The Methods of Questioning in the Orientation Phase: A Review of Teaching Malaysian Gifted Learners in Reading Arabic Text

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Differentiated instruction allows gifted individuals to develop their potential academic intelligence to the highest level independently. The authors suggest how to use methods of questioning in the orientation phase for teaching Malaysian Gifted Learners in comprehending Arabic text in the classroom. This includes identifying jumlah mufidah, jumlah ismiyyah and jumlah fi'liyyah. The use of the orientation phase "is the starting points to ensure what learners learn, how they learn the lesson, and how the learners demonstrate what they have learned during the teaching and learning session."

Key words: *Orientation phase, differentiated instruction, ways of questioning, Arabic sentences.*

Introduction

The principles of education rest on the idea of giving learners what they need to be successful and achieve whatever dream they might have (Tyler, 1949). In other words, education should address the diverse needs of the students. Therefore, educators are morally bound to provide gifted and talented students with appropriately challenging educational opportunities to help them realize their potentials (Renzulli,& Reis, 1991). In education, learners cannot be left behind and differentiated the curriculums are the best ways to ensure all individual gifted learners receive their educational needs. Differentiation means providing options that meet

the students' special needs for an acceleration of content and greater depth, breadth, and complexity of instruction. Some teachers think it's too difficult and time-consuming to individualize daily lesson plans to accommodate these special students, but that's an inaccurate perception. It's actually easy to engage gifted children because they are open to so many different approaches and are excited about opportunities to accelerate or expand their learning in certain interest areas (Strip & Hirsch, 2000, pp.71-72).

The field of gifted education has been generally prioritised on achieving academic excellence (Ch'ng, 2014). The programme considers of affective development for the gifted learners, for example, "the personal, social, and emotional aspects of learning" (Silverman, 1994, p. 326). Most teachers of gifted students have little or perhaps no experience with this special group of gifted learners and, like regular classroom teachers, are often at a loss as to how to meet their academic, emotional, and social needs (Horn, 2012).

The giftedness and talent are often identified by academic achievements and school success and the children and adolescents with disabilities may be overlooked. Although, the stories are perhaps largely apocryphal. However, behind the apocryphal, Thomas Edison hearing loss or Albert Einstein's learning problems, for example, are displayed as evidence that talent and disability are not mutually exclusive (Goertzel & Goertzel, 1962). Based on research conducted by Betts & Neihart (1988), Rivera (2014) suggests that teachers perhaps will face complicated situations in teaching gifted learners unless the teacher is able to identify six distinct types of gifted learners.

Type 1: The Successful
Type 2: The Challenging
Type 3: The Underground
Type 4: The Angry
Type 5: The Twice-Exceptional
Type 6: The Autonomous Learner

These specific types and needs of gifted learners should be taken into account in any curriculum that is designed for them. In all cases, gifted learners need several elements that are solely designed to achieve quality learning (Gross, Macleod, & Pretorius, 2007, p.26). According to Gross, Macleod, & Pretorius, gifted learners could be provided with the elements that can support their learning session in the classroom. These elements such as the following:

a) A climate where they can take risks and make mistakes
b) An element where they can have choices
c) Something to work from their strengths

d) Situation of challenging activities
e) Opportunities for creativity and initiated activities
f) Motivation such as, encouragement to achieve excellence

Educators of gifted learners understand that language, culture, and family background interact with individual dispositions to impact academic and social behaviour, attitudes, values, and interests. They therefore understand to tailored gifted instruction to provide meaningful learning experiences (Johnsen, Van Tassel-Baska, Robinson, 2008).
In order to teach gifted learners effectively, the teacher needs to identify all students in his classroom by using pre-test. This identification is not considered as a perfect image of gifted learners, but it is to group them based on the individual's ability during the learning Arabic lesson. According to Robinson, Shore, and Enersen (2007), the multiple-ways of identifying the gifted learners include instruments that measure skill; self- report data on feelings, interests, and aspirations.

When deciding how to group learners, teachers need to use the differentiation of curriculum in the areas of content, process, product and learning environment. To group the students based on their ability, streaming has now largely been replaced by setting. Streaming involved students being separated into different ability 'streams' for the certain topic. Setting is a more flexible arrangement whereby there are specific ability groups for certain topic in the subject. Historically, setting has been used more in subjects which have been perceived to be 'linear', such as languages, mathematics and science, and setting has been less common in art, music and physical education (Attfield, 2009).

Strip & Hirsch (2000) mention that gifted learners are the same with other learners with special education needs. The teacher must possess the ability to keep up with learners' high energy level and constant questioning. The teacher also must possess a limitless ability of listening and understanding. A gifted child often needs to try out ideas by talking and the teacher must be able to understand, listen, direct, redirect and respond appropriately. Gross, Macleod, & Pretorius (2007) believe that using the orientation phase at the first stage before teaching can motivate the learners with ideas in learning.

The Advantages of Orientation Phase for Gifted Learners

Language anxiety can originate from gifted learners' own sense of 'self', their self-related cognitions, language learning difficulties, differences in learners' and target language. Language anxiety in the broader construct of anxiety, as basic human emotion, may be brought on by numerous combinations of situational factors (McIntyre, 1995; McIntyre & Gardner, 1989: cited in Tittle, 1997: 11). When the teaching and learning situation occurs, the

learners might feel nervous and anxious about their weakness in language. Besides language anxiety, learners also face confusion especially in using the language.

In this section, the authors of this article suggest the usefulness of using the orientation phase due to the suitable method in coordinating gifted learners to be independent learners during the teaching and learning in the classroom. By using the orientation phase, gifted learners can be independent and highly motivated as a learning preparation to trigger their interest before entering the topic of Arabic sentences.

According to Pramita (2012), one of the difficulties that they might have while learning language is in applying grammar, which includes the use of tenses in their daily life. It can be seen from the fact that they do not know the words in language and how to use them properly. Because of those difficulties, they always feel self- esteem in using language and it was indicated that they did not have good self-confidence in using that language, such as writing, reading or speaking. This can occur even if they have been learning language for several years.

The case study conducted by (Gross 1992; Henderson, Jackson, Mukamal; 1993; Stainhorp & Hughes, 2004) regarding the gifted and talented children who were early language learners describes the challenges of teaching them. The school's responsibility to provide an environment where potential is realized means including a child's creative, as well as academic, potential. This is often at odds with today's tight classroom schedules and substantial curricular goals that must be met (Robinson, Shore, & Enersen, 2007).

Using Williams Model for Questioning the Gifted Learners in the Orientation Phase

The Williams Model is a framework that was initially developed for encouraging creative thinking amongst gifted or talented learners. Figure 1 shows Williams Model provides practical scaffolding for developing activities and questions to stimulate thinking processes (Ronksley-Pavia, 2010; Sisk, 2015).

Figure 1. Three- Dimensional William's Model, Cited in Ronksley-Pavia, 2010
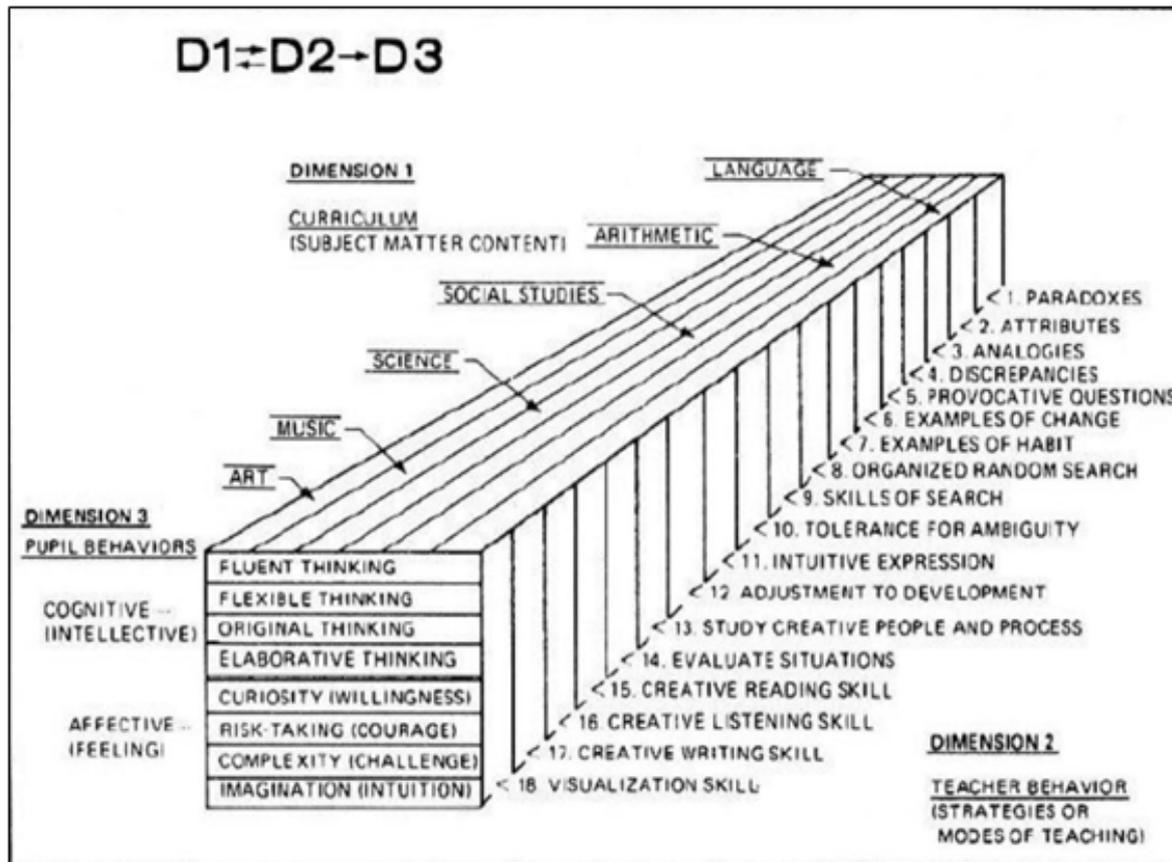
Based on Williams Model, Ronksley-Pavia (2010) mentions there are three dimensions in Williams Model includes, dimension 1, dimension 2 and dimension 3. The details of the dimensions are such as the following.

Dimension 1

- Is concerned with subject matter, where any matter normally found in the school curriculum can be included

Dimension 2

- Is a list of 18 teacher's strategies that William believes stimulate positive learning behaviours. These strategies can be used with any content areas in teaching.

Dimension 3

- Involves eight creative processes which foster creative potential

Orientation Phase of Arabic Lesson

Based on the William's Model, the following are examples of orientation phase of Arabic lesson that focus on *jumlah fil lughah Arabiah* (sentence of Arabic language). Table 1.0 shows the orientation phase, including the items related to the topic that will be discussed or learned in the classroom.

These items include; paradox, attribute listing, analogy, discrepancy, provocative question, examples of habit, organised random search, skills of search, tolerance for ambiguity, intuitive expression, adjustment to development, study creative development, evaluate situation, creative reading skills, creative listening skills, creative writing skills and visualisation. These items support and emphasize learners' activities of gifted learners in thinking skills in learning.

Renzulli (1988) recommends that activities for the gifted emphasize higher level thinking skills, controversial issues, and less structured teaching strategies. Polette (1984) suggests a heavy emphasis on the following factors; higher cognitive levels of thinking, critical reading, vocabulary development, wide exposure to literature, productive thinking, imaginative thinking, visualization, exploration of values, and a language arts approach. Advised rapid pacing and timing: "going deeper" into a topic, less rigidly structured learning environments, and provisions for critical thinking, reading and writing.

According to Ronksley-Pavia (2010) and Sisk (2015), the Williams Model provides practical scaffolding for developing activities and questions to stimulate thinking processes in learning. Teaching strategies encourage expressions of inquisitiveness, risk-taking (educational), imagination, and intricacy that research has recognised as significant factors in demonstration of creativity (NSWDET 2003; Williams 1986) it is also useful as a cross-curriculum differentiation model.

Table 1: The methods of questioning in the orientation phase related to the *jumlah fil lughah Arabiah* (sentences of Arabic language)

1.	Paradox	There are sentences in Arabic start with الاسم (*al- ism*). But sometimes, the sentences in Arabic start with الفعل (*al- fi'l*). Discuss this paradox.
2.	Attribute Listing	List down the types of sentence in Arabic language.
3.	Analogy	The sentence of جملة مفيدة (*jumlah mufidah*) is like a Subject and Predicate. Can somebody explain this?
4.	Discrepancy	What are the differences between جملة اسمية(*jumlah ismiyyah*) and جملة فعلية(*jumlah fi'liyyah*)?
5.	Provocative Question	Imagine that you can only speak the Arabic sentences that consist of two types, جملة فعلية (*jumlah fi'liyyah*) and جملة اسمية (*jumlah ismiyyah*) in your life. Give one example of each type that you will speak in front of your best friend?
6.	Examples of Habit	Can you make an example of your habit in جملة اسمية (*jumlah ismiyyah*)?
7.	Organised Random Search	Open the dictionary and put your finger randomly any words in the Arabic dictionary. What the word that you touch? Make two Arabic sentences from that word.
8.	Skills of Search	Find the definition of جملة اسمية(*jumlah ismiyyah*). Provide the short definition for جملة اسمية (*jumlah ismiyyah*) based on your understanding.
9.	Tolerance for Ambiguity	When we look at جملة مفيدة (*jumlah mufidah*). It is similar like مبتدأ (*mubtada*) and خبر (*khabar*). Do you agree with that?
10.	Intuitive Expression	Which one do you prefer? the جملة فعلية (*jumlah fi'liyyah*) or the جملة اسمية (*jumlah ismiyyah*). Can you tell the classroom which is the sentence that you like? What make you say like that?
11.	Adjustment to development	What are the mistakes did your friend make in identifying the criteria of جملة فعلية (*jumlah fi'liyyah*)?
12.	Study creative development	Look at the ten Arabic words at the white board and try to create ten sentences from those words.
13.	Evaluate Situation	Develop a mind– mapping related to the types of Arabic sentences.
14.	Creative Reading Skills	Read the first topic from the Arabic textbook form four. What type of Arabic sentences that are commonly appeared frequently?
15.	Creative Listening Skills	Listen to Ali and Jack's conversation in the classroom. What type of Arabic sentences that are commonly appeared frequently?
16.	Creative Writing Skills	Write one page of essay in Arabic about your family. What type of Arabic sentences that are commonly appeared frequently?
17.	Visualisation	How many sentences in Arabic that you can imagine based on your thought?

Based on Table 1, the different forms of questions include; the paradox, attribute listing, analogy, discrepancy, provocative question, examples of habit, organised random search, skills of search, tolerance for ambiguity, intuitive expression, adjustment to development, study creative development, evaluate situation, creative reading skills, creative listening skills, creative writing skills and visualisation would promote learners in understanding the content of knowledge.

In learning Arabic sentences, gifted learners should know the complete sentences or *Jumlah Mufidah* in Arabic consists of two *Jumlah Ismiyyah* and *Jum;ah Fi"liyyah* (Ni'mah, 1973). In order to help gifted learners to understand the Arabic language well, teachers need to question them and to make the classroom environment as stimulating and interactive as possible. These preferences indicate that gifted learners are more profoundly influenced by their teachers compared to other learners (Croft, 2003). It is important for teachers to incorporate in their curriculum activities related to learners' ability so that they are able to succeed in their lessons (Cuaresma, 2008).

According to Colangelo et al., (2010) gifted learners possess unique academic, cognitive, and social needs. Educators have responsibility to provide challenging opportunities for these learners to develop their talents. Anaguna, Suhendra & Rahmadani (2019) suggest the use of various questions added input to the ways of gifted learners creative thinking in learning. It is proper to use challenging opportunities in questioning them to trigger the occurrences of the gifted learners' creativity.

The Methods of Questioning Gifted Learners in the Classroom Encourage Critical Thinking Skills in Learning Language

There are many factors that influence language teaching and learning. One of them is for example the level of the gifted learners, their IQ, which is a factor that can never be overlooked (Passet, 2015). However, gifted learners benefit from caring relationships with family as well as teachers. The benefit indicates that teachers also contribute as a factor that can help to build gifted learners success in their learning environment especially in the classroom.

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Based on Brigandi's finding (2015), gifted learners benefitted from being a part of a communal network created by caring people, or pillars of support, within their school, home, and community. These student participants report that they have positive relationships with their gifted peers, parents who monitor their progress and provide support in various ways, mentors who give both academic and emotional support, and a teacher who is knowledgeable about gifted education, including curriculum, practice, and pedagogy.

According to Austin (2011), gifted learners learn in different ways of learning language, they like to read, explore and discover the knowledge using their cognitive ability. Gifted learners prefer to learn on their own ways of learning and hope to discover the context and images to derive meaning from what they learn (Witty, 1971). They learn new words or word concepts without many repetitions (Bonds & Bonds, 1983; Brown & Rogan, 1983). They benefit from individualized, differentiated instruction in the classroom (Bonds & Bonds, 1983; Brown & Rogan, 1983).

Elliott, Mallard, Kelly et al (2013, p.16) mention in "Teaching learners who are gifted and talented: A handbook for teachers." Each child who is gifted and talented has an individual profile of abilities, needs, intelligences and learning styles. However, as a group, children who are gifted and talented usually prefer to:

1) Reason well (good thinkers)
2) Learn rapidly
3) Have an extensive vocabulary
4) Have an excellent memory
5) Have a long attention span (if interested)
6) Be sensitive (feelings easily hurt)
7) Show compassion
8) Demonstrate perfectionism
9) Be morally sensitive
10) Have strong curiosity
11) Persevere in their interests
12) Have a high degree of energy
13) Seem "out of synch" with age-mates or prefer the company of adults
14) Have a wide range of interests
15) Have a great sense of humour
16) Be an early or avid reader (if too young to read, loves being read to)
17) Show judgment mature for age at times
18) Be a keen observer
19) Have a vivid imagination
20) Be highly creative

21) Question authority
22) Have facility with numbers
23) Excel at jigsaw puzzles
24) Remember with little practice
25) Work quickly
26) See abstract relationships, patterns and/or alternative views
27) Generate explanations, theories, ideas and solutions
28) Reveal unusual or unique responses
29) Be highly self-directed and independent
30) Seem intense in expression or feelings of justice and/or empathy
31) Demonstrate particular physical aptitudes

Teachers decide on his goal or purpose for asking questions. Teacher's goal should help him determine what levels of questions he will ask gifted learners (Ilinoiss CITL., 2020). Tofade, Elsner, and Haines (2013) mention that method of questioning uses a form of inquiry that promotes open discussion in which one viewpoint is compared to another. Instead of providing information to students directly, the lesson is taught through probing and thought-provoking questions in an effort to stimulate original thought from the students.

According to TESS-India (Teacher Education through School-based Support) (2017, p.1), questioning is generally used to find out what learners know, so it is important in assessing their progress. Questions can also be used to inspire, extend learners' thinking skills and develop enquiring minds. They can be divided into two broad categories:

i)   Lower-order questions, which involve the recall of facts and knowledge previously taught, often involving closed questions (a yes or no answer).
ii)   Higher-order questions, which require more thinking. They may ask the students to put together information previously learnt to form an answer or to support an argument in a logical manner. Higher-order questions are often more open-ended.

Summary

Teachers in the classroom may use any form of questions to promote deeper, higher-order, critical thinking for gifted learners in teaching Arabic sentences. Understanding the ways of questioning gifted learners in the orientation phase may assist gifted learners to stimulate, recall or flash back the important knowledge, analyse, create, and evaluate the knowledge of language that they receive as an output in the classroom.

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