D. ARCA

ACTION RESEARCH ON MULTIPLE INTELLIGENCES BASED INSTRUCTION IN PRE-SCHOOL FOREIGN LANGUAGE CLASSES

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ACTION RESEARCH ON MULTIPLE INTELLIGENCES BASED INSTRUCTION IN PRE-SCHOOL FOREIGN LANGUAGE CLASSES

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Approval of the Graduate School of Social Sciences

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

Action Research on Multiple Intelligences Based
Instruction in Pre-school Foreign Language Classes

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Foreign language education has always been a controversial issue among the educators in terms of methods and techniques and age to start the foreign language education. There are numerous studies in these methods and techniques and Multiple Intelligences (MI) Theory (MIT) is one of them. For the view of the age factor, the studies suggest that learning a foreign language is easier and more successful at young ages. However, there is little research in Turkey focusing on foreign language education in early childhood.

This study is an action research that aims to improve English language classes through MI based instructional design in a pre-school setting in Ankara. Seventeen participants including nine students in five-year-old age group (N=9), seven students in six-year-old age group (N=7) and one English language teacher (N=1) contributed

to the study. The school was chosen among ninety private pre-schools which had English classes in Ankara. Five and six year-old student groups in the school were subjected to twelve-week instructional learning environment based on the Multiple Intelligences Theory. The lesson plans had slight differences between the five-year-old and six-year-old student groups because of age factor and maturation of the students in these ages. Data were collected through qualitative methods including classroom observations, semi-structured interviews with the English language teacher and reflective interviews with the teacher and the students after each session. Classroom observations were conducted by the researcher herself and an interrater. The English language teacher was interviewed before and after the implementation period in order to learn the perceptions of teacher about the theory, lesson plans and her perceptions about the whole process. At the end of each lesson, the teacher and two students from each group were interviewed to receive reflections of their experiences about the lesson of the day. All data were triangulated and the results showed that Multiple Intelligences based instruction contributed positively to the foreign language development of pre-school children from both the perspectives of the students and the teacher. Also, the students reacted positively towards English language learning in a Multiple Intelligences based learning environment.

Keywords: Multiple Intelligences Theory; English Language teaching; early childhood foreign language education

ÖZ

Okulöncesi Yabancı Dil Sınıflarında Çoklu Zeka Kuramı Temelli
Öğretim Üzerine Bir Eylem Araştırması

Arca, Dilek
Yüksek Lisans, Eğitim Programları ve Öğretim
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Yabancı dil öğretimi; kullanılacak yöntem ve teknikler ve yabancı dil eğitimine başlama yaşı her zaman tartışmalı bir konu olmuştur. Bu yöntem ve tekniklerde mevcut birçok çalışma vardır ve Çoklu Zeka Kuramı da bu yöntem ve tekniklerden birisidir. Yaş faktörüyle ilgili araştırmalar ise yabancı dil öğreniminin erken yaşta daha kolay ve daha başarılı olduğunu göstermiştir. Ancak, Türkiye'de erken çocukluk döneminde yabancı dil eğitimi ile ilgili çalışmalar çok azdır.

Bu çalışma; Ankara'da bir anaokulunda, Çoklu Zeka Kuramı temelli öğretim tasarımı kullanarak İngilizce sınıflarını geliştirmeyi amaçlayan bir eylem araştırmasıdır. Bu çalışmaya on yedi katılımcı katkı sağlamıştır ve bu katılımcılar, 9 beş yaş grubu öğrencisini (N=9), 7 altı yaş grubu öğrencisini (N=7) ve bir İngilizce öğretmenini (N=1) kapsamaktadır. Okuldaki beş ve altı yaş grubu öğrencilere Çoklu Zeka Kuramı temelli on iki haftalık ders planları uygulanmıştır. Yaş farkı ve öğrencilerin olgunlaşma düzeyindeki farklılıklardan dolayı 5 ve 6 yaş öğrenci

gruplarının ders planları arasında küçük farklılıklar vardır. Veriler; sınıf gözlemi, İngilizce öğretmeniyle yapılan yarı yapılandırılmış görüşmeler ve öğretmen ve öğrencilerle yapılan yansıtıcı görüşmeleri içeren nitel yöntemlerle toplanmıştır. Araştırmacı tarafından hazırlanan on iki haftalık ders planlarının uygulanması süresince araştırmacı ve okul müdürü tarafından sınıf gözlemleri yapılmıştır. Öğretmenin teori, ders planları ve çalışma sürecindeki deneyimleriyle ilgili görüşlerini öğrenmek amacıyla uygulamadan önce ve sonra öğretmenle birlikte yarı yapılandırılmış görüşmeler yapılmıştır. Her ders sonunda ise öğretmen ve her gruptan iki öğrenci ile o günün dersi ile ilgili yansıtıcı görüşmeler yapılmıştır. Veriler üçgenleme yöntemiyle analiz edilmiştir ve sonuçlar hem öğrenci hem de öğretmen görüşlerine göre, Çoklu Zeka Kuramı temelli öğretimin anaokulu öğrencilerinin yabancı dil gelişimine olumlu bir şekilde katkı sağladığını göstermiştir. Ayrıca, öğrenciler Çoklu Zeka Kuramı temelli İngiliz Dili öğretimine olumlu bir şekilde tepki vermiştir.

Anahtar Kelimeler: Çoklu Zeka Kuramı; İngiliz dili öğretimi; erken çocukluk döneminde yabancı dil eğitimi.

To My Family

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Abbreviations

CRP: Culturally Relevant Pedagogy

EFL: English as a Foreign Language

IQ: Intelligence Quotient

MI: Multiple Intelligences

MIT: Multiple Intelligences Theory

MoNE: Ministry of National Education

OECD: Organization for Economics Cooperation and Development

PISA: Programme for International Student Assessment

TEFL: Teaching English as a Foreign Language

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, aim of the study, significance of the study, and definition of terms.

1.1. Background to the Study

Laws that are related with foreign language education have been changed many times in Turkey. It was first taught in secondary school as an elective course, and then the other languages such as French and German were released from the curriculum and English was the only foreign language taught in secondary schools. In 1997-1998 education year, compulsory education was raised to 8 years and since then, with the same law English has been taught in 4th grade. Currently in 2013, English as a foreign language education (EFL) still starts in the same year in public schools; but most private schools and private pre-schools teach English to their students at earlier years. Private schools have their own curriculum planner or instructional designer. However, for the private pre-schools that are independent, it is the English language teacher's responsibility to decide on the curriculum and materials. If there are frequent English language teacher turnovers in a pre-school, the students are often subjected to different teachers' approaches, methods, curriculum, and materials when they are learning English as a foreign language.

Turkey is in the process of becoming a member of the European Union and for this aim, the government tries to have countrywide improvements in all areas of social life. Increasing the schooling rate in all levels of education to the European countries' schooling rates is a step for these improvements. However, the Programme for International Student Assessment (PISA) 2006 results revealed that Turkey needed to improve its education standards (OECD, 2007). To this end, government

started the studies of increasing the percentage of students that have attended pre-school. While the pre-schooling rate at the ages of four and five was 30% in 2009-2010 education year, it was planned to be raised to 50% in 2013-2014 education year (Organization of Government Planning, 2009). For this aim, the studies of compulsory pre-school education started in 2009 in the cities where the education level of the students is lower than the average level of Turkey. In 2009-2010 education year, the pilot study started in 32 cities in Turkey to make the pre-school education compulsory. Currently in 2012-2013 education year, pre-school education is compulsory in 71 cities and the pre-schooling rate at the ages of four and five is 44% (Organization of Government Planning, 2013). Although 4+4+4 education system that was introduced in 2012 does not include pre-school education as compulsory, the aim of the 100% pre-schooling rate until the end of 2013 will be continued with the children between the months of 48-60 with 10 more cities (Ministry of National Education, Private Secretariat, 2012).

While pre-school education is being developed, the need for pre-school teachers is also increasing. The graduates of pre-school teaching departments do not meet the need for pre-school teachers, so some of the private pre-schools employ teachers who are only graduates of vocational high schools. However, the private pre-schools are increasing in number dramatically and they are trying to find ways to attract parents by offering different lessons such as English, drama, arts, and music. These lessons raised another problem of teachers who are qualified both in the fields of foreign language education and early childhood education.

Teaching in a pre-school with young learners differs from teaching in a school with adult learners. It is known that the children can learn better through the activities that they are interested in (Tuğrul, 2002). Therefore, to be able to teach young learners, the teachers should be more energetic, interesting, enjoyable, and well prepared. Because the students who are called young learners and very young learners are so active, it is hard to have the students be interested in the lesson. So, the teachers should find activities that are suitable for most of the students or they should engage all of the students into the lesson with the help of some approaches and methods.

All the English teachers in Turkey receive similar pedagogical training at universities in the departments of foreign language teaching that focus on primary or secondary schools and few schools may consider pre-school education. The foreign language teachers have 'English for young learners' lesson at the universities, but these lessons are focusing on the students who are attending primary schools. So, the students attending pre-schools are generally underestimated in those lessons because they are defined as 'very young learners'. Consequently, the English teachers who are experienced in teaching English to pre-school students are rare and the schools have to employ teachers who have no or little experience with pre-school students. For this reason, the teachers have difficulties in their first practice with very young learners. Because there is not any official written curriculum of English language lessons for pre-schools in Turkey, the English language teachers working in pre-schools make use of some books published for pre-schools or they decide themselves on the contents and the methods to be employed in the lessons. Moreover, there are differences between private pre-schools and kindergarten classes in private schools. Not only is the lesson hour and duration more in kindergarten classes in private schools, but their material choice is also better than most private pre-schools.

Above mentioned reasons and the limited resources cause problems of confusion and inequality within the teachers, curriculum planners, and administrators. To be able to improve the quality of foreign language education in pre-school settings, some standards should be set in the light of studies on methods, contents, materials, and time to be exposed to foreign language education in the schools. Setting these standards can only be possible with more research in the field of foreign language education in early childhood.

Numerous studies have shown that Multiple Intelligences Theory (MIT) by Howard Gardner helps the teachers to have the students show positive attitude towards the lesson (Baş, 2010; Demirel, Tuncel, Demirhan, & Demir, 2008; Kayıran, 2009; Weber, 1999; Zhu, 2011) and provide better retention skills (Göl, 2010; Hasenekoğlu & Gürbüzoğlu, 2009; Temur, 2001; Yıldırım, 2006). For the purposes of this study, a twelve-week Multiple Intelligences based instruction for pre-school

English as foreign language students was prepared to enhance the students' learning English as a foreign language.

Multiple Intelligences Theory is praised throughout the world in all lessons and each level, especially for the young learners (Çırakoğlu & Saracaloğlu, 2009; Weber, 1999; Zhu, 2011); hence, it was thought that the theory may also be successful in pre-school English classes in an action research. So that, this study can be an example of Multiple Intelligences Theory application and can help the pre-school English language teachers as a guide in terms of contents, methods, activities, and materials.

1.2. Aim of the Study

This study is an action research which aims to improve English language classes in the school through Multiple Intelligences based instruction. While developing English language classes, cooperation is needed with the school management and the English language teacher since action research is a design that requires cooperation among the researcher and all school participants (Somekh, 2006) to make an improvement.

Since the English language teacher needed support to gain experience for teaching for pre-school students, an action research was implemented where the researcher guided the English language teacher to implement MIT based instruction in pre-school learning setting. For this aim, following research questions guided the study:

RQ 1. How does the Multiple Intelligences based instruction contribute to the foreign language development of pre-school children from the perspectives of students and teacher?

1.1. What are the students' and the teacher's perceptions of the strengths of Multiple Intelligences based instruction in EFL in a pre-school setting?

1.2. What are the students' and the teacher's perceptions of the weaknesses of Multiple Intelligences based instruction in EFL in a pre-school setting?

RQ 2. How do the pre-school students react towards English language learning in a Multiple Intelligences based learning environment?

1.3. Significance of the Study

Pre-school is an important part of education lives of people, so it has been frequently studied by scholars through the years both in Turkey and abroad. The studies proved that pre-school education has an undeniable positive effect on people's future social and academic lives (Aguilara & Tansini, 2012; Aslanargun & Tapan, 2011; Daviesa & Brembera, 1997; Güleç & Özdemir, 2006; Kağıtçıbaşı, Sunar, Bekman, & Cemalcilar, 2005; Melhuisha et al., 2013; Sammons et al., 2004; Seçer & Sarı, 2006; Taiwoa & Tyolob, 2002; Taner & Başal, 2005). The results of the studies showed that the students who have pre-school education background are more successful in their primary school years in terms of expressing themselves, relationship with their families, teachers, and friends, social and academic achievement (Aslanargun & Tapan, 2011), cognitive attainments (Sammons et al., 2004; Taiwoa & Tyolob, 2002), linguistic abilities (Taner & Başal, 2005), and moral and social awareness skill (Seçer & Sarı, 2006). Any mistake in this phase of education can damage people's educational lives and, consequently, their whole life irreversibly since the effect of pre-school education can continue even 22 years after the graduation (Kağıtçıbaşı et al., 2005).

The importance of pre-school education was proved by the studies throughout the world. The countries improve their education systems starting with the pre-school education. So, foreign language education is also considered to be improved by starting with the pre-school level (Sehlaouia, 2008). The literature provided three generalizations in foreign language education: (1) If time and exposure are held constant, adults proceed faster than the children in the first parts of the syntactic and morphological structure. (2) If time and exposure are held constant, older children proceed faster than the younger children in the first parts of syntactic and morphological structure. (3) If people are naturally exposed to second languages in early childhood, they achieve higher proficiency in the language than the adult learners (Krashen, Long, & Scarcella, 1979). However, the reason of this faster progress can be explained by the faster language exposure in older learners (Krashen et al., 1979). Furthermore, the Critical Age Theory claims that there are certain

critical periods when the foreign language learning occurs without difficulty since the brain keeps its flexibility of the right and left hemispheres (Penfield & Roberts, 1959). Although foreign language learning can still continue after this critical period, it is getting more difficult for older learners (Demirezen, 2003) and their pronunciation cannot reach the level of native speakers (Kara, 2004).

Additionally, the studies investigating foreign language education in early childhood suggested positive results in favor of the earlier the better (Anşin, 2006; Azarmi, 2010; Baran & Halıcı, 2006; Bird, 2007; Demircioğlu, 2008; Hassan & Maluf, 1999; Hsieh, 2006; İlter & Er, 2007; Matthews, 2010; Sieh, 2008; Song, 2003; Spring, 2009). Foreign language education in early childhood is effective since to learn a foreign language in early years, the students apply the same skills that they are using to acquire their first language (Baran & Halıcı, 2006). Because they use the same skills to learn both their first language and foreign language, foreign language education is found to accelerate the first language education process, too (İlter & Er, 2007). Furthermore, the young learners are suggested to have intellectual and affective superiority to learn a foreign language among the older learners (Anşin, 2006). Therefore, younger learners have higher language proficiency in longer term (Krashen, 2006).

Foreign language education in early childhood is one of the common trends in education system and the ways for improving the foreign language education are being searched. It is clear that any development in foreign language education at the pre-school level can be possible through careful studies conducted in the field. However, research which aims pre-school education in Turkey includes music education (Topaç, 2008), mother tongue skills (Akdağ, 2008; Erciyes, 2011), science and nature education (Doğan, 2010) and mathematics lesson (Tokgöz, 2006) whereas the number of studies in foreign language teaching in pre-schools are rare (İlter & Er, 2007; Kalaycıoğlu, 2011; Özçelik, 2013; Sert, 2004; Sığırtmaç & Özbek, 2009; Şahin, 2009; Şensoy & Özad, 2009; Ünal, 2009). This lack of studies in foreign language education in pre-schools in Turkey causes teachers to have difficulty in finding written documents in order to have well-qualified foreign language classes. Therefore, this study aims to fill in a gap in the literature in terms of English as a

foreign language (EFL) classes in pre-schools with five-year-old and six-year-old student groups.

Moreover, in Turkey a lot of private pre-schools provide English as a foreign language lesson for their students. While instructional designers or curriculum planners develop the program for EFL lessons in kindergarten classes in big private schools, it is the teacher's responsibility to design the instruction in private pre-schools. Because there is not any written curriculum for English teachers of pre-schools, the different EFL lesson curricula in different schools lead to unequal education within the schools and this situation creates problems in higher levels of education when the students are subjected to formal English lessons. This problem can be overcome by a standard curriculum of EFL lessons in pre-school level. To this end, this study can be a suggestion for the teachers or curriculum planners to choose the correct approach, method, contents, and materials as being an example of MI Theory's usage in a foreign language education classroom setting at the pre-school level with its activities and materials.

The curriculum prepared for pre-schools in Turkey in 2006, is a developmental program that aims to develop a child with all of his or her features and developmental areas that is mentioned in Multiple Intelligences Theory, too. It also aims to have children gain the skills required in elementary school such as communication, deciding on something, taking responsibility, and creativity. While the program is providing what children need to develop themselves, it also supports their developmental areas, which are psychomotor development, socio-emotional development, language development, cognitive development, and self-care abilities. According to the program booklet, the curriculum is consistent with the argument and emphasis of MIT (Ministry of National Education General Directorate of Pre-school Education, 2006) because both MIT and curriculum suggests to improve the people's all areas together with the activities integrating different intelligence types (Gardner, 1993; Ministry of National Education, General Directorate of Pre-school Education, 2006). While the stages of developments according to the age groups were defined in the booklet, they are given in different areas in accordance with the theory: Psychomotor development is related with bodily-kinesthetic intelligence,

socio-emotional development is linked with interpersonal and intrapersonal intelligences, linguistic development is in verbal-linguistic intelligence, cognitive development is suitable for logical-mathematical intelligence, and lastly self-care abilities are included in intrapersonal intelligence.

It is known that natural learning environment is an important element for young learner's foreign language learning (Kara, 2004; Krashen et al., 1979). So, while the students are being subjected to MIT in their curriculum, the same approach should be employed in EFL classes, too. So that, the students can learn a foreign language in natural learning environment with a similar way of learning their mother tongues in pre-schools. MIT is also praised throughout the world in young learner education (Çırakoğlu & Saracaloğlu, 2009; Weber, 1999; Zhu, 2011). Because of these reasons this study is based on MIT allowing teachers, curriculum planners, and administrators an example of MIT application in pre-school foreign language setting. The results of this study both fill in a gap in the literature in terms of foreign language education in pre-school level and provide the contribution of MIT to the pre-school EFL classes.

1.4. Definition of Terms

The terms that are defined in this chapter will refer to the following meanings through the study:

Instruction: Instruction is an inseparable part of learning process and can be defined in three different ways: It is the process of organizing the environment in order to behave in a certain way under certain situations and circumstances. Instruction is the process of using proper personnel, material, and tools in order to achieve the pre-determined aims and objectives in an educational setting. Lastly, instruction is the art of helping people in order to have them learn (Alkan, 1987).

Lesson plan: A detailed plan, usually drawn up by the teacher, encapsulates the content and sequence of the lesson (Wallace, 2009).

Multiple Intelligences: Multiple intelligences is a theory developed by Howard Gardner and the theory defines the intelligence as the ability to respond successfully to new situations. According to the theory, people can be intelligent in different ways rather than linguistic and mathematical abilities. Although all people have all the intelligence types, they can show different intelligences in different levels (Gardner, 1993). Eight different intelligences are defined in the theory and an intelligence type is being investigated. The intelligences are: verbal-linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, bodily-kinesthetic intelligence, musical-rhythmic intelligence, interpersonal intelligence, intrapersonal intelligence, and environmental-naturalist intelligence. Moreover, existential intelligence is being investigated in terms of criteria to be accepted as an intelligence (Armstrong, 2009).

Multiple Intelligences based instruction: This type of instruction requires fulfilling the basics of Multiple Intelligences Theory. These basics can be defined as the differences among the students, integrating different intelligence types into lesson, a wide range of learning experiences in terms of intelligences, and student-centered lessons (Moran, Kornhaber, & Gardner, 2006).

Pre-school: Preschool is an important phase of education preparing the students for primary school, supporting the opportunities of education at home, and aiming to remove the inequalities in terms of language and social backgrounds among the children at the ages of five and six (Aslanargun & Tapan, 2011).

Pre-school students: The students who are attending pre-schools and experiencing the most dynamic and fastest changes of their lives (Tuğrul, 2002).

Very young learners: Very young learners are defined as the students who are attending nursery schools and under the age of seven. Because they cannot read or write, their classes should be designed differently than the young learners (Sarıgöz, 2012).

Young learners: Young learners are the children between the ages of 6 and 12 (Ministry of National Education, Head Council of Education and Morality, 2006).

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter, literature regarding pre-school education, early childhood foreign language education, and multiple intelligences is discussed in the following order: The first part presents the literature on pre-school education, its importance, and the research studying the pre-school effect on students' higher education levels. Pre-school is followed by foreign language education in early childhood discussing the theories regarding age and language acquisition and the studies in terms of foreign language education and pre-school. Lastly, Multiple Intelligences Theory is explained in terms of its bases and uses by citing to some important books and articles in the literature. Some multiple intelligences applications examples and studies are given briefly in the following part and the chapter is concluded with a summary of literature.

2.1. Pre-school Education

Pre-school education is defined as the first phase of the formal education in schools aiming (1) to provide children bodily, intellectual, and emotional development and good habits, (2) to prepare them to primary school level, (3) to create a common education environment for the children who are coming from families with worse socio-economic status and unfavorable areas, and (4) to have children speak Turkish well and appropriately (Ministry of National Education General Directorate of Pre-school Education, 2006). Taking the purpose of pre-school education into account, the importance of pre-school education for people's later academic lives is undeniable and this importance is supported by numerous research around the world (Aguilara & Tansini, 2012; Aslanargun & Tapan, 2011; Daviesa & Brembera, 1997; Güleç & Özdemir, 2006; Kağıtçıbaşı et al., 2005;

Melhuisha et al., 2013; Sammons et al., 2004; Seçer & Sarı, 2006; Taiwoa & Tyolob, 2002; Taner & Başal, 2005).

The studies investigating the effect of pre-school education suggested that people who have pre-school education experiences can express themselves better, have better relationship with their families, teachers, and friends, and be more social, than the people with no pre-school experience, consequently they have higher social and academic satisfaction (Aslanargun & Tapan, 2011), start the primary school with better cognitive attainments (Sammons et al., 2004; Taiwoa & Tyolob, 2002), have better linguistic abilities in primary school (Taner & Başal, 2005), and have higher moral and social awareness skill (Seçer & Sarı, 2006). Moreover, the effect of pre-school education is found to continue even 22 years after the graduation on people's academic and business life (Kağıtçıbaşı et al., 2005).

The studies conducted within pre-school level with students attending pre-schools and student who did not attend pre-schools indicated that there are significant differences between the students' behaviors. For this level, while Seçer and Sarı (2006) investigated the effect of pre-school education on students' moral and social rules awareness with the population of 120 pre-school students, Güleç and Özdemir (2006) examined the pre-school effect on children's democratic behaviors from the perspectives of 200 parents of pre-school students. Both studies showed that pre-school education positively contributed to the students' moral and social awareness skills (Seçer & Sarı, 2006) and democracy behaviors (Güleç & Özdemir, 2006).

In primary school level, the studies investigating the pre-school effect resulted positively in support of the students with pre-school background. Taiwoa and Tyolob (2002) conducted a study on primary school students' academic performance in English, mathematics, and science lessons with the population of 120 grade one students and 20 grade one teachers. Two years later; Sammons, Elliot, Sylva, Melhuish, Siraj-Blatchford, and Taggart (2004) started a similar study in a different setting in Northern Ireland and looked for the impact of pre-school education on grade one students' cognitive attainments in pre-reading, early number concepts, and language skills. The studies suggested similar results in terms of the

positive effect of the pre-school education. However; in discussion of the results, Taiwoa and Tyolob focused on the pre-requisite skills provided in pre-school level and claimed that these pre-requisite skills made the learning easier and faster in grade one (Taiwoa & Tyolob, 2002) whereas Sammons, Elliot, Sylva, Melhuish, Siraj-Blatchford, and Taggart emphasized the role of pre-school in disadvantaged children by providing them a better start to primary school. On the other hand, Taner and Başal (2005) only focused on the language development of the grade one students with a population of 240 grade one students from different socio-economic statute in Bursa. The results of the study indicated that the language development of the students with pre-school education background was better than the language development of the students with no pre-school education background. Furthermore, the language development of the students from upper and middle socio-economic level was found better than the students from lower socio-economic level.

Longitudinal studies including four-year (Daviesa & Brembera, 1997), six-year (Aguilara & Tansini, 2012), eight-year (Melhuisha et al., 2013), and 22-year (Kağıtçıbaşı et al., 2005) studies on the pre-school effect on students' academic success also supported the importance of pre-school education. Although the studies focused on different areas, the results of all the studies suggested that the people with pre-school experience had higher skills than the people who did not attend pre-school. Daviesa and Brembera (1997) investigated the difference in three different groups of students' reading achievements in primary school over four years. The participants belonged to the groups of nursery experience, playgroup experience, and no pre-school experience. The groups' primary reading test scores were compared and the results showed that children's reading attainment was affected by the pre-school provision and this effect was significant in the second year. Whereas Daviesa and Brembera concentrated on only the reading achievements, Aguilara and Tansini (2012) approached the academic success of the students both in the short-run and in the long-run. The data were provided by the schools and surveys were carried out by the researchers in order to understand the effect of pre-school education over the years. Pre-schooling was found to have positive effect on children's academic results in short-term. Although the pre-school effect was suggested to continue after six

years, too; it was found weaker than the first year effect. However, Aguilara and Tansini reported that they found another strong effect, the general performance of the school, on the students' academic performances (2012). Contrary to the weak effect of the school in later years in Aguilara and Tansini's study; Melhuisha, Quinnb, Sylvac, Sammonsc, Siraj-Blatchford, and Taggart (2013) found that pre-school education experience improved the progress of the students' mathematics skills over the primary school in their study investigating the long-term effect of pre-schooling on literacy and numeracy skills.

The most comprehensible study among the long-term effects of pre-schools was Kağıtçıbaşı, Sunar, Bekman, and Cemalcilar's study (2005). They started the longitudinal study in 1982 by educating 217 three, four, and five-year-old students and their parents in slum areas in İstanbul. When these students were at the age of between 13 and 15, the students were contacted in 1992 and the effect of the education was investigated. Later, in 2004, 133 of the 217 students were contacted again when the students were at the ages of between 25 and 27. It was seen that 35% of the students attended university as a proof of the pre-school effect on these students.

The importance of pre-school education was proved by the studies and the countries improved their education systems by starting with the pre-school level.

2.1.1. Pre-school Education in Turkey

The pre-school education in Turkey started with 'Sıbyan Mektebi' (child school) in 13th century for the children at the ages of five and six. Because those schools provided only religious education and very basic education to the students, they cannot be regarded as pre-schools in today's understanding (Akyüz, 1996 cited in Kapcı & Guler, 1999). Later, at the beginning of the 20th century, pre-school education started to take place in state policies; so that, Temporary Primary Education Code provided the establishment of the pre-school institutions that aimed to prepare the students to the primary school education (Kapcı & Guler, 1999).

The pre-school education in today's understanding in Turkey, aims to (1) provide children bodily, intellectual, and emotional development and good habits, (2)

prepare the children to primary school level, (3) create a common education environment for the children who are coming from families with lower socio-economic status and unfavorable areas, and (4) have children speak Turkish well and appropriately (Ministry of National Education, General Directorate of Pre-school Education, 2006). In light of those aims, pre-school education is tried to be improved throughout Turkey by increasing the percentage of pre-schooling. For this aim, compulsory pre-school education studies started in 2009-2010 education year. Although it is still not compulsory all over the Turkey, it is compulsory in 71 cities in 2012-2013 education year (Organization of Government Planning, 2013).

While this study was being conducted, curriculum prepared for pre-schools in 2006 was employed in the schools. The program booklet clearly expresses that it aims to support psychomotor, social-emotional, language, and cognitive developments of the children between the moths of 36 and 72; to develop self-care abilities; and to provide primary school readiness for the students (Ministry of National Education, General Directorate of Pre-school Education, 2006). To this end, it was designed as a developmental program to be able to support all developmental stages of the children. According to the program booklet, the developmental stages of the students between the months of 48-60 are as in Table 1 and the developmental stages of the students between the months of 60-72 are defined as in Table 2 (Ministry of National Education, General Directorate of Pre-school Education, 2006). The basic features of the program are grouped in 19 categories: (1) It is for the children between the months of 36 and 72. (2) It is child-centered. (3) Aims and objectives are the base for the program. (4) Developmental areas are defined for each age group separately. (5) Contents are not the aims, but the tools. (6) There are not units. (7) It is flexible. (8) It gives freedom to the teacher. (9) Creativity is in the foreground. (10) It requires the teachers to study regularly. (11) The environment that enables the child the freedom of gaining experiences is important. (12) Problem solving and game are the basic activities. (13) It is encouraged to use daily life experiences and opportunities of the neighborhood for educational purposes. (14) It is important to diversify the learning experiences. (15) Parental participation is important. (16) Evaluation process is multi-dimensional.

Table 1. *Developmental Stages of Children between the Months of 48 and 60*

Psychomotor Development	Social – Emotional Development	Language Development	Cognitive Development	Self-care Abilities
• walk on a line. • jump to a certain distance with both feet. • bound with both feet. • bound backwards with both feet. • bound on a foot. • stand on a foot for a few seconds. • go downstairs and upstairs by changing the feet. • bounce a ball and catch it themselves. • ride a bike and turn the corners. • jump from 20-cm height. • walk on heel and toes. • construct tower by using 9 blocks. • draw circle and square by looking at a model. • draw and color different shapes. • string the objects such as bead and pasta.	• know their names, surnames and ages. • show the expected behaviors in society. • participate in speeches of adults. • share their toys. • accept the leadership of adults in group works. • ask for permission. • ask for help when they need. • like to be praised. • be willing to help the children younger from them.	• listen to three instructions given to them and perform it. • use compound sentence. • explain the irrational elements in pictures. • tell antonyms. • use compound words in their speech. • use the negative versions of the words in their speech.	•draw human picture including six elements. •complete puzzles comprised from 4 to 8 pieces. •establish relationships between the objects and numbers from 1 to 10. •categorize the objects according to their features. •count from 1 to 20 by heart. •match the sets comprised of 3 or 4 elements. •combine two semicircles and have a circle. •differentiate spatial locations. •range an event according to time of the events. •construct tower from 10 cubes with the help of a model. •tell the materials of the objects. •answer the question 'Why?'. •differentiate textures. •name 8 colors. •group colors. •order colors according to the color tones. •know some types of money and name. •remember a picture that they saw for a short time earlier. •complete unfinished pictures by looking at a model. •tell a story about a picture.	• comb their hair with help. • button up and unbutton the big buttons on their cloths. • hang their jacket on a hanger suitable for their height. • tie and untie shoelace. • wash their faces and hands without help. • brush their teeth. • obey the table rules. • use table equipments appropriately. • help the housework such as setting the table.

Table 2. *Developmental Stages of Children between the Months of 60 and 72*

Psychomotor Development	Social – Emotional Development	Language Development	Cognitive Development	Self-care Abilities
• walk forward, backward, and sidewise on a balance board. • march by obeying the start and stop instructions. • walk by bounding with help. • walk backwards on heels and toes. • run on toes • jump from 30-cm height. • bound rhythmically. • stand on one foot for 8-10 seconds. • bound forward on both feet at least 10 times without falling down. • grasp something from the ground while they were running. • jump rope themselves. • ride a bike without help. • turn around their own body. • go upside and downside by changing the feet. • do rhythmic movements. • use their arms rather than hands to catch ball.	• show their feelings. • understand other people's feelings. • play construction – building game by using equipments. • obey the rules in the games. • explain the rules of games to the others. • discharge the responsibilities given them. • trust on themselves. • orient themselves to new situations. • set an objective for themselves and direct their behaviors towards those aims.	• tell their daily experiences. • do the instructions in given order in three imperative sentences following each other. • use subject – verb agreement in their sentences. • ask the meanings of new and unknown words. • know the synonyms and antonyms of some words. • answer the questions 'when, why, how'.	•tell the names of all components of body. •complete puzzles comprised from 10 to 25 pieces. •form a square by combining two triangles. •match 6-10 objects in the same textures. •group 6-10 objects in the same textures. •group the objects based on one feature. •establish relationships between the object groups and numbers from 1 to 10. •add and subtract from 1 to 10 by using objects. •show half and whole objects. •count numbers from 1 to 10. •explain how they did the matching, establishing relationship, grouping, and ordering. •explain simple cause and effect relationships. •remember the details on a picture shown them for a short time. •guess what might happen after an incidence. •differentiate the similarities and differences between the objects and tell them. •tell the days of the week in correct order. •count until 20 rhythmically. •answer the questions originally. •tell their address.	• take responsibilities and recharge them in daily activities. • walk on the road without help. • put on and off clothes themselves. • button up and unbutton the clothes. • tie the shoelace. • comb their hair. • eat the meal themselves. • use table equipments as an adult. • use knife. • wash their faces and hands and dry them. • fulfill the toilet requirements themselves.

(17) Important days and weeks are identified by taking the variety of features of the age groups. (18) Charts and forms in the appendices part are only samples. (19) The program is open to be developed. The features of the pre-school curriculum were tried to be met throughout the study in terms of the activities. However, a short time after the study a new program for pre-schools has been introduced for 2013-2014 education year.

2.2. Foreign Language Education

Foreign language education has been a controversial issue for years all over the world and the importance of foreign language education is increasing day by day with the global world. To talk about foreign language education, the difference between the language learning and language acquisition should be given first. According to Krashen (2006) language learning is a conscious process including formal knowledge of language whereas language acquisition is acquiring the language unconsciously similar to the way the children acquire their first languages. Because language learning is a conscious process, it includes mechanisms that guide puzzle or problem solving performance (Lawler & Selinker, 1971 cited in Krashen, 2006). The guiding mechanisms are the methods and approaches used in foreign language education. Basic approaches and methods used in foreign language education are explained briefly in the following part.

Grammar Translation Method

The grammar translation method is one of the oldest methods employed in foreign language education classes (Larsen-Freeman, 2000) to help the students read foreign language literature and translate it to their mother tongues. Because the aim is the literature of the target language, the focus of the lessons is reading and writing skills. However, listening and speaking skills are ignored in this method (Larsen-Freeman, 200). Grammar translation method first studies the language through detailed analysis of grammar (Richards & Rodgers, 2001). The lessons are teacher-centered and the role of the students is to study grammar while the medium of language is the students' native language. Since grammar translation method lacks of

communication skills, it was highly criticized by the scholars and new methods and approaches emerged in the mid and late 19th century (Richards & Rodgers, 2001).

Direct Method

Direct method emerged as an opponent to grammar translation method (Larsen-Freeman, 2000). In this method, the aim of the language education is to use the target language to communicate. Therefore, the focus of the lessons is speaking and reading (Larsen-Freeman, 2000). Direct method supports that a language can be learned without translation, so the learners should be directly exposed to the target language. The teacher is more active in the class compared to the grammar translation method since the teacher is required to use mimes, demonstrations, actions, and pictures to have the learners convey the meaning. Nevertheless, the students are more passive in the lessons because the teacher directs the classroom activities.

Audio-Lingual Method

This method was first developed to teach the soldiers English in the army (Larsen-Freeman, 2000). As its name suggests, the dominant emphasis is on listening and speaking and the method is based on communication by repeating dialogues in the target language. The medium of language is the target language in the classroom and it is given by using the repetition drills. Although reading and writing is not neglected, they are given priority in the teaching sequence (Stern, 1983).

Total Physical Response

Total physical response supports that language learning should start with understanding of the target language (Larsen-Freeman, 2000). The students are not required to memorize the chunks and dialogues as in audio lingual method, but they are required to take the teacher as a model. In this method, target vocabulary items are learned through physical actions (Nunan, 2000). Therefore, it is believed that language learning should include fun in the classroom in order to have the students

learn (Larsen-Freeman, 2000). The teacher is expected to be more flexible and correct the errors only if they are important.

Silent Way

Silent way is an approach to teach a foreign language by having the teacher silent. The students are not expected to memorize chunks and dialogues, instead they are required to use their inner resources in order to overcome the challenge (Larsen-Freeman, 2000). The teacher is less active in terms of speaking in this method. Therefore, the center of the lesson is started to change from the teacher to the students. The teacher is tolerable for the errors if they are not important.

Community Language Learning

This method aims to use the target language communicatively and in order to do it, it suggests that the students should feel themselves safe in the classroom. Because the students are required to feel secure, native language can be used in the classroom when needed. The role of the teacher is a guide for the students while the lesson is student-teacher-centered (Larsen-Freeman, 2000). The teacher corrects the errors of the students by repeating the correct sentences after the students.

(**De) Suggestopedia**

Desuggestopedia was developed by Georgi Lozavov, who believes that the learners have psychological barriers preventing them from learning (Larsen-Freeman, 2000). So, the method gives importance to classroom environment that should be bright and cheerful. Background music is one of the basic elements of this approach and it is also an holistic approach to teach a foreign language. The teacher uses the native language in the classroom.

Communicative Approach

As its name suggests, communicative approach aims to teach a language for communicative purposes. It gives importance to both functional and structural

aspects of language (Larsen-Freeman, 2000). The aim of the foreign language education is the communication and interaction by giving importance to four skills at the same time. The approach suggests that the language should be learned in students' own way.

Task-Based Learning

In task-based learning, the students are required to concentrate on the target language with a task to perform or a problem to solve (Verikaite, 2008). The focus of the lesson was the authenticity of the syllabus and materials. The language is learned for communicative purposes rather than correctness of the language. The medium of language is the target language in the classroom, to have the learners use the language. There are some criticisms to task-based learning and the most important criticism is that the approach cannot be used in early foreign language education.

2.2.1. Foreign Language Education in Early Childhood

In the global world, foreign language education is a significant element in education systems of the countries. The question of 'when' to start the foreign language education caused debates and there are three different generalizations all of which supported by the studies on this issue: (1) If time and exposure are held constant, adults proceed faster than the children in the first parts of the syntactic and morphological structure. (2) If time and exposure are held constant, older children proceed faster than the younger children in the first parts of the syntactic and morphological structure. (3) If people are naturally exposed to second languages in early childhood, they achieve higher proficiency in the language than the adult learners (Krashen et al., 1979).

Despite the fact that all these generalizations are supported by the literature, the reason of the faster attainment in early stages by the adults and older children was explained by Krashen, Long, and Scarcella (1979) as the rate of the language exposure which is slower in younger learners. Furthermore, the aim of the foreign language education is not the initial attainment in syntactical and morphological structures, but the ultimate attainment in the language.

On the other hand, why younger learners are superior to adults and older children in the ultimate attainment and why foreign language education should start in early childhood was explained in various language acquisition theories such as critical age theory and Krashen's hypotheses on language acquisition.

Critical Age Theory supports that there is a critical age period for learning a foreign language and second language easily and this period ends in the first 12 or 13 years of humans' lives because the brain is about to lose its flexibility and right and left hemispheres of the brain are getting independent from each other (Penfield & Roberts, 1959) after 12 years. If people start learning foreign languages in this critical period, they learn the language without having difficulty. Though, learning does not end after this critical period, it is getting more difficult for the learners to learn a foreign language (Demirezen, 2003) and they cannot achieve the level of native speakers in terms of pronunciation after the critical age (Kara, 2004).

Krashen states that although this critical age period is between the ages of 2 and 5, the language acquisition can continue in a different way in adults, too. In his monitor theory, he explains the differences between a child's and adult's language acquisition processes (Krashen, 2006). In adults' language acquisition there is a monitor that examines and correct the errors in learners' acquisition and there are also formal consequences of biological puberty affecting them. Whereas he suggests that language acquisition is still effective in adult learners, he also points that the younger learners are superior to adults in longer-term language proficiency (Krashen, 2006).

In addition to language acquisition theories, foreign language education in early childhood is found effective because of various reasons in different studies. On one hand, Baran and Halıcı (2006) supported that teaching foreign language in preschool is effective because while the young learners are learning a foreign language, the students use the same skills as they were learning their mother tongue. So, they suggested that in order not to forget these skills, foreign language education should start earlier. Additionally, if children start learning a foreign language in the process of mother tongue acquisition, not only does it provide effective foreign language skills, but it also accelerates the first language acquisition process (İlter &

Er, 2007). On the other hand, Anşin (2006) supports foreign language education in preschool because of the intellectual and affective superiority and flexibility of very young learners.

However, teachers and administrators should be careful as they are teaching a foreign language to very young learners in order not to damage the effectiveness of learning process in early childhood. Tuğrul (2002) states that game is an important source of information in pre-school education and the children should enjoy in every phase of learning, so that; the students can learn the information unconsciously. In addition to the games; some components such as group discussion which depends on the size and flexibility of the class, variety of instructional activities, effective learning practices and language materials can also be included in the foreign language teaching setting in a pre-school (Szymanski, 1979). Lastly, to be able to address young learners' different needs in early ages; the methods and techniques, approaches, and the materials should be carefully chosen in this level.

Research on foreign language education in early childhood revealed that teaching a foreign language in early childhood had positive effects on the students. Hassan and Maluf (1999) applied Multiple Intelligences approach to a pre-school foreign language education setting with 150 kindergarten students in Lebanon by using the Spectrum Project. Results showed that Spectrum Project was an effective tool for assessment and the different intelligences could be used to enhance students' learning and achievement.

Later, Song (2003) investigated the mothers' attitude towards having their children learn English and to this end, 30 Korean mothers were interviewed about their children's foreign language education in pre-school. The participant mothers showed a positive feeling about the procedure and they believed that learning English was necessary and helpful for their children.

For the approaches and methods in foreign language education, Hsieh (2006) examined power, system, and instruction of early childhood English education in Taiwan. He also tried to find if there are some appropriate models which will facilitate learning, and if there are, which models they are. For this aim, a single-period English program and in a partial English immersion program were prepared

and conducted. Classroom observations, interviews with teachers, students, parents, and one government representative, and children drawings were used as data collection instruments. When the data were analyzed, the children reported that they liked English lessons.

Another research on the approaches and methods was carried out by Schoder (2010) who examined foreign language education in preschool setting in three different countries, Austria, Germany and The United States of America, as a doctoral thesis. She found out some differences and similarities among the programs or the methods employed. Some of the most outstanding results were as follows from the researcher's perspectives during the study: The child was at the center of the language education in all settings. Each child was responsible for their own learning and had the right to have a choice in some areas. Both teachers and children guided, facilitated, and interacted through the applied curriculum, strategies, and program environment in three countries' settings.

Additionally, Matthews (2010) investigated culturally relevant pedagogical practices for English CRP method by using a case study in a prekindergarten classroom. Observations, interviews, member-check documents, and classroom documents were the data collection instruments while data were analyzed by using an open-coding analysis. The results of the study suggested that monolingual and bilingual classroom language was useful for students' development and not accepting students' failure, instead making themselves responsible for their and peer's learning promoted the academic success.

While the theories and approach on foreign language education in early childhood were being investigated, the role of the materials were also studied and the role of music in teaching English to young learners proved to be helpful in terms of students' improvement in oral skills (Bird, 2007), the usage of story books in language learning of young learners suggested that the learners both learned and had fun with the help of the story books (Spring, 2009), and using authentic games in teaching English as a second language also proved to be fruitful (Azarmi, 2010).

Foreign language education in early childhood has been supported by a majority of studies. However, there are few studies researching or mentioning the

necessities or the drawbacks in preschool settings. Linse (2007) examined the books that are used in this case and the results showed that the books were written for native English speaker very young learners and there was a lack of books written for non-native English speaking students to be used in early childhood foreign language education setting.

Furthermore, medium of language and first language effect are thought as the controversial issues in foreign language education. The searching for the first language effect on young learners' English as foreign language learning with 9-year-old Taiwanese students, Sieh (2008) found out that mother tongue (L1) contributed to the vocabulary learning and helped the storage of the words contrary to be accepted by the majorities. Finally, Demircioğlu (2008) examined the effect of using drama activities in teaching English to very young learners and the study resulted in positive effects of drama on students' learning and classroom activities.

2.2.2. Research in Turkey on Pre-school Foreign Language Education

Foreign language education in early childhood is a field that is rarely studied in Turkey and the current situation of foreign language education in pre-schools can be deduced from the previous studies or be observed informally by the teachers who are new in the field. For this reason, Sert (2004) conducted a study to present the situation of foreign language education in preschool classes. In her study, foreign language education for preschool classes in a private school was identified and evaluated. She pointed out that the situation in Turkey for this aim is not static because there is not a formal assessment system or a national curriculum for preschool foreign language education.

Later, studies regarding the opinions of students, teachers, and parents took place to learn how the foreign language education in early childhood was perceived by the people that are affected by this education. İlter and Er (2007) examined the opinions of teachers and parents on foreign language teaching at an early age in some private and state pre-school settings in Antalya. The perceptions of the participants were identified through questionnaires and the results showed that the participants had positive feelings about the foreign language education in early childhood (İlter &

Er, 2007). Teacher attitudes towards foreign language education in early childhood and using activities while teaching English to young learners were also studied by Şensoy and Özad (2009). However, they focused more on the teacher attitudes towards using different activities rather than the foreign language education. The findings suggested that both preschool and primary school teachers were in favor of using different activities while teaching English (Şensoy & Özad, 2009).

While the studies on the perceptions of the teachers and parents were being carried out, Ünal (2009b) conducted a study to identify the readiness of Turkish preschool students for learning a foreign language. In her study she used some published European Union Research reports about foreign language learning at an early age as a basis and observed some private preschools' German lessons for the study. It was stated that very young learners in Turkey are ready to learn a foreign language. Moreover; in this process students' curiosity, interest, and communicative needs could be taken as an advantage in the foreign language lessons.

Later, Sığırtmaç and Özbek (2009) investigated the preschool students' interests and attitudes for English lessons with 35 children at the age of 4, 5, and 6. With the help of the classroom observations, data were collected and analyzed by using frequency distribution and percentage values. The results showed that five and six-year-old age groups were more eager for the lessons than the four-year-old group and they were also better at remembering the contents they have been taught. However; they found out that in second language learning raised the curiosity in the children in all groups.

Contrary to the studies proposing foreign language education in early childhood, Şahin (2009) stated the negative sides of foreign language teaching in early childhood by emphasizing the effects of extrinsic and intrinsic motivation, environment, learning atmosphere, attitudes, and behaviors of teachers on students' achievements. Although Şahin suggested these features as the negative sides, they could be engaged positively in the foreign language learning in early childhood settings to foster the foreign language learning. For these reasons, foreign language education for pre-schools in Turkey was suggested to be studied to improve foreign language education in pre-school settings in Turkey.

Foreign language education in early childhood has been studied more recently in Turkey. Kalaycıoğlu (2011) investigated the effect of educational games in foreign language vocabulary learning in a private pre-school setting with 33 four-year-old students. In order to find out the effect, she employed experimental pre-test post-test control group design. Data were collected through an English as a Foreign Language Vocabulary Performance checklist and the results suggested a significant difference between the groups' vocabulary performance in favor of the experimental group.

Later, Özçelik (2013) investigated the effects of English talking toys in a pre-school setting in Ankara with 48 five-year-old children. In her study, Özçelik used control-group design to investigate the effect of talking toys compared to flashcards. The data were collected through vocabulary checklist designed by the researcher and the results showed that the experimental group where the students were instructed through talking toys performed better than the control group with flashcards.

2.2.3. Multiple Intelligences Theory and Foreign Language Education

In this part, foreign language education methods and approaches are discussed in terms of Multiple Intelligences Theory and how they are used in an MIT based instruction.

The grammar translation method is defined as a method aiming foreign language literacy only. It is a teacher-centered method and the students are expected to memorize the grammar patterns and translate the literary works from target language to native language or vice versa. From this point of view, it can be said that it is hard to integrate grammar translation method to MIT based foreign language instruction. While grammar translation method is a teacher-centered method, MIT takes the differences as a base and the learning is student-centered. However, the translation and reading literary work activities can be employed in verbal-linguistic intelligence activities.

In direct method, the teacher is required to use mimes, demonstrations, actions, and pictures to have the learners convey the meaning and the aim of the foreign language education is communication. Multiple Intelligences theory supports the variety in materials and the usage of mimes, demonstrations, actions, and pictures

in the direct method is similar to the MIT in this respect. While mimes and actions can be used in bodily-kinesthetic intelligence activities, demonstrations and pictures can be employed in visual-spatial intelligence activities.

Audio lingual method is based on repeating chunks and dialogues in the target language. Because of the nature of audio lingual method, it can be incorporated into the lessons based on verbal-linguistic intelligence by repeating drills in a more teacher-centered classroom.

Total physical response is similar to MIT in terms of having the learners active throughout the lessons and enjoy them with game-like activities. So, total physical response can be easily integrated in MIT based foreign language instruction in bodily-kinesthetic intelligence activities.

Silent way is an approach that requires the learners' inner sources to overcome the challenges. This method is more student-centered than the grammar translation method or direct method. Silent way can be employed in intrapersonal intelligence activities to have the students put up with the challenges with their self-confidence and inner world.

Community language learning refers to MIT in two different ways. First of all it employs the intrapersonal intelligence with the requirement of feeling safe in the classroom. Moreover, it can be used in interpersonal intelligence activities that need communication among the students in the class. The role of the teacher as a guide is also suitable for MIT to be applied in it.

Desuggestopedia refers to the musical-rhythmic intelligence because of its basic element, background music. Classroom environment is also defined as bright and enjoyable in desuggestopedia, which is similar to MIT in this respect, too. Since this method talks about the psychological barriers that the learners have, it can be said that it is based on the learners' differences and their intrapersonal intelligence.

The aspect of communicative approach to give importance to four skills at the same time is similar to the MIT in terms of developing the learners' different areas at the same time. While it can be used in interpersonal intelligence activities, it also addresses to different intelligence areas at the same time by developing all the skills together.

Task-based learning requires the learners perform tasks and solve problems in order to learn a foreign language. For this respect, it can be said that problem solving activities can be used in logical-mathematical intelligence activities while the tasks can address to different intelligence areas at the same time.

2.3. Multiple Intelligences Theory

Through the history, intelligence has been tried to be defined by a large number of people. Binet, who was the first person defined intelligence, identified it as perceiving the external world, placing the perceptions on the memory and thinking on this process (Öner, 1997 cited in Gürel & Tat, 2010). However, this definition has been changed over the years and in addition to the numerous different definitions, a large number of ways to measure intelligence have been proposed by lots of scientists. One of the most known of them is Intelligence Quotient (IQ) test which was first developed by Alfred Binet in 1900's. After years; Howard Gardner, who did not see intelligence as a singular construct and static form, showed up and argued that intelligence cannot be measured with a set of questions because the fact that people do not have to show only two types of intelligences that are mathematical and verbal to be intelligent. There are much more intelligence types or interests people can show and these intelligences can be developed with the help of the appropriate activities. He supported that the important thing is not your IQ profile, but how you can show your understanding (Weiss, 1999). Additionally, he emphasizes the gap in IQ tests with these words: "The lack of extraordinary success among the children with high IQs in Terman's 70+ in longitudinal studies is remarkable in showing the limits of IQ as a conceptualization of intelligence." (Gardner & Moran, 2006 p. 1).

The Multiple Intelligences Theory (MIT) which was firstly mentioned by Howard Gardner in 1993 in his book 'Frames of Mind: The theory of Multiple Intelligences' is based on the differences of people, their different needs, different interests, and different abilities. He defined intelligence as "biopsychological potential to process information that can be activated in a cultural setting to solve problems and create products that are of value in a culture" (Gardner, 1993 p. 7) and Armstrong (2009) said that the intelligence is the ability to respond successfully to

new situations and the capacity to learn from one's past experiences. According to Armstrong, the MIT is a cognitive model to describe how individuals use their intelligences to solve problems and fashion products.

Because every person is different from each other, everybody sees the world with their own way of thinking. Similar to the point of view, weaknesses and strengths are also different in each person and the strengths which are talents can be categorized into eight categories in Multiple Intelligences Theory (Lash, 2004). Based on the theory, it is important that all people have at least eight different intelligences and the profile of intelligences was different in each person (Altan, 2011; Weiss, 1999) and though all of the intelligences are not dependent on each other, they frequently work in a harmony together (Blythe & Gardner, 1990). The intelligences or the strengths can be similar in children, but the way they show the strengths are different in everybody (Hatch, 1997).

In order to define a talent as an intelligence, the talent must serve all the eight criteria defined by Gardner (Armstrong, 2009). These criteria are as follows: (1) potential isolation by brain damage, (2) the existence of savants, prodigies, and other exceptional individuals, (3) a distinctive developmental history and a definable set of expert 'end-state' performances, (4) an evolutionary history and evolutionary plausibility, (5) support from psychometric findings, (6) support from experimental psychological tasks, (7) an identifiable core operation or set of operations, and (8) susceptibility to encoding in a symbol system.

Gardner firstly proposed seven different intelligence types serving the criteria which were verbal-linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, bodily-kinesthetic intelligence, musical-rhythmic intelligence, interpersonal intelligence, and intrapersonal intelligence; and then, he added environmental-naturalist intelligence into the list. He also believes that some other types of intelligences may be added to the list as the time passes (Gardner, 1993) and lastly, existential intelligence is beginning to be investigated in terms of the criteria to be defined as intelligence. According to Gardner, everyone has at least one type of intelligence which shows difference from person to person and these intelligence types are defined as follows.

Intelligences in Brief

Verbal-linguistic intelligence was the first one proposed by Gardner (Howell, 2004). It can be defined as the ability to use words both in writing and orally. The people who have this type of intelligence dominantly are good at use of language, knowledge of words, abstract reasoning, and linguistics such as semantics, syntax, phonology, etc. So, it is very important for language learners for language proficiency. They like reading, playing word games, writing, and doing puzzles, telling jokes or stories and you can hear them saying that they learn best when the instructor is lecturing. According to Gardner (1993), linguistic intelligence can be fully shown by poets. Nazım Hikmet Ran, Cem Yılmaz, and William Shakespeare can be given as examples of people whose dominant intelligence is verbal-linguistic intelligence. The activities that can enhance the students' verbal-linguistic intelligence can be grouped as listening (listening to a story), speaking (discussions, telling a story), reading, and writing (Demirel, Başbay & Erdem, 2006).

Logical-mathematical intelligence is the most appreciated intelligence in a number of schools because it is seen as the only intelligence students can demonstrate (Gardner & Moran, 2006). In his book, Gardner (1993) explains that he put the linguistic intelligence and mathematical intelligence as the first two intelligences, yet all of the intelligences are equal to each other in terms of importance. Number smart people can be said to show this intelligence and they are effective in solving problems, using numbers, logical relationships, making conclusions, categorization, generalizations, calculation, and hypothesis testing. They enjoy problem-solving activities, learning how things work, and doing puzzles where they need logical thinking and relationships. Moreover, they find mathematics as an easy task. It could be said that Sir Isaac Newton, Albert Einstein, and Bill Gates had good logical-mathematical intelligence (Rettig, 2005).

Visual-spatial intelligence can be defined as the ability to perceive visual-spatial world accurately and to perform transformations upon those perceptions (Gouws, 2007). They have three-dimensional relational sense which helps them remember best when they see the subject in their heads. People with visual-spatial

intelligence are sensitive to colors, graphics, designs, visualizing something which makes them like doing arts, drawing pictures, painting, reading maps, and in a classroom setting, following directions can be one of their favorite activities. Sailors, engineers, surgeons, sculptures, or painters are the people who might have a high visual-spatial intelligence. Dreaming, designing, describing something or somewhere in details, and being interested in visual materials may help people learn if they have a dominant visual-spatial intelligence.

Bodily-kinesthetic intelligence is the ability of using the whole body or one part of a body. If people are good at hand-eye coordination, physical actions, and sports, they most likely have this type of intelligence and they enjoy moving, touching the objects, doing sports, using tools, and physical activities. These people are most likely to be successful at least in one sports area (Bümen, 2005) and they should perform the procedure in order to learn best. Dancers, athletes, or surgeons can use their bodily-kinesthetic abilities (Gardner, 1993) in their jobs.

Musical-rhythmic intelligence is defined as the ability in music. People who are sensitive to melody and rhythm and capable of creating musical forms probably have strong musical-rhythmic intelligence hence they like singing, playing an instrument, composing, or melodic speech. Gardner (1993) gives Leonard Bernstein and Mozart as examples of this kind of intelligence. According to Lazear (2000 as cited in Bümen, 2005), interpretation of the voices around us, understanding the mood of the people according to their tone of voice, or understanding that there is a problem because of the voice coming from a car are also signs of musical intelligence. In order to improve musical-rhythmic intelligence; listening to music, doing activities by having background music, spelling, writing lyrics, or composing songs can be employed in the classroom (Demirel et al., 2006). The people who have musical-rhythmic intelligence as their dominant intelligence generally study while they are listening to music. Gardner proposed that this type of intelligence is the most powerful intelligence in young learners. Especially pre-school students will not forget anything if they are related with musical patterns (Howell, 2004).

Interpersonal intelligence is the ability to understand people (Gardner, 1993) and if people have this intelligence dominantly, they are social and usually in

communication with other people. They are good at understanding what other people feel and talking with these people is a pleasure for them. They also love collaborating with people, working in groups, meeting new people, and spending time in crowded places where they can interact. Mustafa Kemal Atatürk is one of the most important figures of this intelligence and with his ability to establish a new country by influencing thousands of people; he is an important leader all around the world (Demirel et al., 2006).

Intrapersonal intelligence is a person's knowledge of himself or herself and the people showing this intelligence are aware of their inner mood, they realize what they want, and they would like to learn things on their own, which means they develop their own thinking by being alone (Naeini & Pandian, 2010). They have the talent of talking on their experiences and feelings, concentration, mindfulness, metacognition, and reasoning (Lazear, 2000 as cited in Bümen, 2005).

Environmental-naturalist intelligence can be related to being kind about the nature, animals, natural problems and being good at classifying the species and forms in the environment. If people were brought up in an urban area, capacity of discriminating among the inanimate objects such as cars, CD covers, etc. is also a kind of environmental-naturalist intelligence (Armstrong, 2009; Checkley, 1997). These people enjoy being outside, playing with rocks, water, sands, and animals; furthermore, studying outside is a good way for them to learn.

Existential intelligence is the ability to ask questions about the meaning of life, human, death, or love. People who are good at this intelligence may like the activities about religion, mysticism, and these kinds of issues. However, existential intelligence has not been decided as an intelligence, yet because it does not fit all of the criteria mentioned above. According to Armstrong (2009), there will be no particular advantage in applying existential intelligence into the curriculum and even if it will be proved as an intelligence, it will still have an exclusive place for the planners since it forces educators into creating limiting and artificial value. McCOOG (2010) also added that if the existential talent is defined as an intelligence, it is not certain how these students will be taught to enrich them. For these reasons, this intelligence was not employed in the lesson plans in this study for twelve weeks

in order not to create any confusion. All the nine intelligence types are summarized in Table 3:

Table 3. *The Nine Types of Intelligences*

Intelligence Areas	Basic Features	Appropriate Activities	Ideal Vocations
Verbal-Linguistic Intelligence	Sensitive to the meaning of language and words	Reading, writing, giving oral reports	Teacher, poet, journalist, lawyer, interpreter, etc.
Logical-Mathematical Intelligence	Notice numerical or logical patterns	Statistical, logical input and connecting them	Computer programmer, etc.
Visual-Spatial Intelligence	Three-dimensional relational sense	Ranking and analytical tasks, using pictures or photographs	Navigator, guide, architect, etc.
Bodily-Kinesthetic Intelligence	Express themselves physically and skilled in sport	Use of manipulative and physical movement	Surgeon, sculptor, carpenter, plumber, athlete, dancer, etc.
Musical-rhythmic Intelligence	Ability to perceive and produce rhythm, pitch and music	Introducing formal musical analysis and representation	Composer, singer, etc.
Interpersonal Intelligence	Enjoy working in groups cooperatively, ability to communicate with people	Having students work together	Teacher, politician, leader, salesperson, therapist, counselor, etc.
Intrapersonal Intelligence	Enjoy working alone, talented at reflecting on their feelings	Imagination, long term projects, praising frequently	Autobiographer, entrepreneur, etc.
Environmental-Naturalist Intelligence	Organize and categorize the natural world	Observing nature, using binoculars, telescopes	Molecular biologist, zoologist, etc.
Existential Intelligence	Question beyond the sensory data	Using questions	Cosmologist, philosopher, etc.

Although Gardner intended his own professional field rather than the field of education to answer the question of how human mind works (Moran et al., 2006) and to change the traditional definition of intelligence (Latham, 1997) while proposing the theory, it was highly welcomed by the people working in educational area (Altan, 2011) because many educators agree that if the students are taught in one way, we would have one type of student (Coreil, ed. 2003 as cited in Beliavsky, 2006). Furthermore, a great number of educators commonly think that Multiple

Intelligences Theory has incredibly big and fast effects on education (Eisner, 2004; Flick & Lederman, 2003 as cited in Kaya, 2009).

In Gardner's book (1993), the purpose of school was defined as developing intelligences in order to help the students reach goals that are suitable for their intelligence profiles. In the theory of multiple intelligences, the question of how each child can show their intelligences is asked rather than questioning the number of intelligences that each child has (Hatch, 1997). In order to employ MIT in the classrooms, the teachers should change their assessment methods for student learning (Chapman, 1993 as cited in Stanford, 2003) and the teachers first need to define their own strengths and weaknesses to be able to teach to different kinds of learners. Despite all the suggestions, Gardner does not offer only one distinct and certain teaching method and he adds that there is not one single MIT route since each teacher can find the best method for their own students (Checkley, 1997). There is also one misunderstanding about the theory which is trying to employ all the intelligences for each lesson, but no teacher needs to address all of the intelligences in one lesson or content. Instead of this, the teachers may use some activities that integrate different intelligences together (Moran et al., 2006).

There are also some people thinking that Multiple Intelligences Theory is not a perfect theory for education by emphasizing two limits one of which is that the theory does not have a cognitive science and the other one is that the theory is focusing on the content and its relation with other disciplines (Silver, Strong & Perini, 1997). However, MIT can strengthen the problem-solving abilities of the students and there are numerous studies which have quite positive results about the theory (Köksal, 2006; Howell, 2004). According to Rettig (2005); although Multiple Intelligences Theory is still a theory, there are lots of reasons of using the theory in educational settings.

Although Gardner's theory has been criticized as being too broad for planning a curriculum, inadequately supported by evidence, and representing abilities in a static manner, his theory has created much interest in more diverse teaching strategies, balanced programming, and matching instruction to different intelligences (Klein, 1997 as cited in McMahon, Rose & Parks, 2004). Pre-school that can be seen

as the basis of education because of the fact that it is the place where the first formal learning starts for the children uses this Multiple Intelligences Theory frequently for the reason that it integrates all of the students in the learning situation from different angles.

2.3.1. Multiple Intelligences Studies

Multiple Intelligences Theory has been widely studied throughout the world in different settings and lessons. It has been frequently suggested to be beneficial to employ in the lessons because it increases the students' achievements, encourages the students to participate in the lesson, makes the learning enjoyable for the students, and the student attitude is positively affected by the theory. In this part, the results of the studies in terms of student achievement, student perceptions and attitudes, and teachers' perceptions are presented.

Student Achievement

The studies employing Multiple Intelligences Theory resulted in higher student achievements and better understanding of the content both with adult learners and young learners. In those studies, the Multiple Intelligences Theory was questioned in terms of student development and retention levels of the students.

Science education is one of the lessons which were commonly studied through MIT including chemistry and physics at high-schools and universities; and science lessons at primary schools. The MIT was found to increase the students' grades in chemistry (Sweet, 1998) and physics lessons (Azar, Presley, & Balkaya, 2006; Çırakoğlu & Saracaloğlu, 2009; Delaney & Shafer, 2007) and to provide better academic achievement in science lessons compared to the traditional classrooms (Altun, 2006; Hasenekoğlu & Gürbüzoğlu, 2009; Özdemir, Güneysu, & Tekkaya, 2006; Türkmen, 2005). However, although it provided better retention skills to students (Hasenekoğlu & Gürbüzoğlu, 2009), the difference between the MIT and the traditional methods regarding the students' retention level of science lesson was not significant (Azar et al., 2006).

The findings regarding Mathematics and Turkish lessons were consistent with the science lesson. The MIT provided significantly higher academic success for the students in Turkish (Kayıran, 2007; Temiz, 2004; Tertemiz, 2004) and Mathematics lessons (Baki, Gürbüz, Ünal, & Atasay, 2009; Göl, 2010; Işık, 2007; Temur, 2001; Tertemiz, 2004; Yıldırım, 2006), too. Nevertheless; while the retention level of the students in mathematics lesson was higher in MIT lessons than the retention levels in traditionally instructed schools (Göl, 2010; Temur, 2001; Yıldırım, 2006), other studies showed that MIT did not show statistically significant difference in achievement compared with traditional classrooms (Işık, 2007).

Foreign language lessons were also studied through MIT both in elementary schools and colleges and the theory increased the students' success level and claimed as a beneficial tool in both settings, elementary schools (Baş, 2010; Temel, 2008) and colleges (Zhu, 2011) for English and in primary schools for French lessons (Yılmaz, 2010). In terms of language skills such as reading and writing, improvements were identified in students' outcomes in writing lesson (Eng & Mustapha, 2010) and interestingly the dominant intelligence type of students who had higher reading skills was the logical/mathematical intelligence (McMahon et al., 2004) contrary to what was expected by the society. However, the theory did not show a significant relationship between multiple intelligences and listening skills (Naeini & Pandian, 2010).

MIT was proved to be adapted to different skills such as online teaching and learning practices (Green & Tanner, 2004), TEFL lessons (Christison, 1998), religion and ethics lessons (Güçlüer, 2009), music lessons (Modiri, 2009), and social studies lesson (Akpınar, 2004; Temur, 2004) successfully and it still continued to be a beneficial tool for teaching and increase the students' success level. It was also applied in school-wide curricula (Greenhawk, 1997; Hoerr, 1994; Vialle, 1997) and found to be powerful for the school improvement (Hoerr, 1994), changed the approach from teacher-centered to student-centered (Vialle, 1997), and raised student achievement (Greenhawk, 1997).

Student Perceptions and Attitudes

In order to learn the students' perceptions in terms of Multiple Intelligence Theory, they were observed and interviewed in numerous studies regarding different lessons. The students' attitude was positive in the studies and they expressed that they had fun during the lessons based on MIT and they expressed that they were more willing to participate in the lessons. Since the theory was found beneficial and increasing the students' achievement in all lessons and levels as stated above, the perceptions and the attitudes of the students towards MIT are discussed by grouping them according to age groups: college students, primary school students, and pre-school students.

According to the studies conducted with college students, all the students expressed positive feelings towards the lesson (Zhu, 2011) and the theory (Weber, 1999) since they realized that they could do well in the lessons in the way they were intelligent.

However, primary school students' and pre-school students' reasons for having positive attitude towards the theory were different. They expressed that they loved the lessons (Baş, 2010; Demirel, Tuncel, Demirhan, & Demir, 2008; Kayıran, 2009) because they thought the lessons were funny, fast, and full of games (Temur, 2001; Yılmaz & Fer, 2003). The students indicated that they could not notice the lessons finished (Güney, 2007), they were happy during the lessons and waiting for the lessons with an excitement (Güçlüer, 2009; Yeşilkaya, 2007). Additionally, they told that this method helped them to cooperate with their friends (Kayıran, 2007). On the other hand, the differences in the students' attitudes between the MIT and traditional method was found statistically insignificant in two studies after the attitude tests in social sciences lesson (Çengeloğlu, 2005) and science lesson (Akamca, 2003).

As the students' attitudes toward the theory was being investigated, the intelligence choice of the students were also studied and the results showed that while the male students prefer logical/mathematical intelligence, female students mainly preferred intrapersonal intelligence (Loori, 2005); yet these differences in

choices of intelligences among genders, department choices, the universities, and educational status of their parents were not found significant except for the choice of bodily/kinesthetic intelligence (İzci, Kara, & Dalaman, 2007).

Students have different choices of intelligence types depending on their ages. The young learners to whom this study is addressing tended to prefer environmental/naturalist intelligence, interpersonal intelligence, visual/spatial intelligence, verbal/linguistic intelligence (Atik, 2010), and bodily/kinesthetic intelligence (Altun, 2006).

Teacher's Perceptions

Teacher's perceptions in terms of MIT are important as practitioners of the theory. According to the results of the studies, the teachers had positive opinions on MIT itself to apply in the lessons. On the other hand they had some concerns on the applicability of the theory. The teachers' perceptions are listed below:

They were positive towards the theory (Baki et al., 2009) because it had considerable effects on the students (Oral & Doğan, 2007) and even the students who had difficulties in personal development showed improvements (Erdamar, 2009).

When all the activities were taken into consideration; although all the intelligence types were tried to be addressed, there were three or four dominant intelligence types stressed in the books (Demir, 2012; Ergin; 2007) as the teachers indicated.

It was stated that there were some limitations for the teachers to apply MIT such as improper physical conditions, lack of materials (Taş, 2007), and time limitation (Güney, 2007). So, these factors must be reorganized to be proper for MIT (Ünal, 2009).

The teachers thought that they needed trainings and application samples about the theory so as to use it effectively (Güney, 2007; Kalaycı, 2009; Şad & Arıbaş, 2008) because they found themselves insufficient in applying the theory (Akpınar, 2004).

When all the studies in this part are taken into consideration, it can be said that multiple intelligences theory has positive effects such as improving students'

learning, enhancing retention and developing classroom practices on the teaching and learning environment in most of the studies in different lessons. The theory also resulted in positive attitudes of students and positive feedback from the teachers.

2.4. Summary

In this chapter first, pre-school education was discussed in terms of its aims and the importance by giving examples from the studies. According to the curriculum booklet prepared for pre-schools in 2006, the aim of the pre-school is to (1) provide children bodily, intellectual, and emotional development and good habits, (2) prepare them to primary school level, (3) create a common education environment for the children who are coming from families with worse socio-economic status and unfavorable areas, and (4) have children speak Turkish well and appropriately (Ministry of National Education General Directorate of Pre-school Education, 2006). It is supported by the studies that the importance of pre-school cannot be underestimated in terms of expressing themselves better, relationship with their families, teachers, and friends, being more social, higher social and academic satisfaction (Aslanargun & Tapan, 2011), better cognitive attainments (Sammons et al., 2004; Taiwoa & Tyolob, 2002), better linguistic abilities (Taner & Başal, 2005), and higher moral and social awareness skill (Seçer & Sarı, 2006).

Because the importance of pre-school education has been proved, the improvements in the education systems are started from the pre-school level. So; after the pre-school education, foreign language education and foreign language education in early childhood was examined through the studies abroad and Turkey and the current situation of foreign language education in pre-schools in Turkey was provided with the findings from the studies. The foreign language education in early childhood was raised by the language acquisition theories that support the earlier the better (Krashen, 2006; Penfield & Roberts, 1959) and the studies regarding foreign language education in early childhood and its effects were given by stating that younger learners attained better language proficiency in longer term (Krashen, 2006).

Lastly, Multiple Intelligences Theory was defined as a theory based on the differences of people, their different needs, different interests, and different abilities

(Gardner, 1993). According to MIT intelligence is defined as the ability to respond successfully to new situations and the capacity to learn from one's past experiences (Armstrong, 2009). For this reason there are eight different intelligence types defined by Gardner through the years: verbal/linguistic intelligence, musical/rhythmic intelligence, logical/mathematical intelligence, visual/spatial intelligence, bodily/kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, environmental/naturalist intelligence. In addition to these intelligence types, the existential intelligence is being searched for the criteria to define it as intelligence. After theoretical information about the theory was given, the studies applying MIT were examined in terms of student achievements, students' reflections and attitudes, and teachers' reflections. The examples from the studies were provided and the reasons of the teacher and student reflections were explained. The studies showed that MIT is a method which had positive results in all lessons and all levels of education (Altun, 2006; Atik, 2010; Baş, 2010; Demirel, Tuncel, Demirhan, & Demir, 2008; Kayıran, 2009; Loori, 2005; Temur, 2001; Yılmaz & Fer, 2003). Though MIT is praised for its contributions to learning, student achievement, and student attitude; the teachers have some concerns about the application of MIT. Those concerns can be summarized as the limitations of the application of the theory such as improper physical conditions, lack of materials (Taş, 2007), time limitation (Güney, 2007); and the need for trainings and application samples on the theory (Güney, 2007; Kalaycı, 2009; Şad & Arıbaş, 2008).

CHAPTER III

METHODOLOGY

In this chapter, process of the study is discussed under the headings of the overall design of the study, participants of the study, role of researcher, data collection instruments, Multiple Intelligences based instruction, data collection procedures, data analysis, trustworthiness of the study, ethical considerations, and limitations of the study.

3.1. Overall Design of the Study

This study is a qualitative study employing action research to improve English language classes through MI based instructional design in a pre-school setting, in Ankara. It investigates how Multiple Intelligences Theory based instruction contributes to the foreign language development of pre-school children from the perspectives of students and teacher. Furthermore, it examines how the students react towards English language learning in a Multiple Intelligences based instruction. In order to achieve this aim, the following questions were tried to be answered during the study.

R. Q. 1: How does the Multiple Intelligences based instruction contribute to the foreign language development of pre-school children from the perspectives of students and teacher?

1.1. What are the students' and the teacher's perceptions of the strengths of Multiple Intelligences based instruction in EFL in a pre-school setting?

1.2. What are the students' and the teacher's perceptions of the weaknesses of Multiple Intelligences based instruction in EFL in a pre-school setting?

R. Q. 2: How do the students react towards English language learning in a Multiple Intelligences based learning environment?

The participants included 16 pre-school children (*N*=16) who were at the age of five (*N*=9) and six (*N*=7) and an English teacher (*N*=1) working for the same pre-school. In order to choose the participants, purposeful sampling was preferred since the school needed to be volunteer for such kind of study for the sake of improving English classes as their school policy.

The implementation of the study took 12-week time. Prior to the first week, one week was devoted for teacher training on the Multiple Intelligences Theory for one and a half hour. During the training, theoretical information on Multiple Intelligences Theory was given, and later commercial videos were watch in order to analyze the application of MIT. After the discussion on the videos, a sample lesson prepared by the researcher was served to the teacher as an example. Throughout the action research, the teacher was guided for each lesson plan. Later the next 12 weeks, the lesson plans were conducted to pre-school children that included the development of MIT based instructional learning environment. The piloting of the activities and materials were done by the researcher, herself, a year before the implementation. The ethical considerations were followed carefully by using consent form (Appendix A) for the teacher and parent permission form (Appendix B) for the parents of the students because the participants are young learners. In these forms, it was clearly stated that the data collected through the study would be only used for scientific reasons. The teacher was informed that she had the right not to answer any kinds of question that she felt insecure during the interviews. The parents were also informed that the questions that would be asked to their children were the questions that a child pedagogue approved. In parental approval form, it was clearly expressed that pictures would be taken, and videos would be recorded throughout the study were for academic purposes only.

By considering the whole study in terms of the structure, action research was the most suitable design for this aim. In the following part, further information about action research and the reasons why action research was chosen as the design of the study is given.

Alber (2010) states that doing an action research is like eating a pizza. ‘You take one slice at a time and then take one bite at a time. Eating the whole pizza at one

time is quite likely to make one sick.' In this study, the first slice was the piloting study conducted in a different school with five-year-old (*N*=15) and six-year-old (*N*=8) groups of students. The next step was that the researcher found one school that needed to develop their English classes as the second slice of the pizza. Then as the third slice, an informal needs assessment was conducted before designing an instruction for the school as the fourth slice. The last slice for the pre-implementation level of the study was the pre-interview with the English language teacher of the school. The next two slices, which are teacher training and twelve-week implementation, belong to the implementation phase of the study. Finally, the last slice was the post-interview with the English language teacher of the school in the post-implementation phase. The pizza metaphor and the phases of the study can be seen in Figure 1.

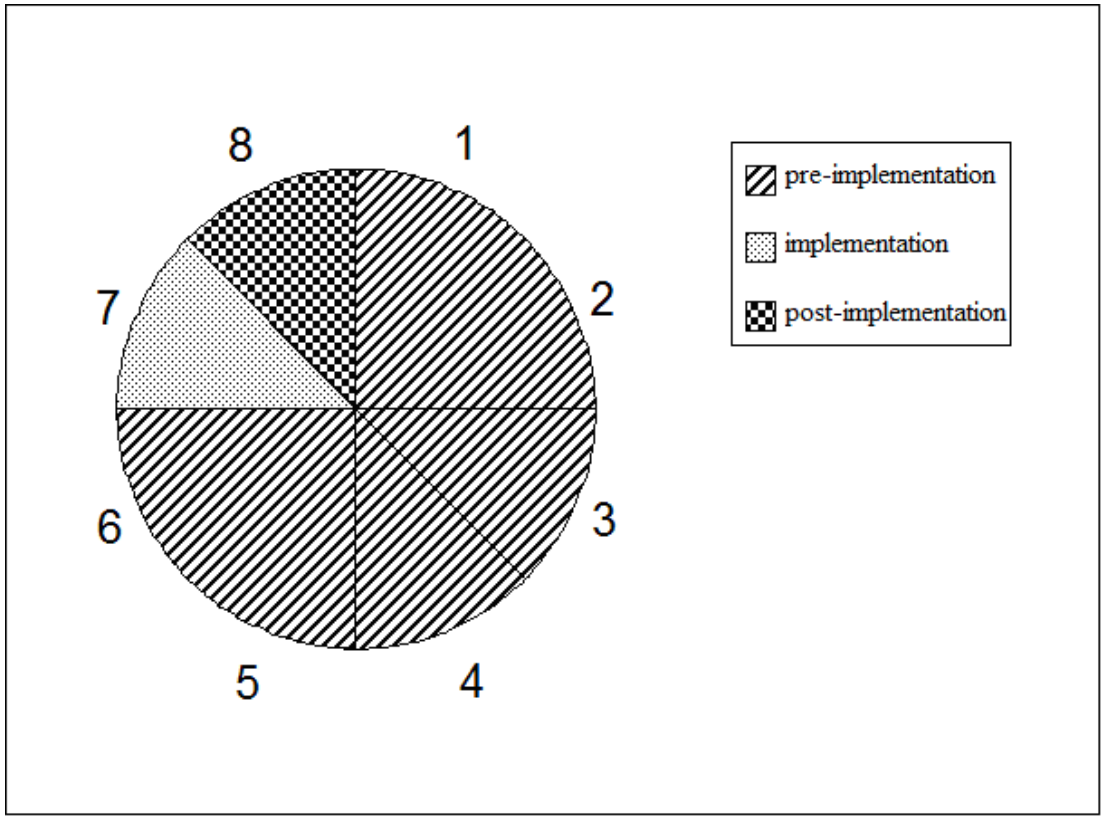

Figure 1. Phases of the study on the pizza metaphor

The first reason why action research was found fruitful for the study was that action research is defined as the design of taking action to solve some problems such as decreasing absenteeism, decreasing the vandalism among the student body,

motivating students, finding ways to use technology effectively (Fraenkel & Wallen, 2006). In this study's case, the problem was improving English language classes and the action that was taken was the instruction based on Multiple Intelligences Theory.

According to Somekh (2006), action research design is based on eight methodological principles: (1) It combines research and action together. (2) It needs a partnership and a good relationship between the participants and researcher. (3) It aims to develop knowledge and understanding of a unique kind. (4) It takes action for social justice that means that it has a point of view that aims social development. (5) People included in an action research should be reflexive. They should work with their partners, change their habits in the work which is dealt with, and they should make an effort to develop what is being worked. (6) Participants should be involved in the action research with their wide range of knowledge. (7) It provides learning practices for its participants. (8) There is questioning in action research design for wider contexts such as historical, political, and ideological.

The above listed principles also show that action research is the correct design for conducting this research. In this section, each principle and the relationship with the study is clearly explained. First; in this study, research and action was combined by taking new steps in the way the teacher teaches the lessons as an action. The students and the teacher were in a good partnership among themselves and with the researcher. Principle of being unique in the settings was emphasized by reorganizing the pilot study's lesson plans according to the participating students. Foreign language education in pre-schools includes social development and so, developing the English language classes in the school is an example of social development. The reflexive principle was one of the most important bases of this study; hence, the students and the teacher were given reflexive interviews each week at the end of the lessons. Their reflexive feedback helped the researcher develop the instruction for further implementations. The students' and the teacher's knowledge was inevitable for this research because they were the actual people who implemented the study with the observation of the researcher. On the other hand, the researcher's knowledge in the field is a requirement for the study since the researcher designed the lesson plans and

materials. The study itself was a learning practice for the participants, the teacher and the students, and the researcher herself. Lastly, conducting a research and analyzing it requires questioning for wider contexts, especially for the educational part.

For these reasons, action research was chosen for this study because it aims to develop English language classes through MI based instructional design in a pre-school setting by using the above-mentioned principles.

The study was designed in three phases according to the principles of action research: pre-implementation, implementation, and post-implementation. Figure 2 summarizes the phases of the study in relation to the slices in the pizza metaphor in Figure 1.

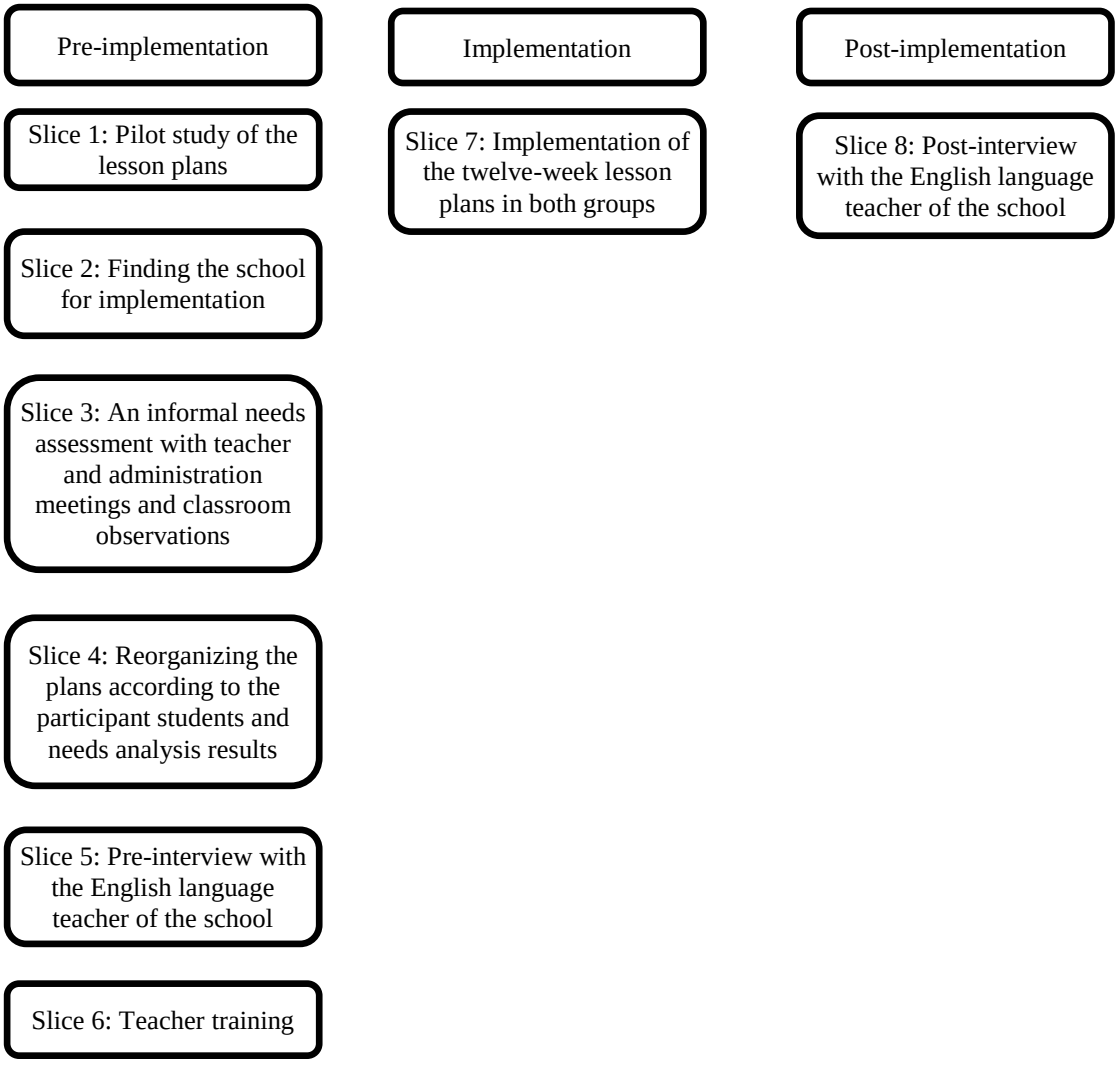

Figure 2. Slices for the action research

The Slices for Action Research

Slice 1: Pre-implementation phase of the study includes six stages. The first stage is the pilot study (Table 4) of the activities and materials designed by the researcher. First, the contents and objectives of the lessons were decided on based on three books that were published for pre-school students who are learning English. Oxford University Press and Cambridge University Press publish most books suitable for this level. Nevertheless, they are for the native speakers of English. There are also some books published by Turkish people for Turkish learners of English in pre-school years, but they are not popular among the teachers in Turkey. Therefore, the researcher prepared the syllabus, activities, and the materials adapted from the books for native speakers of English as young learners and activity books for very young learners. Later, the activities were reorganized in order to address different intelligence types at the same time based on the MIT. The internet sources were also made use of for the audio-visual materials suitable for the syllabus and activities.

The prepared lesson plans were implemented by the researcher herself between January 2011 and June 2011 as a pilot study in a different pre-school setting, in Ankara. The population of the students who participated in the pilot study included five-year-old students (N=15) and six-year-old students (N=8). The pilot study continued for 6 months 40 minutes of lesson per week for each age group. The syllabi of the student groups were similar to each other including 5 words for 2 weeks in five-year-old group and 6 words for 2 weeks in-six year-old group. During the pilot study, the difficulties encountered in the lessons and the reactions of the students towards the activities were identified. While six-year-old group students were successful in educational games to see their performances, five-year-old group students' retention level was identified as week based on their performances in the educational games. Additionally, the students were observed as reacting positively towards the activities during the pilot study.

Table 4. *Piloting of Action Study*

Months:	**11-12 2010**	**1-2 2011**	**3-4 2011**	**5-6 2011**	**7-8 2011**	**9-10 2011**
Literature review	✓					
Development of activities and materials	✓	✓	✓	✓		
Piloting of activities and materials		✓	✓	✓		
Development of data collection instruments					✓	
Piloting of data collection instruments						✓

Slice 2; included the selection of the school. Details about how the school was selected are given in 'participants of the study' part.

Slice 3: In the third stage of the pre-implementation phase, an informal needs assessment was carried out with the help of teacher and administrators through meetings and classroom observations. The administrators shared their opinions on the current situation of the school's English as a foreign language (EFL) classes and explained their requirements while the English language teacher told her classroom experiences in English classes in the meetings. The classroom observations were used to define the students' needs in EFL classes. The diagnosed needs of the school were the students' reactions that were negative on some students, retention level which was defined as weak, and the students' interests during the lessons.

Slice 4: Later, the piloted lesson plans were reorganized based on the diagnosis of needs. In this phase, some of the contents such as numbers and colors were removed from the study because of the fact that the English language teacher of the school studied them in the previous lessons. Furthermore, the syllabus of the five-year-old group was designed so as to cover 4 words for three weeks. Therefore, the activities were also reorganized in order to be used in different weeks for different contents.

Slice 5: The following step involved the pre-interview with English language teacher of the school on the dimensions of previous teaching experiences of the teacher. Further information on the pre-interview schedule is given in data collection

instruments part while the process of pre-interview with English language teacher is reported in data collection procedures part.

Slice 6: Lastly, teacher training on Multiple Intelligences Theory took place on April 16, 2012 in the school, in an empty class. During the teacher training, theoretical information on the theory was revised first because the English language teacher of the school did not know about the theory at all and later commercial videos of MIT applications were watched and discussed on the effectiveness of the lessons. Later, a sample lesson based on MIT was provided by the researcher on colors to the teacher and this lesson was also discussed on the possible different ways of applying the theory. The teacher training session was ended with answering the English language teacher's questions about the theory. Because this study was an action research, teacher training also continued during the twelve weeks of the study through the detailed lesson plans and providing help when the teacher needed.

Slice 7: The implementation phase of the study involves the twelve-week implementation of MIT based instruction. The implementation of the twelve-week lesson plans took place between the dates April 27, 2012 and July 13, 2012 in the school. During the implementation stage, the researcher and the head teacher of the school as an interrater carried out classroom observations. In order to provide validity of the observations, photos were taken, and digital videos were recorded during the lessons. Teacher reflective interviews and student reflective interviews were also conducted every week after each lesson. Students and the teacher were asked questions on the lesson of the day in those interviews. Timetable of the implementation phase was as in Table 5.

Table 5. *Timetable for the Action Study*

Weeks:	**0**	**1-2**	**3-4**	**5-6**	**7-8**	**9-10**	**11-12**
Teacher training	✓						
Implementation of the lesson plans		✓	✓	✓	✓	✓	✓
Data collection	✓	✓	✓	✓	✓	✓	✓

Slice 8: Post-implementation phase took place at the end of the study with a post-interview with the English language teacher of the school. During the interview, the teacher was asked open-ended questions to reflect her experience on Multiple

Intelligences based instruction throughout the study. The interview was recorded with the help of a microphone and laptop and later was transcribed in order to be analyzed.

3.2. Participants of the Study

After the pilot study had finished, the school where the study took place was chosen in a purposeful way because the need for improving the classes is required for action research. Firstly, the schools serving English as a foreign language lesson were identified on the Internet and then the schools were contacted through the phone calls. The schools were offered for help to improve their English language classes through Multiple Intelligences based instruction and three private per-schools accepted to participate in the study. The school where the study took place was chosen among the volunteer schools based on its physical opportunities that were suitable to apply MIT based instruction with its projector room, a large number of materials, and big classes. Moreover, the class size of the participant groups was small similar to the pilot study classes. The school located in an area that was close to public transportation that made it possible to access the school easily in urgency. Lastly, the school administrators were also interested in MIT, so that, the head teacher of the school could take on the participant observer role throughout the study easily.

The school where the research took place is a private 10-year-old pre-school in Ankara, Turkey. As all of the education institutions in Turkey, this school is also certified by Turkish Ministry of National Education as a pre-school. Since the school serves for students who are between the ages of 1 and 6, they only accept a limited number of student enrollments to the school. While the study was being conducted, there were five classes and 61 students in the school. The number of students in each class and the percentages of them according to the total student population was: 3 students (*N*=3, 5%) in 1-year-old group, 7 students (*N*=7, 11%) in 2-year-old group, 15 students (*N*=15, 25%) in 3-year-old group, 20 students (*N*=20, 33%) in 4-year-old group, and 16 students (*N*=16, 26%) in 5&6-year-old group class (participants of the study). All students in the school are Turkish and as the head teacher states, they are

coming from families with upper social status. Most of the students know their classmates for two or three years.

The school follows the curriculum, which was designed by the Turkish Ministry of National Education in 2006. The school serves with 6 female classroom teachers, 2 part-time female teachers for English and drama lessons, 2 personnel in the kitchen, 1 personnel for cleaning and a driver of the school shuttle for students. There are 5 classrooms, 1 kitchen, 1 dinner room, 1 drama and presentation room with projector, 1 play area, and 2 bedrooms for the students (except for 5 and 6 year-old groups) to sleep between 12.30 and 14.00 in the school building.

All the participant students of the study attend the classes together with a Turkish classroom teacher in the same class every day from 9 a.m. to 5 p.m. There are 16 students in this class, which means that all of the students in the class participated in the study with their parents' approval. All of the students and the teacher are Turkish, and their mother tongues are Turkish, too.

The studies conducted through the years proved that if foreign language learning starts earlier, the learning will take place better and easier (Anşin, 2006; Baran & Halıcı, 2006). As a result of these findings, the private pre-school institutions in Turkey try to have English as a foreign language lessons in their schools. There are 90 independent private pre-school institutions that have English lessons, in Ankara in Çankaya and Yenimahalle districts in total. The term 'independent pre-schools' defines the schools that are not a part of private colleges or not a branch of big private language courses for young learners; they are the private pre-schools that are independent and small institutions, yet approved by Turkish Ministry of National Education.

To be able to contact the schools and have the answers as soon as possible, the researcher called the schools rather than e-mail them, and they were asked whether they had English as a foreign language lessons and if they would like to improve the English language classes with the help of Multiple Intelligences Theory. So, the school where the study took place was chosen among three volunteer schools by using purposeful sampling. Purposeful sampling is defined as selecting "information-rich cases strategically and purposefully" (Patton, 2002, p. 243) and it

has 16 different types of sampling. In this study, theoretical sampling and convenience sampling were employed in order to choose the school. Theoretical sampling is based on the "emerging concepts with the aim being to explore the dimensional range or varied conditions along which the properties of concepts vary" (Straus & Corbin, 1998, p. 73 as cited in Patton, 2002, p. 239). The school's physical properties such as large classes, a number of materials, and projector facility and small classroom sizes were the main reasons in school choice since it was suitable to apply MIT in the school, in terms of physical conditions. Moreover, the head teacher of the school was knowledgeable about MIT, so she could observe the classes throughout the study easily. Because the school located in an area that was close to public transportation, it was easy to access the school in urgent situations or for the meetings. This facility of the school was convenient for the researcher.

The participants of the study included nine five-year-old group students (*N*=9), seven six-year-old group students (*N*=7), and one English language teacher (*N*=1). In five-year-old group, there were four male students (*N*=4, 44%) and five female students (*N*=5, 56%) while there were three male students (*N*=3, 43%) and four female students (*N*=4, 57%) in six-year-old group. Although the participant students attended regular lessons together as five and six-year-olds, they were separated in English classes during the study.

All of the student participants have been students of this pre-school and they have been learning English since they were three. However, each year they start learning English as they do not know it because both the school administration and the teachers think that during the summer holiday, the students forget what they have learned in English lessons. Therefore they come to school as if they did not learn anything about English except the basic words such as 'yes', 'no', 'What's your name?' and some other easy vocabulary.

Another participant of the study was the English teacher of the school who graduated from Middle East Technical University, Sociology department. She was the only English language teacher of the school and she was employed as an English teacher because the medium of language is English in Middle East Technical University. She also had previous experience on teaching English as a foreign

language in an elementary school for two years and as a tutor for adult learners. However, this is her first year in a pre-school with very young learners. As she is a graduate of Sociology department, she knows about young children, their socialization and psychology, and their general behaviors and conduct.

3.3. Role of the Researcher

Before the study, the researcher also taught English to pre-school students for six months in a different pre-school during the pilot study and she was the second English teacher of that school in the 2010-2011 academic year. Both the students and the teacher had difficulty in that process. Students needed to get used to the teacher and her own method while the teacher had difficulty in finding suitable contents, approach, method, and materials since there is no written document about teaching English to pre-school learners in Turkey.

There are many differences between the experiences with adult learners and the teaching experiences with young learners. To be able to teach young learners, the teachers should be more energetic, interesting, enjoyable, and well prepared (Tuğrul, 2002). Because the students who are called young learners, especially the pre-school students, are so active, it is hard to have the students be interested in the lesson for all lesson hour. Therefore, the teachers should find activities that are suitable for most of the students or they can engage all students into the lesson with the help of some approaches and methods (Kara, 2004).

In the search of proper methods for pre-school settings, Multiple Intelligences Theory has been found effective in numerous studies both in pre-school settings (Altun, 2006; Atik, 2010; Baş, 2010; Demirel, Tuncel, Demirhan, & Demir, 2008; Kayıran, 2009; Loori, 2005; Temur, 2001; Yılmaz & Fer, 2003) and foreign language education (Hassan & Maluf, 1999). In this process, the researcher thought that Multiple Intelligences Theory could be a fruitful way to teach to young learners by using different kinds of intelligences and engaging different students who were intelligent in different areas within the lessons. In addition, it was believed that such kind of study could be helpful for teachers who were teaching to young learners in

terms of contents, activities, materials, and as an example of application of Multiple Intelligences Theory in a pre-school English language classes setting.

3.4. Data Collection Instruments

Throughout the study, the data were collected through two semi-structured interviews with English language teacher (*f*=2), teacher reflective interviews (*f*=24), student reflective interviews (*f*=48), and classroom observations (*f*=24). The process of developing the data collection instruments and piloting processes are given in detail in the following section.

Semi-structured Pre-interview Schedule

While developing the interview schedule, the researcher analyzed sample interview schedules which were questioning the teachers' teaching experiences and their perceptions about their own teaching method (Erdamar, 2009; Ergin, 2007; Oral & Doğan, 2007). With the help of those sample interview schedules, a semi-structured pre-interview schedule, which had 12 questions, was developed by the researcher. The questions including 'who, what, where, when' were prioritized in the pre-interview schedule development process to be able to have more clear answers from the teacher instead of yes/no questions. The following dimensions of teaching experiences were questioned in the interview: how long has the teacher been teaching in a school and how long has she been teaching in a pre-school, the methods the teacher has been using, the reasons of choosing those methods, students' attitude towards lesson, the activities that the students liked or had difficulty in, and the teacher's experiences about Multiple Intelligences Theory. After the first draft of the interview was prepared, two experts in the field of educational sciences and early childhood education have controlled its content and validity. In the light of the feedback by the experts, some questions were redesigned. For example, the question 'Which method do you use in your lessons?' was rewritten, as 'How are your daily lessons? Can you tell me your regular lessons?' with the probes of 'How do you start the lesson? What do you do to attract your students' attention? What kind of activities do you use while you are presenting your lessons? What is your role as a

teacher while you are doing these activities? What are the roles of the students? What are your expectations from the students? How do you evaluate your students' performances?' So, the question, which aimed to define the differences between the teacher's regular lessons and the lessons throughout the study, became more interviewee-friendly rather than the feeling of being questioned.

After the reorganization of the interview, three pilot interviews were carried out with two pre-school teachers (*n*=2) and one English teacher (*n*=1) to provide validity. After piloting, some questions were redesigned to make them more clear for the readers and one more question was added to learn teachers' ideas about their own lessons: 'What can you tell about your lessons' implementation and planning when you appraise them?' and the probes: 'What are the areas of strength?' and 'What are the areas of weaknesses?'

The final interview structure had 10 open-ended questions each of which included their own probes to guide the teacher as she was answering the questions (Appendix C).

Teacher Reflective Interview Schedule

The questions of reflective interview were prepared to learn the perceptions of the teacher as a practitioner. Four questions were developed by the researcher addressing the teacher's perceptions by asking the questions beginning the question word 'What' and they were controlled by two experts in educational sciences and early childhood education areas for the content and validity. After the approval of the questions, the interview was piloted with two pre-school teachers (*n*=2) in the same school. It was seen that the questions were clear and they addressed the perceptions of the teachers, so the questions and the order of the questions were not changed.

There are 4 open-ended questions in the teacher reflective interview form of which was employed in the study (Appendix D).

Student Reflective Interview Schedule

The student reflective interview schedule (Appendix E) was used as a post activity after each lesson with two students from each age group. The interview

questions were prepared by the researcher and then opinion of an expert in child psychology field was taken for these questions in order to see whether the questions were appropriate for children and to make sure that they would not give any psychological harm to the children. After the questions were approved by a child pedagogue, the interview schedule was controlled for the content and validity by an expert in the research area and the questions were found suitable and serving the aim.

The interview schedule included four questions that were asked to the students were 'How was the English lesson today?', 'What did you learn today?', 'What do you think about English lessons?', and 'What do you think about learning English through (dependent on session) singing, drawing, building, etc?'

Classroom Observation Form

The observation forms were prepared by the researcher to be able to take field notes during the lessons observed. They were first prepared as a checklist having fifteen items to focus on in the lessons. However; after an expert in the educational sciences area for the contents and validity controlled them, it was thought to be more useful if they would be designed as open-ended field notes to be filled in during the lessons. Then, the form was piloted by the researcher with a pre-school teacher (n=1) by observing the lesson and filling in the observation form. After piloting the items were not changed, yet an open-ended comments and extra notes part was also added at the end of the form for the observers to write more detailed comments about the courses. The final version of observation form can be seen in Appendix F.

Items in the observation form

Purpose of the observation forms was to take field notes during the lessons in order to define the phases of the lessons, dominant intelligence types, the roles of the students and the teacher, classroom atmosphere, activities, characteristics of the activities, and the educational games to see the students' performances. For this purpose, the items in the observation forms and the areas looked for regarding these items were as follows:

Introduction to the course and gaining the students' attention: How does the teacher start the lesson, what kind of activities are used to gain students' attention, and how are the reactions of the students?

Dominant intelligence types in the lesson: According to the activities that are applied in the lesson, what are the dominant intelligence types of Multiple Intelligences Theory?

The students' roles: As students, what are their roles during the lesson?

The teacher's role: As a teacher, what is her role in the lesson?

Classroom atmosphere: How is the class organized for the activities, what type of staff can be seen in the class, what are the materials used by the teacher and students, and how is the class seen?

Activities: What are the activities that the teacher uses in the lesson?

Features of the activities: What kind of activities are done in the class, how are the activities applied, do the activities have the students or the teacher active, and what are the types of intelligences suitable for these exercises?

Educational games which are applied to see the students' performance: In this part, the activities and features of the activities in the evaluation part are looked for in terms of how they are applied, how do the students react to these activities, and how do the students perform in these activities?

Extra notes: Are there any extra comments about the lesson?

Digital pictures and video recordings

In addition to the observation forms, the researcher took digital photos and recorded videos by getting the parents' permission in the parental approval form to make the process more clear and understandable for the readers. The observation notes were also compared to the taken digital photos and videos that have been recorded in each course every day, so that; the triangulation method was used for the credibility of the observation notes.

Semi-structured Post-interview Schedule

The semi-structured post-interview questions were also designed by the researcher. The dimensions that were asked in the interview were the teaching experiences regarding Multiple Intelligences Theory in the study. Firstly, 11 questions were prepared by the researcher and they were controlled by two experts in the areas of educational sciences and early childhood education for the content and validity. Based on the experts' feedbacks some of the questions were decided to be used as probes. As an instance; in the first form of the interview, the questions 'What do you think about the students' experiences?', 'Which activities did the students like the most?', and 'In which activities did the students have difficulty?' were separate questions. However, based on the feedback these questions were combined as one question: 'What are the perceptions of your students on this process?' probes: 'In your opinion, which activities did the students like most?' and 'In which activities did they have difficulty?' Additionally, because of the changes in number of questions, the order of the questions was also reorganized.

Based on the feedback of the experts who checked the contents and the validity of the interview, there were 4 questions in the final form of the interview with the probes to guide the teacher while she was being interviewed (Appendix G).

3.5. Multiple Intelligences – Based Instruction

In this part, the twelve-week instruction based on Multiple Intelligences Theory is described based on the objectives (Appendix J) and the multiple intelligence types that have been employed in the lessons week by week in each age group. The differences between the lessons throughout the study and the traditional lessons that the English language teacher instructed before the study are based on the intelligences included in the lessons. Traditional pre-school lessons also include musical or bodily kinesthetic intelligences into the lessons by using music or games to have the students move. However, all the intelligence types such as environmental-naturalist intelligence, logical-mathematical intelligence, and verbal-linguistic intelligence were also incorporated into the lessons during the study. Sample lesson plans for age groups can be seen in Appendix H for 5-year-old group

and in Appendix I for 6-year-old group. The contents regarding the weeks and groups can be seen in Table 6.

Table 6. *Contents Regarding the Weeks and Age Groups*

Weeks & Dates	Age Group	Contents
1 06.04.2012	5	Fruits: apple, orange, banana, strawberry
	6	Fruits: apple, orange, banana, strawberry, grapes
2 13.04.2012	5	Fruits: apple, orange, banana, strawberry
	6	Fruits: apple, orange, banana, strawberry, grapes
3 20.04.2012	5	Fruits: apple, orange, banana, strawberry
	6	Classroom: pencil, book, bag, board, crayons
4 27.04.2012	5	Classroom: pencil, book, bag, board
	6	Classroom: pencil, book, bag, board, crayons
5 04.05.2012	5	Classroom: pencil, book, bag, board
	6	Vehicles: car, plane, train, lorry, bus
6 11.05.2012	5	Classroom: pencil, book, bag, board
	6	Vehicles: car, plane, train, lorry, bus
7 18.05.2012	5	Vehicles: car, plane, train, lorry
	6	Weather: rainy, snowy, windy, sunny, cloudy
8 25.05.2012	5	Vehicles: car, plane, train, lorry
	6	Weather: rainy, snowy, windy, sunny, cloudy
9 01.06.2012	5	Vehicles: car, plane, train, lorry
	6	Movements: clap your hands, listen to the music, stamp your feet, turn around, jump up high
10 08.06.2012	5	Weather: rainy, snowy, windy, sunny
	6	Movements: clap your hands, listen to the music, stamp your feet, turn around, jump up high
11 15.06.2012	5	Weather: rainy, snowy, windy, sunny
	6	Jobs: doctor, teacher, fireman, policeman, fireman
12 22.06.2012	5	Weather: rainy, snowy, windy, sunny
	6	Jobs: doctor, teacher, fireman, policeman, fireman

The intelligence areas that are addressed in the lessons are reported in Table 7 (VLI: Verbal-linguistic Intelligence, LMI: Logical-mathematical Intelligence, VSI: Visual-spatial Intelligence, BKI: Bodily-kinesthetic Intelligence, MRI: Musical-rhythmic Intelligence, Inter: Interpersonal Intelligence, Intra: Intrapersonal

Intelligence, and ENI: Environmental-naturalistic Intelligence). However, further information about the activities, how they were employed in the lesson, and the intelligence types the activities focused on can be seen in Appendix K for 5-year-old group and Appendix L about 6-year-old group.

Table 7. *Intelligence Areas in Twelve-week Implementation*

Week	Age Group	Dominant Intelligences Types Addressed in the Lesson
1	5	MRI – VSI – ENI – BKI – VLI
1	6	MRI – VSI – ENI – VLI – BKI – Intra
2	5	MRI – VSI – BKI – Intra – VLI – Inter
2	6	MRI – VSI – BKI – Intra – VLI – Inter
3	5	MRI – VSI – BKI – ENI – VLI – Intra
3	6	BKI – VSI – VLI – MRI
4	5	BKI – VSI – VLI – MRI – Inter – Intra
4	6	MRI – BKI – VSI – ENI – VLI – Intra – LMI
5	5	MRI – BKI – VSI – VLI – LMI
5	6	VSI – LMI – BKI – Inter – VLI
6	5	ENI – VLI – Intra – LMI – VSI – BKI
6	6	LMI – VSI – VLI – Inter – ENI
7	5	VSI – LMI – BKI – Inter – VLI
7	6	MRI – BKI – VSI – VLI
8	5	LMI – VSI – VLI – Inter – BKI
8	6	VLI – BKI – VSI – Inter
9	5	BKI – Inter – VLI – ENI – VSI
9	6	MRI – VSI – BKI – VLI – Intra
10	5	MRI – BKI – VSI – VLI – Intra
10	6	MRI – VSI – BKI – VLI – Intra – Inter
11	5	VLI – BKI – VSI – Intra – Inter
11	6	LMI – VSI – BKI – ENI – VLI – Intra – MRI
12	5	BKI – VLI – ENI – VSI – Intra
12	6	VLI – BKI – Intra – VSI

3.6. Data Collection Procedures

This section is aimed to provide information on how the data were collected through the data collection instruments. The weeks and dates of these data collection procedures can be seen in Table 8 below:

Table 8. *Data Collection Procedure*

Weeks:	0	1-2	3-4	5-6	7-8	9-10	11-12
Semi-structured pre-interview	✓						
Teacher reflective interview		✓	✓	✓	✓	✓	✓
Student reflective interview		✓	✓	✓	✓	✓	✓
Classroom Observations		✓	✓	✓	✓	✓	✓
Semi-structured post-interview							✓

At the beginning of the study, the researcher conducted a semi-structured interview with the teacher of English in the school in an empty classroom while the students were sleeping in the bedrooms. The interview took 29 minutes and the teacher was helpful in the time of the interview. She answered all the questions in a friendly way and the interview was recorded and saved on a laptop with the help of a microphone.

Throughout the twelve weeks of implementation of the lesson plans, the teacher was interviewed on her reflections on the lesson of the day after each lesson with each age group. In order not to cause the teacher to be late for the other English lessons, the interviews took only a few minutes and they were recorded by writing on the interview paper.

The little reflective interviews with the students were recorded by a camera by the researcher and each of them took a few minutes since the students were very young and they were bored if the questions were too long. During the student reflective interviews, the teacher was out of the classroom in order to be prepared for the next lesson. The students who would be interviewed were chosen among the students that were willing to answer the questions in order not to force them. At first, the students were a bit shy to answer the questions. So, extraverted students were chosen to have interview in the first weeks, but a few weeks later all of the students were willing to answer the questions after the lesson. The questions were used to learn the students' opinions about the English courses and how they find the MI based courses and the second question was asked to see if the child has learned the subject that day or not and to understand the course's effectiveness on that child.

The classroom observations were conducted in each lesson throughout the twelve weeks of implementation of the lesson plans. Because the duration of the

lessons was 30 min. for each class per week, the classroom observation notes continued during 30 min. in each class, too. The researcher, herself, participated in the classes as an observer in both groups and the head teacher of the school also attended in all classes to make sure that the observations were objective and not biased by the researcher. Both observers, the researcher and the head teacher, filled in observation forms to take field notes focusing on (1) introduction to the course and gaining the students' attention, (2) dominant intelligent types in the course, (3) the students' and the teacher's roles during the course, (4) classroom atmosphere, (5) type of activities that are used, (6) features of the activities, and (7) the educational games which were applied to see the students' performance.

After the observations, the researcher and the head teacher of the school had weekly meetings in the school, in head teacher's office in order to discuss the lessons they observed and compare the observation notes to make sure that they interpreted the implementation of the lesson plans in a right way.

After the 12-week instructions were completed, the researcher made a semi-structured post- interview with the English language teacher in order to learn her perceptions about the procedure as a practitioner. During the interview, questions, which were focusing on the study and the teacher's opinions about the study, were asked to the English language teacher. The interview ended in 15 minutes and the teacher was very friendly while she was answering the questions since she was always smiling and gentle. She was also very positive about the procedure and had positive reflections on the study by stating the strengths more than the weaknesses of the study. She was also grateful for the researcher for her help to make the English as a foreign language classes better and thanked to the researcher by expressing her gratitude.

3.7. Data Analysis

The data of the study were collected through semi-structured pre and post-interviews with English language teacher, reflective interviews with students and the teacher, and classroom observation notes of the researcher and the head teacher of the school as an interrater. Qualitative data analysis is the process of discovery that

includes identifying important categories, patterns, and relationships in the data (Schutt, 2012). So, in order to answer the research questions; first, documentation of the data was done weekly throughout the data collection process. For this aim, interviews were transcribed and the observation field notes were recorded on the computer. Although each week one intelligence type was considered as dominant, because of the nature of the Multiple Intelligences Theory, the intelligences were integrated in the activities. So, the themes emerged from the interview transcriptions and observation notes were identified, they were coded, and the Theory of Multiple Intelligences was analyzed in terms of these codes.

The themes and codes raised from the data were identified by using content analysis. Content analysis is defined as a research technique to make meaningful inferences from texts and contents (Krippendorff, 2004). Because qualitative content analysis is aimed to develop a systematic description of the data, coding frame is stated as the heart of this technique (Schreier, 2012). According to Schreier, "a coding frame is a way of structuring your material. It consists of main categories specifying relevant aspects and of subcategories for each main category specifying relevant meanings concerning this aspect." (p. 61). So, the coding frame of this study was defined as in Figure 3 in the light of research questions.

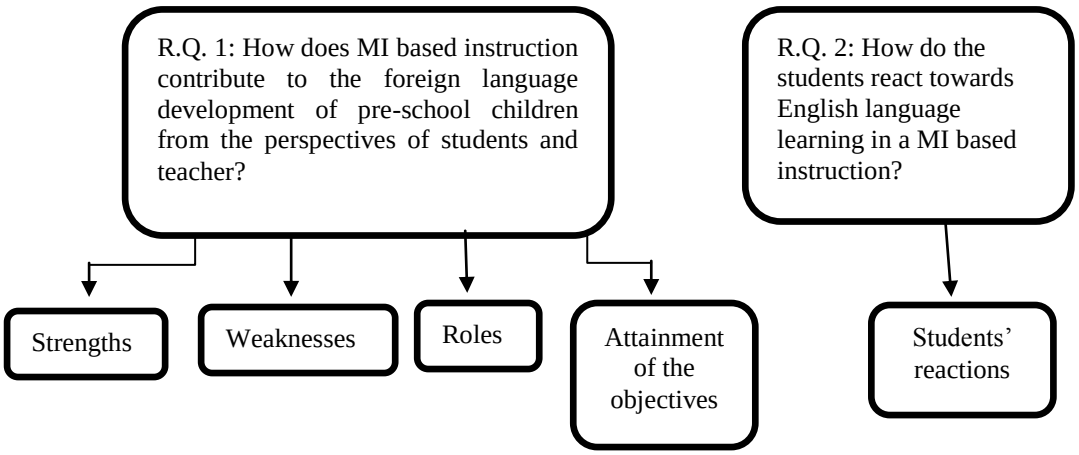

Figure 3. Coding frame of the data

The semi-structured pre-interview (*f*=1) focusing on the teacher's previous teaching experiences was recorded on a computer with the help of a microphone and the recording was transcribed after the interview by the researcher. The transcript of

the interview was analyzed. Recording included the daily lessons of the teacher, planning phase of these lessons, strengths, and weaknesses of these lessons, roles of the teacher and the students, and finally the students' attitude towards the lessons in the light of teacher's answers. The themes and codes emerged in the analysis process are reported in Table 9.

Table 9. *Major Themes and Codes in Semi-structured Pre-interview*

Themes		**Codes**
Strength		fun
Weakness		discipline
Roles	Teacher	guide
		friendly manner
	Students	learn
		have fun
Student reactions		enjoy
		boredom

The teacher reflective interviews (*f*=24) included mainly 4 questions focusing on the teacher's perceptions on the lesson of that day, achievement of the students in terms of the lesson objectives, and the attitudes of the students towards the lesson based on MIT for that session. The teacher reflective interviews were transcribed on the computer weekly, the codes in the light of the dimensions of the questions were identified, and the researcher calculated the frequency of the codes (Table 10). Further perceptions of the teacher on the lesson were noted down.

Table 10. *Major Themes and Codes in Teacher Reflective Interviews*

Themes	**Codes**	**Frequency**
Strengths	different materials	19
	active students	17
	different activities	14
	retention of vocabulary	6
Weaknesses	slow-paced lesson plans	3
	suitable for small class size	1
Attainment of the Objectives	Lesson objectives were attained.	18
	Lesson objectives were not fully attained.	6
Student Reactions	enjoyment	10
	enthusiasm	7
	happiness	3
	more interest	2

Table 10 (continued). *Major Themes and Codes in Teacher Reflective Interviews*		
Themes	**Codes**	**Frequency**
Student Reactions	indifference	1
	unhappiness	1

The recorded student reflective interviews (*f*=48) were the evidence for the students' perceptions about the theory as the participants who were affected by the instruction and the theory. The questions for student reflective interview were designed to emphasize the students' perceptions of the lesson of the day, retention level of the vocabulary learned in the lesson, how they feel about English classes, and their reactions to the changes in the lesson. The researcher carried out the transcriptions of the student reflective interviews and identified the codes in light of the themes that emerged (Table 11).

Table 11. *Major Themes and Codes in Student Reflective Interviews*

Themes	**Codes**	**Frequency**
Strengths	fun	17
	lots of activities	16
	learning different things/ everything easier	7
	interesting lessons	7
	using different materials	2
	separated groups	1
Weakness	no difference in implementation	1
Student Reactions	happiness	11
	relaxion	8
	enthusiasm	5
	wanting the lessons in the same way	1
	no idea	1

Classroom observations notes (*f*=48) of the researcher and the head teacher of the school focused on the dimensions of (1) introduction to the course and gaining the students' attention, (2) dominant intelligent types in the course, (3) the students' and the teacher's roles during the course, (4) classroom atmosphere, (5) type of activities that are used, (6) features of the activities, and (7) the educational games which were applied to see the students' performance. The two observation forms, pictures, and the videos recorded during the observations were analyzed through triangulation method. The triangulation method gives the researcher to validate the

data and compare them with different sources of data (Fraenkel & Wallen, 2005). Thus, the comparison of the two observation notes of the same lesson was carried out by the researcher and the head teacher weekly and the results were validated by the pictures and the videos. Any dimension on the strengths and weaknesses of the lesson and students' attitudes were noted down at the end of the observation notes.

Semi-structured post-interview (*f*=1) focused on the English language teacher's experiences on the study in terms of the strengths and weaknesses of the study and students' reactions during the study. The recorded interview was transcribed by the researcher after the interview, answers of the teacher were analyzed, and they were categorized according to the above mentioned themes (Table 12).

Table 12. *Major Themes and Codes in Post-interview*

Themes	Codes
Strengths	learning everything easier
	reaching every student
	more success
	active students
	positive feedback from the students and the parents
	lesson plans
	fun
Student reactions	excitement
	love
	shyness

Lastly; after the themes and codes had been identified and the frequencies had been calculated, all the data were triangulated. Triangulation is defined as using different sources of data, so that, the validity of a study can be increased (Guion, Diehl, & McDonald, 2002). In this study, the different sources of data were the interview transcriptions, observation notes, digital pictures, and digital videos. When all the data were triangulated, the major themes and codes were defined as in Table 13.

Table 13. *Major Themes and Codes of the Data*

Themes	Codes
Strengths	fun
	different materials
	active students

Table 13 (continued). *Major Themes and Codes of the Data*		
Themes		**Codes**
Strengths		different activities
		suitability for students' energy
		learning easier
		retention of vocabulary
		interesting lessons
		separated groups
		reaching every student
		more success
		positive feedback from the students and parents
		lesson plans
Weaknesses		discipline
		slow-paced lesson plans
		Suitability only for small class size
		no difference in implementation
Roles	Students	active participants
		finding out the information
	Teacher	guide
		behaving friendly
Attainment of the lesson objectives		Lesson objectives were attained.
		Lesson objectives were not fully attained.
Student reactions		enjoyment
		enthusiasm
		happiness
		more interest
		relaxion
		excitement
		love
		boredom
		indifference
		unhappiness
		no idea
		shyness

3.8. Trustworthiness

Lincoln and Guba (1985) define trustworthiness of a study as the question of persuading readers on the findings of the study that they are worth paying attention to and taking account of. They suggested four criteria in order to determine the

trustworthiness of a study: internal validity (credibility), external validity (transferability), reliability (dependability), and objectivity (confirmability). The following section provides the discussion on the trustworthiness of the study based on the Lincoln and Guba's criteria.

Lincoln and Guba (1985) explained internal validity as the credibility of the study which has twofold task to implement: to have findings that will be found credible when the data is enhanced and to approve the data by the findings of multiple studies. With respect to increasing the credibility of the study, prolonged engagement, persistent observation, and triangulation are suggested by Lincoln and Guba (1985). Prolonged engagement requires the researcher to be involved in the culture for a sufficient time in order to deal with the personal distortions. The teacher and administrator meetings and the classroom observations during the needs assessment stage in pre-implementation phase have provided prolonged engagement. In addition to the prolonged engagement, persistent observation was provided by the researcher during the implementation phase. The classroom observations throughout the twelve-week implementation have given the chance to identify the characteristics and elements relevant to the problems of the study. Furthermore; triangulation, the method of analyzing a variety of sources to interpret the data (Denzin, 1978 as cited in Stufflebeam, Madaus, & Kellaghan, 2002), was employed in the data analysis stage of the study with the help of all the data collected through the study: interview transcripts, observation notes of the researcher, observation notes of the head teacher, pictures, and the videos. The second technique suggested by Lincoln and Guba (1985) is peer debriefing. The involvement of the head teacher of the school as an interrater in the observations helped the researcher to enable the peer debriefing. In the daily meetings with the head teacher, the observation notes were analyzed and debriefed by the head teacher of the school. The audio recordings of the interviews, pictures of the implementation phase of the lesson plans, and the videos recorded during the observations provided the referential adequacy materials of the study. Although member check did not take place for the results of the study, the themes and the codes were debriefed by the head teacher of the school as an interrater. So, it can be said that this study is credible based on the reality of enabling the prolonged

engagement, persistent observation, triangulation, peer debriefing, and the referential adequacy materials.

Second principle to determine the trustworthiness of a study is the transferability to other study settings (external validity) that requires purposive sampling and thick description (Lincoln & Guba, 1985). However, this study is an action research whose results are unique to the case where the study took place (Somekh, 2006). On the other hand, the instruments, lesson plans, activities, and the findings of the study can be enlarged to different settings to make use of.

Stufflebeam, Madaus, and Kellaghan (2002) explained criteria of reliability (dependability) as the study being repetable under the same circumstances, but in a different setting. In this respect, it can be said that this study is reliable because it can be repeated in different settings under the same circumstances. Nevertheless, the results are expected to be different because of the nature of the action research.

Lastly, Lincoln and Guba (1985) underlined the objectivity (confirmability) as the last criteria for trustworthiness of the study. Confirmability of the study based on the objectivity of the data that can be accomplished through triangulation method to analyze the data. The findings of this study is said to be objective because triangulation of different data sources including pre-interview transcript, teacher reflective interviews' transcripts, student reflective interviews' transcripts, observation notes, pictures, videos, and post-interview transcription has been provided in the study.

3.9. Ethical Considerations

Most of the participants of this study were young children and ethical considerations were very important for this reason during the whole study. In order not to harm any of the students either physically or psychologically all precautions were taken. Before the study began, approval was taken from the Applied Ethics Research in Middle East Technical University (Appendix M). Then, all the parents were sent parental approval form with the help of the 5 and 6 year-old students' regular classroom teacher. In addition to the documents, all the questions in the student reflective feedback were prepared by conducting to an expert in children's

psychology. None of the parents were negative about the study. The English teacher was also given a consent form before the study began in order to inform her about the study and to state that she accepted to participate in the study.

After the necessary documents have been prepared and given to the participants the application of the lesson plans started. However; before the action plan took place, all of the activities were checked by an experienced pre-school teacher and an English language teacher to be certain about the activities that would be used were proper for the students. Moreover, most of the activities were adapted from the children's activity books, so that; it was certain that the students would not be damaged by any of the activities or questions in the reflective interviews before the study began.

3.10. Limitations of the Study

This study is an action research which aims to improve English language classes through Multiple Intelligences Theory based instructional design in a pre-school setting in Ankara. Although the findings in an action research are unique to the case which is studied (Somekh, 2006), its results can be transferrable to different settings. Because the school is a private pre-school institution where the study was conducted, the class sizes are small. So, the results of this study can only be transferred to private pre-schools. However, such qualitative study can be enlarged to different contexts or cases (Somekh, 2006).

Throughout the piloting study, the same programs were applied to both age groups and it was found out that the 6-year-old group learned faster because of their abstract thinking skills. So, different programs based on the same theory were instructed to 5-year-old and 6-year-old age groups in the study. However, before the study the school has had half an hour English lesson for all age groups. In order not to disturb the students by changing both the hour and the way they take the English lesson, lesson duration was not changed. So, this duration can be short to learn a foreign language deeply and there can be a threat to forget the vocabulary learned until the next lesson. However, the educational games played to see the students' performances helped to assess whether there was improvement in students' recession

abilities. Yet, the lesson duration can be increased in the following years and in order to provide recession of the vocabulary learned in the lesson, the songs that were learned in the lessons were played through the week to remind the students of the words to the students. As the lesson duration is short and the students have English lessons only once a week, the contents of the lesson is also not too many; but again by increasing the lesson hours, contents can also be widened.

Lastly; in research question two, the students' attitude towards English lessons based on Multiple Intelligences Theory was analyzed only in light of the teacher perspectives. Because there was not any attitude test before the study began, this can also be a limitation for the study in order to compare them after the study. Nevertheless, the attitude of the students was compared according to the intelligence types and activities rather than before and after the study.

CHAPTER IV

RESULTS

The purpose of this study is to improve English language classes through an instruction based on Multiple Intelligences Theory in a pre-school setting, in Ankara. For this aim, the research questions were set as (1) How does the Multiple Intelligences based instruction contribute to the foreign language development of pre-school children from the perspectives of students and teacher? (1.1) What are the students' and the teacher's perceptions of the strengths of Multiple Intelligences based instruction in EFL in a pre-school setting? (1.2) What are the students' and the teacher's perceptions of the weaknesses of Multiple Intelligences based instruction in EFL in a pre-school setting? (2) How do the students react towards English language learning in a Multiple Intelligences based learning environment? To answer these research questions, data were collected through semi-structured pre-interview with teacher, teacher reflective interviews, student reflective interviews, classroom observations, and semi-structured post-interview with the English language teacher. The results of the study based on the data analysis process are reported in the following section in terms of the themes and codes.

Strengths

The theme 'strengths' (Table 14) was identified through the data collected from semi-structured pre-interview, teacher reflective interviews, student reflective interviews, and semi-structured post-interview. Classroom observation notes, digital pictures, and digital videos were made use of in order to define and examine the strengths.

Table 14. *Major Codes of the 'Strengths' Theme*

Theme	Codes
Strengths	fun
	different materials
	active students
	different activities
	suitability for students' energy
	learning easier
	retention of vocabulary
	interesting lessons
	separated groups
	reaching every student
	more success
	positive feedback from the students and parents
	lesson plans

Before the study began, in order to learn the teacher's perceptions on her own lessons, she was asked to state the strengths of her lesson so as to compare them later with the strengths of the study. The teacher stated only strength, which was enjoyment for her own lessons. She believed that the students needed enjoyment and fun to be able to learn something, hence she employed games in the most important part of the lessons, in the presentation part. She indicated that she could understand the students found her lessons enjoyable since they invited the teacher to their homes to play games together.

Throughout the study, the teacher reflected on the strengths of the lesson of the day. To be able to define the strengths, the question 'What are the aspects that you like or do not like about today's lesson?' was used as a base. According to the English language teacher, Multiple Intelligences Theory (MIT) based instruction provided lots of different materials. While she was answering the questions on her perceptions, she frequently mentioned different materials employed in the lessons (n=14). She found using different materials helpful in terms of gathering students' attention, providing different learning experiences, and the retention of the

vocabulary. She especially stated the usage of ‘Classroom Monster’ (Figure 4) as a material in the classroom:

> The idea of “Classroom Monster” was outstanding and the students liked it very much. It was used in a logical way by having the children feed the monster and then seeing it like a contents table. I saw the students talking about the pictures on the “Classroom Monster” and revise the vocabulary. They always had revisions of the lessons unconsciously after the lessons (Teacher).

Moreover, there were two students who signified the different materials used in the lessons: “Today I liked lesson very much because we used different materials. It was very good (S15).”

Before the study, the material choice of the teacher had been defined as songs, visual materials such as pictures, and the classroom board in semi-structured pre-interview. The teacher indicated that she used songs in the lesson in order to teach chunks such as ‘Good morning. What’s your name?’. The teacher thought that if the songs were easy to remember, the students could easily learn the sentences and they could remember them for a long time. Thus, if the contents of the lesson included phrases or sentences, songs had an important place in the lesson. Visual materials such as pictures were defined as the basic components of the lesson. The teacher stated that she needed to use the pictures frequently as the students could not read or write. Hence, whenever the teacher needed written material, she transformed them into pictures. If she could not find the pictures she desired, she expressed that she used the classroom board to draw on it. The teacher reported that the students also wanted to draw when they lost their interest in the lesson. Therefore, before the study, the classroom materials had been based on musical-rhythmic intelligence and visual-spatial intelligence only.

Figure 4. Classroom monster

Nevertheless, the classroom observation notes, digital pictures, and digital videos revealed that the materials used during the study were attractive, enjoyable, and proper for the nature of the activities. Moreover, they were designed to address to different intelligence areas in one activity. The students were observed as engaged into the lessons quickly with the help of interesting materials. However, visual-spatial intelligence was found highly emphasized in the classroom materials. Although the materials were emphasizing different intelligence areas, most of the materials employed visual-spatial intelligence dominantly.

Another strength of the study defined by the teacher was the active students. She revealed that even the students who were indifferent towards the lesson actively participated in the lesson with the help of the theory. According to the teacher, the reason of this active participation was the success of the theory that could reach all

the students in different ways. For example, the students reacted positively towards environmental-naturalist intelligence when it was engaged in the activities.

> I also wanted to play with the students those games. I think they were great and all the students liked them very much. I suppose that because of the summer season, the students are interested in the nature and this kind of activities. They helped me to have the students' attention throughout the activity and I did not see any students who did not participate in those activities (Teacher).

Active participation was also emphasized in the classroom observation notes because all the students were observed as willing to participate in the activities since the beginning of the study. Active participation is one of the important elements in foreign language education, so it was found helpful in terms of language attainment as strength of the study. The musical-rhythmic intelligence, bodily-kinesthetic intelligence, visual-spatial intelligence, interpersonal intelligence, and environmental-naturalist intelligence was the main intelligence areas when the students were more eager to participate. On the other hand, verbal-linguistic intelligence activities were reported as the activities with the least participants.

The teacher, as a practitioner, emphasized active participation of the students in semi-structured post-interview, too. As the teacher indicated, the Multiple Intelligences based instruction helped the teacher about this problem with some students. She revealed that the students actively participated in the lessons especially in the group works.

> Before the study, we also had group work; yet we did not try any races. I wish we had tried because 5-year-old group reacted considerably positively to the group activities, especially the races. I was surprised when I noticed that the students, who did not like English lessons or I thought so, were participating in the lesson eagerly (Teacher).

The teacher reflective interviews revealed the activities employed in the study as strength because the teacher reflected that she thought they were suitable for the students' energy and the students enjoyed the lesson very much. The teacher stated that having many different activities in one lesson has the students interested in the lesson. Furthermore, the nature of the activities was also different compared to the traditional activities. Because different intelligence areas were integrated into the

activities, language learning was also reported to be changed positively by the teacher.

The answers of the students to the questions ‘What do you think about the English lessons?’ and ‘What do you think about learning English through (dependent on the session) singing, drawing, building, etc.’ were coded in terms of the themes strengths and weaknesses. The students indicated that the English lessons had lots of activities and it was a good thing for them because they liked the lessons if they did lots of different things.

The differences between the lessons before the study and during the study by comparing the English language teacher’s explanations about her own lessons in semi-structured pre-interview and classroom observation notes during the study were also identified. The teacher reported that she started the lessons with warm-up questions in general. Moreover, she also established relationships between the content of the lesson and daily lives of the students. As an example; if she would teach the fruits to the students, she indicated that she could gather attention by asking ‘What is your favorite fruit?’ After the teacher gathered students’ attention, she stated that first of all she presented the lesson by using repetition drills to have the students pronounce the vocabulary correctly and be introduced to the vocabulary. Nevertheless, she said that she tried to keep this process as short as possible before the students got bored. Following the repetition drill, the teacher told that she employed games related to the lesson. She explained that she chose enjoyable games requiring students to move, jump, or hop since the students liked body movements. Moreover; she added that the students sometimes invented the games that they would like to play and the teacher adapted the game into the lesson. The evaluation part of the lesson took part as the last activity. As the teacher indicated, the students got tired after the games in the presentation part, so she preferred just to ask the meanings of the words both in English and in Turkish. In short, the teacher shared her experiences about the lesson by stating that she planned the lessons in terms of previous lesson plans and student needs and interests and then she started the lesson with warm-up questions or by establishing relationships between the content and the students’ daily

lives. She preferred repetition drills and games while she was presenting the lesson and finally she asked the meanings of the words before she ended the lessons.

On the other hand, the lessons generally started with greeting following some attention gathering activities including manipulative realia used such as plastic fruits, visual materials like pictures, songs, and videos during the study. Sometimes the students were required to find out the contents of the lesson for example by making them wander around classroom and tell the objects that they saw. Those activities were observed as developing the children's interest towards the lesson and engaging them to the foreign language learning quickly. The students' reactions were found positive towards those activities although there were differences in the level of positivity.

When the activities were analyzed based on the classroom observation notes, digital pictures, and digital videos, it was clear that they were chosen to appeal to different intelligence types and different learners at the same time. The activities were generally enjoyable for the students and prevented the students from getting bored with the lesson and the challenge of learning a foreign language. Those activities that were used throughout the study are reported in Appendices K and L with the implementation details and related intelligence areas. However, in order to summarize, it could be said that the activities were found to trigger different intelligence areas and evoke the students' interests towards the lesson. The features of the activities changed according to the intelligence areas they focused on. Nevertheless, it can be said that they were very moving and they required the students to use their five senses to find out the information. Some of the activities were challenging for the students because they required more cognitive skills such as recalling the previous vocabulary while some of them aiming to present the lesson were very easy for the students since they have just learned the vocabulary and easily remember them. However, most of them were reported as helpful for the students to learn the foreign language easier and to provide the retention.

Moreover, educational games were designed and required materials were prepared to see the students' performance without having the children feel that they were evaluated. Another reason for choosing the games and races was to keep the

natural environment of the lessons since foreign language learning in early childhood requires natural learning environment (Kara, 2004). In those games, the students were supposed to show how they could remember the contents without feeling forced for that. For example, in order to revise the vocabulary and to see the students' performances regarding previous learning, 'Knowledge Tree' (Figure 5) was developed based on the environmental-naturalist intelligence. In this activity, the students were asked to find the correct leaves of the tree to save it before the winter came.

Figure 5. Knowledge tree

In a Multiple Intelligences based instruction, the classroom setting is defined as one of the most important settings because it is the place where the intelligences are enhanced (Gardner, 1993). So, the classroom atmosphere created by the teacher was also analyzed in terms of the theory and it was seen that the classroom was always designed to address to all intelligence areas with the help of the materials developed by the researcher. Observation notes, pictures, and the videos clearly revealed that the classroom was always full of pictures, posters, toys, classroom materials such as board, table, chairs, pillows, and laptop. Additionally, the English class materials developed by the researcher such as 'Classroom Monsters' of two student groups or the pictures representing the content of the lesson were placed on

the walls of the classroom. According to the lesson and content, sometimes background music or some realia such as toys of vehicles were also applied. The students were observed as reacting the songs and videos in a positive way comparing the other classroom materials.

For the activities based on Multiple Intelligences Theory (MIT), the students reported that one of the good things about the English lessons was that they talked after the lessons. Although the students seemed shy when they were answering the questions, they indicated that they liked to talk on the lesson when the lessons finished. According to the students, the English lessons were also good because they could move during the lessons. One student revealed that he liked playing games using his body and added that English lessons made him use his body: "I like English lessons because we run, dance, and jump in the lessons. I think everybody like the lesson because of this reason (S8)."

While two students reported that the lessons were good because they could understand each other better in the activities based on the interpersonal activities, another student expressed that he liked the lessons since the teacher asked the relationships and they answered her, so that; they could understand their brain worked.

Furthermore, the retention of the vocabulary was provided by the study according to the teacher. She clearly indicated that the students, especially the six-year-old group, remembered all the vocabulary well and they did not forget any of them. In her opinion, 'Fruit People' or 'Weather Conditions People' activities helped the students internalize the vocabulary and remember them for a long time. According to the teacher, one of the activities that showed students' retention level was the 'Bingo' game, which was played in the last week with both age groups. The teacher reflected that this game showed the students could remember every word without any exception.

> The lessons are far more enjoyable for them (the students) and they absolutely learn much better. For example, today in six year-old group I was so surprised that they could remember everything correctly. It was so amazing since they could remember all the things even the first week's contents (Teacher).

The retention level of the students was analyzed by triangulating the teacher's perspectives with classroom notes and digital videos. It was clear in the digital videos, which were recorded during the educational games to see the students' performances, that the students could recall the vocabulary fast and easily when they needed to use the information. Especially, the six-year-old group students were observed as successful in their retention level.

In the semi-structured post-interview, the teacher explained that the students were more successful in recalling the vocabulary when the teacher asked about the previous lessons. She expressed her opinion on that issue by revealing that the materials used in the activities helped the students remember easier. For example, the students were given 'fruit people' in one of the activities to color and draw them while they were learning fruits. The teacher found those 'fruit people' helpful because the students internalized the fruits they had, so that; they could remember them through the whole study.

Additionally, the semi-structured post-interview transcript indicated that the teacher perceived the Multiple Intelligences based instruction useful because she observed her students learned everything easier comparing to the lessons before the study. According to her, the different materials made use of in the lesson helped the students acquire the lesson better and easier. Additionally she signified the activities integrating different intelligence areas as surprising for her and she found them so useful that she wanted to use the theory with similar activities in her following teaching practices.

> I did not know that we could integrate mathematics into English lessons, but there was a way and that way did really work in the lesson for the students to learn easier (Teacher).

According to the perspectives of the students, they learned different things or they learned everything easier compared to the previous lessons. Most students did not state a reason for this opinion while two girls from each age group in two different reflective interviews stated the reasons related with the activities and materials: "We listened to a song from the computer to learn English for the first time. The teacher was singing the songs, but this is better. We learned better today

(S3).” “We learned more easily with these different materials. We also learned different things and it was better (S11).”

Another strength revealed by the students was that the lessons were interesting and funny as reasons why they liked English lessons. They expressed that they found the new activities interesting because they did not see them before. One of the students expressed that she thought the lesson was interesting because she went fishing after the activity named ‘Gone Fishing’ (Figure 6).

Figure 6 Gone fishing

Although the answers of the students were similar to each other in general, there were also different codes emerged in the analysis of the student reflective interviews transcriptions. One student signified the separation of the age groups during the activities as preventing the confusion. According to her, before the study five-year-old and six-year-old groups’ students were complicated, but the problem was solved during the study.

According to the teacher, the theory reached every child in the classroom and she stated in the semi-structured post-interview that she could understand this because she observed the indifferent students were eager to learn English. Moreover, she revealed that she thought that those students were not talented in terms of foreign language, but after the study she found out that she could not reach those students.

Additionally, the teacher expressed that she had positive feedback from the students while they were talking about the lessons. The students' eagerness towards the lesson was one of the signs of the feedback she mentioned in addition to the students' talking with her. The students shared their opinions with their teacher by stating that they liked the English lessons in that new style through the study. The parents were also positive about the study as the teacher stated.

> While I am waiting for the lessons of other age groups, I see parents coming to pick their children up. They tell me that they were happy with the English language lessons because when the children went home, they were talking about the activities we did in the lesson and they remembered the songs and the vocabulary we learned (Teacher).

During the post-interview, the teacher also stated that she found the lesson plans prepared by the researcher helpful because she knew what to do in details before the lessons. She also added that she thought the lesson plans were designed suitably for the students and their energy in the lessons and designed clearly for the teacher to understand the activities and the role of the teacher. However, she also added that the contents of the lesson could be more flexible to decide on them during the lessons spontaneously since she preferred to teach the vocabulary based on the students' curiosity.

The transcripts of the semi-structured pre-interview were compared to teacher reflective interviews and semi-structured post-interview in terms of 'strengths' theme so as to see the differences before the study and during the study. The teacher had expressed the lessons were funny as the strength of her lessons before the study in semi-structured pre-interview. However, she indicated much strength in both teacher reflective interviews and semi-structured post-interview. To sum up, the teacher found the Multiple Intelligences based instruction through the study contributing to the students' learning because the instruction helped the students learn easier,

participate in the lesson more, and more successful students in terms of retention of the vocabulary. The instruction was also expressed as reaching every student with the help of the activities focusing on different intelligence areas.

Moreover, the students revealed that they found English lessons good because of lots of game-like activities, learning everything easily, talking after the lessons, and moving during the lessons. They indicated that interesting and funny lessons helped them to participate in the lessons. So, it can be said that Multiple Intelligences based instruction contributed to the students' foreign language learning from the perspectives of the students.

Weaknesses

The theme 'weaknesses' (Table 15) was also identified through the data collected from semi-structured pre-interview, teacher reflective interviews, student reflective interviews, and semi-structured post-interview. Classroom observation notes, digital pictures, and digital videos were also used in triangulation to identify the weaknesses.

Table 15. *Major Codes of 'Weaknesses' Theme*

Theme	Codes
Weaknesses	discipline
	slow-paced lesson plans
	Suitability only for small class size
	no difference in implementation

The teacher was asked to think on the weaknesses of her lessons in semi-structured pre-interview in order to see whether the study helped the teacher with those weaknesses throughout the study. The teacher indicated that if the students did not like the lesson or got bored, she had difficulty in discipline. According to the teacher, this problem occurred when the lesson based on verbal activities such as speaking or listening to the teacher. Except for the discipline problem in boring activities, the teacher was happy with her lessons.

During the study, two weaknesses were identified in the teacher reflective interviews. Although frequency of the weaknesses are small in number compared to the strengths, the weeks when they were reflected by the teacher was important in terms of overcoming the weaknesses. In first three weeks of the study the teacher reported that the pace of the lesson was very slow in five-year-old group. She indicated that the students wanted to have more activities as they did in the six-year-old group. Classroom observation notes and digital videos were analyzed in terms of the pace of the lesson and it was seen that the students in five-year-old group started to lose their interest towards the lesson a short time after the activity began. Because of this reason; even though the duration of the contents was not changed throughout the study, more activities were added in the lesson plans for five-year-old group, too. Therefore, the teacher did not mention slow-paced lesson three weeks after the study began.

In addition to the slow pace of the lesson, the teacher found the lesson plans suitable only for the small class size in the first week. The classroom observation notes, digital pictures, and digital video recordings also supported that view in terms of materials and nature of the activities. It could be difficult to prepare those kinds of materials for bigger classes, yet it was thought that after a year they could be used with different students without having any difficulty. Furthermore, the activities could be challenging for the teacher because of the fact that the students should be active during the lessons. So, it could be thought that the teacher could have difficulty in having the students under control; yet the classroom observation notes and digital videos showed that the students did not have any discipline problem because they had fun in the activities.

In terms of the intelligence areas, the teacher stated that the verbal-linguistic intelligence based activities such as listening to a story in English were the activities that the students had least interest. About this issue, the teacher shared that the students found listening to a whole story in English difficult and boring: “The students like listening to English songs, but they do not like listening to a whole story in English (Teacher).”

It was clearly seen in observation notes, digital pictures, and digital video recordings that the students did not want to participate in the lesson and they lost their interest towards the study. So, after the listening to a story in English activity, the verbal-linguistic intelligence was frequently employed in the activities that needed recalling vocabulary rather than having it as the dominant intelligence area of the activity.

Even though the students reflected positively on the English lessons, one student shared that he could not find any difference between the lesson of the day and the lessons before the study. However, the same student expressed that the change in English lessons was good in later weeks. Therefore, it was considered as that the student did not like the activities in the first week when he stated that he could not find any difference.

To summarize, it can be said that the teacher identified two basic weaknesses of the lessons based on the MIT in the first three weeks. Nevertheless, the weaknesses 'slow-paced lessons' and 'suitability only for small class size' were overcome in later weeks. The 'discipline' problem that was identified by the teacher as the weakness of the lessons before the study, was not encountered during the study. So, it was clear that the study helped the teacher to overcome the weaknesses of the lessons based on the semi-structured pre-interview, teacher reflective interviews, classroom observation notes, digital pictures, digital videos, and semi-structured post-interview.

Roles

After the data analysis was completed with the triangulation, the roles of the teachers and the students also emerged as a theme. The teacher was asked to define her role and the roles of the students before the study began in semi-structured pre-interview. Later the roles were identified in classroom observation notes each week based on the lessons. Finally they were compared to each other to see the difference between the roles before the study and during the study.

In semi-structured pre-interview, the teacher expressed her role as a guide in the class. She stated that she mainly played the games with the students and acted as

their friends during the lessons. If any problem occurred, then she guided the students. Nevertheless, she explained because of the age of the students she behaved over-friendly in the first lessons, she figured that it caused discipline problems and started to behave more carefully. According to the teacher, the students were expected to learn the vocabulary and have fun during the lessons before the study. The teacher stated that she tried to have the children discover the language during the lessons, yet she could not manage it in every lesson because she could not find suitable activities or materials.

During the study, the role of the teacher was observed as a guide who encouraged the students to participate in the lesson and find out the true information. The teacher always helped the students with their learning and she behaved as if she was their friends so, she also participated in the games or activities, and she sang and danced with the students in all musical activities. If any problem occurred, she guided the students to overcome the difficulties. The roles of the students were defined as the active participants of the lessons by finding out the information in the games or activities. In the observation notes, it was clear that all the students were eager to participate in the lesson by showing their pleasure in the activities. It was also noted down that all the students in the class had a word in all lessons.

The defined roles before the study and during the study were taken into account and it was found out that the study did not change the role of the teacher as a guide and behaving friendly. Nevertheless, the roles of the students were changed from learning and having fun to participating actively and finding out the information themselves. While they were doing this, they had fun in the lessons, too.

Attainment of the Lesson Objectives

Attainment of the lesson objectives were analyzed in two codes: ‘The lesson objectives were attained.’ and ‘The lesson objectives were not fully attained.’ (Table 16). The question ‘Do you think the students have attained the lesson objectives?’ in teacher reflective interviews and the classroom observation notes were taken as a base to analyze the theme. Digital videos were also used to triangulate the data.

Table 16. *Major Codes of 'Attainment of the Objectives' Theme*

Theme	Codes
Attainment of the lesson objectives	Lesson objectives were attained.
	Lesson objectives were not fully attained.

The teacher reflective interviews revealed that the teacher found MIT based lessons fruitful in terms of the attainment of the objectives. According to the teacher, the students achieved the lesson objectives in most lessons (*f*=18). Especially in the last week of the study, the teacher reported that the students had a command on the vocabulary after the 'Bingo' game. However; the teacher stated that if the content had just been introduced to the students, they could not fully attain the objectives that day (*f*=6). Nonetheless, they were reported to achieve the lesson objectives mostly.

Classroom observation notes also supported the teacher's explanations in the teacher reflective interviews. They revealed that the five-year-old group had difficulty to achieve the lesson objectives on the first day of a new topic while six-year-old group could manage to achieve them from the first week except the 'classroom' and 'jobs' topics. In the second weeks of the same content, five-year-old group could also fully attain the objectives of the day. Classroom observation notes and digital videos of the last week showed that both five-year-old and six-year-old student groups could successfully recall the vocabulary during the 'Bingo' game, which had the students revise all the vocabulary from the beginning of the study.

Student Reactions

'Student reactions' theme (Table 17), which emerged from the data collected through semi-structured pre-interview, teacher reflective interviews, student reflective interviews, classroom observation notes, digital pictures, digital videos, and semi-structured post-interview, was analyzed in terms of the research question 'How do the students react towards English language learning in a Multiple Intelligences based learning environment?'.

Table 17. *Major Codes of 'Student Reactions' Theme*

Theme	Codes
Student reactions	enjoyment
	enthusiasm
	happiness
	more interest
	relaxion
	excitement
	love
	boredom
	indifference
	unhappiness
	no idea
	shyness

The teacher signified two main reactions of the students in the semi-structured pre-interview, before the study. She reported that the students had positive attitude towards the lesson in general. However, their reaction could change according to the contents and the activities. The teacher pointed out that the students enjoyed the lesson if they listened to a song, moved, and drew. Because she identified the students' positive attitude in those activities, she expressed that she tried to have the lessons including those activities.

Similar to the reactions of the students before the study, the teacher expressed that during the study, the reaction of the students towards the lessons was positive, too. She frequently stated that the students enjoyed the lessons very much (f=10) because they involved many funny activities for the students. She also stated that the students liked the lessons very much since they felt that they enjoyed and learned.

> To be honest, I was surprised that they (the students) liked such a slow song like 'I Like Apples'; but by seeing that the students did not want the lesson to finish, we can say that they liked the lesson (Teacher).

Classroom observation notes, digital pictures, and digital videos supported the teacher's opinion about the enjoyment of the students. It was observed that the students enjoyed the lessons throughout the study, especially the activities addressing

musical-rhythmic intelligence, bodily-kinesthetic intelligence, visual-spatial intelligence, and interpersonal intelligence.

Furthermore, the teacher expressed that she observed that the students were very enthusiastic about the lesson. She stated that the students were asking the teacher 'What do we have to do today?' before the study. Nevertheless, the students started to ask 'What will we play today?' or 'What will we learn today?' after the study. So, the teacher indicated that the students liked the lessons because of the game-like activities and it made them enthusiastic about the lessons.

> The students liked these new activities addressing different intelligence types and as far as I can observe, interpersonal intelligence is one of their favorites. They are always enthusiastic about English lessons and participating in the activities (Teacher).

Moreover, five students indicated that they were looking forward to English lessons with enthusiasm because of the activities in the lessons (*f*=5). The students' enthusiasm was clear in the digital videos and classroom observation notes. Their enthusiasm was higher in musical-rhythmic intelligence, bodily-kinesthetic intelligence, and interpersonal intelligence based activities. Additionally, it was noted down that the students showed enthusiasm towards the activities addressing environmental-naturalist intelligence, too. Logical-mathematical intelligence was another intelligence type that the students showed enthusiasm. For example, one of the students' reaction towards one logical-mathematical intelligence activity was noted down by both of the observers and it was verified by the video recordings: "Aaaa, we were doing this in our book with Gizem teacher. I know how to do this (S6)." (Gizem teacher is the classroom teacher of both 5-year-old and 6-year-old groups' students.)

What is more was the students' happiness in the lessons. The teacher shared that she saw the students happy in the time of the lessons and this happiness had the students participate in the lessons more and have more success in the evaluation games.

Students' reactions were also decided on their answers to the question 'How was the English lesson today?' and 'Do you like English lessons?' in student

reflective interviews. The codes emerged from the data revealed that the students reacted positively towards the lessons throughout the study. Most students answered question only by stating it was good or it was beautiful (*n*=22). However, the students shared that they felt happy in English lessons. The reason of this happiness was different for each child according to his or her intelligence type. For example; while one of the students stated that she felt happy when she helped her friends in the activities, another student expressed his happiness because of songs and dances in the lessons.

According to the classroom observation notes and digital videos, the students showed happiness mostly in the activities they found interesting. For example, the students showed happiness in 'puzzle' activity based on the logical-mathematical intelligence because they liked it whereas they did not show happiness in 'categorizing' activity, which was again based on logical-mathematical intelligence. Nevertheless, it can be said that the students generally showed happiness towards the activities based on musical-rhythmic intelligence, bodily-kinesthetic intelligence, logical-mathematical intelligence, interpersonal intelligence, and environmental-naturalist intelligence.

Additionally, the teacher reflected that the students were more interested in the lesson throughout the study in semi-structured post-interview after the study. She also added that the students requested for more games because they did not want the lesson to finish.

> I also taught some English songs to the students before the study began. However, they were more interested in the songs during the study. I feel that it is because we always had extra activities including the same songs and we supported the songs with the pictures or different materials, too (Teacher).

Furthermore, one of the students shared his perception on the lessons by stating that he wanted the English lessons in the same way when he attended further levels of schools. His explanation was considered as evidence for more interest compared to the lessons before the study.

The transcriptions revealed that some students (*n*=8) felt relaxed in English lessons, especially, in group works or competitions among the groups. According to

the students, group works or races with their groups did not embarrass them since even if they made a mistake, nobody would know it and their group members can correct those mistakes in the group. After the reflections of those students, digital videos were reanalyzed and the students' relaxed behaviors in group works were clearly observed: "I feel myself relaxed with my friends in group races (S5)." "My friends always help me in my group and I do not feel stressed (S16)."

For the reactions of the students, the teacher also explained that the students reacted towards the instruction based on the Multiple Intelligences Theory with an excitement. The teacher shared her opinions on the student reactions in semi-structured post-interview and reported that she observed the students as their teacher in terms of student reactions. She stated that the students were excited when they saw the teacher and asked her about the lesson and the content. They also wanted to show her that they could remember the vocabulary by giving her some examples. For instance, the teacher stated that one of the students told a word in English they learned every time he saw the teacher. The teacher also indicated that the students always tell their pleasure about the lesson whenever they talked about the lessons.

The students were observed as excited during the activities based on interpersonal intelligence and environmental-naturalist intelligence. There are also outstanding examples on the students' excitement about the activities in classroom observation notes. As an instance, one of the students in six-year-old group interrupted the teacher and asked 'Teacher, when will we start fishing? I am so excited that I cannot wait.' while the teacher was telling the instructions for the 'Gone Fishing' activity.

On the other hand, there were also negative reactions towards the lessons in some activities. The teacher indicated that she discovered the students did not pay attention to the lesson and started get bored if the lesson was verbal. In such a case, she explained that she employed games to attract the students in semi-structured pre-interview.

> Sometimes we have to have verbal lessons and if we need to learn the contents only by talking, the students get bored very much. So, they have difficulty in understanding me. In order to attract their attention to the lesson again or to make the content more understandable for the students, I draw

> pictures on the table. Sometimes we even draw pictures on the board together and the students are good at it (Teacher).

Although student reactions were reported to be positive throughout the study, boredom and indifference in verbal-linguistic intelligence activities also emerged as codes in data analysis process. The teacher stated that the students were apathetic and not happy during the 'listening to a story' activity. The classroom observation notes, digital pictures, digital videos, and student reflective interviews of that day also supported that the students were indifferent while they were listening to a story in English and they were seem to be unhappy.

> The students were highly active in the lesson, but I think that they were apathetic while they were listening to the story. Yes, they colored the pictures, yet they were not happy with the activity (Teacher).
> The students like listening to English songs, but they do not like listening to a whole story in English (Teacher).

Even though the students expressed positive feelings in student reflective interviews and reacted positively towards the lessons throughout the study, one girl in 5-year-old group told that she did not know what she thought about English lessons. Her reaction was not considered as negative, yet it was not positive, either. So, the student's reactions were reanalyzed based on the digital videos recorded the lessons. The videos showed that she was shy during the activities and avoid from participating in the activities alone, in front of the whole classroom. On the other hand, it was clear that she did not react negatively towards the activities though she did not show enthusiasm in the lessons except for the interpersonal intelligence activities.

Additionally, the teacher indicated that the activities that included acting out like in 'Silent Motion Movie' (Figure 7) adapted to the situation of jobs made the students shy in front of their friends. So, she stated the she was very careful about selecting the students who would participate in acting out in front of the class or drawing a picture on the classroom board for all their friends.

Figure 7 Silent motion movie

Summary

To summarize, in order to define the findings of the study, all the data collected throughout the study were triangulated and the themes and codes were identified. The major themes that emerged from the data were strengths, weaknesses, roles, attainment of the objectives, and student reactions. From the perspectives of the students and the teacher, the strengths of the study were defined as fun, different materials, active students, different activities, suitability for students' energy, learning easier, retention of vocabulary, interesting lessons, separated groups, reaching every student, more success, positive feedback from the students and the parents, and lesson plans. They were all triangulated with the classroom observation notes, digital pictures, and digital videos and the themes were verified by the data collected from them, too. Both the students and the teacher stated that the lessons were enjoyable with different materials and activities and those materials and activities provided interesting lessons while helping the students to learn easier. Additionally, the teacher indicated that MIT based instruction increased the retention level of the vocabulary while it could reach every student with the help of the instruction suitable for the students' energy. According to the teacher, the students

were more active throughout the study and they were more successful in the lessons while learning and recalling the vocabulary. Furthermore, she added that she had positive feedback on the study from both the students and parents. Lastly, she indicated that the detailed lesson plans helped the teacher throughout the study in terms of applying the theory. Additionally, one student mentioned the separated age groups during the study as preventing the confusion.

Although the reactions were positive in general, there were also some weaknesses defined by the teacher and one student. Before the study began, the teacher expressed the discipline problem as her lessons' weakness. However, throughout the study she did not mention any discipline problem that was interpreted as overcoming that problem. In the first three weeks, the teacher found the lessons slow-paced for five-year-old group and she indicated it as a weakness, yet it was overcome by adding extra activities to the lesson plans. She also thought that the instruction was only suitable for small class size in the first week. Nevertheless, she did not talk about this weakness later. Lastly, one of the students in five-year-old group reacted that he did not find any difference in implementation in the first week whereas he found the difference very good in later weeks.

The triangulation results indicated the roles of the teacher and the students as a theme since some differences were identified between before the study and during the study. While the teacher's role did not show any difference in the data as a guide and behaving friendly, the role of the students changed from learning and having fun to active participants and finding out the information.

For the attainment of the objectives, the teacher stated that the students achieved the objectives in most lessons (f=18) while she explained if it was the first week of the content, then the students could not attain the objectives fully (f=6).

Finally, student reactions emerged as a theme from the data and the identified codes were triangulated with the classroom observation notes, digital pictures, and digital videos. The codes emerged from the data were as follows: enjoyment, enthusiasm, happiness, more interest, relaxion, excitement, love, boredom, indifference, unhappiness, no idea, shyness. The data indicated that both the teacher and the students defined the student reactions as enjoyment, enthusiasm, happiness,

and excitement. Whereas the teacher thought that the students loved the instruction and showed more interest towards the lessons during the study, she explained that the students also showed boredom, indifference, and unhappiness for the activities basically addressing verbal-linguistic intelligence. According to the teacher, some of the students felt shy if they were asked to act out in front of the classroom. Lastly, 8 students expressed that they felt relaxed in the lessons, especially during the group works, whereas one of the students could not identify what she thought about English classes.

Consequently, it can be said that the MIT based instruction contributed positively to foreign language development of pre-school children from the perspectives of students and the teacher. Furthermore, the students reacted positively towards English language learning in a MIT based learning environment.

CHAPTER V

DISCUSSION AND IMPLICATIONS

As Turkey is in the process of being a member of European Union, it tries to reach the educational levels of European countries. In this process, pre-school education is gaining importance and the number of pre-schools is increasing throughout Turkey. For this reason, the private pre-schools are presenting more and more lessons for their students to attract the parents. English language lesson is one of those lessons that the parents see as a reason of choice for the schools. However; not only the fact that there is not any formal written program for English language lessons for pre-schools in Turkey, but also the number of qualified teachers in this area for very young people are the weaknesses of English language classes in Turkey. Because of these significant weaknesses, the teachers of English language in pre-schools have difficulties in deciding on the methods, syllabus, and materials to use in their lessons.

Multiple Intelligences Theory was thought to be proper for pre-school settings in English as a foreign language classes for foreign language development of the students because the theory was found effective, triggering learning, and an enjoyable way of learning in numerous studies and it was suggested as increasing the students' motivation towards the lessons in different settings (Çırakoğlu & Saracaloğlu, 2009; Weber, 1999; Zhu, 2011).

The purpose of this study was to improve English as a foreign language classes of 5-year-old and 6-year-old student groups in a pre-school setting through Multiple Intelligences based instruction. To this end, the research questions were set as:

R.Q. 1. How does the Multiple Intelligences based instruction contribute to the foreign language development of pre-school children from the perspectives of teacher and students?

1.1. What are the students' and the teacher's perceptions of the strengths of Multiple Intelligences based instruction in EFL in a pre-school setting?

1.2. What are the students' and the teacher's perceptions of the weaknesses of Multiple Intelligences based instruction in EFL in a pre-school setting?

R.Q. 2. How do the students react towards English language learning in a Multiple Intelligences based learning environment?

The participants of the study included nine 5-year-old group students (*N*=9), seven 6-year-old group students (*N*=7) and one English language teacher (*N*=1). In order to achieve the purpose, action research was chosen as research design and the data were collected through pre-interview, reflective interviews, and post-interview with English language teacher; reflective interviews with student participants in both age groups; and classroom observations. The data obtained were analyzed to answer the research questions in terms of the themes and codes that emerged in the data analysis process.

This chapter presents the discussion of the findings comparing the previous studies, implications derived from the study, and recommendations for further studies.

5.1. Discussion

The findings of the study were analyzed in terms of the themes and codes emerged during the content analysis and later they were triangulated. So, the discussion of the findings are based on the themes and codes given in the results chapter.

From the perspectives of the students and the teacher, the MIT based instruction was enjoyable and interesting as the teacher and the students thought it included different materials and activities which helped the students to learn easier. Enjoyment of the students is an important element in pre-school students' learning because they need to enjoy in order to learn the lesson (İlter & Er, 2007; Tuğrul,

2002). The students' enjoyment was also emphasized in the literature as positive sides of MIT (Temur, 2001; Yılmaz & Fer, 2003). Although the enjoyment finding of the study is consistent with these studies' findings, their participants included primary school students in grade 4 (Temur, 2001) and grade 5 (Yılmaz & Fer, 2003) whereas the participants of the current study are the pre-school students at the ages of 5 and 6. On the other hand, the interesting lessons are consistent with Güney's (2007) study where the students indicated that they could not understand the lessons finish. However, the participants of Güney's study were also the primary school students.

Easier learning is another aspect emphasized in the study by the students and the teacher. The same finding was suggested in Özdemir, Güneysu, and Tekkaya's (2006) study. Whereas the finding of easier understanding of the concepts is based on quantitative data in Özdemir, Güneysu, and Tekkaya's study (2006), the understanding level was not majored in the current study and the finding is based on the perceptions of students and the teacher. Furthermore, the participants of their study was the students at the ages of 9 and 10 which is also different from the current study.

Additionally, the teacher indicated that MI based instruction increased the retention level of the vocabulary while it could reach every student with the help of the instruction suitable for the students' energy. In this respect, the finding of the study was consistent with the literature (Azar et al., 2006; Göl, 2010; Hasenekoğlu & Gürbüzoğlu, 2009; Işık, 2007; Temur, 2001; Yıldırım, 2006). The students' retention level was identified throughout the study in the educational games to see the students' performance by adding the previous vocabulary, the code emerged from the data collected through teacher reflective interviews, and it was verified by the classroom observation notes and video recordings. So, the retention level was identified based on the teacher's perceptions in the study whereas it was measured by the tests focusing on the retention level of the students in the literature (Azar, et al., 2006; Göl, 2010; Hasenekoğlu & Gürbüzoğlu, 2009; Işık, 2007; Temur, 2001; Yıldırım, 2006). On the other hand, some of the studies suggested that the difference

in the retention level was not statically different in favor of the MIT (Azar et al., 2006; Işık, 2007).

What is more, the students were reported as more active by the teacher throughout the study and they were more successful in the lessons while learning and recalling the vocabulary. During the study, the students were not subjected to achievement tests in order not to harm the natural learning environment. Nevertheless, based on the teacher's perceptions they were found more successful in English language lessons throughout the study. When the literature was analyzed, better student achievement that was measured by tests is a common result of MIT based studies (Altun, 2006; Azar et al., 2006; Baki et al., 2009; Çırakoğlu & Saracaloğlu, 2009; Delaney & Shafer, 2007; Göl, 2010; Greenhawk, 1997; Hasenekoğlu & Gürbüzoğlu, 2009; Işık, 2007; Kayıran, 2007; Özdemir et al., 2006; Sweet, 1998; Temiz, 2004; Temur, 2001; Tertemiz, 2004; Türkmen, 2005; Yıldırım, 2006). Active participation is another important element for pre-school students' learning since it was clearly stated in the literature that the students could have more effective and permanent learning when they actively participated in the lessons in cooperation with their friends (Bruner, 1997 cited in Tuğrul, 2002). The findings of the current study indicated that the students actively participated in the lessons throughout the study which is supported by the literature, too (Demirel et al., 2008).

Furthermore, it was both observed and reported by the teacher that the students who were slow in learning or shy also participated in the lessons with the help of Multiple Intelligences Theory. The similar result was found in the literature in Demirel, Tuncel, Demirhan, and Demir's study (2008) and Erdamar' master's thesis (2009) which suggested the activities based on Multiple Intelligences Theory encouraged the low-achievers and the students having learning difficulties.

For the negative sides of MIT based instruction, the teachers indicated that there were limitations of materials, physical conditions (Taş, 2007), and time (Güney, 2007) to be able to apply MIT in the classroom. Nevertheless, the teacher, who participated in this study, did not mention any of these difficulties through the study. It may be caused by that the school was purposefully chosen to be able to apply MIT in the school and physical conditions of the school was one of the reasons

for this choice. In addition to this, all the materials employed during the study were prepared by the researcher, herself, based on the MIT foundations and the teacher did not have any difficulty in finding the materials. Lastly, there was not any time limitation in terms of the syllabus in the study since there was not any official curriculum for pre-school students' foreign language education classes to catch up with. Moreover, the teacher was trained on MIT before the study began and the teacher training continued for 12 weeks during the implementation in terms of implementing the activities based on MIT. Therefore, the teacher did not state the common concerns of the teachers that they needed trainings and application samples for MIT in other studies (Güney, 2007; Kalaycı, 2009; Şad & Arıbaş, 2008).

At the end of the data analysis process, it was found that the role of the students changed from learning and having fun to active participants and finding out the information. A similar result was indicated in Vialle's (1997) study where the researcher investigated 30 schools including pre-schools, primary schools, and special education schools. It was stated that the MIT changed the focus of the education from teacher-centered to student-centered in all schools participating in the study.

The triangulation findings indicated that the basic student reactions were enjoyment, enthusiasm, happiness, love and excitement throughout the study whereas the students were stated as showing boredom, indifference, and unhappiness for the activities basically addressing verbal-linguistic intelligence. In the literature, the students were also reported to enjoy the MI based lessons (Temur, 2011; Yılmaz & Fer, 2003), feel happy during the lessons (Güçlüer, 2009; Yeşlkaya, 2007), love the MI based lessons (Baş, 2010; Demirel et al., 2008; Kayıran, 2009), and wait for the lessons with an excitement (Güçlüer, 2009; Yeşlkaya, 2007). Although the students' attitudes were not measured in the study, the reactions of the students were learned based on the teacher's observations. So, it can be said that the literature and the findings of the study are consistent in this respect. On the other hand, there were studies finding no or not significant difference between the traditional methods and Multiple Intelligences Theory in terms of students' attitude (Akamca, 2003; Bektaş, 2007; Çengeloğlu, 2005; Taş, 2007). Because the current study is an action research,

the difference in the students' reactions between two methods was not identified in the lesson and it cannot be said that the students' reactions towards Multiple Intelligences based instruction were more positive than their attitude towards traditional methods.

Lastly, the findings of the study revealed that some intelligences were more dominant in the students than the other intelligence areas. According to the findings, it can be said that the intelligence types that contributed more to the English language classes were musical-rhythmic intelligence, visual-spatial intelligence, bodily-kinesthetic intelligence, and interpersonal intelligence. Verbal-linguistic intelligence and intrapersonal intelligence activities contributed to the learning atmosphere relatively less positively. These findings are consistent with a previous study conducted with young learners in different lessons (Yılmaz & Fer, 2003) while verbal-linguistic intelligence was suggested as more beneficial in different studies (Atik, 2010; Konur, 2010; McMahon et al., 2004; Oral & Doğan, 2007).

The reason why the dominant intelligences were defined as musical-rhythmic intelligence, visual-spatial intelligence, bodily-kinesthetic intelligence, and interpersonal intelligence can also be explained by the literature. Musical-rhythmic intelligence is proposed by Gardner as the most dominant intelligence in young learners (Howell, 2004) while visual-spatial intelligence is an important element in very young learners' classroom settings because they cannot read or write (Sarıgöz, 2012).

Moreover, bodily-kinesthetic intelligence is dominant in pre-school students since they are experiencing the most dynamic and fastest changes of their lives (Tuğrul, 2002). Therefore they are suggested to be active and move during the lessons to have fun which is a requirement for pre-school students' learning (İlter & Er, 2007; Tuğrul, 2002). Additionally, according to Piaget's Cognitive Development Theory, the children at the ages of 5 and 6 are in the preoperational thought stage and their reasoning ability is limited with their experiences (Piaget, 1951). So, it is important to provide the children with experiences in foreign language by having them do and live the language.

Finally, interpersonal intelligence represents the ability to collaborate with people and understand other people. Because of the fact that the pre-school students can have more effective learning when they are in collaboration with their friends (Bruner, 1997 cited in Tuğrul, 2002), interpersonal intelligence is another intelligence type that is defined as contributing more to the students' foreign language development. Furthermore, according to Vygotsky (1962), children learn cognitive structures from their environment and social interactions. Therefore, the language that the children learn is shaped by their interactions with their environment. In this respect, the interpersonal intelligence of the children is an important aspect for their foreign language development.

5.2. Implications

The implications for further research and further practiced are discussed in this part based on the limitations of the study and the differences encountered throughout the study.

5.2.1. Implications for Further Research

This study can be restudied or developed in the light of these suggestions:

The present study is an action research offering improvements to the school where the study was conducted. Because the school was a private pre-school and the class size in the school is small, this study can only be transferrable to private pre-school settings with small class size. However, a similar study can be repeated in a broader case with more participants. So that, more than one teacher can reflect on their teaching experiences about the success of the study and more students' perceptions can be learned in terms of MIT based instruction.

Additionally, another study employing an experimental design with control group can be conducted to be able to see the contribution of MIT to the English language development of pre-school students more clearly. It can also help to decide on the difference between the MIT based instruction and traditional foreign language education classes in pre-school settings.

The duration of the lessons was 30 min. during the study and the students had one English language lesson in a week. Therefore, the contents included in the syllabus were limited in number. In order to include more contents, the lesson hour can be increased or the English language lessons can be more in number in a week. This situation may be also helpful in terms of retention of the vocabulary.

Finally, further studies can also include 4-year-old student groups as participants of the study to see the contribution of MIT on them, too.

5.2.2. Implications for Further Practice

The findings of the study have contributed to the literature on English as a foreign language classes in pre-schools as being one of the rare studies on this area in Turkey. First, the study gives detailed information on Multiple Intelligences Theory and early childhood foreign language education. Moreover, the study can serve as a guide for the teachers of English working in pre-schools and the activities and materials can be transferred to different private pre-school settings. Because there is lack of studies in this area in Turkey, this study can provide an example of syllabus, activities, materials, and how they were reacted by the teacher and the students.

However, the teachers must be aware of the difficulties of the instruction through Multiple Intelligences Theory. The teachers should be creative in terms of bonding different areas of intelligences together in the activities and the intelligence types must be carefully adapted to the learning settings including the students and the lessons. The material development process can take longer for teachers to prepare, yet the opportunities of using these materials save much more time. Lastly, the physical conditions of the schools need to be suitable for using MIT since it requires equipments such as CD players, projectors, large classrooms, and small class size.

The findings of the study have provided further implications for the school administrators and curriculum planners, too. The teacher training programs should be reorganized including teaching for very young learners so as to prepare the teachers who will work in pre-schools or pre-service education can be offered to volunteer teachers. Finally, in order to have a common syllabus in all pre-school institutions,

sample syllabus or instructional design regarding age-groups should be developed by the authorities.

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Appendix A: Consent Form

Gönüllü Katılım Formu

Orta Doğu Teknik Üniversitesi, Eğitim Programları ve Öğretim Bölümü yüksek lisans öğrencisi olarak "Eylem Araştırması: Okulöncesi Yabancı Dil Sınıflarında Çoklu Zeka Kuramı Temelli Öğretim" başlıklı çalışmayı yürütmekteyim. Araştırmanın amacı okulumuz, Özel Minik Melekler Anaokulu'ndaki İngilizce derslerini geliştirmek ve okulumuzun bu alandaki varsa, eksiklilerini gidermektir. Bu amacı gerçekleştirebilmek için size vereceğim on iki haftalık ders planlarını uygulamanız araştırma açısından büyük önem taşımaktadır. Aynı zamanda, çalışma öncesinde ve çalışma sırasında sizle sizin ders işleyiş yöntemleriniz veya benim verdiğim 12 haftalık ders planlarıyla ilgili görüşleriniz hakkında bazı görüşmeler yapmaya, bu ders planına göre uyguladığınız derslerinizi gözlemlemeye ve aktiviteler sırasında bazı fotoğraf ve video çekimleri yapmaya da gerek duymaktayım.

Çalışmaya katılım tamamıyla gönüllülük esasına dayanmaktadır ve katılmayı kabul ettiğiniz takdirde, sizle yapacağımız görüşmelerde kişisel rahatsızlık verecek sorular sorulmayacaktır ve bu görüşmelerimiz kaydedilecektir. Ayrıca; görüşmeler sırasında herhangi bir nedenden dolayı kendinizi rahatsız hissederseniz, görüşmeyi istediğiniz yerde durdurabilir veya cevaplamak istemediğiniz soruları geçebilirsiniz. Böyle bir durumda soruyu cevaplamak istemediğinizi araştırmacıya söylemeniz yeterli olacaktır. Ders esnasında çekilen video ve fotoğraflar ise; hiçbir şekilde sanal ortamda kullanılmayacak, yalnızca araştırma açısından önem taşıdığı için bilimsel ve akademik ortamlarda kullanılacaktır.

Görüşme öncesinde çalışmayla ilgili bütün sorularınız cevaplanacaktır. Daha sonra sorularınız olduğu takdirde aşağıdaki e-posta adresini ve telefon numarasını kullanarak sorularınızı bana yöneltebilirsiniz.

Bu çalışmaya katılarak; yeterince çalışmanın bulunmadığı, okulöncesi dönemde yabancı dil eğitimi alanına büyük katkılarınız ve okulumuzun yabancı dil eğitiminin geliştirilmesinde önemli bir yeriniz olacaktır. Katılımınız için şimdiden çok teşekkür ederim.

Saygılarımla,

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Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Çalışmadaki bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. *(Lütfen, formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).*

Ad – Soyad:

Tarih:

İmza:

Appendix B: Parental Approval Form

Veli Onay Mektubu

Sayın Veliler,

Orta Doğu Teknik Üniversitesi, Eğitim Programları ve Öğretim Bölümü yüksek lisans öğrencisi olarak "Eylem Araştırması: Okulöncesi Yabancı Dil Sınıflarında Çoklu Zeka Kuramı Temelli Öğretim" başlıklı çalışmayı yürütmekteyim. Araştırmanın amacı okulumuz, Özel Minik Melekler Anaokulu'ndaki İngilizce derslerini geliştirmek ve okulumuzun bu alanda ihtiyaçları varsa, gidermektir. Bu amacı gerçekleştirebilmek için dersler sırasında gözlem yapıp öğrencilere İngilizceyi öğrenmelerine yönelik kısa sorular sormaya gerek duymaktayım. İzin verdiğiniz takdirde; çocuğunuza ders sırasında sorulan sorular, onun psikolojik gelişimini etkilemeyecek nitelikte ve bu konuda uzman bir kişinin görüşü alınarak oluşturulmuştur. Bu sorular, "Bugünkü İngilizce dersi nasıldı?", "Bugün derste neler öğrendiniz?", "İngilizce dersleri hakkında ne düşünüyorsun?" ve "İngilizce derslerinin bu şekilde işlenmesiyle ilgili ne düşünüyorsun?" gibi sorular olacaktır.

Aynı zamanda öğrenciler etkinlikleri uygularken yaptıkları etkinlikleri belgelemek ve araştırma amaçlı kullanmak için fotoğraf veya video çekmek durumundayım. Bu belgeler yalnızca araştırma açısından önem taşıdığı için bilimsel ve akademik ortamlarda kullanılacaktır. Elde edilecek veriler hiçbir şekilde sosyal medya ya da paylaşım sitelerinde kullanılmayacaktır.

Çocuğunuzun çalışmaya katılmasına ve bilimsel ve akademik ortamlarda kullanılmak üzere öğrencilerle görüşmeler yapılmasına, yaptıkları eğitim uygulamaları sürecinde fotoğraf veya videosunun çekilmesine izin vererek; yeterince çalışmanın bulunmadığı, okulöncesi dönemde yabancı dil eğitimi alanına büyük katkılarınız ve okulumuzun yabancı dil eğitiminin geliştirilmesinde önemli bir

yeriniz olacaktır. Araştırmayla ilgili sorularınızı aşağıdaki e-posta adresini veya telefon numarasını kullanarak bana yöneltebilirsiniz.

Saygılarımla,

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Lütfen bu araştırmaya katılmak konusundaki tercihinizi aşağıdaki seçeneklerden size en uygun gelenin altına imzanızı atarak belirtiniz ve bu formu okula geri getiriniz.

A) Bu araştırmada tamamen gönüllü olarak çocuğum ……'nın katılımcı olmasına izin veriyorum. Çalışmayı istediğim zaman çocuğumun yarıda kesip bırakabileceğini biliyorum ve çocuğumun şahsi bilgilerini (isim ve soyisim) ortaya çıkarmayacak bilgilerinin bilimsel amaçlı olarak kullanılmasını kabul ediyorum.

Veli Adı – Soyadı:

Tarih:

İmza:

B) Bu çalışmada çocuğum ……'nın katılımcı olmasına izin vermiyorum.

Veli Adı – Soyadı:

Tarih:

İmza:

Appendix C: Semi-structured Pre-interview Schedule

Öğretmen İçin Ön-Görüşme Formu

Giriş Konuşması:

Bildiğiniz gibi, yüksek lisans tezim için okulöncesi yabancı dil sınıflarında Çoklu Zeka Kuramı'nın kullanımıyla ilgili bir araştırma yapmaktayım. Siz de okulöncesi İngilizce eğitimi alanında çalışan birisi olarak çok fazla araştırmanın bulunmadığı bu alana ve benim çalışmama büyük katkı sağlamaktasınız. Öncelikle çalışmaya katılım konusunda gönüllü olduğunuz ve bu araştırmaya zaman ayırdığınız için çok teşekkür ederim.

Bu görüşmede ve sizinle yapacağımız diğer tüm görüşmelerde size kişisel olarak rahatsızlık verecek hiçbir soru sorulmayacaktır. Buna rağmen, rahatsız olduğunuz bir şey olursa istediğiniz zaman bu görüşmeye son verme hakkına sahipsiniz. Yine aynı şekilde, görüşme sırasında yanıtlamak istemediğiniz bir soru olursa lütfen bunu araştırmacıya söylemekten çekinmeyiniz. Sorulara verdiğiniz yanıtlar akademik ve bilimsel yayınlar dışında tamamen gizli tutulacaktır. Görüşme sırasında sizin sormak istediğiniz bir soru olursa, istediğiniz her şeyi sormakta serbestsiniz. İzin verirseniz söylediklerinizi kaydetmek istiyorum. Kayıt, yalnızca tarafımdan görüşmelerimizi araştırmada raporlamak amacıyla kullanılacaktır. Eğer hazırsanız, görüşmeye başlayabiliriz.

Görüşmeci:

Cinsiyeti:

Yaşı:

1. Size eğitim ve öğretmenlik durumunuzla ilgili sorular sormak istiyorum:
   a) Hangi bölümden mezun oldunuz?

b) Hangi yılda mezun oldunuz?

2. Öğretmenliğe hangi tarihte başladınız?

Sonda:

a) Ne kadar zamandır öğretmenlik yapıyorsunuz?

3. Peki, ne zamandır okulöncesi eğitimi öğrencilerine ders vermektesiniz?

Sonda:

a) İlk deneyiminiz bu okulda mı?

4. Bir günlük dersiniz nasıl geçiyor? Bana bir günlük sıradan bir dersinizin nasıl geçtiğini anlatabilir misiniz?

Sonda:

a) Derse nasıl giriş yaparsınız?

b) Öğrencilerin dikkatini çekmek için nasıl bir yol kullanırsınız?

c) Ders anlatım sırasında ne tür aktiviteler kullanıyorsunuz?

d) Bu aktiviteleri uygularken öğretmen olarak rolünüz nedir?

e) Öğrencilerin rolleri nelerdir?

f) Öğrencileriniz neler yaparlar? Onlardan beklentileriniz nelerdir?

g) Öğrencilerin performansını nasıl ölçersiniz?

5. Dersinizi bu şekilde işlemenizin nedenleri nelerdir?

Sonda:

a) Dersi veya konuları hangi hususları dikkate alarak planlıyorsunuz?

a I. Okul programı

a II. Okul öncesi eğitim kuramları

b) Planlamada hangi alanda zorluk çekiyorsunuz?

c) Hangi alanları planlamak daha kolay oluyor?

6. Sizce öğrencileriniz İngilizce dersleri konusunda ne düşünüyorlar?

Sonda:

a) En çok hangi aktiviteleri seviyorlar?

b) Hangi aktivitelerde zorluk çekiyorlar?

Bu eylem çalışmasında "Çoklu Zeka Kuramı" ile İngilizce derslerinin daha verimli işlenmesi için katkıda bulunmaya çalışacağım.

7. Çoklu Zeka Kuramı'nı derslerinizde kullandınız mı?

Sonda:

a) Çoklu Zeka Kuramı'nı derslerinize nasıl entegre ettiniz, lütfen açıklar mısınız?

b) Daha çok hangi zeka türlerini kullandınız?

c) Sizce o dersleriniz nasıldı?

d) Öğrencilerinizin o derslerde nasıl olduğunu hatırlayabiliyor musunuz?

8. Bu araştırma sırasında benden beklentileriniz neler?

Sonda:

a) Derslerinize nasıl zenginlik getirebilirim? Size nasıl katkıda bulunmamı istersiniz?

9. Son olarak, kendi dersinizin işleyişi ve planlamasını değerlendirdiğinizde neler söyleyebilirsiniz?

a) Güçlü gördüğünüz yanları nelerdir?

b) Zayıf gördüğünüz yanları nelerdir?

10. Araştırmaya başlamadan önce bana sormak istediğiniz ya da önemli olduğunu düşündüğünüz fakat söylenmeyen bir durum varsa lütfen anlatır mısınız?

Yaptığımız bu görüşme çalışmanın verimli bir şekilde yürütülmesi açısından bana çok yararlı oldu. Bana vakit ayırıp sorulara cevap vererek düşüncelerinizi paylaştığınız için çok teşekkür ederim. İyi günler.

Appendix D: Teacher Reflective Interview Schedule

Ders Sonrası Öğretmen İçin Yansıtıcı Görüşme Soruları

Görüşmeci:

1- Bugünkü dersle ilgili beğendiğiniz veya beğenmediğiniz yönler nelerdir?

2- Sizce öğrenciler ders planındaki kazanımları edindiler mi?

3- Dersten zevk aldıklarını düşünüyor musunuz?

4- Sizin eklemek istediğiniz bir şey var mı?

Appendix E: Student Reflective Interview Schedule

Ders Sonrası Öğrenciler İçin Yansıtıcı Görüşme Soruları

Öğrenci:

Yaşı:

1- Bugünkü İngilizce dersi nasıldı?

2- Bugün derste neler öğrendiniz?

3- İngilizce dersleri hakkında ne düşünüyorsun?

4- İngilizce derslerinin bu şekilde işlenmesiyle ilgili ne düşünüyorsun?

Appendix F: Observation Form

Please, write your observations during the course about the items below.

Date:

Time:

Observer:

Subjects / objectives:

OBSERVATION NOTES

Introduction to the course and gaining students' attention	
Dominant intelligent types	

Students’ roles	
Teacher’s role	
Classroom atmosphere	
Activities	

Features of the activities	
Educational games used to see the students' performance	
Other	

Appendix G: Semi-structured Post-interview Schedule

Öğretmen İçin Son-Görüşme Formu

Giriş Konuşması:

Bildiğiniz gibi, yüksek lisans tezim için okulöncesi yabancı dil sınıflarında Çoklu Zeka Kuramı'nın kullanımıyla ilgili bir araştırma yapmaktayım. Siz de okulöncesi İngilizce eğitimi alanında çalışan birisi olarak çok fazla araştırmanın bulunmadığı bu alana ve benim çalışmama büyük katkı sağlamaktasınız. Öncelikle çalışmaya katılım konusunda gönüllü olduğunuz ve bu araştırmaya zaman ayırdığınız için çok teşekkür ederim.

Bu görüşmede ve sizinle yapacağımız diğer tüm görüşmelerde size kişisel olarak rahatsızlık verecek hiçbir soru sorulmayacaktır. Buna rağmen, rahatsız olduğunuz bir şey olursa istediğiniz zaman bu görüşmeye son verme hakkına sahipsiniz. Yine aynı şekilde, görüşme sırasında yanıtlamak istemediğiniz bir soru olursa lütfen bunu araştırmacıya söylemekten çekinmeyiniz. Sorulara verdiğiniz yanıtlar akademik ve bilimsel yayınlar dışında tamamen gizli tutulacaktır. Görüşme sırasında sizin sormak istediğiniz bir soru olursa, istediğiniz her şeyi sormakta serbestsiniz. İzin verirseniz söylediklerinizi kaydetmek istiyorum. Kayıt, yalnızca tarafımdan görüşmelerimizi araştırmada raporlamak amacıyla kullanılacaktır. Eğer hazırsanız, görüşmeye başlayabiliriz.

Görüşmeci:

1. Çoklu Zeka Kuramı'na dayalı bu on iki haftalık öğretim sürecinizle ilgili ne düşünüyorsunuz?

Sonda:

a) Çoklu Zeka Kuramı'nın kullanımıyla ilgili neleri beğendiniz?

b) Bu kuramla ilgili neleri beğenmediniz?

c) Okulöncesi yabancı dil sınıflarında kullanımının uygun olduğunu düşünüyor musunuz?

d) Bu kuramı daha sonraki derslerinizde kullanmayı düşünüyor musunuz? Niçin?

e) Bu kuramın uygulanması konusunda araştırma öncesi aldığınız kısa eğitimin ve ders planlarının size yardımcı olduğunu düşünüyor musunuz?

2. Öğrencilerinizin bu süreçle ilgili düşünceleri nelerdir?

Sonda:

a) Sizce en çok hangi aktiviteleri sevdiler?

b) Hangi aktivitelerde zorluk çektiler?

3. Sizce öğrencilerinizin derse karşı tutumunda ve bu dersteki başarılarında araştırma öncesinde ve sonrasında bir farklılık var mı?

4. Bu süreçle ilgili sizin eklemek istediğiniz bir şey var mı?

Appendix H: Lesson Plan for 5-year-old Group

Course: English
Content: car, plane, train, and lorry
Date: June 1st, 2012
Teacher: Ezgi B…
Age of Students: 5
Proficiency Level: Beginner
Size of Class: 9
Estimated Duration: 30 mins.
Materials: Video (for the vehicles), computer (for video), toys (car, plane, train, and lorry), ball, and small pictures of the words that have been learnt (car, plane, train, and lorry)
Objectives: At the end of the lesson, the students will be able to;

- tell English correspondence of car, plane, train, and lorry.
- race and communicate with their friends in the groups that are given vehicles names.
- tell English correspondence of the vehicle in the picture which their friends show.
- tell English correspondence of the vehicles that they see in the video.

Set Induction:

The teacher greets the students by saying "Hello children how are you?" and the students reply by telling "Fine." The teacher makes the students watch some videos to find out the content of the day and gather their attention. When the students understand what the video is about, they start watching the next video; so that, the students can guess the subjects of the day **(5 mins.)**.

Methodology:

While the videos are being watched, the teacher reminds the words to the students, so she has introduction to the lesson. Then; when all the videos are finished, the teacher shows the toys, tells them in English and asks the students repeat after her for two or three times **(3 mins.)**.

After the class repeats the English versions of the words, they play a game to make these words permanent in their minds. In this game, the teacher divides the class in two teams and names each group with a vehicle name. Members of each group get in the line and the teacher puts the toys of the groups in front of them. The teacher gives a ball to each group and tells how they will play the game: Group members transfer the ball in the hands of the students who are in the first row to the students who are at the end of the groups and these students run to the first row. The

same procedure starts with these students. The group that reaches their toy first will be the winner group. During this game, the teacher asks the students to shout their group names and support their friends. So that, each group member will remember their own group name and the vehicle at least. This game is played twice **(12 mins.)**.

Assessment:

After the game has finished and they have clapped their hands for the winner group, the teacher divides the class in two groups again. This time, she makes the groups sit down different places and gives them some pieces of papers on which there are some vehicle pictures. These pictures are in the same row for both groups and the groups choose a master that will show the pictures. These masters show the same picture to their group members at the same time and the group which tells the name of the vehicle gets a point. After all of the four pictures have been done in the same way, the group who gets most point will be the winner. The winner group is given applause and the same activity is done once more with different group members **(7 mins.)**.

Closure:

Finally, the teacher plays a video which includes three of the words that have been learnt in the lesson and asks the students to tell the vehicle names as soon as they see a vehicle. The teacher helps the students revise the vocabulary with the video activity and the toys she shows after the video. Then, she says “Goodbye.” to the students to see them next lesson **(3 mins.)**.

Appendix I: Lesson Plan for 6-year-old Group

Course: English
Content: rainy, snowy, windy, sunny, and cloudy
Date: June 1st, 2012
Teacher: Ezgi B…
Age of Students: 6
Proficiency Level: Beginner
Size of Class: 7
Estimated Duration: 30 mins.
Materials: computer (for the song and videos), the song "How's the weather", pictures related with weather conditions (rainy, snowy, windy, sunny, and cloudy), the song "What's the weather like today", A4 papers, pencil, crayons, the song and video of "The sun comes up"
Objectives: At the end of the lesson, the students will be able to;

- tell the words about weather conditions – rainy, snowy, windy, sunny, and cloudy – in English.
- tell the weather conditions in English when they see a picture about them.
- can answer appropriately and suitable with the picture shown when the teacher asks "How's the weather?"
- draw a picture about weather conditions and tell about it to their friends and teacher.
- dance in a suitable way for the weather conditions during the song "The sun comes up" which is related with the weather conditions.

Set Induction:

The teacher greets the students by saying "Hello children how are you?" and the students answer "Fine.". The teacher tells the students that they will have a very nice and enjoyable lesson again. She plays the song "How's the weather" that she will use to gather attention and asks the students to listen to the song carefully and watch the video well. The lyrics of the song:

How's the weather

It's sunny. It's sunny.
It's cloudy. It's cloudy.
It's windy. It's windy.
How's the weather?
Is it cloudy? No, no.
How's the weather?
Is it windy? No, no.
How's the weather?

Is it sunny? Yes, yes.
It's sunny today.
Let's go out and play.
It's rainy. It's rainy.
It's snowy. It's snowy.
How's the weather?
Is it rainy? No, no.
How's the weather?
Is it snowy? No, no.
How's the weather?
Is it sunny? Yes, yes.
It's sunny today.
It's sunny today.
Let's go out and play.
Let's go out and play.

After the song has been finished, the teacher makes the students listen to the same song again, but this time; during the song the teacher shows the pictures of the weather conditions to gather attention to the words, so the students can understand the content of the day **(5 mins.)**.

Methodology:

They listen to the song for the second time and then, the teacher wants to be sure that the students understand the words correctly and she shows the pictures again and tells them in English, asks the students to repeat after her. Each word is repeated 2 or 3 times according to the correctness of the students. Later, the teacher shows the pictures and waits for the students to tell the words. If the students cannot know the word, she helps them **(3 mins.)**.

Assessment:

When the teacher thinks that the students learn the vocabulary, she plays "What's the weather like today" song to see whether the students can remember them or not. The lyrics of song:

What's the weather like today

What's the weather, what's the weather
Like today, like today?
Look outside the window. Look outside the window.
Can you say? Can you say?

The song is played until this part and after "Can you say?" the teacher shows a picture and the students answer in English. For each word, the same procedure is followed **(5 mins.)**.

After the activity, the teacher tells the students to go to the tables and she gives an A4 paper, pencil, and crayons to each students. She wants the students to choose a weather condition and draw a picture about it. The students will not tell anybody which weather condition they are drawing; but when they have finished drawing, they show the pictures to their friends. The other students will try to guess the word and tell it in English and then the student who draws the picture talk about it briefly **(12 mins.)**.

Closure:

In the lesson in which musical, visual, and intrapersonal intelligence were dominant, the teacher had also a song for closure part. The "The sun comes up" song whose lyrics include weather conditions also has a video in which there are movements related with the weather conditions. While they are listening to the song, the teacher and the students will be dancing according to the video. Because the students do not know the dance very well at first time, the same song will be listened once more and students will be able to dance. The lyrics of the song are as follows:

The sun comes up

The sun comes up up up, up up up, up up up, up up up.
The rain comes down down down, down down down, down down down, down down down.
How's the weather? How's the weather?
It's sunny, sunny, sunny, sunny.
How's the weather? How's the weather?
It's cloudy, cloudy, cloudy, cloudy.
And the sun comes up up up, up up up, up up up, up up up.
And the rain comes down down down, down down down, down down down, down down down.
How's the weather? How's the weather?
It's rainy, rainy, rainy, rainy.
How's the weather? How's the weather?
It's snowy, snowy, snowy, snowy.
And the sun comes up up up, up up up, up up up, up up up.
And the rain comes down down down, down down down, down down down, down down down.
How's the weather? How's the weather?

Because there is a movement for each word in the song, it will be easier for the students to learn and remember the words by getting help from the movements. After the song has been listened to twice, the teacher says goodbye to the students in order to see them the following week **(5 dk.)**.

Appendix J: Lesson Objectives

Week	Age Group	Objectives of the lesson
1	5	At the end of the lesson, the students will be able to; • tell the English correspondence of the fruit that they have touched. • sing the song 'I like apples' and dance. • show the picture of the fruit that they have heard the English meaning. • go and find the correct fruit that their friends have told.
	6	At the end of the lesson, the students will be able to; • tell the English correspondence of the fruit that they have touched. • sing the song 'I like apples' and dance. • show the picture of the fruit that they have heard the English meaning. • go and find the correct fruit that their friends have told. • choose the fruit that their teacher has said among the others and bring this fruit to the teacher.
2	5	At the end of the lesson, the students will be able to; • sing 'I like apples' song correctly. • cut the shapes of fruit, arm and leg truly and stick to each other. • color the pictures of fruit, arm and leg without any drawing overflow. • tell the features of each fruit.
	6	At the end of the lesson, the students will be able to; • sing 'I like apples' song correctly. • cut the shapes of fruit, arm and leg truly and stick to each other. • color the pictures of fruit, arm and leg without any drawing overflow. • tell the features of each fruit. • differentiate the fruit whose name has been said in English. • tell the English correspondence of the fruit which has been shown.
3	5	At the end of the lesson, the students will be able to; • sing a song about fruits. • choose the fruit whose English name is said among the others. • differentiate the picture of the fruit which is said by their teachers.
	6	At the end of week three, the students would be able to; • tell the names of the objects in the class. • tell English names of the classroom objects whose pictures they have seen. • touch the classroom object whose name was told by the teacher. • color the picture of the classroom object they have heard during a story.
4	5	At the end of the lesson, the students will be able to; • tell the names of the objects in the class. • tell English names of the classroom objects whose pictures they have seen. • touch the classroom object whose name has been told by the teacher. • find the picture of the classroom object they have heard.
	6	At the end of the lesson, the students will be able to; • go and touch the object that has been said by the teacher. • choose and take the picture of the object that has been said. • categorize the words that have been told by the teacher according to the groups of fruits and classroom objects.

		• find the right picture among the fruits and classroom objects. • repeat the contents of the first two weeks. • tell English correspondence of the word that has been showed.
5	5	At the end of the lesson, the students will be able to; • go and touch the objects that have been said by the teacher. • choose the picture of the right object when their teacher tells a word. • color the picture of the object that has been told. • categorize the words that have been told by the teacher according to the groups of fruits and classroom objects. • repeat the words related with fruits.
5	6	At the end of the lesson, the students will be able to; • tell car, plane, train, lorry, and bus in English. • have a communication with their friends in a group work whose names are the names of vehicles. • give a sign to indicate that they have the vehicle when they hear the vehicle names that they have. • tell English names of the vehicles while they were watching a video.
6	5	At the end of the lesson, the students will be able to; • choose the picture of the classroom object that they have heard among the others. • tell the English name of the object that has been shown. • revise the vocabulary of fruits.
	6	At the end of the lesson, the students will be able to; • tell 'car, plane, train, lorry, and bus' in English. • find out the vehicle and its name on the picture of the puzzle of their group. • choose the leaves that have the picture of the word that their teacher has said among the other leaves. • tell the names of the vehicles in English when they see the pictures.
7	5	At the end of the lesson, the students will be able to; • tell car, plane, train, and lorry in English. • have a communication with their friends in a group work whose names are the names of vehicles. • tell the English word for the picture that their group member has shown. • tell English names of the vehicles while they were watching a video.
	6	At the end of week seven, the students would be able to; • tell some phrases such as 'It's rainy. It's snowy. It's windy. It's sunny. It's cloudy.' regarding weather. • tell the correct weather condition for the pictures. • answer the question 'How's the weather?' correctly according to the pictures. • draw a picture of a weather condition and talk about it to explain their friends. • dance accordingly the lyrics of the song 'The Sun Comes Up'.
8	5	At the end of the lesson, the students will be able to; • tell car, plane, train and lorry in English. • find out the vehicle and its name on the picture of the puzzle of their group. • give a sign to indicate that they have the vehicle when they hear the vehicle names that they have. • relate different pictures with the vehicles and tell which vehicle they belong to.
	6	At the end of the lesson, the students will be able to;

		• tell some phrases related with weather like 'It's rainy. It's snowy. It's windy. It's sunny. It's cloudy.' • animate what can be done in rainy, snowy, windy, sunny, and cloudy weather when they have heard a weather condition. • make people with the pictures of weather conditions and say which weather it is. • give a sign to indicate that they know the word when they hear a word which they have learnt until that day. • tell the weather conditions in English when they see the pictures.
9	5	At the end of week nine, students of five year-old group would be able to; • tell car, plane, train and lorry in English. • draw the picture of the vehicle with their group members when they have heard the word. • tell which vehicle it is when they see the painting of their group members. • choose the leaves that have the picture of the word that their teacher has said among the other leaves. • tell the names of the vehicles in English when they see the pictures.
	6	At the end of the lesson, the students will be able to; • the meanings of the sentences such as 'Clap your hands', 'Listen to the music', 'Stamp your feet', 'Turn around', and 'Jump up high'. • make the finger puppet in their hands do the movements when they hear the sentences. • sing the song 'Clap Your Hands' and dance according to the lyrics.
10	5	At the end of the lesson, the students will be able to; • tell some phrases such as 'It's rainy. It's snowy. It's windy. It's sunny.' regarding weather. • tell the correct weather condition for the pictures. • answer the question 'How's the weather?' correctly according to the pictures. • draw a picture of a weather condition and talk about it to explain their friends. • dance accordingly the lyrics of the song 'The Sun Comes Up'.
	6	At the end of the lesson, the students will be able to; • tell the meanings of the phrases such as 'Clap your hands', 'Listen to the music', 'Stamp your feet', 'Turn around' and 'Jump up high'. • do the movement of the sentences when they were told so. • sing 'Clap Your Hands' song and dance accordingly. • do what their teacher or friends say. • draw the word that their teacher has said. • tell what the drawing of their friend is. • tell the movement in the picture that their teacher has shown.
11	5	At the end of the lesson, the students will be able to; • tell some phrases related with weather like 'It's rainy. It's snowy. It's windy. It's sunny'. • animate what can be done in rainy, snowy, windy, sunny, and cloudy weather when they have heard a weather condition. • make people with the pictures of weather conditions and say which weather it is. • give a sign to indicate that they know the word when they hear a word which they have learnt until that day.
	6	At the end of the lesson, the students will be able to; • tell some jobs which were doctor, teacher, fireman, policeman, and pilot

		in English. • choose a picture which is related with the job that they have learned that day when they hear a word. • differentiate the job titles in the time of listening to a song. • show the pictures of the jobs when they hear the jobs during the song. • say at least three jobs correctly in English when they are shown the pictures of jobs.
12	5	At the end of the lesson, the students will be able to; • say 'It's rainy. It's snowy. It's windy. It's sunny' about weather conditions. • choose the correct picture of the weather condition that the teacher has said and give it to the teacher. • cover the correct picture while they are playing bingo. • tell the weather conditions correctly when they see a picture of them.
	6	At the end of the lesson, the students will be able to; • tell some jobs which were doctor, teacher, fireman, policeman, and pilot in English. • mime the job that the teacher has whispered to their friends to know. • tell the jobs that their friends are miming. • cover the correct picture while they are playing bingo. • tell the jobs correctly when they see a picture of them.

Appendix K: Summary of the Activities and Intelligence Types Regarding the Activities with 5-year-old Group

Week	Activity Name	How the activity was applied	The intelligence areas the activity address
1	I like apples	After greeting the students and showing them the plastic fruits, the first activity for the presentation of the content was listening to a song whose name was 'I like apples'. In the song, the students could listen to the all of the new words and the teacher helped them to understand the content by showing the pictures of the fruits. The same song was listened to twice in the same way.	- Musical Intelligence - Visual/Spatial Intelligence - Naturalist Intelligence
	Showing pictures	The second activity was about to see the students' performance about the names of the fruits. The teacher gave each student a picture of a fruit and she wanted them to listen to the song once more and when they heard the name of the fruit that they had the picture, the students showed the pictures.	- Musical Intelligence - Visual/Spatial Intelligence - Linguistic Intelligence - Bodily/Kinesthetic Intelligence
	İstop	The next activity was also designed to see the students' achievement about the fruits that day. It was not an achievement test. However, it was a sign of students' understanding of the subject. The teacher put the fruit pictures in different places in the class. She also took a ball. She threw the ball and said a fruit name in English and she asked the students to run towards that picture like in the game which is 'İstop' in Turkish. The first student who could show the right picture would have the chance to say another fruit name and throw the ball again. So that, the teacher could both see the students whether they ran through the correct picture or not and find out if the students could remember the names correctly.	- Bodily/Kinesthetic Intelligence - Visual/Spatial Intelligence - Linguistic Intelligence
2	I like apples	After the teacher greeted the students; to remember the contents in an enjoyable way, the teacher and the students started the day by singing the song 'I like apples'. While they were singing the song; the teacher, again, showed the pictures of the fruits to help the students recover the words.	- Musical Intelligence - Visual/Spatial Intelligence
	Fruit people	When the song was finished, as the second activity the teacher and the students sat on the table and the teacher gave each student a picture of a fruit, a pair of arms, a pair of legs, scissors, crayons, and glue. The students were	- Visual/Spatial Intelligence - Bodily/Kinesthetic Intelligence - Intrapersonal

		supposed to color the pictures and cut them up correctly, and then with the help of teacher, they were to stick the arms and legs to the body. While doing this, each child needed to know which fruit they were and their friends. After the completion of the fruit people, the students would talk about the features of the fruits in groups according to their pictures. For example, the students who had apple pictures were the 'Group Apple' and the teacher called them as 'Group Apple is coming now.' Then, the students talked about the features of apple as a class.	Intelligence - Linguistic Intelligence - Interpersonal Intelligence
3	I like apples	Like the first three weeks, the students first sang the song 'I like apples' and the teacher showed the pictures of the fruits at the time of the song to the students. Since the same contents were done for the third time, only song and showing the pictures of the fruits were enough for the presentation part	- Musical Intelligence - Visual/Spatial Intelligence
3	Go and find me	So as to evaluate students' performance after three weeks individually, go and find me game was played with five year-old group. In this game, the students challenge each other. The teacher had each student come to the stage and bring her the fruits that she told. The researcher set the time and at the end of the challenge, the student who could bring the fruits in the shortest time would be the winner and that student would feed the 'Classroom Monster' first.	- Bodily/kinesthetic Intelligence - Naturalist Intelligence - Linguistic Intelligence - Visual/Spatial Intelligence - Intrapersonal Intelligence
	Classroom Monster	After the completion of the game, the teacher stuck the classroom monster on the wall and asked the students to feed the 'Classroom Monster'. This 'Classroom Monster' was prepared by the researcher in order to check the students' recalling the words that had been learned every three week for five year-old group. The teacher showed the pictures of the fruits and the student who could tell the name of the fruit in English would have the chance to feed the 'Classroom Monster' by sticking the picture on it.	- Visual/Spatial Intelligence - Linguistic Intelligence
4	Attention gathering	The lesson started in the same way with the all lessons by greeting the students and the teacher in English. The teacher invited the students to wander around the classroom and tell the objects that they saw. After the students finished wandering in the class, the teacher showed the pictures of the classroom objects which were pencil, book, bag, and board and then they repeated the words together with the students.	- Bodily/Kinesthetic Intelligence - Visual/Spatial Intelligence - Linguistic Intelligence
	Dance and touch	In order to see if the students could realize the vocabulary, the teacher and the students	- Musical Intelligence - Bodily/Kinesthetic

		played a game in which the teacher played a song and the students danced together until the teacher stopped it. As she stopped the music, she would also tell a word and the students needed to go and touch the object.	Intelligence - Visual/Spatial Intelligence
	Hot – Cold	After such an easy game, next activity is about to challenge some of the students on their own and to help each other to find an object. The way the game played is that one of the students goes out and the teacher or one of the other students in the class hides the pictures of the objects somewhere in the classroom, then they invite the student to the class and the teacher tells one of the objects. Later, the student who was out of the class tries to find the picture of that object with the help of his / her friends. Other students will guide the student by saying 'hot' if the student is in the correct direction and saying 'cold' if the student is in the wrong direction. With the help of this game, the teacher could see whether the students were able to give the right directions for the correct picture, so that; the students' ability of remembering the vocabulary could be understood.	- Interpersonal Intelligence - Intrapersonal Intelligence - Linguistic Intelligence
5	Dance and touch	The teacher and the students remembered the words with the game 'Dance and Touch' and then, they repeated the words by showing the objects for a few times to make them permanent in the students' minds.	- Musical Intelligence - Bodily/Kinesthetic Intelligence - Visual/Spatial Intelligence
5	Story reading and picture coloring	To see whether the students could grasp the words in a story, the teacher wanted the students to sit on the table and gave them a piece of paper on which there were pictures of classroom objects. She read a story titled 'Objects are Talking' and the students were supposed to color the black and white pictures when they heard a classroom object that they had learned during the story. This story could give the sign of learning of the students by checking the pictures that the students colored in the time of the story.	- Linguistic Intelligence - Visual/Spatial Intelligence - Bodily/Kinesthetic Intelligence
	Categorizing	After storytelling, the students needed to be more active instead of listening to the teacher so, they had a categorizing activity with the words about fruits and classroom objects. To categorize the words, the students first found the pictures for the category names and then, they chose the pictures of the words that their teacher had said and put them in the correct category.	- Mathematical Intelligence - Visual/Spatial Intelligence - Linguistic Intelligence
6	Gone fishing	For the activity 'Gone Fishing', the teacher gave some fish on which there were pictures of the classroom objects and a fishinghooh to each student. The procedure of the game was	- Naturalist Intelligence - Linguistic Intelligence - Intrapersonal Intelligence

		that the teacher told a classroom object and the students tried to catch fish of that object. When all of the fish of the same object was finished, the student who had most fish would be the winner of that round. At the end of the game, the student who had the most fish would have the chance to feed the 'Classroom Monster' at the end of the lesson.	- Mathematical Intelligence - Visual/Spatial Intelligence - Bodily/Kinesthetic Intelligence
	Drawing	In this activity the teacher first chose a volunteer student to draw, she whispered a word from fruits and classroom object contents to the student, he or she was supposed to draw it on the board, and the students who were sitting would tell what it was. The student who could tell the word first would be the student to draw. This activity was beneficial for the students to revise the vocabulary in an enjoyable game-like activity and useful for the teacher to observe the students' level of knowledge.	- Linguistic Intelligence - Visual/Spatial Intelligence - Intrapersonal Intelligence
	Classroom Monster	Finally, it was time to feed 'Classroom Monster', which was the apple of eye of the students. At the end of the week six, the students have learnt 4 words in the title of 'Classroom objects'. Like always, the teacher showed the pictures to the students and the students who told the word first fed it.	- Visual/Spatial Intelligence - Linguistic Intelligence
7	Video watching and attention gathering	The teacher played some videos on the computer and asked the students to tell what the content could be related with the video. In this activity; as the students were having fun, they were also directly adapted themselves to the lesson. By the time the students were watching the videos, the teacher helped them to learn the vocabulary by telling each of them after every video.	- Visual/Spatial Intelligence - Mathematical Intelligence
	Passing ball	For this game, the class was divided into two groups and was given balls and group names which were vehicles. The teacher also put the toys in front of the groups both to remind the meaning of the group to the students and to have the students reach it before the other group. This game was helpful in that phase of the lesson because the students shouted their group names during whole game which made them memorize it. Furthermore, according to the English teacher's opinion, the students were able to learn the contents if they related them with themselves or internalized the subjects.	- Bodily/Kinesthetic Intelligence - Interpersonal Intelligence
7	Who say first	The teacher divided the class into two teams again, but with different group members to play 'Who Say First'. The groups sat far away from each other and chose one volunteer to go to the teacher and get pictures from her. After	- Interpersonal Intelligence - Linguistic Intelligence

		the volunteers got the pictures from the teacher, they showed these pictures to their own group members and tried to find the correct word for the picture. The team that told the correct word first would win a point.	
	Video watching and as an activity to see the performances of students	The teacher played a video that included vehicles and asked the students to watch it carefully and if they saw any vehicle, they needed to tell the correct word for that vehicle.	- Visual/Spatial Intelligence - Linguistic Intelligence
8	Puzzle	The teacher divided class into two teams and gave each team some puzzle pieces which would form a vehicle at the end. While the group members were trying to complete the puzzle, they were also trying to remember the correct word for the picture. Thanks to this activity, it would be easier for students to remember the vocabulary and the students could help each other to remember the contents and complete the puzzle. This activity continued until each group finished three different puzzles.	- Mathematical Intelligence - Visual/Spatial Intelligence - Linguistic Intelligence - Interpersonal Intelligence
	Kneeling down	Following the completion of puzzles, the teacher told that she would give two pictures which were secret to each student so; the students should not show the pictures to anybody. She gave the students the pictures on which there were pictures of car, plane, train, and lorry. The students formed a circle in the middle of the classroom and linked their arms together. The teacher would say a word and the students who had the word would try to kneel down while the other students would try not to let them. During the activity; because the teacher knew which pictures she gave to each student, she could check students' performance with the content in this activity.	- Interpersonal Intelligence - Bodily/Kinesthetic Intelligence - Linguistic Intelligence
	Vehicles and objects	To see how the students recall the words and have the students continuously repeat the words in content without getting bored, the teacher gave some pictures related with vehicles such as railway for train, steering wheel for car, some sacks for lorry, and wing for plane. The teacher first said the vehicles one by one and the students took them and put on separate places. The students were supposed to take the picture that the teacher said and tell which vehicle they were related with and put the picture under the correct category picture.	- Mathematical Intelligence - Visual/Spatial Intelligence - Linguistic Intelligence
9	Shape it	The teacher would divide the class into two teams and whisper a vehicle to one of the groups. The group members would talk about	- Bodily/Kinesthetic Intelligence - Interpersonal

		the vehicle and try to shape it with their bodies. The other group would also try to know the vehicle. The same procedure would be done with the other group and at the end of the game, the group which knew the most vehicles would be the winner group. In the activity, not only the groups revised the vocabulary and did something together but also the teacher checked students' understanding and recalling level.	Intelligence - Linguistic Intelligence
9	Knowledge tree	Second activity of the day was 'Knowledge Tree', which was saved by six-year-old group in the sixth week. The teacher gave the details of the activity to the students by telling that they needed to save the 'Knowledge Tree' by sticking its leaves on it again to make the summer come, yet they had a rule that was to find only the leaves that the teacher said. The leaves had pictures to represent all the vocabulary until that day on them.	- Naturalist Intelligence - Linguistic Intelligence - Visual/Spatial Intelligence
	Classroom Monster	Since it was the third week of 'vehicles' content, the students knew that it was 'Classroom Monster' day and they were excited to feed it. Like they always did, the teacher showed some pictures to the students and the student who could recall its name first had the chance to feed 'Classroom Monster' by sticking the picture on it.	- Visual/Spatial Intelligence - Linguistic Intelligence
10	The sun comes up	The lesson started with the song 'The Sun Comes Up' and its video. The song was watched for two times as the students were trying to sing the song in the second turn, the teacher showed some pictures that represented weather conditions to make them clear for the students.	- Musical Intelligence - Bodily/Kinesthetic Intelligence - Visual/Spatial Intelligence
	What's the weather like today?	In order to understand whether the students learned the phrases, the teacher played the first part of a song which went like: 'What's the weather, what's the weather Like today, like today? Look outside the window. Look outside the window. Can you say? Can you say?' When the teacher stopped the recording, she showed a picture and the students said the correct weather condition for the picture.	- Musical Intelligence - Visual/Spatial Intelligence - Linguistic Intelligence
	Drawing	The song was followed by another activity in which the students were required to sit around the table and the teacher gave them a piece of A4 paper to draw on them. The students were supposed to draw a picture which would tell a weather condition. First, the students must not say which weather condition they were drawing because they would talk about them later with their classmates. When the students	- Visual/Spatial Intelligence - Intrapersonal Intelligence - Linguistic Intelligence

		finished drawing, they came in front of the classroom, showed their pictures to the class, and asked which weather condition the picture was about. After their friends told their opinions, the students also talked about their own picture.	
11	Pretend as	The teacher invited the students to stand up and walk around the classroom. While they were walking, she explained the activity to the students: She would tell the students some weather conditions as they were wandering around the classroom and then the students were required to do some animations of free time activities that could be done in that kind of weather. For example, if the teacher said 'It's sunny.', the students could do some acting such as swimming, eating an ice-cream or sunbathing.	- Linguistic Intelligence - Bodily/Kinesthetic Intelligence
11	Weather conditions people	This time the students only had the body of the people and feet, they needed to draw the face themselves. A similar activity to 'Fruit People' was chosen because the teacher thought that the students could learn easier when they did it with paper, scissors, and crayons and they thought the 'Fruit People' as themselves and never forgot their own fruits.	- Visual/Spatial Intelligence - Bodily/Kinesthetic Intelligence - Intrapersonal Intelligence - Linguistic Intelligence - Interpersonal Intelligence
	Change places	The teacher and the students put the chair in the middle of the classroom in circle and sat on them back to back. The teacher gave the students two pictures each and told them not to show anyone. Those pictures included all the contents from the beginning of the study. When the teacher said a word, the students were supposed to stand up and change their places with the other student who had the same word. For instance, if the teacher said book, the two students who had book needed to stand up and change their places with each other, so that; the teacher could see whether the students stood up for the right picture or not and understand the contents that were hard to remember for the students.	- Linguistic Intelligence - Bodily/Kinesthetic Intelligence - Visual/Spatial Intelligence - Interpersonal Intelligence
12	Go and find me	The last lesson started with a race in which the students needed to challenge on their own to find the correct picture their teacher has said in the shortest time because the student who could finish all the pictures would be the winner student of the race.	- Bodily/kinesthetic Intelligence - Naturalist Intelligence - Linguistic Intelligence - Visual/Spatial Intelligence - Intrapersonal Intelligence
	Bingo	In this bingo game, the teacher did not choose numbers, but she chose some words. The students had some pictures on their bingo cards to cover when the teacher said the	- Linguistic Intelligence - Visual/Spatial Intelligence

		words. The student who covered all the pictures first would be the winner. The aim of playing 'bingo' in the last lesson was to check the students' recalling the all words from the beginning of the study, so that; it would be a kind of evaluation activity for both the program and students' achievements.	
	Classroom Monster	Finally, as they did every three week, the students fed 'Classroom Monster' at the end of the lesson after the 'bingo' game.	- Visual/Spatial Intelligence - Linguistic Intelligence

Appendix L: Summary of the Activities and Intelligence Types Regarding the Activities with 6-year-old Group

Week	Activity Name	How the activity was applied	The intelligence areas the activity address
1	I like apples	The lesson started in the same with the other group by greeting the students in English and showing them the plastic fruits. To present the subject, the teacher again used the same song with additional lyrics for the fruit grapes. They listened to the same song twice while the teacher was showing the pictures of the fruits to the students. In the second turn, the students also started to sing the song with the recording and teacher.	- Musical Intelligence - Visual/Spatial Intelligence - Naturalist Intelligence
	Showing pictures	After they had finished listening to the song, the teacher gave the pictures of the fruits to the students and told them to show the pictures in their hands when they heard the name of the fruit that they were holding. With the help of this activity, the teacher again saw the students' ability of showing the correct picture.	- Musical Intelligence - Visual/Spatial Intelligence - Linguistic Intelligence - Bodily/Kinesthetic Intelligence
	Go and find me	In this game, each student had to go and choose the correct plastic fruit that the teacher said and bring it to the teacher. As the students were trying to find the correct fruit, the researcher set the time; so that; the students could learn in how many seconds they could find all of the fruits correctly. At the end of the game, the student who finished the task first was the winner.	- Bodily/kinesthetic Intelligence - Naturalist Intelligence - Linguistic Intelligence - Visual/Spatial Intelligence - Intrapersonal Intelligence
2	I like apples	To remember the vocabulary, the teacher and the students sang the 'I like apples' song together after they greeted each other. As they were singing the song, the teacher showed the pictures of the fruits to have the students recall the words.	- Musical Intelligence - Visual/Spatial Intelligence
	Fruit people	After that, the teacher encouraged the students to make 'fruit people' with the pictures of the fruits, arms, legs, crayons, scissors, and glue. The students and the teacher sat on the table for 'fruit people' and while doing this, they also talked about their favorite fruits, and the fruits they were coloring and the teacher frequently asked different fruits by showing the pictures and wanted the students to tell their names in English. When they finished their pictures,	- Visual/Spatial Intelligence - Bodily/Kinesthetic Intelligence - Intrapersonal Intelligence - Linguistic Intelligence - Interpersonal Intelligence

		the teacher grouped the students according to the names of the fruits that they had and asked the features of those fruits. The 'fruit people' helped the students to learn the fruits easier and helped the teacher to find out if the students could say the correct English names for the fruits.	
	Classroom Monster	The teacher also checked the students' recalling of the vocabulary with the 'Classroom Monster', which was prepared by the researcher to be used at the end of each two week for the 6-year-old group students. The teacher stuck the 'Classroom Monster' on the wall and told the students that it was so hungry and they needed to feed it. To feed it, the teacher would show some pictures to the students, and they should say the name of the fruit in English. The student who said the name first would have the chance to feed the 'Classroom Monster'.	- Visual/Spatial Intelligence - Linguistic Intelligence
3	Attention gathering	After the teacher and the students greeted each other in English, the teacher told the students that they would start their new content; but first she wanted the students to wander around the classroom and tell the teacher what they have seen. Most of the students said board, table, pillows, chairs, and some pictures. Then, the teacher showed the students pictures of pencil, book, bag, board, and crayons. She asked the students what they were and after that, she told English equivalents of the objects and the students repeated her. This picture showing and repeating the English versions activity was done for three times.	- Bodily/Kinesthetic Intelligence - Visual Intelligence - Linguistic Intelligence
	Dance and touch	In order to reinforce the vocabulary and see the students' remembering them, the teacher and the students played a game. In this game; the teacher played a song and the students were expected to dance while the music was going on. When the teacher stopped the music and said a classroom object, the students needed to touch that object.	- Musical Intelligence - Bodily/Kinesthetic Intelligence - Visual/Spatial Intelligence
	Story reading and picture coloring	As a second activity to see the students' performance, the teacher distributed a piece of paper to each student. On these papers, there were black and white pictures of the classroom objects. The teacher would read a story whose name was 'Objects are Talking' and as she was reading the story, the students were supposed to color the pictures of the objects whose name was read in the story. While the teacher was reading the	- Linguistic Intelligence - Visual/Spatial Intelligence - Bodily/Kinesthetic Intelligence

		story, she also mimed it to help the students understand it and after the activity was completed, she read the same story in Turkish, too. At the time of the story, the teacher checked the students whether they could color the right picture in the correct place or not.	
4	Dance and touch	The lesson started with an easy and enjoyable game the students liked very much from the previous week. The 'Dance and Touch' game was played again. The game also helped the students to recall the words regarding classroom objects and after the game, they repeated the words again with the teacher.	- Musical Intelligence - Bodily/Kinesthetic Intelligence - Visual/Spatial Intelligence
	Gone fishing	When the teacher was sure that the students could tell the words correctly, the teacher motivated the students for the next activity by asking 'Shall we go fishing?' In the activity whose name was 'Gone Fishing', the teacher gave the students some fish on which there were pictures of the classroom objects and one fishinghooh all of which were prepared by the researcher for each student. The teacher wanted the students to find and catch the right fish with the correct picture when she said a word. This game provided the teacher the recalling of the students with the classroom objects.	- Naturalist Intelligence - Linguistic Intelligence - Intrapersonal Intelligence - Mathematical Intelligence - Visual/Spatial Intelligence - Bodily/Kinesthetic Intelligence
	Categorizing	When all of the students finished fishing, there was a categorizing activity especially for the students who had a high mathematical intelligence. In the activity, there were two categories one of which was fruits and the other one was classroom objects. First, the students found the category pictures and then the teacher said a word and the students were supposed to find the correct picture and put in the right category, so the teacher could control the students' level of recalling all the contents.	- Mathematical Intelligence - Visual/Spatial Intelligence - Linguistic Intelligence
4	Classroom Monster	Lastly, the teacher and the students would feed the 'Classroom Monster' that day because it was the last day for the contents of classroom objects. To feed the 'Classroom Monster', the teacher showed some pictures related with classroom objects to the students and the student who could tell the name of the object in English first would have the right to stick the picture on the body of the 'Classroom Monster' to feed it. This monster both helped the teacher to see the students' performance and the students to see the pictures of the contents to remember them.	- Visual/Spatial Intelligence - Linguistic Intelligence

5	Video watching and attention gathering	After the teacher greeted the students, in order to take the students' attentions she had the students watch videos related with the contents of the day. She asked the students to guess the contents by watching the videos. As the teacher expected, the students could all know the contents before the lesson. While the students were watching the videos, the teacher told the English correspondences of the vehicles when the students could understand the vehicle in the video.	- Visual/Spatial Intelligence - Mathematical Intelligence
	Passing ball	To control the students' understanding, they played a game in two groups. The aim of the game was to reach the vehicle of the group which was a little far away from the group members by passing a ball to each other. As the students were passing the ball, they also shouted their group names to support it. The group that could reach their vehicle first would be the winner of the game. Because the group names were the names of the vehicles and the students could see the vehicles in front of them, this game could provide the students to remember the words more easily. This game was played twice, but one of the vehicles which was bus was not given as the group name since the students could quickly learnt it.	- Bodily/Kinesthetic Intelligence - Interpersonal Intelligence
	Kneeling down	For seeing the students' performances, there was "Kneeling Down" activity for which the teacher gave two pictures of vehicles to each student by telling that it was a secret so, not to show the pictures to anyone else. She had the students stood in a circle and linked their arms. In the activity, the students were to kneel down if the teacher would say the name of the vehicle in their hands, so that; the teacher could understand whether the students kneeled down for the right picture or not since she knew the vehicles the students had. By the time some of the students were kneeling down, other students tried not to let them do it.	- Interpersonal Intelligence - Bodily/Kinesthetic Intelligence - Linguistic Intelligence
	Video watching and as an activity to see the performances of students	Lastly for the day, the teacher opened a video which included the vehicles of that day and wanted the students to tell the names of the vehicles as they saw them in the video, so that; they both summarized the lesson and contents and the teacher saw the level of the students' telling the correct words.	- Visual/Spatial Intelligence - Linguistic Intelligence
6	Puzzle	The teacher divided class into two teams. She gave each group pieces of a puzzle and asked the students to do the puzzle and tell	- Mathematical Intelligence - Visual/Spatial

		the vehicle on it in English. The teacher benefited from this activity to make the students remember the words for a long time by letting them deal with the subject himself or herself mentally. Before starting another activity, the teacher let each group do three different puzzles.	Intelligence - Linguistic Intelligence - Interpersonal Intelligence
	Knowledge tree	Because of the rain in those days, the teachers could not find any time to let the students go outside of the classroom for the lessons so, outside world came to the class with the help of 'Knowledge Tree' which lost all of its leaves. However, fortunately, the leaves were all around the classroom, so that; if the students helped the teacher, they could save the tree's life by sticking the leaves on it again. There was a rule for the students to do this and the only rule was to find and stick the leaf which had the picture of the word the teacher said. This activity was both interesting for the students and challenging since they needed to remember all of the contents until that day and it was a supportive activity for recalling and the teacher had enough time to observe the students' learning during the activity by looking at the pictures on the leaves.	- Naturalist Intelligence - Linguistic Intelligence - Visual/Spatial Intelligence
	Classroom Monster	At the end of the Week 6, the students fed the 'Classroom Monster' again on which there were to be 15 pictures.	- Visual/Spatial Intelligence - Linguistic Intelligence
7	How's the weather	The teacher began the lesson with the song 'How's the Weather' after greeting the students. The song also had a video clip so, at first, the students only listened to the song and watched the video then they started to sing and dance in the second turn. The song had some movements for each weather condition, so that; the students could remember the phrases related with weather conditions with these movements. The teacher also helped the students to take attention to the phrases during the song by showing the pictures of the weather conditions.	- Musical Intelligence - Bodily/Kinesthetic Intelligence - Visual/Spatial Intelligence
	What's the weather like today?	In the second activity of the day, the teacher again played a song which went like: "What's the weather, what's the weather Like today, like today? Look outside the window. Look outside the window. Can you say? Can you say?" After the last question, the teacher stopped the recording, showed a picture of weather condition, and asked the students to tell it. With the help of this activity, the students	- Musical Intelligence - Visual/Spatial Intelligence - Linguistic Intelligence

		could practice the new vocabulary and the teacher could see the understanding level of the students.	
7	Drawing	Next, the teacher gave each student a piece of A4 paper and wanted him or her to sit on the table and have some crayons to draw pictures. Then, she explained what they would do: The students would think about a weather condition and draw a picture which tells it and show the friends the picture to guess it and discuss.	- Visual/Spatial Intelligence - Intrapersonal Intelligence - Linguistic Intelligence
	The sun comes up	Before the lesson finished, the teacher played a new song titled 'The Sun Comes Up' and video clip of it for the students. While they were listening to and trying to sing the song, they also danced accordingly the weather conditions and movements in the video clip.	- Musical Intelligence - Bodily/Kinesthetic Intelligence - Visual/Spatial Intelligence
8	Pretend as	The teacher and the students played a game together. The way the game was played like that: The teacher said a weather condition for instance sunny and the students animated the activities they could in such kind of weather. As an illustration, they could eat ice cream, swim, sunbath or do sport outside in a sunny weather. As the students were animating, the teacher looked for whether the students understood the weather correct or not.	- Linguistic Intelligence - Bodily/Kinesthetic Intelligence
	Weather condition people	In this activity, the students needed to cut up some pictures of weather conditions and feet to have 'Weather Condition People' with the Sun, cloud, raindrop, and snowflake. The teacher benefited from this exercise because the students can internalize the words or phrases when they did something with them and those 'Weather Condition People' and 'Fruit People' helped the students to feel as they were themselves so, they would never forget learning these words again.	- Visual/Spatial Intelligence - Bodily/Kinesthetic Intelligence - Intrapersonal Intelligence - Linguistic Intelligence - Interpersonal Intelligence - Naturalist Intelligence
	Change places	To revise all the contents until that day, the teacher and the students put chairs in the middle of the classroom in circle and the students sat on the chairs. The teacher gave the students two pictures in order to represent the vocabulary till week eight. In the activity, the students were expected to change their places with another student who had the same word when the teacher said. For example if the teacher said 'strawberry', the two students who had the picture of strawberry had to stand up and change their places, so that; the students had the opportunity to revise all the vocabulary.	- Linguistic Intelligence - Bodily/Kinesthetic Intelligence - Visual/Spatial Intelligence - Interpersonal Intelligence
	Classroom	Since it was the last week for 'weather	- Visual/Spatial

	Monster	conditions' contents, it was the day to feed 'Classroom Monster'. The procedure was the same again, the teacher showed the pictures of weather conditions and the students who could tell the word or phrase first had the chance to feed 'Classroom Monster'.	Intelligence - Linguistic Intelligence
9	Clap your hands	The teacher started the lesson with the song 'Clap Your Hands' and the video of the song because the song lyrics included all the content of the day in it. With the help of the song, the students unconsciously learned the sentences.	- Musical Intelligence - Visual/Spatial Intelligence - Bodily/Kinesthetic Intelligence
	Finger puppets	The teacher had the students sit around the table and gave them scissors and two patterns for finger puppets one of which was a boy and the other one was a girl. The students colored the puppets and then they cut them up. By putting their fingers into the holes which were done by the researcher previously, they had the legs of the puppets. The teacher first asked the students to do the movements by telling the sentences one by one and checked their understanding. Finally, she played the song once more and the students tried to make the puppets dance accordingly to the song.	- Musical Intelligence - Bodily/Kinesthetic Intelligence - Intrapersonal Intelligence
10	Clap your hands	After the teacher greeted the students, she started the lesson with the song 'Clap Your Hands' however; this time the teacher did not show the video to the students so as to see if the students could remember the sentences thus, the students danced in the way they could remember.	- Musical Intelligence - Visual/Spatial Intelligence - Bodily/Kinesthetic Intelligence - Linguistic Intelligence
	Simon says	To play this game, students needed to do the sentences if it started in the way 'Simon says' and if the sentence did not start with it such as 'Clap your hands.' they shouldn't do that movement. Both the students who did a wrong movement and the students who did the movements without 'Simon says' would be wrong and the student who had five mistakes would be out of the game. The last student would be the winner.	- Bodily/Kinesthetic Intelligence - Linguistic Intelligence - Intrapersonal Intelligence
	Operator and the robot	Next activity was a pair work. Not only the activity was similar to the previous game, but the students would also learn to trust on each other. One of the students in one pair would be the operator while the other one would be a robot and the operator would tell the robot some movements and the robot had to do the correct ones. After a while, the roles were changed and the other student started to operate the robot. During the game, the teacher observed both the operator	- Interpersonal Intelligence - Bodily/Kinesthetic Intelligence - Linguistic Intelligence

		students to see if they could say the sentences right and the robot students to see if they could do the movements right.	
	Drawing	This activity was to see the students' recalling level of all vocabulary from the beginning of the study. For this aim, the teacher chose a volunteer student and whispered a word or a phrase and the students who were sitting needed to guess what it was. The first student, who could tell it in English correctly, would have the right to come to the board and draw another picture of word or phrase.	- Linguistic Intelligence - Visual/Spatial Intelligence - Intrapersonal Intelligence
	Classroom Monster	Finally, the students and the teacher fed 'Classroom Monster' together by sticking the pictures on its body which was a quick revision of the contents.	- Visual/Spatial Intelligence - Linguistic Intelligence
11	Attention gathering	To start the lesson, the teacher showed some pictures regarding the jobs after she greeted the students. As an example, she showed doctor coat, ambulance, and stethoscope and the students could know that it was doctor. After she gathered the students' attention by having them guess about the contents of the day, she showed the pictures of some jobs and repeated them with the students to present the subject.	- Mathematical Intelligence - Visual/Spatial Intelligence
	Go and find me	The teacher put all the pictures of jobs and the other pictures related with the jobs all around the classroom. In this activity, students would be in challenge with each other. Like they competed in week one in the name of 'go and find me', the students were expected to find and bring the first picture related with the job the teacher said until he or she finished all the pictures. The student who could finish the pictures in shortest time was the winner and applauded by the class.	- Bodily/kinesthetic Intelligence - Naturalist Intelligence - Linguistic Intelligence - Visual/Spatial Intelligence - Intrapersonal Intelligence - Mathematical Intelligence
11	People & People work	The teacher told that she had two different songs which were 'People' and 'People Work' because they liked listening to music very much. Before she started playing the songs, the teacher divided the jobs pictures around the classroom. In this activity the thing that was expected from the students was to grasp the job titles as they were listening to the songs and point to the picture representing that job, so that; the teacher could observe the students regarding their understanding and learning while the students could both have fun and see their mistakes in this content by looking at their friends when they showed a wrong picture.	- Musical Intelligence - Linguistic Intelligence - Visual/Spatial Intelligence
12	Silent motion	As the first activity, the teacher and the	- Linguistic Intelligence

	pictures	students played ‘Silent Motion Pictures’ together in a different way. Firstly, the teacher chose a volunteer student, whispered a job, he or she mimed the job and the student who could tell the job name in English came to mime the next job.	- Bodily/Kinesthetic Intelligence - Intrapersonal Intelligence
	Bingo	The second activity for the last lesson was the game ‘bingo’. The students and the teacher played the game together by covering the right pictures of the words or phrases that the teacher was choosing from a bag. The student who could cover all the pictures first would be the winner of ‘bingo’ game. The reason of this game in the last week was to see both the students’ achievements by observing the pictures on students’ bingo cards carefully to see whether they were covering the pictures correctly or not and to evaluate the program if the contents were recalled by the students’ correctly which could be a sign for the success of the program.	- Linguistic Intelligence - Visual/Spatial Intelligence
	Classroom Monster	Lastly, it was time to feed the ‘Classroom Monster’ for the last time.	- Visual/Spatial Intelligence - Linguistic Intelligence

Appendix M: METU Ethical Form

Orta Doğu Teknik Üniversitesi İnsan Araştırmaları

Etik Kurulu Başvuru Formu

Orta Doğu Teknik Üniversitesi (ODTÜ) bünyesinde yapılan ve/ya ODTÜ çalışanları/öğrencileri tarafından yürütülen ve insan katılımcılardan bilgi toplamayı gerektiren tüm çalışmalar, ODTÜ İnsan Araştırmaları Etik Kurulu incelemesine tabidir. Bu başvuru formu doldurulduktan sonra diğer gerekli belgelerle birlikte ODTÜ İnsan Araştırmaları Etik Kuruluna başvuru yapılmalıdır. Çalışmalar, Etik Kurulun onayının alınmasından sonra aktif olarak başlatılmalıdır.

1. Araştırmanın başlığı: Action Research: Multiple Intelligence Based Instruction in Pre-school Foreign Language Classes
2. Araştırmanın niteliği (Uygun olan kutuyu işaretleyiniz) □ Öğretim Üyesi Araştırması □ Doktora Tezi
   ✓ Yüksek Lisans Tezi □ Diğer (belirtiniz) _____
3. Araştırmacının/Araştırmacıların:
   Adı-Soyadı: Dilek ARCA Bölümü: Eğitim Programları ve Öğretim Telefonu: 0(505) 879 0626
   Adresi: Kent – Koop. Mahallesi Ankara Yol – İş Sitesi 2. Blok Daire: 10 Batıkent / Yenimahalle / ANKARA E-posta adresi: dilekarca@gmail.com
4. (Varsa) Danışmanın: Adı-Soyadı: Doç. Dr. Hanife AKAR Telefonu: 0(312) 210 4097
5. Veri Toplanacak Dönem: Başlangıç: 16/04/2012 Bitiş: 16/07/2012
6. Veri Toplanması Planlanan Yerler/Mekanlar, Kurum ve Kuruluşlar:

a. Özel Minik Melekler Anaokulu e. _____
b. _____ f. _____
c. _____ g. _____
d. _____

h. _____

7. Çalışmanın/Projenin desteklenip desteklenmediği: □□Desteksiz □ Destekli
   Desteklenen bir proje ise, destekleyen kurum: □ Üniversite □ TUBİTAK
   □ Uluslararası (belirtiniz) _____ □ Diğer (belirtiniz)
   _____

8. Başvurunun statüsü: □ Yeni başvuru □ Revize edilmiş başvuru □ Bir önceki projenin devamı

   Bir önceki projenin devamı ise, yürütülen çalışma önceden onaylanan çalışmadan herhangi bir farklılık gösteriyor
   mu? □ Evet □ Hayır
   Evet ise
   açıklayınız:_____
   _____
   _____
   _____
   _____
   _____

---

* Lisans Öğrencilerinin araştırmalarını yönlendiren akademik danışmanlarının veya hocalarının olması gerekmektedir.

9 Çalışma katılımcılara, herhangi bir şekilde yanlı/yanlış bilgi vermeyi, çalışmanın amacını tamamen gizli tutmayı
   gerektiriyor mu? □Evet □ Hayır
   Evet ise
   açıklayınız:_____
   _____
   _____
   _____

---

10. Çalışma katılımcıların fiziksel veya ruhsal sağlıklarını tehdit edici sorular/maddeler, prosedürler ya da

manipülasyonlar/uygulamalar içeriyor mu? □ Evet □ Hayır

Evet ise

açıklayınız:_____

_____

_____

_____

_____

_____

11. Katılımcı sayısı: 17

12. Kontrol grup kullanılacak mı?: □ Evet □ Hayır

13. Aşağıda sunulan listeden, çalışmanın katılımcılarını en iyi tanımlayan seçenekleri işaretleyiniz.

- □ Üniversite Öğrencileri
- □ Çalışan Yetişkinler
- □ Halihazırda İş Sahibi Olmayan Yetişkinler
- □ Okul Öncesi Çocuklar
- □ İlköğretim Öğrencileri
- □ Lise Öğrencileri
- □ Çocuk İşçiler
- □ Yaşlılar
- □ Zihinsel Engelli Bireyler
- □ Fiziksel Engelli Bireyler
- □ Tutuklular
- □ Diğer (belirtiniz) _____

14. Aşağıda yer alan uygulamalardan, çalışma kapsamında yer alacak olanları işaretleyiniz.

- □ Anket
- □ Mülakat
- □ Gözlem

- Bilgisayar ortamında test uygulamak
- Video/film kaydı
- Ses kaydı
- Alkol, uyuşturucu ya da diğer herhangi bir kimyasal maddenin katılımcılara kullandırılması
- Yüksek düzeyde uyarıma (ışık, ses gibi) maruz bırakma
- Radyoaktif materyale maruz bırakma
- Diğer (belirtiniz): Fotoğraf çekimi

Bu bölüm ilgili bölümleri temsil eden İA Etik Alt Kurulu tarafından doldurulacaktır.

Project No: _____– _____ – _____

İAEK DEĞERLENDİRME SONUCU

Sayın Hakem,

Aşağıda yer alan üç seçenekten birini işaretleyerek değerlendirmenizi tamamlayı Lütfen

ikinci ("Revizyon Gereklidir") ve üçüncü ("Ret") değerlendirmeleri için gerekli açıklamaları

yapınız.

Değerlendirme Tarihi: **İmza:**

1.	**Herhangi bir değişikliğe gerek yoktur. Veri toplama/uygulama başlatılabilir** _____
2.	**Revizyon gereklidir** _____ a. Gönüllü Katılım Formu Yoktur _____ b. Gönüllü Katılım Formu Eksiktir _____ Açıklama: c. Katılım sonrası bilgilendirme formu yoktur _____ d. Katılım sonrası bilgilendirme formu eksiktir_____ Açıklama: e. Rahatsizlık kaynağı olabilecek sorular/maddeler ya da prosedürler içerilmektedir. _____ Açıklama:

	f. Diğer _____ Açıklama:
3.	**Ret** _____ Açıklama:

Appendix N: Thesis Copy Permission Form

Tez Fotokopisi İzin Formu

ENSTİTÜ

Fen Bilimleri Enstitüsü ☐

Sosyal Bilimler Enstitüsü ☐

Uygulamalı Matematik Enstitüsü ☐

Enformatik Enstitüsü ☐

Deniz Bilimleri Enstitüsü ☐

YAZARIN

Soyadı :
Adı :
Bölümü :

TEZİN ADI (İngilizce) :

TEZİN TÜRÜ : Yüksek Lisans ☐ Doktora ☐

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ☐
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ☐
3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz. ☐

TEZİN KÜTÜPHANEYE TESLİM