A Suggested SIT-Based Enrichment Program for Improving Prep-Stage EFL Gifted and Non-Gifted Students' Reading Motivation

Faiza Moustafa Mohamed, Abdullah Mahmoud Ismail, Sahar Hassan Abdel Aziz
Faculty of Education, Sohag University, Sohag, Egypt.

Abstract

The current study aimed at investigating the effectiveness of the suggested enrichment program improving second year prep-stage EFL gifted and non-gifted students' reading motivation. The study had a two treatment groups (eleven students each) at second year preparatory stage at Khalid Ibn Elwaleed School for boys at Sohag. The study adopted the quasi-experimental design. The instruments of the study included the suggested SIT-based enrichment program, and a reading motivation scale which was designed and validated. The students of the study were taught the suggested SIT-based enrichment program. Results of the research revealed a statistically significant difference between the mean score of the gifted students in the pre and post assessment for the favor of the post assessment of their reading motivation. There is a statistically significant difference between the mean score of the non-gifted students in the pre and post assessment for the favor of the post assessment of their reading motivation. The revealed a statistically significant difference between the mean score of the gifted and that of non-gifted students for the favor of the gifted students.

Key words: Reading Motivation, Successful Intelligence.

Introduction

Motivating students to read plays an important role, since reading is the integral part in the process of educating students (Alderman, 2004) Students who lack motivation do not pay adequate attention to their learning opportunities. The gifted students are supposed to have high levels of motivation. However, the researcher observed that traditional practices materials and the content of their syllabus do not promote the development of deep and enthusiastic reading among gifted students. In the Egyptian context, the level of reading motivation of students in general is low.

Guthrie and Wigfield (2000) illustrate that the traditional practices in the Egyptian classrooms, especially at higher levels led to a decline in students' motivation for reading, which in turn may contribute to a decline in their learning potentials.

Yassin et al, (2012) indicate that gifted students need challenges that match their abilities in order to illuminate their full potential. Kyung (2008) also, sees that gifted students require different educational programs and activities, which could satisfy their full potentials. Enrichment programs are often suggested to deal with this problem. As

there is an indefinite number of possibilities for subject content within enrichment programs, student's interest has often been used as the major factor for selecting the content (O' Reilly, 2006). Davis and Rimm (2004) assure that when this does not happen, the results are "lost academic growth, lost creative potential and sometimes lost enthusiasm for educational success and eventual professional achievements and substantial contributions to society" (P. 35).

As mentioned above enrichment is one of the important educational options provided for the gifted. However, the research on gifted enrichment programs still requires further exploration in order to meet the diversity of the gifted students. Many researchers have tried to examine how enrichment programs support the learning of gifted students. For example, Sorour's study (2007) revealed the effectiveness of Renzulli's enrichment triad model in dealing with the gifted students.

In addition, according to the SIT, gifted students are successfully intelligent by virtue of recognizing their strengths and making the most of them while they recognize their weaknesses and find ways to correct or compensate for them. Moreover, as stated by Robinson, Zigler, & Gallagher (2000, cited in Patrick et al., 2006), gifted students are expected to be successful in school because with high intelligence must come strong self-regulatory skills, innate motivation, or desire to achieve well academically. This assures that motivation plays an important role in success. The researcher assumed that adopting the SIT might be effective in developing students' reading motivation.

Instructional programs often concentrate on the analytical aspect, giving little or no attention to the creative and practical aspects, which are very important to living successfully (Sternberg & Grigorenko, 2007). Teaching for successful intelligence involves a way of looking at the teaching–learning process that broadens the kinds of activities and assessment teachers traditionally do (Sternberg, 2002b). Sternberg's theory of intelligence suggests that in order to succeed in life, students require a mix of three types of intelligence- analytical, practical and creative. Despite the potential value of the SIT-based instructional models as they can develop gifted students' abilities, curricula and instructional practices have not yet adequately addressed such recent models. Thus, the current study proposes an enrichment intervention based on Sternberg's successful intelligence.

Inadequacy in instructional practices tailored for gifted students are often associated with poor motivation and inability to show interest and enthusiasm in learning settings. Educators have regarded motivation as one of the key factors that affect the rate and success of second/foreign language learning. It involves one's beliefs, values, and objectives, and it directs his/ her behavior (Guthrie, Wigfield & You, 2012) and the extent to which they feel that a certain activity is important or worthwhile (Ryzin, 2011). Motivation is essential to engage students in foreign language learning. To be motivated means to be moved to do something (Ryan & Deci, 2000a). Such practices may have a significant role in developing

students 'motivation towards reading. Melekoğl and Wilkerson (2013) see that lack of reading motivation impedes students' willingness to improve their strategies to be successful in school.

Purpose of the study

The current study aimed at investigating the range of improvement amongst EFL gifted and non-gifted preparatory stage students' reading motivation, as a result of being taught via an enrichment SIT-based program.

Questions of the study

- "How effective is the suggested SIT-based enrichment program in improving the reading motivation of preparatory stage non-gifted EFL students?"

- "How effective is the suggested SIT-based enrichment program in improving the reading motivation of preparatory stage gifted EFL students?"

- "How effective is the suggested SIT-based enrichment program in improving the reading motivation of preparatory stage gifted EFL students compared to the non-gifted ones?"

Hypothesis of the study

The researcher in this study tested the following hypotheses:

- There is a statistically significant difference between the mean score of the non-gifted students in the pre and post assessment for the favor of the post assessment of their reading motivation.

- There is a statistically significant difference between the mean score of the gifted students in the pre and post assessment for the favor of the post assessment of their reading motivation.

- There is a statistically significant difference between the mean score of the gifted and that of the non-gifted students for the favor of the gifted students.

Definition of Terms

Enrichment

Enrichment is a term used to describe a set of programming options that extend and supplement the regular curriculum and often include topics that are not typically covered in the curriculum (Reis & Renzulli, 2010). In this study, Enrichment program is defined as a set of activities, strategies topics, and assessments that arouse the gifted students' opportunities to learn additional topics not covered in the regular curriculum analytically, creatively, and practically.

Successful Intelligence

Successful intelligence can be defined as "the ability to achieve success in standards within one's sociocultural context in order to adapt, shape, and select environments via recognition of and capitalization on strengths and remediation of or compensation for weaknesses; through a balance of analytical, creative, and practical abilities" (Sternberg, 1997: 215).

In the current study, successful intelligence is defined as the ability of students to function

exceptionally in language situations that require analytical, creative and applicational potentials.

Gifted Students

The researcher in the current study adopts Sternberg and Grigorenko (2007)'s definition of gifted students. Gifted students are those who have "high-integrated set of abilities needed to attain success in life; these abilities are analytical, creative, and practical abilities" (P.30).

Reading Motivation

Guthrie and Wigfield (2000) define reading motivation as "the individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading" (P. 405).

In the current study, reading motivation is taken to mean the students' task engagement and persistence in reaction to an activity as measured by their responses to the scale.

Review of Literature

The successful intelligence theory and its educational implications

Sternberg's successful intelligence theory (SIT) augments rather than replaces the traditional concepts of intelligence (Sternberg, 2006). Sternberg defines successful intelligence as an "integrated set of abilities needed to attain success in life" (Sternberg, 1999: 274). Successful intelligence is the use of an integrated set of abilities needed to attain success in life as an individual defines it, within his or her sociocultural context. People are successfully intelligent by virtue of recognizing their strengths and making the most of them while they recognize their weaknesses and find ways to correct or compensate for them. Successfully intelligent people adapt to, shape, and select environments through finding a balance in their use of analytical, creative, and practical abilities (Sternberg, 1997). Students need all their skills operating in a very good order to be successful in life.

Unlike the other theories, Sternberg's SIT expands the notion of success by including other possibilities such as shaping and selecting environments relevant to one's life. While adaptation refers to changing oneself to suit an environment, shaping and selecting respectively involve modifying the environment to suit oneself and appropriating a more suitable environment for one's skills, values and desires (Sternberg, 1999). Traditionally, the students who achieve the best results at exams are the gifted. However, the SIT suggests that students' failures to achieve at a level that matches their potential often results from teaching and assessment that are narrow in conceptualization and rigid in implementation (Sternberg & Grigorenko, 2003).

Sternberg, Grigorenko, and Jarvin (2006) emphasize the balance in the use of the three abilities for adaptation to the environment. Moreover, successfully intelligent students try to find ways to strengthen their weaknesses and maintain their strength or even improve it (Sternberg, 2010a). They must also, be able to adapt, shape and select environments (Sternberg, 2008b) through finding a balance in their use of analytical, creative, and practical abilities to achieve their personal, social and cultural goals.

The students need to learn to deal with more challenging methods of instruction and assessment as well as with ones that challenge them less. By varying methods of instruction and assessment for all students, the teacher automatically provides an environment in which, at a given time, some students will be more and others less comfortable. Fortunately, different students will be at different levels of comfort at different times in their learning and thinking processes (Sternberg, 2018). So, according to this theory, an intelligent student is not the one who studies lessons, but he/she is an individual who knows how to apply his own intelligence under different situations (Malekpour, et al., 2016).

The importance of the SIT in EFL teaching

As mentioned above, successful intelligence is the ability to succeed in life, according to one's own goals, within one's social and environmental contexts. Thus, successful intelligence is a basis not only for school achievement but also life achievement in general. Sternberg and Grigorenko (2003) illustrate that teaching for successful intelligence is designed to help all students take advantage of their talents and abilities, as well as compensate for their weaknesses.

Teaching for successful intelligence involves the use of various activities and objectives that develop analytical, creative, and practical thinking, as well as memory-based learning. Kaufman, and Grigorenko (2008) point out that teaching for successful intelligence involves, at minimum, using a set of prompts that encourages students to engage in memory learning as well as analytical, creative, and practical learning. Students need creative abilities to generate ideas, analytical abilities to determine whether they are good ideas, and practical abilities to implement the ideas and to convince others of the value of their ideas. Successfully intelligent students are not equally with these three abilities, but they find ways of making the three abilities work harmoniously together (Sternberg, 2005c).

Reading Motivation

The word motivation is derived from the Latin verb "movere" meaning 'thrust or power mover (Dornyei and Ushioda, 2011). Brophy (2010) adds," Motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior" (P. 3) Motivation is generally defined as "the driving force in any situation that leads to action. It refers to "students' attitudes, desires, and willingness to expend effort to learn a language. Thus, it is one of the primary causes of success and failure in learning (Richards & Schmidt, 2010" (P. 377- 378).

As noted by Guthrie and Wigfield (2000), "motivation is what activates behavior" (P 406). Wlodkowski (2008) adds that motivation is a cognitive process that determines the responses of the brain and body to a certain stimulus. In this study, motivation is taken to mean the pupils' task engagement and persistence in reaction to an activity as measured by their responses to the scale. It refers to students' willingness and enjoyment to

read, and their feeling of challenge, curiosity, reading efficiency as well as sharing reading with others. It is determined in this study with the students' scores in the reading motivation scale. There is a strong relationship between learning and motivation. Motivating students to learn in school is not only a topic of great concern for educators today, but also it is one of the greatest challenges of this century. Thus, it needs more investigation and research to encourage students to engage in learning more actively.

Types of motivation in foreign language learning

There are two different types of motivation: intrinsic motivation and extrinsic motivation (Brown, 2001; Harmer, 2001). The intrinsic motivation can be defined as the internal motivation of an individual; it refers to internal rewards, and the main objective is to learn. Students who were intrinsically motivated have internal drive that forms behaviors and inspiration to perform responsibilities without any external effects. The extrinsic motivation deals with external rewards in terms of money, bonuses, prizes, or grades, in other words motivation which comes from outside and from inside (Ryan & Deci, 2000b). Moreover, as Ryan & Deci (2000b) see extrinsic motivation guides persons to carry out responsibilities by using coercion or instruction to get rewards in return. In reading, intrinsic motivation is the students' willingness to read. Students, who are motivated intrinsically, find books and pursue them in their free time to gain new knowledge curiously (Ryan & Deci, 2000b).

Importance of reading motivation

Motivation can be considered a key factor that can affect students' performance the importance of motivation lies in the fact that it "influences the individual's activities, interactions, and learning with text" (Guthrie & Wigfield, 1999: 199). Thus, researchers have become increasingly interested in students' motivation to read. Guthrie, Wigfield, & You (2012) explain the roles of motivation in students' engagement in reading as follows:

- Motivation has a great effect on Students' choices of activities such as reading. If Students' are motivated to read, they will more often choose to do it.

- Motivation activates Students' behavior. When Students are motivated to do an activity, they bring much more energy to it.

- Students' motivation influences their commitment to doing an activity. They would prefer doing competitive and distinctive activities. Motivation is one of the key factors which help students persist when these challenges arise" (P. 260).

Seidel, Perencevich & Kett (2005) explain that "because reading is an effortful activity that often involves choice, motivation is crucial to reading engagement. Even the student with the strongest cognitive skills may not spend much time reading if he/she is not motivated to read." This means that teachers must vary their teaching style. Some of the time, they encourage students to analyze, evaluate, compare, contrast, judge, and critique; other times, they encourage students to create,

invent, discover, imagine, and suppose; and other times, they courage students to apply, put into practice, implement, and use what they have learned.

The factors that prompt reading motivation

Gambrell (2011) identifies how students become more motivated to read as follows: when the reading tasks and activities are relevant to their lives; when they have access to a wide range of reading materials; when they have ample opportunities to engage in sustained reading; when they have opportunities to make choices about what they read and how they engage in and complete literacy tasks; when they have opportunities to socially interact with others about the text they are reading; when they have opportunities to be successful with challenging texts; and when classroom incentives reflect the value and importance of reading.

According to Coddington and Guthrie (2009), reading motivation involves three components: reading self-efficacy (a student's perception of his or her own skill as a reader), perceived difficulty (how challenging a student perceives reading to be), and reading orientation (the extent to which a student enjoys and is involved in reading).

Many researchers (Wigfield & Guthrie, 1997; Wang & Guthrie, 2004; Watkins & Coffey, 2004; Schutte & Malouff, 2007) stated some factors which have a significant role on prompting reading motivation among students. These factors are Self-efficacy, challenge, curiosity, involvement, grades, importance, recognition, compliance, competition,

social, and work avoidance. Reading efficacy, curiosity, and involvement serve as factors that are attributed to intrinsic reading motivation, while the other factors are extrinsic factors of reading motivation.

In conclusion, motivation is the driving force by which students achieve their learning goals. It is the students' willingness to engage in learning activities, keeps them trying when things get difficult, and determines how much they learn. Reading motivation is an important aspect in enhancing reading skills among students. Thus, the ability for teachers to foster student motivation is critical to crafting successful learning experiences. The researcher defines reading motivation as a student's willingness and enjoyment to read, and their feeling of challenge, curiosity, reading efficiency as well as the importance of participating and sharing reading with others.

Design of the study

The two-group post-assessment design was utilized in the experiment. The study sample was the gifted and non-gifted students in the treatment group who were learnt via the SIT-based enrichment program.

Participants of the study

Participants were selected and assigned to two treatment groups (eleven students each) from amongst the second year-prep students at one of the public prep schools in Sohag Governorate (Khalid Ibn Elwaleed Prep School for Boys in Sohag). The researcher identified the gifted and

non-gifted students in the treatment group, as it was more applicable because it was not allowed to pick up the students through their school day. Both groups were tested before and after the intervention.

Instructional materials and tools

To achieve the objective of study, the researchers constructed the following instruments and materials:

1. A SIT-based enrichment program
2. A reading motivation scale

Delimitations of the study

- The sample of the study was delimited to the gifted and non-gifted students at second year preparatory stage at Khalid Ibn Elwaleed School for boys at Sohag.

- The current study was delimited to the following components of reading motivation: efficacy, challenge, reading work avoidance, curiosity, involvement, recognition, competition, compliance, and social. These components were depicted in pertinent motivation literature as determinant factors in various educational settings (Gambrel, 2011 & Davis, et al, 2018)

- The current study was delimited to the five units of the assigned textbook for second preparatory students in the school year 2019-2020.

Findings of the Study

The data gathered were screened, coded and analyzed using the Statistical Package for the Social Sciences (SPSS 22.0). The statistical analyses employed for data processing included mean ranks, standard deviations, Chi-square, z-value and the effect size were employed in testing the hypotheses of the study as follows:

Data presented in table (1) revealed that there was a statistically significant difference between mean ranks of the pre-post assessments of the non-gifted students' reading motivation, favoring the post assessment.

In terms of the reading motivation scale as a whole, the calculated z-value (-4.642) is greater than the tabulated z-value at (0.05) level of significance. This in turn, indicates that the post-assessment of the non-gifted students outperformed their pre-assessment of their overall motivation to read in English as a foreign language.

This statistically significant difference in the mean ranking between the pre-assessment and the post-assessment of the non-gifted students extends to all the sub-components of reading motivation. The calculated z-values were (-3.365), (-4.120), (-3.321), (-4.451), (-4.150), (-4.386), (-3.215), (-4.372), and (-4.410) for efficacy, challenge, reading work avoidance, curiosity involvement, recognition, competition, compliance, and social respectively.

These values are all significant at (0.05) level of significance, indicating in turn that the post-assessment of the non-gifted students outperformed their pre-assessment in all these dimensions.

Table (1): Mann -Whitney U-test analysis of the mean ranks scores of the gifted students' in the pre-post assessments of the reading motivation scale

Sub-skills	N.	Groups	Mean	S.D	Mean Rank	Sum of Ranks	D.F	Z-value	Sig.
1. Efficacy	11	Pre	5.636	1.010	4.14	56.50	20	-3.365	0.001
	11	Post	8.320	1.140	6.05	67.52			
2. Challenge	11	Pre	8.70	1.120	4.60	66.50	20	-4.120	0.100
	11	Post	15.32	1.710	6.84	79.43			
3. Reading work avoidance	11	Pre	7.727	1.103	12.46	138.50	20	-3.321	0.000
	11	Post	11.12	1.501	6.78	66.08			
4. Curiosity	11	Pre	8.818	0.645	5.15	491.60	20	-4.451	0.002
	11	Post	15.43	0.953	7.17	66.43			
5. Involvement	11	Pre	15.181	1.121	12.15	442.70	20	-4.150	0.012
	11	Post	19.54	1.310	7.43	75.23			
6. Recognition	11	Pre	8.909	0.981	4.61	134.50	20	-4.386	0.000
	11	Post	15.23	1.293	6.00	68,30			
7. Competition	11	Pre	11.272	1.010	412.18	510.34	20	-3.215	0.003
	11	Post	18.54	1.317	6.00	65.36			
8. Compliance	11	Pre	7.454	0.510	5.34	592.60	20	-4.372	0.001
	11	Post	11.52	0.120	7.12	79.22			
9. Social	11	Pre	10.08	0.862	7.70	810.62	20	-4.410	0.004
	11	Post	22.43	1.327	8.20	135.39			
Total Score	11	Pre	83.777	3.012	6.03	760.13	20	-4.642	0.002
	11	Post	137.45	3.291	12.60	136.50			

Table (2): Mann -Whitney U-test analysis of the mean ranks scores of the gifted students' in the pre-post assessments of the reading motivation scale

Sub-skills	N.	Groups	Mean	S.D	Mean Rank	Sum of Ranks	D.F	Z-value	Sig.
1. Efficacy	11	Pre	7.363	0.942	10.86	119.50	20	-4.12	0.003
	11	Post	14.090	1.046	15.88	185.44			
2. Challenge	11	Pre	8.50	1.032	11.50	126.50	20	-4.342	0.000
	11	Post	17.909	1.643	16.12	176.43			
3. Reading work avoidance	11	Pre	7.545	1.012	11.03	118.60	20	-3.701	0.002
	11	Post	14.00	1.413	17.12	187.00			
4.Curiosity	11	Pre	8.545	0.832	11,00	117.76	20	-3.543	0.01
	11	Post	18.545	1.116	17.00	173.00			
5.Involvement	11	Pre	15.00	1.140	11.36	112.81	20	-3.432	0.043
	11	Post	24.00	1.020	16.15	182.05			
6.Recognition	11	Pre	8.727	0.853	10.50	124.60	20	-4.419	0.002
	11	Post	18.545	0.973	17.00	178.13			
7.Competition	11	Pre	11.09	1.025	11.06	122.50	20	-4.203	0.002
	11	Post	23.727	1.143	15.00	153.00			
8.Compliance	11	Pre	7.363	0.779	10.45	126.50	20	-3.234	0.004
	11	Post	14.272	0.842	16.65	174.20			
9.Social	11	Pre	11.25	0.973	12.17	126.50	20	-3.230	0.001
	11	Post	28.00	1.263	12.65	125.40			
Total Score	11	Pre	85.383	2.210	11.45	116.50	20	-4.642	0.001
	11	Post	173.088	2.150	17.60	183.30			

Data presented in table (2) reveal that there is a statistically significant difference between mean ranks of the pre-post assessments of the gifted students' reading motivation, favoring the post assessment. In terms of the reading motivation scale as a whole, the calculated z-value (-4.642) is greater than the tabulated z-value at (0.05) level of significance. This in turn, indicates that the post-assessment of the gifted students outperformed their pre-assessment of their overall motivation to

read in English as a foreign language. This statistically significant difference in the mean ranking between the pre-assessment and the post-assessment of the gifted students extends to all the sub-components of reading motivation. The calculated z-values were (-4.120), (-4.342), (-3.701), (-3.543), (-3.432), (-4.419), (-4.203), (-3.234), and (-3.230) for efficacy, challenge,

reading work avoidance, curiosity involvement, recognition, competition, compliance, and social respectively. These values are all significant at (0.05) level of significance, indicating in turn that the post-assessment of the gifted students outperformed their pre-assessment in all these dimensions.

Table (3): Mann -Whitney U-test analysis of the mean ranks scores of the gifted and non-gifted students' in the reading motivation scale

Sub-skills	N.	Groups	Mean	S.D	Mean Rank	Sum of Ranks	D.F	Z-value	Sig.
1. Efficacy	11	Gifted	14.090	1.046	15.88	185.44	20	-4.343	0.002
	11	Non-gifted	8.320	1.140	6.05	67.52			
2.Challenge	11	Gifted	17.909	1.643	16.12	176.43	20	-4.130	0.30
	11	Non-gifted	14.00	1.710	6.84	79.43			
3. Reading work avoidance	11	Gifted	14.00	1.413	17.12	187.00	20	-4.230	0.001
	11	Non-gifted	9.00	1.601	6.00	66.00			
4. Curiosity	11	Gifted	18.545	0.691	17,00	173.00	20	-3.230	0.00
	11	Non-gifted.	15.43	0.953	7.17	66.43			
5.Involvement	11	Gifted	24.00	1.020	16.15	182.05	20	-4.326	0.043
	11	Non-gifted	19.54	1.310	7.23	75.23			
6.Recognition	11	Gifted	18.545	0.973	17.00	178.13	20	-4.320	0.002
	11	Non-gifted	15.23	1.293	6.00	68,30			
7.Competition	11	Gifted	23.727	1.143	15.00	153.00	20	-4.034	0.001
	11	Non-gifted	18.54	1.317	6.00	65.36			
8. Compliance	11	Gifted	14.272	0.842	16.65	174.20	20	-3.410	0.001
	11	Non-gifted	11.52	0.120	7.12	79.22			
9.Social	11	Gifted	28.00	1.263	12.65	126.50	20	-0.392	0.006
	11	Non-gifted	22.43	1.327	8.20	136.50			
Total Score	11	Gifted	173.088	2.110	17.60	183.30	20	-3.843	0.001
	11	Non-gifted	137.45	3.291	6.03	76.13			

Data presented in table (3) reveal that there is a statistically significant difference between mean ranks of the two treatment groups students in the post assessment of their reading motivation, favoring the gifted students.

In terms of the reading motivation scale as a whole, the calculated z-value (-3.843) is greater than the tabulated z-value at (0.05) level of significance. This in turn, indicates that the gifted students outperformed the nongifted students in

the post of their overall motivation to read in English as a foreign language.

This statistically significant difference in the mean ranking between the gifted students and the nongifted students extends to all the sub-components of reading motivation. The calculated z-values were (-4.343), (-4.130), (-4.230), (-3.230), (-4.326), (-4.320), (-4.034), (-3.410), and (-0.340) for efficacy, challenge, reading work avoidance, curiosity involvement, recognition,

competition, compliance, and social respectively. These values are all significant at (0.05) level of significance, indicating in turn that the gifted students outperformed their non-gifted peers in all these dimensions.

Discussion

Based on the results of the study as detailed above, the suggested SIT-based enrichment program was effective in improving EFL gifted and non-gifted students' reading motivation. Teaching via the SIT-based enrichment program involved the use of various activities and objectives that led to improved performance even when teaching and evaluation rely directly on information recall.

In terms of motivation, teaching for successful intelligence is more motivating to both teachers and students, so that the teachers are likely to teach more effectively, and the students are likely to learn more vividly. The study of Zadeh, et al (2014) investigated the effectiveness of successful intelligence training program on academic motivation and academic engagement in students of Isfahan city, Iran. The results showed that successful intelligence training was effective in increasing the academic motivation and academic engagement of the students.

The results of the present study agreed also with the findings of Al-Safady's study (2017), which showed that using the collaborative strategic reading approach had a significant effect on the students' levels of reading comprehension skills, learning English motivation and reading motivation in favor of the treatment group (which

was taught via using the collaborative strategic reading compared with the results of the non-treatment group, which was taught by the traditional method.

The findings of the recent study indicated that the SIT-based program had a significant impact on second-year prep (gifted or non-gifted) students' motivation to read in English as a foreign language. The students who were taught analytically, creatively, and practically performed better on their post assessments.

Suggestions for Further Research

According to the results shown in this study, the following suggested studies can be undertaken in further research studies of TEFL methodology:

- The effects of a suggested enrichment program based on Stenberg's SIT in other stages (primary, secondary and university) on developing reading motivation.

- Investigating the effect of using other strategies on developing students' EFL critical reading skills and reading motivation

- Analysis of the effect of some strategies on motivation for reading and writing among preparatory schools EFL students

- A suggested strategy based on the successful intelligence theory for improving secondary school students' creative reading

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