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**Universidad de Valladolid**

FACULTAD DE EDUCACIÓN DE SORIA

Grado en Educación Primaria

TRABAJO FIN DE GRADO

**GIFTEDNESS AND ENGLISH TEACHING IN  
PRIMARY EDUCATION: INTERVENTION  
PROPOSAL**

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Soria, 23 de Junio de 2015



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## **SUMMARY**

A gifted child is that whose intellectual quotient is superior to 130. Although it is unusual to find one of these children in classrooms, around the 4% of the school students are gifted. Many of them are not identified as such and thus do not receive the educative assistance that they need.

If this happens, these children can reach the point of feeling so bored and demotivated at school that their academic output becomes rather low and their intellectual potential will not be developed. To prevent this, teachers have to be prepared to identify this intellectual phenomenon and attend the needs of this type of students correctly.

In the present Project, the characteristics of these children will be described with the purpose of facilitating their identification and, furthermore, I will offer an intervention proposal focused on the English area as a second language which attends their needs.

## **KEYWORDS**

Giftedness, gifted student, intervention proposal, educative needs, curricular adaptation, integration, identification, academic output.

## **RESUMEN**

Un niño superdotado es aquel cuyo coeficiente intelectual es superior a 130. Aunque es poco frecuente que encontremos a uno de estos niños en las aulas, cerca de un 4% de los estudiantes lo son. Muchos de ellos no son identificados como tal y, por lo tanto, no reciben la asistencia educativa que necesitan.

Si esto ocurre, estos niños pueden llegar a sentirse tan aburridos y desmotivados en el colegio que su rendimiento académico será muy bajo y su potencialidad intelectual no se desarrollará. Para evitarlo, los maestros deben estar preparados para identificar este fenómeno intelectual y atender correctamente las necesidades educativas de este tipo de alumnos.

En este Proyecto, las características de estos niños serán descritas con el propósito de facilitar su identificación y además, ofreceré una propuesta de intervención centrada en el área de inglés como segundo idioma la cual atienda sus necesidades.

## **PALABRAS CLAVE**

Superdotación, niño superdotado, propuesta de intervención, necesidades educativas, adaptación curricular, integración, identificación, rendimiento académico.

*"Expecting all children the same age  
to learn from the same material  
is like expecting all children the same age  
to wear the same size clothing".*

**- Madeline Hunter -**

# TABLE OF CONTENTS

<b>1. INTRODUCTION .....</b>	<b>1</b>
<b>2. GENERAL OBJECTIVES .....</b>	<b>3</b>
<b>3. JUSTIFICATION.....</b>	<b>4</b>
<b>4. THEORETICAL FRAMEWORK.....</b>	<b>5</b>
4.1. CONCEPT OF GIFTEDNESS .....	5
4.2. CHARACTERISTICS OF THE GIFTED CHILDREN .....	6
4.3. DETECTION OF GIFTEDNESS.....	11
4.4. CAUSES OF SCHOOL FAILURE IN GIFTED CHILDREN .....	13
4.5. EDUCATIONAL MEASURES FOR THE GIFTED CHILDREN .....	16
4.5.1. THE ACCELERATION .....	16
4.5.2. THE GROUPING.....	18
4.5.3. THE ENRICHMENT.....	19
4.5.4. OTHER STRATEGIES.....	20
4.6. ENGLISH TEACHING.....	22
4.6.1. ENGLISH TEACHING FOR THE GIFTED CHILDREN .....	23
<b>5. PRACTICAL IMPLEMENTATION: INTERVENTION PROPOSAL.....</b>	<b>24</b>
5.1. INTRODUCTION .....	24
5.2. CONTEXT .....	26
5.2.1. EDUCATIVE CONTEXT .....	26
5.2.1. CHARACTERISTICS OF THE GIFTED CHILD.....	27
5.3. METHODOLOGY .....	29
5.4. OBJECTIVES.....	30
5.5. RESOURCES AND MATERIALS .....	30

5.6. DESIGN .....	31
5.6.1. CURRICULAR ADAPTATION FOR THE ENGLISH AREA .....	32
5.7. ASSESSMENT.....	46
5.8. REFLECTIONS .....	47
5.8.1 PROBLEMS .....	47
5.8.2. STRENGTHS.....	48
<b>6. CONCLUSION AND FINAL REFLECTIONS .....</b>	<b>49</b>
<b>7. REFERENCES .....</b>	<b>51</b>
<b>8. ANNEXES .....</b>	<b>54</b>

# 1. INTRODUCTION

As the title of this project shows us, its main objective is to expose an intervention proposal for a gifted child in the teaching of English as a second language which could be used as a model for other students with similar characteristics. However, this will be the last part of the project.

Firstly, I will establish the general objectives that, personally, I hope to achieve with this project and I will explain in which way I will introduce in its elaboration the knowledge and the competences that I have acquired throughout this Degree.

Subsequently, I will expose the motifs for which I have decided that this final degree project deals with the English teaching for gifted children.

Once all this has been clarified and, before my intervention proposal is elaborated, I will immerse myself in the theoretical framework of the issue. That is to say, I will define the concept of giftedness aside from doing a brief distinction between said concept and other concepts with which it is frequently confused. I will talk about the general characteristics that the gifted children manifest and from these features, which can help us to suspect if a gifted child who still has not been detected can be it, I will indicate the steps to follow for his/her detection, as many of the gifted children are unnoticed and it is difficult to detect their high intellectual capacities.

Moreover, I will comment the consequences which the gifted students may suffer in the classroom if their specific needs are not treated adequately, then I will name and briefly explain the different special measures that currently can be followed for the education and teaching of these children at schools, and finally, I will specifically talk about these special actions in English teaching having previously analysed the methodology commonly followed for said teaching.

Then, I will commence my intervention proposal for a gifted child in the English subject in which, aside from the context, methodology, objectives, necessary resources, design and assessment, I will reflect about its possible problems and strengths that we can find when it is implemented in the educational reality. This proposal will be connected to the theoretical foundation.

At last, I will finish my project with some conclusions and final reflections about both what I have learned during the development of the Project and the possible reach that it may have itself in the future.



## 2. GENERAL OBJECTIVES

With this Final Degree Project, I aim to achieve the following objectives:

- ✚ To amplify my knowledge about giftedness in the educational field by comprehending the concept and the specific characteristics of the gifted children.
- ✚ To analyse the methodology used in the English language subject.
- ✚ To reflect about the importance of the attention towards the children with special educative necessities in schools.
- ✚ To know the diverse educative measures that could be implemented for the positive academic development of the gifted children in both a general and a specific way for the English subject.
- ✚ To apply the knowledge and competences which I have acquired throughout the Degree in Primary School Education for the elaboration of an intervention proposal for one gifted child.
- ✚ To share an intervention proposal to be followed in the English subject for a child with high intellectual capacities.

### 3. JUSTIFICATION

As I have said earlier, this work is focused on giftedness and its possible treatment in Primary Education. Several are the reasons by which I have decided that my project deals with said theme.

The first motive is of a personal nature. Giftedness is a topic whose study is concerned principally by Psychology, an applied science which passionates me and from which I am always delighted to learn even more. Furthermore, specifically speaking about giftedness, it has always been an issue of my interest and, as opposed to many people who guided by myths or false stereotypes think that being gifted is a problem, I believe that it is a very special gift. Nonetheless, I consider necessary to create a greater knowledge among the population about this phenomenon so the gifted could be understood, helped and, in this way, they could enjoy their gift and developed their potential.

The second cause, related with the previous one, but extended to a professional level, is that of knowing and making known more about the subject. I am aware of the fact that around 4% of the school population is gifted and, although it may seem a low number, I think that it is highly possible that all the teachers, throughout their professional lives, have had or may have among their pupils a gifted child, even though in some cases he/she has not been detected.

If in a future I have the fortune of having the possibility of working as a teacher, I think that it is greatly probable that at some point of my professional career I had a gifted child in my classroom and I would like to be able to respond to his/her special needs adequately as well as the rest of the children. I am sure that investigating and documenting myself about this theme for the realization of this project will help me to achieve it.

And finally, away from my personal interests, I consider that this topic bears a great importance in Education regarding that it has to attend the diversity of the students. I hope to contribute with my intervention proposal to the correct attendance of the gifted children in the schools.

## **4. THEORETICAL FRAMEWORK**

### **4.1. CONCEPT OF GIFTEDNESS**

I would like to start my study by providing a clear and objective definition of the word *giftedness*, even though it is an abstract concept which is still not defined in a concrete way the day of today.

Following several official sources, such as the World Health Organization (WHO), the studies about human intelligence realized by Wechsler or the current educational legislation proposed by the Ministry of Education, I have found different definitions. To summarize, giftedness refers to an attitude of creative and general intelligence which is above the average.

Nevertheless, I prefer to employ a better adapted definition to my theme of study which helps to delimitate the characteristics of the gifted children. Therefore, I shall expose the definition provided by Garnica Betrán (2013: p. 31): a gifted child is considered to be a child who has a learning capacity above the average, with a high level of creativity and a great yield in the task, when he/she feels interested in it.

### **4.2. CHARACTERISTICS OF THE GIFTED CHILDREN**

Our environment and the society in general continues being based on stereotypes about the gifted, such as the thought that as they have a greater IQ than that of the average they are able to do everything correctly and they do not need any additional help, or the idea that they are socially misfit. All these considerations hinder the adequate attention of this social group seriously.

It is necessary to know the general characteristics of the gifted children with the purpose of offering them the required answer to their adequate development and to avoid in this manner the possible emotional breakdowns and social maladjustments, the inhibition of their superior potentials and the so frequent boredom and academic failure of the gifted inside the regular classroom of the established Educational System in our country whose causes I will explain within the section 4.4 of this document.

To this end, I consider important to enumerate the main characteristics that the gifted children own, according to Alvino and his collaborators (1989, cited in Acereda, 2010: p. 23):

- Wide vocabulary and its use in a correct manner adapted to their age.
- Capacity for the complex thinking and reasoning.
- Unusual capacity for the symbolic thinking (mathematic ability).
- Capacity to see the connection between things, situations and different facts.
- Precocious, physical and social development.
- Great sensibility.
- Immense creativity.
- High sense of humour.
- Spontaneity.
- Tenacity and independence.
- Competitiveness.
- Comprehension of abstract concept, such as life, goodness, time, etc.

*Figure 1: main characteristics of the gifted children according to Alvino and his collaborators.*

Taking these characteristics into account and after having read Acereda (2010) and Garnica (2013), I will expose the most important features that gifted children possess to be considered for the educative intervention, briefly explaining the troubles that they may involve if they are not treated correctly or the benefits that gifted children can achieve from them if they are taught in how to use them positively.

- **Internal and social dyssynchronies.**

Terrasier was a psychologist who focused his research on the study of giftedness and on the year 1994 he described, for the first time, a series of dyssynchronies that the gifted children have due to the inexistence of a synchrony between their intellectual, social, affective, physical and motor development. In other words, the intellectual capacity of these children is developed rather quickly, while the other areas of behaviour follow an average evolution respect to the rest of the children of their age.

On the one hand, a consequence of this, for example, is that the gifted students may present poor calligraphy or poor oral expression despite their wide vocabulary, as their reasoning capacity is faster than their motor skill and they do not have enough time to write or express what they are thinking. From this situation derives the issue about difficulties in the identification of this type of children as it is erroneously believed that they express themselves fairly well both orally and in writing.

On the other hand, regarding the intellectual-affective dyssynchrony which means that these children are capable of acquiring and processing more intellectual information than that which they are able to receive and keep affectively according to their chronological age, they may present psychological disorders when analysing the information in a rational way, eliminating the affective aspects.

In a nutshell, in order to prevent the problems that these dyssynchronies trigger, the child has to stay within a context adapted to his/her characteristics in which his/her eagerness of knowledge can be satisfied but in the emotional level which his/her age requires, as although his/her knowledge is that of an adult, he/she is still a child.

- **Low tolerance towards frustration.**

The gifted children, due to their high intellectual capacities, do not need much effort to perform most of the tasks in an efficient way and they become accustomed to be greeted for each work done. In this way, they become perfectionists and hope that all their realised works are excellent.

When one of those is imperfect, they feel that they have failed. This failure causes them disappointment and frustration, which demotivates them to initiate new tasks. Each work that they perform has to be perfect; otherwise they feel incapable of doing any other one.

When this happens, their self-concept worsens, as these children match the success of their tasks directly with themselves. In the same way that they believe to be the best when they do something well, they believe to be the worst when anything they have done is not as good as they expected. They constantly balance between these two conflicting feelings which trigger dissatisfaction and discomfort.

Besides, their perfectionism can move farther to the point of feeling badly when they see mistakes in other people, specially their classmates. They feel the need of showing them their mistakes so they could correct them or help them to obtain the correct answer. The problem with this is that the rest of the children do not always accept this attitude positively, which damages the child's social relationships.

As we can see, it is very important that the gifted increase their tolerance towards frustration. We can help them by providing situations in which they feel slightly frustrated so that, little by little, they develop strategies for these situations of failure and learn to continue forward despite the obstacles and become more flexible with their demands towards themselves and the other people.

- **Great perseverance.**

This feature is also related to perfectionism which usually characterises these children. In order to make them feel satisfied with the tasks or activities that they perform, these have to be perfect so they work very hard to do them in this way. This characteristic is very positive as it invites them to self-develop and to improve what they are doing.

- **Creativity.**

The gifted children have great creativity. This feature supplies multiple advantages to these children: originality, imagination, easiness to apply the contents of an area into another one or in diverse situations, self-directed learning capacity, independence, initiative, production of useful and surprising works, creative solutions to problems, etc. Moreover, all of this will ensure that these children love their own productions.

Nevertheless, we must be careful and do not stall the creativity of these children. On the one hand, we have to stimulate their creativity by offering them a rich environment for their development in which they can satisfy their curiosity. On the other hand, when they offer thoughts or creative ideas we must not treat them as if they were insane, but to value their originality. In other words, do not frustrate them because they have different ideas, but appreciate the advantages which their differences really offer.

- **Dominance of the speech.**

The gifted children are great readers and they possess from an early age a rather wide vocabulary superior to the average. This makes them seem to be adults when they speak and, in conjunction with their high creativity, enables them to achieve most of their wished proposes through the speech.

As they have an everyday vocabulary so wide, composed of multiple words to denominate the same concept, they give great importance to the accuracy with which they use each of these words. That is to say, they distinguish the nuances which differentiate the words from their synonyms and in their speech they always search for the most adequate term for what they wish to express.

With a desire of using words with property, the limits of the language sometimes clash with it. These children usually want to express something concrete and they do not find the specific term in their own language for it. In my opinion, resorting to a Second Language can help them to find the word they seek or create new words to denominate those concepts for which there is still no existing name.

- **Questioning of transcendental ideas at young ages.**

The children with high intellectual capacities start making questions of a transcendental character from a very early age and although they are capable of interiorising the answers intellectually, they are not emotionally able to do it. For this reason, what the adults who deal with gifted children have to do (both teachers and parents) is to offer them answers to their questions adapted to their age. We must avoid lying to them with these answers because their high reasoning capacity allows them to detect lies and feel distrust or culpability when asking. As I have stated, what we must do is tell them the truth but without deepening on the levels which may affect the sensibility of these children.

With these characteristics, I hope to have offered a general and clear vision which helps to know the gifted children and how we have to act with their different behaviours so they can enjoy a correct and full development.

Within my following proposal of my educative intervention I will take into account all of these aspects, but I will pay special attention to the high creativity and great domain of the speech because I consider these as the two characteristics whose treatment corresponds mainly to the school.



### 4.3. DETECTION OF GIFTEDNESS

Although many authors opine that giftedness cannot be detected reliably until the 12 or 13 years, many others affirm that it is important to detect the gifted children from their childhood and to value them psychopedagogically from their first evidences of giftedness in order to focus on the specific necessities that they require.

I support this second opinion as, following the studies realised by the Dr. Joan Freeman (cited in Blanco Valle, 2001: p. 59), the first years of life of any human being, whatever his/her intellectual capacity might be, are the most important for his/her intellectual development. In order to develop all our cerebral potential, we have to stay within an environment with all the required stimulus.

Therefore, the gifted children whose cerebral potential is greater need to be in a richer environment to enable its total development. If these children are not identified on time it is highly probable that they will not receive the necessary stimulus and that, as a consequence, their giftedness will not get to develop.

Furthermore, some of these gifted children need to be taught on how to accept and control the particular characteristics that they have due to the giftedness. If we do not offer them the aid that they necessitate to eliminate their worries or if, as I have already mentioned, we do not assist them to develop their intellectual power, they may feel demotivation towards everything academically related and have a low school yield that, although in the worst of the cases, they may trigger their school failure.

The detection, which can be performed by both the families of the children and their teachers, consists on the identification of a series of indicators which lead us to think that the child is gifted. In the case in which this is thought, the child has to be valued psychopedagogically through a series of psychometric tests in order to prove if he/she is truly gifted.

In order to identify a gifted student in the classroom, we as teachers must take into account that we will need to do observations about the characteristics and behaviours of the learners during a long period of time, as the identification cannot be effected at a single concrete moment.

Firstly, we have to avoid thinking about the wrong beliefs existing related to the gifted children and which erroneously lead us to suppose that they are not. We should not wait for the gifted students to either highlight in all the curricular areas, or to see that they possess a great motivation during the lessons, or that they become emotionally stable.

In this way, without excluding the student from the supposition of a possible giftedness, we must analyse his/her behaviour (the quality of the language used, the easiness with which he/she learns when motivated, his/her creativity, etc.), his/her school works in which we would appreciate mainly the creativity and his/her school records (his/her qualifications in the different curricular areas and the commentaries of his/her previous teachers).

Besides, the information obtained from their families will also be very useful. They can inform us about the interests and attitudes of the children in a rather precise way. In the same way, the opinion of their classmates about them can be of a great usefulness to confirm our observations, such as the opinion the gifted children have about themselves. This type of information can be obtained through individual interviews or questionnaires.

If after all these subjective evidences we continue thinking that the student is gifted, we must proceed with the following step of identification: the psychometric tests.

Following Blanco Valle (2001: pp. 60-61) and Acereda (2010: pp. 30-35) once again, and the information obtained from the Science and Education Ministry, I can affirm that there are several objective tests, which always have to be applied by specialists, to determine giftedness.

The tests of general intelligence, among which *The Stanford-Binet Test of Intelligence* and *The Wechsler Intelligence Scale* surface, indicate us the Intellectual Quotient (IQ) of the student, but do not help us know the educative special measures which that student will specifically need.

In order to obtain these data, we will need to resort to other types of psychometric tests: the tests of specific aptitudes, creativity and output. The tests of specific aptitudes are a series of subtests which measure the specific talents, but are fairly complex to apply.

The test of creativity and output are not very reliable, but rather significant for the determining of giftedness.

The most well-known test of creativity is the *Torrance Test of Creative Thinking*, which contemplates the four factors which compose creativity according to Torrance (1984): flexibility, originality, elaboration and fluency. It consists of two parts: a figurative part in which the student has to explain what some different figures can represent or create interesting objects from incomplete figures, and a verbal part in which, for example, he/she has to write down all the uses that he/she thinks that a determined common object may have.

#### **4.4. CAUSES OF SCHOOL FAILURE IN GIFTED CHILDREN**

In the previous sections I have commented that the gifted children, despite their high capacities, can have a low school output either because they are demotivated in the classroom, because their specific educative needs are not being treated or because of other factors.

Before naming and explaining the educative measures which are normally used for this type of students, I consider convenient to explicit the main motives which may cause the low academic production of these children and which can lead them to fail at school, with the intention of showing this reality which is not usually believed by most of the population.

After having read Acereda (2010: pp. 221-227) and Blanco Valle (2001: pp. 46-49), I have come to the conclusion that the most common of these causes, as well as the easiest one to avoid, is that they do not receive in the classroom the specific educative measures adapted to their personal characteristics.

The school curriculum is elaborated for the students whose intellectual coefficient is included in the average of the population, who constitute most of the learners of the Educative System. These children need a continuous reinforcement with the learned knowledge in order not to forget them, so in this way the teaching in our schools is based on the explanation of the same contents again and again.

The learning of the gifted children occurs in a different manner. They do not need to remember the learned contents again, as they assimilate them quickly and easily. The ordinary curriculum of the schools does not correspond to the learning way of the children whose intellectual quotient is superior or inferior to the average and if changes are not produced in the way of teaching these students, they may get to fail scholastically.

In the case of the children whose IQ is superior to the average, the teachers must provide them with creative activities in the classroom. If we repeat the same contents in the same way and if their high capacities or urges of learning more are not attended, the lessons will be slow for them and they will become bored. They will stop paying attention to the teacher and, therefore, their academic output will be rather poor. The solution to this is to develop with these children the teaching which their characteristics require and offering them innovative and motivational activities.

Another cause of low school production is focused on the gifted children who need assistance to accept and learn to live with their giftedness, but do not receive it. Some of these children believe that their giftedness is something negative and that they will be rejected if the rest discover that they are gifted. They want to be treated equally to the rest of their partners, so they hide their giftedness in order to be accepted by the rest.

They fail the exams on purpose and do not show interest for knowledge so they do not highlight among their classmates. These children need help to accept their giftedness and learn to control and correctly use their particular characteristics, so they can develop their full potential. From the first years, the teachers must collaborate to boost the social abilities and the emotional maturity of the gifted children in order to prevent these cases.

Aside from these motives, other factors of a biologic and socioeconomic or cultural type exist whose solution, although it is still being owned mainly by the schools, also covers other areas.

Some gifted children perform below their own capacities due to problems of a biologic nature such as: visual, hearing or neurologic disability, specific developmental delays, injuries, etc. These deficiencies prevent them from doing the school activities within the

normality, but do not have to lead them to the school failure if they are correctly helped by the schools and their families.

Other children do not render as much as they could due to the social, economic and cultural status to which they belong. The gifted children who are part of families with few economic resources, with a low cultural level or who belong to a social group marginalised from society are at a disadvantage because they live in an environment which does not facilitate the conditions that they need to develop their potential. In these cases, the assistance that the schools provide them and the opportunities they offer play a primordial role so these children manage to develop their interests and aspirations.

Lastly, there is another cause of a psychological nature fairly common among the gifted which prevent them from achieving academic results coherent with their intellectual capacities. It is the negative Pygmalion effect, which consists on the fact that the expectations that both parents and teachers have about the children influence their academic performance.

If neither the teachers nor the families comprehend the giftedness of the children, they will try to adjust them to the average by creating expectations about their capacities lower than what they really are. The children will sense these expectations and they will behave just like the rest expect them to act.

To prevent the negative Pygmalion effect and its consequences, both teachers and parents must have positive expectations of the children, but adjusted to the reality. I once again insist on the importance of the phenomenon of giftedness by the professionals in Education so these expectations are in concordance with the reality.

Besides, they must offer the children a tolerant environment which enables them to express their individual differences respect to the rest so they do not feel the obligation of acting like the others and are able to develop their true interests and capacities.

## 4.5. EDUCATIONAL MEASURES FOR THE GIFTED CHILDREN

In this section of my Project I am going to mention the different educative measures which are followed nowadays with the gifted children once they have already been identified and psychologically evaluated.

There are different professionals, among whom we find the Teams of Educative and Psycho-pedagogic Orientation and the support teachers specialists on Therapeutic Pedagogy, whose labour consists in analysing all the gathered information about the gifted children and their environment and advise their families and teachers about the diverse educative measures which may be employed with each one of them concretely.

At this point, I now proceed to briefly present said Pedagogic measures, explaining the advantages and disadvantages of the choice of each one of them, following the next bibliographic sources of information: Garnica (2013: pp. 121-126), Acereda (2010: pp. 204-216), Blanco (2001: pp. 91-99) and Ministry of Education and Science (1994: pp. 51-54).

### 4.5.1. THE ACCELERATION

This educative strategy consists in advancing the gifted student one or more school levels with the purpose of placing him/her within the educative context corresponded with his/her real level of knowledge.

The curriculum which the child with high intellectual capacities will study is the same that is offered to the students of higher grades, without adapting it to his/her peculiar characteristics; he/she will simply study it before the moment accorded to his/her chronological age.

#### ADVANTAGES

- Quick and economic attention of easy application for the Educative Administration. It does not need extraordinary resources, but takes advantage of the already existing ones.
- It is motivating for the student as it is adjusted to his/her competency level.
- It allows the student to finish the period of Obligatory Education earlier, and commence his/her professional studies beforehand.

## DISADVANTAGES

- It can create emotional problems or of social interaction to the student, as it is possible that the maturity of the child does not fit with that of his/her new older classmates.
- This educative measure only contemplates the vertical extension of the contents, without taking into account the horizontal one. In other words, the student learns the contents in a faster way when he/she performs the level “jump”, but there may be some holes in his/her learning.
- It is not an individualised answer. The student simply receives the standard program of another higher level, which does not guarantee the response to his/her needs.

This measure has been the most used for years in order to respond to the educative needs of the students with high intellectual capacities due to the previously mentioned advantages. Nevertheless, in my opinion, we must be very prudent before choosing this strategy and carefully analyse the particular characteristics of the child to determine if it is adequate or not for him/her.

I agree with its use with the children who demand more complex contents and whose emotional development is adapted to that of the students of the higher school level in which they will be included. However, I think that this will not be performed in this way in most of the cases. With those children whose physical and social maturity is not superior to that of their chronological age or with those who precise more stimulating activities instead of more complex ones, we must opt for other educative measures which contemplate adaptations to their personal features.

### 4.5.2. THE GROUPING

This educative measure consists in reuniting the gifted students in groups. There is a great variety of strategies within the grouping modality, among which I am going to distinguish the two principal ones:

- **The total grouping: The Specialist Centres for gifted children.**

Although in Spain it is not usual to resort to this type of strategy, it is heavily employed in some countries. Exclusive schools for gifted children exist and their functioning is similar to that of the Universities (great flexibility in the schedules and wide variety of subject areas).

### ADVANTAGES

- The children receive programs adequate to their capacities, achieving in this way the complete development of their potential in most of the cases. The maximum output is obtained.
- The programs are oriented towards the interests of the children, so their motivation is high.
- The gifted students live with others of similar characteristics.

### DISADVANTAGES

- The children live within an artificial environment different from the real world. They can have problems to relate with those less gifted than them.
- The gifted students may think that they are different and better than the rest and behave in an elitist way.
- It is difficult to educate these children in cooperation and collaboration within a segregated environment.

#### – **The partial grouping**

The gifted students study in common schools and spend most of the school hours with their classroom group, but they are grouped together with other gifted or talented students in special classes during some hours of their schedules.

During these hours in which they are attended outside of their classrooms, they work the contents of their curriculum with greater amplitude and depth.

### ADVANTAGES

- High grade of motivation for the students.
- The children are in contact with both the children of their group and other gifted students.
- The curriculum which the children receive is adequate to their capacities.

### DISADVANTAGES

- There is a rigorous planning which considers the schedules, the areas and the teachers of all the gifted students who are to be attended with this strategy. Otherwise, some conflicts of a relational type may surface within the groups of students and among the teachers.



In my opinion, the partial grouping, if well planned, is a good strategy to attend the gifted children. However, I do not think the same about the complete grouping which, moreover, results incompatible with the actual educative policy of our country which is based on school integrity.

#### 4.5.3. THE ENRICHMENT

This strategy is based on the individualisation of teaching. It consists in designing programs adapted to the particular characteristics of the gifted students.

The most common form of enrichment is the denominated curricular adaptation. The gifted child spends all the hours of his/her school schedule with the students of his/her classroom group following the same curriculum, but adapted and amplified to his/her capacities. The gifted participates as much as possible during the work performed in his/her classroom and also, simultaneously, he/she realises the activities from a specific program.

The curriculum of the gifted child respects the same time established in the curriculum of the rest of the students, but it eliminates the repetitive contents which the gifted already dominates, changing them for related contents (horizontal extension of the curriculum) or of greater difficulty (vertical extension of the curriculum).

#### ADVANTAGES

- Strategy valid for all the forms of giftedness.
- It maintains and even amplifies the motivation of the child, making its output high.
- It is an integrative measure which contemplates the aspects of the personal development of the child. It covers the needs of the gifted student without separating him/her from his/her age group.

#### DISADVANTAGES

- It is not applicable in all the contexts; some school situations do not allow the individualisation of teaching.
- It is the most expensive strategy. It requires material resources, collaboration of professionals, etc.
- It needs a superior formation from the teachers' part.
- It implicates a wider curricular work than the average.

Despite the fact that this is the most expensive educative measure, I personally consider it as the best strategy to attend the gifted children because it is based on integration. The gifted child develops his/her intellectual capacities without being separated from his/her school group.

Nowadays, in our country, it is also considered by the Ministry of Education and Science as the most adequate act to attend the needs of the gifted children in the schools. For these two reasons, the intervention proposal which I am going to present within this Project is an act of this type.

#### **4.5.4. OTHER STRATEGIES**

Aside from the previous three educative measures, which are the most important ones, there are also others to act and attend to the educative needs of the gifted children. Although all these other strategies can be used separately, they can be utilised as a complement of one of the three principal ones as well.

- **Home-schooling**

This educative option, fairly common among the gifted but not very utilised in our country, consists in the education of children at their homes or in other slightly wider contexts such as neighbourhoods, but away from the educative institutions, both public and private.

Several parents decide to implement this educative model for their children if they consider that their special educative needs are not well attended at school. This strategy allows an individualised teaching and the participation in everyday problems.

The curriculum developed with the children is similar to the one which would be realised at an average classroom, taking into account the interests and capacities of each child.

- **The independent study (by contract)**

This strategy consists in having the gifted children realise independent programs of study aside from the normal lessons which allow them to deepen on the areas of their interest. They dispose of a teacher who guides them during this independent program and who provides them the material or resources that they need. The work rhythm is decided by the gifted child, as well as the topics of study, so the motivation that this strategy offers is rather high.

- **The mentors**

This alternative consists in bringing the gifted student close to another learner of the same age or with an adult expert in a particular topic of special interest for the child. Both of them gather regularly to work cooperatively or debate about the chosen topic. The meetings can take place during the school period or out of the school schedule.

This option provides great motivation to the gifted to amplify his/her knowledge; therefore it is greatly efficient to respond to their needs outside of the curriculum.

- **Complementary extracurricular activities**

The gifted children, outside of the school schedule, can realise other type of activities which help them to improve their intellectual capacities. For example, there are associations of gifted children where these students can be taught in specific topics (music, astronomy, computing), summer camps where they are specifically instructed or clubs where they can meet people with the same interests or abilities (theatre clubs, science clubs...).

- **Tutorship**

It consists in having the gifted child be responsible of the output of a child of lower capacities. I consider this measure beneficial for both of them; on the one hand, the child of lower capacities improves his/her knowledge and, on the other hand, the gifted child learns to cooperate, respect and work with other different people and his/her esteem increases.

## **4.6. ENGLISH TEACHING**

The intervention proposal for a gifted child which I shall present shortly afterwards is designed for the English subject. I have already explained everything that we need to know about the phenomenon of giftedness to understand and value the acting proposal, but in order to leave it completely well-founded, I wished to finish the theoretical part of the present Project with this section about the English teaching in which I will proceed to explicit the main objective of its didactics and how it cares about the children with high intellectual capacities at the present time.

Nowadays, the teaching of the English language as a foreign tongue is based on capacitating the students for the use of said language as a means of communication. Therefore, the four language skills (listening, speaking, writing and reading) are taken into account within the planning of the subject.

Being the principal aim of the teaching of any foreign language that the students become capable of communicating with it in the same manner with which they do with their mother tongue, in the teaching of the English language it is sought that the students master the language functions, principally the comprehension and expression, so they can utilise English as a communicative instrument.

### **4.6.1. ENGLISH TEACHING FOR THE GIFTED CHILDREN**

Nowadays, within the Spanish Educative System, we already have laws which regulate the educative intervention towards giftedness. However, there is still no design or a specific plan to attend the educative needs of the children with high intellectual capacities.

Albeit it is true that some people concerned or worried by the topic of giftedness have already elaborated several acting proposals at schools for these children, I still have not found a specific one for the subject of English.

In my opinion, it is necessary that the schools dispose of these concrete designs for the different areas of knowledge so they can offer their gifted students the attention that they need in an easier way, preventing that it becomes a great problem or burden for the teachers.

We must not forget that the main protagonists in the classroom are the students and that the schools must grant them as much help as possible so their educative needs are satisfied. Taking this personal thought into account, I now intend to present an intervention proposal for gifted children in the teaching of English as a second language.

## **5. PRACTICAL IMPLEMENTATION: INTERVENTION PROPOSAL**

### **5.1. INTRODUCTION**

One of the main objectives in Education at schools of our country is to give a quality response to the educative needs of all the students. In the present section of this document, after having approached in general terms the topic of the gifted children showing their characteristics and educative needs, I now proceed to offer an acting proposal which satisfies said needs in our school centres.

As we all know, each one of these children that we find in the classrooms is a unique being and as such he/she must be treated in an individualised way adapted to his/her educative requirements. This means that when a determined acting plan is put into practice, it must suffer a series of modifications which adapt it to each context and to the student or students with which it will be implemented. Thus, my intervention proposal, although it will serve as a model for other gifted students, is designed for a concrete context.

Unfortunately, I do not know any real child with giftedness; therefore, although I wished that my proposal was designed from real data, I do not dispose of the necessary sources to perform this task. In lieu thereof, this proposal will be based on a supposed child with giftedness whose characteristics, which I will concrete in the following section, will be the most usual among the gifted children. Likewise, in order to make it as much realist as possible, I will specify a close and real educative context, that which I have experienced and personally lived during my period of practices.

This proposal will be specifically focused on the programming of the English area of an academic year for the gifted student, but it will also contemplate several theories which will be performed with the group of the gifted student in other academic hours out of the English lessons. I will concrete the methodology followed within the proposal in the following sections, aside from its objectives and necessary resources for its implementation.

With the aim that its design becomes clear, I will include an example of a Didactical Unit of those which will be developed for the English subject throughout the year with the group of the gifted learner, in which the adaptations that the curriculum of the gifted has suffered respect to the curriculum of the other students of the group can be observed.

Lastly, I will conclude my intervention proposal specifying the form of assessment which will be followed to value the progress of the gifted student and with some reflections about the possible weaknesses or strengths that, from my point of view, my proposed acting planning may present.

## **5.2. CONTEXT**

### **5.2.1. EDUCATIVE CONTEXT**

The supposed gifted child would be schooled since the age of 3 at the public school of Childhood and Primary Education of the municipality San Leonardo de Yagüe, and in the present school year 2014-2015 he would be studying at the 4<sup>th</sup> year of Primary.

The reason why I have chosen this Educative Centre for the context of this hypothetical gifted child is the fact that I am familiarised with its functioning and its way of imparting the lessons as it has been the school in which I have performed my teacher practices.

This school is located in the centre of said location, a mainly industrial village in which nowadays reside approximately 2.219 inhabitants and which belongs to the province of Soria within the Autonomous Region of Castilla y León.

The school is the only one of the village and it is of only one educative line, which means that it provides a wide space and sufficient facilities to harbour the entirety of the Educative Community.

It sets the Bilingual Section in the English Language from the 1<sup>st</sup> to the 6<sup>th</sup> year of Primary for the areas of Science and Arts, as well as giving the choice to the students of the third schooling cycle of Primary to study French as an initiation of this third language.

After having explained the characteristics of the Educative Centre and its surroundings, I shall proceed to focus on the group of students of the gifted child which, as I have previously mentioned, would be the 4<sup>th</sup> year of Primary. It would be a group of 19 students whose ages are between 9 and 10 years old, including the gifted.

The general academic level of the group would be considered as normal, although by following the academic records of the previous years, we could distinguish among the students four who highlight above the average and six who are slightly below it but work enough to pass all the subjects. The gifted child is not included within this distinction because, due to his high intellectual capacities, he will follow a different curriculum to that of his classmates and, therefore, an assessment adapted to his peculiarities which I will describe shortly later.

Continuing with the description of this group of learners, I would say that they are a united group with a great working atmosphere between them. They sometimes portray some competitive behaviour, but this competitiveness is a healthy one. That is to say, it never reaches the extreme nor it causes problems among them, but it helps them to improve their work and, in the same way, their learning. They work rather well in general, both individually and cooperatively in small or great groups.

Lastly, this group of students highlights because they like to participate quite often and with great enthusiasm in all the proposed activities, in other words, when volunteers are asked to do something, all of them want to join right at the moment. This is a fairly positive characteristic which favours their learning and facilitates the labour of the teachers to teach this group.



### 5.2.1. CHARACTERISTICS OF THE GIFTED CHILD

The supposed gifted child for whom I am willing to create my intervention proposal would be nowadays a child of 10 years old native to San Leonardo de Yagüe, where he has lived since his birth within a familiar context with an average culture and economic status. However, in order to explain his personal characteristics, I shall begin by explaining his educative development.

Since Childhood Education, great curiosity for all the things and eagerness to learn have been perceived in him. He loved to discover the meanings of the words, the numbers, etc., and highlighted among his classmates due to his intelligence. Nevertheless, when he started Primary Education his academic results did not excel from the average.

It continued to portray great interest to learn new things and in many occasions he interrupted the classes, to the point of becoming rather annoying for his teachers, to ask questions, doubts or concerns which reached even farther than what his teachers were explaining in class. However, other times he was very distracted and did not attend to the explanations. He only attended to what interested him.

Most of his teachers were delighted with him because, despite the fact that they sometimes noted him distracted, when they asked him to do any task he was obedient and realised them with no difficulty, usually finishing them before the rest of his classmates. Other teachers, although they described him as a collaborator, they complained about his interruptions during their explanations to ask anything and demanded that he was explained more about the exposed topics. Furthermore, they noted that, though he did all the asked tasks, he realised some of them with no interest and his results were worse than what they expected from him.

His integration in the group, even though it cannot be considered as awful, was not enough. Due to him constantly correcting his classmates during the lessons when he considered that what they had said was not right, he had no friends in the group. He got along with his classmates because he was lucky enough to be in a group in which there were not many conflicts and they did not bully him, but instead evaded having any relationship with him.

It was not until the 3<sup>rd</sup> year of Primary when his teacher noted several evidences of giftedness in him and recommended his parents that he was evaluated psychopedagogically to ensure those impressions. His parents had also noted signs of high intellectual capacities in him. For example, he was able to acquire the concepts rather quickly, he learned by himself and they were impressed with the fact that their child spent long hours in front of the computer discovering information and learning new things. They said that he was interested in the Universe and knew plenty about it.

The intellectual capacities of the child were evaluated through the use of several tests, among which was included the Wechsler Intelligence Scale and in which it was checked that his IQ was higher than 130. Besides, they made him several tests of personality, creativity, adaptation and interests. The obtained results coincided with the characteristics of giftedness.

The need for the realisation of a specific act to attend the particular educative needs of this child was discussed between his teachers and family, and I now proceed to offer a proposal for said intervention focusing on the English area.

### **5.3. METHODOLOGY**

The intervention to be performed with the gifted child would be addressed by a methodology based on the individualisation of teaching with the purpose of creating an acting program which emphasizes those aspects which the gifted child needs to learn more.

The most adequate type of strategy for this student is the enrichment, thus he will follow a curriculum adapted to his characteristics in which several activities that allow him to autonomously work, experiment, create, imagine, learn to think and develop his critical thought will be included.

Furthermore, as this child needs to improve his integration with his group, a methodology which promotes cooperative work and which helps the child to develop his empathy with other people, respect diverse opinions and be tolerant towards the different capacities of the rest will be followed at the same time.

Focusing on the methodology for the English area concretely speaking, a communicative approach will be followed, which capacitates the student to utilise the language to communicate and express. Therefore, the four language skills (reading, writing, listening and speaking) will be implemented.

For this task, several teaching methods will be used, emphasizing mostly on the Task-based language teaching and the Cooperative learning, through which the gifted child, as well as the rest of his classmates, will learn new contents and improve their teamwork capacities.

The students will be considered as the main protagonists of the learning process and their mistakes will be an important source of learning. Special caution should be taken with this aspect in the case of the gifted student. The fact that he is gifted does not mean that he knows anything beforehand or that he will not have any mistakes. If this child feels high expectations towards him above his real abilities and that he can make no mistake, it is probable that he develops a not very favourable attitude and apathy towards anything academically related.

## 5.4. OBJECTIVES

The present intervention proposal is designed with the purpose of achieving the following objectives in the gifted child throughout the entirety of the school year:

- ✚ To satisfy his intellectual needs in a form adapted to his age, removing from his curriculum those contents which he already knows and adding others of his interest or which are significant for his life.
- ✚ To aid him to appreciate, value and accept his own intellectual capacities, without reaching the extremes of overrating or underrating himself.
- ✚ To encourage his motivation during the realisation of the academic activities, thus accomplishing an ideal output in him.
- ✚ To favour his integration within the class-group through the use of cooperative activities with which he develops his social skills.

- ✚ To teach him to respect diverse opinions and to develop empathy towards different feelings from other people.
- ✚ To boost an autonomous learning in the gifted, teaching him diverse research strategies, different methods to obtain information and promoting the learning by discovery.
- ✚ To contribute to the integral formation of the child, attending both his intellectual needs and his psychological and social necessities.

## 5.5. RESOURCES AND MATERIALS

All the material resources which are needed for the development of this intervention proposal can be found in the Educative Centre of the gifted child with the exception of the diverse worksheets that I will include within the annexes and which can be easily elaborated by the teachers of the student.

The resources of the Centre which will be employed with the gifted child will be the following ones:

- ✚ The computer room, the computer of his classroom, dictionaries and books about specific topics. These resources will be needed by the student to research for information that he may use for his diverse tasks in class and widen his own knowledge.
- ✚ Newspapers and opinion articles, which awaken his critical thought and his way of seeing the world around him.
- ✚ Flashcards, videos, chants and other materials which motivate him and ensure that he learns while having fun.
- ✚ Logic games, puzzles, codes to interpret, jigsaws, etc. They help him train his intellectual capacities.

## **5.6. DESIGN**

Although the gifted child would be included within the group of students that corresponds to his age, he would follow a different curriculum adapted to his needs and characteristics in all the areas.

Aside from this factor, with the purpose of improving his integration with his classmates, the tutor of his class-group would spend several minutes per week (20 minutes approximately) to have all the students perform activities which work assertive communication and empathy in order to achieve mutual respect towards their own unique features. For example, in the cases when the gifted is doing different activities to those of the rest, this would help to prevent any sort of conflict between him and his classmates.

During this time, any student who wishes to expose his/her worries and express his/her feelings has the chance of doing it, thus strengthening the bonds of confidence among the whole group. Some of these tutoring sessions can be exploited for the watching of videos or the reading of texts which makes the students reflect about the attitudes which would be worked with them.

Now that I have clarified these aspects, I proceed to focus on the educative act which would be performed with this child in the English area.

### **5.6.1. CURRICULAR ADAPTATION FOR THE ENGLISH AREA**

Each one of the Didactical Units which will be performed throughout the school year will contemplate the curricular adaptations needed for the gifted learner. In order to demonstrate an idea of how they will be implemented, I have created an example which I will portray as follows.

This Didactical Unit has been designed to be performed around the end of the second quarter. It is composed of 9 sessions, including that dedicated to the final exam, and each one will have a length of 50 minutes.

Having explained this context, I shall now begin to explain this intervention and its characteristics adapted to the gifted learner.

### **DIDACTICAL AIMS**

1. To express the date and the weather of each day in the English language, as well as other daily important events.
2. To identify (in a picture or audible source) and say the name of eight pets, ten farm animals, ten wild animals, six parts of the house and twenty pieces of furniture.
3. To read and write the vocabulary words of the unit, previously known in oral interactions.
4. To search useful information about extinct animals with the aid of digital sources.
5. To learn to use correctly the lexical structure of the new grammar (there is/are and the prepositions of place) with the purpose of giving directions and describing elements of their environment.
6. To know the verb Have got and be able to make sentences with it, both orally and written.
7. To play cooperative games following their rules and with respect towards the others.
8. To listen and understand an audible source in the English language, as well as read and comprehend a written source in English.
9. To value the foreign language as a means of communication.
10. To use the previous knowledge and experiences for a faster, more efficient and more autonomous acquisition of the English language.

### **ADDED AIMS FOR THE GIFTED**

11. To learn and understand the meaning of the words from his extended vocabulary.
12. To compare certain concepts within his vocabulary through further research.
13. To develop his critical thought through the reading and reflexion of opinion articles.
14. To search and implement by himself new strategies to solve asked tasks in a creative way and with improved learning skills.

## DIDACTICAL CONTENTS

1. Writing and oral expression of the date and weather of each day, as well as any other event of importance.
2. Vocabulary of the pets: dog, cat, parrot, fish, hamster, turtle, snake and guinea pig.
3. Vocabulary of the farm animals: horse, sheep, goat, cow, bull, hen, pig, rabbit, duck and turkey.
4. Vocabulary of the wild animals: crocodile, stork, dormouse, panther, leopard, butterfly, bear, rhino, whale and squirrel.
5. Vocabulary of the parts of the house: kitchen, living-room, bathroom, bedroom, garage and garden.
6. Vocabulary of furniture: fridge, washing-machine, oven, sofa, table, chairs, fireplace, sink, shower, toilet, bed, wardrobe, cupboard, desk, picture, mirror, carpet, lamp, television and computer.
7. Research of useful information with digital sources about extinct animals: Tyrannosaurus Rex, Triceratops, Diplodocus, Pterodactyl, Stegosaurus, Velociraptor, Mammoth, sabre-toothed cat, cave bear, dodo, quagga, and baiji.
8. Grammar structure: there is/there are. \*(Reduced content for the gifted)
9. Prepositions of place: at, between, behind, in, on, under, near, next to, in front of, opposite to.
10. The verb Have got. \*(Reduced content for the gifted)
11. Descriptions of elements of the students' environment.
12. Giving directions: go straight, turn left, turn right, go to the...
13. Cooperative games and their rules.
14. Respect towards the capacities of the other students.
15. Listening and comprehension of an audible source in the English language, as well as reading and understanding of a written source in English.
16. Interest in using the foreign language as a means of communication.

## ADDED CONTENTS FOR THE GIFTED

17. Added vocabulary of the pets: puppy, kitten, tortoise.
18. Added vocabulary of the farm animals: mare, colt, lamb, ram, billy-goat, goatling, calf, chick, rooster, sow, piglet, duckling.
19. Added vocabulary of the wild animals: alligator, panda bear, polar bear, Iberian bear.
20. Added vocabulary of the parts of the house: attic, hall, corridor and stairs.
21. Added vocabulary of housework activities: take a shower, wash the hands, brush the teeth, comb the hair, make the bed, do the homework, do the dishes, do the ironing, cooking, vacuuming, sweep the floor, mop the floor, clean the windows, take out the rubbish, mow the grass, water the plants, wash the car, tidy up the attic.
22. Comparison between vocabulary concepts: turtle-tortoise, crocodile-alligator.
23. Research about topics of interest: types of bears and endangered species.
24. Development of his critical thought.
25. Creativity and motivation with the tasks.
26. Integration within his group of students.

 **DEVELOPMENT OF THE DIDACTICAL UNIT**

<b>SESSION 1</b>		
<b>NORMAL DEVELOPMENT</b>	<b>ACTIVITIES FOR THE GIFTED</b>	<b>TIME</b>
<p><b>Routine activity.</b></p> <p>The assistant child of this day starts saying the date and the weather, and asking his/her school partners how they are and if any of them has something interesting to share, he/she can take advantage of this moment to tell it to the rest. <i>This routine will be repeated in each session.</i></p>		5-10 min.
<p><b>General introduction of the new topic.</b></p> <p>The teacher presents to the students the topic of the new unit in a general way. He/she will encourage them to remember the animals that they know by asking them their favourite animals and showing pictures of them on the whiteboard. In this activity, the children are the ones who say the animals. The teacher is only their guide and leads the students to the topic of the unit.</p> <p><i>As it is the introduction of the new unit, this activity will be performed equally to everyone, including the gifted child.</i></p>		10 min.
<p><b>Presentation of the new vocabulary (animals).</b></p> <p>Firstly, the teacher shows the flashcards with the pictures of all the animals to the students and asks them for their names. It is supposed that they already know the names of the pets and some of the farm and wild animals. Therefore, this will be done rather quickly. When a name which they do not know appears, the teacher will say it and will ask them to repeat it.</p> <p>Then, he/she will extend the flashcards of the animals throughout the class and gives their names to the students. He/she asks them to, one by one, place the name that they have with the corresponding animal.</p> <p>Finally, in order to practice the vocabulary orally, the teacher will give to each child a name of an animal. He/she will start saying the name of an animal. The child who has it has to stand up, show it and say the name of another animal. The child with that animal will have to do the same and so on. The teacher will encourage them to do this activity as fast as possible so it becomes more motivating.</p> <p><i>The gifted child will participate in this activity in the same way as the rest of his classmates as it is the first presentation of the new vocabulary.</i></p>		10-15 min.



<p><b>Practicing game of the new vocabulary.</b></p> <p>The teacher divides the students in two teams. In each turn, two students from one of the groups are chosen to describe an animal which the rest of the members of their team have to guess. They can say up to four clues. The fewer clues needed to guess the animal, the more points are received. For example, they win 4 points if they guess the animal with just one clue, and 1 point if they guess it with four clues. Then the other team participates. The team with more points at the end of the activity wins.</p>		12-15 min.
<p><b>Written revision of the new vocabulary</b></p> <p>The teacher gives the students a worksheet with several exercises in which they have to revise the new vocabulary: one in which they have to put the letters of the names of the pets in order, another one in which pictures and the first letter of the names of the farm animals appear and they have to write their names, and a third one in which they have to complete a crossword which includes descriptions of the wild animals. (Annex 1)</p>	<p><b>Written revision for the gifted</b></p> <p>The gifted child will have to do a worksheet similar to that of their classmates, but slightly more difficult. He will have in all the exercises the studied animals mixed without separating them by type in each activity, so he later has to classify them at the end. (Annex 2)</p> <p>In the first exercise, instead of the letters, we will give him the number of their position in the alphabet. After he finds them, he has to put them in the correct order to form the names of the animals.</p> <p>In the second exercise he will not have the first letter of the names and, also, the pictures he will have would be of just a part of the animals.</p> <p>In the third exercise, the definitions of the crossword will be more challenging.</p> <p><b>Extension of the new vocabulary</b></p> <p>The student would have an additional worksheet in which different families of the farm animals appear (male, female and offspring) and a list of their names disorganised in English. The child would try to guess which names correspond to each animal and will be given a dictionary if he needs it. (Annex 3)</p>	10 min.

## SESSION 2

NORMAL DEVELOPMENT	ACTIVITIES FOR THE GIFTED	TIME
<b>Routine activity.</b>		5-10 min.
<b>Warm-up activity.</b>  The students are divided in several groups (4 or 5 teams). The teacher will show a Power-point presentation which contains several pictures of animals divided in little pieces. He will make each piece appear one by one until one of the teams guesses the animal of the picture. The team which guesses more animals wins.		10 min.
<p><b>Revision of the new vocabulary and introduction of grammar: there is / there are.</b></p> <p>The teacher will give a worksheet to the students in which they will have to complete some sentences using there is, there are or the names of the animals from a picture. Then, they will have to make more sentences from a similar image.</p> <p>Before they do the worksheet, the teacher explains them the use of the grammar in affirmative, negative and interrogative, which has already been worked in previous years.</p> <p><i>This content has been removed from the curriculum of the gifted child, as he has already learned it completely in prior levels.</i></p>	<p><b>Research and data comprehension activity for the gifted.</b></p> <p>The teacher will ask him to search on the Internet for information about the different species of bears in the world which he wants. He will have to choose three species for the activity in order to fill a data collection sheet with concrete information: main characteristics, food, habitat and some curiosities. (Annex 4)</p> <p>With this activity, the child develops his reading and comprehension skills while he also works the research of data, therefore achieving the satisfaction of his intellectual needs.</p>	10 min.
<p><b>Reading about the new vocabulary.</b></p> <p>The students will have to read a text and answer several written questions of reading comprehension. They will read it individually at first, then in pairs and finally with the teacher aloud. They will finally answer the questions. They can work in pairs if they want. They will finally correct them all together with the teacher.</p>	<p>Besides, by allowing him to search for the type of bears that he wants, the activity is performed in an open and flexible way which takes his interests into account and thus he becomes motivated.</p>	20-25 min.

### SESSION 3

NORMAL DEVELOPMENT	ACTIVITIES FOR THE GIFTED	TIME
<p><b>Routine activity.</b></p>		5-10 min.
<p><b>Presentation of the new vocabulary (furniture) and remembering of the vocabulary of the parts of the house.</b></p> <p>The teacher shows a Power-point presentation with a picture of the parts of the house. The students will have to say the names of each part and some volunteers will have to write them on each part, as they already know these vocabulary words.</p> <p>Subsequently, in another slide of the presentation, the same picture of the house will appear with the pieces of furniture to be studied by the children. The teacher will divide the class in groups and give each one of them the flashcards of the names of some of the pieces of furniture. The members of each team will work together to guess which word names each piece during several minutes. Then, they will go and put each word on the corresponding piece of furniture of the picture. If a group thinks that one of their words corresponds to the same piece of furniture which other group names with one of their words, they will have to debate about it and come to an agreement. Once all the pieces of furniture have a name, the teacher and the students will correct them together until each piece has the correct name.</p> <p>In order to conclude with the presentation of this vocabulary in the form of a warm-up activity, the teacher will divide the students in two groups forming lines in front of the whiteboard. When he/she says the name of a piece of furniture, the first member of each row has to quickly run to the whiteboard and touch said piece. The student who touches it first will win a point for his/her team, and the team with more points at the end wins the game.</p> <p>I consider that this form of presenting the new vocabulary is adapted to the educative needs of both the gifted child and the rest of his classmates because it introduces to the students the new words in an indirect way in which they have to think them by themselves instead of having them directly shown. This motivates all the students equally.</p>		15-20 min.
<p><b>Written revision of the new vocabulary and previously studied grammar</b></p> <p>The teacher will show another slide of a different house with the pieces of furniture in the rooms. In their notebooks, the students will have to write several sentences (at least 10) about the pieces using there is or there are in affirmative and negative.</p>	<p><b>Extension of the vocabulary of the parts of the house and learning of activities at home</b></p> <p>The teacher will give to the gifted student a sheet with a picture of a house with all the parts of the house of his curriculum and different home activities which can be realised in each room. He will have three minutes to memorise as many words as possible. (Annex 5)</p>	15-20 min.

<p>Later, the teacher will give them a photocopy with another picture of a house with its parts and furniture. They will have some questions about the picture to answer, as well as some answers to make their questions. They will have to make short answers (Yes, there is; no, there isn't...).</p> <p>When they finish, they will have to make their own questions about the picture and then, in pairs, they will ask them to each other and answer them.</p>	<p>Then, the teacher will take the picture and he will have to write at least five activities which can be done in each room. He does not need to use just the expressions that he has memorised, as the activity is planned to make him imagine more.</p> <p>The reason for having a time limit to memorise the new vocabulary is to motivate the student and make his output reach the highest.</p>	
<p><b>Game: Chinese whispers.</b></p> <p>The students are divided in two teams. The teacher will say a sentence to a member of each group which contains different contents already studied. Then, each sentence will be told to each member within the teams in whispers until it reaches the last student, who has to write it on the blackboard and read it to check if it is the same as the original one or not. The team who has a sentence closer to the original wins a point and, in the end, the team with more points wins.</p> <p>The gifted child participates in this activity as it relaxes him to begin the following session and it also integrates him more with his classmates.</p>		<p>10 min.</p>

<b>SESSION 4</b>		
<b>NORMAL DEVELOPMENT</b>	<b>ACTIVITIES FOR THE GIFTED</b>	<b>TIME</b>
<p><b>Routine activity.</b></p>		<p>5-10 min.</p>
<p><b>Revision of the vocabulary of the animals and the verb Have got.</b></p> <p>The teacher will give a sheet to the students, which consists of a table with some of the studied animals. They will have to say if they have them or not using the verb Have got.</p>	<p><b>Creation of animal riddles.</b></p> <p>The gifted child is given a worksheet with several squares in which he has to write some riddles about the studied animals. When he finishes, he will read them aloud to his classmates so they try to guess the animals.</p>	<p>15 min.</p>

<p>Then they will move around the class to ask their classmates if they have those animals or not.</p>	<p>In this way, he works with the same vocabulary of his classmates but in a more challenging way and, at the moment at which he presents his riddles to his classmates, he also practices his speaking skill. (Annex 6)</p>										
<p><b>Learning of the prepositions of place: listening</b></p> <p>The students will do a listening activity which contains several exercises. In the first one they have to choose a picture out of three which depicts what is said (different positions of pets in pieces of furniture). In the second one they have to complete some sentences with the prepositions or vocabulary that they listen. In the last one, they have to guess if some sentences are true or false according to the listening. They will later correct the exercises together.</p>	<p><b>Listening of a video and creation of an essay.</b></p> <p>The gifted student will watch a video about life in the future so he practices the listening skill while at the same time he is prepared to imagine how things will be in the future.</p> <p>He will have to write an essay about how houses will be in the future, using the vocabulary about furniture and the prepositions of place.</p>	<p>15-20 min.</p>									
<p><b>Written revision of the new vocabulary: parts of the house, furniture and animal types.</b></p> <p>The teacher will give a worksheet to the students, which contains several 3x3 boxes with vocabulary words of the different groups mixed. They have to match with a line those words that are part of the same vocabulary group. For example:</p> <table border="1" data-bbox="228 1570 774 1693"> <tr> <td>Fridge</td> <td>Crocodile</td> <td>Dog</td> </tr> <tr> <td>Dormouse</td> <td>Oven</td> <td>Kitchen</td> </tr> <tr> <td>Bedroom</td> <td>Stork</td> <td>Table</td> </tr> </table> <p>They will finally correct the exercises in pairs to compare their answers.</p>	Fridge	Crocodile	Dog	Dormouse	Oven	Kitchen	Bedroom	Stork	Table	<p>This activity encourages the creativity of the gifted student while at the same time he works with the English contents desired to be learnt.</p>	<p>5-10 min.</p>
Fridge	Crocodile	Dog									
Dormouse	Oven	Kitchen									
Bedroom	Stork	Table									

## SESSION 5

NORMAL DEVELOPMENT	ACTIVITIES FOR THE GIFTED	TIME
<b>Routine activity.</b>		5-10 min.
<p><b>Domino game.</b></p> <p>In groups, the children will play a domino game with tiles which include the names of animals on one half and characteristics on the other half. The students have to match the animals with a feature if they can. The one who puts all his/her tiles first wins. (Annex 7)</p> <p>This activity will serve as a beginning of the new English session for all the children. Besides, the gifted student will have fun with his classmates during this activity. In this game, the gifted has the same possibilities of winning as the rest of his classmates because to win this game, although it helps having mastered the vocabulary, some luck is needed.</p>		10-15 min.
<p><b>Practice of the vocabulary and grammar of the unit</b></p> <p>The students have to complete several puzzles which contain parts of sentences in its pieces. They have to put these parts in the correct order of structure to also complete the picture that appears in the background which depicts what the sentences say. Some parts of the phrases are missing (vocabulary words, prepositions, the verb Have got...) and the students have to check the resulting picture to discover the missing words. These phrases will be like the following example: I have got a cat <u>(on)</u> the <u>(toilet)</u> in the <u>(bathroom)</u>.</p>	<p><b>Research and comparison of two concepts</b></p> <p>The gifted student is asked to search information on the Internet in order to distinguish the following concepts: turtle and tortoise on the one hand, and crocodile and alligator on the other. As he has to make a comparison between the creatures of each pair, he will firstly have to annotate their similarities and differences.</p> <p>Then he will have to make a definition of each concept in which he showcases the distinction between them, but he will also have to use the verb Have got and he is not allowed to utilise the word “animal” so he needs to think more to elaborate the definitions.</p> <p>(Annex 8)</p>	10-15 min.
<p><b>Speaking exercise with the vocabulary of the unit</b></p> <p>The teacher divides the group in pairs and gives two similar pictures but with differences to each student of each pair. Each learner has to tell his/her pair what appears in his/her picture with the purpose of finding the differences and comparing the images.</p>		10-15 min.

## SESSION 6

NORMAL DEVELOPMENT	ACTIVITIES FOR THE GIFTED	TIME
<p><b>Routine activity.</b></p>		5-10 min.
<p><b>Presentation and practice of directions.</b></p> <p>The teacher will write the expressions to give directions on the blackboard without saying their meanings. Then, he will cover his/her eyes and will ask the students to guide him towards a certain point in the class. The teacher will move according to what the learners tell him/her and so the students themselves will check if what they are saying is correct. This will be performed until the students have managed to guide their teacher to where he/she asked them.</p> <p>From my point of view, the students would have learned to give directions with this activity in an amusing and discovering way which is adapted to the way of learning of the gifted child.</p> <p>Later, the children will be divided in pairs and will be given a sheet with several points of the classroom to which they have to move to. These points are written in a code (pictures of all the studied vocabulary whose first letter is each one of the words' letters). Once they have deciphered them, one of the students will guide his/her pair to said points as he/she will have his/her eyes covered. The roles will be changing. (Annex 9)</p> <p>Lastly, they will be given some instructions to reach several unknown places in the classroom and they have to discover them together.</p> <p>The gifted student will have to cooperate with one of his classmates with the purpose of achieving the asked objectives in a way which I consider entertaining and stimulating.</p>		15-20 min.
<p><b>Research activity:</b></p> <p>For this activity, the students will go to the computer room where, in pairs, they will have to search on the Internet concrete information about extinct animals which the teacher has given them, one for each pair. They will have to choose the adequate information to complete a sheet with the following sections: physical description, age and habitat in which it lived, food and curiosities.</p> <p>With the data that each pair has gathered, they will create a poster with everyone's works, which will later decorate the classroom.</p> <p>As this activity requires research, it becomes interesting for the gifted student, but it mainly allows the child to be the director of his own learning and to make better decisions about what he wants to know. Furthermore, he puts his teamwork abilities into practice.</p>		25-30 min.

## SESSION 7

NORMAL DEVELOPMENT	ACTIVITIES FOR THE GIFTED	TIME
<b>Routine activity.</b>		5-10 min.
<p><b>Warm-up activity: nonsensical phrases.</b></p> <p>The teacher will give to the students some nonsensical texts about animal descriptions. The students will have to rewrite them with sense.</p> <p>Instead of doing the same as the rest, the gifted child will create nonsensical texts by himself. Those texts will later be corrected by his classmates.</p>		10 min.
<p><b>Written activity to practice animal vocabulary and descriptions</b></p> <p>The teacher will divide the students in pairs. One of the students of each pair describes an animal and the other has to draw it according to the descriptions. The roles will change later.</p>	<p><b>Activity to develop critical thoughts</b></p> <p>The teacher will give to the gifted student several articles of opinion about endangered species. The child will have to read them and write an essay in which he expresses his critical opinions about the topic.</p>	10 min.
<p><b>Written activity to practice animal vocabulary and giving directions.</b></p> <p>The learners will continue working in pairs. The teacher will give each pair a picture of the map of a zoo and one of each pair has to indicate his/her partner how to reach determined animals. Said partner will move according to the directions. The roles will change as well in this activity.</p>	<p>In my opinion, it is important to offer him activities of this type so he develops his critical thought and becomes capable of expressing his ideas.</p>	10 min.
<p><b>Written activity: animal invention</b></p> <p>The students will create an imaginary animal in the way they want using parts of the body of different existing animals. Firstly, each one of them will write the description of their animals and make a drawing of it. Then, they will read them aloud and show them to their classmates, who can tell them their opinion about each invented animal.</p> <p>The gifted child will have fun like the rest of his classmates with this activity, which allows him to utilise his creativity. He will also listen to other creations and value them, as well as presenting his own creation and listen to his classmates opinions about it, which he learns to respect.</p>		15-20 min.



## SESSION 8

NORMAL DEVELOPMENT	ACTIVITIES FOR THE GIFTED	TIME
<p><b>Routine activity.</b></p>		5-10 min.
<p><b>Taboo game.</b></p> <p>In this activity, the students will play a taboo game with all the vocabulary words of the unit. The teacher will divide the class in two groups. In each turn, a member of each team will try to make his teammates guess the vocabulary word that he/she has, using only oral language (no gestures or onomatopoeias) and without saying it nor three taboo words. If the word is discovered following the rules, the team wins a point. If not, the other team will take the turn to do the same. The team with more points wins.</p> <p>This activity, aside from helping all the children to revise the vocabulary for the upcoming exam, it tests the capacity of the gifted student to adapt to the level of his classmates when he has to give the explanations to guess the words and also his ability to respect the way in which his teammates express themselves; so in this way he has the possibility of improving both capacities.</p>		20 min.
<p><b>Speaking activity: vocabulary roulette. / Creation of a story for a puppet show.</b></p> <p>The teacher will propose the students to create a story (of the genre of a fable) in which they have to use the contents of the unit. They will have to work together to write it. It will be represented by them during a special day at the school.</p> <p>Meanwhile, one by one, they will go to the teacher's seat to do a speaking exercise which will serve them to practice for the exam. The teacher will have two roulettes, one with the vocabulary of the animals and another with the vocabulary of furniture. The children will have to roll them, describe both the animal and the piece of furniture which have appeared to him and make a sentence with both of them.</p> <p>The gifted child will be asked to do the speaking in a different way. He will have to tell a brief fairy tale using the two words which have appeared to him in the roulettes and demonstrating that he knows their meaning.</p> <p>Regarding the first exercise, the creation of the fable by the whole class-group supposes an exercise in which he also has to adapt to his classmates and respect their decisions.</p>		20 min.

<p><b>Pokémon guessing.</b></p> <p>To finish this session, the teacher will give a worksheet to the students in which they have to guess which animals are some Pokémon based from according to parts of their names. For example: Krookodile → crocodile. (Annex 10)</p> <p>This activity which presents the contents in a different and entertaining way will serve as a form of relaxation for the gifted student before the final exam of the unit.</p>	<p>5-10 min.</p>
<p>This will be the last session of the unit before the exam and, for this reason, the gifted student participates in all the activities which his classmates realise, but some of them in a form adapted to his capacities.</p>	

<b>SESSION 9</b>	
<b>OBJECTIVE EXAM FOR THE STUDENTS</b> (Annex 11)	<b>OBJECTIVE EXAM FOR THE GIFTED</b> (Annex 12)
<p><b>Listening:</b> the students would have to do two listening exercises; one in which they would have to complete some sentences according to what is said, and another in which they would have to guess if some phrases are true or false. The audio recordings would be about the contents of the unit (prepositions of place, there is / there are, the verb Have got, vocabulary...).</p>	<p><b>Listening:</b> the listening of the gifted would be similar to that of his classmates, but more demanding. Instead of completing sentences, he would write them entirely as a form of dictation; as for the true/false activity, it would require him a more deepen oral comprehension. His listening would also include his extended contents.</p> <p>Even though the gifted student would have exercises alike to those of his classmates, his activities would be more challenging.</p>
<p><b>Use of English:</b> there would be two exercises of vocabulary and grammar. In the first one they would have to write sentences according to what appears in the picture of a house using there is / there are, the prepositions of place and the studied vocabulary. In the second one they would have to write sentences using the verb Have got and the vocabulary words according to several images in which people appear with animals.</p>	<p><b>Use of English:</b> the gifted child would also have two exercises. In the first one he would have the names of several families of animals which are missing one of them and he has to guess and write them. For the second one there would be several flashcards of the vocabulary words scattered around the classroom and the learner has to write their position using the prepositions of place.</p>

	<p>His exercises include all of his contents and are presented in a more thoughtful and entertaining way.</p>
<p><b>Reading:</b> the students would have to read a brief text which contains the directions to be followed within the map of a zoo which appears in a picture. They would have to draw the ways of the instructions and the names of the animals to which the directions lead.</p>	<p><b>Reading:</b> there would be an article about the effects of human intervention within the habitats and the gifted has to express his opinion towards it in a written form.</p> <p>This manner of doing the reading enables the student to choose what to say with total freedom. Moreover, this exercise works the critical thought of the learner aside from his reading skills.</p>
<p><b>Writing:</b> the students would have to describe some animals which appear in some images.</p>	<p><b>Writing:</b> the gifted child would be asked to write the different housework which he and his family do at home.</p> <p>Unlike the writing exercise of his classmates, who have to write about something directly visual and therefore limited to what it shows, the gifted has to write about a topic with not so many restrictions, making him think more about what he is writing. Furthermore, he would be asked to write slightly more than his classmates.</p>
<p><b>Speaking:</b> during the exam, the teacher would be calling each student to his/her seat where they would have to do a brief speaking exercise in which they would have to describe their house and their favourite animals.</p>	<p><b>Speaking:</b> the gifted student would have to describe his ideal house, his favourite extinct animal and an animal of his invention.</p> <p>Just like the case of the reading, the fact that he is asked to talk about his ideal home and his invented animal allows the student to implement his creativity and supposes that he has more freedom to speak.</p> <p>As for him being asked to talk about his favourite extinct animal, the reason of this part of the exercise is to include this content within his assessment.</p>

## 5.7. ASSESSMENT

Throughout the implementation of the intervention proposal, it would be revised that the objectives established are accomplishing the expected results. Otherwise, it would be necessary to modify them by adapting them to the circumstances of the context with the purpose of achieving the desired results.

This procedure would be performed by all the teachers who impart the gifted student through the use of both the Direct Observation of each day and with more objective Evaluation Tests.

The Direct Observation provides useful information which helps to realise the assessment of the intervention proposal. In other words, check if the proposal is adequate for the gifted child in order to improve it. To do this, his behaviours and attitudes emerged in the classroom will be observed and compared with those that he had before the acting plan started. We can assist ourselves with questionnaires which we can do to his family or classmates to obtain more information about these aspects from different points of view.

Nevertheless, it will be the Objective Evaluation from which we will obtain most of the information to be considered for the valuation of the act performed. To realise this type of evaluation, we will study the marks that the child is obtaining in each one of the areas to see how the gifted is progressing with the development of his potential. Aside from this, we can make him do some specific tests at the end of each quarter to evaluate said progress.

## 5.8. REFLECTIONS

### 5.8.1 PROBLEMS

After having reflected about my intervention proposal, I have detected the following problems which may appear at the time of its implement:

- **Necessity of realising some changes in the model before its application in other cases.**

Previous to the design of this actuation plan, I have documented myself about the reality of giftedness so it is accorded to the general characteristics that the gifted students present and, therefore, it responds to the educative needs which all of them require with the purpose that this plan can be used as a model for all the gifted children.

Nevertheless, although the design approaches to all the gifted children, it is dependent on a concrete context. We must consider that each child has particular characteristics, either from the environment in which he/she lives or from himself/herself as a unique individual. Therefore, when putting this intervention proposal into practice, in order to obtain satisfactory results from it, we should realise some changes to adapt it to the gifted child with whom we would concretely perform it.

- **The formation and attitude of the teacher or the teachers who will realise the intervention must be adequate.**

It is important that those who are in charge of the teaching of the gifted child have the basic knowledge, but specific about giftedness. Gifted teachers or great experts about the topic are not needed, but professionals who know the particularities of these children, both intellectual and socio-emotional, so the attention that they can give to these students is complete.

Furthermore, it should be convenient that they reunite specific attitudes. Above all, they must be people eager to work and innovate each day in order to motivate their students. They should also be flexible and be open to suggestions and new ideas about teaching which improve their labour. Lastly, they must work the integral formation of the students with enthusiasm and joy, boosting their intellectual and social development to the highest.

### **5.8.2. STRENGTHS**

Despite the weaknesses which we can find within this proposal and which I have already commented; I defend this intervention planning because it presents a great strength that, in my opinion, all the didactic acts should contemplate.

I am referring to the fact that this intervention attends the needs of the gifted children in an integral way. That is to say, the gifted, as we all know, require the attendance of some intellectual needs for the improvement of their potential, but they also present psychological and social needs equally important for the achievement of this purpose.

This actuation proposal offers to the students of high intellectual capacities creative activities with which they can learn the English language without losing the interest and motivation, aside from favouring their social interaction with their classmates, helping them to be emotionally healthy.

## 6. CONCLUSION AND FINAL REFLECTIONS

To conclude the present work, I would like to say that I myself feel rather satisfied with it because I have managed to achieve all the objectives that I initially proposed to reach during its realisation.

On the one hand, this Project has helped me to reflect about the labour and effort of teachers and therefore, as a future teacher myself, to think about the role which I will have to perform in the classrooms if I one day manage to work inside one. Among the tasks that we must realise, we must not forget to offer an individualised teaching to each one of our students who are unique beings and, as such, each one of them have certain educative needs or some specific worries. If we try to teach in the same way to all of our students, we are not truly teaching.

On the other hand, I have now received a greater formation about the phenomenon of giftedness and I feel very proud of myself as, although the topic has always been of my interest, I was unable to talk about it in detail due to the fact that my knowledge were not as wide as they are now after having analysed and compared information from diverse sources which treated this topic.

I consider that this new experience will be of great help for me when the moment in which I perform my profession comes, because if I am lucky enough to have a gifted student in my class I will understand his peculiarities and I will be able to offer an adapted response to them.

Even in the case in which throughout my professional life I do not encounter any learner with high capacities, I consider this new knowledge of great relevance because it has made me become more aware of the specific teaching of all the students with special educative needs and, for sure, I will have one of these children in class.

Furthermore, I would also like to add my reflection about the effect that my Project may have with other people and in education in general.

Although there are numerous studies about giftedness and the special educational needs that the gifted children require are being provided in the schools of our country since 1996, we find very few studies conducted to date which are focused on the phenomenon of giftedness in the English teaching as a second language.

Within the present Project I offer an acting plan for a gifted child in the English area which I wish that it serves as an example for the elaboration of many more that complete or improve mine, for the same subject or for others, as I consider a necessity that any school disposes of specific acting programs for their students with special educative needs.

Lastly, I could not conclude this work without giving my most sincere gratitude to my tutor, who has greatly helped me throughout the entirety of the elaboration process, either with her recommendations of books in which I could find concrete and useful information, or with her guidance during the moments in which I needed advice to decide where I should direct my Project to.

I would also like to give my gratitude to all the teachers who I have had throughout my life since each one of them, to a greater or lesser extent, have contributed to my formation and have encouraged me to continue working and eventually achieve the greatest of my objectives: to be able to teach. Without them, the present work would have never been possible.



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[http://www.acceptandchange.com/wp-content/uploads/2011/08/Vialle\\_etal\\_Ciarrochi\\_ERE\\_On\\_Being\\_Gifted\\_but\\_Sad\\_Misunderstood\\_2007.pdf](http://www.acceptandchange.com/wp-content/uploads/2011/08/Vialle_etal_Ciarrochi_ERE_On_Being_Gifted_but_Sad_Misunderstood_2007.pdf)



# ANNEXES

1. Put the letters in the correct order.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

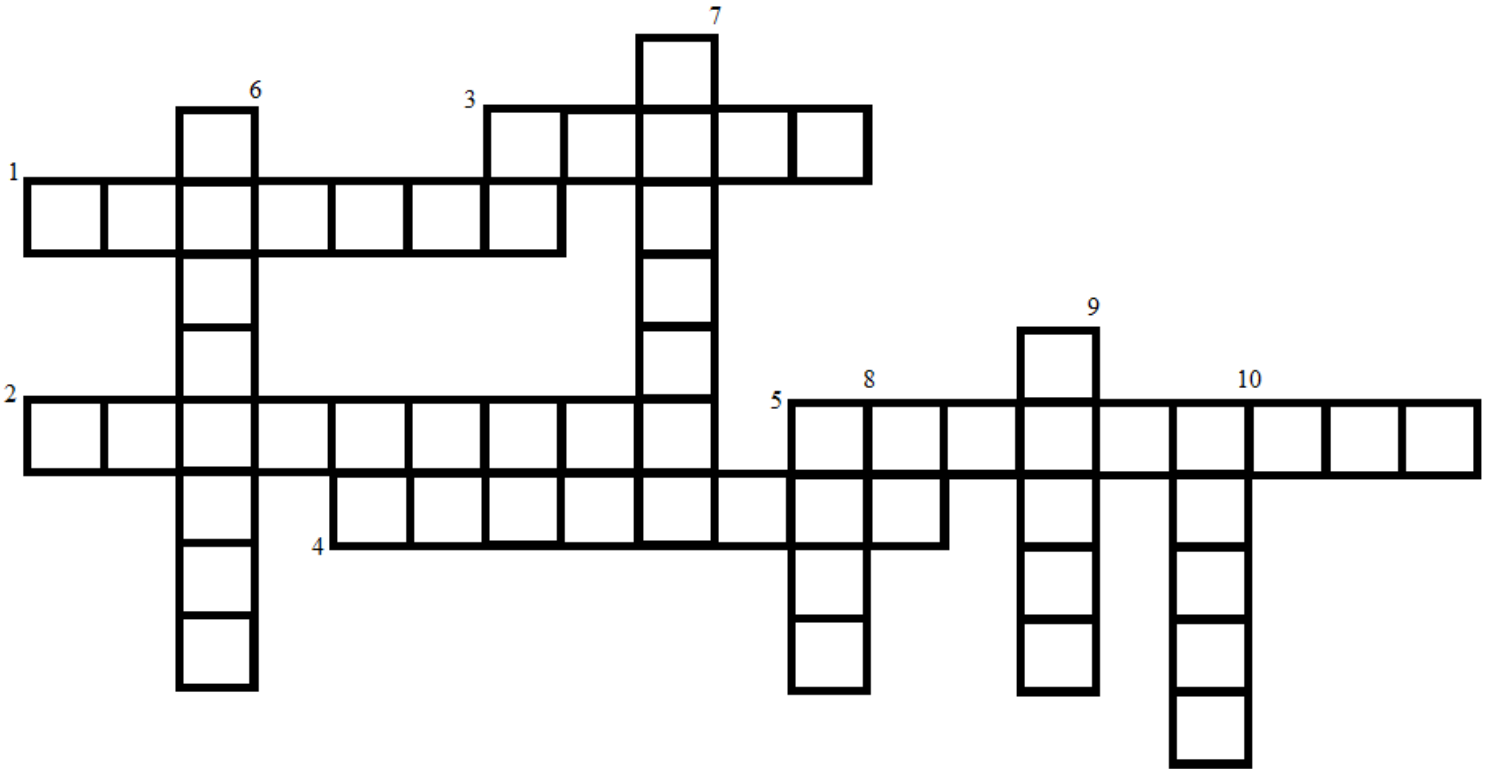


\_\_\_\_\_

2. Write the names of the following farm animals.

H\_\_\_\_\_D\_\_\_\_\_C\_\_\_\_\_P\_\_\_\_\_B\_\_\_\_\_S\_\_\_\_\_R\_\_\_\_\_T\_\_\_\_\_G\_\_\_\_\_H\_\_\_\_\_

3. Complete the crossword with the words of wild animals.



1. It's a big cat, brown and with dark dots.
2. It's a big lizard with many teeth in its huge mouth. It's very dangerous.
3. It's the biggest animal in the sea, but it is not a fish.
4. It's a small animal that eats nuts. It lives on the trees in parks and forests.
5. It's a beautiful insect with big colourful wings.
6. It's a small animal very similar to mice.
7. It's a big cat completely black.
8. It's a big animal that likes fish and honey. Some live in forests and other in the North Pole.
9. It's a big bird that is said to carry babies in sacks.
10. It's a big animal with a big horn in its nose.

1. Find the position of the letters in the alphabet, change the numbers for them and put them in the correct order to write the words.

9 18 12  
17 21  
18 19 5

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5 1  
20 18 13  
8 19

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11 5 25  
20 21 18

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9 8  
18  
15  
14

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18 1 2  
9 20 2

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9 5  
14 9  
7 21 1  
16 7

---

5  
25 21 18 12  
20 6 20  
2

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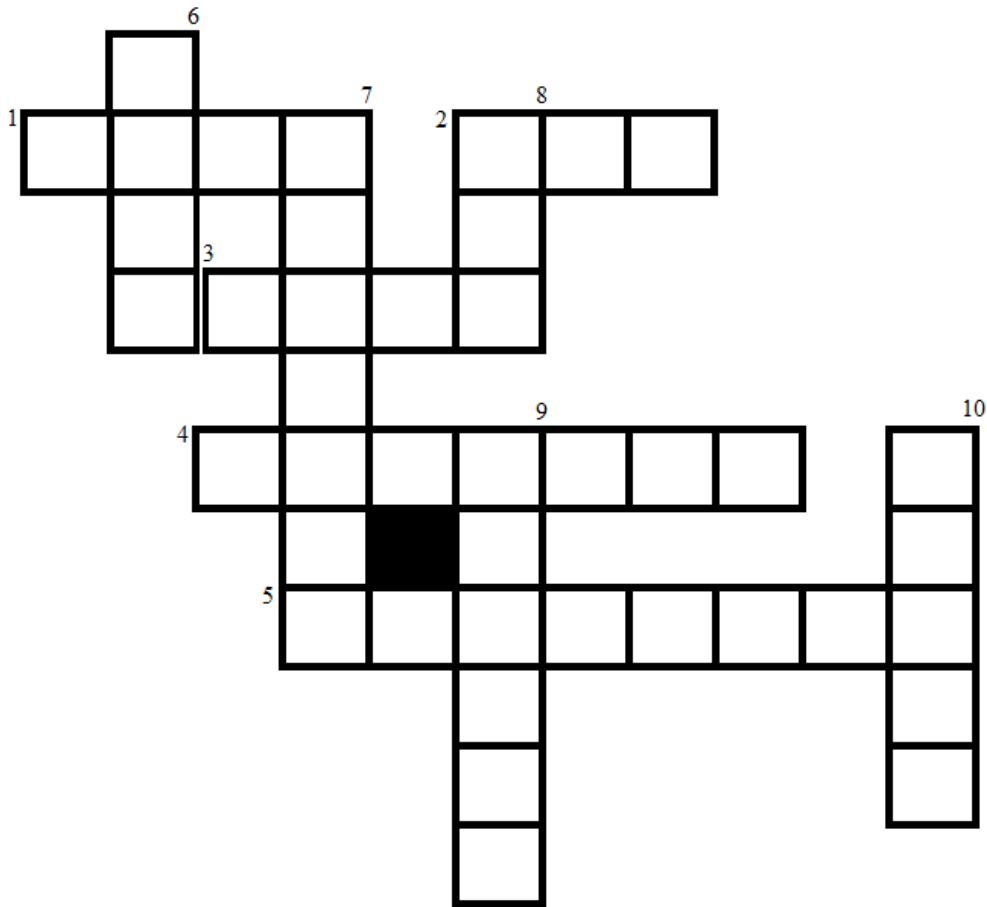
18  
16 15  
18 20 1

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2. Write the names of the following animals.



3. Complete the crossword with the words of wild animals.



1. This black and dangerous male herbivore is fought in big circle arenas.
2. This creature exists only in females and provides us milk and meat. It's the female version of the previous animal.
3. This small animal can also produce milk and is known for pushing anyone around with head-butts.
4. This big feline is a great predator and a black variation of number 7.
5. This small rodent is known for its large period of hibernation.
6. This bird can be either wild or domestic. Several famous characters are part of this species.
7. This great predator is well known for its black dots. Number 4 is a variation of this species.
8. This cute pet is the domestic and smaller version of numbers 4 and 7.
9. This shelled animal is one of the slowest creatures in the world.
10. This farm animal is the main producer of wool.



- Write the missing names of each animal family.



**HORSE**



**GOAT**



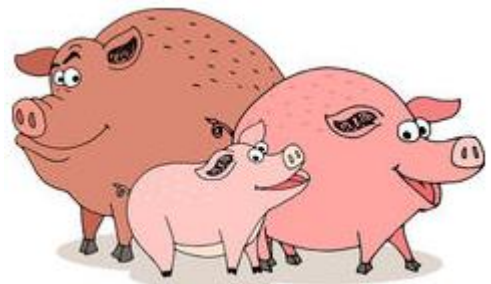
**SHEEP**



**COW**



**HEN**



**PIG**

***BEAR SPECIES RESEARCH***

1.CHARACTERISTICS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

FOOD: \_\_\_\_\_

HABITAT: \_\_\_\_\_

CURIOSITIES: \_\_\_\_\_  
\_\_\_\_\_

2.CHARACTERISTICS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

FOOD: \_\_\_\_\_

HABITAT: \_\_\_\_\_

CURIOSITIES: \_\_\_\_\_  
\_\_\_\_\_

3.CHARACTERISTICS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

FOOD: \_\_\_\_\_

HABITAT: \_\_\_\_\_

CURIOSITIES: \_\_\_\_\_  
\_\_\_\_\_



**TAKE A SHOWER**



**TIDY UP THE ATTIC**



**WASH THE CAR**



**WATER THE PLANTS**



**MOW THE GRASS**



**TAKE OUT THE RUBBISH**



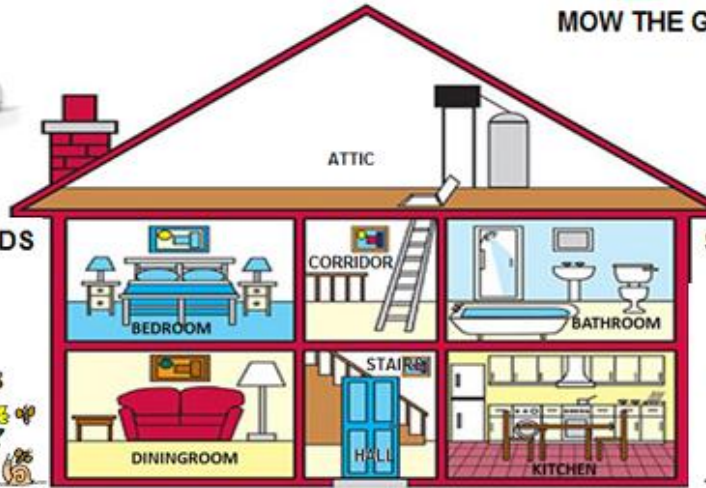
**CLEAN THE WINDOWS**



**COMB THE HAIR**



**WASH THE HANDS**



**SWEEP THE FLOOR**



**MOP THE FLOOR**



**BRUSH THE TEETH**



**GARDEN**



**MAKE THE BED**



**DO THE HOMEWORK**



**DO THE DISHES**



**DO THE IRONING**



**COOK**



**VACUUM**



A red rounded rectangular box, intended for writing a riddle.A yellow rounded rectangular box, intended for writing a riddle.A yellow rounded rectangular box, intended for writing a riddle.A green rounded rectangular box, intended for writing a riddle.A blue rounded rectangular box, intended for writing a riddle.A blue rounded rectangular box, intended for writing a riddle.A purple rounded rectangular box, intended for writing a riddle.A black rounded rectangular box, intended for writing a riddle.

DOG	SMALL
CAT	DANGEROUS
PARROT	BLACK
FISH	FARM ANIMAL
HAMSTER	LIVES IN THE FOREST
TURTLE	COLOURFUL
SNAKE	HAS HAIR
GUINEA PIG	BROWN
HORSE	SHORT
SHEEP	EATS MEAT
GOAT	BIRD
COW	LONG
BULL	WILD ANIMAL
HEN	MAMMAL

PIG	CAN FLY
RABBIT	BIG
DUCK	WHITE
TURKEY	REPTILE
CROCODILE	LIVES IN THE WATER
STORK	PET
DORMOUSE	HAS HORNS
LEOPARD	EATS GRASS
PANTHER	CAN SWIM
BUTTERFLY	SLOW
BEAR	GREEN
RHINO	LIVES IN THE SAVANNAH
WHALE	FAST
SQUIRREL	LIVES IN THE JUNGLE





TURTLE: \_\_\_\_\_

\_\_\_\_\_

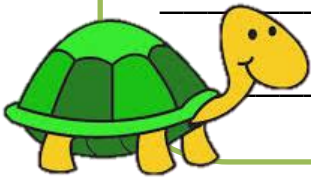
\_\_\_\_\_

\_\_\_\_\_

TORTOISE: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



CROCODILE: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

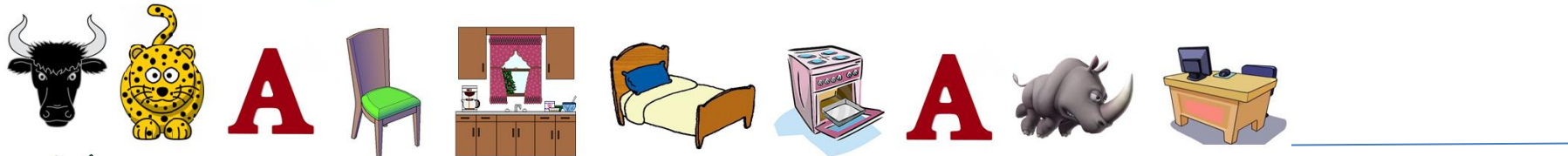
ALLIGATOR: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



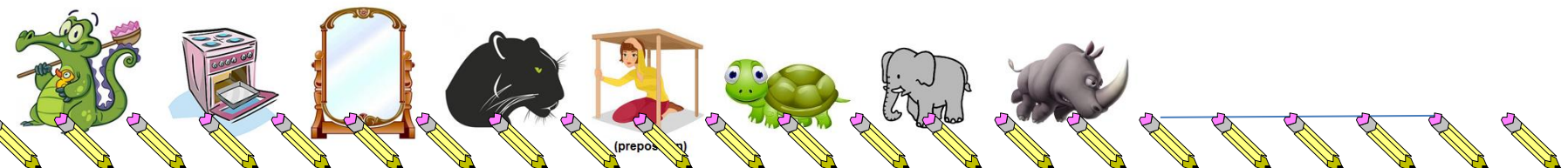
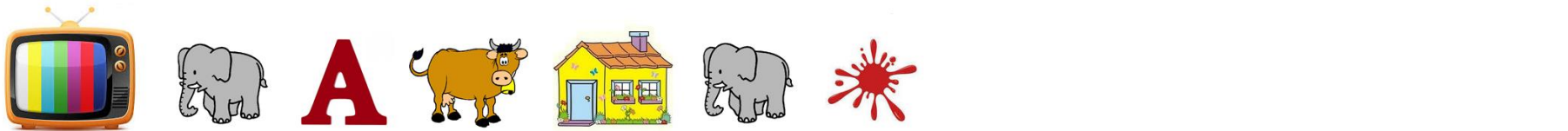
- Decipher these codes to find the points of the classroom where you have to go.



(preposition)



(preposition)



(preposition)



# POKÉMON

FIND OUT WHAT ANIMALS ARE THESE POKÉMON BASED FROM:

**KROOKODILE:** \_\_\_\_\_

**GRUMPIG:** \_\_\_\_\_

**GOLDUCK:** \_\_\_\_\_

**GOGOAT:** \_\_\_\_\_

**EKANS:** \_\_\_\_\_

**LIEPARD:** \_\_\_\_\_

**BUTTERFREE:** \_\_\_\_\_

**BEARTIC:** \_\_\_\_\_

**RHYDON:** \_\_\_\_\_

**WAILORD:** \_\_\_\_\_

**WARTORTLE:** \_\_\_\_\_

**DELICATY:** \_\_\_\_\_



# ENGLISH EXAM

## 1. Listen and complete the following sentences.

- John's cat is \_\_\_\_\_.
- There is a \_\_\_\_\_ out of the zoo. It is very \_\_\_\_\_.
- Lucia has got a teddy \_\_\_\_\_ her \_\_\_\_\_.
- There is a toy \_\_\_\_\_ Steve.



## 2. Listen and say true or false.

- Mary's favourite animal is the dormouse. T/F
- Sophia has three toilets in her house. T/F
- Peter's cat got into the fridge the other day. T/F
- There are sheep, cows and rabbits at Christopher's farm. T/F

## 3. Look at the picture and write sentences about it.

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4. Look at the pictures and write sentences with the verb Have got.




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5. Read the text, draw the directions and write the names of the animals.



Start at the entrance. Go around the fountain and take the first exit to the right. What animal can you see at your right? \_\_\_\_\_

Start at the entrance. Go around the fountain and take the second exit to the right. Then take the first street at your left and go to the restaurant. What animal is at your left? \_\_\_\_\_

Start at the entrance. Go around the fountain and take the third exit to the right. Go up the street and turn to the left. What animal is at your right? \_\_\_\_\_

Start at the entrance. Go around the fountain and take the first exit to the right. Continue through the street until you are right to the restaurant. What animal is at your right? \_\_\_\_\_

Start at the entrance. Take the first exit to the right and go around the entire zoo until you reach the entrance again. What is the last animal that you see? \_\_\_\_\_





# ENGLISH EXAM

**1. Listen and write the sentences.**

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**2. Listen and say true or false.**

- Oliver has talked about the panda bear, the polar bear and the grizzly bear. T/F
- Animal servants may work for us in the house of the future. T/F
- Five puppies and seven kittens ran through the corridor to the kitchen. T/F
- Estela mops the floor while Steven cleans the windows and cooks. T/F

**3. Look around the classroom and write sentences about positions.**

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4. Look at the pictures and write the missing words.



**5. Read the text and write your opinion about it.**

Ecosystems function quite well when left alone; they are like a balance. But one small change disturbs it, and humans are typically directly responsible for those changes. Because of practices like destroying habitats, clearing land for roads, as well as polluting the environment, humans are responsible for hundreds of species' **extinctions**.

When humans alter the environment, there are consequences for the animals and plants that live in it. When we break an ecosystem into smaller parts, this is termed '**habitat fragmentation**'. When building, humans inevitably pollute the environment as well. The term used to describe pollution that is caused by humans is '**anthropogenic**'.

When habitats are fragmented, the animals and plants in that habitat must relearn how to survive. Food resources that were once there may not exist anymore, or their homes may have been destroyed. In some cases, the areas where young were once hatched or raised may be gone. This may cause many species to die quickly, affecting the **biodiversity** in a given habitat.

Let's look at an example where a road and buildings were built in the middle of a forest. Before the habitat was fragmented, there were plants which fed several herbivores such as deer and squirrels. These animals in turn fed the carnivores such as eagles or bears. With the destruction of many of the plant species, the herbivores start to die off because they don't have enough food. This causes the carnivores to die off because there aren't enough herbivores to sustain their population numbers. Within several months, this habitat is considered dead, as the animals which once lived in it are now gone.

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