

فاعيلة استراتيجية مقترحة تعتمد على أنشطة التعلم
والذكاء المفضلة في تحسين مهارات القراءة والتحدث بالإنجليزية
في المدارس العراقية

**The Effectiveness of a Proposed Strategy Based on
Preferred Learning and Intelligence Activities in
Improving English Language Learning Skills in Iraqi
Schools**

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الكلمات المفتاحية: استراتيجية التدريس، الذكاءات المتعددة، التعلم المفضل، مهارات تعلم
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**Keywords: teaching strategy, multiple intelligences, preferred
learning, intelligence learning skills, reading development, speaking.**



المخلص

هدف البحث للتعرف على مدى نجاح استراتيجيات تعتمد على التعلم المفضل ومهارات تعلم الذكاء في مساعدة الطلاب في المدارس العراقية على تحسين قدراتهم في التحدث والقراءة. باستخدام منهجية البحث النوعي، درس البحث الوظائف والنظريات والصعوبات والمزايا والقيود الخاصة باستراتيجيات التعلم المفضلة ومهارات الذكاء لتعزيز إتقان اللغة. هدف البحث إلى تسليط الضوء على كيفية رفع التحصيل الدراسي وتعليم اللغة في المؤسسات التعليمية العراقية. وفقاً للبحث، فإن التعلم المفضل ومهارات تعلم الذكاء لديها الكثير لتقدمه فيما يتعلق بتحسين إتقان اللغة وتنمية الطلاب وتحسين المهارات المعرفية وخلق بيئة تعليمية ممتعة، وكذلك التطوير المهني للمعلمين، وتكامل المناهج الدراسية.

Abstract

The research investigated the extent to which a strategy based on preferred learning and intelligence learning skills succeeded in helping students in Iraqi schools improve their speaking and reading abilities. By using qualitative research methodology, the study examines the functions, theories, difficulties, advantages, and limitations of preferred learning strategies and IQ skills for advancing language proficiency. The study aims to shed light on how to raise academic achievement and language teaching in Iraqi educational institutions. According to research, Preferred Learning and Intelligence Learning Skills have a lot to offer in improving language proficiency, student development, improving cognitive skills, and creating an enjoyable learning environment—professional development for teachers and curriculum integration.



1. Introduction

The English language is considered one of the most important means of communication and interaction. The concept of using digital technology in teaching and learning English has gained importance in recent years. It causes a marked shift in the roles played by students and teachers. In addition, it supports teachers in implementing more modern teaching strategies with their students. These techniques include cooperative learning and problem-based learning, among others (Helwa, 2021).

English has become a more and more common communication language in both local and international contexts in this era of globalization. Consequently, English speakers who are proficient in all nations are in high demand. English is considered a second language in many nations across the world; therefore, it is known as the "International Language" (Winarti, 2019). Because it is studied in a setting where it is not the major language of communication on a daily basis and where language usage is restricted, English is considered a foreign language. English continues to draw learners despite the perception that it is a challenging language to learn and use. Speaking proficiency is the most important element in learning a foreign language in order to fully understand it (Meena, 2020).

Furthermore, the basic functions of language are communication, self-expression, and thinking, according to Patel (2008). It follows that language functions as a tool for communication. However, speaking a foreign language is an ability that is difficult for learners to acquire. Students believe that speaking is the hardest skill because it requires it. In other words, speaking is thought to be the most important of the four basic language skills to acquire when learning a new language. Speaking proficiency is the most important element in learning a foreign language; success is determined by an individual's ability to carry on a conversation in the target language (Helwa, 2021). It follows that language functions as a tool for communication. So, this ability demonstrates the learner's proficiency in the language. However, speaking a foreign language is an ability that is difficult for learners to acquire (Gani, 2015).

Intelligences Quotient (IQ) is a commonly used metric to narrowly characterize human intelligence. Even yet, IQ is seen as a crucial predictor of success, even though IQ tests primarily evaluate linguistic and mathematical reasoning skills. There is more to intelligence than merely linguistic and logical aptitude. Gardner (1993) characterizes intelligence as the capacity of humans to formulate and resolve issues. Therefore, when a person encounters a challenge and finds a solution, a certain form of human intelligence will emerge (Winarti, 2019). To help instructors create effective study practices, it is crucial to determine the main types of



intelligence that students possess before they begin their studies (Griggs, 2009).

1.1 Study Problem

Even though speaking and reading English is becoming more and more important in today's global communication, pupils in Iraqi schools frequently struggle to improve their reading and speaking abilities (Ahmed et al., 2021). Alternative techniques to instruction may be required since traditional methods of instruction may not be sufficient to meet these problems. Preferred Learning and Intelligence Learning Skills has been shown to improve language proficiency in a variety of settings and develop reading and speaking skills in schools. Its effectiveness, especially in the context of Iraqi schools, remains unknown. Therefore, the purpose of this study is to ascertain whether preferred learning and multiple intelligence skills help students in Iraqi schools develop and improve their speaking and reading abilities. By analyzing the functions, methods, difficulties, advantages, and limitations associated with preferred learning strategies and multiple intelligence skills for language proficiency, this study aims to provide important insights into enhancing language teaching and student achievement in the Iraqi curriculum. The results of the study may influence educational methods and policies, leading to improved students' academic performance and language skills in Iraqi classrooms.

1.2 Study Questions

The current research seeks answers to these questions:

- 1) What are the roles and methods of preferred learning and intelligence learning skills strategies?
- 2) What are the challenges faced by students in improving their reading and speaking skills through preferred learning and intelligence activities?

1.3 Research Objective

The current study intends to clarify the effect of preferred learning strategies and intelligence learning skills in enhancing the reading and speaking skills of students in Iraqi schools.

Sub-objectives:

- 1) Investigating the ways of preferred learning and intelligence learning skills strategies.
- 2) Investigating the students' limitations in improving their reading and speaking skills through preferred learning.
- 3) determining the benefits and limitations of preferred learning and intelligence activities.



1.4 Research Importance

The importance of the current study lies in determining the degree of success of complex strategies used in learning reading and speaking skills in Iraqi schools. The current study also suggests finding ways to address the problems that Iraqi students may face while learning reading and speaking skills. The current study can also provide strategies that help advance the academic level in Iraqi schools. In addition, it was confirmed that there is a direct and positive effect of the preferred learning methods on the acquisition of reading and speaking skills for Iraqi students.

It is suggested that preferred learning methods are directly influential on speaking and reading skills in Iraqi schools, as they enhance cooperation and communication between students and teachers, thus creating an interactive learning environment. The current study also helps in making important decisions regarding the development of learning strategies and educational policies related to adopting preferred learning. In addition, the current study contributes effectively to enhancing Iraqi academic levels by developing the language skills of Iraqi students, which leads to increased interaction and social communication.

2. Research Methodology

Fossey (2002) emphasized that research that follows qualitative methodology aims to achieve an understanding of the differences between people's opinions. This study employs qualitative research (narrative review), a strategy that seeks to determine the existing circumstances around a given event before attempting to describe it through the literature review. As a result, it relies on reality studies or the event as it actually happens and is concerned with accurately depicting the event (Creswell, 2003).

Qualitative research is important because it is seen as an essential part of scientific inquiry and is usually believed to be the only method appropriate for examining many human areas. The primary objectives of the qualitative method are the precise definition and the communication of the phenomena in both quantitative and qualitative forms. This means, by definition, dealing with the phenomenon as it really is (Williams, 2007).

3. Literature Review

3.1 The preferred learning and intelligence learning skills strategy

Appropriate language learning strategies improve language proficiency faster. The language learning process involves the use of



language learning methods. In short, Students apply learning techniques to make new information easier to understand and help them solve language-related problems. Therefore, their adoption of learning strategies is considered an appropriate way to enhance understanding, learning, or memory. It can be explained that the teacher, in applying learning using the multiple intelligence model, must be able to appreciate each student's unique diversity. When the learning process is completed, students are given the opportunity to speak using linguistic intelligence, which gives students the opportunity to think logically and use numbers in order to develop logical-mathematical intelligence, which gives students the opportunity to obtain information from pictures in the development of visual intelligence (Helwa, 2021).

Mekkarshah and Associates (2013) state that students' bodily-kinesthetic intelligence can be developed through acting opportunities and other physical experiences, their personal and interpersonal intelligence can be developed through self-reflection and social experiences, and their musical intelligence can be developed through giving. They have the opportunity to compose songs and use music as a means of receiving information. It is not necessary to use the seven components of intelligence simultaneously when applying multiple intelligence models to the learning process of a subject. However, the process of selecting intelligence must take into account the learning environment itself. In addition, in order to tailor teaching to the unique requirements and characteristics of each student, teachers using multiple intelligence models must be aware of their students' development as well as their own uniqueness. With the help of this concept of multiple intelligences, students can turn the dry and boring learning process into an enjoyable one where they are not only bombarded with information and theories. However, with multiple intelligence models, students are faced with the reality that the ideas and content they learn may actually be applied to their daily lives, leaving a lasting impact on their lives (Rizqiningsih, 2019).

Previous studies have investigated the implications of the theory of multiple intelligences (MI), which can be applied in teaching and learning activities in various subjects, including language, psychology, and science. Some studies conducted by Pociask, 2007; Chuang, 2010; Ahmadyan, 2013; Nurulwahida, 2014), indicate that Multiple intelligence theory should be applied in classrooms through different methods such as implementing brain-based learning strategy, group study method, video games, and modules.

Furthermore, Madkour and Mohamed (2016) found that adjusting learning strategies to students' intelligence positively improved learning motivation and emotional intelligence's impact on student achievement. However, these previous studies tend to focus more on the impact of



learning strategies on learning achievements (Widiana, 2016). Only a few studies have applied artificial intelligence (AI) theory to enhance students' AI and Science Process Skills (SPS).

According to Chuang (2010), who investigated attempts to enhance MI using video game applications, students' multiple intelligences could be strengthened through problem-solving from video games. The purpose of this study was to investigate the effectiveness of AI-based learning methodologies in helping students develop their multiple intelligences and self-awareness. Here are some perspectives from which the features of the MI-based teaching method can be observed:

- (1) Because learning strategies were previously more complex, they are intended to be easier to implement and do not involve changing the school's curriculum. It is expected that this simplicity will allow teachers to apply learning strategies without the need for systemic changes in the institution. In other words, every teacher can use this tactic for any subject according to the relevant curriculum.
- (2) In order to acquire scientific concepts and enhance students' dominant thought, this technique integrates hobbies and abilities into formal education. Interests and skills are currently fostered through extracurricular activities rather than in the classroom. It is new to integrate children's interests in sports or the arts into formal education in subjects such as science (Winarti, 2019).

3.2 Basic Theories of the Developed Learning Strategy

Gardner (1993) defined intelligence as the ability of humans to formulate and solve problems. This learning approach was created using the Multiple Intelligences (MI) theory by Gardner, the constructivist theory by Vygotsky, and the cognitive development theory by Piaget. The theory of artificial intelligence is based on the fact that humans have eight types of intelligence that vary between each person. Since no two people have the same level of intelligence, learning may be produced by assessing each student's intelligence and creating learning activities that match their level of intelligence. MI theory states that children's interests are often related to their dominant intelligence (Armstrong, 2004). Interests and abilities are used as a means of studying material using this learning technique. Piaget's theory of cognitive development addresses a group of axes in developing human cognitive levels, and this confirms that any dominant intelligence that an individual may display will be helped to develop by performing a set of activities related to the type of intelligence that he possesses (Hergenbahn, 2009).

Moreover, according to Vygotsky's thesis Slavin, (2006), intellectual growth occurs when a person approaches with interest a new



situation. People make connections between new and old information to try to make sense of the novel experience. According to Vygotsky, social and cultural contexts and social interactions are sources of cognitive ability. Social contact with others, according to Vygotsky, is the process of intellectual development that contributes to helping students face challenges and helping their peers do so. According to these studies, implementing AI-based learning practices in the classroom increases students' motivation, curiosity, and emotional intelligence, in addition to improving learning outcomes. As students' self-esteem grows, their retention rate also increases. Al-Ghamrawi's (2014) research on children's vocabulary acquisition showed that applying AI theory enhances learning retention rather than speeding up the word acquisition process. However, the influence of learning style on students' motivation, interests, self-esteem and learning outcomes has been the main focus of previous studies on multiple intelligences. Research on multiple intelligences aimed at enhancing multiple intelligences themselves has been sparse. Studies conducted by Talib and Benny Kilani (2014) and Chuang et al. (2010) tried to improve students' multiple intelligences, but they only paid attention to one or two of them.

3.3 The importance of Reading and Reading comprehension for EFL

The ability to read and understand text is essential for students' development of understanding of English as a foreign language (Hooshang, 2014). It is possible to teach students how to make these choices (Elaf, 2022). Mindful reading, which broadens and deepens students' experiences, engages their intellectual abilities, and provides students with the knowledge they need to solve a variety of personal problems, such as recognizing their tendencies and using them to enhance their reading comprehension, also helps students build a sense of self and others. It is suitable for them because it encourages introspection and inquiry, raises awareness of social concerns, cultivates a culture of book criticism, and gives people a sense of cultural belonging (Raslan, 2015). The most important assumption is that teacher and pupil will naturally be interested in structure (Krebt, 2017).

Fadlallah (2015) asserts that understanding reading content is essential, especially in educational contexts. It aims at enhancing learners' linguistic abilities, providing them with insightful concepts, introducing them to the practical knowledge, teaching them how to criticize others and accustoming them to expressing and making judgments. Jad (2013) confirmed that students who have mental abilities that help them overcome the difficulty of this process, in addition to the skills of analysis and criticism, will have reading comprehension.



For several reasons, reading comprehension receives special attention in many second or foreign language teaching scenarios. Reading is an essential skill for students of English as a second or foreign language (ESL/EFL) and for many, reading is a necessary skill to master. Students who read improved their ability to write and communicate with others (Fatima, 2016). Foreign language learners' academic success and other linguistic characteristics of foreign/second language learners are related to reading comprehension (Grabe, 2009). According to the above claims, having a strong reading comprehension ability helps improve other linguistic abilities including writing ability, school performance, and interpersonal communication. In short, it improves language proficiency, expands knowledge, and develops critical thinking. Language mastery generally revolves around mastering four skills (speaking, listening, writing, and reading) (Harmer, 2007). Finding the main concept and its supporting information, drawing conclusions, presenting terms, deciphering the meanings of words, and distinguishing between fact and opinion are among the reading comprehension sub-skills that the researcher in question possesses.

4. Conclusions and Recommendations

This study reached about the feasibility of a learning strategy based on MI applied to reading and speaking skills in Iraqi schools. The results of the current research confirmed that there is a clear effect of MI on language skills related to reading and speaking. The six steps of the AI-based learning process self-reflection, introducing concept, formulating questions, exploring concept, displaying talent, and formulating conclusion have been shown to be successful in enhancing the five different types of intelligence: kinesthetic, musical, and intelligence, interpersonal, intrapersonal, and visual-spatial. This method is easy to use in the classroom thanks to the straightforward learning strategy phases; unlike previous studies, it does not require the creation of a unique program. This finding also complements the results of previous studies on the use of MI theory in learning with the aim of raising student achievement. Implementing AI-based learning technology in the science classroom not only increases achievement but also improves students' AI, although at a rather low rate of progress.

The results of this study advance our knowledge of how well-preferred learning and intelligence learning skills work to improve students' speaking and reading abilities in Iraqi classrooms. The functions, techniques, difficulties, advantages, and restrictions of preferred learning and intelligence learning skills strategies for language skill development have been investigated using a qualitative study methodology. Based on



the results of the study, it was found that there are smart learning skills that contribute effectively to producing an interactive learning environment that leads to enhancing cooperation, interaction, and communication between students and teachers.

Teachers can increase language proficiency, promote inclusive classrooms, and raise students' academic achievement by applying collaborative and participatory learning strategies. Moreover, the study highlights finding solutions to the problems that Iraqi students and teachers may face while learning reading and speaking skills, such as training teachers, motivating students, and confronting linguistic obstacles. Finally, a set of recommendations was presented that may help Iraqi schools adopt preferred learning methodologies and intelligence-based learning skills in order to develop students' linguistic skills:

- 1) Preparing training courses for teachers in Iraqi schools centered around applying preferred learning strategies to enhance teachers' understanding and abilities to teach language skills.
- 2) Applying educational activities based on intelligence and preferred learning that enhance the language skills of Iraqi students in order to raise their academic level and provide them with opportunities to participate in these types of activities.
- 3) Providing direct support to Iraqi students who face challenges while learning reading and speaking skills in order to help them understand and develop the English language and enhance communication skills.
- 4) Put future plans to integrate preferred learning into educational curricula.

When these recommendations are implemented, this will possibly reflect positively on educational institutions in general and Iraqi students in particular, as they can enhance their language skills with ease and flexibility. This will ultimately lead to increased academic performance and language competency. With the selected learning program, students' performance on repetitious tasks improved, particularly in their capacity for questioning. The findings of this study contribute to future improvements in scientific education. Nowadays, education places more of an emphasis on helping students reach their full scientific process potential and capabilities than merely possessing academic proficiency.

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