A REVIEW OF TEACHING READING ARABIC TEXT: CULTIVATING CURIOSITY FOR GIFTED STUDENTS IN THE CLASSROOM

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ABSTRACT

Curiosity is a vital component in the learning process which can stimulate the potential to increase students' capacity to think critically. How curiosity can be stimulated and enhanced develops gifted students' abilities? The authors elucidate characteristics of successful teachers in teaching in the classroom and theories of students' tendencies regarding curiosity in a classroom setting. This article explores the characteristics of gifted learners and offers teacher tips and ideas for understanding the gifted learners how they learn in the classroom. Apart from that, the authors of this article intend to elucidate how to cultivate learning situation that can engage students in meaningful activities which are also related to real life situations. This situation also can cultivate curiosity in gifted students in the classroom during learning and reading Arabic text.

Keywords: Strategy of teaching, understanding the gifted students, classroom setting

ULASAN TENTANG PENGAJARAN BACAAN TEKS ARAB: MENANAM SIFAT INGIN TAHU PELAJAR PINTAR DALAM BILIK DARJAH

ABSTRAK

Perasaan ingin tahu adalah komponen penting dalam proses pembelajaran yang dapat merangsang potensi untuk meningkatkan kemampuan pelajar untuk berfikir secara kritis. Bagaimana rasa ingin

tahu dapat dirangsang dan dipertingkatkan mengembangkan kebolehan pelajar berbakat? Dalam artikel ini para penulis mengutarakan ciri-ciri guru yang berjaya dalam pengajaran di dalam kelas dan teori-teori kecenderungan pelajar mengenai rasa ingin tahu dalam suasana bilik darjah. Artikel ini meneroka ciri-ciri pelajar yang berbakat dan menawarkan tip dan idea guru untuk memahami pelajar yang berbakat tentang bagaimana mereka belajar di dalam kelas. Selain itu, penulis artikel ini berhasrat untuk menjelaskan bagaimana untuk memupuk situasi pembelajaran yang boleh melibatkan pelajar dalam aktiviti yang berkaitan dengan situasi kehidupan sebenar. Keadaan ini juga dapat menimbulkan rasa ingin tahu di kalangan pelajar yang berbakat di dalam kelas semasa belajar dan situasi membaca teks bahasa Arab.

Kata kunci: Strategi pengajaran, memahami pelajar pintar, penetapan bilik darjah

Introduction

Undeniable, strategy of teaching gifted learners are considerable as a few studies which focus on classroom setting while teaching them (Woods, 2004). A study conducted by Bishop (1976) looked at the characteristics of teachers regarded as successful by their gifted, high achieving students. Bishop found that a "combination of intellectual and personal characteristics" was appreciated by students (Bishop, 1976). Bishop concluded that the following were characteristics of successful teachers in teaching in the classroom:

a) Maturity and experience

b) Intellectual superiority

c) High achievement orientation

d) Commitment to intellectual growth

e) Favorable attitude toward students

f) Orderly and systematic approach

g) Imagination

h) Engagement in intellectual pursuits

The State Department of Maryland and Johns Hopkins University suggest teachers or academicians who teach gifted learners should possess these following characteristics (Woods, 2004):

a) Awareness of the cognitive and affective needs of gifted and talented students.

b) Knowledge of instructional methods appropriate for highly able learners.

c) Ability to impart intellectual curiosity and enthusiasm for learning to students.

d) High level of energy, enthusiasm, confidence and resourcefulness.

e) Willingness to seek experts to supplement the program where additional expertise is needed.

f) Ability to organize and manage instruction to provide for a balance of structure and flexibility.

g) Openness to innovation and acceptance of divergent, creative thinking.

h) Ability to facilitate students' independence and development of personal responsibility for their own learning.

i) Willingness to pursue training for needed professional understanding and competence.

Understanding the Gifted Students

In most classrooms, the range of cognitive abilities is vast. Inclusion and legislative mandates challenge general educators to design and implement teaching and behavior management strategies that will ensure success for all student groups—including the gifted and highly able. Research indicates, however, that a majority of teachers have little specific knowledge about this group of children (Archambault et al. 1993; Robinson 1998; Westberg and Daoust 2003; Whitton 1997). This article explores the characteristics of gifted students and offers the teacher tips and ideas for understanding the gifted students they teach such as; their common characteristics, asynchronous development, social and emotional needs, perfectionism and underachievement

a) Common characteristics

Gifted students are not like traditional students in that they think differently, learn differently, and behave differently. Research indicates that there are numerous characteristics that are common among gifted students, and these characteristics illustrate the importance of gifted students having the opportunity to be included in gifted programs even throughout high school. Delisle & Galbraith (2002) discuss some of these characteristics, including the idea that gifted students often show persistent intellectual curiosity, ask searching questions, and show exceptional interest in the nature of humankind and the universe. Even at a young age, gifted children tend to exhibit interest in the universe and how the world works, and they often appease their curiosity by asking questions. Gifted students are also often interested in the subtleties of words and their uses, they learn quickly and easily, and they retain what is learned. Therefore, gifted students learn at an accelerated pace and do not need frequent reviews of material covered like traditional students require. Behaviorally, gifted students often set unrealistically high standards for themselves and are critical in evaluating and correcting their own efforts. They may also exhibit social poise and an ability to communicate with adults in a mature way. Because gifted students have high standards for themselves and have set goals, they are critical of themselves if they struggle in reaching a goal. In addition, gifted students are often intrinsically motivated and enjoy learning for the sake of learning not just to earn a grade. Finally, gifted students often get excitement and pleasure from

intellectual challenges and demonstrate an alert and subtle sense of humor. While traditional students may become overwhelmed by a multifaceted, hands-on project, gifted students see the same project as an opportunity for a challenging learning and growing experience (Delisle & Galbraith, 2002)

b) Asynchronous development

Although gifted students show advanced skills in cognitive or specific academic domains, they may or may not have age appropriate skills in social or emotional domains of functioning. This uneven development is known as asynchronous development, which is common among gifted students. The asynchronous development between intellectual and social growth of gifted students can create conflicts unique to the gifted child (Delisle & Galbraith, 2002). For example, gifted children may have the ability to understand complex concepts cognitively and yet be unable to adjust to the emotional underpinnings of certain concepts. This disparity can be difficult for others to understand and can result in expectations of the gifted child that are incongruent with the social or emotional abilities of that child. Some common asynchronous characteristics of gifted students that can lead to social and emotional difficulties relate to advanced verbal and reasoning skills and the drive to achieve perfection. On one hand, these characteristics may serve to advance the student intellectually and academically. Yet these same characteristics can also result in an inability to meet deadlines, fear of failure, difficulty accepting criticism/heightened sensitivity, and feelings of anxiety, anger, or even depression. These students can often feel out-of-sync with their peers and have to deal with age-based social and emotional expectations (Delisle & Galbraith, 2002).

c) Social and emotional needs.

One principle of gifted education theory is that the needs of gifted learners cut across cognitive, affective, social, and emotional areas of curriculum experiences (Heller, Monks, & Sternberg, 2000). All children and adolescents have social and emotional needs, and there are certain needs that are more common for gifted students to possess. First, it is common for gifted students to blame themselves for being different, and the lack of acceptance from those around them intensifies their feelings of inadequacy (VanTassel-Baska, 1983). While gifted students may conceptualize they that are different from their peers, they may not understand exactly how and why they are different, which can be frustrating. When their peers do not accept them, gifted students often feel inadequate and like they are not good enough for those around them, which can cause them to have low self-esteem (Kennedy, 2012).

Second, gifted students often need help in learning skills related to social adaptation. For example, they need to understand the difference between cooperation and competition and when each is appropriate (VanTassel-Baska, 1983). Being able to handle cooperation and competition is essential in order to work well and play well with others; however, gifted students often struggle with group activities. Their strong views about what is "right" may make it difficult for them to compromise with others or to appreciate another person's perspective. Furthermore, their

"sensitivity about evaluations or fears of hurting others' feelings can lead them to avoid or overreact to even mild forms of competition. Because they are used to performing well, they may also find it hard to cope with setbacks, struggles, or losses" (Kennedy, 2012, p. 1).

Thirdly, gifted students need to understand the implications of tending to work and play alone "as those tendencies relate to making and keeping friends, social popularity, and social leadership" (VanTassel-Baska, 1983, p. 42). It is common for gifted students to want to work and/or play alone because they have often have difficulty with social relationships because they feel different and are sometimes ostracized from their peers. However, constantly choosing to work and play independently only further disconnects gifted students from their peers and makes them stand out even more. Therefore, it is important that gifted students understand the importance of socializing with others even when it may be awkward or uncomfortable (VanTassel-Baska, 1983).

d) Perfectionism

Gifted students and adults are often prone to perfectionism which is unhealthy. According to Delisle and Galbraith (2002), perfectionism "means a person can never fail, he always need approval, and if he come in second, he is a loser" (p.64). The pursuit of excellence is somewhat different and means taking risks, trying new things, growing, changing, and sometimes failing. Perfectionism is dangerous in that it can inhibit one's ability to do well and "can take heavy toll on [one's] self-esteem, relationships, creativity, health, and capacity to enjoy life" (p. 64). Gifted students often have the sense that what they accomplish is never enough and that they have to do whatever it takes to rise to the top. Therefore, because of the great pressure gifted students may place on themselves, perfectionism can be debilitating, and debilitation disables perfectionism. According to Heller et al. (2000), "about 15 to 20% of gifted people will now and then suffer from their perfectionism" (p. 199). Because of the need to be the best, there are certain characteristics that perfectionists exhibit.

First, perfectionists rarely delegate work to others and always have to be in control because they fear the work will not be top-notch quality and are not willing to take the risk. Second, perfectionists compete fiercely because they are constantly battling to be the best at whatever task they are undertaking. Therefore, perfectionists greatly struggle when it comes to cooperating with others because to them, every facet of life is a competition (Delisle & Galbraith, 2002). Perfectionists also tend to pay more attention to negative than positive comments because they know the negative comments mean something is wrong and must be fixed, or else perfection is unattainable. Finally, perfectionists are quick to criticize others but often refuse to hear criticism regarding themselves because; to them, criticism is equated with being a failure (Delisle & Galbraith, 2002).

e) Underachievement

While many gifted students are often thought of as perfectionists, some gifted students are referred to as underachievers. When teachers work with students who do not perform well academically, those students are often labeled as underachievers, and gifted students are no exception. However, underachievement is quite complex and often misunderstood (Delisle & Galbraith, 2002). Underachievement is a behavior and therefore can change over time; however, usually underachievement is seen as a problem of attitude ("He's just being stubborn; he can do the work") or personality ("If she weren't so lazy, she could pass that course") (Delisle & Galbraith, 2002, p. 169). However, attitude and personality cannot be modified as directly as behaviors can. Speaking of "underachieving behaviors" pinpoints students' actions that they have the ability to alter. According to Borland (2003), it is commonly reported that underachievement begins during the late elementary grades; certainly by middle or high school and that it begins earlier for males than for females. "Gifted students may achieve easily and without effort through the earlier years in school but falter when they meet the challenges of strenuous effort, real production, or increased homework" (p. 192). It is then that these students are labeled underachievers. Underachievement is content-specific and situation-specific. Gifted students who are not successful in school are often quite successful in outside activities, such as sports, jobs, and social events. Just because a student is not successful in the classroom does not mean that student is not successful in any endeavor. Furthermore, even students who do poorly in most school subjects usually display a talent or interest in at least one school subject (Delisle & Galbraith, 2002). Gifted students are not usually unsuccessful in every subject. When a child is labeled as an underachiever, any positive behaviors that the child displays are disregarded. Since it is more useful to label the student's behavior rather than the student, a student should be identified as "underachieving in math and language arts" rather than as an "underachieving student" (Delisle & Galbraith, 2002, p. 170). In addition, underachievement is closely tied to self-image development. A student who learns to see him/herself in terms of failure eventually begins to place self-imposed limits on what is possible. Therefore, any academic successes are deemed as lucky accidents while low grades or lack of success reinforce that student's negative perceptions about him/herself (Delisle & Galbraith, 2002). This self-deprecating attitude often results in comments either spoken or unspoken such as the following: "Why should I even try? I'm just going to fail anyway," or "Even if I do succeed, people will say it's because I cheated" (Delisle & Galbraith, 2002, p. 170). Essentially, students who fall victim to this mentality simply give up because they assume that putting

Students who are labeled underachievers suffer knowing that they are disappointing parents or teachers. Therefore, these students "learn to assess their abilities relative to what they have not accomplished instead of what they are capable of doing" (Delisle & Galbraith, 2002, p. 171). Additionally, these students also see victory squelched by the collapse of unmet goals, so when parents or teachers praise the so-called underachiever for a successful grade or project, the student may dismiss the compliment as meaningless, assuming it will never happen again. According to Renzulli, Reid, and Gubbins (1991) as cited by Moon (2004), future research must attempt to unravel the complex causes of academic underachievement and provide interventions that help reverse underachievement behavior. The absence of any clear and precise definition of

underachievement restricts research-based comparisons and hinders the quest for suitable interventions.

Theory of Multiple Intelligences (MI)

Multiple Intelligence Theory is one of the most debated issues of 21st century (Aborn, 2006; Fasko, 2001; Han, 2007; Temiz, 2010; Ziegler, 2009). The reason is to be accepted considerably high by society because of the considered assumption that people cannot be intelligent in a specific area and so they can be intelligent and skillful in different areas. There can be some drawbacks for considering this theory, which has been entering quickly in curriculum and instruction research, as a mere truth. However, it should be stressed that Multiple Intelligences (MI) theory is one of the theories that can explain giftedness see figure 1:

Verbal-Linguistic	Logical-Mathematical	Visual-Spatial	Bodily-kinaesthetic
Speaking, declaring	problem solving	graphing	hands on experiments
choral speaking	measuring, experimenting	photographing	physical activities
storytelling	collecting data, coding	making visual metaphors	changing room arrangement
presenting, retelling	sequencing, classifying	mapping stories	creative movement
debating	critical thinking	making 3D projects	going on field trips
reading aloud	predicting	painting	physical education activities
dramatizing, brainstorming	playing logic games	illustrating	crafts
book making	solving puzzles	using charts and organizers	dramatizing
nonfiction reading	using manipulative learning the scientific model	visualizing	using cooperative groups
researching	using money	sketching	dancing
listening	using geometry	patterning	
process writing		visual puzzles	
writing journals			

Musical	Interpersonal	Intrapersonal	Naturalistic
Listening, singing	cooperative learning	personal response	reading outside
humming	sharing, group work	individual study	identifying insects, plants
rapping	peer editing, peer teaching	personal goal setting	building habitats, gardens
rhyming	discussing, brainstorming	individual projects	using a microscope
tapping out poetic rhythms	cross age tutoring	journal log keeping	going on a nature walk
musical patterns	classroom parties	personal choice in projects	studying the stars
playing instruments	forming clubs	independent reading	bird watching, cloud watching
playing background music	social awareness		collecting rocks
	conflict mediation		natural experiments
			going to the zoo

Figure 1: Characteristics of multiple intelligences

Figure 1 shows Gardner (1983) is one of the proponents who suggest pluralistic theories toward the intelligence concept like Thorndike, Thurstone, Guilford and Sternberg (Guilford, 1967; Thorndike, 1920; Thurstone, 1938; Sternberg, 1985). Gardner proposed The "Theory of Multiple Intelligences" in his book Frames of Mind: The Theory of Multiple Intelligences in 1983 as a model of intelligence that differentiates it into specific (primarily sensory) "modalities", rather than seeing it as dominated by a single general ability. Gardner argues that there is a wide range of cognitive abilities, and that there are only very weak correlations among them. For example, the theory assumes that a child who learns to multiply easily is not necessarily more intelligent than a child who has more difficulty on this task. The child who takes more time to master multiplication may best learn to multiply through a different approach, may excel in a field outside mathematics, or may be looking at and understanding the multiplication process at a fundamentally deeper level. Such a fundamental understanding can result in slowness and can hide a mathematical intelligence potentially higher than that of a child who quickly memorizes the multiplication table despite possessing a less deep understanding of the process of multiplication. Theory of multiple intelligences is concerned with studies not only of normal children and adults but also on studies of gifted individuals, of persons who have suffered brain damage, of experts and virtuosos, and of individuals from diverse cultures. Moreover, his focus on this issue is based on evolutionary biology, neuroscience, anthropology, psychometric and psychological studies of prodigies and savants to create some criteria to identify the intelligence (Davis, Christodoulou, Seider & Gardner, 2011). Gardner divides intelligence into different components. In the first edition of his book "Frames of Mind" (1983), he described seven distinct types of intelligence -logical-mathematical, verbal-linguistic, visual-spatial, musical, bodily kinaesthetic, interpersonal, and intrapersonal. In a second edition of this book, he added two more types of intelligence - naturalistic and existential intelligences

The general goal of the theory is stated as identification of multiple intelligence profiles of students and contribution to development of them. Importantly, the theory addresses different intelligences, so to use it in educational arena might be fruitful especially for gifted children and this part will look at the relations with teaching gifted individuals and the requirements of the theory. According to assumptions the intelligence can be changed and the same situation is valid for giftedness. Instead of guiding students to self-contained systems, there might be open systems in which content and instruction are organized according to students' needs and interests. There are some examples contrary to the general belief which use this theory as extension or stimulation for gifted learners like Radford House, a small private primary school in Johannesburg South Africa. It addresses to gifted children and insists both intelligence types (Gouws & Dicker, 2011). Nevertheless, the strategies to teach gifted students are based on the assumption related to traditional view of intelligence which states it as a single quality and inherent trait (Stepanek, 1999).

Learning Environment And Classroom Setting

Teachers of any subject face their fair share of management challenges, but in many ways language teaching takes those challenges to a new level. These are the reasons why teachers should manage learning environment and classroom setting (Hurt, 2019):

a)   Speaking-centric: Language teachers, as opposed to those of other subjects, are simultaneously encouraging students to speak, while also trying to regulate their conversations. It's a fine line to walk.

b)   Multiple languages: Regaining control of the class should be done without switching out of the target language, a challenge in itself.

c)   Mixed levels: Student speaking levels can differ widely, but a teacher must figure out how to engage them all in order for each one to succeed.

d)   Oversized classrooms: This is a problem with any subject, but the added challenge here is that to learn a language students must have adequate speaking time.
It may sound overwhelming for new teachers, but there's no need to worry. While language classes present their own unique difficulties, there's also an endless variety of management tactics to choose from that are particularly effective in language teaching. According to Wood (2004) the learning environment and classroom management rubric; the teacher should create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation such as; implements diverse classroom management strategies, handles discipline problems, establishes expectations and holds students accountable, implements fairness and equity and implements a sound classroom climate.

Teacher should teach students through concepts and relationships, in the context of learning and metacognitive in the classroom, these actions might ease teacher to implement the curriculum and lessons plan effectively (Mumford, 1998; Starko, 2005; VanTassel-Baska, 1998). This method appears not effective at the first place due to students' lack of knowledge about strategies interferes with learning but can be trained by stages. Several researchers have recognized learning environment in the classroom as an essential for teacher, Runco and Nemiro (1994) found the discovery of this method effectively approved by teaching gifted learners to recognize and clarify problems and new ideas, reorganize knowledge, seek alternatives, evaluate ideas and solutions, and monitor their own activity. Runco (1993) noted that creative students are more naturally self-evaluate, but support and positive, honest evaluation from others is crucial. According to YanTassel-Baska (1998) Teacher should use biographies and fiction of creative people to inspire and provide a point of identification for learners. This can be effectively implement to learners such as females, children of minority groups, nonathletic males and any child who has experienced rejection and misunderstanding because of his or her giftedness.

Classroom Management

Initially, teacher can let students split themselves up into groups. Here are some additional general group work techniques (Hurt, 2019):

a)   Observe how they interact. When teachers know the students better, select the groups more and more often to ensure that teachers notice the strong and weak speakers paired together.

b)   If the teachers have a few students who are particularly quiet, try putting them all together. They will have no chatterbox to hide behind and will be motivated to speak rather than sit in silence.

c)   Transitions into and out of groups can get messy. Give students 30 seconds to split up and start the activity. Countdown or use a timer. This strategy is only necessary if students have a particularly hard time staying focused during transitions.

d)   Challenging activities will keep them more focused. If teachers think they need 20 minutes to complete an activity, give students 15 minutes. Announce the remaining time at five-minute intervals. This added pressure will encourage students to take the activity more seriously.

Cooperative Learning Strategy

It is common during the language class, students just listen and take note from lecturer, after the class, they don't practice any skills for the Arabic language (Mei, Ju& Mohd, 2017). To avoid this kind of situation, teachers arrange students typically work in teams of four. This way, they can break into pairs for some activities, and then get back together in teams very quickly for others. The effectiveness of a cooperative learning technique is indeed can influence students' achievement in language learning (Ramachandaram, 2011). Cooperative learning is popular in many countries all over the world. (Gallagher, Coleman, & Nelson, 1993). For example Vygotsky's ZPD. The earliest and the most well-known theory about cooperative learning comes from Vygotsky's cognitive development, and his concept of zone of proximal development (ZPD). According to Vygotsky's (1978) cognitive development theory, children engage in interaction with other children and adults from birth. Children first develop lower mental functions such as simple perceptions, learning, and external attention. However, through social interactions with others who are more knowledgeable, such as more advanced friends and adults, children eventually develop higher mental functions such as language, higher-order thinking, and problem solving skills. Based on the cognitive development theory, Vygotsky (1987) developed zone of proximal development which he defined as "the distance between the actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more knowledgeable others" (p. 86). His ideas regarding the zone of proximal development's role provides a strong connection with cooperative learning strategies in classroom instruction.

According to Vogotsky's ZPD, the concept of "scaffolding" came in, which can promote learners' learning and development and helps them to reach their ZPD. Rasmussen (2001) defined the term "scaffolding" as a form of support for the development and learning of children and young people, which is served as a tool to help learners to achieve their learning goals. For example, a child may have ability to distinguish different sounds that his (her) mother talks, but he (she) can't talk yet. Through the assistance or scaffolding from parents or teachers who try to repeat words or show the child pictures, the child can speak out some words, and finally he (she) can communicate with surrounding people without much more help. By explaining the language development and cognitive development, Vygotsky's theory serves as a strong foundation for the implementation of cooperative learning in language classrooms.

Advantages of Cooperative Learning Arabic Language

"In extensive meta-analyses across hundreds of studies, cooperative arrangements were found superior to either competitive or individualistic structures on a variety of outcome measures, generally showing higher achievement, higher-level reasoning, more frequent generation of new ideas and solutions, and greater transfer of what is learned from one situation to another. In Slavin, 1991's review of 67 studies, 61% of the cooperative-learning classes achieved significantly higher test scores than the traditional classes. He notes that the difference between the more and less effective cooperative-learning classes was that the effective ones stressed group goals and individual accountability.

Slavin (1996) cooperative learning has its greatest effects on student learning when groups are recognized or rewarded based on the individual learning of their group members. Students in mixed groups tend to have a deeper understanding of the material and remember more than those in homogeneous groups (Wenzel, 2000). Williamson and Rowe (2002) observed that students in cooperative-learning sections were more willing to ask the instructor questions (in class or through office visits) than those in traditionally taught sections. Therefore, by using cooperative learning according to Elfadni (2017) students are able to develop Arabic language skills, especially the skill of conversation.

Motivation of Reading to Develop Proficiency in Vocabulary

Numerous scholars have discussed the value of shared reading for learners' vocabulary acquisition and the link between vocabulary knowledge and overall comprehension (Coyne, Simmons, Kame'enui, & Stoolmiller, 2004; Fisher, Frey, & Lapp, 2008; McKeown & Beck, 2006). Fisher et al. (2008) identified four areas of instruction for teachers to motivate learners in comprehension, vocabulary, text structures, and text features.

In subsequent days, students were encouraged to use the new words in context, as they shared or wrote new information, or retold or summarized, or in their everyday communication. One way we encouraged the active use of these words was to "snap when you hear it" (Blachowicz & Fisher, 2010, p. 26); students simply snapped their fingers whenever they heard the word in use.

Using Context Clues

Teacher can use the cloze procedure to practice contextual clues. Blachowicz and Fisher (2010) explained:"In a cloze passage, selected words are omitted from the text and replaced with a line or space. Reading a cloze passage requires readers to use their knowledge of context to supply appropriate words and concepts to create a meaningful passage" (p. 37).

Gambrell and Headley (2006) explained the value of using contextual clue activities such as cloze reading: "Strategies that help students connect words with their prior knowledge, emphasize comprehension monitoring, and actively engage students in learning are more likely to result in significant vocabulary growth" (p. 22). In addition, cloze reading exercises develop strategic synthesis of meaning, syntactical, and visual cues for word solving (Fountas & Pinnell, 1999). This is an example of Cloze Test that created by Kamarulzaman A.Ghani (Abdul Ghani, 2009).

دُرُوسٌ مِنْ أُسْرَةِ الرَّسُوْل

مِنْ أَهْدَافِ الْحُكُوْمَةِ الْمَالِيْزِيَّةِ كَمَا رُسِمَ فِي تَطَلُّعَاتِ ٢٠٢٠ إِيْجَادُ مُجْتَمَعٍ مَالِيْزِيٍّ مُتَحَابٍّ. وَمِنَ الْمَعْرُوْفِ أَنَّ الْمُجْتَمَعَ مُكَوَّنٌ _____ (فِي، مِنْ، بـــ) (١) الْأُسَرِ، فَبِنَاءُ الْمُجْتَمَعِ الْمُتَحَابِّ لَا بُدَّ _____ (أَنْ، إِنْ، إِلَى) (٢) يَبْدَأُ بِنَاءُ الْأُسْرَةِ السَّعِيْدَةِ الَّتِي يَعِيْشُ _____ (بِهَا، إِلَيْهَا، فِيْهَا) (٣) أَعْضَاؤُهَا مُتَحَابِّيْنَ مُتَعَاوِنِيْنَ. وَلَنَا فِي _____ (رَجُلٌ، رَسُوْلٌ، مُحَمَّدٍ) (٤) اللهُ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ _____ (أُسْوَةٌ، نَظْرَةٌ، حِلْقَةٌ) (٥) حَسَنَةٌ فِي بِنَاءِ الْأُسْرَةِ السَّعِيْدَةِ، فَحَقِيْقٌ _____ (بِنَا، فِيْنَا، عَلَيْنَا) (٦) أَنْ نَنْظُرَ كَيْفَ كَانَ الرَّسُوْلُ يُعَامِلُ _____ (أَهْلَهُ، أَصْحَابَهُ، جِيْرَانَهُ) (٧) حَتَّى نَسْتَطِيعَ أَنْ نَقْتَدِيَ بِهِ.

كَانَ _____ (الْبَاعِثُ، الرَّسُوْلُ، الرَّجُلُ) (٨) خَيْرَ زَوْجٍ لِأَزْوَاجِهِ، لَا يَغْضَبُ عَلَيْهِنَّ _____ (فِي، عَنْ، مِنْ)(٩) غَيْرِ سَبَبٍ، وَلَا يَرْفَعُ صَوْتَهُ _____(وَ، ثُمَّ، بـــ) (١٠) لَا يَتَفَوَّهُ بِالْقَوْلِ الْفَاحِشِ وَالْكَلَامِ _____(الطَّيِّبِ، الْبَلِيْغِ، الْبَذِيْءِ) (١١) وَقَدْ رُوِيَ أَنَّهُ لَمْ يَعِبْ _____ (طَعَامًا، شَرَابًا، طَبْخًا) (١٢)قَطُّ وَلَا يَطْلُبُ مِنْ أَزْوَاجِهِ _____ (إِفْسَادَهُ، إِعْدَادَهُ، إِتْلَافَهُ) (١٣) مَا لَمْ يَقْدِرْنَ عَلَى إِعْدَادِهِ مِنَ _____ (الْمَأْكُوْلَاتِ، الْمُرَبَّيَاتِ، الْقَذِرَاتِ) (١٤) . وَكَانَ خَيْرَ مُعِيْنٍ لِأَزْوَاجِهِ فِيْ _____ (إِجْرَاءَاتٍ،

The purpose of using Cloze Test is to measure students' readability. It is also as an exercise, test, or assessment consisting of a portion of text with certain words removed (cloze text), where the teacher asks the participant to restore the missing words. Cloze tests require students to understand context and vocabulary to identify the correct words that belong in the deleted passages of a text. The reasons for using Cloze Test such as the following:

1) Achievement tests are based on limited samples; they cannot predict achievement accurately in specific materials which draw on varied concepts, sentence patterns, etc.

2) Achievement tests are most reliable in the middle ranges of achievement. They often mislead in measuring the achievement of those in the lower reading ranges.

Because standardized tests cannot accurately determine the suitability of given reading materials, many reading authorities suggest informal tests of the involved materials. The best test of reading skill relies on the student's ability or inability to read the given material. Thus, if a sixth grade teacher wishes to find out which students can read and comprehend the sixth grade geography text, the teacher must:

1. Direct each student to read a specified portion of the text.
2. Direct the student to demonstrate some degree of understanding. A student can do this by answering questions about the selection.
In order to determine the readability of students in comprehending Arabic text, this is the formula of readability level as suggested by Rye (1982):

Readability Level	Score Range
Independent	90% - 100%
Instructional	75% - 89%
Frustrational	0% - 74%

Source: Rye, 1982

This method of testing materials is generally called "informal reading inventory testing." In most instances the label is equated with the task of finding students' reading levels by asking them to read a series of increasingly difficult selections (followed by comprehension questions). Students in the earlier stages of reading development read the various materials both orally and silently, while higher level students read silently before answering the questions. Although potentially valuable, "informal reading inventory testing" involves many qualitative decisions on the part of the teacher, such as:

1) Oral Reading
- Mute are oral reading errors?
- What are the maximum numbers of oral reading errors that can be permitted?
- How fluent should the oral reading be?
- How teacher determines students' fluency in reading?

2) Silent Reading
- What is a reasonable amount of time to read the given selection?

3) Comprehension
- What are the most important elements that the student should remember about the selection?
- To what extent are the questions relevant to the main elements of the selection?

Conclusion

Gifted students routinely exhibit academic and emotional traits that may be described as intense and, at times, even extreme. They are more curious, demanding, and sensitive than their typical developing peers. Gifted students are unique and require teachers and educators to modify school environments to meet their strong need to know. Modification is imperative if gifted students are to reach full potential.

Whether giftedness is inherited, developed, manifested in the ability to manipulate life situations, or a result of some combination of these ideas, it is imperative for teacher to be cognizant of the fact that high ability students are in the classroom. Teachers have a responsibility to create a learning environment conducive for gifted student success.

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