FACTORS THAT DETERMINE THE EFFICACY OF TEACHING ENGLISH TO GIFTED CHILDREN: IMPLICATIONS FOR THE DEVELOPMENT OF ELT PROGRAMS

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MASTER'S THESIS

Department of Foreign Languages Education
Master's in English Language Teaching Programme
Thesis Supervisor: Asst. Prof. Dr. Hakan DİLMAN

Istanbul
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JÜRİ VE ENSTİTÜ ONAYI

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli "Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge" ile bildirilen 6698 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

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ÖZ

ÜSTÜN YETENEKLİ ÇOCUKLARA İNGİLİZCE ÖĞRETİMİNİN ETKİNLİĞİNİ BELİRLEYEN FAKTÖRLER: İNGİLİZCE ÖĞRETİMİ PROGRAMLARININ GELİŞTİRİLMESİ İÇİN ÇIKARIMLAR

İnci Melike TOKCAN
Yüksek Lisans Tezi
Yabancı Diller Eğitimi Anabilim Dalı
İngiliz Dili Eğitimi Tezli Y. L. Programı
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Bu çalışmanın amacı üstün yetenekli öğrencilerle çalışan İngilizce öğretmenlerinin tecrübelerini öğrenmek ve bu tecrübelerden yola çıkarak İngilizce öğretmenliği öğretmen eğitimi programları için çıkarımlarda bulunmaktır. Nitel araştırma metodunun kullanıldığı bu çalışmaya İstanbul'un farklı bölgelerindeki özel okullarda üstün yeteneklilerle çalışma tecrübeleri 1 ile 7 yıl arasında değişen 10 tane İngilizce öğretmeni katılmıştır. Veriler; öğretmenlerle yapılan derinlemesine görüşmeler ile toplanmış ve tematik analiz yöntemi ile incelenmiştir. Çalışma sonucunda elde edilen bulgular İngilizce öğretmenlerinin üstün yetenekli öğrenciler ile çalışırken yaşadıkları zorlukları ve bu zorlukların üstesinden gelebilmek için ihtiyaçları olan desteğin ne olduğunu belirlemiştir. Aynı zamanda İngilizce öğretmenlerinin İngilizce öğretmenliği öğretmen yetiştirme programları hakkındaki görüşleri ortaya çıkarılmış ve öğretmenlerin bu programlarda nelerin değiştirilebileceği hakkındaki yorumlarına değinilmiştir. Çalışmanın sonuçları üstün yeteneklilerle çalışabilecek İngilizce öğretmenlerinin özelliklerinin neler olması gerektiğini, bu öğrencilerin eğitiminde kullanılan materyal ve ölçme değerlendirme araçlarının neler olduğunu ve İngilizce öğretmenliği programlarına yönelik önerileri ortaya koymuştur. Çalışmanın sonuçları üstün yeteneklilerle çalışacak İngilizce öğretmenlerinin yaratıcı, enerjik, adil ve planlı olması gerektiğini göstermiştir. Aynı zamanda İngilizce öğretmenlerinin üniversitede almış oldukları eğitimin üstün yeteneklilerle çalışabilmek adına yetersiz olduğunu düşündükleri ortaya çıkmıştır.

Anahtar Sözcükler: Üstün Yetenekli Öğrenciler, Dil Öğretimi, İngilizce Öğretmenliği Programları

ABSTRACT

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The aim of this study is to shed light on the experiences of English language teachers working with gifted students and to make inferences for English language teaching programs based on these experiences. Ten English language teachers, whose experience of working with gifted students in private schools in different parts of Istanbul ranged from 1 to 7 years, participated in this qualitative study. The data were collected through in-depth interviews with teachers and analyzed by thematic analysis method. The findings obtained as a result of the study determined the difficulties experienced by English language teachers and what support they needed. At the same time, the views of English language teachers about English teaching programs have been shed light on. Comments on what can be changed in these programs are shared. The results of the study revealed the characteristics of English language teachers who can work with gifted students, the materials and assessment and evaluation tools used in the education of these students, and the recommendations for English language teaching programs. The results of the study showed that English language teachers who will work with gifted students should be creative, energetic, fair and planned. At the same time, it was revealed that English language teachers thought that the education they received at the university was insufficient to work with gifted people. It has been seen that it is necessary to develop new content on the basis of certain courses in English language teaching programs.

Keywords: Gifted Students, Language Teaching, English Language Teaching Departments

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ABBREVIATIONS

MoNE **:** Ministry of National Education

ELT **:** English Language Teaching

NAGC **:** National Association for Gifted Children

BİLSEM **:** Bilim ve Sanat Eğitim Merkezleri

1. INTRODUCTION

1.1 The Research Background

Whatever the domain, people are interested in high-level accomplishments, sometimes as a model to model or sometimes as a field of inquiry. Even during the dark millennium between Classical period and Renaissance, the primacy of intellectual factors was seldom questioned. In the historical review of the concept of giftedness three periods are proposed (Grinder, 1985 as cited in Robinson, 2008). These periods are divided as giftedness and divinity, giftedness and neuroses, and giftedness and the rise of mental tests. In the first period, gifted people were considered to be touched by divinity or to be divinely inspired both in Roman and Greek and the Western beliefs. The second period coincides with the Renaissance. The practice of medicine in this period paved the way for the observation of human body and behavior, leading the thinkers to focus on intellectual abilities of human beings. In the third and final period, the focus is on the mental tests and their history connecting them to the study of giftedness.

Many definitions have been made regarding what "superior intelligence" is, and theories and models have been put forward. However, there is no universally agreed-upon definition yet. Because superiority, intelligence and talent are concepts that can have different meanings in different contexts and cultures from different perspectives. The definition of giftedness also changed through time moving from the assumption that giftedness was merely a matter of high intelligence to the view that children who succeed in intellectual, creative, or artistic domains, have exceptional leadership potential, and excel in academic fields might be classified as gifted. Even though these characteristics of gifted individuals may change depending on the culture of the countries they live in, on the socio-economic structure of their families, there are a lot of common myths and misconceptions regarding the question of the characteristics of gifted children (Akarsu, 2004a, as cited in Levent, 2020, s. 15). It is generally assumed that gifted individuals are ‘superb’ human beings who lack social skills. Gifted students are assumed to show a hostile attitude towards their teachers and to get bored at school and that they can be successful without any special education. On the contrary, gifted individuals are not

‘superb’ human beings, they only show special abilities in specific fields and they have social and ethical values. Literature shows that gifted students tend to like their teachers and have a positive attitude towards going to school. Even though some gifted students may show high achievement without any special education, some still require proper incentive and education in order to bring out their true potentials (Hallahan & Kauffman, 2005, p. 499). Because gifted children possess specific affective and cognitive characteristics, the education they receive should be tailored to these specific characteristics.

In developed countries, the education of gifted individuals is a major concern. Because the proper and adequate education of these children has a significant impact on both their nations and humanity. Turkey has achieved great progress in several sectors during the previous few years. However, in the field of gifted education, the desired level has yet to be attained (Çitil, 2018, p.143).

Today, special education services in our country are carried out under the Ministry of National Education and special education is generally carried out with the inclusion method. In addition to inclusive education, institutions that only provide education to gifted students continue their education under the Ministry of National Education.

English language teachers are very likely to encounter gifted students, whether they are inclusive students in schools or students in classrooms specially set up for the gifted. Since gifted students are seen among the groups in need of special education, it is an indisputable fact that the education they will receive in English classes should be specially planned for them, as in other branches. In this case, the need for English language teachers to be prepared for everything will emerge. What prepares teachers to work in the field is the education they receive at universities. In order to see whether English language teachers are really ready to work with the gifted, English Language Teaching programs and the experiences of the English language teachers who are currently working with the gifted should be examined.

1.2 The Research Questions and Hypothesis

The aim of this study is to find out what characteristics should English language teachers possess in order to be able to work with gifted and talented children, as well as to discover what is needed to be included in English Language Teaching (ELT) programs. The answers to the following questions will be searched;

1) In practicing teachers' view what characteristics should an English teacher working with gifted and talented children have?

2) What kind of materials and evaluation tools are currently used with gifted and talented students?

3) Do ELT programs offer enough resources for prospective English language teachers? If not, what should be included in these programs to increase their efficacy?

1.3 The Significance of the Research

Keeping in mind the differences between gifted and non-gifted children, it can be assumed that the way they learn differs as well. The differences between gifted and non-gifted children are also evident in the way they learn: They are fast learners and therefore can work faster than their non-gifted peers (Oak Crest Academy, 2018). They have the ability to perceive many sides of a problem due to their complex patterns of thought. It is argued that they are independent of thought and judgement meaning that they are generally not in a need for much structure and they can, sometimes, even be hindered by much structure (Dunn & Price, 1980). Because gifted students are creative, independent and have critical thinking abilities, they are more likely to want to explore new ideas rather than just sit and listen. A study held among 300 gifted and 283 non-gifted students has explicitly shown an apparent preference among gifted students for instructional methods emphasizing independence (Steward, 1981). In line with this study, Dunn and Price's (1980) study supports the idea that gifted students prefer to learn through active real-life materials alongside books and traditional learning materials.

These differences require curricula tailored for gifted and talented students. Otherwise, gifted students may find regular curriculums too easy or too boring and lose interest in the lesson.

When teaching a foreign language to gifted and talented children, their differences, characteristics and the need for a specialized curriculum should be kept in mind. The language teachers should be aware of the needs of such students so that they can be beneficial to their gifted and talented students. There is little research on the gifted students' ability to learn a foreign language and even less on the English teacher's role in the process. The English language teachers in Turkey graduate from their respective programs without fulfilling the requirements needed for working with gifted and talented students. The problem, therefore, this study focuses on is the professional development of the English language teachers regarding the ways to teach English to gifted and talented students, and what implementations are required in order to increase efficacy of teaching English and the implications of this issue on the English Language Teaching programs at universities.

The English Language Teaching (ELT) programs at universities offer Special Education courses and the prospect English language teachers learn generally about the characteristics of gifted and talented children, probably very briefly. However, the aspects that Special Education courses cover are limited to general information about gifted and talented students and therefore way too general to enable prospective teachers to identify the gifted students in class and take subsequent actions towards their special needs. The fact that there are not many studies about the qualifications and the abilities an English teacher should possess while teaching to gifted and talented students also shows the importance of this study. In line with the presumptions expressed up until this point, this study aims to explore further on how to improve the ways to teach English to gifted students. Thus, this study may offer important advantages to academicians, students, and all other parties involved in English language teaching.

1.4 Statement of Assumptions

Since it is compulsory to have pedagogic formation in order to become a teacher in Turkey, it is assumed that all the participants have had Special Education courses during

their pre-service teacher training and therefore have a general understanding of giftedness.

It is also assumed that the participants of the study have teaching experiences of several years so that they are familiar with the classroom environments at schools and used to teaching big groups and they have had the chance to meet their students face-to-face before or after the Covid- 19 pandemic and teach them online during the pandemic.

1.5 Statement of Limitations

Due to the Covid-19 pandemic, it will not be possible to meet the teachers working with gifted and talented children and observe them in their classroom environments.

Given the uncertain number of gifted and talented children at schools, since some may not have been yet identified, it is not possible to know how many English language teachers are actually working with such students. It is possible that teachers, themselves, may not even know that they have gifted and talented students in their classes.

Although the intensity of the epidemic has decreased, it may not be possible to reach the targeted number of teachers online or in person.

1.6 Definitions

Gifted and talented children are those who demonstrate outstanding levels of aptitude or competence in one or more domains, including any structured area of activity with its own symbol system like mathematics, music, language and/or set of sensorimotor skills such as painting, dancing (nagc.org).

Curriculum, refers to the lessons and academic content taught in a school or in a specific course or program (edglossary.org).

Teacher training, is the process of teaching or learning the knowledge, skills, and attitudes you need to be a teacher in an educational setting (Elaizer, 2019, p. 17).

Pre-service teacher training, is recognized and organized, private and public educational programs designed to train future teachers to formally enter the profession at a specified

level of education. Graduates receive a government realized teaching qualification (uis.unesco.org).

English Language Teaching (ELT), aims particularly to educate students with the contemporary knowledge, practical skills and attitudes required for English teachers (Mag-Net Web, 2017).

Teaching efficacy, is a teacher's judgement of his or her own abilities to bring about desired outcomes of learning among students, including difficult and unmotivated ones (Tschannen- Moran & Woolfolk Hoy, 2001, p.783).

2. LITERATURE REVIEW

In this chapter of the study, we aim to review the related literature on the development of giftedness over the years, gifted education in the world and in Turkey, gifted language development and English language teacher education and the part of giftedness in it.

2.1 Intelligence

Before looking into the characteristics and development of gifted individuals, it is necessary to address the concept of intelligence first. The literature is abundant in studies conducted on intelligence and there is a wide variety of definitions and theories related to it as a result. This chapter sets out to summarize the result of these studies along the lines of the purpose of this research.

2.1.1 Definition of intelligence

Although the history of interest on human intelligence goes back to the research of the relationship between skull volume and intelligence by Agassiz and Morton in the 19th century, real scientific studies started with Sir Francis Galton's research in the second half of the 19th century (Sak, 2013, p. 6). His *Hereditary Genius*, published in 1869, is widely regarded as the earliest scientific study of exceptional ability and performance. Galton argued that intelligence is largely the result of heredity, and that the environment has minor or no effect on it. According to Galton, intelligence is a general ability, and the senses, as channels for gaining knowledge, are the foundations of this general cognitive capacity. In addition, he further argued that the sensory discrimination capacities of individuals with high intelligence were better than those of individuals with low intelligence level, and for this reason, he used tests measuring reaction time to external stimuli, as well as auditory and visual discrimination tests, in order to measure intelligence in the laboratory he established. Galton is the first scientist to attempt to measure intelligence using scientific data, and his intelligence test is thought to be based on the link between sensory acuity and general intelligence. Conflicting with the view that this test was later found to be insufficient, his attempt prompted the research for the development of a functional intelligence test. His research on intelligence is considered important, as no one has before studied "individual differences." Reflecting the result of

his studies, Galton pioneered the idea that "the development of intelligence remains the same from birth to death."

In 1905, Alfred Binet developed the first intelligence test, named Binet-Simon test, together with his student Simon, as the French Ministry of Education consulted him on the childhood diagnosis of students who were mentally below normal and might fail at school. In this sense, Binet is considered as the father of all modern intelligence tests. During the twentieth century, Binet's test had a considerable impact on intelligence research and approaches (Sak, 2013, p. 8). The test Binet developed emerged from his own view on intelligence. He argued that intelligence is complex and consists of many mental components. For this reason, he opposed Galton's ideas and argued that intelligence cannot be understood by measuring sensory abilities alone. According to him individual differences could be adequately measured by testing shape, design, and sentence memory, the ability to deduce meanings from abstract words, and the ability to comprehend and judge.

On the other hand, Lewis M. Terman, who was highly influenced by Binet, revised the intelligence test developed by him and developed the first version of the test known today as the Stanford-Binet Intelligence Test, using the concept of IQ formulated by William Stern[1]. Terman's (1926) longitudinal study of high IQ children in California was one of the early, seminal efforts (Plucker & Callahan, 2014, p. 390). In this study, Terman investigated the development of the gifted children he identified in a multidimensional way. Many variables such as their school achievement levels, health status; physical, social, emotional and mental characteristics; the professions they chose in adulthood and their success in these professions were examined and at the end of the study, contrary to common belief, it was determined that gifted individuals were quite adaptable (Sak, 2013, p. 9). Terman, who used the theory of "fixed intelligence" throughout his studies, added

[1] The German psychologist William Stern (1871-1938) introduced the idea of intelligence quotient, or IQ. This entailed a formula for mental age that could be assessed by a test, such as the one devised by Binet, divided by chronological age, multiplied by 100.

that as a result of his longitudinal study, it is debatable that fixed intelligence is a valid concept (Kaplan Sayı, 2013, pp. 38-39).

The view that intelligence is unchangeable and fixed has begun to change over time and studies have begun on how intelligence can be trained. In this sense, one of the most important studies is the 'Structure of Intellect Model' put forward by Guilford in 1956. With this model, Guilford explained the factors that make up intelligence and the relationship between these factors. The Structure of Intellect Model describes intelligence as a collection of abilities or functions for processing various types of information in various ways.

In the 1950s, there were developments in Europe, and in 1952 Piaget made observations on his own children and questioned the development of intelligence in the first years of human life. Even though his methods were unscientific, his detailed and clear descriptions of what he had observed enabled him to evolve principles of growth and development. He claimed that intellectual growth was the result of students' active engagement in the learning process, which was generally divided into stages. Although he did not assign precise time limits to the stages of development, he believed that the sequence was unchangeable, with mastery of the lower levels coming before learning in the higher stages of cognition. The age at which a child moves from one stage to the next, according to Piaget, is determined by both genetic endowment and the quality of the environment. He advocated for one of the earliest interactive intelligence theories (Clark, 1988, p. 19).

In 1964, Benjamin Bloom's study offered yet another significant addition to educational practice, particularly in light of the growing concern for children's early intellectual development. The premise that humans learn in a regular ascending line from birth to 18 years of age was followed by intelligence testing norms. They reach a plateau effect at the age of 18, when the steady decline into senility begins. The revised data was utilized by Bloom to demonstrate a quite different pattern. He put forward that between birth and the age four, children achieve half of the IQ variation that they would gain by the age of eighteen. By the age of six, another 30% will have been added. With evidence demonstrating that by the age of six, 80 percent of the variance in adult IQ has been

realized, educators have gained a new appreciation for the preschool years as an essential time for learning.

When looking at intelligence from a historical perspective, it is clear that definitions and information concerning intelligence are changing constantly. Although the responses differ, the definition of intelligence is commonly grouped into two themes based on 14 distinguished psychologists' descriptions of intelligence in 1921: "Intelligence is a person's capacity to learn from experiences and the ability to adapt to the environment." Sternberg and Detterman, 65 years later, repeat the same question (1986), and 24 intelligence psychologists are asked to define intelligence. Experts moved the process of learning from experiences and adapting to the environment to the background this time, extending the concept of intelligence and focusing on metacognition, or people's understanding of and control over their own thinking process. As a result, one may define intelligence as the ability to learn from experience, to enhance learning through metacognitive processes, and to adapt to the environment, including various social and cultural situations (Sternberg, Jarvin & Grigorenko, 2011: 55).

2.1.2 Intelligence theories

The mindset of the twenty-first century is significantly different from that of the early twentieth century, when Spearman (1904) stated that general intelligence had now been "objectively determined and measured" (p. 201). Rather, it emphasizes social-contextual accounts of giftedness while dismissing individual differences accounts (Dai, 2018, p.6). Significant changes in and adaptations to perspectives across time were shown in two expert surveys done in 1921 and 1986 (Sternberg & Berg, 1986, as cited in Stoeger, 2009, p. 20). Sternberg and Berg (1986) presented a multi-leveled framework to unify these different perspectives. They distinguish between psychometric theories of intelligence, theories of information processing, and theories that rely primarily on context.

In psychometric theories of intelligence, the focus is on measuring the products of intelligence. Answers to the question of whether intelligence is a single quality or if it must be distinguished among numerous traits are in the center. It ultimately comes down to intelligence structure theories, which are concerned with the description and explanation of individually unique abilities. Sperman’s (1094) “Two Factor Theory”

which assumed intelligence tests consisted of two components, the general intelligence (g) and an exercise specific component (s), Thurnstone's (1938) "primary mental abilities theory" which consisted of seven independent abilities can be listed among the earliest examples of psychometric theories of intelligence. Enhancements and additions to these theories have become increasingly common over time. Examples here are Gardner's (1983) Multiple Intelligence Theory and Sternberg's (1999) Triarchic Theory of Successful Intelligence (Stoeger, 2009, pp. 20-21).

Howard Gardner (1983) introduced his theory of Multiple Intelligences (MI), only three of which can be measured by traditional intelligence tests. This theory challenges the traditional and classical understanding of intelligence (Gardner, 2011, p. 5). Even though the idea that a variety of factors contribute to what is generally referred to as intelligence is not new, Gardner's proposal is novel in that each factor, as defined by his work, is a separate construct that could be classified as intelligence (Morgan, 1996, p. 264). MI theory distinguishes intelligence into eight different modalities, rather than accepting it as a single ability. He identified seven distinct types of intelligence in the first edition of his book "Frames of Mind" (1983): logical-mathematical, verbal-linguistic, visual-spatial, musical, bodily-kinesthetic, interpersonal, and intrapersonal intelligence. He introduced two more types of intelligence in a second edition of the same book: naturalistic and existential intelligences. The first eight multiple intelligences have been studied extensively, especially in educational fields, while existential intelligence has received little attention. It is claimed that each of the intelligences has a distinct set of abilities and these abilities can be observed and measured (Gardner, 1983 as cited in Morgan, 1996, p. 263). The main aim of the theory is to identify the different intelligence profiles of individuals and to come up with ways to contribute to their development.

Triarchic theory of successful intelligence defines successful intelligence as one's capacity to achieve in life according to one's values, within one's sociocultural environment. A balance of adaptation to, shaping of, and choice of environments is required for success. One can optimize these interactions with the environment by identifying and utilizing one's strengths, as well as by acknowledging and improving upon one's weaknesses. Combining intellectual, creative, and practical skills allows for this. (Sternberg, 1997, 1999b, as cited in Sternberg, 2003, p. 400). These abilities are the result

of three different kinds of information processing components, metacomponents, performance components and knowledge acquisition components. These components are related to one another, metacomponents are the starting point that activates performance and knowledge acquisition components that give feedback to it. Executive activities such as identifying the nature of a problem, defining the nature of the problem, allocating resources to solve the problem, cognitively encoding information about the problem, and so on are examples of metacomponents. The metacomponents' instructions are carried out by performance components such as inference of relations, mapping of higher order relations, and application of relations. To understand how to solve issues in the first place, knowledge acquisition components such as selective encoding, selective comparison, and selective combination are used.

Building upon information processing theories, a number of approaches have been put forward to explain the materialization of feats of intelligence since 1970s. These approaches may be divided into two categories. One approach seeks to explain variations in intelligence by referring to fundamental information management processes such as quickness, accuracy, and efficiency (e.g., Jensen, 1982; Neubauer, 1995; Pellegrino & Glaser, 1979; Sternberg, 1977, Vernon, 1987). In the other approach, the focus was on higher-order cognitive processes including working memory capacity, metacognitive processes, and inhibition performance – that is, processes that remove irrelevant information from working memory (Hasher & Zacks, 1988; Hasher, Zacks, & May, 1999, as cited in Stoeger, 2009, p. 21).

There are theories that emphasize the situational relativity of intelligence and place the dynamic character of the interaction between person and environment at the foreground when it comes to context (Ceci, Ramey, & Ramey, 1990; Sternberg, 1984). Theories in this category characterize intelligence as a dynamic process, whereas other approaches define intelligence as the ability to adapt.

2.2 Gifted and Talented Individuals and Their Characteristics

This chapter focuses on the idea of giftedness as well as how different views of giftedness evolved over the years.

2.2.1 Definition of giftedness

For hundreds of years, outstanding performances and performers have been attracting researchers and professionals, and for more than two thousand years, some ideas and concepts have dominated the discussion of the human condition in our society. This compilation of ideas emphasizes the nature and importance of mental abilities, which are variously referred to as rationality, intelligence, or thought deployment.

Depending on the field of expertise of the researcher, the focus of a study, or the current trends of a specific period in time, the term giftedness has been interpreted in various ways throughout history (Türkman, 2020). With each definition, the term gained another dimension, enabling better representations for gifted population and the diversity among them.

Early approaches to giftedness followed a similar path, concentrating mostly on psychometric, unitary concepts. Many early intelligence theories highlighted the individual as the unit of interest and were mostly based on psychometric data. In the early definitions of giftedness, the focus was mainly on high IQ and outstanding achievements in few academic fields. For example, according to Terman, giftedness could be defined with the upper 1% in standard intelligence tests (Sak, 2013, p. 5). He defined giftedness as the ability to think and learn in an advanced level and to achieve very high scores on individualized intelligence tests (Paul, 2017, p. 70).

The term giftedness was closely linked to the concept of genius starting with the development of tests that measure intelligence. Those with high scores were considered geniuses. Although the determination of giftedness and talent based mainly on the results of IQ tests, the idea has emerged that intelligence tests could only enable scholars to predict school success. It was later argued that while high IQ scores generally measure the potential in academic fields, they are insufficient to determine the potential in a particular field (Stanley, 1973, as cited in Özçelik, s. 3). Since definitions based on IQ and academic success did not cover all the abilities of human beings, the use of only the intelligence tests on determining the gifted individuals have been criticized in the previous years and researchers and educators have pointed out that giftedness is more than just mere intelligence; rather, it is creativity, memory, and aesthetic sensibility along

with intellectual ability. Therefore, in time, different aspects were added to the definition. Definitions presented before the 20th century, definitions based on IQ and achievement and creativity were not sufficient in creating a comprehensive definition of giftedness, despite including more than one ability of the human being in the assessment. Despite the high performance of individuals, issues such as not getting high scores academically and the inability of standard tests to determine the talents in the field of music and visual arts, and the higher rate of recognition of talent in adults compared to children brought some discussions.

Giftedness definitions and theories began to change in the 1970s, when theories of intelligence and creativity began to put emphasis on multidimensional constructs and the impact of environmental influences (Plucker & Callahan, 2014, p. 391). In 1972, The US Commissioner of Education published "The Marland Report" aiming to find out to what extent the needs of gifted and talented was met. The definition of giftedness in the report states that:

> Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities. These children who require different educational programs and/or services beyond those provided by the regular school program in order to realize their contribution to self and society (McClellan, 1985, p. 1).

Six different aspects of giftedness were proposed and the need for a special program in schools for gifted students were emphasized, yet, this new definition was still not enough since it still focused largely on individual student capacity and devoted little attention to environmental factors. Broadened ideas of giftedness evolved shortly after the federal definition in the United States was published. Intelligence, which had previously been associated with giftedness, was considered as a required but not sufficient condition for high achievement in these theories.

In the beginning of the 21st century, the term 'talented' has started to replace 'gifted' in the new, up-to-date definitions. Today the National Association for Gifted Children (NAGC) defines gifted individuals as "those who demonstrate outstanding levels of aptitude or competence in one or more domains, including any structured area of activity

with its own symbol system like mathematics, music, language and/or set of sensorimotor skills such as painting, dancing" (nagc.org). With this definition, it is underlined that children who show high performance in intellectual, creative or artistic fields, have extraordinary leadership capacity and excel in academic fields can be labelled as gifted.

2.2.2 Characteristics of gifted individuals

Most of the contemporary researchers in the field aim to identify commonalities among the gifted individuals' behavior by studying the characteristics of students who were identified as gifted in hopes that gifted students share some of the same habits and would thus use those behaviors to identify potential gifted students. They argue that gifted students with supportive environments that give them a stable and encouraging homes seem to influence personalities and behaviors of the gifted. The interaction between the environment and student ability shape gifted students' personal developments (Betts & Neihart, 1998). Gifted children are usually raised in enriched family environments that provide them with a high level of intellectual or artistic stimulation. That is to say, gifted students cannot be seen as a single group since culture, family, etc. affect their development and capabilities. Because of this fact, the nature-nurture debate becomes unavoidable. On the other hand, the nativist view of giftedness, held by a majority of people in our society, believes that giftedness is a result of inborn high ability. However, this view is criticized heavily by psychologists who believe that giftedness is merely a product of goal-directed hard work, and/or deliberate practice. It is also argued that there is no systematic or verifiable proof that high abilities emerge before extended periods of deliberate practice. However, the research done in order to prove this idea were unable to rule out the role of the innate ability, rather they only highlighted the importance of hard work. The idea that giftedness is the product of extensive training represents an excessively positive view of nurture's influence. A more pessimistic perception of nurture is expressed in another common claim is that gifted children are the product of overambitious parents (Winner, 2000, p. 161). Van Tassel-Baska (1989), however, argues that such an ambitious approach towards the children may end in depression, bitterness or disengagement, but most gifted children are not negatively affected, on the contrary they report that their families play an important and positive role on their development. On the other hand, it would be not possible to push ordinary children to achieve such high

performances as gifted children do, therefore, what can be assumed is that the environment the gifted children grow up in will affect the development of their natural abilities and that nature and nurture should be in harmony for the gifted child to achieve his or her true abilities.

The parents are the ones in the gifted child's immediate environment and their observations on the development of their child can contribute to the field. And for this reason, parents of gifted children play an important role in the identification process. Gifted children have features such as the need for less sleep during infancy, preference for novelty, curiosity and asking a lot of questions, early language development and detailed observation, and early interest in time. These features can be a clue to parents that their children's intelligence development is different. Rogers' research (1986) has shown that parents are the first and excellent identifiers of gifted children in their early stages of life. The survey held among parents identified a list of characteristics of gifted children. It is listed that gifted children possess rapid learning abilities, have an extensive vocabulary and good memory. They are perfectionists with a sophisticated sense of humor who prefer older companions and show an early interest in books. They are mature and curious. It was pointed out by the findings of the survey that these characteristics differentiate gifted children from non-gifted children. In general terms gifted individuals show high-levels of abstract thinking and verbal and numerical reasoning, they are able to establish spatial relationships and they have a strong memory.

Maker and Nielson (1996) put forward that gifted and talented individuals share four main characteristics, a) learning, b) memory, knowledge and understanding, c) problem solving, d) reasoning (as cited in Levent, 2020, p. 17). Gifted individuals are able to comprehend with noticeable ease thanks to their special skills. They show an extraordinary capacity to acquire knowledge or a skill, to maintain what they have acquired and to integrate what they learned with what they already know. They possess the ability to cope with the obstacles faced on the way of achieving their goals and find solutions to these problems and are capable of thinking outside the box, finding alternatives and considering possibilities to solve a problem.

In Özçelik's study (2017) it is mentioned that their cognitive characteristics, their ability to think creatively and their leadership skills can be grouped into three as the main features that differentiate gifted individuals from their peers (p. 7). Having various interests and excessive curiosity, rapid language development and high-level verbal expression ability, rich vocabulary from an early age, competently analyzing problems with their causes, quick thinking, learning and processing information fast, establishing a logical relationship about the reasons for interdisciplinary relationships, and mastery of choosing appropriate information and using it in the appropriate place can be listed among the cognitive characteristics of gifted individuals. Flexibility in problem solving, using more than one method to reach the result, presenting original ideas and solutions, using different and unusual written, verbal and aesthetic expressions, rich imagination, adventurous approach and the tendency to take risks and the ability to effectively transfer old learning to new situations can be given as examples of gifted individuals' creative thinking abilities. As examples of the leadership characteristics of gifted individuals, analytical evaluation of themselves and others, being self-confident in establishing relationships with peers and adults, being open to cooperation with friends and teachers, managing activities and being dominant in the process, questioning authority and not accepting restrictions, self-evaluation, and high expectations from oneself and others can be listed.

Based on the findings of different researchers a summary of the general characteristics of the gifted can be as follow;

- they possess high verbal and problem-solving skills and leadership abilities,
- are able to process information given rather fast and thin creatively,
- tend to be more mature and self-confident with high expectations from themselves and,
- do not like to be restricted while working on something.

2.3 Gifted and Talented Education

This chapter explores details on how the gifted education evolved through history in the world and in Turkey.

2.3.1 Gifted education in the world

Some countries throughout the world give gifted education a high priority and place significant importance to it. The trials made since the beginning of the 20th century served as the foundation for the proper studies on gifted education. In this sense, Germany and the USA have been the pioneers. In addition, the USA and Canada are among the first countries to advocate the need for a different education in this field and to conduct studies on this field. (Davaslıgil, 2006, as cited in Kaplan Sayı, 2013, p. 73). If we examine the situation in the West, it is seen that after 1957, the required actions in this respect were performed, and all practices in the form of separate education and training together became common and achieved a framework that would include all gifted and talented children (Akkanat, 1999).

Successful studies are carried out for gifted education in Russia. These studies started with two types of schools established in the 1950s. While the first type of schools was for students selected in fields such as mathematics, physics, chemistry and biology and receiving education at the high school level, the students in the second type of schools were educated in areas such as music, philosophy, foreign language, and literature (Akarsu, 2004, p. 143).

Developments in the education of gifted people in European countries are progressing more slowly than in the USA. In countries such as Sweden, Norway and Denmark, where the budget allocated to education is high in Europe, there is no separate education program for gifted children, but children start school early and individualized education programs are applied to each child which prevents the loss of superior talent. In addition, in European countries such as Italy, Portugal and Spain, which can allocate less funds for education, studies for gifted students are less. Prior to 1990, there were private high schools for gifted students in Eastern European countries, particularly in the fields of mathematics, physics, chemistry, biology, and informatics. There were also institutions where different age groups received specialized training in languages, the fine arts, and sports. These institutions are still very much in operation.

2.3.2 The development of giftedness in Turkey

According to İnnalı (2017), in Turkey, we encounter two facts concerning the notion of giftedness and gifted individuals (p. 77): The first of these facts is that, although early definitions of giftedness were centered on general intelligence, more modern definitions have become more comprehensive and place a greater emphasis on field-specific abilities. Another fact is that there is a great discrepancy between the definition and the identification of gifted students. Although the first studies on intelligence and intelligence tests in Turkey date back to the first quarter of the 20th century, the first official definition of giftedness was made by the Ministry of National Education (MoNE) in 1974. In this definition, which was completely influenced by the *general intelligence* approach, in an intelligence test, when compared to their peers, those with an IQ above 130 were accepted as gifted. This definition included giftedness as a one-dimensional structure and defined the individual completely based on the test result (Sak et al. 2015: 115; Davaslıgil, 2004: 211, as cited in İnnalı, 2017, p. 78). Later on, individuals who were determined by the experts of the subject to have a high level of performance compared to their peers in terms of general and / or special abilities were identified as gifted in the 1st Special Education Council organized by the Ministry of Education in 1991 (Baykoç, 2014, p. 15, as cited in Dolu & Ürek, 2017, p. 38). In another definition, special talented student is defined as "a student who performs at a higher level than his/her peers in intelligence, creativity, art, leadership capacity or special academic fields" (MoNE BİLSEM Directive, 2015).

In terms of gifted education, it is seen that comprehensive and adequate practices related to gifted people could not be realized except for Enderun until the Republican period in Turkey (Çitil, 2018, p. 145). When we look at the issue of gifted people in Turkish history, we come across the Enderun school in the pre-republican period. Enderun was started by Sultan Murat II in the middle of the 15th century. It was later reorganized by Mehmet the Conqueror and served the country for more than four centuries as an institution that provided the training of staff to undertake the senior management of the empire and the execution of the administrative mechanism. In Enderun School, a higher madrasas-level education was also provided. Turkish, Arabic, Persian, mathematics, literature, history, and Islamic sciences were among the subjects covered in the classes. The subjects Turkish, Persian, Literature, History, and Mathematics stand out among those not covered

in madrasas. In Enderun School, students received individualized instruction in sports like arrow and javelin throwing, horseback riding, and wrestling as well as art classes including music, poetry, calligraphy, miniature painting, and painting. However, during the collapse of the Ottoman Empire, the Enderun school also lost its qualifications (Akarsu, 2004, pp. 146-147).

In the first years of the Republic of Turkey, the need for qualified people trained in the fields of modern science and education emerged, and for this purpose, legal steps were taken to enable talented young people to study abroad. In order for talented young people to receive education abroad, the Law No. 1416 on Students to be Sent to Foreign Countries came into force in 1929, and in order to show which students were within the scope of this law, Article 3 of the law stipulates that "students to be sent abroad should be superior to other students in terms of intelligence and character" (Çitil, 2018, p. 145).

In the first years of the Republic, services related to special education were seen among health services and the institutions providing education in this field were carried out under the Ministry of Health and Social Assistance. In 1951, institutions providing special education were brought under the Ministry of National Education, and it was legally established that special education services are an education service. This situation led to the establishment of both new schools providing special education and a special education branch in the Gazi Education Institute in 1952. It is aimed that the teachers who would be trained in this institute were trained to be able to educate both disabled students and gifted students (Çitil, 2018, p.146).

The 1960s can be regarded as a turning point in the education of the gifted in Turkey. In our country, the first classrooms specifically designed for gifted students were implemented in the 1964-1965 academic year based on the letter dated 16/9/1964 and numbered 3918 sent by the Ministry of National Education Department of Education and Discipline to the General Directorate of Primary Education, but later on, in 1971, this implementation was ended (Davaslıgil, 1991, p. 65).

Although various arrangements were made for the education of gifted children in the 1970s, the education of gifted children began to take more place in government policies since the 1980s. The 1990s marked a time when the significance of special education

started to rise significantly. The First Special Education Council, which was held by the Ministry of National Education on May 13–15, 1991, might be used as indication of this significance. A commission for gifted children and their education, as well as children with other special needs, was established in the council (Çitil, 2018, p. 152). An important development in these years was the establishment of the İnanç Foundation by Sezai Türkeş to establish a boarding school, free of charge, in order to raise gifted children whose financial means could not afford a special education (Akarsu, 2004, p. 148). In addition, Science and Art Centers started to be established in 1995 as an official support education center for gifted students (Baykoç, 2014, as cited in Dolu & Ürek, 2017, p. 38).

Turkey started the first organized teacher-training program for gifted students in the 2000s. For the first time in Turkey, the Education of the Gifted Department of Education was founded at Istanbul University's Hasan Ali Yücel Faculty of Education (HAYEF), Department of Special Education. The Gifted Education Undergraduate Project was introduced in this Department in October 2002. At the same time, beginning with the academic year 2003–2004, students have begun to be admitted to the graduate programs at Istanbul University, as well as the Doctoral programs since the academic year of 2006–2007. In addition to the programs at Istanbul University, a department for the gifted was established at Anadolu University in 2007 (Çitil, 2018, pp. 156-157).

The Ministry of National Education is currently directly in charge of providing gifted education in Turkey. This responsibility is primarily carried out by the General Directorate of Special Education and Guidance Services within the Ministry's organizational structure. The department in charge of gifted education is identified as the "Department of the Development of the Talented" on the General Directorate's organizational structure. Today, officially carried out gifted education follows the inclusive education model and makes use of support services for special education. Students with official diagnoses get support education from BİLSEMs or from the support education unit at their school.

2.3.3 Educational needs of the gifted students

In order for gifted students to achieve their true potential and realize themselves, the education they receive plays an important role. Because they have different and therefore

special educational needs, the education should focus on their characteristics to address their needs. The purpose of conventional education is to provide everyone with the same educational opportunities. It is critical in the teaching of gifted students to take action to facilitate their expectations and development. Contributing to the development of gifted people requires differentiated education programs that support their individual development (Tomlinson and Alan, 2000, p. 128, as cited in Oruç, et al., 2020, p.304).

Gifted students have several expectations regarding the education they receive and the curriculum that is implemented. They need a special curriculum appropriate for their characteristics and needs that can also develop their abilities further. Due to their leadership characteristics, they want to be in charge of controlling the timing and their learning and therefore do not like to be explicitly guided or instructed. Because they learn fast and effortlessly, they want to be around different kinds of sources that provide information but they cannot plan long-term study and may require guidance in establishing a planned studying program (Temur, 2004, as cited in Oruç, et al.,2020, p.307). The findings of Oruç et al. (2020) support the existence of these expectations. In their interviews with 43 gifted students on their expectations on the education system, the students have talked about their expectations as well as their experiences and they have pointed out several issues that they would like to have improved.

Gifted students, time to time, seem to be out of sync for their age considering the normal cognitive, emotional, and physical development expected. A standard norm utilized by the schools may be fit for few students in any case, but it may have pernicious results when applied to gifted. A curriculum based on regular grading and an improper notion of a child's ability based on the narrow-range sampling of standardized testing may result in a misunderstanding of giftedness and who gifted children are. The reason for such a misunderstanding is that gifted children are thought to differ from all children only intellectually and to show similarities in respect to physical and emotional development. The essential cornerstone of educational planning for all children is the matching of ability to curriculum, which optimizes possibilities for choice and development (VanTassel-Baska, 2007, p. 186). Gifted children need such a curriculum that matches with their abilities. Therefore, the curriculum for the gifted and talented students should be based on diverse topics of discussion from different disciplines and topics chosen

should be comprehensive and relevant to the students' interests. The assignments should be open-ended, giving the gifted and talented students chances to analyze, synthesize, assess and should enable new ideas to develop. The curriculum for the gifted and talented students should pave the way for these students to get to know themselves, their abilities and interests while teaching them to respect one another's differences. In such a curriculum, the students' products should be evaluated according to certain criteria through standardized tools (Kaplan, 1986, as cited in Davaslıgil, 1995).

Teaching a second language benefits students in more ways than just their academic performance. It also changes the way they view themselves, the world around them, other people, and ultimately, life. Additionally, language has a significant role in how well children evaluate events from numerous perspectives, as well as in how they socialize and make decisions by reflecting on the world around them (Kaplan Sayı, 2013, p. 130). Based on this argument, it can be said that language learning improves many skills of students, and therefore, including foreign language courses in the curriculum of gifted students will be beneficial for the development of students. It is advocated that foreign language instruction should be included in gifted curriculums so that the linguistic understanding of the gifted learners is maximized to match their abilities (VanTassel-Baska, 2000, as cited in Okan & Işpınar, 2009, p. 118).

In the light of the information mentioned in this chapter, it would be correct to say that there is a requirement for a special foreign language teaching curriculum prepared for gifted students. In order to prepare the most accurate foreign language teaching curriculum for the gifted, it should be emphasized that it is necessary to refer to the experience of English language teachers, especially those who have experience working with gifted students.

2.4 The Lingustic Development of the Gifted

This chapter focuses on both the mother tongue and foreign language development of the gifted students.

2.4.1 Mother tongue development

Language acquisition is a process that occurs naturally in line with child's physical and cognitive development. Normal children start acquiring their mother tongue from birth and this process happens rather fast considering its complex and abstract nature. The language acquisition process starts with crying. Babies start differentiating the sounds of their mother tongue within the first six months after they are born. After six months it is assumed that the infants start losing the ability to discriminate between the sounds of their mother tongue and other languages since the linguistic environment of the infant starts to shape the initial perceptions. Until they are 3-years-old, they acquire the distinctive sounds of their mother tongue and they start paying attention to turn taking in a conversation. At the ages of 5 and 6 children are able to use basic grammar rules and their development continues with more complex ones in the school years (Özüdoğru & Dilman, 2014, pp. 14-19).

Early language interest and development are generally listed among the characteristics of gifted individuals. It is put forward that gifted children are commonly reported to have a strong interest in reading at very early ages and to show precocious development in language. Guillford et al. (1981), who hold the view that a high frequency use of questions about "anything and everything" is a creative feature of language among the gifted, define the signs of giftedness as;

- linguistic abilities characterized by an unusually high vocabulary for age and grade level,
- the meaningful use of language items, and verbal behavior marked by 'richness' of expression,
- elaboration, and fluency (p. 159).

Özdemir (2010: 25, as cited in İnnalı, 2017, p.85) compiled the linguistic development characteristics of gifted children as follows:

1. As they start speaking early, their vocabulary is richer than their peers at any age.

2. They show a clear superiority especially in using abstract words meaningfully and appropriately.

3. They pronounce words correctly, use words appropriately and have a fluent speech.

4. Interest in reading and writing in the teaching of the mother tongue begins and is achieved much earlier than usual.

5. They read more than the average adult at any age. They show interest in publications such as travel, adventure, romance novels, and science fiction.

6. They also start to deal with calendars, encyclopedias, dictionaries, atlas and computers at a very early age and use them successfully.

Seeley's (2007) example of Tracey, a 5-year-old girl, supports what is stated in the literature;

> … Tracey was talking in complete sentences when she was 18 months old, and she began reading before age 3. Her mother reported that Tracey now had an "adult vocabulary." When I asked what that meant, she reported that Tracey was able to do most newspaper crossword puzzles successfully… (p.67)

This is an indication that gifted children can differ from their peers in terms of linguistic development and can use language more effectively. In Selçuk's (2018) study in which gifted and talented students' mother tongue awareness and the level of correct and effective use of Turkish were discussed, it was argued that mother tongue awareness and the necessity of using the mother tongue correctly and effectively in children who grew up in families with higher education may be more established. The answers of students who participated in the study revealed that most of the students believe mother tongue plays an important role in mental development and in the formation of national identity. Every participant believes that Turkish should be used properly from which it can be interpreted that these participants use Turkish correctly and effectively, but it was revealed that they do not meet these expectations. Even though gifted and talented students are aware of the importance of using the mother tongue correctly and effectively, they make several grammatical errors and use foreign words instead of their Turkish counterparts. When asked for their opinions for a more accurate, conscious and beautiful use of Turkish, the leading suggestions of the participating students were to improve the Turkish used in the media, which has a great place in their lives, and to move away from

the rote education system. It is also among the suggestions that fun and interesting studies should be carried out in which they will be actively involved, and that role models should be an example in the use of language (Selçuk, 2018, pp. 452-461). It can be inferred from the results of the above-mentioned study, gifted students whose ages are between 12 and 14 understand the importance of using one's mother tongue appropriately and they are willing to take part in such studies on language use.

2.4.2 Foreign language development

Language development characteristics of gifted students and their mother tongue awareness, as seen in the aforementioned research, will allow us to interpret that these students differ from normal children while learning a foreign language. It can be assumed that their foreign language learning abilities and their attitude towards learning a foreign language as well as their learning strategies would also be different. This ability allows them to effectively use language in receiving, comprehending and relaying information and therefore they are sensitive to linguistic structures which would make them able to learn a variety of foreign languages (Hamidah et al., 2009, as cited in Md Yunus et al., 2013, p. 98). Even though there is little research on gifted students learning a foreign language, studies held in Turkey, Malaysia and Jordan with gifted students learning English as a foreign language put forward that gifted students are motivated to learn a foreign language and that they are aware of the opportunities learning a new language may provide for them.

The study held in Malaysia which aimed to distinguish what learning strategies gifted students use while learning a foreign language suggest that gifted language learners tend to use metacognitive strategies that allow them to control their own learning by the coordination of the planning, organizing and evaluating their learning processes. These findings concur with the characteristics of the gifted as they generally take responsibility of their learning processes. The same study shows that female students use a variety of learning strategies while the male students use a few. This difference is based on the fact that female students usually are more eager to learn a foreign language (Md Yunus et al., 2013, pp. 100-106).

Another study held among 51 Jordanian gifted high school students focuses on the students' motivation in language learning process. The study aims to define the students' motivation levels, the type of motivation they have and whether or not there are differences based on gender. The results of the study suggest that Jordanian gifted students are highly motivated to learn English and they show more instrumental motivation than integrative because they understand the importance of learning English and they believe that being proficient in English will enable them to succeed in life.

The findings of a study held among 105 students who take English courses at their schools and BILSEM in Turkey point out that gifted students not only show a positive attitude towards learning English or any other foreign language but they also understand the importance of learning a foreign language. The same study shows that the students are exposed to different teaching methods in these institutions and what they find easy, hard or fun change depending on their learning experiences. It is put forward that these students do not like limitations and they like to be challenged while participating in an activity rather than being restricted by constraining elements like time and place. These findings show that in the gifted classroom, teachers might use a more creative teaching and learning approach. The teachers can create an intellectually challenging setting that includes a variety of engaging activities. Teachers can also utilize a number of resources and materials to generate chances for students to speak and use the second language in the classroom (Okan & Işpınar, 2009, pp. 119-125). The study's findings may indeed be valuable in educating gifted students and in determining the language learning environment for talented students. The findings about the language learning environment, teacher-student interactions, and language activities used are very beneficial to administrators and teachers since they are based on students' opinions. These findings may help language teachers reflect on the many elements of the language classroom, their relationship with students, and how they approach language instruction from a teacher's perspective.

As a result of the studies examined in this chapter, it can be seen that gifted children have a high level of foreign language awareness as well as their mother tongue. However, the number of studies on the foreign language learning processes of the gifted and the

teaching of a foreign language to the gifted is very few, and this is an issue that needs to be emphasized.

2.5 English Language Teacher Abilities and Education

As mentioned in the previous chapters, individuals with superior abilities are seen as a very valuable resource of countries. In order for these individuals to benefit from their talents in the most efficient way, the education they receive has a very important place. As a part of their education, gifted individuals will also encounter foreign language lessons. Foreign language teachers have a great role in helping gifted students achieve their potential in the field of foreign language. Considering this, it can be argued that the education that foreign language teachers receive before they start teaching should prepare them to work with gifted individuals.

Tuttle (1979, as cited in Fox, 1986, p. 2) mentions 4 principles for a foreign language education suitable for the skills of gifted students and also mentions how the qualification of an English teacher should be. It is argued that teachers should be chosen based on their capacity to collaborate with talented and intellectually gifted students. These educators should have a keen interest in gifted students, be very intelligent and emotionally stable, and be well-versed in their fields of study.

English language teachers should be able to meet the academic and the linguistic needs of their students. The findings of the previously mentioned study held among BILSEM students may give them an idea on what the gifted English learner expects and how teachers should approach their classes with these students, but it is important that teachers are trained on such issues and have an understanding of what they may face in the classroom before starting teaching gifted learners. In English Language Teaching (ELT) programs pre-service teachers follow theoretical and practical courses that prepare them for the realities of the classroom environment. Most programs at universities around the country include ‘Special Education’ courses that aim to equip pre-service teachers with general information about learners who need special education and care.

According to the General Assembly Resolution the Higher Education Council on 12th May 2018 the curriculums of teacher training programs at universities all over the country

were updated and with the new updates to the curriculum, the ‘Special Education’ course was enriched under a new name as "Special Education and Inclusion", taking into account the knowledge and skills that all teacher candidates will need in practice (Uygulama Yönergesi, n.d.).

While the Special Education course before the update focused on issues like the description of Special Education, basic principles about Special Education, the importance of early diagnosis, types of disabilities, characteristics and education of autistic and gifted children with attention deficit and hyperactivity disorder, reactions observed in families of children in need of special education, the situation of special education in our country, institutions and organizations established for this purpose while the new course content included basic concepts of special education; principles and historical development of special education; legal regulations on special education; diagnosis and evaluation in special education; individualization of teaching; mainstreaming and support special education services; participation of the family in education and cooperation with the family; characteristics of different disability and ability groups; educational approaches and teaching strategies for different groups; effective strategies and behavior management in classroom management, the updated course description includes basic concepts of special education; principles and historical development of special education; legal regulations on special education; diagnosis and evaluation in special education; individualization of teaching; mainstreaming and support special education services; participation of the family in education and cooperation with the family; characteristics of different disability and ability groups; educational approaches and teaching strategies for different groups; effective strategies and behavior management in classroom management.

When the two definitions are compared, it is seen that general information such as who needs special education and the characteristics of these students, their historical development, and the place of special education in Turkey are explained to teacher candidates. In addition, it can be said that one of the biggest differences between course definitions is that while the old course definition includes gifted students and their characteristics, the new course definition has a more general approach to special education. As stated in Article 24 of the Special Education Services Regulation of the

Ministry of National Education, students with hearing impairment, intellectual disability or autism may be exempted from foreign language courses in line with the written request of their parents and the decision of the Individualized Education Program development unit. Considering this article, it can be interpreted that the students who can take foreign language lessons among the student groups who may need special education should be gifted students. In this case, Special Education or Special Education and Inclusion courses given in English Language Teaching Programs at universities should actually focus on issues such as gifted children, their characteristics and learning styles, and how the lessons to be taught with these students should be planned.

When the curricula of the leading universities of our country, which have English Language Teaching Programs, are examined, it is seen that the curricula differ from each other and that the program applied to the universities in 2018 by the Higher Education Council in some of these schools is not carried out.

Since teacher nominations are considered to be one of the most common components in the identification process of the gifted and talented children (Siegle, 2001, as cited in Kaya, 2015), the teachers' role in the identification process is crucial since it is their judgement that enables gifted and talented students to receive the attention they need and require. That is to say the teachers are expected to have an understanding of giftedness and the characteristics of gifted and talented students. It is suggested that the lack of appropriate teacher training may result in teachers to have misconceptions about giftedness (Sak, 2011). English language teachers should possess the necessary knowledge about giftedness as well.

Today, at schools, English language teachers generally have the most lesson hours in any grade level after the classroom teachers. It is reasonable to say that they should be able identify such students and therefore be more efficient while teaching English to them. However, in order to be effective in the identification process, English language teachers need to know about the most characteristic features of gifted children, otherwise they are very likely to misjudge students. The literature review on gifted students, gifted education, and ELT programs, helped the researcher to justify the significance of this research because there was very little research on the issue of how English language teacher ability and education should be in terms of teaching the gifted.

3. METHODOLOGY

3.1 Research Design

This study focuses on the questions of whether the education of English language teachers working with gifted students adequately prepares them to work with gifted students, and what the deficiencies are, if any, and how they can be eliminated. It has been determined that the most accurate information on the subject can be obtained from English language teachers who are already working with these children. For this reason, the necessity of interviewing English language teachers working in the field and referring to their experiences has emerged. As a result of these determinations, it was decided that the most appropriate method of collecting information on the subject would be the qualitative method.

Qualitative research aims at understanding how people construct their worlds, how they interpret their experiences, and what meaning they assign to those experiences (Merriam & Tisdell, 2016, p. 6). In other words, qualitative research places the observer in the world through a situated activity. It consists of a set of interpretative, tangible actions that bring the outside world into focus. The world is changed by these methods. They transform the world into a collection of representations, which may include memos to oneself, field notes, interviews, conversations, and photographs. At this level, qualitative research uses a naturalistic, interpretative perspective on the world. This implies that qualitative researchers study phenomena in their natural environments while seeking to explain phenomena in terms of the meanings that individuals assign to them (Denzin & Lincoln, 2005, p. 4).

Numerous qualitative approaches are described in the literature, including phenomenology, life and narrative approaches, participatory research, clinical research, grounded theory, ethnography, and case studies (Creswell, 2018; Denzin and Lincoln, 2005). The main objective of a phenomenological research is to understand, describe, and capture the essence of participants' lived experiences of a particular phenomenon (Yüksel & Yıldırım, 2015). The primary method of data collection is the phenomenological interview, which aims to elicit the essence or basic underlying structure of the meaning of an experience (Merriam & Tisdell, 2016, p. 27). Thus, to get in-depth information

regarding participants' experiences, qualitative data for the present study was collected through interviews.

3.2 Setting

The participants of the study work in three different private schools in Istanbul. While two of these schools have special classes for gifted students, the other one is a special school only the gifted students attend. All of the schools offer special programs for the gifted and talented education, but only the third one, the one only the gifted and talented students attend, groups the students according to their levels in English, yet, all three schools have approximately the same hours of English classes in their curricula.

3.3 Participants

The participants of the study include 10 English language teachers who are teaching to gifted and talented students in the 2021-2022 academic year. The population was chosen using a non-probability sampling approach, which involves choosing individuals based on their availability, accessibility, or convenience. The data was collected using convenience sampling, which is the selection of respondents who are most readily available (Davis, 2016, p. 199). The demographics of the participants are given in the table below.

Table 1. Demographics of the participants

Participants	Gender	Program	University	Experience
T1	Female	ELT	Maltepe University	3 years
T2	Male	ELT	Maltepe University	3 years
T3	Female	Spanish Language and Literature	Istanbul University	7 years
T4	Female	ELT	Marmara University	9 years

T5	Male	ELT	Sabahattin Zaim University	3 years
T6	Female	ELT	Anadolu University	4 years
T7	Female	ELT	Uzbekistan	6 years
T8	Female	ELT	Turkmen State University	17 years
T9	Female	American Literature and Culture	Istanbul University	6 years
T10	Female	ELT	İzzet Baysal University	7 years

As the table shows, teachers who participated in the study are mostly graduates of English Language Teaching (ELT) departments. The ones who are graduates of Literature departments mentioned that they completed their pedagogical formation education before their graduation. The participants vary in gender and years of experience.

3.4 Data Collection

In qualitative research, interviews are generally the main source of the qualitative data required for understanding the phenomenon being studied. The structure of an interview can vary from being predefined in terms of the questions asked and their sequence to being entirely unstructured with no predetermined parameters. The semi-structured interview is the most common type of interview since neither the precise wording nor the order of the questions are predetermined. It is directed by a series of questions and issues to be studied (Merriam & Tisdell, 2016, p. 136). The present study is conducted in a semi-structured format with a mix of less and more structured questions, flexible use of questions and follow-up questions, and the flexibility to rearrange the question sequences in accordance with the flow of the interviews.

Interview questions were created by the researcher based on the literature, preliminary interviews with teachers working in this field, and the researcher's own experience as a teacher. To ascertain if the questions met the criteria for content validity, the first draft was shared with the thesis advisor. The necessary adjustments were made based on his recommendations. Then, the interview questions were piloted with an English teacher who has a gifted daughter and has been working with gifted students for 3 years. The final version of the interview questions consists of a total of 13 questions under 4 main categories. In addition to these, in order to obtain demographic information from the teachers, 2 questions were asked about which school and department they graduated from, how many years they have been working with gifted children, and why/how they started working with this group. When asked in which language they prefer to conduct the interviews, some of the teachers, whose mother tongue is Turkish, preferred to use English and some preferred to use Turkish. With the participants' permission, all interviews were audio recorded and then verbatim transcribed. A number, such as Teacher 1 (T1), Teacher 2 (T2), and so on, was assigned to each participant teacher.

The data were collected during the spring semester of the 2021-2022 academic year. 10 English language teachers working in different schools were contacted and interviews were held when they were available. In order for interviewees to feel at ease throughout the interview, they were informed of the interview schedule prior to the interview. They received assurance that the data would only be used for this study. The confidentiality of their answers was once again emphasized, and it was also mentioned that they might stop the interviews whenever they want and get the notes and records back.

Following the demographic questions, the interview schedule with audio recording was conducted. Several probes or follow-up questions were used throughout the interviews to encourage the respondents to elaborate on their opinions and experiences by asking them to provide examples or talk more about the relevant topic. The researcher attentively listened what the respondents had to say and sought clarification where necessary. Every interview was done in a comfortable environment. The interviews ranged in duration from at least thirty minutes to forty minutes at the maximum.

Data were collected through online or face-to-face interviews, depending on the availability of teachers, in the 4 months until the schools were closed in the spring semester.

Following the interviews, the researcher verbatim transcribed the recorded interviews to ensure accuracy. The researcher then carefully read over the transcriptions in order to prevent ambiguity in the interviews.

3.5 Data Analysis

Prior to data analysis, a few criteria were taken into account to make sure the data was reliable. Data analysis was reliably carried out when relevant criteria were assured. Creswell and Creswell (2018) states that validity and reliability are two important factors in any qualitative research. While qualitative reliability shows that the researcher's approach is consistent across various researchers and projects, qualitative validity denotes that the researcher verifies the accuracy of the findings by using specific procedures (p. 274).

Creswell and Creswell (2018) describes several strategies in order to ensure the validity of a study and recommends the use of multiple of these strategies. Three of the mentioned strategies were used in this study. First, with a detailed description of the research context and demographics of the participants in the study, *a rich, thick description* was ensured. Second, *prolonged time* - that is, the amount of time spent with participants in the field- was also employed to provide credibility. In this sense, pre-interviews were made with English language teachers working in the field before the study and some of the teachers were visited in their working environments. At the same time, the fact that teachers felt the lack of a study in this area made them more open and comfortable during the interviews. Lastly, in order to make the study's conclusions more plausible and accurate, *negative or discrepant information* -which is defined as contradicting data concerning a theme- was also given (pp. 274-275).

Based on the notion that there is only one reality and that investigating it again will produce the same results, reliability refers to the degree to which research findings can be replicated. The trustworthiness of the results might be assured by providing a thorough

explanation of the steps, processes, and procedures used in the study. In the present study, the application of the study, participant selection, data collecting, and analysis procedure were all explained in depth (Merriam & Tisdell, 2015, p. 250). The audit trail was also utilized to ensure reliability. In the present study, the auditor served as the researcher's supervisor and was fully informed about all aspects of the research, including data collecting, category development, and decision-making processes.

Thematic analysis (TA) was used to analyze the data obtained in this study. TA is a method for methodically locating, classifying, and providing insight into patterns of meaning (themes) within a dataset (Braun & Clarke, 2012, p. 57). Braun and Clarke (2012) present a 6-step plan for thematic analysis (p. 61). In this study, firstly, the audio recordings of the interviews were transcribed for the phase of familiarizing with the data, which is the first stage of the plan, and notes were taken during this process. For the second step, generating initial codes, the transcripts were reviewed and data such as sentences that could answer the research questions were marked. The common aspects of the codes determined for the third stage, the searching for themes stage, were noted and draft themes were drawn. The themes determined as a draft in the 4th stage, were reviewed and compared with the data. In the 5th stage, the final versions of the themes were revealed. In the 6th and last stage, all the collected data were analyzed under the determined themes and the findings were written.

4. FINDINGS AND DISCUSSION

In this chapter, firstly, the findings obtained as a result of the study is shared, and then the findings are discussed over the research questions.

4.1 Findings of the Study

This chapter presents the findings of the study, the purpose of which is to reveal the abilities English language teachers should have in order to work with gifted students efficiently and whether or not the ELT programs are able to prepare teachers for what they may face in the classrooms. Based on the data from the interviews, 5 main themes were determined. The themes are (i) characteristics and learning styles of the gifted student, (ii) learning environment, (iii) teacher's view on foreign language development, (iv) curriculum and materials, (v) English language teacher. The themes are created according to the summary of each point that teachers often mention in their answers to the interview questions. Themes are analyzed in relation to each other.

The results of this study are discussed with paraphrased or exact quotes from the teachers. In order to enhance comprehension where there was a loss of meaning, several additional phrases were used in the translation of transcripts from Turkish to English and in transcribing the recorded interviews in English.

4.1.1 Theme 1: characteristics and the learning styles of the gifted

It is important that English language teachers have the ability to recognize gifted children because, as stated in the literature, teachers can be responsible for early diagnosis since they are the ones who spend the most time with the children after their parents. Based on this view the teachers were first asked to share what common characteristics they observed in their gifted students. All the teachers listed similar features of gifted students. Teacher 1 mentioned that their students are very perfectionist and therefore, they do not like to lose at all or they behave very meticulously while doing an activity and stated that:

> *They are not happy with accepting or living with their mistakes. (...) They can't live with imperfection. And if they, you know, let's say the lesson finished and the*

work hasn't finished yet, or they haven't completed it, they start making a big fuss, you know, you can't take their papers, because they say I haven't finished yet.

It has been stated that the students are aware of their own capacities and therefore they always want to be the best due to their perfectionist nature. For this reason, some teachers (T3, T10) mention that their gifted students tend to get very competitive in the classroom, which they said is one of the reasons why they should be very careful with their words and actions.

T3: Because they're very competitive. So, we never compare of them with any other, or we never compare them with their old results.

T10: There are a lot of ambitious students, they compete with each other a lot. This group also hates to lose.

According to teachers' experiences another characteristic highly observed is fairness of gifted students. Teacher 10 attributed the necessity of speaking carefully to the students' sense of equality and fairness, and therefore emphasized that teachers should act very carefully in the classroom. Teacher 2 also mentioned that gifted students do not like double standards at all, and which is why teachers must be very consistent, otherwise the teacher will lose the respect of the students. T9 mentioned that they are very sensitive to this issue and gave an example:

I mean, they're already very sensitive. I think gifted children are a little different in this regard. They are overly sensitive, but they expect the same from you. For example, maybe he is talking about something important with his friend. He has to say something. Or if for some reason he gets up and you just get angry and sit him down without giving him a chance to explain, it's very disappointing for them.

T2 commented on the same issue and highlighted the importance of being fair in and outside of the classroom. According to T2:

They will never accept double standards. Never. That's why we are trying to be consistent and we are trying to be fair. That's how we earn their, let's say trust.

Earning the students' trust, as T2 mentioned, is another issue all teachers highlighted. All of the teachers mentioned the importance of gaining the student's trust and emphasized

the benefits it provides. It was emphasized that gaining the trust of the students made the students feel good and safe, and it was added that it is very difficult to regain the trust of the students in case of an unfair situation.

> *T2: But somehow if they don't think that you are fair or if they don't think that you are strict enough or something like that, they're going to push your limits quite a lot.*

T1 stated that the routines applied in the classroom work in terms of making the students feel safe. However, although it was emphasized by Teacher 1 that routines such as greetings, homework checking, and material checking before the lessons create a sense of security in the students, Teacher 4 said that it is necessary to break the routines from time to time and that different activities should be done with the students. This can be interpreted as students need to feel safe, but they are also open to new things. Having routines can be related to the importance of students' needs to trust and feel safe with their teachers. Because T1 expressed that:

> *Primary school is used to school and the environment as well. So, when it's the environment and school, they know the school rules, they know many teachers and many friends so they feel safer.*

It is important to point out that while T1 works with gifted students in kindergarten and primary school, T4 teaches only to primary school. Based on this difference, it can be assumed that as the gifted children get familiar with the school environment, they feel safer and they can be more open to new things. While they may need emotional support more to feel safe in their early years of education, as they mature even if this need does not disappear, it gets lower.

Another issue mentioned by the teachers is that the gifted student needs to build an emotional bond with the teacher. On this issue, Teacher 1 and Teacher 7 underlined that even though they are gifted, it should not be forgotten that these students are also children and that gifted children need to establish emotional bonds like any normal child. It should be highlighted that teachers working with smaller age groups (T1, T3, T4, T6, T7, T8, T9, T10), kindergarten and primary school, mention the importance of the emotional bond

without being asked, whereas the teachers working with secondary school students (T2 and T5) only commented on its importance when asked.

> *T3: I think the key is the emotional connection.*
> *T5: I have different emotional interactions with them, and I hope I will continue with these classrooms.*
> *T7: Because they are primary school students, first of all, the road to them is love, I think.*
> *T10: They need love like any child. I'm not even saying that, one of the only things a teacher should give is love.*

Another common characteristic that all teachers emphasize is that gifted students can focus on more than one task at the same time. Most of the teachers stated that they found this situation very strange when they first started working with gifted children, but over time they learned that it was natural.

> *T1: When I think that they don't listen to me. For example, when they are drawing, when I ask a question they answer correctly.*
> *T3: There are lots of them who likes painting, painting in the classroom, but when I ask a question, I know that they will answer because it's not like they are just painting. I know that they also listening to me because I see it when I ask them a question, they answer it correctly. So, I let them be most of the time.*
> *T7: They are talking with friends sometimes of course; they can just answer the questions and I am really shocked.*
> *T9: So, they can do two things at the same time, or even three or four things.*
> *T10: They can deal with several things at once. But they can also listen to you. In other words, while listening to you, they can deal with other things and manage both sides.*

This would mean that gifted students are able to multitask. They have the cognitive abilities to concentrate on more than one thing at a time and their perception is high. The fact that gifted students' perceptions are clear and they can easily follow what is happening in the classroom even though they do not pay their full attention can be considered as an indicator that they can learn more quickly and easily. Considering this, teachers were asked to comment on their students' learning paces and styles. While most

of the teachers commented on this issue, they also compared the learning of gifted students with the classes with non-gifted students. Since most of the English language teachers participating in the study taught both gifted and non-gifted students, they made comparisons between the two groups in various areas.

The first thing the teachers mentioned while discussing this issue was that gifted students learn more quickly and complete tasks much more quickly and even, for this reason, they stated that they should be very prepared when teaching gifted students.

> *T1: So, you plan it, but sometimes the activity you plan goes really fast, because sometimes some of them are really ahead of their level.*
> *T6: I don't need to repeat a lot, because they are learning more easily than the other students.*
> *T9: I mean, they definitely learn very fast, I can say that.*
> *T10: They learn faster than other children. Since they learn quickly, they can get bored quickly in class. (…) Other children, for example, learn more slowly. Academically successful students are very much in other regular classes, but even a standard student in the gifted class is different from the hardworking student in a regular class.*

When they were asked to comment more on the learning styles of gifted students, the teachers shared that these children usually need to move in the classroom, but this situation does not disrupt the flow of the lesson, these students generally have kinesthetic skills and therefore they need to move around in the classroom. In addition, it was emphasized that the visual memory of gifted students is very strong and that these students like to learn by doing, therefore, visual material is very important in learning processes. Another important point mentioned about the learning styles of gifted students is that gifted students like to be active in the lesson and have a say in the activities carried out in the lesson. It was emphasized that the subject covered in the lesson should be given in a context, otherwise it was stated that the students would lose their interest in the lesson.

> *T1: They like it when you visualize it. And they also want to be in the process of learning. They want to touch it by hand actually that's why they are a bit kinesthetic.*

T4: So, they have to be in this process, in the learning process.
T9: Some have very strong visual memory at work and certainly have very high awareness. Most are learning in a kinesthetic way, most are multitasking.
T10: I think it makes it more interesting for them to be constantly involved in that learning process, the activity in the classroom.

It is quite natural for teachers to observe different learning styles during the lesson, since students with different talents are together in the schools where the participating teachers work. It has been observed that these observed differences are similar to the types of intelligence proposed in the theory of multiple intelligences. This can be interpreted as the necessity for teachers to know this theory and benefit from it. In addition, it can be interpreted that it is important for students to prefer the subject they have learned to be given in a context, in order to enable them to make connections between the information more easily in their brains. The need for students to put the grammar rule in a context, especially while learning grammar topics, was expressed by T1 and T3. T3 made the following comment on this issue:

They like thinking, they like to ask why. But language is not something like that. There are lots of rules you have to memorize. So, it's a different kind of thinking for them. They cannot question why. So, they don't like this. Then the games come as an aid and with the games, you can do anything with them and they will adapt very easily in the games.

This shows us that the context established within the games is an important tool for gifted students to become familiar with the rules of the language even if they cannot find an answer to the question of why. T1 stated that they try to create stories with grammatical rules with her students. She stated that this application is especially used when teaching the use of auxiliary verbs in English and that creating a context in which the rules are included by creating a story helps to remove the ambiguity in the minds of the students. Although gifted students have a high awareness of the abstract world, it is an issue that should be emphasized that they need an application as mentioned about the language rules that are not in their mother tongue since they cannot ask why. It is an important comment

on this subject that gifted students try to understand the rules that are unclear for them and have no equivalent in their mother tongue, instead of memorizing them.

To sum up, one of the most important characteristics of a teacher is knowing the students and knowing their needs. Getting to know the students will play a huge role in the teacher's planning of activities to be implemented in the classroom, being successful in classroom management, and creating learning environments suitable for their students and that their students can benefit from. In this sense, it can be said that teachers who work with children who need special education such as gifted children have more duties. The first theme outlined the common characteristics that English language teachers observed in their gifted students. In the following themes, it will be seen that teachers make explanations and give examples by referring to these features. It has been seen that the observations made by the English language teachers participating in the study overlap with the characteristics of the gifted in the literature and even though it was difficult to work with gifted children in the beginning for them, teachers made an effort to get to know their students and managed to establish an order of their own.

4.1.2 Theme 2: learning environment

This theme focuses on the characteristics of the gifted learning environment and how classroom management will be provided. Considering that classrooms with gifted students may be more difficult to manage than normal classrooms, teachers were asked to share their experiences on how the characteristics of gifted students affect classroom management. Teachers stated that classroom management was quite difficult at first, but as the students got to know and got used to them, it became easier to manage the classroom. For this reason, it can be argued that teachers should first be familiar with the characteristics and individual differences of their students. T1 stated that before the beginning of each academic year at the school where she works, she meets with the guidance unit and have meetings in order to get to know the students, and stated that this prior knowledge helps her in establishing order in the classroom;

> *Knowing the student, knowing the backgrounds, you know the families and everything, it's really important.*

T2, who works at the same school as T1, also made the following comment on this subject:

> *First, it was kind of harder than this. Now I have no trouble because they know me, and they think that I'm fair and same for everybody.*

In the first theme, it was aimed to reveal the importance of getting to know the students, and it was stated that the students also needed to get to know the teachers in the same way. It was emphasized that this need creates trust and that gifted students need to trust their teachers and feel safe in their learning environment. Teachers stated that the trust between them helped them a lot in terms of classroom control. In fact, it was stated that the students were following the rules because they did not want to upset their teachers.

> *T3: For me, it was the easiest way, when I am connected to a classroom, then, I can easily manipulate them, if I make them see that I am hurt or, when they make noise or, don't obey the classroom rules, that would make me sad.*
>
> *T4: Some of them are emotional, they need emotional support. So, I am trying to reach down one by one. If one of my students have like some emotional problems that day. I try to make them feel like, okay, I can understand you.*
>
> *T7: Of course, because, if they will not love their teachers, you cannot teach anything.*

As mentioned in the previous chapter, establishing an emotional bond is a factor that can facilitate teachers' work in an important area such as classroom management. In addition, another point that teachers talk about is that they can talk to their students and explain why rules should be followed in the classroom. As T7 said, of course, in order for students to listen to the teacher, it is necessary that they value the teacher and take the teacher seriously. Otherwise, what the teacher says will mean nothing to them. When examining whether this attitude towards students works or not, it is understood that there are generally positive developments in the classroom behaviors of gifted students.

> *T1: I tell them, you know, how many students are there, here and how many teachers? This is one way of looking at it. And then I compare the ages. I compare the knowledge and things like that.*
>
> *T6: I look at their activities, I talk to them.*

T7: I tell them, if you will talk, you will not learn. You are coming here for learning and your parents are sending you to learn something. That's why please, when I'm here, try to listen to me and get something from me.

The reason why teachers make logical explanations and this has a positive effect on students' behavior can be attributed to the high logical thinking abilities of gifted children. Thus, they understand the logical reasons behind the teacher's power and the classroom rules. In addition to this, T10 stated that *"her gifted students observed her for a while at first and waited to see if she could teach them something"*. It was mentioned in the previous chapter that gifted students are aware of their own abilities. It would be appropriate to make a comment that these students use their reason to try their teachers' skills. Classroom control will be very difficult if they feel that the teacher cannot teach them anything more.

Among the characteristics of gifted students, it was stated that they learned quickly and could complete activities much faster than normal children. The teachers emphasized that this speed can be a handicap in classroom management because students either get bored very quickly or they complete the activities, they may get distracted and cause the classroom order to be disrupted. Considering that students with different levels of language skills are in a single class, it can be said that even if all of them are gifted, there will be students with different learning speeds and those who are faster will be more likely to be distracted while waiting for the slower ones to finish.

T8: When I see that they are bored, I try to prepare something new because every teacher has a plan A, a plan B, and a plan C for the class.

T10: If you don't include them in class, I'm speaking for eighty percent of the class, as most students learn very quickly anyway. When you want to repeat it one more time for the 20 percent. While retelling the subject, you have to give another task to the other party. Because there is noise, they disperse. Then it is more difficult to collect them, to collect the majority.

It is understood from these comments of the teachers that gifted students should be kept busy in the classroom. This means that the teacher is prepared for anything. In addition, teachers must be actively following what is going on in the classroom so that they can keep the students who have completed their activities constantly busy. It can be said that

teachers should be constantly moving in the classroom in order to be able to control what is going on in the classroom.

T6: Every time I need to walk around the classroom, I need to touch every student.

It has been seen that another thing that teachers do in order to maintain their control over the classroom at any time is to make changes in the seating arrangement. In this way, they ensure that students who may disturb each other stay away. Even if there are different practices in the schools where teachers work, such as grouping students according to their English level or placing only gifted students in the same classes, it can be said that this classical method helps teachers in terms of classroom control.

T1: We always change, uh, the sitting position. Okay. So, we know who is good friends with who, or who is really fighting who, the best solution is changing the seats.

T5: I'll change their positions (sitting). I can walk inside of the classroom between all of them.

In addition to all these, some of the teachers also stated that applications such as Class dojo where students are given online points are used. It has been observed that the Class dojo application is used for different purposes in schools. T4, T5, T6, T7 and T8 use this application for all kinds of positive and negative situations in their schools, while T9 and T10 only use it to reinforce positive behavior.

T4: I use Class Dojo in my lessons, giving time, giving points from there. They really enjoy following that application.

T6: I'm using class dojo generally at the end of the lessons, generally I open this and for example, if they speak in English that lesson, I'm giving them a point.

T10: We award points from class dojo for classroom behavior rather than academic achievement.

In addition to the applications used to give points such as the class dojo, it was learned that the teachers prepared visual materials in order to reinforce the positive behavior.

T1: They want to see something actually visualized. I used to give one class Pokemon cards, every week on Friday, the top five (students) got cards on Friday, things like that.

T3: We have prepared certificates for them, for being a good student or being a good gamer.

Based on these practices the teachers use for classroom management, it can be said that gifted students need visual feedback when they do something right, although they are aware of their own skills. These wishes of gifted students can be seen as an indication that they want to be noticed and appreciated by the people around them, and it would not be wrong to say that the visual feedbacks mentioned above will reinforce their positive behaviors in the classroom because they serve these wishes.

To summarize what the teachers said about classroom management in gifted students, it is seen that in addition to some classroom management techniques applied in normal classrooms, teachers benefit from some characteristic features of their gifted students, such as their logical thinking abilities and sense of justice. It has been revealed that another factor that helps teachers in classroom management is to have information not only about the characteristics of their students, but also about the lives of students outside of school. At this point, it can be said that teachers in all branches who teach gifted students should be in constant communication.

4.1.3 Theme 3: language development of the gifted

In the third theme, the comments made by the teachers participating in the study on the foreign language development of their gifted students were brought together. It would be useful to point out that the teachers only speak English to the children and try to convince them that they do not know Turkish, before sharing the findings for this theme.

Since it is known that features such as acquiring a mother tongue faster than normal and interest in language at an early age are shown as an indicator of giftedness, all teachers were asked to comment on their students' progress in English lessons. The first thing teachers say about this subject is that gifted students have a very wide vocabulary and they have very different interests than normal students. Students bring their interests such as science, planets and dinosaurs to the lessons and they like to share with their teachers in these areas.

T1: Their memory is better especially with the vocabulary and the words.

T6: They get every subject, every word or grammar form easily. And surprisingly they do not forget.

T9: You know, while we expect a 6-year-old child to know very classic head, shoulders, knees, toes, the child already knows them. Now we move on to the internal organs. Their vocabulary is vast, certainly.

T10: For example, other children learn 10 vegetables and fruits, here we give children a lot of new words and phrases.

Above, teachers' comments on the vocabulary of their gifted students and their comments on what kind of practices they do are shared. Teachers stated that they were generally able to teach this group more words than normal groups and that these words were not forgotten despite the passage of time. A similar situation has been observed in the comments of teachers working with gifted children in the first grade on their reading and writing skills. It has been stated that some of the children have already come to the first grade knowing how to read and write in their mother tongue, and even if they are don't, they do not have much difficulty in learning the English alphabet. However, it was stated by T1 that it is a bit difficult to study the English alphabet with a preschool group, and it can cause confusion no matter how talented the students are. This may be related to the fact that students still have not reached full mastery in their mother tongue, as no similar comments have been received from teachers working with older age groups.

T1: They get confused when I teach them, for example, ABC, like the song. So, I don't push them much. (...) I don't usually make them write many words, only things like cat and dog, things with the pictures. So, it's not like learning to write. Maybe I can't call that, but learning the sounds would be much better.

T9: While normally first grade was all about teaching literacy, these kids already learned it in a month.

As in reading and writing skills, there are differences between the preschool and primary school groups in speaking skills. It was stated that the students in the preschool group went through a silent period as if they were acquiring their mother tongue, and then they started to speak English fluently. For older age groups, it was stated that they first tried to see if their teachers understood Turkish, but when they were convinced, they made an effort to express themselves in English. At the same time, it was added that gifted students like to express themselves verbally, so they make an effort to speak English.

T1: And because of the way in their nature, they're perfectionists, they don't want to make mistakes. They don't want to say something wrong. So, they listen, listen, listen, some of them. And suddenly they start speaking, it's really scary sometimes.

T4: They enjoy expressing themselves orally that's makes them enjoy talking so much. I think because they enjoy expressing themselves in their first language, and their second language as well. And if they have good language skills, they don't hesitate using the second language that they learn, but if they feel like they have some problems, they can just wait a little bit until they feel secure.

T10: They watch you for the first month to see if you can understand when you speak Turkish. If you don't understand, the child starts communicating with you in English after a month or two. Of course, the first sentences they utter are not grammatically correct sentences, but they can somehow explain their problem. (...) Some students just observe, some include themselves in the class on the second day they start learning. For example, he's walking with you, trying to talk somehow. It varies a bit from student to student.

T3 made the following comment in order to improve the English comprehension and speaking skills of gifted students:

Well, I think, it's more up to how often they hear or listen or experience the language. For example, when we talk about English, it's like in every other corner when we turn our heads, we see something in English and they suck it like a sponge.

In this case, again, we can say that the perceptions of gifted students are very clear. Both the inputs they hear from their teachers and the inputs they are exposed to in their environment are effective in their language development. Teachers need to be aware of this and expose their students to English as much as possible in and out of the classroom. This will build students' self-confidence and increase their use of the English language. As an example, an incident experienced by T8 with one of her students can be given;

For example, I have one student, from the first graders, her name is Nisan. And when I saw her in the toilet, we were washing our hands, and according to school rules, we have to speak only English during the school. And what's your name she said. My name is Olga, I said. She has so nice pronunciation. She's the first grade,

maybe six years old, I don't know exactly. She talks me. Oh, how do you feel yourself today? She provided me with the different expressions.

T2, who works with the gifted in middle school age, stated that his students like to talk about daily news from the world. It has been stated that the lessons are generally progressed by chatting in this way, and grammar and vocabulary studies are done by reading current articles:

I have a class with like fourth and fifth graders. And in that class, you can even give them some articles that we used in university. It could be about any topic and they will try their best to understand and comment on that.

T5, who also works with middle school gifted students, mentions similar things on the students' interest on global issues:

Sometimes I will make some conversation about like the global stuff from the lesson. I will forget about the lesson. I will talk with them about the world, like the economy.

It was stated that gifted students added their different interests to the lesson. It was observed that this continued in the secondary school years and English language teachers benefited from it in the lessons. From these comments, it can be said that gifted students want to learn language usage from daily life, and T4's comment below supports this:

This group wants to see things from their daily lives. They want to connect it, the things they see in the classroom and outside school. This is what I observed in gifted groups. They may want to use the things they learned in the classroom.

T7 and T8 stated that they only do listening and speaking lessons with gifted students because they are foreign nationals. When these teachers were asked about the language skills development of gifted students, they made the comments shared below.

T7: They don't like to write, it's too boring for them, because they are very hyperactive. So, it's very boring for them to write something. Always, we have to speak, ask questions, open videos, and then discuss the video, play the games.

T8: They learn very fast, especially listening.

From T7's comment, it was learned that not only listening and speaking activities were carried out in his classes, but also writing was included when appropriate. However, students' more willingness towards other skills, listening and speaking instead of writing,

may be due to the necessity of being more active during speaking and listening. It was stated in the previous chapters that gifted students like to be involved in the learning process. Likewise, T8 also stated that students especially like to do listening exercises and shared examples of listening and speaking activities, which will be detailed in the following themes.

With this theme, it was aimed to explain the observations of the teachers on the foreign language development of their gifted students. It has been observed that gifted students can make different progress in all language skills than their normal peers. It would be fair to say that it is very important for these students to be exposed to language like every child. Since teachers always have to communicate with students in English as per school rules, it can be said that there is no shortage of language exposure, but what teachers should pay attention to is that they definitely show that they do not know Turkish when communicating with these students with strong observation skills. In addition, it should not be forgotten that the language development of students will be different from each other. Because being superior does not mean that students always have a superior ability in terms of language. The abilities of these students vary from person to person. However, it was observed that all of them differed from normal children in terms of language skills development.

4.1.4 Theme 4: curriculum, materials and evaluation

The fourth theme focuses on the curriculum, materials and assessment and evaluation techniques used in gifted classrooms. Since the teachers participating in the study worked in three different schools, changes were observed between these categories.

4.1.4.1 Curriculum

Teachers were first asked to comment on the curriculum they used. It was asked whether the curricula were specially prepared or whether there were any changes between them and the curricula taught to normal children. The answers of the teachers working in the first of the schools are shared below.

> *T1: We have to line up with the Turkish curriculum. We are trying to go parallel. So, what they learn in Turkish, what's in their agenda for the month April, for*

example, we try to make almost the same agenda. For example, let's say winter, winter, the same topic.

T2: Well, as English department and Spanish department, we work together. We are like the foreign language department. We choose our books; we spend time on that. And somehow, each year let's say for a group, you have like 12 lessons per week. We plan all of it.

T3: English curriculum is based on also the Ministry of Education, but, according to their levels. We have exams to decide on their English levels.

In the light of this information obtained from the teachers, it is seen that many factors are taken into consideration while the curriculum is being studied in the first of the schools. It would be correct to say that the curriculum was prepared in accordance with the level of the students, but also within the frameworks determined by the Ministry of National Education.

The information given by the teachers working in the second school about the curriculum is given below.

T4: According to their book, of course there are some slight changes in their curriculum as well.

T7: I am a native speaking teacher. Our materials are the same.

T8: We need to prepare extra materials.

In the second school, students take lessons from both Turkish and foreign English language teachers. While Turkish teachers teach main courses, foreign teachers usually teach speaking and listening. It can be said that the programs the students study in the main course classes in this school are slightly different, but there is no different program in the speaking and listening lessons, so the teachers have to prepare an extra lesson plan from time to time.

Teachers in the third school made the following comments on the curriculum:

T9: Apart from minor differences, we do not apply a different program in English lessons than that applied to other non-gifted children in first grade.

T10: So, we actually teach the same coursebook as regular freshmen. But other than that, there are always differences in our plans. We are trying to add things that they will like to the program. This is how it always happens. We also ask teachers who attend their classes every year. What did they enjoy, what did they like to do? Let's diversify them, in fact, it's always like this, we went on adding to it. I remember when I entered the first lesson, everything was much, much less. But now we are revising every year and adding new things. So, it's much better now.

Although there is not much difference in terms of the first-grade curriculum in the third school, it is seen that the curricula of the gifted are updated every year and adapted to the abilities and interests of these students.

When we look at the three schools where the interviews were conducted, it is seen that the characteristics of gifted students are known and the teaching programs are arranged accordingly. It would be appropriate to say that this means an extra preparation process at the beginning of each academic year.

4.1.4.2 Materials

An issue that needs to be mentioned is the choice of material. Teachers talked about what is taken into consideration for the selection of the books and support materials to be taught in the lessons. It was emphasized that the materials used should be suitable for the interests and levels of the students, otherwise it was stated that the students were bored in the lessons or they finished the materials very quickly.

T2: We are trying to find some books that are much higher than their age. And the language is not that hard to find, but the thing is finding a good book for their age level is kind of hard.

What T2 means here is that it is easy to find books suitable for the language level of the students, but it is difficult to ensure that these books are also suitable for the age of the students. T1 also mentioned a similar situation:

> *What we do usually, you know, if they suggest us to use one book in with three years old, we use it with four years old. The thing is with the motor skills, the fine motor skills, they are not really good like with cutting and everything.*

It is seen that the physical skills of the students also come into play as a criterion. Despite all the evaluations and detailed choices, it was mentioned that only the selected books would never be enough and they should be supported with extra materials. For this reason, it was stated that various activity books and reading books were also used. An important point to emphasize is that the extra materials to be used should be chosen in accordance with the skills of the gifted.

> *T1: For example, the kindergarten books we get are enough to fill for one week. They're not enough for them, maybe other schools they are enough, but not for us. So, we are creating new materials.*

> *T2: We also prepare some extra materials because in that class, you have some students who can finish quite quickly. I mean, if you want to like go with their pace, they would want to finish the book in one month.*

> *T7: When the materials are not enough, of course, I'm trying to find something more to them for the gifted classes.*

> *T10: Our book is the same with them (normal classes) now. But our readers are different. For example, while they are doing revisions for a week, we put a past tense reader at work that week.*

From these comments, it is understood that the ready-made materials used are not especially prepared for use in gifted classes. The inadequacy of ready-made materials has led teachers to be constantly engaged in preparing materials. Insufficient materials also result in the necessity of keeping students with different paces busy in the classroom.

As mentioned in the previous theme, gifted students want to learn the daily uses of the language or the patterns that they may encounter in real life. This means careful selection of materials to be used with these groups. In the previous themes, it was stated that gifted students like to be a part of the learning process. In this sense, teachers generally stated that they use games a lot.

> *T3: I say, games are the answer for every problem, games and songs and interaction.*

> *T6: I need to find different worksheets, games, real materials, for example, generally if we going to study it as a grammatical form with the song, I need to take some music instruments.*

> *T8: I prepared some kind of games. They like games very much.*

> *T10: English is not boring like other lessons anyway. We sing, play, a constant activity. The children are involved because we try to keep the lesson alive with something.*

It can be seen that teachers apply not only games but also activities such as singing and dancing that can keep students active. It is stated that many arts and crafts projects are carried out in order for these students, who have strong visual memories, to continue to be a part of the learning process.

> *T1: We also let them make clocks with the paper plate or plastic plate, they really like these activities. Or also when you teach the propositions, for example, from the boxes, we made different places like school, swimming, pool, different places in a town. And we played it like role play in a drama, which place is where with the whole class, they like it when we visualize it.*

The importance of context is mentioned when talking about the learning styles of gifted students. It has been seen that the activities that facilitate the creation of context during practice and appeal to visual memory are used a lot and based on the comments of the teachers, it is concluded that such activities are loved by the students.

T5: We use a lot of illustrations, of course, and also graphical stuff. Sometimes we use a virtual chat box and also, gave some races or playing game. They will interact in the classroom, like they are coming to the board and they will speak to their friends. They will teach sometimes. So, they are not just listening, they will teach the others.

It is known that gifted students want to learn things that they can use in their real lives. This, again, is an indication that students prefer that what they are learning has context. Looking at the in-class activities mentioned, it would be correct to say that all of the teachers are aware of this, even if they do not express it, and that they shape their classroom practices accordingly.

The most accurate interpretation that can be made for the materials to be prepared for gifted students and to be used in these classes is that there should be a lot of creativity. Almost all of the things mentioned in this chapter are activities and materials that teachers have to prepare themselves. Considering that gifted students will lose their interest if the same things are repeated too much, it can be argued that the materials produced should always be innovative which would lead to the tailoring of the curriculum, teaching methods and the materials used with gifted students.

4.1.4.3 Testing and evaluation

Evaluation of student learning plays an important role in planning the teaching process and thus effective teaching. Identification of learning objectives is the first step in the assessment process, which concludes with a determination of how successfully those objectives have been met. This chapter focuses on English language teachers' comments on how they evaluate the learning of their gifted students.

It was stated that the first thing to be done in the first of the schools in order to evaluate the students was to have all students take a placement test before the academic year started. After this exam, students are placed in classes according to their level. It has been stated by T2 that the English level of the students is aimed to reach B1+ level when they finish secondary school and graduate.

At the beginning of year, we have level placements. So that's how we decide where we are going to put them according to their groups and at the end of the semester year, we have that exam again. (...) when he or she finishes the year, she's, she's taken into a certificate exam. If the person is successful enough, they are going to say that, okay, this person, at the beginning of the year was at this level. Now here, you can see the process, you can see the success and they are going to give a certificate for them.

Thus, it is ensured that students with similar English language skills and levels in the first school are in the same class. It is thought that this application will be useful for teachers as well. Having students with similar characteristics in a classroom will be effective in preparing more appropriate teaching programs and selecting more appropriate materials. The teachers working in the first school made the following comments for the assessment and evaluation methods applied after the students were placed in their classrooms:

T1: Usually observe and we know how they speak so in the exam we don't have speaking, but we have listening. (...) I can say regular exams.

T2: We follow the same process, math lesson, the Turkish lesson, English lesson. So, they want us to have quizzes once in two weeks. And then we have our own school's evolution of development. And that's what we follow is, uh, bloom taxonomy here.

T3: We don't have special examination system for them. We just test them regularly. And we decide on their levels and we decide on their weak points where we should strengthen a little bit.

In the first school where the teachers participating in the study work, it is seen that the school adopts an assessment and evaluation policy that is suitable for itself and its students. It would be appropriate to say that the progress of the students is regularly monitored and studies are being carried out to ensure that they do not have any deficiencies.

In the second school, it is seen that the students are again divided into levels, but it has been determined that the levels in this school are determined according to the ages of the students and their grades, and that the levels of the students change as they progress.

T4: They continue the higher levels, starters, movers, flyers. It goes on like that.

These levels are known to be Cambridge English Qualifications. Students start at the Starters level in freshman year and become flyers by the end of primary school. Considering these levels that students progress, they should have reached the A2 level when they reach the end of primary school. When asked how students' progress was measured:

T4: We have upgrade exams. It helps us to find the learning points, which student needs extra practice in which area. So, after two units or one unit, we get these upgrades and it helps us to notice, which student needs extra practice in grammar topics or vocabulary.

T6: We, we don't have any exams for the first-grade students we have self-check, homework just for the weekend. They are doing these activities with maybe their parents or sometimes themselves, but sometimes we are doing this homework together. I'm asking them, they are answering me, like this, we don't have, but the other classrooms, they have exam.

It was mentioned that gifted students first wanted to feel safe in their environment. In this case, it can be said that not having to deal with exams for first grade students can help them get used to the school environment. It was observed that the exams, which started to be held as of the second grade, were also made to identify the deficiencies of the students and to make up for them. It turns out that the progress of the students is checked regularly throughout the academic year, just as it was done in the first school, and efforts are made to ensure that there are no deficiencies.

It was observed that in the second school, there was no speaking exam as in the first school. The comments of T7 and T8, who only give speaking and listening lessons, are given below.

T7: I'm asking them questions, I'm checking them.

T8: According to my class I don't have any tests. I don't have any quiz and exams and exam, unfortunately, but I can evaluate them by asking the question and answering.

The development of students in listening and speaking is checked and measured with in-class activities. It is not specified what kind of application is carried out regarding the scoring. However, the fact that teachers have such a responsibility during the lessons also means that they have a higher workload.

When the assessment and evaluation methods in the third school where the gifted continue their education are examined, it is seen that the approaches are similar to those applied in the other two schools. However, none of the teachers mentioned a system where students are divided into levels, as in the other two schools. It is clear that this is the most important difference between the three schools. Other than that, there isn't much of a difference.

T9: In fact, we do not currently have such a testing tool for first graders. But we give projects. Video projects, presentation projects. Here, we want the student to reveal his/her own product on the topic he/she chooses in his/her free field, namely, in one and a half months, he/she shoots a video or prepares a project based on certain phrases and words that we want to teach. But apart from that, testing comes into play as of the second grade.

T10: We do small exams with second graders. I'm saying that the paper that should already be delivered to us is full. all of you are already children with the capacity to give that paper in full, and it is. So, we do things like what I learned, like exams. Most students are already faultless and complete.

It is seen that no exams are applied in the first grades in this school. On the contrary, students are encouraged to prepare projects so that they can improve their skills and repeat what they have learned. Apart from this, it has been observed that regular exams are also held in order to determine what the students have learned and their deficiencies. Judging by the comment of T10, it can be said that the same exams are applied to both gifted and normal students. An example of the difference between these two groups is the fact that

gifted students complete the exams prepared for normal students very quickly, completely and all correct.

Although it is seen that there are different practices in schools in terms of measurement and evaluation, it can be said that they have a similar attitude in general. It has been determined that assessment and evaluation are carried out regularly in order to identify the deficiencies of the students and to take measures to eliminate these deficiencies. In addition, it is thought that a leveling system like that applied in primary school would be more suitable for teaching language to gifted children. Because, it has been seen throughout the study that although these children are gifted, they have different skills and this leads to the presence of students with different learning speeds in the classroom. It is believed that the most effective way to avoid such a situation would be the aforementioned leveling system. Another point that should be emphasized in terms of measurement and evaluation is the absence of a measurement tool in terms of speaking and listening. Only the projects prepared and presented by the students in the third school can be considered as a form of evaluation in this sense, as the learned patterns and words are expected to be used.

In this theme, it is emphasized how a curriculum is prepared for gifted students, how materials are selected and used, and how students' progress is measured. To summarize this theme, it has been revealed that a different curriculum is usually prepared for gifted students and the role of English language teachers in the preparation of this curriculum is great. It should be said that during the curriculum preparation, teachers' past experiences are consulted and students' backgrounds and characteristics are taken into account. It has been determined that various ready-made books are used to support the prepared curriculum, but these books should be used very carefully because they are not prepared especially for gifted students. Where materials are lacking, teachers need to use their own creativity. This is highly dependent on the skill of the teacher. In terms of assessment and evaluation, schools generally follow a similar approach.

4.1.5 Theme 5: English language teacher

As the data collected show, it can be argued that the breadth and depth of the current English language teacher education programs are not sufficient in enabling teachers to

design a *sound* course plan for gifted students. Almost all of the teachers interviewed express the view that the education they received during their bachelor's degree years has barely any use in facing what they encounter in their gifted classrooms. Emerging from the unique learning characteristics of the gifted children, this insufficiency necessitated a self-evaluation for the teachers, leading them to *modify* their past knowledge to come up with more purposeful teaching methods and materials. In this theme, first of all, the views of the English language teachers participating in the study on what kind of skills and characteristics the teachers who can work with gifted students should have will be discussed. Afterwards, teachers' opinions on the deficiencies of English language teaching programs and what can be done to overcome these deficiencies will be given.

It was stated in the theme of classroom management that gifted students should always be busy with something, otherwise they would be distracted and lose their interest in the lesson. In this case, one of the most important characteristics of a teacher working with gifted students should be creativity.

> *T1: Actually, you have to use your creativity a lot because sometimes you plan a lesson, but the activity you plan goes really fast.*

> *T8: I think number one is creative. She must be ready for the class, every lesson.*

These comments of the teachers are an indication that from time to time everything does not go as planned in the classroom. The teacher needs to come up with an idea immediately so that there are no distractions in the classroom. At the same time, this means that the teacher's ability to observe must also be very strong. A teacher needs to recognize right away that students are completing an activity, becoming bored or distracted, so that they can move on to another or more interesting activity.

In addition to being creative, teachers should be planned and sure of what to do, in other words, they need to be confident.

> *T2: You should know what you are doing because they won't believe you easily.*

> *T8: If I see that plan A is not working and trying to pass upon plan B and to plan C, so you should always be prepared.*

It is important for teachers to gain the trust of their students in order to be successful when working with gifted students. It has been determined that one of the most important things that teachers should do in order to gain this trust is to treat everyone fairly and equally. It is underlined that being consistent is also important.

> T10: *For example, sometimes I say ok, we have an activity, I say that those who have ten cards can participate. If the student has 9 cards, for example, he asks if I can do it during the whole activity. They are incredibly worried and you can't say you have nine, come and do it. I said at the beginning that there should be 10, I can't change it. So, stability is very important.*

From this example, it can be understood how important it is to be determined and stand behind what you say. If the teacher changes his mind and turns away from his decision, it may mean that he loses his respect in the eyes of the students. In this regard, T2 made the following comment:

> *If they see something unfair, let's give an example. Somebody gets a warning for doing, let's say, walking in the class and another person does the same thing and doesn't get a warning. You're in trouble. They're not going to adapt to that.*

Based on these examples, determination and fairness can be added to the list of what teachers should have, as well as creativity and planning. In addition to all these, considering the characteristics of gifted students, it would be right to add patience to the list in order to deal with curious students.

> *T8: Creative and patient.*

> *T9: Definitely patient. Because there is a never-ending question of why. You have to be patient and at the same time you always have to be open to learning, learning new things.*

Being open to learning is another point worth mentioning. It was mentioned among the findings that gifted children have very different interests compared to their normal peers. It was also learned during the study that these students measured the knowledge level of

their teachers and questioned whether they could really teach them anything. Considering all these factors, the teacher should always be open to learning.

> *T9: You know, as I said, you need to be open to learning, cheerful and energetic. I can say that this is the most important criterion for this.*

> *T10: That's why you have to be strong enough for them. So, you have to be energetic. That's why it's very difficult for an old teacher or a very stagnant teacher who doesn't sound very loud to work with this group. So, you have to be used to being energetic and high tempo all the time with them.*

Based on these comments, it would be correct to say that a teacher who will work with gifted students should have high energy as well as being open to new information.

During the interviews, almost all the teachers talked about the importance of love. When asked what qualities an English teacher should have to work with gifted students, some of the teachers specifically answered that they should love their students.

> *T5: I generally advise, we can make some good interactions with them. And we sometimes feel like brother, siblings in the classroom, like the family and not just the teacher.*

> *T7: Love students, when you love, you can do everything.*

The importance of the love shown to the students has been mentioned before, but it is believed that it would be appropriate to mention it one more time among the characteristics of the teachers. Based on T7's interpretation, it can be interpreted that all difficulties that may be encountered with these students can be overcome with love. A teacher must be mentally ready for teaching in order to take on the responsibility of working with gifted students. In addition, they should have the necessary skills and knowledge.

The place where such teaching skills and knowledge are acquired is in English language teaching programs at universities. For this reason, these programs should prepare teachers for all kinds of scenarios. In other words, teachers should be prepared for all possible

scenarios during their 4-year undergraduate education. Based on this view, the teachers participating in the study were asked to comment on the education they received at the university. Teachers were first asked whether they had received a special education for gifted students. In this regard some of the teachers even stated that they learned that there is a student group called gifted students when they started to work at the school where they work.

> *T1: Except my daughter, no, I didn't have, of course some of my students were clever, you know, but if they didn't have a test or anything, I couldn't just say for myself that, you know, they were gifted. (...) I got experience because of my daughter and you know, I got the books from Amazon on how to deal with the students, how different they are, I bought them for my daughter and read them before I came to this school.*
>
> *T2: Actually, no, it wasn't. I think there was a lesson. It was like education for special students, but they are mostly about not students with high potential, but students with some, let's say some small problems actually. That's the lesson that we had as far as I remember, but I don't remember having an education about teaching high potential students.*
>
> *T3: No, I don't specifically remember anything, but after I applied the job here, I started reading. And since then I've been reading and trying to find different sources, but at school, no, I don't remember.*

The teachers whose comments are shared above work at the same school. T1 and T2 are graduates of English language teaching programs. T3 is a graduate of the Spanish Language and Literature program and has a pedagogical formation certificate. Although the teachers graduated from different programs, they gave the same answer to the question. Considering the answers given by the teachers working in the second school to the same question:

T4: When I get, got my teacher's certificate, of course we had some trainings about this, but being in the classroom is totally different. In my first year I realized it's something different and they cannot teach you this in the classroom. It's totally about being with the kids in the school and seeing them breathing the same air with them.

T5: I think in university, education is not enough for these things, but we can develop ourselves with the experiments, with their feedbacks or our observations. And we can understand, what will be much better for them, or what is not going to work with them. We can understand the difference.

T6: I am an English language teacher graduate, and I can say that no.

T7: We didn't have gifted part in our school or in the university.

T8: No, I didn't receive any special knowledge from our teacher.

All of the teachers working in the second school are graduates of the English language teaching program and gave similar answers. The answers of the teachers in the third school to the same question are shared below. Among the teachers at this school, T9 is a graduate of American Culture and Literature program, and T10 is a graduate of English language teaching program. T9 has a pedagogical formation certificate.

T9: No, unfortunately I didn't learn anything (about gifted students). I mean, let me put it this way, maybe I wouldn't have known if I hadn't been in the institution I work for now. With some exposure. In fact, there is very little about gifted children in this education, you know, in the training of teachers. Here you need to improve yourself.

T10: What I learned in university was very general. The teacher enters the classroom, makes them do this and that. Yes, we also went to internships. So, for two years, I went to internship at all levels. It was not like this. (…) In other words, when you see or do, some things actually stick in your head. You know, in theory, a gifted child is like this, you should act like this. But sometimes there are moments of crisis that the child, for example, can have a nervous breakdown in the

classroom because of any minor thing. There is no clear answer to this either. I learned by experience.

The English language teachers in the three schools, which generally carry out different practices for the education of the gifted, stated that they did not learn anything about the education of the gifted during their professional education. Teachers who were able to obtain a little information about gifted people also said that this subject was handled very superficially. In general, it was observed that teachers improved themselves after they started working with this group. Teachers also stated that they learned what to do as they gained experience. Some teachers have also started to do research out of their personal curiosity and have succeeded in learning more about the gifted.

After the question about teacher education, teachers were asked whether they receive professional development seminars or trainings on this subject in their institutions. Teachers in the first and third schools stated that they attended trainings for gifted students at the beginning of the academic year. However, by looking at the answers given by the teachers in the second school, it was understood that they participated in the general trainings.

T1: Not like training, but giving seminars. Yes, because my school works with Bilgi University. So, the scholars from there come and give us seminars and we discuss, and it's like a forum asking questions and replying.

T4: We have some conferences like that, maybe about reading materials or classroom management skills. This helps us to realize how to help our students and have to come up with these classroom management problems and how to solve them.

T7: Of course, we have many educations in our school. Very good education, but I didn't have anything about gifted classes.

T9: During the summer the school gives you a few seminars on getting to know gifted children. But if you ask me, they are not effective. I am in favor of more education especially in language teaching for gifted children.

Although they attend extra training, it has been determined that teachers feel lacking in knowledge to work with gifted students. Based on the experiences of the teachers, this is a shortcoming in English language teaching programs. English language teachers were asked to give suggestions about what can be done in this regard. Teachers generally made suggestions such as giving more space to these students in the content of Special Education courses taught at universities and guiding teachers to be more creative in material design courses.

> *T1: Yes. I felt actually, because I thought, I needed to learn more arts and crafts materials.*

> *T3: I think international sources should be studied a lot. I don't know what is being done in Turkey about gifted kids. I follow some professors on Instagram and try to keep track of them. But, uh, in Turkey we are just trying to find a way, but international platforms have more sources, so we should be open to the world more and, read more, listen more.*

> *T6: They, the universities need to give education about them because they are very different students because they're, they are aggressive and, energetic, maybe they can teach us lots of methods. Yes, we learned the methods or, you know, approaches or material design, but for general students especially, not for the gifted students.*

> *T10: I think teachers should be given the opportunity to work with such children beforehand. And who are these kids? What do they like, what are their behaviors? In other words, teachers should be accustomed to such cases. In other words, it would be better to get some individual information about this group.*

Teachers' suggestions are based on their experience working with gifted students. These suggestions are invaluable in terms of training English language teachers suitable for working with gifted students. T2's comment was on changing the perspective towards gifted children:

> *So maybe we should maybe change our view of things (gifted education) first then after you can, change the, let's say curriculum of the lessons.*

Considering all the comments and suggestions made, first of all, the teacher should learn who the gifted child is. Unless this information is provided to prospective teachers, perhaps the activities or changes made to the curriculum will not be very meaningful. Giving pre-service teachers the chance to practice with these students will also eliminate any uncertainty that pre-service teachers will experience. Because it has been seen among the results of the study that the things learned in theory do not work or are insufficient when put into practice from time to time. This situation increases the importance of equipping teacher candidates with both theoretical knowledge and practical opportunities at the university.

4.2 Discussion

As a result of the analysis made on the findings of this study, it was seen that the answers to the research questions asked at the beginning of the study were reached. The research questions were designed to cover the main points to be learned from the experiences of English language teachers working with gifted students. This study was started with the thought that the education that English language teachers received during their university years was not appropriate to work with gifted students. In the light of the findings of the study, it can be said that the education in English language teaching programs is not sufficient to deal with gifted students. Discussions of the findings of the current study are presented in this chapter. Regarding each research question, the findings are individually discussed.

4.2.1 Views on teacher characteristics

The first research question was asked in order to learn what kind of characteristics teachers should have to work with gifted children. Teachers' views on this subject will be a guide to both English language teacher candidates and especially to the ELT departments in Turkey.

Looking at the findings of the study on English language teacher characteristics, it was seen that teachers should be aware of the characteristics of their students first. This has an important place in both classroom management and preparation for the lesson. This finding is in line with those reported in the literature as Parke (1992) argues that teachers

should first know the development, behavior and learning characteristics of these children, the problems of families and how they can contribute to families as a teacher. In addition to all these, it has also been clarified that a teacher needs to be aware of the developments in the world and in our country regarding gifted students and to have information about the methods used in the education of these students. The fact that teachers constantly update their knowledge and are aware of the needs of their students in the process ensures that they remain effective in the teaching process (Landvogt, 2001, p. 190).

Another finding regarding teacher characteristics is that the teacher should be self-confident and always open to learning new things. Self-confidence is directly related to teachers' having sufficient knowledge in their field, within the scope of this study, in the field of English language teaching. One of the criteria shared in the literature regarding the selection of teachers to work with gifted students is the teacher's content knowledge. These teachers should be very intellectual, emotionally stable, and knowledgeable in their professions. They should also have a strong interest in gifted children (Tuttle, 1979, as cited in Fox, 1986). In other words, the teacher needs to reach far beyond the field of their knowledge (Dağlıoğlu, 2010, p. 76). It is not enough for the teacher to know the gifted students only and to know the characteristics of these students. In addition, a teacher must have sufficient knowledge of the subjects that gifted students are interested in. The findings displayed that this group of students observed what their teachers knew for a period of time and at the end of this period they decided how much they would trust and respect their teachers. Teachers who are confident in themselves and their knowledge are also creative. Creativity is one of the most mentioned features among the findings. When working with gifted students, in case unexpected situations occur in the classroom, that is, if the planned lesson ends faster than normal, teachers need to immediately produce ideas that will keep their students busy. According to Dağlıoğlu (2010), a creative teacher is a cooperative and kind, democratic and thoughtful person who believes in young people and loves students for gifted children (p. 76).

Another factor affecting the trsut and respect gifted students have for their teachers is how fair the teacher is. As a result of the interviews, it was found that gifted students attach great importance to the fairness of their teachers. It has been seen that being fair and

treating everyone equally is a feature highly valued by gifted students and one of the most important things underlying the respect they have for their teachers. Among the characteristics of gifted students, it is seen that their sense of justice is highly developed (Peterson, 2017, p. 32). Considering this, it would not be surprising that they expect the same sensitivity from their teachers. Tischler and Vialle's study (2009) shows that effective teachers must respect and treat their students equally in order to gain their trust and respect in return.

In the aforementioned study, gifted students participating in the study stated that one of the most characteristic features of an effective teacher is love (Tischler & Vialle, 2009). Although the students in this study stated that teachers should love their profession, as stated among the findings, it was also seen that it is very important for the teacher to love his students. In the current study, it was determined that the love between the teacher and the student is very important. The teachers participating in the study also listed it among the characteristics that an English language teacher should have. In addition, they stated that the emotional bond established makes it easier for students to feel safe and thus provides an advantage to the teacher in terms of classroom management.

Teachers need to be aware of their own abilities as well as the abilities of their gifted students. Otherwise, the teacher will have a hard time working with this group of students. Today, children can easily access a lot of information on the subjects they are interested in. For this reason, a teacher should be constantly improving himself in order to be effective while teaching with his gifted students. As seen among the findings, these students will not accept a teacher who does not improve himself. It is emphasized in the literature that the teacher should be a person who truly loves children, sees them as separate "individuals", is optimistic, happy, patient, lively and resourceful, creative, realistic, intuitive and sensitive (Dağlıoğlu, 2010, p. 75). The findings of the study seem to support the literature. Gifted students are very successful students with their observation skills and they constantly monitor their teachers. For this reason, a teacher who does not have the specified characteristics will not be taken seriously by these students. In addition to being aware of the existence of these children, teacher candidates should equip themselves with these skills.

4.2.2 Views on materials and testing

The second research question focuses on the materials used in teaching English to gifted students and how student success is evaluated. Findings that answer this question will contribute to the preparation of materials that can be used with gifted students. In order to examine the findings as a whole, it was first learned how a curriculum was prepared and used.

All teachers stated that they prepare a special curriculum for their gifted students. It has been observed that the ages, language levels and personal interests of the students were taken into consideration while preparing this curriculum. It is seen that this application is compatible with the literature. Van Tassel-Baska (2003) argues that for gifted students, the curriculum level must be adjusted to meet their needs for complexity, depth, and advancement. Similarly, Tuttle (1979, as cited in Fox, 1986) advocates for a curriculum that emphasizes the characteristics of the intellectually gifted. Even though "basic skills" are necessary for all children to develop, gifted students can frequently do so as they advance their other, more complex abilities. Although it has been observed from time to time that there are minor differences between the curriculum prepared for normal classes and the curriculum prepared for gifted children, it is promising that there is an effort to differentiate between the two. It was previously stated that 10 teachers participating in the study were working in 3 different schools. Although the curriculum studies in these schools show similarities, there are also differences between them. The biggest of these differences is that the subjects added to the English curriculum only in primary school progress in parallel with what students learn in Turkish lessons. It is thought that the reason for this is that they will learn the equivalent of the same subject in a foreign language more easily, especially if they master the subject in Turkish first, which will reduce the shyness of the younger age groups. It has been seen that this is similar to an adjunct course implementation. This requires inter-departmental cooperation, preparation and planning. Other than that, curriculum studies are similar in all schools. It has been observed that generally gifted children are taught more words and phrases, and because these students learn faster than their peers, the subjects are covered in a shorter time, and thus more subjects are added to the curriculum. It's crucial to modify the curriculum and

instruction in gifted and talented programs to accommodate high-potential English language learners (Pereira & Oliveira, 2015, p. 209).

According to Dağlıoğlu (2010), asking qualified questions, increasing the level of high-level thinking in the curriculum and encouraging creativity should be the basis for the program prepared for gifted children. It is seen that the activities that teachers do with gifted children have these qualities. Likewise, it would be correct to say that the materials used were chosen in accordance with the level and interests of the students. In fact, it has been determined that gifted students who are slightly older like to use materials prepared for normal students who are much older than themselves. It can be said that the reason for this is that gifted students like to push themselves a little and are open to learning new things. Pereira and Oliveira (2015) suggest that the best way for teachers to help English language learners is by giving them challenging resources that will aid in both their content and English language development (p. 209). It would be correct to say that the i+1 method will be a suitable approach for teaching gifted students, because students always aim to go one step beyond what they have learned.

One of the most important features of the materials to be used is that the materials are authentic. It has been observed that gifted students want the subjects they learn to consist of things that they can encounter and use in their daily lives. The reason for this is that students are aware of the importance of language learning and want to utilize what they have learned in their real lives. The vast majority of research participants in Okan and Işpnar's (2009) study like English, don't find it difficult, and think English might be helpful to them in the future. Talking about what someone already know is meaningless and a waste of time, as one participant put it. I wonder if a tourist could ever show me a pencil and ask what it is, the participant remarked. (p.119). It is important for students to be aware of these issues related to language learning.

The biggest difference observed in terms of assessment and evaluation is how students are divided into levels. In one of the schools, before the academic year starts, students are subjected to a placement test and classes are separated according to the results of the exam. In the second school, students take Cambridge English Levels tests as they skip grades. In the third school, such a leveling was not mentioned. Teachers of gifted children

should determine the readiness level of children by using observation and evaluation tools, especially at the beginning of the academic year (Davaslıgil, 2004, as cited in Dağlıoğlu, 2010, p. 81). Apart from these, it has been observed that similar methods are used in the evaluation of student achievement. This is thought to be an indication that the methods used are working. It has been observed that regular checks are made in order to ensure that the students do not have any shortcomings in the topics covered. It is seen that this practice carried out by schools overlaps with the literature. Assessment should be done routinely in accordance with the age, development and grade level of the children (Dağlıoğlu, 2010, p. 78). On the other hand, long-term and short-term measures should both be included in the assessment model. It implies that utilizing both frequent quizzes and infrequent tests to assess student learning is preferable to using only one or the other (Van Tassel-Baska, 2002, p. 67). All of the teachers stated that regular checks were made. At the same time, students are expected to make presentations on the topics they have chosen. Although it is not specified how often the presentations are made, it is understood that unlike the quizzes, they are held at longer intervals.

Throughout the study, it has been observed that English language teachers have a lot of responsibility in the process of preparing the curriculum and material and in measuring the development of students. In addition, schools are trying to carry out practices that will appeal to the skills and interests of gifted children. It has been determined that all the applications carried out are in parallel with the literature. However, it has been observed that the whole process is generally based on teachers' experiences.

4.2.3 Views on English language teacher education

The third research question was asked in order to learn the opinions and suggestions of English language teachers about the education they received at the university in ELT departments.

From the answers given by the teachers to the questions about their professional education and development, it was seen that none of the teachers actually started their profession ready to work with gifted people. Some of the teachers even stated that they were not even aware of the existence of gifted students. It can be said that some of the teachers are familiar with the subject due to their personal interests, but the number of these teachers

in the whole is very small. Teachers stated that during their teaching education, either very superficial information about gifted students was given or this issue was not mentioned at all. There is nothing in the literature about how English language teaching programs should be. For this reason, in this chapter, comments on what to do in English teaching programs will be shared in the light of the information gained during the study.

First of all, it should be ensured that teacher candidates are aware of the existence of gifted students. This will be possible by first updating the content of some courses offered in English language teaching programs. Thus, no candidate who has started teaching will not be able to say that he did not know about this subject before when he encounters a gifted class. At the same time, the features learned as an answer to the first research question should be taught to prospective teachers. In this sense, it would be useful to update the contents of the same specific courses. The suggestions of the teachers who participated in the study were in this direction. Most of them stated that they wished that the content of some of the courses they took while at university was much more detailed. In addition to all these, it would be beneficial to give pre-service teachers the opportunity to observe and practice in the gifted classes during the teaching practice course at the universities.

Some of the teachers also participate in in-house trainings. At the beginning of the study, it was thought that these trainings would be beneficial for teachers. However, there were different comments from the teachers about these trainings. While some of the teachers had a positive attitude towards in-house training, the other part commented that these trainings did not make much sense to them or remained too general. In the examinations here, it has been seen that how much experience the teacher has with gifted students is a factor. Teachers need to have a certain amount of experience in order to make the education they receive before the beginning of the term meaningful. Teachers who think that the trainings are too general also stated that the training they receive should be adapted to language teaching more. In order for this to be implemented, academics and researchers who can provide this training are also needed.

It is seen that English language teachers working with gifted people have improved themselves over time. It has been observed that the common point of teachers is self-

confidence. At the same time, it was observed that the teachers' English was fluent and sufficient. Although the English language teachers working with gifted students stated that they had a hard time at first, it was also seen that they were very happy during the interviews.

5. CONCLUSION

Before starting this study, experts in the field of giftedness were consulted and readings were made in the field based on their recommendations. It has been seen that the field of English language teacher education, which will work with gifted people, has not been studied much before and its field is very open to interest. It is thought that the skills and competencies of English teachers who can work in this field should start to be developed from the time they study at the university. The current English teachers working in the field were very happy with the interest in this subject and expressed their hopes for the future.

The main purpose of the study was to identify the changes that may be needed in English language teaching programs. However, in order to achieve this goal, it was concluded that it would not be right to focus on gifted students only on the basis of English language teaching programs. It has been learned that this student group needs special education. In order to be able to work with such a group with special educational needs and to be successful, it is necessary to have a good command of everything related to the gifted.

The relevant literature was consulted in order to learn about the characteristics and interests of the gifted and what the education they need should be. It has been seen that gifted education has an important place in the world. It has been learned that this field is newer in Turkey compared to the rest of the world. Among all these, these students are mentioned within the scope of only a single course in English language teaching programs. In today's globalizing world, the importance of knowing a foreign language cannot be discussed. It should also be emphasized that gifted individuals are one of the most valuable resources of countries. Then, the necessity for gifted students to receive a correct foreign language education emerges. This means training foreign language teachers who have the ability to work with gifted people. It was decided that the most accurate source of what kind of skills such a teacher should have is English language teachers who have the ability to work with gifted people. For this reason, it has been concluded that consulting the experiences of these teachers is the best option.

English language teachers working with gifted students described their students with their own observations. The results obtained are sufficient for a pre-service teacher to reach

basic information about gifted students. At the same time, the criteria that an English language teacher working with gifted students should consider while preparing for the lesson were determined. By looking at these criteria, basic information can be accessed for curriculum preparation, material development and assessment and evaluation. Since the applications shared in this study were obtained from English language teachers, it is thought that they will be more useful especially in foreign language lessons.

As stated at the beginning of this chapter, the primary purpose of this study was to identify deficiencies, if any, in English language teaching programs. As a result of the study, it was learned that English language teachers always felt incomplete. Teachers have formed too many sentences starting with 'I wish'. It would be appropriate to say that the biggest shortcomings of teachers are in the areas of being familiar with the characteristics of the students, producing materials and classroom management. Teachers who started working with gifted children for the first time stated that they felt themselves in a mess. The most unsettling thing for them is that they don't know anything about this student group. In terms of preparing material, it would be correct to say that teachers felt stuck in a mold and had difficulties in using their creativity at first. Teachers stated that they would like to be encouraged to be more creative while studying at university. And moreover, they wished to have more practice in making craft materials. At this point, the teachers' shortcomings came to light. Teachers, who also have problems in terms of classroom management, have seen that real life is not as described in theory. At this point, it is also important to give pre-service teachers the chance to practice what they have learned in theory. Because, as stated in the previous chapter, even if teachers who start working with gifted children participate in in-house training, they must have experience in working with gifted children in order for these trainings to make sense.

In fact, the solutions to all the problems experienced by English language teachers lie in English language teaching programs. These programs are responsible for preparing prospective teachers for the real world. For this reason, it should be the duty of these programs in universities to provide information about the existence of gifted students, to talk about the duties and characteristics of the teacher, and to encourage creativity. In the light of all this information, it would be appropriate to say that there is a need for some changes in English language teaching programs. For example, a few of the senior students

of the teaching practice course who have a high level of creativity, English level and sense of responsibility can be selected and they can gain experience with gifted students. By updating the content of the 'Special Education and Inclusion' course in English language teaching programs, more time can be allocated to gifted children and how to teach these children. In material design courses, teacher candidates can prepare materials that can be used with gifted children. Within the scope of the classroom management course, examples of situations that can be encountered in gifted classrooms can be given and practices can be made about how teacher candidates can cope with these situations. Within the scope of assessment and evaluation courses, it can be discussed how the assessment tools to be used with gifted children should be.

5.1 Implications for Further Studies

This study actually paved the way for many future studies. The next paragraphs describe the implications for further research.

The current study was carried out in Istanbul. The same study can be done again by reaching more teachers in Istanbul or similar research might be carried out in different cities, and comparing the results with teachers' experiences could add to the literature.

A qualitative research design was used to obtain the data for this study, which was based on the perceptions of English language teachers who work with gifted children. Different methods of data gathering, such as questionnaires or observations, can vary the study's findings.

Most gifted children in Turkey attend Science and Art Centers (BİLSEM) after school. A similar study with English language teachers working in these institutions would provide more insight into the subject.

In order to learn how gifted children learn and behave in English lessons, a study can be conducted that includes the views of these students. Such a study will also provide the researcher with the opportunity to observe the gifted student in the classroom environment.

Lastly, a course content that can be applied in English language teaching programs can be prepared and it can be reported how changes are observed in teacher candidates by observing what has been done within the scope of this course.

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APPENDICES

APPENDIX A

Ethics Committee Permission

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli "Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge" ile bildirilen 6698 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

APPENDIX B

The Provincial Directorate of National Education Permission

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli "Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge" ile bildirilen 6698 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

APPENDIX C

Interview Questions

-Getting to know the participants

Graduation
Experience, how long have they been working with gifted?
Their motive/The reason why they work with gifted

Characteristics of the Gifted and Talented:

a. How would you define the characteristics and learning styles of your students?

b. Do you or did you work with non-gifted students as well? If you do/did, what kind of differences do/did you observe between gifted and non-gifted students?

Language Abilities of the Gifted and Talented:

c. It is generally assumed that gifted children acquire their mother tongue fast, canyou comment on their pace in learning a second language, in our case English?

d. Can you please comment on the developmental stages of your students' English proficiency? What are your observations on their English proficiency development?

The Nature of the English Lessons:

e. What kind of materials and activities should be used with gifted and talented students? Do youget ready-made materials? If you do, are they enough to meet the needs of yourstudents? (What are the criteria for choosing course books and other materials?)

f. What kind of input do they require in their English lessons?

g. How do you cope with the academic and linguistic needs of gifted and talented given they are usually fast learners?

h. Considering that gifted and talented students show different characteristics than their peers, how do you think the English teacher should control the classroom? (the details on how to prepare a lesson plan)

i. What kind of testing materials are used in English lessons? How should the achievements of gifted and talented students in English lessons be evaluated?

j. Feedback and reward?

Professional Development of the English Teachers:

k. Have you ever joined any in-service trainings on how to teach English to giftedand talented students?

l. As an English teacher, are there times that you feel your pre-service teacher training wasn't enough for you to cope with the needs of gifted and talented?

If there are, what do you do?

m. Do you think pre-service teaching programs are enough for prospect English teachers to become equipped with the skills they need to be able to teach giftedstudents? If not, what would you like to add to the programs or what would you like to change? (if the teacher is a graduate of ELT programs)

APPENDIX D

Interview Transcripts

Teacher 1

Recording and progress. Okay. Um, I know where you graduated from. Um, but how long have you been working with the gifted students?

Uh, it's going to be three years, but my experience started with the birth of my daughter actually.

<Laugh> okay. Uh, another question I wanted to ask, uh, was your motive, why you were working with gift students, but I know actually yours, uh, because of your daughter, I think.

Yes. And you know, they are, uh, special kids and I want to help them.

Mm-Hmm <affirmative>.

So, I mean, uh, I can give, I mean, I can teach them, I can give them more than many teachers do because of my experience in London as well. Mm-hmm <affirmative> and I'm helping sometimes to English teachers with their English also here. So because I'm like half native, I've been there, lived, uh, you know, the life one by one. So mm-hmm,.

<Affirmative> that's and.

Some of them like native, you know, some of them just learning by watching videos, they're like native. Sometimes I feel like, what can I teach them?

You know?

Yes, yes. What can I teach them even they're small, you know? And then I say, I can teach them grammar and vocabulary. <laugh> Maybe not fluency they're already fluent mm-hmm <affirmative> and some things that they know better than me, like scientific facts or dinosaurs, things like that.

Do they teach you as well in that sense?

Yes, of course. It's a really, it's a really good experience in that way.

Um, okay. First of all, I want to ask you, how would you define, uh, your students, uh, characteristics and, uh, as well as their learning styles,.

Uh, first of all, they get bored really easily. Mm-hmm <affirmative> so their attention span is lower than the other kids. Shorter. I should say the time, you know, like minutes wise And they they're a Fe they want to do, they were really neat.

They make a mistake. They start crying or they say, I want to, I wanna start from the, from the beginning again, but they they're not happy with accepting or living with their mistakes.

They,.

Uh, one of the problems I think,.

I, I couldn't hear you.

Sometimes it's one of problems, they can't live with imperfection.

Okay. They can't live with imperfection.

And if they, you know, let's say the lesson finished and the work hasn't finished yet, or they haven't completed it, they, they start making a big fuss, you know, you can't take their papers, because they say I haven't finished yet. I say okay we will cary on the next lesson, please let it go. Mm-hmm <affirmative> or when they do something really nice, you know, an art, uh, arts craft obejct or something, they want take it straight to show their, usually give all these, uh, things at the end of the week on Friday in their files.

They take them all mm-hmm <affirmative> so sometimes we have problems with that as well.

<Laugh> okay. So they want to share, uh, their accomplishments with their parents. Uh,.

They wanna show yes.

Mm-Hmm <affirmative> um, did you also work with, you know, non gifted students, regular students?

Yes, of course. Uh, uh, when I worked in language courses before mm-hmm <affirmative> I worked students as well. I mean, who call normal is another issue. They weren't, uh, you know, they weren't, uh, etiket(labeled) as, uh, gifted or talented students. So I worked with also, uh, they're a bit slower in learning, actually, if I compare, you have to repeat and revise more with them than the kids here.

Okay. I was going to ask, uh, the differences between them, your observation, and.

Sometimes you're really surprised. You mentioned something just once, for example, a few weeks ago, and when the same subject comes against, so one of them comes up with the sentence or the, word you know, they surprise you and it's a really good surprise actually.

Yeah. For a teacher. It is very good. Uh, you feel that you are teaching them actually something you're making, uh, a difference in their life. Exactly.

Another thing I want to ask is that, uh, in the literature, uh, as I have read the gifted students, they usually, uh, acquire their mother tongue rather fast than, uh, a normal child. Uh, could we say the same thing for their English proficiency?

Uh, how would you, uh, um, comment on it? What is their pace?

Their memory is better mm-hmm <affirmative> so, especially with the vocabulary and the words, their lexicology is much better than the others. For example, in the book, uh, in one unit, let's say we have 20 words about sports mm-hmm <affirmative>, but they learn so quickly, I make that 20 words 30 or 40 sometimes. I ask them, what else you know, what can you add? Do you do any sports and things like that?

So it's usually because otherwise the book will finish really quickly as well. So it's another thing <laugh> 06:30 (didn't understand) to time so easily. So I have to add up, I have to, I have to expand the vocabulary mm-hmm <affirmative> and the activities as well, because they really like the kinesthetic activities too. For example, when we teach them clocks.

Mm-Hmm.

<Affirmative> we also let them make clocks, uh, with the paper plate or plastic plate, they really like activities. Or also when you teach the proposition of, for example, from the, uh, from the mid boxes, we made different like school, uh, swimming, pool, different places in a town. And we kinda, uh, played it like role play in a drama. So which place where with the whole class, they like it when we visualize it.

They like it when you visualize it. And they also want to be in the process of learning. I think they don't want just, and.

They want to touch it by hand actually that's why I said they are a bit kinesthetic.

About their English language proficiency. Uh, what stages do they go through? Uh, do they go through the same stages? Uh, you know, as a child acquires the its mother tongue, or I don't know, uh, you know, we learned about inter language. Do they have an inter language between in between or do they just start talking English? What is their, uh, English proficiency, developmental stages?

They don't like imperfection mm-hmm <affirmative>, that's why, uh, they get stuck if they can't say it properly in, uh, English. So I try to teach them some, uh, sentences, like in one sentence they say in the first, and I learn, may I go to toilet? Or may I drink water, for example, simple stuff. So when they know it as a phrase, like a phrase, they're much happy, cause it's a sentence and they can, you know, memorize it, like in one sentence and easier to remember.

But if they get stuck and can't remember the English word, sometimes they say it's in Turkish. They might replace the word in Turkish.

Mm-Hmm <affirmative>, but they, you know, speak English in between just one Turkish word like that. I think.

Yes. Sometimes they do that as well. Cause they think, I dunno, any Turkish mm-hmm <affirmative> cause my name is, you know, my surname, they know me as Mrs. Tzan

Mm-hmm <affirmative> and it's really funny that they try to teach me Turkish also. And I,.

Uh, you pronounce Turkish words weirdly?

Yes, exactly. <laugh>.

Um, last we spoke, you said that, uh, they had some of them at least have like a silent period. Uh, they take in everything and then start, you know, uh, like English speaker,.

Especially with the kindergarten. Because of the language where you, first of all, they need to feel safe and secure with you. They want trust. You, you see?

Yes.

Especially with the small kids is three, four years old. Mm-hmm.

<Affirmative>.

They want trust you first. They don't even speak Turkish sometimes with you. Yes. You know, they don't wanna say something, they just kind of, you know, uh, know mm-hmm <affirmative>, uh, where the, their limits are. Mm-hmm <affirmative> they want to know you, but once we get to know each other they're much better. And because of the, you know, the way in their nature, they're perfectionists. So they don't want to make mistakes. They don't want to say something wrong.

So they listen, listen, listen, some of them. And suddenly they start speaking of it, <laugh>, it's really scary sometimes, you know,.

Does this happen with, you know, a little bit older students as well in the primary school or just the, the kindergarten students,.

Uh, kindergarten, more like that because primary school is used to school and the environment as well. So when it's the environment and school, they know the school rules, they know many teachers. And, Uh, many friends so they feel safer.

Do they generally, you know, start from kindergarten and continue, uh, with, in the same school with primary secondary. Uh, do, do you do like that in your school.

We don't have high school? So eighth grade is, uh, yes. Usually they start from kindergarten mm-hmm <affirmative>, uh, but sometimes from other schools, if they are diagnosed, you know, their viskar test is done later in later ages or stages, they might come in the middle, you know, like second grader, third graders.

How would you compare their, uh, you know, English language, uh, stages levels, uh, when a student comes.

From, from, uh, according to the school they come from mm-hmm, <affirmative> how many hours they were, you know, having English lessons and all.

Okay. Okay. Um, this part is, uh, important, uh, for actually my study because, uh, we do not know what English teachers do, uh, about these, uh, things that I'm going to ask you now, for example, uh, what about the materials and the activities, uh, you use with the gifted students? Uh, do they come prepared or do you have to prepare yourselves? Uh, you know, ready?

Are they ready-made?

Actually, you have to use your creativity a lot because sometimes you plan a lesson, our lessons like 35 minutes in kindergarten, all the stages. So you plan it, but sometimes the activity you plan goes really fast, you know, because they're, uh, sometimes some of them are really ahead of their level. And actually I have to mention in this school, uh, not in kindergarten, but starting from the first grade primary school, we have levels.

So we group the students according to their levels. So that's, uh, that's make, that's making our a little bit easier, you know, mm-hmm.

<Affirmative>.

Language wise because, uh, some of them, you know, talented and gifted, uh, withdrawing, painting, different areas, lot, all of them are, you know, really good with languages. That's another thing mm-hmm.

<Affirmative>.

So We prepare materials most of the time, because for example, the kindergarten books we get mm-hmm, <affirmative> enough to filll for one week. They're not, they need to be, no, they're not enough for them, maybe other schools there enough, but not for us. So we are creating new materials, you know, sometimes in the spur of a moment I have to invent something, or I have to come up with an idea kindergarten, especially, it's not easy to keep the students sitting or, you know.

Yes. So you get ready, made materials, ready, made books.

Yes. We get books. Yes.

Are they especially designed for, uh, gifted students or, you know, uh, like Cambridge, Oxford for,.

Uh, there not, uh, there's something called, uh, I'll share you, the links actually it's much better is, uh, smart cookies. The, uh, in kindergarten use smart cookies. They have only, uh, they have also, uh, links and of the books, online books as well. Uh, but what we do usually, you know, if they suggest us to use one book in with three years old, we use it with four years old Is.

The thing is with the motor skills, the fine motor skills, they are not really good like, mm-hmm, <affirmative> with cutting and everything. Because it is something different, but with intelligence they are really far away <laugh> I remember my daughter actually what the doctor suggested us that time back like 17-16 years ago. The doctor told me her intelligence were really high but not her motor skills. So they advised me to take to sports

lessons and I did that and the gap between, they measured the gap. The gap between was like 1 year. It was a big gap actually, yes with the sports lessons and with the gymnastics and everything i put her to swimming and everything, we were in London that time, I took her everyday to another physical activity courses. So the, you know, the gap got smaller and smaller. It really helped.

What I want to ask, do you have a criteria for choosing the books? We talked you use 3 year old books for 4 year olds because of their motor skills, but do you have any other criteria before starting the, uh, academic year? How do you choose the material? The books that you're going to use.

This, we have to go, you know, line up with the Turkish curriculum.

Mm-Hmm <affirmative>.

We are trying to go parallel mm-hmm <affirmative>. So what they learn in, uh, in Turkish, what's in their agenda for the month April, for example, uh, we try to make almost the same agenda. Mm-hmm <affirmative> for example, uh, let's say winter, winter, the same topic.

Okay.

So parallel is much better that way and extra, uh, we have extra, uh, activity books as well, a small books, but lot of activities inside, because sometimes we have lot of spare time left mm-hmm <affirmative> because they finish up really quickly. So we get help with those, uh, activity books too, story books, activit books.

Okay. Uh, that actually answers my question about the curriculum. So you prepared the curriculum yourself in that sense, uh, to put, to go together with the Turkish classes they have.

Yes. We have bulletins every month. Mm-hmm <affirmative> we prepare bulletins and we can see what they have in Turkish, but we have what we have in English. We try to match them.

Okay. So.

Every month, and at the end of every month, also we have objectives for according to that bulletin mm-hmm <affirmative>, uh, we check objectives, how well they're, you know, uh, steps.

Okay. Um, I have a question here. What kind of input do they require? I mean, is it, you know, uh, easy or, uh, how hard it gets, uh, as they, uh, go along in the process?

I go usually step by step, as I said, in the primary school, we have levels.

Yes.

So with the placement test done by an outsider, uh, we have the levels and we know the students now it's our third year. So we, uh, group and we name those groups. So we,

according to the groups, we choose the books and, and we know which students, uh, studied, which book the formal year. So we arrange it accordingly. And, uh, what was the question again? Did I miss something?

Um, the input they require, you know, is it like, uh, okay.

I always, you know, go one further ahead, uh, further ahead, one step further ahead, because when I see that they're learning and it's not enough, mm-hmm, <affirmative> sometimes it's still simple for them. So we have to, as I said, expand the vocabulary, not usually the grammar mm-hmm <affirmative>, you can't really extend the grammar, plus they are, are not really, uh, in especially primary school. They are not really interested in, uh, grammar wise stuff.

So they usually learn it like by heart, by speaking first.

So how do you teach grammar? Do you just, you know, give the rules for, verb I N G and no,.

Usually I write because, uh, I want to make them curious also mm-hmm <affirmative> I write some sentences and I tell them, oh, what are the differences between them? Or what are the similarities who can tell me? And they get a, it's like a game <laugh>. So to they come to the board, they underline, they circle and everything mm-hmm <affirmative>. So then I say, what do you think, you know, after all these similarities and you know underlining what can we say about this?

They feel, uh, much more excited, like they found it,.

Okay. The,.

And then of course, after we find it, we write the rule.

Mm-Hmm,.

<Affirmative> just, and usually, uh, I make some references with the rules, so they remember. for example, I maybe it's me, I'm, I'm doing some silly stuff, for example, because for them, the names of the, uh, like present continuous, present simple, the names and the rules or the auxiliary verbs are so, you know, vague in their mind, they can’t match the tense with, uh, auxiliary verbs and the rules or the formulas.

So I usually, uh, make some, uh, attachments in their mind, so they can remember, for example, in continues, there's an IN letter. So underneath I write “ing”, so I say, whenever you see continious, don't forget “ing”, it is always there, things like that. Mm-hmm <affirmative>, I try to make them somehow remember easily.

Mm-Hmm <affirmative> connect with what they have already learned, so that it is easier for them to remember, um, the most important,.

Sometimes they make it funny as well, uh, makes it memorable mm-hmm <affirmative> for example, I say, uh, “did” is really naughty. Okay. I say, did is our cleaning lady in the house. Mm-hmm, <affirmative> when we have positive stuff, we give “did” permission

to go out or, you know, that's not working, a day off, uh, but “did” is so naughty, sometimes it is angry with us not to be in the house. So it is throwing stones to the normal verbs and changing their forms and things like that.

I make up stories.

So it's irregular words for them in the past tense.

I make up stories, and they, they make it really fun.

They say let's throw a stone, let's throw a stone <laugh>.

So they contribute to the classroom with you, uh, it’s not just one sided. Um, and.

Most important thing is try to make the learning fun.

Try to make the learning fun. Um, what is really important, uh, with teaching these kids, I think, is the classroom management.

Yes, yes. Uh,.

Because of their different characteristics and they tend to be the leader in the, uh, environment that they are in. How, uh, do you control the classroom?

First of all, before the school year start, we have meetings with the counseling, counselors of the school. They try to, uh, give us as much information as possible about the new kids the ones we don't know mm-hmm <affirmative> or the same, uh, already we have some kids but the teacher’s new. need mm-hmm <affirmative> so we need, you know, have meetings for every student. So what we do, for example, first we say 1-A has a meeting with the counselor, uh, half a day in August, for example.

So we talk about all the students one by one, we take notes and the teachers, if they know, uh, the students from the former years, we help each other. We give a small feedback, clues because it's really important. Uh, and also if you know the students, when you place them in groups, according to their characteristics, uh, we can be a little bit, uh, use initiative there mm-hmm <affirmative>.

And sometimes, maybe two students should be in the same class according to level placement, but they're not. Because if they're the same class, that class would be like unmanageable. So knowing the student, knowing the backgrounds, you know the families and everything, it’s really important.

Um, okay. That's one aspect. Um, but in the classroom, uh, what would you do if something unexpected happens?

We always change, uh, the sitting position. Okay. So we know who is, uh, good friends with who, or who is really fighting who, you get used to it after a while mm-hmm <affirmative>, the best solution is changing the seats, anyway, because they move from class to class in our school, because they're grouping in different places. So it works at

the beginning, if it doesn’t work later, because some of them are not their classmates, they need to get to each other at the beginning.

So if it doesn't work, uh, we change, uh, how can we say, uh, we change the position altogether, for example, boy girl, boy girl, or talkative not talkative <laugh>, things like that. Uh, sometimes as I told you, the visualizing are important is important. So even though you write all the names on the board and you give pluses and minuses, it helps a lot. I say one minus means I'm angry, two minus I'm going let your class know and three minuses, then you go to counseling, I'm sorry.

Yes. Because they know, you know, I love them and I usually keep eye contact, even though I don't speak Turkish, I always drop their arm or something. I say, you can control yourself. You can do this. You can help yourself. You know? Or sometimes I try to make them no, ed mm-hmm, empathise <affirmative> what I do, you know, if a student shouts suddenly there are some students like that suddenly start shouting.

<Laugh> mm-hmm <affirmative> sometimes, uh, I go next to them and suddenly I shout.

No, I said, you see, when you shout like, all the others included me feel the same as you just felt now, was it nice? How did you feel? And things like that actually they shocked. Maybe I don't behave normally, but I try to help them in anyway I can. You see sometimes you talk. Uh, not sometimes, but all the time when I go to the class, I have a list mm-hmm <affirmative> uh, including homework.

I have their books, uh, notebooks, pencilcases and homework list. So I check if everyone is ready to the class. So you should have a routine. at the beginning, I check all the materials. When you have a routine, they know what's coming next, they feel comfortable. And when they feel comfortable, it's easier to manage the class, actually. Mm-hmm.

<Affirmative> uh, how do they know that you are the boss or the classroom teacher has some power or the counseling, uh, has the power because, uh, that's what you said. One minus I'm upset, two minus classroom teacher will know, and three minuses the counseling, you will go to the counselor. How do they know that you have the power? How, uh, do you, you know, assert them, assert it in the classroom.

I tell them, you know, how many students are there, here and how many teachers? Hmm. This is one way of looking at it. And then I, I compare the ages. I compare the knowledge and things like that. And before me, anyway, you know, if they are used to school anyway, they have Turkish teachers who explain them all to them much, you know, before me. So they learn it in kindergarten, who is the boss?

It goes like that you know, of course at the beginning of the term, I write down the school rules. Mm-hmm,.

<Affirmative>.

Not just school rules, but the class rules in English, like my rules kind of.

So it's important to be open, uh, and let them know that this is our rules. And,.

And what is their limit? What is the border? What is acceptable? What is not acceptable? How much they can stretch , they should know the line.

Okay. Um, another question I have is that, uh, the testing materials, how do you evaluate their achievements? Do you have like regular written test, uh, tests or do you do listening? Uh, speaking.

Mm-Hmm, <affirmative>. We have listening as well.

Speaking, Usually observe and we know how they speak so in the exam we don't have speaking, but we have listening.

And what, what is the nature of these, uh, exams? Are they like, you know, the regular ones we have, uh, in the traditional education system or, uh, do they,.

I can say, I can say regular exams. Mm-hmm <affirmative>, you know, cause we have to do the ministry exams separately as well. Yes. So.

I wanted to ask that as well. How does the ministry program fit into your school?

One second, Because There's the waiting class.

Okay.

Um, I was asking, how does the ministry program/curriculum fit into yours?

It doesn't really fit in because it's so simple for them, You know, it, uh, usually it doesn't take like five, 10 minutes, but they get angry. What, but they get angry if, uh, you know, they come across to a subject the they haven't met that semester. For example, They forget it, you know, it's was from many years ago, then they get really angry and even sometimes they start crying and everything.

Okay. I don't, I chose good spot, but the school is about to shut down. So the lessons are finished. I need to hide somewhere.

Okay. Uh, we will be very fast. We do not have many left. Um, what about, uh, giving feedback? How do they respond to feedback and what kind of, uh, feedback do they need actually? They don't respond back to negative feedback. That's for sure. Mm-hmm <affirmative> because they're, you know, used to being almost perfect in everything mm-hmm.

<Affirmative> so.

They say that, oh, I could do better, but you know, I was in a bad day. I was upset. Oh, I knew it, but I didn't remember mm-hmm <affirmative> or I didn't know, you were asking this things like that last of, you know, uh, mechanisms for the defense.

Okay. Uh, and do they want to be rewarded for their accomplishments?

Yes. Sometimes they want to see things, uh, like not just pluses mm-hmm <affirmative> like that. They want to see something actually visualized. I used to give one class because they were really, really, uh, energetic, like cards, Pokemon cards, every week on Friday. Uh, I was accumulating I was taking their photos, they were taking photos of the board and then accumulating. And for example, the top five got cards on Friday, things like that.

And it really worked actually, because I got, how can I say, uh, I got that class really, really good. I could do my lesson with open door even, and everyone was really surprised actually.

Um, okay. Uh, now about, uh, the development of English teachers, um, as you know, we are both graduates of English language teaching departments. Um, and as far as my experience, I have, I have never, uh, participated, uh, in a workshop or inservice training, uh, to teach gifted students. Did you have an experience like that?

Uh,.

Except my daughter, no, I didn't have, of course some of my students were clever mm-hmm <affirmative>, you know, but if they, uh, didn’t have a test or anything, I couldn't just say for myself that, you know, they were gifted.

I know. I mean, for you, did you ever receive a training to teach to gifted students?

I got experience because of my daughter and you know, I got the books from Amazo, hoe to deal with the students, how different they're I bought them for my daughter and read them before I came to this school, actually mm-hmm <affirmative>.

So it was your own, uh, interest.

Exactly.

Um, so, um, if this is the case, are there times that, uh, you feel that, uh, you are your education, your training was not enough to cope with, uh, the needs and, uh, yes. Requirements of the gifted students to teach gifted students?

Yes. I felt actually, because I thought, I needed to learn more arts and crafts materials. Mm-hmm <affirmative>, you know, maybe because usually when they, when we, you know, graduate, uh, especially not in my case cause of my age and other universities, but especially with new graduates, they usually start from kindergarten mm-hmm <affirmative> we don't have, uh, much training about kindergarten mm-hmm <affirmative> plus we don't have much training about, uh, you know, gifted students we've doubled, it, made life a bit more difficult.

Maybe we could get help from, you know, uh, kindergarten teachers or the kindergarten, uh, or also gifted and special talented department also could help us. And in some lessons, maybe we could cooperate mm-hmm <affirmative> And learn from each other.

Yes. That's what I'm trying to do. Actually. That's what I'm working on. Um, when you feel that you are not enough, there are.

Teachers here,.

I'm learning from the kindergarten teachers here. I watch them, I observe, I see their activities and I'm learning from them, even though, you know, I, I raised a child, I'm still learning from them.

Uh that's what I was going to ask. If you feel like, uh, you are not enough time to time, what do you do? So you learn from, uh, the kindergarten, um, teachers do the thing are the kindergarten, kindergarten teachers, a graduate of, you know, uh, preschool education or, uh, special education,.

Uh, as far as I know, kindergarten, but the primary school, uh, classroom teachers are from special education.

So do they help you at all? Uh, because they trained on these kind of students.

Uh, I mean, usually the counseling give us advice and the meetings, like seminars at the end of the year and, and at the end, and the beginning of the year, rather than the teachers themselves, mm-hmm, <affirmative> have a, a counselor here. She has worked with kids like 17 years with special kids and helped the foundation of this school also. Mm-hmm <affirmative> she gives us seminars too. Uh, she gives us like, uh, example situations and how we could handle them.

We discuss and you know, have meetings like that.

Okay. Uh, so she helps you with her experience?

Yes, exactly.

Uh, apart from her experience, uh, have you ever had, uh, inservice trainings, like, uh, specialists coming to train you on gifted students?

Not like training, but giving seminars. Yes, because my school works with Bilgi university mm-hmm <affirmative>. So the scholars from there come and give us seminars and we discuss, and it's like a forum asking questions and replying and all that.

Mm-Hmm <affirmative> uh, so we can say that you are actually lucky to have these kind of seminars so that, uh, you can get help. Um, another final question actually, um, about English language, teaching programs, um, do you think that our program here the four years were enough for you to work.

They were in that sense? But cause my English was already a bit, my English level were a bit higher than the others, you know, maybe that's why, because they struggled more with English rather than, uh, with the lessons. Maybe I can say mm-hmm <affirmative> but I could have a bit more detail in some lessons.

Mm-Hmm <affirmative> um, what, what would you change four?

Arts and crafts things, Like with the children.

Material design?

Yeah. Yeah. Materials, you know, uh, maybe different games we could play. We could, uh, do more demos and teach each other. Maybe if I worked or, uh, special education departments in some lessons mm-hmm <affirmative> that would be more helpful.

So that what, uh, that this is what you would change to have more interdisciplinary, um, education here at the university for of your four years. Uh, okay. Finally, could you comment on, um, the distance education, for the last two years we had distance education and how was the English classes online English classes with these students?

Uh, actually it was better because the classroom management wasn't involved, <laugh> management, the classroom management, you move this way, you just need to make sure the students kept their, you know, cameras on mm-hmm <affirmative>. But most of the time we control their microphones. So they couldn't speak out of term.

That's.

So we actually, we progressed faster with online lessons. Mm-hmm <affirmative> rather than we would do in the classes actually face to face.

Um, so what did you do about the curriculum and the materials? Were they enough? Uh, since you moved faster.

We had so much trouble because think about teaching a kindergarten student online or they had to sit with their parents. mm-hmm <affirmative> and sometimes they don't have materials at home at home. Okay? And things like that. Like some colors or you have to give them, for example, I was, uh, giving every week, what materials we are gonna use for next week. I was preparing in advance, you know, list, material list mm-hmm <affirmative> and then the kindergarten teachers would send the parents.

So parents would get it during the weekend, so we could use it. The,.

So it was.

I think the most difficult was Kindergartens online.

Um, I, I mean, it just came to my mind. Uh, do the kindergarten learn how to read and write in Turkish?

Yes.

Um, how does it affect your English?

Class? They can write,.

Sorry.

Even they're three years old, some of them can even write.

Mm-Hmm <affirmative>. How does this affect your English class?

Uh, they get confused when I teach them, for example, ABC, like the song, everything. So I don't push them much. What I do, I usually is on every paper I usually do. Uh, join the, I just write their names, they join the, and write their names. Some of them already know much more than that. Some of them write many things in Turkish and some of them cause they're visual.

Mm-Hmm.

<Affirmative> so they can write some stuff in English. It's really surprising actually.

Um, in, do, do you have in your curriculum, uh, do you teach the letters in English as well as they learn in Turkish?

Yes. Yes.

So they learn how to read and write in English as well.

Uh, I don't usually make them write many words mm-hmm <affirmative> usually, uh,things like cat and dog, things like that with the pictures of it. Of course. So it's not like, uh, learning to write. Maybe I can't call that, but learning the sounds would be much better.

Can they you know after they learn the sounds, the, uh, can they start reading as you, you know, for example, you teach C as a S a and.

Cause I also spell their names.

Mm-Hmm <affirmative>.

I teach how to spell their names. So, uh, according to their names, they can make the contact and say and read sometimes as well.

Okay. Because when I was working with kindergarten was in different situa in different institutions, they were not gifted, but we used to teach them, uh, how to pronounce the letters and not in ABC format. Mm-hmm <affirmative> for example, they learned one week C and the other week A, and we started reading and you know, some of them started writing as well. That's why I wondered if you could do the same with your students.

Because usually, uh, some of them, maybe, I shouldn't say usually some of them comes it's already, uh, who can read and write Turkish mm-hmm.

Even three, four years old. So it's amazing. You know.

That's one of the characteristics actually, uh, of their mother tongue, they learn to speak fast and how to read and write very fast. When I read in the literature, it's like, it states that, uh, you know, they do puzzles, crossword puzzles in the, uh, papers. So, uh, that should have also have an effect to them, a foreign language, in my opinion,.

Just by watching, they learn some of them, and speaking actually, for example, our Spanish teacher’s son is my kindergarten student and she says she never speaks English at home. You know? Uh, neither the father, none of them, but he's like my translator sometimes when the kids don't understand me, <laugh> mm-hmm <affirmative> I ask him to translate he's only, you know, four and a half, he translates everything I tell.

I said, it's amazing. And just by watching, he learned.

Just by watching.

Amazing,.

Amazing. Yeah. How they, how the brain processes and works.

Amazing. Really. That's why I feel lucky.

Yeah. How does it feel like to work, uh, with such students? I mean, I know how to. You get attached to them really easily, even if some of them are really naughty and energetic, if you can, you know, establish that connection that, you know, love if the feeling, because, you know, at the beginning is the language barrier, but then I miss them. You know, I wasn't at school two days, I missed them. I was telling the doctor yesterday, my students, my students, if I can go three days to work them in the.

Uh, they are really lucky to have you. That's what I believe because your and your, uh, devotion to them. Uh, it's very amazing. And I had a question in mind, but I forgot. Do you have any last comments because I do not want to keep you for more your time.

You know, I was there, we could do a bit more arts and crafts and like we had a lesson I remember, uh, about the special kids or the special education, but the talented children was only like one afternoon. That was literally, you see.

Mm-Hmm <affirmative> um,.

I have,.

I have read a lot of things and one of the, uh, instructors here in the special education department, he told me that if a child has, you know, um, seeing disability or hearing they have the chance to, uh, not take English courses, foreign language courses. So in fact, if we are going to teach English to, uh, students with special education needs, it's gifted students.

So actually our special education courses should only focus on gifted learners, their characteristics, how they learn, uh, so that we get prepared. But unfortunately we do not have the staff here to, you know, separate, uh, that kind of group. Um, but I will put maybe.

In the future fingers crossed.

Maybe in the future, really <laugh>.

You two working there. Why not? Billy? You can push.

Yes. I believe, I believe I can make a difference. And you know, it's a nice field for me to, uh, follow, uh, there is, there have never, never been something done like this. Um, so we will see, oh, forgot to ask. Do have special learning styles.

Uh, usually I try to, uh, all the styles, because you know, in a class they have some of, some of them when I think that they don't listen to me. They're for example, when they are drawing, when I ask a question they answer correctly. so we make a actually, or, uh, we do listening about this like different times, or we have visual visualizing it by writing also mm-hmm <affirmative> we try as much as we not just by using the book, but also our own materials to try to make it possible for every, uh, style.

Okay. Uh, thank you. That was really helpful.

I hope so. You can write to me later if there is anything else comes up.

Okay. Thank you. Uh, I will, you are my biggest, uh, help. Thank you very much. No problem. And we'll be in touch of course.

Yes. With erdem on Friday. Yes. Yes. I will call him or text him. Okay. And Spanish teacher. I will, uh, arrange a time maybe tomorrow or something. Okay. Thank you. But also Friday, she's off work. She's not working really here at school. Maybe that day also she can manage half an hour or something. Okay. Okay. Okay. That would be so nice. Thank you very much. Thank you. Bye bye darling.

Teacher 2

• 0:03 - 0:13

Okay. I <inaudible>, uh, I know where you graduated from. Um, how long have you been working with them? The gifted students.

• 0:16 - 0:17

It has been three years.

• 0:17 - 0:24

Three years. Okay. Yeah. Uh, and what was your motivation, why did you start working with them.

• 0:36 - 1:14

School in general then? Uh, like I, I had some interviews with schools and, and I won this place and the name was kind of attractive for me because, uh, you don't know first, but then what, what they're about, what's it about, but when you hear the word high potential, uh, like you can think that like some students and they're they're talent in something, you, you can understand it, but you don't know why. So mm-hmm, <affirmative>, the

motivation is also comes from wondering, you want, you are wondering about the things that you can see in the school mm-hmm <affirmative> and especially the students.

• 1:14 - 1:59

That's how it gave me the motivation. At first, then when I started working, I, I saw that I saw that, like, for example, I had a class in kindergarten mm-hmm <affirmative> and when I went into that class, it felt some, it felt like something else. It felt like I was teaching like a fifth in a, in a class where the fifth graders are just sitting down, but they're just small, just like physically. So that's how it felt. And after that, I couldn't leave them. Uh, like it's not that I, I didn't, I wanted to, but like, it gives me motivation, uh, because it's good working with students who can really learn when you can see it, it gives you, uh, motivation and joy.

• 2:00 - 2:15

Okay. Um, how would you, uh, comment on their characteristics? I believe are different from, you know, non students. So what can you tell me about their characteristics?

• 2:22 - 2:56

It's hard to generalize generalize people in general, actually. Uh, so it's hard to say something common about them because some, we have some different students with different potential, with different background knowledge. So, but if you wanna say something, let's say something common about them. It can, it can be like, for example, about preferences, it can be about food or color or things like that. I'm comparing them to me when, what I was doing when I was young and they're very certain about their preferences.

• 2:57 - 3:29

They're like, okay, I like that. I like this. And I'm this type of a person. So that's, that was kind of weird because, uh, I could work with like, uh, the students who came to a language school before this place, I was working in a language, they were at the same age, but their preferences weren't that strong actually, mm-hmm, <affirmative> these, uh, these students that we have here, they're really, really, really strong preferences. Like they're very certain about themselves mm-hmm and they know what they can do and they can't mm-hmm.

• 3:29 - 3:39

<Affirmative> go on. Um, what I want to ask is that, uh, are they aware of themselves, you know, are they aware that they're special kid, special students?

• 3:41 - 3:48

Uh, well, when you enter the school, the school name is in front of you. So how can't, you know.

• 3:54 - 4:11

<Affirmative> and you said you worked in a language course as well. Can you compare, uh, your gifted students and the students you had in the language course that are, that we can say non gifted? What are their differences in language learning wise?

• 4:12 - 4:44

First of all, the first one was a language school. This one is a, uh, like a private, but in a kind of normal school that you have to come, the language school is an option for you. So mm-hmm <affirmative> they used that option. So they had that motivation. So that's the first difference. But the thing is, I, I know you want me to compare like usual average person to student with high potential. I can understand that. And the first difference was, as I said about preferences, that's what I told you ago. And the other one was, uh, it's not always the same.

• 4:44 - 4:48

Some students have a high potential in arts, let's say.

• 4:49 - 5:22

In that case, the comparison would be in favor of language school, but we have some students who are really good at language, then they, it changes. For example, here we are trying to find some books that are much higher than their age. And let's say language level, the language isn't is not that hard to find, but the thing is finding a, a, a good book for their age level is kind of hard. Like last year I was one of the people who choose the book for this year.

• 5:23 - 5:53

So the publishers and came and they said, oh, can you, can we give you this book, that book they ever showing? And I said, no, these, these are not enough for our students. We have to find something higher. People are using high school books in secondary school because our students then would say, wouldn't would never accept. For example, they said, they're 10 year olds. They, they like they're 10 years old and they would never accept something designed for 10 year olds. So that's, that's the difference, uh, that I found.

• 5:53 - 6:01

They're like, kind of, they're comfortable protesting and expressing their preferences. That's the most common thing.

• 6:02 - 6:33

Okay. Um, I know that you have, uh, different levels of English, uh, you group, the students to their levels in your school. Um, can you, uh, comment on their English, uh, language development? How does it, uh, you know, develop in, uh, as the years pass? I think you also have classes with kindergarten students, primary and secondary. So can you comment on that as well?

• 6:35 - 7:14

Well, in schools, it's not a high potential guy, students, I think like we have targets and for age levels, mm-hmm <affirmative> so, uh, in different schools it can be, uh, different targets. So here we can, we are trying somehow get student from absolutely nothing from zero level in kindergarten. And when they leave the school from secondary school, because we don't have a high school yet. So when they graduate from the secondary school, we want them to be at least B one plus, and how we do it is we, we have like agreement with an agreements, with a company that has like English exams.

• 7:14 - 7:31

It's like, they they're like similar to Cambridge exams. They said, but of course they're not that, uh, famous, but it is a kind of Turkish version of Cambridge, uh, exams. So they're testing us twice in a year where we take students from and where we leave them in the summer break.

• 7:31 - 8:04

So, uh, so that's how the process goes. Yeah. As, as you know, we have like some group levels, like we combine them, we send them the groups and it's actually, we work like a language skill in that manage these guys, just because we have like level groups, not age groups, always. Uh, but of course there are limitations for that. You can't put a first grader into a sixth graders class, so we have some limitations about that. Uh, but in general, how we develop the language is not different than a usual normal school, abnormal private school.

• 8:05 - 8:07

Of course it's different than safe schools. <laugh>.

• 8:08 - 8:26

Of course, of course. Uh, we talked, uh, with <inaudible> about that a little bit. She said, uh, the ministry curriculum, English curriculum is very easy for them. Uh, she said like maybe in one week they can finish the whole curriculum very easy and they learn very fast.

• 8:30 - 9:05

So what is the question? And an answer would be to this question would be yesterday, I was teaching past tense, negative and positive forms of past tense, second graders, which was actually the question, uh, the questions that we had in me exams, the state school exams in sixth grade. So the difference is this big, but it's not only for high potential, uh, high potential student or like this, our school. It should be more or less, same for almost all private schools where English is taught in a proper way.

• 9:05 - 9:37

But of course we have some classes they're extraordinary. Mm-hmm <affirmative> now I have a class in with like fourth and fifth graders. And in that class, you can even give them like some, uh, articles that we used in university. It, it could be about any topic and

they, they will try their best to understand and comment on that. It's not, it's rare to see this, but it's not easy to find this class in every part of the school. Mm-hmm <affirmative> because we are not a like high potential language student.

• 9:37 - 9:40

Like we don't have students language all the time.

• 9:42 - 10:02

Um, yes. Um, another thing I want talk about is the material that you use. You mentioned about the books that you have to choose very carefully. What about the other activities, uh, you do in the classroom? Do you prepare them yourself or, you know, uh, do they come ready, made, how does it work?

• 10:05 - 10:37

Well, uh, as an, as English department and Spanish department, we work together. We like foreign language department. Uh, we choose our books, as you said, is kind like we spend time on that. And somehow, each year let's say for a group, you have like 12 lessons per week. We plan all of it. And we use some like, uh, course books there. I think they, they must be used to like follow a program. But if we wanted to like, not to use a, if you wanted another way, we could also do that.

• 10:37 - 11:10

But for our opinion, we, we, we think it's good to follow a main course, but then we, we have like spare four or six lessons. Uh, some of them are taken by foreign teachers. They prepare their materials. We also prepare some or, uh, some extra materials because in this, in that class, you have some students who can finish quite quickly. They, I mean, if you want, if you want to like give, uh, like go with their pace, they would, they would want to finish the book in one month.

• 11:10 - 11:18

So you have to give them some extra material, not the board lab, because if they get bored, uh, it, their problem for you for the features.

• 11:20 - 11:53

Um, I assume they have different learning styles, uh, you know, like multiple intelligences. Uhno jump said that they are, there are students, you know, who learn aesthetically or dearly. So I assume there are students with different learning styles in one classroom, even though their level is the same. Uh, how do you manage that? How do you, uh, you know, attract all of their, uh, learning styles in one class, in one lesson?

• 11:54 - 12:28

Uh, actually this is not also a question that's to be questioned for only high potential students. Mm-hmm <affirmative> same for everybody. As a, as a usual English teacher,

you have to take different intelligences into consider because not everybody can sit down and listen all the time, but not everybody can dance and learn at the same time. So while choosing our materials and while preparing them, we have to somehow take it into concentration. And we want to like, uh, like make, gives, uh, I mean, do some of these and do some of that.

• 12:29 - 12:38

So, uh, we are trying to somehow combine and try to attract everybody. But can you say, is it 100% possible? I don't think so.

• 12:40 - 12:57

Um, what about classroom management? Uh, as you said, they are very sure of what they want and what they know, uh, possibly. So how do you control the classroom? How do they know that the teacher, uh, you know, is kind of like the boss in the classroom?

• 13:03 - 13:35

Yeah, this is the, uh, this is hard to work in this, in this kind of a school, uh, because they're not easy to trick. Uh, somehow in like usually normal schools, you can trick the students mm-hmm <affirmative>, but here, uh, it is not always that easy to trick students. Like, you have to be sure, or you should know what you are doing because they won't believe you easily. They won't be convinced easily. That's what the most important thing actually. And you have to be consistent.

• 13:36 - 14:10

If they see something unfair, let's give an example. Somebody gets a warning for doing, let's say, walking in the class and another person does the same thing and doesn't get a warning. You're in trouble. They're not going to adapt that. Uh, they want to be like, they're feeling for being fair is on a really high, high level. This is one of the most, uh, commonly same thing in the school as well. Like when you compare our students to other students, this is something you should take into consideration because you have to be fair for everybody.

• 14:10 - 14:17

Same for everybody. They will never accept a double. They will never accept double standards. Never.

• 14:19 - 14:19

Okay.

• 14:20 - 14:50

That's why we are trying to be consistent and we are trying to be fair. That's how we earn their, uh, let's say trust. They trust us. Mm-hmm <affirmative> and then after that, it goes, well, for example, I firsted, it was kind of harder than this. Now I have no trouble because

they know me, they know me and they know they think that I'm fair and same for everybody. And, and let's say, somehow I'm strict in some topics.

• 14:50 - 14:53

That's why they don't push me and I don't push them.

• 14:54 - 14:56

So they know they're limit in that sense.

• 14:57 - 15:24

Yeah. If you can convince them, it's easier, but if you can't eh, like really a trouble at, we can't say same for every kind of level and group, but for most of them, if you can find your place and they can find your place, it's easy for me. But somehow if they don't that you are fair or if they don't that you are sick enough or something like that, they're going your limits quite a lot.

• 15:28 - 15:42

Like to have some, can we say that they like to have some routines, uh, in the classroom, so they know, uh, your style, they know your routine. Uh, so it's easier for them to, you know, uh, get used to and not push your limit.

• 15:43 - 15:44

that's good.

• 15:45 - 15:56

Okay. Um, the final thing I want to ask is that, uh, the testing material you use, how do you evaluate their, uh, development?

• 15:59 - 16:30

Yeah, so here, uh, as a school, uh, one day make a decision is same for everybody. Not like, eh, we follow the same process, math lesson, the Turkish lesson, English lesson. So they want us to have quizzes once in two weeks. And then we have our own schools development, uh, let's say, evolution of development. And that's what we follow is, uh, bloom taxonomy here.

• 16:30 - 17:06

We, we prepare questions according to bloom taxonomy in for different levels. And these, uh, testing materials are used when we want to change some of the students, uh, group. And at the beginning of year, we have like level placements. So that's how we decide where we are going to teach them where we are going to put them in according to their groups and in the, uh, let's at the end of the semester year, we have that exam again. So

for example, in, uh, at the beginning of the year, there was a level placement exam and the student could get a one.

• 17:07 - 17:35

So we, we are trying to teach him in a, a one class after that, when he or she finishes the year, she's, she's taken into an, a one certificate exam. If the person is successful enough, they are going to say that, okay, this person in, at the beginning of the year was at this level. Now here, you can see the process, you can see, see the success and they are going to give a certificate for them.

• 17:36 - 18:01

Okay. Um, now about our own education as English teachers, uh, we graduated from the same school. So, uh, I assume we experienced similar things, but, um, did you, or have you ever have an inservice training while working there about teaching gifted student?

• 18:04 - 18:06

I couldn't understand. Can you,.

• 18:07 - 18:18

Of course, did you have, uh, any in-service training while working at the school, uh, on how to teach gifted or talented students?

• 18:21 - 18:52

Huh. Okay. Sorry. Because of incident connection. I couldn't hear now. No, it's okay. Actually, no, uh, it wasn't, I, I think there was a lesson. It was like, uh, education for special students, but they are mostly about not, uh, students with high potential, but students with some, uh, let's say some, some small problems actually. Uh, that's the lesson that we had as far as I remember, but I don't remember, uh, having an education, having an education about teaching high potential students.

• 18:53 - 19:23

And I knew that in our school, there was a, a department for teachers who work with Hights, but now it should be closed as well. I don't think there are in Turkey. There are many, many teachers who are like educated to work with students without high potential, but we had some books actually before starting here gave me some books we read and we tried to prepare ourselves, but it's limited, very limited, especially in Turkish, if we want to read resources, they are very limited.

• 19:24 - 19:57

So you have to experience and learn some teachers. They can't go on, uh, like I've seen some teachers here, not only English teachers, but some other teachers as well who came here, saw the environment. And they said we can't just cope with, uh, like students with hypertension, they left. So it's not an easy process, but now in Turkey, if I'm mistaken,

I'm sorry. I don't know anything about like this department in academia, but I think you have to educate your staff a bit.

• 19:59 - 20:57

Yes. Uh, right now in Turkey, uh, I checked all the, almost all the curriculum for English language, teaching programs. Uh, all of them kind of have special education courses, but, uh, they are not focused on gifted students, uh, or talented students. Uh, it's like general mm-hmm <affirmative> like we had here. Mm-hmm <affirmative> uh, but actually, um, what I learned from our instructors here at the special education department, English teachers, uh, actually only have the chance to, uh, come across gifted students in their classes because the ministry of education, uh, you know, gives the option, uh, to students with you hearing or seeing disability, uh, to, you know, not take the foreign language courses so they can be, uh, excluded from these courses.

• 20:58 - 21:17

And what we have left, uh, in special education terms is give the, then talented, uh, very high potential student. Um, keeping this in mind, how would you change, uh, your four years of teacher training here at the university? What would you change?

• 21:20 - 21:56

Well, uh, to fair, uh, I've not thought about this. Uh, so let me think about that. Yeah. Maybe, uh, that special education, uh, lesson was somehow good, but let's say like you have students from different, special needs. Uh, maybe if we had more lessons, student on different special students, uh, is not only always like gifted, but it, sometimes it can be, uh, some other let's say situations as well.

• 21:57 - 22:17

Uh, it would be useful. It would be useful. Some like, uh, let's say some taxi tactics that we know before coming here would be nice <laugh> but, uh, somehow, like, I don't know, I don't know like which lessons to be removed, which lessons to be in. I can't comment on that. Maybe you can <laugh>.

• 22:17 - 22:57

Um, for example, we talk about this a lot and a few days ago we decided that, uh, you know, teaching English, the young learners class should also have like a few weeks section about these kind of students. So that's what we are going to try to do this, uh, semester actually, uh, at the end of the semester, maybe like for two weeks, uh, we will try to talk about students with high potential with our students, uh, still here in, uh, English depart English language teaching department.

• 22:57 - 23:30

So that's what we came up with actually. And also one thing we had in mind, uh, was to, in how to say it, uh, the material design course, we should, uh, add something to that as well, in our opinion. Uh, so that, you know, the teacher is ready all the time, because like

you said, they can finish very fast. So if you do not have anything planned, uh, it would be chaos, I think.

• 23:33 - 24:14

Uh, yeah. So it's about how the, let's say ministry of education, or let's say, how is, uh, special students in general, as far as I know, they, somehow the best solution would be if we can convince them to stay in a normal class, it's a better thing to do. I think this is, is taught like this. So maybe that's why, that's why, uh, we should maybe change our view of things first then after you can, uh, change the, let's say curriculum of the lessons.

• 24:15 - 24:23

<Laugh> okay. So what do you mean by that? I mean, uh, what kind of view should we have?

• 24:25 - 24:56

Uh, uh, in our school we are trying to somehow like, uh, try not to waste or cut the potential of the students, but as far as I know, uh, they're not always, they, don't not everybody has the same chance, so we are trying to standardize stand. Uh, we are going to put them in a standard class and we, we, we want them to act standards, uh, maybe, uh, that would, that has to change first.

• 24:56 - 24:58

Then the other things would come.

• 24:59 - 25:30

Okay. Uh, I don't want to keep you, it's almost quarter pass. Uh, yeah. 11, if we can have one more, if when you're available, I'm not, I don't want to push you, uh, if we can meet one more time, because I would also like to talk about distance education. How, uh, was your experience with that for the past two years, but I don't want to keep you now. So when you're available, if you could, you know, spare me, let.

Teacher 3

• 0:03 - 0:14

Uh, okay hocam. Uh, can you introduce yourself a little bit please? Where did you graduate from? How long have you been teaching English or Spanish in that sense?

• 0:15 - 0:49

Okay. Uh, I'm a graduate from, uh, Stan university. I studied, uh, Spanish literature and, uh, linguistics. And, uh, I graduated in, uh, 2015 after that. Uh, I got my, uh, teacher formation from, uh, Hasan Ali UJA. Uh, before that, uh, I, I had, I was a translator for many years. Uh, my source language was English.

• 0:49 - 1:26

I, uh, did translations from English to Turkish, Turkish to English, uh, mostly, uh, literature or, uh, movies. I was translated, but because I was a Lance, uh, freelancer, I did have lots of time in my hands, so I decided to attend another university and, um, Spanish was my choice. So, uh, when I graduate, I started teaching, but, uh, before that I have given, uh, Turkish lessons to the expats and, uh, English lessons to the children and adults.

• 1:26 - 1:39

But my, uh, formal education was after, uh, my graduation from the, uh, Spanish literature. So formally, uh, I've been teaching for seven years now.

• 1:41 - 1:47

Uh, sorry, I could not hear that. You also got a degree from English language teaching, is that correct?

• 1:47 - 2:20

Oh, no, I do not. Uh, I studied, uh, communications and journalism, but, uh, language was kind of my hobby and I was very interested in translations and, uh, lots of languages. That's why I studied also a little bit German and Italian and English. I like teaching, I like, uh, foreign languages. So it was a natural, uh, combination then, uh, for the past seven years I've been, uh, teaching Spanish.

• 2:21 - 2:24

Okay. Do you also teach English in the school?

• 2:25 - 2:30

Yeah, right. Uh, this year I have also started, uh, teaching, uh, kids, English.

• 2:30 - 2:42

Mm-Hmm <affirmative>. Uh, okay. So my question is bad. What was your reason to start, uh, working with gifted and talented students?

• 2:43 - 3:26

Uh, most of all, I should, uh, point out that it was just a coincidence. I didn't, uh, choose it. Uh, it was just a coincidence, but, um, this is a, um, different kind of teaching. Um, even the coincidences, uh, brought me here, uh, after a short time, as I have seen at most of a lot at a lot of people, uh, teachers quit teaching, uh, to give the children, but, uh, I started working as a part-time teacher, uh, and I like the kids a lot normally, um, in this school, uh, it is very rare.

• 3:27 - 3:53

Uh, Spanish is taught in, uh, most of the schools, uh, at least two hours a week, but in this school, uh, with the gifted ones, because, uh, we don't have enough time for Spanish. We only have one lesson each week, but, um, when I started, uh, studying with them, uh, they progressed in a week amazed me.

• 3:53 - 4:40

So, uh, I stayed and, um, because I have worked in lots of private, uh, colleges before, I mean, three, three more. Um, the, uh, kids of the, uh, families, uh, who are a little bit spoiled generally, uh, don't care about, uh, second language, especially Spanish. And, uh, they are not very serious and, uh, they don't enjoy, so it was quite a bore for me at other, uh, private schools, but here, although it was just a one hour lesson, the kids were amazed and they also amazed me.

• 4:41 - 5:18

Uh, so the problem was, uh, we didn't have a proper, uh, curriculum, uh, for, uh, Spanish, for the gifted kids. Mm-hmm <affirmative>. And, um, this also didn't want a traditional book that we use in most of the schools. There are lots of them, but they preferred, uh, a different type of, uh, curriculum. So, uh, I created my own curriculum for, uh, each class and, uh, had my own, uh, materials for each lessons.

• 5:18 - 5:33

I designed them. And for the past three years I've been designing and, uh, testing the kids on my curriculum. And, uh, but unfortunately this year will be the last <laugh>.

• 5:34 - 5:38

Oh, that's sad then, because I can see that you really enjoy working with them.

• 5:39 - 6:13

I do, I do. But, uh, for the past three years I've been fighting, uh, to increase my lesson hours mm-hmm <affirmative> because they also have, uh, lots of other lessons and, uh, they are very interested in many different subjects. Uh, we cannot find the time to add two or three hours more to the Spanish lessons. So one lesson is like, uh, digging a hole, but with a needle or something. So, um, this will be the last year with them, for me.

• 6:14 - 6:32

Okay. Okay. I understand it's a little bit sad, uh, actually, um, okay. Talk about, um, your students, your gifted students. How would you define their characteristics and their learning.

• 6:35 - 7:11

Style is, uh, they have a very fast, uh, mm-hmm <affirmative> learning pro uh, process mm-hmm <affirmative>, uh, but they are, um, all of them are each one of them are unique, uh, emotionally, uh, they are very fragile. Uh, that is the only problem. Uh, they are just

like every other kid in every, uh, in their, like their peers in normal schools, but, uh, emotionally they are, I see them more fragile.

• 7:12 - 7:51

You have to, um, be very careful and, uh, very stable also. Uh, you don't have the, uh, right to be, um, I don't know, or tired, or I don't know at the edge or edgy, you have to be all the time stable, so to keep them stable, but, uh, it is very easy to earn their hearts, uh, because they are also, uh, emotionally, uh, high IQs.

• 7:51 - 7:59

They have emotional, I don't how to call it, but their emotional IQs are also very high. So if you once, um,.

• 8:04 - 8:46

Get them, catch them on the right moment, then, uh, everything moves very fast and you can try everything and they take and take and take and you give and give and give, uh, this will be hard for me when I, uh, go to, uh, normal, uh, school. Uh, probably I will be, uh, my ex teacher acceleration as a teacher would be a little bit high now. And, uh, I would try to keep myself a little bit slower because I really got used to, uh, their high speed and their, um, smartness, maybe.

• 8:47 - 9:09

So, uh, but with the place and everything, they are just like every other kid mm-hmm <affirmative>, uh, especially in, uh, in every level games are the key keys to, uh, teach the, uh, languages to the schools. Mm-hmm <affirmative>, uh, because for example, for these gifted kids, um,.

• 9:11 - 9:56

They like thinking they like to ask why, why is that? Why is like, why do we do like that? Can you explain? But language is not something like that. So there are lots of rules you have to memorize, especially in Spanish. Uh, so it's, it's a different kind of thinking for them. They cannot question, uh, why it is like that, or can there be another option? So they don't like this. Uh, then the games, uh, come to, uh, come as an eight and, uh, with the games, you can do anything with them that, and, uh, they will adapt very easily in the games.

• 9:56 - 10:03

They learn very fast and they show you, uh, the results of your teaching also very quickly.

• 10:05 - 10:24

Okay. Um, as far as I understood you have also worked with, you know, non gifted, normal, uh, students as well. None. Yeah. Uh, could you compare, um, their development and their interest in languages? I mean, non gifted and gifted students. Uh,.

• 10:24 - 10:49

Of course, uh, there are some in like any, uh, other group. Uh, there are also kids who are not interested in languages, uh, among the, uh, gifted bonds, but, uh, in general, uh, they have a, uh, higher interest and, um, focus on languages than, uh, and than a average kid.

• 10:50 - 11:22

Ok. This is very important for me. Um, okay. I mean, in the literature that, in the article that I have read, uh, it is assume that the gifted learners, they, um, acquire their mother tongue, I mean, Turkish very fast and faster than normal kids. Uh, how, how would you, uh, comment on their development in English, uh, and in your case, Spanish in foreign languages?

• 11:23 - 11:54

Well, uh, I think, um, it's more up to how, uh, often, uh, they hear or listen or, uh, experience the language. Uh, for example, uh, when it's, when we talk about English, it's like in every other corner van Turner, our head, we see something in English and they suck it like a sponge. But for example, in my case in Spanish, they don't have many sources.

• 11:54 - 12:41

They like some songs and stuff. So they also, uh, hear, uh, for example, secondary school students can also watch some series in, uh, Spanish, so they hear, and they understand, but, uh, as for English, when it is all around them, they are very quick to grab it. And, uh, they show you the result, but for Spanish, it's a little bit harder. I am the only source for them. So I bring as much as, um, on the cultural side, uh, as much as, as many, I dunno, examples, uh, as possible of the culture and everything.

• 12:41 - 12:42

And this is helpful.

• 12:44 - 13:05

Um, okay. What is their developmental? What are their developmental stages are like in foreign languages, in both English and Spanish? Do they immediately start speaking or, you know, responding to you or do they wait a little bit before talking or doing something in foreign languages?

• 13:05 - 13:36

Uh, in English, they are more eager to talk, but in Spanish, uh, writing or playing or singing is easier for them, but English, they are quite brave, uh, to show themselves they are quite social and, uh, they' not afraid to speak in English, but when it is Spanish, cause they, uh, have less hours and less effects around them.

• 13:37 - 13:54

Uh, they're more shy, I can say, but speaking is, uh, in English faster, but in Spanish it's more like writing, writing is, uh, mm-hmm, their, uh, is a little bit higher in writing.

• 13:55 - 14:09

Okay. Um, for courses, you mentioned that you prepared your own curriculum in your own materials. Um, what about English courses? Do you get ready? Made materials or books? Yep. OK.

• 14:09 - 14:11

Yes, we use the ready materials.

• 14:11 - 14:13

What about the English curriculum?

• 14:14 - 14:47

English curriculum is, uh, based on, uh, also ministry of education, but, uh, according to their, uh, levels, we, uh, we have exams to decide on their English levels. We use, uh, different type of books, but, uh, international, uh, publications. We use international publications on that side. I'm a little bit, uh, how can I reach because I just use what is given to me and that's all

• 14:49 - 15:11

Okay. Um, since they are very fast in learning, uh, how do you cope with, uh, you know, their pace actually, probably they might finish what you bring to the classroom. The activity is very fast and easy. Uh, what do you do when that happens?

• 15:12 - 15:43

Uh, in Spanish, I have these advantages because I only have one hour a week and we don't, uh, decide on, um, the levels of the kids. There are, uh, often, uh, some very interested kids who are really good at, uh, Spanish, but because of the rest of the class, the pace of the rest of the class, I cannot, uh, I don't have the chance to, um, satisfy them that that was the hard part.

• 15:44 - 16:16

Uh, but this year, for example, uh, we had a club at the school Spanish club and, uh, all of the kids who are interested in Spanish and who wanted to learn more, join the club and, uh, that was helpful for them. But generally in the classroom, I have to keep the, uh, pace at a certain level so that all of them can be, can follow and show themselves, which is a very, uh, bad, uh, disadvantage because I lose, lose a lot of kids.

• 16:17 - 16:25

Only this year. I had the chance, uh, to get some more and, uh, keep their focus on Spanish.

• 16:26 - 16:41

Mm-Hmm <affirmative> uh, so about classroom management, what do you do, uh, when they lose focus? Because like you said, if they are faster than the other kids, they would finish earlier and probably, you know, get distracted.

• 16:42 - 17:22

I always, uh, have extra materials with me for those who finish very early and who are easily bored, but, uh, generally I manage with a game or a song. Uh, I keep everyone on the same page and, uh, this goes on like that. But, uh, as a principal, I always, uh, bring extra material with me to the classroom in these cases. So that, uh, the ones who are quicker than the others wouldn't get bored or, uh, cause problems in the lesson.

• 17:23 - 17:53

Um, okay. So in general, how should a teacher, uh, control the gifted classroom? I mean, how do they know that the teacher is the boss and, you know, uh, they do not, they should not, um, how to put it correctly. Uh, you know, they should not, uh, break the rules of the classroom like that.

• 17:56 - 18:37

Yeah. Um, this is, uh, quite hard, uh, but I think the key is the emotional connection, I guess. Uh, when you are connected emotionally, uh, to the classroom, you can also manipulate them with disconnection. Uh, that as for me, it was the easiest way when I am connected to a classroom, then, uh, I can easily manipulate them if I make them see that I am hurt or, uh, when they make noise or, uh, don't obey the classroom rules, uh, that would make me sad.

• 18:38 - 18:58

Uh, then I use this card, especially, this is my way, but, uh, generally it's more like, uh, as I say, games are the answer for every problem games and songs and everything, uh, interaction and, uh,.

• 18:59 - 19:00

Keeping them.

• 19:01 - 19:34

Exactly. It's not like, um, we let them do their own things. For example, uh, if I see a student reading a book silently in the corner, then I let them be, or, uh, if I know a kid, uh, can't stop walking in the classroom, then I let him walk. I mean, unless he doesn't disturb other friends or physically, uh, hit them or do something like that, but we are quite tolerant, uh, to, to them all, most of the time.

• 19:35 - 19:46

Okay. You have to, I mean, we all have to accept that it's, uh, maybe they're way of thinking or they're way of relaxing themselves. So you do not, uh,.

• 19:46 - 20:15

Yeah, for example, there are lots of them who likes painting, painting in the classroom. And, but I, when I ask a question, I know that they will answer because it's not, uh, like they are just painting. I know that they also listen to me because I see it when I ask them a question, they answer it correctly. So I let them be most of the time. So they have, uh, quite a freedom in the classrooms, just physical, uh, things are forbidden, uh, harshly.

• 20:16 - 20:24

Mm-Hmm <affirmative>. Okay. Um, what kind of testing materials do you use in both English and Spanish courses?

• 20:25 - 20:33

Uh, in English, uh, we use official ones, uh, but in Spanish, my own doing <laugh> my decisions.

• 20:33 - 20:38

Uh, what do you mean by the official ones? Are they prepared by like, you know, uh,.

• 20:39 - 21:23

Uh, certain publishers, we don't have, uh, spacial, uh, examination system for them. We just, uh, test them, uh, regularly. And, uh, we decide on their levels and we decide, uh, on their weak points where we should, uh, strengthen a little bit maybe, but for Spanish, I am, uh, quite independent. Uh, I use international platforms for my materials and mm-hmm, <affirmative> I, uh, design, um, exams that are quite easy for them just to keep their attention and keep them happy because one hour in a week, even though they are gifted is nothing for Spanish.

• 21:24 - 21:38

I just want them, uh, focus maybe later on in their, uh, own life when they are done with, or when they're at university, they can go to courses and learn Spanish. But, uh, other than that, I keep it quite.

• 21:43 - 21:47

Feedback. What about giving feedback and rewarding them? What kind of rewards or feedback did they require?

• 22:23 - 22:23

Jump.

• 23:26 - 23:26

I'm.

• 23:29 - 23:29

That's okay.

• 23:29 - 23:31

What was I, what was I saying?

• 23:31 - 23:44

Uh, I was asking the question, uh, what kinda feedback and rewarding do they require or do they require at all language classes?

• 23:49 - 23:54

Uh, sorry, the connection is unstable. I cannot understand.

• 23:55 - 23:57

Ok. Feedback and reward.

• 23:58 - 23:59

Repeat the question, please.

• 24:00 - 24:07

Of course, uh, feedback and reward. How do you reward them or give feedback? Uh,.

• 24:09 - 24:28

Uh, we have prepared, uh, for Spanish. We have prepared this, uh, certificates for them, for being a good student or being a good gamer, but, uh, for English we have official certification system. They get their, uh, exams and get certificate according to those exams.

• 24:29 - 24:34

Ok. Do you like getting, you know, reward or feedback? Uh,.

• 24:35 - 25:07

No. Any general? I don't prefer to use any kind of reward or punishment in general. No punishment, no reward. OK. Just the consequences of things that happen in general. OK. So, uh, but it's kinda up to the, uh, teacher, I guess, uh, most of the teacher to unofficial

rewards or punishments are the things that we re, uh, decide for ourselves, but I'm, uh, not like that.

• 25:07 - 25:10

I, I prefer no punishments, no rewards.

• 25:11 - 25:32

Ok. Uh, how do you, uh, respond to positive and negative feedback? For example, if they did something and you said, oh, very good job. Well done. And, you know, if they were not negative feedback, but, uh, when they were not, uh, successful in doing something, how did they react?

• 25:32 - 26:15

No, uh, those kind of things, uh, can cause really problems because they're very competitive. So we never compare to, uh, any of them with any other, or we never compare them with their old results. Comparison is a very dangerous topic among most of them. So, uh, we of, we talk, we try to decide on the problem if there is any problem and we try to solve it, but cos competition, and for example, we sometimes, uh, choose not to the results of also task, which they are just for us.

• 26:16 - 26:31

We decide, uh, yeah, there are some weak points here, so we should string them. But, uh, we prefer not to tell them because they're very, and they might have no respect.

• 26:32 - 26:51

Okay. Thank you. Um, now this part is about your training to become as a teacher. Uh, have you ever joined any inservice trainings on how to teach these kids? I mean, while you were work, you are working there. Have you ever had a training,.

• 26:52 - 27:26

Some inhouse training? Yeah. Uh, we have some in training in the school, but I don't find I'm very effective or helpful. I prefer, uh, reading and, uh, finding my own materials about them. Uh, I still need some help, but, uh, this school was not, uh, had not sources to feedback the teachers and train them as a gifted student teacher, unfortunately.

• 27:27 - 27:53

Okay. Now you said you got your, uh, formation, uh, after you finished, uh, literature, Spanish literature and linguistics department. Um, your formation education. Uh, do you remember, uh, anything being taught on, uh, gifted students or if they did, was it enough? I was going, no,.

• 27:53 - 28:13

No, no. I don't specifically remember anything, but after I, uh, applied the job here, I started reading. And since then I've been reading and, um, trying to find different sources, but at school, no, I don't remember. So.

• 28:13 - 28:31

It's your own interest, your own effort. Um, okay. If you like, so this formation or you know, of education courses on how to teach gifted students, what would you, uh, recommend or add?

• 28:34 - 29:18

I think international sources should be studied a lot. I don’t know what is being done in Turkey about gifted kids. I follow some professors on Instagram and, uh, try to keep track of them. But, uh, in Turkey it's just quite, uh, we are, I dunno, we are just, uh, trying to find a way, but international platforms has more, uh, sources, so we should be, uh, open to the world more and, uh, read more, listen more.

• 29:20 - 29:21

Okay. That's what I do.

• 29:21 - 29:29

Um, finally, can you generally comment on the distance education that we have.

• 29:29 - 29:30

Speaker period, that we had.

• 29:32 - 29:35

Covid-19 pandemic? How was it with gifted students?

• 29:36 - 30:12

No, it was very harmful. Uh, it was, it was a terrible, especially the gifted and, uh, these kids need their peers to be around more than the, uh, more than an average kid. So it a very bad effect on each one of them. Uh, we were very happy that we were all together again, because these kids, as I told you emotionally, they are, uh, very fragile.

• 30:13 - 30:44

They need connection and they need to see, they need to. So, uh, everything become better when we were all together again. But during the long distance, if you used, uh, educational technologies, they liked them. But other than that, if you are not up to date, if you don't follow the developments in the educational technology and use them in the, then you lose them. But emotionally they needed to be bad.

• 30:45 - 30:47

And they were very happy when they were bad.

• 30:50 - 30:56

Thank you very much. This was very helpful for me.

Teacher 4

• 0:01 - 0:14

Okay, hold on. I should do this in English. Um, first of all, can you introduce yourself a little bit? Where did you graduate from? How long have you been an English teacher? And how long have you been working with gifted students?

• 0:14 - 0:23

I graduated from Marmara University. And I'm on working with gifted students for almost nine years. Atisha rather than school.

• 0:24 - 0:29

Um, okay. Uh, what was the reason you started working with gifted students?

• 0:30 - 0:48

Eh, actually it's according to Artism program and according to the classes in our own campus. And according to our lesson, our suite is less than ours. We all have gifted classes or normal classes, according to that ERC or the plan.

• 0:49 - 0:58

Oh, okay. In your opinion, what is the difference between the gifted classroom and the normal regular classroom in English courses?

• 0:58 - 1:29

And she only feel maybe like he, because I had the chance to observe both groups and for me, uh, gifted classes are special because they want to hear these seatings learn in their daily lives. So, uh, they have to be in this process in the learning process. Uh, you have to give them materials from daily materials. They, they mean they enjoy seeing daily materials in their lessons and that's my down real special.

• 1:30 - 1:36

Okay. And how would you describe their characteristics and their learning styles?

• 1:38 - 2:13

Um, for me, they are all different. Yes, they are. We call them gifted group, but they have different abilities. Some of them are gifted in art. Some of them are gifted in maths, they are good with numbers, so we have to reach them. We have to find these personal

differences and it helps us in our lessons to, um, go on with the procedure and the lesson. And if they feel that you understand them and it's, it makes easier to continue with the lesson to reach them.

• 2:14 - 2:23

Uh, did you have like any difficulties in the beginning when you, you know, the first time you went into the gifted classroom?

• 2:24 - 2:57

Sometimes of course, um, me absorbed, it may come up with some difficulties, but, um, actually these are sometimes personal behaviors and, um, according to my observations, some of our students have lower attention spans. So you have to meet your lessons with different activities. Like every 10 minutes or 15 minutes, we have to find something new. Um, sometimes they need more motivation to be in the lesson.

• 2:58 - 3:04

Uh, they have to feel that they are doing good and, um, the teacher understands them.

• 3:05 - 3:23

So mutual understanding is very important. Yeah. Um, okay. Uh, what is their English development like, uh, ice. Do they start in kindergarten or did they first meet English when they start first grade? Uh, and you know, how did they develop in this process?

• 3:24 - 4:02

Um, actually the gifted classes starts from the first grade in our school. Um, I know that we don't have this group in the kindergarten and from the first year, um, we call them starters. It's thankful the normal group as well, but they have, um, different books. Uh, they have more clear activities and their books are just, um, for native learners as well. Uh, reading passages, vocabulary information, um, the vocabulary that they will need in their daily lives.

• 4:03 - 4:12

And there are some project pages and they, um, continue as the higher levels, starters, movers, flyers. It goes on like that.

• 4:13 - 4:19

Uh, so you use different materials for the gifted classes. Do they also have a different curriculum?

• 4:20 - 4:37

Uh, according to their book, of course there are some slight changes in their curriculum as well. But, um, for example, uh, in second year in second grade, they see presence simple. They start seeing a past tense, but maybe, um, with different activities.

• 4:38 - 5:10

Okay. Um, so for example, now I have done a few interviews and I'd like to share what I have learned so far. Um, some of the teachers mentioned that while speaking, uh, the gifted learners, uh, they, some of them, they wait a little bit, like they're acquiring their native language and then they start talking immediately.

• 5:11 - 5:24

Uh, but some of them are perfectionists, so they are not sure what to do. Uh, how would you comment on that? How was their, you know, skills, development, language, skills development?

• 5:24 - 5:56

I totally agree with this. Uh, as I said before, uh, they want to feel that they are successful and good at different things. It motivates them a lot. Um, yes, mandate for example, men, I ask a question, sometimes they wait and then give answer because they don't want to do something wrong. Um, of course this changes according to student, to student, but, um, for me generally, um, they enjoy being successful.

• 5:56 - 6:34

So before they dating and they enjoy expressing themselves orally that's makes them, they enjoy talking so much. Uh it's because of their character, I think because they enjoy expressing themselves in their first language, mother, tongue, and their second language as well. And if they are good at, um, if they have good language skills, um, they don't hesitate using the second language that they learn, but if they feel like they have some problems, they can just wait a little bit and, uh, Monday feel secure.

• 6:34 - 6:35

They can express themselves.

• 6:36 - 6:51

Um, okay. Now I want to talk a little bit about the English courses. You mentioned you have, uh, different books and different, uh, curriculum, according to those.

• 6:51 - 6:51

Books, slightly.

• 6:52 - 6:58

Slightly different curriculum. Um, do you have a criteria for choosing these books.

• 7:00 - 7:00

And materials?

• 7:01 - 7:38

As far as I know? Yes, because, uh, they want to see this group wants to see things from their daily lives. They want to connect it, the things they see in the classroom and outside school. So a Monday see something in their books like, Hmm, I will repeat this again. Like clean activities Monday, go out of the classroom. They understand from the lesson and this helps them to live the language. This is what I observed in gifted groups. Um, especially in gifted groups, um, they may want to use the things they learned in the classroom.

• 7:39 - 8:04

Uh, if not, um, they find it meaningless. Okay. My I'm learning this because my I'm out of this classroom, I don't need this. So we just have to make them feel that yes, we are in the classroom, you are learning this and you need this outside of the classroom and the activities in our books. It helps to make that feel this.

• 8:04 - 8:36

Okay. That is very important today because I read a study, uh, with gifted students studying in big Sam. And these students mentioned that we like English class, but in school we are learning, what is this? This is a pencil. And nobody's going to ask us, you know, what is this outside in the outside world? So what you said is actually what they mentioned in that study. Uh, so it's nice to see that a teacher has also observed, uh, this need.

• 8:37 - 8:59

Um, what do you do to control the classroom? You know, how do they know that the teacher, uh, is the boss and, you know, they shouldn't act out or they should follow the rules in the classroom. I mean, management, it's really important, I think with these kids, uh, what do you do?

• 9:00 - 9:41

Honestly, it's sometimes there's, I, um, observed some difficulties with some students. I don't want to mention them as difficulties, but, um, I have to find different ways to reach some students. And especially this year after pandemic, um, I see some changes in students. So, uh, these are some behavioral problems or concentration problems. Um, then I, um, I try to reach them one by one because they all different, they have different needs and some of them wants to feel that they are successful.

• 9:42 - 10:14

Some of them are emotional, they need emotional support. So I am trying to reach down one by one. If one of my students, I feel like some emotional problems that day. I try to

make them feel like, okay, I can understand you and me. You, I'm not, not big words, maybe some tasks, but even with eye contact, it helps a lot. Um, group work helps a lot in classroom management, as well as I absorb.

• 10:14 - 10:28

And I use Class Dojo in my lessons, giving time, giving points from there. They really enjoy following that application. So.

• 10:28 - 10:30

They want to see visually.

• 10:30 - 11:00

Exactly, exactly the amount that, for example, there's a timer, I set the timer and then there's some audio tracks Monday are doing the activity, uh, just concentration focus, song and I play it. And then, um, it helps some to have four mild in there too. And, uh, they months from this day, month is from me teacher. Can we do this? Can you play the song by, we are doing the activity.

• 11:00 - 11:04

So I feel like it just makes them feel happy.

• 11:05 - 11:13

Okay. What do you think about the routines? Should a teacher have routines while teaching gifted students or, you know, just.

• 11:14 - 11:35

I think it changes day by day, some days, yes. Routine south, south a lot, but some days you just need to come up with different ideas every minute, maybe, um, something worked previous day, but next day, I don't know. Um, you have to come up with something different solid.

• 11:36 - 11:40

I forgot to ask how many students are there in one classroom and.

• 11:40 - 11:43

Gifted at most 15.

• 11:43 - 12:07

At most 15. Okay. And do you separate them into levels? Like for, in some schools that I have, uh, talked the teachers and, uh, they give a placement test in the beginning of the

year and they separate the students according to their English levels. Do you do that? Or, you know, just like mentioned all students in one classroom with different abilities,.

• 12:08 - 12:28

Um, in our classes, uh, the levels changes according to grades, for example, second grades are starters, grades, and fourth grades movers. It goes on like that for grades are movers again, fifth, sixth, um, flyers. It goes all night, according to language levels.

• 12:29 - 12:33

Uh, do you observe differences between students?

• 12:33 - 13:03

Of course. Okay. And we have to, for example, one student is good at listening activities. Others may be preferred in this speaking activities and the curriculum has sauce to notice these differences and we can, um, help these students in these areas with maybe extra homeworks or extra activities. Okay. Can I find these.

• 13:04 - 13:18

Um, my final question about the licensed English license, is that, how do you do assessment? Do you give regular tests or do you have a different way of testing or you're scoring the kids?

• 13:19 - 13:50

Hm. Uh, we have upgrade exams. I don't want to call them as exams, but it helps us to, um, find the learning points, which student needs more, um, extra practice in which area. So after in two units or one unit, we get these upgrades and it helps us to notice, which student needs extra practice in this grammar topic or vocabularies.

• 13:50 - 14:05

And we just, um, give extra lessons after school and extra homework person, last homework for, in these areas to help them to, uh, improve their skills in these areas.

• 14:05 - 14:21

Okay. Now, uh, I would like to talk a little bit about your English language teacher training. Um, do you remember taking any courses, uh, specialized in these kinds of things and how to teach them?

• 14:23 - 14:58

Um, when I get, got my teacher's certificate, of course we had some trainings about this, but being in the classroom is totally different. It's not like learning in the classroom, being in the classroom with these, I don't know, maybe 14, 15 students. Um, in my first year I realized it's something different and they cannot teach you this in the classroom. It's

totally about being with the kids in the school and seeing them breathing the same air with them.

• 14:58 - 15:08

Um, it's, it makes our, um, being a teacher real special for me, you know, and everything, most of the things in the classroom.

• 15:15 - 15:34

Um, okay. So it was your own experience, which helped you, uh, do you attend any in-service trainings about gifted students night? Like, okay. Today you have general English meetings, but do you have special trainings on gifted students.

• 15:35 - 16:13

From time to time? Yes. We have some conferences like that, maybe about reading materials or classroom management skills. Um, this helps us to, um, realize how to help our students and have to come up with these classroom management problems, how to solve them, um, because everything changes so quickly, especially after pandemic pandemic. It, um, I don't know about the students need more, um, contact with their teachers emotional support.

• 16:13 - 16:22

So, uh, these trainings helps us to understand our students better and to solve the problems inside or outside school.

• 16:23 - 16:41

Okay. My final question. Um, what would you add or what would you change to the English language teaching programs so that the prospect teachers are able to work with these kids with gifted kids easily more easily?

• 16:44 - 16:45

Let me think.

• 16:49 - 17:21

They enjoy reading. Uh, maybe, um, for example, when I think about my own, uh, when I was a student, um, the lesson program that we had lost, it was more grammar based. Now it started to change. Um, we have reading, we have more reading, listening, speaking, and grim is just one part of it. Uh, activities are really important in language learning.

• 17:21 - 17:58

So maybe different activities, especially for this group, um, to make them feel that they need this in their own lives. We need activities like that because even though we have,

uh, yes, things are starting to change. As I said before about, um, um, I still observed that they need to understand why they are learning this language. My, they need English in data guys because they start learning English in earlier. Um, it's difficult for them to understand this because they are so young and yes, they enjoy learning a lot.

• 17:58 - 18:22

They learn easily in these, especially this age group, uh, maybe more daily activities, maybe more videos, um, watching movies, songs, more interactive learning. Okay. Okay. It will have normal notes. Uh, do you have anything to add home? Thank you. Thank you so much.

Teacher 5

• 0:02 - 0:10

Uh, could you please, uh, introduce yourself a little bit? Where did you graduate from? How long have you been teaching English?

• 0:10 - 0:13

Um, the rejected from certain seminars to.

• 0:14 - 0:16

Which department English language teaching, of course.

• 0:17 - 0:46

And I've been teaching, uh, I think it's for 3 years and I'll continue with this job in here. It will be four years and I have a lot of years because, uh, I like this job and also, uh, I'll have my students and also my coworkers.

• 0:47 - 1:02

Uh, it's very important for right. To be happy where you work. Um, what was your motivation or reason to start working with gifted students or it was, you know, it wasn't coincidence for some teachers because,.

• 1:03 - 1:34

Well, I take this job for the gifted classrooms and I just worry about how is it, uh, how can I see a lot of things in the future and when during this time. And so, uh, that's so beneficial for me and also my students, because when I say different things and also like global stuff, uh, without, uh, lessons, they can understand easily because of the, uh, practical minds let's say.

• 1:36 - 2:21

And also, uh, I generally advise we can make some good, uh, interactions with them. And, uh, we sometimes feeling like brother, uh, siblings in the classroom, like the family and not just the teacher and they can feel, I can see them. And they mentioned about TJ. We like you so much. We love you so much. Uh, before you read it in light so much English, but after you, we liked so much because of you because we have a, a methodology maybe, uh, they mentioned about these things and I hear that and also heard them.

• 2:21 - 2:57

Uh, I was at as far as a lot of these things, uh, that's the satisfaction job for me. And when I teach something for them and when I solve their exam papers, uh, in apparent disease, uh, I take, I do their notes at the right after the exam because I wanted a bigger, um, much more than their, uh, varied about the exam points.

• 2:58 - 3:33

And they asked me I have different lessons or I have different exam, but I hope today, or, uh, sooner or later I will read all of them and I will give their feedbacks maybe one or one and a half day later. And they liked that much too. And I have three different classrooms, four C, six, C, seven C, and every, every different students, so special for me individually and also like the classrooms.

• 3:34 - 3:46

And I feel I'm special for them too, because they can feel, I can feel them. And that will be better for me.

• 3:47 - 4:05

Yeah. This emotional connection you have with your students? Uh, I think it's very important for gifted students. I have talked to a few English teachers now and all of them mentioned the emotional connection is very important. What do you think about that?

• 4:05 - 4:37

Yes, because, uh, we, as we said, they are gifted, so they made some interactions with the other, uh, humans, let's say because, uh, as I mentioned, they're gifted, they're different brains, different mind, way of thinking, and maybe they couldn't, uh, they can see something different from you and you couldn't see that maybe they just enlighten your mind and that will be surprised for you. And also you will surprise for them.

• 4:37 - 5:19

Sometimes they will say, oh, teacher, are you gifted? Sometimes you'll think different way. I don't know. Maybe I will, but I don't know exactly. I didn't check that the tests or exams for the gifted stuff, but I have some experiments so I can share with you. And like when I unlighted something like different, uh, solutions for the different problems for the different grammar rules. And then I unloaded them, maybe I wasn't university, but I will share with you and you're just at the middle school and you can realize them and you're so gifted and you will enlighten yourself.

• 5:20 - 5:42

Uh, like if you think like my time, you're so lucky for that. So because you can reach this information also your three stuff before that, me, or before that, my time. So that will be so beneficial for them. And that's it for that problem.

• 5:42 - 5:54

Okay. Um, what can you say about the, your characteristics as you know, human beings? Uh, what different characteristics you observe in them.

• 5:56 - 6:44

That is included from foresee net Oman? Uh, I think he's not gifted. He's like the wisdom, uh, better than gifted. Uh, I, I think, I don't know the English version, but in Turkish Asperger's syndrome, uh, I think in English maybe the same, I don't know the terminology. And, uh, then you teach anything to him. He can understand if visit in English, but like the mathematic teacher said, when we at the launch, a mathematic teacher said, uh, I have some problem with Mamet because he couldn't count it, uh, for numbers like, like 100 or a thousand interdis, really.

• 6:44 - 7:11

But I think, uh, he can count a lot of numbers in English. I will check that. And I said to my, uh, my math teacher, uh, I will test him for, uh, last five minutes for my lesson. And I tested him. I wrote the word like one, uh, he read one and I wrote near to one 12.

• 7:11 - 7:45

He said, and we will continue at this count millions in English. And there isn't any stuck things. And he was so fluent. Uh, that was a surprise for me, not so much for the math this year, of course. And I liked that because I believe in him and she, our math teachers saw surprise, as I said, so he's so genius because he realized the interdiction reading.

• 7:46 - 8:17

Then he was three years. Each, I find that reading stuff without anything, anyone help individual teaching. Uh, and also he influenced himself in the house. Not that, not just a school, not just my lesson, DJ influenced themselves in their home. He works out of YouTube. And also a lot of streamers like Gary's mode is Gary's more.

• 8:17 - 8:20

And P also watch all of them in English, from natives.

• 8:21 - 8:25

So what can you say about his English development then? It's.

• 8:26 - 8:36

I think in Georgie, I couldn't believe he maybe almost all the students couldn't reach his level. I think so.

• 8:37 - 8:41

So it was his own interests in English.

• 8:42 - 9:14

Then he, then he saw me, he likes this and also he's so eager to English also in exams, but not the other lessons. And when some, uh, Paris meeting, I mentioned about your parents, you have to, uh, put him in a full or English lessons school because he can get a lot of information and he can make some logical interactions in English. You couldn't take something in Turkish so much because it's better than Turkish.

• 9:14 - 9:22

He can also understand all the things in English. Maybe he can express himself in English, much better. He's so different.

• 9:23 - 9:27

Do you have any other students like that? I mean, very, very talented in language.

• 9:27 - 10:12

Of course, of course, not just in English, because like from 70, uh, Ahmed,, uh, he has some reverse wrong, uh, first authorities and, uh, not just good at English, but also like the other stuff like social studies, let's say, and he has a different mind because when I taught anything about any different words, like the academic level from Oxford students and because their love is so much different, uh, in the parentheses, again from 70, I have five different students can pass the preparation exam from university right now.

• 10:13 - 10:17

Before the eight plus they are just seven class. Can you imagine that?

• 10:17 - 10:43

Yeah, these kids are very, very, uh, you know, special, uh, very special and you know what I try at least to give the prospect English teachers, uh, the education they require so that they will be able to work with these kids better. So that's why I actually, I need your experiences. Um, do you also have, you know, non gifted normal classes?

• 10:43 - 11:15

I haven't, and I am so happy for that right now, because I have different, as I said, I have different emotional interactions with them, and I hope I will continue with these classrooms, uh, because I, like, I have just three courses. And, uh, next year, our seventh

class turns to eight grades. So they will cover the LGS. And I have a lot of time, I have to make other practice with them.

• 11:15 - 11:23

So I don't want any different, smaller grades right now because of their exam progression process, as you know,.

• 11:23 - 11:27

Uh, do you play something different for their exam preparation process?

• 11:28 - 11:31

I have to make it different because they're different.

• 11:32 - 11:37

They are not, I presume they would get bored, just, you know, answering tests,.

• 11:39 - 11:49

Not just that. And also they just, um, when I sat there, I'll just move. Uh, guys let's open their books and when they open it, teachers are getting with me.

• 11:50 - 12:22

Because that's easy for them because are normal makers, Oxford, and also their level. I think they're, if they're seventh grade, they will read the sixth level of Oxford book, like, uh, one upper level from the native game of, uh, British, I think. So, uh, that's why it's so hard for them because they learn a lot of different new words. And also sometimes I will learn them in a new time.

• 12:22 - 12:57

Maybe I will see that word in a first time because some of them out of terminology words, uh, I'm married and my wife's cousin and it, uh, chopper for the dentist. But I said some sixth grade verse for the, uh, dental stuff. She said, really, they learned that in the sixth grade. And she was surprised because we learned them in a medical university and we just learned in the university, but they learn it in the sixth grade, seventh grade.

• 12:57 - 13:28

It's so surprise for her, but they understand and they change their mind. Maybe of course they can make sentences. They can make a sentence within your grammars, like, like passport BRIC countries dances. I will teach that with the Oxford books video, after that, I will explain it or I will stop the video, or I will explain from the beginning to the end full of English, of course.

• 13:28 - 13:50

And sometimes if they have any problem, I will make them interchange, but they haven't a problem about English. They're so good listeners, good speakers, all of them. There's the problem. Some of them just make a problem, may have some problems about speaking, but almost all of them have haven't any trouble with listening.

• 13:50 - 13:54

Uh, this is for sixth and seventh grade, right? What about the fourth grade?

• 13:56 - 14:30

Uh, we have used a lot of illustrations, of course, and also graphical stuff. Like sometimes view using a virtual chat boxes and also, uh, make some racing or playing game. I will make interaction with the students on the classroom. Like they are coming to the board and they will speak to their friends. They will teach sometimes. So they not just listening, they will teach the others. And also they will ask their questions if they have any problem about the grammar.

• 14:30 - 14:51

After that, I liked that book, of course, and we have the game part after the grammar. grammar part. If they're interstate, uh, they will get feedback. If they have any true answer, they will get their feedback and that will help us and also me to explain or teach anything.

• 14:52 - 15:00

Um, okay. So I think you use different books than the normal kids with okay. How we choose that those books.

• 15:00 - 15:03

I think seventies, you will choose them for our,.

• 15:03 - 15:07

I, then I will ask her how many creations.

• 15:07 - 15:40

I like that one, maybe the seventh teacher, like the others. They will take our feedbacks for whatever work, because we are using that Regency the differences about the students. And I like that one. Sometimes they are going to boring of girls, but I liked it, a methodology of teaching of this group, as I think it's not boring. Sometimes, maybe it, the first time they get complicated, maybe, maybe sometimes they will confuse. Uh, but after their, uh, within that book, they can continue and without the problem in the process.

• 15:41 - 16:09

Okay. Uh, so, you know, just like the Selma, they have a very fast, uh, process of learning English, uh, and they can reach it so quick. Um, so, you know, like we said, I, plus one in scaffolding, you have to just give one more input, then they require, uh, what do you do in that case? You have to give them more and more everyday. I think,.

• 16:10 - 16:44

Um, I think in my methodology, I don't get out of practice in the day by day. Some, uh, all of the regions I will give the homework there's any problem I will. I agree. But, uh, in day-by-day I haven't, because I don't like that because they liked me. They liked English, but if I give out of practice or homeworks, day by day, they will get important from the lesson. You know, the Z generation they're getting different mine.

• 16:44 - 17:07

Uh, yeah. What important thing is classroom management? How do you manage the classroom and how do they know that the teacher is the bus and there are rules to follow? Uh, I mean for maybe sixth and seventh grade, they're already used to being in school, but for younger groups, like your fourth grade group, how do you manage that?

• 17:07 - 17:40

Every class has different material, not methodology for me, for the dominant of the classroom. Like, let's start with foresee, uh, in foresee management, as I mentioned, like the genius one and Toma, uh, he has some problems right now with the family they're getting divorced. Uh, and also he has some problems also, not just the worst part before the time. Of course he has some problems he's so, uh, gifted also, I can see that, but he has a of spoilt actions, behaviors.

• 17:40 - 18:13

Uh, sometimes this is rightful, but he likes me. And he mentioned about that so much time he saw maybe two or three days a day. He will come and hug me. And, but in the lesson, sometimes he couldn't open the book. He couldn't, uh, write anything, but he didn't understand. I know it, but if he disliked any of the friends, I'll get angry that getting mad at him and he can understand after that.

• 18:13 - 18:29

And I will give feedback minus points from and also give the points plus points. Of course, when they make it, I will give the, these feedbacks for them. But, uh, class will not work for the sixth and the seventh grade, but in the.

• 18:31 - 18:58

Girls, but in the fourth grade, uh, they can, uh, they wipe that. And in my methodology, if they reach 1000 point, they will change any of these characters from the sections. And if they reach 1000 points, I will put some mild waters point, my waters characters, and they will change any of them from the, these things. So they raised, I will reach that point.

• 18:58 - 19:01

It's like every word to get to for them.

• 19:04 - 19:16

They like getting feedback, right. They like to hear that they are doing good. Uh, what about, you know, negative? What happens when you give the minus, uh, on the system?

• 19:16 - 19:43

I think just the Toma. Maybe we'll take the minus points, not the other so much. If they couldn't do any of the homeworks, I will give off task point and they can understand, oh, the teacher come on, I'll have to come back later or tomorrow. Okay. But you have to be sure to deadline of the homework and they can understand, and they will fill in that process. Of course, and their body, they couldn't take any minus from one.

• 19:43 - 19:45

Word. So you make it clear.

• 19:45 - 20:19

I didn't change the regular process. That's the seconds. There isn't any problem for them. They can understand because they are gifted. I couldn't give any light for them. And they, they trusted me. Of course, of course they can understand it quickly, maybe much better than us. They are different mind. As we said in the sixth grade, uh, D the other gifted teachers make their different, uh, type of order up there that like the U shape.

• 20:19 - 20:45

But in my lesson, I saw, uh, it's not going to work for my lesson because they taught each other. They wrote that they make some gossip, maybe because they're, uh, in 66 C there 10 students includes eight years. Yes. So there are, of course, if I just see, I can hear them. And sometimes they teach you how you hear that, oh, come on. I'm different.

• 20:46 - 21:27

It doesn't mean, of course. And they couldn't talk because of my ear, so they will write them on the desk. And after that things, uh, I'll change their positions. And also some of the teachers like that or that issue, I liked that process. So I will keep that in my lessons too. But, uh, either my position, because I will change any of the friends, I will get away from the, uh, I will put different friends between of the, uh, also they haven't liked the social distances because I can walk inside of the classroom between all of them are all of blends.

• 21:28 - 22:00

I will make that positions in the classroom. So I was dominant that 60 and also all of my classrooms, by the way, all of my classrooms, uh, hopefully they liked me and I couldn't

getting mad at them. I couldn't, uh, almost never I'll, uh, show that them maybe four seat, I will, but not 60 and 70 because they white me and I just keep my sellers.

• 22:00 - 22:33

I will wait for them. And some of them saw me, uh, we'll wait for us. We are getting ma we are getting said to him. So we have to, uh, I remind him quickly. So they will work each other when they saw me and they will focus on the lesson. Sometimes I will make some, uh, I will make some conversation about them, like the global stuff from the lesson. I will forget about the lesson. I will talk with them like the world, like the, uh, economy, like different stuff.

• 22:33 - 22:53

Any of them, like the game, they like games or anime, you know, they love it. Of course I will. I, uh, doing that. I will do this stuff. And also I can conversation with them with these, uh, changes and they can understand me. I will talk with them. And I will forget about the lesson.

• 22:53 - 23:26

Some, sometimes, maybe a one lesson for DLB, because I have a lot of lessons and I will make some conversation about them. And I like, they liked them. They couldn't go to break time. Or did you please stand here? I will talk with you. Let's say, and I like this stuff. And also they will focus on the lessons. Then I will turn the lesson quickly. Hey guys, you are doing the lesson. Please focus on here. We have to learn these things. Uh, he just, uh, getting over mind often so we can understand right now quickly, we are not boring right now.

• 23:27 - 23:53

And they said, pay attention, please. Next year, you have to come with us, please. They just visited me at seventh grade. Also. Uh, this is my favorite class because they are really, really every individual gifted students. They are so different. Uh, uh, some of them abilities of the art, some of them got, uh, the other lessons, also like image.

• 23:53 - 24:25

Uh, his goal is Gazzara high school. And, uh, he hasn't ate mistakes, almost all of the tests, but sometimes in English. But if I ask, uh, you have to study for this stuff, I will give the examples all to question and it will come and get up a mistake. He made it because he, he thinks, or he worked like an Android. I don't know. How have you so different also, you are gifted. I know them. And one girl, it is Carter.

• 24:25 - 24:57

Uh, I gave him, I gave her 99 points. One time. She got just one time, my time, because at the other years, in three years, she got 100 points, but just one time at nine points and I'll talk with her parents. And, uh, I mentioned, why did I give nine points? Because she has a mistake about. She does the right come with the past perfect tense.

• 24:57 - 25:22

And I, I, uh, call her in the classroom in the board. And she wrote, I said, can you write possible victims? Come here. She wrote again, had chain, if you will. Right. That correct? I will give your 99 points turns the 100 points, but she couldn't forget that in their life.

• 25:23 - 25:24

She will never forget first.

• 25:24 - 25:38

And also her parents understand that one. And they thanks to me. They say gratefulness for me. And I liked that one for this feedback. Uh, that's all I think.

• 25:39 - 26:07

Uh, okay, well done. My final questions about your English language teacher training. Was it enough to work with these students? I mean, did you have, uh, enough, uh, education, uh, in your university years to cope come up with, you know, the activities they need or to meet their needs? And if you haven't, what would you add to this four year program?

• 26:07 - 26:29

I think in university, education is not enough for these things, but I we can develop ourselves with the experiments, with their feedbacks or feedbacks our observations. And we can understand, uh, oh, it will be much better for them, or I think it's not going to work with them. We can understand the difference.

• 26:29 - 26:45

When you go into the classroom. But, uh, you know, if you have never learned anything about gifted students, how they work, how they are, is it easy to you just go into the classroom and be with them?

• 26:45 - 27:16

It's the first time that the heart for you is, as I said, if you fit in that classroom, uh, let's say classroom, uh, preparations, or of course, and then they will understand you and you will understand them. That's gonna make some, uh, electrocute in the, uh, placement and you get understand you're gonna make some good conversations, also lessons, and also the other step.

• 27:18 - 27:22

Uh, okay. With John, if there's anything else you would like to add?

• 27:23 - 27:26

Um, I don't think so. I think I will mention all of them.

• 27:26 - 27:40

Okay. Uh, thank you very much. Uh, this is going to, uh, help me a lot because I think you are the first teacher to talk so passionately about, uh, sixth and seventh and eighth graders.

• 27:41 - 27:42

All of them.

• 27:42 - 27:58

Of course, of course the teacher she's like all of the students, but, you know, uh, I think I've spoken to, you know, primary school English teachers for the most time. So thank you. Thank you very much.

Teacher 6

• 0:02 - 0:11

Gamze Hocam. Uh, could you please introduce yourself a little bit? Where did you graduate from? How long have you been? Uh, teaching English.

• 0:12 - 0:46

Okay. Um, my name's Danzy and I'm working in a brokers college right now in primary school, but just only for one year because, uh, um, before that, uh, great. I work in, I work with, uh, preschool students and so, uh, normally, uh, I have been working, uh, as a teacher for years.

• 0:47 - 0:52

And, uh, what else can I.

• 0:52 - 0:54

Say? Which university did you go.

• 0:54 - 0:56

From? Anadolu university.

• 0:56 - 0:57

English language, teaching.

• 0:57 - 1:17

English language, teaching program two plus two. Do you know this, uh, program? Uh, first two years, we are, uh, we, uh, went to school, but, uh, last two years, uh, we got all of lesson, uh, like online.

• 1:18 - 1:22

Okay. I didn't know that program, but it was like English language.

• 1:25 - 1:31

I don't know. It's it's right now. It's they have this.

• 1:31 - 1:46

I think they have English language teaching program, but I don't know if it's like that. Um, okay. Well, uh, what was the reason or your motivation, uh, you started working with gifted students?

• 1:49 - 2:33

Uh, according to me it's a little bit, bit difficult because, you know, uh, these students are very energetic and their, uh, concentration is, uh, really fewfor that reason every time I need to, uh, uh, I need to do some different things to focus on me. And I don't know, uh, in the lesson I'm doing something every time, but it's too difficult.

• 2:33 - 2:34

I guess.

• 2:35 - 2:45

It's very difficult. That's, uh, actually, uh, it's difficult, but, you know, rewarding. That's what I have been hearing from the teachers that I have spoken to.

• 2:46 - 3:21

Generally, uh, for example, uh, right now, um, uh, working with, uh, first place, uh, I have, for example, four or five students, there are, they are two to, in our technique for that reason. Every time I'm getting them in front of me and the first tables for that reason. Um, yes, every time I'm getting closer to me.

• 3:22 - 3:34

Uh, so apart from energetic, what can you say about their characteristics and their learning styles? How do they learn? For example?

• 3:36 - 4:15

Uh, when I look at the general generally, uh, they learn easily because for example, I'll when I, uh, going with working with the normal grades, uh, they are different, uh, I need

to, uh, tell some grammatic or different, uh, subjects. I need to, uh, repeat two times, four times, five times, but in a gifted give the students the class.

• 4:16 - 4:26

Uh, I don't need to repeat lots of, uh, because they are learning easily. The other students,.

• 4:28 - 4:54

Uh, I, haven't spoken to many teachers that have worked with, with non gifted and gifted students. So your comparison is very important for me. Um, so what about their English? You say they are first year, first grade students. So they have just started school. Uh, let's say, uh, how is their English development? What can you say about that?

• 4:56 - 5:29

Um, they are getting every subject, every, uh, words or gravity form easily. And so, uh, surprisingly they are, uh, not forgetting, for example, in the first dog, uh, we, uh, worked about the, for example, colors or numbers, alphabets like this. Uh, when I asked right now, uh, they are, uh, easily remembered.

• 5:31 - 5:34

And, uh, what else,.

• 5:37 - 5:53

For example, how their language skills, how do they develop their speaking, their listening? They are, I think, learning to write and read. How do these skills develop in gifted students?

• 5:59 - 6:03

Can't remember the correct words right now. It's.

• 6:06 - 6:06

Chats.

• 6:08 - 6:17

It it's I randomly, I can't regularly.

• 6:17 - 6:18

Do they have a.

• 6:18 - 6:48

Regular regularly? Um, for example, in the first time we try to, uh, we studied, uh, listening, speaking less so, and the second term, uh, we are, uh, working with them,

reading and writing. And for that reason, uh, this is the it's a line and then it's going, uh, regularly, I guess.

• 6:50 - 6:51

Okay.

• 6:51 - 6:59

So, uh, I'm so sorry. Uh, can you tell, um, more thing because, you know, I just only am going to.

• 7:01 - 7:06

One year and also just one class for that reason. I couldn't say lots of,.

• 7:08 - 7:18

I mean, any little thing that you can say is very important for me, so, uh, that is okay. Uh, how many hours do you have with them? I mean, one week,.

• 7:19 - 7:20

Uh, eight. Eight,.

• 7:20 - 7:42

So they have eight hours of English. Um, what about the materials, the books, or the activities you use, uh, are they specially chosen for gifted students, especially chosen? Um, and what is the difference between, uh, special materials and the regular materials?

• 7:43 - 8:38

Uh, they are interesting or about the special, which is chosen because, you know, we have that just one book from school and every time they, some, some students said that this is the same book. I don't want to do this. I don't want to work with this book because they are boring for that reason. Uh, I need to find different, uh, worksheets, uh, games, uh, different materials, real materials, for example, uh, generally when, for example, uh, if we going to study it as a, uh, grammatical form, uh, with the song, um, I need to take some music instruments, for example, I don't know.

• 8:39 - 8:41

Um, uh, can't remember, this.

• 8:42 - 9:17

Maracas or the other, um, other instruments. So, uh, when I came to classroom with this material, they are interesting for that reason. It's, uh, we have to find every time, uh,

spatial materials for them, but for the normal students, they are not interesting for instance, sometimes yes.

• 9:18 - 9:23

But for them, um, talking with, uh, for this situation, firstly,.

• 9:23 - 9:45

First grade. Yes. Um, yes. Uh, I was going to ask you, uh, your observations on how do they feel on teaching, learning English? Uh, I mean the gifted students, how do they feel when they learn English? Can you observe with a little bit, or did you have a chance to observe it.

• 9:46 - 10:19

Generally? They are, they low English lessons? Um, because, uh, English lessons is, uh, I guess the, this lesson is, uh, different for them, the other, because on the other lessons, you know, that they are trying to learn the writing, uh, reading math. Uh, this is a general, uh, education for that reason. English is, uh, more fun for them, I guess.

• 10:20 - 10:21

So they are.

• 10:22 - 10:23

Interested in.

• 10:23 - 10:25

Happy in English, let's say, yes,.

• 10:26 - 10:37

That's important because, um, what do you feel about emotional connection with gifted students? How does it work with them.

• 10:40 - 11:14

For every stillness? Uh, couldn't say this because, uh, you know, some of the students are very aggressive and they, for example, they don't like teachers, they don't like suppose. Um, but generally, uh, if you show your, uh, love every time they are, uh, coming to you.

• 11:15 - 11:24

So, um, you know, that loving is more important about the lessons English lessons, especially.

• 11:24 - 11:29

Because they are learning something totally in different language. They don't understand.

• 11:30 - 11:47

If they loaned me the lesson, you know, that, uh, every time, because when I talked with the parents, they said that, eh, teacher, you know, she loves you. He loves you for that reason. Eh, she or he loves English lessons.

• 11:47 - 11:56

Yeah. In the first year is I think the teacher is very important. So it's for kids. And I think for gifted students.

• 11:56 - 12:09

Well for both of them. Um, what about the activities you bring to the classroom? What do you do for example, when everything is finished, then you still have time.

• 12:12 - 12:48

Generally we are playing games. Yeah. Uh, also we have lots of games also now our small boards and also not all of them, but some of the, uh, sites we can open them and we try to find the games and we can play, uh, generally yes. Game. But for this one's for the first grade, um, because it's, it's changeable for the fourth grade or third grade, but, you know, uh, generally children's, they're still children love.

• 12:48 - 12:49

Games. There's two.

• 12:49 - 12:51

Small. Yes.

• 12:52 - 13:10

Um, okay. What about the classroom management? They are Lidl. Uh, okay. Maybe they are very smart. They can understand, but they are also child or children. Uh, what do you do to control the classroom?

• 13:11 - 13:46

Um, it's difficult generally. Uh, every time I need to walk around the classroom, uh, I need every time I need to touch for every students, uh, I'm looking their activities, um, talking with them. And if, uh, if I, um, tell any subjects sometimes, uh, I'm using my, uh, gestures and mimics maybe, or my hands.

• 13:46 - 13:55

I'm doing some voices to concentrate them. And, but then I need to walk around.

• 13:57 - 14:10

So you should be aware that what they're doing. Um, what about the testing materials that you use? Uh, they are very small. What kind of exams or.

• 14:10 - 14:41

We, we don't have any exams, but, uh, for the first grade students we have self-check, uh, homeworks just on for, uh, for the weekend. Uh, they are doing this activities with the, with, with maybe their parents or sometimes they ourselves, but, uh, just only I'm taking this homeworks and after they sometimes, um, we are doing this homework together.

• 14:41 - 14:48

I'm asking them, they are answering me, um, like this, but we don't have, but the other classroom, they have exam.

• 14:49 - 14:52

I mean the normal first year students.

• 14:52 - 14:53

Are not,.

• 14:53 - 14:55

No, the older ones?

• 14:55 - 14:56

Yes. Okay.

• 14:57 - 15:04

Okay. What about feedback? What kind of feedback do you give them.

• 15:07 - 15:07

After,.

• 15:07 - 15:09

After finishing some of them?

• 15:10 - 16:08

I'm giving to them. Hmm. Okay. Uh, generally I'm using some, uh, materials, for example. Uh, if so, so if any institutes, uh, listen the lesson, um, carefully, uh, if he or she did her homeworks or his homeworks and after the, for example, what else? Uh, I'm using class

dojo generally for, uh, at the end of the lessons, generally I opened this and for example, if they speak in English or that lesson or the lesson, I'm giving them the point.

• 16:08 - 16:28

Uh, if we listen to the lesson carefully, I give them a point. They like this program. Uh, also I have a little stem, uh, generally I being this, uh, they are not books and they love very much.

• 16:29 - 16:52

Um, yeah. So they want to see something, you know, the point or the stamp, these you approve. Um, okay. You said when they speak in English, they get a point in class dojo. Uh, do they start speaking English immediately or do they acquire some time, uh, you know, to process everything?

• 16:53 - 17:24

No. Um, some, um, for example, in my classroom, some of the students are talking very well, uh, but not all of them, uh, for that reason, I need to encourage them, uh, to speak because talking talkish is easy for them, of course. Uh, but some us and I, they are talking with me sometimes in Turkish. I said, I don't understand you, please speak in English.

• 17:24 - 17:51

He or she stops thinking, thinking. And after that, they tried to find the correct words. And sometimes if, if they couldn't make a sentence, they try to tell me what they want in some words, just, but, um, now I'm not talking right now.

• 17:52 - 18:05

Did they get angry when they can't form a perfect sentence, then you know, you are waiting and they're trying to make a sentence, but they can, does this make them angry or upset.

• 18:05 - 18:26

Sometimes for that reason? I'm happy. Now, what, what, what, what do you want to say? I'm trying to say, uh, um, what pencil do you want pencil, or do you want to go to toilet or I'm asking lots of questions to speak to her.

• 18:27 - 18:41

Um, finally about your English language teacher training, uh, was it enough for you to, or did it prepare you enough, uh, to work with gifted students?

• 18:43 - 18:43

No.

• 18:44 - 18:51

No. Uh, I mean, that's the answer I'm getting, I am an English language teacher graduate, and I can say that no.

• 18:51 - 18:51

Awkward.

• 18:52 - 19:02

Um, what would you change or what would you add if you have the chance to your four year English language teaching program?

• 19:03 - 19:47

Oh, lots of things, but, uh, for gifted students, for example, in my education, I didn't know about the gifted steals, anything. They, uh, Bendis when, when I come to school, came the school I learned in the school, they have got the gifted students because, you know, uh, it's too, uh, for every campus, you know, we don't have this classrooms and it's where it's nice for us in our education.

• 19:48 - 20:20

They, the universities need to, uh, give education about them because they are very different students because they're, they are aggressive and, energetic, uh, maybe we, we, they can, they teach us. Mm, lots of, uh, I forgot the meaning.

• 20:27 - 20:37

Lots of methods. Yes. But, um, uh, I can't remember right now, I couldn't give a specific example, but the,.

• 20:38 - 20:43

Yeah, we learned the methods or, you know, approaches or material design, but.

• 20:43 - 20:45

General students especially, not.

• 20:46 - 20:47

Fort he gifted students.

• 20:48 - 20:49

Not hard to get this.

• 20:51 - 21:17

Uh, do you have, uh, in-service trainings on how to teach gifted students and especially gifted students? Do you get trainings like that in here? Okay. Okay. With Jim, this was, uh, it's if you have anything to add. No.

• 21:19 - 21:34

But I said that, uh, you know, conversation, lastly, eh, the universities teach us lots of metals about to give to students. And also they have to tell us about their,.

• 21:34 - 21:35

There a hurt. Like.

• 21:36 - 21:50

There, there, there is a gap there, there are gifted students in our schools. So we had to give a education about that as a lesson, different, less.

Teacher 7

• 0:03 - 0:16

Okay. I shall continue in English because I'm writing the thesis in English. Um, so hocam Can you please introduce yourself a little bit?

• 0:17 - 0:34

My name is Dinara and I am working in Okyanus college for that's my sixth year here. And, uh, I'm working with gifted classes, uh, actually in this year I have second and third graders. So, um, you can ask questions and I can answer.

• 0:36 - 0:44

Okay. Um, did you graduate from English language teaching department?

Yes. Um, where are you from?

• 0:44 - 1:02

I'm from Uzbekistan. And I'm living in Turkey for 10 years. So, um, actually I finished my, um, education in TESOL also. I have a certificate, so that's.

• 1:02 - 1:10

Okay. Um, hocam, what was your motivation or your reason to start working with gifted students?

• 1:11 - 1:22

Uh, actually, uh, when I came, they gave me these classes. Of course. I didn't know about it. What is the gifted class means? Um, uh, first of all, I'm mom.

• 1:24 - 2:05

That's why, uh, it's not difficult to work with them. Always I'm trying to look from my side, like, uh, what I'm going to do if it will be with my son, for example, and then it, it, wasn't so difficult for me. I'm always, I'm trying to solve problems if in the class I'll have something, uh, I'm trying to speak with them, explain them. Uh, so that's all, actually all of them are children, gifted classes or normal classes, but all of them are children's, uh, just, I'm trying to speak, explain them everything, uh, to listen them.

• 2:05 - 2:25

Uh, what are the problems? And then I'm trying to solve it. Actually, my family is in my family, my mom is a teacher. My dad is a teacher. They are working for 35 years in the university. So that's why it wasn't so difficult for me.

• 2:27 - 2:35

Um, if you like to comment on their characteristics as a human, what would you say?

• 2:35 - 3:05

Uh, they are really smart students, actually, maybe not in English, but in math. Uh, they are a bit hyperactive, so, um, but, uh, of course it's a bit, uh, easier to teach them then in other classes, uh, they understand you in one time when you were explaining something. So, I don't know that’s all.

• 3:08 - 3:12

Okay. Do you also have, you know, non-gifted classes?

• 3:12 - 3:13

Yes, of course.

• 3:13 - 3:17

Uh, could you compare their, uh, development in English classes?

• 3:18 - 3:49

Of course. Uh, of course gifted classes. Um, as I say it, uh, they understand, uh, more easier. Uh, that's why a bit, easier to work with gifted classes, but sometimes in non-gifted classes also with, I have very, um, of course good and talented students. That's why, uh, I'm trying to best to do my best in both classes.

• 3:49 - 3:52

Of course. Um, yeah.

• 3:53 - 4:04

Um, how is their English learning pace? Do they, you know, wait a little bit before you start talking or responding or I don’t know

• 4:04 - 4:37

And of course the, uh, first, uh, in the lesson, in all lessons, we have warm up part, and then of course, when I ask them questions, they think about that and then they are trying to find the correct answers. Um, they are talking, uh, with friends, uh, but sometimes of course, that they can just answer the question and I really shocked, oh my God, you are super, so it's, it changes to student to student

• 4:37 - 4:37

That's why.

• 4:38 - 4:44

Eh, I believe there are students in different levels in one classroom.

• 4:44 - 4:46

Is that correct?

Yes, sometimes.

• 4:46 - 4:50

How do you address their needs or, you know, yeah.

• 4:50 - 5:24

Sometimes I have students who don't like English, for example. So as I said, I'm trying to explain, uh, the importance of this language in our lives. So I've tried to speak with them, explain them, or I'm trying to ask more questions to that student. Uh, and, uh, always, I am trying to call him to the board and when he will find the answer, I am just saying, oh, super look, you are very talented.

• 5:24 - 5:27

So it's motivated them, encourage them. Yes.

• 5:29 - 5:41

Um, okay. In the English classes, I think, I mean, the other teachers that I have talked to mention that you use different, uh, books and materials.

• 5:41 - 5:45

Uh, in gifted and non-gifted, you mean.

Yes.

• 5:46 - 5:56

No. We have the same, I am a native speaking teacher. Our materials are same, but maybe main course teachers.

• 5:57 - 6:02

The main course, teachers mentioned that. Uh, that's why, uh, I wonder if you were using.

• 6:02 - 6:12

Uh, when the materials are not enough, of course, I'm trying to find something more to them for the gifted classes. That's all.

• 6:13 - 6:17

Um, what kind of materials do they like?

• 6:19 - 6:46

Uh, they like questionary when I'm making a questions time. They like to listen and answer to the questions. Of course, games, videos, uh, in our materials, we have games, videos, um, uh, live worksheets. So, um, of course they love, uh, more, uh, games and English games and, um, something on the smart board.

• 6:47 - 7:09

They don't like to write, you know, it's too boring for them, you know, because they are very hyperactive. So it's very boring for them to write something. Always, we have to speak, ask questions, open videos, and then discuss the video, play the games. It's a bit like that.

• 7:10 - 7:29

Okay. Um, what about the classroom management? I believe they know you are a native teacher and because of your name and everything, uh, how do they respond to you? How do they know that you are the boss, the classroom?

• 7:29 - 8:04

So, uh, actually I came, uh, from Uzbekistan in our, uh, we had a very disciplined school, so that's why actually I saw from my parents that sometimes I am really serious and disciplined sometimes I really laugh, uh, trying to smile. So, um, I don't know. I say them, if you will talk, you will not learn. You are coming here for learning and your parents are sending you to learn something.

• 8:04 - 8:31

That's why please, when I'm here, try to listen to me and, um, get something from me. Uh, I never have problems in class manage. Uh, if I see some, uh, one is hyperactive, I'm sending him to wash his face and then I'm trying to speak with him. I'm explaining him that he's disturbing the class and please try to help us and please listen us. So.

• 8:32 - 8:38

Even like second and third grade do they, uh, understand logical reasoning.

• 8:38 - 9:01

Yes. I'm trying to explain it because, um, I never have someone is talking in the class. I actually, my friends are asking me how you're doing it. You should be sometimes strong, sometimes a bit smile. So, um, I don't know. It's changed to a teacher from teachers.

• 9:04 - 9:13

Um, oh, okay. We talked about the materials and how do you evaluate, uh, their speaking since you are doing speaking classes?

• 9:13 - 9:44

So, uh, we, we have made actually our material in the, the, when we started the year. So, uh, first warm-up, it's very important, I think, five minutes for warm up. Uh, and then, uh, I'm explained if I have topic I'm trying to explain, and then I'm asking them questions, I'm checking them. Do they understand? Then sometimes they say teacher, please open the game.

• 9:44 - 10:07

Uh, I'm opening. I'm listening to them to of course, um, I don't know. I think our materials are enough. If not enough, I'm trying to something make to something by myself, uh, activities, crafts we have, because they are primary classes, you know? So, um, that’s all.

• 10:10 - 10:18

Um, okay. What about feedback given feedback? How did they respond to positive or negative feedback?

• 10:19 - 10:49

Yes, they are asking teacher. I didn't understand. Can you explain it or what, what kind of topic is it? So, uh, of course, first lesson I'm explaining topic. And then, uh, last three weeks weeks, uh, we are talking and talking about that. I'm making sure that they understood it. Uh, I'm working with gifted classes, so I never have problems that, that they didn't understand something. So we have four weeks for one topic.

• 10:50 - 10:56

And I think it's enough time for explaining a lesson for students.

• 10:57 - 11:10

About the feedbacks of parents. For example, uh, I never hear that they didn't understand something or they didn't like something. That's why actually, I'm working here for six years. So, uh.

• 11:10 - 11:17

It's rewarding for the teachers as well.

Yes, of course.

You feel that you making a difference.

• 11:18 - 11:45

First of all, I'm trying to love each children because I am a mom. Uh, I'm trying to understand their parents. They are sending that children. I never shout to them. Of course I'm trying to speak. And of course, each of them are special for us. So, um, when you love them, you can do everything with them. You can teach everything to them. I think.

• 11:46 - 12:03

Um, that's what I've been hearing. Um, since you have studied in Uzbekistan, uh, how was your English language teacher training? Did you have any courses specializing on how to teach gifted students English.

• 12:03 - 12:38

Or we didn't have gifted, uh, part in our school or in the university. So I just had very good teacher. She's living now. She's old now, of course. And she's living now in America. She just loves me when I had problems. She did same things, what I'm doing now. Um, it wasn't same, of course in our times we didn't have smart boards or something. Um, but we had very nice books on that time.

• 12:38 - 12:56

So books, questionnaires tests, um, storytelling, um, dictionaries, for example, every day she gave us for example, to learn 10 words for improving our dictionary. So that was.

• 13:05 - 13:21

Um, what did you, I mean, what, uh, characteristics, what features should an English teacher have, uh, in order to be able to work with gifted students? You know,.

• 13:22 - 13:31

So, you know, uh, because I didn't study anything about gifted classes, uh, but I've been doing it for six years.

• 13:31 - 13:35

I mean what characteristics should you have, uh.

• 13:35 - 13:35

Loves students.

• 13:37 - 13:49

Yes. Love student when you love, you can do everything. So, uh, if you will see me in the corridors of my school, really, you will be surprised all of them are jumping on me.

• 13:49 - 13:52

I wouldn't do it. I said, please, careful.

• 13:53 - 13:54

We, I have problems with my bones.

• 13:55 - 14:05

Both. So they are jumping Miss Dinara. you are so cute. It's like that, you know? So just love them.

• 14:07 - 14:13

Because they are primary school students, first of all, the road to them is love, I think.

• 14:14 - 14:34

Okay. Um, so do you get, uh, in-service trainings, uh, as you work in the school on, you know, how to teach the gifted, uh, or different, uh, characteristics or new approaches in gifted education?

• 14:34 - 14:41

Of course we have many educations in our school. Very good education, but I didn't have anything about gifted classes.

• 14:44 - 14:58

Um, okay. And one final thing can comment on this distance education that we had. How was it with the gifted students? Okay.

• 14:58 - 15:31

So actually it was really, um, interesting and different something for us. So, uh, I think I improved myself on Zoom, uh, you know, um, it was a bit difficult sometimes, sometimes it was nice. So when it was very long time, it was a bit difficult for children because you

know, at home they cannot be very concentrated, but always we try to speak with the parents, uh, to warn them, to not watch anything.

• 15:31 - 15:56

Uh, during the lesson, always, I try to say their names and call them, are you listening? Please stop doing it. Listen to me. So, uh, it wasn't so difficult. I think it was normal. Yes. Sometimes. Yes. It was some, uh, difficulties we have, but in general, we didn't have any big problems.

• 15:57 - 16:03

Okay. Then, uh, that was all of my questions. Actually, if I.

• 16:03 - 16:05

Help you, I'm happy. I feel happy.

• 16:05 - 16:26

I feel, yes, yes. You did help me because, um, you know, I have to base, uh, my argumentations on some, uh, things. And, uh, the thing that I hear the most is that you should love them. You should have this emotional connection with them.

• 16:27 - 16:53

Because many teachers that I have spoken to mentioned that they love me. They know that I love them, so they don't want to upset me. And it's easier for me to control the classroom and do activities with them. Uh, so I believe, yes, of course they are special students. They need special education, but we should not forget as teachers that they are children.

• 16:54 - 17:28

Of course, because, uh, if they will not love their teachers, you cannot teach anything. They will be unmotivated in the class. They will say, oh, this lesson again. So, I didn't like to see that. That's why in the corridors, not just in the lesson, in the corridors, we are trying to dance to, uh, together singing songs. Uh, always they are coming to my teacher's room and trying to show me something, share something with me, drawing pictures for me.

• 17:28 - 17:39

So it's very important. I think for teachers, uh, when you are very strong with them, uh, I think you cannot do anything. You cannot give anything to them.

• 17:40 - 17:41

They would just close themselves.

• 17:42 - 17:49

I will say, yes, it's less than they are sitting like robots. They will not listen maybe to you. And then it finish.

• 17:53 - 18:03

Yes. I saw it from my mom and dad. That's why my family will be actually with the teacher family. Um, and of course I'm a mom. I can.

• 18:05 - 18:07

Yeah, empathy. Yeah.

• 18:09 - 18:21

Uh, sometimes I can see some teachers, new teachers, they say, oh, I am bored. So again, listen, I say, just try to love them when you love them, you can be more motivated.

• 18:23 - 18:33

Yeah. It's important for the students and the teachers. Of course. Okay. hocam, if you have anything else to add.

• 18:34 - 18:58

Yeah. I'm really happy to be a teacher that I am a teacher. So, um, I think it's a great job what we are doing, um, to work with the children, especially every year. I'm saying, please keep me in primary school. Of course I liked, uh, secondary. I had some lessons before, but I feel happier when I'm working with primary.

• 18:59 - 19:02

That's what I felt when I was working in a college.

• 19:03 - 19:04

So thank.

• 19:04 - 19:05

You. Thank you.

Teacher 8

• 0:02 - 0:32

Olga Hocam thank you again. Um, can you please introduce yourself? Where are you from? What did you study in the university? Uh, how long have you been working with gifted students?

Okay, let me introduce myself. My name is Olga. I am from another country. I'm from Turkmenistan. Uh, I graduated, uh, the Turkmen state university in 1999, as I remember. And, uh, I moved here because I was married.

• 0:33 - 1:08

Um, I have experience with the gifted students. Not too much, exactly. But I'm listening to you. You can ask me the questions.

Okay. Uh, how long have you been teaching English in general?

In general for 16, 17 years. 16, 17 years. And do you have a reason to start working with gifted students or you were just appointed to those classes? I was just appointed to those classes.

Okay. Um, how would you describe your students' characteristics?

• 1:08 - 1:38

Okay. They are all different. First of all, some of them are sleepy. Some of them are, have so excited for lessons. Some of them, for example, can read the book, but when I'll ask the question, he, or she will answer it correctly. Some of them can looking for something for a bag or for something else doing drawing or talking to another to student, disturbing him or her. But, uh, at the time when I say stop, can you answer my question, He or she will do it properly.

• 1:39 - 2:24

So they are very open to input. Of course, yes yes. They are different from other students, for sure. Open-mind et cetera.

Do you have also non gifted classes? Of course, I have.

Can you compare how the English classes go? If I need compare to them? Uh, to be honest, I will say to you, just one thing, if a student have any talent, I mean, if he or she talented for foreign language, uh, it will be great to learn or to, uh, how to say, to learn or new something you from the class, but, if the student I mean the gifted one is more talented for math class or science and social studies, nothing to do.

• 2:24 - 3:08

There's no differences. Okay. Um, that I heard that, uh, from different teachers as well. I mean, because when we say gifted and talented, we do not only mean academic achievement. For sure, for sure. Uh, so, uh, how do they move in English? I mean, what is their development pace? Uh, I don't know which grades you're teaching right now, but, uh, do they, you know, learn very fast and start talking or they are very good at listening exercises, reading and writing, or, I mean, how would you comment on their, uh, developmental stages?

• 3:08 - 3:38

As I said before, they're all different. And some of them, uh, study learn English very fast. Uh, some of them not too, but in general, they're all, I think they're the all smartest as for me. And they learn very fast, especially listening, I suppose it may be something connected with their childhood, for example, because they all can, uh, they all know how to use the mobile phones to play the games.

• 3:39 - 4:10

And for example, I have one student, um, from the first graders, uh, her name is Nisan. And when I saw her in the toilet, we wash our hand and according to school rules, we have to speak only English during the school. And I said, I just said to her, what's your name? She said, oh, my name is olga. That she has so nice pronunciation. She's the first grade, maybe six years old. I don't know exactly she talk me. Oh, how do you feel yourself today? Um, she provided me with the different, uh, constructions.

• 4:10 - 4:32

I mean, the, uh, uh, how does the expressions not, how are you, but how do you feel yourself as, how do you feel yourself? I am so happy today because, and she explained why she was happy and I think they're gifted students. They are different and the technology helps them to be more, uh, different from other students as well.

• 4:34 - 5:07

Um, what about the materials that you use in your classroom? Do you only have speaking classes with them? Uh, I have only speaking classes. Sometimes we have a books. Uh, do I need to mention them or do I need to say the names of them? No, you do not need to give the names, but I mean, what kind of books, what kind of activities are there in these books? Uh, okay. From this year, um, most of my work was connected with how to say it was the life skills lessons.

• 5:07 - 5:27

And, uh, I have only materials in smart board, which to be honest, wasn’t enough for the class and then I prepared something extra. Uh, I prepared some kind on games there. Uh, they, they like games very much. Uh, I can explain you who wish to the games, if you don't. I would, I would really like to know.

• 5:27 - 5:59

Yes, for example, the favorite, uh, the favorite games for the secondary school, for the gifted students in that case, the tornado game, uh, I prepared exam for example, 20, 25 cards. And I put them stick them on the board. Uh, some of these cars had the questions it's about different questions and some of them has a sign of tornado. Uh, I divide the class for two groups, for example, the first group, um, the first girl, uh, girls and another one is boys.

• 6:00 - 6:34

And, uh, I chose the student, uh, and we can start, the students would take the correct, uh, card. I mean the correct one with the questions. Uh, they all got the scores, every question, every answer is about five points, but, uh, uh, they have for example, 10, 20, 50 scores. But after some of the students have some of the, uh, students from this class, uh, from this group, uh, he or she will take the card was a sign of that tornado they are all scores equals zero.

• 6:34 - 7:04

Oh yeah, it was, they liked this game very much. And they open for all knowledges. Sometimes they said that all teacher we're so bored. We don't want to do some activities from the, from the smart board can prepare something interesting for us. And I thinking about the cards, I can do the memory, games, them, for example, I can put some cards, maybe 10 cards from their main course subject. And I put from main course topic and I put them on the board.

• 7:04 - 7:37

I can change. And I can say, uh, you have to choose one, which one is correct. They understand okay. And, uh, in this way. Okay. Uh, what about your curriculum? Okay. Uh, is it different than the ones used in, uh, you know, non-gifted classes? Or do you use the same, same of the same curriculum? Uh, okay. Dinara hoca mentioned you use the same books as well, because you are teaching, you're speaking.

• 7:37 - 8:09

Okay. That's why I wanted to ask about the curriculum, as well. And, uh, I created, I prepared extra material for the class because for normal class, I let to say the normal class it's okay for, uh, give to students. We need to prepare extra materials. Yes. Um, okay. Um, what about the classroom management? Uh, how do you manage the classroom? Because, uh, like you said, they are talking, maybe they are moving in the classroom.

• 8:10 - 8:37

They need to move because it's not because they are, uh, you know, lazy or they want to disturb the classroom, but they need to move. Then how do you manage the classroom? Um, manage the class to be honest, sometimes it's very difficult. It's true. I try, when I see that they are bored, I try to prepare something new because every teacher has a plan, a plan B, and plan C for the class.

• 8:37 - 9:25

If I see that plan A is not working and trying to pass upon plan B and to plan C, so you should always be prepared. For sure, for sure. Um, and as I have experience, it is not difficult for me. I can do, for example, I can say, okay, let's see, for example, they are talking to mind. They are tired from example I can say to them, to them. Okay, let's come here. One lady, please come here, stay opposite to me. Let's uh, how, um, um, how was it game was the name of this let me think we can, uh, we can, um, we can whisper to each

ear or I can stand close to her and I can tell you, you need to, uh, the name of this game is mirror game.

• 9:25 - 9:53

I can say to her. Okay. Please look at me and do the same as you are my mirror. I will do some, uh, movements. For example, I will raise my hand. I will do something like this, or maybe I will, uh, put my finger to my nose. She needs to do it in the same, it is difficult in which way, because if I use the right hand, she will use, for example, her left one. And if I will jump she need to do the, in the same.

• 9:56 - 10:29

Yes, yes, yes, of course. Um, what about evaluation? Uh, how do you evaluate, uh, their development? And we'll try it on time with that. Do you give them tests like regular written tests or how do you evaluate their speaking? According to my class I don't have any tests. I don't have any quiz and exams and exams, uh, unfortunately, uh, but I can evaluate them by asking the question and answering.

• 10:29 - 11:04

So you see how well they have gotten, um, what about giving feedback? Okay. Uh, how did they respond to, you know, good, I mean, positive or negative feedback? Uh, because some of the teachers have mentioned that when we say it wasn't that good or they immediately start maybe sometimes crying or they get very upset and they really want to hear the positive feedback.

• 11:04 - 11:13

What about your classes? Uh, you mean the, which, uh, what, uh, which words do I use for, yeah.

• 11:13 - 11:44

Which ones do you use? What do you do? Do you have something visual or physical? You know, like a medal or points? I don't know. Okay. Sometimes we're using class dojo. It's, there is a program. I know main course teachers well, uh, sometimes, uh, we have to say such as, uh, nice, well done. Good job, sweetie. Lovely. And, uh, also what we can do, we can hug.

• 11:44 - 12:17

Yeah. Do they like getting these feedback? Oh, not all of them. Exactly. But most of them, yes. Okay. Um, in Turkmenistan, this part will be about your own education as a teacher in Turkmenistan. Uh, did you study in English language teaching department? Yes. Sure. Uh, so they did you have any special courses dedicated to how to teach gifted students for example, so they don't have gifted us.

• 12:17 - 12:22

Uh, they have maybe give to us too, but they don't have the gifted classes for the students.

• 12:22 - 12:53

And it also many years ago, because I have a lot of experience with the students and I live here for seven years. Um, that's why I don't know what to say to you, to be honest, because, uh, it was a government school just, uh, maybe, uh, twice a week. So I handle it. Oh, and you know, I mean your education in the university, in the universe. No, I didn't have any special, I didn't receive any special knowledges from our teacher. Um, okay.

• 12:53 - 13:23

So you have been, you are the most experienced teacher that I have spoken to so far in all of my interviews and your, uh, recommendations and your experience is very important for me. Uh, in your opinion, what should an English teacher, I mean, what characteristics should an English teacher have, uh, to be able to keep up with these gifted students? Well, the teacher. Yes.

• 13:24 - 13:39

Uh, she must a positive one, a creative one. I think number one is creative. She must be ready for the class, every lesson.

• 13:47 - 14:19

Creative, patient, patient. It's difficult to say. No, because I know that he'll run. It's like chatting. I mean, I want to write it down, but you know, when we're talking, I have questions coming to my mind and it's very hard to write everything down. That's why I asked to record, but, you know, it's just like, we're having a chat, so okay. If I had a chat, for example, I can think and answer after, but now I don't have one.

• 14:23 - 14:58

Yeah, there is no right answer. I just, I'm just curious about your own experience and opinion. Okay. Creative, hardworking, planned, for sure. For sure. Uh, what else patient we say I think and positive. Yes. Um, okay. I think, uh, and finally, this, this distance education that we had for the past two years.

• 14:59 - 15:30

How was it? online? The online one? Yes. How was it with gifted students? Um, it was good sometimes hard, but we managed it together with the students and, uh, sometime their parents, uh, were sitting close to them, maybe difficult for them to stay for the class.

• 15:30 - 15:58

For example, some of the students, uh, they were bored from online education. I like would see for example some students would take her lipstick, she was a third grader by the way. another one was trying to brush her hair. Uh, when I ask the question, they can

give me a direct answer. I mean, for me, it's really strange. They are doing something totally different.

Yes but they can hear you. They can follow you.

• 16:01 - 16:40

It's, the brain can work in many ways. Um, just one question that popped in my mind, uh, if you have the chance, what would you add to the English language teaching programs in the universities? What would you add to those programs? So that the teachers know there are gifted students in the reality when they go out? I think it is a deepest question I need to think about right now because, okay.

• 16:40 - 17:09

Eh, if you like, I mean, I would really appreciate your answer. If you can think about it, I can maybe text me just the small text. If that's not so much trouble, uh, I can give you my number and I would really, really appreciate it. Okay. Yeah. You can ride with whatever you, if you need any questions you can write to me don't hesitate. Thank you. Uh, then I will stop the recording.

Teacher 9

• 0:04 - 0:13

Thank you very much, Yaren Hocam. First of all, can you introduce yourself a little bit? Where did you graduate from? How many years have you been teaching?

• 0:15 - 0:30

I am a graduate of Istanbul University, American Culture and Literature. I graduated in 2016. Since then, I have been an English teacher for 6 years. I have worked with primary school students for 6 years.

• 0:32 - 0:36

I think you have started working this year for gifted people as well.

• 0:37 - 1:13

Yes, this is my first experience this year. Because the institution I work for has a program especially for these students. For this reason, children who are proven to be gifted prefer us for this program in every aspect, but we do not apply a different program in the first grade than other non-gifted children in English. I'll talk about them, except for minor differences. In this way.

• 1:14 - 1:27

So, did you buy this group voluntarily or did you? While such classes were being handed out, was Yaren appointed by the school administration or the head of the department because it fell to you?

• 1:28 - 1:59

In fact, he usually observes the teacher a little bit, and according to his style, I wonder if he gets along better with gifted children, does he address them better. Of course there is a choice there. I didn't want it myself, but at the beginning of this year, they said that we have been observing you for two years. They direct us because we think you can go to such a class.

• 1:59 - 2:26

Before that, the school gives you a few seminars about getting to know gifted children in the summer. But if you ask me, they are not effective. I am in favor of more education especially in language teaching for gifted children. I think so myself, based on my own experience.

• 2:26 - 2:58

Yes, in fact, our aim while working with us is to see if there is anything we can do by reaching these views of our teachers, at least in universities, how much we can prepare, at least before going out on that field. That's why your contributions are very valuable to me. Now we have come to the end of this year, where you also have the chance to work with regular students. You also had the chance to observe gifted students for about 8 months.

• 2:59 - 3:04

What are the differences between them and how can you comment on it?

• 3:05 - 4:14

I mean, they definitely learn very fast, I can say that. Some of them already have a very strong visual memory. Definitely very high awareness. Yes, many learn in a kinesthetic way, most multitasking. So it can do two things at the same time, or even three or four things. You know, as a teacher, I always stayed in the thing. You know, at first, I had a very difficult time in terms of classroom control, until I got to know the children. Which can do two or three things at once, and I shouldn't call it don't talk, shut up, don't stand up. Because that's how he learns. You know, I can say that these are the most distinctive features, even though they are very different inside. So about English. I didn't think there would be such a big difference. But I can say that it was the most interesting year of my reading and writing teaching.

• 4:16 - 4:47

As I already said, their photographic memory is very strong. And children with similar aptitudes are together in my class, so they learned to read much more than I expected. They were very fast and after a while the biggest handicap of the business and actually

what I think is what we need is this. While normally first grade is all about teaching literacy, these kids have already learned it in a month.

• 4:50 - 5:22

After a while it starts squeezing them again. Repeating what they already know is what they hate most anyway. That's why we started to prepare special course contents for them for the first time this year in terms of content. We plan to change that next year as well. Maybe after a year, I can also say that he will be going through another book. And how are these even more interesting topics?

• 5:22 - 5:44

For example, when the alphabet is learned very quickly, children are taught about planets, internal organs, or maybe. You know, while we expect a 6-year-old child to know very classic head, shoulders, knees, toes, while the child already knows them, we now move on to the internal organs.

• 5:45 - 5:48

Their vocabulary is certainly vast.

• 5:49 - 6:20

Other than that, I'm trying to remember what topics. For example, we showed them as scientists, inventions. Yes, it is. So they're very interested in dinosaurs. They can name twenty or thirty dinosaurs, I have no idea. In fact, at this point, if you are working with really talented people, you are learning too. I mean, I learned a lot while preparing course contents, I can say that. Yes, that way.

• 6:23 - 6:43

Yes, they learn to read and write fast. Whether it's speaking or listening, how are they in this respect? You know, they start talking so fast, or do they stop for a while and then talk all at once? What observation did you make there?

• 6:43 - 7:20

Actually, don't talk like that. Of course, one more click served in the background and at the same time observation. And students who really observe are following. E-talk progressed in parallel at this point. You know, they repeat and imitate my pronunciation, my sentence structure, the different words I use. Apart from that, they also ask very creative questions and enrich the course content material that I have prepared.

• 7:21 - 7:47

Now, after a while, you get to know the children and prepare the lesson accordingly. Actually, it's not like this. Now we will process the parts of the house. It consumes so fast. You know, after a while, you have to put in extra effort to make that lesson really interesting.

• 7:51 - 7:59

Now we talked about materials. I guess the same book is applied as normal, but you had to produce content yourself.

• 8:00 - 8:15

Yes, we did that this year. We did not change the book next year, but our thoughts are that it should definitely be a separate book and a completely different content for the future. Because we are also developing ourselves at the same time as a school in this regard.

• 8:17 - 8:26

So, is there a testing, an exam? Or do you just follow their progress through homework and small assignments?

• 8:26 - 8:59

In fact, we do not currently have such a test vehicle on the basis of first graders. But we give projects. Video projects, presentation projects. Here, we want the student to reveal his/her own product on the topic he/she chooses in his/her free field, namely, in one and a half months, he/she shoots a video or prepares a project based on certain phrases and words that we want to teach.

• 8:59 - 9:18

But apart from that, testing comes into play as of the second grade. I haven't experienced it in the sophomore gifted class yet, I will next year. If you look at it, we do classical and reading, writing, listening, speaking exams there as well.

• 9:19 - 9:24

They continue with the teacher they started with, including English throughout primary school.

• 9:25 - 9:42

The exact same first and second grade English teacher. Because they have the same class hours. English in the third and fourth grades is divided into two branches, grammar and reading. There, of course, different teachers come into play.

• 9:43 - 10:07

Understood. There are now students with very different characteristics in classroom management. As you said, they are very kinesthetic, they want to move sometimes in the classroom. At that point, as a beginner teacher, what kind of difficulties did you encounter or did you encounter in working with children? He is the person who provides the classroom management and implements the rules in the teacher classroom. You must listen to his word. How did the kids get used to it?

• 10:18 - 10:50

Well, I may have mentioned that I am not a very prescriptive teacher. I am also a manipulable teacher myself. Actually, this is what happens at this point. When we talk to these friends, the fact that I work with all abilities provides them with an environment where they can feel comfortable at this point. Because as I said, the thing that I have experienced the most is children.

• 10:51 - 11:59

Now we are all quiet. We sit, we look at the board. We don't take our eyes off for 10 minutes. That way they never learn. Therefore, my first recommendation is that if he is going to work with gifted children for the first time, he must first get to know the children. How does a child learn? Because there are some classes that really push you hard. Behaviorally there, you know, you feel so helpless? So far, I've never had such an experience, I'll always say this side of me, they didn't abuse it much, but that's how it is. Of course they know that I am authoritarian. I don't have rules like not getting up in the classroom, not going to the toilet or drinking water, even though they know in secret that a teacher is talking and that they should listen to him.

• 11:59 - 12:12

At this point, I think we should give them a little more knowledge of their own fields. Of course, I'm excluding complicated classes.

• 12:14 - 12:45

Yes, I think getting to know right comes first. I have always received comments from the teachers I talked to that it is very important to establish an emotional bond. Because they don't want to upset me, they don't actually disrupt the order of the lesson. You know, if we need to walk, we don't say anything about walking. I got comments as long as it doesn't disturb people in the classroom. I wonder what your opinion is on this?

• 12:46 - 13:18

Yes, that emotional bond is very important for a primary school teacher, not just gifted students. The fact that a child learns anything from you is actually related to the bond of love he has established with you. That's why I always try to endear myself when I start working with a new class. You know, if you really want to have a voice or need a job, they can't help but let me tell you that.

• 13:18 - 13:54

I mean, they're already very sensitive. I think gifted children are a little different in this regard. They are overly sensitive, but they expect the same from you. For example, maybe he is talking about something important with his friend without listening to him. He has to say something. Or if for some reason he gets up and you just get angry and sit down without giving him a chance to explain, it's very disappointing for them.

• 13:54 - 14:26

I can say that first of all you should say that you are listening to them, I am here listening to you. E please tell me. It's also about the emotional bond. We have to let it speak for itself. You know, those sharp, classic rules unfortunately don't work. Yes that's true. It is repulsive for children. Maybe we can say that that bond of trust is being damaged.

• 14:28 - 14:41

So, what approach do you follow to give such an award or feedback? I guess they like to see their good achievements appreciated.

• 14:41 - 15:19

Yes, just like every elementary school student. But on the basis of them, we did not experience any reward in particular. We also do not use systems such as the Class dojo. At least we don't use them in this respect. For doing it right. But in general, the things we use to have a strong classroom management hand, yes, but other than that, there are small book gifts.

• 15:20 - 15:42

So that's all. We give academic based rewards. Other than that, we did not follow a very different path. But verbally, I am always proud of you, I always give that positive return. But we don't give anything tangible, in terms of too many rewards.

• 15:42 - 15:48

I understand, now I will review the questions again.

• 15:50 - 16:34

What qualities should I have, you asked? Yes, yes he is. Something important now. You know, we and our students at the university, even if it's for at least a week or two, just put this in the course content. There is such a world. Even when you go to a college, you may be asked to work with such students. We intend to share this reality with them. At this point, I think an important question is what kind of qualifications an English teacher who works with gifted students should have. What do you think?

• 16:35 - 17:12

Definitely patient. Because there is a never-ending question of why. You have to be really relentless, patient and at the same time always open to learning, learning new things. If you have a traditional mind and maybe a very classical teacher definition, I think it will be quite challenging for you. Because, as I said, I think that I really need to improve myself on this subject right now.

• 17:13 - 17:28

You know, as I said, you need to be open to learning, cheerful and energetic. I can say that this is the most important criterion for this.

• 17:29 - 17:46

Mhm lastly. Now. You went through a formation training. Did you see anything about superior talents in this formation training? As you remember.

• 17:47 - 18:19

No, unfortunately I haven't seen it. I mean, let me put it this way, maybe I wouldn't have known if I hadn't been in the institution I work for now. With some exposure. In fact, there is very little about gifted children in this education, you know, in the training of teachers. Here you need to improve yourself. That's why I think what you're doing is a very good contribution.

• 18:19 - 18:25

Maybe it could change something going forward?

• 18:25 - 18:56

Yes, now that I started to work, we are now in the academic life. He will eventually get his doctorate. I hope it made much more sense to go on a subject like associate professor or professor, and since it is a field that has never been done, I thought that English teachers would understand the problems of English teachers the most, and we set out on such a path. Good thing we're out. I am getting very good feedback. The teachers I met. That's why I feel good too.

• 18:56 - 19:22

There will be good results too. Let's see what will happen. like now? I wish there was more. What would you like to add to your teaching education? Anyway, you would like it when you started working with these kids. Ah, I wish we had learned this and that at the university.

• 19:24 - 19:55

You are asking on the basis of children, on the basis of gifted children, right? Yes. So anyway. I'm thinking. Maybe I could learn to be more creative at a point where they learn so fast. I could have been more full in preparing different materials.

• 19:55 - 20:26

I can say it. Because at this point, for example, at the beginning of this year, I thought a lot about this, the interesting subject was the subjects that would attract their attention. But how can we reflect the topics that will interest them to the lesson? Actually, I can say that we could have known a little more on the basis of content, if only we knew more. Our job would be easier. At this point, material design, material design.

• 20:26 - 21:24

Usually I always get feedback about the material. Also, we have English teaching programs and foreign language lessons for children. I wish there were such children in it for a few weeks, here are the features of them. They learn their mother tongue fast. That's why they come with a foreign language, perhaps with greater preparation. Their vocabulary is very broad. They can even learn how to read and write, as English teacher graduates say. And of course, in our special education lessons, I wish it had been mentioned in more detail, but special educators said about these children in these lessons. I'll share all of them feedback. You know, maybe your valuable opinions will make a great contribution to us in creating a course content in the future.

• 21:26 - 21:32

Also, it's very short. Although, I think you should have worked with superior talents at that time.

• 21:32 - 21:35

Pandemic, eye, ear and distance education.

• 21:35 - 21:38

You are not currently online. I think stop.

• 21:39 - 21:46

We don't do much. I haven't done it since the beginning of the year. I didn't get a chance to experience being with them. Yeah yeah.

• 21:46 - 22:03

Let it be. I wasn't quite sure whether to impose it anyway. We thought maybe there would be an article later. So that's what we've talked about so far for us that's important in the first place. Is there anything else you want to add?

• 22:03 - 22:14

We've probably talked about everything right now, I think. Because I'm thinking in the background, preparing it.

• 22:15 - 22:20

Thank you very much. Then you took your time for me.

• 22:23 - 22:25

I hope one day I can come to everyone.

• 22:25 - 22:27

We are actually very close to you on campus.

• 22:27 - 22:29

The only one we have.

• 22:30 - 22:40

Well, let's stop our busyness. Our term is ending now, the finals will begin. I hope we will have the opportunity to sit and chat face to face later. I would be very happy.

• 22:40 - 22:58

Hopefully. I also apologize for the delay. It was not like we would be. Today was a very good day. I know how. Afterwards, I followed myself for a while, so I say it's over, I just came home, I don't know.

• 22:59 - 23:08

Who are you very good. I didn't want to disturb either. You said that we were a little busy during that period. Thank you so much.

• 23:08 - 23:15

I say it's time to make it easier. I hope you have an evening that can contribute.

• 23:15 - 23:16

Thank you very much, bye.

Teacher 9

• 0:04 - 0:13

Öncelikle biraz kendinizi tanıtabilir misiniz? Nerden mezunusunuz? Kaç yıldır öğretmenlik yapıyorsunuz?

• 0:15 - 0:30

Ben İstanbul Üniversitesi Amerikan Kültürü Edebiyatı mezunuyum. 2016 yılında mezun oldum. İşte o zamandan beri 6 yıldır da İngilizce öğretmeniyim. 6 yıl kadar ilkokul öğrencileri ile çalıştım.

• 0:32 - 0:36

Bu şekilde üstün yetenekliler de sanırım bu sayede çalışmaya başlamışsınız.

• 0:37 – 1:13

Evet, bu yıl tecrübem gibi. Çünkü çalıştığım kurumun özellikle bu öğrenciler için bir programı var. Bu yüzden de hani yani üstün yetenekli olduğu kanıtlanan her özellik bu program için bir tercih yapma yerindeki, ayağında diğer yetenekli olmayan çocuklardan

farklı bir program birinci uygulamıyoruz. Ufak tefek farklar dışında onlardan bahsedelim. Neyse. Bu şekilde.

• 1:14 - 1:27

Peki siz kendi isteğimizle mi bu grubu aldınız yoksa? Öyle sınıflar dağıtılırken yarın o zaman bu da size düştü diye okul yönetimi veya bizim M başkanlıkları atandı.

• 1:28 - 1:59

Ya aslında şöyle genelde e bir laf öğretmeni gözlemleyip dinler göre hani acaba emekli çocuklarla daha anlaşır işte onlara daha mı iyi hitap eder. Tabiki orada bir seçim oluyor. Ben kendim istemedim ama hani bu yılın başında işte iki yıldır seni gözlemliyorum. Hani böyle bir sınıfa gidebileceğini düşünüyorum. Niye onlar yönlendiriyor bunun öncesinde?

• 1:59 - 2:26

Okul yalnız sizler için yetenekli. Çocukları tanımak belki de birkaç seminer veriyor oluyor. Ama bana sorarsanız hani etkili değiller yani çok daha bu konuda yetenekli çocuk, özellikle bir öğrenci. Bizim de daha fazla eğitimin olması taraftarıyım. Hani kendim de deneyimlerim ve deneyimlerine göre böyle düşünüyorum.

• 2:26 - 2:58

Evet, aslında bizimle çalışmayı yaparken amacımız, öğretmenlerimizin bu görüşlerine ulaşıp yapabileceğimiz bir şey var mı işte üniversiteler en azından hani o sahaya çıkmadan önce hazırlayabileceğiniz ne kadar hazırlayabilir, bunu da görebilmek. O yüzden çok değerli katkılarınız benim için. Şimdi hem normal öğrencilerle çalışma şansımız da olduğu bu senenin sonuna geldik artık. Yaklaşık 8 aydır üstün yetenekli öğrencileri gözlemleme şansımız da oldu.

• 2:59 - 3:04

Aralarındaki farklar nasıl ve nasıl bir yorum yapabilirsiniz bunun üstüne?

• 3:05 - 3:40

Yani şöyle çift böyle çok hızlı öğreniyorlar, bunu söyleyebilirim. Zaten bazılarının işte bir yüzyıl hafızası çok kuvvetli. Kesinlikle farkındalıkları çok yüksek. Evet, çoğu kümeste bir şekilde öğreniyor çoğu ama ki tersten. Yani aynı şeyi aynı anda yapabiliyor. Hatta hatta dört. Hani ben bir öğretmen olarak hep şeyde kalıyordum. Hani en başta bunu çok sınıf kontrolü açısından zorlandım, tam yanına kadar.

• 3:41 - 4:14

Hangisi kaç şeyi aynı anda yapabiliyor ve ona Hadi konuşma, sus, ayağa kalkma benim bildiğim. Çünkü öyle öğreniyor. Hani çok farklı kelime, çok farklı şekilde ayrılıyorlar da en belirgin özellikleri. Hani bunlar birbiriyle İngilizce konuşunca yani. Ben çok büyük bir fark olacağını düşünmüyordum. Ama geçirdiğim en değişik benim okuma yazma öğretme gibiydi diyebilirim.

• 4:16 - 4:47

Zaten dediğim gibi fotografik hafızaları çok kuvvetli. Masum da emel de benzer yatkınlığı olan çocuklar biraz da o yüzden beklentimin çok üzerinde okumayı öğrendiler. Çok hızlı vardı ve bir süre sonra işin en büyük handikapı ve aslında bizim bence ihtiyacımız olduğu olağan şey şu. Normalde birinci sınıf olarak tamamen okuma yazma öğretme üzerine koyabilen çocuklar zaten bunu bir ayda öğrendi.

• 4:50 - 5:22

Bir süre sonra tekrar onları okumaya başlıyor. Zaten ettikleri bir şeyi tekrar tekrar etmek, zaten etmek bir şey. O yüzden bizde içerik açısından ilk kez bu yıl onlara özel ders içerikler hazırlamaya başladık orada. Önümüzdeki yıl da bunu değiştirmeyi düşünüyoruz. Belki bir yıl sonra ayrıca başka bir kitap üzerinden gidiyor olacak diyebilirim. Ve bunlar da nasıl daha ilgi çekici konular?

• 5:22 - 5:44

Örneğin hani artık alfabe çok hızlı, öyle giyinmiş gel çocuklarla. Mesela gezegenler, iç organlar ya belki. Hani 6 yaşında bir çocuğun çok klasik haç olduğu, ne istavroz bilmesini beklerken çıkıp zaten onlara bir yok. Hem öyle bindi artık. Hani iç organları.

• 5:49 - 6:20

Onun dışında nasıl sabitler hatırlamaya çalışıyoruz. Mesela ayin. Söz vermiştim, bunları gösterdim. Evet işte. Dinozorlarla çok iyi gittiler yani. Yirmi otuz tane bile var. Bilmiyorlar, hiçbir fikrim yok benim. Aslında bu noktada gerçekten yetenekliler ve çalışıyorsanız göreceksiniz. Yani ben ders içerikleri hazırlarken bir şey öğrendim, öyle söyleyebilirim. Evet o şekilde.

• 6:23 - 6:43

Evet, okumayı, yazmayı hızlı öğreniyorlar. Peki. Daha böyle konuşma olsun okul, şey dinleme olsun. Bu açıdan masallar. Hani böyle hızlıca konuşmaya başlıyorlar, yoksa biraz durup biriktirip sonra bir anda mı konuşuyorlar? Nasıl orada, nasıl bir gözlem yaptınız ya?

• 6:43 - 7:20

Aslında şöyle konuşma. Tabi ki bir tık daha arka planda yüzmek ve aynı zamanda gözlem. Hem gerçekten gözlem yapan öğrenciler takip ediyorlar. E konuşma bu noktada paralel ilerledi. Hani benim telaffuzu bu cümle konuştuklarımız kullandığım aktif kelimeleri tekrar ediyor, tatbik ediyorlar. Onun dışında aynı zamanda kendileri de hali hazırda hani çok yaratıcı sorular sorup aslında benim hazırladığım o dersi çelik mat halinde zenginleştiriyor beni.

• 7:21 - 7:47

Merak merak çözmede neredeyse. E hani hangi konular üzerine gitse artık biz de çocuklar tanıyıp dersi ona göre. Hani aslında bu şey gibi değil. Şimdi evin bölümlerini geçince o

kadar hızlı tüketip yok ki. Hani bir süre sonra gerçekten o ders, o ilgi çekici kılmak için ekstra çok faktör tanıdık geliyor.

• 7:51 - 7:59

Şimdilik materyallerden konuştuk. Sanırım normal aynı kitap uygulanıyor ama siz kendiniz için kaldınız.

• 8:00 - 8:15

Evet, bu sene öyle yaptık. Önümüzdeki sene kitabı değiştirmedik ama ileriye dönük de kesinlikle ayrı bir kitap ve bambaşka bir içerik olması yönünde düşüncelerimiz. Çünkü biz de aynı zamanda kendimizi şu an geliştiriyoruz. Bu konuda okul.

• 8:17 - 8:26

Peki bir an keskin bir sınav yapılıyor mu? Yoksa sadece ödevler, ufak ödevler üzerinden mi gelişimlerini takip ediyor?

• 8:26 - 8:59

Aslında şu anda birinci sınıflarda da böyle bir test aracımız yok. Ama projeler vardır. Video projeleri, sunumu, projeleri. Burada biraz öğrencinin kendi özgül alanında seçtiği polisin üzerine, yani aslında bir bir buçuk ayda o sizin kazandırmak istediğiniz belli başlı kalıplar, kelimeler üzerinden kendi ortaya gibi bir video çekiyor ya da bir proje.

• 8:59 - 9:18

Ama onun dışında ikinci sınıf itibariyle test devreye giriyor. Henüz ikinci sınıf üstün yetenekli sınıfında deneyimlemek, önümüzdeki sene de boyunca orada da hani klasik ve okuma yazma bilmeyenler konuşmasınlar da, okulda da o şekilde pek tabii.

• 9:19 - 9:24

Başladıkları öğretmenle bir devam ediyorlar ilkokul boyunca İngilizce de dahil olmak üzere.

• 9:25 - 9:42

Birinci ve ikinci sınıf testleri aynı İngilizce öğretmeni. Çünkü aynı ders saatleri var. Üçüncü ve dördüncü sınıfta İngilizce. Biz de iddialı ayrılıyor, gramer ve giydik olarak. Orada da farklı ders taktı. Öğretmenler devreye giriyor.

• 9:43 - 10:07

Anladım. Sınıf yönetimi konusunda şimdi çok farklı özelliklere sahip öğrenciler var. Dediğiniz gibi çok güneşli tipler hareket etmek istiyorlar bazen sınıfın içerisinde. O noktada yani yeni başlayan bir öğretmen olarak biz çocuklarla çalışmaya hangi, nasıl zorluklarla karşılaştınız veya karşılaştınız mı? O sınıf yönetimini sağlayıp öğretmen.

• 10:09 - 10:16

Kuralları uygulayan kişidir. Onun sözünü dinlemek gerekir. Biz bunu nasıl alıştık çocuklar?

• 10:18 - 10:50

Şöyle Ben belki bazı işinde çok kuralcı bir öğretmen değildim. Kendim olarak da manipüle edilebilir bir öğretmenim. Aslında şu noktada şöyle olmuyor. Bu arkadaşlarla konuştuğumuz zaman bütün yeteneklerle çalışıyor oluşu bu noktada onları aslında kendilerini de rahat hissedebilecekleri bir ortam sağlıyor. Çünkü dediğim gibi benim en büyük deneyimlediği bir şey şu ki çocuklar.

• 10:51 - 11:22

Şimdi hepimiz susuyoruz. Oturuyoruz, tahtaya bakıyoruz. 10 dakika gözümüzü ayırmıyoruz. Bu şekilde asla önemsiyorlar. Oruç da yani. Öncelikle tavsiyem ilk kez bir iş yerine çıkıyorlar, çalışacaksın. Önce çocukları tanımak lazım. Hangi çocuk nasıl öğreniyor? Çünkü bazı sınıflar vardır, gerçekten çok zorlar. Hani davranışlar?

• 11:22 - 11:59

Davranışsal açıdan orada. Hani kendinizi çok çaresiz hissedersin? Şimdiye kadar benim öyle bir deneyimim hiç olmadığı bir şekilde hep mutluydum. Benim bu kadar çok suistimal etmediler ama böyle. Hani tabi ki otoriter olduğunu biliyorlar. Hani bir öğretmenin konuştuğunu, onu dinlemeleri gerek, içten içe bilseler, ders esnasında ayağa kalkılması, bol etek giymek, su içilmez sorulmadan gibi kurallarım yok.

• 11:59 - 12:12

Hani biraz daha onlara kendi alanlarında tanımamız gerektiğini düşünüyorum bu noktada. Tabi hani komplike sınıflar hariç tutuyorum seni.

• 12:14 - 12:16

Evet, doğru tanımak sanırım.

• 12:18 - 12:41

Bugüne kadar konuştuğum öğretmenlerden hep duygusal bir bağın kurulmuş olmasının çok önemli olduğuna yönelik yorumlar aldım. Beni üzmek istemedikleri için aslında dersin düzenini bozma diyorlar. Hani biz de yürümek ihtiyacı varsa yürümesine bir şey demiyoruz. Sınıf içerisinde insanları rahatsız etmediği sürece.

• 12:42 - 12:45

İyi Yorumlar aldım. Hani sizin de fikrinizi merak ederim bu konuda?

• 12:46 - 13:18

Evet, yazarsan o duygusal bağ bir ilkokul öğretmeni için. Evet, beni de yalnızca yetenekliler değil. Bir çocuğun sizden herhangi bir şey öğrenmesi aslında sadece o kurduğu gönül bağıyla alakalı. O yüzden hep zaten yeni bir sınıfla çalışmaya başlarken önce kendimi sevdirmeye çalışırım. Hani gerçekten siz sizin bir sesiniz, kısık bir işe ihtiyacınız olsun. Hani hep kıyama yol var, öyle söyleyeyim.

• 13:18 - 13:54

Hani baktım çok daha hassaslar yani. Kızarmış kepek çocukların da bu konuda azıcık farklı olduğunu düşünüyorum. Aşırı aksaklıkları var ama aynı şeyi sizden de bekliyorlar. Örneğin onu dinlemeden belki arkadaşıyla dış önemli bir şey konuşuyor. Bir şey söylemesi lazım. Ya da bir sebepten dolayı kalkıp da siz ama hiç açıklama şansı vermeden direk kulak ve otur tutsanız bu onlar açısından çok hayal kırıcı olmuyor.

• 13:54 - 14:26

Şunu söyleyebilirim öncelikle onları dinlediğimizde söylemenin sadece Ben seni dinliyorum buğdayı. E lütfen bana öyle depolama. Hem duygusal anlamda da kendimi anlatmasına izin vermemiz lazım. Hani kem küm ettik. O kurallar maalesef işe yaramıyor. Evet, doğru yol bizim çocuklar açısından. Belki o güven bağı zedeleniyor diyebilir.

• 14:28 - 14:41

Peki böyle bir? Ödül veya geri bildirim verme noktasında nasıl bir yaklaşım izliyorsunuz? Hani iyi başarılarının takdir edildiğini görmek? Tahmin ediyorum ki hoşlarına gidiyordur.

• 14:41 - 15:19

Evet ya, hani beni böyle ilkokul öğrencisi gibi. Ama onlar bazında özellikle. Herhangi bir deneyim vermedi. Klas sporcu gibi sistemleri de kullanmıyor. En azından bunları şu açıdan kullanmıyorum. Doğru yaptığı için. Ama genelde davranışsal açıdan biraz klas Sürmene zamanı elimiz kuvvetli olsun diye kullandığımız şeyler evet ama onun dışında ufak tefek hediyeler oluyor.

• 15:20 - 15:42

Yani hepsi böyle. Akademik talimatlar veriyorum. Okul dışında çok farklı, iyi demek. Ama en son hali olarak hani ben sürekli aynı saha da oturuyor, devamlı o olumlu dönüşü veriyorum. Ama hani somut bir şey var mı? Oğuz Çok fazla ödül anlamında.

• 15:42 - 15:48

Anladım şimdi ben de soruları tekrar bir inceleyeceğim.

• 15:50 - 15:55

Hangi özelliklere sahip onlar? Evet, evet o.

• 15:55 - 16:05

Önemli bir şey şimdi. Hani biz de üniversitede öğrencilerimize de en azından bir iki hafta bile olsa yeni yeni bunu da ders içeriklerinin içine koyup.

• 16:08 - 16:34

Böyle bir dünya var işte. Hani bir koleje gittiğinizde bile bu tarz öğrencilerle çalışmanız istenebilir sizden. Hani bu gerçekliği onlarla paylaşma niyetindeyiz. Bu noktada da hani üstün yetenekliler ile çalışan bir İngilizce öğretmeninin nasıl özelliklere sahip olması gerektiği önemli bir soru bence. Hani siz ne düşünürsünüz.

• 16:35 - 17:12

Ya bu noktada? Kesinlikle sabırlı. Çünkü hiç bitmek bilmeyen neden sorusu var. Gerçekten bitmek bilmeyen, sabırlı olmanız gerekir ve aynı zamanda her zaman da öğrenmeye, yeni şeyler öğrenmeye açık olmanız gerekiyor. Eğer geleneksel bir katmanında ve belki çok klasik bir öğretmen takımınız varsa size oldukça zor olacaktır diye düşünüyorum. Çünkü dediğim gibi ben de şu an gerçekten bu konuda kendimi çok geliştirecek olmam gerektiğini düşünüyorum.

• 17:13 - 17:28

Hani kesinlikle dediğim gibi öğrenmeye açık, neşeli, enerjik olmanız gerekiyor. En önemli kriter bunun için diyebilirim o şekilde.

• 17:29 - 17:32

Mhm En son olarak.

• 17:35 - 17:46

Bir formasyon eğitiminden geçtiniz. Siz de bu formasyon eğitimi içerisinde üstün yeteneklerle ilgili bir şey gördünüz mü? Hatırladığınız kadarıyla.

• 17:47 - 18:19

Hayır sunarak gelmedim zaten. Yani şöyle söyleyeyim, belki şu an çalıştığım kurumda olmasaydım da bilmiyor olacaktım. Hani biraz maruz bırakılarak hı hı e zarfı. Gerçekten bu eğitimin hani öğretmen nedir? Eğitimi ve yetenekli çocuklarla ilgili ayrıca çok az şey var. Burada kendinizi geliştirmeniz lazım. Bu yüzden sizin yaptığınız da bence çok güzel bir katkı.

• 18:19 - 18:25

Hani şarkın ileriye yönelik yönelik bir şeyleri değiştirebilirdi?

• 18:25 - 18:56

Evet şimdi hani ben de işe başlarken artık akademik hayatın içerisindeyiz. Bunun sonunda doktorası gelecek. Hani doçentlik, profesörlük inşallah bir konunun üstüne gitmek çok daha mantıklı geldi ve hiç yapılmamış bir alan olduğu için ben İngilizce öğretmenlerinin

derdini en İngilizce öğretmenleri anlar diye düşünerek böyle bir yola çıktık. İyi ki de çıkmışız. Çok güzel geri dönüşler alıyorum. Görüştüğüm öğretmen arkadaşlar. O yüzden ben de kendimi iyi hissediyorum.

• 18:56 - 19:22

Bugün güzel sonuçlar da çıkacak. Bakalım göreceğiz neler olacak şimdi mesela? Keşke daha fazla şey olsaydı. Öğretmen lik eğitimler içerisinde desteklediğiniz neyi eklemek isterdiniz? Ne olsaydı hoşunuza giderdi bu çocuklarla çalışmaya başladınız. Ah keşke şunu da biz bunu iyi ki öğrenmiş üniversitede.

• 19:24 - 19:55

Hep çocuklar bazında, hep çocuklar bazında soruyorsunuz değil mi? Evet. Ne olsa yani. Düşünüyorum. Belki onların bu kadar hızlı ören bir noktada daha yaratıcı olmaya önemli bir girdi. Daha farklı materyaller hazırlama konusunda elim daha dolu olabilirdi.

• 19:55 - 20:26

Hani onu söyleyebilirim. Çünkü bu noktada biz mesela bu senenin başında bunun için çok kafa patlattım, ilgi çekici konu onların ilgisini çekecek konulardı. Ama onların ilgisini çekecek konuları derste nasıl yazabilirim? Aslında gerçekten içerik bazında biraz daha, hani daha çok şey edebilseydik diyebilirim. Bizim işimiz daha kolay olurdu. Bu noktada materyal tasarlama, materyal tasarlama.

• 20:26 – 21:24

Genellikle hep materyal ile ilgili geri dönüşler alıyorum. Bir de hani bizim İngilizce öğretmenliği programları ve çocuklara yabancı dil dersimiz vardır. Keşke onun içerisinde birkaç hafta da böyle çocuklar var, işte bunların özellikleri şöyledir. Ana dillerini hızlı öğrenirler. O yüzden yabancı dille belki daha büyük bir hazırlıkla geliyorlar işte. Kelime verdikleri çok geniştir. Okuma yazmayı bile öğrenebilirler, en hazırlıklı olun gibi bir şeylerle katılsaydı gibi dönüşlerle aldım diyor İngilizce öğretmeni mezunlarında. Bir de tabii özel eğitim derslerimiz gün içerisinde keşke daha detaylı değinir de özel eğitimciler tarafından bu derslerde, bu çocuklar hakkında dendi. Hepsi birer geri dönüp hepsini paylaşacağım. Hani belki bir ders içeriği oluşturmakta ilerleyen zamanlarda sizlerin değerli görüşleri bize çok büyük katkı sağlayacak.

• 22:03 - 22:14

Var mı eklemek istediğiniz başka bir şey? Aklınıza gelen yok şu anda muhtemelen her şeyi konuştuk, düşünüyorum. Benim de arka planda düşündüğüm, hazırladığım için.

• 22:15 - 22:20

Çok teşekkür ediyorum. O zaman zamanınızı ayırdınız bana.

• 22:23 - 22:25

İnşallah bir gün herkese gelebilirim.

• 22:25 - 22:27

Size aslında çok yakınız kampüsteki.

• 22:27 - 22:29

Bizim elimizdeki tek.

• 22:30 - 22:40

Şey sizin de yoğunluğumuz bir bitsin. Bizim de şimdi dönem bitiyor, finaller başlayacak. E inşallah sonrasında yüz yüze oturup sohbet etme fırsatı da buluruz. Çok mutlu olurum.

• 22:40 - 22:58

İnşallah. Ben de gecikme için özür diliyorum. Biz oluruz gibi oldu olmadı. Bugün çok iyi bir gündü. Nasıl olacağını biliyorum. Daha sonra ben, sonra ara kendimi biraz takip edip o yüzden bitmiş hemen eve geldim öyle mi bilmiyorum derim.

• 22:59 - 23:08

Çok kim varsınız iyi. Ben de rahatsız etmek istemedim. Biraz yoğunluğumuz olduğunu söylemiştiniz o dönem içerisinde. Çok teşekkür ederim.

• 23:08 - 23:15

Zamanı geldi daha kolay gelsin diyorum. Umarım katkı sağlayabilmiş bir akşam akşamlar.

• 23:15 - 23:16

Çok teşekkürler, hoşçakalın.

Teacher 10

• 0:10 - 0:28

Can you introduce yourself a little bit? Where did you graduate from? How many years have you been teaching? How many years have you been working with these children?

• 0:30 - 0:50

Of course, I am a graduate of Bolu İzzet Baysal. I have been working in my department for 7 years. I have only had one normal class with gifted children for 7 years. Other than that, all my classes were already gifted. I mean, I've always worked with these kids on different campuses.

• 0:51 - 1:03

Understood. Now you have a very long experience with these children. What do you think are the general characteristics of these children?

• 1:05 - 1:39

So they learn faster by looking at other children. Their awareness, perceptions are higher and more open, they can be more active. They can deal with several things at once. But they can also listen to you. In other words, while listening to you, he can deal with other things and manage both sides. Many of them have a much stronger memory, a much greater awareness. For example, more childish things begin to seem simple to them.

• 1:39 - 1:42

Since they learn quickly, they can get bored quickly in class.

• 1:44 - 1:49

Understood. What grades were you in?

• 1:49 - 1:53

You know, elementary school one to four.

• 1:53 - 2:09

You enter all groups of up to four. Super. How do you observe these children in English lessons? Is it faster or slower than other classes? Or one side is positive and the other side is either.

• 2:10 - 2:43

Much faster. We usually see that there are competitions in schools, book reading competitions or international competitions. All of them usually come from this group anyway. Because children's abilities are in much wider areas. Other children, for example, learn more slowly. So academically successful students, yes, too many other regular classes. But it's a standard child among gifted children, for example, because some of them are intelligent, close to genius.

• 2:44 - 3:24

That's it? I'm talking about exam results. Even the standard student is different from the hardworking student in the regular class. They are very different in perspective, comments, problem solving, in every sense. They learn fast, of course, they get bored easily. In other words, while I can do an activity that I do in a regular class for maybe 20 minutes, I consume that activity in ten minutes, for example. You know, the teacher has to be constantly prepared like this, or while we can pass by giving planets, for example, only eight planets while we are teaching any subject, here we are.

• 3:25 - 3:58

We talk about everything from Mariana Hall to the balck hole. Because someone says something from there, someone says something from there, and such incredible information is collected in the classroom. That's why, of course, it can be colorful at the

same time, and maybe a little more tiring for the teacher. Because the other teacher also needs to be alerted like that, something new is always there. So I learned many things with them. For example, there were a lot of things that I did not know, so I learned all of them from them.

• 3:59 - 4:30

Yes, I've heard that a lot in general. One of the teachers I talked to. Well, that's English. How is Development developing all of a sudden? For example, one of our teachers said something, they keep silent, they keep silent. As if they were acquiring their mother tongue. They start talking at once. E or at work writing reading. These seem a bit boring to them so they need to be less. In or out of the classroom.

• 4:31 - 5:01

Writing feels boring. But rather than just being silent and listening, we don't speak a word of Turkish in classes anyway. That's why the child is with you after a while. Yes, of course, he watches you for the first month. What are you reacting to? Do you understand what you do when you speak Turkish? If you do not understand, the child starts communicating with you in English after a month, for example, two months later. In other words, the first sentences he utters are of course not grammatically correct sentences, but he can somehow explain his problem.

• 5:01 - 5:33

For example, I had first graders. 0 There was no way he started with English and couldn't go to kindergarten because of the pandemic. He started to learn this too. For example, now he can tell his troubles. Can I go to the toilet, of course they are basic now, we have them repeated a lot anyway, but somehow I forgot my pen at home, I don't have a book, I did my homework but I couldn't bring it. He took it to my mother, so somehow they started to put all of these together, all the words together, to tell his troubles. Most of them are already very good.

• 5:33 - 6:00

I don't know the percentage in other classes. If he's 40, we always have him. It's always 70-80. Of course, a few students are in the classroom, and there are one or two students every year. This is related to the student's vital structure. Some students just observe, some include themselves in the class on the second day they start learning, for example. He is walking with you, trying to talk somehow. It varies a bit from student to student.

• 6:01 - 6:32

Huh huh. We talked here. We talked to my teacher yaren in the classes. they only had first graders this year. But you are more experienced than one to four. How are e-materials changing? In the first year, my teacher Yaren said, "We don't do testing at work, we give projects, but after that, I think there is an exam as well.

• 6:33 - 6:42

Are their course contents different? Is that curriculum different? What would you like to say about this?

• 6:42 - 7:18

So, we are actually reading the same coursebook as normal people. But besides that, there are always differences in our plans. For example, if other children are learning 10 vegetables and fruits, here we give children a lot of extra new words, We give patterns. The only difference in UYEP is that I speak on behalf of individuals. Our book is the same with them now. But our readers are different, different. For example, while they are doing revisions for a week, we put a past tense reader at work that week.

• 7:18 - 7:49

We stay there and teach children two. While they learn the parts of the body, we give them their internal organs. So in this way, what is the heart, how does it work, what does it do? Because these are the things they are very familiar with and know. And because we see the Turkish versions of these books in their hands, we add something every year. Whenever they come to school, let's get to know our bodies and the states of the planets. So, for example, these are endangered animals because they like very different subjects.

• 7:49 - 8:20

That's why we're on presentation issues at four. Sometimes norm classes are members and classes are mixed. If levels. A normal good boy can be in the same class as the member. For example, we say choose a topic. A normal student, I don't know what life he chooses Da Vinci's life, Shakespeare's life. For example, I am looking after a child. How many levels are the layers of the earth, how was the earth formed?

• 8:20 - 8:53

What are the causes of what I don't know in the sky? So they always like scientific stuff like this. Perspectives, so their interests are very different. We are trying to add things that they will like to the program. This is how it always happens. We also ask the teachers who enter every year. What was your class like, what was his potential, what was his level? What did they enjoy, what did they like to do. Or was there a subject that you liked very much? Let's diversify them, actually I've always been like this, we went on adding to it.

• 8:53 - 9:24

So from that I remember when I first entered, it was much, much less. But now we are revising every year and adding new new things. So it's much better now. Well, of course, even after working for years now, even if you don't have any coursebooks, when you enter the classroom, what do children enjoy, what do they like, how do these children behave? When I first entered, that is, seven years ago, when I first entered, a student of mine would listen to me and do something with scissors at the same time.

• 9:24 - 9:56

One of them had his head against the wall. I mean, he's watching me on the wall in his head. Instead of sitting in one chair, he puts his head on a chair and listens to me. I said, where am I, how am I going to do it. Now at the same time, classroom management becomes more difficult for the teacher. So someone is talking there, someone is cutting something, drawing a picture. But his eyes are on you, so there are many different children. You learn all of these by experience. After a while, it doesn't bother you that the child interrupts something at the same time while listening to you at work.

• 9:57 - 10:20

Because when the child asks a question or says to come to the lesson immediately, the child never breaks down in the lesson anyway. That's why we try to get their attention as much as possible. English is not boring like other lessons anyway. We sing, play, a constant activity. If we try to keep the lesson alive with something, children get involved.

• 10:20 - 10:35

Being in that learning process, the activity in the classroom, I think makes the lesson more interesting. I guess for them.

• 10:35 - 11:38

Because they break. If you don't include him in the class, I'm speaking for eighty percent of the class, since most students learn very quickly anyway. When you want to repeat it one more time for the 20 percent. For example, there may be ruptures in children. While you are telling about it right there, you have to give another task to the other side. Because there is noise, they disperse. Then it is more difficult to collect them, to collect the majority. There are a lot of ambitious students, they compete with each other a lot. This group also loses by losing. That's why, for example, the most challenging thing for us, for me, is the group game. When I divide them into two groups and play a game, and when one group wins and another group loses, it's hard for them to accept it because they are perfectionists. So, always sherbet according to the pulse. In some classes, the number of these students is less, you are very comfortable, but some are also ambitious in the class. If there are ten students, it can force the teacher, for example, in activity.

• 11:38 - 11:42

How many people usually attend those classes?

• 11:43 - 12:06

This year my 17-person class is 15-17. In other words, while other classes can be 20-23, for example, it can be 15 17 in our classes. Because the blood pressure is too high. More than that in the classroom is very difficult. You know, I had classes of 20 people, then, after really leaving the classroom, one is finished.

• 12:07 - 12:39

You mentioned Classroom management. We talked a little bit, but can we elaborate a little more? Because now at university, we are planning to add these to the content of

some courses, the characteristics of these children, and how the teacher should be in the classroom. That's why we want to be able to say something to students in terms of classroom management. What do you do differently now than 7 years ago? So what did you learn during this time?

• 12:39 - 13:16

On behalf of Classroom management? Yes, I was in a rush back then. How will I do? Will they listen to me? Because I met a very different group at that time and it was my first year of teaching, so I did internships with many groups. From kindergarten to high school. None were anything like this. The first year was a very different experience for me. You have to have rules, you shouldn't make too many concessions to children, and when I say something, I have to stand behind it because they follow it incredibly.

• 13:16 - 13:51

When you say that we will do the following activity with you in the third lesson today, tomorrow, it is not uncommon for you not to do the activity anyway. So they stay in mind, they are already following. I'm a teacher right now. Aren't we just going to do it? I mean, they get hung up on things like that. Or against them, for example, sometimes I say ok, we have an activity in this business, I say that those who have ten cards can participate, or if there are 9 cards, for example, can I be the teacher during the whole activity, will I be able to do it?

• 13:51 - 14:24

They're incredibly anxious and you can't be anything. Okay, you have nine, you can't say come and do it. I said at the beginning that there should be 10, I can't change it. So stability is very important. Love like any child. I'm not even saying that, the only thing a teacher should give is love. But they don't take you seriously unless you're strong in class or you can't impose authority on them.

• 14:24 - 14:56

you have to always tell them somehow that you are always superior to them, in fact you know much more than they do. Because they've always been incredibly intellectual, for example, it's something they know. They look at you differently when I know or when I teach them something brand new. I mean, that teacher knew that too. I am aware of this, they are also aware of it.

• 14:56 - 15:25

At first, they realize that they are different from other children, not just at first, but at 2 3 4 they realize themselves. That's why you have to be strong enough for them. So you have to be energetic. That's why it's very difficult for an old teacher or a very stagnant teacher who doesn't sound very loud to work with this group. So you have to be used to energetic and high tempo all the time with them.

• 15:28 - 15:42

Yes. So, do you give feedback and rewards? I do not know. Some schools used a class dojo. We use it too. It's a visual thing to get points.

• 15:42 - 16:15

But we give the class dojo because of classroom behavior rather than academic achievement. In other words, we do not have an award for academic achievement. huh huh. We do little quizzes, with twos and stuff. I say there, the paper that should be there is to come to us full. all of you are already children with the capacity to give that paper in full, and it is. So we do things like what I learned, like exams. Most students are already faultless and complete.

• 16:15 - 16:46

I mean, for example, I have a student who finishes what takes forty minutes in normal classes in five minutes. It's like doing homework in five minutes, you know. It does it faster and more accurately. But other than that, that's it. I mean, you're good, your English is very good, we're not telling you to do this. Of course, we give a lot by reinforcing positive in the lesson. Or any such competition, when something happens at school, I usually try to choose very good students at work.

• 16:48 - 17:13

Because most of them have received so many awards so far. So there was an international book reading competition for me. Those two former students won an award, for example. So, because they are more ambitious and talented, if they are hardworking, if they are organized, they do very well. In fact, we are trying to reward them in this way, that is, by seeing them.

• 17:15 - 17:45

I got it, it's a bit towards the end. You know, the education you received your own English teaching education at the university. In each program, there is approximately one special education lesson. I don't know if you saw it too, its content is very general. Normally this is your lesson. Was there a serious exchange of information about superior talents in the course you took?

• 17:45 - 17:48

Or did I just pass over blindly?

• 17:48 - 18:19

What I learned at university was very general. The teacher enters the classroom, makes them do this, make them do that. Yes, we also went to internships. I mean, I went to internship for two years, but I went to every level. It was not like this. So here we are, when I started my department, I started to attend UYEP seminars. I've heard a lot of things there, but nothing like experiencing it, of course.

• 18:19 - 18:53

In other words, when you see or do, some things actually sit in your head. You know, in theory, a gifted child will be like this, be like this, you should behave like this. But sometimes there are such crisis aspects that the child, for example, can have a nervous breakdown in the classroom, because of any small thing, they are very worried. But if they had told me, this is what could happen in class. That you should do this. There is no clear answer to this either. But whatever it offers, I learned by experience. I mean, the one who got into a one-on-one job conflict with you in your class.

• 18:54 - 19:27

I don't know, sometimes I hear such sentences with his friends that these are not things to say anyway. I think it has something to do with experience. In college it's never this way or that way, because I learned very superficial things. Yes, their training has helped. Because when I first came, I talked to the head of the department. I said teacher. They are. So at first, if yes, I feel inadequate, because they don't listen to me, I can't do it.

• 19:27 - 20:00

In such a first few months, you are already wondering what to do. But then when you somehow understand the difference of those kids, that was already the thing. Now sometimes your friends don't come, something happens, we have to cover lessons. I get bored when he enters the normal classroom because they are calmer. So my classes are not like that, my class is ten kilometers away or something. In other words, there are classes that show themselves by saying I am here, so the tempo is always higher.

• 20:01 - 20:24

So it's all about living. I mean, even if we read books, of course. I would like to work with such a group before, maybe go to an internship at the university. So I'd like to know. Because this is a completely different world. Being a teacher is also very enjoyable with this group. But in a way, when the information is good, of course.

• 20:25 - 20:33

Yes, I am also a graduate of English language teaching now. We graduated from here, and we took special education lessons. But like this one.

• 20:33 - 21:39

The situation was there, it just took place. We did a lot of internships and stuff. But it wasn't like that. I just learned that when I started this school. So there are such things? Maybe there were too many of them at the time. So we didn't know. It's in our classrooms. We had them in our classrooms too. Maybe because your friends weren't conscious at the time, it wasn't very familiar to people or teachers. Many people keep saying that he is naughty, active, hyperactive, maybe he is far behind, but now I look at my friends' children when he is in this business. In this or other places, you can tell right away from my cousin's child talking to you, from his question, from his perception, from his awareness. So there is something to it. Obviously, that's when he directs right away. Didn't

we know this before? It's an exam. What are they looking at? Genius Supremacy, brilliance, none of which we knew. It all happened over time.

• 21:41 - 22:11

Yes, it is a very new issue in Turkey. With the opening of these departments at Istanbul University and Anadolu University, he actually focused on it. But here's what they are, if they say that, these children were given a little supportive training. But of course, we also have a special education teaching department here. Thankfully, our teachers there are also supportive. When I ask something, they get the answer and I learned this.

• 22:12 - 22:52

In fact, this is the special education directive of the National Education. There is a clause that the English disability of a child with any disability may be exempt from foreign language lessons. When you think about it this way, yes, maybe the English teacher will have a student with visual or hearing impairment, but it is actually the only group that an English teacher will encounter as a need for special education. They're gifted, those geniuses are brilliant. That's why, as I said, maybe there should be one or two more detailed lessons in English teaching programs.

• 22:54 - 23:14

What we do for practice is teaching language skills, I don't know, a foreign language to children and so on. At least a few weeks after this type of course, including related topics. It came out of here, it's a question of whether we should write such a thesis. That's why we set out on this road.

• 23:14 - 23:47

Let's see, it's pretty cool. These programs also need to be revised in terms of the fact that there are more such children in the current period, people's awareness increases, they are known more, and they are seen as such. It would be very good, of course, if people were more aware of these issues. Because most families call their child hyperactive and say my child is naughty. I'm a girl, she doesn't listen to the learned point of view.

• 23:47 - 23:54

There is such a thing that most children have already fallen behind in this way, I think. How nice would be the lessons that can be changed now for him.

• 23:56 - 24:11

Yes, let's see, we went that way. What do you think should be extra in English teaching programs? Work with these kids. Yes to pre-service teachers in order to prepare them for the study.

• 24:12 - 24:43

So that's it, I think. I think teachers should be given the opportunity to work with such children beforehand. And what are these kids? What do they like, what are their behaviors? Because there are also children who have a lot of behavioral problems. It also happens with very quiet children. There are kids who only listen for a year, open in their second, and speak tremendous English.

• 24:43 - 25:16

In other words, teachers should be accustomed to such cases. A child in older classes often behaves more normally. But the kids in these classes are really unique, each one independent from the other. So all of them. That's why many students should first deal with the problems of teachers, what can happen in each child in the class, how they can behave, how we can analyze this behavior, what are the dominant features in these children.

• 25:17 - 25:23

In other words, it would be better to get some individual information about this group.

• 25:24 - 25:31

Yes, yes, I will share this in my thesis and hopefully in the future.

• 25:32 - 25:34

I hope to read it when it's finished, sir.

• 25:35 - 25:53

Of course I would like to visit you old school for thanking you, you have your ways too I never know that. It was a report card, it's good when you say evaluation or something. I hope I'll be fine after it's over.

• 25:54 - 26:12

Thank you so much for the dream. Thank you very much. Finally, I wanted to protect it with the age, but at least we wanted to have some information. How was it with these children in distance education we did during this pandemic period?

• 26:14 - 26:45

Now I know the other children, of course, but I did not have any problems with the children who are connected to the teacher, the school related to these children. But as I said, since these children can be several parents at the same time, some of them who are around me, and later on, we had a very difficult time in the classroom. In other words, I leave it at the computer and go to the toilet and shout, for example. Or there is a separate hora. In the other toilet, from there as a newborn. So is he. Or I don't know, I'm looking at a friend.

• 26:45 - 27:01

It's much easier to touch a student in class when I arrive. But while he is waiting for that person by responding to a different voice, there can also be a message to the other student. There was nothing else in the classroom so that he could read poetry. He is sitting on the floor in his room, playing made of toys. It's a little tough for us, for them.

• 27:02 - 27:12

Yes ok then thank you. My mother's time has come. Thank you so much. Thank you very much for your time.

Teacher 10

• 0:10 - 0:28

Önce bir şey isterseniz Türkçe yapalım. Daha rahat ifade ediyor öğretmenleri kendilerini çünkü. Tamam hocam, kendinizi biraz tanıtabilir misiniz? Nereden mezunusunuz? Kaç senedir öğretmenlik yapıyorsunuz? Bu çocuklarla kaç senedir çalışıyorsunuz?

• 0:30 - 0:50

Tabi ben Bolu İzzet Baysal dan mezunum. 7 senedir ana da çalışıyorum ki yetenekli çocuklarla bir tane sadece bir sınıfın oldu 7 sene boyunca. Onun dışında bütün sınıflarımız zaten üstün yetenekliydi. Yani farklı kazanmışlar. Aynı kültürü gayet çalıştım.

• 0:51 - 1:03

Anladım. Şimdi çok uzun süreli bir tecrübeniz var bu çocuklarla. Bu çocukların genel olarak hangi karakteristik özellikleri nelerdir sizce?

• 1:05 - 1:39

Yani diğer çocuklara bakarak daha hızlı öğreniyorlar. Farkındalıkları, algıları daha yüksek ve açık oluyor, daha hareketli olabiliyorlar. Aynı anda birkaç şeyle iyice öğrenebiliyorlar. Fakat siz de dinleyebiliyor. Olay yerleri sizi dinlerken başka bir şeylerle ilgilenip her iki tarafı da yönetebiliyor. Birçoğunun hafızası çok daha kuvvetli, farkındalıkları çok daha fazla. Mesela daha çocuksu şeyler onlara basit gelmeye başlıyor.

• 1:39 - 1:42

Hızlı öğrendikleri için derste çabuk kalabiliyorlar.

• 1:49 - 1:53

Hani ilkokul 1 4 birden değil birden.

• 1:53 - 2:09

Dörde kadar bütün yurtlara giriyorsunuz. Süper. Peki İngilizce derslerinde bu çocukları, bu çocuklarla nasıl bir gözlem yapıyorsunuz? Hani bir yer sınıflara göre daha mı hızlı olay dahamı yavaşlar? Ya da bir tarafı olumlu, bir tarafı ya var.

• 2:10 - 2:43

Çok daha hızlı. Zaten genelde bakıyoruz okullarda yarışmalar oluyor, kitap okuma yarışmaları ya da işte meşhur yarışmalar. Onların hepsi genelde zaten bu guruptan çıkmıyor. Çünkü çocukların yani yetenekleri çok daha geniş alanlarda. Diğer çocuklar mesela daha yavaş öğreniyorlar. Yani akademik olarak başarılı öğrenciler eve çıkmada diğer normal sınıflarda da. Ama üstün yetenekli çocuklardaki standart bir çocuk mesela henüz hiçbir dahiye yakın derecede akıllı oluyor.

• 2:44 - 3:24

Bunu işte biz sınav sonuçlarına bakarak konuşuyorum. Hani standart öğrencide normal çocuk çalışkan öğrenciden daha farklı oluyor. Bakış açısı yorumlarım, problem çözmesi yani her anlamda çok daha farklı oluyorlar. E öğreniyorlar ki kolay kılıyorlar. Yani siz normal sırada yaptığı bir aktiviteyi, bir aktiviteyi belki 20 dakika yapabilirken ben o aktiviteyi on dakikada tüketiyorum mesela. Hani öğretmenim böyle sürekli hazırlıklı olması gerekiyor ya da herhangi bir konu işlerken mesela gezegenleri borsa, sağlık, öküz gezegene verip geçebilecek ki biz işte.

• 3:25 - 3:58

Mariana Bozdoğan tutun da 2 sene bir yiyip bilekli olan herşeyi konuşuyoruz. Çünkü biri ordan şoföre, biri oradan bir şey söylüyor falan inanılmaz. Böyle böyle bilgi toplanıyor sınıf içerisinde. O yüzden de tabi aynı zamanda hem renkli öğretme için belki bir tık daha fazla yorucu olabilir. Çünkü diğerleri öğretmenin de sürekli böyle olması gereken yeni bir şey. Sürekli orada. Yani ben birçok şeyi onlarla beraber öğrendim. Mesela bilmediğim çok şey var yani onlarla öğrendim hepsini.

• 3:59 - 4:30

Evet, genelde bunu çok duydum. Hani görüştüğüm öğretmenlerden E peki şey İngilizce o. Hani Development nasıl gelişiyor bir anda? Mesela bir hocamız çevrildi. Biz susuyorlar, susuyorlar. Sanki anadillerini ediniyorlar mış gibi. Bir anda çok üçü de konuşmaya başlıyorlar. E veya işte yazma okuma. Bunlar onlara biraz sıkıcı geliyor oyun. O yüzden onların daha az olması gerekiyor. Sınıf içerisinde ya da içerisinde.

• 4:31 - 5:01

Her şey aslında sıkıcı geliyor. Ama öyle susup dinlemekten ziyade biz zaten tek kelime Türkçe konuşmuyoruz dershanede. O yüzden çocuk seninle bir süre sonra Evet tabii ki ilk bir ay izliyor seni. Ne tepki veriyorsun? Türkçe konuştuğunda ne yapıyorsun anlıyor musun? E anlamıyor. Sonra çocuk bir ay sonra mesela, iki ay sonra seninle İngilizce iletişime girmeye başlıyor. Yani ilk kurduğu cümleler tabiki dramatik olarak olmuyor ama bir şekilde derdini anlatabiliyor.

• 5:01 - 5:33

Mesela benim bizim notlarım vardı. 0 İngilizce ile başlayıp işte pandemi yüzünden anaokuluna gidememiş. Hiçbir şekilde kolay. Bunu da öğrenmeye başladı. Mesela şimdi

derdini anlatabiliyor. Tuvalete gidip deneyimlerden çıktık ki onlar artık daha değişik. Onları zaten çok tekrar ettiriyoruz. Ama hani bir şekilde kalemimi evde unuttum kitabını, yol ödevini yaptım ama getiremedim. Anneme olan oldu yani bir şekilde bunları hepsini, bizim kelimeleri birleştirip derdini anlatmaya başladılar. Çoğu da zaten çok iyi yani.

• 5:33 - 6:00

Diğer sınıflardaki oran yüzde bilmiyorum. 40 da bizde zaten hep o. Her zaman 70 80 oluyor. Demek ki birkaç öğrenci sınıfta, bir iki öğrenci her sene oluyor. Bu da öğrencinin birazcık hayati yapısı ile alakalı. Kimi öğrenci sadece gözlemliyor, kimisi öğrenmeye başladığı ikinci gün kendini daha heyecan sınıfa mesela. Hani seninle beraber yürüyor, bir şekilde konuşmaya çalışıyor. Biraz öğrenciden öğrenci değişiyor.

• 6:01 - 6:32

Hı hı hı. Burayı konuştuk. İyi sınıflarda şimdi yarın hocamla da konuştuk. Biz otelde birinci sınıfları varmış bu sene üstüne ilerde. Ama siz birden böyle. Hani daha tecrübeli isminiz? E materyaller nasıl değişiyor? Birinci sınıfta işte testin yapmıyoruz, projeler veriyoruz dedi. Öğreneceğim ama ondan sonrasında sanırım bir işte sınavda oluyor.

• 6:33 - 6:42

Acaba bunların iyi ders içerikleri farklı mı? O köy yıkılıp farklı mı iyi? Siz neler söylemek istersiniz bu konuda?

• 6:42 - 7:18

Yani şöyle biz de normal dillerde aslında aynı tutuyoruz. Ama onun yanında bizim planlarımızda her zaman farklılıklar var yani. Hani mesela diğer çocuklar 10 tane kazanıyor. Örneğin işte biz çocuklara ekstra yeni bir sürü kelime veriyoruz. Kalıpları, değerleri. Niye peki? Tek farklı diller adına konuşuyorum. Şu an kitabımız aynı onlarla. Ama dedeler biz daha farklı, daha başka bir. Mesela onlar bir hafta belki ömrümüzün yaparken bir de olsa hep az dersle bir seviye koyuyoruz.

• 7:18 - 7:49

Orada iki tane kalıp öğretiyoruz çocuklara onlara. Bir de vücudun bölümlerini öğrenirken biz iç organlarını veriyoruz onlara. Yani bu şekilde arkadaş da kart nedir, nasıl çalışıyor, neler yapardık? Çünkü bunlar onlar için çok aşina oldukları ve bildikleri şeyler aslında. Ya çocuklar bu kitapları sitelerinde biz ellerinde gördüğümüz için o yüzden her sene biz de ekleyerek diyoruz. Ne zaman okula gelsene ellerinde. İşte vücudumuzu tanıyalım gezegenlerin halleri. Yani bu çok değişik bir şey.

• 7:49 - 8:20

Bunlardan oluşan bir şeyler var. Onlar mesela biz o yüzden dört dairesinin konularından. Bazen diyorum sınıflar üye sınıfları karışık oluyor. Eğer olsa rengi babanızdan Birliği-Türkiye ile arası olabiliyor. MHM yapalım bitti diyoruz mesela. Normal bir öğrenci işte bilmem neyin hayatını seçiyor da indiriyor Hayata şarkısında hayatı. Ve hep bir çocuğa bakıyorum mesela. Dünyanın katmanları kaç kere, dünya nasıl oluştu?

• 8:20 - 8:53

E gökyüzündeki dinlenmeleri, sebepleri nelerdir? Yani hepimiz ritmik şeylerden hoşlanıyorlar. Bakış açıları, uygun ilgi alanları çok daha farklı. Biz de onların seveceği şeylere problem eklemeye çalışıyoruz. Bu da hep şöyle oluyor aslında. Her sene giden öğretmenlere de soruyorlar. Sizce sınıfımız nasıl bir potansiyeli eğitim seviyesine atıldığını ele alan hep o. Bana öyle yapmak onların hoşuna gitti. Ya da çok sevdiğiniz, onların hoşuna giden bir konu var. Neydi bunların? Çeşitlendi benim aslında hep böyle, sürekli değil.

• 8:53 - 9:24

Yani bundan ben ilk girdiğimde hatırlıyorum, çok çok daha azdı. Ama şimdi her sene ve bir de ediyorum yeni yeni şeyler konuşuyoruz. O yüzden artık çok daha iyi. E tabii ki son senelerde çalışınca da hani elinde hiç koltuk olmasa da sınıfa girdiği zaman zaten çocukları daha keyifli oluyor. Neyse vardı. Çocuklar nasıl davranırlar? Ben ilk girdiğimde yani yedi sene öncesinde, bu ilk girdiğimde bir öğrencim aynı anda böyle beni dinleyip makasla bir şeyler uğraşır.

• 9:24 - 9:56

Bir tanesi de kafasını duvara dayamış. Yani kafasında duvarda beni yazıyor. Bir tane sandalye oturması gerekirken kafasını sandalye koymuş. Biri biniyor buna. Ben dedi ki Ben neredeyim, ben nasıl yapacağım yani nedir? Şimdi aynı zamanda kararsızlar için daha zor oluyor öğretmen için. Yani bir da konuşuyor veli bir şey kesiyor, resim çiziyor. Ama biz sizde böyle yani çok değişik çocuklar var. Bunların hepsini tecrübe ederek zaten öğreniyorsun. Sonrasında zaten bir süre sonra derste çocuğun işte seni dinlerken ayağında bir şey kesinlikle rahatsız etmiyor.

• 9:57 - 10:20

Çünkü soru sorduğunda ya da derse hemen gel dediğinde çocuk zaten dersin içinde aslında hiç kopmuyor. O yüzden de olabildiğince onların dikkatini çekmeye çalışıyoruz. İngilizce zaten diğer derslerde sıkıcı değil. Bir şarkı. Oyun sürekli bir aktivite. Bir şeylerle dersi canlı tutmaya çalıştığımız için çocuklar dahil oluyorlar derse.

• 10:20 - 10:35

O sürekli o öğrenme sürecinin, işte sınıfta yapılan aktivitenin içinde olmak sanırım onları daha dersi, daha ilgi çekici kılıyor. Onlar için sana öğretiyorlar çünkü.

• 10:35 - 11:07

Eğer senin derse bakmazsanız, eğer derse ki zaten çoğu öğrenci öğrendiği için yani yüzde sekseni çıkmaz sınıflar. Sen yüzde 20'lik kısmı için bir kere daha tekrar etmek istediğinde. Mesela çocuklarda kopmalar olabiliyor. Orada hemen onu anlatırken öbür tarafa başka bir görev vermek zorunda kalıyorsun. Çünkü stres oluyor, o da oluyorlar. Sonuçta zorlamak, çoğunluğu toparlamak daha zor oluyor ama. Hırslı öğrenciler çok oluyor birbirlerine.

• 11:07 - 11:38

Yarışta çok oluyorlar. Kaybetmekten de kaybediyorlar bu durum. O yüzden mesela bizi en çok zorlayan bir şey. Grup oyunu iki gruba ayrılıyor. Onu aradığınız zaman bir grup kazanıp bir grup kaybettiklerinde mükemmeliyetçi oldukları için bunu kabullenmeleri çok yoruldu. Yani hep nabza göre şerbet. Kimi sınıfı da bu öğrenci sayısı daha az oluyor. Çok daha çabuk ama ikinci sınıfta da hırslı. Eğer o öğrenci varsa öğretmeni zorlayabilir okullarında.

• 11:38 - 11:42

Aksi konusunda genelde kaç kişi oluyor o sınıfları?

• 11:43 - 12:06

Bu sene benim 17 kişilik sınıfın 15'i 17. Yani diğer sınıflar 20 23 olabiliyor ki mesela bizim sınıflarda 15 17 olabiliyor. Çünkü zaten tansiyon çok yüksek. Sınıflarda bundan daha fazla çalışıyoruz diyor. Hani ben de varım, o da girdi o zaman gerçekten yemeğe çıktı. Daha sonra böyle enerjimiz bitmiş oluyor. Sınıftan.

• 12:07 - 12:39

Ölüm klasöründe hizmetten bahsettiniz. Hani biraz konuştuk ama biraz daha detaylı anlayabilir. Çünkü şimdi üniversitede de biz de bazı derslerin içeriğine, bu çocukların özelliklerine işte sınıflar nasıl olmalı? Öğretmen bunları katmayı planlıyoruz. Hani o yüzden karşıyım. Ben hizmet anlamında da öğrencilere bir şeyler söyleyebilmek istiyoruz. İyi. Hani o 7 yıl öncesiyle şimdi neyi farklı yapıyorsunuz? Yani ne öğrendiniz bu süre içerisinde?

• 12:39 - 13:16

Platform adına? Evet, ben o zaman çok telaş yapmıştım. Ben nasıl yapacağım? Beni dinleyecekler mi? Çünkü çok farklı bir grupla tanışmıştım o zaman ve öğretmenliğinin de ilk senesi, yani o gurupla staj yaptım. Anaokulundan liseye kadar. Hiçbiri böyle bir için çok bambaşka bir deneyimdi benim. İlk sene kurallarının olması gerektiğini, çocuklara çok taviz vermeden gerektiğini ve bir şey söylediğimde arkasında durmam gerektiğinde çünkü inanılmaz takip ederim.

• 13:16 - 13:51

Bugün, yarın üçüncü derste sizin de şu aktiviteyi yapacağız dediğinde özellikle zaten aktiviteyi yapmadığınız da olmuyor. Yani akıllarda kalıyor zaten takip o. Hemen öğretmenim. Biz bunu sadece yapacak değilim. Yani böyle şeylere takılıyorlar. Ya da onlara karşı mesajlarda bazen tamam diyorum, bu işte bir aktivite biz var, on tane kartı olan katılabilecek diyorum ya da 9 tane kartı varsa bütün aktivite boyunca mesela o gece ben olabilecek miyim, ben yapabilecek miyim?

• 13:51 - 14:24

İnanılmaz kaygılar ve şey de olamıyorsunuz. Tamam, yaratıcılık, ısrar, hadi gel sen yap da diyemiyorsun. En başında 10 tane mail olması gerekiyor demişim Oğuz boyları ve kestiremiyorum yani kararlılık çok önemli diye. Ömer Çelik zaten sevgi. Hani o söylemiştim diyorum gene yegane şeylerden sevgi. Ama sınıfta güçlü olması ya da otorite gibi onları kabullendiler.

• 14:24 - 14:56

Varsa seni ciddiye almıyorlar ve onları senin her zaman onlardan daha üstün olduğunu, aslında senin onların bildiğinden çok daha fazla şey bildiğin diye hep bir şekilde olarak söylemen gerekiyor. Çünkü onlar her zaman inanılmaz entellektüel oldukları için mesela onların bildiği bir şey. Ben bildiğim de ya da ben onlara yepyeni bir şey öğreteyim de sana daha farklı bir gözle bakıyorlar. Yani o öğretmenim de bunu biliyor olmuş işte. Bunu ben de yani onlarda da farkındalar.

• 14:56 - 15:25

Kendilerinin diğer çocuklara farklı olduğunu ilk zamanlarda bir iki bizde falan dedim. Hani 2 3 4'te farkında oluyorlar kendilerinden. O yüzden şey senin de onlara yetebilecek güçte olman lazım. Enerjik olman yani. O yüzden yaşlı bir öğretmenin ya da çok durağan, sesi çok çıkmayan bir öğretmenin burada çalışması çok zor. Yani enerjik ve yüksek tempoya hep alışkın olman onlarla beraber.

• 15:28 - 15:36

Evet. Peki siz varken hani bir bir veriyor musunuz? Bilmiyorum. Bazı okullar class dojo kullanıyormuş.

• 15:42 - 16:15

Ama belki daha mütevazı. Akademik başarı az. Sınıf içi davranıştan dolayı veriyor. Yani bizde akademik başarıya verilen bir ödül yok. Hı hı. Evet esas. Ufak tefek sınavlar yapıyoruz, kirayla falan. Ora diyorum zaten olması gereken kağıdını da fuar gelmiş. Geleceğiz hepimiz zaten o kağıdı full verebilecek kapasitede çocuklar. Öyle olacaklar. Yani bir öğrenme tarzı, bir şey yapıyoruz sınav gibi. Çoğu öğrenci zaten hatasız ve eksiksiz.

• 16:15 - 16:46

Öyle. Yani normal sınıflarda kırk dakika süren nedir? Öğren. Bence beş dakikada bitiren öğrenci var. Beğenmezse. Beş dakikada ödev yapar, bir sıfır yapıp geçiyor ya hani. Daha hızlı ve daha doğru yapıyor. Ama onun dışında böyle. Yani sen aferin çok iyi şunu yapalım sola demiyoruz. MHM Tabi dersin içerisinde olumlu pekiştirerek daha çok veriyoruz. Ya da herhangi böyle bir yarışma okulda bir şey olduğunda genelde işte bizdeki çok iyi öğrencileri seçmeye çalışıyorum.

• 16:48 - 17:13

Çünkü çoğu şimdiye kadar çok ödül aldı. Yani uluslararası yani yetenek sınavı. Bir kitap okuma yarışması vardı benim. O eski iki öğrenci mesela ödül kazanmış. Yani onlar zaten

daha hırslı ve yetenekli oldukları için eğer öyle çalışkan oluyorlar, düzenli olurlarsa çok iyi şeyler yapıyorlar. Zaten biz onları bu şekilde ödüllendirme yani onları görerek aslında ödüllendirmeye çalışıyoruz.

• 17:15 - 17:45

Anladım son na doğru işte biraz. Hani sizin kendi İngilizce öğretmenliği eğitiminizi üniversitede aldınız. Her programda aşağı yukarı bir özel eğitim dersi oluyor. Siz de gördünüz doğru mu bilmiyorum, içeriği çok genel. Normalde bu dersin. Hani sizin aldığınız derste üstün yeteneklerle ilgili çok ciddi bir bilgi paylaşımı oldu mu?

• 17:45 - 17:48

Veya ben üstün körü mü geçildi yani?

• 17:48 - 18:19

Üniversitedeyken öğrendiklerim çok. Genel öğretmen sınıfa girer mi? Yaptırıyor bunu yaptırıyor. Evet, uzaylılara da gittik biz. Çok yani iki sene boyunca ben belki staja gittim her ama. Bu şekilde değildir. Yani biz burada ben ona bilime başladığımda diğer seminerlerine katılmaya başladım. Orada birçok şeyi duydum ama hiçbir şey tabiki ki deneyimlemek gibi değil.

• 18:19 - 18:53

Yani hani gördüğün veya yaptığınız zaman aslında bazı şeyler kafanda oturuyor. Hani teoride bir şey pek çocuk, varoluş, varoluş böyle davranmalısınız. Ama bazen öyle kriz yanları oluyor ki, çocuk mesela sınıfta sinir krizi geçirebiliyor. Herhalde çocuk içerisinden çok fazla kaygılanıyor. Ama bana söyleselerdi işte sınıfta böyle bir şey olabilir. Şunu yapmalısın diyor yani. Bunun net bir cevabı da yok. Ama ne sunarsa ben deneyimleyerek öğrendim. Yani benim seninle birebir işte çatışmaya giren.

• 18:54 - 19:27

Ne bileyim işte arkadaşlarıyla birlikte bazen öyle cümleler duyuyorum ki, bunlar zaten asla söylence şeylerdir. Biraz tecrübeyle de alakalı olduğunu zannediyorum. Üniversitede hiç bu şekilde de şöyledir, böyledir çünkü çok yüzeysel şeyler öğrendim. Eğitimleri, evet katkısı oldu. Çünkü ben ilk zaman geldiğimde bölüm başkanı ile konuştum. Yok canım ben dedim. Öyleler. Yani ilk başta eğer evet fazla eksikse kendimi yetersiz hissediyorum, beni dinlemiyorlar, ben yapamıyorum diye.

• 19:27 - 20:00

Böyle bir ilk birkaç ay daha çok bence ne yapacağını şaşırıyor. Ama sonra bir şekilde anladığın zaman zaten o çocukların farklılığından o zamanlarda şey oldu. Şimdi de bazen arkadaşlarınız gelmiyor, bir şey oluyor, ders buna sebep oluyor. Normal sınıfa girdiğinde ben sıkılıyorum çünkü daha sakin derdim. Yani benim sınıfları böyle değil, benim sınıfı o kilometre falan. Yani ben buradayım deyip kendini belli eden sınıflar oluyor her zaman temposu daha yüksek o yüzden.

• 20:01 - 20:24

Yani her şeyi yaşamakla alakalı. Yani an iki tip okusak da tabii ki. Daha önce böyle bir grupla çalışmak, üniversitede belki de söz etmek isterdim. Bilmek isterdim yani. Çünkü bu bambaşka bir dünya da çok farklı. Öğretmenliğin öğretmenlik yapmak da çok keyifli bu grupla. Ama öncesinde bilgi tabii ki güzel olunca yani bir anlamda.

• 20:25 - 20:33

Evet, ben de şimdi İngilizce öğretmenliği mezunuyum. Buradan mezun biz de aldık özel eğitim dersleri. Ama hani böyle bir.

• 20:33 - 21:06

Durum vardı, sadece yer aldı. Bir sürü öyle gittik şey yaptık falan. Ama böyle bir şeydir bu. Ben zaten bu okula başladığımda öğrendim adeta. Böyle şeyler mi varmış yani? Zamanında da belki o kadar çok vardı ki. Biz bilmiyorduk yani. Biz nasıldı içerisinde? Bizim sınıflarımızda da vardı bunlar. Arkadaşlarınız belki yani o zamanlar bilinçli olmadığı için insanlar ya da öğretmenler için çok bilindik bir şey değildi. Yaramaz, hareketli, hiperaktif değil. O etüt edici duruyormuş pek çok kişi.

• 21:06 - 21:39

Belki o çok geride kaldı ama şimdi ben bu işin içinde olduğu zaman bakıyorum arkadaşlarımın çocuklarına. Bu ya da başka yerlerde kuzenimin bir şeye gücü hemen seninle konuşmasından, işte sorusundan, algısından, parkın durumundan hemen anlıyorsun. Yani bunda bir şey var. Belli de işte o zaman hemen yönlendiriyor. Önceden bunları hiç mi bilmiyorduk ki? Sınav olmuş. MİT sormuş. Neye göre bakıyorlar? Muhtar ne imiş? Üstünlük, parlaklık, hiçbiri bilmiyorduk. Biraz hepsi zamanla oldu.

• 21:41 - 22:11

Evet, geçtiğimiz Türkiye de de çok. Aslında yeni bir konu işte. İstanbul Üniversitesi'nde ve Anadolu Üniversitesi'nde bu anabilim dallarının açılmasıyla aslında üzerine yönelmiş. Ama işte spor bültenler. Onlar, bunlar derken bu çocukları birazcık destekleyici eğitimler verilmiş. Ama tabi mesela burada bizim de özel eğitim öğretmenliği bölümümüz var. Sağ olsun oradaki hocalarımız da destek oluyorlar. Bir şey sorduğumda cevap oluyorlar ve ben şunu öğrendim.

• 22:12 - 22:52

Milli Eğitim'in özel eğitim yönergesinin de aslında işte. Herhangi bir engeli olan çocuğun İngilizce engelinin de yabancı dil derslerinden muaf olabileceği gibi bir madde var. Şimdi böyle düşününce, evet, belki de İngilizce öğretmeninin görme engelli, işitme engelli belki bir şekilde bir öğrencisi olacak ama özel eğitime ihtiyaç olarak aslında bir İngilizce öğretmenin karşılaşacağı tek grup. Üstün yetenekliler işte o dahiler parlak. Dediğim gibi o yüzden aslında belki de İngilizce öğretmenliği programlarında bunlara yönelik bir ya da iki daha detaylı ders olmasını, işte.

• 22:54 - 23:14

Uygulamaya yaptığımız işte dil becerilerinin öğretimi olsun, ne bileyim çocuklara yabancı dil olsun vesaire. Bu tarz dersten en azından birkaç hafta bunlarla ilgili konuların da eklenmesi. Buradan çıktı zaten bizim böyle bir tezli yasak konusu. O yüzden böyle bir yola çıktık.

• 23:14 - 23:47

Bakalım gayet güzel bir şey. Bu programların da revize edilmesi, şu anki dönemde böyle çocukların daha fazla olması, insanların farkındalığının artması, daha fazla biliniyor olması, daha fazla da öyle görülmeye açısından ihtiyaç duyuyor. Çok da iyi olur tabi ki insanlar bilinçli alaka daha fazla bu konularda. Çünkü çoğu aile çocuğunu öteki tarafta ettiğim benim geçiyor. Yaramaz. Ben kızımla dinlemiyor yoğunluktaki öğrenilir bakış açısı.

• 23:47 - 23:54

Öyle bir şey var ki çoğu çocuk bu şekilde bence zaten geri planda kaldı. Onun için şimdi değiştirilebilecek dersle kazanılmış.

• 23:56 - 24:11

Evet bakalım öyle bir yola çıktık. Sizce İngilizce öğretmenliği programlarında ekstra ne olmalı? Bu çocuklarla çalışın. Çalışmaya hazırlayabilmek için öğretmen adaylarını evet.

• 24:12 - 24:43

Yani şöyle bence. Bu tarz çocuklarla zaten bence daha önce çalışma fırsatı verilmeli öğretmenlere. Bir de bu çocuklar nedir? Neyden hoşlanırlar, davranışları nelerdir? Çünkü çok fazla davranış problemleri olan çocuklarda oluyor. Aynı zamanda çok sessiz çocuklarda oluyor. Sadece bir yıl boyunca dinleyen, ikinci senesinde açılan ve muazzam İngilizce konuşan çocuklar oluyor.

• 24:43 - 25:16

Yani öğretmen dedi. Ben de böyle tacizlere alıştırmak gerekiyor. Büyük sınıflardaki bir çocuk genelde daha normal davranışlarda bulunuyor. Ama bu sınıflardaki çocuklar gerçekten her biri birbirinden bağımsız yönelik. Yani hepsi. O yüzden de bir sürü öğrenci öğretmenin önce problemlere sınıftaki her çocukta neler olabilir, nasıl davranabilir, bu davranışı, nasıl çözümünü yiyebiliriz, işte bu çocuklardaki baskın özellikler nelerdir bunların üzerinde duruyoruz.

• 25:17 - 25:23

Yani biraz bu gruba dair aslında bireysel bilgiler alınırsa daha okumuş.

• 25:24 - 25:31

Evet evet bunu paylaşacağım tezim de ve umarım ilerleyen zamanlarda da.

• 25:32 - 25:34

Onu evimin önünde okumak isteyen olacağım.

• 25:35 - 25:53

Tabi ki bir iki anneyi ziyaret etmek isterim sizlere teşekkür için eski okul, sizin de yollarınız vardır onu asla biliyorum. Kar neydi o değerlendirme falan derken iyi. Umarım bittikten sonra güzel olur.

• 25:54 - 26:12

Hayal olarak çok teşekkür ederim. Çok teşekkür ediyorum.

CURRICULUM VITAE

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Education

BA 2017 Maltepe University, Faculty of Education, English Language Teaching Department

MA 2019- Maltepe University, Graduate School, English Language Teaching Program with Thesis

Work/Employment

2018-2019	Doğa Schools, English Teacher
2019-2020	Bahçeşehir Schools, English Teacher
2020-still working	Maltepe University, Research Assisstant