

Characteristics of Gifted English Learners

Table from *Special Populations in Gifted Education: Understanding Our Most Able Students from Diverse Backgrounds* by Jaime A. Castellano and Andrea Frazier

- Strong desire to learn in English and their heritage language
- High interest in certain topics
- Quick grasp of new information
- Evidence of creative ability in problem solving or thinking
- Ability to see relationships and make connections
- Ability to improvise with everyday objects
- Exceptional ability in any of the fine arts
- Exceptional talent in areas valued by their culture
- High standards for themselves
- Curiosity
- Persistence
- Keen power of observation
- Self-direction
- Tendency to dominate peers in situations
- Take on leadership roles with other students from the same culture
- Ability to carry responsibilities well
- Sense of originality and imagination
- Ability to express feelings and emotions
- Articulate in role-playing and storytelling
- Richness in imaginary and informal language
- Eagerly shares culture
- Shows strong desire to teach peers words from heritage language
- Has a strong sense of pride in his or her cultural background
- Eagerly interprets and translates for peers and adults at high levels of accuracy
- Balances appropriate behaviors expected of the heritage culture and the new culture
- Possesses advanced knowledge of idioms and native dialects with ability to interpret and explain meanings in English
- Understands jokes and puns in English

- Had advanced sense of humor
- Reads in heritage language two or more grades above grade level
- Functions at language proficiency levels above that of nongifted peers who are EL
- Ability to code-switch
- Possesses cross-cultural flexibility
- Has a sense of global community and an awareness of other cultures and languages
- Learns a second or third language at an accelerated rate
- Excels in math achievement