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ABSTRACT

“All of us do not have equal talent, but all of us should have an equal opportunity to develop our talent” – John F. Kennedy. A famous quote by John Kennedy was an encouraging element to decide and work on the needs of Gifted and Talented children. The purpose of this thesis is to explore the approach of English Language gifted and talented children in their schools by the teachers, school administration and society. Its focus was on younger students in their first and second grades in order to find out whether their needs are being accomplished.

The research was conducted in the Republic of Macedonia and in order to come to accurate results, we used three instruments: interviews with teachers, questionnaires for parents and class observation. The first instrument, the teachers’ interview, was conducted in thirteen elementary classes, in public and private schools. The second instrument, questionnaires for parents, were questions about their child interest and development but unfortunately, it has to be noted that parents interest as part of this research, was not as expected. Only four parents accepted to answer the questions. The last instrument, the class observation was performed in three classes.

This study reveals whether the differentiated teaching methods were used in teaching the English language to young gifted learners; put it in the focus of the educational institutions and teachers the importance of gifted and talented children education. Also the identification of gifted and talented children in an earlier age, on primary classes, what their characteristics are, finding out their needs and how to nurture, give them the opportunity to excel in the realm they are gifted.

Hopefully, the gathered data from the study will prove that the main reasons that lead many gifted and talented students to success are the teaching strategies used, the support they get from educational institutions and parents awareness for their child giftedness or talent. Additionally, this research seeks to help teachers follow students’ advancement in the subject from a different point of view.

ABSTRAKT

"Të gjithë nënuk kemi talent të barabartë, por të gjithë duhet të kemi mundësi të barabartë për të zhvilluar talentin tonë" - John F. Kennedy. Një citim i famshëm nga John Kennedy ishte element inkurajues për të vendosur dhe punuar për nevojat e fëmijëve me dhuntidhetë talentuar. Qëllimi i këtij hulumtimi është të hulumtojmë qasjen e fëmijëve me dhuntidhetë talentuar në sferën e gjuhës angleze, në shkollë dhe në mesuesve, administratë shkollë dhe shoqërisë. Fokus kryesor i këtij hulumtimi është në nxënës të mëtejshëm, në klasën e parë dhe të dytë, në mënyrë që të zbulonim nëse nevojat e tyre për mbushjen.

Hulumtimi u zhvillua në Republikën e Maqedonisë dhe për të arritur rezultatet e sakta, u përdorën tre instrumente: intervista me mesuesit, pyetësorë për prindërit dhe vëzhgimi i klasave. Instrumenti i parë ose intervistat me mesimdhënësit u zhvilluan në trembëdhjetë klasa fillimore në shkollë publike dhe private. Instrumenti i dytë, pyetësorë për prindërit, ishin pyetje rreth interesit dhe zhvillimit të fëmijës, për fat të keq, duhet të theksohet se interesimi i prindërve të jenë pjesë e këtij hulumtimi nuk ishte çipri tej. Vetëm katër prindër pranuan t'u përgjigjeshin pyetjeve. Instrumenti i fundit, vëzhgimi i klasës u kryen në tre klasa.

Ky studim zbulon nëse metodat e diferencuar të mesimdhënies janë përdorur në mesimin e gjuhës angleze për nxënësit e rinjtë talentuar; duke vënë në fokus të institucioneve arsimore dhe mesuesve rëndësinë e edukimit të fëmijëve me dhuntidhetë talentuar. Gjithashtu identifikimi i fëmijëve me dhuntidhetë talentuar në një moshë më të hershme, si klasa fillestare, cilat janë karakteristikat e tyre, gjetja e nevojave të tyre dhe sitë e ushqejnë dhe t'u japin mundësi që fëmijët të shkëlqejnë në fushën që ata janë të talentuar.

Shpresojmë që të dhënat e mbledhura nga ky studim do të argumentojnë se arsyet kryesore që i bëjnë studentët me dhuntidhetë talentuar të kenë sukses, janë strategjitë e tëshfrytëzuara për mesimdhënies, mbështetja që marrin nga institucionet arsimore, dhe vetëdija e prindërve për talentin e fëmijëve. Përveç kësaj, ky studim synon të dihet më së miri se si mesuesit analizojnë përparimin e nxënësve nga një këndvështrim tjetër.

АБСТРАКТ

"Ситенемаме еднаков талент, носителите треба да имаат еднаква можност да го развиеме нашиот талент" - Џон Ф. Кенеди. Познатиот цитат на Џон Кенеди беше охрабрувачки елемент за да се одлучам да работам на оваа тема потребна на надарените и талентирани деца. Целта на оваа теза е да се испита пристапот на надарените и талентирани деца на сферата на англиски јазик во нивните училишта од страна на наставниците, училишната администрација и општеството. Нејзиниот фокус беше на помладите ученици, во првите и вторите одделенија со цел да се утврди дали нивните потреби се остваруваат.

Истражувањето беше спроведено во Република Македонија, а за да дојде до точни резултати користев метри инструменти: интервјуа со наставници, прашалници за родители и набљудувања на часовите. Првиот инструмент или интервју со наставниците беше спроведено во три основни класа, во јавни и приватни училишта. Вториот инструмент, прашалници за родителите, беше прашање за интересот и развојот на нивното дете, но интересот на родителите да бидат дел од ова истражување, не беше како што се очекуваше. Само четири родители прифатија да одговорат на прашањата. Последниот инструмент набљудувањето на часовите беше извршено во три одделенија.

Оваа студија открива дали диференцираните наставни методи биле користени во предавањето на англискиот јазик на младите надарени ученици; ставајќи го во фокусот на образовните институции и наставниците за значењето на надарените и талентирани деца. Исто така идентификувањето на надарените и талентирани деца во ранавозраст, во основните одделенија, кои сенивните карактеристики, наоѓањето на нивните потреби и како да се негуваат и да им се даде можност на овие деца да јааат во областа на којасе надарени.

Се наведе дека собрани резултати од студијата ќе докажат дека главните причини кои ги водат надарени и талентирани ученици до успех се наставните стратегии што се користат, поддршката што ја добиваат од образовните институции, и родителската свест за надареност и талентот на нивното дете. Дополнително, оваа студија има за цел да им помогне на наставниците да го следат напредувањето на учениците од поинаква гледна точка.

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CHAPTER I

1.1 Introduction

Listening every day many successful stories for gifted children around the world, raises many questions in our head; we wonder how they achieve success in early ages? Where their knowledge comes from? How can I become one of them? Since ancient times until nowadays we hear about young people or scholars making discoveries useful for humankind and often we ask ourselves how come he/she is genius and invents things? And many other endless questions we wonder every time. This is an issue scholar are studying for many years, some conclusions are made but still a lot remains to be discovered.

US is one of the first countries investing in this realm, and a definition for gifted and talented children was formulated in 1988 by USA Congress, who defines gifted and talented children as: *"The term "gifted and talented" means children and youth who give evidence of high-performance capability in areas such as intellectual, creative, artistic or leadership capacity, or in specific academic fields."*¹ The second definition from USA state organs comes in 1993, when the Department of Education defines giftedness as: *"Children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment."* (US Department of Education/OERI pg.26). The second definition given by Ministry of Education in US is most comprehensive and used by the greatest number of schools in US.

Furthermore, other associations working on the same issue have given different definitions. One important association and with great influence might be considered National Association for Gifted Children (NAGC) which defines gifted children as:

"Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured

area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports. ”²

The main goal of this research is to contribute on identification of gifted and talented children in earlier age, like primary classes, their characteristics, finding out their needs and the way how their needs are going to be fulfilled by teachers, who in closer cooperation with parents will nurture children's needs and give the opportunity to these group of children to excel in the realm they are gifted.

The well-known American development psychologist Howard Gardner, on 1983 presented his theory of for multiple intelligences (MI). From seven intelligences identified by Gardner, one of the intelligences is language intelligence. Although giftedness comprises many talents in different realms and it's a wide field, this research will be conducted for Language Learning, specifically on the English language which nowadays is the widely used for communication. People talented in this category of intelligence, are described by Gardner as people who display facility with words and languages in general, who are able to learn new words easily, read, write and tell stories, also they have verbal memory and are able to manipulate with syntax and structure, which means they are able to create sentences easily than students with other intelligence. Next chapters will describe in more details the characteristics, needs and the way how to increment this talent.

The hope with this research is to provide help and contribute for this group of children to be treated particularly in school by providing special courses and adequately trained teachers, who have the knowledge and capacity to help excel in the specific realm and express their knowledge without hesitation.

1.2 Research Aims

This research aims to raise the awareness of the institutions, including Ministry of Education, educators who work everyday with children and future coming generation of teachers, in particular have to be mentioned the parents, who need to be aware for their children's intelligences, and contribution given to help them develop that intelligence. According to the researches made in Macedonia, the field of talented and gifted children has not been explored. If there was identified a student with giftedness or talent, the only contribution for these students was passing them one year before their age, which means if the student was fourth grade the teacher in accordance with the principal would recommend and decide that he is talented, they would exceed fifth grade, directly continuing to the sixth grade. That's why this research aims to be useful to every teacher, in

particular to English language teachers, by providing teaching methods that would be of great use, in order to reinforce gifted students capacity in the proper way.

The research will be carried out in three major cities of Republic of Macedonia, in seven elementary schools, which are: Elementary school “NikollaVapcarov”- Skopje, Elementary school “HasanPrishtina” -Skopje, Elementary school “Yahya Kemal” – Skopje, Elementary school “Tefeyyuz” - Skopje. One school in the city ofTetovo which is an Elementary school “Istikbal ” - Tetovo. Two elementary schools in the city of Gostivar which are the Elementary school “Bashkimi”– Gostivar and the Elementary school “Ismail Qemali” – Gostivar. The research was carried out in public and private schools.

The instruments used were questionnaires, interviews, and class observation. Interviews were made with teachers and it is expected to gather information about learning strategies, the treatment of talented children and how their talent is being nurtured. Questions from the questionnaires were answered from four parents and it aims to understand how their child learns best and what are the difficulties they face most of the time during learning. The third instrument was class observation which took place in three elementary classes in Skopje, pupils were first and second graders, and class duration was 45minute. The information gathered focused more on learning strategies teachers use in class, whether there is given a special treatment to gifted and talented children or they are treated as every child in the class, how teachers’ qualities affected students attitude toward the subject and students feedback toward strategies used while teaching.

1.3 Research objectives:

- a. To find out methods of identification of gifted and talented students in English language classrooms
- b. To understand a student’s emotional and social needs
- c. To find out teaching methods to be used in order to produce better results
- d. To find out teachers’ teaching method used during teaching gifted and talented students

1.4 Description of thesis organization

Chapter I will provide the readers with general information about gifted and talented issues, who are gifted and talented children, definitions from world associations and author, and main questions this research aims. This chapter is made of from the introductory part, research aims and the objectives of this thesis.

Chapter II discusses the literature used on this subject, there have been mentioned the main authors who have made the first steps in this area and their thesis are presented. The history of gifted and talented education is explained from where it started and how was developed giftedness. Gifted children characteristics and the newest methods of identification are presented in a detailed way.

Chapter III defines the methodology how the research will be performed, for the reader there are explained in details the main purpose of this research, the hypothesis and there will be given a detailed overview of who the participants will be and the instruments used in order to have accurate outcome.

Chapter IV in this chapter will be objectively displayed the results taken from the three instruments. The outcomes from the three instruments, teachers' interviews, parent's questionnaires and the observation in classes, used in this research will be analyzed and the findings will be explained.

Chapter V in this chapter will be provided the conclusion and recommendation as part of the thesis, the limitations faced during the research and what to be taken into consideration for this area.

CHAPTER II

2.1 Theoretical Background

Identifying gifted and talented students in early ages is one important step ahead at the same time, the most difficult. Most of us think that being talented the IQ should be above 130 but there are many theories regarding this issue. Instead of measuring and beating children with IQ test, scientist, psychologist and pedagogues made studies and surveys from different point of views, to come to a conclusion that IQ score is not definite evidence for intelligence or giftedness. There are children who have not higher IQ scores but are very good in one particular subject. In the text below, major theories from researchers in the area of giftedness and talent, their definition and arguments will be presented.

2.1.1 Three Ring Conception of Giftedness - Joseph Renzulli,

The well-known psychologist Joseph Renzulli who is author of many published books with researches for gifted and talented students, in 1978 developed a definition regarding giftedness called a three-ring model of giftedness, as an interaction of the three human characteristics which are: Above average ability, a high level of task commitment and high level of creativity.

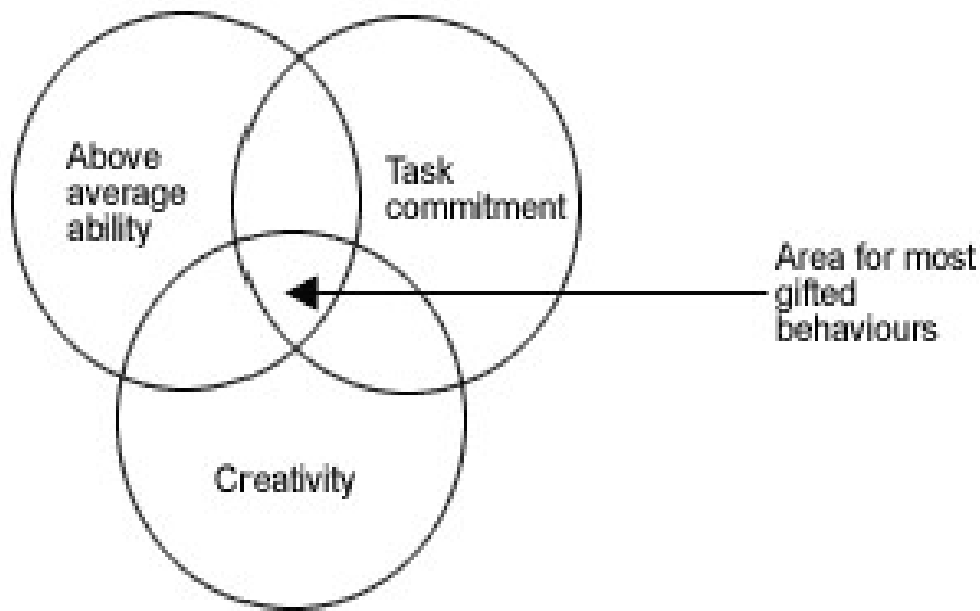


Figure 1 – Three ring model of Giftedness by Joseph Renzulli,

According to Renzulli the first trait in the above average ability can be defined in two ways. The first way is general ability which consists of traits that can be applied across all domains (e.g., general intelligence) or broad domains (e.g., general verbal ability applied to several dimensions of the language arts). These abilities consist of the capacity to process information, to integrate experiences that result in appropriate and adaptive responses to new situations, and the capacity to engage in abstract thinking. Examples of general ability are verbal and numerical reasoning, spatial relations, memory, and word fluency. These abilities are usually measured by tests of general aptitude or intelligence and are broadly applicable to a variety of traditional learning situations. The second one is specific ability which consists of the capacity to acquire knowledge, skill or the ability to perform in one or more activities, within a restricted range. Examples of specific abilities are chemistry, ballet, mathematics, musical composition, sculpture, and photography. All specific abilities can be further subdivided into even more specific areas (e.g., portrait photography, astrophotography, etc.) (Renzulli, 1978).

The second trait, found in creative-productive persons is a refined or focused form of motivation that it is called task commitment. Whereas motivation is usually defined in terms of a general energizing process that triggers responses in organisms, task commitment represents energy brought to bear on a particular problem (task) or specific performance area. The terms that are most frequently used to describe task commitment are perseverance, endurance, hard work, dedicated

practice, self-confidence, a belief in one's ability to carry out important work, and action applied to one's area(s) of interest. (Renzulli, 1978).

The third trait that characterizes gifted persons consists of factors usually lumped together under the general heading of "creativity." As one reviews the literature in this area, it becomes already apparent that the words gifted, genius, and eminent creators or highly creative persons are used synonymously. In many of the research projects discussed above, the persons ultimately selected for intensive study were in fact recognized because of their creative accomplishments (Renzulli, 1978).

2.1.2 Triarchic Theory of Intelligence- Robert Sternberg 1980

Robert Sternberg a psychology professor, who after many researches in educational psychology, in 1980 came up with the theory on intelligence named Triarchic Theory. According to Sternberg, there are three types of intelligence a person can have, which are practical intelligence (contextual), creative intelligence (experimental) and analytical intelligence (componential).

Practical intelligence or otherwise called contextual, focuses on shaping and reaction to the environment, the ability to adapt or change it according to your needs. Practical intelligence is the ability to thrive in the real world. You might compare practical intelligence to common sense or street smart. It involves the ability to understand how to deal with everyday tasks. If you were analyzing someone's level of practical intelligence, you might ask yourself questions like: How does this person relate to the world around them? Are they adept at dealing with everyday experiences? Could someone take advantage of this person easily? (Sternberg 1980).

Creative intelligence relates to the way a person approaches new information or a new task. You may also hear creative intelligence referred to as experiential intelligence. It involves a person's ability to apply their existing knowledge to new problems. If you were assessing a person's level of creative intelligence, you might ask questions like: How quickly can this person solve a new problem when presented with it? Can they automatically apply a new skill when they're presented with the problem again? There are two categories of creative intelligence: novelty and automatization. Novelty concerns how a person reacts the first time they encounter something new, whereas Automatization concerns how a person learns to perform repeated tasks automatically. (Sternberg 1980).

The last type but not least, the analytical intelligence which relates to the way how a person analyses and processes the information they receive. This form of intelligence is more in terms of traditional IQ and academic achievements. These people are able to see the solution from different

point of view; they are very good at evaluation, assessing critiquing and comparing. Because of their analytical abilities and abstract thinking, they are very successful in standardized tests.

2.1.3 Purdue Three-Stage model - John Feldhusen (1974)

The developer of this model for gifted and talented students is John Feldhusen, Kathryn Linden and Russel Ames. In this model, the most important is the movement of the students from beginner to practitioners, through three stages. This model begins with basic levels of knowledge by continuing with applying that knowledge and skills and ends by solving real-life problems. It has components that create an appropriately challenging learning environment for gifted and talented students. The audience could be elementary schools, secondary and higher education. The strengths in this model are interaction with other gifted children, highly trained teachers, and appropriate challenges for all students, easily implemented and it has a low cost, as weaknesses might be considered disruption of regular classroom routines, need of lots of resources and a call for highly qualified teachers.

	STAGE I	STAGE II	STAGE III
GOALS	<ul style="list-style-type: none"> • Master of core content and skills • Enhanced divergent and convergent thinking skills 	<ul style="list-style-type: none"> • Master of core content and skills • Enhanced complex problem-solving abilities 	<ul style="list-style-type: none"> • Apply knowledge to real problems • Function as a professional in the talent area • Develop real products to share with real audiences
ACTIVITIES	<ul style="list-style-type: none"> • Reading assignments that help develop a rich knowledge base in the content area • Lectures, movies, guest speakers • Learning centers • Individual instructional packets • Diagnostic-prescriptive instruction in specific skills • Short-term, teacher-led, creative thinking activities (e.g., brainstorming, divergent questioning) 	<ul style="list-style-type: none"> • Master core content and skills • Shared inquiry • Discovery learning • Creative problem solving • Small-group discussions • Structured assignments requiring higher-level thinking 	<ul style="list-style-type: none"> • Self-directed inquiry • Self-directed creative production • Independent (individual or small-group projects)
ROLE OF THE TEACHER	<ul style="list-style-type: none"> • Lead the class 	<ul style="list-style-type: none"> • Design the learning environment • Facilitate learning experiences 	<ul style="list-style-type: none"> • Serve as a resource person for the students
ROLE OF THE STUDENTS	<ul style="list-style-type: none"> • Master core content and skills; apply higher level creative and critical 	<ul style="list-style-type: none"> • Take initiative Work cooperatively with others Develop and 	<ul style="list-style-type: none"> • Make appropriate choices • Develop goals

	thinking skills	share insightful and original ideas	• Develop a realistic plan to achieve those goals
		• Demonstrate task commitment	• Carry out the plan
			• Secure appropriate resources and mentors
			• Transform knowledge

Table 1 - The Purdue Three Stage Model, John Feldhusen 1974

According to the table, this theory is divided into three stages which will be explained in more details below:

Stage 1 – begins with the instruction of activities to teach basic skills of thinking and academic content. As activities are stated reading assignments, lectures, movies, brainstorming etc. Teacher provides a balanced emphasis on developing divergent and convergent thinking skills. The teacher's role is mostly to lead the class through these activities and maintain balance. The role of students is to apply a higher level of creative and critical thinking skills. Activities should be highly motivating for students to make them want to explore the content of the unit in greater depth during the following stages.

Stage 2 – the main goal is to enhance complex problem-solving abilities. Appropriate activities in this stage are shared inquiry, discovery learning, small group discussion, and an assignment which requires a higher level of thinking est. activities in this stage last longer than in the first stage. The teacher in is the one who should take initiative and be more cooperative with students by sharing creative and original ides.

Stage 3– in this stage will be applied the knowledge gained in previous stages to real life problems. Students should function as professionals in the selected area, develop the real products and share them with a real audience. Students work as independent individuals or in small groups. They should make appropriate choices, develop their goals and make a plan how to achieve them. Teacher's role in this stage is more as a resource person for students.

2.1.4 Theory of Multiple Intelligences - Howard Gardner (1983)

Howard Gardner as a well-known professor of cognition and education, on 1983 conceives a new theory on giftedness which became very popular and contributed to widening the traditional

notion of intelligence. On the book named *Frames of Mind: the Theory of Multiple Intelligences*, he claims that intelligence can be expressed in multiple ways, intelligence is not only one way and general which was known as IQ, but there are eight types of intelligence. The types of intelligence are:

Bodily-kinesthetic – people with this intelligence use their body with great ease, they like physical activities. People who are intelligent in this section can be seen as successful dancers or athletes.

Musical – this is a special intelligence which one person can have it since birth or hardly gained through time. People with this intelligence have a great voice or they are able to reproduce the song in the same way. Also remembering every sound and text of the songs makes them reveal their intelligence.

Interpersonal - people who understand and are very communicative with others. They learn through interaction, group activities, and debates. With this intelligence, we can see teachers, social workers, actors or politicians. During high school, we can see them as leaders in class or among their peers.

Intrapersonal- independent learners, they are motivated when alone, characterized with a strong will and sustainable on their opinions and attitudes. Most of the well-known psychologist, spiritual leader and philosopher have this intelligence.

Linguistic – highly developed writing and speaking skills. They like writing, reading, telling stories, puzzles, and stories. Using new words in their speeches is a challenge and satisfaction.

Logical-Mathematical intelligence - People with this intelligence mostly are able with numbers, abstraction, and critical thinking. They like logic games, puzzles, and mysteries.

Spatial intelligence – it is an ability to recognize and manipulate large-scale or three-dimensional images or shapes, excellent performance in the domain of architecture or sculpture or geometry, figuring out maps or constructions projects.

Naturalist intelligence - nature smart people are easily directed and orientated on different unknown spaces. These are individuals, who are able to identify and distinguish among products of the natural world such as animals, plants, types of rocks, and weather patterns (Gardner, 1999). They can easily understand the environment and mostly we can see them as sailors, meteorologist, botanist or zoologist.

Existential intelligence - Gardner (2006) introduced a new intelligence which is existential intelligence. It reflects an individual's capacity for considering 'big questions' about life, death, love, and being. Individuals with this intelligence could be found in philosophy departments, religious seminars, or the ateliers of artists.

2.2 HISTORY OF GIFTED AND TALENTED EDUCATION

Education of gifted and talented children is old as it is the human being. If we look back in history we can see that people, scholars or different governing systems expressed great interest in children or younger adult who showed a special talent in any area. In this research, the history of education of gifted and talented children will be described only from the last century, for the concrete steps the governments have implemented.

The first official and special school is opened in Massachusetts in 1901, whereas the first test for identification of gifted and talented children is made by French researchers Binet and Simon in 1905. The aim of these tests was to separate gifted children from other children who function normally in the classroom. Harry Goddard associate of Binet translated the tests in English and gave them to American educators and psychologists. The ‘father’ of gifted education was Lewis Terman who published Binet’s test in 1916, by which it was changed the intelligence testing forever, including the American education.

The first class with gifted and talented students was held in 1922 by Leta S. Hollingworth in New York City. From this class emerged many articles, textbooks, and blueprints. Leta Hollingworth wrote the first comprehensive text on the gifted after many years of research in her class with her students. Even though the office of the Gifted and Talented existed it was not official until 1974 when it was given a social status within the Office of education in the US.

Jacob Javits Act of 1988 is the main occurrence in the movement of gifted and talented education. Javits act aimed to provide national direction in identifying gifted and talented students. It included three main components: the possibility of funding researches on effective methods of testing, identification, and placement. All the process will be performed by establishing a new national center for research and a unit under the Department of Education. As a result in 1990, it was established National Research Center on Gifted and Talented with the aim to provide researches and practices in gifted education. Members of this center were researchers from the best universities of USA as from the University of Virginia, Yale, and Georgia. On 2002, the USA Congress passed the famous No Child Left Behind Act (NCLB) as a reauthorization of the Elementary and Secondary Education Act. With this act, Javits’ program was included and the definition of Gifted and talented students was modified where it states that:

“Students, children and youth who give evidence of high achievements capability in areas such as intellectual, creative, artistic or leadership or in specific academic fields and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities” (NCLB Act 2002).³

After this act it seems that gifted and talented children education is completed but teachers, organizations and researchers are working every day to improve the material used in teaching gifted children, their needs from different point of views and what should be improved. Furthermore, NAGC in 2006 published standards which teachers should fulfill in order to teach gifted and talented students. These standards included preparation programs, knowledge and skills which teachers had to possess in order to be professionals and have more success in educating gifted and talented students.

2.3 Definition of Gifted and Talented Children

The professional literature presented a multitude of definitions on giftedness and talent, but no one of them is universally accepted (Davis & Rimm, 1998). Many authors use different terms as “gifted” and “talented”, others go beyond where seems there are degrees of giftedness which complicates the issue even more. Terms as “able learners” instead of “gifted” was used by Daniel and Boston (1985), or Renzulli and Reis (1999) who preferred to use the term “gifted behavior” championed the phrase “gifted behaviors” which can be nurtured in certain students under certain circumstances, and does not result in the dichotomy of “gifted” and “not gifted” as the result of an identification process (Carlson 2004).

During the last half of the past century, there has been aspiration broadening definition by including abilities and multiple factors. This broadening process started by the federal definition from 1971, 1978 also 1988. The most definitions for “gifted and talented” derive from the US office of Education definition (Marland, 1971) which claims:

“Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society. Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, single or in combination:

- 1. general intellectual ability*
- 2. specific academic aptitude*
- 3. creative or productive thinking*
- 4. leadership ability*
- 5. visual and performing arts*
- 6. psychomotor ability.”⁴*

US Congress in 1978 revised the Marlands' definition and came to the conclusion that the last category "psychomotor ability", should be removed from areas of giftedness. First, it was thought that artistic psychomotor abilities could be included in the "performing arts" category, and second, it was felt that athletic programs were already well-funded and provided for outside of gifted and talented programs (Pendarvis, Howley, &Howley, 1990).

The federal definition witnessed one more change where it was shortened and emerge as follows:

The term 'gifted and talented students' means children and youth who give evidence of high-performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.⁵

In an effort to expand upon the federal definition of giftedness and talent, JosephRenzulli (1978) proposed an alternate definition of giftedness, based upon descriptions of creatively productive people, mostly adults, who had made great contributions to society. Citing the failure of federal definitions to take into consideration motivational factors, as well as the nonparallel nature of the categories of giftedness, he distinguishedbetween "fields of human endeavor" (e.g. specific academic aptitudes) and "processesthat may be brought to bear on performance areas" (e.g. creativity) (Renzulli 1978, p. 181). He argued that these processes could not exist independently from performance areas to which they can be applied.

2.3.1 Giftedness vs. talent

The terms gifted and talented have been confusing for many scholars, teachers and parents, they find it hard until nowadays. Since we use both terms jointly most of the time, it is hard to distinguish which word stands for what. If we differentiate both terms we would have giftedness as the definition of high intelligence or ability, and talent which is related to high performance in areas as music, dance or art. In the 1990's the term "talented" often was replaced with "gifted". Authors who worked in this issue tried to make the difference between these two terms and some of the definitions will be cited below. Winstanley (2004) and Freeman (2000) in their written work commented the term "gifted" as a word with the religious overtone of gifts by God. According to Winstanley this also comprehends a moral connotation with being gifted (pg. 7).

Gagne (1991) presenting his Differentiated Model of Giftedness and Talent,explained his own theory on the differences between giftedness and talent, and his explanation states as below:

“GIFTEDNESS designates the possession and use of untrained and spontaneously expressed superior natural abilities (called aptitudes or gifts), in at least one ability domain, to a degree that places an individual at least among the top 10% of his or her age peers. TALENT designates the superior mastery of systematically developed abilities (or skills) and knowledge in at least one field of human activity to a degree that places an individual within at least the upper 10% of age peers who are or have been active in that field or fields.”(pg.1)⁶

All the theories depend on the researches scholars have done. It doesn't exist only one theory or only one way to differ both terms. As revealed by Joan Freeman, on the report for Department of Education and Skills, in London, he cast a new theory on the differences between gifted and talent. In his theory he states that:

Gifts are taken here to mean the more easily measurable intellectual aspects of development, such as high-level school achievement and IQ, whereas talents are the less easily measurable aspects such as the arts and sport, normally discovered by experts in those fields. (Freeman 2002,pg 1)

Subsequently, the explanation by John Munro, in my opinion is comprehensible and coherent, it defines the distinction between talent and giftedness according to the efforts they put on the particular subject, in comparison with the results they achieve. His theory states as below:

“Talented students as displaying exceptional ability in areas in which they have been explicitly taught, and gifted students are those who display exceptional ability in certain areas without explicit teaching.”(Munro,2001, pg. 7).⁷

2.3.2 Myths and Stereotypes for Gifted and Talented Children

All myths evolve from some set of beliefs or some interpretation of unexplainable phenomena. Although it can never be found the origin of myths, it can be speculated that a particular myth has evolved through a distortion of some fundamentally sound and widely-accepted axioms in gifted education (Callahan 1982). Even though there are still stereotypes and myths that are generally believed, but researchers made in this realm confirm the opposite. Furthermore, myths and stereotypes taken from ABC Ontario website, National Association for Gifted Children and Dublin School District website, which have proven the opposite, will be listed below.

-Gifted Students don't need help; They'll Do Fine On Their Own⁸

-Teachers Challenge All the Students, So Gifted Kids Will Be Fine In the Regular Classroom⁹

- Gifted Education Programs Are Elitist
- Gifted Students Are Happy, Popular, and Well Adjusted In School¹⁰
- Gifted students have no emotional difficulties.
- Gifted students will be successful whether or not they receive special attention.¹¹
- Gifted students are successful in school.
- Gifted students with the same I.Q. have similar interests and abilities
- Gifted students are viewed as a homogeneous group where all are high achievers.
- Many people think that gifted students never need help; if they are truly gifted they are able to manage on their own every situation.
- It is thought that gifted students always have fewer problems comparing others because their intelligence and abilities help them solve easily everyday issues.
- Gifted students don't have to be concerned about their future because it is assured. A world of opportunities lies before them.
- Thinking that their social and emotional development is at the same level as their intellectual development, is proved wrong.
- Gifted students are socially isolated students.
- The greatest value of the gifted student is in his brain power.
- Gifted students always need to be taken as examples for others and they should presume extra responsibility.
- Gifted students make everyone around them smarter.
- Gifted students can achieve and accomplish any issue they put in their minds to.
- Gifted students are highly creative and they do not need for extra encouragement.
- Gifted children are easy to be raised by parents and every class would love to have them.

2.4 Social and emotional development of gifted students

A graduate teacher in gifted and creative education in qualitative research methods, shares his researches and findings with us through his work. According to Hebert educating the gifted and talented child is a different experience, asking for more attention and commitment in order to succeed. Parents in cooperation with educators by knowing the emotional needs and traits of these special children can get the best from them. The author treated the social and emotional lives of gifted students, how they feel for particular issues, are their emotions stronger than their peers might experience. The main traits encountered at the students he worked with, he explained them in his

award-winning book *Understanding the Social and Emotional Lives of Gifted Students*, traits which will be listed as follows:

High expectations of self and others around or perfectionism—according to the author, whether a blessing or misfortune it differs from each student, but there is a general compliance that perfectionism is a crucial issue to giftedness. Gifted and talented children are the ones who suffer more than other children and the issue among educators and psychologists is whether this trait is positive that should be nurtured or a problem which should be treated and cured (Hebert, 2010). Hewit and Flett (1991) added one more issue in order to explain perfectionism, it was proposed a model to explicate and understand gifted children and the trait of perfectionism as multidimensional. There is subdivided in a *self-oriented* perfectionist, where the child is oriented on himself to be perfect in every aspect and finds it hard to accept his mistakes. These children have created high standards and measure every step they do according to those standards. *Other-oriented* perfectionists are children who have created high standards regarding others and expect from others to fulfill those standards. The last group is *socially prescribed perfectionist*, in this group are counted those children who are doing those things that are being expected from the society to do. Reaching perfectionism can be painful and it is seen as a double-edged sword, the great desire to do the best and the fear of not doing the best.

Internal motivation (inner locus of control) – explains the relationship between someone's behavior and the outcomes of that behavior (Rotter, 1966). The will to control or having responsibility for the events in life displays the internal locus of control. According to researchers in the Gifted and talented area, this trait is often encountered among gifted students. In other words, this is known as the inner will, the will to achieve a goal regardless of the quantity of the material needed to be learned or the danger of attaining the determined goal.

Emotional sensitivity, intensity and depth— these traits are the inward feeling that characterizes most children, but the intensity of these feelings at gifted and talented children is greater. Sensitive children have greater passion and compassion toward things and others around. They find it hard to see someone suffering and not being able to help, this is the emotion they most of the time have, not being able to forgive themselves in case they hurt someone's feelings.

Empathy—the question of why people help others is being examined for years. Empathy is formally defined as “other-oriented emotional response elicited by and congruent with the perceived welfare of someone else” (Batson, Ahmad, Lishner & Tsang, 2002, p.485). Empathic emotions as sympathy, soft-heartedness, and compassion are surfacing when another person is thought to be in need.

Advanced levels of moral maturity—it is a characteristic of gifted children where often we can encounter situations when there is a possibility to give up anything they might think it is harmful to the society. These children have their principles and ideals of what is right and what is wrong, by which they act according to their attitudes. *Stronger needs for self-actualization* - many researchers of psychology have found out that the need for self-actualization is stronger at gifted children rather than non-gifted children.

Highly developed sense of humor- it is very important trait of someone's identity especially if they are able to laugh at themselves (Web, Meckstroth, Tolan 1982).

Resilience- is defined as “*ability to achieve emotional health and social competence in spite of a history of adversity or stress*” (Neihart, 2002; Werner & Smith, 1982, pg.5)¹². Resilient children share traits as intelligent, curious, positive explanatory style, problem-solving ability, confidence and a sense of humor. (Hebert 2010).

2.5 Characteristics of Gifted and Talented Children

Those who advocate for differentiated counseling for gifted and talented students, that their counsel be based upon the general characteristics of these children, as well as pertinent needs and issues that arise from their giftedness and talent. However, it must be kept in mind that gifted and talented children, like all children, are not a homogeneous group. There are many individual differences among the gifted and talented, and each is a unique individual with needs that cannot be satisfied through a single administrative adjustment (NAGC, 2003). The more gifted and talented the student, the fewer generalizations about the gifted and talented may apply (VanTassel-Baska, 1997).

Furthermore, in the early years of the 1960s, Thom and Newell (1965), in a cited statement, observed that “*extremely high intelligence is as far from normal as is a mental deficiency and creates problems of its own that may be as acute*” (p. 354).

Brown (1993) states that gifted and talented children were more different than they were alike. Any counseling approach must be sure to consider individual differences among the gifted and talented (VanTassel-Baska, 1990).

2.5.1 General characteristics

On behalf of the characteristics of the gifted children, it is hard to make a distinction between high achiever and gifted learner. According to Bertie Kingore in her book *Differentiation: Simplified, realistic and Effective*, there is a list made listing general characteristics of gifted learners and high achievers.

A high achiever	A gifted learner
<i>Remembers the answers</i> <i>Is interested</i> <i>Is attentive</i> <i>Generates advanced ideas</i> <i>Works hard to achieve</i> <i>Answers all the questions in details</i> <i>Performs at the top of the group</i> <i>Responds with interest and opinions</i> <i>Learns with ease</i> <i>Needs six to eight repetitions to master</i> <i>Comprehends at a high level</i> <i>Enjoys the company of age peers</i> <i>Understands complex, abstract humor</i> <i>Grasps the meaning</i> <i>Completes assignments on time</i> <i>Is receptive</i> <i>Is accurate and complete</i> <i>Enjoys school often</i> <i>Absorbs information</i> <i>Is a technician with expertise in a field</i> <i>Memorizes well</i> <i>Is highly alert and observant</i> <i>Is pleased with own learning</i> <i>Is able</i> <i>Has highest grades (As)</i>	<i>Poses unforeseen questions</i> <i>Is curious</i> <i>Is selectively mentally engaged</i> <i>Generates complex, abstract ideas</i> <i>Knows without working hard</i> <i>Ponders with depth and multiple perspectives</i> <i>Is beyond the group</i> <i>Exhibits feelings and opinions from multiple perspectives</i> <i>Already knows</i> <i>Needs one to three repetitions to master</i> <i>Comprehends in-depth complex ideas</i> <i>Prefers the company of intellectual peers</i> <i>Created complex, abstract humor</i> <i>Infers and connects concepts</i> <i>Initiates project and extensions of assignments</i> <i>In intense</i> <i>Is original and continually developing</i> <i>Enjoys self-directed learning</i> <i>Manipulates information</i> <i>Is an expert who abstracts beyond the field</i> <i>Guesses and infers well</i> <i>Anticipates and relates observations</i> <i>Is self-critical</i> <i>May not be motivated by grades</i> <i>Is intellectual</i>

Table 2 - Characteristics of High Achievers and Gifted learners by Bertie Kingore, 2004

Their characteristics are similar when they face with environment and problems in everyday life including school, friends or culture. The table below emphasizes intellectual characteristics of gifted and talented children. Personal attributes are an important indicator to be analyzed also.

Characteristics Common to Gifted Children	
Strengths	Possible Problems
Acquires/retains information quickly	Impatient with others; dislikes basic routine.
Inquisitive; searches for significance.	Asks embarrassing questions; excessive in interests.
Intrinsic motivation	Strong-willed; resists direction
Enjoys problem-solving; able to conceptualize, abstract, synthesize.	Resists routine practice; questions teaching procedures.
Seeks cause-effect relations	Dislikes unclear/illogical areas (e.g., traditions or feelings)
Emphasizes truth, equity, and fair play.	Worries about humanitarian concerns
Seeks to organize things and people	Constructs complicated rules; often seen as bossy
Large facile vocabulary; advanced, broad information	May use words to manipulate; bored with school and age-peers
High expectations of self and others	Intolerant, perfectionistic; may become depressed.
Creative/inventive; likes new ways of doing things	May be seen as disruptive and out of step
Intense concentration; long attention span and persistence in areas of interest.	Neglects duties or people during periods of focus; resists interruption; stubbornness
Sensitivity, empathy; desire to be accepted by others	Sensitivity to criticism or peer rejection
High energy, alertness, eagerness.	Frustration with inactivity; may be seen as hyperactive.
Independent; prefers individualized work; reliant on self.	May reject parent or peer input; nonconformity
Diverse interests and abilities; versatility	May appear disorganized or scattered;

	frustrated over lack of time
Strong sense of humor	Peers may misunderstand humor; may become "class clown" for attention

Table 3 – *Characteristics Common to Gifted Children by Clark (1992)*

Another very popular and similar list in content which is often cited nowadays is the list of May Seago from the University of California at Los Angeles. May Seago according to her observations on the gifted learners, has noticed the characteristics they mostly have are as listed below:

<i>1. Keen power of observation;</i>	<i>naive receptivity; sense of the significant; willingness to examine the unusual</i>
<i>2. Power of abstraction,</i>	<i>conceptualization, synthesis; interest in inductive learning and problem solving; pleasure in intellectual activity</i>
<i>3. Interest in cause-effect relations,</i>	<i>ability to see relationships; interest in applying concepts; love of truth</i>
<i>4. Liking for structure and order</i>	<i>liking for consistency, as in value systems, number systems, clocks, calendars</i>
<i>5. Retentiveness</i>	
<i>6. Verbal proficiency</i>	<i>large vocabulary; facility in expression; interest in reading; breadth of information in advanced areas</i>
<i>7. Questioning attitude</i>	<i>intellectual curiosity, inquisitive mind; intrinsic motivation</i>
<i>8. Power of critical thinking;</i>	<i>skepticism, evaluative testing; self-criticism and self-checking</i>

9. Creativeness and inventiveness	<i>liking for new ways of doing things; interest in creating; brainstorming, free-wheeling</i>
10. Power of concentration	<i>intense attention that excludes all else; long attention span</i>
11. Persistent	<i>goal-directed behavior</i>
12. Sensitivity intuitiveness, empathy for others	<i>need for emotional support and a sympathetic attitude</i>
13. High energy, alertness, eagerness;	<i>periods of intense voluntary effort preceding invention</i>
14. Independence in work and study;	<i>preference for individualized work; self-reliance; need for freedom of movement and action</i>
15. Versatility and virtuosity; 16. Friendliness and outgoingness	<i>diversity of interests and abilities; many hobbies; proficiency in art forms such as music and drawing</i>

Table 4 - Learning Characteristics of Gifted Students, May Seagoe, 1974

The National Association for Gifted Children in 2003 provided a general description of the characteristics of gifted learners but in different areas of giftedness. In this list are included leadership, visual art, creative thinking and specific abilities in academic areas.

Some of the children's characteristics who express giftedness in leadership include self-confidence, great organization skills, good judgment in decision making, ability to express them fluently and concise, high expectations for themselves and others around them, and a willingness to assume responsibility.

Characteristics of children who express giftedness in creative thinking include original thinking in oral and written expression, independent thinking, a specific sense of humor, an ability find many solutions to a given problem, they are able to improvise often, and accepting themselves of being different from the crowd.

Expressing giftedness in visual/performing arts include a sense of spatial relationships, expressing their feelings in an unusual way through art, drama, music or dance, a desire for producing their own product rather than just copying.

At those where can be detected characteristics in giftedness in the specific academic area include great memorization ability, advanced skills in comprehension, the ability to acquire basic skills and knowledge very quickly, high academic success in the area of their interest, and a great enthusiasm when pursuing this interest. Mostly these students are successful in areas as science, language art, math, art, music, athletic, dance or social studies. (Alberty, 1959).

2.5.2 Individual Characteristics

According to scholars in giftedness, Bets and Neihart the gifted students can be grouped into six categories, which will be summarized below.

Successful gifted – these students are well known for their talents in the school, high achievers, perfectionist, and eager others to approve them that they are right in every issue but they avoid taking risks. *The challenging gifted* – students who love a challenge, they are very creative but do not like to follow the orders or school system. They get easily bored, frustrated even rebellious, also question and challenge every rule or authority they face. *The underground gifted* – the group at risk of not being identified as gifted. Students in this group are very shy, quiet and insecure in their abilities. Often they deny what they know in order to fit in. *The dropout gifted* – having the feeling that the system does not meet their needs makes these students resentful and angry. They can express their displeasure by being disruptive or withdrawn, most of the time they can be seen alone. Also, fail to complete schoolwork and the level of their achievement falls below their ability. *The double labeled* – these are students with giftedness but also with a disability. Often people fail to see past their disability which means their giftedness stays unrecognized. Having a physical or sensory disability makes them angry and fails to express the gift they have. *The autonomous gifted* – students in this group often achieve what they aim to. They have a high level of confidence, are independent and self-directed. Also being highly motivated and able to take risks to make them be viewed as an example for most students. (Bets and Neihart, 1988)

Another important group worth mentioning and suggested by Bevan and Brown whom they considered as the addition of the previously mentioned groups, or as the seventh category in this list

which is *Culturally Diverse Gifted* – here belong those students who are rarely identified for any exceptional ability. Their performances are affected by low self-esteem which makes them rarely be identified as gifted. The cultural background they have can discourage them from displaying their skills. (Bevan and Brown 1999).

2.6 Identification of Gifted and Talented Children

The category of gifted and talented students may represent a wide spectrum of students with different abilities. There are students with great abilities in math or in science others in learning foreign languages or art. After Gardner's (1983) theory it is accepted that gifted and talented are not only those students who have high intelligence or IQ. Identifying ELLs is one the toughest process because needs a special attention from parents and teachers during class. For the children to express their knowledge there are needed major efforts and if it doesn't get noticed from the teacher the efforts are wasted.

Identification process needs more time, surveillance, observation and a lot of attention. Identifying a child should start in the early ages, during the early childhood or elementary classes. Teachers' role in this age is important because of the developing of children abilities and interests. The teacher should be cautious of what the children's interests are in order to develop them through challenging experiences in the learning environment. Identification is an ongoing process. Children's abilities, interests or personalities continuously change, in this case, teachers should be aware of what ability or interest will emerge.

The communication between parent and teacher, in this case, is substantial. There should be communication between, teacher, parent, students, and principal. In this case, if the communication is open and constant, the chances to identify, support and develop a child's talent are much higher.

Identification should be an unpretentious process. The student should feel it as normal as possible in the learning environment. Identification should also be alert for the hidden gifted students or underrepresented groups as ethnic, those whose English language is a second language, underachievers, students who come from a lower socio-economic group or physical disability. Also, particular attention should be dedicated to gender differences.

The process of identification is very complex. Admission in the programs for gifted and talented students there is needed time and tests for the identification process. For Renzulli (2004) the golden rule of identification is – “the careful determination of program goals will set the direction for the entire identification process” (Feldhusen, Asher, Hoover, 1984). The program should have a clear

goal and a specific domain in the area the identification will be. There is not possible to be identified the English Language gifted students in a program that is focused to identify gifted students in music or art.

2.7. Methods of Identification of Gifted Children

2.7.1 Teacher Nomination

One of the most widely used methods of identification. Teachers have the responsibility to nominate their students mostly because they are closely informed and recognized with their ability and capacity. Sadly there is a study made by Peterson and Margolin (1997) where it is found out that teachers often do not refer students with limited English proficiency in programs for Gifted and talented identification. According to Ford (1996), a research points out that teachers mostly nominate those students who are cooperative in class, answer correctly on questions, or those who are punctual, with convenient behavior in mainstream culture. The teachers who nominate students support their appreciation with the help of checklists, students' portfolios, and observation scales.

2.7.2 Parent Nomination

Parents are the most competent in this case to nominate their child. They are closely notified with the knowledge, interest, and skills that can be useful during the identification process. Even though this kind of knowledge is based on the outside world, beyond the classroom, for some programs the child's motivation, attitude, abilities or interests might be relevant. There are also parent interviews which contain questions for child's development during early years, like examples when started to read, language skills, reasoning abilities or intellectual curiosity, characteristics which might be related to giftedness. Nevertheless, there are parents who have a desire for their child to be in one of the programs for gifted and talented; in the questions, they might not be completely honest.

2.7.3 Self-nomination

Self-nomination is a very useful form of identification, even though it happens rarely. For the student to step forward and express all the interest and capacity in one area is difficult. It identifies a special ability such as music, poetry, computer or social concerns. It is most useful tool and common in the secondary level. This brave step forward can influence students' self-esteem, values and

attitude. After students express interest in one area, there is teachers' duty to advance the communication through teacher-students interviews, inventories on the particular subject and questionnaires.

2.7.4 Standardized Tests

Testing is a measurement tool for qualification in a particular subject. Tests are used constantly to provide an objective and systematic way for the identification of gifted and talented children. In standardized tests, there is a fixed subject to be tested. There is a clear direction for the administration, scores, and norms. Tests used for this purpose are ability test and achievement test.

2.7.5 Tests of Intelligence or Ability

Intelligence quotients (IQ) or cognitive abilities are mostly tested and its results are taken into consideration for identification of G&T students. These tests can be individual or group test. In the group of individual tests can be stated: Stanfor-Binet (L-M), Wescher, Intelligence Scale for Children and Woodcock-Johnson. These tests mostly are answered orally in front of a qualified psychologist.

In the group tests, there is a group of students taking place and can be administered by teachers. There is given a test paper with questions and they should write the answers. These tests are appropriate for initial screening but might be unsuitable for many children who face reading difficulties, children from a different ethnic background or very young children. In this group also we can name CogAT Test, Otis-Lennon, Hemmon-Nelson, Ravens Progressive Matrices, and Matrix Analogies Tests.¹³

2.7.6 Tests of Achievement

The achievement tests are used mostly for initial screening, especially in intermediate and secondary school level. It determines what students know already, what they have learned and whether their knowledge is more advanced than their peers. They are specific and in particular academic area ex. math or language art. There are concerns in this test whether it is a useful tool to measure the knowledge since doesn't have enough items to challenge the gifted students, but there are also arguments that support this test, stating the inexpensive way of testing, high reliability, and validity. Some of the famous Achievement tests are Torrance Tests of Creative Thinking, Test of Mathematical Abilities for Gifted Students or Screening Assessment for Gifted Elementary Students.¹⁴

In a similar way, as explained previously, Renzulli created another chart for the process of the identification of the gifted and talented children, called identification chart (1982), where he shows specific steps how to identify students with giftedness. The chart is a translation into practice of his' three-ring conception of giftedness.

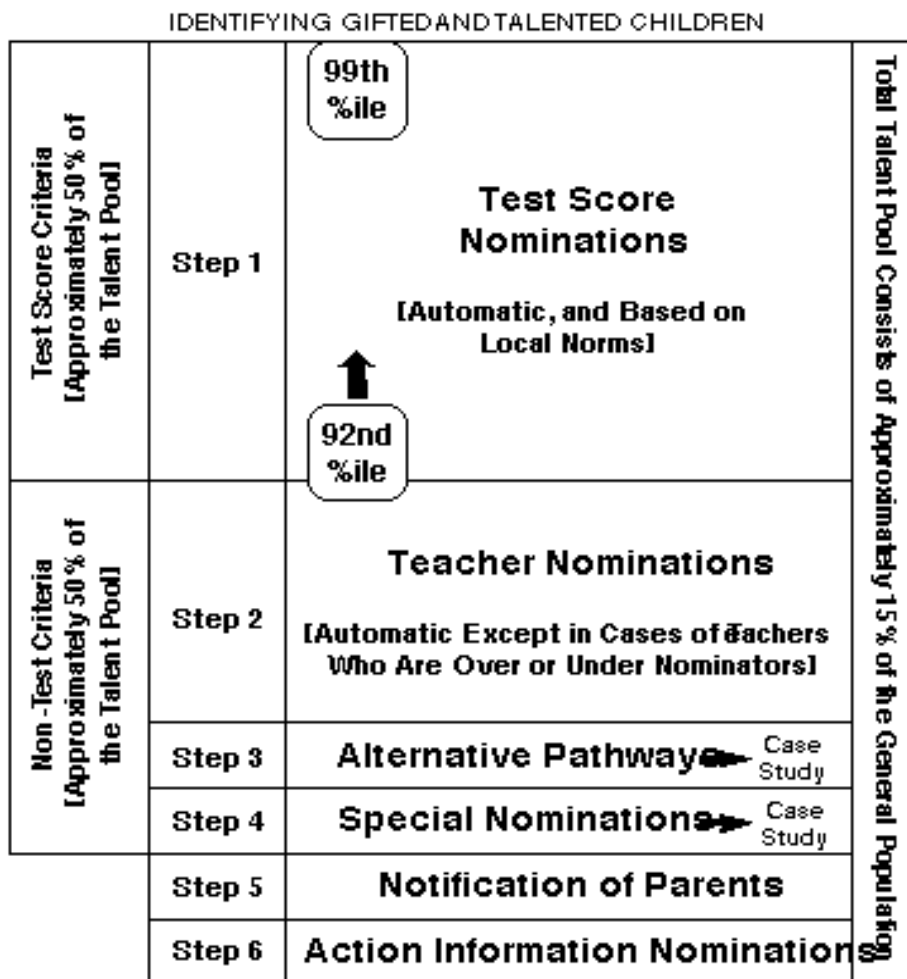


Figure 2 – Gifted and talented identification system, Joseph Renzulli, 1982

The first step is Test Scores Nomination includes all tests mentioned previously and makes 50 % of the identification process. If the students have high points in all tests, the admission in the program continues. This step enables students who are very good in verbal and nonverbal ability to be admitted in the program. In the areas as art, athletic or leadership there is no need for these tests. They should use no test criteria for their particular talent.

The second step, Teachers Nomination, is helpful for those students who can't express their ability or talent through tests. This allows the teacher to nominate the students for whom they are

sure that have the talent and ability, they have observed during the classes, and the specific talent area that is not easy to identify through tests for example high level of creativity, unusual interest or special area for performance, etc. In order the teacher's nomination to be equal with tests scores, it is preferred the teacher to have received proper training.

The third step, Alternate Pathways is considered as a local option. The decision, about which alternate pathways will be used, is made by the local committee. This step generally includes parent nomination, self-nomination, peer-nomination and tests of creativity. What makes this step the third is because of the procedure which continues after the aforementioned nomination and tests, the nomination continues to be reviewed by a screening committee. This committee performs a case study including an examination of school records, reviews with students, parents, and teachers.

Special nomination involves the circulation of the list of students who have been nominated during the first step to the third, from all teachers within the school. In this procedure, the previous teacher is able to nominate students who haven't been nominated by the present teacher. In this step, a final review of the school population is made. The special nomination is not an automatic nomination, a case study is being performed and the final decision is in the hand of the screening committee.

Parent nomination is a step where the parents are being invited to an orientation meeting. Inviting parents with a specific purpose, it is very important for parents to have the knowledge and understand be involved in the identification process and G&T programs. There are being discussed and explained the three-ring conception of giftedness, procedures, and activities.

The last step in this identification chart is Action Information Nominators. In this step the students who are not admitted in the program or are overlooked by the system, it will provide a variety of in-class experiences that could result with recommendations for special services. The process is facilitated by using teacher training activities and an instrument named Action Information Message (Renzulli& Reis, 1985, pp.41-42).

CHAPTER III

Research Methodology

3.1 Purpose of the study

In Macedonia, there have been realized many types of researches when it comes to language learning and English Language Learners, but very few studies on gifted and talented children on language learning. Identifying the children with giftedness on language learning and nurture their gift, would help them reach their highest potential and ease their social and emotional discrepancies they might feel.

The purpose of this research is to identify and address the needs of gifted and talented children in early ages. Their social and emotional life is far greater than it seems, the needs to be accomplished in order to have successful children are vulnerable and sensitive. According to researchers, from Gardner's list of Multiple Intelligence, language and math, in particular, are considered as major skills. Additionally, parents of gifted and talented children who are gifted in language report that their children began talking earlier than expected (Sutherland 2005).

This research will be of significance to many relevant factors, firstly to parents since they are the first who notices the traits of their child which makes them more responsible for the identification. Of a great benefit, this research will be for educators who work every day with students. It is educators duty to support and help develop talking in their everyday interaction, and activities as retelling stories where gifted English language learners will recount the story sequent and with accurate details, uses adjectives, initiate communication among peers where the conversation will be initiated by the gifted student, interacts and get engaged in conversation, also they are very good listeners and readers, where they remember words and use them appropriately in sentence. The hope is to be undertaken a bigger step in state level from the relevant institution and work on raising the awareness for this small group of children and their special needs.

3.2 Research questions

In an attempt to understand the needs of young gifted and talented English language learners the following questions should be answered:

- How to identify gifted and talented students in English language classrooms?

- How to understand the student's emotional and social needs?
- How to find out which teaching methods to use in order to get the best of our students?
- How educators teach and whether they are using the appropriate teaching strategy for gifted and talented students?

3.3 Research hypothesis

General hypothesis:

The hypothesis of this research is that gifted and talented students in collaboration with teachers who have appropriate education, attention, and use of proper teaching strategies, can nurture and expand children's intelligence and the highest potential will be reached.

Specific hypothesis:

- Identifying gifted and talented students as early as possible is better and easier for the teacher and parents help to nurturing and consolidates their giftedness.
- Using different teaching strategies in class during teaching gifted students, they will be more focused and actively will participate in the learning process.
- Teachers who have appropriate G&T education and use of proper methods are increasesELL G&T students capacity and self-esteem.
- Smaller Class size gives space to express themselves with ease
- Usage of technology in class while teaching the English Language helps students

3.4 Participants

The participants in this research will be English language teachers and parent of children considered gifted from an English language teacher.

Teachers who were interviewed were from four elementary schools in Skopje, one elementary school in Tetovo and three elementary schools in Gostivar, who will have an interview by answering questions on students' needs and teaching strategies they use in class during the teaching process. The majority of students will belong to Albanian ethnic nationality and Macedonian. The second participant would be parents. They will complete a short questionnaire by answering questions on their children ability to learn easily English language in their early age. The third tool will be class observation.

Parents' cooperation was much lower than teachers; only four parents were ready to be part of this research and answered the questions. The observation took place in three classes, and there was gathered information about learning strategies that teachers use in class, whether there is given a special treatment to gifted and talented children or they are treated as every child in the class.

3.5 Instruments

The instruments used in this research in order to have accurate outcomes will be three: interviews for teachers, class observations and short questionnaires for parents.

Interviews for teacher consists seven questions in order to gather information on whether teacher pay special attention to gifted pupils or they treat them as every pupil in class. The interview was done in eight elementary schools, in three cities of the Republic of Macedonia. The interview started with the school name, the city, teachers' name who is answering the questions. The questions started with the teachers' perceptions and the way they determine the difficulties or students preferences during English language classes are, how they behave when the lesson is familiar to the students, do they continue on the other lesson or they teach it anyway or how they achieve to hold students focus in class. The purpose was to find out whether teachers mostly focus on students who are considered as talented or gifted or they teach according to the curriculum with standard teaching strategies for the whole class.

Questionnaires were designed for parents, who answered eight questions, starting with the first question about the way their child finds easier to learn continuing about the difficulties they face or challenges they have during the academic year in school. The intention of this questionnaire was parents' opinion about whether schools meet the needs of their child and what should be improved in order to have more success and to emerge as gifted and talented student in the English Language. Also, it was intended to understand parents' options he has for his child for advanced education.

The observation was made in three elementary classes in the city of Skopje, chosen randomly and the main focus was to find out the strategies teacher use in class in order to involve all students in the activities. The second issue that was discovered, was the treatment of gifted pupils during the class activities, whether they are treated in a special way, are they participating more actively than others or they are quiet and withdrawn.

In this chapter was given a detailed description of the methodology this research was made, the hypothesis, methodology and design including the instruments and participants as part of the research.

CHAPTER IV

RESULTS AND DISCUSSIONS

In this chapter will be described in details the process of collecting data and the results gathered through the instruments described above. The interviews, questionnaires, and observation were executed in three cities; seven schools will be presented in the paragraphs below.

4.1 Teacher's interview

4.1.1 Elementary school "NikollaVapcarov" II-b - Skopje

The interview was made on 10.11.2015 in the elementary school "NikollaVapcarov" Skopje. The teacher who answered the questions was a second grade teacher, even though it is hard to define who might be gifted pupil in this early age for the experienced teacher there is always a way to find out. The answers are as listed below:

- How do you determine what one child's preferences/difficulties are?
When the pupil is more active in one subject it is an indicator that he likes it, when the pupil is quiet or asks several times the same thing it means the subject is not understood.
- Let's say you teach something that is familiar to some of your students. How do you behave then?
I try to change the way of teaching or try to teach some extra things which are not mentioned in the book.
- What tools you use to have child's focus?
Translation of simple words, drawings or short questions.
- How will you know the student is making progress?
If he grasps the words.
- How is school administration helping most advanced students?
The school is trying with the means and possibilities which it has.
- Do you focus more on students who show interest and ability?
Not always. I try to concentrate with everyone during my classes
- How do you manage some differentiated approach – students who need more attention because they are more advanced or because they are lagging behind the others?

Someone who lags behind others I try to call extra class after normal classes.

4.1.2 Elementary school “HasanPrishtina” II-a –Skopje

The interview was made on 02.12.2015 in the elementary school “HasanPrishtina” Skopje. We had the interview with a second grade teacher, who face difficulties to define the gifted on English language but by explaining some characteristics, the teacher pointed out one of his students. The answers are as listed below:

- How do you determine what one child’s preferences/difficulties are?
By careful, intensive and continuous observance of his/her behavior during lessons and accomplishments in all four language skills.
- Let’s say you teach something that is familiar to some of your students. How do you behave then?
I let them be my assistants during the lesson, letting them answer other students questions and help them with any difficulties they face.
- What tools you use to have child’s focus?
Different kinds of techniques, games, songs, quizzes etc.
- How will you know the student is making progress?
First, by his/her behavior (increased self-confidence) during all his activities.
- How is school administration helping most advanced students?
By extra curriculum lessons, sending them to different competitions, organizing school quizzes, etc.
- Do you focus more on students who show interest and ability?
Sometimes I do, but most of the time I try to help the students who have difficulties in acquiring the knowledge.
- How do you manage some differentiated approach – students who need more attention because they are more advanced or because they are lagging behind the others?
I divided them into groups: sometimes students with mixed abilities (where more advanced help the less advanced), sometimes the students with same abilities (having different level of exercises, of course).

4.1.3 Elementary school “HasanPrishtina” I-a – Skopje

The interview was made on 02.12.2015 in the elementary school “HasanPrishtina” Skopje. We had the interview with a first grade teacher, defining the gifted on English language at the first grade was even harder and the selection was made by the words in English language pupils know. The answers are as listed below:

- How do you determine what one child’s preferences/difficulties are?
By making questions in different form like: tests, quizzes, speaking and writing activities.
- Let’s say you teach something that is familiar to some of your students. How do you behave then?
I will go further by teaching some new material; of course first of all I’ll tell them that I’m happy for them.
- What tools you use to have child’s focus?
It depends on the age, posters, computer cards, colorful papers.
- How will you know the student is making progress?
By giving assessments
- How is school administration helping most advanced students?
They might send them to competitions, choosing the best student of g generation, by awarding them.
- Do you focus more on students who show interest and ability?
Yes, definitely.
- How do you manage some differentiated approach – students who need more attention because they are more advanced or because they are lagging behind the others?
I try to give them extra classes.

4.1.4 Elementary school “Tefeyyuz” II-b – Skopje

The interview was made on 04.12.2015 in the elementary school “Tefeyyuz” Skopje. The interview was made with a second grade teacher, who defined the gifted on English language according to the English language words pupils remembers. The answers are as listed below:

- How do you determine what one child’s preferences/difficulties are?
I determine by observing him/her during each class.

- Let's say you teach something that is familiar to some of your students. How do you behave then?
I divide the students in groups
- What tools you use to have child's focus?
It depends on the child's cognitive abilities.
- How will you know the student is making progress?
By observing and evaluating him/her during each class and by
- Do you focus more on students who show interest and ability?
Yes.
- How is school administration helping most advanced students?
It is not doing much except participating in competitions if they are held.
- How do you manage some differentiated approach – students who need more attention because they are more advanced or because they are lagging behind the others?
By dividing in groups according to their abilities and grouping more advanced with less advanced ones.

4.1.5 Elementary school “Tefeyyuz”I-a – Skopje

The interview was made on 04.12.2015 in the elementary school “Tefeyyuz” Skopje. The interview was made with a first grade teacher, who also defined the gifted on English language according to the English language words pupils remembers. The answers are as listed below:

- How do you determine what one child's preferences/difficulties are?
Determining child's difficulties, preferences, needs and interests can be only done through careful observation.
- Let's say you teach something that is familiar to some of your students. How do you behave then?
A project task is given in order to develop and strengthen their previous knowledge and use different working techniques like group work, team work or pair work. These are formed by diverse students
- What tools you use to have child's focus?

Various techniques and methods depending on child's individual skills, abilities and intelligence.

- How will you know the student is making progress?

I try to follow them systematically in a multi-phased process.

- How is school administration helping most advanced students?

By giving them a chance to participate in school projects and various social activities in or out of school. At the end of the school year the most successful students are chosen and given a certificate as the best students of their generation. This helps them in their entry to secondary schools.

- Do you focus more on students who show interest and ability?

Yes, in many ways.

- How do you manage some differentiated approach – students who need more attention because they are more advanced or because they are lagging behind the others?

Forming teams of six students, mixed randomly to play off each other's strengths. They discuss lecture materials in class and learn to be responsible for each other because individual quiz scores reflect the average performance of team members. Variety and diversity is important to keep students engaged and also to respond to different kinds of learning styles. I also use combination of video clips and demonstration involving students in their classes. Pair students also help both learn better: A strong student with struggling student. Both in the pair typically perform better in class.

4.1.6 Elementary school “YahyaKemal”IIa – Skopje

The interview was made on 04.12.2015 in the elementary school “Tefeyyuz” Skopje. The interview was made with a second grade teacher, who already had defined the gifted on English language, the definition was made by the participation the pupil has during the English class. The answers are as listed below:

- How do you determine what one child's preferences/difficulties are?

During lesson observation, communication with other classmates, interaction, participation and homework assignments, assessment and project presentations.

- Let's say you teach something that is familiar to some of your students. How do you behave then?
I implement the already learned material into games and discussions so that it turns out like we practice the specific material in order not to boring but yet interesting.
- What tools you use to have child's focus?
Most important of all is to have good grounded classroom management rules so that the lesson can be accomplished in the way the teacher has imagined. When this is accomplished the tools I use during a lesson are: school books and workbook, flashcards, story cards, presentations, videos, drawings, songs, karaoke songs, story books, posters and puppets.
- How will you know the student is making progress?
Most evident prove is during observation which could be seen by its participation and interaction, homework assignments, presentations and assessments.
- How is school administration helping most advanced students?
Is not helping in that area.
- Do you focus more on students who show interest and ability?
No I do not, I am not bias and I work and focus on all the students with the same attitude and respect no matter whether some of them are better and some of them are slower or have less knowledge than some others.
- How do you manage some differentiated approach – students who need more attention because they are more advanced or because they are lagging behind the others?
To those students that need more attention I prepare and give additional material so that they can practice back at home a bit more or I tell them instructions on what do they need to pay more attention and practice that. To students that are much better than the others I tell them to practice more on what I feel they can improve it even better.

4.1.7 Elementary school “Istikbal” II-a –Tetovo

The interview was made on 07.12.2015 in the elementary school “Istikbal” Tetovo. The interview was made with a second grade teacher, who defined the gifted on English language as active during the class and participates in all activities. The answers are as listed below:

- How do you determine what one child's preferences/difficulties are?
If he/she likes one lesson he does it without asking anything if he/she has difficulties he tells the teacher and of course she helps him
- Let's say you teach something that is familiar to some of your students. How do you behave then?
If someone is familiar with the lesson I say ok let it be a revision for you and listen to the others
- . What tools you use to have child's focus
To have child's focus I use their attention while I'm speaking someday I use CD, flashcards, letters
- How will you know the student is making progress?
The student progress I see in their activity, that we are doing every day revision etc
- How is school administration helping most advanced students? -
It helps not so much
- Do you focus more on students who show interest and ability?
No I don't focus only on students who show interest and ability I work with all of them
- How do you manage some differentiated approach – students who need more attention because they are more advanced or because they are lagging behind the others?
Those students who know better I let them continue with the others. I pay more attention to the students that are passive and not understand

4.1.8 Elementary school “Istikbal ” I-a - Tetovo

The interview was made on 07.12.2015 in the elementary school “Istikbal” Tetovo. The interview was made with a first grade teacher, it was difficult to define the talented pupil since they all seemed that have the same knowledge and ability, and one characteristic was definitive for the teacher to decide who the talented pupil in her class is. The answers are as listed below:

- How do you determine what one child's preferences/difficulties are?

I notice immediately if someone likes English. Those who like English don't have problem with the pronunciation of the words. Those who have difficulties they can't pronounce even the word "hello" as it should.

- Let's say you teach something that is familiar to some of your students. How do you behave then?

If they are familiar with the lesson I usually have conversation with them (speaking skill) they talk in English with me or with each other

- What tools you use to have child's focus

I usually use flashcards worksheet, CD, TV, radio. I try to be funny for them because is very important for student 6-7 years old the class to be funny with body gestures and signs.

- How will you know the student is making progress?

If the student is responding easy in given questions or he/she translate without my help or he/she is very active during the class.

- How is school administration helping most advanced students?

They don't help.

- Do you focus more on students who show interest and ability?

No. I try to focus same maybe sometime I focus more to those who need my help.

- How do you manage some differentiated approach – students who need more attention because they are more advanced or because they are lagging behind the others?

I usually keep more classes normally separated because I don't want student who have difficulties to feel inferior from those more advanced (the good ones).

4.1.9 Elementary school "Bashkimi" I-c – Gostivar

The interview was made on 08.12.2015 in the elementary school "Bashkimi" Gostivar. The interview was made with a first grade teacher. In this class there was already one pupil who was defined as talented in English Language. The answers are as listed below:

- How do you determine what one child's preferences/difficulties are?

A child's difficulties might be known by his/her behavior, not participating in particular activities. If a child has preferences he/she takes active part in that given task.

- Let's say you teach something that is familiar to some of your students. How do you behave then?
If something is familiar to a child that means that the child can communicate with the teacher, add something, expresses ideas etc.
- What tools you use to have child's focus?
Ask different questions, ask them write and pronounce simple words.
- How will you know the student is making progress?
By everyday activities and daily check lists
- How is school administration helping most advanced students?
It's not helping.
- Do you focus more on students who show interest and ability?
No, I focus on everybody in class, no matter their intelligence.
- How do you manage some differentiated approach – students who need more attention because they are more advanced or because they are lagging behind the others?
We try equally for all students even though they are different.

4.1.10 Elementary school “Bashkimi ” I-a – Gostivar

The interview was made on 08.12.2015 in the elementary school “Bashkimi” Gostivar. The interview was made with a first grade teacher, her class was a huge size class and uses children who are better than others to interact and explain in their way what they know. The answers are as listed below:

- How do you determine what one child's preferences/difficulties are?
It is being taken in consideration the opinions and questions asked and the answers we get.
- Let's say you teach something that is familiar to some of your students. How do you behave then?
I ask from those students who know the answer to explain it on their own in order to listen the others and through his explanation they will understand.
- What tools you use to have child's focus?
I use interaction between students and their engagement in tasks.
- How will you know the student is making progress?

The evidence for their presence in class, how correct they answer in exercises and their homework.

- How is school administration helping most advanced students?

It's not helping much.

- Do you focus more on students who show interest and ability?

Not in particular but I will try to give them extra classes.

- How do you manage some differentiated approach – students who need more attention because they are more advanced or because they are lagging behind the others?

There are extra classes for the advanced ones and for the others who don't have very good grades.

4.1.11 Elementary school "Ismail Qemali" II-a – Gostivar

The interview was made on 09.12.2015 in the elementary school "Ismail Qemali" Gostivar. The interview was made with a second grade teacher, before the interview he explained what his knowledge on the gifted and talented is, and how much he focuses on this group of pupils. The answers are as listed below:

- How do you determine what one child's preferences/difficulties are?

If it is one of his preferences he will be engaged more in activities, otherwise he will stay quiet.

- Let's say you teach something that is familiar to some of your students. How do you behave then?

If the subject is already familiar I will try to improve it more, advance.

- What tools you use to have child's focus?

Sometimes to make something sound as more interesting I raise my voice, the intonation of voice has a great role.

- How will you know the student is making progress?

If the student is making an effort to improve his knowledge and is constantly trying to learn, it is considered as a progress.

- How is school administration helping most advanced students?

It is helping through different quizzes and programs.

- Do you focus more on students who show interest and ability?

I focus on everyone equally, I focus to those who have difficulties to motivate them learn more and to those who are advanced to improve even more.

- How do you manage some differentiated approach – students who need more attention because they are more advanced or because they are lagging behind the others?

I use different approach in order to manage working with all students.

4.1.12 Elementary school “Ismail Qemali”I-b – Gostivar

The interview was made on 09.12.2015 in the elementary school “Ismail Qemali” Gostivar. The interview was made with a first grade teacher, who explained that visual learning is much effective for first grader; helps keep them focused and learn easily. The answers are as listed below:

- How do you determine what one child’s preferences/difficulties are?
Each student has different preferences and difficulties. I choose preferences based on learning style, whether they prefer visual learning or particular class activity. Difficulties are mostly on questionnaires and evaluations.
- Let’s say you teach something that is familiar to some of your students. How do you behave then?
I mostly focus on students for whom the lesson is less familiar.
- What tools you use to have child’s focus?
I use visual tools and reward chart to encourage them.
- How will you know the student is making progress?
I use checklists, assessment form based on homework, classroom activities, worksheet and short term tests.
- How is school administration helping most advanced students?
School administration awards them with certificate and participation at school competitions.
- Do you focus more on students who show interest and ability?
I try to focus but most of the class time is focused on those who need more help.
- How do you manage some differentiated approach – students who need more attention because they are more advanced or because they are lagging behind the others?
I try to use activities that mostly are acceptable for both groups.

4.1.13 Elementary school “Ismail Qemali” I-a – Gostivar

The interview was made on 09.12.2015 in the elementary school “Ismail Qemali” Gostivar. This interview was also made with a first grade teacher, who explained that it is hard in overcrowded class to focus on those who are talented, instead tries to focus on all pupils in class. The answers are as listed below:

- How do you determine what one child’s preferences/difficulties are?
If the student react with positivity and is engaged in the task or activity that is a sign it is a preferred topic otherwise it is not.
- Let’s say you teach something that is familiar to some of your students. How do you behave then?
I teach it anyway by engaging the students who know already the subject more in order to help those who are not familiar.
- What tools you use to have child’s focus?
Mostly I use pictures and trying to name what students see in the picture.
- How will you know the student is making progress?
Is he takes actively part in class all the time, regularly is making his homework.
- How is school administration helping most advanced students?
By offering to advanced students participation in competition.
- Do you focus more on students who show interest and ability?
I try to focus on all my students.
- How do you manage some differentiated approach – students who need more attention because they are more advanced or because they are lagging behind the others?
The students who are more able I give them extra exercises to work on whereas on the other students I give only the tasks that are in the book.

4.2 Parent Questionnaires

- **How does your son/daughter do well?**

Parent 1: She is very focused in class during teacher's explanation of the new lesson, repetition, also working at home under parents' supervision repeating the lessons and by doing homework.

Parent 2: She is doing well by listening English song and watching cartoons all in English.

Parent3: He repeats the new word all the time and makes a lot of questions about the new word.

Parent 4: She uses I pad and computers all the time, watches cartoons and through them she learned a lot of words.

- **How do you think your child learn best?**

Parent 1: The best way until now was watching cartoons, in a visual way and by listening all of them in English.

Parent 2: She learns by repeating. I and my wife tried to teach her poetry for children and other things for some times and she learned them.

Parent 3: His strength is listening, he can easily remember if he listens a couple times the word or song.

Parent 4: The best way she learns is by watching and listening.

- **What difficulty does he/she is faced with at school?**

Parent 1: Most difficulties which the child might face in school is the class size, if there are more than 30 pupils it's hard for the teacher to focus and help all the children, it's hard to make a repetition or give the needed space to talk every pupil.

Parent 2: The main difficulty until now has been the attention teacher pays to children. The class is huge and there is no chance to spent time on children one by one and meet their needs.

Parent 3: The main difficulty I think is that in school there is not enough space to express his talent.

Parent 4: The main difficulty in school is that there is no challenge enough. The school should be interesting and challenging for students.

- **What is the good side about the school?**

Parent 1: Commutations, working in groups, learning based on games, drawing picture formulating words

Parent 2: Learning new things, socialization, collective life, etc

Parent 3: It could be communication, having friends, learning easily.

Parent 4: They can easily make friends, socialize.

- **What do you think should be improved with regard to your child's abilities and preferences?**

Parent 1: Having private courses in English language would help more.

Parent 2: Improve the class conditions, have smaller groups and more qualified teachers.

Parent 3: There should be more space for the new talents and how children can express their talent. New ways of learning, for example learning should be fun, have more games, children should not feel the stress of going in school.

Parent 4: The class should be smaller, have fewer children and provide challenge in order to have children attention and in this way there will be fun for them.

- **How do you think this school year is progressing?**

Parent 1: This year the progress is huge because the previous year the group was larger and the learning process was more difficult, this year the groups are smaller about 20 children and the learning process is much effective and helpful. It's hard for the teacher to handle that entire group and have discipline in class, this year the new teacher has more abilities and the group is smaller so the learning process is much progressive.

Parent 2: This is her first year in school and until now the progress is good, even though it can be better.

Parent 3: My son is in first grade and until now I think it is very well.

Parent 4: Since my daughter is second grade, comparing to the first grade it is progressing much better because she has friends, feels familiar with the teacher and the class.

- **What are his/her challenges?**

Parent 1: Challenges are more in vocabulary, the new words that are more difficult.

Parent 2: She is very sensitive child and it's very hard for her to make the first step and talk, if the teacher doesn't give her attention she might know the entire subject but would never talk about that.

Parent 3: The main challenge is writing, he just started learning to write in native language.

Parent 4: The main challenge I would count the way teaching is carried, for some children it is very good but if there are advanced children they get bored easily.

- **What do you think there is needed to be improved?**

Parent 1: Instead of having two classes in English there can be five in one week, more English classes, teachers should have more skills and knowledge for English, they should have pedagogical skills to know how to approach to children, teachers should use English much often even though children are young and English is their second language it's hard to understand but its more useful to talk more English.

Parent 2: there could be improved school conditions and also the program. According to my information the school program is dedicated for children who spend all the day at school, but our children have only 4 or 5 hours.

Parent 3: Teaching strategies is the main thing that should be improved; environment and technology should be used more in class.

Parent 4: Maybe learning strategies, or using more technology in class since most of the children already know and understand technology.

4.3 Class Observation

The observation was made in three elementary classes chosen randomly, the main focus during the observation was the way teachers treated the most able pupils, the strategies they used during the teaching process, the way the teacher transmits the knowledge to the students, how teacher qualities affected student's attitude toward the subject and students response to the different strategies used in class. The observation was carried out in four classes in elementary schools in Skopje, pupils were first and second graders, and class duration was 45 minutes.

4.3.1 Class I

In the first observation, there was a class with 32 students; it was a first grade in Skopje. The class started with a warm greeting for the new person in the class. The teacher started by counting who is absent and then continued with a warming up exercise. The subject was “My Family”. There were questions about the previous lesson in the same subject in order to recall what pupils remember and by repeating to recall what ones might have forgotten. There was no need to be informed from the teacher who is more able in English Language class because in this class it was obvious. From the beginning of the class, there was a golden hair girl, who was active all the time and tried to be as noisy as possible in order her answer to be heard. In order to keep the privacy the student ongoing the research will be named as Student A.

Involving all the pupils in the activities was a very important task for the teacher in order to keep the balance in class, help those who are lagging behind and also to not obstruct the advanced ones. Continuing with the other exercises there could be notices that student A was active all the time, obviously, she had very good social skills, she showed readiness to help others in exercises that were not clear to everyone. She behaved as teachers’ assistant in teaching.

Diverse strategies used in class were purposefully in order to meet all students’ needs. First students were divided in groups; there was a mix of very good students with others who are lagging back because teacher thought in this way all students learn easily, some asking their friends whereas some asking the teacher until exercise is understood. A lot of questions were asked in students’ native language while teacher tried to respond in very simple English.

4.3.2 Class II

Observation in the second class was more fun. The class was second grade; there were 35 students in Skopje. Students seemed very curious to see someone else there and they tried all the time to show how much they know, how good they are and asked a lot of questions. The class started with warm-up activity by repeating the last lesson and most of the students knew the answers and were very active. The teacher presented the new subject and it was “My food”. It was an interesting subject for second-grade children because they would learn how to name things they eat every day. The teacher had prepared pictures of food and sticks them to the blackboard so everyone was able to see.

A high achiever in this class among all these bright students was one boy whom hereinafter will name him as Student B. This student was very active; he knew all the answers what was asked by the teacher. It is chosen these students as high achiever because the class teacher suggested him as

the one who learns faster than others, has his own way how remembers the new words and he always performs and the top of the group. He is courageous and makes questions all the time.

Strategies used in class were also diverse, the teacher asked questions that were already answered in order for the students who are lagging behind to have clear and be more courageous to answer again. This was a very useful way to help everyone participate in class, even those who are not very good students.

4.3.3 Class III

The third observation was held also in Skopje, a second grade class with 30 students. The lesson started with warm-up activity by repeating what was learned in the previous class. After this activity, the teacher started asking students what pets do they like and can they name any of them. To my amazement, they already knew most of them and were competing who will name more. They started talking about the pets they keep at home, their names and how much they love them.

As high achiever, it could be spotted a girl, who knew most of the animals to name. She was interested all the time in the subject and tried to learn the new words she didn't know already and used them all the time during the class. Those animals that were not mentioned by the teachers she raised her hand and asked all the time. Clearly, the other students addressed toward her for help and she enjoyed while helping the others.

Strategies used in class were also diverse, there was a puzzle with animal pictures and students should fit all the parts to get the whole picture. Another strategy was drawing and painting, students in their notebooks should draw their pet and paint it with colors, name it and the teacher would grade it at the end. What was specific in this class was the treatment the teacher did to every student; he exactly knew who needed what. While everyone was learning how to write the word "dog or cat", he asked from Students C to write other words like "rabbit or turtle" which for second graders are large words.

4.4 Analysis of Results

The three instruments used in this research gave accurate answers to the questions whether early identification of G&T children contributes in nurturing and expanding their intelligence and proper teaching strategies assists in better focus and attention during class. According to the results gathered it can be realized that the needs of gifted and talented children in English language classes in our school system are not met. Gifted education in early years in Macedonia is not provided and there is a need for more research, debate, and consultations.

From teachers interviews, it is confirmed that contribution of teachers in collaboration with parents is essential for advancing the gift children might have. Through this research, it is proved that is children considered gifted and talented are not identified early and there is no proper treatment, there is a risk for not being challenged enough by which they might lose interest in the subject, feel bored during class and start making inappropriate behavior. In this way most probably we tend to lose the capacity and talent the children have.

Concerning the tools or the strategies teacher use to have students focus, from the interviews we come to understand that there are being used very little the advanced strategies like technology or group work. Instead, some teachers use more obsolete methods by raising their voice or asking questions. What is very important to note here is that there is a difference between public and private schools. Teachers from private schools answered that in order to keep students' focus used flashcards, story books, posters, videos, drawing etc. In this case the resources private schools have at their disposal and their usage facilitates using advanced teaching strategies in class.

Regarding the question if teachers teach something that is familiar to the advanced students, most of the teachers try to manage the situation by giving them extra material or divide class in groups where advanced students explain to the rest of the group what they already know, but there most of the teachers claimed they ask from the students since he knows the subject, to be quiet until other children learn the same lesson.

On the question whether teachers focus more on the advanced students the answers are surprising because from thirteen teachers who answered the interview question only two of them admitted that during the teaching of English language they focus on the students who are more advanced than others, whereas the other teachers admitted that they never focus more on advanced students instead they focus on those who lack behind. This is an indicator showing us the low awareness teachers have for gifted and talented students they might have in their class. In this case, there is not a possibility to make identification of gifted and talented children.

Another important factor in the realm of gifted and talented children is the school administration. In this research, it is revealed the negligence of school administration toward G&T children. Six teachers emphasized that school administration doesn't undertake any measure in this area. The other teachers as a measure listed schools quizzes, competition between two schools or at the end of the academic year it is chosen as the best student of the year and award them certificates. Eventhough this might seem like a step forward it has to be noted that not adequate. Also, schools do not provide professional counseling service to which students or parents could address issues and concerns they might have. Hence this is an indicator that gifted and talented children are left behind in our education system.

From a parents point of view, the best strategy their child learns are visually and by listening. One parent answered that their child repeats many times what learns but again it includes watching and listening, since in the previous question how their child is doing well it is answered that their child learns by watching English cartoon and English songs.

Parents agree on one issue and that is class size. All parents answered that their child finds difficult to learn and express themselves if the class size is huge. Also, this affects teacher attention because they cannot give the needed attention to every student but they will choose to focus on those who are the best or those who lack behind. Concerning the next question for parents what should be improved in class, their answer was the class size, qualified teachers who could challenge children and use different learning strategies and provide space to new talents to express their talent.

Challenges in learning English language, parents of young learners find in writing and vocabulary. Additionally, the second parent mentions the difficulty the child faces because of shyness and missing courage to step up and talk. In this case, if teacher's attention is missed toward this child, it will remain "unknown" and might know the entire lessons but would never talk if the teacher doesn't identify and work with her.

Using technology in class is another issue parents think should be improved. Since learning and teaching have been changed recently, this is an issue that has a great impact on both. Nowadays most children are familiar with technology, they use it since the early years and learning through technology has become inevitable. By integrating technology in classes can make teaching and learning entertaining. Children will cooperate in learning new things especially words and it will give the opportunity to have better interaction with their classmates which will encourage collaboration.

Furthermore, having more English language classes is another requirement from parents, children in school have two-three English language classes during the week, indeed there should be five.

Findings

The instruments used in this research for collecting data whether in our schools have met the needs of gifted and talented children has given us specific information. According to the results gathered we can realize that the needs of gifted and talented children in English language classes in our school system are not met. Gifted education in early years in Macedonia is not provided and there is a need for more research, debate, and consultations.

Different factors were taken into consideration like teacher's preparation and knowledge to teach gifted young learners, the tools they use during teaching, parents awareness and possibilities they have to support and help emotionally their children, school administration they were all taken into consideration and were analyzed in order to achieve accurate results.

While analyzing of the results emerged from three instruments used in this research, the information was sufficiently to answer the main questions in this study. The answers of the questions below will give us specific data gathered during the research.

1. Does early identification of gifted and talented children produce better results in the learning process?

Based on the results gathered it can be concluded that early identification of gifted and talented children is substantial in the forthcoming process of developing the talent or giftedness. According to parent's answers, teachers should be more pedagogical background in and training in order to give suggestions or advice how parents to act and what to do next. Teacher of Young English Language learners should be aware of the characteristics of gifted children and have a solid understanding of this special education.

2. Will understanding the social and emotional needs of gifted and talented children will help to achieve better results in school?

Understanding the needs of gifted children on social and emotional aspect is hard for teachers but also an essential tool in the progress. The pressure society puts on children

“to be like everyone”, has a negative effect on the children. It makes them lose self-esteem on their abilities and affects how they behave. Gifted and talented children especially ELL should be understood and help them express themselves, and guide their energy on areas where they can establish passion and self-satisfaction. Unfortunately, during this research, it could be concluded that the social and emotional needs of children are not being taken into consideration and it is not being emphasized this need.

3. Do teachers teach using the appropriate teaching strategy for gifted and talented students?

Based on the data gathered in the research it can be concluded that the teachers don't use convenient teaching strategy for English language talented learners. From teachers' answers, it can be seen that their focus is not on the talented students but on all students in the class, especially to those whom the lesson is less familiar. With this attitude, it is beginning prevented the engagement of the advanced students in activities. With this teaching strategy learners with higher talent and ability become demotivated and bored during the class and lose their interest in learning English.

4.6 Research Hypothesis

H1#Identifying gifted and talented students as early as possible is better and easier for the teacher and parents to help to nurture and consolidate their giftedness.

Based on the results of the interviews this hypothesis is proved to be right. Since teachers who are aware of the social and emotional needs of G&T students are able to help them much more in their way to success. Teachers are informed about the methods for successful teaching and how to achieve higher results with these students. According to Gallagher and Coleman (1994), poor communication between teachers and students leads to a lack of opportunities to observe and understand children including ELL. The possibility of easy identification of ELL to be identified is through the collaboration of educators who will bring the necessary information about the children from different sources.

H2# Using appropriate teaching methods in a class with gifted students will make learning interesting and fun for them

Hypothesis proved to be true according to the research. Most teachers who were part of this research were not using different methods during teaching, and they were not paying special attention to the students who were advanced in their course but mostly their attention was focused on children who were behind with lesson. With this method of teaching, advanced students can get bored in class and they will try to entertain themselves by making troubles or distracting others from the lesson.

H3# Teachers who have appropriate G&T education will increase ELG&T students capacity and self-esteem

According to the results of this study, this hypothesis proved to be correct. This issue is not mentioned directly in the interviews with teachers, but from their answers they let us understand that unfortunately, they are not able to recognize giftedness in their pupils. Having basic knowledge about the importance of these talents and capacities would help teachers to identify and work more with these children. Their low awareness makes pupils to lose self-esteem, get bored in class, lose attention and end with lower results. The attitude to help pupils who lay back and not focusing on pupils that already know shows low self-awareness and poor educational background of the teacher.

H4# Smaller Class size gives space to express English Language Learners themselves with ease

Based on the results of this study this hypothesis proved to be correct. Even though it was not one of the questions on the parent's questionnaires it was addressed as a significant factor that has an impact on children learning process and outcome. The classes in our schools are overcrowded with much more students than one teacher can handle which impacts on the quality of teaching. The impossibility of dedicating attention and time to each child as much as they need, the academic year ends without the expected results.

H5# Usage of technology in class while teaching the English Language helps students

Technology has become our everyday life tool, and it has become a necessity in teaching also especially English language. Based on the results this hypothesis proved to be true since parents claimed their children learned their first words in English through the usage of technology. It will ease the teaching process and make it learning entertaining. Using applications creatively, putting some music on and children learn the lyrics in English language or play short movies, shall make children have fun, learn easily and will not get bored in class which is very important.

Chapter V

Conclusion and recommendations

5.1 Conclusion

This study aimed to find out the needs of young English Language Learners in elementary schools in the Republic of Macedonia and whether those needs are met during the education process. In this study were used three instruments which include teacher's interview, parents' questionnaire, and class observation. Thirteen schools participated from three major cities in the country and from all participants it was gathered data which was helpful to conclude that the previously stated hypothesis were correct. The results obtained from the instruments used for research made us clear that the main hypothesis of the research which states the importance of collaboration of gifted and talented students and teachers, who have gifted and talented knowledge or special education, pay attention and use proper teaching strategies, can nurture and expand children's' intelligence and the highest potential will be reached, is standing as correct.

According to the issue of teachers with lack of knowledge or understanding of the special needs of gifted children, stands clear that concrete steps should be undertaken from relevant institutions, in order to have a future generation of gifted and talented children with an appropriate education. Since, our future depends from these children in all areas of our life; it is time to give them what they deserve.

Administrative support from school administration and Ministry of Education is obligatory. From the research, we came to the conclusion that the above mention institutions are doing very little to come in help to gifted and talented children. First of all should be carried out a special course in universities to prepare teachers how to teach gifted children, then establish a special school for gifted and talented learners with special curriculum and teaching techniques for intelligence that learners will be identified.

The crucial issue for further development understands emotional and social need and development of the learner. It is important for the teacher to recognize the traits of the gifted student and adapt the teaching in order to fulfill the emotional need also, instead of focusing only on cognitive area. There are gifted learners who have low self-esteem, anxiety, procrastinate all the time or who are hyperactive. They also face the social problems often, for some of them it is hard to make

friends, or are under peer pressure for various questions. Adapting the curriculum to these needs and teaching strategies will make it easier for them to overcome fears or problems they are facing.

Notably, putting gifted and talented children in the same class as other children loses their interest on the subject prevents teachers' attention and advanced students are forced to listen to what they already know. Instead of progressing, advancing in the subject gifted children will become bored and lose interest during class. Furthermore, gifted and talented learners need to be challenged daily in their talent. In classes with a huge number of students, it is impossible to challenge gifted children. On the other hand, following the evolution and identifying areas of the progress and regression of gifted children in large class size is extremely difficult if not impossible for one teacher.

5.2 Recommendation

While collecting data for this research, the first thing that could be noticed was that it doesn't exist special school or program for children with giftedness and talent. As the first recommendation starting from the importance I would consider establishing a special school for gifted and talented children. In normal schools where all children learn with one curriculum, gifted students can be disadvantaged since their needs are not met. The second important reason is that normal schools can kill their talent and giftedness. If a talent doesn't get nurtured it can lead to boredom, frustration, behavioral problems, and might end up as an underachieved student. Developing special programs and policies for gifted and talented, teaching according to them is essential to achieve the maximum potential.

During this research, it was found that there are shortcomings in the school system in supporting the gifted and talented children. I would recommend in every school to have professional School counselor knowing Gifted and Talented Issues, who will be properly educated on the giftedness, which are able to make the identification of gifted children and have knowledge on the technique how to support the student emotionally, socially and cognitively. School counselors should team with parents, psychologists, teachers, and others who influence gifted and talented students to conduct staffing on such problems as an underachievement, social adjustment, or severe personal issues (VanTassel-Baska, 1990).

Having teacher training programs devoted to giftedness and issues that have to deal with it, will be helpful for teachers to understand their students and gain knowledge how to conduct children and situations they face every day during teaching. Furthermore, having knowledge about differentiated instructions strategies could be helpful and challenging for gifted learners. In order to know what each student's knowledge degree is, the teacher should use differentiated strategies to know who knows what. It can also be helpful to challenge the student by guiding to new stages of knowledge. Additionally, it will help teachers to meet every student individual need and understand how students learn better.

A focus should be paid on the role of the family in the education of the gifted child. Since in the early years all children rely on parental care, this makes an important issue for special research and discussion. In order to meet the normative standards for physical and psychological growth children must receive emotional care and psychological protection. These are the principal issues to achieve all other stages. Parents awareness on their children giftedness and talented is substantial in their further development and education. If parents don't have the needed knowledge they won't be

able to identify and to contribute to children's development and academic performance. This makes essential the involvement of parents during the identification process and informs them about the importance of giftedness.

5.3 Limitations

In this study were used three instruments which gave us accurate results but we faced limitation during the realization of this study. As first limitation, I would count the small number of participants, especially parents who expressed less interest to participate in this study. With lack number of parents who participated in this study, it is hard to understand the overall opinion about the school from parents' perspective, how they help their child learn best and what children face in everyday duties. Since we mentioned the importance of parents in gifted children education, we can't give specific data about how parents give the needed attention to their child, also how they support the emotional needs of their children.

The study took place only in three major cities in the Republic of Macedonia, which does not give a clear picture whether the situation in the whole country is the same or there are schools and teachers who give more support gifted and talented students. Since the impossibility of the researcher to reach more cities, the findings in this research should not be generalized in the whole country. Broadening the study in more cities in the country, could have given us more accurate results and could be used to represent the overall situation in the country.

Even though there were clear instructions for the teacher interviews there is no way to examine the information that was discussed during the interview. Since the answers are very short and similar without extended explanation, makes us question the honesty by which answers are given.

Another limitation was that there are not officially appointed gifted children who have taken the test for giftedness. Teachers before starting the interview explained that they will answer the questions for students who are academically advanced or the best student in the class, but they haven't made any exam or test that proves their talent or giftedness. The lack of official institution or school for gifted children deprives us of more accurate research studies. The absence of officially identified gifted children in any subject makes it difficult to have an extended research.

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