

A Program Based on Multiple Intelligences and SQ6R to enhance Experimental Language Secondary School Students' EFL Creative Reading Skills

Nahed Mohamed Ahmed¹, Azza Ahmed El-Marsafy², Magda Kamel Abd El-Samie³

¹ Department of Curriculum and Instruction (TEFL), Faculty of Education, Zagazig University, Zagazig, Egypt.
Email: nahed.m22@foe.zu.edu.eg

² Department of Curriculum and Instruction (TEFL), Faculty of Education, Zagazig University, Zagazig, Egypt.

³ Department of Curriculum and Instruction (TEFL), Faculty of Education, Zagazig University, Zagazig, Egypt.

Corresponding Author:

Nahed Mohamed Ahmed

Email: nahed.m22@foe.zu.edu.eg

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ABSTRACT

This research aimed to develop the EFL creative reading skills of Experimental Language Secondary School students through the implementation of a program based on Multiple Intelligences and the SQ6R strategy. A quasi-experimental pretest-posttest design involving experimental and control groups was employed. The participants consisted of seventy Experimental Language Secondary School students, equally assigned to the two groups during the second semester of the 2024-2025 academic years. The experimental group received instruction through the proposed program, while the control group was taught using conventional methods. Data were collected using an EFL Creative Reading Skills checklist, which was validated by a panel of experts, and an EFL Creative Reading Skills test administered both before and after the intervention. The findings indicated that the experimental group achieved significantly higher gains in EFL creative reading skills than the control group. Statistical analyses confirmed the effectiveness of the proposed program, leading to the acceptance of the study hypotheses and demonstrating the positive impact of integrating Multiple Intelligences and SQ6R on students' creative reading performance....

Keywords: Multiple Intelligences - SQ6R - EFL creative reading - secondary school- Egypt

INTRODUCTION

EFL Reading is a substantial language skill because there is a principal basis in teaching and learning procedures. The concept of literacy has been innovative and its determinations and roles have been lengthened to focus on higher-order thinking, which centrals to the arrival of multiple kinds of reading including the creative one. Isiksalan (2018) added that the process of EFL creative reading involves four stages: creational memory, analogy, unsubstantial analogy, and analysis by arranging. Creational memory includes perceptual-cognitive and intellectual skills (e.g. perceiving, learning, remembering, thinking, contriving, and understanding). The analogy is the connotation of two dissimilar ideas. Unless there is another thought that would ground an analogy, an unsubstantial analogy will happen. Preparation takes place when a question is handled in a new way.

EFL creative reading captures imagination, invention, uniqueness, and brilliance (Jonassen, 2010; Swann et al., 2011). EFL Creative reading is the main way to creative thinking since productive thinking is clarified as a mental action used to construct thoughts (Syahrin et al., 2019). Kremzi and Kasap (2017) described EFL creative reading as a process of reading that consists of activities that support readers' focus on what they read.

Moreover, Yurdakal (2019) clarified that EFL creative reading is the highest stage of cognitive skills as a combination, application, and increase of thought. It stimulates the mental activities of the learners and reveals itself in all kinds of in-class ..

tasks also; it creates and produces a new clarification by using the previous experiences and analytical thinking processes of a reader. Sever (2010) clarified that EFL creative reading is a level of reading skill and rebuilding a text by understanding it constructed on individual experiences and imagination.

Yurdakal, (2018) clarified that EFL creative reading consists of divergent and convergent reading. Convergent EFL creative reading is based on meeting learners' and writers' thoughts on the same ground. In contrast, divergent reading, which is the core goal of creative reading, is designed to produce unexpected, exclusive, and creative ideas via using a writer's ideas and asking quite unexpected questions is a significant support. Divergent questions support learners to think freely with a broader perspective without concentrating on one truth only (Hizir, 2014). Since current information societies pay attention to communicate with the chunk by metacognitive skills and rebuilding a text rather than learning or memorizing material (Yurdakal & Susar Kirmizi, 2017).

According to Ada and Campoy (2017), EFL creative reading processes recommend that true reading is a discussion between a reader and a text, whose importance is extended further to the spread of information included in that text.

Yurdakal (2019) clarified that EFL creative reading can be featured as having interpretations, implications, giving suitable reactions, and having critical judgment. EFL Creative reading means the capability to increase details of primary methods; to become a deeper or more stimulating scholar with creative tends to have responsibilities for his comprehension of what they are reading, receive information without partiality, and be flexible in thinking, and not using unusual methods to solve problems, and having a high self-confidence and inquisitive (Chang, Anna, & Millett, Sonnia, 2013). EFL Creative reading is the main way to creative thinking since productive thinking is clarified as a mental action used to construct thoughts (Syahrin et al., 2019). Kremzi and Kasap (2017) described EFL creative reading as a process of reading that consists of activities that support readers' focus on what they read.

Reading in itself is a creative process. Not only gaining knowledge from reading creatively, but also acquiring emotional depth and subtlety of response. Scaife (2015) explained that EFL creative reading encourages questioning, exploration and dialogue. Rodriguez (2012) stressed the importance of developing EFL creative reading in EFL classrooms.

It was justified that EFL creative reading activities affect learners' empowerment, engagement, motivation, independent reflection and higher-order thinking. Educators are recommended to consider engaging their learners in reflective exercises, such as EFL creative reading activities. That is to enable them to explore material and understand it in a more profound manner.

Moreover, EFL creative reading is a rewarding experience because a reader is asked to engage with the work in a different way rather than passively taking in information. For the importance of the creative reading skills, EFL researchers developed using different strategies.

Masoud (2014) investigated EFL creative reading skills among first year secondary stage participants by using higher-order Questioning technique. Also, Helwa (2020) aimed to investigate the effectiveness of using a program based on mobile computer - supported collaborative learning (MCSCL) and social media applications in developing EFL creative reading skills and cultural awareness among student teachers at the Faculty of Education.

EFL Creative reading skills represent a set of advanced reading abilities that enable secondary school students to move beyond literal comprehension and actively engage with texts through interpretation, imagination, idea generation, and evaluation. EFL Creative reading emphasizes the learner's role in constructing meaning and producing original responses to texts rather than passively receiving information (Rosenblatt, 1995). From an educational perspective, EFL creative reading is viewed as a higher level of reading that integrates comprehension, critical thinking, and creativity, allowing readers to interact deeply with texts and extend their meanings in innovative ways (Ocak & Karşlı, 2022).

According to Scaife (2015) and Ada (2003), as cited in Rodriguez (2012), creative reading develops through four interconnected phases: the descriptive phase, in which readers understand the text and identify its basic information; the personal interpretation phase, where readers relate the text to their own experiences and emotions; the critical phase, which encourages reflection and evaluation of the author's ideas and intentions; and the creative phase, where readers move beyond comprehension to generate new ideas and apply what they have learned to real-life situations. Progressing through these phases enables learners to develop and master EFL creative reading skills.

According to Beghetto (2021) Creativity should be incorporated into learning standards as an essential component of education. Educational programs that integrate both cognitive and emotional aspects of learning tend to achieve better outcomes. Therefore, classrooms should provide an atmosphere that promotes students' freedom of expression and supports creative thinking. To achieve this, teachers are encouraged to:

- a. Promote flexibility and establish classroom norms that support creative and innovative approaches.
- b. Provide students with opportunities to ask questions and intentionally design lessons that encourage inquiry, exploration, and wonder.

- c. Create dedicated spaces for exploration and idea sharing, such as thinking corners, drama areas, drawing stations, or collaborative discussion spaces.
- d. Foster curiosity by taking students' interests into account, as these interests can serve as powerful sources of motivation and inspiration for learning. Teachers should seek inspiration from students' experiences and perspectives.
- e. Recognize the significance of creativity for students' future careers and the changing labor market. Rather than preparing learners for specific occupations, teachers should focus on developing transferable skills and behaviors that promote innovation, adaptability, and lifelong learning.

Abd Elwahed (2024) investigated the effect of design thinking on developing creative reading skills of EFL student-teachers at the faculty of education in Helwan University. The instruments included a pre-post creative reading skills test based on a list of creative reading skills and a rubric. The participants were 30 who represented the study group were 30. The statistical analysis of the obtained data from the two administrations of the test confirmed the large effect size of design thinking on developing creative reading skills for student-teachers, Faculty of Education, Helwan University. Thus, the aim of the study was achieved. Based on the results.

Ibrahim (2023). Investigated the effect of a schema learning Based program on developing EFL Al-Azhar secondary Stage Students' creative reading skills. The study participants were sixty (60) 2nd year secondary Al -Azhar students from Awlad Zaid Religious Institute, Al -Ibrahimia department, Sharkia governorate, Egypt. The study adopted the quasi-experimental design. So, there were two groups: an experimental group (n=30) and a control one (n=30). The instrument was pre- posttests of creative reading skills. The experimental group was taught through the schema-learning based program while the control group was taught by the regular instruction. The results of the study revealed that there were statistically significant differences between the mean scores of the experimental group and that of the control group in creative reading skills in favor of the experimental group.

Developing EFL creative reading skills requires the use of instructional approaches that address learners' individual differences and promote active engagement with texts. In this respect, Multiple Intelligences Theory and the SQ6R strategy represent two complementary instructional variables that can effectively enhance creative reading. Multiple Intelligences Theory provides diverse learning experiences that accommodate learners' various intelligence profiles, enabling them to interact with texts in meaningful ways and generate original ideas. Meanwhile, the SQ6R strategy offers a structured framework that encourages active reading through surveying, questioning, reading, reflecting, reciting, reviewing, and recording, which leads to deeper comprehension and higher levels of thinking. Therefore, integrating Multiple Intelligences Theory with the SQ6R strategy creates a rich learning environment that fosters learners' creativity and contributes significantly to the development of their EFL creative reading skills.

The concept of intelligence has been the core of interest for scholars, scientists, through scientific research area as in a way that aims to understand the reality of human intelligence and its development (Legg and Hutter, 2007). Those tries have ended up in a countless number of researches, theories, and studies to reach a vivid perception about the nature of human measurements (Steele, 2010).

To Shekhar (2011), the idea of human intelligence has two extreme points of view the first refers to the mental abilities on the bases that there are an innate ability connected to genetics more than raising and education. Referring to this idea, the human intelligence is a unified mental entity that is based on reasoning and lingual abilities, which can be reflected through standardized IQ (Intelligence Quotient). The second extreme view sees intelligences as a multiple dynamic process, which is mostly used among psychologists who assume that intelligences are mental processes that include many types of thinking.

Grander mentioned seven intelligences at the beginning including verbal-linguistic, mathematical-logical, visual-spatial, bodily-kinesthetic, musical-rhythmic, interpersonal, and intrapersonal. In 1997, Gardner added and eighth intelligence, the naturalist intelligence, and two years later a ninth intelligence, existentialist intelligence had been added (Gardner, 1999).

Larsen & Freeman (2000) suggested some of the effective benefits of MI theory such as students will become conscious of the intelligences they master. MI helps low achiever find other potential strengths to achieve more success and reduces boredom. MI theory can help students and teachers better understand their abilities. MI helps students to build up confidence as it demonstrates how they can use their strengths to address their weaknesses. MI motivates students to find where their interest and strength lies and push their abilities further. MI theory is suitable for differentiated and individualize learning.

Abdul Latif (2006) investigated the effect of training first year English Majors in integrating creative reading and writing skills on their performance. Moreover, Abdurraheem (2015) investigated the effectiveness of an inquiry - based program in teaching poetry in developing poetry appreciation, creative reading and creative writingskills of Faculty of Education English Majors.

Günduz (2018) investigated the effects of multiple intelligences activities versus traditional method on English reading comprehension development of ninth grade students in Turkey. The sample of the study consisted of 79 ninth-grade students at a public school in Turkey. The findings of the study showed that there was a significant difference in favour of the

experimental group on the scores of the posttest which means that there was an Improvement in students reading comprehension.

SQ6R is a systematic and learner-centered reading strategy that aims to enhance reading comprehension and study skills through active and purposeful interaction with texts. As an extended form of the traditional SQ3R strategy, SQ6R involves a sequence of interconnected stages, including surveying the text, generating questions, reading with specific purposes, recording important information, reciting key ideas, reviewing content, reflecting on meaning, and reorganizing knowledge. These stages encourage learners to become active participants in the reading process, enabling them to construct meaning, monitor comprehension, and improve information retention. Consequently, SQ6R is widely recognized as an effective instructional strategy for promoting reading comprehension, critical thinking, metacognitive awareness, and learner engagement (Woolley, 2020).

SQ6R is an educational model consists of eight steps: (Survey, Question, Read, Recite, Record, Respond, Rehash and Review). Each step of the SQ6R strategy serves a distinct instructional function:

Survey helps learners gain a global overview of the text. Question sets purposeful reading goals and stimulates curiosity. Read involves focused and active engagement with the content. Record supports note-taking and information organization. Recite strengthens memory through verbal rehearsal. Review consolidates understanding and corrects misconceptions. Reflect promotes critical thinking and personal interpretation. Reshape/Reevaluate encourages synthesis, application, and knowledge restructuring. Together, these steps transform reading into an interactive, learner-centered process, rather than passive decoding of text (Rusmiati et al. 2022); Westwood, 2008).

The literature identifies several strengths of the SQ6R strategy. First, it provides a clear and systematic framework that supports learners at different proficiency levels. Second, it promotes metacognitive awareness, enabling learners to monitor and evaluate their comprehension. Third, its adaptability allows it to be used across subjects, languages, and educational stages (Westwood, 2008).

Despite its advantages, the SQ6R strategy has certain limitations. Some studies indicated that the strategy can be time-consuming, particularly for novice learners who require extensive training. Additionally, without proper instructional scaffolding, students may struggle to apply all steps effectively (Rusmiati et al. 2022). These limitations suggest the need for gradual implementation and teacher guidance.

The SQ6R strategy is highly relevant to secondary school education due to its strong alignment with the development of creative reading, creative writing, and self-regulated learning, which are essential competencies at this stage of schooling. Secondary students are expected not only to comprehend texts but also to interpret, evaluate, and creatively respond to them in written form, while managing their own learning processes effectively (OECD, 2019).

Creative reading at the secondary level involves higher-order cognitive processes such as interpretation, inference, evaluation, and the generation of new meanings beyond the literal text. SQ6R supports creative reading by engaging students in purposeful questioning, reflection, and reshaping of ideas. The question, reflect, and reshape stages encourage learners to explore alternative perspectives, make personal connections, and construct original interpretations of texts. Research indicates that strategic reading approaches such as SQ6R significantly enhance students' ability to think creatively and critically while interacting with complex texts (Afflerbach et al., 2025; Duke et al., 2021).

Hmadi (2021). Investigated the effect of employing the SQ6R strategy on developing literary appreciation and creative thinking among middle school students. The participants were (62) students distributed equally among the two groups (experimental and control). The Creative Thinking Test), and after making sure of their validity and consistency, they were applied to participants and after treating the results statistically, they revealed the superiority of the experimental group in the two tests over the control group.

2. Statement of the problem:

Although creative reading is considered an essential component of EFL learning, many Experimental Language Secondary School students demonstrate inadequate creative reading skills. They often face difficulties in generating original ideas, making inferences, and responding creatively to reading texts. This may be attributed to the predominance of traditional teaching methods that pay little attention to learners' different intellectual abilities and lack the use of active reading strategies. Therefore, there is a need for a program based on Multiple Intelligences and SQ6R to enhance Experimental Language Secondary School students' EFL creative reading skills. Accordingly, the research problem could crystallize into a set of key questions intended to explore the effectiveness of the program. These questions are formulated as follows:

The research main question

"What is the effectiveness of a program based on multiple intelligences and SQ6R to enhance experimental language

secondary school students' EFL creative reading skills"?

This main question could be sub-divided into the following questions:

- 1 - What are the EFL creative reading skills targeted for Experimental Language Secondary School students?
- 2- To what extent do Experimental Language Secondary School students successfully perform them?
- 3- What are the features of a program based on Multiple Intelligences and SQ6R for enhancing students' EFL creative reading skills?

4- Aim of the research

The main purpose of the current research is to develop Experimental Language Secondary School Students' EFL Creative Reading Skills through a program based on multiple intelligences and SQ6R

5- Significance of the research

The present research would help EFL learners to develop their creative reading skills. Enhance their ability to analyze, infer, predict, and generate creative responses while reading. Develop higher-order thinking skills through a variety of activities that address different intelligences and learning styles.

The present research would help EFL instructors to provide them with a practical framework for implementing a program based on Multiple Intelligences activities and the SQ6R strategy to develop students' EFL creative reading skills. Enable them to employ learner-centered instructional practices that accommodate students' individual differences. Encourage them to integrate diverse and engaging activities into their reading instruction.

The present research would help EFL curriculum designers to draw their attention to the importance of incorporating Multiple Intelligences activities and the SQ6R strategy into EFL curricula. Promote the adoption of contemporary trends in curriculum design and development. Assist them in designing reading materials and activities that foster creativity and active learning. Encourage the transformation of learners from passive recipients into active participants who can regulate their own learning.

4. EFL Researchers

The present research would help EFL researchers to open new research routes for researchers; as they can utilize multiple intelligences and SQ6R programming to develop other language skills. Enrich the literature related to EFL creative reading and contemporary teaching approaches. Provide empirical evidence concerning the effectiveness of integrating Multiple Intelligences activities and the SQ6R strategy.

5- Delimitations of the research:

This research has been conducted in the second term of the academic year 2024-2025. A group of EFL students enrolled in the second secondary stage, Hehia experimental Language School, Sharkia Governorate, Egypt. Some EFL creative reading skills targeted for second year secondary school students, according to the Jury members. Some units from student's book for second year secondary school have been used.

6- Operational definition of the research' terms

The researcher defined key terms as follow:

Multiple Intelligences Theory is defined as a theory of intellect that assumes the existence of much intelligence (at least eight intelligences) in every individual as Linguistic/Verbal Intelligence, Visual/Spatial Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence, Bodily/Kinesthetic Intelligence, logical/Mathematical Intelligence, Musical Intelligence to create products.

SQ6R strategy can be defined as a strategy that is used to develop some of EFL research skills (i.e. asking questions, summarizing, reviewing, reflect and reshape) for the second year secondary students. Creative reading is operationally defined as the abilities that the second year secondary students use to go beyond the text, to be involved inside and outside it, to pose different questions and bring new ideas to what is read.

7- Design of the research

The present research adopted the quasi-experimental design. Two groups were selected to represent the experimental

group and the control one. The experimental group was instructed through the program. The control one received regular instruction. A pre-post EFL creative reading skills test was administered to the two research groups, before and after the experiment (Table 1).

Table (1): The Experimental Design

Experimental group	Pre-test	Program	Post-test
	EFL creative reading skills.	a program based on multiple intelligences and SQ6R	EFL creative reading skills
Control group		Regular way	

- Participants of the research:

The participants in the present research were EFL students enrolled in the second secondary stage, Hehia experimental Language School, Sharkia Governorate. They were selected to develop their EFL creative reading skills in secondary schools. They were divided into two groups: an experimental group (N=35) "taught through integrated program" and a control group (N=35) "taught regularly". To make sure that the development of the participants' EFL creative reading skills in the experimental group was attributed to the use of the program based on multiple intelligences and SQ6R ", some variables were controlled.

Before the experiment, it was important to make sure of the homogeneity between the two groups. So, the researcher pre-administered the EFL creative reading skills test to the two groups. The findings of the statistical analysis gained from pre-administering the research instrument, EFL creative reading skills test. So, the participants were equivalence.

There was no significant difference between both groups in EFL creative reading skills, t value being (1.32). This shows homogeneity between the two groups. That is to say, the two groups were almost at the same level of performance in the EFL creative reading skills. Thus, any variance between the two groups that might happen after the experiment could be attributed to the effect of the experiment. The pre results revealed that both groups had an average low proficiency in EFL creative reading skills (Table 2).

Table (2): Both groups creative reading skills pre- results

Skills	Group	N	Mean	Std. Deviation	t-value	d.f	Sig
Creative comprehension	Experimental	35	4.23	0.97	0.26	68	No
	Control	35	4.17	0.86			
Creative Interpretation of Language	Experimental	35	3.63	0.84	0.95	68	No
	Control	35	3.83	0.92			
Reading Flexibility	Experimental	35	3.74	0.66	1.23	68	No
	Control	35	3.54	0.70			
Intersexual Reading	Experimental	35	3.43	0.70	0.75	68	No
	Control	35	3.29	0.89			
Transformational Reading	Experimental	35	3.57	0.78	0.15	68	No
	Control	35	3.60	0.85			

Imaginative Engagement	Experimental	35	4.17	0.89	1.07	68	No
	Control	35	3.94	0.91			
EFL creative reading skills	Experimental	35	48.80	20.34	1.32	68	No
	Control	35	44.09	5.93			

- The Instruments of the research

After reviewing the related literature and the previous studies related to EFL creative reading skills, the following instruments were designed by the researcher in the light of the research variable: AEFL creative reading skills checklist, EFL creative reading skills test, EFL creative reading skills, scoring rubric, and A program based on multiple intelligences and SQ6R

- Hypotheses of the study:

On the basis of the review of literature and the relevant studies. There would be a statistically significant difference between the mean scores of the experimental group and the control one in the post-test administration of the creative reading skills, favoring the experimental group. There would be a statistically significant difference between the mean scores of the experimental group in the pre / post administrations of the EFL creative reading skills test results, favor of the post results. The Program based on multiple intelligences and SQ6R would be effective in developing EFL creative reading skills at secondary school.

Validating the research hypotheses

Hypothesis One

"There would be a significant difference between the mean scores of the experimental group and the control one in the EFL creative reading skills post test results, in favor of the experimental group.

To verify this hypothesis, data were treated statistically. The computed value of "t" (=6.78) which is higher than the tabulated value of "t" with 68 degrees of freedom and significant level "0.01". This reflects that the difference between the mean scores of the two groups reached the level of statistical significance and hypothesis was accepted. There is a statistically significant difference between the mean scores of the experimental group and the control group on the post test of EFL creative reading skills in favor of the experimental group (Table 3).

Table (3): Comparing both groups post results in EFL creative reading skills

Skills	Group	N	Mean	SD	t-value	d.f	Sig
Creative comprehension	Experimental	35	9.40	0.88	15.46	68	(0.01)
	Control	35	5.00	1.43			
Creative Interpretation of Language	Experimental	35	7.46	0.78	10.65	68	(0.01)
	Control	35	4.86	1.22			
Reading Flexibility	Experimental	35	7.60	0.91	16.02	68	(0.01)
	Control	35	3.89	1.02			
Intersexual Reading	Experimental	35	7.77	0.88	18.52	68	(0.01)
	Control	35	3.51	1.04			
Transformational	Experimental	35	7.57	0.92	14.44	68	(0.01)

Reading	Control	35	4.09	1.09			
Imaginative Engagement	Experimental	35	7.60	0.91	13.31	68	at (0.01)
	Control	35	4.49	1.04			
EFL creative reading skills	Experimental	35	101.17	43.45	6.78	68	(0.01)
	Control	35	50.91	5.90			

Hypothesis Two:

It has been hypothesized that "There would be a significant difference between the mean scores of the experimental group in the pre/post administrations of the EFL creative reading skills test, in favor of the post-administration".

To test this hypothesis, the data obtained from the post test results of the EFL creative reading skills were treated statistically using the descriptive (Means and Standard Deviations) and (Paired Samples Test : t-test) statistics. The value of EFL creative readingskills mean score of the post test was (101.17) which is higher than that of the pretest which was (48.80). The posttest' results were higher than those of the pretest in the EFL creative reading skills. Table (4) reveals that there is a significant difference between the mean scores of the pre-posttest results of the EFL creative reading skills test in favor of the post-administration.

Table (4): Comparing the experimental group pre to post results in the EFL creative reading skills

Skills	Group	N	Me an	SD	Paired Differences		t-value	d.f	Sig
					Mean	SD			
Creative comprehens ion	Post- test	35	9.40	0.88	5.17	1.40	21.80	34	(0.01)
	Pre-test	35	4.23	0.97					
Creative Interpretati on of Language	Post- test	35	7.46	0.78	3.83	1.22	18.50	34	(0.01)
	Pre-test	35	3.63	0.84					
Reading Flexibility	Post- test	35	7.60	0.91	3.86	0.94	24.18	34	(0.01)
	Pre-test	35	3.74	0.66					
Intersexual Reading	Post- test	35	7.77	0.88	4.34	1.11	23.15	34	(0.01)
	Pre-test	35	3.43	0.70					
Transforma tional Reading	Post- test	35	7.57	0.92	4.00	1.21	19.51	34	(0.01)
	Pre-test	35	3.57	0.78					
Imaginative Engagemen t	Post- test	35	7.60	0.91	3.43	1.22	16.63	34	(0.01)
	Pre-test	35	4.17	0.89					
EFL creative reading	Post- test	35	101.17	43.45	52.37	24.72	12.54	34	Signif icant at (0.01)
	Pre-test	35	48.80	20.34					

skills									
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Hypothesis three:

It has been hypothesized that "There would be a large effect of the study program based on multiple intelligences and SQ6R on developing the EFL creative reading skills of the experimental group"

To investigate the effect of the study program, the value of ETA squared (η^2) and the effect size (Cohen's d) were calculated, using the following equations. ETA squared was 0.40, reflecting its practical significance. In the light of this, It can be said that 40% of the variations between the scores of the participants could be due to using The study program based on multiple intelligences and SQ6R, and the effect size (d) = 1.64 and that there was a large effect and educational importance for improving and developing the EFL creative reading skills. The effect size d is large as it is more than 0.80. These gains confirm that the using of the study program based on multiple intelligences and SQ6R was effective in developing EFL creative reading skills. Thus, the hypothesis was accepted which indicated that "The study program based on multiple intelligences and SQ6R would have a positive large effect on developing the experimental group EFL creative reading skills "(Table 5).

Table (5) Results of Cohen's Equation comparing the pre to post administrations of the experimental group EFL creative reading skills test

Skill	t. value	d.f	Sig	η^2	d	Effect size
Creative comprehension	15.459	68	at (0.01)	0.78	3.75	Large
Creative Interpretation of Language	10.646	68	at (0.01)	0.63	2.58	Large
Reading Flexibility	16.023	68	at (0.01)	0.79	3.89	Large
Intersexual Reading	18.515	68	at (0.01)	0.83	4.49	Large
Transformational Reading	14.443	68	at (0.01)	0.75	3.50	Large
Imaginative Engagement	13.311	68	at (0.01)	0.72	3.23	Large
EFL creative reading skills	6.781	68	at (0.01)	0.40	1.64	Large

12- The Results

The program based on Multiple Intelligences and SQ6R proved to be effective in developing the EFL creative reading skills of the experimental group students. The experimental group outperformed the control group in the post-administration of the EFL creative reading skills test. Students in the experimental group achieved higher scores in the post-administration compared with their scores in the pre-administration of the EFL creative reading skills test. The results indicated that the use of Multiple Intelligences and SQ6R contributed significantly to enhancing students' EFL creative reading skills. The study program had a large effect size, indicating a strong impact on the development of the participants' EFL creative reading skills. The findings confirmed the effectiveness of integrating Multiple Intelligences with SQ6R in improving students' ability to read creatively in English as a foreign language.

13- Conclusion

- For EFL Creative Reading, it can be concluded that:

The program based on Multiple Intelligences (MI) and SQ6R proved effective in enhancing the EFL creative reading skills of experimental language secondary school students. Statistically significant differences were found between the pre- and post-administrations of the EFL Creative Reading Skills Test in favor of the post-administration, indicating substantial improvement in students' creative reading performance. The large effect size demonstrated that the program had a strong and meaningful impact on developing students' EFL creative reading skills.

The integration of Multiple Intelligences Theory provided students with diverse learning opportunities that accommodated their individual strengths, preferences, and learning styles. The use of intelligence-based activities increased students'

engagement, motivation, and active participation during reading tasks.

The SQ6R strategy promoted strategic and purposeful reading by encouraging students to survey, question, read, recite, record, reflect, and review textual information systematically. The program enhanced students' ability to generate multiple ideas related to reading texts, reflecting improvement in reading fluency.

Students became more capable of producing varied interpretations and responses to reading materials, demonstrating greater reading flexibility. The program contributed to the development of originality by encouraging students to generate novel ideas, unique viewpoints, and creative solutions to issues presented in texts.

Students showed improvement in elaborating their responses and supporting their ideas with textual evidence and logical justifications. The learning activities promoted critical and analytical thinking, enabling students to infer implicit meanings, predict outcomes, and evaluate textual content more effectively.

The collaborative tasks incorporated into the program enriched students' reading experiences by exposing them to multiple perspectives and encouraging meaningful discussion. The learner-centered nature of the program transformed students from passive readers into active constructors of meaning.

The authentic and meaningful reading tasks increased students' interest in reading and encouraged deeper interaction with texts. The integration of Multiple Intelligences and SQ6R created a supportive learning environment that fostered creativity, reflection, and higher-order thinking skills.

The findings confirm that combining Multiple Intelligences-based instruction with strategic reading approaches can significantly improve EFL creative reading skills among secondary school students.

The program can be considered an effective instructional model for promoting creative reading, critical thinking, and meaningful engagement with English texts in EFL classrooms.

14- Suggestions for further research:

Investigate the effectiveness of a program based on Multiple Intelligences and SQ6R in developing EFL critical reading skills among secondary school students. Examine the impact of integrating Multiple Intelligences and SQ6R on students' EFL academic achievement and language proficiency.

Explore the effectiveness of the program in enhancing EFL creative reading skills at different educational stages. Study the role of Multiple Intelligences and SQ6R in improving students' self-regulation and autonomous learning abilities. Compare the effectiveness of the integrative program with other modern instructional approaches in developing reading and writing skills.

Examine the impact of technology-supported Multiple Intelligences and SQ6R activities on students' engagement and learning outcomes. Investigate the effectiveness of similar programs in developing other language skills, such as listening, speaking, and communication competence.

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