

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

**THE EFFECTS OF MULTIPLE INTELLIGENCE THEORY ON THE
IMPROVEMENT OF GRAMMAR SKILLS**

THESIS BY

Seden ZAMAN

SUPERVISOR

Assist. Prof. Dr. Kim Raymond HUMISTON

MASTER OF ARTS

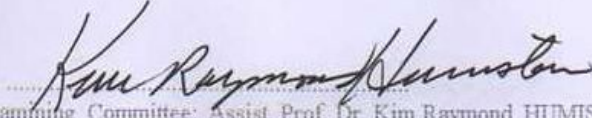
MERSİN, May 2013

REPUCLIC OF TURKEY


ÇAĞ UNIVERSITY

DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES

We certify that thesis under the title of "THE EFFECTS OF MULTIPLE INTELLIGENCE THEORY ON THE IMPROVEMENT OF GRAMMAR SKILLS" is satisfactory for the award of the degree of Master of Arts in the Department of English Language Teaching.



Supervisor- Head of Examining Committee: Assist. Prof. Dr. Kim Raymond HUMISTON



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



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

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





10 / 05 / 2013

Assoc. Prof. Dr. Hahuk KORKMAZYÜREK
Director of Institute of Social Sciences

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

ACKNOWLEDGEMENTS

I would like to thank to my supervisor Assist. Prof. Dr. Kim Raymond HUMISTON for his continuous patience and encouragement that I needed while writing this thesis. He was a good guide throughout the preparations.

I wish to thank to Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ for helping me when I was totally lost in my way. Her knowledge and kindness had a positive affect on me.

I would also like to thank to Assist. Prof. Dr. Erol KAHRAMAN for his being kind and helpful to me when I needed his opinions.

Special thanks to my dear friends Süleyman Sercan YÜKSEK and Sena TEKELİ who encouraged me in my worst and the most stressful time, helped me whenever I needed, and made me believe that I could finish this thesis. I love them so much.

I also would like to thank to Prof. Dr. Teresa Siek-Piskozub and Prof. Krystyna Drozdziel-Szelest who were so helpful to me with their mastery and guideness when I was an Erasmus student in Poznan, Poland.

I would like to thank to my beloved colleagues Seyda, Özge, Ayşegül and the others for their help.

Finally, the most heartfelt thanks go to my fiance Ahmet, my sisters Seçil, Betül, and Benay and my parents Sibel and Erden ZAMAN for their endless love and support throughout my life and my education. I love them so much.

10.05.2013

Seden ZAMAN

ÖZET

ÇOKLU ZEKA KURAMININ GRAMER BECERİSİNİN GELİŞMESİNDEKİ ETKİSİ

Seden ZAMAN

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Tez Danışmanı: Assist. Prof. Dr. Kim Raymond HUMISTON

Mayıs 2013, 59 sayfa

Bu çalışmanın amacı, Çoklu Zeka Kuramının İngilizce'nin yabancı dil olarak öğretildiği sınıflarda öğrencilerin gramer başarısını artırıp arttırmadığını saptamaktır. Çalışmanın diğer amacı, öğrencilerin Çoklu Zeka Kuramının İngilizce dersine uyarlanması hakkındaki görüşlerini almaktır.

Howard Gardner tarafından önerilen Çoklu Zeka Kuramı çerçevesinde Thomas Armstrong tarafından geliştirilen Çoklu Zeka Anketi öğrencilerin hangi tür zekaya sahip olduklarını belirlemek üzere uygulanmıştır. Veri toplama sürecinde bu kuram ile gramer başarısı arasındaki ilişkiyi ortaya çıkarabilmek amacıyla öntest ve sontest uygulanmıştır.

Bu çalışma, Toros Üniversitesi Meslek Yüksek Okulu Çocuk Gelişimi birinci sınıfta okumakta olan 34 öğrenci üzerinde yürütülmüştür.

Anahtar Kelimeler: Çoklu Zeka Kuramı, İngilizce Öğretimi, Gramer Gelişimi

ABSTRACT

THE EFFECTS OF MULTIPLE INTELLIGENCE THEORY ON THE IMPROVEMENT OF GRAMMAR SKILLS

Seden ZAMAN

M.A. Thesis, Department of English Language Teaching

Thesis Advisor: Assist. Prof. Dr. Kim Raymond HUMISTON

May 2013, 59 pages

The purpose of this study is to find out if the Multiple Intelligence Theory improves students' grammar in EFL classes. Another aim of the current study is to receive students' opinions about the implementation of MI Theory in English classes.

Within the frame of the Multiple Intelligence Theory suggested by Howard Gardner, the Multiple Intelligence Checklist developed by Thomas Armstrong was implemented so as to define which intelligence types the students have. In data collection, pre-test and post-test were done with the aim of finding out the relation between this theory and grammar improvement.

The study was conducted on 34 freshman students who are studying at Toros University Vocational School Child Development Department.

Key Words: Multiple Intelligence Theory, English Teaching, Grammar Improvement

ABBREVIATIONS

MI : Multiple Intelligences

ELT : English Language Teaching

EFL : English as a Foreign Language

SPSS : Statistical Package for Social Sciences

LIST OF TABLES

Table 1: Descriptions of the capacities of children who display proclivities in specific intelligences	13
Table 2: Students' MI Profiles	17
Table 3: Paired sample statistics of pretest and posttest	18

LIST OF FIGURES

Figure 1 : Types of intelligences	6
---	---

TABLE OF CONTENTS

COVER	i
APPROVAL PAGE	ii
ACKNOWLEDGES	iii
ÖZET	iv
ABSTRACT	v
ABBREVIATIONS	vi
LIST OF TABLES	vii
LIST OF FIGURES	viii
TABLE OF CONTENTS	ix

CHAPTER ONE

1. INTRODUCTION.....	1
1.1. Background of the study	1
1.2. Statement of the problem	2
1.3. Significance of the study.....	2
1.4. Purpose of the study.....	3
1.5. Research questions	3
1.6. Limitations to the study.....	4
1.7. Operational definitions	4

CHAPTER TWO

2. REVIEW OF LITERATURE.....	5
2.1. The Multiple Intelligence Theory.....	5

2.2. Types of Intelligences.....	6
2.2.1. Verbal/Linguistic Intelligence.....	7
2.2.2. Logical- Mathematical Intelligence.....	8
2.2.3. Visual/Spatial Intelligence.....	8
2.2.4. Bodily- Kinesthetic Intelligence.....	9
2.2.5. Musical Intelligence.....	10
2.2.6. Interpersonal Intelligence.....	10
2.2.7. Intrapersonal Intelligence.....	11
2.2.8. Naturalistic Intelligence.....	12

CHAPTER THREE

3. METHODOLOGY	14
3.1. Introduction.....	14
3.2. Research Design	14
3.3. The Participants of The Study.....	14
3.4. Data Collection.....	14
3.4.1. Questionnaire	15
3.4.2. Pre Test and Post Test	15
3.4.3. Students' Exit Slips	15
3.5. Procedure	16
3.6. Data Analysis	16

CHAPTER FOUR

4. FINDINGS	17
4.1. Introduction	17

4.2. Statistical Data Analysis of Grammar Improvement	18
4.3. Students' Perceptions	18
4.3.1. Students' Attitude and Motivation	18

CHAPTER FIVE

5. DISCUSSION AND CONCLUSION	20
5.1. Discussion	20
5.2. Conclusion	21
5.3. Recommendations for the Further Researchs.....	22
6. REFERENCES	23
7. APPENDICES	26
7.1. Appendix 1: Multiple Intelligence Checklist.....	26
7.2. Appendix 2: Çoklu Zeka Testi.....	32
7.3. Appendix 3: Pre and Post Test	37
7.4. Appendix 4: Students' Exit Slips	40
7.5. Appendix 5: Öğrenci Görüş Anketi	41
7.6. Appendix 6: Students' Responses (Öğrenci Görüşleri)	42
7.7. Appendix 7: MI Based Activities	46

CHAPTER ONE

1. INTRODUCTION

In this part, background to the study, statement of problem, significance of the study, purpose of the study and operational definitions are presented.

1.1. Background to the study

English teachers all over the world have been impressed significantly by the continuous changes in the field of English language teaching methodology. This influence have been directing teachers to find the best techniques and ideas that fit their students and teaching environment.

As in every classroom, each of learners in the foreign language classrooms has different learning styles and different abilities, and these differences need to be considered during the process. At this point, English language teachers are responsible of taking these differences into consideration and appreciate their learners' needs and different learning styles.

Considering major problems in education it can be said that individual learner differences and learner psychology are not given the essential importance during the learning process. However, is mostly agreed that in second half of the twentieth century individualism has gained great importance in education field recognizing and respecting individual differences and individual values. It is also agreed by many scholars and researchers that the success in foreign language learning is affected by individual learner differences by means of learning styles and intelligences.

Howard Gardner, a Harvard professor , proposed Multiple Intelligence (MI) Theory in his book Frames of Mind in 1983. His theory is highly related to the foreign language learning as it directly refers to a learner-based classroom environment and it is a pionering guide for teachers to enhance their teaching strategies, materials and techniques they use during the whole process so they are able to satisfy the different needs of learners.

1.2. Statement of the Problem

Effective teaching doesn't mean only instructing the content in a good way as the teacher is not only one to perform the teaching (Abdallah, 2008). In contrast with the truth, in the traditional approach it is all the time supposed that teachers are the active and students are the passive side of the teaching and learning process. Many learning contexts have been organised and many teachers have thought as if all learners have the same learning styles, and many of the teachers have taught in this way.

By analyzing the course books which are extensively used in foreign language classes it can be seen that most of the activities require only linguistic and logical intelligence. There is not much choice for all the other types of intelligences. With that kind of limited activities, learners generally deal with grammar rules, words and logical assumptions such as filling in the gaps, true-false, sequencing events or matching. They also don't have the opportunity to practice the target language with more than re-writing and repeating words, making new sentences with new vocabulary they learn or memorising dialogues. With these non-productive materials and activities it is impossible for foreign language teachers to satisfy the individual needs of all learners who have different ways of learning, and as a result, unfortunately, learners are such far from being motivated. Language teachers critically need to deal with this problem as motivation is a key factor in foreign language learning. As Arnold and Fonseca (2004) state varied learning activities relate to learners' strengths will be more likely to be effective in positive way as students will be more comfortable in class and they will be more compatible in class and they will be more compatible with their self-concept.

Giving more importance to one or two intelligences in the classroom minimizes the importance of other intelligences. That's why many talents or intelligences of learners remain undiscovered. However, learners need to strengthen their learning experiences in a positive learning environment in which their different learning styles and intelligences are supported (Burnett, 2002).

1.3. Significance of the study

Gardner's primary concern is to change the traditional view that threatening every student in the same way. His MI Theory and its implementation in a foreign language classroom have a great number of benefits to focus on individual differences and the need to develop student-centered learning programs.

In his theory Gardner offers a cognitive explanation for diversity and suggests some educational practices that will help students to benefit from their own skills. MI Theory

accepts the fact that each student is smart and has a kind of intelligence that should be discovered, and to discover it teachers should organize the teaching process in a way that corresponds with that different intelligent types of students.

In a language classroom in which MI Theory applied students also need to be aware of and know their own intelligences beside the necessity for teachers. Once they know about what kind of intelligences and abilities they possess they become much more familiar to the way they learn, so it will be much easier for them to be involved in the learning process. Knowing how they learn helps students enhance their success both in class and outside. Increasing learners' awareness of their own learning styles helps to increase their interest and motivation in the learning process, in addition, students are likely to develop and increase responsibility toward their learning (Arnold and Fonseca, 2004).

As Behjat (2012) states that it is a need for students to identify which type of intelligence gives them more opportunity to make their learning better and as a result they are more likely to achieve the desired results.

1.4. Purpose of the study

The main purpose of this study is to search out if the MI Theory helps to increase students' grammar success in EFL classes.

Another aim of the current study is to find out the different intelligence types of a group of student with a questionnaire. After identifying the multiple intelligences, the teacher provides MI Theory based activities that suit students' various intelligences.

The last aim of this study is to learn students' perceptions of the implementation of MI Theory in English classes.

1.5. Research Questions

The research questions addressed in the current study are as follows:

- 1) Does the MI Theory improve learners' grammar in EFL classrooms?
- 2) What are students' perceptions of the materials and activities used in class in terms of MI Theory?
- 3) What is the students' multiple intelligences profile?

1.6. Limitations to the Study

The sample of this study consisted of the students of Toros University Vocational School Child Development Department. The number of the participants are 36 and they are all female students. Therefore, the results can not be generalized beyond its limits.

Another limitation of this study is the implementation in only one city and at only one private university. The research can be done in another cities and another public and private schools and universities to make generalization.

1.7. Operational Definitions

Intelligence: The ability to solve problems or to fashion products, that are valued in one or more cultural or community settings (Gardner, 1983, p. X).

Multiple Intelligence Theory: MI Theory was suggested by Gardner (1983) by supporting the idea that each individual has got eight intelligences with variable values.

EFL classroom: The language classroom in which English is taught as a foreign language.

CHAPTER TWO

2. REVIEW OF LITERATURE

2.1. The Multiple Intelligence Theory

The Multiple Intelligences Theory was developed and suggested by Howard Gardner, who is a psychologist at Harvard University. The theory was first introduced in his book 'Frames of Mind: The Theory of Multiple Intelligences' (Gardner, 1983). He regarded his theory as a pluralistic view of mind that recognizes many different and specific characteristics of cognition and accepts that each individual has different cognitive strengths and contrasting cognitive styles.

Gardner (1983) claims that, rather than there being one single intelligence which is inborn and immutable, there is a profile of intelligences each with its own strengths and weaknesses, unique to each individual that can be nurtured and developed if the right conditions are prevalent.

Kezar (2001) states that in the last two decades Gardner has had a momentous affect on education and his theory has changed some essential beliefs about teaching and learning. She also believes that Gardner's theory revealed the pluralistic view of the mind inviting people to recognize and nurture the varied human intelligences.

Arnold and Fonseca (2004) believe that Gardner's theory is an important contribution that constitutes a learner-based philosophy and ELT educators need to search for how cognitive individual differences can be addressed and developed in the language classrooms. They also stated that in recent years, researches done in the area of learning styles have revealed the importance of students' greatly different learning profiles.

Tahriri and Divsar (2011) state that the studies in 1970s gave rise to the idea of learner-centered pedagogy in language classes. According to them, Gardner's theory has seized many educators since it has been proposed and intelligence type is one of the major variables that has captured the attention of scholars. They also believe that MI Theory has proved its influence in the field of psychology and this influence has become the focus of the attention in language pedagogy in recent years.

Since the time that the MI Theory was proposed, awareness of educators about it has continued to grow steadily, and over the past 20 years thousands of school districts, tens of thousands of schools, and thousands of teachers in the USA and numerous countries across the globe have been affected by the theory (Armstrong, 2009, p.2).

According to Hall Haley (2004) all teachers must be better equipped to broaden their pedagogical repertoire to accommodate students who are linguistically, culturally, and cognitively diverse.

2.2. Types of Intelligences

In the following sections the definitions of intelligences, teaching strategies and characteristics of the multiple intelligences are stated. Below is the graph of Gardner's eight intelligences

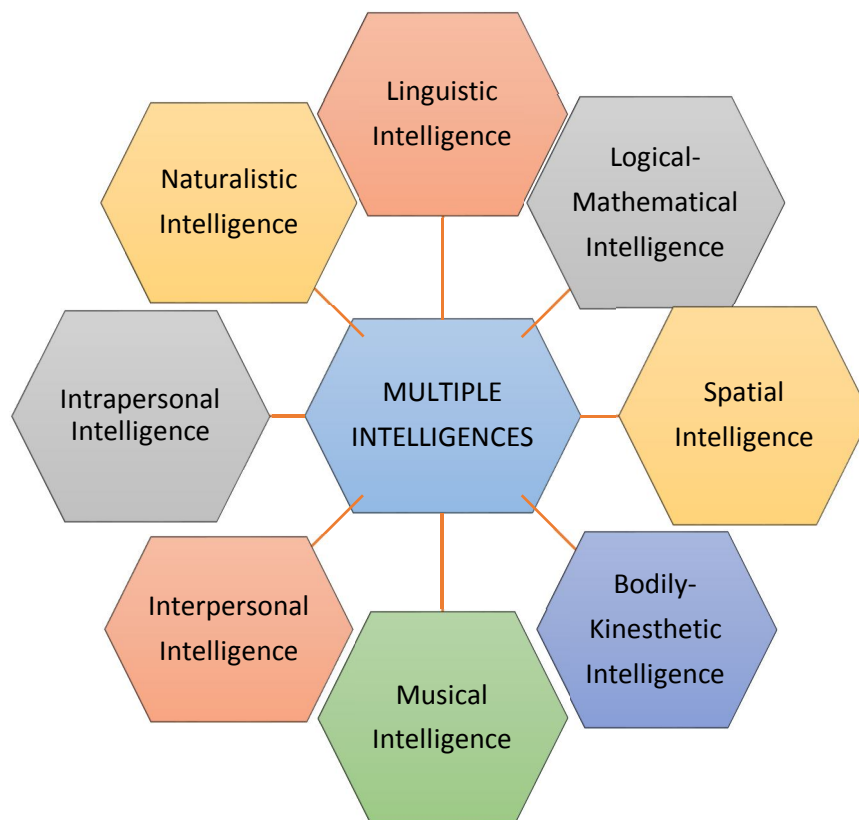


Figure 1 : Types of intelligences

2.2.1. Verbal / Linguistic Intelligence

Gardner (1983) explains the verbal/linguistic intelligence as the ability to use one's native language or other languages in order to express what he/she thinks and to understand other people. According to Gardner (1993), writers, poets, lawyers, and public speakers are the people who possess high levels of linguistic intelligence.

Armstrong (2009, p.73-76) described five teaching strategies for a broader range of learners as they emphasize open-ended language activities which reveal each learner's linguistic intelligence. The strategies that Armstrong suggested are brainstorming, storytelling, tape recording, journal writing, and publishing.

Golubtchik suggests teachers some classroom activities to be used for each type of intelligences in www.teachersnetwork.org .

Classroom activities that tap into this type of intelligence include:

- Writing a journal
- Creating a real or imagined correspondence between historical or contemporary characters
- Composing scripts that depict historical events
- Writing newspapers of a different time period, complete with then-current events, fashion, entertainment, and feature items
- Rewriting difficult information in a simpler form for younger students
- Interviewing a famous person with knowledge of a topic, or whose accomplishments are admired
- Inviting a guest speaker and planning appropriate questions
- Reading poetry or writing poetry, stories, ideas, or thoughts
- Creating analogies to explain concepts
- Designing bulletin boards
- Using recording devices
- Doing dramatic readings

2.2.2. Logical-mathematical Intelligence

Gardner's definitions of logical-mathematical intelligence is that the ability to study problems, to carry out mathematical operations logically and analytically, and to conduct scientific investigations. Mathematicians, logicians, and scientists are the group of people who possess high level of this kind of intelligence.

According to Armstrong (2009, p.77-79), the best teaching strategies for logical-mathematical intelligence are calculations and quantifications, classifications and categorizations, Socratic questioning, heuristics, and science thinking.

Golubtchik (www.teachersnetwork.org) suggests some activities for teachers who has students with this type of intelligence:

- Creating trivia games that others can play
- Developing crossword and other puzzles for classmates to solve
- Constructing a time line and filling in details
- Writing how-to books
- Investigating authentic problems and developing possible solutions
- Mapping a location
- Diagramming procedures
- Creating a "web" organizer or Venn diagram to organize information to present to others
- Using pattern blocks, unifix cubes, Legos, and other math manipulatives to demonstrate concepts
- Playing calculator games
- Conducting research and laboratory experiments
- Categorizing facts and information
- Composing analogies

2.2.3. Visual / Spatial Intelligence

Gardner (1999) defined visual / spatial intelligence as the ability to recognize both large and small visual patterns. Among the persons who have this kind of intelligence are navigators, pilots, sculptors, surgeons, chess players, and architects.

Armstrong (2009, p.80-82) suggested visualization, color cues, picture metaphores, idea sketching, and graphic symbols as the teaching strategies for the learners who have high level of visual / spatial intelligence.

Golubtchik (www.teachersnetwork.org) recommends some activities for teachers who have students with this type of intelligence:

- Drawing or painting a picture, poster, chart, or sketch representing what they have learned
- Making a three-dimensional model such as a physical map
- Creating colorful designs, shapes, and patterns to illustrate a scene from nature or history
- Imagining and visualizing how literary or historic figures might have changed events
- Taking photographs or using a video camera to create a pictorial report
- Constructing props and costumes to dramatize an event
- Creating Venn diagrams or concept maps to explain information to others
- Developing color-coding systems to categorize information
- Building a shadow box or diorama display

2.2.4. Bodily- Kinesthetic Intelligence

According to Gardner (1999) the bodily-kinesthetic intelligence is the potential of using the whole body or parts of the body in problem solving or the creation of products. Dancers, actors, athletes, surgeons, mechanics, and other technicians are the people with high level of bodily-kinesthetic intelligence.

Armstrong (2009, p.83-84) described body answers, classroom theater, kinesthetic concepts, hands on thinking, and body maps as the suitable teaching strategies for this kind of intelligence.

As Golubtchik (www.teachersnetwork.org) suggestes, students who are strong in this type of intelligence can demonstrate their mastery of content through:

- Dramatizing a literary or historical event
- Role playing
- Creating a dance or movement that tells a story
- Going on field trips to appropriate sites
- Participating in learning centers

- Learning outdoors
- Acting out vocabulary words or a sequence of events
- Constructing projects and making diagrams, models, or replicas of systems or procedures
- Building puppets and putting on a show related to content
- Pantomiming a sequence
- Playing charades

2.2.5. Musical Intelligence

Gardner (1999) defined musical intelligence as the intelligence entailing ability in the performance, composition, and appreciation of musical patterns.

Armstrong (2009, p.85-87) suggests rhythms, songs, raps, and chants, discographies, supermemory music, musical concepts, and mood music as the teaching strategies for musical intelligence.

Golubtchik (www.teachersnetwork.org) suggests the following activities that bring this intelligence out in students and can help them prove mastery of content:

- Writing an original song, rap, jingle, or cheer
- Playing instruments
- Composing music that conveys the theme or mood of the lesson
- Researching, comparing, and contrasting music of different cultures or time periods
- Identifying rhythmic patterns in music or poetry
- Creating a rhythmic way to remember information
- Performing a rap or song that summarizes information

2.2.6. Interpersonal Intelligence

According to Gardner (1999), interpersonal intelligence is the ability to understand the intentions, motivations, and desires of other people, and consequently to work effectively with others. Teachers, salespeople, clinicians, religious leaders, and politicians use high level of interpersonal intelligence.

The teaching strategies that Armstrong (2009, p. 88-90) suggests are peer sharing, people sculptures, cooperative groups, board games, and simulations.

According to Golubtchik (www.teachersnetwork.org) students with a high level of interpersonal intelligence can demonstrate their knowledge through:

- Participating in jigsaw activities, where each person in a group is responsible for specific tasks
- Working on interactive computer software, e-mail, and the Internet
- Joining any group project
- Sharing cooperative learning strategies
- Identifying with figures in art or literature
- Studying or creating oral histories
- Interviewing or creating imaginary interviews with relevant people (real, historical, or literary)
- Constructing a family tree
- Peer tutoring

2.2.7. Intrapersonal Intelligence

Gardner (1999) gave the definition of intrapersonal intelligence as the ability to understand and to have an effective working model of oneself. A person who has this intelligence possesses the awareness of one's own desires, fears, and abilities and he/she uses this information to make life decisions.

According to Armstrong (2009, p.91-93), one-minute reflection periods, personal connections, choice time, feeling-toned moments, and goal-setting sessions are the suitable teaching strategies for intrapersonal intelligence.

Golubtchik (www.teachersnetwork.org) suggests the following activities that engage and assist intrapersonal learners:

- Writing journal entries that summarize content and any personal reactions to content
- Completing independent assignments
- Meeting with the teacher outside of class
- Investigating complex problems
- Researching topics of interest
- Reflecting in a journal about their learning process

- Creating personal files of topics they have studied
- Writing first-person accounts of events
- Personalizing a character and writing his/her “autobiography”
- Constructing a bibliography that can be used by others
- Self-assessing projects and products to determine how to improve learning

2.2.8. Naturalistic Intelligence

Gardner (1999) described naturalistic intelligence as the ability to recognize and classify objects. Hunters, farmers, gardeners, artists, poets, and social scientists are the people who have high level of naturalistic intelligence.

Armstrong (2009, p.94-97) suggests nature walks, windows onto learning, plants, as props, pet-in-the-classroom, and eco-study as the teaching strategies for this kind of intelligence.

According to Golubtchik (www.teachersnetwork.org) activities the naturalist will enjoy include:

- Going on field trips and nature walks
- Forecasting and tracking the weather
- Observing the sky, clouds, stars, and space
- Hiking in natural surroundings
- Reporting on nature videos
- Listing attributes of objects
- Recording changes or development over time

The table below summarizes all these characteristics of each intelligence type.

Table 1: Descriptions of the capacities of children who display proclivities in specific intelligences (retrieved from Armstrong, 2009, p33).

<i>Eight Ways of Learning</i>			
<i>Children who are Highly ...</i>	<i>Think...</i>	<i>Love...</i>	<i>Need...</i>
<i>Linguistic</i>	in words	reading, writing, telling stories, playing word games	books, tapes, writing tools, paper, diaries, dialogue, discussion, debate, stories
<i>Logical-Mathematical</i>	by reasoning	experimenting, questioning, figuring out logical puzzles, calculating	materials to experiment with, science materials, manipulatives, trips to planetariums and science museums
<i>Spatial</i>	in images and pictures	designing, drawing, visualizing, doodling	art, Legos, videos, movies, slides, imagination games, mazes, puzzles, illustrated books, trips to art museums
<i>Bodily-Kinesthetic</i>	through somatic sensation	dancing, running, jumping, building, touching, gesturing	role-play, drama, movement, building things, sports and physical games, tactile experiences, hands-on learning
<i>Musical</i>	via rhythms and melodies	singing, whistling, humming, tapping feet and hands, listening	sing-along time, trips to concerts, playing music at home and school, musical instruments
<i>Interpersonal</i>	by bouncing ideas off other people	leading, organization, relating, manipulating, mediating, partying	friends, group games, social gatherings, community events, clubs, mentors/apprenticeship
<i>Intrapersonal</i>	in relation to their needs, feelings, and goals	setting goals, mediating, dreaming, planning, reflecting	secret places, time alone, self-paced projects, choices
<i>Naturalist</i>	through nature and natural forms	playing with pets, gardening, investigating nature, raising animals, caring for planet earth	access to nature, opportunities for interacting with animals, tools for investigating nature (e.g. magnifying glasses, binoculars)

CHAPTER THREE

3. METHODOLOGY

3.1. Introduction

This chapter presents the information about the methodology of the study which is a quasi-experimental research in nature using one group pretest posttest design. The participants, the instruments, the procedures of collecting data, and the methods used for data analysis are detailed in the following sections.

3.2. Research Design

As it was stated, this study is an example of quasi-experimental design. With the explanation of McMillan and Schumacher (2009) the purpose of this method is to determine cause and effect and there is direct manipulation of conditions. Implementing quasi-experimental research involves several classes or schools that can be used to determine the effect of curricular materials or teaching methods. The classes in which this design is used are intact, or already organized for an instructional purpose.

One group pretest-posttest design is described as a single group measured or observed not only after being exposed to a treatment of some sort, but also before (Fraenkel and Wallen, 2009).

3.3. The participants of the study

The participants of this study are 36 freshman students of Toros University Vocational School studying at Child Development department. The sampling group consists only female students and their ages vary between 18 and 33. The students are at beginner level. Their English background is weak due to some reasons such as having year loss in their education or not having a sufficient English knowledge at high school.

3.4. Data collection

The data of this study was collected by Multiple Intelligences Checklist which evaluates the MI profiles of the sample group, pre and post tests to determine difference of success before and after the implementation, and students' exit slips to analyzing students' perceptions.

3.4.1. Questionnaire

The questionnaire used for this study is an adaptation of Multiple Intelligences Checklist which was developed by Thomas Armstrong (Appendix 1). The adaptation was done by Joanne Mancour who is a former high school teacher and who supervises Training Services for CenterSource System. This adaptation form was chosen to be applied in this study due to its having much more understandable sentence structures than the original one.

The questionnaire was translated into Turkish as the language level of the sample group is not high enough to understand the items (Appendix 2).

The questionnaire consists 80 items assessing eight intelligences and it is organized in eight subscales (10 items for each). The students were asked to answer as 'yes' if they agreed with the statements. Q1, Q9, Q17, Q25, Q33, Q41, Q49, Q57, Q65 and Q73 aim to evaluate the linguistic intelligence. Q2, Q10, Q18, Q26, Q34, Q42, Q50, Q58, Q66 and Q74 aim to evaluate the logical- mathematical intelligence. Q3, Q11, Q19, Q27, Q35, Q43, Q51, Q59, Q67 and Q75 aim to measure the visual-spatial intelligence. Q4, Q12, Q20, Q28, Q36, Q44, Q52, Q60, Q68 and Q76 measure the bodily-kinesthetic intelligence. Q5, Q13, Q21, Q29, Q37, Q45, Q53, Q61, Q69 and Q77 measure the musical intelligence. Q6, Q14, Q22, Q30, Q38, Q46, Q54, Q62, Q70 and Q78 evaluate the interpersonal intelligence. Q7, Q15, Q23, Q31, Q39, Q47, Q55, Q63, Q71 and Q79 aim to evaluate the intrapersonal intelligence. Q8, Q16, Q24, Q32, Q40, Q48, Q56, Q64, Q72 and Q80 aim to evaluate the natural intelligence. The Existential Intelligence is not contained in the checklist as recommended by Dr. Thomas Armstrong as he thinks it is an area that is best identified through personal reflection.

3.4.2. Pre test and post test

In the current study, pre test and post test (Appendix 3) were used to evaluate students' grammar knowledge before and after the implementation. The grammar subjects concluded in the tests were 'the simple present tense, the present continuous tense, and the prepositions of place'. There are multiple types of testing in the test. The students were asked to fill the gaps, find the correct option, write questions to the answers given, order the mixed words and answer the open ended questions. the test is on the scale of 100 points.

3.4.3. Students' Exit Slips

The participants were asked to write their opinions and feelings about the English lessons and the exercises on the exit slips (Appendix 4) at the end of each observation week.

The questions were asked to the students in their native language to achieve more accurate responses (Appendix 5). The responses were analyzed by the researcher.

3.5. Procedure

The questionnaire used as the instrument of this study (Multiple Intelligence Checklist) is in English language originally. To apply in this study the questionnaire was translated into Turkish language both by the researcher and a certified translator. After translating into Turkish the questionnaire was translated into English by another certified translator to achieve validity. The reason for translating into Turkish was to get more accurate results of students' responses to the statements.

The Multiple Intelligence Checklist was applied to the students before the implementation. After the application, the students were grouped according to their dominant intelligences. The evaluation of the questionnaire was done by the researcher.

The pre-test was applied to the students at the end of November to evaluate their English knowledge. After that, in the four-week implementation period, the teaching activities and strategies (Appendix 5) which were chosen as appropriate for the multiple intelligences of the sample group were used. At the end of each week students were asked to write their feelings and opinions about the lectures and the activities. As the final section of the implementation, the post- test was applied.

3.6. Data Analysis

The questionnaire was analysed according to the instructions given by Thomas Armstrong. The students marked the number number of the statements that suit them. There are separated columns for the numbers of the statements based on each intelligence type. To find out which intelligence type the students have as dominant, the marks are added.

In order to make the analysis of the T-test designed as the pre and post test SPSS. 13.0 was adopted. The exit slips of the students were analysed by the researcher.

CHAPTER FOUR

4. FINDINGS

This chapter describes the results of the current study that answer the following research questions:

- 1) Does the MI Theory improve learners' grammar in EFL classrooms?
- 2) What are students' perception of the materials and activities used in class in terms of MI Theory?
- 3) What is the students' multiple intelligences profile?

4.1. Introduction

The result of the questionnaire which was implemented is seen in Table 2 by showing how many students have which kind of intelligence . The dominant intelligent types were considered while stating the numbers.

Table 2. Students' MI Profiles

Intelligence type	Number of students
Intrapersonal Intelligence	10
Interpersonal Intelligence	9
Linguistic Intelligence	6
Visual Intelligence	5
Logical-mathematical Intelligence	1
Bodily-kinesthetic Intelligence	1
Musical Intelligence	1
Naturalist Intelligence	1

As it can be seen from the table, the dominant intelligence types in the sample are intrapersonal and interpersonal intelligence with the numbers 10 and 9. Logical-mathematical, bodily-kinesthetic, musical and naturalist intelligences have the lowest number of students.

4.2. Statistical Data Analysis of Grammar Improvement

As it is stated in the methodology part, after the pretest and the questionnaire, the classroom environment and the exercises were tailored according to the different intelligence types and different needs of the sample group. After the four-week period, the post test was implemented to search out if there was an improvement of students' grammar. The result of paired sample test is shown in Table 3.

Table 3: Paired sample statistics of pretest and posttest

Test	M	Sd	t	p
<i>Pre-test</i>	44,14	17,16	-8,444	.000*
<i>Post-test</i>	70,2	14,67		

*p< .05

The result of the intra-group analysis presented that in the group, the mean score of the pre-test was 44,14 while the mean score of the post-test was 70,2, as shown in Table 3. Since the p-value was .000, it could be concluded that grammar improvement between pre-test and post-test provided in the group was statistically significant.

4.3. Students' Perceptions

Students' exit slips were used in this study in order to know about the opinions and feelings of the sample group. The questions that were asked are stated below.

1. What do you think about the English class this week?
2. How did you feel yourself while doing the exercises and tasks this week?

4.3.1. Students' Attitude and Motivation

The responses that the students gave (Appendix 6) showed that they have a positive attitude towards the classroom environment and activities that were designed in the light of Multiple Intelligence Theory. It was seen obviously by the researcher that, the students really enjoyed the classes and understood the lecture given. For example, one of the participants said she had never enjoyed the classes before when she didn't move and use her body language. Another student explained her pleasure by saying that she really enjoyed the class

and wish the rest of the classes done in the same way. These and the overall responses are enough to say that students' motivation has risen significantly, and this rise helped them to build positive attitude towards the lesson in general. Their participation during the classes were also increased as they had high motivation.

CHAPTER FIVE

5. DISCUSSION AND CONCLUSION

5.1. Discussion

The results of the implementations show that MI Theory has a largely positive effect on students and their success when the classroom environment and teaching and learning process are designed in consideration of the theory. When examining the t-test score, it could easily be said that the students' grammar knowledge improved significantly.

These results are compatible with the result of the study which was conducted by Heming (2008). At the end of her research, Heming (2008) came to the conclusion that even in the very traditional classrooms, the teachers are aware that if they teach using only linguistic and logical-mathematical intelligences, not all of their students will understand and learn. She supports the idea that students will learn and understand better if the material is presented in multiple ways. Heming (2008) also believes that a classroom in which MI Theory is applied is similar to the real-world and environment where all students can be successful.

Hall Haley (2004) conducted a study with the purpose of raising student and teacher awareness of multiple intelligences. The results of her study indicated that by means of the implementation of MI Theory in class students increased their success rates. Based on her result, Hall Haley (2004) agreed the idea that teachers' pedagogical style can affect students' strengths and weaknesses.

These results are similar to the results of Campbell's (1999) study that she conducted in six different schools. Her interviews with teachers and administrators proved that there was an excitement about the theoretical foundation that MI Theory provides. She stated that the theory offers insight into the human mind, its abilities and its development that teachers find tangible, accessible, and professionally useful. Campbell (1999, p.6) stated the MI teachers' beliefs that all students should experience academic success and they need to be known for strengths. As the teachers demonstrated learning in a variety of ways, students were much more capable.

While considering the paired sample statistics, the result of this study shows similarity with Akbari and Hosseini's (2008) study. Their result indicated that there is a significant positive relationship between multiple intelligences and English proficiency in EFL classes.

Dedeoğlu (2006) conducted a study to introduce the Theory of Multiple Intelligences and its implications in English lessons at state schools. The results of his study proved that after applying MI activities and making the students aware of their different strengths, most of the students developed their dominant skills, and applied new abilities with the help of varied MI activities. In other words, as he states, the students discovered their hidden talents, and their self-confidence and motivation increased significantly.

The results of the current study show similarity with the results of Meletli (2007). Her results show that each student has at least eight intelligences in varying degrees, and the cognition of these intelligences can be developed has been internalized and supported. With respect to MI Theory using different teaching techniques and activities resulted in achieving more students and much more effective comprehension in foreign language teaching.

Another similar results were achieved in the study of Akçin (2009). She conducted a study to find out the effects of MI Theory on students' learning and retention of English vocabulary. From the results of her study, it is concluded that when the traditional vocabulary teaching methods are used, there is not a total learning of students. On the other hand, when activities based on MI Theory are used in the class, students achieve complete learning and they do not forget much of what they learn.

5.2. Conclusion

As the MI Theory implies, all people have different kind of abilities and skills. None of them have one fixed profile of intelligence as there are eight intelligence types which each individual possesses these intelligences at different degrees. That means, there are at least eight ways of learning and teaching in classes.

In the field of foreign language teaching, teachers need to be sensitive about students' motivation during the process as motivation is such an important element. In order to increase their motivation, students need to be cared about and acknowledged for their different learning styles. Their needs to be engaged in classes and activities should be met by teachers. While doing this, both teachers and students go beyond the traditional approach which has been still used in Turkey and in other countries. The fact that the traditional approach doesn't create a learner-based classroom environment must be recognized by all teachers at short notice, and classroom environment and teaching styles should be designed according to students' differences.

Having different intelligence types and various learning styles is not a concept that we need to care only in language classes. It is also a fact which is dedicated to the life. When

individuals know their own multiple intelligences they can manage their own life and value their individual strengths and weaknesses.

Gardner (1993, p.12) summarizes the importance of his theory by saying:

We are all so different largely because we all have different combinations of intelligences. If we recognize this, I think we will have at least a better chance of dealing appropriately with the many problems that we face in the world. If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good. Perhaps if we can mobilize the full range of human intelligences and ally them to an ethical sense, we can help to increase the likelihood of our survival on this planet, and perhaps even contribute to our thriving.

5.3. Recommendations for Further Research

This study was carried out in order to evaluate the effects of Multiple Intelligence Theory on grammar success in EFL classes. Amongst the findings, it was concluded that MI Theory has considerable effects on students in terms of revealing their different learning styles and help them achieve success. The participants of the current study were 36 freshman students studying at university. Further research can be implemented with participants studying at different levels in primary, secondary, and higher education by designing MI based teaching and learning process.

In addition, this study was designed for four weeks; further studies can be applied for longer periods to collect and analyse data.

6. REFERENCES

- Abdallah, M. M. S. (2008). Multiple Ways To Be Smart: Gardner's Theory of Multiple Intelligences and Its Educational Implications in English Teaching and Oral Communication. (Online), Eric Digest : Ed 502634. Accessed May 8, 2012
- Akçin, S. (2009). "The Effects of Using Activities Based On Multiple Intelligence Theory on 11th Grade Students' Learning and Retention of English Vocabulary." *Master Thesis*. Institute of Educational Sciences, Dokuz Eylül University, İzmir
- Akbari, R. , Hosseini, K. (2008). Multiple Intelligences and Language Learning Strategies: Investigating Possible Relations. *System*, 36 (2008) 141- 155
- Arnold, J. , Fonseca, C. (2004). Multiple Intelligence Theory and Foreign Language Learning: A Brain- based Perspective. *International Journal of English Studies*, Vol. 4 (1), 2004, pp. 119-136
- Armstrong, T. (2009). *Multiple Intelligences in the Classroom* (3rd Edition).
<http://site.ebrary.com/id/10326283?ppg=43>
- Behjat, F. (2012). Interpersonal and Intrapersonal Intelligences: Do They Really Work in Foreign-Language Learning?. Retrieved from www.sciencedirect.com/science/article/pii/S1877042812000535

- Burnett, P. C. (2002). Teacher Praise and Feedback and Students' Perception of the Classroom Environment. *Educational Psychology*, Vol. 22, No. 1, 2002
- Campbell, L. (1999). Multiple Intelligences and Student Achievement: Success Stories from Six Schools. <http://site.ebrary.com/id/10115176?ppg=9>
- Dedeoğlu, T. G. (2006). "Application of Multiple Intelligences Theory in State Schools." *Master Thesis*. Institution of Educational Sciences, Gazi University, Ankara
- Fraenkel, J. R. , Wallen, N. E. (2007). How to Design and Evaluate Research in Education. 7th Edition. MH
- Gardner, H. (1983). Frames of Mind: The Theory of Multiple Intelligences. New York: Basic Books
- Gardner, H. (1993). Multiple Intelligences: The Theory in Practice. New York: Basic Books
- Gardner, H. (1999). Intelligence Reframed. New York: Basic Books
- Hall Haley, M. (2004). Learner- Centered Instruction and the Theory of Multiple Intelligences With Second Language Learners. *Teachers College Record*, Volume 106, Number 1, January 2004, pp. 163- 180

Heming, A. L. (2008). Multiple Intelligences in the Classroom. *Honours College Capstone Experience / Thesis Projects*. Paper 138

Kezar, A. (2001). Theory of Multiple Intelligences: Implications for Higher Education. *Innovative Higher Education*, Vol. 26, No. 2, Winter, 2001

McMillan, J. H. , Schumacher, S. (2009). Research in Education. Sixth Edition. Prentice Hall PTR

Meletli, F. (2007). “Yabancı Dil Öğretimi Yapılan Sınıflarda Çoklu Zeka Kuramı ve Kısa Hikaye Kullanımı. *Yüksek Lisans Tezi*. Sosyal Bilimler Enstitüsü, Ankara Üniversitesi, Ankara

Tahriri, A. , Divsar, H. (2011). EFL Learners’ Self-Perceived Strategy Use Across Various Intelligence Types: A Case Study. *Journal of Pan-Pacific Association of Applied Linguistics*, 15 (1), 115-138

www.teachersnetwork.org

www.els.about.com

7. APPENCICES

7.1. APPENDIX 1: MULTIPLE INTELLIGENCE CHECKLIST

DISCOVERING GIFTS IN MIDDLE SCHOOL – TRIBES TLC®

MULTIPLE INTELLIGENCES CHECKLIST

INSTRUCTIONS:

It is hoped that this checklist will be fun to do and will help you discover your many gifts. This is not a test – it's just for your own information – but it is based on wonderful studies done by many wise people about how we learn and why it is really great to know our own preferences; each one of us is unique and our preferences help us understand our special ways of learning and knowing.

Check any items that seem to apply to you. You may check as many as you like. Please have a good time and enjoy yourself!

1. ___ I enjoy reading books.
2. ___ I have always liked math and science classes best and I do well in them.
3. ___ I enjoy drawing, painting and doodling.
4. ___ I love being outdoors and enjoy spending my free time outside.
5. ___ I have a pleasant singing voice and I like to sing.
6. ___ I'm the kind of person others come to for advice.
7. ___ I have some important goals for my life that I think about often.
8. ___ I love animals and I spend a lot of time with them.
9. ___ I like English, social studies and history better than math and science.
10. ___ I try to look for patterns and regularities in things, such as every third stair on the staircase has a notch in it.
11. ___ I like to figure out how to take apart and put back together things like toys and puzzles.
12. ___ I am an active person and if I can't move around I get bored.
13. ___ I frequently listen to music because I enjoy it so much.
14. ___ I like going to parties and social events.

15. ____ I think I am a very independent person.
16. ____ I enjoy watching nature shows on television like the Discovery Channel, National Geographic and Nova.
17. ____ I am good at using words to get others to change their mind.
18. ____ I enjoy playing around with a chemistry set and am interested in new discoveries in science.
19. ____ When I watch a movie or video, I am more interested in what I see than what I hear.
20. ____ I think I am well coordinated.
21. ____ I can play a musical instrument.
22. ____ I don't like to argue with people.
23. ____ Sometimes I talk to myself.
24. ____ It's fun to watch birds or other animals, to watch their habits, and to learn more about them.
25. ____ I'm good at Scrabble and other word games.
26. ____ I believe that almost everything has a logical explanation.
27. ____ When I close my eyes, sometimes I can see clear images in my head that seem real.
28. ____ I have good skills in one or more sports and learn new sports quickly.
29. ____ I can easily keep time to a piece of music.
30. ____ I enjoy getting other people to work together.
31. ____ I like to spend time alone thinking about things that are important to me.
32. ____ I'm very good at telling the difference between different kinds of birds, dogs, trees and stuff like that.
33. ____ I like to learn new words and know their meanings.
34. ____ I like to play games and solve brainteasers that require tactics and strategy.
35. ____ I am good at reading maps and finding my way around unfamiliar places.
36. ____ I don't like organized team sports as much as individual sports activities, such as tennis, swimming, skiing, golf or ballet.

37. ____ I know the tunes and titles of many songs and musical pieces.
38. ____ I consider myself a leader (and others call me that).
39. ____ I would rather spend a vacation in a cabin in the woods than at a fancy resort.
40. ____ I enjoy visiting zoos, natural history museums or other places where the world is studied.
41. ____ It's easy for me to memorize things at school.
42. ____ It is fun for me to work with numbers and data.
43. ____ I like some colors better than others.
44. ____ I don't mind getting my hands dirty from activities like painting, clay, or fixing and building things.
45. ____ Sometimes I catch myself walking along with a television jingle or song in my mind.
46. ____ When I have a problem, I'll probably ask a friend for help.
47. ____ I think I know what I am good at and what I'm not so good at doing.
48. ____ I like being outside whenever possible; I feel confident and comfortable there.
49. ____ I like to look things up in the dictionary or any encyclopedia.
50. ____ I like to ask people questions about how things work or why nature is the way it is.
51. ____ I sketch or draw when I think.
52. ____ Sometimes when I talk with people, I gesture with my hands.
53. ____ I like to make up my own tunes and melodies.
54. ____ I have at least three close friends.
55. ____ I have hobbies and interests that I prefer to do on my own.
56. ____ I like camping and hiking.
57. ____ I like to talk to friends and family better than watching TV.
58. ____ I have an easy time understanding new math concepts in school.
59. ____ I enjoy reading things more when they have lots of pictures and drawings.

60. ____ I would rather play a sport than watch it.
61. ____ Often I keep time to music by tapping to the beat or humming the tune when I am studying or talking on the phone.
62. ____ I am easy to get to know.
63. ____ I want to be self-employed or maybe start my own business.
64. ____ I want to become a volunteer in an ecological organization (such as Greenpeace or Sierra Club) to help save nature from further destruction.
65. ____ I like to write things like stories, poems and reports.
66. ____ I like things better when they are organized, categorized or measured.
67. ____ I am good at playing Pictionary, doing jigsaw puzzles, and solving mazes.
68. ____ I like to “ham it up” in skits, plays, speeches, sports or other types of activities.
69. ____ I can tell when notes are off-key.
70. ____ I feel comfortable most of the time, even in the midst of a crowd.
71. ____ I like to spend time by myself thinking about thing that I value.
72. ____ When I was younger I used to dislodge big rocks from the ground to discover the living things underneath.
73. ____ I’m really good at describing things in words.
74. ____ I think I am good at working with numbers and data.
75. ____ I am better at remembering faces than names.
76. ____ I like working with my hands in activities such as sewing, carving, or model-building.
77. ____ I know what I like and don’t like in music.
78. ____ I am good at making new friends.
79. ____ I like to think about things before I take any action.
80. ____ I have a green thumb and I am really good at keeping plants alive and healthy.

Note:

As recommended by Dr. Armstrong, this checklist does not contain elements from the Existential intelligence, as it is an area that is best identified through personal reflection.

Reference:

“Multiple Intelligence Checklist” adapted from *7 Kinds of Smart* by Thomas Armstrong, copyright © 1993 by Thomas Armstrong. Used by permission of Plume a division of Penguin Putnam Inc. The adaptation was done by Jeanne Mancour, who oversees Training Services for CenterSource Systems and who is a former high school teacher.

MULTIPLE INTELLIGENCES TALLY SHEET

Circle the numbers below that you checked on your Multiple Intelligence checklist. Then count how many **circles** you have in each **column**, and write that number at the bottom of each column.

	1	2	3	4	5	6	7	8
	9	10	11	12	13	14	15	16
	17	18	19	20	21	22	23	24
	25	26	27	28	29	30	31	32
	33	34	35	36	37	38	39	40
	41	42	43	44	45	46	47	48
	49	50	51	52	53	54	55	56
	57	58	59	60	61	62	63	64
	65	66	67	68	69	70	71	72
	73	74	75	76	77	78	79	80
How many circles in each column?								
	LIN	I-M	SP	B-K	MU	NTER	NTRA	NAT

Look at the columns where you counted the most circles. You may have one, two or three areas that stand out. It doesn't matter how many, but rather what "fits" and seems right for you. See the key below to discover your natural preferences!

LIN	=	Linguistic	MU	=	Musical
L-M	=	Logical-Mathematical	NTER	=	Interpersonal
SP	=	Spatial	NTRA	=	Intrapersonal
B-K	=	Bodily-Kinesthetic	NAT	=	Naturalist

Congratulations! You are a unique and special individual with many wonderful abilities, gifts and talents!

7.2. APPENDIX 2: ÇOKLU ZEKA TESTİ

İsim:

ÇOKLU ZEKA TESTİ

Bu anketin keyifle yapılması ve birçok yeteneğinizi keşfetmeniz size yardımcı olması umulmaktadır. Bu bir test değildir- sadece sizin kendi bilgilerinizle ilgilidir- fakat nasıl öğrendiğimiz ve kendi tercihlerimizi bilmemizin gerçekten nasıl muhteşem olduğu konusunda birçok bilge insan tarafından yapılan harika çalışmalara dayanmaktadır; her birimiz tekiz ve tercihlerimiz, öğrenme ve bilmeye giden özel yollarımızı anlamamızda yardımcıdır.

Size uygun gibi görünen her maddeyi işaretleyin. İstedığınız kadarını işaretleyin. Lütfen iyi vakit geçirin ve eğlenin.

1. Kitap okumaktan keyif alıyorum.
2. Her zaman matematik ve fen derslerini çok sevmişimdir ve bu derslerde başarılıyım.
3. Çizim yapmaktan, boyamaktan ve karalama yapmaktan keyif alıyorum.
4. Dışarda olmayı ve boş vakitlerimi dışarda harcamayı seviyorum.
5. Hoş bir sesim var ve şarkı söylemeyi seviyorum.
6. Ben, insanların danışabileceği bir kişiyim.
7. Hayatım için sık sık üzerinde düşündüğüm önemli hedeflerim var.
8. Hayvanları seviyorum ve onlarla çok fazla vakit geçiriyorum.
9. İngilizce, sosyal bilimler ve tarih derslerini matematik ve fen bilgisinden daha çok seviyorum.
10. Nesnelere desen ve düzen aramaya çalışırım; örneğin, merdivendeki her 3. basamakta çentik var.

11. Oyuncak ve puzzle gibi nesnelere parçalara ayırmayı ve tekrar birleştirmeyi seviyorum.
12. Aktif bir insanım ve hareket edemezsem sıkılırım.
13. Çok sık müzik dinlerim çünkü çok hoşuma gidiyor.
14. Partilere ve sosyal etkinliklere katılmayı seviyorum.
15. Çok bağımsız bir insan olduğumu düşünüyorum.
16. Televizyonda Discovery Channel, National Geographic ve Nova gibi doğayla ilgili programları izlemeyi seviyorum.
17. Sözcüklerimle insanların düşüncelerini değiştirmekte iyiyim.
18. Kimyasal şeylerle uğraşmayı seviyorum ve bilimdeki yeni gelişmelerle ilgileniyorum.
19. Bir film veya video izlerken ne duyduğumdan çok ne gördüğümle ilgilenirim.
20. Derli toplu bir insan olduğumu düşünüyorum.
21. Bir müzik aleti çalabilirim.
22. İnsanlarla tartışmayı sevmiyorum.
23. Bazen kendi kendime konuşurum.
24. Kuşları veya diğer hayvanları, ve onların davranışlarını izlemek ve haklarında daha fazla bilgi edinmek eğlenceli.
25. Scrabble ve diğer kelime oyunlarında başarılıyım.
26. Neredeyse herşeyin mantıksal bir açıklaması olduğuna inanıyorum.
27. Gözlerimi kapattığımda, bazen zihnimde gerçek gibi görünen net şekiller görüyorum.
28. Bir veya birden fazla spor dalında yeteneğim var ve yeni bir spor dalını çok çabuk öğrenebilirim.
29. Bir müzik parçasına kolayca ritim tutabilirim.

30. İnsanları birlikte çalışmalarını için bir araya getirmekten hoşlanırım.
31. Benim için önemli olan şeyler hakkında düşünerek tek başıma vakit geçirmeyi seviyorum.
32. Farklı kuş, köpek, ağaç türleri ve bunlar gibi şeyler arasındaki farklılıkları söylemekte başarılıyım.
33. Yeni kelimeleri ve anlamlarını öğrenmeyi seviyorum.
34. Taktik ve strateji gerektiren oyunlar oynamayı ve bilmeceleri çözmeyi seviyorum.
35. Harita okumakta ve yabancı yerlerde yolumu bulmakta iyiyim.
36. Organize takım sporlarını tenis, yüzme, kayak, golf ve bale gibi tek kişilik sporları sevdiğim kadar sevmem.
37. Birçok şarkının ve müzikal parçaların melodisini ve isimlerini bilirim.
38. Kendimi bir lider olarak görüyorum (ve diğerleri beni öyle adlandırıyor).
39. Tatilimi lüks bir otelde değil, ormanda tahta bir kulübede geçirmeyi tercih ederim.
40.Hayvanat bahçelerini, doğal tarih müzelerini veya dünyayla ilgili diğer yerlere gitmeyi seviyorum.
41.Okulda ezber yapmak benim için kolay.
42. Sayılarla ve verilerle çalışmak benim için eğlenceli.
43. Bazı renkleri diğerlerinden daha çok seviyorum.
44. Boyama, kil, tamir veya kurulum işleri yaparken ellerimin kirlenmesi benim için hiç sorun değil.
45. Bazen kendimi, aklımda bir televizyon müziği veya şarkıyla yürürken buluyorum.
46. Bir problemim olduğunda tavsiye için muhtemelen bir arkadaşşıma başvururum.
47.Sanırım neyi yapmakta iyi ve neyi yapmakta kötü olduğumu biliyorum.
48. Mümkün olduğu zamanlarda dışarıda olmayı seviyorum; dışarıda kendimi güvende ve rahat hissediyorum.

49. Sözlük veya ansiklopedi araştırması yapmayı seviyorum.
50. İnsanlara dünyada bir şeylerin nasıl işlediği ve doğanın neden böyle olduğu hakkında sorular sormayı seviyorum.
51. Düşünürken karalama veya çizim yaparım.
52. Bazen insanlarla konuşurken el-kol hareketleri yaparım.
53. Kendi bestelerimi ve melodilerimi uydurmayı seviyorum.
54. En az üç tane yakın arkadaşım var.
55. Kendi başıma yapmayı tercih ettiğim hobilerim ve ilgi alanlarım var.
56. Kamp ve yürüyüş yapmayı severim.
57. Arkadaşlarımla veya ailemle konuşmayı televizyon izlemekten daha çok severim.
58. Okulda yeni matematik kavramlarını anlamakta sıkıntı çekmem.
59. Okuma parçalarını çok fazla resimli ve çizimli oldukları zaman okumayı daha çok severim.
60. Bir sporu yapmayı, onu izlemeye tercih ederim.
61. Ders çalışırken veya telefonla konuşurken sık sık ritim yaparak veya ezgiyi mırıldanarak müziğe tempo tutarım.
62. Tanınması kolay bir insanımdır.
63. Serbest meslek sahibi olmayı veya kendi işimi yapmayı istiyorum.
64. Doğayı ileriki zamanlarda yok olmaktan korumak için ekolojik organizasyonlara (Greenpeace veya Sierra Clup gibi) gönüllü olmak istiyorum.
65. Hikaye, şiir ve bildiri gibi şeyler yazmayı seviyorum.
66. Düzenlenmiş, sınıflandırılmış veya ölçülmüş şeyleri daha çok severim.
67. Pictionary oynamakta, yapboz yapmakta ve labirent çözmekte iyiyim.
68. Esprilerde, oyunlarda, konuşmalarda, sporda ve diğer aktivitelerde abartmayı severim.

69. Notlara baęlı kalmadan konuşabilirim.
70. oęu zaman kalabalıęın ortasında bile kendimi rahat hissederim.
71. Deęer verdięim Őeyler hakkında tek baŐıma dűŐünerek vakit geirmeyi seviyorum.
72. ocukken büyük taŐları altında ne olduęunu keŐfetmek iin yerinden oynatırdım.
73. Kelimelerle bir Őeyleri tanıtmakta iyiyim.
74. Sayılarla ve verilerle alıŐmakta iyi olduęumu dűŐünüyorum.
75. Yüzleri hatırlamakta isimleri hatırlamaktan daha iyiyim.
76. DikiŐ dikmek, kesim yapmak veya maket yapmak gibi el becerisi gerektiren aktiviteler yapmayı severim.
77. Müzikte neyi sevip sevmedięimi biliyorum.
78. Yeni arkadaşlar edinmekte iyiyim.
79. Bir iŐe baŐlamadan önce onun hakkında dűŐünmeyi severim.
80. iek yetiŐtirme yeteneęim var ve gerekten bitkileri canlı ve saęlıklı tutmakta iyiyim.

7.3. APPENDIX 3: PRE AND POST TEST

Name and Surname :

Student number :

Total grade:

Part 1. Complete the dialogue with the verbs in paranthesis. Use the correct verb forms. (10x2)

Helen: Hello! I (1) (want) to speak to Jane ,please.

(2) (be) she at home?

Man : Yes. She (3) (have) a shower at the moment.

She always (4) (have) a shower in the mornings.

Helen: Well, can I speak to her sister or brother please?

Man : Sorry, but they (5) (go) to school now.

They (6) (have) classes this morning..

Helen : What about Sue? What (7) (she/do) right now?

Man : She (8) (swim) in the pool with her friends now.

Helen : Well, it (9) (be) too bad. I think I (10) (be/not) lucky today.

Can you tell Jane to call me after shower?

Man : Sure!

Part 2. Complete the paragraph with 'at, in,on and to' (10x1)

' He is Frank Martin. He works (1) an office in the centre of Barcelona. During the week, he gets up (2) half past seven. He goes (3) work by bus, but (4) Saturdays he drives his car so he can visit his mother (5) the afternoon. He starts work (6) quarter to nine and has lunch (7) work. (8) the summer he works different hours because (9) 17th June they change the summer timetable. It's very hot in Barcelona (10) July, so he goes on holiday.

Part 3. Circle the correct form. (10x1)

1. Betty usually *walks/is walking* to school .
2. My brother *is working/works* in the office now.
3. Look! It *is snowing/snows*.
4. How often *are you going/do you go to the cinema?*
5. Don't speak loudly! The baby *sleeps/is sleeping*.
6. My sister can't answer the phone, she *has/is having* a shower.
7. Hi Mike! Where *are you going/do you go?*
8. What kind of books *are you reading/do you read?*
9. Can you hear? The phone *rings/is ringing*.
10. I *am not watching/ don't watch* horror films because I don't like them.

Part 4. Write questions to the answers.(5x3)

1. A: _____
B: I live in Mersin.
2. A: _____
B: Yes, my mother cooks very delicious food.
3. A: _____
B: Sally studies English at school.
4. A: _____
B: My books are on the table.
5. A: _____
B: He has two sisters.

Part 5. Put the words into the correct order.(5x3)

1. got/ he /a /car /has /blue
2. always /Turkish /after /drink /coffee /I /breakfast
3. does /how /your /read /father /often /newspaper /? /
4. is /my /from / no/ not/, /friend /Spain
5. watch /you /films /? /do /comedy

Part 6. Answer the questions. (10x2)

1. Are you driving a car at the moment?
2. What are you doing right now?
3. Is the teacher teaching English now?
4. What do you do at the weekends?
5. What time do you start school?
6. Where do you go on your summer holiday?
7. Who is your favourite actor?
8. What is there near your bed ?
9. Is there a park opposite your school?
10. How often do you use computer?

7.4. APPENDIX 4: STUDENTS' EXIT SLIPS

NAME AND SURNAME:

DATE:

1. What do you think about the English class this week?

2. How did you feel yourself while doing the exercises and tasks this week?

7.5. APPENDIX 5: ÖĞRENCİ GÖRÜŞ ANKETİ

İSİM-SOYİSİM:

TARİH:

1. Bu haftaki İngilizce dersi hakkında ne düşünüyorsun?

2. Bu hafta verilen alıştırmaları ve görevleri yaparken kendini nasıl hissttin?

7.6. APPENDIX 6: STUDENTS' RESPONSES (ÖĞRENCİ GÖRÜŞLERİ)

S. 1. Bu haftaki İngilizce dersi hakkında ne düşünüyorsun?

Bu hafta İngilizce dersi oldukça keyifli geçti. Öğretmenimiz yeni bir uygulama yaptı ve dersi çok keyifli bir hale getirdi. Uykulu olmama rağmen keyif aldım.

"This week's English class was quite cheery. Our teacher performed a new application and made the class very enjoyable. I had enjoyed even though I was sleepy."

Süper geçti. Çok keyifli bir dersti. Bugün sınıfta sunumlar yapıldı. Hem eğlendik hem de öğrendik. Öğretmenimiz bizi hep motive etti ve bu da bizim istekli olmamızı sağladı. Sunum yaparken heyecanlıydık ama öğretmenimiz yardımcı oldu. Dersin sonuna doğru konuşmadan günlük aktivitelerimizi hareketlerle sınıfta sunduk. Çok güzel ve komik oldu.

"It was super. It was a very pleasant class. Today, presentations were made in the class. We both had fun and learned. Our teacher motivated us all the time and this made us to be willing. We were excited while giving the presentations but our teacher helped us. Through the end, we presented our daily activities with gestures to the class. It was so good and funny."

Mutlu hissettim. Eğlenceli bir dersti. Görsel olarak anlatılması daha anlaşılır ve kalıcı oldu benim için.

"I felt happy. It was an enjoyable lesson. The lesson was lectured visually, so it was more comprehensible and permanent for me."

Bu hafta ki İngilizce dersini severek, isteyerek, candan dinledim. Özellikle hareket göstererek anlatılan ders şekline kyıldım. Hem dikkatimizi arkadaşlarımıza vermemizi sağlıyor böylece derse daha iyi odaklanıp daha iyi anlıyorum. Çok eğlenceli bir şekilde derse dinledim. Hiç sıkılmadım. Lütfen bundan sonraki derslerimizde böyle olursa sevindiririm hocam

“I listened this week’s lesson caressively, readily, and hearty. Especially, I fencied the lesson style by showing movements. Also, it makes us give our attention to our friends, so I focuse on the lesson and understand more. I listened the lecture in an enjoyable mood, I didn’t even get bored. Please teacher, I’ll be happy if our following classes be like this.”

Bu 2 haftadır derse katılımımın arttığını ve derse anladığımı düşünüyorum. Oyun şeklinde ders işlenmesi benim derse katılmama ve daha iyi anlamama sağlıyor.

“I think my participation has risen for the last two weeks and I’ve understood the lesson. Our learning the lesson with game style makes me participate and understand better.”

S.2. Bu hafta verilen alıştırmaları ve görevleri yaparken kendini nasıl hissttin?

Benim baskın olan zekam dilsel zeka. İlgî duyduğum alanda çalışmalar yaptım ve çok şey öğrendim. Bunu arkadaşlarımla paylaştığım için mutluluk duydum. Kelime ararken biraz zorlandım ama eğlenceli olduğu için severek yaptım.

“My dominant intelligence is linguistic. I made studies on the subjects that I’m interested in and I learned a lot. I was happy to share it with my friends. I had difficulty while searching for words, but I did it caressively as it was enjoyable.”

Bu gün derste yapmadığımız faaliyet yaptık. Arkadaşlarımız birbirleriyle iletişim kurdu. güzeldi.

“Today we did an exercise which we haven’t done before. Our friends communicated with each other. It was good.”

İlk olarak ders kitabımızdan kelimeleri çevirdik. Daha sonra öğretmenimizle beraber pekiştirdik ve keyifli hale getirerek bunu bir oyunla dönüştürdük. Bütçe olması konusunun akılda kalmasını kolaylaştırdı. Daha sonra tekrar bir oyun yaptık ve cümleler kurarak bunu resime döktük. Oldukça keyifli ve akılda kalıcı oldu.

“At first, we translated some words in our coursebook. Then, we reinforced with our teacher and we converted them into a game with making it cheerful. This smoothed the subject to stick in mind. Later, we created a game again and picturized it with making sentences. It was quite fun and catchy.”

İlk başta biraz zorlandım sonra biraz kipten ve sözlükten yararlanarak örnek kurmaya çalıştım. ve çalışırken çok etkilendim olduğunu hissettim projeden sonra biraz daha İngilizce çalışmam gerektiğini konu etkililiğimin ve kelime etkililiğini öğrenmen gerektiğini fark ettim ve bundan sonra İngilizce dersleri proje şeklinde yapmaz isterim çünkü böyle daha iyi anlıyorum.

“At the beginning, I had some difficulty. Later, I tried to make sentence by getting help from the book and the dictionary and I felt that I’m lacking in the subjects. After the project, I realized that I need to study English more, and I need to meet my lack in subjects and vocabulary, and I would like to do my English homeworks as projects because I understand better in this way.”

Çok zevkli geçti. Özellikle "in, on, under, behind, in front of" konuları zevkliydi. Anladım. Dersle katılmaya çalıştım. Topla oynayıp güzeldi ve verilen cümlelerden yola çıkarak tahtaya resim çizme güzeldi ve zevkliydi.

“It was very enjoyable. Especially the subject ‘in, on, under, behind, in front of, at’ was joyful. I understood. I tried to participate to the class. Playing with ball was good, and drawing picture on the board based on the sentences given was nice and enjoyable.”

7.7. APPENDIX 7: MI BASED ACTIVITIES

Activity 1: Presentations and Homework Assignments

Level: Beginner

Intelligence types: All types of intelligence

All students with all types of intelligence are involved in this activity, and they are asked to prepare a presentation or write an assignment about any subjects that they are interested in.

Students who have interpersonal intelligence are asked to be groups or pairs, and students with intrapersonal intelligence are asked to prepare a presentation alone or write a homework assignment. Other students are proposed to either to participate in groups or study individually.

(developed by the researcher)

Activity 2: Picture Dictation

Level: Beginners to intermediate (depending on the lexical set used)

Intelligence Types: Bodily/ Kinesthetic, Verbal/Linguistic, Visual/ Spatial, Interpersonal

Ask the students to get into pairs and sit back to back. One member of the pair gets a card but does not show it to the partner. The one with the card starts to dictate what he or she sees in the picture (e. g., there is a red circle in the middle) and the other partner draws what he or she understands. They continue until the picture is complete. As a final step the partners compare the card with the picture and assess each other's performance. Afterwards they get a new card and change the roles. The activity can go on until they draw all cards.

[Homolova,1998 (cited in Dedeoğlu,2006)]

Activity 3: Vocabulary Chart

Level: For all levels (depending on the vocabulary chosen)

Intelligence Types: Interpersonal, Bodily/ Kinesthetic, Verbal/Linguistic, Naturalistic Logical/Mathematical,

The aim of this activity is to raise awareness of effective vocabulary learning techniques followed by vocabulary tree creation in groups.

Begin lesson by asking students to explain how they go about learning new vocabulary. Explain the concept of "short term" and "long term" learning and the importance of contextual clues for effective "long term" memorization. Present the idea of creating vocabulary charts to help students learn specific content related vocabulary. Distribute a copy of the example vocabulary chart. Divide students into small groups asking them to create vocabulary charts based on a particular area.

Example: house, sports, the office, the animals, the plants, etc.

Students create vocabulary charts in small groups. Copy student created vocabulary charts and distribute the copies to the other groups. In this way, the class generates a large amount of new vocabulary in a relatively short amount of time.

(<http://esl.about.com/library/lessons/>)

Activity 4 : How often?

Level: Elementary to lower intermediate

Intelligence Types: Verbal/Linguistic, Logical/Mathematical, Visual/Spatial, Bodily/Kinesthetic, Interpersonal, Intrapersonal

Give out copies of the chart below for each student (or put it on the board for students to copy down.) Ask them to ask each other the questions and fill in the chart for their partner. When they have finished, ask them to write five sentences about their partner. Collect these in and use the information to make a wall-poster, for example:

Did you know...

-Anna never forget things! (Do you believe her?)

-Danny never cries! (Do you believe him?)

- Felix quarrels with his sister almost every day.

CHART

<i>How often do you:</i>	very often	often	sometimes	rarely	never
cry
laugh
quarrel with your sister/brother
feel happy for no reason
feel sad for no reason
daydream
forget things
wish you were someone else
get angry
do silly things
make mistakes
really enjoy yourself
change your mind

[Hadfield, 1992 (cited in Dedeoğlu, 2006)]