Using a Successful Intelligence-based Program for Developing English Writing Skills and their impact on Developing Attitudes towards Writing among Preparatory Schoolers

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Abstract: This study aimed at investigating the effectiveness of using a successful intelligence-based program for developing English writing skills and their impact on developing attitudes towards writing among preparatory schoolers. The participants (N=25) were divided into two groups; the experimental group and the control one. The experimental group consisted of 12 students at Al-Arish Preparatory Institute for Girls, Al-Arish city, North Sinai Governorate, whereas the control group consisted of 13 students at Al-Arish New Preparatory Institute for Girls, Al-Arish city, North Sinai Governorate. The instruments and material were prepared and validated as follows: a writing skills checklist, a writing skills pre-post test, a writing attitude scale and a successful intelligence-based program. The experimental group received the successful intelligence-based program as an experimental intervention, while the control group received only the regular running program. The writing skills test and the writing attitude scale were pre-administered. The successful intelligence-based program was implemented, and then the test and the scale were post-administrated at the end of the intervention. Data was collected and statistically analysed. The study results revealed that there are statistically significant differences between the mean scores of the experimental group pre and post measurements on both the writing skills test and the writing attitude scale in favour of the post measurement. Results also showed that there are statistically significant differences between the mean scores of the experimental and control groups on both the writing skills test and the writing attitude scale in favour of the experimental group. Accordingly, it is concluded that the successful intelligence-based program has a positive impact on developing the first-year preparatory schoolers' writing skills and attitudes towards writing.

Keywords: A successful intelligence-based program-English writing skills and attitudes towards writing.

1 Introduction

Nothing is more important to people than language. Whatever we do in our life is expressed by language. It is the reflection of the inside of the mind. Also, it is the merit which distinguishes human beings from all other creatures on land, so it can be said that the human language is unique. Nowadays, we describe the world as a room without walls due to language and means of communication. Even though, it was said that the world was a small village in the last two decades.

Language is the most real system for suitable communication among humans. Through language, individuals and society share their requirements (exchange information, trade etc.) with each other. Language is a perfect many-sided code used for communication. Human race has a special importance with the help of language. The human language is a coding means which uses vocal sounds. It depends on man's skill to speak. Drawings, signs, sculptures, gestures, which are used to express our thoughts, ideas and emotions, cannot be replaced with language as it is both a reason and result of man's social entity and it is in a state of stable flow (Parida, 2007). So, Ruegg and Williams (2018, 3) assured that English is the most widely spoken language all over the world. Teaching English gets students ready for any problems through learning it as English is the language of communication, business and education. Students learn English to help them study in English. This means that students learn English for academic purposes.

Based on the above, Gangal (2011) stated that of all the four language skills; listening, speaking, reading and writing, writing is the most complicated skill for a student to obtain advanced degrees in it. Writing a composition needs a student to generate ideas related to a certain topic since writing a composition is an art which of course does not come with the birth of a man. Writing skill is not acquired spontaneously like listening, speaking and reading as it does not have a great deal through the textbook. Therefore, this skill needs great efforts on the part of a student by following the

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writing process before he or she thinks of obtaining a proficiency in writing.

Moreover, through writing students become more in charge of their learning. In turn, they engage in writing activities and show a lot of interest and excitement about writing since they are more enthusiastic. They no longer work as passive students in the classroom. When students and teachers participate in building relationships, students can seize the opportunity for expressing views, ideas, opinions, and feelings in writing that is why writing is the vehicle for communication, in addition to providing opportunities for students to develop clear thinking skills. Consequently, writing can be defined as a developmental process that students can try in a successful way at different forms, genres, and styles when it is accessed using an organised plan or process (Caswell & Mahler, 2004).

Also, Graham and Perin (2007) suggested that writing in a good way is not just an optional thing for the students—it is a must. Along with reading comprehension, writing skill is a predictor of academic achievement and an urgent need to participate in everyday life and in the international economy. In the same line, Mather, Wendling and Roberts (2009) added that writing is the best way to effective school experiences and the most powerful way for communicating. This means that it provides students with ways to form and regulate their ideas and thoughts.

Hodson and Jones (2012) reported that the successful teaching of writing is basic to form effective and positive students who are prepared for the requirements of the world in which they live as: 1. the means of communication are developing so quickly in the twenty-first century. 2. writing plays an important role in both our public and private lives. 3. writing is a device that is used for good or bad. 4. writing is a way of self-expression or manipulation, whereas McNeely (2014) mentioned 11 ways to develop writing skills as follows: (1) apparent topic, function/purpose, and people/audience; (2) exciting openings; (3) obvious style/form; (4) obvious sentences; (5) conventional organisation and characteristics; (6) integral paragraphs; (7) clear language; (8) consequential/logic paragraphs; (9) harmonious paragraphs; (10) sensitivity and techniques ; and (11) influential closings. In addition, the following points are to strengthen/enhance your piece of writing: (1) good examples of good writing must be read; (2) practice writing; (3) be good at using techniques that produce good piece of writing; and (4) specify points of strengths and weaknesses in your piece of writing.

Dockell and Arfe (2020) found out that teaching writing requires a lot of important and necessary skills and various ways in which such a process happens. However, the writing process is taking place inconsistently and uncommonly, so clever teachers need a framework specifying the major elements of teaching writing. So, such a thing simply needs students to practice writing. In other words, successful writing strategies can supply students with an understanding of writing process since these strategies work as tools that can be utilized for the quality of good writing.

Hodges (2017) theorized that the sociocultural theory, the cognitive process theory, the social cognitive theory, in addition to the ecological theory, are the four major theories concerning writing skills. Tarnopolsky (2011) posited the principles of teaching writing as follows: the first principle of teaching writing is closely related to the connection between writing and other communication skills: speaking, listening and reading; the second principle is closely connected with parallel enhancement of writing techniques and writing skills; the third principle is about applying various approaches concerning teaching writing skills (the textual, the process, and the genre approaches) and the fourth principle is about taking into consideration the genre peculiarities of all forms of texts that students are taught to write well.

According to (Johnson and Westkott, 2004; Caswell and Mahler, 2004; Dew, 2013; Chin, Koizumi, Reid, Wrey and Yamazaki, 2012 & Kaven, 2015) prewriting, writing, revising, editing, and publishing are the five stages of writing. The strategies that can be used in the prewriting stage, are brainstorming, clustering, using cues, plotting, and gathering. Such strategies work as tools to start writing process. Through prewriting, students can make decisions about the topic and find out about it. When students begin to take down, they start to discover and collect thoughts, so they are writing. During the writing stage, focus, draft, share, and create little are tools in the second stage, which is writing. Through writing stage, students can write down the first draft where organisation and reasoning begin. Revising equals making changes. Leads, organisation, questions, description, and word choice are tools and are involved in the revising stage. Editing means final changes or a revised draft (possibly so many drafts after the first original one). Such a stage guarantees a reader's comprehension. Self-editing, peer editing, and final proofing are tools during editing. Finally, the final or the finished product is shown splendid publishing. Attention to celebrations, portfolios, manuscripts, and oral presentations are tools to display achievements in the final stage, which is publishing. In the same line, Hodson and Jones (2012) agreed that brainstorming, grouping and using flow diagrams are key strategies that help students come up with ideas and thoughts to write completed texts. Brainstorming, grouping and using flow diagrams are active strategies which let students have an effect on their texts. Also, these strategies let the students craft their writing from very early grades.

Cole and Feng (2015) added that teachers are in a great need of effective strategies, methods, programs, theories and techniques to improve writing skills. In addition, the researcher stated that writing skill is very important skill. Also, it is

often perceived as the most difficult language skill since it requires a higher level of productive language control than other skills, so there are many studies which try very hard to develop English writing skills such as:

Thongchalerm and Jarunthawatchai (2020); Mahmoudi and Buğra (2020); Hassan, Uddin, and Akhtar (2019); Noyan and Kocoglu (2019); Yuce and Atac (2019); Şenel (2018); Padmadewi and Artini (2018); Singh, Singh, Singh, Mostafa and Mohtar (2018); Mohammad (2018); Abd Al- Rehem (2017); Fath Al-Bab (2016); Heidarian (2016); Ahmad (2015); Faraj (2015); Ganapathy and Kaur (2014); Engin (2014); Al-Mudallal (2013); Elashri (2013);Keshta and Harb (2013); El Menam (2011); and Fageeh (2011).

Based on the above, to improve the teaching and learning of writing in English, there is a need to equip the teachers with new learning programs, theories and approaches that are proven effective in enhancing students' writing skills owing to teaching students to write equals to teaching them how to think and successful intelligence addresses four types of different thinking skills. Therefore, using successful intelligence-based program is suggested and expected to be employed by teachers to develop students' EFL writing skills and attitudes towards writing.

Successful intelligence is one of the contributing theories. Such a theory is used to help students overcome writing problems. In English, each skill needs thinking to be developed. Successful intelligence is related to various thinking skills. Consequently, it can be said that successful intelligence is related to English writing skills. Also, it is one of the most important theories that uses thinking in teaching in general. It has been used in the field of teaching English as a foreign language. Moreover, such a theory has appeared recently in many recent studies related to teaching English skills in general, in addition to teaching the creative ones.

Therefore, Sternberg (2009) posited the following reasons are the reasons for successful intelligence teaching:(1) it assists students in compensating for or correcting their weaknesses, or at least it evolves methods of compensation for these skills; (2) it helps students maximize their strengths and encourage them to learn in ways that work for them, instead of imposing on them to learn in ways that do not work; (3) multiple encodings mean that students can retrieve a material in three or four various ways (memory, analytical, creative and practical) when they want to use it; (4) deeper encodings assist students in encoding material more deeply as such a material is closely related to their prior knowledge;(5) motivation means that teaching in this way is better suits them, so successful intelligence teaching increases motivation; (6) job relevance means that successful intelligence teaching prepares students for what they later will want to do in a job; and finally (7) as for society, successful intelligence teaching makes the most of its human resources. In addition, some schoolers may succeed in controlling problems of learning through successful intelligence thinking if teachers teach them in a way that is a far better and suits their own skills since they do not do well in regular instruction.

Also, Sternberg (1999) theorized that successful intelligence consisted of analytical, creative and practical skills and people are supposed to use them to be successful. But depending on analytical skill or one aspect is not enough to achieve success in life. Sternberg et. al. (2000) illustrated that common sense is another word for practical intelligence. Practical intelligence means to adapt to, shape, and select daily environments. On the one hand, intelligence is helpful in daily life. On the other hand, practical intelligence is even more helpful and essential. Lang (2007) assured that successful intelligence's function is to use analytical, creative, and practical skills in an appropriate way. Therefore, students can learn when they know how to use these skills in a balanced way.

Successful intelligence addresses four types of different thinking skills: memory, analytical skills, creative skills and practical skills. Memory is a major skill as we all have and use it every day. The three essential elements to memory are: (1) encoding information; (2) storing the information, and (3) retrieving the information effectively when it is needed again. These skills are prerequisite to succeed in life, in general and in school. Without memory, the other aspects of skills (analytical, creative, and practical) are insignificant. Analytical skills are referred to as critical thinking skills. Creative skills are also very needful that it does not only enable us to come up with new ideas, but it is also the skill that enables us to deal with new situations or problems that we have never faced before. Students can use, apply, implement and demonstrate what they know to everyday situations in practical thinking. As for teaching via such a theory, the analytical, creative and practical skills of successful intelligence theory enable schoolers to learn in a way that best suits them and encourages them to be more motivated to learn (Sternberg, Jarvin & Grigorenko, 2009).

McInerney (2014) defined successful intelligence as the skill to achieve success in life, given an environmental context. Success is achieved by identifying their strengths and correcting or compensating for their weaknesses, using a balance of the three interrelated and distinct aspects of thinking (analytical, creative, and practical). An individual is in need of creative skills to generate new ideas, analytical skills to make sure that these ideas are good or not and practical skills to use such ideas in a practical way, convincing others of their value. Hochman and Wexler (2017) explained that teaching students to write equals to teaching them how to think.

Successful intelligence is described in terms of skills or aspects that an individual needs to achieve success in life;

however, such an individual defines it. Success occurs within an individual sociocultural context and according to individual personal standards as success does not take place in the abstract. An individual has an ability to identify or recognize their strengths as almost everyone is good at something. Such an individual has a skill to correct or compensate for weaknesses as no one is good at everything. Also, an individual has an ability to adapt to, shape, and select environments by corresponding thinking or behaviour to suit better into the environment or one can select a new one which considers a better choice (Sternberg & Grigorenko, 2007).

Therefore, Sternberg (2002) pinpointed the following dimensions of successful intelligence: (1) analytical intelligence dimension: is used when a person compares, or contrasts, critiques, analyses, judges, evaluated, assesses (2) creative intelligence dimension: is used when a person imagines if, predicts or discovers, supposes that (3) whereas practical intelligence dimension: (practical thinking or everyday intelligence) is used when a person applies, implements, employs, renders practical, puts into practice, adapts to, shapes, selects environments or uses what he or she has learned.

Sternberg (1999) showed that successful intelligence theory was referred to as triarchic because such a theory consisted of three sub theories: (1) a componential sub theory which deals with the components of intelligence, (2) an experiential sub theory which deals with the importance of coping with relative novelty and of automatization of information processing, and (3) a contextual sub theory which deals with processes of adaptation, shaping, and selection. In the same line, Kaufman (2016) agreed that successful intelligence theory has three sub theories: 1. The componential sub theory: includes mental mechanisms, which are manipulated in planning, carrying out, and evaluating intelligent behaviour. 2. The experiential sub theory: outlines the way people adhere firmly to novelty and automatize information manipulating (how you learn to do a complex thing without thinking about it all the time). It is supposed that experiential sub theory is focused on creativity. In other words, creativity in such a sub theory shows how students react to new and various ideas. 3. The contextual sub theory: concentrates on how we adapt to, shape, and select our real-world environment.

Sternberg and Grigorenko (2016) believed that so many skills have to be manipulated, if you want to have an effect on life in which you live. In schools, analytical intelligence is more focused on than the two other skills of successful intelligence-creative and practical intelligence. In other words, analytical skill is much more useful and helpful in schools whereas creative and practical skills are more useful in the real world and out of school. Analytical, creative and practical skills are the three skills included in successful intelligence. Successfully intelligent people have all these three skills of thinking, showing a balance of them.

According to (Sternberg & Grigorenko, 2003) traditional ways for teaching pay attention to a small number of students with certain skills and almost never pay attention to a large number of students who have a strong desire to succeed, and whose skills do not harmonize with the patterns valued by the schools. Whereas teaching for successful intelligence values such neglected skills and then changes teaching and assessment so that students can be led to success in school. Moreover, creative skills are needed to generate ideas. Analytical skills are used to determine whether they are good ideas, whereas practical abilities are needed to put the ideas into practice.

Bonny and Sternberg (2011) mentioned that teaching analytically, creatively, and practically does not only involve having a valid and theoretically-sound method, but also evolving students' skills, aspects of thinking and achievement. In the context of the classroom, teaching for analytical intelligence are shown through tasks that include analysing, evaluating, judging, critiquing, assessing, comparing or contrasting. Teaching for creative intelligence manifests through tasks that involve creating, inventing, imagining if, supposing that, predicting or discovering. Whereas teaching for practical intelligence involves having students put into practice, apply, implement, employ, render practical, adapt to, shape, select environment or use what he or she learned. Such teaching for successful intelligence should be done in a number of ways to recognize or maximize students' strengths and correct or minimize or compensate for students' weaknesses. Teachers must insist on such things other than the traditionally focused analytical skills on teaching for successful intelligence.

Sternberg and Grigorenko (2003) added that the characteristics of successful intelligence-based instruction are as follows: (1) Successful intelligence-based instruction inspires students to maximize their strengths; (2) It inspires students to compensate or correct their weaknesses; (3) It clearly conveys material to three various skills by capitalizing on the number of retrieval ways to the information. This means that it encourages memory retrieval later on; and (4) Through using successful intelligence-based instruction, students become highly motivated ones as such a kind of instruction makes the material more exciting than other conventional forms of instruction do.

Zadeh, Abedi, Yousefi, and Aghababaei (2014) revealed that the effect of successful intelligence training has been permanent in a long-term period. So, successful intelligence training program can be used in schools to promote the academic motivation and engagement of students. Masumzadeh and Hajhosseini (2019) agreed that successful intelligence-based education can develop critical thinking disposition and enhance academic engagement of students. Hochman and Wexler (2017) explained that writing needs students to sequence their ideas and put them in the right

place. Through different grades, students pass through materials, making decisions concerning materials' importance, connections with ideas and facts, and putting such ideas and thoughts into a reasonable sequence. Such things are so important if they are done successfully because teaching students to write equals to teaching thinking and equals to improving students' analytical, creative and practical capabilities or skills, which related directly to successful intelligence theory. Consequently, the following studies prove the effectiveness of successful intelligence, and it is helpful as it assists teachers with finding out about their students' strengths and weaknesses in writing. Studies related to successful intelligence are as follows:

AAl- Khasi, Khasawnah, Alwani, Al-Khawladah, &Al- Hamori, (2020); Azid and Ali (2020); Al-Rahaw & Al-Mawla (2019); Lira, Castillo, Marrufo and Melgar (2019); Al-Moumany and Al-Saida (2018); Baker, Robinson (2016); Al-Masri and Al-Fayez (2015); Zbainos (2012).

As long as the English writing skills are being developed, there will be an attitude towards writing, which also needs to be focused because learning that goes along with certain attitude is useful and interesting and motivates a student to go on learning, while getting a negative attitude will be useless and uninteresting and stop leveraging a student's strengths. So, according to Baker (1995) an attitude is a part of the terminology system of individuals. It is considered as an indicator of changing beliefs, succeeding in policy implementation. Also, the attitude's importance lies on its continued and proven utility.

Erwin (2001) stated that attitudes are crucial to our everyday lives. They help people to interpret surroundings, guide behaviour and organise experiences into a personally meaningful whole. Without attitudes the world would be a much less predictable place and people would function in it much less effectively. Djigunović, (2006) reported that attitudes are acquired and relatively durable relationships the learner has to an object. In the same line, Parida (2007) showed that an attitude has a very significant role in developing one's academic achievement. Learning that is gone along with certain attitude is useful, interesting and motivates one to go on the learning. Consequently, one who has a positive attitude towards English or any of its skills will achieve success in it and succeeds in controlling problems; but a person getting a negative attitude, will avoid it. Negative attitude of course stops leveraging one's strengths, so it is supposed that there is a connection between the attitude towards English and achievement in such a language. Bohner and Wanke (2014) defined that attitudes are central parts of human individuality. They represent evaluative responses towards an object. An attitude is a summary evaluation of an object or thought. The attitude object may be concrete, abstract, inanimate object, persons or groups. Attitudes can be affective, cognitive or behavioral. Bohner and Wanke (2014) suggested that attitude functions are (1) providing a simple structure for organizing and handling an otherwise complex ambiguous environment; and (2) serving higher psychological needs.

Based on the above, Browne (2009) assured that attitudes to learning are not always categorised as learning objectives, but it is essential to carefully specify them to see how they evolve over classroom lessons. Highly motivated students are better ones as they get ready to make progress when learning than those who do not have motivation or concentration. According to Maio and Haddock (2009) an attitude is an overall evaluation of an object that is based on cognitive, affective and behavioural information. The basic characteristic of the attitude is the association in memory between the attitude object and the evaluation of it. The attitude has content, structure and function which operate more effectively together than in isolation. The attitude content refers to cognitive, affective and behavioural information that people associate with attitude objects. The attitude structure refers to whether attitudes best conceptualized as unidimensional or bidimensional, whereas the attitude function refers to the psychological needs that are served by attitudes. Attitudes differ in two important ways. First, attitudes differ in valence (positive, negative or neutral). Second, attitudes differ in strength. Also, attitude objects can be anything that is liked or disliked.

Concerning the relationship between the components of attitudes and the English language, Garrett (2010) agreed that attitude components are cognition, affect and behaviour. In terms of language, a cognitive component is shown through a student's attitude towards English as a foreign language, when the student believes that learning English will give him or her deeper understanding of English, an affective component is shown when the student is enthusiastic about being able to read literature written in English and a behavioural component is shown when the student is saving money to enrol on an English course. Language attitudes permeate our daily lives and people hold attitudes to language at all its levels: for example, spelling and punctuation, words, grammar, accent and pronunciation, dialects and languages.

Attitudes towards writing in English have been investigated in many studies such as:

Al Jaser (2019); Al-Jarrah, Mansor, Ab Rashid, Bashir and Al-Jarrah (2018); Al-Khayyat (2017); Villafuerte and Romero (2017); Paker and Erarslan (2015); Tok and Kandemir (2015); Okasha and Hamdi (2014); Saed and Al-Omari (2014); Elashri (2013); Said, Yunus, Doring, Asmi, Aqilah and Li (2013); Aljumah's study (2012); Srichanyachon (2012); Zaid (2011); Salem (2007); Ibrahim (2006).

Due to the importance of the English writing skills, the current study sheds the light on them. In addition, the previous

studies reveal that although English writing skills are important, the present pilot study proves that the first-year schoolers' performance related to these skills are not suitable and sufficient, so here's a study tries to come up with solutions to the first-year schoolers' performance related to the English writing skills. Consequently, it aims at developing English writing skills, developing preparatory schoolers' attitudes towards writing and investigating the effectiveness of a using successful intelligence-based program for developing English writing skills and their impact on developing attitudes towards writing among preparatory schoolers. The statement of the problem of the current study is summarized as follows: "the weakness of English writing skills and attitudes towards writing among preparatory schoolers".

The researcher assures me that writing skill is a very important skill. In addition, it is often perceived as the most difficult language skill since it requires a higher level of productive language control than other skills. Such a thing is proved through: Previous studies and related literature which indicate the importance of English writing skills as: (Astawa, Artini, and Nitiasih (2017), Yagelski (2015), Engin (2014), Elashri (2013), and Hodson and Jones (2012).   In addition, the experience that the researcher gained while working as a teacher and a supervisor. She observes that preparatory schoolers –especially the first year cannot write in a way that enables them to deduct, criticize, create, or even come up with ideas that suit a topic. Finally, the pilot study   reveals that the first-year prep. schoolers are facing some problems related to English writing skills. Such a thing has a negative effect on the first -year prep. schoolers' attitudes towards writing. So, to make sure of the study problem, the researcher conducted a pilot study. A group of students (N=19) was chosen from the 1st preparatory students during the second semester of the scholastic year (2021-2022). The results of the pilot study indicated that the participants had many problems concerning writing skills. They were not good at English writing skills. The highest scores of the pilot study were twenty-eight out of forty, whereas the lowest scores were zero out of forty.

2 Methodologies

This study adopted the two-group pre/post test quasi-experimental design. The experimental and the control groups were chosen from two different institutes as follows: the experimental group were from the first-year preparatory schoolers, at Al-Arish Preparatory Institute for Girls, Al-Arish city, North Sinai Governorate, While the control group were from Al-Arish New Preparatory Institute for Girls, Al-Arish city, North Sinai Governorate. The experimental group received the intervention via the successful intelligence-based program to develop English writing skills and attitudes towards writing, whereas the control group was taught traditionally. A pre/post test was applied to both groups.

The study participants were drawn from two different preparatory institutes for girls at Al-Arish city. They constituted the sample of the study (N=25). All the participants had the same features. Nearly all of them were equal socially and economically. Their ages were between twelve and thirteen years old. All of them had attended the first grade for the first time. Those participants did not have enough of the required skills for writing An English writing skills test and a writing attitude scale are pre-administrated to the experimental and the control groups to make sure that the two groups are homogeneous. Using t-test proves that there are no statistically significant differences on the English writing pre-test and the pre-writing attitude scale between the two groups.

The test was validated by a group of TEFL jury members to validate it. According to the jury members' recommendations and suggestions, the test was amended. The internal consistency validity estimated by Pearson correlation co-efficient of process and product factors. It was concluded that the process factor equalled 0.76 whereas the product factor equalled 0.81. The reliability of the test was computed by implementing it on a pilot sample of (19) students who were chosen randomly from first year preparatory schoolers of Al-Arish New Preparatory Institute for Girls, Al-Arish city, North Sinai Governorate. Those students did the test for identifying Omega coefficient reliability whose equation was used. The findings indicate that the reliability co-efficient is (0.71). In other words, the test was highly reliable. It also indicated a highly internal coherence level.

3 Results

Having judged the study instruments valid and reliable, they were applied to the study participants (the experimental group as well as the control one). Then the SIBP was taught only to the experimental group. Data was collected and analysed using the SPSS. The study results show the following:

Results (in terms of hypotheses of the study) are shown as follows:

Testing Hypothesis One

Hypothesis one states: "There are statistically significant differences between the mean scores of the experimental group schoolers and the mean scores of the control group schoolers on the English writing skills pre-test at 0.05 level in favor of the experimental group". The results are presented in the following table.

Table 1: Differences between the experimental and the control groups' mean scores on the English writing skills pre-test

Dimension	Groups	N	Mean	Std	t-value	Df	p-value	Cohen's ES
Writing skills test	Control	13	2.15	2.03	1.64	23	.057	--
	Experimental	12	3.50	2.07			No sig.	

The results show that there are no statistically significant differences between the mean scores of pre-testing of English writing skills of the experimental and the control groups. This means that the groups are equivalent. Also, it means that there is no significance in this implementation. So, this hypothesis is rejected.

Testing Hypothesis Two

Hypothesis two states: There are statistically significant differences between the mean scores of the experimental group schoolers and the mean scores of the control group schoolers on pre-writing attitude scale of preparatory schoolers' attitudes towards writing at 0.05 in favor of the experimental group. The results are presented in the following table.

Table 2: Differences between the experimental and the control groups' mean scores on the pre-writing attitude scale

Dimension	Groups	N	Mean	Std	t-value	Df	p-value	Cohen's ES
Writing attitude scale	Control	13	19.47	2.69	1.32	31	.098	--
	Experimental	12	20.81	3.12			No sig.	

The results show that there are no statistical differences on pre-writing attitude scale. This means that the groups are equivalent. Also, it means that there is no significance in this implementation. So, this hypothesis is rejected.

Testing Hypothesis Three

Hypothesis three states: There are statistically significant differences between the mean scores of the experimental group schoolers and the mean scores of the control group schoolers on English writing skills post-test at 0.05 level in favor of the experimental group. The results are presented in the following table.

Table 3: Comparison of the experimental group and the control group on post-writing skills testing

Dimension	Groups	N	Mean	Std	t-value	Df	p-value	Cohen's ES
Post-writing skills test	Control	13	5.62	4.74	6.04	23	<.001	7.29
	Experimental	12	23.25	9.31				High

Table 3 shows that there are statistically significant differences between the mean scores of the experimental group and the mean scores of the control group at 0.05 in favor of the post-test of writing skills test with a high effect size. t-value between the two groups is 6.04 at 0.05 level. Consequently, this result indicates the positivity and success of the program proposed-SIBP-for developing writing skills. In other words, successful intelligence-based programs are effective in developing writing skills of the experimental group. The results are presented as follows:
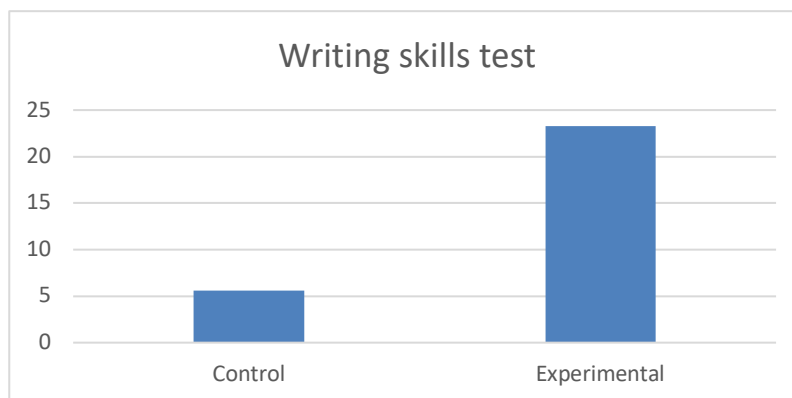

Fig. 1: Comparison of the groups (the experimental and the control) on the post implementation of the writing skills test.

Figure 1 focuses on the differences between the groups (the experimental and the control) on the post implementation of the English writing skills test. The mean scores value of the experimental group is 23.25, while the mean score value of the control group is 5.62. t-test between the two groups is 6.04 at 0.05 level. Therefore, the figure sheds light on the successfulness of the successful intelligence-based program on developing experimental group schoolers' English writing skills. This means that this program has a large effect on developing experimental group schoolers' English writing skills.

Testing hypothesis Four

Hypothesis four states: There are statistically significant differences between the mean scores of the experimental group schoolers and the mean scores of the control group schoolers on post-writing attitude scale of preparatory schoolers' attitudes towards writing at 0.05 in favor of the experimental group.

Table 4: comparison of experimental and control groups on posttest of writing attitude scale:

Dimension	Measures	N	Mean	Std	t-value	Df	P-value	Cohen's ES
Writing attitude scale	Control	13	21.71	2.05	2.59	31	..015 Sig.	1.65 High
	Experimental	12	23.19	1.05				

Table 4 above indicates that there are statistically significant differences between the experimental and the control groups on posttest of writing attitude scale in favor of post-scale scoring of the experimental group. It can be observed that the table includes the groups' mean scores, standard deviation, the level of significance, probability value and the effect size (computed using Cohen's ES, it gives the conventional effect size). The effect size is computed as (1.65). It is a high value. Such a thing refers to the effectiveness of the successful intelligence-based program for developing the experimental group schoolers' attitudes towards writing. Also, the prepared program has a very large impact on the experimental group schoolers' attitudes towards writing. The results are presented in the following table.

Table 5: Differences between pre and posttest of experimental group on writing attitude scale.

Dimension	Groups	N	Mean	Std	t-value	df	p-value	Cohen's ES
Writing attitude scale	Pretest	12	20.81	3.12	2.51	15	.024 Sig.	3.79 High
	Post-test	12	23.19	1.05				

Table 5 focuses on the differences between pre-posttest of the experimental group on writing attitude scale with a high effect size in favor of the post-scale scoring. The table contains the groups' mean scores, standard deviation, the level of significance, probability value and the effect size. The table sheds light on the successfulness of the successful intelligence-based program on developing experimental group schoolers' attitudes towards English writing. This means that this program has a large effect on developing experimental group schoolers' writing attitude. t-test value is (2.51). Also, when the effect size is computed using Cohen's ES, it gives the conventional effect size as (3.79). Consequently, this result indicates the positivity and success of the prepared program on developing experimental group schoolers' attitudes towards English writing.

Testing hypothesis Five

Hypothesis five states: The successful intelligence-based program is effective in developing English writing skills among preparatory schoolers. To investigate the hypothesis, Cohen's ES is calculated. The results prove the positivity of the successful intelligence-based program on developing the writing skills of the targeted sample. Table 3 contains the groups' mean scores, standard deviation, the level of significance, probability value and the effect size. The effect size is (7.29). This means that the effect size of the prepared program (a successful intelligence-based program) is large or high. Consequently, this result indicates the positivity and success of the prepared program on developing the experimental group's writing skills. Consequently, this hypothesis is supported and accepted.
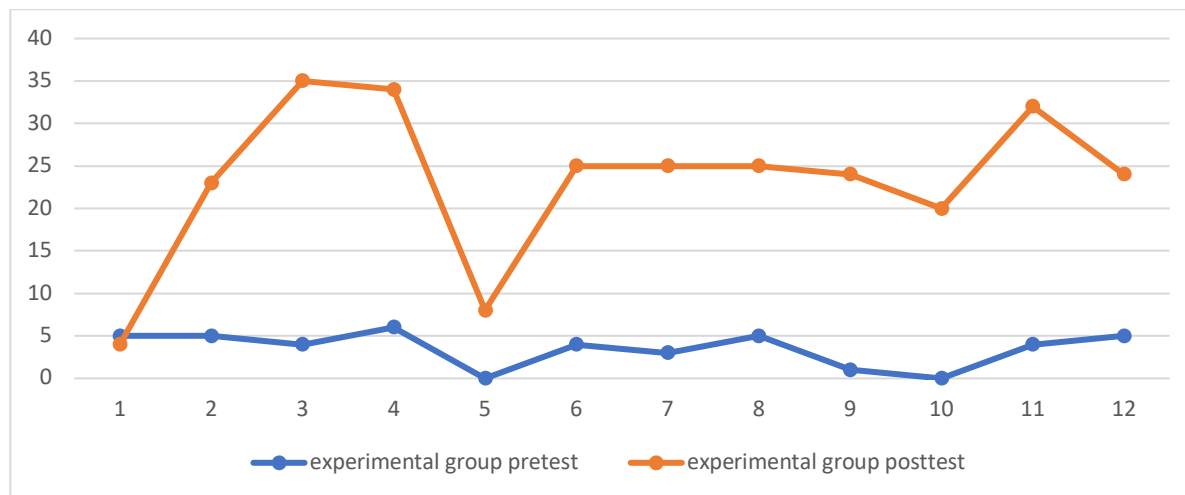

Fig. 2: Differences between the pre and post-measurement scores of the experimental group on the writing skills test.

Figure 2 above shows that there are significance differences in the pre and post-measurement scores of the experimental group on the writing skills test. The schoolers' writing skills of the posttest have high increasing. It is very clear that the experimental group has proved to be a great success. This result supports the Fifth hypothesis.

Testing hypothesis Six

Hypothesis six states: The successful intelligence-based program is effective in developing attitudes towards English writing among preparatory schoolers. It can be noticed that table 4 includes the groups' mean scores, standard deviation, the level of significance, probability value and the effect size. Moreover, the table shows the following findings which prove that the successful intelligence-based program is effective in developing attitudes towards English writing among preparatory schoolers. t-value for the differences between the two groups is computed as (2.59), Cohen's ES, which gives the conventional effect size, is (1.65). Such a thing is logically good at supporting the successful intelligence-based program, which is highly effective in increasing experimental group schoolers' attitudes towards learning writing in English. Therefore, this hypothesis is supported and accepted.

Also, table 5, which shows the differences between pre and posttest of the experimental group in writing attitude scale, indicates that the effect size is (3.79). This means that the effect size of the prepared program is large or high. Also, this result indicates the positivity of the prepared program on developing the experimental group schoolers' attitudes towards writing. This means that the sixth hypothesis is accepted and supported. In other words, a successful intelligence-based program has proved to be a great success that there are statistically significant acceptable effectiveness and high or large effect size of using successful intelligence-based program for developing attitudes towards English writing among preparatory schoolers.
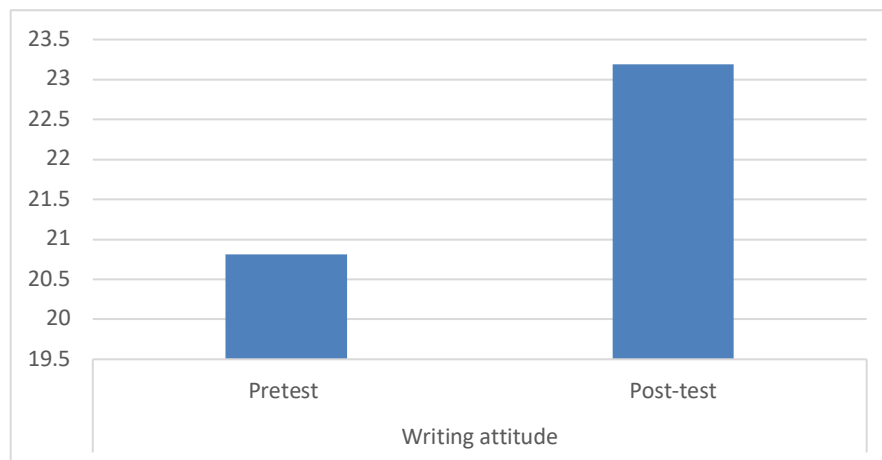

Fig. 3: Differences between the pre-post writing attitude scale of experimental group

Figure 3 above indicates that there are statistically significant differences between the pre-post writing attitude scale of the experimental group in favor of the post-scale scoring. Such a thing refers to the effectiveness of the successful intelligence-based program for developing experimental group schoolers' attitudes towards writing. In addition, the experimental group of schoolers' attitudes towards writing have high increasing.

4 Discussion

The present study investigated the effectiveness of a successful intelligence-based program for developing English writing skills and attitudes towards writing among preparatory schoolers. The researcher used a pre-post writing skills test and writing attitude scale to compare the performances of the experimental group and the control one. The results attributed to using the successful intelligence-based program within related activities, suitable teaching methods, practicing different writing activities and encouraging pair and group working, helped the targeted participants express themselves freely, contributed in increasing preparatory schoolers' writing skills and their attitudes towards writing. The participants could capitalize their strengths and compensate for or correct their weaknesses continuously. All these things helped in improving the participants' attitudes towards writing and demolishing their fear throughout the sessions and made them enthusiastic to participate in the activities of the instructional sessions.

From the very beginning of the experimentation, the first-year prep. schoolers had difficulty in writing correctly and properly. The researcher had to try to make her targeted sample feel happy and less nervous (having a happy expression on her face, giving them some candies, etc.) to start a conversation, and then start writing. She used different strategies such as brainstorming, practiced asking and answering very simple questions related directly and indirectly to the

selected topic, and used spider grams and pictures to help the sample participate in the SIBP activities. The participants worked individually, in pairs, and in very small groups (because of COVID-19, or Coronavirus). Throughout the seventeenth session, the participants felt more comfortable and less shy and nervous that it can be said that the comfortable and happy atmosphere made them enthusiastic to write freely. Such things lead to the following conclusion that the successful intelligence-based program has a great impact on developing the participants' English writing skills and their attitudes towards writing.

Another explanation of the results obtained might refer to the safe, non-threatening and warm classroom environment created by the researcher. She could break the ice between her and the participants. She welcomed them warmly, let them introduce themselves in an easy, interesting way, or rewarded them for being involved in the writing skills activities. Throughout the implementation of the program, the researcher accepted all their ideas, whatever they were to create a safe atmosphere in which they could express their own ideas in writing freely. Of course, they were provided with positive feedback within a suitable time. Besides, the researcher used different strategies and materials to encourage her targeted sample to engage in writing activities.

The first two hypotheses are rejected because of various reasons. One of them is that there were a lot of English lessons that the first-year prep. students had to finish on time via the student's book and workbook, so the teacher did not pay attention to develop her students' writing skills and their attitudes towards writing. Another reason could be attributed to the uncomfortable atmosphere in the classroom via traditional methods. Also, the teacher did not reward them for encouragement. Therefore, the teacher's students felt unhappy, and then got really frustrated with the English periods. The students were passive ones because their teacher was in a hurry to finish the English syllabus without paying attention to anything else. Consequently, a lot of the students did not want to participate in the English activities through which the English writing skills might be enhanced. In addition, the students' English writing skills and attitudes towards writing were not developed in a correct way. So, the two groups (the experimental group and the control one) were equivalent.

Through the results of the third and the fourth hypotheses the two hypotheses are accepted owing to many different reasons. First of all, the successful intelligence-based program (SIBP) through which the researcher asked the institute for devoting (17) sessions for only just developing English writing skills and attitudes towards writing. The researcher came in with a broad smile on her face, welcomed the first-year students warmly, let the students talk about themselves and their families freely, or rewarded them for being involved in the writing skills activities. Secondly, the researcher insisted on accepting all their ideas whatever they were in order to create a happy and safe atmosphere in which they could express their own ideas in writing freely. Of course, feedback was provided within a very suitable time. Thirdly, the researcher used different strategies and materials to encourage her targeted sample to engage in the writing activities. In short, first year prep. schoolers engaged in writing activities and showed a lot of interest and excitement about writing since they were more enthusiastic. They no longer worked as passive students in the classroom. When students and teachers participated in building relationships, students could seize the opportunity for expressing views, ideas, opinions, and feelings freely in writing.

Through the results of the fifth and the sixth hypotheses, the two hypotheses are supported and accepted. The researcher used the successful intelligence-based program within related activities and suitable teaching methods, so she helped her participants practice different writing activities and encouraged them to work in pairs and to work in very small groups. All the earlier reasons have helped the targeted participants express themselves freely in writing. Such things have increased preparatory schoolers' writing skills and their writing attitudes, which are the most important aims of the current study.

5 Conclusions

Based on the study results, the researcher could reach some conclusions:

1. Successful intelligence theory can be used or applied in writing classrooms as it helps develop writing skill as a productive skill.

2. A successful intelligence-based program can be effectively used for developing English writing skills and writing attitudes among prep. schoolers.

3. Successful intelligence theory can be used as an effective theory for helping the first-year prep. stage schoolers overcome their difficulties related to writing.

4. This study helps learners solve or overcome the problems of English writing skills. Also, it provides teachers with a guide through the detailed steps within the prepared program to develop the English writing skills using successful intelligence-based program, so the researcher can conclude that the successful intelligence theory should be

integrated in teaching with writing skills due to proving the effectiveness and usefulness of the program.

6 Recommendations

1. Teachers should attend professional workshops and be coached by specialists to increase knowledge and familiarity with successful intelligence theory on how to benefit from it in their teaching procedures and in their writing classes.

2. The Successful intelligence theory can also be incorporated into the EFL curriculum in English to develop students' attitudes towards writing. It is recommended that teachers should use successful intelligence theory to increase students' interest and attitude to write more often.

3. Students should be provided with a secure and non-threatening classroom environment to encourage them to write well.

4. Positive feedback within its suitable time is recommended.

Research Obstacles

- Some students refused at the beginning to take part in the implementation process; the researcher had to convince them of the benefit they might get. Some were shy, and some others were hesitant. But the researcher created a quite good social relationship with them, they became willing to participate.

- The insufficiency of time constituted a big problem for the researcher since the participants generated so many ideas in addition to different and unique ones concerning the topic in hand, they got very depressed because time was not long enough to express such ideas in writing. The researcher had to ask other teachers at different school subjects to save some time from their periods for her to complete her sessions.

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Conflicts of Interest Statement

The authors certify that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript.

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