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THE WAYS OF INCREASING STUDENTS' PARTICIPATION LEVEL IN
BUSINESS ENGLISH CLASSES: INTEGRATING MULTIPLE INTELLIGENCE
THEORY INTO TEACHING AND USING LITERATURE

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We **certify** that this thesis under the title of **"THE WAYS OF INCREASING STUDENTS' PARTICIPATION LEVEL IN BUSINESS ENGLISH CLASSES: INTEGRATING MULTIPLE INTELLIGENCE THEORY INTO TEACHING & USING LITERATURE"** is satisfactory for the award of the degree of **Master of Arts** in the Department of **English Language Teaching.**

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ii

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ÖZET

MESLEKİ İNGİLİZCE SINIFLARINDA ÖĞRENCİLERİN DERSE KATILIMLARINI ARTTIRMANIN YOLLARI: ÇOKLU ZEKÂ KURAMININ ÖĞRETİME ENTEGRASYONU VE EDEBİYAT KULLANIMI

Fatma Nazlı VEZİROĞLU

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Günümüz modern eğitim sistemi incelendiğinde, yaygın bağlamda geleneksel öğretmen merkezli yabancı dil öğretiminin yerini öğrenci merkezli öğretim sistemi almaya başlamıştır. Zekâ kavramanın kısıtlı, yetersiz bir şekilde standartlaştırılarak oluşturulmuş testlerle ölçülebileceğini, yabancı dil eğitiminde çoğunlukla sözel, ders kitabına dayalı çalışmaların gerekli olduğunu savunan düşüncelerin yerini daha birey merkezli çağdaş yaklaşımlar almaya başlamıştır. Günümüzde eğitim üzerine çalışan çok sayıda araştırmacı, her bireyin farklı seviyelerde ve farklı bağlantılarla işleyen çeşitli zekâ adı verilen zihinsel yeteneklere sahip olduğunu öne süren, Çoklu Zekâ Kuramını benimsemekte ve eğitim öğretim süreçlerine entegrasyonun faydalarından bahsetmektedir. Bu bağlamları göz önüne alarak, yabancı dil eğitim öğretim sürecinin iyileştirilmesi ve geliştirilmesi adına, mesleki İngilizce sınıfı öğrencilerimin derse katılımını arttırmak için geleneksel ve kalıplaşmış ders kitabı kullanımına ve öğretmen odaklı eğitimin yerine, çoklu zekâ kuramının temellerine dayalı ve edebi metin kullanımının faydalarına önem veren bir eğitim öğretim sistemi tasarlamaya, uygulamaya çalıştım. Bu eylem araştırması çalışmamda çoklu zekâ kuramına ve edebi metin kullanımına odaklanan bir ders programı oluşturulduğunda ve uygulandığında öğrencilerin derse katılımlarına nasıl etki ettiğini göstermeye çalıştım.

Anahtar Kelimeler: Derse Katılım, Çoklu Zekâ Kuramı, Edebiyat, Mesleki İngilizce

ABSTRACT

THE WAYS OF INCREASING STUDENTS' PARTICIPATION LEVEL IN BUSINESS ENGLISH CLASSES: INTEGRATING MULTIPLE INTELLIGENCE THEORY INTO TEACHING AND USING LITERATURE

Fatma Nazlı VEZİROĞLU

When carefully observed, there is a common transition from teacher centered education to student centered education in today's modern education system. Teaching methods which support that concept of intelligence can be assessed by limited, inefficiently standardized tests and conventional teaching methods which give over emphasis on the linguistic skills and the usage of course books in foreign language teaching are replaced by more modern and learner centered approaches. Nowadays, many educators who study on the education field adopt multiple intelligence theory, suggesting every learner posses all different levels of intelligences which function uniquely and they also support the integration of multiple intelligence theory into teaching by stating the various advantages of it. In means of these, I tried to design and implement a new course design based on the features of multiple intelligence theory and advantages of using literature instead of implementing conventional, stereotyped teaching method to increase my students' class participation level in business English classes by enhancing the quality of learning and teaching processes. In this action research study, I aimed to portray the positive impacts of integrating multiple intelligence theory into teaching and using literature in business English classes on students' class participation level.

Keywords: Class Participation, Multiple Intelligence Theory, Literature, Business English

LIST OF TABLES

ABBREVIATIONS

ACT   : American College Testing

EFL   : English as a Foreign Language

ELT   : English Language Teaching

ESL   : English as a Second Language

ESP   : English for Specific Purposes

IQ   : Intelligence Quotient

LA   : Los Angeles

MI   : Multiple Intelligence

MIT   : Multiple Intelligence Theory

SAT   : Scholastic Assessment Test

TABLE OF CONTENTS

CHAPTER 1

CHAPTER 2

CHAPTER 3

CHAPTER 4

CHAPTER 5

CHAPTER 1

1. INTRODUCTION

1.1. Background of the Study

According to Brewster, Ellis and Girard (2002, p.1), "The world seems to be shrinking very rapidly as international barriers break down and people can more easily come into contact with other cultures and languages through travel, communication or new technology. This so-called globalization of the world is a modern and sometimes controversial trend which looks as though it may be here to stay, at least for the time being". Due to this era of globalization, lingua franca keeps gaining importance over the years. In order to achieve success in career and daily life improvements, English has vital necessity. Otherwise, not being proficient in English language can cause serious problems such as lack of communication, difficulty in finding proper data for researches, difficulty in finding a job, using technology. In this context, teaching English as a foreign language (EFL) gains more and more importance.

During the early 1960's, teaching English for specific purposes (ESP) has became an important branch which is among the most prominent areas of EFL teaching. ESP teaching has grown due to the gradually increasing number of the universities offering programmes which are closely related to ESP and the increasing number of ESP courses offered to foreign students who study at the universities in which target language is English. ESP is described briefly as "the teaching of English used in academic studies or the teaching of English for vocational or professional purposes" (Anthony, n.d). In either case, this is an issue of teaching and the students participation and motivation in the class should be dealt by the teachers.

Classroom participation is among the most important parts of a course design. Successful comments, discussions and effective interaction can be led by the students in terms of efficient classroom participation and these can foster a high level of energy and enthusiasm in the classroom learning environment. Thus, instructors and the students may get confused and frustrated due to the poorly managed participation. In order to solve these kinds of problems, instructors should consider the impact of effective classroom participation strategies (University of Waterloo: Centre for Teaching Excellence, n.d.)

1

Increasing participation of the students should be among the most important goals of teachers. If only a few willing students participate during the courses, class sessions become to some extent a lost opportunity to provide efficient learning environment. Teachers should ensure to develop student participation in the courses by making ample effort to shape the proper learning environment and plan each session carefully (Washington University, n.d.).

When most of the English teachers are led to reflect on the outcomes of their methods of teaching, they generally have particular concerns and misgivings about participatory skills. Usually most of the language teachers feel the absence of something when they consider the outcomes. It has been observed that teachers often give their students the tools but not the suitable opportunity to use them. Commonly, teachers give the learners innumerable tests to measure the extent to which they have internalized these rules. This approach is not proper. As following steps, teachers should encourage students to use the given tools to them to produce the language themselves. In most of the schools, there is a great teacher tendency to simply relax and teach in a traditional way followed by improper tests which measure the student's passive knowledge, depriving them of the most creative part in the process of learning a foreign language (Izquierdo, 1993).

Rogers (1979) also stated that teachers who transfer the information directly to their students, do not really function differently than a text book or programmed teaching materials. According to Rogers, main target of the education should be making the learning and developmental changing processes easier for learners (as cited in Açıkgöz, 2007, p.26). Briefly, the main function of teaching can be summarized as organizing and implementing actions which foster easier ways of learning rather than directly transferring huge amount of information to learners. In order to let students to be active, creative and to achieve better outcomes, create more useful learning process, teachers should examine the different teaching methods to increase classroom participation (Açıkgöz, 2007, p.26).

Almost all formation of current language teaching as a profession was developed during the early twentieth century as applied linguists and other researchers tried to generate principles and procedures for the design of teaching methods and materials by deriving benefit from developing fields of linguistics and psychology to promote teaching method proposals which were thought to be more effective. Twentieth century language teaching was shaped by innovations and improvisation of various emulating language teaching ideologies (Richards & Rodgers, 2001).

As it is remarkably noticed, both in education and foreign language teaching fields, there is a higher aptitude of replacing traditional teacher centered teaching with student centered teaching. In this context new approaches, methods and techniques are developed. A fact which is accepted as a universal concept in modern education, shows that each student differs from each other in terms of their intelligences and learning styles. Some can learn just by listening, some can learn by just being part of the process and some learn by thinking and deep analysis. Educators should not neglect the importance of this learning multiplicity and try their best to encourage benefiting from this multiplicity to improve learning and teaching (Çakır, n.d.).

Gardner (1993, p.87) defines the term intelligence as the capability of solving problems or create products which occur in single or more cultural settings. Gardner believed all of us have distinct combinations of intelligence which function jointly and make individuals different. Yet, he also stated that linguistic and logical-mathematical intelligences are more valued and prioritized than other intelligences. He mentioned that equal attention should be placed on those who show special talent in the other intelligences to enhance the world we live. Hence, Gardner generated his theory of Multiple Intelligences (MI) in 1983 (as cited in Hou, 2010).

At first Gardner introduced seven different types of intelligences which includes linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence bodily-kinesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence. In 1996, he added the eight intelligence which named as naturalist intelligence and continued to work on other possible intelligences. In 1999, Gardner introduced existential intelligence as the ninth intelligence. Later on, Gardner started to work on two more possible intelligences named mental-searchlight intelligence and laser intelligence in 2004 (as cited in Baş, 2010).

When Howard Gardner wrote *Frames of Mind*, he was expecting that his MI theory would become mostly popular in developmental psychology but, most developmental psychologists did not show much interest in his study. Whereas, the reception among educators was different. MI theory has become important for educators as it helps educators to widen their horizon of available learning and teaching tools beyond the conventional linguistic and logical methods by nurturing intelligences in many different potential pathways for an individualized learning environment. Even though Gardner who is the father of MI theory was less convinced that the theory can be useful in foreign language teaching, yet many teachers asserted that the theory is helpful (as cited in Hou, 2010).

Gardner's multiple intelligence theory led many valuable educational implications which are worthy of consideration. The theory has gained more attraction for educators when Armstrong synthesized these ideas into four key points in 1994.

1. Everyone has all eight intelligences which function together uniquely. People may have different levels of functioning in all eight intelligences.

2. Everyone has the capacity to improve all eight intelligences. Gardner states that by proper backing, enforcement, and guidance, people can develop intelligences to a reasonably high level of performance.

3. Intelligences work collectively in complex ways. None of the intelligences subsists by itself. They are always interacting with each other and they work in unison.

4. There is not any set standard of qualifications which one must possess to be considered as intelligent. There are different ways to be intelligent.

Multiple intelligence based curriculums or models which are aimed to be used in education field, have not been designed by Howard Gardner. The theory has been under consideration of many educators who apply the theory in their program, curriculum development in different ways. Armstrong's four key multiple intelligence points also have been useful in English language teaching. Armstrong's four key points help educators to understand students' differences and provide a frame work for addressing these diversity in teaching (as cited in Christison, 1998).

By the emergence of new approaches, methods, and techniques in foreign language teaching, designing and evaluating teaching materials has gained more importance. Despite this fact, course books are still most commonly used as a teaching tool. The efficiency of the of course books generally is parallel to the success of the teachers' teaching ability. None of the educators can underestimate the usefulness of course books as an important tool in teaching. Thus, it is important to remember that it is just one tool and there are many more useful ones. Unfortunately, some of the teachers have a tendency to over-rely on the course books and neglect the useful aspects of using various materials for teaching a language. Some teachers criticize the textbook approach as they can be old-fashioned or they may insufficiently cover a topic or subject area (Richards, n.d.).

As the course books have the benefits of being visually appealing, easy for teachers to get prepared and less time consuming than the use of other teaching materials, the use of course books in the ESL classes are very popular. There are so many problems regarding the use of course books, such as uninteresting topics, repetitive activities, and not enough language exposure. These kinds of possible problems may have negative impacts on the student's learning attitude and motivation. Educators recommended that if teachers still want to use a course book, it is essential to develop and prepare various activities such as extensive reading to keep the classroom atmosphere more interesting and the students more interested in what they are learning (Chou, 2010) .

Some educators believe that the use of literature in language teaching classes is really enjoyable and there are many reasons to enjoy it. Due to the popularization of functional language use in language teaching and learning, the use of literature became less popular. As it is still a controversial subject, the role of literature in the language classes has been reassessed and this led to the consideration of the use of literary texts to provide rich linguistic input, effective stimuli for students to express themselves in other languages, and a potential source of learner motivation.

Literary texts provide opportunities for multi-sensorial classroom experiences and can appeal to learners with different learning styles. Texts can be supplemented by audio-texts, music CDs, film clips, podcasts, all of which enhance even further the richness of the sensory input that students receive. Literature can help learners to develop their understanding of other cultures, awareness of 'difference' and to develop tolerance and understanding. At the same time literary texts can deal with universal themes such as love, war and loss that are not always covered in the sanitized world of course books (British Council, n.d.).

1.2. Statement of the Problem

The psychology consultant Kahraman (2000) believes that achieving high grades cannot be considered as the sign of being intelligent. For many years creative students who fail to achieve good grades in schools, have been neglected. Such attitudes in schools cannot lead all students to become happy, successful individuals in life.

Generally in Turkey, the process of successful learning and considering a student as an intelligent one, are strongly tied with only mathematical and linguistic intelligences as the main goal of education focused on achieving high success in the exams. Students who have

been going through the results of this mentality, keep memorizing lots of information and getting away from the real world. Turkish parents have high expectations about their students achievement in certain tests. This situation puts students under great pressure and as a result their self-confidence and motivation to learn decrease. Unfortunately, the outcome of these has been commonly disappointing. Students who were considered intelligent, successful students, started to have difficulties in finding a satisfactory job and adapting to the conditions of real world (Türköne, 2009).

Türköne (2009) has taught lessons to students who have achieved great success on the Turkish university entrance exam. He states that he has worked with talented, smart students who have no idea about how to work with abstract concepts. Those children cannot move from initial components to the whole. He says it is difficult see a young Turkish student who can recite a few verses of a poem other than the national anthem. For such students, it is difficult to appreciate the rhythm and opportunities of their mother tongue. It's quite rare to see a student who fully enjoys reading classic foreign or Turkish novels. Türköne(2009) believes that a university student who has not showed interest in literature is far from having a universal background.

To demonstrate the deficiency of our education system, he gave an example from foreign language classes. Most of the youth have been learning a foreign language since primary school. Many Turkish language teachers say that foreign language education should involve four main language skills; listening, reading, writing and even when students reach college, they still can't provide directions to a tourist. Also, English language preparation in colleges doesn't improve the situation effectively either. These problems occur as our education system is mainly concerned with preparing students for certain exams rather than preparing them for the real world. Exams mark our education system. A large amount of information which has the potential to be part of an exam are valued and taught to students. Information which does not have the potential to become a question on a multiple-choice exam sheet is considered unimportant. Due to this perception, students learn how to answer the grammar questions instead of actually learning how to use the language in their daily lives (Türköne, 2009).

In order to prevent learning difficulties of people who have infinite capacity to learn, while designing teaching materials and curriculums, it is necessary to consider the fact that individuals' brains, intelligence and learning styles are diverse (Campbell & Campbell, 1999). In early childhood, children's strong desire to learn can exhaust adults, but later on their motivation to learn decreases gradually as they grow up. Their motivation to learn generally

decreases as they are not provided appropriate teaching opportunities (as cited in Baki, Gürbüz, Ünal & Atasoy, 2009).

Generally in traditional teaching, only one type of teaching method is applied in schools. The diversity of students' individual differences and multiple intelligences are commonly neglected in traditional teaching methods. However MI theory encourages educators that any skill, subject or teaching method can be enriched by integration of multiple intelligence.

As it was mentioned before, in Turkey, educators commonly just focus on mathematical and linguistic intelligences. Their concept of successful teaching usually centered around these two types on intelligences. Yet, educators who value the usefulness of MI theory in education disallow labeling students as unsuccessful or untalented because, they are aware of the fact that each of the students have all eight intelligences which function together uniquely at different levels. Everyone has the capacity to improve all eight intelligences and there is not any set standard of qualifications which one must possess to be considered as intelligent. There are various different ways to be intelligent.

Even though, throughout the history of educational studies, educators have developed many new teaching methods and techniques, foreign language teaching in our country is still under the impact of narrow traditional teaching methods. Despite the current teaching trends and useful outcomes of the studies, teachers still rely on traditional teaching methods which overrate the value of using course books as the main teaching tool and scarcely provide other useful tools (Baki, Gürbüz, Ünal & Atasoy, 2009).

Applying ESL course book based curriculums in schools has been favored by many teachers as they believe there are several advantages. Course books are really practical for teachers as they clearly define the expected achievement objectives and what to expect after. Teachers do not spend lot of time for designing a syllabus as most of the course books provide professionally developed syllabus which can be easily followed by teachers and students. Also for each unit, course books provide activities and other sources based on four language skills in consistent ways and this leads better autonomy in the learning process. Most of the course books have additional teacher's books which help inexperienced teachers by guiding them in their instruction. Many of such books also contain ready-made achievement tests for each units of study. Due to these reasons, using course books in English learning curriculum is favored by school administrations and teachers (Kayapınar, 2009).

In contravention to the positive beliefs about the advantages of basing curriculums on ESL course books, by relying on their own experiences and observations many educators

believe that there are several issues to think about the usage of course books. Almost all course books consisted of too many similar activities which are expected to be done by students. As a result the learning process becomes really boring, uninteresting and tiring. On top of that, chosen texts for reading activities are generally not long enough and not appealing. Plus, they are not sufficient enough to introduce suitable and realistic language models as well as stimulating cultural understanding. The scarcity of the interesting, challenging reading materials slows students' language improvisation process besides, decreasing their interest in the target language (Kayapınar, 2009).

It is vitally necessary to take students' motivation into consideration during the process of teaching. At the university level students expect their language courses to be different from their previous typical language learning experiences. Mainly students lose their interest and motivation to study when they are required to study on the course through course books which are similarly designed to their former learning materials. This issue is quite common and understandable as regular language teaching course books grow students tired and bored due to the monotony and repetition of the activities. Commonly this is a major issue as English language course designs are generally shaped by using single course book for the whole academic year (Tze-Ming Chou, 2010).

It may be relatively easy for students to be extrinsically motivated; however, the challenge is sustaining that motivation. Although motivation can be sustained through varied class activities, if the content of the course book is uninteresting and repetitive, then sustaining the motivation will be problematic for the teacher no matter how hard they try (Harmer, 2007).

1.3. Purpose of the Study

My current study is linked to my two former studies which were also conducted at Çağ University. Throughout the first study, I focused on my attitudes and the low class participation of students who study at the Department of International Trade. Both of the former studies were conducted in the academic year 2011-2012. The current study was conducted in the academic year 2012-2013 with 30 subjects from the same group who participated in my former studies.

In the initial study, the problems were mainly related to the teaching environment, instructor's attitude towards the learner, the quality of the interaction between the participants and the instructor and the behaviors of some student groups such as; shy, disruptive and

frequently volunteering students. During the study, I tried to figure out the underlying reasons for the problems and looked for the ways to solve the problems. I managed to solve some of the problems, but unfortunately, I observed that there are still some problems regarding to the students' participation.

Due to that, I conducted my second pilot study. During the observation process I noticed several other issues which were decreasing their motivation to participate. In the beginning of the data collection process, a major problem seemed to be the negative effects of applying a curriculum which was based only on a course book. It was observed that students were bored due to the monotonous activities of the course book. As a result, their participation were gradually decreasing. In order to solve the low class participation problem, I decided to design a new action plan. While designing the second action plan, I had interviews with my colleagues and students. I decided to vary teaching materials by using a literary text and a movie. John Grisham's novel, *The Firm* and the movie which was based on the novel were chosen as the main course materials. Implementation process had lasted for 6 six weeks in total.

Unfortunately, my aim to increase the class participation could not be as successful as I hoped it to be. I received some negative outcomes from the second research. The activities, materials and the teaching method were not appealing enough to motivate students to participate more. The difficulty level of the materials was not suitable for the participants. Even though I aimed to create a more student-centered teaching atmosphere, I had to be more active during the classes. The learning and teaching processes was very time consuming, difficult and exhausting. After the process, I have had more ideas about the deficiencies of the second implementation process. By the help of further researches, I tried to find solutions to the issues. Instead of a course book, using a literary text as a teaching tool was not the main source of the issues. I noticed that I should have been more careful while choosing the course materials and designing the lessons. I learned that while focusing on these, the diversity of students should be considered carefully and teachers should avoid labeling students as unsuccessful, untalented, shy during the process without really knowing their capabilities. As many other researches stated, each of us is unique as we have different types of intelligences which function together differently and there are more than one way to be able to show our capabilities. Because of all these, I decided to design a new action plan by considering the outcomes of my two former studies and researches. In my current study, the main goal is to increase students' participation by designing courses which are based on MI theory. The main teaching material is a short story and related activities designed according to MI theory.

Procedures and more detailed information related to my current and pilot studies will be presented in further chapters.

1.4. Research Questions

This paper reports on the way I conducted a further action research study. The focus of this paper is to investigate the ways of increasing ESP class participation level of the students' who study in the Department of International Trade. The main objective is to explore the possible positive impacts of implementing a new course design which are based on short story activities formed according to MI theory and to examine the shifts in students' class participation level in ESP classes. The research questions guiding the current study are:

1) What are the effects of integrating MI theory into ESP classes on students' participation?

2) How can teachers increase their students' participation level by using literary texts in ESP classes?

3) How can teachers design appealing, suitable activities based on all eight intelligences when literary texts are used in ESP classes?

1.5. Significance of the study

My current study is directly linked to my two previous action research studies on the reflections on the students' motivation and participation in ESP classes. I believe that the close relationship between my former and present studies are really beneficial as it helps me to monitor my professional development as an English language teacher and the progress of the research process. Rather than focusing on an entirely different subject, I preferred to dedicate myself to a related study to achieve perfection in terms of being able to find solutions to an already existing, considered problems. In this way, I aimed to do an efficient action research project by extensively studying teaching and learning environment of a specific group.

Throughout my research process for collecting scientific information, I have come across many successful studies of educators who designed and applied curriculums inspired by MI theory. However, there are not any researchers who conducted a study which examines the transformation of students' participation level in ESP classes when students are introduced to a new course design based on literary text activities formed according to MI theory.

In addition to these I hope my study to be useful for other ESP teachers who seek for new and enjoyable ways to solve problems regarding low class participation.

1.6. Limitations

The main limitation of the study is that it was conducted with only 30 intermediate-level students who study in the Department of International Trade at Çağ University in Turkey. All participants were Turkish. It would be better if I had the opportunity to carry out my research with several larger groups which involve participants with more diverse characteristics.

The main objective is to explore the possible positive impacts of implementing a new course design which are based on short story activities formed according to MI theory and examine the shifts in students' class participation level in ESP classes. A short story was used during the main cycle of the study due to the numerous beneficial aspects of that certain genre of literature. "Botts and the Bag of Tricks" which was written by William Hazlett Upson, was chosen and multiple intelligence based activities were designed by the teacher. Unfortunately, as I had been through time management problems during the processes of designing and implementing the course plan and course materials, only one short story was used. In addition to that, only eight of the intelligences were taken into consideration during the process of designing MI theory based short story activities. In this study, I preferred not to focus on existentialist, mental-searchlight and laser intelligences as they have been recently developed and there are not many ideas about how to integrate them into course plans.

CHAPTER 2

2. LITERATURE REVIEW

2.1. Historical Background of Human Intelligence

As a theoretical construct, intelligence has been a controversy subject throughout human history. Bümen (2001) stated that the term was first questioned by Aristotle and Cicero. It was coined by philosophers centuries ago, studies related to intelligence concept have been gaining more emphasis since then. In the 19th century, researches started to show more interest in examining the term intelligence and studies gained momentum. By increasing popularity as a study subject, several new views, ideas, and classifications were introduced regarding intelligence. Inevitably, outcomes of those studies have become part of our lives. By the observation of mental structures and individuals' behaviors, many ideas have been presented by the researchers. According to diverse outcomes and beliefs, intelligence has sometimes been thought of as the high score achieved from a test, ability to adapt the environment, and problem solving skills. Until human intelligence was defined as multiple abilities by Gardner, most of the researchers considered intelligence as a single innate mental capability to perceive and recall information. In contravention to those, some other researchers consider human intelligence as a mental ability adapting to environment (Göğebakan, 2003).

2.2. Historical Views on Intelligence

In 1884, the world's first intelligence test was carried out by Francis Galton who was the cousin of the famous biologist Charles Darwin. His test was significant as it is also one of the largest studies of intelligence. Visitors to the museum could have their mental abilities tested for 3 pence at the stall which was set up by Galton. Surprisingly more than 9000 people showed interest. His intelligence test was based on his theory about the mental processes involved in thinking, reasoning and problem solving. Soon after the study, Galton's theoretical approach to the measurement of intelligence was considered to be inaccurate. According to him, intelligence is connected to innate sensory ability, but scientifically, he failed to prove the validity of his assumption (Roth, 1990, p. 326).

To measure students' performances, British psychologist Charles Spearman carried out research on intelligence tests. Spearman believed that intelligence consists of two factors: general intelligence which represents intellectual functioning and specific intelligence which affects the individual's general evaluation levels of intelligence. Spearman examined mental aptitude tests by using the factor analysis technique and he found out that there were remarkable similarities in the test scores. Participants who achieved high scores on one cognitive test tended to perform well on other tests. Participants with low scores tended to score poorly on others. Relying on his research, he stated that intelligence is a general cognitive ability that could be measured and numerically expressed (as cited in Cherry, n. d.).

Relying on his neurological studies, Binet said that human intelligence is related to judgment which is a high-level mental ability. According to Binet, judgment faculty is crucial for daily life. Also he stated that in the case of having a judgment shortfall, a person may be a moron or an imbecile. Binet claimed that human intelligence can be examined through mathematical and verbal tests, as he believed an individuals' intellectual ability depends on domains of specific skills (Plucker, 2012).

In the early 20th century, American psychologist Lewis Madison Terman was noted as a pioneer in educational history. He gained prominence by designing Standford-Binet IQ test in 1916. After examining the Binet's study on human intelligence, he became interested in the subject. He was also inspired by Catell who believed that people who possess a higher level of intellectual ability, have superior sensory acuity, strength of grip, sensitivity to pain, and memory for dictated consonants. Terman believed that intelligence is inherited and it is the most important factor which influences individuals' ultimate success in life. He designed his well-known IQ test to measure children's intelligence as his aim was to put students on the appropriate job-track by classifying (Complete Dictionary of Scientific Biography, 2008).

While opponents of using the Stanford-Binet test claimed that the test does not depend on examining students' abilities exclusively, many schools and colleges leaders prefer using the Stanford-Binet test to determine students' academic level because of its validity and reliability. Many educators consider the Stanford-Binet test extensive and objective. Therefore, for assessing student language learning, educators depend on using some exams such as SAT and ACT, which are standardized tests based on examining a single mental capability through a number of questions on language and logical thinking. ESL teachers also use standardized tests including the TOEFL exams to evaluate student language proficiency (Madkour, 2009).

During the 1930's. Edward Lee Thorndike who was a very influential American psychologist and psychometric, carried out research to study human behavior and intelligence. Thorndike believed that individuals possess abstract, mechanical, and social intelligences. Among these three intelligences, social intelligence was examined more deeply by Thorndike. In one of his articles which was in *Harper's Magazine*, he defined social intelligence as the capability of understanding others and being able to act wisely in human relations. He emphasized the differences between capability of achieving success in academic life and social intelligence. He considered the social intelligence as the most essential key element of general success in life (as cited in Livergood, n.d.).

According to Thorndike (1932) individuals have potential to improve intelligence through learning and interactions with the external environments. He argued that learning is related to some variables such as; motivation, attitude, skills, and innate abilities. Educators can increase learners motivation through presenting various stimuli to boost students' positive responses (as cited in Madkour, 2009).

Psychologist Louis Leon Thurstone who was a pioneer in the fields of psychometrics and psychophysics offered a differing theory of intelligence instead of solely defining intelligence as a general ability. According to Thurstone (1934, pp. 1-32) "Intelligence, considered as a mental trait, is the capacity to make impulses focal at their early, unfinished stage of formation. Intelligence is therefore the capacity for abstraction, which is an inhibitory process". Thurstone stated that intellectual activities consist of seven different mental abilities named as reasoning, memory, perception speed, verbal tasks, comprehension, word fluency, and numerical ability. Based on his thoughts about these seven different mental abilities, he introduced various techniques to measure human intelligence primary factors .

A Swiss developmental psychologist and philosopher, Jean Piaget who is usually well-known for his epistemological studies with children, also studied on human intelligence theories. During his studies on intelligence, he preferred to focus on the mental processes rather than on the actual measure of the intellect. To define intelligence, Piaget focused on four distinct areas named as: biological approach to looking at intelligence, the succession of the stages, knowledge, and intellectual competence. Piaget argued that the development of intellectual faculties and other mental functions of the brain depends on physical growth ("Jean Piaget's Theory of Development", n.d.).

2.3. Gardner's Multiple Intelligence Theory

Howard Gardner, who is the father of MI theory, proposed the theory in 1983. When his intriguing work *Frames of Mind: The Theory of Multiple Intelligences* was published in 1983, he tried to invalidate the arguments of researchers by challenging the conventional viewpoints on intelligence as a single capacity that can be measured by IQ tests like Binet IQ test, SAT and emphasize logical mathematical and linguistic thoughts (Temiz, 2004).

According to the conventional perspectives, intelligence was defined as a general intellectual ability (g) that varies in degree in all individuals or as specific factors (s) that humans use for performing certain intellectual actions. Conversely, Howard Gardner stated that human cognitive competence does not only possess one dimension and it should be defined in terms of a set of talents, abilities, and mental skills called as intelligences. After following research, he also noted that entire cognitive profiles consist of all the domains of multiple intelligences.

Throughout his studies on multiple intelligences, Gardner integrated psychometric, developmental, cognitive, and cultural approaches. Scholarly terms such human faculties, psychologists' terms like skills or capacities, or lay terms like gifts, talents, and abilities were considered by Gardner during the early phases of his study. In his famous book *Frames of Mind: The Theory of Multiple Intelligences,* Gardner (1983, p.33) said that he realized using those terms could be inappropriate. As a result of that, he initially defined human intelligence as the capability of finding solutions to problems and creating efficient products which are considered to be useful within one or more cultural setting. Gardner's (1983) criteria of evaluating human intelligence consisted of three categories which are physical intelligence, logical capability and socio-cultural ability. After his initial intriguing work *Frames of Mind,* he continued to dedicate himself to developing a broader theoretical framework for examining intelligence.

In his later work *Intelligence Reframed: Multiple Intelligences for the 21st Century,* Gardner (1999, pp. 34-35) redefined human intelligence "as a bio-psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture." This seemingly minor word change in his redefinition of intelligence is crucial as it represents the idea that people should not consider human intelligence like other things which are thought to be visible and countable. Gardner assumed that human intelligence consists of neural potentials which can be activated relying on the values, opportunities in a specific culture, plus family members', schoolteachers', other

people's and individuals' personal decisions. To summarize, in *Intelligence Reframed: Multiple Intelligences for the 21st Century,* Gardner emphasizes human intelligences' three aspects. The three aspects of human intelligences demonstrates that:

1. Individuals have different types of minds.

2. Individuals have capacity to develop intelligence through education.

3. Cultural setting is constituent part of intelligence development.

Gardner (1983, 1999, 2004) did not limit the multiple intelligences theory to a single score or quotient. Instead, the theory is linked to an expanding concept of intelligence to include a number of intelligences that incorporate the mental abilities for each person (as cited in Madkour, 2009).

2.3.1. Gardner's Eight Criteria of an Intelligence

The emergence of Gardner's MI theory led to the pluralizing of the conventional intelligence concept and researchers started to ask the question 'in what ways is this person smart?' rather than 'is the person smart?'. Gray and Viens (1994) said that MI theory's plurality concept formed by the empirical evidences of diverse sources which have not been dealt within unity (as cited in Temiz, 2004).

Even though Gardner consistently prefers to address different domains of his theory as intelligences rather than addressing them as talents or aptitudes, many educators and researchers have misunderstood and misinterpret domains of multiple intelligence theory. Gardner noticed that it is quiet common to hear people uttering things like "He's not very intelligent, but he has a wonderful aptitude for music." He expressed how he feels about the situation in an interview:

"I'm deliberately being somewhat provocative. If I'd said that there's seven kinds of competencies, people would yawn and say 'Yeah, yeah.' But by calling them 'intelligences,' I'm saying that we've tended to put on a pedestal one variety called intelligence, and there's actually a plurality of them, and some are things we've never thought about as being 'intelligence' at all." (as cited in Temiz, 2004).

"To provide a sound theoretical foundation for his claims, Gardner set up (1999, p.36) certain basic "tests" that each intelligence had to meet to be considered a full-fledged intelligence and not simply a talent, skill, or aptitude." Gardner used the following eight different criteria to understand if a capacity could be thought of as an intelligence:

1. Potential isolation by brain damage

2. The existence of savants, prodigies, and other exceptional individuals

3. A distinctive developmental history and a definable set of expert "end-state" performances

4. An evolutionary history and evolutionary plausibility

5. Support from psychometric findings

6. Support from experimental psychological tasks

7. An identifiable core operation or set of operations

8. Susceptibility to encoding in a symbol system (as cited in Armstrong 2009, p.8)

The potential isolation by brain damage criterion has considerable evidence from Gardner's work in neuropsychology. It portrays how a lesion or damage to a specific area of the brain isolates that faculty or ability from other human faculties. The results of brain injuries proves that peculiar capabilities exists at the core of a human intelligence (ICEL, n.d.).

According to the evolutionary viewpoint, candidate intelligence must have played a key role during the developmental process of our species and its ability to cope with the environment. Gardner (1999) mentioned that spatial abilities have been crucial in terms of our species' survival. "Early hominids had to be able to navigate diverse terrains using spatial abilities. The pressure of the environment then resulted in selection for this ability." (as cited in Gillman, 2001).

An intelligence must have an identifiable core set of operations according to the logical analysis perspectives. Gardner(1999) states that it is vital to specify the capacities that are central to the intelligence under consideration by admitting the fact that particular intelligences operate in the context of the environment. For instance, linguistic intelligence includes core operation of phonemic discriminations command of syntax, sensitivity to the pragmatic uses of language, and acquisition of word meanings (as cited in Gillman, 2001). Another criteria related to logical analysis states that an intelligence must be susceptible to encoding in a symbol system. "Humans have developed many kinds of symbol systems over time for varied disciplines such as spoken and written language, mathematical systems, charts drawing logical equations and so on." (as cited in Göğebakan, 2003).

Two criteria from developmental psychology as established by Gardner. "The first is the presence of a developmental trajectory for the particular ability toward an expert end-state. In other words, individuals do not necessarily exhibit their "intelligence" in its raw state. Rather, they prepare to use their intelligence by passing through a developmental process." (as

cited in Gillman, 2001).The second criteria borrowed from the discipline of developmental psychology, is the existence of idiot-savants, prodigies and exceptional people. "Individuals who exhibit a highly uneven profile of abilities and deficits such as mental retardation and autism, show the isolation of one particular human ability against a background of mediocre or retarded performances in other domains." (as cited in ICEL, n.d.).

Finally, Gardner (1999) draws his last two criteria from traditional psychology and psychometrics to determine if a candidate intelligence makes it onto the list of specific abilities he calls Multiple Intelligences. There must be support from experimental psychology that indicates the extent to which two operations are related or different. Observing subjects who are asked to carry out two activities simultaneously can help determine if those activities rely on the same mental capacities or different ones. For example, a person engaged in working a crossword puzzle is unlikely to be able to carry on a conversation effectively, because both tasks demand the attention of linguistic intelligence, which creates interference. Whereas, the absence of this sort of competition allows a person to be able to walk and converse at the same time suggesting that two different intelligences are engaged. In spite of the fact that Gardner proposed his theory in opposition to psychometrics, he recognizes the importance of acknowledging psychometric data . (as cited in Gillman, 2001).

2.4. The Multiple Intelligence Domains

By relying on the outcomes of his own studies and studies of other scientists from wide range of fields such as anthropology, developmental psychology, animal physiology, brain research, and cognitive science, Gardner introduced several different types of intelligences which are thought to be possessed by all individuals in varying degrees. The profiles of intelligences and the information related to them are given in the following section.

2.4.1. Linguistic Intelligence

In 1983, Gardner introduced his definition of linguistic intelligence and described it as humans' mental ability to understand and use meaningful spoken and written structures. This definition broadly focuses on individuals capability of learning a native or foreign language and the ability to communicate in the acquired languages (as cited in Madkour,2009). According to Armstrong (2003, p.13) individuals who possess high level of linguistic

intelligence are good at controlling structure, sound, meaning and the practical use of language. According to Bilgin (2006), students with high level linguistic intelligence can enjoy the learning process more when teachers create or implement linguistic intelligence based activities which can be exercised in a playful but powerful way through jokes, puns, satires, funny stories and anecdotes. According to Göğebakan (2003) students who possess high level of linguistic intelligence usually enjoy reading, writing and participating in word game activities.

2.4.2. Bodily-Kinesthetic Intelligence

According to Gardner (1983, 1999) kinesthetic intelligence is the ability to use mental abilities to have control over movements of body to perform physical tasks (as cited in Madkour,2009). According to Armstrong (2009, p.7) this intelligence includes specific physical skills such as coordination, balance, dexterity, strength, flexibility, and speed, and also proprioceptive, tactile, and haptic capacities. According to Madkour (2009) while using kinesthetic intelligence, individuals who highly possess this intelligence can easily see the relations between mental and physical activities.

Unfortunately, children who possess high level of this intelligence are erroneously thought to be hyperactive. Such children or older learners usually best learn through activities, games which require psychical movement and hands on tasks. When they are given the chance to use their entire body to perform a task, they usually have higher level of engagement and comprehension during the learning process. If such students are asked to sit still for long periods of time throughout the entire learning process, they can easily become bored and lose their focus or interest in the subject (Bilgin, 2006).

2.4.3. Spatial Intelligence

Spatial intelligence is a mental ability which enables individuals to communicate by using concepts including shapes or forms with three or four dimensions. Usually architects, engineers, graphic writers or chess players highly possess this mental capability. By possessing high level of strength in this intelligence individuals can be successful at creating artistic works in different dimensions and many other related fields (Madkour, 2009). Spatially intelligent students like to see visual media to understand the course subjects. For

such students any visual material such as charts graphs, costumes and cartoons make the learning process easier, memorable and more enjoyable (Bilgin, 2006).

2.4.4. Musical Intelligence

Musical intelligence is a mental ability which enables individuals to successfully perform in the music related fields and possess appreciation of music. Musically talented people such as singers, musical writers and directors possess high strength of this mental capability (Madkour, 2009). Individuals who are musically intelligent enjoy music and all of the sounds they hear around them affect them highly. Those who have a high level of this intelligence are good at recognizing the structures and other important components of music (Göğebakan, 2003). Musically intelligent learners commonly enjoy associating rhythms with words, lyrics and various texts during their learning processes. To capture the interest of such students during the lessons, using music can improve their listening skills and level of engagement in class. Musically intelligent learners usually enjoy making up their own songs to more easily learn or remember various components of different subjects such as historical events, mathematical problems (Bilgin, 2006).

2.4.5. Logical- Mathematical Intelligence

According to Gardner (1999) the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically are main components of logical-mathematical intelligence. "In Howard Gardner's words, it entails the ability to detect patterns, reason deductively and think logically." Scientific and mathematical thinking are usually associated with logical-mathematical intelligence (as cited in Göğebakan,2003). Coşkungönüllü (1998) stated that usually individuals who are good at dealing with numbers and problem solving, possess this kind of intelligence (as cited in Çırakoğlu& Saraçoğlu). People who have higher levels of this intelligence are interested in mathematics, experiments, quantification, classification and logical questioning (Armstrong, 2003, p.3). Teele (2000, p.29) thinks that students with higher level of this intelligence are keen on working with data bases and spread sheds on computer and they learn things best through a systematic and logical information.

2.4.6. Intrapersonal Intelligence

According to Armstrong (2003, p.13) "Intrapersonal intelligence is the ability to access one's own emotional life through awareness of inner moods, intentions, motivations, potentials, temperaments, and desires, and the capacity to symbolize these inner experiences, and to apply these understandings to help one live one's life." People with higher level of this intelligence have strong awareness of their own emotional states, feelings and motivations. They like self-reflection and analysis, day dreaming and examining level of their personal strengths (Cherry, n.d.). According to Gardner (1999) students can increase intrinsic motivation and reflect on personal performance to improve academic standards by using intrapersonal intelligence. Armstrong (2005) added that students can evaluate themselves and become engaged in the learning process by the usage of intrapersonal intelligence (as cited in Madkour, 2009).

2.4.7. Interpersonal Intelligence

Armstrong (2003, p.14) considers interpersonal intelligence to be the capability of noticing and making distinctions among other individuals with respect to moods, temperaments, motivations, intentions. Individuals with higher level of this intelligence generally use the information achieved by the help of their abilities in pragmatic ways. Due to that they are successful at persuading, influencing, manipulating and leading others. They can easily counsel individuals or groups of individuals toward some purpose.

Those who have strong interpersonal intelligence are good at understanding and getting on well with others. These people are generally thought to be friendly and outgoing. Some people address them as people-smart. They enjoy taking part in social activities as they mostly prefer to be with people (Skyview High School, n.d.). Teele (2000, p.42) says that students who have strong interpersonal intelligence learn things best in cooperative and collaborative surroundings. Fuini and Gray (2000) stated that interpersonal-smart students mostly have lots of friends, peers and have great ability to make empathy with others. It is essential for them to interact with others to be most successful while processing their information.

2.4.8. Naturalist Intelligence

The naturalist intelligence was introduced by Howard Gardner as an eighth intelligence in 1996 (Teele, 2000, p.44). According to Armstrong (2003, p.14) it is "the capacity to recognize and classify the numerous species of flora and fauna in one's environment as well as natural phenomena such as mountains and clouds, and the ability to care for, tame, or interact subtly with living creatures, or with whole ecosystems." According to Durie (1997) it is easier to live off the land for those who have strong naturalist intelligence (as cited in Bilgin, 2006).

According to Wilson (1998) learners who possess higher level of naturalist intelligence have a strong affinity for the outside world or to animals. By the help of their stronger senses, they are more able to notice similarities, differences and changes in their surroundings than others (as cited in Bilgin, 2006). As students with this type of intelligence live in a harmony with nature, they are able to learn things better when they see connections between their leaning and the natural word. Commonly, such students are keen on science and nature related concepts (Fuini & Gray, 2000).

2.4.9. Existentialist Intelligence

Existentialist intelligence is the capacity to locate oneself with respect to the furthest reaches of the cosmos the infinite and the infinitesimal and the related capacity to locate oneself with respect to such existential features of the human condition as the significance of life, the meaning of death, the ultimate fate of the physical and the psychological worlds, and such profound experiences as love of another person or total immersion in a work of art (Gardner, 1999, p. 60).

Gardner (1999) clearly stated that by introducing existentialist intelligence, he does not propose a spiritual, religious, or moral intelligence based upon any specific truths that have been advanced by different individuals, groups, or institutions (as cited in Armstrong, 2009, p.182). Conversely, Gardner suggested that rendering of the spectrum of human intelligences should probably address human beings everlasting desire to seek answers to the ultimate questions of life such as, ""Who are we?" "What's it all about?" "Why is there evil?" "Where is humanity heading?" "Is there meaning in life?", "Is there life on other planets?" (as cited in Armstrong, 2009, p.182).

2.4.10. Mental-searchlight Intelligence and Laser Intelligence

In 2004, Gardner started to study two more intelligence types named mental-searchlight intelligence and laser intelligence. He claimed that students who possess strong mental-searchlight intelligence are good at searching for information, scanning distinct resources, and analyzing different search sources. In order to be able to create meaningful communicative dialogues, by integrating technology into learning, teachers can engage students in using mental-searchlight intelligence in analyzing and scanning various resources (as cited in Madkour, 2009).

According to Gardner (2004), laser intelligence is closely related to individuals' capability of using innovative ideas. Gardner stated that ones with laser intelligence implement inventive projects to help in the advancement or the catastrophes of the society. Gardner indicated that people who use laser intelligence apply inventive projects to help in the advancement or the catastrophes of the society. He believes that people who are successfully specialized in fields such as trade, arts and science, have high level of laser intelligence which makes it easier for them to generate the advances and catastrophes of society (as cited in Madkour, 2009) .

Regarding Gardner's recent two types of intelligences named mental-searchlight and laser intelligence, there are not ample amount of sources which explicitly provide proper information specifically on how teachers may apply the two intelligences in language teaching.

2.5. Multiple Intelligences Theory in Education

Each individual is unique as they differ from each other by possessing various diverse characteristics including cognitive differences. Learning and teaching process can be successful in an appropriate atmosphere which is appealing to individuals who have different features and capabilities. Such learning and teaching atmosphere can be provided by modern teaching approaches. Each student should be considered as an unique individual who have different genetic structure, social backgrounds and viewpoints. Their differences exist due to students' previous experiences, interests, abilities, learning styles and many other similar things (Açıkgöz, 2007, pp. 33-34).

According to Ülgen (1995) it is possible for students to improve their performances and obtain abilities which help them to improve themselves by proper education. Each

individual have unique features which should be necessarily taken into consideration while shaping the learning environment as efficient learning process can be achieved when students are provided proper conditions shaped according to their individual differences (as cited in Akamca& Hamurcu, 2005).

As Ülgen (1995) stated by examining individual differences, many educators and researchers introduced a great variety of viewpoints. As a result of that, many teaching techniques, strategies and methods were developed. Among all those novelties, MI theory has become popular in education field as it emphasizes the importance of considering individuals' differences and their potential to develop different capabilities (as cited in Akamca& Hamurcu, 2005).

As an account of human cognition, the theory of multiple intelligences was developed by Gardner who stated that the theory is very valuable and useful for educational implications. Throughout his career Gardner has been against traditional views which define human intelligence as a sole capacity that can be measured by certain tests. He assorted that this conventional perspective of measuring individuals' intelligences corresponds with the philosophy of education which was named "uniform view" by Gardner. According to Gardner's perspective, schools with uniform view mainly focus on linguistic and logical-mathematical intelligences and ignore other capabilities and opportunities. He named such schools as "uniform schools". In such schools students who achieve higher scores on traditional IQ tests are thought to be better than other students with lower scores. Usually, these so called better students are guided to focus on courses emphasizing critical reading, thinking and calculation skills and their qualifications usually assessed regularly by IQ and SAT type of tests (as cited in Fink, 2008).

As Gardner considered uniform school approach inappropriate, he introduced an alternative vision which underscores a pluralistic view of the mind and concedes several diverse and discrete areas of cognition. The new approach emphasizes a multifaceted view of intelligence named "individual centered school" by Gardner. This approach's model was shaped by outcomes of empirical studies which did not exist when Binet was studying on the development of his IQ test. Gardner calls this type of approach to education as " theory of multiple intelligences." (as cited in Fink, 2008).

Gardner (2004) emphasized the importance of integrating his MIT into education as he believed that instead of using multiple intelligence based activities which include interdisciplinary units, project-based instruction, and cooperative learning, implementing ineffective traditional ways of teaching mostly affect students' achievement level in negative

ways. Gardner thinks that teachers should essentially consider their students' various intelligences and support the importance of using the full potential of human intelligence (as cited in Madkour, 2009)

According to Campbell (1999) regardless of how teachers implement the theory in the teaching process, multiple intelligence theory provides opportunities to enrich learning process (as cited in Temiz,2004). Nolen (2003) expressed that multiple intelligence based teaching method accounts for diversity of learning styles and provides a large number of different ways which allow students to use their own strength to show their best academic performance (as cited in Temiz, 2004). According to Baş (2010), Gardner's MIT maintains eight different ways of learning and teaching styles. In this context, armed with the knowledge and implication of the multiple intelligences, educators can make sure that they offer ample variety in the activities they use so that as much of their students' learning potential can be tapped as possible.

Results of two studies which were carried out by Hickey (2004) show that by the help of MIT theory based teaching approach, learners become more motivated and enthusiastic to learn as this way of teaching allows learners to find their own areas of learning strength and gain confidence. In addition to these findings, learners are not only more engaged in the lessons but also the information acquired by learners are more long lasting in learners' memory (as cited in Zapf, 2004).

On top of those, Case and Schirduan stated that by the efficiency of the multiple intelligence theory based courses, students with attention deficit hyperactivity disorder and students thought to be low achievers in traditional academic subjects are able to integrate their dominant intelligence to learn or show what they learn successfully while enjoying the learning process (as cited in Zapf, 2004).

2.6. Multiple Intelligence Theory in Language Teaching

Throughout the last century, researchers, educators and many other people who have been interested in the education field have witnessed many innovations in English language teaching approaches, methods and techniques such as the silent way, community language learning, total approach, interactive learning, task-based learning and many more .Especially in recent years, learner centered teaching has gained more popularity over the traditional teacher centered teaching model. Due to the such constant changes in this field, educators necessarily pay more attention to examining the impacts of those changes on the learners

(Soleimanin, Moinnzadeh, Kassaian & Ketabi, 2012). Current researchers who show interest in this field should primarily study on specifically one of those significant changes which is a great contribution made during the nineties by Dr. Howard Gardner, a distinguished American cognitive psychologist (Bakić-Mirić, 2010).

As it was mentioned in earlier sections, in 1983 Gardner introduced his multiple intelligence theory which is a groundbreaking contribution to cognitive science and it also led the emergence of a learner centered educational philosophy which is an increasingly popular approach to characterizing the ways in which learners are unique and to developing instruction to respond to this uniqueness (Richards & Rodgers, 2001, p.123). Gardner's multiple intelligence theory not only make researchers and educators conscious of the diversity of learners' learning styles and potentials but also convinced them to appreciate the development of learning strategies on the part of the learners in the form of "individualized instruction" and "independent learning" (Bakić-Mirić, 2010).

As well as in other branches of the education field, multiple intelligence theory is also considered as an important theory which provides beneficial implications for language teaching. Soon after Gardner introduced his multiple intelligence theory, there have been many remarkable changes in curriculum and teaching methodology of schools. Implementation of multiple intelligence theory based curriculums by many government and private institutions has increased even more after the publication of Gardner's *Frames of Mind.* As a result of the situation, language teachers started to relate MI model with learning styles and to consider the benefits of using MI theory to enhance learner's abilities individual needs (Bakić-Mirić, 2010). According to Richard and Rodgers (2001, p. 117) even though multiple intelligence theory has been not only considered and implemented in public instruction but also in teaching English, integration of this theory into English language teaching is fairly new. Despite the development of such theories there are still several problems regarding current English language teaching.

Most common problems related to today's education consists of students' lack of interest, motivation and difficulties in learning related to various courses. As it is shown by empirical studies, such problems cause low educational performance. For instance, many language learners have difficulty in using English properly and independently in reading, writing, and speaking to create meaningful communication. In addition to several other factors such as learners' lack of interest, motivation and poor performance, researchers and educators should consider the negative impacts of lack of cognitive approaches in teaching (Klinger, Artiles & Barletta, 2006).

There are still many teachers and school administrators who design and implement English language course plans mainly based on making students memorize grammatical rules and vocabulary. As it has been previously proven by many other researchers, a teaching approach which relies on memorizing strategy negatively influences students' language fluency and social skills which are essential for learners during the process of acquiring and developing skills related to the target language (Harris & Grenfell, 2010). If teachers and school administrators cannot provide appropriate teaching methods for language learning programs to their learners, such problems will be intensified due to the outcomes of conventional teaching approaches. However, such problematic situations can be ameliorated by applying more effective multiple theory based teaching method for presenting different beneficial strategies of teaching and encouraging students to increase the level of their learning achievements (Soleimanin, Moinnzadeh, Kassaian & Ketabi, 2012). In order to clarify why multiple intelligence theory is an efficacious instruction method which enables educators to solve problems emerged as a result of instructional incongruities, Moran, Kornhaber, and Gardner (2006) have given the following example:

> Think about Lego building blocks. If we have only one Lego, we can build just a limited structure of Lego. However, if we have different types and shapes of Lego, we would be able to build a network of connected structures. These structures make up various patterns and finally we can build complete plans. Multiple intelligence do the same in practice.

As one of the researchers who emphasizes the usefulness of multiple intelligence theory, Nolen (2003) stated that an effective instructional material for a foreign language course should be based on all or most of the multiple intelligences as she believes that all individuals have the potential to possess and develop various intelligences. Snider (2001) also stated that foreign language teaching process can be more efficient by the help of using multiple intelligence related materials because the theory engage learner's innate abilities (as cited in Soleimanin, Moinnzadeh, Kassaian & Ketabi, 2012). Christison (1996) stated that foreign language teachers can successfully develop learner's intelligences and create an individualized learning environment by considering the great diversity of learners and applying multiple intelligence theory in the teaching process (as cited in Ibnian & Hadban, 2013). Also Palmberg (2002) stated that teachers can fulfill and satisfy the needs of their students with different levels of various intelligences, during the teaching process by engaging learners' multiple intelligences.

Language teaching process can be enhanced by creating a harmonious integration of all different intelligences as they constitute distinct frames for working on the same linguistic content. Providing such a learning environment based on variety of presentations enables students to learn things easier in their best ways and reduces the possibility of boredom caused by uniform teaching and repetitive course activities (Arnold & Fonseca, 2004).

Integrating multiple intelligence theory into language classes to improve the academic achievement has been examined and discussed by many researchers and educators. Consequently, it can be stated that in today's language teaching classrooms, it is not enough solely to promote linguistic competence or even communicative competence to create efficient, appropriate learning process as an ideal learning environment should involve personal development and growth in all human dimensions (Arnold & Fonseca, 2004).

As learners are taught to acquire knowledge in the most efficient and suitable ways based on their diversity and different abilities in multiple intelligence based teaching environment, Haley (2001) thinks that classrooms with such designs enhance students' educational progress in learning English and change their attitude towards learning the target language positively when there are various approaches and methods for obtaining educational aims. The learners find the content containing interesting activities. They learn it and experience less anxiety in addressing learning problems.

After working on a case study, Goodnough (2001) reported that 85% of the students who participated in the study stated that multiple intelligence-based teaching help them enjoy the English lessons more than before. Billy (1999) also said that utilizing multiple intelligence in classrooms can help teachers provide an encouraging environment. In the light of the outcomes of many studies, it can be concluded that multiple intelligence based teaching is more efficient than conventional teaching methods and it increases learners motivation and positive attitude towards English courses (as cited in Soleimanin, Moinnzadeh, Kassaian & Ketabi, 2012).

2.7. Using Literature in Language Teaching

Initially, any study related to methods, approaches based on using literature in language teaching classes, must begin with questioning what literature is (Clanfield, n.d.). Many authors, critics and linguists have puzzled over what literature is. The word literature was derived from Latin word 'Litera' which is used to define anything written. According to this broad definition, all texts which were written on specific subjects such as sports, medicine

can be considered as sports literature, medical literature. Moreover, as this broad definition associates literature with the written medium, many texts including pamphlets, time-tables, car manuals, history books, textbooks, novels, short stories, poems and many more can be considered as literature. However, such association of literature and any written medium is too narrow and deficient as this broad definition ignores oral compositions such as ballads, folk tales (Kaplan, 2006).

According to another broad perspective on literature, literary texts are considered as products which reflect various aspects of societies and these cultural documents provide a deeper understanding of a country or countries (Clanfield, n.d.). The word literature has been defined differently by many people, but if researchers specifically look for this words' definition according to the language teaching point of view, there is great possibility of coming across with Alexander Biard's definition of literature. Biard defined the term as the use of language effectively in suitable conditions (Baird, 1969).

Eagleton(1983) and some other linguists believe that there is no inherent quality to a literary text that makes a literary text, rather it is the interpretation that the reader gives to the text. According to several dictionary definitions of the term literature, literary works should be considered to have value as an art and not just entertainment . When such dictionary definitions and Eagleton's perspective are taken into consideration, it is possible to conclude that literature is only literature if it is considered as art (as cited in Clanfield, n.d.).

Clandfield stated that in many countries literature has been studied as a subject at a secondary or tertiary level, but until 1980's teachers have not given much emphasis to the usage of literature in second or foreign language classrooms. However, Hişmanoğlu (2005) said that "In recent years, the role of literature as a basic component and source of authentic texts of the language curriculum rather than an ultimate aim of English instruction has been gaining momentum."

English language teaching has been informed by the initial emphasis on its efficiency as a communication skill which should help learners to acquire suitable jobs, promote business interests and offer them wide range of entertainments. Educators and researchers who are opposed to perspectives which promote teaching English without any affiliation with its literature, state that it is crucially essential to study on and implement English for specific purposes for the understanding of scientific or technical vocabulary specific to different subjects of interest to the learners. Commonly it is thought that the usage of conventional standard English has declined due to current developments in teachings which are applied and adopted by language teachers. Educators main aim should not solely teach the components of

a language, but also promote learner's abilities and help them to use the language easily and effectively for various communicative purposes (Hamdoun & Hussain).

Educators should not neglect the vital difference between teaching about the language itself and teaching how to communicate in the target language. Unfortunately, many teachers who have misconceptions about language teaching approaches, believe that by teaching the components of a language, learners acquire the capability of using the target language for communication. In actual fact, there is an usual capability gap between possessing information and having the ability to use the information spontaneously for communicative purposes in various circumstances. So it can be concluded that there is a gap between knowledge and the ability to use that knowledge in terms of communication and the manipulation of that communication. To bridge this gap and form an effective, coherent syllabus, teaching contents should be made to bear a resemblance to the social contexts. Such an awareness of the social context can be provided to the language learners by the help of the world of literature which portrays humanity and societies from all aspects and various hues in a language authentically and naturally (Hamdoun & Hussain).

Many educators and researchers who study the foreign language teaching consider the authenticity of literary texts as a very valuable and beneficial trait. Educators and researchers who promote the use of authentic literary materials, share common beliefs about the exposure. They state that even when it is not possible to provide an authentic situation during the usage of authentic materials in the classroom, it still offers the students with many significant benefits. According to Alejandro and Martinez (2002) various different authentic literary materials such as novels, short stories, poems, novellas contain a wide variety of text types and language styles which cannot be commonly found in traditional teaching materials. Such a wide variety help students to extend their vocabulary and make it easier to memorize the vocabulary in several meaningful recycling ways.

Bedi (2011) states that literature plays an important role in improving language acquisition capabilities by training learners to infer meaning through different languages. Literary discourse provides learners a viewpoint which encourages learners to think and use the target language in logical and efficient ways. Language is a potent concept and it cannot be asserted and impressed if it is not effective. Language learning and teaching can be effective when it aspires to develop learners' responses and reinforce meaningful messages. The language learning becomes more successful when the process involves more varied materials and responses. Bedi (2011) also states that literature provides extensive range of language structures which can enhance learners' understanding of the wide range of language

usages. Aiming to promote such an understanding and undertaking has direct effects on the learners' capability to learn and use language for communication purposes.Lazar (1993, pp. 15-19) stated that using literature in language teaching classes motivates learners and provides access to cultural background, promote language acquisition, expands learners' language awareness, improves interpretative abilities of learners and educates the whole person in so far as it enhances our imaginative and affective capacities.

Hong (2008) states that authentic literary materials in the target language is an excellent way to open up a door to an entirely new world where learners can be exposed to many aspects of the target culture. Literature is among many other instruments which are used to discuss cultural subjects with students and it is possible to find literary works utilized literary works for language teaching in various levels. According to Kramsch (1993, p.13) a piece of literary work which appeals to the learners' emotions and interests, stays in their memories and captures their attention for a long time. By the integration of literature into teaching, learners may acquire a deeper understanding of the aspects of the target culture and the language and this leads to better appreciation of literature.

Chen (2003) stated that when language teaching process involves literary works, students are exposed and introduced to complex themes and new, unexpected uses of language. When teachers introduce them properly selected novel or short stories, the exposure can take learners to foreign countries and fantastic worlds. A good poem or play can bring up some certain dilemmas and strongly emotional or completely honest personal responses. On top of these, almost all the acquired understandings can be transposed to students real lives.

Chen (2003) said that the integration of language teaching process and authentic literary works can increase students' will for reading just for pleasure as such materials are likely to contain topics of interest to learners, especially when students are given the opportunity to have a say about the related topics or subjects of authentic materials used in class. This will mostly lead learners to remain highly motivated and interested in the foreign language learning through the use of more enjoyable materials and meaningful interactions.

CHAPTER 3

3. METHODOLOGY

3.1. Introduction

This chapter provides detailed information about the methodological procedures of my current study. This section consists of five main parts. This chapter includes research questions and research design, participants, instruments and finally data analysis procedure of the study.

3.2. Research Questions

This paper reports on the way I conducted a further action research. The focus of this paper is to investigate the ways of increasing ESP class participation level of the students' who study in the Department of International Trade. The main objective is to explore the possible positive impacts of implementing a new course design which are based on short story activities formed according to MI theory and examine the shifts in students' class participation level in ESP classes. The research questions guiding the current study are as follows:

1) What are the effects of integrating MI theory into ESP classes on students' participation?
2) How can teachers increase their students' participation level by using literary texts in ESP classes?
3) How can teachers design appealing, suitable activities based on all eight intelligences when literary texts are used in ESP classes?

3.3. Research Design

The study will be an action research. In general the main aim of an action research is to observe teaching and learning within one's classroom and to use that knowledge to increase teaching quality and student learning. The quality of the teaching process can be most effectively improved by teachers who take actively part in their own research. This process naturally leads teachers to assess and examine their ways of teaching. It also can provide a chance to get to know their students and their needs. The study itself can lead teachers to

examine the understanding of what students know and how they learn. By this way teachers can easily improve their teaching and problem solving abilities. Due these factors, I have chosen to conduct an action research.

3.4. Participants

I decided to choose my participants according to the findings of my previous action research studies. Throughout my teaching process I have observed all my students and chose a certain class to study as their class participation, involvement in the learning process are the lowest when compared to the other student groups I decided to study on the same group once more, as I could not manage to fully solve their issues regarding their class participation.

This certain group of students was chosen from the Department of International Trade. There are 30 sophomore students from the same class. Twelve of them are female and 18 of them are male students. The average age of the participants is 23. The youngest student is 21 years old and the oldest one is 25 years old. They have been learning English for approximately 4.5 years. All of them attended one-year preparatory school's English teaching program offered by their university. Their English level is intermediate.

3.5. Data Collection Instruments

3.5.1. Introduction

Classroom assessment is a commonly used term which refers to a broad variety of strategies employed by teachers to assess their own efficacy and to get adequate feedback from their students about their learning experiences. Classroom assessment is usually defined as a learner-centered, teacher-directed approach which is designed to increase the efficacy and efficiency of students' learning process. The main goal of classroom assessment is to develop strategies to improve teaching and learning process based on gathered various information. There are wide range of strategies, tools and methods to gather necessary information (Mihram, n.d.).

By taking this viewpoint into consideration and to collect an adequate amount of valid information, I collected the data related to my study, by five qualitative and quantitative data collection tools: journal of the instructor, videotaping, multiple intelligence questionnaire, classroom participation rubric and self assessment questionnaire. The reason why I chose

these instruments is briefly explained in the following subheadings of this section (Centra, 2007).

3.5.2. Videotape

Adams and Mehan (as cited in Forgasz, Landvogt & Leder, n.d.) consider videotaping method as an intuitively appealing way of gathering observational data. According to them the medium has distinctive advantages over other data collection instruments. The most important benefit of having primary data in this form is that it can be repeatedly and extensively re-examined.

According to Davis (2009, p. 472) having the opportunity to watch a videotape of oneself is an extremely valuable experience as she believes that the medium allows teachers to view and listen to the class as the students do. By the help of this medium's analysis teachers can easily scrutinize their students' reactions and responses to their teaching and check the accuracy of their perceptions of how well they teach and identify those techniques that work and those that need improvement.

3.5.3. Teacher Journal

Teacher journals are also known as teaching logs or teaching diaries. This useful data gathering tool is usually preferred to be used as it helps teachers to reflect on their teaching as well as assisting them as they work to develop their own personal teaching style and students' learning process. As the medium provides a way of recording and studying information about the teachers' thoughts, ideas, and observations related to the learning and teaching process, it should not be mistaken for a simple log or diaries which involve irrelevant, unnecessary information related to the entire teaching and learning process. Teacher journals are more elaborate than a simple diary and often more systematically written reflective instruments. When teachers regularly keep writing information in their teacher journals, their thoughts and ideas become more concrete and visible. On top of that, regular teacher journal keeping enable teachers to review the gathered information which has been turned into a lasting record that provides evidence of the developmental process (ProDAIT, n.d.).

3.5.4. Rubric

A rubric is a scoring tool which clearly represents the elements of required rules and expectations related to a certain goal, task or performance. This medium divides required criteria into several parts and offers clear descriptions of the features of the required performance or task associated with each part, at varying levels of mastery.

The usage of a rubric during the entire process of learning and teaching grants many benefits to teachers. Assessing students' level of mastery based on explicit and descriptive set of criteria that is designed to reflect the weighted importance of the objectives of the assignments and expectations helps ensure that the instructor's grading standards don't change over time.

Moreover, assessing levels of mastery by rubrics help teachers to save more time by decreasing uncertainty and allowing them to refer to the rubric descriptions associated with a score rather than having to write long comments. In addition to these, this medium offers teachers a clearer picture of the strengths and weaknesses of their class. By recording the section scores and totaling up the number of students scoring below an acceptable level on each component, teachers can identify those skills or concepts that need to be improved (Carnegie Mellon University, n.d.).

3.5.5. Questionnaire

A questionnaire is a commonly used research instrument which is generally used for statistical analysis of the responses. The instrument consist of questions, statements and other components for the purpose of collecting information from respondents.

Some researchers believe that designing an efficient questionnaire can be difficult as researchers have to think very clearly about what information they want and they word their questions or statements in order to gather data (Peachy, 2008). On the other hand, when compared to most of the other various ways of conducting surveys, questionnaires have many advantages over them. Questionnaires can help you to quickly get clear and concisely structured feedback from your students or observers. Usually researchers can gather more objective responses when compared to interviews and similar data collection instruments as the data gathering method is simply standardized (LTDI, n.d.).

3.5.6. Data Collection Procedure

The implementation and the data collection process of the pilot study took approximately six weeks. Data collection and implementation process of the current study took approximately three weeks. Before conducting these studies, I prepared and delivered copies of my thesis proposal to the examining committee members and I presented necessary information consist of my ideas and the details of my study during the three-chapter defense of my proposal to be provided efficient feedback. Then, the permission was taken from the administrative of the Faculty of Economics and Administrative Sciences. After getting the necessary permission, I examined the literature and the outcomes of my initial action research study, and the feedback collected after the three-chapter defense to design and implement more effective course plan and data collection instruments.

During the pilot study the data gathered by teacher journal, videotaping, class participation rubric (See Appendix A) and self assessment questionnaire (See Appendix B) which were designed by the instructor. The rubric divided into five main categories which represent the basis of effective class participation. These five main categories named as 'Preparation', 'Level of Engagement in Class', 'Listening Skills and The Use of English in Class', 'Behavior' and 'Attendance and Time Management'. In order to create an adequate and fair scoring system, five different criteria were involved in each category. The scoring system was based on four components named 'Excellent', 'Good', 'Needs Improvement', 'Unacceptable'. The identical categories and criteria of the rubric I designed were used to shape the structure of the four Likert Scale student self- assessment questionnaire. Throughout the main cycle of the study videotaping, identical class participation rubric, student self-assessment questionnaire and three Likert Scale multiple intelligence questionnaires were used to gather data.

CHAPTER 4

4. ANALYSIS AND RESULTS

4.1. Analysis and the Results of the First Cycle

As it was stated in the first chapter, this study was conducted in association with the outcomes of my two former action research studies as I believe that examining the close relationship between these studies has been beneficial. It helps me to monitor my professional development as an English language teacher and the progress of the research process. Rather than focusing on an entirely different subject, I preferred to dedicate myself to a related study to find solutions to an existing problems. Due to that, I also believe it is essential to introduce the significant information related to my former studies in this section.

The main aims of the compulsory ESP courses in the Faculty of Economics and Administrative Sciences consist of four components. The first aim is to enable students to expand their business vocabulary. The second aims it to improve students' reading and writing skills by providing texts, scripts and other business related media. The third goal is to improve students' communication skills in the target language by building up their confidence in expressing themselves. The fourth aim is to develop their writing skills in business format. To achieve these standard goals, I addressed the issue of classroom participation which is among the most important components of a course design. Otherwise successful teaching and learning atmosphere cannot be created in classes with poorly managed participation. If only a few willing students participate during the courses, class sessions become to some extent a lost opportunity to provide an efficient learning environment. Due to that teachers make sure to enhance students' participation level in the courses by making ample effort to shape the proper learning environment and carefully plan each session. For these reasons, I dedicated myself to increase my students' participation level.

Before developing and implementing an action plan in my class for the initial study, I observed my classes and examined the problems regarding the low class participation. The problems were mainly related to the teaching environment, instructor's attitude towards the learner, the quality of the interaction between the participants and the instructor and the behaviors of some student groups considered to be shy, disruptive and frequently volunteering students. Throughout the initial action research study I tried to find out the basis of issues and looked for the ways to solve the problem regarding low class participation. After the

implementation cycle of my initial study, I resolved some of the problems, however I observed that there were still some problems regarding to the students' participation. I was aware of the fact that it was necessary to improve the quality of the teaching and learning process by developing further action plans as there were still some problems related to my teaching method and course design which affected students' class participation level.

By the help of my colleagues and further research, I learned that teaching a second language through one specific course material is not an efficient way of teaching. Throughout the initial study, only one course book had been used as the course material. To briefly describe, it is an extensive ESP course book designed to bring the real world of international business into the language teaching classroom. It has been developed in association with the *Financial Times*, one of the world's leading sources of professional information, to ensure the maximum range and authenticity of business content. The course book is intended for use either by students preparing for a career in business or by those already working who want to improve their English communication skills. Even though the course book provides input in reading, speaking and listening, with guidance for writing tasks as well, the teaching process was artificial and students had difficulty remaining motivated to learn and involving actively. With the intention of solving the low class participation problem, I decided to design a new action plan and provide more active learning and teaching environment. While designing the second action plan, I had interviews with my colleagues and students. I decided to vary teaching materials by using a novel and a movie.

I decided to use a novel during the second action research study as many researchers stated the various benefits of using novels in foreign language teaching classes. In his study Hişmanoğlu (2005) stated that using novels in foreign language classes is a beneficial way of teaching since novels are useful authentic texts which develop learners linguistic knowledge and also provide them cultural enrichment. He stated that by using a carefully selected novel, students' engagement and motivation can be enhanced as students' foreign language learning process can become more motivating, interesting and entertaining. According to Hişmanoğlu (2005) using novels as a course medium enables students to widen their horizons, become familiar with other cultures, and develop their intercultural communicative competence. According to Lazar (1990) using novels in English language teaching classes can offer educators unique opportunities for educational and linguistic development. Integration of novels in language teaching may provide a more engaging source for pedagogic activities than using conventional text books. Such an integration can engage students intellectually, emotionally, and linguistically throughout the learning process.

As a course material John Grisham's novel, *The Firm* and the Paramount's 1993 film version of *The Firm*, directed by Sydney Pollock were chosen as the main course materials for the implementation process of my second action research study. To briefly summarize the novel is based on the story of Mitch McDeere's employment with the Bendini, Lambert, and Locke law firm. Main character of the story Mitch is a young, ambitious tax lawyer who recently graduated from Harvard law school. Due to his excellent academic achievements and strong character, he is recruited by this exclusive firm. The firm offers him and his wife a dream like new life style with high standards. The firm provides them with a BMW, low rate mortgage, sign-on bonus, a cash bonus for passing the bar exam, study aid for the bar exam and continuing education following it, the use of a corporate jet and international accommodations, and it repays all of Mitch's outstanding student loans and a great salary which is beyond Mitch's expectations.

As the firm offers such opportunities and high living standards Mitch and Abby are quickly disillusioned by what comes along with these benefits. Being an employee of the firm in meant to be permanent, and some of the former partners and employees have died under mysterious circumstances at quite young ages. After Mitch realizes such mysteries, he starts to wonder what may happen to him. While trying to find an answer to disturbing questions in his head, he learns that he is being followed and all of his conversations are recorded. After his awakening, Mitch is approached by an FBI agent, Wayne Tarrance, who would like Mitch to cooperate with FBI officials to infiltrate the Bendini law firm. He informs Mitch that the law firm has ties with the Moroltos, a mafia family known for its criminal activity. The FBI suspects that the Bendini firm is a front for the Morolto's illegal activities and money laundering. Mitch agrees to help secretly. He makes and supplies thousands of photocopies of secret internal documents to the FBI, risking his life to do so. Along the way he is aided by Abby as well as his other friends, Tammy and Barry. The law firm's head of security, DeVasher, has suspicions about Mitch's behavior. He makes plans to eliminate Mitch. Mitch escapes just in time and becomes the subject of an inter-state chase with both the FBI and private surveillance teams following him. Mitch and Abby do escape, along with Mitch's brother, Ray, and the FBI successfully prosecutes the Bendini employees.

In the beginning of the implementation of the pilot study I informed my students briefly about the new course design and course materials. Then, I assigned tasks to my students. Throughout the study they presented two chapters of the novel in groups and at the end of the presentations they watched the movie adaptation. Then finally, they were asked to write a paper about the novel and the movie. Since the beginning of the pilot study, data was

collected by teacher journal and videotaping. Video records were analyzed by the teacher at the end of the implementation process. Then, by the help of my observations, examinations and gathered information, I redesigned a more extensive class participation rubric to assess my students' level of participation. The rubric divided into five main categories which represent the basis of effective class participation. These five main categories were 'Preparation', 'Level of Engagement in Class', 'Listening Skills and The Use of English in Class', 'Behavior' and 'Attendance and Time Management'. To create an adequate and fair scoring system, five different criteria were involved in each category. The scoring system based on four components named as 'Excellent', 'Good', 'Needs Improvement', 'Unacceptable'. After the implementation process I assessed my students' class participation level by the rubric I designed. After assessing the rubric, I designed a self assessment questionnaire which involves the same categories and criteria of the rubric I designed and assessed. After giving my students more clear description of effective class participation, I explained the components of the questionnaire and wanted them honestly to complete it. After, all the data gathering process of the pilot study, I carefully reexamined the outcomes and found out that they had participated poorly throughout the entire implementation of the second pilot study. The entire process lasted for six weeks in total.

During the observation process, I found out that my aim to increase the class participation could not be as successful as I hoped it to be. I received some negative outcomes from the second research. Even though I aimed to create a more student-centered teaching atmosphere, I had to be more active during the classes. Also the learning and teaching processes had been very time consuming, difficult and exhausting. The activities, materials and the teaching method were not appealing enough to motivate students to participate more. The difficulty level of the materials were not suitable for the participants. The length, language use, amount of the unfamiliar vocabulary were dishearteningly challenging for the students.

According to the results of my class participation rubric (see Table 2) I found out that my students class participation score is 56.8 over 100 points. During the learning process most of the students frequently forgot to bring required course materials and assignments and they rarely come to the class prepared with completed assignments. Most of the time I had to remind students to study harder before coming to the class. More than half of them didn't have organized, complete notes and rest of them exhibited little evidence of having read or thought about their daily assignments. They started to pay more attention to their duties just

few days before I assigned them to write a term paper about the novel and the film. For these reasons they achieved 57.3 preparation score over 100 points.

Unfortunately, the students' level of engagement in class was very poor. According to findings, they scored 50.1. Students usually had low focus level and they rarely concentrate on the subjects and tasks properly. Due to that, I had to remind them to pay more attention to the given tasks and their classmates' presentations. They rarely participated in class activities and scarcely show interest during the whole process. They almost never raised their hands to participate during the lessons unless they were obliged to. Most of them were reluctant to take responsibilities and they were not pleased to take part in group work studies. Students with higher academic achievement rejected working with groups outside of a small circle of their close friends who also have similar academic achievement level. While performing the group work assignments contribution level of the group members was not balanced. Some of the group members showed high exclusion of liability and had little contribution to the assigned group work.

Students received 41 points according to the findings related to their listening and the use of English in class. It was observed that most of the students didn't actively listen when their classmates and the teacher were talking during the class sessions. Most of the students who participated more actively than others had the tendency to interfere and didn't let others to finish speaking before providing additional input. Almost all of the students usually didn't listen to others carefully while taking notes and they mostly preferred to use their mother tongue rather than trying to express themselves verbally in the target language. Even though I stated that practicing can help them to improve their language skills, none of the students were willing to communicate with me by using the target language during the course breaks.

Students received 73.1 points according to the findings related to their behavioral assessment. Students sometimes displayed disruptive behaviors and it was observed that some of the students couldn't get along well with their classmates to whom they were rude. Those students had frosty manners toward me when I wanted them to work with certain students. The biggest problem related to their behaviors was their usage of mobile phones. Some of the students frequently forgot to mute their phones and most of the students played with their phones during the class sessions. When I warned them to put their phone away, they claimed that they were using their mobile phones to check their online dictionaries, but when I walked around them, I noticed that wasn't the case.

Students received 62.5 points according to the findings related to their attendance and time management assessment. Some of the students occasionally attended classes and few of

them failed to pass the course according to the compulsory attendance policy. There were some groups of students who chronically arrived late to the class. Most of the students had difficulty in managing time while presenting their assigned chapters of the novel. Almost all of the students failed to submit their term projects on time and demanded time extension.

After assessing the rubric, I assessed the results of students' self-assessment questionnaire. Even though I provided them with detailed information about the components of the questionnaire results were erroneously much higher than the result of the class participation rubric (see Table 3). The differentiation between the students' perception of their level of class participation and the instructors' perceptions was 15,4 % .

As I stated in the first chapter, my aim to increase the class participation could not be as successful as I hoped, but after the process, I have had more ideas about the deficiencies of the second implementation process. With the help of further research, I tried to find solutions to the issues. Instead of a course book, using a literary text as a teaching tool was not the main source of the issues. I noticed that I should have been more careful while choosing the course materials and designing the lessons. I learned that while focusing on these, the diversity of students should be considered carefully and teachers should avoid labeling students as unsuccessful, untalented, or shy during the process without really knowing their capabilities. As many other researchers stated, each of us are unique as we have different types of intelligences which function together differently and there is more than one way to be able to show our capabilities. I decided to design a new action plan by considering the outcomes of my two former studies and research. My current goal is to increase student participation by designing courses which are based on MI theory. The main teaching material is a short story and related activities designed by me according to MI theory.

I decided to use a short story as the main course material due to several advantages which were also stated by several researchers. Collie and Slater (1991) stated that stories are the most suitable literary genre to use in language classes because they are short and it easy to adapt to students' English level. The biggest advantage of this genre is the length of it, as usually students do not find studying on short stories overwhelming and frightening. They are also easier for them to understand the context when compared to novels. In addition to these, it is easier for teachers to design suitable activities when compared to designing a course plan and activities based on novels (as cited in Pardede, 2011). As it was stated earlier, I chose William Hazlett Upson's story *Botts and Bag of tricks.* To briefly summarize the story begins with the telegram of Mr. Henderson who is the president of Earthworm Tractor Company . He sends the initial telegram to inform Alexander Botts who is the sales manager of the company

about the current situation in El Centro. In his telegram Mr. Henderson explains that he received a call from a representative of the Scientific Sales Advisory Service of Los Angeles and how they offer a complete program of instruction in so- called modern dynamic sales methods. As their new young inexperienced dealer Bob Preston has problems regarding sales operations in El Centro, Mr. Henderson arranges a trial subscription and asks Mr. Botts to go there. Mr. Henderson wants him to help young Bob Preston and learn the new dynamic sales methods by the help of observing the consultant's operations and assistance. From his telegram readers can clearly understand that Mr. Henderson underestimates his sales manager's abilities.

Mr. Botts goes to El Centro where young Bob Preston meets him. When Botts arrives, Bob explains how he inherited the dealership upon the death of his father a year ago, how he left college, got married and plunged into business but soon found himself gone heavily in debt due to his several failures in running the business as he is inexperienced and has lack of self confidence. In his further explanations he gives information about the current prospect named Mr. Vedder Van Cortlandt who purchases many mining properties in the mountains around El Centro. Bob Prestons says he is panicked as Mr. Van Cortlandt has the potential to place an order of a fleet of tractors. He says that he is afraid of losing this sale by making mistakes. Later on Bob wants Botts to meet SSASOLA representative little Cedric. Bob confides in Little Cedric to help him promote his business sells through marketing schemes to sell tractors to Mr. Van Cortlandt. Bob tells his sales manager, Mr. Botts, that they have found a way to help the company and invites him along for the ride.

After Little Cedric explains his marketing scheme to both Bob and Mr. Botts they try it on Mr. Van Cortlandt. Mr. Botts is skeptical of the plan but promises to sit back and shut his mouth during the visit with Mr. Cortlandt. Botts internally thinks that their plans cannot work well as he believes that Cedric's methods are based on cheap tricks. Unfortunately, due to Cedric's and Bob's behavior, he cannot explain what he has experienced and what he thinks exactly about Cedric's 'Six Scientific Secrets of Successful Selling' which consist of :
1. PLAN PRESENTATION (Initial Impact, Slow Softening and Wining Wallop)
2. PLAY UP PROSPECT
3. PLAY UP PRODUCT
 4. SUPPRESS SELF
5. AVOID ARGUMENT
6. WIN WITH WORDS

Cedric explains all these steps one by one to them. He believes that first they should plan the presentation by focusing on the family background and personal interests of Mr. Van Cortlandt. He also states that it is really important to impress him and treat him with courtesy and consideration. He claims that it is essential to discuss his hobbies and gift him a beagle hound for the winning wallop step. For the following steps he states that it is essential to talk too ghastly in favor of Earthworm tractors and refrain talking about themselves and controversial subjects which may cause arguments. Cedric thinks that it is possible to make Mr. Van Cortlandt to sign the order blank before he has time to think about all. Upon delivering the plan to Mr. Van Cortlandt everything goes well until the dog chews the pen and causes Mr. Van Cortlandt to sleep on the offer. Bob and Cedric try to come up with ideas to make the scheme even better and head of to LA.

Meanwhile, Mr. Botts goes to the mine with one of the tractors and speaks with Mr. Van Cortlandt's chief engineer. They take the tractor apart in order for it to fit through the narrow opening and reassemble the tractor once inside. This convinces the chief engineer to buy off on the tractor. Mr. Van Cortlandt buys 16 of them for future properties. Upon Bob and Cedric's return from LA, Mr. Botts teaches them a lesson by partially telling the truth making them believe that Mr. Van Cortlandt has signed with another company but later reveals that he has used his simple business technique to sell the tractors to Mr. Van Cortlandt.

4.2. Analysis of the Second Cycle

Before the implementation process of this cycle, I informed my students more clearly about the importance, components and requirements of attaining successful class participation Then, I handed out the results of their class participation rubric which was assessed during the previous study with notes which provide clear feedback about their achievement level. Next, I gave them the copies of my class participation rubric and told them that their class participation will be assessed and graded at the end of the term based on the components of the rubric.

After I made sure that they clearly understood what was expected from them, I showed them a poster which portrays valuable information regarding multiple intelligences and informed them about Gardner's multiple intelligence theory. Then, I briefly explained the new course design and material to them. Later on, I handed them the multiple intelligence questionnaire (see Appendix C) and clearly described how to complete it. After assessing the results of the questionnaire (see Table 3), I openly noticed that many researchers who stated

that we possess all intelligences at various levels, are right about their statements. By the help of the literature review of my study and the results of the questionnaires, I designed and presented the short story activity booklet to my students (see Appendix D).

Table 1. *Demographic Information of Participants' Levels of Intelligence Types*

	%
Section 1	12,5
Linguistic Intelligence	
Section 2	12,7
Bodily- Kinesthetic Intelligence	
Section 3	13,4
Visual- spatial Intelligence	
Section 4	11,5
Musical Intelligence	
Section 5	12,4
Logical-mathematical Intelligence	
Section 6	14,1
Intrapersonal Intelligence	
Section 7	14,3
Interpersonal Intelligence	
Section 8	8,7
Naturalistic Intelligence	

The short story booklet begins with the warm up activity section which consists of three activities. In the first activity, I wanted my students to look at the illustration of Walter Skor. His illustration was published on the *Saturday Evening Post* in 1959, right next to this short story. Due to this association, I decided to use his illustration for this activity. I asked my students to describe the objects and characters they saw in the picture. Then, I wanted them to make assumptions about the characters and the situation in the illustration. For the second activity, I wanted them to look at the picture of a dog which belongs to the same breed with the dog in the first picture. Then I asked them if they had seen a similar dog before and if they knew the name of this dog breed and its features. In the third activity, I wanted my students carefully to look at four different pictures retrieved from different online sources. I informed them that those pictures were given to them as clues which may help them to guess what the story is about. Then I asked them to make assumptions about the subject of the story. These three activities in the warm up section were designed regarding to the features of logical-mathematical intelligence, naturalist intelligence and visual-spatial intelligence. The skill of creating mental images is one of the features of visual-spatial intelligence and spatially intelligent students enjoy the learning process more when their teachers present them visual media. Logically intelligent individuals are good at reasoning by induction and deduction, abstract problem solving, understanding the complex relations between the connected ideas. The students with dominant logical-mathematical intelligence usually enjoy prediction activities by making use of their skills. Integration with nature, having special knowledge related to various natural structures, sounds, colors, shapes, and tastes are some of the features of natural intelligence. Learners with higher level of this intelligence can enjoy activities which contains the elements of nature.

The second section of the short story activity booklet named the 'starting point' consists of five questions which are related to the themes and the main idea of the short story. Firstly, I told them to work in pairs or small groups and list the special features of a successful salesman or salesman manager. When, they were seemed to be ready, I wanted them to choose team leaders who were supposed to answer this question. I wrote the sentences, I like most on the board after listening their responses carefully. Secondly, I prompted them to work individually and decide what key points make sales operations successful according to their viewpoint. After giving them few minutes to think and take notes about their answers. Several students answered these questions. To check if they were listening to their classmates carefully or not, I asked some students if they would agree with their friends' ideas. For the fourth and fifth questions, I wanted them to work in groups which consisted of different

students from their previous group members. I asked them if they were a sales manager of a large cooperation or an owner of a company, would the quantity or the quality of the sales be the most important to them. Then, I asked them to talk about the advantages and disadvantages of being a young businessman in the current business world. Answers were presented as we did while responding the first question. This sections' activities were based on the features of verbal-linguistic intelligence and interpersonal intelligence. Verbally intelligent students are good at expressing themselves verbally and the ones who possess high level of interpersonal intelligence enjoy group work activities as they are out-going, team spirited and people friendly.

The third section of the short story activity booklet was 'language study' which consists of eight activities. In the first part of this section I erased some sentences from the story and listed the missing parts under this activity description. Firstly, I wanted them carefully to read the story and then work in small groups to complete the story. This activity was based on the traits of verbal-linguistic intelligence and the main aim is to assess the students' extent of understanding regarding the story. This is why some sentences from the story were erased and the students were asked to complete the story. For the second part of this section, I erased the title of the story and I listed four different possible titles and the original title of the study under the description section of this multiple choice activity. I wanted my students to guess which one is the original title of this short story. After a few seconds they raised their hands to answer this question. After I reminded them that I also wanted to hear why they chose the title, they started carefully to think about the question. There were various answers to this question. Most of the students surprisingly chose the original title of the story. Then, I asked them how would they name the story if they were the author of it and wanted them to state their reasons. These activities were based on verbal-linguistic and intrapersonal intelligences. Verbal-linguistic intelligence provides the skill that lets one to use the basic operations of a language, clearly. Use of this class of intelligence helps to connect the former knowledge to the new coming information and explains how the connection is acquired. Learners with high level of intrapersonal intelligence are good at expressing their emotions and inventive ideas, making evaluations as they generally have an artistic, creative inner world. In the fourth activity of this section I wanted them to work in groups find the words which were repeated more than the other words in the story and categorize these words as verbs, nouns, adjectives and adverbs. This section were designed according to the traits of logical-mathematical, verbal-linguistic and interpersonal intelligences. For the fifth activity, I wanted students to work in same groups and find the

words related to nature. This section was designed to capture the interest on naturalistically and interpersonally intelligent learners.

For the sixth activity, I presented them twenty pictures retrieved from several online sources and listed twenty words from the story. I asked my students to match these words to the most suitable pictures. This activity designed to capture the interest of visually intelligent learners and the main aim of it is to make the vocabulary learning process more enjoyable. For the seventh activity I prepared and vocabulary match activity. Students were asked to match words to their definitions. For the last activity of this section I listed some words and phrases from the story and wrote ten incomplete sentences which resemble to the sentences in the short story. I asked my students to fill in the gaps with the appropriate words and phrases. These activities are based on the traits of linguistically and logically intelligent students.

The fourth section of the short story activity booklet was 'reading comprehension' involves four components. For the first activity which was based on logical intelligence, I wrote fifteen sentences which describe the main events in the short story. I mixed the order of these sentences and asked my students to put these sentences in a chronological order. For the second logical intelligence based activity, I made some sentences about the story and asked students to decide whether those sentences are correct or incorrect and to explain why they think so. For the fourth group activity which was based on interpersonal and bodily-kinesthetic intelligences , I wanted my students to quickly read story again and choose a section of it and try to role play that section. Then, I wanted their classmates to guess which parts of the story was role-played. For the last musical and intrapersonal based activity, I played Russian composer Rimsky Korsakov's work "The Flight of the Bumblebee". I asked them to close their eyes while listening to it. Then I asked if they knew anything about this piece of music. Then, I asked these following questions: " While listening what images come to your mind? Why do you think the composer gave that specific name to his work? According to you, in which section of the story, using this piece of music would be coherent?". Being aware of one's inner self and the potential one has, being able to differentiate the thoughts and emotions are some features of intrapersonal intelligence. In this activity, students comment on their own characters by using their intrapersonal intelligence while talking about the reason they chose a person from the story.

The fifth section of the short story activity booklet was 'analysis' which involves seven questions. Firstly, I asked where the story takes place as I thought naturalistically intelligent students would like to answer this question. Secondly, I asked them to briefly summarize the story to improve students' linguistic capabilities. Then, I asked them to give

brief information about the characters and who is their favorite character in the story and why they like that character more than the others. The main aim of this question is to enhance learners' linguistic and intrapersonal abilities. Then I asked them whom do they resemble most in the story and wanted them to tell me their common traits. In the sixth question, students were asked compare the main differences between Alexander Botts' and little Cedrics' ways of doing business. These activities designed in association with the traits of intrapersonal, logical and interpersonal intelligences. Finally, I asked them to discuss about the main idea of the story and find out who else in the class shares the same thoughts with them. Communicating, understanding others, comprehending the moods and skills of others are some of the characteristics of social intelligence. In this activity, every student reads the main idea they decided to in the class and others commented on the main idea they read. The students realized and understood that there might be many different point of view about one specific subject.

The final 'follow up activities' section of the short story activity booklet covers six components. In this part, the students were suggested some exercises and asked to choose the ones they find more appealing to them. The idea behind letting them choose is letting them freely decide and this way letting them make choices according to their personal dominant intelligences. Additionally, by giving homework, I aimed to understand to what extent the student internalized the tasks and contributed. For the first activity of this section, I asked my students to criticize the story as if they were a columnist in a newspaper. This activity is planned for the students with dominant intrapersonal intelligence. Such people can express their emotions and ideas quite easily, and make evaluations and criticism very often. In the second part of this section, I asked them how they would rewrite the conclusion of the story by making predictions about the characters' future lives. This activity is prepared for the students with dominant logical-mathematical intelligence. This type of intelligence is also called reasoning intelligence. Reasoning by induction and deduction, abstract problem solving, understanding the complex relations between the connected ideas are some features of this type of intelligence. The students with dominant logical-mathematical intelligence predicted the futures of the characters in the story. For the following activity, I wanted my students to write a short poem related to the story. This activity was prepared for the students with dominant verbal-linguistic intelligence. People with dominant verbal-linguistic intelligence have extensive vocabulary. For the following activity I wanted my students to compose music for the poems they had written. This activity was prepared for the students with dominant musical-rhythmic intelligence. Writing lyrics, composing music, or playing an

instrument are features of the people with dominant musical-rhythmic intelligence. These students chose to compose for the poem they or their friends had written. For the fifth activity of this section, I wanted my students to draw a picture or comic strip related to the short story. The individuals with a dominant visual-spatial intelligence can interpret themselves non-verbally and prefer visual presentations generally. Due these some students with this type of dominant intelligence chose to express their emotions and ideas this way. Besides, in this activity, the students asked to state the important incidents in the story in their drawings. In the following part of this section I wanted them to work in pairs. I told them one of them should take the role of the author of this story and the other student should take the role of an interviewer and role play an interview. This activity is again prepared aiming the students to use their interpersonal and bodily-kinesthetic intelligences. In the final part of this section I asked the story to be dramatized with an at-most-10-minute-presentation by some students who were willing to act. I allow the students several days for them to prepare the presentation and asked them to decide on who would be who and all the other issues related to the roles they would play. I stated that the students did not have to stick to predetermined lines and said that the presentation might be improvisational, keeping the most important features of the story. This activity refers to multiple intelligences; social intelligence because it includes group work, physical-kinesthetic since they dramatized by using the body language, verbal-linguistic intelligence since they tried to speak fluently and clearly.

4.3. Results of the Second Cycle

As it was stated in the third chapter the data collection and implementation process of the current study took approximately 3 weeks. During the study the data gathered by teacher journal, videotaping, class participation rubric and self assessment questionnaire which were designed by the instructor. After the implementation process I handed out the same student self assessment questionnaire to my students to assess their own participation level.

Table 2. *Demographic Information of Students' Level of Class Participation*

	% Pre- Test	% Post-Test	% Differentiations
Preparation	57.3	88.8	27.4
Level of Engagement in Class	50.1	82.6	32.5
Listening Skills and the Use of English in Class	41	70.8	29.8
Behavior	73.1	92.3	19.5
Attendance and Time Management	62.5	84.3	23.8
Class Participation Level in General	56.8	84.2	27.4

According to the results of my class participation rubric (see Table 2), I found out that my students class participation score is 84.2 over 100 points which shows that their class participation dramatically increased 27.4%. During the learning process almost all of the students brought required course materials to the class. They usually came to the class prepared with completed assignments. Rarely, I needed to remind some students to study harder before coming to the class. Most of the students overviewed the course objectives, notes and studied regularly before coming to the class. When I arrived to the class, I noticed that more than half of my students came early to the class to get ready to learn before the lesson starts. Due these reasons they achieved 88.8 preparation score over 100 points. Which shows that their preparation level was almost doubled as their level of preparation was increased 31.8 %.

Surprisingly students level of engagement in class was above my expectations. According to the findings they score 82.6 which means that their level of engagement in class was increased 32.5%. During the study students exhibited high level of focus. Most of them were very self-disciplined. Most of the time they participated in all class activities enthusiastically.

Almost all of the students showed that they had been very willing to participate by raising their hands several times in all class sessions. Students almost always effectively contributed to the class discussions by reciting, offering ideas, asking suitable questions, bringing up new and relevant topics and making coherent connections with various related information between their peers' comments. The students usually tried to respond questions carefully by taking the information they obtained throughout the courses via studious observations into account. More than half of the participants willingly accepted the various roles I assigned to them and during the group activities they equally tried to contribute by supporting each other.

Students received 70.8 points according to the findings related to their listening and the use of English in class. When compared to the results of their former learning process, they improved their speaking and listening levels 29.8%. More than the half of students, usually proactively and respectfully listened when their classmates and the teacher during the lessons. Almost none of them didn't interfere their peers while they were incorporating the ideas of others. Most of the students tried their best to speak in English during the lessons. Sometimes they spoke in Turkish when they had difficulty in expressing themselves in the target language. Few of the students had tendency to speak in Turkish during the group work activities.

Students received 92.3 points according to the findings related to their behaviors' assessment. This portrays that they behaved as expected 19.5% more when compared to the results of former study. Students never displayed disruptive behaviors and it was observed that some of the students who couldn't get along well with their classmates have become more respectful towards to others. Before the lessons started, none of the students forgot to mute their mobile phones. Few of the students attempted to check their phones with the same excuse of checking their electronic dictionary. But after, I warned them to use the vocabulary list I provided in their booklets instead, they gave up the habit of playing with their mobile phones. During the entire implementation process students had been respectful towards me and their peers.

Students received 84.3 points according to the findings related to their attendance and time management assessment. The numbers clearly shows that the result of this section dramatically increased 23.8%. During the implementation process except two students, they regularly attended classes. Those two students who had been absent for two hours informed me about their excuses for being absent via email. None of the students arrived late to the class. Almost all of them came to class before the lessons started. Students who had time

management problems in the former implication process handed their assignments on time. Students managed time well during the classroom activities.

After assessing the rubric, I assessed the results of students' self assessment questionnaire. The differentiation between the students' perceptions of their level of class participation and the instructors' perceptions was declined to 3.2%. When compared to the results of the former study, numbers show that their misconception about their class participation inclined to 12.2%. Which means that they have better understanding of their own achievement and the components of the successful class participation (see Table 3).

Table 3. *Demographic Information of the Contradictions Between the Students' Perceptions of Their Level of Class participation and the Instructor's Perception*

	%
Pre-Test	15,4
Post-Test	3,2
Differentiations	12,2

CHAPTER 5

5. CONCLUSION

5.1. General Review of the Study

The researcher of the current study noticed a transition from teacher-centered education to student-centered education in the education system, generally. The tendency to value only the mathematical and verbal intelligences and to believe that intelligence is an unchangeable factor is less evident in current research. Educators adopt multiple intelligence theory, suggesting every learner has various developable intelligence areas. They tend to apply this theory to their education programs. Foreign language education system is also applying this theory in its educative process. The theory suggests that people have eight different intelligence areas and advocates that learning activities should be prepared with respect to these intelligence areas. At this point, use of appropriate and adequate sources is critically important. In this study, teaching literature, because of its support to foreign language education, is considered as a very rich source that can be engaged with multiple intelligence theory. This study was conducted to discuss the effects of integrating multiple intelligence based short story activities on students' class participation level and what kinds of class activities could be used in the business English classes while literary teaching materials were engaged with multiple intelligence theory. Accordingly, William Hazlett Upson's short story, Botts and Bag of Tricks were studied within the framework of multiple, intelligence theory and a great success achieved in terms of increasing students class participation level in ESP classes.

5.2. Discussion and Suggestions for Further Studies

As the studies conducted on teaching applications of multiple intelligence theory are increasing in number, some problems regarding the theory become more apparent. These complications can be evaluated by the teachers and the students. First, the teachers are not taking the education in regard to multiple intelligence theory while their undergraduate study or afterwards. This is the most significant reason why the theory is not being applied in the learning process. Besides, the theory requires extensive time and rich teaching materials. The applications related to the theory bring the need for different activities to be proposed, and this again takes time. Another problem becomes apparent in the assessment and evaluation

part of the lecture. Assessment and evaluation methods of multiple intelligence theory are conflicting with the general methods. Learning the theory, even though it can be reflected to teaching processes, does not seem to be easily reflected to the assessment and evaluation processes.

When the problems are approached from the students' perspective, the students do not seem to be familiar with the theory, neither. Additionally, they are used to listen and write what is said, taking regular notes, and study in one format from the beginning of their educational period until today. Because of these reasons, the different structure of the multiple intelligence theory puts pressure on the students in terms of the how their final achievement in the course planned to be graded by their teachers. Since multiple intelligence theory is a new theory, some problems may be encountered while application. This is valid for any new method developed. This is why the teachers, students, and parents have to be acknowledged about the multiple intelligence theory, its processes and its benefits; hence, this way the complications can be reduced and everyone can fully benefit from the usefulness of the theory.

Due to these reasons, I decided to continue studying on the integration of multiple intelligence theory into language teaching. My first goal is to inform my colleagues and rest of my students about the theory so that further more exclusive studies based on my current study can be conducted with larger groups of participants who study at the different departments. In addition to that by the help of my colleagues, I may have the opportunity design more efficient literary course materials based on multiple intelligence theory in a shorter time period. Finally, as ESP teachers we can integrate course book activities and multiple intelligence theory based literature activities to enhance the quality and the efficiency of the learning and teaching processes.

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7. APPENDICES

7.1. APPENDIX A: Class Participation Rubric

Student Name, Surname: **Date:**

Student ID Number:

Category	Excellent	Good	Needs Improvement	Unacceptable
Preparation	1 ( ) The student always brings required course materials to the class.	1 ( ) The student usually brings required course materials to the class.	1 ( ) The student frequently forgets to bring required course materials and assignments. She/he mostly borrows other students' course materials and notes before coming to the class.	1 ( ) The student almost never arrives on time with required course materials and assignments. She/he always borrows other students' course materials and notes or force her/his classmates to share their materials during the lessons.
	2 ( ) She/he always comes to the class fully prepared with completed assignments, well written, organized notes on the course objectives	2 ( ) She/he usually comes to the class prepared with completed assignments.	2 ( ) She/he occasionally comes to the class prepared with completed assignments.	2 ( ) She/he almost never comes to the class prepared with completed assignments.
	3 ( ) She/he is always so self driven that the teacher doesn't need to remind his/her responsibilities to full fill the course requirements.	3 ( ) Sometimes, she/he needs to be reminded to study harder before coming to class by the instructor.	3 ( ) Usually, she/he needs to be reminded to study harder before coming to class by the instructor	3 ( ) Most of the time, she/he needs to be reminded to study harder before coming to class by the instructor.
	4 ( ) She/he regularly overviews former course objectives, notes and studies on the following subject before coming to the class.	4 ( ) She/he usually overviews former course objectives, notes and studies on the following subject before coming to the class.	4 ( ) She/he has disorganized, incomplete class notes and exhibits little evidence of having read or thought about former or current class subjects.	4 ( ) She/he doesn't have a notebook, file or notes related to the lesson. She/he usually doesn't have any ideas or information related to the former and further course subjects.
	5 ( ) She/he usually comes to the class early to get ready to learn before the lesson starts.	5 ( ) She/he is generally ready to study and learn few minutes after the teachers' arrival.	5 ( ) Generally, she/he is ready to study and learn when her/his peers warns her/him to pay more attention to the subject.	5 ( ) Generally, she/he is ready to study and learn just few days before the examinations.

Level of Engagement in Class				
	1 ( ) The student always have high focus level during the classes and she/he is very self-disciplined.	1 ( ) The student usually have high focus level during the classes.	1 ( ) The student sometimes doesn't concentrate on the subjects or tasks. Often, she/he needs to be reminded to pay more attention to the given tasks.	1 ( ) The student usually doesn't concentrate on the subjects or tasks. Almost always, she/he needs to be reminded to pay more attention to the given tasks.
	2 ( ) She/he always participates in all class activities enthusiastically. Most of the time the student shows that she/he is very willing to participate by raising her/his hand several times in all class sessions.	2 ( ) She/he usually participates in all class activities willingly. The student usually shows that she/he is willing to participate by raising her/his hand more than five times per class.	2 ( ) She/he occasionally participates in all class activities willingly. The student shows little interest during class activities. She/he raises her/his hand to participate less than three times per class.	2 ( ) She/he rarely participates in class activities. The student scarcely shows interest during class activities. She/he almost never raises her/his hand to participate during the lesson.
	3 ( ) The student almost always effectively contributes to the class discussions by reciting, offering ideas, asking suitable questions, bringing up new and relevant topics and making coherent connections with various related information between her/his peers' comments. The student always tries to respond questions carefully by taking the information she/he obtains throughout the courses via studious observations into account.	3 ( ) The student usually contributes to the class discussions by reciting, offering ideas, asking suitable questions, bringing up new and relevant topics. The student usually tries to respond questions carefully by reviewing her/his notes.	3 ( ) The student occasionally contributes to class by offering ideas and asking questions. She/he doesn't think much about the questions before answering them and provides short or futile answers.	3 ( ) The student rarely contributes to class by offering ideas and asking questions. She/he usually doesn't try to answer questions and avoids eye contact when the teacher asks questions.
	4 ( ) Even though she/he has definite and efficient leader characteristics, she/he accepts a wide variety of roles within the class and group activities. She/he is good at communicating with class and group members. Her/his peers more confidently volunteer to take part in activities in his/ her presence as she/he always motivates and prompts them to contribute.	4 ( ) The student usually accepts various roles within the class and group activities. She/he is usually good at communicating with the class and group members. She/he usually tries to motivate and encourage others to participate.	4 ( ) The student is just willing to accept few roles within the class and group activities. She/he communicates with the class and group members and helps them when prompted.	4 ( ) The student always reluctantly accepts very limited range of roles within the class or group activities. She/he rarely communicates with the class and group members when prompted. She/he usually discourages and affect her/his peers participation level negatively.
	5 ( ) The student's contribution is always instrumental in the fulfillment of the assigned group activities. Her/his presence as a team member or leader in group activities has many positive impacts on her/his peers as she/he enjoys team work and helping other students to find their strengths.	5 ( ) The student's contribution is usually instrumental in the fulfillment of the assigned group activities. Her/his presence as a team member in group activities has many positive impacts on her/his peers as she/he enjoys collaborating with others.	5 ( ) The student usually needs to be reminded to contribute more actively when students are assigned group activities. She/he sometimes tries to contribute to cooperative discussions willingly if the subject is interesting for her/him. She/he has tendency to study or take responsibility at minimum level during group activities	5 ( ) The student is always reluctant to work with groups outside of a small circle of her/his friends. Others always need to remind her/him that she/he should try to contribute as much as they do to full fill the assigned group activities. The student rarely completes class and group activities or projects.

Listening Skills and The Use of English in Class				
	1 ( ) The student always proactively and respectfully listens when his/her classmates and the teacher talk during the lessons. He/she doesn't interfere and lets others to finish speaking. Then, he/ she always to tries to incorporate the ideas of others.	1 ( ) The student usually actively listens when his/her classmates and the teacher talk during the lessons. He/she usually doesn't interfere and lets others to finish speaking before providing additional input.	1 ( ) The student sometimes listens when others talk. Mostly, she/he displays lack of interest in comments of his/her classmates. He/she rarely has something to add others' ideas and sometimes doesn't respect others.	1 ( ) He/she mostly, shows lack of interest and disrespect for her/his classmates. He/she sometimes interrupts others to express something irrelevant to the subject or gives ineffective feedback. She/he rarely adds relevant input to others' comments or answers.
	2 ( ) He/she listens others to obtain a relevance and better understanding of the subject.	2 ( ) He/she listens others to obtain a better understanding of the subject.	2 ( ) He/she usually listens to remember some key words related to the subject.	2 ( ) The student usually doesn't listen to others.
	3 ( ) The student always tries her/his best to speak in English during the lessons. She/he rarely speaks in Turkish when she/he has difficulty in expressing herself/himself in the target language. Before speaking in her/his native language, the student always asks for the instructor's permission.	3 ( ) The student usually tries her/his best to speak in English during the lessons. She/he sometimes speaks in Turkish when she/he is less willing to participate class activities or has difficulty in expressing herself/himself in the target language. Before speaking in her/his native language, the student rarely asks for the instructor's permission.	3 ( ) The student usually prefers to use her/his mother tongue rather than the target language without asking for permission. The instructor generally needs to remind the student to speak in English during the lessons.	3 ( ) The student always prefers to use her/his mother tongue rather than the target language without asking for permission. The instructors always needs to remind the student to speak in English during the lessons.
	4 ( ) She/he is always willing to improve her/his communication skills by using the target language and clearly expresses her/his effort by regularly answering questions in English. She/he shows interest in speaking English while communicating with the instructor during course breaks.	4 ( ) She/he tries to improve her/his communication skills by using the target language and usually answers questions in English. She/he mostly prefers to speak in Turkish while communicating with the instructor during course breaks.	4 ( ) She/he rarely tries to improve her/his communication skills by using the target language. She/he always prefers to speak in Turkish while communicating with the instructor during course breaks.	4 ( ) She/he almost never tries to improve her/his communication skills by using the target language. She/he always prefers to speak in Turkish while communicating with the instructor during course breaks.
	5 ( ) He/she always refrains from speaking in Turkish during group activities.	5 ( ) He/she has tendency to speak in Turkish during group activities.	5 ( ) Sometimes she/he wants her/his friends to speak less in English during the group activities.	5 ( ) Usually, she/he forces her/his friends to speak in Turkish during the group activities. Otherwise, he/she doesn't speak at all during such activities.

Behavior	1 ( ) The student never displays disruptive behaviors and always gets along well with others. She/he always refrains from talking to her/his neighbors during the classes unless it is necessary.	1 ( ) The student almost never displays disruptive behaviors and usually gets along well with others. She/he rarely chit chats with her/his neighbors during the classes.	1 ( ) The student sometimes displays disruptive behaviors and cannot get along well with all of her/his peers. She/he occasionally chit chats with her/his neighbors during the classes.	1 ( ) The student always displays disruptive behaviors and cannot get along well with most of her/his peers. She/he usually chit chats with her/his neighbors during the classes.
	2 ( ) Before the lesson starts, she/he always turns off or mutes her/his mobile phone and puts it into her/his pocket or bag. She/he always obeys classroom rules and warns others who break the rules.	2 ( ) Before the lesson starts, she/he usually turns off or mutes her/his mobile phone but sometimes leaves it on her/his desk. She/he usually obeys the classroom rules.	2 ( ) Sometimes, she/he forgets to turn off or mute her/his mobile phone and usually leaves it on her/his desk. She/he sometimes breaks the classroom rules.	2 ( ) She/he usually forgets to turn off or mute her/his mobile phone and usually plays with it during the lessons. She/he breaks the classroom rules.
	3 ( ) She/he consistently shows respect for peers. When she/he is asked to take part in a pair work or larger group activities, she/he never casts out anybody.	3 ( ) She/he mostly shows respect for peers. When she/he is asked to take part in a pair work or larger group activities she/he tries to not cast out anybody, but has tendency to choose working with certain students.	3 ( ) On occasion, she/he behaves her/his friends disrespectfully. When she/he is asked to take part in a pair work or larger group activities, she/he has tendency to cast out some certain students.	3 ( ) Mostly, she/he behaves her/his friends disrespectfully. When she/he is asked to take part in a pair work or larger group activities, she/he usually casts out some certain students or doesn't want to take part in such activities.
	4 ( ) During discussion and brainstorming activities, she/he always expresses her opinions, comments and questions or challenges her/his classmates' ideas in a respectful and affable way. She/he always tries to support her/his peers by making constructive comments.	4 ( ) During discussion and brainstorming activities she/he usually expresses her opinions, comments and questions or challenges her/his classmates' ideas in a respectful and affable way. She/he usually tries to help others when she/he is asked to do.	4 ( ) During discussion and brainstorming activities, she/he usually expresses her opinions, comments and questions or challenges her/his classmates' ideas in a disrespectful way. She/he only cares for her/his close friends and helps others ineffectively and unwillingly when she/he is asked to do.	4 ( ) During discussion and brainstorming activities, she/he usually expresses her opinions, comments and questions or challenges her/his classmates' ideas in an aggressive, disrespectful way. She/he only cares for her/his close friends and ignores others.
	5 ( ) She/he always respects her/his instructor.	5 ( ) She/he usually respects her/his instructor.	5 ( ) She/he has frost manners towards her/his instructor.	5 ( ) She/he always has frost manners towards her/his instructor.

Attendance and Time Management	1 ( ) The student always regularly attends classes or has not been absent more than 25% and informs the teacher in advance about his/her excuse for being absent via email.	1 ( ) The student usually attends classes and has not been absent more than 50% and usually informs the teacher about his/her excuse for being absent.	1 ( ) The student occasionally. attends classes and has been absent around 75% . He/she rarely or never informs teacher about her/his excuse for being absent.	1 ( ) The student sometimes attends classes. He/she failed or is about to fail the course according to the faculty's compulsory attendance policy.
	2 ( ) The student always arrives on time.	2 ( ) The student usually arrives on time.	2 ( ) The student sometimes arrives late.	2 ( ) The student chronically arrives late.
	3 ( ) He/she always comes to the class and sits down before the lessons start.	3 ( ) He/she usually comes to the class and sits down when the teacher is about to enter the classroom.	3 ( ) He/she sometimes comes to the class after the lesson starts and spends a minute or two to find an available seat.	3 ( ) He/she usually comes to the class after the lesson starts and spends a minute or two to find an available seat.
	4 ( ) The student always hands in his/her paper or project few days before the deadline.	4 ( ) The student always hands in his/her paper or project one or two days before the deadline.	4 ( ) The student usually hands in her/his paper or project on the last minute of the deadline.	4 ( ) The student usually fails to submit her/his paper or projects on time.
	5 ( ) The student always manages time well during the examinations, presentations and classroom activities.	5 ( ) The student usually manages time well during the examinations, presentations and classroom activities.	5 ( ) The student usually has difficulty in managing time effectively during the examinations, presentations and classroom activities.	5 ( ) The student always has difficulty in managing time effectively during the examinations, presentations and classroom activities and usually demands time extension.
Attendance and Time Management	**Behavior**	**Listening Skills and Use of English in Class**	**Level of Engagement in Class**	**Preperation**
Total Score				

7.2. APPENDIX B: Class Participation Self Assessment Questionnaire

Dear participants,

By preparing and presenting this survey to you I aimed to observe your class participation level and find out the most common and deficient factors related to the class participation to seek for ways to increase your class participation. Please, honestly state your views without skipping any lines.

Directions:

Rank each statement below 1 ,(Never), 2(Rarely/Sometimes) , 3 (Usually) , 4 (Always) and write the truthful scores to the blanks next to the statement numbers. Then, total the column in each section then write your total score on the last section which is at the bottom of the third page.

Section 1

____ 1- I attend your classes unless I have an excuse and I inform you in advance about my excuse for being absent.

____ 2- I come to class on time.

____ 3- I come to the class and sit down before the lessons start.

____ 4- I hand in my papers or projects on time.

____ 5- I am good at managing time well during the examinations, presentations and classroom activities.

Score:_____

Section 2

____ 1- I have high focus level during the classes and I am very self-disciplined.

____ 2- I participate in all class activities enthusiastically and raise my hand several times to participate in all class sessions.

____ 3- I contribute to the class discussions by reciting, offering ideas, asking questions, bringing up new topics. I try to respond questions carefully.

____ 4- I accept a wide variety of roles within the class and group activities. I am good at communicating with class and group members. I motivate and encourage my classmates to participate class activities.

_____ 5- Most of my classmates like studying with me when we are assigned group activities. I believe that, my presence as a team member or leader in group activities has many positive impacts on my peers.

Score:_____

Section 3

_____ 1- I proactively and respectfully listen when my classmates and the teacher during the lessons. I don't interfere my classmates' while they respond to questions. I try to incorporate the ideas of others.

_____ 2- I listen others to obtain a relevance and better understanding of the subject.

_____ 3- I try my best to speak in English during the lessons. I rarely speak in Turkish when I have difficulty in expressing myself in the target language. Before speaking in my native language, I ask for the instructor's permission.

_____ 4- I am willing to improve my communication skills by using the target language as much as possible.

_____ 5- I refrain from speaking in Turkish during group activities.

Score:_____

Section 4

_____ 1- I try not to disturb anyone and treat all my classmates and the teacher respectfully. I get along well with others. I refrain from talking to my classmates during the classes unless it is necessary.

_____ 2- Before the lesson starts, I turn off or mute my mobile phone and put it into my pocket or bag. I obey classroom rules and warn others who break the rules.

_____ 3- I show respect for peers. When I am asked to take part in a pair work or larger group activities, I don't cast out anybody.

_____ 4- During discussion and brainstorming activities, I express my opinions, comments and questions or challenge my classmates' ideas in a respectful and affable way. I try to support my peers by making constructive comments.

_____ 5- My attitudes towards the instructor are affable and respectful.

Score:_____

Section 5

_____ 1- I bring required course materials to the class.

_____ 2- I come to the class fully prepared with completed assignments, well written, organized notes on the course objectives.

_____ 3- I am a self-driven student. I am aware of my responsibilities and I fulfill my duties.

_____ 4- I overview former course objectives, notes and study on the following subject before coming to the class.

_____ 5- I come to the class early to get ready to learn before the lesson starts.

Score:_____

TOTAL SCORE _____

7.3. APPENDIX C : Multiple Intelligence Survey

Dear participants,

By preparing and presenting this survey to you I aimed to have the opportunity to get to know you better and to have a better understanding of your unique diversity, strengths and interests. By the help of the outcomes of the survey, I hope to be able to provide you more efficient and enjoyable English language learning process. Please state your views without skipping any lines.

Directions:

- Rank each statement below 0,1 or 2. Write 0 next to the number if the statement is not true. Write 2 in the blank if you strongly agree with the statement. A score of 1 places you somewhere in between.

- Total the column in each section then write your total scores in the table given at the end of the sections.

Section 1

_____ 1- I keep a journal/ agenda.

_____ 2- I enjoy doing crossword puzzles.

_____ 3- Foreign languages are interesting for me.

_____ 4- I am good at telling jokes and stories.

_____ 5- I have a good vocabulary in my native language.

_____ 6- I write for pleasure and I consider myself a good writer

_____ 7- It's easy for me to say what I think in an argument or debate.

_____ 8- I am good at verbally expressing how I feel, what I think.

_____ 9- I read something almost every day that isn't related to school or work.

_____ 10- I am good at convincing people.

_____ TOTAL SCORE FOR SECTION 1

Section 2

_____ 1- I'm good at athletics/ sports.

_____ 2- I enjoy competitive and cooperative games.

_____ 3- I find it hard to sit for long periods of time.

_____ 4- My sense of balance and coordination is good.

_____ 5- I enjoy being outdoors most of the time.

_____ 6- I value non-verbal communication such as sign language.

_____ 7- I would like to take part in a play as an actor/actress.

_____ 8- I am good at understanding others body language

_____ 9- I am good at observing and imitating other people's gestures or mannerisms.

_____ 10- I enjoy classroom activities which require me to get out of my seat and move around.

_____ **TOTAL SCORE FOR SECTION 2**

Section 3

_____ 1- I am good at reading maps.

_____ 2- I am good at solving visual puzzles.

_____ 3- I learn things faster when teachers use slides, pictures or videos.

_____ 4- I enjoy creating art using varied media.

_____ 5- I am good at visualizing things in my head.

_____ 6- It is easy for me to find my way around in unfamiliar cities.

_____ 7- Just looking at shapes of buildings and structures is a pleasure.

_____ 8- I especially like to read articles and books with many illustrations and pictures.

_____ 9- I usually find myself doodling when taking notes or thinking through something.

_____ 10- I can always recognize places that I have been before, even when I was very young.

_____ **TOTAL SCORE FOR SECTION 3**

Section 4

_____ 1- I remember things by putting them in a rhyme.

_____ 2- Musicals are more engaging to me than dramatic plays.

_____ 3- I enjoy many kinds of music and I can't imagine life without music.

_____ 4- Usually, I can remember a tune after hearing it just a couple of times.

_____ 5- I often connect a piece of music with some event in my life.

_____ 6- I often listen to music when I am on bus or at home.

_____ 7- I like a musical background when I work/study .

_____ 8- I am good at noticing different sounds.

_____ 9- Moving to a beat is easy for me

_____ 10- I often have a song or piece of music in my head

_____ **TOTAL SCORE FOR SECTION 4**

Section 5

_____ 1- I get easily frustrated with disorganized people.

_____ 2- I find it easy to remember telephone numbers.

_____ 3- I enjoy working with numbers and I can do mental calculations easily.

_____ 4- Math's and science were/are among your favorite subjects in school.

_____ 5- I enjoy the challenge of brain teasers or other puzzles that require logical thinking.

_____ 6- Usually, I quickly notice the logical flaws in things people say or do.

_____ 7- I often wonder about how things work.

_____ 8- I take a systematic, step-by-step approach to problem-solving.

_____ 9- I keep things neat and organized.

_____ 10- I am known for being neat and organized.

_____ **TOTAL SCORE FOR SECTION 5**

Section 6

_____ 1- I'm usually aware of the expression on my face.

_____ 2- I need to know why I should do something before I agree to do it.

_____ 3- I learn best when I have an emotional attachment to a subject.

_____ 4- I am completely aware of my own strengths and weaknesses.

_____ 5- Mostly, I prefer working alone.

_____ 6- I am a perfectionist.

_____ 7- I am able to learn from my own failures and achievements in life.

_____ 8- I am an independent thinker.

_____ 9- I often think of self-employment.

_____ 10- I set myself goals and make plans for the future

_____ **TOTAL SCORE FOR SECTION 6**

Section 7

_____ 1- It upsets me to see someone cry and not be able to help.

_____ 2- I can tell easily whether someone likes me or dislikes me.

_____ 3- I am good at communicating with people and helping others to resolve disputes.

_____ 4- I am a team player.

_____ 5- Study groups are very productive for me.

_____ 6- I am a very social person and I enjoy spending time with people.

_____ 7- Usually I talk over problems with others rather than trying to resolve them by myself.

_____ 8- I prefer team sports to individual sports such as swimming and running.

_____ 9- I like games involving other people.

_____ 10- People often come to me for advice.

_____ **TOTAL SCORE FOR SECTION 7**

Section 8

_____ 1- I enjoy studying biology, botany and/or zoology.

_____ 2- Pollution bothers me.

_____ 3- I can recognize and name many different types of trees, flowers and plants.

_____ 4- I am a keen gardener.

_____ 5- I have an interest in and good knowledge of how the body works.

_____ 6- I have an understanding of, and interest in, the main global environmental issues.

_____ 7- My home has a recycling system in place.

_____ 8- I like to camp, hike, walk and climb.

_____ 9- I love animals.

_____ 10- I cannot tolerate people who harm the natural environment and animals.

_____ **TOTAL SCORE FOR SECTION 8**

SECTION 1 (V/L)	SECTION 2 (B/K)	SECTION 3 (V/S)	SECTION 4 (M)	SECTION 5 (M/L)	SECTION 6 (Intra)	SECTION 7 (Inter)	SECTION 8 (N)

Key:

 Section 1 – This reflects your Verbal strength

Section 2 – This suggests your Kinesthetic strength

Section 3 – This indicates your Visual strength

Section 4 – This illustrates your Musical strength

Section 5 – This shows your Logical strength

Section 6 – This tells your Intrapersonal strength

Section 7 – This indicates your Interpersonal strength

Section 8 – This reflects your Naturalist strength

NOTE:

- You are happiest and most successful when you learn, develop, and work in ways that make best use of your natural intelligences

- This indicator can help you to focus on the sorts of learning and work that will be most fulfilling and rewarding for you.

- Each of us have all the intelligences and we have capability to develop them.

- This multiple intelligence survey meant to encourage, not label students.

- Each of us are unique and special as we have all intelligences which functions coherently at different levels.

THANK YOU FOR PARTICIPATING IN THIS STUDY

7.4. APPENDIX D: Short Story Activity Booklet

T.C.

ÇAĞ UNIVERSITY

FLE 202 Sophomore English

Short Story Activity Booklet

Prepared by F. NAZLI VEZİROĞLU

Name, Surname:

Student Number: **Department: INTERNATIONAL TRADE**

1. WARM UP ACTIVITIES

1.1 What do you see in the picture?(Describe the objects and characters in the picture) Try to make assumptions about :

- Characters

- What's happening in the picture?

2.1 Have you seen a similar dog before ? Do you know the name of this dog breed? Can you list some features of this breed?

3.1. Look at the following pictures carefully. These pictures are given to you as clues which may help you to guess what the story is about . What do you think this story is about?

2. STARTING POINT

2.1. Can you list the special features of a successful salesman or sales manager?

2.2. According to your viewpoint what key points make sales operations successful?

2.3. Why is it important to provide high quality before and after sales services to customers?

2.4. If you were a sales manager of a large cooperation or an owner of a company, would the quantity or the quality of the sales be the most important to you? Please give your reasons.

2.5. What are the pros and cons of being a young businessman in the current business world ?

3. LANGUAGE STUDY

3.1 As you can see some sentences are missing in the story. First read the story individually, then work in small groups to complete the story. The missing parts are listed below, place them to the suitable sections.

a) All you have to do is find a situation, or create a situation, where the prospective buyer wants your product, needs your product and can't afford to get along without it.

b) Most sales managers, under these circumstances, would have walked out and had nothing further to do with the proceedings.

c) I am going to present the order blank and the fountain pen.

d) I had already lost so many sales that I had no confidence in myself.

e) I will be as inert and as silent as an oyster.

f) If you, with your old-fashioned methods, try to interfere, you might spoil everything.

g) Last week when I heard about a man who might buy a lot of tractors, I was afraid to go after him.

h) Are you going to hunt this prospect like a rabbit or a partridge?

i) Between jokes Bob inserted a lot of propaganda in favor of Earthworm tractors.

j) As a salesman, you should refrain from exploiting your own personality.

k) Your operating and maintenance problems will be tremendously simplified if you use just one make of tractor for all your present and future needs.

l) I then drew up an order for sixteen Earthworms.

m) By the time the mess had been cleaned up Mr. Van Cortlandt had been diverted from the dotted line.

n) I have been so impressed by this program that I have arranged for a trial subscription starting at once for young Bob Preston, our new dealer in El Centro, California.

o) So he has decided to buy a machine called the Weasel tractor, which he has tried out and which goes through the tunnel fine. But even that is not the worst of it.

p) He said that in my sales talk I had proved to him conclusively that all his maintenance and repair problems would be simplified by standardizing on one make of machine.

r) You are the sales manager of the Earthworm Tractor Company and you never heard of the Six Scientific Secrets of Successful Selling?

s) Suppose Mr. Van Cortlandt were to object that our tractor is too big for his mine.

t) At the tremendous results you can attain by the proper use of words.

u) The lower ranks of salesmen are in close touch with the customers; this keeps them alert and progressive.

1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ 9___ 10___ 11__ 12__ 13__ 14__ 15__ 16 __17__ 18__ 19__ 20__

●●●●●●●●●●●●●●●●●●●●●●●●●●●●

By WILLIAM HAZLETT UPSON

1. EARTHWORM TRACTOR COMPANY

EARTHWORM CITY, ILLINOIS

2. OFFICE OF GILBERT HENDERSON, PRESIDENT

   Tuesday, March 24, 1959

3. MR. ALEXANDER BOTTS

4. SALES MANAGER, EARTHWORM TRACTOR COMPANY

5. CANTERBURY HOTEL

6. SAN FRANCISCO, CALIFORNIA

7. *Dear Botts:* I have recently received a call from a representative of the Scientific Sales Advisory Service of Los Angeles, an organization which offers a complete program of instruction in modern dynamic sales methods. **1**_____

_____

_____ Bob has recently been having trouble in his sales operations, and I trust the SSASOLA program will provide the assistance he needs.

8. I suggest that you call on Bob at your early convenience and help him to get the greatest possible benefit from this new service. Some of the SSASOLA methods are so novel and progressive that you may find difficulty in reconciling them to your somewhat old-fashioned ways of thinking. I must caution you, therefore, not to disagree with these methods merely because you yourself did not think of them first.

9. Most sincerely,

10. GILBERT HENDERSON

       Care Earthworm Tractor Agency

                        El Centro, California

        Friday, March 27, 1959

11. *Dear Henderson:* When I called on young Bob Preston this afternoon, he met me in his outer office and assured me that all his troubles were over.

12. "I know what you mean," I said. "But I want the full story of your difficulties just the same. Tell me from the beginning,"

13. Bob explained what I already knew in a general way - how he had inherited the Earthworm dealership upon the death of his father a year ago, how he left college, got married and plunged into the business with the greatest enthusiasm— but soon found himself in trouble.

14. "I never had any experience in selling," he said. "I didn't know how to handle the customers. I began losing business to my competitors. And every month I sank deeper into the red. In the meantime I had gone heavily in debt for a new showroom, repair shop and a lot of other stuff. So I decided I had to make more sales or I would be sunk, I became so worried I was almost paralyzed. **2** _____

_____ "

15. "Why?"

16. "This man is so important. He is Mr. Vedder Van Cortlandt — a big capitalist from New York City. He has been buying a lot of mining and mineral properties in the

mountains around here. Last week he arrived in El Centro and set up an office. And I understand he plans to re-open an abandoned mine somewhere in the mountains west of here. It produces a rare mineral that has recently become important. And he needs a tractor to work inside the mine—pushing material around and loading ore."

17. "Just one tractor?"

18. "That's all he needs for this one mine. But when he opens up a lot of his other mines he will need half a dozen or more."

19. "He sounds like a good prospect," I said.

20. "I know," said Bob. "And that's what scared me. This sale was going to be so important to me that I just went into a panic. **3** _____ _____. I was afraid I would say the wrong thing or make some blunder that would spoil everything. But probably you can't understand this."

21. "On the contrary," I said, "I understand perfectly. Even though I myself never worry, I have the greatest sympathy for those who do. So you can relax Bob. As you yourself said when I came in, your troubles are now over. I have arrived on the scene. I will take charge of everything."

22. "But that's not what I meant, Mr. Botts. My troubles were over before you came in Mr. Henderson has sent me a man from the Scientific Sales Advisory Service of Los Angeles—they call it SSASOLA—and he and I have been working out a sales campaign which is going to solve all my difficulties."

23. "So that's it," I said.

24. "I want you to meet this SSASOLA representative." said Bob, "You might learn something."'

25. He took me into his private office and introduced me to a dapper little man named Cedric something-or-other. "Delighted to meet you," said Cedric. "In our sales counseling work we have often found that it is the sales managers of large corporations rather than the salesmen themselves who need our help the most. **4** ___ _____ _____ The higher executives tend to become a bit—shall we say ossified? If you'll sit down I'll be delighted to go over the points I have been explaining to Bob here."

26. *Note:* I will admit that at this point I was considerably irked by the remarks of this young whippersnapper.**5** _____ _____ But I am by nature

modest. I am emphatically not the type—as you erroneously suppose— to reject an idea merely because I did not think of it myself, I am always ready to learn.

27. "You are very kind" I said humbly. " I shall consider it an honor to sit at your feet and pick up such crumbs of wisdom as you may let fall."

28. Little Cedric launched into his subject with enthusiasm. "Our entire system," He said, "is based on the Scientific Secrets of Successful Selling. You are, of course, familiar with them?"

29. "No." I said.

30. Little Cedric was incredulous. **6**"_____
_____"

31. "No."

32. He handed me a small card. It read as follows:

33. SSASOLA—SSSOSS

34. PLAN PRESENTATION

35. PLAY UP PROSPECT

36. PLAY UP PRODUCT

37. SUPPRESS SELF

38. AVOID ARGUMENT

39. WIN WITH WORDS

40. "This may mean something to you," I said, "but it means nothing to me."

41. "You should use your mind, Mr. Botts. You should snap out of this lethargy that seems to have possessed you. SSASOLA—SSSOSS stands for the Scientific Sales Advisory Service of Los Angeles and the Six Scientific Secrets of Successful Selling."

42. "I'm afraid I never was much good at puzzles." I said.

43. Little Cedric went on expounding. "The first Secret—Plan the Presentation—means of course that in any sales interview you must have a plan of campaign. We divide this into three subheads. First comes the Initial Impact—you attract the prospects' favorable attention. Next comes the Slow Softening—you overcome sales resistance by an inexorable piling up of fact upon fact. Then comes the close—the Winning Wallop that gets the name on the dotted line. Always remember this triple-threat plan—the Initial Impact, the Slow Softening and the Winning Wallop."

44. "That's very interesting." I said.

45. "But how would it be if we forget all this theory and call on Mr. Van Cortlandt? Then we could find out what's on his mind and maybe sell him a tractor."

46. "Before we make any hasty moves," said little Cedric. "We must be sure that our plans are sound. We must master the theory before we attempt to act. The second Secret—Play Up the Prospect-is the most important. You concentrate on the head man,"

47. "You butter him up?"

48. "I don't like your choice of words, Mr. Botts. What you do is treat the prospect with courtesy and consideration. You make sure, for instance, that you have his name right; people are always sensitive about their names. You discuss his hobbies."

49. "That's plain enough," I said. "And so is the next one—Play Up the Product. You just claim the Earthworm is the best tractor in the world. But what's this about Suppress Self."

50. **7** "_____

_____"

51. "You crawl in on your hands and knees?"

52. "Certainly not, Mr. Botts, you merely refrain from discussing your own personal affairs, it's a sensible rule. So is the next one—Avoid Argument, Don't discuss controversial subjects like politics.'"

53. "What about this Winning With Words?"

54. "You would be surprised, Mr. Botts. **8** _____

_____ Through research and testing and endless experiments, our organization has evolved literally thousands of Sentences That Smile, Sentences That Sing, Sentences That Shout and, above all, Sentences That Succeed. I have a short motion picture here that shows exactly what I mean."

55. "I don't want to see any motion picture." I said. "I think we ought to go over and call on Mr. Van Cortlandt and try to sell him a tractor."

56. Little Cedric paid no attention. He switched off the lights and started running a 16-mm, film. It showed a school which the SSASOLA people had set up for the service-station attendants of a certain oil company. First we saw whole groups of these attendants repeating over and over what were called Scientific Selling Sentences:

57. "Pardon me. Sir, this radiator hose is pretty soft. It may give way at any moment. I can change it for you in a jiffy."

58. Next we saw a few scenes with actual customers being given the works by alert young attendants. The film closed with a lot of statistics showing that during the first month after the introduction of these selling sentences the company's sales of radiator hose increased by 752 ½ per cent.

59. *Note:* I ran into this particular trick myself last summer. I was buying some gasoline. The attendant gave me these same selling sentences. And, sure enough, I bought a new hose. The next day at the same filling station another attendant gave me the same sentences. I did not buy another hose. Two days later at another filling station run by the same company, still another attendant handed out the identical words. Since then I naturally avoid all filling stations of this particular oil company. They made one extra sale, but they lost a lifetime customer. I was tempted to explain this to Bob and Cedric, but they were so completely wrapped up in their childish schemes that I decided it would be useless at the time.

60. "Let's go and see Mr. Van Cortlandt." I suggested.

61. "Very good," said Cedric, ' We are ready; I have given Bob complete instructions for a dynamic scientific sales interview. He has rehearsed it until he is letter perfect. I will go along to back him up. And we should be delighted to have you come too, Mr, Botts, so that you may see an example of our advanced SSASOLA methods.'"

62. "Always glad to help out." I said,

63. *"I'm* sorry," said Cedric, "but we don't exactly need your help. In fact, I must insist that you take no part in the proceedings. **9** _____
_____ "

64. "Very good." I said.

65. **10** "_____ "

66. Bob went into another room, came back with a small beagle hound on a leash, and we started walking down the street.

67. "Why the dog?" I asked.

68. **11** "_____ "

69. "Of course not. You'll soon see what we're going to do."

70. In due course we arrived at the office of the intended prey, and Bob put over the Initial Impact.

71. "That's a sure of a cold winter."

72. "Mr. Van Cortlandt," he said, "I have learned that you are a great fancier of beagles. I also am a fancier of beagles, I have here one of the finest specimens of the breed in the

entire state of California, and I hope you will accept it as a free gift from one beagle enthusiast to another."

73. "Thank you," said Mr. Van Cortlandt.

74. He was visibly impressed. The dog was indeed a beautiful animal. Bob followed up his advantage with some skillful Slow Softening. He said he had heard that Mr. Van Cortlandt had acted as toastmaster at the annual banquet of a group of beagle lovers and he asked him to repeat some of the jokes which had rolled the audience in the aisles, Mr. Van Cortlandt obliged, and Bob laughed uproariously. Mr. Van Cortlandt seemed pleased.**12** _____

_____ He refrained from talking about himself. He ducked several chances to argue about politics. And he used plenty of Sentences That Smile and Sentences That Sing. He also suggested that Mr. Van Cortlandt would do well to buy not only the single Earthworm that he needed for his immediate purposes but also a whole fleet of Earthworms for future work.

75. "There is one point." said Bob.

76. "That I wish to stress above all else. **13** _____

_____ "

77. All this time I was standing in the background, putting on my imitation of an inert and silent oyster. As you may well imagine, Henderson, it is almost unheard of for Alexander Botts to be present at EL sales interview and take no part. But I was sure that the time was not yet ripe for me to interfere. By a tremendous effort of will power I controlled myself. Little Cedric sidled up to me and started whispering.

78. "We now have him softened up." he said.

79. "It's time for the kill.**14** _____.
Bob will pick up the dog and set it down so its nose points directly to the dotted line. For a dog lover like Mr. Van Cortlandt, that will provide the real Winning Wallop."

80. Little Cedric stepped forward. He laid an order blank on the desk. Bob lifted up the dog. He set it down and pushed its nose toward the dotted line. Little Cedric presented the fountain pen. Mr. Van Cortlandt automatically extended his hand. But the dog was too quick for him; he grabbed the pen, chewed it in two and dribbled ink all over the desk.

81. **15** _____

_____ But he was still in an affable mood. He thanked Bob again for the

dog, said he was favorably impressed with Earthworm tractors and would make a final decision just as soon as he had time to consult with his chief engineer.

82. "I will call you as soon as I have any news," he said.

83. Bob and Cedric and I walked back to Bob's office.

84. "I hope you observed." said little Cedric. "how perfectly the SSASOLA methods worked out. We had the man completely sold. If it had not been for that unfortunate accident with the fountain pen, he would have signed the order before he had time to think. But there is nothing to worry about. The sale is in the bag; Mr. Van Cortlandt will soon receive the approval of his chief engineer and call Bob up. In the meantime I shall return to Los Angeles, where I hope to receive the good news in the very near future."

85. Little Cedric departed.

86. Bob and I had lunch in the hotel. Back at his office Bob had a telephone call—at the end of which he sank back in his chair with a groan of despair.

87. "It was Mr. Van Cortlandt," he said.

88. "He called up his chief engineer, who told him the tunnel into this mine is four feet in diameter. Our smallest Earthworm tractor is five feet, ten inches high and five feet, two inches wide. **16** _____

_____

_____ "

89. "No?"

90. "As long as he's getting a Weasel tractor for this one mine, he says he's going to get Weasels for all of them."

91. "But that's absurd." I said. "I am familiar with this Weasel tractor. It's all right in its way. It's a special job designed to get into tight places. They use Weasels in small aqueduct tunnels and in various mines where they are cramped for room. They even use them to haul bat guano out of narrow passages in caves—like at Carlsbad. But nobody in his right mind would use one of these long, low, narrow Weasel monstrosities on any job where he had room for a normal, standard sized Earthworm."

92. "That's what I started to tell Mr. Van Cortlandt." said Bob. **17** "

_____

_____

_____ If he buys this first Weasel, he will buy nothing but Weasels from now on."

93. "You might suggest that he enlarge the opening of his mine." I said.

94. "He has thought of that already, and his engineer tells him it would be impractical."

95. "There must be something we can do." I said.

96. "Maybe so, but what?"

97. "At the moment," I said, "I haven't the faintest idea. I'll try to think of something."

98. "All right, Mr. Botts. While you, in your futile way, are trying to think, I will go into action, Mr, Van Cortlandt is leaving right away to fly to New York, He will be back next Wednesday, at which time he plans to sign up with the Weasel Tractor Company, In the meantime I am going to Los Angeles to confer with Cedric and the other SSASOLA experts. When I get back I'll have a complete plan for a second attack on Mr. Van Cortlandt. I'm sorry you can't help me, Mr. Botts, but I'm glad that Mr, Henderson has put me in touch with some people who can."

99. As I could not think of any good reply to this, I merely wished Bob a pleasant good afternoon and came back to the hotel—where I have been writing this report. I am sure, Henderson, that it was lack of time for investigation, rather than stupidity that caused you to endorse this absurd SSASOLA organization. Fortunately I will have several days to look into the matter. And, although the situation has me temporarily balled, I am not discouraged. In the course of the next few days I am sure to think up some plan for rescuing Bob from his unfortunate infatuation with little Cedric's cheap tricks and corny devices. Hence you may have complete confidence in Your progressive Sales Manager, ALEXANDER BOTTS

100. TELEGRAM

101. EARTHWORM CITY. ILL,

102. APRIL *2*. 1959

103. ALEXANDER BOTTS

104. EARTHWORM TRACTOR AGENCY

105. EL CENTRO, CALIFORNIA

106. YOUR LETTER IS HERE, ALSO A LONG AND FRANTIC TELEGRAM DATED YESTERDAY FROM BOB PREBTON ACCUSING YOU OF RUINING ALL CHANCES OF PUTTINC OVER THE HIGHLY IMPORTANT VAN CORTLANDT SALE. IT SEEMS OBVIOUS THAT YOUR ACTIVITIES IN EL CENTRO ARE

W0RSE THAN USELESS, CONSEQUENTLY YOU ARE DIRECTED TO LEAVE TOWN AT ONCE AND TO SEND ME AN EXPLANATION' OF YOUR CONDUCT.

107. GILBERT HENDERSON

108. Care Earthworm Tractor Agency

109. El Centro, California

110. Thursday, April 2, 1959

111. *Dear Henderson:* Your wire is here, and I am compelled to admit that I really did cause Bob Preston a lot of unnecessary trouble and grief in his unsuccessful efforts to put over the Van Cortlandt sale. I do not blame him for sending you that violent telegram. And in order that you may understand exactly what has been going on, I will give you a complete account of recent developments.

112. When Bob and little Cedric got back from Los Angeles yesterday morning, I was waiting for them at Bob's office, all ready to tell them about the ideas I had evolved during their absence. Before I could explain anything, however, they launched forth on an enthusiastic description of their own plans for dealing with Mr. Van Cortlandt.

113. "We'll mow him down," said Cedric.

114. "We'll chop him up and feed him to the birds," said Bob.

115. "The Initial Impact will be twice as powerful."

116. "This time, instead of just one dog, we're going to give him two."

117. "We've learned a lot more about his hobbies."

118. "We'll talk about how his father's family settled New Amsterdam and how his mother's family came over in the Mayflower,"

119. "We've got a lot of new Sentences That Smile and a lot of new Sentences That Sing.'-

120. "And for the Winning Wallop," said Bob, "I'm going to tell Mr. Van Cortlandt that my little sister is collecting autographs of leaders in American commerce and industry. I'll say she's just dying for his autograph. We'll have him write it on a card. This will put him in the mood for signing his name, so he'll go ahead and sign the order before he really knows what he is doing."

121. "Just a minute," I said. "You've been talking so fast that I had forgotten one of the main points.**18** _____

_____What had you planned to say about that?"

122. "We won't say anything," said Bob.

123. "We're going to talk so fast and so continuously about other matters that he won't have any more time than you did to think up objections. We have a system that is bound to win. And we are now going to Mr. Van Cortlandt's office to try it out. If you want to come along we'll show you just how it works."

124. "You're in little late," I said,

125. "Mr. Van Cortlandt got back from New York yesterday morning—a day earlier than he had expected. So I went over and called on him myself."

126. "You did? What did he say?"

127. "About what I expected. He was still convinced that he wanted a tractor that would go through that narrow mine tunnel in one way or another. Also he had decided to buy fifteen more tractors for his other properties, and he thought it would be a good idea to standardize on just one make. Naturally I agreed with him."

128. "What! You didn't give him an Earthworm sales talk? You didn't make any attempt to get him to change his mind?"

129. "Of course not," I said. "The man had made a decision that from his point of view was very sensible. His chief engineer had approved. The order for the whole sixteen machines was right there on his desk. I advised him to sign it. And he did."

130. "This is terrible!" said Bob.

131. "It's ghastly!" said little Cedric. "But maybe he hasn't sent in the order yet. Maybe we still have time to give him the Earthworm sales talk. We must get over to his office right away."

132. "It won't do any good," I said. "Mr. Van Cortlandt left for Australia last night. He will be away for two months."

133. For a moment Bob and Cedric were speechless. Then they opened up with a torrent of abuse, accusing me of virtual treason for agreeing with Mr. Van Cortlandt's idea that he should have tractors capable of entering his narrow mine tunnels, and demanding why I had not telephoned them in Los Angeles, so they could have hurried back and handled Mr. Van Cortlandt themselves before he left for Australia. They made so much noise yelling that I had no chance to answer. Finally Bob went into his office and started dictating that telegram to you and I walked out.

134. After a good lunch at the hotel I decided— as explained at the beginning of this letter—that I really had caused Bob a lot of unnecessary trouble and grief. So I went back to his office and apologized to him and to Little Cedric.

135. "Everything I told you this morning was true," I said, "but I never got around to telling you the whole story. This was partly because you kept interrupting me— and partly because I was annoyed at the way you assumed that I am old-fashioned and out-of-date and that you know more about selling than the old master, Alexander Botts."

136. "If you have any further explanations," said Bob rather stiffly, "we are listening."

137. "The SSASOLA system of selling," I said, "is nothing but a bunch of cheap tricks. My own system, on the other hand, is sound and sensible."

138. "Go on," said Bob.

139. "To make a successful sale," I said,

140. **19** "_____

_____

If you have such a situation, you don't need any tricks. If you do not have such a situation, all your tricks will do you no good."

141. "Does all this have anything to do with Mr. Van Cortlandt?"

142. "Certainly. Last week the situation was wrong. The mine tunnel was too small for an Earthworm. So Mr. Van Cortlandt did not want an Earthworm, he did not need an Earthworm and he felt he could get along fine without an Earthworm. Under these circumstances your tricks did no good. And all you could think of was to go to Los Angeles and try to work out some more tricks."

143. "That's right," Bob admitted.

144. "While you were gone," I said, "I thought I would forget about the tricks and try to change the basic situation. I took one of your Earthworm tractors up to the mine. I talked with Mr. Van Cortlandt's chief engineer. I studied his operations, and I decided there was no reason why the tractor had to go through the tunnel all in one piece. Working with a crew of his mechanics, I disassembled the tractor, dragged the parts through the narrow tunnel and reassembled them in the more spacious chamber inside. Here the machine did all the work they needed bulldozing material and loading it into small cars, which are pulled through the narrow tunnel by cables. **20** _____

_____ The chief engineer sent it to Mr. Van Cortlandt's office with his enthusiastic endorsement. And when I called on Mr. Van Cortlandt yesterday the situation was so favorable that there was no need for any tricks."

145. "You mean," said Bob, "that the order he signed was for sixteen Earthworms?"

146. "Certainly," I said. "I never told you any different. Here is the order. I hope it may prove an object lesson in sound selling methods, and that in the future Cedric may be

able to give his clients a little better advice, and Bob may follow up this successful sale with so many more that he will eventually become one of the best and finest of all Earthworm dealers."

147. Cordially yours,

148. ALEXANDER BOTTS

3.2. Title of the short story is not given. Try to guess which one is the title of this story. (Why did you choose a/b/c/d/e ?)

a) Botts and the Bag of Tricks **b)** The Successful Salesmen **c)** The New Dealer

d) Challenges in the Tractor Business **e)** Tricky Business

3.3. If you were the author of this story what would be the name of the story? State your reasons.

3.4. In the story some words are repeated more than the others. Underline these words and list them. Then work in small groups to categorize these words as verbs, nouns, adjectives and adverbs.

3.5 Which words are related to the natural life ?

3.6 Match the following 20 pictures to the suitable choices listed from a-u.

a) weasel	**b) tractor**	**c) showroom**	**d) repair shop**	**e) minerals**
f) earthworm	**g) ore**	**h) oyster**	**i) cave**	**j) radiator hose**
k) crawl	**l) mine**	**m) partridge**	**n) bat guano**	**o) fountain pen**
p) leash	**r) prey**	**s) ink**	**t) dotted line**	**u) filling station**

1)_____ 2)_____

3)_____ 4)_____

5)_____ 6)_____

7)_____ 8)_____ 9)_____
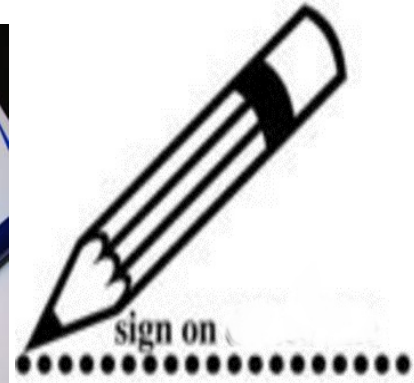
10)_____ 11)_____

12)_____ 13)_____
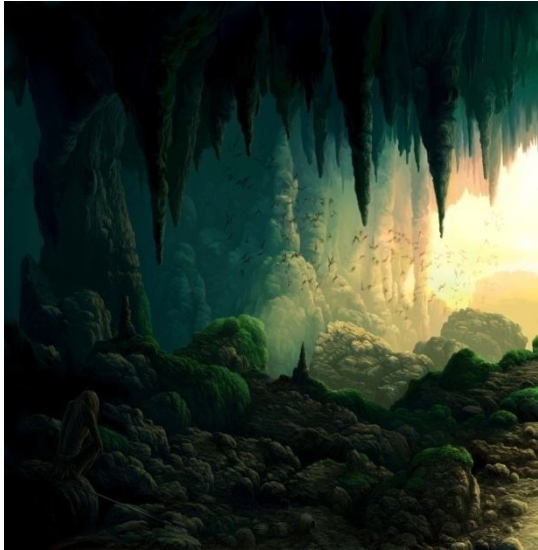
14)_____ 15)_____

16)_____ 17)_____

18)_____ 19)_____

20)_____

3.7. Match the words and phrases to their definitions

__ **1-** Novel   **a)** being pleasant and at ease in talking to others

__ **2-** Letter perfect   **b)** serving no useful purpose

__ **3-** Refrain   **c)** safe, free from flaw, defect, or decay

__ **4-** Inert   **d)** telegram

__ **5-** Affable   **e)** sincerely

__ **6-** Progressive   **f)** done or made in a hurry

__ **7-** Futile   **g)** terrifyingly horrible, unpleasant

__ **8-** Enlarge   **h)** to oblige, force

__ **9-** Wire   **i)** for that reason

__ **10-** Initial   **j)** logical, reasonable

__ **11-** Impact   **k)** first

__ **12-** Commerce   **l)** to make larger

__ **13-** Sound   **m)** the force of impression of one thing on another, effect

__ **14-** Draw up   **n)** new and not resembling something formerly known or used

95

__ **15-** Sensible   **o)** trade

__ **16-** Therefore   **p)** correct to the smallest detail

__ **17-** Cordially   **r)** to prepare, design or arrange

__ **18-** Compel   **s)** lacking the power to move

__ **19-** Ghastly   **t)** making use of or interested in new ideas, findings, or
                                 opportunities moving forward or onward

__ **20-** Hasty   **u)** to keep oneself from doing, feeling, or indulging in
                                 something and especially from following a passing impulse

3.8. Complete the following sentences with the suitable words or phrases.

a) in a jiffy   **b)** in debt   **c)** progressive   **d)** order blank   **e)** inherited   **f)** refrain

g) filling station **h)** sank deeper into the red **i)** make some blunder **j)** making rude remarks

1- Bob Preston had _____ the Earthworm dealership upon the death of his father a year ago.

2- Our company had gone heavily _____ after their recent project which cost millions of dollars.

3- Last year, Mr. Johnson who is the former owner of this restaurant _____ and had to sell his restaurant to Mr. Williams.

4- Lucy is a shy girl and she is always afraid of _____ which may embarrass her in public.

5- My plane leaves at 8 o'clock. I don't have so much time please try to fix these _____.

6- As a salesman you should _____ from exploiting your own personality during the sales interview.

7- If it had not been for that unfortunate accident with the fountain pen, he would have signed the _____.

8- I won't talk to you anymore if you continue _____ about my weight.

9- Mr. Henderson believes that Cedric's sales methods are so novel and _____

10- We are running low on gas. We should better find the nearest _____.

4. READING COMPREHENSION

4.1 Put these sentences in a chronological order.

__ **a)** Upon Bob and Cedric's return from LA, Mr. Botts teaches them a lesson by partially telling the truth making them believe that Mr. Van Cortandt has signed with another company but later reveals that he has used his simple business technique to sell the tractors to Mr. Cortlandt.

__ **b)** They take the tractor apart in order for it to fit through the narrow opening and reassemble the tractor once inside

__ **c)** Bob and Cedric try to come up with ideas to make the scheme even better and head of to LA.

__ **d)** Bob introduces little Cedric.

__ **e)** After Little Cedric explains his marketing scheme to both Bob and Mr. Botts they try it on Mr. Van Cortlandt

__**f)** They plan the sales interview according to SSASOLA methods.

__**g)** Alexander wants to help them but they don't even let him talk much.

__**h)** Meanwhile, Mr. Botts goes to the mine with one of the tractors and speaks with Mr. Van Cortlandt's chief engineer.

__**i)** This convinces the chief engineer to buy off on the tractor. Mr. Van Cortandt buys 16 of them for future properties.

__**j)** Bob Preston says that he has been having trouble in his sales operations.

__**k)** He gives information about Mr. Van Cortlandt who wants to but tractors.

__**l)** Cedric explains his organizations entire system which are based on six secrets.

__**m)** Upon delivering the plan to Mr. Van Cortlandt everything goes well until the dog chews the pen and causes Mr. Van Cortlandt to sleep on the offer.

__**n)** Mr. Henderson asked Mr. Botts to go to El Centro and meet with their new dealer and the sales consultant.

__**0)** Mr. Henderson who is the president of Earthworm Tractor Company receives a call from a representative of the SSASOLA.

4.2. Decide if these statements are true (T) or false (F), according to the short story.

1- SSASOLA stands for Scientific Sales Activities Service of Los Angeles. _____

2- The Weasel tractor is a better buy for Mr. Van Cortlandt because it can fit into the
   entrance of the mine. _____

3- By using Bob and Cedric's SSASOLA sales methods, one can make a sale._____

4- Mr. Van Cortlandt is from Australia._____

5- Bob was afraid of having a sales interview with Mr. Van Cortlandt._____

6- Mr. Van Cortlandt only needs one tractor for his initial mine._____

7- Before Mr. Bott arrived in El Centro, Bob and Cedric had already solved their sales problems._____

8- Cedric believes that gifting a beagle hound to Mr. Van Cortlandt , can make it easier to convince him to buy their tractors._____

9- Mr. Van Cortlandt was about to sign the contract at the end of the initial meeting with Cedric, Bob and Botts._____

10 – In his sales talk, Bob was so convincing while explaining the benefits of simple maintenance and operations that Mr. Van Cortlandt thought of buying a fleet of Weasels when he found out that Earthworms do not fit his mines tunnel. _____

11- Mr. Bott couldn't help Bob and Cedric with their sales talk._____

12- Cedric's little sister is dying for Mr. Van Cortlandt's autograph._____

13- Cedric did not want Mr. Bott to be part of the sales proceedings._____

14- Cedric did not want Mr Bott to attend the sale interview._____

15- Mr. Bott lied to Cedric and Bob about the sale to Mr. Van Cortlandt._____

4.3. Work in small groups. Read the story again quickly and choose a section of it. With your group members try to role play that section either spontaneously or by reading through the text.

4.4. Listen to this piece of classical music. Do you know the name of it? Who did compose it? How does it make you feel when you listen to? While listening what images come to your mind? Why do you think the composer gave that specific name to his/her work? According to you, in which section of the story, using this piece of music would be coherent? Give your reasons.

5. ANALYSIS

5.1. Where does the story take place? Does that setting exist in reality? What do you know about there?

5.2. Please summarize the story briefly.

5.3. Please give some basic information about the characters in the story.

5.4. Who is your favorite character in the story? Why do you like that character more than the others?

5.5. When you take all the features of this story's characters into consideration, whom do you resemble most? What are your common traits?

5.6. What are the main differences between Alexander Botts and Cedric's ways of doing business?

5.7. What is the main idea of the story?

6. FOLLOW UP ACTIVITIES

6.1. If you were a columnist, how would you criticize this short story? What would you write about it?

6.2. Try to make assumptions about the future lives of the characters and rewrite the conclusion part of the story as if you were the author of this story.

6.3. Write a poem about this short story.

6.4. Compose music for your poem.

6.5. Draw a picture or design a comic strip related to the short story.

6.6. Work in pairs. Prepare and present an interview. (Student A: Interviewer/ Student B: Author)

6.7. Work in groups role-play your favorite section from the story.

VOCABULARY LIST

1- Abandon (v): to leave a place, thing, or person forever.

*We had to abandon the car.

2- Alert (adj.): quick to see, understand, and act in a particular situation

*I'm not feeling very alert today - not enough sleep last night!

3- Arrange (v): to plan, prepare for, or organize something

* The meeting has been arranged for Wednesday.

4- Attain (v): to reach or succeed in getting something

*He has attained the highest grade in his music exams.

5- Attract (v): (of people, things, places, etc.) to pull or draw someone or something towards them, by the qualities they have, especially good ones

*These flowers are brightly coloured in order to attract butterflies.

6- Advanced (adj.): modern and well developed

*This is the most advanced type of engine available.

7- Avoid (v): to stay away from someone or something

*I try to avoid supermarkets on Saturdays - they're always so busy.

8- Accuse (v): to suggest that you think someone has done something bad

9- Affable (adj.): friendly and easy to talk to

*He struck me as an affable sort of a man.

10- Absurd (adj.): stupid and unreasonable, or silly in a humorous way

*What an absurd thing to say!

11- Aqueduct (n): a structure for carrying water across land, especially one like a high bridge with many arches that carries pipes or a canal across a valley

12- Autographs (n): a signature (= your name written by yourself), especially of a famous person **Did you get his autograph?*

13- Annoyed (adj.): angry **I was so annoyed with him for turning up late.*

14- Assume (verb): to accept something to be true without question or proof

*I assumed that you knew each other because you went to the same school

15- Attempt (v): to try to do something, especially something difficult

*He attempted to escape through a window.

16- Afford (v): To be able to buy or do something because you have enough money or time

*I can't afford a new computer on this Salary. I can't afford wasting time on this TV show.

17- Blunder (n): a serious mistake, usually caused by not taking care or thinking

*He said that the tax was a major political blunder.

18- Butter someone up (v): to be very kind or friendly to someone or try to please them, so that they will do what you want them to do

*You'll have to butter them up a bit before they'll agree.

19- Blame (v): to say or think that someone or something did something wrong or is responsible for something bad happening

*Don't blame me (= it is not my fault) if you miss the bus!

20- Beagle (n): a dog with short hair, a black, brown, and white coat, short legs, and long ears

*Snoopy is the world's most famous beagle.

21- Banquet (n): a large formal meal for many people, often followed by speeches in honor of someone *Medieval banquets is held in the castle once a month.

22- Breed (v): to keep animals for the purpose of producing young animals in a controlled way *Terriers is bred for their fighting instincts.

23- Competitor (n): a person, team, or company that is competing against others

*Their prices are better than any of their competitors.

24- Confidence (n): a feeling that you can trust someone or something to work well or behave as you expect

25- Capitalist (n): a person who invests large amounts of money in a business or businesses

*What is profitable for the individual capitalist may not be beneficial for the system as a whole.

26- Counsel (v): to give advice, especially on social or personal problems

*The police have provided experts to counsel local people affected by the tragedy.

27- Considerably (adj.): large or of noticeable importance

*The fire caused considerable damage to the church.

28- Courtesy (n): polite behaviour, or a polite action or remark

*You might get on better with your parents if you showed them some courtesy.

29- Consideration (n): the act of thinking about something carefully

*After some consideration, we've decided to sell the house.

30- Claim (v): to say that something is true or is a fact, although you cannot prove it and other people might not believe it *The company claims (that) it is not responsible for the pollution in the river.*

31- Conduct (v): to organize and perform a particular activity

We are conducting a survey to find out what our customers think of their local bus service.

32- Cordially (adverb): Friendly, but formal and polite

You are cordially invited to our annual wine tasting evening

33- Controversial (a): causing disagreement or discussion

A controversial issue/decision/speech/figure

34- Cramped (a): not having enough space or time

35- Consult (v): to get information or advice from a person, book, etc. with special knowledge on a particular subject *If the symptoms get worse, consult your doctor.*

35- Chew (v): to crush food into smaller, softer pieces with the teeth so that it can be swallowed - *This meat is difficult to chew.*

36- Corny (a): (especially of jokes, films, stories, etc.) showing no new ideas or too often repeated, and therefore not funny or interesting *corny jokes I couldn't watch the whole movie - it was just too corny.*

37- Conclusively (adverb): without any doubt

It is impossible to demonstrate/prove conclusively that the factory is responsible for the pollution.

38- Commerce (n): the activities involved in buying and selling things

the world of commerce and industry

39- Cave (n): a large hole in the side of a hill, cliff, or mountain, or one that is underground

40- Dealership (n): a company that has permission to sell a particular product

* *Their company has just won the dealership for Rolls-Royce.*

41- Chamber (n): a chamber is a room used for a special or official purpose

Bed chamber / torture chamber etc. Spacious means large and with a lot of space. - A large bedroom for example

42- Dapper (a): describes a man who is dressed in a fashionable and tidy way

Hercule Poirot is the dapper detective of the Agatha Christie novels.

43- Divide (v): to (cause to) separate into parts or groups

At the end of the lecture, I'd like all the students to divide into small discussion groups.

44- Disassemble (verb): to separate something into its different parts

This video shows you how to disassemble a television set.

45- Deal with (v): to talk to someone or meet someone, especially as part of your job

She's used to dealing with difficult customers.

46- .Discuss (v): to talk about a subject with someone and tell each other your ideas or opinions *The police want to discuss these recent racist attacks with local people.*

47- Divert (v): to use something for a different purpose

Should more funds/money/resources be diverted from roads into railways?

48- Draw up (Phrasal verb): To prepare something, usually something official, in writing

I've drawn a list of candidates that I'd like to interview

49- Drag (verb): to move something by pulling it along a surface, usually the ground

Pick the chair up instead of dragging it behind you!/ She dragged the canoe down to the water.

50- Despair (n): the feeling that there is no hope and that you can do nothing to improve a difficult or worrying situation *a mood/sense of despair*

51- Dribble (v): to (cause a liquid to) flow very slowly in small amounts

The water was barely dribbling out of the tap.

52- Earthworm (n): a common type of worm, which moves through the earth

53- Enthusiasm (n): a feeling of energetic interest in a particular subject or activity and an eagerness to be involved in it *One of the good things about teaching young children is their enthusiasm.*

54- Even though (adv.): although

Even though he left school at 16, he still managed to become prime minister.

55- Executive (n): a group of people who run a business or an organization

The executive of the health workers' union accepted the proposed pay increase on behalf of their members.

56- Erroneously (a): wrong or false

57- Entire (a): whole or complete, with nothing missing

Between them they ate an entire cake.

58- Expound (v): to give a detailed explanation of something

He's always expounding on what's wrong with the world.

59- Exploit (v): to use something for advantage

We need to make sure that we exploit our resources as fully as possible.

60- Experiment (n): a test done in order to learn something or to discover if something works or is true *Some people believe that experiments on animals should be banned.*

61- Evolved (a): having developed through a gradual process

Are humans just an evolved animal?

62- Endorsement (n): Showing support for or approval of something or someone

The campaign hasn't received any political endorsements.

63- Eventually (adverb): In the end (Especially after a long time or a lot of effort, problems etc) *Although she had been ill for a long time, it still came as a shock when she eventually died/ It might take him ages but he'll do it eventually*

64- Fact (n): something that is known to have happened or to exist, especially something for which proof exists, or about which there is information *No decision will be made till we know all the facts.*

65- Familiar with (a): to know something or someone well *I'm sorry, I'm not familiar with your poetry.*

66- Fancier (n): someone who has an interest in and breeds a particular animal or plant

a pigeon fancier

67- Faint (a): not strong or clear; slight *a faint sound/noise/smell*

68- Filling station (n): Petrol station

69- Follow up (v): to find out more about something, or take further action connected with it

The idea sounded interesting and I decided to follow it up.

70- Fountain pen (n): a pen whose <u>nib</u> (= the point at the end that you write with) is supplied with ink from a container inside it

71- Frantic (a): almost out of control because of extreme emotion, such as worry

Where on earth have you been? We've been frantic with worry.

72- Futile (a): (of actions) having no effect or achieving nothing

Attempts to get supplies to the region are futile because troops will not allow the aid convoy to enter the city.

73- Grab (v): to take hold of something or someone suddenly and roughly

A mugger grabbed her handbag as she was walking across the park.

74- Groan (n): a deep, long sound showing great pain or unhappiness

We could hear the groans of the wounded soldiers.

75- Guano (n): the excrement (= solid waste) *Guano is often used as a fertilizer.*

76- Ghastly (a): describes someone who looks very ill or very shocked, especially with a very pale face *You look ghastly - are you okay?*

77- Get along (Phrasal verb): If two or more people get along, they like each other and are friendly to each other *I don't really get along with my sister's husband.*

78- Grief (n): very great sadness, especially at the death of someone *Her grief at her son's death was terrible.*

79- Humbly (adverb): in a way that shows that you do not think you are important

A very humbly ascribes his success to his wife.

80- Hand out (v): to give something to each person in a group or place

The teacher asked her to hand out the worksheets.

81- Hasty (a): describes something that is done in a hurry, sometimes without the necessary care or thought *He warned against making hasty decisions.*

82- Hose (n): a long plastic or rubber pipe, used to direct water onto fires, gardens, etc.

The severe drought has led to a hosepipe ban in eastern England.

83- Hound (n): a type of dog used for hunting

84- Impress (v): to cause someone to admire or respect you

85- Inherit (v): to receive money, a house, etc. from someone after they have died

Who will inherit the house when he dies?

86- In the meantime (n): until something expected happens or while something else is happening *Your computer won't arrive till Thursday. In the meantime, you can use Jude's.*

87- Irk (v): to annoy someone *The negative reply to my complaint really irked me.*

88- Incredulous (a): not wanting or not able to believe something, and usually showing this

A few incredulous spectators watched on as Paterson, ranked 23rd in the world, beat the champion.

89- Identical (a): exactly the same, or very similar *I've got three identical blue suits.*

90- Impact (n): a powerful effect that something, especially something new, has on a situation or person *The anti-smoking campaign had had/made quite an impact on young people.*

91- Inexorable (a): continuing without any possibility of being stopped. *the inexorable progress of science*

92- Interfere (v): to involve yourself in a situation when your involvement is not wanted or is not helpful *It's their problem and I'm not going to interfere.*

93- Inert (a): not moving or not able to move *The inert figure of a man could be seen lying in the front of the car.*

94- Interrupt (v): to stop a person from speaking for a short period by something you say or do *She tried to explain what had happened but he kept interrupting her.*

95- Infatuation (n): strong but not usually lasting feelings of love or attraction

It's just an infatuation. She'll get over it.

96- Ink (n): colored liquid used for writing, printing, and drawing *a bottle of ink

97- Immediate (a): happening or done without delay or very soon after something else

*We must make an immediate response.

98- In due course (a): at a suitable time in the future *You will receive notification of the results in due course.

99- Investigation (n): the act or process of examining a crime, problem, statement, etc. carefully, especially to discover the truth *An investigation has been under way for several days into the disappearance of a 13-year-old boy.

100- Indeed (adverb): really or certainly, often used to emphasize something

*Indeed, it could be the worst environmental disaster in Western Europe this century.

101- Jiffy (n): a very short time *I'll be with you in a jiffy.

102- Launch into (v): to start saying something or criticizing something with a lot of energy or anger *He launched into a verbal attack on her handling of the finances.

103- Lethargy (a): having little energy; feeling unwilling and unable to do anything

*I was feeling tired and lethargic.

104- Literally (adverb): having the real or original meaning of a word or phrase

*They were responsible for literally millions of deaths.

105- Look into (v): to examine the facts about a problem or situation

*We're looking into the possibility of merging the two departments.

106- Leash (n): a piece of rope, chain, etc. tied to an animal, especially to a dog at its collar when taking it for a walk *Please keep your dog on a lead when on the beach.

107- Mining (n): the industry or activity of removing substances such as coal or metal from the ground by digging *Explosives and detonators are widely used in mining.

108- Mine (n): a hole or system of holes in the ground where substances such as coal, metal, and salt are removed *A coal/salt/gold mine

109- Mean (v): to express or represent something such as an idea, thought, or fact *What does this word mean?

110- Maintenance (n): the work needed to keep a road, building, machine, etc. in good condition *Old houses need a lot of maintenance.

111- Mess (n): Something or someone that is a mess, or is in a mess, looks dirty or untidy

*He makes a terrible mess when he's cooking.

112- Matter (n): a situation or subject that is being dealt with or considered *Could I talk to you about a personal matter?

113- Merely (adverb): used to emphasize that you mean exactly what you are saying and nothing more *I wasn't complaining, I merely said that I was tired.

114- Motion picture (n): movie

115- Mow someone down (v): to kill people, usually in large numbers, by shooting them or driving a vehicle into them *Three shoppers were mown down this afternoon when a drunken driver lost control of his car.

116- Mood (n): the way you feel at a particular time *She's in a good/bad mood.

117- Monstrosity (n): something that is very ugly and usually large *The new office building is a real monstrosity.

118- Operation (n): the activities involved in a company producing goods or delivering services *Mary handles operations and travel planning

119- On the contrary (phrase): used to show that you think or feel the opposite of what has just been stated *"Didn't you find the film exciting?" "On the contrary, I nearly fell asleep half way.

120- Ossify (v): If habits or ideas ossify, or if something ossifies them, they become fixed and unable to change *Years of easy success had ossified the company's thinking and it never faced up to the challenge of the new technology.

121- Old-fashioned (a): not modern; belonging to or typical of a time in the past *old-fashioned clothes/ideas/furniture

122- Overcome (v): to defeat or succeed in controlling or dealing with something *Juventus overcame Ajax in a thrilling match.

123- Obliged (a): to be forced to do something or feel that you must do something *Doctors are legally obliged to take certain precautions.

124- Objection (n): the act of expressing or feeling opposition to or dislike of something or someone *Her objection to/against the plan is based on incorrect facts.

125- Order (n): a request to make, supply, or deliver food or goods *"Can I take your order now?" said the waiter. I would like to place (= make) an order for a large pine table.

126- Object lesson (n): an action or story that teaches you how or how not to act, or that clearly shows the facts of a situation, usually a bad one *The disaster was an object lesson in how not to run a ship

127- Progressive (adj.): developing or happening gradually *There's been a progressive decline in the standard of living over the past few years.

128- Paralyze (v): to cause a person, group, or organization to stop working *The fuel protesters have threatened to try to paralyze the country again on November 13.

129- Plunge into (phrasal verb): to suddenly experience a bad situation or unhappiness, or to make someone or something suddenly experience a bad situation or unhappiness *The country was plunged into recession.*

130- Property (n): an object or objects that belong to someone *The phones are considered to be the property of the company.*

131- Prospect (n): the possibility that something might happen in the future, especially something good *Is there **any prospect that** serious change in the administration's economic policies could emerge from this session?*

132- Probably (adv.): used to mean that something is very likely *I'll probably be home by midnight.*

133- Produce (v): to make or grow something to be sold *Foreign-owned companies now produce a quarter of our manufacturing output.*

134- Proceeding (n): a series of events that happen in a planned and controlled way *Millions of people watched the proceedings on television.*

135- Possessed (a): to own something or have something as a quality *He was possessed of a large fortune, but sadly no brains to speak of.*

136- Position (n): a rank or level in a company, competition, or society *Whether or not you're given a car depends on your position in the company.*

137- Play up (v): to emphasize a particular quality or part of something, or make it seem more important than it really is, usually for your own advantage *The official report plays up the likely benefits of the scheme, but glosses over the costs.*

138- Proper (a): real, satisfactory, suitable, or correct *This is Sara's first proper job - she usually does temporary work just for the money.*

139- Passage (n): a usually long and narrow part of a building with rooms on one or both sides, or a covered path that connects places *A narrow passage led directly through the house into the garden.*

140- Proceeding (n): a series of events that happen in a planned and controlled way
Millions of people watched the proceedings on television.

141- Partridge (n): a bird with a round body and a short tail that is sometimes hunted for food or for sport

142- Prey (n): an animal that is hunted and killed for food by another animal *A hawk hovered in the air before swooping on its prey.*

143- Prove (v): to show a particular result after a period of time *The operation proved a complete success.*

144- Propaganda (n): information, ideas, opinions, or images, often only giving one part of an argument, that are broadcast, published, or in some other way spread with the intention of influencing people's opinions *political/wartime propaganda*

145- Put over (v): to express an idea clearly so that people understand it
Did you feel that you managed to put over your point of view?

146- Representative (n): someone who speaks or does something officially for another person or group of people *We'll increase our team of representatives to help meet sales targets.*

147- Resistance (n): the act of fighting against something that is attacking you, or refusing to accept something *resistance to disease*

148- Remark (v): to give a spoken statement of an opinion or thought
Dr Johnson once remarked (that) "When a man is tired of London, he is tired of life."

149- Refrain (v): to avoid doing or stop yourself from doing something
We refrained from talking until we knew that it was safe.

150- Radiator (n): a device, usually a container filled with water, that sends out heat, often as part of a heating or cooling system *When we installed the central heating, we put a radiator in every room.*

151- Run into (v): to meet someone you know when you are not expecting to *Graham ran into someone he used to know at school the other day.*

152- Rehearse (v): to practice a play, a piece of music, etc. in order to prepare it for public performance*The musicians rehearsed (the symphony) for the concert.*

153- Ruin (v): to cause a person or company to lose all their money or their reputation
Cheap imported goods are ruining many businesses.

154- Reconcile (v): to find a way in which two situations or beliefs that are opposed to each other can agree and exist together *It is sometimes difficult to reconcile science and religion.*

155- Reassemble (verb): to come together again, or bring something together again, in a single place*After lunch, the class reassembled.*

156- Sales manager (n): a person in charge of a company's sales activities and its sales force
The sales manager decided to keep the incentive program running for one more year.

157- Salesmen (n): a man whose job is selling things in a shop or directly to customers
a car salesman

158- Spoil (v): to destroy or reduce the pleasure, interest, or beauty of something *He tried not to let the bad news spoil his evening.*

159- Suppose (v): to think that something is likely to be true *I couldn't get any reply when I called Dan, so I suppose (that) he's gone out.*

160- Subordinate (a): having a lower or less important position *a subordinate role*

161- Sensible (a): based on or acting on good judgment and practical ideas or understanding *a sensible answer/approach/compromise/option*

162- Scheme (n): an officially organized plan or system *a training/housing/play scheme*

163- Simplify (v): to make something less complicated and therefore easier to do or understand *the new simplified tax system*

164- Subscription (n): an amount of money paid regularly to receive a newspaper or magazine, to use a phone line or internet service, or to be a member of an organization, or the act of paying this money *I've **taken out a subscription to** the gym.*

165- Showroom (n): a large store in which people can look at goods before buying them *a **car/furniture showroom***

166- Specimen (n): something shown or examined as an example; a typical example *He has a collection of rare insect specimens.*

167- Speechless (a): unable to speak because you are so angry, shocked, surprised, etc. *The news left us speechless.*

168- Therefore (adv.): for that reason *We were unable to get funding and therefore had to abandon the project.*

169- Take charge of (v): to take control of something or of a group of people *His boss asked him to take charge of the office for a few days while she was away.*

170- Treat (v): to behave towards someone or deal with something in a particular way *My parents treated us all the same when we were kids.*

171- Tremendous (a): very great in amount or level, or extremely good *They were making the most tremendous amount of noise last night.*

172- Tempt (v): to make someone want to have or do something, especially something that is unnecessary or wrong *The offer of free credit tempted her into buying a new car.*

173- Trick (n): an action that is intended to deceive, either as a way of cheating someone, or as a joke or form of entertainment *She played a really nasty trick on me - she put syrup in my shampoo bottle!*

174- Treason (n): (the crime of) showing no loyalty to your country, especially by helping its enemies or trying to defeat its government *Guy Fawkes was executed for treason.*

175- Trial (n): a test to discover how safe, effective, etc. a product is - a clinical/drug/field trial *The company conducted three clinical trials to determine the drug's safety.*

176- Uproariously (a): extremely noisy and confused *an uproarious debate

177- Whippersnapper (n): a young person who is too confident and shows no respect towards other, especially older, people *I'm not going to have some young whippersnapper tell me what to do!*

178- Wallop (v): to hit someone hard, especially with the flat part of the hand or with something held in the hand, or to defeat someone easily, especially in sports *"How did your tennis match go last night?" "Oh, I was walloped again."*

179- Weasel (n): a small mammal with reddish-brown fur and a long body that can kill other small animals such as mice and birds for food

180- Wire (n): a telegram