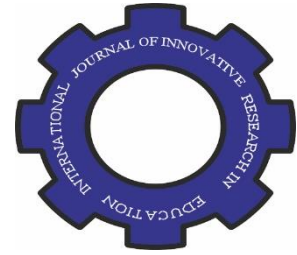




International Journal of Innovative Research in Education



Volume 11, Issue 2, (2024) 41-52

www.ijire.eu

Identifying gifted EFL learners among Serbian students majoring in pre-school teaching

Ivana Ćirković-Miladinović ^{a1}, University of Kragujevac, Serbia, Milana Mijalkovića 14, 35000 Jagodina, Serbia. ivanajag@yahoo.co.uk, <https://orcid.org/0000-0001-9810-1106>

Marina Jovanović ^b, University of Kragujevac, Serbia, Milana Mijalkovića 14, 35000 Jagodina, Serbia. marinajov23@gmail.com

Suggested Citation:

Ćirković-Miladinović, I. & Jovanović, M. (2024). Identifying gifted EFL learners among Serbian students majoring in pre-school teaching. *International Journal of Innovative Research in Education*, 11(2), 41-52. <https://doi.org/10.18844/ijire.v11i2.9479>

Received from May 20, 2024; revised from August 22, 2024; accepted from October 16, 2024.

Selection and peer review under the responsibility of Prof. Dr. Zehra Ozcinar, Ataturk Teacher Training Academy, Cyprus

©2024 by the authors. Licensee, North Nicosia, Cyprus. United World Innovation Research and Publishing Centre. This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

©iThenticate Similarity Rate: 6%

Abstract

This study explored the identification and understanding of giftedness in foreign language learning, with a particular focus on the critical role of teachers in educational practice. Addressing the gap in aligning teachers' and peers' assessments of giftedness, the research aimed to examine the correlation between university students' evaluations of their peers' giftedness and their professor's assessments in this domain. The study involved 120 first-year university students, aged between 19.5 and 20.5 years, from the Faculty of Education in Jagodina, Serbia. Data on giftedness in learning English, focusing on learning, creativity, and motivation, were gathered using an adapted scale for rating behavioral characteristics of gifted learners. The findings revealed no statistically significant correlation between the students and the teacher's assessments of giftedness in learning or creativity. However, a statistically significant correlation emerged in the domain of motivation for learning English. These results highlight the complexity of evaluating giftedness and underscore the need for further research on the interplay between different dimensions of giftedness and assessments in educational settings. Among other recommendations, the study suggests expanding future research to explore additional domains of giftedness at the university level.

Keywords: Creativity; foreign language learning; giftedness; motivation.

* ADDRESS FOR CORRESPONDENCE: Ivana Ćirković-Miladinović, University of Kragujevac, Serbia Milana Mijalkovića 14, 35000 Jagodina, Serbia. E-mail address: ivanajag@yahoo.co.uk

1. INTRODUCTION

Most contemporary educational psychologists take it to be true that “a single test score should never be used alone in making a diagnostic or classificatory decision” (Pfeiffer, 2002). Whereas nominations from various sources are generally considered in the process of identifying giftedness, it is usually educators' and experts' judgment that greater emphasis is placed upon (Alsamiri, 2024). Although the credibility of professionals and teachers is indisputable, research illustrates that peer input is as valuable and necessary (Tran et al., 2024; Pourdana & Asghari 2021; Milic & Simeunovic, 2022; Bevan-Brown, 2009; Bukowski et al., 2012; Topping, 2009). After all, students spend most of their time with their peers, where they get acquainted with the more spontaneous and unrestrained sides of one another.

This paper examines the correlation between the students' assessment of their peers' giftedness and the professor's assessment, which draws upon Renzulli (2021a) scale for rating the behavioral characteristics of gifted learners, apropos which, we aim to explore the effectiveness of peer assessment, as a system for discovering giftedness.

Identification of giftedness holds fundamental significance in the study and the practice of gifted education. Despite its growing popularity among educational psychologists, giftedness remains an impenetrable notion, dividing experts in the ways that they define it. Defining what being gifted means depends on the context within which it is being sought, considering how “the recognition of individuals who are seen as meriting that term depends on comparisons” (Freeman, 2005).

A substantial share of theory relates to the notion that “students with high IQ scores are gifted and those without are not” (Worrell & Erwin, 2011). Weiner (2003) argues that IQ tests are frequently used as a measure to determine giftedness among school-age children, and claims that research on giftedness is “overwhelmingly” done on those who are recognized as gifted based on their outstanding performances on these tests. According to Sternberg and Kaufman (2018), the most dominant parameter used to distinguish giftedness among children in the United States is precisely an IQ test. Some of the most prominent gifted education practitioners and theorists, however, object to the sole use of standardized IQ tests for identifying giftedness. “We do not believe that it is this kind of performance (on IQ tests) that makes the gifted, gifted,” argues Sternberg (1983). Moreover, the author contends that narrowing the number of abilities that are tested in the identification process results in the waste and the neglect of some of the most “precious talent” (Sternberg & Clinkenbeard 1995). Likewise, Renzulli and Reis (2021) maintain that the solitary use of IQ tests is limiting, and suggest the consideration of multiple parameters.

McCoach and Siegle (2003) point out how despite the general opinion that gifted students are not susceptible to academic failure, their underachievement is, in fact, a major concern of their educators and their parents. According to Maksić (1998), gifted students are not only those who exhibit high abilities, study a lot, and get the best grades in school, but also those who experience academic difficulties and have trouble adapting to their school environment. Johnsen (2021) suggests that gifted students with lower-income backgrounds are more susceptible to becoming academic underachievers because these families are not always able to afford their children's education, private classes, the necessary materials, and so on. The assessment of the gifted, thus, aims to reveal the potential and the exceptional abilities of these learners, which “may be hidden by poverty, diversity, disability, prejudice, or lack of opportunity to be displayed” (Silverman, 2018).

In other words, the definition of giftedness is, by no means, simple. Some of the presented theory goes on to show that intelligence test scores and academic achievement are neither sole nor necessary indicators of one's gift and talent. This prompts the question: if not academic success and IQ scores, what are some of the shared characteristics among gifted learners, then?

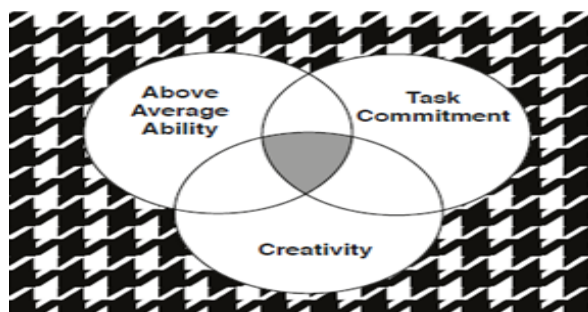
1.1. Literature review

1.1.1. Renzulli's three-ring conception of giftedness

In their attempt to pinpoint the crucial parameters of giftedness, Renzulli and Reis (2021) stress the following traits: *above-average ability*, *task commitment*, and *creativity*. Renzulli and Reis (2021) describe the itemized qualities as “three interlocking clusters of characteristics”, and in the study of gifted education, this model is recognized as *Renzulli's three-ring conception of giftedness* (Figure 1).

Figure 1

Graphic representation of the three-ring conception of giftedness



Source: Renzulli (2021a)

The talent areas that above-average ability encompasses refer both to *general ability* (abstract thinking, verbal and numerical reasoning, memory, adaptation to novel situations, fast retrieval of information, and so on), and *specific ability*, that is the ability to combine one's general abilities and to apply those to one or more specialized areas of knowledge or performance (Renzulli & Reis, 2021). The above-average ability cluster is described as “a constant in [the] identification system,” or “a starting point for the identification process,” whilst the other two clusters are the developmental aims of the gifted program (Renzulli & Reis, 2021). Despite their categorization as “developmental goals,” task commitment and creativity are, at the same time, aspects that are incorporated into Renzulli's *Scales for Rating the Behavioral Characteristics of Superior Students* (Renzulli 2021a). Task commitment refers to these learners' enthusiasm and investment in a particular area of study, their diligence, and their perseverance. It also reflects the student's ability to set high standards for their work, whilst “maintaining an openness to self and external criticism” (Opoku et al., 2024; Renzulli & Reis, 2021; Renzulli, 1990). Finally, creativity denotes one's “fluency, flexibility, and [their] originality of thought” (Renzulli, 1990). It also refers to these learners' inquisitiveness, their sensitivity to details, as well as their boldness and adventurousness in thought and action (Renzulli, 1990; Elballah et al., 2024).

1.1.2. The role of peer-assessment

Bevan-Brown (2009) argues that the effectiveness of the peer-assessment method in the identification of giftedness has been criticized by studies lacking empirical substantiation, whereas it has been supported by research-based studies. Schroth and Helfer (2008) surveyed 411 public school educators about the effectiveness of different methods of identifying giftedness among school-aged children. The majority of the study's respondents reported feeling that peer-assessment and parent-assessment were “ineffective” or “very ineffective,” whereas more than 80 percent of them felt that teacher-assessment was “effective” or “very effective” (Schroth & Helfer, 2008). Even though this study's findings indicate that educators are largely skeptical about using peer assessment as a method for identifying giftedness, another, more recent study found that teacher assessment corresponds with peer assessment more than with any other group of assessors (that is parent assessment, self-assessment) (Milic & Simeunovic, 2022).

Banbury and Wellington (1989) call attention to the fact that peer interaction is “less inhibited” than students' interactions with adults. For this reason, the students' input is so valuable – their relationship with their peers largely differs from the relationships parents or teachers have with children. Adults perform authoritative roles in children's lives to a considerable extent, which is why their presence can easily affect the behavior of students. Certain traits and habits that gifted learners exhibit can often go unnoticed by parents

and teachers but still end up being recognized by peers. For instance, due to a student's timidity and their consequential reluctance to cooperate in class, a teacher might get the impression that the student is less successful in a specific area. The other classmates, however, might notice this student's potential during their out-of-class interactions.

The research conducted by Ćirković-Miladinović (2019) confirms that peer collaboration in class is extremely important and crucial for the success of university students, (future class teachers and preschool teachers) in the area of foreign language learning. Specifically, the main challenges identified by students in the mentioned research (Ćirković-Miladinović, 2019) upon entering university include: fear of making mistakes and fear of being wrong in front of the teacher and peers during oral presentations, socio-affective traits such as shyness, conformist behavior, confusion, and slowness, as well as the inability to influence their motivation and change the mindset that prevented them from testing their abilities and realizing their potential. Instead of being deterred by peer comments, students struggled to recognize how successful they could be. In line with the previously said, the students in this study also expressed difficulties in evaluating their peers. However, encouraging the use of effective learning strategies and various positive emotional factors, such as self-confidence, empathy, and motivation, can greatly facilitate and enhance peer collaboration and the process of learning a foreign language at the university level, and consequently improve the assessment of others in terms of how talented they are in a particular area (Ćirković-Miladinović, 2014).

1.2. Purpose of study

According to (Renzulli 2021a) a key principle in designing programs for gifted and talented students is that the methods used to identify them should be closely aligned with the specific educational experiences they will participate in. Therefore, those responsible for administering assessments should choose only the tools that are directly relevant to the program's goals. Therefore, for this research, has chosen to examine the learning, creativity, and motivation of future preschool teachers as relevant scales for language learning and giftedness. In the following chapter, the results of the research will be presented.

2. METHODS AND MATERIALS

2.1. Participants

The research was conducted during the 2023/2024 academic year and included a sample of 120 female university students (future preschool teachers) at the Faculty of Education in Jagodina. All students (N=120) attended lessons in English for Specific purposes as one of the obligatory academic subjects for first-year students.

2.2. Procedure

Before the research, the researchers asked for the participants' consent and explained the main ideas, the pedagogical significance, and the purpose of our research, thereby ensuring that their participation was well-informed. Moreover, the researchers explained to our participants that they were entitled to change their minds about participating in the research at any point in the process, and for whatever reason. Finally, the researchers explained that their personal information would not be disclosed to the public and that their identities would remain anonymous. By completing the above-mentioned steps, the researchers ensured that the research adhered to the ethical principles, according to which *the participants' informed consent is obtained, their identities are protected, and they are told their rights* (Ševkušić, 2011).

The research aimed to determine the correlation between the students' assessment of their peers' giftedness in terms of foreign language Learning, Creativity, and Motivation and the professor's assessment of the same students in the same areas. Based on the aim, three research tasks were defined:

- 1) Does the assessment of students and the assessment of the teacher regarding the giftedness of the surveyed students for learning English align according to the *Learning* parameter?
- 2) Does the assessment of students and the assessment of the teacher regarding the giftedness of the surveyed students for learning English align according to the *Creativity* parameter?

3) Does the assessment of students and the assessment of teachers regarding the giftedness of the surveyed students for learning English align according to the *Motivation* parameter?

2.3. Data collection instrument

The instruments used were three scales for *Rating the behavioral characteristics of superior students* by Renzulli (2021a). The reason the researchers have decided to use these scales is that Renzulli's (2021a) scale demonstrates a good internal consistency with a Cronbach's Alpha coefficient of 0.99. For this research, the researchers used scales focused on the areas of learning, motivation, and creativity in foreign language learning. Students were asked to complete rating scales in each category using five-point Likert-type items that reflected their perceptions of their peers' performances in the areas of learning, creativity, and motivation. Their teacher was also asked to do the same, rating selected students' performances based on her perception of what she considers a gifted characteristic in English as a foreign language learning. It was explained to both the teacher and the students that the ratings for each item should reflect the frequency with which they observed each characteristic.

Specifically, the students were divided into groups of 5, resulting in a total of 24 groups and 120 students overall. Each group was tasked with agreeing on which of their peers they considered to be gifted in the areas of learning, motivation, and creativity in foreign language learning. As a group, they had to choose one peer and rate his/her characteristics in the Renzulli (2021a) questionnaire.

2.4. Data analysis

The statistical analysis was conducted using SPSS for Windows, version 23.0. P-values lower than 0.05 were considered statistically significant. The normality of data was assessed using the Shapiro-Wilk test of normality. For the quantitative data analysis, descriptive statistics methods were employed while Spearman's rank-order correlation was run to determine the relationship between teacher's and students' perceptions of the examined characteristics.

3. RESULTS

Firstly, the study calculated the total score for each student for each of the three subscales used - Learning, Creativity, and Motivation. The same method was applied to both the student's assessments and the assessments made by their teacher. The students' assessments were obtained as follows: for each potentially gifted participant, the arithmetic mean of all assessments for that participant was calculated. For example, if five students rated a participant as gifted, then the arithmetic mean of all their ratings was determined for each item.

Descriptive statistics (arithmetic means and standard deviations for each item and the total subscale score for both the student's assessments and the teacher's assessments) are presented in Table 1.

Table 1
Descriptive statistics

	Teacher's evaluation		Students evaluation	
	Mean	Std. Deviation	Mean	Std. Deviation
L1	3.92	.900	4.0742	.88904
L2	4.08	1.084	4.2983	.70346
L3	4.08	.793	3.9333	.76184
L4	4.17	.718	3.8775	.56156
L5	4.08	.515	3.9442	.71169
L6	4.00	.853	4.2708	.63246
L7	4.08	.900	4.3575	.63077
L8	4.33	.985	4.0933	.77500
L9	4.75	.452	4.1517	.71639
LSUM	37.5000	4.92674	37.0008	2.80519
C1	4.08	.669	4.1817	.68327

C2	4.33	.778	4.6992	.50401
C3	4.08	.793	4.0083	.54830
C4	3.83	1.030	3.6175	.85889
C5	3.92	.996	3.5692	.80518
C6	3.92	.996	4.1992	.91673
C7	4.00	.739	3.7542	.59123
C8	3.92	.900	3.7008	.83319
C9	2.83	1.193	4.2417	1.32346
CSUM	34.9167	4.25245	35.9717	3.95658
M1	4.00	.603	3.4242	.77173
M2	4.08	.669	3.8058	1.13444
M3	4.33	.651	4.1692	.67793
M4	4.33	1.155	4.292	.8649
M5	3.92	.996	3.7125	.74533
M6	3.83	.937	3.7350	1.03303
M7	4.00	.853	3.9750	.53770
M8	4.33	.778	4.2767	.83953
M9	4.58	.515	3.9783	.79041
MSUM	37.4167	4.12219	35.3683	5.24138

The correlation between the students' and the teacher's assessments was evaluated using Spearman's correlation coefficient. Initially, certain assumptions were checked, and since the data were collected using Likert scales, the researchers ran the Spearman's correlation. The Shapiro-Wilk test confirmed that all variables (total subscale scores) have a normal distribution. Since our variables meet the normality distribution, the researchers inspected the scatterplots to check for monotonicity (see Figures 2, 3, and 4).

Figure 2
Learning

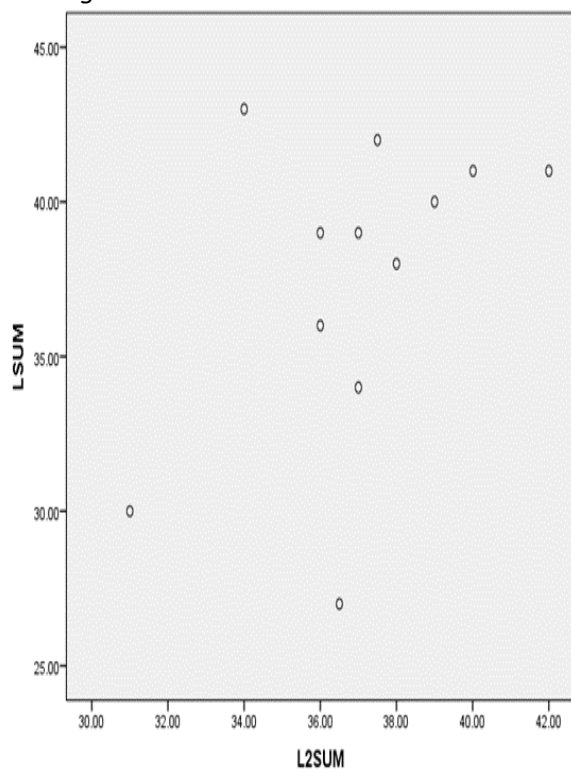


Figure 3
Creativity

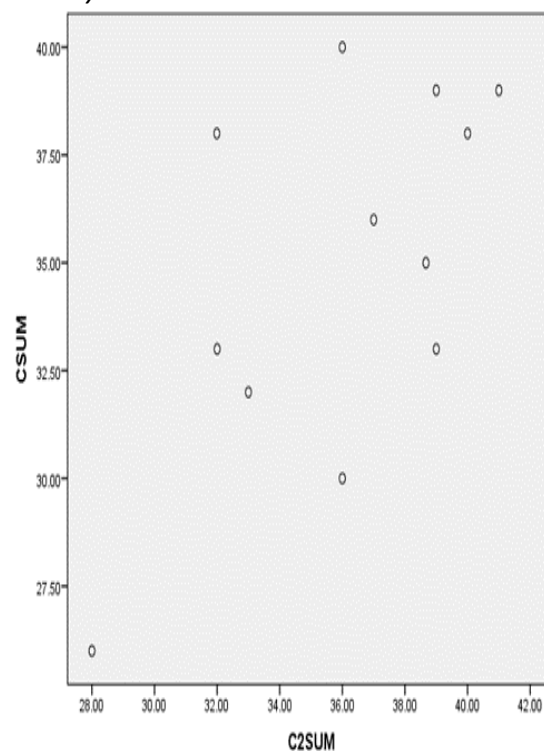
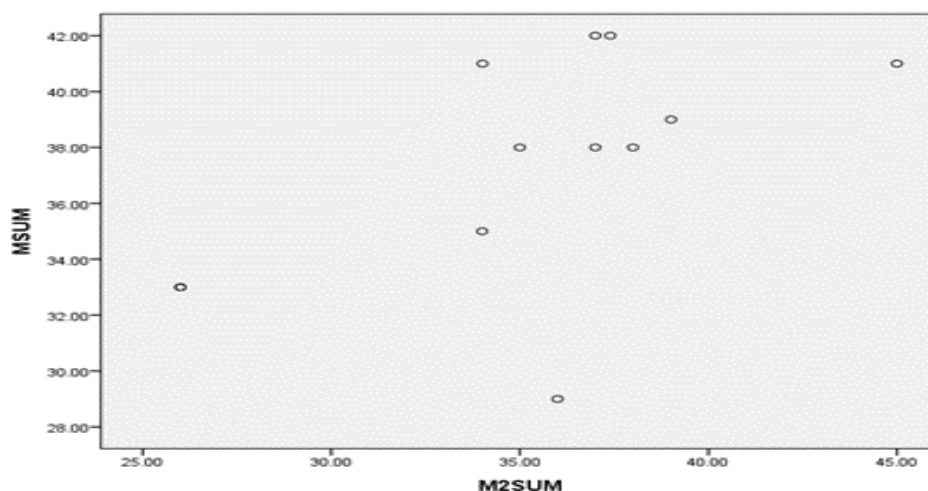


Figure 4
Motivation



Given that the data were obtained using Likert scales, which does not meet one of the conditions for applying Pearson's correlation (variables were measured at the interval or ratio level), so Spearman's correlation coefficient was applied). The first research task was to determine whether the assessment of students and the assessment of the teacher regarding the giftedness of the surveyed students for learning English align according to the *Learning* parameter. It can be assumed that this category was the easiest to evaluate and that the teacher's perception and the students' evaluations of their peers' giftedness in the area of Learning will be very similar, given that students' grades are publicly discussed and explained with arguments by the teacher during lessons. Since $r_s(10) = 0.380$, $p = 0.223$, and p (in the Sig. (2-tailed) column) is not less than 0.05, this means that there is no statistically significant correlation between the students and the teacher's assessments about learning. This was a surprise because it was not expected that students' and teachers' evaluations would differ so much in this category since the examined students are future teachers and they are trained in how to assess, evaluate, and reflect on their knowledge (Stojanovic et al., 2021). This can also be explained by the fact that students come from different towns, and different high schools, have different learning backgrounds, individual learning problems or achievements, and so on (Cirkovic-Miladinovic et al., 2021). Being in the same group, and giving an opinion about their peers, confirmed that peer response can create a rich source of information about FL learning enhance intercultural communication, and give students a sense of group cohesion (Hansen and Liu, 2005). In this sense, students learned to give arguments for their choice of a peer colleague and evaluation of his/her giftedness. Accordingly, they rated each characteristic in the questionnaire. Table 2 shows correlations between students' and teachers' assessments regarding the giftedness of the surveyed students for learning English according to the Learning parameter.

Table 2
Correlations – Learning parameter

			LSUM	L2SUM
Spearman's rho	LSUM	Correlation Coefficient	1.000	.380
		Sig. [2-tailed]	.	.223
		N	12	12
	L2SUM	Correlation Coefficient	.380	1.000
		Sig. [2-tailed]	.223	.
		N	12	12

The second research task was to determine whether the assessment of students and the assessment of the teacher regarding the giftedness of the surveyed students for learning English align according to the Creativity parameter. The data is given in Table 3.

Table 3
Correlations – Creativity parameter

			CSUM	C2SUM
Spearman's rho	CSUM	Correlation Coefficient	1.000	.511
		Sig. [2-tailed]	.	.089
		N	12	12
	C2SUM	Correlation Coefficient	.511	1.000
		Sig. [2-tailed]	.089	.
		N	12	12

A Spearman's correlation was conducted to evaluate the relationship and overlapping of students' and teachers' evaluation regarding the giftedness of the examined students for learning English according to the Creativity parameter. The relationship between students' evaluation of the giftedness of a chosen person in the class and the teacher's evaluation of the same person was not significant, $r_s(10) = 0.511$, $p=0.089$. In educational and other learning settings, creativity is frequently associated with a learner's capacity to solve problems and tackle tasks and projects with flexibility, originality, and innovation. It encompasses various aspects, including the creation of products, the expression of creative characteristics, and involvement in creative thinking, behavior, and achievements (Kaufman et al., 2008). There are many definitions of creativity, especially in the context of language learning. Since the student participants had different ideas of what creativity is, and the examined teacher had her understanding, this may explain the difference between the student's and teachers' results obtained in this part of the research. After all, creativity as a concept is very wide and there are many connotations to it (Cropley, 2020). In educational contexts, creativity is recognized as a unique approach to learning that encompasses both "creative" teaching and "creative" learning strategies (Cropley, 2020). These strategies not only enhance the learning process but also stem from effective teaching and learning practices (Ćirković-Miladinović, 2018). There is considerable evidence that creativity, along with creatively driven teaching and learning, is highly effective and closely linked to motivation, making it a potent tool in the classroom.

The third research task was to determine whether the assessment of students and the assessment of the teacher regarding the giftedness of the surveyed students for learning English align according to the Motivation parameter.

A significant amount of research has explored the motivational traits of both children and adults identified as gifted. Several theories and definitions of giftedness even consider motivation as a key characteristic. For example, Renzulli (2021b) included task commitment, alongside creativity and above-average ability, in his three-ring model of giftedness. Additionally, there is an expanding body of research focused on the educational and environmental aspects, particularly the role of achievement motivation, as a critical outcome of programs designed for gifted students (Clinkenbeard, 1996). Both perspectives are crucial for understanding the motivation of gifted individuals. With this in mind, both environmental factors and achievement motivation were recognized by the examined students and their teachers, indicating that the research participants shared a similar perspective on what defines a gifted student in their classroom in terms of motivation.

After reviewing the opinions of all the students who participated in the research and their teachers, the analysis obtained statistically significant results only in the area of motivation. A Spearman's rank-order correlation was run to determine the relationship between the teacher's and student's perceptions of giftedness in terms of motivation. Specifically, the data, $r_s(10) = 0.591$, $p = 0.043$, indicate a statistically significant correlation between the students and their teacher's assessments regarding the area of motivation ($p = 0.043$ is less than 0.05, thus this result is considered statistically significant). The results are presented in Table 4.

Table 4
Correlations – Motivation parameter

			MSUM	M2SUM
Spearman's rho	MSUM	Correlation Coefficient	1.000	.591*
		Sig. [2-tailed]	.	.043
		N	12	12
	M2SUM	Correlation Coefficient	.591*	1.000
		Sig. [2-tailed]	.043	.
		N	12	12

*. Correlation is significant at the 0.05 level [2-tailed].

Further, to determine the strength of the relationship, the researchers examine the r_s coefficient obtained and use the criteria provided by Cohen (2013), according to which a small correlation is when r is between 0.10 and 0.29; a medium correlation is when r is between 0.30 and 0.49; and a strong correlation is when r is between 0.50 and 1.0. Since this research showed that $r_s = 0.591$, this indicates a large correlation. Additionally, because the sign of this coefficient is positive, the relationship is also positive. This means that the assessments of students and their teachers regarding motivation align. Both students and the teacher rated the same selected students as gifted in the area of motivation for learning English as a foreign language.

After evaluating the three categories of gifted students - learning, creativity, and motivation - it can be concluded that only in terms of motivation do the views of the examined students and their teacher align. This means they agree on which students are gifted in the foreign language classroom and who are highly motivated to learn and advance.

4. DISCUSSION

The absence of a universal definition for gifted students has led schools to adopt various identification methods, resulting in diverse teaching techniques, materials, approaches, strategies, and other services for these students. There have been several renewed debates in gifted education by focusing on promoting potential and anticipated excellence rather than solely on intelligence, which has highlighted differing perspectives within the field.

In Serbian classrooms, teachers often claim that they lack both the time and resources to address the needs of gifted students. When asked how they typically handle gifted learners in a language or other subject area, teachers frequently mention that they have these students tutor their peers. This is primarily because teachers have minimal or no training in gifted education.

In addition, teachers in Serbia face a range of obstacles and difficulties when working with gifted students. The most common factors that make it challenging for teachers to work with these students are: varying abilities among students in the classroom (even among the gifted), inadequate material conditions (such as lack of internet, smart boards, laboratories, and so on), insufficient recognition of the additional effort made by teachers working with gifted students, unpreparedness to work with gifted students, and a lack of training.

The main aim of this research was to investigate the correlation between the university students' assessment of their peers' giftedness and the professor's assessment in the areas of *learning, creativity, and motivation in English language learning*. The results showed no statistically significant correlation between the students and the teacher's assessments in the area of giftedness related to learning. This finding was unexpected, as learning outcomes can be measured by grades and the teacher's evaluations and comments in class, which typically make it clear to students who the 'top' performers are. However, the learning process itself is more complex and might not be easily perceived by peers or even the teacher. In line with this, the research also indicated that the correlation between students' assessments of a peer's giftedness and the teacher's evaluation of the same individual was not significant in terms of creativity. Given that creativity is a broad concept with many definitions and interpretations, it was not anticipated that students' and teacher's views would align in this category.

However, the study found statistically significant alignment in only one category. After analyzing the opinions of all the students who participated in the research, along with their teacher, the analysis obtained statistically significant results solely in the area of motivation. This indicates that the students' and teacher's assessments regarding motivation were in agreement. Both the students and the teacher identified the same individuals as gifted in the area of motivation for learning English as a foreign language.

5. CONCLUSION

Overall, the students' responses indicated that they are capable of recognizing giftedness in terms of motivation, and their views were consistent with those of their teacher. On the other hand, the way of learning, the learning strategies, styles, and creativity were categories that demanded deeper understanding and research for both the teachers and the students. Therefore, their ideas of giftedness in these areas were different and did not match. The findings of this study suggest that the concept of giftedness at the university level still holds considerable potential and warrants further research, not only in the areas of learning, creativity, and motivation but also across other educational domains.

Finally, it is essential to acknowledge that any scientific research employing quantitative methodology has inherent limitations due to the imperfect methods used to assess relevant phenomena. This raises the question of whether utilizing different tools might offer an alternative perspective of the student's giftedness in the examined domains. One potential limitation of this study is the reliance on peer evaluations, which may be influenced by positive or negative biases, and therefore might not provide a fully accurate picture of the phenomenon under study. However, considering that this issue has been underexplored in our context, this study seems to be a valuable step in the right direction.

Conflict of interest: No potential conflict of interest was reported by the authors.

Ethical Approval: The study adheres to the ethical guidelines for conducting research.

Funding: This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

REFERENCES

- Alsamiri, Y. A. (2024). Enhancing elementary school teachers' competence in recognizing and supporting gifted students with learning disabilities in Saudi Arabia. In *Frontiers in Education*, 9, 1363175. <https://www.frontiersin.org/articles/10.3389/educ.2024.1363175/full>
- Banbury, M. M., & Wellington, B. (1989). Designing and using peer nomination forms. *Gifted Child Quarterly*, 33(4), 161-164. <https://journals.sagepub.com/doi/abs/10.1177/001698628903300407>
- Bevan-Brown, J. (2009). Identifying and providing for gifted and talented Māori students. *Apex*, 15(1). <https://gifted.tki.org.nz/assets/Uploads/files/Identifying-and-Providing-for-Gifted-Maori-learners.pdf>
- Bukowski, W. M., Cillessen, A. H., & Velasquez, A. M. (2012). Peer ratings. <https://psycnet.apa.org/record/2012-07988-013>
- Ćirković Miladinović, I. (2019). Afektivne strategije učenja engleskog kao stranog jezika. <https://scidar.kg.ac.rs/handle/123456789/15240>
- Ćirković-Miladinović, I. (2014). Zastupljenost afektivnih strategija učenja engleskog jezika kod studenata na nematičnim fakultetima. *Novi Sad: Univerzitet u Novom Sadu-Filozofski fakultet*.
- ĆIRKOVIĆ-MILADINOVIĆ, I. (2018). The frequency and usage of effective learning strategies in learning English as a foreign language at the university level—potentials for innovative teaching. *Journal Uzdanica—journal for language, literature, art and humanities*, 15(1), 73-92.
- Cirkovic-Miladinovic, I., Dimitrijevic, M., & Ilic, B. (2021). Reflection on action: peer micro-teaching process of prospective EFL teachers and class teachers focusing on mother tongue teaching. *Technium Soc. Sci. J.*, 25, 9. https://heinonline.org/hol-cgi-bin/get_pdf.cgi?handle=hein.journals/techssj25§ion=3

- Ćirković-Miladinović, I. & Jovanović, M. (2024). Identifying gifted EFL learners among Serbian students majoring in pre-school teaching. *International Journal of Innovative Research in Education*, 11(2), 41-52. <https://doi.org/10.18844/ijire.v11i2.9479>
- Clinkenbeard, P. R. (1996). Research on motivation and the gifted: Implications for identification, programming, and evaluation. *Gifted Child Quarterly*, 40(4), 220-221. <https://journals.sagepub.com/doi/abs/10.1177/001698629604000407>
- Cohen, J. (2013). *Statistical power analysis for the behavioral sciences*. Routledge. <https://www.taylorfrancis.com/books/mono/10.4324/9780203771587/statistical-power-analysis-behavioral-sciences-jacob-cohen>
- Cropley, A. J. (2020). Definitions. In M. A. Runco & S. R. Pritzker (Eds.), *Encyclopedia of creativity* (3rd ed.) (pp. 315-322). San Diego, CA: Academic Press. Available from: https://www.researchgate.net/publication/266031380_Definitions_of_Creativity
- Elballah, K., Alkhalifah, N., Alomari, A., & Alghamdi, A. (2024). Enhancing cognitive dimensions in gifted students through future problem-solving enrichment programs. *Discover Sustainability*, 5(1), 248. <https://link.springer.com/article/10.1007/s43621-024-00470-5>
- Freeman, J. (2005). Permission to be gifted. *Conceptions of giftedness*, 2, 80-97. <https://altascapacidadesrioja.com/wp-content/uploads/2016/11/The-Munich-Model-of-Giftedness-Designed-to-Identify-and-Promote-Gifted-1.pdf#page=92>
- Hansen, J. G., & Liu, J. (2005). Guiding principles for effective peer response. *ELT Journal*, 59(1), 31-38. <https://academic.oup.com/eltj/article-abstract/59/1/31/429809>
- Johnsen, S. K. (Ed.). (2021). *Identifying gifted students: A practical guide*. Taylor & Francis. [https://books.google.com/books?hl=en&lr=&id=XG8IEQAAQBAJ&oi=fnd&pg=PP1&dq=Johnsen,+S.+K.+\(2018\).+Identifying+gifted+students:+A+practical+guide.+Prufrock+Press+Inc.&ots=03JVEGC2Tn&sig=e9kblMA1MkXZXgcyXqx7YION_i0](https://books.google.com/books?hl=en&lr=&id=XG8IEQAAQBAJ&oi=fnd&pg=PP1&dq=Johnsen,+S.+K.+(2018).+Identifying+gifted+students:+A+practical+guide.+Prufrock+Press+Inc.&ots=03JVEGC2Tn&sig=e9kblMA1MkXZXgcyXqx7YION_i0)
- Kaufman, J. C. (2008). *Essentials of creativity assessment*. John Wiley & Sons. [https://books.google.com/books?hl=en&lr=&id=Jvx8Nwh385IC&oi=fnd&pg=PR4&dq=Kaufman,+J.+C.,+Plucker,+J.+A.,+%26+Baer,+J.+\(2008\).%E2%80%AFEssentials+of+creativity+assessment.%E2%80%AFJohn+Wiley+%26+Sons,+Inc.&ots=gp6UBoVqgo&sig=KOFovDBPmlB4M-QBFChsMOodoTE](https://books.google.com/books?hl=en&lr=&id=Jvx8Nwh385IC&oi=fnd&pg=PR4&dq=Kaufman,+J.+C.,+Plucker,+J.+A.,+%26+Baer,+J.+(2008).%E2%80%AFEssentials+of+creativity+assessment.%E2%80%AFJohn+Wiley+%26+Sons,+Inc.&ots=gp6UBoVqgo&sig=KOFovDBPmlB4M-QBFChsMOodoTE)
- Maksić, S. (1998). *Darovito dete u školi*. Beograd: Institut za pedagoška istraživanja. <https://ipir.ipisr.org.rs/handle/123456789/689>
- McCoach, D. B., & Siegle, D. (2003). Factors that differentiate underachieving gifted students from high-achieving gifted students. *Gifted Child Quarterly*, 47(2), 144-154. <https://journals.sagepub.com/doi/abs/10.1177/001698620304700205>
- Milic, S., & Simeunovic, V. (2022). Concordance between giftedness assessments by teachers, parents, peers, and the self-assessment using multiple intelligences. *High Ability Studies*, 33(1), 1-19. <https://www.tandfonline.com/doi/abs/10.1080/13598139.2020.1832445>
- Opoku, M. P., Alsheikh, N., Moustafa, A., Anwahi, N., Aljaberi, M., Shah, H., ... & Elhoweris, H. (2024). An exploration of the self-concept of gifted students in the United Arab Emirates. *Current Psychology*, 43(14), 12696-12708. <https://link.springer.com/article/10.1007/s12144-023-05393-4>
- Pfeiffer, S. I. (2002). Identifying gifted and talented students: Recurring issues and promising solutions. *Journal of Applied School Psychology*, 19(1), 31-50. https://www.tandfonline.com/doi/abs/10.1300/J008v19n01_03
- Pourdana, N., & Asghari, S. (2021). Different dimensions of teacher and peer assessment of EFL learners' writing: descriptive and narrative genres in focus. *Language Testing in Asia*, 11(1), 6. <https://link.springer.com/article/10.1186/s40468-021-00122-9>
- Renzulli, J. (2021a). *Scales for rating the behavioral characteristics of superior students: Technical and administration manual*. Routledge. <https://www.taylorfrancis.com/books/mono/10.4324/9781003237808/scales-rating-behavioral-characteristics-superior-students-joseph-renzulli>
- Renzulli, J. S. (1990). A Practical System for Identifying for Identifying Gifted and Talented Students. *Early Child Development and Care*, 63, 9-18.
- Renzulli, J. S. (2021b). The Three-Ring Conception of Giftedness: A Developmental Model for Promoting Creative Productivity 4. In *Reflections on gifted education* (pp. 55-90). Routledge.

<https://www.taylorfrancis.com/chapters/edit/10.4324/9781003237693-5/three-ring-conception-giftedness-joseph-renzulli>

- Renzulli, J. S., & Reis, S. M. (2021). *The schoolwide enrichment model: A how-to guide for talent development*. Routledge. <https://www.taylorfrancis.com/books/mono/10.4324/9781003238904/schoolwide-enrichment-model-joseph-renzulli-sally-reis>
- Schroth, S. T., & Helfer, J. A. (2008). Identifying gifted students: Educator beliefs regarding various policies, processes, and procedures. *Journal for the Education of the Gifted*, 32(2), 155-179. <https://journals.sagepub.com/doi/abs/10.4219/jeg-2008-850>
- Ševkušić, S. G. (2011). *Kvalitativna istraživanja u pedagogiji: doprinos različitih metodoloških pristupa*. Institut za pedagoška istraživanja.
- Silverman, L. K. (2018). Assessment of giftedness. *Handbook of giftedness in children: Psychoeducational theory, research, and best practices*, 183-207. https://link.springer.com/chapter/10.1007/978-3-319-77004-8_12
- Sternberg, R. J., & Clinkenbeard, P. R. (1995). The triarchic model is applied to identifying, teaching, and assessing gifted children. <https://www.tandfonline.com/doi/abs/10.1080/02783199509553677>
- Sternberg, R. J., & Davidson, J. E. (1983). Insight in the gifted. *Educational Psychologist*, 18(1), 51-57. <https://www.tandfonline.com/doi/abs/10.1080/00461528309529261>
- Sternberg, R. J., & Kaufman, S. B. (2018). Theories and conceptions of giftedness. *Handbook of giftedness in children: Psychoeducational theory, research, and best practices*, 29-47. https://link.springer.com/chapter/10.1007/978-3-319-77004-8_3
- Stojanovic, B., Miladinovic, I. C., & Milovanovic, R. (2021). The quality of communication in teaching and students' emotional reactions in the classroom. *Technium Soc. Sci. J.*, 19, 55. https://heinonline.org/hol-cgi-bin/get_pdf.cgi?handle=hein.journals/techssj19§ion=6
- Topping, K. J. (2009). Peer assessment. *Theory into practice*, 48(1), 20-27. <https://www.tandfonline.com/doi/abs/10.1080/00405840802577569>
- Tran, K., Nguyen, N., Nguyen, N. T., Quan, T., & Nguyen, T. (2024). From classroom to community: the impact of mindset, passion, and grit on academic self-efficacy and social entrepreneurship in gifted and non-gifted students. *Entrepreneurship Education*, 1-33. <https://link.springer.com/article/10.1007/s41959-024-00130-9>
- Weiner, I. B. (2003). The assessment processes. *Handbook of psychology: Assessment psychology*, 10, 3-25. [https://books.google.com/books?hl=en&lr=&id=hClxzlgoYloC&oi=fnd&pg=PA3&dq=Weiner+\(2003\)+iq+test&ots=eFxUS6U0GS&sig=eOcwQXvtPOdkif_GklvyP2lad7o](https://books.google.com/books?hl=en&lr=&id=hClxzlgoYloC&oi=fnd&pg=PA3&dq=Weiner+(2003)+iq+test&ots=eFxUS6U0GS&sig=eOcwQXvtPOdkif_GklvyP2lad7o)
- Worrell, F. C., & Erwin, J. O. (2011). Best practices in identifying students for gifted and talented education programs. *Journal of Applied School Psychology*, 27(4), 319-340. <https://www.tandfonline.com/doi/abs/10.1080/15377903.2011.615817>