



كلية التربية



جامعة العريش

مجلة كلية التربية

علمية محكمة ربع سنوية

(السنة السادسة – العدد الرابع عشر – أبريل ٢٠١٨م)

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المسؤول الإداري	أ. أسماء محمد علي الشاعر

قواعد النشر بمجلة كلية التربية بالعريش

١. تنشر المجلة البحوث والدراسات التي تتوافر فيها الأصالة والمنهجية السليمة على ألا يكون البحث المقدم للنشر قد سبق وأن نشر، أو تم تقديمه للمراجعة والنشر لدى أي جهة أخرى في نفس وقت تقديمه للمجلة.
٢. تُقبل الأبحاث المقدمة للنشر بإحدى اللغتين: العربية أو الإنجليزية.
٣. تقدم الأبحاث إلكترونياً مكتوبة بخط (Simplified Arabic)، وحجم الخط ١٢، وهوامش حجم الواحد منها ٢.٥سم، مع مراعاة أن تتسق الفقرة بالتساوي ما بين الهامش الأيسر والأيمن (Justify). وترسل إلكترونياً على شكل ملف (Microsoft Word).
٤. يجب ألا يزيد عدد صفحات البحث بما في ذلك الأشكال والرسوم والمراجع والجداول والملاحق عن (٢٥) صفحة. (الزيادة بحد أقصى ١٠ صفحات برسوم إضافية).
٥. يقدم الباحث ملخصاً لبحثه في صفحة واحدة، تتضمن الفقرة الأولى ملخصاً باللغة العربية، والفقرة الثانية ملخصاً باللغة الإنجليزية، وبما لا يزيد عن ٢٠٠ كلمة لكل منها.
٦. يكتب عنوان البحث واسم المؤلف والمؤسسة التي يعمل بها على صفحة منفصلة ثم يكتب عنوان البحث مرة أخرى على الصفحة الأولى من البحث.
٧. يجب عدم استخدام اسم الباحث في متن البحث أو قائمة المراجع ويتم استبدال الاسم بكلمة "الباحث"، ويتم أيضاً التخلص من أية إشارات أخرى تدل على هوية المؤلف.
٨. البحوث التي تقدم للنشر لا تعاد لأصحابها سواء قبل البحث للنشر أم لم يقبل. وتحفظ هيئة التحرير بحقها في تحديد أولويات نشر البحوث.
٩. لن ينظر في البحوث التي لا تتفق مع شروط النشر في المجلة، أو تلك التي لا تشمل على ملخص البحث في أي من اللغتين، أو يزيد عدد صفحاتها عن ٣٥ صفحة شاملة الصفحات الزائدة.
١٠. يقوم كل باحث بنسخ وتوقيع وإرفاق إقرار الموافقة على اتفاقية النشر.
١١. يسهم الباحث في تكاليف نشر بحثه، ويتم تحويل التكلفة على الحساب الخاص بالمجلة. يجب إرسال صورة عن قسيمة التحويل أو دفع المبلغ، مع البحث إلكترونياً. التكاليف تشمل: مكافأة التحكيم، وتكلفة الطباعة والنشر، والحصول على نسخة من العدد، وعدد (٥) مستلزمات من البحث.
١٢. يتم نشر البحوث أو رفض نشرها في المجلة بناءً على تقارير المحكمين، ولا يسترد المبلغ في حالة رفض نشر البحث من قبل المحكمين.
١٣. يُمنح كل باحث إفادة بقبول بحثه للنشر بعد إتمام كافة التصويبات والتعديلات المطلوبة.

قواعد التحكيم بمجلة كلية التربية بالعريش

فيما يلي القواعد الأساسية لتحكيم البحوث المقدمة للنشر بمجلة كلية التربية بالعريش

القواعد عامة:

١. مدى ارتباط موضوع البحث بمجال التربية.
٢. مدى مناسبة الدراسات السابقة، وإبرازها لرؤى متعددة.
٣. درجة وضوح أسئلة وأهداف البحث.
٤. مستوى تحديد عينة ومكان البحث.
٥. درجة إتباع البحث لمعايير التوثيق المحددة في دليل رابطة علم النفس الأمريكية، العدد السادس .
٦. احتواء قائمة المراجع على جميع الدراسات المذكورة في متن البحث والعكس أيضاً صحيح.
٧. حدود الدراسة، وتبريراتها.
٨. سلامة تقرير البحث من الأخطاء اللغوية المتعلقة بالنحو والإملاء وكذا المعنى.
٩. تكامل جميع أجزاء تقرير البحث، وترابطها بشكل منطقي.

قواعد الحكم على منهجية البحث:

١. تحديد الفترة الزمنية للبحث.
٢. تحديد منهجية مناسبة للبحث.
٣. تبرير إجراءات للاختيار في حالة دراسة الأفراد أو الجماعات.
٤. تضمين البحث إطاراً نظرياً واضحاً.
٥. توضيح الإجراءات المتعلقة بالجوانب المهنية الأخلاقية مثل: الحصول على موافقة المشاركين المسبقة.

قواعد تحكيم الإجراءات:

١. شرح وسائل جمع المعلومات بوضوح، والعمليات المتبعة فيها.
٢. تحديد وشرح المتغيرات المختلفة.
٣. ترقيم جميع الجداول والأشكال والصور والرسوم البيانية بشكل مناسب وتبويبها والتأكد من سلامتها.
٤. شرح عملية التحليل المتبعة ومبرراتها، والتأكد من اكتمالها وسلامتها.

قواعد الحكم على النتائج:

١. عرض النتائج بوضوح.

٢. توضيح جوانب الاختلاف في حالة تعارض نتائج البحث مع نتائج الدراسات السابقة.
٣. اتساق الخاتمة والتوصيات مع نتائج البحث.

محتويات العدد (١٤)

الصفحات	الباحث	عنوان البحث	الرقم
مقالات تربوية			
	هيئة التحرير	المجلة العلمية للكلية : انطلاقة جديدة مطورة	١
	أ.د. محمد رجب فضل الله كلية التربية- جامعة العريش	الشراكة الغائبة في التخطيط لتطوير منظومة التعليم العام في مصر	٢
بحوث ودراسات محكمة			
	د. إبراهيم محمد عبد الله أستاذ المناهج وطرق تدريس الرياضيات المساعد كلية التربية- جامعة العريش	وحدة مقترحة قائمة على مدخل STEM وفاعليتها في تنمية حل المشكلات الرياضية الحياتية والاستمتاع بتعلم الرياضيات لدى تلاميذ المرحلة المتوسطة	١
	د. ضياء أبو عاصي فيصل مدرس الصحة النفسية كلية التربية- جامعة العريش	فعالية برنامج قائم على التنظيم الذاتي في تحسين مستوى الاتزان الانفعالي وخفض مستوى الكمالية اللاتكيفية لدى طلاب الجامعة	٢
	د. محمد صبري غنيم دكتوراه علم النفس التربوي	فاعلية برنامج تدريبي مبني على القصة في تنمية مستوى التمثيل المعرفي للمعلومات لدى تلاميذ الإعاقة العقلية المتوسطة	٣
بحوث مستلة من رسائل علمية			
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	Imtyaz Hemdan Mohammad Gomaa Arish University, Faculty of Education	The Effectiveness of a Training Program Based on the Six Thinking Hats Strategy in Developing English Listening Skills Faculty of Education of the Student Teachers at the	٣

**The Effectiveness of Task Performance Based on
Self-Regulation in Developing English Creative
Reading Skills for the Linguistically
Talented Student Teachers**

By

Wafaa Mostafa Ebeid Badawy

**Faculty of Education
Arish University**

The Effectiveness of Task Performance Based on Self-Regulation in Developing English Creative Reading Skills for the Linguistically Talented Student Teachers

By

Wafaa Mostafa Ebeid Badawy
Faculty of Education
Arish University

Abstract

The purpose of this study was to investigate the effectiveness of task performance (TP) based on self-regulation (SR) in developing English creative reading skills for the linguistically talented student teachers. To do so, 18 EFL third year linguistically talented student teachers were selected according to their grades in language proficiency from Arish Faculty of Education in North Sinai. They constituted a one group pre-posttest design. They were taught a program of TP based on SR which included fourteen sessions prepared and taught by the researcher. The TPBSR comprises three main categories: Environment, Personal and Behavioral. Data were obtained from administering a creative reading test which contained items measuring how much students learned these skills. To analyze the data statistically, Chronbach's Alpha Test and Wilcoxon Signed Ranks Test were used. The results of the students' creative reading test were fairly high. This revealed that TPBSR had a significantly positive effect on developing the creative reading skills in English for the linguistically talented student teachers.

Key words: self-regulation, creative reading, talented student teachers

1. Introduction

1.1 Background of the Study

Reading plays an essential role in the process of language learning and teaching. It is the first skill that students should develop because it is considered a main source for language input. According to Moorman and Ram (1994) creative reading is a necessary component of the reading process and must be considered in any theory or system attempting to describe it; reading involves all the higher mental abilities such as perception, concept information, making inferences, contrasting and applications. Additionally, Labuda (1974, p.1) who stated that “there are talented and creative students of diverse nature and that creative reading can play an important role in providing for the needs of these students.” However, Witty (1985) affirmed that creative reading is considered the highest yet most neglected form of reading.

Recently, Creative Reading Negligence is widely recognized as students focus on the literal meaning of the text rather than transforming it into their own words and ideas. As such, Paris & Paris (2001, p. 92) argued that " The focus on literal meaning and the inability to distinguish main ideas may arise from inappropriate comprehension goals or the lack of appropriate strategies employed while reading. "That`s why many students suffer from this problem because of creative reading neglect. Small & Arnone (2011) point out that reading activities in reading classes are often limited to checking reading comprehension and vocabulary, which may enable the learner to gain a basic reading competence but these tasks are unlikely to encourage our students to become creative lifelong readers. Therefore, creative and talented students are less mindful about their careless mistakes, feel more boredom in class and behave unpredictably, while they seek original ideas rather than details and need new information (Davis, 2003).

The researcher faced the problem of the present study during supervising the practicum students (EFL third year) at schools and noticed that student teachers dealt with the language through rules and vocabulary without paying attention to reading with its high levels. Surveying a number of

studies that investigated creative reading skills at the university level in the Egyptian context (e.g., Abdurraheem, 2015; Abdul Latif, 2006; Moharam, 1997), the researcher revealed that EFL university students encounter different problems in their creative reading skills. A field study on a sample of student teachers, especially the linguistically talented student teachers (N = 18) who complained about not being creative readers. To document that, the researcher decided to conduct this study to develop English creative reading skills for the linguistically talented student teachers.

1.2 Statement of the Problem

The problem of this study is the lack of strategies in the field of English language as a foreign language which helps the learners develop creative reading skills that deal with vocabulary and grammar without paying attention to the importance of ideas organization and information of new values and this was clearly reflected on the linguistically talented student teachers' creativity in reading the text. To tackle this problem, the current study investigated the effectiveness of task performance based on self-regulation in developing English creative reading skills.

1.3 Hypothesis of the Study

The following hypothesis had been formulated:

-There would be a statistically significant difference between the mean scores of the study group students on the pre and post testing of the creative reading skills test in favour of the post test.

1.4 Significance of the Study

- a) The English language supervision: This study may stimulate specialists' and supervisors' interests to conduct training courses for teachers to develop creative reading skills by using TPBSR.
- b) EFL teachers: The study may attract the attention of English teachers to use self – regulation in developing creative reading skills.

- c) Teaching self-regulation to pre-service teachers will enable them to transfer their knowledge of those strategies to their students.
- d) Enrich literature related to self- regulation and creative reading .

1.5 Definitions

1.5.1 Self-Regulation:

Pintrich (2000, p. 453) described self-regulation as: "an active, constructive process whereby learners set goals for their learning and attempt to monitor, regulate and control their cognition, motivation and behavior, guided and constrained by their goals and the contextual features in the environment."

1.5.2 Creative Reading:

In the present study creative reading is operationally defined as a process of the reader's interaction with the reading text to know the beyond words and ideas, and rearrange to link with his experiences and information to access to new ideas and conclusions.

1.5.3 Linguistically talented student teachers:

The linguistically talented student teachers are operationally defined as top performers, and as students who can read more creatively, respond in unexpected and unusual ways. These students learn quickly and have advanced language skills.

1.6 Review of Related Literature

Self-regulation is important for students at every level, but is more valuable especially to those in college, as they are confronted with a great deal of material in a short span of time. As such, Boekaerts, Pintrich and Zeidner (2000b, p. 4) note that: "... self-regulation is an important topic that is highly relevant to the science of the mind and human behavior."

Ivcevic and Mayer (2007, p. 69) add that" The function of self-regulation is to oversee and balance the process of creation and sustain conscious effort in creative activity." This means that self-regulation increases the process of creation and helps students do the activities in a creative way.

Housand, & Reis (2008) state that personal processes, the environment, and individual behaviors of both teachers and students are factors that facilitate students' use of self-regulation learning strategies in reading. Some environmental conditions, such as organization of materials and clear expectations, support the development and use of self-regulation learning (SRL) strategies in reading. Teachers who use explicit instruction and modeling of SRL strategies have more students who can use self-regulation to read for longer periods and respond to higher order thinking questions. So, Self- regulation is essential to the learning process (Jarvela and Jarvenoja, 2011; Zimmerman, 2008). It can help students create better learning habits and strengthen their study skills (Wolters, 2011), apply learning strategies to enhance academic outcomes (Harris, Friedlander, Sadler, Frizzelle, & Graham, 2005), monitor their performance (Harris et al., 2005), and evaluate their academic progress (De Bruin, Thiede & Camp, 2011).

Vacca , Vacca and Begoray (2005, p. 14) emphasize that "students need to know how to think with text in order to respond to, discover, organize, retrieve, and elaborate on information and ideas they encounter in content learning situations". As such, "learning is not something that happens to students; it is something that happens by students." (Zimmerman, 1989, p. 21)

There are many researchers who assured the importance of self-regulation strategies such as Aregu (2013), El-Sakka (2016), and Zarei, Esfandiari & Akbari (2016) who found out that self-regulation strategies have achieved an important instructional role in developing English language skills such as speaking skills, critical reading and reading comprehension. So, the researcher suggests investigating the effectiveness of task performance based on self-regulation in developing English creative reading skills for the linguistically talented student teachers.

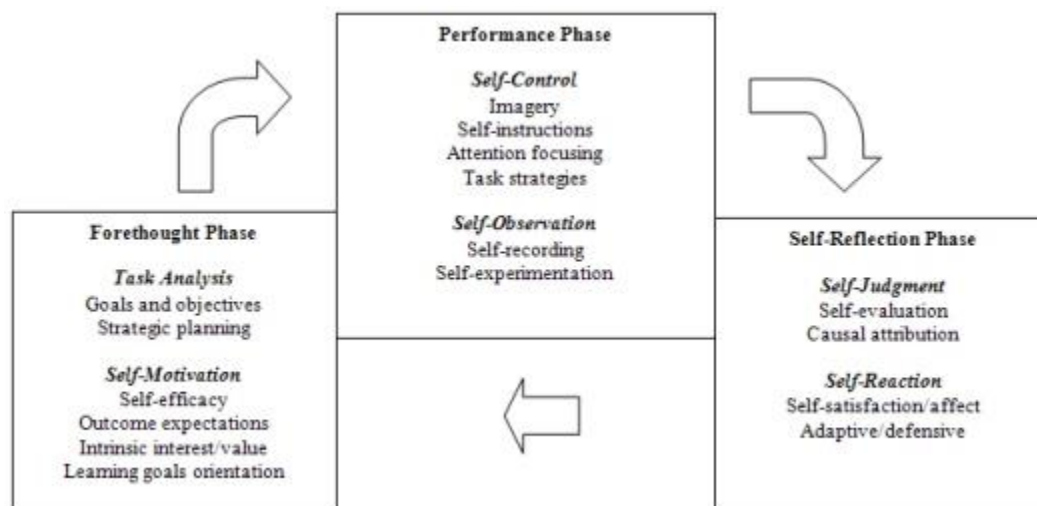
1.6.1 Self-Regulated Learning

Zimmerman (1989) was the first academic to propose the construct of self-regulated learning in educational psychology. In Bruning, Schraw, Norby, & Ronning's (2004) view, self-regulated learning is the ability to control all aspects of one's learning, from planning ahead to evaluating performance afterwards. Later on, Zimmerman (2008) defined self-regulated learning as self-directed and proactive processes that enable learners to transform their mental abilities, and to acquire academic skills.

1.6.2 Zimmerman's model:

Zimmerman (2002) expanded this model in three phase cyclical loop. He describes self-regulated learning as an open and cyclical process on the part of the learner that occurs in three main phases: forethought, performance, and self-reflection. Each phase is divided into sub categories. As seen in Figure 1, the forethought phase is the planning phase which precedes learning. Two major classes of forethought processes are task analysis and self-motivation. Task analysis involves goal setting and strategic planning. Taking a spelling test into account as an example, a learner may select a goal of memorizing a word list and plan to use spelling strategies, such as dividing words into syllables. Self-motivation originates from the learners' beliefs about themselves, as well as the learning process. For example, being self-efficacious or intrinsically motivated enhances learning.

Figure 1. The Zimmerman model of self-regulated learning cycle (Zimmerman, 2002, p. 67)



The second phase is the performance phase during which learners employ a variety of strategies, which help them maximize their academic performance. This phase involves two main classes of self-control and self-observation. Self-control refers to employing the strategies, selected during the forethought phase. Forming an image to memorize a new word or locating one's place of study away from distracting noises are two examples of self-control methods. Self-observation refers to self-recording, such as self-recording one's time to be aware of how much time one has spent learning. In the third phase, self-reflection, judgments are made about one's actions. Self-judgment and self-reaction are two major classes of this phase. One form of self-judgment is self-evaluation, which refers to comparing one's performance against some standard. The standard could be one's prior performance, another person's performance, or an absolute standard. Another form of self-judgment is causal attribution, referring to beliefs about the cause of one's failure or success. Self-reaction also takes different forms. For instance, self-satisfaction, which enhances motivation, is a case in point. Defensive reactions and adaptive reactions are two other forms of self-reaction. The former refers to efforts to protect one's self-image, while the latter refers to adjusting one's performance to increase learning. Being

absent from a test and discarding an ineffective learning strategy are two examples of defensive and adaptive reactions, respectively. As mentioned earlier, these phases are considered cyclical. The forethought phase prepares the student for learning and influences the performance phase. This, in turn, affects the processes of the self-reflection phase, which interact with the next forethought phase. Each phase can facilitate or hinder the subsequent phase of the cycle.

1.6.3 Self-Regulated Strategies

Self-regulation includes many strategies for learning , for example : setting a goal for reading, organization and understanding what the individual reads to make changes and adjustments about the task (Wolters, 2003). According to Zimmerman (1989) self-regulation strategies are usually used by successful students, and they fall into three categories: personal, behavioural, and environmental.

A. Personal:

These strategies usually involve how a student organizes and interprets information and can include:

- 1. Organizing and transforming information which have** outlining, summarizing, rearrangement of materials, highlighting, flashcards/index cards, drawing pictures, diagrams, charts, and webs/mapping.
- 2. Goal setting and planning/standard setting which have** sequencing, timing, completing, and time management and pacing.
- 3. Keeping records and monitoring which have note-taking,** lists of errors made, record of marks, portfolio, and keeping all drafts of assignments
- 4. Rehearsing and memorizing** (written or verbal; overt or covert) which have mnemonic devices, teaching someone else the material, making sample questions, using mental imagery, and using repetition.

B. Behavioural:

These strategies involve actions that the student takes.

1. **Self-evaluating (checking quality or progress) which has** task analysis (What does the teacher want me to do? What do I want out of it?) , and self-instructions; enactive feedback, and attentiveness.
2. **Self-consequating which has** treating to motivate; self-reinforcement and arrangement or imagination of punishments; delay of gratification.

C. Environmental:

These strategies involve seeking assistance and structuring of the physical study environment.

1. **Seeking information (library, Internet) which has** library resources, internet resources, reviewing cards, and rereading records, tests, textbooks
2. **Environmental structuring which has** selecting or arranging the physical setting, isolating/ eliminating or minimizing distractions, and breaking up study periods and spreading them over time
3. **Seeking social assistance from peers, from teachers** or other adults, and emulating exemplary models.

1.6.4 Self-Regulation and Creative Reading:

There is a remarkable relationship between creative reading and self-regulation, as self-regulation has a major role in creative reading and helps students set goals, plan and generate thoughts. Zimmerman states that self-regulation includes "self-generated thoughts, feelings and actions that are planned and cyclically adapted to the attainment of personal goals." (2000, p. 14). In fact self-regulation and creative reading are capable of generating new ideas. Moreover, in creative reading, we need some strategies such as setting goals, planning and organizing.

Also, Andreasen and Press (2006) assured that creative cognition is resulting from self-organizing system. This self-organizing system is a part of the self-regulation components. Iran-Nejad and Winsler (2000) state that “in bio functional theory, learning is growth in the ability to take advantage of internal sources of self-regulation to (re)create ongoing knowledge and to do so with increasing efficiency, intuitive flexibility, and technical fluency” (p. 31). They add that the person recreates knowledge and disposition to facilitate problem solving, or even the creation of obstacles. This means that during learning, students should be in the creative mode of functioning. The reason behind this is to engage learner’s attention and interest and to involve the brain in a dynamic thinking because “learning occurs best when organizing learners’ intuitive knowledge base and putting learners in the context of real-life experiences in which their interests and their effort are dynamically involved” (Chen, Rovegno, & Iran-Nejad, 2002, p. 405).

Torrance and Myers (1970, p. 22) have suggested that one instructional step toward creative reading is the setting goals for talented students. This step is very important in self-regulation and is considered one of the most essential of self-regulation strategies. As such, Zimmerman (2008, p. 1) proved that good self-regulators " set better learning goals, implement more effective learning strategies, monitor and assess their goals progress better." Schraw, Crippen and Hartley (2006, p. 111) added that self-regulation is the ability to understand and control our learning environments by setting goals and selecting strategies that help us achieve these goals.

Creative reading is the highest ability in reading. A reader should be able to expose his understanding of the text by writing a summary in his own words. For this, Harvey and Goudvis (2007, p.181) explains that "in summarizing, readers remember to tell what is important, tell it in a way that makes sense, and try not to tell too much". Moreover, during reading stage, Williams (2005) suggested that students create a summary in their own words using bullets under each heading and to create a vocabulary list of unknown words. The bullet format helps students reduce the text to the main ideas. So there is a strong relationship between creative reading and self-

regulation as self- regulation has some strategies such as organizing and transforming strategies in which students can outline, summarize and highlight, and thus helps students how to organize and interpret information. So to be a good reader and follow these guide lines we can reach what is called “ creative reading" in which the readers practice creative activities and be self- regulated.

1.6.5 Creative reading and the linguistically talented students

Moorman and Ram (1994) defined creative reading as "reading which includes novel concepts which the reader must creatively understand in order to comprehend a text. Active engagement of the text is a prerequisite for creative reading to occur; reader must attempt to incorporate the text into their own background" (p. 1).

Al Ghamdi (2011) & Masoud (2014) assured that creative reading skills such as fluency, flexibility and originality enable students to analyze, evaluate, synthesize what one reads, and create new ideas. So, teachers of English language should be trained before and during the service on developing creative reading skills through model lessons and educational brochures. Additionally, Labuda (1974, p.1) who stated that “there are talented and creative students of diverse nature and that creative reading can play an important role in providing for the needs of these students.”

According to Ellis (1992) linguistic aptitude includes:

1. Phonemic coding ability, or the capacity to identify the sounds of a foreign language so that they can be remembered and associated with symbols;
2. Grammatical sensitivity, the capacity to recognize the grammatical functions of words in sentences;
3. Inductive language learning ability, the ability to identify patterns of correspondence and relationships between form and meaning; and,
4. Verbal memory, the capacity to memorize vocabulary accurately and rapidly.

This means that the linguistically talented students have the capacity to learn languages rapidly, so this helps them read more creatively.

Creative reading is very important for the linguistically talented students as they read easily and voraciously, with amazing speed and incredible comprehension. They also are passionate about what they read. For them, reading is not the mere process of translating symbols into meanings but an intense need to explore, investigate, fantasize, and make connections with concepts and ideas. They also may excel in many areas of reading and language arts, such as creative writing, literary analysis, oral communication, linguistic and vocabulary development, critical and creative reading, and foreign language (Van Tassel-Baska,1994).

Also, Torrance and Myers (1970, p. 22) who suggested that one instructional step toward creative reading is the setting goals for talented students : (1) the resolution of an ambiguous statement or situation, (2) the presentation of a problem to be solved, or (3) the finding of missing information or concept that is critical in an argument or explanation. According to Torrance (1997), students in the area of creative reading frequently emphasize the significance of convergent and divergent production, Convergent production involves the use of reading largely to obtain correct meanings while divergent production involves individual response that implies several possible answers wherein no single response is correct and where in novel, original, and imaginative reactions are anticipated.

2. Method

2.1 Design

The present study is a one group pre-posttest quasi-experimental study. The researcher used one experimental group. The experiment lasted for 2 months during the first term of 2017-2018 academic year.

2.2 Participants

The participants of this study consisted of 18 EFL third year linguistically talented student teachers in Arish Faculty of Education, North Sinai Governorate, during the first semester of the 2017-2018 academic year. The linguistically talented student teachers were selected according to their grades.

2.3 Instruments and Materials of the study

the researcher prepared the following instruments:

1. A creative reading skills test.
2. A program of task Performance based on self-regulation (TPBSR).

2.3.1 The Creative Reading Test

It was prepared by the researcher and used as a pre-post test for measuring creative reading skills acquisition. It consisted of two reading passages, each passage followed by 10 questions.

2.3.2 Description of TPBSR

The TP based on SR comprises 3 main categories:

- (a) Environmental, (b) Personal, (c) Behavioral.

The Environmental category has three main strategies. Under each strategy, there are some sub skills. The main strategies are:

- (1) **Environmental structuring** has two sub skills namely: (i) selecting the physical Setting, and (ii) minimizing distractions, (2) **seeking information** from (i) social sources, And (ii) nonsocial sources i.e. internet, (3) **reviewing records** that has (i) reviewing records, and (ii) rereading tests and textbooks, totaling 6 sub skills.

The Personal category has four main strategies. Under each strategy, there are some sub skills: (1) **organizing and transforming** that has: (i) outlining, (ii) summarizing, (iii) highlighting, (iv) drawing pictures, diagrams or charts, (v) using flashcards or index cards, and (vi) using

concept maps; (2) **goal setting and planning** which has (i) sequencing, and (ii) time management, (3) keeping records and monitoring that has (i) note taking, (ii) listing errors made, and (iii) maintaining a portfolio, and (4) **rehearsing and memorizing** that has (i) using mental imagery, and (ii) making questions, This category totals 13 sub skills.

The behavioral category focuses on two main strategies (1) **self-evaluation** which has (i) analyzing the task, and, (ii) giving a feedback on what on has learned before, and (2) Applying **self-reflection strategies** which has two sub skills namely (i) displaying one's reading experiences, and (ii) performing self-reflection. This category totals 4 sub skills. It is worth mentioning that each sub skill is practiced / represents one task. One or more tasks can be done during one session. Anyhow, each session has its own objectives, aids and materials, source of materials, duration, and detailed procedures. The procedures part has two main components; readings on Self-Regulation Strategies (SRS), while the second component is entitled Performing Self- regulation Tasks (SRT).

- Reading on self-regulation strategies gives reading texts on the tasks targeted. Students are required to discuss those reading with the instructor.
- Performing self-regulation tasks give the learners the opportunity to reflect on the tasks pre, while and post practicing them. Of the TP based on SR, students have their reflections on the program delivered, then they are given a thank you.

2.4 Experimental Manipulations

2.4.1 Pretesting

For administering the program and testing, the researcher had got a formal permission from Arish Faculty of Education in North Sinai Governorate in order to administer the experiment to the EFL third year linguistically talented student teachers during the first semester of the 2017-

2018 academic year. The researcher held a welcome meeting for the selected sample (third year linguistically talented student teachers). The pre-creative reading test had ten questions. Students read the instructions then answered the questions.

2.4.2 Teaching the Program of TPBSR

The program of TP based on SR (TPBSR) started after administering the Pretest. It contains fourteen sessions. Each session has its own objectives, aids and materials, source of materials, duration, and detailed procedures. An introductory session for breaking the ice and familiarizing learners to the strategy proposed.. (2) A theoretical background about self-regulation ; its history, its significance in TEFL and how it can be implemented to develop language skills, general rules of the classroom were written on the sheet and were put on the wall and asked students to follow these rules every time.

Each teaching session takes its name from the category it refers to. It reflects the time to be taken, and step-by-step procedures required for fulfilling the objectives set. At the end of each session, learners' performance is assessed, and then their feedback is provided by the instructor. Following are the sessions of the TPBSR beginning with an introductory session and a theoretical background on self-regulation categories, passing by thirteen teaching sessions and ending by reflecting on the program delivered, then the participants are given a thank you..

The teaching sessions (2-14) are given the titles of the self-regulation strategies representing by different subskills . Each sub skill is practiced / represents one task. One or more tasks can be done during one session. Each session has its objectives, aids and materials, source of materials, duration and detailed procedures, then the assessment phase ends each session.

The procedures part has two main components; Readings on self-regulation strategies (SRS), while the second component is entitled Performing Self-regulation Tasks (SRT).

- Reading on self-regulation strategies give reading text on the tasks targeted. Students are required to discuss those reading with the instructor.
- Performing self-regulation tasks give the learners the opportunity to reflect on the tasks pre, while and post practicing them. Of the TP based on SR, students have their reflections on the program delivered, then they are given a thank you.

2.4.3 Posttesting

After finishing the TPBSR, the posttest was administered; the creative reading test, which previously was employed for pre-test with the same procedures

3. Results and Discussion

Table 3: The Paired-samples Wilcoxon Singed Ranks Test of creative reading was used.

	Creative Reading Skills	N	Mean rank	Sum of ranks	Z	Sig
1	DA	0	0	0	-2.95	0.003 Sig
		11	6	66		
		7				
2	IC	0	0	0	-3.19	0.001 Sig
		13	7	91		
		5				
3	II	0	0	0	-2.95	0.003 Sig
		11	6	66		
		7				
4	AQ	0	0	0	-3.42	0.001 Sig
		15	80	120		
		3				
5	IS	0	0	0	-3.11	0.002 Sig
		12	6.50	78		

		6				
6	JO	0	0	0	-3.56	0.000 Sig
		16	8.50	136		
		2				
7	MJ	0	0	0	-3.02	0.003 Sig
		11	6	66		
		7				
8	PE	0	0	0	-3.54	0.000 Sig
		16	8.50	136		
		2				
9	PH	0	0	0	-3.55	0.000 Sig
		16	8.50	136		
		2				
10	EI	0	0	0	-3.30	0.001 Sig
		14	7.50	105		
		4				

• **Significant at 0.05 level**

It is clear from the above table that all the values of the significance for the Wilcoxon test are less than (0.05) which indicates that there is statistically significant difference between the mean scores of the experimental group on the creative reading pre-test and their mean scores on the creative reading post-test in favour of the mean scores on the creative reading post-test in all skills. Therefore, the hypothesis was statistically accepted.

The results of the present study showed that the study group indicated more improvement on the post administering creative reading test compared to the pre -test . Hence, the significant difference which was found to be on the post test in favouring the post administration may be due to teaching the group using TP BSR, which proved to be effective . This result supports the results of Aregu (2013) who stated the effect of using the self- regulation on critical reading performance. The result of the present study revealed significance at (0.05) between the mean scores of the study group in developing creative reading skills in favour of their mean scores on the post test. This improvement may be due to the fact that while using the program of TPBSR , Students were interested in practicing the self-

regulation activities such as (selecting the physical setting and minimizing distractions) as they were given a creative environment of learning and the opportunity to creatively interact with the teacher (the researcher) and , also , with their colleagues . This result goes in accordance with findings of de Souza (2000). It could be stated that the improvement occurred in the study group's creative reading skills as a result of the experimental work which was used after administering the pre-test. The participants practiced the creative reading skills through using the program of (TPBSR) activities including (making questions, note taking, concept maps that increased their ability to identify good points and better retention of the material.

4. Conclusion

- a) Self- regulation was effective in enhancing EFL linguistically talented student teachers' creative reading skills as they became better able to read and understand reading texts creatively after teaching the program of TPBSR.
- b) Self- regulation, also, helped students to read for details and look for particular points and/ or ideas stated indirectly in the reading texts.
- c) Self- regulation motivated students and encouraged them to interact and participate effectively in the creative reading activities.

5. Recommendations

In light of the findings of the study, the following recommendations have been formulated:

- a) Faculties of Education should train the pre-service teachers on using Self- Regulation strategies in teaching creative reading.
- b) Decision makers at the Ministry of Education should adapt Self- Regulation strategies procedures in the teacher's guide to be applied by teachers in creative reading process.

- c) Teachers of EFL should prepare a secure and non-threatening classroom environment that encourages students to read creativity.

6. Suggestions for Further Research

Based on the findings of the current study, the following areas for future research were suggested

1. Examining the effectiveness of different self-regulation strategies in developing other language skills.
2. Investigating the effectiveness of using self-regulation in understanding the grammatical rules.
3. Using self-regulation in developing college students' higher-order thinking skills.
4. Conducting a study on the effect of self-regulation on questioning skills.
5. Increasing students' proficiency in English and improving their attitudes towards English language by using task performance based on self-regulation.
6. Examining the effectiveness of different self-regulation strategies on problem solving and decision making.

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