The Correlation between EFL Learners' Academic Intelligence and their Level of Productive Skills

Nuha Amir Kamel
Nuha4369@gmail.com
Asst.Prof. Dhea Mizhir Krebt
dr.dheamizhir@gmail.com
University of Baghdad \College of Education Ibn Rushd for Human Sciences

Abstract

The ability to communicate effectively is one of the key goals of learning the English language. Effective communication allows for the exchange of information, ideas, and feelings as well as the expression of opinions, negotiation of themes, and evocation of emotions. The ability to communicate is essential to acquiring the English language. It gives students the chance to practice speaking, pick up new words, and understand different cultures.

However, gaining productive skills in a classroom setting can be greatly aided by learning English. These goals may be related to learners' seeking mastery of new skills or gaining better performance and judgments in comparison with others.

Accordingly, the current study is conducted to explore the correlation of EFL learners' level of academic intelligence (AI) with their productive skills.

The population of the study represents EFL students at the departments of English of the Iraqi colleges of education, except for the Kurdistan region, for the academic year (2022-2023). The sample, on the other hand, is purposive and includes 310 EFL students selected from the 3rd year students of the English Departments of the College of Education, Ibn Rushd for Human Sciences/ University of Baghdad (110 students), College of Education/ University of Diyala (107 students), and College of Education/ University of Tikrit (83 students). The total number of 3rd year students in the departments included is 995 students from whom a percentage of 30% is relied on in selecting the sample.

The research design of the current study is a correlational in nature through which four instruments are used, after being approved and validated by a jury of experts. These are;

1) a 20-item test to assess students' AI,
2) a productive skills test.

The results obtained reveal that there are positive significant correlations between EFL learners' AI and productive skills.

Keywords: EFL Learners, Academic Intelligence,Productive Skills

العلاقة بين الذكاء الاكاديمي لمتعلمي EFL ومستوى مهاراتهم الانتاجية

نهى امير كميل

Nuha4369@gmail.com

أ.م.د. ضياء مزهر خربيط

dr.dheamizhir@gmail.com

جامعة بغداد / كلية التربية ابن رشد للعلوم الانسانية / قسم اللغة الانجليزية

الكلمات المفتاحية: متعلمو اللغة الانكليزية كلغة اجنبية، الذكاء الاكاديمي،المهارات الانتاجية.

الملخص

تم اجراء الدراسة الحالية لإيجاد الارتباط بين الذكاء الاكاديمي واستعمال المهارات الانتاجية لدى متحدثي اللغة الانكليزية لغة اجنبية. تهدف الدراسة لإيجاد:

1. مستوى التوجه نحو تحقيق الاهداف, الذكاء الاكاديمي والمهارات الانتاجية لدى الطلبة متعلمي اللغة الانكليزية لغة اجنبية.
2. الارتباط بين الذكاء الاكاديمي والمهارات الانتاجية لدى طلبة الجامعة العراقيين دارسي اللغة الانكليزية لغة اجنبية.

وقد تم وضع الفرضية التالية لا توجد علاقة ذات دلالة احصائية بين التوجه نحو الذكاء الاكاديمي ومستوى المهارات الانتاجية لدى الطلبة متعلمي اللغة الانكليزية لغة اجنبية.

وقد مثل مجتمع الدراسة الطلبة الدارسون للغة الانكليزية لغة اجنبية في اقسام اللغة الانكليزية في كليات التربية العراقية باستثناء اقليم كردستان للعام الدراسي (2022-2023). اما عينة البحث فقد اشتملت على 310 طالب وطالبة من المرحلة الثالثة من كلية التربية/ابن رشد للعلوم الانسانية /جامعة بغداد (110), كلية التربية /جامعة ديالى (107), وكلية التربية للعلوم الانسانية / جامعة تكريت (83). يبلغ العدد الكلي لطلبة المرحلة الثالثة في الاقسام المشمولة 995 والتي اختيرت منها عينة البحث وبنسبة بلغت 30 ٪.

تم اعتماد المنهج الارتباطي والذي تم من خلاله استعمال اداتين بعد ان تم عرضها على خبراء من ذوي الاختصاص، وهي اختبار الذكاء الاكاديمي والذي يتكون من (20) فقرة, اختبار مهارات المحادثة والكتابة. وقد تم تطبيق الادوات داخل الصف الدراسي وتم تحليل البيانات التي جمعت باستخدام الوسائل الاحصائية المناسبة.

وقد اظهرت نتائج البحث وجود علاقات ذات دلالة معنوية بين الذكاء الاكاديمي ومستوى المهارات الانتاجية لدى الطلبة متعلمي اللغة الانكليزية لغة اجنبية.

في ضوء النتائج التي تم التوصل اليها, تم وضع الاستنتاجات وعدد من التوصيات كما تم اقتراح بعض الدراسات الاخرى وفق نتائج الدراسة الحالية.

1. Introduction

1.1 Problem of the Study

A student's academic intelligence (henceforth AI), can be affect how they interact with the content, participates in class discussions, and completes their tasks. AI can be cultivated in a positive and encouraging college environment, but it can also be hampered by a hostile or unhelpful environment. Conversely, a student's AI can help foster a positive learning atmosphere in the classroom through thoughtful inquiries and participation in talks (Zalesene, D.& Nadvorney, D., 2011).

However, learning as a foreign language (EFL) can help develop cognitive abilities such as critical thinking, problem-solving, and analytical skills, which are crucial for academic success. These skills are required not only in language learning but also in academic tasks such as research, analysis, and writing (Steinberger, 1993).

Accordingly, it is proposed that this factor is crucial in shaping students' performance in productive activities, that is, students who use their academic intelligence for engagement in conversation, whether they seek better performance or mastery of the skills, will consequently adjust themselves to achieve their goals, cope with difficulties and challenges and ultimately be successful communicators.

1.2 Aims

Thus, it aims are to find out:

1. EFL students' level of AI and productive skills.
2. The correlation between EFL students' AI and productive skills.
3. Finding out the extent to which AI contribute in interpreting the variation in productive skills for Iraqi EFL university students.

1.3 Hypothesis

It is hypothesized that there is no statistically significant correlation between the AI and productive skills of EFL university students.

1.4 Limits

This study is limited to:

1. Iraqi EFL 3rd and 4th year students at the English departments of colleges of education.
2. The academic year 2022-2023.

1.5 Value

This study is hoped to be of value to:

1. EFL students should be made aware of how their AI which may aid in the improvement of their productive abilities.
2. English language instructors should emphasize the significance of these factors in assisting students to be able to regulate their studies and academic activities, specifically in productive skills.
3. Educators and researcher who may benefit from the findings of this study in approaching investigation of the variables involved in this study from different perspectives.

2. Theoretical Framework

2.1 Academic Intelligence (AI): Definition & Theory

The concept of AI is limited to human cognitive and mental capabilities. This is defined as intellectual performance, within a closed system, on academic tasks or academic problems with fixed objectives, fixed structure, and known elements, and is distinguished from social, successful, or practical intelligence (Neisser, 1976).

On the other hand, AI is best understood as "a collection of mental abilities, processes, and aptitudes, such as abstract, logical, and consistent reasoning; detecting relations; (complex) problem solving; detecting rules in seemingly unordered materials; solving new tasks by utilising existing knowledge; adapting to new situations flexibly; and learning without direct and complete instruction." The intellectual thinking and problem-solving processes involved in academic tasks or problems with a fixed and confined structure" (Sternberg, Castejón, Prieto, Hautamaki, & Grigorenko, 2001, p. 230).

There are several theories of AI, including: **Two-Factor Theory of Spearman or the g-Factor Hypothesis** which postulates that intelligence is made up of two factors: a general component (g) and particular skills (s). The general factor (g), according to Spearman (1969), is a wide ability that underpins success on all cognitive tasks, whereas the specific ability (s), on the other hand, is a more focused ability that is unique to a given type of task. The second theory is related to **Sternberg's Triarchic** which consists of three types of intelligence: analytical, artistic, and practical intelligence. The capacity to think critically and solve issues falls under the category of analytical intelligence. Strong analytical thinkers excel at logical thinking, information application to novel circumstances, and argument evaluation. The other theory is related to **Gardner's Multiple Intelligences,** which stresses the significance of identifying and encouraging various forms of intelligence in people and contends that conventional IQ tests may not fully represent the range of

cognitive skills. According to Gardner's (1983) multiple Intelligences theory, intelligence is a collection of unique skills that are largely independent of one another rather than a singular, all-encompassing talent. AI is just one form of intelligence, particularly the linguistic and logical-mathematical intelligences, according to Gardner's hypothesis.

Finally, **the Fluid and Crystallised Intelligence of Cattell, Horn, and Carroll (CHC) (1963-1971),** this theory is made up of three categories of skills:

A. General Intelligence (g) in Stratum III: The highest degree of intelligence, which underpins performance on all intellectual activities, shows a wide range of knowledgeable abilities.

B. Stratum II: Broad Abilities: These are mid-range skills that represent a more focused part of intellect, such as recollection, fluid intelligence, and crystallized intelligence.

C. The success on particular cognitive activities, such as word comprehension, perceptual speed, and spatial thinking, is driven by the narrow skills in Stratum I.

There are two models of AI, **Guilford's Structure of Intellect Model (SOI) (1967)** and **Berlin Intelligence Structure Model (BIS) (1982, 1984).**

According to Guilford (1967) students' cognitive requirements for completing a task are described by the aspect operations, which include: **cognition, memory, divergent production, convergent production, and assessment**. The task's figural, symbolic, semantic, and behavioural aspects make up the **content dimension**. **Units, classes, relations, systems, transformations, and implications** are the six components that make up the **product aspect**, which describes the results of a mental operation.

On the other hand, Jager (1997) suggests seven second-order components:

<u>On the operational facet</u>:

- **Speed (BIS-S):** The ability to rapidly and accurately do routine tasks,
- **Memory (BIS-M):** Ability to recall sets of items and their arrangements,
- **Creativity (BIS-C):** Ability to generate a wide variety of original ideas quickly and easily,
- **Reasoning (BIS-R):** the capacity to construct and plan sophisticated knowledge using inductive and deductive reasoning, as well as other forms of reasoning.

On the content facet:

- **Verbal (BIS-V):** employing all four modalities of cognition to process text.
- **Figural-Spatial (BIS-F**): Ability to process figural-spatial information utilising all four cognitive processes,
- **Numeric (BIS-N):** The capacity to process numerical information via the four distinct cognitive processes.

2.2 Productive Skills

According to Nunan (2003) productive skills, including speaking and writing, are important for several reasons:

- **Conversation**: Effective conversation requires productive abilities. It's crucial to be able to communicate successfully in both personal and business settings.
- **Academic success:** Since many tasks and examinations call for written responses, strong writing abilities are especially crucial for academic success. Speaking clearly can be crucial in speeches and conversations.
- **Professional success**: Effective communication with coworkers and customers, report writing, and delivering speeches are all examples of professional settings where productive skills are crucial.
- **Personal growth**: Having strong functional skills can also help students advance personally because they can better arrange their ideas, communicate their views, and show their ingenuity.

Speaking and writing abilities are essential because they allow students to practice real-world activities in the classroom. These two skills can be used as a 'barometer' to determine how much the students have learned. Unless a person is learning English solely for academic purposes and has no intention of communicating in English, which is quite uncommon, learning to speak is essential. A strong command of speaking skills fosters a genuine sense of advancement and enhances the confidence of students. Learning how to write is essential because written communication is a fundamental life skill. Students may be required to take notes, complete forms, and compose letters, reports, and stories, etc., (Al-Jamal & Al-Jamal, 2014).

2.3 Academic Intelligence and Language Skills

Academic success is regarded as being highly dependent on the cognitive capacity of students. Students from numerous academic disciplines are able to engage in abstract thought. AI is the capacity to comprehend academic accomplishments. AI is the ability to recognise academic problems from a variety of disciplines. The ability to solve problems across multiple academic disciplines. The capacity of a branch

of knowledge that is considered and investigated as part of higher education (Mur Salim, 2021).

Fielder and his colleagues (2002, p.77) find that "the correlation is moderated by factors such as the stress experienced by the leader, which apparently can even change the correlation's direction."

The variety of cognitive skills and abilities required for success in educational contexts are included in the ability of AI. These skills consist of:

A. A rational and systematic approach to information analysis, pattern recognition, and reasoning evaluation is known as critical thinking.

B. Problem-solving skills include the capacity to recognize issues, create and assess potential remedies, and decide on the best course of action.

C. Analytical thinking is the capacity to dissect complicated information into simpler parts and comprehend how those parts relate to one another.

D. Learning and memory: the capacity to successfully gather, retain, and retrieve knowledge.

E. Information application is the capacity to apply information and skills to novel circumstances and settings.

F. Social and emotional intelligence is the capacity to successfully interact, collaborate with others, and control one's own feelings and stress.

G. Perseverance is the capacity to carry on despite obstacles and failures.

H. The capacity to control one's own conduct and feelings is known as self -discipline (Stogdill, 1948).

3. Methodology

3.1 Participants of the Study

The population of the study represents EFL students at the departments of English of the Iraqi colleges of education, except for Kurdistan region for the academic year (2022-2023). The sample, on the other hand, includes (310) EFL students purposively selected from the 3rd year students of the English departments of the college of education, Ibn Rushd for Human Sciences/ university of Baghdad 101 (115 students), college of education/ university of Diyala (110 students), college of education/ university of Tikrit (85 students). The total number of 3rd year students in the departments included is 995 students from whom a percentage of 30% is relied on in selecting the sample which is regarded as highly reliable in correlational studies (AERA, 2006).

The population is defined as "any set of items, individuals, etc. which share some common and observable characteristics from which a sample can be selected" (Richards et al, 1992: 282) (as cited in Kamel, N., 2018).

Table (1)
Population & Sample of the Study

Department of English		3rd year
College of Education, Ibn Rushd for Human Sciences/ University of Baghdad	No.	250
	30%	115
College of Education/ University of Diyala	No.	255
	30%	110
College of Education/ University of Tikrit	No.	153
	30%	85

3.2 Instruments

3.2.1 The Academic Intelligence Test

The academic intelligence test is prepared through constructing items from two dimensions. The first dimension (the operational) consists of 4 abilities each one consists of 5 items. Whereas the second dimension is related to content, which contains 3 abilities, each one consists of 5 items. The total number of the AI test is 35 and the test is a 1 point for the right answer and zero point for the wrong answer. Moreover, the test examines two domains or orientations, operational and content with 5, 5 items respectively for each orientation. Participants' responses are supposed to reflect their operational orientations in their academic setting like speed and creative ability. On the other hand, the content items indicate participants' disposition towards achieving better learning of numerical, verbal and to master figural, that is, they measure content ability. It is worth to mention that the higher score to be obtained by the participant is (35) while the lower score is (0) with a theoretical mean of (17.5).

3.2.2 Productive Skills Test

The second instrument used in this study is the test of productive skills which is composed of two skills; speaking skill consists of six standards (grammar, vocabulary, comprehension, fluency, pronunciation, interaction), and writing skill which consists of five standards (content, organization, grammar, vocabulary, writing technique).

Accordingly, the higher score that can be obtained by the participant in speaking skill is (30) and the lower score is (6) with a theoretical mean of (18). Whereas, the higher score that can be obtained by the participant in writing skill is (20) and the lower score is (5) with a theoretical mean of (12.5).

3.3 Face Validity

In order to assess face validity, as stated by Salkind & Rasmussen (2010, p.473) (as cited in Hindi, N & Hamid, S., 2022), “experts with

substantial expertise of the study area of interest should be given the exam to provide constructive insights and observations that aid in the development of the research project".

Harris (1969:19) puts his view of validity within two questions: "(1) What precisely does the test measure?" and "(2) How well does the test measure?"(as cited in Albakri SH., 2018).

Thus, the measures of the current study are exposed to a jury of (16) experts in the field of methods of teaching English and the field of linguistics to provide their viewpoints concerning the adequacy and appropriateness of the items of each measure. The experts show their approval of the appropriateness of the items for the topic and sample concerned after some slight modifications.

3.4 Test Reliability

As far as the current study is concerned, two types of reliability are addressed, test-retest and internal consistency.

One of the fundamental features of a good instrument is its dependability, which refers to the consistency or stability of the results it produces (Franzen, 2002). About the current study, test-retest and internal consistency are addressed as categories of dependability. Reliability is "the actual level of agreement between the results of one test with itself" (Davies et al., 1999, p. 168) cited in (Krebt, Dh., 2017, p. 48).

The researcher relied on the internal consistency method to find test stability, which is a method that depends on the correlation between the test items with each other within the test. In order to extract the stability in this way, the equation (Queder Richardson 20) was applied to the scores of the sample (310) male and female students, so the value of the test stability coefficient was (0.91), and thus it is considered a good and appropriate value, so the test is considered stable, "as the tests are not standardized. It is good as its stability coefficient is (0.67) or above" (Odeh and Al-Khalili, 1988, p.122).

For the purpose of extracting stability in this way, the scale was re-applied on a sample of stability, which consisted of (40) male and female students, with a time interval of (14) days from the first application. It is indicated that re-application of the scale for the purpose of identifying its stability should not exceed from two weeks. The first application, then the Pearson correlation coefficient was calculated between the scores of the first and second applications, and the correlation coefficient was (0.91) for the scale. 0.70) or more, as this is a good indicator of the stability of tests in educational and psychological sciences (Al-Issawy, 1985).

This method is used because obtaining a high stability value indicates that the scores (the stability value) are less likely to be affected by random daily variables in the conditions of the subject, or in the environment in which the test is conducted (Anastasi, 1976).

In general, internal consistency approaches allow each item to be considered as a single measurement and the test to be viewed as a sequence of repeated measures (Ravid, 2020).

Cronbach Alpha coefficient can range from 0.00 to 1.00 to indicate very low to very high internal consistency. In addition, an Alpha of (0.65-0.80) is often considered adequate for a measure used in human dimension research (Vaske et al, 2016). Accordingly, the measures of the study (AI test and Productive skills) are found to be of high internal consistency with r- values of (0.67, and 0.89) respectively.

3.5 Final Application

The instruments in this study are applied in different ways. The AI test and the productive skills test are administered to the sample of the study in person and distributed in the classrooms after explaining and clarifying the test items by the researcher to make sure that there will be no ambiguity. The participants have enough time to consider the items and submit their responses. Thus, these tests are applied by eliciting natural conversations from participant by talking about different topics formal and informal ones. Because the application is time consuming. The time allotted for each participant ranged from (15-20) minutes for answering each one of the instruments. Before the application of the tests, students are informed that there will be such tests. They are given proper instructions and guidelines of the purpose of the test and the criteria according to which they will be rated like speaking rate, fluency, vocal confidence, prosody, facial expressions, etc. Moreover, the application of the tests take about (4)successive weeks to complete and the participants' performance is taped so that it can be listened to over and over again and accurately scored.

4. Results & Discussions

4.1 Results Related to the First Aim: EFL Students' Level of AI & Productive Skills

As far as EFL students' level of AI is concerned, results calculated show that the mean score is (17,626) with a standard deviation of (4,681). In order to identify the significance of the variance between the mean score and the theoretical mean which is (17.5) at the level of significance (0.05), as the calculated tvalue was (0.474), which is smaller than the tabular t-value of (1.96), with a degree of freedom (309), and the table (2) and figure (1) explain this.

Table (2)

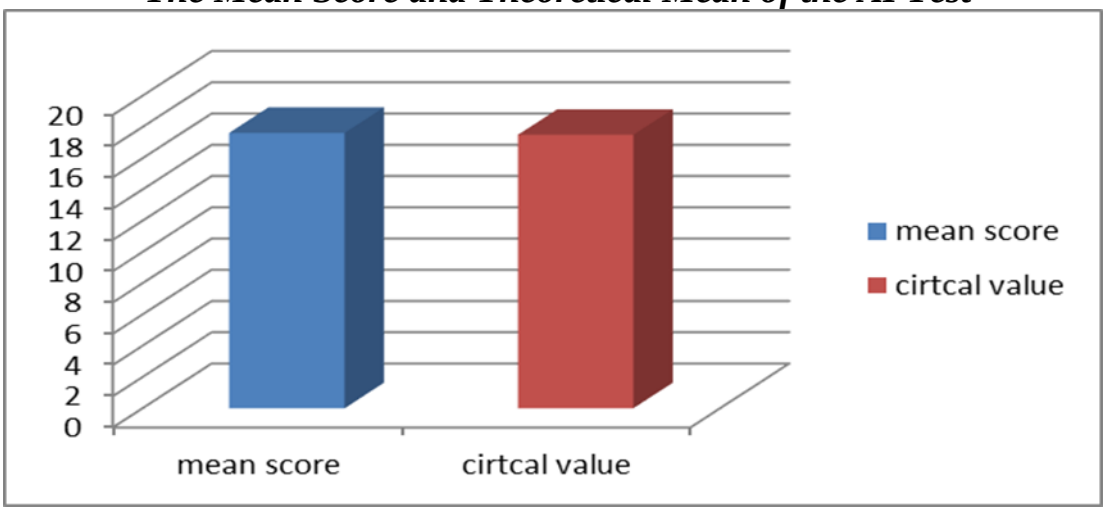
The Mean Score, Standard Deviation and t-Value of the AI Test

Variable	Sample Size	M	S.D	Theoretical Mean	t- Value		Significance (0.05)
					computed	Critical	
Academic Intelligence	310	17,626	4,681	17.5	0,474	1,96	significant

The following figure shows the mean score and the theoretical mean of the AI test.

Figure (1)

The Mean Score and Theoretical Mean of the AI Test



In order to achieve this goal, the researcher applied the productive skills test on the research sample consisting of (310) male and female students. The results of the research showed that the arithmetic mean of the scores of this sample on the test amounted to (31,906) degrees, with a standard deviation of (7,462) degrees. It was found that the difference is statistically significant at the level of significance (0.05), as the calculated t-value reached (3.319), which is smaller than the tabular t-value of (1.96), with a degree of freedom (309), Table (3) and Figure (2) make this clear.

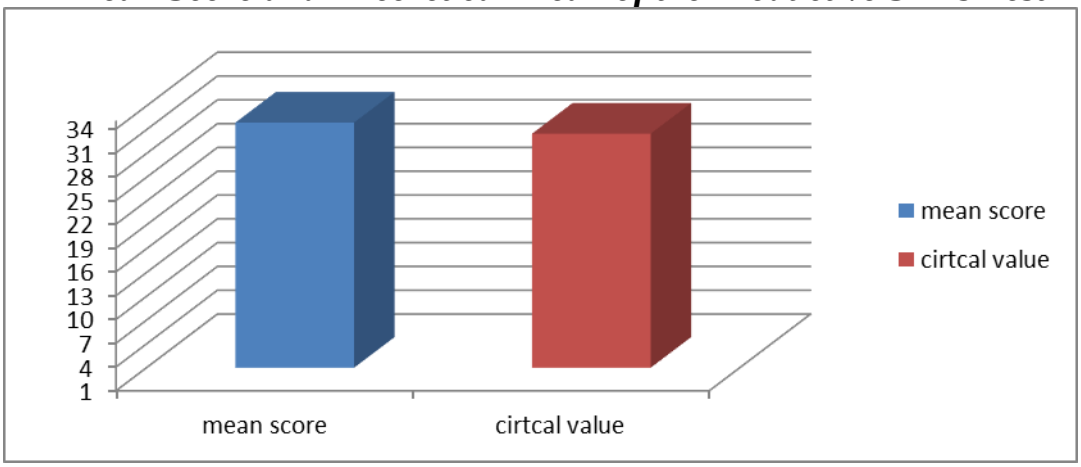
Table (3)

Mean Score, Standard Deviation and T-Value of the Productive Skills Test

Variable	Sample Size	Mean Score	S.D	Theoretical Mean	t- Value		Significance 0.05
					Computed	Critical	
Productive Skills	310	31,906	7,462	30,5	3,319	1.96	significant

Figure (2)

Mean Score and Theoretical Mean of the Productive Skills Test



After that, the researcher carried out another procedure, which is to identify the skills (speaking and writing), each skill separately, and the results were as shown in the table (4).

Table (4)

Mean Score and Theoretical Mean of the Speaking and Writing Skills Test

Variable	Sample Size	Mean Score	S.D	Theoretical Mean	t- Value		Significance 0.05
					Computed	Critical	
Speaking Skill	310	18,464	5,156	18	1,586	1.96	Significant
Writing Skill	310	13,442	2,781	12,5	5,963	1.96	Significant

The following appears from the above table:

1.For the speaking skill, the arithmetic mean of the sample's answers was (18,464) with a standard deviation of (5,156) and a hypothetical mean of (18). The calculated T-value was (1,586), which is not statistically

significant as it was smaller than the tabular value of (1.96). Significance of (0.05) and a degree of freedom (309), which means that the research sample has an average degree of this skill.

2. For the writing skill, the arithmetic mean of the sample's responses was (13,442) with a standard deviation of (2,781) and a hypothetical mean of (12.5). The calculated T-value was (5,963), which is statistically significant as it was greater than the tabular value of (1.96). Significance level (0.05) and degree of freedom (309), which means that the research sample has a good degree of this skill.

4.2 Results Related to the Second Aim

The second aim of the study is devoted to finding out the correlation between "EFL students' AI and productive skills".

To extract this result, it is necessary to confirm the null hypothesis, which states that there is no statistically significant correlation at the level of significance (0.05) between AI and productive skills among Iraqi university students.

To verify this hypothesis, the researcher took the answers of the research sample on the AI test and the productive skills test, then the researcher used the Pearson correlation coefficient, and the results were as shown in the table (5).

Table (5)
The Correlation between AI and Productive Skills

Productive Skills	Sample Size	r- Value	t- Value		Significance 0.05
Speaking Skill	310	0,507	10,347	1.96	Significant
Writing Skill	310	0,548	11,417	1.96	Significant
The Total Skills	310	0,554	11,542	1.96	Significant

The following appears from the above table:

1.The value of the correlation coefficient between AI and speaking skill was (0.507), and to find out the significance of the relationship, the researcher used the t-test for the significance of the correlation coefficient. The calculated t-value reached (10,347), which is greater than the tabular value of (1.96) at the level of significance (0.05) and a degree of freedom (308), and this means that the relationship between AI and speaking skill is a direct and statistically significant relationship, that is,

the higher the AI level of the research sample, the better their speaking skill.

2.The value of the correlation coefficient between AI and writing skill was (0.548), and to find out the significance of the relationship, the researcher used the t-test for 161 the significance of the correlation coefficient. The calculated t-value reached (11,417), which is greater than the tabular value of (1.96) at the level of significance (0.05) and a degree of freedom (308), and this means that the relationship between AI and writing skill is a direct and statistically significant relationship, that is, the higher the AI level of the research sample, the better their writing skill.

3.The value of the correlation coefficient between AI and productive skills was (0.554), and to find out the significance of the relationship, the researcher used the t-test for the significance of the correlation coefficient. The calculated t-value reached (11,542), which is greater than the tabular value of (1.96) at the level of significance (0.05) and a degree of freedom (308), and this means that the relationship between AI and productive skills is a direct and statistically significant relationship, that is, the higher the AI level of the research sample, the better their productive skills. Thus, the null hypothesis, which confirms the absence of a relationship, is rejected, and the alternative hypothesis, which confirms the existence of a relationship between the two variables, is accepted.

5. Conclusions

On the basis of the results obtained, the following conclusions are drawn:

1. The analysis of AI demonstrates that EFL learners are aware of their goals and reasons for engagements in tasks in English language.

2. AI abilities can help EFL learners develop the skills and strategies necessary for academic success and professional development. Yet, it is shown that studying critical thinking and analytical reasoning can help EFL learners understand complex academic texts and identify key concepts and arguments.

3. By investigating EFL learners' level of productive skills, data analysis provides evidence that they are able to communicate satisfactorily employing a variety of skills in communication.

4. With respect to the productive skills tested in this study, EFL learners succeed to use speaking and writing skills which constitute a large amount of human communication.

5. By using productive skills, EFL learners can improve their ability to convey their thoughts and ideas clearly and effectively in a variety of settings, such as in academic, professional, and social contexts.

6. Using productive skills can help EFL learners develop greater accuracy in their language use, including grammar, vocabulary, and pronunciation.

In the lights of the study results, the following recommendations are suggested:

1. EFL teachers should incorporate authentic materials such as newspaper articles, academic texts, and research papers into their lessons. This will help students develop their language proficiency and provide them with exposure to academic language.
2. Teachers should encourage students to take an active role in their learning by engaging in discussions, asking questions, and seeking feedback.
3. Teachers encourage students to collaborate with their peers to enhance their learning, such as participating in group discussions, sharing learning strategies, and peer-reviewing each other's work.
4. To strengthen learners' productive abilities, teachers should provide as many speaking opportunities and students-talking time in and out of the classroom as possible to boost fluency and focus on errors made during the activity afterward.
5. Encourage students to collaborate with their peers on writing and speaking tasks to enhance their language use and communication skills by allowing students to choose topics and tasks that are relevant to their interests and goals.

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