



The Role of Renzulli Learning Strategy on Developing EFL Preparatory Students' Performance

***Asst. Prof. Israa B. Abdurrahman, **Suha Khudhaer Iyada**

College of Education for Humanities, **College of Education for Women
University of Tikrit

DOI: <http://doi.org/10.37648/ijrssh.v11i02.025>

Paper Received:

11th May, 2021

Paper Accepted:

15th June, 2021

Paper Received After Correction:

19th June, 2021

Paper Published:

21st June, 2021



How to cite the article: Asst. Prof. Israa B. Abdurrahman, Suha Khudhaer Iyada, The Role of Renzulli Learning Strategy on Developing EFL Preparatory Students' Performance, April-June 2021 Vol 11, Issue 2; 436-450 DOI: <http://doi.org/10.37648/ijrssh.v11i02.025>

ABSTRACT

The current study explores the role of using the Renzulli learning strategy on the development of four skills for fourth year Iraqi EFL preparatory students. The population of the present study includes EFL Iraqi preparatory students of the fourth year in Ibn Al-Haitham Secondary Private School for Girls, Tikrit City in Salah Alden governorate. The sample of this study consists of (75) students who have been chosen from fourth grade at Ibn Al-Haitham Secondary private school for girls, Tikrit City. (30) Students have been chosen to be the experimental group, and (30) students have been chosen to be the control group. Section (A) has been chosen to be the experimental group. Section (B) has been chosen to be the control group. In addition, there were 15 participants chosen for the pilot study. The findings of the study revealed that the students of the experimental group who have been exposed to the Renzulli learning strategy get better scores than the control group who have been taught according to the traditional strategy in their achievement. The variety of the instructional material which is prepared by using technology tool is based on exchanging and sharing ideas not only in the classroom but in real life situation. Further studies may be conducted on other levels of school or other countries and school systems.

The logo for the International Journal of Research in Social Sciences and Humanities (IJRSSH) is a large, stylized graphic. It features a central figure that resembles a person or a flame, composed of several overlapping, curved shapes in shades of blue, green, yellow, and orange. Below this graphic, the acronym 'IJRSSH' is written in a bold, orange, sans-serif font.

IJRSSH

INTRODUCTION

Many teachers have glanced that many Iraqi English as foreign language students do not have the skill to compose coherent passages with no errors. Similarly, teachers have also found that students cannot compose clear interpretations in their four skills (Alfaki, 2015). Preparatory is an urgent stage to train students by using innovative techniques to enhance their four skills, in order to be well prepared for their future career and professional life as these skills are essential ones for educated people in so many functions and levels. This study explores the impact of using the Renzulli learning strategy on the development of four skills for fourth year Iraqi EFL preparatory students.

This study aims at:

- 1- Finding out the role of Renzulli learning strategy on Developing EFL preparatory Student's Performance in the posttest.
- 2- Finding out whether there is any significant difference between the experimental group's Performance at the recognition level, on the one hand, and their Performance at the production level, on the other hand.
- 3- Finding out whether there is any significant difference between the Performance of the experimental group in the pre and post-test.

LITERATURE REVIEW

RLS is a framework that encourages instructors to utilize multiple classroom practices by developing specific appraisal of children's preferences and provides tailored educational opportunities that enable learners to think and learn due to personal strengths (Avon, 2007). In addition, Structural Equation Modeling (SEM) is quantitative research technique that can also incorporate qualitative methods. SEM is used to show the causal relationships between variables. The relationships shown in SEM represent the hypotheses of the researchers. Typically, these relationships can't be statistically tested for directionality (Reis, 2008).

Renzullie is a learning system designed and used to match students and their interests, learning styles, and expression styles. In addition, it involves various educational activities and resources designed to enrich and engage students' learning process (Field, 2009:2). According to Field, (2009:2) Renzullie program is not a variation of earlier generations of popular e-learning programs offered by numerous software companies. It is rather about unique use of the Internet that combines computer based strength assessment with search engine technology.

Renzullie Learning is based on the Enrichment Triad Model and the structural

equation modelling (SEM) developed by Renzulli and Reis (2005). SEM is the most widely used plans for enrichment and talent development in the world. It was defined as “a systematic set of specific strategies for increasing student effort, enjoyment, and performance, and for integrating a broad range of advanced level learning experiences and higher order thinking skills into any curricular area, course of study, or pattern of school organization”. In 2005, Renzulli learning-based program became wide spread and licensed among over 300,000 students and 40,000 teachers in 3,000 schools and 450 school districts across 40 U.S. states, Canada, Bermuda, and the Middle East (Field, 2009:13).

According to (Field, 2009: 22), technology has a vital role in the lives of students in elementary and middle school grades. In addition, Renzulli can increase students' achievement in terms of reading fluency, reading comprehension, and social studies achievement. This is due to the idea that when students are motivated to read useful and amusing things, they achieve more in reading comprehension. Moreover, the findings of the study revealed that Renzulli offers a variety of resources to choose from based on their interests, learning styles, and expression styles (Field, 2009:20).

It has been suggested that Renzulli has a beneficial effect on students like gifted and Talented Students, high Achieving Students, at Risk Students, special needs students and English Language Learners (ELLs). Furthermore, these programs enable students to be exposed to an interactive online system that provides a personalized learning environment for students, resulting in increased engagement and higher academic performance (Renzulli, 2010:15).

Renzulli is a system which includes communication, collaboration, creative problem solving, and critical thinking. It is worth mentioning here that this system used by millions of students across the globe. It should be noted also that Renzulli as an innovative and strength-based system has a great impact on the learning process; this means that students, teachers, parents and administrators will be all affected by the use of this system. First, students through Renzulli are exposed to a natural enthusiasm and interests guide to their exploration of new topics and concepts. They can get a personalized list of resources that fits their learning profile (Renzulli, 2016).

In relation to teachers or educators who deliver needed and beneficial information and knowledge to students and learners, they will have the chance to address the

full spectrum of learning and product styles of their students and to group their students with similar styles. In addition, they can use different template and techniques to cover their curriculum and syllabuses. Moreover, according to administrators of schools they will have the benefit of a cost-effective approach that provides higher achievement through increased student engagement. Furthermore, applying Renzulli system will lead administrators to meet the standards by enhancing the needed tools and as a result they can easily generate students' profiles. In consequence to all of these benefits parents will have the chance to stay involved with their children's education, and easily track and monitor their progress online and stay up to date with the activities and assignments (Renzulli, 2014).

The Renzulli Learning System offers many opportunities to provide enhanced, demanding learning, matching students preferences and learning styles. The enrichment triad model was cited as the most commonly used enriched activity plan in the world and is the basis of all activities and options in the Renzulli Learning System. The initial Three Enrichment model was established in Connecticut and the northeast of the USA as a young and talented model for programming in school districts. The

pattern was very common and demands were increased from across the country for school visits using the model and for details on how to apply the model (Renzulli, 1976).

The Enrichment Triad Model was documented in a book, and a growing number of districts started to use it. This device was created in the northeast of the United States in the middle of 1977. Different types of Renzulli-based programs were created, with a focus on incorporating enrichment activities such as creative problem solving (Eleck, 2006).

The Enrichment Triad Model was developed in conjunction with the Three Ring Conception of Giftedness. This model, which is basically a learning theory, is structured primarily for the promotion of creative/productive skill as a practical guide. It was published in a two-part series (Renzulli, 1971), and then a short book (Renzulli, 1977).

The Triad Model aims to promote youth's creative productivity by exposing them to a wide range of topics, fields of interest and fields of research, and how to integrate advanced content, thinking skills and methodologies for investigative and creative problems solved into selected areas of interest (Renzulli, 1976).

The Triad Model is based on the ways in which people learn in a natural environment rather than the artificially structured environment that characterizes most classroom learning conditions. External stimulus, internal curiosity, need, or combinations of these three starting points cause people to develop an interest in a subject, problem, or field of study. Children are, by nature, curious, problem-solving creatures, but in order for them to act upon a problem or interest with any degree of dedication and excitement, the interest must be a genuine one and one in which they see a personal justification for taking action (Renzulli,1976).

The Enrichment Triad Model is the pedagogical nucleus for our organizational structure as outlined by the Schoolwide Model for Enrichment. The Triad was also used as a charter and magnet school subject for a wide range of talented programs and enhanced curriculums in standard classrooms. The triad has been adapted and taken into consideration in various suburban, rural, and urban schools throughout the region. This model has been adopted worldwide by a special issue

from Gifted Education International (Renzulli & Reis 2010).

Renzulli learning framework offers enhanced learning opportunities for students across three goals: developing the students' achievement, offering a wide variety of advanced level enrichment opportunities for all students and providing follow up advanced learning for students based on interests. It emphasizes the use of pleasant and challenging learning environments built around students' preferences, learning styles and product styles. The Learning system Renzulli offers Internet based systems that balance the needs and styles of students with a wide variety of experience opportunities for enhanced and demanding learning. Under the Renzulli learning system, students complete an individual talent development profile by reacting to online surveys of their interests, learning styles, skill levels and styles of speech. This system encourages teachers to address student discrepancies. It honors and draws on the talents, skills and interests of students (Reis,2007).

METHODOLOGY

Table (1): The Experimental Design

Group	Pre-test	Independent Variable	Dependent Variable	Post-Test
Experimental Group	Student's achievement	Renzulli Learning strategy	Achievement in English subject	Student's achievement
Control Group	Student's achievement		Achievement in English subject	Student's achievement

The population of the present study includes EFL Iraqi preparatory students of the fourth year in Ibn Al-Haitham Secondary Private School for Girls, Tikrit City in Salah Alden governorate. The total number of fourth-grade students' population is (291) as shown below:

Table (2): The Population of the Study

NO.	Preparatory Schools	Number of students
1	Kunooz Al-Ma'rifa	35
2	Dar Al-Uloom	63
3	Tareeq Al-Najah	41
4	Sada Al-Ibda	33
5	Al-Ryada	44
6	Ibn Al-Haitham	75
Total		291

The sample of this study consists of (60) students who have been chosen from fourth grade at Ibn Al-Haitham Secondary private school for girls, Tikrit City. (30) Students have been chosen to be the experimental group, and (30) students have been chosen to be the control group. Section (A) has been chosen to be the experimental group. Section (B) has been chosen to be the control group

Table (3): The Sample of the study

Groups	Section	Number of students
Experimental	A	30
Control	B	30
Total		60

In order to find out whether there is any significant difference between the educational level of the student's fathers, the chi-square formula has been utilized. Results show that the chi-square of the calculated value is (2.378) which is found to be lower than the tabulated value (11.07), at the degree of freedom (5) and a level of significance (0.05) which means that there is no significant difference between the two groups in fathers' educational level, as shown in table (4).

Table (4): The Chi-Square Value of Fathers' Educational Level

Level of Education	Group		Total	Chi-Square Value		DF	Level of Significance
	EG.	CG.		Calculated	Tabulated		
Diploma	4	5	9				
Higher studies	3	3	6				
Illiterate	1	1	2				
Primary	3	1	4				
Secondary	9	6	15				
Total	30	30	60				

To find out whether there are statistically significant differences between the two groups in this variable, by applying the chi-square formula has been applied. The two groups are

found to be equal in the mothers' educational level. The calculated value is (2.476) which is lower than the tabulated value which is (11.07) at the degree of freedom (5) and the level of significance (0.05). This means that there is no significant difference between the two groups concerning this variable, as shown in table (5).

Table (5): The Chi-Square Value of the Mothers' Education Level

Level of Education	Group		Total	Chi-Square Value		DF	Level of Significance
	EG.	CG.		Calculated	Tabulated		
Bachelor	11	10	21	2.476	11.07	5	0.05
Diploma	3	4	7				
Higher studies	2	4	6				
Illiterate	2	1	3				
Primary	6	3	9				
Secondary	6	8	14				
Total	30	30	60				

DISCUSSION

The current study attempts to investigate the effect of using Renzulli learning strategy on EFL preparatory students' performance. It also attempts to show whether there are significant differences between the two groups, the experimental and the control group in students' achievement.

1. The students of the experimental group who have been exposed to the Renzulli learning strategy get better scores than the

control group who have been taught according to the traditional strategy in their achievement

2. The variety of the instructional material which is prepared by using technology tool is based on exchanging and sharing ideas not only in the classroom but in real life situation

3. Renzulli learning strategy has led to the improvement of pupils' achievement by creating independent activity and motivating pupils' minds to communicate

creatively. This is done through the classroom environment and using many digital tools to encourage students to create their learning.

4. Students start enjoying themselves through creating real-life situations and practicing.

5. The student feels confident that deep, regular, and control thinking process leads to raising learning, solving problems, and discoveries. When the students feel that he is engaged in the class, his performance and achievement will be better as well. This is because the student feels that he is an important part of the learning process.

6. The use of nonlinguistic forms such as graphics, numbers, and figures have led to the improvement of pupils' achievement.

7. Using general questions to facilitate students' understanding and participation in analyzing the text and collecting a full intellectual image of it.

9. Using Renzulli learning strategy in the teaching-learning process keeps the students active, self-confident, monitor, and self-evaluate their learning. Here, the student is playing the role of the teacher or the educator in the learning process.

11. Using color cards with names of grammar and grammatical rules and put them on the breast of the students, then

change the names in each week this funny activity helps the researcher to activate the students and learn new vocabulary especially when the students use these new words in conversation with each other.

12. Grouping work will enhance students to work collaboratively and cooperatively, also the comparison with their friends will stimulate their production and led them to communicate and check their information.

13. The study reveals that the students improve their achievement of the four skills after utilizing Renzulli Learning Strategy.

In this study the researcher aimed to find out the role of Renzulli learning strategy on Developing EFL preparatory Student's Performance in the posttest. According to the statistical results, the researcher found that RLS has highly impacted the performance of the students. This is due to the significant differences between the results of the pre and the post tests. This may be attributed to the idea that RLS focuses on the E's (enthusiasm, engagement and encouragement). When the students feel enthusiastic about the way information are given in the classroom and the topics are related to their interests, they will feel more engaged in the classroom atmosphere and thus they will be encouraged to enrich their knowledge and skills. In the current study, the researcher

also found that statistically significant difference between the mean score of the experimental group which is taught by Renzulli learning strategy and the control group which is taught by the conventional strategy in the post-test. RLS provides students with various tasks and devices that enable them to learn things they really like, for example sport, space, drawing...etc.

It is also important to note here that there is a significant difference between the mean scores of students' performance at the recognition level and that at the production level in the post-test. This means that the second hypothesis is rejected as the mean scores of the students' performance at the recognition level and the production level of the experimental group in the posttest are calculated and compared to find out whether there is any significant difference between them. Moreover, The obtained results show that students' mean scores at the production level are found to be (42.16) and that at the recognition level is (35.26). The t-test formula for two related samples is used and results show that the calculated t-value is (7.801) and the tabulated t- value is (2.00) at the degree of freedom (29) and level of significance (0.05), as shown in table (13).

In this regard also the last hypothesis which states that "There is no significant

difference between the mean scores of students' experimental group performance in the pre and post-test." is also rejected. This is because the RLS gives the students the chance to be engaged in the topics discussed in the classes as they are related to their interests. In addition, students are happy and eager to learn more about topics of their interest. Finally, these ways of teaching and these methods encouraged them to be always alert in the class and participate and in consequence get high and good scores.

CONCLUSION:

Concerning the results of the current study, the following conclusions have been drawn:

1. The Renzulli Learning strategy can be a very beneficial teaching strategy for students by making learning more active, personal, and engaging. The achievement test of the experimental group who is exposed to the Renzulli Learning strategy is better than the control group who is taught according to the traditional method.
2. The researcher finds that there is a statistically significant difference between the mean scores of the performance test of the experimental group and the control group in favour of the experimental group. This may be attributed to

that RLS gives the students the chance to be engaged in the classroom with topics of their interest. This will make students more enthusiastic in the classroom and they will be encouraged to learn, participate and enrich their knowledge.

3. The findings have allowed the researcher to understand that effective teaching occurs when individual students' weaknesses and strengths are understood and attended to. Taking students' interests into consideration enables teachers and educator to differentiate between the levels of students and what they like to learn more about. Furthermore, the points of weakness and strength of the students can be highlighted in the classroom using RLS as teachers can group students and focus on each group and each one individually.
4. Engaging the students, enthusiastic students and enjoying in watching videos, and presenting the colour cards in daily classroom participation are considered the most important section in Renzulli's Learning strategy.
5. Renzulli Learning strategy helps to decrease the gap between teachers

and students when cooperating. Training and teaching students require both gatherings to work closely together and this lessens the gap between students and their teacher.

6. Most of the students have high motivation and desire in learning English, this enough to make the process of teaching to be fruitful. This means that when students have a desire in what they are learning, the process of teaching will be fruitful as students will more eager to learn more about their topics of interest.
7. Teachers should employ various methods, techniques, and strategies in teaching English. Several teaching methods, techniques, and strategies encourage the students' talents and competencies in plenty of learning classes. So, the betterment of learning will be high. In this regard, it is important to note here that teachers should focus while they conduct the learning techniques and activities on making the learning process more enjoyable. This is due to the idea that when the students enjoy the class and feel more enthusiastic during the classes they will perform better. This results from

the student' feeling that they are engaged in the class and they play a vital role in the learning strategy like the teacher or the educator.

8. There is an important role of Renzulli learning strategy on Developing EFL preparatory Student's Performance in the posttest . RLS provides students with the chance to be engaged in what they like to learn about and as a result they will feel more enthusiastic and encouraged to learn and nurture their knowledge and skills

9. There is a significant difference between the experimental group's achievement at the recognition level, on the one hand, and their performance at the production level, on the other hand. This can be attributed to that teachers through RLS can distribute students according to their interests into groups and each student can learn enthusiastically their study in the classroom. As a result, the students' performance will be better and they will be more encouraged to learn than just learning things they do not really like.

The logo for the International Journal of Research in Social Sciences and Humanities (IJRSSH) is a large, stylized graphic. It features a central figure that resembles a person or a flame, composed of several overlapping, curved shapes in shades of blue, green, yellow, and orange. The figure is set against a background of a large, light green circle. Below the graphic, the acronym 'IJRSSH' is written in a bold, orange, sans-serif font.

IJRSSH

REFERENCES

- 1- Alfaki, I. M. (2015). University Students' English Writing Problems: Diagnosis and Remedy. *International Journal of English Language Teaching*, 3(3), 40-52.
- 2- Avon, C. (2007). Renzulli learning system assist teachers provides personalized strength –based learning .www.Renzulli learning .com .
- 3- Eleck, S. (2006). Students' perceptions of Renzulli Learning Systems. Unpublished Honors Project, Neag School of Education, University of Connecticut at Storrs.
- 4- Eleck, S. (2007). The creation of projects by gifted mathematics students: A case study of six student processes using Renzulli Learning Systems as a guide. Unpublished Inquiry Project, Neag School of Education, University of Connecticut at Storrs.
- 5- Field, G. (2009). The effects of the use of Renzulli Learning on student achievement in reading comprehension, reading fluency, social studies, and science. *International Journal of Emerging Technologies in Learning (JET)*, 4(1), 29-39.
- 6- Reis, S & Jacobs, J. (2005) The School Wide Enrichment Model-Reading Framework. Storrs, CT: The National Research Center for Gifted and Talented, University of Connecticut.
- 7- Reis, S. (2007) An evidence –Based study. *The Elementary School Journal*. 108(1), 2-24.
- 8- Renzulli, J. S. (1977). *The enrichment triad model: A guide for developing defensible programs for the gifted*. Mansfield Center, CT: Creative Learning Press.
- 9- Renzulli, J. S. (1978). What makes giftedness? Re-examining a definition. *Phi Delta Kappan*, 60, 180-184, 261.
- 10- Renzulli, J. S., & Reis, S. M. (1985). *The schoolwide enrichment model: A comprehensive plan for educational excellence*. Mansfield Center, CT: Creative Learning Press.
- 11- Renzulli, J. S., & Reis, S. M. (1997). *The schoolwide enrichment model: A comprehensive plan for educational excellence*. Mansfield Center, CT: Creative Learning Press.

- 12-Renzulli, J. S., & Reis, S. M. (2009). A technology-based application of the schoolwide enrichment model and high-end learning theory. In *International handbook on giftedness* (pp. 1203-1223). Springer, Dordrecht.
- 13-Renzulli, J. S., & Renzulli, S. R. (2010). The schoolwide enrichment model: A focus on student strengths and interests. *Gifted Education International*, 26(2-3), 140-156.
- 14-Renzulli, J. S., Gentry, M., & Reis, S. M. (2004). A time and a place for authentic learning. *Educational Leadership*, 62(1), 73-77. 12
- 15-Renzulli, J. S., Smith, L. H., & Reis, S. M. (1982). Curriculum compacting: An essential strategy for working with gifted students. *The Elementary School Journal*, 82, 185-194.
- 16-Renzulli, J. S., Smith, L. H., White, A. J., Callahan, C. M., Hartman, R. K., & Westberg, K. L. (2002). Scales for rating the behavioral characteristics of superior students. (Rev. ed.). Mansfield, CT: Creative Learning Press.
- 17-Renzulli, J. & Reis, S. (2007) A technology based program that matches enrichment resources with student strengths. *International Journal of Emerging Technology in Learning*. Retrieved December 5, 2015 from: [www//online-journal.org/article/view article/126](http://www.online-journal.org/article/view/article/126).
- 18-Renzulli, J. & Reis, S. (1997). *The School Wide Enrichment Model: A Guide for Developing Programs for the Gifted and Talented*. Mansfield Center, CT: Creative Learning Press.

IJRSSH