

The Effect of Interpersonal Learning Style on Speaking Skill of Tertiary Level Students

**The Effect of Interpersonal Learning Style on Speaking Skill of
Tertiary Level Students**

By

Jannatul Ferdous
17263014

A thesis submitted to the Department of English and Humanities in partial fulfillment of
the requirements for the degree of
Master of Arts in English

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

Jannatul Ferdous

17263014

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Approval

The thesis title “The Effect of Interpersonal Learning Style on Speaking Skill of Tertiary Level Students” submitted by **Jannatul Ferdous** 17263014 of Fall, 2017 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Masters of Arts in English on April 10, 2019.

Examining Committee:

Lubaba Sanjana

Lecturer, Department of English and Humanities

Brac University

Firdous Azim, Phd.

Chairperson, Department of English and Humanities

Brac University

The Effect of Interpersonal Learning Style on Speaking Skill of Tertiary Level Students

Abstract

This study investigated the effect of interpersonal learning style on speaking skill of tertiary level students. Five private universities of Dhaka, Bangladesh have been selected, from where 70 students and 15 teachers have participated in the survey. In order to conduct the survey, 18 close-ended questions have been developed. There were also 4 open-ended questions so that the researcher can observe students' and teachers' view on interpersonal learning style. This study identified that interpersonal learners have positive and effective impact of their learning style in terms of speaking skills. This research will be beneficial for the EFL students to understand how to implement interpersonal learning method in speaking skills.

Keywords: behaviour; interpersonal learning; speaking skills; tertiary level.

Dedication

I want to dedicate this thesis paper to my respected and beloved husband who continuously encourages me and appreciates me to achieve success in my life.

Acknowledgement

My gratefulness to the Almighty Allah will always remain for giving me strength and patience to complete this dissertation paper. Also, I sincerely thank my respected and generous supervisor Lubaba Sanjana for directing and guiding me so appropriately. Without her direction, finishing this task in time would not be possible. I am thankful to all those teachers and students who have helped me for my survey. Also, the support I have received from my beloved husband, son, family and friends has been the source of my strength and motivation.

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Chapter 1

Introduction

1.1 Introduction:

Learning style differs from person to person. There are many types of learning styles. Interpersonal learning style is one of the active learning methods that improve the speaking skill of tertiary level students. Interpersonal learning style helps the learners to interact with each other and creates a favorable atmosphere for developing speaking skill. Interpersonal learners have many positive aspects. Interpersonal learners are cooperative and helpful to each other. They are very active in group discussion, pair-work and group-work. Interpersonal learners learn very well while they are engaged with their peer and they work through the task until all group members successfully understand and complete it. This method can help students develop the ability to work with others as a team. Interpersonal learners are motivated learner and they are more confident than individual learners. Interpersonal learning style has a positive effect on speaking skill. Interpersonal learners are good speakers. Their pronunciation and fluency are better than individual learners. Students who are interpersonal learners do well in the examination and speaking test. Interpersonal learners are positive in behavior and they are always ready to give and receive feedback.

1.2 Significance of the Study:

A big portion of studies indicate that the use of interpersonal learning techniques can lead to positive attitudes towards interpersonal learning and increase speaking skill (Suhendan & Bengu, 2014; Ning and Hornby, 2010; Ning, 2011; Pattanpichet, 2011; Yang, 2005). Levine (2002), states that interpersonal learning methods, which differ from traditional learning methods, have some benefits ensuing from social interaction between

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students'. According to Mackey (2007) and Ellis (2003), classroom social interaction is beneficial to overall language development. Investigating the impact of interpersonal learning strategies can help educators gain understanding of how these strategies affect the interaction process, learning outcomes, and social experience. These results should be useful and informative to researchers designing and testing innovations for developing speaking skill.

1.3 Objectives of the Study

The researcher's aim is to mark out learners' comfort level of learning style for developing speaking skill. The objectives of this study are to:

- 1) Find out the effect of interpersonal learning on developing students' speaking skills.
- 2) Find out the most preferred learning style of students in developing speaking skill.
- 3) Identify the effect of interpersonal learning on students' behavior.

1.4 Central Research Questions

1. How does interpersonal learning style effect in developing speaking skill among university students?
2. What is the most preferred learning style of students in developing speaking skill?
3. What effect does the interpersonal learning have on students' behavior?

Chapter 2

Literature Review

2.0 Introduction

This chapter talks about different types of learning styles and the effect of Interpersonal learning style on speaking skill.

2.1 Learning Style

The term “learning style” talks to the understanding that each understudy learns in an unexpected way. In fact, an individual’s learning fashion alludes to the special way in which the understudy retains, forms comprehend and hold data. For case, when learning how to construct a clock, a few understudies get it the method by taking after verbal instructions, whereas others need to physically control the clock themselves. This idea of individualized learning styles has picked up broad acknowledgment in instruction hypothesis and classroom administration methodology. A person’s learning style depends on cognitive, enthusiastic and natural components, as well as one’s earlier involvement. In other words: everyone is diverse. It is critical for teachers to get the contrasts in their students’ learning styles so that they can execute best methodologies into their day by day exercises, educational programs, and appraisals.

Lawrence (1984) expressed that the term learning style is utilized to “incorporate four angles of the individual which incorporate, cognitive fashion (favored or periodic designs of mental working), designs of demeanors and interface that influence an individual’s central point in a learning circumstance, a propensity to seek after circumstances attuned to one’s possess learning designs, and a slant to utilize certain learning techniques and evade others”.

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Stewart and Felicetti (1992) illustrated learning styles as those educational conditions beneath which an understudy is most likely to memorize. As such, learning styles are not truly concerned with "what" learners learn, but or maybe "how" they favor learning (Rosalind, 2001).

2.1.1 Different Types of Learning Style

Researchers have created a number of diverse models to get it the distinctive ways that individuals learn to best. One prevalent hypothesis, the VARK show, distinguishes four essential sorts of learners visual, sound-related, reading/writing, and kinesthetic. Each learning sort reacts best to a distinctive strategy of instructing. Sound-related learners will keep in mind data best after presenting it back to the moderator, whereas kinesthetic learners will bounce at the chance to take an interest in a hands-on movement.

Clark (2008) expressed that: "VARK is inferred from the quickened learning and world appears to be about the best-known show as a result of its effortlessness. Whereas investigate has shown an association with modalities and learning styles (College of Pennsylvania, 2009), be that as it may, the investigation has so distant been incapable to demonstrate the utilizing one's learning fashion gives the most excellent implies for learning an assignment or subject. This is probably because it is more of a inclination, instead of a style."

2.2.1.1 Visual

Visual learners are people who learn best after they have a picture or cue to assist them method the knowledge. They will additionally have to design or write out their thoughts so as to essentially method what they're thinking. For example, a visible learner in an exceedingly writing category could method the data higher by seeing a show clip of however

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a movie adapts the literature it absolutely was supported, rather than being attentive to the literature being browsed aloud.

2.2.1.2 Aural

Aural learning could be an interesting sort of learning fashion, but it is utilized to classify those who react essentially to sound. Unsurprisingly, most performers are aural learners. Sound related learners frequently converse to themselves. They may moreover move their lips and studied out boisterous. They may have trouble with perusing and composing tasks. They frequently do way better in talking to a classmate or a tape recorder and hearing what has been said. Some of the Aural characteristics are:

1. Discover that certain music conjures solid emotions.
2. Enjoy tuning in to music within the foundation whereas learning.
3. Have a great sense of pitch or beat.

2.2.1.3 Physical (Kinesthetic)

Kinesthetic learners do best by touching and moving. They even have two sub - channels, that are kinesthetic (movement) and tactile (touch). They tend to lose their focus or attention if there's very little or no external stimulation or movement. Once being attentive to lectures, they'll need to take notes for the sake of moving their hands. Once reading, they prefer to scan the fabric initially, and so focus in on the main points to urge the large picture. They use color highlighters and take notes by drawing footage, diagrams, or doodling.

2.2.1.3.4 Interpersonal learning style

It alludes to the aptitudes such as giving useful feedback, reaching an agreement, communication precisely and unambiguously and including every member within the learning prepare. Be that as it may, not all understudies know these abilities. They must be

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taught and practiced such abilities to handle a learning assignment. In this manner, teachers should carefully and explicitly teach their understudies the specified abilities. The instructor isn't a person who measures the capacities of the understudies in terms of the ultimate item, but somebody who acts as a companion, facilitator, executive, direct, counselor, and facilitator (Cowe et al 1994).

People with social learning designs learn best after they are allowable to use their folk's senses as a part of the educational method. They usually like direct involvement with others in cluster or inside the larger community. They are stirred by dialog with students and adults and appear to possess a robust sense of intuition relating to others' opinions and preferences. Social learners are smart at reading folks and are smart at planning to the basic explanation for communication issues. They can be smart at giving and receiving feedback and will request it out from instructors. They prefer to be coached and will prefer to be a peer coach to others. One-on-one tutoring might also be of import since they'll learn higher through interaction. Mentoring and position programs might also be of import for the social learner. They will wish to hitch or type a study cluster outside of the room. They may not be comfortable or perform best once needed to figure alone or on self-paced comes. Instructors might have to channel social-learning during a lot of positive direction. According to Sapon-Shevin (1999), students get more benefit and enjoy from cooperation in the classroom.

Hatch (1978a ;) and Long (1981) argue that the role of social interaction increase the understandable input that students receptive capability. This interaction helps the students to ask problems when they do not understand. Input from group mates may be more likely clear to them. Group members solve each others problems or errors. Krashen and Terrell (1983) argue that peer input is very useful for our knowledge .It makes communicative, and in many cases, is slightly above students' current level of

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competence (p.97). Johnson (Johnson & Holubec, 1986) argues that interpersonal learning style enhances students' positive thinking and this learning style is good in receiving and giving feedback which increases depth of understanding.

The interpersonal learning has positive effects in 63% of the studies, and only two studies reported higher achievement for the comparison group (Slavin 1983).

According to Pattanpichet (2011) and Liao (2009) interpersonal learning style has great effect on developing students' speaking skill. Slavin (1995) argues that it also improves their attitudes.

2.2.1.3.5 Solitary (Intrapersonal)

Solitary learners are people who basically incline toward to memorize on their claim and keep to them. In most circumstances, typically a learning fashion for socially thoughtful people but not continuously. There are a few individuals who are outgoing individuals in social circumstances but lean toward to be alone when they are attempting to learn. They too tend to be concerned with objectives and outcomes.

2.2.1.6 Individual Learning

Individual learning style is defined as the capacity to build knowledge through individual reflection about external stimuli and sources, and through the personal re-elaboration of individual knowledge and experience in light of interaction with others and the environment.

Some of characteristics are such as

- They do not join any kind of group work , pair work.
- They carried introvert personality.
- They do not share their ideas with others.
- They are motivated by themselves.

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2.2.3 Speaking Skill

According to (Fulcher, 2003), Speaking is the oral utilize of dialect and a medium through which human beings communicate with each other. It is the foremost requesting ability that individuals need to communicate in regular circumstances. By and large, talking is the capacity to express something in a talked dialect. It is basically concerning putting thoughts into words to make other people grasp the message that's passed on. In this ponder, the term "speaking" is to one of the four aptitudes related to dialect educating and learning. At present, English has created and extended within the Middle Easterner world (Kharma, 1998; Zughoul, 2003).

It is broadly utilized as an instrumental dialect for different purposes and appreciates a higher status than within the past (Kharma, 1998). Concurring to Zughoul (2003), English within the Middle Easterner. Speaking could be an aptitude which merits much consideration each bit as much as other dialect abilities are concerned, in both to begin with and moment dialects since in EFL classrooms, educating talking plays an awesome part for the learner's great verbal accomplishment (Bygate, 1987). He cited that: "Speaking "is the vehicle standard brilliance of social solidarity, of social positioning, of professional progression and of commerce. It is additionally the medium through which much dialect is learned, and which for numerous is especially conducive for learning. Maybe, at that point, the educating of talking merits more though.

Listening aptitude is the capacity to get it English presented in verbal form. This ability is set up as a point by or government especially within the exertion to the member with outside colleges or to communicate with others. Talking aptitude is the capacity to utilize the dialect in verbal shape.

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According to Brown (2007), speech is often maintained by having three elements. The primary one is fluency that is that the ability to talk impromptu and eloquently with no pausing and with the absence of heavy hesitation markers. It also refers to some aspects like responding coherently among the turns of the language, using linking words and phrases, keeping in mind an evident pronunciation and adequate intonation while not an excessive amount of hesitation (Richards, 2006).

According to Thornbury (2005), speaking English accurately suggests that doing without or with few errors on not solely descriptive linguistics however vocabulary and pronunciation. The third component is pronunciation. It's "the production and perception of the many sounds of a particular language so as to attain that means in the context of language use. This includes the production and perception of segmental sounds of stressed and light syllables and of the speech melody or intonation" (Carter & Nunan, 2004:56) while not a decent pronunciation, listeners cannot perceive what another person says and this may create the communication process harder. Therefore, pronunciation incorporates a central role in each educational and social field within the means that students are often able to participate and integrate with success in their community. Finally, fluency, accuracy, and pronunciation are three vital and complementary elements within the development of students' speaking ability.

Chapter 3

Methodology

3.0 Introduction

This chapter discusses the methods which are used by the researcher to collect data for the dissertation. The researcher had to find out the possible result of the “Effect of Interpersonal Learning Style on Speaking Skill of Tertiary Level **Students**”. Including this, Researcher had to find out teachers opinion about the interpersonal learning style. Therefore, the researchers’ aim is to mark out learners’ preferable learning style.

3.1 Research Design

The chapter presents a total concept about research methodology that was followed to conduct the research. The research design followed by the researcher was both qualitative and quantitative which provided various aspects of the research. The researcher has conducted a survey for this research. The calculation of the survey is presented with the help of statistics. Here, applied both quantitative method and qualitative method. Since, in this study, both quantitative and qualitative data are used, the research methodology can be referred to as a “Mixed Method”.

3.2 Sampling

The sample was used in the research consisted of 70 students and 15 teachers from the 5 private universities in Bangladesh. The students completed the questionnaire where they gave their answer. They are Hons and M.A students. University authorities were so helpful and they helped the researcher to collect data from students. The teachers were informed that they had to complete a questionnaire which will be used for the purpose of the research.

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3.3 Setting

The setting of the meeting with the students was informal and meeting with teachers was formal. The researcher had to go for a formal discussion with the teachers to complete her survey.

3.4 Instrumentation

The researcher used two questionnaire (Questionnaires A and Questionnaires B) to complete her survey. There were 18 open-ended questions and 4 close-ended questions. The questions were set keeping three main ideas in mind – ‘preferable learning style’, ‘effect of Interpersonal Learning Style on speaking skill’ and ‘effect of Interpersonal Learning Style on students’ behavior’.

For collecting data, the Researcher built up two questionnaires (questionnaires A and Questionnaires B) to complete her survey.

Questionnaire A is for students. This set consists of 18 close- ended and 4 open-ended and questions. In questionnaire A, part A is developed with 18 close-ended questions and part B is designed with 4 open-ended questions.

Questionnaire B is designed for teachers. This set consists of 18 close-ended questions and 4 open-ended questions. Part A developed for 18 close- ended questions and part B developed for 4 open-ended questions in questionnaire B.

3.5 Data Collection Procedure

For the collection of data, the researcher had to contact with various universities of Dhaka city. The researcher chose 7 private universities for the conduct of the research. After telling the purpose of the research, the researcher was allowed to ask the questions to complete a questionnaire. The survey for the teachers is not as easy as the way they are engaged with their

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schedule. Getting their appointments has been a difficult task. All the selected teachers are related to English Language Teaching.

3.6 Data Analysis Procedure

For the data analysis, the qualitative and quantitative data have been employed. The questionnaires were linked to the central research questions which were analyzed in details. Every question was checked several times and calculated the data for getting the correct result. Open-ended questions were analyzed in details to represent the qualitative result.

3.7 Obstacles Encountered

Few obstacles were encountered while conducting the research. Students and authorities of public university were not interested to help the researcher. Students of private universities helped in collecting data and information but the researcher faced difficulties to get the schedule of the teachers. Required books, articles and other resources on this topic were not adequately available.

CHAPTER 4

Findings

This chapter is designed to analyze students' responses which have been gathered from five private universities of Dhaka, Bangladesh.

4.1 Analysis of Collected Data and Findings from Students' Questionnaire:

The questionnaire is conducted for 70 students from five different private universities and it consists of 18 close-ended questions and 4 open-ended questions. The questionnaire was set to measure students' most preferred learning style and the effect of interpersonal learning style in developing speaking skill. The student's responses to each question have been scaled in five categories ranging from 1 "Strongly Disagree" to 5 "Strongly Agree".

Part A - Findings from "close-ended" questions:

The findings of the students' questionnaire are presented below in Table- 1. The outcomes are collected from the calculations of mean scores. Here, a higher mean score indicates higher level of acceptance and lower mean score indicates lower level of acceptance. The researcher has arranged some interpretation key in order to identify the learner preferences, the effect of interpersonal learning style on speaking skills where fluency, proficiency, accuracy, and vocabulary have been calculated.

Interpretation Keys:

Strongly Disagree= (1.82 - 2.5), Disagree = (2.5 - 3.0), Not Sure = (3.0-3.50), Agree = (3.50-3.75), Strongly Agree= (3.75-4.30)

The Interpretation Key for Learners' Status:

- Strongly Disagree = (1.82 - 2.5) these students are highly negative about interpersonal learning style.

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- Disagree = (2.5 - 3.0) these students think interpersonal learning style is helping them to some extent but they also prefer individual learning style.
- No Sure = (3.0 - 3.50) these students are confused about whether interpersonal learning style is better than individual learning style or not.
- Agree = (3.50 - 3.75) they agree that interpersonal learning style helps them in developing speaking skill.
- Strongly Agree= (3.75-4.30) these students highly prefer interpersonal learning style for developing speaking skill.

Table 1- Findings from Students Answers/reply (close-ended questions):

NO	STATEMENTS FOR STUDENTS	TOTAL NUMBER OF STUDENTS	MEAN SCORE
1	Do you think that learning style differs from person to person?	70	4.0
2	Do you enjoy learning independently?	70	1.85
3	Do you prefer group study for learning?	70	4.21
4	Do you think that individual learning style helps you in improving speaking skill?	70	2.00
5	Do you think that interpersonal learning style is better than individual learning style for improving speaking skill?	70	4.00
6	Do you think that interpersonal learning style motivates you to develop your speaking skill?	70	4.21
7	Do you think that interpersonal learning style helps you to be more fluent in speaking?	70	4.02

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8	Do you think that interpersonal learning style improves your pronunciation?	70	3.74
9	Do you believe that the learner of interpersonal learning group speaks well than learner of individual learning?	70	3.67
10	Do you believe that the vocabulary stock of interpersonal learners is more than individual learner?	70	3.42
11	Do you think that interpersonal learners are more proficient in speaking skill than the individual learner?	70	3.07
12	Do you think that interpersonal learning style helps the learners to build confidence in expressing ideas?	70	3.64
13	Do you believe that interpersonal learners are good at giving and receiving feedback?	70	3.78
14	Do you think that pair work, group discussion, and group work help the learners to improve speaking skill?	70	3.95
15	Interpersonal learning style helps the learner to improve listening skill as well as speaking skill. Do you agree?	70	3.70
16	Does interpersonal learning style have a positive effect on your behavior?	70	3.50
17	Do you think that interpersonal learning style helps to improve your accuracy in speaking skill?	70	3.51
18	Do you think interpersonal learners perform well their speaking test?	70	3.85

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For statement 1, the mean score is = 4.00. It means students “strongly agree” with the statement as the key interpretation is within (3.75-4.30) (Strongly Agree). Maximum students agreed that learning style differs from person to person.

In statement 2, the result of the mean score is = 1.85 which is under “strongly disagree” (1.82-2.5) option. Most of the students do not enjoy individual leaning. It indicates that they are not comfortable in an individual learning style.

Statement 3 presents ‘strongly agree’ because the mean score is = 4.21 which is under “strongly agree” = (3.75-4.30) option. Here, students preferred a group study for learning.

Statement 4 shows “strongly disagree” = (1.82-2.5) that individual learning style is less helpful for improving speaking skill.

Statement 5, 6 and 7 shows ‘Strongly Agree’ on the result because the mean score is within “strongly agree” = (3.75-4.30). Statement 5 presents that the students prefer interpersonal learning style because interpersonal learning style is better than individual learning style for improving speaking skill. Statement 6 presents that these students are very motivated to develop speaking skill. In statement 7 most of the students agreed that the interpersonal learning style helps them to be more fluent in speaking.

In statement 8 and 9 shows ‘agree’ with the result because it is within “agree” = (3.50-3.75) option.

Statement 8 presents that the students agreed with the idea that interpersonal learning style helps to improve their pronunciation. Similarly, **statement 9** shows that the interpersonal learning style helps the students to improve listening skill as well as speaking skill.

Statement 10 and 11 shows “not sure” because their mean score is within (3.0-3.50). The mean value of statement 10 is 3.42 and mean value of statement 11 is 3.07. Here, students are

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confused about these statements. They think individual learner may have much vocabulary stocks. According to them, the students who are attending the IELTS course, they prefer individual learning to the students who are not attending the IELTS course. For that reason, those students study individually and they gather more vocabulary.

Statement 12 shows students agreed that the interpersonal learning style helps them to build confidence in expressing ideas because their mean score is 3.64 which is under the key interpretation score (3.75-4.30) and this indicates the acceptance.

The maximum number of students agreed strongly with **statement 13 and 14** as the mean scores are within (3.75-4.30). For statement 13, the mean outcome is 3.78 and it clearly shows that interpersonal learners are good at giving and receiving feedback. For statement 14, the mean score is 3.95 that means the students are highly benefited when they get a scope for speaking practice and they are active in pair work, group work, and group discussions.

The students 'agree' with **statement 15** and they think that when they interact with others it helps them to enhance their listening skill as well as speaking skill. For statement 15, the mean score is 3.70 which is under 'Agree' = (3.50-3.75) option.

In statement 16 shows students agreed that interpersonal learning style have a positive effect on their behavior. Here, mean score is 3.50 which is under 'Agree' = (3.50-3.75) option.

Students agreed **with the statement 17**. The mean outcome is 3.51 which is under 'Agree' = (3.50-3.75) option. They think that interpersonal learning style helps to improve their accuracy in speaking skill.

Most of the students strongly agreed with the **statement 18** as the mean score is within

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(3.75-4.30). For statement 18, the mean outcome is 3.85. They think that interpersonal learners perform well in their speaking test.

Part B (Open-ended questions) for students:

Response to Question Number 1 - What is the most preferable learning style to you?

Explain why?

Most of the students have responded that the interpersonal learning style is more preferable for them than individual learning style. They are very much comfortable in group discussion and pair work. They feel more motivated and active in this learning style. They think that they learn best by interacting with others and by sharing their knowledge which helps to increase their learning capability. This learning style reduces their nervousness and boosts confidence among them during any seminar, extempore speech, public speaking, and speaking test and debate competition. They also believe that social interaction helps to improve their communication skills.

Response to Question Number 2 - Do you think interpersonal learning style enhance your speaking skill? Explain why do you think so?

Most of the students responded positively to this question. They think they get more scope for practicing speaking skill through oral communication with others. They feel that individually it's not possible to enhance speaking skill because the students are directly involved with others in group projects in an institution or with or within a larger community. They become inspired by dialogue with students and adults and seem to have a strong sense of perception regarding others' opinions. They agreed that information gap, role-play, simulations, free discussion, games, and problem-solving performance, these activities

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motivated them and improved their speaking skill. Some students think differently that individually they do better in speaking. They feel shy to interact with others. They do not participate in any kinds of group discussions or any social activities.

Response to Question Number 3 - Does interpersonal learning style improve your fluency, pronunciation and accuracy? Why do you think so?

Most of the students gave positive feedback to this question. When a group of students is together and they start communicating and sharing their own needs and ideas among themselves, then automatically they become fluent in speaking. They can practice and help each other to improve their pronunciation as well. Individually it is very difficult to identify one's own problems or mistakes. Interpersonal learning style helps students to identify and solve each –other problems or mistakes which ultimately enhance accuracy in speaking skill.

Response to Question Number 4 – Is there any effect of interpersonal learning style on your behavior? Why do you think so?

Most of the students have responded positively and some have responded negatively to this question. Students of extrovert personality have answered that they like interpersonal learning style. They and students of introvert personality prefer individual learning style because they don't like to interact with others.

4.2 Analysis of Collected Data and Findings from Teachers' Questionnaire:

Questionnaire B is conducted for 15 teachers from five private universities and it consists of 18 close-ended and 4 open-ended questions. Part A is for 4 close-ended questions and part B is for 4 open-ended questions.

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Findings from part A (close-ended) questions:

The findings of the teachers' questionnaire are presented below in Table- 1. The outcomes are collected from the calculations of mean scores. Here, a higher mean score indicates higher level of acceptance and lower mean score indicates lower level of acceptance. The researcher has arranged some interpretation key in order to identify the learner preferences, the effect of interpersonal learning style on speaking skills.

Strongly Disagree= (2.4- 2.60), Disagree = (2.60 - 3.00), Not Sure = (3.00-3.50),

Agree = (3.50-3.80), Strongly Agree= (3.80-4.30).

The interpretation key for teachers' opinions on their students' speaking skill through interpersonal learning style:

- Strongly Disagree= (2.4- 2.60) they think their students do not feel shy while they are speaking in class room or attending in any group discussion. Their students don't prefer individual learning style.
- Disagree = (2.60 - 3.00) they think some of their students prefer individual learning style to some extent.
- Not Sure = (3.00-3.50) the teachers between these numbers are little bit confused whether interpersonal learners are better in speaking than individual learners.

Maximum teachers think interpersonal learners are better in speaking than individual learners.

- Agree = (3.50-3.80) they think their students do well while they are engaged in pair and group discussion and they also think that interpersonal learners' fluency and pronunciation are better than individual learners.

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- Strongly Agree= (3.80-4.30) these teachers are strongly in favor of interpersonal learning style which is really helpful for developing speaking skill and for increasing their students' confidence.

Table 2- Findings from Teachers Answers/reply (close-ended questions)

NO	STATEMENTS FOR TEACHERS	TOTAL NUMBER OF TEACHERS	MEAN SCORE
1	My students engage in pair and group discussion in English language classroom	15	3.81
2	My students can speak fluently in English language class room.	15	3.6
3	Most of my students feel shy while they are speaking in the class room.	15	2.4
4	My students have confidence while they are speaking in the class room.	15	3.93
5	My students like individual learning.	15	2.13
6	My students speak with their peers in the class room.	15	3.93
7	Interpersonal learners speak well in the classroom rather than individual learners	15	4.00
8	My students show positive behavior in the classroom	15	4.00

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9	My students feel nervous while they are attending any group discussion	15	2.51
10	Interpersonal learners do well in the exam rather than individual learners	15	4.06
11	My students' pronunciation is good in English	15	3.8
12	I feel interpersonal learners are more confident rather than individual learners	15	3.8
13	I feel students who are engaged in pair work learn quickly	15	3.93
14	Do you think that pair work, group discussion and group work help the learners to improve speaking skill?	15	3.8
15	I think interpersonal learners are good in listening rather than individual learners	15	3.66
16	I think interpersonal learners are enriched with more vocabulary rather than individual learners	15	4.00
17	My students are positive in giving and receiving feed back	15	3.6
18	I think interpersonal learners are better in communicating and sharing ideas than individual learner.	15	4.00

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In statement 1 the result of the mean score is= 3.8 which is under strongly agree= (3.80-4.30). There, teachers think students do well while they are engaged in pair and group discussion and highly appreciate that interpersonal learning style is really helpful for developing speaking skill.

For statement 2 the mean score is =3.6. That means teachers agree with this statement .The score is shown on the key interpretation range which is under (3.50 - 3.80).They think that most of the interpersonal learners' fluency is better than individual learners.

Again **statement 3** the mean score is 2.4; it means teachers strongly disagree with the statement .This is scored based on the key interpretation range which is between (2.4 -2.60). They think their students do not feel shy while they are speaking in class room or attend in any group discussion.

Statement 4 illustrates that teachers have “strongly agreed” on this statement. As the mean score is 3.93, it goes under the acceptance interpretation (3.80-4.30). Most of the teachers have strongly agreed that interpersonal learning style increase student's confidence.

In statement 5 the mean score is 2.13 which means “strongly disagree” because it's under interpretation range (2.4 -2.60) that indicates strongly disagree.

Statement 6 and 7 and 8 shows ‘strongly agree’ on the result because the mean score is within “strongly agree”= (3.80 -4.30). Most of the teachers strongly agree that students' peer work helps to develop their speaking. For statement 6 the mean score is 3.93 and for statement 7 the mean value is 4.00. Statement 8 the mean score is 4.00 that means their students show positive behavior in the classroom .So both statements indicates highest appreciation that interpersonal learners speak well in the classroom rather than individual learners.

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Statement 9 illustrates that teachers have “strongly disagreed” on this statement. As their mean score is 2.51, it goes under the acceptance interpretation (2.4 -2.60). They strongly disagreed that their students feel nervous while they are attending any group discussion.

Statement 10, 11 and 12 shows ‘strongly agree’ on the result because the mean score is within “strongly agree”= (3.80-4.30). Statement 10 the mean score is 4.06 that means most of the teachers strongly agree with this statement that interpersonal learners do well in the exam rather than individual learners. Statement 11 presents the mean score is 3.8 that means their students pronunciation is good in English. In statement 12 where mean score is 3.8 that means teachers feel that the interpersonal learners are more confident rather than individual learners.

In statement 13 and 14 shows ‘strongly agree’ with the result because it is within “agree”= (3.80-4.30) option. In statement 13 the result of the mean score is 3.93 that means they think most of their students who are engaged in pair-work learn quickly. **Again in statement 14** teachers are strongly in favor of interpersonal learning style which is really helpful for developing speaking skill where mean score is 3.8 .

Statement 15 presents that the teachers have agreed with this statement. They think interpersonal learners are good in listening rather than individual learners. As the mean score is 3.66, it goes under the acceptance interpretation (3.50-3.80).

Similarly, **statement 16** shows ‘strongly agree’ on the result because the mean score is within “strongly agree”= (3.80-4.30). The result of mean score is 4.00. Teachers think interpersonal learners are enriched with more vocabulary rather than individual learners.

Statement 17 shows teachers agreed that the interpersonal students are positive in giving and receiving feed back because their mean score is 3.6 which is under the key interpretation score (3.50-4.30) and this indicates the acceptance.

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The maximum number of students agreed strongly with **statement 18**, the mean scores is within (3.50-4.30). For statement 18, the mean outcome is 4.00 and it clearly shows that interpersonal learners are better in communicating and sharing ideas than individual learner.

Part B (Open-ended questions) for Teachers:

1. Do you think interpersonal learners learn better and quickly than individual learner? Why do you think so?

Most teachers have responded positively. They think interpersonal learners learn better and quickly than individual learners because interpersonal learners work together that that gives them positive influence for learning. They think that students who enjoy their learning through group discussion and pair work, they can learn easily and quickly. Motivation is a great factor for better leaning. They think interpersonal learners are more motivated than individual learners. They have expressed that sharing ideas with others help to learn .They also think that there is a possibility of error correction while the students are engaged in group work. Individually it is very difficult to identify one's own problems or mistakes.

2. Do you think interpersonal learners speak well than individual learners? Why do you think so?

Most of the teachers have accepted that interpersonal learners speak well than individual learners. Communication or interaction among the learners is an important factor for developing speaking skill. When a group of learners sit together and work together, speak among themselves, share their ideas and learn from each other, then their speaking skill is automatically developed. They get enough scope to express their thoughts and to communicate with each other which develop their speaking skill. Interpersonal learners make

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the environment suitable or congenial for expressing ideas and thoughts which ultimately helps them to be good speakers. Individual learners get less scope to interact or communicate with others. They feel shy to express their thoughts and they feel nervous when they stand in front of the audience. Individual learners are also deprived of learning from others which is one of the most important aspects of interpersonal learning style.

3. Do you think that interpersonal learners are more confident and fluent during deliberation than individual learners? Why do you think so?

Most teachers have responded positively to this question. They think interpersonal learners are more confident and fluent during deliberation than individual learners because they attend regularly in group discussion; seminar which reduces their nervousness. Shyness is a great obstacle for a learner. Individual learners cannot easily remove their shyness. Sometimes shyness creates negative effect on learner's confidence. They think that interpersonal learners can overcome their shyness while they are working together, sharing their ideas with each other and working as audience in front of each other. So, interpersonal learners become more confident and fluent during deliberation than individual learners. They also feel that students who are interpersonal learners are mostly of extrovert personality. Extrovert personalities build confidence and remove shyness among students during deliberation.

4. Which learning style is more beneficial for your students? Give your views.

Most of the teachers have opined that interpersonal learning style is more beneficial for the learners than individual learning style. Interpersonal learning style helps the learners to interact with each other and creates a favorable atmosphere for developing speaking skill.

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Interpersonal learners are cooperative and helpful to each other. Interpersonal learners learn from each other and help each other to correct their mistakes. As a result; they are confident, fluent and natural when they stand for deliberation in front of audiences. Individual learners get minimum scope to interact or communicate with others. So they get less opportunity to share their ideas and thoughts. They don't get enough scope to learn from others.

CHAPTER 5

Discussion

The main objective of this research is to investigate and find out the effect of the “Interpersonal Learning Style on Speaking Skill of Tertiary Level Students”. In order to complete the research, the researcher has conducted various surveys amongst teachers and students from five Universities of Dhaka. Though in our country context there is no speaking test in tertiary level although it could be measure while they interact with others (students, teachers) in the classroom.

5.1 Discussions on close-ended questions for students:

The results from the present findings show most of the EFL students view that the interpersonal learning style developing their speaking skill. Statement 1 from table-1 show that maximum students agreed that learning style differs from person to person. In Statement 2, show that most of the students do not enjoy individual leaning. Some of students like individual learning. They expressed that they are not comfortable in an individual learning style. Statement 3 presents that students preferred a group study for learning. Statement 4 shows that individual learning style is less helpful for improving speaking skill. Statement 5 presents that the students prefer interpersonal learning style because interpersonal learning style is better than individual learning style for improving speaking skill. Statement 6 presents that these students are very motivated to develop speaking skill. In statement 7 most of the students agreed that the interpersonal learning style helps them to be more fluent in speaking.

Statement 8 presents that the students agreed with the idea that interpersonal learning style helps to improve their pronunciation. Similarly, statement 9 shows that the interpersonal learning style helps the students to improve listening skill as well as speaking skill.

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Statement 10 and 11 here, students are confused about these statements. They think individual learner may have much vocabulary stocks. According to them, the students who are attending the IELTS course, they prefer individual learning to the students who are not attending the IELTS course. For that reason, those students study individually and they gather more vocabulary.

Statement 12 shows students agreed that the interpersonal learning style helps them to build confidence in expressing ideas.

The maximum number of students agreed strongly with statement 13 and 14 shows that interpersonal learners are good at giving and receiving feedback. (Hatch, 1978a; Long, 1981) argue that the role of social interaction increase the understandable input that students receive. This interaction helps the students for asking problem when they do not understand. Input from group mates may be more likely to be clear,. Group members solve another problems or errors For statement 14, students are highly benefited when they get a scope for speaking practice and they are active in pair work, group work, and group discussions. According to (Sapon-Shevin, 1999) , students get more benefit and enjoy from cooperation in the classroom .

(Johnson, Johnson, & Holubec,1986) argue that interpersonal learning style enhance students positive thinking and this learning style is good in receiving and giving feedback which increase depth of understanding.

The interpersonal learning have a positive effects in 63% of the studies, and only two studies reported higher achievement for the comparison group Salvin(1983) .

The students 'agree' with statement 15 and they think that when they interact with others it helps them to enhance their listening skill as well as speaking skill.

In statement 16 students agreed that interpersonal learning style have a positive effect on their behavior. Students agreed with the statement 17. They think that interpersonal

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learning style helps to improve their accuracy in speaking skill. Most of the students strongly agreed with the statement 18. They think that interpersonal learners perform well in their speaking test.

5.2 Discussion on open-ended questions for the students:

Finding from the Question Number 1, most of the students have responded that the interpersonal learning style is more preferable for them than individual learning style. They are very much comfortable in group discussion and pair work. They feel more motivated and active in this learning style. They think that they learn best by interacting with others and by sharing their knowledge which helps to increase their learning capability. This learning style reduces their nervousness and boosts confidence among them during any seminar, extempore speech, public speaking, and speaking test and debate competition. They also believe that social interaction helps to improve their communication skills.

Similarly finding from Question Number 2, most of the students responded positively to this question. They think they get more scope for practicing speaking skill through oral communication with others. They feel that individually it's not possible to enhance speaking skill because the students are directly involved with others in group projects in an institution or with or within a larger community. They become inspired by dialogue with students and adults and seem to have a strong sense of perception regarding others' opinions. They agreed that information gap, role-play, simulations, free discussion, games, and problem-solving performance, these activities motivated them and improved their speaking skill. Some students think differently that individually they do better in speaking. They feel shy to interact with others. They do not participate in any kinds of group discussions or any social activities.

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Most of the students gave positive feedback in question no 3. When a group of students is together and they start communicating and sharing their own needs and ideas among themselves, then automatically they become fluent in speaking. They can practice and help each other to improve their pronunciation as well. Individually it is very difficult to identify one's own problems or mistakes. Interpersonal learning style helps students to identify and solve each –other problems or mistakes which ultimately enhance accuracy in speaking skill.

Most of the students have responded positively and some have responded negatively to Question Number 4 . Students of extrovert personality have answered that they like interpersonal learning style. They and students of introvert personality prefer individual learning style because they don't like to interact with others.

5.3 Discussions on close-ended questions for teachers

In statement 1 , teachers think students do well while they engage in pair and group discussion and highly appreciate that interpersonal learning style is really helpful for developing speaking skill. Teachers are agree with statement 2. They think that most of the interpersonal learners' fluency is better than individual learners. Again statement 3 Most of the teachers are strongly disagree with the statement. They think their students does not feel shy while they are speaking in class room or attend in any group discussion. Statement 4 illustrates that teachers have “strongly agreed” on this statement. Most of the teachers have strongly agreed that interpersonal learning style increase student's confidence. In statement 5 result is “strongly disagree”. Most of the teachers think students do not like individual learning. Statement 6 and 7 and 8 shows ‘strongly agree’ on the result .Most of the teachers strongly agree that students peer work helps to develop their speaking.. Statement 8 shows

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that teachers think that their students show positive behavior in the classroom .So both statements indicates highest appreciation that interpersonal learners speak well in the classroom rather than individual learners. Statement 9 illustrates that teachers have “strongly disagreed” on this statement. They strongly disagreed that their students feel nervous while they are attending any group discussion. Statement 10, 11 and 12 shows ‘strongly agree’ on the result that means most of the teachers strongly agree with this statement that interpersonal learners do well in the exam rather than individual learners. Statement 11 presents that teachers think their students pronunciation is good in English. In statement 12 where teachers feel that the interpersonal learners are more confident rather than individual learners .In statement 13 Teachers think most of their students who are engaged in pair work learn quickly. Again in statement 14 teachers are strongly in favor of interpersonal learning style which is really helpful for developing speaking skill .Statement 15 presents that the teachers have agreed with this statement. They think interpersonal learners are good in listening rather than individual learner’s .Similarly, statement 16 shows ‘strongly agree’ on the result. Teachers think interpersonal learners are enriched with more vocabulary rather than individual learners. Statement 17 shows teachers agreed that the interpersonal students are positive in giving and receiving feedback .The maximum number of students agreed strongly with statement 18.. For statement clearly shows that interpersonal learners are better in communicating and sharing ideas than individual learner.

5.4 Discussion on open-ended questions for the teachers

Finding from the Question Number 1 :Most teachers have responded positively. They think interpersonal learners learn better and quickly than individual learners because interpersonal learners work together that that gives them positive influence for learning. They

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think that students who enjoy their learning through group discussion and pair work , they can learn easily and quickly. Motivation is a great factor for better leaning. They think interpersonal learners are more motivated than individual learners. They have expressed that sharing ideas with others help to learn .They also think that there is a possibility of error correction while the students are engaged in group work. . Individually it is very difficult to identify one's own problems or mistakes

Findings from question 2: Most of the teachers have accepted that interpersonal learners speak well than individual learners. Communication or interaction among the learners is an important factor for developing speaking skill. When a group of learners sit together and work together, speak among themselves, share their ideas and learn from each other, then their speaking skill is automatically developed. They get enough scope to express their thoughts and to communicate with each other which develop their speaking skill. Interpersonal learners make the environment suitable or congenial for expressing ideas and thoughts which ultimately helps them to be good speakers. Individual learners get less scope to interact or communicate with others. They feel shy to express their thoughts and they feel nervous when they stand in front of the audience. Individual learners are also deprived of learning from others which is one of the most important aspects of interpersonal learning style.

Most teachers have responded positively to the question no 3. They think interpersonal learners are more confident and fluent during deliberation than individual learners because they attend regularly in group discussion; seminar which reduces their nervousness. Shyness is a great obstacle for a learner. Individual learners cannot easily remove their shyness. Sometimes shyness creates a negative effect on learner's confidence. They think that interpersonal learners can overcome their shyness while they are working

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together, sharing their ideas with each other and working an audience in front of each other. So, interpersonal learners become more confident and fluent during deliberation than individual learners. They also feel that students who are interpersonal learners are mostly of extrovert personality. Extrovert personalities build confidence and remove shyness among students during deliberation.

Findings from question no 4: Most of the teachers have opined that interpersonal learning style is more beneficial for the learners than individual learning style. Interpersonal learning style helps the learners to interact with each other and creates a favorable atmosphere for developing speaking skill. Interpersonal learners are cooperative and helpful to each other. Interpersonal learners learn from each other and help each other to correct their mistakes. As a result, they are confident, fluent and natural when they stand for deliberation in front of audiences. Individual learners get minimum scope to interact or communicate with others. So they get less opportunity to share their ideas and thoughts. They don't get enough scope to learn from others.

Chapter 6

Conclusion

6.1 Summary of the Findings

The study is successfully conducted to find out the effect of interpersonal learning style on speaking skill of tertiary level students. Both quantitative and qualitative approaches have been used to analyze data, to answer the research questions for this study and to summarize the result or findings of the study. Most of the teachers and students have responded positively that interpersonal learning style is more beneficial for the learners than individual learning style. Most of the teachers have accepted that interpersonal learners speak well than individual learners. Communication or interaction among learners is an important factor for developing speaking skill. Both teachers and students strongly agreed that interpersonal learners become more confident and fluent during deliberation than individual learners. Most of the students preferred interpersonal learning style. Most of the teachers and students highly appreciated that interpersonal learners are positive in behavior. Teachers and students both responded positively that interpersonal learning style helps in developing speaking skill.

6.2 Recommendations

Teachers must pay more attention to practical approaches such as interpersonal learning in classrooms to improve the cognitive and effective outputs of students. Students should pay more attention to group discussion and pair work. Teachers should teach about the concepts of interpersonal learning style so that students can apply it properly.

6.3 Further studies

This discussion implies that not only does interpersonal learning style improve speaking skill, but can strongly and indirectly enhance students' behavior. Hence, future research should also focus on investigating the impact of interpersonal learning style on other English skills such as writing and reading. The future researchers are recommended to find out the best ways to implement interpersonal learning style in an educational institution at all levels.

6.4 Conclusion

This research discusses various learning styles and particularly focuses on the effect of interpersonal learning style on speaking skill of tertiary level students. Interpersonal learning style is one of the most important learning styles which helps the learners to work in a group. Interpersonal learners like to take part in pair-work, group-work and group discussion. They love to exchange their views and share their ideas and thoughts with each other. They are self motivated and they help each other as guide. They can feel group atmosphere which reduces their anxiousness and helps to build confidence among them. All these activities are really helpful for developing speaking skill. As a result, interpersonal learners automatically become good and fluent speaker. They can improve their pronunciation and they can speak correctly as their problems and mistakes are corrected by each other. If the students of tertiary level can apply this interpersonal learning style for their study purpose, definitely it will have a positive effect in developing their speaking skill.

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Appendix-A

Questionnaire A

Questions for the Students

Name of the University:

Course Title:

Students' Number:

Part A (Close-ended questions):

Strongly Disagree =1	Disagree =2	Not sure =3	Agree =4	Strongly Agree =5
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Serial	Question	Strongly Disagree 1	Disagree 2	Not Sure 3	Agree 4	Strongly Agree 5
1.	Do you think that learning style differs from person to person?					
2.	Do you enjoy learning independently?					
3.	Do you prefer group study for learning?					
4.	Do you think that individual learning style helps you in improving speaking skill?					
5.	Do you think that interpersonal learning style is better than individual learning style for improving speaking skill?					
6.	Do you think that interpersonal learning style motivates you to develop your speaking skill?					
7.	Do you think that interpersonal learning style helps you to be more fluent in speaking?					

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8.	Do you think that interpersonal learning style improve your pronunciation?					
9.	Do you believe that learner of interpersonal learning group speaks well than learner of individual learning?					
10.	Do you believe that the vocabulary stock of interpersonal learners is more than individual learner?					
11.	Do you think that interpersonal learners are more proficient in speaking skill than the individual learner?					
12.	Do you think that interpersonal learning style helps the learners to build confidence in expressing ideas?					
13.	Do you believe that interpersonal learners are good at giving and receiving feedback?					
14.	Do you think that pair work, group discussion and group work help the learners to improve speaking skill?					
15.	Interpersonal learning style helps the learner to improve listening skill as well as speaking skill. Do you agree?					

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Part B (Open-ended questions):

Response to Question Number 1 - What is the most preferable learning style to you?

Explain why?

Response to Question Number 2 - Do you think interpersonal learning style enhance your speaking skill? Explain why do you think so?

Response to Question Number 3 - Does interpersonal learning style improve your fluency, pronunciation and accuracy? Why do you think so?

Response to Question Number 4 – Is there any effect of interpersonal learning style on your behavior? Why do you think so?

Appendix-B

Questionnaire B

Questions for the Teachers

Name of the University:

Course Title:

Strongly Disagree =1	Disagree =2	Not sure =3	Agree =4	Strongly Agree =5
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Serial	Question	Strongly Disagree 1	Disagree 2	Not sure 3	Agree 4	Strongly agree 5
1.	My students participate in pair work and group discussion in English language classroom.					
2.	My students can speak fluently in English language class room.					
3.	Most of my students feel shy while they are speaking in the class room.					
4.	My students have confidence while they are speaking in the class room.					
5.	My students like individual learning.					
6.	My students speak with their peers in the class room.					
7.	Interpersonal learners speak well in the classroom rather than individual learners					

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8.	My students show positive behavior in the classroom					
9.	My students feel nervous while they are attending any group discussion					
10.	Interpersonal learners do well in the exam rather than individual learners					
11.	My students' pronunciation is good in English					
12.	I feel interpersonal learners are more confident rather than individual learners					
13.	I feel students who are engaged in pair work learn quickly					
14.	Do you think that pair work, group discussion and group work help the learners to improve speaking skill?					
15.	I think interpersonal learners are good in listening rather than individual learners					
16	I think interpersonal learners are enriched with more vocabulary rather than individual learners					
17	My students are positive in giving and receiving feed -back.					
18	I think interpersonal learners are better in communicating and sharing ideas than individual learner.					

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Part B (Open-ended questions) for Teachers:

- 1. Do you think interpersonal learners learn better and quickly than individual learner? Why do you think so?**
- 2. Do you think interpersonal learners speak well than individual learners? Why do you think so?**
- 3. Do you think that interpersonal learners are more confident and fluent during deliberation than individual learners? Why do you think so?**
- 4. Which learning style is more beneficial for your students? Give your views.**