

**A PRIMARY SCHOOL 2ND GRADE GIFTED STUDENT'S
MOTIVATION IN LEARNING ENGLISH AS A SECOND
LANGUAGE**

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**A PRIMARY SCHOOL 2ND GRADE GIFTED STUDENT'S
MOTIVATION
IN LEARNING ENGLISH AS A SECOND LANGUAGE**

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Gamze PİŞGİN

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Approval of the Graduate School of Educational Sciences



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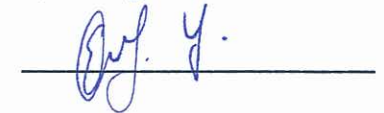
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ABSTRACT

A PRIMARY SCHOOL 2ND GRADE
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IN LEARNING ENGLISH AS A SECOND LANGUAGE

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The purpose of this study was to gain insight from a student who was identified as gifted, to understand her motivation in regards to learning English and to determine if her gifted characteristics affect her motivation in her English language learning process.

After a comprehensive literature review on the thesis questions, qualitative case study methodology was used. The participant identified as gifted with the WISC-R Test conducted at İstanbul Avcılar Counseling and Research Center, was observed in her English lessons with the permission of the school principle and her English teachers during the first and second semesters of the 2013-2014 educational years. This inquiry was employed with self-completion questionnaires, life story interviews, semi-structured interviews, informal talks, a long duration of classroom observations and diary notes as data collection tools. Most of the research and questionnaire questions about motivation were prepared considering the characteristics of gifted students and were shaped during the observation process.

The student's motivation and willingness in performing the given tasks outside of the classroom like doing her reading, writing, speaking and listening homework were also examined for the data collection process of this study.

After a long observation process the findings were evaluated from multiple perspectives by referring to the literature review of this study.

The findings indicate that the participant's characteristics of being a gifted learner are reflected in her English learning performance. The research has also revealed that there is a strong relationship between the activity types and the participant's motivation.

Keywords: Gifted Student and Motivation

ÖZ

İLKOKUL 2. SINIFTA OKUYAN ÜSTÜN ZEKALİ BİR ÖĞRENCİNİN İKİNCİ DİL OLARAK İNGİLİZCE'Yİ ÖĞRENMEDEKİ MOTİVASYONU

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Bu çalışmada, ilkokul ikinci sınıfta okuyan üstün zekalı bir öğrencinin ikinci dil olarak İngilizce öğrenmedeki motivasyonunun incelenmesi ve katılımcı öğrencinin üstün zekâlı olma özelliğinin, onun İngilizce öğrenme motivasyonu üzerindeki etkilerinin araştırılması amaçlanmıştır.

Tezin konularıyla ilgili kapsamlı bir literatür taramasından sonra, bu çalışmada nitel örnek olay metodu kullanılmıştır. Avcılar Rehberlik ve Araştırma Merkezinde uygulanan WISC-R Test'iyle üstün potansiyelli tanısı konulan katılımcı öğrenci, okul müdürünün ve İngilizce öğretmenlerinin izniyle, 2013-2014 eğitim öğretim yılının birinci ve ikinci dönemleri boyunca İngilizce derslerinde gözlemlenmiştir. Bu araştırma yaşam hikayesi röportajları, yarı yapılandırılmış görüşmeler, resmi olmayan konuşmalar, uzun bir gözlem süreci ve günlük notlar ile gerçekleştirilmiştir. Araştırma ve anket sorularının çoğu üstün potansiyelli öğrencilerin özellikleri dikkate alınarak hazırlanmış ve gözlem sürecinde şekillenmiştir.

Katılımcı öğrencinin sınıf dışı verilen okuma, yazma, konuşma ve dinleme ödevleri gibi görevleri yerine getirme motivasyon ve istekliliği de çalışmanın veri toplama süreci için incelenmiştir.

Uzun bir gözlem sürecinden sonra bulgular çoklu bakış açısıyla değerlendirilmiştir. Anketlere verilen yanıtlar ve katılımcı öğrencinin İngilizce öğretmeninin, öğrencinin dersteki motivasyonu ve gelişimiyle ilgili yorumları, öğrencinin üstün potansiyelli olma özelliğinin, onun İngilizce eğitimine karşı tutumlarının ve motivasyonun üzerindeki etkisini keşfetmek için değerlendirilmiştir.

Çalışma bulguları katılımcının üstün zekâlı olma özelliklerinin onun İngilizce öğrenme performansında da etkili olduğunu göstermektedir. Araştırma bulguları aynı zamanda aktivite türü ve katılımcının motivasyonu arasında güçlü bir ilişki olduğunu açığa çıkarmıştır.

Anahtar Kelimeler: Üstün Zekalı Öğrenci, Motivasyon

To My Dearest Daughter...

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This thesis is dedicated to my grandpa's soul who I lost towards the end of this study.

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
ESL	English as a Second Language
ELT	English Language Teaching
ESP	English for Specific Purposes
SDT	Self-Determination Theory
IQ	Intelligence Quotient
IAS	Iowa Acceleration Scale
LAS	Low Acceleration Scale
DAP	Developmentally Appropriate Practice
NAEYC	National Association for the Education of Young Children
WISC-R	Welcher Intelligence Scale for Children
TUZDER	Tüm Üstün Zekalılar Derneđi

Chapter 1 : Introduction

1.1 Theoretical Framework

In the past, educating gifted and talented students has been dominated by concerns about their learning, more recently attention has been paid to aspects of their emotional and social development (MOE, 2000).

The citation above shows that although the acquirement of giftedness may seem like a chance, it is not enough alone for the success of a student. There are other peculiarities that affect the successes of both the gifted students and those ones that have no this talent. Educational research systematically applies a variety of methods to gain trustworthy, dependable, and useful information about educative problems and processes (Ary, Jacobs & Razavieh, 1996; Gay & Airasian, 2003). If it is taken into consideration the most focused issues in psychology of education, it is encountered that the concepts of 'motivation' and 'attitudes' are in the lead (Dörnyei, 2005).

Traditionally, intelligence and aptitude were the focus points of the researchers and were considered by the teachers as the touchstones of the success in language learning. However, it cannot be said that they are enough to explain the differences between the learners' success rates. Recent studies have concentrated on motivation with the suggestion that it gives rise to this difference. Regarding this issue Lum (1960) states that despite the similar aptitude that the people have, the differences in their scholastic success may be explained with their different motivation. The findings of the study done by Gardner, Smythe, Clement and Glikzman (1976) have also indicated that despite the intelligence and attitude variables significant influence on the estimation of performance, attitudes and motivation have also great effects on the success in second language learning.

Gardner and MacIntyre (1993) identify attitudes with positive or negative postures about a language. Motivation is an abstract concept for the explanation of the people's behaviors and thoughts (Dörnyei, 2001). Dörnyei (2001b) posited three aspects of motivation, namely the choice of a particular action, the persistence with it, and the effort expended on it. In terms of language learning Gardner (1985, 2010)

defines motivation as the desire, positive attitudes and the energy invested in learning the language.

1.2 Statement of the Problem

English has gained prestige and popularity with the globalization and integration of the European Union and it has become one of the compulsory subjects in the Turkish education system. Therefore, the Ministry of National Education set a new schedule for English lessons depending on the Common European Framework. On the other hand, it has been the motivation factor that has been discussed much for its importance to be given place in the designation of the curriculum. As a very broad topic, many different types of research have been conducted about the concept of 'motivation'. However, there are few studies conducted in regard to gifted students' language learning motivation.

Examining the gifted education history in Turkey, it has been revealed that it was started at Enderun (The Palace School) in Ottoman period. It was the first gifted education school (Cakin, 2005) where the aim was to grow talented commanders for the army and strong management people for the empire. However, looking at the resources it can be said that it was in the year of 1960 that the first implementation of Special Classes and Ability grouping classes for gifted students started at Ankara's several public elementary schools. As a more recent history, education of gifted students started in Ankara Science High School in 1964. At this ministerial (ministry) school the goal was to educate researchers and scientist (Ataman, 1976). Although a few more schools were opened in the purpose of raising scientists in those years, they were all closed one by one by the year of 1973. After that, some of the private schools started to provide gifted education. However, at the present time the only known public school is Beyazıt Ford Otosan Primary School offering education for gifted and talented students in Turkey. Nowadays, it is a matter in hand that this school is also about to be closed. (2013, July 18) *The Haber Türk*.

Despite the instability about the gifted students' education at public schools in Turkey, following the example of the Yeni Ufuklar College (New Horizons College) many private schools have started to provide special classes for such students. These schools are also known with their claims about the qualified English education. The

question here is whether or not these students' giftedness affects their motivation in English learning.

1.3 Purpose of the Study

The purpose of this study is to investigate the motivation of a primary school second grade gifted student in learning English as a second language. Although many alternative gifted education implementations have been advised by the researchers up to now, it is obvious that there is no suggestion for the English lessons. It was aimed to examine the effects of the participant's gifted characteristics on her motivation in her English language education.

The intention was to build a complex, holistic picture of the participant gifted child. It was also intended to share the results with the participant's parents, English and classroom teacher and with the administrative staff. It was intended that, the findings of this research and the pedagogical implications proposed would shed light on the further studies. The findings could also be beneficial for the material developers for improving the efficiency of teachers and the efficiency of special programs for gifted students.

1.4 Research Questions

Research questions guide investigations and are concerned with unknown aspects of the phenomenon of interest (Teddlie & Tashakkori, 2009).

The following set of questions guided the process in this study:

1. What is the nature of a gifted student in learning English as a school subject?
2. How far does her endowment affect her motivation in English learning?
3. What effects this student's motivation in learning English?
4. Which one preponderates for her motivation: 'intrinsic' or 'extrinsic' motivation?

1.5 Significance of the Study

It is expected that the findings of this study will shed some light upon programming practices for gifted children in the English language learning environment.

It might guide the educators so they could raise their gifted students' motivation and their competencies in the target language. In other words, it is assumed that it can supply the teachers with the knowledge of the gifted students' needs. Being aware of their differences, the educators might have an in-depth look into the evaluation of these students' learning process.

The author would be pleased to share the results with the school staff and anyone who is interested in this topic. It is also intended that, the findings of this research and the pedagogical implications proposed in this study will be useful for further research. The findings may also be beneficial for those who are involved into the process of the material development, as well as improving instructional methods for gifted ELLs.

Chapter 2 : Literature Review

2.1 Motivation

Literature review has shown that the concept of motivation has been handled from different perspectives in the history of teaching English as a foreign language. In this part of the study the definition of the notion of motivation will be given place.

2.1.1 Motivation defined. Motivation concept is encountered while searching about the underlying reasons of all the actions of people.

You say you have thirty kids in your room. And you say that most of them are good kids and doing all right in school... yes, some are even a joy to be with.

But you say there are a few-three or four, on some days five or six- who are really difficult. They don't get into anything, they won't stay with anything, they don't seem to want to learn anything-they are just not motivated.

And you say to yourself, 'If only I had time that I spend worrying about those kids to devote to my other children. If only I could find a way to motivate those kids, my class would be really fine.

And you dream that somehow, somewhere, someday, someone would tell you how to motivate those kids (Drew, 1974, p.5).

This is a very common situation that most of the teachers encounter in the school environment. Indeed, the teachers, following the same idea, show the students' unwillingness as the reason of this situation. Although it has been explained with different concepts as aptitudes and learning styles (Dörnyei, 2005), "sickness, administrative problems, changing schools", or "intelligence" (McDonough, 1989, p.125), motivation is seen as the primary cause of this reluctance by the teachers. When it comes to the lessons of foreign language, it has been examined from many different angles by many researchers in various countries up to now. Many studies, throughout history and across the world, have been conducted to reveal the ways that promote the success in the field of second language acquisition. As for the other learning models, the motivation theory is not only

explicitly but also implicitly seen as an important variable in language education, as well (Maerh & Meyer, 1997; Walberg, 1981). So, the study has concentrated on the effect of the motivation in foreign language learning (Chen, Warden & Chang, 2005; Csizér & Dörnyei 2005; den Brok, Levy, Brokelmans & Wubbels, 2006; Dörnyei 1990, 1994a, 1998, 2001a; Dörnyei & Clément 2001; Dörnyei & Csizér, 1998; Dörnyei & Kormos, 2000; Oxford, 1996; Oxford & Shearin, 1994; Noels, 2003). Many of these studies have been inspired from Gardner and Lambert (1959 as cited in Dörnyei, 2001b) who investigated motivation factor in social psychological framework and developed scientific research techniques, and standardized evaluation and assessment methods.

The notion of motivation is a major concern in the educational environment, and myriad definitions have been brought forward for this concept. Dörnyei, Csizér and Németh (2006) point out that motivation is among the key elements in finding out accomplishment or failure in language learning. It is accepted that motivation is the cornerstone in learning in the sense that it helps to the teacher to observe how eager their students are to learn. According to Tremblay and Gardner (1995) beside their aptitude, people's motivation is also directly proportional to the performance in second language acquisition. Oxford (1990) specifies that by observing students' language learning process it can be understood that the motivation has a direct impact on language accomplishment. Chambers (1999), Dörnyei (1998) and Oxford (1990) state that motivation and achievement are directly proportionate to each other and in the absence of one, the other one undoubtedly cannot exactly be present either. Macaro (1997) and Van Lier (1996) also specify that success and motivation are both intimately correlated with each other. Harmer (2001) states that 'motivation' is "some kind of drive that pushes people to do things in order to be successful at something" (p. 51). The common point of all these views is that the motivation is "what gets you going, keeps you going and determines where you are trying to go" (Slavin, 2006, p.317). So, motivation can be thought as goal-directed behavior. (Demir, 2011)

2.2 Historical Perspective in the Study of Foreign Language Learning Motivation

When studying the history, one can see that the ‘motivation’ issue has existed for many centuries and still is central idea of education. Psychologists studied motivation much to define it sophisticatedly. It was in 1950s that the first study about second and foreign language learning motivation was conducted in Canada by the social psychologists Lambert and Gardner (1959). They were not linguists; however, they conducted a research on the second language learning. The reason of that was the effect of the relationship of French and English speaking societies on Canadian social and political culture. Gardner and Lambert’s (1959) most significant contribution to this field has been that learning a second language is unlike learning any other subject since it “involves imposing elements of another culture into one’s own life space” (Gardner & Lambert, 1972, p. 193).

It is clear that learning another language is not like learning math or word processing; especially in adolescence, it is likely to involve not only the linguistic and cognitive capacities of the learner as an individual, but her social, historical, emotional, cultural, moral sense of self as a subject (Kramsch, 2001, p.12).

Later, Dörnyei (2005) supported this statement on dissimilarity of learning language with learning of any other subject by claiming that it is easily influenced (positively or negatively) by a range of social factors, such as prevailing attitudes toward the language, geopolitical considerations, and social stereotypes. In his another study defended his own claim by saying that:

In the acquisition of a second language, the student is faced with the task of not simply learning new information (vocabulary, grammar, pronunciation etc.) which is part of his own culture but rather of acquiring symbolic elements of a different ethno linguistic community (Gardner, 1979, p.193).

2.3 Learning Theories and “Motivation“

Numerous theories have been put forward for the definition of ‘motivation’. The difficulty, which is encountered in the definition of motivation issue, can be more appreciated if it is considered that it is 'intended to explain nothing less than the reasons for human behavior' (Dörnyei, Csizér& Németh, 2006). Brown (2001) points

out that the suggestions for the definitions may be handled from different perspectives “depending on the theory of human behavior you adopt” (p.73).

The theoreticians’ approaches and the place of the theories about motivation in the learning environment will be explained in the following part of the study.

2.3.1 Behaviorist view of motivation. Although the term of ‘motivation’ often appears especially in educational context, there is little agreement on its exact definition in the literature (Dörnyei, 1998, p.117). Based on the experiments on animals, behaviorists have tried to make the interpretations of human motivation. This behaviorist approach rests on Pavlov, Thorndike, and predominantly Skinner’s theories. These scientists accepted that the motivation was biological and unconscious. This claim was also asserted by the famous philosopher Sigmund Freud in 1966. He stated that the motivation was a psychical energy that compelled the people to perform particular behaviors to meet their needs. According to Williams and Burden (1997), reward thought as the reinforcer was the basis of this strategy for the motivation of people to perform the desired behavior (p.119). Mather and Goldstein (2001) described a reinforcer as “any consequence that strengthens a behavior” (p. 96).

2.3.2 Cognitive view of motivation. It was 1930s when ‘motivation’ was the main concern of the scientists in educational psychology. Since then, the enquiry has been promoted to a sophisticated field especially after the decrowning of behaviorism by cognitivism in general psychology. This development has also resulted in the change of theoretical framework and approaches and it turned in “an exciting state of flux” (Dörnyei, 2001c, p. 18). According to Locke (1996), the number of supporters of the positivist approaches like behaviorism decreased in philosophy because these methods did not work (p.117). Cognitivist theoreticians criticized the limitations of behaviorism since its focus was just on the observable behavior. Pintrich and Schunk (1996) pointed out that the motivation was no longer considered as a reflection of certain inner forces such as volition, instincts, will, and psychical energy. It was not viewed in strictly behavioral terms as a function of stimuli and reinforcement, either. The emphasis was more on the learners’ constructive interpretations of events and the role that their beliefs, cognitions, affects, and values play in the accomplishment rather than the stimuli and

reinforcement contingencies. The theory defended the requirement to change the students' cognitions to be able to switch their motivation to learn.

The cognitive researchers' general views were that people could control their own acts and they could decide on their own in order to reach their objectives. These researchers established four main theories: Attribution Theory, Social Cognitive Theory, Self-Determination Theory and Expectancy Value Theory.

2.3.2.1 Attribution theory. Attribution theories of student motivation were the dominant model in research in the 1980s (Dörnyei, 2003). The guiding principle of the hypothesis in this theory is that the people's current or future achievements are related to their experiences responsible for their successes and failures (Weiner, 1990). According to Weiner (2000), people apply to their past performance and social norms to explain their current production. Beside the broad application of this theory, it is hypothesized that in school and performance contexts students show tendency to attribute their success and failure to a motivation factor, such as effort, the difficulty of the task, chance, character and help or hindrance from others (Cooper & Burger, 1980).

It has been implied that both the teachers and the students attribute the students' academic success to various reasons (Brandt, Hayden & Brophy, 1975; Bartal and Guttman, 1981; Marsh, 1986; Weiner, 1989; Pintrich, Anderman, & Klobucar, 1994).

Attributions are classified into two dimensions by the researchers: internal vs. external and stable vs. unstable. It is said that these dimensions explain "a character trait that decides whether people attribute responsibility for their own failure or success to internal or external factors" (Slavin, 2003, p. 334).

Table 1
The Four Main Elements of Attribution

Locus Of Control	Internal	External
Stable	Ability	Task difficulty
Unstable	Effort	Luck

Adapted from Psychology for Language Teachers: A Social Constructivist Approach, by M. Williams and R. L. Burden, 1997

The elements of the table stand for the “Social Learning theory” that was put forward by Rotter in 1954. The external attribution refers to an agent or force coming from outside. In this attribution type, it is defended that external forces motivate the event. On the contrary, internal attribution assigns people as the responsible ones for what happens in their lives. According to Craske (1988), “internalizers” are the people who feel that they are the direct cause of the event. Weiner (1985) posits that the students become highly motivated if they ascribe their success or failure to the effort they put in to continue the tasks.

The relationship between locus of control and academic achievement was the concern of the researchers, and according to findings of these studies internal learners are more interested in learning, whereas the external learners are very unconcerned. Based on these findings Williams and Burden (1997) suggest the teachers that, they should be more careful when encouraging their students to be not only internal learners especially in learning a language but also to be aware of their cognitive strengths and weaknesses. According to them, the teachers should support their students to take their own responsibility for their own plans for being successful (p.103).

2.3.2.2 Expectancy value theory. The main focus of the expectancy-value model of achievement choice, which was put forward by Eccles and his colleagues (Eccles et al., 1983; Wigfield& Eccles, 2000), is on the hypothesis that “individuals’ effort in achievement is related to their demand of reward” (Slavin, 2006, p.325). Expectancies for success refer to students’ cognitive engagement and their preference to achieve the tasks, and their effort, accomplishment and persistence on those tasks (Wigfield& Eccles, 2000). According to Wigfield (1994), this model involves a wide range of achievement-related impressions that affect people’s values and expectancies that makes it to be much more social cognitive model.

Atkinson (1964) also posited that motivation consisted of three main constituents that are ‘expectancy’, ‘instrumentality’ and ‘value or valence’ (as cited in Salkind, 2008). Expectancy is related to people’s believes in their capacity and expectations for achievement, the concept of ‘instrumentality’ stands for the correlation between success and reward, and ‘value or valence’ means evaluation of the success results (Atkinson, 1964). This was summarized with this equation below

in Vroom's (1964) expectancy theory: $Motivation = Expectancy \times Instrumentality \times Valence$ (p. 15).

Vroom(1964) puts forward that motivation (M), expectancy (E), instrumentality (I) and valence (V) are associated with each other ($M = E \times I \times V$). This equalization means that if any of these values decreases for a person, the value of the rest also approaches zero.

2.3.2.3 Self-Determination theory. Self-Determination Theory (SDT), which was proposed by Deci and Ryan (1985), is considered to be one of the most effectual theories in motivational psychology (as cited in Dörnyei, 2003). Salkind (2008) defined the self-determination theory as: "the experience of choice and endorsement of the actions with which one is occupied" (p.889). He suggested that this theory has three components that are autonomy, competence, and relatedness. According to him, 'autonomy' points out the consistency between a person's performance and emotions, and his or her volition and willingness. It means to live one's life depending on his or her personal preferences instead of the external forces. As for the concept of 'competence', it means the particular requirements of people in particular places. Finally, 'relatedness' indicates the need of belongingness to a specific society and the need to keep the relationship dynamic in this group.

Deci (1992) stated that self-determination means to engage in an activity 'with a full sense of wanting, choosing, and personal endorsement' (p.44). This thesis was also approved by many other researchers later. According to Paris and Turner (1994, p.222), 'the essence of motivated performance is the ability to choose among alternative courses of action, or at least, to choose to expend varying degrees of energy for a particular purpose'.

2.3.2.4 Self-Efficacy theory. Self-efficacy idea, which grew up in the 'Social Learning Theory' (Ashford and LeCroy, 2010), was originally developed by Alberta Bandura on the basis of 'Social Cognitive Theory' (Levin, Culkin &Perrotto, 2001). Bandura (1977) introduced this theory as a reaction to the inadequacy of psychoanalysis and behaviorism as principle. He states that the place of cognition in motivation is disregarded in these theories.

Alberta Bandura (1995), the founder of this theory, defines the concept of 'self-efficacy' as "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations" (p.2). In other words, self-efficacy is a person's belief in his or her experience for being successful in a particular situation. Bandura (1994) described these beliefs as determinants of how people think, behave and feel. It was accepted that self-efficacy affects an individual's choice of activities, effort, and persistence (Bandura, 1977). In other words, if the people have low self-efficacy for fulfilling a specific task, they may avoid it. On the other hand, people are more enthusiastic to participate in a duty when they feel confident in it. The other point that is also hypothesized is that the people who believe in own capability are more persistent in struggling with difficulties than those who do not believe their competency.

Bandura (1992) believes that, the self-efficacy includes an individual's whole life beginning in childhood and continuing all through life since the people get exposed to and experience a wide variety of new knowledge all the time. So, it can be concluded that self-efficacy is the most substantial precondition for the alteration in one's behavior.

2.3.2.4.1. Bandura (1994) identifies four sources that affect self-efficacy:

2.3.2.4.1.1 Experience: "Mastery experience" or a good performance is the most important source for determining a student's self-efficacy. In a nutshell, students' sense of self-efficacy depends on their success or failure in fulfilling a particular task.

2.3.2.4.1.2 Vicarious Experiences: Bandura (1997) states that "vicarious experiences mediated through modeled attainments" (p. 86) such as observing or visualizing someone else's influences influence the observer's self-efficacy. This theory is also called as Modelling and it assumes that, "most human behavior is learned by observationally through modeling" (Bandura, 1986, p. 22). In the learning environment, students build self - efficacy by watching others perform a task successfully. Simply put the students' self-efficacy increases or decreases depending on the people's successes or failures that they observe.

2.3.2.4.1.3 *Verbal Persuasion*: Verbal Persuasion refers to encouragements or discouragements which affect people's confidence in their ability. So, if the teachers encourage their students and give them in-depth, informative feedback, their self-efficacy increases and they become more motivated and so more successful.

2.3.2.4.1.4 *Physiological State*: Physiological and affective states such as anxiety, nervousness, or sweating have an impact on the students' self-efficacy and so in their performance. The students' own effort in struggling with the challenging experiences has significant importance for their sense of self-efficacy.

2.3.2.4.1.5 *Goal Orientation Theory*: From an academic or school perspective, motivation is considered as a hypothetical construct in recent motivational models. It explains the start, management and perseverance of behavior aimed at a given academic goal focused on learning, performance, the ego, social value or work avoidance (Garcia et al., 1998). It is recommended that goal setting should be the necessary aspect of the decisions for fulfilling a given task. The reason that this subtitle is placed below the cognitive view of motivation is the assumption that goals allude to potentially accessible, conscious cognitive representations. In other words, rather than being classic personality characteristics, goals are cognitive representations that indicate stability, as well as contextual sensitivity (Pintrich, 2000a). Kreitner (1995) has also brought forward the proposal about the relation between motivation and goal. According to him, motivation is a psychological process that presents behavior intention and gives direction to it and the desire to reach the goal.

The motivated person expends effort, is persistent and attentive to the task at hand, has goals desires, and aspirations, enjoys the activity, experiences reinforcement from success and is appointment from failure, makes attributions concerning success and/or failure, is aroused, and makes use of strategies to aid in achieving goals. That is, the motivated individual exhibits many behaviors, feelings, cognitions, etc., that the individual who is unmotivated does not (Masgoret & Gardner, 2003, p. 128).

The relationship between the children's achievement goals and their achievement behavior has been one of the focus points in research on motivation (Ames, 1992; Anderman et al., 2002; Covington, 2000; Dweck, 1999; Pintrich,

2000b). The basis of the theory comes from the assumption that Aristotle called 'final causality'. It means that there is a purpose behind each action. Later, Nicholls and his colleagues (Nicholls et al., 1990) suggested two types of motivationally relevant goals: ego-involved goals and task-involved goals. This distinction was based on the inconsistency of the evidence about the effects of performance goals on various outcomes. The dichotomy was then called as performance goals and mastery goals (Elliott & Church, 1997; Midgley et al., 1998; Skaalvik, 1997). In this framework, performance-approach goals refer to competence in comparison to others, and the aim here is to obtain positive reactions and judgments from others while 'mastery goals', also called 'learning goals', stand for the demand to understand the task, acquire new knowledge, and develop abilities.

The item of performance-avoidance goals was supplemented to this dichotomy afterwards. The importance of avoiding failure while doing a definite activity is emphasized with this view. More recently, this trichotomous structure has been extended to integrate the mastery-avoidance goals item with the focus on avoiding self-referential or task-referential (Elliot & Dweck, 2005).

Wentzel (1991) brought a new perspective to this hypothesis by evaluating the adolescents' school performance and behavior. He emphasized that for the school performance goals involve seeing oneself as successful, dependable, asking to learn new things, and demanding to have things done. In other words, the level of the students' school success is directly proportionate to their social responsibility and achievement goals (Wentzeli 1993, 1994). Studies have shown that the students having mastery or task-involved goals are more motivated regardless of whether they gain the success in the end or not.

2.3.3 Humanistic view of motivation (Maslow's hierarchy of needs erg theory). Humanistic theory was developed by Abraham Maslow (1943) who claimed that most of the motivational theories are limited because they mainly take into consideration just basic physiological needs. According to Maslow (1943), the significant requirements that are placed in his hierarchy of needs pyramid are ignored in other theories.

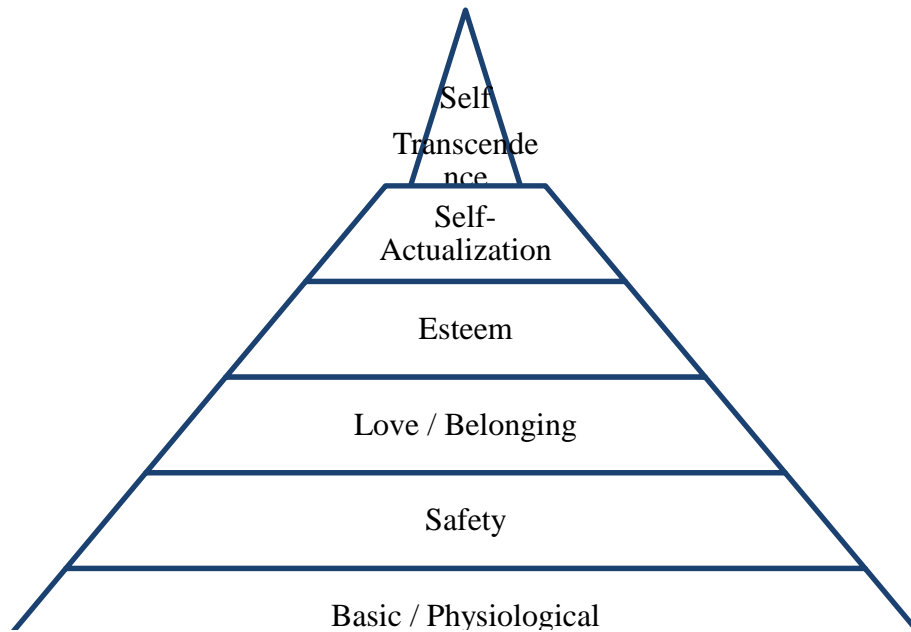


Figure 1. Humanistic view of motivation. From Maslow’s hierarchy of needs by Salkind, N.J. (ed.) (2008). Encyclopedia of Educational Psychology: Cooperative Learning. USA: Sage Publication.

Maslow (1943) divided these human needs in two groups: ‘deficiency needs’ and ‘growth needs’ which are arranged in a hierarchical order that array the concepts from lowest to highest (See Figure 1). For four layers of the pyramid called as "deficiency needs" Maslow proposes that the needs at the lowest levels of the pyramid must be satisfied to be able to move to the next higher level. It means that for the motivation of people to meet their higher level of needs, firstly the basic needs, that are included in the group of "deficiency needs", have to be satisfied respectively. On the other hand, there is no such a strict rule in the growth needs as for deficiency needs, since they show alternation as one grows. In other words, “growth needs” continue to grow in the process of time.

2.4 Dichotomy of Intrinsic-Extrinsic Motivation

The phrase “intrinsic motivation” was first coined by Harry Harlow and his fellows in 1950’s. They made an experiment on a monkey who solved the puzzle for its own pleasure. Salkind (2008) paraphrased this as the monkey solved the puzzle for its own reward and its own internal pleasure.

The term motivation derives from the Latin word *motivus*, (“a moving cause”), that means to move and proposes the activating properties of the processes

involved in psychological motivation (Kretiner & Kinicki, 1998). Psychologists have offered various proposals on motivation and one of them is the distinction between the extrinsic and intrinsic motivation. They investigated whether the motivation comes from external factors or it is an internal impulse. Ryan and Deci (2000) state that intrinsic and extrinsic motivations are both determinants of the motivated behavior. Deci (1975) and Kruglanski (1978) define the extrinsic motivation as it is related to numerous behaviors that are engaged in as a means to an end and not for their own sake. On the other hand, intrinsic motivation is based on the person or the activity itself and it influences the behavior, performance, and wellbeing in a positive way (Ryan & Deci, 2000) which means that; “satisfaction derives from participation” (Deci, 1975).

2.4.1 Intrinsic versus Extrinsic Motivation Contents in Self-Determination Theory. The studies on Self-Determination Theory were firstly seen in the 1970s which evolved out of the growing discussion on the role of intrinsic and extrinsic motivation in people’s behavior.

2.4.1.1 Intrinsic motivation in self-determination theory. The work on the dichotomy of intrinsic and extrinsic motivation was then expanded by Deci and Ryan (1985) and they proposed three different types of intrinsic motivation that are involved in self-determination. The issues concerned the intrinsic motivation are competence, autonomy, and the psychological relatedness that are addressed as universal, innate and emotional needs. It is suggested in the literature that the general aspect of the psychological needs arises from three common demands: to know, to accomplish and to experience. These types of intrinsic motivation that are opened more fully below, were worked out under the umbrella of self-determination theory.

2.4.1.1.1 Intrinsic motivation to know. The state of being intrinsically motivated to know relates to some concepts such as exploration, curiosity, learning goals, intrinsic intellectuality, and the epistemic need to know and understand (Gottfried, 1985; Harter, 1981). In other words, intrinsic motivation to know can be seen as carrying out a task for pleasure and satisfaction that is experienced while learning, finding out, or seeking to understand new information.

2.4.1.1.2 Intrinsic motivation toward accomplishment. The research about intrinsic motivation towards an achievement has been conducted in developmental

psychology as well as in educational research under the concept such as mastery motivation (Harter, 1981). This motivation type means to perform an action just for pleasure and satisfaction received as a return of mastering various skills. Self-determination theorists also support the idea that the reason of the individual's interaction with the environment is to feel competent, and to create unique accomplishments (Deci, 1975; Deci & Ryan, 1985, 1991).

2.4.1.1.3 Intrinsic motivation to experience stimulation. Finally, intrinsic motivation to experience stimulation involves participating in an activity in order to have fun, and feel pleasure, excitement, and positive sensations (Vallerand et al., 1992). People usually carry out an activity to have optimal experiences. This motivation type addresses to the senses of joy and enthusiasm that come up by one's engagement in the activity. In other words, it refers to stimulating sensations such as aesthetic experiences and sensory pleasure. The studies on the dynamic and holistic sensation of flow, on feelings of excitement in intrinsic motivation, on aesthetic stimulating experiences, and peak experiences are illustrative of this intrinsic motivation type (Csikszentmihalyi, 1975).

2.4.1.2 Extrinsic motivation in self-determination theory. Quite reverse of intrinsic motivation Deci (1975) states that, the extrinsic motivation pertains to numerous behaviors that are engaged in as a means to an end and not for their own sake. It is suggested in self-determination theory that extrinsic motivation vary in the degree to which it is autonomous or controlling, referring to a more self-determined view and an external regulated form respectively (Reeve, 2002). According to the self-determination theory, there are three types of extrinsic motivation: regulation, introjections, and identification (Ryan & Deci, 2000b).

2.4.1.2.1 External regulation. External regulation is assumed as the most controlled and so the least independent external motivation type. The requirements to gain external rewards or to keep away from punishment shape the action in this type of motivation.

2.4.1.2.2 Introjections. Comparatively with external regulation, introjected regulation is the more autonomous form of extrinsic motivation. People start to internalize the reasons that are underlying of their actions. In other words, if the individuals become introjected, they begin to internalize behavior regulation (Ryan

&Deci, 2000a). As well as expanding effort, introjected regulation is also associated with much anxiety and worse getting through the failures.

2.4.1.2.3 Identification. This form of extrinsic motivation is associated with greater pleasure from the task and more positive coping skills. Furthermore, it helps to recognize the significance of behavior and so to internalize extrinsic motives to be regulated. It refers to one's admittance of a behavior as one of his or her personal values.

2.5 The Concept of Giftedness and Education of Gifted Children

“There is nothing unequal as the equal treatment of unequals.”

Aristotle

As it is known the gifted students vary across their age groups in terms of their attitudes and behaviors, across the lessons or the tasks that they are required to perform. As well as the advantage that these students gain over their peer, they may encounter many problems in their education lives. In the following part of the study definition of the giftedness, the education of gifted students and gifted students and language learning will be placed respectively.

2.5.1 The Concept of “Giftedness”. “Every gift contains a danger. Whatever gift we have we are compelled to express. And if the expression of that gift is blocked, distorted, or merely allowed to languish, then the gift turns against us, and we suffer” (Johnson, 1993, p.15).

It is commonly known that the students who are admitted as gifted have extraordinary potential for success in our competitive world. However, since little is known about giftedness, it has always been too complicated to identify gifted students.

In the special education sense, a gifted student is generally defined as a learner who has an exceptional ability to learn. Renzulli (1998) has developed a "three-ring" definition of giftedness which are ‘above-average ability’, ‘creativity’ and ‘task commitment or motivation’. He points out that although these behaviors are mostly common for majority of the gifted students, there may be students who demonstrate them in only specific activities or interest areas. On the other hand,

Silverman (1993) offers a helpful generalization of the intellectual and associated personality peculiarities of the gifted people.

Table 2

Silverman's Generalization of The Intellectual and Associated Personality Peculiarities of the Gifted People

Intellectual traits	Personality traits
Exceptional reasoning ability	Insightful
Intellectual curiosity	Need to understand
Rapid learning rate	Need for mental stimulation
Facility for abstraction	Perfectionism
Complex thought processes	Need for precision/logic
Vivid imagination	Excellent sense of humor
Early moral concern	Sensitivity/empathy
Passion for learning	Intensity
Powers of concentration	Perseverance
Analytical thinking	Acute self-awareness
Divergent thinking/creativity	Nonconformity
Keen sense of justice	Questioning rules/authority
Capacity for reflection	Tendency to introversion

Taken from Silverman, 1993, p. 53

Although all of these characteristics are not exclusive for gifted and talented students, such students have them to a greater degree. However, it is very usual that the concept of giftedness is mixed up with brightness. To be helpful to make this distinction Szabo (1989) list the typical characters of both types of the learners as in below:

Table 3

Profiles of the Gifted

Bright Learners	Gifted Learners
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas

Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys straight forward, sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

Taken from J. Szabo (1989), Challenge Magazine.

2.5.2 Education of the gifted students. Cognitive complexity gives rise to emotional depth. Thus, gifted children not only think differently from their peers, they also feel differently (Silverman, 1993).

No matter how lucky it makes the parents feel for having a gifted child, it has always been more challenging to raise these types of children exceptional. The parents have to be twice more careful in terms of their behaviors and approaches to these children. As Silverman (1983) stated these children's social and emotional needs can also be different from the other children's.

When it comes to their education, first of all the parents have to be aware of their children's giftedness. According to Dickinson (1970), the founder of gifted education in Colorado, more than half of these students' parents do not know their children's cases. He makes an inference that if the parents do not realize it, the school does not either. So, what has always been seen as the most important and

difficult work is to discover these students' abilities before they were hebetated. According to Webb, Gore & Amend (2007), "the developmental lags and spurts of children may make precise comparison difficult; however, there are written guidelines for standards of developmental behaviors for gifted children" (p.28). They also emphasizes that although there is a possibility of that the parents overestimate their children's skills due to natural pride, their own observations and judgments about their children's talents should not be underestimated. As it is generally known, to diagnose these children is the preliminary and the most important process for them to be able to take a proper education in their school lives.

Table 4

Possible Problems That May Be Associated with Characteristic Strengths of 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, questions teaching procedures: abstract, synthesize.	Resists routine practice;
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 input; nonconformity.	May reject parent or peer on self.
Diverse interests and abilities; versatility	May appear disorganized or scattered; frustrated over lack of time.
Strong sense of humor.	Peers may misunderstand the humor; may become "class clown" for attention.

Nurturing Social-Emotional Development of Gifted Children by James T. Webb from Clark (1992) and Seago (1974)

If big fish are placed in ponds that are too small for them, and if they are kept there too long, they stop growing (Gross, 1997).

Farmer (1993) reports that despite having higher levels of intelligence than their peers, gifted students are disadvantaged in the sense that they mostly do not, or are not given chance, to reach their full potential. According to the research findings, it is required for highly gifted students to take education in special classes to have successful educational experiences (Feldhusen, 1991; Feldhusen & Sayler, 1990). Differently from their non-gifted peers, gifted students have some special learning needs that if not satisfied, can cause frustration, a loss of self-esteem, boredom, laziness and underachievement (Crocker 2004). The placement of these students to different class results in enhanced motivation for learning (Goldberg & Cornell, 1998; Gross, 1993). In the contrary case, they get bored and so do not show interest in the content taught. As a matter of fact schools and teachers are not aware of how to approach these gifted learners appropriately (Diezmann, Watters & Fox, 2001; Langrehr, 2006). If the teachers are not aware of gifted students' requirements, it may lead to depression, poor self-concept, and antisocial behaviours, and withdrawal (Nugent, 2005; Moltzen, 2004; Piechowski, 2006; Versteynen, 2005). So, these gifted children may also be labeled as 'underachievers,' 'educationally disadvantaged' or 'special needs' beside their 'talented' or 'creative' identity (Krause & Bochner & Duchesne, 2003).

The gifted students having problems with school subjects should be examined from many aspects (Reis & McCoach; Siegle & McCoach, 2002). The issue of motivation comes first among these features. Many deep researches have been

conducted on the emotional and academic needs of gifted students (Colangelo, Assouline & Gross, 2004; Feldhusen, 1991; Gottfried & Gottfried, 1996, 2004; Gross, 1995; Robinson, 2006; Van Tassel-Baska, Robinson, Coleman, Shore & Subotnik, 2006). As well as proper educational plans it is also required to meet social and emotional needs to optimize the training of gifted children (Schmitz & Galbraith, 1991; Stopper, 2000; Cross, 2004). However, although it is commonly accepted that the purpose of all gifted programs should be to maintain motivation (Feldhusen & Hoover, 1986), it is still not completely clear what triggers the gifted students' motivation.

As the second aspect, the causes of the gifted child's behavior problems should be investigated. Rita Dickinson (1970), the founder of gifted education in Colorado, applies a test in respect thereof in the Denver Public Schools. The results of the test show that a large percentage of the gifted children has behavior problems. Psychometricians and psychologists promote the idea that most of the gifted children display behavioral disorder if they do not take the emotional support they need for the intellectual challenges.

2.5.3. Renzulli's three-ring model for identifying gifted and talented students. Gifted and talented students are defined in the Jacob K. Javits Gifted and Talented Students Education Act of 1988 (Public Law 100-297) as in below:

Gifted and talented student means children and youths who give evidence of higher performance capability in such areas as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the schools in order to develop such capabilities fully (Javits, 1988, p. 100-297)

Renzulli (1986) brings together three interlocking clusters of ability that are required for the improvement of extraordinary performance. These clusters of ability of highly productive people are classified as well above average ability, task commitment (motivation) and creativity. Renzulli (1978) emphasizes that no single cluster is enough to make giftedness. According to his research, it is the interaction among these three clusters that provides the performance development and constitutes giftedness. He emphasizes that the gifted children have and are talented to improve this composite of traits.

Renzulli's Three-Ring Model for Identifying Gifted and Talented Students:

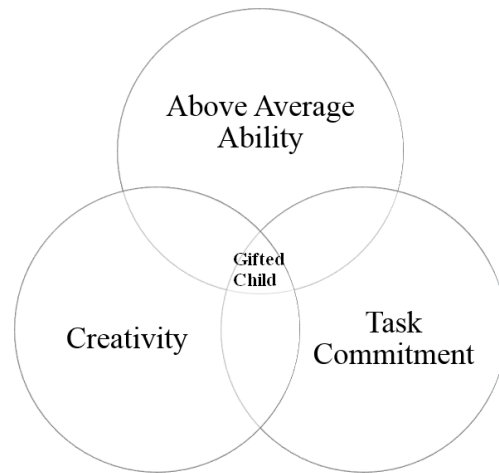


Figure 2 Renzulli's Three-Ring conception of giftedness. From Renzulli, (1978)

2.5.3.1 Well above average ability

2.5.3.1.1 *General ability.* General abilities are defined in Renzulli (1978) as in below:

- High ability of abstract thinking, verbal and numerical reasoning,
- Spatial relations, memory, and word fluency.
- Adaptation to the new situations faced in the external environment.
- The automatization of information processing; Rapid accurate, and selective retrieval of information.

2.5.3.1.2 *Specific Ability.* Specific abilities are defined in Renzulli (1978) as in below:

- The implementation of the varied mixture of the above overall skills to one or more specific fields of knowledge or areas of human performance like the arts, mathematics, leadership, administration, musical composition...etc.
- The capacity to obtain and make proper use of advanced amounts of formal knowledge, tacit knowledge, technique, logistics, and strategy in the pursuit of specific problems or to indicate specific performance in some areas,

- The competence to categorize the related and unrelated data relevant to a particular problem or fields of study or performance.

2.5.3.2 Task commitment. The research studies of Galton (1869) and Terman (1925) points out that the task commitment is very significant for the giftedness of the people. Even though Galton (1869) propounds the inheritance base that he names as “natural ability”, he also implies that working hard is required for the giftedness:

By natural ability I mean those qualities of intellect and disposition which urge and qualify a man to perform acts that lead to reputation. I do not mean capacity without zeal, nor zeal without capacity, nor even a combination of both of them, without an adequate power of doing a great deal of very laborious work. But I mean a nature which, when left to itself, will, urged by an inherent stimulus, climb the path that leads to eminence and has strength to reach the summit -- on which, if hindered or thwarted, it will fret and strive until the hindrance is overcome, and it is again free to follow its laboring instinct. (Galton, 1869, p.37).

Renzulli (1986) defines the characteristics of Task Commitment as in below:

- The capacity to set own targets
- Intense interest in new projects
- Eager for taking responsibilities
- Concern in problems and tasks
- The capacity for hard work
- Self-confidence in performing significant work
- High enthusiasm and motivation to involve in a definite problem
- Ability to find out cause effect relationship in particular problems
- Openness to self and external criticism
- Motivation in challenging works
- Integration towards goals

2.5.3.3 Creativity. By creativity Renzulli (1986) understands

- Fluency, flexibility, and originality of thought
- Openness to experience;

- Receptivity to that which is new and different (even irrational) in thoughts, actions, and products of oneself and others
- Curiosity, speculative, adventurous, and "mentally playful"
- Readiness to take risks in thought and action, even to the point of being uninhibited
- Sensitivity to detail, aesthetic features of ideas and things;
- Willingness to act on and react to external stimulation and one's own thoughts and feelings

2.6 Alternative Programs for Gifted Education

As children veer from the norm in either direction, their educational needs become increasingly more differentiated. A child, three standard deviations below the norm (55 IQ), could not profit from placement in a cooperative learning group in the heterogeneous classroom, neither does a child three standard deviations above the norm (145 IQ). (Silverman 1990, p.6, adapted in Evers, Izumi& Riley, 2001).

Attempts and approaches to meet the requirement of gifted education have been categorized in various ways:

2.6.1 Acceleration alternatives. Acceleration techniques take part among the cornerstones in gifted education. Most of the research results show as the benefits of acceleration that it has a positive effect in the gifted students' academic performance (Kulik & Kulik, 1984B). Hirsch and Strip (2000) mention in their book that there are many educational acceleration methods for the gifted program.

2.6.1.1 The ways to implement acceleration. Rogers and Kimpston (1992) define eleven forms of accelerative practices:

2.6.1.1.1 Starting to school earlier. Benbow (1991) mentions that the purpose of the early entrance programs is to provide the gifted students the opportunity to enter to the next educational setting earlier that is supplied in the curriculum that is close to their needs and abilities. According to Rogers and Kimpston (1992), the plan here is to prevent the boredom which may also result in behavioral difficulties. Winner (1996) states that "Keeping a child who can do sixth-grade work in a second-

grade classroom is not saving that student's childhood but is instead robbing that child of the desire to learn” (p.13)

As Benbow (1991) and Braggett et al. (1997) mention in their studies, the second aim in making an early entry to the next educational setting possible for the gifted children is to provide and give an opportunity to them to develop their higher-order thinking skills and motivation which are the prominent of good study skills. As the third aim, Rogers and Kimpston (1992) emphasize that this form of acceleration gives room to put the students together who are diverse in age but have a similar interest. As for the fourth reason, Rogers and Kimpston (1992) put forward the chance that is given to the gifted children to develop their interests and abilities earlier.

2.6.1.1.2 Grade skipping. Although there is a general thought among the school personnel and the parents, who consider that grade skipping is harmful, the findings of the study indicate that these programs provide social and academic advantages and positive changes for gifted students (Southern & Jones, 1991). On the other hand, although the efficacy of it has been supported by some researchers and educators up to now (Gross, 1997), there are some peculiarities that should be taken into consideration for the implementation of this acceleration program. The Iowa Acceleration Scale (IAS), which was modelled by Assouline, Colangelo, Lupkowski-Shoplik and Lipscomb (1998) to measure the readiness of the gifted students for the accelerated programs based on observation, research literature and formal assessment results. It stresses that these programs are not always suitable and may be detrimental for the children's emotional and intellectual development in some situations. These situations are listed in Rogers' (2002) study as in below:

- If the child's ability is less than one standard deviation above the mean (115)
- If the child is accelerated into the same grade as an older sibling (for the reason that it may cause sibling rivalry and the decrease in the self-esteem as a consequence of that
- If the child has a sibling in his or her present grade
- If the child signals that he or she does not want to skip grade

2.6.1.1.3 Non-graded classroom. It is known that the students are traditionally educated in graded classroom consisted of the students who are roughly at the same age. Developmentally appropriate practice, shortened to DAP by the National Association for the Education of Young Children (NAEYC), is a method grounded in the research and data base concerning scholastic effectuality and child development (p.1). With this implementation, the student is put in a classroom that is indiscriminate by grade levels but proper to the motivational level, personal ability and level of aptitude in terms of curricular material and academic studies.

2.6.1.1.4 Curriculum compacting. This tactic aims to meet the unique needs of the gifted students by modifying the curriculum for them and to give them the opportunity to skip the skills mastered already and so to concentrate on developing weak areas and progress quickly through the curriculum. Renzulli and Reis(2006) note that although the process of compacting the curriculum seems like it takes too much time and energy of both the students and the teachers, it basically saves valuable time of the teacher once they find out the process. They emphasize that since it is not based on any particular teaching method, subject, student grade or the curriculum, the procedure can be applied in every school and it is flexible to adapt to any teaching approaches that are changing rapidly.

2.6.1.1.5 Grade telescoping. With the implementation of grade telescoping, which is also called ‘rapid progress,’ a student or preferably a group of students are permitted to finish their curriculum program in one year’s less time (Rogers, 2002). For example, a secondary school student can complete his or her school program in two years instead of three without skipping any topics of the curriculum.

2.6.1.1.6 Concurrent enrolment. Concurrent enrollment also named as “dual enrollment,” “dual credit,” or “college in the high school” gives the gifted high school students an opportunity to take the higher level courses parallel with their current programs (Greenberg, 1989). It lets these students challenge the academic level of their current programs and so, they gain the opportunity to compact their high school and bachelor studies simultaneously. It also allows the students to earn college credit in their supporting high school atmosphere.

2.6.1.1.7 Subject acceleration. This approach is applied if a student shows higher performance and great advancement in a particular subject area. The children

move up to higher year level of particular subjects in which they indicate great proficiency. The students may participate in some specific lessons in higher level classrooms by leaving their regular classroom.

2.6.1.1.8 Advanced placement. This implementation is usually administered for the secondary school students by providing them with advanced or accelerated content and skills above their grade level. The students have the chance to study with advanced subject at more accelerated pace with the implementation of this program. So, the students become stronger candidates for the competitive schools.

2.6.1.1.9 Mentorship. The students study with more professional and more knowledgeable mentor to focus on their specific proficiencies or interests that are not placed in regular school program. However, it requires a continuous interact of dialogue and learning rather than just questioning and answering procedure.

2.6.1.1.10 Credit by examination. If the students indicate high accomplishment in filling out the required tests that are appropriate to their grade levels and if their scores are very higher than the expected level, it means that they have mastery of a subject and so, they are permitted to receive a particular number of college-level credits.

2.6.1.1.11 Early admission to college. A gifted student can complete the high school earlier with the implementation of accelerated program. This student is accepted to a full-time college before finishing high school.

2.6.2 Enrichment Alternatives. The Enrichment Triad Model is based on the opinion that the student is the creator of the knowledge (Renzulli, 1977).

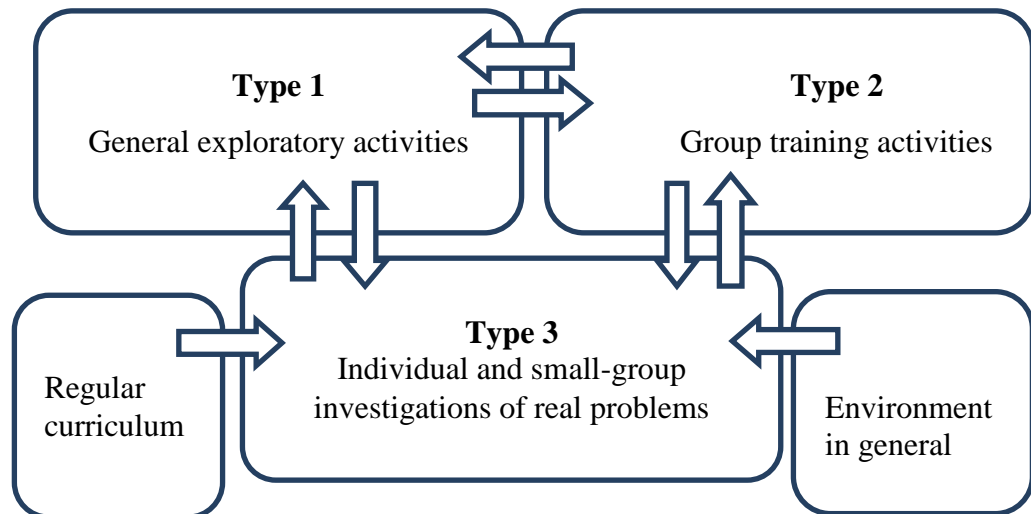


Figure 3. The Enrichment Triad Model. From Renzulli, (1977)

According to this model “there is an overlap and interaction among cognitive, affective, and motivational characteristics and they cannot be separated from each other for the development of gifted behaviors” (Renzulli, 2012, p. 158).

2.6.2.1 Type 1 Enrichment activities. This enrichment model is developed for the gifted students to give them the opportunity to improve themselves in a wide variety of disciplines and experiences that are not included in usual curriculum. Brainstorming activities, club activities, trips, drama, demonstrations and music activities are some of these activities that are involved in this type. These activities serve as catalysts for curiosity and internal motivation (Renzulli, 2012).

2.6.2.2 Type 2 Enrichment activities. These types of activities are designed to encourage the students to develop the skills of learning how to learn. Thinking and feeling skills are at the center of this model (Renzulli, 1977) which includes:

1. Critical and creative thinking skills, problem solving
2. A broad array of specific how-to-learn skills –
3. Skills in applying advanced-level reference materials appropriately
4. Verbal, nonverbal and written communication skills

2.6.2.3 Type 3 Enrichment activities. This model of enrichment includes the options (involved in guideline) that children prefer to follow the development through self-motivated work. It includes the interests that are personalized. The activities of Type 1 are principally developed to attract the students' interests that lead them to Type II or III if they become motivated by Type I experiences (Renzulli, 1977; as cited in Callahan Hartberg-Davis, 2013).

Renzulli (2012) defines the targets of the activities for students in this type of enrichment:

1. to enable to apply to the data, creative ideas, and task that depend on their interests
2. to provide the acquisition of 'advanced-level understanding of knowledge and methodology
3. to develop authentic learning materials that are especially directed toward creating about a desired impact on one or more specified audiences;
4. to improve 'the development of self-confidence, task commitment, and feelings of creative accomplishment and the ability to interact effectively with other students and adults who share common goals and interest
5. to develop self-directed learning skills in the planning, organization, resource utilization, time management, decision-making, and self-evaluation areas

2.7 Gifted Students and Language Learning

As well as in other fields the gifted students show differences in also language arts. Sousa (2003) states that although language arts program is conducted in the mother language, most of the skills and descriptors are common to students who excel in foreign language education. As the possible characteristics of gifted students Sousa (2003) proposes that, they have heightened awareness of language, strong communication skills, strong leadership and exceptional talent in reasoning and arguing.

Hayes, Norris and Flaitz (1998) report that there is a strong relationship between learning ability and language ability. Eyre and Lowe (2002) define the characteristics of able or 'gifted' language learners as in the table below:

Table 5

Characteristics of Able or 'Gifted' Language Learners

Characteristics
“Interest in ‘difference’; openness and empathy to foreign cultures;
Curiosity about how language works and interest in form for its own sake;
Recognition of grammatical patterns and the function of words in sentences;
Use of technical vocabulary to discuss language;
Use of linguistic and non-linguistic clues to infer meaning;
Ability to identify and memorize new sounds; good listening discrimination skills;
Ability to reproduce the sounds of the language;
Flexible thinking;
Good memory;
Ability to extrapolate general rules from samples;
Ability to apply principles from known languages to the learning of new ones
Effective communication strategies: uses paraphrase; borrows from L1; circumlocutes; identifies with hearer;
Intuitive feel and ‘flair’ for the language;
Ability to make connections between items, between what is known and what is new, to make jumps in understanding;
Curiosity about meanings and the ‘why’ factor;
Ability to assimilate ‘chunks’ of language meaningfully;
Attention to detail; keen to produce accurate language;
Liking to do things with language; putting things together in creative and imaginative ways
Independence, concentration, perseverance, risk taking;
Awareness and use of a range of strategies to learn; and
Mastery of L1.”

Taken from Eyre & Lowe, 2002, p. 143

Wong (1982) also claims that the gifted students apply proper strategies that already exist in their repertoire and use them spontaneously to perform the given task without explicit instruction (Seokhee & Doehee, 2003).

Piaget (year) claims that, there is a strong relationship between cognitive development and language skills. He puts forward that children’s language

development depends on their stages of intellectual development. According to Deveau (2006) high ability students apply their superior abilities to the learning of a second language. Their advanced verbal and higher order thinking skills help them to analyze the linguistic structure of the target language in a rapid way, so it enables them to make comparison also with the other languages.

Chapter 3 : Methodology

3.1 Philosophical Paradigm

Cohen, Manion and Morrison (2000) define the research paradigm as a broad framework, which consists of beliefs, perception and understanding of several theories and practices that are used to conduct research.

Interpretive approaches were applied in this research. As in the construction of the social world this method is characterized by interaction between the participants and the researcher (Mingers, 2001). The interpretation put on by the researcher play a fundamental role in this kind of research which brings “such subjectivity to the fore, backed with quality arguments rather than statistical exactness” (Garcia & Quek, 1997, p. 459).

After a comprehensive literature review about the thesis subjects, qualitative case study methodology was used in this in this study that places importance in regards to collecting descriptive data in natural settings and uses inductive thinking, and places significance in comprehending the subject perspective.

Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The research builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in natural settings. (Creswell, 1998, p. 15).

Another definition of qualitative research comes from Patton (2002) as an attempt to understand the unique interactions in a specific case. According to him the aim here is not necessarily to estimate what may happen, but rather to comprehend deeply the feature of the case and the meaning brought by the participant and what is happening to him or her at that time. In other words the purpose of qualitative research is to demonstrate truthfully the results to the people who are concerned with what you have researched.

The researcher in a qualitative research seeks to understand a single case rather than a causal relationship of variables or a comparison of groups. In this study, only the participant gifted student's motivation in learning English was examined without comparing her motivation in other lessons or without comparison with her classmates' motivation in English lessons. The intention in this study was to build a complex, holistic picture of the participant gifted child. Creswell (2007) defines qualitative case study as:

an approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time through detailed, in-depth data collection, involving multiple sources of information (e.g. observations, interviews, audiovisual material, and documents and reports) and reports a case description and case-based themes. (p. 245)

3.2 Research Design

The features of qualitative case study matched well with this study. A thorough amount of details were focused on to understand the effects of a gifted child's characteristics on her English learning motivation.

Case study data collection involves a wide array of procedures as the researcher builds an in-depth picture of the case (Creswell, 2007, p. 132). Case study research could be named as descriptive research that includes interpreting and describing events, circumstances, conditions, or situations that are occurring at the time the research is conducted. Yin (1981) notes that a descriptive case study strives to document the procedures of a particular event or events. The descriptive case study is used to develop a document that fully illuminates the intricacies of an experience (Stake, 1995).

The descriptive case study methodology was used in this research. In other words, descriptive data was collected by direct interaction with the participant, her English teacher and her parents in natural settings.

Rather than making generalizations it was intended that the findings emerging from this study to be useful for the other studies and applicable to further settings. In other words, this qualitative research situated in an interpretive paradigm.

3.3 Participants

A gifted child, her parents and her non-native English teacher participated in this study. The participants were guaranteed that their personal information would not be revealed.

The participant second grade student, who was identified as gifted with the WISC-R Test (See Appendix D) conducted at Istanbul Avcılar Counseling and Research Center, started primary school one year earlier than her peers. She also was placed with students a year older than her based on her teachers' decision in her two-year kindergarten education experience. The participant's mother taught her a few English songs and some words (fruits, numbers, animals...) when she was two years old before starting to kindergarten. In other words, she was familiar with some English words before her school experience.

The participant student's non-native English teacher is a female with 14 years of experience. She graduated from a state university in Tashkent. Her nationality is Russian.

According to TURKSTAT 2011 and 2012 Income and Living Conditions Survey the households are sorted in ascending order by household disposable income and divided into 5 equal parts (See Appendix M). The participant's parents' income is placed between the bottom income group and the top income group in this table. It can be said that the participant student has a middle class family. She has educated parents. Her father is an engineer and possesses an intermediate level of English. He attended the English language courses up to the intermediate level. Her mother has a college degree. She is better at English since she attended English courses additionally after graduation. So, English is used in the household sometimes. In other words, since both of the parents have English education background, they sometimes use it while communicating just to practice it with each other.

In order to simplify the description process, the participant was coded as P1.

3.4 Setting

After a comprehensive literature review in history about giftedness, the place of 'motivation' as a factor in the learning environment and the influence of

'motivation' on the students' academic performance especially in learning English, was researched in one of the private schools in Istanbul .This has gifted education and 5 special classrooms for the students who are identified as gifted. One third grade, two second grades and two first grade classes are separated from the other classes with their special education for the gifted students. The difference of the education in these special classrooms is that the schools implement Rogers and Kimpston's (1992) 'Advanced Placement' accelerative practice and Renzulli's Enrichment Triad Model. As in 'Advanced Placement' accelerative practice, the school claims that it provides these gifted students with advanced or accelerated content and skills above their grade level and so that the students have the chance to study with advanced subject at an accelerated pace with the implementation of this program. As for the Renzulli's Enrichment alternatives, both the school principle and the teachers state that they give these students the opportunity to improve themselves in a wide variety of disciplines and experiences that are not included in usual curriculum examples include brainstorming activities, critical and creative thinking skills, problem solving, verbal and nonverbal and written communication skills.

On the other hand, there is no difference in these special classrooms in terms of their curriculum for the English lessons. The English teachers use the same course book and curriculum for all the same level classes. English is a compulsory school subject for all the classes from the first graders to eight graders at this school. However, they do not learn any other foreign language neither as elective nor as compulsory school subjects. The school principal claims that they pay much attention to English as a universal language. So, there is only English language education in their schools until their high schools. However, it is noteworthy that the school does not provide its students with any international English exams. All the classes have one native and one non-native English teacher. The class, that the participant student takes education in, has two-hour English lessons with a native teacher and eight-hour English lesson with a nonnative teacher. While the students practice all four skills and the focus is mostly on the grammar exercises in non-native English teacher's lessons, the emphasis in the native teacher's lessons is mostly on developing the speaking skills.

All of the classrooms have interactive whiteboards and beside the classroom teachers, the branch teachers also use them to support their lessons which make the lesson more enjoyable, productive, and interactive especially for younger students.

A second grade student, who was identified as gifted with the WISC-R Test conducted at Istanbul Avcılar Counseling and Research Center (See Appendix D), was observed in her English lessons with the permission of the school principle and her English teachers during the first and second semesters of the 2013-2014 educational years.

The researcher was allowed to conduct observations in the class for a total of 30 times. The participant student has a two-hour English lesson with a native teacher and an eight-hour English lesson with a nonnative teacher in a week, the researcher had a better chance to observe the participant during the language sessions with the nonnative teacher. So, the student's motivational acts were observed 22 times in interaction with her non-native English teacher and 8 times with her native English teacher. After the permission was granted for the observation the teachers were interviewed and an overview of classroom procedures was obtained from the teachers. The observation dates were decided together with the teachers.

The observed classroom is composed of 11 girls and 7 boys who are all identified as gifted children. The first reason to choose the participant student was her gifted characteristics and secondly, this student was accessed easily to collect data for this study. As the researcher of this study, I was allowed by the school principal to conduct my research only on this student due to the parent factor. I did try to get permission from all the parents of the participant student's classmates by contacting the parents directly and via their classroom teacher; however, except for the participant's, the other parents did not want their children to participate in this study.

All the classrooms in this school have traditional seating arrangements. The days of the 30 times that observation was conducted were decided randomly during one educational year. During three-months of this process the participant student was sitting at the backmost desk in the left row of the class. Her classroom teacher underlined that the student was seated there purposely as the learner was mostly occupied with the activities which had no relation to the lesson. Sometimes it

distracted her peers according to the teacher. However, her classroom teacher changed her place in the end of the first semester since she had problems with her eyesight and had to wear glasses. Her new desk was the second one in the middle row and she sat there until the end of the second semester.

There is a website named “Class Dojo” where both the student’s nonnative English teacher and the parents have accounts. The teacher evaluates the students’ performance after each class and the parents have the opportunity to check their children’s performance through this website anytime they want. The teacher evaluates both the students’ performances in the classroom activities and their homework performance and she grades them on this website.

3.5 Data Collection Procedures

Before starting this research the school principal was visited to ask for permission to conduct observations in his school. My purpose was to conduct a survey in one of special classrooms that are for the students who are identified as gifted. The school principle talked to the classroom teachers of these special classrooms to ask to their students’ parents for their permission about the observation. However, only one of the students’ parents accepted the observation of their child and participation in this research.

After talking to the school principal about the research and getting general information about their school and education philosophy in these special classrooms an in-depth survey has been conducted in this research. The effects of the participant student’s gifted characteristics in regards to her learning English were researched in this study. This inquiry was employed with self-completion questionnaires, life story interviews, semi-structured interviews, informal talks, a long period of observation and diary notes as data collection tools. The triangulation of the data was used to verify the findings. The strategies were applied to achieve triangulation of methods and measures (Neuman, 2000). According to Merriam (2009) triangulation is a procedure implementing and applying multiple sources of information to increase the validity of a research. He mentions that these sources can be on-site observation, interviews, or utilizing information revealed through document review. For this purpose, the questionnaire responses of the participant, her parents and her English

teachers and the researcher's notes taken during the observation process were evaluated to find out the common points. Inspired from Gagne and Nadeau's (1991) study, the questions have grouped together in order to analyze the data that were obtained from the questionnaires. The findings from the literature review were applied to evaluate the study results. At the end of the study the data was analyzed to see if it matched the literature review findings.

The researcher was allowed to make observation in the class for 30 times by the school principal. Since the class, that the participant student takes education in, has two-hour English lessons with a native teacher and eight-hour English lessons with a nonnative teacher, the nonnative teacher's lessons could be observed much more. So, the participant student's motivation was observed 22 times in her non-native English teacher's lessons and 8 times in her native English teacher's lessons.

After the permission for observation, the teachers were interviewed and an overview of classroom procedure was obtained from the teachers. While the students practice all four skills and the focus is mostly on the grammar exercises in non-native English teacher's lessons, the emphasis in the native teacher's lessons is mostly on developing the speaking skills. The observation dates were decided with the teachers.

Besides taking notes about her attitudes during the observation processes, the student's motivation and willingness in performing the given tasks outside of the classroom like doing her reading, writing, speaking and listening homework were also reported for getting data for this study. In other words, an in-depth survey has been done in this research.

To exemplify and strengthen the findings, a few photos of her classroom activities, her homework, notebook and course book pages and her Leisure Time Activities were taken and included in this study.

The questionnaires were designed by the researcher herself which aimed to examine the opinions and observation about the motivation of this gifted child in learning English. The data was collected from the participant herself, as well as her parents and English teacher with the way of interviewing to collect rich data by getting a rich comprehension of the way the subject is thinking. In other words, this type of interview which is usually longer and is less structured and involves the

researcher asking and probing more as a way was preferred to understand what is emerging from this interview.

Hargreaves and Seale (1981) define the semi-structured questionnaire as a mix of unstructured and structured questionnaires. Some of the questions and their sequence are determined in advance, while others evolve as the interview proceeds.

After implementing a questionnaire to the student and a semi-structured interview to her parents, three different questionnaires have been implemented which are for the participant, her parents and her English teacher. The questions of the questionnaires were given in Turkish for the participant student and her parents in order to get more accurate more reliable data. Although the native English teacher approved the researcher's observation in his classes, he did not accept to be interviewed for this study. So, the researcher was notable to conduct a questionnaire to the non-native teacher.

By examining the activities in both teachers' book and students' book and based on the background information about general English lesson procedure the survey questions about motivation were prepared by taking into consideration the peculiarities of the gifted students and they were grounded on the observations. They were shaped from the observation process and by the notes that were taken in the semi-structured interview. Each questionnaire included 33 questions and all the questions shared the same content in regards to data that was collected. The questions were similar in terms of the content. The reason for that was that it gave the opportunity to compare the collected data for the analysis as well as to verify the information using triangulation (See Appendix C). Intentionally, open ended questions were used in order to help the participants to express themselves.

The 1st questions of the questionnaires were about whether the student liked English. 13 questions of the questionnaires were inspired from James T. Webb's table (See Table 4) which itemizes the Possible Problems That May Be Associated with Characteristic Strengths of Gifted Children (see questions 2-3-4-12-13-14-15-16-17-18-19-20-25-33). 5 questions of the questionnaires emerged from observation period (see questions 5-8-10-11-26). Questions of number 6, 7, 22, 23, 27, 28, 30, 31 and 32 were about 'motivation' of the student. 9th question was about their ideas about the participant most conspicuous feature as a gifted student. The 21st, 24th and

29th questions of the questionnaires were inspired from Renzulli's Three-Ring conception of giftedness (See Figure 2).

The participants were requested to share any related issues with the questions or their comments in their answers for the questionnaire. The responses of the questionnaires and the English teachers' comments about her motivation and development in the English lesson were evaluated to find out the effects of the student's gifted characteristics on her motivation in her English language education. The findings of the research were mostly based on the observation process and the participant's feelings and sense in learning English.

3.6 Data Analysis Procedure

After a long observation process, the findings of this study were evaluated from multiple perspectives. The data was analyzed which was collected from the participant herself, as well as her parents and English teacher. The responses of the questionnaires, the notes taken during the observation process and the participant's English teacher's comments about her motivation and development in English lessons were evaluated to find out the effects of her gifted characteristics on her English learning motivation.

The triangulation of the data was used to verify the findings. The strategies were applied to achieve triangulation of methods and measures (Neuman, 2000). Data triangulation requires applying various sources of information to increase the validity of a research. For this purpose, the questionnaire responses of the participant, her parents and her English teacher and the researcher's notes were evaluated to find out the common points. Inspired from Gagne and Nadeau's (1991) study, some of the questions have grouped together in order to analyze the data that were obtained from the questionnaires. The findings from the literature review were applied to evaluate the study results and it was searched to see if the data collected from the participants matched with the literature review research.

3.7 Trustworthiness

Internal validity, reliability, and external validity are generally thought as they stand for quality and rigorous aspects of an educational research. However, Anfara, Brown, and Mangione (2002) object to this and put forward that these terms

are "the language of experimental inquiry" (p. 29). They offer "trustworthiness" criteria, is more appropriate for qualitative research than validity and reliability and they propose the table below which summarizes the different proposals of many new terms:

Table 6

Criteria for Assessing Quality and Rigor aspects of a Qualitative Research (Adapted from Anfara, Brown, & Mangione (2002, p. 30)

Qualitative term	Strategy employed
Credibility	<ul style="list-style-type: none"> - Prolonged engagement in field - Use of peer debriefing - Triangulation - Member checks - Time sampling
Transferability	<ul style="list-style-type: none"> - Provide thick description - Purposive sampling
Dependability	<ul style="list-style-type: none"> - Create an audit trail - Code-recode strategy - Triangulation - Peer examination
Confirmability	<ul style="list-style-type: none"> - Triangulation - Practice reflexivity

Taken From Anfara, V. A., Brown, K.M., and Mangione, T.L. (2002). Qualitative analysis on stage: Making the research process more public. *Educational Researcher*, 28-38

When it comes to the methodology that was applied in this research, 'Prolonged engagement' and the 'Triangulation method' have been administered for the trustworthiness aspect of it. The participant student was observed in her real learning environment many times during the first and second semester of one educational year. The questionnaires were conducted with the participant, her English teacher and parents. Her studies and homework were examined with the aim to find answers to the questions of this research. The triangulation of the data was used to verify the findings. Data obtained from multiple sources such as observations, semi-structured interviews, questionnaires, field notes, and review of documents were triangulated to support the stated aim of this study. For this purpose,

the questionnaire responses of the participant, her parents and her English teacher and the researcher's notes taken during the observation process were evaluated to find out the common points. Each questionnaire included 33 questions and all the questions shared the same content in regards to data that was collected.

3.8 Limitations

Limitations can be defined as indisputable aspects of each methodology. When it comes to the limitations of this study, it was limited to the participant. Although the other students in the participant student's class were also identified as gifted with their exam scores, this study was conducted with one sample student because of the parent permission issue.

The participant student was observed in both native and non-native English teacher's lessons. Although the native English teacher approved the researcher's observation in his classes, he did not accept to be interviewed for this research.

In contrast to the quantitative large scale data, a case study generates context-dependent knowledge, and it is hard to bring forward a proposal and to sum it up with a theory (Flyvbjerg, 2006). The findings were based on one circumstance in this case study. Not being able to make generalizations for all gifted students was another limitation of this study since the data was collected from a few participants.

Chapter 4 : Results

4.1 Results of the Study

In this chapter, the results obtained after the analysis of the data collected were presented.

4.1.1 The findings from the semi-structured interviews with the participant student. A few semi-structured interviews were conducted with the participant student at odd moments during this research. In addition to the information acquired from the questionnaires, the notes taken during these interviews revealed that the participant student likes reading English stories if they include a lot of pictures instead of too much text on the pages. She states that the listening activities are more entertaining when they dance or act while doing these activities. She emphasizes that she likes English but she does not like studying or doing homework. She gets bored if they do the same type of activity for a long time. The participant mentions that she likes word games that they play with her parents. She explains scrabble games and that they try to find a word that is starting with the last letter of the word that the other player says. She stresses that her native teacher did not include too much writing activities because of this reason she likes his classes much more than her non-native teacher's classes. She likes listening and singing English songs very much.

4.1.2 The findings from the semi-structured interviews with the participant student's parents. A semi structured interview was conducted with The Participant Student's parents to find out more about her gifted education background (See Appendix B). According to TURKSTAT 2011 and 2012 Income and Living Conditions Survey the households are sorted in ascending order by household disposable income and divided into 5 equal parts. It was learnt that the participant student has a middle class family since their income is placed between the bottom income group and the top income group in this table.

It was understood that the parents are interested in their child's English education. It can also be inferred from the notebook that they bought for the English

lessons of the participant student which is like a pictured English dictionary (See Appendix G).

It was learnt that she started to go to pre-school at the age of 2 and half. After her two weeks at school, her classroom teacher called them to school to talk about her case. He advised them to change her class with the four-year old group. He said that she already knew most of the things that a 3-year old child knows. Her English teacher was also of the same opinion with them. So, they decided to change her class. She took education at that school for one year. While she was 4, the parents moved into another house. So, they had to change her school, as well. She attended the orientation process at another school later. They had a meeting with the school staff. The teachers there told them that she could perform the skills that a six-year old child could do. However, by taking into consideration the motor skills that a child has in that critical period, they advised the parents to place her with the five-year old students. After her one year at that school, the principle of the school, told them that she would get bored if she continued pre-school one year more and she said that she was ready for primary school. The school principle directed the parents to a counseling and research center. The center gave them a report and it was in writing that she demonstrated abilities well beyond her age group peers and she had a higher IQ than her peers. Before enrolling her to the primary school, they learnt that there were some private schools that had special education for gifted students. They applied to TUZDER (which is an association that is funded for the gifted students) and that association conducted the Stanford–Binet Intelligence test assessing their daughter. The result was correlated with the previous test that the counseling and research center reported before. After extensive research about the education of a few schools, they enrolled their daughter in a private school and she has been in the same setting for the past two years. The school is applying enriched educational programs in her class which is separate from other classes.

The parents were asked for their opinions in regards to their child's strengths as a gifted student. It was learnt that they had memorized lots of nursery rhymes together both in Turkish and English since she was about 12 months old. They emphasize that her reactions towards new things that they were trying to teach her were very good. She started to speak earlier compared with her peers. According to

them, her performance is superior at intelligence games and the activities that require her to use her imagination.

The parents were asked about the difficulties that they face in raising their child. They emphasize that it is not easy to be the parents of a gifted child. Beside the difficulties that they shared in their questionnaires, the parents say that the most prominent behavior that their child has is her stubbornness. They state that they sometimes have difficult times with her stubbornness. They mention that she tries to do what she decides without taking their or the other adults' opinion into consideration so, the things that she set her mind on may be harmful for her. They also point out that she has problems in obeying the rules. According to them you have to make a logical statement of a rule to get her to accept and obey it. She thinks that her rules are always more important than the others'. Beside the problems that they mentioned in their questionnaires about their child's homework responsibility, they also say that if she likes her homework activity, she may spend hours on it without getting bored. They emphasize that it also poses a problem since she does not have enough time left to fulfill her other tasks as homework.

It was learnt that she learnt the Turkish letters while playing with her toys at the age of four. Her parents state that she started to combine these letters and she started to write some words by herself. It was also found out that she started to read the headlines of the newspaper near her parents while they were reading it. She started to count from one to twenty both in Turkish and English very early compared to her peers. Using research from the literature about the peculiarities of the gifted children the parents were asked whether or not she showed unusually intense interest and enjoyment while learning new things. Approving this situation for their child the parents say that it happens especially while she is learning the rules of intelligent games. They mention that that she listens to them carefully if they show a different way to answer the questions while doing her homework. On the other hand, they emphasize that she gets bored quickly if she already knows what they are talking about and she does not want to listen to them at those times.

The parents say that they usually ask her about what she has learnt after coming home from school and she usually answers: "I don't remember". However, it was also learnt on the other hand that especially while she is in bathroom, she sings

the songs and repeats the nursery rhymes that she has learnt in the class. It was found out that the participant student likes playing the English bingo game with her parents very much. Sometimes, she watches English cartoons for a long without getting bored. She sometimes tries to catch the same or similar English and Turkish words in dialogues. Sometimes she tries to make jokes by using English words (by adding suffixes or prefixes).

Another point that was noted during the interviews was that English was used in the household sometimes. It was learnt that since both of the parents have English education background, they sometimes use English words and sentences while communicating just to practice it with each other. It was learnt that the participant student tried to get involved in these conversations by making comments about English words and the language itself. The parents share an experience that they had with this. They say that:

We sometimes speak in English. One day her comment had astonished us. One of us said a sentence like: “we will go to look”. She was eating her dinner. Her comment was: bakmaya mı gideceksiniz? Bakma bir yer mi? Bakmanın içine mi gireceksiniz ki? (will you go to look? , Is ‘look’ a place? , will you go into ‘look’?). She was aware of that ‘a noun’ is required with the verb of ‘look’ in a sentence.

4.1.3 The findings from the questionnaires. Each questionnaire includes 33 questions and all the questions share the same content in regards to data that was collected. In this section of the study, the questions of each participant will be given firstly and then, the answers will be shared.

In order to simplify the description process the student was coded as S, the parents were coded as P and the English teacher was coded as T. This coding will also be used in the parenthesis next to the questions to indicate who the questions were directed to.

The 1st questions:

Do you like English? If so, why? (S)

Do you think she likes English? If so, why? (T-P)

In the first questions of the questionnaires it was asked whether or not the participant student likes English. The participants were also required to explain the reasons of their ideas in their answers. According to S's answer, it depends on the activities that they do. It is understood from S's answer that she likes it if they do the coloring activities but she does not like writing activities. According to T's answer S likes English and the reason is that English lessons require the students to participate in the lessons actively. T explains that S loves to be active all the time. As for her P's answer for the same question, it is understood that they think their child likes English since she is very energetic. As it was deduced from P's answers, their child's interest in English language depends on the activity type. They add that S likes listening to English songs, she sometimes uses English sentences and words while talking to them in Turkish at home.

The 2nd questions:

Are you always concentrated in all classroom activities? (S)

Is she always concentrated during in all classroom activities? (T)

Is she always concentrated while studying English at home? (P)

In James T. Webb's table it says that gifted students dislike basic routine and resists routine practice (See Table 4). The second questions of the questionnaires were prepared on the purpose to learn whether the participant student has this tendency or not. The S gives answer to this question as she always does her activities but she does not like writing. Her English teacher says that S is always concentrated if the activity is challenging for her. According to T, the participant student starts to become distracted if she wants her students to complete the activities on their book which require too much writing. The T adds that she warned S about this a few times and S said that she did not like writing. It is understood from her parents' answer that her concentration depends on the activity types. They give example that she likes matching, coloring and puzzle activities. They imply that she gets bored when the activity is too long which is about the same subject.

The 3rd questions:

Do you do your homework regularly? (S)

Does she do her homework regularly? (T,P)

In James T. Webb's table it is given as the Possible Problems That May Be Associated with Characteristic Strengths of Gifted Children that these children neglect duties (See Table: 4). The third questions were inspired from this item as well as observable behavior of her. S states that she does her homework but, she sometimes forgets to do it. T says that she did not notice for a long time that S did her homework regularly. It was understood that S usually did not show her homework to her teacher for her check. The teacher explains that, she, later, has learnt from S's parents that although she did not miss any homework, she did not show them to the T for her to check. It was learnt from the answer that the teacher prepared a website named class dojo to evaluate and grade her students' homework and studies and to motivate them in return. T adds that the student has the lowest degree in this website. T mentions that the student's parents bought a file for S to put all her work sheets into it; however, T implies that S organized her work in this file for only a few weeks. As T mentions, although the student does not show her homework for T's check, T knows that S is doing it regularly with her parents' support. As for the parents' comments for this question, they emphasize that she is not a responsible child in terms of doing her homework. They complain that she usually forgets to bring her books or notebooks from school that she is required to study on as homework. As for her English homework, they say that they always remind her by asking whether or not she has homework. They add that she generally neither remembers nor starts her homework by herself. It has been learnt in the answer of this question that the parents applied many different ways to remind her about homework responsibility. They gave an example saying that a few times they took out her homework from her bag and put it on her desk turning to the page that she was required to do. It has been learnt that this approach worked if the homework was about filling the blanks, matching... etc. without their warning or reminding. It has been understood that they cannot force her to do her homework.

The 4th questions:

Do you think that you show good performance at classroom activities? (S)

Does she show good performance at classroom activities? (T)

Does she show good performance at homework activities? (P)

Itemized in Table 4, gifted children are mentally and physically involved and enjoy learning as their characteristic strengths. The aim of the 4th questions was to

investigate this characteristic of the student. According to S, she shows good performance in classroom activities. Her teacher says that it depends on the activity type. T implies that the student's performance is good if she likes the activity. On the other hand, if S does not like the activity she even does not start to do it in spite of the T's warnings about that the assignment. Her parents say that sometimes, she is very creative with her activities and spends too much time on them on the other hand she sometimes gets bored very easily.

The 5th questions:

Do you complete the given task on time? (S)

Does she complete the given task on time? (T)

Does she complete her homework in proper time? (P)

This question emerged from the observation process. It is understood from the participant student's answer that she is aware of being usually late in completing the given task. Her teacher says that she mostly does not complete the given task on time. Her parents also underline the same thing as an answer to this question. They also comment that sometimes, this stems from lack of motivation and sometimes, she spends too much time for some activities.

The 6th questions:

In what kind of activities do you perform better? (S)

In what kind of activities does she perform better? (T, P)

The purpose of the sixth questions was to obtain information about what kind of activities the student performs better. Her answer shows that she likes coloring, solving puzzle, matching and drawing. According to her teacher she performs better at the activities in that she uses her imagination. T mentions that S is very creative in preparing postcards or drawing pictures in which she is required to use new patterns. T adds S is more active and enthusiastic in hands-on activities. Her parents say that she may spend hours on studying without getting bored if she is required to prepare a project as homework. They mention about the reading books that her teacher gives to the students to do the exercises in them as homework. As they say she spends too much time on doing these exercises. It has been learnt that these books have many pictures, as well. It has been learnt that although the students are required to do only

the exercises in these books, she also draws those pictures in the books while writing on her notebook. (See Appendix G.1, G.2)

The 7th questions:

Are you enthusiastic to learn English? (S)

Do you think she is enthusiastic to learn English? (T, P)

It was aimed in the seventh questions to learn whether or not she is enthusiastic to learn English. In other words, the purpose of this question was to obtain information about the participant's motivation in learning English. Although she has not given the exact answer to this question, the participant student says: "Yes, I am learning it. We are doing a lot of things in the lessons". The teacher says that the student is enthusiastic and T implies that the reason of it is not to learn English. T says that the reason is that the student is just enjoying it. As an answer to this question, the parents underline that they have not observed that she did extra study apart from her homework to learn English. According to them she does not especially want to learn English. On the other hand, they give extra information about this question and say that she asks if she encounters something that she does not know while doing her homework.

The 8th questions:

Do you think your performance is same in all the time to learn English?
(S)

Do you think her performance is same all the time to learn English? (T,
P)

The eighth questions emerged from the observation process and they were about the student's performance to learn English. It was questioned whether or not her performance is same all the time. The student answers to this question as: "sometimes yes, sometimes no" and additionally she says that sometimes she does not want to do some exercises. Her teacher explains that she sometimes occupies herself with her stuff in the lesson. T states that the student likes origami and she usually has some paper in her hand which she folds, cuts, colors...etc. during lessons. T explains that she talked this case with the student's classroom teacher and learnt that S did the same in his lessons, too. T comments that the student likes

origami and she does not perform well when she spends her time with this in the lessons. T emphasizes on the other hand that the student still listens to her lesson even in this case. The parents say that their child's performance shows alteration. They explain that she starts to get bored if she studies the same kind of activity for a long time.

The 9th questions:

Do you just listen to your teacher without being occupied with anything else? (this question was prepared based on the teacher's answer to the 9th question.) (S)

What do you think about her most conspicuous feature as a gifted student? (T, P)

In the ninth question, the student's parents' and teacher's ideas were asked about the most conspicuous feature of S as a gifted child or student. The T states that although the student sometimes seems like she is not listening to her, she can give answers to the questions. T uses the statement of "mistake catcher" for the student. She explains that the student usually catches and corrects her friends' mistakes even though she seems to be occupied with something else. For their child's most conspicuous feature as a gifted student the parents say that she always asks questions and seeks the reasons as well as being very curious about everything. It was not suitable to ask the similar question to the participant student. So, being inspired from the teacher's answer to the ninth question she was asked whether or not she just listened to her teacher without occupying herself with something else. She says that she listens to her teacher but she also admits that she sometimes makes origami. She adds that she has a lot of colorful paper. According to her, it does not mean that she does not listen to the teacher. Additionally, she says that she is using her hands not her ears to fold paper.

The 10th questions:

Do you always listen to your teachers' and parents' warnings about your mistakes in regards to your homework or classroom activities? (S)

What do you think about her responses and reactions to your warnings for her mistakes or undesirable behavior in classroom activities? (T)

What do you think about her responses and reactions to your warnings for her mistakes or undesirable behavior while doing her homework? (P)

Question number ten focused on the student's responses and reactions to the warnings for her mistakes or undesirable behavior while doing the classroom activities or her homework. The student says that she listens to the warnings. S adds that her parents and teacher should also listen to her. S emphasizes that she can also be right as her parents and teacher. According to the teacher the warnings are not so important for S. T states that if the participant student decides to do something, she does it. The parents underline that she is very stubborn in everything. According to them it is very difficult to convince her about different ideas that are not the same as hers.

The 11th questions:

Do you care about your classmates' reaction to your mistakes? (S)

Does she care about her classmates' reactions to her mistakes? (T)

Do you think she cares about her classmates' reaction to her mistakes? (P)

In the eleventh questions, it was aimed to find out whether or not the student cares about her classmates' reactions to her mistakes. The participant student says as an answer to this question that her friends can show reactions and say their own ideas. The English teacher explains that she has not observed this kind of situation up to now. Her parents state that they sometimes talk about her lessons and they do not think that it is important for her. They explain that they warn their child about her homework responsibility when she does not want to do it and tell her that she will feel sorry in the classroom when she sees that everybody has done their homework. According to them their child does not pay attention to this kind of situation. They share the S's reaction to these kinds of warnings:

P: you will feel sorry when you see that all of your friends have done their homework

S: "what will happen?"

The 12th questions:

Do you have focusing or listening problems while learning English?
(think something different) (S)

Do you think that she has a focusing problem? (T, P)

It is itemized in Table 4 that gifted children have “intense concentration; long attention spans and persistence in areas of interest”. Being inspired from this item it was questioned whether or not the student has focusing problems. It has been seen that everybody has the same answer for this question. It has been understood that the participant student has no focusing problems. The teacher explains that sometimes, the participant student does not concentrate on the topics that she teaches. According to her this is a conscious reaction. The teacher emphasizes that the student especially catches the main points while listening to a story. She mentions about the story time in her answer. She says that it is one of their classroom routines that she reads a story and the students listen to it and need to focus to be able to answer the questions about it. The teacher emphasizes that the student mostly gives true answers to the questions about the story that they listen. The parents say that she is very good at focusing. They say that her English teacher sometimes gives books which require them to listen to the stories and then gives answers to the questions and fill in the blanks in their books. They also share that sometimes her teacher wants them to watch some videos in English. They state that she focuses while doing these activities and catches the details.

The 13th questions:

Do you think you are patient with the classroom routines? (S)

Is she patient with the classroom routines? (T)

Is she patient while completing her homework activities? (P)

As a possible problem that may be associated with characteristic strengths of gifted children it is itemized in Table 4 that these children may “resists routine practice; impatient with others; dislikes basic routine”. The thirteenth questions of the questionnaires were about whether or not she is patient with classroom routines or in completing her homework. The student says that she sometimes gets bored. In her answer the teacher mentions about the student’s impatience. T states that the student sometimes interrupts her to comment on the topic. Additionally, T says that the student sometimes says the ends of her sentences before her by interrupting while

she is talking. T mentions that the student does not miss her or the other students' slips of the tongue. T adds that the student tries to make them approve her correction. Her parents say about her patience that sometimes, she finds some exercises unnecessary. They also say that she sometimes complains that she knows the topics that she is required to do exercises of them as homework.

The 14th questions:

Do you ask irrelevant questions in English lessons or while doing your homework at home? If so, why? (S)

Does she ask irrelevant questions? If yes, how often do you observe that and what do you think is the reason for this behavior? (T)

Does she ask irrelevant questions? If yes, how often do you observe that and what do you think is the reason for this behavior? (P)

In Table 4 it is given as one of the strengths of gifted children that these children are inquisitive and they search for significance. As a possible problem that may be associated with this characteristic of these children it is presented that they may ask embarrassing questions and be excessive in their interests. In the fourteenth questions the aim was to learn whether or not the participant student asked irrelevant questions during the lessons or while doing her homework. According to their answers, the participants were also asked to share the reason and frequency of this behavior. It has been approved by all the participants that the student asked sometimes irrelevant questions during the lessons or while doing her homework. As for the reason, the participant student says that she forgets her questions if she does not ask them at that time. According to the teacher, the reason in the participant student's behavior is to direct the attention towards her. T states that the student wants to be noticed every time and likes attracting attention. The parents explain that she usually has a few things on her mind at the same time. They say that she may ask any questions that come to her mind. According to them it happens especially when she is required to do writing or reading activities for a long time.

The 15th questions:

What do you do if your teachers say that your answer is wrong? (S)

Does she insist on her wrong answers as being correct? (T)

Does she insist on her mistakes as being correct while doing her homework? (P)

The “stubbornness” characteristic is given in Table 4 as one of the possible problems that may be associated with gifted children. It was questioned whether or not the student she insisted on her mistakes or wrong answers. As an answer to this question the student underlines that her answers also could be correct. She also says that T has to make explanations for her comments in this case, as well. Her teacher points out that S insists on her wrong answers until she is satisfied with teacher’s explanation. Her parents state that it is not easy to make her accept opposite ideas..

The 16th questions:

Do you show tolerance to your friends’ responses or do you wait for your turn to say your comments? (S)

Does she show tolerance to the others’ responses or comments? (T)

Does she show tolerance to your comments about her task? Does she listen to you without interrupting? (P)

It is stated in Table 4 that gifted children are impatient with others as they acquire information quickly. In the sixteenth question, the teacher was asked whether or not the participant student showed tolerance to the others’ responses or comments. T states that if the student has something on her mind, she says it even while it is not her turn. Based on the teacher’s response to the sixteenth question, the student was asked to share whether or not she showed tolerance to her friends’ responses or she waited for her turn to say her comments. Her response indicates that she says her comments without waiting her turn. She admits that her teacher warns her. According to S, if her friends’ answers are not true, she has to say hers. She makes a statement of that as she may forget it otherwise. The question of the parents was that whether or not S showed tolerance to their comments about her task and listened to them without interrupting. It has been understood from their answers that she usually interrupts them while they are talking. They add that it is not only about her homework. They state that she usually does not wait for them to finish their sentence.

The 17th question:

Do you neglect your duties when you focused on something about your interests? (S)

Does she neglect her duties when she is focused on something about her interests? (T, P)

It is referred in Table 4 that gifted children neglect duties or people. Based on this statement, it was aimed to learn whether or not the student neglected her duties. The participant student's answer is that she sometimes does not want to do her tasks. According to her teacher S does not consider her duties. The teacher explains that she gives them worksheets as homework after the lesson. T emphasizes that the student does not remember her responsibility by herself. She says that they often keep in touch with the student's parents and T emphasizes that she knows that the student's parents always remind her of her responsibilities. Additionally, T states that sometimes the student forgets her homework at home and sometimes she forgets to show it for homework check even though she brings it with her. The parents also approve that she neglects her duties and they emphasize that they usually warn her about her responsibilities.

The 18th question:

Do you care about your friends' and teachers' criticism or rejection? (S)

Is she sensitive to criticism or peer rejection? (T, P)

By asking the eighteenth question it was aimed to learn whether or not the participant student is sensitive to criticism or peer rejection which is one of the items in Table 4 that are given as the possible problems that may be associated with the characteristic of gifted children. Not giving the aimed answer in this question the student states that she just wants to share her ideas but the others criticize it. According to the teacher, the student is sensitive to the rejections and she wants her ideas to be accepted by everybody. Her parents emphasize that she cannot tolerate to be criticized even while playing with her friends. They complain about this as being one of her worst habits. They state that she always wants to establish rules and wants everybody to obey them and otherwise; she gets cross.

The 19th questions:

Do you prefer individualized and independent work or do you like group and pair work? (S)

Does she prefer individualized and independent work or is she better at group and pair works? (T, P)

Does she prefer to work by herself or with you?

It is stated in Table 4 that gifted children are independent and they prefer individualized work. And as a possible problem that is associated with this characteristic it is itemized that these children may reject parent or peer group work. The nineteenth question was about the participant student's preference about individualized and independent work or group and pair work. It has been inferred from the answers that the participant student prefers individualized work. The student says that she can do all she wants to do more easily when she studies by herself. According to the teacher, the student is better at independent work. As for the reason of her idea she says that the student may not show tolerance to her pair's or group friends' ideas if they are different from hers. The teacher also states that the participant student tries to make the others accept her ideas. The parents explain that she wants them to be near her while doing her homework but, she does not want them interfere with her work.

The 20th questions:

Do you come to class prepared for the English lessons and check your materials for the lesson before it starts? (S)

Is she organized during the lessons and for the classroom routines? (T)

Is she organized while doing her homework? (P)

In Table 4 it is stated that the gifted students have diverse interests and abilities and so they may appear disorganized or scattered; frustrated over lack of time. It was investigated with the twentieth questions whether or not the participant student is organized during the lessons, for the classroom routines and while doing her homework. To be clearer for the student and to get more exact answer from her for the question it was asked in the manner whether or not she comes to class prepared for the English lessons and checks her materials for the lesson before it starts. S says that she sometimes forgets to get ready for the lesson before it starts. She complains about the break times as being very short to be able to play with her

friends. The teacher states that the student is not organized usually. She explains that even though they have their weekly lesson plan, she mostly does not find S ready for the lesson when she comes to their class. The teacher points out that the student usually takes out her books and notebook from her bag when it is reminded to her. Her parents also complaint about the same problem and say that she usually makes them angry about this. They state that it takes too much time for her to start her homework. Additionally, they mention that she forgets to bring either her pencil or eraser before starting her study and she omits some parts that she does not want to do in her exercise paper.

The 21st questions:

Are the cause and effect relationships in the classroom activities important for you? (S)

Does she seek for cause and effect relationships in the classroom activities? (T)

Does she seek for cause and effect relationships in her homework activities? (P)

Renzulli (1986) states that gifted students have ability to find out cause effect relationship in particular problems. The question was addressed to the student asked whether or not the cause and effect relationships in the classroom activities were important for her. She said that if something confuses her mind, she asks it to understand. The teacher's question was about whether S seeks cause and effect relationships in the classroom activities or not. T states that the student always asked for the logical reasons in all cases. T explains that S may even criticize the characters in her book if there is an illogical situation in their dialogues or if there is a mismatch between the dialogues and the pictures of them. The same question about the participant student was directed to the parents with the change of 'the homework activities' instead of 'the classroom activities'. It was understood that the participant student seeks for cause and effect relationships even in her homework activities. Her parents point out that she spends too much time on this and she deviates from the aim of the homework.

The 22nd questions:

Are you willing to participate in all activities during the lesson? (S)

Is she willing to participate in all activities during the lesson? (T)

Is she willing to participate in all of her homework activities? (P)

It was aimed to learn in the twenty second question whether or not the participant student is willing doing her homework or classroom activities. The purpose in this question was to get information about the student's intrinsic motivation. The student states that she is willing in doing the activities if she likes them. The teacher claims that the student is more willing in the activities that she takes an active role in. According to the teacher the student gets bored if she sits without doing anything for a long time. For the homework activities, the parents emphasize that she is not willing in regards to doing all of them. They put forward that she gets bored very easily.

The 23rd questions:

Do you like your English lessons? If so, why? (S)

Do you think she is motivated in English lessons and if so, why? (T)

Do you think she is motivated to learn English and if so, why? (P)

The twenty third questions were about the participant student's motivation. The student was asked if she liked English. She was also required to explain the reason for her answer. It has been learnt that she likes English and for the reason she states that they do not only sit in their desks during the lessons; they cut, draw and prepare their own postcards during the lesson. The teacher's opinion was asked about whether or not the participant student is motivated to learn English. According to the teacher, the student likes English lessons since it gives her chance to be active most of the time. The teacher emphasizes that this matches with the student's personal character. She states that the student does not like routine lessons. The teacher also mentions about reading classes as an example of routine lessons that the participant student does not like. The parents were also asked to share their ideas about whether or not she is motivated to learn English. They think she is motivated since she likes English. According to them she is willing to learn English. They mention that she likes playing English games on the computer and she uses the English words in daily life which she has learnt in English lessons.

The 24th questions:

Do you have difficulty in practicing any skills? If so, what kind of skills challenges you? (S)

Does she have difficulty in practicing any skills? If so, what kind of skills challenges her? (T)

Does she have difficulty in practicing any skills at home? If so, what kind of skills challenges her? (P)

It is stated in Renzulli's Three-Ring conception of giftedness that gifted children have "receptivity to that which is new and different". The purpose in the twenty fourth question was to learn whether or not the student had difficulty to practice any skills and if so, what kind of skills challenged her to acquire. As an answer to this question the participant student says that the only difficulty that she has is to finish her homework and she points out that the homework activities are sometimes very boring for her. The teacher emphasizes that she has not observed that up to now. She stresses that the student is learning the new topics very easily. The parents also state that she has no difficulty in practicing new skills.

The 25th questions:

Do you ask related questions about the subject of the lesson without hesitating every time? (S)

Does she ask related questions about the subject of the lesson without hesitating every time? (T)

Does she ask related questions while doing her homework without hesitating every time? (P)

It is stated in James T. Webb's study that gifted children seeks cause-effect relations and so they may dislike unclear and illogical areas (See Table 4). In the twenty fifth question it was aimed to understand if the participant student asked her related questions about the subject of the lesson without hesitating. The participant student says that she asks her question immediately in order not to forget it later. The teacher also approves this and she emphasizes that this student's self-confidence is very high to be able to ask questions. T also states that the other reason is that the student wants to draw attention to herself. It was asked to her parents if she asked her related questions without hesitating while doing her homework. They stated that she asked her each questions about anything without hesitating.

The 26th questions:

Do you try to finish the individual activities before your friends in the class? (S)

Does she try to finish the individual activities before her friends in the class? (T)

Do you think that she is competitive with her friends in regards to finishing the individual activities before her classmates? (P)

The purpose in the twenty sixth question was to learn whether or not the student tries to finish the individual activities before her friends in the class. In other words, it was investigated if she is a competitive student. The student states that it is not so important for her, but she wants to be first sometimes. She adds that she is usually late. She explains that she wants to do a lot of things at the same time. She gives example that she wants to decorate her working paper and with pictures on it. The teacher states that S is usually among the last ones in the class and that she is usually late for completing the given tasks. According to the teacher S pays too much attention to the details, she may spend too much time on the given tasks and she also may busy herself with her course materials (eraser, sharpener, pencils...etc.). T explains that the student sometimes cannot find her books or course materials and she sometimes tries to correct her classmates' mistakes on his\her book or notebook. She mentions that the participant student is usually late for completing the given tasks because of these reasons. The parents' opinions were also asked whether or not she is competitive with her friends to finish the individual activities before them in class. It was learnt that they did not think that their child is competitive in this regard. They explain that they usually see that most of the exercises in her English book or notebook are incomplete.

The 27th questions:

Are your grades in English lesson important for you? (S)

Does she care about her grades in your lesson? (T)

Do you think that she cares about her grades for her English lesson? (P)

In the twenty seventh question it was aimed to learn whether or not her grades in English lesson are important for the participant student. In other words, the purpose in these questions was to investigate the student's intrinsic and extrinsic motivation in learning English. In her answer, the participant student mentions about

that she had very low points in “class dojo” which is the name of a website that the English teacher uses to grade the students’ performance.). S explains that her mother talked to her teacher and said that she did all her homework up to that time. And she says that she has a higher grade now. According to the teacher neither her appreciation nor the grades that she gives them in class dojo website at the end of each lesson affects the participant student’s motivation. T stresses that the student performs the given tasks if she enjoys them. Giving the same answer, the parents mention that they warn her about her homework when she does not want to do that. They emphasize that they remind her that her grades will be low if she does not fulfill her tasks. They share in their answer that their child says in this case that: “what will happen if I get low grades”.

The 28th question:

Do you complete the missing parts in your book or note book later at the break time or at home that you could not complete in the lesson? (S)

Does she complete the missing parts in her book or note book that she could not complete in the lesson (either in the breaks or at home? (T)

Does she complete the missing parts in her book or note book that she could not complete in the lesson? (P)

It was asked in the twenty eighth question if the participant student completed the missing parts in her book or note book later at the break time or at home that she could not complete in the lesson. The participant student says that she forgets about that at break time. She says the reason for that, she is playing with her friends and she finds this more amusing. On the other hand, she adds that if she starts to do a project on the colored paper or if she could not complete a puzzle in the lesson, she forgets to have break. The teacher emphasizes that she has not observed this situation up to this time although she usually reminds it to S before the end of the lesson. The parents also say that they remind this to her if they notice that. They state that she rejects to complete them by saying “they have already finished those activities so, she does not need to do them anymore. “

The 29th questions:

Which ones do you like more? Difficult tasks or moderate tasks? (S)

Which ones does she like more? Difficult tasks or moderate tasks? (T, P)

It is expressed in Renzulli's Three-Ring conception of giftedness that gifted children have motivation in challenging work. It was questioned which types of tasks the participant student liked more: Difficult tasks or moderate tasks. The student says that she likes difficult tasks. She explains that they are better than the "doodles" and according to her difficult ones are more amusing. The teacher says that moderate tasks bore S. The teacher mentions that the student complains while doing this kind of task by saying that there is no need to do them. The teacher states that the student usually omits moderate tasks and spends much more time on difficult tasks without getting bored. The parents also state that she is more eager in doing difficult tasks.

The 30th questions:

Do you feel lucky since your parents know English? (S)

Have you observed any that she feels lucky since her parents know English? (T)

Have you observed any that she feels lucky since you know English as her parents? (P)

It was questioned whether or not the participant student feels lucky since her parents knew English. The aim was to investigate if she had any extrinsic motivation. The participant student gave her reaction to this question by saying: "So, what?" The teacher stated that she sometimes told the students that she was lucky because she could get help from her parents while doing her homework. The teacher pointed out that she tried to motivate her to do her homework in this way. However; she stated that this was not important for this student. She also added that this student did not like to be given homework. The parents say that they have not observed that she felt lucky. They mention this information that she sometimes sings English songs that she has learnt at school and she gets surprised when they sing with her.

The 31st questions:

Do you feel ashamed when you receive a low grade? (S)

Does she feel ashamed when she receives a low grade? (T, P)

In the thirty first questions it was aimed to learn whether or not the student felt ashamed when she received a low grade. It was also intended to learn whether or not she had extrinsic motivation in this regards. The participant student's answer is "No" to this question. According to the teacher S does not feel ashamed for this and

according to T S has high self-confidence about this issue. As the teacher mentions this student shows that she(S) has the idea that grades are not representative of her(S's) success. Her parents point out that she has not mentioned her grades up to them.

The 32nd questions:

Does it bother you when others perform better than you in the lesson? (S)

Does it bother her when others perform better than her in the lesson? (T)

Do you think that it bothers her when others perform better than her in the lesson? (Does she talk about that at home?(P)

The thirty second question was about whether or not it bothered the participant student when others performed better than her in the lesson. In other words, it was investigated whether the motivation comes from external factors or it is an internal impulse as defined in “intrinsic motivation in self-determination theory”. Saying “no” the participant student stated that sometimes she was better and sometimes her friends were. The teacher stated that the student was not jealous about that. Her parents explained that they did not think so. Additionally, they stated that they did not hear anything from her about her or the others’ performance in the lesson.

The 33rd question:

Which activities do you like more? Activities that you do with your teachers or with your friends or by yourself? (S)

Which activities does she like more? Activities that she does with you or with her friends or by herself? (T)

Which activities does she like more? Activities that she does with you or by herself? (P)

In Table 4 it is stated that the gifted students are independent and they prefer individualized work. In the last question of the questionnaire it was asked which activities the participant student liked more: activities that she did with her teachers\parents or with her friends or by herself. The participant student says that it depends on the activity. She adds that sometimes, it is easier to do the activity by herself. According to the teacher, S likes individual work much more and S likes

applying her own style. T mentions that the student is especially good at hands-on activities and she is not good at doing them together with her friends. T emphasizes that this student has her own rules every time. The parents state that she mostly wants them to be with her while studying. On the other hand, they use the expression of “boss” for her. According to them, she always does her activities how she wants to do it.

4.1.4 The findings from the observation of the participant student in her English classes. Researcher's notes that were taken in the observation process:

During the lessons it was observed that, the participant student was highly curious. She asked a lot of related and irrelevant questions during the lessons. She was occupied with playing unrelated objects in the lessons like folding paper, drawing... etc. in most of the observed lessons (See Appendix J.2). She was creating new designs. However, it was observed that she could give the right answers to the teachers' questions whenever she was asked. In other words, she was always concentrated in regards to the lesson, It was never observed that, she got bored while learning new items in the lesson. However, she was not so enthusiastic or motivated if she already knew the items (See Appendix F.5.). Her curiosity towards learning new items was also outstanding (Gottfried, 1985; Harter, 1981). It was remarkable that she shared her ideas and comments without hesitating in the lessons. It was clear that her self-confidence was very high. She was comfortable during the lessons. One of the notes taken during the observation process was that she neglected the easy activities (See Appendix E.1, E.11, F.2, F.5). Additionally, it was noted that she used what she learnt in the previous lessons (See Appendix E.2).

She mostly could not complete the given tasks on time (See Appendix E.1, G.7, G.9, F.5, J.3, F.1). While most of her friends were fulfilling the given tasks as they were required, she spent too much time on details (See Appendix E.1, F.1, F.5, G.1, G.2, G.3, G.4, G.5, G.7, G.8, G.9, J.3). The majority of the students were enthusiastic to complete and show their works to their teachers. Interestingly, she was not like her friends. It appeared that they liked their teacher's appreciation. However, it was observed that she mostly did not show her work to the teacher for her approval (See Appendix G.7). Remarkably, she was very motivated in hands-on activities (See Appendix H.1, H.2). Nevertheless, she was always late for completing these activities on time since she paid too much attention to the details.

It was noticed that she was not patient with her friends' mistakes (See Appendix: F.5). Moreover, she did not miss any mistakes that her teacher did during the lessons. She said any tiny mistakes without hesitating she caught during the lessons (See Appendix E.12). Another outstanding point was that she asked too many

questions when the topic was new for her. She was insistent on her comments. Additionally, she was persistent to ask 'why' questions.

She seemed very eager to memorize the songs and the simple skits that were taught in the lessons (See Appendix E.12). Her performance in 'listening and matching' activities was outstanding (See Appendix F.6).

The overall comment about her performance is that she was more eager and motivated if the tasks were challenging for her (See Appendix F.2). For instance, she was less concentrated in the lessons in beginning of the semester (See Appendix F.5). Later, it was learnt that, this student had background information about some topics in English lesson.

She occupied herself with origami in most of the observed lessons (See Appendix J.2, J.3). However, it was observed and noted that she commented on the new lesson topics although she missed some of the given tasks (See Appendix J.3). It was also noted that she left origami when she liked the activity type (See Appendix F.2). On the other hand, it was never observed that she had difficulty to learn or to understand new subjects during the lessons. She was rapid to understand the new topics. She was good at understanding the instructions that her teachers gave.

Another remarkable issue was her performance that was in listening and matching activities. She had good listening discrimination skills and her performance was striking in grasping the tiny details in listening activities (See Appendix F.6). Moreover, her motivation was very high in singing the songs that the teacher made them listen to. She was also very good at memorizing the new songs (See Appendix E.2). After the first listening, she was singing along. However; it was noteworthy that she seemed very bored during the lesson of writing activities (See Appendix G.9, J.3). It was also noted that she mostly did not complete all of the exercises that she was required to do in the lessons. It was observed that there were some missing parts in most of the activities that she was required to do (See Appendix E.1, E.6, E.11, F.1, F.2, F.3, F.5, G.7, G.9, J.3).

It was learnt that her parents mostly reminded the homework responsibility to the participant. It was noted that the students checked their answers in their homework with the teacher in the lesson. It drew the attention that she was more

eager to participate in these homework checking activities in the time that she came without doing her homework. It was noted down that she did not pay attention to the activities that she did for the second time (See Appendix E.5).

During the observed lessons the participant was not competitive with her friends to finish the individual activities before them. On the contrary she was always late to complete her tasks. Another point that aroused interest was that she was more successful in individual work (See Table 4). It was noted that she was not good at sharing her ideas with her friends in pair or group work (See Appendix E.5, E.6).

The teacher gave them stickers after completing their work in most of the activities. However, although most of the students were racing with each other to get the sticker, this was not observed for this participant student (See Appendix F.4).

During the observed lesson, her motivation was written down as highest when they did matching (See Appendix E.2, E.8, E.9, F.3, F.6) coloring (See Appendix E.1, E.4), drawing (See Appendix E.3, F.1), puzzles (See Appendix E.6, E.7, E.8, E.10, F.3) and hands-on activities (See Appendix H.1, H.2).

It was learnt that the teacher graded her students' performance in a website named class dojo. The teacher evaluated each student's performance separately in terms of their homework and classroom activities at the end of the each lesson. However, it was noticed that the participant student had lower grades compared to her classmates. Later, it was learnt that although she did her homework, she did not show it to her teacher (See Appendix F.4.). Another remarkable issue that was noted during the observation process was that she was more active in the lessons that she was physically active in.

The participant's parents' interest was also remarkable that was noted during this observation process. The participant's notebook was like a picture English dictionary which is different from all her classmates' (See Appendix G).

It was learnt that, beside their support for the student's homework, they also supported their child's education with English games that they ordered from the USA. On the other hand, it was noted that student's grading was same in both of the semester cards. It was remarkable that teacher's grading was low for the same item in both of the semesters (obeying the disciplinary rules of the classroom is "good" not

“very good” (See Appendix L). It was also observed in the lessons that she paid much more attention to her own rules rather than the routine classroom rules.

4.1.5 Interpretation of the questionnaires and observation process theoretical and pedagogical implication. Many common points have been found in the answers of the questionnaires, notes taken during the observation process and the characteristics of gifted students that were defined in the literature.

The analysis from the observational findings showed that the participant student’s motivation in learning English was not correlated with the “external factors” (Slavin, 2003).

Based on the analysis of semi-structured interviews with parents, it was understood that the participant started the next educational setting earlier both in the kindergarten and in primary school which was defined in Rogers and Kimpston’s (1992) study as one of the alternative programs for gifted children. In other words, it was learnt that, ‘starting to school earlier’ acceleration implementation was applied for her education (Rogers& Kimpston, 1992). The study again displayed that, although she was the youngest student in her class, she learnt the new topics very easily that the teacher taught her. In other words, as listed in the Silverman’s (1993) generalization table of the intellectual and associated personality peculiarities of the gifted people(See Table 2), “rapid learning rate” peculiarity was observed for the participant student. In other words, she was rapid to understand the new topics.

Some of the questions of the questionnaires were prepared inspired from the items of Szabo’s (1989)”Profiles of the Gifted” table (see (Table 3). Both the observation notes and the answers of the questionnaires enabled to deduce that the participant student is “highly curious” and she “asks questions” all the time as listed among the items of this table (Szabo, 1989). On the other hand, her curiosity in learning new topics can be interpreted as she has interest in difference as given place in “Characteristics of able or ‘gifted’ language learners list“(See Table 5).

During the observation process, it was interesting to note that the approvals of the teachers were not important for the participant student’s attitudes toward learning English. Moreover, it was learnt that, although she did her homework regularly, she did not show it to her teacher so that the teacher could recorded as done. It was

inferred from the research that she fulfilled the given task not as a duty but just for her “own pleasure” (Valler & et al., 1992). The interviews and the observation notes demonstrated that her teachers’ or others’ appreciation were not the determinants of her motivation. In other words, rewards are not the reinforcer of the participant student’s motivation (Williams & Burden, 1997).

Types of the activity were also noted as important factors that shaped her motivation. In other words, a strong relationship was found between the type of the activity and the participant’s motivation.

Another result that came out of this research is that she was more eager to perform the tasks that she participated in actively. As stated in the ‘Profiles of the Gifted table’ (See Table 4), it was learnt that the participant has diverse interests and abilities like doing origami (See Appendix J.2.). However, it was deduced from the survey that she was usually disorganized in performing her tasks which also stemmed from her interests which occupied her while doing her homework or classroom activities. Another striking issue was her stubbornness in doing whatever she decided to which was also stated as possible problem that might be encountered for the gifted children (See Table 4) .

The results also were in accordance with Eyre and Lowe’s (2002) research findings about the peculiarities of gifted children. It was understood that she used what she learnt to understand new concepts and patterns. She also had the ability to apply principles from known languages to the learning of new ones“(See Table 5). It was deduced from both the observation notes and the informal talks that were with the participant’s English teacher. This situation was mostly observed in the lessons that the students watched English cartoons in. Despite not having learnt before, she asked about the new patterns by applying the old patterns that she knew before. While watching a cartoon, in which the story telling was talking about past events, although she did not know that before she noticed and said that “since it is about past, they are saying ‘played’, ‘opened’ like in Turkish (geçmiş olduğu için onlar da “‘played’, ‘opened’ diyorlar Türkçe’deki gibi.).

For her tendencies it was noticed that she had no negative feelings in learning English. Opposite to the behaviorist theory, it was understood that rewards were not

important for the participant's motivation to perform the desired behavior in her English education (Williams & Burden, 1967, p.119).

Another noticed pattern was that, she was distracted if the course subject was not new for her. She was not so enthusiastic or motivated if she already knew the items. On the other hand, it was another finding that she got bored easily if she was required to perform a task that was about what she already knew and so she sometimes neglected doing them (See Appendix E.1, E.11, F.2, F.5).

The participant's attitudes expressed by both her parents and her teacher lead us to the conclusion that she behaved independently in fulfilling her tasks. According to Bandura (1977) people's self-efficacy depends on their success or failure in fulfilling a particular task. However, this type of relationship was not observed for the participant student in this research. On the other hand, as defended in self-efficacy theory, it was inferred that, instead of external forces her own preferences were effective in her performance.

It was not observed that, her motivation stemmed from her desire to reach the goal as it is suggested in the goal orientation theory (Pintrich, 2000b). It was understood that, positive reactions and judgments were not the determinants of the participant's performance.

The research results show that the participant's motivation is based on the activity itself which is thought as the representative of intrinsic motivation. In other words, it is clear that the ends or results of the activities are not the focus.

The study directed to infer that the participant student paid high attention to the logical reasons in her responsibilities. An interesting outcome from this survey was her curiosity in learning new patterns and about how language works which was also itemized in Eyre and Lowe's (2002) "Characteristics of able or 'gifted' language learners" list (See Table 5).

It was both observed and concluded from the answers of the questionnaires that the participant has "heightened awareness of language" which is also parallel with the Sousa's (2003) findings about gifted children (p. 114). This finding was supported with the examples that the parents explained and the researcher observed. For instance, she was aware that the verb of 'look' is a noun-required word. It was

also inferred that she used what she learnt in the classroom outside of the classroom (See Appendix K.3).

As itemized in Table 4 the participant was impatient with others (See Appendix E. 6.). As Silverman's (1993) generalization of the intellectual traits for the gifted people (See Table 2) it was deduced that, the participant's concentration was mostly high in the activities except for the classroom routines. Sitting for a long time, too much reading and writing activities could make her bored and decrease her motivation. On the other hand, her attention was noted as high in learning new topics even when she was occupied with playing unrelated objects in the lessons (like folding paper, coloring...etc.).

The participant's high self-esteem was also among the most prominent peculiarities of her that was discovered during the observation process in this research. Additionally, it was deduced that easy activities distracted her as Renzulli (1986) defined among the characteristic of gifted children. She showed better performance in challenging activities. It was clear that, she liked the activities that she had a chance to involve actively and show her own performance. Both from the observation notes and the answers of the questionnaires it was deduced that the data, creative ideas, and task that depend on the participant's interests were affective for the participant's motivation in learning English as defined in Renzulli's (2012) Type 3 Enrichment activities.

It was both observed and learnt from the answers of the questionnaires that she seeks cause-effect relation even in her homework and classroom activities which is also listed as Characteristic Strengths of Gifted Children in James T. Webb's study (See Table 4). As given for Possible Problem that is Associated With this Characteristic Strength of Gifted Children (See Table 4), it has been understood that the participant student dislikes unclear and illogical areas.

Another finding, which emerged from the questionnaire answers and observation and survey report, was that she was usually late for completing the given tasks. It was understood that she spent too much time on details in her tasks (See Appendix E.1, G.7, G.9, F.5, J.3, F.1). In other words it was noted as she had sensitivity to detail as defined in Renzulli's Three-Ring Model for Identifying Gifted and Talented Students (Renzulli, 1978). It was both observed and also inferred from

the questionnaire findings that the participant showed better performance in individual works (See Table 4). Although she preferred working with peers she was not successful in fulfilling its requirements (See Appendix E.6.).

The notes taken during this research process showed that her motivation was high at listening activities and memorizing new songs in English (See Appendix E.2, E.8, F.6). It was deduced from the observation notes that, she used linguistic and non-linguistic clues to infer meaning of the new words.

The study revealed that she was comfortable and she asked whatever question that came to her mind during the English lessons. Her satisfaction in terms of the information was also noted as an effective factor in determining her motivation.

It is noteworthy that she is more eager and motivated if the tasks are challenging for her (See Appendix F.2). It was comprehended that, grading was not important for her motivation in her English performance. The overall comment about her performance is that she likes English lessons. Additionally, it was inferred from the study that most of the gifted characteristics of the participant showed themselves in her English education environment.

Chapter 5 : Discussion and Conclusions

The purpose of this qualitative study was to gain access to and insight from the participant student who was identified as gifted, to understand the motivation of her in learning English and to determine if her gifted characteristics reflect on her motivation in her English language education. This research tackled questions surrounding motivation and giftedness.

According to Creswell (2007) qualitative research is an assumption, viewed through the use of a theoretical lens, about the actions of individuals or groups social or human problems. Johnson and Christensen (2004) state that the researcher collects data from within a natural and controlled environment through interviews and observations and maintains the belief that behavior is fluid, situational, socially constructed and viewed using wide angle lens to capture rich, thick data.

Kirk and Miller (1986) suggest a working definition of qualitative research that reflects these two principles. They define it as "a particular tradition in social science that fundamentally depends on watching people in their own territory and interacting with them in their own language, on their own terms" (p. 9)

When it comes to the methodology of this study data about gifted student's motivation in learning English was collected from within a natural and controlled environment through interviews and observations. This research fundamentally depended on watching the gifted student in her own territory and interacting with her in her own language, on her own terms as defined as the requirements of qualitative research in Kirk and Miller's (1986) study.

Another definition of qualitative research comes from Patton (2002) as an attempt to understand the unique interactions in a specific case. According to him the aim here is not necessarily to estimate what may happen, but rather to comprehend deeply the feature of the case and the meaning brought by participant and what is happening to his or her at that time. He states that the purpose of qualitative research is to truthfully share end results with people who are concerned with what you have researched. One of the purposes of this research was to share the results with the

participant's parents, English and classroom teacher and with the administrative staff.

As it is generally known, it is not possible to make generalizations from the qualitative data that was obtained in this case study. As Stake (1995) states: "case study seems a poor basis for generalization" (p. 7), he suggests on the other hand that "people can learn much that is general for single cases" (Stake, 1995, p.85). In other words, it is emphasized that 'naturalistic generalization' may be reached by the reader's interpretations in case studies. However, much more has been done in regards to this qualitative research study. This study tackled questions surrounding motivation and giftedness. It was not based on only the extensive literature review and a long observation process. After conducting a questionnaire to the participant student and a semi structured interview to her parents, three different questionnaires emerged and have been conducted with the participant, her parents and English teacher. The findings were evaluated from multiple perspectives in this research.

An in-depth survey has been done in this study. So, the findings are expected to give some insight in the field of English education for the gifted children.

When it comes to the findings of this qualitative study, they indicate that the participant gifted student reflects most of the gifted characteristics of her on her English learning environment, as well. Being intrinsically motivated to know relates to some concepts such as exploration, curiosity, learning goals, intrinsic intellectuality, and the epistemic need to know and understand (Gottfried, 1985; Harter, 1981). In other words, intrinsic motivation is seen as carrying out a task for pleasure and satisfaction that is experienced while learning, finding out, or seeking to understand new information. The findings presented in the previous chapter indicated that the participant had 'intrinsic motivation' in learning English in terms of having these characteristics.

"If big fish are placed in ponds that are too small for them, and if they are kept there too long, they stop growing" (Gross, 1997, p.29).

As for the advices, the teachers may revise their approaches in teaching for these high-ability students based on the analysis of the findings in this research. For instance, as Renzulli (1998) suggests, it can be advised for the teacher to choose

content, instruction and opportunities according to these gifted students' learning needs. Moreover, instead of putting all the gifted students in the same class, the different acceleration programs may be implemented by taking into consideration the individual characteristic of these students. For the participant student's situation 'Non-graded Classroom,' 'Curriculum Compacting,' 'Advanced Placement' and/or 'Mentorship' acceleration alternatives may be suggested for her better performance in English lessons.

As it is known by the educators, the motivation factor is very important for student success, to create a good environment, student-centered environment which is the foundation of modern approaches to language teaching. The results of the study also provide insight into the effectiveness of motivation which helps the students to promote and develop positive attitudes toward language learning. When it comes to the suggestion that emerged from this study, it can be said that the roles of the teachers are also very important for the motivation of the gifted students. First of all, they should be aware of these students' differences and they should know how to motivate these students. They should select the tasks that they give these students by taking into consideration their interests. Moreover, it can be advisable for the English teachers to be in collaboration with these students' classroom teachers and parents to be able to understand these students' needs and to design their curriculum accordingly. As another recommendation, the training programs should include the gifted education since the role of the English teachers is also important for these students future success as it is well known that English is a universal language.

The findings that emerged from literature and this study may be beneficial for publishers, curriculum developers, and the teachers. The information gained could then be used by the school administrators to develop a plan to identify students who may have the potential to be gifted. The findings may also help the educators of the participant student to revise their programs. This study may also provide insight to the educators and program developers to develop suitable programs for these students. Another recommendation that emerges from this research is that the teachers should know how to provide the opportunity for these students to learn through play-like activities and so to keep their interest alive during the lessons.

Although the other students in the participant student's class were also identified as gifted with their exam scores, this study was conducted with one sample student because of the parent permission issue. So, some recommendations can be made for further studies and this study can be conducted to bigger group comparatively. More experimental studies should be done in order to develop the gifted student program for all subjects.

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APPENDICES

A. Questionnaire for the Participant Herself

The participant was observed in her English lessons at regular intervals during two semesters of one education year. The questions of the questionnaire were grounded on the observation process. Mostly open ended questions were used intentionally to lead the participant to make comments on them. The findings of the research were mostly based on the observation process and her feelings and sense in learning English.

1. I sometimes think other things in English lessons.

.....

2. If I have a question related to the subject of the lesson, I do not hesitate to ask it.

.....

3. I ask any question that comes to my mind during the lesson.

.....

4. When I am confused about something, I ask it to my teacher.

.....

5. I try to finish the individual activities before my friends in the class.

.....

6. I feel upset if I do not know the answer of the question that the teacher asks.

.....

7. I like reading English stories.

.....
8. I like matching activities.
.....

9. I like listening activities.
.....

10. I like story time.
.....

11. I like coloring activities.
.....

12. I like doing homework.
.....

13. I always finish the activities on time.
.....

14. I really enjoy learning English.
.....

15. My grades in English lesson are important for me.
.....

16. I like all English classes.
.....

17. If I do not finish the exercises in the class, I try to complete them at the break
time or at home.
.....

18. I prefer difficult tasks as opposed to moderate tasks.

.....
19. I feel lucky since my parents know English.

.....
20. I feel ashamed when I receive a low grade.

.....
21. I enjoy challenging tasks.

.....
22. It does not bother me when others perform better than I in the lesson.

.....
23. I think I am a hardworking and successful student in English lessons.

.....
24. I would like to learn as much English as possible.

.....
25. Learning English is really great.

.....
26. I enjoy learning new words in English?

.....
27. I try to ask my related or unrelated questions by using English?

.....
28. I find the classroom activities interesting?

.....
29. I like my native teacher's lessons much more.

30. Studying English is important.

.....

31. I would like to have much more English lessons in a week.

.....

32. I get worried when I am doing worse than my classmates in English class.

.....

33. I am sometimes anxious in the English class.

.....

34. I get nervous when I answer or give a presentation in English class.

.....

35. I like listening English songs.

.....

36. When do you feel best at English lessons? (Circle only ONE answer.)

- a) When we talk.
- b) When we read and write
- c) When we sing and dance.
- d) When we play.
- e) It is always nice.
- f) Something else? (Write what.)

___when we color and match. _____

37. When do you feel worst at English lessons? (Circle only ONE answer.)

- a) When we talk.
- b) When we read and write
- c) When we sing and dance.
- d) When we play.
- e) It is always nice.
- f) Something else? (Write what.) I do not feel bad in English lessons.

- 38.** How difficult do you find learning English? (Circle only ONE answer.)
- a) It is easy.
 - b) It is sometimes easy, and sometimes difficult.
 - c) It is difficult.
- 39.** How interesting do you find learning English? (Circle only ONE answer.)
- a) It is interesting.
 - b) It is sometimes interesting, and sometimes boring.
 - c) It is boring
- 40.** How good are you at English? (Circle only ONE answer.)
- a) Very good.
 - b) Quite good.
 - c) I am not that good at English.
- 41.** Why do you learn English? (Circle only ONE answer.)
- a) Because we all learn it at school.
 - b) Because I'd like to understand English (e.g. to understand cartoons, books, songs, films etc.).
 - c) Because I like English.
 - d) To make my parents happy/satisfied.
 - e) Something else? (Write what.)

B. Semi-Structured Questionnaire for the Participant's Parents

This questionnaire is applied for a thesis research by a master student from Bahçeşehir University Educational Sciences Faculty English Language Teaching Department. The aim of the questionnaire is to search for the motivation of the student that you gave English language education last year. The data that is obtained in this research will be used for only academic purposes. The truth of your answers is really important for the quality of the research. So, I would be very grateful if you could complete the questionnaire by giving objective and sincere answers.

Yours Faithfully

Thank you in advance.

1. When and how did you notice that your child is gifted?

.....

2. What do you think about her strengths as a gifted child?

.....

3. What kind of difficulties do you face in raising your child?

.....

4. Did she begin to read, write or use numbers early?

.....

5. Does she show unusually intense interest and enjoyment while learning new things?

.....

6. Does she tell you what she learns in the English class?

.....

7. Do you think that she likes English? If so, why?

.....

8. Do you communicate in English at home? Does she try to get involved in your dialogues?

.....

Thank you for your co-operation in completing this questionnaire

C. Questionnaires of Student, Teacher and Parents

Student

This questionnaire is applied for a thesis research by a master student from Bahçeşehir University Educational Sciences Faculty English Language Teaching Department. The aim of the questionnaire is to search for the motivation of the student that you gave English language education last year. The data that is obtained in this research will be used for only academic purposes. The truth of your answers is really important for the quality of the research. So, I would be very grateful if you could complete the questionnaire by giving objective and sincere answers.

Yours Faithfully

Thank you in advance.

1. Do you like English? If so, why?
—
2. Are you always concentrated in all classroom activities?
—
3. Do you do your homework regularly?
—
4. Do you think that you show good performance at classroom activities?
—
5. Do you complete the given task on time?
—
6. In what kind of activities do you perform better?
—
7. Are you enthusiastic to learn English?
—
8. Do you think your performance is same all the time to learn English?
—

9. Do you just listen to your teacher without occupying with something else? (a question that was prepared based on the teacher's answer.)
—
10. Do you always listen to your teachers' and parents' warnings about your mistakes about your homework or in classroom activities?
—
11. Do you take care of your classmates' reaction to your mistakes?
—
12. Do you have focusing or listening problems while learning English? (think something different)
—
13. Do you think you are patient with the classroom routines?
—
14. Do you ask irrelevant questions in English lessons or while doing your homework at home? If so, why?
—
15. What do you do if your teachers say that your answer is wrong?
—
16. Do you show tolerance to your friends' responses or do you wait for your turn to say your comments?
—
17. Do you neglect your duties when you focused on something about your interest?
—
18. Do you care about your friends' and teachers' criticism or rejection?
—
19. Do you prefer individualized and independent work or do you like group and pair work?
—
20. Do you come to class prepared for the English lessons and check your equipment for the lesson before it starts?
—

21. Are the cause and effect relationships in the classroom activities important for you?
—
22. Are you willing in all activities during the lesson?
—
23. Do you like your English lessons? If so, why?
—
24. Do you have difficulty to practice any skills? If so, what kind of skills challenges you to acquire?
—
25. Do you ask your related questions to the subject of the lesson without hesitating every time?
—
26. Do you try to finish the individual activities before your friends in the class?
—
27. Are your grades in English lesson important for you?
—
28. Do you complete the missing parts in your book or note book later at the break time or at home that you could not complete in the lesson?
—
29. Which ones do you like more? Difficult tasks or moderate tasks?
—
30. Do you feel lucky since your parents know English?
—
31. Do you feel ashamed when you receive a low grade?
—
32. Does it bother you when others perform better than you in the lesson?
—
33. Which activities do you like more? Activities that you do with your teachers or with your friends or by yourself?
—

Teacher

This questionnaire is applied for a thesis research by a master student from Bahçeşehir University Educational Sciences Faculty English Language Teaching Department. The aim of the questionnaire is to search for the motivation of the student that you gave English language education last year. The data that is obtained in this research will be used for only academic purposes. The truth of your answers is really important for the quality of the research. So, I would be very grateful if you could complete the questionnaire by giving objective and sincere answers.

Yours Faithfully

Thank you in advance.

1. Do you think that she likes English? If so, why?
—
2. Is she always concentrated during in all classroom activities?
—
3. Does she do her homework regularly?
—
4. Does she show good performance at classroom activities?
—
5. Does she complete the given task on time?
—
6. In what kind of activities does she perform better?
—
7. Do you think she is enthusiastic to learn English?
—
8. Do you think her performance is same all the time to learn English?
—
9. What do you think about her most conspicuous feature as a gifted student?
—
10. What do you think about her responses and reactions to your warnings for her mistakes or undesirable behavior in classroom activities?

—
11. Does she take care of her classmates' reactions to her mistakes?

—
12. Do you think that she has focusing problems?

—
13. Is she patient with the classroom routines?

—
14. Does she ask irrelevant questions? If yes, how often do you observe that and what do you think about the reason of this behavior?

—
15. Does she insist on her wrong answers?

—
16. Does she show tolerance to the others' responses or comments?

—
17. Does she neglect her duties when she focuses on something about your interest?

—
18. Is she sensitive to criticism or peer rejection?

—
19. Does she prefer individualized and independent work or is she better at group and pair works?

—
20. Is she organized during the lessons and for the classroom routines?

—
21. Does she seek for cause and effect relationships in the classroom activities?

—
22. Is she willing in all activities during the lesson?

—
23. Do you think she is motivated in English lessons and if so, why?

—
24. Does she have difficulty to practice any skills? If so, what kind of skills challenges her to acquire?

25. Does she ask her related questions to the subject of the lesson without hesitating every time?

—

26. Does she try to finish the individual activities before her friends in the class?

—

27. Does she care about her grades in your lesson?

—

28. Does she complete the missing parts in her book or note book that she could not complete in the lesson (either in the breaks or at home)?

—

29. Which ones does she like more? Difficult tasks or moderate tasks?

—

30. Have you observed any that she feels lucky since her parents know English?

—

31. Does she feel ashamed when she receives a low grade?

—

32. Does it bother her when others perform better than her in the lesson?

—

33. Which activities does she like more? Activities that she does with you or with her friends or by herself?

—

Parents

This questionnaire is applied for a thesis research by a master student from Bahçeşehir University Educational Sciences Faculty English Language Teaching Department. The aim of the questionnaire is to search for the motivation of the student that you gave English language education last year. The data that is obtained in this research will be used for only academic purposes. The truth of your answers is really important for the quality of the research. So, I would be very grateful if you could complete the questionnaire by giving objective and sincere answers.

Yours Faithfully

Thank you in advance.

1. Do you think she likes English? If so, why?
—
2. Is she always concentrated while studying English at home?
—
3. Does she do her homework regularly?
—
4. Does she show good performance at homework activities?
—
5. Does she complete her homework in proper time?
—
6. In what kind of homework activities does she perform better?
—
7. Do you think that she is enthusiastic to learn English?
—
8. Do you think her performance is same in all the time to learn English?
—
9. What do you think about her the most conspicuous feature as a gifted student?

—
10. What do you think about her responses and reactions to your warnings for her mistakes or undesirable behavior while doing her homework?

—
11. Do you think that she takes care of her classmates' reaction to her mistakes?

—
12. Do you think that she has focusing problems?

—
13. Is she patient while completing her homework activities?

—
14. Does she ask irrelevant questions? If yes, how often do you observe that and what do you think about the reason of this behavior?

—
15. Does she insist on her mistakes while doing her homework?

—
16. Does she show tolerance to your comments about her task? Does she listen to you without interrupting?

—
17. Does she neglect her duties when she focused on something about her interest?

—
18. Is she sensitive to criticism or peer rejection?

—
19. Does she prefer to work by herself or with you?

—
20. Is she organized while doing her homework?

—
21. Does she seek for cause and effect relationships in her homework activities?

—
22. Is she willing in all of her homework activities?

—
23. Do you think she is motivated to learn English and if so, why?

—

24. Does she have difficulty to practice any skills at home? If so, what kind of skills challenges her to acquire?
—
25. Does she ask her related questions while doing her homework without hesitating every time?
—
26. Do you think that she is competitive with her friends to finish the individual activities before them in the class?
—
27. Do you think that she cares about her grades for her English lesson?
—
28. Does she complete the missing parts in her book or note book that she could not complete in the lesson?
—
29. Which ones does she like more? Difficult tasks or moderate tasks?
—
30. Have you observed any that she feels lucky since you know English as her parents?
—
31. Does she feel ashamed when she receives a low grade?
—
32. Do you think that it bothers her when others perform better than her in the lesson? (Does she talk about that at home?).
—
33. Which activities does she like more? Activities that she does with you or by herself?
—

D. The participant student's WISC-R Test result:

T.C. AVCILAR KAYMAKAMLIĞI İlçe Milli Eğitim Müdürlüğü Avcılar Rehberlik ve Araştırma Merkezi Müdürlüğü (Kurum Kodu: 396150)			
SAYI : 84001277-160.01/678		11/04/2014	
KONU : [REDACTED] (13070481532)			
İLGİLİ MAKAMA			
İNCELEME TARİHİ : 20.02.2014		ADI VE SOYADI : [REDACTED]	
DOĞUM TARİHİ : 04.04.2007			
TAKVİM YAŞI : 6,11			
Merkezimizde 20.02.2014 tarih ve 9:30-11:30 saatleri arasında uygulanan WISC-R zeka ölçeği sonucunda [REDACTED]'in 'Üstün Zihin Düzeyinde' olduğu kanısına varılmıştır.			
SÖZEL TESTLER	ST. PUAN	PERFORMANS TESTLER	ST.PUAN
Genel Bilgi	14	Resim Tamamlama	15
Benzerlikler	19	Resim Düzenleme	16
Aritmetik	13	Küplerle Desen	19
Sözcük Dağarcığı	19	Parça Birleştirme	19
Yargılama	17	Şifre	19
SÖZEL PUAN	149		
PERFORMANS PUAN	153		
TÜM PUAN	156		

Uygulanan Wisc-r testi ve test süresince elde edilen gözlemler sonucunda; öğrencinin sözel göstergelerinden, öğrenme yoluyla kazanılmış sözcük dağarcığının, yargılama ve genel bilgisinin, dili kullanma becerisinin yaşlarından çok ileride olduğu tespit edilmiştir. Yine performans alanlarındaki görsel dikkat, ayrıntıyı görebilme, görsel uyanıklık becerileri, parça bütün ilişkilerini kavrama, öngörebilme ve parçalardan yeni bir bütün oluşturabilme becerileri de yaşlarından çok ileride olduğu tespit edilmiştir.

Gereğini bilgilerinize arz ederim.

Uygulayıcı:
Tülin GENÇBAYRAK
Uzman Psikolojik Danışman

Uzm. Psk. Dan. Vahdettin YAŞAR
MÜDÜR

WISC-R RAPORU :

Çocuğun Adı-Soyadı	[REDACTED]
Test Tarihi	20/02/2014
Doğum Tarihi	04/04/2007
Takvim Yaşı	6yaş 11ay

Sayın Veli ;

Yapılan Wisc-r testinde sözel ve performans olmak üzere toplam 10 alt test uygulanmıştır. [REDACTED] sözel alanlarda ve performans alanlarda yaşlarına göre ortalamanın üstünde performans göstermiştir.

Test sonucunda elde edilen toplam zeka bölümü puanına göre [REDACTED] 'Üstün Zihin Düzeyi' ndedir.

[REDACTED] in alt testlerde gösterdiği performanslar şu şekildedir :

SÖZEL ALANLAR :

Genel Bilgi: Okul, aile ve diğer çevresinden alabileceği bilgi birikimi, öğrenmeye karşı ilgi ve merak, bilgileri uzun süreli bellekte saklama becerilerini ölçen bu alt testte yaş düzeyinin üstünde performans göstermiştir.

Benzerlik: Sınıflama ve soyut düşünebilme becerilerini ölçen bu alt testte yaş ortalamasının üstünde başarı göstermiştir.

Aritmetik: Zihinden hesap yapma, kısa süreli bellek, zihinsel organizasyon ve dikkat becerilerini ölçen bu alt testte de yaş düzeyinin üstünde performans göstermiştir.

Sözcük Dağarcığı: Kelime bilgisi, sözel ifade kalitesi ve zenginliği, sözel ifadeleri anlama ve anlamlandırma becerilerini ölçen bu alt testte yaş düzeyinin üstünde performans göstermiştir.

Yargılama: Sosyal olayları değerlendirme, muhakeme edebilme ve günlük sosyal problemlere pratik çözümler üretebilme becerilerini ölçen bu alt testte yaş düzeyinin üstünde performans göstermiştir.

PERFORMANS ALANLAR :

Resim Tamamlama: Görsel dikkat, ayrıntıyı görebilme ve önemli olanı ayırt etme, görsel uyaklılık becerilerini ölçen bu testte yaşlarına göre daha ileri bir performans göstermiştir.

Resim Düzenleme: Olayları bütün olarak görebilme, planlama, olaylar arasında sebep sonuç ilişkisi kurabilme ve oluş sırasına dizme becerilerini ölçen bu alt testte yaş düzeyinin üstünde performans göstermiştir.

Küplerle Desen: Görsel algı gücü, el- göz koordinasyonu ve bütünü parçalarını görebilme becerilerini ölçen bu alt teste yaşlarına göre ortalamanın üstünde bir performans göstermiştir.

Parça Birleştirme: Parça bütün ilişkilerini kavrama, öngörebilme ve parçalardan yeni bir bütün oluşturabilme becerilerini ölçen bu alt teste de ortalamanın üstünde bir performans göstermiştir.

Şifre: Zamana karşı yarışabilme, dikkati devam ettirebilme, kısa süreli görsel hafıza, yeni bir görevi hızlı bir şekilde öğrenebilme ve bu görevdeki psikomotor hız becerilerini ölçen bu alt teste de ortalamanın üstünde bir performans göstermiştir. Burada da en yüksek puanı almıştır.

██████████'in test boyunca dikkati çok iyiydi, biraz sabırsız ama uyumlu ve motivasyonu yüksek şekilde çalıştı.

Kendine güveni iyiydi. İletişim ve sözel ifade becerileri de üstündeydi.

Sonuç olarak ██████████'in bu testteki değerlendirme sonucundaki puanı ve tüm test gözlemlerine göre **'Üstün'** zihin düzeyindedir.

Saygılarımla ;

Tülin GENCBAYRAK
Uzm.Psikolojik Danışman

E. Worksheets

The purpose of using these pages was to analyze the child's work. These pages were specifically selected because they matched the research in regards to gifted children.

E.1. Activity:

Read the names of the animals, match and color them
(Hayvanların isimlerini sesli okuyalım, aynısını bulalım ve boyayalım)

Match the animals

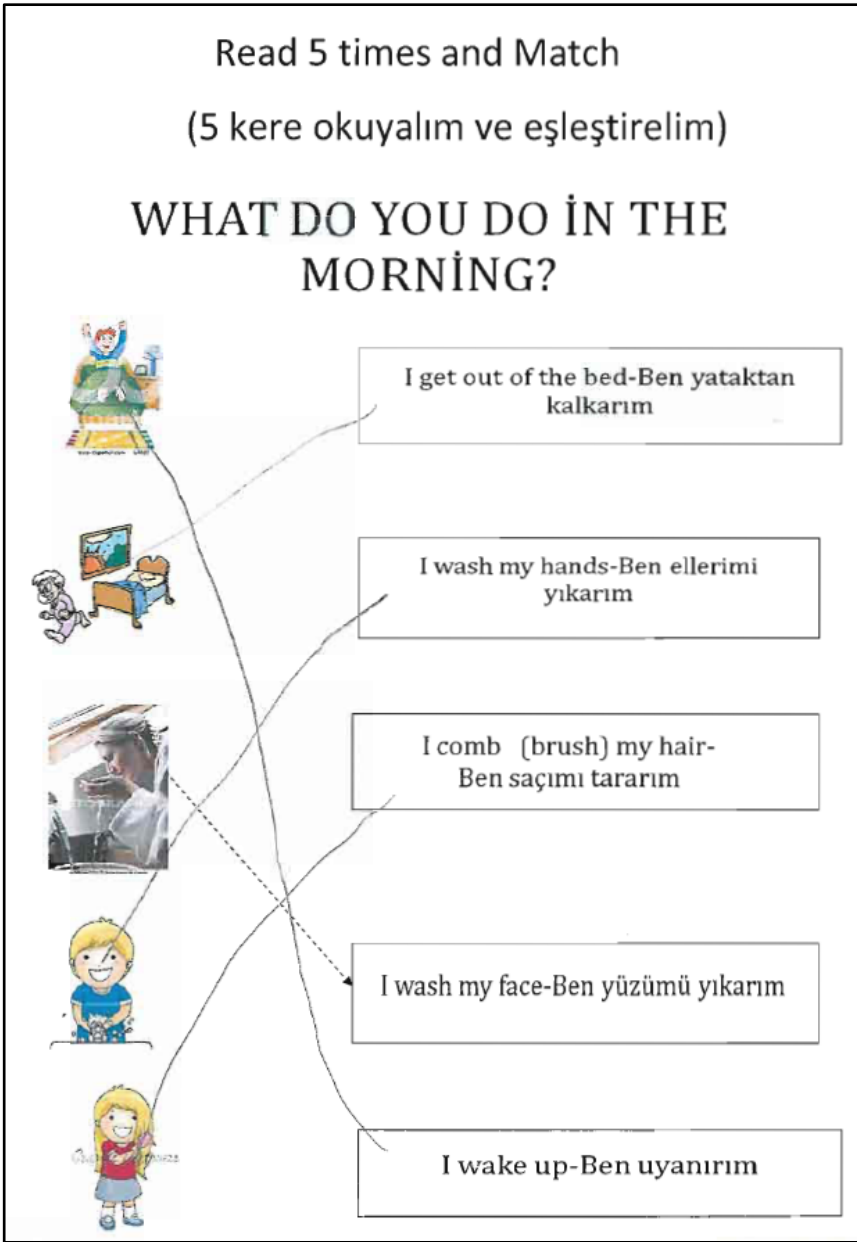
monkey		brown		
giraffe		orange		
chicken		yellow		
dog		black		
lion		red		
cat		blue		
rabbit		pink		
cow		purple		
snake		green		
horse		brown		
sheep		white		
spider		black		

Although she was also required to match the color boxes with the animals, she just did the coloring and reading their names activity. After coloring, she checked her desk friend's activity. In other words, she seemed that she did not need to do this activity (she neglects the easy activities).

E.2. Activity:

Read 5 times and Match
(5 kere okuyalım ve eşleştirelim)

WHAT DO YOU DO IN THE MORNING?



I get out of the bed-Ben yataktan kalkarım

I wash my hands-Ben ellerimi yıkarım

I comb (brush) my hair-Ben saçımı tararım

I wash my face-Ben yüzümü yıkarım

I wake up-Ben uyanırım

She was very enthusiastic while doing this activity. She was very fast in completing this. After reading the sentences 5 times, she repeated it once more without looking her paper. (They had learnt the song named "Daily Routines" (<http://www.youtube.com/watch?v=eUXkj6j6Ezw>)). It was noted that she had already memorized the sentences. She also said to her desk friend that the sentences were not given in the right sequence. She said: "I wake up (ilk once (firstly))", "I get out of the bed", "I wash my face", "I comb (yani brush) my hair". (the underlined words are the Turkish words that she used while saying the sentences in her own sequence). However, she said this without asking for the right to speak. Her friend seemed disturbed from this since she had not finished her activity at that time.

E.3. Activity:

Read and draw.

(Okuyalım ve resmi çizerek tamamlayalım)



I wash my hands.



I brush my hair.



I brush my teeth.



I wash my face.








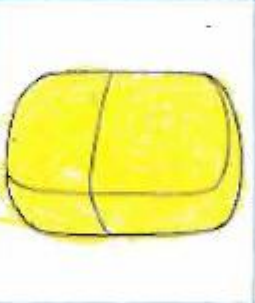



It was noted that she liked this kind of activities very much. This activity was her homework. It was learnt from her parents that she did this activity by herself without her parents' reminding.

E.4. Activity:

1) READ AND COLOR

NAME: _____ CLASS: 2

I have got a red pencilcase. ✓

I have got a blue sharpener.

I have got an orange and green schoolbag.


I have got a yellow rubber.

I have got a brown pencil.

She did this activity focusing on it and without losing her concentration.















E.5. Activity:

Read and match.
(Okuyalım ve resimlerle eşleştirelim)



My Friend


- He is a boy.
- His name is Jonny.
- He is 8 (eight) years old.
- His favourite subject is P.E.
- His favourite school object is tracksuit.
- His favourite number is 10(ten)
- His favourite animal is dog.
- His favourite day is Friday.
- He has got brown hair.
- He has got black eyes.
- He has got a small nose.
- He is happy.
- He is clean.
- He can run.
- He can jump.
- He is my friend.





This exercise was her homework. However, as far as it was learnt, she did not remember that she had homework on that day since her parents did not remind it to her. On the other hand, it was noted in the lesson that she was more eager to participate while her friends were checking their answers with the teacher on the next day. She raised her hand to read the sentences and say the pictures that are matched with. In other words, although it was homework, she completed it in the lesson. However, she was more motivated to say the answers than she was in the other lessons. Her hand was always up to say the answers(to read the sentences and say the matched pictures.)

E.6. Activity:


Dressing for the weather









Z	E	K	A	T	R	E	H	T	A	E	K	P	C	Y
N	F	S	U	N	N	Y	N	E	A	L	U	B	Y	Z
Q	C	T	O	W	E	A	E	S	L	X	F	C	Z	N
T	L	R	B	Q	Y	T	X	N	O	L	H	Y	E	S
K	O	S	N	Q	R	Y	A	S	N	O	R	C	A	U
Q	T	A	U	Y	C	P	U	W	R	B	C	O	L	T
A	H	D	X	N	W	R	D	Y	B	C	O	L	T	U
V	E	W	R	S	G	I	I	M	M	U	T	P	R	A
Y	D	L	Y	Q	U	A	F	A	M	K	R	Z	I	N
N	I	F	R	W	T	N	Y	I	H	S	X	K	S	O
W	H	T	H	T	M	L	G	F	F	D	S	S	O	A
P	Y	S	W	E	A	T	E	R	V	D	X	T	G	B







~~clothes~~

~~coat~~

~~cold~~

~~put on~~


~~raincoat~~

~~rainy~~

~~showy~~

~~stormy~~

~~sunglasses~~



~~sunny~~

~~sunny~~

~~sweater~~

~~take~~


~~umbrella~~


~~wear~~


~~weather~~

~~windy~~

WEATHER	CLOTHES	THINGS WE DO
1. cold	1. coat	1. Take







Puzzle: The teacher wanted the students to do this activity together with their desk friends. Each student had this exercise paper. However, she finished finding the words in this puzzle by herself very quickly. The teacher warned them to do it together. She said the right words for the pictures without permitting or listening to her desk friend. Her desk friend wrote the words in the blanks. While her desk friend was doing this, she also said aloud the words for the columns that are in the below of the page.

E.7. Activity:

Words to find:
bush, cloudy, cold, flower, grass, hot, path, pond, rainy, snowy, sunny,
tree, windy.

Puzzle:the teacher handed out this puzzle to the students towards the end of the lesson. Although the bell rang for the break while she was doing this activity, she did not give up it before finishing.

E.8. Activity:

DAYS OF THE WEEK

Look at the chart and write the days of the week in the correct order.

Saturday
 Tuesday
 Sunday
 Wednesday
 Thursday
 Friday
 Monday

1 Monday
 2 Tuesday
 3 Wednesday
 4 Thursday
 5 Friday
 6 Saturday
 7 Sunday

Find the days of the week in the word search.

S	M	T	N	T	W	W
A	O	H	S	U	E	F
T	N	U	T	E	D	R
U	D	R	U	S	N	I
R	A	S	R	D	E	D
D	Y	D	R	A	S	A
A	O	A	N	Y	D	Y
Y	A	Y	A	N	A	A
S	U	N	D	A	Y	Y

Puzzle: it was observed that she sang the “days of the week“ song while doing this activity. (They had listened to this song a few times in the previous lesson.)

E.9. Activity:

C-Match the numbers to the words (Sayılarla kelimeleri eşleştirelim.)

50	16	40	30	17	80
12	forty	thirty	twenty		
100	twelve	seventeen	eight		
	fifty	sixteen	a hundred		
90	fourteen	eighty	thirteen	13	
	ninety	eighteen	seven		
18		7	8		20

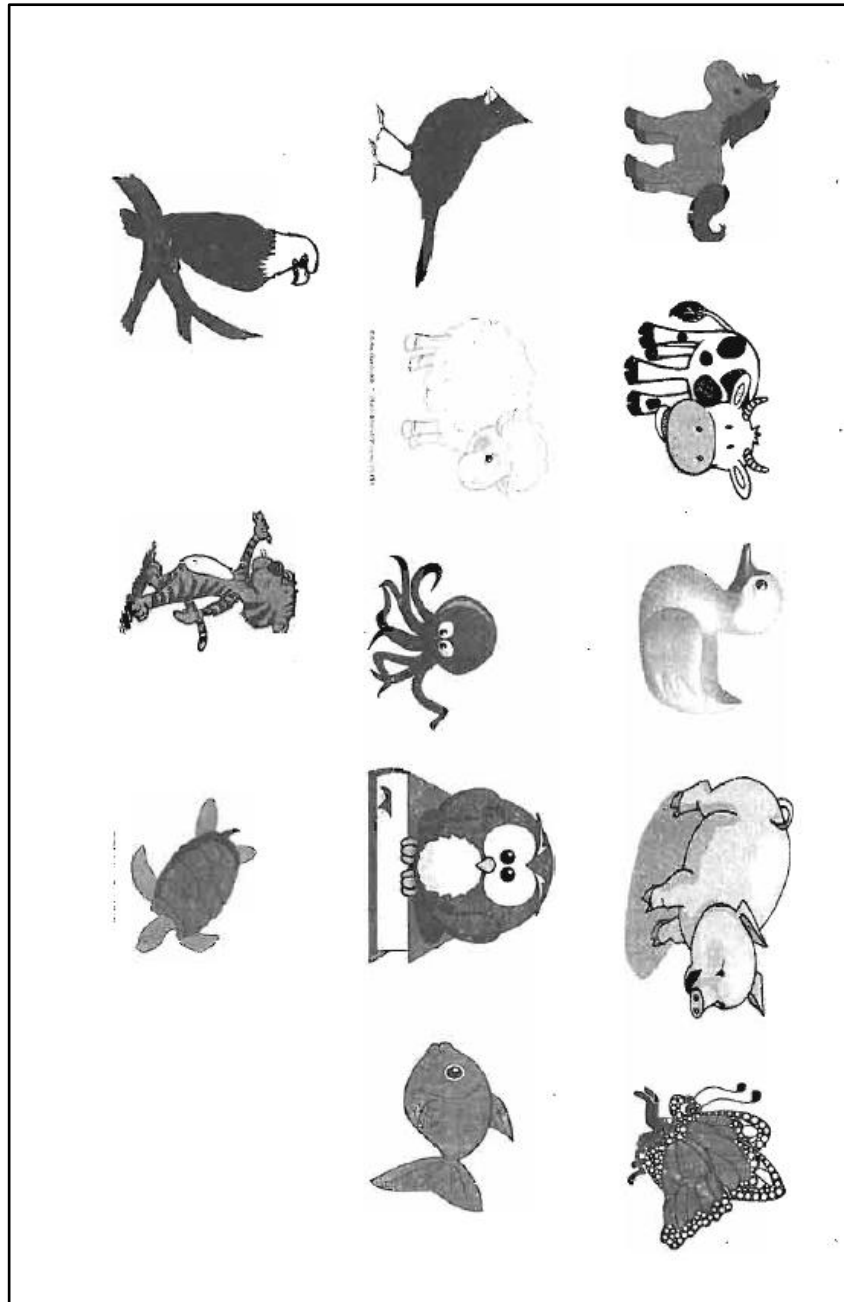
Puzzle: she was very fast in completing this task. She finished this activity in a short time and started to look after with the details of her picture that she started before. (See Appendix J.1.).

E.10. Activity:



This is an activity that she liked very much and completed it in a short time without getting distracted in one of the observed lesson.

E.11. Activity:



Puzzle: this was a homework activity. The parents of the participant student reminded this homework to her. She said that she already knew the names of the animals. Her mother warned her to write the names of the animals below the pictures. However, she did not want to write it. Although her mother repeated that it was her task, she kept saying that it was too boring. She just said the names of the animals to her mother verbally and she wanted from her mother to open the “animals song” videos on the internet.




E.12. Activity:

Let's memorize. (Ezberleyelim)

MY DAY

In the morning I wake up.
I wash my face.
I brush my hair.
I brush my teeth.
I have my breakfast.
I go to school.

In the afternoon I have my lunch.
I have my lessons.
I go home.
In the evening I do my homework.
I have my dinner.
I watch TV.
I read a book.
I go to bed.



Puzzle: this was a homework activity. The teacher had wanted them to memorize the sentences. It was observed in the following lesson that she had already memorized the sentences. She said them without hesitating. Her self-esteem was remarkable. One of her friends said: “in the afternoon I lunch”. She noticed this and said that it is wrong without waiting her friend’s completing her sentence.

E.13. Activity:

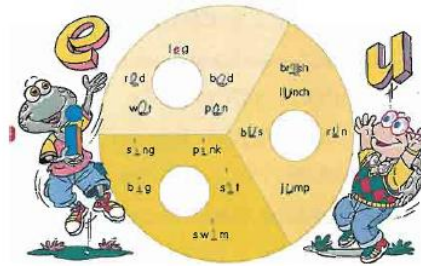
Read aloud and fill in the gaps.

(Sesli okuyalım ve boşlukları doldurarak cümleleri oluşturalım).



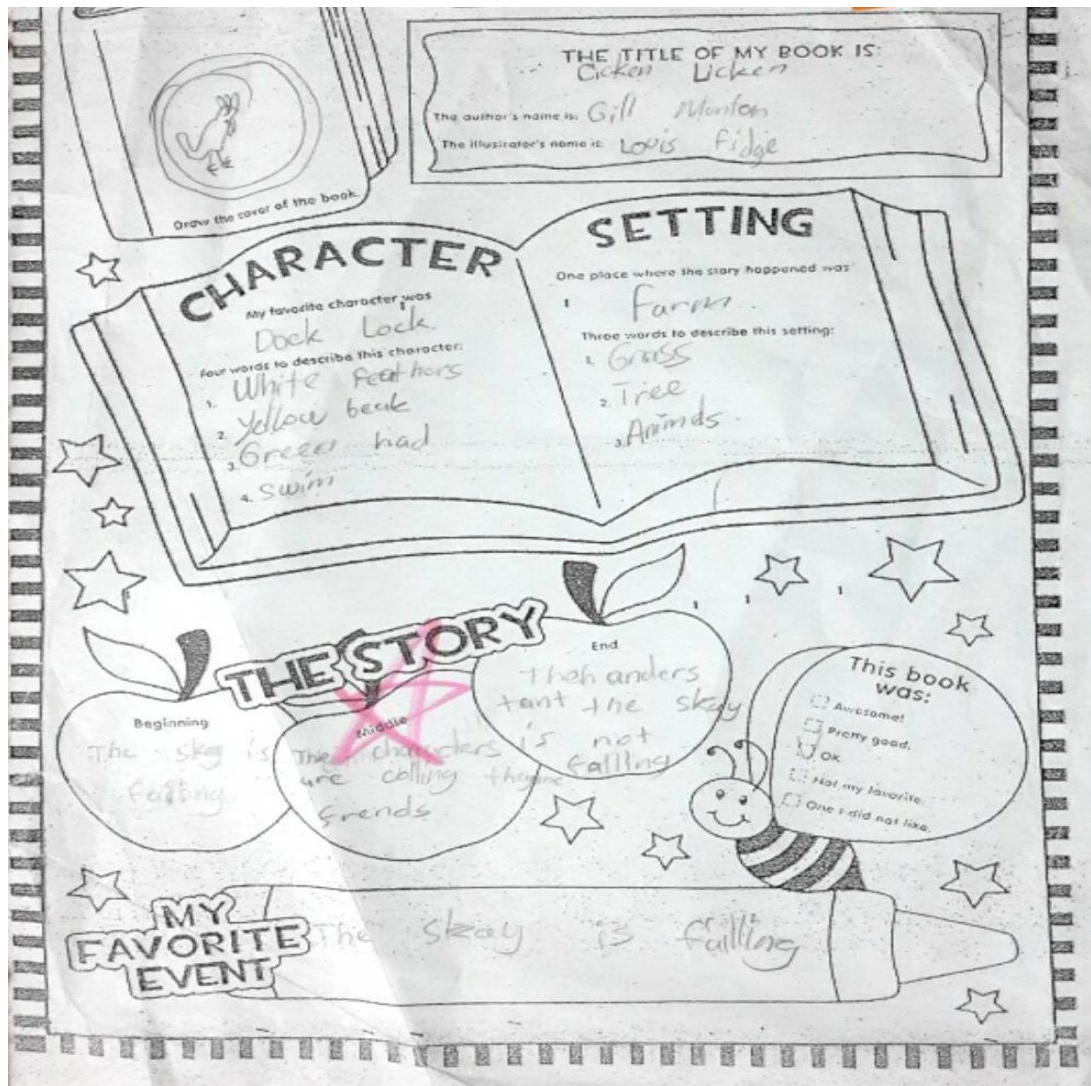
Use E,U,I letters . Read.

(E,U,I harfleri kullanarak kelimeleri tamamlayalım ve sesli okuyalım)



Puzzle: she seemed very eager while doing this activity. It was noted that she repeated the nursery rhyme at break time.

E.14. Activity:




This is one of her reading book activities that was given as homework. They had not learnt or practiced to make sentences in present continuous tense. The sentences were structured in present continuous tense in that reading book. It is clear that she could apply it in this activity.

F. Some Pages Taken from the Participant Student's English Book

F.1. Activity:


Lesson 5

1. Complete the sentence.



Morris and Roxy are *sailing*.

2. Now draw a picture and complete the sentence.







Lady and *Morris* are *having picnic*.

Lesson 6

1. Tick (✓) the sentences that are true.

1. It's raining today.
2. I'm swimming.
3. I'm reading.
4. I'm writing.
5. My teacher's sailing.
6. My friend's having a picnic.

28

The teacher wanted them to do the exercises on this page. However, as it is seen, the student could not complete all of the exercises on this page on time during the lesson. It is seen that she spent too much time on the details in the second exercise.

F.2. Activity:F.1.

4 1 Colour in the seven important characters and write their names underneath.

2 Tick (✓) the important information for the story.

1. Morris's mummy makes lunches
2. Morris helps his mummy.
3. Morris's sister is in the kitchen.
4. Morris stops to play with Freddie and Bella.
5. Ozzy and Roxy are flying kites.
6. Freddie and Bella help Morris with the baskets.
7. They put the food in the wrong baskets.
8. There's a chicken in Mr Rabbit's basket.
9. There aren't any hazelnuts in Mrs Squirrel's basket.
10. Bella, Freddie and Morris like fish stew.

daddy

53

The topic was “Morris helps his mummy” in this lesson. Before these exercises on this page, they did some activities (matching, listening...) about it. She completed the matching activity in a short time and she started to make rose with paper (see: J.2.). So, while occupying with her stuff, she missed writing the first activity in this paper. She spoke aside while she was holding the paper in her hand: “they are very easy”. She did not write the names of the characters in the first exercise but she said them aloud while holding her paper. However, she left her origami work when they started to do the second activity. She was more enthusiastic while doing this activity.

F.3. Activity:

5
Work!

LESSON 1

1. Do the puzzle and find the mystery word. Use the words to complete the sentences.

The mystery word is

CLUE:
Roxie's mummy is a

Bella's daddy is a fireman.....

Toby's daddy is a gardener.....

Sandy's mummy is a doctor.....

Ozzy's daddy is a boiler.....

Miss Prickles is a teacher.....

Morris's mummy is a cook.....

Freddie's daddy is a captain.....

LESSON 2

1. Classify the uniforms.

Key:
○ = the doctor's uniform.
 ○ = the captain's uniform.
 ○ = the fireman's uniform.

43

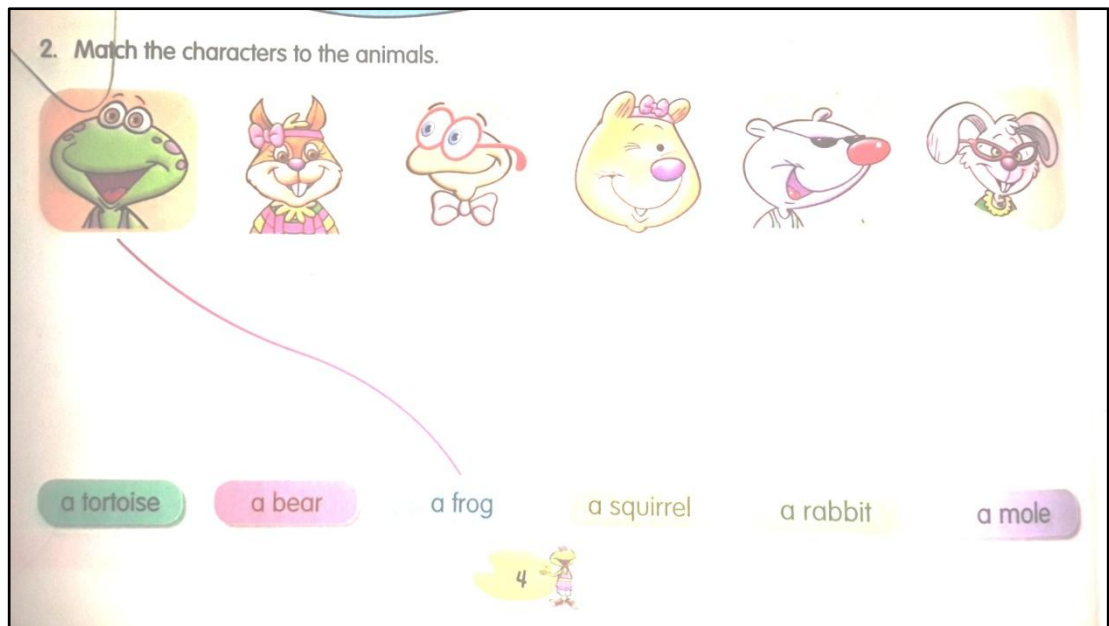
Although she had to do all of the exercises on this page, she did not complete all of them. In most of the lessons, it was observed that there were some missing parts in most of the activities that she was required to do.

F.4. Activity:



In one of the lessons that was visited for the observation the teacher said that she would give these stickers to the student who completed the given task firstly. The task was to do the matching activity on their books and write the words to their notebooks (See Appendix 7. 5. 17). However, she did not compete for that. It was noted that she spent too much time on details and she drew the pictures of the activity to her notebook although she was not required (See Appendix 7. 5. 17).

F.5. Activity:



The teacher wanted the students to match the names with the picture. However, she did not do that. She said that it is very easy and she just said the names of the animals aloud. She did not match them on her book. Later, the teacher asked the names of the animals and the students said their answers for that. The two of the students mispronounced the words of 'tortoise' and 'bear'. It was noted that she interfered to correct her friends' spelling mistakes. The teacher also warned her since she said the answer without given permission.

F.6. Activity:

Unit 6 Review

1 Listen and match the characters to the baskets.

2 Complete the sentences with *is* or *are*. Then write the names of the characters.

In *Maris*'s basket there *is* a chicken and there *is* a lettuce. There *are* some apricots and there *are* some eggs. There *is* some rice and there *is* some pasta.

In *Bela*'s basket there *is* a cake and there *is* a lettuce. There *are* some tomatoes and there *are* some eggs. There *is* some rice and there *is* some flour.

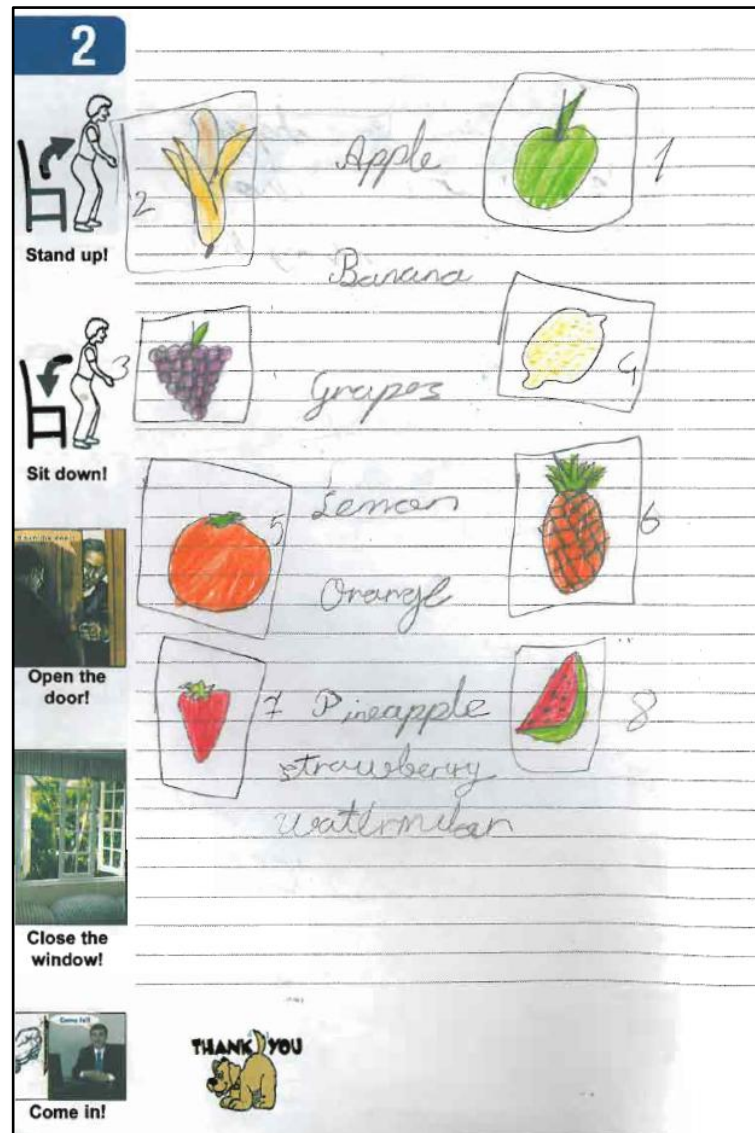
In *Pradi*'s basket there *is* a cake and there *is* a chicken. There *are* some apricots and there *are* some tomatoes. There *is* some flour and there *is* some pasta.

60

She was very careful while doing listening activity. She did not miss anything to do the exercises on her book. Her performance was also good in completing the related activity.

G. Some Pages of the Participant Student's English Notebook

G.1 Activity:



Puzzle: This was an activity from a story book that she was required to read as homework. It is also representative of that she spent her time on details. Although she was required to write the names of the fruits, she drew their pictures, as well.

G.2. Activity:

1 Every Tuesday morning Mary has art class.

2 David leaves art class.

3 David helps Mary to draw.

4 David draws house to help.

5 David can draw a shapes with triangles and squares.

6 Mary draws a cat.

7 Then Mary draws a farm.

8 Now Mary leaves art class.

1 I have got a red book.

2 I have got a purple pencil case.

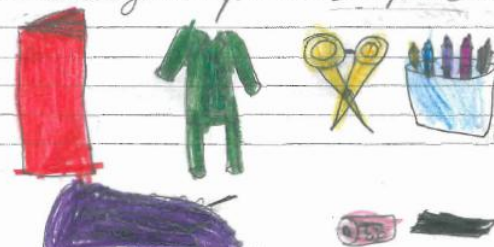

3 I have got green trousers.

4 I have got a box crayons.


5 I have got yellow scissors.

6 I have got a black rubber.


7 I have got a pink sharpener.


kitchen




refrigerator




cooker



cupboard



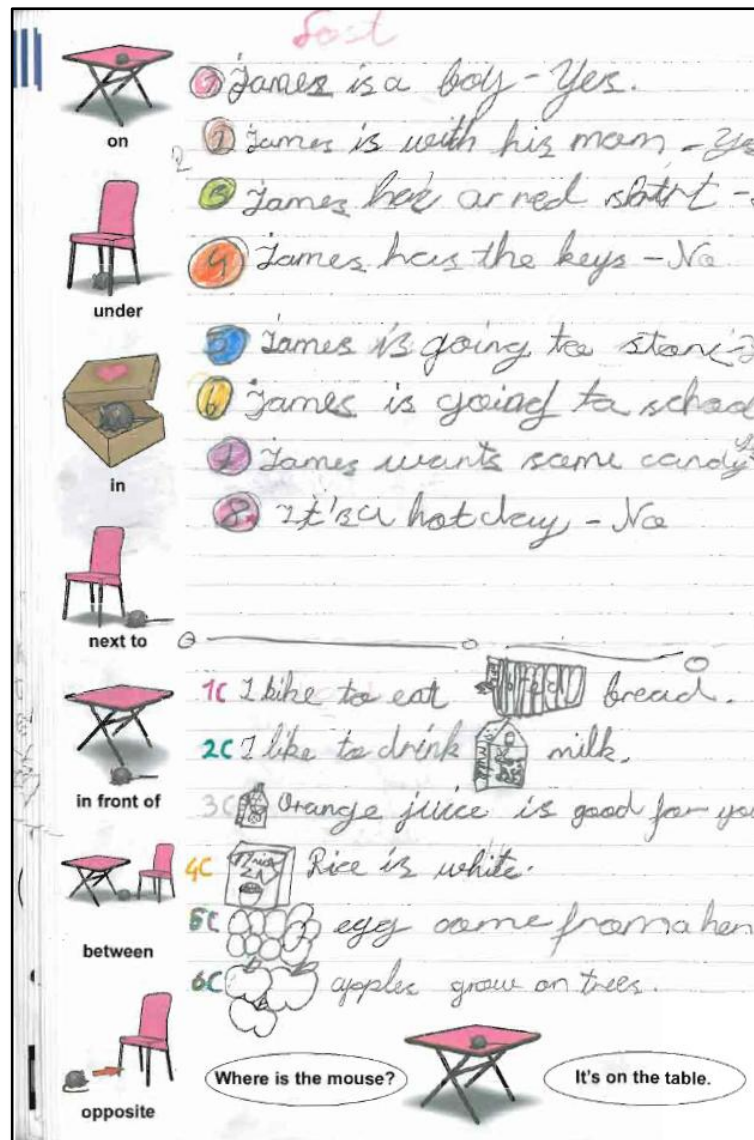
clock



table

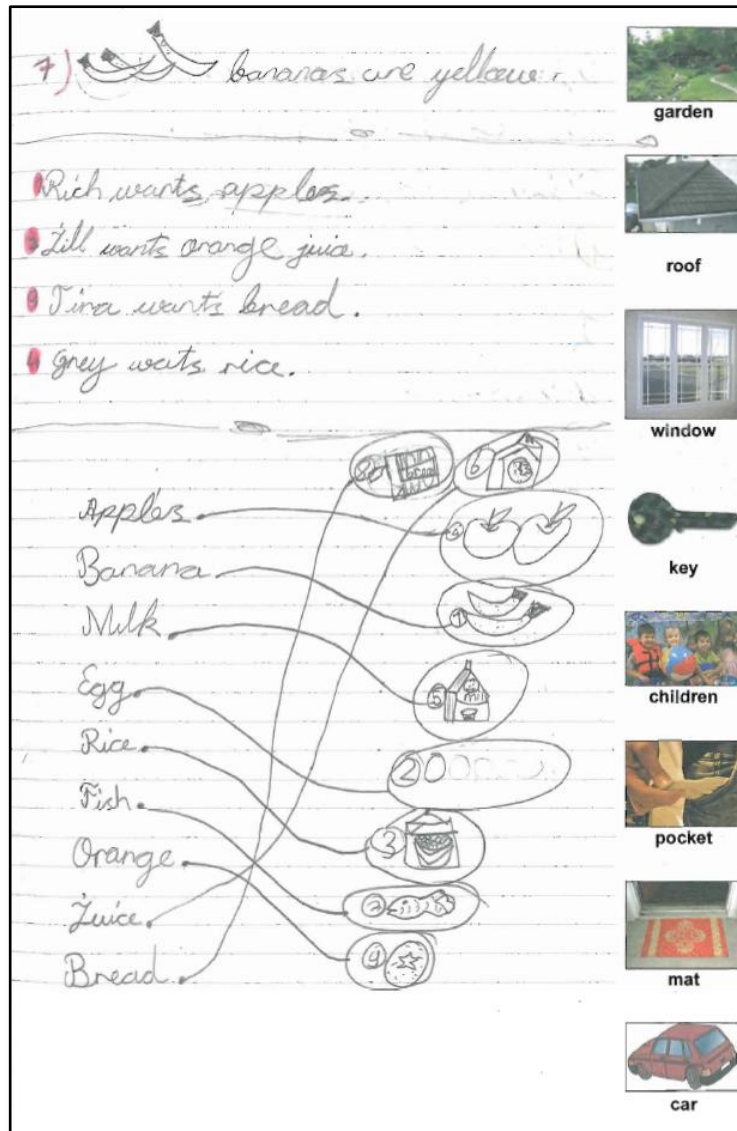
Puzzle: It is one of the examples that she spent too much time on details. She drew the pictures of the related objects with the sentences although she was not required to do that.

G.3. Activity:



Puzzle: in this homework activity the participant student was only required to write the sentences with the required words according to the given pictures. However, as it is seen from her notebook page above, she drew the pictures of the objects. Another detail that was noted in the picture was that she used colored pen for the numbers of the sentences. In other words, it is clear from the picture that spent time on the details.

G.4. Activity:



Puzzle: The teacher wanted the students to match the pictures the words on their activity books and to write the words to their notebooks in the sequence of the pictures that are given on the books. As it is seen from the picture of her notebook above, she drew the pictures that are on her book in the sequence as she wanted and then matched them with the words.

G.5. Activity:

1) James and his mother go to the supermarket.
2) James sees a yellow balloon.
3) James wants the balloon.
4) James get lemonade.
5) James goes into a supermarket.
6) James goes to the police station.
7) Mom says thank you.

Numbers, Numbers Everywhere

11 It's three o'clock
12 It's seven o'clock
13 It's seven o'clock
14 It's ten o'clock
15 It's eight o'clock
16 It's four o'clock
17
18
19
20

eleven
twelve
thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty

Puzzle: this was a homework activity. It does not have the teacher's signature on it since she did not show it while the teacher was checking the students' homework. It is also clear from the picture of the homework that she spent time on details while doing this homework.

G.6. Activity:

1- Mary is drawing.

2- Mary is drawing a cat.

3- Mary is drawing with pens.

4- Mary is drawing a pencil.

5- David is showing her her heart.

6- Mary is happy.

7- Mary's cat has a tail.

8- The cat's tail is a triangle.

sheep 3

dog's 7

cow's 2

horses 4

cat's 5

rabbit's 6

This was her homework. While her teacher was checking the homework, she said that she could not find her notebook. Later, she noticed that it is among her books in her bag. Everybody was trying to get the teacher's signature on their homework pages. However, she did not show her homework to the teacher.


G.7. Activity:

4C Bus number 29 goes to the beach.

5C Bus number 125 goes to the school.

125 school

16 train stations



The student has drawn a simple sketch of a school building with a flag on top and a window. Next to it, the text '125 school' is written. Below the school, a train is drawn with several windows and a smokestack. To the right of the train, the text '16 train stations' is written. The entire drawing is on lined paper.

P.E. (Physical Education)


Traffic

Social Science

English

Turkish

Chess



A vertical column of six small images is positioned to the right of the student's writing. From top to bottom: a gymnasium with people playing sports; a traffic jam on a road; a globe; the Big Ben clock tower; a book cover with the word 'TÜRKÇE' and a star; and a chessboard with pieces.

It is from one of the activities that the student did in one of the observed lessons. The students were required to write the sentences and the letters of the pictures that they are matched with. She also drew a few of these pictures on her notebook. So, she could not complete this activity on time in this lesson.

G.8. Activity:

7) Bananas are yellow.

Rich wants apples.

Lill wants orange juice.

Tina wants bread.

Grey wants rice.

Apples

Banana

Milk

Egg

Rice

Fish

Orange

Juice

Bread

garden

roof

window

key

children

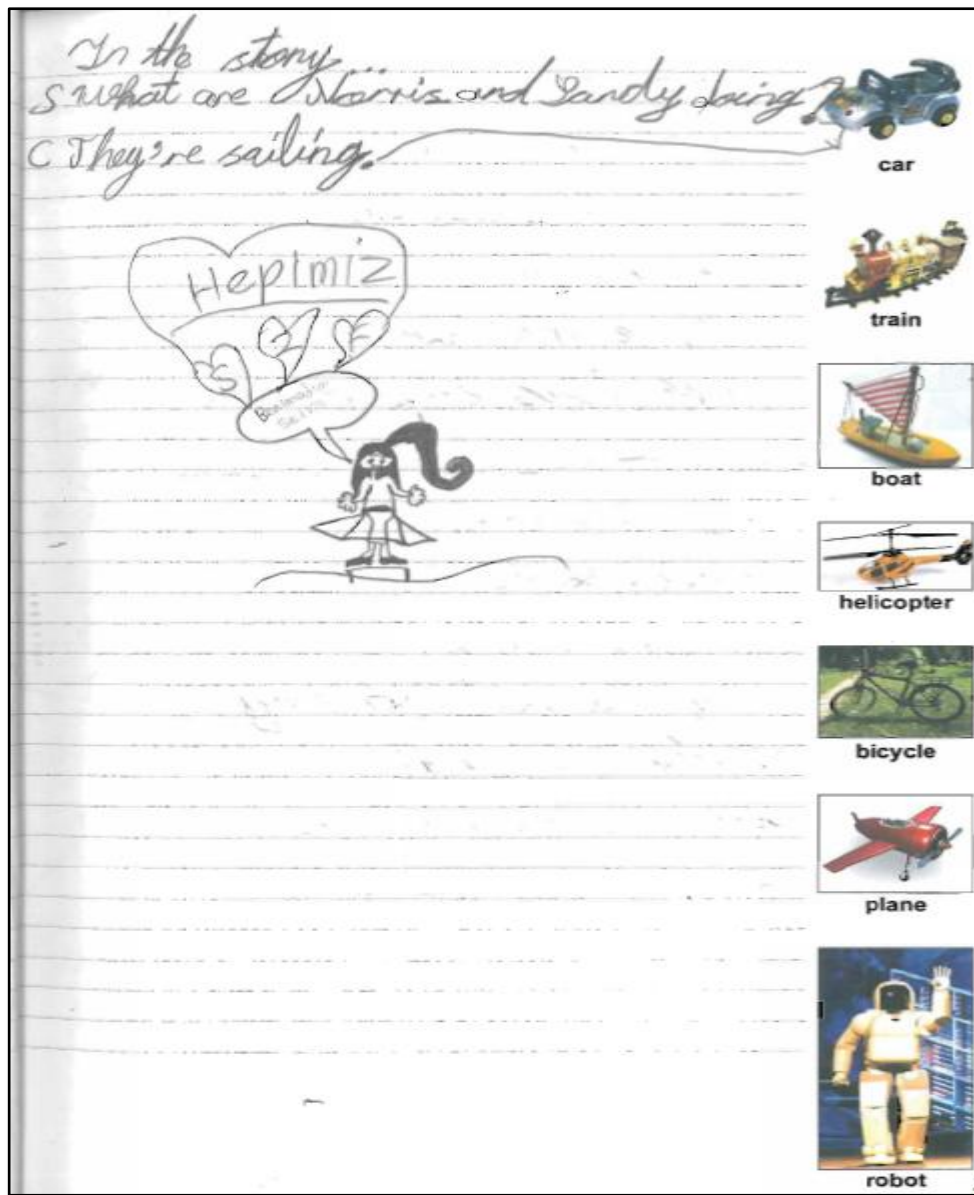
pocket

mat

car

In one of the observed lessons, the teacher wanted the students to do the matching activity on their books and write the words to their notebook. Although their task was only to write the words, she also drew the pictures and matched them on their notebook. In other words she spent too much time on this activity.

G.9. Activity:



As it is seen in the picture, the student did not finish the activity that she started. She had to write 5 questions in their books and the answers of them according to the story that they listened on that lesson. It was noted that she listened the story very carefully but got bored while doing this writing activity. She answered the questions verbally in the lesson but she did not write all of them to her notebook. She got bored and drew the picture that is seen on her notebook page above.


H. Hands-on Activities

H.1. Activity:



The teacher wanted them to do this activity for the coming mothers' day. The students did this activity in the lesson. The participant student was very enthusiastic while doing this activity. However, she completed this activity later than most of her friends. She spent too much time to ornament it with colored pens.

H.2. Activity:



Hello I'm Bella .

I am a girl.

I am a bear.

I am happy.


This is my mummy.

This is my daddy.

This is my family

Look ,my hands are dirty.

My face is dirty.



I wash my hands in the morning.

I wash my face in the morning.

I brush my teeth in the morning.

I brush my hair in the morning.

I am happy.

My hands are clean.

My face is clean.

I can play with Freddie and Toby.

The teacher handed out two sheets of paper to each student. There were some pictures on one of the sheets and the stories of the pictures on the other sheets. The teacher wanted the students to cut out the pictures and text. They were required to match and stick them together so that they could prepare their own story book. The student would do this activity together with their classmates. The participant student and her friend seemed as they were sharing their ideas about the activity but actually the participant student just said her ideas without listening to her desk friend's. On the other hand, it was noted that she liked this activity and she did not lose her concentration during the activity process.

J. Unassigned Work During Class

J.1. Activity



The participant student drew some details of this picture in one of the observed English lesson. It was a matching activity about numbers (See Appendix E.9.).She was very fast in completing this task. She finished this activity in a short time since she knew the numbers' English equivalence before and she started to look after with the details on her picture that she had drawn before this lesson and continued to add details to her previously drawn picture.

J.2. Activity:



Some of the origami activities the participant student did during the English lessons. However, it was observed and noted that she commented on the new lesson topics although she missed some of the given tasks.

J.3. Activity:

1 Find and circle six words in the word snake.
2 Use the words to label the pictures.

readcuddlesingfeedickleclean

1. tickle
2. story
3. clean
4. cuddle
5. sing the song
6. hugged

1. Circle the correct words. Then write sentences about your chart in the Pupil's Book.

In my story ...
Ozzy feeds / doesn't feed the baby.

65

In this observed lesson, she was occupied with origami most of the time. In this lesson, they mostly did writing activities. She seemed very bored during the lesson. She got distracted. She completed the first activity in a short time. However, she occupied with her origami work while they are doing the second activity.

K. Leisure Time Activities

K.1. Activity:



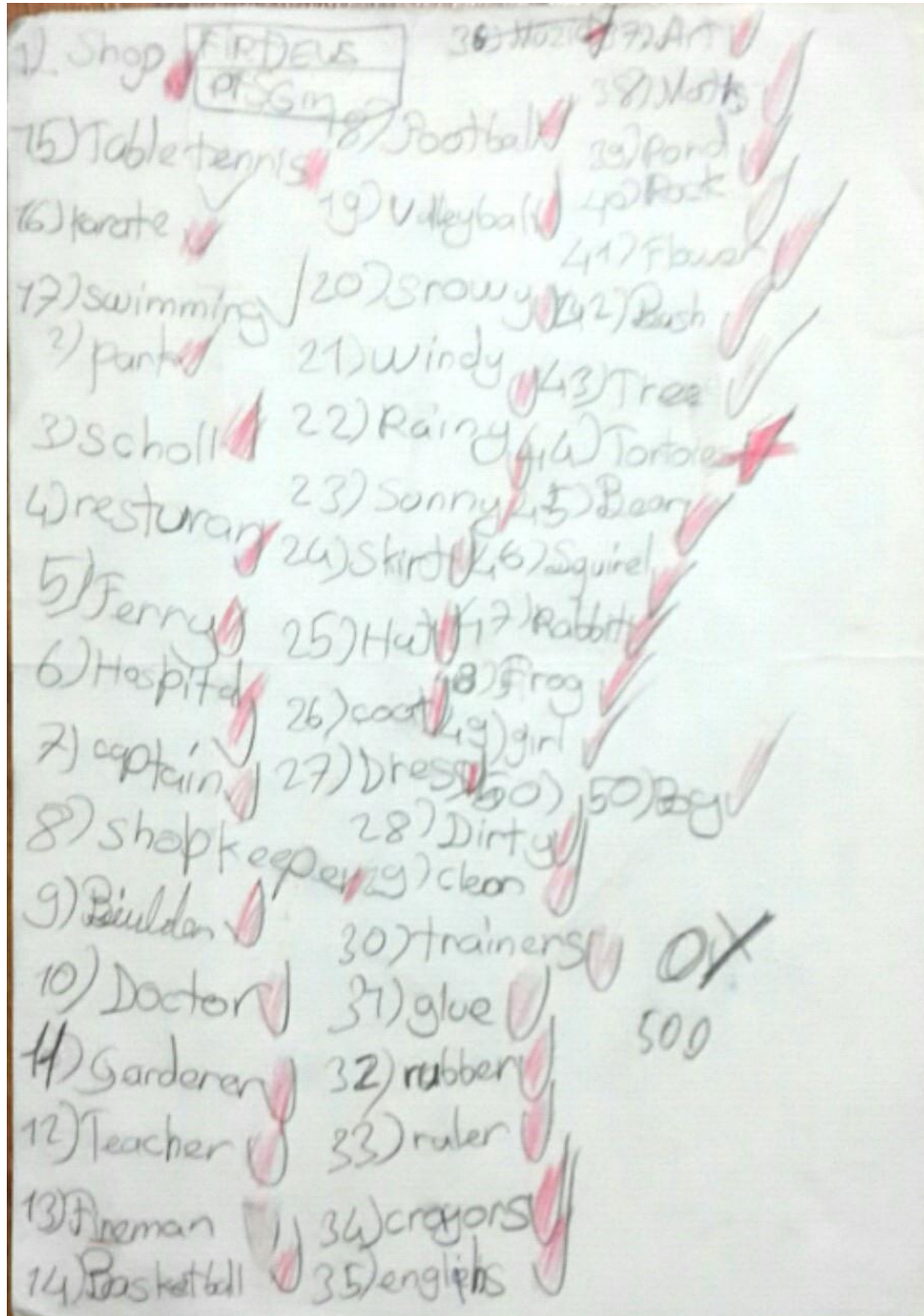
These are the games that she played together with her parents. These games were ordered from the USA by her parents.

K.2. Activity



It was learnt that the parents bought these Educational English CD's for the participant student when she was four years old.

K.3. Activity:



This is an activity that she did it on her own at home. No one asked her to do this but it was learnt from the parents that she did this to get ready for the scrabble game (See Appendix K.1.) that she played with her parents.

L. The Report Card of the Participant Student:

2. ve 3. Sınıflar İngilizce Karnesi		ÇOK İYİ	İYİ	GAYRET ETMELİ	ÇOK GAYRET ETMELİ
DİNLEME BECERİLERİ					
Karışık sırada dinlediği cümleleri hikayedeki sırasına göre dizebilmesi	☠	☠	☠	☠	☠
Karışık sırada dinlediği cümlelere göre hikayenin resimlerini sıraya dizebilmesi	☠	☠	☠	☠	☠
İlk kez dinlediği bir hikayede daha önce karşılaştığı yapıları kolayca tanıması	☠	☠	☠	☠	☠
Dinlediği hikayeyi anlamak için görsel ve işitsel ipuçlarını doğru kullanması	☠	☠	☠	☠	☠
OKUMA BECERİLERİ					
Okuduğu hikayede geçen anahtar kelimeleri tanıması ve aralarındaki farkı anlaması	☠	☠	☠	☠	☠
Okuduğu hikayenin genel olarak anlamını kavraması	☠	☠	☠	☠	☠
Öyküleme ve konuşma cümlelerini ayırt edebilmesi	☠	☠	☠	☠	☠
Daha önce karşılaştığı kelimeleri yeni okuduğu hikayelerde tanıması ve anlamlandırması	☠	☠	☠	☠	☠
Okuduğu öykünün cümleleri karışık sırada verildiğinde sıraya dizebilmesi	☠	☠	☠	☠	☠
Okuduğu öykünün cümlelerini okuyup hikayenin isimleri ile eşleştirebilmesi	☠	☠	☠	☠	☠
Basit cümleleri hikayenin kahramanlarıyla eşleştirebilmesi	☠	☠	☠	☠	☠
KONUŞMA BECERİLERİ					
Hikaye tekrar için yapılan çalışmalarda anahtar kelimeleri ve yapıları kullanarak doğru sözlü katılım	☠	☠	☠	☠	☠
Hikayede geçen günlük dildeki çözümlerde kullanma çabası	☠	☠	☠	☠	☠
Sınıf dilini kullanma gayretini diğer çözümler için için almak, bilmediği kelimelerin anlamını sormak gibi)	☠	☠	☠	☠	☠
Eski ve yeni öğrendiği yapıları kullanarak hikayeleri yeniden anlatabilmesi	☠	☠	☠	☠	☠
YAZMA BECERİLERİ					
Verilen modeli kullanarak kendisi, arkadaşları ve çevresi hakkında yazabilmesi	☠	☠	☠	☠	☠
Hikaye yavaş olarak okunduğunda söylemeni, dilbilgi kurallarına uygun olarak yazabilmesi	☠	☠	☠	☠	☠
Görsel ip uçlarını kullanarak daha önce öğrendiği kelimeleri yazabilmesi	☠	☠	☠	☠	☠
Hikayedeki karakterler ve yerler ile ilgili sorulara tam cevap yazabilmesi	☠	☠	☠	☠	☠
Farklı hikayelerden resimler gösterildiğinde bu resimleri anlatan basit cümleler yazabilmesi	☠	☠	☠	☠	☠
SOSYAL BECERİLER					
Öğrendiği İngilizce bilgileri kullanmaya istekli olması	☠	☠	☠	☠	☠
Arkadaşlarına karşı olumlu tavır sergilemesi	☠	☠	☠	☠	☠
Ödev alışkanlığı	☠	☠	☠	☠	☠
Öğretmeni ile iletişimi	☠	☠	☠	☠	☠
Öğrenme arzusu ve hırsları	☠	☠	☠	☠	☠
Dersle etkin katılım ve öğrenimene soru yönelmesi	☠	☠	☠	☠	☠
Sınıf disiplin kurallarına uyumu	☠	☠	☠	☠	☠
Küme çalışmalarındaki uyumu	☠	☠	☠	☠	☠
İkili çalışmalardaki uyumu	☠	☠	☠	☠	☠

The participant student's grading was same in both of the semester cards. It was remarkable that teacher's grading was low for the same item in both of the semesters (obeying to the disciplinary rules of the classroom is "good" not "very good".)

M. Distribution of annual household disposable incomes by quintiles ordered by household disposable income, 2011-2012. TURKSTAT

Distribution of annual household disposable incomes by quintiles ordered by household disposable income, 2011-2012														
Hanehalkı kullanılabilir gelire göre sıralı yüzde 20'lik gruplar itibarıyla yıllık hanehalkı kullanılabilir gelirlerin dağılımı, 2011-2012														
Toplam		Yüzde 20'lik hanehalkı grupları												
		Quintiles										Gini katsayısı		
Total		İlk %20 ^(*)		İkinci %20		Üçüncü %20		Dördüncü %20		Son %20 ^(*)		Gini katsayısı		
		First 20% ^(*)		Second 20%		Third 20%		Fourth 20%		Last 20% ^(*)		Gini coefficient		
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
TR1 İstanbul														
İstanbul														
Yüzde														
Percentage	100,0	100,0	7,5	7,3	11,7	11,3	15,7	15,2	21,3	20,8	43,9	45,3	0,358	0,374
Ortalama (TL)														
Average (TL)	32 622	35 045	12 184	12 817	19 082	19 870	25 574	26 604	34 684	36 453	71 601	79 523		
Medyan (TL)														
Median (TL)	25 380	26 440	12 660	13 290	19 255	19 819	25 380	26 470	34 014	35 649	56 922	61 358		
Kaynak: TÜİK, 2011 ve 2012 Gelir ve Yaşam Koşulları Araştırması														
Source: TURKSTAT, 2011 and 2012 Income and Living Conditions Survey														
Tablodaki rakamlar, yuvarlamadan dolayı toplamı vermeyebilir.														
Figures in table may not add up to totals due to rounding.														
Not: Gelirlerin referans dönemi bir önceki takvim yılıdır.														
Note: Reference period of incomes is the previous calendar year.														
(*) Hanehalkları kullanılabilir gelirlerine göre küçükten büyüğe doğru sıralanarak 5 gruba ayrıldığında; "İlk yüzde 20'lik grup" geliri en düşük olan grubu, "Son yüzde 20'lik grup" ise geliri en yüksek olan grubu tanımlamaktadır.														
(*)When the households are sorted in ascending order by household disposable income and divided into 5 equal parts, the bottom income group is defined as "the first quintile" and the top income group is defined as "the last quintile".														

N. Curriculum Vitae

PERSONAL INFORMATION

Surname, Name : Pişgin, Gamze
Nationality : Turkish (TC)
Date of Birth : 14 January 1982
Place of Birth : Finike
MaritalStatus : Married
Phone : +90 505 346 8385
Email : gpisgin@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
BS	Ankara University - Linguistics	2005
High School	Kütahya Kılıçarslan Yabancı Dil Ağırlıklı Lisesi	2000

WORK EXPERIENCE

<u>Year</u>	<u>Place</u>	<u>Enrollment</u>
2011-2013	American Culture Association Lang.Schools	English Teacher
2010-2011	Nişantaşı University	English Lecturer
2009-2010	Aydın Police Vocational School of Higher Edu.	English Lecturer
2006-2007	Ankara Akademi Dergisi Training Center	Turkish Teacher
2005-2006	Ankara Pacific English Foreign Language Course	English Teacher
2003-2004	TÖMER(Teaching Turkish As a Foreign Lang.)	Turkish Teacher

FOREIGN LANGUAGE

Advanced English, Beginner German

CERTIFICATES

- Certificate of Att. Current Trends: Theory And Practice In ELT, - IH London, London, 2011
- Teaching Turkish As a Foreign Language, TÖMER, Ankara, 2004
- Presenter Certificate - Başkent Communication Course, Ankara, 2004
- Diction and Effective Speaking Certificate - Başkent Communication Course, Ankara, 2003

HOBIES

Reading, Ride a bike, Go to trip, Puzzle, Swimming, Watching movies.

O. Turkish Summary

Geçmişte, üstün zekâlı ve yetenekli öğrencilerin eğitimi konusu daha çok onların öğrenmeleriyle ilgili olurken, günümüzde daha çok, bu öğrencilerin duygusal ve sosyal gelişim konuları odak noktası haline gelmiştir (MEB, 2000, s 22).

Yukarıdaki atıf, üstün potansiyelli olma özelliğinin bir şans gibi görünmesine rağmen, aslında bir öğrencinin başarısı için tek başına yeterli olmadığını göstermektedir. Üstün yetenekli ve bu özelliğe sahip olmayan öğrencilerin başarılarını etkileyen başka faktörler de bulunmaktadır.

Eğitimsel araştırmalarda sistematik olarak eğitim sorunları ve süreçler ile ilgili güvenilir ve yararlı bilgi elde etmek için çeşitli yöntemlere başvurulmaktadır (Ary, Jacobs & Razavieh, 1996; Gay & Airasian, 2003).

Eğitim psikolojisinde en çok odaklanılan konular dikkate alındığında, 'motivasyon' ve 'tutum' kavramların en başta geldiği görülmektedir (Dörnyei, 2005).

Bu çalışmada, ilkokul ikinci sınıfta okuyan üstün zekâlı bir öğrencinin ikinci dil olarak İngilizce öğrenmedeki motivasyonunun incelenmesi ve katılımcı öğrencinin üstün zekâlı olma özelliğinin, onun İngilizce öğrenme motivasyonu üzerindeki etkilerinin araştırılması amaçlanmıştır.

Bu çalışmanın araştırma sürecine aşağıda verilen sorular öncülük etmiştir.

1. Üstün zekâlı bir öğrencinin okul dersi olarak İngilizce dersindeki tutumu nasıldır?
2. Bu öğrencinin üstün yetenekli olma özelliği onun İngilizce dersindeki motivasyonunu ne derece etkilemektedir?
3. Bu öğrencinin İngilizce öğrenmedeki motivasyonunu ne etkilemektedir?
4. Öğrencinin motivasyonu için hangisi daha ağır basmaktadır: 'içsel motivasyon' - 'dışsal motivasyon'?

Tezin konularıyla ilgili kapsamlı bir literatür taramasından sonra, bu çalışmada nitel örnek olay metodu kullanılmıştır. Nitel bir araştırmada araştırmacı değişkenlerin nedensel ilişkileri ya da grupların karşılaştırılmasından ziyade tek bir durumu anlamaya çalışmaktadır.

Bu çalışmada Avcılar Rehberlik ve Araştırma Merkezinde uygulanan WISC-R Test'iyle (Welcher Intelligence Scale for Children) üstün potansiyelli tanısı konulan katılımcı öğrenci, ailesinin, okul müdürünün ve İngilizce öğretmenlerinin izniyle, 2013-2014 eğitim öğretim yılının birinci ve ikinci dönemleri boyunca İngilizce derslerinde gözlemlenmiştir.

“Motivasyon”un öğrencinin özellikle İngilizce öğrenmedeki akademik performansı üzerindeki etkisi araştırılmıştır. Araştırma İstanbul ‘da bulunan üstün zekalılar eğitimi olan ve bunun için 5 özel sınıfı olan özel okullardan birinde gerçekleştirilmiştir. gözlem yapılan okulda bir tane üçüncü sınıf, iki tane ikinci sınıf ve iki tane birinci sınıf olmak üzere 5 sınıfta diğer sınıflardan farklı olarak üstün yetenekli öğrencileri için özel eğitim verildiği öğrenilmiştir. Bu özel sınıflardaki Eğitimin farkı okulun bu sınıflarda Kimpston ve Rogers’ın (1992) “gelişmiş yerleştirme hızlandırılmış programı” ve Renzulli’nin Üçlü Zenginleştirilmiş Modeli uygulanmasıdır.

Geliştirilmiş yerleştirme uygulamasındaki gibi, okul bu üstün yetenekli öğrenciler için ileri veya hızlandırılmış içerik ve onların kendi sınıf düzeyinin üstünde beceri dersleri sağladığını iddia etmektedir. Ayrıca bu programların uygulanmasıyla öğrencilerin ileri düzeydeki bir konuyu hızlandırılmış bir şekilde öğrenmesi amaçlanmıştır.

Renzulli’nin tanımladığı Zenginleştirme alternatifleri arasında olduğu gibi, hem okul idaresi hem de öğretmenler bu çocuklara beyin fırtınası, eleştirel ve yaratıcı düşünme becerileri, problem çözme, sözlü ve sözsüz ve yazılı iletişim becerileri çok çeşitli disiplinlerde kendilerini geliştirme fırsatı verdiğini belirtmiştir.

Diğer taraftan, bu özel sınıflarda müfredat açısından İngilizce dersleri için farklı bir program uygulamadığı öğrenilmiştir. İngilizce öğretmenleri bu özel sınıflar da dahil olmak üzere aynı seviyedeki sınıflar için aynı ders kitabını kullanmakta ve aynı müfredatı uygulamaktadır. İngilizce bu okuldaki birinci sınıftan sekizinci sınıfa kadar tüm sınıflar için zorunlu bir okul dersidir.

Ancak ne zorunlu ne de seçmeli ders olarak okulda İngilizce dersleri dışında başka bir yabancı dil öğretilmemektedir. Okul müdürü, okullarının evrensel bir dil olarak İngilizce’ye çok önem verdiğini ve bu doğrultuda tüm sınıflarda İngilizce

üzerine yoğunlaşarak başka bir yabancı dil için ayıracakları çaba ve zamanı İngilizce'ye ayırdıklarını iddia etmektedir. Yani, kurum sahibinin okullarında liseye kadar yabancı dil olarak sadece İngilizce dil eğitimi verilmektedir.

Ancak okulun İngilizce eğitimi konusunda iddialı olmasına rağmen öğrencilere herhangi bir uluslararası İngilizce sınavına girerek seviyelerinin belirlenmesi ve düzenli olarak takip edilmesi olanağı sağlamaması dikkat çekmiştir. Tüm sınıfların bir tane yerli bir tane de yabancı İngilizce öğretmeni vardır. Katılımcı öğrencinin eğitim aldığı sınıfın haftalık ders programında iki saat yabancı öğretmen ile olmak üzere sekiz saat de Türk öğretmen ile yürütülmek üzere toplam haftada on saat İngilizce dersleri bulunmaktadır. Öğrenciler yerli İngilizce öğretmenlerinin dersinde dildeki dört beceriyi Pratik ederken, yabancı öğretmenin derslerinde odak çoğunlukla konuşma becerileri üzerindedir.

Sınıfların tümü interaktif yazı tahtasına sahiptir ve sınıf öğretmenlerinin yanı sıra, branş öğretmenleri de derslerini dersi daha zevkli, verimli ve öğrencilerle karşılıklı etkileşim içinde yapmak için bu tahtaları aktif bir şekilde kullanmaktadırlar.

Okul yönetimi tarafından katılımcı öğrencinin İngilizce derslerine katılmak için 30 kez sınıf gözlemi yapma izni verilmiştir. Katılımcı öğrenci, yabancı öğretmen ve yerli öğretmen ile belirli aralıklarla İngilizce derslerinde gözlemlenmiştir. Haftada işlenen ders saati açısından yerli hocaların daha çok dersi olduğu için öğrenci, yerli hocaların derslerinde daha fazla gözlemlenmiştir. Öğrencinin motivasyon durumu 8 kez yabancı İngilizce öğretmenin 22 kez de yerli İngilizce öğretmenin derslerinde gözlemlenmiştir. Gözlem için izin alındıktan sonra öğretmenler ile görüşülüp, sınıf içi yapılan etkinlikler ile ilgili genel bir fikir edinilmiştir. Gözlem tarihlerine İngilizce öğretmenleri ile birlikte karar verilmiştir.

Gözlem yapılan sınıf üstün yetenekli tanısı konulan 11 kız ve 7 erkek öğrenciden oluşmaktadır. Bu çalışmada katılımcı öğrenciyi seçmenin ilk nedeni, onun üstün yetenekli olması ve ikincisi de bu öğrenciye bu çalışmada veri toplamak için rahatlıkla erişilmiş olunmasıdır. Bu çalışmada öğrenci velisi faktörü nedeniyle okul müdürü tarafından araştırmacının sadece bu öğrenci üzerinde araştırma yapmasına izin verilmiştir.

Arařtırmacı olarak katılımcı öđrencinin tüm sınıf arkadaşlarının velilerinden gerek direkt olarak gerekse bu öđrencilerin sınıf öđretmenleri aracılıđıyla izin alınmaya çalıřılmış fakat katılımcı öđrenci dıřında, diđer veliler çocuklarının bu çalıřmada yer almasını istememiřtir.

Bu okuldaki tüm sınıfların geleneksel oturma düzeninde ders iřledikleri görülmüřtür. İzin verilen 30 saatlik gözlem süresinin saatleri rastgele kararlařtırılmıřtır. Bu gözlem süresinin ilk 3 buçuk ayında katılımcı öđrencinin sınıfın sol tarafındaki en arka sırada oturduđu not edildi. Sınıf öđretmeni öđrenciyi özellikle bu sıraya oturttuđunu çünkü öđrencinin çođunlukla ders ile hiçbir iliřkisi olmayan etkinlikler yaptığını vurguladı ve bu faaliyetlerin bazen de arkadaşlarının dikkatini dađıttığını söyledi.

Ancak, sınıf öđretmeni birinci yarıyıl sonunda öđrenci gözüyle ilgili bir problem yařadığı ve gözlük takmak zorunda kaldığı için yerini tektar deđiřirmiřtir. Öđrenci gözlemlene sürecinin geri kalan bölümünde orta sıranın ikinci sırasında oturmuřtur.

Hem öđretmenin hem de bütün velilerin üye olduđu “Class Dojo” adlı bir internet sitesi olduđu öđrenildi. Öđretmen bu web sitesi aracılıđıyla her dersten sonra öđrencilerin sınıf içindeki performansını deđerlendirebilmekte ve veliler de bu web sitesi üzerinden çocuklarının performansını her zaman için kontrol etme imkanına sahip olabilmektedir. Öđretmenin öđrencilerin sınıf içi etkinliklerini ve performans ödevlerini hem deđerlendirdiđi ve o bu web sitesinde bu deđerlendirmeleri not olarak paylařtıđı öđrenilmiřtir.

Bu çalıřmada yalnızca, üstün yetenekli katılımcı öđrencinin İngilizce öđrenme motivasyonu, onun diđer derslerdeki motivasyonu veya İngilizce derslerindeki diđer arkadaşlarının motivasyonu ile karřılařtırma yapılmadan incelenmiřtir.

Durum çalıřmasında veri toplama iřlemleri, arařtırmacı durumu derinlemesine resmettiđi için, geniř bir süreci kapsamaktadır (Creswell, 2007, p. 132). Örnek olay arařtırması, arařtırmanın yapıldığı süreçte meydana gelen olaylar, kořullar ve řartların açıklanması ve yorumlanmasını içeren betimsel bir arařtırma olarak da adlandırılabilir.

Yin'e (1981) göre, açıklayıcı örnek olay çalışmasında araştırmacının görevi, belirli bir olay veya olayların oluşum sürecini göstermeye çalışmaktır. Açıklayıcı durum çalışmasına, araştırma deneyiminin inceliklerini tam anlamıyla gösteren belge geliştirmek için başvurulur (Stake, 1995). Bu çalışmada betimsel örnek olay metodolojisi kullanılmıştır. Diğer bir deyişle katılımcı öğrenci ile, onun İngilizce öğretmeni ve ailesi ile doğrudan etkileşime geçilerek doğal ortamlarında betimsel veri toplanmıştır.

Genellemeler yapmak yerine, bu çalışmada elde edilen bulguların bundan sonra yapılacak diğer çalışmalar için yararlı olması ve bu çalışmalar için uyarlanabilmesi niyet edilmiştir. Diğer bir deyişle, bu nitel araştırma yorumlayıcı paradigma içinde şekillendirilmiştir.

Bu araştırma yaşam hikayesi röportajları, yarı yapılandırılmış görüşmeler, resmi olmayan konuşmalar, uzun bir gözlem süreci ve tutulan günlük notlar ile gerçekleştirilmiştir. Araştırma ve anket sorularının çoğu üstün potansiyelli öğrencilerin özellikleri dikkate alınarak hazırlanmış ve bu sorular gözlem sürecinde şekillenmiştir.

Katılımcı öğrencinin sınıf dışı verilen okuma, yazma, konuşma ve dinleme ödevleri gibi görevleri yerine getirme motivasyon ve istekliliği de çalışmanın veri toplama süreci için incelenmiştir.

Bu çalışmaya Üstün zekalı katılımcı öğrenci, öğrencinin ailesi ve Rus uyruklu İngilizce öğretmeni katılmıştır. Katılımcıların kişisel bilgilerinin çalışmada belirtilmeyeceği konusu garanti altına alınarak çalışma yürütülmüştür. Katılımcı öğrencinin anadili İngilizce olmayan öğretmeni Taşkent Devlet Üniversitesi'nden mezun 14 yıllık öğretmenlik deneyimi olan bir bayandır.

TÜİK, 2011 ve 2012 yıllarına göre Gelir ve Yaşam Koşulları hane halkı harcanabilir geliri, küçükten büyüğe doğru sıralanarak 5 gruba ayırdığında katılımcı öğrencinin anne baba gelirin alt gelir grubu ve üst gelir grubu arasında bir yere yerleştiği görülmektedir. Yani katılımcı öğrencinin orta gelirli bir aileye sahip olduğu söylenebilir.

Katılımcı öğrencinin Anne ve babası üniversite eğitimi almıştır. Babası mühendis ve orta seviyede İngilizce bilgisine sahiptir. Katılımcının annesi

üniversite mezunudur. Üniversiteden mezun olduktan sonra ayrıca İngilizce kurslarına katıldığı için annesinin İngilizce bilgisi babasınınkine göre daha iyi olduğu öğrenilmiştir. Her ikisi de İngilizce bildikleri için evde bazen İngilizce konuşulduğu bilgisi edinilmiştir. Diğer bir deyişle, her iki ebeveyn de İngilizce eğitimi geçmişine sahip olduklarından, pratik yapmak için bazen birbirleriyle İngilizce konuştukları öğrenilmiştir.

Uzun bir gözlem sürecinden sonra bulgular çoklu bakış açısıyla değerlendirilmiştir. Anketlere verilen yanıtlar ve katılımcı öğrencinin İngilizce öğretmeninin, öğrencinin dersteki motivasyonu ve gelişimiyle ilgili yorumları, öğrencinin üstün potansiyelli olma özelliğinin, onun İngilizce eğitimine karşı tutumlarının ve motivasyonun üzerindeki etkisini keşfetmek için değerlendirilmiştir. Araştırmada, öğrencinin, ailesinin ve İngilizce öğretmeninin anket sorularına verdikleri cevaplar ve gözlem süreci esnasında tutulan notlar ile literatürde tanımlanan üstün zekalı öğrencilerin genel özellikleri arasında çok fazla ortak nokta bulunduğunu söylemek yerinde olacaktır.

Gözlemsel bulgular doğrultusunda yapılan analiz sonuçlarına göre, katılımcı öğrencinin motivasyonu ve Slavin'in (2003) adlandırdığı "dış faktörler" arasında pozitif korelasyon olmadığı tespit edilmiştir.

Yarı yapılandırılmış görüşmelerin analizine bağlı olarak katılımcı öğrencinin anaokulu ve ilkokul eğitiminde, Rogers ve Kimpston'ın (1992) çalışmalarında yer verdiği, üstün potansiyelli öğrencilerin eğitimi için tanımlanmış programlardan biri olan "bir sonraki eğitim modeline erken başlama" modeli uygulandığı anlaşılmıştır. Diğer bir deyişle, "okula erken başlama" hızlandırılmış program uygulamasına başvurulduğu öğrenilmiştir (Rogers & Kimpston, 1992). Bu çalışma, öğrencinin sınıfında yaş olarak en küçük olmasına rağmen, öğretmenin öğrettiği yeni konuları çok rahat öğrendiğini ortaya koymuştur. Yani, Silverman'nın (1993) "üstün yetenekli insanların kişilik özellikleri" genelleme tablosunda listelendiği gibi, katılımcı öğrencinin "hızlı öğrenme" özelliği olduğu gözlemlenmiştir.

Anket sorularının bazıları Szabo'nun (1989) "Üstün Yetenekli Profili" tablosunda yer verilen öğelerden esinlenerek hazırlanmıştır. Hem gözlem esnasında alınan notlar hem de anket sorularına verilen yanıtlar, bu tabloda yer verilen

maddeler arasında da sıralandığı gibi, katılımcı öğrencinin “çok meraklı” olduğunu ve “sürekli soru sorma” özelliğinin olduğunu göstermiştir.

Öte yandan, öğrencinin yeni konu öğrenmedeki merakı, onun “farklı olana karşı ilgi duyma” özelliği olduğu şeklinde yorumlanabilir. Bu özellik ayrıca ‘üstün yetenekli dil öğrencilerin karakterleri’ listesinde de yer almaktadır (Bkz : Tablo: 5). Gözlem sürecinde, öğretmenlerden gelen takdirin katılımcı öğrencinin İngilizce öğrenmede gösterdiği tutum için belirleyici bir faktör olmadığı bulgusu dikkat çekmiştir. Ayrıca, düzenli olarak yapmış olmasına rağmen, öğrencinin ödevlerini öğretmenine kontrol için göstermediği öğrenilmiştir. Araştırmadan anlaşıldığı üzere öğrenci verilen görevi, bir görev olarak değil, sadece “kendi zevki” için yerine getirmektedir (Vallerand ve ark. 1992). Görüşme ve gözlem notları, öğretmenlerin veya başkalarının takdiri, öğrencinin motivasyonu konusunda belirleyici etken olmadığını açığa çıkarmıştır. Diğer bir deyişle, “ödülleri” katılımcı öğrencinin motivasyonunu güçlendiren faktörler değildir (Williams& Burden, 1997).

Faaliyet türleri de öğrencinin motivasyonunu şekillendiren önemli faktörler olarak kaydedilmiştir. Diğer bir deyişle, faaliyetin türü ve katılımcının motivasyon arasında güçlü bir ilişki bulunmuştur.

Bu araştırmadan çıkan başka bir sonuç öğrencinin aktif olarak yer aldığı görevleri yerine getirmek için daha istekli olduğudur. “Üstün Potansiyelli Profilleri” tablosunda (bkz. Tablo: 4) belirtildiği gibi, katılımcı öğrencinin origami yapmak gibi “farklı ilgi alanlarına sahip olma” özelliğinin olduğu öğrenilmiştir (bkz. EK: J.2.).

Bununla birlikte araştırma sonuçları genellikle öğrencinin verilen görevleri yerine getirmede dağınık olduğu, bunun bir sebebinin de öğrencinin sınıf içi etkinlikler ve ödevler gibi görevleri yerine getirme esnasında, kendi ilgi alanlarıyla meşgul olması olduğunu göstermektedir. Bir başka çarpıcı konu, öğrencinin yapmaya karar verdiği konularda, konu her ne olursa olsun gösterdiği ‘inat’ı olmuştur. Bu özelliğe aynı zamanda “üstün yetenekli çocuklarda karşılaşılabilen özellikler” tablosunda yer verildiği görülmüştür (bkz. Tablo: 4).

Bu çalışmada ulaşılan sonuçlar aynı zamanda üstün yetenekli çocukların özellikleri konusunda yapılan son araştırma sonuçları ile uyumluluk göstermektedir.

Öğrencinin yeni kavramları ve modellerini anlamak için önceki öğrendiklerine başvurduğu anlaşılmıştır. Öğrenci aynı zamanda dille ilgili bildiği kurallara yenilerini öğrenmek için başvurabilme yeteneğine sahiptir. İngilizce öğretmeniyle yapılan görüşmeler ve gözlem notları sonucunda bu kanaata varılmıştır. Bu durum daha çok öğrencilerin İngilizce çizgi film izlediği derslerde gözlemlenmiştir.

Önceden öğrenmemiş olmasına rağmen, öğrencinin yeni konuları öğrenirken var olan bilgisine başvurduğu anlaşılmıştır. Gözlemlenen derslerden birisinde, bir karikatürün hikayeyi anlattığı bir çizgi filmde, öğrencinin karikatürün kullandığı dil yapısıyla ilgili yaptığı yorum dikkat çekmiştir. Öğrenci daha önceden bu yapıyı öğrenmemiş ve hatta bu tür yapıyla hiç karşılaşmamış olmasına rağmen şu yorumu yapmıştır: “ hikaye geçmiş zamanla ilgili olduğu için onlar da Türkçe'deki gibi kelimelerin sonuna ekler getiriyorlar ‘played’- “oyladı”, ‘opened’-“açıldı” gibi.

Öğrencinin eğilimleriyle ilgili olarak İngilizce öğrenme konusunda hiçbir olumsuz duyguya sahip olmadığı fark edilmiştir. Davranışçı kuramda savunulanan aksine ödüllerin öğrencinin İngilizce öğrenimindeki motivasyonu açısından belirleyici faktör olmadığı anlaşılmıştır (Williams& Burden, 1967, s.119).

Dikkat çeken başka bir durum, öğrenci için derste öğretilen konu yeni değilse dikkatinin dağıldığı bulgusudur. Eğer konular önceden bildiği konulardan oluşuyorsa öğrencinin öğrenmek için isteksiz ve güdülenmemiş olduğu gözlemlenmiştir. Öte yandan, öğrencinin zaten bildiği bir konuyla ilgili bir görevi yerine getirmesi beklendiğinde çok çabuk sıkıldığı ve bu yüzden bazen bu görevlerini ihmal ettiği tespit edilmiştir (bkz. Ek E.1, E.11, F.2, F.5).

Katılımcıların anne-babası ve öğretmeni tarafından ifade edilen tutumları bizi öğrencinin görevlerini yerine getirirken bağımsız davrandığı sonucuna götürmektedir.

Bandura'ya (1977) göre, insanların öz-yeterlikleri belirli bir görevi yerine getirme sonucunda sağladığı başarı veya başarısızlıklara bağlıdır. Ancak, bu tür bir ilişki bu araştırmada katılımcı öğrenci için gözlenmemiştir. Diğer taraftan, öz-yeterlik teorisinde savunulduğu gibi, dış güçler yerine öğrencinin performansında kendi tercihlerinin etkili olduğu anlaşılmıştır.

Bu çalışmada öğrencinin motivasyonunun “hedef yönelimi teorisinde” savunulduğu üzere hedefe ulaşmak arzusundan kaynaklanmadığı anlaşılmıştır. Olumlu tepkiler ve yargıların katılımcının performansında belirleyici etkenler olmadığı ortaya çıkmıştır.

Araştırma sonuçları, katılımcıların motivasyonunun yaptığı etkinliğin kendisine dayalı olduğunu göstermektedir. Bu özellik ayrıca içsel motivasyonun da temsilcisi olarak düşünülmektedir. Diğer bir deyişle, bu yapıyı ya da görev aldığı faaliyetlerin sonuçlarının öğrenci için hedef ya da odak noktası olmadığı anlaşılmıştır.

Çalışma bulguları, katılımcı öğrencinin kendi sorumlulukları olan görevleri yerine getirirken bile bu sorumluluklardaki mantıksal nedenleri sorguladığını ortaya çıkarmıştır.

Bir başka ilginç sonuç da öğrencinin yeni konuları öğrenmeye karşı ve dilin nasıl işlediğiyle ilgili gösterdiği aşırı meraktır. Bu özellik aynı zamanda Eyre ve Lowe’un üstün yetenekli dil öğrenenlerin özelliklerinin listelendiği tabloda da yer almaktadır (Bkz. Tablo: 5).

Hem gözlem notlarına hem de anketlere verilen cevaplara bakılarak söylenebilir ki Sousa’nın (2003) üstün potansiyelli öğrenciler için kullandığı “yüksek dil farkındalığı” özelliği bu öğrenci için de geçerlidir.(s. 114). Bu bulgu, ebeveynlerin çocukla ilgili paylaştığı örnekler ve araştırmacının gözlem notları ile desteklenmiştir.

Örneğin, öğrenci ‘bakmak’ fiilinin nesne gerektiren bir kelime olduğunun farkındaydı. Ayrıca öğrencinin sınıf dışında da sınıfta öğrendiği bilgileri kullandığı anlaşılmıştır (bkz. EK: K.3). Tablo 4’te de listelenmiş olan “başkalarına karşı sabırsız olma” durumu katılımcı öğrencinin tutumları arasında da gözlemlenmiştir (bkz: EK: E.6.).

Silverman’ın (1993) “yetenekli insanların entelektüel özellikleri” için yaptığı genellemeler de göz önünde bulundurarak (Bkz. Tablo: 2) katılımcının konsantrasyonunun sınıf rutinleri dışındaki faaliyetlerde çok yüksek olduğu anlaşılmıştır. Uzun süre oturmak, çok fazla okuma ve yazma aktiviteleri öğrenciye usanç vermektedir ve bu aynı zamanda öğrencinin motivasyonu düşürebilmektedir.

Öte yandan, öğrenci kağıt katlama ve boyama gibi dersle ilgi olmayan işlerle meşgul olsa bile eğer öğrendikleri konu yeni ise dikkatini o konuya yoğunlaştırmaktadır. Bu araştırmada katılımcının yüksek benlik saygısı da onun gözlem sırasında keşfedilen en belirgin özellikleri arasında yer aldı.

Ayrıca, Renzulli'nin (1986) de üstün yetenekli çocukların karakteristik özelliklerin biri olarak tanımladığı gibi kolay faaliyetleri yaparken öğrencinin dikkatinin dağıldığı sonucuna varıldı. Öğrencinin zorlu faaliyetlerde daha iyi performans gösterdiği anlaşıldı. Öğrencinin aktif olarak dahil olma ve kendi performansını sergileme şansı olduğu faaliyetleri daha şevkli yaptığı açıkça görülmüyordu. Hem tutulan gözlem notlarından hem de anket sorularına verilen cevaplardan İngilizce öğrenirken öğrencinin ilgi alanına giren veri, yaratıcı fikirler ve görevlerin onun motivasyonu ile doğrudan bağlantılı olduğu anlaşıldı. Öğrencinin motivasyonu ile direkt olarak bağlantılı olan bu etkenlerin Renzulli'nin (2012) üstün zekalı öğrenciler için tanımladığı 3. Tip Zenginleştirme aktiviteleri arasında da yer aldığı görülmüştür.

Katılımcı öğrencinin sınıf içinde yapılan etkinlikler ve ödev konularında bile neden-sonuç ilişkileri aradığı gözlem sırasında tutulan notlar arasında yer almıştır ve bu özelliğin aynı zamanda öğrenci ile ilgili hazırlanan anketlere verilen cevaplar arasında da yer aldığı görülmüştür. Üstün potansiyelli öğrencinin olaylar arasında neden-sonuç ilişkileri arama özelliğine James T. Webb'in de üstün Yetenekli Çocukların Güçlü Karakteristik Özelliklerini tanımladığı tabloda (bkz. Tablo 4) yer verdiği görülmüştür. Aynı tabloda verilen Üstün zekalı Çocukların Karakteristik Güçlü Yönleriyle İlişkilendirilen Olası Problemler arasında verilen mantık dışı ve anlaşılır olmama durumundan hoşlanmama durumunun katılımcı öğrenci için de söz konusu olduğu anlaşıldı (bkz. Tablo 4).

Anket cevapları ve gözlem ve anket raporlarından ortaya çıkan Bir başka bulgu, ise katılımcı öğrencinin verilen görevleri çoğunlukla beklenenden daha geç tamamlamasıydı. Öğrencinin verilen görevlerde detaylar üzerinde çok fazla zaman geçirdiği anlaşıldı (bkz. Ek E.1, G.7, G.9, F.5, J.3, F.1).

Yani Renzulli'nin Üstün Zekalı ve Yetenekli Öğrencileri tanımlamak için kullandığı Üç Çember Kuramı'nda da yer verdiği özellikler arasında bulunan ayrıntıya karşı duyarlılık gösterme öğrencinin tutumları arasında da dikkat çeken bir

bulgu olarak ortaya çıkmıştır. Hem gözlem notları hem de anket bulguları katılımcının bireysel çalışmalarda daha iyi performans sergilediğini göstermiştir (bkz. Tablo 4). Bu çalışmadaki başka bir bulgu ise öğrencinin arkadaşları ile çalışmayı tercih etmesine rağmen, grup ya da ikili çalışmalarda bu gibi çalışmaların gereksinimlerini yerine getirme konusunda başarılı olamamasıydı (bkz. Ek E.6.).

Bu araştırma sürecinde alınan notlar katılımcının dinleme aktivitelerinde ve yeni İngilizce şarkılar ezberlemede motivasyonun yüksek olduğunu göstermiştir (bkz. Ek E.2, E.8, F.6) Gözlem notları, öğrencinin yeni kelimelerin anlamlarını çıkarmak için dilsel ve dilsel olmayan ipuçlarını kullandığını gösterdi.

Bu çalışma öğrencinin İngilizce dersleri sırasında aklına gelen dersle ilgili ya da ilgisiz her türlü soruyu sorma konusunda çok rahat olduğunu gösterdi. Yeni konuları öğrenirken yeni bilgi konusunda tatmin olma durumu onun motivasyonunu etkileyen etkili bir faktör olarak görülmüştür.

Öğrencinin, yerine getirmesi gereken görevler eğer onun için zorlu ise daha istekli ve motive olmuş olması dikkat çeken başka bir bulguydu (bkz. Ek F.2). Öğrencinin İngilizce öğretmenin, öğrencilerin ödev ve ders içi etkinlikler gibi görevler için verdiği notların, onun ders için gösterdiği performans için önemli olmadığı not edilen başka bir özellik olarak karşımıza çıkmıştır.

Öğrencinin performansı hakkındaki genel yorum ise onun İngilizce dersleri seviyor olmasıdır. Ayrıca, bu çalışmada öğrencinin üstün yetenekli olma özelliklerinin İngilizce öğrenim gördüğü ortamda kendilerini gösterdiği anlaşılmıştır.

Çalışma bulguları katılımcının üstün zekâlı olma özelliklerinin onun İngilizce öğrenme performansında da etkili olduğunu göstermektedir. Araştırma bulguları aynı zamanda aktivite türü ve katılımcının motivasyonu arasında güçlü bir ilişki olduğunu açığa çıkarmıştır.

Bu araştırma sadece tek katılımcı öğrenci ile gerçekleştirilmiştir. Genelleme yapmaktan ziyade gerek literatür taramasında gerekse bu çalışma sonunda elde edilen bulguların yayıncılar, öğretim programları ve öğretmenler için yararlı olması bu çalışmanın amaçları arasında yer almıştır. Bu çalışma sonucunda edinilen daha sonra okul yöneticileri tarafından üstün yetenekli olma potansiyeline sahip

öğrencileri tanımlamak için bir program geliştirme durumunda da fikir verici olabilir. Bulgular ayrıca, katılımcı öğrencinin eğitimcilerine kendi programlarını revize etmek için yardımcı olabilir. Bu çalışma aynı zamanda eğitimci ve program geliştiriciler için bu öğrenciler için uygun programlar geliştirme yönünde fikir sağlayabilir.