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English Language Education

THE EFFECTS OF MULTIPLE INTELLIGENCE BASED ACTIVITIES ON READING PERFORMANCE OF EFL LEARNERS

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MASTER THESIS

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APPROVAL

This work named "**The Effects of Multiple Intelligence Based Activities on Reading Performance of EFL Learners**" by **Zeynep Tülin DEMİREL** has been approved as a thesis for Master of Arts Degree in English Language Education, by the below mentioned Examining Committee Members.

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IV

To my beloved dad, "Mehmet Memiş"…

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THE EFFECTS OF MULTIPLE INTELLIGENCE BASED ACTIVITIES ON READING PERFORMANCE OF EFL LEARNERS

Yüksek Lisans Tezi

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ÖZ

Bu çalışma, çoklu zekaya dayalı etkinliklerin İngilizceyi yabancı dil olarak öğrenen öğrencilerin okuma başarılarına olan etkisini araştırmaktadır. Çalışma kapsamındaki 17 kişi Gaziosmanpaşa Üniversitesi Turizm ve Otelcilik bölümüne yeni kayıt olmuş öğrencilerden oluşmaktadır. Katılımcılar zorunlu İngilizce seviye tespit sınavı sonuçlarına dayanarak hazırlık sınıfına kayıt yaptırmışlardır. Çalışmanın başlangıcında deney grubuna iki veri ölçme aracı uygulanmıştır. İlk olarak, araştırmacı tarafından literatür taraması sonrasında geliştirilen İngilizce okuma anlama testi deney grubuna öntest olarak uygulanmıştır. Bu test vasıtasıyla katılımcıların okuduğunu anlama başarılarının ve okuma strateji bilgilerinin ölçülmesi amaçlanmıştır. İkinci olarak, deney grubundaki katılımcıların baskın zeka türlerini belirlemek amacıyla Ziya Selçuk (2004) tarafından geliştirilen yetişkinler için çoklu zeka gözlem formu uygulanmıştır. Çalışma 11 hafta boyunca devam etmiştir ve okuma dersleri haftada 4 saat olarak düzenlenmiştir. 11 haftalık okuma dersi uygulamasının ardından araştırmacı tarafından geliştirilen İngilizce okuma anlama testi deney grubuna sontest olarak uygulanmıştır. Bu araçlar vasıtasıyla toplanan veriler, deney grubundaki öğrencilerin öntest ve sontest sonuçlarının karşılaştırılması amacıyla Paired Sample t-test ve Wilcoxon testleri uygulanarak analiz edilmiştir. Çalışmanın bulguları farklı zeka alanlarına bağlı bireysel

farklılıkların takdir edilmesinin ve öğretim sürecinin bu zeka alanlarının gerekliliklerine göre tasarlanmasının, İngilizce'yi yabancı dil olarak öğrenen öğrencilerin okuma başarılarında anlamlı değişikliklere yol açtığını işaret etmektedir. Bulgular, çoklu zekaların İngilizce'nin yabancı dil olarak öğrenimine ne şekilde katkılar sağlayabileceği konusunda deliller sunmaktadır. Çalışmanın bulguları ışığında, İngilizce'nin yabancı dil olarak öğretilmesinde çoklu zekaya dayalı bir yaklaşım benimsenmesinin, farklı öğrencilere öğrenme konusunda başarma şansı verdiği belirtilmektedir. Bu sebeple, öğretmenlerin öğrencilerine okuma stratejilerini öğretirken ve öğrencilerinin okuduğunu anlama başarılarını geliştirirken farklı zekaların harekete geçmesini teşvik edecek öğretim ortamları oluşturmaları gerektiği düşünülmektedir.

Anahtar Kelimeler : Çoklu Zeka, Okuma Becerisi, Okuma Stratejileri, Okuduğunu Anlama Başarısı

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THE EFFECTS OF MULTIPLE INTELLIGENCE BASED ACTIVITIES ON READING PERFORMANCE OF EFL LEARNERS

MA Thesis

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ABSTRACT

This study investigates the effects of multiple intelligence based activities on EFL learners' reading performance. Seventeen participants of the study were the newly enrolled students of Tourism and Hotel Management department at Gaziosmanpaşa University. The participants were conditionally enrolled to the preparatory class depending on their scores in the obligatory English placement test. At the beginning of the study, two data collection instruments were applied to the experimental group. First of all, the participants were required to have the English reading comprehension test that had been developed by the researcher after a literature review. Through this test, it was aimed to determine the reading performances and reading strategy knowledge of the participants. Secondly, in order to determine the dominant intelligence types of the participants in the experimental group, the multiple intelligences areas inventory for adults that had been prepared by Ziya Selçuk (2004) was administered. The study was applied for 11 weeks and the reading classes were held for 4 hours per week. At the end of the 11 weeks reading course application, the English reading comprehension test that had been developed by the researcher was applied again to the experimental group as post-test. The data collected through those instruments were analyzed by implementing the Paired Sample t-test and Wilcoxon test in order to compare the pre-test and post-test results of the experimental group. The findings of the study indicate that appreciating individual differences as regards to distinctive intelligence areas and designing teaching process through the prerequisites of these intelligence domains result in meaningful changes on EFL learners' reading performances. The findings provide further evidence on how multiple intelligences can be used to promote EFL learning. In the light of the findings of the study, it is suggested that a multiple intelligence based approach to teach EFL allows diverse learners a chance to succeed at learning. For this reason, it

is considered that while teaching reading strategies to their students and enhancing their reading comprehension performances, teachers need to create learning environments that foster the activation of diverse intelligences.

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LIST OF ABBREVIATIONS

g	General Intelligence
EFL	English as a Foreign Language
ELF	English as a Lingua Franca
ELT	English Language Teaching
ESL	English as a Second Language
FLL	Foreign Language Learning
IEPC	Imagine, Elaborate, Predict, Confirm
IELTS	The International English Language Testing System
IQ	Intelligence Quotient
MI	Multiple Intelligences
MIT	Multiple Intelligences Theory

CHAPTER 1
I. INTRODUCTION

This study basically concerns about the effects of presenting EFL reading lessons in an environment that is enriched with an MI based approach. In particular, it examines if there is any difference in students' EFL reading success if reading activities are designed and presented in a way that respects individual differences that root in diverse intelligence areas. The study consists of five separate chapters. These chapters respectively aim at presenting the general frame of the study, identifying, evaluating, and synthesising relevant literature within the scope of MIT and reading in EFL, the methodology, the statistical results, the conclusion, discussion, and suggestions of the study.

1.1 Background to the Study

The psychometric measurement of intelligence dates back to 1900s. Various psychologists and psychometricians, such as Alfred Binet, Wilhelm Stern, and Lewis Terman, tried to form a standardized tool to assess human intelligence. The common assumption of those studies before 1935 was the consensus of the singularity of intelligence. This traditional unitary viewpoint about intelligence has been later criticized for assessing intelligence from a narrow scope. As stated by Baum, Viens, & Slatin (2005), Stenberg's triarchic theory, Ceci's bioecological approach, and Gardner's theory of multiple intelligences can be named as the pioneers of a new perspective to intelligence. Even though multidimensional aspects of intelligences are discussed beforehand, Gardner's model is distinguished from other models thanks to its scientific basis and educational implications (Hoerr, 2000).

MIT is suggested against the traditional unitary psychometric view of intelligence. Gardner's challenging new perspective to the intelligence relieves of the psychology from limiting the immense mental capacity of human being to the unitary model of traditional intelligence view. This new point of view does not aim at providing a simple categorization or labeling of individuals. On the contrary, such a pluralistic view of intelligence faciliates realization, appreciation, and reinforcement of diversed actual human capacities. Gardner also concerns about the educational implications of his pluralistic view. First of all, the use of interrelation among diverse intelligences contributes to the learning process. Secondly, Gardner underlines the

fact that even though all people are born with innate capacities regarding each intelligence, even the exceptional talents recede or are forgotten if they are not nurtured. So, recognition of strong intelligences through good and conscious educational opportunities is important in terms of intelligence development. That is for sure that each person can choose different ways to achieve a certain goal; however, this divergence does not make one superior to another. On the contrary, differences enrich the opportunities in teaching-learning process (Gardner, 1993). Moreover, when the educational and social implications of MI are evaluated in terms of the requirements of today's developing world, it can be realized how diverse intelligences embrace needs in society and provide the required professional qualifications (McKenzie, 2005). For this reason, differences of individuals must be appreciated, their strenghts must be promoted while their weaknesses should be reinforced.

1.2 Statement of the Problem

Language is the basic source of communication. It provides various ways for the reflection of feelings and ideas. Even though languages have their own identities and distinctive features, mutual understanding can be the primary concern among people with different mother tongues. In today's globalizing world, modern technologies have thankfully removed the geographical borders against the access to information by providing limitless connection opportunities through locations from all around the world. However, this has caused an increasing demand for a common language which enables people to express themselves globally and to understand any information without facing language barriers. For this reason, as Crystal (2003) states, existence of a global language has become more than a necessity and turned into an obligation for the sustainability of international academic, business, and social contacts. From this point forth, Firth states that English has emerged as a lingua franca (ELF) to constitute the interaction among people with different native languages (as cited in Formentelli, 2017). Because English enables interaction in multi-national settings, it is considered as a prerequisite to be a global citizen. As Montgomery (2013) indicates, competency in English is seen as a determining quality in job applications, scientific researches, and academic settings. For these reasons, learning English has gained a globally crucial importance.

While some people are learning English as a second language (ESL), others are studying it as a foreign language (EFL). Either in ESL or EFL settings, the target language skills to be acquired are the receptive skills consisting listening and reading, and the productive skills consisting writing and speaking. Among them, reading has the utmost importance as the skill that paves the way for success in every sphere of life (Fisher, Piazza, & Roane, 2011). Also, especially for academic concerns, reading is the prerequisite for success in internationally recognized tests in English, such as IELTS (The International English Language Testing System). Therefore, acquisition of reading skills is a fundamental purpose for learners of English. However, especially EFL learners have difficulties in mastering English language skills despite long-term studies. While some of them can overcome these difficulties, others may lose their motivation and gain some affective barriers to EFL learning. Such negative attitudes may even result in learned helplessness in EFL context. In order to overcome this problem, traditional classroom practice, that is teacher-centered and does not respect to differentiation in teaching, should be set aside and importance of individual differences should be taken into account while designing EFL teaching-learning environments. Students should be treated equally according to their learning styles and strategies that root in their dominant intelligence types.

1.3 The Aim and Significance of the Study

Foreign language learning is a challenge for many students as a process that requires sustained and painstaking study. While assessing this process, individual differences should be taken into account, and it should be realized that these differences are fundamentally related to differences in intelligence.

As Armstrong (2003) states, there are multiple ways to teach. At this point, MIT can be presented as a great way to provide differentiation in teaching. Designing instructions on the basis of students' dominant intelligences enriches the learning opportunities for students (Fogarty & Stoehr, 2008). By this way, students feel themselves as active participants of the learning process, and that makes the process more meaningful and less challenging for them. For this reason, individual differences should not be overlooked if it is aimed to increase ultimate success rate of EFL learners. In this regard, as Armstrong (2009) notes, teachers function as the activators of various intelligences by assessing their students' individual differences

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to reinforce their EFL success. This does not require preparing separate lesson plans for each student in a class. It means providing varied ways to teach through activities addressing multiple intelligences (Williams, 2002).

Within this framework, identifying students' dominant intelligences and raising a relevant self-awareness in them are important in terms of increasing the quality and efficiency of teaching-learning experiences. For this reason, this study aims at presenting reading strategy courses through activities which are designed and presented by taking the requirements of MIT into account. It also concerns with organizing reading activities in three-phase approach to enhance the reading comprehension skills and strategies of EFL learners. By this way, it is tried to examine how these reading courses influence EFL learners' reading performances. At this point, the implications of the applied studies conducted under this thesis and the impacts of applying activities that appeal to the needs of students with different dominant intelligences on their EFL reading performances will be clarified. All these findings will be of a constructive and guiding contribution to the prospective studies in the field of ELT.

1.4 Methodology of the Study

1.4.1 Population and Sample

This study was carried out in Zile Dincerler Tourism and Hotel Management College of Gaziosmanpasa University in Tokat. The population of the study consists of students attending to the Tourism and Hotel Management and Food and Beverage Management Programmes in 2011 – 2012 academic year. The sample group of the study was formed among the voluntary preparatory class students that were studying at Zile Dincerler Tourism and Hotel Management College of Gaziosmanpasa University in 2011-2012 academic year.

1.4.2 Data Collection

a. The MI inventory for adults that was developed by Ziya Selçuk (2004) will be administered in order to pinpoint the dominate intelligences of the subjects in the experimental group and to see if the experimental group consists of subjects with different dominant intelligences.

b. A pre-test will be administered to the experimental group at the beginning of the eleven-week application in order to see the EFL reading comprehension levels of the subjects.

c. A post-test will be administered to the experimental group at the end of the eleven-week application in order to see if there is any progress in EFL reading comprehension levels of the subjects.

1.5 Research Question and Sub Questions

1.5.1 Research Question

1. Is there any improvement in the EFL reading comprehension performances of the subjects who are taught the basic reading strategies through reading texts that are reinforced with MI based/inspired reading activities and presented in three-phase approach at the end of the study?

2. Do students' performances improve in applying targeted EFL reading skills and strategies after being taught through MI based/inspired activities presented in three-phase approach?

1.5.2 Sub Questions

1. Is it realistic to assume that EFL classes are composed of subjects with different intelligences that require various activities in EFL reading courses?

3. Do MI based reading activities improve reading comprehension skills of subjects?

4. How MI based reading activities affect subjects' EFL reading performances?

5. Does attendance to preparatory class at university make a significant enhancement in terms of the progress level for EFL reading comprehension skills following this study?

6. What are the effects of presenting reading strategies and related reading comprehension activities in three-phase approach by taking the dominant intelligence profiles of the subjects into account?

1.6 Hypotheses

1. The total post-test scores of the students in the experimental group will be higher than their pre-test scores after being taught EFL reading strategies through MI based activities.

2. The experimental group students' post-test scores for the subdimensions in English reading comprehension test will be higher than their pre-test scores after being taught EFL reading strategies through MI based activities.

1.7 Limitations of the Study

1. The study is limited to the EFL reading strategies that are presented within the scope of the pre-determined coursebook that is used in the study. Throughout the study, the dominant intelligence types of the experimental group are basically concerned while designing the presentations or adaptations of the reading activities that are devoted to EFL reading strategy training.

2. This study is limited to the students in the experimental group who are at the beginner level and attending the preparatory class of Tourism and Hotel Management Programme at Gaziosmanpaşa University.

3. The study is limited to an eleven-week reading course (44 hours in total).

1.8 Assumptions of the Study

1. Subjects are assumed to attend the MI inventory sincerely and with their full concentration.

2. Subjects are assumed to attend the pre and post-tests sincerely and with their full concentration.

3. Subjects are assumed to participate in the EFL reading comprehension activities with their full concentration.

4. The pre-test and post-test are assumed to be in conformity with the levels of the subjects.

1.9 Definition of Terms

Quotient: Quoitent is the number of times that is contained within another (Russell & Karter, 2000).

IQ: The abbreviation for "Intelligence Quotient". It measures cognitive capacities and relates to learned sciences, such as mathematics or physics (DeKrey, 2010).

EQ: The abbreviation for "Emotional Quoitent". It measures the ability of people to recognize their own feelings and those of others, to motive themselves and to manage emotions well internally and in their relations with others. It relates more to

personality and regards to expressive skills, such as sociability or emotional control (DeKrey, 2010).

Multiple Intelligence Theory: The theory which was developed by Howard Gardner, who argues that intelligence is not simply linguistic and mathematical intelligences. It suggests that intelligence cannot be measured by intelligence quotient, and human intelligences are various (Ting, 2007).

Verbal-Linguistic Intelligence: The intelligence which depends on spoken and written language, the ability of learning languages, using languages to achieve certain purposes, and manipulating the syntax and the structure of language (Armstrong, 2000; Gardner, 1999).

Logical-Mathematical Intelligence: The intelligence which depends on analyzing mathematical problems, operating them successfully and investigating issues from a scientific point of view (Gardner, 1999).

Musical Intelligence: The intelligence which depends on the ability to perceive, discriminate, transform, and express musical forms (Armstrong, 2000).

Bodily-Kinesthetic Intelligence: The intelligence which depends on the ability to involve in activities, to solve problems, to express ideas or feelings using the whole body functions (Armstrong, 2000; Gardner, 1993).

Visual-Spatial Intelligence: The intelligence which depends on the ability to create mental forms, to be able to operate by using those mental models and to perceive the visual-spatial world accurately (Armstrong, 2000; Gardner, 1999).

Interpersonal Intelligence: The intelligence which depends on the ability to understand other people, their moods, motivations and feelings and to work cooperatively with them (Armstrong, 2000; Gardner, 1993).

Intrapersonal Intelligence: The intelligence which necessitates having an accurate picture of oneself by realizing personal strengths and limitations (Armstrong, 2000; Gardner, 1999).

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Naturalistic Intelligence: The intelligence which depends on expertising in the recognition and classification of various species in terms of flora and fauna that exist in one's own environment (Gardner, 1999).

Existential Intelligence: The intelligence which depends on the ability to contemplate philosophical questions related to human existence and ultimate life issues (Ricketts & Ricketts, 2011).

Moral Intelligence: The intelligence which depends on developing mental values to distinguish between right and wrong and applying them to achieve success in life (Lennick & Kiel, 2008).

CHAPTER 2
II.   REVIEW OF LITERATURE

2.1 A Brief History of Multiple Intelligence Theory

Traditional psychological view on intelligence basically roots in studies of mental tests and argues for a general intelligence (g) that is claimed to govern all human problem solving (Kornhaber, Fierros & Veenema, 2004). However, the issue with the nature of (g) and intelligence quotient (IQ) testing has been disputed by numerous psychologists, and in this regard, various human faculties are proposed by several scientists. For instance, L. L. Thurstone suggests seven primary mental abilities in 1938. Also, J. P. Guilford posits the structure of intellect as four contents, five operations, and six processes in 1967. Moreover, the idea of the modularity of mind is suggested by Jerry Fodor in 1983 (Li, 1996). However, the basic adversative claim to the assumption that there is a mere major dimension of intelligence is proposed by American psychologist Howard Gardner (Ceci, 1996; Fletcher & Hattie, 2011).

Gardner proposes a multidisciplinary theory that roots in comprehensive cognitive researches and interdisciplinary investigations (Gardner, 2006b). Gardner and his colleagues analyze cognitive profiles of not only normal individuals but also the exceptional populations ranging from prodigies and savants to autistic children, children with learning disabilities, and brain-damaged patients. All these research groups reveal that it is impossible to explain various cognitive profiles by means of a unitary view of intelligence. In other words, traditional one-dimensional view of intelligence is insufficient to describe discrete facets of mind (Gardner, 1993). In the light of all related data, Gardner suggests a radically alternative vision of mind that is markedly contrary to the traditional view of mind. This new alternative approach to intelligence that provides a multifaceted viewpoint about intelligence is introduced as multiple intelligences theory (MIT) (Gardner, 2006a).

In general terms, MIT challenges the following assertions of standard intelligence view:

1. Intelligence is a single entity.

2. People are born with certain amount of intelligence.

3. It is difficult to alter the amount of our intelligence—it's "in our genes" so to speak.

4. Psychologists can tell you how smart you are by administering IQ tests or similar kinds of instruments. (Gardner, 2006b, p. 29)

As the most defining feature of MIT, the belief that intelligence is a single faculty is challenged and any clear-cut labeling of a person as either clever or stupid on the basis of mental test results is rejected (Gardner, 1999). MIT highlights that intelligence can not be limited to linguistic and logical-mathematical faculties in opposition to the traditional viewpoint (Murray & Christison, 2010). That is, measuring a person's verbal and math scores means rating only a single intellectual dimension of this person (Gardner, 1993). MIT suggests that people possess capabilities that are not questioned in traditional IQ tests (Ceci, 1996).

Gardner challenges the singularity of mind and claims that if researchers that adopt the traditional psychometric view observe people's daily activities and diverse skills that they exhibit, they realize the mistake in their viewpoints (Ceci, 1996). For this reason, unlike the other scientific studies on intelligence, MIT consists of several types of abilities instead of suggesting several dimensions of only the intellectual ability. Also, intelligence is grounded in its biological basis and discrete intelligences are isolated by taking their symbol systems, end-state performances, pathology, and brain localization into account in MIT (Li, 1996).

Within this framework, contrary to traditional description of intelligence, Gardner (1993) originally defines the notion of intelligence as "the ability to solve problems, or to fashion products, that are valued in one or more cultural or community settings" (p. 7). Then, this definition is redefined by Gardner (1999) as "a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture" (p. 33-34). In this new perspective, the existence of a uniform general intelligence for ranking all individuals is challenged by representing intelligence as a composition of diverse mental abilities (Ceci, 1996). This theory suggests that there are autonomous intelligences with separate functions, and without any exception, people have all

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kinds of intelligences in different degrees (Murray & Christison, 2010). Additionally, it highlights the importance of fair treatment among intelligences and rejects any hierarchical classification among human capacities (Gardner, 1999). Moreover, as it is stated in Gardner's definition of intelligence, cultural factors are also taken into account in MIT. It is stressed that intelligence is perceived in various ways at different times and conditions. That is, depending on time and place, people value different skills. For that reason, a human capacity must be valued in one or more culture or community to be labeled as an intelligence (Gardner, 2006b).

Furthermore, the classic psychometric view that the general faculty of intelligence is an innate feature that can not be changed much through age, training, or experience is also challenged through MIT. As stated by Campbell (2008), intelligence is related to age and effort by establishing the fact that any type of intelligence, that is not outstanding in a person as a child, can be developed by means of effort and practice in time. By this way, different dimensions that are neglected by traditional cognitive psychologists are introduced into intelligence, and neuropsychology is included in the scope of intelligence to provide a deeper understanding on human intelligence (Gardner, 2006a, ; Li, 1996).

Adding to the aforementoned points, Gardner also lays emphasis on the difference and interrelation between the notions of domain and intelligence to clarify diverse human abilities. While intelligence is related to biological and psychological potentials, domain is presented as a cultural activity that requires particular symbol systems (such as numerical or musical) and operations relevant to those symbol systems (such as making changes in a recipe). It is also stated that a domain is realized through the use of intelligences, as in the case of demonstrating of musical performance through the use of bodily-kinesthetic, personal, and musical intelligences (Gardner, 1999).

To conclude, Gardner's MIT redefines human intelligence by analyzing it from multiple perspectives. This new culture-free perspective challenges the traditional perspective by suggesting that human intelligence can not be limited to the ability in logic and language. It proposes that there are several kinds of intelligences, each

individual possesses different combinations of these intelligences, and varied human intelligences can be developed through effort in a life time.

2.2 Criteria for Intelligences

Gardner's perception of intelligence goes beyond the narrow scope of traditional psychometric approach. This new perception suggests that it is impossible to define diverse human abilities through statistical analyses of cognitive test results. Therefore, Gardner and his colleagues search for ways to define intelligence from a broader perspective than psychometricians (Armstrong, 2009).

Infact, Gardner's aim is not to provide an indisputable or unchangeable list of intelligences that is to be approved around the world. Rather, Gardner aims at providing a proper classification of intellectual human faculties that researchers can benefit from (Armstrong, 2004). To achieve this, Gardner and his colleagues draw upon numerous findings of various disciplines from evolutionary biology, anthropology, developmental, and cognitive psychology to neuropsychology, and psychometrics (Cookson & Schneider, 1995). Moreover, Gardner stresses that different abilities are valued in different cultures. For that reason, varied viewpoints of intelligence that root in cultural differences are also taken into account (Gardner, 2004). As a result, instead of relying basically on the results of psychometric instruments, Gardner puts forth eight specific criteria to qualify a particular capacity as an intelligence (Gardner, 1999, 2004). The criteria for counting a behavioral or learning pattern as a candidate intelligence are listed as follows:

1. Potential isolation by brain damage
2. The existence of savants, prodigies, and other exceptional individuals
3. A distinctive developmental history and a definable set of expert "end-state" performances
4. An evolutionary history and evolutionary plausability
5. Support from psychometric findings
6. Support from experimental psychological tasks
7. An identifiable core operation or set of operations
8. Susceptibility to encoding in a symbol system. (Armstrong, 2009, p. 8)

The aforementioned criteria and how they are treated as the signs to nominate a human ability as an intelligence are explained in detail in the following parts.

2.3 The Criteria's Roots and Meanings

Examining a wide variety of empirical sources from discrete disciplines, Gardner proposes eight separate criteria to gain a multi-faceted understanding of intelligence. The following criteria, that are grouped in terms of their disciplinary roots, are used as basis to qualify a set of skills and abilities as an intelligence.

2.3.1 The Criteria that Come from Biological Sciences

2.3.1.1 Potential Isolation by Brain Damage

This intelligence criterion arises from the neuropsychological work of Gardner and suggests that at neurological or brain level, any candidate intelligence can be dissociated from others (Baum, Viens, & Slatin, 2005; Gardner, 1999). Gardner works with brain-damaged individuals, and in numerous cases, he observes that while a particular faculty is kept intact, all other abilities are selectively impaired by brain lesions. For instance, musical ability of a patient with brain injury is retained while any other abilities, such as linguistic ability, are substantially damaged or even lost. This particular instance suggests the existence of an isolated musical intelligence (Viens & Kallenbach, 2004). Also, while musical capacities are selectively damaged by a lesion in the temporal lobe of the right hemisphere, personal intelligences may be destroyed by the frontal lobe lesions. This suggests that diverse abilities are infact located in specific brain centres (Armstrong, 2000, 2009). As Gardner (1999, 2004) states, depending on the data gained from brain-damaged patients and the evidence from neuropsychology, it can be concluded that people have multiple intelligences because they have multiple neural modules.

2.3.1.2 An Evolutionary History and Evolutionary Plausability

This intelligence criterion suggests that each current intelligence has an evolutionary history that bases on the evolution of human beings, or the evidence of antecedents of these abilities in other species. In this regard, Gardner (2004) suggests that the roots of current human intelligences date back millions of years in the history of the species and these intelligences are developed in time through human experience. For that reason, Gardner also stresses that introducing contemporary intelligences with their evolutionary antecedents and their course of development by detailing

capacities that are shared with other organisms supports their plausability. In this sense, primate social organizational abilities might be related to interpersonal intelligence, or bird song might be seen as a forerunner of musical intelligence (Brody, 1992; Sternberg, 1990). Also, early human beings' capability to find their ways in various lands suggests evidence of spatial intelligence (Gardner, 1999) while their understanding and use of flora and fauna support naturalist intelligence (Viens & Kallenbach, 2004). Moreover, archeological artefacts, such as primitive musical instruments, are among the credible evidences of the fact that the human species have developed various intelligences over a long time through experiences (Feinstein, 2006).

2.3.2 The Criteria that Come from Developmental Psychology

2.3.2.1 The Existence of Savants, Prodigies, and Other Exceptional Individuals

This intelligence criterion is related to individuals with unusual intelligence profiles within the scope of individual differences studies (Gardner, 2006b). According to Gardner (1999), case studies of diverse exceptional individuals from prodigies and savants to autistic individuals can be used as a part of the theoretical basis of MIT. He states that when these exceptional individuals are analyzed, it is observed that they may demonstrate high levels of success regarding some abilities while they are normal, immature, or even retarded regarding the other abilities. Gardner (2004) explains that among these exceptional individuals, prodigies are people that can demonstrate exceptional talent in one or more particular areas despite being normal in other respects. For instance, Wolfgang Amadeus Mozart was an outstanding musical prodigy; however, aside from his excellent musical ingenuity, he was a normal person (Bjorklund, 2012). Also, Gardner (2004) defines savants as individuals that exhibit some profound performance in one ability in contrast to their overall ordinary or low level of performances in other domains. Furthermore, Gardner (1999) deals with autistic individuals with many forms of savant abilities, such as mathematical calculations, memory feats, artistic and musical abilities. These individuals exhibit remarkable performances in some areas despite the absence of talent in other intellectual skills. For instance, they remember everything about people that they have met once, play a classical piece entirely by hearing it just once, or multiply large numbers in their head without hesitation. The common point in

these discrete groups of people is the existence of certain high-level skills at some particular faculties in spite of the absence in other specific abilities. Moreover, as Bjorklund (2012) suggests, they possess special domain-specific skills that are rarely encountered. This selective presence and absence of an intellectual skill provides evidence of certain intelligences existing in isolation (Brody, 1992; Gardner, 2004). All these data of exceptional individuals substantially reinforce the existence and development of various discrete human intelligences.

2.3.2.2 A Distinctive Developmental History, and a Definable Set of Expert "End-State" Performances

This criterion suggests that an intelligence has its own identifiable developmental history and both for normal and gifted individuals, intelligences are occupied by passing through a developmental process (Gardner, 2004). That is to say, individuals exhibit their intelligences in the sequel of stages of development (Gardner, 1999). It also highlights the fact that diverse human capabilities do not develop at an equal rate; on the contrary, there are quite different levels of expertise in the development of separate intelligences. In other words, a human capacity in one area is observed to develop more quickly when compared with another (Matthews, Zeidner, & Roberts, 2002). Furthermore, it is pointed out that related to training or physical maturation, there may be diverse critical periods or even landmarks in the developmental history of an intelligence-based activity (Gardner, 2004). Depending on individual differences, intelligence-based skills are acquired, developed, and lost in different periods of life with varying degrees (Gardner, 2009). For instance, while one exhibits high level of proficiency in musical activities at early ages, another one can get quite active in music at an advanced age. Also, contrary to musical ability, mathematical faculty culminates relatively early even though it doesn't arise as early as musical ability. Moreover, it is suggested that each intelligence has a diverse set of stages of expertise (Stenberg, 1990). That is to say, an intelligence can be developed in distinctive developmental paths. Depending on individuals' varied goals, there are different ways to develop the same intelligence as in the case of developing bodily-kinesthetic intelligence to become either a softball player or a dancer (Viens & Kallenbach, 2004). Additionally, Gardner (1999) also stresses the importance of cross-cultural perspective of intelligence. He states that the same type of intelligence may be developed in diverse cultures with different roles and values. For instance, interpersonal intelligence is used both by a clinician in American culture and a

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shaman in a tribal culture; however, it is used in different ways and for somewhat different ends. This instance indicates that the same intelligence undertakes separate requirements in different cultures.

2.3.3 The Criteria that Come from Traditional Psychological Research

2.3.3.1 Support from Psychometric Findings

This intelligence criterion deals with the interrelations between the standardized psychometric tests and MIT. According to Gardner (2004), what standardized psychometric tests aim at measuring does not match with what people actually need or apply in real life situations. For instance, in traditional intelligence tests, paper-and-pencil method is used; for that reason, several abilities such as active manipulation of environment or interaction with other individuals are missed. Also, many tasks in these tests require the use of more than their target abilities. Thus, Gardner believes that a wide range of psychometric tests do not reach their intended results because they have decontextualised contents and aim at measuring several intelligences all at once. Besides, individuals are expected to solve problems only through linguistic and logical intelligences in these tests; however, different individuals may apply different solutions to the tasks in those tests. This means that the traditional intelligence tests do not substantially measure the real intelligence potentials of individuals. However, against his opposition to traditional psychometric tests, Gardner suggests taking the outcomes of psychometric tests into account as evidence in favor of MIT. For instance, Gardner (1999) expresses that psychological studies of spatial and linguistic intelligences reveal the truth of their weak correlation at best. He also suggests that psychometric studies of social intelligence prove a range of capacities beyond standard linguistic and logical intelligences, and that supports the existence of multiple intelligences.

2.3.3.2 Support from Experimental Psychological Tasks

This intelligence criterion is related to distinctive human reactions towards different types of stimuli. Gardner (2004) believes that experimental psychology provides evidence for isolated intelligences and suggests various examples of how candidate intelligences are operated. To support this belief, he benefits from task interference and task transfer studies within the scope of experimental psychological tasks. In these studies, individuals are observed while fulfilling two activities at the same time to determine if one of them prevents the person from achieving the other. As a

simple example, it is observed that walking and talking can be carried out simultaneously. On the other hand, it is revealed that sustaining the tasks that are the manifestations of the same intelligence at once is difficult. For instance, working on two linguistic activities at the same time, such as holding on a conversation while doing a crossword puzzle or listening to a song with lyrics, is hard for most of the people (Gardner, 1999). From these examples, it can be concluded that intellectual tasks of the same intelligence may exhibit more interference than tasks of separate intelligences (Brody, 1992). In this sense, if the fulfilment of one task does not hinder the pursuance of another task, isolated intelligences can be mentioned (Gardner, 1999). That is to say, simultaneous and successful execution of two discrete tasks without any interference means that these tasks require different intelligences (Viens & Kallenbach, 2004). Also, psychological studies show that a person may be good at one certain ability, such as reading, but can not demonstrate the same level of proficiency at another, such as mathematics. Such studies indicate the existence of autonomous intelligences working in isolation from one another (Taylor & MacKenney, 2008). Furthermore, regarding cognitive abilities, studies suggest that individuals may demonstrate different levels of proficiency even in tasks that are related to the same intelligence type. For instance, a person can perceive musical sounds easily while failing at recognizing verbal ones (Armstrong, 2009). All these findings support the identification of discrete intelligences.

2.3.4 The Criteria that Come from Logical Analysis

2.3.4.1 An Identifiable Core Operation or Set of Operations

This intelligence criterion is related to isolation of abilities or tendencies that are intrinsic to a distinctive intelligence. Gardner (2004) suggests that an intelligence is composed of one or more distinctive information-processing operations or mechanisms. That is to say, there are a set of capacities that explicitly characterize a specific intelligence. These capacities are mediated through specific neural mechanisms and stimulated by internally or externally provided information (Gardner, 1999). For instance, sensitivity to melody, harmony, rhythm, timbre, and musical structure are central to musical intelligence. Moreover, sensitivity to structure and syntax, vocabulary rhythm and cadence, and literary tools, such as alliteration, can be listed among the core operations of linguistic intelligence (Hoerr, 2000). Similarly, the ability to perceive patterns of wide spaces refers to the spatial

intelligence while emphatizing with others through an awareness of their feelings is a core operation of interpersonal intelligence. In this sense, it is obvious that the existence of typical core operations for a capacity increases its credibility or provability as an intelligence (Viens & Kallenbach, 2004). It is also clear that even if specific core operations are grouped under separate intelligences, they operate in conjunction with one another in real life (Gardner, 1999).

2.3.4.2 Susceptibility to Encoding in a Symbol System

This intelligence criterion is related to the relation between intelligences and their associated discrete symbols. Gardner (2004) states that majority of human communication depends on culturally contrived symbol systems and questions that human brain may have evolved to process diverse symbols effectively. In this sense, he suggests that tendency to be represented in a symbolic system may well be a basic characteristic of human intelligence. That is, diverse intelligences tend to be encoded via separate symbol systems to represent and convey various information. Among these systems, language, picturing, and mathematics are ranked as the top three substantial systems for universal human survival and productivity. Also, there are both societal and personal symbol systems related to each human intelligence (Gardner, 1999). For instance, linguistic intelligence conveys information through diverse spoken and written languages while spatial intelligence is symbolized through graphics or certain ideographic languages (Armstrong, 2000, 2009).

In conclusion, Gardner draws from a number of disciplines and proposes eight criteria to judge the candidate intelligences that base upon universal human abilities. The candidate intelligences that meet the requirements of all or a greater part of the aforementioned eight criteria are identified and confirmed as genuine intelligences.

2.4 Key Points in Multiple Intelligence Theory

Gardner challenges the traditional models of intelligence by providing a culture-free, universal point of view about intelligence. Contrary to traditional theories, MIT lays emphasis on the following points while questioning the perception of human intelligence.

First of all, as one of its basic tenets, MIT suggests that to a lesser or a greater extent, all individuals have each of the eight intelligences. The factor that makes difference

in their intelligence profiles is the level of their competency in performing the required operations of the intelligences (Gardner, 1993). In other words, people demonstrate different intelligence profiles because of their varied intelligence combinations (Gardner, 2006a). While an individual reaches the peak in a certain intelligence, s/he may be an average person in another intelligence. However, this does not mean that the individual is lack of the secondary intelligence. That is, all intelligences exist in individuals as dominant or non-dominant (Martin & Loomis, 2014). In this sense, independence of intelligences supports the fact that a high level of ability in one intelligence does not require the same level of success in another intelligence (Gardner, 2006a). Different intelligences have their own distinctive functions and having these intelligences is not a matter of personal preference (Murray & Christison, 2010). Even though individuals do not have the same level of proficiency in using these intelligences, they have them in varying degrees (Armstrong, 2000). In brief, human beings have several capacities in all eight separate intelligences and mobilize these intelligences to fulfil different tasks. An individual may have one predominant intelligence; however, s/he has the capacity to use all other intelligences.

Secondly, according to MIT, any kind of intelligence can be strengthened if essential conditions are provided. In other words, it is possible to reinforce any intelligence through sustainable practice and to alter predominant intelligence domains (Martin & Loomis, 2014). Within this framework, human capacities should not be evaluated only in terms of innateness; on the contrary, extrinsic variables should be taken into account. This means that all individuals are born by being endowed with all intelligences; however, beyond the innate tendencies, cultural values, socio-economic conditions, and even family structures are effective factors that prepossess or impair an individual's realization of his or her intelligences. Gardner illustrates this issue with Bob Fischer, a child prodigy who learns the game of chess at the age of 6, becomes the U.S. champion at 16, and is supported faithfully by his mother (Mednis, 1997). Through this example, Gardner (1993) questions how different Bob Fischer's career development would have been if he had not been given the opportunities to realize his extraordinarily brilliant skills. From this point forth, he suggests that appropriate opportunities should be available for individuals to explore, activate and strenghten their potential intelligences. This example indicates that

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intelligence is an issue of biology to a certain extent, but is substantially bound to cultural, social, and environmental components. Nurturing an intelligence through appropriate instruction, sufficient encouragement, and systematic exposure intrinsically increases potentiality of an individual's success rate regarding that intelligence.

Thirdly, MIT suggests that separate intelligences usually work together and get activated simultaneously to implement different tasks. Even the fulfilment of the simplest activities infact requires combined operations of diverse intelligences. According to Armstrong (2000, 2009), even cooking is the result of the interrelation among various intelligences that range from linguistic intelligence to read and understand the recipe to interpersonal intelligence to develop a menu according to palate of guests. Also, Hodges and Sebald (2010) state that fulfilment of an opera performance requires not only musical intelligence, but also interpersonal, intrapersonal, and bodily-kinesthetic intelligences. As another notable instance, being a successful journalist necessitates the combination of linguistic, interpersonal, and logical-mathematical intelligences (Kornhaber, Fierros & Veenema, 2004). Moreover, even if individuals are lack of excellence in any intelligence, they may exhibit relatively remarkable success due to such appropriate combination of separate faculties (Gardner, 2006a). These examples indicate that intelligences are not exhibited in isolation. Instead, diverse intelligences function in interaction with one another to complete any given task.

Lastly, MIT highlights that individuals may demonstrate their intelligences in diverse ways. For instance, an individual may exhibit brilliant linguistic abilities through his copiousness while relatively being bad at reading (Armstrong, 2009). Likewise, a bodily-kinesthetic person may not run fast but can dance well. In addition, as Murray and Christison (2010) state, individuals may activate the same intelligences through separate ways. For instance, musical intelligence may be activated by both listening to audio tracks or reading the lyrics. These varieties reinforce the fact that individuals perform each intelligence in different ways.

2.5 Eight Dimensions of Intelligence

Gardner identifies the neglected human-specific problem solving abilities that have both biological roots and are appreciated in one or more cultural settings. These

faculties are evaluated in the light of data from various sources ranging from brain-damaged patients and exceptional groups, such as prodigies, savants or autistic individuals, to evolutionary facts, psychometric studies, and cultural values. Among the predetermined human skills, the ones that meet the specific intelligence criteria are accepted as actual human intelligences (Gardner, 2006a). Within this framework, Gardner originally sets forth seven types of human intelligences that can be listed as verbal-linguistic, musical, logical-mathematical, visual-spatial, bodily-kinesthetic, interpersonal and intrapersonal. As the theory evolved, naturalistic intelligence has been added to the list as the eighth intelligence. Also, the possibility of existential intelligence as the ninth has been alluded (Gardner, 2006b). Furthermore, Gardner (2006a) questions the possibility of some other additional intelligences, such as spiritual intelligence, humor intelligence, and moral intelligence. The basics of each intelligence are described in the following parts.

2.5.1 Musical Intelligence

Musical intelligence involves the ability to recognize and compose musical pitches, tones, timbres, and rhythms (Campbell, 2008). Gardner (2006b) defines musical intelligence as the capacity to perceive and produce music. He also suggests that appreciating melody and harmony, realizing the differences in tonality and timbre, being sensitive to rhythm, and apprehending the structure of music works are the subtypes of musical intelligence.

Depending on data from various sources, Gardner (2004) advocates that musical ability meets the prerequisites to be accepted as an intelligence. Within this framework, he refers to the cognitive profiles of musical child prodigies and autistic children with brilliant musical talents despite some of their cognitive disorders. He suggests that the evidence from their musical reactions reinforces the biological aspect of an independent musical intelligence. Also, he deals with the localization of musical talent in brain by stating that particular parts of the right hemisphere are responsible for musical functions, and loss of musical ability can occur by virtue of brain damage. Moreover, he points out that the evidence from diverse cultures supports the universality of music. Furthermore, musical notation provides the unique symbol system of musical intelligence. Additionally, evidence of musical instruments of Stone Age and the role of music in organizing work group in

primitive societies as in the case of hunting or religious ceremonies provide an insight of the evolutionary origins of musical intelligence. From this point forth, Gardner states that these points are concrete signs of an autonomous musical intelligence.

Gardner also deals with the developmental trajectory of musical intelligence. He suggests that all individuals are born with their innate musical knowledge systems (Blanchard & Acree, 2009). For this reason, musical talent is introduced as the earliest emerging of all (Dunlap, 2004; Gardner, 2004). According to Gardner (2004), in infancy, individuals produce specific sounds and try to imitate what they hear from people around them. They can even realize the tune of songs of their mothers. At the age of two, they create their own melodies, begin to generate specifical instantaneous songs and slightly produce parts from songs that they have heard before. Before starting school, they become substantially competent to properly reproduce the tunes that they hear. However, with the exception of individuals with exceptional musical talents, this development in musical competency relatively regresses if it is not reinforced and attention is concentrated only on linguistic studies.

By the same token, Gardner touches on the impact of both genetic and nongenetic factors on an individual's musical achievement. He asserts that, on the one hand, a family environment and milieu where music is appreciated and performed provide the favorable conditions to an individual to get aware of personal musical talents. On the other hand, there are individuals that realize and exhibit their musical potentials despite the absence of a supportive surrounding in terms of music. These sorts of people make swift progress in improving their innate musical talents in case of formal training. However, Gardner also suggests the fact that despite their extraordinary talents, there are individuals that recede into background or even fail in the area of music against expectations. To illustrate these issues, he applies not only to findings about human beings but also to the observations in other species. In this respect, he adduces the variety of bird songs related to the environmental factors. In the lights of data from human beings and other species, he highlights that both genetic and nongenetic factors take remarkable roles in emergence and exhibition of musical potential (Gardner, 2004).

As stated by Armstrong (1999), Bach, Beethoven, and Brahms can be listed among the pre-eminent examples of individuals with high levels of musical intelligence. Such individuals with strong musical intelligence tend to appreciate music and express their feelings through it. They are interested in sounds, respond to music both kinesthetically and emotionally. They recognize different types of music, discuss cultural variations in music, and make musical documentation. Also, they develop ability of singing or playing an instrument, use the symbols of music, interpret, analyze, and criticize musical selections (Campbell, Campbell, & Dickinson, 2004). Composers, singers, disc jokeys, piano tuners, electronics salespeople, and music therapists can be listed as appropriate careers that require musical intelligence to some extent (Armstrong, 2000).

In brief, musical intelligence reflects the creative innate talent regarding musical patterns, pitch, rhythm, timbre, and sounds. All individuals are born with musical intelligence, and this innate capacity makes progress to some extent. However, except for extraordinary examples, further progression or regression of this capacity is affected by external factors. If the external conditions are appropriate, musical talent is discovered, encouraged, and reinforced. However, if innate musicality is not nurtured, or musical tendency is ignored, the natural musical vitality dwindles away.

2.5.2 Logical – Mathematical Intelligence

Logical-mathematical intelligence has been throughly investigated by traditional psychologists and constitutes the basis for a greater part of classic IQ tests (Gardner, 2006a). In general sense, this intelligence is related to calculating, quantifying, categorizing, and logically qualifying, or organizing objects and ideas. Moreover, inductive and deductive reasoning, critical thinking, and creative problem solving skills are seen as core operations of this intelligence (Nardi, 2001).

Gardner finds support of logical-mathematical intelligence in a variety of sources. He initially reviews studies of Jean Piaget in describing developmental trajectory of logical-mathematical intelligence. He expresses that Piaget suggests the fundamentals of logical-mathematical development by posing the right questions (Gardner, 2004). According to Piaget, cognitive development can be divided into four major stages that are sensorimotor stage from birth to age 2, preoperational stage between the ages of 2 and 7, concrete-operational stage from 7 to 11 or 12, and

formal-operational stage between the ages of 11 or 12 and beyond (Shaffer, 2009). Logical-mathematical understanding begins in sensorimotor period when an infant realizes the existence of objects and their manners. In this stage, infants explore the world through senses and motor skills and acquire problem-solving skills (Sigelman & Rider, 2012). They also attain the sense of object permanence through that they are able to imagine objects in their absence and that signs the start of preoperational period. In this second stage, children improve their use of words or mental images to solve simple problems. They are not aware of the principle of conservation because of their tendency to centration, animism, irreversibility, and egocentrism. They suppose that the total amount is changeable depending on shape and physical appearance of objects or substance. Also, they are lack of manipulations, internal transformations, and reorganizations of mental structures. In concrete operations stage, children gain the sense of conservation and learn how to classify objects according to their common specifiable features, such as colour and size (Plotnik & Kouyoumjian, 2014). After the age of 12 and through adulthood, they learn how to apply deductive logic to intellectualize possible solutions to problems. They become more systematic in problem-solving efforts (Oakley, 2004). While benefiting from Piaget's suggestions, Gardner also criticizes him for attributing cognitive stages not only to logical-mathematical intelligence but also to all cognitive areas. In this respect, Gardner meticulously calls attention to the point that each intelligence has its own developmental trajectory (Gardner, 2004). Gardner (2006a) also touches upon the experimental results to support his ideas regarding logical-mathematical intelligence and indicates that certain areas of brain are responsible for varied mathematical processes. Moreover, he utilizes exceptional examples in real life to reinforce his ideas about logical-mathematical intelligence. Depending on his observations on gifted people, he realizes that these people with high logical-mathematical intelligence are quite swift in processing logical-mathematical operations and solve various complex mathematical concepts or complicated problems through non-verbal reasoning.

Individuals with dominant logical-mathematical intelligence are good at critical thinking, analyzing, evaluating, and logically inferring. They are open to lively discussions and controversial arguments (Fogarty & Stoehr, 2008). They strategically categorize, classify, generalize, infer, calculate, post or test hypothesis

(Armstrong, 2009). They can represent concrete concepts through abstract symbols. They can perceive patterns and their relationships in detail. They are also good at using technology to solve mathematical problems (Campbell, Campbell, & Dickinson, 2004). Math teaching, architecture, science, engineering, building, computer programming, budget analysis, and accountancy can be listed as appropriate domains for individuals with high logical-mathematical intelligence (Viens & Kallenbach, 2004).

To sum up, logical-mathematical intelligence relates to competency in both numerical ability and nonnumerical logical relations and is regarded as consisting four fixed cognitive stages. In each stage, various core operations of logical-mathematical intelligence are acquired. Individuals with high logical-mathematical intelligence have an understanding of abstract analysis and functions. Adding to their talent regarding numerical and logical patterns, they possess highly developed reasoning skills.

2.5.3 Linguistic Intelligence

Linguistic intelligence is one of the most studied intelligences because it is one of the two intelligences that traditional notion of intelligence focuses its attention on (Gardner, 2006b). This intelligence is substantially related to language skills. In general terms, it refers to sensitivity to spoken and written language and requires enhanced ability in language learning (Gardner, 1999). It also involves the capacity to use different functions of language to achieve certain goals, such as conveying complex ideas fluently through writing, using spoken language through skilled questioning and discussion techniques, using literal and figurative meanings of words, and convincing others by using stories, speeches, or exhortations (Gardner, 2006b).

Gardner (2006a) describes language development as universal and culture-free and gives prime importance to understanding the nature of language development and the core competencies of linguistic intelligence in terms of determining the intellectual development of human. In this sense, Gardner (2004) clarifies the central aspects of linguistic intelligence by dealing with the literary works of various poets, illustrating the puns and metaphors in their poems in company with related comments or critism on them. Exemplifying linguistic intelligence by means of poetry, Gardner initially

puts emphasis on semantic sensitivity that is related to managing words, their meanings, connotations, conveying various feelings and desires through the combination of words. Secondly, he touches upon the sensitivity to phonology. This domain of language goes beyond the meaning of language and includes mastering and reflecting on the sounds of language (Yopp & Yopp, 2011). As the third point, he makes stress on mastery in syntax. This area is related to the grammatical structures of sentences, phrases, and the rules of combining words to construct appropriate sentences (Radford, 2004). Lastly, he deals with pragmatic competency that goes beyond the objective meanings of words and linguistic knowledge. It concerns with appropriate use of language in different physical and social circumstances (Chapman, 2011).

Adding to those core operations, Gardner calls attention to four basic aspects of linguistic intelligence in human life. The first aspect is rhetoric that involves the ability of speaking or writing effectively to persuade other people. The second aspect is the mnemonic potential of language that contains applying techniques for the retention of larger pieces of information and aiding brain to create long-term memories. The third aspect is the role of language in explanation that connotes the use of oral or written language as a tool for having conversation and expressing ideas or facts about diverse issues. The last aspect is the metalinguistic that refers to the function of language in describing language. In other words, it is the ability to use language in analyzing and understanding the various systems of language consciously. Moreover, he makes reference to the developmental trajectory of linguistic skills. This development process consists of several stages. It is expressed that the most important changes in language development emerge in the first years of infancy, and several language components develop quickly and sequentially in these years. Also, linguistic competencies go on improving in the successive periods of life. The acquisition of language occurs through the same processes for all normal children and for most of the retarded ones. However, individual differences affect the kinds of words that children first utter, their speed, and skill in learning the central aspects of language (Gardner, 2004).

Within the scope of all aforementoned points, Gardner identifies language and linguistic intelligence as unrivaled and the most commonly shared instance of human

intelligence. According to this statement, linguistic intelligence is a basic skill that is possessed by all individuals and exhibited to some extent in order to survive. The linguistic difference among people arises from varying levels of mastery in applying linguistic skills. In other words, daily life can be sustained through an average use of language; however, high linguistic abilities bring the superior application of these competencies (Gardner, 2004). According to Viens and Kallenbach (2004), compared to individuals with average linguistic intelligence, linguistically intelligent individuals demonstrate developed skills in oral and written expression, reflect their feelings and opinions by assigning deeper, more expansive, and sophisticated meanings to words. Authors, politicians, journalists, novelists, preachers, teachers, and lawyers can be listed among the individuals with high linguistic intelligence.

In brief, verbal-linguistic intelligence consists of various intellectual functions. In general terms, it embodies a well-developed understanding of literal and figurative meanings of words, highly developed auditory skills, and proficiency in using words both in oral and written forms. The development of these competencies takes place incrementally, and in each stage, various language components are acquired. Individuals with dominant verbal-linguistic intelligence make use of their giftedness to achieve certain goals, such as to convey information through oration with high levels of persuasiveness, to express themselves poetically or rhetorically, to remember information, and to exhibit their sense of humor.

2.5.4 Visual- Spatial Intelligence

Visual-spatial intelligence is related to abilities that traditional intelligence tests pay equally great attention along the verbal-linguistic intelligence. For this reason, regarding visual-spatial aptitude, multifarious perspectives, scientific explanations, and diverse typologies have been proposed by several psychometricians (Gardner, 2004). In general terms, the sense of sight lies in the centre of this intelligence, and it refers to the ability to perceive, transform, or modify visual-spatial data (Kovalchick & Dawson, 2004). It is the ability to process mental images through transformations in order to have graphical representations of spatial information (Stenberg & Vagner, 1994). That is to say, individuals with high visual-spatial intelligence perceive objects from multiple perspectives and create two- or three-

dimensional forms of them in mind. Even in the absence of tangibility, they manage to envisage the properties by using their internal visual senses (Gardner, 2004).

Visual-spatial intelligence progresses through several stages. According to Piaget, initial appreciation of trajectories observed in objects and capacity to find way between various locales are the two central abilities of spatial cognition in sensori-motor stage. Following this stage, individuals gain the ability of mental imagery through sense of object permanence. Then, they are able to imagine the properties without any need to tangibility, but unable to apply mental operations on them. In concrete operations stage, they become competent on manipulating objects and images spatially, rotating them in mind, and envisaging how things look like from different angles or perspectives just in terms of concrete situations. Ultimately, they are able to perceive abstract spaces and interpret varied transformations (Gardner, 2004).

A range of findings regarding the localization of spatial competencies in brain propose that separate regions of brain involve in functions of spatial processing. Evidences from clinical studies about people with brain injury, performances of unilaterally brain-injured patients on standard spatial functioning tests, and other related laboratory studies with normal individuals suggest that posterior areas of the right hemisphere of brain are the superior sites of visual-spatial processing. These data prove that damage in the right hemisphere of brain causes impairment in spatial functionings of individuals (Gardner, 2004). Besides these findings, certain studies that are implemented on blind children and adults show that spatial abilities do not only pertain to sighted individuals. These studies suggest that people with visual impairment compensate for their visual loss by their tactile sensations and make inferences regarding the given or mentioned visual input. For instance, a blind person can make judgement about the spatial relations about or between items, such as the distance, direction, size, or shape. This fact proves that spatial ability and visual acuity do not have to function simultaneously (Gardner, 2004).

Individuals with high visual-spatial intelligence tend to perceive environment holistically and envisage connections of various ideas or objects. Thanks to their photogenic memory, they are capable of creating, recognizing, and manipulating

patterns. They recall visual images in different fields or dimensions and notice the details, such as shapes and colors. Their clear sense of mapping and direction enables them to realize surroundings accurately in a flash (MacKenzie, 2008). This spatial awareness and internal visual imagery enhance their artistry and creativity. Moreover, such individuals are endowed with an excellent hand-eye coordination and this ability enables them to master any task that requires fine motor movement. Furthermore, they perceive the abstract resemblance between separate forms that seem comparatively irrelevant but have similarities in common (Gardner, 2004). The reflection of high visual-spatial intelligence can also be observed on numerous scientific discoveries. For instance, chemist Friedrich Kekule discovers the molecular structure of benzene, physicist Albert Einstein develops the theory of relativity, and scientist Michael Faraday discovers electromagnetic induction thanks to their creative insights (Finke, 1990). Leonardo da Vinci is also an ideal example of spatial visualization ability. Beyond his artistry, he is able to interpret imagery and transform this imagery into symmetrical drawings. His two- and three-dimensional architectural and mechnical drawings, imaginative machine and weapon designs, brilliant examinations of human and animal anatomy are unique implications of spatial intelligence in scientific domain (Fogarty & Stoehr, 2008).

While learning new things, individuals with opulent visual-spatial intelligence use illustrations, tend to visualize things in their minds, and prefer learning through visual aids, mental pictures, symbols, words, or emotions (Muijs & Reynolds, 2005; Shade & Shade, 2011). For these reasons, they feel more comfortable in learning environments that promote visual processing and three dimensional thinking (Jackman, 2012). When interests and strenghts of spatially intelligent individuals are considered, architecture, photographing, mechanical engineering, hunting, scouting, guiding, and interior designing can be listed among the appropriate career choices for them (Armstrong, 2009; Jacobelli & Vatson, 2008).

Briefly, visual spatial intelligence relates to sensitivity to visual details, imagination, and creativity. Individuals with high visual spatial intelligence are able to retain items in the mind's eye, visualize properties from different perspectives and dimensions, transform and arrange verbal or written ideas into active visual models. They are sensitive to physical characteristics of properties and spatial relations

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among properties. They apply flowcharts and diagrams to process information. In absence of visual stimuli, they are able to envisage properties and create a clear impression of any item they think of. They have a good sense of direction and thanks to their prosperous photographic capacity, they are good at remembering what they see. Instead of words, they think in images, and for that reason, they prefer getting the pictorial representation of verbal instructions.

2.5.5 Bodily - Kinesthetic Intelligence

Bodily kinesthetic intelligence is related to skillful use of whole or parts of body to achieve certain goals. It is related to action and can be defined as the muscle memory that roots in sensory motor experiences in a human's life time (Campbell, Campbell, & Dickinson, 2004; Fogarty & Stoehr, 2008). Bodily-kinesthetic intelligence is the combination of various interrelated abilities that aim at skillful handling of objects and controlling bodily motions (Gardner, 2004; Kincheloe, 2004). These skills emerge either separately or together to achieve various tasks, but in either case, they are fundamental for fulfilment of bodily-kinesthetic tasks. As Armstrong (2009) underlines, delineating thoughts through body language and superior manual dexterity are the basics of this intelligence. Gardner (2004) describes this intelligence as a highly developed ability to use body in various ways depending on the purpose as in the case of performance of mimes. He adds that it is possible to see how bodily kinesthetic intelligence is applied to maintain simple daily tasks, such as typing or handling objects. While dealing with an isolated intelligence of body, he also refers to neuropsychological cases. He speaks of the impairments that emerge as a result of injuries in the left hemisphere of brain, that is the dominant part of motor activity. In the light of these cases and also the cases of exceptional individuals, such as idiot savants or autistic children, he reexamines the existence of bodily intelligence. He suggests that such individuals' developed kinesthetic sense, ability to manipulate objects, tendency to fulfil a variety of highly skilled motor activities despite certain linguistic or logical deficits indicate and promote the existence of a separate bodily kinesthetic intelligence. Furthermore, he deals with the analysis related to evolutionary process of bodily skills both in humankind and other primates. The data related to characteristics of tool use of other species suggest that bodily skills and tool use make a progress with growth through sensory-motor maturation, playing with environmental objects in casual or problem-solving settings, and response-

contingent stimulation. If these factors do not exist, there cannot be a proper skill acquisition of tool use. This evidence indicates that all species are endowed with a tendency to use typical body movements; however, bodily skill endowment of species is developed on a limited scale under a learning process through observation, imitation, and application in a trial and error manner. Meanwhile, highly talented two-hand use, advanced tool manipulation skills, and related developed cognitive functions constitute the distinctive bodily-kinesthetic features of human beings and make them superior to all other species.

In general terms, individuals with high bodily kinesthetic intelligence possess mental capacity to coordinate their physical movements. They use their body movements intentionally in a goal-oriented manner as in the case of dancing, hunting, miming, or acting. They activate their body movements to fulfil actions that require mental effort in learning, problem solving, organizing, and making inferences (Smutny, 2003). They are also skillful at activating their bodily sensations to process information (Price, 2003). Pointing out these special traits of bodily kinesthetic intelligence, Viens and Kallenbach (2004) list dancing, sign language interpreting, coaching, miming, surgery, sports, and acting among the appropriate roles or domains for individuals with high bodily kinesthetic intelligence. Such individuals learn through experiences in physically active environments. Instead of taking knowledge passively, they prefer demonstration or modelling (Smutny, Walker, Meckstroth, & Lisovskis, 1997). For this reason, such individuals should be provided proper teaching-learning environments where they can express themselves kinesthetically.

In brief, bodily-kinesthetic intelligence is comprised of skillful bodily functions and requires the ability to discern through bodily sensations. Studies related to neuropsychological cases reinforce the existence of a separate bodily kinesthetic intelligence. This intelligence manifests itself in a variety of forms either as dexterous use of body as in the case of dancers, or masterful manipulation of objects, as for sculptors. Such people that display a high degree of bodily kinesthetic intelligence are physically well coordinated, have a keen sense and control of bodily motions, and use their kinesthetic skills thoroughly. They express themselves through their body movements, tend to process and comprehend new information through physical movement or interaction with environment.

2.5.6 Interpersonal Intelligence

Interpersonal intelligence is related to individuals' interactions with one another. It can be specified as being skillful at realizing and discriminating among other individuals feelings, especially their moods, motivations, desires, intentions, and temperaments (Gardner, 2004). It enables individuals to go beyond themselves and deal with others. It is a sensitivity to what other individuals feel or desire and a skill to impress them effectually (Carr, 2011). Individuals with interpersonal intelligence can skillfully interpret body language of others. They can easily realize facial expressions, gestures, mimics, or tone of voice and assess them efficiently for their own benefits (Armstrong, 2009). It provides individuals an understanding of others by realizing their feelings, manners, and personality traits. By means of this awareness, individuals can put themselves in other individuals' place and treat one another most appropriately (Silberman & Hansburg, 2000). They can develop intimacy with people around them and interact with them readily in either familiar or unfamiliar settings (Kishan, 2007). As a result, they can work efficiently with others (Gardner, 1999). Contrary to some abilities, such as logical-mathematical faculties, interpersonal competencies do not decline with age. These competencies are learned and consistently developed by means of interactions in various social settings ranging from family and educational environment to other public relations, such as job context. Throughout the socialization processes in such contexts, individuals discover and develop appropriate interpersonal skills (Fogarty & Stoehr, 2008; Silberman & Hansburg, 2000).

Gardner (2004) supports the existence of a separate interpersonal intelligence on the basis of evolutionary considerations. He mentions about the social-cooperative capacities of antecedent species to achieve complex surviving actions, such as hunting or tracking. In this regard, he states that emergence of such activities that require the participation and cooperation of groups of people, and the acquisition of the skills to fulfil these activities constitute the evolutionary roots of interpersonal intelligence. He also points out that during their prolonged childhood, primates acquire the basic skills or behaviours from their mothers by modelling them through observation and imitation. This tie to another individual for a long time, learning from her and passing on that acquired knowledge to the next generation are seen as the biological basis for interpersonal intelligence. Moreover, Gardner (1993) makes

reference to brain researches and cases in Alzheimer's or Pick's diseases that suggest the localization of interpersonal knowledge in the frontal lobes of brain. Data from these sources reveal that patients lose their social competencies, or experience dramatic personality changes as a result of a damage or an impairment in posterior brain zones.

Individuals with interpersonal intelligence need to be provided a collaborative learning environment. Activities that require pair or team work activate such learners by making the teaching learning process more meaningful and efficient for them (McKenzie, 2005). These individuals have the necessary characteristics to be counselor, educator, community organizer, social researcher, consultant, religious leader, or arbitrator (Viens & Kallenbach, 2004) Political or religious leaders, such as Mahatma Gandhi, Abraham Lincoln, Eleanor Roosevelt, and Martin Luther King Jr. can be listed as the examples of embodiment of interpersonal intelligence (Blake & Blake, 2002).

Briefly, interpersonal intelligence enables people to interact with other people, to understand or recognize differences in their feelings and behaviours. Individuals with high interpersonal intelligence are good at human relationships thanks to their effective verbal and nonverbal communication skills.

2.5.7 Intrapersonal Intelligence

Intrapersonal intelligence is related to individuals' own emotional states, thoughts, feelings; in a word, the conditions that happen within the mind of an individual. It can be defined as self awareness of one's own ideas, emotions, attitudes, and position in life (Power, Nuzzi, Narvaez, Lapsley, & Hunt, 2008). It is the ability to evaluate oneself objectively with a self-reflective manner and consists of self-understanding, self-esteem, and self-discipline (Armstrong, 2009). It requires the ability to look inward to figure out and differentiate various feelings with an awareness of their divergent impacts on life (Blake & Blake, 2002).

Gardner (2004) consults the evolutionary process of intrapersonal intelligence while introducing it as a separate intelligence. He points out the capacity to transcend the mere satisfaction of instinctual drives and proto-symbolic capacities among animals

as evolutionary evidence for intrapersonal intelligence. He also deals with individuals with brain injury, aphasics, and autistic children to form the biological basis of this intelligence type. Individuals with a defect in frontal lobes of brain experience various pathological forms of personal knowledge while they can maintain other skills properly. This reinforces the major role of frontal lobes of brain in personal intelligence, shows the separate localization of personal intelligence, and supports the existence of a preserved intrapersonal intelligence.

Because intrapersonal intelligence is directly linked to self-awareness, it is associated with personality development that is formed in a range of stages (Gardner, 2004). As explained in Erikson's theory of psychosocial development, individuals experience discrete stages with particular conflicts through their lives (Pressley & McCormick, 2007). During these stages, they learn and find themselves, gain a sense of identity, and gradually develop their personal profiles. This personality development makes a perpetual progress in life as in the case of body development (Snowman, McCown, & Biehler, 2012). Such perception and formation of self by passing through different stages is of vital importance to realize one's strenghts and weaknesses in the context of individuation (Matthews et al., 2002). Self awareness in intrapersonal intelligence helps individuals set reachable goals in life and paves the way for taking action to compensate for or improve personal weaknesses. By this way, they learn how to make use of their skills preeminently. For these reasons, it is labeled as the most fundamental intelligence for the systematical improvement and life-long success of individuals (Hoerr, Boggeman, Wallach, & The Faculty of New City School, 2010). However, level of this intelligence depends on some variables, ranging from one's background, gender, and birth order to culture, personality traits, and capacity in using other intelligences. For this reason, while making a remark of intrapersonal intelligence or looking for ways to improve it, these factors must also be taken into account (Power et al., 2008). Furthermore, realization of self is the prerequisite of socializing with others and affects individuals' interpersonal intelligence skills (Nelson, 2008). As Day (2007) states, competence in intrapersonal intelligence skills is the building block of development in interpersonal relationships. However, individuals with high intrapersonal intelligence should be nurtured affectively and supported to become more independent, perseverant, and self-confident (Ellison, 2001). In educational settings, activities such as drawing a family tree, fulfilling

artwork, writing poems, reflections, diaries, musical compositions or lyrics can activate intrapersonal intelligence. Musician, poet, therapist, psychologist spiritual/religious leader, or motivational speaker can be listed among the good career choices for individual with high intrapersonal intelligence (Viens & Kallenbach, 2004).

To conclude, intrapersonal intelligence does not mean a tendency to stay in isolation; on the contrary, this intelligence consists of personal competencies that bring self awarenesss, self esteem, and self actualization. Perception of oneself with both weaknesses and strenghts makes an individual self reliant and self controlled in life. This self understanding is the major constituent of mental and emotional well-being and makes individuals more mature and balanced in their interrelations in both social and educational settings.

2.5.8 Naturalistic Intelligence

Naturalistic intelligence is basically related to the capacity of getting an awareness about and discriminating patterns in nature. This intelligence provides an expertise in recognizing and categorizing different plant and animal species specific to individual's environment (Armstrong, 2009). In general terms, naturalistic intelligence requires consciousness, gratitude, knowledge, and understanding of how nature works (Ricketts & Ricketts, 2018), and is a vital part of survival (Nardi, 2001).

When Gardner (1999) concludes that his preexisting intelligences remain incapable of explaining the core capacities of naturalistic intelligence as a separate intelligence, he addresses to a number of sources. First of all, he refers to cultural values and handles the matter from two separate points of view. On the one hand, he touches upon the importance of naturalist skills by suggesting that supreme application of folk taxonomies in cultures without formal science is regarded as the core capacity of a naturalist. On the other hand, he realizes that cultures with scientific adaptation require the study skills of various species in keeping with formal taxonomies. Also, he deals with the definition of naturalist in Western culture as individuals that possess an accumulation of knowledge of natural sciences. Secondly, as in the case of other intelligences, Gardner addresses the evolutionary roots of naturalistic

intelligence by stating that the chance of an organism's survival is correlated with its skill of distinguishing between species. Moreover, he suggests that the existence of core capacities of naturalistic intelligence can be observed in regular activities of human to meet the daily needs for survival, such as hunting, fishing, or cooking. Furthermore, despite the insufficiency of scientific studies about the naturalistic capacities of human, Gardner pays attention to studies about individuals with superior skills in one field while displaying severe deficiencies in another field, such as prodigies and savants. By means of these examples, he propounds that as in the case of linguistic capacities, children may exhibit an outstanding tendency to nature at early ages. Additionally, he touches upon to clinical and experimental studies on brain-damaged patients which reveal that damage in specific neural centers causes loss of identification of living things. Such cases indicate the important function of certain brain regions in naturalistic perception. Last but not least, he tries to prove universality of naturalistic skills by stating that every culture has diverse taxonomies of plants and animals.

Individuals with strong naturalistic intelligence have a great interest towards natural events. They are sensitive to the wellness of nature and all species of nature (Dogil & Reiterer, 2009). They have keen senses of taste, touch, sight, sound, and smell. They are interested in ecological concepts, concern about environmental issues, and work for protecting the nature (Wilson, 2012). They are keen on observing or searching for the beauties of nature and prefer outdoor activities where they can be in touch with nature (Mayesky, 2012). When these tendencies are considered, it seems possible to integrate naturalistic competencies in teaching-learning process just by organizing a nature walk in consistency with the topic of a lesson. However, in contrary to other intelligences, adapting the curriculum as to the needs of naturalistic intelligence sounds difficult (Fogarty & Pete, 2007). On this issue, Campbell (2008) suggests the use of scrapbooks, microscopes, books about species in nature, or benefiting from natural things, such as shells, rocks, feathers, in making teaching-learning process more appealing for individuals with high naturalistic intelligence. Also, Galloway (2007) states that it is possible to support individuals with strong naturalistic intelligence academically by asking them to create databases by searching and categorizing species in nature.

To sum up, individuals with dominant naturalistic intelligence are interested in the natural world. Thanks to their environmental consciousness, they exhibit a keen tendency to the different specimen in nature, observe and notice environmental changes, care for living creatures, protect wildlife, and learn better through nature-related collecting and categorization activities.

In conclusion, there are different types of intelligences that emerge from the cognitive researches. In sum, Gardner's challenging new perspective to the intelligence relieves of the psychology from limiting the immense mental capacity of human being to the unitary model of traditional intelligence view. This new point of view does not aim at providing a simple categorization or labeling of individuals. On the contrary, such a pluralistic view of intelligence faciliates realization, appreciation, and reinforcement of diversed actual human capacities. Gardner also concerns about the educational implications of his pluralistic view. First of all, he suggests that the use of interrelation among diverse intelligences contributes to the learning process. Secondly, Gardner underlines the fact that even though all people are born with innate capacities regarding each intelligence, even the exceptional talents recede or are forgetten if they are not nurtured. So, recognition of strong intelligences through good and conscious educational opportunities is important in terms of intelligence development. That is for sure that each person can choose different ways to achieve a certain goal; however, this divergence does not make one superior to another. On the contrary, differences provide new ways to enrich teaching-learning opportunities.

2.6 Reading and Reading Comprehension

Language is basically defined as the communication system comprised of sounds, words, and grammatical structures, or the system enabling people of a definite country to communicate (Cambridge Advanced Learner's Dictionary, 2013). This unique aspect of human behaviour involves basically four skills as reading, writing, listening, and speaking (Dash & Dash, 2007). Among these skills, reading stands as an indispensable part of daily life in terms of both social and professional settings (Cain, 2010). It is also important as an academic skill that is necessary to gain success in all other educational subject areas (Wong, 2004).

Regarding the conceptualization of reading and reading comprehension, several definitions have been suggested (Hedgcock & Ferris, 2009). While the early theories, especially the ones before 1970, define reading as a passive decoding process, much broader conception is acquired with extensive definitions in the recent history (Carrell, Devine, & Eskey, 1998). In current definitions, identification of reading as a simple decoding process is rejected while the crucial role of comprehension in reading process is emphasized. Reading is defined as the process of how we understand or interpret a written text (Bielby, 1999; Manzo & Manzo, 1995) while comprehension is regarded as the primary aim of reading (Rasinski, 2009). It is labeled as a receptive language skill that happens through a psycholinguistic process between the information linguistically conveyed by writer and the meaning comprehended by reader from that piece of information (Carrell et al., 1998). For that reason, comprehension is explained as being comprised of a complex process including social, emotional, perceptual, and cognitive experiences (Dorn & Soffos, 2005). It is presented as a rather multifaceted process in which people apply their personal experiences, background knowledge, and skills to decode the meaning provided in a written text (Colombo, 2012).

Reading process takes place in three stages that are specified as recognition, structuring, and interpretation stages. In the first stage, readers recognize sounds in form of letters. After this recognition of spoken words in written forms, readers comprehend isolated words as a whole by realizing the syntactic relations of word units and their structural meanings. As the last stage, readers go beyond the meanings of words and have a grasp of the whole discourse by discerning metaphors, similes, facts, or opinions. The fulfilment of these stages is attained through the combination of decoding and comprehension processes. The application order of these stages is not invariable; on the contrary, depending on the characteristics of the text and its components, readers may apply or shift these stages (Ediger, Dutt, & Bhaskara, 2003). The following figure depicts the basics of reading process:
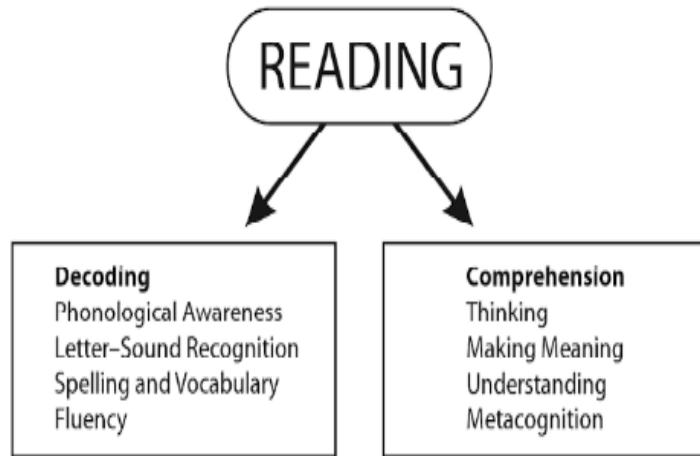
Figure 1: The Basic Dimensions of Reading Process
(Gear, 2008, p.11).

Reading process takes place in a sociocultural context (Hedgcock & Ferris, 2009) and sociocultural factors have a determining role in acquisition of language skill (Esther & Alicia, 2006). The major elements of reading and the interaction among them can be seen in the following figure:
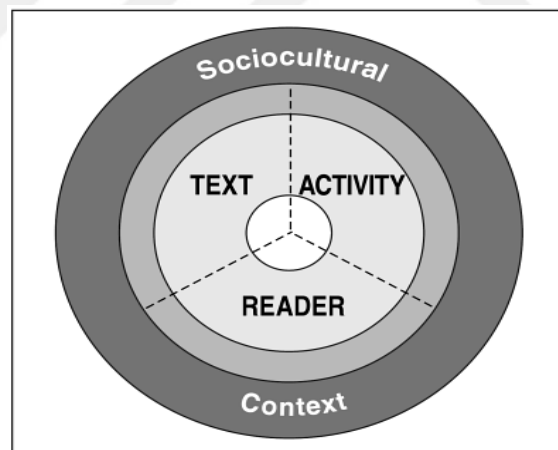
Figure 2: The Major Components of Reading Process
(Sweet & Snow, 2003: 3).

Adding to its sociocultural dimension, reading has a social-interactive function beyond its personal-private characteristic. According to this viewpoint, reading has an impact on social roles because target audience of printed materials, such as advertisements or warnings, are not isolated individuals but the whole society. It is

suggested that reading is not only about what readers do but who the readers are because reading is a way of expressing specific behaviours that pertain to particular roles (Wallace, 1992).

To sum up, it can be stated that reading comprehension requires higher order thinking skills that cannot be explained as a simple decoding process. It is the output of a complex process that is affected by individual differences of readers. These features of comprehension should essentially be examined in order to understand how actual reading process occurs and how comprehension can be enhanced.

2.7. The Major Components of Reading Comprehension

Comprehension consists of various processes that range from decoding the linguistic components and interpreting the main idea of a text to understanding the aim of the author. It is the product of the interrelation among the reader, the text, and the activity (Almasi & Fullertone, 2012; Celce-Murcia & Olshtain, 2000). In this relationship, reader represents the individual capacity, ability, and experience that are activated while reading. Text suggests the written document that is aimed to be comprehended. As the last component, activity can be related to three aspects that are the purpose of the reader, the mental processes that the reader applies while reading, and the reading consequences (Sweet & Snow, 2003). In the following sections, these components are examined thoroughly.

2.7.1. Reader

Reading is a crucial part of daily life and requires the dialogue between reader and writer. Individuals read various text types with several purposes that can be outlined as reading to learn, to survive, and to entertain (Wallace, 1992). Whatever the material or the purpose of reading is, individuals need to understand a text in order to satisfy their reading needs, and this satisfaction can be provided by means of effective reading. The term effective reading can be explained as the ability to read properly to absorb a written text to succeed any goal (Greenall & Swan, 1986). The ones that can use proper strategies to achieve reading comprehension are defined as effective readers (Clark et al., 2004). Effective readers exhibit a number of abilities that range from understanding word meanings and engaging with each sentence to reveal the meaning relations among sentences to gain an overall reading success (Cain, 2010). Basically, they can understand the aims of reading, analyze the text to

identify the important information by realizing main ideas and supporting details, make inferences and meaningful conclusions (Tankersley, 2003).

Reading basically arises from the interaction between reader and text. In this interaction, reader deciphers writer's enciphered thoughts and searches for information (Carrell et al., 1998). What is conveyed by writer is examined and responded emotionally and intellectually by its reader (Dustman, 2008). This interaction is directly associated with a set of reader variables (Booth, 1998). When individuals from different backgrounds read the same material, they reflect their personal experiences or knowledge on the print. As a result, what a reader knows and brings to reading process either constricts or broadens the scope of his/her comprehension. These variables are related to purposes for reading, background, attitudes towards reading and literacy in general, and prior knowledge about theme of the text (Hedgcock & Ferris, 2009). All these mentioned variables stem from various sources. Nominately, the family and the socio-cultural environment a person grows up in, the experiences a person gains in educational settings, the extent of a person's schemata on different issues, and the individual differences, such as motivation, learning styles and strategies, are influential on the ultimate reading achievement (Hedgcock & Ferris, 2009). For this reason, it is essential to take these differences into account in order to enhance reading comprehension success of readers. Readers should be provided strategy training opportunities and encouraged to apply them as much as possible. They should be observed while reading texts that are chosen on the basis of their needs, levels, and different background knowledge. Their performances should be supported with appropriate feedback (Booth, 1998).

As it is understood from all these points mentioned above, reading is an interactive process in which reader carries out various strategies to fulfil the reading goals. There are variables that affect the interaction between reader and reading material, and reading accomplishment is influenced by these variables. The proper guidance of teachers is significant to facilitate the reading process for students and to enhance their reading competencies.

2.7.2. Reading Material

Individuals read various text types consciously or unconsciously on a daily basis (Grabe, 2009). These materials can consist of just a couple of words, simple sentences or the combination of numerous words, and sentences in complex grammatical forms (Aebersold & Field, 1997). The text forms that are read daily, such as newspapers, bills, magazines, mails, or articles, do not all have educational concerns. For this reason, they are not questioned in terms of being read strategically (Donohue, 2008). On the other hand, reading materials that are used in educational settings should be approached strategically. Basically, texts with educational concerns can be grouped as traditional and current models. Traditional models of reading labels text as the object of whole reading process. They suggest that reader has a passive role in reading process. The text gives the information, and the reader is responsible to receive it without any interaction with or any contribution to the text and to the reading process itself. This insufficient viewpoint has been later replaced with the current models of reading that regard readers as active participants of the whole reading process (McDonough, Shaw, & Masuhara, 2013). The following figures clarify the differences between these viewpoints:
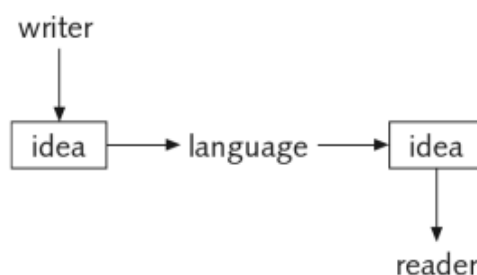
Figure 3: Text as Object Viewpoint
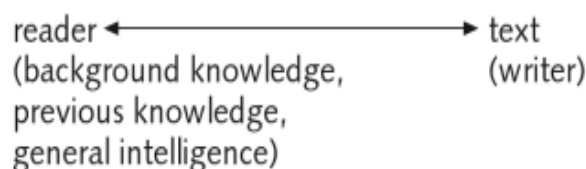
Figure 4: Text as Process Viewpoint
(McDonough, Shaw, & Masuhara, 2013, p. 113).

In order to achieve the interaction between reader and reading material, it is important to structure and grade the reading material according to the level of target group and objectives of teaching-learning process (Choudhury, 1998). This is not only important in terms of achieving the educational objectives but also affects learners' beliefs, attitudes, and motivation towards reading. On this issue, Sarıçoban provides two approaches of material selection. The first approach is learner centered that gives the highest priority to learners' interests and needs while choosing the text and the way it is presented to learners. The following figure presents this approach that is suggested as the ideal approach:

Learners' interests and needs

Selection of text   **Exploitation of text**
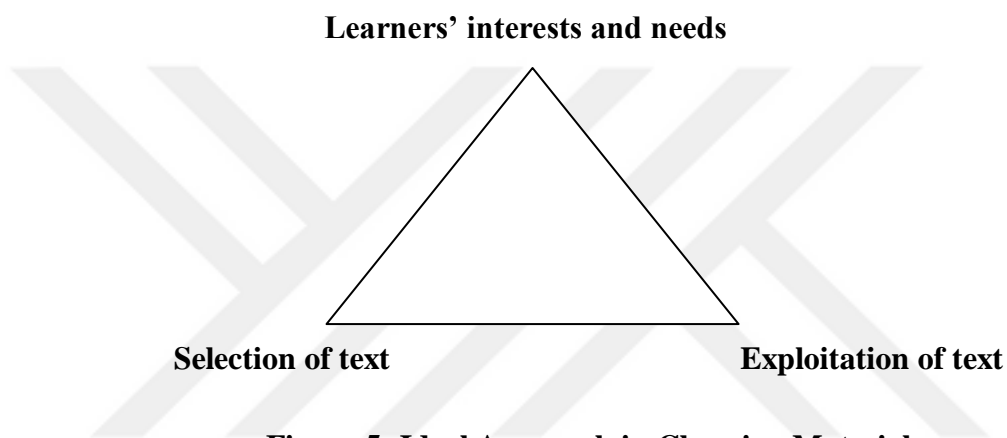
Figure 5: Ideal Approach in Choosing Material
(2001, p. 74).

The second approach gives priority to the text. Reading materials are predetermined by an authority, and teachers have no role in choosing the materials. They just present the text and related activities without evaluating them in terms of target groups' needs or interests. The following chart illustrates this traditional perspective:

Text prescribed

Exploitation of text   **Learners' interests and needs**
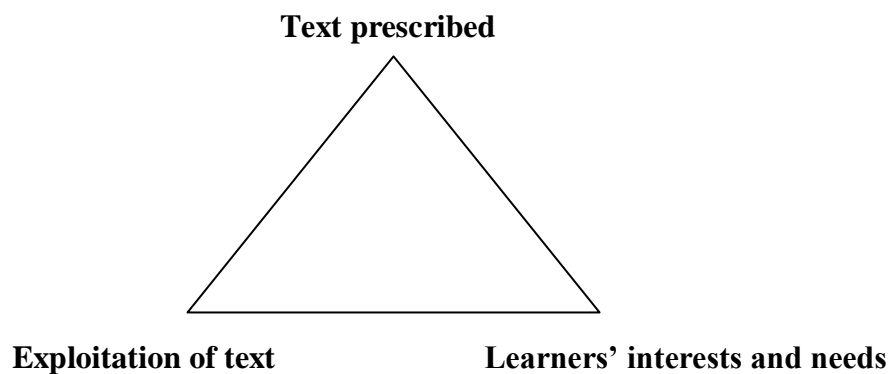
Figure 6: Traditional Approach in Choosing Material
(2001, p.75).

In educational settings, it is suggested to choose reading materials after determining the actual reading ability levels of students. If materials are not at appropriate level of difficulty, it becomes challenging to teach for teachers and to learn for students. To enhance students' reading comprehension success, materials should be generated by teachers or chosen appropriately among the ones that are relevant to students' interests (Fry, 2004).

To sum up, reading material is an important factor in the accomplishment of reading comprehension, and regardless of what kind, it has notable functions in students' learning process. Proper strategy training and differentiation of instruction are also essential to learn how to engage in reading materials.

2.7.3. Reading Activity

Reading activities have a crucial role in the proper fulfilment of reading process and must be qualitative as the complementary components of reading materials. Reading activities basically consist of decoding words, identifying their meanings, implementing appropriate strategies for better comprehension, and reinforcing higher order thinking skills. In general terms, the major function of a reading activity should be to attain the following goals:

- To increase knowledge,
- To find solutions to real and imagined problems,
- To engage with the text for one of more purposes,
- To realize that intended outcomes may or may not be fulfilled. (Cohen & Cowen, 2008, p. 180)

Reading activities enable students to test their understanding of a written material. They are presented in different stages of reading and generated in line with different purposes. Their pattern is basically labeled as introductory, main, and post activities. Introductory activities aim at raising awareness about the topic and constructing goals for reading. Main activities are the ones presented during reading in order to develop various reading skills to check comprehension. Post activities allow readers to deepen their understanding and to relate what they read with what they already know (Spangler & Mazzante, 2015; Spratt, Pulverness, & Williams, 2005).

Integrating activities into reading process makes reading more purposeful and meaningful for readers. While engaging in activities in different phases of reading, readers observe their own reading processes and gain self-conrol on their reading performances (Grabe & Stoller, 2013).

To sum up, reading activities reinforce comprehension by guiding readers and helping them become more strategic readers. On the basis of readers' levels, needs, and aims, different activities should be presented, and readers should be promoted to acquire necessary reading skills.

2.8. Background Knowledge and Schema Theory

Each person has a different background, and this is notably influencial on the way he/she perceives the world, the situations, and other people around him/her. This fact is an effective factor in the accomplishment of reading process. Readers possess divergent knowledge bases that shape the way they approach, process, and comprehend a reading text. These differences stem from five basic sources that are school, family, community, sociocultural environment, and individual differences. Due to these factors, individuals acquire a range of specific life experiences, and these experiences constitute the basis of their varied knowledge on different issues. Consequently, when they interact with a written text, they recall these experiences and reflect the outcomes of these experiences into their reading process (Aebersold & Field, 1997). This varied background knowledge that readers bring to reading process and make use of to comprehend a written document is labeled as schema which is regarded as the primary component of knowledge by Piaget (Fagard & Wolff, 1991). Schemas are the outcomes of recurring situations that constitute connections between related cognitive structures (Wood & Attfield, 2005). They are the depiction of how information or experiences are stored in memory and reprocessed to decipher the interrelations among them (Bonnes, Lee, & Bonaiuto, 2003). According to Piaget, human beings are endowed with simple schemas of basic reflexes and gradually modify or develop schemas in life spans (Nevid, 2013).

As stated by Wood and Attfield (2005), the studies of cognitive scientists and psychologists constitute the foundation of schema theory. Even though the idea initially dates back to philosopher Immanuel Kant (Cotrozzi, 2010; Oppenheim,

2005), the concept of schema is first presented by neurologist Henry Head and elaborated by psychologist Sir Frederic Charles Bartlett as schemata theory of memory (Roeckelein, 2006). The theory is further developed by David Rumelhart and Marvin Minsky (Huber, 2013; Reed, 2012). In general sense, the theory attributes to several models in favor of the assumption that knowledge is stored and associated in memory and applied to reinforce comprehension. However, these models may show varieties depending on the theoreticians' or the researchers' viewpoints (Clapham, 1996). Brown (2007) suggests that schema theory can be dealt in terms of content and formal schemata. Content schemata consist of individuals' background knowledge as regards to the content of text while formal schemata are related to individuals' background knowledge about language and rhetorical structure (Kern, 2000; Padma, 2008; Zhu, 2005). Also, Robinson (2013) mentions about cultural schemata which can be defined as the common data shared by the members of a specific cultural group. Moreover, linguistic schemata is addressed that refer to decoding skills necessary for word recognition and sentence formation (Aebersold & Field, 1997). Furthermore, while linking cultural schemata with content schemata and mentioning about linguistic schemata as grammatical schemata, Diaz-Rico (2004) also makes reference to text-processing schemata that are used in all stages of reading process to improve comprehension.

From this point forth, it can be said that reading the same material does not mean reacting to and comprehending it in the same way. The reason is that readers bring their own experiences into reading process and handle reading texts in the light of their personal knowledge and viewpoints (Brown, 2007). This recall of memory consists of various mental sources that range from grammar and vocabulary to personal experiences or skills about the structure and theme of the text. As stated by Miller, by accessing to their already existing knowledge, readers make inferences, assumptions, and pose questions about the text in various stages of reading process. In this way, they gain an initial adaptation towards the unfamiliar reading text (as cited in Hunt, Wiseman, & Touzel, 2009). On the other hand, lack of such prior knowledge can cause negative results in reading. If readers have no prior knowledge about what is read, they have difficulty in processing information effectively. They may fail to get the main idea of the text, to guess the meanings of unfamiliar words, or to recognize grammatical structures of sentences. They can not internalise the

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reading process, and their motivation and adaptation gradually decline. As a result, they cannot make sense of the message conveyed by the writer through the text (Dorn & Soffos, 2005). Existence or absence of prior knowledge determine the accomplishment or failure in reading comprehension (Wong, 2004). In other words, having a prior vocabulary or grammar knowledge about text increases the comprehension level while deficiency of such knowledge makes the state more challenging for readers (Almasi & Fullerton, 2012; Tantillo, 2013). In case of possessing inaccurate, limited, or no background knowledge, or experiencing difficulty in bridging existing knowledge with the newly presented data, comprehension is hindered, and reading turns into a distress for readers. They can not find the way that leads them to comprehension and get lost in reading (Kern, 2000). At this point, teachers are responsible for detecting learners' schemas and reinforcing them through appropriate materials, sufficient interaction, and differentiated instruction (Wood & Attfield, 2005). However, it could be difficult to anticipate the extent of students' prior knowledge and to take the right steps before reading a text. In this case, teachers must teach their students the appropriate strategies to compensate for deficiency in prior knowledge and introduce an extended pre-reading stage through class discussions in order to fill the informational gap between the text and the students. Thanks to such an approach, students acquire the necessary skills to define and overcome their comprehension problems, and reading process becomes more facilitated for them. Accordingly, they become more strategic readers with independence and confidence in their own reading process (Almasi & Fullerton, 2012).

Beyond all those aforementioned points in favour of schema theory, there are also several criticisms with it suggested by various researchers. The theory is seen inadequate in explaining human understanding and providing an extensive interpretation about learning process (Clapham, 1996). It is even described as nothing but just a figurative definition regarding the probable effect of previous knowledge on comprehesion (Grabe, 2009). According to Guzetti (2002), the weakness of the theory is related to a couple of reasons, such as uncertainty in definition, dependance to conventional theory of meaning, simplifying how memory functions, providing inadequate evidence, and having deficiency in being scientifically tested. Despite these aforementioned drawbacks, the importance of

schema theory is still incontrovertible. Thanks to schema theory, issues, such as comprehension, memory, and learning, have been enlightened and this paves the way for advanced viewpoints and researches (Clapham, 1996).

To sum up, schema theory is related to prior knowledge, the way it is obtained, and reflected on new situations. Schemata are acquired through experiences, and new experiences enrich one's existing knowledge. For this reason, they have important effects on reading comprehension. Therefore, effects of background knowledge should be taken into consideration in schooling as a crucial element of effective comprehension. Students should be provided appropriate classroom environments and activities that stimulate their prior knowledge on any target topic. As the facilitator of this process, teachers should help students by activating or constructing their relevant schemata to accomplish intended reading goals. They should model and teach strategies to students in pre-reading phase to make reading comprehension a more achievable target. By this way, students can be encouraged to become the active participants of the whole reading process, to take the responsibility of their own learning, and to gain positive attitudes towards reading.

2.9. Models of Reading Processing

In terms of reading process, numerous researches have been carried out and several reading models have been discussed. Even though various definitions, classifications, and suggestions have been put forward in order to conceptualise theoretical assumptions (Ridder, 2003), reading process is basically examined through three basic models as bottom-up, top-down, and interactive (Aebersold & Field, 1997). The following figure displays these reading models:

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                        MODELS OF READING


BOTTOM-UP                    TOP-DOWN                    INTERACTIVE
(Text-Driven)                (Concept-Driven)


Emphasis on                  Emphasis on                 Emphasis on
the Surface                  the Deep                    Simultaneous
Structure                    Structure                   Use of All
                                                         Levels of
                                                         Processing
```
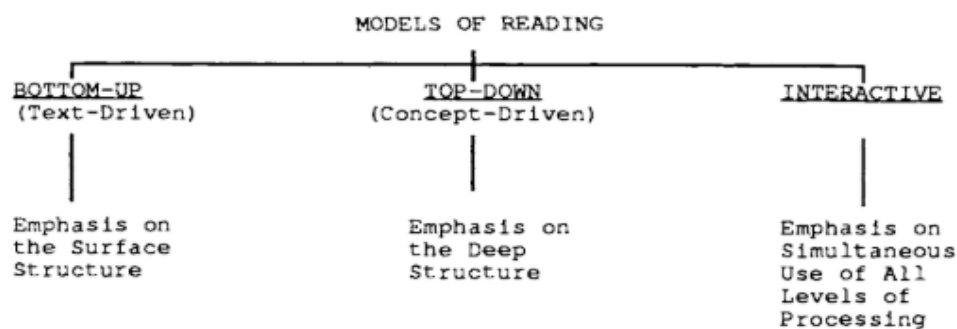
Figure 7: Models of Reading

(Dechant, 1991, p. 28).

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Despite theoretical differences among them, these models are proposed basically in order to clarify the essential principles of reading process and how comprehension occurs (Grabe, 2009). Realization of reading theories and researches have crucial roles in terms of gaining insight in personal reading processes, evaluating reader performances in educational settings, and paving the way for further researches and theories. Accordingly, in the following parts, each of these models is discussed throughly.

2.9.1. Bottom up Processing

Bottom up reading approach reflects the traditional viewpoint of early reading theories and initially views reading as a passive decoding process. In general terms, bottom-up approach regards reading as a text-driven process and suggests that comprehension is achieved through recognizing the linguistic components ranging from letters and phonics to word groups and sentences. The focus of reading is centered on text decoding, and meaning is acquired by analyzing and combining the smallest units of the text to assess it as a whole. In this sense, examining the printed symbols is referred as the starting point of reading, and the whole process is composed of a range of sequantial steps that consist of analyzing and decoding the letters, words, sentences, and paragraphs. Comprehension is regarded as a result of this decoding process. It is expressed as a systematic code breaking process in that the efficiency basically depends on quick and context-free word recognition (Schumm, 2006). The text processing takes place through a series of successive discrete stages from lower-level ones to the higher conceptual-level ones, and linguistic information in the text is decoded gradually (Bernhardt, 2011). Within the scope of this viewpoint, individuals are required to gain a set of skills to recognise words quickly and automatically, to make visual discriminations of letters and words, to match the sounds with the letters, and to combine all subskills for successful comprehension of the text (Harris, Turbill, Fitzsimmons, & McKenzie, 2006).

It is obvious that in bottom-up model of reading, identifying each unit of the language is given a high priority while comprehension is regarded as the last item in the list of importance. Moreover, reader has a passive role as the decoder of every single linguistic component in the text. The ultimate level of success in reading

comprehension can be reached as a result of mastery in each sequenced subskill. However, such a viewpoint has numerous drawbacks. First of all, according to Stavonich (2000), decoding is not sufficient to achieve an efficient comprehension and does not provide mastery in comprehension because implementation of higher-level reading tasks is not dependent on the fulfilment of lower-level skills tasks. Also, bottom-up model provides an insufficient view of literacy by ignoring readers' individual differences in the process of reading (Browne, 1998). Moreover, contrary to what bottom-up approach suggests, it is impossible to ignore the function of background knowledge in the whole reading process and the vital role of context in processing words, their pronounciations, or meanings (Konza, 2006). Furthermore, this reading perspective requires a teacher-centered teaching-learning environment and a skill-based instruction. Students are directed by teachers in order to gain the fundamental reading skills and to decipher the meaning that is conveyed by the author (Rios, 1996). By this way, students are expected to gain automaticity and rapidity at both lower and higher levels of decoding, and this is seen as a differential feature of good readers and a challenge for poor readers. This stress on accuracy and literal comprehension brings a negative perception about reading by ignoring the varying interests and needs of students. Accordingly, students feel lack of motivation (Manzo & Manzo, 1993).

To sum up, bottom-up model of reading basically regards reading as a gradual processing of text from the small parts to the whole. Reading is seen as a puzzle solving process that progresses from the particular to the general in sequence. The ability to put the print into sound, to decode the linguistic components, to link these elements together to comprehend the larger units, and to reach up to an ultimate comprehension are regarded as the prerequisites of successful reading. In other words, it is advocated that meaning is comprehended through processing the linguistic data of the text. The prior knowledge and experiences that readers bring into the reading process and the contributory role of these factors in word recognition and comprehension are underestimated.

2.9.2. Top-down Processing

Top-down model suggests that reading can not be simply limited to bottom-up process that merely concentrates on the hierarchical analysis of all linguistic units in

a text. Instead of ignoring the readers' contribution to comprehension, top-down approach makes emphasis on the active role of readers in reading process and the contribution of their previous knowledge or experience to meaning. From this perspective, top-down model can be defined as knowledge-driven or concept-driven (Celce-Murcia & Olshtain, 2000). Harris et al. (2006) describe this viewpoint by labeling reader's head as the starting point of reading process and state that text is evaluated afterwards.

Contrary to bottom-up model, top-down model does not give priority to the exact identification of linguistic items (Browne, 1998; Ridder, 2003). In other words, success in reading is directly related to the ability to identify the prime points in a text to make guesses rather than dealing with a text in all its aspects without exception. From this perspective, top-down approach highlights that reading comprehension requires more than mastery in identifying and combining linguistic units. It takes meaning as the basic concern of reading process and assumes that it is possible to comprehend a text without recognizing each word. Namely, meaning accuracy is regarded as more important than decoding accuracy (Manzo & Manzo, 1995).

There is a consensus that readers involve in reading process with their existing schemata that are the combinations of their previous knowledge and experiences. In some cases, readers have available schemata about what is read and that facilitates the whole reading process. However, it is also possible that readers may be lack of any prior knowledge and that results in amendment of the related schemata or acquisition of new information. In this regard, it is suggested that existence and activation of schemata ease the reading task for readers while deficiency of schemata disrupts comprehension rate (Nara & Noda, 2003). Top-down model supports this viewpoint by laying emphasis on the crucial role of schema theory in reading comprehension. It highlights that readers start reading process by previewing the text and making predictions through combining the context clues with their previous knowledge. The process is continued by reading the whole text to confirm their understanding (Farrell, 2009). Furthermore, top down model does not base the reading comprehension solely on linguistic schemata; on the contrary, it regards the

activation of both content and formal schemata of readers' about the reading text as the vital issues to be discussed about reading process (Carrell et al., 1998).

As it is stated above, top-down reading model makes emphasis on background knowledge and prior experiences that readers bring with them to the reading task (Browne, 1998; Farrell, 2009). For that reason, it is regarded as a hypotheses-testing model in that readers begin processing the text through developing hypotheses on the basis of their prior knowledge and confirm or correct them as they read (Stavonich, 2000). If the readers' background knowledge and hypotheses are consistent with the information in the text, they become fluent and rapid in reading; otherwise, readers work through the text, and fluency is hindered (Tracey & Morrow, 2012). In this sense, as Manzo and Manzo (1990) underline, for better comprehension, reading instruction should play the subskills down while putting emphasis on prereading activities in order to develop or stimulate students' background knowledge on the topic of the target reading text. Such a preliminary preparation provides an insight about the overall content of the text, and readers generate predictions and expectations about reading. This provides an environment where readers actively involve in reading process (Celce-Murcia & Olshtain, 2000). Such an atmosphere strenghtens motivation of readers and allows them to gain positive attitudes towards the whole reading process.

On the other hand, there are also a couple of criticism related to top down approach. According to Grabe (2009), the model is insufficient in explaining not only what systems are applied by readers while deducing the meaning, but also how examining is coordinated by brain, or how the mental arrangement of perception functions. Moreover, despite supporting the existence of schemata as facilitator of reading, Carrell et al. (1998) also remark that lack of prior knowledge about the topic preclude readers from making predictions. They also state that time allocated for building up predictions or hypotheses may take much longer than simple word recognition. As a result, top-down model provides an insight into the beginning of reading but does not literally clarify skilled reading behaviours.

To conclude, in top down approach, readers are seen as active participants of the reading process while their background knowledge is regarded as a determiner of

reading success. Activation of existing schemata forms a basis for internalisation and comprehension of a text. Instead of understanding each word, readers are expected to rely on their existing prior knowledge, to use context clues to decipher unfamiliar words, and to look for the whole meaning of the text. By this way, active involvement and perseverance are aimed to be encouraged.

2.9.3. Interactive Processing

Despite their generally accepted upsides, both bottom-up and top-down models have several inadequacies in clarifying the process of reading. Because of the shortcomings of these two models, interactive processing is put forward by Rumelhart as an alternative reading model. This model mainly suggests that reading comprehension is achieved through the simultaneous interaction and combination of top-down and bottom-up processes. It suggests that individual varieties in reading abilities make readers encounter different difficulties throughout the whole reading process. As a result, higher level cognitive processes and lower level functions alternately support one another to achieve comprehension. In other words, the surface structure systems are combined with the deep structure systems of reading in building meaning. In this process, readers can switch between top-down and bottom-up processing to compensate for their incompetencies. Bottom-up and top-down processes are synthesized while readers are switching between them and applying them alternately to achieve comprehension (Celce-Murcia & Olshtain, 2000). The following figure illustrates this interaction:
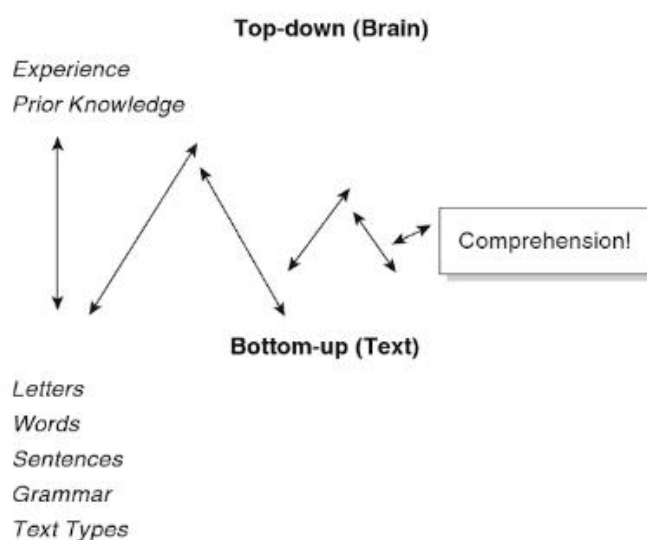
Figure 8: Reading as an Interaction between Top-Down and Bottom-Up Models
(Farrell, 2009, p. 19).

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Interactive model argues that identification of linguistic units in a text and formulation of hypotheses about meaning take place simultaneously (Konza, 2006). Manzo and Manzo (1990) explain the issue by stating that readers apply to top-down processing in tackling with a familiar topic by previewing the text to activate their background knowledge. When they encounter a challenging point in the text, they turn to bottom-up processing in order to overcome the comprehension failure. Compared to bottom-up and top-down models, interactive model is probably the most favorable one to improve efficient instructional strategies. On the one hand, bottom-up model is criticised as being too skin-deep to clarify the higher level thinking processes. On the other hand, top-down model is criticised as neglecting the poor readers' failure in handling unfamiliar topics and being unable to explain how existing schema is developed by reading. However, interactive model is labeled as sufficient to define the proper reading processes to readers. In favor of this viewpoint, it is suggested that reading skills are enhanced through teaching paralel processing in reading instead of isolatedly focusing on context or personal knowledge and experiences (Dechant, 1991). Also, interactive model takes the effect of individual differences on overall reading achievement into account by suggesting that different readers process the same text distinctively depending on the extent of their existing schemata. A reader may apply bottom-up processing at a stage where another reader applies to top-down processing (Celce-Murcia & Olshtain, 2000). In this regard, interactive model provides the opportunity for this differentiation. That is to say, readers are not forced to apply identical sets of skills to decode and interpret a text. On the contrary, they are encouraged to use their own strenghts to decode and get a grasp of the new information.

In conclusion, it can be stated that three basic models have been put forward to clarify the reading process and how comprehension is achieved. Among these models, bottom-up model is in the mainstream of traditional viewpoint about reading. It regards readers as the passive decoders of the text, and reading is outlined as a process that is gradually sustained through lower-level to higher-level mental functions. The whole text is initially analysed through realizing letters and respectively processing other subsequent elements, such as words, word groups, sentences, and passages. By means of linking these successive units with one another, readers are expected to reach at the final comprehension. In this process,

they are primarily required to attain the meaning that the author conveys. The effect of prior knowledge and experiences that readers bring to reading process are not taken into account. In contrast to this viewpoint, top-down model makes emphasis on readers' background knowledge and prior experiences as the facilitating elements of reading process. It suggests that readers are active participants of reading process, and they make use of their existing schemata for better comprehension. They start the reading process by making predictions and developing hypotheses over the text. As they read, they search for information to verify these predictions and hypotheses. As an alternative approach, interactive model suggests that depending on their needs, readers employ both top-down and bottom-up models in interaction with each other. Each of these models has its own educational implications about how reading process is performed and should be taught to students.

2.10. Types of Reading

Either in daily life or in educational settings, readers encounter a great number of texts and apply to several types of reading based upon the genre of the text or the target of reading. In the following figure, the basic types of reading can be observed:

Figure 9: Types of Classroom Reading Performance
(Brown, 2001, p. 312; 2007, p. 371).

Each reading type has its own distinctive features and effects on achievement of reading comprehension. In the following parts, they are examined throughly.

2.10.1 Oral and Silent Reading

Written materials can be read either orally or silently; however, analyzing the functions of these two ways of reading and realizing their positive and negative sides are vital both in educational and social settings.

On the one hand, when oral and silent reading are compared, it is observed that oral reading is given priority. According to Doyle and Floyd (1977), there are four reasons that make people think oral reading as superior to silent reading. First of all, it is practical to observe the fluency performance in class through oral reading. Secondly, parents regard oral reading proficiency as precursor to silent reading success. Thirdly, it is generally believed that evaluating silent reading skills through oral reading will result in applying the children's self-taught speaking skills to their reading skills. Last but not least, measuring silent reading seems more challenging when compared to oral reading measurement. But on the other hand, oral reading is disregarded especially when the case is about adults (Mink, 2010). This point can be clarified with some examples in daily life. For example, people encounter various situations that require silent reading. In such cases, they focus on getting the main idea of any written material in the shortest time by reading it individually. Because readers practise silent reading unconsciously on daily basis, they tend to comprehend what they read more efficiently through silent reading. This fact makes silent reading more functional and authentic not only in social but also in educational settings (Rasinski, 2003). Therefore, it is highlighted that silent reading provides life long reading skills that make people independent readers (Gelzheiser, Scanlon, Hallgren-Flynn, & Connors, 2019), and it is suggested to reinforce silent reading skills from the early ages of childhood (Downing, 1988). It is also pointed out that readers spend more time trying to perform understandable spelling and pronounciation in oral reading. However, in silent reading, students focus on what they read rather than how they vocalize. That makes them slower when compared with their silent reading performance (Sulpizio & Kinoshita, 2016). Moreover, while guided oral reading is increasing fluency, silent reading promotes positive attitudes towards reading and preferred more by skilled readers (Herron, 2005).

Regarding primary grade students, many researches suggest that low skilled readers tend to apply oral reading because they feel more comfortable and understand better

when they read aloud (Kuhn & Schwanenflugel, 2008). Especially, if oral reading is sustained alone, it helps readers focus on meaning more, especially while dealing with challenging texts in noisy environments (Seidel, Perencevich, & Kett, 2007). Alternatively, students of similar oral reading skills can be paired to practise oral reading by taking turns. Paired oral reading is particularly efficient if students are dealing with texts of medium difficulty about which they have enough background knowledge. During this process, teacher observes the pairs, supports them individually if necessary, and reminds them to discuss on the text. This promotes students' word identification and critical thinking skills (Gelzheiser et al., 2019).

With a holistic approach, Fry (2004) highlights that the main purpose should be to understand what is read. So, either orally or silently, if students read just to read without comprehension, it makes no contribution to their reading fluency. For that reason, getting the main idea should be the first target and students should start reading orally as pairs or in small groups to become more fluent in each rereading and keep on with silent reading to engage in details of the text. Alternatively, students can be first asked to read silently once as preliminary to oral reading. By this way, they realize that the basic aim is to get the main idea, and that makes the whole reading process more meaningful for them (Downing, 1979).

To sum up, oral and silent reading have different advantages and disadvantages. While oral reading is seen important particularly in the beginning, silent reading is seen beneficial for a lifetime. Depending on the educational purposes and taking the individual differences, such as age, level, or needs into account, they can be used either respectively or colloboratively.

2.10.2 Intensive and Extensive Reading

Intensive and extensive reading are two important reading approaches that aim at enhancing language proficiency. Even though they both serve at the same purpose by aiming at reinforcing reading comprehension, they have their own distinctive features.

In broad terms, intensive reading can be described as reading carefully to comprehend the mechanics of language. In this approach, the focus is not only to

gain the overall meaning of the text but also to have a comprehensive knowledge of the other grammatical structures provided through the text. This requires a more detailed study of the text by taking various language items, such as vocabulary and expressions, into account (Choudhury, 1998). Learning process is basically seen as language-focused and grammar translation approach is adopted through the whole reading process. Target vocabularies and grammatical items are analysed in detail in a particular text, and accurate translation of the text is seen as a sign of comprehension (Nation, 2009).

Classroom readings are traditionally based on intensive reading in which students process the reading material by taking all its details into account. They read short texts with specific learning aims and tasks. Teacher consistently guides them through activities to make them obtain detailed meaning, gain a deeper understanding of grammar, syntax, and enhance their vocabulary knowledge (Ruegg & Williams, 2018; Scrivener, 2005). Clearly, readers aim at mastering the language efficiently through intensive reading. However, they may be demotivated by reading texts line by line. The topics may not be appealing to them as the texts are chosen by the teacher. Also, dealing with every detail slows their reading speed. They can not experience reading for pleasure as they focus on learning language patterns and searching unfamiliar words' meanings (Wang, 2011).

In contrast to intensive reading, extensive reading is a student-centered reading model. The fundamental point of the approach is to promote reading for pleasure without concerning with details. Individual differences are respected, and learners have the control of their own learning process. Reading materials are selected by learners on the basis of their interests and reading levels (Jacobs & Farrell, 2012). As Day and Bamford (1998) state, there is no limit for reading in extensive reading approach. Reading process is sustained individually, silently, and rather quickly through materials that are suitable for students' linguistic competencies. Teacher guides the students about the purpose of reading, how to apply the method, and observes their improvement. Instead of tackling challenging details that hamper reading fluency, learners aim at reading for an overall understanding with the intention of enjoying the texts (Harmer, 2001). The ultimate goal is to develop general reading skills rather than gaining proficiency in examining texts in terms of

grammar and vocabulary. Students can read longer texts without stopping constantly to look up the meanings of unfamiliar words. They can choose reading materials at a difficulty level in which they feel themselves comfortable (Ellis & Shintai, 2014).

Several studies conducted by researchers in ESL and EFL settings support that extensive reading is an effective approach to become competent readers in English (Grabe, 2009). First of all, this self-directed approach promotes effective language learning through reading various texts selected from wide variety of genres. The exposure to extensive reading results in competency in applying the reading strategies properly. Secondly, as an important factor in reading competency, reading rate increases as readers get used to read extensively. Moreover, extensive reading helps readers gain an overall language proficiency; as a result, they become more self confident in reading and attain positive attitudes towards reading in English. Furthermore, thanks to extensive reading, readers are exposed to numerous words repeatedly in different contexts, and that makes them become more proficient in using vocabularies and forming a deeper level of semantic processing (Day, Bassett, Bowler, Parminter, Bullard, Furr, Prentice, Mahmood, Stewart, & Robb, 2016). However, there are also some crucial points about extensive reading that must be taken into account. First of all, despite the self-regulated features of the approach, the role of teacher as motivator shouldn't be disregarded. Otherwise, students might lose their passion to endure the challenges they experience through the whole reading process (Coady & Huckin, 1997). Secondly, the autonomy to choose the reading materials on the basis of individual needs, speed, and level can turn into a drawback in terms of formal assessment. Moreover, when compared with intensive reading approach, that requires students to engage in the same reading text under the supervision of the teacher, observing students' reading improvement and assessing their ultimate reading success through extensive reading might become challenging for teachers (Hedgcock & Ferris, 2018). Furthermore, it is also a challenge for teachers to provide an extensive collection of texts that appeal to individual interests. Last but not least, teachers might not be willing to apply extensive reading approach in school setting because interest driven text choices do not always meet the prerequisites in reading curriculums (Coady & Huckin, 1997).

In terms of improving students' overall reading skills, alternate use of intensive and extensive reading approaches is suggested. In other words, they should be treated as complementary strategies. Within this scope, by means of a well-balanced reading program, students can start with intensive reading to boost their reading skills in educational settings. They can improve these skills by practising them through extensive reading both in and out of the classroom environment (Harmer, 2007).

In conclusion, both intensive and extensive reading approaches have important roles in language learning. While intensive reading is reinforcing accuracy, extensive reading improves fluency. Despite their differences, they are both necessary in terms of gaining mastery in reading. To benefit from them at maximum level, their distinguishing features should be interpreted accurately, and by taking learning objectives and individual differences into account, they should be applied coordinately.

2.11. Definition and Classification of Reading Strategies

Reading is more than a simple decoding process and requires the proper application of various strategies to accomplish comprehension (Cain, 2010). Reading is not an inborn talent but a skill that is learnt through sustained practice. The process starts with the recognition of individual printed symbols, goes on with understanding the combination of these symbols to form words, and develops through the comprehension of these words in a reading text format (Bhardwaj, 2004). Depending on the purpose of reading, it is sometimes enough to focus on the basic information in the text by ignoring the details. However, some cases require individuals to understand more than the main idea. In this sense, reading can not be defined just as moving eyes across a page without any mental focus. In contrast, it requires tackling all the text from different perspectives and forming links to construct meaning with the text. So, it is clear that individuals need to use specific techniques, skills, and strategies in order to comprehend what they read effectively (Carter, 2013a). Efficient use of these strategies has an important impact on reading rate that is not only important in terms of success in language lessons but also has an impact on overall academic performance in other school subjects. In other words, success in individual subjects at school increases if students become skilled at using efficient reading strategies (Bhardwaj, 2004). Also, as students learn how to practise reading

strategies effectively, these strategies turn into skills and they become capable of applying them instinctively to comprehend whatever they read (Moreillon, 2007). For these reasons, reading strategy training to become effective readers has gained a great importance in teaching-learning process (Sarıçoban, 2001). In this sense, Nettles and Diehl (2010) attract attention to four basic steps that improve efficiency in reading strategy instruction. They suggest that each strategy training instruction should be provided in an authentic way by suggesting meaningful reasons. This step should be followed by explaining and modelling the use of the strategies on sample materials. After the students get the idea and the use of each strategy, they should be encouraged to apply them on their own by assisting them through proper guidance.

In the following sections, the strategies that are employed to increase reading comprehension are handled in detail.

2.11.1. Previewing

Previewing is a prereading strategy that requires the general overview of a reading material. In general terms, it can be defined as taking a glance at a reading material to establish a general perspective before analyzing it in detail (Brenneman, Rich, House, Cleveland, & Montuori, 2003). This commonly used strategy provides an overall assessment of a reading material by skimming through its key parts ranging from the headings, subheadings, words in bold or italics, first line of introduction, or conclusion parts and captions to illustrations, figures, tables, and other graphic materials (Brenneman et al., 2003; McNamara, 2007). Readers begin to apply previewing strategy automatically through practice. For that reason, learners should be provided opportunities to practise how to glance over a text and to relate the topic with their personal experiences in company with teachers' modelling the strategy use. At this stage, posing questions can be effective in stimulating learners to internalise the topic (Rozmiarek, 2006).

As an effective prereading strategy, previewing enhances readers' comprehension success by allowing them to activate their existing schema or recalling their background knowledge about the topic of a reading material. This makes readers internalise the text through getting a personal connection between their relevant schema and the text. This internalization has a significant importance on their

ultimate comprehension rate because they involve in reading process actively by making use of what they have already known and enriching their existing schemata with what is learned newly (Shankar, 2008). Such a process allows readers to anticipate and make guesses about the content of the text (Almasi & Fullerton, 2012), and prepares them for the forthcoming reading stages by stimulating logical thinking about the target topic (Ellery, 2009). Such a stimulation arises curiosity and excitement for reading, and that removes monotony by motivating readers to set a purpose for reading (Connolly, 2004). Elimination of uncertainty about reading also helps readers take a positive attitude towards the whole reading process by improving their self-confidence (Richardson, Morgan, & Fleener, 2012).

In brief, by means of previewing a text, thinking critically about it, getting a prior recognition of the structure and the theme before reading, readers activate their background knowledge about the topic and get more engaged in making sense of the text organizers. This cursory glance at a text provides a great amount of foreknowledge about the overall content of the reading. Getting a grasp of the essentials in the text makes readers get familiar with the upcoming content and allows them to set effective and meaningful purposes to achieve while reading. Such an approach enhances their ultimate reading success by making them gain interest towards the reading material, overcome their anxieties about reading, feel themselves motivated and encouraged for further reading.

2.11.2 Predicting

Predicting is a reading strategy that is commonly applied by people not only with educational purposes but also in social settings (Kinberg, 2007). Carter (2013b) identifies predicting as foreseeing the upcoming information in a text that provides more concentration on comprehension.

In predicting, readers make guesses about what information they will get by following the context clues in a text (Brenneman et al., 2003). These clues can range from titles or pictures to the beginning sentence of a reading material that stimulate readers' prior knowledge. This stimulation leads readers to speculate about the purpose, the topic, and the type of the text (Duffy, 2014). As a result, they gain expectations and get meticulous consciousness about the whole reading process

(Cripe & Vetter, 2011). As stated by Macceca (2007), various studies on reading process suggest that fulfilment of predicting activities increases reading comprehension levels of readers. However, in order to make predicting procedures meaningful and useful in terms of ultimate reading rate, predictions must be educated guesses that rely on solid foundations, such as prior knowledge, personal experiences, familiarity to text patterns or words. If predictions are made arbitrarily with lack of any support, they do not contribute to the overall comprehension level. In order to propose such educated guesses, teachers should support poor readers in gaining higher-level comprehension skills by exposing them to strategy training activities (Kinberg, 2007). Students should be taught how to analyze the text to support their predictions with the clues in the text. They should also practice how to stop reading intervally to verify or alter their predictions on the basis of any new information they catch as they read (Oczkus, 2018). If this can be achieved, as DiYanni and Jen (2003) state, readers stay vigilant while reading and do not overlook the vital details in the text. In order to familiarize students with predicting strategy, strategy application chances should be provided after strategy presentation and demonstration. For this purpose, teacher can predetermine the certain parts of a text that are appropriate for making predictions. On the basis of these parts, they can pose several questions to stimulate students' critical thinking skills and allow them to use the strategy. These questions can consist of guesses about the characters and the story when using fiction, or the reasons of events in the text, the author's point of view and the message conveyed by the author when using nonfiction (Nettle & Diehl, 2010). Even though predicting is basically a pre-reading strategy in which readers speculate the text before reading, the objects of the strategy can also be attained if it is sustained in during and/or after reading phases. In this sense, the predictions at pre-reading phase must be monitored, revised, and verified in the upcoming phases (Schmidt, 1993).

Briefly, making predictions about an upcoming reading text provides an anticipation for readers and helps them set meaningful purposes for reading. Engaging in prediction activities makes readers wonder about the content, arises curiosity about the text, and increases their interest towards the whole reading process. This positive viewpoint plays a motivational role in increasing their ultimate reading achievement.

2.11.3 Inferencing

Inference is the conclusion that readers reach on the basis of the information that is provided in a text or their prior knowledge about the topic of the text. It is basically defined as a critical component of comprehension that enables readers to construct coherent representations of the text (Almasi & Fullertone, 2012). In most instances, as Clark et al. (2004) states, readers are expected to make interpretation to deduce the implicit information based on the explicitly given information or clues in the text. In such cases, they apply to inferencing in which they read between lines to catch the clues in the text and gain a deeper understanding. They are required to sort out the figurative language by realizing what the writer values, clarifying moods and traits of the characters, analyzing associations and overtones, and melting them all in the same pot (Macceca, 2007).

Polette (2011) elaborates inferencing as a three phase cognitive process. This process begins with the selection of a statement or information in the text, goes on with the deliberation on the selected information, and ends with the formation of a final conclusion of the evaluated information. Along with the direct information in the text, readers obviously question the implied statements in the text and draw reasonable conclusions about these statements. They use the hints in the text in order to figure out what the author state implicitly and to surpass the literal meaning by drawing inferences (Moreillon, 2007). Adding to the clues that are provided by the author, readers also tap into their critical thinking skills by bringing their personal experiences and prior knowledge into play. By this way, they obtain deeper comprehension through acquiring more than what is seen as print (Clark et al.,2004). However, reasonability is particularly underlined as the basic quality of inferencing. Inferences should not be made arbitrarily; in contrast, readers should prove their conclusions by searching, identifying, and evaluating the evidences behind their inferences (Carter, 2013a; Clark et al., 2004).

It is for sure that people can apply to inferential thinking skills to some extent and go beyond a simple comprehension. However, inferencing requires higher order thinking skills and can be tough for struggling readers (Silver, Dewing, & Perini, 2012). In such cases, teachers should consistently support poor readers by scaffolding the strategy through providing explicit instruction (Clark et al., 2004). To

achieve this goal, Kinberg (2007) suggests the use of three basic strategies to teachers to reinforce learners' inferencing skills. In "*How Do You Know?*" strategy, teachers define a part in the text where an inference can be made. They pose questions to the class and require the respondents to prove their answers by asking them to support their inferences with evidences from the text. In "*Think-Aloud*" strategy, teachers model and explain the way they think while reading. They make comments and draw conclusions loudly while reading. After modelling, they discuss their thought process with the class to make students internalise the skill. Lastly, in "*Imagine, Elaborate, Predict, Confirm (IEPC)*" strategy, students activate their imagination by linking their prior knowledge with the text through pre-, while-, and post-reading phases. They respectively imagine about the topic, elaborate by dealing with the details, predict about the text, and confirm their predictions. They fulfil the task by filling an IEPC form that is prepared by their teachers according to the topic of reading.

However, teachers should be careful while teaching how to make inferences. Readers should be taught how to differentiate between paraphrasing and inferencing. Instead of rhetorical ones, readers should be exposed to thought-provoking questions and supported to answer them by giving supporting details. They should also be encouraged to use the strategy through proper assignments (Tantillo, 2013). Thanks to correct teacher modelling, students can be taught how to make reasonable inferences by tapping into the tangible information in the text. Through practice, students get accustomed to analyze the text to determine what explicit information to use in order to uncover the implicit cause and effect relationships among ideas in the text. They learn how to follow and combine the specific details to arrive at general assumptions. Moreover, as they refine their inferential thinking skills, they also refer to their background knowledge to generate assumptions from the text. Furthermore, they learn how to confirm their inferences by finding evidence from the text.

To conclude, making inferences and drawing conclusions are important in terms of interacting with and figuring out a reading text. Inferential thinking skills require the evaluation of the implicit relations between ideas in a reading text. To achieve reasonable inferences, readers analyze the explicit information in the text, realize the details provided by the author, interpret and relate them to their personal experiences

or background knowledge, and find out the indirect information. By this way, they figure out the implied message in the text that the author intends to convey. Through practice, more sophisticated inferencing skills are acquired, and readers achieve comprehension at much deeper levels.

2.11.4 Guessing Meaning from Context by Using Context Clues

Students encounter various unfamiliar words in each new reading text and in such cases, they generally tend to look up the dictionary. However, it is sometimes impossible to use dictionary, or continuous dictionary use can be interrupting and causes lack of motivation while reading. As a result, comprehension is disrupted. Alternatively, it is possible to make logical guesses about the meanings of new unknown words by analyzing the context clues in a text. Students can gather direct information in the text in order to make inferences about the unknown or indirect information (Sanchez, 2007).

In general terms, context clues can be defined as surrounding words, phrases, sentences, and all other elements in a text that offer direct or indirect suggestions to define the meaning of unusual words (Collins, 2008; Richek, 2011). Contexts generally provide a variety of textual hints that increase the guessability of unfamiliar words' meanings in a reading text. These context clues can be classified as semantic, syntactic, and presentation clues. Semantic clues consist of direct definitions, synonyms, or descriptions of unfamiliar words. Syntactic clues include grammatical hints, such as the family of words, and presentation clues are visual aids, organizational devices, or footnotes provided by the author (Romero & Romero, 1985). These context clues provide an insight about the possible meanings of unknown words. Readers can also benefit from their prior knowledge to examine these clues in context while attempting to deduce the meanings of unfamiliar words (Medaille, 2007). Vadasy and Nelson (2012) regard this contextual analysis as an important strategy that students need to be trained in order to increase their ultimate reading success. So, they suggest the use of explicit instruction and intensive practice concerning teaching and reinforcing this strategy. Bernhardth (2011) supports this suggestion by stating that teachers should provide experience to students on using this strategy through giving appropriate assignments. By this way, students are

fostered to become more self-sufficient and less dependent on teacher in comprehending reading texts (Medina, 2008).

As it is stated above, context clues are the facilitators of reading comprehension. These effective time saving reading clues provide readers chances to make educated guesses about unknown words. However, even though these clues aid readers at least in inferring some of the unfamiliar words in a text, they do not give the direct definitions of all unknown words. Also, clues may be misleading, or readers may make an incorrect analysis of the clues because of their incorrect background knowledge. For these reasons, readers should be made aware of the fact that context clues may not be sufficient to get the exact meanings of words, and verification of guessed meanings with a dictionary could be necessary later (Richek & Picchi, 2013).

Consequently, instead of being completely dependent on dictionary use to achieve reading complex texts, it is possible for students to learn the ways to associate the cues in the text with the unknown words' meanings. Through appropriate practice, they can gain the habit of detecting both explicit and implicit clues in a text in order to figure out the unfamiliar words and indirectly conveyed messages. By using a variety of context clues in a text, they can devise reasonable guesses about the unknown meanings. By this way, they improve their reading rates, comprehension levels, and become more strategic readers.

2.11.5 Skimming

Skimming is an important reading strategy that requires a quick look at the text in order to gather a general information about what the reading is about. While skimming, readers browse through the text without dealing with specific details. In this cursory glance, readers detect the most distinct components of the text, and based on the text type, they utilize different elements in the text. Titles, subtitles, headings, introductory and concluding paragraphs, abstracts, particular words and phrases, figures, charts, or tables can be listed as the clues to be used to figure out the general frame of a text (Goldberg, 2006; Weir, Huizhong, & Yan, 2000). Examining a long article to decide if it matches with the content of a project or glancing through the fundamental points of a report before a meeting can be regarded as the typical instances of skimming ("IELTS," 2009).

Skimming process can be explained as detecting and passing over the unnecessary information artfully (Ahuja & Ahuja, 2007). As stressed in this statement, skimming does not require a detailed analysis of the text. Instead of pausing to catch all details word by word, efficient skimming requires a swift awareness about the whole by catching the important points. In this regard, Nation (2009) states that skimming aims at getting the core idea out from a bunch of information. However, the fact that skimming is an expeditious reading strategy shouldn't be misconceived by supposing that it doesn't require attention. In fact, it involves both bottom-up and top-down processing to meet the needs of reading (Weir et al., 2000). In this regard, Konstant (2003) states that there are basically three types of skimming that can be listed as overviewing, previewing, and reviewing. Skimming to overview is to determine the essentials of a reading material. Skimming to preview is applied when the reader rereads a text in order to compile more background knowledge in less time. And, skimming to review aims at reconsidering the content of a reading material that has already been read.

Skimming process helps readers understand the type, the aim, and the general content of a text, the basic traits of the writer, and the target audience (Konar, 2009). Moreover, skillfulness at using this strategy makes readers more conscious about controlling their own reading process. By this way, readers' dependency on text is avoided (Littlejohn & Hicks, 1999). The correlation between the extent of background knowledge and the speed of skimming is also meaningful. It is obvious that extensive prior knowledge on the topic of an oncoming reading material increases the pace of skimming (Nation, 2009).

In brief, skimming provides a rapid analysis of a reading material to have a general view about it. Readers select the key phrases or sentences to get the main idea instead of paying attention to details. In this selective reading process, they look over the text as fast as possible. By this way, time is saved while the comprehension rate is increased.

2.11.6 Scanning

Scanning is a reading strategy that is commonly used in daily life to find specific information in a written material. It is a selective reading process driven by the

objective to get certain information (Burt, 2005). The purpose is to captivate exactly required information relevant to a purpose in a text. To have a look at the timetable to find out the departure and arrival time, or to glance over the schedule to learn the movie hours can be listed as the typical examples of scanning ("IELTS," 2009).

Similar to skimming, scanning is a fast reading strategy; however, unlike skimming, the aim of scanning is to detect particular information or facts quickly. In this sense, scanning is used to look for and catch the targeted details in a reading text (Kanar, 2010). Without reading word by word, the text is examined as a whole as in the case of reviewing telephone book for a specific name or number (Bhardwaj, 2008). In this sense, this rapid but focused reading strategy basically requires bottom-up processing (Weir et al., 2000). For this reason, scanning is labeled as the quickest reading strategy (Grabe, 2009; Sehgal & Khetarpal, 2006). However, as Benjamin (2007) highlights, this rapid reading does not mean turning over the pages unconsciously or dealing with all details; on the contrary, it is a conscious act of evaluating the clues in a text to find out the targeted specific information. Bielby (1999) clarifies this issue by stating that in the course of an efficient scanning, pre-conscious brain is activated in order to locate the target information in the whole text. Such a conscious and strategic scanning requires to predetermine what to find out and to examine the text in line with this predetermined target. That is to say, readers identify the highlighted terms or keywords in the reading material that point out their target information. By this way, they avoid wasting their time with irrelevant details and reach the most necessary information within the shortest time (Adams & Patterson, 2008). Furthermore, it is pointed out that scanning functions as a counterpart of skimming. The acquisition of effective scanning skills is based on proficiency at skimming because experience in skimming facilitates the practice of scanning. For this reason, it is suggested to improve skimming skills to enhance scanning competency (Ahuja & Ahuja, 2007; Nation, 2009).

In brief, scanning is a crucial strategy for an effective reading comprehension. This strategy essentially requires a quick search of the whole text to detect the predetermined piece of information. Readers focus on key words or phrases and concentrate on particular piece of information to locate answers to specific questions. Searching for a particular name, date, number, word, or phrase can be listed among

the typical scanning tasks. Resourcefulness in scanning minimizes the time spent for answering questions, enhances readers' reading rate, and maximizes their ultimate reading achievement.

2.11.7 Highlighting

Highlighting is a useful reading tool that can be roughly defined as emphasizing the certain important parts of a text by using colored highlighters to improve reading comprehension (Ellis, 2009). This strategy facilitates the comprehension of challenging information in texts by focusing readers' attention on critical aspects. In highlighting process, the key phrases or sentences are marked and isolated from the rest of the text. By this way, particular parts of the whole text become remarkable to readers.

Highlighting does not mean to mark up every single piece of information in a text. Unreasonable highlighting makes no contribution to comprehension (Flemming, 2012). In other words, aimless highlighting results in nothing but a waste of time and mess on a written material (Ellis, 2009). To achieve effective highlighting, distinctive points should be detected in the text. This requires conscious thought and selective highlighting that refers to the appropriate and judicious use of the strategy. Otherwise, inessential highlighting cause confusion between the basic points and the unremarkable details (Veit & Gould, 2010). In order to boost the efficiency of highlighting, Cavanaugh (2006) suggests using different highlight colors for different points in the text. Readers empower the effect of highlighting through using separate colors to identify main ideas, supporting details, problems, or solutions. In line with Cavanaugh's suggestion, Benjamin (2007) proposes to begin highlighting with the least important information, to go on with the information at secondary importance using a different color, and to end by taking a third color to highlight the rest of the information that is left as the most important information of all. Moreover, in order to prevent excessive use of highlighting and control comprehension, it is suggested to underline before highlighting. As alternative ways of highlighting, putting circles, asteriks, or exclamation marks to indicate the differences or important points in a text can also be proffered (Ellis, 2009).

To sum up, highlighting is used to emphasize the key points of a text to capture the most important points that could improve reading comprehension. To benefit from this strategy ultimately, readers should learn how to apply selective highlighting to catch core information in the text.

In conclusion, there are various strategies that serve to the achievement of various reading purposes. Effective reading requires the use of these essential strategies for efficient retrieval of information. Such a strategic approach to reading supports readers' ultimate comprehension success and reinforces their positive attitudes towards reading.

2.12. Three- Phase Model of Reading

Comprehension is the result of a strategic approach to reading process. Successful readers apply a range of thinking skills and strategies in order to get the gist of the text they read (Duffy, 2014). In this sense, it can be said that comprehension can be achieved through the systematic application of appropriate strategies while dealing with a text. This systematic way basically consists of three distinct phases as follows:
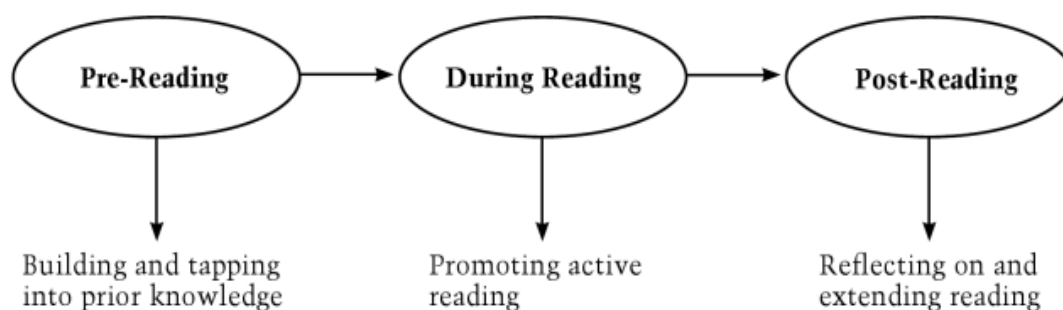
Figure 10: A Three-Phase Model of Reading

(Kinberg, 2007, p. 12).

Silver, Morris, and Klein (2010) briefly describe the framework of three phase approach as previewing and predicting before reading, searching for information to prove those predictions during reading, and sythesizing all information after reading. This three-phase model allows teachers to present a reading text in a systematical way to meet the needs of not only the curriculum and the teaching resources but also the requirements of students to become efficient and strategic readers. However,

features of the reading source, existing classroom opportunities, curriculum, and academic profiles of the target group are the determiners of the strategies that are used in pre-, while, and post-reading stages (Kinberg, 2007).

The distinctive features and benefits of each stage are discussed extensively in the following sections.

2.12.1 Phase 1: Pre/Before-Reading

Readers may show different reactions towards the same reading material. This variation basically roots in how prepared or experienced they are about what they read (Nickelsen, 2003). If readers have any prior knowledge or experience about the text, reading becomes more predictable, and readers feel more comfortable, motivated, and focused on reading. For this reason, it is vital to activate the prior knowledge and link it to the new information before reading (Duffy, 2014; Phenix, 2002).

Pre-reading stage can be presented as a preparation phase for reading and functions as a facilitator of the whole reading process. Through this phase, readers' real life knowledge and experiences are used to make sense of the upcoming reading text. By this way, they get a general idea about the topic and become both mentally and emotionally ready for reading before the reading actually takes place (Maxom, 2009; Romero & Romero, 1985). The importance of pre-reading stage can be clarified better with the schema theory. As stated by Nunan (1989), there are cognitive frameworks that store knowledge in mind. They are called schemata and the theory based on schemata is called the schema theory. This theory regards reading as an interaction between reader's background knowledge and the information conveyed by writer in a text on a specific topic. It basically suggests that relating any new information to familiar prior knowledge facilitates the reading process. Efficient readers automatically activate their prior knowledge before engaging in a new reading text, but this activation process is a brand-new skill that must be learnt by dependent readers (Connoly, 2004). If readers have no prior knowledge about the topic of the text or experience difficulty in reflecting what they already know, they may feel lack of confidence, and that may have a negative impact on their overall comprehension success (Kinberg, 2007). In order to overcome such a challenge, students can be prepared for the upcoming reading activities through the use of

appropriate pre-reading activities and strategies (Cohen & Cowen, 2008). According to Kinberg (2007), the activities in pre-reading phase should be basically predicated on using prior knowledge for making guesses or suggesting inferences as regards to the general frame of a text and building vocabulary. This can be achieved through strategies including skimming, scanning, and predicting (Brown, 2007), and depending on the purpose of reading, any of these strategies can be used (Vrublevskis, 2014). Teachers can model the use of these strategies by thinking aloud and supporting students while they are practising them.

To conclude, readers can learn how to bridge their background knowledge with the newly acquired information through pre-reading tasks. In pre-reading stage, readers take time to activate their background knowledge, make predictions by using clues before the actual reading starts, have meaningful purposes to read, and get curious about what is presented in the text. They can make use of titles, subtitles, or any visuals provided within the text (Cavanaugh, 2006). As they are equipped with pre-reading strategies, they feel more comfortable for the following reading stages, and their comprehension rate is positively affected.

2.12.2 Phase 2: While/During-Reading

Readers are actually exposed to and interact with the text in while/during reading stage. At this stage, they learn how to self-monitor their reading performance. Basically, self-monitoring concerns if students can keep track of what they can or cannot understand while reading a text. It is a series of assessment that students make about their thinking process while reading. Competent readers intuitively monitor their comprehension; however, dependent readers may not realise if they really understand what they read. In order to avoid such confusions, they should be trained how to assess their own reading progress. At this point, teachers can periodically stop students and ask them explain what is just read briefly. They can guide students with questions and if there is a breakdown in their comprehension, they go back to revise the text to fix it (Cunningham, Hall, & Cunnigham, 2011; Tankersley, 2003). It is also important to learn how to visualize the concepts while reading a text to reinforce the comprehension. Readers can create images representing the situations in a text, and they internalise and engage in what is read more by this way (Gear, 2006). Self-questioning is also another strategy to be used to reinforce critical reading skills while reading. Traditionally, students are asked questions while

reading but if they learn how to generate their own questions about what is being read, they have a deeper understanding of the text and closely monitor their comprehension. Moreover, it is important to learn how to infer the implied or indirectly stated information in a text. If students know how to compile the directly given relevant details to clarify the blurred points in a text, they can draw reasonable conclusions and deepen their understanding. By this way, reading process becomes more subjective, and critical thinking skills are boosted (Donohue, 2008).

To conclude, students get aware of their thinking processes while reading. They learn how to monitor their own reading process, apply strategies to figure out what they do not understand, and become more strategic readers.

2.12.3 Phase 3: Post/After-Reading

Post/after-reading stage is comprised of complementary activities following pre- and while-reading activities. After reading a text, readers reinforce their overall understanding of a text and engage in activities that stimulate their critical thinking skills (Doghonadze, 2017). By this way, they can have a multidimensional understanding through a deeper analysis of the text they work on (Spangler & Mazzante, 2015).

Post-reading stage requires readers to question, modify, and internalise the information that is conveyed in a text. The text is revisited, predictions are confirmed, discussions are made, and meaning is clarified after reading (Hathaway, 2014). These comprehensive thinking requirements of post reading activities cause different reactions on dependent and fluent readers. While skilled readers tend to discuss about what they have read to obtain further meaning from the text, dependent readers label post reading tasks as the most undesirable ones. For this reason, it is suggested that extension activities should be generated from the most appealing aspects of what has already been read and they should be presented in a way that motivates students to engage in. To achieve this, teachers can pose questions that can be answered in written, oral, or visual ways (Berrill, Doucette & Verhulst, 2006). Also, as Grabe and Stoller (2013) state, students can be asked to unscramble paragraphs or sentences, to write a summary of the target text, or to analyze and correct the summary of the text including irrelevant or incorrect information written by the teacher. By this way, awareness about the text structure is increased, and

comprehension is reinforced. Moreover, students can have the opportunity to practise the vocabulary they have learnt during reading while engaging in post reading tasks, and by this way, vocabulary acquisition can be strenghtened (Spangler & Mazzante, 2015). Thanks to follow-up activities, teachers can collect data about whether the students comprehensively digest the text they read or need additional instruction to comprehend unclear parts in the text. Meanwhile, students take the opportunity to melt their prior knowledge with the newly acquired knowledge in the same pot by analyzing the text thoroughly (Brummer & Macceca, 2008).

Briefly, post reading activities allow readers to process what they read in detail and let them extend their understanding. By this way, meaningful reading is promoted, critical thinking is reinforced, and comprehension is enhanced.

In conclusion, in the light of all these aforementioned data, it can be realized that reading is neither a simple decoding process, nor an unconscious activity. In contrast, it requires a strategic and systematic approach. Organizing reading activities in a systematic way to reinforce the efficient use of reading strategies is the key for enhancing reading success. Instead of presenting reading process as a monotonous way in that readers are regarded as passive decoders of the messages conveyed in texts, active participation of readers to the reading process should be encouraged. To achieve this aim, reading strategies should be brought into play expediently by providing appropriate learning opportunities to students.

CHAPTER THREE
III. METHODOLOGY

This chapter presents the method of the study. Within this framework, the overall design of the study, participants, tools that are used for data collection, and the application process of the study are explained and discussed in detail.

3.1 The Overall Design of the Study

Quantitative studies form conclusions on the basis of the collected data by evaluating a premise through the rules of logic. Data collection period and procedures are clearly defined. Observable and measurable variables are identified by the researcher, recorded as numbers, and relationships among the variables are clarified through statistics (Cottrell & McKenzie, 2011). From this point forth, this study can be stated as a quantitative study. In this study, it is aimed to make readers gain fundamental EFL reading skills and strategies in a consistent way with their existing and dominant intelligence areas. In this sense, it was targeted to reveal the effects of presenting reading texts and strategies through the three-phase approach that consists of MI based activities on participants' reading comprehension performances.

The study was carried out in Zile Dincerler Tourism and Hotel Management College of Gaziosmanpasa University. The experimental group of the study was formed among the voluntary preparatory class students that were studying at Zile Dincerler Tourism and Hotel Management College of Gaziosmanpasa University.

In that college with 708 students capacity, it was made obligatory that every single enrolled student took the English placement test. Among the 146 students that participated in the placement test, 34 students chose the voluntary preparatory class. However, due to the number of language instructors and their work load density, an oral interview was also applied to decrease the number of those students. Ultimately, depending on the placement test scores and oral interview performances of those 34 students, only the half of them were chosen to be involved in the preparatory class. The study was planned to be conducted for eleven weeks in the first semester of the 2011-2012 academic year. There were four classroom hours for the reading lesson per week and each lesson was 45 minutes. As the primary resource of the study, the reading skill book that had already been determined for preparatory class by the

English teachers of the college was used. Every week, a new unit was studied, and the reading skill or strategy practices in the units were presented in accordance with the aims of the study. Moreover, some activities were adopted, and extra activities were added in order to serve the purposes of the study.

Within this scope, in the first semester of 2011-2012 academic year, it was aimed to clarify two points to make the study meaningful. First of all, the experimental group was required to have the English reading comprehension test that was developed by the researcher in order to determine students' EFL reading levels. Next, regarding their dominant intelligence types, the multiple intelligences areas inventory for adults that was developed by Ziya Selçuk (2004) was applied. That information enlightened the researcher to plan activities and instructions that would address students' strengths and weaknesses. Following the eleven-weeks programme, the English reading comprehension test, that was applied as pre-test, was applied again as post-test to reveal if there was any progress on students' EFL reading levels.

3.2 Participants

The fundamental purpose of the study was to specify the effects of MI based activities that were organized in three-phase approach on EFL reading comprehension skills. The voluntary preparatory class students of Zile Dincerler Tourism and Hotel Management College of Gaziosmanpasa University were assigned as the sample group of the research.

Zile Dincerler Tourism and Hotel Management College of Gaziosmanpasa University was a vocational college with 708 students capacity in total. It was offering two undergraduate programmes as "Tourism and Hotel Management" and "Food and Beverage Management" departments. There was also one-year voluntary preparatory class. In 2011-2012 academic year, 251 students enrolled in the college, 206 for Tourism and Hotel Management department and 45 for Food and Beverage Management department. Due to the academic rules and regulations of the undergraduate programmes, all students were supposed to take the central English placement test that had been designed by English instructors of the university. However, with personal reasons, only 146 students participated in the test. Among those participants, 112 students rejected to attend to the preparatory class, and

therefore, they were assigned to the classes of their own departments with regard to their test scores. On the other hand, the rest 34 students that volunteered to extend their undergraduate education to five years attended to an oral interview. They were listed from the weakest to the strongest according to their English reading comprehension test results and speaking performances in the interview. However, due to the fact that English colleagues were few in the college, only the half of the applicants could be accepted to the preparatory class while the rest were assigned to the upper classes as freshers.

Table 1: Demographic characteristics of the experimental group

	Variable	**N**	**%**
Gender	Male	14	82,4
	Female	3	17,6
Age	18	4	23,5
	19	6	35,3
	20	5	29,4
	21	2	11,8
	Total	17	100,0

According to the data in Table 1, there were 14 males (%82.4), and 3 females (17.6) in the study. Among those 17 students, 4 of them were 18 (%23.5), 6 of them were 19 (%35.3), 5 of them were 20 (%29.4), and 2 of them were 21 (%11.8) years old. This sample group constituted the experimental group of the study and as stated in limitations, the study was conducted without any control group.

3.3 Research Graphic

In this study, application process was carried out with an experimental group without any control group. At the beginning of the study, two types of data collection instruments were applied. First of all, the experimental group was required to take the English reading comprehension test that was developed by the researcher. Next, the multiple intelligences areas inventory for adults that was developed by Ziya Selçuk (2004) was applied to students to detect their MI profiles. Depending on the results of those data collection instruments, the experimental group was exposed to a training programme that was scheduled as an eleven-weeks process. The students in

the experimental group attended to reading courses that were designed on the basis of the aims of the study. Lastly, the English reading comprehension test, that was applied as pre-test, was implemented again as post-test to compare and contrast the first and the last scores of the students and to reveal the effects of the research on students' EFL reading success. The following table summarizes how the research was carried.

Table 2: Research graphic

Groups	Pre-Test	MI Inventory	Process	Post-Test
Experimental Group	English Reading Comprehension Test	Multiple Intelligences Inventory for Adults	11 Weeks Reading Course Application	English Reading Comprehension Test

3.4 Data Collection Tools

In this study, two instruments were used. The first one was the MI inventory for adults. This inventory that was developed by Ziya Selçuk (2004) is composed of eight separate parts. These parts can be listed as verbal-linguistic, logical-mathematical, visual-spatial, musical-rhythmic, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic intelligences. Each part is designated for one of these aforementioned types of intelligences and contains ten interrelated statements regarding that intelligence type. For each statement, there is a rating scale ranging from (0) to (4). (0) means that the statement is "definitely not suitable", (1) means "a little suitable", (2) means " partially suitable", (3) means "rather suitable", and (4) stands for "completely suitable." As the second data collection tool, an English reading comprehension test was developed by the researcher after a literature review. It was aimed to measure students' EFL reading levels and EFL reading strategy knowledge. In the whole test, two types of questions were used. These ones were also the types of questions that students would be exposed to throughout the study. One was multiple choice questions with four options, and the other one was true/false questions with two statements. In total, there were 95 questions in the English reading comprehension test and 1 mark was awarded for each correct

answer. There were no half marks. The test was used both in pre- and post-test stages of the study. Basically, the test consisted of three main sections. Section I consisted of 13 separate parts with 53 questions in total. Each part aimed at evaluating participants' targeted EFL reading comprehension skills at sentence or short paragraph levels through multiple choice questions. Section II aimed at evaluating participants' knowledge on targeted EFL reading strategies through 20 specific true-false items. Section III intended to measure participants' performance in applying targeted EFL reading comprehension skills at longer paragraph level. In this context, 22 multiple choice questions were provided based on a series of 2 separate texts. In order to provide variety, an article and a survey were chosen as the texts of that section. Each reading was provided with various comprehension tasks that align with the reading comprehension skills and strategies tested throughout the two preceding sections. Reading 1 was composed of 3 paragraphs and consisted of 10 multiple choice questions. Reading 2 was composed of 6 paragraphs and consisted of 12 multiple choice questions. Those reading texts and comprehension check questions were generated following a literature review by making some adaptations in line with the aims of the study.

3.5 Data Analysis

The internal reliability analysis of the English reading comprehension test was made with KR-20 test. The internal reliability coefficient that was obtained at the end of this test was .835. This value is above .70 and that is the acceptable limit for internal reliability. For this reason, it can be said that internal reliability of this test is high. Also, scope validity of the test was determined by taking the expert opinions of 11 academicians and 5 teachers.

As it is shown in Table 3, in this study, SPSS 25.0 was used for the statistical analysis of the data. In order to describe the data, percentage distributions, mean, and median values were used. For the statistical comparisons, t-test and Wilcoxon test were used in dependent groups. In order to decide on the data analysis technique, Shapiro Wilk and Kolmogoroz Smirnov tests were used to test normality. Because Shapiro Wilk and Kolmogoroz Smirnov values were greater than .05 in the entire English reading comprehension test; that is, data were normally distributed, paired sample t test was used as parametric test. In sub-dimensions, it was detected that

either pre-test, or post-test, or both of them did not show normal distribution (p<.05). For that reason, as a non-parametric test, Wilcoxon test was used for the comparisons of pre-test and pos-test in sub-dimensions. In statistical analysis, significance level is taken as .05.

Table 3: Tests of normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Test	Pre test	,133	17	,200[*]	,958	17	,588
	Post test	,135	17	,200[*]	,964	17	,703
Prediction	Pre test	,307	17	,000	,837	17	,007
	Posttest	,224	17	,024	,812	17	,003
Making Inference: Sentence Level	Pre test	,285	17	,001	,860	17	,015
	Post test	,273	17	,002	,809	17	,003
Making Inference: Paragraph Level	Pre test	,229	17	,018	,913	17	,113
	Post test	,340	17	,000	,814	17	,003
Identifying Pronoun Referents	Pre test	,198	17	,077	,873	17	,024
	Post test	,410	17	,000	,611	17	,000
Facts/ Opinions	Pre test	,327	17	,000	,742	17	,000
	Post test	,537	17	,000	,262	17	,000
Topic Sentence in a Paragraph	Pre test	,176	17	,171	,925	17	,180
	Post test	,331	17	,000	,738	17	,000
Main Idea in a Paragraph	Pre test	,368	17	,000	,745	17	,000
	Post test	,426	17	,000	,630	17	,000
Irrelevant Sentence	Pre test	,206	17	,054	,888	17	,043
	Post test	,257	17	,004	,799	17	,002
Vocabulary: Getting Meaning from Context	Pre test	,271	17	,002	,881	17	,033
	Post test	,218	17	,031	,908	17	,091

Vocabulary: Identifying Word Classes	Pre test	,221	17	,027	,875	17	,026
	Post test	,260	17	,003	,872	17	,023
Vocabulary: Using Words in Meaningful Context	Pre test	,223	17	,024	,888	17	,043
	Post test	,198	17	,077	,873	17	,024
Reading Strategies	Pre test	,153	17	,200*	,926	17	,185
	Post test	,219	17	,029	,831	17	,006
Reading 1	Pre test	,219	17	,029	,912	17	,107
	Post test	,316	17	,000	,847	17	,010
Reading 2	Pre test	,162	17	,200*	,906	17	,085
	Post test	,244	17	,008	,910	17	,101

3.6 Procedure

In this section, a detailed presentation of the 11 weeks application process of the study is provided. Throughout the whole application process, the reading courses were maintained by using *Q: Skills for Success Intro Reading and Writing* coursebook. However, in the flow of the lessons, some adaptations were applied to the coursebook tasks in order to enrich the teaching-learning process in line with the aims of the study. The adaptations were made according to the dominant intelligence profiles of the experimental group to appeal to students' needs, abilities, and interests. By this way, diverse learning styles were tried to be respected and promoted. Also, through such an approach, it was aimed to make the lessons more student-centered rather than teacher-centered. By means of MI based hands on activities, students went beyond the traditional receptive roles in their education and were required to be active and responsible participants of their own learning process. The teacher functioned as a facilitator of learning process and guided the students to interpret each new learning item. Ultimately, by allowing students to involve in the teaching-learning process actively, it was intended to set the stage for a more productive learning environment.

3.6.1 First Week Lesson Plan

EXPERIMENTAL GROUP

Topic: People

Reading: What Kind of Person Are You? (A magazine article about social psychology)

Target Reading Skills & Strategies: Previewing a text, identifying topics and main ideas, reading for main ideas and details, reading and recognizing different text types, listing vocabularies, using context clues to deduce meanings of unfamiliar words.

Techniques & Activities: Wordsplash, brainstorming, semantic mapping, gap-filling completion, multiple choice questions, true/false questions, matching words with the opposites, interviewing, making a presentation.

Multiple Intelligences: Visual-spatial, verbal-linguistic, interpersonal, intrapersonal, bodily-kinesthetic, logical-mathematical.

Allocated Time: 45' * 4

Objectives: At the end of this week, students will be able to
- set a purpose to read a written text and make meaningful predictions about it by using background knowledge or personal life experiences,
- apply predicting and previewing as pre-reading strategies,
- identify topic and main idea of a paragraph they read,
- guess the meanings of unfamiliar words by using context clues.

Number of Students: 17

Materials: Q: Skills for Success Intro Reading and Writing Students Book, PC.

PRE-READING PHASE

Step 1. Activating Background Knowledge

1. Teacher wants to activate students' visual-spatial intelligence and starts the lesson by sticking the photo of people with different styles in Appendix 1.1 on the board. She thinks aloud and says that they all look the same. When students object, she encourages them to share their ideas.

2. Then, teacher models the activity in Appendix 1.2 by giving answers about herself. Following teacher's modelling, students first do it individually, then talk in pairs. Volunteers are asked to share their answers with the class.

3. In order to stimulate interpersonal, bodily-kinesthetic, and visual-spatial intelligences, teacher presents an additional activity within the scope of the study. Students are divided into groups of three to expand their adjectives to describe their personal traits. After circulating and listening to students, teacher asks each group to

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choose its reporter and starts the word splash programme on computer (https://www.wordclouds.com/). After a short explanation about how to use it, group reporters come one by one and type their adjectives into the wordle word splash creator. When all reporters fulfil the task by taking turns, the random arrangement of students' answers is made the collection of words a wordsplash. Shape, colors, and, font are also decided as a class This wordsplash created by students is displayed via projector. Unknown words are clarified through explanation, exemplification, or body language. Unless it is indispensable, no direct translation into the first language is allowed. The printout of the word cloud is later stuck into the classroom.

4. Teacher writes the unit question "*What kind of person are you?"* on the board in form of a chart with three columns as physical traits, personality traits, hobbies & abilities. She asks students to draw the same charts on a piece of paper, to fill in the columns with adjectives describing themselves, and to fold their papers. When they are ready, teacher collects the folded papers in a box, asks students to come and pick one up from the box randomly, to read it to the class and to try to guess whose description it is. By this way, not only their verbal-linguistic intelligence but also their bodily-kinesthetic, intrapersonal, interpersonal, visual-spatial, and logical-mathematical intelligences are aimed to be stimulated.

Step 2. Pre-Teaching Vocabulary

1. Teacher introduces the activity in Appendix 1.3. Before directly asking students to do the activity individually, teacher wants to make use of visual-spatial intelligence. So, she points out the photos and the captions in the activity in Appendix 1.3. She mentions about the use of pictures or any visuals given in a text as clues to make guesses. After asking students to guess the meanings of the adjectives under the captions, she thinks aloud to model how she uses the context clues to figure out what the word *describe* means in the first example of the activity. Then, students work in pairs to do the rest of the activity. They are not allowed to use dictionaries.

Step 3. Previewing Reading

1. The book directly asks students to preview the reading text; however, instead of starting the reading activity directly without clarifying what previewing a text means, teacher guides students to brainstorm about what previewing means through thinking of some real life situations as follows:

- What do you do first when you receive a letter? Do you immediately open it or firstly look at address or who the sender is?

- What do you do first when you buy a newspaper? Do you read everything or firstly look at the headlines or pictures and try to have some idea of what the news is about?

- What did you do when you first got this book? How did you get an idea about it?

Then, teacher writes *previewing* in a circle on board, and all ideas of students around the circle to create a brainstorming web through students' contributions. By this way, it is aimed to stimulate students' verbal-linguistic, visual-spatial, and logical-mathematical intelligences. Then, teacher explains that previewing is an efficient prereading strategy and *previewing a text* means gathering as much information about the text as possible before actually reading it.

2. In order to practise the reading strategy, teacher points the title, the subtitles, the words in bold, the pictures within the text in Appendix 1.4, and the captions beneath each picture. She asks students to talk about these clues. After clarifying the strategy, teacher asks students to look quickly at the text and try to circle the descriptive words in the text. Then, after previewing the article, students briefly discuss what the article is about as a class.

WHILE READING PHASE

1. Students read the article silently and listen to the audio once. They are asked to do the true/false exercises in Appendix 1.5. While checking the answers, each respondent is required to share his/her thinking process in deciding the answer.

POST READING PHASE

1. As an expansion activity, teacher asks students to interview each other. In this activity, students are asked to imagine that they were famous people. First, the class brainstorms the names of celebrities and notes them on board. Then, they go on brainstorming about what additional questions they would like to ask to a celebrity. Teacher writes their suggestions in form of a semantic map, such as questions related to family or childhood, questions about hobbies or fobbies, etc. By this way, it is aimed to stimulate students' verbal-linguistic, visual-spatial, and logical mathematical intelligences.

2. Then, students are asked to work in pairs to prepare their dialogues. Volunteer pairs are asked to come to board and role-play their interviews in front of the class. By this way, it is aimed to stimulate students' interpersonal and bodily-kinesthetic intelligences.

READING SKILL STUDY: Identifying Topics And Main Ideas

1. Teacher writes the words *topics* and *main ideas* on the board and asks if the students have any idea about these terms. After eliciting their predictions, she points out that identifying topics and main ideas helps readers improve their reading comprehension. The information in the box in Appendix 1.6 is read by students.

2. In order to stimulate students' logical thinking skills, teacher writes the following examples on the board and asks students to decide if they are topics or main ideas:

- The importance of education.

- Education is important to have a good career.

- Global warming threatens our planet.

- The effects of global warming.

After discussing about the aforementioned examples, teacher presents an additional activity to reinforce the use of the target reading skill and introduces the photos in Appendix 1.7. Students try to guess if either a main idea or a topic sentence for each one. By this way, it is aimed to stimulate students' verbal-linguistic and visual-spatial intelligences.

3. Lastly, students read the article in Appendix 1.8 and do the multiple choice questions.

FOLLOW UP

1. Students are assigned to prepare a presentation that introduces their appearances and personalities. They are required to support and enrich their presentations through audio-visual aids, such as music, pictures, photos, drawings, powerpoint slides, etc. Next week's class is allocated as the deadline of the projects.

EVALUATION OF THE LESSON

The unit was about personality traits and that theme was advantageous for the first week of the study in terms of many aspects. First of all, it is a fact that students are expected to be more likely to engage in learning if the topic encourages a personal connection. At this point, that topic was suitable for students to get such personal connections while brainstorming about their own characteristics. Also, all students in the experimental group were new to one another and willing to learn more about one another. Therefore, the topic really captured their interests. Talking about personality traits evoked self awareness. By this way, an opportunity was allowed for students to communicate their feelings, strenghts, or weaknesses and to personalize the topic. As a result, their intrapersonal intelligence was nurtured. In line with the dominant intelligence types of the experimental group, an adaptation was applied while

activating background knowledge in the pre-reading phase. Students were divided into groups to brainstorm and negotiate how to produce new vocabularies in groups, to craft a meaningful teamwork that utilize content vocabulary words, and to come up with new ideas to contribute to their teams. By allowing them to form cooperative groups and providing interaction among students during learning tasks, interpersonal intelligence was stimulated. Also, a visually stimulating environment was provided through the use of wordsplash. Additionally, it was aimed to activate students' interpersonal intelligence by asking them to work in cooperation with their teammates. Moreover, while answering the unit question "*What kind of person are you*?" to activate students' background knowledge, they were asked to write about themselves on a piece of paper, to fold it, and to give it to the teacher. Then, they picked one up randomly to guess whom that information belonged to. By this way, their intrapersonal and bodily-kinesthetic intelligences were stimulated. Moreover, adding to the photos in the book, the vocabulary chart and brainstorming web drawn by the teacher on the board, the use of wordsplash, and other visual aids stimulated the visual-spatial inteligence of the students. While all activities that concern to use the language and provide language opportunities helped nurture verbal-linguistic intelligence, the activities that required physical movement activated bodily-kinesthetic intelligence. It must also be stressed that while the individually fulfilled activities were important in terms of intrapersonal intelligence, all pairworks, group works, and class discussions provided chances to support interpersonal intelligence. As an expansion activity in while reading phase, creating scenarios about interviewing a famous person and dramatizing them in front of the class also benefited interpersonal and kinesthetic learners. The follow up activity also let students activate their intrapersonal, interpersonal, visual-spatial, verbal-linguistic, and bodily-kinesthetic intelligences. Throughout the lessons, it was the primary concern to direct the efforts of the students towards achieving the learning goals of the unit in terms of the dominant intelligence types of the students. With this purpose, in each phase of the learning sequence, pre-, while-, and post-reading phases, students were provided tasks that were appropriate and stimulating. As a result of providing conditions within the classroom that were addressing students' various dominant intelligence types, students' performance was energised and sustained. By this way, the teaching learning process was tried to be made

intrinsically satisfying, and that minimised performance anxiety and encouraged active student involvement.

3.6.2 Second Week Lesson Plan

EXPERIMENTAL GROUP

Topic: Friendship

Reading: Different Kinds of Friends (A web article of relationships)

Target Reading Skills & Strategies: Previewing, identifying topics and main ideas, guessing the meanings of unfamiliar words by identifying parts of speech.

Techniques and Activities: Brainstorming, classification, chart-filling, matching, gap-filling, labelling parts of speech, multiple choice questions, surveying.

Multiple Intelligences: Visual-spatial, verbal-linguistic, logical-mathematical interpersonal, intrapersonal, bodily-kinesthetic.

Allocated Time: 45' * 4

Objectives: At the end of this week, students will be able to

- preview a text,
- guess the meanings of unfamiliar words by using context clues,
- identify what parts of speech unfamiliar words are.

Number of Students: 17

Materials: Q: Skills for Success Reading and Writing Student Book, four sheets of poster paper.

PRE-READING PHASE

Step 1: Activating Background Knowledge

1. The lesson starts with a brainstorming session about the picture in Appendix 2.1, and goes on with the unit question *"Who are your friends?"* In order to stimulate visual-spatial, interpersonal, bodily-kinesthetic, logical-mathematical, and verbal-linguistic intelligences and to make students more active participants of the lesson, teacher labels four separate sheets of poster paper with categories as *classmates, neighbors, family members,* and *friends from childhood*. She places them in the four different corners of the classroom. Being sure that all students understand the categories, she gives them a few minutes to go to the corner that best reflects the category that their mates mostly belong to. When all students are at their corners, teacher directs the groups in each corner to talk among themselves to describe their

friends briefly. Volunteers from each corner are asked to share why they have their best mates from those categories.

Step 2. Pre-Teaching Vocabulary

1. In order to reinforce vocabulary knowledge of students, the gap-filling activity in Appendix 2.2 is presented. Teacher reads the first sentence aloud by stressing the word in bold. She points out the words such as noun, verb, and adjective in parentheses that are provided before the definitions. She tries to remind what they mean and briefly explains that part of speech can be a helpful clue in identifying the correct definitions. Students are asked to complete the activity in pairs.

Step 3. Previewing Reading

1. Teacher reminds what previewing is and asks students to look at the pictures and the words in bold in the article and to talk about how these clues can be used for previewing. After discussing in pairs, a few students are called on to share their ideas with the class.

WHILE READING PHASE

1. The article is read and multiple choice questions are done in Appendix 2.3 as a class.

POST READING PHASE

1. Students do the gap-filling activity in Appendix 2.4. Then, they are asked to write about four of their friends by using the ideas in the reading text and describe them to their pairs.

READING SKILL STUDY: Identifying Word Families (Parts of Speech) as Context Clues

1. The meaning of *word family* is defined and exemplified with the information box in Appendix 2.5. Then, labeling and gap-filling activities about parts of speech in Appendix 2.6 are done as a class.

2. In order to stimulate students' interpersonal, logical-mathematical, verbal-linguistic, and visual-spatial intelligences, the class is divided into two groups and each group is given the three column chart paper in Appendix 2.7. They are asked to fill in the charts properly using the target vocabularies of the unit. The group with less mistakes is chosen as the winner. Mistakes are corrected as a class.

FOLLOW UP

1. In order to stimulate students' visual-spatial, interpersonal, intrapersonal, and logical-mathematical intelligences, teacher hands out the surveys in Appendix 2.8 as

the follow up activity. Students are assigned to work in pairs to do the surveys and report the details by next week.

EVALUATION OF THE WEEK

First of all, discussing on friendship was motivating and appealing for students because it gave them a chance to know more about one another. In pre-reading phase, instead of introducing the unit question "Who are your friends?" directly, students were asked to decide if they choose their best mates mostly among their classmates, neighbors, family members, or friends from childhood. Then, they gathered at different corners of the classroom representing those categories. By this way, not only their verbal-linguistic intelligence, but also their visual-spatial, interpersonal, bodily-kinesthetic, and logical-mathematical intelligences were tried to be activated. While practising the reading skill, class was divided into two groups. The three column chart paper in Appendix 2.7 was given to each group, and they were asked to fill in the charts properly by using the target vocabularies of the unit. By this way, first of all, interpersonal intelligence was stimulated because students were given a common goal for cooperation, and that let them work in collaboration. Also, their logical-mathematical was activated while they were trying to classify words according to their parts of speech. Additionally, their verbal-linguistic and visual-spatial intelligences were stimulated thanks to that activity. In follow up part, students were asked to do the surveys in Appendix 2.8 in pairs and to report the results of their surveys. While answering questions about themselves was stimulating their intrapersonal intelligence by reinforing their self-awareness, interacting with others to conduct the survey nurtured interpersonal intelligence.

3.6.3 Third Week Lesson Plan

EXPERIMENTAL GROUP

Topic: Education

Reading: Comparing Schools in Three Countries

Target Reading Skills & Strategy: Previewing, making predictions, scanning for names, dates, and times, using context clues to deduce meanings of unfamiliar words.

Additional Techniques and Activities: Brainstorming, KWL chart filling, true/false questions, open-ended questions, gap-filling completion, multiple choice questions.

Multiple Intelligences: Visual-spatial, verbal-linguistic, bodily-kinesthetic, interpersonal, logical-mathematical.

Allocated Time: 45' * 4

Objectives: At the end of this week, students will be able to

- preview a text,
- scan for specific information using context clues, such as names, dates, and times,
- use context clues to deduce meanings of unknown words.

Number of Students: 17

Materials: Q: Skills for Success Reading and Writing

PRE-READING PHASE

Step 1: Activating Background Knowledge

1. Teacher presents the gap-filling activity in Appendix 3.1 in a way that aims to stimulate students' bodily-kinesthetic, logical-mathematical, and visual-spatial intelligences. She draws a three-column chart on the board with the headings "*Hours in school each day*", "*Hours on homework each day*", and *"Months in school each day."* In order to guide students, she asks some additional questions as follows:

- Do you think the school day is too long?
- Do you think you have too much homework?
- Why is homework important?

Volunteers are asked to write their ideas in the chart on the board. Different ideas are discussed as a whole class.

2. Teacher focuses students' attention on the photo in Appendix 3.2 and encourages them to talk more with some additional questions as follows:

- Do you sometimes study in a library?
- Why do you like/don't you like to study in the library?
- Do you think library is a good place to study? Why or why not?

3. In order to stimulate students' bodily-kinesthetic, interpersonal, verbal-linguistic, and logical- mathematical intelligences, teacher introduces the unit question "*Do students spend too much time in school?* in an alternative way. Students saying *yes* to the question are asked to stand on the left side of the class while students saying *no* to the question are asked to stand on the right side of the class. When groups are formed, teacher gives each group time to discuss about their ideas. Then, each group shares their ideas with the class.

Step 2. Pre-teaching Vocabulary

1. Teacher presents the multiple choice activity in Appendix 3.3. The context clues in the sentences to guess the meanings of unfamiliar words are stressed. Also, in order to remind previous week's reading skill, parts of speech of the words in bold are revised. Each bold word is asked to be labeled according to their part of speech.

Step 3. Previewing Reading

1. The book directly asks students to preview the text. However, as an addition, teacher distributes the KWL chart in Appendix 3.4 to activate students' prior knowledge, to arise curiosity, and to stimulate their logical-mathematical, visual-spatial, and verbal-linguistic intelligences. Teacher reminds the unit question "*Do students spend too much time in school?*" and asks students to fill in the first two columns of the chart, *What I Know* and *What I Want to Know*, in pairs before reading the text. *What I Learned* part is left to be completed after reading.

2. The article in Appendix 3.5 is read silently. Then, true/false and open-ended questions are done individually and checked as a class.

POST READING PHASE

1. Teacher reminds the KWL chart in Appendix 3.4 and asks students to work in pairs to fill in *What I Learned* column. Answers are discussed as a class. Students are also asked to revise their answers in *What I Know* column and check if their previous knowledge about the topic is consistent with what they have learned. By this way, they have the chance to reshape any insufficient or incorrect schemata regarding the target topic.

READING SKILL STUDY: Scanning for Names, Dates and Times

1. Teacher presents what *scanning* means by directing the following questions and asking for students' ideas:

- What do you do when you scan a text?
- Why do you scan a text?
- When do you look for capital letters?
- When do you look for numbers?, etc.

2. Then, the reading skill practice activity in Appendix 3.6 is adapted in order to activate students' visual-spatial, bodily-kinesthetic, and interpersonal intelligences adding to their verbal-linguistic intelligence. The class is divided into two and each group is given a paper with the following questions that are about the texts in Appendix 3.6:

- In which country/countries do students study for 170 days annually?

- In which country/countries does school start at 7.30 a.m.?

- How many hours a day do students in Kenya spend at school?

- How long is a school day in Iran?

- How many hours a day do students in France spend at school?

- What time does the school end in Iran?

- How many hours is a school day in Germany?

- How long is a school year in Australia?

Each group is asked to have its own homebase where the question paper is put. Teacher sticks the printout of the two texts in Appendix 3.6 on separate walls because students need room to move around while scanning. Groups are supposed to move around at the same time to check the texts and to return to their homebases to write their answers. Teacher sets the timer, writes the ending time on the board, and starts the activity. Early finishers are asked to use the remaining time to review and confirm their answers. When the time is up, answers are gone over as a class. The group with the most correct answers wins the game.

FOLLOW UP

1. Students are asked to work in groups to prepare a project. They are assigned to choose a country, make a research about its educational system, and prepare a report supported with audio-visual aids.

EVALUATION OF THE WEEK

First of all, while activating background knowledge, asking students to classify their ideas and to write them into the chart on the board activated both their bodily-kinesthetic and logical-mathematical intelligences. Also, talking about the photo in Appendix 3.2 to get familiar with the topic stimulated students' visual-spatial intelligence. Moreover, instead of asking the unit question directly, teacher asked students to group on either the left or the right side of the class and to discuss their ideas in groups. By this way, interpersonal, verbal-linguistic, and bodily-kinesthetic intelligences were aimed to be integrated into the lesson. Additionally, while previewing the reading, a KWL chart was used. Thanks to it, students got the chance to lay out the information visually and to organize their ideas in a systematic way. It also let them set their own purposes to read, have a chance to monitor, and track down their own comprehension. By this way, it was targeted to activate their logical-mathematical, visual-spatial, and verbal-linguistic intelligences. While teaching scanning as the target reading skill of the week, the activity in Appendix 3.6 was

adapted in a way that let students move around the classroom, work in cooperation with their classmates, and visualize their opinions. By this way, not only their verbal-linguistic intelligence, but also their visual-spatial, bodily-kinesthetic, and interpersonal intelligences were tried to be nurtured. Last but not least, in follow up part, it was aimed to activate students' visual-spatial, interpersonal, and verbal-linguistic intelligences by asking them to prepare a group project that was supported with audio-visual aids.

3.6.4 Fourth Week Lesson Plan

EXPERIMENTAL GROUP

Topic: Food

Reading: Celebrating the New Year with Food (A magazine article about food and culture)

Target Reading Skills & Strategy: Previewing, reading for main ideas, scanning for information, guessing meanings of unfamiliar words from context by using examples, synonyms, and paraphrases.

Additional Techniques and Activities: Graffiti and carousel brainstorming, matching, open-ended questions, surveying.

Multiple Intelligences: Visual-spatial, verbal-linguistic, interpersonal, intrapersonal, bodily-kinesthetic.

Allocated Time: 45' * 4

Objectives: At the end of the week, students will be able to

- preview a text,

- scan for specific information,

- use context clues to guess meanings of unfamiliar words,

- locate an idea in a paragraph.

Number of Students: 17

Materials: Q: Skills for Success Reading and Writing, A3 size papers, coloured pen

PRE-READING PHASE

Step 1. Activating Background Knowledge

1. In order to activate students' bodily-kinesthetic, interpersonal, visual-spatial, and verbal-linguistic intelligences, teacher adapts the open-ended questions activity in Appendix 4.1 by using graffiti brainstorming technique. She writes the following four questions in the activity on four large separate chart papers:

- What snacks do you eat?

- What is your favourite dinner?

- What is your favourite dessert?

- Why do you usually eat?

2. Each paper is stuck on separate walls around the room. The class is divided into groups of 4 and each group is assigned to use a separate coloured pen so that they can follow a sequence and be distinguishable as groups. They walk around the class in groups looking at separate papers that hang on the walls during the exercise. After they all see which questions there are at each station, they are asked to go to different stations and answer them using single words, short statements, or graphics on their chart papers. At the first round, they are allowed to stay at one station maximum for 30 seconds. When the time is over, teacher calls groups to move to the next station and asks them to revise the statements written by the previous groups and to write additional answers. At each round, they are allowed to stay for 5 more seconds because they have to struggle to come up with new ideas. The exercise is carried out through clockwise order until all stations are visited by all groups. At the end of the activity, all answers are reviewed as a class.

3. Students look at the photo in Appendix 4.2 and discuss about the unit question "*When do we eat special foods?*" with their classmates.

Step 2. Pre-Teaching Vocabulary

1. Teacher presents the matching activity in Appendix 4.3. In order to model the way of thinking to guess the meanings of unfamiliar words, she reads the definitions and asks students to guess the meanings of the words in bold by using the context clues. The importance of using the synonyms, part of speech, and if provided, visual aids, examples, or explanations in the context is reminded by the teacher. Then, students are asked to complete the activity individually, and answers are elicited from the students.

Step 3. Previewing Reading

1. Teacher presents the previewing activity in Appendix 4.4 and asks students to quickly look over the statements before reading in order to realize what to take note of while scanning the article.

2. Students have a quick look over the article in Appendix 4.5 to do the activity. Each statement is discussed as a class, and students are reminded to review their answers after reading.

WHILE READING PHASE

1. Students read the article in Appendix 4.5 and answer the comprehension check questions in Appendix 4.6. Answers are checked as a class.

2. To review and reinforce scanning skill, the open-ended questions in Appendix 4.7 are answered by students and checked as a class.

POST READING PHASE

1. Teacher makes an adaptation on the activity in Appendix 4.8. In order to activate students' interpersonal, verbal-linguistic, and visual-spatial intelligences, the task is redesigned by means of carousel brainstorming technique. The class is divided into groups of 4. Each group is asked to have a different coloured pen as their differential features. The subtopics "*fruit, vegetables, meat, seafood, dairy products*" are written on separate papers by the teacher. A separate station is assigned for each subtopic and each group is randomly directed to a station.

2. The groups are seated in different stations with separate subtopic papers and brainstorm on the assigned titles for building vocabulary. Teacher asks each group to move their sheets to the next group clockwise, and each new group is supposed to add something new to what the previos groups have already written. Dictionary use is allowed. The last group pass their sheet to the first group in the cycle. At the end of the activity, each group read the vocabularies on their papers. Unknown words are clarified as a class.

3. As an additional activity, teacher presents the class survey in Appendix 4.9. Students are asked to fill in the first survey for themselves. Teacher walks around the class to help them. Next, students walk around the classroom and survey their classmates. Lastly, volunteers share their information with the class.

FOLLOW UP

1. Students are assigned to work in groups to role play the well-known TV show "Yemekteyiz." They are asked to prepare their scenarios, dialogues, etc. and to record their role play. One week is given for the fulfilment of the task.

EVALUATION OF THE LESSON

First of all, by integrating graffiti brainstorming technique into the activity in Appendix 4.1 in pre-reading stage to activate students' prior knowledge, it was aimed to activate not only intrapersonal and verbal-linguistic intelligences, but also interpersonal and bodily-kinesthetic intelligences. Moreover, in post-reading stage, the activity in Appendix 4.8 was adapted through carousel brainstorming technique.

By this way, it was aimed to nurture students' interpersonal, verbal-linguistic, and visual-spatial intelligences. Furthermore, an additional activity was introduced in post-reading stage. In that activity, students were asked to do the first survey for themselves. By this way, it was aimed to benefit from their intrapersonal intelligence. Then, they had the chance to activate their interpersonal and bodily-kinesthetic intelligences while surveying their classmates. Moreover, the follow up assignment allowed students to reflect upon and apply what they had learnt to their life not only inside but also outside the classroom in an enjoyable way. Taking part in a group project and having such a social experience as a way of using the language and supporting one another's learning through individual contributions nurtured their interpersonal intelligence. Providing an opportunity for students to select their own groups and to create well-constructed scenarios also allowed them to reinforce their interpersonal intelligence. Giving the freedom to explore the virtual environments and to get physically involved in learning process by means of dramatization engaged bodily-kinesthetic learners. Last but not least, all the activities that provided opportunities to use the language supported verbal- linguistic intelligence.

3.6.5 Fifth Week Lesson Plan

EXPERIMENTAL GROUP

Topic: Fun

Reading: No Money? Have Fun Anyway!

Target Reading Skills & Strategy: Previewing, making predictions, underlying and highlighting important information.

Additional Techniques and Activities: Matching, open-ended questions.

Multiple Intelligences: Visual-spatial, verbal-linguistic, musical, interpersonal, bodily-kinesthetic.

Allocated Time: 45' * 4

Objectives: At the end of this week, students will be able to

- preview a reading text,

- make meaningful predictions,

- use context clues to guess meanings of unfamiliar words,

- scan for specific information,

- underline and highlight important information.

Number of Students: 17

Materials: Q: Skills for Success Reading and Writing

A. PRE-READING PHASE

Step 1. Activating Background Knowledge

1. In order to activate students' musical intelligence, teacher makes students listen to sounds representing different free time activities. The sounds are related to an amusement park, playing basketball, dancing, playing the guitar, and walking in nature. Students listen to each sound in order to predict what activity each sound represents and write down their predictions.

2. After eliciting individual predictions from the class, teacher lets students compare and contrast their predictions without making any comment.

3. After this prediction task, in order to activate bodily-kinesthetic and visual-spatial intelligences, teacher sticks the pictures representing the activities in the listening task on the board randomly and asks volunteers to come and write the correct free time activities under the correct pictures. After each image is matched, students compare and contrast their predictions with the correct answers. Then, volunteers are asked to talk about the photo in Appendix 5.1.

Step 2. Pre-Teaching Vocabulary

1. Target vocabularies are studied through the word-definition matching activity in Appendix 5.2. Students read the definitions of the words and complete the sentences with the correct words. Teacher encourages them to deduce the meaning of words either by taking advantage of the part of speech of words or understanding context clues. Dictionary use is not allowed.

Step 3. Previewing Reading

1. Teacher explains that the target reading text is composed of various web posts about things to do without much money. Students scan the web posts and try to note down three things that people like to do from the reading text. Teacher elicits answers from the students.

WHILE READING PHASE

1. Students read the text in Appendix 5.3 and do the matching and open-ended questions in Appendix 5.4. It is reminded to scan the text to find the targeted piece of information easily.

POST READING PHASE

1. Students are asked to talk about how they spend their free time in pairs.

READING SKILL STUDY: Underlying and Highlighting

1. Teacher writes *underlying* and *highlighting* in capital letters on the board, and asks students to share their predictions about what they refer to. After they share their predictions, teacher explains that these reading skills are used to mark the important information in a reading text. She also reminds them to be selective while underlining and highlighting.

2. Then, students read the newspaper article in Appendix 5.5 to highlight or underline the important information in it to answer the open-ended questions.

FOLLOW UP

1. Students are asked to form groups of three or four. As groups, they are asked to suppose that they were the members of their university's student union and responsible for the Spring Festival preparations. They are assigned to prepare a spring festival programme that includes each day with fun activities and a poster that can attract the attention of as many people as possible. Next class date is announced as the deadline of the project delivery and presentation.

EVALUATION OF THE LESSON

First of all, while activating background knowledge of students, teacher started the lesson by making students listen to sounds of different free time activities. That activity was presented to arise curiosity about the lesson while activating students' musical intelligence. Then, it was aimed to activate students' visual-spatial intelligence by sticking the pictures about the free time activities they had listened to and asking students to label them correctly. Students were asked to come to the board to write the names of the free time activities under the correct pictures. By this way, it was aimed to activate their bodily-kinesthetic intelligence. In the follow-up activity, assigning students to work in groups to create a spring festival programme by benefiting from the newly acquired knowledge aimed at taking the advantage of verbal-linguistic, visual-spatial, and interpersonal intelligences at the same time.

3.6.6 Sixth Week Lesson Plan

EXPERIMENTAL GROUP

Topic: Home

Reading: There's No Place Like Home

Target Reading Skills & Strategy: Inferring meaning of unfamiliar words using context clues, underlying and highlighting important information.

Additional Techniques and Activities: Brainstorming, multiple choice questions, open-ended questions, circling words.

Multiple Intelligences: Visual-spatial, verbal-linguistic, interpersonal, intrapersonal.

Allocated Time: 45' * 4

Objectives: At the end of this week, students will be able to

- use context clues to infer the meanings of unfamiliar words,

- scan for specific information,

- underline and highlight important information in a text.

Number of Students: 17

Materials: Q: Skills for Success Reading and Writing

PRE-READING PHASE:

Step 1. Activating Background Knowledge

1. In order to stimulate students' intrapersonal, verbal-linguistic, and visual-spatial intelligences, teacher starts a brainstorming session by asking students to recall and share the things in their living rooms and writes all their ideas on the board. Then, they talk about the photo in Appendix 6.1.

Step 2. Pre-Teaching Vocabulary

1. Target words are previewed through the multiple choice activity in Appendix 6.2. Teacher reminds students that it is possible to use context clues to guess the meanings of unknown words. Then, she models using this strategy by pointing out the context clues in the first sentence (smoking, having a bad cold, not smelling anything) in Appendix 6.2. Next, students work individually to complete the rest of the activity and then check their answers with their pairs. Teacher goes over the answers with the class.

Step 3. Previewing Reading

1. Teacher asks students to scan the web page in Appendix 6.3 to note down what rooms people describe and what countries they are from. They are told to review their answers after reading.

WHILE READING PHASE

1. The students read the web page in Appendix 6.3 and do the comprehension check questions in Appendix 6.4. Answers are checked as a class.

POST READING PHASE

1. In order to stimulate students' intrapersonal, visual-spatial and verbal-linguistic intelligences, teacher provides an extension activity and asks students to share their

ideas about the photos Appendix 6.5. To guide and help them internalize the activity, she asks the following questions:

- Which bedroom do you like best? Why?

- Which room is similar to your bedroom?

- If you had a chance, what would you like to change in these rooms?

FOLLOW UP

1. In order to integrate interpersonal, visual-spatial, and verbal-linguistic intelligences into the teaching-learning process, students are asked to work in groups to prepare a video presentation about where they live. One week is allocated for the fulfilment of the task.

EVALUATION OF THE WEEK

While activating students' prior knowledge about the topic of the unit, teacher used brainstorming technique to help students generate, share, and maximize new ideas. By this way, it was aimed to activate their verbal-linguistic intelligence. Also, talking about their own living rooms encouraged them to internalize the topic and nurtured their intrapersonal intelligence. Moreover, in post-reading part, teacher showed the pictures in Appendix 6.5 as an extension activity to engage students more into the lesson. By this way, students had the chance to associate their ideas and newly acquired words with images. At this point, teacher suggested guiding questions to boost their enthusiasm to talk more. As a result, both their visual-spatial and verbal-linguistic intelligences were stimulated. Lastly, in follow up part, it was aimed to nurture students' verbal-linguistic, visual-spatial, and interpersonal intelligences by asking them to work in groups to prepare a video presentation about where they live.

3.6.7 Seventh Week Lesson Plan

EXPERIMENTAL GROUP

Topic: Weather

Reading: Where is the best and the worst weather? (A web article about weather and geography)

Target Reading Skills & Strategy: Previewing, predicting, scanning for specific information, identifying pronoun references to enhance comprehension.

Techniques and Activities: Brainstorming, semantic mapping, t-chart filling, gap-filling, true-false and multiple choice questions.

Multiple Intelligences: Interpersonal, intrapersonal, bodily-kinesthetic, visual-spatial, verbal-linguistic, musical, logical-mathematical.

Allocated Time: 45' * 4

Objectives: At the end of this week, students will be able to

- identify the pronoun references,
- scan for specific information,
- apply predicting and previewing as pre-reading strategies,
- identify pronoun references.

Number of Students: 17

Materials: Q: Skills for Success Reading and Writing

PRE-READING PHASE

Step 1. Activating Background Knowledge

1. In order to activate students' musical intelligence, teacher makes students listen to sounds of different weather conditions and asks them to predict what these sounds refer to, such as rain, wind, thunderstorm, etc. Then, to stimulate their visual-spatial, verbal-linguistic, and mathematical-logical intelligences, teacher starts a brainstorming session about weather conditions. She draws a semantic web consisting different types of weather categorized according to different seasons. Dictionary use is allowed to suggest new words. Then, they are asked to share their favourite kind of weather with supporting reasons.

2. Teacher focuses students' attention on the photo in Appendix 7.1 and asks volunteers to describe it. She asks additional questions to expand the discussion and to motivate the students to participate in the activity as follows:

- What temperature do you think it is in the photo?
- What is on the trees?
- Where do you think this is?

2. In order to integrate interpersonal, logical-mathematical, verbal-linguistic, and bodily-kinesthetic intelligences into the teaching process, teacher writes the unit question "*Where is the best and the worst weather?*" on the board. Under the question, she draws a T-chart by labeling the left column as the *Best Weather* and the right column as the *Worst Weather.*

3. Teacher asks students to seat in small groups and to copy the T-chart onto a piece of paper. They are supposed to pass around the paper as quickly as possible with

each group member adding one place to the chart. They have 2 minutes to draw and fill in the charts.

4. Teacher calls the time. Next, she asks groups to write words about each place to describe the weather there and reminds students to use the vocabularies from the semantic web drawn on the board at the beginning of the lesson. Students have 2 more minutes to fulfil this task. When the groups are ready, a reporter from each group share the information in their chart with the class.

Step 2. Pre-Teaching Vocabulary

1. Target vocabularies are previewed through the gap-filling activities in Appendix 7.2. Answers are checked as a class.

Step 3. Previewing Reading

1. Students are required to scan the reading text in Appendix 7.3 to catch the words to describe the weather. Teacher reminds that scanning means to look quickly for specific information. Answers are gone over as a class.

WHILE READING PHASE

1. Teacher instructs students to read the article in Appendix 7.3. The matching and true/false exercises in Appendix 7.4 are done individually. Answers are checked as a class.

POST READING PHASE

1. As an extension to integrate intrapersonal and interpersonal intelligences adding to verbal-linguistic intelligence into the lesson, teacher asks students to think about the most and the least appealing cities or countries for them in terms of their weather preferences. The following questions are asked to guide the students:

- Describe the perfect weather for you. What place in the world has this kind of weather?

- Describe the worst kind of weather for you. What place in the world has this kind of weather?

2. When students take note of their ideas, volunteers are asked to share their answers with the class. Then, teacher writes *wh-* question words on the board. She asks students to work in pairs and asks three *wh-* questions to each other using the weather information given in the text in Appendix 7.3.

READING SKILL STUDY: Identifying Pronoun References

1. In order to activate students' prior knowledge, teacher asks about what a *pronoun* refers to or why pronouns are used. To exemplify the topic, teacher writes the following sentences to show the use of pronouns:

- <u>Sam</u> has a lot of friends. He loves spending time with <u>them.</u>

- <u>Nancy</u> was crossed with me because I hadn't invited <u>her</u> to my party.

2. To practice, she gives five minutes to complete the pronoun circling activity in Appendix 7.5 and asks them to compare their answers in pairs.

FOLLOW UP

1. In order to integrate visual-spatial and verbal-linguistic intelligences into teaching-learning process, students are assigned to prepare a presentation of a country or a city with either the best or the worst weather in the world. They are asked to enrich their presentations with audio-visual aids.

EVALUATION OF THE WEEK

At the beginning of the lesson, teacher preferred using audio-visual aids to present the topic of the unit. She started the lesson by making students listen to sounds of different weather conditions and asked them to make predictions about them. By this way, verbal-linguistic intelligence and musical intelligences were integrated to draw upon students' background knowledge and experiences. By this way, they could make personal connections with the upcoming reading text. Also, semantic webbing to categorize weather conditions according to seasons was used as a way to activate mathematical-logical intelligence. Activating students' background knowledge with the photo in Appendix 7.1 stimulated visual-spatial intelligence and the questions posed about the photo provided a more communicative learning atmosphere. Also, presenting the unit question "*Where is the best and the worst weather*?" through a t-chart encouraged students to categorise their views. By this way, they were allowed to organize their thoughts graphically and to visualize their views through diagramming. As a result, their verbal-linguistic, logical-mathematical, and visual-spatial intelligences were aimed to be stimulated. Moreover, in post-reading stage, asking students to discuss their personal answers or ideas about the best and the worst weather with their classmates integrated intrapersonal intelligence with interpersonal intelligence. As they were speculating about the questions about the reading text, their verbal-linguistic intelligence was reinforced. The activities that require group work supported colloboration, cooperation, and let interpersonal intelligence be accommodated. Instead of isolating the lower-level or shier students

from the lesson, all students were encouraged to become more dynamic. In this framework, students' personal participation into the group activity brought the feelings of competence, personal improvement, and striving for fulfillment. Lastly, in the follow up part, students were assigned to prepare a presentation of a country or city with either the best or the worst weather in the world by enriching it through audio-visual aids. By this way, visual-spatial and verbal-linguistic intelligences were aimed to integrate into the learning process.

3.6.8 Eight Week Lesson Plan

EXPERIMENTAL GROUP

Topic: Weather

Reading: Storm Chasers! (A web article about careers)

Target Reading Skills & Strategy: Previewing, predicting, scanning for specific information, identifying facts and opinions.

Techniques and Activities: Classroom discussion, video watching, matching activity, multiple choice questions.

Multiple Intelligences: Interpersonal, intrapersonal, visual-spatial, verbal-linguistic

Allocated Time: 45' * 4

Objectives: At the end of this week, students will be able to

- identify facts and opinions,

- scan for specific information,

- apply predicting and previewing as pre-reading strategies,

- match the words with the correct definitions by using the context clues.

Number of Students: 17

Materials: Q: Skills for Success Reading and Writing, projector

PRE-READING PHASE

Step 1. Activating Background Knowledge

1. In order to stimulate students' visual-spatial intelligence, teacher starts the lesson with the video "What it takes to be a storm chaser?" (https://www.youtube.com/watch?v=lyxA06M1_6k). Before showing the video, teacher writes the following questions on board and asks students to think about them while watching:

- What is the weather like in the video?

- What are the people doing in the video?

- What a kind of job do they do?

After watching the video, they discuss about the aforementioned questions as a class.

Step 2. Pre-Teaching Vocabulary

1. Teacher starts the matching activity in Appendix 8.1 by reading the directions and the first sentence aloud. She asks students what they think *severe* means and then points out the context clues: on the top, Mount Washinghton, weather. She also reminds that they can use the family of the word as a clue, such as *severe* is used for weather, so it is an adjective. Dictionary use is not allowed. When students complete the activity, volunteers are asked to share their ideas.

Step 3. Previewing Reading

1. Teacher presents the matching activity in Appendix 8.2 by reading the directions and the words in box aloud. However, in order to activate interpersonal intelligence, students are asked to work in groups of four to do the activity. When the groups are ready, reporters of each group read their groups' opinions.

WHILE READING PHASE

1. Teacher asks students to scan the article in Appendix 8.3 by looking at the photos and the words in bold and to guess about what storm chasing requires. Then, they are asked to read the text to answer the multiple choice questions and paragraph matching exercises in Appendix 8.4. Teacher reminds that while answering multiple choice questions, first they should find the answers that are clearly incorrect. Then, it is better to look at the other possible answers to halve the choices. Answers are checked as a class.

POST READING PHASE

1. The class discuss their ideas about storm chasing. Volunteers are asked to talk if the weather conditions are severe in where they come from.

READING SKILL STUDY: Identifying Facts And Opinions

1. Teacher starts by asking students' predictions of what the difference between a *fact* and an *opinion* is. After eliciting their ideas, she gives the following examples and asks students to think if the statements are facts or opinions.

- Galatasaray is a football team in Turkey. (*a fact*)
- Galatasaray is the best footbal team in Turkey. (*an opinion*)
- Global warming threatens the future of the world. (*a fact*)
- Internet is the greatest way of learning. (*an opinion*)

2. After clarifying the difference between fact and opinion, teacher presents an extension activity to integrate interpersonal, visual-spatial, and verbal-linguistic intelligences into the process. She sticks the photos in Appendix 8.5 on the board and asks students to work in groups. They are supposed to identify the information in the photos and to suggest related fact or opinion statement for each photo. When groups are ready, teacher writes students' sentences under each picture on the board. The statement are checked and discussed as a class.

FOLLOW UP

1. Students are assigned to prepare a powerpoint presentation about the most challenging or interesting jobs in the world.

EVALUATION OF THE WEEK

First of all, the topic was presented with a video about storm chasers. Visualizing the topic of the text through a video provided a schema to the students and prepared them about the topic of the unit. By this way, it is aimed to increase students' curiosity by benefiting from visual-spatial and verbal-linguistic intelligences. Also, proposing some questions before watching the video helped students set a purpose for the activity. While previewing the reading, asking students to work in groups to discuss about different types of storms was chosen as a way to stimulate interpersonal intelligence. In order to help students identify fact and opinion statements, teacher enriched the teaching-learning opportunities by sticking photos on the board and asking them to work in groups to suggest logical fact and opinion statements about the photos. By this way, it was aimed to activate interpersonal, visual-spatial, verbal-linguistic intelligences. In the follow up part, students were assigned to prepare a powerpoint presentation about a challenging job in order to stimulate their visual-spatial and intrapersonal intelligences and to make learning more enjoyable and permanent.

3.6.9 Ninth Week Lesson Plan

EXPERIMENTAL GROUP

Topic: Health

Reading: How can you change an unhealty habit? (A magazine article about psychology)

Target Reading Skills & Strategy: Previewing, predicting, making inferences, identifying topic and supporting sentences.

Techniques and Activities: Anticipation guide, brainstorming, gap-filling, t-chart filling, semantic mapping, true-false and multiple choice questions.

Multiple Intelligences: Interpersonal, intrapersonal, visual-spatial, verbal-linguistic, bodily-kinesthetic, logical-mathematical.

Allocated Time: 45' * 4

Objectives: At the end of this week, students will be able to

- identify topic sentences and supporting details,

- apply predicting and previewing as pre-reading strategies,

- make inferences.

Number of Students: 17

Materials: Q: Skills for Success Reading and Writing

PRE-READING PHASE

Step 1. Activating Background Knowledge

1. In order to activate students' logical-mathematical and visual-spatial intelligences, teacher presents the activity in Appendix 9.1 in an alternative way. She draws a t-chart on the board by writing *healthy habits* and *unhealthy habits* as the subtitles of separate columns. She asks students to categorize the list of habits in Appendix 9.1 and fills the chart according to their answers. Next, students are asked to keep on brainstorming about other habits and teacher writes their suggestions into the t-chart. The lesson goes on with a discussion session about the photo in Appendix 9.2. Teacher encourages the discussion by asking some additional questions as follows:

- Are video games always unhealy?

- Do you think eating fast food is dangerous for our health?

2. After the discussion, teacher writes the unit question "*How can you change an unhealty habit?*" on the board. She starts a brainstorming session about the other unhealty habits adding to the ones mentioned in the activity in Appendix 9.1. In order to activate students' visual-spatial, verbal-linguistic, and logical-mathematical intelligences, she draws a semantic map on the board. She writes "*unhealty habits*" in a circle in the middle and students' ideas in subcategories as *at school, about technology, eating and drinking,* and *friendship* around the circle in the middle.

3. Following the brainstorming session of unhealty habits, teacher asks students to work in groups to generate suggestions about how to change the unhealty habits written in the semantic map on the board. At the end of group discussions, group

reporters are asked to share their suggestions with the class. By this way, it is aimed to stimulate their verbal-linguistic and interpersonal intelligences.

Step 2. Pre-Teaching Vocabulary

1. Teacher reads the directions of the gap-filling activity in Appendix 9.3 and asks a volunteer read the words and definitions aloud. After checking that everything is clear about the meanings, she asks students to work individually to complete the sentences with the words. Answers are checked as a class by stressing the context clues in the sentences.

Step 3. Previewing Reading

1. In order to stimulate logical-mathematical and verbal-linguistic intelligences, teacher hands out the copies of the anticipation guide in Appendix 9.4 as an extension activity. When directions and statements are cleared up, she asks students to complete the task individually. When students are ready, teacher goes over the opinions of the students.

2. After completing the first part of the anticipation guide, teacher asks students to scan the reading text in Appendix 9.5 and try to find out how many stages there are to change a habit. Answers are checked as a class.

WHILE READING PHASE

1. Teacher asks students to read the article in Appendix 9.5 to answer the comprehension check questions in Appendix 9.6. Answers are checked as a class.

2. As the last step of this phase, teacher reminds the anticipation guide in Appendix 9.4. She asks students to think about the statements in the guide again as "Agree" or "Disagree" and complete the right column of the guide. She also asks students to write down where the text supports their initial reaction to the statements or causes them to change their opinions. When students get ready, teacher elicits answers from volunteers and then engages students in a whole class discussion through asking them in which statements they give a correct or an incorrect response and where their initial responses are supported or challenged.

POST READING PHASE

1. Teacher writes the following questions on the board and volunteers are asked to share their ideas or suggestions with the class.

- What habit do you want to change?

- Why is it difficult to change this habit?

- What can you suggest to give up bad habits?

READING SKILL STUDY: Making Inference

1. Teacher introduces making inferences as a new reading skill. First, she writes *"What is inference?"* on the board. In order to explain what it means, she makes a real life demonstration as follows. "Imagine that the principal knocks the door now. When he comes in, you notice that his face is red. He nods me but says nothing. He just points at a student and gestures for him/her to leave the room and follow him. He slams the door." After this demonstration, she asks students what they understand or conclude from this situation. When they give some answers, such as *"The principal is angry"* or *"The student probably committed a crime",* teacher asks some additional questions to expand the discussion, such as how they understand the principal is angry or what make them think that the student committed a crime. Following this brainstorming, teacher draws students' attention to the question on the board and asks them to ponder what inference is in the light of the example they discussed. After eliciting answers from the class, she explains that inferencing is a necessary skill for reading comprehension and means identifying what is not directly stated in the text by drawing inferences and conclusions. She points out that making inference requires thinking about text clues and using background knowledge. When the basics of inferencing is cleared up, teacher shows the photos in Appendix 9.7 to practice inferencing and to stimulate students' visual-spatial, verbal-linguistic, and logical-mathematical intelligences. Students are asked to share and explain their inferences about the photos.

FOLLOW UP

1. Students are assigned to prepare colourful posters with effective slogans about the harmful effects of a bad habit.

EVALUATION OF THE WEEK

In pre-reading phase, students were asked to categorize the habits given in Appendix 9.1 as either healthy or unhealthy through a t-chart filing activity. By this way, it was aimed to activate students' visual-spatial, verbal-linguistic, and logical-mathematical intelligences. Also, discussing about unhealthy habits by using the visual in Appendix 9.2 supported both their visual-spatial and verbal-linguistic intelligences. Moreover, brainstorming about the unit question "How can you change an unhealthy habit?" and organizing ideas with subcategories through semantic mapping technique reinforced students' visual-spatial, verbal-linguistic, and logical-mathematical intelligences. Expanding semantic mapping activity by asking students to work in

groups and to suggest ways to change unhealthy habits stimulated their verbal-linguistic and interpersonal intelligence. Previewing reading with an anticipation guide was used as a way to activate logical-mathematical and verbal-linguistic intelligences. Also, revisiting the anticipation guide while reading helped students observe their own learning process. By this way, they had the opportunity to integrate the newly acquired knowledge with their prior knowledge in order to support their ideas or challenge their preconceived opinions. As a result, engaging in the exploration of new information by supporting or challenging it enhanced their critical thinking abilities. Additionally, while post-reading discussion was being presented to activate students' verbal-linguistic intelligence, asking them to practise inferencing by means of the visual aids in Appendix 9.7 aimed at stimulating their visual-spatial, verbal-linguistic, and logical-mathematical intelligences. Lastly, in follow up part, asking students' to prepare a poster about the harmful effects of a bad habit by generating effective slogans stimulated their verbal-linguistic and visual-spatial intelligences.

3.6.10 Tenth Week Lesson Plan

EXPERIMENTAL GROUP

Topic: Cities

Reading: Why do people love their cities? (A magazine article about psychology)

Target Reading Skills & Strategy: Previewing, making inferences, identifying main ideas and supporting details

Techniques and Activities: Brainstorming, classroom discussion, matching, t-chart filling, mind mapping

Multiple Intelligences: Interpersonal, intrapersonal, visual-spatial, verbal-linguistic

Allocated Time: 45' * 4

Objectives: At the end of this week, students will be able to

- make inferences,
- use context clues to guess the meanings of unfamiliar words,
- identify main ideas and supporting details.

Number of Students: 17

Materials: Q: Skills for Success Reading and Writing

PRE-READING PHASE

Step 1. Activating Background Knowledge

1. Teacher starts the lesson by brainstorming about adjectives, such as crowded, safe, expensive, etc. to describe a city or town and writes them on the board. Then, she points out the photo in Appendix 10.1 and encourages students to make inferences about it by using the adjectives written on the board. The discussion part is ended by talking about the unit question "*Why do people live in cities?*"

Step 2. Pre-Teaching Vocabulary

1. Target vocabularies are previewed through the matching activity in Appendix 10.2. Teacher asks students to complete the activity in pairs by using part of speech and other possible context clues while matching the words with proper definitions. Dictionary use is not allowed. Answers are checked as a class.

Step 3. Previewing Reading

1. In order to activate students' logical- mathematical, interpersonal, and verbal-linguistic intelligences, teacher asks students to work in groups of four and to categorize the most and the least important characteristics of a city. They are asked to write their ideas down on paper as a t-chart. When groups are ready, their reporters share their ideas with the class. Teacher asks some questions as follows to create a class discussion atmosphere:

- What do you think about …'s idea?
- Do you agree with your friend?
- Why do you think that … is the most important of all?

WHILE READING PHASE

1. Teacher asks students to read the article in Appendix 10.3 and to do the comprehension check questions in Appendix 10.4. Answers are checked as a class.

POST READING PHASE

1. Students are asked to choose one of the cities mentioned in the reading text in Appendix 10.3 as their favourite one and to explain the reasons why they choose it.

READING SKILL STUDY: Identifying Main Ideas And Supporting Details

1. In order to stimulate students' verbal-linguistic and visual-spatial intelligences, teacher starts the lesson with an animation video about a detective who is searching for main ideas and supporting details to solve the mysteries (https://www.youtube.com/watch?v=jjrwi_FCQS4). After watching the video, teacher draws a t-chart with the subtitles *main idea* and *supporting details* on the board and asks students to share their opinions about the main ideas and the supporting details in the video. After discussing about the video, teacher asks

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students to read the sentences in Appendix 10.4 again and decide if they are main ideas or supporting details. Answers are checked as a class.

FOLLOW UP

1. In groups of four, students are assigned to prepare a presentation of their best city in Turkey. It is announced that the presentations should be supported and enriched with audiovisual aids, such as pictures, photos, music, etc.

EVALUATION OF THE WEEK

At the beginning of the week, the unit was presented through a brainstorming session to activate students' background knowledge. By this way, verbal-linguistic intelligence was reinforced. That session went on with the activation of visual-spatial intelligence through presenting a photo to talk about the unit question why people live in cities. While previewing reading, students were asked to work in groups to categorize the most and the least important characteristics of a city by writing their ideas in a t-chart. By this way, their logical-mathematical, interpersonal, and verbal-linguistic intelligences were aimed to get activated. The activity was expanded into a class discussion through guiding questions in order to boost students' verbal-linguistic intelligence. Also, while presenting the reading skill, watching an animation video related to finding main ideas and supporting details was used to benefit from students' visual-spatial intelligence. A detective video with mysteries to be solved was particularly chosen in order to activate students' critical thinking skills. Lastly, preparing a presentation in groups and supporting it with audio-visual aids were chosen as an opportunity to reinforce interpersonal, verbal-linguistic, and visual-spatial intelligences.

3.6.11 Eleventh Week Lesson Plan

EXPERIMENTAL GROUP

Topic: Milestones (A magazine article about psychology)

Target Reading Skills & Strategy: Revision of previous reading skills and strategies

Techniques and Activities: Brainstorming, mindmapping, personal timeline chart filling, gap-filling, class discussion, true/false questions

Multiple Intelligences: Visual-spatial, verbal-linguistic, intrapersonal, interpersonal, logial-mathematical.

Allocated Time: 45' * 4

Objectives: At the end of this week, students will be able to

- use context clues to guess the meanings of unfamiliar words,

- make predictions using pictures and captions in a text,

- make inferences,

- revise the reading skills that have been taught through out the study.

Number of Students: 17

Materials: Q: Skills for Success Reading and Writing

PRE-READING PHASE

Step 1. Activating Background Knowledge

1. In order to activate students' critical thinking skills, verbal-linguistic, and visual-spatial intelligences, teacher starts a brainstorming session by asking the important events that happen in one's life. She visualizes and classifies the ideas through mindmapping technique by drawing a circle on the board and writing the central key word *"Important Events in Life"* in it. Students' ideas are linked to and arranged around that central key word. By this way, logical-mathematical intelligence is integrated into the lesson.

2. After brainstorming the topic of the unit through mind mapping, teacher gives the printout of the timeline template in Appendix 11.1 and asks students to prepare their personal timelines by explaining the most important events of their lives. By this way, it is aimed to activate students' logical-mathematical, visual-spatial, and verbal-linguistic intelligences together. Volunteers are asked to share their timelines with the class.

3. Teacher shows the photo in Appendix 11.2 and asks students to make inferences about it by guiding students with the questions as follows:

- What do students do to celebrate graduation?

- What do the students wear at the graduation?

- How was your high school graduation?

4. After discussing the photo, teacher writes the unit question "*What events change our lives?"* on the board. She starts by having students review the events listed in the mind map on the board. Then, in order to stimulate interpersonal and verbal-linguistic intelligences, she asks students to form groups of four. Each group is assigned to choose an event that sounds like the most important one of all in one's life and discuss amongst themselves about why they think that event is the most

important one and how it changes our lives. Reporters record the ideas of their groups and share them with the class when all groups are done.

Step 2. Pre-Teaching Vocabulary

1. Students are asked to do the gap-filling activity in Appendix 11.3 to preview the target vocabularies. Answers are checked as a class. The context clues are also mentioned for each sentence.

Step 3. Previewing Reading

1. Teacher asks students to look at the pictures and to read the captions in the text in Appendix 11.4 to predict what it is about. Predictions are discussed as a class.

WHILE READING PHASE

1. Teacher asks students to read the article in Appendix 11.4. Then, true/false and timeline completion activities in Appendix 11.5 are done as a class.

POST READING PHASE

1. Teacher asks students to think about what events change their lives and write a short paragraph about it. When they finish their paragraphs, they are asked to compare their life events with their pairs. At the end of the activity, volunteers are asked to read their paragraphs.

READING SKILL STUDY: Revision of the Target Reading Skills & Strategies

1. At the end of the week, teacher revises the basic reading skills and strategies that they have studied throughout the study by asking examples for each skill or strategy from the students. Missing or forgotten parts are revised as a class.

FOLLOW UP

1. Students are assigned to prepare a project about the most important event in their lives. It is required to explain if it is a good or a bad event for them, how it happened and how it affected their lives. If possible, they are asked to enrich their projects with photos, drawings, videos, etc.

EVALUATION OF THE WEEK

First of all, while activating background knowledge, it was aimed to stimulate students' critical thinking skills, verbal-linguistic, and visual-spatial intelligences. Therefore, the first lesson was started with a brainstorming session about the important events that happened in a lifetime. Then, students' ideas were written on the board by classifying them through mind mapping technique. By this way, students had the chance to visualize their ideas. Also, their logical-mathematical and verbal-linguistic intelligences were benefited to reinforce the efficiency of teaching-

learning process. Because the topic of the unit was about important life events, the printout of a timeline chart was given to students. By this way, students were given a chance to internalize the topic while their verbal-linguistic, visual-spatial, intrapersonal, and logical-mathematical intelligences were being united to enrich teaching-learning opportunities. Moreover, in order to activate students' background knowledge more, to make them more familiar with the topic, and to make students engage in the lesson more, a photo of a university graduation was shown as a visual aid. Students were asked to make inferences about it with the help of guiding questions directed by the teacher. By this way, visual-spatial and verbal-linguistic intelligences were integrated into the lesson simultaneously. When students were asked to work in groups to talk about the life events in the mindmap and to discuss how they changed their lives, it was aimed to activate their interpersonal and verbal-linguistic intelligences together. Lastly, all prediction, inference, gap-filling, and comprehension check activities while previewing and reading the text, and preparing a project in the follow up part are used to empower students' verbal-linguistic intelligence in multiple ways.

CHAPTER FOUR
IV. RESULTS

This chapter presents the results of the statistical analyses of the research hypotheses and their results. First of all, the findings concerning the MI areas of the students in the experimental group are presented. Then, the findings concerning the comparisons of pre-test and post-test scores are presented. In the light of all related data, it is questioned if the statistical results confirm the hypotheses of the study.

Table 4: Statistical results concerning the scores of the experimental group students in the multiple intelligences areas inventory

	N	Minimum	Maximum	Mean	Std. Deviation
Verbal-Linguistic	17	15	33	26,05	4,90
Mathematical-Logical	17	12	35	24,47	6,67
Visual-Spatial	17	22	38	30,76	4,02
Musical	17	9	25	19,82	3,82
Bodily-Kinesthetic	17	10	37	23,76	7,79
Naturalistic	17	11	26	20,17	4,27
Interpersonal	17	6	33	25,23	6,08
Intrapersonal	17	19	34	25,00	4,59

Table 4 concerns the statistical results of the multiple intellgences inventory that was applied to the experimental group students at the beginning of the study. When the data shown in Table 4 are analysed, it is seen that the lowest intelligence score belongs to the musical intelligence ($\bar{x}$=19.82) while the highest score belongs to visual-spatial intelligence ($\bar{x}$=30.76). From the lowest to the highest, the results can be respectively listed as musical intelligence ($\bar{x}$=19.82), naturalistic intelligence ($\bar{x}$=20.17), bodily-kinesthetic intelligence ($\bar{x}$=23.76), logical-mathematical intelligence ($\bar{x}$=24.47), intrapersonal intelligence ($\bar{x}$=25.0), interpersonal intelligence ($\bar{x}$=25.23), verbal-linguistic intelligence ($\bar{x}$=26.05), and visual-spatial intelligence ($\bar{x}$=30.76). According to these results, the dominant intelligences of the experimental group are verbal-linguistic and visual-spatial intelligences. In order to provide a more detailed data and a better understanding about the multiple intelligences areas of the experimental group students, the data in Table 5 and 6 are presented.

Table 5: Scores concerning multiple intelligences areas of the experimental group students

	Verbal-Linguistic	Mathemat-ical-Logical	Visual-Spatial	Musical	Bodily-Kinesthetic	Naturalistic	Interpersonal	Intrapersonal
S1	27	34	32	21	32	22	30	30
S2	15	19	38	14	15	19	6	23
S3	25	31	26	20	26	21	30	24
S4	21	23	30	17	16	19	24	22
S5	30	28	34	25	24	11	29	30
S6	31	32	37	23	32	14	27	23
S7	25	22	30	22	29	22	27	22
S8	33	20	35	22	10	23	21	27
S9	27	25	33	24	27	26	23	33
S10	33	15	30	20	37	25	31	34
S11	24	25	30	9	17	20	33	22
S12	33	32	31	19	25	22	24	27
S13	21	21	31	20	19	24	26	19
S14	24	12	22	20	18	15	23	19
S15	24	35	28	21	33	20	29	20
S16	27	20	26	22	15	15	21	24
S17	23	22	30	18	29	25	25	26

Table 6: Dominant multiple intelligences areas of the experimental group students

Student Number	Dominant MI Area	Secondary Dominant MI Area
S1	Logical-Mathematical	Visual-Spatial
S2	Visual-Spatial	Intrapersonal
S3	Logical-Mathematical	Interpersonal
S4	Visual-Spatial	Interpersonal
S5	Visual-Spatial	Verbal-Linguistic
S6	Visual-Spatial	Bodily-Kinesthetic
S7	Visual-Spatial	Bodily-Kinesthetic
S8	Visual-Spatial	Verbal-Linguistic
S9	Visual-Spatial	Intrapersonal
S10	Bodily-Kinesthetic	Intrapersonal
S11	Interpersonal	Visual-Spatial
S12	Verbal-Linguistic	Logical-Mathematical
S13	Visual-Spatial	Interpersonal
S14	Verbal-Linguistic	Interpersonal
S15	Logical-Mathematical	Bodily-Kinesthetic
S16	Verbal-Linguistic	Visual-Spatial
S17	Visual-Spatial	Bodily-Kinesthetic

As it can be seen in Table 5 and 6, among the 17 participants in the experimental group of the study, 9 students have visual-spatial intelligence, 3 students have

logical-mathematical intelligence, 3 students have verbal-linguistic intelligence, 1 student has bodily-kinesthetic intelligence, and 1 student has interpersonal intelligence as their primary dominant intelligence areas. Moreover, it is also seen that 3 students have visual-spatial intelligence, 4 students have interpersonal intelligence, 4 students have bodily-kinesthetic intelligence, 3 students have intrapersonal intelligence, and 2 students have verbal-lingusitic intelligence as their secondary dominant intelligence areas. Infact, when the score distributions in Table 6 are analysed, it can be concluded that there is a similarity among a great majority of the participants in terms of score distributions regarding their intelligences. Each participant has the traits of all intelligence types to some extent; however, the dominant intelligence areas are determined on the basis of the highest scores. Within this regard, the area with the highest score is identified as the person's preferred multiple intelligence area while low scores indicate the multiple intelligence area does not apply to the participant. When the dominant MI areas are evaluated by taking the highest scores into account, it is seen that visual-spatial intelligence is the most dominant intelligence area among the students in the experimental group.

The findings about the comparisons of the pre-test and post-test scores of the experimental group students in the whole English reading comprehension test are shown in Table 7, Table 8, Table 9, and Table 10. According to these results, all hypothesis of the study are evaluated in detail.

Hypothesis 1 The total post-test scores of the students in the experimental group will be higher than their pre-test scores after being taught EFL reading strategies through MI based activities.

Table 7: Paired sample t test results concerning the pre-test and post-test scores of the experimental group students in the whole English reading comprehension test

	Mean	N	Std. Deviation	Mean	Std. Deviation	t	p
Post-test	78,8	17	6,9				
				28,3	6,5	18,007	,000
Pre-test	50,5	17	10,5				

In data analysis concerning the pre-test and post-test scores of the experimental group students in the whole English reading comprehension test, paired sample t test is used. As it is seen in Table 7, while participants' average pre-test scores are 50.5, their scores increase to 78.8 in the post-test. This difference between their pre-test and post-test scores is statistically significant (t=18.007, p<.05). According to this, it can be concluded that there is an approximately 28.3 points increase in students' overall EFL reading comprehension success at the end of the study. In this sense, it can be said that the implementation that aimed teaching EFL reading skills on the basis of MI based activities is successful. These results confirm the first hypothesis of the study.

Hypothesis 2 The experimental group students' post-test scores for the subdimensions in English reading comprehension test will be higher than their pre-test scores after being taught EFL reading strategies through MI based activities.

Table 8: Descriptive statistics concerning pre-test and post-test scores of the experimental group students

Sub-dimension		N	Median	Mean	Std. Deviation	Minimum	Maximum
Test	Pre test	17	49	50,47	10,53	31	76
	Post test	17	78	78,76	6,94	67	92
Prediction	Pre test	17	2	2,41	,71	1	4
	Post test	17	4	3,88	,78	3	5
Making Inference: Sentence Level	Pre test	17	2	1,64	,99	0	3
	Post test	17	3	2,88	,69	2	4
Making Inference: Paragraph Level	Pre test	17	2	1,88	1,31	0	5
	Post test	17	4	4,35	,70	3	6
Identifying Pronoun Referent	Pre test	17	4	3,88	,92	2	5
	Post test	17	5	4,64	,49	4	5
Facts/ Opinions	Pre test	17	5	4,29	,84	3	5
	Post test	17	5	4,94	,24	4	5
Topic Sentence in a Paragraph	Pre test	17	2	2,05	1,14	0	4
	Posttest	17	4	3,47	,62	2	4

The continuation of Table 8.

Sub-dimension		N	Median	Mean	Std. Deviation	Minimum	Maximum
Main Idea in a Paragraph	Pre test	17	1	1,58	,01	0	3
	Post test	17	3	2,64	,61	1	3
Irrelevant Sentence	Pre test	17	2	2,29	,98	1	4
	Post test	17	3	3,23	,75	2	4
Vocabulary: Getting Meaning from Context	Pre test	17	5	4,00	1,54	1	6
	Post test	17	6	6,05	1,08	4	8
Vocabulary: Identifying Word Classes	Pre test	17	2	1,41	1,17	0	4
	Post test	17	3	2,88	,85	1	4
Vocabulary: Using Words in Meaningful Context	Pre test	17	2	1,94	1,34	0	4
	Post test	17	4	3,88	,92	2	5
Reading Strategies	Pre test	17	13	13,29	3,60	5	18
	Post test	17	18	17,94	1,74	14	20
Reading 1	Pre test	17	4	4,64	1,93	2	9
	Post test	17	9	8,29	1,61	5	10
Reading 2	Pre test	17	5	5,11	2,23	1	8
	Post test	17	10	9,64	1,80	6	12

According to the data in Table 8, it is seen that the lowest score is 31 while the highest score was 76 when the English reading comprehension test is applied as pre-test. On the other hand, it can be observed that the lowest score is 67 and the highest score is 92 when the same English reading comprehension test is applied as post-test. These results show that pre-test median value is 49 and mean value is 50.47 while post-test median value is 78 and mean value is 78.76. The test is comprised of 14 sub-dimensions. In all these sub-dimensions, the median and mean values of post-test are higher than the median and mean values of the pre-test. At this point, it is revealed that throughout the period from the pre-test to the post-test, participants' reading comprehension scores have dramatically increased. It is also seen that minimum and maximum values have changed throughout the study. In post-test, both the minimum and the maximum values have increased. While it is observed that there are some participants with no correct answers in some specific sub-dimensions

in the pre-test, this case is not observed in the post-test. These results confirm the second hypothesis of the study.

Moreover, the comparisons of the pre-test and post-test scores of the experimental group students in whole English reading comprehension test is specifically repeated for the separate 14 sub-dimensions of the whole test. The analysis related to these comparisons can be seen in Table 9.

Table 9: Wilcoxon test results concerning the pre-test and the post-test scores of experimental group students in the first section (Section I) of the English reading comprehension test

Sub-dimension	Test	N	Median	Z	p
Prediction	Post Test	17	4	-3,477	,001
	Pre test	17	2		
Making Inference: Sentence Level	Post Test	17	3	-3,250	,001
	Pre test	17	2		
Making Inference: Paragraph Level	Post Test	17	4	-3,557	,000
	Pre test	17	2		
Identifying Pronoun Referent	Post Test	17	5	-3,127	,002
	Pre test	17	4		
Facts/ Opinions	Post Test	17	5	-2,598	,009
	Pre test	17	5		
Topic Sentence in a Paragraph	Post Test	17	4	-3,482	,000
	Pre test	17	2		
Main Idea in a Paragraph	Post Test	17	3	-3,035	,002
	Pre test	17	1		
Irrelevant Sentence	Post Test	17	3	-3,213	,001
	Pre test	17	2		
Vocabulary: Getting Meaning from Context	Post Test	17	6	-3,593	,000
	Pre test	17	5		
Vocabulary: Identifying Word Classes	Post Test	17	3	-3,360	,001
	Pre test	17	2		
Vocabulary: Using Words in Meaningful Context	Post Test	17	4	-3,552	,000
	Pre test	17	2		

In order to compare the pre-test and post-test scores of the sub-dimensions in section I of the test, Wilcoxon Signed Ranked test is used. As it is seen in Table 9, while the median value is 2 in the part evaluating participants' *prediction* skills, post-test median value increases to 4. It is seen that there is a 2 points increase in students' prediction skills at the end of the study. This difference in pre-test and post-test scores in prediction skills is statistically significant (Z=-3,477, p<.05). The reading skills of *making inferences* are evaluated in terms of two dimensions as *sentence level inference* and *paragraph level inference*. In sentence level inferencing skills, it is seen that pre-test median value is 2 while post-test median value is 3. Also, in paragraph level inferencing skills, it is seen that pre-test median value is 2 while post-test median value is 4. Within this scope, it can be concluded that the results have statistical significance for both sentence level inferencing skills with 1 point increase (Z=-3,250, p<.05), and for paragraph level inferencing skills with 2 points increase (Z=-3,557, p<.05). In *identifying pronoun referents* part, the pre-test median value is 4 while post-test median value is 5. This difference of 1 point increase is statistically significant (Z=-3,127, p<.05). In *facts/ opinions* part, both pre-test and post-test median values are 5 and this is also statistically significant (Z=-2,598, p<.05). In *topic sentence in a paragraph* part, pre-test median value is 2 and the post-test median value is 4. This 2 points increase has a statistical significance, too (Z=-3,482, p<.05). In *main idea in a paragraph* part, pre-test median value is 1 and post-test median value is 3. This 2 points difference in pre-test and post-test scores is statistically significant (Z=-3,035, p<.05). In *irrelevant sentence* part, pre-test median value is 2 and post-test median value is 3. This 1 point increase is statistically significant as well (Z=-3,213, p<.05). The reading skills about vocabulary are evaluated in terms of three dimensions as *getting meaning from context*, *vocabulary in identifying word classes,* and *using words in meaningful context.* Related to the part of getting meaning from context, the pre-test median value is 5 and post-test median value is 6. In identifying word classes part, pre-test median value is 2 while the post-test median value is 3. In using words in meaningful context part, the pre-test median value is 2 while the post-test median value is 4. In this respect, it can be seen that the results have statistical significance for getting meaning from context part with 1 point increase (Z=-3,593, p<.05), for identifying word classes part with 1 point increase (Z=-3,360, p<.05), and for using words in meaningful context part with 2 points increase (Z=-3,552, p<.05).

According to these results, the participants have at least 1 or 2 points increase in all sub-dimensions in section I. From this point forth, it can be concluded that MI based reading training has positive impacts on the acquisition of the sub-dimensions in section I. Consequently, it can be stated that these results confirm the second hypothesis of the study as well.

Table 10: Wilcoxon test results concerning the pre-test and post-test scores of the experimental group students in the second and the third sections (Section II-III) of the English reading comprehension test

Sub-dimension	Test	N	Median	Z	p
Reading Strategies	Post Test	17	18	-3,629	,000
	Pre test	17	13		
Reading 1	Post Test	17	9	-3,642	,000
	Pre test	17	4		
Reading 2	Post Test	17	10	-3,571	,000
	Pre test	17	5		

Additionally, in the English reading comprehension test, there are two other sections. In order to compare pre-test and post-test results of these sections, Wilcoxon Signed Ranked test is applied. As it is seen in Table 10, the pre-test median value of *reading strategies* section is 13 while post-test median value is 18. This 5 points difference in pre-test and post-test is statistically significant (Z=-3,629, p<.05). In *reading part 1*, pre-test median value is 4 while post-test median value is 9. It is observed that there is 5 points increase in participants' success in this part and this difference in pre-test and post-test results has a statistical significance (Z=-3,642, p<.05). In *reading part 2*, the pre-test median value is 5 while post-test median is 10. It is observed that there is a 5 points increase in participants' success in this part. The difference in pre-test and post-test results in Reading 2 is also statistically significant (Z=-3,571, p<.05). In the light of these data, it can be stated that these results also confirm the second hypothesis of the study.

In conclusion, it is seen that the hypotheses are all confirmed with the help of the statistical analyses that are applied to the data collection tools.

CHAPTER FIVE

V. CONCLUSION, DISCUSSION AND SUGGESTIONS

This study is made up of five chapters. In chapter one, the reason for conducting the study, the problem, the aim, and the importance of the study are explained. In chapter two, a detailed literature review is presented. Within this scope, the history and the basic tenets of MIT are reviewed. Also, the basic components of reading, reading process, and types of basic reading skills and strategies are mentioned. In the third chapter, the method and the overall design of the study, the participants, data collection tools, and the procedure are discussed. In the fourth chapter, the statistical results of the research and the evaluation of the hypothesis are presented. In this chapter, the summary of the study is presented.

In this study, the effects of multiple intelligences based activities on teaching EFL reading skills and strategies are examined in the preparatory class of a state university in Turkey. In the experimental group, English reading skill courses based on MIT were maintained for eleven weeks. Throughout the study, students' dominant intelligence types were taken into consideration, and the materials were chosen and presented according to these data. Teaching techniques and activities were determined within this scope and students' multiple intelligences were tried to be activated by means of these activities and techniques. Also, courses were designed in the light of three-phase approach. Additionally, the positive impact of activating prior knowledge on the acquisition of the newly presented information was valued. Therefore, each course was started with pre-reading activities throughout the eleven-weeks programme. In while reading phases, students read, analyzed and internalized different reading texts. In post-reading phases, students synthesized the newly acquired knowledge with what they had already known and improved or rearranged their related schemata. Target reading skills and strategies were studied in a teaching-learning environment in which students' individual differences, needs, and expectations were appreciated. By this way, they didn't feel themselves isolated and got more encouraged to engage in the activities.

At the end of the study, it was observed that the activities and techniques used in the experimental group increased students' competency in using EFL reading skills and strategies. The results of the study can be stated as follows:

1. It was found that the EFL reading courses that were designed through MI based activities increased students' reading comprehension success when the pre-test and the post-test scores of the experimental group were examined.

2. It was found that integrating MI based activities into EFL reading courses increased students' involvement into the teaching-learning process.

3. It was found that presenting reading strategies and related reading comprehension activities in three-phase approach by taking the dominant intelligence profiles of the students into account improved students' EFL reading performances.

The results of this study may have some practical implications for teachers and educators. They may also suggest some theoretical implications for further research. From the pedagogic point of view, it must be realized that all individuals are endowed with separate abilities and apply their personal ways to exhibit their strenghts. If these varieties are taken into account and appreciated, individuals can get aware of their inner capacities and do not feel themselves insufficient. However, unfortunately, as its is stated by Altan, students' varying intelligence profiles are not always addressed in educational settings (2001). In order to overcome this deficiency, as Dunlap (2004) suggests, curriculums can be designed in terms of the needs and requirements of multiple intelligences. The first step of integrating MIT into classroom environment can be determining students' dominant intelligence areas. While identifying the distribution of learners' dominant intelligence profiles, teachers can capitalize an MI survey that is appropriate to the age of the target group. By means of administering such a survey, teachers can attain a general opinion about the strenghts and the weaknesses of their students. This realization provides teachers an insight about personal preferences of each student and the general overview of the needs or expectations of their whole class (MacKenzie, 2005). Taking these data into consideration in shaping the teaching activities can help teachers analyze and nurture their students' inner capacities and aptitudes. Experiencing an educational process that is enriched through activities that respect differentiation in teaching can help

students enhance their potential capacities by realizing their personal motives. Such a guidance eliminates the fear of failure, the feeling of exclusion among students, and provides a creative impulse for students to participate in their own learning process. However, the success on any issue starts with belief. In this sense, first of all, teachers should be aware of the cognitive and affective effects of differentiation practices on students. In order to address and evoke all intelligence types in their professional teaching in EFL settings, it is utmost important for teachers to get equipped with the knowledge of activities and techniques for the enhancement of varying intelligence profiles. Using differentiated strategies and appreciating students' personal differences based on their knowledge of MI encourage students to participate in teaching-learning process colloboratively. If teachers concern about how to response students' individual differences, learning needs and varying interests, they can encourage them to turn their differences into an advantage for their own learning outcomes. That does not mean to devise different lesson plans for each student but to adapt the lesson plans or teaching activities by taking the learner profiles of their students into account. Productivity and creativity are among the most powerful tools of teachers. If they know how and when to use them, the lessons they design can tap into their students' interests. Through presenting a lesson in different ways, students are given opportunities to realize and demonstrate their mastery in any topic. At this point, it should be remembered that process is the way that teachers use to design teaching-learning activities to ensure the students learn the target content. If teachers know their students well enough to design the procedure on the basis of their students' needs, interests, strenghts and weaknesses, they know how to modify the regular curriculum well. In many cases, it is impossible for teachers to choose their coursebooks beforehand or they do not have the right to change their coursebooks. The activites, methods, and approaches of those books may not appeal to the students and the whole teaching-learning process may turn into a burden for both teachers and the students. In such cases, MIT suggests numerous ways to explore students' personal differences and to design teaching-learning process according to these differences. Even though it is impossible to change the coursebook, it is possible to change the way to use and present it thanks to adopting an MI based approach. In this sense, the value of MIT should be appreciated and applied to classroom environments in order to increase the quality of teaching. Diversity of methods and activities that an MI based approach brings into the

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classroom environment provide different potential pathways for learning and improve students' perceptions as regards to EFL. If MI based activities are integrated into regular curriculums, students can genuinely enjoy the lessons and internalize the targeted subjects by becoming the active participants of the whole teaching-learning process. As their internal desire to participate in teaching-learning process increases, they get intrinsically motivated and this results in language success and improved academic achievement.

The purpose of the present study was to observe the effects of MI based approach on reading performances of EFL learners. So, it is hoped that the findings of this study will help teachers, educators, curriculum designers, and publishers revise or develop their teaching instructions, approaches, methodologies, and assessments. However, there are a couple of issues that have to be taken into consideration. First of all, this research study concerned only the preparatory class students of Gaziosmanpaşa University in an EFL context. Therefore, it is necessary to state that the results of the study can not be generalized for the preparatory class students of other universities in Turkey. The studies that are conducted in different universities may have different results depending on the city where the universities are located, the departments that the students are enrolled, the educational or socio-economical backgrounds, and the demographic characteristics of the students. Also, among the four basic language skills, reading, writing, listening, and speaking, this study only focused on the effects of MI based instruction on students' EFL reading performance. Hence, generalization of these results to other language skills should be taken cautiously. It is recommended that other studies explore the effects of MIT on language achievement of students in other receptive and productive skills in different educational stages with different levels of language proficiency.

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APPENDIX

APPENDIX 1.1

APPENDIX 1.2

PREVIEW THE UNIT

A Circle a word or fill in the blank to complete each statement. Then compare with a partner.

1. I am (friendly / quiet).

2. I am (tall / short).

3. I like (sports / movies / school).

4. I am good at (math / English / history).

5. My friends say I am _____.

6. I think I am _____.

READING | **What Kind of Person Are You?**

VOCABULARY

A. Here are some words from the Reading. Read the sentences. Which explanation is correct? Circle *a* or *b*.

Sam is outgoing.

Anna is fashionable.

June is messy.

1. Please **describe** your brother. Is he tall? What color is his hair?
   a. Help your brother.
   b. Tell me about your brother.

2. Sam is very **outgoing**. He likes to meet new people, and he has many friends.
   a. Sam is friendly.
   b. Sam is quiet.

3. Sarah is very **talkative**. She talks to everyone!
   a. Sarah talks a lot.
   b. Sarah talks very little.

4. Rob has a nice **personality**. He's very kind and helpful.
   a. Rob acts in a nice way.
   b. Rob has a nice name.

5. Anna is very **fashionable**. She always wears nice, new clothes.
   a. Anna doesn't care about clothes.
   b. Anna likes clothes and she dresses well.

6. June's room is **messy**. There are books and clothes everywhere.
   a. June's room is clean.
   b. June's room is not clean.

7. Toshi is not very tall and not very short. He is **average** height.
   a. Toshi's height is normal.
   b. Toshi's height is not normal.

8. John is a **serious** person. He almost never laughs.
   a. John is happy, and he's a funny person.
   b. John is quiet, and he's not funny.

What Kind of Person Are You?

This week, *Talk Magazine* is asking people about themselves. Read each question and the two answers. Which answer **describes** you? Check (✓) one name in each pair.

Carlos is shy.

1. Are you a friendly person?

❏ Yes, I'm very **outgoing**. I have a lot of friends, and I like to meet new people. (*James, 18*)

❏ I'm a nice guy, but I'm not very **talkative**. I have two or three good friends. I talk to them a lot. But with other people, I'm shy. (*Carlos, 23*)

2. Are you interested in fashion?

❏ I usually wear old jeans and T-shirts. I don't care about people's clothes. I'm more interested in someone's **personality**. (*Hassan, 22*)

❏ Clothes are important. I like to dress well. People say I'm very **fashionable**. (*Matt, 21*)

Rob is tall.

3. How tall are you?

❏ I'm tall—about 192 centimeters. I play basketball for City University. (*Rob, 20*)

❏ I have two brothers. They are both very tall—about 198 centimeters! But I'm only **average** height—about 179 centimeters. (*David, 19*)

4. Are you a neat person?

❏ I don't have time to clean. I go to school and I also have a part-time job. I'm always busy! (*Kate, 21*)

❏ I can't study in a **messy** room. I'm very busy, but I clean my room every day. (*Amanda, 18*)

5. Are you a serious or funny person?

❏ I study a lot, so people think I'm a very **serious** person. But I also like to have fun. (*Sarah, 21*)

❏ I love to laugh and tell jokes. (*Emma, 24*)

Sarah is serious.

6. What is your best subject in school?

❏ I'm good at math. It's my favorite subject. For some people, math is hard. For me, it is easy. (*Khalid, 18*)

❏ My best subjects are English and French. I also speak Spanish! (*Pablo, 17*)

COMPREHENSION CHECK

A. Read the statements. Write *T* (true) or *F* (false). Then correct each false statement to make it true.

____ 1. James likes to meet new people.

____ 2. Carlos is very talkative.

____ 3. Hassan is fashionable.

____ 4. David is tall.

____ 5. Kate is a very neat person.

____ 6. Amanda's room is messy.

____ 7. Sarah studies very hard.

____ 8. Emma is a very serious person.

____ 9. Math is hard for Khalid.

____ 10. Pablo is good at English.

APPENDIX 1.6

Reading Skill | Identifying topics and main ideas

Every paragraph has a **topic** and a **main idea**.

1. **The topic** Usually, you can say the topic in one or two words. To identify the topic, ask this question: *What is this paragraph about?*

   In this paragraph, the topic is "**my sister**." The topic repeats in the paragraph.

   > My sister, Megumi, is very popular. Everyone likes her. Why? For one thing, she is very outgoing. She laughs a lot, and she tells jokes. She makes people happy. For these reasons, my sister has a lot of friends.

2. **The main idea** Usually, you can say the main idea in a short sentence. To identify the main idea, ask this question: *What is the most important idea in this paragraph?*

   In the paragraph above, the main idea is "**My sister, Megumi, is very popular**." The other sentences in the paragraph explain this idea.

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Read the article. Then answer the questions below.

Cristiano Ronaldo

1 Cristiano Ronaldo is a famous soccer player. He is from Portugal, but he plays for Spain. His soccer team is named Real Madrid.

2 Ronaldo is good at soccer. In his free time, he is also interested in business. He owns two clothing stores in Portugal. One store is in Lisbon and one is in Madeira.

3 Each year, his team pays him $15 million. Companies also pay him to wear their clothes and shoes. Cristiano Ronaldo is a rich man.

4 Ronaldo is also very generous. He uses his money to help people around the world. Sometimes he gives his money to people after a flood or an earthquake. He is a nice guy!

1. What is the topic of the reading? _____

2. What is the main idea of paragraph 1?
   a. Ronaldo is a famous soccer player.
   b. His team is called Real Madrid.

3. What is the main idea of paragraph 2?
   a. One store is in Lisbon.
   b. Ronaldo is interested in business.

4. What is the main idea of paragraph 3?
   a. Companies pay Ronaldo to wear their clothes.
   b. Ronaldo is a rich man.

5. What is the main idea of paragraph 4?
   a. Ronaldo is a serious person.
   b. He gives his money to people.
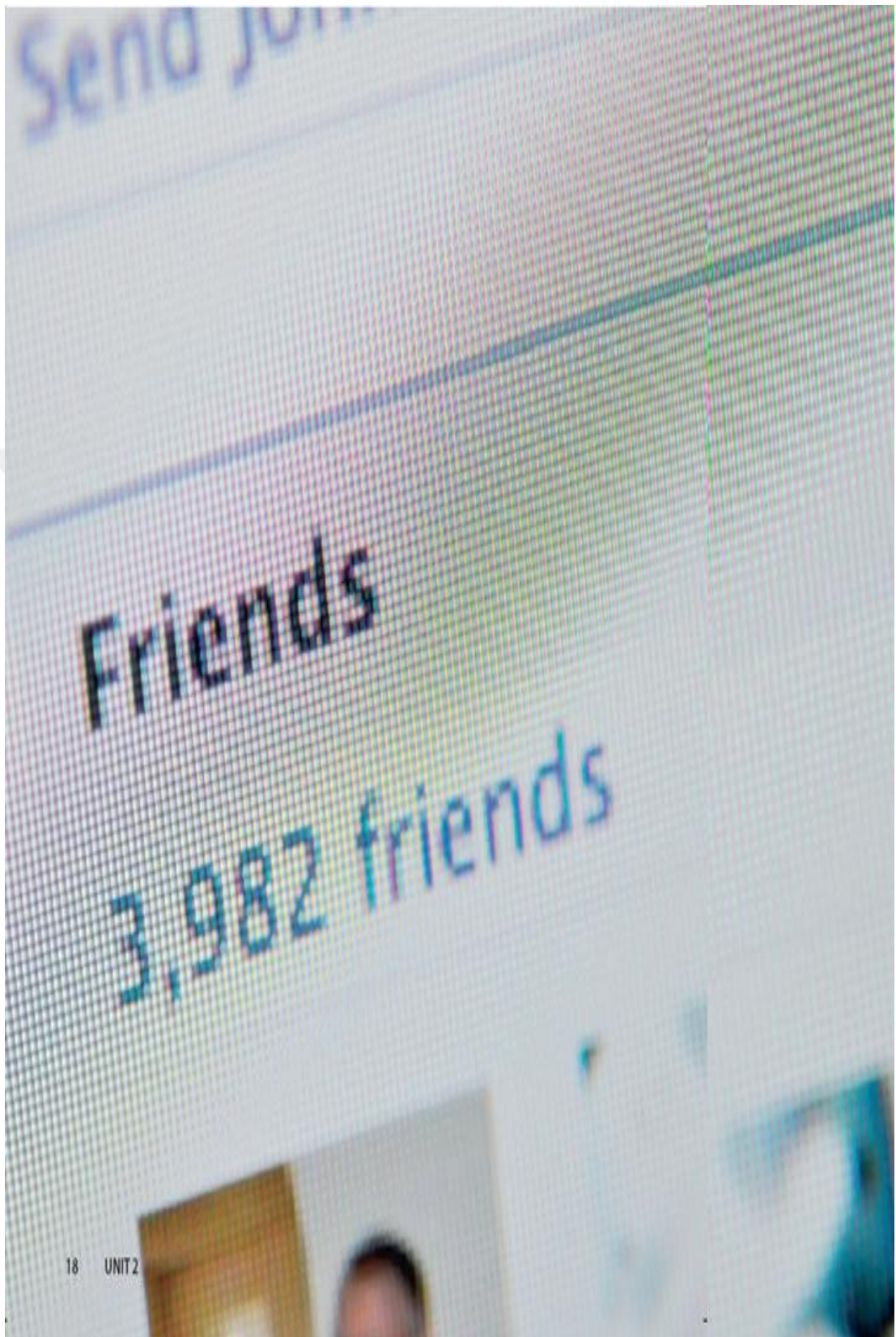
READING | Different Kinds of Friends

VOCABULARY

A. Here are some words from the Reading. Read the sentences. Then write each bold word next to the correct definition.

1. Here's my **advice**: Buy the blue jacket, not the black one. Blue looks nice on you.

2. Lee: The bus is late! Tom: Try to be **patient**. It's coming soon.

3. My older brother is very **thoughtful**. He is very nice to other people.

4. My teachers **encourage** me to work hard. They say I am a good student.

5. David is very **honest**. He never tells lies.

6. The boys' appearances are **similar**. They look like brothers, but they aren't.

7. Mika: This is a good book. What do you think? James: I **agree**. It's a very good book.

8. We always **fight** about money. John wants to spend it and I want to save it.

a. _____*advice*_____ (*noun*) a helpful opinion or suggestion

b. _____ (*adjective*) almost the same

c. _____ (*verb*) to argue

d. _____ (*adjective*) truthful

e. _____ (*verb*) to have the same opinion

f. _____ (*adjective*) not in a hurry; can stay calm and not get angry

g. _____ (*verb*) to tell someone, "You can do it!"

h. _____ (*adjective*) kind and helpful to others

Different Kinds of Friends

1   Friends are important for our happiness and our health. There are many different kinds of friends. First, everyone has acquaintances. An acquaintance is a classmate, a neighbor, a co-worker, or a teammate. You say hello to an acquaintance. You sometimes talk a little. But you don't talk about your problems with an acquaintance. Second, you have good friends. A good friend knows you well and understands you. You like to do things together, and you have a good time. Finally, you have one or two best friends. A best friend knows you very well. A best friend listens to your problems and gives **advice**.

2   Every person needs a variety[1] of friends. Different friends help us in different ways. Do you have these kinds of friends?

[1] variety: different kinds of things

The Listener

3   A good listener is **patient** and **thoughtful**. This friend understands you well. A listener doesn't talk a lot and doesn't give a lot of advice.

The Listener

The Cheerleader

4   A cheerleader **encourages** you and has a positive attitude[2]. This friend is very talkative and outgoing. A cheerleader always says, "You are fantastic."

The Cheerleader

The Wise Friend

5   A wise friend is **honest** with you. Sometimes a wise friend gives you advice, and you don't like it. But usually, your wise friend is right.

The Wise Friend

The Twin

6   You and your twin are the same in almost every way. You like **similar** things. You always have a lot to talk about. You and your twin **agree** about everything. You don't **fight** with your twin.

The Twin

The Opposite Friend

7   You are different from this person in many ways, but you are friends. Maybe you don't have the same interests. Maybe you aren't the same age. But you enjoy your friendship.

The Opposite Friend

COMPREHENSION CHECK

A. Answer the questions. Circle the letter of the best answer.

1. What is the topic of this article?
    a. acquaintances
    b. appearance
    c. friends
    d. personalities

2. What is the main idea of the article?
    a. Sometimes it's hard to make friends.
    b. It's good to have friends.
    c. A wise friend gives good advice.
    d. There are several different kinds of friends.

3. What are the three kinds of friends in paragraph 1?
    a. acquaintances, good friends, and best friends
    b. classmates, neighbors, and co-workers
    c. a good friend and two best friends
    d. the listener, the wise friend, and the twin

4. What is not in this article?
    a. ways to make new friends
    b. friends that listen well
    c. best friends
    d. friends that are different from you

B. Read the sentences. Write the kind of friend.

the cheerleader	the listener	the opposite friend
the twin	the wise friend	

1. "You and I like the same clothing styles. We have similar haircuts.
   We like the same kinds of movies." _____The Twin_____

2. "I think you're very smart. You will get a good grade on the test!"

   _____

3. "Why are you so unhappy? Tell me about your problem."

   _____

4. "Think very carefully about your future plans. Plan your school work
   and your career." _____

5. "I am 20 years older than you. We are different in many ways, but we
   both love photography." _____

Building Vocabulary **Word families**

Word families are groups of similar words. Word families include nouns, verbs, and adjectives. When you learn one word in the family, it is easy to learn other words in the family.

Noun	Verb	Adjective
help	help	helpful
friend		friendly
encouragement	encourage	encouraging

When you learn a new word, learn the **part of speech**. Is it a noun, adjective, or verb?

Do you need some **help**? (noun)

I can **help** you tomorrow. (verb)

My best friend is very **helpful**. (adjective)

A. Label the underlined words. Write *n* for noun, *v* for verb, and *adj* for adjective. Then circle the words that are new for you.

My brother is helpful.

1. Mika is a <u>kind</u> person. She is very <u>friendly</u>.   [adj / adj]

2. My brother <u>helps</u> me with my homework. He's <u>helpful</u>.

3. Carlos is very <u>honest</u>. He always <u>tells</u> the truth.

4. I don't need any <u>encouragement</u> to study hard. I want to do well.

5. Her <u>advice</u> to me is clear—practice an hour a day.

6. Sarah <u>wears</u> beautiful <u>clothes</u>. She is very <u>fashionable</u>.

7. My uncle <u>thinks</u> about other people's feelings. He is very <u>thoughtful</u>.

8. My grandfather gives me <u>money</u> for books. He's a <u>generous</u> person.

9. I <u>talk</u> on the phone a lot. I'm a very <u>talkative</u> person.

10. My friends and I <u>have</u> <u>fun</u> at the mall.

C. Complete the sentences. Use words from Activity B.

1. The children have new bicycles. The children are very

   _____.

2. My neighbor is not _____. She doesn't say hello.

3. I usually _____ my younger brother with his homework.

4. I don't speak very much English. I'm not _____ in

   English class.

5. Emma likes clothes and shoes. She likes _____.

6. This is a good dictionary. It's very _____ for students.

7. We have a very _____ baseball coach. She thinks we

   are great.

8. _____ is very important in business. This store has

   honest employees.

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ADJECTIVES	VERBS	ADJECTIVES
Score:	**Score:**	**Score:**

STUDENT A
Personality Profile Activity
Instruction: Ask Your Partner the Following Questions:

QUESTIONS	RESPONSES / COMMENTS
1. Do you like keeping routines? Do you like working regular hours?	

2. Which job do you choose?
    a. a stable and secure job
    b. job that offers travel and action	

3. Can you decide quickly or are you indecisive?	
4. Are you a good listener?	
5. Can you arrive meetings on time?	
6. Are you flexible? Can you adapt yourself to different situations or ideas?	
7. Are you an extrovert/introvert?	
8. Can you describe yourself as ambitious/aggressive?	
9. Are you a friendly person? Do you understand other people's problems or feelings?	
10. Do you spend enough time or too much time worrying about your problems?	
11. When assessing other people, which one is important for you? Their appearance or their character.	
12. Do you like working alone or working in a group/team?	

	STUDENT B
Personality Profile Activity	
Instruction: Ask Your Partner the Following Questions:	
QUESTIONS	**RESPONSES / COMMENTS**
1. Is first impression important for you about people?	
2. Do you like to persuade other people in a discussion?	
3. Do you like working with others?	
4. Are you a good listener?	
5. Which one do you like to do in the weekend? Going out with friends or staying at home and relaxing?	
6. Are you calm or frustrated in a crisis?	
7. You fail an exam. What do you do? • You think positively and try more next time. • You think it is the end of everything and feel depressed.	
8. Can you describe yourself as patient/impatient?	
9. Do you use your head or your heart to decide on something?	
10. Do you imagine a lot?	
11. Can you easily trust strangers?	
12. Do you like working alone or working in a group/team?	

PREVIEW THE UNIT

A Work with a partner. Complete these statements about high school students in your country. Then discuss your ideas with your classmates.

1. High school students spend about _____ hours in school each day.

2. High school students spend about _____ hours on homework each day.

3. High school students spend about _____ months in school each year.

APPENDIX 3.2

READING | Comparing Schools in Three Countries

VOCABULARY

A. Here are some words from the Reading. Read the sentences. What do the bold words mean? Circle *a* or *b*.

Tip for Success

The word *school* can refer to any educational institute. The words *college* and *university* often have the same meaning.

1. My classmates study during the **academic** year.
   a. school   b. summer

2. Students **attend** school for seven hours every day.
   a. leave   b. go to

3. I take a one-hour **break** at lunch time.
   a. rest   b. exercise

4. The class **lasts** from 9:00 to 10:00.
   a. begins   b. starts and ends

5. During **study period**, students do homework or read.
   a. special study time   b. discussion time

6. There are three **terms** in the school year: fall, winter, and spring.
   a. time periods   b. months

7. Some students wear **uniforms** to school. Everyone dresses the same.
   a. backpacks   b. special clothing just for school

8. My family usually goes to the beach for summer **vacation**.
   a. holiday time   b. winter time

Name _____

Topic _____

K.W.L Chart

Date _____

What I Know	What I Want to Know	What I Have Learned

Comparing Schools in Three Countries

1   Do students spend too much time in school? We asked some students to share their ideas about school in their countries.

Marie

2   Marie lives in France. She says, "My school year **lasts** from August to June with four seven-week **terms**. We have one or two weeks of **vacation** after each term, and we have a two-month vacation in the summer.

The school day in France is from 8 a.m. to 4 p.m. with a two-hour lunch **break**. Students don't go to school on Wednesday afternoon, but we **attend** school on Saturday morning. School on Saturday morning isn't very fun!"

Samuel

3   Samuel is from Kenya. He says, "Our **academic** year starts in June. The year has three terms, and each term lasts for 13 weeks. That feels like a long time. We get a one-month break after each term. The school day in Kenya begins at 8 a.m. and ends at 4 p.m. Students pay for school. It's not free like in some other countries. We wear **uniforms** to school each day. All the uniforms are the same color, so they're really boring. We study many subjects, but I think the best part of school is soccer in the afternoon."

4   Linda lives in the United States. She says, "School begins in late August and ends in June. Then we have a nine-week summer vacation. We attend school about 180 days each year. The school day is about seven hours long. I have six classes and one **study period**.

Linda

I like math best. Every night, I do homework for about four hours. I don't have time to relax because my schedule is very busy!"

5   Marie, Samuel, and Linda all think they spend too much time in school. But the amount of time they spend in school is very different.

COMPREHENSION CHECK

A. Read the statements. Write *T* (true) or *F* (false). Then correct each false statement to make it true.

___ 1. Marie lives in Spain.

___ 2. There is a one-hour lunch break at school in France.

___ 3. In France, there are four terms in the school year.

___ 4. Students in France go to school from Monday to Saturday.

___ 5. The school year in Kenya begins in January.

___ 6. Kenyan schools are free.

___ 7. Students in Kenya wear uniforms.

___ 8. Students in the United States begin school in October.

___ 9. In the United States, there is a seven-week summer vacation.

B. Answer these questions.

1. How many weeks of school are there in France? _____

2. How many weeks of school are there in Kenya? _____

3. How many hours of class are there each day in Kenya? _____

4. How many hours of class are there each day in the United States? _____

5. Which country has the shortest school day? _____

6. What information surprises you? _____

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APPENDIX 3.6

A. Scan the two paragraphs. Complete these steps.

1. Underline the names of the countries.

2. Circle the number of days in the school year.

3. Put two lines under the times of day and months of the year.

Schools in Germany

1   Eva lives in Germany. She says, "We start school at 7:30 in the morning. That's too early for me! Classes end at 1:30 p.m., so our school day is only six hours. Our school day is pretty short, but our school year is really long. The term begins in September and lasts until July. We take a short vacation in the summer—about six weeks. We study for 200 days each year. But I enjoy school. I study with my good friends, and we learn a lot of interesting things. I think our time in school is about right."

students in Germany

Schools Around the World

2   Around the world, students spend different numbers of days in school. For example, students in France study for 170 days each year, but in Australia and Iran, the school year is 200 days long. The number of hours each day is also different from country to country. The school day in France and Kenya is eight hours long and lasts from 8 a.m. to 4 p.m. But students in France get a two-hour break for lunch, so they only study for six hours a day. Students in Iran start school at 7:30 a.m. and attend class until 3 p.m. Their school day is 7.5 hours long. In Germany, the school day is only six hours long.

students in Kenya

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A Answer the questions. Then share your answers with a partner.

1. What snacks do you like to eat? What is your favorite dinner? What is your favorite dessert?

2. Why do you usually eat? Check (✓) the boxes.

   I eat because . . .

   ☐ I'm hungry.   ☐ it's fun to do with friends.
   ☐ it's time for a meal. ☐ I like to be with my family.
   ☐ I'm bored.

READING | Celebrating the New Year with Food

VOCABULARY

Here are some words from the Reading. Look at the photos and read the sentences. Then write each bold word next to the correct definition.

a. I use **ingredients** from my garden—tomatoes, peppers, and onions. I like **fresh** vegetables, not canned or frozen ones.

b. The New Year is a **special** night for people around the world. Some people **celebrate** New Year's Eve with friends.

c. Cookouts are **popular** for summer holidays. Some **traditional** menus include grilled hamburgers or chicken, potato salad, and fresh watermelon.

d. In the Canadian **culture**, Thanksgiving Day is a holiday in October. Families **prepare** a turkey dinner and enjoy relaxing together.

1. _____ (*adjective*) not usual or ordinary

2. _____ (*adjective*) not frozen or in a can

3. _____ (*verb*) to make (a dish or a meal)

4. _____ (*verb*) to do something fun for a holiday

5. _____ (*adjective*) liked or enjoyed by a lot of people

6. _____ (*noun*) the things you use to make a meal

7. _____ (*noun*) habits, ideas, or beliefs of a country

8. _____ (*adjective*) based on a belief or habit that started in the past and continues now

PREVIEW THE READING

This magazine article is about special New Year's food. Look quickly over the article. Check (✓) the true statements about the article.

☐ 1. The topic of this article is food in the United States.

☐ 2. There is a paragraph about beans.

☐ 3. There is a paragraph about different types of meat.

☐ 4. The article describes New Year's foods in different countries.

☐ 5. The topic of this article is unusual foods.

Celebrating the New Year with Food

1 The New Year is a very **special** occasion. We say goodbye to the last year, and we think about the future. We **celebrate** with family members, friends, and neighbors. **Cultures** around the world celebrate the New Year, but everyone celebrates it a little differently. For everyone, New Year's means special food.

making Vietnamese rice cake

2 In many parts of the world, rice is the most important **ingredient** in New Year's

Chinese New Year Cake

foods. People **prepare** rice in many different ways—from rice cakes to rice soup. In Korea, parents encourage children to eat all of their rice cake soup for a good year. In Vietnam, people carefully wrap a rice cake in a large, **fresh** green leaf. This makes a perfect square cake. In China, the New Year Cake is a special sweet cake with rice. Every area of China has a different kind of New Year Cake.

3 In other parts of the world, beans are the common ingredients in many New

Year's dishes. Everyone prepares beans in a different way. Italians enjoy eating green lentils, a kind of bean. In Brazil, families like to cook special lentils and rice. Sweet black beans are **popular** in Japan on New Year's. In the southern United States, families like eating a special kind of bean dish called "black-eyed peas."

"black-eyed peas"

month in the New Year. For the Persian New Year, the **traditional** table has the seven "S's." There are seven foods. Each food begins with the Persian letter *S*.

the seven "S's"

5 In the United States and Canada, many people like to go to parties on New Year's Eve. At midnight, everyone cheers[1]. On New Year's Day, families enjoy eating special

COMPREHENSION CHECK

Tip Critical Thinking

In Activity A, you locate an idea in a paragraph. Locating means finding the place of the idea. This shows you understand ideas even when the words are different.

A. Write the correct paragraph number next to each main idea.

a. There are many unusual traditions for the New Year. ___

b. Beans are popular in New Year's dishes. ___

c. People in the United States and Canada don't have only one traditional New Year's food. ___

d. People use rice as the main ingredient in many New Year's foods. ___

e. People around the world eat special foods for the New Year. ___

B. Read each question. Then scan the Reading on pages 51–52 to find the underlined word. Answer the question.

1. In <u>Vietnam</u>, what do people make with rice? _____

2. What is an unusual custom in <u>Mexico</u>? _____

   _____

3. What are <u>lentils</u>? _____

4. What are the seven "S's"? _____

   _____

5. What do people eat in the <u>southern United States</u>? _____

   _____

6. What is the New Year Cake in <u>China</u>? _____

B. Make a food chart in your vocabulary log. Add the words in the box, and then add more foods. If necessary, use a dictionary. Compare your chart with your partner.

apple	chicken	beef	lobster	milk
onion	potato	fish	cheese	grapes
banana	rice	shrimp		

Fruit	Vegetables	Meat	Seafood	Dairy products
apple				
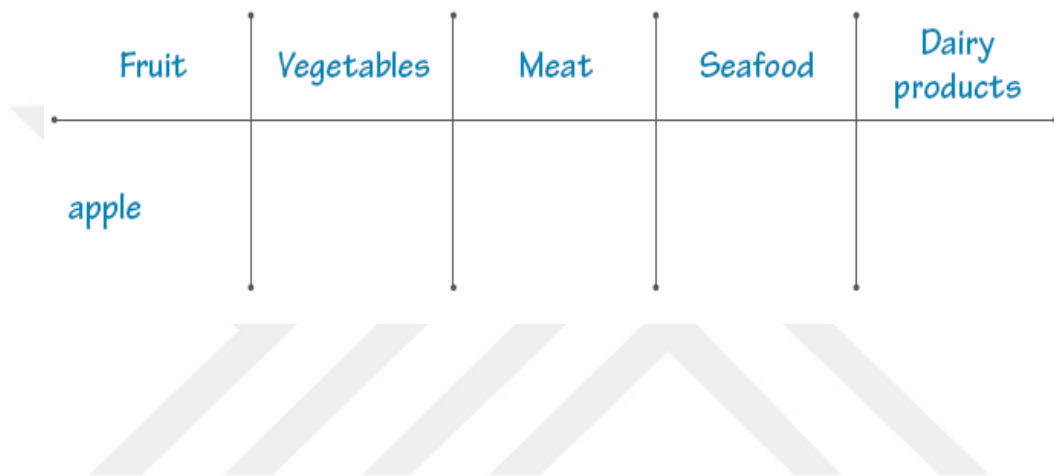
APPENDIX 4.9

Class Survey
Name:_____   **Date:** _____   • **Hi, I'm taking a survey and I have some questions. Can I have your name, please?**   **Please think of your favourite celebration. It can be a birthday, an anniversary, or a holiday and please answer the questions:**   • **Do you like celebrations?**   • **What is your favorite celebration? When do you usually have this celebration?**   • **What special foods do you eat at your favourite celebration? Why?**   • **What is your favourite food at this celebration?**

Step 1: Fill in the information for yourself.	
Name: _____	
Do you like celebrations?	
What is your favourite celebration? When do you usually have this celebration?	
What special foods do you eat at your favourite celebration? Why?	
What is your favourite food at this celebration?	

Step 2: Walk around the classroom and survey your classmates.				
Name: _____	Do you like celebrations?	What is your favorite celebration? When do you usually have this celebration?	What special foods do you eat at your favourite celebration? Why?	What is your favourite food at this celebration?
1.				
2.				
3.				
4.				
5.				

APPENDIX 5.1

READING | No Money? Have Fun Anyway!

VOCABULARY

A. Here are some words from the Reading. Read the definitions. Then complete the sentences below.

> **events** (*noun*) important things that happen
>
> **expensive** (*adjective*) costing a lot of money
>
> **guess** (*verb*) to give an answer when you aren't sure
>
> **invite** (*verb*) to ask someone to come to your home, a movie, etc.
>
> **nature** (*noun*) plants and animals
>
> **program** (*noun*) a show on television or radio
>
> **sightseeing** (*noun*) visiting interesting buildings and places as a tourist
>
> **support** (*verb*) to encourage someone

Tip for Success

Add new words to your vocabulary log. Copy an example sentence with the new word. Then write your own sentence with the new word. Review your vocabulary log often to increase your vocabulary.

1. My friends and I enjoy _____ when we travel to new cities.

2. I like to hike in the mountains because I enjoy _____.

3. Toshi wants to _____ us to come over for dinner.

4. I saw a special person today. Can you _____ her name?

5. There is an interesting science _____ on TV tonight.

6. This newspaper lists the _____ of the weekend.

7. I can't buy that dress. It's too _____.

8. My school's soccer team has a big game tonight. I'll go and _____ them.

1. **Re:** How do you have fun without much money? James, why don't you go to your school's sporting **events**? I go to games every weekend. I watch soccer, basketball, baseball games, everything! It's fun to spend time with friends and **support** the school. And it's free!

Anna, Miami
Posted:
3 days ago

2. **Re:** How do you have fun without much money? I go window shopping with my friends! We go to **expensive** stores, but we only look—we don't buy anything. So it doesn't cost anything.

Razi, Dubai
Posted:
2 days ago

3. **Re:** How do you have fun without much money? Our family likes going to the park. We take walks and enjoy **nature** there. Sometimes we have coffee and watch people. We try to **guess** their names and jobs. Try it!

Isabel, Santiago
Posted:
12 hours ago

4. **Re:** How do you have fun without much money? I make funny videos with my friends in my apartment. Then we post the videos online and our other friends watch them. It's fun! You can see one here.

Sun-Hee, Seoul
Posted:
8 hours ago

5. **Re:** How do you have fun without much money? **Invite** some friends to your house and cook together! My friends and I cook together once a month. First, we decide on a meal. Then we shop for the ingredients and prepare the food. We usually cook food from a different country. My favorite was Brazil. It's fun to eat with friends and try new recipes.

Carlos, El Salvador
Posted:
4 hours ago

COMPREHENSION CHECK

A. Match the person with the activity.

1. Anna ____   a. go sightseeing

2. Razi ____   b. watch TV

3. Isabel ____   c. make videos

4. Sun-Hee ____   d. go window shopping

5. Carlos ____   e. cook with friends

6. Khalid ____   f. watch people in the park

7. Rob ____   g. watch sports

B. Answer the questions. Find the information from the Reading on pages 65–67. Write complete sentences.

1. Why is it fun to watch a school's sporting events? _____

   _____

2. What are three things to do in the park? _____

   _____

3. Which activity costs some money? _____

   _____

4. Where can you go sightseeing? What are two things to do? _____

   _____

APPENDIX 5.5

A. Read the newspaper article. Highlight or underline the important information. Then answer the questions.

COMING EVENTS

1   **Storytelling.** Come listen to Jim Maddox and Mary Weston tell stories for a winter night on Wednesday, December 21, at 7 p.m. at the Davidson Library. Jim and Mary are well-known storytellers. Their stories are all about fun in the winter. Jim and Mary will also show their many photos of birds and animals. Come and enjoy a wonderful evening.

2   **Video contest.** High school students: Do you want to learn to make videos? We can teach you. The best video will win a prize of $250. We will also show the best three videos on our local TV station. For more information, meet at the Town Hall at 2:00 p.m. on Thursday, December 22. You can borrow a camera from the library. Come, learn, and improve your movies!

1. What is the date of the storytelling event? _____

2. Where will the storytelling event take place? _____

3. How much money is the prize in the video contest? _____

4. What time is the video contest? _____

5. Where can you borrow a camera? _____

76 UNIT 6
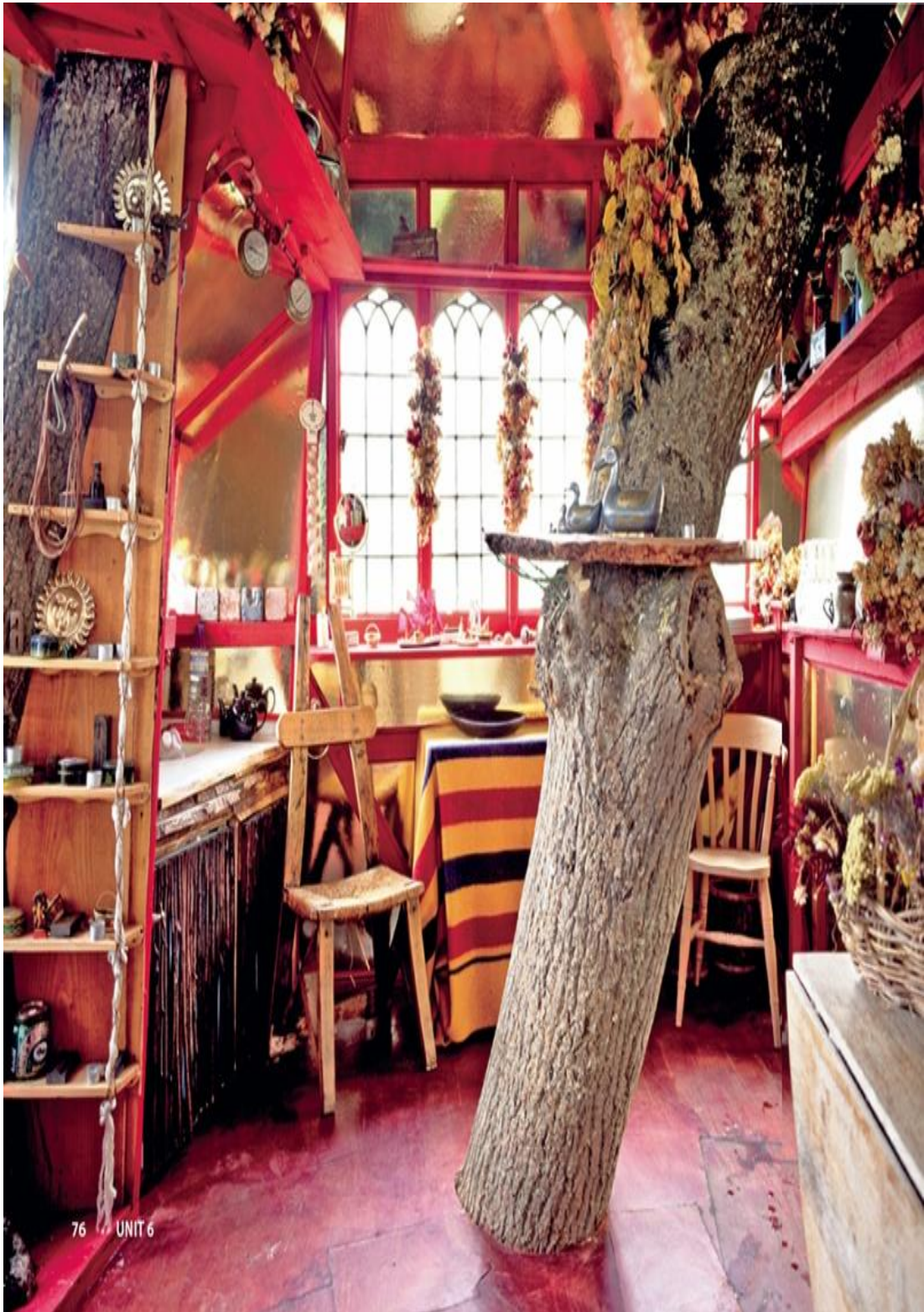
READING 1 | There's No Place Like Home

VOCABULARY

A. Here are some words from Reading 1. Read the sentences. Which explanation is correct? Circle *a* or *b*.

1. Jane: I think someone is smoking.
   Mark: Really? I have a bad cold. I can't **smell** anything.
   a. You smell something with your nose.
   b. You smell something with your eyes.

2. This chair is very **comfortable**. You can sit here and relax.
   a. The chair is expensive.
   b. The chair is nice to sit on.

3. My sisters always come into my bedroom without knocking.
   I have no **privacy**!
   a. I have no space or time away from others.
   b. I have no time to do my homework.

4. I **share** a bedroom with my two brothers.
   a. My brothers and I have our own bedrooms.
   b. My brothers and I have the same bedroom.

5. John is a very **calm** person. He never worries or gets angry about anything.
   a. John is a very relaxed person.
   b. John fights with a lot of people.

6. Mary **collects** postcards. She has 300 postcards from around the world.
   a. She likes postcards and saves them as a hobby.
   b. She sells postcards for a lot of money.

7. There are four windows in the kitchen. When it's sunny, the room is very **bright**.
   a. The kitchen is very dark.
   b. The kitchen is full of light.

8. Hassan likes to **spend time** with his grandparents on Sundays. Usually they have dinner together.
   a. Hassan doesn't have time to see his grandparents on Sundays.
   b. On Sundays, Hassan visits his grandparents for a few hours.

There's No Place Like Home

Home and Life Magazine

Last week I asked readers about their favorite rooms in their homes. Wow! I got some great answers and photos! Enjoy reading! And remember, there's no place like home!

I love to cook, so my favorite room is the kitchen. It always **smells** delicious. There is a large window, and you can see the garden from it. Next to the window, there is a small round table. My family and I often have breakfast at that table, but we eat dinner in the dining room.

Makiko, Japan

I love to **spend time** in the basement. Why? Because my friends and I have a lot of fun there! We play games and relax. We can make a lot of noise, too. There's a foosball table, a TV with video games, cards, and board games. There's a big sofa, too.

Hans, Germany

My favorite room is my bedroom. I have a lot of **privacy** because I don't **share** my room with my younger brother. My bedroom is very small, and the colors are boring. My bed is black and my carpet is gray. But I feel **calm** in my room. I **collect** posters, so there are posters of cars, surfers, and animals on the walls.

Ethan, United States

My favorite room is the dining room. On the weekends, we relax and enjoy meals here with my sister and her husband. We sit around a big table. There are several big windows, so the room is **bright** and sunny.

Samira, Lebanon

My favorite room is the family room because I love being with my family. It's a **comfortable** room with a sofa, a TV, bookshelves, and cabinets. There are family photos on the bookshelf. To the left of the TV, there is a fireplace.

Jane, United States

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COMPREHENSION CHECK

A. Answer the questions.

1. What does Hans like to do?

   _____

2. Why does Makiko like the kitchen?

   _____

3. Who likes a room for privacy?

   _____

4. Who writes about spending time with family members?

   _____

5. Who writes about a place to spend time with friends?

   _____

B. Circle the correct words to complete the statements.

1. Makiko's family eats (breakfast / dinner) at the table in the kitchen.

2. There's a large (table / window) in Makiko's kitchen.

3. Jane's family room has a (TV / large table).

4. Jane's family room is very (comfortable / messy).

5. Ethan collects (cards / posters) of surfers.

6. It's sunny in Nora's (dining room / kitchen).

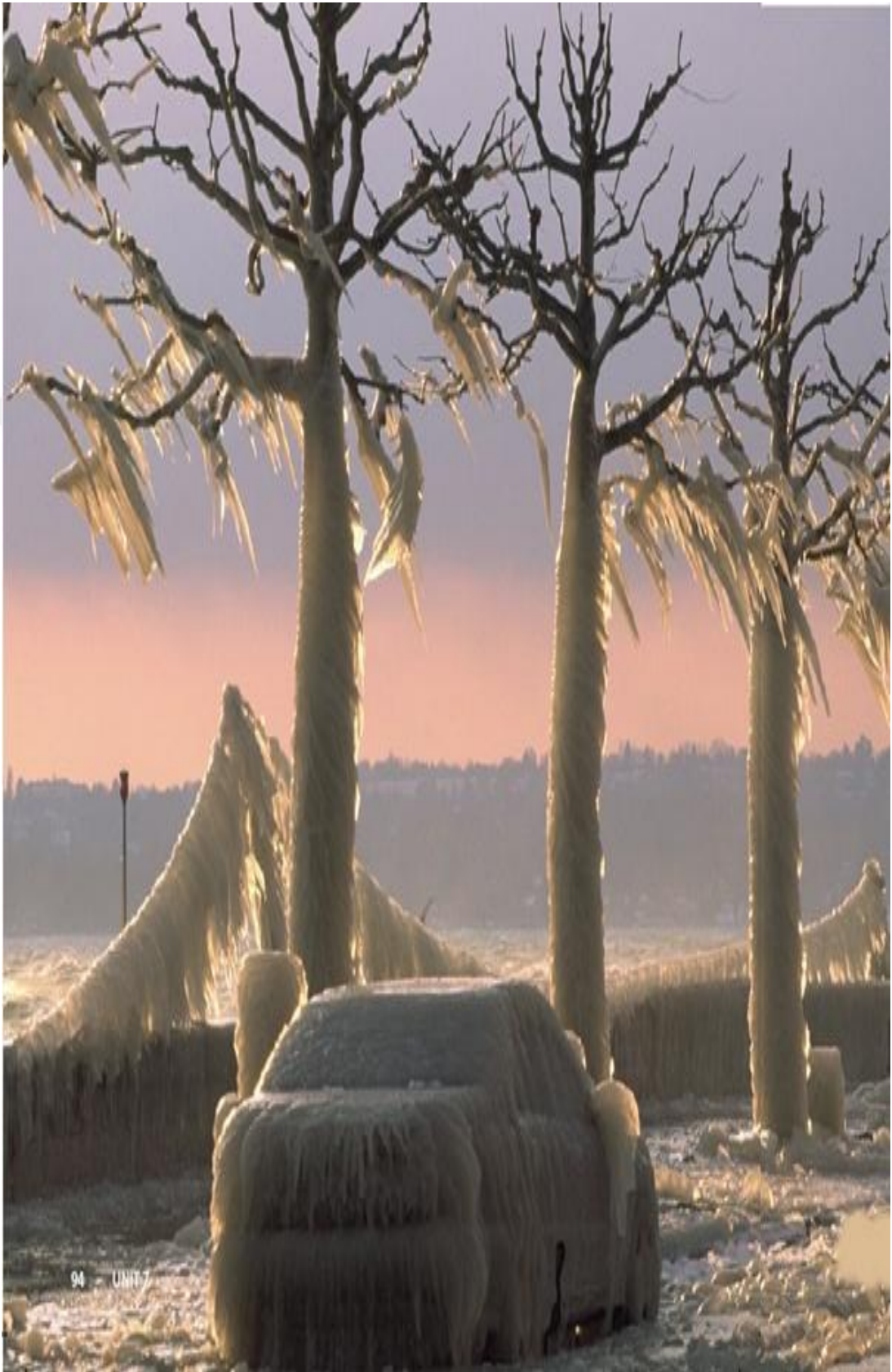7. Hans likes to be (loud / quiet) in the basement.

8. There's a (sofa / bed) in Hans's basement.

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READING 1 | Good Weather, Bad Weather

VOCABULARY

A. Here are some words from Reading 1. Read the definitions. Then complete the sentences below.

Tip for Success

Some words have a noun form and a verb form. In the noun form of two-syllable words, we stress the first syllable: *REcord*, *OBject*. In the verb form, we stress the second syllable: *reCORD*, *obJECT*.

experience (*verb*) if you go to a place, you experience it
freeze (*verb*) become hard because it is so cold
humid (*adjective*) wet (to talk about the air)
pleasant (*adjective*) nice, enjoyable
receive (*verb*) to get something
record (*verb*) to write something down to remember it
terrible (*adjective*) very bad
tourist (*noun*) a person—he or she visits a place on vacation
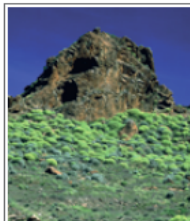
the Canary Islands

1. This city has _____ weather. It's often cold and windy, and it rains a lot.

2. The Canary Islands have beautiful weather. I visited them as a _____.

3. It is very cold here. The lakes and rivers _____ every winter.

4. The April sunshine feels very _____. I like it.

5. Many people travel to Costa Rica to _____ the wonderful weather.

6. Every day, we _____ the temperature in a notebook.

7. In our city, we _____ about 30 inches of rain each year.

8. My hair is curly because the air is very _____.

B. Complete the paragraph with words from Activity A. You will need to add an -*s* to some words. (You will not use all the words.)

London is the capital city of the United Kingdom. Each year, the city _____ visitors from all over the world. These
                        1
_____ enjoy visiting the famous places in the city, but
            2
they don't usually enjoy the weather. It's _____! It often
                                            3
rains all day. In the summer, the air is very _____. In the
                                               4
winter, sometimes the roads _____
                             5
because it is so cold. Most tourists don't like to
_____ bad weather. It isn't very
      6
_____. But they keep coming to
      7
London because it is an interesting city.

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Good Weather, Bad Weather

What is the weather like in your hometown? Do you think it is bad? Here's our list of the places with the worst weather in the world.

❶ Mount Washington, New Hampshire, United States
The weather is **terrible** on Mount Washington. The wind is always blowing! Sometimes the wind speed is 100 miles per hour (160 kilometers per hour). The weather changes quickly. Each winter, Mount Washington **receives** over five meters of snow. Some **tourists** visit Mount Washington because they want to **experience** the bad weather. They stay at the top of the mountain for one night and pay $500!

❷ Lloró, Colombia In Lloró (pronounced *yo-ro*), the average rainfall in one year is over 40 feet (13 meters). In 1974, the city received 82 feet (25 meters) of rain! It rains about half of the time. Not many people visit this place. If you go to Lloró, take your raincoat and prepare to get wet!

❸ Sahara Desert, North Africa The Sahara Desert is one of the hottest places on earth. The air is extremely warm and dry. Few plants can live there. In the daytime, the temperature is often over 120° Fahrenheit (50° Celsius). Few tourists visit the Sahara and not many people live there. It is too hot!

❹ Antarctica You may be surprised. This cold place is also a desert. That's right: Antarctica is a desert, too, like the Sahara. But it is extremely cold! Once the recorded temperature was minus 130° Fahrenheit (minus 90° Celsius). In the winter, the ocean around Antarctica **freezes** for miles in all directions. Antarctica contains about 90% of the world's ice. Scientists from many countries live and work together in Antarctica. They study nature and **record** the weather.

What makes for good weather?	The World's Best Weather Spots
• The temperature is mild and **pleasant**.	Here's our list of places with the best weather:
• It rains throughout the year, but it doesn't rain a lot.	• Blue Mountains, Australia
• The air is not too **humid** or too dry.	• Cuernavaca, Mexico, "The City That Is Always Spring"
• The weather is about the same all year.	• Tenerife, Canary Islands
	• Honolulu, Hawaii, United States

COMPREHENSION CHECK

A. Match the place with the weather.

1. Mount Washington, U.S.A. ___   a. extreme cold

2. Lloró, Colombia ___   b. strong winds

3. Sahara Desert ___   c. a lot of rain

4. Antarctica ___   d. extreme heat

B. Read the statements. Write *T* (true) or *F* (false). Then correct each false statement to make it true.

___ 1. Tourists pay to stay at the top of Mount Washington.

___ 2. In the winter, Mount Washington receives ten meters of snow.

___ 3. In Lloró, it rains half the time.

___ 4. The air in the Sahara Desert is cool and dry.

___ 5. Many plants live in the Sahara Desert.

___ 6. In places with good weather, the air is not too wet or too dry.

___ 7. Tenerife, in the Canary Islands, has terrible weather.

___ 8. Most of the world's ice is in Antarctica.

B. Circle the pronouns in the paragraph. Draw an arrow from the pronoun to the noun.

Airplane pilots need to pay attention to the weather forecast[1] because they fly planes in many kinds of weather, and it tells them if flying is safe. A bad storm can slow down airplanes, or it can cause bigger problems! This means the weather forecast is very important. Gail Isenberg is a pilot with Cape Airlines. She sometimes changes her plane's direction because of the weather. Today, pilots have many ways to learn about weather. They can listen to the radio. They can read about it in the newspaper or watch television. And they can get information from the Internet.

[1] **weather forecast:** information to tell you about the weather

READING 2 | Storm Chasers!

VOCABULARY

Here are some words from Reading 2. Read the sentences. Then write each bold word next to the correct definition on page 102.

1. The weather is **severe** on top of Mount Washington.

2. The door is over here. Just **follow** me.

3. My son had to write a **report** about the weather last week.

4. I really like this new blog. I want to write a **comment** on the Web page.

5. Be careful! Skiing during a snowstorm is **dangerous**.

6. Can you **communicate** with people in another language?

7. It is difficult to **concentrate** on your work during a loud storm.

8. Three cars hit each other. It was a bad **accident**.

a. _____ (*noun*) a short statement; it gives your opinion about something

b. _____ (*verb*) to share ideas with someone

c. _____ (*verb*) to pay attention to something

d. _____ (*adjective*) not safe

e. _____ (*verb*) to go after someone or something

f. _____ (*noun*) a written or spoken description of an experience

g. _____ (*adjective*) very bad

h. _____ (*noun*) something bad—it happens by chance

This web article describes people who enjoy bad weather. Look at the pictures. Match them to the type of storm.

thunderstorm	tornado	hurricane or typhoon

1. _____   2. _____   3. _____

Which kind of storm do you think is the most dangerous?

_____

Storm Chasers!

1 When a big storm is coming, most people buy extra food, close their windows, and stay home. When a strong hurricane is coming, many people leave their homes. They go to a safe place, far away from the storm.

2 Most people try to stay away from **severe** storms. Not Warren Faidley. Warren is a "storm chaser." Storm chasers love extreme weather. They **follow** thunderstorms, tornadoes, and sometimes hurricanes or typhoons.

Warren Faidley

3 Every day, Warren studies the weather **report.** In fact, he often checks it three or four times a day! When he hears about a storm, he gets into his car and drives, sometimes for many hours. Once, he drove for ten hours because he wanted to see a tornado, but he didn't find one.

4 Warren takes lots of pictures and videos of storms. He really likes to take pictures of lightning. Later he posts them on his storm chaser blog and writes about the storm. Other storm chasers enjoy reading his blog and write back. Warren likes reading their **comments.**

5 Storm chasing can be **dangerous.** The weather is one possible danger, but it isn't the worst danger for storm chasers. The worst danger is driving. Storm chasers usually do many things while they drive. They look out the window, check the weather report, make videos of the storm, and **communicate** with other storm chasers. They don't **concentrate** on the road, so they often have **accidents.**

6 If you see a picture or video of a big storm, you can thank Warren Faidley or some of his friends. They aren't afraid of extreme weather. Because of their work, you can watch exciting storms and stay safe at the same time!

COMPREHENSION CHECK

A. Circle the answer to complete each statement.

1. When a big storm is coming, most people ____.
   - a. open their windows
   - b. stay home
   - c. eat more food
   - d. get in their cars

2. Storm chasers like to ____.
   - a. stay away from storms
   - b. see extreme weather
   - c. go outside on nice days
   - d. go to safe places in a storm

3. Storm chasers sometimes ____.
   - a. stay up all night
   - b. watch a lot of television
   - c. drive long distances to find storms
   - d. draw pictures of storms

4. Warren likes to share his photos and videos ____.
   - a. on the Internet
   - b. in the mail
   - c. on TV
   - d. in the newspaper

5. The worst danger of storm chasing is ____.
   - a. lightning
   - b. tornadoes
   - c. heavy rain
   - d. car accidents

a storm chaser

B. Write the correct paragraph number next to each detail.

___ a. The worst danger is driving.

___ b. Warren really likes to take pictures of lightning.

___ c. When a strong hurricane is coming, many people leave their homes.

___ d. Warren once drove for ten hours to see a tornado.

___ e. Storm chasers follow thunderstorms and tornados.

___ f. Warren often checks the weather three or four times a day.

A Look at the habits (regular activities). Which habits are unhealthy? Check (✓) them. Then compare with a partner.

☐ sleep four hours every night

☐ smoke cigarettes every day

☐ eat fresh fruit every day

☐ drink a lot of coffee every day

☐ eat cookies and cake every day

☐ take a walk every morning

☐ drink a lot of water every day

☐ be very busy all the time

☐ have sugary drinks every day

APPENDIX 9.2

112   UNIT 8

READING 1 | When Does a Change Become a Habit?

VOCABULARY

Here are some words from Reading 1. Read the definitions. Then complete the sentences below.

---

behavior (*noun*) way of acting or doing things
become (*verb*) change into; begin to be
discouraged (*adjective*) feeling bad or hopeless about something
expert (*noun*) a person who knows a lot about something
give up (*verb*) stop doing something
goal (*noun*) something you really want to do
lifestyle (*noun*) the way that people live
pay attention (*phrase*) look, listen, or think about carefully

---

diet

1. Don't let your cough _____ a serious problem. Call your doctor today.

2. Toshi's _____ is to gain five pounds this month.

3. I want to _____ this diet, but my doctor says I need to lose 15 more pounds.

4. Dr. Park is a(n) _____ on food. He teaches food science at the university.

5. My brother eats well and exercises every day. He has a healthy _____.

6. Kate doesn't _____ to her health. She gets sick often.

7. The child's _____ in class is very bad. The teacher will talk with the parents about the problem.

8. I received a bad grade on my math quiz. I'm _____, because I studied hard for the quiz.

APPENDIX 9.4

ANTICIPATION GUIDE
Read each statement below and tick "Agree" or "Disagree" in the left column before you start reading the article in your textbook. Think about why you agree or disagree and be prepared to share.

Before		Statement	After	
Agree	Disagree		Agree	Disagree
		1. It's not difficult to change a habit.		
		2. Approximately, two months is enough to change all kinds of unhealty habits.		
		3. When you change your behaviour, you can change your habit, too.		
		4. It doesn't take a long time to change a habit.		
		5. Making new habits is a way to change your unhealty habits.		

When Does a Change Become a Habit?

1 Everyone has a few unhealthy habits. For example, maybe you eat junk food[1], drink a lot of coffee, or smoke. Maybe you get too little sleep, or you never exercise. You know these habits aren't good for you. You should exercise more often, but you don't. Why? Because bad habits are very hard to change.

2 To change a habit, you have to change your **behavior**. It is always difficult at the beginning. But after some time, your new behavior becomes a new habit. **Experts** say that people need 20 to 70 days to change a habit. Some habits (smoking, for example) can take a year to change. According to experts, there are six stages of change.

The Six Stages of Change

1. **Ignoring.** You ignore[2] the problem or don't **pay attention** to it. You don't want to believe that it's an unhealthy habit.

2. **Thinking.** You know your habit is unhealthy, but you don't have a plan to change it.

3. **Deciding.** You decide[3] to change your bad habit. You make a plan to change.

4. **Acting.** You start to change your unhealthy habit.

5. **Making new habits.** After many weeks, your new behavior becomes a new habit.

6. **Going back to old habits.** You go back to your old habit for a day, or a week, or a month. Don't be **discouraged.** This happens to everyone.

---

[1] junk food: food that is quick to prepare but is bad for your health
[2] ignore: to know something but not do anything about it
[3] decide: to think about and choose something

3   People usually want to change their bad habits quickly and easily. Remember, habits take a long time to make, so they take a long time to change. Most people aren't patient. In addition, they don't want to be uncomfortable. For instance, when you start a diet, you feel hungry. If you begin an exercise program, you feel tired or sore. You will probably be uncomfortable when you change a habit, but don't **give up.** Think about your **goal:** a healthy **lifestyle.** With hard work, healthy behaviors can slowly **become** healthy habits.

4   Changing a habit isn't easy. It takes time, and you have to be patient. But the result is a healthier lifestyle and a happier you.
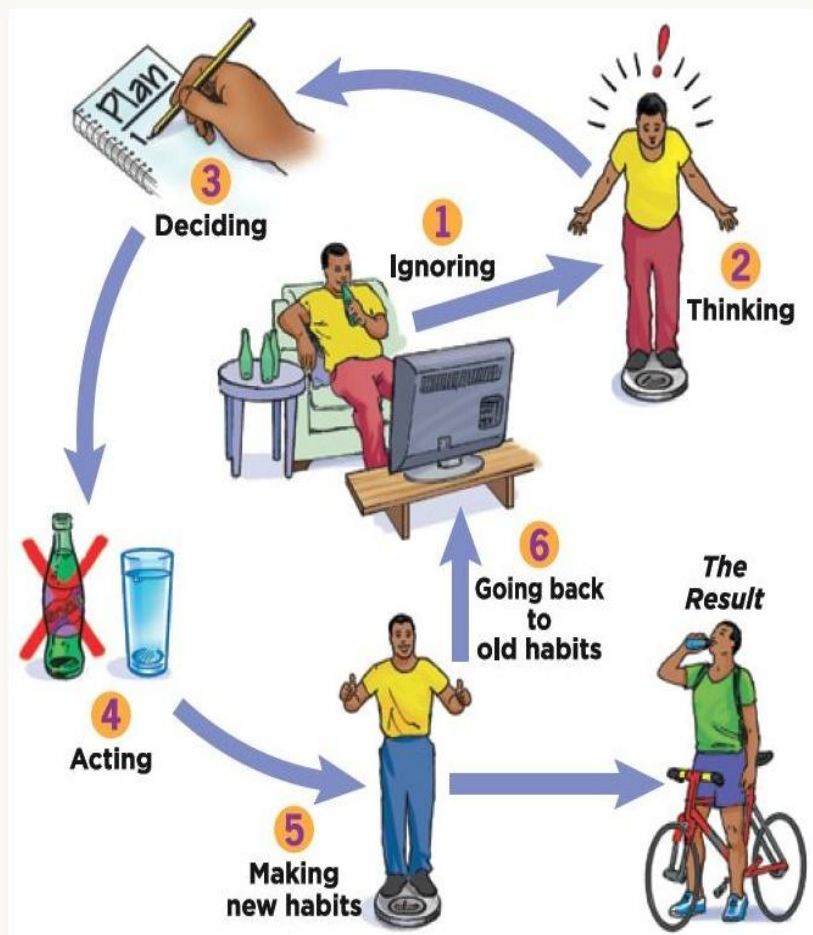
COMPREHENSION CHECK

A. Read the statements. Write **T** (true) or **F** (false). Then correct each false statement to make it true.

____ 1. Most people have only one unhealthy habit.

____ 2. It is unhealthy to eat junk food.

____ 3. Some habits take a day to change.

____ 4. At first it is easy to change your behavior.

____ 5. It's important to have a goal.

____ 6. People hardly ever return to old habits.

B. Read the sentences. What stage of change is each person at?

1. James drinks several sodas every day. He doesn't believe soda is unhealthy.

   _Ignoring_____

2. Matt stopped smoking two months ago. Yesterday, he started smoking again.

   _____

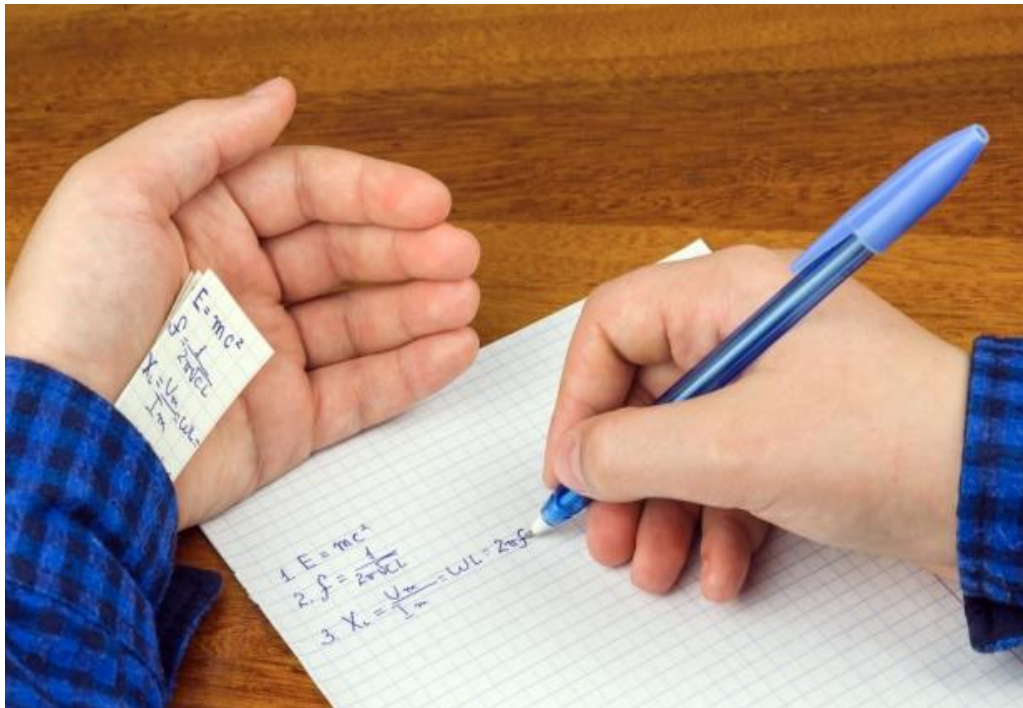3. Isabel eats a lot of junk food. She knows it is unhealthy, but she keeps eating it.

   _____

4. Sun-Hee wants to get more exercise. Yesterday, she began walking to work. She wants to start an exercise class, too.

   _____

5. Mary stopped drinking coffee two months ago. Now she drinks tea every morning.

   _____

6. Carlos started a diet this week. He's eating more fruits and vegetables.

   _____

130 UNIT 9

VOCABULARY

Here are some words from Reading 1. Read each sentence. Then write each bold word next to the correct definition.

1. The newspaper did a **survey** about public schools. They interviewed about 20,000 people.

2. One **characteristic** of a good city is friendly people.

3. Last night two men robbed a bank and took a lot of money. It was a serious **crime**.

4. The **economy** in my city is good. There are many jobs, and the stores are full of customers.

5. There are about 55 **residents** in my apartment building.

6. Trains, buses, and subways are part of the **public** transportation in the city.

7. People in this small town **welcome** visitors. They enjoy showing visitors their town.

8. My grandfather is an **immigrant** from China. He was born in China.

a. _____ (*noun*) an illegal activity—it is against the law

b. _____ (*adjective*) for everyone

c. _____ (*verb*) to be friendly when someone arrives

d. _____ (*noun*) a special quality—it makes a person or thing different from others

e. _____ (*noun*) a person—he or she moves to a new country and lives there

f. _____ (*noun*) money and business in a place (city, country, world)

g. _____ (*noun*) a group of people—they live in a city, neighborhood, or building

h. _____ (*noun*) a list of questions about a topic

Why Do People Love Their Cities?

1   What is the best city in the world? Every year, Mercer Consulting does a **survey** of over 400 cities around the world. They look at ten **characteristics** of cities, including **crime**, the **economy**, the cost of housing, and more. In 2010, they reported that Vienna, Austria was the best city in the world. Other great cities were Vancouver, Canada; Sydney, Australia; Singapore; San Francisco, the United States; and Dubai, the United Arab Emirates.

Vienna, Austria

2   When **residents** love their city, the city grows and the economy improves. The Mercer study is interesting, but it doesn't answer this question: Why do residents love their cities? Many city leaders around the world wanted an answer to this question. In 2008, Gallup and the Knight Foundation started a new survey to answer it. They interviewed 43,000 adults in 25 cities in the United States. Experts found three important answers to the question. These three answers were the same in all 25 cities.

Places for social activities

3   Restaurants, theaters, museums, and community events are all places for social activities. Residents can enjoy spending time with friends and family members in the city. In addition, **public** spaces are important. Public spaces can be parks, plazas, and downtown areas. In public spaces, residents can sit, eat lunch, relax, or meet with friends.

Plaza Mayor, Salamanca, Spain

Beauty

4   The appearance of a city is very important. Parks, trees, and flowers add beauty to a city. Public art (for example, statues, fountains, and paintings) also adds beauty to a city.

Bryant Park, New York City, U.S.

Openness

5   Openness means the friendliness of a city. Does the city **welcome** new residents? Does it welcome **Immigrants** from other countries? Does it welcome people of different ages and interests?

Vancouver, Canada

6   When residents love their city, the city economy grows. When the economy grows, there are more jobs. But jobs are not the most important thing for residents. They do not love their city because of good jobs, good highways, or good schools. They love their cities because of places for social activities, beauty, and openness. City leaders should pay attention to these characteristics in their cities.

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COMPREHENSION CHECK

A. Read each sentence. Where can you find this information in the article? Write the paragraph number.

___a. A survey asked: Why do residents love their cities?

___b. Residents like a welcoming city.

___c. Social activities are important to residents.

___d. Good highways don't make a city great.

___e. A painting can be public art.

___f. Mercer Consulting looks for the best city in the world each year.

___g. They interviewed 43,000 adults.

___h. Vienna was the best city in 2010.

___i. City leaders should make sure their city has places for social activities, beauty, and openness.

APPENDIX 11.2

148   UNIT 10

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VOCABULARY

Here are some words from Reading 1. Read the definitions. Then complete the sentences below.

challenging (*adjective*) difficult

continue (*verb*) to not stop doing something

decide (*verb*) to choose

dream (*noun*) something good that you hope for

even (*adverb*) used to show something surprising

opportunity (*noun*) a chance to do something

organization (*noun*) a group of people—they work together to meet a goal

promise (*verb*) to say that you will do or will not do something

1. Can you loan me a little money? I _____ to pay you back tomorrow.

2. My new job is very _____. I need to learn several new computer programs.

3. Did you _____ to take a trip? When do you need to make your decision?

4. Immigrants first came to the United States hundreds of years ago. Today, immigrants _____ to move to the United States.

5. Hassan's _____ is to become a restaurant owner someday.

6. I belong to a neighborhood _____. We meet once a month to talk about problems in our community.

7. _____ in winter, Dubai is sometimes very hot.

A Promise to Children

Before 1999, John Wood was a successful businessman. But, that year, John Wood made a **promise**, and it changed his life completely.

1. In 1998, John Wood was an executive at Microsoft in Australia. He was only 35 years old, but he had an important job with a high salary and long hours. He needed a vacation, so he went hiking for three weeks in the Himalayan Mountains in Nepal. During his hike, he met a teacher from a small village. The teacher invited Wood on a tour of his school, and Wood was shocked[1]. There were only 20 books for hundreds of students, but they were not textbooks.

Kathmandu Valley, Himalayas, Nepal

They were tour books and novels[2] from other hikers. As Wood left the village, the school principal said: "Perhaps, sir, you will someday come back with books."

2. The visit to the village changed Wood and he made a promise to himself: return to Nepal with books. He started to ask his friends and family for help. Later in 1998, Microsoft moved Wood to a job in China. **Even** in China, he **continued** to think about Nepal and collect books. In 1999, Wood and his father brought thousands of books to the village. In the same year, Wood **decided** to leave his job at Microsoft. He was a successful businessman, but his new **dream** was to bring books and education to children around the world. He wanted all children to have the **opportunity** to be successful like him. In 2000, he started an **organization**, Room to Read.

3. At first, it was **challenging**. He had no salary, and the organization's office was in his home. He had to raise a lot of money and hire good people. But Wood had strong business skills, and he was very organized. Many people became excited about Wood's dream, and Room to Read grew quickly.

4. In the first ten years, Room to Read helped five million children and built more than a thousand schools and 11,000 libraries in Bangladesh, Cambodia, India, Laos, Nepal, South Africa, Sri Lanka, Vietnam, and Zambia. Also, the organization gave away more than nine million books and created hundreds of children's books in 23 languages. Today, Wood and Room to Read continue to help children in Asia and Africa. Their goal is to help educate 10 million children by 2015. Wood also published his first children's book in 2010: *Zak the Yak with Books on His Back.* Where does the story take place? You guessed it— Nepal.

John Wood in Nepal

[2] novel: a written story about characters and events that are not real

COMPREHENSION CHECK

A. Read the statements. Write *T* (true) or *F* (false). Then correct each false statement to make it true.

___ 1. John Wood worked at Microsoft in 1998.

___ 2. He moved to Nepal for work.

___ 3. He visited a school in Nepal, and it had many books.

___ 4. Wood decided to bring books and education to children.

___ 5. When he started Room to Read, Wood got a large salary.

___ 6. Room to Read built more than 10,000 libraries in the first 10 years.

B. Complete the time line. Write the letter of each event in the correct place.

a. returned to Nepal with thousands of books	d. left his job at Microsoft
b. wrote a children's book	e. started Room to Read
c. went hiking in Nepal	f. moved to a job in China

1. ___ 3. ___ 5. ___

1998   1999   2000   2001   2010   2011

2. ___ 4. ___   6. ___
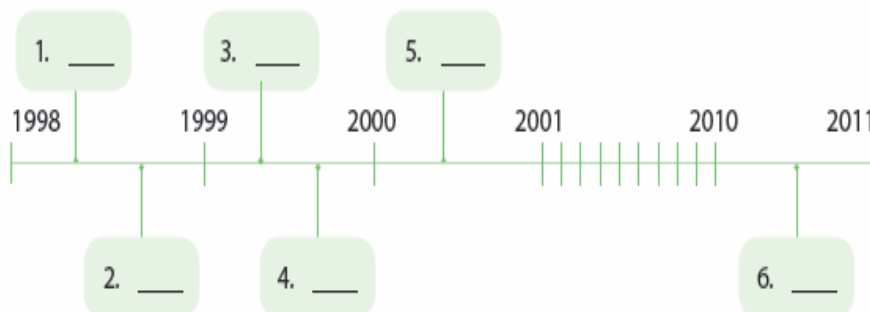
ÇOKLU ZEKA ENVANTERİ

Lütfen formda yer alan her ifadenin sizin için ne derece uygun olup olmadığını aşağıdaki beşli dereceleme ölçeği üzerinde belirtiniz. Bunun için uygun gördüğünüz rakamın altına X işareti koymanız yeterlidir. Her bir rakamın ifade ettiği anlam aşağıda verilmiştir.

PUANTAJ TABLOSU

Öğrencinin Adı Soyadı: ……………………………… **Cinsiyeti:**…………..……

ZEKA ALANI	İFADELER										TOPLAM
	1	2	3	4	5	6	7	8	9	10	
Sözel-Dilsel											
Mantıksal-Matematiksel											
Görsel-Uzamsal											
Müziksel-Ritmik											
Bedensel-Kinestetik											
Doğa											
Kişilerarası											
İçsel											

SEÇENEKLER	HERBİR ALANDA ELDE EDİLEN TOPLAM PUANI	BU ZEKA ALANINDAKİ GELİŞMİŞLİK DÜZEYİ
4 – Tamamen Uygun	**32 – 40 arası**	**Çok gelişmiş**
3 – Oldukça Uygun	**24 – 31 arası**	**Gelişmiş**
2 – Kısmen Uygun	**16 – 23 arası**	**Orta düzeyde gelişmiş**
1 – Çok Az Uygun	**8 – 15 arası**	**Biraz gelişmiş**
0 – Hiç Uygun Değil	**0 – 7 arası**	**Gelişmemiş**

SÖZEL - DİLSEL ZEKA	0	1	2	3	4
Dinleyerek daha iyi öğrenirim.					
Konuşmadan ve yazmadan önce kelimeleri kafamda tasarlayabilirim.					
Radyo dinlemeyi televizyon seyretmeye tercih ederim.					
Sözcük oyunlarından, şifreli kelime oyunlarından çok hoşlanırım.					
Bazen arkadaşlarım kullandığım kelimenin anlamını açıklamamı istiyorlar.					
Sosyal konular bana matematik ve fen konularından kolay gelir.					
Yürüyüş yaparken cadde boyunca var olan yazılar, resimlerden daha fazla dikkatimi çeker.					
Duyduğum ve okuduğum yeni kelimeleri konuşmalarımda kullanırım.					
Kitap okumak benim için çok önemlidir.					
Çeşitli konularda şiir, hikâye yazma ve benzeri etkinliklerden birini yaparım.					
MANTIKSAL - MATEMATİKSEL ZEKA	0	1	2	3	4
Zekâ oyunları ve sorunları ilgimi çeker.					
Okulda matematik ve fen bilgisi en sevdiğim derslerdi.					
Mantıksal düşünme gerektiren oyunlar ve jimnastikleri çok hoşuma gider.					
Gelecekle ilgili tahminler yapmak bana eğlenceli gelir.					
Her şeyin mantıklı bir açıklaması olduğuna inanırım.					
Soyut kavramlarla ilgili düşünmekten hoşlanırım.					
İnsanların söylediği, yaptığı işlerin mantığını anlamaya çalışmak hoşuma gider.					
Makine ve aletlerin çalışma sistemini merak ederim.					
Zihinden hesap yapmak bana kolay gelir.					
Sayılarla konuşmayı ve bir konuyu matematiksel olarak ifade etmeyi daha doğru bulurum.					
GÖRSEL - UZAMSAL ZEKA	0	1	2	3	4
Bir işin ya da olayın bütününü görmek bence önemlidir.					
Görsel sunularla daha iyi öğrenirim.					
Etrafımda gördüklerimi çok ayrıntılı hatırlayabiliyorum.					

	0	1	2	3	4
Görsel bulmacalar çözmekten hoşlanıyorum.					
Renkli, hareketli rüyala görüyorum.					
Bilmediğim bir yerde genelde yolumu bulabilirim.					
Bir şeyler çizmekten, karalamaktan hoşlanıyorum.					
Nesneler ters çevrildiğinde de görümünü rahatlıkla hayal edebiliyorum.					
Resimlerle zenginleştirilmiş kitaplar okumayı seviyorum.					
Gözlerimi kapadığımda görsel nesneler hayal edebilirim.					
MÜZİKSEL - RİTMİK ZEKA	**0**	**1**	**2**	**3**	**4**
Şarkı söylemeyi severim.					
Çalışırken radyodan, kasetten müzik dinlemek benim için önemlidir.					
Bir müzik aleti çalarım.					
Hayatımda müzik olmasaydı eminim hayatım daha sıkıcı olurdu.					
Yürürken bir ezgiyi mırıldanırım.					
Birçok parçanın melodisini bilirim.					
Bilmediğim bir parçayı bir-iki kez dinledikten sonra doğru bir şekilde söylerim.					
Çalışırken veya yeni bir şey öğrenirken tempo tutarım.					
Çevremdeki seslere çok duyarlıyım.					
Öğrenciyken müzik derslerini severdim.					
BEDENSEL – KİNESTETİK ZEKA	**0**	**1**	**2**	**3**	**4**
İnsanlar beni fiziksel olarak çok hareketli bulur.					
Araç-gereçleri elime alıp parçalarına ayırmayı ve birleştirmeyi severim.					
El becerileri gerektiren işleri seviyorum.					
En parlak fikirler yürürken ya da fiziki bir etkinlik ile uğraşırken aklıma gelir.					
Serbest zamanlarımı dışarıda geçirmeyi seviyorum.					
Biriyle konuşurken vücudumu ve ellerimi sık kullanırım.					
Bir şey hakkında fazla bilgi edinmek için ona dokunmaya ihtiyaç duyarım.					
Macera yaşamaktan ya da benzer ürkütücü fiziksel etkinliklerden hoşlanırım.					
En az bir spor dalıyla ya da fiziksel etkinlik ile ilgilenirim.					

Uzun süre oturmak bana çok zor gelir.					
DOĞA ZEKASI	**0**	**1**	**2**	**3**	**4**
Hayvanlara karşı çok meraklıyım.					
Açık havada olmak çok hoşuma gider.					
Toprakla, bitkilerle uğraşmayı severim.					
Doğadaki varlıkları tanımak bana heyecan verir.					
Doğayla ilgili mağaza, müze ya da sergileri gezmekten hoşlanırım.					
Bir hayvan beslemek ya da çiçek yetiştirmek bence çok gereklidir.					
Çevre kirliliğine karşı çok duyarlıyım.					
Doğa ile ilgili dergi, kitap ya da belgeselleri takip ederim.					
Vakıfların doğayı koruma çalışmalarını çok önemli buluyorum.					
Çevre bilinci güçlü insanları değerli buluyorum.					
KİŞİLERARASI ZEKA	**0**	**1**	**2**	**3**	**4**
Birilerine bir şey öğretmek ve paylaşımda bulunmak hoşuma gider.					
Bir yere giderken ya da bir iş yaparken yanımda birileri olsun isterim.					
Problemim olduğunda arkadaşlarımda yardım alarak halletmeyi tercih ederim.					
Birkaç tane çok yakın arkadaşım var.					
Kendimi bir lider olarak düşünmüşümdür.					
Kalabalıkta kendimi rahat hissederim.					
Sosyal etkinliklere katılmaktan hoşlanırım.					
Evde yalnız oturmak yerine eğlenceli bir toplantıya katılmayı tercih ederim.					
İnsanlar bana zaman zaman fikir danışır.					
Grup oyunlarını bireysel oyunlara tercih ederim.					
İÇSEL ZEKA	**0**	**1**	**2**	**3**	**4**
Kendimle baş başa yalnız kalmayı severim.					
Kendime güvenim yüksektir.					
Kendi başıma uğraştığım özel bir hobim var.					
Hayatım için bazı önemli hedeflerim var.					
Yeteneklerim ve zayıf taraflarım hakkında gerçekçi görüşlere sahibim.					

Tek başıma hafta sonunu geçirmeyi kalabalık bir grupla geçirmeye yeğlerim.					
Kendimi bağımsız biri olarak düşünmüşümdür.					
Duygu ve düşüncelerimi iyi ifade ederim.					
Hayatın anlamı hakkında düşünmeyi ya da yazmayı severim.					
Kendimi daha iyi tanımak için kişisel gelişim kitapları okurum.					

APPENDIX 13

ENGLISH READING SKILLS COMPETENCY TEST

Name – Surname: _____

SECTION I

This section consists of 8 separate parts. As stated in the following list, each part aims at measuring the performance of the participants regarding a different dimension of critical reading skills, reading comprehension skills, and strategies. In this framework, each part presents specific questions that survey the competency in the targeted reading skills or strategies.

I.I   *Prediction*

I.II   *Reading for Details – Making Inference*

          I.II.I *Sentence Level Inference*

          I.II.II *Paragraph Level Inference*

I.III   *Identifying Pronoun Referents*

I.IV   *Identifying Facts and Opinions*

I.V   *Identifying Topic Sentence in a Paragraph*

I.VI   *Identifying Main Idea in a Paragraph*

I.VII   *Identifying Irrelevant Sentence in a Paragraph*

I.VIII   *Vocabulary*

          I.VIII.I *Getting Meaning from Context*

          I.VIII.II *Identifying Word Classes*

          I.VIII.III *Using Words in Meaningful Context*

I.I Prediction

Read the beginning of the five following articles about various topics. Circle the best prediction of what the reading is about. There is only one right answer.

1. Join Europa Pages

If you want to practice a language with an international friend, join Europa Pages (www.europa-pages.com). It's free. You can build a community of friends from around the world and achieve your language goals.

a. a magazine

b. an international show

c. a website

d. an online game

2. A Letter to Susan

Dear Susan,

Last week the principal of my daughter's high school sent a letter to all parents. The letter said that students will wear uniforms next year. I am very concerned about this. Uniforms are a terrible idea.

a. a high school principal

b. a high school student

c. school uniforms

d. next year's classes

3. Paul Jackson Pollock

Paul Jackson Pollock was a great painter. He made paintings but not drawings or sculptures. Pollock had a unique style. His art was very different from other paintings. Pollock spilled paint onto large canvases.

a. canvas

b. a painter

c. a sculptor

d. drawings

4. Try a New Career

Every morning I read my local newspaper. I find where the yard sales are. I go to all of the yard sales and buy very old things. I am a regular guest. Everyone at the yard sales knows me because I go to all of the sales, and I buy old and rare things.

The person in this story probably collects _____

a. antiques

b. guests

c. newspapers

d. sales

5. Netflix Is Great

I just joined Netflix, and it's great! There are more than 90,000 DVDs to choose. I go online using the Internet and choose the DVDs that I want. Then Netflix's employees

mail the DVDs to me. They are really quick. I get the DVDs one or two days later. Netflix really values its customers. Delivery is free…

a. How many DVDs that Netflix has

b. DVDs available from Netflix

c. The benefits of Netflix

d. Online shopping

I.II Reading for Details – Making Inference

I.II.I Sentence Level Inference

Read the following sentences and circle the correct inference option you can make for each one.

6. During their vacation, they didn't have phone service or Internet service.

a. They took a holiday.

b. They didn't have a cell phone.

c. They want a new phone.

d. They use the Internet a lot.

7. My brother loves to fix cars.

a. He has a car that he likes to repair

b. He's good at repairing mechanical things.

c. He is a mechanic.

d. Fixing car is his only hobby.

8. When Lucy got home, she walked to her bedroom without speaking to anyone and slammed the door.

a. She was angry.

b. She broke the door.

c. She was tired

d. She wanted to sleep.

9. Jeremy always hoped that he would be a doctor.

a. He hates doctors.

b. He went to medical school.

c. He is a doctor now.

d. He wanted to be a doctor for a long time.

I.II.II Paragraph Level Inference

Read the following paragraphs and circle the correct inference option you can make for each one.

10. "Remember, Maria," Mrs. Betty said, "**you**'re very allergic to chocolate. Please don't eat any chocolate candy at the party. **It** makes you ill!" Three hours later, Maria was home from the party with a terrible stomachache. "I promise you, Mom," Maria cried, "I'll always do what you say from now on."

a. Maria got into a fight at the party.

b. Maria ate chocolate at the party.

c. Maria ate no chocolate at the party.

d. Maria embarrassed herself by singing at the party.

11. Emir rarely rides the bus to school each morning. **He** could take the school bus but he prefers to walk the two miles from his home to school. He believes that walking wakes him up and improves his learning throughout the day.

a. Emir always rides the bus home at the end of the school day.

b. Emir never rides the bus to school.

c. Emir values learning.

d. Emir is usually late for school.

12. Turner wished that he didn't listen to the radio. He went to his room and took his umbrella. He felt silly because he carried **it** to the bus stop on such a sunny morning. Which probably happened?

a. Turner realized that he didn't like listening to the radio parts.

b. Turner wanted to do something silly that morning.

c. Turner heard a weather forecast that predicted rain.

d. Turner planned to sell his umbrella for a bus ride.

13. "Larry, **I** am your boss and I love you" Miss Valdez says. "And working with you is very interesting. But, I think our company's needs and your performance style don't match well anymore. Therefore, it makes me very sad to ask you to leave your position today."

What does Miss Valdez want to say?

a. Larry is fired

b. She doesn't want Larry to stop working

c. Larry gets a raise in pay

d. She really loves Larry

14. "No, Honey, I don't want you to spend a lot of money on my birthday present. You are my husband and this is the only gift I need. In fact, I'll drive my very old car to the shopping mall and buy a little present for myself. But you know, my car is very old and poor. So, I may be late…"

What is the message?

a. I don't want a gift.

b. Buy me a new car.

c. The shopping mall is fun.

d. I like birthdays.

15. Bill and Jessica are choosing the players for their teams. It is Jessica's turn to choose, and only George is left. Jessica says, "George."

We can infer that _____

a. George is not a very good player.

b. Jessica is happy to have George on her team.

c. George is the best player on either team.

d. Jessica doesn't understand George's feelings.

I.III Identifying Pronoun Referents

Read the sentences in questions 10-15 again and look at the pronouns in bold. Circle the correct answer the pronoun refers to.

16. "You" in question 10 refers to _____.

a. Mrs. Russo

b. Maria

c. stomachache

d. allergic

17. "It" in question 10 refers to _____.

a. chocolate candy

b. the party

c. the home

d. Maria

18. "He" in question 11 refers to _____.

a. Emir

b. the school

c. his home

d. his learning

19. "It" in question 12 refers to _____.

a. the radio

b. the bus stop

c. Turner

d. the umbrella

20. "I" in question 13 refers to _____.

a. Larry

b. company

c. Miss Valdez

d. Performance

I.IV Identifying Facts and Opinions

Read the following statements and decide if they are FACTS or OPINIONS.

21.	Mr. Snow has two sons and one daughter.	**a.** Fact	**b.** Opinion
22.	Her house is really beautiful.	**a.** Fact	**b.** Opinion
23.	Volleyball is easier than football.	**a.** Fact	**b.** Opinion
24.	Cigarettes cause lung cancer.	**a.** Fact	**b.** Opinion
25.	That boy is the nicest person in the school.	**a.** Fact	**b.** Opinion

I.IV Identifying Topic Sentence in a Paragraph

Read the following paragraphs and circle the best topic sentence for each group of supporting sentences.

26. _____. I usually go skiing every weekend in the winter even though it is expensive. I love the feeling of flying down a mountain. The views are beautiful from the top of a mountain and along the trails. Even the danger of falling and getting hurt can't keep me away from the slopes on a winter day.

a. Skiing is expensive.

b. Skiing is my favourite sport.

c. Skiing is dangerous.

d. Skiing and winter.

27. _____. North Americans send cards for many occasions. They send cards to family and friends on birthdays and holidays. They also send thank-you cards, get well cards, graduation cards, and congratulation cards. It is very common to buy cards in stores and send them through the mail, but turning on the computer and sending cards over the Internet is also popular.

a. Sending cards is very popular in North America.

b. Birthday cards are the most popular kind of card.

c. It is important to send thank-you cards.

d. Sending cards through the mail is common.

28. _____. I can do a lot of things in summer. For example, I enjoy summer sports like water skiing and baseball. The weather is usually sunny and hot, so I can go to the beach almost every day. Gardening is my hobby and I spend many summer days working in my garden. Unfortunately, the days pass too quickly in summer.

a. I like to garden in summer.

b. Summer is too short.

c. Summer is my favourite season.

d. I like sunny weather.

29. _____. For example, a person can have breakfast in New York, board an airplane, and have dinner in Paris. A businesswoman in London can instantly place an order with a factory in Hong Kong by sending a fax. Furthermore, a schoolboy in Tokyo can turn on a TV and watch a baseball game being played in Los Angeles.

a. Airplanes have changed our lives.

b. Eating breakfast and dinner is very important.

c. The fax machine was an important invention.

d. Advances in technology have made the world seem smaller.

I.VI Identifying the Main Idea in a Paragraph

Read the following paragraphs and decide what the main idea in each paragraph.

30. Juan loves to play games. His favorite game is chess because it requires a lot of thought. Juan also likes to play board games. These games are based mostly on luck. He prefers "Monopoly" because it requires luck and skill. If he's alone, Juan likes to play action video games but he doesn't like violent games.

What is the main idea of this paragraph?

a. Juan dislikes violence.

b. Juan likes to think.

c. Juan enjoys Monopoly.

d. Juan enjoys playing games.

31. "Nancy, I can't eat or sleep when you are away. I need to hear your nice voice and see your lovely toothless smile. I miss that special way that you eat soup with your fingers. Please come home soon!"

What is the main idea of this paragraph?

a. Nancy, you have bad manners.

b. Nancy you should see a dentist.

c. Nancy, I miss you.

d. Nancy, I have lost my appetite.

32. One day, we will all have robots that will be our personal servants. They will look and behave like real humans. We will be able to talk to these mechanical helpers and they will be able to answer kindly. Amazingly, the robots of the future will be able to learn from experience. They will be intelligent, strong, and untiring workers. Their only goal will be to make our lives easier.

Which sentence from the paragraph expresses the main idea?

a. One day, we will all have robots that will be our personal servants.

b. We will be able to talk to these mechanical helpers and they will be able to answer kindly.

c. They will look and behave like real humans.

d. Amazingly, the robots of the future will be able to learn from experience.

I.VII Identify Irrelevant Sentence

Read the following paragraphs and choose the <u>irrelevant sentence</u> in each paragraph.

33. Cats are wonderful house pets. (I) They are very lovely and friendly . (II) They don't eat much, so they are not expensive. (III) Cats look beautiful and they're fun to have in your home. (IV) Unfortunately, some people are allergic to their hair.

a. I **b.** II **c.** III **d.** IV

34. There are many reasons I hate my apartment. (I) I have noisy neighbours and I can't sleep at all night. (II) The elevator doesn't work, too. (III) In the future, I will buy an expensive villa. (IV) Furthermore, in my apartment everywhere is messy.

a. I **b.** II **c.** III **d.** IV

35. Vegetables and fruits are important parts of a healthy diet. (I) First, fruits and vegetables are packed with the vitamins and minerals you need to keep your body functioning smoothly. (II) Strawberry and banana are also very delicious. (III) In addition, they give you the carbohydrates you need for energy. (IV) So, if you eat a diet rich in fruits and vegetables, you'll be have a better health.

a. I **b.** II **c.** III **d.** IV

36. The capital city of a country is usually a very important city. (I) The government offices are in the capital city and political leaders usually live there nearby. (II) There are many different types of governments in the world. (III) The capital city may also be the centre of culture because there are often museums, libraries, and universities in the capital city. (V) Finally, the capital city can serve as a centre of trade, industry and commerce, so it is often the financial centre of the country.

a. I **b.** II **c.** III **d.** IV

I.VII Vocabulary

I.VII. I Getting Meaning from Context

Read the following sentences and choose the best meaning or explanation for each bold word using the context clues.

37. I know, learning English is not easy, but learning French is more **arduous**.

I mean, French is really hard.

a. talented

b. enjoyable

c. difficult

d. popular

38. Maria is an **adept** athlete. She is an important player for every team she joins.

a. weak

b. lazy

c. talkative

d. very skillful

39. We are very worried about Richard because he is not normal. He has a lot of **bizarre** behaviours.

a. normal

b. strange

c. correct

d. kind

40. There is a controversy between Jane and I. She thinks that lemon is a fruit but I think lemon is a vegetable. We don't agree with each other.

A **controversy** is something that people _____.

a. have strong disagreement

b. eat as a fruit

c. drink at breakfast

d. enjoy preparing

41. I actually don't like the way he orders his wife around. I think, their relationship is analogous to a master and his dog!

If two situations are **analogous**, they _____.

a. are similar in an important way

b. have something to do with animals

c. are not true

d. are beautiful

42. George and his brother are clearly **distinct**. For example, George likes sports, but his brother hates sports. George is successful at school, but his brother is lazy.

a. the same

b. different

c. similar

d. dishonest

43. Mary is always a **punctual** person. She is never late to the meetings.

a. Mary comes to the meetings on time

b. Mary is a neat person

c. Mary comes late to the meetings

d. Mary forgets the meetings

44. Sarah's room is very **messy**. There are books, bags and dirty clothes everywhere.

a. Sarah's room is clean

b. Sarah's room is tidy

c. Sarah's room is neat

d. Sarah's room is not tidy

I.VII.II Identifying Word Classes

Read the following sentences and identify the word class of each CAPITALIZED word as noun (N), verb (V), adjective (ADJ), or adverb (ADV).

45. Lisa opened a new computer FILE.

a. N   **b.** V   **c.** ADJ   **d.** ADV

46. Jeremy was very angry. He shouted LOUDLY to everyone in the room.

a. N   **b.** V   **c.** ADJ   **d.** ADV

47. Every year, we HOLIDAY in Bodrum.

a. N   **b.** V   **c.** ADJ   **d.** ADV

48. Traffic is a big problem in Turkey because many people drive DANGEROUSLY.

a. N   **b.** V   **c.** ADJ   **d.** ADV

I.VIII.II Using Words in Meaningful Context

Read the following sentences and circle the options that use the <u>underlined</u> words incorrectly.

49. The <u>amount</u> of time they spend in school is very different.

a. Linda's favorite amount of work is Math.

b. I like a large amount of free time in my schedule.

c. We have the right amount of homework.

d. The amount of time for the exam is 2 hours.

50. Marie <u>lives</u> in France.

a. My friend lives in a very small town.

b. Alana lives in Texas and goes to school in Mexico.

c. Jean-Paul's break lives from September to June.

d. I want to live in Paris.

51. They <u>spend</u> a lot of time in school.

a. Valeria spends her afternoons playing soccer.

b. My friend and I spend that we like the same classes.

c. I spend most of my free time in the library.

d. You spend a lot of money.

52. We <u>wear</u> uniforms to school.

a. Sophie always wears sports shoes.

b. In some countries, everyone wears football.

c. I never wear summer clothes.

d. She wears expensive clothes.

53. The <u>term</u> lasts for six weeks.

a. In this school, there are two education terms.

b. This term ends in two weeks.

c. Spring term at his school is shorter than at ours.

d. Sometimes we term in the winter.

SECTION II

II.I Reading Strategies

In this section, it is aimed to measure the performance of the participants regarding the knowledge of reading comprehension strategies that are targeted to be taught in this study. Within this scope, 20 separate statements are provided about different reading comprehension strategies. Each item presents a true or a false statement. The statements are provided in the form of "True/False" exercise.

Read the following statements. Write *T* (true) or *F* (false) for each statement into your answer sheet.

54. The topic is what the paragraph is about.

55. You can usually say the main idea of a paragraph in one or two words.

56. To identify the main idea, ask: "What is the most important idea in this paragraph?"

57. You can usually state the topic of a reading in a short sentence.

58. Scanning is reading slowly for details.

59. In scanning, you move your eyes quickly over the passage.

60. To find information about dates, look for numbers.

61. Previewing helps you understand what the reading is about.

62. Highlighting information helps you remember it.

63. Be sure to underline every word on the page.

64. Don't highlight the main idea of a paragraph.

65. Highlight information such as names, dates, or times.

66. Irrelevant sentence is a sentence that is not about the paragraph you read.

67. Move your eyes slowly and carefully the first time you read an article.

68. You should understand every word in a reading passage.

69. Pronoun referents replace nouns.

70. Before reading, you can look at pictures, graphics, title and make prediction about reading passage.

71. Inference is a reading strategy and it requires direct message in a reading.

72. You can get the meaning of unknown words from context.

73. Everyone accepts facts but opinions are personal ideas.

SECTION III

III.I Reading Comprehension

In this section, it is intended both to measure the performance of the participants in applying the targeted reading comprehension strategies and the level of their reading comprehension. In this framework, 2 separate reading passages with 21 multiple choice questions in total are presented. The first reading is an "article" and the second one is a "survey". Each reading is provided with various comprehension tasks that align with the reading comprehension skills tested throughout the two preceding sections.

Reading 1. Read the following text and circle the correct options.

1 There are some very unusual houses around the world. One example is the igloo. An igloo is an interesting home in cold and snowy places like Alaska, Canada, and Siberia. *Igloo* means *house* in a language called Inuit. An igloo is a snow house. People build blocks[1] from snow. Then they use the blocks to make a dome. A dome is the shape of half of a circle. Inside the igloo, there is one large room. Usually one or two families share the igloo. It is warm inside. There is a cooking area, a sleeping area, a living area, and one door to go outside.

2 Another kind of home is a houseboat—a house on a boat. People enjoy living on houseboats in many parts of the world. Modern houseboats come in many sizes and styles. One old kind of houseboat is called a sampan. It is a boat of wood. It is about 3.5 to 4.5 meters (11.5 to 14.8 feet) long. Families use sampans for fishing. Some families also have very small houses on their sampans. There are sampans in China and other parts of Asia. However, sampan houseboats are unusual now.

3 In Mongolia, there is a traditional house called a yurt. It has a round shape. It is made of cloth and wood. It is light, so it is easy to move the yurt to another place. Some farmers[2] choose to live in a yurt because they need to move their home often. In the center of the yurt, there is a small stove and a table. There are usually several beds and some rugs. The yurt is big, large and comfortable.

74. What is the main idea of the Paragraph 1?

a. Igloos are interesting houses in cold places.

b. Igloos are houses made from snow.

c. It is warm inside an igloo.

d. Farmers meed to move their home.

75. What is the topic of the article?

a. There are some very unusual houses in the world

b. Unusual houses around the world

c. Igloos, yurt and houseboat are new houses

d. Modern houses

76. What does the underlined pronoun refer to in the following sentences?

People build blocks from snow. Then they use the blocks to make a dome.

a. people

b. blocks

c. snow

d. dome

77. What does the <u>underlined</u> pronoun refer to in the following sentences?

In Mongolia, the yurt is a traditional house. <u>It</u> is a round shape.

a. Mongolia

b. traditional

c. the yurt

d. round shape

78. We can understand that _____.

a. yurt is suitable only for very small families

b. all examples in the article are comfortable for people from cold countries

c. sampan is a new kind of houseboat

d. around the world, there are different types of houses

79. What should you understand after you read this article for the first time?

a. the main ideas

b. all the details

c. the meaning of every word

d. all grammar topics

80. "light" in paragraph 3 means _____.

a. heavy   **b.** not difficult to carry or move

c. comfortable   **d.** round

81. According to the article, which information is true?

a. Sampan is not comfortable

b. Yurt is not movable

c. Alaska is a cold place

d. An igloo is suitable for hot places

82. According to the article, which information is true?

a. In an igloo, there is not a sleeping area

b. Inuit is a language

c. Igloos have many doors

d. Only Chinese people use sampan

83. According to the article, which information is false?

a. An igloo keeps people from the sun

b. Yurt is a traditional house in Mongolia

c. Yurt is not very heavy

d. It is warm inside an igloo

Reading 2. Read the following text and circle the correct options.

The BBC is doing its biggest internet survey about about young people in Britain today. This survey finds out about teenagers' worries and their lives. They want to help parents and teenagers to talk and understand each other better. Now, let's read what they say in the survey.

1 *What's the best thing about being a teenager_____*?

Most teenagers say "Going out and having more freedom." " Cool music and fashionable clothes" and "the Internet" are also popular answers.

2 _____?

Young people most like the love and support they get from their parents… and their sense of humour, too. But 40% say that they like their parents because they give them money!

3 _____?

Many young people complain about how the media shows teenagers and many parents agree: " All teenagers have a bad publicity… and they are not all bad!" said one parent. Young people also complain about exam pressure, changing moods and boyfriend/girlfriend relationships.

4 _____?

About 20% of teenagers want more freedom from their parents. "Often parents treat you like a child and don't respect to your opinions," writes one teenager. "Why can't I go to nightclubs with my friends?" says another one. And 29% of young people really hate their parent's clothes! On the other hand, parents want their teenage children to listen to them more and to help them more in the house.

5 _____?

One parent said, "If our kids have a serious problem, they can always talk to us about it." But teenagers don't always agree. Most teenagers feel that they can talk to their

parents about everyday things but 60% say that they can't talk to their parents about serious personal problems about relationships, drugs and alcohol. They think that it is easier to talk to friends about these things.

6 *What do you worry about most_____?*

Young people worry about exams and their appearance. In fact, 48% say that their appearance, the way they look, is their biggest worry. Parents worry most about their children's schoolwork.

84. According to the survey, _____.

a. more than 40% of teenagers like their parents because of economic reasons

b. media always supports teenagers

c. exam pressure is not a problem for teenagers

d. parents worry about teenagers' schoolwork

85. "All teenagers have bad publicity and <u>they</u> are not all bad!" said one parent.

"<u>they</u>" refers to _____.

a. publicity   **c.** all parents

b. parent   **d.** all bad

86. We infer from the survey that _____.

a. Nearly 30% of young people don't like their parents' clothes

b. Most teenagers say they can talk to their parents about really important problems

c. Most teenagers think their parents are kind and have a good sense of humour

d. Young people don't complain about exam pressure

87. We understand from the survey that _____.

a. Parents want their children go out more and have more freedom.

b. Many parents want their teenage children to do more housework.

c. Many teenagers are happy about media.

d. Teenagers can talk about everything with their parents.

88. "your appearance" (paragraph 6) means _____.

a. the Internet   **c.** the ability to laugh at things

b. T.V., newspaper, etc.   **d.** how you look

89. According to the teenagers, the best thing about being a teenager can be _____.

a. wearing fashionable clothes   **c.** having boyfriend or girlfriend

b. spending money   **d.** using drugs

90. What is the main idea of paragraph 5?

a. Teenagers don't feel free

b. Teenagers can't talk enough with their parents

c. Teenagers have lots of schoolwork

d. Teenagers like listening to cool music

91. What can be the topic of the survey?

a. Teenagers and parents

b. Worries of young people

c. Serious problems and parents

d. Bad publicity

For questions 92-95, read the survey in Reading 2 again and complete the gaps 2- 5 in the survey with the questions a-d in the box below.

a. Who do you talk when you have a problem?
b. What do you most like about your parents?
c. What's the worst thing about being a teenager?
d. What do you complain about most?

92. Paragraph 2 answers _____.

a. A   **b.** B   **c.** C   **d.** D

93. Paragraph 3 answers _____.

a. A   **b.** B   **c.** C   **d.** D

94. Paragraph 4 answers _____.

a. A   **b.** B   **c.** C   **d.** D

95. Paragraph 5 answers _____.

a. A   **b.** B   **c.** C   **d.** D

ANSWER KEY

Name – Surname : _____   **Age:** _____

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