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RESEARCH ARTICLE

THE DEVELOPMENT OF AL-MADINAH PROGRAM

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ABSTRACT

This article presents an innovative program, Al-Madinah Program, which focuses on developing creative thinking abilities. The creative thinking abilities are considered key aspects that promote suburb outcomes from which the students are enabled for future careers. Moreover, Al-Madinah Program is beneficial to develop verbal fluency to the talented EFL students, The Al-Madinah Program is founded on modern educational and talent theories. The scientific model of Al-Madinah Program is based on three fundamental aspects: Cognitive processes, Sentimental processes, and Program strategies. Accordingly, the Al-Madinah Program becomes further specialized in the needs of talented students by developing their abilities through an enrichment program that includes many strategies for developing creative thinking ability.

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INTRODUCTION

Many programs had been established for the talented students. These programs have different contents but agree to a large extent on one major objective: the development and improvement of the gifts of talented students to reach their maximum possible potential (Al-Sulaiman, 2008). Nonetheless, there is no record of specialized programs for the development of linguistic fluency of talented EFL students. The aim of this study is to development Al-Madinah Program, which targets to enhance the creative thinking abilities of talented EFL students. The initiative for this study stemmed from the fact that creative thinking has multiple abilities: verbal fluency; ideational fluency; flexibility; elaborations; and originality . Being a talented student means that he/she possess superior performance in one or more of the talent disciplines (Figure 1). For example, a talent student may have a high level of leadership abilities but not a high level of creative thinking abilities. Similarly, the talented EFL students are identified talented because they are talented in learning foreign languages, but that does not imply that are talented with respect tocreative thinking abilities (Figure 1).

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Thus, Al-Madinah Program aims to encounter the enhancement of all aspects of creative thinking abilities of talented EFL students. To simplify the overall purpose of this study, we can use the analogy of an individual who is talented in drawing. By providing this talented artistic individual with specialize drawing-workshops, we can enhance his/her drawing abilities. Nonetheless, if we development the drawing-workshop to contain additional aspects of creative thinking abilities (Figure 1), we can expand the horizon of the talented individual. For example, After completing the specialize drawing-workshops, not only can this talented person draw better, but also can apply his/her drawings in new perspectives-such as anatomical and three-dimensional drawings- as a result of expanding his/her creative thinking abilities. Al-Madinah Program is designed to enhance all aspects of creative thinking abilities: verbal fluency; ideational fluency; flexibility; elaborations; and originality (Figure 1). By utilizing all aspects of creative thinking abilities, Al-Madinah Program aims to expand the horizon of the talented student and inevitably enhance his/her verbal fluency, which is directly linked to the talent EFL student of these students (Figure 2). This is analogous to enhancing the drawing abilities of the art-talented individual who took specialized training in drawing.

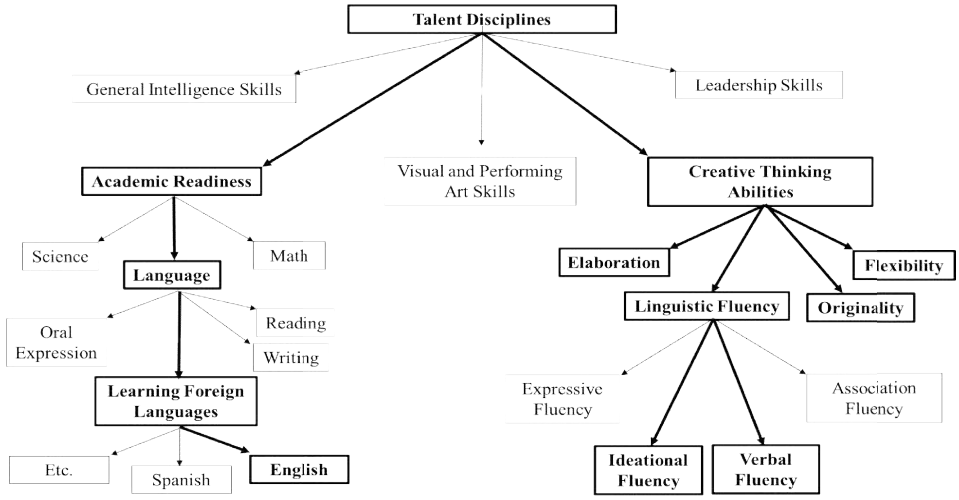

Figure 1. Talent disciplines and its sub-disciplines

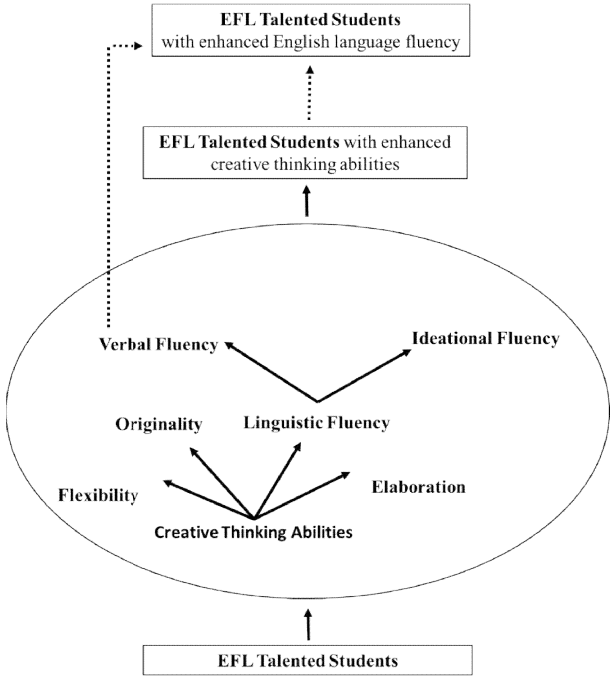

Figure 2. Relating enhancement of creative thinking abilities to the development of English language fluency

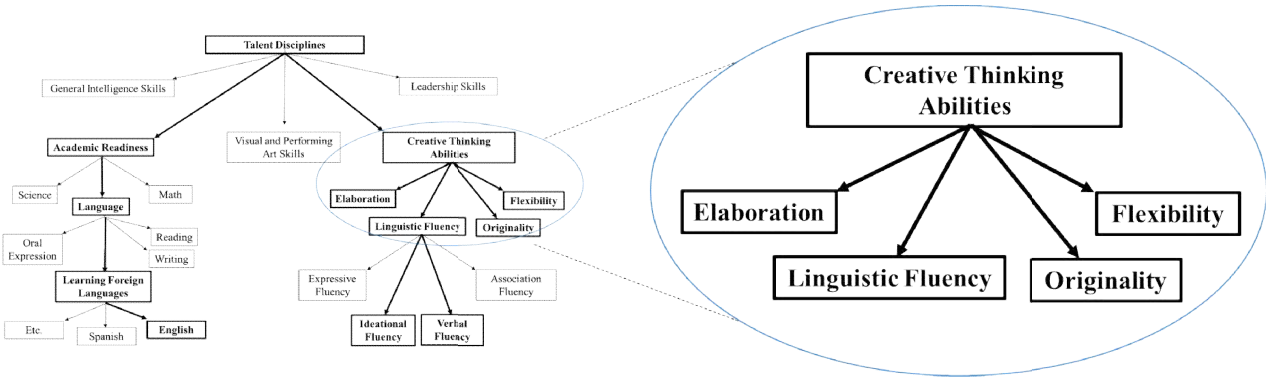

Figure 3. Components of creative thinking abilities

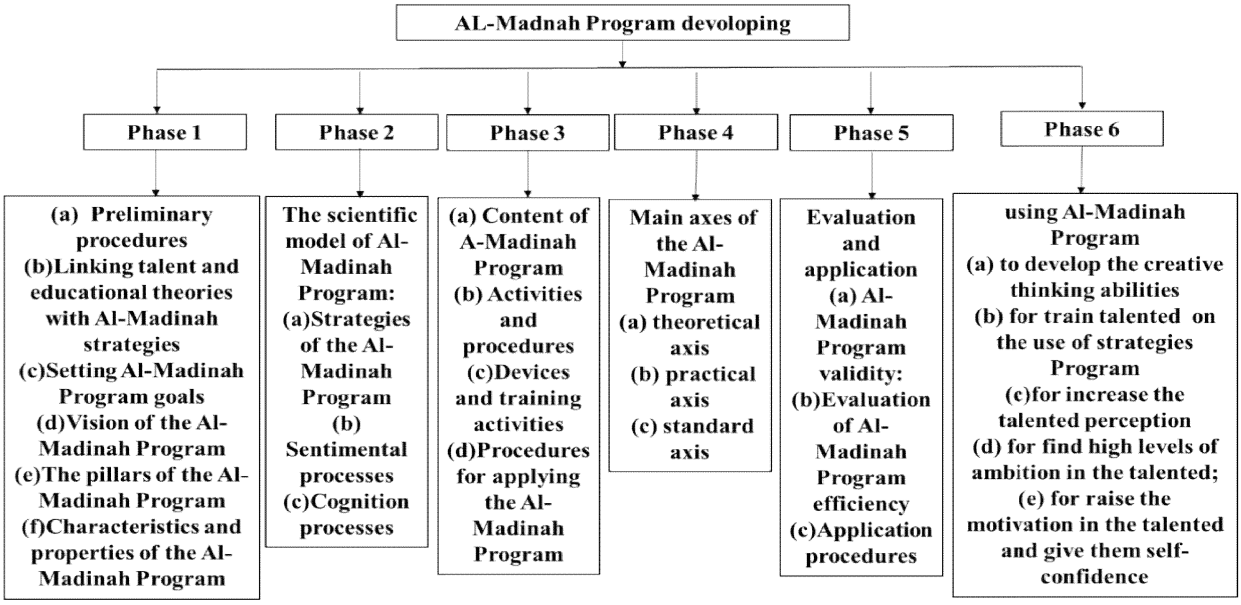

Figure 4. The phase of development AL-Madinah Program

The overall goal of the Al-Madinah Program is to equip the talented students with proper knowledge and skills to parallel the needs and challenges of philanthropy, especially in the era of informational technology. This is accomplished as a general consequence for the development of creative thinking abilities.

The significance of Al-Madinah Program

Figure 1 illustrates the classification of the talent discipline. In general terms, the Al-Madinah Program is focused on the linguistic fluency component of creative thinking abilities. Of particular interest to this research is two of the sub-categories of the linguistic fluency: verbal fluency and ideational fluency. The strategies of the Al-Madinah Program could be applied by the Education Ministries, talent centers, and researchers to enhance and develop any of the talent disciplines (Figure 1). This is due to the fact that the Al-Madinah Program strategies are flexible and adaptive. Examples on the other possible uses of the Al-MadinahProgram strategies are its application in enhancing the creative thinking abilities of those individuals who show talent in leadership skills, visual arts, or talent in academic readiness such as math and science. In addition to the feasibility of applying an individual strategy of the Al-Madinah Program, combinations of the strategies can also be utilized according to the need of the educators and researchers.

An expanded definition of talent

Ghanim (2013), defined talented individuals as persons whom have a high level of performances compared to the rest of their peers in one or more talent disciples, particularly in the areas of scientific excellence, innovative thinking, educational attainment, and special abilities. Al-Smaduna (2009), stated that high creative capability is one of the skills that the gifted are characterized with.

In 1972, both the educational and work committees in the US defined the gifted as those with high performance or achievement in one or more of the following areas: (1) public mental ability, (2) creative thinking, (3) specialized academic capability, (4) talent leadership, and (5) artistic vision and performance. It is well established now that talent is comprised of multiple disciplines, which also include sub-disciplines (Figure 1). Abdelaziz (2014), indicated that training on creativity has a positive effect on conceptual and perceptive capacities, out of the box thinking, creativity, and educational achievement. Training on creativity can also provide a good effect on the emotional and affective domain. Wahib, Nada (2001), also explained the important role of training programs in helping students find the most successful and creative methods and in developing their thinking skills in comparison, analysis, fluency, flexibility, and originality.

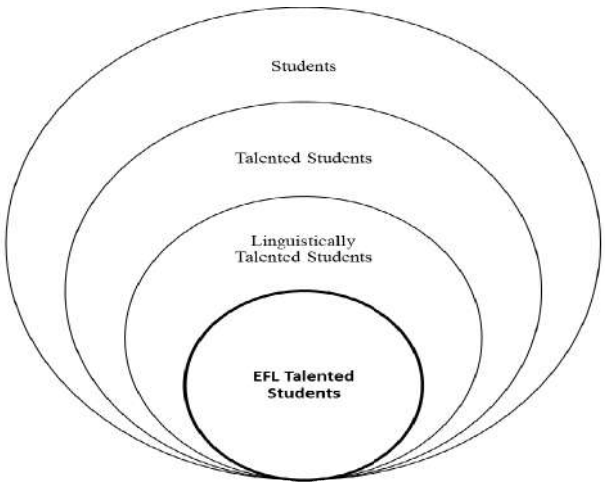

Figure 5. The talented EFL students are the target group of the study

The target group of the AL-Madinah Program

The talented EFL students are the target group of the AL-Madinah Program (Figure 5).

The process of development of Al-Madinah Program

The researcher developed the Al-Madinah Program through 6 phases, which reflects the road map to the conceptual framework of the program (Figure 4). The description of Al-Madinah Program phases is as follows:

Phase 1: Preliminary procedures

The first stage in developing the of the Al-Madinah Program was the survey of the theoretical literature for talent and creativity, and the selection of suitable theories and trends that parallel the objectives of the Al-Madinah Program.

The talent theories that will be utilized in this study are:

- Sternberg's successful intelligence theory (hereafter, successful intelligence).
- Abdeen's concurrent thinking theory (hereafter, concurrent thinking).
- McClelland's need for achievement theory (hereafter, need for achievement).
- Caine's Brain-based learning theory (hereafter, Brain-based learning).

The section below summarizes the relationship between the above theories, which will be utilized in this study.

Successful intelligence theory (Sternberg's theory)

Dealing with the concept of successful intelligence theory in a broad sense on an individual's ability to accomplish his goals in life and take advantage of strengths addresses weaknesses and achieves a balance between the capacity of the analytic abilities, creativity abilities, practical abilities talent theory (Sternberg and Grigorenko, 2004). Thus, the concept of successful intelligence has social and cultural contexts. An individual who succeeds in another context because of an important role he plays in the formulation of success will help him understand and manage himself (Sternberg 2003). Sternberg (2004), noted three aspects of successful intelligence as follows:

- Analytical intelligence: this aspect refers to an individual's ability to conduct the analysis and evaluation processes, judge things, and make comparisons such that these processes become accustomed to the performance that the individual naturally plays in all positions (Sternberg and Pretz, 2005).
- Creative Intelligence: this aspect refers to an individual's ability to take advantage of his skills in invention and discovery, as well as the analysis and construction of assumptions when faced with a new situation that requires providing solutions (Taha, 2006).
- Practical intelligence: this aspect denotes an individual's ability to employ his skills in a practical manner in the context of the real world and the formation of his positions in line with the environment and allow it to provide solutions for everyday problems. Practical intelligence includes the ability to analyze situations, understand, and take advantage in everyday life (Taha, 2006).

The study of Abu Gado (2006), aimed to determine the influence of an educational program based on successful intelligence theory in the capacity development analytical abilities, creative abilities, practical abilities of gifted students. Their Results indicated the presence of statistically significant differences in enhancing creative thinking abilities of talented students who were trained using a program that was based on the theory of successful intelligence.

Concurrent thinking theory (Abdeen theory)

The capacity of the brain is released through a new pattern of thinking, that is, concurrent thinking, which refers to thinking of more than one thing at a time. Concurrent thinking is a new pattern of thinking that basically aims to enable the individual to re-realize his self-awareness, capacities, and capabilities. The process is done through the best investment of the individual's capacities and capabilities. Concurrent thinking investigates the ability to practice more than one conscious mental activity and execute more than one conscious mental operation all at the same time. This type of thinking contrasts with vertical thinking, which is based on successive chains and steps, as well as lateral thinking (Abdeen, 2014). Concurrent thinking is a pattern of thinking. Sternberg (1994), believed that utilized thinking patterns are unfixed and differ based on the simulated models throughout the different stages of life. Individuals differ on the degree of flexibility in moving from one thinking pattern to another and in strength points in their identified preferences. Thus, these patterns remain unfixed and open to change even though individuals may have preferred patterns of thinking. According to Jerwan (2002), an individual's thinking pattern lies in the method in which he perceives knowledge, information, and experience, the method in which he arranges and organizes information, and the method in which he records, codes, and merges information and keeps it in his knowledge. This individual then recalls the method that reflects his method of expression either by sensory material, semi-visual, or symbolic methods through characters, words, and numbers (Qetami *et al.,* 2005).

The strength of concurrent thinking theory lays in the fact that it copes with the extreme speed of knowledge revolution, which is one of the features of this century, by investing the abilities of the brain and its huge capacity to uplift the individual to be more capable of coping with the rapid developments and face the requirements and challenges of this age. Students today are different from students in the past. Therefore, their brains are different from those of students 10 years ago. Thinking of different and new patterns of thinking that may encapsulate the vast quantity of change has become an urgent necessity in the thinking area (Abdeen, 2014). A thinking pattern is the preferred method in an individual's use of his abilities, where the individual is capable of varying the use of different thinking patterns on the basis of different tasks and conditions (Sternberg, 1997). Concurrent thinking theory is based on the results of the brain. Neuroscience

research has found that concurrent thinking theory does not involve unconscious operations, such as heartbeats or breathing, or other unconscious operations. This theory simultaneously focuses on multiple conscious mental processes, which are indeed on the conscious brain level (e.g., listening to the news, surfing the net, writing a letter, and talking to a person at the same time and at high proficiency). Another example of the process of concurrent thinking is when an individual simultaneously thinks of two different topics, which can be clearly seen through the outcomes or channels that embody them. The individual may be verbally thinking about one topic and thinking in written form in another. Therefore, he is concurrently thinking in both topics but through different channels. Thinking about the first topic is expressed in a heard voice, whereas thinking about the second topic that occurs at the same time is expressed by writing. Thus, multiple conscious thinking operations are conducted concurrently, thus indicating that the brain has millions of neurons. The thinking process is conducted through the cooperation of groups of cells, where many other cells can be employed in other thinking processes, particularly with the ability to generate new neurons. This process is conducted with the processing of unconscious sensory input and experience, which requires a better and bigger employment of the capabilities of the brain (Abdeen, 2014).

Caine's brain-based learning theory

Caine and Caine (1991), created the brain-based learning theory. This theory states that everyone is capable of learning in nature. Development a learning environment that works by taking the learner in Educational experience, increasing self-motivation, and allowing him to Active processing information to link learning and living experiences which is needed. Jencen (2008), found a comprehensive portal for learning based on neuroscience, and Greenleaf (2003), suggested brain-based learning. Spears and Wilson (2011), indicated that brain-based learning is learning that is based on a comprehensive entrance of neuroscience research and the creation of the brain to learn naturally. Brain research has proven that conducting activities that have connections to the real world immediately increases learning. Moreover, the development or maintenance of dendrites implies brain use and problems as the basis that promote understanding and provides an incentive for students to learn (Koneckiandschiller, 2003). During learning, links are configured between a group of neurons and professional learning and thinking cells. According to, Gultekin (2008), the brain changes the form of nerve linkages between cells depending on the effects and environmental external expertise experienced by the individual. Therefore, talented students should be in a learning environment full of experiences Instructional that challenge the brain. Furthermore, the relationship between the body and the brain is an interactive relationship, where each one affects the other (e.g., the possibility of strengthening the immune system by relaxing and laughter). According to NCI (2003), the immune system has a memory and ability to learn exactly. Therefore, intelligence is not located in the brain only but is distributed in cells throughout the body. The mind is a natural extension of the body as a whole. Accordingly, Hannaford (1995), suggested that education, thinking, and creativity and intelligence operations are not limited to the brain alone but involves the whole body. Jarwan (2002), stated that all ages can develop nervous habits, and this means the ability to uniform national intelligence without limits by using the appropriate environmental enrichment. Therefore, the brain adjusts its composition depending on the type of use and the quantity and type of environment. Neuroscientists also found at necropsy that college graduates have 40% more nerve linkages than those who stayed behind to study in high school (Jensen, 2000). Neuroscientists disclosed that these students could be re-generating neurons, which are responsible for memory formation in the brain, as a result of environmental enrichment (Al salti, 2002). Despite the loss of cerebral cells every day, humans can generate neurons in a fertile environment and enrich Palmthirat (Jensen, 2000). Salti (2002), conducted a study at the Amman Arab University in Jordan to determine the impact of brain-based learning on academic achievement theory tutorial, as well as the transmission effect of learning, teaching methods, and style of analytical and holistic thinking. The sample comprised 72 students from the Faculty of Science Results indicated to the presence of trace in the experimental group.

McClelland's need-for-achievement theory

McClelland (1985), formulated the theory of need for achievement in 1961. The achievement motivation has a default configuration, which means feeling associated with Evaluation Performance where the competition is to achieve the standards of excellence through the pursuit of the individual to make the utmost effort and struggle for success and the achievement of the best and superiority over others. Individuals with high motivation work more seriously and achieve more successes than others. A comparison of individuals with high and low levels of the mental ability showed that the former recorded better relations in passing speed, completing tasks, and solving problems than the latter because they are making progress more pronounced in the community. Individuals with Almertfon seize opportunities (Santrock, 2003), and people with Aldafiehalmertfh are successful, obtain promotions in their jobs, and succeed in business (Alawneh, 2004).

Compared with their colleagues, students from the high-motivation group excelled in speed tests in language and math. Almchklat. Omma previously noted that individuals with student have a High achievement motivation can effectively solve problems and work on mind tasks that require a high degree of mental effort and cognitive process. McClelland (1985), agreed with this view. He said that most patterns of human behavior are interpreted through motivation components of a need for achievement, which motivates the individual to be successful in tasks that are standards of excellence and overcome obstacles and solve problems. The need-for-achievement motivation represents the condition that is essential in the process of good learning and provides the desire to search for Knowledge and perseverance in tasks, where the performance of the individual and his determination to do the work or the continuation of this business depend mostly in positions with motivation (lutfullah, 2000).

Achievement motivation is the ability to solve problems and accomplish tasks that are hard (Vermeer, Monique, and Gerard, 2000). According to the basic concepts of the theory that human energy driven or raised by a so-called incentive, which is translated by a particular goal. The achievement of this goal by an individual satisfies the triggered need, thus forming motivation. An individual has three main needs that should be. A person with this need has the intention of leadership and dissemination of ideas and the need for achievement. People with a need for achievement are looking for opportunities to solve challenging problems and excel (McClelland, 1985). The center has been development on the basis of this concept. The program aims to increase the motivation of talented students to be formed with a need for achievement, which in turn pays the individual to challenge and excel in finding creative ideas, solving problems, and training programs that are effective in achieving incentive achievement in a number of key areas, including the completion of thinking (Smith, 2011). This study aims to development of Al-Madinah Program for enhancing the creative thinking abilities of talented EFL students. The program will be founded on selected talent and educational theories.

Linking talent and educational theories with Al-Madinah strategies

The successful intelligence theory is a talent theory that focuses on creative abilities of the talented, so Al-Madinah Program was developed to include diverse activities to develop creative thinking abilities of the talented through self-generating strategy and exploitation strategy, which focuses on developing originality and operation through imagination. e.g. imagine becoming invisible when you wear a hat, talk about things that you would do while invisible. In addition ,concurrent thinking is a talent theory that focuses on the abilities of the talented and creative thinking, especially ,fluency abilities that it develops fluency in concurrent mind process with regard to all that is mentioned ,it is noted that successful intelligent theory is the basis in developing creative thinking through all Al-Madinah Program as in the current study through self-generation strategy and synchronization strategy which focus on Focuses on developing fluency of mental cooperation's e.g. read and choose the correct item as you listen to the conversation (Figure 2). The Al-Madinah Program is also based on the educational brain-based learning theory, that the activities of the program were built in accordance to the strategies of brain-based learning theory like challenge stimulation and sense of humour through activities which motivates abilities of creative thinking through using brain-based learning theory which focuses on Focuses on developing fluency of ,originality and fluency through creating innovative games .e.g.: use six pencilled to make four triangle consists of three pencils (Figure 4). Finally, the Al-Madinah Program is also based on the need for achievement educational theory. The activities of the program were built on the basis of the synchronization strategy, which calls for performing multiple tasks simultaneously. The activities of Al-Madinah employs the need for achievement and synchronization strategy to promote the spirit of competition and stimulation of motivation for achievement.

Setting Al-Madinah Program goals

The goals of Al-Madinah Program are: (a) enrich educational material with productive programs for talented students to develop the creative thinking abilities of talented EFL students; (b) development of tailored workshops to cater for the elaborate needs of talented students; (c) provide the talented students with means to acquire experiences in diverse life situations, (d) develop thinking skills, and particularly productive thinking abilities that enable them to apply their talents; (e) Provide the talented students with the opportunity to display their creative abilities (f) enhance the positive learning attitude of the talented students by providing the appropriate means and (e) assist the talented students to acquire and apply the learning Strategies of the Al-Madinah Program to enable them to create innovative solutions and alternatives to various challenges.

Vision of the Al-Madinah Program

Creative thinking is considered the ability to generate new ideas or the transformation of ideas to produce new splendid, innovative outcomes. Moreover, creativity is believed to be the individual's ability of positively accepting new and unfamiliar ideas (Al-Zayat, 2001). The researcher of this study defines creativity as a mental activity that is intended towards creating new ideas. The current study also stresses the notion that all individuals have creative abilities but in different disciplines (Figure 1), and that the creativity has potential for improvement. Cumulatively, the existing programs that focuses of creative thinking abilities can be classified to two types: (a) developmental programs for the different sub-categories of creative thinking abilities such as originality; flexibility; elaboration; and linguistic fluency (Figure 1); and (b) training programs that focus on the application of methodological steps of creative thinking abilities such as defining the problem and finding solutions (Al-Zayat, 2001). The current study is unique in that it combines both of the developmental and training programs in one innovative program, the Al-Madinah Program.

The Al-Madinah Program has been developed by the researcher to assist the educational institutions, which are concerned with educating the talented students. The driving force for developing Al-Madinah Program was the obvious need for creating specific programs that can provide curricula and methodologies for the continuous development of talented students' abilities. As outlined in Figure 1, the talent has multiple disciplines, the Al-Madinah Program focuses on the discipline of creative thinking abilities, and particularly on enhancing the linguistic fluency (Figure 1). The specificity of Al-Madinah Program in enhancing the creative thinking abilities and its foundation on modern talent theories will provide positive outcomes for the other talent disciplines (Figure 1). Al-Madinah Program is directed by four talent theories that manipulate thevision, objectives, and methods of the program.

Table 1. Application of the theories to constructs of the current study

Current study elements	Main Theory	Assumption of theory	Construct in the current study
• Talented EFL Student • Al-Madinah Program • Creative thinking Abilities	Successful intelligence theory	The theory indicates that talented students have creative thinking abilities. Focus on talented abilities. Creative abilities are the focus of the study. Individuals are actively involved in the creative process. Linguistic fluency, flexibility, and originality, emphasize the importance of talented abilities, such as creative, analytical, and practical abilities. Creativity involves generating alternative ideas and practices	Al-Madinah Program used the assumption of the successful intelligence theory to build strategies to enhance the critical thinking abilities. Al-Madinah Program used successful intelligence theory to enhance the cognitive process,
	Concurrent thinking theory	Concurrent thinking theory emerged from the brain and nerves. Concurrent thinking involves thinking of multiple things at the same time (i.e., talented students simultaneously do more than one mental process, thereby processing more than one task at a time). This process is done with high proficiency.	Mainly focus on raising the number of operations and thinking of multiple things at the same time. Focus on increasing operations and thinking through strategies; doing multiple tasks that will be obtained by the Al-Madinah Program to improve creative thinking
	Sub-theory		
• Al-Madinah Program	Brain-based learning theory	This theory implies that everyone is capable of learning in nature and the need to development a learning environment that works by taking the learner in learning experiences and increasing the motivation to self by allowing him active processing information that links learning and living experiences	Dependence on brain-based learning theory as an input to the creation of the Al-Madinah training program for talented students
	Need-for-achievement theory	Focuses on the default configuration of the achievement motivation, that is, feelings associated with Power ultima, where the motivation is to achieve the standards of excellence through the pursuit of the individual to make the utmost effort and struggle for success and the achievement of the best and superiority over others.	Mainly focus on raising motivation because individuals with high motivation work more seriously than others and achieve more successes in their lives and various situations of life through emotional processes by using the Al-Madinah Program.

These educational theories are (a) concurrent thinking theory; (b) successful intelligence theory; (c) brain-based learning theory; and (d) need for achievement. The vision of the Al-Madinah Program is based on the thinking that each talented student has distinctive talent abilities and skills, which can be further elevated through proper training if the talented student possess the eagerness and trust in his/her own talent abilities.

The pillars of the Al-Madinah Program

There are two models for teaching thinking, the autonomous and non-autonomous. The autonomous model supports teaching thinking through programs and activities that are independent from the educational curricula, thus establishing a separate teaching track in which the student is fully aware of the purpose of the skill. On the other hand, non-autonomous model, integrate the programs for teaching thinking within the content of the educational curricula, thus the purpose of the activities are not advertised to the student. The Al-Madinah Program adopts the autonomous model. Accordingly, the main pillars of the Al-Madinah Program are: (a) developing creative thinking abilities such as verbal fluency, ideational fluency, flexibility, elaboration, and originality (Figure 1); and (b) Stimulating the ambitions of the talented student by developing his/her personal motives and believe in one's abilities.

Characteristics and properties of the Al-Madinah Program

The Al-Madinah Program is founded on modern, influential educational theories of the 21st century. The Al-Madinah Program integrated five brain learning stages (i.e., preparation, acquirement, descriptive, construction memory, and functional integration. The Al-Madinah Program is a flexible, robust program by which the teachers can utilize in diverse ways. The Al-Madinah Program can enhance the creative thinking abilities of the talented students within relatively short time. One of the most notable characteristics of the Al-Madinah Program is its efficiency in promoting self-learning. Moreover, the Al-Madinah Program contemplates individuals' differences, and maintains the students' enthusiasm.

Phase 2: The scientific model of Al-Madinah Program

The Al-Madinah Program aims at developing the creative thinking abilities of talented students and consists of the following components:

Strategiesof the Al-Madinah Program:

The Al-Madinah Program is comprised of five strategies: creative acceleration; self-generation; exploitation; brain power; and synchronization (Figure 6).

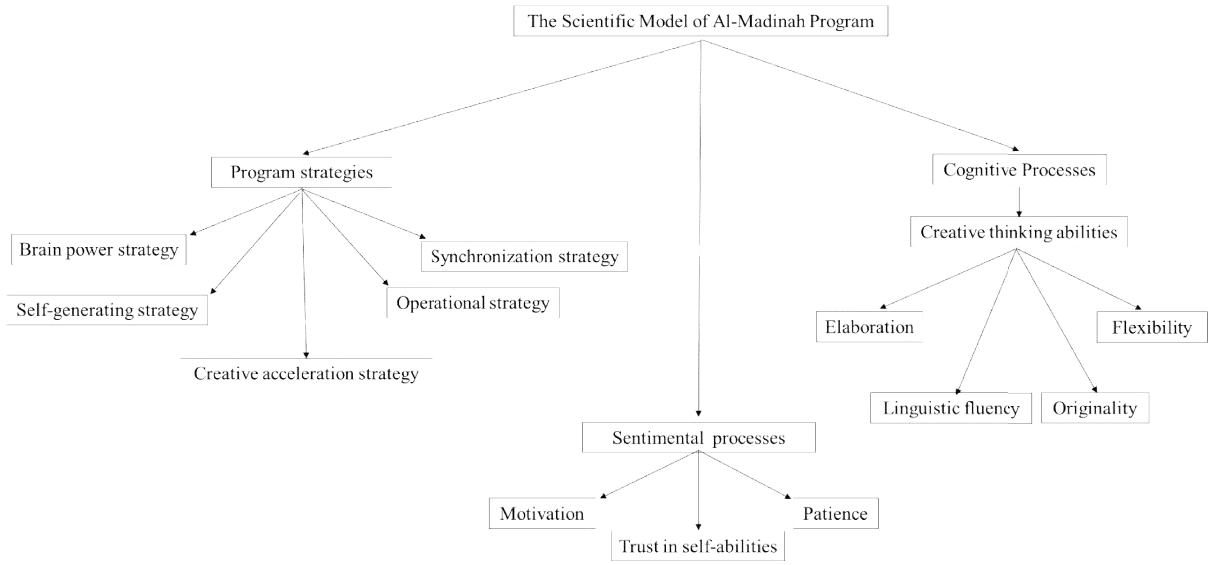

Figure 6. Al-Madinah Program scientific model

Sentimental processes that participate in developing creative thinking abilities

The sentimental processes is composed of three main elements: (a) motivation; (b) trust in self-abilities; (c) and patience. These elements initiates and evolves the creative thinking abilities (Figure 6). The ambition is an internal positive energy that is mobilized toward achieving a goal through generating new ideas and accepting various challenges. Once the goal is achieved, a great sense of satisfaction and fulfillment refreshes the ambitions. The trust in self-abilities is the belief that empowers the physical and mental abilities, which catalyzes the production of creative thinking abilities. Furthermore, the trust in self-abilities provide the means though which the individual is able identify the personal strengths and alleviate the weaknesses. Additionally, the trust in self-abilities sustains the positive perception of the potential of one's abilities which promotes the generation of creative ideas.

a.Patience is another element in the sentimental process and it sustains the determination and endurance of the challenges and difficulties that are faced during the journey toward fulfilling the goal. Patience also allows the individual to preserver and to employ evolving met**.**

Cognition processes that participate in the development of creative thinking abilities

The cognition processes that participate in the development of creative thinking abilities are (Figure 6):

- The Linguistic fluency, which is the generation of a myriad of outcomes such as ideas and words, which are easily accessed and retrieved. Linguistic fluency can be classified to four classes: (a) expressive fluency, (b) association fluency, (c) ideational fluency, (d) and verbal fluency (Figure 1). Al-Madinah Program focuses on the ideational and verbal fluency.
- The flexibility of thinking involves the adjustment and evolution of thoughts and to acclimate to changing situations and issues. Flexibility relates to the variation of ideas, methods, styles, and opinion. Originality describes the outcomes such as answers and approaches. Originality is characterized by: the seriousness, uniqueness, modernity, and particularity of the outcomes.
- Elaboration the ability to add new and various elaboration to an idea or solution to a problem or an illustration for development, enrichment, and implementation.

Phase 3: Content of A-Madinah Program

Activities and procedures

Al Madinah Program includes five strategies that were developed by the researcher. The five strategies form the main focus and the scientific component of this program to improve creative thinking. Abilities focusing on verbal fluency for talented EFL student the five strategies are: 1) Creative Acceleration; (2) Self-generation; (3) Exploration; (4) Brain Power; (5) and Synchronization. Each strategy is explained according to three dimensions☹1) concept; (2) explanation; (3)procedure.

Phase 5: Evaluation Al-Madinah Program

The program in its final form is shown to 10 specialists from the field of education and educational psychology to extract the validity of the referees for the program. They were also asked to give their opinion on the training program that was already prepared in this study along with its number of tools (strategies), number of sessions, number of days, strategies used in the implementation of tools, daily application of procedures, associated activities, and instructions concerning the researcher and the students . The 10 referees, agree on the suitability of the content of the training program.

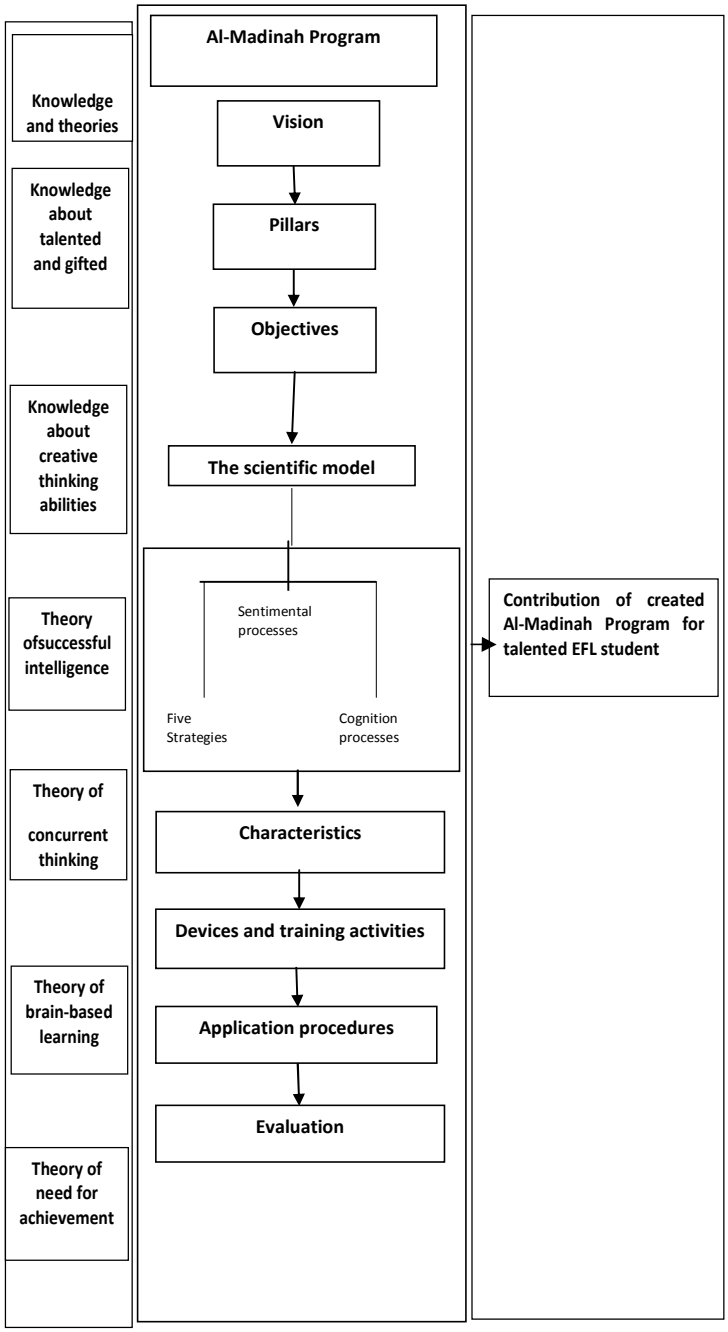

Figure 7. illustrates the connection between all stages of Al-Madinah Program development

Phase 6: Using Al-Madinah Program

The following elements were applied to Al-Madinah Program:

(a) Using Al-Madinah Program to develop the creative thinking abilities (verbal fluency, ideational fluency flexibility, elaboration and originality) of talented students by improving their awareness (this objective can be realized by learning new strategies in thinking);
(b) using for train talented students on the use of strategies involved in the Al-Madinah Program;
(c) using for increase the talented perception of problems and challenges that exist in their environment and increase their interest in these problems;
(d) using for find high levels of ambition in the talented;
(e) using for raise the motivation level in the talented and give them self-confidence.

Devices and training activities

The program involves the use of various types of training devices to achieve the program's objectives. These devices include data show device, educational posters, picture flapper, drawings, educational maps, CDs, educational videos, plays, and sketches.

Al-Madinah Program handbooks: The research objective for this study was: develop the AL-Madinah Program for talented EFL students

Figure 8. Al-Madinah Program handbooks

The development of Al-Madinah-Program integrated the vision, objectives, scientific model, content, procedures, evaluation, and application. The vision of Al-Madinah-Program is directed toward elevating the specific talent disciplines of talented students through the development of creative thinking abilities. The main objective of Al-Madinah Program is to enrich educational material by producing programs for talented students to develop the creative thinking abilities of talented EFL students focusing on verbal fluency. The scientific model of Al-Madinah Program was based on four educational and talent theories: (1) successful intelligence theory; (2) concurrent theory; (3) brain-based theory; and (4) need for achievement theory. The development of Al-Madinah Program integrated three aspects: (1) the cognitive process; (2) sentimental processes; and (3) A-Madinah Program strategies (Figure 6 and Figure 7). The Al-Madinah Program strategies (Figure 6) are comprised of five strategies: (1) brain power; (2) creative acceleration; (3) synchronization; (4) self-generating; and (5) exploitation. The Al-Madinah Program strategies are directly linked to the educational and talent theories (Table 1). Each of the Al-Madinah Program strategies (Figure 6) is the foundation for creating specialized activities that targets

stimulation and development of all the categories of creative thinking abilities (Figure 1 and Figure 2) focusing of enhancing verbal fluency for talented EFL students. The second aspect in the development of Al-Madinah Program development is the sentimental process (Figure 6), which concentrates on building positive internal force that is directed toward enforcing trust, ambition, and perseverance. This aspects was integrated in all the activities of the Al-Madinah Program. The third aspect in the development of Al-Madinah Program is the cognitive process (Figure 6), which were used to support the development of creative thinking abilities. The Al-Madinah Program is comprised of sixteen handbooks (Figure 8), each handbook is intended for a one session that spans 45-minutes. Each of the activities focuses on certain categories of creative thinking abilities and implements various educational methodologies and tools. The first handbook of A-Madinah Program introduces the students to the program, its objectives, content, methodologies, logistics, and importance of creative. This research discusses the process development of the AL-Madinah Program that relates to the scope of the purpose of the study, which includes version, goals, philosophy, the pillars, characteristics, the scientific model, strategies of AL-Madinh Program, sentimental processes, cognition processes, content and evaluation and application.

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