THE EFFECTS OF TRAINING AND ONGOING SUPPORT ON TEACHERS' PERCEPTIONS AND THEIR APPLICATION OF AN INNOVATIVE PRACTICE

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YÜKSEK LİSANS TEZ ÖZÜ

EĞİTİM VE SÜREKLİ DESTEĞİN ÖĞRETMENLERİN YENİ BİR UYGULAMAYI ALGILAMALARI VE KULLANMALARINDAKİ ETKİSİ

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Öğretmenin mesleki gelişiminin önemi, öğretmen yetiştirme programlarında vurgulanmaktadır. Başkalarının eğitmenleri olarak öğretmenler, sürekli olarak mesleki güçlülük ve zayıflıklarının farkına varmak ve öğretimleri iyileştirmek durumundadırlar. Öğretmen geliştirme programlarında, öğretmen gelişimi açısından öğretmenlerin öğretimlerinde *yenilikler* uygulaması, bunlar üzerine yansıtmaları ve bu yansıtmalar doğrultusunda istendik değişiklikler yapması önemle belirtilmektedir.

Bu çalışma, mesleklerinde bir *yeniliği* - bu çalışmada Çoklu Zekâ kuramı- denemeye gönüllü 9 okutmanla Anadolu Üniversitesi Yabancı Diller Yüksekokulu'nda gerçekleştirilmiştir. Çalışmanın amacı, yeniliği uygulamak için verilen eğitim ve sürekli desteğin, katılımcıların uygulama öncesi ve sonrasındaki yeniliği algılamaları ve bu yeniliğin kendi sınıflarındaki 16 ders saati süresince uygulamalarında herhangi bir değişikliğe yol açıp açmadığını araştırmaktır.

Eğitim ve sürekli desteğin yeniliği algılama ve uygulamasındaki etkisini belirlemek için denekler çalışmanın en başında rasgele iki gruba ayrılmışlardır. Deney grubundaki katılımcılar, yenilikle ilgili günlük değerlendirme ve yansıtma toplantıları vasıtasıyla sürekli bir eğitim ve destek almışlardır. Kontrol grubundaki deneklere sadece ders planları verilmiş, bunlar hakkında hiçbir şekilde yönlendirilmemiş ve bu deneklerle günlük değerlendirme ve yansıtma toplantıları yapılmamıştır. Veri toplama süreci her iki gruptaki deneklerin, *yenilik ve uygulamaları* hakkında bilgilendirilmeleri ile başlamıştır. Tüm denekler *öğretmeleri*, *öğrencilerin öğrenmesi* ve *uygulanabilirliliği* açısından yenilik üzerine ilk algılamalarını belirleyen ilk yansıtma sorularını cevaplamışlardır. Daha sonra, deneklere 16 ders saati boyunca sınıflarında uygulamaları

için Çoklu Zekâ kuramına dayalı ders planları verilmiş ve bu derslerdeki tecrübeleri için deneklerden günlük tutmaları istenmiştir. Denekler bu günlüklerde, "Öğretmen Günlükleri için Yansıtma Yönergesi" ndeki sorulara cevap vermişlerdir. Uygulama süresi sonunda, tüm denekler yeniliği uyguladıktan sonraki algılamalarını ortaya çıkaran son yansıtma raporlarını yazmışlardır.

Elde edilen veriler, kontrol ve deney grubu için ayrı ayrı yansıtma raporlarının iletişim birimlerine bölünmesi yoluyla analiz edilmiştir. Bu iletişim birimlerini sınıflandırmak için sabit karşılaştırma yöntemi kullanılmıştır. Daha sonra elde edilen veriler iki grup arasında karşılaştırılmıştır.

Verilerin analizi sonucunda, deneklerin uygulama öncesi ve sonrası yeniliği algılamaları, yeniliğin kendi öğretimlerine ve öğrencilerin öğrenmesine olan etkisi ve uygulanabilirliği açısından 3 temel kategoride toplanmıştır. Uygulama sürecinde deneklerin yaşadığı olumlu ve olumsuz noktalar ise 4 temel kategoride sınıflandırılmıştır: Öğretmen-ilişkili olumluluklar, öğrenci-ilişkili olumluluklar, öğretmen-ilişkili problemler ve öğrenci-ilişkili problemler. Yapılan karşılaştırmalarda, yenilik üzerine verilen eğitim ve desteğin, deneklerin yansıtmalarında içerik olarak bazı farklılıklar oluşturduğu görülmüştür. Başka bir deyişle, deney grubu yeniliğin kendi öğretimlerine ve öğrencilerin öğrenmesine olan etkisi kategorilerinde kontrol grubundan farklı bazı görüşler belirtmiştir. Verilerin analizi sonucunda, yeniliğin uygulanması sürecinde denek grubunda kontrol gruba kıyasla olumlu noktaların belirtilmesinde artış, problemlerin belirtilmesinde ise azalma görülmüştür. Çalışmanın sonuçlarının öğretmen geliştirme programlarına nasıl yansıtılabileceği, elde edilen bulguların tartışılması son bölümde irdelenmiş ve bulgular doğrultusunda önerilerde bulunulmuştur.

ABSTRACT

The emphasis and the importance of teacher development in teacher training programs are unquestionable. Teachers, as the educators of others, are subject to ongoing interest in identifying their strengths and weaknesses and bring about improvements in their teaching. Moreover, encouraging innovation and reflecting on its consequences to adjust the teaching according to the results achieved are vital for teacher development.

Based on the participants' own expressions of the need to try an innovation, the present study was conducted at Anadolu University School of Foreign Languages to investigate whether the training and ongoing support to carry out implementing the innovation made any difference in participants' perceptions of and responses to the innovative practice. The effects of training on the teachers' application of the innovative practice in their own classes throughout 16 class hours were also investigated in the study.

In order to identify the effects of the training and ongoing support on the teachers' perceptions and their application of the innovation, the teachers were divided into two groups. The teachers in the experimental group received an ongoing support and training with the meetings and reflection sessions on the innovative practice, MI. The teachers in the control group were provided with the lesson plans without any training and support; that is without any daily meeting and reflection sessions. The data collection started with the initial orientation to introduce the participants in both groups to the innovation and its applications in the field, ELT. To find out the teachers' initial perceptions, they were required to answer the initial reflection questions which identified teachers' perceptions in terms of teachers' teaching, students' learning and its applicability in the teachers' teaching context. Then, they were handed in MI implemented lesson plans to apply in their classrooms over a two-week period comprising 16 class hours. After that, they were told to keep diaries on their experience for each MI lesson. In diaries, they reflected on their experience by answering the questions in the Reflection Guideline for Teachers' Diaries. At the end of the implementation period, all the teachers were asked to answer the questions for final reflection. The aim was to get their perceptions of the innovation after they implemented in their classrooms and see whether the training and ongoing support had

any effect on their application of the practice.

After the collection of the diaries, they were analysed separately for the control and experimental group according to Constant Comparative Method to determine the communication units in them. These communication units were then contrasted and compared to bring similar ones together. Then they were categorised under main and sub-categories. The data for how participants in the control and experimental group perceived the innovation before and after implementing it were categorised in three pre-conceived categories: the effects of MI on teachers' teaching, the effects of MI on students' learning, and its applicability in their teaching context. Moreover, for both of the group teachers' self-reported positive aspects and problems related to the innovation, the data analysis revealed four main categories as student-related positive aspects, teacher-related positive aspects, student-related problems, and teacher-related problems. The analysis of the data suggested that the training on the innovative practice had an effect in the teachers' self-reported perceptions of the innovation. The findings revealed that the teachers who received training and support throughout the implementation of the innovative practice reflected on some different issues on the pre-conceived categories. That is, they reported some different issues than the teachers who did not receive any training and support on *teachers' teaching*, and *students' learning*. The data also revealed that teachers in the experimental group reported more positive aspects and fewer problems compared to the teachers in the control group as they actually implemented in their own classes. The final chapter of the thesis posits and discusses a number of implications for teacher development programs.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1
INTRODUCTION

1.1. Background of the study

It is no secret that English language teaching is a profession that has moved in new directions over the past thirty years. This has meant heavier pressure and more interesting work for teachers and students (England, 1998:189). As the profession has evolved, the teachers' focuses have broadened. An emphasis on a more analytic approach to learners' need (long and short term) and the individual differences among the students bring about more interactive and productive classroom experiences. Roles of teachers and students alike have evolved into partnerships in the learning process (Brown, 2001:200). Changing roles means that teachers need more opportunities for continuing their education on the job. Teachers need to develop themselves because meeting learners' needs in the class requires teachers' managing a much broader range of teaching responsibilities and increasingly diverse learners needs (England, 1998). Thus, to be able to cope with the ever-demanding profession of teaching in an ever-changing world, the focus in teacher education had to be shifted into **teacher development** (Maingay, 1988; Okwen, 1996).

1.2. What is teacher development?

Teacher development is viewed as a continuous process that begins with pre-service teacher education and spans the entire career of the teacher (Sithamparam and Dhamotharam, 1992). Teacher development becomes critical because by learning and changing themselves teachers are investing in their programmes. Moreover, the benefits of teacher development for teachers, ELT programmes and students are significant.

For teachers, the benefits include increased instructional effectiveness, high moral and job satisfaction. According to England (1998), effective teachers of English are obliged to look carefully at their professional development in order to improve their experiences in classrooms and to minimize burnout. Moreover, as educators of others, teachers intrinsically want and need to participate in on-going **development** and **change** in their own professional lives.

Next, ELT programmes benefit from teachers who are current with the field. Because effective learning will occur best in classrooms and programmes where

instruction is of high quality, professional development in ELT is critical concern to the programmes as well as to the teachers (England, 1998:18).

Furthermore, if the teachers are developing teachers, the students will certainly benefit from this. For students, the benefits include students' satisfaction and not only effective but also enjoyable learning.

Richards and Lockhart (1994:2) claim that the recent trend emphasizing teacher development as mentioned above promotes **reflective teaching** in which teachers look objectively at their own teaching, use the information obtained from this observation and reflect critically on what they discover. This process of exploring one's own teaching serves as basis for self-evaluation and teacher development (Freeman, 1989:39). The role of reflection including self-inquiry and self-evaluation is viewed as a means of professional development. Freeman (1989) further clarifies the purpose of reflection for the teacher as to generate positive change or "innovation" through increasing or shifting his/her awareness. Thus, **teacher change** and **development** require an awareness of the need to change- or at least the desirability of experimentation- and of available alternatives. If this need to change is teacher initiated and directed, it becomes easier to occur. The lasting change occurs only when teachers are able and motivated to try new things, to reflect on the consequences and then to adjust their practice and their thinking according to the results achieved. Since this change is a challenging process, lasting change in teaching experience is not easy to accomplish (Breen, Candlin, Dam & Gabrielsen, 1989; Pennington, 1995).

According to Pennington (1995:706), the means by which teachers' awareness and practice change include two main processes interacting with each other: innovation and critical reflection. As defined by Fullan and Hargreaves (1992), **innovation** is the source of new information that triggers change and **critical reflection** is the processing of information gained through innovation in relation to the teacher's existing schema for teaching. These definitions of innovation and critical reflection are adopted in the present study since, as Pennington (1995:706) points out, these are the most agreed upon ones in the literature.

Innovations can be identified in various forms. On this point, Kezar (2001:141) suggests that higher education magazines, journals, conferences and symposiums describe a plethora of innovations and new approaches related to teaching and learning

practices. Collaborative and cooperative learning, interdisciplinary, community service learning, learning communities, first year interest groups, active/ experiential learning and teaching and learning through Multiple Intelligences are some examples of innovations among others.

In the present study, the use of Multiple Intelligences theory was considered as the **innovation,** the source of new information that was expected to bring alterations in participant teachers' teaching. The reason why Multiple Intelligences Theory was taken as the innovation was the assumption that the pluralistic view of mind that the theory suggests would be helpful to solve the subjects' shared concern: to increase student motivation and involvement in reading classes and the need **to address individual differences**. The **critical reflection** is used as a way to reflect on the innovation's consequences to adjust the teachers' practice and their thinking according to the results achieved.

1.3. Statement of the problem

Conducted in the School of Foreign Languages at Anadolu University in Eskişehir, the participant teachers' own expressions of the need to try an innovation, which is an important element of teacher development (Richards, 2001; Johnston, 2004), have been the initiative of this study.

The participant teachers shared their ideas about the problems they faced in their reading classrooms with the researcher, one of their colleagues, in one of friendly talks. These informal talks made it clear that 10 participant teachers, one of whom did not want to participate in the present study, experienced some problems related to providing all the students' involvement and motivation in reading classes. The students were the actual students of various departments but studying English in preparatory school compulsorily. Hence, the needs, expectations and interests of these students varied much although they were in the same class. The need to address all these different students was revealed essential by the participant teachers to be able to actualize the program mission statement of School of Foreign Languages.

Feeling the need to change to attain the program goal, the participants voluntarily joined the study in which they would innovate in their EFL reading classrooms by implementing Multiple Intelligence (MI hereafter) theory. MI was the

innovation that would challenge their current teaching context which did not take individual differences into consideration.

The researcher, believing that trying out an innovation and making critical reflection on it may contribute to provide teacher change and development which would solve the problems the participants faced, designed the present study.

The study was conducted in the hope that its findings would both reveal how teachers tried out an innovation, MI theory in their EFL reading classes, and critically reflected on it. However, as the primary purpose of the present study, it aimed at exploring whether the ongoing support and training the experimental group received during the implementation period of the innovation made any change in teachers' perceptions and self-reported positive responses and problems as they responded to the innovation.

1.4. Research questions

The answers to following questions were tried to be investigated throughout this study.

1. How do two groups of ELT teachers, one of which receives training and ongoing support on the innovative practice while the other does not any, **perceive an innovative practice**, which is MI theory, **before** and **after implementing it** in terms of
   a) **their teaching,**
   b) **students' learning and**
   c) **its applicability in their own teaching context?**
2. How does the training process affect the ELT teachers' self reported positive aspects and problems of the innovative practice as they implement it in their own classes?

1.5. Definition of terms

MI theory: Howard Gardner who is a psychologist and Professor of Education at Harvard University first suggests Multiple Intelligences Theory. In 1983, in his book "Frames of Mind: The Theory of Multiple Intelligences", Gardner opposed the notion that human beings possess a single, fixed or static intelligence that can be measured. Contrary to this notion, he claims that "intelligence is a multidimensional phenomenon

that occurs at multiple levels of the brain /mind /body system", and there are seven kinds of it. The intelligences suggested by Gardner are derived from the experiences of people with words, numbers, pictures, the body, music, people and self. These intelligences are: (Gardner, 1999:113)

Verbal-linguistic: The ability to use language effectively both orally and in writing.

Logical-mathematical: The ability to use numbers effectively and reason well.

Visual-spatial: The ability to recognize form, space, colour, line, and shape and to graphically represent visual and spatial ideas.

Bodily-kinaesthetic: The ability to use the body to express ideas and feelings and to solve problems.

Musical: The ability to recognize rhythm, pitch, and melody.

Interpersonal: The ability to understand another person's feelings, motivations, intentions and to respond effectively

Intrapersonal: The ability to know about, understand oneself, and recognize one's similarities to and differences from others.

Detailed information on these intelligences will be discussed in the review of literature.

Innovation: The source of information that is expected to bring positive changes in teachers' teaching (Fullan & Hargreaves, 1992).

Tryout period: The period of time in which any attempt to try something different, that is, which is new from the individual teacher's point of view, is made (Pennington, 1995).

1.6. Limitations of the Study

This study is limited to Anadolu University School of Foreign Languages teaching context and takes nine 2003- 2004 Academic Year Spring Term Intermediate level reading teachers as the participants; therefore the findings are limited to the self-reported perceptions, positive responses and problems of these participant teachers in this teaching context. Thus, it is difficult to generalize the findings of the study for all teachers at either Anadolu University or other institutions. Moreover, the study uses only qualitative techniques to analyse the data for the answers of the research questions, and quantitative presentation is limited to the frequencies and percentages.

CHAPTER 2
REVIEW OF LITERATURE

The first component of this chapter discusses the nature and the importance of teacher change and reflection since the focus of the present study is on teachers' perception of an innovation in EFL teaching. Then detailed information on the innovative practice that is MI model outlining the seven intelligences will be defined. Later, the implications of MI theory on education and research done on MI will be discussed. Next, the need for MI Theory in EFL reading classes and how MI theory helps the teachers to motivate their students will be mentioned. Furthermore, some teaching strategies for each intelligence will be suggested to apply the MI Theory in the classroom.

2.1. Introduction

> "The continual deepening of knowledge and skills is an integral part of the development of any professional working in any profession. One important means of achieving competitive advantage is the creation of conditions for the rapid acquisition of new knowledge and skills. Teaching is no exception. (Shulman and Sparks, 1992) 'Do I have a detailed, up to date knowledge of the subjects I teach? Is this deep and flexible enough to challenge and elicit confidence in the highest attainers and to support the lowest attainers? (Ofsed, 2002b, 73)"

Education has never been more challenging and pertinent than in today's global world. It is considered as the one of the most important factors in the development of a nation (Cobb, Darling-Hammond, and Murangi, 1995). As it can be inferred from the quotation above, the education and preparations of teachers is a critical issue in national development (Cobb, 1999). Since the demand for quality teachers has become crucial, high quality professional development is now a central component in nearly every modern proposal for improving education (Guskey, 2002: 381). Who are quality teachers, then? Attributes of quality teacher include "possessing pedagogical knowledge, subject content knowledge, skills, and attitudes necessary for effective teaching, strong understanding of human growth and child development, effective communication skills, strong sense of ethics and capacity for renewal and ongoing learning" (Cobb, 1999:1). In light of these developments, there is a revival of interest in *effective professional development* to foster and develop perspectives and practice

focusing on teacher change and reflective practice (Boyle et al, 2003; Boud&Walker 1998; Hatton and Smith, 1995; Schon, 1987).

Unsurprisingly, a body of literature has emerged focusing on the descriptions of and definitions for effective professional development for teachers (Richardson & Placier, 2001; Husler et al 2003). The literature indicates that traditional approaches to professional development such as short workshops or conference attendance do foster teachers' awareness or interest in deepening their knowledge and skills. However, these approaches to professional development appear insufficient to foster learning that fundamentally alters what teachers teach or how they teach (Boyle et al, 2003; Shield et al, 1998; Weiss et al, 1998). What matters is the potential linkage between teachers' learning through professional development and resultant changes in their teaching strategies (Boyle et al, 2003; Hiebert, 1999; Lieberman, 1996; Corcoran, 1995; Darling-Hammond, 1995; Hargreaves&Fullan, 1992; Richardson, 1994). If teachers' learning through professional development does not yield the necessary changes, this may not really mean that they learn at all. What is teacher change, which is a 'crucial element of effective professional development', then (Guskey, 2002)?

2.1.1. What is teacher change?

The nature of teacher change is crucial to the field of second language teacher education. Since most of what is done in teacher-education seeks to initiate change of one sort or another, it is important to try better to understand the nature of change (Richards, 1994:5).

What is meant by change is complex and multi-faced. For most teachers, change is an ongoing process central to their career goals and part of their professional development (Pannatier, 2002: 11).

As many others including Bailey (1992) and Jackson (1992) have pointed out, change can refer to many things including knowledge, believes, attitudes, understanding, self-awareness, and teaching practices. Changes and innovations occur following the explorations and reconsideration of beliefs, attitudes, values and practices. A change is required for learning to take place. That is to say, learning requires change as we connect new knowledge to existing knowledge, deconstruct what was previously acquired if it no longer fits and then reconstruct using new concepts

(Guralink, 1986; Pennigton, 1995). Fanselow (1988:16) characterises 'learning as consisting of acts of cognition, not transferrals of information'. Since knowledge cannot be transferred, it needs to be discovered. The journey to the discovery of knowledge and change involves shifts in values, attitudes and beliefs.

Change can be positive or negative, planned or unplanned, or merely the reordering of current practices (Bailey, 1992). However, innovation is far more than change even if all innovations include changes. Innovation is a planned, deliberate and new idea understood to bring fundamental improvements to its adopters (White, 1987). For the purpose of the present study, the term innovation was used for the MI Theory and teacher change was used in the form of a positive change.

Change is regarded as a major dimension of teachers' professional lives. Both pre-service and in-service teacher education is normally predicated around the need to provide opportunities for thoughtful and positive change (Richards, 1998). Pennington (1990) describes positive change as central to the professional life of a teacher. She states that 'a distinguishing characteristics of the notion of teaching as a profession is the centrality of career growth as an ongoing goal (p.132). In addition, Freeman (1989, pp. 29-30) highlights a number of aspects for the concept of the change:

- Change does not necessarily mean doing something differently; it can mean a change in awareness. Change can be an affirmation of current practice.
- Change is not necessarily immediate or complete. Indeed, some changes occur overtime, with the collaborator serving only to initiate the process.
- Some changes are directly accessible and they are after quantifiable, whereas others are not.
- Some types of change can come to closure and others are open ended.

The very first thing to recognize in teacher change is the idea that change is a gradual and difficult process for teachers (Guskey, 2002). Learning to be proficient at something new and finding meaning in a new way of doing things requires both time and effort. Any change that holds great promises for increasing teachers' competence and enhancing student learning is likely to require extra work, especially at first (Guskey, 2002; Pannatier, 2002; Pennington, 1995; Huberman & Miles, 1984). The requirements of extra time and energy can add to teachers' workload. Likewise, change brings a certain amount of anxiety and can be very threatening. Since to change or to try something new means to risk failure, teachers may not be willing to adopt new practices or procedures unless they feel sure that they can make them work (Guskey, 2002:386). To change means to face the possibility that students might learn less well

than they do under existing practices. “Thus, even presented with evidence from the most carefully designed experimental studies, teachers do not easily alter or discard the practices they have developed and refined in the demanding environment of their own classrooms. (Bolster, 1983)”

The notion of change may become more clear to minds when its why’s and how’s are understood well (Pannatier, 2002).

2.1.2. Why do teachers change?

One of the most motivating things about teaching is that you never stop learning. According to Brown (2001:426), the reason for this is the complexity of the dynamic triangular interplay among teachers and learners and subject matter. It continually brings about endless number of questions to answer, problems to solve, and issues to reflect on. Every time we walk into a classroom to teach we face some of these issues and we learn something if we are growing teachers.

Changes arise in response to internal and external factors (Pannatier, 2002). Intrinsic motives may be the recognition that there is a need and desire for change. In other words, there is an initial dissatisfaction with the present situation; such as unmotivated students, lack of verbal responses, difficult material, or teacher’s boredom may initiate the search for alternatives. In general, a change will have the most chances to succeed if the teacher wants the change and unearths the idea for it (Pennington, 1995; Guskey, 2002; Pannatier, 2002).

Similarly, if the teacher is motivated to change and sees a beneficial alternative to the existing course of action, s/he may adopt the innovation. Innovations are most effective when designed by teachers for their colleagues not when an expert tells teachers how to conduct their classes. Once chosen, the teacher adapts the innovation to fit his / her individual needs. This appreciates that people act according to personal and societal values and attitudes. Therefore, a change necessitates investigation of ingrained thought processes, beliefs and practices (Fenstermacher, 1987; Kennedy, 1987, Pennington 1995).

Moreover, if the adopters perceive great benefits from implementing a change, they will be far more sympathetic to it. Illustrations of possible gains include enhanced job security, better relations with those in authority, improved service to students,

intellectual and affective satisfaction or economic and professional rewards (Kennedy, 1988; Guskey, 2002).

Extrinsic factors motivating change may include obtaining a new position, instructing a different student body, teaching an unfamiliar subject, using a new text, or being forced to implement the latest teaching procedures. In this case, if the teacher is open to changes, there will be no problems; but if there is opposition to the implementation of the change, conflict may arise (Pannatier, 2002).

This on-going teacher development is important not only for the teacher's own sense of progress and professional development; in some situations it may even make a crucial difference between survival and dropping out (Ur, 1996:318). Agreeing with Ur, Harmer (2001) claims that "a potential danger for many teachers is that though each year or term brings us new groups of students with challenging individual personalities and distinct group dynamics, it is difficult to maintain a sense of excitement and engagement with the business of teaching" (p. 344). The constant repetition of lesson routines, the re-visiting of text and activities with students' reactions that become increasingly predictable cause the burnout problem if the teachers are not willing to CHANGE.

Constant teacher development and progress will certainly solve the problems teachers face in the classrooms along with contributing to the teachers' success and satisfaction in professional work (Ur, 1996:317). Teachers who seek to develop themselves and their practice will benefit both their students and themselves far more than those who by constant and unthinking repetition, gradually become less and less engaged with the task of language teaching.

2.1.3. How do teachers change?

Because it means challenging, ultimately deconstructing and then reconstructing fixed practice and long-health beliefs, change in teaching practice is not easy to accomplish (Pennington, 1995:705). Teacher change is behavioural and perceptual, that is attitudinal and cognitive. Teachers respond to change on a *behavioural, affective and cognitive* level because teaching is the integration of action *(behaviour)*, feeling *(affect)*, and thought *(cognition)* (Freeman, 1992:2). Since a change in teaching practice requires a change in teachers' behaviours, affects (trying something new or different

always affects the feelings), and cognition, teachers may likely to face some behavioural, psychological and cognitive barriers in attempting to apply the innovation in their classrooms (Pennington, 1995:710).

Several assumptions about the nature of teacher change underlie how teachers change and current approaches to teacher professional development:

- Teachers' beliefs play a central role in the process of teacher development.
- Changes in teachers' practices are the results of changes in teachers' beliefs.
- The notion of teacher change is multi-dimensional and is triggered both by personal factors as well as by the professional contexts in which teachers work. (Richards et al, 2001:41)

These assumptions reflect a bottom up view of teacher change rather than the top down model of change often seen in traditional models of innovation, where change is viewed as the transmission of information from educators to teachers (Darling-Hammond, 1990). Since teacher change becomes easy to accomplish when the teachers themselves initiate it, it requires awareness of the need for change and of available alternatives (Bailey et al, 2001; Fanselow, 1987; Gebhard, Gaitan &Oprandy, 1990; Gebhard, 1990; Gebhard &Oprandy, 1999; Pennington, 1995). These authors and many others advocate to first becoming aware of current practices to generate alternatives. These experts urge teachers to observe and give specific descriptions of classroom interactions in order to reveal new possibilities. A teacher's awareness and knowledge of alternatives is coloured by that teacher's experience and philosophy of teaching which act as a barrier (Pennington, 1995). Therefore, it is through multiple occasions to see teaching and beliefs in a different way that change can occur.

As in all types of professional practice (Schon, 1983), lasting change in the behaviour of teachers occurs as a result of *trying something new, reflecting on its consequences and then trying it again with alterations as needed or desired.* In this process, the idea is first to explore and see what happens in the classes. Teachers should examine their own classes as well as observe other teachers since we notice ourselves through the mirrors of others (Richards & Lockhart, 1994:18). Then uncovering alternative perspectives is the second step involved in facilitating change. The linked sequences of *innovate-reflect-adjust* emerge hereafter. The lasting change occurs, then, when teachers are able and motivated to try new things, to reflect on the consequences and then to adjust their practice and their thinking according to the results achieved (Breen et al, 1989; Fullan&Hargreaves, 1992; Pennington, 1995).

Providing training and sustaining support throughout the implementation of change is a paramount factor in ensuring success as it was mentioned in a majority of readings (Bailey, 1992; Bean et al, 2000; Burns, 1996; Kennedy, 1987; Pennington, 1995; Udall & Rugent, 1997; White, 1987). Encouragements to continue or overcome initial resistance make huge differences. Not surprisingly, a culture of support enables participants to go through the *procedural, interpersonal* and *conceptual* processes of the change cycle with fewer difficulties. Pennington (1995:718) describes these three aspects of teacher change as follows:

Procedural (behavioural) aspect of teacher change involves matters such as techniques, materials, and logistics necessary for the innovation. Interpersonal (affective) aspects of teacher change are related to matters involving the teachers' and the students' reactions, feelings, roles and responsibilities, motivation, classroom atmosphere, while conceptual (cognitive) aspects of teacher change includes matters involving personal meaning, explanation, integration of theory and practice.

Therefore, such a call for support is evident when understanding the ensuing process of change including the above-mentioned three aspects.

Pennington (1995:719) presents a model of teacher change cycle (see the figure below).

Figure 1. A model of teacher change cycle

Stages of teacher change in responding an innovation

Stage 1: PROCEDURAL
Interpersonal
Conceptual
Stage 2: INTERPERSONAL
Procedural
Conceptual
Stage 3: CONCEPTUAL
Interpersonal
Procedural

It represents teachers' change as they question their system of beliefs and practices. It illuminates how teachers receive, process, and assimilates new information –innovation- in the course of the change. First, the teacher recognises a challenge; following the model she tries to respond the problem by focusing on procedural techniques, for instance how to present lessons in an orderly manner. Then, there is a

shift to the interpersonal concerns, such as students' feelings, motivations and relationships. The focus is on classroom interaction. This process continues with a shift toward conceptual explanations and systemization of the practice into a reconstructed method. In the process, the teacher and the method changed and the innovation was adapted to the new concept.

According to Pennington (1995:720), the sequence of teacher change is not coincidental but rather represents a natural path as implied by similar information obtained from other studies of teacher change. (Goodman, 1986; Wiedeen, 1992) She describes this typical developmental path as follows:

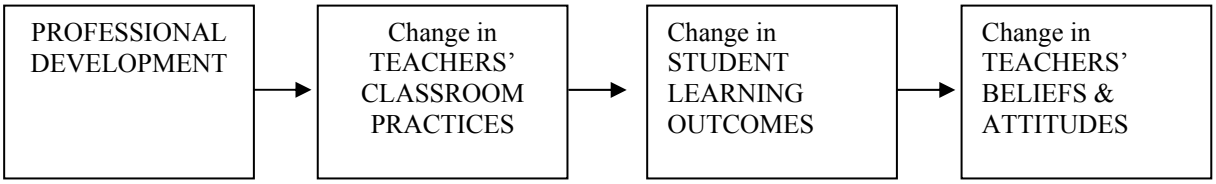
> "The typical developmental change is the one in which teachers respond to a problem or a new method in the easiest way, as a simple behavioral response. That is, by focusing on classroom materials and procedures. This response reflects the practicality ethic of teachers whereby their focus is on the practical part of any new information they are provided. Only later are they led, through reflection in action, to more general concerns that result in new understanding of their practice and deep level change."

In short, the steps involved in teacher change are identification of the situation, selection of an innovation, implementation and evaluation. First, we gather information, for example, identify and analyse the present practices and discover what people want that is different from what they are doing. Then, we go through a series of checklists defining what has to be done: "Who will gain from the innovation?" "Do we need it?" "How will the innovation change all parties involved?" Once a plan is in action, we start to monitor and evaluate it. "How is it received?" "How is it diffused?" After a period of implementation, a review is conducted to check that intended goals are being met, or to modify the innovation and adapt it to serve the needs of its users. If the implementation plan is carried out with success, the students and teachers will reap the rewards of the innovation. To thrive, innovations need to alter behaviours, which are composed of deep-seated attitudes, beliefs and practices (Pannatier, 2002:15).

Agreeing with Pennington (1995), Guskey (2002: 383) also proposed the model of teacher change. He claims that the reason for many professional development programs fail to consider is the process of teacher change. Starting from this point, in his model, Guskey (2000, 2002) indicates that significant change in teachers' attitudes and beliefs occurs primarily after they gain evidence of improvements in students learning. These improvements typically result from changes teachers have made in their classroom practices- a new instructional approach, the use of new curricula or simply a

modification in teaching procedures. The crucial point is that it is not the professional development, but the experience of successful implementation that changes teachers' attitudes and beliefs. Therefore, according to the model (See figure 2 below), the key element in significant change in teachers' attitudes and beliefs is clear evidence of improvement in the learning outcomes of their students (Guskey 1985, 1986, 1989, 2002).

Figure 2. Guskey's model of teacher change



(Guskey, 2002:383)

This model of change is predicated on the idea that change is primarily an experientially based learning process for teachers. Practices that are found to work are retained and repeated. Those that do not work are generally abandoned. Attitudes and beliefs about teaching in general are also largely derived from classroom experience.

Learning outcomes are broadly construed in the model to include not only cognitive and achievement indices, but also the wide range of student behaviour and attitudes. They can include students' scores on achievement tests, or they can include students' attendance, their involvement in class sessions, their classroom behaviour, their motivation for learning, and their attitudes towards school, the class, and themselves. In other words, learning outcomes include whatever kinds of evidence teachers used to judge the effectiveness of their teaching (Guskey, 2002:384).

To sum up, being aware of the principles of change, how to foster the explorations of beliefs, values, attitudes and practices and understanding the why's and how's of teachers' change afford us the wisdom to plan and execute future changes and innovations more efficaciously. It helps us become better teachers for our students. However, to become really aware of the principles of teacher change and better understand the linked sequences of *innovate – reflect – adjust* in teacher change, it is wise to clarify what is meant by **reflection** and **reflective journals** as a means of reflection which was also used for data collection in the present study.

2.1.4. What is reflection?

> An empowered teacher is a reflective decision maker who finds joy in learning and in investigating the teaching / learning process –one who views learning as construction and teaching as a facilitating process to enhance and enrich development (Fosnot, 1989: xi)

The research on teacher change presents a profile of the effective teacher as one who reflects upon her instructional plans and outcomes in order to discover or create those features of practice that best support student learning (CELA, 2004). If teachers are to change their practice, they need to have a sense of what is working and not working, and what alternatives are possible. Reflective practice enables such insights (Richards, Gallo, & Renandya, 2001). If change is to occur, reflective practice must become a taken-for-granted lens through which teachers conceptualise their practice (Ross and Hannay, 1986)

Reflective practice as defined by Richards and Lockhart (1997) refers to an approach to teaching where "teachers and student teachers collect data about teaching, examine their attitudes, beliefs, assumptions, and teaching practices" (p. 1) and the data is then used to further reflect critically about teaching. In addition, they point out that to explore teaching, novice and experienced teachers must have techniques and strategies with the following underlying assumptions about teacher development:

1. An informed teacher has an extensive knowledge base about teaching.
2. Much can be learned about teaching through self-inquiry.
3. Much of what happens in teaching is unknown to the teacher.
4. Experience is insufficient as a basis for development.
5. Critical reflection can trigger a deeper understanding of teaching.

Schon (1987) in "Educating the Reflective Practitioner" interprets reflective practice as a process of "refining one's artistry or craft in a specific discipline" (cited in Ferrarro, 1999: 1). He suggests that reflective practice be used to assist novices in a discipline to see parallels between their own practices and that of experts. Schon defines reflective practice as "thinking through one's own experiences, putting knowledge to practice while under the supervision of experienced experts in the field" (p. 1).

Reflective practice engages teachers in a recurring "cycle of thought and action based on professional experience" (Wellington, 1991, p.4). Thus, reflective practice can

be seen as teaching which involves constant inquiry about one's own teaching and then attempting to take a more systematic approach to practices and to work with others who have such common interests and questions as yours (Pickett, 1999). Besides providing data for the teachers themselves, reflection has become important as self-observation and self-monitoring which are given an important role in teacher development. Richards (1990) states the benefits of reflection as follows:

1- Reflection provides feedback that is thought important for teachers' professional development.
2- It gives teachers the chance to reflect on their teaching.
3- It aids teachers close the gap between their imaged view of teaching and their real teaching.
4- It helps teachers to see whether their classroom applications work or fail.

Schon (1987) differentiates between *reflection-in-action* and *reflection-on-action*. *Reflection-in-action* is when a practitioner, who is often already an expert to think on his/her feet and is able to improvise with new incoming information and is able to deal with the unexpected. An example Schon provides is that of people playing jazz music or of people having a good conversation. Both require spontaneity and unpredictability. *Reflection-on-action* involves the practitioner reflecting and contemplating on the underlying, implied understandings and assumptions that he/she has and further analyses them consciously in order to arrive at a deeper understanding of roles of the teacher and student, the motivations and behaviours in the learning context. Schon believes that teachers' learning is the result of the actions and reflections of daily problems. He includes critical awareness as pertinent in teacher reflections (Pickett, 1999).

Bailey (1997:7) explored the notion of reflective teaching through the "story" of her own teaching experience. Through her unfolding "story" the reader could share the authentic experiences of the teacher as she teaches in her classroom.

According to Cruickshank (1985), the major **aims** of the reflective teaching are to provide a controlled clinical atmosphere with which to practice instructional skills and an opportunity to consider a teaching episode thoughtfully, analytically, and objectively. Moreover, it also aims at developing habits of reflective thought about teaching which will provide an alternative teaching model. In this model, there is a

place for peer teaching and immediate feedback and reflection opportunities.

As pointed out by Taggart and Wilson (1998), there are numerous **benefits** to reflective teaching some of which can be listed as follows: Reflective teaching

- allows experimentation and sharing of teaching experiences
- fosters self-review and peer review of teaching skills
- provides an opportunity to observe others
- provides an atmosphere that promotes peer communication
- allows practitioners to come to value practical knowledge
- develops collegiality
- focuses on insights into teaching (p. 121).

In most teacher training and preparation programmes, reflective practice is used at both the pre-service and in-service stages of teaching. Reflection-promoting techniques include reflective journals comprising dialog journals, peer reflection, diaries, learning logs and audio-video recordings and others (Pickett, 1999; Richards & Lockhart, 1997).

Strategies that seem to help foster reflection are action research projects, case studies and ethnographic studies of students, teachers, classrooms and schools, microteaching and other supervised practicum experiences, and structured curriculum tasks (Hatton & Smith, 1995, p. 4).

What are the **tools** of reflection? How do teachers reflect on their own classroom experiences? Given the importance attached to the development of reflective skills, it is not so surprising that a range of reflection tools for this purpose has emerged in the literature. Richards and Lockhart (1996:6) offer six different reflection tools to gather data regarding classroom events and procedures that are *teaching journals, lesson reports, surveys and questionnaires, audio and video recordings, observation, and action research.* Much of the classroom-oriented research data is provided by the class teacher as they are the real sources and actors of specific classroom situations and some issues taking place in certain classroom interactions are not observable or solvable by someone else who is not the real classroom teacher (Wallace, 1991). Since the reflective teacher journals are used as a means of data collection for the purpose of the present study, it seems useful to define and explain what a reflective journal is.

2.1.5. What is a reflective journal?

Writing journals is a common practice within education in various fields. A **reflective journal** is an individual activity in which teachers commits ideas, thoughts, reflections and feelings to paper in various learning contexts (Gilmore, 1996). Reflection can also be conducted orally and not transferred into written form (Farrel, 1999). In addition, they can be done either individually or in groups. However, by nature, most reflections are done as an individual activity, and thus it requires a certain amount of self-discipline. Teachers need to set aside some time to sit back and mull over the incidents and activities that had occurred in the classroom and in the school (Thorpe, 1994). In writing regularly, the writers will soon discover new perspectives of particular experiences and begin to create ideas about what actions can be taken.

A concise definition of reflection and of a reflective journal is not consistent in the literature. Some writers and researchers refer to journals as learning logs, diaries, dialogue journals or personal narratives. Some use the terms interchangeably, however, an agreed upon characteristic of reflection is that it allows critical and in depth analysis of what a teacher does in her teaching, and enables him or her to decide on future corrective steps to improving practice (Farrell, 1999; Ferraro, 1999; Gilmore, 2001; Hatton & Smith, 1996).

The benefits of journal writing are reported in many publications and research. A common consensus on journal writing is that it offers important insights into the patterns of behaviours of the teacher and others. Journals act as windows to experiences and are learning tools which assist teachers in making sense of his/her own teaching, discover attitudes, management skills and ethical implications of teaching (Kerka, 1996; Wilheim et.al cited in Ferraro, 1999: 4). Effective teaching has been found to be related to "inquiry, reflection, and continuous professional growth" (Ferrarro, 1999: 4).

The various forms of journals have been employed in studies examining reflection in teacher education. Dialogue journals and diaries are the more common techniques used to foster reflection (Bean & Zulich, 1989; Thorpe, 1994). However, recently reflective journals are used in research on teacher education in the attempt to promote reflective thinking in teaching (Bailey, 1997; Gilmore, 1996; Janisek, 1999).

2.1.5.1. Research on the use of journals

Research using reflective journals includes the use of journals for teaching or training purposes. Various studies on the use of journals in teaching students particular content or skills show the positive potential of using journals (Arredondo & Rucinski, 1994; Bray & Harsch, 1996; Cothern, 1991, McNamara & Deane, 1995; Smith & Pape, 1990; Sparks-Langer, Simmons, Pasch, Colton, & Starko, 1990 among others). Studies on the use of journal writing involving reflection are not many, but those that focus on journals found various positive effects that are of potential to teacher development.

For instance, Hammrich (1990) examined the differences between expert and novice teacher journal writing and found that expert teachers had more comments about the underlying elements of a lesson and the principles of instruction. Their journal entries also showed that they drew upon a richer prior knowledge base when they reflected on their lesson and teaching. The study suggests that reflective and critical analysis of teaching maybe difficult for trainee teachers who have had little experience in the classroom. The implication to using journals as a tool in teacher education is that novice teachers should be prepared and assisted in how to reflect on their teaching.

Cook et al. (1989) searched on the effect of training in reflection on the pedagogical thinking of pre-service teachers. One group was trained to conduct systematic and structured thinking on reflection whereas the other group engaged in reflection without any particular guided approach or strategy. However, results showed that the training alone did not cause any gain in the post-test. The structured reflective training did not seem to have a significant effect on changing the trainee teachers' pedagogical thinking.

Hatton and Smith (1995) conducted research on the use of reflective journals by 60 teacher education students at the University of Sydney. The study examined the effect of structured strategies and tasks students were exposed to during two coursework in the teacher education programme. The coursework contained tasks and activities that could assist the student teachers with their reflection. The study investigated the types and patterns of student reflection, the fundamental nature of reflection, whether the nature of the data or evidence was affected by the types of reflection and in particular, which strategies in the courses facilitated reflection. As a result, four types of reflective writing were identified. The first type, *descriptive writing*

was description of the event or literature and therefore is not counted as reflective. The next type was *descriptive reflection*, which includes an explanation or reason built on some judgement or estimation. The third form, named as *dialogic writing*, was the type of writing that reflects a dialogue with the self and shows efforts to explore possible reasons. The last type of writing, *critical reflection*, involves giving reasons for the actions or conclusions. Moreover, 60-70% of the journal writings are found to belong to the descriptive type. The critical reflection was found the lowest among the reports of the participants.

Gilmore (1996) conducted research on the conceptions of written journals of six lecturers who taught a teacher education course in New Zealand. The course required student teachers to keep a journal as a form of fostering reflection. The overall results of the study showed that a majority of the lecturers concurred that journaling enabled the learners to research their own learning and practice. In addition, a salient point was that the journals revealed what and how trainee students learnt, and they also enabled the students to connect theory to practice.

As a result, we can say that reflection is a precious tool to investigate the teaching experiences of teachers that is the very first step of the teacher development and change. Although there are several data collection techniques proposed for teachers' reflection, writing reflective journals in the form of a diary, as concluded in the literature, is considered a good tool for reflection.

2.2. The Theory of Multiple Intelligences

"Do not then train youths to learning by force and harshness, but direct them to it by what amuses their minds so that you maybe better able to discover with accuracy the peculiar bent of the genius of each" (Plato, cited in Armstrong, 1994)

The theory of Multiple Intelligences was researched, developed, and published by a team of researchers at Harvard University, led by Dr. Howard Gardner. According to Gardner, as presented in his book *Frames of Mind: the Theory of Multiple Intelligences* (1983), human intelligence has the following characteristics:

> "A set of skills that enable a person to resolve genuine problems encountered in life. The ability to create an effective product or offer a service that is valued in a culture, the potential for recognizing or creating problems, thereby establishing the necessity for the new knowledge." (Gardner, 1983:10)

Gardner's research led him to conclude that the traditional view of intelligence was inadequate. Therefore, he claimed there are at least seven different intelligences that each person possesses. He has classified these intelligences as verbal-linguistic intelligence, logical-mathematical intelligence, bodily-kinaesthetic intelligence, visual-spatial intelligence, musical intelligence, interpersonal intelligence and intrapersonal intelligence. Later on, he added another type of intelligence that deserves to be called an intelligence -the naturalistic intelligence. However, Gardner has never ruled out the possibility that additional intelligences may also exist, for multiple intelligences research is still in its infancy (Gardner, 1993:9). He has also added that there can never be a single "irrefutable" and universally accepted list of human intelligences. Obviously, each form of intelligence can be subdivided, or the list can be rearranged. The real point is to make the case for the plurality of intellect. Also, he believes that individuals may differ in the particular intelligence profiles with which they are born, and that certainly they differ in the profiles they end up with.

Gardner (1983) argued that human beings possess varied kinds of mental strengths or intelligences. However, the verbal-linguistic and the mathematical-logical are the only two kinds of intelligence that the educational system encourages, while it tends to neglect other forms of intelligence.

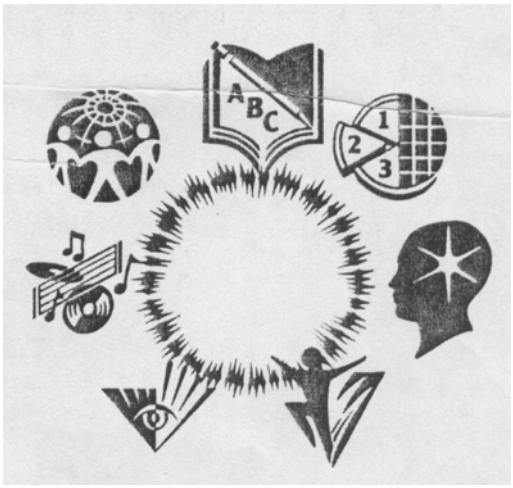
Gardner (1983:39) states that the multiple intelligences theory is a pluralized way of understanding the intellect. Recent advances in cognitive science, developmental psychology and neuroscience suggest that each person's level of intelligence, as it has been traditionally considered, is actually made up of autonomous faculties that can work individually or in concert with other faculties.

According to Howard Gardner's multiple intelligences theory, we all have different intellectual strengths or intelligences, and we use them all to varying degrees to acquire knowledge, understand the world, engage in problem solving, create, and to meet the challenges in our daily lives. However, not all of them are developed equally. Because of this, we do not use them effectively. One or two intelligences may be stronger and more fully developed than the others but this does not need to be a permanent condition because the dominant intelligences may support the weaker ones.

2.2.1. Various Types of Intelligences

This section will explain the seven types of intelligences and the characteristics of people having these intelligences.

Figure 3. Various types Intelligences



2.2.1.1. Verbal-linguistic intelligence

This intelligence is described as to be able to use language effectively whether in oral or written form. Armstrong (1994) describes this intelligence as "the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meaning of language, and the pragmatic dimensions or practical uses of language" (p.2).

People who are strong in this intelligence have a good memory of vocabulary and enjoy playing with words, puns, and rhymes. They read effectively and interpret and remember what has been read. They are good at understanding and applying the rules of grammar, spelling and punctuation. They like talking and know how to speak

according to their purposes and audiences. "They learn best through saying, hearing and seeing words, reading, writing and discussing"(Lazear, 2000:29).

2.2.1.2. Logical-mathematical intelligence:

It is the ability to use numbers effectively and reasoning well. It includes the ability "to explore patterns, categories, and relationships by manipulating objects or symbols, and to experiment in a controlled, and orderly way. “Logical-Mathematical Intelligence entails the ability to reason either deductively or inductively and to recognize and manipulate abstract patterns and relationships" (available at http://www.cookps.act.edu.au/mi_logic.htm).

The people gifted in this intelligence are good at maths, reasoning, logic and problem solving. They ask "why" and "how" questions very much. They represent concrete objects and concepts with abstract symbols. They enjoy solving puzzles and collecting and classifying things. "They want to know how things work. They learn best by categorizing, classifying and working with abstract patterns and relationships" (Lazear, 2000:26)

2.2.1.3. Visual-spatial intelligence:

It is "the ability to perceive and mentally manipulate a form or object, and to perceive and create tension, balance and composition in a visual or spatial display [and] to create visual-spatial representations of the world and to transfer those representations

either mentally or concretely" (available at http://www.cookps.act.edu.au/mi_visual.htm).

The people with well-developed visual-spatial intelligence have sensitivity to colour, line, shape, form, space and relationships between these. They have strong imagination and use visual images to remember. They like to design, draw, read graphics, charts, and maps, and organize objects and areas (Lazear, 2000:22). They need pictures to understand, therefore, "cartoons, witty posters, and humorous pictures, or photographs related to the subject matter convey pleasant messages about learning to students"(Campbell, 1996:96). They learn best through visualizing, using the mind's eye, and working with colour or pictures.

2.2.1.4. Bodily-kinaesthetic intelligence:

It is the ability to solve problems to produce something and to express ideas and emotion by the help of body. In this intelligence, body and mind work together for perfect physical performance (Campbell, 1996:67).

People talented in this type of intelligence want to get up and move around. They can read body language and communicate ideas through gestures. They are good at physical activities, such as sports, dance and acting. They prefer to touch, handle what is to be learned, and concrete learning experiences like field trips, participating in role-play, games, etc. They learn best "by direct involvement and participation, therefore, remember most clearly what was done, rather than what was set or observed" (Gardner, 1999:113).

2.2.1.5. Musical intelligence:

This intelligence is the ability to perceive, discriminate, transform and express musical forms (Campbell, 1996:133).

People with high level of musical intelligence are sensitive to “pitch or melody, rhythm, timbre, and respond to the emotional implications of these elements". They enjoy musical experiences, discriminate different musical styles, and play with sounds. They can sing and play an instrument. They learn best by rhythm, music, and melody, playing instruments, inventing songs or tunes (Lazear, 2000:33).

2.2.1.6. Interpersonal intelligence:

It is defined as to be able to understand and interact effectively with others. Noticing others' goals, motivations, intentions are a part of this intelligence (Campbell, 1996:160).

People who excel in this category have good social relationships and skills of leadership, so influence others' opinions and actions. They are sensitive to the feelings of others and prefer to work cooperatively. They are good at organizing, communication and sometimes manipulating people. They learn best by sharing, relating, interviewing, comparing and cooperating (Armstrong, 1994:5).

2.2.1.7. Intrapersonal intelligence:

It is the knowledge about self and the ability of acting adaptively on the basis of this knowledge, in other words, to be able to understand one's inner feelings, dreams, ideas, intentions, and goals (Campbell, 1996:195).

People with well-developed intrapersonal intelligence like working alone. They can express their feelings easily. They are aware of their strengths and weaknesses and set goals according to them. They work towards their goals. They learn best by working alone, individualized projects, self-paced instruction (Lazear, 2000:38).

As Gardner (1983) claims MI theory pluralizes the traditional concept of intelligence. According to this theory, everyone possesses all these seven intelligences from learning disabled to the gifted ones, but the strengths and combination of these differ from person to person. For example, a person may be highly developed in verbal-linguistic and interpersonal intelligences, and modestly developed in others. However, most people can develop all their intelligences to an adequate level of performance if they receive appropriate education and enrichment in their environment. Moreover, these intelligences do not work separately, but interact with each other and work together in complex ways. According to Armstrong (1987), "MI Theory emphasizes the rich diversity of ways in which people show their gifts within intelligences as well as between intelligences" (p. 12). For instance, a person may not be good at mathematics, but may show his/her logical-mathematical intelligence at reasoning.

MI theory does not focus on how smart the students are; instead, it focuses on in what ways they are smart. Therefore, Gardner states that everybody is smart in seven (eight) different ways. However, in traditional schools, the focus is mainly on logical-mathematical and verbal-linguistic intelligences. This kind of schooling is good only for the students who have that profile of intelligences, but not very useful for others who do

not have them. If everybody is treated as if they were the same, students who are not good at these intelligences are at-risk. Because of this, educators need new ways of understanding how students learn and how they should be taught. "MI Theory provides a means for distinguishing the many ways children have to solve problems and create products, identify cognitive strengths and group students according to complementary intelligences"
(http://www.indiana.edu/~eric_rec/ieo/bibs/multiple.htMI).

By the help of MI Theory teachers can determine students' preferences in learning styles, which is combination of seven intelligences, and create teaching methods related to these intelligences. Although it is not very easy to reach each individual, MI Theory makes students' highly developed intelligence(s) active in learning, and makes personalizing education easier. With MI Theory, Gardner argues against the belief that there is only one way to learn how to write, only one way to learn how to compute. He finds this kind of contentions nonsense. He argues that it is equally nonsensical to say that everything should be taught in seven ways. The point of MI Theory is that any topic can be taught in more than one way, and it provides variety for lesson content.

2.3. Today's Schools and MI

MI theory makes its greatest contribution to education by suggesting that teachers need to expand their repertoire of techniques, tools, and strategies beyond the typical linguistic and logical ones predominantly used in classrooms all around the world. According to a study conducted in 1000 American classroom by John Goodlad (1984), almost 70 percent of class time was consumed by teacher talk and most of the written assignments required the students to respond to directives in workbooks and worksheets.

In such a context, the theory of Multiple Intelligences acts as a specific remedy to one-sidedness in teaching, and as a model for organizing and synthesizing all the educational innovations that have sought to break out of this narrowly confined approach to learning. In doing so, it offers a wide range of stimulating curricula to “awaken the slumbering brains” that Goodlad “fears populate classrooms” (Goodlad, 1984:230).

The teacher of an MI classroom continually shifts her method of presentation from linguistic to spatial, from bodily kinaesthetic to interpersonal, and so on, combining intelligences in creative ways. She provides hands-on experiences, encourages students to interact with each other in different ways, and plans time for students to self-reflect and to undertake self-paced work (Armstrong, 1994).

Furthermore, concerning teaching strategies, the theory of Multiple Intelligences offers teachers an opportunity to develop innovative teaching strategies that are relatively new to the educational scene. MI theory suggests that no one set of teaching strategies will work best for all students at all times. All children have different tendencies in the seven intelligences, so any particular strategy is likely to be highly successful with one group of students and less successful with other groups. Because of the individual differences among students, teachers are best advised to use a broad range of teaching strategies with their students (Armstrong, 1994). As Chapman (2000) indicated, there are several applications of Gardner's theory relevant to teachers.

Haggerty (1995) has developed five principles to be kept in mind as educators attempt to bring Gardner's theory of MI into the institution of education. He believes that education should:

- address the entire range of intellectual capacities.
- be highly individualized to match the distinctive combination of intelligences possessed by each person.
- encourage students as much as possible to establish their own learning goals and construct their own learning programs.
- assess intelligences directly in context in which they are applied.
- not be confined to the school (p.15).

Haggerty (1995) further suggested seven steps that will help teachers who wish to make their classes more open to the insights of MI research as follows:

- Spend the time required to understand what the theory of MI actually proposes and the bases for these proposals.
- Examine your own teaching style.
- Begin to understand the intellectual profiles of your students to discover what their intellectual strengths and weaknesses are.
- Consider specific teaching approaches and methods that appeal to particular intelligences or combinations of intelligences.
- Approach planning specific lessons or classes with MI theory in mind.
- Recognize the distributed nature of intelligences.

- Focus on assessment rather than testing.

2.4. Summary of MI Teaching

The following two tables summarize MI teaching. Table 1 shows teaching activities, materials, and strategies that can be used for each intelligences. Table 2 demonstrates the relevant educational movements, sample teacher presentation skills, and sample activities to begin a lesson.

Table 1. Summary of MI Teaching A.

Intelligence	Teaching Activities	Teaching Materials	Instructional Strategies
Linguistic	Lectures, discussions, word games, storytelling, choral reading, journal writing, etc.	books, tape recorders, typewriters, stamp sets, etc.	read about it, write about it, talk about it, listen to it
Logical-Mathematical	brain teasers, problem-solving, science experiments, mental calculation, number games, critical thinking,	calculators, math manipulative, science equipment, math games, etc.	quantify it, think critically about it, conceptualise it
Spatial	visual presentations, art activities, imagination games, mind-mapping, metaphor, visualization, etc.	graphs, maps, video, LEGO sets, art materials, optical illusions, cameras, picture library, etc.	see it, draw it, visualize it, colour it, mind-map it
Bodily-Kinaesthetic	hands-on learning, drama, dance, sports that teach, tactile activities, relaxation exercises, etc.	building tools, clay, sports equipment, manipulative, tactile learning	build it, act it out, touch it, get a feeling of it, dance it
Musical	Super learning, rapping, songs that teach	tape recorder, tape collection, musical	sing it, rap it, listen to it
Interpersonal	Cooperative learning, peer tutoring, community involvement, social gatherings, simulations, etc.	Board games, party supplies, props for role-plays, etc.	Teach it, collaborate on it, interact with respect to it
Intrapersonal	Individualized instruction, independent study, options in course of study, self-esteem building, etc.	Self-checking materials, journals, materials for projects, etc.	Connect it to your personal life, make choices with regard to it

(Armstrong, 1994, pp. 52-53)

Table 2. Summary of MI Teaching B.

Intelligence	Sample Educational Movement	Sample Teacher Presentation Skill	Sample Activity to Begin a Lesson
Linguistic	Whole Language	teaching through storytelling	long word on the blackboard
Logical-Mathematical	Critical Thinking	Socratic questioning	posing a logical paradox
Spatial	Integrated Arts Instruction	drawing/mind-mapping concepts	unusual picture on the overhead
Bodily-Kinaesthetic	Hands-on Learning	Using gestures/ dramatic expressions	Mysterious artifact passed around the class
Musical	Suggestopedia	Using voice rhythmically	Piece of music played as students come into class
Interpersonal	Cooperative Learning	Dynamically interacting with students	"Turn to a neighbour and share."
Intrapersonal	Individualized instruction	Bringing feeling into presentation	"Close your eyes and think of a time in your life when."

(Armstrong, 1994, pp. 52-53)

As the tables above present, the MI teacher is supported by a wide variety of activities like drama, problem solving, and peer tutoring. MI also provides numerous materials varying from calculators and typewriters to musical instruments and cameras. Besides activities and materials, the MI teacher is offered various instructional strategies like critical thinking, collaborative learning, and individualised instruction. As the teacher shifts from one intelligence to another, the students actively involve in learning and develop their intelligences to the best.

2.5. Research on MI

Harvard Project Zero (2000), a research group at the Harvard Graduate School of Education, has investigated the development of learning processes in children, adults, and organizations for over 32 years. Project Zero's mission is to understand and

enhance learning, thinking, and creativity in the arts and other disciplines for individuals and institutions. They place the learner at the centre of the educational process, respecting the different ways in which an individual learns at various stages of life, as well as differences among individuals in the ways they perceive the world and express their ideas.

Two researches from Harvard's Project Zero (Kornhaber and Krechevsky, 2000) have surveyed approximately eleven model programs to determine the effects of MI implementation on teachers, students and parents. According to results gained in the Project Zero, teachers and principals stated that MI Theory implementations in schools improved the discourse at school as well as enhanced classroom practices. Teachers focused more on students' strengths and looked at a broader array of student abilities. The language offered by the MI Theory enabled teachers to describe students and their capacities more comprehensively to students themselves, colleagues, parents and others. A school's commitment to the Theory of MI usually resulted in enriched learning environments and experiences for all children. Many teachers felt courage to work in teams so that their talents were of service to colleagues and their weaknesses complemented by the strengths of others. In addition, many teachers were inspired to pursue new avenues for their professional growth (Project Zero, 2000).

Parents reported both academic and affective gains. They explained that their children are taking positive academic risks, their self-esteem has improved, and they are happy to go to schools.

When interviewed, students echoed what their parents stated. At MI schools, students are proud of their work and eager to share it with others. Their academic achievement gains have been documented through standardised tests, too (Campbell et al, 1996:314).

Project SUMIT (2000), which was a three-year project aimed to identify, document, and promote effective implementations of MIs.

SUMIT carried out phone interviews with principals and teachers at 41 such schools and administrators. In these interviews, educators described how they integrated MI into their curriculum, assessment, professional development, and other organizational practices. They also described the outcomes they associate with the use of MI in their schools. These outcomes included increases in student achievement,

higher test scores, more qualified student work, attendance, behaviour, and/or parent participation.

During the 1989-1990 school year, an action research project named “A Multiple Intelligences Classroom” was undertaken to explore the students' reactions to the multiple intelligences-based instructional model. The students were third graders and studying in a special multiple intelligences classroom. The class was divided into seven sections. Each section was called an intelligence centre like Spatial Centre or Logical Mathematical Centre. Each day students spent time at each centre learning about the day's theme in seven different ways. Students learned by reading, writing, computing, solving problems cooperatively, moving and building, singing and creating rhythms, and through diverse art forms. The curriculum was both thematic and interdisciplinary. The researchers studied on student behaviour, attitudes, and abilities to work in non-traditional ways such as with music, movement, visual arts and cooperation.

The information was gathered in three ways: a daily journal was kept with specific entries, a classroom climate survey was administered eighteen times during the year and a student assessment inventory of work at the seven centres was administered nine times during the year. Data was analysed on a weekly basis and observations were made. These observations were then tested and if verified, a hypothesis was made based upon that input. Each hypothesis was then further tested, modified and refined. If data continued to support it, it became a working hypothesis.

Ten hypotheses were validated according to these procedures:

1. The students displayed increased independence, responsibility and self-direction over the course of the year.
2. Students previously identified as having behavioural problems made significant improvement in their behaviour.
3. Cooperative skills improved in all students.
4. Ability to work multi-modally in student presentations increased throughout the school year with students using a minimum of three to five intelligence areas in their classroom reports.
5. The more kinaesthetic students particularly benefited from the active process of moving from centre to centre every fifteen to twenty minutes.
6. Leadership skills emerged in most students. Several students who had not previously displayed leadership abilities took the lead with their groups in the Music Centre, the Building Centre, and the Art Centre and particularly in the Working Together Centre.
7. Parents reported frequently that behaviour improved at home, more positive attitudes about school were exhibited, and attendance was increased.

8. Daily work with music and movement in content areas helped students retain information. At the end of the year, all students were able to remember several songs created as early as September that combined specific academic information.
9. The role of the teacher changed as the year progressed, becoming less directive and more facilitative, more diversified, less of a taskmaster and more of a resource person and guide.
10. Students became progressively more skilled at working effectively in this unique and non- traditional classroom format (Chapman, 2000) available at:http://www.business1.com/IRI SKY/itsf.htm. (If The Shoe Fits)

One final result of the program not observed in the research was the effect it had upon the teacher. Due to the nature of the program, the instructor developed different skills than previously relied on when standing in front of a class lecturing each day. The instructor began to observe the students from seven new perspectives. He began working with them, rather than for them. He explored what they explored, discovered what they discovered and often learned what they learned. He found satisfaction in their enthusiasm for learning and independence, rather than in their test scores and ability to sit quietly. And most importantly, in planning for such a diversity of activities, he began to grow more creative and multi-modal in his own thinking and learning. He learned to write songs and sing. He improved his ability to draw and paint. He began to see growth and development within himself and even began to wonder who was changing the most, his students or himself (Campbell, 2000).

Nguyen (2000) has also designed a study in which he tried to find out the effects of an MI curriculum on students' performance in a standardised achievement test. He gave the same achievement test CAT/5 (California Achievement Test/5) to both his control and experimental group the latter of which followed an MI curriculum. Although he found no significant difference between two groups, he concluded that since the students who followed an MI implemented curriculum were as successful as the ones taught traditionally, MI teaching is a crucial alternative to teaching with its varied teaching strategies and focus on individual differences in learning.

A similar study was conducted by Beam (2000). In her study, she compared the theory of MI instruction to traditional text-booked teacher instructions in social studies of 5^{th} grade students. 24 students took place in the study for 5 weeks. Students in experimental group followed MI implemented lessons while traditional teaching was adopted in the control group. At the end of the study, students' performances were tested by standardised tests and portfolios. The results proved that although there is no

significant difference between the students' achievements, MI theory makes learning easier and enjoyable and education personalised.

Johnson and Kuntz (1997) have searched on how teachers interpreted and used MI theory in their classes. The results of the study highlighted four important changes in teachers who started to implement MI theory in their classes as follows:

Teachers have started to use the theory of MI in lesson planning and classroom procedures which enhanced their instructional repertories and changed their assessment practices by using report cards, portfolios. Moreover, students possessing individual cognitive profiles with varying strengths were appreciated and taken into account while teaching. In addition, the classroom atmosphere became positive which made both teachers and students cooperative and actively involved. Finally, the theory developed reflective thinking among the colleagues by raising their self-esteem, cooperation and risk taking abilities.

Likewise, Mettetal, Jordan and Harper (1997) examined the attitudes of teachers, students and parents toward an MI curriculum. The results proved that teachers and students who knew about and implemented the theory have raised their self-esteem and respects for individual differences. Parents were contented with the theory and its applications in education, too. Teachers had some anxiety, time management or different procedural problems that were effectively solved through in-service training programs and ongoing support they received from each other. This training and ongoing support they received from each other made the theory widespread. Moreover, some changes in assessment procedures and increasing students' performance in standardised tests were also observed in the subsequent years of MI implemented programs.

2.6. Multiple Intelligences in ELT

As in all areas of education, the theory of Multiple Intelligences has its place in English Language Teaching. The theory offers a model that can help language educators understand how their own learning style affects their teaching style and, ultimately, how that teaching style can affect student learning (Christison, 1996).

> "When I first began teaching, I remember being surprised to find out that the young man who was doing so poorly in my language class was the best student in math, and the young woman who was my best language student was struggling in

> physical education. A third student did poorly in both math and English but was an outstanding musician. At that time, I did not consider differences in intelligence profiles or learning styles in planning my lessons. My students struggled to adapt themselves to my teaching style and the activities and materials I chose for them" (Christison, 1996, p. 10).

Although many ESL/EFL teachers today recognize and appreciate diversity in the students they teach, they are faced with several difficult problems in their workplace situations (Hoerr, 2000). The first problem is that embedded in many educational practices are policies and procedures that lead individuals toward uniformity, such as standardized achievement tests, textbook adoptions, and curriculum guides. In addition, the traditional second or foreign language classroom has favoured visual and verbal delivery systems -lectures, worksheets, written papers, pictures, graphic organizers, slides, and videos. Using primarily visual and verbal cues, teachers can miss the elusive qualities of learning demonstrated by some ESL/EFL students who are not strongly verbal or visual (Lazear, 2000:41).

There are signs that a paradigm shift is beginning. More and more ESL/EFL teachers are addressing diversity in their classrooms. Teaching profession is becoming increasingly aware of the enormous range of human skills and capacities (Project SUMIT, 2000).

The theory of Multiple Intelligences has great potential for helping revolutionize teachers' concept of human capabilities. The theory is very important to EFL/ESL teachers; because they work with such diverse learners, they can nurture intelligences in many different ways. MI theory helps educators create an individualized learning environment.

There are two important steps to follow in understanding how MI theory applies to TESL/TEFL. The first step is to identify and categorize the activities that are frequently used in classrooms - which ones help develop linguistic Intelligence, musical intelligence, or logical/mathematical intelligence (Christison, 1996). Once an understanding of where the activities fit into the multiple intelligence taxonomy has been reached, the next step is to track what is being done in lesson planning and teaching.

According to Lazear (1991), there are three stages to lessons that teach with multiple intelligences. The developmental sequence is as follows:

> Stage 1: Awaken the Intelligence: A particular intelligence can be activated or triggered through exercises and activities.
>
> Stage 2: Amplify the Intelligence: This part of the lesson focuses on improving and strengthening the intelligence.
>
> Stage 3: Teach for/with the Intelligence: This stage is concerned with going beyond the classroom, with the integration of intelligence into daily living, such as solving problems and challenges in the real world.

All of these strategies need to be present in an ESL/EFL lesson designed to emphasize the different ways of knowing.

However, there is no single or preferred model of MI-based lesson design. Teachers are highly skilled at creating approaches that best suit their teaching styles as well as the needs of their students. When beginning to approach MI as an instructional framework, realistic expectations must be set (Campbell et al, 1996: 235).

Numerous strategies have been suggested for planning daily or weekly lessons. Many teachers, however, find it daunting to create lessons that incorporate all seven areas. It is unlikely to address all 7 intelligences within 50-minute class periods. Rather, including one strategy from each intelligence in one to two week's time may prove manageable (Gardner, 1997; Campbell, 1996; Campbell, 2000; Lazear, 2000). It is also recommended that at least four intelligences serve as entry points into any content. Such efforts provide students with four opportunities to access information while challenging teachers to work in new ways. (Project Zero, 2000).

It is important to note that while the MI provides an effective framework, it is not desirable to turn Gardner's theory into a rigid pedagogical formula (Gardner, 1993; Campbell, 2000). What is most important in MI instruction is that the tools of instruction should be appropriate for the content. That is, teachers are not to consistently bring each intelligence type just for the sake of bringing them all at once.

The theory of MI helps teachers transform existing lessons or units into multi-modal learning opportunities for students. Since most teachers are comfortable working with two or three intelligences, attempting to integrate additional capacities involves risk-taking and flexibility. However, the rewards for such efforts are tangible (Campbell, 1996:231). It is gratifying to observe students' enthusiasm, engagement, and achievement increase while experiencing the expansion of one's intellectual capacities.

Considering the focus of the present study, the following section will only discuss the application of the theory in EFL reading classes. However, it is important to note that there exist many applications of the MI Theory in all the skills involved in foreign language education.

2.7. Multiple Intelligence Theory in Reading Classrooms

In EFL classes, reading ability has been focused as a component of general second language proficiency. However, although reading is one of the basic skills, teaching of reading has always put aside and seen as a supporter to teach language. It is especially used as a means to teach grammar and vocabulary (Brown, 2001). Up to recent years, the importance of focusing on the reading process has been ignored. When looked at the traditional reading classrooms, it is clear that the procedure in reading lessons pays attention to the product of reading rather than training students in reading process (Bamford & Day, 1998:124).

Balla Konare' (1994) in his article in English Teaching Forum gives an example of a traditional reading classroom procedure as follows:

> 1) The teacher presents new vocabulary, often at length.
> 2) The teacher reads the text aloud to the class (who has not yet seen it). S/he asks them what it is about.
> 3) S/he reads it aloud again while the students follow it in their books. Then s/he may ask them one or two more questions.
> 4) Individual students read the text aloud ("reading around the class") and the teacher interrupts the correct pronunciation.
> 5) The students read the text silently and try to remember as much as they can for questions the teacher may ask afterwards.
> 6) The teacher asks oral questions on the text (among which literal, direct-reference wh-questions predominate) and students answer orally (p.6).

As seen in the example, there is no purpose to motivate students to read. However, in real life situations, reading is always a purposeful activity, people read for different purposes such as enjoyment, getting information, and so on (Brown, 2001). The crucial point in reading is this and the reading teachers' job should be to give purposes to their students and help them to achieve these. To achieve this, they should use motivating and worthwhile methods instead of inefficient ones as in the example.

On the same issue, Balla Konare (1994) states that realistic reading in class requires full student participation both emotionally and intellectually just because they do the same in their L1 reading. By doing do, teachers should use reading tasks that let different students to respond differently (pp. 6-7).

The role of the MI theory starts at this point. As it is mentioned earlier, MI theory, by taking into account students' differences in terms of their strong intelligences, provides variety for the teacher who is discouraged by inefficient reading methods. A teacher who applies MI Theory in reading, should first be aware of his/her students' interests to be able to choose motivating reading materials related to their specific interests such as their heroes, hobbies, pets, inventions, scientific discoveries, favourite sports, music groups or foreign countries. When the teacher brings materials which appeal his/her students' needs and interest, students will not be unmotivated, and they will feel the need to read. On this issue, Campbell (1996: xxi) states that every individual neither shows the same intelligence profile nor have the same interests. Among lots of information we must choose what and how to learn. In making these choices, individual preferences and interests play a crucial role.

After the selection of the material, teacher uses the principles of the MI Theory for choosing appropriate strategies to present the material. As Gardner says, it may not be possible, in fact it is not necessary, to prepare reading lessons which address to all kinds of intelligences. The teachers choose a few of them as a focus by adapting them according to the content of the material. For example, s/he may prepare a lesson by addressing to musical, verbal-linguistic, interpersonal and bodily-kinaesthetic intelligences, and in another lesson may address to visual-spatial, verbal-linguistic, logical-mathematical intelligences.

Some useful strategies according to intelligences which can be used in reading classrooms are presented below. The applications of the new techniques are also explained.

1) Verbal-linguistic intelligence: Brainstorming, storytelling, discussion, dialogues, and word games, debate, writing based on reading content, poems.

2) Logical-Mathematical intelligence: Prediction, classification and categorizations, logic puzzles and games, word problems, solving mysteries, Socratic questioning and heuristics.

In Socratic questioning, the teacher serves as a questioner of students' points of view. Instead of talking at students, the teacher participates in dialogues with them, aiming to uncover the tightness or wrongness of their belief. The purpose is to help them sharpen their critical thinking skills so that they no longer form opinions simply

out of strong emotion or the passion of the moment. For example, a student defending the motives of a character in *Huckleberry Finn* is carefully questioned to see if his stand is supported by the facts in the novel (Armstrong, 1994: 70-71).

Heuristics refers to a loose collection of strategies, rules of thumb, guidelines, and suggestions for logical problem solving. While looking for the main idea in a reading passage, a student might separate out each part of the passage into sentences and subject each part to qualifying "test" of a key point. Examples of heuristic principles include finding analogies to the problem you wish to solve, or proposing a possible solution to the problem or separating the various parts of the problem (Armstrong, 1994: 71).

3) Visual-Spatial intelligence: Charts, graphs, diagrams, mind maps, drawings, videos, slides, movies, visual puzzles, photography, imaginative storytelling, creative daydreaming, and visualization.

4) Bodily-Kinaesthetic intelligence: Role-play, drama, mime, and hands on activities, field trips, competitive and co-operative games using body language/hand signals to communicate.

5) Musical Intelligence: Songs, mood music, super memory music, group singing, raps. In mood music, the teacher locates a piece of music which creates an appropriate mood or atmosphere for a particular lesson. In super memory music, the music comes from the background, and students in a relaxed state listen to the teacher's instruction or work on something.

6) Interpersonal Intelligence: Co-operative groups, pair-works, interactive games and competitions, simulations. In simulations, students come "together to create an as-if environment" (Armstrong, 1994: 81).

7) Intrapersonal Intelligence: Independent studies, feeling-toned moments, individualized projects and games, one-minute reflection periods. Feeling-toned moments are the moments when students express their strong opinions and feelings about the topic. In one-minute reflection periods students are given time to digest the information presented or to connect it to happenings in their own lives (Armstrong, 1994: 82).

CHAPTER 3
METHODOLOGY

3.1. Subjects

The subjects of this study were 9 ELT teachers in School of Foreign Languages at Anadolu University in Eskisehir, Turkey. At the beginning of the present study, they were 10, but later one of the subjects did not want to participate due to his own reasons. Four of the subjects were male while the other five were female. Their ages ranged from 27 to 37. They graduated from ELT BA Programmes of different universities, and two of them already finished their MAs in ELT while one of them was an MA student at the time of the study. Their working experience ranged from four to seven years.

At the time of this study, the participants had to teach two different skills one of which was reading. All teachers were in the Curriculum Renewal Process, which started in June 2003. Based on the friendly talks the participants had with the researcher, one of their colleagues, it became clear that before the Curriculum Renewal Process, the participant teachers found themselves working under conditions of low autonomy, with little influence over strategic decisions such as choosing the material and designing it in the way they wanted. They had to keep up with the reading syllabus designed by the administrators and teach the reading materials in the pack prepared beforehand without having an idea of what it included. However, with this on-going curriculum renewal, they are encouraged to try their best to realize the program goals and objectives and make their teaching as effective as they can.

All the subjects had twenty-seven preparatory school students in each class. They were the students of various departments (Departments of Communication Science, Civil Aviation, Engineering, Fine Arts, Business Administration and Management, Literature, Education Faculties, and so on) but studying English compulsorily. Thus, the needs, expectations and interests of those students varied much in the same class. The teachers wanted to participate in the study voluntarily in order to address all these different students in the same class and to increase students' participation in their reading classes.

Before participating in the study, the teachers stated that they had heard about the MI theory which was used as the innovative practice in the study, but did not have enough knowledge about it. In order to find out whether the training about the

innovative practice would have any effect on teachers' responding to the innovation and their application of it in the classroom, the subjects were randomly divided into two, as **control group teachers** and **experimental group teachers**. There were four teachers in the control group and five in the experimental group. The difference between the control and experimental group was the daily meetings and reflection sessions which were held as preparation-for and follow-up meetings for each MI implemented lesson plans. Moreover, in these sessions experimental group teachers shared out their experience about the innovative practice, and they were provided with an ongoing support and training both by the researcher and each other.

However, the control group teachers were given only the relevant lesson plans with no daily meetings and reflection sessions. They were left on their own in their experimentation with the innovation.

3.2. Instruments

Initial and final reflection questions, daily reflection questions, daily meetings and reflection sessions as the training process, and recordings of lessons were used to form the data base of this study.

3.2.1. Initial and Final Reflection Questions

To find out how the participants perceived the innovative practice before implementing it, all the participants, both in the control and experimental groups, were given the following questions and asked to write their opinions.

1. *What do you think about MI theory in general?*
2. *How do you see the role of teacher in MI implemented lesson?*
3. *Do you think MI theory will affect your teaching? How?*
4. *What changes may this theory and its implementation bring to your teaching? Will you exemplify with your reasons please?*
5. *Will this theory and its applications affect your students in general? How?*
6. *Will MI theory affect your students' learning? How?*
7. *Will MI theory affect your students' motivation? How? Please give your reasons.*
8. *What will be the use of the implementation of MI theory in our teaching context?*

The questions aimed to find out teachers' perceptions of the innovative practice in terms of three areas;

1. **Teachers' teaching (2, 3, 4)**
2. **Students' learning (5, 6, 7)**
3. **Its applicability in their teaching context (1, 8)**

The preconceived categories "teachers' teaching" and "students' learning" were adopted from a similar study of Pennington (1995) in which she investigated on the change cycle teachers went through while implementing *the process writing* as the innovation. It was thought that asking the teachers about the applicability of the innovative practice in their own context would also be necessary for the aims of the study. Therefore, it was added by the researcher as another category to the initial questions.

After the teachers implemented the innovative practice, in order to identify whether their perceptions of the innovation changed with the training process and when they used it in real classrooms, they were given the same questions and asked to answer them again in both of the groups.

They were set free to write their reflections in English or Turkish in order to prevent the language barrier which might have hindered them express their feelings and ideas openly and clearly.

3.2.2. Daily Reflection Questions

In order to identify the teachers' opinions of and reactions to the innovation throughout the implementation period, the teachers in both groups were given the following questions and were asked to answer them as soon as they finished each class they implemented MI theory as the innovation (see Appendix D).

1. *What did I do? (Please write a brief list of activities sequenced chronologically. When necessary, please include detailed descriptions.)*
2. *What went well? Why? (Please specify the activity.)*
3. *What went wrong? Why? (Please specify the activity.)*
4. *What changes would I make if I had a chance to prepare this material for the*

relevant unit?

These reflection questions were inspired from the "Guided Reflection Protocol for Individual Reflection" prepared by Hole and McEntee (1999).

They were again set free to write their reflections in English or Turkish in order to make them feel at ease and comfortable.

3.2.3. The training process: Daily meetings and reflection sessions

The training process the teachers in the experimental group went through included pre and post meetings. Eight daily meetings and reflection sessions as preparation-for and follow-up to each 2- hour slot of MI implemented lesson plans took place with the experimental group only.

1. That is, they had meetings before implementing the MI lesson plans in order to be informed about how to apply it in the classroom. In the **pre-meetings**, the procedure for each lesson and how to apply the relevant MI implemented lesson plan were discussed. Different ideas and suggestions on each step in the plan were shared.
2. Teachers in this group were also invited to **follow-up reflection meetings** in which they shared their opinions of how the application of the innovative practice went in the class.

This procedure repeated itself for eight times after each two-hour slot of teaching. These sessions were tape-recorded as the evidence of how the experimental group teachers received the so-called training throughout the implementation period. The transcripts of the two meetings were included in Appendix F as examples of the procedures of the training process.

During these reflection sessions, the teachers were free to use their mother tongue, and they were guided to reflect on both the positive aspects and problems of their innovative practice experience.

The participants in the control group did not go through any training process. They were only handed in the lesson plans without any preparation-for and follow-up meetings, and were asked to implement these MI implemented lesson plans in their classes.

3.2.4. Recordings of lessons

Another procedure to incorporate all the findings was recording the participant teachers' lessons. During the implementation of the MI lesson plans prepared by the researcher, the subjects were tape-recorded in order to see whether the teachers were really implementing the lesson plans. In other words, the lessons were recorded to clarify whether the teachers really implemented each intelligence activity type as they reported in their reflections or not. The recordings were used only as checking factors, and they were not included in the data analysis procedures.

3.3. Data collection procedure

The study lasted for two weeks comprising sixteen hours of reading course. Data was collected starting from the ninth week of the second term with the initial orientation in which 9 participants were introduced to the innovative practice, MI Theory, its application in ELT and the procedure of the present study.

1. All the subjects attended an initial meeting with the researcher in which they were introduced to the MI theory and its application in the field. The meeting was held in participant teachers' native language, Turkish, to set them at ease and feel comfortable. The researcher used some handouts and transparencies to help teachers learn about the theory and its application in EFL classes. She prepared the handouts including the necessary information obtained from MI literature (See Appendix A). The information in the handouts was discussed with the subjects and the handouts were distributed to them for detailed reading. The teachers were also asked to complete the **MI inventory** developed by Armstrong (1993) in order to raise their awareness on how individuals differ in their weak and strong intelligences by identifying their own intelligences. This inventory included seven parts each of which was related to specific intelligence area. Firstly, the teachers were asked to complete the inventory by ticking the statements which appealed to them. The number of the statements that teachers marked indicated the teachers' levels of intelligence (See Appendix B).

2. To find out the teachers' perceptions of the innovative practice before implementing it, all the participants were asked to answer nine questions mentioned in section 3.2.1 for their Initial Reflection.

3. After collecting the initial perception of the teachers, teachers in both of the groups were handed in the relevant MI implemented lesson plans (See Appendix C).

According to Gardner (1993), there is no single or preferred model of MI based lesson design. Teachers are highly adept at creating approaches that best suit their teaching styles as well as the needs of their students (Campbell et. al, 1996:235). Numerous strategies have been suggested for planning daily or weekly lessons (Gardner, 1997; Campbell, 1996; Campbell, 2000; Lazear, 2000). Moreover, it is important to note that while the MI provides an effective framework, it is not desirable to turn Gardner's theory into a rigid pedagogical formula (Gardner, 1993; Campbell, 2000). What is most important in MI instruction is that the tools of instruction should be appropriate for the content.

Keeping all the points mentioned above, two-week lesson plans were provided by the researcher within the framework of MI theory for the materials existing in the course syllabus (See Appendix C). Before they were distributed to the teachers, all the lesson plans were read and given feedback by an experienced teacher trainer and a researcher who has studied on the use of NLP (neuro linguistic programming) and MI theory in the field. Some possible problematic points were reorganized by the researcher as the result of feedback.

Subjects were handed in sixteen-hour reading lesson plans comprising two weeks. In the lesson plans, the activities suggested by the book that the students had to study were also covered with the necessary alterations to fit them into MI theory. Unsurprisingly, most of the activities offered in the book were addressing basically two intelligence types: verbal-linguistics and logical-mathematical intelligence. Thus, the researcher had to make necessary alterations and add different activities addressing other five intelligences (visual-spatial, musical, bodily-kinaesthetic, interpersonal, and intra personal intelligences) to provide lesson plans within the framework of the innovation.

The participants in both groups were provided with all the necessary materials (colourful pictures, tape recorders, music CDs, handouts, role-cards and so on) to implement the lesson plans. They were also reminded that they did not have to use the **exact wordings** suggested in the plans, and they could make modifications in the wordings of **procedural instructions**.

4. After the distributions of the lesson plans, all the participants were told to keep diaries on their experiences for each MI lesson plan they taught. In diaries, they were told to reflect on the answers of the daily reflection questions given in the Reflection Guideline for Teachers (see Appendix D). Participants were set free to use Turkish in their diaries to make them feel more comfortable.

5. In the following daily meetings and reflection sessions, participants in the experimental group not only had preparation-for and follow-up discussions on each two-hour slot of MI implemented lesson plans but also they shared their reflections, opinions and feelings about the class they just taught to voice their positive reactions or problems throughout the implementation period. This procedure repeated itself for eight times after each two-hour slot of teaching.

6. The participants in the control group were only given the relevant lesson plans had no daily meetings and reflection sessions in which an ongoing support and training were provided.

7. The researcher recorded all the participants' lessons while they were teaching MI implemented lesson plans to make sure that they really followed and implemented the lesson plans.

8. At the end of the implementation period, all the participants were asked to answer the questions for their Final Reflection. The aim for this was to identify whether their perceptions changed with the actual implementation of the innovation and with the training for the experimental group teachers.

3.4. Data analysis procedure

The data collected for this study was analysed both qualitatively and quantitatively. The data analysis procedure started with the initial orientation. Teachers themselves analysed the data gathered from their own MI inventories simply by counting the ticks they used for the statements for each intelligence type. The number of the statements the teachers marked indicated the dominant and weak intelligences of them. Each section in the inventory was related to a different type of intelligence starting from verbal-linguistic intelligence to intrapersonal intelligence.

The analysis of participant teachers' initial and final reflections and diary records was conducted by using the **"Constant Comparative Method"**. This method allows

the use of relevant data to form categories, instead of using a set category (Glasser& Strauss, 1967, cited in Lockhart & NG, 1995; Dye et.al., 2000; Barksdale- ladd et al 2001; Zepeda and Mayers, 2002).

According to Langer and Applebee (1992, cited in Mangelsdorf 1992: 276), the first important point in the "**Constant Comparative Method"** is allowing categories to emerge from the data rather than imposing pre-conceived categories on the data. Another point is to compare each communication unit category with all other communication units coded in the same category. A communication unit is defined as "a unit being a separate expression about a thought or behaviour". The communication units were either in forms of a phrase, or a full sentence, or a paragraph, or in forms of a set of paragraphs. This comparison allows the researcher to refine categories and to identify properties associated with the category (Glasser & Strauss, 1967, cited in Lockhart & NG, 1995).

To find out an answer to the first research question and to identify how the control and experimental groups perceived the innovation before and after the tryout, the data were analysed within and between two groups separately. That is, the data analysis procedure for the first research question started with dividing the reflections of the control and experimental groups into communication units separately.

The task of dividing the data into communication units was conducted by two raters individually. First, 10% of the whole data was analysed by the two raters separately in order to come to an agreement and provide consistency on the communication units. Having reached the consistency on the wording, 20% of the whole data was analysed again by the two raters separately. Then, the two raters conducted a meeting to compare the individual analysis. Here the two raters discussed and decided on the existence and wording of the communication units identified. Inter-rater reliability was calculated by using *point by point* method with a formula of the number of agreements divided by the number of agreements plus disagreement multiplied by 100 (Tawney&Gast, 1984). Inter-rater reliability was found as 87%. Having reached the inter-rater reliability, the rest of the data was analysed by the researcher.

Once the whole data was divided into communication units, the similar units were collected under the same categories. Each communication unit was compared and

contrasted with each other and the ones that show similar characteristics were brought under certain categories as Constant Comparative Method offers. After that, each category was named based on the teacher education and language teaching literature. Frequency of the each category were identified and presented in numbers and percentages. Then, each category and sub-categories identified separately for the control and experimental groups were compared and contrasted with each other (between the groups) to discuss whether there was any difference or change in the perceptions of those two groups of teachers.

The procedure followed to find out the differences in the self-reported positive aspects and problems of the teachers in the control and experimental group started with dividing the daily reflections of all the teachers into communication units. Communication units were identified as either positive or problematic points of the innovative practice. That is, the data analysis was conducted separately for the positive aspects and problems. Likewise, once the whole data provided by both groups was divided into communication units, the similar units were collected under the same categories. After that, each category was named based on the teacher education and language teaching literature. Frequency of the each category were identified and presented in numbers and percentages. Then the distribution of the communication units reported by control and experimental groups for each category was determined and presented in tables. This categorisation was conducted first within groups in order to find out whether the teachers reported experiencing the same positive aspects and problems of the innovative practice and then between two groups in order to identify the effect of the training process.

The tape recorded data in the daily meetings for reflection was not analysed but only used to reveal how the teachers in the experimental group received an ongoing support in their experimenting with the innovation. Furthermore, the tape-recorded data in participant teachers' lessons was not analysed, either but only used to determine whether the teachers followed the given MI implemented lessons or not.

CHAPTER 4
RESULTS

4.1. Overview of the Study

The aim of this study is to find out whether the training and ongoing support ELT teachers received to carry out the innovation made any change in teachers' perceptions of and responding to the innovative practice, MI in their EFL reading classes. To reach these aims, the following research questions were asked:

1. How do two groups of ELT teachers, one of which receives training and ongoing support on the innovative practice while the other does not any, **perceive an innovative practice**, which is MI theory, **before** and **after implementing it** in terms of
   a. **their teaching,**
   b. **students' learning and**
   c. **its applicability in their own teaching context?**
2. How does the training process affect the ELT teachers' self reported positive aspects and problems of the innovative practice as they implement it in their own classes?

In order to answer the research questions above, the participants were randomly divided into two as experimental and control group at the very beginning of the study. Then, *teachers' reflection reports* responding to the innovation before and after the tryout period in terms of its effects on their teaching, students' learning and the theory's applicability in their teaching contexts, and *teachers' diary records* describing and reacting to MI implemented instructional units were collected. Constant Comparative Method was used to analyse the data in a qualitative manner (Glasser & Strauss, 1967, cited in Dooley & Murphrey, 2000; Dye et al 2000; Barksdale-Ladd et al 2001; Zepeda & Mayers, 2002).

4.2. Teachers' perceptions of the innovation before and after the tryout period

To answer the first research question stated above, both control group and experimental group teachers' reflection reports including the answers of first and last set of nine questions given in the Reflection Guideline (See Appendix D) were analysed **within** and **between** two groups separately. The nine questions teachers were required

to write before and after the tryout period aimed at finding out what participant teachers think about the innovation in terms of its effects on their teaching, students' learning and the theory's applicability in their specific teaching context, Anadolu University, School of Foreign Languages. Therefore, the data obtained were analysed under three pre-conceived categories as the self-reported responses of teachers' responding to the innovation in terms of '**their teaching', 'students' learning'** and '**the theory's applicability in their teaching context'** both before and after the tryout period. The whole data was divided into communication units to determine the teachers' responses written before and after the tryout under these three main categories. The analysis was conducted separately for the control and experimental group. All communication units were listed regardless of their frequency. The results revealed 84 communication units reported by the control group, and 134 communication units reported by the experimental group, which makes 218 communication units in total. After the determination of the communication units, these units were compared and contrasted with each other and similar responses were brought together. As seen in Table 3, the results revealed that 28 (33.3%) of the total communication units reported by the ***control group*** were related to the teachers' responses to the innovation in terms of "their teaching", 30 (35.7%) to "students' learning", and 26 (31%) to "the Theory's applicability in their specific teaching context".

Table 3. The teachers' perceptions of the innovation before and after the tryout period

CONTROL GROUP							EXPERIMENTAL GROUP					
	Before the tryout		After the tryout		Total		Before the tryout		After the tryout		Total	
Category	N*	%	N*	%	N*	%	N*	%	N*	%	N*	%
Effects of MI on teachers' teaching	13	**15.5**	15	**18**	28	**33.3**	18	**13.4**	36	**26.9**	54	**40.3**
Effects of MI on students' learning	13	**15.5**	17	**20**	30	**35.7**	11	**8.2**	33	**24.6**	44	**32.8**
MI theory's applicability in teachers' teaching context	11	**13**	15	**18**	26	**31**	10	**7.5**	26	**19.4**	36	**26.9**
TOTAL	37	**44**	47	**56**	84	**100**	39	**29.1**	95	**70.9**	134	**100**

N* Total number of communication units

It was found that 37 (44%) out of 84 communication units reported by the control group were written before the tryout period, and the remaining 47 (56%) were identified in their reflections written after the tryout. Analysis of the data reported by the control group before the tryout comprising the 44% of all the communication units was collected under three categories: the subjects' perceptions of the innovation in terms of teachers' teaching (15.5%), students' learning (15.5%) and the theory's applicability (13%). In terms of the data collected after the tryout, there were 47 communication units (56%), 15 (18%) of which were related to teachers' teaching, and 17 (20%) of which were related to students' learning. The remaining 15 (18%) were categorised under the theory's applicability.

Based on the finding, it can be seen that after the tryout period, the number of communication units reported by the control group was higher than the ones reported before the tryout period.

As seen in Table 3, the results of the data provided by the ***experimental group*** revealed that in terms of the effects of MI on "teachers' teaching", 54 (40.3%) communication units were reported; and in terms of its effect on "students' learning", 44 (32.8%) communication units were identified. For the last category, "the innovation's applicability", there were 36 (26.9%) communication units reported by the experimental group teachers.

It can be seen that 39 (29.1%) out of 134 communication units reported by the experimental group were written before the tryout period, and the remaining 95 (70.9%) were identified in the reflections written after the tryout. Analysis of the data reported by the experimental group before the tryout comprising the 29.1% of all the communication units was collected under three categories: the subjects' perceptions of the innovation in terms of teachers' teaching (13.4%), students' learning (8.2%) and the theory's applicability (7.5%). In terms of the data collected after the tryout, there were 95 communication units (70.9%), 36 (26.9%) of which were related to teachers' teaching and 33 (24.6%) of which were related to students' learning. The remaining 26 (19.4%) were categorised under the theory's applicability.

Based on the finding, it can be seen that after the tryout period, the number of communication units reported by the experimental group was quite higher than the ones reported before the tryout period.

The following section will discuss the types of responses identified for each category with examples from teachers' reflection reports. Some of the extracts taken from reflections were in Turkish; therefore, they were carefully translated into English without changing their meaning (see Appendix E). The ones in English were put as they were written without any change.

4.2.1. Effects of MI on participant teachers' teaching

To find out participants' initial perceptions of the innovation, they were asked to write about their thoughts on how the innovation would affect their teaching before the tryout. Then, after implementing it, they were asked to reflect on how the innovation affected their teaching and what changes it brought to their teaching (See Appendix D). Four types of responses before the tryout period and other four types of responses after the tryout period were identified for the control group teachers' self-reported responses to the innovation in terms of their teaching.

The distribution of the responses reported by the control group is as follows:

Table 4 . Control group teachers' responses related to the innovation in terms of their teaching before and after the tryout period

	Categories	*Before the tryout*		*After the tryout*	
		*Number**	*%*	*Number**	*%*
A	Variety of teaching activities	4	30.7	3	20
B	Individualised teaching	3	23.1	2	13.3
C	Creativity in teaching	3	23.1	-	-
D	Entertaining and enjoyable teaching	3	23.1	4	26.7
E	Teacher motivation	-	-	6	40
	TOTAL	13	100	15	100

***** Total number of the communication units

Before their experimentation with the theory, all the teachers in the control group had positive expectations of the innovation. They believed that MI theory would affect their teaching positively by providing a variety of activities which would result in

effective and enriched teaching (30.7%) and individualising their teaching for the students (23.1%). Moreover, they also thought that the innovation would increase their creativity in teaching (23.1%) and make their teaching stimulating and fun for both students and teachers (23.1%).

After the control group teachers' experimentation with the innovation, they were again asked to reflect on their experience with the innovation in terms of its effect on their teaching. According to the responses drawn out from the final reflections of the control group, as can be seen in Table 4, except from the expectation "creativity in teaching", all the other expectations of them were fulfilled.

The control group teachers reported that MI Theory increased their motivation and willingness to teach (40%) and provided them with a diversified teaching (20%). In addition, some of the responses showed that the teachers believed that the innovation has provided them with entertaining and enjoyable (26.7%), and individualised teaching (13.3%).

The following table presents the distribution of the responses reported by the experimental group in terms of the effects of MI on their teaching before and after the tryout period. There were six types of responses identified before the tryout period and other six types of responses after the tryout period.

Table 5. Experimental group teachers' responses related to the innovation in terms of their teaching before and after the tryout period

	Categories	*Before the tryout*		*After the tryout*	
		*Number**	*%*	*Number**	*%*
A	Variety of teaching activities	6	33.3	8	22.2
B	Individualised teaching	3	16.7	7	19.4
C	Creativity in teaching	3	16.7	-	-
D	Entertaining and enjoyable teaching	2	11.1	5	13.9
E	Change in teachers' roles	2	11.1	-	-
F	More interaction with students	2	11.1	5	13.9
G	Teacher motivation	-	-	6	16.7
H	Teacher development	-	-	5	13.9
	TOTAL	18	100	36	100

***** Total number of the communication units

Similarly, before the tryout period, all the teachers in the experimental group had positive expectations of the innovation. They thought that MI theory would affect their teaching positively by providing a variety of activities (33.3%). Furthermore, they also stated that the innovation would make their teaching individualised (16.7%). They also noted that the innovation would increase their creativity in teaching (16.7%) and make their teaching stimulating and fun for both students and teachers (11.1%). Different from the control group teachers, teachers in the experimental group also expected the innovation to change their roles as teachers (11.1%) by leading to more interactions with students (11.1%).

After the tryout period, experimental group teachers were again asked to reflect on their experience with the innovation in terms of its effect on their teaching. According to the responses drawn out from the reflections of the experimental group, apart from the expectations "creativity in teaching" and "change in teachers' roles", all the other expectations were fulfilled.

The experimental group teachers suggested that the innovation provided them with a diversified teaching (22.2%), and it increased their motivation and willingness to teach (16.7%). In addition, some of the responses showed that the teachers in the experimental group believed that the innovation provided them with individualised (19.4%) and entertaining and enjoyable (13.9%) teaching. The rest of the responses were related to the idea stating that MI theory facilitated interactions with the students (13.9%) and it provided some kind of teacher development for the teachers (13.9%).

4.2.1.1. Before the tryout

This section discusses the sub-categories identified for the *effects of the innovation on teachers' teaching* with samples of reflections taken from the teachers' reflection reports written before the tryout period. The letter C at the end of each sample indicates the reflective thoughts reported by the control group teachers while E points out the reflections of the experimental group teachers.

A. Variety of Teaching Activities

The expectation that MI would provide the teachers with a variety of activities that would later result in effective and enriched teaching is the most frequently reported response of the participants (30.7% of the communication units reported by the control

group and 33.3% of the communication units revealed by the experimental group). Three of the participant teachers expressed their feelings as:

∗ I hope that this theory will ***bring variety to my teaching.*** *In my classes, generally I use activities addressing to only one or two different intelligence types. With this theory, I think, I will* ***see the benefits of the use of various activities in teaching while preparing lessons addressing different intelligences.*** **(C)**

∗ It seems that the applications of MI in classes will ***bring different exercises to my teaching.*** *Previously, I used pictures (visual aids) in my classes; but, I think songs, competitions, and group-works that the theory presents as alternatives can be effective teaching tools.* **(E)**

∗ I am quite sure that ***the various activities*** *I will apply in this study* ***will enrich and positively affect my teaching.*** **(E)**

B. Individualised teaching

Participant teachers were found to be expecting MI to make their teaching individualised (23.1% of the communication units reported by the control group and 16.7% of the communication units revealed by the experimental group). The following extracts from some teachers' reflections are good examples for their high expectations that MI would certainly help them individualise their teaching.

∗ It seems that MI Theory may ***help me create more personalised teaching,*** *which will solve many problems in my teaching context where many different students are studying in the same class.* **(C)**

∗ When I first heard about MI, I remembered my being surprised to find out that the silent boy who never spoke out in my class was the best student in writing. At that time, I did not consider the differences in the intelligence profiles. I think ***MI would provide more individualised teaching environment*** *through giving students chance to use their abilities in different activities.* **(E)**

∗ MI seems to help me discover the talents of my students and use them to make my teaching ***more personalised*** *in which I give each student the opportunity to participate in different activities.* **(C)**

C. Creativity in Teaching

As seen in the teachers' responses shown in Table 4 and Table 5, the third response including the expectation that MI would increase teachers' creativity constitutes 23.1% of the control group responses and 16.7% of the experimental group responses. The teachers thought that MI Theory would help them to be more creative in their teaching. Take these extracts from two of the participants as examples:

∗ Creating a rich teaching environment seems to be the best point of MI in

teaching. This may lead us to ***become creative in providing different activities to involve most of our students in their own learning.*** **(C)**

∗ Planning classes with MI in mind will certainly bring variety in my lessons; moreover, to plan these classes, I think I have to ***be more creative.*** *In order to consider all intelligence profiles, we, as teachers,* ***should be creative and open to try new things. MI seems to offer and increase creativity in planning lessons.*** **(E)**

This expectation, however, was not identified in the analysis of the reflection written after the teachers implemented the innovation.

D. Entertaining and enjoyable teaching

Another response of the participants is related to the assumption that MI Theory would make their teaching stimulating and interesting. 23.1% of the communication units were reported by the control group, and 11.1% of the communication units were revealed by the experimental group. Two teachers reflected on this expectation in the following extracts as:

∗ Using related pictures /songs, providing games and role-plays or making classes brightly coloured with the concrete objects /realia or background music seem to ***make our teaching enjoyable****.* **(C)**

∗ As far as I understood, MI offers us an opportunity to use different teaching strategies, which will be ***exciting and entertaining for both teachers and students****. By this way, we may have* ***a chance to make our teaching more interesting and fun.*** **(E)**

E. Change in the teachers' roles

This sub-category was identified **only** in the experimental group teachers' reflections. Two communication units were identified which mentioned that the innovation would cause a change in teachers' roles. One of the teachers in the experimental group reported:

∗ I think this theory ***encourages change in teachers' roles.*** *Teachers will* ***give up being the provider of knowledge and assessor*** *and will* ***be more like a discoverer of his/her learners' individual interests and talents to be nurtured to become successful learners.*** **(E)**

F. More interactions with the students

11.1% of the communication units in the experimental group teachers' initial reflections mentioned that MI Theory would lead to more interaction with the students as follows:

∗ MI Theory's implementations in reading classes will be quite effective. Using different activities may really attract students' attention and create some kind of "difference" in teaching. This difference, I think, will ***make me interact with my students more****. The identification of my students' strengths and weaknesses will certainly* ***lead to more interaction with them, which will aid teaching & learning.*** **(E)**

No communication unit for the sub-category "more interactions with the students" was identified in the control group teachers' reflections.

4.2.1.2. After the tryout

This section presents the sub-categories identified for the category *effects of the innovation on teachers' teaching* with samples of reflections taken from teachers' reflection reports written after the tryout period.

A. Teacher motivation

When the reflections of the teachers were analysed in terms of how they responded to the innovation's effect on their teaching, increased teacher motivation was found to be the most frequent response constituting the 40% of the total control group responses and 16.7% of the total experimental group responses (see Tables 4 and 5). To exemplify, four participants wrote about their increased motivation as:

∗ To tell the truth, at first I thought it is impossible to be deeply interested in every student and understand how their minds are different from one another. But my experience with MI taught me that I could do it. This really ***increased my motivation to know all my students and shape my teaching accordingly.*** **(E)**

∗ This term I have the least motivated student group I have ever taught in my life and because of my teaching load, I do not have much time to find different activities to motivate them. ***Thanks to this study, the lesson plans I followed highly affected not only my students' but also my own motivation.*** **(C)**

∗ Seeing my students' eagerness to do the activities that attracted their attention really increased ***my willingness to teach****.* **(C)**

∗ When using MI in teaching, I realised that students can learn everything. More importantly, I ***felt motivated to teach and make them see*** *that I respect and support their abilities as their teacher. Such support allows me and my learners to take risks and be open to try new things.* **(E)**

B. Variety of Teaching Activities

The analysis of the participants' responses to the innovation after the tryout period showed that MI Theory provided the participants with a diversified teaching. Control group reported 20% of the communication units, and experimental group reported 22.2% of them. Three teachers emphasized this idea in their reflections as:

∗ ***The very first point*** *to mention* ***on the effects of MI Theory on my teaching is the different activities from drawing pictures to writing slogans. I used various activities some of which I have not tried before and some of which I used before without knowing why they really worked. At least, I know the reason now.*** **(C)**

∗ *It is essential to avoid being monotonous in your teaching, which is not very easy. "There is not only one way to teach something". This is what I remember as one of the cares of MI Theory.* ***Thus, these different ways to teach one thing led us into diversified teaching, which saved me (personally) from being a monotonous teacher.*** **(E)**

∗ *I think* ***the variety it brings to teaching is one of the advantages of this theory.*** *The more you diversify your teaching, the more students you reach, don't you?* **(E)**

C. Entertaining and enjoyable teaching

Another response related to MI's effects on the teachers' teaching after the tryout was the provision of entertaining and enjoyable teaching environment (26.7% of the communication units reported by the control group and 13.9% of the communication units revealed by the experimental group). The teachers reported that MI Theory provided them with an entertaining and enjoyable teaching environment. As examples to this response type, three of the participant teachers stated:

∗ *What I want to say after implementing MI in my classes is that* ***it made the lesson enjoyable and entertaining*** *for me and my learners.* **(C)**

∗ *Since some parts of the Multiple Intelligence exercises I used combined learning and fun, it was an effective and different teaching experience for me****. I saw my students' having fun as well as my own joy in teaching.*** **(E)**

∗ ***The entertaining and enjoyable activities*** *were the ones that* ***successfully created a positive atmosphere in the class,*** *which is considered to be of great importance aiding learning in language classes.* **(C)**

D. Individualised Teaching

After trying it out in their classrooms, some participants stated that MI Theory made their teaching personalised through which they reached each individual in their classes (13.3% of the communication units reported by the control group and 19.4% of the communication units revealed by the experimental group). The following two reflections are clear enough to show the participants' comments on this:

∗ *MI Theory helped me in* ***creating more personalised instructional experiences*** *by approaching planning classes with keeping the different intelligence profiles, strengths and weaknesses of students in mind.* **(C)**

∗ *By providing a wide variety of activities,* ***MI helped me to know all my students and appreciate the diversity.*** *I think, I will teach to a broader range of talents*

*and skills from now on; and**, create a more individualised teaching-learning environment.*** **(E)**

E. More interactions with the students

A facilitated interaction with the students is another important response type stated by **only** the experimental group teachers (13.9%). Some of the experimental group teachers indicated that MI Theory caused more interactions with the students. The extracts from two of the participant teachers' diary below show how they experienced such a situation:

*∗ With MI activities, I tried to discover and nurture individual talents and interests of the students. This made me know my students better, I think. By talking about our strengths and weaknesses, at least I know and respect the different abilities of my students. This unsurprisingly **facilitated my communication with the students.** Now I believe that no one set of teaching strategies will work best for all the students of all times. Involving as many students as possible **provided me with more interactions with my students.*** **(E)**

*∗ My students' understanding that I value each of them with their varying strengths and talents **increased our mutual trust and facilitated interactions among us.*** **(E)**

F. Teacher development

The last response type is related to **only** the experimental group teachers' views that the innovation provided them with some kind of teacher development in which they changed the way they perceived the students and they taught (13.9%). The following is examples from two participant teachers:

*∗ The theory's applications really affected my teaching in the way that I started to look at the diverse ways students can learn and develop teaching ways that are most appropriate for the students. Although I was completely aware of these facts, this study provided me with **a kind of teacher development.*** **(E)**

*∗ MI Theory implementation was **a kind of teacher development** which helps me try something new in my teaching.* **(E)**

There was no communication unit reported by the control group teachers for the relevant sub-category "teacher development".

4.2.2. Effects of MI on students' learning

Another pre-conceived main category is the effects of the innovation on students' learning. In their reflection guideline, the teachers were also required to

express their perceptions of the MI's effects on their students' learning before and after they experimented with the innovation (See Appendix D). In the reflections of the control group, four types of responses before the tryout period and seven types of responses after the tryout period were identified in terms of students' learning.

The distribution of the responses reported by the control group is as follows:

Table 6. Communication units for the self-reported responses of the control group teachers as they responded to the innovation in terms of students' learning

	Categories	*Before the tryout*		*After the tryout*	
		*Number**	*%*	*Number**	*%*
A	Active involvement in learning	5	38.4	5	29.4
B	Easy learning	3	23.1	-	-
C	Fast learning	3	23.1	-	-
D	Enjoyable learning	2	15.4	-	-
E	Self- awareness	-	-	3	17.7
F	Students' cooperation	-	-	3	17.7
G	Students' production	-	-	4	23.5
H	Students' attitudes	-	-	1	5.9
I	More time and implementation	-	-	1	5.9
	TOTAL	13	100	17	100

* Total number of the communication units

As it is shown in Table 6, before the control group teachers tried the innovation, they thought that MI Theory would make their students involved in their own learning (38.4%). Furthermore, they had positive expectations on the idea that MI would make students' learning easy (23.1%), fast (23.1%) and enjoyable (15.4%).

According to the distribution of the responses, after the tryout period, only the expectation of "students' involvement" was re-mentioned in control group teachers' final reflections. The control group teachers reported that MI Theory increased students' motivation to involve in class activities (29.4%) and the learners' awareness of their own learning strengths and weaknesses (17.7%). Other than these positive effects, teachers also thought that MI activities increased students' production (23.5%), cooperation (17.7%) and changed their attitudes towards learning English (5.9%). The rest of the communication units (5.9%) revealed the fact that more time and implementation are needed to see its effects on students' achievement.

On the same preconceived category, the effects of the innovation on students' learning, the following table presents the distribution of the responses reported by the

experimental group before and after the tryout period. There were four types of responses identified before the tryout period and other seven types of responses after the tryout period.

Table 7. Communication units for the self-reported responses of the experimental group teachers as they responded to the innovation in terms of students' learning

	Categories	*Before the tryout*		*After the tryout*	
		*Number**	*%*	*Number**	*%*
A	Active involvement in learning	5	45.4	7	21.2
B	Easy learning	2	18.2	-	-
C	Fast learning	2	18.2	-	-
D	Enjoyable learning	2	18.2	-	-
E	Self- awareness	-	-	6	18.2
F	Students' cooperation	-	-	6	18.2
G	Students' production	-	-	6	18.2
H	Students' attitudes	-	-	3	9.1
I	Students' responsibilities of their own learning	-	-	3	9.1
J	More time and implementation	-	-	2	6
	TOTAL	11	100	33	100

* Total number of the communication units

As same as the control group teachers, before the experimental group teachers implemented the innovation, they reflected that MI Theory would make their students involved in their own learning (45.4%). Furthermore, they had the same positive expectations that MI would make students' learning easy (18.2%), fast (18.2%) and enjoyable (18.2%).

After the tryout period, only the expectation of "students' involvement" was revealed again in the experimental group teachers' final reflections. The experimental group teachers stated that MI Theory increased students' motivation to involve in class activities (21.2%) and raised the learners' awareness of their own learning strengths and weaknesses (18.2%). Other than these positive effects, the teachers also thought that MI activities increased students' production (18.2%), cooperation (18.2%) and changed their attitudes towards learning English (9.1%). Moreover, different from the control group teachers, the participants revealed that MI Theory increased students' responsibility of their own learning (9.1%). The rest of the communication units (6%) revealed the fact that more time and implementation are needed to see its effects on

students' achievement.

4.2.2.1. Before the tryout

This section examines the sub-categories identified for the category *effects of the innovation on students' learning* with samples of reflections taken from teachers' reflection reports written before the tryout period.

A. Active involvement in learning

According to the distribution of responses shown in Tables 6 and 7, most of the responses identified revealed that the participants expected MI Theory to make students actively engaged in their own learning which would result in more meaningful learning (38.4% of the communication units reported by the control group and 45.4% of the communication units revealed by the experimental group). Two of the participant teachers' reflections can be given as examples:

∗ *Learning will be easier* ***if the active involvement of the learners is provided.*** *MI may provide this through various types of activities.* **(E)**

∗ *If I become successful* ***in involving students*** *from different faculties (especially Fine Art students) in the lesson, it will make them learn effectively. MI Theory may work here.* **(C)**

B. Easy learning

In 23.1% of the communication units the control group teachers and in 18.2% of the communication units the experimental group teachers reported, it was revealed that MI Theory might make learning easy. Followings are the examples:

∗ *MI seems to* ***make learning easy*** *by providing activities addressing strong intelligences.* **(C)**

∗ *The theory* ***may ease learning*** *because students will learn according to their own learning preferences.* **(E)**

C. Fast learning

Some participants stated that MI would make learning fast (23.1% of the communication units reported by the control group and 18.2% of the communication units revealed by the experimental group). The extracts from two participant teachers' reflections below articulate why they expected MI to make learning quicker:

∗ ***Learning will become quicker if MI enables us (as teachers) run through a cycle of teaching/learning activities involving different types intelligences*** *so that everyone has an equal opportunity to learn.* **(C)**

∗ It is clear that charts, graphs and diagram will work well for the students with highly developed visual-spatial intelligence. ***They may*** *respond to the use of diagrams to record and* ***learn new vocabulary quickly*** *whereas this technique may have no effect on another student.* **(E)**

D. Enjoyable learning

According to the teachers' responses shown in Tables 6 and 7, it was revealed that some participant teachers expected MI to make students' learning enjoyable (15.4% of the communication units reported by the control group and 18.2% of the communication units revealed by the experimental group). Followings are the examples:

∗ Students may ***learn and entertain at the same time*** *through the use of songs, games, role-plays and group-works.* **(E)**

∗ Because of variety of activities in which students can sing, draw, role-play, formulate, and calculate, discuss/think/write or share, ***learning may become fun.*** **(C)**

4.2.2.2. After the tryout

The following presents the sub-categories identified for the category *effects of the innovation on students' learning* with samples of reflections taken from teachers' reflection reports written after the tryout.

A. Students' involvement

5 communication units (29.4%) in the control group and 7 communication units (21.2%) in the experimental group were identified to be reporting that MI activities increased students' involvement in class as can be read from the following examples:

∗ The applications of MI affected my students positively. They saw that music could be used in reading classes. Although this was unusual for them at the beginning, they liked it. It ***increased their interests in learning. Some students who did not join the lesson before joined the lesson through the activities such as drawings and games****.* ***Each of the students has found something to do and exhibited their talents, which increased their motivation and involvement in class****. And I believe increase in motivation is a phenomena affecting learning.* **(E)**

∗ I absolutely think that this theory increases motivation. I saw that even sleeping or indifferent students participated actively in the class. **(C)**

∗ Some of my students who had not been interested in the lesson participated in the lesson, so I can say that it affected most of the students positively. I believe that they learned better, at least they seemed more motivated. Some students who tended to sleep during the lesson were more active, and they did not complain about the lesson's being boring. **(E)**

∗ ***I clearly saw that most of the students' motivation increased.*** *Some students whom I was hopeless about and who were indifferent to the class since the beginning of the term were more successful and eager than the others.* **(C)**

B. Self - awareness

3 communication units (17.7%) in the control group and 6 communication units (18.2%) were identified in the teachers' responses which suggested that MI activities increased students' awareness of their own learning strengths and weaknesses, which is crucial for the learning process. Followings are two extracts as examples:

∗ *The use of MI in my classes* ***made my students become aware of their strong and weak intelligences*** *and they had a chance to show that* ***they could succeed in doing some activities.*** *Moreover, they also tried to do the activities addressing their weak intelligences, too.* **(E)**

∗ ***Knowing their strengths and weaknesses in learning provided my students with the idea that they can easily be successful learners if they know how to use their strengths to overcome their weaknesses.*** **(C)**

C. Students' cooperation

17.7% of the responses revealed by the control group and 18.2% of the responses revealed by the experimental group reported that MI activities increased cooperation and sharing among students. This increased cooperation was reported to be due to group-work and pair-work types of activities included in MI implemented instructional units as the following extracts told:

∗ *In group-works,* ***cooperation among the students was obvious.*** *I think this* ***cooperative learning*** *is of great importance in language learning.* **(C)**

∗ *MI activities with the emphasis on developing interpersonal intelligence through group /pair works certainly* ***increased sharing among the students.*** *My students seemed that they were not only aware of their own strengths and weaknesses but also their friends' strengths and weaknesses, too.* **(E)**

D. Students' production

Participant teachers have also reflected on the idea that MI Theory implementation increased students' production (23.5% of the communication units reported by the control group and 18.2% of the communication units revealed by the experimental group). Unexpected student performance and students' productivity were reported by the participants as the following extracts suggest:

∗ *I think MI activities aided students learning in some ways that* ***nearly most of my***

students tried to understand what I was telling. They participated in the lesson. It increased students' productivity; *no sooner had I given the instructions, they raised their hands to perform their* roles*. You should really see how they were enthusiastic.* **(E)**

∗ ***I never thought that group-works could work in my reading class. But students showed great performance in them which helped their learning more****, I think.* **(C)**

E. Students' attitudes

1 communication unit (5.9%) reported by the control group and 3 communication units (9.1%) revealed by the experimental group were related to the positive change seen in students' attitudes towards learning English. The following is clear enough to exemplify this response type:

∗ *When some of my less motivated students realised that they could be successful in language learning activities,* ***they changed their negative attitudes.*** *Asking students to draw a related picture after reading a text was the thing I would never do. But, when I tried it to follow the lesson plans, I found my Fine-Arts students reading the passage carefully since they knew they would draw it.* **(E)**

∗ ***When I saw them reading, I realised that MI provoked positive attitudes towards learning English.*** **(C)**

F. Students' responsibilities of their own learning

All the communication units identified to be related with the increased students' responsibilities of their own learning were reported by the experimental group teachers (9.1%). One of the teachers commented on this as follows:

∗ ***MI raised students' awareness on the fact that they are the ones who are responsible for their learning through discovering the learning strengths in themselves.*** *This can be a step for learners to become autonomous who are aware of their individual preferences for learning better and quicker.* **(E)**

G. More time and implementation needed

Three communication units revealed that some participant teachers thought that more time and implementation are needed to see the innovation's effects on students' achievement well (5.9% of the communication units reported by the control group and 6% of the communication units revealed only by the experimental group). The following is an example:

∗ *Although MI Theory attracted the students' interest, and made them understand the lesson better, I think****, we need more time and implementation to see its real effects on their achievements in class.*** **(E)**

4.2.3. MI's applicability in the participants' teaching context

The third main category from teachers' reflections in which they responded the MI theory in terms of its applicability in their teaching context written before and after tryout revealed 62 communication units in total. Four types of responses before the tryout and another four types of responses were identified after the tryout period in the control group reflections.

The distribution of self-reported responses of control group teachers related to MI's applicability in the participants' teaching context is shown on Table 8 below.

Table 8. Communication units reported by the control group related to the applicability of MI theory at the teachers' own context

	Categories	*Before the tryout*		*After the tryout*	
		*Number**	*%*	*Number**	*%*
A	Awareness on individual differences	4	36.3	-	-
B	Solution to students' motivation problem	3	27.3	-	-
C	Solution to teachers' motivation problem	3	27.3	-	-
D	Having no clear idea	1	9.1	-	-
E	MI in Reading course	-	-	4	26.7
F	Implementing MI as a group	-	-	4	26.7
G	Time and support needed	-	-	4	26.7
H	MI in other courses	-	-	3	20
	TOTAL	11	100	15	100

* Total number of the communication units

As it can be seen from Table 8, before they tried the innovation in their classes, some of the participants in the control group thought that MI Theory and its application would raise awareness on individual differences (36.3%) and work really well to solve students' motivational problems (27.3%). Another different type of response was also drawn out from the diaries reporting that it would also work to solve teachers' motivational problem, (27.3%). On the other hand, one communication unit (9.1%) revealed that one of the teachers in the control group had no clear and precise idea on it.

In their final reflections, control group teachers were found not mentioning on any of the expectations they held before. They thought that it would be better to go on implementing the innovation for one more year (26.7%) although it totally worked well

in the reading course offered at Anadolu University School of Foreign Languages (26.7%). Moreover, they reported that it needs time and support to expand their instructional repertoires so that they could implement it better (26.7%). In addition, they also reported that it would certainly work in other courses as well (20%).

For the experimental group teachers, the following table presents the distribution of the responses related to the same category: MI's applicability in their teaching context. Exactly the same sub-categories were identified in the reflections written by the experimental group teachers.

Table 9. Communication units reported by the experimental group related to the applicability of MI theory at the teachers' own context

	Categories	*Before the tryout*		*After the tryout*	
		*Number**	*%*	*Number**	*%*
A	Awareness on individual differences	4	40	-	-
B	Solution to students' motivation problem	3	30	-	-
C	Solution to teachers' motivation problem	2	20	-	-
D	Having no clear idea	1	10	-	-
E	MI in Reading course	-	-	8	30.7
F	Implementing MI as a group	-	-	6	23.1
G	Time and support needed	-	-	6	23.1
H	MI in other courses	-	-	6	23.1
	TOTAL	10	100	26	100

* Total number of the communication units

Likewise, before they tried the innovation, some of the participants in the experimental group indicated that MI Theory and its application would raise awareness on individual differences (40%) and work really well to solve students' motivational problems (30%). It was also drawn out from their diaries reporting that the innovation would also work to solve teachers' motivational problem, (20%). However, one communication unit (10%) revealed that one of the teachers in the control group had no clear and precise idea on it, either.

In their final reflections, experimental group teachers were found not mentioning on any of the expectations they held before. Similar responses to what control group reported were drawn out from the final reflections of the experimental

group teachers. They also reflected that it would be better to go on implementing the innovation for one more year (23.1%) although it totally worked well in reading course at Anadolu University School of Foreign Languages (30.7%). Moreover, they reported that it needs time and support to expand their instructional repertoires so that they could implement it better (23.1%). In addition, they also reported that it would certainly work in other courses as well (23.1%).

4.2.3.1. Before the tryout

This section discusses the sub-categories identified for the category *MI Theory's applicability in their teaching context* with samples of reflections taken from teachers' reflection reports written before the tryout period.

A. Awareness on individual differences

When the initial reflections of participants were analysed, it was found that the expectation that MI would raise both the students' and teachers' awareness on individual differences was the most frequent response (36.3% of the communication units reported by the control group and 40% of the communication units revealed by the experimental group). Some teachers explained their thoughts as:

∗ ***MI Theory and its applications tell that if the students know their talents, abilities and know how to use these differences, they will certainly be successful, won't they? It seems it will find a valuable place in our teaching context. Addressing to students with such different interests...*** **(E)**

∗ ***MI may affect our perceptions of students' talent and abilities,*** *which seems necessary in our context.* **(C)**

∗ *This theory and applications* ***may affect students' perception of their own and others' talents & abilities. It may make them aware that all of them are gifted. Each of them is a unique human being.*** **(E)**

B. Solution to students' motivation problems

This response type consists of the 27.3% of the communication units reported by the control group and 30% of the communication units reported by the experimental group. Participant teachers thought that it would be useful to use MI activities including a wide range of variety to solve the motivational problems seen in most of their preparatory school students. Two of the participant teachers stated:

∗ *With different and entertaining activities, I think* ***it may solve our most***

important problems: students' being indifferent to the classes and less motivated. (C)

∗ *I am not so sure but it seems to* ***increase student motivation and involvement, which is the main concern of all the teachers here****.* **(E)**

C. Solution to teachers' motivation problems

Similarly, participant teachers also reported that MI would solve their own motivational problems, too (27.3% of the communication units reported by the control group and 20% of the communication units revealed by the experimental group). The following extracts can be given as examples:

∗ *Due to our heavy workload, we sometimes become monotonous and unwilling to teach. This theory may make* ***us motivated to teach, too.*** **(E)**

∗ *It is exciting to bring new and different activities to the class.* ***I think, as teachers, our motivation will increase.*** *Let's try and see.* **(C)**

D. Having no clear idea on the theory's applicability

Two communication units were identified stating that two of the participants had no clear and precise idea on the theory's applicability before the tryout (9.1% of the communication units reported by the control group and 10% of the communication units revealed by the experimental group). One of the participants expressed his thoughts as:

∗ ***It is difficult for me to make guesses about whether the theory could work with us or not.*** *Although I have learned more about the theory,* ***I should try it in my classes and see the results****.* **(E)**

4.2.3.2. After the tryout

This section presents the sub-categories identified for the category *MI Theory's applicability in their teaching context* with samples of reflections taken from teachers' reflection reports written after the tryout.

A. MI in Reading course

26.6% of the communication units reported by the control group and 30.7% of the communication units reported by the experimental group revealed that MI Theory's implementation in the participants' reading classes worked well. Some of the positive feelings related to how it worked are as follows:

∗ *At least I can say that* ***MI plans really worked well in my classes and provided me with different types of activities addressing to different students.*** **(E)**

∗ *Since we have many different students from different departments,* ***I think the***

theory is proved to solve our problems in reading classes. **(C)**

∗ *The variety and the active student participation were the best change, I think.* ***I can say that it worked.*** **(E)**

B. Implementing MI as a group for a year

The teachers reflected in their diaries that they thought it would be better to go on implementations for one more year to see its effects on the students better (26.6% of the communication units reported by the control group and 23.1% of the communication units revealed by the experimental group). Two of the teachers reported:

∗ *I would like to say that* ***we should go on implementing MI in intermediate reading classes for the following year before we expand it to other courses.*** **(C)**

∗*It seems that MI applications are practical in our teaching situation****. But, why don't we go on piloting*** *and then see the results?* **(E)**

C. Time and support needed

26.6% of the responses reported by the control group and 23.1% of the responses reported by the experimental group revealed that the participants needed support and time to expand their instructional repertories since the innovation required changing how they taught. They reported their thoughts as follows:

∗ *Planning classes with MI Theory in mind brought variety in our classes,* ***but won't it take time and effort to design classes to teach students in numerous ways?*** **(C)**

∗ *The demands of our daily teaching are such that it is difficult to find time to alter our teaching practices****.*** *In short,* ***we need more time and support from our colleagues and administration.*** **(C)**

∗ *In order to be successful in our MI implementation efforts, we should inform all our colleagues and collaborate with them.* ***This needs really a well-planned teamwork, I think.*** **(E)**

D. MI in other courses

3 communication units from control group teachers' and 6 communication units from experimental group teachers' reflective diaries indicated that some of the teachers thought that MI implementation might work with other courses taught at Anadolu University School of Foreign Languages as well (20% and 23.1% respectively). The followings are examples:

∗ ***Not only in Reading classes, but also in our Grammar, Speaking and Writing courses MI activities should be piloted.*** **(C)**

∗ *While I was teaching MI implemented lesson plans you have given, I thought*

this should be done in other courses as well. ***Think how enjoyable and meaningful the learning becomes when we use MI in teaching grammar…*** **(E)**

4.2.4. Changes in the perceptions of the participants with the training process

The second research question of this study tried to find out whether the perceptions changed between two groups of teachers, one of which received training and ongoing support in their experimentation with the innovation. The first group of teachers was the control group and the second group was the experimental group. The first group of teachers was just given the lesson plans of the innovation and was not provided with any kind of training or support. However, the second group was provided with a training process in which an ongoing support was provided.

The previously identified communication units and categories are used to present and discuss whether there is a difference in the self-reported initial and final perceptions of the participants reflecting on the innovative practice. The analysis was conducted separately for each preconceived categories. The distribution of the communication units provided by the teachers in control and experimental group for each category before the tryout period is presented in the following table 10.

Table 10. Distribution of the communication units related to the initial perceptions of the control and experimental group teachers.

	Before the tryout	**Control Group**		**Experimental Group**	
	TEACHERS' TEACHING	N*	**%**	N*	**%**
1	Variety of teaching activities	4	**30.7**	6	**33.3**
2	Individualised teaching	3	**23.1**	3	**16.7**
3	Creativity in teaching	3	**23.1**	3	**16.7**
4	Entertaining and enjoyable teaching	3	**23.1**	2	**11.1**
5	Change in teachers' roles	-	**-**	2	**11.1**
6	More interactions with the students	-	**-**	2	**11.1**
	TOTAL	13	**100**	18	**100**
	STUDENTS' LEARNING				
1	Active involvement in learning	5	**38.4**	5	**45.4**
2	Easy learning	3	**23.1**	2	**18.2**
3	Fast learning	3	**23.1**	2	**18.2**
4	Enjoyable learning	2	**15.4**	2	**18.2**
	TOTAL	13	**100**	11	**100**
	THE INNOVATION'S APPLICABILITY				
1	Awareness on individual differences	4	**36.3**	4	**40**
2	Solution to students' motivation problem	3	**27.3**	3	**30**
3	Solution to teachers' motivation problem	3	**27.3**	2	**20**
4	Having no clear idea	1	**9.1**	1	**10**
	TOTAL	11	**100**	10	**100**

* Total number of the communication units

As seen in the Table 10, the analysis of the initial reflection reports for the first pre-conceived category "teachers' teaching" revealed that 13 communication units identified were reported by the experimental group while 18 communication units were provided by the control group teachers. *Variety of teaching activities* was the most

frequently reported response in both groups. There were 6 communication units reported by the experimental group, and 4 communication units were provided by the control group (33.3% and 30.7% respectively). *Individualised teaching* was the second most frequently response type. 3 communication units (16.7%) were reported by the experimental group, and another 3 (23.1%) were provided by the control group. The same number of communication units was related to *creativity in teaching.* 3 (16.7%) communication units were reported by the experimental group, and another 3 (23.1%) were identified in the reflections of the control group teachers. Moreover, for the sub-category *entertaining and enjoyable teaching* the analysis revealed 2 (11.1%) communication units reported by the experimental, and 3 by the control group teachers (23.1%). The last 2 sub-categories *change in teachers' roles* (11.1%) and *more interactions* (11.1%) were found to be reported **only** by the experimental group teachers. For these categories, no communication unit was identified in the reflections of the control group.

In terms of the second category "students' learning", 11 communicaiton units were provided by the experimental group while 13 were reported by the control group teachers (see Table 10 above). As the most frequently stated sub-category, 5 (45.4%) out of 11 communication units reported by the experimental group were identified related to *active student involvement* issue. Similarly, 5 (38.4%) communication units were reported by the control group. For the sub-categories *easy learning* and *fast learning,* 2 out of 11 communication units (18.2%) were identified in the experimental group reflections and 3 (23.1%) communication units were reported by the control group. For *enjoyable learning,* 2 (18.2%) communication units were provided by the experimental group and another 2 (15.4%) were reported by the control group.

For the third category, "the innovation's applicability in the participants' teaching context", the analysis of the data revealed 4 sub-categories. 10 communication units identified were reported by the experimental group while 11 were reported by the control group. In the first sub-category, *awareness on individual differences*, there were 4 (40%) communication units reported by the experimental group, and another 4 (36.3%) by the control group. In terms of the second most frequently reported sub-categories, *solution to students' motivation problem*, there were 3 (30%) communication units identified in the experimental group reflections, and another 3

(27.3%) were reported by the control group. For the third sub-category *solution to teachers' motivation problem,* there were 2 (20%) communication units which were reported by the experimental group and 3 (27.3%) were provided by the control group. The last sub-category *having no clear idea* revealed 1 communication unit (10%) reported by the experimental group and another 1 was provided by the control group (9.1%).

To conclude, it can be stated that in the first category, related to the initial perceptions of the participants on the effects of the innovation, the participants in the experimental group reported 2 different sub-categories which were not identified in the control group: *change in teachers' roles* and *more interactions with the* students. However, in the second and third categories, both control and experimental group teachers reported on the same ideas.

In order to find the differences in the final perceptions of the experimental and control group related to the innovation, the final reflections of the two groups were compared and contrasted. The following table presents the distribution of the communication units related to the final perceptions of the control and experimental group teachers.

Table 11. Distribution of the communication units related to final perceptions of the control and experimental group teachers.

	After the tryout	Control Group		Experimental Group	
	TEACHERS' TEACHING	N*	**%**	N*	**%**
1	Teacher motivation	6	**40**	6	**16.7**
2	Variety of teaching activities	3	**20**	8	**22.2**
3	Entertaining and enjoyable teaching	4	**26.7**	5	**13.9**
4	Individualised teaching	2	**13.3**	7	**19.4**
5	More interactions	-	**-**	5	**13.9**
6	Teacher development	-	**-**	5	**13.9**
	TOTAL	15	**100**	36	**100**
	STUDENTS' LEARNING				
1	Student involvement	5	**29.4**	7	**21.2**
2	Self awareness	3	**17.7**	6	**18.2**
3	Students' production	4	**23.5**	6	**18.2**
4	Students' cooperation	3	**17.7**	6	**18.2**
5	Students' attitudes	1	**5.9**	3	**9.1**
6	Students' responsibilities of learning	-	**-**	3	**9.1**
7	More time and implementation	1	**5.9**	2	**6**
	TOTAL	17	**100**	33	**100**
	THE INNOVATION'S APPLICABILITY				
1	MI in Reading course	4	**26.7**	8	**30.7**
2	Implementing MI as a group	4	**26.7**	6	**23.1**
3	Time and support needed	4	**26.7**	6	**23.1**
4	MI in other courses	3	**20**	6	**23.1**
	TOTAL	15	**100**	26	**100**

* Total number of the communication units

As seen in the Table 11, the analysis of the final reflection reports for the first pre-conceived category "teachers' teaching" revealed that 36 communication units identified were reported by the experimental group, and there were 15 communicaiton

units provided by the control group teachers. For the first sub-category, *teacher motivation* there were 6 (16.7%) communication units reported by the experimental group, and another 6 (40%) were provided by the control group. *Variety of teaching activities* was the second most frequently response type. 8 (22.2%) communication units were reported by the experimental group, while 3 (20%) were provided by the control group teachers. 5 (13.9%) communication units reported by the experimental group were related to *entertaining and enjoyable teaching.* For the same sub-category, 4 (26.7%) communication units were identified in the reflections of the control group teachers. Moreover, for the sub-category *individualised teaching* the analysis revealed 7 (19.4%) communication units reported by the experimental, and 2 (13.3%) by the control group teachers. The last 2 sub-categories *more interactions* (13.9%) and *teacher development* (13.9%) were found to be reported only by the experimental group teachers. For these categories, no communication unit was identified in the reflections of the control group.

In terms of the second category "students' learning", there were 33 communication units provided by the experimental group while 17 were reported by the control group teachers (see Table 11 above). For the most frequently stated sub-category, *student involvement*, 7 communication units (21.2%) were reported by the experimental group while 5 (29.4%) were reported by the control group. In *self-awareness* sub-category, 6 communication units (18.2%) were identified in experimental group reflections and 3 (17.7 %) communication units were reported by the control group. For *students' production,* 6 (18.2%) communication units were provided by the experimental group while 4 (23.5%) belonged to the control group. There were 6 communication units (18.2%) reported by the experimental group about *students' cooperation.* In the same category 3 (17.7%) communication units were reported by the control group. In addition, the 5th sub-category *students' attitudes* included 3 (9.1%) communication units reported by the experimental group, and 1 (5.9%) reported by the control group. *Students' responsibilities of learning* included 3 (9.1%) communication units all of which were reported by the experimental group. The last sub-category *more time and implementation* had 2 (6%) communication units provided by the experimental group whereas only 1 (5.9%) was reported by the control group.

For the third category, “the innovation's applicability in the participants' teaching context”, the analysis of the data revealed 4 sub-categories. 26 communication units identified were reported by the experimental group while 15 were reported by the control group. In the first sub-category, the idea that *MI works well in Reading Course*, there were 8 (30.7%) communication units reported by the experimental group, and 4 (26.7%) by the control group. In terms of the second and third most frequently reported sub-categories, stating that *implementing MI as a group* is better and more *time and support needed* to implement it, there were 6 (23.1%) communication units were reported by the experimental group whereas 4 (26.7%) were reported by the control group for each. The last sub-category *MI* may work *in other courses as well* there were 6 (23.1%) communication units which were reported by the experimental group and 3 (20%) of which were provided by the control group.

To conclude, it can be stated that in the first category related to the final perceptions of the participants on the effects of the innovation, the participants in the experimental group reported 2 different sub-categories than the control group teachers: more interactions and teacher development. For the second category, there was 1 different sub-category named as students’ responsibilities of learning. However, for the third category, the content of the final perceptions of control and experimental group teachers did not change.

4.3. The effects of the training process on the positive aspects and problems of the innovation

The participants both in the experimental and control group were required to reflect in their diaries on the positive and negative aspects of their experience with the innovation. The following research question was addressed for the data analysis:

How does the training process affect the ELT teachers’ self reported positive aspects and problems of the innovative practice as they implement it in their own classes?

In order to answer the research question above, firstly, the teachers’ self reported positive aspects and problems were identified separately for the control and the experimental group. To do this, the diary records describing and reacting to each two-hour MI implemented instructions were collected from the teachers. Firstly, the

whole data provided by the control group was divided into communication units to determine the positive aspects and problems related to the implementation of the innovation. The communication units were categorised into different headings, some with high frequency and some with low frequency. Next, communication units were put into categories. Each communication unit was compared and contrasted with each other. The ones that showed similar characteristics were brought together as Constant Comparative Method offers. After that, each category and sub-category was named considering the characteristics of the communication units under the same category based on language teaching literature. The same procedure was followed for the data analysis provided by the experimental group. The analysis of the data provided by the control group revealed 165 communication units in total. 132 (80%) of the communication units were related to "positive aspects" and 33 (20%) to "problems". Table 12 presents the categorisation of the communication units provided by control and experimental groups separately according to two main categories and sub-categories.

Table 12. Positive aspects and problems of the innovation

		Control Group		Experimental Group	
	Categories	**N***	**%**	**N***	**%**
Positive aspects	Teacher -related	61	37	125	51.4
	Student -related	71	43	111	45.7
	Total	**132**	**80**	**236**	**97.1**
Problems	Student-related	19	11.5	7	2.9
	Teacher-related	14	8.5	-	-
	Total	**33**	**20**	**7**	**2.9**
	TOTAL	165	100	243	100

* Total number of the communication units

For the experimental group, as the table above shows, the analysis revealed 243 communication units in total. 236 (97.1%) of the communication units were related to "positive aspects" and 7 (2.9%) to "problems".

The following section will discuss the effects of the training process on the positive aspects and problems of the innovation separately.

4.3.1. The difference in the teachers' self-reported positive aspects

To present and discuss whether there is a difference in the self -reported positive aspects of the participants in the control and experimental groups, all the data for the positive aspects of the innovation was divided into communication units, and then they were classified in different headings. Each communication unit, once again, was compared and contrasted with each other to bring the ones that show similar characteristics. Since the communication units were already identified, compared and contrasted with each other to bring the ones that show similar characteristics under certain categories and sub-categories, the only thing to see the changes was to find out the distribution of the communication units in the experimental and control group separately. The distribution of the communication units provided by the control and experimental group for each positive aspect category is presented in the following table 13.

Table 13. Distribution of the communication units related to positive aspects according to control and experimental group

			Number* Control group	%	Number* Experimental group	%	Number* Control+ Experimental group	%
TEACHER-RELATED		*Teacher-related*						
	1	Use of teaching materials	32	**8.7**	43	**11.7**	75	**20.4**
	2	Teacher motivation	12	**3.3**	25	**6.8**	37	**10.1**
	3	Teachers' relations with the students	5	**1.4**	28	**7.6**	33	**8.9**
	4	Teachers' awareness of individual differences	6	**1.6**	20	**5.4**	26	**7**
	5	Class management	6	**1.6**	9	**2.5**	15	**4.1**
STUDENT-RELATED		*Student related*						
	6	Students' involvement	52	**14**	69	**18.8**	121	**32.9**
	7	Students' positive attitudes	9	**2.5**	19	**5.2**	28	**7.6**
	8	Students' production	8	**2.2**	13	**3.5**	21	**5.7**
	9	Students' awareness of individual differences	2	**0.5**	10	**2.7**	12	**3.3**
		TOTAL	132	**35.8**	236	**64.2**	368	**100**

* Number of the communication units

As the distribution of positive aspects according to control and experimental group indicates, 64.2% (236) of communication units were reported by the teachers in the experimental group while 35.8% (132) of the communication units were analysed in the data provided by the teachers in the control groups (See table 13).

In terms of 'teacher-related' positive aspects, use of teaching materials was the most frequently reported one (20.4%). For this sub-category, 43 (11.7%) communication units out of 75 were reported by the experimental group while the remaining 32 (8.7%) were provided by the control group. Increased teacher motivation constitutes 10.1% of the whole positive aspects data and 6.8% of it was reported by the experimental group. The sharp differences were seen in the sub-categories of 'relations with the students' and 'teachers' awareness of individual differences'. In the former one, 28 (7.6%) communication units out of 33 (8.9%) were reported by the experimental group while the remaining 5 (1.4%) were provided by the control group. In the latter, 20 (5.4%) out of 26 (7%) communication units were identified in the diaries of experimental group teachers. In terms of class management as the last 'teacher-related' positive aspect, there were 15 (4.1%) communication units identified 9 (2.5%) of which were reported the experimental group while only the remaining 6 (1.6%) were provided by the control group.

For the 'student-related' positive aspects, student involvement was the most frequently reported one (32.9%). In this sub-category, there were 121 communication units and 69 (18.8%) of them were provided by the experimental group. The remaining 52 (14%) were provided by the control group. As can be seen in Table 13, there were 28 communication units reflecting the positive attitudes of the students towards the class. 19 (5.2%) out of 28 (7.6%) communication units were identified in the diaries of experimental group teachers, while the remaining 9 (2.5%) were provided by the control group. In the last two sub-categories, the case was not different. In 'students' production', there were 21 (5.7%) communication units identified, 13 (3.3%) of which were reported the experimental group while the remaining 8 (2.2%) were provided by the control group. The last sub-category 'students' awareness of individual differences' includes 12 communication units which constitute 3.3% of the whole positive aspects. 10 (2.7%) communication units out of 12 (3.3%) were reported by the experimental group while the remaining 2 (0.5%) were provided by the control group.

The following section will discuss the sub-categories related to the teachers' positive aspects of their implementation of the innovation based on the communication units identified. The sub-categories are presented with examples from both control group (indicated by the letter C) and experimental group (shown by the letter E) teachers' diaries.

4.3.1.1. Teacher-related positive aspects

Participant teachers reported some positive aspects in their experimentation with the innovation which were related to themselves. Communication units related to teacher-related positive aspects were collected under five sub-categories as use of teaching materials (20.4%), teacher motivation (10.1%), relations with the students (8.9%), teachers' awareness on individual differences (7%), and class management (4.1%) (See Table 13).

A. Use of teaching materials provided

The participants in the control and experimental group reported in their reflection that the highest amount of the teacher-related positive aspects of the innovation was related to the use of teaching materials provided in MI implemented lesson plans. This category consists of the 20.4% of the all communication units related to the positive aspects. 8.7% of the communication units were reported by the control group while the remaining 11.7% was reported by the experimental group. Using songs/poems in the classroom, conducting a new type of activity successfully, visual aids, role-plays, games, and group discussions were the points that participant teachers thought as the positive aspects brought to their teaching. Especially the use of music and visual aids were reported to have helped participant teachers to have a positive feeling. As three teachers reported:

∗ ***I believe one more time that pictures are fascinating****. The pictures of GM food immediately attracted their attention. Because of the pictures, they could easily relate the idea of GM to the food.* **(E)**

∗ ***Bringing Madonna's song to the class was the best today. They talked about the lyrics of the song for nearly twenty-five minutes.*** *They made the connection between the feelings of the woman in the song and what Emotional Intelligence involves.* **(C)**

∗ ***Using the outline provided for the text was really a good idea to make students fully comprehend what was said. Such activities aiding comprehension***

should be strictly supplemented for this book, I think. **(E)**

B. Teacher motivation

This category consists of the 10% of the all communication units related to the positive aspects of the innovation. 3.3% out of 10.1% was identified in the control group diaries whereas 6.8% was identified in the experimental group. Students' high participation in the whole-class discussions, pair and group works, their willingness to answer the questions and variety in the types of activities were found to be the factors increasing the motivation of the participants. Three of the participant teachers stated:

∗ *The lesson was good.* ***When my students participate in the lesson and make an effort, my motivation highly increases.*** **(C)**

∗ ***The students were eager to learn something. This was really motivating for me.*** **(E)**

∗ ***Today, using intelligence types as tools of instruction was really a different and motivating activity for me. I felt satisfied and confident with my teaching.*** **(E)**

C. Relations with the students

Thirty-three communication units were identified in the diaries of participant teachers who talked about establishing rapport with the students (8.9%). There were 5 (1.4%) communication units identified in the control group diaries, and 28 (7.6%) communication units were reported by the experimental group. Participant teachers in this category stated that having rapport with the students affected the classroom atmosphere positively and increased motivation of the students to participate in the lessons. Followings are the examples:

∗ ***MI activities provided me with positive relations with the students.*** *The atmosphere was friendly and they were relaxed. They understood that I was there to support and respect their abilities. I felt this when we were talking about their MI inventory results.* **(E)**

∗ *Although there was a bit noise in the class today, the students got fun while playing the cranium game. So did I.* ***This caused a positive classroom atmosphere in which I established rapport with my students, I think.*** **(C)**

D. Awareness on individual differences

This category covers the 7% of the communication units in positive statements. 1.6% out of 7% was reported by the control group teachers while the remaining 5.4% was reported by the experimental group teachers. Participants stated that the innovation raised their own awareness on learner differences, which is of crucial importance in

teaching. The examples below revealed teachers' awareness:

∗ Today I realised that adjusting the lesson according to different interests and intelligence types of the students helped me to become aware of individual differences in language learning. **(E)**

∗ The most important thing was I tried to consider all my students. Creating such a rich environment was the best point of MI on my teaching. **(C)**

E. Class management

Among the communication units about the positive aspects of the innovation, only 4% of the reflections were reported on classroom management. 1.6% out of 4% was reported by the control group whereas the remaining 2.4% was reported by the experimental group. The participants stated that MI activities involving most of the students helped them to keep the control of the classroom by dealing with the students who were disruptive during the lesson. The following is an example:

∗ My disruptive students participated in the lesson. Observing this made me ***think that MI activities had positive effects on class management.*** **(C)**

∗ Today, the song we listened to attracted the attention of all my students, even the disruptive ones. I had a better lesson today with the provision of managing the class well. **(E)**

4.3.1.2. Student-related positive aspects

Student-related positive aspects are examined in five sub-categories as motivation, involvement, performance, positive attitudes towards the class and awareness raised on individual differences. Participant teachers reported that the innovation increased students' involvement in class activities (32.9%), and their production (5.7%). Furthermore, according to the participants, MI Theory also provided students with positive attitudes towards their class teacher and classroom techniques (7.6%). Apart from these, it was also stated that the innovation raised the students' awareness of their and others' individual differences (3.3%).

A. Student involvement

Student involvement was found to be the most rewarding by the participant teachers in their experimentation with the innovation. This category is the most frequently reported sub-category among the student-related positive aspects (32.9%). 14% out of 32.9% was reported by the control group teachers and the remaining 18.8%

was identified in the experimental group diaries. The provision of involving as many students as possible, especially the less-interested and indifferent ones for a particular class hour, was the basic topic for communication units in the diaries. Some of the teachers explained their experience as follows:

*∗ Today, I realised that my students **X, Y, and Z participated in the activity when we were grouping and categorising the information in text. They were even more successful than the others. But; they were always silent in the class and did never want to talk.** When I realised this, I asked about their departments and learnt that they are the students of some engineering faculties.* **(C)**

*∗ Today, in "Guessing the Feeling" activity, I was successful in **involving even the most problematic and introvert students**. They all enjoyed the activity very much, because they added the lesson something related to their real-life and feelings.* **(E)**

*∗ All of the students participated in the group-work in which they played the game proposed in the lesson plan. To relate the text we have read to real life, this activity worked well and **involved all the students.*** **(C)**

*∗ Even the most disruptive students were **motivated to read the text** to understand the game they would play later well…* **(E)**

∗ Creating such an atmosphere motivated them and attracted their attention as much as the outline activity. It lasted about half an hour and they didn't let me go on with the next task. **(E)**

B. Students' attitudes

This category consists of the 7.6% of the all communication units related to the positive aspects of the innovation. 2.5% out of 7.6% was reported by the control group while the remaining 5.2% was identified in the experimental group teachers' diaries. Students' attitudes were reported as their positive attitudes towards the classroom activities and the class teachers. In the former case, classroom activities were stated to be highly appreciated by the students. In the latter case, some participants reported that they were appreciated and praised by the students. Some teachers explained their experiences as:

∗ The students enjoyed the game most. They did their best to get all the marks and this was so motivating. **(C)**

*∗ At the end of the lesson, **some of my students thanked me for the game and the music in the class. Today I felt that my students like and respect me more because they understood that I helped them to learn better.*** **(E)**

C. Students' production

5.7% of the communication units related to positive aspects of the innovation

were about increased performance of the students as an important factor affecting the learning of students positively. 2.2% out of 5.7% was reported by the control group teachers and 3.5% was reported by the experimental group teachers. Students' increased productivity and unexpected students' performance were reported as the source of their positive classroom experience. The followings are examples:

*∗ Today I realised that the **MI activities increased students' production** by presenting them a wide variety of different tasks.* **(C)**

*∗ **Seeing my introvert students' try and success to work in groups** made me feel happy. I think they also felt the success which would trigger the coming successes.* **(E)**

D. Students' awareness of individual differences

3.3% of the communication units related to the positive aspects were found to be about MI activities' positive effects on making students aware of their and other individuals' difference in intelligence profiles. 0.5% out of 3.3% was reported by the control group teachers while the remaining 2.7% was reported by the experimental group teachers. One of the participant teachers stated:

*∗ **By discovering their own strengths and weaknesses in learning, I am sure my students become more advantageous now to use their strengths to learn.** At least, they know everybody is gifted and can be successful.* **(E)**

4.3.2. Participant teachers' self-reported problems of the innovation

The teachers reported in their reflections not only positive aspects of their experience but problems as well.

In the analysis of this category, a similar method of categorisation to the positive aspects was used. Similarly, the data was divided into communication units, first they were identified as problematic, and then they were classified in different headings. Each communication unit, once again, was compared and contrasted with each other to bring the ones that show similar characteristics. Categorisation of problem units was not different from the categorisation of the communication units for the positive aspects. Table 14 shows the distribution of the frequency of the communication units related to two categories:

Table 14. Distribution of the communication units related to problems according to control and experimental group

		Number* Control group	%	Number* Experimental group	%	Number* Control+ Experimental group	%
STUDENT-RELATED	***Student- related***						
	Lack of students' participation	11	**27.5**	5	**12.5**	16	**40**
	Students' characteristics	8	**20**	2	**5**	10	**25**
TEACHER-RELATED	***Teacher-related***						
	Application of suggested teaching techniques	9	**22.5**	0	**0**	9	**22.5**
	Time management	3	**7.5**	0	**0**	3	**7.5**
	Class management	2	**5**	0	**0**	2	**5**
	TOTAL	33	**82.5**	7	**17.5**	40	**100**

* Number of the communication units

The analysis of the problems the participant teachers reported as the control and the experimental group revealed that 82.5% (33) of the problem units was reported by the teachers in the control group whereas the remaining 17.5% (7) was revealed by the teachers in the experimental group (See Table 14).

As table 14 shows, in 'student-related' problem category there are two sub-categories: lack of student participation and students' characteristics. 'Lack of student participation' constitutes 40% of the all communication units identified for the problems. 27.5% of it was reported by the control group while the remaining 12.5% was identified in the reflections of the experimental group. As another student-related problem, students' characteristics constitute 25% of the all communication units identified for the problems. 20% of it was reported by the control group whereas the rest 5% was identified in the reflections of the experimental group.

Moreover, all the communication units identified for the 'teacher-related' problem category were reported by the teachers in the control group.

To sum up, the results of the present study revealed that 64.1 % of the data for the positive aspects was reported by the teachers in the experimental group. The remaining 35.9 % was provided by the teachers in the control group. However, for the self-reported problems most of the data was reported by the control group teachers (82.5 %), while the experimental group teachers reported 17.5 % of the data.

The following section will discuss the sub-categories related to the teachers' problems of their implementation of the innovation based on the communication units identified. The sub-categories are presented with examples from both control group (indicated by the letter C) and experimental group (shown by the letter E) teachers' diaries.

4.3.2.1. Student-related problems

As shown in Table 14, problems related to the lack of students participation cover the highest amount of the all problems related to the innovation (40%), consisting of 16 communication units. Another problem category included in student-related problems is some students' characteristics (25%) which are seen as the sources of problems the teachers faced.

A. Lack of student participation

In 40% of the all communication units related to the problems of the innovation, the participants reported that they had problems related to lack of student participation. 27.5% out of 40% was reported by the control group and the remaining 12.5% was reported by the experimental group. The analysis revealed that students' lack of participation was caused by their reluctance in using L2 (17.5 %), their coursebook (17.5%), and the difference in their proficiency level (5%).

Only two communication units were related to students' reluctance to participate due to the differences in the proficiency level of the students; most problems in this category were related to students' unwillingness to participate due to their reluctance in using L2 and the course book. The extracts below are given as examples:

∗ ***Some of the students did not want to talk in the warm-up session today.*** *We were talking about different talents of people. I gave them enough time to think. Yet,* ***they did not want to speak in English.*** **(C)**

∗ *The discussion activity at the end of the lesson took a short time. The students only told the answers they had in their groups.* ***When I asked them to return their groups to find out the reasons of their answers, some of the students offered me to discuss the reasons in Turkish and most of the class agreed. I could not make them go on discussing in L1.*** **(C)**

∗ ***Three of the students*** *did not, in fact****, could not read the text because of the text's requiring higher proficiency level.*** *The course book we are using is for high-intermediate level of English and it is difficult for most of our students. Therefore, although students really do want to read, they cannot.* ***They became unmotivated when they read even the very first lines of the text. These students have negative attitudes towards the course book.*** **(C)**

∗ ***Since the level of the course book is above the students' level, when we handled the reading text, I saw that a group of students gave up even in the first paragraph. Nevertheless, they were excellent in the pre-reading activities in the previous lesson.*** **(E)**

∗ ***Two of my students did not want to fill in the outline; in fact, they could not do it. These students' proficiency levels are lower than the others'.*** *Their proficiency level is elementary although they are in an intermediate class. Especially in this class, there is a discrepancy among the proficiency level of the students.* **(E)**

B. Student characteristics

Some teachers perceived the characteristics of the students as one of the sources of the problems they experienced (25%). 20% out of 25% was reported by the control

group whereas only 5% was identified in the diaries reported by the experimental group That is, students who are introvert, who are not willing to work in groups or who are not creative caused the problems they faced. Two of the participant teachers reflected on this issue as follows:

∗ Today while students were doing the vocabulary activity, they were listening to the background music played. They were relaxed and happy with the situation. After two minutes, ***student X and Y said they were disturbed by the music and wanted me turn it off. I did what they wanted. However, the rest of the class insisted on turning it on again. I didn't know what to do, but I didn't turn it on again.*** **(C)**

∗ I couldn't do the act-out activity in the post reading part because my students did not want to do it. Only five of them volunteered to act the roles out. *I did not force anybody.* **(C)**

∗ Today, I came across with an unexpected reaction of one of my students towards the pictures shown. *The pictures were related to obese people.* ***She felt uneasy about the topic. And, I felt upset for using the picture that offended her.*** **(E)**

4.3.2.2 Teacher-related problems

According to the distribution of the communication units, all the teacher-related problems were reported by the control group teachers. As it can be seen in table 14, the problems related to the application of the suggested activities cover 22.5% of all the problems. The others are time management (7.5%) and class management (5%).

A. Application of suggested activities

When the reflections of the control group teachers were analysed, application of some of the activities in the plan was found to be problematic for the teachers (22.5%). The teachers reported that they had problems in applying group-works and eliciting information from students. Failure in picture elicitation and inappropriate transition between the activities were also mentioned as the problems they faced. Three participants reported:

∗ Today, the warm-up session went well ***except from my difficulty in picture elicitation.*** *When I was showing the photos of some famous talented people,* ***I realised that I provided them with the answers without helping them to guess. I thought they would not know them.*** **(C)**

*∗ All the students were eager to listen to the song "Frozen" by Madonna. Then, we talked about the woman in the song to understand what she was trying to do****. I had to provide the smooth transition between this woman's feelings to the topic Emotional Intelligence. However, I think, I could not do this. I should have directly asked the questions provided in the plan but we somehow diverted from the topic. I failed to guide them.*** **(C)**

∗ The group work activity went ***well but some tasks were not chosen by the members.*** *There were five groups but none of the groups chose the task of "creating a talk show program on the topic" or "translating GM food production into a math formula".* ***I couldn't decide what to do****. I should have assigned these tasks to the groups.* **(C)**

B. Time management

This category constitutes 7.5 % of all the problems reported by the participants. Three communication units were identified reporting that two participant teachers had problems with managing the time. For instance, the following teachers explained their problems in managing the time as:

*Since the students were eager to speak and since I let them speak, warm-up took more time than I planned (nearly fifty minutes****). It was too late when I realised this. But I couldn't make the necessary transition in the right time.*** **(C)**

Today, the most upsetting part of the lesson for me was related with time-management. ***Without being aware, I hurried up in the last sessions of the plan. Students told me that they would have been more prepared if I had given them more time before they acted out their roles in "guessing the feeling" game.*** **(C)**

C. Class management

The last category of problems is classroom management. It covers 5% of the problems the teachers reported. One of the communication units stated under this category is related to the teachers' helplessness in dealing with the noise. The other one is reported as loosing the control of the class after the vivacious activity "The Cranium Game". The following is an example:

∗ While playing the game "Cranium", ***the class became very noisy so I had to warn them to be quiet.*** *For a while, it worked but then the noise re-started.* ***It was difficult to settle them down****. However, this time I did not interfere with because it would destroy their attention.* **(C)**

CHAPTER 5
DISCUSSION AND CONCLUSION

5.1. Summary of the study

Based on the participants' own expressions of the need to try an innovation, the present study was conducted at Anadolu University School of Foreign Languages to investigate whether the training and ongoing support to carry out implementing the innovation made any difference in participants' perceptions of and responses to the innovative practice. The present study attempted to find out the answers of the following research questions:

1. How do two groups of ELT teachers, one of which receives training and ongoing support on the innovative practice while the other does not any, **perceive an innovative practice**, which is MI theory, **before** and **after implementing it** in terms of
    a) **their teaching,**
    b) **students' learning and**
    c) **its applicability in their own teaching context?**
2. How does the training process affect the ELT teachers' self reported positive aspects and problems of the innovative practice as they implement it in their own classes?

To answer the research questions above, nine ELT teachers volunteered as the subjects of this study. They tried the innovative practice in which they carried out MI implemented lessons in their EFL Reading classes over a two-week period comprising sixteen class hours. The data for how the participants perceived and responded to the innovation came from teachers' initial and final reflection reports, diary records describing and reacting to each MI implemented lesson plans and transcripts of daily meetings.

To answer the research questions, firstly the teachers were randomly divided as control and experimental group to investigate whether there would be any change in the perceptions and implementations of the innovative practice of these two groups of teachers. The data collection started with the initial orientation to introduce all the

participants' to the innovation and its applications in the field, ELT. To find out the teachers' initial perceptions, they were required to answer the initial reflection questions. Then, they were handed in MI implemented lesson plans to apply in their classrooms. After that, they were told to keep diaries on their experience for each MI lesson. In diaries, they reflected on their experience by answering the questions in the Reflection Guideline for Teachers' Diaries (See Appendix D). The teachers in the control group were provided with the lesson plans without any daily meeting and reflection sessions. However, teachers in experimental group received an ongoing support and training in the meetings and reflection sessions. At the end of the implementation period, all the teachers were asked to answer the questions for final reflection. The aim was to get their perceptions of the innovation after they implemented in their classrooms.

After the collection of the diaries, they were analysed separately for the control and experimental group according to Constant Comparative Method to determine the communication units in them. These communication units were then contrasted and compared to bring similar ones together. Then they were categorised under main and sub-categories. The data for how participants in the control and experimental group perceived the innovation before and after implementing it in terms of *their teaching, students' learning and its applicability in their teaching context* were categorised in three pre-conceived categories: the effects of MI on teachers' teaching, the effects of MI on students' learning, and its applicability in their teaching context. Moreover, for the both group teachers' self-reported positive aspects and problems related to the innovation, the data analysis revealed four main categories as student-related positive aspects, teacher-related positive aspects, student-related problems, and teacher-related problems.

Records of daily meeting and reflection sessions were transcribed but not analysed. The transcripts were used only to document what had been done in each daily meeting and reflection sessions the experimental group had.

The rest of this chapter will discuss the results gained for each research question in detail.

5.2. Teachers' Perceptions of the innovation in terms of their teaching, students' learning and its applicability in their teaching context before and after the tryout period

The analysis of the data revealed how the participants in the control and experimental group perceived the innovation before and after the tryout period in terms of *their teaching, students' learning and the theory's applicability in their teaching context*, Anadolu University School of Foreign Languages. This section will discuss the research findings of the data analysed within and between control and experimental groups separately in an attempt to answer the first research question. The data obtained were analysed for the control and experimental group under three pre-conceived categories as "effects of MI on teachers' teaching", "effects of MI on students' learning" and "MI Theory's applicability" in their teaching context.

5.2.1. Effects of MI on participant teachers' teaching

Before the participants attempted to teach their reading classes with the innovation, they were all found to have positive expectations reporting that the innovative practice would affect their teaching positively. Their self-reported thoughts varied from the expectations that MI would provide them with a variety of activities resulting in enriched and individualised teaching to creative and stimulating teaching. The expectation that MI would provide teachers with a variety of activities is the most frequently stated expectation. The innovation's possible help in making their teaching individualised and more creative are the second frequently stated expectations respectively. Moreover, participant teachers also hoped that the theory would make their teaching stimulating and fun for both students and themselves. In addition, different from the control group, experimental group teachers expected that MI would lead to change in teachers' roles and more interactions between the students and teachers. The reasons why teachers above mentioned positive expectations could be stemmed from their willingness and being motivated to try the innovation in their classes. The initial orientation about the nature of the innovation can be another cause for the positive expectation the teachers held for the possible effects of MI Theory on their teaching.

After the tryout period, the teachers in both groups mostly reported that the innovation increased their motivation and willingness to teach. Firstly, it may be caused by trying out an innovation, which is new for the teachers. Moreover, this finding certainly complies with the findings of other studies on the effects of MI teaching upon the teachers as an innovation (Campbell, 2000; Chapman, 2000; Mettetal, Jordan and Harper, 1997; Johnson & Kuntz, 1997). This increased teacher motivation might also be due to the MI classroom procedures that enhanced teachers' instructional repertoires and the positive classroom atmosphere which made both teachers and students cooperative and actively involved (Project Zero, 2000). Teachers' motivation might be positively affected by the increase in students' motivation as well (Guskey, 2002).

As the second effect of the innovation on teaching, the participants in both groups agreed on the idea that it provided them with diversified teaching, which made their expectations of bringing variety to class activities true. As many related studies suggest (Project Zero, 2000; Project SUMIT, 2000; Campbell et al, 1996), the theory's applications resulted in variety of teaching activities. The teachers in those studies tried to be interested in each student with her/his differences in intelligence profiles.

According to the teachers in both groups provision of enjoyable and entertaining teaching was another important effect of the innovation on their teaching. The use of different teaching materials such as songs or poems and classroom activities including games, role-plays, and group discussions might make teachers enjoy their teaching. As Armstrong (1994:52) claims, MI as an innovative practice provides teachers not only with a wide variety of instructional strategies but also with enjoyable teaching.

Individualised teaching, as the participants were offered while they were shifting from one intelligence to another, was among the responses reported by both the control and experimental group teachers. They reported that the innovation made their teaching more personalised. Interpreting on the same issue, Christison (1996; 1999) puts forward that an understanding of MI Theory broadens teachers' awareness of their students' skills and enables them to look at each student from the perspectives of strengths and potential. Moreover, it provides a structured way of understanding and addressing the diversity that EFL instructors often encounter in the classroom. In other words, by developing lesson plans that address the full range at learner needs, teachers

make their teaching individualised to provide a greater variety of ways for students to learn.

Facilitated interactions between the students and teachers were also noted by only the experimental group as the positive effects of applying the innovation on teaching. Unsurprisingly, this facilitated interaction with the students fits in well with the idea that through an innovative practice as MI, teachers and students may become aware that different people have different strengths and each person has a substantive contribution to make (Kallenback, 1999). Respecting each other's knowledge and skills may be the most important reason for the facilitated interactions between the students and teachers, as the experimental group teachers reported.

The last but not the least, the participants only in the experimental group also reported teacher development as another positive effect of the innovation on their teaching. They believed that the innovation they tried offered them a kind of teacher development in which they changed the way they perceived the students and how they taught. The findings saying that trying an innovation and reflection provided teachers with a kind of teacher development is consistent with a body of literature focusing on the effective professional development for teachers (Shield et al., 1998; Weiss et al., 1998; Richardson and Placier, 2001; Boyle et al., 2003, Husler et al., 2003).

5.2.2. Effects of MI on students' learning

The participants in both groups expressed their opinions about the effects of MI on students' learning before and after they experimented with the innovation.

Before the tryout, all the teachers had positive expectations related to the possible effects of the innovation on students' learning. The highest percentage belonged to the expectation that MI would make students actively involved which would result in meaningful learning. This expectation may be quite reasonable, because with the innovation, as Christison (1999) states, students are likely to become more engaged in learning as they use the learning modes that match their intelligence strength. As Brown (2001:57) suggests, by appealing students' interest and allowing them to use their learning strengths, teachers capitalise on the power of meaningful learning.

The teachers in both control and experimental groups also reported their belief saying that MI would make learning easy, fast and fun. Their self-reported reason for this belief was running through a cycle of teaching/learning activities involving different types of intelligences so that everyone had an opportunity to learn. These positive expectations may be again the result of their well understanding of the innovation and its applications that were discussed in the initial orientation. The readings (see Appendix A) and discussion took place in the initial orientation might provide teachers with positive feelings and thoughts related to the innovation. Moreover, their being motivated and eager to try the innovation could be another reason for the positive expectations as it was mentioned earlier.

After the tryout, the teachers' reflections in both groups revealed that implementing the innovation increased students' motivation and involvement as well as their production in class. Defining and applying the construct of motivation in the classroom ahs always been a complicated problem of foreign language learning and teaching. Brown (2001:72) perceives motivation as the difference between success and failure. The definition of the motivated learner is not very clear, either. However, in this study, Ur's (1996:274) definition for motivated learner as 'one who is willing and eager to invent effort in learning activities and to progress' is adopted. The provision of most of the "commandments for motivating learners" offered by Dörnyei and Csizer (1998:215) could be the explanation of why the participants thought that MI applications affected students' motivation positively. All the following items focus on what the teacher can do to stimulate motivation:

1- Set a personal example with your own behaviour.
2- Create a pleasant and relaxed atmosphere in the classroom.
3- Present the tasks properly.
4- Develop a good relationship with the learners.
5- Increase the learners' linguistic self-confidence.
6- Make the language classes interesting.
7- Promote learner autonomy.
8- Individualise the learning process.
9- Increase the learners' goal-orientedness.

10- Familiarise learners with the target language culture (Dörnyei and Csizer, 1998).

As reported by the participants, the innovation created a positive classroom environment with its personalised and diversified teaching strategies making learners aware of using their learning strengths and abilities. This could be the reason why the innovation provided students' involvement. Furthermore, the increased student involvement in class activities might be the result of teachers' trying out an innovation in their classes as well. As Harmer (2001) suggests, teacher development may be brought about by trying out new ideas or changing the ways we use old ones. "Teachers who seek to develop themselves and their practice will benefit both their students and themselves far more than those who, by constant and unthinking repetition, gradually become less and less engaged with the task of language teaching (Harmer, 2001:344)."

Increased student production was also reported by the participants in both groups as another important effect of MI on students' learning. In a similar point of view, Harmer (2001:49) states that if we, as teachers, are 'in a position to try and present activities offering maximal advantage to the different people in the classes', it is unsurprising that we get more production. The finding related to the increased student production of the present study is consistent with the findings of formal evaluation of schools using the same innovative practice, which is MI Theory (Project SUMIT, 2000). Increased production was among the most reported outcomes associated with the use of MI by the most of the teachers and principals at 41 schools that have been using MI for three or more years.

The reason for the increase in student involvement and production is clear to the participants of the present study: the change in the way they deliver classes due to the innovation: offering students a variety of activities according to not only their abilities but also their interests. As reported by one of the participants, "students get bored while always doing the same type activities, but who does not?"

Raising students' awareness on their learning strengths and weaknesses is another positive effect of the innovative practice reported by both control and experimental group teachers. Knowing ones' own learning strengths and weaknesses and using them for the benefit of learning will certainly not only aid learning but also make learners autonomous (Harmer, 2001:336). In their research on MI, Greenhawk

(1997:52) puts forward that helping students understand their and others' abilities and showing students how to use their strengths both to learn and work on their weaknesses are the first among many good reasons. Similar to what Greenhawk (1997) states, the participants of the present study claim that MI, as the innovation, has positive effects on raising students' awareness of their own learning strengths and intelligences.

Moreover, participant teachers in both control and experimental groups also revealed that cooperation among the students increased. This finding complies with one of the hypothesis validated in a research aiming at finding out the similarities in Multiple Intelligences Schools (Campbell, 1996:313). Most of the schools exhibited improved cooperative skills in all students. MI activities designed to develop interpersonal intelligence with the emphasis on cooperation may lead the teachers of the present study to reflect on the improved cooperative skills in students.

Positive changes in students' attitudes towards learning English and students' taking responsibilities of their own learning were also mentioned by the teachers in the experimental group as the positive effect of the innovation on students' learning.

The underlying reasons for these above-mentioned effects can possibly be the identification and nurture of individual talents and interests of the students and teaching accordingly (Campbell et al, 1996:312).

Apart from these, some participants in both groups reported that in order to decide on the theory's effect(s) on students' achievement in class, they needed time and more implementation. The finding complies with what Bolster (1983) suggests: even presented with evidence from the most carefully designed experimental studies, teachers do not easily adopt new practices unless they feel sure that they work in their own classes.

5.2.3. MI's applicability in participant teachers' teaching context

The participants responded to the innovation in terms of its applicability in their specific teaching context, Anadolu University School of Foreign Languages. According to the data obtained from the teacher diaries, similar subcategories were identified in the control and experimental group. It becomes clear that before the tryout, participant teachers in both groups mostly expected that MI would raise awareness on individual

differences in their teaching context. Because the students of the participants were the actual students of other departments studying English compulsorily, the needs, expectations and interests of those students diverged much even in the same class. The reason why raising awareness on individual difference was the mostly reported expectation may be due to the need to address all these different students to be able to actualise the program mission statement of Anadolu University School of Foreign Languages. Furthermore, the teachers in both groups also thought that MI Theory would work well to solve the students' and teachers' motivational problems. It can be inferred at this point that the motivational problems of the students may be due to the lack of *intrinsic motivation*, which "comes from within the individual" (Harmer, 2001:51). They are learning English to pass an exam to go on with their education in their departments, which may work well to provide *extrinsic motivation*. Thus, the teachers of the present study might think that the innovation would motivate students intrinsically by the enjoyment of the learning process it provides. Increased teacher motivation seems important for participant teachers, too. Since it is vital that both students and teachers are motivated in teaching and learning, such an expectation reporting that an innovation would provide teachers with motivation seems natural.

Apart from these positive expectations, one of the participants in the control group and another one from the experimental group reflected on not having clear and precise idea about the theory's applicability in their context. These teachers might not want to express their thoughts on the innovation until they tried it in their classes. As Guskey (2002: 383) suggested, teachers' minds become clearer about the innovation when they see its effects on their students. Moreover, the positive responses taken from the students on the innovation are helpful for teachers to decide to go on trying with the innovation (Pennington, 1995; Guskey, 2002; Pannatier, 2004).

After the tryout, the participants in both groups reported positively on the ideas that MI implemented lessons really worked for reading classes they taught, and it would be better if they go on implementing it for one more year as a group (See tables 8 and 9). They also commented that they needed more time and support to expand their instructional repertoires since the theory offers changing the way they teach. The fact that time and support needed for teachers to understand the innovation itself, its

applicability and the right way of implementing it is also revealed crucial by some authors studied on teacher change and innovation (Kennedy, 1988; Bailey, 1992; Pennington, 1995; Guskey, 2002). Moreover, the participants in both groups were also found to be reporting that MI Theory would work in other courses, such as Speaking/Listening, Grammar and Writing, which are taught in Preparatory School at Anadolu University as well. Since the innovation offers that there is no one way of knowing and any content can be taught in more than one way, the suggestion of its use in Grammar, Writing and Speaking/Listening classes is valid as well (Lazear, 2000; Chapman, 2000).

The participants' thoughts on the applicability of the innovation in their teaching context may lead us to the issue of MI as an innovation and Curriculum Development. Many educators interpret Gardner's work as suggesting numerous entry points into traditional curriculum (Campbell et al, 1996; Armstrong, 1994; Christison, 1996). As Gardner (1997) himself states, in terms of curriculum approaches, individual teachers and entire schools may go about applying MI curricular ideas in diverse and often conflicting ways. Gardner asserts that one application of his theory is not necessarily 'right' or 'wrong' (Gardner, 1997:20). *Planning lessons through the MI, discovering curriculum bias, project-based curriculum, apprenticeship and teaching for understanding* are the suggested MI curricular models provided by the MI literature (Campbell et al, 1996:232).

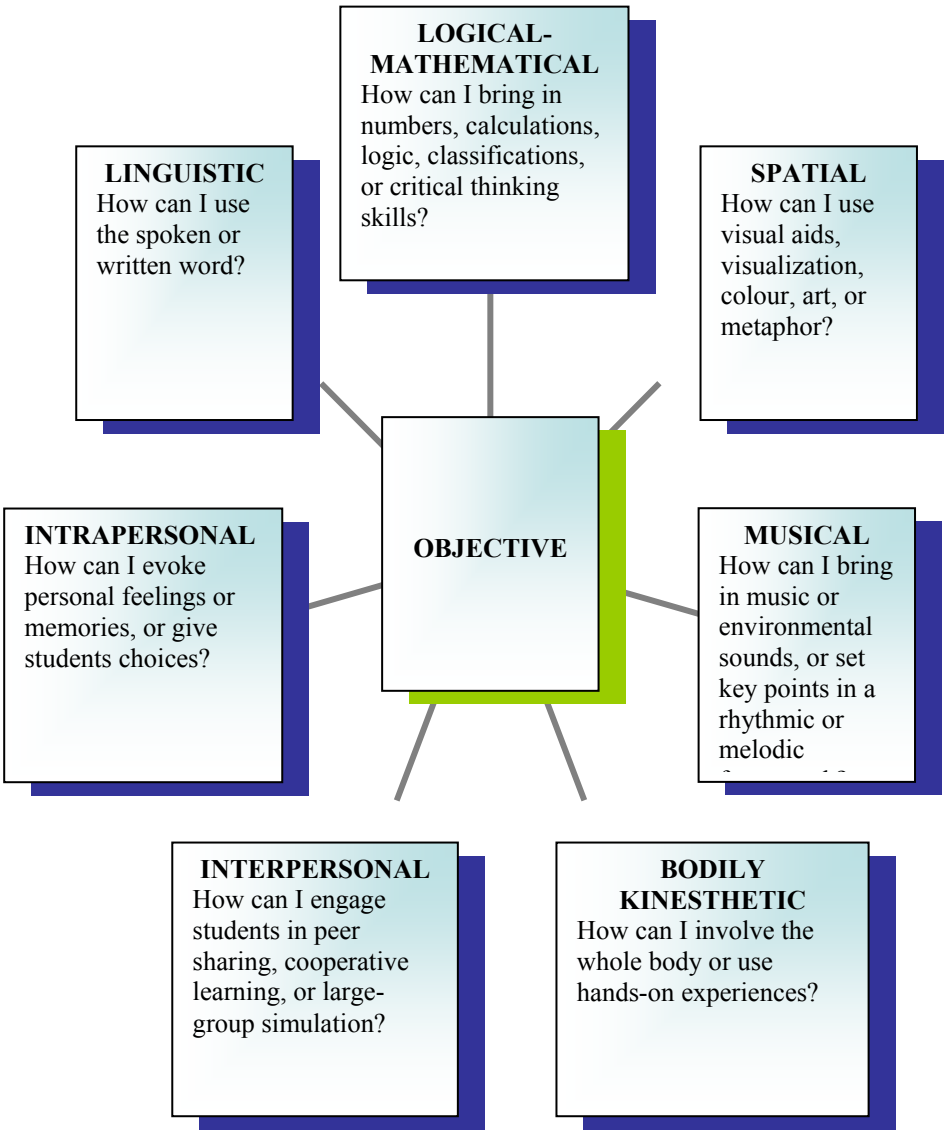
According to Armstrong (1994), on one level, MI Theory applied to the curriculum might be best presented by a loose and diverse collection of teaching strategies. Teachers can implement the theory 'in a way suited to their own unique teaching style and congruent with their educational philosophy as long as that philosophy does not declare that all students learn in the same way' (Armstrong, 1994:57).

However, on a deeper level MI Theory suggests a set of parameter within which educators can cerate new curricula. It offers a means of building daily lesson plans, weekly units or monthly or yearlong themes and programs in such a way that all students have their strongest intelligences addressed at least some of the time (Armstrong, 1992, 1994 and 2000).

The best way to approach curriculum development using the theory of MI is by thinking about how to translate the material to be taught from one intelligence to another (Armstrong, 1994:57). Designing lesson plans within the framework of MI is not so difficult. Armstrong (1994:58) suggests the following seven-step procedure to make creating curriculum units using MI Theory easy:

- Focus on a specific objective or topic.
- Ask Key MI Questions (see the Figure 4 below).
- Consider the possibilities
- Brainstorm
- Select appropriate activities
- Set up a sequential plan
- Implement the plan

Figure 4. MI Planning Questions (Armstrong, 1994: 58)



The idea to keep in mind is that MI Theory can be applied to the curriculum in a variety of ways. There are no standard guidelines to follow. Ultimately, as Gardner (1999) states, teachers should be guided by their deepest and sincerest attempt to teach beyond the intelligences they may currently be teaching so that every child has the opportunity to succeed in school.

To summarise within group analysis of the teachers' perceptions of the innovation, ***before implementing the innovation***, all the teachers in both groups were found to have positive expectations related to the theory's possible effects on their teaching, students' learning and its applicability in their teaching context. Their self-reported awareness of the need to change- or at least of the desirability of experimentation- may cause them to have all these positive expectations. That is to say, the initial dissatisfaction with the present situation involving unmotivated students initiated the present study. Thus, since the teachers themselves wanted to change, their expectations were positive. As the results suggest, most of the participants' expectations were fulfilled. ***After implementing the innovation***, teachers in both groups reported positive responses related to their experiences with it. These positive responses may arise due to their real understanding of the innovation and the positive initial responses received from their students (Pennington, 1995:726). Moreover, they were encouraged to reflect on their own experience with the innovation, which might have had effects on their positive reactions. The ongoing support from the peers and the training the experimental group had can be the reasons of those teachers' positive responses as well (Pennington, 1995; Wideen, 1992, Goodman, 1986)

5.2.4. The differences in the perceptions of the control and experimental group teachers

To find out how the participants' perceptions of the innovation change between control and experimental group, the analysis of the data was conducted between the initial and final reflections of the two groups. Firstly, the initial perceptions of the control and experimental group were compared and contrasted under three pre-conceived categories as the effects of the innovation in terms of *teachers' teaching, students' learning* and *the innovations' applicability in the participants' teaching*

context. The same procedure was followed to compare and contrast the final perceptions of the both groups.

In terms of the initial perceptions of the teachers, in the first category "teachers' teaching", it was found that 18 communication units were reported by the experimental group, and 13 were provided by the control group (see table 10). The reason for the difference in the number of communication units might be the last two subcategories *change in teachers' roles* and *more interactions with the students*, which were reported by only the experimental group. For the second category, "students' learning", 11 communication units were provided by the experimental group whereas 13 were reported by the control group. In terms of the third category, "the innovation's applicability", the experimental group teachers reported 10 communication units while control group reported 11 communication units identified.

As it can be seen in table 10, there seems no difference between the **initial perceptions** of the control and experimental group and the frequencies identified for each category are quite closer to each other. The subcategories identified differ only in the first category, "teachers' teaching", and the content of the remaining two categories "students' learning" and "innovation's applicability" is quite similar.

In terms of **final perceptions** of the teachers, for the first category, "teachers' teaching", it was revealed that 36 communication units were reported by the experimental group while 15 were provided by the control group. The findings for the first category show that all the participants perceived the innovative practice they experienced motivating. This complies with what Freeman (1989) suggests maintaining a sense of excitement and engagement in teaching: trying out an innovation and reflecting on it to adjust teaching accordingly. Moreover, the sub-categories *variety of teaching activities, entertaining and enjoyable teaching,* and *individualised teaching* were reported by both the teachers in the experimental and control group. However, there were two sub-categories including the data reported by only the experimental group: *more interactions with the students* and *teacher development.* This might be the consequence of experimental group teachers' having regular meetings and reflection sessions. The following example from these sessions shows what one of the experimental group teachers think about interaction issue:

** ...somehow I feel that MI activities facilitate interactions with my students. This may be due to the student involvement which has been increased. Whatever the reason is to interact well with the students is the key for success, I think… (E1)*

Since providing training and support throughout the implementation of an innovation is of great importance, the encouragement to continue and overcome the initial problems might enable the participants' focus more on the issues as interactions in the class and teacher development. According to what Pennington (1995) suggests in her model of teacher change cycle, the teachers in the experimental group seemed to have shifted their concerns to the interpersonal level which involves feelings, motivations and classroom interaction.

Moreover, based on the finding, one can interpret that the reflective practice the experimental group engaged in the daily meeting and reflection sessions provided them with a kind of teacher development as they reported. Take the following dialogue from the daily meetings and reflection sessions as an example:

**E2: Trying out an innovation and reflecting on it… this will certainly help us develop professionally, especially these meetings are beneficial for me. Since we are trying something new, we need such help and support. These sharing and support help me reflect on my own teaching. That is necessary for development, I think.*

E4: Sure, it is same for me. These sessions provide me with some kind of professional development… we are supporting each other to make our teaching better…

Likewise, in terms of the category "students' learning", there were 33 communication units provided by the experimental group whereas 17 were reported by the control group. In most sub-categories, both experimental and control group teachers teachers were found to reflect on the same ideas. However, all the data obtained for the sub-category *students' responsibilities of learning* was reported by the experimental group. This might be again the result of the training process in which the participants in the experimental group were motivated to reflect on their trying something new.The following could be given as an example:

**E3: ...one more point is that knowing our students' strengths and weaknesses may help us teach well. This may make us raise awareness on their learning strengths.*

E5: and if they know themselves as learners, it may be easy for them to take the responsibilities of their own learning. What I mean is if they know their preferences for learning, they can learn better and quicker.

E2: which will take us to learner autonomy…

It might be inferred that this response reflects how the participants in the experimental group were led to more general concerns rather than focusing on classroom materials and procedures. This could be caused by the regular reflection sessions they held thoughout the implementation of the innovation.

For the third pre-conceived category "the innovation's applicability", 26 communication units were reported by the experimental group, and 15 were provided by the control group. Furthermore, it was found that in all subcategories related to "the innovation's applicability" teachers in both groups reported on the same issues.The teachers in both groups agreed on the idea that the innovation worked well in their classes and would work well in other courses as well. Unsurprisingly, they also put forward the idea of going on implementation efforts and added that time and support was needed for the innovation to ensure success. This finding is consistent with what Guskey (1989 and 2002) states; the key element in significant change in teachers' beliefs and attitudes is the clear evidence of improvement in learning outcomes of the students. The teachers would like to go on implementation efforts until they become completely sure that they perceive great benefits from implementing the innovation.

In summary, it can be concluded that before the tryout period, in the first preconceived category *teachers' teaching,* experimental group teachers reflected on two different issues than the control group teachers(see table 10). However, in the other two categories, the contents of the subcategories were the same. Likewise, after the tryout, there were two different subcategories identified in the final perceptions of the experimental group teachers related to the first category *teachers' teaching.* Moreover, in the second category *students' learning* there was one different subcategory reported only by the experimental group teachers. At this point, it can be interpreted that the training process promoted the experimental group teachers' reflective practice, which is thought crucial for professional development. As Ross and Hannay (1986) suggest, if change is to happen, reflective practice should become inevitable in order to arrive at a deeper understanding of the innovative practice.

5.3. The difference in the participants' self reported positive aspects and problems of the innovation

The second research question of this study seeks to find out whether the self-

reported positive aspects and problems change between two-groups of teachers one of which receives training and ongoing support related to the innovation while the other does not. The following section will discuss the research findings in an attempt to answer the second research question. In order to discuss the differences in the positive aspects and problems of the control and experimental group well, firstly the positive aspects and problems identified will be discussed separately.

5.3.1. Positive aspects related to MI Theory

The participants' self-reported positive aspects of their innovative practice in EFL reading classes were examined under two main categories as 'student related' and 'teacher-related' positive aspects.

The participants' self-reported teacher-related positive aspects of the innovation were mostly based on the use of teaching materials and strategies suggested in the MI implemented lesson plans. The wide variety of the activities the innovation offered was highly appreciated by the teachers. They also stated satisfaction with their own success in application of suggested teaching techniques that brought student involvement.

Increased teacher motivation, which was triggered by use of different classroom strategies and student motivation, was the second most frequently stated positive aspect of the innovation. This finding is truly consistent with the findings of similar research which studied on MI's effect as an innovation on teachers (Project Zero, 2000; Project SUMIT, 2000, Campbell, 2000; Hoerr, 2000; Johnson & Kuntz, 1997; Mettetal et al, 1997).

Participant teachers also suggested that the innovation provided them with an awareness of their learners' differences in intelligence profiles, which resulted in establishing rapport with the students. The implementation of the innovation in the present study seems to help participant teachers know their students better and respect their weaknesses and strengths. As Lazear (2000) points out, the discovery of the differences among the students and trying to use this knowledge to personalise instruction make our teaching certainly efficient and rewarding. Moreover, having good relations with the students during the implementation period made participants feel better and see it as one of the benefits of the innovation.

Despite its low frequency, not having any disruptive student behaviour was also indicated as one of the positive aspects of the innovation. Even by attracting some problematic students' attention, as Armstrong (1994:99) states, teachers may take a large step in ensuring a smoothly running learning environment.

In terms of student-related positive aspects, increased student involvement takes the first place. Connected to the concept of student involvement, increased student performance comes to the stage naturally. As Brown (2001:77) suggests, providing more pleasant and motivating learning process is of course not the only determiner of success for language learners; but it certainly provides learners with a better chance of success.

The fact that the starting point of all the participants to try the innovation was the lack of students' motivation and involvement in their reading classes may validate the highest percentage of this positive aspect category. Moreover, since MI implemented lesson plans provide students with the possibility of experiencing in all the possible ways to ensure successful learning, increased student motivation and involvement are not surprising (Campbell et al, 1996; Armstrong, 1996; Hoerr, 2000; Lazear,2000).

In addition, students' positive attitudes towards the classroom activities and teachers were also reported as one of the positive aspects of the innovation. Likewise, raising students' awareness on individual differences was also reported as the last self-reported benefit of the innovation. Based on the finding, it can be argued that the innovation made students of the participants aware of the fact that human beings are different. Thus, not all the students acquire the language in the same way. When students are aware of their own learning strengths and weaknesses, it will certainly be beneficial to help them learn better (Gardner, 1983; Armstrong, 1994).

5.3.2. Problems related to MI Theory as an innovation

The problems participant teachers had in their attempt to implement the innovation were examined under the same two categories as 'student-related' and 'teacher-related' problems.

Lack of student participation due to three reasons and some students'

characteristics are the two reported problems in student-related problem category. It is interesting to note that students' involvement gets the highest percentages for both 'student-related positive aspect' and 'student-related problems' categories. In the light of these findings, it can be inferred that students' involvement is considered one of the keys to successful teaching for the participant teachers. The teachers reported on the lack of student participation as follows: Few students did not want to participate due to:

- Their reluctance in using L2
- Their coursebook
- The discrepancy among the proficiency level of the students.

Some participant teachers argued that although the number of students who were willing to participate is less, it was still an important concern to them. It is possible to argue at this point that the variety of activities addressing to different intelligence types may not always guarantee all the students' involvement.

However, since the sources of lack of student participation are clear to the teachers, it may be easier to find solutions for this problem. In order to provide a whole class involvement in learning process, all the factors affecting involvement should be considered, which is not an easy task at all (Brown, 2001).

Moreover, some participants perceived some students' characteristics as the source of the problem they had in their classes. They mentioned about some students who were disturbed by the music played or the picture shown in the class, and who were unwilling to act out. However, the innovation respects for such diversity in learning preferences. Respecting each learning preferences, teachers make their students find ways to participate and take the advantage of learning opportunities with the multiple activities available. It may be inferred that since the teachers have recently been introduced to the innovation, it may take time for them to fully comprehend what it offers in practical terms.

In terms of teacher-related problems, all the data was provided by the teachers in the control group. The participants in the control group reported problems related to the application of the suggested activities, time management and class management. Participant teachers' failure in eliciting, providing appropriate transitions between the activities, applying group works properly, managing time and class are the self-reported

problems. In similar studies, same challenges were encountered, but through ongoing support and training received, teachers were able to overcome the barriers (Campbell et al, 1996:308). This may imply that teachers need continued follow-up, support and encouragement while implementing an innovation (Guskey, 2002).

As a general argument to the findings of the study, it can be said that the self-reported positive aspects far outweigh self-reported problems that the participants faced. The result of this study matches with the findings of Harvard's Project Zero (2000) in which teachers claim positive attitudes towards the same innovation.

The reason why negative aspects were outnumbered by the positive aspects may be due to the training and ongoing support the experimental group received. Participant teachers in the experimental group had eight daily meeting and reflection sessions with the researcher as preparation for and follow-up to each two-class hours of MI implemented lesson plans. In these sessions, they were supported by both the researcher and each other. Most importantly, all the participant teachers, in either control or experimental group, were led to reflect regularly on their experience with the innovation. This may also have a positive effect on teachers' constructive responding to the innovation (Pennington, 1995:726).

Furthermore, the initial positive response from the students to the MI activities and good performance of the students in these activities may be the other reasons for teachers' claiming positive attitudes towards the innovation. It is possible to claim that teachers are more likely to continue with the innovation or to give it their best effort 'if the students react favourably in the early stages of it' (Pennington, 1995; Guskey, 2000 and 2002).

5.3.3. The difference in the participants' positive aspects and problems while responding to the innovation

The analysis of the data revealed that 64.1% of the positive aspects were reported by the teachers in the experimental group, while 35.9% was reported by the teachers in the control group. Although the responses do not change in terms of content, participant teachers in the experimental group provided more data in each positive aspect category (See Table 13). This may be due to the number of participant teachers in the experimental group: there were five teachers in the experimental group whereas

the number of participants was four in the control group. However, the change in the number of communication units provided by the participant teachers may result from the daily meeting and reflection sessions as well. As it was mentioned in the majority of readings, providing training and sustaining support throughout the implementation of any innovation is a paramount factor to ensure success (Bailey, 1992; Bean et al, 2000; Burns, 1996; Kennedy, 1987; White, 1987, Pennington, 1995; Udall & Rugent, 1997). Not surprisingly, encouragement the teachers in the experimental group received to continue or overcome initial problems encountered might make the difference.

When we look at the sub-categories in which there is a huge difference (more than 50%) between the experimental and control group, students' and teachers' raising awareness on individual differences and the teachers' good relations with the students take the very first place (see Table 13). Teachers in the experimental group seemed to be much concerned with the issues like having good relations with the students and raising awareness on the individual differences. Increased teacher motivation and positive student attitudes are other sub-categories that include the data mostly reported by the participant teachers in the experimental group.

The reason for teachers in the experimental group to write more on the positive aspects involving facilitation of interaction, motivation, and their and students' affective responses could be stemmed from the training process they had. As Pennington (1995:714) suggests in her research on eight bilingual English teachers' adoption of process writing, the provision of training and ongoing support to continue learning about and applying the innovation results in those teachers' going through the stages of teacher change with fewer difficulties. Since the experimental group teachers of the present study were provided with the suggestions on how to apply the activities and present the lesson, they may have shifted their concerns to "interpersonal aspects" of an innovation.

As mentioned before, the interpersonal aspects of an innovation include the teachers' and students' reactions, feelings, motivations, classroom atmosphere and relationships.

Moreover, the present study also revealed that the self-reported problems of the participants change as well. More than three quarters of the problems were reported by

the teachers in the control group (82.5%). The problems reported by experimental group constitute only 17.5% of the total problems. The participants in the experimental group did not report any problems related to the application of suggested activities, time and class management. All the data for the teacher-related problem category was identified in the reflections of the control group teachers.

Based on the finding, it can be suggested that teachers are better to have preparation for and follow-up discussion and reflection sessions when they implement an innovative practice in their classes.

In terms of student-related problems, there are two sub-categories named as *student characteristics* and *lack of participation*. 80% of the data for student characteristics problem category is reported by the control group teachers. Despite the low frequency (20%), the data obtained from experimental group for the same category may mean that teachers need to be trained and supported to continue learning more about the innovation and what it offers (Pennington, 1995; Campbell et al, 1996; Pannatier, 2002;). Because the innovation offers addressing the full range of learner needs, we, as teachers, should gain a deeper understanding of students' learning preferences and a greater appreciation of their strengths (Christison, 1999). Lack of student participation due to the reluctance in using L2 seems to be a shared problem for all teachers. However, teachers of the control group also see the coursebook and the low proficiency level of some students as the reasons of their lack of participation.

To sum up, in terms of self-reported positive aspects, the frequency of the positive aspects varies in the responses of control and experimental group teachers; however, the contents of them do not change. Teachers in the experimental group reflected more on the same issues than the teachers in the control group did. When the self-reported problems are taken into account, teachers in the control group seem to have and reveal more problematic issues than the other group. The problematic areas related to the "procedural aspects" of the innovation involving application of some activities, time and class management are only revealed by the teachers in the control group who did not receive any ongoing support and training. It may be inferred at this point, as many authors emphasise, that providing an ongoing support and training throughout the implementation of an innovation appears worth the effort since it shed

some light on not only the adoption of innovation but also teacher change and development (Bailey, 1992; Bean et al, 2000; Burns, 1996; Kennedy, 1987; White, 1987, Pennington, 1995; Udall & Rugent, 1997; Pannatier, 2002; Guskey, 2002; Richards, 2001).

5.5. Implications of the present study

This study was a preliminary attempt to understand how an innovation was perceived by two groups of teachers one of which received an ongoing support and training on the innovative practice while the other does not any. A number of implications can be drawn based on the findings of the present study.

Primarily, the first implication of the present study is related to teacher development and change. For an ongoing professional development and change, teachers should be encouraged to innovate and reflect critically on the results of their efforts with the innovation to make the necessary alterations in their practices (Richards, 2001; Johnston, 2004). As Kezar (2001:153) suggests the process of teacher change and development in educational institutions often fails or is not fully implemented. The reasons are complicated; but some commonly noted issues include lack of time and support to innovate, and lack of collaboration among the teaching staff (Eckel, Hill, Green, & Mallon, 1999). However, if the teachers are provided with the necessary support to innovate, work collaboratively and reflect on the efficacy of the innovation they tried, it will certainly facilitate the process of teacher change and development (Guskey, 2002:388). The present study, in which the participants initiated to try an innovation and reflected on the results to adjust their practice accordingly, might be used as an example for the other innovation implementations in this specific and other teaching context as well.

Moreover, in terms of teacher development, trying an innovation might provide intrinsic motivation for the teachers to alter their approach to teaching, as it is the case for the teachers in the present study. Since the realization of the need to change for better teaching and learning process is essential for the teachers to develop professionally, this study might be a call for the need to change to meet our potential as language teachers.

Furthermore, the findings of the present study may emphasise the necessity of training and ongoing support provided for teachers while implementing an innovation. As Guskey (2002) suggests, the very first thing to recognise in teacher change is the idea that change is a gradual and difficult process for teachers. Any change or innovation that holds great promises for increasing teachers' competence and enhancing students' learning is likely to require extra work, especially at first (Huberman and Miles, 1984; Pennington, 1995; Guskey, 2002). Likewise, trying an innovation may bring a certain amount of anxiety. Since trying an innovative practice means to risk failure, teachers may not be willing to adopt innovations unless they feel sure that they can make them work. Moreover, teachers respond to an innovation on a behavioural, affective and cognitive level since teaching is the integration of action (behaviour), feeling (affect), and thought (cognition) (Freeman, 1992). Thus, teachers trying an innovation are likely to face some behavioural, psychological and cognitive barriers while implementing the innovation in their classrooms. To overcome all the above mentioned barriers of change, many others advocate providing training and sustaining support throughout the implementation of an innovation, which is a chief factor in ensuring the success of the innovation (Guskey, 2002; Bean et al, 2000; Udall and Rugent, 1997; Burns, 1996; Pennington, 1995; Bailey, 1992; Kennedy, 1987; White, 1987). Encouragements to continue or overcome initial problems make huge differences. Unsurprisingly, as Pennington (1995) asserts a culture of training and support enables teachers to go through procedural (behavioural), interpersonal (affective), and conceptual (cognitive) processes of teacher change cycle with fewer difficulties.

Additionally, the results of the study may imply the importance of the work of all teachers collaboratively towards change. As Kezar (2001) points out creating a collaborative environment is critical to make innovations successful. On the same issue, Harmer (2001:349) also suggests that the teachers' group in which teachers encourage each other to innovate and reflect on their innovations to adjust their teaching is crucial for development. According to Underhill (1992:79), however much teachers have reflected on their own experiences, most of them find discussing their situations with others help them to sort things out in their minds. This has given rise to the concept of

cooperative development (Edge, 1992). Thus, teacher support groups (Brown, 2001) can be formed in order to have collaboration with other teachers. The importance of purposeful gatherings of teachers while implementing an innovation is strongly stressed. It is important to have times when the staff of teachers gets together to provide "empathetic support" for each other as well as to cover the possible issues related to the implementation of the innovation.

Another major implication is the importance of reflection as a part of teaching process, which has been emphasised by many researches (Freeman, 1988; Richards and Lockhart, 1994; Breen et al, 1989; Fullan & Hargreaves, 1992, Richards, 2001; Pennington, 1995; Johnston, 2004). Since the lasting change takes place only when teachers are motivated to try new things and reflect on the consequences to alter their practices accordingly, reflection plays an important role in teacher development. Reflective approaches in language classrooms as one focus of current research in ELT should be adopted to make the teaching and learning processes more effective and efficient. Related research revealed the crucial importance of in debt understanding of actual teaching processes by means of critical reflection in the teachers' professional growth (Taggart and Wilson, 1998). Therefore, teachers are best advised to promote reflective teaching in which they look objectively at their own teaching and use the information obtained to reflect critically on what they discover as a means of teacher development (Freeman, 1989). Hence, teacher reflection groups (Farrell, 1999b; Harmer, 2001) can be formed, in which teachers are encouraged to discuss several types of classroom situations from different perspectives together with providing an ongoing support for each other to solve the problems or change for the better.

In addition, the findings of the study indicated that applying the innovation in EFL reading classes enriched the lives of both teachers and students. The theory provides a variety of options for the teachers and learners. It opens the door to a variety of teaching strategies that can be easily implemented in language classrooms (Armstrong, 1994; Christison, 1996; Lazear, 2000). Since the teachers of EFL should recognise and appreciate the diversity in the students, they are best advised to use a broad range of teaching strategies (Armstrong, 2000). As long as teachers shift their intelligence emphasis from presentation to presentation, there will always be a time

when a student has his/her mostly developed intelligence(s) actively involved in learning. In the present study, this active involvement in learning process triggered both the students' motivation to learn and teachers' motivation to teach as well. For students, the theory also offers opportunities to take more responsibility of their own learning. Therefore, as the study implies, EFL teachers and students should be informed about the importance of the theory and its implementations in the field. In addition, pilot efforts in which MI theory incorporated into language programs might be suggested.

Another implication for EFL programs may be on material adaptation and curriculum development as well. The innovation tried out in the present study suggests that teachers need to expand their repertoires of techniques, tools and strategies beyond the ones they predominantly use to provide them with more chances of answering the needs of learners. 'If the only tool you have is a hammer, everything around you looks like a nail'. As it can be inferred from these anonymous lines, teachers require a much broader range of teaching materials, tools and strategies to meet the increasingly diverse learner needs. With the theory in mind, teachers can use available course books or materials more creatively and adapt them in various ways to suit the different intelligence profiles and individual preferences. This might also help teachers to 'modify the book to make it more appropriate for the learners' (Harmer, 2001:305). In response to curriculum development, the findings of the present study may offer that MI theory as an innovation could be incorporated into language programs easily since it is not a fixed program and does not rigidify the instructional dimensions, either. It can be implemented in a wide range of instructional context, 'from highly traditional setting where teachers spend much of their time directly teaching students to open environments where students regulate most of their own learning' (Armstrong, 1994:51).

Furthermore, as a further implication, this study may help to change teachers' perception of students. In contrast to IQ scores or labels as smart, average or lazy, we, as teachers, could appreciate the diverse ways the learners learn. Moreover, as the findings indicate the theory provides an individualised classroom environment in which everyone knows that people have different strengths and each person has a substantive contribution to make. The fact that teachers and students respect many ways of learning

might possibly affect the learning environment positively. In addition, the positive environment created may also bring up more interaction and constructive relations between teachers and students.

5.4. Suggestions for further research

Results of the study indicate a number of areas that need further investigation. First, this study used the reflection reports and diaries of the participants to discuss how they perceived the innovation and the change in their perceptions of and responding to the innovation. Studies with other data collection techniques such as observation, questionnaires, and interviews might be helpful to enlighten the area for finding out what teachers experience in their experimentation with an innovation. Use of different data collection procedures would render reliability to this type of research.

Additionally, as this study was conducted in intermediate level EFL reading classes, there need to be made other studies in other level reading classes as well.

Moreover, the present study was limited to the responses of nine participants teachers of intermediate level reading classes, so such a study may be conducted with the teachers of other skills (grammar, writing and speaking/ listening) as well.

Furthermore, as this study covered teachers' responding to the innovation in a two-week period comprising sixteen class hours, other longitudinal studies might be held to come up with more clear and precise effects of the innovation.

Another suggestion is to identify how teachers are responding to the innovation in different educational settings in order to generalise the findings of the study. This study is confined to only Anadolu University School of Foreign Languages teaching and learning context.

What is more, how students perceive the innovation in their EFL classes may be studied in other studies to have a different perspective related to the innovative practices in the field, ELT.

As the last but the most important suggestion for further studies, trying innovative practices and reflective teaching may become a part of teaching process on the way to professional development to meet the needs of learners, teachers and programs.

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APPENDICES

APPENDIX A

HANDOUT USED FOR INITIAL ORIENTATION

Çoklu Zekâ:
Çoklu zekâ teorisinin öncüsü Howard Gardner bu kavramı 1983 yılında "Frames of Mind" adlı kitabında açıklamıştır. Gardner'a göre zekâ, kültürel değerleri kavrayabilme, yeni şeyler üretebilme ya da problem çözme şeklindeki insan yeteneğidir. Bunların yanında, yeteneklerin çeşidine göre neler yapılabileceğinin düşünülmesi de zekânın kapsamına girmektedir
(Checkley,1997, s. 1-2).

Çoklu zekâ kuramının amacı, eğitimde bireylerin neler yapabildiğinden çok neler yapabileceğinin düşünülmesidir. Günümüzde eğitim ve psikoloji alanındaki gelişmelerle klasik zeka tanımlarının çocukların değerlendirilmesinde yeterli olamayacağı, onların potansiyel yeteneklerinin açığa çıkarılması gerektiği görüşü vardır. Gardner'a göre zekâ, problem çözme kapasitesi ya da değerli bir veya birden çok kültürel yapı ürününe şekil vermektir. Gardner, bireylerin aynı düşünüş tarzına sahip olmadıklarını ve eğitimin eğer bu farklılıkları ciddiye aldığı düşünülürse, bütün bireylere en etkili şekilde hizmet edeceğini belirtmiştir. Eğer bireyler farklı zekâ bileşenlerini tanıyabilirlerse, karşılaşacakları sorunları çözmede daha şanslı olabilirler (Gardner, 1993, s.8).

Çoklu zekâ, her bilim alanında öğrencilerin öğrenmelerini artıran bir öğretim süreci olarak algılanmaktadır. Gardner, bireylerin gösterdiği her özelliğin zekâ olmayacağını, zekâ olabilmesi için

1. Bir dizi sembole sahip olması
2. Kültürel yapıda değerli olması
3. Aracılığıyla mal ve de hizmet üretilebilmesi
4. Problem çözülebilmesi gerektiğini vurgulamaktadır (Gardner, 1993, s.8).

Okuldaki basarı ile hayattaki başarı arasındaki ilişkinin zayıf olduğu gerçeğinden hareketle "Acaba okulda değer verilmeyen, fakat insanları hayatta başarılı yapan belli yetenekler var?" sorusundan hareket eden Gardner (1985,1993) "çoklu zekâ/yetenek tanımlaması" ile eğitimde önemli etkiler yapmıştır. Başlangıçta yedi temel zekâ/yetenek türünü ortaya koyan Gardner, bugün sekizinci zekâ/yetenek türünden bahsetmektedir (Gardner, 1993, s.8).

Bunlar: Dil yeteneği
Matematik ve mantık yeteneği
Görsel/Uzamsal yetenek
Bedensel yetenek
Müzik yeteneği
Kişiler arası ilişki yeteneği
Kişi içi ilişki yeteneği
Bu yetenekler, kişisel deneyimlere meydan okuyan zenginliklerdir. Çoklu yetenek, kişilik özelliklerini eşsiz bir biçimde birleştirme özelliğine sahiptir. Bu zekâ türleri

aşağıda kısaca özetlenmiştir:
Dil zekâsı/yeteneği: Değişik kültürlerde yaşayan insan, dil kullanma becerisine sahiptir. Kimileri dili sadece iletişim amacıyla kullanırken, kimileri birden çok dil ve iletişim becerileri gösterebilirler. Dil zekâsı, sözcükleri hem sözlü hem de yazılı olarak etkili biçimde kullanma becerisidir. Örneğin; sözlü olarak öykü anlatan, ya da sunuculuk yapan ve politikacı olan kişilerle şair, oyun yazan, editör gazeteci gibi dil zekâsını sergileyenler bu grupta yer alırlar. (Demirel,1999, s. 43-45).

Anadili veya başka bir dili kullanma kapasitesi ve düşüncelerini başkalarının anlayabileceği şekilde ifade etme yeteneğidir. Şairler dil zekâsı en üst düzeyde olan insanlardır. Ancak bütün yazarlar, hatipler, avukatlar ve dili kullanmanın önemli olduğu alanlarda başarılı üstün dil zekâsına sahip insanlardır (Demirel,1999, s. 43-45).

Matematiksel zekâ/yetenek: Mantıksal düşünme, sayılan etkili kullanma, problemlere çözümler üretme ve kavramlar arasındaki ilişkileri ayırt etme, sınıflama ve genelleme yapma, hesaplama, benzetmeler yapma gibi davranışlar gösterme yeteneğidir. Neden-sonuç ilişkisi kurabilme, bir şeyin çalışma ilkelerini ortaya koyabilme ve numaralarla oynama yeteneğini ifade eder. Matematiksel zekâsı güçlü olanlar, soyut sembollerle çalışma ve yeni bağlantılar kurmada ustadırlar. Sorunlara analitik yaklaşırlar. Mantıksal düşünme en önemli özelliklerindendir (Özden, 1998, s.43).

Görsel-uzamsal zekâ /yetenek: Boşluğu zihinde canlandırabilme yeteneğidir. Okyanusta rotasını tayin eden kaptan, uzayda yol bulan pilot, satranç oyuncusu ve heykeltıraşın görsel zekâsı üstün kişiler olduğu kabul edilir. Üç boyutlu düşünme bu zekâ türünün en önemli özelliğidir (Özden, 1998, s.43).

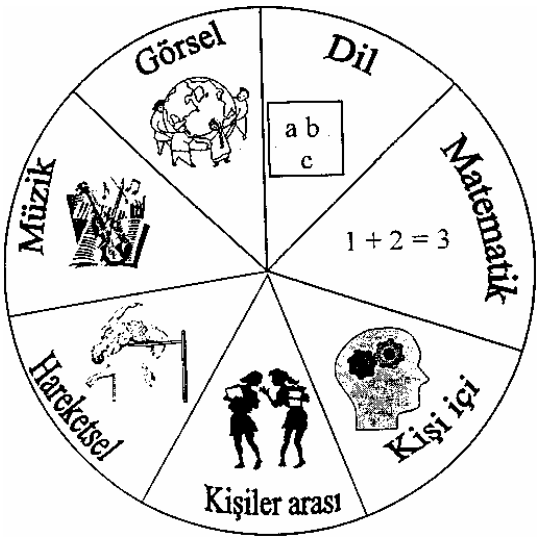
Bedensel-hareketsel zekâ/yetenek: Bedeni son derece duyarlı ve etkili şekilde kullanma yeteneğidir. Bedeni bir bütün ve parça olarak (el, kol, parmak) bir problemin çözümünde bir ürünün, performansın ortaya konmasında, yüksek bedensel zekâya sahip insanlar tiyatro, bale, dans ve sporda başarılıdırlar. Onlar zihin ve beden bağlantısını çok başarılı bir şekilde kurabilen insanlardır (Özden, 1998, s.44).

İşitsel-müzik zekâsı/yeteneği: Bu zekâya sahip insanlar, ritimleri algılama ve tekrar yaratmada ustadırlar. Bir şarkının ritmini kolayca yakalayabilirler. Bu insanlar yeni öğrendikleri bir dilin telaffuzunu yakalama ve kullanmada çok yeteneklidirler (Özden, 1998, s.44).

Sosyal-Kişiler arası ilişki zekâsı/yeteneği: Diğer insanları anlama yeteneğidir. Karakter ve kişilikleri anlama ve değerlendirmede oldukça yetenekli olan insanların bu tür zekâya sahip kabul edilir. Bu insanlar düşünme ve akıl yürütmede çok yeteneklidirler. Başkalarını anlama ve insan ilişkilerinde akıllıca davranabilme sosyal zekâsı üstün insanların en önemli özelliklerindendir (Özden, 1998, s.44).

Özedönük/Kişi içi ilişki zekâsı/yeteneği: İnsanın kendi duygu ve düşüncelerinin farkında olma yeteneğidir. Kim olduğu ne yapabileceği, neyi yapamayacağı ve sınırlılıklarının farkındadır. Kendilerini zayıf ve güçlü yanlarıyla iyi tanıdıkları için ne zaman başkalarının ihtiyaçları olduğunu da bilirler (Özden, 1998, s.44).

Çoklu yetenek kavramının kabulünün eğitime en önemli katkısı, insanları sadece sözel ve sayısal yeteneklerine göre sınıflamak ve sıralamaktan vazgeçilip, herkesin sahip olduğu yeteneklerin keşfedilmesine çalışılmaya başlanmasıdır. Zekânın tanımlanmasındaki bu farklılıklar, insan beyni üzerinde yapılan araştırma bulguları ile birleştirildiğinde, her insanda bazı yeteneklerin geliştirilebileceği düşüncesinin yaygınlaşmasına da yol açmıştır. İnsan beyninin de vücudundaki diğer kaslar gibi "işledikçe ışıldadığı" nın kabul edilmesi, uygun eğitim ile bir çok yeteneğin geliştirilebileceğine inanılmasına yol açmıştır. İnsanı hayatta daha başarılı olmaya iten bu yetenek türleri, eğitim öğretimi yeniden düzenlemede etkili olmaktadır (Özden,1998 s.45)



Mantık-Matematik
Sayı, hesap, mantık, sınıflama ve eleştirel düşünme becerilerini sınıfa nasıl getirebilir mi?

Dil
Konuşmaları ya da yazılmış metinleri nasıl kullanabilirim?

Sosyal
Öğrencileri nasıl kubaşık çalıştırabilir ve büyük grup benzetimlerine nasıl yönlendirebilirim.

HEDEF

Öze Dönük
Duyguları, anıları nasıl uyandırabilirim ya da öğrencilere seçme şansını nasıl verebilirim?

Uzamsal
Görsel şekilleri hayal etmeyi, renk, resim ve benzetmeleri nasıl kullanabilirim?

Müzikal
Müziği ya da doğa seslerini melodileri sınıfa nasıl getireblirim?

Bedensel
Vücut ya da el becerilerini işe nasıl karıştırabilirim?

Yukarıdaki şemada belirtilen çoklu zeka sorularını sorma, program geliştirmede hedefi gerçekleştirmek için zeka türlerinin nasıl kullanılabileceği, çoklu zeka teorisinin sınıfa nasıl getirilebileceği konusunda eğitimcilere ışık tutmaktadır.

Kuramın uygulamaları konusunda, Hoerr (2000: 16,17) bu kuramın okullarında 12 yıldır başarıyla uygulandığını vurgulamakta ve bu süreçteki önemli adımları şöyle açıklamaktadır:

1. Herkesin bilgilendirilmesi, eğitilmesi: Okulda tüm çalışanların uzlaşma içinde olması -örneğin kuram ile ilgili kitapların okunup tartışılması ile başlanabilir- çalışmaların başarısını oldukça etkiler. Ayrıca veliler de okulda neler yapıldığını bilmelidir. Bu amaçla;

- Çoklu Zekâ Kuramını tanıtmak için okul koridorlarının ve duvarların kullanılması,
- Velilere her hafta mektup yazılarak Çoklu Zekâ Kuramının tanıtılması,
- Öğrencilerin okulda gerekli bilgi ve becerileri kazandığının bir göstergesi olarak standart testlerin uygulanması etkili olabilir.

2. Değer verilen davranışların ölçülmesi: Tüm zekâların eşit derecede önem taşıdığının kabuledilmesi için ölçme değerlendirme süreçlerinin Çoklu Zekâ Kuramını yansıtması gerekir. Bu amaçla;

- Tüm zekâlara eşit değer veren raporların hazırlanması,
- Öğrencilerin sunu ve projelerini izlemek üzere velilerin okula davet edilmesi,
- Müzikal, bedensel, görsel, sosyal, öze dönük ve doğacı zekâlarındaki gelişimin bir göstergesi olarak gelişim dosyalarından yararlanılması etkili olabilir.

3. Bilinçli bir şekilde işbirliğinin geliştirilmesi: Bir okulun değeri öğretmenleriyle ölçülür. Çoklu Zekâ Kuramı ancak öğretmen ve yöneticiler birlikte öğrenip, geliştikçe etkili olabilir. Bu amaçla;

- Okulda gönüllü bir okuma grubu oluşturulabilir.
- Okul çalışanlarının, işbirliğinin önemini ve değerini anlaması sağlanmalıdır. "Bu konuda nasıl çalışabiliriz?" sorusu sorulmalıdır.
- Öğretim stratejilerinin ve mesleki başarıların paylaşıldığı okul toplantıları düzenlenmelidir.

Brualdi'ye göre (1994:3), Çoklu Zekâ kuramının sınıf öğretiminde uygulanmasına ilişkin çalışmalarda öncelikle, öğretmenlerin bilgilenmesi gerekmektedir. Buna göre sınıf uygulamalarında dikkat edilmesi gereken temel noktalar şöyle özetlenebilir:

- **Öğretmenler bütün zekâlara eşit derecede önem vermelidir.** Bu görüş geleneksel eğitim sistemiyle çelişir gibi görünmektedir, zira geleneksel sistemde genellikle dil ve matematiksel zekâ üzerinde yoğunlaşılmaktadır. Çoklu Zekâ kuramı ise öğrencilerde bulunan tüm güç ve becerilerin tanınması ve öğretilmesi görüşünü temele almaktadır.
- **Öğretmenler materyal sunumunda tüm zekâları geliştirici**

ya da tüm zekâları kullanmaya yönelik faaliyetler hazırlamalıdır. Böyle bir sunum sadece öğrenmeyi sağlamakla kalmaz, öğretmeni de aynı konuyu değişik ve yaratıcı faaliyetler düzenleyerek öğretmeye güdüleyebilir. Farklı zekâlar kullanılarak öğrenilen bir konu daha iyi anlaşılabilir.

• **Herkes yedi zekâ ile doğar ancak ne yazık ki öğrenciler sınıfa farklı zekâları gelişmiş halde gelirler.** Başka bir deyişle, her çocuk kendi zihinsel güç ve zayıflıklarıyla öğrenme ortamına katılır. Bu setler (gelişmiş zekâ alanları) bilgiyi öğrenmenin ne kadar zor ya da kolay olacağını belirler. Bu durum genellikle öğrenme stili olarak isimlendirilmektedir. Bir sınıfta pek çok öğrenme stili varolabilir ancak bir öğretmen için bunların hepsinin her derste belirlenerek kullanılması çok zordur. Ne yazık ki, öğretmenlerimiz öğrencinin daha çok gelişmiş zekasını kullanarak konuyu öğrenmesini sağlayamamaktadır.

Aşagıda verilen tablolarda öğretim sürecinde kullanılabilecek zeka tekniklerinden örnekler verilmiştir. Öğretmenler kendi yaratıcılıklarını da kullanarak bunları öğretim sürecinde öğrencilerin öğrenmelerini kolaylaştıracak biçimde kullanabilirler.

ÖĞRETiM SÜRECİNDE KULLANILABİLECEK ZEKÂ TEKNiKLERİ

DİL ZEKÂSI	MANTIK - MATEMATİK ZEKÂSI	BEDENSEL ZEKÂ	MÜZİKAL ZEKÂ
- Verilen bilgileri betimleme - Araştırma projeleri hazırlama ve rapor yazma - Şiir, masal, efsane, hikaye, kısa oyun veya makale yazma - Günlük yazma - Sözlük kullanma - Kavramlar dizini kullanma - Kelime bankası oluşturma - Bulmaca hazırlama - Kelime ailesini (kökenini) bulma - Yüksek sesle okuma - Sınıf sekreteri olma - Röportaj yapma - Tartışma yaratma - Mektup yazma - Slogan yaratma - Bülten, kitapçık ya da sözlük yazma - Talk-show radyo (veya TV) programı yapma - Konuyla ilgili sunu yapma - Konu ile bir hikayeyi, romanı, şiiri ilişkilendirme	- Fikir üretmek için beyin fırtınası yaparak, üretilen fikirleri sıralama - Matrisler ya da çizelgeler hazırlama - Sınıflama yapma - Zaman çizelgesi hazırlama - Seçenek ve adımların gösterildiği tablo geliştirme - Problemi, harita ya da akış şeması haline getirme - Etkinlik planı hazırlama - Örgütlenme şeması hazırlama - Problemin adımlarını şekil çizerek gösterme - Yapı kurma ve açıkça ifade edilmiş hedefler belirleme - Anahtar kelimeleri belirleme önemli ve önemsiz bilgileri ayırt etme - 5 N 1 K sorularını sorma (ne, nerede, ne zaman, nasıl, neden, kim) - Öğrenilenleri matematiksel bir formüle dönüştürme - Konuyla ilgili bir strateji oyunu kurma - Karşılaştırma yapma - Konuyu açıklamak için analoji oluşturma - Şifre tasarlama	- Göstererek yaptırma - Heykel yapma - Koreografi hazırlama - Sanat projesi hazırlama - Kesip yapıştırma - Dansetme - Pandomim ya da taklit yapma - Drama yapma - Gezi yapma - Beden dilini kullanma - Harfleri vücut ile gösterme - Tıraş köpüğü ile yazı yazma - Okunan bir şeyi canlandırma - Konuyu açıklayıcı hareket zinciri yaratma - Tahta ve yer oyunları yaratma - Görev veya bulmaca kartları yapma	- Dinlenen müziğin yarattığı duyguları ifade etme - Tekerlemeler söyleme - Ritim yaratma - Konuyla ilişkili ya da konuya benzer temada şarkı bulma - Konuyla ilgili müzik dinleme - Mırıldanma - Okurken ya da yazarken tempo tutma - Yazarken ya da çizerken şarkı, doğa sesleri dinleme - Kitap kaseti dinleme - Kelimeleri, kavramları ya da formülleri ritimlere yerleştirme - Notaları sesli okuma - Dil kuralları ve müzik kurallarını ilişkilendirme - Şarkı söyleme - Kafiye bulma - Sesli okuduklarını teybe kaydedip dinleme - Sesli kitap okurken hece veya kelimeleri belirleyecek şekilde bir yere vurma - Konudaki duygu ya da düşüncelerle ilgili beste yapma veya şarkı sözü yazma - Fonda müzik dinleme - Konuyu müzik eşliğinde sunma - Müzik aleti yapma veya kullanma

Campbell, Campbell ve Dickinson (1996:233) ve Arnold (1999:1-74) 'dan çevrilerek düzenlenmiştir

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GÖRSEL - UZAMSAL ZEKÂ

- Karikatür çizme
- Hikaye ya da notları renklerle kodlama
- Fikirleri tablo haline getirme
- Yap-boz hazırlama
- Hikaye panosu tasarlama
- Konuşulan ya da okunan şeyin resmini yapma
- Yazmayı seven bir arkadaşla resim kitabı hazırlama
- Hikayenin resmini çizme
- Konuyla ilişkili veya konuyu açıklayan resimler bulma
- Farklı renklerle yazıların altını çizme
- Zihin haritası veya kavram haritası yapma
- Hikayedeki olayları sıralayan zaman çizelgesi ya da grafikleri çizme
- Harita, tablo ve şekil inceleme
- Kamerayla kayıt yapma
- Video izleme
- Kelimenin kökünü ya da ailesini bulma
- Resimlerden yararlanarak tahminde bulunma
- Benzer kelimeleri kartlara yazarak (want-went) benzerlik ve farklılıklarını hatırlama
- Çevrede, kelime veya sayılara benzeyen şekiller bulma
- Slayt (saydam) hazırlama
- Fotoğraf albümü yapma
- Duvar resimleri tasarlama
- Poster hazırlama
- Reklam veya ilan hazırlama

DOĞA ZEKÂSI

- Yakın çevre ile öğrenilenler arasında ilişki kurma
- Taş, yaprak vb. biriktirme öğrenilen yeni bilgilerle doğal nesneler arasında ilişki kurma
- öğrenilen bilgilerle ağaçlar, nehirler veya okyanuslar arasında ilişki kurma
- Doğada zaman geçirme
- Doğal zenginliklere geziler düzenleme
- Deneyler hazırlama
- Harfleri hayvan ya da bitkilere benzetme (z = zebra)
- Harflerin okunuşunu hayvan seslerine benzetme
- Hava durumunu takip etme
- Belgesel izleme
- Konuyu öğrenen kişinin bir kuş, bir balık ya da bir volkan olduğunu hayal ederek empati kurma
- Doğa sesleri dinleme
- Bitki yetiştirme
- Konuyla ilgili doğa fotoğrafları bulma

SOSYAL ZEKÂ

- öğrendiğini drama ile gösterme
- Başkalarıyla beyin fırtınası yapma
- Tartışma
- Görüşme yapma
- Başkalarının yaşantılarından ders alma
- Dinleme
- Yardım derneklerine üye olma
- Grup çalışmalarına katılma
- Rol yapma
- Birine bir şeyler öğretme
- Kayıt aracı kullanma
- Mektup yazma
- İnsanları betimleme
- Kitap kulübüne üye olma
- Karakterlerin davranışlarını tahmin etme
- Okuduklarını anlatma
- Aldığı notları arkadaşınınkiyle karşılaştırma
- Sınıf mitingi düzenleme
- Toplantı düzenleme
- Yanındaki kişiyle birbirine konuyu özetleme, tartışma
- Grupla birlikte ödev yapma
- Tahta oyunları oynama

ÖZEDÖNÜK ZEKÂ

- Senaryo yazma
- Tek başına beyin fırtınası yapma
- Günlük tutma
- Fonda klasik müzik ya da doğa sesleri dinleme
- Araştırma
- Teori üretme
- Sınıf etkinliklerini ve öğrenilen bilgileri özetleyerek ne anlama geldiğini açıklama
- Soru üretme
- Kişisel sözlük geliştirme öğretme yolları geliştirme
- Okumanın amacını belirleme
- "Neden" sorusunu sorma
- Kişisel steno geliştirme
- Gün veya dönem içinde kendini değerlendirme
- Kendini düzeltmek için imlâ kılavuzu ve sözlük kullanma
- Kişisel bir "neden-sonuç" ya da "etki-tepki" şeması hazırlama
- Bilinenler ile bilinmeyenleri ayırt etme
- Konuyu başarıyla tamamlamak için gerekli nitelikleri belirleme ve bunların ne derecede mevcut olduğunu açıklama
- Konuyla ilgili hisleri / düşünceleri yazma ödev veya proje konusu seçme
- Herhangi bir konuda hedef ortaya koyma ve bu hedefi takip etme
- Konuyla ilgili bir makale yazma

135

APPENDIX B

AN MI INVENTORY FOR ADULTS

Check those statements that apply in each intelligence category. Put a tick next to the item that appeals to you.

VERBAL-LINGUISTIC INTELLIGENCE

__ 1. Books are very important to me.

__ 2. I show an aptitude for word games like Scrabble, Anagrams, or Password.

__ 3. English, social studies, and history were easier for me in school than math and science.

__ 4. When I drive down a freeway, I pay more attention to the words written on billboards than to the scenery.

__ 5. My conversation includes frequent references to things that I've read or heard

__ 6. I write well and enjoy putting thoughts on paper (or in the computer).

__ 7. I enjoy telling stories or jokes.

__ 8. I can remember names, places, dates or trivia.

__ 9. I have a good vocabulary.

___ 10. My library of books is among my most precious possessions

LOGICAL-MATHEMATICAL INTELLIGENCE

__ 1. I can easily compute numbers in my head.

__ 2. Math and/or science were among my favorite subjects in school.

__ 3. I'm interested in new developments in science.

__ 4. I believe that almost everything has a rational explanation.

__ 5. I ask questions about how things work.

__ 6. I enjoy chess, checkers, or other strategy games.

__ 7. I clearly see cause-effect relationships.

__ 8. I am fascinated by scientific and philosophical questions like "When did time begin?"

__ 9. People sometimes tell me that I have a very computer-like mind.

__ 10. I organize things in my kitchen, bathroom, and at my desk according to categories and in patterns

BODILY-KINESTHETIC INTELLIGENCE

__ 1. I find it difficult to sit still for long periods of time.

__ 2. I often like to spend my free time outdoors.

__ 3. I frequently use hand gestures or other forms of body language when conversing with someone.

__ 4. I am good at mimicking others' gestures.

__ 5. I like taking things apart and putting them back together.

__ 6. I enjoy being on the go; running, jumping, moving, wrestling.

__ 7. I like working with my hands, e.g., sewing, repairing, making things.

__ 8. I use many gestures when expressing myself,

__ 9. I regularly engage in at least one sport or physical activity.

__ 10. My best ideas often come to me when I'm out for a long walk or jog.

VISUAL-SPATIAL INTELLIGENCE

__ 1. I often see clear visual images when I close my eyes.

__ 2. I can generally find my way around unfamiliar territory.

__ 3. Geometry was easier for me than algebra in school.

__ 4. I like maps: charts and diagrams better than words.

__ 5. I am good at drawing things.

__ 6. I like movies, pictures and other visual presentations. .

__ 7. I enjoy creating designs on paper or by computer.

__ 8. I can remember in detail the layout and landmarks of places I've visited on vacations.

__ 9. I am usually sensitive to color.

__ 10. I sometimes have vivid dreams at night.

MUSICAL INTELLIGENCE

__ 1.My life would be poorer if there were no music in it.

__ 2. If I hear a musical selection once or twice, 1 am usually able to sing it back fairly accurately.

__ 3. I can distinguish among different sounds/tones.

__ 4.1 remember melodies easily

__ 5. I can play a musical instrument.

__ 6. I am sensitive to noises, e.g., rain, traffic.

__ 7. People say that I have a pleasant singing voice.

__ 8. My collection of records, cassettes and compact discs is among my most treasured possessions.

___9. I know the tunes to many different songs or musical pieces.

___10. I often make tapping sounds or sing melodies while working, studying, or learning something new.

INTERPERSONAL INTELLIGENCE

__ 1. I'm the sort of person that people come to for advice and counsel at work or in my neighborhood.

__ 2. I prefer group sports like badminton, volleyball, or softball to solo sports such as swimming and jogging.

__ 3. When I have a problem, I'm more likely to seek out for help than attempt to work it out on my own.

__ 4. I like to get involved in social activities connected with my work or community.

__ 5. I would rather spend my evenings at a lively social gathering than stay at home alone.

___6. I like teaching things to others.

__ 7. I have many good friends and close acquaintances.

__ 8. I am good at seeing another person's point of view.

__ 9. I enjoy exchanging ideas with others.

___10. I feel comfortable in the middle of a crowd.

INTRAPERSONAL INTELLIGENCE

__ 1. I have a special hobby or interest that I keep pretty much to myself.

__ 2. I have a realistic view of my strengths and weaknesses.

__ 3. I consider myself to be strong willed or independent minded.

__ 4. I am comfortable with myself and enjoy my own company.

__ 5. I stand up for what I believe, regardless of what others think.

___6. I am continually learning from my successes and failures.

__ 7. I almost never feel bored or "down."

__ 8. I think about what i want from life and what I want to accomplish.

__ 9. I keep a personal diary or journal to record the events of my inner life.

__ 10. I would rather spend my evenings at home than at a lively party.

NATURALISTIC INTELLIGENCE

__ 1. I like plants and animals better than people.

__ 2. I am good at recognizing and classifying plants and animals.

__ 3. I recognize, appreciate, and understand the natural world around me.

__ 4. I am fascinated by animals and their behaviors.

__ 5. I am keenly aware of my surroundings and the changes in my environment.

__ 6. I like to collect things from nature; rocks, fossils, butterflies, feathers, shells, and the like.

__ 7. I like camping, fishing or other activities relating to the natural environment.

__ 8. I enjoy subjects, shows and stories that deal with animals or natural phenomena.

___ 9. I show great interest in subjects like biology, zoology, botany, geology, and astronomy.

__ 10. I am interested and care a lot about plants and animals.

APPENDIX C

LESSON PLAN I

UNIT 9 - A New Generation of Thinking

Chapter 1 - Emotional Intelligence

Date of presentation: Week 11

Estimated time of lesson: 4 hours / 180 minutes

Level: Intermediate

The textbook followed: Active: Skills for Reading Book 4 by Neil J. Anderson (2003); Heinle, Thomson Corporation.

Behavioral objectives: At the end of the lesson**,** the students will be able to

1. use their background knowledge with the help of illustrations, headings, and related photos.

2. locate information and clarify meaning by skimming the text and reading closely.

3. analyse and evaluate information in a text by discussing the author's point of view and purpose.

4. understand information not explicitly stated by making inferences based on the information given in the text.

5. recall ideas and details after reading a text to relate it to real life situations and share their own point of views with the others.

6. extend and expand comprehension by relating the text to the other texts, personal experiences and events.

Materials: the text-book**,** tape-recorder, tape (Madonna's song 'Frozen'), handouts for the lyrics of the song and outline for the experiment in the text, photos of some well-known talented people, slips of some negative feelings for the role-play.

PROCEDURE

Pre-reading:

1. Start with the following *getting ready* questions. Discuss them as a whole class.

(verbal-linguistic / intrapersonal intelligence)

a) What do you understand by the word "intelligence"?

Intelligence refers to the ability to learn, understand and use information.

b) Do you think there are certain qualities or characteristics that all intelligent people show? If so, what are they?

Answers may vary.

c) Do you think intelligence can be measured?

Some people say "yes" while others say "no". However, there are some IQ tests available which are supposed to measure intelligence.

d) Do you know what an IQ test is? Have you ever taken it? What does it measure? How does it do this?

An IQ test measures an individual's intelligence quotient (IQ) or the level of intelligence through a series of standardized tasks. There is a world-wide known IQ test called Stanford-Binet IQ Test. However, there are some criticism against those IQ tests saying that they only measure the ability to use only words and numbers, not the other intelligences.

2. *Show the photos of some famous people to the students (see the end of this unit). Make students try to recognize these talented people. If they fail to do so, provide them with their names. Then, elicit and board the certain areas of skills/ study each of them was/ is successful****. (visual-spatial / verbal-linguistic/ logical intelligence)***

- William Shakespeare: famous British writer and poet
- Albert Einstein: famous German scientist
- Charlie Chaplin: famous American actor
- Michael Jordan: famous American basketball player
- Wolfrang Amadeus Mozart: famous Austrian composer
- Pablo Picasso: famous Italian painter and sculptor
- Oprah Winfrey: famous American talk show woman known as "queen of talk".
- Abraham Lincoln: the sixteenth president of U.S.A. known as one of the greatest orators.
- Mahatma Gandhi: an Indian philosopher who worked for communal harmony in India.
- Sigmund Freud: the father of psychoanalysis

a) Ask students the reason why some people can excel in some areas where others fail, or vice versa

Because people are gifted in different areas, everybody has different abilities and talents. For example, although Einstein was a failure in his school life, he became one of the greatest scientists. Everybody has some strong and weak intelligences.

3. *To introduce a different intelligence type in which some can excel while others are not, ask students what emotional intelligence is.* ***(verbal-linguistic / intrapersonal intelligence)***

Emotional intelligence (EQ) is about experiencing, understanding and managing emotions (love, grief, excitement, passion, anger, hatred, shame). The ability to perceive, understand and manage not only our emotions but also others'. Remind students that some experts think that EQ can matter more than IQ in determining an individual's success in life.

4. *Tell students that they will listen to a song by Madonna (see the song at the end of this plan). In this song, high EQ is included in the form of empathy, communication, intuition, optimism and love.* ***(musical /verbal-linguistic/ logical-mathematical intelligence)***

a) In the first listening, let students fill in the blanks with the relevant vocabulary (frozen, open, consumed, hate, regret, blame, suffer, hurt, open).

b) Ask students: What happens in the song? What is the woman trying to do?

The woman is trying to make her lover believe that he should open up his heart, let all the negative feelings (hate and regret) out and count on her because she is there and she can understand him well. He cannot hide feelings from someone who cares and loves him. She tells him that she can see what is deep inside him and offers healing him together.

c) Ask students whether this song may imply that women are more empathic and emotionally developed than men.

5. *Remind students that they will read about EQ and pre-teach the vocabulary given on page 114 as follows:* ***(verbal-linguistic intelligence)***

The following words can all be found in the reading:

Restraint **Empathy** **Astute** **Regress** **Malaise** **Rattled**

Is each word positive or negative? How do you think they relate to the topic of emotions? Use your knowledge of prefixes and suffixes, as well as your dictionary, to help you determine the meaning of each of these words.

While reading:

1. *For the first reading, let students skim the text to do the following Activity A on page 114 by circling the correct word in given statements.*

1. Emotional Intelligence is a popular (TV show / book).
2. The writer of Emotional Intelligence, Daniel Goleman, states that emotional stability is (more / less) important than IQ in achieving success in life.
3. Goleman's findings are based on experiments conducted on (children / teenagers), who were tested again as (teenagers / adults).
4. The experiment highlights differences in (academic / social) competence between individuals.
5. Those individuals who did (better / worse) on the test as children were more organized, confident, and dependable later in life.
6. If more (positive / negative) emotions are stored in our brains as we grow up, we end up possessing a higher level of emotional intelligence.
7. More recent scientific studies have shown (an increase / a decline) in the overall emotional aptitude of children.
8. Goleman feels that his book may make people (more / less) aware of the role our emotions play in everyday life.

Emotional Intelligence

The following reading is adapted from The Author Talks About Emotions—Success Depends on Self-Control, He Says by Patricia Holt. Reprinted with permission from the San Francisco Chronicle © 1995.

Daniel Goleman is discussing his famous 'impulse[1] control' test at a San Francisco lecture and has the entire audience's attention. Goleman, a psychologist and science writer, is the author of the best-seller Emotional Intelligence, a fascinating book about recent discoveries in brain research that prove emotional stability is more important than IQ in determining an individual's success in life. One of the highlights of the book, that Goleman explains to his audience of foundation leaders, educators, and grants donors, is a test administered thirty years ago that Goleman calls 'The Marshmallow Challenge.'

In this experiment, four-year-old children were individually called into a room at Stanford University during the 1960s. There, a kind man gave a marshmallow to each of them and said they could eat the marshmallow right away, or wait for him to come back from an errand,[2] at which point they would get two marshmallows.
Goleman gets everyone laughing as he describes watching a film of the preschoolers while they waited for the nice man to come back. Some of them covered their eyes or rested their heads on their arms so they wouldn't have to look at the marshmallow, or played games or sang to keep their thoughts off the single marshmallow and waited for the promised double prize. Others—about a third of the group—simply watched the man leave and ate the marshmallow within seconds.

What is surprising about this test, claims Goleman, is its diagnostic power: A dozen years later the same children were tracked down as adolescents and tested again. "The emotional and social difference between the grab-the-marshmallow preschoolers and their gratification[3]-delaying peers was dramatic," Goleman says.

The ones who had resisted eating the marshmallow were clearly more socially competent

than the others. "They were less likely to go to pieces, freeze or regress under stress, or become rattled and disorganized when pressured; they embraced challenges and pursued them instead of giving up, even in the face of difficulties; they were self-reliant[4] and confident, trustworthy and dependable."

The third or so who grabbed the marshmallow were "more likely to be seen as shying away from social contacts, to be stubborn and indecisive, to be easily upset by frustrations, to think of themselves as unworthy, to become immobilized[5] by stress, to be mistrustful or prone to jealousy, or to overreact to certain situations with a sharp temper."

And all because of a single marshmallow? In fact, Goleman explains, it's all because of a lone neuron[6] in the brain, only recently discovered, that bypasses[7] the neocortex—the area of the brain where rational decisions are made—and goes straight to the amygdala, or emotional center of the brain. It is here that quicker, more primitive 'fight or flight'[8] responses occur, and are stored for future use. The more that emotional memories involving temper, frustration, anxiety, depression, impulse, and fear pile up in early adolescence, the more the amygdala can "hijack[9] the rest of the brain," Goleman says, "by flooding it with strong and inappropriate emotions, causing us to wonder later, 'Why did I overreact?'

But if the emotions stored in the brain are those of restraint, self-awareness, self-regulation,[10] self-motivation, empathy, hope, and optimism, then we become endowed with an 'emotional intelligence' that serves rather than enslaves us for the rest of our lives.

The bad news, says Goleman, is that a widely praised but disturbing study from out of the University of Vermont has shown a "decline in emotional aptitude among children across the board." Rich or poor, East Coast or West Coast, inner city or suburb, children today are more vulnerable than ever to anger, depression, anxiety what he calls a massive 'emotional malaise.' The good news, however, involves another recent discovery—that the amygdala takes a long time to mature, around fifteen or sixteen years, which means to Goleman that "emotional intelligence can be taught, not only in the home but perhaps, more importantly, in school."

Goleman's own story is as intriguing as his book. The author or co-author of nearly a dozen other books involving brain research and behavior, he experienced steady but modest sales until Emotional intelligence hit the stores. Later came the cover of Time magazine and appearances on television, such as the Oprah Winfrey show.[11]
"But I think the book also points out the real strength in what has been a feminine preserve in this culture," claims Goleman. "Girls are raised to be emotionally astute and perceptive, but sons learn little about emotions except how to control anger. Women are absolutely more empathic than men on average, but they've felt powerless to bring up the idea of emotions as a serious topic."

The irony, Goleman feels, is that if he had written a book about women and emotions, school reform, emotion-based leadership in business, or child psychology, "the book wouldn't have gotten much attention. As it happens this is a book about all those things, but women and children and school reform are marginallzed[12] in this society. So I come

along with a lot of scientific data that says, 'Hey, this stuff is consequential'; and maybe some doors are opening in our society."

1. impulse a sudden urge to do something
2. errand a short trip taken to do a specific task, e.g. mailing letters
3. gratification sense of pleasure and satisfaction
4. self-reliant able to rely on one's own ability to do things
5. immobilized unable to progress; impeded
6. neuron a nerve cell
7. bypasses avoids something by taking an alternative route
8. fight or flight psychological and physiological reaction to stress causing one to react negatively
9. hijack take or seize control
10. self-regulation self-control
11. Oprah Winfrey show U.S. TV talk show hosted by female celebrity Oprah Winfrey
12. marginalized pushed to the outside of something as a result of being considered unimportant

2. *For the second reading, ask students to do the following comprehension questions on page 117.* ***<u>In comprehension questions number 2</u>****, make students work in pairs to fill in the blanks in the provided outline to understand the experimentation well.* ***(verbal-linguistic/ logical-mathematical / interpersonal intelligence)***

1. As well as being the author of Emotional Intelligence, what else does Daniel Goleman do for a living?
2. What is the 'marshmallow challenge'? Describe how the test worked. For this question, complete the blanks in the provided outline below.
3. List two differences that Goleman found between the children who ate the marshmallow and those who resisted it.
4. Where is the neocortex? What happens there?
5. What is the emotional center of the brain called?
6. Can emotional intelligence be taught? Why is this possible?
7. Is Emotional intelligence Goleman's only published book?
8. What are the main differences that the book points out in terms of emotional intelligence between men and women?

Complete the blanks in the outline below to understand the experiment told in the text well.

Experiment: The Marshmallow Challenge

Marshmallow: a very soft light white or pink sweet, made of sugar and egg white.

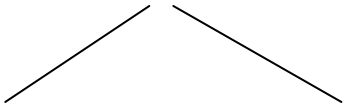
Subjects: Four-year-old children

Procedure:

1. *Allow children come into the room _____.*

2. *Give _____ to each.*

3. *Tell them*



They can _____ it immediately.

Or, they can _____for him to come back.

If they do, no _____.

If they do so, they will have _____.

Results: 1. *Some ate immediately.* ***2.*** *The others _____.*

The ones who ate it right away, are found to be _____

_____

_____

_____

The ones who did not eat but waited are found to be _____

_____

_____

_____

3. *Ask students to do the vocabulary comprehension individually on page 117.* ***(verbal- linguistic/ logical-mathematical intelligence)***

The words in italics are vocabulary items from the reading. Read each question or statement and choose the correct answer. Compare your answers with a partner.

1. If you are worried about someone's stability, you are afraid that_____.
a. they may become upset easily b. they may suddenly fail over

2. If you manage to track down a book you have been looking for, you_____.
a. order it from a bookstore b. find it in a bookstore

3. Someone who is described as prone to fits of anger is someone who_____.
a. has many temper tantrums b. has a calm, stable personality

4. Someone who shows restraint at an all-you-can-eat lunch would_____.
a. eat until they are comfortably full b. eat as much as possible

5. Having empathy means_____.
a. you get frequent headaches b. you can understand others' feelings

6. If someone is endowed with something, it means he/she has_____.
a. a natural talent or ability b. a tendency to please other people

7. If your employer announces wage cuts that will "affect staff across the board," then_____will have their salary cut.
a. everyone in the company b. only senior members of staff

8. A malaise is something that makes people_____.
a. behave positively b. behave negatively

9. Someone who has a modest income probably earns____.
a. thousands of dollars a week b. hundreds of dollars a week

10. Being astute is an important quality for____.
a. dog walkers b. politicians

Post-reading:

1. *Form groups of four students. Let each group choose one slip of negative feeling.*

2. *Tell students that each group will create a situation in which group members will act out for the rest of the class. The dialogues or scenarios they create will include this given negative feeling. Remind students that each member will take a role in the scenario/situation created.*

3. *The class will try to find out this negative feeling. Then, as a whole class they will try to find some ways to deal with it.* ***(interpersonal / bodily-kinesthetical / verbal-linguistic / logical-mathematical intelligence)***

Example: You yourself may act this out.

Thinking aloud: I am a student and this is my second year in this prep school. There are only two months left for the final exams. But I cannot concentrate on anything nowadays. Therefore, I cannot study for exams. I feel that I will never be able to pass this difficult test. I even gave up eating well and sleeping regularly. I do not want to do anything. I know I should do something, but do not know what to do. What happens if I am dismissed from the school? Will I be accepted to Selçuk University? How can I explain this to my parents? (feeling: anxiety/ one way to deal with it: sharing with others)

HATRED	***ANXIETY***	***REGRET***	***ANGER***
FEAR	***DISAPPOINTMENT***		***PESSIMISM***

MADONNA - FROZEN

You only see what your eyes want to see
How can life be what you want it to be
You're frozen when your heart's not open
You're so consumed with how much you get
You waste your time with hate and regret
You're broken when your heart's not open

Chorus
Mmm... If I could melt your heart
Mmm.. We'd never be apart
Mmm... Give yourself to me
Mmm... You hold the key

Now there's no point in placing the blame
And you should know I'd suffer the same
If I lose you, my heart would be broken
Love is a bird; she needs to fly
Let all the hurt inside of you die
You're frozen when your heart's not open
Chorus
You only see what your eyes want to see
How can life be what you want it to be
You're frozen when your heart's not open
Chorus (2x)
If I could melt your heart

Written by Madonna and Patrick Leonard
Produced by Madonna, William Orbit and Patrick Leonard
Keyboards and Additional Programming by Marius DeVries
String Arrangement by Craig Armstrong
Additional Arrangement by Patrick Leonard

LESSON PLAN 2

UNIT 9 - A New Generation of Thinking

Chapter 2 – Left Brains, Right Brains, and Board Games

Chapter 1 - Emotional Intelligence

Date of presentation: Week 11

Estimated time of lesson: 4 hours / 180 minutes

Level: Intermediate

The textbook followed: Active: Skills for Reading Book 4 by Neil J. Anderson (2003); Heinle, Thomson Corporation.

Behavioral objectives: At the end of the lesson**,** the students will be able to

1. Use their background knowledge with the help of illustrations, headings, and related photos or pictures.
2. identify the topic and main idea in the text.
3. locate information and clarify meaning by skimming the text and reading closely.
4. analyse and evaluate information in a text by discussing the author's point of view and purpose.
5. understand information not explicitly stated by making inferences based on the information given in the text.
6. recall ideas and details after reading a text to relate it to real life situations and share their own point of views with the others.
7. extend and expand comprehension by relating the text to the other texts, personal experiences and events.
8. become aware of their own weaknesses and strengths to realise and respect individual differences.

Materials: the text-book**,** tape-recorder, tape (slow music), handouts for the poem and extra comprehension questions, MI inventories for the students , board, a scarf to fold the students' eyes for the game.

PROCEDURE

Pre-reading:

1. Distribute the poem "We're Differently Abled" (see it at the end of this plan) and ask what the poem is about (the gist). **(verbal-linguistic / intrapersonal / logical-mathematical intelligence)**

2. Introduce MI Theory developed by Gardner. Board the seven intelligence types he developed and talk what they include. Tell students that the theory has the pluralistic view of intelligence.

verbal-linguistic; the ability to use language effectively both orally and in writing.

logical-mathematical: the ability to use numbers effectively and reason-well.

visual-spatial: the ability to recognize form, space, colour, line, and shape and to graphically represent visual and spatial ideas.

bodily-kinaesthetic: the ability to use the body to express ideas and feelings and to solve problems.

musical: the ability to recognize rhythm, pitch, and melody.

interpersonal: the ability to understand another person's feelings, motivations, intentions and to respond effectively

intrapersonal: the ability to know about and understand oneself and recognize one's similarities to and differences from others.

3. Administer students the MI intelligence inventory to find out their own weak strong intelligences (see it at the end of this plan). Discuss their results together as a whole class**. (verbal-linguistic / interpersonal intelligence)**

4. Tell students that we will read about a <u>board</u> game called Cranium, which was developed under the light of this theory.(board game: an indoor game played on a specially designed board made of thick card or wood.) But before starting to read, discuss the following pre-reading questions on page 120 as a whole class.

a) Do you enjoy playing games that test different mental skills? If so, what type of games do you like to play?

b) Board some example brain games and discuss the aim of each and what makes them challenging.

Ex. *<u>Pictionary:</u> A board game whereby one person draws pictures to enable their teammates to guess a word or phrase.*

<u>Scrabble:</u> A board game played by forming words from sets of randomly chosen letters.

<u>Taboo</u>: A word game including the description of another word or phrase without using some certain words.

<u>Chess</u>: A board game for two players, who move their playing pieces according to particular rules to try to trap their opponent's king.

Checkers/ Chinese checkers: A board game for two players, using 12 flat round pieces each and a board with 64 squares, in which the purpose is to take the other player's pieces by jumping over them with your pieces.

c) What is the most fun brain game they have played? What made it fun?

d) Is it important to consider different talents/ intelligences in a brain game?

e) Is there any brain game you know which appeals to all areas of interests/ talents?

5. Pre-teach the following words and phrases that can be found in the text.

The following words and phrases can all be found in the reading:

Conceived Dynamics Gifted Novelty

How do you think they relate to the topic of board games? Use your knowledge of prefixes, suffixes, and word roots, as well as your dictionary, to help you determine the meaning of each of these words.

While reading:

1. Let students read the text to do the following Reading Comprehension True-False activity on page 123. At the same time, play mood music to accompany their readings at the background**. (logical-mathematical / verbal-linguistic / musical intelligence)**

Decide if the following statements about the reading are true (T), false (F), or not mentioned (NM). If you check (√) false, correct the statement to make it true.

	T	F	NM
1. Cranium is a very popular board game.			
2. The game was developed by two former software company employees.			
3. The game is based on the theory that there are eight core areas in which people show intelligence			
4. The questions for the games were based on occupations for each area of intelligence.			
5. The game consists of four groups of questions that, collectively, contain fourteen activity types.			
6. One activity type involves players using a purple, scented clay to shape objects.			
7. The game allows one team to dominate the game and, in doing so, win.			
8. No future Cranium products will be developed.			

Left Brains, Right Brains, and Board Games

The following reading is adapted from Left Brains, Right Brains, and Board Games: Cranium Turns the Board Game Industry on Its Head by Jennifer LeClaire © 1999. Reprinted with permission of the author.

It's not an easy task to do: You need to whistle[1] the song Stayin' Alive with enough skill for your teammate to identify the 1970s disco hit. On your next turn, your partner draws a clue with his eyes closed, and you have to guess what it is. You might also find yourself spelling words backward in order to win a round. These odd challenges are part of the 'whole brain' board game that tries to satisfy the world's intellectual hunger, appropriately called Cranium®.

In November 1997, personal experience led Richard Tait to consider this new type of board game that, unlike popular uni-skill games, incorporates a variety of talents. On vacation with his wife and another couple, they found themselves stuck indoors one rainy afternoon and decided to pass the time with a board game. They first played Pictionary®[2] and Tait and his wife badly beat the other team. His competitors then sought revenge and quickly challenged Tait and his wife to a game of Scrabble®.[3] Tait admits his friends were the overwhelming victors in the popular word game.

"I felt terrible and wondered why there wasn't a game where everyone that plays can have a chance to shine—still a competitive, fun board game, but one where everyone can show what they are good at," explains Tait.

When Tait and his good friend Whit Alexander left their jobs at Microsoft®, they vowed to jump at any future opportunities to work together. So Tait approached Alexander to help him examine the possibilities of producing a new board game. In only nine short months, the two former Microsoft® employees conceived a unique game that is designed to include something for everyone, and took it to a market that's been craving something different.

Once they decided to take the proverbial[4] plunge, they began conducting research to further develop the concept of their 'whole brain' game. The two gathered as much knowledge as they could about the history of social games, comparing their findings against the criteria for Cranium.

Their conclusion was to develop a left brain/right brain game, but neither knew much about the hypothesis, so they began researching the field of intellectual psychology.[5] Tait and Alexander would soon discover a Harvard University researcher named Howard Gardner whose 'Theory of Multiple Intelligences' postulates that there are eight core competencies where people show intelligence, such as linguistic, mathematical, interpersonal, or spatial.[6] "We thought it was a really rich framework to try to base the game design on, so we built up from Gardner's work," explains Alexander.

The two inventors identified a number of occupations that people might pursue if they are gifted in one of Gardner's intelligences. They then broke down the findings into subject matters or areas of interest that those same people would be exceptionally strong in, ensuring each player their moment to shine.

After about three months of research, Alexander and Tait realized the novelty of their approach to the board-game market, in total, they had come up with fourteen different activities, each one innovative in its own right. One such example is 'sculpterades.' As the name suggests, this activity requires players to sculpt clues from clay while their teammates guess what they are sculpting, bringing out the child in the most mature adults. The duo's commitment to research and quality design took them through ten different Cranium Clay recipes and multiple scents before settling on a purple, citrus-smelling clay that so boasts a long shelf life. Tait says that customers often e-mail them for more of the stuff because they like it so much.

Next, they decided upon four unique groups of question cards, including 'Creative Cat,' which features sculpting and drawing activities; 'Data Head,' which focuses on trivia; 'Word Worm,' which includes vocabulary-based questions; and 'Star Performer' featuring performance-based activities. It is the team with the best combination of these skills that eventually wins the game.

Cranium avoids play dynamics that allow one group to overwhelm another by limiting each team to one task before passing the turn to the next player. Tait says this is just one example of hundreds of game dynamics they fine-tuned so throughout the play tests. But, he adds, there was one constant throughout the testing period: People were having a good time.

"We originally started with a much broader vision than just a board game," explains Tait. He says they looked at the 1980s and how the heart was so heavily emphasized in conjunction with good health. He thinks that the brain is going to be the organ of focus for the new millennium. "And we would like to be the company that's at the forefront of providing fun things to do with your brain to keep it happy and healthy." This strategy has made Cranium a standout among its competitors in the board-game industry, as there simply is no other game that offers such a large variety of activities.
Today, the pair's main challenge is building the Cranium brand name, and Tait alludes to a potential TV show as well as new Cranium products in the distant future.

1. **whistle** a high-pitched noise made by blowing air through the teeth or through pursed lips
2. **pictionary** board game whereby one person draws pictures to enable their teammates to guess a word or phrase
3. **scrabble** board game played by forming words from sets of randomly chosen letters
4. **proverbial** well known; widely referred to
5. **intellectual** psychology branch of psychology that deals with the intellect and mental capacity
6. **spatial** related to space and relationships with objects in it

2. For the second reading, ask students work in pairs to find out the answers of the questions given below.

- Explain three different skills or activities required to do to play the game cranium (paragraph 1)

1. whistle a song for teammates to identify

2. *spell words backward*
3. *draw a clue with closed eyes*

- What motivated Richard Tait and his wife to consider such a game like that? (paragraph 2)

They were on a vacation with another couple and on one rainy afternoon, they decided to pass time with a board game. The Tait were successful at Pictionary and they won the game, however the other couple were the victors in the word game Scrabble.

- What was Tait and Alexander's former jobs? (parag.3)

They worked for Microsoft.

- How long did it take for these two friends to produce this new board game? (parag. 4)

Nine months

- Did they search to develop their "whole brain" game? (parag. 5)

Yes, they gathered as much knowledge as they can about history of social games.

- What is the theory that they based the game design on? (parag. 6)

MI Theory

- How many different activities did they come up with in total? Give some examples. (parag. 8 and 9)

14 different activities such as "sculpterades"- activity requiring player to sculpt clues from clay for others to guess - or "Creative Cat", "Data Head", "Word Worm" or "Star performer"

- What did they do to prevent one team to dominate the game and win?

They limited each team to one task before passing the turn to the next player.

- What differs Cranium from other available brain games? (parag. 11)

A large variety of activities

3. Let the students do the following vocabulary comprehension activity A and B on pages 123-124 in pairs.

Look at the list of words and phrases from the reading. Match each one with a definition on the right.

1**. conceived**	___	a. refers to something or someone in an indirect way
2. craving	___	b. interactions; relating to interpersonal relationships
3. take the plunge	___	c. being new and unusual or different
4. criteria	___	d. naturally, and exceptionally, talented
5. hypothesis	___	e. a strong or uncontrollable desire
6. postulate	___	f. a theory or idea based on facts but not yet proven

7. novelty	___	g. conditions or standard by which something can be measured or judged
8. dynamics	___	h. to immerse oneself in a potentially risky situation
9. gifted	___	i. to claim something is true without proof
10. alludes to	___	j. thought up

Now complete the questions below using the words from A. Be sure to use the correct form of each word. Then, answer the questions using your own information, and share your answers with a partner.

1. When you are looking for a romantic partner, are there any special _____that you consider?
2. Have you ever_____of a new game? If so, explain it. If not, what is your favorite game and how do you play it?
3. Does the media in your country ever_____ about the activities of movie stars or other famous people? Do you tend to believe these stories?
4. Have you ever_____and done something daring or unusual?
5. Can you think of a trend or fashion in your country for which the _____ has worn off recently?
6. Which of your personal qualities contributes the most to the key _____ in your friendships with others?
7. Do you ever have_____for certain foods? What foods are they?
8. Do you think it is just a_____that UFOs exist, or do you think that stories of sightings can be taken as fact?
9. Do you know anyone who is_____ can do well?
10. If you were discussing your favorite bands or musical artists with someone, what type of music would you be_____?

Post-reading:

1. Make groups of six students. Tell them that they will try to play this brain game.

2. Let each group member decide who will perform each activity. For example, if one person in the group is good at drawing, s/he may draw eyes shut, who can sing well may whistle, while the one who uses his body well may act.

3. Give each group time to prepare some songs to whistle, objects to draw with closed eyes, vocabulary based questions, performance-based activities or a numerical calculation to ask other group members to perform.

4. In each turn, one member from each group will take his/her task from a different group and do it for his own group member to guess in two minutes.

5. If the group members find it, they will get a point. The one that gets more points will be the winner.

6. Do not forget to limit each team to one task before passing the turn to the next group.

(all intelligence types)

Everyone is Differently Abled

Everyone is Differently Abled
Everyone has abilities.
Everyone is Differently Abled
Making their lives work differently.

You might use a chair with wheels
to get around.
Or, you might use your hands
to speak without a sound.
'Cause there are million ways
to do most anything.
Some people love to dance.
Some people prefer to sing.
Now you can use a working dog
to help you see.
Or use your mouth or feet
to paint and write poetry.

There are a million different ways
that you can be.
It's true that all of us live
independently.
I will not be defined by my
limitations,
But rather by my possibilities.
We can respond to the needs
of those around us.
The best abilitiy is response-
ability

Everyone is Differently Abled
Everyone has abilities.
Everyone is Differently Abled
Making their lives work differently.

(Danny Deardorff, cited in Campbell et al, 1996)

1. Katılmıyorum 2. Kısmen katılıyorum 3. Tamamen katılıyorum

Zekâ Alanı	Özellikler	Düzey		
SÖZEL- DİL	1 . Kitaplar benim için çok değerlidir.	1	2	3
	2. Okumadan, söylemeden veya yazmadan önce, kavramları zihnimde canlandırırım.	1	2	3
	3. Kelime oyunlarını çok severim.	1	2	3
	4. Benim için Türkçe ve Sosyal Bilgiler gibi dersler, Matematik ve Fen Bilgisi gibi derslerden daha cazip ve kolaydır.	1	2	3
	5. insanlar bazen konuştuğum veya yazdığım kelimelerin anlamlarını bana sormak isterler.	1	2	3
	6. Araba ile giderken manzara seyretmekten çok, yoldaki levhaları okumaya çalışırım.	1	2	3
MANTIK-MATEMATİK	7. Sayıları kafamda rahatlıkla hesaplayabilirim.	1	2	3
	8. Matematik ve Fen Bilgisi okuldaki en gözde derslerindir.	1	2	3
	9. Mantıksal düşünme gerektiren oyunları çok severim.	1	2	3
	10. Zihnim, olaylar arasındaki farklılıklar, benzerlikler veya mantıksal düzen ile sürekli olarak meşguldür.	1	2	3
	11. Her olayın mutlaka mantıklı bir açıklaması olduğuna inanırım.	1	2	3
	12. Bir olgunun belli bir yolla kategorilere ayrılarak, analiz edilerek veya hesaplanarak açıklanması beni çok memnun eder.	1	2	3
GÖRSEL - UZAMSAL	13. Genellikle gözlerimi kapadığımda açık ve net imgeler görürüm.	1	2	3
	14. Renklere karşı çok hassas ve duyarlıyımdır.	1	2	3
	15. Genellikle, etrafımdaki olayların resmini çekmek isterim.	1	2	3
	16. Hiç bilmediğim ya da daha önce hiç bulunmadığım bir yerde yönümü veya gideceğim yeri bulamamak gibi bir kaygım yoktur.	1	2	3
	17. Okulda Geometri ile ilgili konular Cebir dersinden daha kolaydır.	1	2	3
	18. Genellikle, resimlerle donatılmış okuma materyallerini tercih ederim.	1	2	3
BEDENSEL - KİNESTETİK	19. Fiziksel etkinlikleri çok severim ve en az bir spor dalında düzenli olarak egzersiz yaparım.	1	2	3
	20. Bir yerde çok uzun süre oturmaktan hoşlanmam.	1	2	3
	21. Genellikle, boş zamanlarımı ev dışındaki faaliyetlere harcarım.	1	2	3
	22. Başkaları ile konuştuğumda genellikle ellerimi veya mimik hareketlerini çok kullanırım.			
	23. Genellikle, bir şeye dokunarak ve onu yakından inceleyerek öğrenmeyi tercih ederim.	1	2	3
	24. Yeni bir beceriyi öğrenmek için onun hakkında okumak veya onu tanımlayan bir videoyu seyretmek yerine, o beceriyi doğrudan uygulamaya ihtiyacım vardır.	1	2	3

1. Katılmıyorum 2. Kısmen katılıyorum 3. Tamamen katılıyorum

MÜZİKAL -RİTMİK	25. Şarkı söylemeye uygun, çok güzel bir sesim vardır.	1	2	3
	26. Müzik dinlemeyi çok severim.	1	2	3
	27. Bir müzik aletini çok güzel çalarım.	1	2	3
	28. Eğer müzik olmasaydı, benim için hayat çok anlamsız olacaktı diyebilirim.	1	2	3
	29. Genellikle, bir müzik parçasını veya melodisini tekrartayabilmem için onu bir veya en fazla iki kez dinlemem yeterlidir.	1	2	3
	30. Bir işte çalışırken, dersime çalışırken veya bir konuyu öğrenirken, sık sık ritim tutturur ve mırıldanırım.	1	2	3
SOSYAL	31. Genellikle, etrafındaki kişiler bana öğüt vermem için başvururlar.	1	2	3
	32. En az üç tane yakın arkadaşım vardır.	1	2	3
	33. Bireysel sporlar yerine, genellikle futbol, basketbol veya voleybol gibi takım sporlarını tercih ederim.	1	2	3
	34. Genellikle, kendimi bir grup lideri olarak algılarım ve başkalarına bildiklerimi anlatmak isterim.	1	2	3
	35. Kalabalık içinde olmaktan huzursuzluk duymam.	1	2	3
	36. Sosyal ve kültürel etkinliklere katılmaktan zevk alırım.	1	2	3
ÖZE DÖNÜK	37. Genellikle, hayat hakkındaki önemli sorular üzerinde yalnız kalarak düşünürüm.	1	2	3
	38. Kendime ait bir hobim vardır.	1	2	3
	39. Zayıf ve kuvvetli yönlerimi bilirim.	1	2	3
	40. Kendimi başkalarından bağımsız olarak algılarım.	1	2	3
	41. Hayatımla ilgili sürekli olarak meşgul olduğum ve ulaşmaya çalıştığım önemli amaçlarım vardır.	1	2	3
	42. Kendi işimi kurma konusunda ciddi düşüncelerim vardır.	1	2	3

Aktaran: Saban, 2000:44

SUZANNE VEGA-TOM'S DINER

I am sitting
In the morning
At the diner
On the corner

I am waiting
At the counter
For the man
To pour the coffee

And he fills it
Only halfway
And before
I even argue

He is looking
Out the window
At somebody
Coming in

"It is always
Nice to see you"
Says the man
Behind the counter

To the woman
Who has come in
She is shaking
Her umbrella
And I look
The other way
As they are kissing
Their hellos

I'm pretending
Not to see them
And Instead
I pour the milk

I open
Up the paper
There's a story
Of an actor

Who had died
While he was drinking
He was no one
I had heard of
And I'm turning
To the horoscope
And looking
For the funnies

When I'm feeling
Someone watching me
And so
I raise my head

There's a woman
On the outside
Looking inside
Does she see me?

No she does not
Really see me
Cause she sees
Her own reflection

And I'm trying
Not to notice
That she's hitching
Up her skirt

And while she's
Straightening her stockings
Her hair
Is getting wet

Oh, this rain
It will continue
Through the morning
As I'm listening

To the bells
Of the cathedral
I am thinking
Of your voice...

And of the midnight picnic
Once upon a time
Before the rain began...

I finish up my coffee
It's time to catch the train

LESSON PLAN 3

UNIT -10 - It Is Dinner Time!

Chapter 1 – Genetically Modified Food

Date of presentation: Week 12

Estimated time of lesson: 4 hours / 180 minutes

Level: Intermediate

The textbook followed Active: Skills for Reading Book 4 by Neil J. Anderson (2003); Heinle, Thomson Corporation.

Performance objectives: At the end of the lesson**,** the students will be able to

1. activate background knowledge with the help of illustrations, headings, and related photos.

2. locate information by skimming the text.

3. clarify meaning by matching paragraphs with their topics.

4. analyse and evaluate information in a text by discussing the author's point of view and purpose.

5. categorize the information in the text as "pro"s and "con"s.

6. understand information not explicitly stated by making inferences based on the information given in the text.

7. recall ideas and details after reading a text to relate it to real life situations and share their own point of views with the others.

8. extend and expand comprehension by relating the text to the other texts, personal experiences and events.

Materials: the textbook**,** tape-recorder, tape (song of Vega), handouts for the lyrics of the song and for the comprehension activities, pictures of GM foods, board, chalks.

PROCEDURE

Pre-reading:

1. Distribute the lyrics of the song "Tom's Diner" by Suzanna Vega. Play the song and want students to follow from the written form of it in order to answer the following questions. **(verbal-linguistic / musical / logical-mathematical intelligence)**

- Where is she? What kind of place is it?

She is sitting at the diner. Diner is a small restaurant that serves cheap meals.

- What is she doing there?

Since it is raining, she is waiting for her train at the diner. At the same time, she is observing and describing what the people around are doing.

- What is she thinking of while she is listening to the bells of the cathedral?

She is thinking of someone's voice and the midnight picnic they have had.

- What does she remember about that picnic?

She remembers that the picnic took place at midnight before the rain, but it was over when it started to rain.

- What type of food people would like to eat when they go on a picnic?

Answers may vary. List all the food names the students provided.

2. Go on with asking students the following getting ready questions. **(intrapersonal / verbal-linguistic intelligence)**

- How many meals/ snacks have you eaten so far? What did you eat?
- What are the names of some foods that people eat everyday? Categorize them according to the meals we eat these foods. At this stage, you can use the pictures of fruits and vegetables to teach foods' names.
- What do you know about modern farming and food production methods? Do you think they are safe?

3. Show students the pictures of foods in order to introduce the topic "Genetically Modified (GM) Foods". **(visual-spatial)** Then ask the following questions**.(verbal-linguistic / intrapersonal intelligence)**

- What do you understand by the term "genetically modified foods"? Are you aware of how GM foods are different from other foods? Do you know if they are available in your local supermarket?

Genetically modified foods are foods that are engineered through a process of cutting and splicing genes.

- Do you think that the use of modern technology in food production methods is positive or negative? Give your reasons.

Answers may vary.

4. Pre-teach **the vocabulary** given on **page 128**.

fuss alert ambiguity proponent

While reading:

1. Before reading, draw students' attention to the information in the skill box that shows them key words and signals for arguments in a reading. **(verbal-linguistic)**

> **READING SKILL: ARGUING FOR AND AGAINST A TOPIC**
> Many reading passages present two sides of an argument- one argues for, or in favor of, the topic; the other argues against it. Phrases such as *"advocates of, proponents of, and in favor of*" signal that information that supports one side of the argument will be introduced. Phrases like "*advocates against, critics of, skeptics of, or concerns about*" signal that information aganst the topic is coming. Also, words and phrases like "*argues that, questions, however, in contrast, though, in spite of*" signal that an opposite or different opinion is about to be introduced.

2. For the first reading, let students read the text to make them match the paragraphs with their topics**. (logical-mathematical intelligence)**

Genetically Modified Food

The following reading is adapted from The Fuss Over Genetically Modified Food by Leanne Hachey. Originally written for CBC News Online; http://cbc.ca/news/indepth/foodfight/hachey.html Reprinted with permission from CBC News Online © 2002.

"What's for dinner?" It used to be that the answer to that household question was an issue for debate among family members only. But not any more. Now scientists, advocacy groups,[1] economists, trade experts, geneticists,[2] and politicians are all discussing what should be served for dinner.

The food fuss revolves around one phrase: genetic modification.[3] There are two groups with strong views on both sides of that phrase. One side argues that genetic modification of food enhances the quality and nutritional value of already-existing foods as well as generating new ways to produce that food. The other side questions the technology's safety and long-term effects, arguing that people simply don't know what they're putting in their mouths.

The term 'genetically modified' (GM) is an offspring of another term: biotechnology. A word that's been around for about thirty years, biotechnology was created in the shadow of new techniques that allowed scientists to modify the genetic material in living cells.[4] Basically, that means playing around with various biological processes to produce

substances that, arguably, benefit things like agriculture, medicine, and the environment.

If you know how to cut-and-paste on a computer, you've figured out genetic modification. The Canadian Food Inspection Agency describes it like this: it all begins with a cell made up of chromosomes;[5] the chromosomes are made up of DNA[6] and are organized into sections called genes; genes determine the characteristics of an organism. These genes can be 'cut' from one organism and 'pasted' into another. Several foods that people eat every day are products of this process, such as tomatoes that ripen on the vine[7] and maintain their texture and tough skin for several weeks. A potato plant developed to resist an insect known to attack it is another example. In the latter case, the GM version eliminates the need for chemical pesticides[8].

Proponents of GM foods argue using biotechnology in the production of food products has many benefits. It speeds up the process of breeding[9] plants and animals with desired characteristics, can be used to introduce new characteristics that a product wouldn't normally have, and can improve the nutritional value of products. And, say the supporters, all of this is done safely.

Groups who advocate against the use of GM foods don't see things quite the same way. They point to studies that argue GM foods could be harmful to people's health. To the groups on this side of the issue, that 'could' provides more than enough reason to go forward with extreme caution, something they say isn't currently being done. GM critics say enough time hasn't passed to study the long-term effects of the foods.

In Europe, hardly a week goes by without some headline about GM foods or, rather, 'Frankenfoods'[10] as they've been called by the European media. The Church of England has entered the debate, criticizing the production of GM crops. Ever responsive to consumer demands, the European Union has taken a strong position on this issue, going so far as to propose a moratorium[11] on approving GM foods. These responses are the outcome of a grassroots campaign[12]. Various scares, the best-known being mad cow disease,[13] have consumers in Europe cautious of food genetically altered to kill pests or resist herbicides.[14]

Two British food companies have even dropped GM ingredients from their products, something the North American branches of these companies haven't done. That's not all that surprising for one simple reason: there's an unmistakable split in the policies toward GM foods between the two sides of the Atlantic that some call the Atlantic divide. Supporters argue North America's approach is more progressive, while skeptics argue it's less safe.

Whatever the case, the Atlantic divide can be attributed to two things. The first is all about experience: the North American side of the Atlantic hasn't seen a scare comparable to mad cow disease. The second is all about dollars: North Americans expect their food to be cheap. And while the Atlantic may divide the approach to GM foods, it doesn't stop the two sides from butting heads.[15]

The fuss over food extends to whether the manufacturing process is made known. Canada has adopted both a mandatory and voluntary labeling policy. According to the Canadian Food Inspection Agency, mandatory labeling applies to all foods that have been changed nutritionally or compositionally, or to alert consumers of possible allergens.[16] That doesn't mean, though, that all GM foods will be labeled. If it can be shown through tests that the nutrition or composition of such foods remains unchanged, no special label is required. Even though labels are not required, they are allowed, but only when 'truthful and not misleading.' A good example is the 'fat free' claim made on some products. Because of the ambiguity surrounding voluntary labeling, it's been determined that clearer rules are needed.

The GM debate makes us consider the role technology has in our lives. What makes this debate unique is that every meal we eat is at its very core. And that fact means one thing: it's an issue that will be discussed not only around policy tables, 70 but dinner tables as well.

1. advocacy groups groups of people who support, or are in favor of, something
2. geneticists scientists or doctors who specialize in the field of genetics—the branch of biology that deals with heredity
3. genetic modification the intentional alteration of the genetic material of an organism, usually for a specific purpose
4. cells smallest units of an organism
5. chromosomes parts of a cell that contain DNA and are responsible for determining and passing on characteristics of the organism from parent to young
6. DNA abbreviation of Deoxyribonucleic Acid; bonded sequence of chemicals present in each cell chromosome that determines hereditary characteristics
7. ripen on the vine grow to maturity while still attached to the plant from which it comes
8. pesticides chemicals used to kill pests, usually insects that attack plants as they are growing
9. breeding producing young from parents
10. Frankenfoods word created by combining 'Frankenstein' with 'foods'; Frankenstein being the monster—created from body parts of different dead people and brought to life by a medical student named Frankenstein—that featured in the fictional novel of the same name written by Mary Shelley
11. moratorium a suspension of, or a ban on, something
12. grassroots campaign organized effort to draw attention to an issue, usually political, at a local level
13. mad cow disease cattle disease that causes deterioration of the brains of cows, a form of which can be passed to humans by ingesting infected meat
14. herbicides chemicals used to destroy or inhibit the growth of plants, usually weeds
15. butting heads arguing as a result of opposing views
16. allergens substances that cause allergies

Write the correct paragraph numbers next to what they are about.

a) **3** defines the concept of GM.
b) **6** puts forth some arguments against GM foods.
c) **9** describes two main causes for “Atlantic Divide”.
d) **1-2** introduce the topic by giving description of the issue and the debate around it.
e) **5** lists the reason why supporters of GM foods believe they are good.
f) **8** tells about the general opposition to GM foods in Europe and contrasts it with their support in North America.
g) **4** defines the benefits of the technology and how GM is accomplished.
h) **10** presents the controversy over labelling policies for GM foods.

i) **7** presents the opposing European view on the issue of GM foods.
j) **11** tells how GM extends beyond science onto our dinner tables.

3. For the second reading, have students read the text to answer the following question**.**

(verbal-linguistic / logical-mathematical / intrapersonal)

- Who are the people that are discussing about foods nowadays? (paragraph 1)

Scientists, advocacy groups, economists, trade experts, geneticists, and politicians are all discussing about foods nowadays.

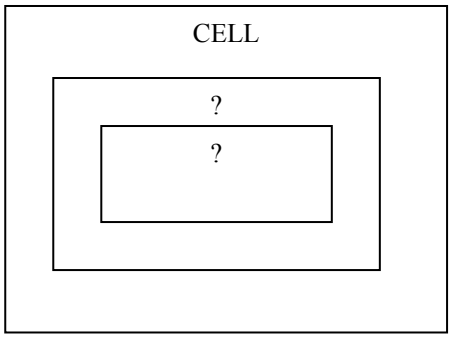
- What is the debate on the food issue? (paragraph 2)

Genetic modification.

- Complete the chart with information from the passage. (paragraphs 5-6)

Genetically Modified Food	
Reasons for	Reasons against
1. speeds up the process of breeding food products with desired characteristics.	1. could be harmful to human health
2. can be used to introduce new characteristics to a food product	2. not enough research has been done
3. can improve the nutritional value of food products	3. could contribute to the spread of diseases like mad cow
4. can improve food product quality throughout shipping or storage process	4. labeling and regulation are problematic.
5. can prevent the need for chemicals or pesticides on food products.	

- Complete the following figure of a cell to figure out genetic modification: The smallest unit of an organism. (paragraph 4)



- What is British point of view on GM foods? What do North Americans think on the same issue? (paragraph 8)

Two British food companies have dropped GM ingredients from their products, however, the North American branches of these companies have not done this.

- What policy does Canadian Food Inspection Agency adopt to alert consumers about GM foods? (paragraph 10)

Voluntary labeling.

3. Ask students to do the **vocabulary comprehension A and B** on **pages 131 and 132** in pairs.

A. For each group, circle the word that does not belong. The words in italics are vocabulary items from the reading.

1. fuss	commotion	bother	calm
2. focuses on	centers on	turns on	revolves around
3. producing	resisting	generating	bringing about
4. finish	texture	aroma	appearance
5. supporters	opponents	advocates	proponents
6. attributed to	ascribed to	accredited to	spoken to
7. required	mandatory	voluntary	imperative
8. compositionally	structurally	morphologically	mortally
9. warn	caution	frighten	alert
10. incongruity	security	ambiguity	inconsistency

B. Complete the sentences below using the vocabulary in italics from A. Be sure to use the correct form of the word.

1. The new construction project in the center of town has_____ close to one hundred new jobs.
2. Sergio presented what seemed to be a clear argument, but on closer examination it was clearly full of_____.
3. Attendance at the first aid workshop is_____; all students must be there.
4. My parents don't understand what all the_____is about computer viruses. I had to buy them some software and explain to them how and why it works.
5. Carl's a really nice guy, but his conversation usually_____his fixation with motorbikes.
6. If you were to analyze this soup_____, you would find that it is a good source of essential vitamins and minerals the body needs.
7. Calvin loves the_____of his dog's fur so much he often tries to sleep in the dog basket—with the dog!
8. _____of stricter gun control laws have tried for years to gain more support throughout the country.
9. Jill's success can be_____her tenacity and hard work in the office.
10. It was only after reading about food and allergies that Angelina was _____to the possible cause of her son's illness.

Post reading:

1. Discuss the following *Think About It* questions in the book on **page 133** as a whole class**.(verbal-linguistic / interpersonal intelligence)**

Think About It
Discuss the following questions with a partner.
1. Based on the arguments presented in the reading, do you think GM foods are safe to eat? Give reasons for your answer.
2. Does anything you have read in this passage about GM foods worry you? If so, what concerns you and why?
3. Who does the grocery shopping in your household? Does this person ever read the labels on food before they buy things?
4. Do you think that all GM foods should be labeled, so that people can be informed about what exactly they are eating?

2. Make groups of six and ask each group to choose one of the tasks given below to do.

(all intelligences)

- Draw some pictures of GM foods.
- Write a song lyric on GM foods and sing it to the class.
- Translate GM/ GM food production into a mathematical formula or make up analogies to explain them.
- Create a talk show program in which the audience is discussing GM foods.
- Create slogans for either for GM foods or against GM foods.

3. Let each group share their work with the rest of the class.

LESSON PLAN 4

UNIT -10 - It Is Dinner Time!

Chapter 2 – Mediterranean Diet

Date of presentation: Week 12

Estimated time of lesson: 4 hours / 180 minutes

Level: Intermediate

The textbook followed Active: Skills for Reading Book 4 by Neil J. Anderson (2003); Heinle, Thomson Corporation.

Performance objectives: At the end of the lesson**,** the students will be able to

1. use their background knowledge with the help of illustrations, headings, and related photos.
2. locate information by skimming the text.
3. develop strategies for understanding new words meaning by understanding word formation (root, suffixation, derivation or compounding)
4. guess difficult words from the context.
5. clarify meaning by reading critically.
6. analyse and evaluate information in a text by discussing the author's point of view and purpose.
7. understand information not explicitly stated by making inferences based on the information given in the text.
8. recall ideas and details after reading a text to relate it to real life situations and share their own point of views with the others.
9. extend and expand comprehension by relating the text to the other texts, personal experiences and events.

Materials: the text-book**,** tape-recorder, tape (background music), handouts for the comprehension questions and guessing activities , pictures of obesity and some foods, board, and chalks.

PROCEDURE

Pre-reading:

1. Show some photos of obese people and ask whether they are healthy or not. Ask students what they know about obesity and obese people. Ask the following questions to discuss**.**

(visual-spatial / verbal-linguistic intelligence)

- Which country has the most obese population?

There are 26,500,000 obese people in the USA.

- Why is the number of obese people increasing everyday?
- What are the ways to deal with this illness called "obesity"?
- Do you consider yourself to be a healthy eater? Why? Why not?
- Do you think in our country people have a healthy diet, which is one of the ways to overcome obesity? Is obesity common here?
- What do people in our country generally eat? Are these foods common/ grown in large amount in our country?
- Is there any food commonly eaten in our country but not typically a part of the diet in other countries?

2. Tell students that they are going to read out the benefits of Mediterranean diet, a healthy style of eating common in Mediterranean countries.

While reading:

1. For the first reading, ask students to do **the reading comprehension** multiple- choice questions on **pages 136 and 137**. At the same time, play the music to accompany their reading. **(musical intelligence / logical-mathematical / verbal-linguistic)**

Mediterranean Diet

The following reading is adapted from Mediterranean Diet. From The Gale Encyclopedia of Alternative Medicine by Douglas Dupler © The Gale Group, 2001. Reprinted by permission of The Gale Group.

The Mediterranean diet is based upon the eating patterns of traditional cultures in the Mediterranean region[1]. Several noted nutritionists and research projects have concluded that this diet is one of the most healthful in the world in terms of preventing such illnesses as heart disease and cancer, and increasing life expectancy.[2]

The countries that have inspired the Mediterranean diet all surround the Mediterranean Sea. These cultures have eating habits that developed over thousands of years. In Europe, parts of Italy, Greece, Portugal, Spain, and southern France adhere to principles of the Mediterranean diet, as do Morocco and Tunisia in North Africa. Parts of the Balkan region[3] and Turkey follow the diet, as well as Middle Eastern countries like Lebanon and Syria. The Mediterranean region is warm and sunny, and produces large supplies of fresh fruits and vegetables almost year round that people eat many times per day. Wine, bread, olive oil, nuts, and legumes[4] are other staples of the region, and the Mediterranean Sea has historically yielded[5] abundant quantities of fish.

International interest in the therapeutic qualities of the Mediterranean diet began back in the late 1950s, when medical researchers started to link the occurrence of heart disease with diet. Dr. Ancel Keys performed an epidemiological analysis of diets around the world (epidemiology being the branch of public health that studies patterns of diseases and their potential causes among populations). Entitled the Seven Countries Study, it is considered one of the greatest studies of its kind ever performed. In it, Keys gathered data on heart disease and its potential causes from nearly 13,000 men in Greece, Italy, Croatia, Serbia, Japan,

Finland, the Netherlands, and the United States. The study was conducted over a period of decades. It concluded that the Mediterranean people in the study enjoyed some significant health advantages. The Mediterranean groups had lower mortality rates in all age brackets and from all causes, particularly from heart disease. The study also showed that the Mediterranean diet is as high or higher in fat than other diets, obtaining up to 40 percent of all its calories from fat. It has, however, different patterns of fat intake. Mediterranean cooking uses smaller amounts of saturated fat and higher amounts of unsaturated fat, mostly in the form of olive oil. Saturated fats are fats that are found principally in meat and dairy products, although avocados, some nuts, and some vegetable oils also contain them. Saturated fats are used by the body to make cholesterol,[6] and high levels of cholesterol have since been directly related to heart disease.

Several other studies have validated Keys' findings regarding the good health of people in Mediterranean countries. The World Health Organization (WHO) showed in a 1990 analysis that four major Mediterranean countries (Spain, Greece, France, and Italy) have longer life expectancies and lower rates of heart disease and cancer than other European countries and America. The data are significant because the same Mediterraneans frequently smoke and don't have regular exercise programs like many Americans, which means that other variables may be responsible. Scientists have also ruled out genetic differences, because Mediterraneans who move to other countries tend to lose their health advantages. These findings suggest that diet and lifestyle are major factors.

The Mediterranean diet gained even more notice when Dr. Walter Willett, head of the nutrition department at Harvard University, began to recommend it. Although low-fat diets were recommended for sufferers of heart disease, groups of Mediterraneans in his studies had very high intakes of fat, mainly from olive oil. Willett and others proposed that the risk of heart disease can be reduced by increasing one type of dietary fat—monounsaturated[7] fat—the type found in olive oil. Willett's proposal went against conventional nutritional recommendations to reduce all fat in the diet. It has been shown that unsaturated fats raise the level of HDL cholesterol, which is sometimes called 'good cholesterol' because of its protective effect against heart disease. Willett has also performed studies correlating the intake of meat with heart disease and cancer.

The Mediterranean diet has several general characteristics:

• The bulk of the diet comes from plant sources, including whole grains, breads, pasta, polenta,[8] bulgur,[9] and couscous, rice, potatoes, fruits, vegetables, legumes, seeds, and nuts.
• Olive oil is used generously, and is the main source of fat in the diet as well as the principal cooking oil. The total fat intake accounts for up to 35 percent of calories. Saturated fats, however, make up only 8 percent of calories or less, which restricts meat and dairy intake.
• Fruits and vegetables are eaten in large quantities. They are usually fresh, unprocessed,[10] grown locally, and consumed in season.
• Dairy products are consumed in small amounts daily, mainly as cheese and yogurt.
• Eggs are used sparingly, up to four eggs per week.
• Fish and poultry are consumed only one to three times per week, with fish preferred over poultry.
• Red meat is consumed only a few times per month.
• Honey is the principle sweetener, and sweets are eaten only a few times per week.
• Wine is consumed in moderate amounts with meals (1-2 glasses daily).

1. **Mediterranean region** area surrounding the Mediterranean Sea incorporating Spain, southern France, Italy, Greece, Portugal, Sardinia, Sicily, and countries along the Northern African coast.
2. **life expectancy** the average age to which a person is expected to live
3. **Balkan region** area of southeast Europe including Albania, Bulgaria, part of Greece, southeast Romania, part

of Turkey, and Yugoslavia
4. **legumes** plants such as beans, peas, and seeds
5. **yielded** produced
6. **cholesterol** substance found in animal tissue and other foods that affects levels of fat stored in the human body
7. **monounsaturated** type of saturated fat that has only one bond in its carbon chain
8. **polenta** thick porridge-type meal made of cornmeal boiled with water
9. **bulgur** dried cracked wheat
10. **unprocessed** not treated or altered in any way; in a natural state

Choose the best answer for each question or statement below. Compare your answers with a partner.
1. The Mediterranean region produces large amounts of_____all year round.
a. red meat and wine c. nuts and olive oil
b. fruits and vegetables d. fish and dairy products

2. International interest in the Mediterranean diet began_____.
a. in the 1950s b. in the 1990s c. in the 1970s d. thousands of years ago

3. The Mediterranean diet has different patterns of fat intake as the cooking uses_____.
a. more meat and less dairy products c. less saturated fat and more unsaturated fat
b. more nuts and less olive oil d. more avocados and less vegetable oil

4. A World Health Organization study showed that people from Spain, Greece, France, and Italy_____.
a. smoke and exercise more than Americans
b. experience health advantages by moving overseas
c. live, on average, longer than Americans
d. are genetically less prone to cancer and heart disease

5. Medical studies have linked the Mediterranean diet to_____.
a. epidemiological analysis c. patterns of heart disease in men
b. cancer and smoking d. lower levels of heart disease

6. Medical studies have shown that _____ cancer.
a. smoking and exercise c. diet and lifestyle
b. genetic differences d. conventional nutrition

7. The majority of the Mediterranean diet comes from_____.
a. fish and poultry c. plants
b. dairy products d. meat

8. The main source of fat in the Mediterranean diet comes from_____.
a. cooking oil c. meat
b. dairy products d. olive oil

2. For the second reading, let them read for finding the answers of the following questions.

- Why is Mediterranean diet one of the most healthful in the world? (paragraph 1)

Because it prevents such illnesses as heart disease and cancer, and increases life expectancy.

- Which are the countries that follow this diet? (paragraph 2)

In Europe, parts of Italy, Greece, Portugal, Spain, Southern France, in North Africa, Morocco and Tunisia, parts of the Balkan region and Turkey, Middle Eastern countries like Lebanon and Syria are the countries that follow the principles of the Mediterranean diet.

- What are the main foods that are eaten in this diet? (paragraph 2)

Large supplies of fresh fruits and vegetables, wine, bread, olive oil, nuts, legumes and fish are staples of the region.

- How long did *Seven Countries Study* take place? What did the *Seven Countries Study* find? (paragraph 3)

The study was conducted over a period of decades. It concluded that the Mediterranean people have some significant health advantages. They had the lower mortality rates in all age brackets and from all causes, particularly from heart disease. The study also showed that the diet is as high or higher in fat than other diets, however, it has a different pattern of fat intake.

- What do other studies/ findings suggest regarding the good health of people in Mediterranean countries? (paragraph 4)

These findings suggest that diet and life style have the greatest influence on health and long life.

- According to Doctor Willett, which certain type of fat might reduce the risk of heart disease? (paragraph 5)

Unsaturated fats.

- Which are the staple foods included in Mediterranean diet? (paragraph 6)

Plant sources, olive oil, fruits and vegetables.

- Which are the foods that should be eaten in moderation in Mediterranean diet? (paragraph 6)

Dairy products, eggs, fish and poultry, red meat, honey, and wine.

3. For the vocabulary comprehension, make students look at the following sentences. Using these contexts let them guess the meanings of the underlined words that they came across in the reading text. **(logical-mathematical / verbal-linguistic / intrapersonal intelligence)**

Guess the meaning of the underlined words in the sentences and provide a synonym or definition for them.

1) I have <u>adhered</u> strictly <u>to</u> the rules.

If you <u>adhere to</u> the rules, you act in a way that it says you should.

Adhere to: _____

2) I find swimming very <u>therapeutic</u>, because it makes me feel relaxed and calm.

This rose garden has always had <u>therapeutic</u> effect on me. When I feel bad, I always come to sit in this wonderful and colorful garden.

Therapeutic:_____

3) He has been ruled out of the match because of his terrible knee injury.

Mrs. Gardner was found dead in her room. Some people thought that she committed suicide; however, the police have ruled out the possibility of suicide. They had already started to search for the murderer.

To rule out:_____

4) The new law restricts the sale of handguns.

In future, we will restrict class sizes to 20 students.

To restrict:_____

5) Bananas and sugar are the staples of Jamaica.

Chinese people live on a staple diet of rice and vegetables.

Staple:_____

6) A detailed analysis of the week's news is made in this TV program.

Blood samples were sent to the laboratory for analysis.

Analysis:_____

7) There is a direct correlation between students' motivation and success. They are closely related or dependent on each other.

Poverty and poor housing correlate with a shorter life expectancy, in other words, they cause people live shorter.

To correlate:_____

8) After the harvest, we had an abundant amount of apples. We made apple pie, apple sauce and apple juice because we had so many apples.

Abundant:_____

9) The results of the study are validated by many other scientists' researches. It was proven to be true.

The team's remarkable achievement seems to validate their coach's claims that they will win the cup.

To validate:_____

10) Afro-Americans account for 12% of the US population.

To account for:_____

4. Let students fill in the blanks on **page 138** using the vocabulary items above.

Read the paragraph below and fill in the blanks using the vocabulary items from A. Be sure to use the correct form of each word.

Get in Shape; Walk It Off!

Do you _____an exercise program or have you _____ working out? Lack of

exercise_____ a large percentage of ill health. Did you know that incorporating a daily routine of walking into your schedule can help you stay in shape? There are many reasons to walk: First of all, it's_____ While you are walking, you can work on your mind, as well as your body. Doctors are consistently_____healthy bodies with healthy minds, so clearing the mind and walking off your worries can have positive effects on your health.

Furthermore, walking means you are not_____to exercising in the confines of a gym—you can walk at any time. There is also no need for_____ exercise equipment, weights, or clothing. Many people have started 'walking clubs' at their workplace. During lunch, or for thirty minutes in the morning, a group may get together to walk a few blocks around the neighborhood they work in. This is a great way to_____your exercise routine, and keep you motivated and on track.

Finally, as well as using exercise to get in shape, give your diet a careful _____. What are your_____foods? Start replacing those fattening mid-morning snacks with fruit—it's just as filling, but with half the calories and fat! So tomorrow when you wake up, strap on those sneakers, pick up some fruit, and start to walk it off—it's easy!

5. Ask students to discuss "**What Do You Think**" questions on **page 139** with their partners. **(interpersonal intelligence)**

Discuss the following questions with a partner

1. How is your diet similar to or different from the Mediterranean diet outlined in the reading? Which do you think is healthier?
2. Are you aware of the mortality rates in your country for heart disease and cancer? Do you think there is any aspect of diet and lifestyle that people in your country could change in order to reduce the number of deaths related to these diseases?
3. As you get older, do you think you will become more conscious of what you eat? Why?
4. There is a saying in English: 'You are what you eat.' What do you understand this saying to mean? Do you think this is true? Explain your answer. Is there a similar saying in your native language?

Post- reading:

1. Ask class to imagine that they are going on a picnic. Their job is to suggest things to bring along. The teacher says "Yes" or "No" to each suggestion. What the students do not know is that the teacher says, "yes" when a student suggests something whose first letter is the same as the first letter of the name of the student. The teacher says "no" if the first letter of the suggested object and the first letter of the name of the student do not match**.(verbal-linguistic / logical-mathematical intelligence)**

For example:

Ali: I want to bring apples.

Teacher: You can bring apples Ali. What do you want to bring Melih?

Melih: I want to bring a radio.

Teacher: Sorry, you cannot bring a radio.

If students need a hint after a while, you can interject something like,

Murat: I want to bring bananas.

Teacher: No, you cannot bring them. Why not ask Bahar to bring bananas?

Usually someone figures out the game. Knowing the secret forces them to narrow their suggestions to the words beginning with the same letter as their names. Go on playing the game until the class gets bored.

APPENDIX D
REFLECTION GUIDELINE FOR TEACHER DIARIES

The aim of the following questions is to find out your responses to the Multiple Intelligence theory and its implementation in the intermediate level reading course. Please feel free to choose the language to express your opinion. The first set of questions will be answered at the beginning session of the process. You can include any information not addressed in the questions but seems relevant to you. Please think about both the possible positive and negative effects of MI theory while answering the following questions.

1. What do you think about MI theory in general?
2. How do you see the role of teacher in MI implemented lesson?
3. Do you think MI theory will affect your teaching? How?
4. What changes may this theory and its implementation bring to your teaching? Will you exemplify with your reasons please?
5. Will this theory and its applications affect your students in general? How?
6. Will MI theory affect your students' learning? How?
7. Will MI theory affect your students' motivation? How? Please give your reasons.
8. What will be the use of the implementation of MI theory in our teaching context?

After each two-hour slot of teaching intermediate level reading, please write in your journal notebook. In each journal entry, include the date and time of the entry and answer the following questions in detail.

1. What did I do? (Please write a brief list of activities sequenced chronologically. When necessary, please include detailed descriptions.)
2. What went well? Why? (Please specify the activity.)
3. What went wrong? Why? (Please specify the activity.)
4. What changes would I make if I had a chance to prepare this material for the relevant unit?

At the end of the process, please write in the answers of the following questions as the last entry.

1. What do you think about MI theory in general?
2. How did you see the role of teacher in MI implemented lesson?
3. Do you think MI theory affected your teaching? How?

4. What changes did this theory and its implementation bring to your teaching? Will you exemplify with your reasons please?
5. Did this theory and its applications affect your students in general? How?
6. Did MI theory affect your students' learning? How?
7. Did MI theory affect your students' motivation? How? Please give your reasons.
8. What was the use of the implementation of MI theory in our teaching context?

Thanks for participating in the study which hopefully help us gain insights in the curriculum renewal process.

APPENDIX E
SAMPLES OF PARTICIPANTS' REFLECTIVE DIARIES BEFORE THE TRYOUT

APPENDIX F
DAILY MEETING AND REFLECTION SESSIONS TRANSCRIPTS

Day 2

R: Merhaba arkadaşlar. İlk toplantımıza hoşgeldiniz (.) Nasıl gidiyor? (.)

T1: Aaa, heyecanlandım ben sanki (.) İyi ki kamera filan yok haa(.) (Gülerler)

R: Eveet. İlk iki saatimizi yaptık hepimiz planla, dimi?(.) Nasıl gitti?(...)

T1: Ben başlayim(.) Zekanın tanımı(.) zeki kişi kimdir?(.) sorularıyla başladım. Ve, hiç şaşmadım(.) çoğunun zeki olarak gördüğü(.) kim, Aynştayn (Einstein) sadece.(.)

T3: Evet ya(.) benimkilerde, o kadar ünlü resimleri götürdük ya sınıfa(.) sadece Aynştayn'ı (Einstein) zeki buldu arkadaşlar(.)

T2: Kitap harici resim götürmek işe yaradı, gerçektende(.) O resimlerle(.) falan çok ilgilendiler(.) Oradakileri tanımaya çalıştılar.

T5: Evet, bu resimler, benim sınıfta da zeka/yetnek tanımını baya kızıştırdı(.) Mesela, Maykıl Cordın (Michael Jordan), sonra Gandi (Gandhi)(.) Bunlar zeki midir? bunu çok tartıştılar.

T4: Aslında tüm bunlar, bence(.) öğrencilerin(.) ön yargılarını, nasıl diyim, klasik zeka tanımına nasıl bağlandıklarını(.) görme açısından güzeldi.

R: Aslında(.) aktivitelerin amacı da buydu arkadaşlar.

T1: Resimler renk kattı, gerçekten(.)

T2: Benimkiler, bu kişileri kim daha önce tanıyacak yarışına girdiler. Ya, bide(.) Bi tanesi bu resimleri çok sevdim, bana verebilir misiniz dedi. Bi sakıncası yoktu dimi?(.)

R: Yoo, madem istemiş. Peki burdan o zaman, burda Çoklu Zeka tanımına çok az da olsa değinebildik mi?

T3: Ya, evet. Sonra da iku'yla (EQ) ilgili ya parça(.) Bilip, bilmediklerini konuştuk.

T2: Şarkı çok ilgilerini çekti, bide. Derse muzik başka bi(.) eee nasıl diyim, renk kattı.

T1: Evet, şarkı dinleme fikri hepsinin hoşuna gitti.(.) Bide benim, sizi bilmem de Riding'te (Reading) ilk kez yaptığım bişey, bu(.)

T2: Ben daha önce de fonda dinlemek için teyip götürmüştüm, ama(.) Şarkının kendisi, konuya bi geçiş oldu bence.

T3: Ya, ben parçayı bir kere daha okuttum o da sikimming için, detaylı okumaya daha hiç başlamadım. Bu warm-up tam bir buçuk ders saatimi aldı.

T2: Biz de başlayamadık, başlayan var mı?

T5: Ben de sadece 5 tane vokeb varya önce öğretilecek, onu yaptım, bir de dediğin skimming activitesi.

T4: Hepimiz aynı yerdeyiz, o zaman iyi.

R: Peki, arkadaşlar. Bu iki saat içinde(.) karşılaştığın herhangi bi güçlük oldu mu?

T1: Bence bi sorun yoktu.

T5: Güçlük değil de(.) Farklı bi şeyler gitti ya sınıfa(.) Ne bilim. Öğrencilerin, dersin havası değişti sanki.

T2: Kıpırdanma geldi, bence de biraz sınıfa(.) Uyumaya meyilli iki tip var benim sınıfımda(.) Onları bile uyanık tuttu bu iki saat.

R: Peki, siz neler hissettiniz, o dersi yapan hoca olarak?

T4: Güzeldi bence ya. Bize de bi farklılık(.)

T2: Dedim ya(.) Öğrenciyi ilgili, nasıl diyim o ikisini uyumadan gördüm ya(.) Yetti bana. (Gülüşmeler).

T3: Parçada(.) okurken bakalım bide.

T1: Bence de(.)

T2: Bi de benimkiler, hani bu ders resimdir, şarkıdır götürdük ya. Hemen, "hocam(!) bi çalışma mı yapıyorsunuz, ne iş? Derste şarkı markı" demeye başladılar. Değişiklik(.) Güzel ya(.) Motivasyonlarını etkileyecek gibi(.) Bakalım.

T4: Zaten, ben de girdiğimde öğrenciler mırıl mırıl(.) "Aaa hoca teyp getirmiş," oldular. Bi de, zaten tüm int. riding sınıflarda birden yapılıyo ya(.) Duymuşlar hemen. "Madonna dinlicez di mi?(.)"

R: Peki(.) O zaman arkadaşlar(.) bu ilk toplantımız için o zaman şunu söyleyebilir miyim? Anladık ki öğrencilerimizin zeka nedir?, zeki kime denir? üzerine ön yargıları var. Onlara göre zeka ya sözel yada sayısal (ki sayısal olan ağırlıklı) dır.

T1: Öyle(…) Yani onlara göre bir Maykıl Cordan ya da ne bilim kimdi o Hintli(…)

T2: Gandi.

T1: Ha işte Hindistan'ın fikir ve inanç lideri zeki değil ya da Aynştayn kadar zeki değil.

R: Anladım. O zaman bize fırsat. Belki bu hafta yapacağımız bu üniteyle değiştiririz bunu(..) Evet şimdi önümüzdeki iki saat için konuşalım. Parçayı okumaya başlayacak gibiyiz. İku (EQ) ile ilgili giriş yaptık di mi hepimiz. Planımıza dönelim(.) İlk okuma için kitaptaki skimming aktivitelerini uygulayalım. Bunu indivicıl (individual) düşündük. Skimming sırasında bekgraund (background) müzik dinletebiliriz. Bakalım nasıl gidecek? İkinci okumayı da kitaptaki yine 8 komprehenjın (comprehension) sorusunu cevaplamak için yapsınlar. Ama ikinci soruda doldurmalar için öğrencilere planınızda yer alan outlaynları (outline) vermeyi unutmayalım. Parçada geçen bir deney var, Marşmelov Çelınc (Marshmallow Challenge) diye. Bunu anlamalarında bu outlayndaki (outline) boşlukları doldurmaları faydalı olacak, hem de bu outlaynla (outline) mantık/matematik zekâsını

harekete geçirmeyi planladık. Bu aktivite için öğrenciler peyırlar (pair) halinde çalışırsa iyi olur, planda da böyle yazdık zaten(.) Soracağınız bir şey var mı?

T2: Yok gibi. Önümüzdeki iki saat gayet açık bi şekilde anlatılmış bence planda(.)

T1: Gayet açık, bence de. Zaten bişey olursa seni ararız evden.

R: Enıtaym (Anytime)…Aaa unutmadan bu adamın(.) Danyel Goleman'ın (Daniel Goleman) kitabı Duygusal Zeka Türkçe'ye de çevrilmiş, yanımda.(.)Yarın bu kitabı da sınıflarımıza götürüp gösterebiliriz.(.)Nasıl faydalanmak isterseniz(.)Ama öğrencilerin ilgisini çekebilir diye düşündüm(.) İlk iki saat kimin dersi varsa ona bırakim(.)Aramızda döndürürüz.

T3: Aaa, çok iyi ya. (.) Ben alıyim.

T2: Bak hemen atladı. (.) Ya benimde varsa ilk saat.

T3: Eee(.) sen al o zaman (gülüşmeler).

T2: Şaka şaka(.) Benim beş altı.

R: Peki arkadaşlar. Çok çok teşekkürler. Yarın görüşelim.

T2,T3,T5: Görüşürüz.

T1: Hadi iyi akşamlar.

Day 4

R: Meraba arkadaşlar. Hoş geldiniz. Napıyosunuz, nasıl gidiyo?

T1: Nasıl olsun işte(.) Bu hafta çok yoğun geldi bana ya, niyeyse.(.)Neyse bugün Cuma(.) Yaşasın!

T4: Sen iyisin?(.) Aaa, bak bu sefer çaylarımızı söylememişsin. (gülerler)

R: Hemen arkadaşlar(…) Onlar gelirken, hemen ilk sorunu yönelteyim.

T2: Dur sen söyleme, ben diyim (gülerek). Bu iki saatte karşılaştığınız olumluluklar ve güçlüklerden başlayalım.

R: Ne fenasın ya(.) Peki?(…)

T3: Bu iki saat, eee (.) parçanın ikinci kez okunmasıyla başladım. Komprehenjın (Comprehension) soruları ve oyunla bitti zaten ünite(.)

T5: Ya, evet, iyi ki o komprehenjın (comprehension) sorularını hazırlamışsın(.) Bu kitabın bence(.) bu konuda kesin desteklenmesi lazım(.) 2 3 turu fals'la (True/False) la vayl riiding (While Reading)'i geçiştiriyo bence. Çocukları diteyıld riiding (detailed reading)'e yönlendirmiyo, bu da bence(…) Haksız mıyım?

T2: Haklısın ya, tabiik Bu iki saatte karşılaştığınız olumluluklar ve güçlüklerden başlayalım. (Gülerler) O kadar ateşli dedin ki(…)

R: Peki vokeb (vocabulary) alıştırmalarınızı naptınız?

T1: Onlarda bence sorun yoktu. (.) Yine de ben de kitabın bu kelime yüklemesini fazla

buluyorum.

R: Peki, gelelim post riiding (post-reading) aktivitesine. Nasıl gitti?

T1: Oyun çok eğlenceliydi. Ya(.) Benimkiler bi heyecanlandılar(.) Bende(.) bir grupta bir kişi eksik vardı, ben de katıldım valla(.)

T3: Evet, bu oyun bence renk kattı derse(.)

R: Neden peki, (.) daha önce de grup çalışmaları yapmıyor muyduk?(.)

T3: Açıkçası bu biraz değişikti(.) Nasıl diyim, çocuklar ders havasından sıyrıldı biraz(.) Yani rahattılar(.) Sürekli zaten diyolar ya(.) biz çok çalışıyoz(.) Haftada otuz saat derse giriyoz(.)

T4: Haklılar aslında(.) Bu aktivite dersi monotonluktan uzaklaştırıp, çeşitlilik sağladı bence. Aktivitelerin çeşitlenmesi (.) İyi di mi?(.) Tek düzelikten sıyrılmak lazım(.)

T1: Ama, sadece eğlence değil, öğrendiklerini(.) ne kadar farketmeseler de onlar(.) bizler vurgulamalıyız bence(.)

R: Peki bi dakka. Oyunu, eğlenceli olduğu kadar öğretici yanı neydi sizce?(.)

T1: Ya, şu vardı başta(.) Mesela(.) grup üyeleri(.) birbirlerinin yeteneklerini tanımış ki(.) örneğin resmi A çizsin(.) şarkıyı B söylesin(.) gibi(.) kim nerde daha iyiyse onu yapsın ki, puan alalım derdine düştüler. Bu(.) bence artı bişey. Herkesin(.) kendinin de tabi, güçlü yanlarını bilmek(.)

T2: Bide(.) dersle pek ilgilenmeyen(.) öğrencileri aktif hale getirmesi(.) iyiydi(.)

T3: Evet, hani bir soruda da(.) eee(.) matematiksel işlem yaptırıyorlardı ya (.) Allahım(..) "hocam(.) karakök ne demek?(.) Denklemin İngilizcesi ne?(.) Sorabilir miyiz?"

T5: Biliyomuydun ya?(.) (Gülerler)

R: Peki herhangi bi güçlük?

T4: Ya, güçlük mü(..) değil mi(..) bilmem ama(…) Benim bişey geldi aklıma. Acaba hani bu oyun(.) Graniyum(.) (Cranium) bunu çocuklar oynarken aklıma geldi(.) Hiç video görüntüsü var mı?(.) Çocuklar önce izler, sonra oynarlardı(.)

T1: Fena fikir değil ama, yine de bence(.) yaratıcılıklarını etkileyebilirdi. O zaman nolcaktı?(.) Orda gördüklerini(.) soracaklardı(.)

R: Hiç araştırmamıştım arkadaşlar. Sağolun, iyi akıl ettiniz(.) Bakayim var mı video görüntüsü.

T2: Okuduktan sonra(.) oynamak hem komprehenşın'ı (comprehension) hem de çoklu zeka(.) olayı iyice kazındı bence(.) çocuklara(.)

T1: Ya, iyi de(..) Ne geliyo(.) benim aklıma(.) Şimdi bu ders planlarını sen hazırlıyon(.) biz uyguluyoz(.) Diyorm ki(.) bizler hazırlayabilcek miyiz? Hem zaman(.) hem de yaratıclık gerekiyo gibi(..)

T2: Evet ya(.) zor mu?(.) çoklu zeka aktiviteleri hazırlama el kitabı diye bişey var mı?(.) (Gülerler)

R: Peki arkadaşlar, o zaman(.) yarın ben bize bu konuyla ilgili okumalar getiriyorum(.)

T1: Çok uzun olmasın haa(.) (gülerler)

R: Başüstüne, efendim(.)(!) nasıl buyurursanız(.)(!) Pekiii, gelelim önümüzdeki haftanın ilk iki saatine. Onbirinci üniteye başlıyacaz(.) Konu yemekler, yiyecekler(.) ve aslında genleriyle oynanmış yiyecekler(.) Yemek konusuna bi şarkıyla başlıcaz, Tom's Diner.

T2: Şu melodisi olmayan versiyonu di mi?

R: Evet, Bunu seçmemdeki amaç dinır'dan (dinner) dan başlayıp şarkıda geçen 'midnayt piknik'i de (Midnight Picnic) kullanıp yiyeceklere geçiş yapmak. Şarkını liriğini öğrencilerin eline verip takibini isteyelim(.) İlk okuma için beş tane de sorumuz var(.) Komprehenşın niteliğinde. Sonra plandan da takip edersseniz(.) getting redi (getting ready) soruları geliyor(.) sınıfta tartışılabilir. Bunun üçüncü sorusuyla "modern farming" (modern farming), "modern fuud prodakşın metıds" a (modern food production methods) geçiş yapcaz(.) Hemen arkasından bu resimleri gösterip ciem fuud'a (GM Food) gelebiliriz. Ekstra resimler sibisi nüws onlayn (CBC News Online) sitesinden de temin edilebilir arkadaşlar. Sonra parçaya geçelim(.) İlk okumada topik (topic) ve paragraf numaraları eşleştirme aktivitesi var. İkinci okumaya zamanımız yetmeyebilir(.) Aaa, unutmadan(..) Arkadaşlar(.) pire tiiç (pre-teach) etmemiz gereken dört tane de kelimemiz var. Bi de okumaya başlamadn önce öğrencileri sıkil baks'a (skill box) yönlendirelim(.) Şey var orda(…) eee, bir fikrin lehinde ve aleyhinde olduğumuzu belirten for (for) end (and) egeinst (against) fireyzleri (phrases). Sorumuz, sorunumuz var mı?

T1: Benim var(.) Gitmeden bi çay daha içsek(.) (gülerler)

R: Peki arkadaşlar, içelim (…)

Day 8

R: Son toplantımıza hoşgeldiniz arkadaşlar(.) Nasılsınız?

T1: Yaaa(.) olmaz biz alıştık senle hergün toplanmaya(..) Lütfeen(.) hergün toplanmaya devam edelim(.) (gülerler).

R: Aşk olsun(.) söylediklerini ciddi ciddi düşünürsem(.) Evet, bu daha çok(.) genel bir toplantı olsun istiyorum(.) İki haftalık bu süreç nasıldı? Son iki saatimiz üzerine konuşmadık(.) Onu da içine alacak bir şekilde sonlandıralım(.) Buyrun(.)

T3: Bence(.)hem benim hem öğrencilerin açısından gayet, iyiydi. Değişik şeyler yapmak beni de motive etti(.) Ama en önemlisi(.) bence artan öğrenci ilgi ve katılımı(.)

T5: Hazırladığın materyaller gerçekten de (.) ee, nasıl diyim(..) hem eğlenceli, hem de

öğreticiydi(.) Evet(.) hiç ilgilenmeyen öğrencilerin bile dikkatini çekebildik(.) Derse katılmalarını sağladık(.)

T4: Ve bi de bence(.) bireysel farklılıkların(.) hem biz(.) hem de öğrenciler farkına vardık(.) Tabi ki canım, illada herkes(.) tek bununla öğrensin diye bişey yok(.)

T2: Şu da var ama(.) Öğretimimizi çeşitlendirip, bireyselleştirmekle(.) tamam çok daha fazla öğrenci grubuna(.) ne bilim, çok değişik öğrenme stillerine hitap edebililiriz(.) Ama bunun için(.) çok çalışmalıyız(.) çook(.) (gülerler) Yani diyorum ki(.) bu bizim için zaman(.) ha bi de enerji demek(.)

R: Haklısın(.) Ama(.) şunu düşün ne diyip duruyoduk(.) Biz, bu öğrencilerimizi nasıl motive etcez?(.) derse nasıl katılımı artırcaz?(.) Şunu soruyim: Elimizdeki aynı imkanları(.) kitabı kullanarak bir farklılık oluşturduk mu bu onaltı saatte?(..)

T1: Evet(.) Şimdi de buna deymedi mi dicen dimi?(.) O zaman biraz daha deneyip, yaygınlaştırmaya çalışalım yaptıklarımızı(.)

T3: Yaa, aslında bişey dicem(.) Bu teori(.) bizim zaten yapmamız gerektiğine ve "iyi hocalar" olarak zaten yaptığımız şeyleri önermiyo mu?

T5: Bak, bak(.) nasıl da övdü bizi, ayaküstü(.)

T1: Haklı canım(.) (gülerler)

T3: Eee, o zaman bunlar bizim öğretim anlayışımızla(.) uyuşuyo(.) o zaman(.) çabaya da değer.

R: Pekiy, birkaç soru daha sorucam. (.) Hocalar olarak siz neler hissettiniz?

T2: Ya ben gayet mutluydum(.) çünkü disiplin problemi yani ne biliym işte, "sen uyuma!"(.), "sen çizme!"(.) bunları demedim.

T4: Bi de(.) Şuna inanıyorum ben(.) Bizim hissettiklerimiz öğrencilerin bize hissettirdikleri(.)

T1: Vaaaoov!(.) ne söz ama(.) ne demek bu ya?(.)

T4: Şu demek(..) Onlar motiveli ise(.) ben de motiveliyim(.)

R: Peki, burdan şuraya atlayayım o zaman(.) sınıf atmosferi pozitif miydi?

T3: Bence öyleydi(.) Aradaki pozitif iletişimi(.) ben hissettim.

T5: Yaaa(.) Genelde konuşuyorsak evet(.) Ama benim(.) yine de bazı aktivitelere hiç katılmayan öğrencilerim hep vardı(.) onların çoğu da İngilizce katılmak, konuşmak istemeyenlerden oluşuyo(.) Ama mesela, bi öğrencim var(.) hani şu fiilingleri (feeling) tahmin etmeye çalıştıkları bir ekting aut (acting out) aktivitesi vardı(.) Bi tek o yapmak istemedi (.) Yerimden kalkmasam diye(.) Ama bu da, kişisel tercihtir(.) di mi?

R: Tabiki(.) Ama zaten kuramda(.) ee, onları zorlayalım, her tip aktiviteyi mutlaka yapsınlar demiyo(.) bildiğim kadarıyla. Sadece(.) sınıfa her zeka alanına yönelik aktiviteler götürelim

ki, zayıf(.) olan zeka yönleri de gelişme gösterebilsin(.) Böyle bir(.) nasıl diyim(..) inanışta var(.) bu teorinin özünde(.)

T2: Mantıklı(.) bana da(.) zamanında elime saz verseler de(.) ne güzel türküler söylerdim.

T3: Aman, iyi ki vermemişler(.) (gülerler)

R: Peki, arkadaşlar. Hepimiz adına şunu söyleyebilir miyim?(.) Bizim konteksimizde (context)(.) bu teori ve uygulamaları işe yarayabilir, devam edebiliriz?(.)

T1: De, de de(.) Pilot çalışmalara bir süre daha devam edip, daha kesin sonuçlara ulaşmaya çalışalım(.). Aslında sınavlarda da etkili olup olmadığına bakabiliriz(.) gibi,(.) miyiz?(.)

T2: Başarıya olan etkisi gibi mi?(.)

T5: Ama(.) konuştuğumuzu hatırlıyorum sanki(..) standart testlerden pek hoşlanmıyo muydu kuram(.) neydi?(.)

R: Evet, aslında üzerinde okumamız gereken bi konu daha, Emay end essesmınt (MI and Assessment)(.) üzerine risınt (Recent) makaleleri paylaşıp, okuyalım(.) Sesiniz çıkmıyo(.) (gülerler) Peki, sükût ikrardandır diyip(.) toplantıya nokta koyalım(.) Çook, çok teşekkür ederim arkadaşlar.

T1: Yarın toplanıyoz di mi?(.) Kaytarim demeyin(.)

R: Tamam, toplanalım.(gülüşmeler) İyi akşamlaar arkadaşlar!