

**The Effectiveness of a Program based on  
Successful Intelligence in Enhancing Speaking  
Skills for Prospective Teachers of English**

*Submitted by*

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## **The Effectiveness of a Program based on Successful Intelligence in Enhancing Speaking Skills for Prospective Teachers of English**

### **Abstract**

The current study aimed at developing EFL speaking skills for prospective teachers of English through a program based on successful intelligence theory. The researcher employed a one group pre-posttest quasi-experimental design. The participants of the current study were fourth year prospective teachers of English. Thirty-four (18male and 16 female) students were chosen randomly from Beni Suef faculty of education to take part in the current study during the second semester of the academic year (2019-2020). The experiment lasted for three months. A speaking skills checklist, a pre-post speaking test, and a rubric for oral presentation were administrated in the current study. The findings showed that there was a statistically significant positive effect of the program on developing speaking subskills (describing pictures and events, apologizing, making suggestions, giving advice, giving oral presentation) and the overall of speaking skill for the participants. Recommendations of the study and suggestions for further research were also provided.

**Keywords:** Successful intelligence-based theory, speaking skills, prospective teachers of English

## Introduction

Language is an important way of communication and interaction between people. It is the tool of achieving communication and exchanging experiences among different cultures and civilizations. It is also used mainly to express emotions, thoughts, hopes, ideas and to establish social and interpersonal relationships. Consequently, learning to speak English well is one of the main goals in English language teaching programs.

Learning English as a foreign language requires the acquisition of its language skills: reading, speaking, writing and listening. It is necessary for learners to achieve a high and good mastery of the productive and receptive skills (Brown, 2007). Of all the four skills, speaking seems intuitively the most important skill. Shabani (2013) mentions that speaking has always been the most demanding skill compared to the other skills as it is an important skill to everyday life.

The ability to speak a language is the most basic means of human communication. The importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improve their writing skill. With speaking, according to Celce-Murcia, (2001), learners can express their

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personal feeling, opinions or ideas; tell stories; inform or explain; request; converse, discuss, and display the different functions of language. Speaking is very important outside the classroom as well. So, a student who can speak English well may have more chances for further education, of finding employment and gaining promotion than others (Baker & Westrup, 2003).

In light of the importance of speaking skill and the necessity of developing it, it is essential to identify the speaking skills that learners have to acquire in order to achieve good mastery of it to communicate appropriately with others. Hughes (2002) states that fluency and coherence are two main speaking skills. They refer to the ability to speak in a normal level of continuity, rate and effort in addition to link the ideas together in a coherent way.

Fundamentally, having a good vocabulary knowledge is one of the essential components to gain fluency in speaking performance. It is worth noting that good vocabulary knowledge will give learners confidence in their speaking performance. Better vocabulary knowledge and having more words is likely to facilitate the ability to tell a story better, to demonstrate a more extensive range of language resources, and to come across more intelligibly. Better vocabulary knowledge could also contribute to boosting the speaker's confidence (Oya, Manalo & Greenwood, 2009).

Taking into account the importance of speaking skill, Lackman (2011, P. 2) mentions some speaking skills that speaker should master:

In spite of the importance of speaking skill in language learning, it is still neglected in schools. One of the main factors is that traditional approaches are still used in language education. In addition, speaking is considered as a complex and difficult skill to be mastered, because it contains linguistic and non-linguistic elements such as vocabulary, intonation, articulation, formal and informal expression, gestures, and so forth. Considering its features and difficulty to master, motivation as a key factor in language success is helpful to clearly realize teaching and learning speaking in EFL settings (Dinçer, Yeşilyurt, & Takkac, 2012).

Many researches such as Abdelmageed and El-Naggar (2018), Al.Eiadeh, Al-Sobh, Al-Zoubi, and Al-Khasawneh, (2016), El-Sakka, (2016), Mohamed (2019), Rababah, (2003) and find that teaching speaking is not an easy process in the Arab environment at all levels, and that they face problems in many speaking sub-skills. Even university students have problems in FL speaking (Abdullah & Abdul Rahman, 2010). Therefore, helping students to improve their speaking skill is very necessary. Thus, knowing a language is always associated with speaking in it. Celce-Marcia (2001, p. 103)

states that “the ability to speak a language is synonymous with knowing that language since speech is the most basic means of communication”. Teaching speaking is also crucial because it can also help improve other language skills; it can help learners build vocabulary, improve grammar, listening and writing as well.

Consequently, speaking skill requires the mastery of different and varied speaking subskills. Furthermore, it requires the student's ability to manipulate what he/she had learnt in the class to the practical daily life situations. So, teachers had to use different and modern methods of teaching speaking that is proper for different students to enhance their speaking skills. Consequently, many studies (Sternberg 2010; Sternberg & Grigorenko, 2004; Sternberg, Jarvin & Grigorenko, 2009) assure that every student has his own learning pattern that go with him. If the followed teaching strategies cope with his learning type, matching will happen. On the other hand, if the teaching strategies are not suitable to students' pattern of learning failure will occur. Hence, failure does not return to students' abilities but to the teaching strategies that are different or do not match his learning pattern. So, it is necessary to use teaching strategies that take the differences among students into account to help them developing their speaking skill.

The successful intelligence theory is considered one of the modern theories that proved to be effective in language teaching (Sternberg 2010; Sternberg & Grigorenko, 2004, 2007; Sternberg, Jarvin & Grigorenko, 2009; Sternberg, Torff & Grigorenko, 1998a). A group of researchers in Yale University worked under the supervision of prof. Sternberg for a period of 15 years in building the theory of successful intelligence which depends on achieving balance between the analytical, creative, and practical abilities of students. Teaching for successful intelligence provides a way to create such a match (Sternberg & Grigorenko, 2004).

Teaching for successful intelligence attempts to help teachers reach a larger cross-section of students than more traditional teaching methods that emphasize memory and analytical instruction. In teaching for successful intelligence, a teacher follows a number of fundamental ideas. Because students have different life goals, student success needs to be defined in terms that are meaningful to them as well as to the institution. Students are more likely to see meaning if teachers provide numerous examples of concepts that cover a wide range of applications. (Sternberg & Grigorenko, 2004).

Briefly, there is no certain or right or wrong way for teaching or assessment. The best way for teaching and assessment in light of the successful intelligence theory is to balance use analytical, creative,

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and practical abilities. Teachers should focus on the students' pattern in order to reach easily and successfully to students. The same should be done with assessment.

Teachers should be encouraged to teach and assess achievement in ways that enable students to analyze, create with, and apply their knowledge. When students think to learn, they also learn to think. Moreover, students who are taught analytically, creatively, and practically perform better on assessments, apparently without regard to the form the assessments take. That is, they outperform students instructed in conventional ways, even if the assessments are for straight factual memory (Sternberg, Torff, & Grigorenko, 1998a, 1998b).

### **Statement of the problem**

The problem of the current study lies in the poor speaking skill of prospective teachers of English. Thus, the present study attempted to investigate the effect of using the successful intelligence theory as a new theory in the educational field in developing the speaking skills of prospective teachers of English. Based on the above-mentioned problem, the study attempted to address the following two questions:



- 1- What is the effect of a program based on successful intelligence theory in developing EFL pre-service teachers' overall speaking skill?
- 2- What is the effect of a program based on successful intelligence theory in developing EFL pre-service teachers' speaking subskills?

## **Hypotheses**

The following hypotheses were tested in the study:

1. There are statistically significant differences between the mean scores of the study group on the pre-post speaking test regarding speaking as a whole.
2. There are statistically significant differences between the mean scores of the study group on the pre-post speaking test in each speaking subskills.

## **Purpose of the Study**

In light the principles of the successful intelligence theory and the characteristics of the speaking skill, the purpose of this study is twofold:

1. designing a program based on successful intelligence theory,
2. measuring its effect on developing the speaking skill,

## **Significance of the Study**

The current study is significant for the prospective teachers of English, teachers and curriculum designers. It may help prospective teachers to improve their speaking skill. Also, EFL teachers may attempt to adopt a new theory (the successful intelligence theory) in language learning in Egypt throughout developing materials and activities as an innovative method of teaching and assessing students' speaking skill. Some experience in the program may assist teachers in designing more focused tasks on the specific needs of their own students. Moreover, curriculum designers may develop the EFL curricula for different stages based on successful intelligence theory.

## **Definition of terms**

### **Speaking skills**

The current study defined speaking operationally as the learner's ability to express or exchange thoughts through using language fluently and accurately in practical situations. Moreover, it is the ability to speak fluently with a fairly correct grammar, vocabulary in order to describe pictures and events, apologize, make suggestions, give advice, and give oral presentation for the participants.

## **Successful intelligence**

Successful intelligence is defined operationally in the current study as teaching every activity of speaking skill in three ways (analytically, creatively, and practically). Therefore, teacher needs to gauge students' needs and understanding their abilities and then teach in the ways that are appropriate to their abilities.

## **Delimitations of the study**

The study was delimited to:

1. A sample of fourth-year EFL students at Beni Suef University, for the following reasons:
  - Those are the future EFL teachers whose well-preparedness is a long-run investment in the future of their EFL students.
  - To practice what the balanced way of teaching in the practical education life to touch the results of the administration of these theory before graduation.
2. The experiment was implemented during the academic year 2019-2020 for about a full term (3 months).
3. Developing the following speaking subskills: (describing pictures and events, apologizing, making suggestions, giving advice, giving oral presentation).

## **Method**

The present study employed a one group pre-posttest quasi-experimental design. The study group was pretested on speaking skills test, received the treatment through the program, and finally was posttested. Differences in mean scores between the pre-administration and post-administration were calculated.

## **Participants**

The participants of the current study were fourth year prospective teachers of English. Thirty-four (18male and 16 female) students were chosen randomly from Beni Suef Faculty of Education to take part in the current study during the second semester of the academic year (2019-2020). The age of the students ranged from 20 to 22. Those thirty-four students were volunteers who were willing to participate in the study. They were involved in just one group which was instructed and trained in order to develop their English speaking skills through a program based on successful intelligence theory.

## **Instruments of the study**

**The present study utilized the following instruments:**

- A Speaking Skills Checklist

- A Pre-Post Speaking Test
- A Rubric for oral presentation

### **The speaking skills checklist**

The speaking skills checklist was mainly designed to determine the most important speaking skills necessary for prospective teachers of English.

The checklist consisted of twenty-one speaking subskills and it was submitted to a panel of jury specialized in curricula and methods of teaching English to choose the most necessary speaking sub-skills for prospective teachers of English.

The checklist was submitted to a panel of jury specialized in the field of curriculum and methods of teaching English to determine the degree of the importance of each skill to fourth year prospective teachers of English. The researcher calculated the percent of agreement among the panel of jury and found that five skills received the highest percentage of agreement; these are: giving oral presentation, making and responding to suggestions, asking/giving advice, apologizing, and describing pictures and events.

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## The speaking test

The aim of this speaking pre-posttest was to assess the speaking skills of students before and after the implementation of the program based on successful intelligence theory and consequently, to investigate the effectiveness of the program. In addition, it aimed to make sure that the participants were homogenous in terms of their academic level in English in general and their speaking skills in particular. This was reflected clearly from their scores in the pre-test.

The pre-post speaking test consisted of five questions that measure different aspects of students' speaking ability. For each type of questions, students were given specific directions. It was to students' advantage to say as much as he/she could in the time allowed. It was also important that he/she would speak clearly without stopping as much as he/she could. The time allotted for the test was 20 minutes per learner, including giving clear instructions. The examiner listened to the student as he/she was doing the test, and then evaluated his/her level by comparing the speaker's performance to descriptors of the analytical rubric.

To measure the test content validity, the first version of the test was submitted to nine TEFL specialists to evaluate the test as a whole. After the modifications were made, the test proved to be

mostly a valid one, as it measured what it was intended to measure stated by the jury.

Hence, the final version of the speaking skills test consisted of five questions. To measure the reliability of the designed speaking test was the test retest method. The test was administered to 23 (male and female) students and was re-administered by an interval of three weeks to the same group. Using the Cronbach's Alpha Formula, reliability obtained was 0.89. The test proved to be highly reliable. Also, the reliability of the designed speaking test was measured by calculating the consistency of the ratings provided by the three raters who scored the test to see how far they agree (inter-rater reliability). Fifteen copies of the test were given to the three raters to estimate the correlation among the them. The degree of inter-rater reliability was established by correlating the scores obtained by students from rater "A" with those from rater "B" as well as those from rater "C". It was assessed through correlation coefficients. The correlation between A and B was 0.94, A and C 0.96, and A and C was 0.93. It was found that the estimated correlation coefficients were statistically significant at 0.01 level. This showed a high reliability among the three raters. Additionally, it was estimated that a period of 20 minutes would provide enough time for each student to complete the test.

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## **A Rubric for oral presentation**

Students' spoken performance was evaluated by using an analytical rubric developed by the researcher which gave detailed guidance to the raters while scoring the test and thus helped to ensure they paid attention to the same aspects of performance for each student. The rubric was designed in the light of the speaking skills identified in the current study. Thus, the rubric helped to provide detailed feedback about the effectiveness of the program with respect to each speaking skill. The descriptors used in the rubric were characterized by being brief, clear, definite, and comprehensible independently without reference to other descriptors. The rubric was reviewed by a jury of EFL specialists, whose comments were considered in the final version of the rubric. They were asked to determine the suitability of the rubric to the level of the students and the clarity of the descriptors included under each band/level. The jury indicated that the rubric was valid and the descriptors were clear, adequate and comprehensible.

For each speaking skill, five levels were identified. Level (5) represented excellent performance, level (4) represented very good performance, level (3) represented good performance, level (2) stood for basic performance and level (1) for novice performance. Each level included a set of indicators or descriptors



for assessing the performance of each speaking skill. Thus, each level descriptor gave a quantitative grade score for scoring students' spoken performance. To assess the score assigned for each skill, the mean score was calculated for each skill and the total score of the test was also calculated.

## **The proposed program**

### **Description of the program**

The researcher developed a successful intelligence theory-based program for developing the speaking skills of prospective teachers of English taking into consideration the various components of program design. The program was designed as a 12-week program, using two What's Up groups (a group for males and a group for females).

The program consisted of five units: each unit was divided into a number of sessions that are based on the three abilities of the successful intelligence theory (analytical, creative, practical abilities). Each session in each unit includes several tasks that address one of the three abilities of the successful intelligence theory as well as the balance between them. The program was basically designed to be an instructional syllabus for developing the speaking skills for prospective teachers of English.

### **Aims of the program:**

The suggested program aimed at developing the speaking skills necessary for prospective teachers of English. Also, it aimed at developing the academic enablers of prospective teachers of English. The speaking skills that developed in this program were:

- 1- describing pictures and events
- 2- apologizing
- 3- making suggestions
- 4- giving advice
- 5- giving oral presentation

### **Assumptions of the program:**

The program was based on the following assumptions derived from Sternberg's theory of successful intelligences. The theory attempted to go beyond prediction of school grades to account for success in all settings of a person's life. According to the theory successful intelligence, the best way to predict this is through the three abilities: the analytical, the creative, the practical abilities, and the balance among the three abilities:

To be successfully intelligent in the 21 century, students must be able to think well in at least three ways: creatively, critically, and

practically (Sternberg, 2008; Sternberg & Grigorenko, 2004), so it is very important to develop language learning in general and speaking skills in particular in light the balance of the three abilities (analytical, creative, practical).

In fact, communication skills, such as the ability to confidently and clearly express an opinion or being convincing, are often considered secondary to allegedly more analytical skills.

The speaking tasks in which students generate many ideas (fluency), various ideas (flexibility), new ideas (originality), and interesting ideas (details elaboration) depend totally on creative abilities.

### **Content of the program:**

The program focused on developing some speaking skills based on the three abilities of the successful intelligence theory (analytical, creative, practical abilities). The program consisted of five units, and each unit was divided into a number of sessions that were based on these three abilities. Each session in each unit included several tasks that addressed one of the three abilities of the successful intelligence theory as well as the balance between them. The program is basically designed to be an instructional syllabus for developing the speaking skills and academic enablers of prospective teachers of English.

## Duration of the proposed program

The program consisted of five units and 37 sessions that were taught in two meetings per week over a period of 12 weeks (three months). The experiment of the program took place during the academic year 2019/2020.

## Findings of the study

In order to verify the first hypothesis “There is statistically significant difference between the mean scores of the study group on the pre-post speaking test regarding overall speaking skills in favor of the post one. Paired-samples t-test is used to compare the mean scores of the pre/posttest administrations shown in Table (1) below.

**Table (1) Paired samples t- test results of the study group on the pre-posttest in the overall speaking skills**

Administration	N	M	SD	df	t	$\eta^2$
Pre-test	34	10.84	0.97	33	38.63**	0.98
Post-test	34	25.89	2.27			

\*\* significant at 0,01

The above table shows that the results of paired sample t-test between the pre and the posttest of the overall speaking skills in favor of the post one. The results indicate that there are statistically significant differences between the mean scores of the study group

between the pretest and the posttest ( $t=38.63$ ;  $p<0.01$ ) favoring the post administration of the speaking skills test. The calculated effect size value of the proposed program on students' overall speaking skills is (0.98). Therefore, it can be inferred that the successful intelligence-based program has a large effect size on the study group students' overall speaking performance. The results of the paired samples t- test prove to be statistically consistent with the hypothesis which indicates that that the program has a statistically significant positive effect on EFL speaking skills of the study group. Thus, the first hypothesis is accepted.

In order to verify the second hypothesis "There is statistically significant difference between the mean scores of the study group on the pre-post speaking test regarding each speaking genres (describing pictures and events, apologizing, making suggestions, giving advice, giving oral presentation), paired samples t-test was used to compare the mean scores of the pre/posttest administration. Table (2) shows the paired samples t-test values of the differences between the pretest and the posttest regarding EFL speaking genre.

**Table (2) Paired samples t- test of the study group on the pretest and the posttest in the EFL speaking genre**

Variables	Measure	N	M	SD	df	t	$\eta^2$
Describing pictures and events	Pre-test	34	1.29	0.24	33	31.15**	0.97
	Post-test	34	3.27	0.37			

Variables	Measure	N	M	SD	df	t	$\eta^2$
Apologizing	Pre-test	34	1.41	0.05	33	21.70**	0.93
	Post-test	34	3.14	0.06			
making suggestions	Pre-test	34	1.35	0.24	33	25.77**	0.95
	Post-test	34	3.26	0.35			
Giving advice	Pre-test	34	1.40	0.29	33	22.64**	0.94
	Post-test	34	3.23	0.35			
Giving oral presentation	Pre-test	34	1.33	0.27	33	24.41**	0.95
	Post-test	34	3.29	0.31			

\*\* significant at 0,01

The results as shown in table (2) show that there are statistically significant differences between the mean scores of the pre and post application of the test in favor of the post one. The values of paired samples t-test and the significance of each of the speaking genres are as follows; describing pictures and events ( $t = 31.15$ ;  $p < 0.01$ ), apologizing ( $t = 21.70$ ;  $p < 0.01$ ), making suggestions ( $t = 25.77$ ;  $p < 0.01$ ), giving advice ( $t = 22.66$ ;  $p < 0.01$ ), and giving oral presentation ( $t = 24.41$ ;  $p < 0.01$ ). As it is obvious, all the differences are in favor of post testing. Additionally, the effect size ranged from 0.93 to 0.97 which indicates a high effect size. Thus, the second hypothesis is accepted.

## Discussion

The current study aimed at identifying the effect of utilized successful intelligence-based program on developing EFL speaking skills and academic enablers for prospective teachers of English.

The results of the study showed that there was tangible development in students' overall speaking skills and speaking subskills (describing pictures and events, apologizing, making suggestions, giving advice, giving oral presentation). This could be attributed to many reasons. Firstly, the students were provided with varied opportunities to speak for most of the sessions time. This is in line with the study of (Kassem, 2018; Maming & Mangsi, 2019; Watanabe, 2013). Secondly, all of the students were encouraged to speak and participate during the session focusing on their best abilities even it is analytical, creative, practical and also to be able to make balance among the three abilities to express himself/herself fluently in speaking (Sternberg et al., 2014). Thirdly, it helped students to be more confident and more willing to speak and try to manipulate their vocabulary successfully as much as they can while speaking. In addition, the program was a student-centered method that helped them to improve their communicative competence as it created a friendly and more supportive learning environment within which students had more opportunities to be more self-awareness monitoring, improving their strengths and improving their weaknesses. These findings are similar to the results of study (Sternberg, Jarvin, & Grigorenko, 2009), that people always plan for the future success by using the recognition of their capability patterns.

This result could be attributed to the tasks and activities of the successful intelligence-based program which focused mainly on developing the analytical capabilities of the students to realize how they plan and develop their creative capabilities, focusing on how they reach flexibility and fluency in speaking. Furthermore, these tasks and activities aimed at develop their practical capabilities in how they monitor their behavior while performing speaking tasks as well as the balance among the three abilities to reach to a large number of students. Similarly, this result could be attributed to a set of characteristics and factors that the program has, the most prominent of which is its ability to deal with different students who have different abilities. In other words, the program reached to a large section of students through the balance among the three abilities of the program (analytical, creative, practical) abilities not only in teaching but also in assessment. In addition, the tasks and the activities of the program might have collectively contributed to building an organized and flexible knowledge base that enabled the participants to be aware of their capabilities and benefit from their strengths, which helped to improve their performance in the speaking skill and their way of thinking while speaking. Furthermore, the balance between the tasks in light of the successful intelligence theory increased the student's knowledge of his strengths and what he/she needs to develop, a factor that might have



increased the chances of feeling competent in developing their speaking skills. Likewise, the use of different and varied training activities across the program based on the analytical, creative and practical abilities that were based on dialogue, discussion, experimentation, exploration and role-playing played a tangible role in developing students' progress while speaking and helped them to be more involved and engaged in their educational process. These findings are in line with the results of some studies conducted by Sternberg, Jarvin, & Grigorenko, (2009) and Sherbafzadeh et al., (2014). During the implementation of the program, the students were exposed to situations and activities that contributed to achieving active learning and making use of all the capabilities available to them, that could have effectively contributed to stimulating and improving students' motivation and willingness to speak (Sternberg, 2010).

The researcher also attributes this result to the fact that the program activities and tasks encouraged individual work as well as peer and group work. Consequently, students were able to work individually in some tasks while in other activities he/she was urged to speak with one another. This means that using programs can develop participation among students. This result agrees with the study results of Salim (2013). The successful intelligence theory-

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based program also adopted many teaching strategies such as brainstorming and self-questioning strategies, and reformulating ideas which gave the students the chance to speak freely and confidently. The program basically focused on the analytical, creative, and the balance among the three abilities which enabled the instructor to take into account the diversity and difference in the abilities of the students participating in the program and gave students more freedom to speak and exchange ideas in the English language without shame or fear. This is in line of the result reached by the study of Reeve and Tseng, (2011) and that of Gani, Fajrina, and Hanifa, (2015). The results of this study indicated that the high performance speaking students had a better balance in using all kinds of learning strategies (memory, cognitive, compensatory, metacognitive, effective, and social) for enhancing their speaking.

Theoretical literature emphasizes that the focus in the classroom is on one type of ability and that focusing on one ability regardless of other abilities may not enable students to achieve success. Successful and effective teaching enables students to benefit from their strengths and increase their motivation (Aljughiman & Ayoub, 2012; Ayoub & Aljughiman, 2016). This demonstrates the importance of successful intelligence theory by focusing on a wide range of abilities when teaching as it creates an opportunity for all students to employ their strengths and make up

for or compensate for their weaknesses. In other words, there should be at least some type of teaching that enables them to take advantage of their strengths when performing the tasks assigned to them. In this way using successful theory in the classroom can develop speaking skills.

The balance among the three abilities of the program helped students to develop their abilities and skills in describing pictures and events, apologizing, making suggestions, giving advice and giving oral presentation. Additionally, the balance among the three abilities of the program enabled students to be more fluently in developing the five genre. The results of the current study showed that the program made tangible progress in describing pictures and events as genres or functions of speaking which helped them to develop their speaking ability and their willingness to participate in the tasks of the program. Focusing on the analytical abilities of the program helped students to memorize and analyze the pictures and events and use as much vocabulary as they can (Sternberg, 2007). Additionally, the use of creative abilities enabled students to create new ideas that helped in developing their ability to describe pictures and events more fluently. Furthermore, the practical abilities enabled them to manipulate what they have learnt in real situations. The program helped students to create an authentic and interesting

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situation which improves their ability to describe pictures and events and their speaking skills.

The activities and tasks of the program especially practical abilities focused basically on confronting students with daily practical life situations through training him/her on how to offer apologies which helped them to acquire different and varied methods and strategies that enabled them to improve apologizing skills and in particular and students' speaking skills and abilities in general. The varied activities of the program develop a better understanding of the language used for apologizing and develop fluency and accuracy while apologizing. The activities of the program created a stimulating communicative context in which students were freely to communicate with others and express their suggestions without interruption. The program helped them to make a balance among the three components of the program to discuss the conflicting views of presenting their suggestions while speaking. Also, they were allowed to discuss and exchange their suggestions using the role play strategy which contributed to make the program effective in developing making suggestion as a speaking skill. The program was very motivated to university students as they were able to perform simple conversations to support or defend his/her suggestions in front of others. This result is in line with the study (Azadmard & Talebi, 2015).

The program developed students' ability of giving advices which can be attributed to the focus of the program on individual differences among students which enabled them to speak and giving advices using their own vocabulary comfortably. Also, the change in teacher's role from being a lecturer to a facilitator, organizer, demonstrator, and one of the audience who just offer help when needed enhances students' achievement and progress in giving advice as a speaking genre. Furthermore, this progress is a result of the non-threatening environment that motivated students to participate in the activities and the tasks of the program without fear of evaluation or interruption.

Students' oral presentation was developed as the program gave students many chances to speak about different and varied topics and in different situations. Giving oral presentation gave the chance to students to develop and enhance their speaking abilities and speak in front of others with confidence (Brooks & Wilson, 2014; Celce-Murcia, 2001; Živković, 2014). Many EFL teachers treat the speaking process in a conventional way of memorizing, role-play and giving the definition of new vocabulary, ignoring the product of speaking proficiency in different situations (Farooq, 2015; Salim, 2013). The study proved that there were many privileges of using the oral presentation to improve participants' speaking skill. One of

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these privileges is that it can motivate the students to use speaking by giving oral presentations. Students became more responsible of their spoken materials and speaking process. Therefore, the improvement taking place in the speaking skills can be attributed to the effectiveness of the program. Furthermore, it helped them to promote their speaking skills in particular and the four skills of learning the other learning skills in particular. The results of the current study are in line with the results obtained by other studies such as those of Brooks and Wilson, 2014; Farabi, Hassanvand, and Gorjian, (2017); Salim, (2013).

During performing the tasks, students were given the chance to utilize the instruction they were exposed to and the planning they did to perform a real task without the teacher's intervention thus employing all the learned speaking skills fluently and spontaneously. This was done throughout group discussion with the teacher working as a facilitator who did not intervene yet provoked students to guide each other to use language more accuracy, fluently and the pragmatic competence. As the speaking sub-skill are all connected and cannot be dealt separated from one another, so the program proved to be effective in developing speaking subskills. Furthermore, giving students the chance to perform publicly in front of their peers without continuous comments from the teacher improves the cohesion and the coherence skills. Some students were

shy and reluctant to participate at the beginning of the program but after sometimes they began to get used to presentations and willing to participate. In addition, this program that is based on successful intelligence theory developed the students' ability to monitor their performance through evaluating their own or their peers' oral production. It should be noted that addressing the EFL speaking sub-skills in this study separately to determine the strengths and weaknesses of students in speaking sub-skills, but it should be taken into account that these skills are integrated and complementary to each other and should be treated holistically and not separately.

Still, the findings of the current study can be generalized with some limitations. One limitation of this study was that the researcher used only one pre-post group. In addition, the researcher administrated eighteen meetings only and then the administration of the program completed through Zoom program because of COVID-19 virus. Finally, the performance results of the current study were determined using rubrics only. In future studies, it will be interesting to use a control group to verify the effectiveness of the program and to administrate the program for students in different academic years before university.

## **Recommendations**

Based on the results of the current study, the following recommendations are put forward:

a) recommendations for university instructors

- 1- University staff should be familiarized with new methods in developing speaking skills such as successful intelligence theory.
- 2- EFL university instructors should encourage their students to apply the successful intelligence theory- based program in their practice teaching during their practicum.
- 3- EFL university instructors should be able to create variety of techniques or strategies based on successful intelligence theory in teaching English effectively.
- 4- The successful intelligence theory- based program should be implemented in teaching EFL speaking skills to all English section students.

b) recommendations for EFL student teachers

- 5- Teachers of different stages should familiarize themselves more with the successful intelligence theory.
- 6- The present program can be adopted for teaching speaking to students in different stages and for different students' level.



- 7- The role of teacher should be changed from being a lecturer to a facilitator, organizer, demonstrator, and one of the audience who just offer help when needed.

c) recommendations for materials developers

- 8- Speaking instruction should be given more attention in our EFL classes. More time and efforts should be devoted to develop speaking subskills.
- 9- The educational administrations should provide teachers with more professional development training courses on how to manipulate successful intelligence theory as a new trend for teaching and assessment.
- 10- Students should be given enough opportunities to practice speaking on daily life situations and more attention should be paid to develop their different academic abilities.
- 11- Students should become the center of the learning process and should share more responsibilities in their learning of speaking skills. In this way, they can become more independent and more involved in learning speaking.
- 12- Students' speaking performance should be encouraged and appreciated through public performance.

- 13- Supportive feedback should be offered throughout the implementation of the program which would help students identify their weaknesses in speaking and ways of overcoming them. Also, this can increase their motivation, involvement and willingness to participate.
- 14- The education organization can benefit from successful intelligence method through training the teachers and improving education evaluation structures.

### **Suggestions for further studies**

In the light of the current study results, the following studies can be suggested:

1. Further research is needed to explore the effectiveness of successful intelligence-based program in developing other speaking skills.
2. Using the Successful Intelligence programs in developing other language skills (listening, reading, writing).
4. Further research is needed to investigate the effectiveness of successful intelligence-based program in the primary, preparatory and secondary stages.
5. A comparative study between teaching based on successful intelligence theory and traditional teaching for EFL learners.

6. A comparative study of the effectiveness of successful intelligence-based program and traditional method of teaching in developing academic enablers for EFL learners.
7. Other studies are needed to investigate the effectiveness of successful intelligence-based program in developing the academic enablers for EFL learners in different stages.
- 8- Further research is needed to explore students' attitudes towards using successful intelligence theory in the learning environment.

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