



CLIL approach in encouraging self-efficacy amongst Malaysian gifted students for Arabic tasks accomplishment

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APA Citation:

Kamis, M.S., Ismail, M.J., Alias, M.N., Mikeng, D., Abidin, S.G.Z., Yusof, R. (2021). CLIL approach in encouraging self-efficacy amongst Malaysian gifted students for Arabic tasks accomplishment. *Journal of Language and Linguistic Studies*, 17(2), 1001-1012. Doi: 10.52462/jlls.69

Submission Date: 17/02/2021

Acceptance Date: 20/05/2021

Abstract

CLIL approach refers to Content and Language Integrated Learning. This paper discusses the self-efficacy of Malaysian Gifted Students (MGS) at GENIUS@Pintar Negara in understanding Arabic tasks in the classroom, for example, understanding the Arabic terms in the lesson of Haji. These terms are; a) dam tertib and takdir, b) dam tertib and ta'dil, c) dam takhyir and takdir, d) dam takhyir and ta'dil. Besides, by employing the CLIL, the MGS can improve themselves because the CLIL approach encourages their self-efficacy to completely deal with the language task. The present study employs; qualitative study by using an interview, verbal report, and observation. This method is an instrument to answer two research questions. a) How the individual of MGS adapts his/ her situation to understand the four Arabic terms of the dam in Haji after undergo the three principles stages of classroom task in CLIL? b) What is the best method to memorize the four Arabic terms of the dam in Haji? In this study, three participants took part in the pilot study, and seven participants took part in the actual study. The present study revealed that the MGS in the Pusat GENIUS@Pintar Negara prefer to be independent learners by using the internet to understand the four Arabic terms and memorize by using keywords related to the four Arabic terms in performing Haji.

Keywords: Content and Language Integrated Learning (CLIL); approach; Malaysian Gifted Students (MGS); Arabic task, self-efficacy

1. Introduction

CLIL refers to the teaching other subjects to the learners in a language that is totally not from their language (Stevie, 2020). According Cenoz (2009), a particularly helpful medium for bringing out such a task is Cenoz's 'continua of multilingual education'. The continua of multilingual education can be used to determine how linguistic, sociolinguistic and school factors connect in various ways in another

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bilingual and multilingual education settings. Figure 1 presents a method of distinguishing several conditions by seeing them as lying at different features on a scale of continua (Morton, 2012):

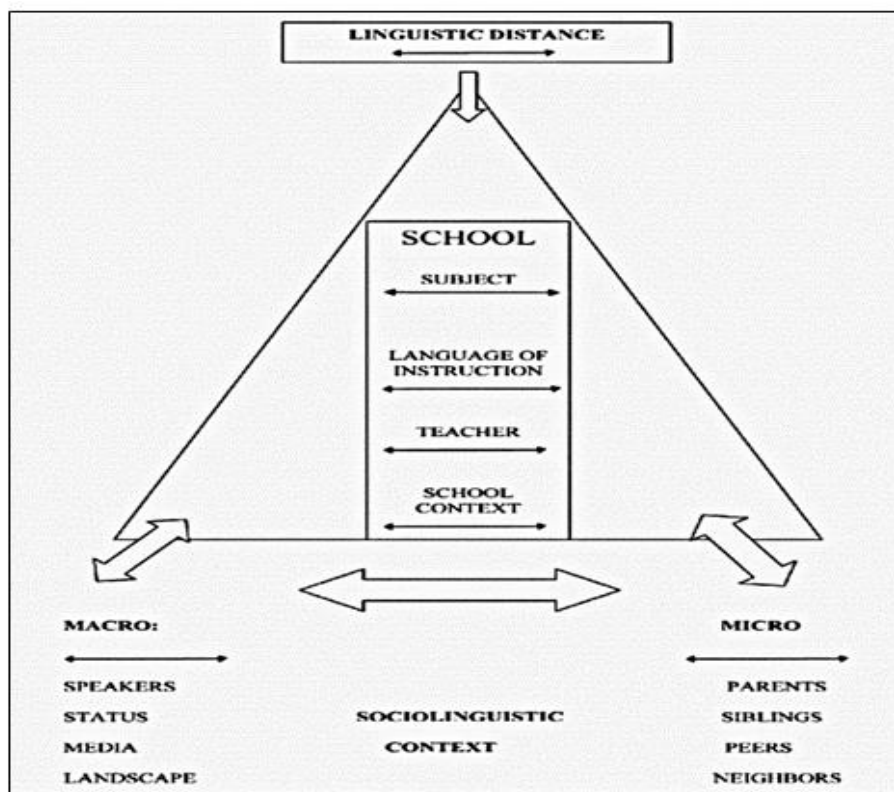


Figure 1. The continua of multilingual education

According to Cenoz (2009), Figure 1.0 shows the teacher' continuum indicates the CLIL in the School context relates to the use of different languages inside the school for formal and informal communication apart from classroom teachings. Extending L2 use outside the classroom is, both in terms of oral communication and the 'linguistic landscape' (posters, examples of students' work and others), often considered to be a very helpful dimension of CLIL, in that it enhances the 'naturalness' of language use. School context indicates to the use of various languages inside the school for formal and informal communication apart from classroom education. Increasing L2 use outside the classroom is, both in terms of oral communication and the 'linguistic landscape' (posters, examples of students' work and others.), often considered to be a very useful dimension of CLIL, in that it improves the 'naturalness' of language use. The influences of CLIL are consider as prominent role in learning CLIL. The factors of Macro and Micro can also support the ways in learning CLIL.

The gifted learners have differed from their peers because they are young from their actual age. They also need mental stimulation and the impact of perfectionism on their academic and personal lives (Bailey, 2007). Researchers like Thurstone (1938) and Renzulli (1986) explain that various cognitive, psychological, and affective aspects can contribute to talent development. These aspects are not limited to only intellectual abilities. Thus, applying IQ tests only, perhaps, would miss identifying gifted students due to their diversified abilities (Treffinger, & Renzulli, 1986). Concerning CLIL curriculums and materials, each school has its practice depending on the facilities and teachers' experiences of teaching gifted learners in the classroom (Nhan, 2013). The teachers' experiences play a prominent role to motivate gifted learners' in promoting their self-efficacy. Self-efficacy is the confidence in one's potential to achieve and succeed goals. Mainly, academic self-efficacy relates to students' thoughts of their ability to engage and complete academic tasks. Self-efficacy influences

students' behavioral choices, motivation, thought patterns and responses, perception of control, and academic productivity (Merriman, 2012).

2. Literature Review

When Content and Language Integrated Learning developed in Europe, which considered the language learning outcomes assumed for students, it matches the standards for definition as bilingual instruction. For example, traditional second or foreign-language curricula teach language as a subject from bilingual education programs—the language used as a medium of instruction (García, 2009). For example, a difference between 'weak' and 'strong' forms of bilingual instruction. According to Baker (2006), the famous 'weak' form is 'mainstream pedagogy with foreign language instruction,' which 'drip-feeds' the foreign language as a curriculum subject. The aim in terms of language outcome of this type of education is hugely bound bilingualism to start for the orientation phase. Kamis et al. (2020) suggest that teachers use the pedagogy style, such as the various questioning methods, to know the learners' level of language knowledge during teaching and learning sessions especially in orientation phase. The learners that are frequently can control a persistent intellectual interest and extraordinary ability to reason, conclude, and solve problems, they are well known as gifted learners who usually represent a wide range of concerns and the perseverance to develop one or more of these interests to a considerable depth regarding their focus on language learning (Kamis et al, 2019). According to Çeliköz, Erişen & Şahin (2019), the discovery learning is believed to be a natural part of human beings. People are born with an innate curiosity, and this curiosity causes them to learn (Percy, 1954). Piske & Stoltz & Machado (2014) agreed that gifted learners' curiosity grows within their ages to learn and become creative from time to time.

In various CLIL models worldwide, a reasonable approach to CLIL includes content and language teachers struggling together on joint curricular systems, sharing ideas, and supporting one another with classroom activities (Nhan, 2013). This situation gives interactive support between subject teachers who may not be familiar with second language acquisition theories and language teachers who may significantly highlight linguistic forms over content learning (Coyle, 2007). According to (Nhan, 2013), at primary or secondary levels, content and language requirements can efficiently be dealt with. However, in the context of CLIL at a high school level, especially in gifted high schools, these are often higher and more complicated. The question being raised is how Malaysian Gifted Students MGS understand and memorise the words or terms of foreign/ second language in the context of CLIL? Another critical question is how MGSs' sense of self-efficacy can play a meaningful role in approaching goals, tasks, and challenges for language task accomplishment?

3. Research Questions

- a) How the individual of MGS adapts his/ her situation to understand the four Arabic terms of the dam in Haji after undergo the three principles stages of classroom task in CLIL?
- b) What is the best method to memorize the four Arabic terms of the dam in Haji?

4. Research Methodology

The present study was carried out using qualitative research design of two reasons. Firstly, the main objective of the inquiry was to examine the L2 strategy use in memorizing and understanding the four terms of the dam in Haji after undergo the three principles stages of classroom task in CLIL? Secondly, the researcher needed to consider a design that could effectively assess the individuals' best method to understand the four terms of the dam in Haji. Because of the two reasons, the suitable way to gather the data was by means of a qualitative approach. Thus, Cohen et al (2000) proposed research

methods which look into qualitative aspects of the learners' strategies, such as the interview, verbal report and observation, which are able to give in-depth description of the L2 strategy use in task performance. Because of this matter, the qualitative research design was used in the present study.

5. Research Procedures

Related to the present study, the teacher introduces the four Arabic terms related to the dam in Haji to the seven participants. These participants need to understand these terms are based on the lesson in performing Haji. This kind of task for the students is to remember all these terms such as mentioned in condition of performing Haji. These terms are such as the following:

- a) Dam tertib and takdir
- b) Dam tertib and ta'dil
- c) Dam takhyir and takdir
- c) Dam takhyir and ta'dil

Banegas (2013) suggested that the teacher needs to divide the category of classroom task, and the teacher prepares several stages of framework development. Teacher need to determine three stages of classroom task. Figure 2 displays three stages of the classroom task (Banegas, 2013):

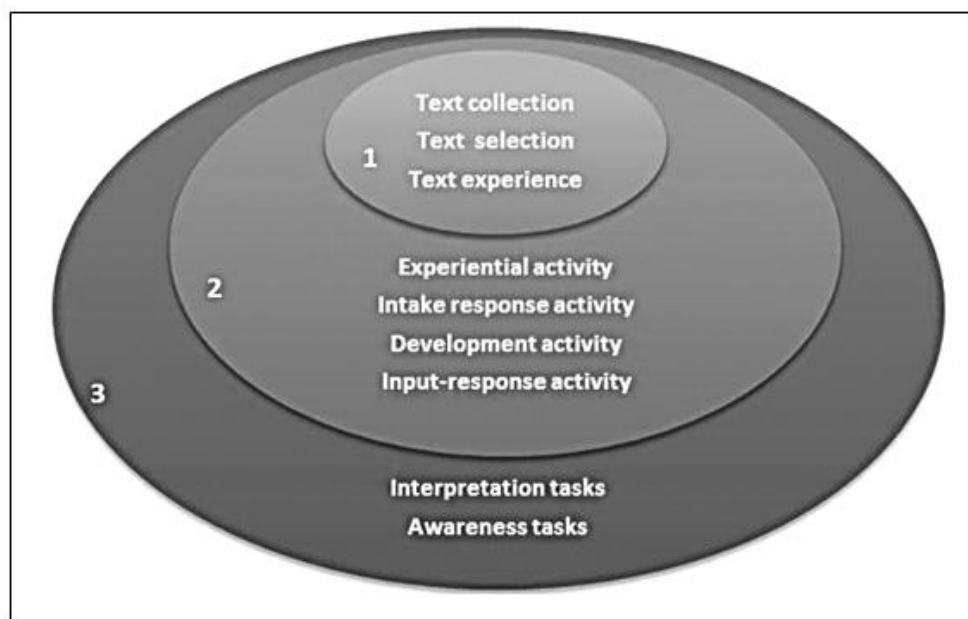


Figure 2. Three principles stages of classroom task in CLIL.

Following Banegas's (2013) suggestion, the researchers conducted three classroom tasks in CLIL for the present study. Figure 3 shows the three principles stages of classroom tasks in CLIL for the present study. To avoid bias, the session of teaching and learning the Arabic terms of CLIL in Haji conducted by other teachers excludes the researchers.

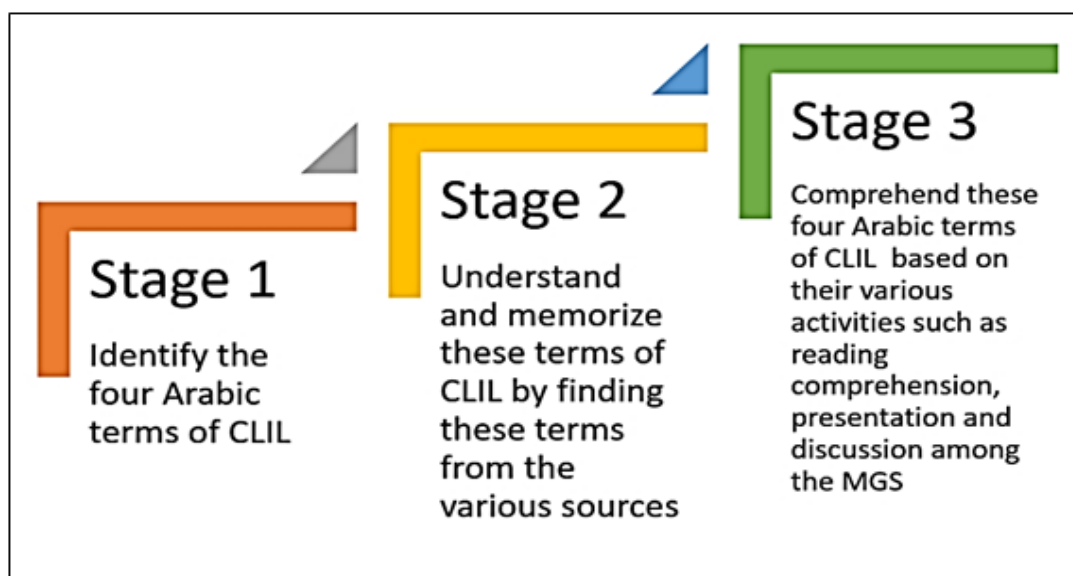


Figure 3. Three principles stages of classroom task in Arabic terms for the present study

Based on Figure 3, firstly, the MGS implements the first stage to identify the four terms. Stage 1 consists of text selection, and text experience. In this stage, the MGS read and search the words or sentences that indicate the four Arabic terms in any articles to detect these terms. Secondly, the MGS implement the second stage as various activities to understand and memorize these terms by finding these terms from the various sources. Lastly, the MGS can comprehend these four Arabic terms based on their various activities such as reading comprehension, presentation and discussion among the MGS. The researchers conduct interview session to the seven participants after the seven participants done their three principles stages of classroom task in CLIL.

6. Profile of the participants

Before discussing further about the study, it is important to get to know the participants. For confidentiality purposes, the participants were given pseudonyms. Table 1 shows the profiles of three students took part in the pilot study and seven participants took part in the actual study.

Table 1. The profile of the participants

Type of Study	Participants	Age	Gender	Arabic is mother tongue language	Malay is mother tongue language	Experiences in studying Arabic Language
Pilot Study	Ayu	13	Female	Arabic Language is <i>not</i> mother tongue language	Malay Language <i>is</i> mother tongue language	More than six years
	Nora	12	Female	Arabic Language is <i>not</i> mother tongue language	Malay Language <i>is</i> mother tongue language	More than six years
	Kushairi	12	Male	Arabic Language is <i>not</i> mother tongue	Malay Language <i>is</i> mother tongue language	More than six years

				<i>language</i>		
Actual Study	Miza	12	Female	Arabic Language is <i>not mother tongue language</i>	Malay Language <i>is mother tongue language</i>	More than six years
	Sharifah	12	Female	Arabic Language is <i>not mother tongue language</i>	Malay Language <i>is mother tongue language</i>	More than six years
	Faz	13	Male	Arabic Language is <i>not mother tongue language</i>	Malay Language <i>is mother tongue language</i>	More than six years
	Bad	13	Male	Arabic Language is <i>not mother tongue language</i>	Malay Language <i>is mother tongue language</i>	More than six years
	Ayu	13	Female	Arabic Language is <i>not mother tongue language</i>	Malay Language <i>is mother tongue language</i>	More than six years
	Zainal	13	Male	Arabic Language is <i>not mother tongue language</i>	Malay Language <i>is mother tongue language</i>	More than six years
	Farah	13	Female	Arabic Language is <i>not mother tongue language</i>	Malay Language <i>is mother tongue language</i>	More than six years

Table 1 shows that the researchers conducted a pilot study. This pilot study involved participants like; Ayu, Nora, and Kushairi for the pilot study. The actual study involved participants like; Miza, Sharifah, Faz, Bad, Ayu, Zainal, and Farah. In the pilot study, Ayu, Nora, and Kushairi are the individuals whose Arabic Language is not their mother tongue. The participants involved in the actual study like; Miza, Sharifah, Faz, Bad, Ayu, Zainal, and Farah, and the Arabic Language is not their mother tongue language. All the participants of actual study had experiences in studying the Arabic Language for more than six years. As for their ages, Nora, Kushairi, Miza and Sharifah are 12 years old. The rest of them are 13 years old.

7. Pilot Study

The pilot study for this study was done in two phases. The first phase involved the carrying out of the observation and interview, while the second phase entailed the think a-loud session and interview. This interview of the pilot study helped to clarify any inadequate information gap between the researchers' interpretation of the collected data and the participants' intents.

8. Preparation

Several preparations were made for the study those were gathering materials to be used in the study, seeking consent from the class teachers, selecting participants, carrying out think aloud training session and setting up the devices used in the study.

9. Finding

a) How the individual of MGS adapts his/ her situation to understand the four Arabic terms of the dam in Haji after undergo the three principles stages of classroom task in CLIL?

To answer this research question, the researchers provided Table 1. Table 1 shows examples of coded transcript regarding the easiest way to understand the four terms of the dam in Haji

Table 1. Examples of coded transcript easiest way to understand the four Arabic terms of the dam in Haji

Transcript	Codes	Sub-Themes	Main Themes
1) Miza: “Bagi saya cara yang paling mudah untuk saya fahami, saya membuat satu <i>peta minda</i> dan saya <i>letakkan point-point penting yang saya ringkaskan agar mudah difahami</i> . Cara ini juga membantu saya dengan lebih senang untuk memahami dan juga hafal.”	The easiest way to understand the four terms of the dam in Haji	Useful strategy/ method to understand the four Arabic terms	Understand four Arabic terms of CLIL: a) Dam tertib and takdir b) Dam tertib and ta’dil c) Dam takhyir and takdir d) Dam takhyir and ta’dil
2) Sharifah: “Oleh kerana terma-terma Arab ini ada hubung kaitnya dengan Pendidikan Islam, saya memahami istilah terma-terma ini ialah dengan <i>membaca buku teks Pendidikan Islam berulang kali dan membaca artikel di internet</i> .”	The easiest way to understand the four terms of the dam in Haji	Useful strategy/ method to understand the four Arabic terms	Understand four Arabic terms of CLIL: a) Dam tertib and takdir b) Dam tertib and ta’dil c) Dam takhyir and takdir d) Dam takhyir and ta’dil
3) Faz: “Untuk memahami terma-terma ini dengan lebih mendalam saya <i>banyakkan membaca dan mengkaji bukan itu sahaja saya pergi lebih dari lima laman sesawang</i> mencari maksud yang paling mudah untuk memahami terma-terma ini.”	The easiest way to understand the four terms of the dam in Haji	Useful strategy/ method to understand the four Arabic terms	Understand four Arabic terms of CLIL: a) Dam tertib and takdir b) Dam tertib and ta’dil c) Dam takhyir and takdir d) Dam takhyir and ta’dil
4) Bad: “Untuk memahami istilah atau terma-terma ini saya merujuk info ini melalui <i>bacaan info di internet dan merujuk kepada hadis-hadis serta mendapatkan info-info melalui ustaz yang pernah pergi melakukan haji</i> .”	The easiest way to understand the four terms of the dam in Haji	Useful strategy/ method to understand the four Arabic terms	Understand four Arabic terms of CLIL: a) Dam tertib and takdir b) Dam tertib and ta’dil c) Dam takhyir and takdir d) Dam takhyir and ta’dil
5) Ayu: “Cara saya memahami empat terma ini	The easiest way to understand the	Useful strategy/ method to understand the four	Understand four Arabic terms of CLIL:

<i>dengan membina peta minda seperti peta pokok, peta buih dan peta awan serta merujuk dengan membacanya berulang kali untuk memahaminya dengan lebih mendalam.”</i>	four terms of the dam in Haji	Arabic terms	a) Dam tertib and takdir b) Dam tertib and ta’dil c) Dam takhyir and takdir d) Dam takhyir and ta’dil
6) Zainal:” Kalau saya nak faham tentang dam- dam ni saya tanya kawan-kawan saya dulu.Kalau kawan-kawan saya tidak faham baru saya rujuk internet.”	The easiest way to understand the four terms of the dam in Haji	Useful strategy/ method to understand the four Arabic terms	Understand four Arabic terms of CLIL: a) Dam tertib and takdir b) Dam tertib and ta’dil c) Dam takhyir and takdir d) Dam takhyir and ta’dil
7) Farah: “Saya mencatatkan maklumat-maklumat tentang dam ini melalui rujukan dari internet tentang kefahaman terma-terma ini.”	The easiest way to understand the four terms of the dam in Haji	Useful strategy/ method to understand the four Arabic terms	Understand four Arabic terms of CLIL: a) Dam tertib and takdir b) Dam tertib and ta’dil c) Dam takhyir and takdir d) Dam takhyir and ta’dil

Based on Table 1, most of the participants, which consists of five participants, used the internet to understand four Arabic terms in Haji. A few participants used other methods to understand those terms by referring to friends, referring to *Ustaz* (teacher) who performed haji, referring to the textbooks, referring to the *hadis*, doing the repeated reading, and doing mind mapping to understand the four terms of Haji in-depth.

b) What is the best method to memorize the four Arabic terms of the dam in Haji?

The researchers provided Table 2. Table 2 shows examples of coded transcript regarding the best method to memorize the four terms of the dam in Haji

Table 2. Examples of coded transcript related to the best method to memorize the four Arabic terms of the dam in Haji

Transcript	Codes	Sub-Themes	Main Themes
1) Miza: “Saya hafal menggunakan kata kunci agar saya dapat mengingat terma-terma ini dengan baik.dan cara ini juga membantu saya agar saya boleh mengingat semua terma ini dengan lebih lama.”	The best method to memorize the four terms of the dam in Haji	Useful strategy/ method to memorize the four Arabic terms	Memorize four Arabic terms of CLIL: a) Dam tertib and takdir b) Dam tertib and ta’dil c) Dam takhyir and takdir d) Dam takhyir and ta’dil
2)Sharifah:”Cara yang paling terbaik untuk saya hafal terma-terma ini ialah dengan saya menulis nota, membuat perbandingan antara terma-terma lain dan	The best method to memorize the four terms of the dam in Haji	Useful strategy/ method to memorize the four Arabic terms	Memorize four Arabic terms of CLIL: a) Dam tertib and takdir b) Dam tertib and ta’dil

<i>yang paling penting membuat kata kunci agar semua terma dapat saya ingati dan hafal dengan sempurna..”</i>			c) Dam takhyir and takdir d) Dam takhyir and ta’dil
3)Faz:”Yang paling utama yang saya lakukan ialah meringkaskan terma ini agar saya mudah ingat kemudian selepas itu saya membina kata kunci bagi setiap terma, dengan cara ini saya rasakan begitu mudah sekali untuk saya hafal dengan lebih baik. ”	The best method to memorize the four terms of the dam in Haji	Useful strategy/ method to memorize the four Arabic terms	Memorize four Arabic terms of CLIL: a) Dam tertib and takdir b) Dam tertib and ta’dil c) Dam takhyir and takdir d) Dam takhyir and ta’dil
4)Bad:”Pada pendapat saya cara yang paling terbaik untuk saya ingat ialah dengan saya membaca berulang kali sehingga saya dapat menghafal kemudian membuat latihan tentang semua terma ini agar terhafal semua terma ini. ”	The best method to memorize the four terms of the dam in Haji	Useful strategy/ method to memorize the four Arabic terms	Memorize four Arabic terms of CLIL: a) Dam tertib and takdir b) Dam tertib and ta’dil c) Dam takhyir and takdir d) Dam takhyir and ta’dil
5)Ayu: “Cara saya mengingati empat terma ini dengan mengelaskan terma-terma ini dengan kata kunci dari senang kepada susah. ”	The best method to memorize the four terms of the dam in Haji	Useful strategy/ method to memorize the four Arabic terms	Memorize four Arabic terms of CLIL: a) Dam tertib and takdir b) Dam tertib and ta’dil c) Dam takhyir and takdir d) Dam takhyir and ta’dil
6) Zainal:” Saya letakkan semua terma ini di bawah kata kunci yang tertentu kemudian saya melakukan peta minda dan meletakkan terma-terma ini dengan kata kunci yang sesuai dengan terma-terma tersebut untuk saya hafal dengan lebih mudah. ”	The best method to memorize the four terms of the dam in Haji	Useful strategy/ method to memorize the four Arabic terms	Memorize four Arabic terms of CLIL: a) Dam tertib and takdir b) Dam tertib and ta’dil c) Dam takhyir and takdir d) Dam takhyir and ta’dil
7) Farah: “Saya menghafalnya dengan membuat latihan berulang kali agar saya dapat ingat dengan cepat. ”	The best method to memorize the four terms of the dam in Haji	Useful strategy/ method to memorize the four Arabic terms	Memorize four Arabic terms of CLIL: a) Dam tertib and takdir b) Dam tertib and ta’dil c) Dam takhyir and takdir d) Dam takhyir and ta’dil

Based on Table 2, most of the participants, which consists of five participants, used the keywords to memorize four Arabic terms in Haji. A few participants used other methods to understand those

terms by doing the repeated reading, doing exercise, doing summary, and doing mind mapping to memorize the four terms.

To ensure the data is triangulated, the researchers make the list of observations for all the participants who undergo the three principles of classroom tasks in Arabic terms. Table 3 shows the observance of all these participants.

Table 3. Observation of activities related to the easiest way to understand the four Arabic terms of the dam in Haji

	Inter net	Frie nds	Usta z/ Teac her	Textb ooks	Ha dis	Mind Map ping	Repe ated Read ing	Practi cing/ Exerci sing	Keyw ords	Summa rising	Makin g Compa rison	Tak ing note s
Miza						√				√		
Shari fah	√			√			√					
Faz	√						√					
Bad	√		√		√							
Ayu						√	√					
Zain al	√	√										
Fara h	√											

Based on Table 3, the users in understanding four terms of the dam in Haji indicate that the internet is the most frequently used among the MGS. Moreover, the rest of the activities include understanding these terms by referring to friends, referring to Ustaz (teacher), who performed haji. These activities do not end there. They also choose to refer to the textbooks and the hadis as well. They also do repeated reading, do mind mapping, summarizing, comparing, and taking notes to understand the four terms of Haji in-depth.

As for observation of the best method to memorize the four Arabic terms of the dam in Haji, the researcher provides a list of observation regarding the best method to memorize these four terms of the dam in Haji among the MGS. Table 4 shows the list of the observation such as the following:

Table 4. Observation of the best method to memorize the four Arabic terms of the dam in Haji

	Inte rnet	Frie nds	Usta z/ Teac her	Textb ooks	Ha dis	Mind Map ping	Repe ated Read ing	Practi cing/ Exerci sing	Keyw ords	Summa rising	Makin g Compa rison	Tak ing note s
Miz a									√			
Shar ifah									√		√	√
Faz									√	√		
Bad							√	√				
Ayu									√			
Zain al						√			√			
Fara h								√				

Table 4 shows the most frequent use in the list among the MGS is the keywords. Then, followed by other activities such as practicing or exercising, doing the repeated reading, doing mind mapping, summarising, making comparisons, and taking notes to memorize the four terms of the dam in Haji.

10. Discussion and Conclusion

In this study of integrated language learning, the potentials discovered from MGSs' unique idea and learning method. For example, they possess developmental knowledge across their ages because of their accumulated knowledge and accelerated learning pace. It is hoped that this study shows CLIL's potential as a catalyst for new understandings of gifted learners. Especially in research on teaching and learning that focuses on gifted learners in understanding and memorising the Arabic terms. The present study indicates that MGSs' sense of self-efficacy can play a meaningful role in approaching goals, tasks, and challenges for Arabic tasks accomplishment. The present study reflects how they maximise their effort to accomplish their language task in the classroom.

Acknowledgements

The authors would like to express gratitude to the Universiti Kebangsaan Malaysia (UKM), for the financial support provided under research grant no. GENIUSpintar-2020-007

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