A Program Based on the Successful Intelligence Theory (SIT) for Developing EFL Communicative Competence skills and Reducing Academic Procrastination of Freshmen Students at the Faculty of Education

By

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ABSTRACT

This study is an attempt to examine the effect of a successful intelligence theory-based program to develop EFL communicative competence skills among freshmen students and reducing their academic procrastination. The Quasi-experimental Design with Pretest was used where two intact classes of first year English section students, Faculty of Education, Benha University were randomly assigned as a control group (n= 35) and experimental group (n=36). Instruments of the study included an EFL communicative competence skills test and academic procrastination scale. The participants were administered to a communicative competence skills test and an academic procrastination scale both before and after the treatment. For 20 sessions, participants in the experimental group were trained through the successful intelligence theory–based program to develop their EFL communicative competence skills and reducing their academic procrastination while those in the control group received their regular instruction. Results of the study indicated that the experimental group students who received the suggested program outperformed their control group peers; they showed high levels of communicative competence as well as low levels of academic procrastination compared to their control peers. Therefore, it could be concluded that the program that based on the successful intelligence theory has a significant effect on freshmen students at the English section, Faculty of Education. Recommendations for other foreign language instruction and suggestions for further research in this regard are provided.

Key words*: Successful Intelligence Theory(SIT), EFL Communicative Competence kills, Academic Procrastination ,Freshmen students.*

برنامج قائم على نظرية الذكاء الناجح لتنمية مهارات الكفاءة التواصلية فى اللغة الانجليزية كلغة أجنبية وتقليل التسويف الأكاديمي لدى طلاب الفرقة الاولى بكلية التربية

تهدف الدراسة الى بيان مدى فاعلية إستخدام برنامج قائم على نظرية الذكاء الناجح لتنمية مهارات الكفاءة التواصلية باللغة الانجليزية كلغة أجنبية لدي طلاب الفرقة الاولي شعبة اللغة الانجليزية بكلية التربية جامعة بنها وتقليل التسويف الأكاديمي لديهم. أستخدمت الباحثة المنهج شبه التجريبي والقياس القبلي والبعدي لعينة الدراسة من طلاب الفرقة الاولى شعبة اللغة الإنجليزية بكلية التربية جامعة بنها والتى تم اختيارهم عشوائياً وتقسيمهم الى مجموعتين: المجموعة الضابطة وبلغ عددها خمسة وثلاثون طالبا والمجموعة التجريبية وبلغ قوامها ستة وثلاثون طالبا. أشتملت أدوات الدراسة على اختبار لمهارات الكفاءة التواصلية للغة الإنجليزية كلغة أجنبية ومقياس التسويف الأكاديمي. تم أختبار المجموعتين فى مهارات الكفاءة التواصلية والتسويف الأكاديمي قبل المعالجة وبعد الأنتهاء من تطبيقها. تم تدريب المجموعة التجريبية على مدار عشرون جلسة من البرنامج لتنمية مهارات الكفاءة التواصلية وتقليل التسويف الأكاديمي ؛ بينما تلقى طلاب المجموعة الضابطة التدريس بالطريقة العادية . أشارت نتائج الدراسة إلى تفوق طلاب المجموعة التجريبية الذين تلقوا البرنامج المقترح على أقرانهم في المجموعة الضابطة.فقد أظهروا مستويات عالية من الكفاءة التواصلية بالإضافة إلى مستويات منخفضة من التسويف الاكاديمي مقارنة بأقرانهم في المجموعة الضابطة. وتؤكد هذه النتائج على مدى فاعلية البرنامج القائم على نظرية الذكاء الناجح لتنمية مهارات الكفاءة التواصلية باللغة الانجليزية كلغة اجنبية وتقليل التسويف الأكاديمي لدى طلاب الفرقة الاولى شعبة اللغة الإنجليزية بكلية التربية. تم تقديم توصيات لتعليم اللغة الأجنبية واقتراحات لمزيد من البحث في هذا الصدد.

الكلمات المفتاحية: نظرية الذكاء الناجح –مهارات الكفاءة التواصلية فى اللغة الإنجليزية كلغة أجنبية– التسويف الأكاديمي– طلاب الفرقة الاولى شعبة اللغة الانجليزية

1. Introduction

Language is a means of communication in everyday life. It is a communication system that includes written and sound symbols that individuals can use for writing or speaking. The communication as a complex process encompasses many components such as: Sender, encoding process, message, channel, the receiver, decoding process and feedback. The message is sent from a sender to a receiver, through a channel. That message is then decoded and given feedback, if transferred effectively. Communication involves high degree of creativity, predictability and involves authentic language. Therefore, in foreign languages instruction nowadays there has been a tendency to enhance communication in classrooms and using it in real life situations.

With the recent tendencies in language teaching approaches and methodology and the increase of Communicative Language Teaching (CLT) in 1970s, communicative competence has become the core objective for foreign language learning. Such competence should be echoed in language curricula and methodologies (Ahmed, & Pawar, 2018). The purpose of learning and teaching English is to develop students' communicative competence. Communicative Competence (CC) refers to an individual capacity to communicate properly and effectively with others. Communicative competence becomes more required in the teaching of foreign languages. CLT asserts the notion that learning a second language does not comprise only learning grammar, vocabulary and spelling different words correctly, but also the usage of previous knowledge in real situations and conversations (Brown ,2000).

In the same harmony, a psychological aspect that has been directly interrelated to the acquisition of EFL communicative competence skills of students' teachers is reducing their academic procrastination. Procrastination is deliberated as a behavior in which one absence accurate time management skills and suitable study techniques. Moreover, it can be seen as postponing responsibilities or important choices in an ordered routine as a part of a behavioral features (Schouwenburg, 2004). Scholars asserted that it negatively affected students' performance and their academic achievement. For example, Steel (2007) emphasized that procrastination fades confidence among apprentices along with their probability of finalizing academic tasks. In the same vein, Scher and Nelson (2002) mentioned that procrastination

produces anxiety and harmfully upsets attainment of objectives among apprentices.

The academic procrastination (AP) could be attributable to many internal or external aspects and is expected to be demonstrated in students' over concern with academic assessments of their competence in the target language (MacIntyre & Gardner, 1991). Similarly procrastination is a mutual barrier for language learning. Academic Procrastination is often characterized as a counter-productive custom of resolutely postponing action till the last minute despite being entirely conscious of the contrary results of such performance (Ackerman & Gross, 2005).

Correspondingly, EFL instructors should seek teaching and learning theories and approaches that enhance communicative competence in their classes. A learning theory that has been rooted to cultivate positive motivation and reduces academic procrastination in EFL classes is Successful Intelligence Theory (SIT).

The successful intelligenceTheory (SIT), also known as the triarchic theory of intelligence, was initiated by Robert J. Sternberg (1985). This theory concentrates on cognitive processes and where data is implied, kept and collective in order to resolve problems or react to difficult circumstances. Later, it is suggested that the accomplishment of cognitive competences necessitates human beings to have a stability of intelligence in its three constituents: "analytical, practical and creative capacities". His theory is based on the dispute that classroom evaluations based on a general intelligence theory overemphasis memory and analytical skills. According to his point of view, one requires skills beyond memory and analytical abilities. In a classroom context, the instructor necessities to confirm that scholars are properly and regularly enhancing their three capabilities.

Analytical abilities are used in analyses, evaluations, as they are essential in resolving and decision-making practices (Sternberg, 1988; Tigner and Tigner, 2000). Another component of the theory is practical intelligence. Practical intelligence is defined by the cognitive process, knowledge, and non-cognitive factors (Muammar, 2006). The last one is the creative intelligence that means one's ability to accomplish new solutions for innovative difficulties and circumstances. It is a vital cognitive capacity that can back distributing with the challenges of life.

It is the consequence of the cognitive, affective, behavioral, and circumstantial practices of an individual (Amabile, Barsade, Mueller, & Staw, 2005). Therefore, the current study attempted to apply a program based on successful intelligence theory for developing EFL communicative competence skills among freshmen students and reducing their academic procrastination.

1.1. Context of the Problem

Out of the study researcher's experience as a lecturer at the Faculty of Education, she detected that the majority of first year students enrolled in the English section encounter problems in EFL communicative competence skills and academic procrastination. Students face numerous problems in speaking and writing skills. As for speaking skill, they cannot speak fluently and have many mistakes and cannot use appropriate vocabulary to express their thoughts and ideas in the appropriate way. Concerning writing skill, they cannot use correct spelling for words and lack mechanics of language. Moreover, academic procrastination is highly prevalent among first year English section students at the Faculty of Education, Benha University. The researcher had an interview with the freshmen students, who mentioned that they have many reasons for academic procrastination such as: Poor study environment, uninteresting assignments; lack of clear directions or expectations; lack of communication and lack of willingness to submit the tasks or assignments. Accordingly, the scholars would become dispirited by the absence of improvement, causing a continuously reduced motivation to their academic success and resulting in lack of communicative competence and they became academic procrastinators.

Concerning the Egyptian context, English language programs do not offer students with probabilities to train EFL communicative competence skills in the communicative situations. Previous scholars such as Atteya,(2012) who designed a program based on the integrative grammar teaching to develop secondary school students' communicative competence and critical language awareness. While, Helwa (2013) designed a program that based on self-autonomy to develop students' teacher communicative competence skills. Tohamey (2016) used a communicative program to develop 3rd year English majors' cultural awareness and oral communicative competence. Mohamed (2020) used learning cycle strategy to develop preparatory school students' communicative competence. Further, Mekki (2021) designed a suggested

strategy based on successful intelligence to develop secondary school students' oral communicative competence and engagement. Recently, Fouad (2021) designed a debate-based program to develop students' teacher's communicative competence and self-efficacy.

To grasp the problem of the study, the researcher accomplished a pilot study on thirty students of first year enrolled in the English language section, Faculty of Education, Benha University. The pilot study consisted of an EFL communicative competence test adopted from Fouad (2021) (see appendix A) and EFL academic enablers' scale adopted from Lay (1986) (see appendix B). The test and the scale were administered to 30 first year English section students, Faculty of Education, Benha University during the first semester of the 2021/2022 academic year. First, the findings of the pilot study showed that the majority of the participants (85%) have a low level of EFL communicative competence skills, as most of students make grammatical mistakes in tenses .They are not confident to speak in English in front of others. Moreover, they cannot use the correct vocabulary to express their ideas and beliefs. Concerning the writing part of the test, there are a wide range of students have writing problems such as: Poor spelling, difficulty in elaborating on ideas, writing incomplete sentences, poor of writing mechanics and cohesion and coherence in writing.

Second, the academic procrastination scale aimed at detecting students who are academically procrastinators. Its items were rated on a 5-point Likert scale ranging from Strongly disagree (1) to Strongly agree (5). After analyzing the students' responses on the scale items. It has been indicated that the majority of the participants (84%) have marked as academically procrastinators. So the present study is an attempt to use a program based on successful intelligence theory to develop first year students' communicative competence and reducing their academic procrastination.

1.2. Statement of the problem

In spite of the importance of communicative competence skills , the first year students enrolled in English language section, Faculty of Education, Benha University, lack these skills , which prevent them to speak or write in an accurate way. That is why the present study tries to aid them developing their EFL communicative competence skills and reduce their academic procrastination through using a program based on the Successful Intelligence Theory.

1.3. Questions of the Study

In an attempt to overcome this problem, the present research tried to answer the subsequent questions:

1. What is the effectiveness of using a program based on Successful Intelligence theory for developing the freshmen students ' EFL communicative competence skills?

2. What is the effectiveness of using a program based on Successful Intelligence theory for reducing EFL freshmen students' academic procrastination?

1.4. Hypotheses of the Study:

In the light of the review of literature and related studies, the following four hypotheses are formulated:

1- There is a statistically significant difference between the mean score of the experimental and control groups of the overall EFL writing skills and sub-skills on the post- administration of EFL communicative competence skills test, in favour of the experimental group.

2- There is a statistically significant difference between the mean score of the experimental group in overall EFL writing skills and sub-skills on the pre and post administration of EFL communicative competence skills test, in favour of post-administration.

3- There is a statistically significant difference between the mean score of the experimental and control groups of the overall EFL speaking skills and sub-skills on the post administration of EFL communicative competence skills test, in favour of the experimental group.

4- There is a statistically significant difference between the mean score of the experimental group in overall EFL speaking skills and sub-skills on the pre and post-administration of EFL communicative competence skills test, in favour of post- administration.

5- There is a statistically significant difference between the mean score of the experimental and control groups of the overall EFL communicative competence skills test on the post-administration, in favour of the experimental group.

6- There is a statistically significant difference between the mean score of the experimental group in overall EFL communicative competence on pre and post administration, in favour of post-administration.

7- There is a statistically significant difference between the mean score of the experimental and control groups on the post administration of the academic procrastination scale, in favor of the control group.

8- There is a statistically significant difference between the mean score of the experimental on the pre and post administration of the academic procrastination scale, in favour of the pre-administration.

1.5 Delimitations of the Study:

The present study was restricted to:

1. Seventy one first year, English section students, Faculty of Education at Benha University.
2. Some EFL communicative competence skills (speaking and writing) required for first year, English section students at Faculty of Education.
3. The second semester of the academic year 2021/2022.

1.6 Instruments and Materials:

The researcher prepared and used the following instruments and materials:

1. EFL communicative competence skills checklist
2. EFL communicative competence tests (pre and post), with a rubric to assess the participants' performance.
3. The academic procrastination scale (Adopted from McCloskey & Scielzo, 2015).
4. A program based on the successful intelligence theory.

1.7 Significance of the study

The current study is significant for:

1. **Freshmen students**: it helps them develop some EFL communicative competence skills and reducing their academic procrastination.
2. **EFL instructors**: it affords them a program based on the successful intelligence theory to develop their students' EFL communicative competence skills and reduce their academic procrastination.
3. **Curriculum planners**: it sheds light on successful intelligence theory as an actual and proficient instructional theory.

1.8 Definition of Terms

EFL Communicative Competence Skills

Communicative competence skills are operationally defined as first year, English section students' abilities to express their ideas, thoughts, needs and points of views in either spoken or written interactive formats without any barriers.

Reducing Academic Procrastination:

Reducing academic procrastination is operationally defined as freshmen students' abilities to reduce their dilatory act on their academic tasks such as: preparing their assignments on time, being ready for tests and writing their term paper to achieve their academic success.

Successful Intelligence Theory (SIT):

Successful intelligence theory is defined in the current study as freshmen students 'abilities to make use of their analytical, creative and practical talents in written or spoken tasks to develop their communicative competence skills and reducing their academic procrastination.

2. Literature Review

2.1 EFL Communicative Competence Skills

Communicative competence (CC) presented firstly by Dell Hymes (1972); in terms of the sociocultural appropriateness of language utterances and provided a more overall practice of language rather than Chomsky whose definition was very constricted. Communicative competence as 'the socially proper use of language and the levels of language learning which allows manipulators to transfer their messages to others and understand others' message within social context"(Hymes,1972:283).The concept of communicative competence contains both knowledge of the language and the capacity to use it for real communicative purposes. Accordingly, practicing language is more vital than just knowing it and learners need to develop their communicative competence to increase communicative fluency even in written or spoken form within the ESL settings (Richard&Rogers,2001).

Canale and Swain (1980:30) defined communicative competence as a mixture of a fundamental system of knowledge and ability required for communication. This view granted with Hymes and others that communicative competence comprises numerous abilities. They offered a model includes four competencies under the concept of communicative competence: grammatical competence; sociolinguistic competence;

discourse competence and strategic competence. They claimed that effective measure of language ability needs to include these four components. Other scholars such as Spitzberg (1988:68) defined it as "the ability to interact well with others". He asserted that it includes some components such as, simplicity, plainness, consistency, proficiency, efficacy and relevance". Additionally, when scholars have communicative competence, they can share what has been educated in the schoolroom to the actual and outdoor setting (Johnson, 1995).

Developing communicative competence is one of the core objectives of teaching English as a foreign language to enable learners to communicate in an effective way (Akpur, 2017&Fouad, 2021).The design of the classroom activities is very important to boost students' communicative competence. The educator has a central role as a coordinator of activities. He should define his students' needs that enable them to participate efficiently within social context. Moreover, he should monitor and inspires his apprentices to practice communicative competence indoors and outdoors (Savignon, 1983).There are some activities that they can use to boost their development in communicative competence such as: Accuracy versus fluency activities; mechanical and communicative practice; task-completion activities; information-gathering and role-playing activities.

Moreover, pair and group work boosts students to practice communicative competence (Lee, Park, & Hwang, 2015).Teacher and student interaction is another trait that can be used to develop communicative competence. As instructor should play as a facilitator to create an atmosphere of motivation and enthusiasm (Wang&Castro,2010). In the same vein, researchers such as Hussein, & Elttayef, (2017) aimed to investigate the effect of using authentic materials on developing Undergraduate EFL students' communicative competence. The results showed that learners who studied authentic materials accomplished better on the communicative aspects of English post-test than those who did not and the authentic materials were supportive tools for enhancing communicative competence

Simulation and role play activities are very vital to enhance EFL students' communicative competence skills. Scholars such as, Ampatuan and Sanjose (2016) used role-play as an approach for developing students' communicative competence. Using such activities offers scholars with chances to express themselves and build their self-

confidence as well. Nfor (2018) used mime drama techniques to develop participants' communicative competence skills. The study examined the profits and encounters of experimental CLT in a Japanese university EFL oral communication class and accomplishes that conveying students' 'out-of-school' literacy practices from outside the context of official education into the EFL classroom grants their speculation in classroom language practices, secures student engagement, and achieved a significant development in communicative competence.

Yavuz, (2017) aimed to develop some CEFR-based speaking practices for the B1 level Turkish EFL university students to enhance their communicative competence. The researcher designed a Needs Analysis Questionnaire that helped him to identify which of the subjects to select for the training process. The results indicated that the treatment process with the CEFR-based practices improve students' communicative competence and stimulated their active involvement. Kyeong-Ouk Jeong (2018) used multimedia-assisted language instruction to enhance learners' communicative competence. The result of this study revealed that authentic multimodal English language learning materials served as motivating factors to improve EFL learners' communicative competence.

Lately, Chaya and Inpin, (2020) examined the effects of Movie-Based Mobile Learning(MBML)instruction in enhancing Thai EFL university students' communicative competence. The results revealed that (MBML) enhance students' Communicative Competence and their positive attitudes. Recently, Chen, Dewaele, Zhang, (2022) explored the effects of teachers and teaching styles (TTS) on Willingness to communicate in foreign language.Results indicated that the variation in teaching styles and student to teacher interaction can develop students' communicative competence and encourages them to be dynamic inhabitants of the worldwide.

Thus, in light of reviewing studies that dealt with communicative competence skill, it can be concluded that it has become a major target for foreign language learning and its models have been developed to include several traits of language such as linguistic, sociolinguistic, pragmatic, and strategic language skills. Thus, developing communicative competence enables learners to become more mindful communicators and higher self-monitor of their academic achievement.

Moreover, it encourages them to achieve academic success in language skills and aspects and reduce their academic procrastination.

2.2 Academic Procrastination

The most accepted definition used for academic procrastination is "intentionally postponing or submitting work that must be finished" (Schraw, Wadkins, &Olafson, 2007). Moreover, it comprises scholars intentionally postponing their academic obligations and rejecting to work on its accomplishment till the last minute when they face a discriminating sense of anxiety and determination (Karatas,2015).Procrastinators are passive or active ones. Passive procrastinators are persons who postpone or avoid completing a task without intending to do so in the first place. Active procrastinators conversely are procrastinators who delay their tasks deliberately as they can work better if placed under stress (Cao, 2012).

Procrastination reduces the self-efficiency of scholars, adversely affects their achievement, and can fade their capacity to accomplish course assignments while some scholars are affected more than others in these areas (Wilkinson & Sherman, 1991). According to Ferrari and Díaz-Morales (2014), there are three characteristics of the academic procrastinator. The first main feature is that they delay in beginning or finishing an assignment. The second main feature is that they are late in doing assignments. The last main feature is that they have confused time between arrangement and certainty. Procrastinator usually makes planning to do an assignment but when the time comes the procrastinator does not do it.

There are some scholars who aim to reduce academic procrastination in EFL learning context. Bekleyen (2017) investigated 313 freshmen studying English at university in their first year. The relationship among academic procrastination and self-reported motivation of the students was examined. The results indicated a negative correlation between motivation and academic procrastination. Asio, (2020) analyzed the relationship between academic procrastination and academic performance of freshmen students. Results showed that the respondents procrastinate in their academic activities.

Moreover, Miswanto, (2020) aimed to describe the contribution of academic procrastination to student achievement. The research findings show that: (a) the academic procrastination, student learning achievement is in the medium category (b) there is a significant negative

contribution of academic procrastination to student achievement. Lately, Alih & Alvarez, (2021) aimed to determine the effect of procrastination on the learning productivity, to discover the factors that cause procrastination. The findings recommended that students must set limits to be more dynamic and should remove disturbance when doing assignments.

Thus, in light of reviewing studies that dealt with academic procrastination, it can be determined that, it negatively affects students' performance. It fails self-confidence among apprentices as well as their expectation of finalizing a tasks and achieving the academic success in EFL context. Therefore, the present study researcher designed a program based on the Successful intelligence theory (SIT) to reduce academic procrastination among EFL freshmen students.

2.3 The successful intelligence Theory (SIT)

Successful intelligence theory implies a balance in using analytical, creative and practical capacities (Sternberg and Grigorenko, 2004; Sternberg, 2008). The objective of teaching for analytical skills is encouraging learners to ask questions and to work to find answers for them. Therefore, teachers are demanded to enthuse their students to pose questions as fundamental starting point about whatever topic they shall tackle and helping them students in choosing the needed resources and determining the required time for concluding the assigned tasks. Finally the teacher is required to make evaluation by directly asking learners to discover and mention their own strengths and drawbacks of their work and evaluating the work of their colleagues reciprocally (Hedlund; Antonkis, Sternberg, 2002).

Practical abilities are appealed when individual relates the constituents to experience to shape and select environments (Sternberg, 1999). In order to inspire students' practical intelligence teachers should encourage them to control their desires by gratifying them when they do so .Teachers should try to develop a commitment mentality in the students and help the students to discover their mistakes in order to correct them. Scholars should fix sub goals on long term projects so as to evade procrastination. Instructors can help students continue in their work till they have done their preeminent and identify the accurate situation appropriate to them (Zadeh; Abedi; Yousefi & Aghababaei,2014).

Instructors should encourage creative intelligence capabilities through helping apprentices in picking their own preferred topics for studying, solving problems and giving them the chance to re-choose an alternative when they discover that they were mistaken in their selections. Questioning should be made a part of the regular classroom exchange. The most effective and successful method for developing students' creativity is presenting a creative modeling demonstrating how creativity actually works (Howard; Mc Gee &Namsoo, 2001).

There are six core principles of teaching for successful intelligence theory acknowledged by Sternberg (1998). These principles must be followed in all instruction and assessment that monitored Successful intelligence. The first one focused on the objective of education is the creation of expertise through a well and flexibly organized knowledge base. The second principle focused on the integration of the analytical, creative, and practical thinking. The third one required assessment to involve analytical, creative, and practical components. The fourth one indicated that the instruction and evaluation should permit scholars to recognize and benefit from their strengths. The fourth principle required students to identify, correct, and compensate for weaknesses. The fifth one focused on the principles of the environment as learners should familiarize the environment, adjustment the environment to suit them and lastly to select a new appropriate one. The last principle is that good instruction and assessment assimilate all of the elements of intelligence.

This modern trend in teaching depends on the idea that teachers cannot teach everything therefore; it is better to train their students to be active learners and teach themselves. There are a lot of scholars who used the successful intelligence theory for developing the EFL skills (Listening, speaking, reading and writing).Mohamed, (2018) designed a program based on successful intelligence theory to enhance EFL creative writing skills and motivation of secondary scholars. A creative writing test and a creative writing scale were developed and validated. The results revealed that there were statistically significant difference between the mean scores of the experimental and control group in favor of the experimental one. Thus, the successful intelligence theory was effective in enhancing creative writing skills and motivation among secondary scholars.

Mahmoud (2020) designed a program that based on the successful intelligence theory for developing EFL speaking skills and academic enablers among prospective teachers. The researcher used a one-group pre-post quasi experimental design. The participants were fourth year prospective teachers at the faculty of Education, Arish University. The results indicated that the program was effective in developing EFL speaking skills and academic enablers among the study sample. Salas Vásquez;Ocaña Fernández, Nieto Gamboa, Alarcón Diaz, Luy Montejo and Núñez Lira, (2020) aimed to use the successful intelligence theory for developing the high school students' communication skills according to the social standards of their context. The results showed the effectiveness of (SIT) in developing students' communication skills.

Lately, Kamkar; Dortaj; Saedipour; Delavar and Borjali (2021) investigated the effectiveness of successful intelligence theory for increasing fluid reasoning and verbal comprehension of seventh grade students. The statistical population consisted of all seventh grade students in Holeilan city in the academic year of 2019-20. There was a significant difference between the experimental and control groups in terms of fluid reasoning and verbal comprehension in favor of the experimental group. Thus, successful intelligence components training program was effective training method to enhance fluid reasoning and verbal comprehension among the study sample. Mekki ,(2021) investigated the effect of using a successful intelligence based program for enhancing EFL preparatory school pupils oral communicative competence and engagement. The results revealed a significant improvement in the learners' overall oral communicative competence and engagement. The researcher recommended incorporating the successful intelligence theory in the EFL curricula and instruction.

Recentely, Moustafa, Mahmoud and Hassan, (2022) aimed to evaluate preparatory school gifted EFL students' mastery of critical reading skills. The design of the study is the analytical evaluative approach. The study group was tested to examine the preparatory school gifted EFL students' mastery of critical reading skills. The results of the study revealed the low level of the second prep-year gifted EFL students in the critical reading skills and recommended to use innovative approaches and theories to improve critical reading skills among EFL gifted students such as the successful intelligence theory.

Reviewing previous studies on successful intelligence theory have ensured that this theory is necessary for enhancing EFL skills among students and boosts their ambitions and determination and reduce their academic procrastination. As a result, the present study researcher designed a program that based on the successful intelligence theory for developing EFL communicative competence skills of freshmen students and reducing their academic procrastination.

3- Method of the study

This section of the research sheds the light on the research methodology that has been followed in examining the effectiveness of a program that based on successful intelligence theory in developing EFL communicative competence skills and reducing academic procrastination among first year English language section, Faculty of Education, Benha university. The methodology comprises the following points:

1) Participants of the study

The participants of the present study consisted of 71 first year English language section students at Faculty of Education, Benha University during the second semester of the academic year 2021-2022. They were distributed into two groups; an experimental group (N=36) and a control group (N= 35) as shown in table (1). The experimental group was taught by using the program that based on the successful intelligence theory, while the control group was taught by the traditional instruction.

Table (1) The participants of the study

Group	Control	Experimental	Total
Pre	35	36	**71**
Post	35	36	**71**

Homogeneity of the groups:

To ensure that both groups were the same in the EFL communicative competence skills and academic procrastination, EFL communicative competence skills test and academic procrastination scale were applied to the control group and the experimental group before implementing the treatment. Mean, standard deviation and "t" value of the two groups were computed.

Table (2): t-value and Level of Significance in the Pre-administration of EFL communicative competence skills test between the control group and the experimental group

Main skills	Sub-skills	Group	No.	Mean	Std. Deviation	t-value	DF	α Sig
Writing skills	1	Experimental	36	1.53	0.65	0.483	69	0.631
		Control	35	1.60	0.60			
	2	Experimental	36	1.39	0.55	1.072	69	0.287
		Control	35	1.54	0.66			
	3	Experimental	36	1.50	0.56	0.308	69	0.759
		Control	35	1.54	0.61			
	4	Experimental	36	1.39	0.55	0.495	69	0.622
		Control	35	1.46	0.61			
	5	Experimental	1.30	1.42	0.50	0.521	69	0.604
		Control	1.33	1.49	0.61			
The overall Writing		Experimental	36	7.22	1.53	1.245	69	0.217
		Control	35	7.63	1.19			
Speaking skills	1	Experimental	36	4.78	1.22	0.616	69	0.540
		Control	35	4.97	1.42			
	2	Experimental	36	3.22	1.02	0.147	69	0.883
		Control	35	3.26	0.98			
	3	Experimental	36	3.22	0.93	0.357	69	0.722
		Control	35	3.14	0.94			
	4	Experimental	36	3.11	0.92	0.751	69	0.455
		Control	30	2.94	0.97			
The overall Speaking		Experimental	36	14.33	2.09	0.037	69	0.970
		Control	35	14.31	2.22			
The overall communicative competence test		Experimental	36	21.56	2.29	0.670	69	0.505
		Control	35	21.94	2.58			

Table (2) indicates that there is no significant difference between the mean scores of the control and experimental groups on the overall EFL communicative competence skills and its parts(speaking and writing) pre-test, where "t" value for the writing part is (0.1.245) and "t" value for the speaking part is (0.037) which is not significant at (0.05) level of significance. This means that the two groups are equivalent in their EFL communicative competence skills.

Also, to make sure that both groups were equivalent in EFL academic procrastination, EFL academic procrastination' scale was administered to the two groups before implementing the treatment. Mean, standard deviation and "t" value of the two groups were assessed.

Table (3): **t-value and Level of Significance in the Pre-administration of academic procrastination scale between the control group and the experimental group**

Academic Procrastination scale	Group	No.	Mean	Std. Deviation	t-value	DF	A Sig
	Experimental	36	76.83	4.18	1.098	69	0.276
	Control	35	75.63	5.04			

Table (2) shows that there is no significant difference between the mean scores of the control and experimental groups on the EFL academic procrastination pre- administration, where "t" value is (1.098), which is not significant at (0.05) level of significance. This means that the two groups are equivalent in their EFL academic procrastination.
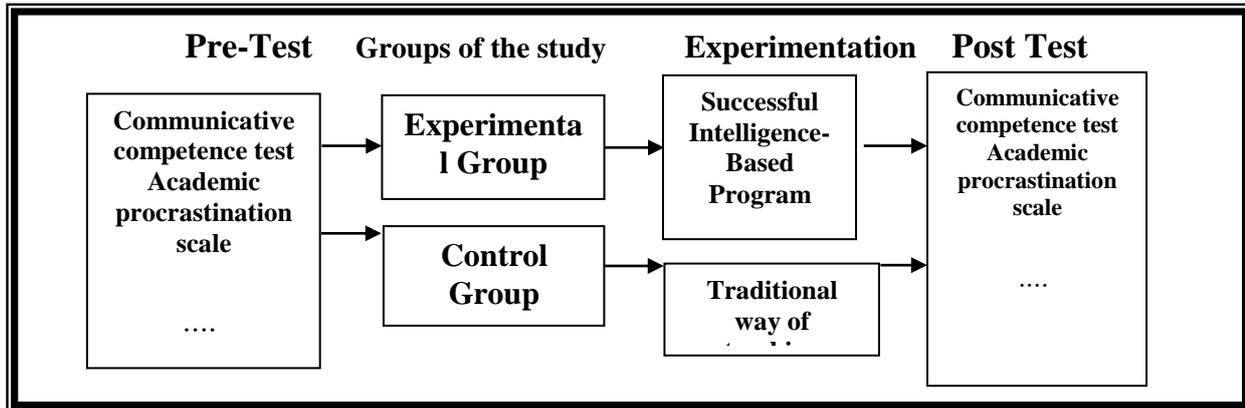
Tables (2) and (3) clarify that no statistically significant difference was found between the two groups in the pre-administration of the communicative competence test and the academic procrastination scale. Accordingly, it was ensured that both groups were equivalent in their entry level of communicative competence skills and academic procrastination levels before the experimental treatment.

2) Design of the study

The present study is mainly quantitative and qualitative. Its design is quasi-experimental which is based on manipulating the independent variable and measuring its effectiveness on the dependent variable (Torchin, 2003:29). The descriptive approach was used to identify the important EFL communicative competence skills adequate for first year, English section students at Faculty of Education, Benha University, in light of the comprehensive literature review. A pre- post control group design was used. The two groups were tested before and after the treatment. In addition, the quasi-experimental design was applied to find out the impact of a program based on successful intelligence theory for developing EFL communicative competence skills and reducing

academic procrastination among first year English language section students at Faculty of Education, Benha University.

Figure (1): The experimental design of the study

Pre-Test	Groups of the study	Experimentation	Post Test
Communicative competence test Academic procrastination scale	**Experimental Group**	**Successful Intelligence-Based Program**	**Communicative competence test Academic procrastination scale** ....
	Control Group	**Traditional way of**	

3) Instruments of the study

This study aimed at using a program based on successful intelligence theory for developing EFL communicative competence skills and reducing academic procrastination among first year English language section students at Faculty of Education, Benha University. The following instruments and materials were developed by the present study researcher to fulfill the purpose of the study:

    A.   An EFL communicative competence checklist.
    B.   An EFL pre-post communicative competence skills test and a rubric to correct it.
    C.   An EFL academic procrastination scale.
    D.   A successful intelligence theory- based program

A-The EFL Communicative Competence Skills Checklist

    First, the researcher reviewed: a) recent literature about EFL communicative competenceskill(Bagaric,2007;Bailey,2005;Browker,2007;Canale,1983; CEFR,2001;Foreningen,2011;Hadley,2001;Ham&Heasley,2006;Harmer, 2004;Huot,2004;Luoma,2003;Savignon,1983).At the beginning, the researcher prepared an EFL speaking checklist that consisted of four speaking skills and nine speaking sub-skills. Then, an EFL writing

checklist was prepared that included five writing skills and five writing sub-skills. The two initial checklists were presented to a panel of jury members to identify the appropriateness of the chosen EFL communicative competence skills for first-year English section students at the Faculty of Education. The reviewers have approved all the skills and sub-skills yet; they highly recommended that both speaking and writing skills should be integrated in one checklist and one test. Therefore, the EFL communicative competence skills checklist was set in its final form that consisted of nine main skills along with fourteen sub-skills **(Appendix C).**

B- EFL Communicative Competence Skills Test :(pre-post test)

After reviewing literature and setting the checklist in its final form, the researcher has prepared the EFL communicative competence skills Test with a rating rubric to assess participants' EFL communicative competence skills. The test consisted of two parts. The first part was prepared to measure the participants' EFL speaking skills, while the second part was devoted for measuring their EFL writing skills. Seventy marks were divided among the fourteen EFL communicative competence skills. The test was designed to measure the following skills: (**See Appendix. D**)

Table (4): Specification of the EFL Communicative Competence skills test

Part	Skill	Qs	Measured skill	Mark
Part one speaking test	Lexical range coherence:	One	-Use clear and relevant vocabulary items to various situations	5
			-Choose the most appropriate and relevant expressions, idioms ,phrasal verbs and cohesive devices	5
			-Utilize some complex sentence forms.	5
	Accuracy	Two	- Use grammatically correct structures.	5
			-Utilize different types of structures.	5

Part	Skill	Qs	Measured skill	Mark
	Fluency	**Three**	- Speak without making long pauses and repetition. - Produce stretches of language.	**5** **5**
	Interaction	**Four**	- Help the discussion along on familiar ground confirming comprehension inviting others - Take turn when appropriate and end conversation when needed.	**5** **5**
Part two writing test	**Organization**	**Two**	- Write a clear detailed text	**5**
	Coherence	**One**	-Write an essay or report which improves an argument analytically with suitable points of supporting details	**5**
	Mechanics	**one**	-Write a clear text without any grammatical mistakes.	**5**
	Development and language use	**Two**	-Write an essay, report- passing on information for giving details in support of or against a particular point of view.	**5**
	Cohesion	**Two**	-Synthesize information and argument from a number of sources.	**5**
			Total mark: 70	

-Validity of EFL Communicative competence test:
A-Face validity of the Communicative competence test:

The test was submitted to a panel of jury members in EFL curricula and instruction (7) to determine its face validity (**see appendix G**).They were asked to express their opinions concerning the following points: clarity of the test instructions, suitability of the test to the students' level and clarity of the test questions. The jury members reported the relevance of the test items to the skills to be measured. Appropriateness of the test to students' academic level was reported.

Simplicity of the test instructions and questions and representation of the targeted skills were also recounted.

B-The internal consistency validity of the EFL communicative competence test:

To estimate the internal consistency validity of the EFL communicative competence test, the internal consistency was calculated through two ways:

-Computing the internal consistency between the total score for each dimension of the two parts of the test and the total score of the whole test

- Calculating the Pearson Correlation coefficient. The correlation coefficient and the significance level are presented in the following table.

Table (5) Values of the Correlational Validity Coefficients for the sub-Skills Targeted by communicative competence test and its main skills (N = 30)

Writing sub- Skills				
Skills	Organization	coherence	Mechanics	Development and langauge use	Cohesion
Correlation	0.822**	0.880**	0.787**	0.808**	0.822**

Speaking sub-Skills				
Skills	Lexical and range coherence		Accuracy	Fluency	Interaction
Correlation	0.637**		0.550**	0.590**	0.770**
Whole speaking skills			0.893**	Whole writing skills	0.905**

**. Correlation is significant at the 0.01 level

According to table(5), the correlation coefficient for each dimension of the two parts of the test and the total score of the whole test was statistically significant at (0.01).This indicates that the EFL communicative competence test was a valid instrument regarding its internal consistency and all its items were prepared to achieve its chief purpose.

- Reliability of the EFL communicative competence Skills Test:

For approximating the reliability of The EFL communicative competence skills test, the researcher used the test-retest method by

applying the Statistical Package for Social Sciences (SPSS) Software, version (18). The test was administered to a random sample of first year English language section students at Faculty of Education, Benha University, (n=30). The test was administered again to the same group after two weeks. The Pearson correlation coefficient between the two administrations in each aspect of the test as well as the test as a whole is presented in table (6).

Table(6):Reliability of the EFL communicative competence test (N=30)

Skills		Correlation
Writing Skills	Organization	0.889**
	Coherence	0.902**
	Mechanics	0.875**
	Development and language use	0.824**
	Cohesion	0.935**
Writing Skills		**0.948**
Speaking Skills	Lexical and range coherence	0.917**
	Accuracy	0.924**
	Fluency	0.887**
	Interaction	0.904**
Speaking Skills		**0.937**
The whole communicative competence		**0.958**

**. Correlation is significant at the 0.01 level

Accordingly, as the previous table shows, the values of the correlation coefficients are high and all of them are significant at (0.01). This means that the test is highly reliable.

Scoring and piloting the EFL Communicative competence Test:

The rating rubric has been prepared to ensure the objectivity of scoring the test. It was applied to assess first year English section students' EFL communicative competence skills. It involved the skills distributed through the EFL communicative competence skills test. The sub-skills were scored on basis of the five-point Likert scale from "5" to "1". "5" represented the highest level and "1" represented the lowest level (**Appendix E**). The test was administered to thirty students, other

than the study participants by the end of the first semester of the 2021/2022 academic year to determine the clarity of the test instructions, ; suitability of the test to the students' level, and duration of the test. The time of the test was measured by the following equation:

$$\text{Test time} = \frac{\text{The sum of the minutes consumed by each student}}{\text{The total number of students}}$$

Test time =   68 minutes

B - EFL Academic Procrastination Scale:
-Aim and description of the EFL academic procrastination scale:

The current study researcher adopted (McCloskey&Scielzo,2015) scale of academic procrastination to measure EFL academic procrastination among first year students enrolled in English section at Faculty of Education, Benha University, Egypt (**see appendix F**). It was used as a pre-posttest (applied before and after implementing the program). The scale consists of (20) items with five options for each item. The options were: Strongly agree, Agree, neutral, Disagree and Strongly disagree. Score allotted to the responses were 1, 2, 3,4 and 5. This scale required students to rate their EFL academic procrastination. There is no right answer for any statement. The best answer is what they see. Items are statements to which students' responses are (1= Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree,5 = Strongly agree).

The EFL academic procrastination scale was administered to all 71 participants before and after the treatment in order to track changes in students' academic procrastination.
The Validity of the EFL Academic procrastination Scale:
-Face validity of the Academic Procrastination Scale:

To estimate the academic procrastination scale validity, the clarity of items and the suitability of the scale items to the students' level and background, the scale was submitted to seven Jury members. Some modifications to some items that not related to students have been changed. The jury affiliates emphasized that the scale items were valid.
- Internal consistency validity of the Academic Procrastination Scale:

The internal consistency of the academic procrastination scale was determined by calculating the consistency between the total score of each item of the scale and the total score of the scale as a whole. It was

measured by using the Pearson Correlation Coefficient. The correlation coefficient and the significance level are presented in table (7) as follows:

Table(7): The Correlation between the score of each item in the Academic procrastination scale and the total score of the whole scale

Ite	Correla	Ite	Correla	Ite	Correla	Ite	Correla
1	0.689**	6	0.460*	11	0.710**	16	0.653**
2	0.613**	7	0.506**	12	0.741**	17	0.532**
3	0.718**	8	0.469**	13	0.628**	18	0.582**
4	0.488**	9	0.598**	14	0.675**	19	0.507**
5	0.430*	10	0.443*	15	0.592**	20	0.406*

*. Correlation is significant at the 0.05 level $\&$ **. Correlation is significant at the 0.01 level

The Reliability of The academic procrastination Scale:

The scale was piloted on a random sample of first year, English language section, Faculty of Education, Benha University (n= 30) during the second semester of the academic year (2021-2022). Then, the scale was re-administered to the same group after two weeks. The Pearson correlation coefficient between the two administrations was (0.916) which is statistically significant at 0.01, through applying the Statistical Package for Social Sciences (SPSS) Software, version (18). This entails that the scale is reliable.

Experimentation
Pre-administration

After drawing the participants of the study, the EFL communicative competence skills and the academic procrastination scale were pre-administered to them on February 22 nd, 2022 at Faculty of Education, Benha University.

Experimentation

The program based on the successful intelligence theory was applied to the participants of the experimental group to develop their EFL communicative competence skills and reduce their academic procrastination. The experimental treatment took place within the practical hours of the active teaching strategies course delivered for first year, English language section students at the Faculty of Education, Benha University. The first session of the experimentation was a sixty minutes orientation and introductory session that aimed to familiarize the participants with EFL communicative competence skills and academic

procrastination. The other sessions of the experiment were devoted to teaching the participants through the successful intelligence-based program. The experiment lasted for approximately eight weeks.

The program focused on developing some EFL communicative competence skills based on the three abilities of the successful intelligence theory (analytical, creative, practical abilities). The program consisted of 20 sessions that were based on analytical, creative, practical abilities. Each session of the program 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 course for developing some EFL communicative competence skills and reducing academic procrastination of freshmen students at the Faculty of Education, Benha University.

Gradually, a change was noticed in the freshmen students' beliefs about the importance of EFL communicative competence skills and the necessary to reduce their academic procrastination to achieve success in all their academic tasks, and they became more enthusiastic to practice extra-curricular activities. Each session of the program was devoted to develop one or two EFL communicative competence sub-skills and reducing their academic procrastination.

Post administration

After implementing the program based on the successful intelligence theory, Post administration of the study instruments took place on April 26, 2022.

C-A Successful Intelligence Theory- Based Program (SITBP)

The Successful Intelligence Theory-Based program was designed to develop EFL communicative competence skills and reducing academic procrastination of first year students enrolled in English language section at Benha Faculty of Education and providing them with some theoretical and practical activities about EFL communicative competence skills and dimensions of EFL academic procrastination and how to practice them to the mastery level of obtaining them (**See Appendix H)**

a- Objectives of the program

The Successful Intelligence Theory -Based program was developed to enhance EFL communicative competence skills and reducing academic procrastination of freshmen students of English language section, Faculty of Education at Benha University.

The researcher used variety of activities, assignments and tasks through the sessions to enable the participants complete the program objectives. By the end of the program, students will be able to:

- Identify the significance of the Successful Intelligence Theory - based program in common and in language learning in particular.
- Attain the prominence of EFL communicative competence skills and the necessity of reducing the academic procrastination to them as English language learners.
- Improve some EFL speaking sub-skills
- Improve some EFL writing sub-skills.
- Reduce freshmen students' academic procrastination by actively promoting students' independence and interest through the program materials and practices.
- Create a stimulating and entertaining setting by breaking the boredom of classroom techniques through a successful-intelligence theory-based program.

b- Content of the Program

The program included various activities that based on the successful intelligence theory to enhance the freshmen students EFL communicative competence skills and reducing their academic procrastination. The program was adapted from various sources such as related studies and books such as the following:

1-	Amin (2007)	6-	Sousa (2006)
2-	Bailey (2005)	7-	Sternberg (1985)
3-	Brown (2000)	8-	Sternberg(2002)
4-	Celce&Murcia(2001)	9-	Sternberg&Grigorenko (2004)
5-	Foreningen (2011)		

C- Description and Framework of the program

The program consisted of 20 sessions. The initial session was orientation sessions about the analytical, practical and creative activities used in the program and the sub-skills of EFL communicative competence skills and the dimensions of academic procrastination and how to reduce it among the participants of the study. The followed sessions were instructional ones through which the EFL communicative competence skills and sub-skills were practiced. Moreover, there were

two sessions for revision (speaking and writing skills as a whole). Each one of the revision sessions was practiced and presented after the final practice of its skill, as a kind of formative assessment for the program. **(See Appendix H).**

Table 8. The Successful Intelligence Theory -Based Program Framework

Session	Objectives
Session One Pre-test	*Pre-test of EFL communicative competence skills test and academic procrastination scale*
Session two Goal Setting & Introduction	-Know what is meant by the successful intelligence-based program and its strategies, objectives, foundations and why it is vital for them.
Session three Goals Setting& Introduction (2)	- Identify the prominence of EFL communicative competence skills (Speaking and writing). -Identify the importance of reducing their academic procrastination dimensions to achieve their academic success in language skills.
Session four (speaking) Lexical and range(1)	- Use clear and relevant vocabulary items to various situations - Choose the most appropriate and relevant expressions, idioms ,phrasal verbs and cohesive devices
Session Five(speaking) Lexical and range(2	-Utilize some complex sentence forms. -Apply numerous tasks and activities related to reducing academic procrastination dimensions
Session six (speaking) Accuracy(1)	- Use grammatically correct structures.
Session Seven (speaking) Accuracy(2)	-Utilize different types of structures.
Session eight (speaking) fluency(1	-Speak without making long pauses and repetition.
Session nine (speaking) fluency(2)	-Produce stretches of language.
Session ten (speaking) Interaction(1)	-Help the discussion along on acquainted ground verifying comprehension inviting others.

Session	Objectives
Session eleven (speaking) Interaction(2)	-Take turns when appropriate and end conversation when needed.
Session twelve (Revision of Speaking skill)	-Revision session on speaking skills
Session thirteen Writing(organization)	-Write a clear detailed text
Session fourteen Writing(coherence)	-Write an essay or report which develops an argument systematically with appropriate points of supporting details
Session Fifteen Writing(mechanics)	-Write a clear text without any grammatical mistakes.
Session Sixteen Writing(development and language use)	-Write an essay, report- passing on information for giving reasons in support of or against a particular point of view.
Session Seventeen(writing cohesion)	-Synthesize information and argument from a number of sources in a written form.
Session eighteen(revision of writing)	-Revision on the whole writing skills.
Session twenty(Post-Test)	-Post- test of EFL communicative competence skills and academic procrastination scale

D- Principles of the Successful Intelligence Theory-Based Program (SITBP)

The present study was conducted to first year students' English section, Faculty of Education, Benha University, during the second academic year of 2021–2022. The major principles of successful intelligence theory based program were collected through reviewing the related literature dealt with the successful intelligence theory, activities and its practical applications. The program goes through certain principles as follows:

1. There is no one accurate method of instruction. The instructor through the program used various instructional techniques such as (oral presentation, reading, verbal presentation of material, and pictorial representation).

2. There is no one precise technique of evaluating students' achievement. The instructor used various tasks and activities related to the intended skills.

3. Teach and evaluate weaknesses, as well as strengths. The instructor through the sessions of the program helps students to discover their mistakes in order to correct them. Moreover, she capitalize the participants' strengths and compensating for their weaknesses.

4. Teaching and assessment should balance the use of analytical, creative, and practical thinking abilities. Through the program the instructor used various activities based on the analytical abilities that encourage the participants to analyze critique, compare and evaluate.

5. Teaching and assessment within the session of the program include numerous activities that based on the creative thinking abilities. The researcher through the program encourages students to create, discover and imagine creative solutions to tasks. The instructor also was a role model to these abilities through the session and rewards the participants when they displayed them.

6. Teaching and assessment within the session of the program include various activities that based on the practical thinking abilities. The researcher through the program encourages students to apply, use, put into practice, implement and employ what they know.

7. Providing students with step by step monitoring and feedback and presenting model creativity in various tasks within the sessions of the program.

8. Assigning accountability in students enable them to comprehend their thinking processes, criticize themselves and take pride in their top work.

9. Encouraging scholars to analyze the obtainable information, to evaluate the value of what they learned and compare many situations or problems.

10. Class work and assessments are centered on activities that require analysis, creativity and application.

6- Results of the study:

In order to answer the study questions and in light of the quantitative results of the post administration of the EFL communicative competence skills test and academic procrastination scale on the study groups (the experimental and the control), this section presents the results in light of the study's hypotheses.

1. **Verifying the First Hypothesis:**

1-The first hypothesis states that "There is a statistically significant difference between the mean scores of the experimental and control groups on the post administration of the overall EFL writing skills and sub-skills on the post administration of EFL communicative competence skills test in favor of the experimental group.

For testing this hypothesis, the independent sample T-test was used to compare the mean scores of the control group and experimental one in overall EFL writing skills and sub-skills on the post administration of EFL communicative competence test. To calculate the total effect size of the experimental treatment on the writing skills as a whole, the effect size (**ŋ2) was calculated.** Table (9) presents the mean scores, standard deviation and level of significance.
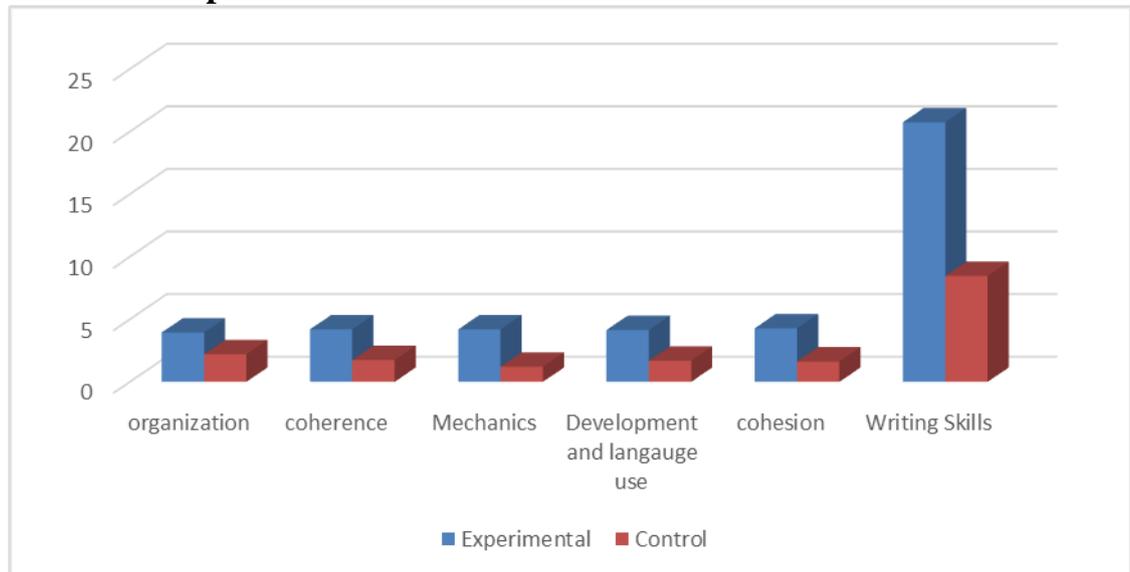
Table (9):"t" test between the mean score of the experimental group and the control group in overall EFL writing skills and sub-skills

Skills		Group	No	Mean	Std. Deviation	t-	DF	α Sig	η2
Writing	organizatio	Experime	36	3.94	0.53	9.48	69	0.01	0.56
		Control	35	2.20	0.96				
	coherence	Experime	36	4.19	0.52	16.11	69	0.01	0.79
		Control	35	1.74	0.74				
	Mechanics	Experime	36	4.19	0.47	28.80	69	0.01	0.92
		Control	35	1.20	0.41				
	Developm nd language use	Experime	36	4.14	0.42	20.32	69	0.01	0.85
		Control	35	1.69	0.58				
	cohesion	Experime	36	4.28	0.45	20.04	69	0.01	0.85

		Control	35	1.63	0.65			
The overall Writing		Experime	36	20.75	1.16	34.96	69	0.01	0.94
		Control	35	8.46	1.75			

The previous table indicates that the calculated t-value is 34.96, exceeding its tabular value at a degree of freedom 69 and ($\alpha \leq 0.01$) level of statistical significance. Such results emphasized that there is a difference between the mean scores of the study participants of the experimental and control groups in the overall writing skills, on the post administration of the EFL communicative competence skills in favour of the experimental group. Thus the first hypothesis was verified. In addition, the effect size ($\eta 2$) of the experimental treatment on the overall writing skills ranged from (0.566 -0.947) that was high and appropriate value. This indicates that a large proportion of the difference is due to the experimental treatment. Thus, there is a highly significant effect of the experimental treatment on the development of the overall writing skills. This finding is illustrated in the following statistical representation:

Figure (2) The Statistical Representation of the Study Participants' Mean Scores of writing skills on the Post administration of the communicative competence

2-Verifying the Second Hypothesis:

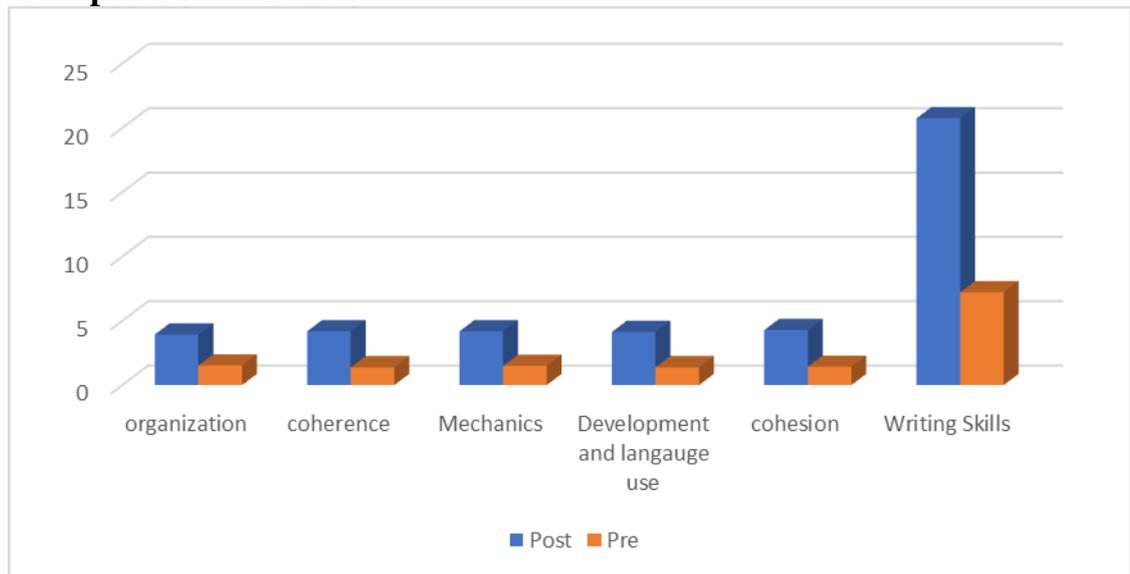The second hypothesis states that "There is a statistically significant difference between the mean score of the experimental group in overall EFL writing skills and sub-skills on the pre and post administration of EFL communicative competence skills test in favor of post-administration.
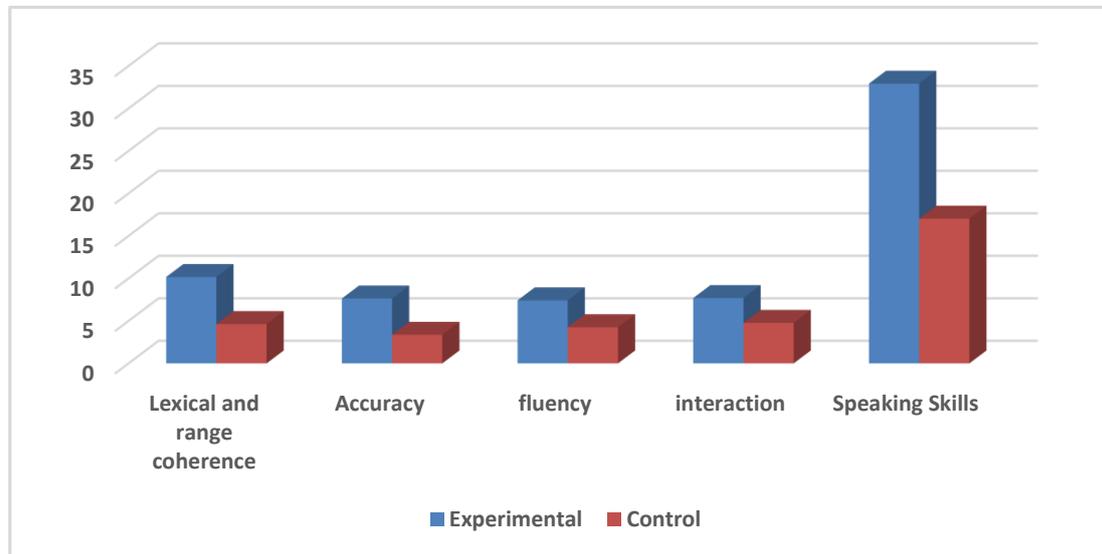
For testing this hypothesis, the Paird-Samples T-Test was used to compare the mean scores of the experimental in overall EFL writing skills and sub-skills on the post administration of EFL communicative competence test. To calculate the total effect size of the experimental treatment on the writing skills as a whole, the effect size (ɳ2) was calculated. Table (10) presents the mean scores, standard deviation and level of significance.

Table (10):"t" test between the mean score of the experimental group in EFL overall EFL writing skills and sub-skills in the pre and post administration

Skills		Test	No.	Mean	Std. Deviation	t-value	DF	α Sig	η2
Writing	Organization	Pre	36	1.53	0.65	17.24	35	0.01	0.894
		Post	36	3.94	0.53				
	Coherence	Pre	36	1.39	0.55	20.48	35	0.01	0.923
		Post	36	4.19	0.52				
	Mechanics	Pre	36	1.50	0.56	25.90	35	0.01	0.950
		Post	36	4.19	0.47				
	Development and language use	Pre	36	1.39	0.55	23.85	35	0.01	0.942
		Post	36	4.14	0.42				
	Cohesion	Pre	36	1.42	0.50	23.74	35	0.01	0.942
		Post	36	4.28	0.45				
The overall Writing		Pre	36	7.22	1.53	38.33	35	0.01	0.977
		Post	36	20.75	1.16				

According to table(10), there is a statistically significant difference$(\alpha \leq 0.01)$ between the mean scores of the study participants of the experimental group in the overall writing skills and sub-skills , on the post administration of the EFL communicative competence skills in favour of the post-assessment. Thus the second hypothesis was verified. In addition, the effect size (**ɳ2)** of the experimental treatment on the overall writing skills ranged from (0.894 -0.977) that was high and

appropriate value. This indicates that a large proportion of the difference is due to the experimental treatment. Thus, there is a highly significant effect of the experimental treatment on the development of the overall writing skills and its sub-skills. This finding is illustrated in the following statistical representation:

Figure(3) The Statistical Representation mean score of the experimental group in EFL overall EFL writing skills and sub-skills in the pre and post administration

3- Verifying the third Hypothesis:

The third hypothesis states that "There is a statistically significant difference between the mean score of the experimental and control groups on the post administration of the overall EFL speaking skills and sub-skills on the post administration of EFL communicative competence skills test in favor of the experimental group.

For testing this hypothesis, the independent sample T-test was used to compare the mean scores of the control group and experimental one in overall EFL speaking skills and sub-skills on the post administration of EFL communicative competence test. To calculate the total effect size of the experimental treatment on the speaking skills as a whole, the effect size (**ŋ2) was calculated.** Table (11) presents the mean scores, standard deviation and level of significance.

Table (11):"t" test between the mean score of the experimental group and the control group in overall EFL speaking skills and sub-skills

Skills		Group	No	Mean	Std. Deviation	t-value	DF	α Sig	η2
Speaking	Lexical range nce	Experiment	36	10.17	1.13	20.0	69	0.01	0.854
		Control	35	4.63	1.19				
	Accuracy	Experiment	36	7.64	0.54	20.6	69	0.01	0.860
		Control	35	3.37	1.11				
	Fluency	Experiment	36	7.42	0.55	15.1	69	0.01	0.768
		Control	35	4.26	1.12				
	interactio	Experiment	36	7.69	0.52	13.0	69	0.01	0.710
		Control	35	4.77	1.24				
The overall Speaking		Experiment	36	32.92	1.57	28.2	69	0.01	0.920
		Control	35	17.03	2.98				

According to table(11), there is a statistically significant difference($\alpha \leq 0.01$) between the mean scores of the study participants of the experimental group and control group in the overall speaking skills and sub-skills , on the post administration of the EFL communicative competence skills in favour of the post-assessment. Thus the third hypothesis was verified. In addition, the effect size (**ŋ2**) of the experimental treatment on the overall speaking skills ranged from (0.854 -0.920) that was high and appropriate value. This indicates that a large proportion of the difference is due to the experimental treatment. Thus, there is a highly significant effect of the experimental treatment on the development of the overall speaking skills and its sub-skills. This finding is illustrated in the following statistical representation:

Figure (4) The Statistical Representation means score of the experimental group and control group in EFL overall EFL speaking skills and sub-skills in the post administration

Verifying the fourth Hypothesis:

The fourth hypothesis states that "There is a statistically significant difference between the mean scores of the experimental group in overall EFL speaking skills and sub-skills on the pre and post administration of EFL communicative competence skills test in favor of post-administration.

For testing this hypothesis, the Paird-Samples T-Test was used to compare the mean scores of the experimental in overall EFL speaking skills and sub-skills on the post administration of EFL communicative competence test. To calculate the total effect size of the experimental treatment on the speaking skills as a whole and the sub-skills, the effect size **(ŋ2) was calculated.** Table (12) presents the mean scores, standard deviation and level of significance.

Table (12): **t" test between the mean score of the experimental group in EFL overall EFL speaking skills and sub-skills in the pre and post administration**

	Skills	est	No.	Mea	Std. Deviation	t-value	DF	α Sig	η2
speaking	Lexical and range coherence	Pre	36	4.78	1.22	2.46	5	0.01	.935
		Post	36	10.1	1.13				
	Accuracy	Pre	36	3.22	1.02	5.19	5	0.01	.948
		Post	36	7.64	0.54				
	fluency	Pre	36	3.22	0.93	7.35	5	0.01	.955
		Post	36	7.42	0.55				
	interaction	Pre	36	3.11	0.92	9.34	5	0.01	.961
		Post	36	7.69	0.52				
The overall Speaking		Pre	36	14.3	2.08	6.00	5	0.01	.989
		Post	36	32.9	1.57				

According to table(12), a statistically significant difference($\alpha \leq 0.01$) between the mean scores of the study participants of the experimental group in the overall speaking skills and sub-skills , on the post administration of the EFL communicative competence skills in favour of the post-assessment. Thus the fourth hypothesis was verified. In addition, the effect size (**ŋ2**) of the experimental treatment on the overall writing skills ranged from (0.935 -0.989) that was high and appropriate value. This indicates that a large proportion of the difference is due to the experimental treatment. Thus, there is a highly significant effect of the experimental treatment on the development of the overall speaking skills and its sub-skills. This finding is illustrated in the following statistical representation:

Figure(5) The Statistical Representation mean score of the experimental group in EFL overall EFL speaking skills and sub-skills in the pre and post administration
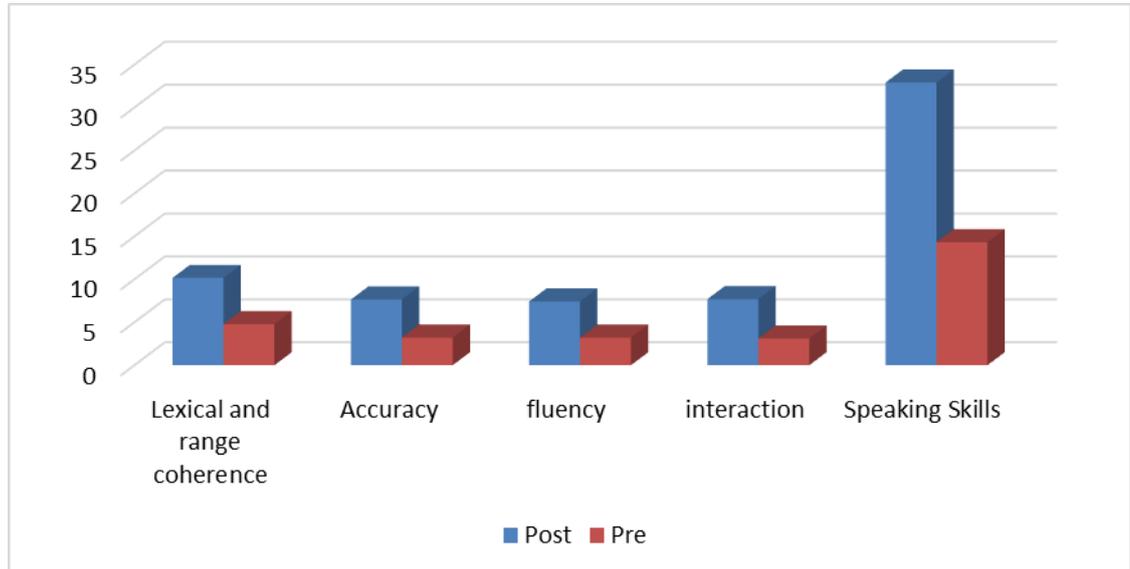
5-Verifying the fifth Hypothesis:

The fifth hypothesis states that "There is a statistically significant difference between the mean scores of the experimental and control groups on the post administration of the overall EFL communicative competence skills test in favour of the experimental group.
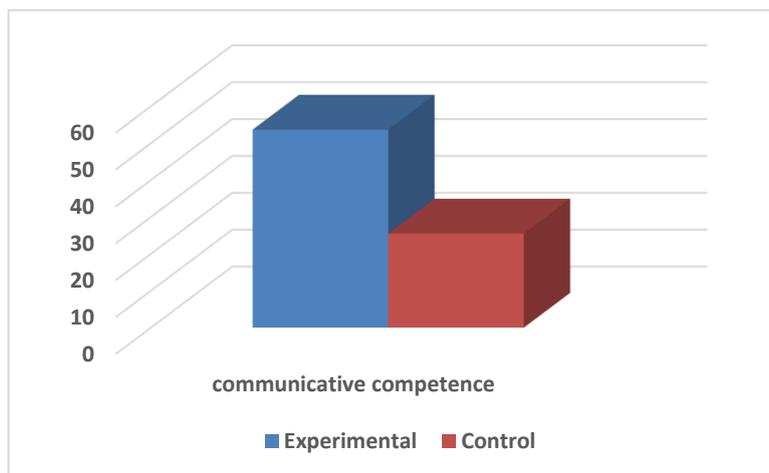
For testing this hypothesis, the independent sample T-test was used to compare the mean scores of the control group and experimental one in overall EFL communicative competence skills on the post administration of EFL communicative competence test. To calculate the total effect size of the experimental treatment on the overall communicative competence skills ,the effect size (**ŋ2) was calculated.** Table (13) presents the mean scores, standard deviation and level of significance.

Table (13):"t" test between the mean score of the experimental group and the control group in overall EFL communicative competence skills

Group	No.	Mean	Std. Deviation	t-value	DF	α Sig	η2
Experimental	36	53.67	2.15	43.38	69	0.01	0.965
Control	35	25.49	3.23				

According to table(13), there is a statistically significant difference($\alpha \leq 0.01$) between the mean scores of the study participants of the experimental group and control group in the overall communicative competence skills, on the post administration of the EFL communicative competence skills test in favour of the experimental group. Thus the fifth hypothesis was verified. In addition, the effect size (**ŋ2**) of the experimental treatment on the overall communicative competence skills was(0.965) that was high and appropriate value. This indicates that a large proportion of the difference is due to the experimental treatment. Thus, there is a highly significant effect of the experimental treatment on the development of the overall communicative competence skills. This finding is illustrated in the following statistical representation:

Figure (6) The Statistical Representation means score of the experimental group and control group in EFL overall EFL communicative competence skills in the post-administration

6-Verifying the sixth Hypothesis:

The sixth hypothesis states that "There is a statistically significant difference between the mean scores of the experimental group in overall EFL communicative competence on pre and post administration in favor of post-administration.

For testing this hypothesis, the Paird-Samples T-Test was used to compare the mean scores of the experimental group in overall EFL communicative competence skills on the pre and post administration of EFL communicative competence test. To calculate the total effect size of the experimental treatment on the overall EFL communicative competence skills, the effect size (**ŋ2) was calculated.**

Table (14) presents the mean scores, standard deviation and level of significance.

Table (14): **t'' test between the mean score of the experimental group in EFL overall EFL communicative competence skills in the pre and post administration**

Test	No.	Mean	Std. Deviation	t-value	DF	α Sig	η2
Pre	36	21.56	2.29	66.75	35	0.01	0.992
Post	36	53.67	2.15				

According to table(14), a statistically significant difference($\alpha \leq 0.01$) between the mean scores of the study participants of the experimental group in the overall communicative competence skills , on the pre and post administration of the EFL communicative competence skills in favour of the post-assessment. Thus the sixth hypothesis was verified. In addition, the effect size (**η2)** of the experimental treatment on the overall communicative competence was (0.992) that was high and appropriate value. This indicates that a large proportion of the difference is due to the experimental treatment. Thus, there is a highly significant effect of the experimental treatment on the development of the overall communicative competence skills. This finding is illustrated in the following statistical representation:

Figure (7) The Statistical Representation mean score of the experimental group in EFL overall EFL communicative competence skills in the pre and post administration
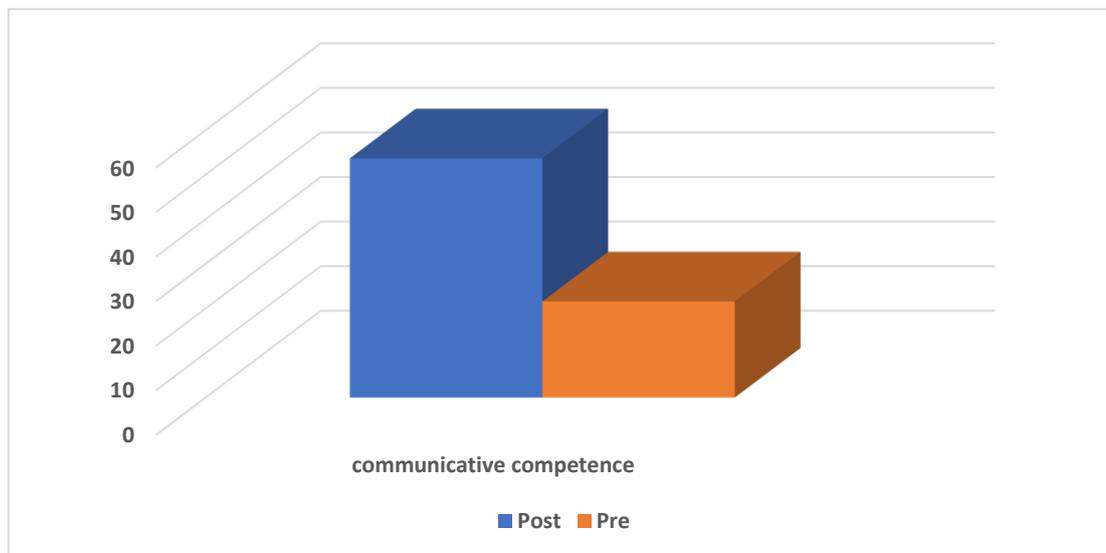
7-Verifying the seventh Hypothesis:

The seventh hypothesis states that "There is a statistically significant difference between the mean scores of the experimental and control groups on the post -administration of the academic procrastination scale in favor of the control group.
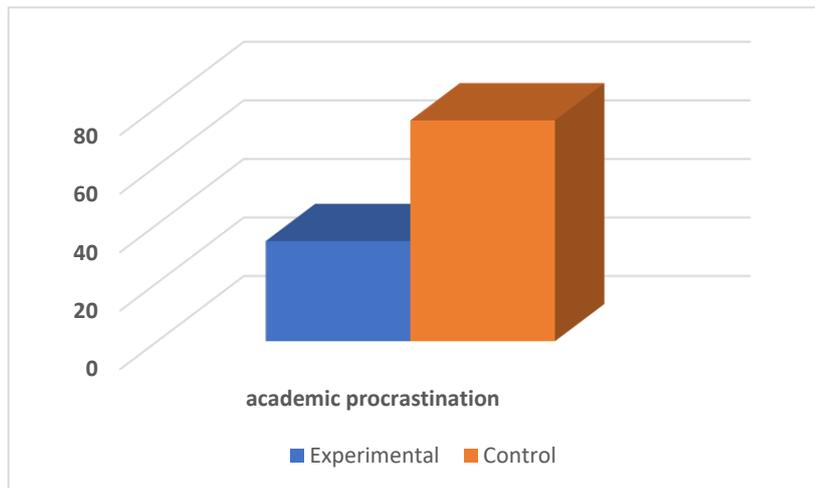
For testing this hypothesis, the independent sample T-test was used to compare the mean scores of the control group and experimental one in academic procrastination on the post-administration of academic procrastination scale. To calculate the total effect size of the experimental treatment on the overall communicative competence skills ,the effect size (**ŋ2) was calculated.** Table (15) presents the mean scores, standard deviation and level of significance.

Table (15):"t" test between the mean score of the experimental group and the control group in academic procrastination

Group	No.	Mean	Std. Deviation	t-value	DF	A Sig	η2
Experimental	36	34.22	4.11	39.74	69	0.01	0.958
Control	35	75.43	4.62				

According to table(15), there is a statistically significant difference($\alpha \leq 0.01$) between the mean scores of the study participants of the experimental group and control group in the academic procrastination, on the post administration of the academic procrastination scale in favour of the control group. Thus the seventh hypothesis was verified. In addition, the effect size (**ŋ2)** of the experimental treatment on the academic procrastination was(0.958) that was high and appropriate value. This indicates that a large proportion of the difference is due to the experimental treatment. Thus, there is a highly significant effect of the experimental treatment on the reducing of the academic procrastination. This finding is illustrated in the following statistical representation:

Figure (8) The Statistical Representation means score of the experimental group and control group in the academic procrastination in the post administration

8-Verifying the eighth Hypothesis:

The eighth hypothesis states that "There is a statistically significant difference between the mean scores of the experimental on the pre and post administration of the academic procrastination scale in favor of the pre-administration.

For testing this hypothesis, the Paird-Samples T-Test was used to compare the mean scores of the experimental group in academic procrastination on the pre and post administration of academic procrastination scale. To calculate the total effect size of the experimental treatment on reducing the academic procrastination, the effect size (**ŋ2) was calculated.** Table (16) presents the mean scores, standard deviation and level of significance.

Table (16): t'' test between the mean score of the experimental group in the academic procrastination in the pre and post- administration

Test	No.	Mean	Std. Deviation	t-value	DF	α Sig	η2
Pre	36	76.83	4.18	37.62	35	0.01	0.976
Post	36	34.22	4.11				

According to table(16), there is a statistically significant difference($\alpha \leq 0.01$) between the mean scores of the participants in the experimental group in the academic procrastination , on the pre and post administration of the EFL academic procrstination in favour of the pre-assessment. Thus the eighth hypothesis was verified. In addition, the

effect size **(ŋ2)** of the experimental treatment on the academic procrastination was (0.976) that was high and appropriate value. This indicates that a large proportion of the difference is due to the experimental treatment. Thus, there is a highly significant effect of the experimental treatment on the reducing of the academic procrastination. This finding is illustrated in the following statistical representation:

Figure (9) The Statistical Representation mean score of the experimental group in academic procrastination in the pre and post administration
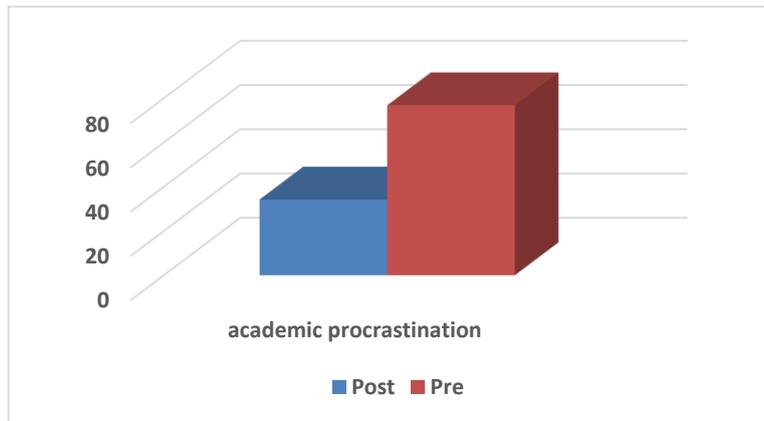
7- **Discussion and Interpretation of the Study Findings:**

This part is concerned with the interpretation and discussion of the previously mentioned findings tackled in the previous section of the research. The findings are interpreted and discussed in the light of the study hypotheses.

Concerning the first and second hypotheses of the research, the findings revealed that there was statistically significant difference between the mean scores of the experimental and control groups on the overall EFL writing skills and sub-skills on the post administration of EFL communicative competence skills test in favor of the experimental group. T-value was 34.96 which is significant at 0.01. This means that the experimental group achieved more improvement in their EFL writing skills and its sub-skills. Also, in the pre- post administration of overall EFL writing skills and sub-skills for the experimental group, the participants showed a significant progress for the post- administration. These results confirmed the first and second hypotheses statistically.

The successful intelligence theory-based program was effective in developing EFL writing skills and sub-skills for the experimental group. The researcher used a balanced application of the analytical, creative and

practical techniques to enhance their writing skills according to the principles of the successful intelligence theory. Within the program's sessions, the researcher divided students into three groups. In the analytical group, the instructor asks them to summarize, compare and contrast their written products in a Venn chart or any visual diagram and asks students to present their diagrams in turns and critique it. She encourages the participants in the analytical group to be involved in mental processes to write a good paragraph or report concerning a specific problem and present the thoughtful solutions to this problem in a written form.

Participants in the analytical group practiced some activities that encourage them to think analytically about the specific topics in the pre-writing stage. Also, in the during-writing stage, the researcher asked them to think critically about what they will write. They are asked to evaluate their written assignments in the post-writing stage to detect any grammatical, spelling and punctuation mistakes.

The analytical activities in the program's sessions have several forms. The researcher used compare and contrast point of view; criticize one and others' works; evaluate others' points of view or to attain logical solution to the problems. The participants in the creative groups are asked to think creatively about the tasks. They are required to write new, innovative and varied original ideas in their writing assignments. The researcher used varied creative writing tasks within the creative groups such as: playing games, using their imagination to cope with the innovative solution of the problems and thinking in pictures and images. The participants in the practical group integrate what they have learned in the previous stages and present a new and flexible written product. The tasks were varied to this group as the researcher asked them to examine how others accomplish their written assignments to be adaptive to the new situations. Such result is consistent with the studies of (Kaufman &Singer (2004); Sternberg (2005), Mohammed (2018).

Concerning the third and fourth hypotheses of the research, the findings showed that there was a statistically significant difference between the control group and the experimental groups mean scores in the post-assessment of EFL overall speaking skills and its sub-skills in favor of the experimental group as T-value was 28.24 which is significant at 0.01. This means that the experimental group achieved

more development in their EFL speaking skills and its sub-skills.. Also, in the pre- post administration of the EFL speaking skills and its sub-skills for the experimental group, showed a significant progress for the post- administration. These results confirmed the third and fourth hypotheses statistically.

The successful intelligence theory-based program has verified to be effective in developing EFL overall speaking skills and its sub-skills for the experimental group. This progress can be ascribed to numerous causes. The researcher used authentic resources that were suitable to students' level and raise their curiosity and interest in practicing EFL speaking skills.

The researcher attributed the development of EFL speaking skills and sub-skills to the tasks and activities used in the successful intelligence theory-based program. The researcher made a balance in using analytical, practical and creative activities such as: discussion, dialogue and role-playing. She also adopted within the program' sessions many teaching strategies such as brainstorming and self-questioning strategies, and reformulate ideas which give students the chance to speak freely and confidently.

The balance among the three abilities of the program helped students to develop describing pictures and events. Additionally, this balance enabled students to be more fluently in describing the situations and circumstances as they are able to use what they have learnt and apply it to real life situations. Focusing on the analytical abilities of the program helped students to memorize and analysis the events and use as much vocabulary as they can. The activities of the program created a inspiring communicative context in which students were freely to communicate with others and express their suggestions without interruption. Moreover, within the program session giving oral presentation enables the participants to speak more fluently and provide them with realistic language tasks to engage in. Such result is consistent with the studies of (Brooks & Wilson, 2014; Farabi, Hassanvand, & Gorjian, 2017; Mahmoud,2020; Salim, 2013;Sternberg, Jarvin, & Grigorenko, 2009; Sherbafzadeh, Abedi, Yousefi, & Aghababaei, 2014).

Through verifying the previous four hypotheses of the study that indicted the development of the EFL speaking and writing skills as the items of the overall EFL communicative competence skills, the fifth and sixth hypotheses were verified. Through the program' sessions, the

participants developed their skill to work individually, in addition to the ability to work cooperatively with others and that affects positively on their interpersonal skills as an important dimension of EFL communicative competence skills.

The various activities and tasks within each session of the successful intelligence theory-based program helped participants to apply time management and task management skills and submit their work on time. Participants have the chance to debate learning with their instructor and peers throughout tasks and apply the study skills that are very important for attaining academic success and reducing their academic procrastination through the program' sessions. Moreover, varied training activities across the program based on the analytical, creative and practical abilities and that were based on dialogue, discussion, experimentation, exploration and role-playing played a tangible role in developing students' progress while speaking or writing and helped them to be more involved in their academic tasks and reducing their academic procrastination. In addition, instructional tasks and activities within the sessions of the program enable students to benefit from their strengths and increase their motivation to achieve academic success and not to delay any assignments that helps in reducing their academic procrastination. These results are consistent with (Aljughiman & Ayoub,2012; Gani, Fajrina, & Hanifa, 2015;Mahmoud,2020 and Kaufman, & Sternberg, 2010).

In conclusion, it can be asserted that the successful intelligence theory –based program was effective in developing freshmen students' EFL communicative competence skills and reducing their academic procrastination.

8- Conclusion:
The results of the study asserted that the participants' communicative competence skills were developed and their academic procrastination was reduced through the implementation of the successful intelligence theory-based program. The implications from the findings of this study asserted that the participants in the experimental group became good at the appropriate communicative competence skills

because they have a tendency to be analytical practical and creative thinkers.

Furthermore, the resources, materials, tasks and activities used in the program helped to create a collaborative atmosphere which contributed greatly in developing EFL communicative competence skills among freshmen students. As a result of the implementation of the program, participants were able to communicate even in oral or written form inside and outside the learning environment in the real life situation.

To sum up, results of the present study indicted the effectiveness of the successful intelligence theory -based program in developing freshmen students' EFL communicative competence skills and reducing their academic procrastination.

9- Recommendations of the study:

Based on the previous results, the following recommendations can be proposed:

- EFL teachers should be trained on applying successful intelligence theory in classes.

-Successful intelligence theory with its three dimensional steps should be used in teaching critical thinking among EFL prospective teachers.

- Investigating the effect of using the successful intelligence theory-based program in TEFL.

- Curriculum designers must take into their account the importance of embedding successful intelligence theory implications in the syllables of different stages.

- EFL university instructors should encourage their students to use the successful intelligence theory- based program in their teaching.

10- Suggestions for further Research:

Within the limitations of the present research as well as the findings being accomplished, the next areas are suggested for further research:

1- Using the successful intelligence theory-based program to develop teachers' professional development.

2- Conducting further studies on the effects of successful intelligence theory to develop different aspects of language.

3-Developing other language skills among EFL student teachers such as listening through using the successful intelligence theory- based program.

4- Investigating students' attitudes towards using successful intelligence theory in the instructional environment.

5- Examining the effect of successful intelligence theory on EFL prospective teachers' critical reading skills.

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