

**REPUBLIC OF TURKEY**  
**ÇAĞ UNIVERSITY**  
**INSTITUTE OF SOCIAL SCIENCES**  
**DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**A CASE STUDY ON A VOCABULARY DEVELOPMENT PROGRAM  
BASED ON MULTIPLE INTELLIGENCE THEORY**

**THESIS BY**  
**Seçil SUBAŞI**

**SUPERVISOR**  
**Assist. Prof. Dr. Hülya YUMRU**

**MASTER OF ARTS**  
**MERSİN, May 2014**

REPUCLIC OF TURKEY

ÇAĞ UNIVERSITY

DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES

We **certify** that thesis under the title of “**A CASE STUDY ON A VOCABULARY DEVELOPMENT PROGRAM BASED ON MULTIPLE INTELLIGENCE THEORY**” is satisfactory for the award of the degree of **Master of Arts** in the Department of **English Language Teaching**.

Supervisor- Head of Examining Committee: Assist. Prof. Dr. Hülya YUMRU

Member of Examining Committee: Assoc. Prof. Dr. Şehnaz SAHINKARAKAŞ

Member of Examining Committee: Assist Prof. Dr. Erol KAHRAMAN

**I certify that this thesis conforms to formal standards of the Institute of Social Sciences.**

30/05/2014

Assist. Prof. Dr. Murat KOÇ

Director of Institute of Social Sciences

**Note: The uncited usage of the reports, charts, figures and photographs in this thesis, whether original or quoted for mother sources is subject to the Law of Works of Arts and Thought. No: 5846.**

## ACKNOWLEDGEMENTS

First, I would like to express my deepest gratitude to my thesis advisor, Assist. Prof. Dr. Hülya Yumru, for her guidance, encouraging attitude, and patience during my study. Without her support, this study would not be possible.

Besides my thesis supervisor, I also acknowledge a great debt to the examining committee members Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ and Assist. Prof. Dr. Erol KAHRAMAN for their supportive attitudes.

I owe special thanks to Prof. Dr. Mustafa Zülküf Altan and, Assoc. Prof. Dr. Adem Turanlı for their contribution and help. I was lucky because I was their student at Erciyes University during my graduate degree.

I also would like to thank my administrators Murat Gökçek, Ahmet Ünverdi and Mahmut Güçlüer. I will never forget their support.

I am sincerely grateful to Kübra Durmuşođlu and Faruk Kaya for helping me to be optimistic and well motivated throughout my study.

I especially want to thank my family for their support in every single way because without my family I would not achieve this at all.

Lastly, I owe thanks to my students for participating my study.

30.05.2014

Seçil SUBAŞI

## DEDICATION

*To my beloved parents Samiye and Zeki Subaşı for their endless love and constant support...*

## ÖZET

### ÇOKLU ZEKÂ KURAMI TEMELLİ BİR KELİME GELİŞTİRME PROGRAMI ÜZERİNDE BİR DURUM ÇALIŞMASI

Seçil SUBAŞI

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Tez Danışmanı: Assist. Prof. Dr. Hülya YUMRU

Mayıs 2014, 71 Sayfa

İngilizce Öğretimi günden güne daha önemli oluyor. Dahası, kelime öğretimi dil öğretiminde çok önemli bir şey, çünkü kelimeler hislerimizi, duygularımızı ve fikirlerimizi göstermede önemli bir rol oynuyor. Bu yüzden, duygularını ve düşüncelerini iletmekte başarılı öğrenciler üretmek için, kelime öğretimi öğretmenler için önemli.

Bunun yanında, öğrenciler dil öğrenme sürecinde güçlü ve zayıf yönlerini bilmeliler. Türkiye’de ki Anadolu Liselerinde öğrenciler farklı alt yapılardan geliyorlar ve farklı zekâ türlerine sahipler. Bunun yanında Milli Eğitim Bakanlığı tarafından tasarlanan bu farklılıkları temel alan özel bir müfredat veya ders programı yok. Her türde ki okul için sadece bir müfredat var.

Bu çalışma 13 Şubat 2014’te başladı ve 27 Mart 2014’te bitti. Tamamlanması 7 hafta sürdü. İlk hafta çoklu zekâ anketi öğrenciler tarafından dolduruldu ve araştırmacı tarafından analiz edildi. Daha sonra Milli Eğitim Bakanlığı’nın Anadolu Liseleri, 9 sınıf öğrencileri için belirlediği "Yes You Can" isimli kitaptan kelimeler seçildi. 6 hafta boyunca, çoklu zekâ teorisine göre hazırlanan ders planlarına göre kelimeler öğretildi.

Veri toplama aracı olarak, çoklu zekâ teorisi temel alınarak bir kelime geliştirme programının nasıl inşa edileceği ve yürütüleceğini ve bu programının öğrencilerinin kelime pratiği aktivitelerine katılım seviyesini artırıp artırmayacağını belirlemek için bir çoklu zekâ anketi, araştırmacının günlüğü ve öğrencilerle yapılan görüşmeler kullanıldı.

Çalışmanın sonunda çoklu zekâ öğretimini temel alan bir kelime programının nasıl inşa edilip yürütüleceği gösterildi. Bunun yanı sıra görüldü ki bu program öğrencilerimin kelime geliştirme pratiği aktivitelerine katılımını arttırdı.

**Anahtar Kelimeler:** Çoklu Zekâ Teorisi, İngiliz Dili Eğitimi, Kelime Öğretimi.

## **ABSTRACT**

### **A CASE STUDY ON A VOCABULARY DEVELOPMENT PROGRAM BASED ON MULTIPLE INTELLIGENCE THEORY**

**Seçil SUBAŞI**

**Master of Arts, English Language Teaching Department**

**Supervisor: Assist. Prof. Dr. Hülya YUMRU**

**May 2014, 71 Pages**

Teaching English is getting more and more important day by day. Furthermore, teaching vocabulary is a very important thing in language teaching, since words play a significant role in showing our feelings, emotions, and ideas. Therefore, teaching vocabulary effectively is important for teachers to produce learners who are successful in communicating their ideas and feelings.

Moreover, students should know their weaknesses and strengths in the language learning process. In Turkey students at Anatolian High Schools come from different backgrounds and they have different multiple intelligences profiles. Moreover, there is no special curriculum or syllabus designed by Ministry of Education based on these differences. There is only one curriculum for every type of school.

This study started on 13th of February 2014, and continued until 27th of March 2014. The study took 7 weeks to complete. First week, Multiple Intelligences Survey was completed by the students and then analyzed by the researcher. Then, the vocabulary items were selected for each week from the course book; "Yes You Can", which the Ministry of Education chose for the ninth graders of Anatolian High Schools for the second term. During the last 6 weeks, the vocabulary items were taught according to lesson plans, which were design based on MI.

As a data collection instrument, a Multiple Intelligence Survey, researcher's diary and interviews that were conducted with the students were used in order to learn how to establish and conduct a vocabulary-development program using multiple intelligence theory as a basis and to determine whether involvement in vocabulary-development program increase my students' level of participation in vocabulary practice activities or not.

At the end of the study, we learned how to establish and conduct a vocabulary-development program using multiple intelligence theory as a basis. We also learned that involvement in this vocabulary-development program increase students' level of participation in vocabulary practice activities.

**Key Words:** Multiple Intelligences Theory, English Language Teaching, Vocabulary Teaching.



## **ABBREVIATIONS**

**MI:** Multiple Intelligences

**MIT:** Multiple Intelligences Theory

**ELT:** English Language Teaching

**EFL:** English as a Foreign Language

## LIST OF FIGURES

<b>Figure 1:</b> Armstrong’s Seven-Step Teaching Model Based on Multiple Intelligences.....	16
<b>Figure 2:</b> Planning lesson/unit based on Multiple Intelligences.....	17

## TABLE OF CONTENTS

<b>COVER.....</b>	<b>i</b>
<b>APPROVAL PAGE.....</b>	<b>ii</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>iii</b>
<b>DEDICATION.....</b>	<b>iv</b>
<b>ÖZET.....</b>	<b>v</b>
<b>ABSTRACT.....</b>	<b>vii</b>
<b>ABBREVIATIONS.....</b>	<b>ix</b>
<b>LIST OF FIGURES.....</b>	<b>x</b>
<b>TABLE OF CONTENTS.....</b>	<b>xi</b>

### CHAPTER I

<b>1. INTRODUCTION.....</b>	<b>1</b>
1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	2
1.3. Aim of the study.....	2
1.4. Research Questions.....	2
1.5. Importance of the Study.....	3
1.6. Definitions of the Terms.....	3

### CHAPTER II

<b>2. REVIEW OF LITERATURE.....</b>	<b>4</b>
2.1. Introduction.....	4
2.2. Intelligence.....	4
2.3. Multiple Intelligences Theory.....	5
2.4. Multiple Intelligences Theory in the Classroom.....	8
2.4.1. Verbal/Linguistic Intelligence in the Classroom.....	9
2.4.2. Logical/Mathematical Intelligence in the Classroom.....	9
2.4.3 Visual Intelligence in the Classroom.....	10
2.4.4. Musical Intelligence in the Classroom.....	10
2.4.5. Intrapersonal Intelligences in the Classroom.....	11
2.4.6. Kinesthetic Intelligence in the Classroom.....	12

2.4.7. Interpersonal Intelligence in the Classroom.....	12
2.4.8. Naturalistic Intelligences in the Classroom.....	13
2.5. Models of Teaching Design Based on Multiple Intelligences Theory.....	13
2.5.1. Lazear’s Teaching Model Based on Multiple Intelligences.....	14
2.5.2. Armstrong’s Seven Step Teaching Model Based on Multiple Intelligences....	15
2.5.3. Campbell and Dickinson’s Teaching Model Based on Multiple Intelligences.	17
2.6. Vocabulary.....	18
2.7. Importance of Vocabulary Teaching.....	19

### **CHAPTER III**

<b>3. METHODOLOGY.....</b>	<b>20</b>
3.1. Introduction.....	20
3.2. Research Design.....	20
3.3. The Setting and The Participants.....	21
3.4. Vocabulary-Development Program Based on Multiple Intelligences Theory.....	21
3.4.1. Week 1.....	22
3.4.2. Week 2.....	22
3.4.3. Week 3.....	23
3.4.4. Week 4.....	24
3.4.5. Week 5.....	25
3.4.6. Week 6.....	26
3.4.7. Week 7.....	27
3.5. Data Collection Instruments.....	29
3.5.1. Multiple Intelligences Survey.....	29
3.5.2. Teacher Diary.....	30
3.5.3. Student Interviews.....	30
3.6. Data Analysis.....	31

### **CHAPTER IV**

<b>4. FINDINGS AND DISCUSSION.....</b>	<b>32</b>
4.1. Introduction.....	32
4.2. Findings from Multiple Intelligences Profile Survey.....	32
4.3. Findings from the Researcher’s Diary and the Student Interviews.....	33

## CHAPTER V

<b>5. CONCLUSION.....</b>	<b>38</b>
5.1. Introduction.....	38
5.2. Summary of the Study.....	38
5.3. Conclusions of the Study .....	40
5.4. Limitations of the Study.....	41
5.5. Suggestions for Further Research.....	42
<b>6. REFERENCES.....</b>	<b>43</b>
<b>7. APPENDICES.....</b>	<b>47</b>
7.1. Appendix 1: MULTIPLE INTELLIGENCES SURVEY.....	47
7.2. Appendix 2 :LESSON PLAN (FIRST WEEK ).....	53
7.3. Appendix 3: LESSON PLAN (SECOND WEEK).....	54
7.4. Appendix 4 :LESSON PLAN (THIRD WEEK).....	55
7.5. Appendix 5: LESSON PLAN (FOURTH WEEK ).....	56
7.6. Appendix 6 :LESSON PLAN ( FIFTH WEEK ).....	57
7.7. Appendix 7: LESSON PLAN (SIXTH WEEK ).....	58

## CHAPTER I

### 1. INTRODUCTION

This chapter presents the background of the study, the statement of the problem, the aim of the study and the research questions respectively.

#### 1.1. Background of the Study

Ibragimova (2011) states, “theory of intelligences can be traced back to Alfred Binet, a French psychologist who created the first practical intelligence test, known as intelligence quotient (IQ) test” (p. 1). Therefore, the first intelligence test “Binet-Simon Scale” is still being used today.

During the early 1900s, the French government passed a law, which required every children go to school. For this reason, Binet was asked to observe French children to identify those who need specialized assistance. He asked the children questions, which focused on attention, memory and problem solving skills. Based on his observations, he coined a term *mental age*, which is used to express the age at which child is performing intellectually.

Intelligence tests, which were based on Binet’s IQ test, accepted intelligence as a single and measurable capacity to solve problems. Gardner worked with gifted children and adults who had brain damage. He found out that people had many other talents, which were not mentioned in traditional theories of intelligences.

Fashun (2012) mentioned that “in 1983, Howard Gardner, Hobbs Professor of Cognition and Education and Co-Director of Project Zero at the Harvard Graduate School of Education, released his groundbreaking book *Frames of Mind: The Theory of Multiple Intelligences*”(p. 11). In addition, Fashun (2012) states that: “the basic premise of the MI theory explains how humans possess seven types of intelligence (interpersonal, intrapersonal, bodily-kinesthetic, linguistic, spatial, logical-mathematical, and musical). Since the theory’s 1983 inception, Gardner has added the naturalist intelligence, although he has suggested two more recently – existentialist (spiritual) and digital” (p. 11).

Multiple Intelligences Theory makes individualized instructions possible for teachers by identifying students' strong and weak intelligences and, individualizing the learning process to help the students to activate the intelligences, which are less developed (Chapman, 1993).

## **1.2. Statement of the Problem**

Christison (1996) states “when I first began teaching, I remember being surprised to find out that the young man who was doing so poorly in my language class was the best student in math, and the young woman who was my best language student was struggling in physical education. A third student did poorly in both math and English but was an outstanding musician” (p. 10).

Similarly, in Turkey students at Anatolian High Schools come from different backgrounds and they have different multiple intelligences profiles. Moreover, there is no special curriculum or syllabus designed by Ministry of Education based on these differences. There is only one curriculum for every type of school.

In addition, in Turkey, most of the students do not have many opportunities to learn English outside the classroom. Many of them feel frustrated with their English vocabulary knowledge. Hence, they usually complain about their inability for learning the meanings of the vocabulary items.

## **1.3. Aim of the study**

Briefly, this study has two aims: (1) to learn how to establish and conduct a vocabulary-development program using multiple intelligence theory as a basis and (2) to increase my students' level of participation in vocabulary practice activities.

## **1.4. Research Questions**

This study aims to answer the following research questions:

1. How can I establish a vocabulary-development program considering my students' multiple intelligences?

2. Does involvement in a vocabulary-development program increase my students' level of participation in vocabulary practice activities?

### **1.5. Importance of the Study**

Teaching English is getting more and more important day by day. Furthermore, teaching vocabulary is a very important thing in language teaching, since words play a significant role in showing our feelings, emotions, and ideas. Teaching vocabulary is a rapidly growing field all around the world. To be able to read and write in English efficiently, a good knowledge of vocabulary is a requirement. Therefore, teaching vocabulary effectively is important for teachers to produce learners who are successful in communicating their ideas and feelings.

Students should know their weaknesses and strengths in the language learning process. They should notice their own way of learning as well. In Turkey, students come from a background whose educational system emphasizes memorization. Thus, teachers should work as a guide for their students. In addition, they should prepare their lesson plans knowing that every student is unique. Therefore, teachers should be careful about their students' needs and interests. For this reason, this study is very important. In addition, this study is an attempt to show how Multiple Intelligences Theory can be used efficiently even in the crowded classes and how it can increase the students' level of participation towards vocabulary practice activities.

### **1.6. Definitions of the Terms**

**Multiple Intelligences Theory:** Yavuz (2010) states that “ it is a theory developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University suggesting that the traditional notion of intelligence, based on I.Q. testing, is far too limited" (pp. 7-8).



## CHAPTER II

### 2. REVIEW OF LITERATURE

#### 2.1. Introduction

This chapter presents literature review starting with the construct of intelligence, in general, and continues with the development of Multiple Intelligences Theory. It also reviews the application of Multiple Intelligences Theory in education and models of teaching design based on Multiple Intelligences Theory. Furthermore, it presents the construct of vocabulary and points out the importance of vocabulary teaching.

#### 2.2. Intelligence

Many scientists have been studying on intelligence, so it has many different definitions. There is no word, which defines intelligence exactly. Gardner (1999) defines intelligence as a “bio-psychological potential for information processing that can be activated in a cultural setting to solve problems or fashion products that are of value in a culture” (pp. 33-34). In addition, Gardner (1999) states:

The ancient Greeks valued the person who displayed physical agility, rational judgment and virtuous behavior. The Romans highlighted manly courage and followers of Islam prized the holy soldier. Under the influence of Confucius, Chinese populations traditionally valued the person who was skilled in poetry, music, calligraphy, archery and drawing. Among the Keres tribe of the Pueblo Indians today, the person who cares for others is held in high regards (p.1).

According to Wechsler (1958, cited in Ibragimova, 2011) intelligence is the ability to perform, think and cope with the environment. Moyle (1968) affirmed that intelligence is "an ability which enters into all tasks" (p. 47). Gardner (1983) states that:

It is important to state as well as what intelligences are not. To begin with, intelligences are not equivalent to sensory system. In no case is an intelligence completely dependent upon a single sensory system, nor has any sensory system been immortalized as an intelligence. The intelligences are by their very nature

capable of realization (not last in part) through more than one sensory system (p. 68).

### 2.3. Multiple Intelligences Theory

In Paris in the early 1900s, Alfred Binet developed an instrument that would determine youngsters who were mentally deficient and in need of extra help. Therefore, the first standardized intelligence test was born (Hoer, 2000). Intelligence tests, which were based on Alfred Binet's Intelligence Quotient (IQ) test, accepted intelligence as a single and measurable capacity to solve problems.

Gardner finds the concept of a "pure" intelligence that can be measured by just an IQ score seriously inaccurate. Instead, Gardner supports that intelligence is not a singular phenomenon it is a plurality of capacities.

In 1983, Howard Gardner, published his groundbreaking book *Frames of Mind: The Theory of Multiple Intelligences* (Fashun, 2012). According to Fashun (2012), "the basic premise of the MI theory explains how humans possess seven types of intelligence (interpersonal, intrapersonal, bodily-kinesthetic, linguistic, spatial, logical-mathematical, and musical)" (p. 11).

Gardner (2006) argues that he could add naturalist and existential intelligences to MI theory. His statements about this subject are given below:

If I were to rewrite *Frames of Mind* today, I would add an eighth intelligence: the intelligence of the naturalist. It seems to me that the individual who is able readily recognize flora and fauna, to make other consequential distinctions in the natural world, and to use this ability productively is exercising an important intelligence...I have become interested in understanding better what is meant by spirituality and by spiritual individuals. At present, I prefer to speak about a possible existential intelligence an intelligence that denotes the human capacity to raise and ponder large questions (p. 58).

Gardner's nine intelligences are defined as in the following

**Linguistic Intelligence:** Ability for using words both orally and in writing efficiently (Christison, 1996). Moreover, it includes some skills as well. Altan (2012) states "sample

skills include; understanding order and meaning of words, convincing someone of a course of action, explaining, teaching, and learning, humor, memory and recall, etc.” (p.58). Lawyers, speakers, teachers, and poets are among the people with high linguistic intelligence.

**Logical-mathematical Intelligence:** There are many beliefs about the people who have highly logical-mathematical intelligence. Accountants, computer programmers, detectives, scientists are among the people with high logical-mathematical intelligences. Armstrong (2003) defines logical-mathematical intelligence as “the understanding and use of logical structures, including patterns and relationships, and statements and propositions, through experimentation, quantification, conceptualization, and classification” (p. 13).

**Musical Intelligence:** “Musical intelligence is the capacity to think in music—to be able to hear pattern, recognize them, remember them, and perhaps manipulate them. People who have a strong musical intelligence do not just remember music easily – they can not get it out of their minds. It is so omnipresent” (Baum, Viens and Slatin, cited in Azap, 2012 p. 52). Moreover, they have a pleasant singing voice. They can speak and move in a rhythmical way. Musicians, sound editors, piano tuners, song writers are among the people with high musical intelligence.

**Interpersonal Intelligence:** Azap (2012) states that “the key abilities of this intelligence involve the sensitivity to the feelings, beliefs, moods, and intentions of other people, the use of that understanding to work effectively with others, capitalizing on interpersonal skills in pursuit of one’s own ends” (p. 57). People who have this kind of intelligences are natural leaders. They can understand other people’s feelings from their facial expressions and voice easily. They usually try to help their friends for solving their problems. They are friendly and outgoing people. They love collaborative activities. Politicians, physiologist, group mediators, teachers are among the people with high interpersonal intelligence.

**Intrapersonal Intelligence:** Christion (1996) defines this intelligence as:

To ability understand yourself, your strengths, weaknesses, moods, desires, and intentions. Sample skills are understanding how one is similar to or different from others, reminding oneself to do something, knowing about as a language learner, and knowing how to handle one’s feelings (p.11).

Writers, trapists, program planners, philosophers are among the people with high intrapersonal intelligence.

**Visual-spatial Intelligence:** Furnham (2008) points out that “it is the ability to master a set of diffuse and abstract concepts about being, but also mastering the craft of altering one’s consciousness in attaining a certain state of being” (p. 212). Architects, engineers, pilots, mechanics are among the people with high visual-spatial intelligence.

**Bodily-kinesthetic Intelligence:** Armstrong (2003) defines this intelligence as “the ability to control one’s bodily motions and capacity to handle objects skillfully. Examples of those proficient in this intelligence include the actor, mime, craftsman, athlete, dancer and sculptor” (p. 13).

**Naturalistic Intelligence:** According to Gardner (1995), flora and fauna can be recognized by the individual with high naturalist intelligence, and they are able to make other consequential distinctions in the natural world. Therefore, he can use his ability productively in hunting, in farming and in biological science. Farmers, gardeners, biologist, astronomers are among the people with high naturalistic intelligence.

**Existential Intelligence:** Yavuz (2010) states that: “existential intelligence is defined as the ability to be sensitive to conceptualizing or tackling deeper or larger questions about human existence, such as —”What is the meaning of life?” —”Why are we born”?, —”Why do we die”?, —”What is consciousness”?, and so on”(p. 63). Moreover, at this point, Gardner (1999) states that:

Despite the attractiveness of a ninth intelligence, I am not adding existential intelligence to the list. I find the phenomenon perplexing enough and the distance from the other intelligences vast enough to dictate prudence—at least for now. At most, I am willing, Fellini-style, to joke about 8-1/2 intelligences (p. 54).

In addition to these types of intelligences, Altan (2010) claims, “moral Intelligence is going to be one of the most valued Intelligences in the next century since we have witnessed a lot of smart people lacking moral values which caused people to suffer all over the world” (p. 63).

Altan (2010) points out that:

We have had many intelligent leaders and politicians; army commanders who failed to show moral attitudes and behaviors, as a result of which we witnessed wars, ethnic cleansings, and environmental destructions, etc. We have had many intelligent businessmen who were so greedy to make more money so they either cheated or they were blind in making more money, and as result, a global economical crisis happened where millions of people became unemployed and thousands have been added to the list of starving (p. 63).

#### **2.4. Multiple Intelligences Theory in the Classroom**

Mostly, we think that a student who is good at science and math or a student who has good marks depicts an intelligent student. Nevertheless, students' types of intelligences are different from each other. Howard Gardner's theory of Multiple Intelligences can change our conceptions about the abilities of human beings from top to bottom (Altan, 2011). Moreover, Fonseca and Morgan (2004) support that:

We can develop language-learning tasks with using different types of intelligences. For example, an activity such as writing the lyrics of a song implies the use of linguistic and musical intelligences. In a role-play where learners express their feelings while being considerate of the feelings of others, they need linguistic, intrapersonal and interpersonal talents. In a task where learners need to mime the title of a film for others to guess, the bodily- kinesthetic and interpersonal abilities come into play. Multiple Intelligences Theory is a wonderful tool to enable teachers to plan attractive ways to provide learners with language learning practice (p. 125).

**2.4.1. Verbal/Linguistic Intelligence in the Classroom** According to (Arıkan, 2003 cited in Yavuz, 2010 pp. 45-46) five strategies that can activate a learner's verbal-linguistic intelligence are given below:

- 1. Story telling:** Story telling is of crucial importance in the classroom. By listing the essential elements, ideas, and then adding some imagination, colourful characters and a plot in the story, a teacher can help his/her students to visualize and also impress teacher's willingness to be creative.
- 2. Brainstorming:** Brainstorming can be about anything such as suggestions, thoughts, and dreams. This strategy allows all students to participate and reflect their ideas.
- 3. Tape Recording:** Tape recorder offers students to talk aloud about a problem and hear their own pronunciation, intonation, inner feelings and it can also be used to provide information or as a reporter of information.
- 4. Journal Writing:** This involves students in writing about anything they feel and think during the class day or about a specific situation. They can be shared between teachers and students or be kept private.
- 5. Publishing:** Students' writing should be published in a magazine or sent to a real friend so that students will see that others care their writings and write an answer. In this way, they will be highly motivated to continue writing

#### **2.4.2. Logical/Mathematical Intelligence in the Classroom**

According to Arıkan (2003, cited in Yavuz, 2010, p.48) the strategies below may be useful for logical/mathematical intelligence in the classroom:

- 1. Calculations and qualifications:** In order to involve logical/mathematical students the teacher should discover opportunities to talk about numbers. It is interesting that several stories and novels make reference to numbers. If we tune into numbers during the nonmathematical subjects, the students will understand that math belongs to real life.
- 2. Classifications and categorizations:** Organizing ideas always make them easier to remember, discuss and think about it.
- 3. Socratic Questioning:** In this strategy the teacher questions students' point of view. The purpose is to question the rightness or wrongness of their beliefs and to sharpen students' critical thinking.

- 4. Heuristics:** It helps the learners to find their way in a problem. For instance, separating the various parts of the problem, offering a solution, finding a related problem etc.
- 5. Science Thinking:** It aims to look at events from a scientific point of view. To exemplify, students can study ideas, which have an effect on history such as how the atomic bomb influenced the outcome of World War II.

#### **2.4.3 Visual Intelligence in the Classroom**

According to Khodadady, Khoshabk and Pishgadam (2010, p.383) visual intelligence's teaching strategies include:

- 1. Visualization:** One way to translate book and lecture material into pictures and images is to have students close their eyes and picture whatever is being studied.
- 2. Color Cues:** Spatial students are sensitive to color.
- 3. Picture Metaphors:** A picture metaphor expresses an idea in a visual image.
- 4. Idea Sketching:** The eminent individuals in history used simple drawings in developing many of their powerful ideas.
- 5. Graphic Symbols:** One of the teaching strategies is drawing pictures on the board.

#### **2.4.4. Musical Intelligence in the Classroom**

According to Armstrong (2000, cited in Azap, 2012 p. 53) five strategies to bring out musical intelligence in classroom are:

- 1-Rhythms, Songs, Raps, and Chants:** Inviting students themselves to create songs, raps or chants moves students to an even higher level of learning. In foreign language learning,
- 2- Discographies:** Teachers can provide recorded musical selections—tapes, compact discs, and records so as to convey the main idea of the content they want. Such musical concepts are often effective “openers” to a lesson.

**3- Supermemory Music:** According to this strategy, students can grasp the content easily while listening teacher instruction against musical background as they feel that they are in a relaxed situation.

**4- Musical Concepts:** In this strategy, musical tones can be used as a creative tool for expressing concepts and patterns in many subjects. Teacher can convey the message by lowering and rising the tone. This strategy gives teachers and students a chance for creative expression.

#### **2.4.5. Intrapersonal Intelligences in the Classroom**

Armstrong (2000, pp. 62-63) gives some strategies to help teachers to develop their students' intrapersonal intelligence:

**1. One-Minute Reflection Periods:** After a presentation of a new structure or a new topic, one-minute reflection periods offer students time to think about it to build a connection between the new information and their own lives. Silence or background thinking music is offered as the best environment for reflections.

**2. Personal Connections:** The aim of this strategy is to make connections between what is being taught and the students' lives. Students should use the given information in one way or another in real life. For instance; for a lesson on world geography, they can find the countries they have studied on the map.

**3. Choice Time:** It includes offering opportunities for students to make decisions about their learning experiences. They can either choose to work on the problems on a specific page in their students' book or they can choose an open-ended project.

**4. Feeling-Toned Moments:** As it is known, all human beings have an emotional brain consisting subcortical structures: so this strategy suggests educators to teach with feeling in their classrooms. For instance, there should be moments where students laugh, feel angry or get excited.

**5. Goal-Setting Sessions:** One of the most significant peculiarities of intrapersonal learners is their capacity to set realistic goals for themselves. Educators should allow time everyday



for students to set short-term or long-term goals and may ask them to present the progress at the end of the term or year.

#### **2.4.6. Kinesthetic Intelligence in the Classroom**

Yavuz (2010, p. 53) states that the strategies that can be used to develop bodily-kinesthetic intelligence in the classroom are:

**1. Body answers:** This strategy involves responding the teacher's instruction by using bodies such as holding up fingers, blinking one eye instead of raising hands etc.

**2. The Classroom Theatre:** By dramatizing, role-playing or producing puppet shows students may show what they have learnt in a communicative and enjoyable way.

**3. Kinesthetic Concepts:** This requires students to translate information from linguistic or logical symbol system to bodily-kinesthetic expression such as physical gestures, pantomimes.

#### **2.4.7. Interpersonal Intelligence in the Classroom**

Armstrong (2000, cited in Azap, 2012, pp. 58-59) summarizes five strategies in order to bring out interpersonal intelligence in learners as in the following:

**1-Peer sharing:** Sharing is one of the easiest of Multiple Intelligences Theory (MIT) strategies. Teachers can begin a lesson with peer sharing to bring out students' existing knowledge about the topic.

**2-People Sculptures:** Students come together and become the major material to study the core of the topic. They can form a group, each holding a word of a sentence. This strategy offers an opportunity to create a social setting in which students enjoy together and communicate.

**3-Cooperative Groups:** The use of small groups working to complete a task is the core component of the cooperative groups. Such groups possibly work effectively including three to eight members. the group may share its responsibilities in a number of ways in

which one member doing the introduction, another taking care of middle section and another contributing the conclusion.

**4-Board Games:** Board games provide a friendly and enjoyable learning environment. Students can chat, discuss, have fun and learn.

**5-Simulations:** A simulation means a group of people coming together to create as-if environment. For example, students studying historical period might actually dress up incostumes of that time.

#### **2.4.8. Naturalistic Intelligences in the Classroom**

According to Göğebakan (2003, cited in Yavuz, 2010, p. 63) lesson plans for naturalist intelligence may include activities such as:

1. Using outdoors as a classroom for inspiration for creating a play, concert, dance or visual art work.
2. Learning about and understanding animals and incorporating them into an artwork or production.
3. Listening to animal sounds and movements and creating works of art.
4. Observing and using plants to create and interpret texture and form in an art work.

#### **2.5. Models of Teaching Design Based on Multiple Intelligences Theory**

Multiple intelligences (MI) theory has become a very popular term among educational researchers, teachers and school administrators all around the world, in our country as well. There are many books, articles and Internet pages related to this theory and its implications for classroom teaching. Therefore, teaching activities based on MI theory can be easily obtained from those sources. However, many teachers do not have enough knowledge and experience about using MI theory in teaching (Kaya, 2009). The following sub-sections explore three main teaching models based on MI theory. These are Lazear's Teaching Model, Armstrong's Seven Step Teaching Model and Campbell and Dickinson's Teaching Model respectively.

### **2.5.1. Lazear's Teaching Model Based on Multiple Intelligences**

Before he presented his own model, Lazear (1992) listed learning strategies and styles for each intelligence in *Multiple Intelligences Tool Box*. When teachers planning a lesson based on Multiple Intelligences, they should arrange their activities according to *Multiple Intelligences Tool Box* (Kaya, 2009).

Lazear (1992, pp. 26-30) explains his own model as in the following:

1. Make a list of five to ten upcoming lessons that you will be teaching over the next four weeks. If you are an elementary teacher, try to get a spread of subjects' areas math, science, social studies etc.
2. From your list select three lessons to work with for this exercise. Try to choose them for a variety of lessons; for example, an easy one, a difficult one, or one that you find boring.
3. Turn to the "Multiple Intelligences Toolbox" and begin working with the easy lesson. For each intelligence, select one tool that seems appropriate to the particular content of the lesson and that you feel will help you approach the lesson in a new way.
4. Once you have chosen the tool from each of the seven intelligences, take a piece of paper and write the objective of the lesson at the top. Then below it, write the name of the tool from each intelligences area and describe briefly how you will use it to achieve the objective of the lesson.
5. Complete the lesson plan by listing the required materials, supplies, room arrangement etc.
6. Now repeat the process for the other two lessons you selected from your list. Each time you go through the toolbox, try to use a different set of tools around which to plan your lesson. This will help you become more familiar with the toolbox ideas and how to use them for planning lessons.
7. Finally and most important of all, make a commitment to carry out the lessons you have designed.

### **2.5.2. Armstrong's Seven Step Teaching Model Based on Multiple Intelligences**

Armstrong (2009, pp. 65-67) defines the steps to be followed in his own model as:

**1. Focus on a specific objective or topic:** Make sure you have clearly and concisely stated the objective. Place the objective or topic in the center of a sheet of paper.

**2. Ask key MI questions:** Figure 1.1 shows the kinds of questions to ask when developing a curriculum for a specific objective or topic. These questions can help prime the creative pump for the next steps.

**3. Consider the possibilities.** Look over the questions in Figure 1.1, which of the methods and materials seem most appropriate? Think also of other possibilities not listed.

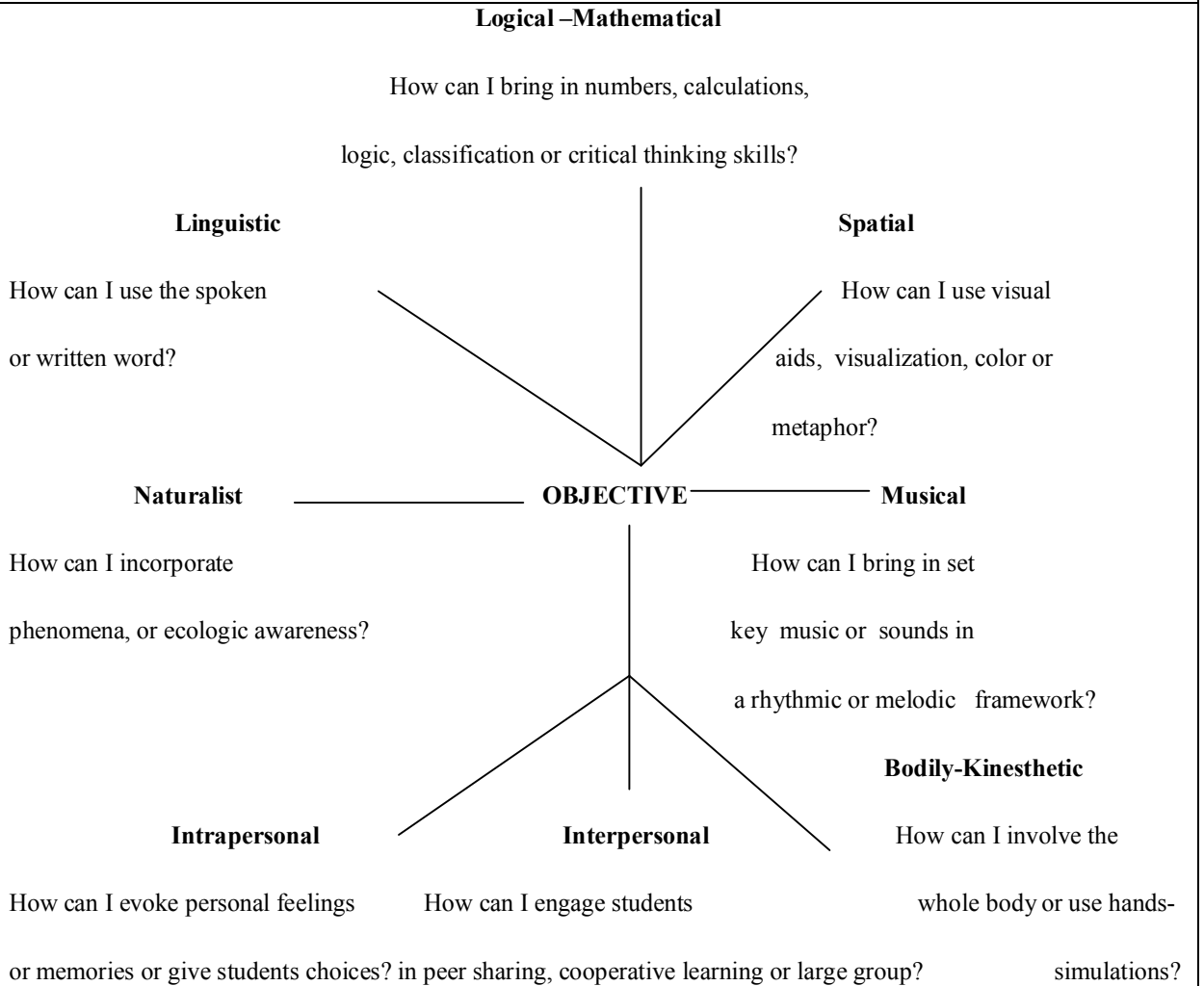
**4. Brain storming.** Use an MI planning sheet, list as many teaching approaches as possible for each intelligence.

**5. Select appropriate activities.** From the ideas on your completed planning sheet, circle the approaches that seem most workable in your education setting.

**6. Set up a sequential plan.** Using the approaches you have selected, design a lesson plan or unit around the specific topic or objective chosen.

**7. Implement the plan.** Gather the materials needed, select an appropriate time frame, and then carry out the lesson plan. Modify the lessons as needed to incorporate changes during the implementations.

**MI Planning Questions**



**Figure 1: Armstrong’s Seven-Step Teaching Model Based on Multiple Intelligences**  
(Armstrong 2009, p. 65).

### 2.5.3. Campbell and Dickinson's Teaching Model Based on Multiple Intelligences

This model is similar to standard lesson planning sheet that is used by many teachers. For this reason, many teachers prefer it. (Campbell, L., Campbell, B. and Dickinson, D. 1996, cited in Kaya, 2009 p. 758) explain the model as stated below:

Planning lesson/unit based on Multiple Intelligences	
Lesson/ Unit Name:	
Aim of the lesson/unit:	
Students' Output:	
Sources and Materials:	
Learning Activities	
Verbal- Linguistic Intelligence:	Naturalistic Intelligence:
Mathematical- Logical Intelligence:	Interpersonal Intelligence:
Bodily- Kinesthetic Intelligence:	Intrapersonal Intelligence:
Visual- Spatial Intelligence:	Musical Intelligence:
Lesson/Unit activity order:	
Assessment of students' output:	

**Figure 2: Planning lesson/unit based on Multiple Intelligences** (Campbell, L., Campbell, B. and Dickinson, D. 1996, cited in Kaya, 2009 p. 758)

## 2.6. Vocabulary

According to Oxford Advanced Learner's Dictionary – 7<sup>th</sup> Edition, “word is a single unit of language, which means sth and can be spoken or written ” (p. 1374) In addition, vocabulary is defined in Oxford Advanced Learner's Dictionary –7<sup>th</sup> Edition, as “all the words that a person knows or uses ” (p. 1334).Although vocabulary is a general term, it can be classified as content words and function words. Content words are defined as “words which refer to a thing, a quality, state or action and which have meaning (lexical meaning) when they are used alone” Richards et. al. (1992, p. 81). Thus, content words include nouns, adjectives, adverbs, and verbs. On the other hand, “function words which have little meaning on their own, but which show grammatical relationships in and between sentences (grammatical meaning)” (Richard et. al., 1992, p. 81). They are words such as prepositions, articles, and conjunctions. Read (2000) defines words as “the basic building blocks of language, the units of meaning from which the larger structures such as sentences, paragraphs and whole texts are formed” (p. 24). Bozdoğan (2013) states “if any foreign language is likened to an upside down pyramid, the smallest part at the bottom is defined as word and the other parts are, respectively, vocabulary, sentence and text lastly. In such a figure, word and vocabulary are smallest but not the least parts at the bottom which form the very foundations of a text” (p. 12).We can also categorize vocabulary as active and passive. Passive vocabulary is the vocabulary that we understand in a text or speech, but cannot be used by us. On the other hand, active vocabulary is the vocabulary that we can use in a text or speech (Inan, 2010).

We can also mention about existence of Receptive and productive vocabulary. Inan (2010) states that:

Receptive vocabulary means the words that we recognize and understand in a context but can't produce correctly, and Productive vocabulary means the words that we understand, pronounce and use correctly in speaking and writing. It can be said that there is not a real dichotomy between Receptive and Productive, but a continuum of knowledge. We can simply learn the meaning of a word to

understand what we read or hear but we do not have to learn its syntactic or linguistic background in order to produce (p. 17).

## **2.7. Importance of Vocabulary Teaching**

Although vocabulary is seen as a sub-skill in language teaching, to teach basic skills (listening, speaking, writing, and reading), students need to know vocabulary. Therefore, vocabulary is an indispensable part of language teaching (Karakoç, 2012).

Although vocabulary is such an important and critical component of any foreign language, both the language teachers and the learners throughout the history of language teaching have always underestimated vocabulary. The other components of language such as grammar, syntax or even phonology have been put forward and vocabulary has been neglected (Bozdoğan, 2013).

Mostly, when we learn a new language we pay more attention to learning grammar than learning vocabulary. Nevertheless, vocabulary is very important for learning a new language because it is a key for communication. Gough (2001) states, “the more words you know, the more you will be able to communicate” (p. 3). Similarly, Wilkins (1972) states, “without grammar very little is conveyed; without vocabulary nothing can be conveyed” (p. 111). Jeremy Harmer (1998, p. 66) emphasizes the importance of vocabulary saying: “If language structures make the skeleton of language, then it is the vocabulary that provides vital organs and flesh”.



## CHAPTER III

### 3. METHODOLOGY

#### 3.1. Introduction

This study was an attempt to learn how to establish and conduct a vocabulary development program using multiple intelligences theory as a basis and in this way increase students' level of participation in vocabulary practice activities. This chapter includes the research design, the setting and the participants, data collection instruments and the data analysis procedure respectively.

#### 3.2. Research Design

This study is a case study. Yin (1984) defines a case study as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used" (p. 23). In this study, both quantitative and qualitative research methods were used. Aliaga and Gunderson (2000) define quantitative research as "explaining phenomena by collecting numerical data that are analyzed using mathematically based methods" (p. 3). Among the quantitative methods, survey research method was used to collect data about the students' multiple intelligence profiles. According to Sapsford (2006) "a survey describes a population: it counts and describes, "what is out there" (p. 3).

This study was also qualitative in nature. According to Patton and Cochran (2002), "a qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis" (p. 2).

### **3.3. The Setting and the Participants**

This study was conducted at Hacı Sani Konukoğlu Anatolian state high school in Gaziantep, Turkey. The students at ninth class take 6 hours of English course a week and their English language proficiency level is A 1.2. In state schools, English language curriculum is pre-determined by the related parties of Ministry of National Education.

The participants of this study were 30 9th grade students studying at Hacı Sani Konukoğlu Anatolian High School, Gaziantep, Turkey. Among those 30 participants, 50% were male, while 50% were female. Convenience sampling strategy was used when choosing the participants of the study. Slim and Wright (2000) define convenience sampling strategy as “just what its name suggests: the drawing of a sample in terms of the ready availability of sampling units” (p. 120).

### **3.4. Vocabulary-Development Program Based on Multiple Intelligences Theory**

The Vocabulary-Development Program started on 13th of February 2014, and continued until 27th of March 2014 after receiving the required permission from the principal of Hacı Sani Konukoğlu Anatolian High School, Gaziantep. The course took 7 weeks to complete. Each week 7 new vocabulary item was presented and practiced with the students. The vocabulary items selected for each week was from the course book; Yes You Can, which the Ministry of National Education chose for the ninth graders of Anatolian High Schools for the second term. In the first week of the Vocabulary-Development Program, the students filled in the Multiple Intelligences Survey, which was designed by Gülşen (2007). Then the researcher analyzed the Survey results and prepared vocabulary-teaching activities according to the students' multiple intelligence profile. Campbell and Dickinson's (1996) teaching model (see Section 2.5.3.), which is based on multiple intelligences theory, was used while preparing each lesson plan for each week of the study. The aim of using this model was to include the types of vocabulary presentation and practice activities, which are consistent with the students' intelligences identified by the MI Survey. Following this line of thought, for each week we prepared activities that were assumed to engage students with Interpersonal, Bodily-Kinesthetic, Musical, Naturalist, Visual- Spatial, Verbal-Linguistic, Intrapersonal and Logical- Mathematical intelligences.

### **3.4.1. Week 1**

**Aim:** Identification of students' multiple intelligence style.

**Materials:** The Multiple Intelligences Survey designed by Gülşen (2007).

**Procedure:** The students filled in the survey. Then the researcher analyzed the survey results and identified the students' most dominant intelligences and prepared vocabulary presentation and practice activities accordingly.

### **3.4.2. Week 2**

**Vocabulary items presented and practiced:** Funny, Noisy, Cute, Silent, Colorful, Tall and Crazy.

**Materials Used:** A power point presentation and flash cards.

**Procedure:**

**Step 1:** The teacher presents her own power point slides that include pictures of the related adjectives.

**Step 2:** The teacher acts out all the adjectives one by one. For example, the teacher says, "I am tall," "I am funny," etc. Then the students are required to act out the meanings of the vocabulary items in the same way.

**Step 3:** The teacher uses the flash cards, which are designed by her. The flash cards show the people who are funny, noisy, cute, silent, colorful, tall, and crazy. The teacher does a question-answer activity. For example, the teacher asks: How do you feel about the people in the flash cards?

**Step 4:** The teacher uses a puzzle activity, which includes the newly presented adjectives.

**Step 5:** The teacher revises the newly taught vocabulary items through a repetition activity using flash cards.

**Step 6:** The teacher does a question-answer activity. For example, the teacher says: I am a funny person. Then the teacher asks her students: How do you describe yourself?

**Step 7:** The teacher does a question-answer activity. For example, how do you find the nature?

**Step 8:** The teacher asks the students to write a song using the adjectives practiced.

### **3.4.3. Week 3**

**Vocabulary items presented and practiced:** Forget, Remember, Find, Take a nap, Travel, Get up and Go out.

**Materials Used:** A power point presentation and flash cards.

#### **Procedure:**

**Step 1:** The teacher presents her own power point slides that include the pictures that show movements and verbs that represent the movements.

**Step 2:** The teacher acts out all the movements one by one and says, “I am going out,” “I am taking a nap,” etc. Then the teacher makes the students act out in the same way.

**Step 3:** The teacher uses flash cards, which are prepared by her. The flash cards show the people who are taking a nap, travelling, etc. Then, the teacher does a question-answer activity. For example, the teacher asks: How do you feel about them?

**Step 4:** The teacher brings a puzzle and asks the students to find the movements in the puzzle.

**Step 5:** The teacher does a repetition activity. Then, the teacher wants the students to say the name of the movements that they learned through demonstration.

**Step 6:** The teacher does a question-answer activity. The teacher says: I love taking a nap. Then the teacher asks her students some questions. For example: Which one is your favorite activity?

**Step 7:** The teacher does a question-answer activity. The teacher asks her students some questions. For example: Do you want to travel too far to discover the nature?

**Step 8:** The teacher gives the homework. The homework is about writing a song using the movements that were practiced in the lesson.

#### **3.4.4. Week 4**

**Vocabulary items presented and practiced:** Shy, Easy-going, Helpless, Surprised, Tired, Lucky and Talkative.

**Materials Used:** A power point presentation and flash cards.

#### **Procedure:**

**Step 1:** The teacher shows her own power point presentation slides that include pictures that show feelings and adjectives that represent the feelings.

**Step 2:** The teacher acts out all the feelings one by one and says the related adjective. For example: “I am shy,” “I am tired” etc. Then, the teacher makes her students act out in the same way.

**Step 3:** The teacher uses flash cards, which are made by her. The flash cards show the people who are shy, cute, tired, surprised etc. Then the teacher asks questions. For example: What do you feel about the person that you see in this flash card?

**Step 4:** The teacher brings a puzzle and then asks the students to find the feelings included in the puzzle.

**Step 5:** The teacher wants the students to say the name of the feelings that they learned.

**Step 6:** The teacher says: in general, I find myself lucky. Then asks her students: In general how do you describe yourself?

**Step 7:** Which adjectives do you use that you learned today for the street dogs?

**Step 8:** The teacher asks the students to try to write a song using the feelings that they learned.

### 3.4.5. Week 5

**Vocabulary items presented and practiced:** Florist, Journalist, Vet, Customer, Lawyer, Dentist and Architect.

**Materials:** A power point presentation and flash cards.

#### **Procedure:**

**Step 1:** The teacher shows her own power point presentation slides that show different people with different occupations.

**Step 2:** The teacher acts out all the occupations one by one and says for example: “I am a florist,” “I am a vet,” etc. Then the teacher makes her students act out in the same way.

**Step 3:** The teacher uses flash cards, which were designed by her. The flash cards show the people who are florists, journalist, etc. Then the teacher asks questions. For example: What do you feel about the person that you see in this flash card?

**Step 4:** The teacher uses a matching activity as in the following:

Match the occupations with the related words:

- |               |                 |
|---------------|-----------------|
| 1. Florist    | a. news         |
| 2. Journalist | b. buildings    |
| 3. Vet        | c. credit cards |
| 4. Customer   | d. teeth        |
| 5. Lawyer     | e. court        |
| 6. Dentist    | f. ill animals  |

7. Architect	g. Flowers
--------------	------------

**Step 5:** The teacher asks the students to say the name of the occupations that they learned.

**Step 6:** The teacher asks her students some questions. For example: What is your dream job? Do you want to be a vet to look after ill animals?

**Step 7:** The teacher asks the students to try to write a song using the occupations that they learned.

**Step 8:** Try to write a song with using the occupations that you learned today

#### 3.4.6. Week 6

**Vocabulary items presented and practiced:** Parade, Pen pal, Jungle, Competition, Desk mate, Beach and Documentary.

**Materials Used:** A power point presentation and flash cards.

#### **Procedure:**

**Step 1:** The teacher shows her own power point presentation slides that show the nouns with related pictures.

**Step 2:** The teacher acts out all the nouns and says them aloud. For example: “It is a parade,” “She is my pen pal” etc. Then the teacher makes her students act out in the same way.

**Step 3:** The teacher uses flash cards, which were prepared by her. The flash cards show the nouns with pictures. The teacher does a question-answer activity. For instance, the teacher says: there is a man on beach. How do you feel about him?

**Step 4:** The teacher uses a matching activity as in the following:

Match the nouns with the related words:
---

1.Parade	a. celebration
2. Pen pal	b. letter
3. Jungle	c. rival
4. Competition	d. teeth
5. Desk mate	e. sun
6.Beach	f. wild animals
7.Documentary	g. Trees

**Step 5:** The teacher wants the students to say the name of nouns that they learned.

**Step 6:** The teacher asks her students some questions. For example: Where do you want to be? Do you want to shoot a film in a jungle for supporting a documentary? etc.

**Step 7:** The teacher asks the students to try to write a song using the nouns that they learned.

**Step 8:** Try to write a song with using the nouns that you learned today.

### 3.4.7. Week 7

**Vocabulary items presented and practiced:** Relaxing, Frozen, Rainy, Wild, Clever, Local and Unforgettable.

**Materials Used:** A power point presentation and flash cards.

#### **Procedure:**

**Step 1:** The teacher shows her own power point presentation slides that show the adjectives with related pictures.

**Step 2:** The teacher acts out all the adjectives and says the adjectives aloud. For example:



“It is relaxing,” “He is clever,” etc. Then the teacher makes her students act out in the same way.

**Step 3:** The teacher uses flash cards, which are made by her. The flash cards show the adjectives with pictures. The teacher does a question-answer activity with the flash cards. For instance, the teacher says: A homeless sleeps outside when the weather is frozen! And then the teacher asks: How do you feel about him?

**Step 4:** The teacher uses a matching activity as in the following:

Match the adjectives with the related words:

- |                  |                         |
|------------------|-------------------------|
| 1. Relaxing      | a. mind                 |
| 2. Frozen        | b. dangerous            |
| 3. Rainy         | c. snow                 |
| 4. Wild          | d. remember             |
| 5. Clever        | e. relief               |
| 6. Local         | f. water                |
| 7. Unforgettable | g. special to somewhere |

**Step 5:** The teacher wants the students to tell the name of adjectives that they learned.

**Step 6:** The teacher asks questions to her students. For example: Which do you prefer? An unforgettable taste ; a rainy weather or a relaxing holiday? What do you think about wild animals? etc.

**Step 7:** The teacher asks the students to try to write a song using the nouns that they learned.

**Step 8:** Try to write a song with using the nouns that you learned today.

### **3.5. Data Collection Instruments**

In this study a Multiple Intelligences Survey (see Appendix 1), a teacher diary and weekly student interviews were used as data collection instruments.

#### **3.5.1. Multiple Intelligences Survey**

In this study, Multiple Intelligences Survey that was designed by Gülşen (2007) was used. This survey was used to find out the students' multiple intelligence profiles. The Multiple Intelligences Survey contained 80 statements, addressing to eight intelligence types. The first category included statements from 1 to 10 addressing, verbal-linguistic intelligence. The second category included statements from 11 to 20 addressing, logical-mathematical intelligence. In the third category, statements from 21 to 30, focused on visual-spatial intelligence. In the fourth category, statements from 31 to 40, referred to musical intelligence. The fifth category included statements from 41 to 50 emphasizing naturalistic intelligence. The sixth category, statements from 51 to 60, covered interpersonal intelligence. The seventh category, statements from 61 to 70, addressed bodily-kinesthetic intelligence. Lastly, in the eighth category, statements from 71 to 80, focused on intrapersonal intelligence.

All questions in the survey were in Turkish. The statements in the survey were based on a 5-point Likert-type rating scale, which were 0= the statement does not describe you at all, 1= the statement describes you very little, 2= the statement describes you somewhat, 3= the statement describes you pretty well and 4= the statement describes you exactly. The participants were asked to complete the survey by putting a check next to each statement that accurately described them.

### **3.5.2. Teacher Diary**

Harmer (2007) states “one way of provoking self-analysis and reflection on our teaching is by keeping our own journals in which we record our thoughts about our teaching and our students” (p. 411). A personal teaching diary is a helper to observe our teaching beyond the teaching routine and with the help of its nature; it can provide its user with a personal look at the classroom world and might be the one that was never expected before. Moreover, a personal teaching diary helps teachers to relate experience to what they are doing (Soehadi, 2007). Drawing on the arguments stated above, the researcher kept a diary during 7 weeks so as to record her own reflections on the effectiveness of the vocabulary teaching materials used, the difficulties that she as a teacher faced, the students level of participation especially with regards to vocabulary practice activities. More specifically, she kept a diary to find answers to the following questions:

1. Did the activities work? What did not? And why?
2. Did the vocabulary practice activities help to increase students’ level of participation?
3. Would I use exactly the same activities the next time? If not what kinds of changes can be done?

### **3.5.3. Student Interviews**

According to Patton (1987 cited in Ibragimova, 2011):

“There are three ways to conduct an interview. The first one is informal conversational interview, which is based on unstructured questions coming from the immediate situation. This type of interview focuses on unplanned creation of questions during the interview with spontaneous topics and wording. The second type is general interview guide, which follows a guide that involves a list of questions or issues regarding specific topics to be covered. This type of interview is carried out with this guide to guarantee covering all the important issues, which the interviewer aims to investigate. The interviewer adapts the sequence of questions and their wording during the interview. The third type of interview, standardized

open-ended interview, includes open-ended questions, which are carefully worded and arranged allowing less flexibility and less variation regarding the questions” (p. 44).

In this research, second type of interview was used. Each week at the end of the lesson, the researcher conducted interviews with her students. Total number of my students was 30 and I had 6 weeks for the interviews. For this reason, I interviewed five students each week. During the interviews, I asked each student the same questions. These questions were: How effective do you think the activities are? Do you enjoy participating in vocabulary practice activities?

### **3.6. Data Analysis**

The current study used both qualitative and quantitative data to find the answers to the research questions. Quantitative data collected from the MI survey was subjected to descriptive statistics. According to (Boeree, 2005 cited in Sazak, 2013 p. 14) descriptive statistics "are ways of summarizing large sets of quantitative (numerical) information". The qualitative data that were collected from the students' interviews and the teacher diary was subjected to content analysis. Content analysis can be used for many purposes. According to (Berelson, 1952 cited in Weber, 1990 p. 9) the following list points out a few notable examples:

- Disclose international differences in communication content
- Compare media or "levels" of communication
- Audit communication content against objectives
- Code open-ended questions in survey
- Identify the intentions and other characteristics of the communicator
- Determine the psychological state of persons or groups
- Detect the existence of propaganda
- Describe attitudinal and behavioral responses to communications

## CHAPTER IV

### 4. FINDINGS AND DISCUSSION

#### 4.1. Introduction

The first aim of the study was to learn how to establish and conduct a vocabulary development program using multiple intelligences theory as a basis. The second aim was to observe whether involvement in this type of program increases my students' level of participation in vocabulary practice activities. In order to achieve the aims stated above, firstly a Multiple Intelligences Profile Survey (see Appendix 1) was used to collect data about the students' multiple intelligence profiles. Then using the findings elicited from the multiple intelligence (MI) profile survey, a 7-week vocabulary development program was designed in accordance with the curriculum for the ninth grade state Anatolian High Schools. During 7 weeks the researcher kept a diary so as to record her own reflections on the effectiveness of the vocabulary teaching materials used, the difficulties that she as a teacher faced and the students' level of student participation especially with regards to vocabulary practice activities. In addition, the researcher conducted weekly interviews with her students to record their opinions on the vocabulary development activities that they experienced. This chapter presents the findings of the study in two sections. The first section presents the findings from MI profile survey (section 4.2.). The second section reveals the findings from the researcher's diary and the student interviews (section 4.3.).

#### 4.2. Findings from Multiple Intelligences Profile Survey

The data obtained through the Multiple Intelligences (MI) Survey revealed that interpersonal and bodily-kinesthetic intelligences rank as the first among most of the students. The percentage of interpersonal and bodily-kinesthetic intelligences is 26.7%. Musical intelligence ranks second, with 13.3 %. Naturalist and visual-spatial intelligences with 10% follow these two intelligence types. Verbal-linguistic intelligence ranks as sixth with 6.7%. Intrapersonal and logical- mathematical intelligences are the least dominant

intelligences with 3.3%. The results showed that the students in this class possess different kinds of intelligences.

Christison (1996) states “when I first began teaching, I remember being surprised to find out that the young man who was doing so poorly in my language class was the best student in math, and the young woman who was my best language student was struggling in physical education. A third student did poorly in both math and English but was an outstanding musician” (p.10). Therefore, Christison argues, every student is unique and needs different kinds of activities to learn better. For this reason, Multiple Intelligences Theory based learning is argued to be very helpful for students. To achieve this aim, I used Campbell and Dickinson’s Teaching Model based on MI when presenting and practicing vocabulary items with in my language class

#### **4.3. Findings from the Researcher’s Diary and the Student Interviews**

For those students whose visual intelligence is dominant, I prepared power point presentations (PPP) that include pictures of the target words. The use of PPP for the presentation of the meaning and the form of the vocabulary items worked well with most of the students most of the time. The following quotations taken from the student interviews also support the findings stated above:

*Student 1: I found the power point presentation very useful; it increased my participation and interest towards the lesson.*

*Student 3: I liked all kind of activities and I tried to participate during the whole lesson without interruption.*

*Student 5: For me the lesson was more useful than previous ones.*

However, some students in a few cases experienced difficulty in guessing the meanings of the words out of the power point presentation. On reflection, I realized I needed to be more careful with the choice of pictures. Indeed, there are many pictures available but choosing the most appropriate ones was a difficult job. I sometimes had difficulty in finding the most appropriate picture to demonstrate the meaning of the target vocabulary item. Despite this difficulty, I would use the same activity in my future

teaching. Because I understood the fact that the pictures taken from real life situations draw the students' attention a lot and increase their level of participation as stated by one of the students during the interviews:

Student 10: *I participated the lesson. I could not even find time to speak with my friends during the lesson.*

I prepared additional puzzles and matching activities especially for the students whose logical intelligence is dominant. Preparation of puzzles takes a lot of time. While preparing some puzzles, sometimes I missed some letters then I reordered them. As stated by two of the students during the interviews, students enjoyed doing puzzles and so their level of participation increased:

Student 6: *I liked activity of puzzle very much; it increased my attention and participation a lot.*

Student 7: *We tried to make meaningful sentences with using the target words and it increased my participation.*

Furthermore, vocabulary-matching activity worked well with my students because with the help of this activity they learned additional vocabulary items apart from the target ones. I will continue using puzzles and vocabulary matching during my future teaching. For the ones whose naturalistic intelligence is dominant, I tried to find nature-based activities. Some weeks, I could not find the activity for them then I analyzed the lesson plans, which were prepared according to MI theory in the Internet, and then I came up with new ideas. For instance, I asked questions about the nature and animals with using the target vocabulary. Students are very sensitive to nature. For this reason, this kind of activity increased their level of participation a lot:

Student 19: *I decided to protect the environment.*

Student 20: *I liked all kind of activities and they increased my participation during the lesson.*

Student 26: *We learned vocabulary related to nature and it increased my attention so my participation.*

On reflection, however, I realize that I need to search more resources for my future teaching practices. For the students whose musical intelligence is dominant, I used poem or lyric writing. Students were very creative in this process. They created very interesting poems so this activity increased their level of participation relatively. For instance, one student wrote the following poem:

“I am a florist because I love flowers.

I am happy because my job is wonderful.

I also love nurses because they buy flowers.”

I also kept their poems in my diary for future use. I will certainly use these types of activities during my future teaching. For the ones whose kinesthetic intelligence is dominant I used act out activities. First, I acted out the meaning of the vocabulary items then the students acted them out. My students were teenagers so they were very active; this kind of activity increased their participation a lot. Seeing the results, I will certainly use this activity. The following student quotations reflect my students’ opinions on this topic:

Student 13: *Pictures and acting out were amazing and they helped a lot to keep the vocabulary on my mind.*

Student 11: *Learning was like playing a game.*

Student 23: *Pictures and acting out useful and they helped a lot to keep the vocabulary on my mind.*

For the ones whose linguistic intelligence is dominant, I wanted them to listen to the songs and asked them to say and write the names of vocabulary that they learned. The activities we did with the students helped them to understand the meaning and the form of the vocabulary items and it in turn increased their level of participation:

Student 9: *I both enjoyed and learned.*



Student 12: *My writing ability was developed with the help of activities.*

I will use this type of activity and I will add more kinds of activities based on linguistic intelligence during my future teaching. For the ones whose interpersonal intelligence is dominant, I used flash cards. These flash cards demonstrated the meaning of the vocabulary items in relation to different people doing different things. Finding accurate picture was very hard for the students but they loved this kind of activity and level of classroom participation increased. Very different comments were offered about the same people. Even one day one students found the situation helpless, another student found it lucky. They were right but their perspective was different from each other and this took students' attention a lot. Therefore, I will use this activity during my future teaching. The following quotation taken from student interviews summarize my students' opinions on these types of activities:

Student 29: *Flash cards took my attention a lot and I tried to make comments about the picture of people on them so it increased my attention.*

Finally, for the ones whose intrapersonal intelligence is dominant I asked some questions to my students about their personal and inner lives using the target vocabulary. These questions took their interest a lot. Even one student said after this lesson he changed his dream job. This activity increased my students' level of participation because they were teenagers and they were very curious about each other's ideas and theirs:

Student 14: *To some questions my friends gave very different kinds of answers and it took my attention a lot.*

Student 18: *Because of the comments on occupations I changed my dream job.*

All in all, it might be appropriate to conclude that the vocabulary teaching activities that I used with my students worked well because they were related to all kinds of intelligences so they helped to increase my students' level of participation in classroom activities.

However, it is a difficult and a time consuming task to find or design activities for all kind of intelligences. I spent a lot of time to prepare lesson plans. This was a tiring process but at the same time a rewarding one as reflected in student interviews:

Student 15: *I liked all kind of activities and I tried to participate during the whole lesson.*

Student 16: *It was nice. We learned new vocabulary and enjoyed a lot.*

Student 17: *It was very useful from many aspects.*

Student 27: *It was nice. We learned new vocabulary and enjoyed a lot.*

Student 30: *I liked all kind of activities and I tried to participate during the whole lesson.*

## CHAPTER V

### 5. CONCLUSION

#### 5.1. Introduction

This chapter includes the summary of the study, conclusion of the study for the research question 1 and 2, limitations of the study and suggestions for further research respectively.

#### 5.2. Summary of the Study

Christison (1996) states:

When I first began teaching, I remember being surprised to find out that the young man who was doing so poorly in my language class was the best student in math, and the young woman who was my best language student was struggling in physical education. A third student did poorly in both math and English but was an outstanding musician (p.10).

Similarly, in Turkey students at Anatolian High Schools come from different backgrounds and they have different multiple intelligences profiles. Moreover, there is no special curriculum or syllabus designed by Ministry of Education based on these differences. There is only one curriculum for every type of school. During my teaching, I never believe that every student is the same. In contrast, I always believe that every student is unique and they all have different strengths and weaknesses, so what they need is different from each other. To meet their different needs, I examined different kinds of studies based on English Language Teaching.

While I was studying on English Language Teaching, I came up with Multiple Intelligences (MI) theory, which supports my own belief that every student's weakness and strength is different from each other. Using MI in teaching dates back to 1983. It has been 31 years since Howard Gardner, published his groundbreaking book *Frames of Mind*. Thorough these years this theory has been developed continuously and it is being still used by many teachers and researchers.

Yavuz (2010) states, "Gardner's multiple intelligences theory is believed to open a new era in education. With this theory, students are given a chance not only to reflect their personalities but also to develop their intelligences" (p. 125). Similarly, Altan (2012) states that:

Although Gardner's theory has been attacked and criticized by many scholars (Allix, 2000; Carroll, 1993; Klein, 1997; and Morgan, 1996; White, 2005), it must be admitted that MI is one of the leading psychological theories that has had most influence on education in recent decades. The perspective of the theory of multiple intelligences clearly and practically reveals the mechanisms of scaffolding and the interiorization and negotiation of meaning that allow the learner's understating and the acquisition of the mentality corresponding to a biologist, musician, author or linguist (p. 62).

In the light of all of these, I decided to conduct a study based on MI theory in English as a Foreign Language setting. In this study, I aimed to learn how to establish and conduct a vocabulary development program using multiple intelligences theory as a basis and in this way increase students' level of participation in vocabulary practice activities. This study addressed two research questions:

1. How can I establish a vocabulary development program considering my students' multiple intelligences?
2. Does involvement in vocabulary-development program increase my students' level of participation in vocabulary practice activities?

I developed a 7-week Vocabulary-Development course using multiple intelligences theory as a basis to find answers to the research questions. This course started on 13th of February 2014, and continued until 27th of March 2014 after receiving the required permission from the principal of Hacı Sani Konukoğlu Anatolian High School. The course took 7 weeks to complete. The vocabulary items selected for each week was from the course book; Yes You Can, which the Ministry of Education chose for the ninth graders of Anatolian High Schools for the second term.

First, week Multiple Intelligences Survey was filled by students and then analyzed by me as a teacher researcher. Accordingly, the researcher prepared vocabulary-teaching activities. Campbell and Dickinson's (1996) teaching model (see Section 2.5.3.), which is based on multiple intelligences theory, was used while preparing each lesson plan. The aim of using this model was to include the types of vocabulary presentation and practice activities, which are consistent with the students' intelligences as identified by the MI Survey.

### **5.3. Conclusions of the Study**

In order to answer this research question at first I needed a survey to determine my students' strong and weak intelligences. There are so many surveys about MI. I selected the survey prepared by Gülşen (2007) because the survey was well prepared and it was written in Turkish. My students' level of English was not good enough to fill out a survey that is written in English. 30 students completed this survey. Result of this survey showed that the distribution of students' the most dominant intelligence is interpersonal and bodily-kinesthetic intelligences are 26.7%. Musical intelligence ranks second, with (13.3 %). These two intelligence types are followed by naturalist and visual- spatial intelligences with (10%). Verbal-linguistic intelligence ranks sixth with (6.7%). Intrapersonal and logical-mathematical intelligences are the least dominant intelligences with (3.3%). As it was expected, I observed all kinds of intelligences in the class. Therefore, I needed to prepare lessons plans that were for all kind of intelligences.

Then in order to prepare them I started to search on teaching models based on MI. For this study I used Campbell and Dickinson's teaching model (see Section 2.5.3.), which is based on multiple intelligences theory. I selected this model because it was similar to standard lessons plan's patterns that have already been used by me. Then I started to prepare my lessons using this teaching model. With these lesson plans, I wanted to show how MI theory could be applied in ELT classrooms to meet students' different needs. According to this model, there should be one activity for each intelligence. Finding the activities related to naturalistic intelligence was hard. I tried to find nature-based activities. Some weeks, I could not find the activity then I analyzed the lesson plans, which were prepared according

to MI theory in the Internet, and then I came up with new ideas. For instance, I asked questions about the nature and animals with using the target vocabulary. Finding exact activities for other types of intelligences was much easier. In addition, to answer this research question, I kept a teacher diary. I recorded in my diary that preparing lesson plans based on MI theory was enjoyable but sometimes finding accurate activity for the target vocabulary and the intelligence was hard. To overcome this problem, I always examined previous lesson plans, which were design based on MI theory. I also realized that for English Language Teaching, MI theory is most accessible for teaching adjectives. Because, while I was preparing lesson plan based on MI to teach adjectives I found activities easily. In order to answer the second research question I kept a diary and I conducted interviews with my students after the each lesson. I investigated the effect of MI activities on the vocabulary achievement. During 6 weeks, English vocabulary items were taught through MI activities. I recorded the following in my diary: In general, class 9-A has a low interest towards vocabulary teaching classes even though they have interest towards grammar teaching lessons. It was first time for me that I used vocabulary lesson plans based on MI theory. From the beginning to the end my students' level of participation was relatively high, they asked many questions during the lesson, and they were very creative. Moreover, from my diary findings I can conclude that MI activities have positive and significant effect on my students' level of participation in vocabulary practice activities. This conclusion is in line with those of Yavuz (2010).

#### **5.4. Limitations of the Study**

This study was limited to the ninth graders of one class of the Hacı Sani Konukoğlu Anatolian High School in Gaziantep. The study was carried out in the spring term of 2013-2014 academic year. The influence of the Multiple Intelligences Theory in English Language Teaching should also be tested in other cities and schools.

### **5.5. Suggestions for Further Research**

The focus of this study was limited to the ninth graders of one class of the Hacı Sani Konukođlu Anatolian High School in Gaziantep. Although, the results cannot be generalized, it is expected that some feedback could be obtained from the result of the study. Further studies could be done to enlarge the scope of this investigation. Multiple Intelligences Theory is a significant tool for English Language Teaching further studies could be conducted to observe more classes. Moreover, further studies could be done in ELT course book evaluation from MI perspective.

## 6. REFERENCES

- Aliaga, M. & Gunderson, B. (2000). *Interactive Statics*. Saddle River, NJ: Prentice Hall.
- Altan, M. Z. (2010). Teaching global issues through intercultural communication, critical thinking and multiple intelligences. *Modern English Teacher*. 19 (1), 60-64.
- Altan, M. Z. (2011). The theory of Multiple Intelligences and Values Education. *Pegem Eğitim ve Öğretim Dergisi*. 1 (4), 53-57.
- Altan, M. Z. (2012). Introducing the Theory of Multiple Intelligences into English Language Teaching Programs. *Pamukkale University Educational Journal*. (32), 57-64.
- Armstrong, T. (2000). *Multiple Intelligences in the Classroom*. Virginia: Association for Supervision and Curriculum Development.
- Armstrong, T. (2003). *Multiple Intelligences in the Classroom*, (3rd Ed.) from [www.books.google.com](http://www.books.google.com)
- Azap, S. (2012). The effect of cooperative learning activities based on Multiple Intelligences on vocabulary learning in EFL classes. Master's thesis, On dokuz Mayıs University, Institute of educational sciences, Samsun.
- Bozdoğan, M. (2013). The role of using vocational texts in vocabulary teaching. Master's thesis, On dokuz Mayıs University, Institute of educational sciences, Samsun.
- Chapman, C. (1993). *If the shoe fits... How to develop intelligences in the classroom* Glenview: Pearson.
- Christison, M. A. (1996). Teaching and learning languages through MI. *TESOL Journal*, 6(1), 10-14.



- Fashun, C.H. (2012). Developing musicianship from the podium: adapting the theory of multiple intelligences to the instrumental rehearsal. PhD Dissertation, University of Iowa
- Furnham, A.(2008). *Personality and intelligence at work*. UK: Routledge.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Gardner, H. (1995). Reflection on Multiple Intelligences. *Phi Delta Kappa*, 77 (3), 200-206
- Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books.
- Gardner, H (2006). MI after 20 years. In Gardner, H. (Ed.), *The development and education of the mind. The selected works of Howard Gardner (87-93)*. Oxon, England: Routledge.
- Gough, C. (2001). *English Vocabulary Organiser*. England: Language Teaching Publications.
- Harmer, J. (1998). *How to Teach English: An Introduction to the Practice of English Language Teaching*. Essex: Addison Wesley Longman.
- Harmer, J. (2007). *The Practice of English Language Teaching* (Fourth edition). Person Longman.
- Hoerr, T. R. (2000). *Becoming a Multiple Intelligences School*, from [www.books.google.com](http://www.books.google.com).
- Ibragimova, N. (2011). Theory in Action in EFL classes. Master's Thesis, Eastern Mediterranean University, Master of Arts, North Cyprus
- İnan, H. (2010). Story- Based vocabulary teaching to advanced learners. Master's thesis, Selçuk University, , Institute of educational sciences, Konya.

- Karakoç, E. (2012). Using nursery rhymes in teaching vocabulary to young EFL learners. Master's thesis, On dokuz Mayıs University, Institute of educational sciences, Samsun.
- Kaya, O. N. (2009). Çoklu Zeka Kuramına Dayalı Öğretim Modellerinin Analizi. *Kastamonu Eğitim Dergisi*, 17 (3), 755-766
- Khodadady, E., Khoshabk, N., & Pishghadam, R., (2010). The Impact of Visual and Verbal Intelligences- Based Teaching on the Vocabulary Retention and Written Production of Iranian Intermediate EFL Learners. *MJAL*, 5 (2), 379-395
- Lazear, D. (1992). *Teaching for Multiple Intelligences*. Fastback 342 Bloomington, IN: Phi Delta Kappan Educational Foundation. (ED 356 227).
- Moyle, D. (1968). *The teaching of reading*. The Trinity Press, London.
- Morgan, J. A., & Fonseca, M. C. (2004). Multiple Intelligences Theory and Foreign Language Learning: A Brain Perspective. *IJES*. 4 (1), 119-136.
- Oxford. (2004). *Oxford advanced learner's dictionary*. Oxford University Press, USA.
- Patton, Q. M. & Cohran, M. (2002). A guide to using Qualitative Research. *Medecins Sans Frontiers*. 2-34.
- Read, J. (2000). *Assessing vocabulary*. Cambridge: Cambridge University Press.
- Richards, J. and et al. (1992). *Dictionary of Language Teaching and Applied Linguistics*. Essex: Longman.
- Sapsford, R. (2006). *Survey Research*. Saga publication, London.
- Sazak, M. K. (2014). The attitudes of ELT instructors toward blended learning at Zirve University. Master's thesis, Çağ Üniversitesi, Master of Arts, Mersin
- Sim, J. & Wright, C. (2000). *Research in Health Care- Concepts, Design and Methods*. From.books.google.com

- Soheadi, G. (2007). In becoming EFL Writing Teacher: a diary study. *Kata*, 9 (2), 141-157
- Weber, R. P. (1990). *Basic Content Analysis ( Quantitative Applications in Social Sciences) second edition*. Sage Publication.
- Wilkins, D. (1972). *Linguistics in Language Teaching*. London: Edward Arnold.
- Yavuz, B. (2010). The effect of multiple intelligences activities on vocabulary achievement and attitudes of learners of English. Doctoral Dissertation, Dokuz Eylül University, Institute of educational sciences, İzmir.
- Yin, R. K. (1984). *Case Study Research: Design and Methods* (1st ed.). Beverly Hills, CA: Sage Publications.

## 7. APPENDICES

### 7.1. Appendix 1: MULTIPLE INTELLIGENCES SURVEY

#### ÇOKLU ZEKÂ KURAMI DEĞERLENDİRME ÖLÇEĞİ

DEĞERLENDİRİLMESİ GEREKEN ZEKA DAVRANIŞLARI	RAKAMLAR				
	0	1	2	3	4
<b>SÖZEL/DİLSEL ZEKA</b>					
Resimlerden çok yazılar dikkatimi çeker.					
İsimler, yerler, tarihler konusunda belleğim iyidir.					
Kitap okumayı severim.					
Kelimeleri doğru şekilde telaffuz ederim.					
Bilmecelerden, kelime oyunlarından hoşlanırım.					
Dinleyerek daha iyi öğrenirim.					
Yaşıma göre kelime hazinem iyidir.					
Yazı yazmaktan hoşlanırım.					
Öğrendiğim yeni kelimeleri kullanmayı severim.					
Sözel tartışmalarda başarılıyım.					
<b>MANTIKSAL / MATEMATİKSEL ZEKA</b>					
Makinelerin nasıl çalıştığına dair sorular sorarım.					
Aritmetik problemleri kafadan hesaplarım.					
Matematik ve fen derslerinden hoşlanırım.					
Satranç ve benzeri strateji oyunları severim.					
Mantık bulmacalarını, beyin jimnastiğini severim.					

Bilgisayarda oyunlardan çok hoşlanırım.					
Deneylemlerden, yeni denemeler yapmaktan hoşlanırım.					
Arkadaşlarıma oranla daha soyut düşünebilirim.					
Matematik oyunlarından hoşlanırım.					
Sebepl - sonuç ilişkilerini kurmaktan zevk alırım.					
<b>GÖRSEL VE UZAMSAL ZEKA</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Renklere karşı çok duyarlıdırım.					
Harita, tablo türü materyalleri daha kolay algılarıım.					
Arkadaşlarıma oranla daha fazla hayal kurarım.					
Resim yapmayı ve boyamayı çok severim.					
Yap-boz, lego gibi oyunlardan hoşlanırım.					
Daha önce gittiğim yerleri kolayca hatırlarım.					
Bulmaca çözmekten hoşlanırım.					
Rüyalarımı çok net ve ayrıntılarıyla hatırlarım.					
Resimli kitapları daha çok severim.					
Kitaplarıma, defterlerime, diğer materyalleri çizerim.					
<b>MÜZİKSEL / RİTMİK ZEKA</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Şarkıların melodilerini rahatlıkla hatırlarım.					
Güzel şarkı söylerim.					
Müzik aleti çalar ya da çalmayı çok isterim.					
Müzik dersini çok severim.					
Ritmik konuşur ya da hareket ederim.					
Farkında olmadan mırıldanırım.					
Çalışırken elimle ya da ayağımla ritim tutarım.					

Çevredeki sesler çok dikkatimi çeker.					
Çalışırken müzik dinlemek çok hoşuma gider.					
Öğrendiğim şarkıları paylaşmayı severim.					

<b>DOĞA ZEKASI</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Hayvanlara karşı çok meraklıyım.					
Doğaya karşı duyarsız olanlara kızarım.					
Evde hayvan besler ya da beslemeyi çok severim.					
Bahçede toprakla, bitkilerle oynamayı çok severim.					
Bitki beslemeyi severim.					
Çevre kirliliğine karşı çok duyarlıyım.					
Bitki ya da hayvanlarla ilgili belgesellere ilgi duyarım.					
Mevsimlerle ve iklim olaylarıyla çok ilgilidirim.					
Değişik meyve ve sebzelere karşı ilgilidirim.					
Doğa olaylarıyla çok ilgilidirim.					
<b>KİŞİLERARASI ZEKA</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Arkadaşlarımla oyun oynamaktan hoşlanırım.					
Çevremde bir lider olarak görülürüm.					
Problemi olan arkadaşlarıma öğütler veririm.					
Arkadaşlarım fikirlerime değer verir.					
Organizasyonların vazgeçilmez elamanıyım.					
Arkadaşlarıma bir şeyler anlatmaktan çok hoşlanırım.					
Arkadaşlarımı sık sık ararım.					

Arkadaşlarımın sorunlarına yardımcı olmaktan hoşlanırım.					
Çevremdekiler benimle arkadaşlık kurmak ister.					
İnsanlara selam verir, hatır sorarım.					
<b>BEDENSEL / KİNESTETİK ZEKA</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Koşmayı, atlamayı ve güreşmeyi çok severim.					
Oturduğum yerde duramam, kıvıldanırım.					
Düşüncelerimi mimik-davranışlarla rahat ifade ederim.					
Bir şeyi okumak yerine yaparak öğrenmeyi severim.					
Merak ettiğim şeyleri elime alarak incelemek isterim.					
Boş vakitlerimi dışarıda geçirmek isterim.					
Arkadaşlarımla fiziksel oyunlar oynamayı severim.					
El becerilerim gelişmiştir.					
Sorunlarımı anlatırken vücut hareketlerini kullanırım.					
İnsanlara ve eşyalara dokunmaktan hoşlanırım.					
<b>İÇSEL ZEKA</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Bağımsız olmayı severim.					
Güçlü ve zayıf yanlarımı bilirim.					
Yalnız çalışmayı daha çok severim.					
Yalnız oynamayı severim.					
Yaptığım işleri arkadaşlarımla paylaşmayı severim.					
Yaptığım işlerin bilincindeyimdir.					
Pek kimseye akıl danışmam.					

Kendime saygım yüksektir.					
Yoğun olarak uğraştığı bir ilgi alanı, hobim vardır.					
Yardım istemeden kendi başıma ürünleri ortaya koyarım.					

### PUANTAJ TABLOSU

ZEKA ALANLARI	İFADELER										Toplam Puan	
	0	1	2	3	4	5	6	7	8	9		10
Sözel /Dilsel												
Mantıksal /Matematiksel												
Görsel / Uzamsal												
Müziksel / Ritmik												
Bedensel / Kinestetik												
Doğa												
Kişilerarası												
İçsel												



## PUANLARA GÖRE ZEKA TÜRLERİ

SEÇENEKLER	HER BİR ALANDAN ELDE EDİLEN TOPLAM PUAN	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

Dr. CELALGÜLŞEN

## 7.2. Appendix 2: LESSON PLAN (FIRST WEEK )

**AIM:** To describe somebody or something with using some certain adjectives. (**Funny, Noisy,Cute,Silent, Colourful,Tall, Crazy**)

**MATERIALS TO BE USED:** A power point presentation and flash cards.

### **PROCEDURE:**

**Step 1:** Teacher shows her own power point presentation that includes pictures represent the adjectives. (**Spatial- Visual**)

**Step 2 :** Teacher acts out all the adjectives one by one and says “ I am tall”, “I am funny”.... Then make students act out in the same way.( **Bodily- Kinesthetic**)

**Step 3:** Teacher uses flash cards which are made by herself. The flash cards show the people who are funny, noisy,cute, silent,colourful,tall,crayz. Then teacher ask; What do you feel about the people that you see in the flash cards? (**Interpersonal**)

**Step 4:** Teacher brings a puzzle then says that find 7 adjectives in the puzzle.( **Logical-Mathematical**)

**Step 5:** Teachers want students to say the name of the students that they learned today. (**Linguistic**)

**Step 6 :** Teacher says, in general I am funny. Then asks her students; In general how do you describe yourself? ( **Intrapersonal**)

**Step 7:** How do you find the nature? Colourful, silent or noisy. (**Naturalistic**)

**Step 8:** Try to write a song with using the adjectives that you learned today. (**Musical**)

### 7.3. Appendix 3: LESSON PLAN (SECOND WEEK )

**AIM:** To present movements with using some certain verbs. (**Forget, Remember, Find, Take a nap, Travel, Get up, Go out**)

**MATERIALS TO BE USED:** A power point presentation and flash cards.

**PROCEDURE:**

**Step 1:** Teacher shows her own power point presentation that includes pictures that shows movements and verbs that represent the movements. (**Spatial- Visual**)

**Step 2 :** Teacher acts out all the movements one by one and says “ I am going out”, “I am taking a nap”.... Then make students act out in the same way.( **Bodily- Kinesthetic**)

**Step 3:** Teacher uses flash cards which are made by herself. The flash cards show the people who are taking a nap, travelling .....Then teacher ask; How do you feel about them? (**Interpersonal**)

**Step 4:** Teacher brings a puzzle then says that find 7 movements in the puzzle.( **Logical- Mathematical**)

**Step 5:** Teachers want students to say the name of the movements that they learned today. (**Linguistic**)

**Step 6 :** Teacher says, I love taking a nap . Then asks her students; Which one is your favourite activity? ( **Intrapersonal**)

**Step 7:** Do you want to travel too far to discover the nature? (**Naturalistic**)

**Step 8:** Teacher gives the homework. Try to write a song with using the movements that you learned today. (**Musical**)

#### 7.4. Appendix 4: LESSON PLAN (THIRD WEEK )

**AIM:** To present feelings with using some certain adjectives. ( **Shy, Easy-going, Helpless, Surprised, Tired, Lucky, Talkative**)

**MATERIALS TO BE USED:** A power point presentation and flash cards.

**PROCEDURE:**

**Step 1:** Teacher shows her own power point presentation that includes pictures that show feelings and adjectives that represent the feelings. (**Spatial- Visual**)

**Step 2 :** Teacher acts out all the feelings one by one and says “ I am shy”, “I am tired”.... Then make students act out in the same way.( **Bodily- Kinesthetic**)

**Step 3:** Teacher uses flash cards which are made by herself. The flash cards show the people who are shy, cute, tired, surprised... Then teacher ask; What do you feel about the person that you see in this flash card? (**Interpersonal**)

**Step 4:** Teacher brings a puzzle then says that find 7 feelings in the puzzle.( **Logical- Mathematical**)

**Step 5:** Teachers want students to say the name of the feelings that they learned today. (**Linguistic**)

**Step 6 :** Teacher says, in general I find myself lucky. Then asks her students; In general how do you describe yourself? ( **Intrapersonal**)

**Step 7:** Which adjectives do you use that you learned today for the street dogs? (**Naturalist**)

**Step 8:** Try to write a song with using the feelings that you learned today. (**Musical**)

## 7.5 Appendix 5: LESSON PLAN (FOURTH WEEK )

**AIM:** To present jobs. (Florist,Journalist,Vet,Customer,Lawyer,Dentist,Architect)

**MATERIALS TO BE USED:** A power point presentation and flash cards.

### **PROCEDURE:**

**Step 1:** Teacher shows her own power point presentation that shows the people who possess these occupations. (**Spatial- Visual**)

**Step 2 :** Teacher acts out all the occupations one by one and says “ I am a florist”, “I am a vet”.... Then make students act out in the same way.( **Bodily- Kinesthetic**)

**Step 3:** Teacher uses flash cards which are made by herself. The flash cards show the people who are florists, journalists...Then teacher asks; What do you feel about the person that you see in this flash card? (**Interpersonal**)

**Step 4:** Match the occupations with the related words

- |               |                |
|---------------|----------------|
| 1.Florist     | a.news         |
| 2. Journalist | b.buildings    |
| 3.Vet         | c.credit cards |
| 4. Customer   | d. teeth       |
| 5. Lawyer     | e.court        |
| 6.Dentist     | f.ill animals  |
| 7.Architect   | g.flowers      |

( **Logical- Mathematical**)

**Step 5:** Teachers want students to say the name of the occupations that they learned today. (**Linguistic**)

**Step 6 :** Teacher asks her students; What is your dream job? ( **Intrapersonal**)

**Step 7:** Do you want to be a vet to look after ill animals? (**Naturalist**)

**Step 8:** Try to write a song with using the occupations that you learned today. (**Musical**)

## 7.6. Appendix 6: LESSON PLAN (FIFTH WEEK )

**AIM:** To teach some common nouns. (**Parade, Penpal, Jungle, Competition, Deskmate, Beach, Documentary**)

**MATERIALS TO BE USED:** A power point presentation and flash cards.

### **PROCEDURE:**

**Step 1:** Teacher shows her own power point presentation that shows the nouns with related pictures. (**Spatial- Visual**)

**Step 2 :** Teacher acts out all the nouns and says “ It is a parade”, “She is my penpal”.... Then make students act out in the same way. (**Bodily- Kinesthetic**)

**Step 3:** Teacher uses flash cards which are made by herself. The flash cards show the nouns with pictures. For instance; there is a man on beach. How do you feel about him? (**Interpersonal**)

**Step 4:** Match the nouns with the related words. (**Logical- Mathematical**)

- |                |                 |
|----------------|-----------------|
| 1. Parade      | a. celebration  |
| 2. Penpal      | b. letter       |
| 3. Jungle      | c. rival        |
| 4. Competition | d. teeth        |
| 5. Deskmate    | e. sun          |
| 6. Beach       | f. wild animals |
| 7. Documentary | g. trees        |

**Step 5:** Teachers want students to say the name of nouns that they learned today. (**Linguistic**)

**Step 6 :** Teacher asks her students; Where do you want to be? In a jungle, in a documentary or in a competition? (**Intrapersonal**)

**Step 7:** Do you want to shoot a film in a jungle for supporting a documentary? (**Naturalist**)

**Step 8:** Try to write a song with using the nouns that you learned today. (**Musical**)

## 7.7. Appendix 7: LESSON PLAN (SIXTH WEEK )

**AIM:** To teach some common adjectives. (**Relaxing, Frozen, Rainy, Wild, Clever, Local, Unforgettable**)

**MATERIALS TO BE USED:** A power point presentation and flash cards.

### **PROCEDURE:**

**Step 1:** Teacher shows her own power point presentation that shows the adjectives with related pictures. (**Spatial- Visual**)

**Step 2 :** Teacher acts out all the adjectives and says “ It is relaxing”, “He is clever”.... Then make students act out in the same way.( **Bodily- Kinesthetic**)

**Step 3:** Teacher uses flash cards which are made by herself. The flash cards show the adjectives with pictures. For instance; a homeless sleeps outside when the weather is frozen?. How do you feel about him? (**Interpersonal**)

**Step 4:** Match the adjectives with the related words.(**Logical- Mathematical**)

- |                  |                         |
|------------------|-------------------------|
| 1. Relaxing      | a. mind                 |
| 2. Frozen        | b. dangerous            |
| 3. Rainy         | c. snow                 |
| 4. Wild          | d. remember             |
| 5. Clever        | e. relief               |
| 6. Local         | f. water                |
| 7. Unforgettable | g. special to somewhere |

**Step 5:** Teachers want students to say the name of adjectives that they learned today. (**Linguistic**)

**Step 6 :** Teacher asks her students; Do you prefer which one? An unforgettable taste, rainy weather or a relaxing holiday? ( **Intrapersonal**)

**Step 7:** What do you think about wild animals? (**Naturalist**)

**Step 8:** Try to write a song with using the nouns that you learned today. (**Musical**)