



Teaching Techniques and Activities for the Education of the Gifted Young Scientist

Teaching English Activities for the Gifted and Talented Students

ABSTRACT: This paper reviews the literature and recommends activities that can be used to teach English to gifted and talented students. It includes the responsibilities that teachers of the gifted and talented have in teaching the English language. Strategies for teaching the language in a natural and flowing way to increase intake and usage are also presented. Also discussed are the pressures on gifted and talented students when they are learning a new subject such as the English language and how these pressures occur because of beliefs about giftedness and how gifted learners learn. Teachers need to also be aware of the linguistic and cultural backgrounds of their students. This information can be used to help students speak English more naturally during informal talks/discussions in class about their different lifestyles and/or cultural features. The special and different learning characteristics of gifted students are important for their teachers to know. Teachers of gifted students should then use that knowledge when they differentiate curriculum. To be a teacher of these special children means being open to ongoing professional development and always focusing on the learner rather than the learning. Finally, the teachers of the gifted need to shift their approaches in order to become counsellors and guides more than instructors and directors of learning.

Key words: English teaching, teaching activity, gifted and talented.

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INTRODUCTION

Gifted and talented students are often under pressure because of the expectations on them to perform at a superior level compared to other students. Even if they are learning a language for the first time or they may not be served adequately within the instructional environment for learning a foreign language, gifted and talented students are still often expected to exhibit greater success in the work they do (Clickenbeard, 1991).

There are myths related to gifted and talented students ("Myths, Arguments and Red Herrings"; Coil, 2012). One myth is if a gifted child is superior in one area, s/he should also be as successful in most or even all other areas of learning. Another is gifted children can succeed by themselves without a teacher's, manager's or counselor's support. These attitudes/beliefs do not reflect the truth (Clickenbeard, 1991). Like all children, gifted and talented ones have strengths as well as weaknesses (George, 1995). Even if the students are gifted and talented in different fields, they need differentiated learning and supportive teaching strategies to bring out the potential in their skills, talents, and abilities.

It is very important that instructors of the English language are aware of the pressures put upon gifted students and provide flexibility and understanding as part of the teaching and learning strategies. There are several things to consider in this regard that affect the learning of any language: past personal experiences with those who speak the language to be learned, family cultural structures, and expectations about learning from family or culture, the political and educational structure within a country that can affect returnee students who learned another language while living abroad. The aims and goals of any language training program should take the following into consideration: (from Gifted and Talented Program Handbook, 2009)

Linguistic Competency - Some students may learn a new language very quickly and become fluent in it very easily. Grammar, sentence structure, vocabulary development, correct pronunciation and enunciation, and fluency - as if it were almost the mother tongue - are important factors in any language learning process.

Ethnic, Cultural, Environmental Background - Those native to a country or those who are in isolated cultures within a

country and who have not been exposed to the English language - at all or in a highly limited way - within their daily environment may not be able to speak and practice the language on a regular basis. Therefore, they may not become as competent and proficient in learning and using it. Some students may have moved in from other countries and suffer culture shock which can hamper adaptation and learning of the language.

Quality and Quantity of Interaction - Students can learn to speak English very well if they hear and use it regularly. Engaging others in their family or street conversations, hearing it regularly and exposure to the language via television broadcasts and movies are advantageous. Reading English literature, magazines, etc. also adds to learning and speaking the language correctly. Some students try to learn English on their own and this can cause some obvious problems. It means an inability to correct them when it comes to rules of grammar and sentence structure. As well, they may be reluctant to learn the formalities of the language and just want to speak it as soon as possible. They then can communicate but speak with many errors and mistakes. They may think they are competent and continue to converse with a limited vocabulary that remains low because there is little effort made to grow it.

Teaching English to gifted and talented children requires the following strategies: discussing and teaching students how to use multiple-meaning words in proper context, learning and using the technical terms of the parts of language in order to correct and improve speaking and writing skills, understanding the symbolic meanings in language, and having students see the benefit of discussing the same topic but from different perspectives (Kaplan, 1998).

Meeting the needs of gifted students has to be done with a conscious and clear understanding of how to develop flexible teaching methods and relevant, useful lessons. First of all, every teacher of gifted students must realize that effective teaching means learning how to teach from a variety of approaches and techniques. The standard teaching approach used by most teachers with students in regular classrooms include lesson plans on institution-provided subjects, drawing from regulation learning expectations, giving standard and accepted assignments and homework. These are not suitable for all students - especially gifted

ones. Students in any class have different levels of readiness, abilities, and interests. Different stimuli may be required, teaching tactics must vary because students may be motivated by different intrinsic and extrinsic rewards (Lafferty, n.d.). According to Heacox (2009), gifted learners have a “unique learning profile that varies significantly from average learners” (p.136). Gifted learners often require a differentiated advanced tier of instruction because they need both “rigor and complexity in their learning” (p.145). As teachers design lessons to meet the needs of gifted learners, it is important that they not only consider the grade level expectations for learning the essential skills and concepts, but also to plan how to go beyond those expectations based on the students’ unique learning needs, skills, talents, and abilities.

There are many effective teaching methods readily available to help teachers of the gifted. These strategies, if implemented, can raise the level of learning for all students, not just the gifted ones. When gifted children work at different perhaps higher levels than other students in the class the glass ceiling syndrome is easier to dismantle (Kaplan, 1998).

The following are some of the principles of differentiated learning (Tomlinson, 1997):

- Contents of lessons are designed to meet the unique characteristics of each student
- The contents and skills of the learning process are based on student needs profiles
- Diversity of learning - rapid, in-depth exploration, unique studies, challenging ideas
- Teaching and assessment methods are inseparable and complementary
- Curriculum is modified for the individual and may include: telescoping, compacting, independent studies, tiered assignments, learning centers, acceleration, career studies, contests, science fairs, and more
- The overall learning is from an interdisciplinary and multi-subject approach
- The environment is modified to be non-judgmental, allow independence of thought, and promote self-direction (student chooses topics to study) and independent learning (student chooses to do work alone or with others)

English language teachers must gain knowledge of their pupils’ abilities, environmental and

linguistic backgrounds, and then ideally, provide or guide students in a stimulating variety of learning experiences and activities that encourage creativity. Many researchers believe creativity is the vital and defining characteristic of giftedness (Renzulli, 1986; Porter, 1999), so teachers need to improve their own creative abilities in order to better help their students develop theirs. Freeman (1998) asserts that the essentials for gifted learners to develop and use creativity in their fields include: motivation, knowledge, opportunity, creative teaching style and encouragement, acceptance of one’s personality, and the courage to be different.

When teaching the English language to gifted students, additional suggestions can be helpful in order to maximize the learning (Gifted Education Program Handbook, 2009):

- Ensure that lessons have exercises in: speaking, listening, showing understanding of meaning, restating what is said, questioning, reading, and writing
- Be alert to identify and explain people, occupations, and concepts that may be unfamiliar to students
- Evaluate speaking often and regularly to ensure accuracy and competency
- Form groups of learners who work and speak with each other and who can be helpful in catching and correcting mistakes in pronunciation or use of words
- Record and review the audio recording of each student to let each hear and see how well their English is spoken and presented
- Make visual and auditory aids to learning the language available at all times - online language training sites, dictionary, thesaurus, translations sites
- Encourage students to write personal journals that include newly found words or phrases, slang terms, or sentences used in different environments/situations/contexts
- Encourage students to think first before saying anything, especially in the initial lessons at the start of their English course
- Use a combination of reading, writing and speaking to develop proficiency in English. Each should receive equal attention.
- Avoid placing too much emphasis on correcting grammar and pronunciation

which may stifle or embarrass the speaker

- Notice and effectively use the times and opportunities when English can be used naturally e.g. discussing English language news events, an English person visits the school, a local English person can be invited to the classroom to give a speech, meeting an English parent in the school, etc.

If students are empowered with the tools of knowledge and personal competency skills during their educational development, they learn many other things - besides a language - more easily and in a more motivated way. Even students with special needs, challenges, delays, and/or disabilities can benefit from this multi-dimensional approach that eases and strengthens the learning process. Skills help students to determine areas of specialization and interest, and can make them more independent, self-directed learners.

The learning of a language can be greeted enhanced and facilitated by clustering gifted students. Uniting and sharing skills and ideas within a highly intelligent peer group is important. All departments and sectors of education should support and contribute to creating and valuing this kind of arrangement. Using a language is the most important thing in learning it and clustering is a very effective way to get gifted students especially to speak and use a language regularly and with proficiency.

In addition to this, there are important deeper approaches to teaching English to gifted students like: analyzing how single words with multiple and perhaps very different meanings are used in different contexts, studying the development of a language or word from a historical perspective, learning technical language used in science and technology, symbolic language as used in poetry and advertising, slang terms and specialized words used by criminals, gangs or elite groups in society, studying how language used in the streets changes, and how language is used effectively in highly formal writing and powerfully in speech making ("Understanding Language Teaching from method to post method", 2011).

Suggested Steps and Activities in Teaching the English Language to Gifted Students (Skills to Develop: Speaking, Reading and Writing)

Spelling, grammar, sentence structure, pronunciation and enunciation, developing adequate vocabulary for clear expression, are of concern at all times when learning and using a language. Good judgment suggests that finding and correcting mistakes should not be the most important part of first lessons when students may be self-conscious and hesitant to speak. Save corrections for later when students have built up confidence and some experience. Over-correcting can easily frustrate students and reduce verbal and written output. At first, students should be encouraged to use what they learn and to ask questions at any time. As they participate actively and openly so that ideas and concepts are practiced in English and clarified for all during lessons, more correction can be introduced but should not take on the most important role in learning the language (Tedick and de Gortari, 1998). Teachers of gifted and talented students should be counselors to guide - not direct - students to scholarliness and success. This means teaching a language needs to be done somewhat differently from the usual approaches (adapted from Kaplan, 1998). The following are usable at any age group:

- Teach basic facts, introductory words and concepts - widely-used generic words and terms. Then add to vocabulary in each new lesson. Aim for immediate interaction and immediate success by establishing a small but noticeable level of competency. Keep it fast-paced and informative. Pronounce clearly and slowly at first and then at a natural speaking speed.
- Add descriptive words that help to express and clarify ideas in detail. This can be done by studying the words and concepts used within a theme or specific topic e.g. English words that describe within the fields of music, cars, architecture, physics, etc.
- Notice recurring themes, repetitive rules and patterns in the language. These are found in greetings, language arising from emotions, common expressions that people use in daily life. Many humorous English poems can be used in teaching this.
- Study slang, sayings, words that have double-meaning, spelling oddities. This might come from movies with "street wise" characters. Sayings and quotations about different topics such as honesty are useful.

- Investigate symbolic language, how to determine deeper or other meaning behind text, the language of poetry. Study of famous speeches in history, advertising, poetry will be useful.
- Learn the vocabulary, expressions, and descriptive language used in different practical and useful scenarios and contexts in which students may find themselves e.g. at a political gathering, at a sports event, in a hospital, with friends in a restaurant, an interview, a play etc.
- Engage students in emotionally charged and polarizing debates/discussions/activities e.g. speaking about a cause, writing letters to the editor of a newspaper.
- Explore and use the language found naturally and specifically in certain areas of life, work, and study e.g. at an office, in a department store, at a service center, at a sports event.
- Have students compete in English Language speaking competitions and/or present to an audience outside of the school e.g. to a business network group, ex-patriots group, parents.

The following are exemplary exercises and activities that gifted children and adults have enjoyed and found valuable in improving themselves. Their design is based on skills found in "Accent on Essential Life Skills" (Schmidt, 2004) and information about each skill has been adapted so it is used in the teaching of a language to gifted students.

Activity 1. Using Body Language Effectively
(skills to develop: reading, writing, speaking, for grade 6-12)

Introduction: When speaking any language, only about 10% of face to face communication is through words. Besides the words and ideas expressed verbally, we also use nonverbal language to communicate. How to use body language can be to one's advantage when speaking to an audience. By knowing the signals and subconscious messages one can give and receive physically, one can better control the power of verbal messages.

Exercise: Empathizing with deaf and blind people and how they must learn in an alternate way can show us more about the importance and use of body language. Study and learn how to use the alphabets that deaf people use (sign language). Students can learn the alphabet and how to

communicate with it and then try to express something in English. They must show emotions and passion in what they "say" and use their body language to convey meaning.

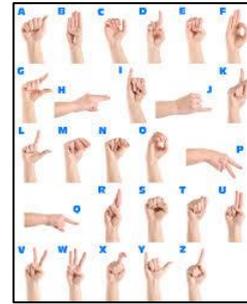


Image 1. Hand sign language
(<http://newsletter.schoolbox.com/tag/sign-language/>)

Extension: Read from a newspaper, advertising flyer or brochure (in English), create slogans and propaganda messages about a topic of interest or concern e.g. the way boys treat girls.

Activity 2. Using Flattery When Speaking with People (skills to develop: reading, writing, speaking, for grade 9-12)

Theme: "Flattery can be a good thing and a bad thing" *Introduction:* In human interaction, we often want people to be on our side. We mostly do that by complimenting, arguing, analyzing for positives and negatives, convincing, and more. One option is to flatter the other person. By definition, flattery means excessive and insincere praise, especially to further one's own interests. For example: "You are such a smart person and a leader. Why can't you see that my solution is the best in this situation?"

Exercise: First ensure that students know what flattery means and discuss situations in which they may have used it to further their personal interests. Develop real-life situations, such as the ones below, in which students must make the choice to flatter or not. What would they say or do if they chose to flatter?

- a. You want to be the captain on a soccer team and need other team members to vote for you but you aren't the best or most popular player.
- b. You are in a choir and you want to sing solos but you aren't the best singer.
- c. You want somebody to buy you a very expensive bicycle.
- d. Ask two adults - not parents - to consciously flatter you in some way. Think about and write down your reaction to what they say. How convincing is the person? Mind the

rules of using body language effectively when you react to what they say. Also, record what their voice and body language was like, because they probably didn't want to do it under forced conditions. Discuss how flattery can be recognized as being sincere or not.

Activity 3. Understanding Flattery (skills to develop: reading, speaking, writing, for grade 9-12)

Story: "The Fox and the Crow"

This sample reading selection is from "The Fox and the Crow" by Aesop

A fox once saw a crow fly off with a piece of cheese in its beak and settle on a branch of a tree.

"That's for me, as I am a fox," said Master Reynard, and he walked up to the foot of the tree.

"Good day, Mistress Crow," he cried. "How well you are looking today: how glossy your feathers; how bright your eye.

I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Bird."

The crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox.

"That will do," said he. "That was all I wanted. In exchange for your cheese I will give you a piece of advice for the future: "Do not trust flatterers."

Pre-Reading: First Impressions

What questions come to mind as you just scan over the title and the story? How does the title make you think or feel? Compare the two animal characters? How are they alike and different? What do you think will happen in the story - just based on the title? First Reading: First Thoughts and Ideas That the Story Creates

- Search and write down interesting ideas, expressions, and list words or phrases that catch your attention.
- Vocabulary: Search, focus on, and write down story words you don't know. What do you think they mean based on the text? Check your definition with that in a dictionary. Make any corrections so that you know exactly what the meaning is and how the word is used correctly.

First Sharing: Talk to others about what was Interesting

- As you concentrate and read the story to yourself, search for and write "Me" beside ideas that you can relate to and are meaningful to you personally. Express in your own words why you

chose each of the ideas. Share what you wrote with a partner.

- Focus on and discuss the most interesting "Me" ideas. Save the list for future use, possibly in writing stories, explaining your personality, a speech, etc.

Second Reading: Applied Thinking to Find Different Elements

Focus on the things in the story that were exciting or dull, personal or impersonal, fair or unfair, realistic or unrealistic, bad and good, welcome or unwelcome, believable or not believable, valuable to know or useless, for adults or children, emotional or unemotional, humorous or serious? While concentrating, be creative in your choices. Explain your choices.

Wrap Up/Conclusions

- Focus on your emotions and feelings. Decide which of the following is praise or flattery:

"Good job, Johnny!" "You are such a great person." "Your speech was very powerful." "You have such a good sense of dressing well." (Some can be both. Leave open to discussion.)

- What did you learn from this story? How can this information be used directly in your life?
- Concentrate. What could be changed or added to the story to make it better?
- Concentrate. What are some of the reasons we flatter children, adults, people in power?
- Use your creativity and write a very different version of the story?

Extension: Use a variety of sources and search for a list of 10 flattery-related words or synonyms and use the words in a story about flattery. You want something badly from your teacher, mother, father or friend. Write a half-page story about what you do and say.

Ask an adult to tell you what happened when somebody tried to flatter him or her. Write a short half-page report about it.

Use flattery to try to get a person in the city to do something nice for you or for your neighborhood that he/she would not ordinarily do. Write a short half-page paragraph describing how you felt and the response of the person you approached.

Gather vocabulary words in a Vocabulary Journal. Review them and be prepared to use them in writing a story. Add to the journal regularly.

Book Cover Design: design the front and back covers of a book based on this story. On the

front, include scenes, pictures, symbols, or other visuals that illustrate the main parts or concepts of the story. Add exciting sentences or phrases around the title to lure people into reading it. On the back, write a short summary, like the ones found on paperback novels that will motivate readers to read the book.

Activity 4. How to Make a Good First Impression or Establish an Instant Rapport (skills to develop: Reading, for grade 4-12)

Introduction: Our brains pick up information very quickly. Within microseconds, the senses pick up large amounts of data in a situation, the brain analyzes it and assessments are produced about a person who we just met for the first time. We can actually like or dislike the person within this short time. This means that people must be very careful when making a first impression. It can mean being taken seriously or for a fool, trusted or not trusted, seen as threatening or safe to be with and much more. What we say at first contact is just as important as how we look. In any language, there are protocols as to what to say and do and what to avoid. This is a brief look at how to make a positive first impression.

Exercise: Practice the following and discuss each freely in English. Keep the conversation and engagement natural. Have students study themselves and others in pairs. Observe how the other dresses, stands and walks. What gives positive or negative impressions? In a group, discuss how each person presents him/herself.

Extensions: (note: do the following only if appropriate and socially/culturally acceptable) - Have students practice introducing themselves clearly to the group and tell a little about themselves and their lives (Discuss: did some people stand out and why?) - Shake hands firmly-avoid excessive pressure and then greet the other person (Discuss: How did you feel about what was presented to you?) - Get close enough to the person but not inside the person's "personal bubble". Both people will feel uncomfortable if personal space is invaded. (Discuss: Did different people have different distances or limits to their personal space? Why?)

- Practice making physical movements toward a person e.g. nodding, leaning toward, aim the front of the body toward the person, aggressive move. (Discuss: How did these affect whether you liked the person or not?)
- When giving things to people, create a way that has a little flair or ceremony to

show you value and respect them. i.e. giving or accepting a business card, gift, pen, etc.

- Add the basics of body language learned earlier to conversations. Keep first words brief and have positive facial expressions such as smiles, breathe normally (not shallow, rapid, catching, noisy, and forced). Practice this in simulated situations with others or in front of the mirror. Rehearse simple or soothing words that can be said to produce a comfortable environment.
- When speaking, we tend to like being with others who speak like us. Try to have a similar pace of speaking, tone of voice, level of excitement or vocal pitch.
- Keep gestures, movements and postures similar to the other person's
- Avoid inappropriate touching of the other person if you don't know them well. In some cultures there are strong taboos. It is often best to let the other person initiate and guide you in this by their behavior which you can copy.
- Avoid unusual touching of your own body and/or odd body postures while standing or sitting.
- Keep hand movements small and minimal or you may give the other person a signal that you are nervous and/or distract them.
- Keep eyes focused on the person rather than looking away or behind them. Avoid talking to the air or to another part of the room.
- Glance at different parts of the person but avoid staring.
- Avoid wide-eyed looks that can distract or make you look foolish.
- Think about having a "twinkle" or sparkle in your eyes and you probably will.
- Keep your head level to the floor when looking and perhaps slightly tipped to the side. Tipping the head down too far or too high when looking out will make you appear inferior or aloof.
- When listening, look at the person and lean in slightly to show you are paying attention.
- By consciously keeping both ears the same distance from a person, it will suggest intent listening.

- Nod, say something, and make a sound to show you have heard e.g. um –hm, yes.
- Adjust to find the right distance from the person so that both of you feel part of a close conversation. This is done by trial and error. Feel when it is right.
- When sitting, keep shoulders slightly off the perpendicular but parallel to suggest you are relaxed
- Keep hands away from face; avoid scratching and/or fussing with hair.
- Keep hands open and in front, not in a fist form
- Elbows should be away from the body but not in a sprawling way.
- Legs should be slightly spread perhaps with one foot in front of the other but not too far, a relaxed crossing of the feet when sitting is also acceptable.
- Maintain eye contact with the person(s).
- When standing, keep shoulders slightly off the perpendicular but parallel.
- Keep hands away from the face, avoid scratching or fussing
- Hands should be open and in different comfortable, natural positions in front i.e. down by the side, one lightly holding the other.
- Keep arms uncrossed, down by the side, aiming outward in an inclusive way or hands can be holding each other while held in a “prayer” type position.
- Feet should be comfortably spread to suggest stability and anchoring. Be careful that it doesn't suggest aloofness or confrontation. Practical Application of the Above
- Do impromptu speeches and become more animated when talking
- Use the skills when debating or arguing
- Offer to speak at local functions to groups/organizations
- Volunteer to be moderator at meetings or discussions
- Volunteer to be a reader or presenter at functions

Activity 5. How to Identify Personality Types (skills to develop: vocabulary development, for grade 10-12)

Introduction: Everybody has a different personality. Some people are liberals. Others are conservative, and so on. Identifying and understanding personality types can be helpful in dealing and working effectively with people.

Exercise: a) After learning about and studying the different personality types, students create a 4 column chart to list their own characteristics first and then those of 3 members of their family. Discuss: How are the members are the same and different in personality? Which people work together effectively and which don't? Why? Can the personality type be a factor in this? What about the students in the class? Can personality types explain why some work well together while others find it very difficult to be with some people?

Extensions: Students list characteristics and personality traits of 3 of their friends. Think about, list and discuss openly the benefits to society of each of the particular personality types. The following are some of the observable personality traits people have. Build vocabulary by learning the meaning of each word. Discuss each term and its meaning. Discuss: What behaviors would you expect to see in their daily lives from people that have these personality traits?

Table 1. Personality traits

Idealist	Rationalist	Traditionalist	Hedonist
Courageous	Aggressive	Leisurely	Self-confident
Risk taker	Methodical	Serious	Playful
Sensitive	Unemotional	Self-sacrificing	Adventurous
Thoughtful	Calculating	Devoted	Temperamental
Sharing	Inventive	Limited interest	Moody
Dramatic	Leader	Hard working	Artistic
Aware/involved	Reasoning	Concrete	Extravagant
Highly caring	Conscious effort	Sense of duty	Untrusting
Altruistic	Sequential	Customs	User
Creative	Power	Authority	Callous
Experiential	Scientific	Principles	Random
emotional	Logical		Pleasure

Knowing personality types can be very valuable when negotiating. Have students determine their own dominant personality trait. Have them give examples of what they have done in their lives to show they have 2-3 or more traits. (We all have some of each, but we do have some that are dominant)

Descriptions of Those that Have Dominant Personalities

- Extraverted people who need to be in charge
- Winning is the most important thing in life for them
- Very direct and conscious of the bottom line
- Tend to be win/lose types
- Present them with the bottom line first and go backwards
- Suggest alternatives but let them make decisions
- Never attack their side or point of view
- Facts should flow logically and step by step
- They should be given the perception that they are winning

Descriptions of Those that Have an Influencing Personality

- Talkative, love to interact with others
- Friendly, personable and likeable
- Make quick decisions and on impulse
- Good sense of humor, good natured, good-hearted
- Good team players
- Good to meet them over lunch, sports or social events
- Keep negotiations light and positive
- Don't worry about facts and bottom lines

Descriptions of Those that Have a Steady Relator Personality

- Avoid conflict with these people
- Amiable, patient, relaxed types, very loyal
- Often unemotional when negotiating
- Make decisions slowly
- Look for steady, long term relationships
- Show genuine personal interest in them
- Listen and be patient

Table 2. Making a time management list

Minor things	Major things
Call a friend to remind something	Email about the Project
Find a resource for reading	Finish Maths homework

Keep the action list visible and handy at all times. After working with an action list for a few

- Try to achieve a win-win situation with them

Descriptions of Those that Have Compliant Personalities

- Perfectionists
- Cautious, show attention to detail, very precise and analytical
- Set very high standards
- Want statistics, prof and lots of data
- Go by the rules and avoid being too creative
- Be direct and straight forward with them

Knowing their personality type and also the job the person has, can help lawyers select the members of the jury that would possibly be most sympathetic to their defendant. Activity: Create a crime and the personality of a person who might commit the crime – age, background, education, social skills, types of crimes they like to commit, etc. Discuss the kinds of people that might be best to have on a jury that will hear the case against this person.

Activity 6. Time Management (skills to develop: vocabulary acquisition, for grade 8-12)

Theme: How to organize your day and use precious time most effectively

Introduction: Using time effectively is important in a busy lifestyle. Work and play must be balanced. Getting the most out of the time allotted for work or play is a valuable skill to learn.

Exercise

- a. Create a calendar or day planner. Students write down what they need to do each day. Write about daily, weekly, and then monthly chores or duties, events, lessons, meetings, obligations, meetings, etc. Create a chart to show what a month of activities looks like for each person in the class. Discussion: What are some of the best ways that students can use their work and leisure time most effectively?
- b. Create an Action List. To do this, it is suggested that items in a written list are prioritized as minor or important things. For example:

weeks, there can be a greater motivation to clear the lists and see those lovely check marks that

indicate jobs have been completed and much has been accomplished. Develop a code that identifies importance, order, completion, postpone or do immediately, etc.

Things that Slow Us Down and Waste Time

Loud music in the back ground or right in the ears: the brain can only think of one thing at a time. Music can greatly increase the amount of time that a job takes because it is a distraction to the brain. Exception: studies have shown that soft instrumental music can at times sooth and relax and are not as distracting as music with lyrics (Discuss: how do students feel about this?)

Daydreaming: make an agreement with yourself that you will stay on task. Recognize that you can't get out of a task and it needs to be done. Convince yourself that there is no escape. (Discuss: Who daydreams and why. What can be done about it, if it is a problem?)

Hating what you are doing: when you hate doing something, the mind immediately goes into action to make sure that it performs accordingly. Instead, suspend your judgment of the task and tell yourself that you will do the job to the best of your ability without feeling anything. (Write: a list of things you hate to do. Compare it to the lists of other students. Discuss: What makes you do or not do something?)

Socializing instead of working: there is a time and place for working and a time and place to chitchat with friends and others. Separate the two. (Discuss: who is known to be sociable and unreliable at getting work done, reserved and hardworking. Who can't wait and must have things instantly?)

Working in the wrong place: a couch in front of a TV or a bed are not Professional workstations. At a Professional Workstation, you are more likely to work as a Professional. In a quiet room, on an office chair and a proper desk with proper work tools is best. (Discuss: What is your work environment like at home and at school? Are you a professional student?)

Allowing constant interruptions. Friends or co-workers are important, but let them know that you aren't available during certain hours each day. They should respect that. You will have fewer interruptions to your concentration as you work. (Discuss: Who finds it very difficult to say no to others? Why? What can be done about it?)

Fearing that you are missing something on TV. Lots of people rush work or can't concentrate because a favorite show is coming on TV. Try to record the TV show. You will not miss anything you are just postponing it. (Discuss: How much

TV do you watch? How can you still see the show but perhaps later?)

Lack of motivation/desire/need: Losing initial concentration be being distracted and then allowing yourself to reset. (Discuss: What is laziness? What is lack of self-discipline? How can you deal with each? How important is it that you finish what you start?)

Activity 7. How to Search on the Internet (skills to develop: reading, writing, for grade 8-12)

Introduction: With a few simple skills, searching on the internet becomes much easier and more precise. How to find information is just as important - in some cases more important - than the information itself.

Here are some guidelines on using search engines effectively:

- a. Use simple nouns or words e.g. dog, dogs. Any other words such as verbs, adjectives etc. are not usually searched for by the search engine.
- b. Use keywords in your request. Example: gifted, gifted education, smart, intelligence. By typing in more keywords in the search line, the number of documents not related to the study can be reduced dramatically.
- c. Use an asterisk "*" that will help find singular and plural versions: example: horse* or farm*. The asterisk is like a wildcard. The search engine will try to match all characters that go with the word such as horserace, horsehair, farming, farmhand etc. This will increase the number of documents the search engine will find.
- d. Use the word OR between the words. Example: farm* OR agriculture. The "OR" helps in finding different ways something can be described. This increases the number of results found.
- e. Use quotation marks and write keywords that usually go together as phrases. Example: "radio and antenna". Quotations mean that only exact matches will be found. This narrows the search considerably.
- f. Type several related phrases at the same time. "space station", "NASA", earth orbit" OR space. Separate different ones with a comma.
- g. Separate different phrases with parentheses e.g. (space station) (earth orbit*) (satellite OR outer space) this

ensures the search engine evaluates from left to right and in the order of importance you placed on the words or phrases.

- h. Use the “AND”. Example: (space station*) AND (earth orbit* OR outer*) AND (NASA) proper left to right evaluation order is ensured.
- i. The following approaches are very effective in finding sites you need. They will lead to websites that provide great numbers of useful in-depth sources of information on the topic being studied.
- j. Type “pdf” at the end of a search string to get in-depth documents and research papers instead of web sites e.g. wind turbines pdf
- k. Type “ppt” at the end of the search string to get MS PowerPoint presentations on any topic e.g. work ethics ppt
- l. Use the words “how to...” e.g. "how to fish" that will give full instructions rather than just related information
- m. Use the words “image gallery” to get related photos and images
- n. Use the words “free” and “online” or "free online" to avoid having to pay for information

Activity 8. Witness to an Accident (skills to develop: writing, speaking, reading, for grade 6-12)

Discuss: Has anybody witnessed or been in an accident of any kind? What happened and what was it like? Express feelings about the accidents and list ideas on the board.

Vocabulary Development: Traffic accident, traffic ticket, investigation, pedestrian, clue



Figure 1. An accident in Japan (http://en.wikipedia.org/wiki/File:Japanese_car_accident_blur.jpg)

There is a traffic accident with two drivers involved. One of them, in the silver car, didn't stop at the red light and crashed into the pink car. They are discussing the situation as they are waiting for the police. There was a pedestrian crossing the street that saw the whole thing,

provided his contact information, and then left the scene. When the police arrive, an officer talks to both drivers and writes a report about the accident. The police telephone the witness and get a statement as to what happened. Afterward, the drivers take their cars to their mechanics and discuss what needs to be done and the cost of repairs. An investigation based on the clues and information leads the police to decide on the guilty driver, arrest the person, and explain the reasons for the charges and what will happen because of them.

Extension: hold a trial with lawyers, judge, and accused.

Activity 9. Vocabulary Study and Development (skills to develop: reading, writing, speaking, for grade 4-12)

There are many ways to develop vocabulary that are enjoyable and informative at the same time. Here are some exercises that can be used:

- a. The teacher should read a familiar children's tale, such as the Cinderella story, and the following questions may be used to guide learning:

What is the funniest word(s) you learned?
 What are some new words you learned and how will you be using them in your life?
 What was the most difficult word to remember?
 What is the best way to remember new words from the story?

- b. Make up a search and rescue joke to tell others the next day. The story must have the following 5 vocabulary words in it. Other words can also be used.

Scan, Search, Focus, Attention, Concentration

- c. Find and learn the definitions of other forms of a word, for example:

Scan: scans, scanned, scanning, and scanner
 Search: searches, searched, searching, searcher, searchers

Focus: focuses, foci, focused, focusing
 Attention: attentions, attended, attending, attendee, attendant

Concentration: concentrates, concentrated, concentrating, concentrator

- d. Learn the different definitions of words that have several different meanings:

For example, the definitions of "scan" and its forms are:

To examine closely: *look at skin for marks and blemishes*

To look over quickly and systematically: *scanning the horizon of an ocean for signs of land.*

To look over or leaf through hastily: *I scanned the newspaper while eating breakfast.*

Used in Electronics

To move a beam of light in a pattern over a surface: *computer scanner*

To move a radar beam in a pattern over a sector of sky in search of a target: *weather radar*

Used in Computer Science

To search (stored data) automatically for specific data: *I scanned my hard drive for the file*

A single sweep of the beam of electrons across a television screen: *screens flicker because of the scanning beam*

Used in Medicine

To examine a body or body part with a CAT scanner: *machines scan our bodies and we see inside*

To digitally encode text with an optical scanner: *they scan what you buy in grocery stores*

A picture or image produced by this means: *doctors look at scans of body parts*

e. Learn Synonyms of Words

Use words in sentences and in conversation as well.

hunt - preying

explore - search

seek - hunt

ransack - rummage

f. Learn the different ways a word can be used

Uses of the word: Focus

Noun

- A point at which rays of light or radiation converge in an optical system: *the focus of a lens*. Also called *focal point*.
- The clarity of an image in a camera: *the photo was not clear because the camera was out of focus*
- The state of maximum distinctness or clarity of such an image: *in focus; out of focus*.
- An apparatus used to adjust the focal length of an optical system in order to make an image distinct or clear: *a camera with automatic focus*.
- A center of interest or activity: *the musician was the focus of the audience*
- Close or narrow attention: *drivers are often very focused on the road and miss seeing sights*.
- A condition in which something can be clearly apprehended or perceived: *get the problem into focus*.
- The region of a localized bodily infection or disease: *the stomach was the focal point for the pain*
- The point of origin of an earthquake: *the focal point was just offshore*
- fo·cused or fo·cussed, fo·cus·ing or fo·cus·sing, fo·cus·es or fo·cus·ses

Verb

- To cause (light rays, for example) to converge on or toward a central point: *a magnifying glass*
- To render (an object or image) in clear outline or sharp detail by adjustment of one's vision or an optical device; bring into focus: *a camera lens*
- To adjust (a lens, for example) to produce a clear image: *focus and make us clear in the photograph*
- To direct toward a particular point or purpose: *focused their attention on a solution to the problem*.
- To converge on or toward a central point of focus; be focused.
- To adjust one's vision to get a clear, distinct image.
- To concentrate attention or energy: *a campaign that focused on economic issues*.

Uses of the word: Attention

Noun

- Put mental powers upon an object; a close or careful observing or listening: *pay attention in class*
- The ability or power to concentrate mentally: *give it your undivided attention*
- Notice, noticing: *Your suggestion has come to our attention*.
- Consideration or courtesy: *pay attention to others' feelings*.
- Attentions: acts of courtesy, consideration, or gallantry, especially by a suitor: *my attentions to your daughter are honest*
- A military posture - body erect, eyes front, arms at sides, heels together: *stand at attention soldier*

Verb

- Used as a command to assume an erect military posture. "Attention!"
- Concentrated direction of the mind: *attend to what you are doing*
- Consideration, notice, or observation: *attention to detail is important*
- Detailed care or treatment: *doctors attend to their patients*
- The alert position in a military drill: *we need everybody to be at attention for the next move*

Uses of the word: Concentration

Noun

- The act or process of concentrating, especially the fixing of close, undivided attention.

- Something that has been concentrated.
 - *Chemistry*
 - the amount or proportion of a substance in a mixture or solution
- g. Fill in the blank with the best word(s), from the words above that complete the sentence. There may be more than one. Check that the word is used correctly.

1. Mother _____ my skin to see if I had scratches after my fall.
2. The sailor _____ the horizon for land.
3. My father _____ to my broken bicycle after he finished working.
4. We were alone in class, so Jack got up and _____ for the teacher.
5. The photocopier broke as I was _____ the book page.
6. The zoo tiger scared me as I _____ my camera to take a picture.
7. The chemicals were mixed in the wrong _____ and exploded.
8. I was called a good _____ because I finished the job the quickest.
9. How many _____ have you done on that computer?
10. Because of the great pain, the doctor quickly _____ the patient's arm to see if it was broken.
11. The police did a thorough _____ of the property. Their _____ was on finding evidence of stolen goods.
12. While working on the problem, he lost _____ and did the wrong thing, then had to _____ for a way to correct it.

h. Choose 5 vocabulary words and make up a funny song, joke, saying, or poem that helps people remember all 5 words?

- i. Design a crossword puzzle using vocabulary words. Challenge: add some of the different versions of the words too.

Using CLIL Effectively in Language Classes

CLIL stands for Content and Language Integrated Learning. It means studying a subject (such as geography or math) in a foreign language and learning a second language at the same time. Sometimes CLIL is referred to as “content-based instruction” or “bilingual education”. It is a highly valuable option for gifted students who may want to be challenged to learn two things at once - a language and a new subject.

Why is the CLIL approach beneficial?

As multilingualism becomes more and more important in the world, teachers are looking for ways to encourage long-term language learning and to promote high levels of proficiency in foreign languages. CLIL helps students to become academically proficient in a foreign language, increases their cultural awareness, and gives them academic credits at the same time. This approach motivates students - especially gifted ones - through empowerment to choose relevant and interesting subjects and topics for themselves and because it can better prepare and motivate them to envision future work and further study.

In a CLIL lesson, the subject e.g. Geography, defines the language and vocabulary that is learned and used. The target language is used both to learn about the subject and used to communicate the lessons and the learning. Students acquire a language through exposure and use rather than through simulations, focused instructions, or rote learning. Coyle (1999) explained that there are important points in the development of such curriculum and suggested that a successful CLIL lesson should focus on these points:

- Content: learning new knowledge and skills
- Communication: using language to learn while learning to use language
- Cognition: developing thinking skills
- Culture: learning about your own and other countries' cultures

CLIL activities may be interesting to gifted students. The subjects can be chosen according to the students' interests e.g. a student who is interested in science may study atoms. Another student who is interested in and good at the arts may study Eşref Armağan: The Blind Artist (in Turkey).

Activities (Grade 4-12)

- a. Students search for information and then write short paragraphs, prepare

PowerPoint presentations, and/or posters - in English - while studying their chosen subject. Students may empathize with Eşref Armağan and try to draw or paint pictures while blindfolded.

- b. If there are students interested in mathematics, simple arithmetic questions in English may be developed for a particular audience - perhaps younger children - e.g. mathematics that deals with animals.
- a) Students who are good in math may be asked to teach a lesson in English.

CONCLUSION

The students who become highly able in English are likely to want to show creative flair for writing or talking in imaginative ways, use their communication skills, and take on demanding tasks that require using the English language. However, those in charge of the curriculum and also the instruction of the gifted and talented students must keep in mind individual differences that may mean some students gain more depth and breadth of learning than others. For example, lessons or assignments that are overly dependent on a large vocabulary can limit the achievement of children for who English as an additional language. This means that the first thing teachers should focus on - even before attempting to profile abilities of their gifted students - is determining what provisions they have available within their own classrooms and the availability of opportunities beyond them. (Scottish network for able pupils, Guidance for addressing the needs of highly able pupils, 2004).

Many gifted learners can easily become proficient in a second language or even more. However there are subgroups within the larger pool that face disadvantages when learning because of their cultural, linguistic, environmental backgrounds. It is important that those in charge of schools for gifted students assess regularly throughout the year to determine the linguistic demographic of each of the students accessing gifted instructional programming (King, Kozleski and Lansdowne, 2009).

The activities given above may be helpful for gifted students' teachers to create challenging, innovative and inspiring for effective language learning atmosphere.

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