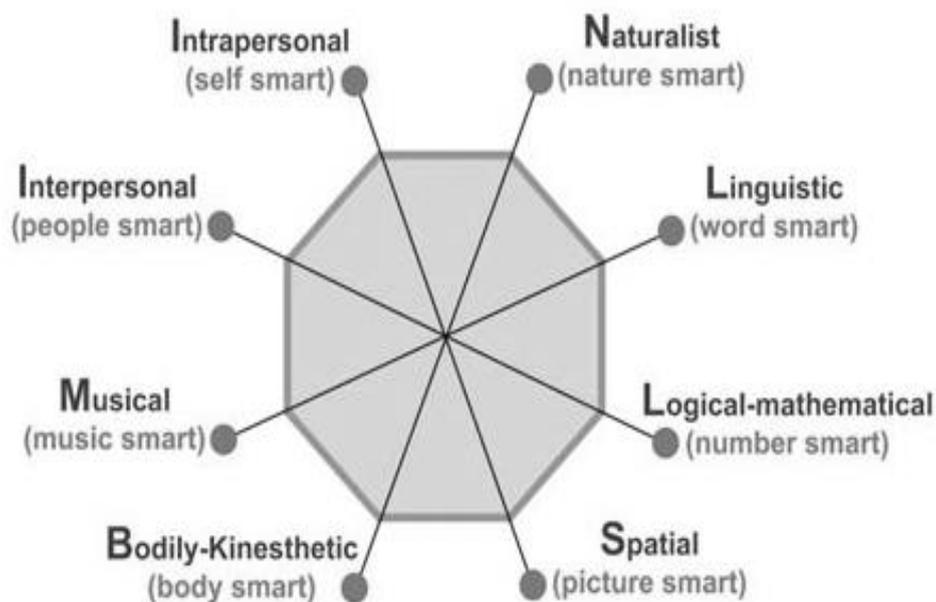
After helping learners discover their type of personality and learning style, the teacher introduced another concept to them that is: multiple intelligences. This concept was first introduced by Gardner (1983) who believed that human mind is multi-dimensional and consisted of more than a single compartment. These intelligences are unique for each individual and each person is considered to have one or more of these intelligences. Starting from the fact that multiple intelligences and strategies used for learning a second and foreign languages both exist in the brain as (Jouzdani & Biria, 2016) claimed, it is necessary to help EFL learners identify their types of intelligence that enables them to choose their appropriate learning strategy.

Accordingly, a one hour session was devoted to explain the term and define the different types of intelligence using short videos projected on the board. At the end of this session, learners were asked to take notes and do some research at home and in small groups of three because of time limitations. Afterward, participants took the Multiple Intelligences survey by (Candler, 2011). The quiz is composed of twenty four statements and learners were asked to fold the paper and rate each one from 0 to 5 according to how well the description fits every individual. Then, they had to unfold the paper and transfer each number over the outlined block on the same row. Finally, they added the numbers in each column to find the total score for each multiple intelligence area. The highest possible score in one area is 15. This survey was inspired from Howard Gardner's Theory of Multiple Intelligences in which he introduced eight different types of intelligence namely: linguistic, logical/mathematical, spatial, bodily-kinaesthetic, musical, interpersonal, intrapersonal, and naturalist.

In a separate session of 60 minutes, the teacher revealed participants' scores. Then, learners were asked to compare their results with their peers to find other participants with the same type of intelligence and preferences. Besides, the teacher gave learners a list of the strengths and potential career choices for the future. Again, she distributed different assignments for each category aiming at helping learners explore different activities in their area of intelligence:

- Naturalist: classify the animals shown on the cards according to their habitats and think of other animals to add to each list using the English dictionary.

- Logical/ Mathematical: create the number written on the card in bold using the numbers below it by adding, subtracting, multiplying or dividing. Use each number only once.
- Verbal/ Linguistic: complete the crossword puzzle.
- Musical/ Rhythmic: listen to the Alphabet song and try to use another melody for it and perform to your mates.
- Visual/ spatial: draw the map of your ideal school.
- Bodily/ kinaesthetic: pick a card and act the statement without saying a word. Let your classmate guess what was written.
- Interpersonal: imagine you have met your favourite celebrity. Write 5 interview questions that you would ask him/her.
- Intrapersonal: in a few lines, write your autobiography and talk about your future plans.



**Figure 3.5 An Illustration of the Theory of Multiple intelligences**

Finally, the teacher asked her learners to rate their satisfaction doing the task from 1 to 5 and explained to them the reason behind the assignment selection of each group that is matching the type of activity to their type of intelligence. According to (Jouzani & Biria, 2016), it can be said that if EFL learners recognise their dominant type of intelligence, they have the chance to choose the best learning strategies based on their areas of strengths which will increase their learning rate and also help them retain the new language vocabulary better

and for a longer period. The following table was used to summarise the theory of multiple intelligences for learners.

<b>Type of Intelligence</b>	<b>Description</b>	<b>Learning Style and Preference</b>
Linguistic	Interpretation and explanation of ideas and information via language	Language and words
Logical	Understanding the relationship between cause and effect toward a tangible outcome	Logic and numbers
Musical	Understanding the relationship between sound and feeling	Melodious and harmonious
Kinaesthetic	Physical agility and balance	Body movement control
Visual/spatial	Interpretation and creation of visual images, pictorial imagination and expression	Analyse, and understand visual information
Interpersonal	Interpretation and behaviour and communications	Relationships / communication between people
Intrapersonal	One's own needs for and reaction to change, ability to deal with change in the workplace	Self-awareness of your own individuality

**Table 3.1 Howard Gardner’s Multiple Intelligences Theory, (Kamaruzaman et al., 2013)**

### **3.6.2 Phase Two (Pre-test)**

At this level, the main objective was to test learners’ interpersonal communication skills level (the independent variable) and their self-perceived communicative competence as an indicator of their willingness to communicate (the dependent variable), once before receiving the treatment and once after the teaching intervention is done to compare their scores and find any relationships between the variables. To achieve this aim, two data tools were selected: Self-perceived Communication Competence Scale by (McCroskey &McCroskey, 1988) and Interpersonal Communication Skills Inventory by (Learning

Dynamics, 2002) a simplified version designed for children and adolescents adapted from (Millard & Bienvenu, 1971).

### **3.6.2.1 Self-Perceived Communication Competence Scale (SPCCS)**

The Self-Perceived Communication Competence Scale (SPCCS) is a test designed to obtain information on how people perceive themselves in different communicative contexts and to what extent they believe they are competent in each situation (public speaking, meetings, small groups, and dyads) and with different types of receivers (friend, stranger, and acquaintance). According to (McCroskey & McCroskey, 1988), individuals make their communicative choices and decisions based on their perceived communicative competence, which is highly influenced by their willingness and/or fear of communication. According to (Oz et al., 2015) SPCC is one of the strongest factors that directly and positively influence EFL learners' willingness to communicate in English.

The SPCCS scale is composed of twelve situations in which people might need to communicate. Participants are required to indicate how competent they believe they are in each situation and to estimate their communicative competence level from 0 to 100: (Presume 0 = completely incompetent and 100 = totally competent). The scale's items are the following:

1. Present a talk to a group of strangers.
2. Talk with an acquaintance.
3. Talk in a large meeting of friends.
4. Talk in a small group of strangers.
5. Talk with a friend.
6. Talk in a large meeting of acquaintances.
7. Talk with a stranger.
8. Present a talk to a group of friends.
9. Talk in a small group of acquaintances.
10. Talk in a large meeting of strangers.
11. Talk in a small group of friends.
12. Present a talk to a group of acquaintances.

The SPCCS has been used in more than 50 published studies since 2000. The intended population was the United States students. Yet, the scope of the scale extended to reach other countries and other age groups to predict their perceived level of communicative competence,

(Croucher et al., 2019). In fact, (Macintyre et al., 1998) believe that a person's willingness to communicate in a foreign language context is highly defined by self-evaluation of his/her communication ability. Moreover, the term self-perceived refers directly to self-awareness. In other words, people who see themselves as poor communicators lack the confidence to initiate a conversation with others are more likely to be less willing to communicate using the English language, (Aydın, 2017).

On the other hand, McCroskey (2009) believe that the self-perceived communicative competence is one of the communication traits that strongly influence learners' willingness to communicate. Also, (Macintyre et al., 1998) added that the fundamental goal behind teaching English language is to produce learners who are willing to use the language for authentic communicative situations. Similarly, Hashimoto (2002) stated that "increased perceived competence will lead to increased motivation which in turn affects frequency of L2 use" (p. 57).

### **3.6.2.2 Interpersonal Communication Skills Inventory (ICSI)**

To test participants' interpersonal communication skills, the researcher used a simplified version of ICSI by (Millard & Bienvenu, 1971). The original version of the scale is designed for individuals of high school age or older, of both sex and any marital status. Besides, the inventory can be applied in various social interactions and is used to measure general tendencies in interpersonal communication. (Millard & Bienvenu, 1971) claimed that this research instrument can be used as a counselling tool, a teaching device, a supplement to an interview by management, or for further research. Originally, the scale comprised 54-items measuring the process of communication by identifying patterns, characteristics, and styles of communication. The ICSI is intended to measure five dimensions of interpersonal communication:

1. Self-concept
2. Listening
3. Clarity of expression
4. Difficulties in coping with angry feelings
5. Self-disclosure.

A simplified version of the scale by (Learning Dynamics, 2002) was used instead for being more suitable with school children. This version is composed of 40 items divided into four sections. Specifically, it is designed to provide learners with some insights into their

communication strengths and potential areas for development. At the end of the scale, participants can make a profile of their level of competence in the four different areas of communication:

1. Sending clear messages.
2. Active listening.
3. Giving and receiving feedback.
4. Handling emotional interaction.

As the interpersonal communication skills inventory is a self-assessment tool, participants must read each statement carefully and honestly assess how often each situation applies to them. The inventory is a three-point scale: usually, sometimes, and seldom. The teacher translated the scale in learners' first language that is Arabic to make sure that they fully understand each situation and since it is not always possible to measure EFL learners' level of interpersonal communication by using a scale in English due to several reasons such as learners' language proficiency levels, (Aydın et al., 2016). Once the participant is done, he/she can create a profile of his/her strengths and opportunities for improvements. According to (Learning Dynamics, 2002):

This Interpersonal Communication Skills Inventory is designed to provide individuals with some insights into their communication strengths and potential areas for development. By answering each question candidly, an individual will receive a profile that displays their level of competence in four key communication areas. This inventory is intended to be viewed only by the individual who completes it. (p. 1)

<b>Mean Score</b>	<b>Interpretation</b>
Scores in the 1 > 15 range	Areas of communication skills that need improvement
Scores in the 16 >21	Areas of communication skills that need more consistent attention
Scores in the 22 > 30	Areas of strength or potential strength

**Table 3.2 Descriptive Table of Mean Scores, (Learning Dynamics, 2002)**

### **3.6.3 Phase Three (Treatment)**

Based on the four areas of communication that are under the spotlight, the treatment consisted of four parts devoted to reinforce the four selected interpersonal skills: clarity of expression or sending clear messages using verbal and non-verbal communication, active listening, receptive feedback, and self-management and control to handle emotional interactions. The teaching intervention comprises twelve sessions. According to (Spence, 2003), young people can experience considerable improvement of their social skills such as empathy, active listening and body language from a relatively brief teaching intervention that consists of eight to twelve sessions.

#### **3.6.3.1 Stage One (Clarity of Expression)**

The first stage was devoted to teach participants clarity of expression through focusing on verbal and non-verbal communication. This stage focuses on enhancing learners' speaking skill through a variety of activities. For (Namaziandost et al., 2019) teaching clarity of expression has been undervalued for many years and EFL teachers tend to restrict their teaching of speaking skill in repetitions, drills or memorization of dialogues. However, today's world requires learners to improve their communicative skills in order to be able to express themselves and follow the social and cultural norms appropriate in each communicative circumstance. According to Thornbury (2005), when the teacher plans for speaking task he/she must respect criteria such as designing tasks that are productive, purposeful, interactive, challenging, safe and authentic. Therefore, the main objectives behind this stage are:

- ✓ Explaining the concept of verbal and non-verbal communication.
- ✓ Exploring the role of body language in conveying messages.
- ✓ Practising non-verbal communication to interact effectively.

##### **3.6.3.1.1 Session One**

- Timing: 60mn
- Materials: projector, flash cards, short videos, and work sheets.
- Objective: by the end of this session learners will be able to define communication and differentiate between its verbal and non-verbal forms

- Warm-up (10mn): showing participants a short video of two people having a conversation and opening a discussion about their way of talking and using their gestures to convey meaning.
- Presentation (20mn): sticking some flashcards on the board representing different types of communication to pave the way for defining some basic terms related to the subject. Next, explaining the importance of body language and how it can change the meaning of an utterance through examples.
- Practice (30mn):

Task 01: (group work) I look at the following pictures of people displaying different emotions and try to decide whether they are expressing a positive or a negative feeling.



Example:  feeling sad/ worried/ tired...etc.

Task 02: (pair work) Complete the following chart by describing your body language in the following situations.

Example:

I feel embarrassed  shaking hands/ red cheeks/ sweating...etc.

Task 03: I match the gesture with its meaning.



Example:  a small quantity

Task 04: I complete the expression with the right part of the body given in the box.

Example: cross your legs/ shrug your shoulders

### 3.6.3.1.2 Session Two

- Timing: 60mn

- Materials: projector, video, worksheets, and markers.
  - Objective: by the end of this session learners will be able to practise non-verbal communication in authentic situations.
- Warm-up (5mn): the teacher reviews briefly the previous session and sticks a picture on the board then asks her learners to look carefully at Adam’s facial expression and his body and answer the questions about how he might be feeling.
- Presentation (15mn): the teacher shows her learners a video of a silent short play and asks them to imagine what the actors were saying and write a dialogue. Next, the teacher turn the sound on and let learners compare their answers. After that, the teacher asks the participants to list other situations where non-verbal communication can be very explicit. For example, asking for help, apologising, lying, being disappointed...etc.
- Practice (40mn): (Role-play) the teacher split the class into five groups of three learners, gives them five different short dialogues written on cards. Each team thinks of ways to perform the play without saying a word and let the other teams discover the theme of the play.
- Example: A: would you like to play football with me?  
 B: I am sorry. I don’t have time.  
 A: why?  
 B: I have an exam, tomorrow.

### **3.6.3.1.3 Session Three**

- Timing: 60mn
  - Materials: flash cards, glue, posters, emoji stickers, and crayons.
  - Objective: by the end of this session learners will be able to review and summarise what they have learnt about verbal and non-verbal communication using a poster.
- Warm-up (10mn): the teacher shows her learners different emoji stickers and asks them to interpret their meanings.

- Presentation (20mn): the teacher interviews the participants through an open discussion:
  - a) What did you like best about the course?
  - b) If you can choose one piece of information you learned here, what would be your favourite one?
  - c) Are you willing to reconsider your body language when making a conversation? If yes why?
  
- Practice (30mn): The teacher split the class into 3 groups and asks them to make a poster about verbal and non-verbal communication cues using the materials she provided for them. At the end of the session, learners are asked to stick their poster on the school's gallery and explain their work to their other classmates to enrich their knowledge.

### **3.6.3.2 Stage Two (Active Listening)**

The second stage of the teaching intervention aims at developing learners' active listening skill. According to (Córdoba Zúñiga & Rangel Gutiérrez, 2018) teaching learners' active listening encourages them to acquire not only the language but also the opportunity to expand their thoughts, culture, and communicative competence. They suggested that active listening is a decisive competence to promote learners communication and help them become better listeners, improve their oral interactions, and create opportunities to be more analytical, synthetic, and keen on what other people say. Thus, this stage was devoted to teach third grade learners the importance of this skill in their daily-lives and how it can help them have a better understanding of others. The main objectives of this stage are:

- Defining active listening and the micro-skills related to it.
- Developing learners active listening through practice.

#### **3.6.3.2.1 Session One**

- Timing: 60mn
- Materials: projector, short videos, and work sheets.
- Objective: by the end of this session learners will be able to define active listening and differentiate between positive listening skills such as asking for clarification and negative listening behaviours like interrupting.

- Warm-up (10mn): the teacher shows her learners two different scenes, one displaying a positive listening attitude and the other displaying a negative one. Then, she asks them to identify the difference between the two and what their reflection is about each one.
- Presentation (20mn): using a projector, the teacher explains the term “active listening” through examples and tries to elicit from the participants real-life situations where active listening really matters. After that, she asks her learners to classify in a table the positive listening skills against the negative ones.

➤ Practice (30mn):

Task 01: I look at Larry’s picture of body parts that he can use to listen with and match each part with the appropriate statement that tells how to do it.

Example: heart ———> caring for what the other is saying.

Task 02: (pair work) I read the following situations and write (G) in front of the positive listening skills and (P) in front of poor ones.

Example: interrupting someone speaking ———>(P)

Task 03: I watch the poor listening video from “the warm-up” phase again and suggest how to make the person a better listener.

### 3.6.3.2.2 Session Two

- Timing: 60mn
- Materials: projector, short videos, and work sheets.
- Objective: by the end of this session learners will be able to learn strategies to be better listeners.

➤ Warm-up (10mn): the teacher asks her learners to list three positive listening skills and three negative listening behaviours.

➤ Presentation (20mn): the teacher sticks a poster on the board describing some strategies active listeners use. For example, smiling, asking questions, keeping eye contact...etc. Then, she asks them to think of other strategies to enrich the poster.

➤ Practice (30mn):

Task 01: (group work) I play the “Bucket Filling” game and I fill in each bucket with how a good listener looks like, feels like, and sounds like.

Example: looks like ———> interested

Feels like ———> caring

Sounds like —→ friendly tone

Task 02: (pair work) I work with my partner to complete the poster. (The poster is divided into four sections: a good listener has..., thinks..., listens for..., and does not...).

Example: a good listener has patience, thinks about the message, listens for facts, and does not ignore.

### 3.6.3.2.3 Session Three

- Timing: 60mn
  - Materials: projector, recordings, and short videos.
  - Objective: by the end of this session learners will be able to practise active listening skills in authentic situations.
- Warm-up (10mn): listen to the following statements and think of a response that demonstrates active listening skills.

Example: statement —→ I feel sad when people laugh at me when I stutter.

Response —→ I hear you saying that their reaction hurts you, is that right?

- Presentation (20mn): the teacher plays a video of one kid telling his friend about his new school. Then, she asks them to fill in the following evaluation grid.

	Good	Needs improvement
Eye to eye contact and looks interested		
Relevant questions		
Appropriate feedback		
Validates – never discredits their feelings		
No interruptions		
Clarifies for understanding and reflects back what they said		
Problem solving if necessary (only if asked for)		

**Table 3.3 Listening Evaluation Grid**

- Practice (30mn): (group work) the teacher divides the class into small groups of three students and gives them different scenarios and asks them to write a dialogue to discuss one of the suggested topics in a few lines. After that, she asks them to perform the dialogue in front of their classmates and use the same grid mentioned above as a peer-assessment tool to reflect about their performance.

Example: possible scenarios → what do you feel about your parents, teachers, a memory, school, grading...etc.

### **3.6.3.3 Stage Three (Feedback)**

The third stage was devoted to teach learners reflective feedback as it is an important step towards developing learners' interpersonal communication. (Kruidering-Hall et al., 2009) argued that receptive feedback is a critical skill in teaching and learning and it is desirable for learners to practice this skill early in their learning process. Accordingly, The main objectives of this course are:

- Defining receptive feedback.
- Teaching learners strategies on how to give and receive feedback.
- Practising receptive feedback.

#### **3.6.3.3.1 Session One**

- Timing: 60mn
  - Materials: flash cards, and work sheets.
  - Objective: by the end of this session learners will be able to define feedback and recognise the importance of this skill in communication.
- Warm-up (10mn): the teacher sticks a poster on the board that demonstrates positive feedback vocabulary and asks her learners to add others. Then, she asks them about their feelings when they hear those words.

Examples of vocabulary: I like it, that's awesome, brilliant, good job, well done, excellent...etc.

Examples of feelings: I feel happy, motivated, encouraged...etc.

- Presentation (20mn): the teacher gives her learners a text to read. It describes the following scene:

Yassine is drawing a painting for the coming “Day of Science” gallery. When one of his friends saw his work, he told him that his painting is terrible and will make the audience laugh at him. Whereas, another friend heard them talking and he suggested some modifications to improve the painting. Yassine stood still and didn’t say a word.

Next, the teacher asks her learners to describe and discuss the reaction of the three and opens a discussion about feedback.

- Practice (30mn):

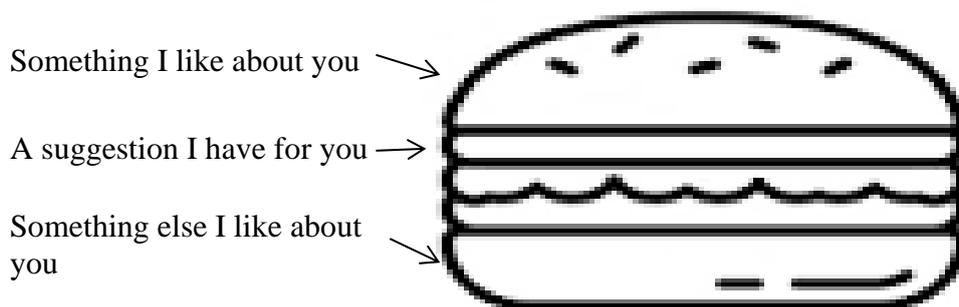
Task 01: I classify the following feedback statements into positive and negative feedback. I write (P) in front of the positive ones and (N) in front of the negative ones.

Example: I like your choice of words. → (P)

Task 02: (pair work) I read the following negative statements in different situations and I suggest ways to give more effective feedback.

Example of a suggested statement: the colour of your dress does not match your shoes, you look silly today! → What an interesting choice of colours! It would be even better if you had a black pair of shoes.

Task 03: (feedback sandwich technique) I work with my partner and I fill in the following sandwiches with my feedback about my partner’s personality.



**Figure 3.6**The Feedback Sandwich

### 3.6.3.3.2 Session Two

- Timing: 60mn
- Materials: work sheets and markers.

- Objective: by the end of this session learners will be able to distinguish between negative and positive feedback strategies
- Warm-up (10mn): the teacher reviews with her learners the importance of giving positive feedback and opens a discussion about the topic.
- Presentation (20mn): the teacher tries to elicit some strategies participants think they may help them give effective feedback and other strategies on how to receive a feedback either a positive or a negative one. Next, the teacher enriches the topic through discussion and examples.

➤ Practice (30mn):

Task 01: (peer feedback worksheet) I read my partner's written expression (done as a homework) and I fill in the following worksheet.

Feedback from.....
To.....
I like how you .....
It is good because.....
Next time try .....
So that .....
You can do it by .....

Task 02: (peer assessment) I exchange my sheet with other classmates and I put ✓ in front of positive feedback statements and ✗ in front of the negative ones.

### 3.6.3.3.3 Session Three

- Timing: 60mn
- Materials: flash cards, worksheets, and markers.
- Objective: by the end of this session learners will be able to practise receptive feedback strategies.
- Warm-up (10mn): (game) the teacher sticks a poster on the board that is divided into 3 sections. The first 2 sections contain a star in which learners are asked to write 2

things they like about their school and the third one contains a wish in which they are supposed to write something they want to improve in their school.

➤ Presentation (20mn): the teacher writes the following scenario on the board.

Your teacher asked you to present a project orally in front of your classmates. When you finished, one of your friends told you that your pronunciation was very bad and he could barely understand you.

Next, the teacher asks her learners about their possible responses to that classmate and opens a discussion on how to receive feedback.

➤ Practice (30mn):

Task 01: I read the following feedback statements and choose the most appropriate response in each situation.

Example: I think the example you have given in your written expression does not fit the topic.

- a) I disagree, it fits the topic perfectly.
- b) Could you clarify why you think that?
- c) Thank you for your opinion.

Task 02: (group work) make a poster in which you collect as many encouraging feedback statements as possible. Then, you stick your work on the wall of your classroom and share your ideas with your friends at the end of the session.

#### **3.6.3.4 Stage Four (Handling Emotional Interactions)**

The last stage focused on teaching learners how to handle emotional interactions. The course was centred on many concepts such as self-regulation, self-control, feelings...etc. The main objectives of this stage are:

- Raising participants' awareness of their emotions and how they can affect their communication.
- Teaching learners strategies of self-regulation and control.
- Practising emotional interactions.

### 3.6.3.4.1 Session One

- Timing: 60mn
- Materials: cards, work sheets, and bilingual dictionaries.
- Objective: by the end of this session learners will be able to define self-regulation, self-control, and emotional intelligence.

- Warm-up (10mn): the teacher brainstorms her learners about words that describe feelings (what feelings do I have?) they can order the words alphabetically to facilitate the search.
- Presentation (20mn): starting from the list of feelings listed in the warm-up stage, the teacher asks her learners to classify those feelings into positive and negative ones. Then, she asks them to think of situations that they can relate to negative or positive feelings. Next, the teacher selects a relevant example and tries to elicit a dialogue from her learners about that specific situation.

Example: your friend stole your homework and presented it to the teacher as his own. The teacher blamed you and sent you to the headmaster's office. Imagine the dialogue that will happen there.

After that, the teacher opens a discussion about self- control and briefly defines the related terms.

- Practice (30mn):

Task 01: complete the following statements with the possible feelings experienced by the person.

Example: If someone is called names → He /she feels.....

Task 02: (group work/ card game) I select a card randomly and I ask my friend to response to the situation in a way that reflects self-control.

Example: your teacher asked you to work in pair with a classmate that you don't like, what would you say or do?

Task 03: (group discussion) I think about my friends' responses and I suggest other strategies to help them control the situation.

### 3.6.3.4.2 Session Two

- Timing: 60mn
- Materials: work sheets and markers.
- Objective: by the end of this session learners will be able to develop self-control and regulation strategies.

- Warm-up (10mn): the teacher asks her learners to think-pair-share about the following situation.

You were asked to work with your classmate on a project. The day before delivering your presentation, you discovered that your partner did not do his part of the work.

What would you say?

Now, another friend told you that your partner's mother had an accident and he had to take care of her, for this reason he could not work on the project. What would you say?

- Presentation (20mn): the teacher attracts learners' attention to the fact that sometimes our choice of words can be hurtful or inappropriate to some people and to the importance of thinking before speaking. Then, she asks them to give her some examples to enrich the discussion. After that, the teacher elicits strategies to handle emotional interactions.

- Practice (30mn):

Task 01: I look at the following statements and decide which ones I should keep to myself (think it) and which ones I should say out loud (say it).

Example: I don't want to sit next to you, you are a talkative person. (Think it)

Sorry, I will sit next to my friend, we have something to discuss. (Say it)

Task 02: (pair work) I classify the following sentences into statements that reflect self-regulation and statements that reflect its absence.

Example: I feel sad, so I write in my diary. —> Self-regulation

I shout at my little brother because I'm angry. —>Absence of self-regulation

### 3.6.3.4.3 Session Three

- Timing: 60mn
  - Materials: projector, short videos, flash cards, worksheets, and markers.
  - Objective: by the end of this session learners will be able to practise emotional interactions in authentic situations.
- Warm-up (10mn): the teacher plays a video of two friends arguing because one of them has borrowed something from the other and did not give it back. Then, the teacher asks her learners to spot where the actors have lost self-control and opens a class discussion about the topic.
- Presentation (20mn): the teacher writes different scenarios on the board and suggests 3 possible responses to each situation. Then, she asks her learners to choose the response that reflects self-regulation and justify their answers through group discussion.
- Example: you were waiting for your friend to go to school with. He forgot about you and went alone and because of him you arrived late. When you met again, he admitted his mistake and apologised. So, you:
- a) Never talk to him again.
  - b) Accept his apology.
  - c) Blame him for what he did.
- Practice (30mn):
- Task 01: (Group work) I choose one of the previous scenarios and I imagine the conversation that happened in the scene. Then, I write a short conversation according to the response I chose.
- Task 02: (Role-play) I perform the play in front of my classmates.

### 3.6.4 Phase Four (Post-test)

After the teaching intervention is done, both the treatment group and the control group took the same tests again. (n=30) participants took the SPCCS and ICSI and the data gathered were compared to find any significant difference in results that allows the researcher to relate interpersonal communication skills with general communicative competence and willingness to communicate in EFL context.

## **Conclusion**

This chapter addressed the research design followed in this study. It described the methodological principles of the work, the research approach, sampling method, and the field of the study. Also, chapter three highlighted the main aims of this research and provided a brief overview on the participants who contributed to the experiment. Besides, it described the tools used to collect data as the Self-Perceived Communicative Competence and the Interpersonal Communicative Skills Inventory. Also, the chapter reported details of the intrapersonal communication course designed to help learners raise their self-awareness. Then, it gave a detailed description of the teaching intervention used to improve participants' interpersonal communication. The treatment went through four stages dealing with interpersonal skills that are: the clarity of expression involving verbal and non-verbal communication cues, active listening strategies, receptive feedback strategies, and handling emotional interactions through self-regulation and control. The interpersonal course was addressed to Algerian third grade middle school learners. To sum up, chapter three had two main objectives that are describing the methodological design and outlining the teaching intervention used for the experiment.

## **CHAPTER FOUR: FINDINGS AND INTERPRETATION OF DATA**

### **Introduction**

In chapter three, we have given a detailed description of the research design, tools, population, and sampling method. Thereby, the fourth chapter aims at providing the analysis of the data gathered in this study by means of percentages, charts, graphs, tables...etc. Also, it attempts to describe and justify the participants' scores in both tests (i.e., Self-Perceived Communicative Competence Scale and Interpersonal Communication Skills Inventory) before and after the teaching intervention is implemented. The main objective of this study was to identify the relationship between developing EFL learners' interpersonal communication skill and their willingness to communicate stemmed from their self-perceived communicative competence.

Regarding the quantitative research methodology of the study, chapter four tries to provide insights on learners' level of interpersonal skills through comparing pre-test and post-test scores of both the experimental group and the control group. According to (sergeant, 2012), "the purpose of quantitative analysis is to interpret the data and the resulting themes, to facilitate understanding of the phenomenon being studied" (p.1). Therefore, the chapter tries to explain the variance in EFL learners' results in order to find answers to the research questions and to test the hypotheses set at the beginning of the study. Finally, chapter four ends by the summary and discussion of the research findings.

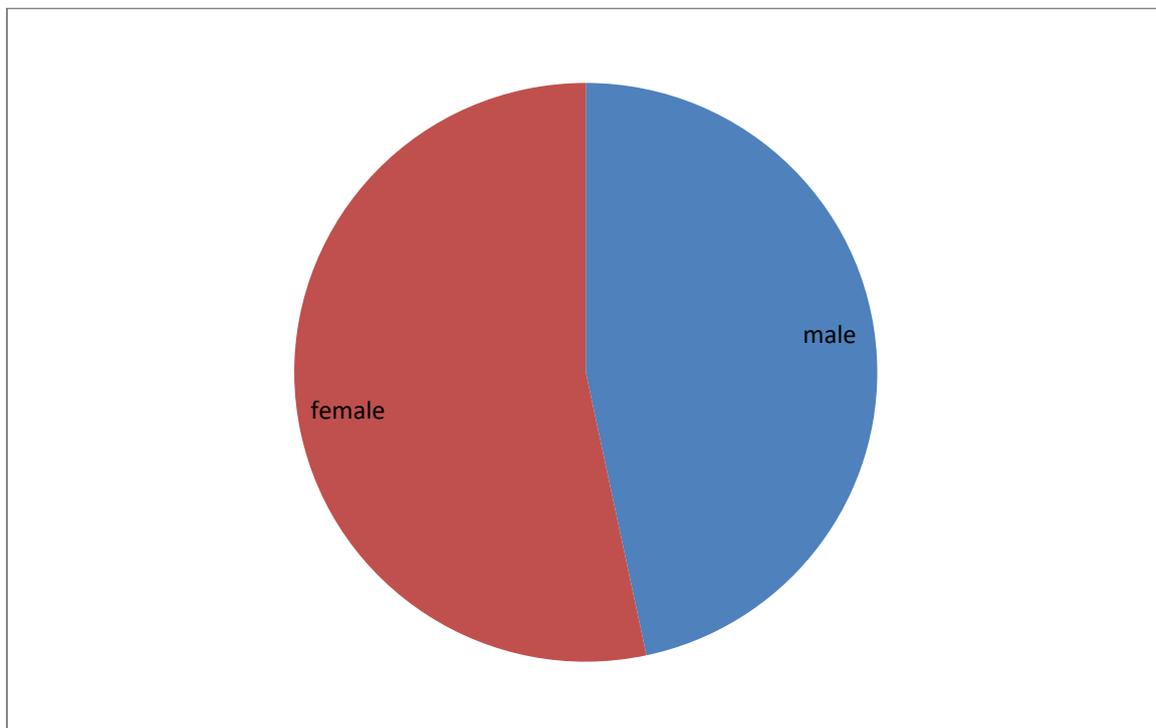
### **4.1 Profile of Participants**

In the current study, participants were non-randomly assigned to the experiment. They were selected based on their common profile such as age, educational level, language proficiency and social background. (n=30) middle school learners of the third grade were designated to be subjects of this research. The sample was divided into two sections: (n=15) participants were members of the experiment group (EXP) while an equal number of learners (n=15) were members of the control group (CNT). All the participants were pupils in the same classroom, taught by the same teacher since their first year, and were studying in the third grade at Abbad Mohamed Middle School in Relizane. Table 4.1 demonstrates the profile of learners who participated in the study.

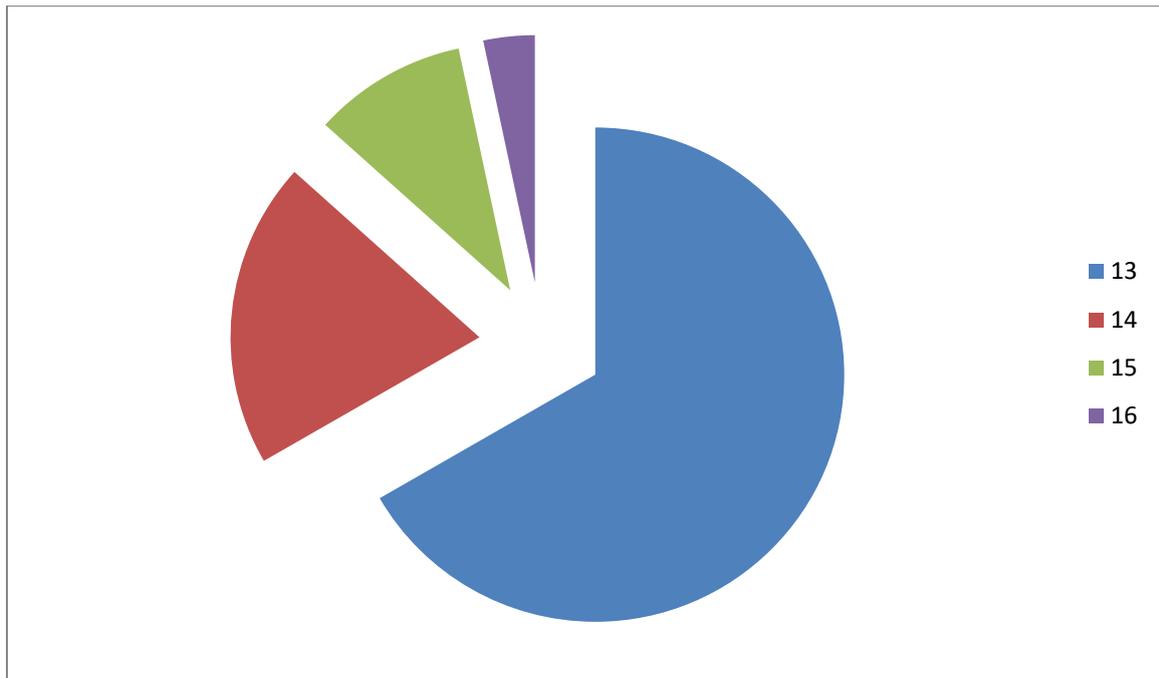
Profile	Percentage
<u>Sex:</u>	
• Male	46.66 %
• Female	53.33 %
<u>Age:</u>	
• 13	66.66 %
• 14	20 %
• 15	10 %
• 16	3.33 %

**Table 4.1 Participants' Profile**

The table above points out that the majority of the participants are adolescents of 13 years old representing 66.66% of the sample whereas 20% are 14, 10% are 15 and only 3.33% are 16. These results show that 33.33% of learners have faced issues of either repeating a school year or failing to access school at the legal age. Regarding the sex of participants, the table 4.1 displays a percentage of 53.33% of females in comparison to 46.66% of males which infers close numbers and an equal distribution of girls and boys in classrooms. Figure 4.1 below demonstrates the distribution of the gender of participants while Figure 4.2 displays learners' age.



**Figure 4.1 Participants' Gender**



**Figure 4.2 Participants' Age**

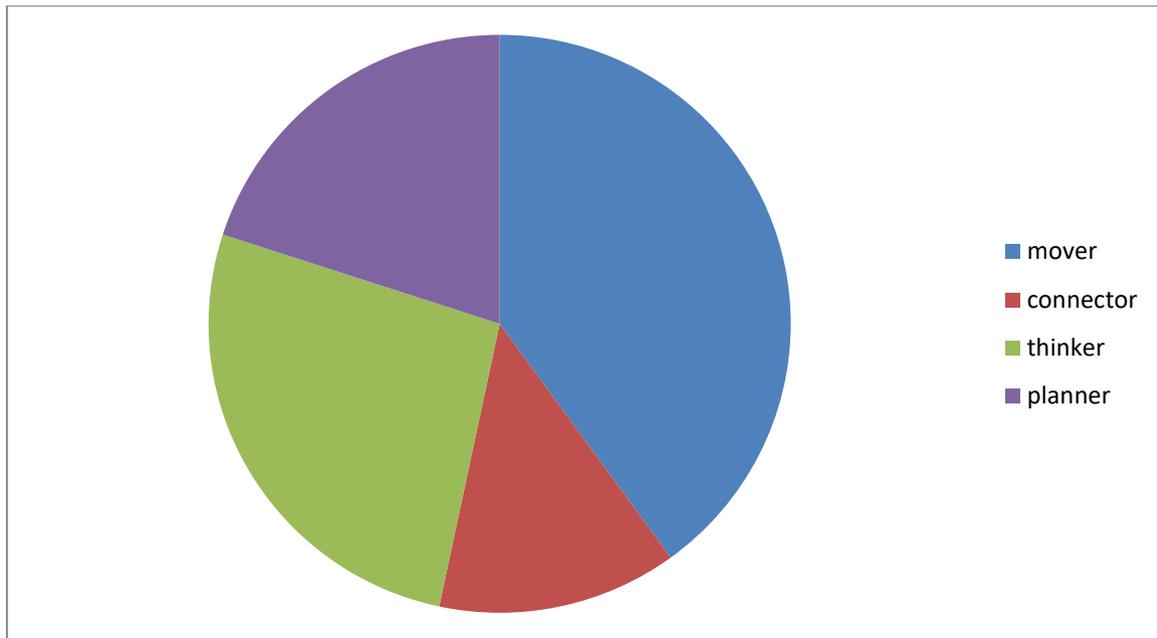
#### **4.2 Analysis of Intrapersonal Awareness Tests**

The first phase of the study aimed at raising participants' intrapersonal awareness through a series of tests and activities targeting self-reflection and discovery. In this phase, three main elements of intrapersonal communication were emphasized: personality, learning style, and multiple intelligences. Therefore, three sessions were devoted to teach each area separately.

##### **4.2.1 Personality Test Results**

Participants of the experiment group were first tested to discover their type of personality and the traits related to it. They sat for a personality test by (Brown, 2020). The objective of the quiz was to categorise learners based on their type of personality into four groups as shown in the figure below:

- Mover
- Connector
- Thinker
- Planner.



**Figure 4.3 Analysis of Participants Personality Test**

Figure 4.3 shows that the majority of learners (40 %) are movers which means that they are courageous, exploratory, and playful. They love to improvise and vary their activities. Besides, movers like the change and prefer doing things in the fastest way possible. They are spontaneous and practical and their core value is freedom, (Brown, 2020). The mover type of personality is dominant in the experiment group. We can explain that by the fact that learners of the third grade are at their early adolescence age which means that they tend to explore and try new things, be impulsive, and crave change which is at the core of “mover” type of personality.

Moreover, the test revealed that 27 % of participants are thinkers. Individuals with this type of personality are likely to be curious, self-sufficient, practical, and logical. They like their privacy, seek clarity and knowledge, and prefer to take decisions carefully by exploring all the aspects of an issue. Also, thinkers are theoretical and objective, and their core value is competency (Brown, 2020). Furthermore, 20 % of participants were planners who are organised, prepared, and dependable people. This kind of personality seeks consistency, order, and fairness. Their core value is responsibility, (Brown, 2020). We can notice that the percentages of thinkers and planners are close.

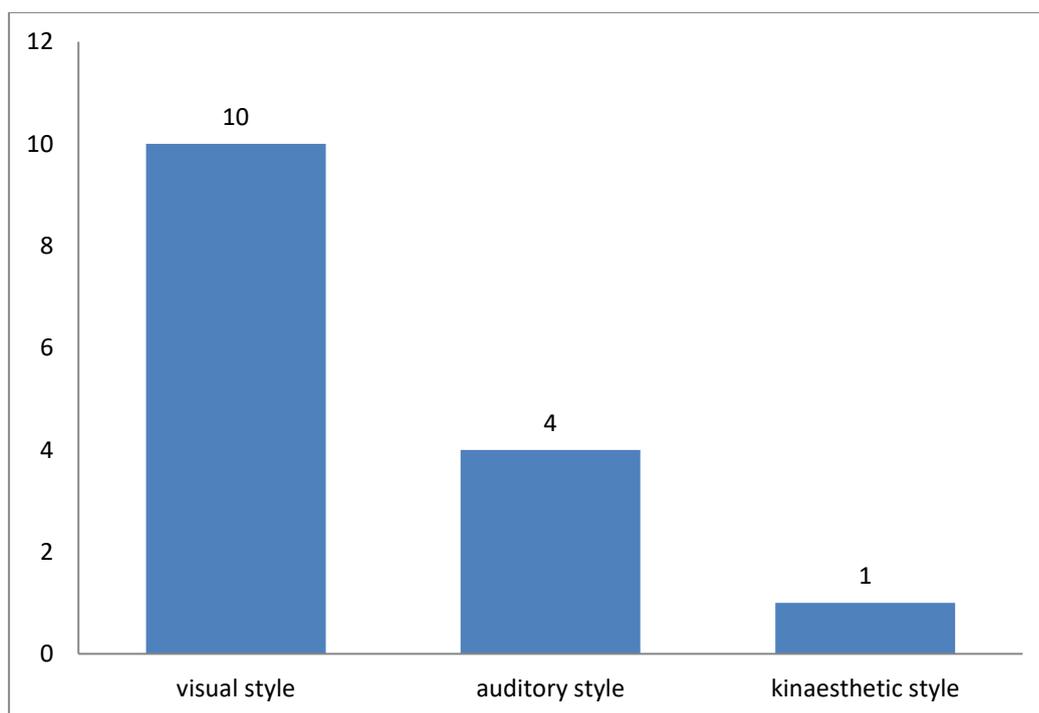
The last category which is “connector” type of personality scored 13 %. This personality style implies that people are considerate, attentive, cooperative, and encouraging. Connectors place a high importance on values and personal growth. Their core value is

relationship, (Brown, 2020). It is not surprising that the least score was that of “connector” because of learners’ critical age. According to (Wyse et al., 2017), adolescence is regarded as highly malleable and difficult age for learners who are struggling to develop their social identity, personality, and conception of self. It is even more problematic for multilingual and multi-ethnic English learners.

#### 4.2.2 Learning Style Quiz Results

The researcher devoted three sessions to teach participants in the EXP group about the different learning styles and the studying strategies for each category. After that, they responded to a Learning Style Quiz by (Fleming, 2019) which aims at categorising people into three main styles as displayed in Figure 4.2 and that are:

1. Visual
2. Auditory
3. Kinaesthetic



**Figure 4.4 Participants’ Learning Styles**

As shown above the dominating style of participants is the visual one with 67 %. According to (Fleming, 2019), people with this learning style prefer processing new information through seeing things, they have a high level of spatial awareness of their surroundings, colours, brightness, shapes,...etc. Besides, visual learners need specific

teaching materials such as video, graphs, flash cards and in-person demonstrations. (Maison et al., 2019) argued that the visual learning style is commonly spread among young learners who prefer visualising their learning to facilitate processing new information.

For the auditory learning, 27% of respondents have this style which implies that they prefer learning through listening and voicing. Auditory learners learn best when they hear the new information and have a good memory and listening skills, (Fleming, 2019). As for the kinaesthetic style, 6 % of the participants belong to this category. Kinaesthetic learners are multi-sensory, they learn through doing and experiencing things with their body and senses, (Fleming, 2019).

### 4.2.3 Multiple Intelligences Test Results

Always with the aim of raising learners’ intrapersonal awareness, participants attended three sessions of multiple intelligences course and responded to a survey by (Candler, 2011) that categorised them into 8 types of intelligence that are linguistic, logical/mathematical, spatial, bodily-kinaesthetic, musical, interpersonal, intrapersonal, and naturalist. Graph 4.4 shows the survey results.

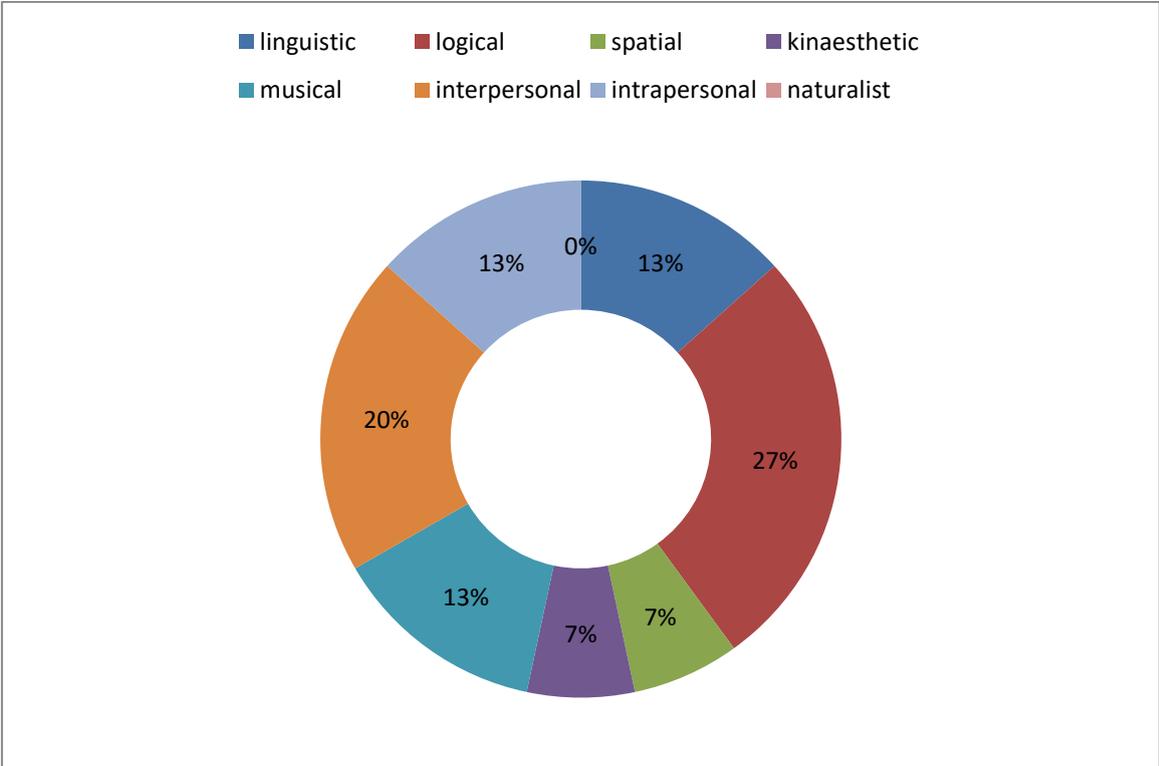
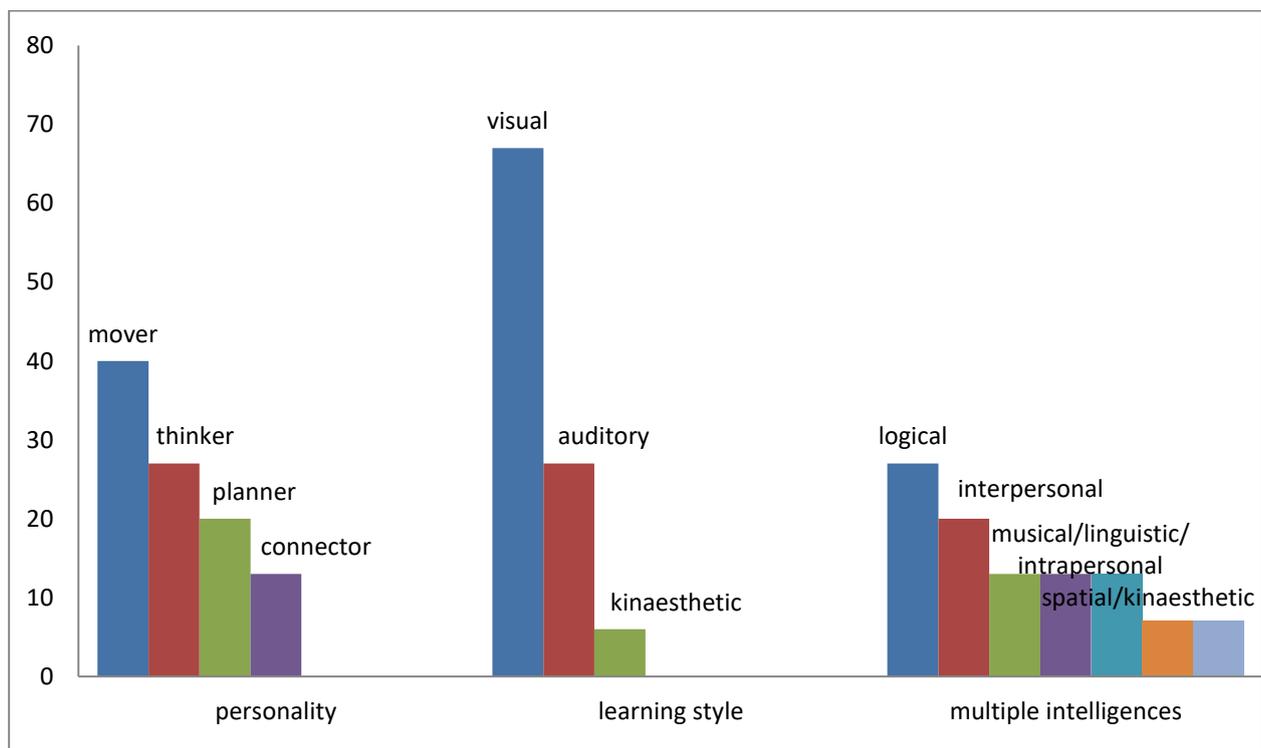


Figure 4.5 Participants’ Multiple Intelligences

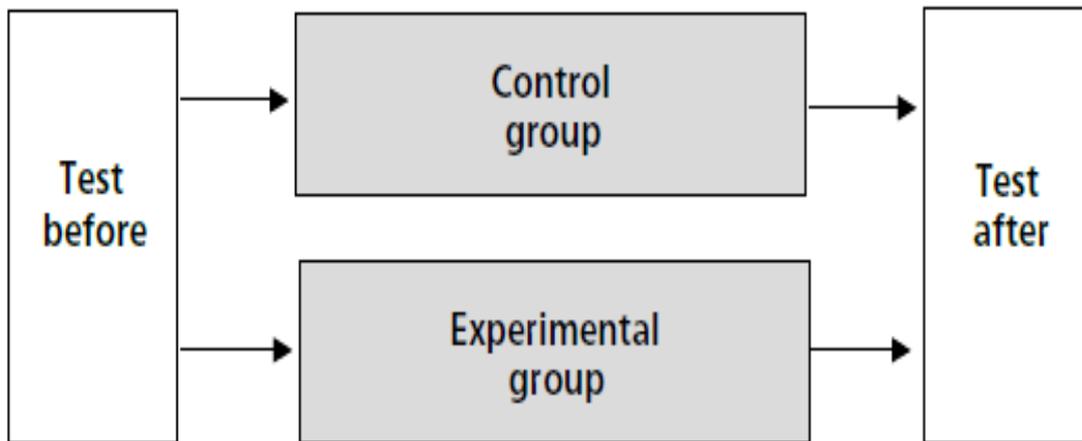
It seems that the concept of multiple intelligences is clearly shown in the sample. The two main dominating types of intelligence are the logical with 27% and the interpersonal with 20% while the linguistic, musical, and intrapersonal share the same percentage of 13%. For the spatial and kinaesthetic type of intelligence, only 7% was recorded and 0% for the naturalist one. Figure 4.6 summarises the participants' intrapersonal profile concerning their personality type, their learning style and their type of intelligence. It also displays the diversity of participants in terms of the areas under the scope. This fact reminds us of the necessity of diversifying the teaching methods, strategies, and materials to suit every category of learners and to maximise the learning outcomes.



**Figure 4.6 Participants' Intrapersonal Profile**

### 4.3 Analysis of the Pre-Test

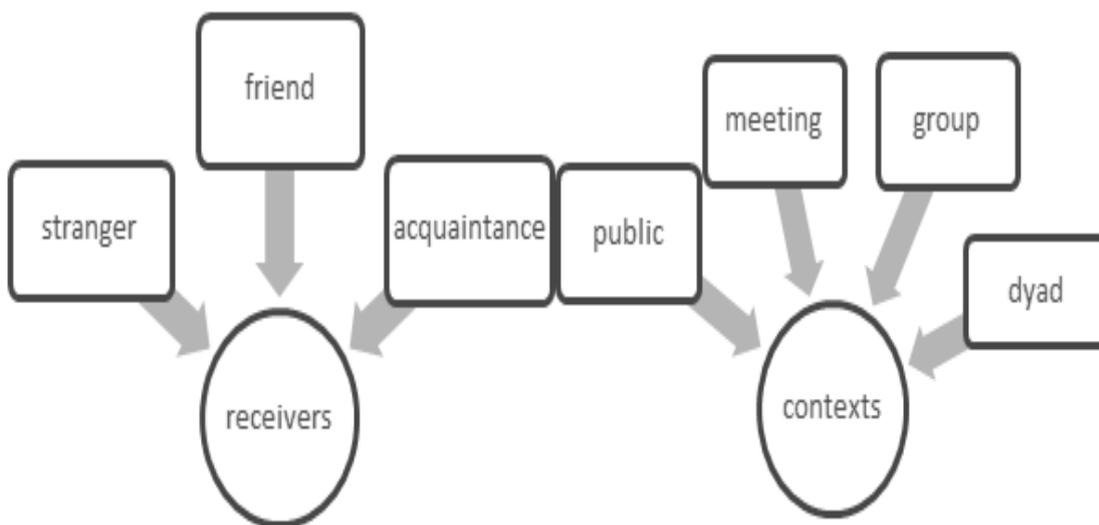
The research is based on a pre-test post-test design which implies subjecting the participants (n=30) to the same measures once before the intervention is implemented and once after it is completed. In this study, two tests were used in the pre-test phase that are the Self-Perceived Communicative Competence Scale and the Interpersonal Communication Skills Inventory aiming at measuring the two variables of the research with the experimental group (n=15) and the control group (n=15). The following figure illustrates the design of the experiment.



**Figure 4.7**The experimental Design, (Petty, 2009, p.53)

### 4.3.1 Analysis of the SPCCS

As mentioned before, the Self-Perceived Communication Competence Scale is a 12-items test targeting two variables. First, it investigates the four types of communication contexts: public, meeting, group, and dyad. Second, it examines communication with three different types of receivers: stranger, friend, and acquaintance as the figure below indicates



**Figure 4.8** SPCCS Dimensions

Table 4.2 describes the experiment group (EXP) scores in general communication areas starting from the wider context that is public communication to the narrower one that is dyad communication. Whereas, Table 4.3 describes the control group (CNT) scores in the same test.

<b>Communication Context</b>	<b>Score</b>
Public	36.35%
Meeting	45.99%
Group	46.66%
Dyad	53.77%

**Table 4.2 The Pre-Test EXP Scores of Communication Contexts**

<b>Communication Context</b>	<b>Score</b>
Public	35.48%
Meeting	40.04%
Group	44.99%
Dyad	52.08%

**Table 4.3 The Pre-Test CNT Scores of Communication Contexts**

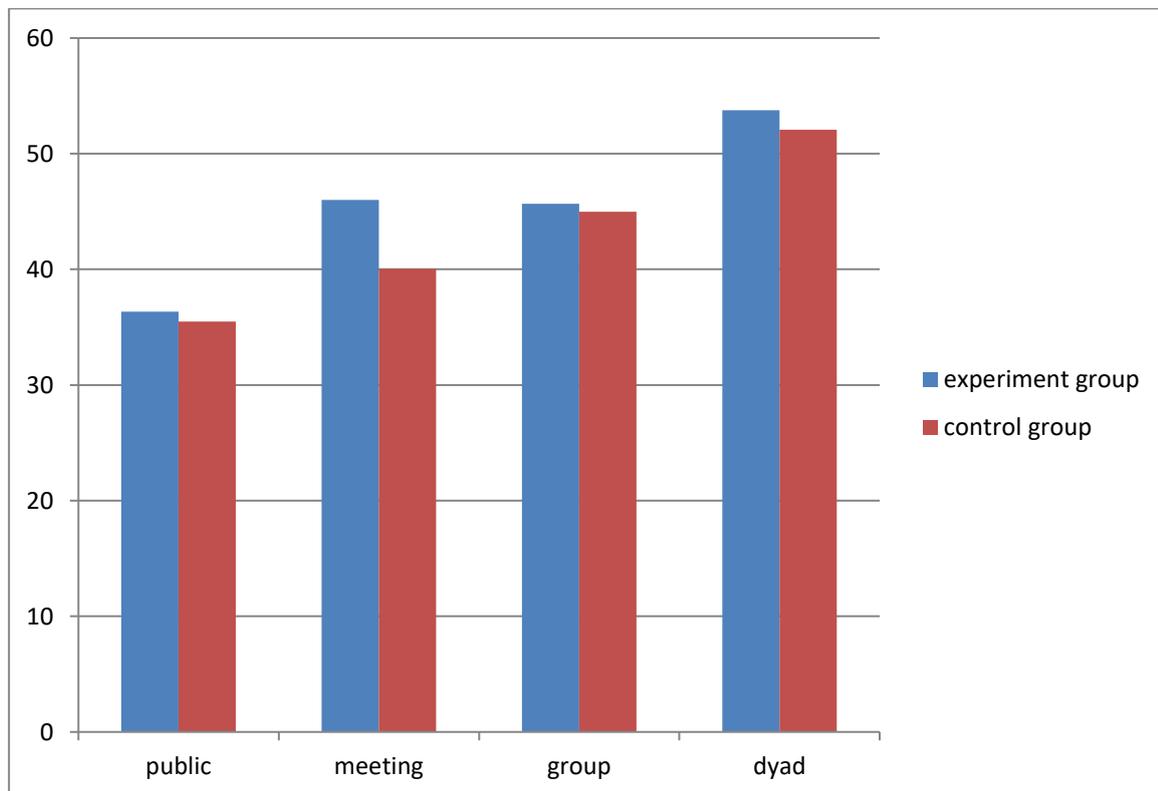
Both of Table 4.2 and Table 4.3 indicate a progressive improvement in learners' perceived communicative competence from public which had the least score to dyad communication. This reflects the fact that participants are more likely to engage in communicative situations when the number of people spoken to is limited. According to (Grant, 2017), the size of the audience has a significant implication on the individual's communication effectiveness. Yet, it appears from Table 4.4 that the participants level of self-perceived communication competence (EXP and CNT) is considered to be low in the four areas indicated above.

Interestingly, those young adolescents perceive themselves to be poor communicators in those four communicative contexts although it is developmentally appropriate and generally accepted for learners at this age to have a positive sense of their competence even if it is sometimes unrealistic as (Coplan et al., 2004) argued. (Nelson et al., 2009) attributed this negative perception of some adolescents to a variety of social and behavioural factors such as anxiety, loneliness, fear of social exclusion, and fear of judgment by their peers.

Area of Communication	High SPCC	Low SPCC
Public	>86%	<51%
Meeting	>85%	<51%
Group	>90%	<61%
Dyad	>93%	<68%

**Table 4.4 Descriptive Table of SPCC Mean Scores of Communication Contexts**

Now, Figure 4.9 below illustrates the difference between the experiment group scores and the control group scores in the first section of the SPCC. Reading the graph indicates that the two groups are highly similar in their level of SPCC in the area of communication contexts. This can tell us that the two groups started in the same place and any changes in their post-test score will be attributed to the teaching intervention.



**Figure 4.9 The Difference between the EXP and CNT in Communication Context Scores of the Pre-Test**

Moving to the second variable measured by the SPCCS that is the type of receivers whether a stranger, friend or acquaintance, Table 4.5 gives a detailed description of the experiment group scores with each receiver while Table 4.6 illustrates the results of the control group.

Receiver	Score
Stranger	39
Acquaintance	49.5
Friend	56.66

**Table 4.5 The Pre-Test EXP Scores in the Receivers Section**

Receiver	Score
Stranger	38.91
Acquaintance	49
Friend	57.5

**Table 4.6 The Pre-Test CNT Scores in the Receivers Section**

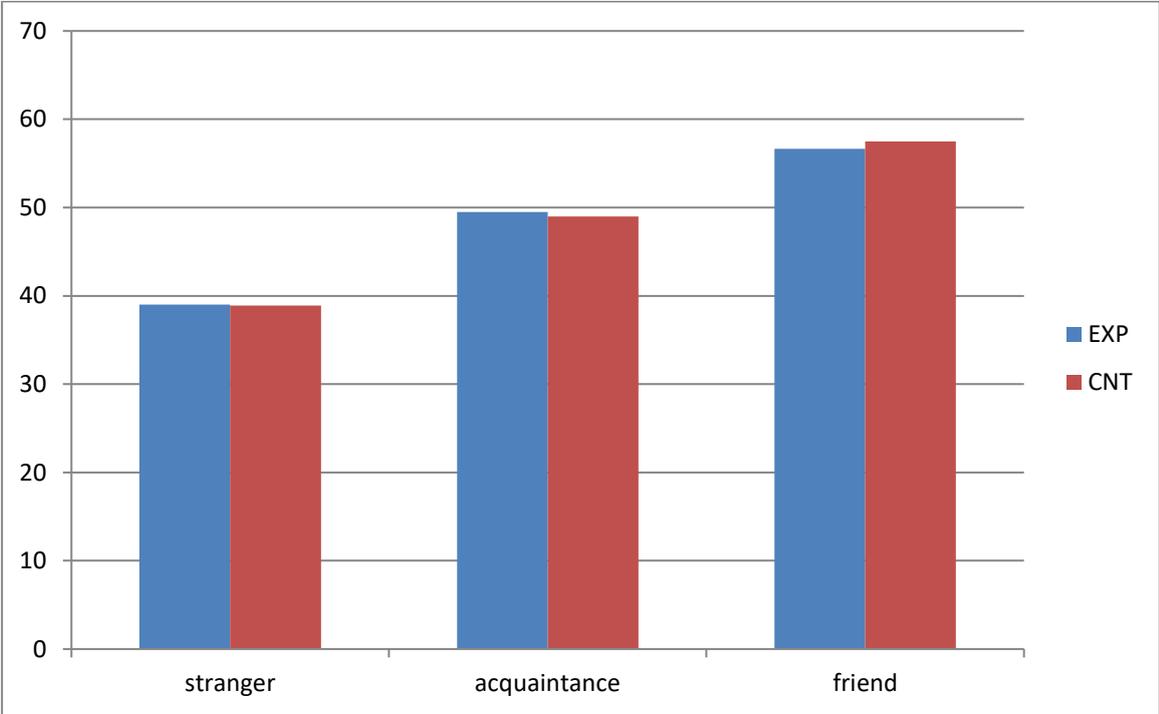
Closer inspection of the tables shows that participants’ scores improve gradually from a stranger receiver to a friend this is due to the fact that people feel more comfortable communicating with close friends than strangers which may lead them to overestimate how well they communicate with others. This phenomenon is labelled as communication closeness bias, (Savitsky et al., 2011). However, the scores of acquaintance and friend are under the average according to the SPCC descriptive table shown below.

Receivers	High SPCC	Low SPCC
Stranger	>79	<31
Acquaintance	>92	<62
Friend	>99	<76

**Table 4.7 Descriptive Table of SPCC Mean Scores of Receivers**

Remarkably, the score of stranger is slightly above the lowest score of SPCC that is 59 both in the control group and the experimental one which indicates that participants perceive

themselves as quietly competent in communicating with strangers. This may be due to the psychology of learners at that age who crave new experiences and exploring opportunities as mentioned before. Figure 4.10 illustrates the difference between EXP and CNT in the receiver section which is insignificant as well.



**Figure 4.10**The Difference between EXP and CNT in Type of Receivers

Overall, the SPCC allows the researcher to score the self-perceived communication competence by adding the score of the two sections: contexts and receivers. Taken together, the following table presents the total scores of participants in both the experiment group and the control group in comparison with the mean scores of the SPCC.

Total Mean score		Experiment Group Total Score	Control Group Total Score	Interpretation
> 87 High SPCC	< 59 Low SPCC	46.84	45.42	Low SPCC

**Table 4.8** Total SPCC Mean Scores

As can be seen from Table 4.8, participants’ SPCC score is low in both the experiment group and the control group which indicates low self-perceived communication competence with basic communication contexts (public, meeting, group, and dyad) and receivers

(acquaintance and friend) except for stranger section in which participants scored slightly above the lowest value of SPCC in this area. Notably, learners' SPCC scores are close in the two groups. This finding serves the study in terms of measuring the difference in their level after the teaching intervention is implemented with the experiment group. It is however important to note that the self-perceived communicative competence does not fully reflect participants' actual competence as (Clément et al., 2003) claimed that: "actual competence might influence communication; it is the perception of competence that will ultimately determine the choice of whether to communicate" (p. 192).

An equally significant aspect related to SPCC is that being influenced by learners' prior experience in using EFL; their self-perceived communication rises when they are involved in enjoyable experiences using the language because they feel more self-confident. For instance, being successful in English examination would improve learners' SPCC. Contrariwise, having a difficult or stressful experience with EFL leads the learners to withdraw from future communication engagement as the example of having a bad mark or receiving a negative feedback from the teacher or a friend, (Cao, 2011).

Having considered the participants' prior experience, it is also significant to look at the number of interlocutors and their communicative competence. In fact, it is harder to talk to a large number of people because of anxiety and fear of apprehension, (Kang, 2005). Also, the interlocutors' level of proficiency in EFL may make participants afraid to engage in communication due to the fear of negative evaluation, (Horwitz et al., 1986). To sum-p, it is necessary to create a pleasant learning environment for learners and to decrease their anxiety and apprehension through activities that help them raise their self-confidence in order to communicate more comfortably using the target language.

#### **4.3.2 Analysis of ICSI**

By the same token, participants (n=30) responded to the Interpersonal Communication Skills Inventory which targeted four areas of interpersonal communication:

1. Clarity of expression
2. Active listening
3. Giving and receiving feedback
4. Handling emotional interaction.

The aim of this test is to assess EFL learner's level of interpersonal skills to identify the effect of the second generation curriculum of English on developing their communicative

competence. Table 4.9 illustrates the experiment group results of the ICSI whereas, Table 4.10 illustrates the scores of the control group.

<b>Area</b>	<b>Mean Score</b>	<b>Equivalent</b>
Sending clear messages	12.33	Areas of communication skills that need improvement (NI)
Active listening	12.5	Areas of communication skills that need improvement (NI)
Giving and receiving feedback	13.53	Areas of communication skills that need improvement (NI)
Handling emotional interactions	12	Areas of communication skills that need improvement (NI)

**Table 4.9The Pre-Test EXP Scores in ICSI**

<b>Area</b>	<b>Mean Score</b>	<b>Equivalent</b>
Sending clear messages	14.73	NI
Active listening	11.5	NI
Giving and receiving feedback	14.67	NI
Handling emotional interactions	12.4	NI

**Table 4.10The Post-Test CNT Scores in ICSI**

The tables above outline the results obtained from the ICSI. As for the first interpersonal skill, that is sending clear messages (i.e. word-choice, flow of ideas, using the appropriate body language and tone of voice) the mean score was 12.33 for the experiment group and 14.73 for the control group which is slightly less than 15. This implies that learners need improvements in this area. According to Thornbury (2005) “being skilful assumes having some kind of knowledge base ... Knowledge that is relevant to speaking can be categorized either as knowledge of feature of language (linguistic knowledge) or knowledge

that is independent of language (extra linguistic knowledge)” (p. 11). Thus, EFL teachers need to increase their learners’ knowledge and awareness of other linguistic features of speaking such as non-verbal (body language and paralanguage) cues to help them improve their clarity of expression.

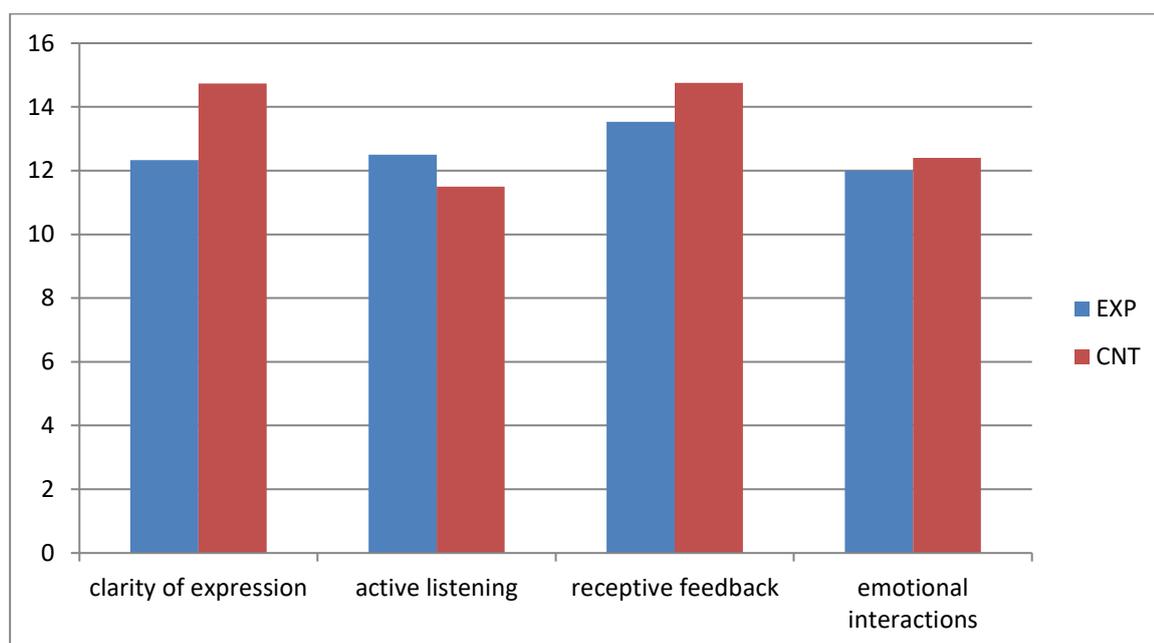
Moving to the second interpersonal skill that is active listening which includes paying attention to what other people say and the ability to predict their words and feelings; learners’ scores were 12.5 and 11.5 which indicates a need for improvement, too. In fact, listening is a very challenging task for EFL learners and sometimes leads to poor communication. According to Osada (2004), one of the main issues EFL learners face with listening is that teachers do not support this skills sufficiently but rather consider it as a passive skill that will develop without any interference. Moreover, (Azmi et al., 2014), attributed active listening difficulties to many reasons, primarily:

1. The low quality of recorded materials.
2. Cultural differences may hinder learners’ comprehension. Thus, it is the teacher’s role to provide explanations of cultural cues before introducing the task.
3. The use of unfamiliar accents interferes with listening comprehension.
4. Length and speed of listening.

Regarding the third skill that is giving and receiving feedback, learners’ scores were 13.53 and 14.67. The section of feedback includes constructive criticism, using compliments, and defending one’s ideas and views. The scores of this section for the two groups imply also that this area of communication needs improvement. We can explain that by the lack activities that require learners to give feedback in their syllabus except in writing lessons where the teacher asks the students for peer assessment at the end of the session. We can assume that there is not a sufficient importance accorded to this skill in the second generation curriculum of English.

The last section focuses on handling emotional interactions or in other words respecting other people’s feelings and self-regulation. In this area, learners’ scores were 12 and 12.4 which means that they need improvement as well. This implies that learners may face challenges in developing their learning outcomes since self-regulation and self-control are predictors of learners’ achievement as (Winne, 2005) claimed. He added that self-regulation skills can hardly be improved spontaneously and they need to be learned and practised.

Overall, we can generally say that the participants' level of interpersonal communication skills in both the experiment group and the control group is low and under the expected. Thus, more attention and work should be devoted to improve and develop general interpersonal skills. Accordingly, the second generation curriculum of English does not support learners' interpersonal growth as expected and needs to be reconsidered to accord more importance to teaching interpersonal communication skills. Figure 4.10 compares the scores of EXP and CNT and demonstrates a small difference in their level before introducing the teaching intervention.



**Figure 4.10**The Difference between EXP and CNT in ICSI Scores

Given the results obtained from the ICSI that indicates a clear insufficiency in the four interpersonal skills areas, it is worth giving some thoughts to cultivating effective communication in the classroom and make interpersonal teaching a standard practice. In addition to that, it is necessary to encourage communication among adolescents which is now slowly decreasing due to technology that is constantly reducing social interactions. Consequently, it is time to seek strategies to improve learners' interpersonal and language skills in an attempt to establish productive and fruitful relationships inside and outside the classroom.

Evidently, Table 4.9 and Table 4.10 highlight the fact that the second generation curriculum of English needs to integrate interpersonal skills more effectively and make communication a priority. To achieve this goal, teachers need to design and incorporate more

communicative activities and use authentic materials to help learners overcome their insecurities. Likewise, adding more contact hours of English is recommended to offer more time for practice.

#### 4.4 Analysis of the Post-Test

Once the pre-test phase is completed, the experiment group (n=15) attended twelve sessions of interpersonal course teaching intervention while the control group (n=15) attended regular classes. The course was divided into four units targeting four different areas of interpersonal communication. Each unit was composed of three sessions aiming at developing interpersonal interactions through training and practice and reinforcement. The teaching strategies varied to meet learners' needs and individual differences. The teacher included different types of activities such as interviews, role-plays, class discussions, information-gap filling, brainstorming, posters...etc.

Thereafter, the experiment group and the control group have undergone the same measures of the pre-test phase that are the self-perceived communicative competence scale and interpersonal communication skills inventory. A thorough analysis and comparison of participants' scores of the two groups in both tests is then presented. Table 4.11 below describes the reliability and the significant difference of the self-perceived communicative competence scale and provides the basis for analysis comparison between the pre-and post-test scores.

	<b>Reliability</b>	<b>Mean</b>	<b>S.D</b>
Public	.72	68.8	17.8
Meeting	.68	68.8	17.1
Group	.67	76.1	14.6
Dyad	.44	81.1	12.4
Stranger	.87	55.5	23.6
Acquaintance	.84	77.4	15.3
Friend	.78	88.2	11.3
Total	.92	73.7	13.8

**Table 4.11 SPCC Reliability and Significant Difference Scores**

#### 4.4.1 Analysis of the SPCC in EXP Group

the experiment group (n=15) took the SPCCS at the end of the teaching intervention in order to compare the scores of the pre-test with the scores of the post-test and to find any significant difference (S.D). Table 4.12 presents participants' results of the post-test in general communication contexts section.

Communication Context	Score	Difference (D)
Public	46.73	10.38
Meeting	53	7.01
Group	66.93	20.27
Dyad	73	19.23

**Table 4.12 EXP Post-Test Scores of Communication Contexts**

The table above provides evidence of participants' progression in the four contexts of communication. However, no significant difference was recorded in the first two areas. Starting with public context, the difference in EXP group was  $D=10.38 < 17.8$  and meeting context  $D=7.01 < 17.1$  which means no S.D. Nevertheless, for the two other contexts of communication a significant difference was noted; group communication context  $D=20.27 > 14.6$  and dyad communication  $D=19.23 > 12.4$ .

Moving to types of receivers section, Table 4.13 below describes the experiment group scores in the post-test phase with: strangers, acquaintances, and friends to calculate the difference with the pre-test scores. Further discussion is then presented to find the significant difference between the two phases.

Receiver	Score	Difference (D)
Stranger	50.33	11.33
Acquaintance	72.33	22.83
Friend	71.6	14.94

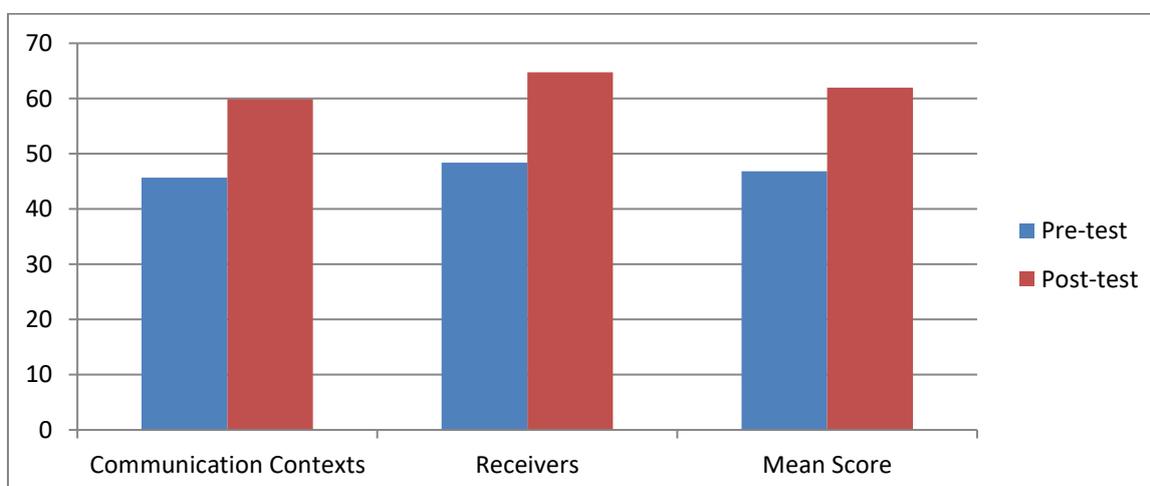
**Table 4.13 EXP Group Post-Test Score of Types of Receivers**

From the table above, we can see that participants of the EXP group have made an important progression with three types of receivers in comparison with the pre-test scores. Yet, we can notice that concerning the stranger receiver  $D=11.33 < 23.6$  which indicates no S.D in this area of communication while in the two other areas: acquaintance and friend receivers  $D= 22.83 > 15.3$  and  $D=14.94 > 11.3$  respectively that reveals a significant difference with both receivers and an intermediate level of self-perceived communicative competence. Henceforward, a summary of the main findings, together with a comparison between the pre and post-test scores of the SPCCS in the experiment group is presented in Table 4.14.

	<b>Total Score of Communication Contexts</b>	<b>Total Score of Types of Receivers</b>	<b>Total Mean Score</b>	<b>Total Difference</b>	<b>SPCC Interpretation</b>
Pre-Test	45.69	48.38	46.84	15.14 > S.D=13.8	Low SPCC < 59
Post-Test	59.91	64.75	61.98		Moderate SPCC > 59 < 87

**Table 4.14 Summary of EXP Group Scores in SPCC**

Certainly, Table 4.12 detects an undeniable development of participants' self-perceived communicative competence in different communication contexts and with different types of receivers. The total S.D=15.14 which is above the standard S.D=13.8. These findings reveal that learners in the EXP group have succeeded to improve their level of SPCC thanks to the teaching intervention implemented in their syllabus. The following graph illustrates participants' progress between the pre-test and the post-test phase.



**Figure 4.11 The Difference between Pre and Post-Test of SPCC in EXP Group**

#### 4.4.2 Analysis of the SPCC in CNT Group

Having analysed the post-test results of the EXP group which has undergone the teaching intervention, this section addresses the SPCCS post-test results of the CNT group who had regular tutorial sessions of English. The tutorial sessions are additional teaching hours planned by the ministry and which are meant to consolidate language skills through revising lessons of the syllabus, playing language games, and remediating learners' deficiencies through practice. In fact, communicative activities are sometimes part of the tutorial sessions but no special interest is accorded to this type of practice. Table 4.15 displays the difference between participants' current scores in communication contexts and their prior results.

Communication Context	Score	Difference (D)
Public	38.4	2.05
Meeting	47.33	1.34
Group	49.33	2.67
Dyad	54.33	0.56

**Table 4.15 CNT Post-Test Scores of Communication Contexts**

The table above reports no significant difference between the pre-test and post-test phases concerning the four contexts of communication areas: public, meeting, group, and dyad. The difference between the two phases is respectively  $D= 2.05 < 17.8$ ,  $D= 1.34 < 17.1$ ,  $D= 2.67 < 14.6$ , and  $D= 0.56 < 12.4$ . Therefore, we can say that the participants in the control group were not able to develop their communication in different communication contexts through attending regular tutorial sessions planned in their Syllabus of English. A possible explanation of this might be the overloaded syllable that does not allow teachers to expand their learners' communicative skills and only focuses on areas such as grammar, pronunciation, and vocabulary. Moving now to the types of receivers section, Table 4.16 presents the control group post-test results with: stranger, acquaintance, and friend.

<b>Receiver</b>	<b>Score</b>	<b>Difference (D)</b>
Stranger	39.33	0.42
Acquaintance	50.33	1.33
Friend	58.66	1.16

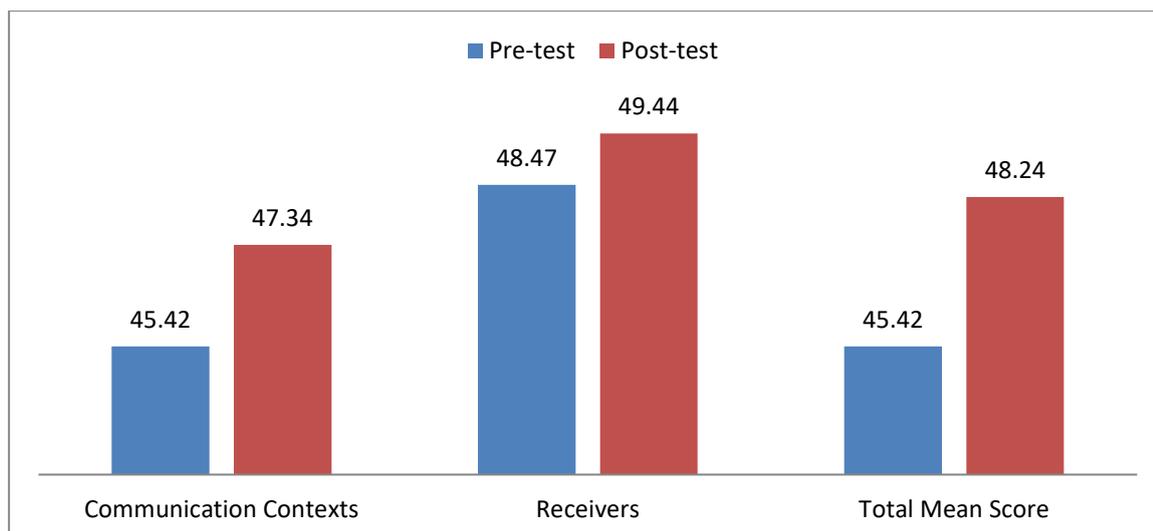
**Table 4.16 CNT Post-Test Scores of Types of Receivers**

Reading Table 4.16 indicates clearly that participants in the control group did not make a significant progress in the section of receivers. The results show that for the stranger receiver  $D = 0.42 < 23.6$ , for the acquaintance receiver  $D = 1.33 < 15.3$ , and for the friend receiver  $D = 1.16 < 11.3$ . Generally, no significant difference was recorded in the two sections of the self-perceived communicative competence scale.

	<b>Total Score of Communication Contexts</b>	<b>Total Score of Types of Receivers</b>	<b>Total Mean Score</b>	<b>Total Difference</b>	<b>SPCC Interpretation</b>
Pre-Test	45.42	48.47	45.42	2.82< S.D=13.8	Low SPCC<59
Post-Test	47.34	49.44	48.24		Low SPCC<59

**Table 4.17 Summary of CNT Post-Test SPCC Scores**

The total difference as Table 4.17 above indicates that  $TD = 2.82 < 13.8$  which shows no significant difference as well. Hence, these findings can be interpreted as having low self-perceived communicative competence as indicated in the descriptive SPCC Table below which is equal to 48.24 and under 59. Overall, the following graph summarises and compares the scores of the control group between pre and post-test in communications areas, types of receivers, and final mean scores.



**Figure 4.12** The Difference between the Pre and Post-Test of SPCC in CNT Group

#### 4.4.3 Analysis of the ICSI in EXP Group

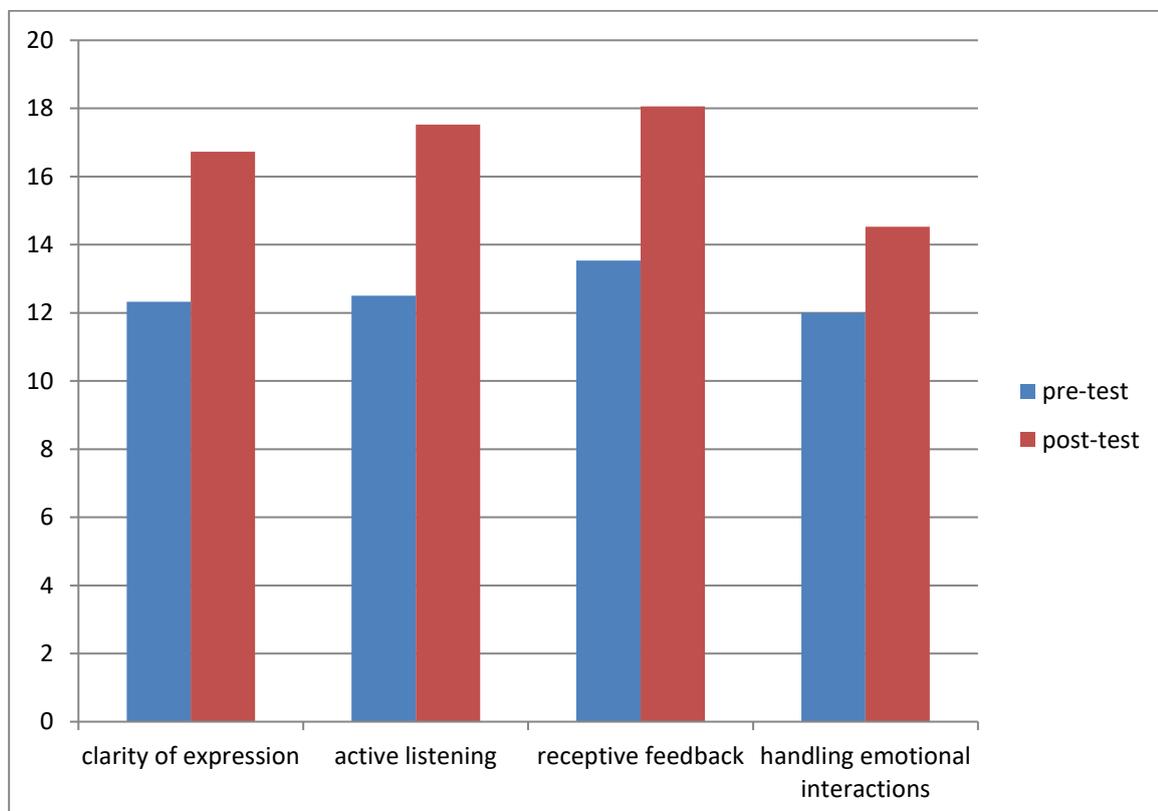
The second tool used to collect data from participants of this study was the Interpersonal Communication Skills Inventory which both of the CNT group and the EXP group (n=30) responded to in the pre-test phase. After the teaching intervention was implemented, the EXP group (n=15) responded again to the ICSI to measure the variation in their scores before and after the treatment. The table below illustrates the experiment group responses to the 4 areas of interpersonal communication in the post-test.

Area	Mean Score	Equivalent
Sending clear messages	16.73	Areas of communication skills that need more consistent attention (NCA)
Active listening	17.53	Areas of communication skills that need more consistent attention (NCA)
Giving and receiving feedback	18.06	Areas of communication skills that need more consistent attention (NCA)
Handling emotional interactions	14.53	Areas of communication skills that need improvement (NI)

**Table 4.16** The EXP Group ICSI Post-Test Scores

The table above displays a clear improvement in learners' level of interpersonal communication in the first three areas: sending clear messages, active listening, and giving and receiving feedback. Regarding the first skill, learners scored 16.73 in the post-test in comparison with the pre-test in which they scored 12.33. This finding reveals the fact that the participants in the experiment group moved from “area that needs improvement= NI” to “area that need consistent attention= NCA”.

The same thing happened with active listening skill in which learners scored 17.53 after the intervention compared to 12.5 in the pre-test moving to NCA, too. Furthermore, a notable improvement was recorded in receptive feedback where the EXP participants moved to NCA and scored 18.06 which is higher than their primary score of 13.53. However, concerning the fourth skill that is handling emotional interaction that includes self-regulation and self-control the experiment group scored the lowest value that is 14.53 which indicate that learners of this group are still in the “the need for improvement zone” despite the improvement they recorded compared to their first scores. The following figure compares the pre-test and the post-test scores of the experiment group and illustrates the increase in learners' interpersonal skills.



**Figure 14.13** Comparison between the EXP Group Pre-Post Test Scores of ICSI

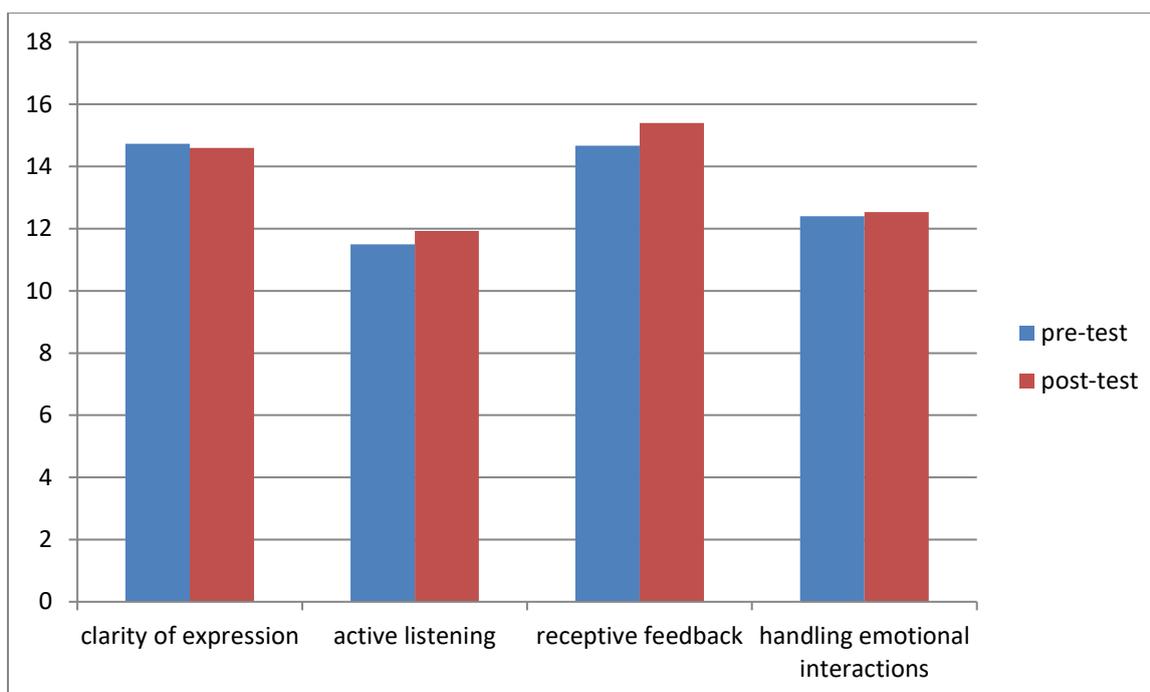
#### 4.4.4 Analysis of the ICSI in CNT Group

The control group responded to the interpersonal communication skills inventory once again after the end of the teaching intervention for the experiment group. It is observed from the table below that the participants (n=15) were still in the “need for improvement” area for three skills: sending clear messages, active listening, and handling emotional interactions. Although, there is a slight improvement regarding their interpersonal communication, the difference between the pre-test and post-test results remains minor in three dimensions of communication.

	<b>Pre-Test</b>	<b>Post-Test</b>	<b>Interpretation</b>
Clarity of expression	14.73	14.6	NI
Active listening	11.5	11.93	NI
Receptive feedback	14.67	15.4	NCA
Handling emotional interactions	12.4	12.53	NI

**Table 4.19 Comparison between the CNT Pre and Post-Test Scores of ICSI**

Starting with sending and receiving clear messages section that reflects the participants’ clarity of expression, the CNT group scored 14.6 in comparison with 14.73 of the pre-test which implies no major difference. Whereas, for the active listening section participants scored 11.93 which is a very close value to their pre-test score that was 11.5. Moving to the third section of the inventory, learners’ score was 15.4 which made a transition from NI to NCA. Finally, in handling emotional interactions section also no major difference was recorded; participants remained in NI with a score of 12.53 in comparison with 12.4 of the pre-test. The following figure illustrates the difference between the two phases of CNT in the ICSI test.



**Figure 14.14** The Difference between CNT Pre-Post Test Scores of ICSI

#### 4.5 Summary of the Findings

Participants of this experiment responded to two tests, one aiming at measuring their level of self-perceived communicative competence and the other aiming at measuring their interpersonal communication skills proficiency in four different areas: clarity of expression, active listening, receptive feedback, and handling emotional interactions. (n=30) EFL learners aged between 13 and 15 were involved in the study that started in the beginning of the first school trimester and ended in the middle of the second trimester. The study lasted for approximately four months. The researcher collected data from two time points because the time was very limited.

Besides, participants were assigned to two groups, one experimental and one control group. The experimental group attended an interpersonal course as part of the teaching intervention whereas the control group attended regular classes simultaneously and for the same period of time. After that, they responded to the same tests: the Self-perceived Communicative Competence Scale and the Interpersonal Communicative Skills Inventory. Participants were fully informed about the research study from the beginning of the experiment. The following table displays the two groups scores in the pre-test and the post-test.

EXP				CNT			
Pre-test		Post-test		Pre-test		Post-test	
SPCCS	ICSI	SPCCS	ICSI	SPCCS	ICSI	SPCCS	ICSI
46.84	12.59	61.98	16.71	45.42	13.34	48.24	13.48
low	NI	moderate	NCA	low	NI	low	NI

**Table 4.19 Summary of the Experiment**

#### **4.5.1 Investigating the Effectiveness of Integrating ICS in ELT Context**

As mentioned before, the study aims at investigating the effectiveness of implementing a multi-model interpersonal course in EFL context. Regarding the first hypothesis which assumed that *integrating interpersonal communicative skills in ELT contexts has a positive effect on learners' overall communicative ability and willingness to communicate*, Table 4.18 indicates that participants of the experiment group scored higher levels of self-perceived communication in the end of the experiment in comparison with the control group who did not make any significant improvement. Moreover, the interpretation of the scale mean score unveils the fact that learners in the experiment group moved from low self-perceived communicative competence to a moderate level. This finding supports the hypothesis mentioned before in the sense that enrolling learners in multi-model interpersonal course raises their SPCC which is a high indicator of willingness to communicate in EFL settings.

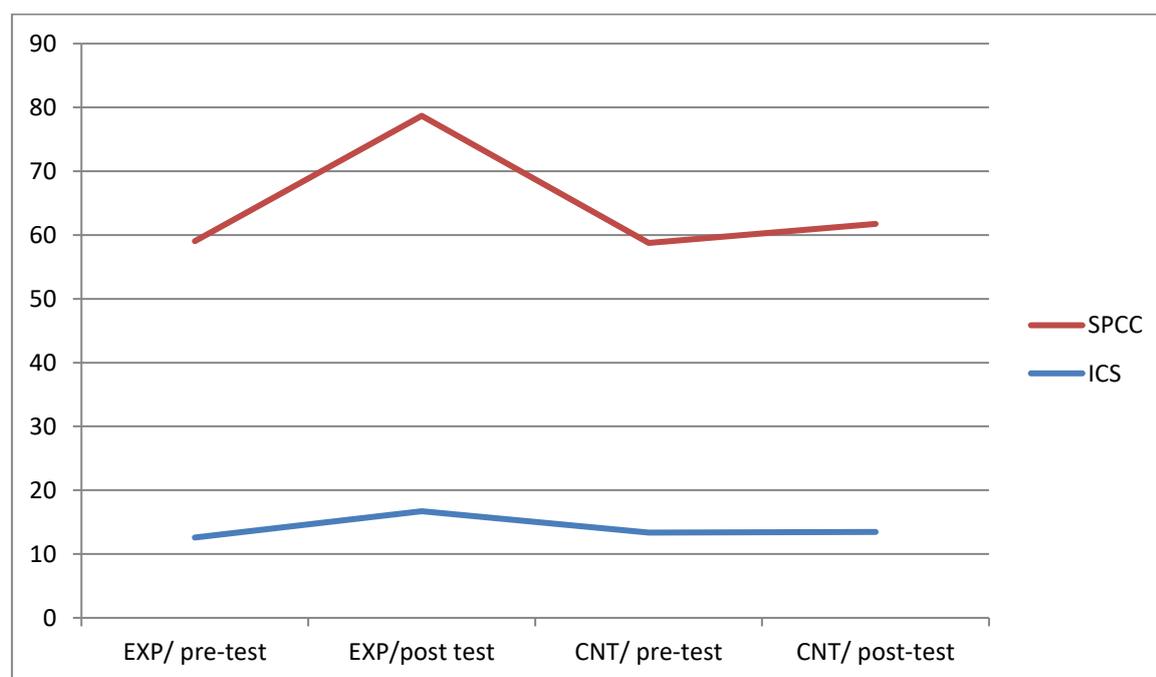
Undoubtedly, a rich body of research insisted on the fact that a high level of linguistic competence is not necessarily an indicator of communication proficiency. Strictly speaking, having a high level of communicative competence does not guarantee learners' performance and frequency of communication, it is their self-perceived communicative competence that matters the most when being exposed to situations where they have to use the target language, Dörnyei (2005). In support of this idea, (ÖZ et al., 2015) stated that the main purpose behind learning a language is to be able to use that language to communicate effectively in different situations.

Likewise, learners' willingness to communicate or their readiness to initiate a conversation in the foreign language as defined by (Macintyre et al., 1998) is strongly related

to their self-perceived communication competence. (ÖZ et al., 2015), suggested that the learner’s perception of his/her communication competence is considered to have a great impact on his/her willingness to communicate. In other words, an individual’s perceived level of communication may be more important than his/her actual competence to communicate with others.

#### 4.5.2 Investigating the Correlation between Learners SPCC and ICS

Whilst, the discussion in the preceding paragraph focused on the improvement the experimental group achieved via the teaching intervention, it is now the time to discuss this improvement in relation with the participants’ interpersonal level. Figure 4.15 below indicates a positive correlation between learners’ level of self-perceived communicative competence and their level of interpersonal skills both in the pre-test and the post-test and within the control group and the experimental group.



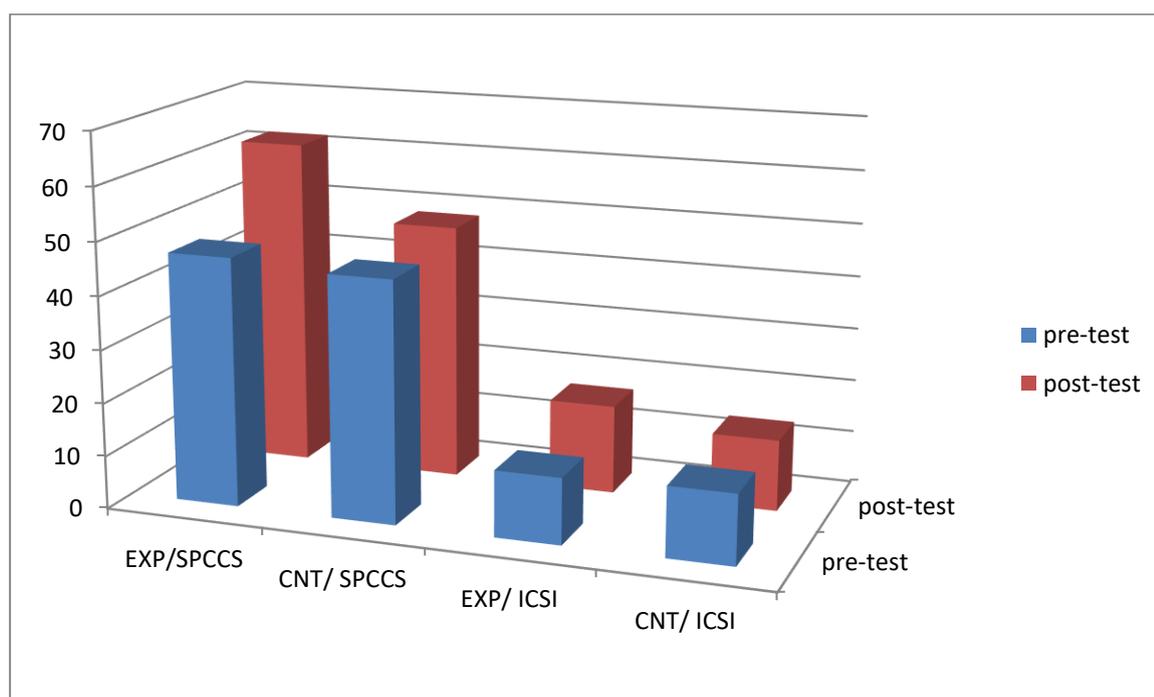
**Figure 4.15**The Relationship between SPCC and ICS Level

The figure above sustains the second hypothesis which assumed that *EFL learners’ level of interpersonal communication skills can predict their level of self-perceived communicative competence*. In fact, this finding was also reported by (Hertsberg&Zebrowski, 2016) who believed that one’s self-perception relies heavily on the evaluations and attitudes of people who are significant to us. They formulate the term of “social looking glass” which means that we create a sense of ourselves based on how others perceive us. Thus, success in

interpersonal communication cannot be separated from the development of our identities through social perceptions.

### 4.5.3 Investigating the Effectiveness of Multi-Model Teaching Intervention

The results of the experiment were in support of the third hypothesis which predicted that *the implementation of a multi-model teaching of interpersonal communication skills is a successful intervention that helps EFL learners develop their communication*. Undeniably, the multi-modal intervention that consisted of 12 sessions tackling four different areas of interpersonal communication: sending clear messages, active listening, giving and receiving feedback, and handling emotional interactions had a positive impact on learners' level of ICI in comparison of the control group who received regular lessons planned in the syllabus. The following figure reveals the improvement made by the multi-model teaching intervention that the experiment group received.



**Figure 4.16 Illustration of the Experiment**

Certainly, the multi-modal teaching was supported by different activities and teaching strategies, and authentic materials to arouse learners' interest and create an enjoyable learning environment. According to (Spence, 2003), different strategies can be used to foster EFL learners' interpersonal skills such as modelling, coaching, behavioural rehearsal, role play, feedback and reinforcement of skill. He added that "empirical studies have shown that social skills training to be effective in increasing the performance of specific social skills with young

people presenting with a range of emotional, behavioural and developmental problems” (Spence,2003, p.86)

#### **4.5.4 Investigating the Impact of Second Generation Syllabus on Learners’ ICS**

In the beginning of the study, it has been hypothesised that *the second generation Syllabus of English does not encourage learners’ interpersonal communication*. To test this assumption, the researcher assigned a control group of fifteen learners to attend regular classes of English with their teacher to see their improvement over the same period of time with the EXP group who attended the multi-model teaching intervention. The findings show that there was no significant improvement in their level of self-perceived communicative competence nor in their interpersonal communication skills which implies that a thorough revision of the syllabus must be considered to accord more importance to communicative teaching starting from EFL teacher training programs to designing more effective course books.

#### **Conclusion**

This chapter attempted to analyse the findings of the study by means of tables and graphs in order to compare and contrast between the experiment group and the control group results in two tests that are the Self-Perceived Communicative Competence Scale and the Interpersonal Communicative Skills Inventory. The study yielded four main findings through putting the research hypotheses under test. First, it has been proven that the integration of interpersonal communication skills in ELT contexts has a positive effect on EFL learners’ overall communication and willingness to communicate. Second, the self-perceived communicative competence of EFL learners is highly related to their level of interpersonal skills. Next, the multi-model teaching intervention of interpersonal communication turned out to be reliable in improving learners’ interpersonal skills. Lastly, the second generation curriculum of English in the middle school level lacks the implementation of communication as the most essential aspect of language teaching since it did not prove to be effective in terms of developing learners’ SPCC and ICS. To conclude, the findings of this study will hopefully be constructive for syllabus development, raising EFL teachers’ awareness, selecting teaching materials, and reconsidering teachers’ training programs.

## **CHAPTER FIVE: PEDAGOGICAL RECOMMENDATIONS AND LIMITATIONS OF THE STUDY**

### **Introduction**

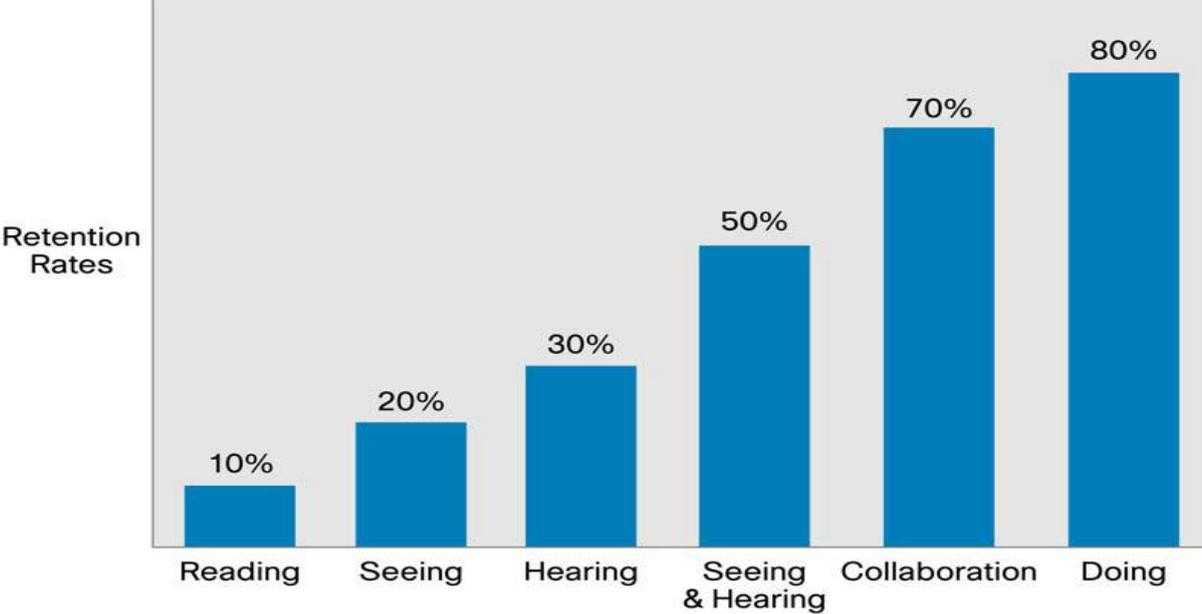
The interest in interpersonal communication teaching and training in EFL context has become the centre of a growing body of literature in recent years. Accordingly, the fifth chapter aims at exploring the promising application of communication skills in EFL classroom context. Also, another objective of this chapter is to suggest some activities and strategies based on the research findings of the previous chapters to help EFL learners improve their interpersonal communication skills and increase their intrapersonal awareness. Therefore, the main aim behind this chapter is to offer some insights about the research findings in a way that enables EFL teachers to make use of the potential advantages of integrating and modelling positive and constructive interpersonal behaviours in different situations with their learners.

In fact, integrating interpersonal communication to convey educational purposes needs to be thoroughly explored from different angles. Taken together, the current chapter aims at raising interest towards more studies in the field for a better understanding of the topic and to suggest other ideas and teaching models to promote interpersonal communication in ELT setting. Chapter five starts with describing some multi-models of teaching interpersonal communication, and then it suggests a set of activities and teaching strategies that improve middle school EFL learners' performance through integrating ICS in teaching different language areas such as reading, speaking, and listening. Finally, the chapter ends by identifying the research limitations and discussing further research questions to be inspected in other studies.

### **5.1 Multi-model Teaching of Interpersonal Skills**

As chapter four elucidated, learners have different learning styles and preferences; they can be visual, auditory, or kinaesthetic. Also, they display different types of personalities; movers, connectors, planners, or thinkers. Likewise, learners' types of intelligence vary; they may be linguistic, logical/mathematical, spatial, bodily-kinaesthetic, musical, interpersonal, intrapersonal, or naturalist. Nevertheless, learners with those individual differences constantly interact with each other, creating a dynamic learning experience where they use different modes to optimise their learning environment. For example, the use of a video may include listening to sounds or music, seeing images, reading

a text...etc. Figure 5.1 shows that learners have different cognitive strategies with different rates to learn and retain new information whether using reading, seeing, hearing, collaborating, or doing.



**Figure 5.1 Retention Rates with Different Modes of Learning, (Chi et al., 1989)**

Therefore, EFL teachers should always think of ways to integrate and combine more than one model of learning to provide a well-rounded educational experience for their learners since a multi-model approach to teaching helps learners achieve academic success in their own way and because the school is an environment that includes a wide variety of individuals with different learning and communicative modes, (Kennedy, 2020). Figure 5.2 below illustrates how learners actually use different modes of communication to process new information.



**Figure 5.2 The Different Modes of Communication, (Kennedy, 2020)**

The figure above suggests that interpersonal communication is a key learning mode in the educational environment. In fact, a good teaching method should reflect these multi-model inputs of learning including interpersonal skills as a central part to help each learner reach his/her highest potentials. Many researchers have suggested multi-model teaching approach to improve EFL learners' interpersonal communication through a variety of strategies. (Gordon, 2002), reported that learners improve their communication skills through the use of: evidence based descriptions and demonstrations of skills, reinforcement, practice and feedback. Below are some examples on how teachers should present interpersonal skills in the light of the multi-model approach.

### **5.1.1 Invite-Listen-Summarize Model**

The Invite-Listen-Summarize or ILS model is a teaching strategy used to encourage learners to establish rapport with their peers through inviting them to initiate a conversation. Then, they engage in active listening through questioning. Finally, they summarize their peers' stories throughout the interview. The ILS was suggested by (Boyle et al., 2005) to be practised in small groups with an on-going feedback process from the teacher to improve learners' interpersonal communication skills. Primarily, the Invite-Listen-Summarize model was used in the medical field as a part of a patient-centred interviewing technique to train nurses and doctors. It is a longitudinal course of graded difficulty that can be implemented throughout the year. Yet, we suggest that this model can be beneficial in a number of fields such as the educational context.

#### **5.1.1.1 Invite**

The first stage of the ILS is invitation which has the objective of stimulating learners' interest in engaging in a communicative situation and leading them to tell a story instead of answering direct questions. Learners are required to ask their peers to "tell about" something for example, a childhood memory, their future plans, a life experience...etc. The conversation initiates through continuing questioning using open-ended questions that give the opportunity for open discussions, (Boyle et al., 2005). The EFL learner can prepare the questions ahead not to be confused during the conversation

#### **5.1.1.2 Listen**

Listening is not a simple activity. It requires a complex combination of behaviours and skills such as non-verbal communication cues, body language, and communicative competence. A

good listener employs active strategies to listen, such as avoiding interrupting the speaker, asking for clarification, restating the speakers' words to check for understanding, and showing interest. (Boyle et al., 2005) suggested that learners should use a short list of generic invitations. For instance, using statements like: what else?, tell me more, and go on to decrease the listener's stress about preparing the next question and being more attentive instead.

### **5.1.1.3 Summarise**

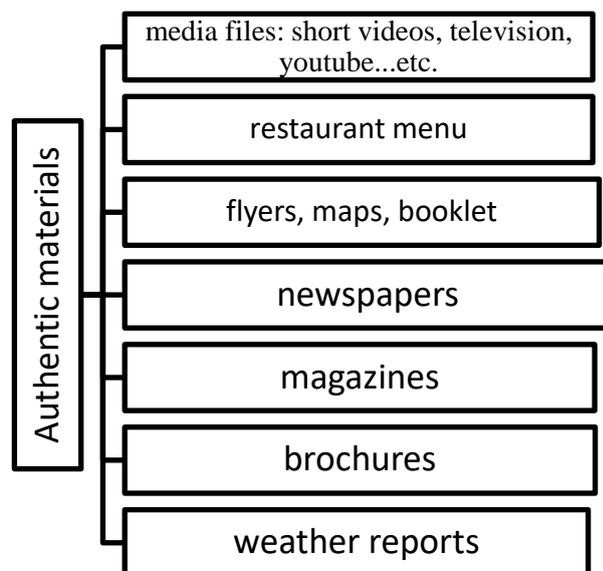
At the end of the interviewing process, EFL learners of the third grade may summarise orally what they have heard from their peers as a way to ensure that they have really understood what was said including the feelings of the speaker. This step is very important in interpersonal communication. For (Boyle et al., 2005) the final summary serves several functions:

- The speaker feels heard and understood.
- It serves as a platform to initiate the next invitation.
- It fulfils the role of empathetic communication when ideas and feelings are well valued.

Finally, summarising conversations back to the speaker may be hard for EFL learners to use because it seems foreign from their everyday conversations, (Boyle et al., 2005). Yet, it is a demonstration of respect and interest in the speaker's words which creates a sense of trust and bonding between the communicators.

### **5.1.2 Case-Based Learning Model**

The integration of authentic materials in teaching EFL learners is highly recommended by the researcher. The materials should simulate situations that learners may face in an English-speaking environment where people use abbreviations, body language, emblems...etc. Authentic learning materials and activities are intended to reproduce the real world situations. Furthermore, the use of real-life scenarios to introduce or supplement lessons helps learners bridge the gap between school and the outside world and make relevant connections between the two. According to (Kennedy,2020), CBT is a teaching model that revolves around actual case studies where learners read, hear or see real-life examples that transmit the concepts they are learning in class. This model fosters EFL learners' motivation to learn more when they feel that the knowledge about the English language is actually useful and meaningful outside the school.



**Figure 5.3 Types of Authentic Materials, (SrinivasRao, 2019)**

### **5.1.2.1 Strategies to Introduce Authentic Materials**

There is a wide range of strategies that help EFL teachers create an authentic learning environment where they can reflect real situations to their learners. (Zazulak, 2017) suggested the following strategies to boost learners' interpersonal interactions through the use of authentic materials.

#### **5.1.2.1.1 Restaurant Menus**

The concept of “food” is crucial in introducing cultural aspects related to English language. First, teachers may familiarize their learners with the common dishes in English-speaking countries. In fact, many lessons in the official syllabus describe food habits around the world and talks about table manners and traditions across different countries. This can be effectively practiced through a proper selection of authentic materials. Besides, food menus in restaurants are a great opportunity for learners to practice interpersonal communication. The teacher can download an online menu from the internet, make copies, and opens a discussion about it. Starting from this point, learners can role-play the possible scenarios of the waiter and the client or pretend to be a tourist. This strategy focuses on three different skills namely reading, listening, and speaking.

#### **5.1.2.1.2 Lyrics**

the use of songs to teach English is a very common practice which has proven to be effective in improving learners' productive skills, receptive skills, pronunciation, memorization of language patterns, and confidence. Besides, Songs, lyrics, and poetry have a

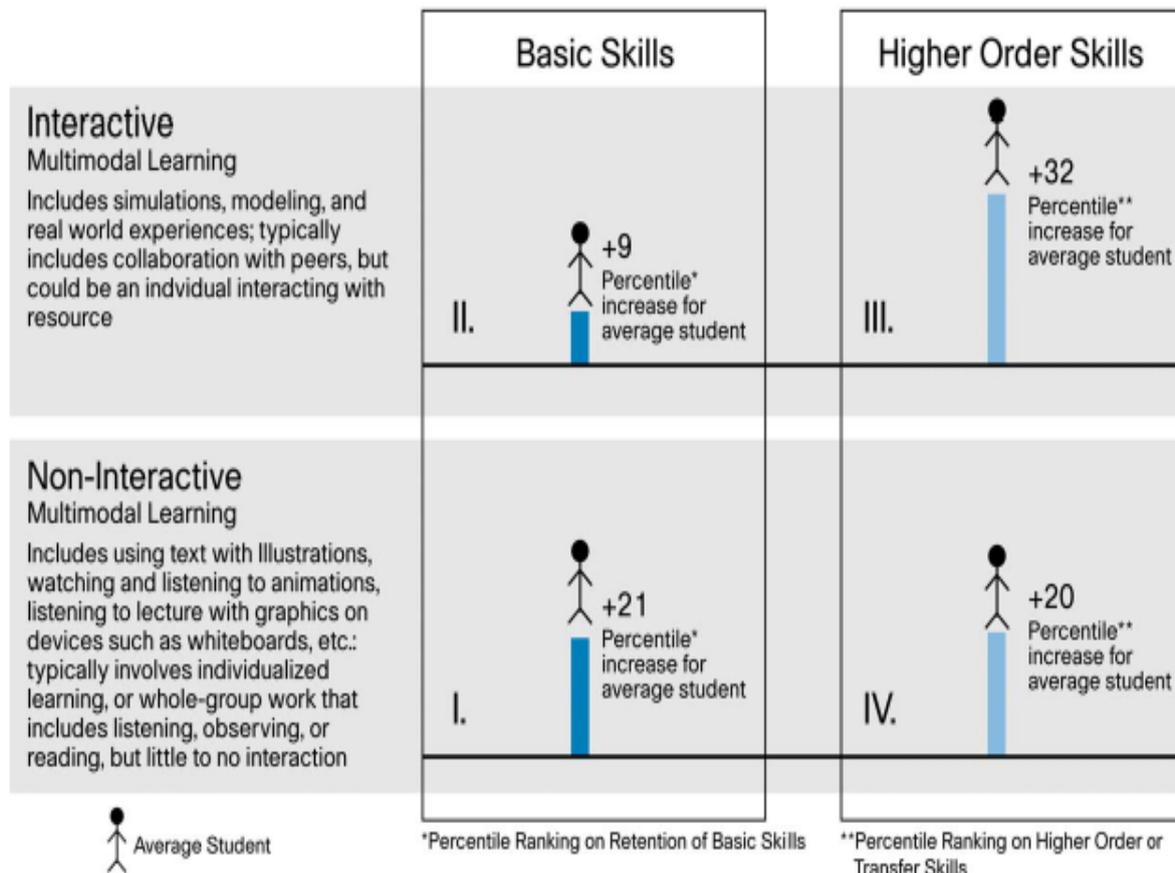
rich linguistic content, making them flexible to be implemented across levels and age groups and providing learners with meaningful and authentic use of the target language, (Mestari& Malabar, 2016). The teacher may ask his/her learners to think of a song they like then write what they can remember from its lyrics. After that, they are asked to listen again for useful vocabulary, phrases and expressions for everyday language. Discussing the lyrics of the song in groups helps learners establish a connection with language and describe their feelings using it. Moreover, the EFL teacher can create a quiz to ask his/her learners to listen carefully to some songs that are commonly misheard and choose the next word that grammatically fits into the lyrics.

### **5.1.2.2 Advantages of Using Authentic Materials to Teach Interpersonal Skills**

Using relevant authentic materials and situations in EFL context to teach interpersonal communication skills has many advantages for both teachers and learners if properly selected. Authentic materials increase learners' interaction in the classroom in comparison with non-interactive multi-models of teaching (see Figure 5.4). Accordingly, (SrinivasRao, 2019) claimed that integrating authentic learning improves the educational outcomes on many levels, for instance:

- They increase learners' motivation to make efforts to learn the language through raising their awareness to the importance of English in the real-world.
- They diversify the teaching methods and give the opportunity for teachers to use different types of activities to satisfy learners with different learning styles.
- They are available, easy to access to, and inexpensive. Besides, they can be used with different classes and levels.
- They break monotony and boredom in the classroom and create a funny learning environment.
- They bring contemporary issues to the classroom through simulating situations from the real-world.
- They are directly related to learners' needs.
- They help learners to actively take part in the classroom discussions.
- They foster learners' attention and involvement.
- They can be collected from various sources.
- They provide situational language for learners.
- They develop social language skills.

- They develop EFL learners’ critical thinking and creativity.
- They help learners develop a sense of achievement.



**Figure 5.4 Comparing Interactive and Non-Interactive Multi-Models, (cisco, 2008)**

### 5.1.3 Educational Game-Based Teaching Model

The trend of learning through playing has reputable effects on learners in EFL contexts thanks to the nature of games that combines multiple modes of learning and helps learners practise relevant skills as shown in the figure above. According to (Kennedy, 2020), educational games promote collaboration, receptive feedback, questioning, reasoning, and critical thinking since they incorporate many different communication modes into one highly engaging activity that supports learners’ personal development and suits their varied learning styles. Moreover, (Gozcu & Caganaga, 2016) suggested that EFL teachers should place language games at the centre of the teaching process rather than being a peripheral part of the program because they are educationally valuable and besides being fun, they include goals and controlled by rules. Furthermore, educational games are a great reflection of the communicative approach. (Jones, 2004) supported this view and pointed out that the relationship between language learning and gaming is based on communication. Specifically,

the EFL learners use the target language to interact with their peers in an authentic learning situation. (Büyükahıska, 2016) suggested that the educational games is a framework for providing a meaningful context for language acquisition and encouraging learners' involvement in creating knowledge.

### **5.1.3.1 Advantages of Using Games-Based Teaching**

Game-based teaching has many promising benefits in developing EFL learners' language skills in general and interpersonal communication skills in particular. (Constantinescu, 2012) as quoted in (Gozcu & Caganaga, 2016) advocated that games have many advantages as in the following:

- They offer a comfortable learning environment that enriches EFL learners' linguistic repertoire.
- They boost learners' motivation and self-confidence.
- The challenging and competing aspect in games encourages learners to complete the task.
- They have an interdisciplinary nature which makes learners not only the language but also use knowledge from other classes.
- They develop learners' observation, critical thinking, problem solving, and imagination.
- They have clear rules and objectives.
- Games are dynamic and adaptable for different levels.
- They offer immediate feedback both for the teacher and the learner.
- They facilitate the collaborative learning.

### **5.1.4 Cinemeducation Model**

The term cinemeducation denotes to the use of cinema or short videos to teach interpersonal communication. It was first coined by (Alexander et al., 2005) and used in the medical field to teach different skills to doctors such as interviewing, feedback, and active listening. In fact, cinemeducation starts with asking learners to view a movie or a scene and then they discuss the communication patterns either in small groups or large groups. Currently, educators from a variety of disciplines use different types of videos for educational purposes. Consequently, we suggest that this model can be implemented in the EFL teaching context to promote learners' interpersonal skills.

Today's teachers have a critical task to help their learners through a variety of channels to achieve effective learning (Burke & Rowsell, 2007). Thus, they have to supplement their teaching with audio-visual materials to increase their learners' engagement, interest, and motivation. Furthermore, findings from several studies emphasized the powerful effect of using video clips and movies on improving learners' communicative and language skills, (Kabooha, 2016).

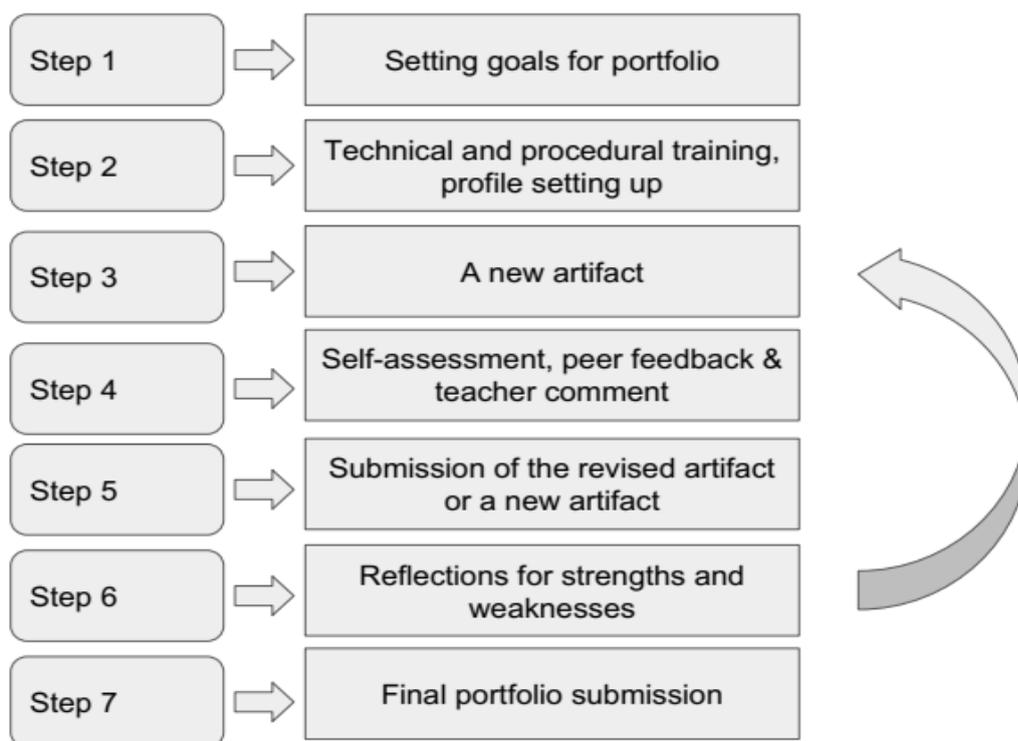
#### **5.1.4.1 Advantages of Using Cinemeducation**

The use of movies and videos has many advantages in ELT contexts in general and in interpersonal communication in particular. According to (Ruusunen, 2011), the use of movies brings authenticity, variety, reality, flexibility, and entertainment into EFL classrooms. In fact, many researchers explored the positive effects of this teaching model on providing quality education that is interesting, engaging, and up-to-date for EFL learners, (Kim, 2016; Eken, 2003; King, 2002; Barrata & Jones, 2008; Ismaili, 2013; Goctu, 2017). They advocated that cinemeducation helps learners on many levels:

- It enhances learners' critical thinking, empathy, and analysis.
- It increases learners' motivation, interest, and desire to learn English through providing an enjoyable entertaining content.
- It facilitates teaching paralinguistic features such as the tone of voice to convey different messages.
- It improves listening skills especially if supported by subtitles in learners' first language.
- It stimulates learners' imagination and creativity.
- It develops interpersonal and interactional skills through providing contextual information.
- It enhances memory and cognitive skills.
- It exposes learners to real language used in different authentic settings by native speakers.
- It improves learners' speaking skill, fluency, and pronunciation through listening to native speakers in a natural context.
- It provides learners' with the cultural aspect of the language such as idioms and colloquial expressions.

### 5.1.5 Portfolio-Based Teaching Model

With the increasing interest in learner-centred approach to teaching English as a foreign language, the necessity to develop self-assessment tools is put on the surface to foster learners' autonomy and independence. (Evans, 1995) was among the first researchers who suggested that portfolio-based teaching or PoBT is a key strategy to promote learners' self-efficacy. He defined the term as “an evolving collection of carefully selected or composed professional thoughts, goals, and experiences that are threaded with reflection and self-assessment” (p.11). The definition refers to the nature of PoBT that revolves around self-assessment as the central part of the learning process. The figure below demonstrates the different procedures to be followed when implementing the PoBT in EFL classroom.



**Figure 5.5 Procedures of PoBT in EFL Classroom, (Cong-Lem, 2019, p. 169)**

Thereby, we suggest that Portfolio-Based Teaching can be a highly effective model to teach communication skills to EFL learners because of its characteristics that promotes intrapersonal and interpersonal development. (Nunes, 2004) believe that portfolio-based teaching model has two main guiding principles. First, it should guarantee a continuous interaction between the teacher and his/her learners. Second, it should document all the reflections, ideas, and opinions of the learners to capture his/her full learning experience including areas of success and also learning barriers.

### **5.1.5.1 Advantages of PoBT**

Many studies have addressed the effectiveness of the portfolio-based learning and teaching in EFL context, (Obeid, 2020; Pan et al., 2020; Hughes, 2008)). Yet, little is known on the effect of this model on teaching interpersonal communication skills in English language teaching context, especially in the Algerian middle school setting. Thus, we suggest that the portfolio-based teaching model is effective in promoting learners' interaction and communication through:

- Providing an alternative formative assessment tool.
- Promoting personalized autonomous learning.
- Developing interpersonal skills through sharing with their peers and teachers.
- Helping teachers plan, monitor, and reflect on their learners' progress.
- Encouraging learners to reflect on their strengths and weaknesses.
- Practicing meta-cognitive skills to self-assess their learning against given criteria.
- Enhancing learners' communicative competence and language skills through the oral and written exchanges among peers.
- Developing the speaking skills and oral proficiency through the verbalization of learners' thoughts about lesson-related topics.
- Improving learners' critical thinking, problem-solving, assertiveness, and management skills.
- Promoting peer-learning through feedback.
- Enhancing goal-setting, self-regulated learning, planning, and self-reflection skills.

### **5.1.6 Evidence-Based Teaching Model**

The Evidence-Based teaching or the EBT is an educational approach that emerged in the clinical fields of medicine, nursing, psychology, and social work. It is defined as using research evidence and research-based theory to take instructional decisions,(Ambrose et al., 2010). In other words, “an evidence-based learning and teaching is a way to conceptualise how to take decisions to improve learning and teaching, based on concrete evidence provided by either scientific literature and experimentation, or by data and information collected through various processes” (Emplit, 2020, p. 11). The main aim of EBT is to help teachers improve their instructional practices and accordingly develop their learners' thinking,

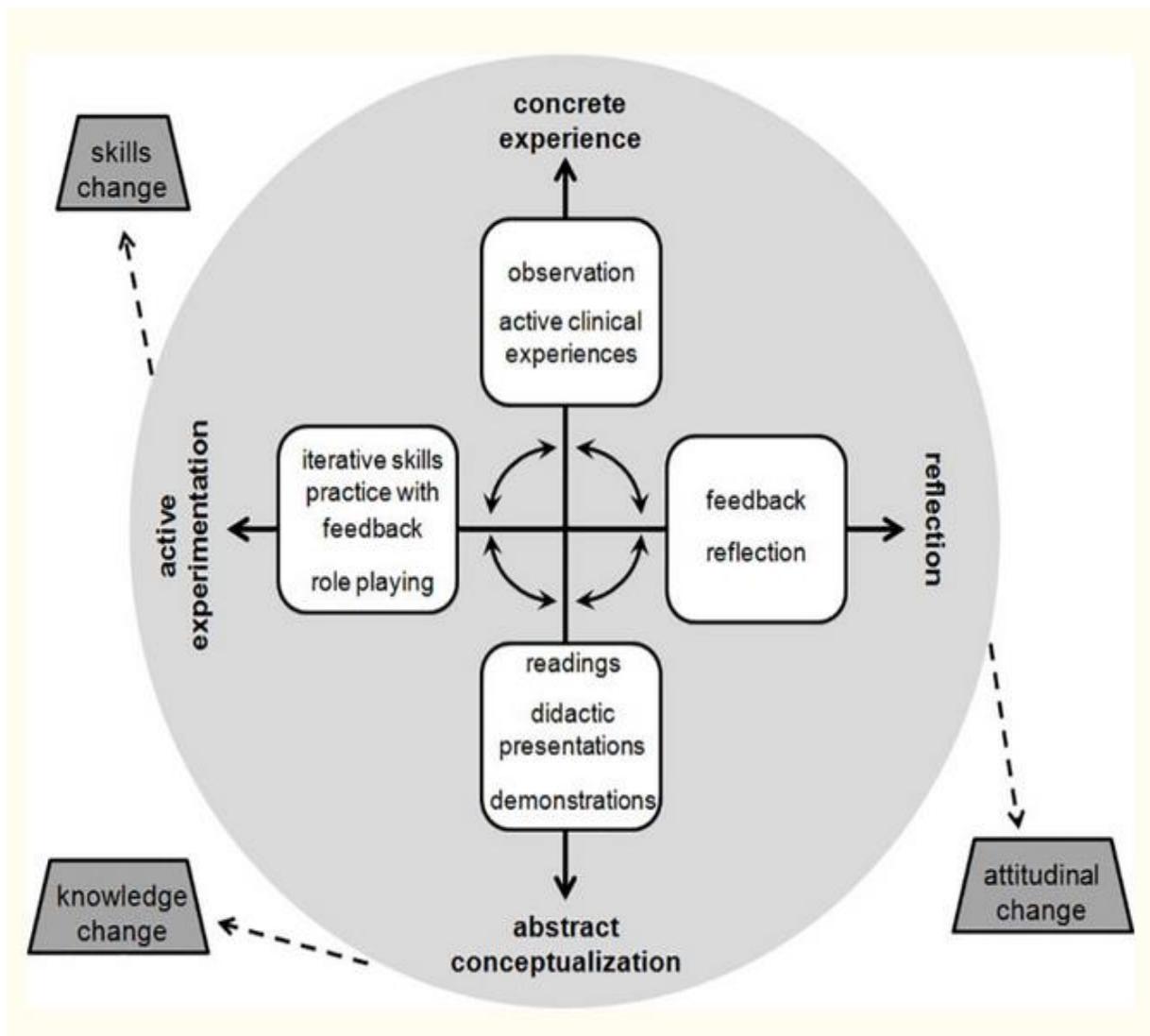
analytical skills, motivation, and communication for enjoyment and learning, (Groccia&Buskist, 2011).

### **5.1.6.1 Principles of EBT**

Integrating the evidence-based teaching and learning model in the Algerian middle school context, particularly in EFL classroom requires a deep understanding of its core principles that support its academic implementation. For this reason, (Ambrose et al., 2010) argued that the Evidence-based teaching model combines seven building blocks of the holistic system of teaching:

1. Prior knowledge has a major impact on current and future learning.
2. The way learners organize knowledge influences the way they learn and apply that knowledge.
3. Motivation controls, guides and sustains learning.
4. The development of skills must be through acquiring, practicing, combining and integrating them together.
5. Integrating goal-directed teaching with targeted feedback facilitates learning.
6. Emotional, social, and intellectual environment of the learners influence his/her learning.
7. Metacognitive monitoring of learning assists on-going learning.

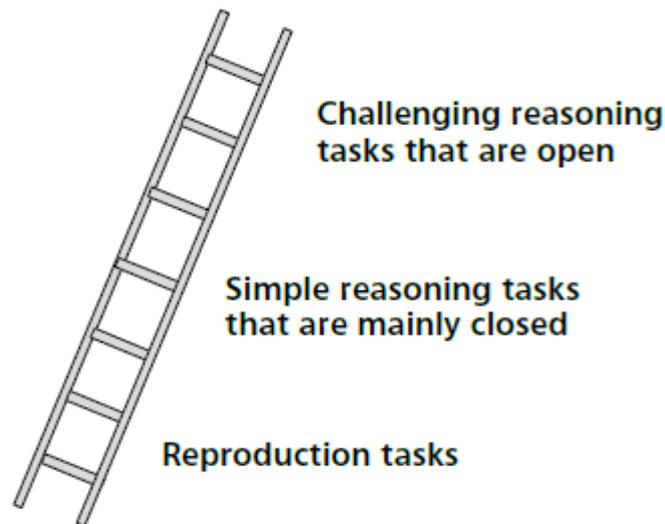
Thereby, we recommend the use of evidence-based teaching as a model to develop middle school learners' interpersonal skills in the educational context. The following figure elucidates how interpersonal skills can be developed within the frame of evidence-based teaching model. (Feraco et al., 2016) explained that the white boxes comprise teaching strategies and techniques while trapezoid boxes show the learning outcomes. Moreover, the vertical axis represents the variety of perception from abstract conceptualization to concrete experience. For the horizontal axis, it displays the range of transformation from reflection to active experimentation while curved double-headed arrows show that the cycle is bidirectional.



**Figure 5.6 Experiential Learning Cycle of Communicative Skills, (Feraco et al., 2016)**

## **5.2. Activities to Teach Interpersonal Communication**

Teaching English in a non-English speaking country is a challenging task for many EFL teachers who are constantly searching for new methods and strategies to improve their teaching outcomes and optimize their students' learning experience. Hence, they tend to diversify the language activities to keep their learners' interest and to reach different learning styles. Figure 5.7 displays how teachers should use different types of activities to keep learners' attentiveness.



**Figure 5.7 Activities Gradation, (Petty, 2009, p.17)**

When it comes to teaching interpersonal communication the task may vary from one skill to another because of the particularity of each skill. Yet, some activities may incorporate many skills at the same time and can help EFL learners practice interpersonal communication in a comfortable learning environment. The following are some recommended activities EFL middle school teachers may integrate as a part of their lesson plans to improve their learners' overall communicative skills.

### **5.2.1 Think-Pair-Share**

The Think-Pair-Share or TPS activity originated in the work of Frank Lyman (1981) as a teaching strategy. The TPS is a great opportunity for learners to practise their interpersonal communication skills. As the term indicates, TPS is composed of three steps. First, the teacher opens a discussion about a given topic and asks learners to think about it or take notes for a few minutes. After that, learners pair-up to discuss the topic suggested by the teacher. Finally, the pairs share their reflection of the topic to their other classmates and enlarge the discussion to group interactions. There is a wide range of possibilities to integrate within the Think-Pair-Share activity. For example if the objective of the teacher is to teach negotiation skills he/she may pair learners with different types of personality to help them learn how reach a mutual understanding; and if the objective is to teach collaboration and group work the teacher may pair students with different learning styles.

### **5.2.1.1 Advantages of TPS**

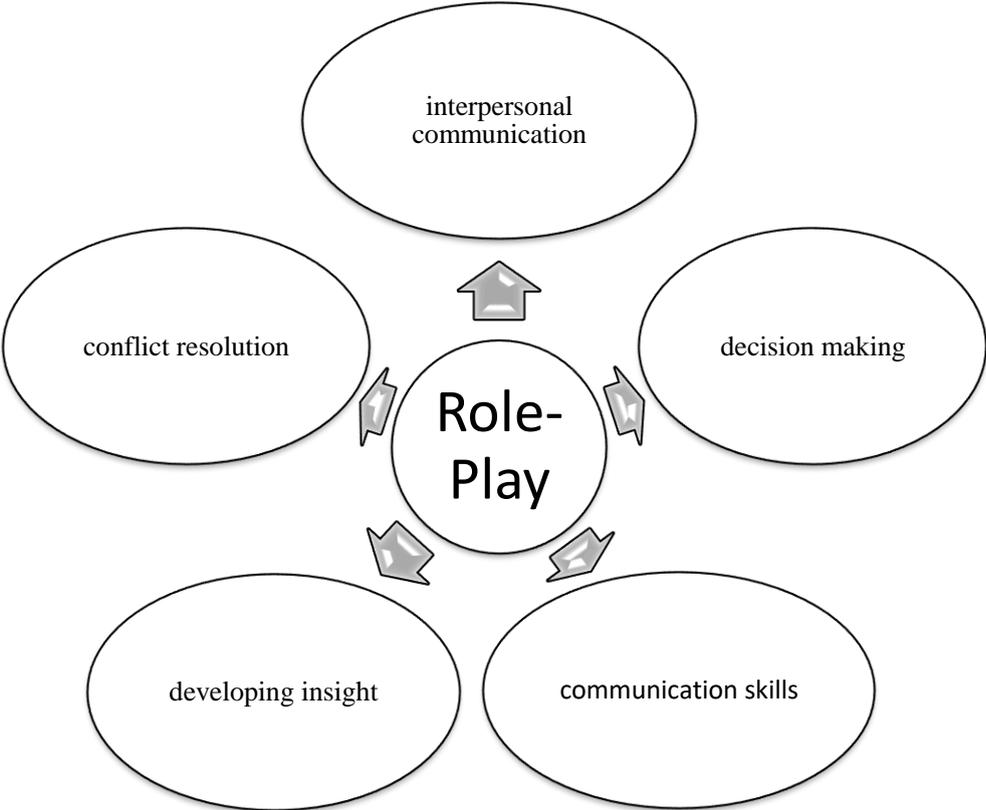
The teaching strategy by (Lyman, 1981) offers many advantages for EFL learners especially in the area of interpersonal communication. The think-pair-share activity helps middle school learners develop a variety of communicative skills through discussion and interaction. (Lyman, 1981) suggested that Think-Pair-Share improves learning outcomes through the following:

- It promotes conversational skills such as turn-taking, avoiding interruption, clarity of expression, and responsiveness.
- It encourages collaboration among EFL learners to discuss and agree on one single reflection to be shared with their classmates.
- It supports respect, empathy, and tolerance towards others' opinions and in the same time it promotes learners' sense of leadership.
- It gives the opportunity for every learner to participate and be engaged in the activity no matter what the topic is.
- It promotes public speaking and self-confidence.
- It helps teachers conduct formative assessments.
- It develops learners' active listening
- It helps learners improve the way they receive and give feedback to their classmates in a constructive manner.
- It promotes thinking before speaking and teaches learners the impact of choosing words on others.
- It structures students' thinking and discussion.
- It combines different learning styles and strategies together for an exciting compelling experience.

### **5.2.2 Role-Plays**

Encouraging EFL learners' to practise the language through speaking is the hardest task teachers have to face in the classroom because speaking is a skill that requires not only knowledge of grammar, vocabulary, and pronunciation but also fluency, intonation, and body cues. For this reason, the integration of role-plays in the ELT context plays a major role in developing learners' speaking skill and subsequently their interpersonal communication as well.

Besides, it is argued that the use of role-plays as a strategy to teach EFL is a valuable learning experience providing learners with the opportunity to act and interact using English in speaking, listening, and understanding, (Krebt, 2017). Additionally, role-plays imitate real-life situations that can be encountered outside the school which makes them a great prospect for practising social skills and the cultural aspects of the languages through the assignment of roles and objectives. The following figure illustrates the advantages of using role-play in EFL classroom.



**Figure 5.8 Advantages of Role-Play, (Ladousse, 2004)**

Briefly, role-Playing refers to the act of reproducing and imitating characters or behaviours of an individual who is very different from yourself, either intentionally as a training exercise, or without knowing it, (Cobuild, 2018). Moreover, (Ladousse, 2004) indicated that role-playing is a communicative technique which aims at developing fluency promoting interaction in the classroom, sharing responsibility, encouraging peer-learning, and increasing motivation.

### **5.2.2.1 Advantages of Role-Play**

The positive effect of role playing in the ELT context is indisputable. Yet, it is necessary to explore the benefits of using this activity to improve learners' interpersonal communication skills. Many studies have proven the advantages of role-play in teaching EFL, (Rajkumar, 2012; Alikhani, 2017; Bilova, 2019; Bokhodirovna, 2020). They all seem to agree on the fact that:

- Role play helps learners maintain social relationships.
- It includes the aspect of fun and breaks monotony to create an enjoyable learning experience.
- It promotes interaction and communication in the classroom and includes slow and passive learners.
- It develops EFL learners' speaking skill and vocabulary.
- It simulates real-life situations for learners such as the work place, the hospital, home...etc.
- It promotes a variety of interpersonal skills through face-to-face practice.
- It helps learners use non-verbal communication in a convincing manner that matches the character.
- It develops learners active listening among other listening sub-skills.
- It encourages collaboration and group work among learners with different personality types and learning styles.
- It raises learners' sense of empathy towards others when they put themselves in the place of another person.
- It creates an exciting atmosphere for learning to take place.
- It develops critical thinking, self-control, conflict resolution, and problem-solving skills.
- It reduces learners' anxiety and stress.

### **5.2.3 Information-Gap Filling**

The information-gap filling is a language activity that has been used for decades by EFL teachers to teach different skills. It provides a wide range of activities for learners to choose from. Sàrosdy (2006) believed that the information gap filling can be established when a person involved in an oral or a written exchange knows a piece of information that the receiver does not. This type of activity integrates learners with different levels and learning

styles to work individually, in pairs, or in groups. They can fill in a table, schedule, a story, an interview, sentence...etc. Also, the teacher may vary the type of materials used in the lesson, he/she may ask learners to listen to a recording and fill in the gaps with the missing words, or to watch a video and fill in the gap with the expected coming scene, or simply complete an interview with either the missing questions or answers. Hence, we suggest that the information gap filling can be implemented to improve EFL learners' interpersonal communication skills.

Furthermore, it is argued that an information-gap filling is an interesting technique to promote the speaking skill, (Namaziandost et al., 2019). It encourages middle school learners to communicate with their peers to find the missing information and solve the problem. In brief, implementing information-gap in the language classroom can provide middle school EFL learners with an opportunity to use authentic language through exposing them to task-based inputs and consequently they have more outputs. In other words, learners use their language knowledge and benefit from their peers' language input to transform their intentions which results in more fluency in speaking, (Namaziandost et al., 2019).

### **5.2.3.1 Advantages of Information-Gap Filling**

Like any other language activity, information gap filling aims at developing learners' linguistic competence in four areas: listening, speaking, reading, and writing. There is an extensive literature on the use of this activity in the EFL classroom, (San-Mateo-Valdehíta&Chacón-García, 2019; Ludington, 2015; Webb, 2005). We can sum-up its advantages in the following:

- It promotes the creativity and the imagination of learners' through provoking their thinking to produce limitless ideas and possibilities.
- It develops learners' analytic skills, critical thinking, and reasoning
- It helps learners practice the four skills in the same time.
- It encourages collaboration among peers.
- It is not time-consuming; it can be adapted to the time available for practice.
- It is accessible and affordable.

### **5.3 The Importance of Interpersonal Communication for Teachers**

The teacher is the first role model for his/her learners. Hence, he/she has a great responsibility in modelling positive and effective interpersonal communication inside and

outside the classroom. In fact, the role of the significant other such as parents, teachers, and peers in providing a reference for developing interpersonal skills is widely recognised in literature, (Carbonneau et al., 2013; Wang et al., 2018; Myers et al., 2010). For Ralph (2011), the teacher can make use of different strategies to improve his/her presence and create a vibrant lesson through positive interpersonal communication skills. The latter recommended the following four suggestions to teachers with the aim of minimizing anxiety and maximizing the teaching efficiency.

### **5.3.1 Eliminating Distraction**

A successful use of interpersonal skills in classroom, especially non-verbal communication, implies sending messages without being noticed. Those signals help the teacher deliver his/her intention with the focus on the meaning itself rather than the action being made. Mannerisms are body cues that are constantly repeated and draw the audience attention to them away of the lesson. The teacher should avoid those distracting impediments such as licking or biting the lip, jingling pocket change, adjusting hair or clothing...etc. this can be accomplished through being aware of the problem areas and self-monitoring. The teacher may also ask a trusted colleague to observe him or her teaching or use videotapes in order to monitor his/her own performance, (Ralph, 2011).

### **5.3.2 Spontaneous Teaching**

In the EFL context, the emphasis must be on the effectiveness of the teaching process and sharing the ideas not on the performance itself. The teacher should be spontaneous and avoid imitating another person instead s/he should respond naturally to his/her learners. Those tips are essential in gaining respect of learners and fostering the teacher's self-esteem, credibility, and accordingly management of the classroom as s/he feels at ease dealing with different situations without exaggerating or pretending. This may lead to varying the energy and creating a relaxing atmosphere for learners, (Ralph, 2011).

### **5.3.3 Mirroring**

The EFL teacher who is interested in language teaching would eventually project his or her feelings towards the subject matter through his/her body language. The teacher should believe and be committed to what he says so that his or her body will consequently mirror this attitude naturally. Showing learners that the teacher has empathy toward them would make them more collaborative and straighten the relationship between them. Regarding mirroring,

two aspects are fundamental in this area: being friendly through warm smiles and open body language yet firm with constant eye contact and assertive facial expressions when necessary, (Ralph, 2011).

#### **5.3.4 Preparation**

A vital ingredient of effective teaching is a good preparation. This preparation cultivates self-confidence and shows professionalism. Planning the lesson reduces anxiety, and thus it directs the teacher's attention towards his or her learners instead of his or her own insecurities that eventually will be visible through a nervous or tensioned communication. Preparing the lesson also entails rehearsing and practising before coming into the classroom, especially for those novice teachers. Memorising is not recommended because the conscious effort required to recall words will cause anxiety and stress that will be easily noticed by learners. Instead, the teacher should know well the teaching material and memorise only the flow of the ideas and how to facilitate the transfer of knowledge to his/her learners in order to have an effective and positive interpersonal communication that supports the process, (Ralph, 2011).

#### **5.4 Effective Interpersonal Communication Skills for Teachers**

The EFL teacher's interpersonal communication has a direct impact on the learning outcomes. It helps conveying meaning, knowledge, and serves as an assessment tool for learners. Besides the way the teacher communicates with his/her learners provides them with important feedback cues on their performance which helps them modify or improve their behaviours. (Spence, 2003) argued that:

The young person needs to be able to monitor the response of other persons in the interaction and then change their own behaviour accordingly, as a reflection of the on-going changes in the demands of the situation. Thus, in addition to monitoring one's own behaviour, individuals require a range of social perception skills by which they can interpret the social cues and body language of the other person. (p. 85)

For this reason, teachers must raise their awareness concerning the importance of developing effective interpersonal communication skills to provide quality teaching for their learners and to create a healthy learning environment.

### **5.4.1 Teacher's Assertiveness**

Being assertive is the one of the most powerful skills teachers can have. Assertiveness helps teachers control their classrooms, avoid disruptive behaviours, and gain their learners' respect and trust. (Canter, 2002) believed that teachers' assertiveness is a philosophy of classroom management that identifies effective strategies to constructively deal with learners in different situations sets specific while maintaining a fruitful learning environment. Moreover, (Obey-Jordan, 2007) suggested that the assertive behaviour of the teacher build positive relationships with learners through direct instruction that manifest via describing, modelling, practicing, reviewing, encouraging and rewarding.

In fact, teachers are constantly required to improve their classroom management skills to help them enhance learning outcomes and reduce problems related to discipline issues. Regarding that, a study by (Weinstein et al., 2004) recommended six tasks to help teachers develop their assertiveness and accordingly their classroom management:

- Creating a positive environment that supports social and academic goals,
- Setting behavioural expectations
- Considering learners' cultural backgrounds.
- Developing a caring classroom atmosphere.
- Collaborating with parents and community to discuss issues related to learning.
- Interfering positively to help those learners with behavioural difficulties.

Overall, the teacher should project self-confidence through his/her interpersonal communication style so that ultimately learners will notice their teacher's attitude and respond to it in a positive way. Furthermore, the teacher should stand straight, use the classroom space to move around, and make eye contact with all the learners. This will send a message to them saying that the teacher is friendly but can turn to be firm if someone shows disrespect or affects the classroom discipline at any time. Promoting a confident body language enhances the classroom management and control of the flow of the lesson.

### **5.4.2 Teacher's Body Language**

Whether it is eye contact, facial expression, gesture, posture or touch; body language can say a lot about the teacher. It is the teacher's role to manipulate his/her body to convey some pedagogical purposes. According to (Harmer, 2007), when the teacher is annoyed by a misbehaving or a disruptive learner, a firm steady look, maintaining eye contact or frowning the head would be sufficient to convey the teacher's disappointment and annoyance. Also, this

kind of body language may save learners face because they can avoid embarrassment in front of their peers and help the teacher save time and energy wasted on talking.

In fact, the teacher has the responsibility to make the learners feel at ease when they enter the classroom. One important factor in relaxing the atmosphere is a relaxed body language; learners respond accordingly to what messages their teacher is sending to them. Anxiety may hinder the good control of the class. There are different reasons behind it: personal issues, work problems, health complications...etc. in this case, the teacher should breathe deeply in a natural way, clear his or her mind, tighten up the muscles, and standing or sitting straight to decrease tension and focus more on teaching instead of stressing his or her own insecurities. Ralph (2011) suggested that the teacher's use of gestures in giving instructions, direction, or explanations is vital to the teaching process. The latter gave the following explanation why it is important to use gestures.

- Gestures support spoken words and add meaning to them.
- They dramatize simple ideas and make them more memorable by painting a vivid image in the listener's mind.
- They lend emphasis on the spoken words because they help teachers convey their attitudes and feelings along with what they say.
- They help decreasing nervous tension because they lessen anxiety and stress and increase self-assurance.
- They may also function as visual aids that help teachers getting learners' attention and concentration.
- They encourage participation since they act as indicators of the response the teacher wants from his or her learners.

It is doubtful whether enough attention was given to motivational aspects of the teacher's nonverbal behaviour in the EFL classroom context. Gestures have a better immediate effect on learners. It is very advantageous that the teacher appears energetic and eager to teach a given point. If the teacher is enjoying explaining, this enthusiasm will automatically be transferred for students. For Abdin (2008) the primary goal of the teacher is to enable learners to recognise their emotional state by detecting nonverbal behaviours as to how someone may feel in a given situation.

The use of body language can help the teacher reduce boredom and create an element of surprise and delight. Kyriacou (2007) claimed that: “good use of body language sustains attention and interest” (p. 38). Being spontaneous and improvise using different gestures or postures can create a vibrant lesson that help learners achieve a better understanding in a more relaxed environment. Moreover, EFL teachers can provide feedback nonverbally using body movements and signals such as gestures, facial expressions and head, hand, and finger movements. “For example, shaking the head or frowning could be used to indicate the presence of an error. Arms, hands, or figure movements could be used to indicate the nature of the error” (Nassaji & Fotos, 2011, p. 78). One example of giving feedback through body language is patting learners on the back or arm when they perform well. When using nonverbal feedback, it might be useful if the teacher familiarizes students in advance with the kinds of body movements he or she might use. For example, the teacher may inform students that when he or she crosses over his or her arms in front of them, it indicates a problem with word order.

Facial expressions are an effective tool for communication in the classroom. For example, when students make noise or misbehave, one firm look can be enough to retain silence. Also, making eye contact with students will make them aware that they are being observed. Lewis (2009) argued “there should be unambiguously strong nonverbal cues, you should face towards the child, look him or her in the eye, and lean forward as you speak” (p. 64). In addition to that, the teacher shaking the head while looking at a disruptive student is enough to convey the feeling of disappointment without disturbing or interrupting the lesson. Yet, staring can be intimidating for some learners, especially if they are shy. Finally, a smile is always the best way for relaxing the atmosphere and expressing confidence and assertiveness.

Finally, we should agree upon the fact that whatever the teacher does inside the classroom, he/she influences the teaching quality and affects learners’ understanding and appreciation of the lesson. Hence, the teacher should avoid any negative signals sent through the body. Those signals may intimidate the learner or destroy the teacher’s image which will lead to severe discipline problems. Destructive body language may include folding arms, standing behind a desk for a long time, putting hands in pockets, chewing gum, standing in one position, avoiding eye contact...etc.

### **5.4.3 Teacher's Leadership**

Leaders are those who take the responsibility of making the best of their environment to help their learners reach their full potentials. (DeHart, 2011) argued that teacher leadership is all behaviours willingly undertaken by teachers which serve to improve the quality of education and enhance the practice of fellow peers; while (Muijs and Harris, 2003) defined it as the central component in securing and sustaining school improvement. On the other hand, (Danielson, 2006) believed that teacher leadership is the skills demonstrated by teachers who continue to teach and influence their students beyond their own classrooms. Furthermore (Lambert, 2003) stated that:

A teacher leader may be seen as a person in whom the dream of making a difference has been kept alive, or has been reawakened by engaging colleagues and a professional culture. Those who have managed to keep their sense of purpose alive and well are reflective, inquisitive, focused on improving their craft, action oriented; they accept responsibility for student learning and have a strong sense of self. (p. 422)

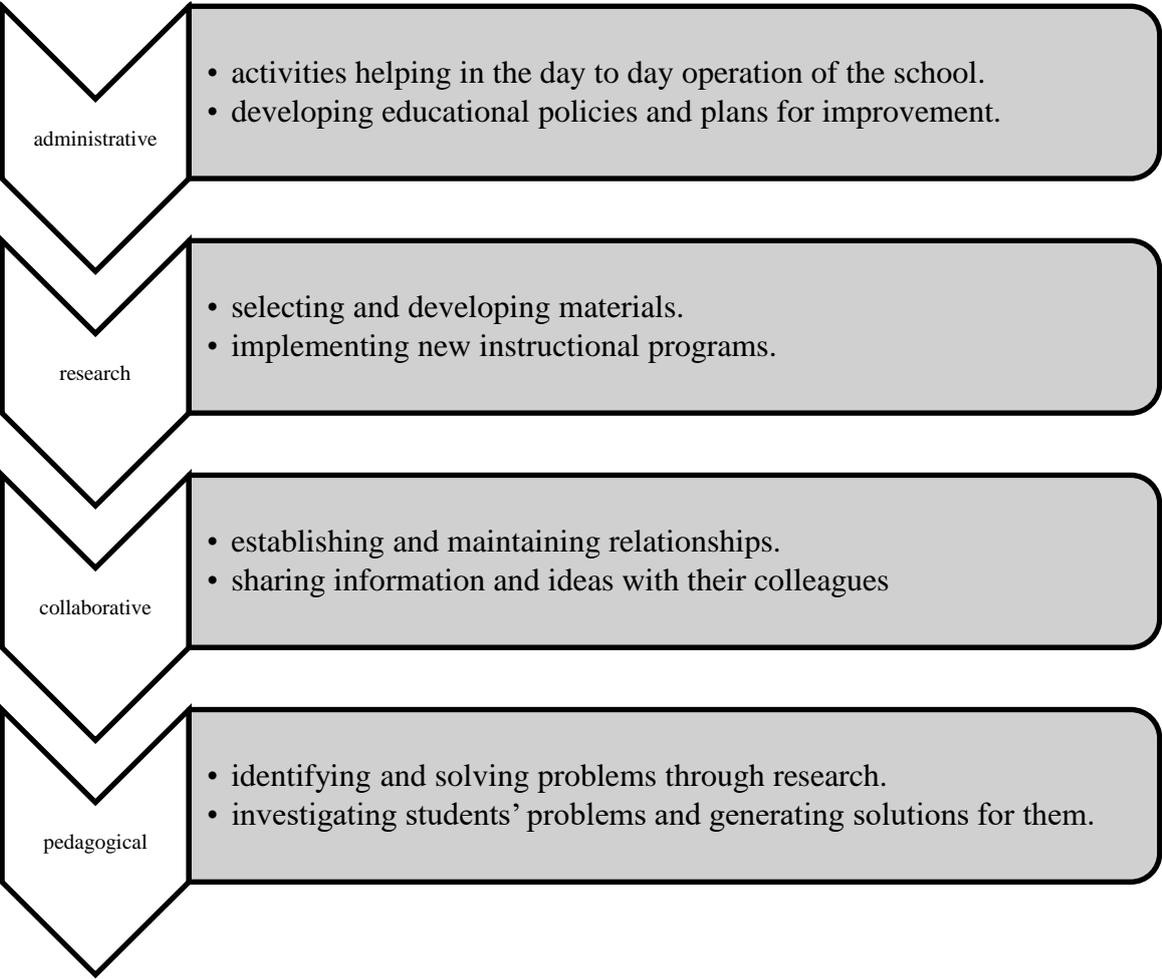
#### **5.4.3.1 Teachers Leaders Roles**

Leadership is a valuable interpersonal communicative skill in the educational context, especially in ELT where teachers are continuously struggling to help their learners overcome language difficulties and embrace its cultural aspects. (DeHart, 2011) argued that teachers leaders assume four different roles in their schools namely administrative roles, research roles, collaborative roles, and pedagogical roles.

Besides, leadership has many advantages on the learning outcomes. (Leithwood & Jantzi, 1999) believed that leaders increase professionalism through authority distribution. Moreover, they influence others to improve their teaching practice. Furthermore, they are an inspiring source for their learners to improve their performance. Additionally, an effective leadership strengthens relationship and trust among school community. Accordingly, it is recommended that teachers should be exposed to a leadership training to help them cope with the reforms of the educational system and the new responsibilities they must undertake.

Also, the school community plays a significant role in encouraging this valuable skill among teachers, administrators, and learners as well. Policy makers must recognise and reward the efforts of teacher leaders to promote this skill in the teaching-learning environment and. Finally, trainee teachers should be provided with opportunities to practise and develop

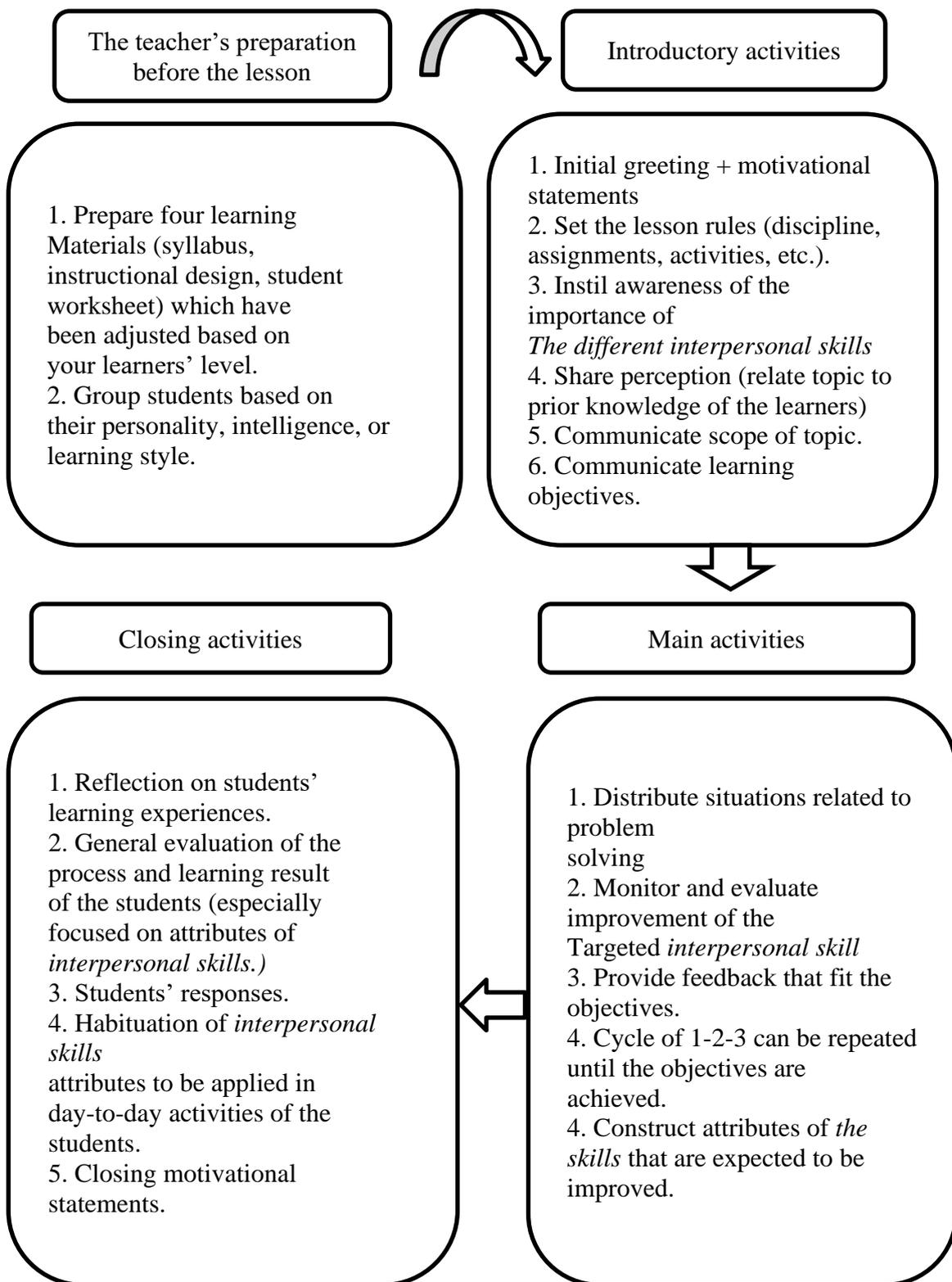
their leadership skills through sharing expertise with more experienced educators in the field and involving them in making decisions.



**Figure 5.9 Teachers Leaders' Roles, (DeHart, 2011)**

**5.5 Interpersonal Communication in Teaching Language Skills**

Mastering language skills is the main objective behind learning a language. Being able to speak the language fluently, listen and understand the meaning of the sender, read lengthy texts, and write coherent comprehensible sentences is the ultimate goal of any EFL learner. In fact, teachers use different strategies to help their learners improve their language skills though practice. One of those strategies is to integrate interpersonal communication skills as a supportive teaching tool to foster the learning outcomes. The following diagram explains how EFL teachers at the level of middle school should integrate interpersonal skills as part of their lesson plans.



**Figure 5.10 Learning Model for Improving Interpersonal Skills, (Sunarto, 2015)**

### 5.5.1 ICS in Teaching Reading

Interpersonal communication can improve learners' reading ability. For instance, assigning learners to read and summarise a text collectively helps them gain time, enrich their

vocabulary through collaboration, and increase their motivation to read. Moreover, the use of non-verbal cues can be very helpful especially if they are reading out loud. In fact, introducing learners to using gestures, while reading, can motivate them to make efforts. One good example is reading poems; when learners use gestures that simulate the literary beauty of the passage they create an enjoyable learning experience. (Cameron & McKay, 2014, p. 14) claimed that “if children are to learn reading words and phrases in English, they need to hear what you say and work out the meaning of what you say”. This implies that the teacher reads loudly for students first, using nonverbal cues to clarify ambiguous words; then, he/she asks them to do the task on their own. According to Tai (2014):

When they read a selective question sentence, they put up their hands in rising tone and put down hands in falling tones. After training for sometimes, whenever they read a sentence, they will use this body language unconsciously. At first, students might feel confused as they are not accustomed to it yet. However, with the help of the teacher they can master it easily. (p. 1208)

Sometimes, reading out loud has a positive effect on learners’ pronunciation and also intonation. In this case, using skills such as active listening and non-verbal communication boost their self-esteem and encourages them to read more and feel at ease performing what they read. For instance, the teacher may design an activity in which students are expected to perform a role-play where they read the script and act simultaneously from it, applying all the nonverbal cues that may help them deliver the intended message. Moreover, drama activities promotes learners’ self-regulation and focuses student’s attention on the important role non-verbal cues have in decoding the emotions displayed, and how the physical interpretation adds sense to a silent script. According to (Maftoon & Tasnimi, 2014) self-regulation plays a significant role in reading comprehension.

Another advantage of using interpersonal skills in developing the reading skill is introducing learners to the beauty and complexity of the English language; accordingly, this aspect will help them build fluency, promote extensive reading and develop intrinsic motivation. Furthermore, teachers need to make their students aware that reading is a communicative event that may include many aspects such as the cultural context, the social environment and the emotional state of the writer that can manifests itself better through an interactive reading between the teacher and the learner which may result in a better comprehension of the text.

### **5.5.2 ICS in Teaching Listening**

Improving EFL learners listening skill may intersect with the integration of interpersonal communication in the sense that the use of skills such as body language can be very rewarding. For example, knowledge about facial expression, eye contact and gestures is important in forming the appropriate interpretation of a given spoken text. Listeners' awareness of those clues improves their listening ability. As Davies and Pearse (2000) explained:

Mime and gestures can also be used for listening comprehension and vocabulary work. Select or write a story, decide which words you can leave out, and tell the story pretending that you cannot think of these words. When you reach one of the words, mime them instead, and get the learners to provide the missing vocabulary. (p. 160)

In this regard, many activities can be designed by the teacher to shape the students' listening skill. For example, during a listening task the teacher may accompany the passage with the suitable body cues to facilitate comprehension. Yet, the teacher should be careful not to give too much support because learners may stop listening and be relying on the teacher's gestures to understand, which stands against the purpose of the activity as a whole. Hence, achieving a positive effect depends on finding the ideal way of incorporating the right clue in the right place not to confuse the audience. Providing activities where nonverbal behaviour supports the verbal one is a fruitful strategy, especially for those struggling listeners.

Furthermore, advances in language learning over the past decades have led to significant changes in how listening is viewed. The teacher takes a primarily facilitative role in the classroom which implies designing and structuring the listening experience with learners' needs and interests in mind. Correspondingly, working on developing learners' active listening will result in improving not only the listening ability but also speaking skill. (Anderson and Lynch, 1998) explained that a well-selected listening script is not only useful for helping the listener deal effectively with the replies he receives but also promotes his conversational skills including accuracy and fluency.

### **5.5.3 ICS in Teaching Speaking**

Students tend to have a passive attitude towards speaking because of different constraints such as anxiety and vocabulary limitations. Therefore, creating a supportive and relaxed atmosphere for learning to take place should be the central interest for any teacher,

especially at the middle school level where the majority of learners are adolescents struggling with their physical and psychological developmental issues. Again, integrating interpersonal communication in teaching speaking can be fruitful. For example, having empathy towards learners' circumstances, actively listening to their problems, and projecting positive non-verbal behaviour reflect the type of relationship that exists between the learner and the instructor. Generally, whenever the student trusts his or her teacher he/she will dare to speak his or her mind focusing on fluency rather than accuracy. For instance, when the teacher leans forward to listen to learners' questions, it is a motivational factor for them to keep on speaking and it reduces anxiety.

Different activities can be devoted for teaching the speaking skill with the help of interpersonal skills such as collaboration, leadership, and non-verbal communication. Those three skills can be incorporated in writing an interview, presenting a project or acting a role-play. Learners, often, find this kind of activities interesting and motivating. It breaks the boredom in the classroom and fosters the spirit of collaboration among classmates. It is argued that acting a play is an effective way to make learners speak. Lazar (2009) suggested that:

Non-verbal features, such as gestures and body language, how far people stand from each other when they talk to each other and for how long they maintain eye contact when speaking, could all be analysed and discussed during the acting out of the play. Students might be asked to what extent these features reflect the relationships of the characters in the play and their attitudes towards each other, as well as the students' own cultural background. (p. 138)

By the same token, (Kayi, 2006) suggested some activities to teach speaking and promote interpersonal communication in the same time:

1. Create a rich communicative environment that contains collaborative work, authentic materials, and tasks in order to increase learners' opportunities to speak the target language.
2. Respect the individual differences and give the opportunity for each learner to actively participate in the speaking activity by diversifying teaching strategies to suit different learning styles.
3. Reduce teacher speaking time in class and give more time and space for learners to practise their speaking skill.

4. Project positive body language and provide constructive feedback when commenting on a student's response.
5. Do not focus on learners' pronunciation mistakes to reduce their anxiety and fear of judgment.
6. Encourage interpersonal speaking inside and outside the classroom.

## **5.6 Research Limitations**

The researcher has faced many challenges in the process of conducting the current study. The first constraint was the short period of time devoted for the implementation of the experiment. For this reason, we can say that extending the time for teaching the interpersonal course may improve the experimental results. Furthermore, the investigation was limited to a relatively low number of participants. Thus, it is recommended to be tested in larger samples and with different levels of language proficiency. Notwithstanding the limited size of the sample, this work offers valuable insights into the effects of interpersonal teaching.

Although we acknowledge that the incorporation and implementation of interpersonal course has a significant impact on both learners' communication skills and self-perceived communicative competence, we cannot determine their real improvement in general interpersonal communication based on just one period of instruction that focused on only four areas: clarity of expression, active listening, receptive feedback, and handling emotional interaction. Therefore, it is suggested that the future experiments include more interpersonal skills in the teaching intervention.

Moreover, we recognise that some participants, in fact, achieved lower or close scores in their post-tests after receiving the twelve sessions of the teaching intervention despite the overall average score increase. This implies adding other qualitative data tools such as observations to monitor learners' attitudes towards the experiment and to take into consideration other uncontrolled variables such as age, sex, and social backgrounds of the learners. Also, this study was limited by the lack of teaching materials and pedagogical tools such as the availability of internet inside classrooms.

Finally, the major limitation of the study is the sudden emergence of Covid-19 which led to closing the schools worldwide in the frame of the preventive measures and health protocol that aimed at limiting the virus contagiousness. Thereby, the researcher had to modify the primary design of the research to finish the experiment on time. The modification

resulted in excluding other data collection tools that were meant to create a better understanding of the topic.

## **5.7 Further Research**

The theme of integrating interpersonal communication skills in ELT context to convey educational purposes is a part of a growing body of research that focuses on the pedagogical implications of these skills on the learning outcomes. Hence, the need to develop this field of investigation is crucial because of the promising positive effects it may bring to EFL classrooms. Consequently, this work aims at provoking inquisitiveness towards more studies in the field.

In addition to that, Further studies need to be carried out in order to validate the effect of integrating interpersonal skills in teaching language skills such as speaking and listening since it was argued that interpersonal communication enhances learners overall communicative competence. Also, researchers should consider the role of information communication technologies or ICT's in developing learners' communicative skills through providing a range of activities that can only be done via computers and online support. This would be a fruitful area for further work.

Another area of research that needs to be further developed is the effect of incorporating interpersonal communication in pre-service teachers' training program in Algeria since many EFL teachers have deficiencies in different communication areas and because the teacher plays a major role in modelling positive interpersonal behaviours to his/her learners as has been discussed in the fifth chapter. Improving teachers' interpersonal skills as well is a very helpful factor in estimating the degree of success of their learners. In fact, the necessity of including communication as part of the grounding process of training comes out of the idea that teachers are not fully aware nor have the appropriate acquaintance with using interpersonal skills as a support system to deliver their intents and deepen their learners' understanding; it is necessary to analyse this critical aspect to discover which side of teaching behaviours should be stressed and which side should and treated.

The aforementioned suggestions aim at generating fresh insight into the field of interpersonal communication in an attempt to widen our view of the importance of integrating this notion in the ELT context because it has been proven that it is an indispensable tool for improving learners' performance and learning outcomes. Yet, the generalisation of these results is subject to certain limitations elucidated above. In view of this, further research on

interpersonal skills implications and applications in the EFL teaching-learning process is of a paramount importance.

## **Conclusion**

Chapter five was dedicated to provide teachers with a better understanding of the integration of interpersonal communication skills in ELT context. First, the chapter started with suggesting different models of teaching ICS adapted from various disciplines such as medicine and tries to link them to interpersonal teaching in the educational field. Then, it suggested a set of language activities and strategies that can support the acquisition and the development of those skills. After that, some teaching standards were proposed to help teachers integrate interpersonal communication in an effective way. Next, the chapter discussed ICS from teachers' perspective starting with delineating the role of teachers in creating a productive learning environment for their learners and moving to selecting relevant interpersonal skills for EFL teachers. Another aim of the chapter is to reveal the limitations of the study which have contributed in narrowing the scope of the research such as time, lack of materials, and the spread of Covid-19 pandemic. Also, chapter five highlighted some further research questions to develop this area of study based on the findings of the current work. In general, the final chapter is threefold: recommending some strategies to integrate interpersonal teaching in the ELT setting, describing the limitations of the study, and exploring further investigations in the field as a natural progression of the work.

## GENERAL CONCLUSION

The rapidly changing world we are living in requires skilful communicators who are able to navigate successfully in different communicative situations, to share their knowledge, expand their understanding, and maintain long lasting relationships with others. In fact, the role of interpersonal communication in our lives is indispensable. Having skills such as leadership, collaboration, active listening and receptive feedback extends people's horizons and increases their opportunities to meet new friends, find better jobs, avoid conflicts, and most importantly, live a healthier life. An equally significant aspect of interpersonal skills is promoting effective communication in a wide range of disciplines which have been investigated by many researchers for the past few decades. Yet, research to date could not identify the effect of incorporating these skills in the ELT settings nor determine the possible learning outcomes that might be gained from fusing interpersonal communication with foreign language teaching.

It was argued that the integration of interpersonal skills can help EFL learners succeed on the academic and social level. For this reason, this study aimed at exploring the effect of incorporating these skills in ELT settings on third grade EFL learners' self-perceived communicative competence as a proven indicator of their willingness to communicate. Another aim of this work was to estimate the efficiency of the second generation syllabus of English on learners' communicative skills. Besides, the researcher in this work tried to identify the suitable and applicable teaching activities and strategies that may stimulate interpersonal communication in EFL classrooms.

Stemming from the aims of the study, this research endeavoured to find answers for four different questions. First, it investigated the effect of integrating interpersonal communicative skills in ELT settings. Second, it tried to delineate the relationship between learners' interpersonal communication level and their self-perceived communicative competence. Third, the current work attempted to determine the impact of a multi-model teaching intervention of interpersonal communication on developing learners' communicative competence. Finally, it examined the effectiveness of the second generation syllabus of English on learners' interpersonal communication.

Overall, the present study aimed at investigating the integration of interpersonal skills within the field of education and more particularly the Algerian middle school context where

learners are still struggling to improve their communicative competence which is still on the making and where more importance is given to teaching other language points such as grammar and vocabulary on the expense of communication. Consequently, the study was planned around the quasi-experimental approach in which a pre-post test design was selected to gather data from an experimental group and a control group of third grade middle school learners. Besides, a multi-model teaching intervention was implemented to seek the effect of ICS on participant's self-perceived communication as an indicator of their willingness to communicate.

The intervention was composed of 12 sessions addressing four different areas of interpersonal communication: clarity of expression using verbal and non-verbal communication cues, active listening skills, sending and receiving feedback, and handling emotional interaction through the effective use of self-control and emotional-management. To collect the necessary information needed for this enquiry, two tests were used namely the Self-Perceived Communicative Competence Scale and the Interpersonal Communication Skills Inventory.

The results of the study put forward some interesting findings that indicate the positive effect of interpersonal skills in various areas of ELT such as improving learners' overall communicative competence including the four ICS dimensions mentioned before. Another important fact was revealed that is the overestimated impact of the second generation syllabus of English on middle school learners' communicative skills shown from the obvious difference between the scores of the experiment group and the control group. Moreover, significant correlation was found between participants' level of self-perceived communicative competence and their level of interpersonal communication which indicates the need for promoting this type of communication in EFL contexts and giving more time and efforts to develop learners' ICS as a way to improve their learning outcomes and academic achievements. Finally, this research has proven the multi-model teaching intervention to be effective in improving learners' ICS and therefore their self-perceived communication and willingness to communicate. To sum-up, the perspectives of integrating interpersonal skills in ELT indicate promising pedagogical implications in the Algerian EFL context and accordingly to other settings.

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## Appendix A

### Self-Perceived Communicative Competence Scale

Directions: Below are twelve situations in which you might need to communicate. People's abilities to communicate effectively vary a lot, and sometimes the same person is more competent to communicate in one situation than in another. Please indicate how competent you believe you are to communicate in each of the situations described below. Indicate in the space provided at the left of each item your estimate of your competence.

Presume 0 = completely incompetent and 100 = competent.

- \_\_\_\_\_ 1. Present a talk to a group of strangers.
- \_\_\_\_\_ 2. Talk with an acquaintance.
- \_\_\_\_\_ 3. Talk in a large meeting of friends.
- \_\_\_\_\_ 4. Talk in a small group of strangers.
- \_\_\_\_\_ 5. Talk with a friend.
- \_\_\_\_\_ 6. Talk in a large meeting of acquaintances.
- \_\_\_\_\_ 7. Talk with a stranger.
- \_\_\_\_\_ 8. Present a talk to a group of friends.
- \_\_\_\_\_ 9. Talk in a small group of acquaintances.
- \_\_\_\_\_ 10. Talk in a large meeting of strangers.
- \_\_\_\_\_ 11. Talk in a small group of friends.
- \_\_\_\_\_ 12. Present a talk to a group of acquaintances.

*Scoring:* To compute the sub-scores, add the percentages for the items indicated and divide the total by the number indicated below.

Public	1 + 8 + 12; divide by 3.
Meeting	3 + 6 + 10; divide by 3.
Group	4 + 9 + 11; divide by 3.
Dyad	2 + 5 + 7; divide by 3.
Stranger	1 + 4 + 7 + 10; divide by 4.
Acquaintance	2 + 6 + 9 + 12; divide by 4.
Friend	3 + 5 + 8 + 11; divide by 4.

To compute the total SPCC score, add the subscores for Stranger, Acquaintance, and Friend. Then, divide that total by 3.

## **Appendix B**

### **Interpersonal Communication Skills Inventory**

To complete this inventory, read each statement carefully and honestly assess how often the particular statement applies to you. For instance, in Section I - question number 1, if you sometimes find it difficult to talk to other people, you would place a check mark in the "Sometimes" column for question number 1. And for question 2, if others often tend to finish sentences for you when you are trying to explain something; you would check the "Usually" column and so on until you have completed all questions in all four sections of the inventory.

#### *Section 1*

1. Is it difficult for you to talk to other people?
2. When you are trying to explain something, do others tend to put words in your mouth, or finish your sentences for you?
3. In conversation, do your words usually come out the way you would like?
4. Do you find it difficult to express your ideas when they differ from the ideas of people around you?
5. Do you assume that the other person knows what you are trying to say, and leave it to him/her to ask you questions?
6. Do others seem interested and attentive when you are talking to them?
7. When speaking, is it easy for you to recognize how others are reacting to what you are saying?
8. Do you ask the other person to tell you how she/he feels about the point you are trying to make?
9. Are you aware of how your tone of voice may affect others?
10. In conversation, do you look to talk about things of interest to both you and the other person?

#### *Section 2*

11. In conversation, do you tend to do more talking than the other person does?
12. In conversation, do you ask the other person questions when you don't understand what they've said?
13. In conversation, do you often try to figure out what the other person is going to say before they've finished talking?
14. Do you find yourself not paying attention while in conversation with others?

15. In conversation, can you easily tell the difference between what the person is saying and how he/she maybe feeling?
16. After the other person is done speaking, do you clarify what you heard them say before you offer a response?
17. In conversation, do you tend to finish sentences or supply words for the other person?
18. In conversation, do you find yourself paying most attention to facts and details, and frequently missing the emotional tone of the speakers' voice?
19. In conversation, do you let the other person finish talking before reacting to what she/he says?
20. Is it difficult for you to see things from the other person's point of view?

### *Section 3*

21. Is it difficult to hear or accept constructive criticism from the other person?
22. Do you refrain from saying something that you think will upset someone or make matters worse?
23. When someone hurts your feelings, do you discuss this with him/her?
24. In conversation, do you try to put yourself in the other person's shoes?
25. Do you become uneasy when someone pays you a compliment?
26. Do you find it difficult to disagree with others because you are afraid they will get angry?
27. Do you find it difficult to compliment or praise others?
28. Do others remark that you always seem to think you are right?
29. Do you find that others seem to get defensive when you disagree with their point of view?
30. Do you help others to understand you by saying how you feel?

### *Section 4*

31. Do you have a tendency to change the subject when the other person's feelings enter into the discussion?
32. Does it upset you a great deal when someone disagrees with you?
33. Do you find it difficult to think clearly when you are angry with someone?
34. When a problem arises between you and another person, can you discuss it without getting angry?
35. Are you satisfied with the way you handle differences with others?
36. Do you sulk for a long time when someone upsets you?
37. Do you apologize to someone whose feelings you may have hurt?

38. Do you admit that you're wrong when you know that you are/were wrong about something?
39. Do you avoid or change the topic if someone is expressing his or her feelings in a conversation?
40. When someone becomes upset, do you find it difficult to continue the conversation?