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Abstract
The purpose of this study were to review of the previous studies on the analysis of verbal interactions in the elementary classes of the gifted in science. For the purpose of this study, many previous studies of domestic and foreign were classified. The result one show that the scientifically-gifted students were characterized by creativity. And creativity is concerned with verbal interaction. If teacher has a reasonable level of verbal interaction, the creativity of the gifted will be improved. Result two show that main classification systems about verbal interactions are Blosser's(2000) classification system about...
questions, Edward & Mercer's (1987) classification system about response and Edward & Mercer's (1987) classification system about feedback. Result three show that the pattern of teacher's questions is closed-question, the pattern of students's response is short-answer and the pattern of teacher's feedback is instant-feedback in science classes. But the pattern of teacher's feedback appeared delayed-feedback and instant-feedback in classes of the gifted in science. Verbal interactions in the elementary school classes of the gifted in science is very important. But there are few studies on the analysis of verbal interactions elementary classes of the gifted in science until now. Study on the analysis of verbal interactions elementary classes of the gifted in science will be studied for the development of gifted education.