

Üstün Yetenekli Öğrencilerin Dil Bilgisine İlişkin Tutum ve Görüşlerinin Belirlenmesi

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Öz

Toplumların sosyolojik ve ekonomik açıdan gelişmesi için yetenekli, farklı ve yaratıcı düşünen bireylere ihtiyaç duyulmaktadır. Bu özellikleri taşıyan gruplardan biri de üstün yetenekli çocuklardır. Türkiye’de üstün yetenekli öğrenciler belirlenerek örgün eğitimlerini aksatmayacak şekilde Bilim ve Sanat Merkezi (BİLSEM) olarak ifade edilen eğitim ortamlarında sürdürmektedirler. Üstün yetenekli öğrenciler akranlarıyla birlikte okullarına devam ederken, okul çıkışı zamanlarda veya hafta sonlarında Bilim ve Sanat Merkezine giderek eğitimlerine devam etmektedirler. Bu çalışmada üstün yetenekli öğrencilerin dil bilgisine yönelik tutum ve görüşlerinin belirlenmesi amaçlanmıştır. Araştırmanın çalışma grubunu Türkiye’de bir Bilim ve Sanat Merkezinde öğrenim gören 51 ortaokul öğrencisi oluşturmaktadır. Çalışma karma yöntem ekseninde gerçekleştirilmiştir. Nicel veri toplama aracı olarak Er ve Topçuoğlu Ünal (2016) tarafından geliştirilen “Ortaokul Öğrencilerine Yönelik Dil Bilgisi Tutum Ölçeği” kullanılmıştır. Nitel verilerin toplanmasında araştırmacılar tarafından geliştirilen “Yarı Yapılandırılmış Görüşme Formu” kullanılmıştır. Nicel verilerin analizinde SPSS 25 programı, nitel verilerin analizinde ise içerik analizi kullanılmıştır. Araştırma sonucunda üstün yetenekli öğrencilerin dil bilgisine yönelik tutumlarının sınıf düzeyine, cinsiyete, okul türüne ve Bilim ve Sanat Merkezi programına göre anlamlı bir farklılık göstermediği görülmüştür. Ayrıca üstün yetenekli öğrencilerin büyük çoğunluğunun dil bilgisi öğrenmenin gerekli olduğunu ve zor olmadığını düşündükleri, öğrencilerin büyük çoğunluğunun Türkçe ders kitaplarında verilen dil bilgisi etkinliklerini yeterli bulmadıkları tespit edilmiştir. Çalışmada elde edilen sonuçlar bağlamında bazı önerilerde bulunulmuştur.

Anahtar Kelimeler: Üstün yetenekli öğrenci, dil bilgisi, tutum, görüş

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GENİŞLETİLMİŞ TÜRKÇE ÖZET

Giriş

Dilbilgisi kavramı Ediskun (2010: 65) tarafından “dil seslerini, sözcük yapılarını, sözcük köklerini, cümle kuruluşlarını ve bunlarla ilgili kuralları inceleyen bilim” olarak tanımlamaktadır. Yıldız’a göre (2010: 277) “dil bilgisi, gösterenin (biçim) gösterilene (anlam) ulaşması sürecindeki kurallar topluluğudur.” Gencan (2001: 28) dillerin doğuşunu, gelişme ve yapılaşma özelliklerini konu alan; dili doğru kullanma yollarını gösteren bilgiler; Ergin (2009: 28) dilin bütün yönleriyle ilgilenen bilgi kolu; Eker (2011: 21) ise öğretim kurumlarının çeşitli basamaklarında, dilin seslerini, kelime yapılarını, kelime anlamlarını, cümle kuruluşlarını, kelime kökenlerini ve bunlarla ilgili kuralları inceleyen bilgi dalı olarak belirtmiştir.

Üstün yetenekli bireylerin diğerlerinden ayrılan ve daha belirgin olan özellikleri vardır. Nitekim alan yazınında yapılan çalışmalarda da (Albert, 1980; Ataman, 2004; Ayvaz, 2015; Baykoç, 2012; Cutts & Moseley, 2001; Çağlar, 2004; Gallagher, 1990; Hacıoğlu & Türk, 2018; Kerr, 1991; Lovecky, 1993; Piechowski, 1991; Yılmaz, 2015) üstün yetenekli çocukların akıcı, esnek ve orijinal düşünen, yeni deneyim ve fikirlere açık olan, merak duyguları gelişmiş, risk almaya istekli ve estetik özelliklere duyarlı, iyi derecede problem çözme ve sorgulama yeteneğine sahip, mükemmeliyetçi, oldukça hassas ve yüksek derecede yaratıcı vb. özelliklere sahip oldukları belirtilmektedir. Literatür tarandığında üstün yetenekli öğrencilerin dilbilgisine yönelik tutumlarını belirlemeye yönelik bir çalışma olmadığı görülmektedir. Bu nedenle çalışmanın alanyazına katkı sunacağı düşünülmektedir.

Amaç

Bu araştırmanın temel amacı üstün yetenekli öğrencilerin dil bilgisine yönelik tutum ve görüşlerinin belirlenmesidir. Bu amaç bağlamında şu alt problemlere yanıt aranmıştır:

1. Üstün yetenekli öğrencilerin dil bilgisine yönelik tutumları ne düzeydedir?
2. Üstün yetenekli öğrencilerin dil bilgisine yönelik tutumları sınıf düzeylerine göre anlamlı değişiklik gösteriyor mu?
3. Üstün yetenekli öğrencilerin dil bilgisine yönelik tutumları cinsiyete göre anlamlı değişiklik gösteriyor mu?
4. Üstün yetenekli öğrencilerin dil bilgisine yönelik tutumları öğrenim gördükleri okul türlerine göre anlamlı değişiklik gösteriyor mu?
5. Üstün yetenekli öğrencilerin dil bilgisine yönelik tutumları öğrenim gördükleri BİLSEM Programına göre anlamlı değişiklik gösteriyor mu?
6. Üstün yetenekli öğrencilerin dil bilgisi öğrenmenin gerekliliği ile ilgili görüşleri nelerdir?
7. Üstün yetenekli öğrencilerin dil bilgisini öğrenme zorluğu ile ilgili görüşleri nelerdir?
8. Üstün yetenekli öğrencilerin Türkçe ders kitaplarında verilen dil bilgisi etkinliklerinin yeterliliği ile ilgili görüşleri nelerdir?

Yöntem

Bu çalışmada karma araştırma yöntemi kullanılmıştır. “Karma yöntem araştırma yönteminde, bir araştırma problemini anlamak için hem nicel hem de nitel yöntemleri tek bir çalışmada veya bir dizi çalışmada toplanır, analiz edilir ve karşılaştırılır (Creswell & Plano Clark, 2011: 5). Araştırmanın katılımcılarını 51 üstün yetenekli öğrenci oluşturmaktadır. Araştırmanın nicel verilerinin analizinde SPSS 25 programı, nitel verilerinin analizinde ise içerik analizi kullanılmıştır.

Bulgular

Çalışmanın birinci alt problemine ilişkin elde edilen bulgular genel olarak üstün yetenekli öğrencilerinin dil bilgisine yönelik tutumlarının orta düzeyde olduğunu göstermektedir. Çalışmanın ikinci alt problemine ilişkin elde edilen bulgulara göre üstün yetenekli öğrencilerin dil bilgisine yönelik tutumlarının sınıf düzeyi fark etmeksizin benzer olduğu sonucuna ulaşılmıştır. Çalışmanın üçüncü alt problemine ilişkin elde edilen bulgulara göre, kız ve erkek öğrencilerin dil bilgisine yönelik tutumları benzerdir. Çalışmanın dördüncü alt problemine ilişkin elde edilen bulgulara göre, devlet okulu ve özel okulda öğrenim gören üstün yetenekli öğrencilerin dil bilgisine yönelik tutumları benzer ve orta düzeydedir. Çalışmanın beşinci alt problemine ilişkin elde edilen bulgulara göre, üstün yetenekli öğrencilerin öğrenim gördükleri BİLSEM programı fark etmeksizin dil bilgisine yönelik tutumları benzer ve orta düzeydedir. Çalışmanın altıncı alt problemine ilişkin elde edilen bulgular dil bilgisini öğrenmenin gereksiz olduğunu düşünen öğrenci sayısının çok az olduğunu göstermektedir. Çalışmanın yedinci alt problemine ilişkin elde edilen bulgular üstün yetenekli öğrencilerin yarısından fazlasının dil bilgisini öğrenmenin zor olmadığını düşündüğünü ortaya koymaktadır. Çalışmanın sekizinci alt problemine ilişkin elde edilen bulgular üstün yetenekli öğrencilerin büyük çoğunluğunun Türkçe ders kitaplarında verilen dil bilgisi etkinliklerini yeterli bulmadığını göstermektedir.

Tartışma ve Sonuç

Üstün yetenekli öğrencilerin dil bilgisine yönelik tutum ve görüşlerinin belirlenmesinin amaçlandığı bu çalışmada ulaşılan sonuç üstün yetenekli öğrencilerinin dil bilgisine yönelik tutumlarının orta düzeyde olduğudur. Bu bulgunun önemli olduğu düşünülmektedir. Zira alan yazınında üstün yetenekli öğrencilerin dil bilgisine yönelik tutumlarının belirlendiği herhangi bir çalışma bulunmamaktadır. Nitekim Özkaya ve Coşkun'a göre (2018: 638) "öğrencilerin dil bilgisine yönelik tutumlarının belirlenmesi, eğitim öğretim sürecindeki eksikliklerin giderilmesine ve öğretim programının öğrencilerin ilgi ve başarılarını artıracak şekilde düzenlenmesine olanak sağlayacaktır." Alan yazınında üstün yetenekli olmayan öğrencilerin dil bilgisine yönelik tutumlarının incelendiği çalışmalarda da öğrencilerin dil bilgisine yönelik tutumlarının orta düzeyde olduğu belirlenmiştir (Toptal, 2020; Balcı İyigör, 2021). Bu sonuç üstün yetenekli olan ve olmayan öğrencilerin dil bilgisine yönelik tutumlarının benzer düzeyde olabileceğini göstermektedir.

Ulaşılan sonuçlara göre üstün yetenekli öğrencilerin dil bilgisine yönelik tutumlarının sınıf düzeyi fark etmeksizin benzer olduğu sonucuna ulaşılmıştır. Toptal (2020) üstün yetenekli olmayan öğrencilerin dil bilgisine yönelik tutumlarını incelediği çalışmasında sınıf değişkenine göre öğrencilerin tutumlarının anlamlı farklılık gösterdiğini saptamıştır.

Determining the Attitudes and Opinions of Gifted Students on Grammar

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Abstract

Talented, different, and creative thinking individuals are needed for the sociological and economic development of societies. One of the groups with these characteristics is gifted children. In Türkiye, gifted students continue their formal education in educational environments called the Science and Art Center (SAC). While gifted students go to school with their peers, they continue their education by going to the SAC after school or on weekends. In this study, it is aimed to determine the attitudes and views of gifted students towards grammar. The study group of the research consists of 51 secondary school students from a SAC in Türkiye. The study was carried out on the axis of the mixed method. The "Grammar Attitude Scale Towards Secondary School Students" developed by Er and Topçuoğlu Ünal (2016) was used as quantitative data collection tool. In the collection of qualitative data, the "Semi-Structured Interview Form" developed by the researchers was used. SPSS 25 program was used in the analysis of quantitative data, and content analysis was used in the analysis of qualitative data. The results show that the attitudes of gifted students towards grammar do not differ significantly according to grade level, gender, school type, and Science and Art Center program. In addition, it has been determined that the majority of gifted students think that learning grammar is not necessary or difficult and that the majority of students do not find the grammar activities in Turkish textbooks sufficient. In the context of the results obtained in the study, some suggestions were offered.

Keywords: Gifted student, grammar, attitude, opinion



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Determining the Attitudes and Opinions of Gifted Students on Grammar

1. Introduction

Language is one of the basic elements that distinguishes humans from other living things. All people, from children to adults, from young to old, convey their feelings and thoughts through language. There will certainly not be a single definition of such an important concept. In this context, the concept of language has been defined in different ways by many researchers in the literature. Aksan (2009: 11) defined language as a magical entity that is too sophisticated to be thought of at once and its other qualities appear when viewed from different angles, and some of its secrets are still unsolved today. According to Karahan (2011: 313), language is the concept that constitutes the unique history, folklore, and sociology of a nation. Korkmaz (2010: 67), on the other hand, defined language as a versatile and developed element that enables individuals to convey their feelings and thoughts to others through sound and meaning-valid elements that have become common elements in that society. Grammar is one of the elements that describe the basic structure and function of a language and is related to the concept of language.

The concept of grammar is defined by Ediskun (2010: 65) as the science that examines the sounds, word structures, word roots, and sentence structures of the language and the rules related to them. According to Yıldız (2010: 277), grammar is the collection of rules in the process of reaching the signifier (form) to the signified (meaning). Gencan (2001: 28) defines grammar as the information about the birth of languages, their development and construction features, and showing the ways to use the language correctly. According to Ergin (2009: 28), grammar is the branch of knowledge that deals with all aspects of language. Eker (2011: 21), on the other hand, stated that grammar is a branch of knowledge that examines the sounds of the language, word structures, word meanings, sentence structures, word origins, and rules related to them at various levels of education institutions.

There is a close relationship between grammar and language. According to Wang (2010), who defines grammar as a set of rules necessary for the selection of words and making them meaningful, without grammar language is not exist. According to Hu (2001: 115), grammar is “the sound, structure, and meaning system of the language” and only through grammar, sounds and words can form a meaningful language system (Wang, 2010). Referring to the importance of grammar, Bastone (1994: 35) states that “a language without grammar will be complex.” According to Liu (1999), grammar is the most important concept that decides to understand a language, its vocabulary, text structure, and how that language will be used. The famous linguist Woods (1988) also states that when a person says he understands a language, that person actually understands grammar.

Talented, different, and creative thinking individuals are needed for the sociological and economic development of societies. One of the groups with these characteristics is gifted children. While Gagne (2004: 120) defines giftedness as a situation that is innate and not acquired through education, some researchers (Akarsu, 2001; Ataman, 2004) argue that they are always different from other individuals or children with their extraordinary decisions, approaches, behaviors, and practices.

Gifted individuals have features that differ from others and are more distinctive. Literature argues that (Albert, 1980; Ataman, 2004; Ayvaz, 2015; Baykoç, 2012; Cutts &

Moseley, 2001; Çağlar, 2004; Gallagher, 1990; Hacıoğlu & Türk, 2018; Kerr, 1991; Lovecky, 1999; Parkinson, 1990; Piechowski, 1991; Yılmaz, 2015) gifted children have properties such as fluent, flexible and original thinking, open to new experiences and ideas, developed sense of curiosity, willing to take risks and sensitive to aesthetic features, and have good problem solving and questioning skills, perfectionist, highly sensitive and highly creative, etc. In Turkey, gifted students are determined and they continue their formal education in education environments called Science and Art Center (SAC) (MEB; 2016). While gifted students go to school with their peers, they continue their education by going to the Science and Art Center after school or on weekends. (Özsoy, 2015). These institutions make great contributions to the education of gifted students. One of the biggest advantages of the SAC model is that children are not isolated from their own school and friends. While continuing the education at SAC out of school hours; they have the opportunity to get to know the members of the society mentally, socially, culturally, and emotionally. Gifted children have the opportunity to work and produce with the society. They are brought up as individuals who integrate with the society and are aware of their differences and develop their differences on behalf of humanity (Dönmez, 2004: 74).

The education given in SAC is completed in 5 levels. These stages are; the adaptation period, support period, awareness of individual talents (AIT), development of special talents (DST), and project production period (MEB, 2007: 4). A student who successfully completes a level moves on to the next level and continues his education in this way (Bildiren, 2011: 146-147).

In the literature, there are studies in which gifted students' creativity and creative thinking skills (Akkan, 2010; Bapoğlu, 2010; Chien & Hui, 2010; Hacıoğlu & Türk, 2018; Kanlı, 2017; Koçak & İçmenoğlu, 2012), writing skills (Yaylacık, 2014; Yavuz, 2020), writing attitudes (Sevim, Karabulut & Elkatmış, 2021), creative writing skills (Akça, 2017; Özcan, Konaş & Polat, 2020; Özdemir, 2010; Saluk & Pilav, 2018), attitudes towards Turkish lessons (Okur & Özsoy, 2013), writing and speaking anxiety (Sarıkaya & Bulut, 2022; Sevim, Karabulut & Elkatmış, 2021; Özsoy, 2015), reading anxiety (Sarıkaya, 2019) are discussed.

However, no study has been found in the literature on the determination of the attitudes and views of gifted secondary school students towards grammar. In this respect, the research is original and it is thought that it can make important contributions to the studies on grammar. The main purpose of the research is to determine the attitudes and views of gifted students towards grammar. In the context of this purpose, the research questions of study are as follows:

1. What is the level of gifted students' attitudes towards grammar?
2. Do gifted students' attitudes towards grammar change significantly according to their grade levels?
3. Do gifted students' attitudes towards grammar differ significantly by gender?
4. Do gifted students' attitudes towards grammar change significantly according to the type of school they study in?
5. Do gifted students' attitudes towards grammar change significantly according to the SAC Program they study?

6. What are the opinions of gifted students about the necessity of learning grammar?
7. What are the opinions of gifted students about the difficulty of learning grammar?
8. What are the opinions of gifted students about the sufficiency of grammar activities in Turkish textbooks?

2. Method

In this study, a mixed research method was used. "A mixed methods research design is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative methods in a single study or a series of studies to understand a research problem" (Creswell & Plano Clark, 2011: 5). In the mixed research method, the researcher collects and analyzes data, combines findings and makes inferences by using both qualitative and quantitative approaches and methods in a study or research program (Tashakkori & Creswell, 2007). The mixed research method is beneficial to the researcher when only one of the quantitative or qualitative methods is not enough to answer the research question and if the research has both qualitative and quantitative data which provides a better understanding of the research problem.

Creswell (2012) stated that mixed research methods have six designs: convergent parallel, explanatory sequential, explanatory sequential, embedded, transformative, and multiphase. In this study, an explanatory sequential design was adopted. In the explanatory design, quantitative data is collected first, and then qualitative data are collected to explain and elaborate the quantitative results (Creswell, 2012).

2.1. Population

Table 1 presents information about gifted students who participated in the study.

Table 1.

Frequency and percentage distribution of participants' demographic information

<i>Variable</i>	<i>Group</i>	<i>f</i>	<i>%</i>
Grade Level	5.grade	13	25,5
	6.grade	14	27,5
	7.grade	13	25,5
	8.grade	11	21,6
Gender	Girl	23	45,1
	Boy	28	54,9
School Type	Public School	31	60,8
	Private school	20	39,2
SAC Program	Individual Abilities Difference	33	64,7
	Affiliation Program (IADAP)		
	Special Abilities	18	35,3
	Development Program (SADP)		

Total	51	100,0
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As seen in Table 1, the research was conducted with 51 gifted students. While 13 of them (25.5%) are studying in the 5th grade, 14 (27.5%) are in the 6th grade, 13 (25.5%) are in the 7th grade and 11 (21%, 6) are in the 8th grade. 23 (45%) of the students are girls and 28 (54.9%) are boys. Considering the types of schools they attend, 31 (60.8%) students study in public schools and 20 (39.2%) students study in private schools. While 33 (64.7%) of these students are enrolled in SAC's the Individual Abilities Difference Affiliation Program (IADAP), 18 (35.3%) are registered in the Special Abilities Development Program (SADP).

2.2. Data Collection Tools

Two data collection tools were used in the study. "Grammar Attitude Scale Towards Secondary School Students" developed by Er and Topçuoğlu Ünal (2016) was used to collect quantitative data. 48 items prepared by the researchers were submitted to expert opinion. The validity and reliability studies were carried out by applying the 35-item draft scale, which was determined after expert opinions and pre-testing, to 217 secondary school students. After the factor analysis, 4 items with low factor values were eliminated and a 31-item 5-point Likert-type scale was developed. 16 of the items contain positive judgments and 15 of them contain negative judgments. In the internal consistency study conducted to determine the reliability of the scale, the Cronbach Alpha Internal Consistency coefficient of the scale was found to be 0.914. The lowest score that can be obtained as a result of the analyses made in the final form of the scale was calculated as 31 and the highest score as 155. A high score indicates high attitudes and a low score indicates low attitudes.

In the collection of qualitative data, the "Semi-Structured Interview Form" developed by the researchers was used. During the preparation of the form, the literature was examined in detail and a question pool was created. After the study of these questions, the questions that were thought to serve the purpose were selected. Thus, the prepared form was shared with 2 Turkish Education (Assoc. Dr.), 1 Assessment and Evaluation (Assoc. Dr.) and 1 Special Education (Ass. Dr.) field experts to receive their opinions and suggestions. In line with the suggestions, the interview form was rearranged and thus the form was finalized by including three questions in line with the purpose of the study.

2.3. Data Analysis

In the context of the main purpose of the research, it is aimed to examine the attitudes and views of gifted students towards grammar. The SPSS-25 program was used in the analysis of quantitative data in the study. Within the scope of the research, frequency (f) and percentage (%) were reported for the findings of the personal information of the participants. Descriptive findings of the scale are presented with Arithmetic Mean (\bar{X}) and Standard Deviation (SD) values. In order to decide on the difference analyses made in the research, the normality of the distributions was examined. For this purpose, the skewness and kurtosis values of the measurements for the dependent variable in the categories of the independent variable were examined. These values obtained in the study generally varied between -2 and +2. These values obtained show that the distributions are normal (Hair et al., 2010). Since the normality of the distributions was ensured, the Independent Sample T-test, one of the

parametric tests, was used to determine the difference between the measurements of the dependent variables of the variables with two categories. In cases where the number of categories is more than two, one-way Analysis of Variance (ANOVA), one of the parametric tests, was used. In statistical tests, the level of significance was taken into account as 0.05.

Content analysis was used in the analysis of qualitative data. The main purpose of content analysis is to reach concepts and relationships that can explain the collected data (Yıldırım & Şimşek, 2016). According to Elo and Kyngas (2008) there are three phases of the content analysis process. The first phase, preparation includes selecting the unit of analysis and making sense of data. The second phase, organizing includes coding, category creation, grouping codes, categorization, and abstraction. The third phase, reporting includes analyzing process and results (Elo & Kyngas, 2008: 110). The qualitative data of this study were analyzed by following these phases.

3. Findings

3.1. Quantitative Findings

3.1.1. Findings Regarding the First Research Question

It was aimed to determine the levels of the attitudes of gifted students towards grammar with the first problem of the study. Findings related to this research question are presented in Table 2.

Table 2.

Descriptive Statistical Findings Regarding the Attitude Levels of Gifted Students towards Grammar

Scale	N	Min.	Mak.	\bar{X}	SS
Overall Scale	51	74,00	120,00	90,75 (2,93)	8,45

As seen in Table 2, the minimum score that gifted students got from the "Attitude Scale Towards Grammar" is 74.00; the maximum score is 120.00 and the mean score is \bar{X} = 90.75 (2.93). The findings show that generally gifted students' attitudes towards grammar are at a moderate level.

3.1.2. Findings Regarding the Second Research Question

It was aimed to determine the attitudes of gifted students towards grammar according to their grade levels with the second research question of the study. Findings related to this research question are presented in Table 3.

Table 3.

The Results of the One-Way Analysis of Variance (ANOVA) Test for the Comparison of Gifted Students' Attitudes towards Grammar According to Their Grade Levels

Scale	Grade Level	N	\bar{X}	sd	F	p
Overall Scale	5.grade	13	94,54	3-47	2,47	0,074
	6.grade	14	86,36			

7.grade	13	92,16
8.grade	11	90,18

As seen in Table 3, the attitude levels of gifted students towards grammar did not show a statistical difference according to their grade levels ($F=2.47$; $p>0.05$). According to the findings, it was concluded that the attitudes of gifted students towards grammar are similar regardless of grade level.

3.1.3. Findings Regarding the Third Research Question

It was aimed to determine whether the attitudes of gifted students towards grammar differ according to their genders with the third research question of the study. Findings related to this research question are presented in Table 4.

Table 4.

Independent-Sample T-Test Results of the Comparison of Gifted Students' Attitudes towards Grammar According to Their Genders

Scale	Gender	N	\bar{X}	t	sd	p
Overall Scale	Girl	23	89,57	-0,90	49	0,372
	Boy	28	91,71			

As seen in Table 4, there was no statistically significant difference in the attitude levels of gifted students towards grammar according to their genders ($t=-0.90$; $p>0.05$). According to the findings, the attitudes of male and female students towards grammar are similar.

3.1.4. Findings Regarding the Fourth Research Question

It is aimed to determine the attitudes of gifted students towards grammar according to the types of schools they study with the fourth research question of the study. Findings related to this research question are presented in Table 5.

Table 5.

Independent-Sample T-Test Results of the Comparison of Gifted Students' Attitudes towards Grammar According to School Types

Scale	School Type	N	\bar{X}	t	sd	p
Overall Scale	Public School	31	90,19	-0,58	49	0,567
	Private school	20	91,60			

As seen in Table 5, there was no statistically significant difference in the attitude levels of gifted students according to the types of schools they study ($t=-0.58$; $p>0.05$). According to the findings, the attitudes of gifted students studying in public and private schools towards grammar are similar and moderate.

3.1.5. Findings Regarding the Fifth Research Question

It was aimed to determine the attitudes of gifted students towards grammar according to the SAC Program they are studying with the fifth research question of the study. Findings related to this research question are presented in Table 6.

Table 6.

Independent-Sample T-Test Results of the Comparison of Gifted Students' Attitude Levels towards Grammar According to the SAC Program They Are Studying

Scale	SAC Program	N	\bar{X}	t	sd	p
Overall Scale	IADAP	33	90,67	-0,09	49	0,930
	SADP	18	90,89			

As seen in Table 6, there is no statistically significant difference in the attitude levels of gifted students towards grammar compared to the SAC program they are studying ($t=-0.09$; $p>0.05$). According to the findings, the attitudes of gifted students towards grammar are similar and moderate, regardless of the SAC program they study.

3.2. Qualitative Findings

3.2.1. Findings Regarding the Sixth Research Question

It was aimed to determine the opinions of gifted students on whether it is necessary to learn grammar with the sixth research question of the study. Findings related to this research question are presented in Table 7.

Table 7.

Opinions of Gifted Students on Whether It Is Necessary to Learn Grammar

No	Codes	f
1	I think it is necessary.	49
2	I think it is not necessary.	2

When Table 7 is examined, it is seen that the majority of gifted students ($f=49$) think that it is necessary to learn grammar. The number of students who think that learning grammar is not necessary is very small ($f=2$).

The reasons for the students who think that it is necessary to learn grammar are given in Table 8.

Table 8.

The Reasons for Gifted Students Who Think It Is Necessary to Learn Grammar

	Codes	f
I think it is necessary.	Asked in exams	25
	The need to learn their mother tongue better	16
	Contributing to expressing themselves correctly / Contributing to communication skills	12
	Contribution to daily life	6
	Contributing to their future professions	3
	Desire to be a successful student	1
	Desire to be a scientist, writer	1
	Contributing to learning a second language/Desire to learn a second language	1
	Contributing to reading skills	1

In Table 8, the reasons for the gifted students who think that it is necessary to learn grammar are presented. According to the gifted students, reasons such as "asked in the exams", "the need to learn their mother tongue better", "contributing to their communication skills", and "contributing to their daily lives" show that it is necessary for them to learn grammar. Some of the opinions of gifted students regarding this question are as follows:

"I think it is necessary. Learning our language in detail is a good thing. Thanks to grammar, we can speak our own language well. But the Turkish language is in danger. Turkish words are converted into foreign words. In short, if the language is not known, it will be forgotten." (S50)

"Yes. Because it appears in almost every exam." (S44)

"I think it is necessary. Grammar is a very important subject for us. Because we learn well through details, and this makes our reading and speaking well." (S13)

"Yes, it is necessary. Because there are a lot of rules in our language and we have to learn these rules. It will contribute to my daily life." (S37)

"Necessary. Because in order to learn the words we have formed in our language properly and correctly. It is necessary for us to do it right in social life and especially in exams." (S23)

The reasons for the gifted students who think that it is not necessary to learn grammar are presented in Table 9.

Table 9.

Reasons for Gifted Students Who Think It Is Not Necessary to Learn Grammar

I think it is not necessary.	Codes	<i>f</i>
	Don't see it as a need	1
	See it as a difficult subject	1

The opinions of gifted students regarding their reasons in Table 9 are as follows:

"I don't think it's necessary. I think what I know is enough. My teacher explains everything. I don't see it as a necessity in my daily life." (S31)

"There is no need to learn. Because when I tried to learn, I had a hard time." (S8)

3.2.2. Findings Regarding the Seventh Research Question

It was aimed to determine the opinions of gifted students about whether it is difficult to learn grammar with the seventh research question of the study. Findings related to this research question are presented in Tables 10, 11, and 12.

Table 10.

Opinions of Gifted Students on Whether Learning Grammar Is Difficult

No	Codes	<i>f</i>
1	I think it is difficult.	22
2	I think it is not difficult.	29

The reasons for the students who think that it is difficult to learn grammar are presented in Table 11.

Table 11.

Reasons for Gifted Students Who Think Grammar Is Difficult to Learn

	Codes	<i>f</i>
	The complexity	17
	Exams contain too many grammar questions	16
	Too many subjects	5
I think it is difficult.	Thinking that subjects are difficult to understand	4
	Quickly forgotten	3
	Teacher factor (Some teachers do not teach grammar well)	2
	Thinking it's boring	2
	Insufficient number of examples	1

When Table 11 is examined, it is seen that the reasons such as “the complexity” and “exams contain too many grammar questions” cause gifted students to have difficulties in learning grammar. Some of the opinions of gifted students are as follows:

"Yes, hard. Because what we learn every year, we forget the next year. Because of this, it is boring to deal with the same subjects every year." (S36)

"Grammar class is difficult for me. Most of the topics can be really hard to understand." (S6)

"Yes, it is difficult because there are so many subjects. That is why it is very difficult to know all the subjects." (T51)

"I think it is difficult to learn grammar. Teachers need to explain the subjects better and explain them in an explanatory language and in a good way. What we do not understand needs to be repeated. The number of samples is also few." (T45)

The reasons for the students who think that it is not difficult to learn grammar are presented in Table 12.

Table 12.

Reasons for Gifted Students Who Think Grammar Is Not Difficult to Learn

	Codes	f
I think it is not difficult.	Frequent repetition is considered sufficient	19
	The subjects are easy to understand	7
	Liking grammar/having a positive attitude (liking the lesson)	5
	Adequate education in grammar at school	4
	Teacher factor (Some teachers are good at teaching grammar)	4
	Subjects are based on memorizing	2
	More knowledge-based topics	1
	Reinforcement activities	1

When Table 12 is examined, it is seen that gifted students do not have difficulty in learning grammar due to reasons such as “frequent repetition is considered sufficient” and “the subjects are easy to understand”. Some of the opinions of gifted students are as follows:

"No it is not difficult. Because at school, our teachers always teach. I repeat over and over. So I don't think it's difficult." (S14)

"No, I don't think it's difficult. Because grammar subjects usually require memorization and if we repeat them constantly, it will not be difficult at all. If we make grammar topics very difficult in our own eyes, it becomes even more difficult." (S38)

"No. I think learning grammar is very impressive and on the contrary, very fun!" (S32)

"I don't think it's difficult. Because it can be solved if we memorize it easily and put it in our minds. It's already a fun topic. If we do not understand at all and repeat the subject and solve a lot of questions, we can settle it in our minds, and if we ask our teacher about the subjects we do not understand, we can solve them easily." (S44)

3.2.3. Findings Regarding the Eighth Research Question

It was aimed to determine the opinions of gifted students about whether they find the grammar activities given in Turkish textbooks sufficient (qualified) with the eighth problem of the study. Findings related to this research question are presented in Table 13.

Table 13.

Opinions of Gifted Students on Whether They Find the Grammar Activities Given in Turkish Textbooks Sufficient (Qualified)

No	Codes	f
1	Sufficient.	17
2	Not sufficient.	34

When Table 13 is examined, it is understood that the majority of gifted students do not find the grammar activities in Turkish textbooks sufficient. The opinions of some students who find the grammar activities in Turkish textbooks sufficient are as follows:

"Yes. Because the activities are catchy, instructive and nice." (S32)

"Yes, enough. There are many activities and they are generally instructive. That's why it's enough" (S36)

"Sufficient. Because we reinforce those activities with other helpful resources. It is sufficient for the teacher to remind the grammar topics in that activity at that moment" (S51)

"I think it's enough. Because they are short and clear!" (S50)

The opinions of some students who find the grammar activities in Turkish textbooks insufficient are as follows:

"I don't think it's enough. Because they do not contribute enough to the reinforcement of the subjects. There should be more." (S27)

"I do not find the activities sufficient. This is because the activities are too few for us to reinforce and their quality is sometimes very poor." (S28)

"No. Because the activities in Turkish textbooks are more dependent on reading texts. This causes grammar activities to be few and insufficient." (S34)

"I think grammar activities are not enough. Because grammar subjects are abstract subjects. Therefore, there should be more and more detailed activities." (S37)

"There are a lot of grammar topics in the exams. But it is given less in the textbooks. That's why I find it insufficient." (S22)

4. Discussion, Conclusion & Recommendations

The first conclusion reached in this study, which aimed to determine the attitudes and views of gifted students towards grammar, is that the attitudes of gifted students towards grammar are at a moderate level. This finding is considered important. Since there is no study in the literature that determines the attitudes of gifted students towards grammar. As a matter of fact, according to Özkaya and Coşkun (2018: 638), “determining students' attitudes towards grammar will enable to eliminate the deficiencies in the education process and to organize the curriculum in a way that will increase the interest and success of the students.” In studies examining the attitudes of non-gifted students towards grammar, it has been determined that students' attitudes towards grammar are at a moderate level (Toptal, 2020; Balcı İyigör, 2021). This result shows that the attitudes of gifted and non-gifted students towards grammar may be at a similar level.

The second result of the study is that the attitudes of gifted students towards grammar do not show a statistical difference according to their grade levels. Accordingly, it was concluded that the attitudes of gifted students towards grammar are similar regardless of grade level. Toptal (2020), in his study examining the attitudes of non-gifted students towards grammar, found that the attitudes of the students differed significantly according to the class variable. Özsoy (2015) determined in a study he conducted on a different subject related to gifted students that the students' levels did not differ significantly according to the grade level variable.

In the study, the attitude levels of gifted students towards grammar did not show a statistical difference according to the gender variable. According to the result, it has been determined that the attitudes of female and male students towards grammar are similar. In a study on gifted students on a different subject, it was concluded that the scores of these students did not differ significantly according to the gender variable (Saluk & Pilav, 2018). In studies that examined the attitudes of non-gifted students towards grammar in the context of gender variable, students' attitudes towards grammar showed significant differences (Toptal, 2020; Balcı İyigör, 2021). In addition, in Kartallıoğlu's (2008) study, a significant difference was found in the level of achievement of students' grammar acquisition according to the gender variable. It is thought that the difference between the related studies and this study in the context of the gender variable is due to the characteristics of the study groups. On the other hand, in the studies conducted by Yılmaz (2012) and Akkaya (2011) examining the effects of various activities on grammar teaching, no significant difference was found according to the gender variable.

Attitude levels of gifted students towards grammar do not show a significant difference according to the type of school they study. It has been concluded that the attitudes of gifted students studying in public and private schools towards grammar are similar and moderate. In studies on various subjects related to gifted students (Okur & Özsoy, 2013; Özsoy, 2015; Sarıkaya, 2019; Sarıkaya & Bulut, 2022), it has been concluded that the average scores of these students do not differ significantly according to the type of school they study. Okur & Özsoy (2013) state that it is an understandable result that gifted students do not have a significant difference in their attitude levels, since they have similar intelligence-ability characteristics even though they study in different types of schools.

Attitude levels of gifted students towards grammar did not show a statistical difference according to the SAC Program they study. According to the findings, regardless of the SAC program (Individual Abilities Difference Affiliation Program-IADAP and Special Abilities Development Program-SADP), gifted students have similar and moderate attitudes towards grammar. In studies on different subjects related to gifted students in the literature, it has been concluded that the average scores of these students do not differ significantly according to the BİLSEM Program they study (Okur & Özsoy, 2013; Özsoy, 2015; Sarikaya, 2019; Sarikaya & Bulut, 2022).

In the study, it is determined that the vast majority of gifted students thought it is necessary to learn grammar. According to the gifted students, reasons such as "asked in the exams", "the need to learn their mother tongue better", "contributing to their communication skills", and "contributing to their daily lives" show that it is necessary for them to learn grammar. Especially in our country, the idea that central exams affect the future of students showed itself in the answers to this question. In the study conducted by Ekşi, Kır, and Benzer (2021), the majority of secondary school students believe that it is necessary to learn grammar, and the reason for this is the thought that "it is necessary to learn grammar of their mother tongue". As in this study, very few students think that learning grammar is unnecessary (Ekşi et al. 2021). In addition, in studies conducted with Turkish teachers (Ekinci Çelikpazu, 2015; Hançer & Dilidüzgün, 2021), almost all of the teachers stated that learning grammar is necessary and important.

In the study, it was concluded that most of the gifted students think that learning grammar is not difficult. According to the students, reasons such as "frequent repetition", "easy understanding of the subjects" and "teacher factor" facilitate their learning of grammar. In the study conducted by Bayram (2018), it was stated that the most important factor affecting students' success in grammar is regular repetition. Some of the gifted students also think that learning grammar is difficult. As reasons for this, basic reasons such as "confusing subjects", "exam anxiety", "too many subjects", "forgetting subjects quickly" and "boring" were given. In Bayram's (2018) study, the fact that students find grammar topics boring is one of the factors that negatively affect their success.

The majority of gifted students do not find the grammar activities in Turkish textbooks sufficient. Ekşi et al. (2021), students stated that they found the activities in the textbooks insufficient both in terms of quantity and quality. In his study, Bayram (2018) determined that the factor that most negatively affects students' grammar success is that the grammar activities are not included in the textbooks. In the study conducted by İşcan and Kolukısa (2005), it is stated that many factors are insufficient in the grammar teaching of secondary school students, and Turkish textbooks are at the top of these. Literature argues that not only students but also teachers find the activities in Turkish textbooks insufficient (Arıcı, 2005; Anılan, 2014; Çevik & Güneş, 2017; Salman & Aydın, 2018; Hançer & Dilidüzgün, 2021).

In the context of the results obtained in the study, the following suggestions were made:

- Grammar activities in Turkish textbooks should be reviewed in terms of quality and quantity.

- The academic success of gifted students in grammar can be determined by practice-based studies.

- It should be taught that learning grammar should be acquired as a consciousness, not because of various obligations.

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