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English language teachers' employment of successful intelligence skills

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ABSTRACT

The primary focus of studies in recent decades has been on multiple intelligence and critical thinking, which are frequently considered the main aspects in enhancing second language (L2) learners' skills. This study examines the extent to which English language teachers employ successful intelligence skills according to the following variables: years of experience, gender, and educational level. The study sample consisted of 123 teachers of English in Ma'an, Jordan, who were chosen randomly. Palos' and Maricutoiu's scales were used to collect data. The results of the study indicated that the average total score for the teachers' successful employment of intelligence skills was moderate, with a mean of 3.66. "Reproduction" scored high with a mean of 3.86; "analytical intelligence" scored high with a mean of 3.80; "creative intelligence" scored average with a mean of 3.64; and "practical intelligence" scored medium with a mean of 3.35. There were no statistically significant differences attributable to years of experience, while there were differences attributed to gender in favor of females in all domains except for 'creative intelligence' which was in favor of males. There were no educational level differences in the degree of "successful intelligence" employment in teaching. This calls for the need to employ modern teaching methods to develop teachers professionally, such as teaching based on reproduction, analytical, creative, and practical intelligence. The study recommends providing pre-service and in-service training to improve new teachers' competencies in employing intelligence skills based on creativity and practical teaching because they are important in teaching a foreign language.

Contribution/ Originality: This study significantly adds to the body of knowledge pertaining to English language education and English language teachers' employment of successful intelligence skills. The study offers deep insights into three categories of successful employment of intelligence skills: analytical intelligence, creative intelligence and practical intelligence. The findings of the study can help EFL teachers plan effective lessons by taking into account the beneficial roles of these skills.

1. INTRODUCTION

Jordanian students struggle to master and learn the English language and face difficulties in English language teaching, some of which are related to curricula, techniques and methods of teaching, assessment, activities, and the school environment, while others are related to the student and the teacher (Alhabahba, Pandian, & Mahfoodh,

2016). One of the goals of the educational system is to professionally prepare teachers, which necessitates investing in all that is new in knowledge trends and applications in educational systems, particularly the direction of information processing and the theory of successful intelligence as part of these cognitive trends due to their significant benefits on the educational process and for teachers, who are an important axis of the education system.

The "theory of successful intelligence" presents ideas that can be used in effective teaching. The teacher can benefit from the combination of analytical, creative, and practical capacities that help him succeed in teaching English language and also guide students to use analytical abilities, practical intelligence as well as train them to produce knowledge, innovate it, and reproduce it. This process requires great efforts from the teacher and an understanding of the nature of successful intelligence, as well as his desire and motivation to teach. The theory also includes directing teachers to use smart behavior in teaching situations by balancing their abilities and skills and trying to choose, shape, or adapt to the environment, which helps them achieve their goals successfully, fortify their strengths, overcome their weaknesses, and hence achieve success (Sternberg & Grigorenko, 2007).

Sternberg and Grigorenko (2007) pointed out that successful intelligence is a set of analytical, creative, and practical abilities that are used in an integrated and overlapping manner to achieve individual goals for success in learning and life skills within the cultural and social context in light of the individual's adaptation to the environment's selection and formation. Successful intelligence consists of three sub-components: (i) analytical intelligence, which allows the teacher to effectively process information and think abstractly, (ii) creative intelligence, which allows the teacher to come up with new ideas as people with creative intelligence can find connections between seemingly different and distinct concepts; and (iii) practical intelligence, which allows the teacher to find practical solutions to real problems (Sternberg & Grigorenko, 2007).

Palos and Maricutoiu (2013) derived four teaching methods based on the theory of successful intelligence: (i) teaching in a way that stimulates the abilities of students to reproduce knowledge, which forms the basis without which other types of teaching cannot be achieved. This represents the fundamental knowledge that academics target to develop their students' learning and memory skills, stimulate and valuate individual memory by asking students to breed and update bound information, and by characteristic what has already been learned, corroborating the knowledge that already exists, responsive questions, appreciate what, when, how and why; (ii) teaching in a very manner that leads to the event of students' analytical abilities and encourages them to analyze the information provided, make a case for the way things happen or work, create comparisons between things or problems, estimate the worth of information, analyze alternatives, and "break the entire into parts; stimulating artistic abilities, because the focus of the teaching activity is on empowering the learner by victimization word games or role-playing, inventing and exploring new ways in which thus to unravel totally different things or problems, and imagining scenarios. In doing so, the learners use the non-heritable data or realize new uses for it and do things otherwise from the majority. As such, they sometimes "challenge" the logic of things (Malkawi, Attiyat, Ismael, Ismael & Rababah; Palos & Maricutoiu, 2013) and (iii) teach to stimulate practical abilities in which students should be encouraged to apply the information they receive in the classroom to their daily activities, check theoretical strategies, and experience what they know in practice (Sternberg, 2004).

In Jordanian public schools, in the field of teaching English, traditional methods tend to prevail over teaching processes. Lessons are centered on the teacher, away from meaningful learning, and students passively receive and process information. Learning by memorization is among the methods applied in most classrooms. Also, methods such as grammatical translation and the use of Arabic are still used as the language of instruction in public schools. In addition, the contents of curricula and books are still based on topics that do not interest the student, and high-ranking communication and thinking skills are neglected in the classroom (Alhabahba et al., 2016; Alzubi & Attiat, 2021; Bani-Khaled, 2013; Sakarneh et al., 2023). There is a pressing need to close the gap between the theoretical material that students learn and how they apply it in their daily social and cultural lives by using the "theory of

successful intelligence" in this situation (Sternberg, 2004; Sternberg, 2020). In order to apply better and more communicative ways in their classrooms, as the "theory of effective intelligence" advises, Sofi (2015) advised that instructors be given modern training.

Since the aim of teaching is to build experience through a well-structured, flexible, and easily retrievable knowledge foundation, there are some essential elements of teaching through successful intelligence (Rababah, Al Zoubi, Al Masri, & Al-Abdulrazaq, 2021; Rababah, Harun, & Shapii, 2019). It must incorporate instruction in memory retention as well as instruction in analytical, creative, and practical thinking. Along with memory components, the examination should also incorporate analytical, creative, and practical components. Teachers should be able to recognize students' strengths, capitalize on their inadequacies, and rectify and make up for them as needed through instruction and assessment. In other words, by identifying students' strengths and helping them to develop them, overcoming their weaknesses, and assisting them in using the English language in public settings, these teaching methods may help students improve their level of proficiency in the language. They may also encourage innovation and the exploration of new approaches to solving problems or situations, the creation of scenarios in which students can apply newly acquired knowledge or find new applications for it, as well as a focus on memory and learning (Alkhaldi, Rababah, Al-Saidat, Rakhieh & Rababah; Salah et al., 2022). Along with helping students choose new habitats, teachers should also assist students in molding their environments, adapting to their surroundings, and changing themselves to better match them. It does not operate independently from any aspect of intelligence; rather, it blends assessment and high-quality instruction.

At the middle school level, reading was taught as a separate topic, but at the high school level, reading was integrated into other subjects, such as English, science, and history. Sternberg et al. (2014) studied middle and high school students to develop their reading skills. The second group (high school level) was taught using a traditional method that placed an emphasis on memory-based instructions, whereas the first group (middle school level) was taught using effective intelligence. The results of the study demonstrated that, whether the emphasis was on memory-based, analytical, creative, or practical thinking, pupils who were taught through effective intelligence outperformed those who were taught in a traditional manner in terms of vocabulary and reading comprehension.

The goal of Al-Zoubi (2019) study was to determine the connection between successful intelligence assessment and its application in education among private school instructors in Amman. 221 male and female teachers made up the sample. In addition to the educational practice scale for successful intelligence, which included four domains, including education for analytical, creative, reproduction, and practical intelligence, a list of successful intelligence assessment domains consisting of three domains—analytical, creative, and practical intelligence—was developed and put to use. The findings suggested that the sample had a high level of successful intelligence. Its level of application in education was average. As a result, the study found no statistically significant differences in successful intelligence due to gender or academic specialization; however, there were statistically significant differences in the study's practice of education, which were attributable to academic specialization in favor of scientific disciplines but not gender.

On a sample of 149 teachers, Al-Momani and Al-Saeeda (2018) identified effective intelligence and its relationship to the decision-making skill of teachers instructing exceptional pupils in Jordan's King Abdullah II Schools for Excellence. The measurement scale of effective intelligence developed by Abu Jadu and Al Natour (2022) was employed by the researchers to meet the study's goals. The findings showed that successful IQ levels were generally weak. The study also revealed a favorable, statistically significant correlation between successful intelligence abilities and decision-making skills, while also showing that the variable of educational experience had no statistically significant impact on successful intelligence and decision-making differences.

The goal of Zangour, Shateh, and Ibrahim (2020) research was to evaluate the efficacy of a teaching approach based on the notion of successful intelligence for developing deep understanding skills in secondary school pupils. 60 female students from the New Valley Governorate's first year of secondary school made up the study sample.

They were divided into two groups: an experimental group, which included 30 students exposed to a teaching model based on the theory of successful intelligence, and a control group, which included 30 students who studied conventionally. The data analysis for the study was done using a quasi-experimental approach. Student worksheets, a teacher's manual, and a test of deep understanding skills were the research resources and instruments employed. Both before and after the experiment, the tools were used. According to the study's findings, there was a statistically significant difference between the experimental group's post-application mean scores and those of the control group's students.

The goal of Aseri (2021) was to determine how a suggested training program based on the notion of effective intelligence affected secondary school mathematics teachers' ability to teach and develop higher-order thinking skills. An assessment of higher-order thinking skills, a training program based on the theory of effective intelligence, 14 teachers teaching the 12th grade, and a video camera to record the teacher's performance made up the study sample. The teachers' performance had previously been recorded, and the higher-order thinking abilities test was used. The training regimen was then put into practice for a total of 5 days, lasting an average of 4 hours each day. After the training was finished, a higher-order thinking skills test was used to record and analyze the teachers' performances. The findings indicated that the post-application of the higher-order thinking abilities test had a statistically significant positive effect. Additionally, a statistically significant influence in favor of post-teaching performance was revealed by the data. The study discovered that teachers with prior training had statistically significant differences in their favor at the level of = 0.05.

The current study aimed to analyze the extent to which English language teachers employ successful intelligence in their teaching of the English language. Specifically, it attempts to answer the following two questions:

1. To what extent do English language teachers in the city of Ma'an in Jordan employ successful intelligence in their teaching?
2. Are there differences in the ability of English language teachers' employment of successful intelligence in their teaching due to years of experience, gender, teaching classes, and educational level?

The successful employment of intelligence in teaching English in Jordan is one of the new topics that should be highlighted. The theory and its applications have proven to support analytical, creative, and practical education in various educational environments and disciplines. It is expected that this study will provide a theoretical framework that benefits teachers, supervisors, and administrations when it is applied more widely in the field of education. Also, it benefits researchers to expand the study of this subject and the study scale in new studies by linking other variables. One of the important aspects of the study is that it dealt with a category of teachers in the Ma'an region that, according to the researcher's knowledge, had not been addressed by previous studies. Nonetheless, the current study is determined by a set of limitations, the most important of which are: its subject, which deals with the successful employment of intelligence in teaching English; its sample and the method of obtaining the data; its time, place, and tool for collecting data; and the nature of the statistical analysis used.

1.1. Definition of Terms

- *Employing successful intelligence in teaching English*: In teaching the course and the numerous exercises, the English language teacher successfully employs intelligence skills like reproduction, analytical, creative, and practical skills (Palos & Maricutoiu, 2013). Procedure-wise, it refers to the results that the respondents garner from the study tool created for this reason.
- Reproduction-based teaching is a teaching strategy that emphasizes fundamental knowledge. Teachers encourage and assess students' memory by having them replicate specific pre-existing information, identifying what they have already learned, and confirming information that already exists (Palos & Maricutoiu, 2013).

- *Teaching based on analytical intelligence*: It is teaching in a way that leads to the development of students' analytical abilities and encourages them to analyze the information provided, explain the way things happen or work, make comparisons between situations or problems, estimate the value of information, analyze alternatives, and "break the whole into parts" (Palos & Maricutoiu, 2013). Procedurally, it is the degree that the respondents obtain by responding to items in the study tool prepared for this purpose.
- Teaching based on creative intelligence: The focus of the teaching activity is to enable the learner to use creative thinking, such as through word games or role-playing, to invent and explore new ways to solve different situations or problems, and to imagine scenarios where one can use the acquired knowledge or find new uses for it, doing things differently than most do. And sometimes it "challenges" the logic of things (Palos & Maricutoiu, 2013). It is known procedurally as the degree to which respondents obtain from responding to items in the study tool designed for this purpose.
- *Practical intelligence-based teaching*: This method encourages students to apply the information they receive in class to their daily activities, to check theoretical strategies, and to test what they know in practice (Sternberg, 2004). Procedurally, it is the degree that the respondents obtain by responding to items in the study tool prepared for this purpose.

2. METHODS

The descriptive method was used in this study due to its suitability for the purpose of the study.

2.1. The Sample and the Population of the Study

The study sample consisted of 123 male and female English language teachers from the city of Ma'an-Jordan who were chosen randomly. Table 1 presents the demographic characteristics of the study sample.

Table 1. The study sample distributed according to the variables (n=123).

Variable		Groups	No.
Years of experience	Less than 5	29	23.6%
	5- 10 years	45	36.6%
	More than 10 years	49	39.8%
	Total	123	100%
Gender	Male	38	30.9%
	Female	85	69.1%
	Total	123	100%
Educational level	BA	93	75.6%
	Postgraduate	30	24.4%
	Total	123	100%

2.2. Study Tool

The data used in this study was collected by using a questionnaire that has two parts: one for collecting demographic information and another for collecting data regarding teachers' preferences for teaching styles by adopting Palos and Maricutoiu (2013) "teaching for successful intelligence" scale. The scale enables the identification of teachers' preferences for teaching styles related to stimulating students' creative, analytical, practical, and productive abilities. It consists of 20 items distributed according to these four teaching patterns (meaning that five items are assigned to each pattern), and the responses to these items are counted according to the five-point Likert scale. This means that the scores of the respondents on the scale should range between 100 and 20, noting that the scale does not have negative items.

2.3. Scale Validity and Reliability

When the scale was given to a sample of 32 male and female teachers who were not part of the study sample, the internal consistency of the scale was checked, and the correlation coefficient between each of the scale's items and the overall score of the scale was calculated. The results are displayed in Table 2.

Table 2. The correlation coefficients between the items of the scale and the total score

Item	Correlation coefficients between items and scale	Item	Correlation coefficients between items and scale
1	0.77**	11	0.83**
2	0.82**	12	0.82**
3	0.75**	13	0.66**
4	0.80**	14	0.69**
5	0.75**	15	0.63**
6	0.85**	16	0.75**
7	0.77**	17	0.44**
8	0.60**	18	0.70**
9	0.77**	19	0.76**
10	0.80**	20	0.64**

Note: ** statistically significant.

The correlation coefficient between the mean of the domain scores and the total score was also calculated. The scores ranged between (0.84) and (0.93), which are considered statistically significant values at ($\alpha \leq 0.01$). Table 2 shows that there are strong correlations between the domains of the teaching scale for successful intelligence and the teaching methods to which they belong. There is also a strong correlation between teaching methods and the degree of TSI-Q and the degree as a whole, where the value of the correlations ranged between 0.44 and 0.85 for the items and 0.84 and 0.93 for the total degree. As a result, all are statistically significant at (0.01). As for the stability of the scale, it was calculated through the Cronbach's alpha equation and the split shift test. Table 3 displays the results of this analysis.

Table 3. Stability by Cronbach's alpha and split-half method.

Domain	No. of items	Cronbach alpha	Spearman brown split half	Guttmann Split-Half Coefficient
Creative teaching	5	0.83	0.83	0.79
Reproduction	5	0.82	0.75	0.77
Analytical teaching	5	0.78	0.65	0.72
Practical teaching	5	0.75	0.68	0.72
Total	20	0.90	0.83	0.86

Table 3 reveals that all the stability values range between (0.65 - 0.83) for the domains and (0.83 - 0.90) for the total degree, which are acceptable stability values.

2.4. The Statistical Standard for the Study Scale

The study scale was corrected using a five-point Likert scale, where each item is graded on a scale of very large, large, medium, few, and very few, and is represented numerically as (5, 4, 3, 2, 1) on the scale. The following equation has been used to divide the scale's values into three categories: The lower limit of choices 1–5 divided by 3 to get the upper limit equals 1.33.

- *First category*: less than or equal to (2.33) is low.
- *The second category*: greater than (2.33) and less than or equal to (3.67) is average.
- *The third category*: greater than or equal to (3.68) is indexed high.

T-test and one-way analysis of variance (ANOVA) (a statistical technique that separates the components of variation in a set of observations) were used to answer the study questions.

3. RESULTS AND DISCUSSION

The findings are presented according to the research questions as follows:

3.1. English Language Teachers' Employment of Successful Intelligence

To estimate to what extent the English language teachers in the city of Ma'an employ successful intelligence in their teaching, the means and standard deviations of the scale domains were extracted and arranged in descending order as shown in Table 4.

Table 4. Means and standard deviations of the scale domains arranged in descending order.

Types of successful intelligence	Means	SD	Level
Creative teaching	3.86	High	High
Reproduction	3.80	High	High
Analytical teaching	3.64	Average	Average
Practical teaching	3.35	Average	Average
Total	3.66	Average	Average

The results of the descriptive statistics in Table 4 indicate that the mean as a whole of the English language teachers' assessments for the successful employment of intelligence in their teaching was 3.66, at an average level for the domains. The domain of reproduction was ranked first with a mean of 3.86, at a high level; then the domain of analytical intelligence with a mean of 3.80, at a high level as well; followed by creative intelligence with a mean of 3.64, at a medium level; and finally, the solution domain of practical intelligence with a mean of 3.35, at an average level.

It is noted from Table 4 that the teaching of English in Jordan still focuses on teaching oriented to reproduction and analytical teaching. As for the two types, they focus on the mental processes represented in memorizing and remembering through the reproduction or formulation of knowledge after its representation. Education here also focuses more on memory and recall than on developing creative and practical skills. It appears that the Jordanian educational system and curriculum did not prioritize creative and practical abilities, and that teachers may not have received adequate training during their university studies or during their service with teaching based on creativity and practical teaching, which does not help students activate their abilities in the creative and practical fields. These results agree with Zbainos (2012) and Tan, Mourgues, Bolden, and Grigorenko (2014) findings, which aimed to study the abilities of successful analytical, practical, and creative intelligence in students and indicated that the level of analytical intelligence was higher compared to the level of creative and practical intelligence, which was lower. Nonetheless, the results did not agree with Alzubi and Attiat (2021) findings, which indicated that the level of successful intelligence was high, or with Palos and Maricutoiu (2013), which indicated that teaching practical intelligence came first, followed by analytical intelligence, creative intelligence, and finally, teaching based on reproduction. In the same vein, the results are also not in line with the Al-Momani and Al-Saeeda (2018) study, which indicated that the level of successful intelligence was weak.

3.2. Differences in the Ability of English Language Teachers' Employment of Successful Intelligence

To find out if there are differences in the ability of English language teachers to employ successful intelligence in their teaching according to the variables of years of experience, gender, and educational level, the one-way ANOVA test was used as shown in Table 5.

Table 5 indicates that there are no statistical differences at α = 0.05 in "teaching for successful intelligence" (TSI) attributable to teachers' years of experience. This result may be due to the fact that successful intelligence and its use in teaching is a new topic in the Jordanian schools, and it seems that teachers have not yet acquired much information about the nature and methods of this intelligence in teaching. As such, the educational system has continued to promote the idea of traditional teaching and its various practices. As for the gender of the teacher, the t-test for independent samples was used as shown in Table 6.

Table 5. One-way analysis of variance to test differences in successful intelligence according to years of experience (n=123).

TSI			Sum of squares	DF	M	F	Sig.
1	Creative teaching	Between groups	0.551	2	0.275	0.476	0.624
		Within groups	29.499	51	0.578		
		Total	30.050	53			
2	Reproductive teaching	Between groups	2.247	2	1.123	1.765	0.181
		Within groups	32.459	51	0.636		
		Total	34.706	53			
3	Analytical teaching	Between groups	0.902	2	0.451	0.740	0.482
		Within groups	31.066	51	0.609		
		Total	31.968	53			
4	Practical teaching	Between groups	2.109	2	1.054	2.171	0.124
		Within groups	24.766	51	0.486		
		Total	26.875	53			
Total		Between groups	1.169	2	0.585	1.291	0.284
		Within groups	23.085	51	0.453		
		Total	24.254	53			

Table 6. T-test results for independent samples in TSI-Q according to the gender variable of the teacher (n=123).

Type of teaching according to successful intelligence	Gender	No.	Mean	F. degree	T-value	Sig.
Creative teaching	Male	38	3.2526	121	4.570	0.00
	Female	85	4.0259	47.399		
Reproduction	Male	38	3.0895	121	5.403	0.00
	Female	85	3.9741	54.775		
Analytical teaching	Male	38	3.1842	121	3.912	0.00
	Female	85	3.8259	53.718		
Practical teaching	Male	38	3.4263	121	3.353	0.00
	Female	85	3.9035	55.797		
Total	Male	38	3.2382	121	4.828	0.00
	Female	85	3.9324	50.520		

According to the results presented in Table 6, there are statistical differences due (α = 0.05) in teaching regarding successful intelligence that are in favor of female teachers in all domains and in the total degree of teaching successful intelligence with the exception of creative teaching, where the differences are in favor of males. Intrinsically, this result is attributed to the nature of socialization in the Jordanian Arabic environment and the level of freedom granted to both genders. The result of this study differed with Stemler, Sternberg, Grigorenko, Jarvin, and Sharpes (2009); Ibrahim (2012) which did not show any differences attributed to gender. As for the educational level, the t-test was used for independent samples as shown in Table 7.

Based on the results presented in Table 7, the statistical significance of teachers' teaching methods for successful intelligence teaching was (α ≤ 0.05) which means that there were no statistically significant differences due to their "educational level." These results are attributed to the fact that teachers, regardless of their educational level, are all exposed to similar conditions and uniform administrative systems, instructions, curricula, and teaching methods. These results are in agreement with Palos and Maricutoiu (2013) and Alzubi and Attiat (2021) studies, which did not find differences due to the educational level of teachers.

Table 7. T-test results for independent samples in teaching for successful intelligence by educational level (n=123).

Type of teaching according to successful intelligence	Scientific level	No.	Mean	F- degree	S.	T-value	Sig.
Creative teaching	BA	93	3.7478	121	0.72498	0.950	0.34
	Postgraduate	30	3.9032	42.300	0.95341		
Reproduction	BA	93	3.6109	121	0.81866	2.061	0.04
	Postgraduate	30	3.9177	48.771	0.87802		
Analytical teaching	BA	93	3.5609	121	0.71790	1.409	0.16
	Postgraduate	30	3.8258	41.876	0.96020		
Practical teaching	BA	93	3.7152	121	0.56897	0.896	0.37
	Postgraduate	30	3.8774	37.481	0.95174		
Total	BA	93	3.6587	121	0.61656	1.366	0.18
	Postgraduate	30	3.8935	40.194	0.88776		

4. CONCLUSION AND RECOMMENDATIONS

After the emergence of international reports that indicated the weakness of English language teaching methods in Jordan, the need to employ modern teaching methods to develop teachers professionally has recently arisen. These techniques include those that stem from Sternberg (2004) theory of successful intelligence, including teaching strategies based on reproduction, analytical, creative, and practical intelligence. These methods of instruction may aid in raising students' proficiency in the English language by identifying their strengths and building upon them, assisting them in overcoming their weaknesses, and assisting them in using the language in social contexts. They may also involve coming up with novel solutions to problems or situations, exploring new approaches to existing ones, and imagining scenarios in which the learner might apply newly acquired knowledge or find new applications for it. The current study found that the Jordanian teachers in Ma'an tend to employ these methods at an average level. They, on the other hand, tended to focus a lot on methods that focus on memory, such as reproduction and analysis, but creative and practical intelligence still requires more attention. The limited interest in modern theories such as the theory of successful intelligence and its use in the field of English language teaching may reflect negatively on the reality of learning the language. In view of the results of the current study, the study recommends paying more attention to the issue of training teachers on teaching based on creativity and practical teaching because of the importance of these two types of instruction in teaching English. Besides, female teachers, as the differences were in favor of male teachers, should be given the opportunity to develop their abilities to teach in a creative way. Also, the study recommends conducting more studies that deal with teaching with successful intelligence in light of its relationship with other educational and psychological variables related to teachers, such as self-efficacy and teaching quality. The research environment still needs further studies that focus on the application of this theory in reality.

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