



GIFTED STUDENTS INTRINSIC AND EXTRINSIC MOTIVATION IN U.A.E GOVERNMENT SCHOOLS

By

Shahram Rahmanian

Master In Education

British University in Dubai

Jan 2009

Supervisor: Dr.Eman Gaad

DISSERTATION RELEASE FORM

Student Name	Student ID	Programme	Date
Shahram Rahmanian	20050019	Education	12-1-2009

Title Gifted students intrinsic and extrinsic motivation in U.A.E government schools
--

I warrant that the content of this dissertation is the direct result of my own work and that any use made in it of published or unpublished copyright material falls within the limits permitted by international copyright conventions.

I understand that one copy of my dissertation will be deposited in the University Library for permanent retention.

I hereby agree that the material mentioned above for which I am author and copyright holder may be copied and distributed by The British University in Dubai for the purposes of research, private study or education and that The British University in Dubai may recover from purchasers the costs incurred in such copying and distribution, where appropriate.

I understand that The British University in Dubai may make that copy available in digital format if appropriate.

I understand that I may apply to the University to retain the right to withhold or to restrict access to my dissertation for a period which shall not normally exceed four calendar years from the congregation at which the degree is conferred, the length of the period to be specified in the application, together with the precise reasons for making that application.

Signature

ABSTRACT

This study investigated gifted students intrinsic and extrinsic motivational behavior towards learning in U.A.E government schools, four gifted students were chosen from three U.A.E government schools, ages 14/15 years old. Students, teachers and parents were interviewed and observed in the class room, in order to find what type of motivation directs their behavior towards engaging/valuing school activities, plus the strategies used by teachers to support their motivation to learn. The results indicated that gifted students are having a mixed behavior of intrinsic and extrinsic motivation towards learning rather than intrinsically motivated. Teacher's attitudes and learning styles are directing them more to be externally regulated towards material rewards or importance of grades, gifted students are disliking and not finding any meaning for some subjects they are being taught because of the discouraging and disrespectful attitude of their teachers.

DEDICATION

To my daughter LARA
And my other children in the future if God blessed us

ACKNOWLEDGMANT

First of all I want to thank God, for blessing me the strength, comprehension, wealth and health which enabled me to enhance my abilities and knowledge in the field of education, in order to increase my awareness of my child and other children's needs, and provide them the right strategies to be more self directed, motivated and value learning.

Secondly I want to appreciate my parents, for providing me emotional and material support for taking this challenge; their deep pure prayers must be the biggest confirmation and blessings for enabling me to accomplish my goals.

I started my masters after getting married to my only sweetheart Sama, I started giving her more hard times after starting my degree, although I was in stressful moments and in bad moods, her encouragement and support was always there with me day and night, my special gratitude to my wife, without her help and assistant I wouldn't be able to face this challenge. I want to thank my lovely daughter Lara for her emotional support and her stress relieve help whenever I needed. I will promise, that I will try my best to provide your needs as much as I can for nurturing your gifts and abilities and make use of them for the betterment of the society.

Last but not least, I want to thank my direct supervisor Dr.Eman, for her understanding and assistance provided during the past years in the university, her direct emotional support, understanding student's situations and her suggested solutions for facing the challenges was significant and highly appreciated.

TABLE OF CONTENT

Chapter - 1: Introduction	2
Statement of the Study	3
Research Background	4
• Gifted students in the U.A.E	4
• Gifted and Talented Student Identification in U.A.E	5
• Programs of Gifted Students in the U.A.E	6
• Gifted Adolescence	7
Rational of the Study	8
Research Question	10
Chapter - 2: Literature Review	11
Intrinsic Motivation	11
Extrinsic Motivation	14
Motivation to Learn	16
Learning goals and Performance goals	17
Rule of Teaching and Learning in Motivating Gifted Students	19
Rule of Support in Motivating Gifted Students	22
Chapter - 3: Methodology	25
Data Collection Methods	25
• Semi-Structured Interviews	26
• Observation	27
• Questioner	28
• IQ Test	29
• Document Analyses	30
Methodological Challenges and Limitations	30
Chapter - 4: Results	32
Gifted Students Background and Characteristics	32
Students Intrinsic and Extrinsic Motivation	36
Learning Goals vs Performance Goals of Gifted Students	38
Choices and competition effects on gifted students	40
Educator's motivational strategies	41
Chapter - 5: Discussions	45
Chapter - 6: Recommendations	51
Chapter - 7: Conclusion	54
Chapter - 8: References	56
Chapter - 9: Appendix	59

Chapter 1

Introduction

All children are carrying hidden gems, and they only need the right person to find out these gems, nurture them in the right direction, children need to believe in their own abilities and be motivated to enhance and develop them; as Colanero (1985) believe that philosophically, morally, politically, and educationally the approach must be that all children have gifts and talents which needs to be identified, valued and fostered.

Calvin Taylor (1978, 1986, 1988, Davis and Rimm (2004)), introduces “Multiple Talents Totem Pole” concept, which raises awareness that the majority of students if not all will have special skills and talents of some type. He introduced six talents including academic, creative, planning, communicating, forecasting and decision making and later on he added implementing, human reaction and discerning opportunities. It makes educators job more difficult to believe about each student high abilities, try to dig into their personalities until they can discover unseen talents, carrying with it the essential influence of motivation in maintaining their gifts for personal goals and the betterment of the society.

On the other hand Gardner’s theory of multiple Intelligences (1999, Davis and Rimm, 2004) draws attention to individuals differences in the creative domains of musical, spatial, and body kinesthetic intelligence as well as social and intrapersonal intelligence. A critical part in his theory is that schools traditionally recognize only linguistic and logical mathematical types of intelligence, which are represented in the IQ tests. Thus, educators sometimes underestimate or pay no attention to students with strengths in other forms of intelligence.

Renzulli’s three ring conception of giftedness (1986), which has had such a marked impact on theories and concepts of giftedness (Borland and Wright, 2000), includes task commitment (motivation) as an essential element in the achievement of gifted behavior. The term task commitment is seen by some as

interchangeable with the term motivation (Clinkenbeard, 1994; Lens and Rand, 2000; Street, 2001). Renzulli's recent modified model replaced task commitment with the terms motivation, having much broader personality connotations, but including task commitment as a part of the construct of motivation (Monks and Mason, 2000).

The question of what motivates gifted students to learn has been of central interest to many educators. Writers and researchers on gifted education refer to the essential differences and relative merits of intrinsic and extrinsic motivation (Hay, 1993; Feldhusen, 1998; Lens and Rand, 2000). In general, Intrinsic motivation is where learning is for its own sake or for internal, personal satisfaction, while extrinsic motivation is driven essentially by external factors such as rewards or threats of punishment. Lens and Rand (2000) believe that both intrinsic and extrinsic motivations are operative at the same time in most of our behaviors.

Academic intrinsic motivation involves enjoyment of school learning characterized by a mastery orientation, curiosity, intrinsic interest in the subject material, and preference for challenging, difficult and novel tasks. However, in considering the child within the classroom context, it seems critical to identify what might be extrinsic motivational factors as well. For example, to what extent is the child motivated by the desire to obtain grades, to win teacher approval, to avoid censure, namely, to meet the external demands of the school system?

Statement of the Study

Gifted students have been part of special needs categories in the U.A.E government schools, where they must be taken care of separately in and outside the class room. Many different programs have been implemented and customized for gifted students in order to enhance their abilities and skills and be able to develop their talents; such as more difficult questions strategy, creative thinking, compacting the curriculum, scientific thinking and enrichment programs.

The researcher has been curious to know about the adolescence gifted students academic intrinsic and extrinsic motivation, whether they are enjoying and valuing the learning processes? Preferring challenges and mainly mastery oriented, or whether they are seeking to gain grades, get teachers/parents approval and be more performance oriented. On the other hand it is very significant to analyze and understand educators/decision makers perspectives towards the important role of motivation in educating gifted students, and the support/strategies provided from their side, for directing gifted students behaviors and their motivation to learn.

Research Background

Gifted students in the U.A.E

There were many acts and policies from the Ministry of education in the U.A.E, for arranging free and appropriate public education for students with other types of exceptionalities and special needs such as The union law (29) of the year 2006 related to the people with special needs and the rule of the Ministry of education in including them in the mainstream schools, however specific mandated policies that require action to implement educational programming at the local level for gifted and talented students are highly needed.

The decree no. 94 (2002) issued by the Ministry of Education and forwarded on 12 February 2005, define the gifted as “the students who achieve more than 95 percent in the school attainment tests” and the talented as “the students who achieve more than 95 percent in the attainment tests of specific subjects such as mathematics, chemistry or literature and/or those who are talented in the school’s social, physical or arts activities”.

The researcher found that this definition is very close and similar to Gagne (1985, 1995, 2000) Differentiated Model of Giftedness and Talented (DMGT) which has more positive impact over the last decade, he focuses on the link between promise and fulfillment, or potential and performance. Giftedness in his

opinion corresponds to competence, which is distinctly above average in one or more domains of ability; however, talent refers to performance which is distinctly above average in one or more fields of human performance. The reason the researcher agrees with Gagne (DMGT) is that his system is not only looking for the already motivated achiever; underachievers are also included, in his model, a child can be gifted without being talented.

The Ministry of Education perspectives in defining gifted and talented students is more focused and specified on their high academic achievements in tests and high performance in sports and arts activities. Before gifted and talented students become identified and are able to join gifted students programs, they have to complete various psychological and intelligence tests.

Gifted and Talented Student Identification in U.A.E

The Ministry of Education is responsible for providing the identification and support for the gifted and talented students in all U.A.E government schools, they collect latest data related to gifted pupils, based on the needs and requirements of the government schools, put different courses and programs for special educators, also supervise the implementation and assessment programs to give necessary recommendation and provide these students with care services in terms of financial and human resources.

The ministry of education has based two main categories for identifying gifted and talented students. The first one, which they call superior students, are for students who have high intellectual abilities, and have high scores in their academic subjects (above 95%) (Appendix 2.1.10), and therefore are included in this category.

The second category includes the talented students, who have superior abilities in specific fields, including arts, academic subjects and occupational areas, showing creativity in school and activities outside school, not necessarily having

to be superior students in all fields or acquire high intellectual abilities (Appendix 2.1.10).

Students who have shown special capabilities are supposed to be nominated by their schools to the Ministry of Education, teachers or parents who find their student's/children's abilities in certain subjects or areas within the ministry specification, and based on their attainments tests, are required to carry out various psychological and intelligent (IQ) assessment tests. An official nomination form must be completed and approved from school administration in order for these students to benefit from special programs provided by the ministry (Appendix 2.1.10).

Government schools who want to apply gifted and talented programs, have to establish a committee for identifying and supporting gifted students, the committee have to be under the supervision of the school's head teacher or special educator, social worker and educational psychologist assigned from the ministry of education. In addition to the teacher's of different subjects who are going to implement the gifted student strategies in and outside the class room. After the committee identifies a list of gifted students, and the completion of student's profiles which contains information on the student's health, family status, attainment test and special abilities, they will send the names to the ministry, in order to send the education psychologist for the interview and the IQ test. If the student scores close or above 130 in the IQ test and passes the interview, he/she will be identified as a gifted and talented student and will be able to join their programs (Appendix 2.1.10).

Programs of Gifted Students in the U.A.E

The schools rules after identifying gifted student, is to provide suitable programs which meets gifted students needs and requirements, and assist them to develop their skills and abilities. The researcher noticed that most of the government schools are having resource rooms where they can implement some of the gifted

students activities and programs, and also allow gifted students to have access whenever they are in need to reach the specialist or wants to spend some time in the resource room.

Many programs and strategies have been suggested from the ministry of education for gifted students and provided to government schools in order to find out a proper program for their gifted students, which are going to fulfill their needs and enable them to enhance and progress their abilities. Some of the programs which have been introduced and also implemented for gifted student in government schools are enrichment programs, accelerated programs, creative thinking, most difficult questions, reading skills and scientific thinking (Appendix 2.1.10).

These strategies are implemented in and outside the classroom, the special educator with the assessment of the teachers who is going to apply the strategy, will work together in order to customize a specific program for gifted students, and be able to support and follow up student's development while working closely with them. Teachers are free to accept special educators request for applying gifted programs in or outside the class room, they are not forced to implement gifted strategies if gifted students are talented in their subjects, some teachers do like to use other methodologies in the teaching styles others are not qualified enough to work with gifted students (Appendix 2.1.10).

Gifted Adolescence

There is an inter relationship between the physical and emotional changes that a person experiences during adolescence. While there is excitement in the emergence of new powers, there is also sensitivity and feelings of anxiety. This kind of feelings may raise contradictions in one's behavior. It may look as though an individual seems shy, however at times the same person might seem quite social; may want to spend more time alone, and at the same time might not reject any kind of attention; might act in a very confident and courageous manner and

be rather scared or fearful at other times. During this period of time, and after some time has passed, a new level of awareness manifests itself and a growing concern with one's own talents and abilities unfolds particularly in the context of one's relationships with both peers and adults. Special importance is given to the way others relate to one's physical appearance, react to one's opinions, and respect one's identity.

During this time of transition, one is ever seeking answers to questions, often very philosophical ones. This is the age during which a new consciousness rapidly develops. In one of the studies Van Tassel's (1994) stated that gifted adolescence need to be actively assisted in developing a strong sense of self, defining authentic life and career goals, and developing philosophies of life that facilitate healthy self-concept. I found the complexity of the role of educators extremely interesting, in representing and discussing deep internal topics such as what is the purpose of gifted adolescence education life? What do they most value in school activities? This will facilitate gifted adolescence in choosing the right career, and motivate them to direct their behavior and achieve their goals.

What attracted the researcher most, in choosing gifted adolescence in the research study; is that these groups are in a very pivotal development period; towards maturity, where they will start building their personality and identity; by choosing and making wise decisions for themselves. Educators must be aware of gifted student's special needs, in order to encourage and motivate them; and make them aware of their abilities and their positive effects towards the transformation of the society.

Rational of the Study

Gifted students, like any other special needs students; needs to be identified in the first stage, and get the right support in order to nurture their skills and abilities, They are carrying the hidden resources of the future community, these resources must be valued and developed in an encouraging environment. If

these children are not identified and provided with appropriate education, they are at a threat of being underestimated and neglected and their special capabilities might be wasted (Davis and Rimm, 2004, Porter, 2005).

Gifted students motivation to learn is a very important factor in students learning process, if a student realizes and finds the value of his education, is capable of choosing topics of interest to him, experiences various types of methodologies and learning styles, these students are going to enjoy learning and will find school environments the best place to develop and practice their talents and abilities.

Teachers and parents are playing a significant role in supporting and encouraging gifted student's abilities and talents, they must analyze student's needs and behaviors, use different strategies of intrinsic and extrinsic motivation planned in advance in order to actively engage them in the learning activities and strengthen their abilities. Boolm (1985) found that in the early years of talent development it was the motivational support and encouragement by the home and the teachers as well as other rewards and recognitions, which resulted in the learning being so good.

The researcher himself went through difficult times in school, during his educational period, where he couldn't taste and experience the enjoyment of learning and studying at that stage. The school he attended was mainly theoretical based, and focused on memorizing rather than analyzing the concepts, solely for the purpose of passing and scoring high grades. There were other factors also that affected his interests in academic life such as school environment with very few activities, and unqualified teachers. The researcher wants to be aware about the role of motivation in the learning process, in order to find proper strategies and methods for his children and others, and make their academic life exciting and challenging to utilize their potentials up to their maximum limits.

Research Question

The research questions investigated in this study are as follows:-

1. Are the gifted students in U.A.E government schools more intrinsically or extrinsically motivated.
2. What are gifted students values, which motivates them to engage in school activities.
3. Are the motivation strategies, used by teachers or decision makers, assisting gifted and talented students to develop their potentials and skills?

Chapter 2

Literature Review

Intrinsic Motivation

Motivation involves the processes that energize, directs and sustains behavior. To be motivated means to be moved to do some action or behave in a certain way (Ryan and Deci, 2000). A person who feels no impetus or inspiration to act, is thus characterized as unmotivated, whereas someone who is energized or activated towards the end is considered motivated.

There is no all embracing theory of motivation to account for all types of motivation behaviors (Lens and Rand, 2000). Writes on gifted education refer to essential differences and relative merits of intrinsic and extrinsic motivation (Hay, 1992; Clinkenbeard, 1994; Feldhusen, 1998; Lens and Rand, 2000).

In this study the researcher is more focused on the orientation of gifted students motivation (what type of motivation?), rather than the level of gifted students motivation (how much they are motivated?). orientation of motivation concerns the underlying attitudes and goal that give rise to action, for example, a gifted student can be highly motivated to work on any assignment out of interest, curiosity, wants to learn a new set of skills because he/she understands their potential utility and value, or, alternatively, because he/she wants to get the approval of the teacher or parents and learning the skills will yield a good grade and the privileges a good grade affords. In the previous example it's clear that the amount of motivation does not necessarily vary, but the nature of motivation being evidenced certainly does.

The distinction between intrinsic and extrinsic motivation has proved viable not only as a framework for predicting and interpreting behavior, in general (Deci 1975; Deci and Ryan, 1985; Hunt, 1971; Lepper et al., 1973; white, 1959), but for understanding children behavior within the educational setting, in particular

(Biggs, 1985, 1987; Cameron & Pierce, 1994; Drew & Watkins, 1998; Eccles & Midgley, 1990; Harter, 1981, 1992; Hattie et al., 1996; Hattie & Watkins, 1988; Ryan et al., 1985; Watkins, 1983; Watkins & Hattie, 1990).

Academic intrinsic motivation involves enjoyment of school learning characterized by a mastery orientation, curiosity, intrinsic interest in the subject material, and preference for challenging, difficult and novel tasks. However, in considering the child within the classroom context, it seems critical to identify what might be extrinsic motivational factors as well.

Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. It is the natural tendency to seek out and conquer challenges as we pursue personal interest and exercise capabilities (Deci and ryan, 1985, 2002; Reeve, 1996). When a student is intrinsically motivated he/she is moved to act for fun, challenge, curiosity or interest entailed rather than because of external extrinsic factors such as prods, pressure, fear of punishment or rewards.

Intrinsic motivation influences learners to choose a task, get energized about it, and persist until they accomplish it successfully, regardless whether it brings an immediate reward. Intrinsic motivation is present when learners actively seek out and participate in activities without having to be rewarded by material things or activities outside the learning task. The ninth grader, who repeats typing on the computer key board because he likes the feel of his fingers hopping across the keys, and connects that sense with the sight of correctly spelled words on the page, has intrinsic motivation.

This natural motivational tendency (Intrinsic motivation) is a critical element in cognitive, social, and physical development because it is through acting on one's Inherent interests that one grows in knowledge and skills. It is very significant for educators and parents to find out student/children interests, which are part of

their human nature, and will affect gifted students performance, persistence and well being across life's epochs (Ryan and LaGuardia, in press).

Lack of intrinsic motivation is correlated to declines in gifted student's dedication to their class work, enjoyment of academic activities, valuing of effort, perceived competence, pursuit of learning, their rating of the importance and usefulness of school and their mastery behavior of challenging a task. Students can be chosen and identified as gifted students in U.A.E government schools, based on their identification factors, which are GPA's above 95% and the IQ test close to or above 130, and at the same time might not yet appreciate the value of school curriculum and learning activities in developing their abilities and skills in order to be used for the betterment of the society.

In research, generalizing across grade three through ninth, children who were intrinsically motivated showed higher school achievement (Deci and Ryan, 1985; Drew and Watlcins, 1998; Gottfried ,1985) higher intellectual ability (Gottfried ,1990) and more favorable perceptions of their academic competence (Gottfried ,1985, 1990; Harter, 1981, 1992).

Junior high schools are typically much larger than elementary schools, presenting children with a larger social comparison network and added challenges in finding their own niches. Students who have had a few or maybe only one teacher in elementary level, must learn to negotiate different subjects with specific teachers, increasing responsibilities to get through the school day for the students. In addition the school environment becomes more controlling and reduces choices just at the point that adolescents are seeking more autonomy (Eccles et al., 1993; Midgley and Feldlanfer, 1987), such changes in school size and structure may contribute to the decline in intrinsic motivation with the transition.

The decrease in intrinsic motivation is consistent with an abundance of prior research suggesting that positive academic beliefs and behaviors gradually erode as children progress through the school system (Anderman and Maehr, 1994, Nicholls, 1978; Sanson and Morgan, 1992). It is also consistent with more recent finding by Gottfried (2001) that showed decrease on intrinsic motivation measures assessing nine years old through 17 years old students interested in reading, maths, science and school in general.

Gifted adolescence are going through a critical stage, leaving childhood behind and entering the youth period, if they aren't guided through proper motivational strategies which supports the basic principles of education and the purpose of learning, they are going to use surface level strategies for getting the rewards rather than cognitively engage in school activities, cheating to get the desired grade and be considered as superior students rather than asking for assistance from teacher to understand.

Extrinsic Motivation

Although intrinsic motivation is clearly an important type of motivation, most of the activities people do are not intrinsically motivated. Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain separable outcome. In Self determination Theory (SDT; Deci and ryan, 1985) Deci and Ryan distinguish between different types of motivation based on the different reasons or goals that give rise to an action. SDT proposes that extrinsic motivation can vary greatly in the degree to which it is autonomous. For instance, a student who does the homework only because of the fear of the parents is extrinsically motivated because he/she is doing the work in order to attain the separable outcome of avoiding sanctions. Similarly, a student who does the work because she personally believes it is valuable for his/her chosen career; is also extrinsically motivated because he/she too is doing it for its instrumental value rather than because he/she finds it interesting. Both examples are representing

intentional behavior, but their main differences vary in their autonomy and purpose.

With SDT a second sub theory, referred to Organismic Integration Theory (OIT), was introduced to detail the different forms of extrinsic motivation. Figure 1 illustrates the OIT taxonomy types of motivation, arranged from left or right in terms of the extent to which the motivation for one's behavior emanates from one's self.

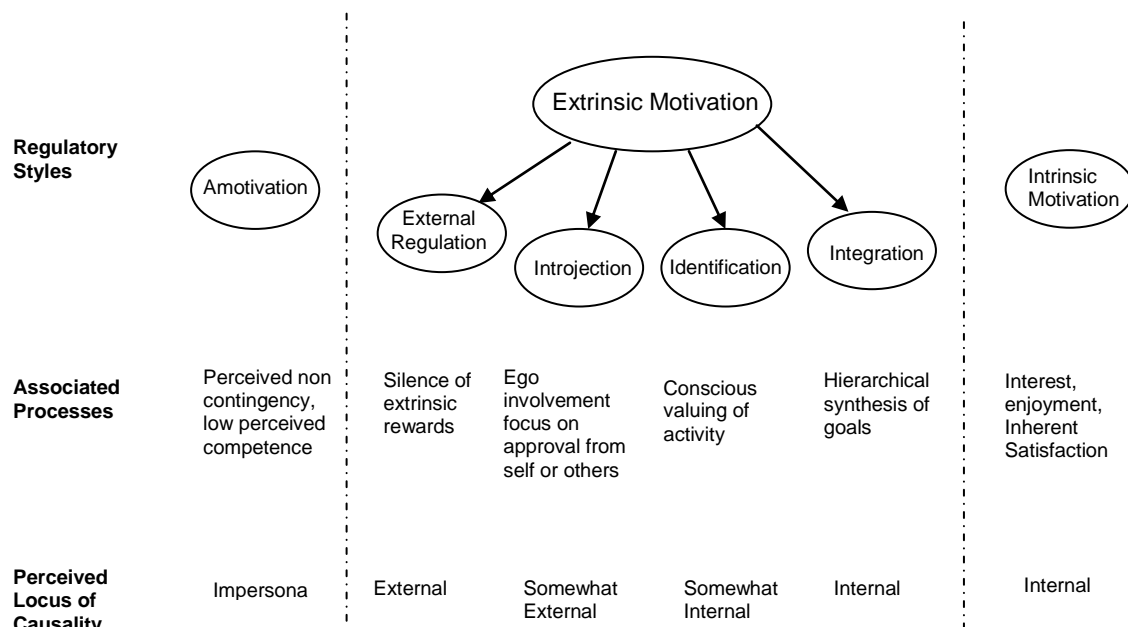


Figure 1. A taxonomy of human motivation.

At the far left is a motivation, which is the state of lacking an intention to act. Amotivation results from not valuing an activity (Ryan. 1995), not feeling competent to do it (Deci, 1975), or not believing it will yield a desired outcome (Seligman, 1975). Just to the right of amotivation, external regulation category which is the least autonomous form of extrinsic motivation, such behaviors are performed to satisfy an external demand or obtain an externally imposed reward contingency. Individuals experience external regulated behavior as controlled or

alienated. A second type of extrinsic motivation is interjected regulation. It describes a type of internal regulation that is still quite controlling because people perform such actions with the feeling of pressure in order to avoid guilt or anxiety or to attain ego enhancements or pride. The third type is identification. Here, the person has identified with the personal importance of a behavior and has thus accepted its regulation as his or her own. A boy who memorizes spelling lists because he sees it relevant to writing, which he values as a life goal, has identified with the value of this learning activity. The last category of extrinsic motivation is integrated regulation. It occurs when identified regulations have been fully assimilated to the self. The more one internalizes the reasons for an action and assimilates them to the self, the more one's extrinsically motivated actions become self determined.

Educators of gifted students must analyze and diagnose; in which extrinsic motivation categories gifted students are; while they are learning and working on school activities. They have to direct their motives more towards identifying the values of the activities and integrating them to the self. In one of the research studies, they have noticed that the less the students showed interest the more externally regulated they were, value and effort were also contributing factors, and the more they indicated tendency to blame others, such as the teachers, for negative outcomes. Introjected motivation was positively related to expending effort, but was also related to more anxiety and to poorer coping with failures. Identified regulation was associated with greater enjoyment of school and more positive coping styles.

Motivation to Learn

Intrinsic motivation and motivation to learn is closely related to the difference between affective (emotional) and cognitive tasks. Students may be motivated to learn from a lesson or activity whether or not they find its content interesting or its process enjoyable. They will find them meaningful and worthwhile, and will take them seriously by trying to acquire the intended benefits from them.

Motivation to learn refers primary to the quality of student's cognitive engagement in a learning activity, not the intensity of physical effort they devote to it or the time they spend on it. It is very important to be more concerned about gifted student's quality time and cognitive engagement in school activities, rather than the effort or time spent on activities which are joyful and interesting for them. Students who learn content with understanding not only learn the content itself but also retain it in a form that takes it usable when needed.

Learning goals and Performance goals

A goal is an outcome or attainment an individual is striving to accomplish (Locke and Lathman, 2002). Goals and goal setting plays a central role in motivating gifted students to learn, learning in learning goals refers to the information processing, sense making and advance in comprehension or mastery that occurs when one acquires knowledge or skills. Performance refers to the demonstration of the knowledge or skill after it has been acquired.

Students who approach academic activities with learning goals (also called mastery or task involvement goals) focus on acquiring the knowledge or skills that the activities are designed to develop; they seek to accurately understand the concepts by presenting them into their own words and connecting it to prior existing knowledge. When they encounter difficulties they put more effort, because they believe that these efforts are worth while, or they are likely to seek help if needed.

Performance goal oriented students, deal with the activities as they are tested for their abilities to perform rather opportunities to learn. They use surface level strategies to protect their ego, their learning efforts may be impaired by fear of failure, they seek to avoid challenging tasks and tend to give up easily when frustrated because they believe their abilities are limited, they lack confidence that persistent effort will eventually pay off. Performance goal students lose

something when lower achievers are successful, there track of their GPA's, not as a way of tracking their learning. On the other hand the mastery goals or learning goals students do extra work to improve without expecting a better grade, compare their recent test grades with previous grades to monitor progress, they ask for feedback to improve their skills and choose challenging assignment.

Thorkildsen (1988) has done a research study about the goal orientation of academically talented adolescents around their theories of school goals. She found that task (learning goal) oriented students, not ego (performance goal) oriented, have beliefs that school should facilitate social commitment, understanding of the world, and achievement motivation (creativity and persistence), task orientation was also associated with the causal belief that effort and cooperation lead to success and satisfaction with school learning. On the other hand, ego orientation (performance goal) was slightly but significantly correlated with the belief that school should help students gain wealth and status in the future but not with satisfaction with school learning.

The researcher is going to investigate in this study, gifted student's goals and how it's affecting their motivation to learn. Based on the researcher's experience, living in the U.A.E for the past 30 years, U.A.E culture is more concerned about how to present, perform and more ego oriented (Eman, 2005). This type of attitude can affect the future generation (gifted students), they might put behind their learning goals, and move towards ego and performance goals.

Clikenbeard (1994) sees students who are pursuing learning goals and who are task involved, (i.e who are essentially intrinsic motivated), are choosing suitable challenging tasks, which would indicate a willingness to take intellectual risks, this being regarded as important in discovering full capabilities (Leyden, 1985), in fostering creativity (Crapley, 1995), and generally for higher levels of achievement (Tannenbaum, 2000).

Role of Teaching and Learning in Motivating Gifted Students

Intrinsic motivation theorists have pointed out that people tend to enjoy and become absorbed in activities that are well matched to their current level of knowledge and skill and thus provide optimal challenges that allow them to develop their competence (Elliot et al., 2000).

The need for challenge is important for the gifted pupil (Clinkenbeard, 1994; Eyre, 1997; Freeman, 2000; Wallace, 2000). The challenge should be consistent (Freeman, 1997) and appropriate. Repetition, and unplanned activities are seen as inappropriate challenge. Challenge is an important motivator, tasks which are not challenging, do not satisfy the need for gifted student's achievement.

In one of the studies about intrinsic and extrinsic motivation; and the relationship of each other to academic outcomes, and by using Harte (1981) scale which have been used by many researchers to examine the relationship between intrinsic versus extrinsic motivation and children's academic behaviors (Newman, 1990; Tzuriel, 1989; Wong, Wiest and Cusick, 2002). One of the motivational components which was measured in the study; was about student performance for challenging schoolwork versus a performance for assignments that can be accomplished successfully with little effort. In this study, it was clearly noticed the strong negative correlation between intrinsic motivation and performance for easy work ($r = -.47$, $p < .01$).

In another study, investigating the factors which had influenced the role of motivation in the high levels of achievement of a sample of fifteen gifted students, aged 14-15 years. Majority of the students indicated that they had some fear of failure while they were facing challenging activities, but this was not a major problem for many of them. In no case had this affected their motivation or inhibited them in taking intellectual risks or accepting really difficult challenges. For example, many were willing to try alternatives or unusual methods in problem solving. They were all willing to seek help where necessary, which also indicated

a lack of fear in admitting that they were having difficulty with the problem solving.

Gifted students are quick thinking, quick of understanding and have remarkable memories; they learn easily and remember what they have learnt (Terman, 1925; freeman, 1979; Wallace, 2000). Therefore, in classrooms where there is inadequate or in appropriate challenge and the pace is too slow, with much repetition, less choices and poor teaching, such students are easily bored and boredom can also affect their motivation adversely (Feldhusen, 1998; Lens and Rand, 2000; Shanghunesy, 2004). In some cases the boredom and demotivation resulting from lack of challenge can result in underachievement.

When students can make choices, they are more likely to believe that the work is important even if it is not fun (intrinsically motivated). They tend to internalize educational goals and take them as their own (Malone and Lepper, 1987). Choice and the opportunity for self direction (Zuckerman, Porac, Lathin, Smith and Deci, 1978) appear to enhance intrinsic motivation, as they afford a greater sense of autonomy.

Several studies have shown that autonomy supportive teachers who prefer providing choices rather than controlling student choices, catalyze in their student greater intrinsic motivation, curiosity, and the desire for challenge (Deci, Nezlek and Sheinman, 1981; Ryan and Grolnick, 1986). Students who are overly controlled not only lose initiative but also learn less well, especially when learning is complex or requires conceptual creative processing (Benware and Deci, 1984; Grolnick and Ryan, 1987).

Allowing and providing choice and independence in student's learning is seen as having a motivation influence (Hay, 1993; Montgomery, 2001; Uresti et al., 2002). Gifted students in the learning situation should be allowed to explore areas of their own interests (Peters et al., 2000), in doing this the student's

motivation increases and they work and develop their learning skills. Thus Harter and Connell (1984) found that perceived control is a critical correlate of academic motivation. Their finding showed that the child who is intrinsically motivated would also perceive himself/herself to feel in control of his/her successes and failures.

Another element which affect gifted student's motivation to learn, is the use of competitions in their academic life as Bloom (1985) also acknowledges the important part played by competitions as elements in motivation. Supporting this view Udvari and Schneider (2000) comment that some theories see competition necessary for achievement, since the comparison with others allows a judgment as to whether or not performance is substantial.

The researcher finds that competition is not all bad, some competitors can have negative ethical perspectives towards competitions such as “putting the others down so that they can come to the top”, It can also be seen as directed towards the self “I will do my best”; “I will improve to the best of my ability”, which will help them to internalize more the value of their participation for improving their own skills, and evaluate their own learning goals. Rimm argues, as do Kohn (1992) and Spence (1985), that too much competition or too much of an emphasis on winning should be discouraged. Nevertheless, Rimm believes that competition aimed at self improvement, or competition with oneself, will benefit students.

Gifted student are gaining a lot while participating in competitions, their knowledge bases are expanded in the specific areas of the contests, their process skills of creative problem finding and solving, critical and creative thinking leadership skills, group dynamics, goal setting, communication skills, self directed learning and cooperative learning are strengthened and enhanced.

Rimm (1986) mentioned that educators and parents should stress the importance of achievement without focusing exclusively on winning. They should emphasize

on improving their skills and abilities, improvement should be rewarded and competitive activities should be designed in such a way that self improvement is possible.

Rule of Support in Motivating Gifted Students

Parents are the first educators for their gifted children, their support and encouragements, providing them proper learning atmosphere and directing them towards understanding the value of their abilities and talents and their needs to be developed and enhanced is highly important. Many researchers note the very great importance of parental support in the progress achievement of gifted young people (Radford, 1990; Horre, 1995). Bloom (1985) found that in the early years of talent development it was the motivational support and encouragement by the home which resulted in the learning being so good.

Parents should be more aware of their gifted children needs and requirements, their role in providing awareness about the importance of academic activities and their learning goals, usefulness and the value of school, the importance of mastery behavior in challenging tasks, and providing choices and opportunities to explore their interest and curiosity rather than controlling or limiting their learning path, with school activities.

Similarly, studies show children of parents who are more autonomy supportive to be mastery oriented; more likely to spontaneously explore and extend themselves, than children of parents who are more controlling (Grolnick, Deci, and Ryan, 1997).

With the transition to secondary school, the educational focus shifts from the process of learning to an evaluation of products or outcomes, more impersonal, formal and competitive (Eccles and Migley, 1988, 1990; Eccles et al., 1984). There is an increasing emphasis on social comparison as students come to be graded in terms of their performance on tests and assignments and as information about individual's performance levels becomes more public. Many

factors which can be observed with the school system, may lead children to abandon their intrinsic interest in learning and to adopt more extrinsic motivational orientation (Lepper and Gilorih, 1981).

Nicholls (1979) specifically highlighted the implication of such change, and suggests that they lead students to focus on the assessment of their ability, rather than on the learning task itself. He argues that this change in focus, in turn, has a negative impact on children's motivation to learn.

In one of the studies in American schools, they have noticed the heavy use of extrinsic contingencies and incentives plus increasing importance attached to grades and test scores as students get older (Eccels and Midgley, 1989; Kohn, 1993). In another study, about the relationship of each intrinsic and extrinsic motivation to academic outcomes a sample of 797 3rd to 8th grade children were examined. By using Harter's (1981) scale, as a result of this study there was a significant positive correlation between overall GPA and intrinsic motivation ($r=.34$, $p=.001$), and significantly negative correlation between GPA and extrinsic motivation ($r= -.23$, $p<.01$). It is clear a gifted student who values learning and has learning goals, will put effort and work harder to acquire high GPA, but gifted students who are extrinsically motivated will stop putting extra effort and work in the absence of rewards and incentives.

In examining these trends, it seems like children are adapting more to the needs of school culture in what it demands for, and this increasingly reinforces relatively extrinsic motivation orientations, as their focus narrows down on the products of their learning, evaluated by marks, children tend to adopt this reward system in particular and their interest in the learning process itself declines, as revealed by their waning intrinsic motivation.

Lepper and Deci (1975) clearly demonstrated that the external rewards would undermine subject's intrinsic motivation to engage in activities that, before the

reward was offered, had been found intrinsically interesting. It has been demonstrated that tangible rewards are more likely to undermine intrinsic interest than are verbal rewards such as praise. On the other hand Judy Cameron (2001; Cameron and Pierce, 1994) argue that rewards do not always decrease student's intrinsic motivation. In her analysis of approximately a hundred studies, she found that verbal rewards (praise and positive feedback) can be used to enhance student's intrinsic motivation.

As Cameron (2001) and Reeve (2006) stated that classroom rewards can be useful when it is implemented as an incentive to engage in tasks, in which case the goal is to control student's behavior, and to convey information about mastery (Bandura 1982, Deci, 1975). In Ruth Butler study (1987) students in 5th and 6th grade were given interesting divergent thinking tasks followed by individual personalized comments, standardized praise "very good", grades, or no feedback. Interest, performance, attributions to effort, and task involvement were higher after personalized comments. Ego involved motivation was greater after grades and standard praise.

Parents and teachers should be aware of different rewarding methods which will direct gifted students to learn more, appreciate their developing knowledge and skills, and not just thinking about the rewards. They have to provide students with informative feedbacks and effective praise which expresses appreciation for student's efforts, admiration for their accomplishments, in ways that call attention to the efforts or accomplishments themselves, rather than to their role in pleasing the teacher. This helps students learn to attribute their efforts to their own intrinsic motivation rather than to external incentives supplied by the teacher.

Chapter 3

Methodology

The purpose of this study is to find out what motivates gifted and talented students to learn, in order to improve their skills and abilities in their academic life, plus how school environment and teachers' strategies are used to engage them cognitively in the activities they need, to develop their talents and consciously be aware of their importance.

There are four main characteristics for best researchers as Merriam (1988) stated "the study should be particularistic, descriptive, heuristic and inductive".

Particularistic means being focused on a particular individual, event or situation. Descriptive so that the end product will be rich and the focus of the study should be broadened and not limited by standardized reporting mechanisms; that characterize purely quantitative studies. Heuristic, to enhance readers' understanding of the individual under investigation; and lead them to new perceptions about the phenomena being studied. And finally the case studies generally rely on inductive reasoning as Merriam (1988) affirmed that "Discovery of new relationships, concepts and understanding, rather than verification of predetermined hypotheses, characterizes qualitative case studies".

Data Collection Methods

This research is mainly focused on using various types of qualitative data collection methods, especially when you are investigating about motivational aspects of the student, which are based on the inner sources of invisible and intangible energies, where you need rich context to proof your statement as Mertens and Mclaughlin (2004) stated that qualitative research can provide a rich, contextualized picture of an educational or social phenomenon.

The data collection took place in the first semester of 2008/2009, for almost a period of one month in school; they had almost completed the first term exams, there were a few teachers, where it was their first year to work with the chosen gifted and talented students, and had quite limited period of time to become aware of and analyze their skills and abilities.

In order to increase the reliability and the validity of my research findings, I used multiple methods and sources of data collection which Denzin (1970) called it 'triangulation'. It combines dissimilar methods such as IQ tests, interviews, observations, document analysis and questioners to study the same unit.

Below are the methodologies used to gather the data:-

- **Semi-Structured Interviews**

Brog and Gall (1983) identified this method as the most appropriate for interviewing studies in education. The researcher's view about semi structured interview is one of the key methods to gather information from specific significant resources, which plays a significant role in the student's academic pathway, however, neither the exact wording nor the order of the questions have to be adhered to in the interview (Merriam, 1988). This method helps you not only to get qualitative data; but takes you to more detailed information, as King (1994) refers to them as qualitative research interviews. The researcher has chosen semi structured interviews because it allows to respond to the interest or priorities of the respondent and to investigate ideas that emerge from the discussion, while still maintaining control over the interview as a whole.

Four types of semi-structured interviews have been created by the researcher in order to collect the data from four main sources of data which are the students, teachers, special needs specialist and parents. Based on the availability of the

resources for three superior students and one talented student the researcher interviewed the following people:-

- a. Eighteen teachers.
- b. Four students in three different government schools.
- c. Three special needs specialist.
- d. Parents of two students out of four.
- e. One psychologist.
- f. One school principle.

All the interviews took place in the school, during school hour times, except for one interview with one of the student's parents which took place outside the school. As you can see in the (appendix 5) all the questions were written in English, however while implementing, had to be translated verbally into Arabic, due to the Arab teachers difficulties in understanding English, plus almost all teachers in government schools are from Arab countries, and are poor in the English language.

Before starting any of the interviews the researcher would explain the reason behind the interview, being research based and that it would neither have any negative effect on the student's reputation, nor on the interviewee's work position. This had to be made very clear to everyone from the start, so that the data collected would be as close as possible to reality. The researcher had chosen to interview the students and the parents last, in order to avoid any kind of unrealistic performance or behavior the students might exhibit while observing them in the class rooms. Most of these interviews lasted from 25 to 30 minutes.

- **Observation**

The best way to believe in what you hear, and be fair and truthful to yourself, for reaching into a meaningful and realistic conclusion, is to watch and see peoples acts and behavior in different circumstances. Robson (2002) identified

observation as watching actions and behavior of people and recording them in some way and then describing, analyzing and interpreting what was observed.

This study used the narrative method of observation, where one needs to note down what is seen or needed in a session or in a limited period of time. What the researcher was trying to find out from the class observation was about student's strength and weaknesses, to what extent they are motivated and engaged in class activities, discussions, and what motivates them to learn, plus teacher's strategies used to motivate and engage gifted and talented students and strengthen their abilities and skills.

Teachers were informed before visiting their classes, it was clearly explained to them that the reason for class observation is to see students performance and behavior, together with students engagements in class activities and discussions and their motivation to learn. The researcher pointed out to the teachers to run the class at its normal course, without allowing the gifted and talented student feel the researcher's visit on that day is for observing the students.

Around thirteen class observations took place for the three superior students in three different schools, putting into considerations the subjects that the students like and dislike, in order to find student motives towards specific subjects, and the reason behind disliking other subjects, such as Ahmad who found some of the subjects to be useless in real life (Appendix 3.1.6).

- **Questioner**

Questioners are recommended to elicit information on background and demographic questions that can be answered speedily and objectively (Borg and Gall, 1983; Merriam, 1988). The main goal of using the questioner is to find out gifted and talented students characteristics. The researcher used one questioner (Appendix, 5.5) with upto ten teachers for each student, all questions were based

on likert scale, and are related to the general characteristics of gifted and talented children, the researcher chose interview based since one can clarify questions and judge the extent to which the exercise is treated seriously.

After interviewing the teachers, the researcher was going through the questioners with them, in order to translate the questions to Arabic and collect the data.

- **IQ Test**

As mentioned earlier, in order to join the gifted and talented program; and strategies presented by the school special need specialist, a psychologist from the Ministry of education must perform an IQ test on the students, in order to give approval for the students to enter the gifted and talented programs if they score close or above 130.

For this reason, the researcher asked the Ministry psychologist to perform the IQ test on three students, who were represented as superior students among their class mates in their school. These students had performed well, and joined gifted programs and other activities in the past two years. The psychologist had two sets of standard exams from the Ministry, for the adolescence age group of gifted and talented students as mentioned below:-

- Standard Progressive Matrices (1938) J.C. Raven sets A,B,C,D and E. the test was not limited to specific time.
- Beta III Morton, which examines the accuracy and performance of the student in a specific time.

All three students took their exams in school between the class sessions, putting in mind their exams and physical health, in order to assure their readiness for the exam. In one case the special needs teacher asked the researcher to take the second exam on another day, because he had felt that the student had already

gone through a long day, including the strategy of More Difficult Questions for gifted and talented student in math's class. The psychologist visited the school on another day and took the second exam for the student, however the results were almost the same (Appendix 2.6). There was a 10 minute break between the two exams.

- **Document Analyses**

Many documents have been collected in order to support my claims on the student performance and activities involvement for the past three years such as grade results, certifications, rewards and work sheets as shown in the appendix.

Methodological Challenges and Limitations

It is a challenging task for the researcher to collect the realistic data required for the study, or to reach the right people for gathering the information. In the study the researcher has faced a few obstacles which seems to be important to point out as following:-

- The researcher was not able to interview two parents out of four gifted and talented students, due to health issues and the other parents due to huge amount of responsibilities carried on the father shoulders by having three or four wives along with their children.
- Teaching gifted and talented students was a new task for some of the teachers, they had only been doing it for not more than 3 months, which made their feedback validity limited compared to their short time experience in teaching these students.
- The researcher noticed that while selecting the sessions with the teachers for observation purposes, some of the teachers were trying to select first four sessions before break time, to somehow assure students readiness and interaction, and also to take their time in preparing an interesting session, thinking about their reputation and the success level of the

session, although the researcher had informed them previously that the observation was going to be solely on the student engagement and behavior, without allowing the student to notice any unnatural activity taking place.

- The researcher couldn't observe the gifted student (Omar) in drama and theater classes, and was not able to reach his drama teacher, who had moved out of the school this year, and because of that they hadn't started their theater activities in school yet, although three to four months had already passed by from the academic year.
- Gifted student Omar and one of the superior students Sami, did not provide their documents, which included their achievements and rewarding certificates to proof their statements, although the researcher, special need teacher and social specialist requested them to provide the documents many times.

Chapter 4

Results

First of all we are going to present a brief background about the four gifted and talented students, who have been identified from their schools as superior students or talented students, and have joined the gifted student's program. The researcher is going to point out student's characteristics too, which have been collected from the teacher's questioners, interviews, class room observations and documents.

Gifted Students Background and Characteristics

Ali

Ali is a student in grade eight, most of his teachers agreed that he is a well behaved student, good listener, very organized, has a social and loving personality, fast learner , has high cognitive skills, very active and has leadership skills (Appendix 2.6). While observing Ali in the class the researcher noticed that he was quiet, participates in the discussions, acts as an assistant teacher in the math session, and assists students for answering the questions (Appendix 2.2.1), answers challenging questions and has a lot of friends. Ali prefers to practice what he has learnt, and likes to perform tasks by himself, as his father mentioned he carves statues at home, works on power point presentations (Appendix 2.1.11), he likes math subject because he deals with the questions as if they were games, and curious to find a solution. That is the reason behind his interest to read books about crimes, to see how they find the criminals (Appendix 2.1.10).

His teachers noted that sometimes Ali rushes up to answer the questions without thinking, getting distracted for sometime, and not taking the lesson seriously; because he feels it's easy for him. The research noticed few times in Arabic and Science lessons, that Ali's answers were incorrect, because of the prompt respond to the questions without thinking. He was not focused in the science

session, playing with the hair of his friend sitting in front of him and sticking a pen in his mouth for sometime. In a few sessions the researcher found Ali laying down on the table and putting his hand by his head, showing his boredom and unwillingness to engage in the lesson (Appendix 2.2.3, 2.2.1).

Ali has one elder brother who was well known and identified as superior student in the same school because of his achievements and high performance. He has another younger brother who is also in the same school and performing better than him as the social specialist approves (Appendix 2.1.8). His father also asked the researcher why he had chosen Ali, whereas his other sons were performing much better than him.

Ali has very good computer skills, he is ICDL certified (Appendix 2.5), I saw him spending his break time in the computer lab, although he was playing games, his special teacher also noted that he used to visit the lab in the early morning before the start of the first session. He has participated in many outside school activities and competitions, and got award certifications; such as Hamdan award (Appendix 2.5). According to what Ali mentioned, he likes to change schools and participate in summer camps in order to find new friends, and enjoy his time with them.

Ali was considered as a superior student from his school because of his GPA results above 95% for the past two years (Appendix 2.4) and graded as "good" for his performance. Ali scored 109 in the IQ test (Appendix 2.4). Ali wants to be a CID officer in the future.

Ahmad

Ahmad is in grade nine; he is very quiet, well behaved student, carries deep moral foundations, concentrates in the class, learns the concepts rapidly, follows up with the teacher in the class discussions, prepares the lessons before time, asks difficult questions and accomplishes homework on time (Appendix 3.8). While the researcher was observing the student in the class room, Ahmad was

very well behaved , engaged well in class discussions, participating in answering the questions, especially in the subjects of his interest, and acquired a long attention span (Appendix 3.2.3, 3.2.5).

Ahmad has a shy personality; he has only a few friends, I saw him being with them while working in group activity in the class room and also in break time. Most of the teachers agreed that Ahmad lacks individual initiatives and leadership skills; they believe that he has the potential but he is not able to use it. As shown in the questioner results most of the teachers disagreed that Ahmad displays high energy level and leadership roles (Appendix 3.8).

Ahmad's parents are not following his academic development, based on special teacher and math teacher's information, and their experience of teaching Ahmad's family's children for the past 10 years (Appendix 3.1.4, 3.1.7), they raised the issue of Ahmad's father; being married to three or four wives, and not having enough time to spend with Ahmad and follow up his academic progress. The researcher personally tried to interview the parents, but he was not able to reach them. Ahmad has a brother in the same school; but from a different mother, to whom he doesn't talk.

Ahmad's favorite subjects are Arabic, English and Math. He likes drawing, reading and writing small stories as shown in the appendix few samples of his own work (Appendix 3.5). Ahmad was identified by his school as a superior student, he scored high GPA above 95% in the past two years (Appendix 3.4), he participated in many school and outside school activities and competitions, and got many rewards (appendix 3.6), he scored 128 in the IQ test (Appendix 3.3) and wants to become a dentist or engineer in the future.

Sami

Sami is in grade nine, he has a strong personality, high understanding abilities, very confident, has leadership skills. Sami clearly mentioned in his interview that

he wants to be a leader like Sheikh Zayied and Sheikh Mohamed, try to do humanitarian works like them, help the people, and reach high levels of achievement (Appendix 1.1.6). He always accepts to take the role of teacher assistant, as the researcher witnessed him as a teacher assistant in the science session (Appendix 1.2.4).

As Sami mentioned, he used to give speeches in school activities, preferred math, science, history and religion to other subjects. All the teachers agreed, including Sami that his performance and learning was much better in the past two years compared to this year, he is less focused, moves a lot in the class, and not much engaged in class activities, his GPA scores for the first semester demonstrates his low performance academically (Appendix 1.4). Sami participated in gifted and talented strategies applied by the special need teacher; with other gifted students in the past two years (Appendix 1.1.7).

The researcher couldn't collect documents about Sami's achievements in the past two years, he scored 111 in the IQ test (Appendix 1.3).

Omar

Omar is in grade nine together with Sami, he carries moral attitudes, he is well behaved, possesses high level of confidence, has flexible personality, doesn't have behavior issues, seeks to build new relationships and as he mentioned he is very good in communicating with elder people, and sees it as an ability that he acquires and needs to be developed (Appendix 4.1.1, 4.1.2, 4.1.3).

Omar has a loving personality among the students and teachers, although his academic performance is very low (Appendix 4.2). I realized that in the group work in the class room and in the break time, he was chatting with many students, and they looked like they were enjoying their time.

Omar's hobbies are riding horses and acting, the psychologist and the special needs teacher noted that Omar is talented in acting, he uses his social intelligence to deal with difficult situations and interacts with it, he changes the words of the script very naturally if he forgets them while acting (Appendix 4.1.2, 4.1.3), Omar is a representative of U.A.E in regional seminars and conferences about drama and acting, he participated in television programs, and has permission from higher authorities; to take off from school for one or two weeks in order to participate in his acting activities in or outside school/country (Appendix 4.1.2, 4.1.3).

In order for Omar to improve his gifted ability of acting, he used to read/write stories too, visit /watch drama and acting shows, and spend his free times searching the net with his friends, trying to find different topics and materials related to his sketch/project, this is what Omar's father said about him (Appendix 4.1.4).

Omar's father is very worried about his child's academic life, he said that I always try to push him to study more to get higher grades, sometimes I am confused whether I should or shouldn't allow him to participate in the seminars because it is affecting him academically (Appendix 4.1.4).

Students Intrinsic and Extrinsic Motivation

The researcher is going to demonstrate student's intrinsic and extrinsic motivation behaviors based on the data collected in different situations and what motivated gifted students to take certain actions; towards improving their skills and abilities, and being more engaged and enthusiastic towards learning.

The table below demonstrates the intrinsic and extrinsic motivation behaviors showed by all the students, based on students, teachers and parent's feedback:-

Student Name	Extrinsically Motivated	Intrinsically Motivated
Ali	I am studying hard to make my parents happy	I like to be as a teacher assistant, because it helps me understand the concept better and allows for the information to sink in.
	Trying to be like his elder brother	Although I lost in the chess competition, I will participate again, because it develops my abilities such as concentration and thinking before taking any action.
	I participate in the activities if I see my friends are participating	I like to work in a group because of the team work and co-operation.
	I like to work in group to avoid being criticized alone.	I like to learn Math and English, because it helps me to communicate with people, and find out the area of land and shapes.
	Before starting the activity Saed asked" what are the rewards of this activity"	I enjoy solving math equations it's like playing a game.
Ahmad	I want to be a dentist in the future, because my parents told me I can gain more money.	I like to participate in the activities because it helps me increase my knowledge and get use of it in my learning.
	I don't want any body to praise me, because I can praise myself, the best reward for me is money, because I can then buy what ever I want.	I like to work in a group because of the team work and co-operation. I like drawing, I spend my free time in developing my drawing.
	I like participating in competitions to win the material reward.	I enjoy reading imaginary stories about things that is impossible to happen.
	I like learning Arabic, Math, English because the teachers are good.	Ahmad's participation and engagement in the lesson was very high specifically in the subjects of his interest.
	I like working on projects, in order to get extra marks.	He was giving his full attention and stretching his cognitive skills in order to answer challenging tasks.
Sami	I like to participate in the competitions in order to please the teacher and to bring joy to the Audience.	I like participating in the activities to develop my skills, increase my knowledge and challenge my friends.
	When Sami is refusing to participate in any activity, the teacher would tell him that marks will be deducted from his grades, and then he would participate.	I enjoy working in groups, because it enhances my relationship with other friends, and together we can accomplish higher achievements.

Student Name	Extrinsically Motivated	Intrinsically Motivated
Sami	Sami stopped performing well at school this year, and disengaging in learning activity because his father took his driver's license away from him and the mobile which he got last year because of his high GPA.	
Omar	I have to learn and study because I don't like seeing people criticize me	I like reading more books about how to establish a relationship, in order to say the right words in the right time while talking to people older than me.
	What encourages me to work more on my acting skills is the praises that I hear from the people and when I make them happy.	I like participating in competitions, such as drawing competitions in order to express my self.
		I have to study the subjects at school, it helps me relate the concepts to my theater work.

Table-1 Intrinsic and Extrinsic Motivation of Gifted Students

Learning Goals vs Performance Goals of Gifted Students

The researcher is going to demonstrate student's learning and performance goals based on the data collected in different situations and how it's helping gifted students to take certain actions; towards improving their skills and abilities, and being more engaged and enthusiastic towards learning.

The table below demonstrates learning and performance goals showed by all the students, based on students, teachers and parents feedback:-

Student Name	Performance Goals	Learning Goals
Ali	I have to study all the subjects, although I don't like all of them, because somebody might ask me a question, I have to be able to answer him/her.	I like to work on different topics, use different methods in order to find more abilities and develop them.

Student Name	Performance Goals	Learning Goals
Ali	Ali cares about his grades, and seeks not to lose any mark.	I like memorizing the Quran, day by day I increase number of memorized pages.
	Ali wants to be the excellent student in his class and tries to be like his elder gifted brother.	I like learning Math, Arabic and English because it helps me in real life and they are very useful.
		Although I lost in the chess competition, I still participated again, because it develops my abilities such as concentration and thinking before taking any action.
		I like to be as a teacher assistant, because it helps me understand the concept and sink the information in my mind
Ahmad	If my friend gets higher than me in the exam, I will get sad.	All Ahmad's teacher approved that he likes challenging tasks.
	Ahmad's purpose is to be the excellent student in his class, and get the highest GPA.	Most of Ahmad's teachers approved that when he faces difficulties, he will start trying different methods and put in more effort.
		Ahmad uses his free time to practice his drawing skills and read/write his own stories. He likes to go to the library but his parents are not taking him.
		Ahmad participates in class discussions, asks difficult questions, prepare the lessons in advance especially for his favorite subjects.
Sami	He wants to be the best in his class.	Four out of five of Ahmad's teachers agreed that Ahmad prefers challenging activities.
		One of the abilities that I am carrying is the spirit of challenge.
		I want to improve my skills first to be able to serve the society.
		I like to be a leader like sheikh Mohamed and Zayed, to do extraordinary things and help other people.

Student Name	Performance Goals	Learning Goals
Omar	Omar is looking forward to demonstrate his school and himself in a presentable manner.	I like to work in a group because we can accomplish higher achievements.
	Omar is a representative of U.A.E youth theater committee, he likes to present himself in a good manner.	Omar watches a lot of theaters on TV or visits live shows, searches on the internet in his free time for topics related to the plays he is working on.

Table-2 Learning and Performance Goals of Gifted Students

Choices and competition effects on gifted students

Educators and parents feedback about whether choices are better to motivate gifted students, and enhance their abilities in the learning activities, or they must be directed with one choice. Out of 22 educators including the parents, 21 agreed that choices are more effective in motivating gifted students behavior towards learning goal. The points below demonstrate educators and parents feedbacks about choices:-

1. Choices are good, because they can choose the topics that match their skills and abilities.
2. Choices allow gifted students to express themselves in their own ways. Exams should also be provided with choices too.
3. Choices will encourage self learning.
4. Forcing the student to work in one way is not a healthy approach, choosing what the student likes will motivate them to learn.
5. Freedom of choice will lead to creativity.
6. Giving them the freedom to choose any source of information they prefer, will allow them to cognitively engage more in the activities.

Most of the teachers agreed that competition is a very good method to motivate gifted students to learn, and make them cognitively engaged in the activities, they raised the importance of proper planning and learning goals of the competition, in

order to direct gifted students abilities and enhance learning skills. Teachers believe that competitions will break the classical routine of the learning styles, increase knowledge and introduce new concepts, test abilities, develop cognitive skills, investigate and research to acquire knowledge, get the value of their gifts, compete with other friends and strive to win the rewards.

Gifted Students enjoy competition, they like working in groups, in order to co-operate with each other, exchange experiences and information, get to know about different abilities and talents, divide tasks and responsibilities in order to approach higher achievements where they can do alone by themselves. As Ali mentioned that he will participate again in the chess competition although he lost the competition last year, because it's developing his concentration and cognitive skills (Appendix 2.1.9). Sami and Ali explained their interest about competitions because of enhancing their skills and learning new things, Sami also enjoys challenging his friends (Appendix 1.1.7, 2.1.9).

The researcher noticed Ahmad and Sami while they were working in groups to answer a list of questions in their classroom, Ahmad was well engaged in the activity, he was the one who was writing the answers after discussing it with his group, and they were among the first groups to finish the task and give the correct answers (Appendix 1.2.4). On the other hand Sami also was practicing his leadership skills while working in the group, he was leading the discussions and engaging every body to participate although they couldn't answer all the questions in the limited time given, and their answer was not all correct (Appendix 3.2.5).

Educator's motivational strategies

Most of the teachers agreed that, the most important factor for motivating the gifted students to learn is the relationship between the teacher and the student. Teachers suggested that they have to get down to the student level, try to

understand their needs and requirements and build a strong relationship. Teachers should show their respect, love and care towards them, students have to be able to trust the teacher, and believe that teachers are working for their sake.

The points below demonstrate educators and parents feedbacks about their own strategies to motivate gifted students:-

1. The activity should be well planned and purposeful, the values and the benefits of the activity must be explained clearly in the beginning.
2. Relating the concept or the activity to gifted student interests.
3. Connecting the material to the real life scenarios.
4. Using different learning style.
5. Comparing gifted student with others.
6. Extra marks.
7. Material reward.
8. Certificates.
9. Praise.
10. School trips.
11. Competitions.
12. Giving them choices.
13. Giving them responsibilities such as being teacher assistant.
14. The best way for gifted students to be motivated is to compete with other gifted students.
15. If the gifted student likes the teacher, he will be more encouraged to learn the subject.
16. Challenging questions.

While the researcher was observing the gifted students, he has noticed a few strategies that was affecting gifted student's motivation and engagement to learn. Teachers used many different learning styles, for example in Ali's English Lesson

the teacher used cassette for listening to the story and power point presentation for explaining and questions, Ali was continuously following up with the teacher and answering his questions, the teacher gave choices to the students to choose any question and answer it on the White board, Ali choose the most challenging question and said the reason for choosing the question is because it was challenging (Appendix 2.2.4). Sami's Math and Geography teachers were also having very interactive style of learning by asking open ended/challenging questions and relating it to the real life examples, such as how to find the percentage of increase in the U.A.E population? Or how can we find the natural resource, or place of Nigeria on the Map? This type of method encouraged Sami to participate and enhanced his contribution more in class discussions (Appendix 1.2.1, 1.2.3).

On the other hand gifted students showed their unmotivated behaviors, when the teacher's style was in appropriate. While the researcher was observing Ahmad in the science lesson, the teacher was criticizing the students while answering wrong questions by saying loudly "I hope you will die or burn soon", " shut up, if you repeat this behavior again you will stand at the back". Shy personalities like Ahmad's were not participating as much as they were in other classes (Appendix 3.2.4). Accordingly, Ahmad sees that the science subject is meaningless for him, and teacher's feedback about Ahmad was that he doesn't participate much and that he doesn't get back to the teacher at all to discuss or consult with him when he faces difficulties (Appendix 3.1.5, 3.1.6). Ahmad's history teacher was using a classical style of learning too, not interactive, same voice tone; sometimes he was continuously talking for like three to five minutes without any body interrupting him. This was one of the other subjects that Ahmad also found meaningless (Appendix 3.2.2).

Teachers used different type of rewards, incentive and feedbacks to encourage gifted students and their motivation to learn as mentioned below:-

1. Clap your hands for Ahmad.
2. Give him a chance.
3. Try to think before you answer.
4. Give me your answers with a reason.
5. Think with me.
6. Nice way of thinking and analyzing.
7. Give me your answers without calculator.
8. Small question, need a smart person to answer.

Chapter 5

Discussions

The researcher found out that gifted students are having a mixture of behavior on intrinsic and extrinsic motivation while engaging in school activities, some of the behaviors could begin with any types of extrinsic motivation.

A person might originally get exposed to an activity because of an external regulation (rewards) such as the driver's license and mobile in Sami's case, and if the reward is not perceived as too controlling, this might allow the gifted student to experience the activities more intrinsically interesting, such as Ali's interest in participating in chess competition for developing his cognitive and strategy skills although he lost in the competition, resulting in an orientation shift. On the other hand a gifted student who has identified the value of the activity might lose that sense of value under a controlling mentor and move backwards into an external regulatory mode.

From the researcher's point of view it is very critical to see gifted students directed to external goals and being externally regulated for material rewards, undermining their abilities and learning in their fields of interest, where they can explore more their creativity and be more productive. For example in Ahmad's case, he is talented in writing small stories, he reads a lot of imaginary stories which also helps him develop his second talent which is drawing. Ahmad wants to be a dentist in the future as he mentioned, because dentists earn a lot of money, and the reason he likes to participate in the competitions is to win the rewards. Ahmad said that he doesn't want anybody to praise him, he can praise himself, the best reward for him is the money because he can deal with it alone (Appendix 3.1.6).

Another example in Sami's case, who was also externally regulated by the reward, and stopped performing in the absence of the reward is when Sami's

father promised Sami to take him to Qatar last summer in order to get him the driver's license at his age (15 years old), plus a mobile if he scored a high GPA. The special need teacher mentioned that in the last two years, Sami was performing very well academically and had a high GPA, he was participating in gifted students programs and was able to get his driving license and mobile. This year because of his low performance, Sami's father took away his driver's license plus the mobile, which discouraged him more and affected his mood for learning (Appendix 1.1.7).

On the other hand it is very interesting to find gifted students who are valuing their abilities, have learning goals, putting more effort to develop their skills and seeing the reward in the activity itself. The researcher sensed Ali's deep interest in participating in the chess competition for improving his abilities although he lost in the last competition (Appendix 1.2.9).

The researcher found, that the more gifted students are provided with opportunities to practice, relate and sense the concepts/principles learnt at school to real life, the more they are going to be motivated to learn. As Brown and Campione (1998) found that learning becomes more textulaized in middle school years, such that students find increasingly little that is directly relevant or useful in their daily life.

As an example, Ali found the value and the usefulness of Math and English lessons, he would to find the area for the shapes he required, or the land that his father wanted to buy, and also geography lessons were helpful in locating and finding the time of the places he wished to visit (Appendix 1.2.9). Ahmad also likes to learn Math because it helps him in buying and selling things, and English assists him to communicate with other people (Appendix 3.1.6).

As shown in the results, Ali likes to take the role of the teacher assistant, because it helps him understand the principles and allow the information to sink. The research witnessed Ali acting as a teacher assistant, as a reward for his achievement for solving difficult question strategy applied in his Math lesson. He was assisting other students in how to take the right steps to get the right answer and also correcting their final answers (Appendix 2.2.1).

Sami was also another example, he likes to be a leader like Sheikh Zayed and Sheikh Mohammed who faced a lot of challenges and reached high levels of achievement. Sami likes to participate in competitions; because he likes to challenge his friends (Appendix, 1.1.6). The researcher saw him lead his group in the science session, he was managing the discussions, allowing every member to participate and writing down the answers (Appendix, 1.2.4).

Almost all the teachers agreed about the importance of choices for gifted students motivation to learn, it helps them choose tasks which matches their interest and skills, they can express themselves in a better way. Providing choices allows gifted students to own their learning by choosing their own methods, sources of information and present it in a meaningful way. Related to this, is Peter's view (2000) that children in the learning situation should be allowed to explore areas of their own interests, as much as possible.

The researcher observed Ali while applying the more difficult strategy in the Math session, where the students have the choice of answering all the questions, or answering only few challenging and difficult questions in a limited time. Ali preferred to answer the more challenging and difficult questions in order to take the reward and act as a teacher assistant (Appendix 2.2.1).

Competitions are very beneficial when its purpose is to enhance gifted students abilities and skills, rather than creating competitive atmosphere among the gifted students. It is very important for gifted students to know about their learning goals out of their participation in the competition, they have to use certain strategies,

information processing and cognitive skills in the activity in order to accomplish their goals. As Rimm argues, so do Kohn (1992) and Spence (1985), that too much competition or too much of an emphasis on winning should be discouraged.

Teachers and parents should direct gifted students to the value and learning part of the competition, emphasis on improving and developing skills rather than the winning, in order to utilize their full potential in learning aspects of the competitions rather than the external rewards. Teachers and students preferred group competitions specifically, because it develops many skills such as learning in groups, planning, dividing tasks, discussion, consultations and co-operation to achieve one goal.

Teacher's behavior and learning styles are one of the significant elements in motivating gifted students to learn. Teachers who used traditional methods of teaching, such as the history teacher in Ahmad's case which made him bored and ended up with him find the subject absolutely useless (Appendix 3.2.2). Or Ahmad's science teacher who used to criticize students, and tell them loudly "I hope you will die or burn soon", "shut up; if you repeat this behavior again you will stand in the corner, at the back of the class" (Appendix 3.2.4).

On the other hand teachers who used multimedia (power point, cassette) in the classroom, has an interactive effect on learning style, asks open ended/challenging questions, used group work activities and used real life examples to relate the theoretical part of the material to the practical part. The researcher found that when the teacher used power point presentation or work sheets and asked critical question in the lesson, Ali and Sami were more engaged in the lesson, and contributed actively in class discussions (Appendix 2.2.2, 1.2.4). Marshal (1992) believes that focusing on the strategies is an attitude that teachers need to develop. She stated that doing so accomplished two things, first it reveals the thought processes of learners and second it

conveys to them that the process, as well as the product, is important. This puts the focus on learning and not just coming up with the correct answer.

Teachers pointed out a very sensitive point, which is about the type of the relationship between the teacher and the gifted students. Teacher should come down to the student level, respect their abilities, show their love and support and establish strong relationship based on trust. Gifted students should feel that teachers are valuing their abilities and caring to develop them. It's sad to hear from Ahmad that the science subject is meaningless to him because of teacher's behavior and attitude. On the other hand, Ahmad's science teacher also noted that Ahmad doesn't participate much and doesn't get back to him at all to discuss or consult when he faces difficulties (Appendix 3.1.6).

Teachers are somewhat leading and emphasizing the gifted students towards the importance of grades, rather than the learning process itself; in their case grades are found to be the foremost powerful weapon for them to engage and control student's behavior. Sami's social studies teacher said that he used to threaten him by reducing marks in order for Sami to participate in the activity (Appendix 1.1.3), instead of trying to see the reason behind his unwillingness, explain the benefits of the activity and try to find a link between the student and the activity in order to help him participate.

In Ahmad's Arabic session, the teacher used to announce students names and give them extra marks for their participation between the discussions, and at the same time the teacher would say "you are all good" (Appendix 3.2.5), in order not to disappoint the other students. In Sami's science session the researcher saw the teacher doing the same thing (Appendix 1.2.4).

Rewards and incentives are very powerful tools to enhance gifted students abilities and motivation to learn, in Csiksentmihalyi (1997) previous findings also showed that rewards and recognition are important to gifted teenagers. Teachers

must avoid generalized phrases such as “very good” “excellent”, “you are fantastic” or “all of you are good”, they must be specific and try to use more informative feedbacks such as “Nice way of thinking and analyzing”.

Chapter 6

Recommendations

In the critical stage of adolescence, educator's and parent's responsibilities are much more significant than in any other stages of gifted student's academic life, where they start to build their learning foundations with consciousness, find values and realize the importance of learning in their real life, specify learning goals and start building their personalities.

Teachers should help gifted students recognize such connections between classroom learning and life outside of school, so that they come to see academic activities as enabling opportunities to be valued rather than as unwelcome obligations. They have to provide them opportunities to practice and sense what they learn by engaging gifted students in scientific researches, experimental tasks and trips. They have to recognize the quality of gifted students achievements rather than the quantity, the effort spent, information processing strategy and creativity used in the activity rather than the final result, encourage them for taking on challenging work or stretching their abilities even if they do mistakes, teachers should assist gifted students not to fear from failure, gifted students have to be aware that learning may take time and involve confusion or mistakes, but that persistence and careful work eventually yields knowledge or skill mastery, that such mastery not only represents success on the immediate task but also provides them with knowledge or skills that will make them more prepared to handle higher level tasks in the future. When gifted children are coming up with different or unusual ways to solve problems educators must appreciate and recognize their work. These priorities give powerful messages about what is valued in the classroom. As Deci and Ryan (2002) stated that classroom environments that supports gifted students self determination and autonomy are associated with great student interest, sense of competence, creativity, conceptual learning and performance for challenging.

From the researcher's point of view, teachers and educators must direct gifted students behavior to be more identified and intrinsically motivated, and avoid them to get attached to material rewards. Teachers have to understand gifted student's perspectives, support their initiatives, create more opportunities for choices, be encouraging rather than controlling and allow students to choose their own method of work. Teacher's rationale that helps gifted students understand the purpose and the value of the activities; stimulate interest and support their confidence. Relatively Deci and Ryan's (1994) suggested to teachers to emphasize socializing and instructing students in ways that encourage self determined learning initiatives and thus result in intrinsically motivated learning.

Teachers must put in their mind that gifted students have to be motivated to learn, value their learning and find the meaning of subjects which are within their interest. Educators must put more effort, use different strategies and learning styles in order to bring awareness, show the importance of learning and allow them to understand consciously; the usefulness and relatedness of the subjects in to their real life. Teachers have to act as leaders to motivate gifted students by reinforcing them rather than punishing, showing rather than telling, empowering rather than overpowering, and emphasizing cooperative work toward shared goals rather than rule enforcement.

Teachers and parents must be more aware when they are using rewards in order to support gifted student's learning. They have to put in their minds that rewards are not used for controlling their behaviors which will lead them to addict to material rewards, it's more about energizing their behaviors and reinforcing their efforts to achieve their learning goals. The key for effective rewarding is to support gifted students to learn and not encourage them to conclude that they engage in academic activities to earn rewards. Teachers should minimize elements of competition and social comparison in the learning community norms, evaluation and reward structures operating in their classrooms, while at the same

time encouraging students to adopt learning goals and providing the instructional scaffolding and personal support needed to enable them to attain these goals successfully.

One of the most effective tools for rewarding gifted students which will enhance their intrinsic motivation at the same time is the informative feedback. Gifted students should compare their work with absolute standards or with their own previous performance rather than with their classmate's performance (Shih and Alexandra, 2000). On the other hand extrinsic rewards are not always undermining intrinsic motivation; it can be used in ways that supports its development (Cowington, 2000; Gehlbach and Roeser, 2002, lepper and Henderlong, 2000). As an example, one way of using extrinsic rewards which will not undermine intrinsic motivation is to provide unannounced rewards following the task completion, so that the rewards are seen as expressions of appreciation or recognition rather than as a delivery of promised incentives.

Another way for encouraging gifted students to use their cognitive skills, deeper information processing and to value their abilities more, is to combine them with those who have similar abilities and interests. This type of contact will motivate gifted students when they find other student's abilities, experiences and high level of thinking. The importance of such contact is noted by (Wallace, 1983; Leyden, 1985). Whybra (2000) also commented on the need of gifted students to experience the pleasure of developing an argument and discussing it with those who are intellectually equal or even superior.

Chapter 7

Conclusion

Gifted students in government schools are showing a mixed behavior of intrinsic and extrinsic motivation towards their learning, as Lens and Rand (2000) similarly noted that both intrinsic and extrinsic motivations are operative at the same time in most of our behaviors. Many factors have affected gifted students thirst for obtaining knowledge, valuing their learning and encouraging them to be more self learners and independent in their academic life.

Teacher's behavior and strategies used in the class showed a significant effect on gifted student motivation to learn, gifted students started disliking many subjects, not finding any value in learning the subjects and couldn't find any relationship between the subjects and their usefulness in their daily life. The study highlighted few elements from teachers learning style and attitude which showed negative impact on gifted students motivation and encouragement to learn, such as the usage of traditional/classical learning styles, threatening students by reducing their marks, generalized form of praising, criticizing and negative feedback. However gifted students were actively engaged and motivated in the lessons where the teacher used different learning styles, group works, provided critical/challenging questions, respected the students and used informative feedbacks.

The research found that educators are more concerned in how to control gifted students behavior rather than how to motivate them to learn. Teachers are emphasizing more on the reward part of the task (external regulation), and the privileges of getting the material rewards or threatening them by reducing marks, in order to participate in a project or activity, instead of explaining the learning benefits which would enhance and develop their talent and abilities.

It has been concluded from this study that, gifted students are valuing more the subjects where teachers show necessary respect and increased care for their abilities, and provide guidelines and informative feedbacks whenever students face difficulties.

Chapter 8

References

Alderman, M. Kay. 2004. *Motivation for Achievement: Possibilities for Teaching and Learning*. 2nd ed. Mahwah, NJ: Lawrence Erlbaum Associates.

Bacon, Charles S. 1993. Student Responsibility for Learning. *Adolescence* 28, no. 109: 199+.

Barry, Nancy H. 2007. Motivating the Reluctant Student. *American Music Teacher*, April/May, 23+.

Bartholomew, Barbara. 2007. Why We Can't Always Get What We Want. *Phi Delta Kappan* 88, no. 8: 593+.

Bloom, B. S. 1985. *Developing talent in young people*. New York, Ballantine Books.

Bronstein, Phyllis, Golda S. Ginsburg, and Ingrid S. Herrera. 2005. Parental Predictors of Motivational Orientation in Early Adolescence: A Longitudinal Study. *Journal of Youth and Adolescence* 34, no. 6: 559+.

Botsari, Makri. 1999. 'Academic intrinsic motivation: developmental differences and relations to perceived scholastic competence, locus of control and achievement', *Evaluation and research in education*, Vol. 13, No. 3, 1999.

Brophy, Jere. 2004. *Motivating Students to Learn*. Mahwah, NJ: Lawrence Erlbaum Associates.

Clinkenbeard, P. 1994. Motivation and highly able students: resolving paradoxes, in: J. B. Hansen & S. M. Hoover (Eds) *Talent development: theories and practice*. Dubuque, Kendall/Hunt, 187–202.

Cormier, Stephen M. 1986. *Basic Processes of Learning, Cognition, and Motivation*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Craven, Rhonda G., Herbert W. Marsh, and Murray Print. 2000. Gifted, Streamed and Mixed-Ability Programs for Gifted Students: Impact on Self-Concept, Motivation, and Achievement. *Australian Journal of Education* 44, no. 1: 51.

Dai, David Yun, Sidney M. Moon, and John F. Feldhusen. 1998. Achievement Motivation and Gifted Students: a Social Cognitive Perspective. *Educational Psychologist* 33, no. 2/3: 45-63.

Eccles, Jacquelynne S., and Allan Wigfield. 2002. Motivational Beliefs, Values and Goals. *Annual Review of Psychology* : 109+.

Freehill, Maurice F. 1961. *Gifted Children, Their Psychology and Education*. New York: Macmillan Company.

Gaad, E. 2005. Experts says schools not ready to teach challenged children. Dubai: Gulf Today.

Gagne', F. 2000. Understanding the complex choreography of talent development through DMGT-based analysis, in: K. A. Heller, F. J. Mo'nks, R. J. Sternberg & R. F. Subotnik (Eds) *International handbook of giftedness and talent*. Oxford, Elsevier Science, 67–80.

Gold, Milton J. 1965. *Education of the Intellectually Gifted*. Columbus, OH: Charles E. Merrill Books.

- Gross, Miraca U. M. 2004. *Exceptionally Gifted Children*. New York: Routledge.
- Hancock, Dawson R. 1995. What Teachers May do to Influence Student Motivation An Application of Expectancy Theory. *Journal of General Education* 44, no. 3: 171-179.
- Henry, Nelson B., ed. 1958. *Education for the Gifted*. Chicago: University of Chicago Press.
- Hong, Eunsook, and Roberta M. Milgram. 2000. *Homework: Motivation and Learning Preference*. Westport, CT: Bergin and Garvey.
- Ibrahim, Amna. 2006. 'Educating the gifted and talented in government schools in the United Arab Emirates'. British University in Dubai.
- Johnson, Rebecca Grooms. 2003. The Magic of Motivation: Inspiring Practice, Participation and Performance. *American Music Teacher*, October/November, 21.
- King, R. A. (1994). 'The man in the Wendy House', in R. G. Burgess (ed.) *The research Process in Educational Settings: Ten Case Studies*, Lewes: Falmer Press.
- Lepper, Mark R. 2005. 'Intrinsic and extrinsic motivational orientations in the class room: Age Differences and Academic Correlates', *Journal of educational psychology*, Vol. 97, No. 2, 184-196.
- Males' academic motivation: doing a personal best.
<http://www.articlearchives.com/education-training/teaching-teachers-primary/52848-1.html>
- Mann, Janet. 2003. Motivational Strategies: The Outcome Starts Here Motivating the Gifted Student: Realistic Challenges. *American Music Teacher*, October/November, 37+.
- Marriam (1988) stated" the study should be particularistic, descriptive, heuristic and inductive".
- Milgram, Roberta M., Rita Dunn, and Gary E. Price, eds. 1993. *Teaching and Counseling Gifted and Talented Adolescents: An International Learning Style Perspective*. Westport, CT: Praeger Publishers.
- O'Neil, Harold F. 1994. *Motivation: Theory and Research*. Ed. Michael Drillings. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Partridge, E. DeAlton. 1938. *Social Psychology of Adolescence*. New York: Prentice-Hall, Inc.
- Phillips, Niki and Lindsay, Geoff(2006)'Motivation in gifted students',*High Ability Studies*,17:1,57 — 73.
- Phillips, Niki and Lindsay, Geoff. 2006. 'Motivation in gifted students', *High Ability Studies*, 17:1,57-73.
- Rethlingshafer, Dorothy. 1963. *Motivation as Related to Personality*. New York: McGraw-Hill.
- Richard M. Ryan and Edward L. Deci. 2000. 'Intrinsic and extrinsic motivation: classic definitions and new directions', *Contemporary educational psychology* 25, 54-67.
- Schunk, Dale H. and Barry J. Zimmerman, eds. 1994. *Self-Regulation of Learning and Performance: Issues and Educational Applications*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Sharp, Erin Hiley, Linda L. Caldwell, John W. Graham, and Ty A. Ridenour. 2006. Individual Motivation and Parental Influence on Adolescents' Experiences of Interest in Free Time: A Longitudinal Examination. *Journal of Youth and Adolescence* 35, no. 3: 359+.

Skollingsberg, Gunnar E. 2003. A Comparison of Intrinsic and Extrinsic Classroom Motivational Orientation of Gifted and Learning-Disabled Students. *Roeper Review* 26, no. 1: 53.

Stacey, Chalmers L., Manfred F. DeMartino, Chalmers L. Stacey, and Manfred F. DeMartino, eds. 1958. *Understanding Human Motivation*. Cleveland, OH: Howard Allen.

State Definitions for the Gifted and Talented Revisited.

<http://www.articlearchives.com/education-training/curricula-gifted-education/988640-1.html>

Udvari, Stephen J., and Barry H. Schneider. 2000. Competition and the Adjustment of Gifted Children: A Matter of Motivation. *Roeper Review* 22, no. 4: 212.

Weiner, Bernard. 1980. *Human Motivation*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Weissinger, Ellen, and Deborah L. Bandalos. 1995. Development, Reliability and Validity of a Scale to Measure Intrinsic Motivation in Leisure. *Journal of Leisure Research* 27, no. 4: 379+.

Wiest, Dudley J., Eugene H. Wong, Joseph M. Cervantes, Luann Craik, and Dennis A. Kreil. 2001. Intrinsic Motivation among Regular, Special and Alternative Education High School Students. *Adolescence* 36, no. 141: 111.

Willbourne, Mitsy. 2006. Intrinsic and Extrinsic Motivational Orientations in the Classroom: Age Differences and Academic Correlates. *Childhood Education* 82, no. 5: 311.

Wong, Eugene H., Dudley J. Wiest, and Lisa B. Cusick. 2002. Perceptions of Autonomy Support, Parent Attachment, Competence and Self-Worth as Predictors of Motivational Orientation and Academic Achievement: An Examination of Sixth- and Ninth-Grade Regular Education Students. *Adolescence* 37, no. 146: 255+.

Worley, Rebecca B., and Marilyn A. Dyrud. 2003. Motivating Students. *Business Communication Quarterly* 66, no. 4: 87+.

Young, Paul Thomas. 1936. *Motivation of Behavior: The Fundamental Determinants of Human and Animal Activity*. New York: John Wiley & Sons.

Chapter 9

Appendix:-

Appendix 1:-

1.1 Interviews:-

1.1.1 Sami's Teacher for: Geography

Duration Time: 30 min

1. (S): What are Sami's strength and weaknesses?
2. (A): He has a good attitude, interactive in class discussions, he interacts with few students, and sometimes gets naughty in the classroom.
3. (S): What is your opinion about Sami's goals and purpose; behind his academic school life?
4. (A): His aim is to reach high level of education,
5. (S): Do you think Sami has an interest in the subject you teach? Please proof your answer?
6. (A): Yes I think, because he likes the teacher.
7. (S): Have you ever seen him doing extra work on a topic, without asking or promising for extra points?
8. (A): From his self he is not initiating any project or activity.
9. (S): What does Sami value most when he is engaged in school activities?
10. (A): Grades and marks motivate him.
11. (S): Have you ever seen or heard him applying what he has learnt at school in his real life outside school?
12. (A): No.
13. (S): What type of assignments or activities does Sami like? (easy, difficult, very difficult)
14. (A): I would say the difficult ones, he doesn't like to put in extra effort, he just puts in much as required.
15. (S): What does Sami usually do when facing difficulties in the activity?
16. (A): He refers back to me and also follows up with other students.
17. (S): How does he react when he gets low grades or results? What type of phrases does he use in these occasions?
18. (A): He gets upset, discusses his mistakes, requests for repeating the exam. The excuse he usually gives is that he was sick or had some guests over.

19. (S): Do you think encouraging gifted students by promising them extra marks; will lead them to use surface level strategies in learning, rather than deeper level of information processing strategies?
20. (A): Yes I believe it's leading them to use surface level strategies, gifted and talented students are not used to search or make projects from themselves, you have to ask or force them to do so, they are just satisfied with the material provided in the class room.
21. (S) If Sami is not willing to do the activity, what do you do?
22. (A) I try to find the reason why he doesn't want to participate, and scare him by warning that I will reduce from his marks.
23. (S) Out of your experience, what are the best strategies you recommend for your gifted and talented students in order to be cognitively engaged and have learning goals, although they might not like or enjoy the activities? And why?
24. (A) As I told you I will try to find the reason for not participating, in order to find a solution, and also change my learning styles which will attract and motivate students to learn.
25. (S) Do you think giving choices to gifted and talented students will help them to develop their skills and knowledge while engaging them in the activities? Or specifying an activity will direct them to focus and accomplish the results needed?
26. (A) Yes, because he can compare the information gathered from different resources, and in the way he likes in order to put them all together.
27. (S) Do you believe that competition is a useful method for motivating gifted and talented students to learn; especially in the activities they are not interested?
28. (A) Yes, but not all of them, there are some competitions that can increase their knowledge, enrich their ideas and improve their skills.

1.1.2 Sami's teacher for: History**Duration Time: 35 min**

29. (S): What are Sami's strength and weaknesses?
30. (A): He is a well behaved student, understands well, but he is influenced greatly by his friends.
31. (S): What is your opinion about Sami's goals and purpose; behind his academic school life?
32. (A): He tries to be the best in the class, but he is careless.
33. (S): Do you think Sami has an interest in the subject you teach? Please proof your answer?
34. (A): Yes, he concentrates and follows up with me, and asks deep questions.
35. (S): Have you ever seen him doing extra work on a topic, without asking or promising for extra points?
36. (A): No.
37. (S): What does Sami value most when he engages in school activities?
38. (A): To understand and reach the meaning of a certain idea or principle.
39. (S): Have you ever seen or heard him applying what he has learnt in school in his real life outside school?
40. (A): I don't know.
41. (S): What type of assignments or activities does Sami like? (easy, difficult, very difficult)
42. (A): Difficult ones.
43. (S): What does Sami usually do when he faces difficulties in the activity?
44. (A): He asks me, tries another time and puts in more effort.
45. (S): How does he react when he gets low grades or results? What type of phrases does he use in these occasions?
46. (A): He gets upset and tries to repeat the exam again.
47. (S): Do you think encouraging gifted students by promising them for extra marks; will lead them to use surface level strategies in learning, rather than deeper level of information processing strategies?
48. (A): It depends on the student itself, some of the gifted students are willing to enhance their abilities and knowledge, but others are using surface level of strategies to get high grades only.

49. (S) If Sami is not willing to do the activity, what do you do?
50. (A) I put pressure on him by reducing his marks.
51. (S) Out of your experience, what are the best strategies you recommend for your gifted and talented students in order to be cognitively engaged and have learning goals, although they might not like or enjoy the activities? why?
52. (A) The best thing that works is the marks, one can scare him and force him to do anything you want, by warning him that I will reduce your grades. I will also try to reach their parents, in order to explain the situation.
53. (S) Do you think giving choices to gifted and talented students will help them develop their skills and knowledge while engaging in the activities? Or specifying an activity will direct them to focus and accomplish the results needed?
54. (A) Choices are much better, because each one of us has different abilities.
55. (S) Do you believe that competition is a useful method for motivating gifted and talented students to learn; especially in the activities they are not interested?
56. (A) Yes, I agree, working in groups teach them a lot of skills, in these competitions they learn and develop their abilities, without being aware of it.

1.1.3 Sami's teacher for: National education

Duration Time: 25 min

57. (S): What are Sami's strength and weaknesses?
58. (A): He doesn't participate that much, and has the fear from the written exams, but he is punctual.
59. (S): What is your opinion about Sami's goals and purposes; behind his academic school life?
60. (A): He only wants to pass.
61. (S): Do you think Sami has an interest in the subject you teach? Please proof your answer?
62. (A): Yes I think so, because he participates, is punctual and doesn't get absent.
63. (S): Have you ever seen him doing extra work on a topic, without asking or promising for extra points?
64. (A): I don't know.
65. (S): What does Sami value most when he engages in school activities?
66. (A): To get marks only.
67. (S): Have you ever seen or heard him applying what he has learnt at school in his real life outside school?
68. (A): I don't know.
69. (S): What type of assignments or activities does Sami like? (easy, difficult, very difficult)
70. (A): I would say the easy ones.
71. (S): What does Sami usually do when he faces difficulties in the activity?
72. (A): First he tries to answer the question by himself; later asks for help from his parents.
73. (S): How does he react when he gets low grades or results? What type of phrases does he use in these occasions?
74. (A): He gets upset, and the excuse he gives is that he was either sick or traveling.
75. (S): Do you think encouraging gifted students by promising them for extra marks; will lead them to use surface level strategies in learning, rather than deeper level of information processing strategies?
76. (A): It's leading them to use surface level strategies because, their main

- concern is grades and not the learning process.
77. (S) If Sami is not willing to do the activity, what do you do?
78. (A) I tell him that I will not give you the marks for this activity, and so he participates immediately .
79. (S) Out of your experience, what are the best strategies you recommend for your gifted and talented students in order to be cognitively engaged and have learning goals, although they might not like or enjoy the activities? why?
80. (A) Changing the way they examine the students, because their main concern is the exams now, I have to get closer to them in terms of relationship, understand them and talk to them about their needs and requirements.
81. (S) Do you think giving choices to gifted and talented students will help them to develop their skills and knowledge while engaging in the activities? Or specifying an activity will direct them to focus and accomplish the results needed?
82. (A) Choices is best, because they will own their learning process, and be more involved and encouraged to do the activity.
83. (S) Do you believe that competition is a useful method for motivating gifted and talented students to learn; especially in the activities they are not interested?
84. (A) Yes, sports competitions, learning by games, learning in groups, they all break the routine style used in the classroom, and create a competitive atmosphere among students.

1.1.4 Sami's teacher for: Science**Duration Time: 40 min**

85. (S): What are Sami's strength and weaknesses?
86. (A): He listens to me, his result are good in the exams, doesn't participate a lot in the discussions, he doesn't give his full attention to me, other students are influencing his performance and contribution.
87. (S): What is your opinion about Sami's goals and purpose; behind his academic school life?
88. (A): I think it's the fear from his parents, and not wanting to disappoint them.
89. (S): Do you think Sami has an interest in the subject you teach? Please proof your answer?
90. (A): Not to the extent that should be, he is not participating and caring that much.
91. (S): Have you ever seen him doing extra work on a topic, without asking or promising for extra points?
92. (A): No.
93. (S): What does Sami value most when he engages in school activities?
94. (A): The grades only.
95. (S): Have you ever seen or heard him applying what he has learnt at school in his real life outside school?
96. (A): Not really.
97. (S): What type of assignments or activities does Sami like? (easy, difficult, very difficult)
98. (A): Difficult.
99. (S): What does Sami usually do when he faces difficulties in the activity?
100. (A): He doesn't get back to me.
101. (S): How does he react when he gets low grades or results? What type of phrases does he use in these occasions?
102. (A): He doesn't care if he gets low grades, and doesn't discuss them with me, although his father always asks for his attitude and grades.
103. (S): Do you think encouraging gifted students by promising them for extra marks; will lead them to use surface level strategies in learning, rather than deeper level of information processing strategies?

104. (A): Yes, it leads them to use surface level strategies, because they are looking for grades only.
105. (S) If Sami is not willing to do the activity, what do you do?
106. (A) I will force him to participate, if I leave him alone he will not care.
107. (S) Out of your experience, what are the best strategies you recommend for your gifted and talented students in order to be cognitively engaged and have learning goals, although they might not like or enjoy the activities? why?
108. (A) The best thing is grades, if they know that their participation is going to add marks into their final grades, it will motivate them to join the activity, it is more effective than praising them by saying excellent, very good or good job. Parents involvement is also one of the key factors for motivating students to learn.
109. (S) Do you think giving choices to gifted and talented students will help them develop their skills and knowledge while engaging in the activities? Or specifying an activity will direct them to focus and accomplish the results needed?
110. (A) Yes, because they will get bored if you give them one choice only.
111. (S) Do you believe that competition is a useful method for motivating gifted and talented students to learn; especially in the activities they are not interested?
112. (A) It depends on the goal of the competitions, groups competitions are good because students learn to co-operate and learn from one another

1.1.5 Sami's teacher for: Maths**Duration Time: 30 min**

113. (S): What are Sami's strength and weaknesses?
114. (A): He likes math, his ability and capacity for understand is very good, he doesn't focus a lot with me and always comes late to the class room.
115. (S): What is your opinion about Sami's goals and purpose; behind his academic school life?
116. (A): To find a good job.
117. (S): Do you think Sami has an interest in the subject you teach? Please proof your answer?
118. (A): Yes, he cares about the subject, concentrates and focuses while the lesson is being explained.
119. (S): Have you ever seen him doing extra work on a topic, without asking or promising for extra points?
120. (A): No,
121. (S): What does Sami value most when he engages in school activities?
122. (A): He values the subject because he likes it.
123. (S): Have you ever seen or heard him apply what he has learnt at school in his real life, outside school?
124. (A): I don't know.
125. (S): What type of assignments or activities does Sami like? (easy, difficult, very difficult)
126. (A): Difficult.
127. (S): What does Sami usually do when he faces difficulties in the activity?
128. (A): He asks me, and then applies all the steps required in order to reach the result.
129. (S): If Sami is not willing to do the activity, what do you do?
130. (A): I will discuss with him, give him other chances and extra days if he needs.
131. (S): Out of your experience, what are the best strategies you recommend for your gifted and talented students in order to be cognitively engaged and have learning goals, although they might not like or enjoy the activities? why?
132. (A): The most important thing is the relationship between the student and the teacher, if the student likes the teacher he will like the subject, teachers must respect student's abilities, care and guide them, praise

them whenever required, there are students who don't like the subject just because of the teacher. using rewards such as gifts will motivate students to learn and actively engage them in the activity.

- 133. (S) Do you think giving choices to gifted and talented students will help them develop their skills and knowledge while engaging in the activities? Or specifying an activity will direct them to focus and accomplish the results needed?
- 134. (A) Yes, because they will choose what they like, exams should be in the same way in order for students to be comfortable and relaxed while giving exams.
- 135. (S) Do you believe that competition is a useful method for motivating gifted and talented students to learn; especially in the activities they are not interested?
- 136. (A) Yes, it helps them to compete with one another, and learn too, and their motive is to win at the same time.

1.1.6 Student Name: Sami

Duration Time: 25 min

137. (S): **What are your hobbies?**
138. (A): Riding horses because it's joyful and exciting, hunting birds to enlighten the old culture in myself plus playing football, since it's nice to compete with others.
139. (S): **What is the purpose of your life?**
140. (A): I like to have a prosperous future, by rendering services to the society I live in, like Sheikh Zayed, who used to help people and had very good knowledge about desert life.
141. (S): **Do you like coming to school? What motivates you to come to school?**
142. (A): Yes, I want to fulfill my ambitions, learn how to be wise like Sheikh Zayed, and inhabit the sea like Sheikh Mohamed did, no body would have believed that one day we could live in the sea.
143. (S): **What are the best subjects in school that you like?**
144. (A): Math, science, history and Islamic studies.
145. (S): **Why do you think studying math, science, language .. etc is important?**
146. (A): Yes, maths allows me to be precise, science acknowledges me about the ground surface level and desert life, and learning languages is important in order to be able and communicate with others.
147. (S): **Do you have any extra curriculum activities outside school? Do you like them? Why?**
148. (A): No.
149. (S): **Are you frequently using the knowledge and concepts that you learned at school in your daily life? Give me some examples?**
150. (A): Yes, my brother is an engineer, I help him in his calculations, I help my father too, in his shares, depositing his money and checking the contracts.
151. (S): **What are the abilities and talents that you feel like acquiring? How did you find them? What do you think you need to do after finding them? How would you develop them?**
152. (A): I have the spirit of challenge, I am brave and wise, I work for the betterment of the society, I try to help the people, by for example blood donations, and also help my self to have a better life in future.
153. (S): **Do you believe that you still have more hidden abilities that you could not find them yet?**
154. (A): Yes, I have to work harder, and listen to people older than myself and try to act like them.
155. (S): **What is motivating you to participate in school activities?**
156. (A): I don't care about the material benefits, I enjoy making others happy and appreciate those who care about me and encourage me to join the activity.
157. (S): **Which type of activities do you usually like to be involved in? (Easy, difficult, very difficult)? Why?**
158. (A): Difficult, I like to do cultural things; I love the desert and like to be like

- my grand father.
159. (S) In what way do you like to be rewarded after accomplishing the goals of certain activities?
160. (A) I like being praised but not being over flattered, when people praise me I get motivated to achieve better.
161. (S) If you face difficulties in any task or activity? What do you do?
162. (A) I try to use different resources, ask my friends and finally the teacher.
163. (S) Have you ever failed to reach the optimal goal of any activity or failed to solve the problem? What do you think the reason behind it is?
164. (A) Yes, because I was not capable of doing that task, that doesn't mean that others cant do it, and that failure doesn't affect my life.
165. (S) What would you do after getting undesirable grades or results? Do you get upset?
166. (A) No, I will just try and score better in the next exams..
167. (S) Do you usually compare your test scores with other students?
168. (A) Maybe, I don't get upset if they get better results than me, I congratulate them and get happy for them.
169. (S) Do you like competitions? What motivates you to participate in the competition?
170. (A) Yes, I like competing with my friends, satisfying my teachers for the participation because they assist and support me to develop my abilities and skills.
171. (S) Do you like working in group or alone? Why?
172. (A) In groups, because of the cooperative relationship among the members of the group, and together you can achieve higher goals.
173. (S) Do you usually participate in class discussions, reading the lessons and answering questions? Why do you like or dislike doing that?
174. (A) Yes, I have to make the teacher happy.
175. (S) What do you want to be in the future?
176. (A) Petroleum engineer.

1.1.7 Sami's teacher for: Special Needs**Duration Time: 35 min**

177. (S): What are Sami's strength and weaknesses?
178. (A): He has high confidence about his ability, strong personality, likes to act out the role of the teacher, his academic performance this year is lower than the last two years, I think because of his close friends who are influencing his learning process.
179. (S): In which field do you feel Sami is most talented?
180. (A): Art of speech and leadership.
181. (S): What do you recommend for Sami, in order to develop his talents?
182. (A): He must participate more in out of class activities, be a leader in group works and join as much competitions as possible in order to develop his abilities and talents.
183. (S): What is your opinion about Sami's goals and purpose; behind his acting life?
184. (A): To be a leader or manager.
185. (S): Have you ever seen him doing extra work on a topic, without asking or promising for extra points?
186. (A): He has personal initiative, he comes to me on his own and asks to participate in different activities and projects.
187. (S): What does Sami value most when he engages in acting activities?
188. (A): What Sami values most is his father's rewards, last year his father promised him that if he gets high results, he would take him to Qatar, and get him the driving license. Sami performed very well last year and got his license. This year his father has taken the driving license from him; because of his unaccepted results in the first term exams.
189. (S): Have you ever seen or heard him apply what he has learnt at school in his real life, outside school?
190. (A): Yes, for example he practices his speech at home in front of his parents before performing it at school.
191. (S): What type of assignments or activities does Sami like? (easy, difficult, very difficult)
192. (A): Difficult ones.
193. (S): What does Sami usually do when he faces difficulties in the activity?
194. (A): He either gets back to his teacher or his freinds.

195. (S): If Sami is not willing to do the activity, what do you do?
196. (A): At first, I will try to see what the reason is that he doesn't want to participate, maybe the reason is the teacher, maybe because he has exams, I have to figure it out the problem in order to find the solution.
197. (S): How does he react when he gets low grades or results? What type of phrases does he use in these occasions?
198. (A): He gets upset a lot and disappointed.
199. (S) Out of your experience, what are the best motivational strategies you recommend for your gifted and talented students in order to be cognitively engaged and have learning goals, although they might not like or enjoy the activities? why?
200. (A) One has to establish a close relationship with the students in order to gain their trust, it's important to be caring and supportive to enhance the building of that trust. Students should be praised whenever one feels they deserve it and also giving out certificates is an effective method in motivating the students to put more efforts in the next activities.
201. (S) Do you think giving choices to gifted and talented students will help them develop their skills and knowledge while engaging in the activities? Or specifying an activity will direct them to focus and accomplish the results needed?
202. (A) Yes, each student has his own interests and preferred mode of learning, we have to provide them with as much choices as possible.
203. (S) Why do you think Sami's academic performance is lower this year than the last year?
204. (A) I think his friends are influencing his learning and on his concentration, and the second reason as I told you is because his father took away the driving license from him.
205. (S) In your personal view, what is the best type of rewarding students?
206. (A) Positive deeds towards Sami's abilities, teacher criticisms are killing Sami, they are feeding his thoughts that you are not capable, and your abilities are weak, Sami feels that his development can improve more than this. I think we have to bring back his confidence in his talents and skills, by praising him at the right time and the right way, and involving his parents to provide the right support.

1.2 Class Room Observation

1.2.1 Sami's Geography Lesson

Period: 7th

Number of Students: 30

Setting: Normal class room

Aim: To observe and record Sami's behavior and performance, plus teacher's strategies to motivate and engage students to learn.

Record of Observation:

- S-1 The teacher asked the students what they had taken in their last session, and linked it to the new topic of the lesson, by asking open ended questions. The discussions were very interactive, almost every body was participating and well engaged in the topic. Sami was not always participating in the discussion, his answers were not always correct, he was not the first student to raise his hand in order to read. While his friends were reading the lesson out loud he was talking to his friend, sometimes playing with his pen, not following the teacher, laying down on the table, with his hand behind his head.
- S-2 The way the teacher treated the students was very good, he was respecting them, listening to what they would say although it was wrong, treating them as though the students were like his younger brothers, with full respect and care to learn, he was using different phrases showing his respect such as "you read enough, now give a chance to other students", or "don't get upset, it's your turn now". Sometimes he was harsh with students who were out of control, for example a student was sitting at the end of the class laughing without any reason, so the teacher told him "You better expect the consequences of your behavior".
- S-3 The teacher used the map in order to explain the location of Nigeria on the map, and the location of the places where they can find the country's natural resources, using this method the teacher was able to draw back Sami's attention, since it was a new method of teaching applied in the classroom.

1.2.2 Sami's Arabic language Lesson

Period: 4th

Number of Students: 30

Setting: Normal class room

Aim: To observe and record Sami's behavior and performance, plus teacher's strategies to motivate and engage students to learn.

Record of Observation:

S-1

Sami was sitting in the middle of the second row, a student started reading the poem, then the teacher asked Sami to read the poem, he read well and after he finished the teacher told him excellent. Another student was not reading well, the teacher asked him to read again, he was helping and assisting him to read correctly. Sami participated in answering the meaning of the difficult words, he was following up with the teacher and trying to answer the questions but in a bored manner.

S-2

Sami was quiet; but again sometimes talking to his friend. The teacher started writing the answers on the white board in order for the students to write them down in their note books. The teacher presented an unstable personality while dealing with the students, at times I would see him smiling to the students who would answer incorrectly or those who wouldn't participate, assisting them to perform better by saying " your answer was correct, but it was better if you could say it clearer, rather than saying it in a low and fast manner". At other times the teacher was making fun of a student who was quite fat and humiliated him by saying, " if you think as much you eat, you can give better answers".

1.2.3 Sami's Math Lesson

Period: 5th

Number of Students: 30

Setting: Normal class room

Aim: To observe and record Sami's behavior and performance, plus teacher's strategies to motivate and engage students to learn.

Record of Observation:

S-1

The lesson was about how to calculate a percentage of any amount, the teacher introduced the topic by giving a few real examples in order to connect the topic to real life scenarios, such as changing population number every year, and how to find the percentage of that, or increasing your weight and how to find the percentage of change, I could see Sami cognitively engaged in this section, and was trying to participate in the discussion.

S-2

The class was quiet, the teacher was not using any type of praise while the students were answering the questions, he asked the students to answer the questions alone, he was passing by each student in order to check their involvement in answering the questions, the teacher asked students to answer a very difficult question, and that he would give three marks for the student who could answer correctly, every body was trying to find the answer including Sami, but no body could answer the question.

S-3

Teacher's style was not much of interactive type, after introducing the concept; he started writing the answers on the white board. Unfortunately the teacher mentioned in the beginning of the class that he is going to ask most of the questions to Sami, although I told him that I don't want Sami to recognize that I was there for him. Sometimes Sami used to talk with his partner, while the teacher was answering the questions, once he went upto the white board and wrote the equation correctly but the final answer was incorrect, he was not always contributing in the discussions, the teacher had to ask him in order for him to participate in the discussions

1.2.4 Sami's Science Lesson

Period: 3rd

Number of Students: 30

Setting: Groups in the lab

Aim: To observe and record Sami's behavior and performance, plus teacher's strategies to motivate and engage students to learn.

Record of Observation:

S-1

The lesson was about how to generate Oxygen, the teacher started the session with warm up questions, some of them were very difficult, but Sami was not participating, the teacher asked him many questions, he was not able to answer them, such as what are the components of (Fe_2O_3) . The teacher was giving marks for the students who could answer the difficult questions correctly.

S-2

The teacher started the new topic on how to generate Oxygen, and related it to the use of the divers when they go under water and use Oxygen. He informed the students in order to concentrate; that after explaining the steps, he is going to choose a student to come over to the white board and explain the steps again, he used the power point presentation to explain the steps. The teacher asked Sami to present the steps, he was watching and trying to read from the power point presentation, not relaxed, not looking at the students, not confident about the steps, because it was his first time to hear about it in the class.

S-3

Then the teacher started spreading the worksheets into groups, asked them to answer them in a specific time, Sami was leading his group, he was sitting behind a smart student and trying to figure out the answers together, he was well engaged and not distracted. The teacher then asked the students to stop answering, none of the groups could answer all the questions on time, they had gone through the questions all together, the teacher asked Sami to answer the second question, he replied with a very low voice as though he was not sure about his answer, and finally his answer was not correct.

S-4

Before the end of the session, the teacher asked him to go to the white board and complete the equation, he wrote down correctly, and then the teacher asked him other related concluding questions, he was not able to answer it.

1.3 Sami's IQ Test Results

Handwritten notes in Arabic script at the top of the page.

Answer Sheet for

STANDARD PROGRESSIVE MATRICES (1938)

J. C. Raven

Sets A, B, C, D, and E

Name

Sex

Age

School

Grade

Test Begun

Test Ended

Total Time

A			B			C			D			E		
1	4		1	2		1	3		1	3		1	7	
2	5		2	6		2	2		2	4		2	6	
3	1		3	1		3	3		3	3		3	8	
4	2		4	2		4	2		4	2		4	8	
5	6		5	1		5	2		5	8		5	7	X
6	3		6	3		6	4		6	6		6	5	
7	6		7	5		7	5		7	5		7	1	
8	2		8	1		8	1		8	4		8	5	X
9	1		9	4		9	1	X	9	5	X	9	1	X
10	3		10	3		10	6		10	2		10	4	
11	4		11	4		11	1		11	2	X	11	5	X
12	5		12	5		12	4	X	12	3	X	12	1	X
12			12			10			9			5		

Total Score

Percentile

111

Published by The Psychological Corporation, New York under special arrangements with H. K. Lewis and Company, Ltd., London, England

بطاقة درجات تقويم الطالب
المرّة الأولى – الفصل الدراسي الأول
للعام الدراسي 2008 / 2009
مدرسة

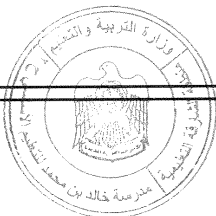


منطقة الشارقة التعليمية

الاسم :

المواد الدراسية	النهاية الكبرى	النهاية الصغرى	درجة المرة الأولى	درجة المرة الثاني	درجة التقويم
التربية الإسلامية	100	50	97		
اللغة العربية	100	50	67		
اللغة الانجليزية	100	50	52		
التاريخ	100	50	63		
الجغرافيا	100	50	80		
التربية الوطنية	100	50	78		
الرياضيات	100	50	76		
العلوم	100	50	80		
المجموع	800	400	593		

ملاحظات رائد الصف :-



ملاحظات ولي الأمر :-

التوقيع :

التوقيع :

1.5 Sami's Questioners Results

Questioners Result

The table below is demonstrating Sami's main characteristics gathered out from the questioners, and collected from 5 of his teachers:

NO	Questions	Extremely Disagree	Disagree	I don't know	Agree	Extremely agree
1	Learns rapidly and easily		2		3	
2	Can grasp underlying principles		3	1	1	
3	Has a large vocabulary		1		4	
4	Has long attention span		2	1	2	
5	Shows imagination and creativity		1		4	
6	Prefers complex ideas		2		3	
7	Likes working independently		2	1	2	
8	Interested in problem solving		3	1	1	
9	Assumes leadership roles		2	1	2	
10	Finishes tasks on time		1	1	3	

Behavior Characteristics						
NO	Questions	Extremely Disagree	Disagree	I don't know	Agree	Extremely agree
11	Seeks to learn, asks question about every thing		1	2	2	
12	Expresses his ideas and solution for problems		2	2	1	
13	Expresses his opinion bravely		2		3	
14	Highly passionate to expose the hidden concepts		3		2	
15	Emotional and sensitive				5	

Appendix 2:-

2.1 Interviews

2.1.1 Ali's Teacher for: English Language

Duration Time: 30 min

207. (S): What are Ali's strength and weaknesses?
208. (A): He is very quiet and neat, likes to work, is motivated to study, he's fast in grasping ideas, has a loving and socialized personality. Sometimes, I find him answering the questions in a very fast manner, and recently I found out that he instead of attending the class he visits the health care facilities for different reasons.
209. (S): What is your opinion about Ali's goals and purpose; behind his academic school life?
210. (A): He wants to become excellent and be the first among the students, he is seeking for knowledge and at the same pace aiming to score higher grades.
211. (S): Do you think Ali has an interest in the subject you teach? Please proof your answer?
212. (A): Yes I think so, because I see him all prepared before any new lesson, contributes in class discussions and does his homework on time.
213. (S): Have you ever seen him do extra work on a topic, without asking or promising him for extra points?
214. (A): No,
215. (S): What does Ali value most when he engages in school activities?
216. (A): He wants to be the first in class, and tries not to show and let every body know that he is the best among students.
217. (S): Have you ever seen or heard him apply what he has learnt at school in his real life, outside school?
218. (A): I haven't seen him or heard of anything from anybody, I don't know, maybe yes, and maybe no.
219. (S): What type of assignments or activities does Ali like? (easy, difficult, very difficult)
220. (A): I would say the difficult ones.
221. (S): What does Ali usually do when he faces difficulties in the activity?
222. (A): In the first stage he refers back to me, but whenever he needs more clarifications, he takes his time and thinks more seriously, and does not give up at any time.
His problem is that sometimes he answers quickly without spending more time on the acting.
223. (S): How does he react when he gets low grades or results? What type of

phrases does he use in these occasions?

224. (A): He gets upset, asks about his mistakes, gets convinced, and usually asks about other students and how they got higher grades than him not only in his own class but also in all other sections of grade 8.
225. (S): Do you think encouraging gifted students by promising them extra marks; will lead them to use surface level strategies in learning, rather than deeper level of information processing strategies?
226. (A): Yes, I believe its leading them to use surface level strategies in order to pass or get higher marks, but frankly speaking its not helping them to be engaged more in the learning process in order to stress their abilities and increase their knowledge.
227. (S) If Ali is not willing to do the activity, what do you do?
228. (A) I don't force him, and try to give him other alternatives to choose from.
229. (S) Out of your experience, what are the best strategies you recommend for your gifted and talented students in order to be cognitively engaged and have learning goals, although they might not like or enjoy the activities? why?
230. (A) Group competition, because it allows them to work as a team to achieve a certain goal, they will use their abilities and skill to the extent that they can, in order to deliver their part and makes them cognitively engaged on the subject and motivated to achieve the task.
231. (S) Do you think giving choices to gifted and talented students will help them to develop their skills and knowledge while engaging in the activities? Or specifying an activity will direct them to focus and accomplish the results needed?
232. (A) Giving choices will definitely allow students to choose their topic or activity of interest, which helps them to participate willingly in the activity.
233. (S) Do you believe that competition is a useful method for motivating gifted and talented students to learn; especially in the activities they are not interested?
234. (A) Yes, as I mentioned earlier, (Group Competition), because it covers two aspects, one is that they will be encouraged to learn the topic covered in the competition by sharing and discussing their understanding in the group and also enjoying the challenges faced to win the competition.

2.1.2 Ali's teacher for: Math**Duration Time: 30 min**

235. (S): What are Ali's strength and weaknesses?
236. (A): He has mathematical abilities; grasps the hidden concepts in a fast manner. But moves a lot in the class and sometimes answers quickly without spending enough time thinking.
237. (S): What is your opinion about Ali's goals and purpose; behind his academic school life?
238. (A): I have just worked with him for two months; and from only this much of a little time, I can't figure out much.
239. (S): Do you think Ali has an interest in the subject you teach? Please prove your answer?
240. (A): Yes I think so, he is very neat and listens carefully in the class not miss any thing.
241. (S): Have you ever seen him do extra work on a topic, without asking or promising him for extra points?
242. (A): Yes, he answers all the question of the lesson which we could not cover in class at home.
243. (S): What does Ali value most when he engages in school activities?
244. (A): Concepts learned in the class which can help him outside school environment, such as the lesson about selling and buying
245. (S): Have you ever seen or heard him apply what he has learnt at school in his real life outside school?
246. (A): Yes, we had arranged a trip to Fujairah with all his class mates, Ali went and bought some stuff; and related it to the lesson; covered earlier in school about (buying and selling)
247. (S): What type of assignments or activities does Ali like? (easy, difficult, very difficult)
248. (A): Difficult ones.
249. (S): What does Ali usually do when he faces difficulties in the activity?
250. (A): He comes back to me first for clarifications, concentrates a lot to figure out the solution on his own, and tries his best to accomplish it alone, without the help of other students.
251. (S): How does he react when he gets low grades or results? What type of phrases does he use in these occasions?
252. (A): He gets upset and sad, and says that I will try to score better grades in the next set of exams; he is very curious in knowing how much his

classmates scored and wants to be the first at all times.

253. (S): Do you think encouraging gifted students by promising them for extra marks; will lead them to use surface level strategies in learning, rather than deeper level of information processing strategies?
254. (A): I think it has negative effect more than positive, because they are then worried in collecting extra points rather than learning goals. In case of Ali I feel the grade, understanding and learning are all significant for him.
255. (S) If Ali is not willing to do the activity, what do you do?
256. (A) If I tell him that other student are participating in a specific project, and they will get extra points and you will not, he will respond immediately because he is worried that they will get higher grades than him
257. (S) Out of your experience, what are the best strategies you recommend for your gifted and talented students in order to be cognitively engaged and have learning goals, although they might not like or enjoy the activities? Why?
258. (A) Rewards, such as gifts, or giving the student a leadership role. For example, in Ali's case, If I tell him I'd give you extra points he will be motivated to do his work, the one factor which motivates him the most to do the activity is the extra grade.
259. (S) Do you think giving choices to gifted and talented students will help them develop their skills and knowledge while engaging in activities? Or specifying an activity will direct them to focus and accomplish the results needed?
260. (A) I think when I direct only one question to him he focuses better and works hard to solve the problem
261. (S) Do you believe that competition is a useful method for motivating gifted and talented students to learn; especially in the activities they are not interested?
262. (A) Yes, I agree, because it allows them to engage in the activity and compete with their classmates.

2.1.3 Ali's teacher for: Arabic Language

Duration Time: 35 min

263. (S): What are Ali's strength and weaknesses?
264. (A): He has high level of cognitive abilities, good moral attitudes, he moves a lot in the class room, sometimes I feel he is careless in a way like if the topic is very easy for him, which makes him not give his attention to the session and rushes while answering questions.
265. (S): What is your opinion about Ali's goals and purpose; behind his academic school life?
266. (A): To get an excellent certificate in order to satisfy his parents. I don't think he is thinking about his future career.
267. (S): Do you think Ali has an interest in the subject you teach? Please prove your answer?
268. (A): Yes I think so, because he cares about the lesson, somehow he follows up with me, but I believe that this is not the real level of his abilities.
269. (S): Have you ever seen him do extra work on a topic, without asking or promising him for extra points?
270. (A): No,
271. (S): What does Ali value most when he engages in school activities?
272. (A): It's not clear and visible.
273. (S): Have you ever seen or heard him apply what he has learnt at school in his real life outside school?
274. (A): I heard from his religion teacher that he used to help the poor and needy people near his house and mosque.
275. (S): What type of assignments or activities does Ali like? (easy, difficult, very difficult)
276. (A): I would say the easy ones.
277. (S): What does Ali usually do when he faces difficulties in the activity?
278. (A): First he tries to answer the question by himself; if he couldn't he would then get back to me and ask for more clarifications.
279. (S): How does he react when he gets low grades or results? What type of phrases does he use in these occasions?
280. (A): He gets upset, because he couldn't satisfy his parents especially his father. Two years ago his father punished him because of not getting good grades, by taking his other two Children abroad without taking Ali.
281. (S): Do you think encouraging gifted students by promising them for extra

marks; will lead them to use surface level strategies in learning, rather than deeper level of information processing strategies?

282. (A): It's not always leading them to surface level of learning engagements, sometimes it will help them to be more motivated and engaged in the activity and be able to improve their skills.
283. (S) If Ali is not willing to do the activity, what do you do?
284. (A) I will explain for him the benefits of the activity, what he'll gain out of it, how it can help him in real life, and finally the skills and abilities that he is going to develop while participating in the activity or any project.
285. (S) Out of your experience, what are the best strategies you recommend for your gifted and talented students in order to be cognitively engaged and have learning goals, although they might not like or enjoy the activities? why?
286. (A) Connecting the topics with real life scenarios, because when you relate the theoretical concepts and principles to what they can see and do in their surrounding environments, it will assist them to understand and sense what they have learnt in the poems or write better essays.
287. (S) Do you think giving choices to gifted and talented students will help them develop their skills and knowledge while engaging in the activities? Or specifying an activity will direct them to focus and accomplish the results needed?
288. (A) Yes, of course you have to give the freedom to express their inner feelings and beliefs in order to build their own personality based on their interests.
289. (S) Do you believe that competition is a useful method for motivating gifted and talented students to learn; especially in the activities they are not interested?
290. (A) Yes, we have to allow them to participate in the competitions where they show interest, especially group competitions where they can prove their abilities and skills.

2.1.4 Ali's teacher for: History

Duration Time: 40 min

291. (S): What are Ali's strength and weaknesses?
292. (A): He is very quiet and focused, participates in class discussions in order to keep his reputation high and gain extra marks, he asks for the meaning of the difficult words, although its not related to the topic of the lesson and he likes the teacher.
293. (S): What is your opinion about Ali's goals and purpose; behind his academic school life?
294. (A): Get an excellent certificate, improve his abilities and skills through academic studies, in order to get a good job in the future.
295. (S): Do you think Ali has an interest in the subject you teach? Please proof your answer?
296. (A): Yes, students like the subject if they like the teacher first, he always asks me for more explanations about many events in history and relative topics.
297. (S): Have you ever seen him do extra work on a topic, without asking or promising him for extra points?
298. (A): No.
299. (S): What does Ali value most when he engages in school activities?
300. (A): Satisfying his teacher is what Ali values while participating in school activities, and also likes challenging other students.
301. (S): Have you ever seen or heard him apply what he has learnt at school in his real life outside school?
302. (A): Not really, all I have seen is him keeping his desk at school neat and clean.
303. (S): What type of assignments or activities does Ali like? (easy, difficult, very difficult)
304. (A): Difficult.
305. (S): What does Ali usually do when he faces difficulties in the activity?
306. (A): He first asks questions in order to understand the requirements, and then sometimes he asks for extra time.
307. (S): How does he react when he gets low grades or results? What type of phrases does he use in these occasions?
308. (A): He has a negative reaction, he gets very sad and angry, asks about grades scored by his classmates in other sections and tries to find out who scored higher than him.

309. (S): Do you think encouraging gifted students by promising them for extra marks; will lead them to use surface level strategies in learning, rather than deeper level of information processing strategies?
310. (A): It differs from one student to another, in case of Ali he is not very deeply engaged in a topic and uses high level of information processing strategies because he is aiming for high grades only.
311. (S) If Ali is not willing to do the activity, what do you do?
312. (A) I try to explain the benefits and the value of the activity, introduce other choices for choosing; based on his interests.
313. (S) Out of your experience, what are the best strategies you recommend for your gifted and talented students in order to be cognitively engaged and have learning goals, although they might not like or enjoy the activities? why?
314. (A) First you have to establish a very good relationship with the students, by respecting them and appreciating their efforts and abilities, because there are many students who hate the subject just because of the teacher's behavior and attitude. Secondly, you can encourage them by promising them that they will get extra marks.
315. (S) Do you think giving choices to gifted and talented students will help them develop their skills and knowledge while engaging in the activities? Or specifying an activity will direct them to focus and accomplish the results needed?
316. (A) Yes, because they will choose what they like, this makes them more involved in the tasks in order to increase their learning goals.
317. (S) Do you believe that competition is a useful method for motivating gifted and talented students to learn; especially in the activities they are not interested?
318. (A) There are different competitions, the ones which are for fun and there are others which will increase their knowledge and learning skills which is very useful for the gifted and talented students.

2.1.5 Ali's teacher for: Computer

Duration Time: 25 min

319. (S): What are Ali's strength and weaknesses?
320. (A): He follows up with me, likes practical parts of the lesson more than the theory, sometimes he is careless, if I leave him alone he start will day dreaming.
321. (S): What is your opinion about Ali's goals and purpose; behind his academic school life?
322. (A): It seems like he's forced to study, I told you If he's left alone he will not do any kind of school work.
323. (S): Do you think Ali has an interest in the subject you teach? Please prove your answer?
324. (A): Yes, he finishes the practical parts very fast because it's a mixture of sound, images and motion at the same time which makes it interesting for him.
325. (S): Have you ever seen him do extra work on a topic, without asking or promising for extra points?
326. (A): No,
327. (S): What does Ali value most when he engages in school activities?
328. (A): There are no grades or exams for computer sessions, he enjoys preparing things on his own, such as power point presentations.
329. (S): Have you ever seen or heard him apply what he has learnt at school in his real life, outside school?
330. (A): Yes, he has made power point presentations.
331. (S): What type of assignments or activities does Ali like? (easy, difficult, very difficult)
332. (A): Easy.
333. (S): What does Ali usually do when he faces difficulties in the activity?
334. (A): He asks questions if he knows I am going to reward him later, for example giving him the chance to check his emails and surf the net after completing the task, but if there are no rewards, he will not do any thing, just sit and chat with his friends and busy himself.
335. (S): If Ali is not willing to do the activity, what do you do?
336. (A): I have to see the reason behind him not participating in the activity, then I will advise him, if he doesn't like it I will introduce other alternatives to him.
337. (S): Out of your experience, what are the best strategies you recommend for your gifted and talented students in order to be cognitively engaged

and have learning goals, although they might not like or enjoy the activities? Why?

338. (A) I will try to find the method that is most interesting for him, and use it more frequently. Group activities will allow them to learn from each other's abilities, practice leadership skills, strive to reach a common goal plus team work cooperation. Finally I feel the school trip will merge the theoretical part with the practical part.
339. (S) Do you think giving choices to gifted and talented students will help them to develop their skills and knowledge while engaging in the activities? Or specifying an activity will direct them to focus and accomplish the results needed?
340. (A) Yes, because they will choose what they like, there are students who like to gather information from the internet and not from library books.
341. (S) Do you believe that competition is a useful method for motivating gifted and talented students to learn; especially in the activities they are not interested?
342. (A) Yes, it will encourage them to compete with one another, and also increase their ability to search and analyze the information, which will improve their learning abilities and skills.

2.1.6 Ali's teacher for: Geography

Duration Time: 30 min

343. (S): What are Ali's strength and weaknesses?
344. (A): He has very good cognitive abilities, social person, well behaved and learns rapidly. On the other hand he is careless about his academic studies and doesn't show much thirst towards learning and understanding, for example sometimes he forgets his book at home and doesn't do the homework.
345. (S): What is your opinion about Ali's goals and purpose; behind his academic school life?
346. (A): His aim is to pass the exams, he tries to be like his brothers, for they used to be distinguished (gifted and talented) students in our school.
347. (S): Do you think Ali has an interest in the subject you teach? Please proof your answer?
348. (A): Yes, he is very relaxed in my session, and freely expresses his opinions.
349. (S): Have you ever seen him do extra work on a topic, without asking or promising for extra points?
350. (A): I ask him but he doesn't do it.
351. (S): What does Ali value most when he engages in school activities?
352. (A): He is scared from my negative criticism, and always values his brothers as his role model and tries to be like them.
353. (S): Have you ever seen or heard him apply what he has learnt at school in his real life outside school?
354. (A): I don't know.
355. (S): What type of assignments or activities does Ali like? (easy, difficult, very difficult)
356. (A): Difficult, he usually tries to run away from my exams.
357. (S): What does Ali usually do when he faces difficulties in the activity?
358. (A): He asks me to explain once what he was supposed to do in the task.
359. (S): How does he react when he gets low grades or results? What type of phrases does he use in these occasions?
360. (A): He doesn't care about his grades, because it's not very important for him.
361. (S): Do you think encouraging gifted students by promising them for extra marks; will lead them to use surface level strategies in learning, rather

than deeper level of information processing strategies?

362. (A): Yes I think so, it will lead them to use surface level strategies, to get what most of them aim to do which is to be excellent students, their learning goals are minimal, basically to utilize their comprehension abilities and acquire knowledge.
363. (S) **If Ali is not willing to do the activity, what do you do?**
364. (A) I compare him with other gifted and talented students, and tell him how they are doing and participating in the activity, why can't you do the same?
365. (S) **Out of your experience, what are the best strategies you recommend for your gifted and talented students in order to be cognitively engaged and have learning goals, although they might not like or enjoy the activities? Why?**
366. (A) Learning through competitions and games, which makes their learning process competitive and interesting, and allows them to contribute into the group; and listen to other's ideas to accomplish a common goal. Plus encouraging them for self learning after identifying their areas of interest and methodologies.
367. (S) **Do you think giving choices to gifted and talented students will help them develop their skills and knowledge while engaging in the activities? Or specifying an activity will direct them to focus and accomplish the results needed?**
368. (A) Yes it's better to give choices because there are different tastes and areas of interests which we have to provide for the students, but for Ali it's more difficult to give him choices, because his ability of taking decisions is not yet mature enough.
369. (S) **Do you believe that competition is a useful method for motivating gifted and talented students to learn; especially in the activities they are not interested?**
370. (A) Yes it's a very good strategy to motivate students, because as I mentioned before they work together in a group, use more than one sense for learning and understanding, they develop their skills and find new skills too.

2.1.7 Ali's teacher for: Religion

Duration Time: 30 min

371. (S): What are Ali's strength and weaknesses?
372. (A): He has a hidden personality, asks complex and unique questions, active and naughty at the same time, he likes himself, wants to show off and prove his abilities, and has very good leadership skills.
373. (S): What is your opinion about Ali's goals and purpose; behind his academic school life?
374. (A): He doesn't know what his purpose is, maybe because of the environment he is living in. Family issues might be another factor since his brothers are better than him, and they are expecting Ali to be like his brothers, plus mothers control on the child. However his father is following up with me and the school but not as he used to do with Ali's elder brother. As I heard from Ali that weekly he used to be abused by his parents.
375. (S): Do you think Ali has an interest in the subject you teach? Please prove your answer?
376. (A): Yes, he participates in religion competitions, and he's registered in a training center for memorizing the Quran near his house, I have visited the training center by myself and have seen him there.
377. (S): Have you ever seen him do extra work on a topic, without asking or promising him for extra points?
378. (A): At first he discuss different topics out of the curriculum with me, he performs his daily obligatory prayers, visits the library, surfs the internet for different materials and visits scientific places to increase his knowledge.
379. (S): What does Ali value most when he engages in school activities?
380. (A): He wants to prove to others that he has very high ability and is capable of performing skills like his distinguished elder brother; who was very famous in the same school, and used to participate in many activities being the best student. Another reason might be out of his own curiosity and parent's satisfaction.
381. (S): Have you ever seen or heard him apply what he has learnt at school in his real life outside school?
382. (A): Yes, because I live beside his home, sometimes I see him waking up early at dawn and performing his prayers, and then comes to school.
383. (S): What type of assignments or activities does Ali like? (easy, difficult, very difficult)
384. (A): Very difficult, he likes challenging activities.
385. (S): What does Ali usually do when he faces difficulties in the activity?
386. (A): He searches for different types of resources, and sometimes asks other teachers for help and assistance.

387. (S): How does he react when he gets low grades or results? What type of phrases does he use in these occasions?
388. (A): He hides his emotions, doesn't say anything, he has a strong personality; he usually says that I will increase my input level and perform better in the next exams.
389. (S): Do you think encouraging gifted students by promising them for extra marks; will lead them to use surface level strategies in learning, rather than deeper level of information processing strategies?
390. (A): Sometimes yes, but in Ali's case I feel that the grades are not affecting his learning much, it's rather the amount of effort he spends on the activities which counts for him because he is willingly seeking to improve and develop his skills and abilities.
391. (S) If Ali is not willing to do the activity, what do you do?
392. (A) I don't force him, I give him other alternatives, he is a leader he knows what he wants, and what to choose in order to actively engage in the activity and learn out of it.
393. (S) Out of your experience, what are the best strategies you recommend for your gifted and talented students in order to be cognitively engaged and have learning goals, although they might not like or enjoy the activities? Why?
394. (A) Praising them such as: "I haven't seen anybody like you" "you might be a doctor in the future". You have to give them confidence that they are capable of doing the tasks, carrying high cognitive abilities, social skills, and good future. In Ali's case giving him a leadership role will motivate him to participate in the activity, however going to a picnic doesn't have any purpose and meaning in his point of view.
395. (S) Do you think giving choices to gifted and talented students will help them develop their skills and knowledge while engaging in the activities? Or specifying an activity will direct them to focus and accomplish the results needed?
396. (A) Yes it's better to give choices, as I mentioned before it will assist them to engage in activities where they can build their skills and personality.
397. (S) Do you believe that competition is a useful method for motivating gifted and talented students to learn; especially in the activities they are not interested?
398. (A) Yes it's a very good strategy to motivate students, because it breaks the normal routine of the class learning styles, he doesn't worry about losing and other's criticism in the competition.

2.1.8 Ali's teacher for: Social specialist

Duration Time: 30 min

399. (S): **What are Ali's strength and weaknesses?**
400. (A): He is an active student, participates in activities such as morning speech in front of all the students and volunteer projects, carrying cognitive abilities higher than what he is learning in his grade, he is not much convinced about the material learnt in school, has leadership skills, does not participate in class discussions, because he doesn't like to show off and sometimes he comes to school without doing his homework.
401. (S): **What is your opinion about Ali's goals and purpose; behind his academic school life?**
402. (A): His aim is to be better than his brothers, because they were well known in the same school in their skills and active participations and they were chosen as gifted and talented students. He puts effort as minimum as required to the tasks and activities, but his ideas and thoughts seem bigger than his age.
403. (S): **What are the subjects that Ali likes most in school?**
404. (A): Math and science more than literature.
405. (S): **Have you ever seen him do extra work on a topic outside school without asking or promising him for extra points?**
406. (A): Yes, he participates in volunteer projects, competitions on the level of government schools. Once he came and asked me that he is interested in becoming a member in the student's committee, because his elder brother was there in the previous years, and now he had moved to level three in government school.
407. (S): **What does Ali value most when he engages in school activities?**
408. (A): He respects his talents and abilities, and wants to develop them by engaging in the projects and activities, he values them when we ask him to be part of a specific project, he also feels responsible towards accomplishing the task.
409. (S): **Have you ever seen or heard him apply what he has learnt at school in his real life outside school?**
410. (A): Yes, he has visited Rashid hospital to take care and help the injured people and bring a smile onto their face, he visited special needs centers for the same reason, in order to learn more about them and see how he could help assist them. He also likes scientific journeys such as visiting the museums.
411. (S): **What type of assignments or activities does Ali like? (easy, difficult, very difficult)**
412. (A): Difficult.
413. (S): **What does Ali usually do when he faces difficulties in the activity?**
414. (A): He tries mainly to rely on himself in the first stage, and only as a last

resort he gets back to the assigned person.

415. (S): How does he react when he gets low grades or results? What type of phrases does he use in these occasions?
416. (A): He doesn't get upset but he promises that he will perform better in the coming exams.
417. (S): Do you think encouraging gifted students by promising them for extra marks; will lead them to use surface level strategies in learning, rather than deeper level of information processing strategies?
418. (A): You can not generalize that, for certain students yes but for others no.
419. (S) If Ali is not willing to do the activity, what do you do?
420. (A) I will explain for him the activity or the project, the tasks that relates to his interest and their importance to his personal benefits, and finally when he starts asking questions about the project, I can feel that he has started showing his interest.
421. (S) Out of your experience, what are the best motivational strategies you recommend for your gifted and talented students in order to be cognitively engaged and have learning goals, although they might not like or enjoy the activities? Why?
422. (A) They are seeking to know the value of any work they do in or out of school, and whether their benefits are reflected internally or externally We have to introduce the program in a way where they can find their learning goals, challenges plus new areas of knowledge and understanding.
423. (S) Do you think giving choices to gifted and talented students will help them develop their skills and knowledge while engaging in the activities? Or specifying an activity will direct them to focus and accomplish the results needed?
424. (A) Yes it's better to give choices, because student's ability differ.
425. (S) Do you believe that competition is a useful method for motivating gifted and talented students to learn; especially in the activities they are not interested?
426. (A) Yes it's very good, because they have to dig into the information as a group work, sometimes in a short period of time, in order to accomplish certain goals.

2.1.9 Student Name: Ali

Duration Time: 25 min

427. (S): What are your hobbies?
428. (A): Swimming and volleyball.
429. (S): What is the purpose of your life?
430. (A): To finish my high school, university and take my masters degree, in order to work in CID, and be a part in securing my country from different crisis.
431. (S): Do you like coming to school? What motivates you to come to school?
432. (A): Yes, my friends and teachers motivate me in coming to school.
433. (S): What are your favorite subjects in school? Why? If you had a choice in not taking the other subject that are not of your interest what would you do?
434. (A): Math is my favorite subject, because it feels like playing a game while solving the problems, and also Arabic because it's my first language. About other subjects although I don't like them, but I have to know about them in case somebody asks me a question, I have to know about it as much as I can.
435. (S): Why do you think studying math, science, language .. etc is important?
436. (A): It helps me in real life, for example from math lessons I can calculate the total area of any land that I am interested in, English lessons are helping me to communicate with other people while I am traveling and geography can help me know what the time difference in different parts of the world are.
437. (S): Do you have any extra curricular activities outside school? Do you like them? Why?
438. (A): Yes, such as campaigns, trips to Fujairah and fishing. Yes I do enjoy, because we get together with my friends at night and do some barbecue, it was great seeing a lot of new friends around you.
439. (S): Are you frequently using the knowledge and concepts that you learnt at school in your daily life? Give me some examples?
440. (A): Yes, I used to make houses out of cardboard papers, cut them into small pieces with specific sizes, and also try to exercise my English language with the cleaners working in our home.
441. (S): What are the abilities and talents you feel you possess? How did you find them? What do you think you need to do after finding them? How do you develop them?
442. (A): The ability to memorize quotes from poems and the Quran, and good communication skills, I have changed four schools so far, and I have a lot of friends. We became friends since childhood and used to go to the mosque to memorize the Quran and play with other children. I need to develop abilities now, by memorizing more paragraphs from the Quran and poems, and participating in more campaigns to find new friends and improve my communication skills.
443. (S): Do you believe that you still have more hidden abilities that you haven't been able to find out yet?
444. (A): Yes, I have to try different things and see if I am interested in them, if yes, I will continue working on it and develop my abilities.

445. (S): What is motivating you to participate in school activities?
446. (A): My friends, if they participate I will join them, if not, I will not participate.
447. (S): What type of activities do you usually like to be involved in? (Easy, difficult, very difficult)? Why?
448. (A): Difficult, because it's challenging like the games, and finding solution is not very easy but interesting.
449. (S) In what way do you like to be praised after accomplishing the goals of certain activities?
450. (A) To see my friends and participate in more campaigns.
451. (S) If you face difficulties in any task or activity? What will you do?
452. (A) I think twice, use the book, and then ask my mother or find a friend to help me.
453. (S) Have you ever failed to reach the optimal goal for any activity or failed to solve the problem? What do you think the reason behind it was?
454. (A) Yes, because I was careless and hadn't studied well for the exam or it might be that I tried many times but I couldn't make it.
455. (S) What do you do after getting undesirable grades or results? Do you get upset?
456. (A) Yes I get upset, I will try to repeat the exam, or I will try to do better in the next exam.
457. (S) Do you usually compare your test scores with other students?
458. (A) Yes, especially with superior students.
459. (S) Do you like competitions? What motivates you to participate in the competition?
460. (A) Yes, it develops my cognitive and concentration skills while participating in competitions such as chess and allows me to think ahead before taking any action. However, I lost in the last chess competition but I will participate again.
461. (S) Do you like working in group or alone? Why?
462. (A) Yes, if I don't know about any topic or don't have the right skills, my friends can support me, and if we do mistakes, the whole group is blamed and not only me.
463. (S) Do you usually participate in class discussions, reading the lessons and answering questions? Why do you like or dislike doing that?
464. (A) Yes, I like to act as a teacher assistant and write on the white board, because the concepts and the knowledge will sink into my mind and I can learn it in a fast manner.
465. (S) What do you want to be in the future?
466. (A) CID like my grandfather

467. (S): What are the main factors in identifying the Gifted students, or as they call them Superior Students?
468. (A): Students who have scored a percentage above 95% will be included in the Superior Students category for identification. The process of identification methods provided from the ministry of education, starts with a quick identification where it comes from interviewing the students, parents/teachers feedbacks, student initiative/interest and observation, and after the student's file is ready with the above information, a psychologist will be sent from the ministry for the IQ test, who approves the students that can go through the gifted and talented programs.
469. (S): What about the students who are superior in one subject and their average grade is less than 95%, will they be able to enter the gifted programs?
470. (A): When we are applying the strategies in the normal class room, we are applying it to all the students in the class, and we might find students who show interest in a specific subject, hence they will obviously benefit out of this program.
471. (S): What are the strategies suggested from the Ministry of Education for the gifted and talented program?
472. (A): Strategies we are using in school are reading skills, more difficult questions, creative thinking, compressing the curriculum, scientific thinking and enrichment programs. All these strategies will be implemented mainly in the normal class room, and sometimes in the resource room. All teachers have rights to apply these strategies and co-ordinate with the gifted specialist if they are willing to do that.
473. (S): What about the material you need in order to apply these strategies?
474. (A): The extra material will be prepared among the gifted student teachers and myself, based on the topic they want to learn in the next session, we will choose the strategy together, and based on that, the teacher will adopt the topic to meet the needs of the gifted students. Sometimes we get materials from the gifted and talented supervisors or from the internet too.
475. (S): What are Ali's strength and weaknesses?
476. (A): He has moderate, social and loving personality among his friends, very good in academic studies, co-operative too.
477. (S): What are the subjects that Ali likes most in school? What do you recommend in order to develop his skills and abilities in the subjects that he likes?
478. (A): He likes math because to him it feels like playing a game or puzzle. I recommend him to go through enrichment programs, research projects in subjects he is interested in and present it on a presentation using computer tools, and also give him more of leadership role or as

an assistant teacher.

479. (S): What is your opinion about Ali's goals and purpose; behind his academic school life?
480. (A): He wants to get higher grads academically.
481. (S): Have you ever seen him do extra work on a topic outside school without asking or promising him for extra points?
482. (A): He usually visits the library and the computer room, before school and in the break times, in order to read books, and work on his projects.
483. (S): What does Ali value most when he engages in school activities?
484. (A): He wants to demonstrate his leadership abilities and skills and at the same time help and assist other students.
485. (S): Have you ever seen or heard him apply what he has learnt at school in his real life outside school?
486. (A): He is very close to the religion teacher, I have seen him helping other people, and caring for animals in the neighborhood based on the principles he learnt in school to have good morals towards all people and all living beings.
487. (S): What type of assignments or activities does Ali like? (easy, difficult, very difficult)
488. (A): Difficult.
489. (S): What does Ali usually do when he faces difficulties in the activity?
490. (A): He doesn't say anything and doesn't ask anybody.
491. (S): How does he react when he gets low grades or results? What type of phrases does he use in these occasions?
492. (A): He gets upset because of his low grades.
493. (S): Do you think encouraging gifted students by promising them for extra marks; will lead them to use surface level strategies in learning, rather than deeper level of information processing strategies?
494. (A): It depends on the student; you have to see how he can be more engaged in learning processes, if extra marks are going to encourage him then why not to make use of them.
495. (S): If Ali is not willing to do the activity, what do you do?
496. (A): I will not force him.
497. (S): Out of your experience, what are the best motivational strategies you

recommend for your gifted and talented students in order to be cognitively engaged and have learning goals, although they might not like or enjoy the activities? Why?

- 498. (A) Praising him by saying "excellent or very good" "you are a hero or champion", plus certificates and other material gifts.
- 499. (S) Do you think giving choices to gifted and talented students will help them develop their skills and knowledge while engaging in the activities? Or specifying an activity will direct them to focus and accomplish the results needed?
- 500. (A) Yes it's better to give choices, because their abilities differ from one student to another.
- 501. (S) Do you believe that competition is a useful method for motivating gifted and talented students to learn; especially in the activities they are not interested?
- 502. (A) Yes it's very good, it serves a dual purpose, one is to learn more by achieving a certain goal, and the other purpose is the challenge to win. Competitions will produce high level of energies from the students, and present their real characteristics.
- 503. (S) Do you think if you stop rewarding Ali, he might not continue developing his skills and knowledge in the same pace?
- 504. (A) Yes, I do think so.

2.1.11 Parents of: Ali

Duration Time: 30 min

505. (S): What are Ali's hobbies?
506. (A): Football, playing on the computer, he doesn't like to sit in one place he is very active and likes to practice and do things practically.
507. (S): What are Ali's talents and abilities? When did you find them? How does he develop his talents?
508. (A): Ever since Ali was in lower grades, he started showing interest in giving a speech on a topic or a poem, he started developing his skills by participating in school activities and projects, searching for complex stories such as police stories. He is a very social person, likes to spend almost all of his time with his friends and family.
509. (S): What are you offering Ali in order to improve his abilities and talents?
510. (A): I provide him with whatever he needs such as story books, involving him in different training courses (computer, English Language, volunteers projects outside school, creative programs), participating in different campaigns
511. (S): Do you believe that he has many other abilities which are still hidden? And can be found and developed in the future?
512. (A): Yes I do believe so, he is not easy to understand like his other two brothers were.
513. (S): In your personal view, what is the importance and purpose of the academic life in school?
514. (A): School is the place where one can find student's abilities and interests, in order to work on them and give them directions, it shows and discusses our aim in this life, and tries to build their foundations for their future career.
515. (S): Do you feel that Ali is a motivated student in going to school? What does motivate him mainly?
516. (A): Yes, he likes to interact and communicate with intelligent and naughty students
517. (S): What are the subjects in school that he likes most? Why do you think?
518. (A): Math and science, he is not the type of students that likes to memorize only, he enjoys thinking and using his mind in order to be able and apply what he has learnt.

519. (S): Have you ever seen him do extra studies on a topic using different resources out of school materials for his knowledge and curiosity?
520. (A): Yes, power point presentations, carving statues, reading books, he was the counselor of the environment while he was participating in the volunteer festival.
521. (S): What does Ali value most when he engages in school activities?
522. (A): He likes to be praised and encouraged from other people and enjoys challenging activities.
523. (S): What type of assignments or activities does Ali like? (easy, difficult, very difficult)
524. (A): Difficult.
525. (S): What does Ali usually do when he faces difficulties in the activity?
526. (A): He tries mainly to rely on himself and puts in the maximum effort, and at last asks us or his friends.
527. (S): How does he react when he gets low grades or results? What type of phrases does he use in these occasions?
528. (A): He gets upset and asks the teacher to repeat the exam for him, he frankly says the reason was that he did not study well, or he didn't know the answer to the question.
529. (S): Do you think encouraging gifted students by promising them for extra marks; will lead them to use surface level strategies in learning, rather than deeper level of information processing strategies?
530. (A): It is leading them to use surface level strategies, the way they divide the marks is not showing their real abilities and talents, they have to practice more what they learn by themselves and be given more points on the practical part.
531. (S): Does he compare his result with other students, or with his own previous results?
532. (A): Yes, with his friends and his brothers, to see who got more.
533. (S): How many hours per day does he spend on his school work?
534. (A): He is not studying that much, he plays on exams days, he doesn't like to be committed to a specific task for a long time even if it were for one hour.
535. (S): How does Ali spend most of his free times?

536. (A) Memorizing verses from the Quran, going to training centers, playing computer games, and assisting his brothers in computer programs.
537. (S) **How do you usually encourage and motivate Ali to accomplish his goals?**
538. (A) He doesn't get scared from me but of the fear that his brothers are studying and he's not. I usually tell him that I will get you what you want, take you abroad, and the most exciting thing that motivates him to study is to taking him to his cousin's place and staying over for the weekend, he is not encouraged if I tell him I will give you money.
539. (S) **Do you think Ali likes competitions? Why?**
540. (A) Yes, because he revises his knowledge and information, and at the same time learns new concepts and ideas mixed with energy to compete with his friends.
541. (S) **Do you think competition is a healthy approach for motivating students to increase their knowledge and develop their skills?**
542. (A) Yes, because they will find new abilities and skills while engaging in competitions.
543. (S) **How do you usually reward Ali? When? Why?**
544. (A) I give him more responsibilities in and outside the house, in order to give him the privilege of practicing his leadership skills such as if any body disturbs at home you are responsible to find and punish him, or first you go in front and say hi to the guests and serve them sweets.
545. (S) **Do you think if you stop rewarding Ali he might not continue developing his skills and knowledge in the same pace?**
546. (A) He doesn't like other students to get higher grades than him, if I tell him I will not reward you he might say that I will not work on the task, but deep inside he is saying he will do it.
547. (S) **If he doesn't want to do the activity what do you do?**
548. (A) I will leave him alone.
549. (S) **What does he want to be in the future?**
550. (A) CID or police man

2.2 Class Room Observation

2.2.1 Ali's Math Lesson

Period: 2nd

Number of Students: 28

Setting: Dividing the students into groups

Aim: To observe and record Ali's behavior and performance according to the Most difficult questions strategy applied in the resource room.

Record of Observation:

- S-1 The math teacher brought all the students into the resource room in order to apply the most difficult questions strategy with the help of the special needs teacher. Students were seated in 5 big tables, facing each other, The special needs teacher started explaining the strategy after passing the papers around to all students, he said if you can solve the four questions marked with stars; which are the difficult questions, you don't need to answer the other questions, and then can pass your paper to the math teacher to check your answers.
- S-2 The math teacher explained the strategy a little bit to the class, and told them that the result will not be included in the total marks. While the students where coming into the resource room, Ali asked the teacher what the reward would be if he finishes first, the teacher told him either teacher assistant in the same class or he could spend the rest of the lesson wherever in the school he wished.
- S-3 During the quiz, at times Ali would remove his sandals, lean backwards with his hands behind the chair, chat with his friends facing him on the same table and/or other tables. He was checking his answers, helping his friends in the quiz, he also opened his book to find out the answer of one question. There was a lot of noise in the class, in between, the teacher explained to all the rewards of the quiz. One of the students said that I am finished, Ali immediately stood up and said I finished three and am left with one more question, he finished after a few minutes but his answers were not correct, he tried two three times, the teacher gave them extra time, but they couldn't make it.
- S-4 Then the teacher took three students who were very close to answer all the questions including Ali into the corner of the class, to be more focused in order to answer the questions. I saw Ali started relying on his friends and checking his answers; to find out the last incorrect answer of the question. Finally, after 25 minutes which was more than the required time and also with the help of friends and teacher, he answered them correctly, and as a reward Ali was chosen to act as an assistant teacher to help other students and check their answers. The bell rang before reviewing the questions altogether.

2.2.2 Ali's English Lesson

Period: 5th

Number of Students: 28

Setting: Normal class room

Aim: To observe and record Ali's behavior and performance according to the Most difficult questions strategy applied in the resource room plus teachers strategies to motivate and engage students to learn.

Record of Observation:

- S-1 The lesson was about the weather, Ali was sitting in the middle line of the first row, the teacher introduced new words on the white board and asked the students to repeat after him loudly, the teacher started asking individuals to read all the words, Ali was giving his attention and also following the teacher for the first 10 minutes of the session while the topic was still fresh and new for him.
- S-2 Then the teacher asked the students to listen to the tape, in order to be able to answer the questions that he was going to ask later, every body was quiet and engaged in the lesson at that moment including Ali. The teacher started asking questions, Ali's participation was on and off, he answered one question and then started not following the teacher, unless the teacher asked him directly, he used to put his hand by his head, laying down on the table, playing with his hair, once the teacher asked him to stand up and answer the question, he answered correctly, and then the teacher asked him a challenging question outside the topic. How can we measure the speed of wind? Ali couldn't answer it.
- S-3 Later on the teacher used the projector to present diagrams showing the weather broadcast in different areas, and asking the students to choose a place and explain what the weather was like in that area, because of the new method, Ali was encouraged again and automatically was attracted back into the lesson, he raised his hand and had chosen the most difficult area on the map for weather broadcasting, he answered correctly, the teacher asked him why he had chosen that particular area. Ali replied because it was the most difficult spot on the map.
- S-4 The teacher was trying to engage Ali in the lesson by asking him direct questions whenever he lost his focus, sometimes Ali was not taking enough time to think, he was giving immediate answers which was not always correct, he used to answer the first time to satisfy himself that he knows the minimum required, and then would sit back and not involve himself in the class discussions; till the teacher once again would ask him another question or introduce a different learning method or a new topic.

2.2.3 Ali's Arabic Lesson

Period: 2nd

Number of Students: 28

Setting: Normal class room

Aim: To observe and record Ali's behavior and performance according to the Most difficult questions strategy applied in the resource room plus teacher's strategies to motivate and engage students to learn.

Record of Observation:

- S-1 Ali was sitting in the middle line of the second row; he was wearing a tag that said "superior student" because he was able to answer the most difficult strategy in math session. The teacher started introducing the new topic and asking questions, Ali was not among the students who participated in all the discussions and was not willing to be the first in answering the questions, he was playing with his hair and pen, sometimes his hand was supporting his head laying on the table, the book was open in front of him, he was answering randomly in a rather boring manner, rushing to answer without taking any permission, and his answers were not correct at all times.
- S-2 When the teacher was introducing a new idea, Ali used to participate in the start and then keep himself away from the session. The teacher asked a difficult question and said: "Who can answer this challenging question", that grasped Ali's attention, he was thinking hard to find the correct answer, nobody could answer, the teacher started giving them some hints in order to feed their thoughts to find the answer, another student got the right answer, Ali was a bit disappointed.
- S-3 After that, Ali immediately started following up with teacher, until he answered one question correctly, felt happy about himself and sat back again . The teacher was using different methods to allow Ali to be encouraged in class discussions and be actively engaged in the lesson, he was using different phrases such as "I can see Asif is the fastest student to answer", "I am looking for a smart student to come on the board and answer this question", "think before answering", "let's see if this answer is correct or not".
- S-4 Once Ali answered and the teacher told him think twice, Ali changed his answer, the teacher said "you don't have to change your answer if you're sure about it" or sometimes he was repeating the same question again to all the students, Ali was changing his answer, he was not sure about them and finally chose wrong answers.

2.3 Ali's IQ Test Scores

مؤسسة التعليم المدرسي وحدة الخدمات الإدارية	حكومة دبي هيئة المعرفة والتنمية البشرية
--	--

بيان نسب الذكاء (I Q) للطلبة
 للعام الدراسي 2008 - 2009
 (فائقين)
 مدرسة :

م	الاسم	الصف	الميلاد	معدل الذكاء I Q	فترة الذكاء
1		1 / 8	1995/8/5	108 - 109	متوسط الذكاء
2					

تم تقييم الطالب بتاريخ : 2008 / 11 / 16 . 11

الاختبارات المطبقة : (المصفوفات العادية " رافن " - بيتا III " مورتن ")

ملاحظات أثناء المقابلة :

الحالة الصحية والمظهر الخارجي للطلاب جيدة
 يفهم التعليمات - متعاون بشكل جيد - منتم - هادئ ومستقر

الاختصاصي النفسي
 محمد الناصر إبراهيم عباس

2.4 Ali's GPA Results

نموذج رقم (امتحانات)



دولة الامارات العربية المتحدة
وزارة التربية والتعليم والشباب
الإدارة التربوية والتطعيم
إدارة التعليم العام

بطاقة درجات نتيجة العام الدراسي 2006 / 2005
للفصل الخامس

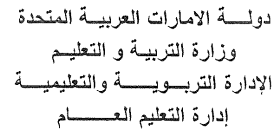
مدرسة :

اسم الطالب :

منطقة : دبي التعليمية

الشعبة : 5س02

المواد	النهائيات		درجة نتيجة آخر العام		درجة امتحان الاعادة	
	الكبرى	الصغرى	بالارقام	بالحروف	بالارقام	بالحروف
التربية الاسلامية	100	50	99	تسع وتسعون		
اللغة العربية	100	50	98	ثمان وتسعون		
اللغة الانجليزية	100	50	100	مائة درجة		
الاجتماعيات	100	50	99	تسع وتسعون		
الرياضيات	100	50	94	أربع وتسعون		
العلوم	100	50	95	خمس وتسعون		
معدل مواد النشاط	100	0	98	ثمان وتسعون		
المجموع الكلي	700	300	683	ستمئة وثلاث وثمانون		
الترتيب				الثاني		
عدد ايام الغياب	يعذر	مقبول	1			
طول العام الدراسي	بدون عذر	مقبول	0			
نتيجة الطالب في آخر العام	ناجح وينقل الى الصف السادس		راسب			
نتيجة الطالب في امتحان الاعادة	ناجح وينقل الى		راسب			
<p>له امتحان اعادة في : / / 200</p> <p>ويعقد بتاريخ / / 200</p> <p>مدير المدرسة : / / 2006</p>						
<p>راند الفصل : / / 2006</p> <p>الاسم : صفية محمد</p> <p>التوقيع : /</p> <p>المراجع : آمال بو جمعة</p> <p>مدير المدرسة : آمنه عبد العزيز</p> <p>2006/05/31</p>						



بطاقة درجات نتيجة العام الدراسي 2006 / 2007 م
للسف السادس

تبدأ الدراسة في صباح الاحد الموافق : 2007/08/26



دولة الامارات العربية المتحدة
وزارة التربية والتعليم
الإدارة التربوية والتعليمية
إدارة التعليم العام

نموذج رقم 156 (امتحانات)

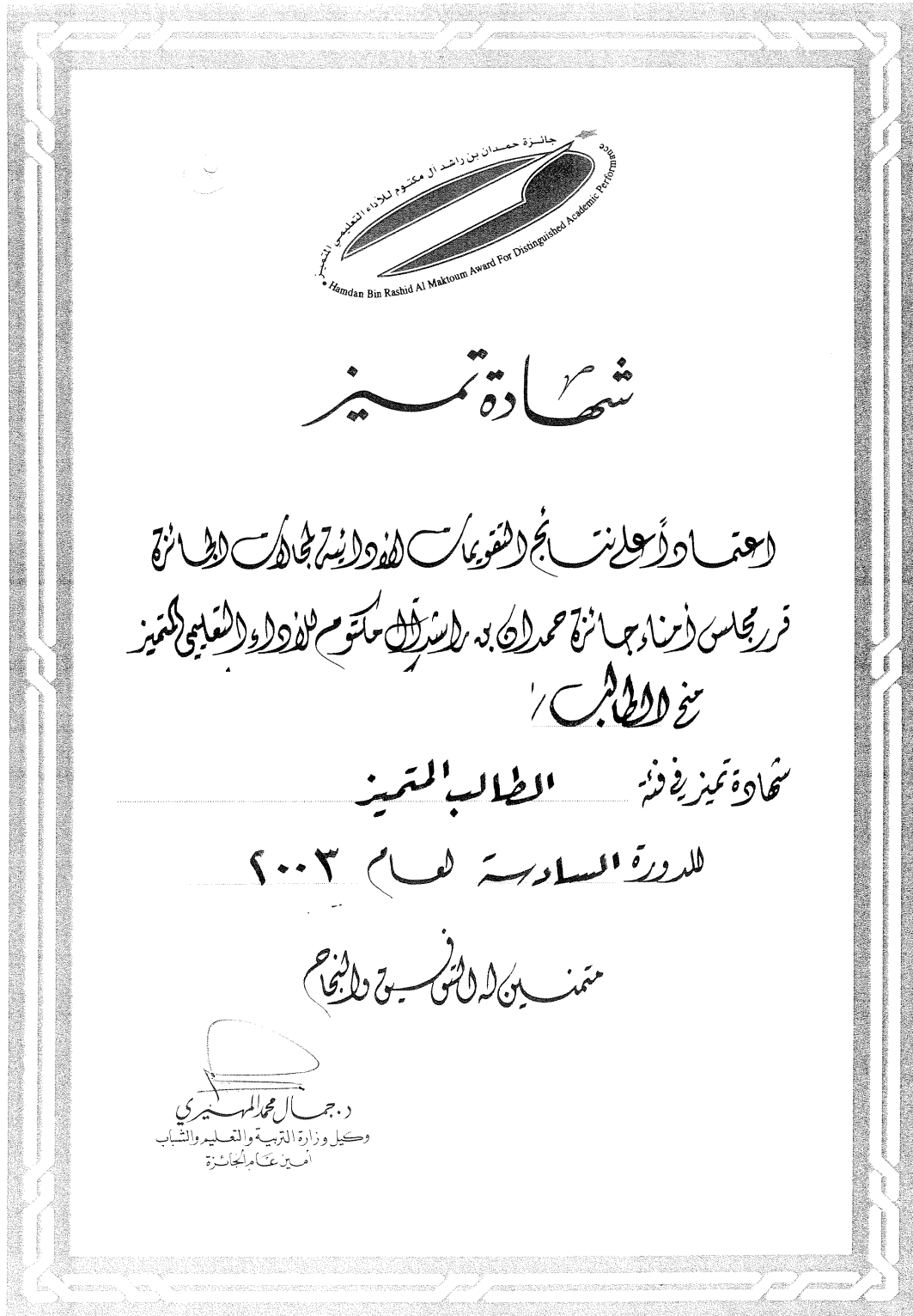
بطاقة درجات نتيجة العام الدراسي 2007 / 2008 م
للسف السابع

مدرسة : اسم الطالب :	منطقة : منطقة دبي التعليمية الشعبة : 2
-------------------------	---

المواد	النهايات		درجة نتيجة آخر العام		درجة امتحان الاعادة		ملاحظات
	الكبرى	الصغرى	بالارقام	بالحروف	بالارقام	بالحروف	
التربية الاسلامية	100	50	97	سبع وتسعون درجة فقط			
اللغة العربية	100	50	94	أربع وتسعون درجة فقط			
اللغة الانجليزية	100	50	91	واحد وتسعون درجة فقط			
التاريخ و التربية الوطنية	100	50	94	أربع وتسعون درجة فقط			
الجغرافيا	100	50	100	مائة درجة فقط			
الرياضيات	100	50	97	سبع وتسعون درجة فقط			
العلوم العامة	100	50	97	سبع وتسعون درجة فقط			
السلوك التربوي	100	50	100	مائة درجة فقط			
معدل مواد النشاط	100	0	99	تسع وتسعون درجة فقط			
المجموع الكلي	900	400	869	ثمانمائة وتسع وستون درجة فقط			
الترتيب	—	—	1	الأول			
عدد الطلاب	—	—	26				
عدد أيام الغياب طوال العام الدراسي	بدون عذر مقبول	1	له امتحان اعادة في :				
نتيجة الطالب في آخر العام	ناجح	وينقل للسف الثامن	ويعقد بتاريخ م / / م				
نتيجة الطالب في امتحان الاعادة			مدير المدرسة				
الاسم : احمد ابو المعالي	التوقيع :	المراجع	مدير المدرسة				
رائد الفصل			جعفر عبد الله الفردان				

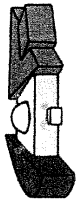
تبدأ الدراسة في صباح الاحد الموافق : 2008/08/31

2.5 Ali's Certificates





مدينة الطفل



Children's city

دولة الإمارات العربية المتحدة
وزارة التربية والتعليم والشباب
منطقة دبي التعليمية



تقدم إدارة منطقة دبي التعليمية بخالص الشكر والتقدير

للأستاذ / المهندس الصغير

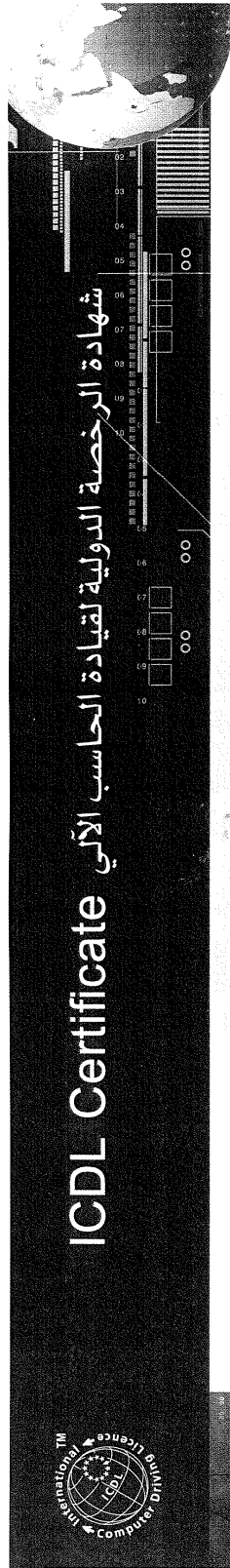
لمساهمتكم الفاعلة في لمشاركته في دورة صيانة الحاسب الآلي

متمنين لكم رجاءاً التوفيق والنجاح

مدير منطقة دبي التعليمية

د. س. س.

حررت بتاريخ : ١ / ٧ / ٢٠٠٤ م

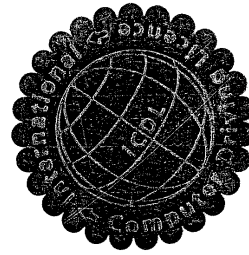


This is to certify that

تشهد هذه الوثيقة بأن

قد اجتاز بنجاح كافة الاختبارات اللازمة للحصول على
الرخصة الدولية لقيادة الحاسب الآلي - الإصدار ٤.٠

has successfully passed all modules required for the granting of the
International Computer Driving Licence® Syllabus Version 4.0




5 FEB 2007

التاريخ
Date

GCC 060 108047

رقم الرخصة
Licence No.


المدير العام
ICDL GCC Foundation
مؤسسة ICDL لمجلس التعاون الخليجي

Issued by ICDL GCC Foundation, the awarding body for ICDL in the Gulf Region.

أصدرت هذه الشهادة مؤسسة الرخصة الدولية لقيادة الحاسب الآلي لمجلس التعاون الخليجي، المردد الإقليمي للرخصة الدولية لقيادة الحاسب الآلي في منطقة الخليج.

United Arab Emirates
Ministry of Education & Youth
License Number 111

SITESPOWER

دولة الإمارات العربية المتحدة
وزارة التربية والتعليم
رقم الرخصة 111

سايتس باور

SitesPower certifies that :

Nationality:

has completed the course in

U.A.E.

Introduction to English (Elementary)
(60 hours)

Excellent

and was awarded a grade of

and therefore was issued this certificate.

Course Duration:

from: 11 / 06 / 2007

to: 10 / 09 / 2007

وزارة التربية والتعليم والشباب

Ministry of Education & Youth

إدارة العهد

Administration

منطقة دبي التعليمية
Dubai Educational Zone

التاريخ:

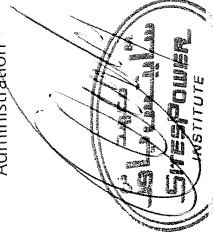
Date: 10 / 09 / 2007

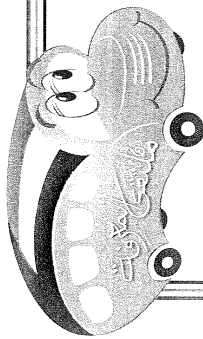
يشهد سايتس باور بأن
الجنسية:

قد أكمل البرنامج الدراسي في

وحصل على تقدير

مدة الدورة:





Knowledge and Human Development Authority acknowledges that

has successfully completed the Oxbridge Summer Camp,
a four-week program from **July 6 to 31, 2008**
of English tuition by teachers
from Oxbridge and Cambridge Universities.

Fatma Al Marri
Chief Executive Officer
School Agency

2.6 Ali's Questioners Results

Questioners Result

The table below is demonstrating Ali's main characteristics gathered out from the questioners, and collected from 9 of his teachers:

NO	Questions	Extremely Disagree	Disagree	I don't know	Agree	Extremely agree
1	Learns rapidly and easily				4	6
2	Can grasp underlying principles	1	2		5	2
3	Has a large vocabulary		2	2	2	4
4	Has long attention span		4		5	1
5	Shows imagination and creativity		1		5	4
6	Prefers complex ideas		3		5	2
7	Likes working independently		3	1	5	2
8	Interested in problem solving		4	1	3	2
9	Assumes leadership roles				2	8
10	Finishes tasks on time		3		4	3

Behavior Characteristics						
NO	Questions	Extremely Disagree	Disagree	I don't know	Agree	Extremely agree
11	Seeks to learn, asks question about every thing		2	1	5	2
12	Expresses his ideas and solution for problems		5	4	1	
13	Expresses his opinion bravely		2		3	5
14	Highly passionate to expose the hidden concepts		3		2	5
15	Emotional and sensitive				2	8

Appendix 3:-

3.1 Interviews

3.1.1 Ahmad Teacher for: English Language

Duration Time: 30 min

551. (S): What are Ahmad's strength and weaknesses?
552. (A): He is very quiet, concentrates in the class, has moral attitudes, simple, humble, doesn't like to cheat, interacts only with few well behaved students, his listening skill is not very good, sometimes I see him getting careless for one or two lessons and then he gets back and participates.
553. (S): What is your opinion about Ahmad's goals and purpose; behind his academic school life?
554. (A): He wants to be graded as excellent and be the first among the class.
555. (S): Do you think Ahmad has an interest in the subject you teach? Please prove your answer?
556. (A): Yes I think so, because he gives his full attention to me in the class, he is among the first students who submit his homework and researches, notes down everything I write on the white board, cleans the whiteboard when I enter the class, holds my books and never forgets his books at home.
557. (S): Have you ever seen him do extra work on a topic, without asking or promising for extra points?
558. (A): No.
559. (S): What does Ahmad value most when he engages in school activities?
560. (A): To be cooperative and assistive to other students .
561. (S): Have you ever seen or heard him apply what he has learnt at school in his real life outside school?
562. (A): No.
563. (S): What type of assignments or activities does Ahmad like? (easy, difficult, very difficult)
564. (A): I would say the difficult ones.
565. (S): What does Ahmad usually do when he faces difficulties in the activity?
566. (A): He doesn't get nervous or confused but he don't ask for guidance either.
567. (S): How does he react when he gets low grades or results? What type of phrases does he use in these occasions?

568. (A): He gets upset, he says that the level of the exam was higher than his abilities; and states that he will do his best in the next exam. He doesn't like other students to score higher grades than him.
569. (S) Out of your experience, what are the best strategies you recommend for your gifted and talented students in order to be cognitively engaged and have learning goals, although they might not like or enjoy the activities? Why?
570. (A) You have to reach out to the student out of the class room environment, and if possible also outside of school, get down to their level, to understand their needs and problems and build a good relationship in order to trust you, and listen to you. Allowing students to act as a teacher assistant in the classroom will encourage their learning too. Using different types of methodologies in teaching also helps, plus encouraging students to participate and involve them in class room discussions by asking easy question to weak students, and challenging questions to gifted and talented students.
571. (S) Do you think giving choices to gifted and talented students will help them develop their skills and knowledge while engaging in the activities? Or specifying an activity will direct them to focus and accomplish the results needed?
572. (A) Yes, giving them choices is much better because they chose topics and activities which relate to their abilities and strengths, and allow them to enjoy while learning.
573. (S) Do you believe that competition is a useful method for motivating gifted and talented students to learn; especially in the activities they are not interested?
574. (A) Yes it's very good, because they exchange knowledge and information, work together in one group, and explore the creativities of their imagination when they brainstorm together.
575. (S) **Don't you think that competitions will create jealousy between students**
576. (A) Yes, it should be there in order to compete each other

3.1.2 Ahmad's teacher for: History

Duration Time: 35 min

577. (S): What are Ahmad's strength and weaknesses?
578. (A): He is a well behaved student; he speaks in a proper way and at the right time, understands very well, prepares for the new lessons, has a unique note book, follows up with me in the class, submits his home works on time without any trouble, and only rarely daydreams in class.
579. (S): What is your opinion about Ahmad's goals and purpose; behind his academic school life?
580. (A): To have a high respectful personality in the society, as his family is leading him towards this direction.
581. (S): Do you think Ahmad has an interest in the subject you teach? Please prove your answer?
582. (A): Yes, he asks very meaningful and complex questions about the history they are learning.
583. (S): Have you ever seen him do extra work on a topic, without asking or promising him for extra points?
584. (A): Yes, he prepares the lessons before, once he made a power point presentation without promising him for any extra marks.
585. (S): What does Ahmad value most when he engages in school activities?
586. (A): He feels responsible and has to be a superior student in the class.
587. (S): Have you ever seen or heard him apply what he has learnt at school in his real life outside school?
588. (A): No idea.
589. (S): What type of assignments or activities does Ahmad like? (easy, difficult, very difficult)
590. (A): Difficult ones, any project or activity I ask him he doesn't say no.
591. (S): What does Ahmad usually do when he faces difficulties in the activity?
592. (A): He searches in for different resources, in order to get it done, and asks me for help if required.
593. (S): How does he react when he gets low grades or results? What type of phrases does he use in these occasions?
594. (A): He hasn't gotten low grades with me at all.
595. (S): Do you think encouraging gifted students by promising them for extra

marks; will lead them to use surface level strategies in learning, rather than deeper level of information processing strategies?

596. (A): The student should be a well behaved student in different areas, in terms of listening, participating, attitude in and out of the class, projects and submitting homework on time in order to get high grades.
597. (S) If Ahmad is not willing to do the activity, what do you do?
598. (A) I would look at the reason behind him not participating, in order to find a proper solution for it.
599. (S) Out of your experience, what are the best strategies you recommend for your gifted and talented students in order to be cognitively engaged and have learning goals, although they might not like or enjoy the activities? Why?
600. (A) First of all you have to gain their trust, by truly loving them, caring for them and establishing a feeling in them that you are working for their sake and development. I have to find out what methods interest them the most, and motivate them to learn, and accept the belief that every student has different personal methods and abilities for leaning.
601. (S) Do you think giving choices to gifted and talented students will help them develop their skills and knowledge while engaging in the activities? Or specifying an activity will direct them to focus and accomplish the results needed?
602. (A) The freedom in everything will open the doors for creativity. When I want them to perform a project on any topic, I give them the choice to gather their information from any resource they feel more convenient, since forcing them to a specific choice might not engage them actively in the task.
603. (S) Do you believe that competition is a useful method for motivating gifted and talented students to learn; especially in the activities they are not interested?
604. (A) Group competitions are good to practice and improve their talents, and will motivate them to be more involved in the learning process; however individual competitions are a waste of mine and their time, since it establishes jealousy and hatred between students.

3.1.3 Ahmad's teacher for: Arabic Language

Duration Time: 35 min

605. (S): What are Ahmad's strength and weaknesses?
606. (A): He is a well behaved student, his parents have educated him very well, and has well established basic principles, he has a rather shy personality, doesn't have individual initiatives and leadership skills, not social and has few friends who are very good students, and does not respond to bad behaved students.
607. (S): What is your opinion about Ahmad's goals and purpose; behind his academic school life?
608. (A): He likes to become a professor and teach in university, or work in a research center.
609. (S): Do you think Ahmad has an interest in the subject you teach? Please prove your answer?
610. (A): Yes I think so, because he prepares himself for the new lessons, understands and analyzes the new words, he also writes stories in his own words, he is the first student to conclude the principles and the concepts of any topic discussed outside the curriculum.
611. (S): Have you ever seen him do extra work on a topic, without asking or promising him for extra points?
612. (A): Yes, he doesn't ask about his mark in class activities, he has the thirst for knowledge and understanding.
613. (S): What does Ahmad value most when he engages in school activities?
614. (A): Very rarely I have seen him care about grades, he likes to accomplish his goals, and in a presentable manner.
615. (S): Have you ever seen or heard him apply what he has learnt at school in his real life outside school?
616. (A): He reads different types of stories, sometimes higher than his level, because he is curious to know about the content.
617. (S): What type of assignments or activities does Ahmad like? (easy, difficult, very difficult)
618. (A): Difficult.
619. (S): What does Ahmad usually do when he faces difficulties in the activity?
620. (A): He tries to solve the problem by himself, and then if he couldn't he will get back to me.
621. (S): How does he react when he gets low grades or results? What type of phrases does he use in these occasions?

622. (A): In my subjects I have never seen him get low grades, but once I saw him very upset and annoyed after scoring low in Math.
623. (S): Do you think encouraging gifted students by promising them for extra marks; will lead them to use surface level strategies in learning, rather than deeper level of information processing strategies?
624. (A): It depends on the environment they are living in; some parents are looking for grades only, to be proud of their son in front of others, some other parents care and respect for their children's abilities and talents more than their results.
625. (S) If Ahmad is not willing to do the activity, what do you do?
626. (A) I will explain for him the importance of class discussion and his contribution; I would praise him and encourage him by giving him extra marks.
627. (S) Out of your experience, what are the best strategies you recommend for your gifted and talented students in order to be cognitively engaged and have learning goals, although they might not like or enjoy the activities? Why?
628. (A) Establishing good relationship between the teacher and the student, you have to find the reason that he doesn't like to participate, go down to his level, and give him the feeling that you understand him. Creating competitions between gifted and talented students in the class is another way of motivating them to experience new challenges, also critical questions. Otherwise other students by extra marks and praise.
629. (S) Do you think giving choices to gifted and talented students will help them develop their skills and knowledge while engaging in the activities? Or specifying an activity will direct them to focus and accomplish the results needed?
630. (A) Yes of course, forcing one choice is not useful, but willingly choosing a topic will motivate students to search and work hard to accomplish their goals.
631. (S) Do you believe that competition is a useful method for motivating gifted and talented students to learn; especially in the activities they are not interested?
632. (A) Yes, if they applied it properly with purpose and clear rewards. Sometimes you might find jealousy between students; you have to transform it to some sort of purely deed competitions.

3.1.4 Ahmad's teacher for: Math

Duration Time: 40 min

633. (S): What are Ahmad's strength and weaknesses?
634. (A): He has a very good moral attitude, follows up and is focused in the class, answers the questions, he doesn't interact with other students. His father has more than one wife, he doesn't speak with his brother from different mother in school, I feel his father is out of reach to Ahmad. His participates in very few activities, he lacks personal initiatives. If you don't tell him to do a project, he will not do it by himself, I can't see him having the thirst for knowledge.
635. (S): What is your opinion about Ahmad's goals and purpose; behind his academic school life?
636. (A): To find a good job in the future, he doest have the motivation to learn, and because of that his general knowledge is not much.
637. (S): Do you think Ahmad has an interest in the subject you teach? Please prove your answer?
638. (A): Yes, from his preparations for new lessons, and his concerns to get as much marks as possible.
639. (S): Have you ever seen him do extra work on a topic, without asking or promising for extra points?
640. (A): No,
641. (S): What does Ahmad value most when he engages in school activities?
642. (A): To get high grades only.
643. (S): Have you ever seen or heard him apply what he has learnt at school in his real life outside school?
644. (A): I don't think so.
645. (S): What type of assignments or activities does Ahmad like? (easy, difficult, very difficult)
646. (A): Difficult.
647. (S): What does Ahmad usually do when he faces difficulties in the activity?
648. (A): In the beginning he thinks and doesn't ask me at all, if he couldn't answer the question he will sit quietly till I start answering the questions on the white board.
649. (S): How does he react when he gets low grades or results? What type of phrases does he use in these occasions?
650. (A): It would be a disaster, he doesn't ask and discuss at all.

651. (S): Do you think encouraging gifted students by promising them for extra marks; will lead them to use surface level strategies in learning, rather than deeper level of information processing strategies?
652. (A): Yes they just memorize to get high grades; they are looking at the importance of their academic life by getting high grades and not understanding and increasing their knowledge and skills.
653. (S) If Ahmad is not willing to do the activity, what do you do?
654. (A) I feel his parents have taught him that obeying your teachers is a holy principle; he tries to do what I ask. Caring and loving them will help build a trustworthy relationship, discussing about future benefits plus extra marks also helps involving them in the activities .
655. (S) Out of your experience, what are the best strategies you recommend for your gifted and talented students in order to be cognitively engaged and have learning goals, although they might not like or enjoy the activities? Why?
656. (A) First you have to see their needs and requirements, what they are missing, and then you have to establishing a strong relationship between the teacher and the students and praising them wheneverc required, .
657. (S) Do you think giving choices to gifted and talented students will help them develop their skills and knowledge while engaging in the activities? Or specifying an activity will direct them to focus and accomplish the results needed?
658. (A) Yes, it opens the door for thinking; by choosing what they like based on their needs and interests.
659. (S) Do you believe that competition is a useful method for motivating gifted and talented students to learn; especially in the activities they are not interested?
660. (A) Yes, if it was well planned, in order to utilize and develop their cognitive skills and abilities.

3.1.5 Ahmad's teacher for: Science

Duration Time: 25 min

661. (S): What are Ahmad's strength and weaknesses?
662. (A): He is very quiet, his ability to analyze and conclude is weak, not creative in his work and thoughts. Seems like there are very strict rules at home, like the ones in the army, all he does is just observing information.
663. (S): What is your opinion about Ahmad's goals and purpose; behind his academic school life?
664. (A): He doesn't have any goals; his goal is to satisfy his parents.
665. (S): Do you think Ahmad has an interest in the subject you teach? Please prove your answer?
666. (A): I don't think so.
667. (S): Have you ever seen him do extra work on a topic, without asking or promising him for extra points?
668. (A): He is not doing so.
669. (S): What does Ahmad value most when he engages in school activities?
670. (A): Grades and to compete with his friends.
671. (S): Have you ever seen or heard him apply what he has learnt at school in his real life outside school?
672. (A): No.
673. (S): What type of assignments or activities does Ahmad like? (easy, difficult, very difficult)
674. (A): Difficult.
675. (S): What does Ahmad usually do when he faces difficulties in the activity?
676. (A): He doesn't come back to me for help at all; maybe he refers back to his parents.
677. (S): How does he react when he gets low grades or results? What type of phrases does he use in these occasions?
678. (A): He gets upset and doesn't say anything.
679. (S): Do you think encouraging gifted students by promising them for extra marks; will lead them to use surface level strategies in learning, rather than deeper level of information processing strategies?
680. (A): They are all seeking for grades only.

681. (S) If Ahmad is not willing to do the activity, what do you do?
682. (A) He always participates, because of parent's close follow up.
683. (S) Out of your experience, what are the best strategies you recommend for your gifted and talented students in order to be cognitively engaged and have learning goals, although they might not like or enjoy the activities? Why?
684. (A) The school environment is not helping, activities between schools are less, system for punishment and rewards are not there. I used to put all gifted students in one group in order to engage them more in the activity, and come up with creative and challenging ideas and finally with the help of parent's involvement and follow up.
685. (S) Do you think giving choices to gifted and talented students will help them develop their skills and knowledge while engaging in the activities? Or specifying an activity will direct them to focus and accomplish the results needed?
686. (A) Yes, because he is going to work on it with his own ideas and thinking, and it's going to be his own work of effort, instead of printing a ready project from the internet.
687. (S) Do you believe that competition is a useful method for motivating gifted and talented students to learn; especially in the activities they are not interested?
688. (A) Yes, you are breaking the routine, understanding other people's perspectives and abilities.

3.1.6 Student Name: Ahmad

Duration Time: 25 min

689. (S): What are your hobbies?
690. (A): Computer for research and games sometimes, reading imaginary stories about things that don't exist or haven't been seen yet.
691. (S): What is the purpose of your life?
692. (A): To be a dentist, because my parents told me that they earn a lot of money, and I want to support my family financially.
693. (S): Do you like coming to school? What motivates you to come to school?
694. (A): Yes, I like to see my friends, and participate in different competitions.
695. (S): What are your favorite subjects in school? Why? If you had a choice in not taking the other subject that are not of interest to you, what would you do?
696. (A): I like Arabic, English and Math because the teachers are very good, other subjects I don't feel there is any benefit out of them.
697. (S): Why do you think studying math, science, language .. etc is important?
698. (A): English helps me to communicate easily with other people, math is good for buying and selling things, and Arabic for improving my native first language.
699. (S): Do you have any extra curricular activity outside school? Do you like them? Why?
700. (A): I like to go the library and club, but my parents are not allowing me.
701. (S): Are you using the knowledge and concepts that you have learnt at school in your daily life? Give me some examples?
702. (A): What I am learning from the Arabic language lessons, helps me improve and create my own stories and write them down.
703. (S): What are the abilities and talents that you feel you possess? How did you find them? What do you think you need to do after finding them? How will you develop them?
704. (A): I am good in drawing, I used to draw since childhood, my teacher was helping me a lot. Because I like to read many different stories, that made me able to write my own stories.
705. (S): Do you believe that you still have more hidden abilities that you haven't found out yet?
706. (A): Yes I do.
707. (S): What is motivating you to participate in school activities?
708. (A): My friends. If they participate I will join them, if not, I will not participate.
709. (S): What type of activities do you usually like to be involved in? (Easy, difficult, very difficult)? Why?
710. (A): Difficult, I like competitions, historical places and adventures.
711. What motivates you, or what do you mainly value while engaging in any activity?
712. If I like the teacher I will participate, and also if I see my friends joining. I

- learn a lot from the activities I participate in, and I also like rewards such as gifts.
713. (S) **In what way do you like to be praised after accomplishing the goals of certain activities?**
714. (A) I like to be rewarded in front of other students, I don't want any body to praise me because I can praise my self, the best thing is money, because I can get what I want.
715. (S) **If you face difficulties in any task or activity? What will you do?**
716. (A) I will get help from the teacher and then from my family, if I cant I will inform the person in charge.
717. (S) **Have you ever failed to reach the optimal goal of any activity or failed to solve a problem? What do you think the reason behind it was?**
718. (A) Yes, I joined a competition but they did not chose my work as the best, and they chose another student's work which was not better than me, since I saw his work, and I believe that they just don't know how to select the best work.
719. (S) **What would you do after getting undesirable grades or results? Do you get upset?**
720. (A) I will ask about my mistakes, and I will get very upset. The reason behind not getting good results is because I was careless and hadn't studied well.
721. (S) **Do you usually compare your test scores with other students?**
722. (A) Yes, if they get more than me I will get mad.
723. (S) **Do you like competitions? What motivates you to participate in the competition?**
724. (A) Yes, because I can earn good gifts if I win.
725. (S) **Do you like working in group or alone? Why?**
726. (A) I like to work in a group, enjoying the cooperation between the team members also while drawing.
727. (S) **Do you usually participate in class discussions, reading the lessons and answering questions? Why do you like or dislike doing that?**
728. (A) Yes, I am the first student in the class doing all the activities in order to get full marks, I want to be unique.
729. (S) **What do you want to be in the future?**
730. (A) I want to be a dentist or Engineer in order to create new things.

3.1.7 Ahmad's teacher for: Special Needs

Duration Time: 35 min

731. (S): What are Ahmad's strength and weaknesses?
732. (A): He is a very quiet student, likes reading and writing, always discusses about academic studies, and has very good skills on power point and computer. He only has a few friends, he's not social and doesn't have leadership skills.
733. (S): What are the subjects that Ahmad likes most in school? What do you recommend in order to develop his skills and abilities in the subjects that he likes?
734. (A): Literature and writing. In order to develop I need his parents to be more involved and supportive, he doesn't even talk to his brother, I think he is from another mother, because of that I am curious to know more about his family.
735. (S): What is your opinion about Ahmad's goals and purpose; behind his academic school life?
736. (A): He has materialistic purpose to be unique in his class and school also.
737. (S): Have you ever seen him do extra work on a topic outside school without asking or promising him for extra points?
738. (A): No, he needs somebody to move him and motivate him to participate.
739. (S): What does Ahmad value most when he engages in school activities?
740. (A): To be the best student in the school.
741. (S): Have you ever seen or heard him apply what he has learnt at school in his real life outside school?
742. (A): Yes, for example he is writing his own stories I have some of them in his personal file.
743. (S): What type of assignments or activities does Ahmad like? (easy, difficult, very difficult)
744. (A): Difficult.
745. (S): What does Ahmad usually do when he faces difficulties in the activity?
746. (A): He asks a lot of questions, and tries to reach the person in charge.
747. (S): How does he react when he gets low grades or results? What type of phrases does he use in these occasions?
748. (A): I really don't know.
749. (S): Do you think encouraging gifted students by promising them for extra

marks; will lead them to use surface level strategies in learning, rather than deeper level of information processing strategies?

750. (A): It's leading them to use surface levels of strategies, because they care more about the theoretical part of the material and not the practical part which is based on practice and real life experience.
751. (S) If Ahmad is not willing to do the activity, what do you do?
752. (A) I explain for him the importance of the project, assist him if he needs, and sometimes take him out of the class room in order to finalize his project or required task.
753. (S) Out of your experience, what are the best motivational strategies you recommend for your gifted and talented students in order to be cognitively engaged and have learning goals, although they might not like or enjoy the activities? why?
754. (A) The relationship between the teacher and the student must be strong enough, trust and care must be established, from my experience one of the best ways to create this link is by school trips and journeys, while the students can see the real personality of their teachers, plus experiencing what they learnt practically.
755. (S) Do you think giving choices to gifted and talented students will help them develop their skills and knowledge while engaging in the activities? Or specifying an activity will direct them to focus and accomplish the results needed?
756. (A) Yes, because it initiates from them, based on their interest.
757. (S) Do you believe that competition is a useful method for motivating gifted and talented students to learn; especially in the activities they are not interested?
758. (A) Yes it's very good, they can prove their skills, and examine their abilities, and be more motivated to earn a reward.
759. (S) Do you think if you stop rewarding Ahmad, he might not continue developing his skills and knowledge in the same pace?
760. (A) Maybe.

3.2 Class Room Observation

3.2.1 Ahmad's English Lesson

Period: 6th

Number of Students: 30

Setting: Normal class room

Aim: To observe and record Ahmad's behavior and performance, plus teacher's strategies to motivate and engage students to learn.

Record of Observation:

- S-1 the teacher started the session with warm up questions, Ahmad was the first student to raise his hand to answer, once he went to the white board and answered the question correctly. The teacher asked the students to clap their hands for Ahmad, he got very happy.
- S-2 The teacher asked for the meaning of the brain, one student answered wrongly, the teacher told him that because you were absent last session we will give the chance to other students. The teacher used many strategies to cognitively engage Ahmad in the topics discussed in the class, for example he asked him to use other word rather than using "things", give other characteristics for the brain in order to get a closer meaning of it, the teacher used to say " give him a chance", " try to think", " I remind you".
- S-3 The teacher asked the students while answering the questions, to give their reasons behind choosing these answers, which was allowing Ahmad to take his time and think twice in order to prove his answers.
- S-4 Ahmad was participating in almost all the discussions; he was giving his full attention to the teacher, and was able to give his correct answers.

3.2.2 Ahmad's History Lesson

Period: 3rd

Number of Students: 30

Setting: Normal class room

Aim: To observe and record Ahmad's behavior and performance, plus teachers strategies to motivate and engage students to learn.

Record of Observation:

- S-1 The teacher informed the students about the topics which were going to be included in the next exam, Ahmad was following up with the teacher and noted down the topics. He was very quiet in the class, not talking to his partner, he was among the first students to participate in the class discussions and answered the questions correctly. The teacher used to write the important points in different colors on the white board.
- S-2 The teacher was aggressive and harsh to some students, for example he used to shout to the student talking to his friend and ask him to "Respect himself" or "do you want to go out of the class room?". The teacher found out that one of the students had forgotten to bring his book and so he told him "Are you a guest in the class, where is your book" or "Let me see you after the lesson".
- S-3 Teacher's method was not that much interactive, sometimes he used to tell the story for five minutes with the same tone, which allowed the students to go into a deep sleep especially being the last day of the week, most of the students were bored, and for the first time I saw Ahmad **yawning**.
- S-4 The teacher used his map in order to explain the Arab countries; I saw Ahmad following up more with the teacher after using the map, in order to find the location of the Arab countries and their borders. At the end of the session the teacher asked the student who can do research on specific topic from internet and bring it to me, Ahmad was the first student to raise his hand up and accept to bring the research the next session.

3.2.3 Ahmad's Math Lesson

Period: 4th

Number of Students: 30

Setting: Normal class room

Aim: To observe and record Ahmad's behavior and performance, plus teachers strategies to motivate and engage students to learn.

Record of Observation:

- S-1 The teacher started answering a few questions on the white board, Ahmad went to the white board and answered the question correctly, he was participating all the time and was among the first students to raise his hand. The teacher was trying to engage almost all the students asking them questions, sometimes he was asking the students to repeat what he was saying.
- S-2 The teacher used different strategies to strengthen gifted students abilities, and allow them to stretch their cognitive skills by saying "quickly, without using a calculator, give me the answer to the question", "which genius can answer this small question" "think with me about this difficult question" Ahmad was fully engaged in these particular moments of the session trying to find the answers as soon as possible. The teacher was relating the concept of the session which was about percentiles, to real life experiences such as taxes that we pay for any shipment to the government which is about 2 or 3%, and whether this amount is greater or lower than the total amount of the shipment.
- S-3 At the end the session, the bell rang and the teacher was still continuing to answer the questions, Ahmad was following the teacher, noting down the steps with the final answers although the class was messy and every body started moving to take few minutes break before starting the next session.

3.2.4 Ahmad's Science Lesson

Period: 5th

Number of Students: 30

Setting: Normal class room

Aim: To observe and record Ahmad's behavior and performance, plus teachers strategies to motivate and engage students to learn.

Record of Observation:

S-1

I attended the last twenty minutes of the lab session, the teacher was asking questions, a lot of students were trying to answer the question, and used to shout and say "teacher, teacher me, me", a lot of noise was there, the teacher was trying to scare the students off by telling them "shut up", "I will put you to stand at the corner if you repeat shouting the word teacher". Most of the class time; was spent with the teacher trying to control and calm the students down. Sometimes he even used to humiliate and make fun of the students who were giving wrong answers, and make other students laugh at them, the teacher was enjoying and saying "hope you die, with God's blessing", "Hope you catch fire, with God's blessings".

S-2

Ahmad was very quiet in this session, he was not always participating in the discussions, was raising his hand just to satisfying himself that he is there, but not really showing his engagement with the topic. If the teacher asked him directly, he would answer. The class environment was not supporting Ahmad to be cognitively engaged with the lesson, because of the noise and uncontrolled session.

S-3

The way the teacher was treating the students in the class room was very harsh, his facial expressions and voice tone was not friendly at all, it all sounded like an officer commanding his soldiers.

3.2.5 Ahmad's Arabic Language Lesson

Period: 4th

Number of Students: 30

Setting: Setting in groups

Aim: To observe and record Ahmad's behavior and performance, plus teachers strategies to motivate and engage students to learn.

Record of Observation:

S-1

The students were sitting in groups, Ahmad as usual; was sitting with his own group, whom he used to spend most of his time with even at break times. The teacher's voice was pretty loud and clear, which awakened up all the students, and grasped their attention and concentration, most of the students were participating in the discussions, including Ahmad. After a while the teacher pointed out the names of a few students and mentioned that they deserved marks for their class participation.

S-2

Ahmad felt shy after finding out that his answers were not correct; he was playing with his hair, putting the pen in his mouth. All over the session he was very quiet, and focused with the teacher. The teacher was encouraging students engagement in the session by telling them "excellent", "God bless you", caring for the students by saying: "First before you answer, it's nice to see you back after your illness", increasing student's confidence and self esteem " stand up and answer Correct answer", "I know you know the answer, raise your voice, don't be shy", appreciating their critical and creative thinking "nice way of thinking", also the teacher used to acknowledge student's correct answers by patting onto their shoulders or head.

S-3

Another student said something funny, every body laughed in the class room, the teacher accepted it, and told him with a smile that you are changing the classical Arabic Language into your own local accent. Ahmad was participating and following up with the teacher, in between the session again the teacher mentioned other student's name, gave them extra marks and said " the students who participated in the discussions today will get three marks. All of you are very good students".

S-4

The teacher gave time for each group to answer all the questions, I saw Ahmed was well engaged with his group in answering the questions, they were among the first groups to deliver their answers and it was all correct.

3.3 Ahmad's IQ Test Result

مؤسسة التعليم المدرسي وحدة الخدمات الإدارية	حكومة دبي هيئة المعرفة والتنمية البشرية
--	--

بيان نسبة الذكاء (I Q) للطلبة
 للعام الدراسي 2008 - 2009
 (فائقين)
 مدرسة :

م	الاسم	الصف	الميلاد	معدل الذكاء I Q	نقطة الذكاء
1		5 / 9	1994/01/24	128	متفوق (من الأذكى)
2					

تم تقييم الطالب بتاريخ : 2008 / 11 / 20

الاختبارات المطبقة : (بيتا III " للذكاء " Morton)
 (المصفوفات العادية " للراشد " Raven)

ملاحظات أثناء المقابلة :

للطالب حالته الصحية جيدة ومعتنى بمظهره الخارجي
 يفهم التعليمات بشكل جيد - متعاون - يبدو مستقراً

الاختصاصي النفسي
 محمد الناصر إبراهيم عباس

3.4 Ahmad's GPA Results

نموذج رقم (امتحانات)



دولة الامارات العربية المتحدة
وزارة التربية والتعليم
الإدارة التربوية والتعليمية
إدارة التعليم العام

بطاقة درجات نتيجة العام الدراسي 2007 / 2006 م

للمصف السابع

منطقة : دبي التعليمية

مدرسة :

الشعبة : 7س02

اسم الطالب :

الملاحظات	درجة امتحان الاعادة		درجة نتيجة آخر العام		النهايات		المواد
	بالأرقام	بالحروف	بالأرقام	بالحروف	الصغرى	الكبرى	
			98	ثمان وتسعون	50	100	التربية الإسلامية
			100	مائة درجة	50	100	اللغة العربية
			96	ست وتسعون	50	100	اللغة الإنجليزية
			98	ثمان وتسعون	50	100	التاريخ والتربية الوطنية
			100	مائة درجة	50	100	الجغرافيا
			92	إثنان وتسعون	50	100	الرياضيات
			100	مائة درجة	50	100	العلوم
			100	مائة درجة	50	100	السلوك التربوي
			93	ثلاث وتسعون	0	100	معدل مواد النشاط
			877	ثمانمئة وسبع وسبعون	400	900	المجموع الكلي
					الأول		الترتيب
له امتحان إعادة في : ويعقد بتاريخ / / 200			1				عدد أيام الغياب
			0				مقبول
							طوال العام الدراسي
		راسب			ناجح وينقل الى		نتيجة الطالب في آخر العام
		راسب			الصف الثامن		نتيجة الطالب في امتحان الاعادة
مدير المدرسة							
2008/12/03							
مدير المدرسة							
احمد عبدالله خميس							
2008/12/03							
مدير المدرسة							
خاتم المدرسة							
المراجع							
رائد الفصل							
الاسم							
حيثب ميثرك عبدالله محمد							
التوقيع :							



بطاقة درجات نتيجة العام الدراسي 2007 / 2008 م

للسنة الثامن

منطقة : دبي التعليمية
الشعبة : 8س01

مدرسة :
اسم الطالب :

الملاحظات	درجة إمتحان الاعادة		درجة نتيجة آخر العام		النهايات		المواد
	بالأرقام	بالحروف	بالأرقام	بالحروف	الصغرى	الكبرى	
			94	أربع وتسعون	50	100	التربية الاسلامية
			96	ست وتسعون	50	100	اللغة العربية
			92	إثنان وتسعون	50	100	اللغة الانجليزية
			91	احدى وتسعون	50	100	التاريخ والتربية الوطنية
			98	ثمان وتسعون	50	100	الجغرافيا
			92	إثنان وتسعون	50	100	الرياضيات
			93	ثلاث وتسعون	50	100	العلوم
			100	مائة درجة	50	100	السلوك التربوي
			95	خمس وتسعون	50	100	معدل مواد النشاط
			851	ثمانمئة واحد وخمسون	400	900	المجموع الكلي
					الاول		الترتيب
له امتحان إعادة في : وبعد بتاريخ 200 / /			2		مقبول	مقبول	عدد ايام الغياب
			0		مقبول	مقبول	طوال العام الدراسي
		راسب	نجاح وينقل الى الصف التاسع				نتيجة الطالب في آخر العام
مدير المدرسة 200 / /		راسب	نجاح وينقل الى				نتيجة الطالب في امتحان الاعادة
مدير المدرسة محمد احمد الحوسني 2008/12/03	المراجع عصام عبدالقادر علي	رئيس الفصل ابراهيم عبدالحق	الاسم التوقيع :				

3.5 Ahmad's Work Sheet





سعد الصغير

يحكى أنه كان هنالك فتى يسمى ((سعد)) كان لديه أخت صغيرة تدعى بنسرين وهما يعيشان مع خالهما أحمد الوحيد .

في يوم من الأيام اصطحب الخال أحمد سعد إلى المدرسة و هذا هو اللقاء الأول بين سعد و المدرسة ، و هو يفكر : ما هي المدرسة ؟ هل هي طيبة أم شريرة ؟! و في المدرسة :. تعرف سعد على المدرسة و علم بأنها مكان مفيد يتعلم فيه الطلبة و الطالبات ، و هناك أيضا يوجد معلمات أو أساتذة يعلمون الطلاب . قضى سعد و قتا ممتعا للغاية إلى درجة أنه يريد أن يذهب كل يوم . وقد تعرف على بعض الأصدقاء ، إلا واحدا فقد شعر بكره شديد له .

عندما رجع سعد إلى البيت قص لأخته و لخاله ما جرى في المدرسة من شقاوة و شطارة و كيف أحبه الأساتذة . أما التلميذ الذي لم يتعرف عليه سعد كان يسمى بصلاح و كان لديه خدم مطيعون فأمر بأمر يحزن سعد . في اليوم التالي ذهب سعد إلى المدرسة والسرور تغمره ، أعجب سعد بحكايا صديقه ماجد ، و أحسن سعد بالإجابة على أسئلة المعلم مما أغضب صلاح أشد الغضب . عندما رجع سعد من المدرسة مشيا إلى البيت ، فوجأ بصوت حزين يبكي و يتحسر ماذا فعلت ؟! كيف حدث هذا ؟ لقد ماتت و سرعان ما كتشف أن أخته ماتت بسبب صداقته للجميع ما عدا صلاح ، راح يبكي ، ولكنه لم يستسلم و أخبر الشرطي بما حدث، فتأكد وأوقع صلاح و أعوانه في السجن إلى الأبد . ظل سعد يعيش مع خاله بسعادة حتى كبر و تزوج و تأكد أنه يجب أن يهتم بأولاده لكي يعيشوا في هناء

الكتاب المدرسي

في إحدى المنازل الجميلة عاش ثلاثة إخوة هم : سعد و سعود و سعيد . و جميعهم نيامة في المرحلة الأساسية ، و هم أفراد عائلة عرف عن أفرادها شغفهم للمطالعة و سعة إدراكهم ، فالوالد كان كانيا مشهورا ، و كنيه في مناول الجميع ينهلون من علمه ، و الوالدة تعمل أمينة للمكتبة في إحدى المدارس الحكومية .

و بالرغم من ذلك فإن الأبناء الثلاثة لم يكونوا ممن يطبقون المذاكرة ، بل يعملون ما في وسعهم لتقليص الجهد المبذول في هذا المجال ، و لولا متابعة والدتهم الحريصة على مستقبلهم لكانوا في خير كان ، فهي تقضي ساعات مع أبنائها تراقبهم و هم يدرسون و سيندرون دروسهم ، و لكي تحس بأنهم مستعدون جيدا للامتحان ، كانت فور انتهائهم من المذاكرة تسألهم العبد من الأسئلة عن المادة مستخدمة الكتاب المدرسي و لو عليها كانت تحرم على تنويع الأسئلة و ابتكارها فلا يضيع مجهودها بلا فائدة ، و مع الوقت بدأ حب الدراسة و المطالعة ينساب إلى قلوبهم ، و صاروا يبادرون بالمذاكرة قبل أن يطلبهم أمهم بالأمر .

وفي نهار يوم الثلاثاء، الذي كان مخصصا لامتحان الرياضيات ، طحت الوالدة - بينما هي تنتظر أبنائها لتعيدهم إلى المنزل - أمام بوابة المدرسة عدة طلاب، منهم من يقوم برمي كتابه و منهم من مرقه و منهم من ركله ، فسأها ذلك ، كيف لكتاب يزخر بالمعلومات ، و يعين الطلاب فهم العالم الخارجي و دراسة الكثير من الأمور الحياتية أن يهمل و يعامل بذلك الطريقة ؟ رب العاطين أكرم القراءة فكانت أول ما نزل في القرآن الكريم ، ألم تكن كلمة " اقرأ " داعية للقراءة و نكرها ؟! و قطع عليها ابنها سعد سبيل أفكارها عندما قام بفتح باب السيارة بسرعة لرغبته في الجلوس في المقعد الأمامي قبل أن يسبقه أخواه ،

بقيت الأم صامئة طوال طريق العودة إلى المنزل ، و في المنزل بعد أن استحم
الأبناء و قاموا بتغيير ملابسهم ، و أحضروا كتبهم ليسندكروها بعد تناول الغداء ،
أقبلت عليهم والدتهم و قالت : أبنائي عندما ينتهي الامتحان ماذا
ستفعلون بهذه الكتب ؟؟ تعجب الأبناء و نظر كل واحد منهم يتبادل النظرات
مع أخيه ، ثم أجاب سعيد : ولم هذا السؤال الغريب يا أمي ؟؟
سعود : نحن نحب كتبنا المدرسية ، فنحن نحفظ بكتبنا في مكتبتنا . الأم : ما الذي
يدفعكم لذلك ؟؟

سعد : أمور كثيرة ندفعنا للاحتفاظ بكتبنا المدرسية .
سعيد : نعم ليست الكتب وسيلة من وسائل التعلم و نشر العلوم المفيدة
المختلفة .

سعود : ألم يكرمنا الله - تعالى - بأنه حذب في أول ما نزل من القرآن الكريم
بالأمر بالقراءة ؟!
سعد : لقد نعب من سبقنا في جميع هذه المعلومات ، و قطعوا مسافات شاسعة
ليحصلوا عليها صحيحة .

سعيد : بالنسبة لي هذه الكتب تمثل جزءا من حياتي إذ عايشت معي فترة
دراسية و أعانني على التفوق و الدراسة ، لذا هي من ثروتي العلمية و مرجع
لي عند التباس شيء عندي .
سعد : انعرفون أن الكتب المدرسية تعجبني كثيرا؟ و أنا كما نعلمون أحرص على
ضمها لمجموعة الكتب التي في مكتبي الخاصة .

الأم : احسنتم يا أبنائي ، و لا ننسوا أن تقدروا مجهود الدولة عندما تقوم
بإنشاء هذه الكتب و طبعها و توزيعها على مختلف المدارس لكي ننتفعوا بها ،
أنه لمن المؤذي و المحزن جدا رؤية هذه الكتب تتعرض للتفريق أو الرمي أو الركل
، و مما ينبغي منكم أنتم الطلبة احترام هذه الكتب لا أن تجعلوا الصعوبات التي
تواجهكم في المواد التي تمثلها هذه الكتب المدرسية سببا في كراهة الكتاب و
إتلافه .

سعود : تلك الممارسات التي ذكرتها يا أمي واقعية ، فانا قد رايت عددا من زملائي يقومون بها و قد ألتني ذلك .

سعيد : من وجهة نظري فهذه السلوكيات ليس إلا دليلا على سوء العلاقة بين الطالب و كئبه المدرسية و ضعف الأساس الذي بنيت عليه هذه العلاقة .

سعد : ينبغي على الإنسان أن ينظر إلى الكتاب مهما كان على أنه صديقه الذي يؤنسّه في وحشته ، و الذي إذا وصلته وصلك ، و معلمه الذي لا يكف عن تزويده بالمعرفة ، فكيف للمصيف أن يؤذي صديقه و يسئ معاملته ؟؟

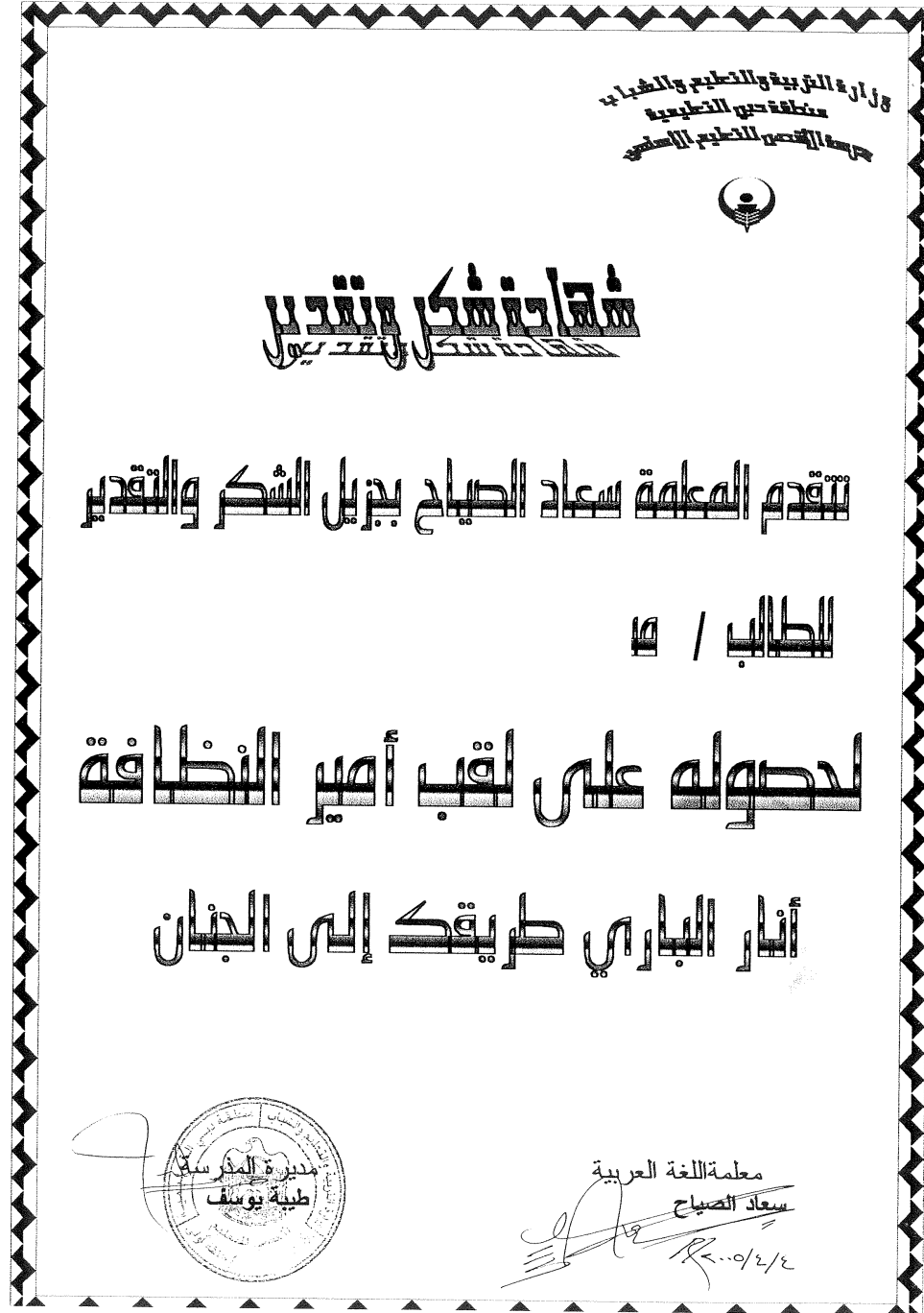
ابنسمت الأم و أحاط أبناءها بها فضيحتهم إليها في حنان و قالت : بارك الله فيكم ، و أرجو من العلي القدير أن يجعلكم ذخرا لي فأرى منكم اطعلم و الطبيب و المهندس كل يبني وطنه ، و كل يغرس حب العلم في الجيل الآتي ، فيعم الخير و تزدان الدولة بكوادرها الوطنية العاطفة العاملة .

سعود : أمي ، إذا رايت زملائي يلقون كتبهم فإني سأنصحهم و ادعهم للمحافظة على الكتب .

سعيد : لك أنت تذكر الأسباب التي ذكرناها و أكثر .

سعد : ما بالكم نضيعون الوقت ، هيا إلى الدراسة و إلا بكينا غداً على أذاننا في الامتحان ، أخشى أن نلقوا باللائمة بعدها على الكتاب .

3.6 Ahmad's Certificates





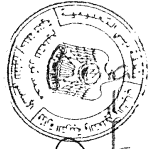
وزارة التربية والتعليم
مملكة البحرين
مدرسة محمد بن النسيم الأساسية

يسر إدارة مدرسة محمد بن النسيم الأساسية أن تقدم بحمد الله
للمتفاني منكم - كرم طلابي - شهادة المجد والتميز
في
شكره وتقديره

له مستقبلا مشرقا بإذن الله

مدير المدرسة

علي بن أحمد السليم





مملكة دبي للتعليمية
مدرسة الأكسي للتعليم الأساسي
مركز مصادر التعلم

شهادة شكر وتقدير

يسر مركز مصادر التعلم بالمدرسة
أن يهني الطالب / مسعود محمد علي، سلطان العلماء
من اله

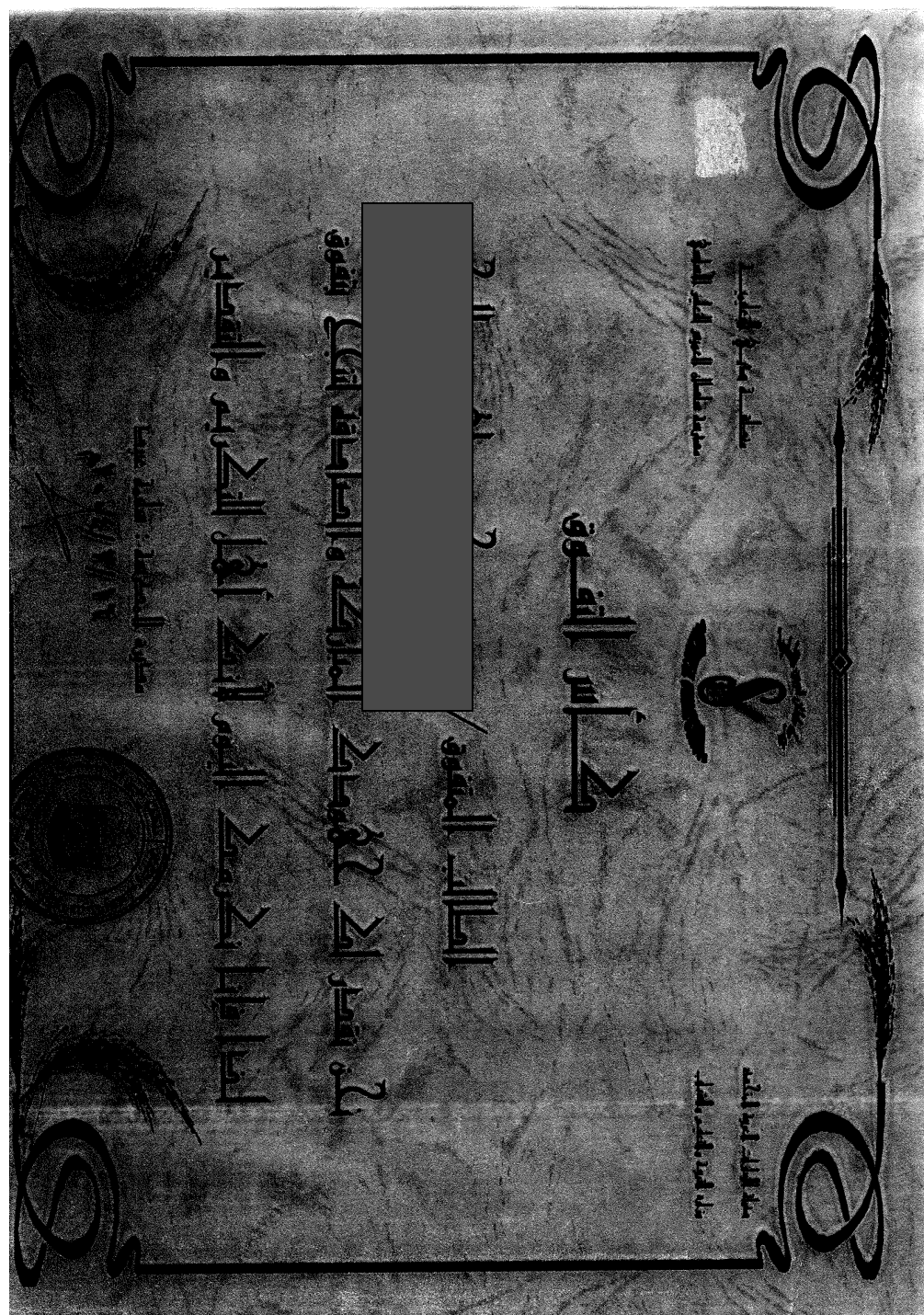
على فوزه ومشاركته في مسابقة اسبوع المكتبات
تحت شعار

مركز مصادر التعلم.. على خطى زايد.. نحو جيل واع
متمنين له مزيد من التقدم والتفريق.

مديرة المدرسة
مديرة المكتبة

ختم المدرسة
٢٥٠٥/٥/١٤

أمينة المركز
لطباعة المركز



خط يد محمد بن عبد الله
مدرسة طرابلس سنة ١٢٨٤



خط يد محمد بن عبد الله
مدرسة طرابلس سنة ١٢٨٤

في أس الفوق

الطالب الموفق



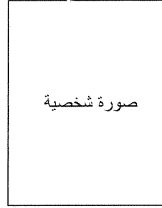
في أس الفوق
الطالب الموفق
مدرسة طرابلس سنة ١٢٨٤

خط يد محمد بن عبد الله
مدرسة طرابلس سنة ١٢٨٤



3.7 Ahmad's Personal Information

البيانات الشخصية



الاسم :

تاريخ الميلاد : ٢٤ / ١ / ١٩٩٤

العمر : ١٥ سنة

الجنسية : إماراتي

الأمارة : دبي

المنطقة التعليمية : دبي

المدرسة :

المرحلة الدراسية : المرحلة الإعدادية

الهاتف : 0508758041

البريد الإلكتروني

المواهب والهوايات

المواهب : -

1 - الرسم

2 - القراءة والمطالعة

الهوايات : -

1 - الحاسوب

2 - التسلية

التدريب :

الدورات التي حصل عليها الطالب:

عضوية الجماعات والفرق:

المشاركات والأنشطة : مشارك في المهرجان الطلابي / كاتب المشرق

المسابقات والجوائز : مسابقات الرسم / كصيا نقاش / قطار العزلة

3.8 Ahmad's Questioners Results

Questioners Result

The table below is demonstrating Ahmad's main characteristics gathered out from the questioners, and collected from 5 of his teachers:

NO	Questions	Extremely Disagree	Disagree	I don't know	Agree	Extremely agree
1	Learns rapidly and easily				4	1
2	Can grasp underlying principles				4	1
3	Has a large vocabulary		1		3	1
4	Has long attention span		2		2	2
5	Shows imagination and creativity		2		1	2
6	Prefers complex ideas				3	2
7	Likes working independently		1		2	2
8	Interested in problem solving		1		3	1
9	Assumes leadership roles		2		2	1
10	Finishes tasks on time			1	2	2

Behavior Characteristics						
NO	Questions	Extremely Disagree	Disagree	I don't know	Agree	Extremely agree
11	Seeks to learn, asks question about every thing				3	2
12	Expresses his ideas and solution for problems		2	1	2	
13	Expresses his opinion bravely		3		1	1
14	Highly passionate to expose the hidden concepts		3		2	
15	Emotional and sensitive				1	4

Appendix 4:-

4.1 Interview

4.1.1 Student Name: Omar

Duration Time: 25 min

761. (S): What are your hobbies?
762. (A): Riding horses and acting.
763. (S): What is the purpose of your life?
764. (A): To be unique in doing things, I like to do things that nobody has done before, and be a successful person.
765. Who is a successful person in your point of view, give me example? Why?
766. My mother is a successful person for me; she is doing very well in the share market.
767. (S): Do you like coming to school? What motivates you to come to school?
768. (A): Yes, because I benefit out of school, there are a lot of activities, teachers are supporting and assisting the students, and selecting capable students to participate in national based activities.
769. (S): What are your favourite subjects in school? Why? If you had a choice of not taking the subjects that are not of interest to you what would it be?
770. (A): I like history and science because I like doing lab practices and invent something new. No, I will learn all the subjects because they are all important in our life such as maths when we want to do calculations, we must have some knowledge about it.
771. (S): Do you have any extra curricular activities outside school? Do you like them? Why?
772. (A): Yes I do, I participate in gulf theatres, drawing competitions, performing programs on T.V. because through these activities I can develop my talents and abilities.
773. (S): Are you using the knowledge and concepts that you learnt at school in your daily life? Give me some examples?
774. (A): Yes I do, for example the topics I learnt in science; I use in my theater scripts, I use English language to write letters, I have to practice it a lot because there are people who know better than me, and therefore can constantly correct and criticize me.
775. (S): What are the abilities and talents that you feel you have? How did you find them? What do you think you need to do after finding them? How will you develop them?
776. (A): I am a social person, I can easily talk to elder people, I found out that when I was in grade four and five, I was trying to improve my talents and abilities, by reading more books, in order to use the right words; at the right time and the right place, also trying my best not to ruin my reputation.
777. (S): Do you believe that you still have more hidden abilities that you

- haven't found out, yet?
778. (A): No.
779. (S): **What motivates you to participate in theater activities?**
780. (A): I enjoy people watching my performance, and praising me, I also enjoy cheering people up, but I don't like it when they start criticizing me.
781. (S): **Which type of theater activities do you usually like to be involved in? (Easy, difficult, very difficult)? Why?**
782. (A): Difficult, if I do normal things, people will say that it is usual, but I like to be unique and different.
783. (S) **In which way do you like to be praised after accomplishing the goals of certain activities?**
784. (A) I like the praise to be equal to the amount of work I do, I like receiving and also being praised.
785. (S) **If you face difficulties in any task or activity? What do you do?**
786. (A) I try to concentrate and focus, if I can't, I will ask, and if I still can't manage, I will give others the chance.
787. (S) **Have you ever failed to reach the optimal goal of any activity or failed to solve a problem? What do you think the reason behind it is?**
788. (A) Yes, in grade five they asked me to act like an old man, I did not accept it because my skills and abilities were not enough to take that role at that time.
789. (S) **Do you like competitions? What motivates you to participate in the competition?**
790. (A) Yes, because I like to express my self before drawing in competitions, in our competitions I learnt patience and not to hurt others, however I like winning all competitions and becoming the first.
791. (S) **Do you like working in group or alone? Why?**
792. (A) In group, because if alone I can't accomplish acceptable and wanted goals.
793. (S) **What do you want to be in the future?**
794. (A) A pilot, I like to fly the sky.

4.1.2 Omar's teacher for: Special Needs

Duration Time: 35 min

795. (S): What are Omar's strength and weaknesses?
796. (A): He is confident about his abilities, has a loving personality among his friends and teachers, seeking to establish new relationships, a member in Sharjah School students Cabinet, representative of U.A.E in theaters conferences outside the country. Academically he is very weak, because he used to become absent from school in order to participate in theater activities in and outside the country.
797. (S): In which field do you feel Omar is most talented?
798. (A): In drama, acting and television programs.
799. (S): What do you recommend for Omar, in order to develop his talents?
800. (A): He should not hesitate in involving himself in different theater or acting programs offered to him.
801. (S): What is your opinion about Omar's goals and purposes; behind his acting life?
802. (A): It's his hobby, and he is successful because of the support and rewards he is getting from the government in the field.
803. (S): What does Omar value most when he engages in acting activities?
804. (A): He wants to be visible, take responsibilities, sometimes I tell him you know better than me in acting, assist other students and be a leader in the group. Finally he likes to be praised.
805. (S): What type of assignments or activities does Omar like? (easy, difficult, very difficult)
806. (A): Difficult, in acting and theater nothing is considered difficult for him.
807. (S): What does Omar usually do when he faces difficulties while acting?
808. (A): He is a professional actor, for example if he misses the words while acting, he can quickly and naturally change it with other related words.
809. (S): If Omar is not willing to do the activity, what do you do?
810. (A): I explain for him the importance of the project, assist him if he needs, and sometimes take him out of the class room in order to finalize his project or required task.
811. (S): Out of your experience, what are the best motivational strategies you recommend for your gifted and talented students in order to

be cognitively engaged and have learning goals, although they might not like or enjoy the activities? why?

812. (A) First you have to see why they don't like to participate, maybe the issue is with the teacher, or that parents don't support them. Next step is to reward the students by certificates or material gifts in front of their parents.
813. (S) Do you think giving choices to gifted and talented students will help them develop their skills and knowledge while engaging in the activities? Or specifying an activity will direct them to focus and accomplish the results needed?
814. (A) Yes, because he can chose what he wants based on his interest.
815. (S) Do you believe that competition is a useful method for motivating gifted and talented students to learn; especially in the activities they are not interested?
816. (A) Yes, its better than the usual class room learning style, because it's a different approach, sometimes he has to present what he learnt or searched in front of the students, .
817. (S) In your personal view, what is the best type of rewarding students?
818. (A) Small gifts such as watches, calculators, or certificates.

4.1.3 Omar's teacher for: psychology

Duration Time: 35 min

819. (S): What are Omar's strength and weaknesses?
820. (A): He has a flexible personality, he has very good communication skills, doesn't have any behavior problems, academically he is very weak and under average, because his outside activities for acting and drama is much more, maybe his parents and friends are not supportive enough.
821. (S): In what field do you feel Omar is most talented?
822. (A): In drama and acting.
823. (S): What do you recommend for Omar, in order to develop his talents?
824. (A): He needs to read more about acting and drama, and try to enter different institutes for acting in order to develop his skills.
825. (S): What is your opinion about Omar's goals and purpose; behind his acting life?
826. (A): To fulfill his own desires.
827. (S): What does Omar value most when he engages in acting activities?
828. (A): He seeks to present his talents, abilities and his school strength by participating in different activities.
829. (S): What type of assignments or activities does Omar like? (easy, difficult, very difficult)
830. (A): Difficult.
831. (S): What does Omar usually do when he faces difficulties while acting?
832. (A): He is very flexible in facing difficult situations and he deals with them in a smart manner.
833. (S): If Omar is not willing to do the activity, what do you do?
834. (A): I don't force him to do anything unless he is really willing participate.
835. (S): Out of your experience, what are the best motivational strategies you recommend for your gifted and talented students in order to be cognitively engaged and have learning goals, although they might not like or enjoy the activities? Why?
836. (A): You have to provide an educational environment which attracts the students in and outside the class room, emotional and material support in terms of equipments, plus supplying a flexible educational atmosphere based on their own freedom of choice.

The schools have to provide specialists in various fields in order to put a proper plan for the development of their talents. Students have to feel confident enough and be aware of their gifts from the specialists.

837. (S) Do you believe that competition is a useful method for motivating gifted and talented students to learn; especially in the activities they are not interested?
838. (A) Yes, because the abilities and talents of the students appear while engaging in competitions, the student will know the value of their gifts, and compare it with other students, to know if he is truly gifted or talented.
839. (S) What is the best type of rewarding students in your personal view?
840. (A) Material and emotional rewards, because in this stage between (12 -14) rewarding is very significant, and must be different very time.

4.1.4 Parents of: Omar**Duration Time: 30 min**

841. (S): What are Omar's talents and abilities? When did you find them?
How does he develop his talents?
842. (A): He started drawing since childhood, wrote stories, acted in theater, I am very worried that he spends most of his time in practicing for theater and forgets his academic studies, sometimes I am even confused in allowing him to go and participate in different seminars or trainings for drama and acting outside the country. He develops his abilities by reading books, spends his time at home or with his friends on the net in order to find different material.
843. (S): How are you helping Omar to improve his abilities and talents?
844. (A): I always encourage him, but my income is limited, I am still living in a rental apartment.
845. (S): Do you believe that he still has other abilities which are hidden?
And can be found and developed in future?
846. (A): Yes I do, if he is put into the right environment he'd discover other hidden talents and develop them .
847. (S): In your personal view what is the importance and purpose of academic life in school?
848. (A): The strongest weapon a person can have is his education.
849. (S): Do you feel Omar is motivated in going to school and acting?
850. (A): Yes, first his academic studies and then acting.
851. (S): What are the subjects he likes most in school ? Why do you think so?
852. (A): Math and English, but I don't really know why.
853. (S): Have you ever seen him do extra studies on a topic using different resources other than school material for his own knowledge and curiosity?
854. (A): In holidays and weekends, he is goes to his friend's house to collect data and information from the internet.
855. (S): What does Omar value most when he engages in acting and

theater activities?

856. (A): He likes to appear in an honorable manner, and be the best among the students.

857. (S): What type of assignments or activities does Omar like in theatre?
(easy, difficult, very difficult)

858. (A): Difficult roles.

859. (S): What does Omar usually do when he faces difficulties in acting?

860. (A): He refers back to the director, and asks for more explanations.

861. (S): How does he react when he is not getting the desirable results out of his performance?

862. (A): He goes back and puts in more effort, in order to improve his performance next time.

863. (S) How does Omar spend most of his free times?

864. (A) He likes going to the theaters, and enjoys watching shows and serials on the television.

865. (S) How do you usually encourage and motivate Omar to accomplish his goals?

866. (A) I don't refuse what he likes, and try my best to provide what he wants.

867. (S) Do you think Omar likes competitions? Why?

868. (A) Yes scientific competitions, because he learns a lot out of them.

869. (S) Do you think competition is a healthy approach for motivating students to increase their knowledge and develop their skills?

870. (A) Yes.

871. (S) How do you usually reward Omar? When? Why?

872. (A) By throwing a small party at home with family members, giving him some amount of money and praising him by saying "your gain will be equal to the amount of effort you put in"

873. (S) Do you think if you stop rewarding Omar he might not continue to develop his skills and knowledge in the same pace?

874. (A) No, I don't think so, once he won in writing stories competition and although I didn't give him anything, he didn't mind about it.

875. (S) If he doesn't want to do the activity what do you do?
876. (A) I will give him the choice, but in academic studies follow up with him, because he needs that at this stage.
877. (S) What does he want to be in the future?
878. (A) Telecom engineer or computer engineer.

Appendix 5:-

5.1 Teachers interview questions template

1. What are Ahmad's strength and weaknesses?
2. What is your opinion about Ahmad's goals and purpose; behind his academic school life?
3. Do you think Ahmad has an interest in the subject you teach? Please prove your answer?
4. Have you ever seen him do extra work on a topic, without asking or promising him for extra points?
5. What does Ahmad value most when he engages in school activities?
6. Have you ever seen or heard him apply what he has learnt at school in his real life outside school?
7. What type of assignments or activities does Ahmad like? (easy, difficult, very difficult)
8. What does Ahmad usually do when he faces difficulties in the activity?
9. How does he react when he gets low grades or results? What type of phrases does he use in these occasions?
10. Do you think encouraging gifted students by promising them for extra marks; will lead them to use surface level strategies in learning, rather than deeper level of information processing strategies?
11. If Ahmad is not willing to do the activity, what do you do?
12. Out of your experience, what are the best strategies you recommend for your gifted and talented students in order to be cognitively engaged

and have learning goals, although they might not like or enjoy the activities? Why?

13. Do you think giving choices to gifted and talented students will help them develop their skills and knowledge while engaging in the activities? Or specifying an activity will direct them to focus and accomplish the results needed?
14. Do you believe that competition is a useful method for motivating gifted and talented students to learn; especially in the activities they are not interested?

5.2 Students interview questions template

1. What are your hobbies?
2. What is the purpose of your life?
3. Who is a successful person in your point of view, give me example? Why?
4. Do you like coming to school? What motivates you to come to school?
5. What are your favourite subjects in school? Why? If you had a choice of not taking the subjects that are not of interest to you what would it be?
6. Do you have any extra curricular activities outside school? Do you like them? Why?
7. Are you using the knowledge and concepts that you learnt at school in your daily life? Give me some examples?
8. What are the abilities and talents that you feel you have? How did you find them? What do you think you need to do after finding them? How will you develop them?
9. Do you believe that you still have more hidden abilities that you haven't found out, yet?
10. What motivates you to participate in theater activities?
11. Which type of theater activities do you usually like to be involved in? (Easy, difficult, very difficult)? Why?
12. In which way do you like to be praised after accomplishing the goals of certain activities?
13. If you face difficulties in any task or activity? What do you do?
14. Have you ever failed to reach the optimal goal of any activity or failed to solve a problem? What do you think the reason behind it is?

15. Do you like competitions? What motivates you to participate in the competition?
16. Do you like working in group or alone? Why?
17. What do you want to be in the future?

5.3 Special needs interview questions template

1. What are Omar's strength and weaknesses?
2. In which field do you feel Omar is most talented?
3. What do you recommend for Omar, in order to develop his talents?
4. What is your opinion about Omar's goals and purposes; behind his acting life?
5. What does Omar value most when he engages in acting activities?
6. What type of assignments or activities does Omar like? (easy, difficult, very difficult)
7. What does Omar usually do when he faces difficulties while acting?
8. If Omar is not willing to do the activity, what do you do?
9. Out of your experience, what are the best motivational strategies you recommend for your gifted and talented students in order to be cognitively engaged and have learning goals, although they might not like or enjoy the activities? why?
10. Do you think giving choices to gifted and talented students will help them develop their skills and knowledge while engaging in the activities? Or specifying an activity will direct them to focus and accomplish the results needed?
11. Do you believe that competition is a useful method for motivating gifted and talented students to learn; especially in the activities they are not interested?
12. In your personal view, what is the best type of rewarding students?

5.4 Parents interview questions template

1. What are Ali's hobbies?
2. What are Ali's talents and abilities? When did you find them? How does he develop his talents?
3. What are you offering Ali in order to improve his abilities and talents?
4. Do you believe that he has many other abilities which are still hidden? And can be found and developed in the future?
5. In your personal view, what is the importance and purpose of the academic life in school?
6. Do you feel that Ali is a motivated student in going to school? What does motivate him mainly?
7. What are the subjects in school that he likes most? Why do you think?
8. Have you ever seen him do extra studies on a topic using different resources out of school materials for his knowledge and curiosity?
9. What does Ali value most when he engages in school activities?
10. What type of assignments or activities does Ali like? (easy, difficult, very difficult)
11. What does Ali usually do when he faces difficulties in the activity?
12. How does he react when he gets low grades or results? What type of

phrases does he use in these occasions?

13. Do you think encouraging gifted students by promising them for extra marks; will lead them to use surface level strategies in learning, rather than deeper level of information processing strategies?
14. Does he compare his result with other students, or with his own previous results?
15. How many hours per day does he spend on his school work?
16. How does Ali spend most of his free times?
17. How do you usually encourage and motivate Ali to accomplish his goals?
18. Do you think Ali likes competitions? Why?
19. Do you think competition is a healthy approach for motivating students to increase their knowledge and develop their skills?
20. How do you usually reward Ali? When? Why?
21. Do you think if you stop rewarding Ali he might not continue developing his skills and knowledge in the same pace?
22. If he doesn't want to do the activity what do you do?
23. What does he want to be in the future?

5.5 Questioner Template

NO	Questions	Extremely Disagree	Disagree	I don't know	Agree	Extremely agree
1	Learns rapidly and easily					
2	Can grasp underlying principles					
3	Has a large vocabulary					
4	Has long attention span					
5	Shows imagination and creativity					
6	Prefers complex ideas					
7	Likes working independently					
8	Interested in problem solving					
9	Assumes leadership roles					
10	Finishes tasks on time					

Behavior Characteristics						
NO	Questions	Extremely Disagree	Disagree	I don't know	Agree	Extremely agree
11	Seeks to learn, asks question about every thing					
12	Expresses his ideas and solution for problems					
13	Expresses his opinion bravely					
14	Highly passionate to expose the hidden concepts					
15	Emotional and sensitive					