Research Article

A Case Study Investigating the Language Development Process, Early Literacy Experiences and Educational Problems of a Gifted Child

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The objective of the present study is to identify the language development process, early literacy experiences and educational problems of an early reader identified as gifted. The research method was determined as a case study in line with this objective. The research was structured on the experiences of a fourth-grade male student born in 2010 who attends the Science and Arts center and has been identified by RAM as gifted. The student was coded under name Ahmet. Ahmet's early literacy characteristics, experiences and educational problems were examined through interviews held with Ahmet, his mother and his preschool teacher. Unstructured open-ended questions were used in the study. Categories were created on data obtained to perform a content analysis. Deductive method was employed. According to the results, Ahmet was 3.5 years old when his mother noticed that he was able to read. However, his language development was slower compared to his peers. He was around three when he moved to the two-word period. Ahmet enjoys buying books, spending time at bookstores, visiting libraries, but experiences problems since he grows impatient about finishing a book he has started. He is more attracted to the images than the letters in the books. Book covers help him predict the book, and he sometimes designs his own covers for books he reads.
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Introduction

Each country seeks to raise healthy, happy and successful citizens each of whom has his/her own individual personality and who can look to the future with hope. For this purpose, today's world pays great importance to education, and especially, is aware of the importance of early childhood education and reflects it to its educational policies in line with the needs and strongly. Early childhood education, which covers the education of children of age 0-8, is a systematic process in which healthy growth and psychomotor, social, affective, language and cognitive development of children of this period are maximized, even completed to a large extent, taking into consideration their developmental characteristics, individual differences and skills and through rich learning experiences offered in appropriate environments (Aydogan, 2017).

One of the most important developments of the 20th century in education is the emphasis on the beginning of reading-writing development in preschool years (Kargin et al, 2015). The concept of early literacy is defined as a skills set and knowledge base that develop in infancy and are enriched with exploration and educational opportunities in early childhood (Phillips & Lonigan, 2009 as cited by Yazici & Kandir, 2018). Reading and writing activity is an area that requires the collective functioning of many areas of development primarily including fine motor, gross motor, language and cognitive processes. However, the first developmental facade of early reading and writing that comes to mind is cognitive development.

In the primary school years, children learn most rules of the oral language. However, there are still corrections to be made in phonics, semantics and syntax during this development period. Children that can think and talk about sounds, meanings of words and sentence structure can learn complex language rules more easily. Children learn how to read and write in certain ways in the primary school years. Literacy development is influenced by the culture and the number of languages a child can speak. Children with special needs need more support when learning to speak, read and write. Teachers may consult with families and offer some informal interventions in a normal class in cooperation with specialists of language disorders and other professionals (Trawick-Smith, 2017). Some students in the educational environment, on the other hand, may acquire reading or literacy skills before the school education and may demonstrate higher level reading-writing skills. The special needs and need of support of the students in this group should not be ignored.

Giftedness and Intelligence

Being one of the most important indications of cognitive development, intelligence is the level that emerges with the use of all his/her talents and skills while an individual is both solving problems and adapting to the environment (Gurpinar, 2006).

New developments in measuring intelligence have shed light significantly on the transformation of educational and psychological services offered to the children and the youth. These new developments, however, are not seen to be fully reflected on the practice. Therefore, intelligence quotient (IQ) tests are seen to be used in practice, basically without much change, as 30 years ago (Esters & Ittenbach, 1997). Descriptions of intelligence vary and researchers cannot agree on one description, and likewise, researchers cannot agree on a common description for gifted and talented children. The reason why a common definition cannot be achieved is because researchers' point of view regarding the areas of giftedness and talents may vary and their cultures may have different characteristics (Sousa, 2003).

While, at the beginning, the concept of superior intelligence was used by adults for children that were extraordinarily successful, it later become a definition deemed fit for children who came out in the top 2% of the distribution in the tests administered (Freeman, 1985). Not a single generally recognized definition can be reached for intelligence and talent, and there are several definitions commonly recognized. For example, Galton defined intelligence as structuring and using knowledge. Today where concepts of intelligence and talent and factors leading to them are discussed, it is also possible to see diverse definitions for giftedness and talent.

Evaluating individual differences and cognitive processes concerns all individuals, and in this age called twenty first century, is also important for being aware of and evaluating gifted and talented people whom we owe the level and civilization achieved in science technique, fine arts, thought and so forth to a large extent. Throughout thousands of generations, people who have brought humanity to today's level of civilization are known to be above average intelligence and talent. Identifying gifted and talented individuals early and teaching and guiding them appropriately provide great benefits to their society. Besides, these individuals may be harmful to the society that does not provide them the opportunity to use their potential.

According to Maker (2003), evaluating giftedness only with intelligence quotient (IQ) narrows the perspective of the definition of giftedness and fails to express the richness and complexity of the concept. Therefore, Maker argues that the main components of giftedness are the ability to solve complex problems as well as interests and desires. Gifted children are those that solve the most complex problems by the most adequate, effective, ethical, liked or economic ways. These children can solve simple problems, find complex aspects in problems looking simple or simplify very complex problems. The main focus here should be that such children enjoy changes and complexity. This desire for solving complex problems may manifest itself in many areas of ability.

The characteristics of gifted and talented children must be known well for their development, for them to be useful to the society in the future and bring out their existing capacity fully. Gifted and talented children could demonstrate a healthy growth, succeed and maximize their potential qualitatively if those who are involved in children's education get to know them better. Stimulants, tools and equipment offered to children that are consciously selected, and educational environments and activities that are consciously arranged support gifted and talented children healthfully and enable them to maximize their development capacity. While preparing activities for children, individual differences must be taken into consideration.

There is a transition from definitions that are based on single-criterion intelligence level to those based on multi-ability and -performance. Brain research conducted since mid-60s has shown that very intelligent people are biologically different and that this difference is not completely innate but rather stems from cellular differences occurring in the brain as a result of the interaction between the genetic pattern and environmental means. Gardner suggested different intelligence structures and made the perspective towards intelligence more comprehensive while Dr. Annemarie Roeper (1982) added an emotional aspect to intelligence, and the recognitions in the definitions have developed day by day.

Tannenbaum (1983) also suggests a definition of giftedness that stipulates a perfect and different psychological structure emerging with the use of five overlapping factors. These factors are as follows (as cited by Freeman, 1985)

- ➢ General skills,
- ➢ Specific skills,
- ➢ Factors outside of intellectual domain (ego strength, commitment, willingness to make a difference, other qualities that demonstrate a compatible personality),
- ➢ Environmental factors (behaviors at home, school and other social environments where interpersonal communication skills are demonstrated),
- ➢ Finance factor (invisible circumstances that create opportunities and a lifestyle that will enable demonstrating superior skills).

When the definition recognized under the National Education is examined, a quite inclusive definition appears to be adopted. "A gifted and talented child is a child that demonstrates higher-level performance in specific academic areas or compared to his/her peers in intelligence, creativity, arts and leadership capacity, and needs services or activities that cannot be provided by school to improve such skills" (MoNE, Science and Art Centers Directive, 2007).

Gifted children, compared to their peers, have been seen to be superior to them in physical development and health at every age from birth to death (Caglar, 2005).

As cited by Davasligil (2004), as a result of an 8-year study, Brown found out that a gifted baby responded to more audio and visual stimulants than average babies, moved his/her hands and feet less, demonstrated the facial expressions seen in older children and responded to stimulants without the need of the presence of an adult. Attention span of gifted children is longer than that of their peers. Due to their being curious and eager to learn, they can especially focus their attention on subjects of their interest longer (Davasligil, et al., 2000). Another intellectual characteristic of gifted children is that they learn how to read on their own at an early age. Without the help of an adult, they can analyze the letters from various signs or product logos and later use them to read new words thanks to their high synthesis skills. In addition, they continuously enrich their vocabulary and use words in their full meaning as from early ages (Cutts & Moseley, 2001). Thus, they have distinguishing characteristics also in self-expression (Akarsu, 2001). Their interest in numbers and mathematics can start at early ages (Davasligil et al., 2000). Since they have complex thinking processes and analytical thinking skills, they are able to learn and apply mathematical relations more quickly (Silverman, 1993).

Since their memory is very retentive, they are able to memorize quickly and keep what they have memorized in their memory for a long time (Cutts & Moseley, 2001). According to Silverman (1993), their moral development starts earlier than their peers and therefore have a developed notion of justice. These children who have a wide range of interests also have a good power of observation as well as critical thinking skills (Akarsu, 2001). As Davasligil and friends (2000) cite from Clark, in addition to these characteristics, their conception of time can develop early, they can do two tasks at the same time, prefer less structured learning materials to be given the opportunity to use their creativity and demand to be given more opportunity and time to finish the tasks they have started.

Providing appropriate stimulants to the child in early childhood increases his/her intelligence and learning capacity. If the child's environmental conditions are not appropriate, the child often cannot reach full capacity in his/her social and behavioral development. At this point, it will support achieving the desired results if families and teachers learn gifted and talented students' needs and characteristics and create their support environment early.

Concept of Early Literacy
The first years of life (age 0-6) is a critical stage. It is very important for couple reasons. The first is that a fast development is observed in many respects. Children complete fifty percent of their mental development at age four and seventy-eighty percent of it at around age six. In the first five-six years of life, there is a fast development in all development dimensions. The second is that the foundations of personality are laid in this period. Subsequent developments are based on these

foundations (Donmezer, 2012). The most important desire of most teachers, educators and families is that children show interest in reading, enjoy reading and develop themselves at early ages. Therefore, there is an effort to encourage and motivate children to read. For this purpose, activities such as reading stories, tales, fables, riddles and singing songs are conducted. Children are sought to show interest in, adopt and like reading (Gunes, 2017).

When we talk about reading-writing in a traditional sense, a material on which letters are written (text), someone who will write the letters on this material (writer) and someone who will analyze these letters (reader) are needed. Therefore, reading-writing activity in general can be perceived as a process occurring in a triangle of reader, text and writer. The difference of meaning between the concepts of reading-writing and literate that are used interchangeably in the daily language is gradually increasing. The view of literate, which is based on interpretation, vis-à-vis the view of reader-writer, which is based on analyzing the letters on a paper, is expanding its sphere of meaning by uniting with other terms by each passing day (e.g. media literacy, visual literacy). Reading-writing is based on decoding while literacy is based on interpreting. Reading-writing refers to a category while literacy refers to a degree. The symbol system of reading-writing is the letters on a printed medium while that of literacy is "things". Text is everything in the world for literacy. What is meant by "everything in the world" in this description is the entire knowledge, skills, social norms and patterns on which a person can reflect. Therefore, literacy brings a new expansion to the concept of text. Reading-writing has been statically defined, while the definition of literacy is ongoing. In line with what is suggested above under the concepts of reading-writing and literacy, it is important to develop not only the skill of reading printed (traditional) texts but also other literacy skills based on visual and electronic literacy in today's students (Kurudayioglu &Tuzel, 2010). Today, literacy is beyond an activity conducted with written symbols, is an educational term that refers to several mental skills, communication skills and attitudes conducted using language (Asici, 2009).

It is recognized today that being a contemporary and democratic country is parallel to the prevalence and level of education offered in that country. Educational systems do not only aim to increase the number of readers-writers. It also aims to raise individuals that understand what they read, can express themselves clearly with what they write, make reading a habit, are reconciled with technology, can know and use technology, but are not addicted to it, are creative, productive and happy. Preschool education, which is the first ring of the education chain in a modern country, is locked on the target of how to better serve in today's conditions in accordance with the characteristics and needs of children age 0-6 and the needs of the society. Age 0-6, which is called the preschool period, is one of the important periods for its future effects on children's lives. These experiences that contain

several critical periods for development may also underpin some problems in the future years as well as making a child's life easier in the future years. In these years, what is given and is not given to the child determines his/her future (Ozturk, 2005). Early childhood, which is considered age 0-6 in some resources and age 0-8 in others, contains critical experiences that will affect an individual's cognitive, affective, psychomotor development in the future. In early childhood, children need the close attention of adults. This period is the one when children grow quickly and begin to learn about the world for the first time. From birth until age three, infants and children who begin to walk continue their development as a preschool group between ages three and five and as children at primary school age between ages five and eight (Aktan Acar, 2017).

Gifted and talented children are generally suggested to begin reading earlier compared to their peers and be very interested in reading. Giftedness is defined as an intersection of average ability, creative thinking and task commitment (Renzulli, 1978). Gifted and talented children have some characteristics including such as beginning to read early, learning to read on their own, reading more fluently and accurately compared to their peers, reading more and enjoying reading different literary genres (Akarsu, 2001, Davasligil & Leana, 2004).

According to Jackson (1992), early developed speaking and reading are among the indications of giftedness. This, however, does not mean that every early speaking or reading child is gifted and talented. Burns, Roe and Ross (1984) stress that about 50% of gifted and talented children learn how to read at kindergarten according to intelligence tests. Research shows that half the gifted and talented children that begin first grade are early readers and are one or three grade level ahead of their peers (Bonds & Bonds, 1983; VanTassel-Baska, Johnson, Hughes & Boyce, 1996).

In preschool period, some children begin to read and write early. However, their reading and writing is not the same as that of adults. Actually, it is quite hard to notice in class and home environment that they read and write. When they are observed in the play environment with little more attention, small children will be seen to be quite active in writing stories and drawing signs and symbols. Some children demonstrate very unique creative reading forms. Children's first writings look like scribbles. These first writings represent stories. Until the end of the preschool period, children use some letters that match with the words in the story. A child must be read a book a day regularly to support early literacy. While reading the book, the child must be allowed to hold the book, look at the text closely and turn the pages. Also, parents must create a rich environment set with writing that offers the opportunity of early literacy. Materials read by children vary from one culture to another. Some children spend more time with looking at newspapers, magazines, catalogs and other ordinary texts. Parents and teachers must offer opportunities for their children at home and class to express their thoughts and tell

a story by using unlettered media that have a meaning and value in their own culture (Trawick-Smith, 2017). In addition to planned activities provided in preschool educational institutions, opportunities the child get in his/her daily life also shape their skills of preparing to read and write. Therefore, the value attached by families to reading, their attitude and behaviors, in other words, their role and responsibility in the preparatory period for reading and writing come to the front during this time (Altinkaynak & Akman, 2016).

Gifted and talented readers prefer the reading materials they themselves choose (Halsted, 1988). According to Robinson, Shore and Enersen (2007), gifted and talented students demonstrate a reading tendency in domains in which they are most interested and that readings selected by them are important for maintaining their interest in reading. Swanton (1984) has found that science fiction and fantastic books are more popular among gifted and talented children, while Hawkins' (1983) research has found no difference in their reading preferences when compared to their peers.

Literacy is a culture-specific phenomenon. It develops as a need in the society with the use of language in time and space. While growing in a society, children become part of their family and their social past. The child that interacts with his/her environment realizes that he/she himself/herself is also literate, and his/her literacy experiences show parallelism with the experiences around himself/herself (Goodman, 1992 as cited by Karaman & Gungor Aytar, 2016). Literacy skills begin to appear in infancy, and especially, environments that are rich in terms of literacy enhance these skills. Preschool period is the most important and critical period for the literacy development. For, in this period, a child that cannot attain literacy skills and cannot be given reading-writing awareness can possibly face reading and writing challenges in the future (Ozbek Ayaz, 2015).

Early literacy is the knowledge and skills that pioneer the ordinary reading and writing. Early literacy skills based on research contain phonological awareness, alphabet knowledge, writing awareness and vocabulary. Later, other important skills that contribute to reading contain early writing, listening comprehension and reading motivation. Writing awareness must begin with learning about written language. Writing concepts must begin with understanding the function and shapes of written language such as words having a message. Phonological awareness is the consciousness that spoken language consists of smaller parts of the sound mass. Alphabetical principles are understanding that there is a systematical relationship between letters and sounds and that spoken words are represented by letters (Bredekamp, 2015).

In the last 20 years, a strong consensus has developed that phonological processing plays an important role in reading acquisition and alphabetical spelling. Children that identify rhymes, syllables, phonemes better learn to read more quickly.

Experimental evidence that phonological awareness education influences reading in children positively supports the fact that there is a casual relationship between phonological sensitivity and early reading skills. Alphabetical knowledge children have when they begin school is the best predictors of the possible school success. Another way to writing awareness and alphabet knowledge is through pseudo spelling and writing. Behaviors such as pretending to be writing and learning how to write someone's name are the examples for developed writing (Neuman & Dickinson, 2018).

For students to make a strong start at their educational life, they must acquire and develop the desired level of reading skills during primary school years (Altun & Tantekin Erden, 2016). Small children begin their reading and writing learning process long before starting the formal education. Children who start kindergarten with some certain knowledge and skills are likely to be a successful reader and writer (Bredekamp, 2015). The development of children's reading-writing skills begins as early as infancy. The excited response to the pictures in a storybook, scribbles, the question "What does it say here?" show the development of their reading-writing skills (Ustun, 2007).

The following can be generally expected from children between ages six and twelve months with regard to literacy: They play with books. They take the book to their mouth and chew them. They open and close the covers of books and slam the books on the floor. They look at the pictures in the books for a short while. Children between ages 12 and 24 months like looking at the same book over and over. They like turning pages. They sit for a few minutes to look at the book. They pretend to be reading by turning the pages and bubbling. At age two, they recognize their favorite books from the cover. They listen to short stories. They begin to pay attention to the initial letter of names first. They play by making sounds. They enjoy rhymes and songs. They scribble. They draw circles. They make controlled scribbles with lines. They produce structures looking like letters with crayons. Most children age three and four understand that the writing has a message. They pretending to be reading. They try to read. They recognize known labels, store signs, street signs - environmental signs. They understand writing concepts and direction. They recognize several letters in Turkish - upside down and left to right etc. They recognize words that are meaningful to them (Bredekamp, 2015).

Preparing natural speaking environments in preschool institutions where some strategies are used to improve and support children's language development will enable the development of early literacy skills. Development can be achieved in semantics by naming objects and movements, in phonetics by encouraging language use in a fluent and clear and enthusiastic way, and in syntax by making short and simple sentences longer and a whole with the use of morphemes (Trawick-Smith, 2017). Also, attention, breathing, rhythm, sound and visual perception works in

preschool education in early childhood may help children learn how to read faster. Attention, drawing and labyrinth works also are among preschool activities that will help students learn writing skills faster. It should not be contended with only book reading activities, and drama, game, arts and sports etc. works must also be included. For sound and drawing studies to be applied properly, preschool teachers must have proper and adequate knowledge about the reading and writing system in the primary school program (Polat, 2011). In this respect, a case analysis conducted by Cabuk (2015) aimed to evaluate the views of a kindergarten teacher in the United States of America about the reading and writing education in the preschool period. The kindergarten teacher that participated in the research was found out to include reading and writing teaching in his/her plans and practices due to the reading and writing teaching included in the state program, but not to find teaching reading and writing appropriate in terms of development in the kindergarten, and to feel inadequate since he/she had not received any training in the subject. Another result of the research is that, from the teacher's viewpoint, parents want their children to learn how to read and write early and do not volunteer to participate in the reading-writing activities conducted in the classroom.

When we look at the situation in Turkey, adequate early literacy education cannot be said to exist at preschool level. In the updated preschool educational program, only few early literacy skills (sound awareness/recognition) appear to be stressed, and there seem to have some significant limitations to include them in the class routine (Kargin et al., 2015). In our country, how to read and write is not taught in the preschool.

Language Development in Early Childhood

Language is one of the basic vital matters for humans. It is by language that humans, who are a social being, can communicate, create a culture and sustain their social life (Seven, 2015). Language is a set of symbols. Language structures thought. Language and thought develop in a mutual interactive pattern and simultaneously (Aydin, 2014).

Vygotskyi argues that language is a mechanism and a mental tool for thinking. Language allows children to imagine, create new ideas and share them with others. Language is both a tool in cognitive development and part of cognitive process. Language acts as an intermediary in interpreting and internalizing other mental tools. Through sharing using language, children gain experiences that comprise the cognitive processes such as recognizing, distinguishing, comprehending, testing and deducing (Kargi, 2012).

Language development refers to learning words, numbers and symbols and use of language in accordance with its rules. Language development begins at birth and continues for a lifetime. Infants are programmed for innate skills and language

learning. Brain development is important in language learning. There are critical periods in language learning. Cognitive development and maturing are important factors in learning a language (Aydogan, 2015).

Two important language skills must be mentioned including receptive and expressive. These skills are acquired in parallel with the child's language development. First receptive language develops in infants. Receptive language skill can be defined as the skill to understand the language that is heard and read. For children to speak, they must first hear and perceive the language. Expressive language skill is the skill to communicate effectively with spoken, written and body language. For expressive skill, first phonological awareness and comprehension knowledge level must be adequate (Seven, 2015).

Hearing is a determining variable of language development. For, it is known that infants that are deaf from birth lack speaking ability. Infants have a perception system that is determined according to the speaking tones and colors in the first six months. Infants focus on the gestures and mimics, body movements and voice tone of the adults that communicate with them. However, an infant cannot perceive the words used by someone speaking to himself/herself meaningfully. The main important development in talking begins at around age two. At this stage, children begin to talk with words and short word sets called telegraph language. As in other development areas, children also differ in language development. This is related to the attitudes of adults, which is an important factor, as well as individual differences (intelligence, maturing etc.) to some extent. Accordingly, children that receive systematical feedback and reinforcement from adults develop their language relatively faster (Aydin, 2014).

Listening process that begins with listening to the heartbeats of mother continues with hearing and recognizing different sounds in the nature and life. In this process, there is a difference between hearing and listening to, i.e. interpreting, sounds. Listening is the activity of interpreting and responding to the stimulant based on personal preference. One of the first conditions of listening is that the child should not have any hearing deficiency. Naturally, hearing is not sufficient alone to understand what is listened to, but it is the first step for listening to occur. A child that has a hearing problem has difficulty understanding, remembering and using what he/she listens and experiences challenges of interpersonal communication. Hearing deficiencies directly affect listening and limit the information acquired through listening. What families must do at this point is that they identify whether or not their children have any hearing problem, and if they do, clear the way of the development of the skill with expert help. Families also have a major role in developing the listening skill. For children to become active in listening education, families must guide the children. While guiding, parents must be a good listener. Families' including children in listening activities in an oppressive environment

makes the listening process ineffective as well as leading to students' demonstrating a negative attitude toward listening. For a mutual communication, effective listening is necessary. While talking, watching the opposite side's reactions, stopping to talk and allowing the opposite side to talk once in a while, not talking before the opposite side finishes his/her words, listening without judging, looking at the person who talks, asking short questions to show that he/she is listening are among the keys to a successful communication. For effective listening in the family, parents must want to hear what their children say. For this, children must be given adequate time. A child who is adequately listened to may also act the same way. A child who is raised this way can be suggested to use the listening skill effectively (Melanlioglu, 2012). Listening is also an important skill for the learning process (Kadioglu Ates, 2016). A newborn develops his/her first perceptions on sounds. His/her skill to recognize and distinguish sounds turns into listening and later into understanding skill over time. An individual who has acquired listening and understanding skills also develops reading and writing skills and learns the particulars of the language when he/she starts school (Baki & Karakus, 2012). There is an important relationship between listening and reading and understanding. Understanding means comprehending what is read or listened to in all aspects. The indication of comprehending, on the other hand, is the ability to evaluate the text, and internalize and interpret the knowledge therein (Karatay, 2014). "Listening" forms the basis of language learning. An individual creates his/her entire knowledge, emotional and thought universe before school by listening. Although listening is a process that emerges on its own to make sense of life and understand what is going on out there, it also becomes a learning way (Turan Temur, 2001). While family and immediate environment are effective in native language teaching, native language teaching becomes more systematic through educational institutions. Native language is a national element that distinguishes a society from others, is nourished by and nourishes culture and transfers cultural values from one generation to the other. It is due to such characteristic that societies have sought to teach their mother tongue to all members of the society in every period (Mangir, 2012).

Learning how to read and write is part of the language development of a child. A child' language development begins with listening to the environment in his/her mother's womb and continues after birth. It is followed by talking as of age one. Child's interest in written symbols in his/her surrounding shows that his/her academic language development has begun. This process begins at very early ages as opposed to popular belief (Asici, 2009).

De Casper and Spence (1986) conducted an experimental study to prove that women expecting a baby could communicate with the fetus. They asked women expecting a baby to read a story book to the fetus in his/her last six weeks. Infants were subjected to a special breastfeeding test that measured their nursing rates. Half

the babies were made to listen to the story their mothers told them while the other half were made to listen to a new story. Babies that listened to the story their mothers told them when in their mother's womb were seen to have a change in their nursing rates. According to this experiment, it was concluded that babies heard the story they were made to listen when in their mother's womb and later remembered it. However, the decidua that surrounds the fetus in mother's womb blurs the sounds going to the fetus. A fetus hears what his/her mother says just as a person under water who is trying to understand what others say. When the child is born, everything changes (as cited by Basturk, 2013).

It is beyond doubt that children are biologically ready for language learning. For, no other being has as creative and rich capacity as humans. Social environment also allows children to prepare for speaking their mother tongue naturally. Below are some recommendations as to how parents can support the language learning consciously: 1. Paying attention to the first words and sounds the child make. 2. Drawing attention to what children see and interpreting them together. 3. Playing social games. 4. Including toddlers in symbolically played games. 5. Talking to toddlers. 6. Encouraging toddlers to talk about picture books and reading books to them (San Bayhan & Artan, 2014).

Parents' creating experiences for children that will develop literacy skills in early childhood will affect children's language development positively. These experiences can be listed as follows: Enabling experiences by mutual dialog, supporting experiences that could form a whole with first words at older ages, improving and expanding all aspects of a mutual dialog, informing about a faster language development that can be seen during school years, knowledge about vocabulary, grammar, communication concepts and written symbols, enabling the use of several aspects of language that contain story sections (San Bayhan & Artan, 2014).

The following can be suggested when we look at the turning points of the language development throughout the first two years of life: Babies gurgle and make vowel sounds at around two months. They smile at around three months when spoken to and/or nodded. demonstrate a laughing behavior in social interaction. They make vowel sounds for 15-20 seconds. They respond to human sounds intelligibly at around four months. They smile on their own. Babies and their families focus their attention on each other at around five months. Families frequently talk with babies. They murmur with sounds like song lyrics at around six months. They make sounds such as ma, mu, di, ma-ma-ma and ba-ba-ba. They turn to the person who is talking. They murmur repeating and copying sounds at around eight months. They insert sound imitations among emotions that contain different models and expressions indicating violence. They begin using mimics and gestures before oral expression at around eight to twelve months. They are also seen to make words. They begin making "ma-ma", "da-da" words at around twelve months. They show

the signs that they understand simple commands and words. They have a vocabulary of three to fifty words at around eighteen months. They murmur words in a few syllables. They don't try to communicate when they don't understand. They can say 'thank you' or 'come here.' However, they cannot combine two words in a sentence. They understand simple sentences. At around twenty-four months, they have a vocabulary of over fifty words. They create two-word sentences. Their interest in communication and language manifests itself. Their ability to understand has developed. Their vocabulary grows quickly at around thirty months. They feel distressed when they don't understand. They know sentences having a typical grammar and two-three or more words. It may be hard to understand what they say (Hamarta, Arslan & Yilmaz, 2016).

Children between ages two and three comfortably chat with adults they know and may use the expression of refusal. Their sentence structure begins to resemble that of adults. They fulfill all commands. Their vocabulary grows fast. Children of this age must be taught to count to ten. They must be provided access to crayons and paper to imitate writing. They must be given the definitions of actions in books read to them. What is read is summarized in short sentences, and they are encouraged to speak if asked questions. The way children between ages three and four talk and form sentences fairly looks like the way adults do. They know their personal particulars such as name, family name. They comfortably cite the song lyrics they have memorized. They can talk with adults comfortably. Adults must include time-related concepts in the talks (today, tomorrow, next week, later etc.). Children must be given the opportunity to talk about their emotions and feelings regarding the events (Deniz, 2016).

While learning the language, children talk to not only others but themselves. Such self-talks are called private talking (self-centered talking or egocentric talking). Private talks turn into self-talks at around age 7. Such self-talks continue almost for a lifetime. Adults who are murmuring on their own may be talking to themselves (Bacanli, 2015).

There are some studies conducted in our country and abroad on early literacy skills (Ergul et al., 2016; Altinkaynak & Akman, 2016; Uyanik & Kandir, 2010; Ozbek Ayaz et al., 2015; Ergul et al., 2014; Karaman & Gungor Aytar, 2016; Asici, 2009; Atlar & Uzuner, 2018; Yazici & Kandir, 2018; Cabuk, 2015; Kargin et al., 2015; Altun & Tantekin Erden, 2016; Lonigan et al, 2000; Whitmore at al., 2004; Farver et al, 2009; Fielding-Barnsley & Purdie, 2002; Bernhardt & Major, 2005; Bowyer-Crane et al, 2008). Views regarding the education of gifted individuals have been investigated through both university students (Kadioglu Ates et al, 2017) and teachers (Vatansever Bayraktar et al, 2018; Tortop & Kunt, 2013), and papers, theses, research papers have been published regarding the subject. It is possible to see several studies conducted on support education rooms (Afat, 2017; Tortop &

Dincer, 2016; Nar & Tortop, 2017). In the literature, gifted individuals are a focus subject investigated in every aspect. Theses on gifted people have been reviewed in paper and congress abstracts (Afat & Kadioglu Ates. 2017; Kadioglu Ates & Mazi, 2017; Ozenc & Ozenc, 2013), and gifted people have been investigated in depth in every aspect. However, it can be suggested that research on effects of early literacy on educational environments in gifted and talented children are limited in our country.

The present research differs from others for its being a case study. It is original in the way it deals with both the language development and the literacy experiences as well as the educational problems of a gifted student. Data obtained from the research were collected from three different sources including Ahmet, his mother as well as his preschool teacher, which created a data variety. It is inevitable that the present study will contribute to the literature and lead the way for future research. The objective of this study is to investigate the language development, early literacy experiences and educational problems of Ahmet who has been identified as gifted. It analyzes the early reader characteristics of Ahmet. It seeks answers to questions of why, how and in what way Ahmet has become an early reader. The present study aims to identify the known and unknown aspects of the situation in depth, determine the way the actors - mother and teacher - look at the phenomenon and events, understand the patterns in the construction of the events and interpret on the phenomena and events. With respect to the results revealed by this study, it is aimed to identify through which paths the language development and early literacy skills of a gifted child included in the study have gone through. It is to identify the educational problems he experiences. It serves as a guide for students, families and teachers who are in a similar situation. On the other hand, with the challenges identified according to the research results, teachers may be allowed to learn particularly about giftedness. Another benefit of the research results is that it suggests paying attention to the recommendations developed in order to prevent students in similar situation from experiencing these problems. Sub-problems are;

➢ How did Ahmet's language development progress?
➢ How did Ahmet's early literacy skills develop?
➢ What are Ahmet's educational problems in preschool and primary school as a gifted early reader?

Method

The study is a qualitative research. In qualitative research, the researcher is generally an observer. Qualitative research seeks to obtain information directly from the source. They do so in a direct contact with their work environment, participants or documents and by spending long hours. Qualitative research is interested in how

and why the respective behavior occurs. They become focused as long as the behavior occurs (Buyukozturk et al., 2015).

The research was designed as a case study. Case study is a "research method that studies a current phenomenon in its actual living framework (content) and is used when the limits between the phenomenon and the content in which it is are not clear as firm lines and more than one evidence or data source is available." (Yin, 1984 as cited by Yildirim & Simsek, 2011). A case study is a detailed examination of a single person, an environment, one type of document and event (Kazak, 2001). Four case study designs can be mentioned in general. In the present study, holistic single-case study design was used. The reason why this design was selected was because it is a study of a situation that is extreme, unusual or unique and does not conform to general standards. It is natural that Ahmet that demonstrates such characteristics becomes the subject of a study alone. Although it is suggested in the literature that gifted individuals demonstrate a fast language development (Davis, 2014), Ahmet passed to two-word period at around thirty-six months while it is normally at eighteen months (San Bayhan & Artan, 2014). Despite this, his teacher and mother realized at around forty months that he was an early reader.

In the research, the case study was conducted as a life story. It is the narration by the first person that is completed by another person. During this process, an oral story narrated by the first person is referred (McMillan, 2000 as cited by Buyukozturk et al., 2015). In the research, the first person is Ahmet, and data was collected by interviews with his mother and preschool teacher who closely witnessed his story. The internal case study, as used in the present study, is a detailed description regarding a person, organization or event performed to understand a certain case. It is completely indifferent to generalization (Christensen, Johnson & Turner, 2015). The narrative in the research, while describing an important characteristic of the person in life, identifies the problem he/she faces and enables creating awareness in families and teachers also of other children that have possible symptoms.

The research data was collected through an interview with the teacher that is the subject of the case study. During an interview, real and in-depth meanings of what is said may be achieved in addition to the superficial meaning (Turnuklu, 2000; Karasar, 2015). This method used to learn about people's experiences, ideas, criticism, likes, emotions, attitudes, beliefs and ideology is very effective in scientific studies (Bulut & Coskun, 2018).

While conducting a case study, stages that may be followed can be listed under eight headings: Developing research questions, developing research sub problems, determining the analysis unit, identifying the case to be studied, selecting the individuals that will participate in the research, collecting data, associating the data collected with the sub problems, analyzing and interpreting data, reporting case study (Yildirim & Simsek, 2006).

The researchers coincidentally met Ahmet's mother at a scientific event to which they were invited as a speaker. Based on the information provided by the mother about the child under the scope of language development, it was understood that Ahmet was an early reader. The researchers arranged an appointment with the mother to talk about the matter. After about a week, the mother, her family friend preschool teacher and the researchers came together at the university office where the researchers worked. Five interviews were conducted in total. The interviews with Ahmet were conducted at his home with the participation of his mother and the researchers. Three interviews were conducted in total with Ahmet. The interviews were recorded. Ahmet's mother's and teacher's confirmation was obtained in the last interview for data and findings analyzed. Ahmet's confirmation was obtained only for the interviews conducted with him. The findings obtained from the teacher's and mother's interviews were not shared with him. Since Ahmet is under 18, his parents' written and verbal permission was obtained. A contract was signed to warrant that ethical principles would be followed and the findings would be used only for academic study. Since Ahmet may follow the publication of the researchers, the researchers did not disclose his real name and family name.

Interview is a type of meeting where face-to-face communication occurs. Above all, the rate of receiving right responses to questions is high. Participants' concerns and fears are eliminated so that open, clear and right answers to each question can be ensured. An accurate conclusion can be achieved as to what extent the responses are realistic (Turkdogan & Gokce, 2015). Since each face-to-face interview involves observation, researchers must be an expert observer although they first focus on the interview. Therefore, an expert interviewer is an expert observer as well. He/she can read non-verbal messages, knows that the interview venue may affect what is said and is sensitive and attentive to the fine details of the interaction and relationship between the interviewer and interviewee (Patton, 2014). In the findings section of the research, non-verbal behaviors of the participants - gestures, mimics, body movements, body language etc.- during the interviews are observed and interpreted. In the research, the literature was reviewed for topics such as giftedness, mother tongue acquisition, language development in children, early literacy, Turkish language education, social and emotional problems of the gifted. The literature review is a summary, synthesis and examination of the literature of the information regarding the research problem. The literature includes the following sources: Professional journals, reports, scientific books and monographs, public documents and dissertations (Balci, 2015).

Ahmet's mother is a 42-year old female who holds a university degree and was born in a large city. She can speak a foreign language at mother tongue level. When Ahmet was one year old, she left her 10-year work life. She says that she participates

in scientific, artistic and cultural activities in her leisure time. Ahmet's father is a 47-year old male who holds a university degree, was born in a large city, has been to several countries for work and has learned about different cultures. He speaks two foreign languages at mother tongue level. The language spoken by the mother and the father is Turkish. Ahmet is the only child. He is also the only grandchild from both mother's and father's side. Ahmet's grandfather is a retired primary school teacher who studied at a village institute.

Ahmet's preschool teacher is a 35-year old female, married with one child and holds a four-year university degree. She studied preschool teaching. She works at a public school. She has 10 years of length of service. She was Ahmet's teacher when he was three and four years old. She also describes herself as a family friend. Before becoming his teacher, she did not know Ahmet or his family, but they continued their relationship later. She says that they always talk on the phone or face-to-face to celebrate every teacher's day.

Ahmet is a fourth-grade male student born in 2010 who attends a Science and Arts center and has been identified by RAM as gifted. The student's real name is not Ahmet. The student was coded under name Ahmet. Ahmet's early literacy characteristics, experiences and educational problems were examined through interviews held with Ahmet, his mother and his preschool teacher.

Data Analysis

Unstructured interview technique was used in the research. No leading questions can be asked in this technique where feelings and thoughts are expressed about a subject interactively in a conversational atmosphere. Instead, there are questions asked in this technique to compare the knowledge of the responders to determine how they arrange their knowledge. Interview can be conducted with both an individual and a group. There are some advantages of conducting the interview with a group. Individuals who are shy, timid may act comfortably in a group of friends. They may also remember what they have forgotten (Burgess, 1984; Fontana & Frey, 1998 as cited by Sonmez & Alacapinar, 2014). In the study, unstructured interviews were conducted with two separate groups including the mother and teacher and the child and mother.

Unstructured open-ended questions were used in the study. Categories were created on data obtained to perform a content analysis. Deductive method was employed. Educational and managerial problems experienced by the principal-qualified teacher were examined. Data obtained were classified in various themes and subjected to descriptive analysis. Descriptive analysis is a qualitative data analysis technique used to describe an existing situation. The objective of descriptive analysis is to turn raw data into such form as the readers may understand and use if they wish. Data obtained in a descriptive analysis is summarized and interpreted

according pre-defined themes. In such analysis, direct quotes are included to reflect the views of the observed individuals in an impressive way (Altunisik et al., 2001; Yildirim & Simsek, 2006).

When the researchers met the mother at a scientific event and noticed that the child was an early reader with interesting characteristics, they created the research questions and decided to conduct a research. After the overall objective of the research and sub problems were formed clearly, data collection instruments were planned. A literature review and the creation of a conceptual framework were also initiated. Alternatives created for the student, family member and teacher to be selected as sample and the mother was contacted. After the father and the primary school teacher did not want to participate in the interview, it was decided to select the mother, child and preschool teacher as sample. Semi-structured interview forms were prepared, the interview venues and times were planned. The physical infrastructure, recording device and equipment required for data collection were prepared to conduct the interviews. Interim analyses and reportings were performed, reports were written and coding was performed. In the last interview, the reports were shared with and feedback was received from the participants. All reports were combined in a final report, deductions were made with regard to the theory, policy and action combined with a literature review and the paper was completed and prepared and uploaded on the system online according to the writing rules of the relevant journal. Both researchers worked together equally on every stage of the study. For the data analysis process of the research, a general perspective scheme was taken as basis with regard to the qualitative data analysis processes of Miles and Huberman (2015).

Validity and Reliability

For internal validity, a person who performs a case study must clearly describe how he/she has attained his/her results and present his/her evidence in such manner as accessible by others. It is highly important for the repeatability of the study. External validity concerns the generalization of the results of a research (Seggie & Bayyurt, 2015). In case studies, there is no statistical generalization. Only analytical generalization can be made. Reliability is the mitigation of error or bias margin attributed to the researcher in a research. In case studies, to improve the reliability, a researcher must clearly define the processes he/she follows, support it with relevant documentation, develop his/her research step by step within a certain system and present it, and create a database for his/her research other researchers can use or check when necessary (Yildirim & Simsek, 2006).

The overall objective and sub objectives of the research were clearly defined. The stages of identifying the studies that formed the research data for the reliability of the findings were described in detail. The year of the studies that formed the research

data, study group type, number of study groups, teachers from which discipline it is aimed at, research designs and data analysis methods are presented in a table. To ensure the reliability of the data analysis, the researchers coded the papers separately. Data analysis began in February 2018 and was completed in July 2018, and sufficient time was allocated for synthesizing. Direct quotes were included from the analyzed studies to increase the reliability of the research. Another situation that must be emphasized in the research is related to the compliance of the study with the ethical rules. As it is a study on the literacy skills of the gifted in Turkey, the research process progressed with care to avoid any possible errors. Also, objectivity, honesty and clarity are priority objectives during the research process in identifying and analyzing the findings. Studies included in the research were selected meticulously and both national and international studies were scanned during the literature review. The researchers' efforts were respected and each work used were referenced. Ethical rules were observed taking into consideration the recommendations of the Scientific Ethics Committee (SEC, 2002) of the Academy of Sciences of Turkey (AST) (Yildizli et al., 2018).

Particularly, at every stage of the present study, expert opinion (subject matter experts and assessment and evaluation experts) was consulted when needed. Thus, it was sought to obtain accurate information to ensure the validity of the research. It was sought to reflect the situation as is and without any interference. For the reliability, on the other hand, the agreement of the coders was sought. All of the data was analyzed by the researchers together (Bulut & Coskun, 2018). A full agreement was achieved in the coders.

Face-to-face interviews conducted in the research took 120-180 minutes. Before the interviews, the participating mother and teacher were asked for permission for audio recording. Afterwards, interviews were converted into written form with the participation of the researchers. The research findings were read out, provided in hard copy to the participant and the findings were finalized upon his/her approval. During this process, feedback was obtained from the participants for the findings.

Findings
How is Ahmet's language development?
Ahmet's language development progressed slower than normal. His mother said, "We were very worried because he couldn't talk. We were saying that this child probably had a problem. I even vowed a sacrifice offering for him to talk. He spoke at about age three. The reason why we enrolled him in preschool education was his problem of speaking. He spoke shortly after starting school. When my son started preschool, I quit working. I told his teacher that our house was very close and I wasn't working any longer, and asked the teacher to definitely call me if he/she could not understand what he was saying and I would be there in no time.

His preschool teacher says that Ahmet's language development is quite behind that of his peers. "While others were making at least three-word sentences in accordance with rules, he was making unintelligible noises. He was telling me about the events, his desires in his own way, but it was impossible to understand what he was saying. However, we never felt the need to call his mother throughout his preschool education. He was describing what he could not say with body movements, gestures, mimics and body language. Since he couldn't speak, he was subjected to the bullying by others. Children are cruel. They ostracize someone when he/she cannot do what his peers do. They don't let him/her in their games. I reacted negatively against the discriminative behaviors against Ahmet as best as I could. If I didn't interfere with the mistakes of a group, children could be exposed to bigger and bigger discrimination. In few months, Ahmet began to speak, anyways. He started to talk very quickly. He moved up the language development stages very quickly. In a very short time, he began to create sentences, tell his point very fluently and use words well above his age."

His language development, which had been behind that of his peers progressed very fast.

Mother: "It was the time he was newly beginning to form sentences. One day, in traffic, we witnessed two cars having an accident. All of a sudden, voices arose and people came at each other. We stopped the car just looking in surprise. Ahmet told his father, 'Dad, why don't you interfere? I think it is your civic duty.' When he learned interfere, civic duty, we didn't know. We were both astonished and rejoiced by his such fast development, his beginning to speak."

According to what mother says, Ahmet listened to classical music when in his mother's womb and was read a story almost every day.

Mother: "I learned that I was pregnant in one and a half months. I always talked to my baby since that day. In a seminar I had attended earlier, I heard about the importance of listening to classical music when pregnant. I was influenced by it and listened to classical music for a long time. I always talked to my baby. I used to tell him about his father. I used to tell about how we missed him. Our baby was born just at the time we wanted. Everything was ready, what was missing was him only. The months passed by in great excitement. In addition to talking, I also read him books, stories. I used to read books almost every night on the rocking chair. My husband also used to read us books. Not each material we read was a children's book. It would sometimes be a world classic, sometimes an adventure novel, or philosophy books. But, I could understand that he listened. Especially, after 6.- 7. months, his movements stopped when I began to read. He was as if moving into a listening mode."

"Ahmet sometimes wanted to stay alone in his room. At around age four, I noticed that he was talking to himself and listened. He was calling his toys my

friends. He was saying, "don't do this, come here." He was naming not only figure toys or robots but also cars and creating plays with them as if they were alive. He was using the feedback we were giving him. Once, he was warning his robot saying, 'you should be careful, you shouldn't stand at the elevator door. Otherwise, your head will bleed. If you play too much under the sun, your nose will bleed etc.' I felt sad thinking that he was doing so because he had no friends. It didn't last long. His self-talks ended when he started primary school."

Teacher; "Ahmet preferred to play alone instead of groups. When I encouraged him to participate in the games, he felt uneasy about it. He enjoyed playing at his own corner talking to himself. These seances did not take long. He used to talk to himself for about 5-6 minutes."

How did Ahmet's early literacy skills develop?

What are Ahmet's early literacy experiences?

When he was six months old, he noticed that the illustrated children's book handed to him was upside down and set it right and focused on and examined the letters therein for a while. When he was one and a half years old, he saw his father's name's initial letter Z on the wall and began to bounce crying "here is dad, here is dad."

Mother: "Ahmet was able to find his father's, aunt's, uncle's name from the phone book and call them. He was one year old when he did this. At the beginning, I took it as a coincidence. I realized that he was paying attention only to the first letters. For example, if I had called someone from the first letter of his uncle's name, he was calling that person thinking that he/she was his uncle. But, he realized that the words contained different messages based on their length. He understood that mother and grandmother were different. He was showing me the word grandmother from the phone book and making nnnnn letters."

Ahmet memorized the car logos and brands at around age 1-2. Ahmet noticed that there were logos on wheel rims and showed the reverse logos on the windows to those around insistently and made effort for them to recognize them.

"One day, we got on a taxi. It was a brand he had never seen before. He first wanted to look at and touch the steering wheel. He asked me what it was. I told him the brand. He looked around. He found the same logo on where the music player was, on the windshield and side windows and showed the same writing in about 10 seconds. Then, he insisted that the car should stop. We had just got on. I told him we could not get off. He waited uneasily until we got off. When the car stopped, he took a quick tour around the car, looked at the logo on the wheel rims, car plate and on the back trunk and felt better. He began to laugh. It was as if he was happy with completing all the pieces of a puzzle."

His preschool teacher states that Ahmet was paying great attention to the written toys, posters, letters and numbers in the classroom.

"There was a poster about the weather on the classroom wall. There were figures with clouds, snow, rain and sun. The moment he entered the classroom, he looked at the poster for a long time. It was if he was mesmerized. He showed it to me and wanted to talk. It was a figure I think he had never seen before. He used to spend some time there each morning. Other children also showed interest in the weather posters they had never noticed before because of him.

Teacher: "Ahmet had a great interest particularly in comfortable toys that contained writing. But, he did not want to do puzzles. He did not enjoy bringing the pieces together. He liked creating new ones with numbers. When I realized that his development was different than others, it was his third day at preschool. We had a firefighting activity. He showed the number on the fire extinguisher tube and yelled 110. When I asked him what 110 was, he brought the numbers 1 and 0 he found around and told me to look. He had his own 110 in his hand. It was the same as the one on the tube. He was able to read the three-digit numbers easily. He knew all of the banknotes and coins. He was aware of the highest banknote."

Mother: "When we sometimes went to the market, he was telling the name of a brand when he approached a shelf. He was sometimes reading the short words. Like milk, meat. He was able to read not only the brands we used but also biscuit, car, chocolate, staple brands we didn't have at home but the commercial of which he saw on TV. But, when I asked him what it was and asked him to read, I remember him saying that 'I am too small, I can't read.' It made him feel uneasy that we had noticed that he was able to read. When he himself wanted, he was demonstrating his reading skill, and when he didn't want it, he was pretending not to be able to read."
Teacher: "Ahmet's phonological awareness was quite high. He was learning rhymes, songs' riffs, riddles very quickly. Rhymes were a source of play for him. He was especially repeating the slogans containing letter "s" frequently. He had an awareness of letter S which I could not make any sense of. He also loved watches a lot. He was bringing watches in Roman alphabet, Latin alphabet and Arabic alphabet and sharing them with us. He had great time when we were building a clock. He was patient and participated highly until the last moment of the activity."

Mother: "His interest in watches started when he was very small. He was collecting watches from every toy store he visited at age two and a half. He bought various clocks, desk clocks, watches. He found the movement of hour hand and minute hand very interesting. When the minute hand was at one, he did not understand why we were saying five past. He was insisting that there was no five but one, no ten but two. He learned the full hours, half hours and quarter hours very easily but was objecting to the others. At the end, we bought watches that had minutes on them and persuaded him that 12 was also 60, four was 20 in minutes. He carried the watches to the play. When on bed at three and half - four years old, rolling on the play area, he was saying. "I am three, you sleep here to be six, so the

time is three and a half. I will be the minute hand, you become the hour hand, so we make the hour nine. He always had watches in his mind also while playing.

Teacher: "Ahmet has a problem with writing just as much as he was good with and successful in reading. He was very reluctant to do writing studies. When I insisted, he was scribbling. He was using his left hand. He saw his friend using his right hand and tended to pass to the right hand. And this time, he was unable to control the pencil. He had developed a wrong way of holding a pen. He had the age-one behavior of holding the pencil in a fist until four years old. I was surprised by his inability to draw circles. Differently from other children, he was drawing lines parallel to the width and length of the page. He did not want to show what he was writing and was quickly tearing the paper. He did not enjoy coloring. We had quite many problems about writing."

What are Ahmet's educational problems?

Mother; "Ahmet has had problems of doing his homework throughout his entire educational life. Especially, we had a lot of problems about writing cursive italic letters. He always asked why. He asked why cursive italic writing. He did not want to write with straight letters, either, but he found cursive italic writing completely unnecessary. He was saying that he was losing too much time. He did not use effort at all to make his writing aesthetic and legible. Especially, he was objecting saying, 'I can write on the computer, why am tiring my hand?' At the beginning, when assigned as a homework, he was refusing to do the coloring. However, as he moved up the grades, he began enjoying coloring and drawing. He loves reading books. When the books are assigned as a homework and a summary is required, he sees it as a drudgery. He wants to tell about the book orally. Written expression is very disturbing for him. He was bored very much of the drawing studies at primary school. Making him do a one-page drawing work was very hard."

Teacher: He had problems of adaptation with his friends when he started kindergarten. The reason was that his friends did not let him among them. But later, Ahmet preferred being lonely. He did not want to participate in his friends' plays and developed solitary plays. Ahmet was an impetuous, restless, fidgety and impatient child."

Ahmet's mother states that Ahmet reacted against his primary school teacher's insistent efforts to correct his writing directions since he had learned how to write letters on his own and his writing directions were wrong. Mother: "The teacher was stressing that writing letters right had no meaning and that their direction should also be right. His/her oppressive attitude caused Ahmet to distance himself from writing, too."

Ahmet enjoys buying books, spending time at bookstores, visiting libraries, but experiences problems since he grows impatient about finishing a book he has

started. He is more attracted to the images than the letters in the books. Book covers help him predict the book, and he sometimes designs his own covers for books he reads. He prefers making designs on the computer to drawing them. He states that the pencil is bothering his hand, that writing is an unpleasant activity and that he prefers reading to writing. He stated that he had some issues with his friends and therefore that he did not have many friends with whom he had a close relationship. Upon the question who is his best friend, he thought for a while and decided not to answer. He reported his view saying that he had no friend whom he could call best. He expressed that he had had problems with his teachers and had been very bored in the class since the preschool. "There have also been teachers that forbade me from asking questions. There have also been those who described me as spoiled, clever, know-it-all etc. But, if I don't ask a question that comes to my mind, I lose my enthusiasm for learning." "I, mom and dad have our own libraries at home. I even have books from my babyhood. I love my library. We have our book-reading hours at nights. I also play on the computer. I have no restrictions. Doing homework is unnecessary. I wish keyboard were sufficient in educational institutions instead of writing." This is how Ahmet concluded the interview.

Discussion

According to the results, Ahmet was 3.5 years old when his mother noticed that he was able to read. Ahmet had learned all car models at age one. He was able to find and call his father, grandmother and aunt from his mother's phone book at age two. When he was six months old, he noticed that the illustrated children's book handed to him was upside down and set it right and focused on and examined the letters therein for a while. When he was one and a half years old, he saw his father's name's initial letter Z on the wall and began to bounce crying "here is dad, here is dad." He had problems of adaptation with his friends when he started kindergarten. He had problems with his primary school teacher because he was able to read. Ahmet was described by his teacher as an impetuous, restless, fidgety and impatient child. The teacher could not understand that the student was gifted and talented until his mother told him. Ahmet enjoys buying books, spending time at bookstores, visiting libraries, but experiences problems since he grows impatient about finishing a book he has started. He is more attracted to the images than the letters in the books. Book covers help him predict the book, and he sometimes designs his own covers for books he reads.

Although Ahmet's reading skill developed very fast, his writing skill fell behind. It is a situation noticed by many primary school teachers that reading and writing do not develop coordinately in the formal education. Particularly writing in cursive italic is found by Ahmet to be unnecessary, useless, which affects his attitude toward writing negatively. In studies conducted on cursive italic writing, students are seen

to have difficulty and develop a negative attitude toward writing (Kadioglu, 2012; Kadioglu Ates, 2015; Kadioglu Ates, 2018).

He had problems of adaptation with his friends. The literature also includes that the gifted have socio-emotional problems and therefore have problems of adaptation with his friends (Saranli & Metin, 2012; Kadioglu, 2017). He also expresses that he has had problems with his teachers once in a while and has been labeled. Ahmet, who says that he has been banned from asking questions. Openly states that his purpose of asking questions is curiosity and he has no personality challenge with his teacher. It has been suggested that the teachers of the gifted must have in-depth knowledge of their subject field, know effective teaching techniques, be inquisitive, accept differences, be open to criticism, act as a role model, and be out of the ordinary ideationally. Teachers can produce strategies that could improve the creativity of the gifted children with their multiple thinking, general knowledge and general thinking, specific knowledge and skills, task responsibility and motivation expertise. A study conducted with the teachers and parents concluded that the teachers of the gifted should be talented, hardworking, inquisitive, quick thinking, mentally agile, dynamic, social, have high-order thinking skills, be benevolent and educated in specific abilities (Kadioglu Ates et al., 2017).

Ahmet's being early reader, having learned the letters and drawing without a formal institutional education was perceived as a problem by his primary school teacher and long repetition exercises, direction assignments given to keep him busy might have caused the child to demonstrate a negative attitude toward writing. Teachers of gifted and talented children must be patient, understanding, knowledgeable and must be able to differentiate. If enriching studies were conducted that include activities the gifted could enjoy working on instead of keeping them busy in vain, both the student would no longer be a problem for the teacher and the teacher's duty of maximizing the student's existing potential would be fulfilled.

The gifted children's comprehending and memorizing basic facts quickly due to their easy and fast learning can be set as positive behaviors in the class. Some of the negative behaviors they might demonstrate in the class depending on such characteristic are being bored, showing resistance, bothering others, being unexpectedly unsuccessful (Tortop, 2018). Knowing that students learn at different paces, have different skills in understanding complex and abstract concepts is a fact just as knowing that they cannot be the same age or have the same height. To ensure such fact, teachers can create a user-friendly environment according to the different student needs. Differentiation suggests that the idea of creating classes where student differences can be offset with the facts of the educational program. This idea shows that the classes have room for both equality and excellence (Tomlison, 2015). It can be suggested that differentiation is performed according to the interest and

preparedness levels of the children with different characteristics in the educational program's content, process and product dimension (Tortop, 2018).

The early reading experiences of Ahmet are quite rich. Although his language development progressed more slowly compared to his peers, it progressed fast after he could talk. Self-talks in the childhood became a communication and play type used by Ahmet. It can be suggested that Ahmet was late in expressive language and talking. To describe the problems faced by the children depending on the delays in their language development, the term delay in expressive language is used. Children in this group can generally acquire the language characteristics of their peers, even if it may be late. Although children in the group called delayed speaking may experience delays in the early periods of the language development, they can acquire the language characteristics of their peers at around age three-four.

For the student to improve himself/herself, continue lifetime learning and interpret the world better, it is important to increase his/her interest in reading, make him/her enjoy reading and turn it into a habit. A student who enjoys or is interested in reading and enjoys reading books can turn this into a habit more easily. On the other hand, the research conducted in the field of education and psychology shows that reading skills develop as a result of a cycle of multiple correlation by building upon and strengthening each other. In other words, a student's reading success in the past determines his/her reading success in the future. As students read, better readers they become and more and more books they read. Reading interest and effective learning strategies affect students' school success, continuing with more advanced education, and capacity of lifetime learning and taking the employment market opportunities.

A product in literature that is written for children can be a story. A story is a short narrative that tells a realistic event lived by one or more people at a certain time and place. Tale, on the other hand, is a literature genre that tells about extraordinary persons and events and passes by word of mouth from one generation to another. Fictional, short and animated animal stories that are created to give a certain moral lesson are called fable. When stories, tales and fables are selected correctly, they appeal to and enrich children's imagination within the limits of concrete thinking. They improve cognitive qualities such as establishing cause-effect relationships, reasoning, problem solving and creativity. They enrich children's vocabulary. They create an environment for them to learn new concepts. They enable children to learn the language in accordance with the grammar rules. They enable children to learn how to explain thoughts that may mean the same with different words and in different sentence structures (Ozturk, 2005).

In early childhood, language development in children, preparation for reading-writing and language activities are partially covered in the content of the development, children's literature and primary school preparation classes. Teacher

candidates are expected to prepare a plan and make practices in reading-writing preparation and language activities in their internship such as school experience and teaching practice (Altun & Tantekin Erden, 2016). Both interviews and observations as well as experimental studies can be conducted on the knowledge, skills and practice levels of preschool teachers regarding early literacy skills.

Early literacy is also important for creating social policies. There is a need for evaluating early literacy skills in advance and creating supporting educational policies that will identify any possible reading problems in advance that are likely to be faced by socio economically disadvantaged children or children that speak another language at home when they start formal education before such problems become more severe in the coming years. Children that need support in early literacy skills must be intervened early. Thus, children would acquire the basic skills required before starting school. However, for an educational program to be prepared, what is first needed is the standard assessment tools to be used to identify such children (Kargin et al., 2015).

Children's development can fall behind the level expected from their peers for various reasons. In many societies, children's development is threatened since they lack rich stimulants only due to the poor educational level and poverty of their families in early childhood. Whereas, parents, despite their limited means, can establish a good interaction and spend quality time with their children and thus provide unique contributions to their development (Sonmez Kartal, 2017). Home environment is an important basic educational institution in the first five years of children's lives. The focal points when it comes to home environment are economic conditions, space and means for playing and various social experiences, conversation environment, attitude toward reading-writing, qualities of the family life in terms of parents' relationship that affect the development of trust and personality in children (Polat, 2011). Ahmet's and his mother's interacting and playing games, holding story-reading seances almost every night before sleep, and visiting bookstores can be suggested to have contributed to the little child's development positively.

The present study conducted on giftedness can be expanded and repeated on other cases in need of special education that have hearing-visual disability, attention deficit-hyperactivity disorder, special learning disability etc. Gifted children's early literacy skills can be observed through natural observations at both class and home. Participant diaries can be kept to conduct new research through data variation. Experimental studies can be conducted assessing literacy skills of both gifted children and others by creating rich environments enabling early literacy experiences. Legal bases can be prepared in our country to include all of the early literacy skills in the program in early childhood education. Supporting programs, seminars and courses can be organized to enable teachers and families to ensure diverse early literacy experiences at home and class environment.

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