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TEACHING VOCABULARY TO VERY YOUNG LEARNERS WITH
REFERENCE TO MULTIPLE INTELLIGENCE THEORY

M.A. THESIS

BY

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ÖZET

ÇOKLU ZEKÂ KURAMINA DAYANARAK OKUL ÖNCESİ ÖĞRENCİLERİNE KELİME ÖĞRETİMİ

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Bu çalışma, çoklu zekâ kuramına dayalı etkinlikleri kullanarak beş yaşındaki okul öncesi öğrencilerine kelime öğretimini içermektedir. Okul öncesi öğrencilerinin çoklu zeka profillerinin belirlenmesini, yeni kelimelerin sunumu ve öğretimini kapsayan çoklu zeka temelli ders planlarının hazırlanmasını amaçlamaktadır. Çalışmanın bir diğer amacı ise, çoklu zeka çerçevesinde öğretilen yeni kelimeleri, okul öncesi öğrencilerinin ne kadar akılda tutabildiklerini ortaya çıkarmaktır. Bu amaçla, öğrencilerin baskın zekalarını belirlemek için Teele Çoklu Zeka Envanteri (TIMI) uygulanmıştır. Elde edilen veriler değerlendirilmiştir. Daha sonra, çoklu zeka temelli ders planları geliştirilmiştir. Altı hafta süren uygulamanın sonucunda değerlendirme süreci olmuştur. Değerlendirme için Çoklu Zeka Kelime Testi 1 ve Uzun Süre Akılda Tutmak için Çoklu Zeka Kelime Testi 2 geliştirilmiş ve uygulanmıştır. Ders planlarının ve kelime testlerinin geliştirilmesinde çocuklara yabancı dil öğretiminde uzman olan iki akademisyenden yardım ve dönüt alınmıştır. Sonuçları değerlendirilmiş ve tartışılmıştır. Bulgular, Çoklu Zeka Kuramına uyumlu olan ders planlarındaki etkinliklerin, öğrencilerin kelime öğrenmelerinde ve uzun süre akılda tutmalarında olumlu etkisini ortaya çıkarmıştır.

Anahtar Kelimeler: Okul öncesi öğrencileri, Kelime Öğretimi, Çoklu Zeka Kuramı

ABSTRACT

TEACHING VOCABULARY TO VERY YOUNG LEARNERS WITH REFERENCE TO MULTIPLE INTELLIGENCE THEORY

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This specific study concerns itself with the teaching vocabulary to preschool students aged five by using multiple intelligence based activities. The purpose of the thesis is to identify the multiple intelligence profile of very young learners and prepare multiple intelligence based lesson plans to present and teach new vocabulary. Another purpose of the thesis is to find out how long preschool students could store new vocabulary which was taught in line with their multiple intelligences. In order to achieve this, TIMI Test (Teele Inventory for Multiple Intelligences) has been administered so as to determine students' dominant intelligences. Data gathered has been analyzed. Following that, MI based lesson plans have been developed. After the six-week implementation process, the performances of children have been assessed. MI Vocabulary Test 1 for Assessment and MI Vocabulary Test 2 for Assessing retention have been developed and administered. Help and feedback from two faculty staff who specialize in teaching young learners have been sought after. Then, the results have been analyzed and discussed. The findings of the research reveal that the activities from the lesson plans related to MI theory have a positive influence on the students' vocabulary learning and retention.

Keywords: Very young learners, Teaching vocabulary, Multiple Intelligence Theory.

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LIST OF ABBREVIATIONS

MIT: Multiple Intelligence Theory

MI: Multiple Intelligences

TIMI: Teele Inventory for Multiple Intelligences

ZPD: Zone of Proximal Development

CHAPTER I

INTRODUCTION

1.0 Introduction

In this chapter, background to the study, aim of the study, statement of the problem, significance of the study, scope of the study, assumptions and limitations of the study and definitions of terms will be explained.

1.1. Background to the Study

Due to globalization, technological advances, trade requirements, increasing ease and speed in international mobility and other factors, foreign language teaching has gained significance, and the English language has become the foremost international language. Due to its important place, more and more people have started learning English. Furthermore, it has become most parents' priority that their children learn this language at early ages.

Jackson (1998) claims that the number of children being introduced to English is rapidly increasing in the world. English as a foreign language is seen as an essential issue of primary education.

In learning a foreign language, vocabulary plays a key role. Nguyen and Khuat (2003) argue that vocabulary is one element that links productive and receptive skills together (cited in Tavi and İşısağ, 2009: 301). Mc Carthy (1990:1) states that in any language course vocabulary is an important component. It doesn't matter how well learners learn grammar or master sounds of the foreign language, without vocabulary they could not express meanings. Thus, communication will be meaningless. In order to communicate in the target language, learners should learn vocabulary and also should know how to use them appropriately and accurately. Barska (2006) points out that if learners do not know how to develop and expand their vocabulary knowledge, they actually lose interest and motivation in learning a foreign language (cited in Tavi and İşısağ, 2009: 301). Hence, teaching learners vocabulary should be natural, effective and enjoyable.

The teacher of young and very young learners can create a pleasant and fruitful atmosphere while teaching vocabulary by using various procedures. One of the most effective ways of teaching a foreign language is using activity types that cater for multiple intelligences. Language learning and teaching activities that nourish different intelligences bring taste and colour to the classroom and can make learning a pleasant experience for young learners. Thus, such activities can be effective tools for teaching target language vocabulary as well.

In that sense, activities prepared according to the types of Multiple Intelligences are a fruitful source. The Theory of Multiple Intelligences (MI hereafter) was developed by Harvard psychologist Howard Gardner. The idea of multiple intelligences was first presented in his book "Frames of Mind: The Theory of Multiple Intelligences" (Gardner, 1983). Howard Gardner (1983) argues that there are at least seven intelligences and suggests a new definition and a new approach to the educational notion and assessment. According to the theory, each person possesses all intelligences in varying degrees. He suggests that "not only all humans have multiple intelligences, but we have different strengths in each intelligence area which make each individual uniquely different from each other" (cited in Poole, 2000: 10). Most people however could develop each intelligence from low to high levels when given the opportunity to learn in an appropriate environment and atmosphere (Jensen, 1998; cited in Poole, 2000: 10). Howard Gardner first identified and introduced the seven different kinds of intelligence in Frames of Mind (1983). They can be summarized as follows:

- **Linguistic** intelligence: sensitivity to the meaning and order of words.
 - **Logical-mathematical** intelligence: ability in mathematics and other complex logical systems.
 - **Musical** intelligence: the ability to understand and create music.
 - **Spatial** intelligence: the ability to "think in pictures," to perceive the visual world accurately, and recreate it in the mind or on paper.
 - **Bodily-kinesthetic** intelligence: the ability to use one's body in a skilled way, for self-expression or toward a goal.
 - **Interpersonal** intelligence: an ability to perceive and understand other individuals - their moods, desires, and motivations.
 - **Intrapersonal** intelligence: an understanding of one's own emotions.
- Later in 1996, he developed naturalistic intelligence.

- **Naturalistic** intelligence: an ability to recognize, categorize, and classify flora and fauna (cited in Teele, 2000)

According to Linse and Nunan (2005: 197), the theory of Multiple Intelligences is very important and significant for teachers who are teaching young and very young learners, because it provides a framework for looking at children's strengths. It is advisable for teachers of young learners to embellish their lessons with activities that cater for multiple intelligences.

By the help of these activities, the teacher can create a good, interesting, non-stressful and fun learning environment in the classroom. The young and very young learners can learn a foreign language easily when they are having fun. Tosta (2001, cited in İnan, 2006:30) states that fun is one of the important and key elements in the language classroom. Young and very young learners have short attention spans and if the atmosphere in the classroom is not interesting, pleasant and joyful, they will get bored easily (Reilly and Ward, 2000:11). Scott and Ytreberg (1990:5,6) also support the idea that children have short concentration and attention spans, so in the classroom should be variety of activities and they also touch upon that young and very young learners have a very important and amazing ability, they can absorb language through activities which are enjoyable for them. Children should experience the language while they are singing, dancing, playing, drawing, coloring and so on. Young and very young learners are generally self-centered and focus on "here and now" (Ekşi, 2009: 53). Hence, teachers of young and very young learners should use series of activities in order to keep their interests and attentions alive, while teaching the foreign language and especially vocabulary. Çakır (2004:101-112) states that "young learners find learning languages by activities quite stimulating, motivating and interesting". Dickinson (2002, cited in Dewan 2005: 31) also supports by saying that "teachers of young learners in their classroom should create a rich, nurturing, stimulating environment filled with interesting and different activities".

Thus, using "a variety of activities" prepared according to Multiple Intelligence Theory as a tool for teaching language and particularly vocabulary to young and very young learners appears to be quite important and significant. In order to effectively use Multiple Intelligences Theory in the language classroom, teachers should determine learners' intelligences at the beginning of the academic year (Kornhaber, Fierros and Veenema, 2004:9).

1.2. Statement of the Problem

Teaching vocabulary to very young learners with reference to the multiple intelligence theory is the main concern of the study. In learning foreign languages, vocabulary plays an important role. In order to communicate in a foreign language, learners should learn enough number of vocabulary items. Without adequate vocabulary, the learners can not communicate effectively and express their ideas. Vocabulary has been seen as a main resource for language use (Tavil and İşısağ, 2009:301). Vocabulary teaching to very young learners is not a simple process. Very young learners are children have not yet began compulsory education and have not yet began to read and write (Reilly and Ward, 2000:3). They may have difficulty in learning abstract concepts. Very young learners are self-centered and mostly interested in “here and now”. They do not show interest to objects or situations which are not related to them. Ekşi (2009:52) also supports by saying that “ it is particularly challenging to work with very young learners because of the little language they can understand and produce”. Thus, they are not yet literate in their mother tongue, it is difficult to teach them a foreign language. However, it is possible to point certain characteristics of very young learners which can help teachers to organize their lessons, they can not concentrate for a long time. They have short attention spans, therefore tasks should be short, varied, motivating and interesting (Brewster,1991:6). Very young learners are lacking in inhibitions (Cameron, 2001: 1). They are receptive to new activities, ideas and materials. Children enjoy jumping, acting out, dancing, singing, playing games and so on. Children learn best through hands-on activities. According to Scott and Ytreberg (1990:2), children’s “ own understanding comes through their eyes, hands and ears. Their physical world is dominant always, all times”. They need constant recycling. Very young learners forget very quickly, that’s why teachers should reintroduced the language which presented several times at different intervals. Children at this age group are still developing. “Children display a huge potential in a wide range of intelligence and helping them to realize it is a teacher’s responsibility through activities, materials and situations in the classroom” (Ekşi, 2009: 53).

Snider (2001:6) asserts that MI based materials and activities bear a strong potential to improve and develop foreign language instruction because these activities and materials could engage students’ innate abilities. According to Christison (1996:10) application of MI Theory helps EFL/ESL teachers “create an individualized learning environment” and develop learners’ intelligences. Hoerr (1996:18) indicates that using MI Theory in the classroom

shows students' strengths, talents, uncovering potentials. Also he argues that in the classrooms where MI activities used, learners become more successful and self-confident. If learners feel success and self-confident, they can develop positive attitudes towards the subject and the teacher. Thus, these characteristics also increase teachers' feelings of success and motivation. Borusso (1997:47) also supports this idea by saying that "the best learning occurs when strengths are brought into play during the learning process". In this way, the teaching and learning process will become more effective and fruitful.

In Turkey, Ministry of Education attaches importance to multiple-intelligence based teaching. In the Journal of Congress of Ministry of Education (number 2552), teachers are informed as to how to determine learners' multiple intelligence profiles. Besides, some guidelines are defined about how to teach subjects compatibly with the learners' determined intelligences. It is also stated that activities should be relevant to the learners' intelligences and should allow the learners to use what they have learned in the classroom to solve problems they may meet in real life situations (<http://yayim.meb.gov.tr/dergiler/pdf/2552.pdf>, cited in Akman, 2006: 9).

Not obligatory at all, preschool English language learning is offered only by some of the private kindergartens. One of the shortcomings of very early introduction of English to preschoolers is the lack of an educational programme. There are no guidelines determined for preschool language instruction. Though Ministry of National Education has designed educational programmes for early English language instruction in primary schools, the objectives or programmes for preschool English language education are based on practising individual teachers' intuitions. Each teacher practices what he or she believes to be useful for their pupils. This study aims to offer a consistent and developmentally appropriate set of procedures to be used with very young learners in line with MI.

1.3. The Purpose of the Study

The number of very young learners meeting English at preschool have been increasing. Private preschools or kindergartens promise a fun and fruitful encounter with English as a treat; which is valued by many parents.

This study aims at identifying the multiple intelligences profile of a group of very young learners and design MI activities to introduce new English vocabulary that are emotionally, cognitively and developmentally appropriate and that are in line with their MI.

This study also aims to investigate how English language vocabulary can be taught to very young learners with reference to MI Theory by discussing the general characteristics, needs, expectations and intelligence types of very young learners.

The last aim of the study is to test the retention of target vocabulary items after a four week period so that we can comment on storage and retention of vocabulary when taught in line with MI.

Moreover, it is aimed to contribute insights to the field of teaching foreign language vocabulary to very young learners. Besides, it is believed that this research will be helpful for teachers of very young learners in terms of becoming familiarized with multiple intelligences which will be helpful in their vocabulary development and retention.

All in all, we can say that MI based teaching is one of the important and fruitful tools in the field of teaching foreign language to the preschool children, who have not yet received literacy education. According to Baş (2010: 414) MI Theory will provide multidimensional, effective, productive and permanent teaching and learning environment in the EFL classroom.

1.4. The Significance and the Scope of the Study

In recent years, there is a strong demand for the teaching of foreign languages, particularly English to young and very young learners all over the world. As the demand increases, young and very young children have become a serious factor of attention for the language teachers. Teaching English to young learners has become a popular area of study in the last 30 years as early foreign language instruction has become a mandatory part of primary school education in more and more countries worldwide (Ekşi, 2012:33). The belief that young learners can easily and naturally learn foreign languages has led to even earlier introduction of English into preschool years.

In 1980's "English for Young Learners" become a new field of study (Cameron, 2005 cited in Deneme and Ada, 2010: 48). Researches and applications carried out until 1990s particularly focused on teaching foreign languages at primary schools. However, later teaching English at preschool became important and significant (O'Neil, 1993).

In Turkey, preschool education which can be considered as optional, includes education of children aged three to five. Pre-school education in Turkey is given mainly in kindergartens and day nurseries. There are two types of preschools in Turkey: public and private. In public preschools, English language is not taught whereas private preschools give importance to English. Teaching English to very young learners at private preschools is not programmed by the National Ministry of Education (Deneme and Ada, 2010:48). Thus, private preschools prepare their own English language syllabuses. Each institution's materials, techniques and content are different.

This research is likely to be the first one of its kind to investigate role of Multiple-Intelligence based teaching in vocabulary learning of very young learners in preschools. Furthermore, it is also probably one of the rare studies on teaching foreign languages to very young learners with reference to Multiple Intelligence Theory.

This research attempts to shed lights on the effects of multiple-intelligence based teaching on vocabulary level of preschool children. The study also aims to describe the actual classroom environment during the MI based vocabulary instruction. This group of learners have not yet started compulsory education, that is to say, they cannot read and write. Thus, this study will show how children can learn English vocabulary prior to literacy training. Furthermore, it will provide a number of sample activities for the English teachers of preschool children. Findings of the research on the role of MI based vocabulary instruction in language learning of very young learners can offer great help for preschool English teachers to design their lessons accordingly. Nonetheless, the research will indicate how multiple-intelligence based activities can be assessed.

Besides, the results of the research may provide a useful contribution to the studies carried out in the field of teaching foreign languages to very young learners, and to those who are interested in multiple-intelligence activities and their effects on language teaching.

This research is conducted at a private preschool in Ankara. One class of five year old preschoolers have been chosen randomly as the sample population of the research. The subjects are 19 preschool children, 10 boys and 9 girls. The participants' age is five. This group of preschoolers study one hour of English a week and they have English classes twice a week.

The MI based lesson plans suggested here have designed for five year old preschoolers. The themes of the lesson plans have been prepared by the researcher and are in line with the syllabus of the school where applications were implemented.

Post-test MI Vocabulary Test 1 for Assessment and retention test MI Vocabulary Test 2 for assessing retention were also prepared to show vocabulary retention of the participants.

1.5 The Research Questions

In the study the following questions will be answered:

- What are the characteristics, needs and intelligence types of very young learners?
- How can MI based activities be implemented in an English lesson in a preschool?
- Are there any differences between results of the MI Vocabulary Test 1 (for assessment) and MI Vocabulary Test 2 (for retention)?

1.6. Hypotheses

The main focus in this study is to teach new English vocabulary to very young learners in line with their MI. It is hypothesized that very young learners possess different MI profiles and the MI based activities suggested in this study will help the preschool children learn and retain target vocabulary efficiently. It is also hypothesized that MI based language learning activities may motivate very young learners and help develop positive feelings towards and cooperation and participation in the lessons.

1.7. Methodology

This study involves a mixed design. It is primarily descriptive in nature, which involves the study of a group of activities over time with a group of pre-schoolers with different multiple intelligences profiles. The researcher wishes to portray a detailed picture of the very young learners' early language learning experiences in a kindergarten. In addition, the study focuses on changes that occur in vocabulary development of the very young learners as they

participate in specially designed language lessons for six weeks. The quantitative data comes from Teele's pictorial MI inventory and two vocabulary assessment tests based on student performances as the children have no literacy training yet. True scores of pupil's performance and mean scores of the class both in assessment test and in retention test have been used to determine the success of the procedures. Qualitative data is retrieved from semistructured interviews with the preschool director and the regular teacher of the pupils, classroom observation reports of the pupil's teacher and the video recordings of the classroom procedures.

First, the research reviewed the literature about very young learners, the Multiple Intelligence Theory and vocabulary teaching as they provided basis for preparing lesson plans and tests for assessment. Second, TIMI Test (Teale Inventory for Multiple Intelligences) was administered in order to determine the subjects' dominant intelligences. Since, this group of participants were preschoolers, they were not literate, so the researcher did not use traditional testing. MI based lesson plans were designed and implemented. Before determining the target vocabulary, the researcher took semi-structured interview from participants' English teacher in order to get information about their knowledge of English and vocabulary. The target vocabulary was determined together with the regular class teacher and the preschool administration according to the participants' knowledge, necessities, interests and needs.

During the application period, which lasted for six weeks, the participants had English classes with the researcher. Their English teacher did not teach during the application process. She just observed the classroom procedures with special interest into how MI based activities are perceived by the pupils.

The final stage of the research was the assessment process. To be able to assess learning outcomes in line with the pupils' multiple intelligences, MI (Multiple Intelligences) Vocabulary Test 1 for Assessment was developed taking into consideration the basic principles of each intelligence and participants' illiteracy. MI Vocabulary Test 1 for Assessment was implemented according to participants' performances. Before implementing the test, the researcher took the opinion's of two Young Learner experts about MI Vocabulary Test 1 for Assessment, which assesses the target vocabulary.

MI Vocabulary Test 2 for Assessing retention was applied four weeks after the first test. The second test was implemented in order to assess long-term retention of the participants, i.e. how much of the target vocabulary could be retained in their memory. The

second test was applied in the same way as the first one. Two tests were prepared according to semiotic approach. First and second tests were taken individually and videotaped by the researcher. The findings of the tests were compared and analyzed. Meanwhile, after the first test, the participants' English teacher made revisions of the topics were taught by the researcher.

1.8. Ethical Concerns

As the subject group are children, parental consent was sought after and with the full cooperation of the preschool administration and the teacher, it was taken. In response to the e-mail asking for permission, Sue Teele, the designer of the Teele's pictorial inventory for MI, has also granted the permission.

1.9. Assumptions and Limitations

The following assumptions will be taken into consideration throughout this study:

The intelligence types of kindergarten children, who will participate in this study, have not been discovered yet.

Preschool children may acquire vocabulary better through activities prepared according to the MI theory, which are carefully prepared by the researcher who considers the needs, characteristics and intelligence types of the very young learners.

This study will be carried out in a kindergarten in Ankara.

In this research, preschool children are limited to one private kindergarten students. The students' ages, English levels and individual differences are accepted as equal. In Teele's pictorial inventory, there are no items to measure naturalistic intelligence, but, supposing all people posses all eight intelligences, naturalistic intelligence activities are also added in the lesson plans. This research was carried out in 2010-2011 academic year.

1.10. Definition of Terms

Young Learners : children from the first year of formal schooling (five or six years old) to eleven or twelve years of age (Phillips, 200)

Very Young Learners : children who have not yet started compulsory schooling and have not yet started to read (Reilly and Ward, 2000)

Foreign Language: A foreign language is a language used in a country other than one's own. It is also a language not spoken in the native country (retrieved from www.oxforddictionaries.com) .

Multiple Intelligence Theory: In 1983, Howard Gardner introduced his Theory of Multiple Intelligences in a seminal book, *Frames of Mind*. Based on his work as professor in the Harvard Graduate School of Education, his work as a psychologist researching brain injuries, and his long interest and involvement in the arts, he suggested that intelligence is not a single attribute that can be measured and given a number. He pointed out that I.Q. tests measure primarily verbal, logical-mathematical, and some spatial intelligence. Believing that there are many other kinds of intelligence that are important aspects of human capabilities, he proposed that they also include visual/spatial, bodily/kinesthetic, musical, interpersonal, and intrapersonal intelligences (Kornhaber, Fierros and Veenema, 2004).

Teele Multiple Intelligence Inventory: TIMI was developed in 1992 by Dr. Sue Teele, a professor of education at California University. It was specially designed for children studying at preschool to secondary school to investigate the dominant intelligence types in learning. TIMI is a pictorial selective test consisting of 56 panda pictures, each of which includes features of seven intelligence types. There are 28 picture-pairs from which the students should select one picture of the pair (Teele,1997).

CHAPTER II

REVIEW OF LITERATURE

2.0. Introduction

This chapter will define young and very young learners and focus on definitions by different scholars. It is also will define the term “intelligence” and provide a historical view of the concept. Besides, it will discuss other pluralistic views of intelligence along with the Multiple Intelligences theory of Gardner. Multiple Intelligences based activities for young and very young learners will be discussed.. Teaching vocabulary to young and very young learners will be presented. In addition, studies in Turkey and abroad about teaching young and very young learners will be reviewed.

2.1. Defining Young and Very Young Learners

In the 21th century, in modern world the study of foreign languages is very important and necessary. Most people live in societies where more than one language is used. The demand of learning and teaching foreign languages has increased, especially in the field of English language. English has become the lingua franca, in other words "the means of communication among people with different native languages" (Ersöz, 2010: 7). This fact makes English more popular and significant among other foreign languages.

Nowadays, there is a strong demand for the teaching foreign languages, particularly English to young learners all over the world. As demand increases, young children became a serious focus of attention for the language teachers.

Let us now define young and very young learners and what makes them different from regular learners. The term ' Young Learners' in the literature generally refers " to children from the first year of formal schooling to 12 years of age" (Phillips, 1993:5). Phillips (1993) also states that the age of children is not the basis for our instruction but their maturity is. In other words, we should bear in mind not just the age of the children but how mature they are. There are a lot of factors that may influence children's maturity, such as their culture, their environment, their sex, the expectations of their peers and parents (Phillips, 1993:5). Scott and Ytreberg state that "Some children develop early, some later. Some of them develop

gradually, others in leaps and bounds" (cited in Lewalska, 2010). Scott and Ytreberg, there are differences between children of different age groups. For instance, what children of five can do and what children of ten can are not the same. Furthermore, it is not possible to argue that at the age of five all children may reach the same physical and mental level of growth and at age of ten all children may reach the same level of growth. On the other hand, it is possible to find out certain characteristics of young children. Teachers should be aware of this and take into consideration the individual differences and preferences of children while teaching a language.

In some cases, language teaching and learning may take place at a younger age, at kindergarten or pre-school year, which is from 3 to 6 years old. Generally these group of children are referred to as " Very Young Learners" (Ersöz, 2010:7). Young and very young learners instinctively apply the skills which they develop in their mother tongue to their second language learning. Fröhlich-Wand (cited in Brumfit, et al 1991:9) suggests that young learners can learn a foreign languages more naturally and more easily than older learners. Due to this, the term ' Young Learners' arises. Consequently, these children are regarded as "natural" learners, because they bring their curiosity, energy, and spontaneity to the learning process (Tavil, İşısağ, 2009:300). Young learners need continuous repetition, recycling and review of learned knowledge because of their short memory spans (Cameron: 2001: 1). In addition to this, materials which are used in the classroom should be changed often in order not to lose learners's concentration and motivation.

Brumfit (1991) expresses, some advantages of learning English beginning from the childhood. At this stage, learners are more enthusiastic and have few inhibitions. Exposure to a foreign culture at this age makes them more tolerant and sympathetic to others. Moreover, they have more time to master the language.

Brumfit and et al (1991: iv) define the characteristics of young learners as follows:

- Young learners are just beginning their primary schooling, so teachers have a major opportunity to mould their expectations.
- As a group, they are potentially more differently than secondary or adult learners, for they are closer to their varied home cultures and new to the conformity increasingly imposed accross cultural groupings by the school.
- They tend to be keen and enthusiastic learners.
- Their learning can be closely linked with their development of ideas and concepts.

- They need physical movement and actively as much as stimulation for their thinking and the closer together these can be the better.

Finney states that " young children have advantages of second language learning such as better pronunciation, less inhibitions and a love for mimicking through movement" (cited in Tavil, Söylemez, 2008: 372). Studies (Bhatnagar, Mandybur, Buckingham, & Andy, 2000; Evans, Workman, Mayer & Crawley, 2002; Fabbro, 1999) support this idea that children "who learn a language before the onset of adolescence are much more likely to have native-like pronunciation" (cited in Ersöz, 2010: 9). Ersöz (2010) supports the above mentioned idea by saying that " children learn foreign languages more easily than adults as the young brain inherently flexible and uniquely structured to acquire language naturally".

According to Robin, young learners have specific characteristics which teachers should bear in mind (cited in Tavil, İşısağ, 2009:300,301) :

- Young children have an innate capacity to absorb a second language like a sponge.
- They immitate their role models with spontaneity and enthusiasm.
- Young children actively learn a second language through games, songs, puppets, stories, projects and other activities.

As Cameron (2001) asserts, young learners are enthusiastic, lively and lacking in inhibitions. They are enthusiastic to try everything, they like games and stimulating, motivating activities more than older learners. They are not as self-conscious as older learners. Young learners like new ideas, activities and materials.

In order to understand better who young learners are and what they can do at certain ages, let us look at the works of some scholars such as; Piaget, Vygotsky, Bruner, Scott and Ytreberg. Their works have shed light into the issue concerning young learners and their characteristics, expectations and needs and how they learn.

2.1.2. Piaget's Definition

Swiss psychologist Jean Piaget was concerned with development of thinking from infancy to adulthood. He categorized this as cognitive development stages. One of his main concerns was how young children function in the world which surrounds them, and how this affects their mental growth. In Piaget's standpoint, children continuously interact with the world around them and solve problems they face. He stated that learning occurs through taking action to solve these problems (Cameron, 2001:2).

Piaget saw the child as an active participant in the development of knowledge which constructs child's own understanding. He argued that the child tries to make sense of the world around him. Hence, the child tries to adapt to the world around him (Somerville, 2009).

Piaget's developmental model for children involves schemas (i.e. "concepts") or the action of categorizing. A baby begins life with a small number of sensory or motor schemas. As children interact within the world, they acquire more experiences and these schemas are modified as they make sense of new experiences (cited in Somerville, 2009). Jean Piaget stated that children's schemas are constructed through "the process of *assimilation* and *accomodation*, when going from through four different stages of development" (Powell, Kalina, 2004: 242). "Assimilation happens when action takes place without any change to the child; accommodation involves the child adjusting to features of the environment in some way" (Cameron, 2001:3). According to McLaughlin (1992), assimilation and accommodation are adaptive process of behaviour, however they become process of thinking (cited in Cameron, 2001: 3).

According to Piaget, a child's gradual growth is marked with certain fundamental changes which cause a child to pass through a series of stages (cited in Cameron, 2001:3). He put forward four stages of cognitive development; sensory motor (0-2 years), pre-operational (2-7 years), concrete operational (7-11years) and formal operational (11-adult) (cited in Woolfolk, 2001a:31).

The following table describes Piaget's stages of cognitive development.

Table 1: *Piaget's Stages of Cognitive Development*

Stage	Approximate age	Characteristics
Sensory motor	0-2 years	Begins to make use of imitation, memory, and thought. Begins to recognize that objects do not cease to exist when they are hidden. Moves from reflex actions to goal-directed.
Preoperational	2-7 years	Gradually develops use of language and ability to think in symbolic form. Able to think operations through logically in one direction. Has difficulties seeing another person's point of view.
Concrete operational	7-11 years	Able to solve concrete (hands-on) problems in logical fashion. Understands laws of conversation and is able to classify and seriate. Understands reversibility.
Formal operational	11-adult	Able to solve abstract problems in logical fashion. Becomes more scientific in thinking.

		Develops concerns about social issues and identity.
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(Woolfolk, 2001a:31)

As have shown on the table given above, Piaget associated these four stages with specific ages to provide a general guideline. Jean Piaget believed that all people in the world pass through the same four stages in exactly the same order. However, he pointed out that knowing childrens' age is not a guarantee of knowing what the child thinks (cited in Woolfolk, 2001a: 30). The stage in which preschool children belong is called preoperational stage (2-7 years). According to Good and Brophy (1986), children at these ages can explore and manipulate concrete objects and rote verbal learning and physical practice of letters, numbers, sounds, words, arithmetical computations, printing and writing skills. Children of preoperational stage develop their own language skills but still can not grasp of others. As Piaget stated within this stage there is "symbolic function" where children start to distinguish pictures or symbols of different objects. Also at this stage children ask all sorts of questions about everything around them (Wadsworth, 2004). Between the ages of 2 and 4, most children have vocabulary about 200 to 2,000 words (cited in Woolfolk, 2001a: 32). Another significant characteristic of the preoperational children is that they are very egocentric. They can see the world around them and the experiences of other people from their own point of view. According to Piaget, here egocentric does not mean selfish. It just means "children often assume that everyone else shares their feelings, reactions, and perspectives" (cited in Woolfolk, 2001a: 32, 33). Children belonging to this stage learn through hands-on experiences and through manipulation of objects (Gorman, 1972: 27). Hence, children learn by doing, we can say that in an EFL area learners need to be active and engaged in activities of which language is a part; meaningful tasks in which language is used to accomplish the task. Children should be given a chance experience the world (Hudelson, 1991:2).

However, on the other side researches done in several years later has shown that Piaget underestimated what children can do and that they were indeed capable of many ways of thinking which he considered too advanced and difficult for them (Cameron, 2001: 3,4). Moreover, Artman and et al argue that Piaget's theory overlooks the important effects of the child's cultural and social group (cited in Woolfolk, 2001a: 43). Jean Piaget considered the child on his or her own rather in communication with adults or other children.

2.1.3. Vygotsky's Definition

Another important and well-known psychologist in the area of child development is Russian scholar Lev Semenovich Vygotsky. He stressed the importance of culture and interactions with the people in the child's world. Vygotsky believed that "human activities take place in a cultural setting and cannot be understood apart from these settings. These social interactions are more than simple influences on cognitive development – they actually create our cognitive structures and thinking process" (Palincsar, cited in Woolfolk 2004b:45). Vygotsky suggested that children's cognitive development is developed by interactions with people who are older and advanced in their thinking, for instance it can be parents or teachers (Woolfolk, 2004b: 46). For Vygotsky, "the interaction between the adult and the child is like a dance-the child leads and the adult follows, always closely in tune with the child's actions" (cited in Berk and Winsler, 1995:1). Vygotsky stated that with the help of adults, children can do and understand much more than they can on their own (Cameron, 2001: 6). Children are more successful in performing tasks, solving problems or just memorizing things while adults or more capable peers help them (Wood, 2003:26). There is a much more central role for the adult. Adult's role should not be an instructor delivering knowledge, but as a "scaffolder" - supporting, encouraging and extending child's own active search for understanding" (Whitebread, 1999:3). In Vygotsky's work on Zone of Proximal Development (ZPD here after), he stated that children not only need hands-on experiences but also need to interact with and learn from others. Vygotsky defined the ZPD "as the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (cited in Obuhova, 1996). The underlying principle of his theory is that "development and learning take place in a social context; in a world full of other people, who interact with the child from birth onwards" (Cameron, 2001:6). In other words, for Vygotsky the child is an active learner in the world full of other people. Moreover, Vygotsky also gave importance to the language as well as to the people in child's world. "Language provides the child with a new tool, opens up new opportunities for doing things and for organising information through the use of words as symbols" (cited in Cameron, 2001:5). So, Vygotsky saw "the child as first doing things in social area with other people and language helping in different ways, and gradually shifting away from reliance on others to independent action and thinking" (cited in Cameron, 2001:7). All in all, we can say that child's successful development take places through social interactions with others especially parents, teachers or more capable peers and language helps to build this interaction.

2.1.4. Bruner's Definition

An American well-known psychologist Jerome Seymour Bruner was interested in the area of cognitive psychology. Bruner also attached importance to the culture, social interaction and language. Like Vygotsky, Bruner was convinced that in mental development social experience plays an important role. However, Bruner's theory, where social experience involved in development, differs from Vygotsky's theory. Bruner, in his writings concerning human development, made stress not only to the culture and social interaction, but also, like Piaget, to the influences of biology and evolution (Wood, 2003:38,39).

Jerome Bruner stated that language is one of the most important tools for cognitive growth. He found how adults use language in order to mediate the world for children and help them to solve problems they come across (Cameron, 2001:8). According to Whitebread (1999), Bruner demonstrated a lot of studies where language enables children to develop their thinking and perform tasks. "Providing children with a relevant vocabulary and requiring them to formulate their ideas in discussion, is a vital element in helping children to develop flexibility in thinking and construct their own understandings about the world" (cited in Whitebread, 1999:4,5).

In addition to this, Jerome Seymour Bruner paid attention to *scaffolding*. We have touched upon the term "scaffolder" while talking about Vygotsky and his ZPD. Let us look to the term "scaffolding". The word "scaffolding" was first coined by Bruner, Wood and Ross (1976), they were influenced by Vygotsky and his work of ZPD (cited in Holton and Clarke, 2006:128). This term has been interpreted and applied to educational research and practice. According them scaffolding has six key functions. These functions are:

- *recruitment*: engaging the child in an interesting and meaningful activity;
- *reduction*: developing the activity around manageable components;
- *maintenance*: ensuring that the child is on-task and on-task for a solution;
- *marking*: accentuating the main parts of the activity;
- *control*: reducing the frustration level of the activity;
- *demonstration*: providing a model of the solution method for the child (cited in Holton and Clarke, 2006:129)

According to Holton and Clarke (2006), cognitive scaffolding helps learners to reach places which they are not able to reach to. With the appropriate and right devices, the teacher may put in place the scaffolding which will allow new knowledge to be constructed or

incomplete or wrong concepts to be corrected. They state that this scaffolding stimulates learner activity in the ZPD.

Berk and Winsler state that in scaffolding, “the child is viewed as a building, actively constructing him - or herself. The social environment is the necessary scaffold, or support system, that allows the child to move forward and continue to build new competencies” (Berk and Winsler, 1995: 2).

Cameron (2001) argues that good scaffolding was tuned to the needs of the child as the child became more competent. Scaffolding can also be conducted in the classroom via teacher-learner talk. According to Wood (1998), teachers can scaffold student’s learning in several ways:

Table 2: Teachers’ Scaffolding Student’s Learning

Teachers can help children to	By
attend to what is relevant	suggesting
	praising the significant
	providing focusing activities
adopt useful strategies	encouraging rehearsal
	being explicit about organisation
remember the whole task and goals	reminding
	modelling
	providing part-whole activities

(from Wood (1998) cited in Cameron, 2001: 9)

Cameron (2001) asserts that all these teaching strategies given above can be applied also to the language teaching. Children, because of their limits of attentional capacity could not remember some part of the task or the language which they want to use. At this stage, the teacher is doing what children yet unable to do for themselves. They together manage the task, however the parts and the aspects while doing task are divided and varies with age and experience. The teacher does most of the managing part of a task in joint engagement.

Jerome Bruner’s a further useful contribution to the area of language teaching is his notions of *formats and routines*. Bruner’s one of the most useful example of a routine is of parents reading stories to their children. This process begin from the babyhood onwards. Everyday or everynight parents and children turn the pages of the large picture story book together. As the children get older, the types of the books changes and the role of adult and child also change. However, the format remains. Parents show characters and talk about them. Parents’ language includes lot of repetition while talking about characters in the story book.

Reading a book is scaffolded by the adult to let the child participate in the reading process at the level in which they are. The repeated language helps the child to predict what will happen next. According to Bruner, these routines are important for the language and cognitive development of the child (Cameron, 2001: 9,10). In the language classroom, teachers can use routines, which happen everyday. These routines may contribute to the development of the language. Learners may understand language much more quickly and better.

2.1.5. Scott and Ytreberg's Age Classification

Scott and Ytreberg (1990) claim that the young learners can be grouped according to their ages rather than growth levels as five to seven year old and eight to ten year old children. According to these scholars, it is almost impossible to say definitely what a five year old child can do and what a seven year old child can do. However, it may be possible to point out the certain characteristics of young learners which can be helpful clue during teaching learning process.

2.1.5.1. Five to Seven year-olds

Scott and Ytreberg (1990:1,2) classify characteristics of the young children as follows:

What five to seven year olds can do at their own level

- They can talk about what they are doing.
- They can tell about what they have done or heard.
- They can plan and do activities.
- They can argue for something and tell you why they think and what they think.
- They can use logical reasoning.
- They can use their vivid imaginations.
- They can use a wide range of intonation patterns in their mother tongue.
- They can understand direct human interact.

Scott and Ytreberg (1990) also describe other characteristics of the young language learners. Young learners know that the world is governed by the rules and may not understand them, but they know that they are there to be obeyed and these rules help to nurture a feeling of security in the classroom environment. The young language learner may understand the

situation more quickly than the language used. They use language skills long before they are aware of them. These children's understanding comes through hands, eyes and ears. So, their physical world is dominant at all times. Five to seven year old children are very logical. What others say to them first, happens first. For instance, "Before you turn off the light, put your book away" may mean for them first turn off the light and then put your book away. Children from this age group have a very short attention and concentration span. They sometimes have difficulty in understanding what is fact and what is fiction. Children at these ages are often happy playing and working alone but in the company of others. They can be very reluctant to share. Children up to the age of six or seven are self-centered and they are not able to see and understand things from others point of view. Scott and Ytreberg (1990) claim that it can be true that sometimes pupils do not want to work together because they do not see the point. Children sometimes may not understand what is wanted from them. The adult world and the child's world are completely different. They do not understand each other's talking. Adults usually find out by asking questions, but children do not always ask. They either pretend to understand, or they understand in their own way and do what they think people want them to do. At these ages children are not able to decide for themselves what to learn. Generally, young children love to play and learn best when they are enjoying themselves. However, it is well known that these children take themselves very seriously and they like to think and see that what they are doing is 'real' work. In addition to these, young children are very enthusiastic and positive about learning. If teachers label young learners failures, then they believe them. It is very significant to praise them if they are to keep their enthusiasm and feel successful from the beginning (Scott and Ytreberg, 1990: 3).

2.1.5.2. Eight to Ten year-olds

General Characteristics

Compared to the age group mentioned above, ten-year-old children are more mature. Many characteristics of the young children which are described in previous part of the thesis will be things of the past.

What eight to ten year olds can do at their own level:

- Their basic concepts are formed. They have very decided views of the world.
- They can tell the difference between fact and fiction.
- They ask questions all the time.

- They rely on the spoken word as well as the physical world to convey and understand meaning.
- They are able to make some decisions about their own learning.
- They have definite views about what they like and do not like doing.
- They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
- They are able to work with others and learn from others (Scott and Ytreberg, 1990:3,4)

According to Scott and Ytreberg (1990:4), eight to ten year-old young learners have command of language with all the basic elements in place. These learners are aware of the main rules of syntax in their mother tongue. By the age of ten they can understand abstracts, symbols, and also generalise and systematise. They have language awareness and readiness which they bring into the foreign language classroom.

2.2. The Role of Age in L2 Acquisition

The role that age plays in learning a second or foreign language and whether there is a critical period after which it becomes impossible to achieve full target-like competence is an issue of continuing debate. Krashen, Long and Scarcella reviewed a number of earlier studies and reached the following conclusions on the age factor:

1. Adults proceed through the early stages of syntactic and morphological development faster than children (where time and exposure are held constant).
2. Older children acquire faster than younger children (again in the early stages of syntactic and morphological development where time and exposure are held constant).
3. Acquirers who begin natural exposure to a second language during childhood achieve higher second-language proficiency than those beginning as adults: (Ellis, 2008:19,20).

It appears that even in acquisition terms, research evidence do not entirely support the belief that “younger is better”. As to instructed setting, young learners lack the cognitive development that they can benefit from when explicit learning is concerned. School-based learning environments typically cannot provide pupils with the amount of exposure needed

for the age advantage of young learners to emerge (Ellis, 2008: 22). Yet, it would be best to design language classes that cater for pupils needs and interests through natural-like activities as explicit teaching that requires cognitive study skills do not work with children. “Also, there are strong educational reasons for an early start, there are intellectual and cultural benefits in studying a foreign language (Ellis, 2008:32).

2.3. What is Intelligence?

The first usage of the term “intelligence” goes back to ancient Greece. According to Plato, “people could be smart because they were aware of their own ignorance” (cited in Akman, 2006:19). He thought that the human being could never understand the totally truth, they could began to approach understanding while studying geometry and logic. However, later Plato’s student Aristotle stated that people have two important and great mental abilities: quickly understanding causes, situations and making good moral choices. According to Aristotle, intelligence was an intellectual and cognitive process (Akman, 2006: 19).

Afterwards, studies and researches related to intelligence gained speed, especially in the 19th century. A lot of new ideas aroused and different classifications were made (Bumin, 2002).

The following paragraphs include some descriptions of the term intelligence:

Pyle suggests that the term “intelligence” may be referred to a number of situations:

1. Intelligence might be taken to mean ability- what a person can do at that moment,
2. Intelligence might be taken to mean the speed at which a child is developing mentally,
3. Intelligence may refer to the ability to profit from experience. That means being effective, adequate or capable in some general way (cited in İşısağ, 2008:352).

Sir Francis Galton (1869) believed that human talents could be genetically passed from generation to generation. He attempted to measure intelligence through senses. His tests included visual acuity, tactile sensitivity and reaction time. Galton published his ideas on hereditary intelligence in his book “Hereditary Genius”.

Binet and Simon (1916) claimed that “there is in intelligence, it seems to us, a fundamental agency the lack or alteration of which has the greatest importance for practical life; that is judgement, otherwise known as good sense, practical sense, initiative, or the

faculty of adapting oneself”. In other words, in intelligence there was a basic faculty and lack of it was very significant and important for daily life.

Charles Spearman (1927) argued that all intellectual performances drew upon a single, underlying general intellectual or “g” factor. He introduced the first and simplest possible factor model, which meant that any test in the intellectual category had only one common factor “g”, as well as a unique specific factor “s” (cited in Teele, 1999:4). Generally ability (g) was required for performance of mental tests of all kinds. Special ability (s) was required for performance on just one kind of mental test.

Raymond Catell (1963, 1971) developed a theory of intelligence which was based on the distinction between two different “g” components. These were fluid intelligence “gf” and crystallized intelligence “gc”. “Fluid intelligence was viewed as a biologically influenced dimension of “g” that declines over the adult life span. Whereas “gc” was believed to be influenced by education and cultural exposures and was not assumed to decline over the adult life span” (cited in Sternberg, 2000:21).

According to David Wechsler (1939) “intelligence is not only a global entity but also an aggregate of specific abilities that are qualitatively different” (cited in Coalson and Weiss, 2002:1). Wechsler thought that intelligence is global because it distinguishes people’s behavior as a whole. It is also specific because it involves abilities which are totally different from each other. He designed a scale (WAIS) for adults in 1939 and in 1949 he prepared for children (WISC). His test included two categories which are verbal and performance.

According to L.L. Thurstone’s theory (1938) of intelligence centered on the existence of “primary mental abilities” rather than a general and several specific factors. He proposed that a person can be intelligent in numerous ways. His multiple-factors theory described seven primary mental abilities. These seven mental abilities were (as cited in Sternberg, 1985:5):

1. *Verbal comprehension*. This ability is typically measured by tests of vocabulary and by tests of reading comprehension skills,
2. *Verbal fluency*. This ability is typically measured by tests that require rapid production of words,
3. *Number*. This ability is typically measured by arithmetic word problems where there is some emphasis upon both computation and reasoning, but relatively little emphasis upon extent of prior knowledge,
4. *Spatial visualization*. This ability is typically measured by tests requiring mental manipulation of symbols or geometric designs,

5. *Memory*. This ability is typically measured by a test of recall-memory for words or sentences or by paired-associates recall of names with pictures of people,
6. *Reasoning*. This ability is typically measured by tests such as analogies and series completions,
7. *Perceptual speed*. This ability is typically measured by tests requiring rapid recognition of symbols.

J.P. Guilford was the first to examine the term intelligence under a theoretical basis. He designed a lot of tests that measured creative thinking. Guilford (1967) identified three fundamental components of intelligence. These were (as cited in Kane and Brand, 2003:23);

1. *Contents: Visual, Auditory, Symbolic, Semantic, Behavioral,*
2. *Products: Units, Classes, Relations, Systems, Transformations, Implications,*
3. *Operations: Cognition, Memory, Divergent Production, Convergent Production, Evaluation.*

These three factors combine to identify 150 different skill areas. The Structure of Intellect's philosophy is that intelligence is not fixed. Intelligence can be learned. IQ tests implement narrow abilities, however Structure of Intellect (SI) measures different abilities (Barlow, 2000:1,2).

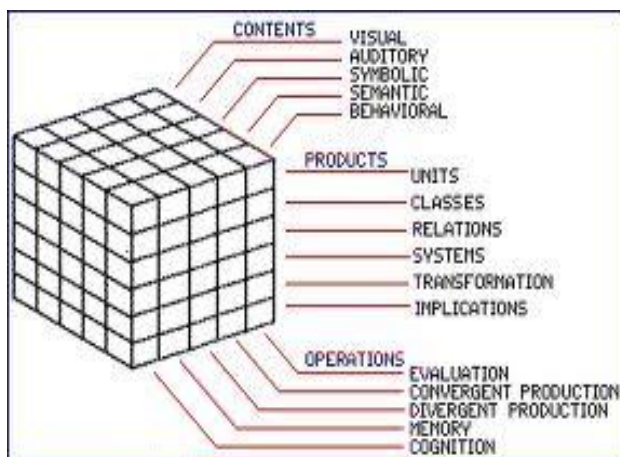


Figure 1: *Structure of Intellect Theory*

In 1998, Daniel Goleman defined Emotional Intelligence (EQ) as “...the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships” (Goleman, 1998). According to Goleman, emotional intelligence is a different way of being smart. EQ involves some important domains which are:

- knowing your feelings;

- managing your feelings well;
- motivating yourself with zeal and persistence;
- maintaining hope in the face of frustration;
- exhibiting empathy;
- interacting smoothly;
- managing your relationships effectively.

Emotional Intelligence embraces some theories such as Transactional Analysis, Neuro-Linguistic Programming (NLP) and empathy. By improving and developing EQ domains, Emotional Intelligence, people could become more effective, productive and successful at what they do, and help others to be more successful, effective and productive too (www.uwsp.edu/education/wilson/learning/emt.htm).

Robert Sternberg (1985) introduced his Triarch Theory in his book named “Beyond IQ: A Triarchic Theory of Human Intelligence”. Sternberg in his book pointed out shortcomings of traditional tests such as IQ and the like. The tests like IQ measure only analytical intelligence. He asserted that these kind of tests measure only small part of the intelligence. The Triarchic Theory includes three important points: analytical, practical and creative.

Table 3: *Sternberg’s Triarchic Theory of Intelligence*

Analytical	try to solve familiar problems by using strategies that manipulate the elements of a problem or the relationship among the elements (e.g., comparing, analyzing)
Creative	try to solve new kinds of problems that require us to think about the problem and its elements in a new way (e.g., inventing, designing)
Practical	try to solve problems that apply what we know to everyday contexts (e.g., applying, using)

(Sternberg,1994)

Sternberg believed that analytical intelligence is based on joint operations of metacomponents, performance components and knowledge acquisition components of intelligence. Creative intelligence allows people to think creatively and effectively. Practical intelligence is the intelligence which operates in real life and in real world. People with practical intelligence could adapt to environment ([www.wilderdom.com/personality/L2-2SternbergTriarchic Theory.html](http://www.wilderdom.com/personality/L2-2SternbergTriarchicTheory.html)).

Howard Gardner (1983) in his book “Frames of Mind: The Theory of Multiple Intelligences” presented the idea of Multiple Intelligences. Gardner, also like Sternberg, assumed the presence of different types of intelligence. People possess these types of intelligence in varying degrees. Each person has some strong intelligences and some that are not well developed. Gardner (1993) believed that the intelligence profile can be changed and improved. In order to support his argument, Gardner analyzed case studies of individuals with unusual talents such as child prodigies in music or mathematics. He reviewed neuropsychological evidence on specialized places of the human brain which process special types of information and also integrated evolutionary theory and results of psychometric tests.

Howard Gardner defined intelligence as (Cambell et.al, 1996: xv) :

- the ability to solve problems that one encounters in real life;
- the ability to generate new problems to solve;
- the ability to make something or offer a service that is valued within one’s culture.

The Multiple Intelligences Theory consisted of seven intelligence types:

- verbal-linguistic;
- logical-mathematical;
- visual-spatial;
- bodily-kinesthetic;
- musical;
- interpersonal;
- intrapersonal.

Later he added naturalistic intelligence. And also Gardner (1991) proposed a possible additional intelligence which is called existential intelligence. Before we go further and discuss the implications of the theory in education, it would be better to focus on theoretical part of the theory in details. Thus, the next part of the section will cover the MI Theory.

2.4 .The Theoretical Basis for Multiple Intelligences

Gardner’s classification and why he named them intelligences rather than talents, skills or aptitudes have been at the center of attention and discussion. The following provided the rationale for the identification of “intelligences”:

2.4.1. Potential Isolation by Brain Damage

Gardner (1983), while working with people who suffered illness or brain damage injury or accident, thought that not all intelligences were damaged. For instance, if a person get harm in Broca's area (left frontal lobe), his linguistic intelligence can be damaged and the person can have difficulty in speaking, reading and writing. However, he can still have ability to dance, sing, do math (Armstrong, 2000b:4). Thomas Armstrong (2000b:7) discusses lobes and parts of the brain where each intelligence is existed. Linguistic intelligence is situated on the left temporal and frontal lobes (e.g. Broca's/Wernicke's areas); logical-mathematical intelligence is on left parietal lobes, right hemisphere; the visual-spatial intelligent intelligence is on posterior regions of right hemisphere; bodily-kinesthetic intelligence is on cerebellum, basal ganglia, motor cortex; musical intelligence is on right temporal lobe; interpersonal intelligence is on frontal lobes, temporal lobe (esp. right hemisphere), limbic system; intrapersonal intelligence is on frontal lobes, parietal lobes, limbic system and naturalist intelligence is on left parietal lobe. Gardner believes that there is a neurological evidence for a pluralistic view of intelligence.

2.4.2. The Existence of Savants, Prodigies, and Other Exceptional Individuals

Howard Gardner (1983) states that some people show highly qualified abilities at one intelligence type, however other intelligence types at low levels. These individuals are called as 'savants'. According to Armstrong (2000b:4), "savants are individuals who demonstrate superior abilities in part of one intelligence while their other intelligences function at a low level". For instance, some individuals have the ability to easily calculate multidigit numbers in their head or play any musical composition after hearing it only once.

2.4.3. A Distinctive Developmental History, along with a Definable Set of Expert

'End-State' Performances

According to Gardner (1983) each intelligence has its own developmental path. It means that each intelligence has its own time of arising in early childhood, its own time of coming to the highest dot. For instance, musical intelligence peaks at early ages. Mozart was just four years old when he began to compose. On the other hand, mathematical intelligence does not emerge at early ages as musical intelligence. A lot of great mathematical and

scientific ideas were developed by teenagers like Blaise, Pascal and Karl Friedrich Gauss. Linguistic intelligence, compared with other intelligences, peaks very late. One can become a successful novelist at the age of forty, fifty and even later. Howard Gardner (1983) claims that we need to look for different developmental maps to comprehend the intelligences. For instance, Piaget provides a map for logical-mathematical intelligence, Erik Erickson for personal intelligence and Chomsky and Vygotsky for linguistic intelligence (Armstrong, 2000b:5).

2.4.4. An Evolutionary History and Evolutionary Plausibility

According to Howard Gardner (1983), each intelligence has its roots in the evolution of people. Thomas Armstrong (2000b:9) claims that cave drawings are important indicators of spatial intelligence. Similarly, archeological studies and evidence are the proof of the existence of early musical instruments. Moreover, he states that MI Theory has also a historical context, because certain intelligences seem to have been more significant and important in earlier times than today. Also he adds that some intelligences may become more significant and important in the future.

2.4.5. Support from Experimental Psychological Tasks

Howard Gardner (1983) asserts that by analyzing particular psychological studies, we can see that intelligences work apart from each other. For instance, individuals may be good at one specific skill, such as mathematics, but may fail in reading. Similarly, some people may remember words but not faces or some may perceive musical sounds but not verbal sounds. That is to say, all examples above show that these cognitive faculties are intelligence specific. People can show different levels across all seven intelligences in each cognitive area (Armstrong 2000b:10).

2.4.6. Support from Psychometric Findings

Gardner (1983) claims that standardized tests assess multiple intelligence in decontextualized fashion but on the other hand he suggests that we can look at many standardized tests for support of multiple intelligences theory. For instance, Wechsler Intelligence Scale for Children involves sub-tests which require different intelligences, such

as linguistic, logical-mathematical, spatial and to a lesser degree bodily-kinesthetic intelligence. Still other assessment tests such as, Vineland Society Maturity Scale, Cooper-Smith Self-Esteem Inventory and so on, tap personal intelligences. (Armstrong, 2000b:10).

2.4.7. Susceptibility to Encoding in a Symbol System

According to Howard Gardner (1983), one of the most important and best indicators of intelligent behavior is the ability of people to use symbols. And he suggests that the ability to symbolize is one of the important factors which separate people from other species. Each intelligence has its own unique symbol and notational symbol. A lot of spoken and written languages such as French, English, German and the like can be an example of symbols for linguistic intelligence. However, on the other hand spatial involves graphic language which used by architects, engineers and ideographic languages such as Chinese.

According to the above theoretical bases, Armstrong (2000b:6-8) summarizes MI theory. In table 2, Thomas Armstrong (2000b) precisely defines each intelligence in terms of core components, symbol systems, high end-states, neurological systems, developmental factors, ways that cultures value, evolutionary origins, presence in other species and historical factors.

Table 4: Multiple Intelligences Theory Summary Chart

Intelligence	Core Components	Symbol Systems	High End-State
Linguistic	Sensitivity to the sounds, structure, meanings, and function of words and language	Phonetic languages (e.g. English)	Phonetic languages (e.g. English)
Logical-Mathematical	Sensitivity to, and capacity to discern logical and numerical patterns; ability to handle long chains of reasoning	Computer languages (e.g. Pascal)	Scientist, mathematician (e. g. Pascal, Madame Curie)
Spatial	Capacity to perceive the visual spatial world accurately and perform transformations on one's initial perceptions	Ideographic languages (e.g. Chinese)	Artist, architect (e.g. Frida, Kahlo, I. M. Pei)
BodilyKinesthetic	Ability to control one's body movements and to handle objects skillfully	Sign languages, Braille	Athlete, dancer, sculptor (Jesse Owens, Martha Graham, Auguste Rodin)
Musical-Rhythmic	Ability to produce and appreciate rhythm, pitch and timbre; appreciation of the forms of musical Expressiveness	Musical notational systems, Morse code	Composer, performer (e. G. Stevie Wonder, Midori)
Interpersonal	Capacity to discern and respond appropriately to the	Social clues (e.g. gestures, and facial	Counselor, political leader (e.g. Carl Rogers,

	moods, mperaments, motivations and desires of other people	expressions)	Nelson Mandela)
Intrapersonal	Access to one's own feeling life and the ability to discriminate among one's emotions knowledge of one's own strengths and weaknesses.	Symbols of the self (e.g. in dreams and artwork)	Psychotherapist, religious leader (e.g. Sigmund Freud, the Buddha)
Intelligence	Neurological Systems (Primary Areas)	Developmental Factors	Ways that Cultures Value
Linguistic	Left temporal and frontal lobes (e.g. Broca's/ Wernicka's areas)	"Explodes" in early childhood; remains robust until old age	Oral histories, story telling, literature, etc.
Logical-Mathematical	Left parietal lobes, right hemisphere	Peaks in adolescencem and early adulthood; higher math insights decline after age 40	Scientific discoveries, mathematical theories, counting and classification systems.
Visual-Spatial	Posterior regions of right hemisphere	Topological thinking in early childhood gives way to Euclidian paradigm around age 9-10; artistic eye stays robust into old age	Artist work, navigational systems, architectural designs, inventions, etc.
Bodily-Kinesthetic	Cerebellum, basal ganglia, motor cortex	Varies depending uponn component (strength, flexibility, etc.) or domain (gymnastics, baseball, mime etc)	Crafts, athletic performances, dramatic work, dance forms, sculpture, etc
Musical-Rhythmic	Right temporal lobe	Earliest intelligence to develop; prodigies often go through developmental crisis	Musical compositions, performances, recordings, etc.
Interpersonal	Frontal lobes, temporal lobe (esp.Right hemisphere), limbic system	Attachment/bonding during first 3 years critical	Political documents, social institutions, etc.
Intrapersonal	Frontal lobes, parietal lobes, limbic system	Formation of boundary between self and other during first 3 years critical	Religious systems, psychological theories, rites of passage, etc.
Intelligence	Evolutionary Origins	Presence in Other Species	Historical factors (relative to U.S. in 1990s)
Linguistic	Written notations found dating to 30,000 years ago	Apes' ability to name	Oral transmission more important before printing Pres
Logical-Mathematical	Early number systems and calendars found	Bees calculate distances through their dances	More important with influence of computers
Visual-Spatial	Cave drawings	Territoriality instinct of several species	More important with advent of video and other visual Technologies
Bodily-Kinesthetic	Evidence of early tool use	Tool use of primates, anteaters, and other species	Was more important in agrarian period
Musical-Rhythmic	Evidence of musical instruments back to Stone Age	Bird song	Was more important during oral culture, when communication

			was more musical in nature
Interpersonal	Communal living groups required for hunting/gathering	Maternal bonding observed in primates and other species	More important with increase service economy
Intrapersonal	Early evidence of religious life	Chimpanzees can locate self in mirror; apes experience fear	Continuous to be important with increasingly complex society requiring ability to make choices

(Armstrong,2000b:6,7,8)

2.5. The Theory of Multiple Intelligences

“It is of the utmost importance that we recognize and nurture all of the varied human intelligences, and all of the combinations of intelligences. We are all so different largely because we all have different combinations of intelligences. If we recognize this, I think we will have at least a better chance of dealing appropriately with the many problems that we face in the world” Howard Gardner (1987).

People in the world are not the same. Each person is unique. All of us have different physical features, personalities, abilities, skills and capacities. Some of us good at sports, some are good at music, some are good at numbers, some are good at words and etc. One of the things which makes us different from each other is the intelligence.

The theory of multiple intelligences (MI), as mentioned above, was developed by Harvard psychologist Howard Gardner. The idea of multiple intelligences was first presented in his book “Frames of Mind: The Theory of Multiple Intelligences” (Gardner, 1983). Howard Gardner (1983) claims that people do not have just one type of intelligence, which can be measured by an IQ test, but several. As he tells in “Symposium on the Theory of Multiple Intelligences”:

In developing this Theory I did not start with an examination of existing tests...I was not interested in predicting success or failure in school...Instead, my initial intuition that there were different kinds of minds led me to sample the range of cognitive end-states as thoroughly as I could, and then to seek a model that might help us to progress in explaining how these different competences develop (Gardner,1987 cited in Silver et. al 2000:7).

The following table describes how definition of intelligence has changed.

Table 5: Old and New View of Intelligence

Old View	New View
Intelligence was fixed.	Intelligence can be developed
Intelligence was measured by a number	Intelligence is not numerically quantifiable
Intelligence was unitary	and is exhibited during a performance or problem solving process
Intelligence was measured in isolation	Intelligence can be exhibited in many ways – multiple intelligences
Intelligence was used to sort students and predict their success	Intelligence is measured in context/real-life situations
	Intelligence is used to understand human capacities and the many and varied ways students can achieve

(Silver et.al., 2000:7)

According to Gardner (1993), there are many different ways to be smart. Though every individual has each intelligence to some degree, certain individuals are said to be ‘at promise’. In other words, they are highly gifted with core abilities and skills of that intelligence. The level of ability in each intelligence an individual possess is not the same. The high level in one intelligence does not bring forth a high level in another intelligence because intelligences are independent from each other. However, these intelligences do not work and develop in isolation, they are related with each other. For example, playing an instrument requires skills such as bodily-kinesthetic, musical, interpersonal, intrapersonal and visual intelligences in different degrees (Gardner, 1993: 28,29). Gardner also argues that people possess different kinds of intelligences. However, the educational system encourages only two kinds of intelligences namely the verbal-linguistic and the mathematical-logical. Other forms of intelligences are neglected. His research help him to conclude that the traditional view of intelligence was insufficient (Gardner, 1983:48). Consequently, Howard Gardner developed a theory of Multiple Intelligences. Gardner (1983) initially recognized just seven intelligences: verbal-linguistic intelligence, logical-mathematical intelligence, bodily-kinesthetic intelligence, visual-spatial intelligence, musical intelligence, interpersonal intelligence and intrapersonal intelligence. Later he added the naturalistic intelligence as the eight intelligence. Gardner (1999) also proposed a possible additional intelligence which is called existential intelligence. However, he hesitates in calling existential intelligence an official intelligence, because he is still researching it.

2.5.1. Some Key Points in the Multiple Intelligences Theory

Before talking about types of Multiple Intelligences, it would be better to refer to some key points in the Multiple Intelligence Theory put forward by Armstrong (2000:8,9):

1. Each person possess all eight intelligences. MI theory is not a “type theory” for determining the *one* intelligence that fits. It is a theory of cognitive functioning, and it proposes that each person has capacities in all eight intelligences. Of course, the eight intelligences function together in ways unique to each person. Some people appear to possess extremely high level of functioning in all or most of the eight intelligences.

2. Most people can develop each intelligence to an adequate level of competency. Although an individual may bewail his deficiencies in a given area and consider his problems innate and intractable, Gardner suggests that virtually everyone has the capacity to develop all eight intelligences to a reasonably high level of performance if given the appropriate encouragement, enrichment and instruction.

3. Intelligences usually work together in complex ways. Gardner points out that is, no intelligence exists by itself in life. Intelligences always interact with each other. For instance, in order to cook a meal, one must read the recipe (linguistic), possibly divide the recipe in half (logical-mathematical), develop a menu that satisfies all members of a family (interpersonal), and placate one’s own appetite as well (intrapersonal).

4. There are many ways to be intelligent within each category. There is no standard set of attributes that one must have to be considered intelligent in a specific area. Consequently, a person may not be able to read, yet be highly linguistic because he can tell a terrific story or has a large oral vocabulary. Similarly, a person may be quite awkward on the playing field, yet possess superior bodily-kinesthetic intelligence when she weaves a carpet or creates an inlaid chess table. MI Theory emphasizes the rich diversity of ways in which people show their gifts within intelligences as well as between intelligences.

2.5.2. Types of Multiple Intelligences

“Most people in our society, even if they know better, talk as if individuals could be assessed in terms of one dimension, namely how smart or dumb they are. This is deeply ingrained in us. I became convinced some time ago that such a narrow assessment was wrong in scientific terms and had seriously damaging social consequences...I describe [eight] ways

of viewing the world. I believe they're equally important ways, and if they don't exhaust all possible forms of knowing, they at least give us a more comprehensive picture than we've had until now" Howard Gardner.

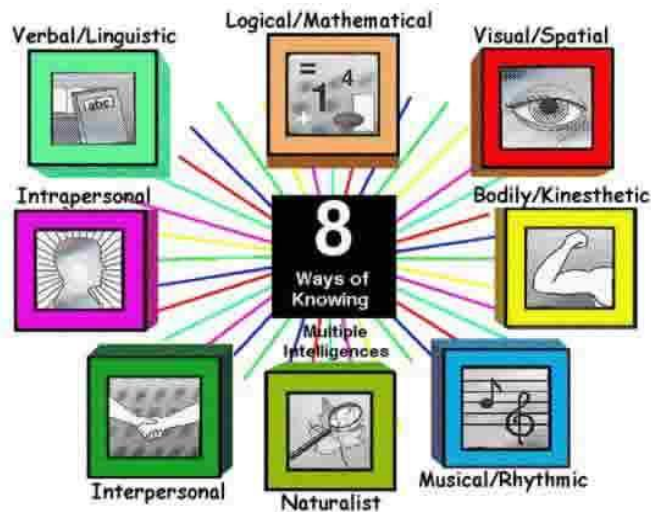


Figure 2: Howard Gardner's Eight Intelligences

2.5.2.1. Verbal/Linguistic Intelligence (Word Smart)

" Without language, no humanity. Without written language, no civilization" Charlton Laird.

Howard Gardner defines the Verbal-Linguistic Intelligence as "the capacity to use language to express what is in your mind and to understand other people. It deals with abilities in the complex acquisition, formation and processing of language" (Gardner, 1983: 75).

It is the ability to use words effectively both orally and in writing. This intelligence includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meanings of language, and the pragmatic dimensions or practical uses of language (Armstrong, 2000b:2).

Silver and et.al (2000) claim that people who have high verbal-linguistic intelligence often love to play with words and they use such devices like metaphors, puns, similes and so on. According to Teele (2004), verbal-linguistic students have highly developed auditory

skills. These students love reading and writing, and have a good memory for names, dates, places and etc. They have ability to use language fluently. In addition to this, they are usually able to spell words accurately and phonetically (cited in İşısağ, 2008: 354).

Table 6: *Characteristics of the Verbal-Linguistic Intelligence Learner*

Likes to write creatively at home
Spins tell tales or tell jokes and stories
Has a good memory for names, places, dates
Enjoys reading books for pleasure
Spells words accurately and easily
Appreciates nonsense rhymes and tongue twisters
Likes doing crossword puzzles or playing games such as Scrabble or Anagrams
Enjoys listening to the spoken word (stories, radio programs, talking books)
Has a good vocabulary for his or her age
Excels at subjects in school that involve reading or writing

(retrieved from Armstrong, 2000a :23)

Armstrong (2000b:52,53) suggests five teaching strategies for verbal-linguistic intelligence. These strategies are: brainstorming, storytelling, journal keeping, tape recording and publishing.

1. Storytelling. Storytelling should be viewed as a vital teaching tool. By using storytelling in the classrom, it is possible to include essential concepts, ideas and instructional goals in a story in which you convey the whole knowledge.

2. Brainstorming. During brainstorming, students produce different verbal thoughts. These thoughts can be collected and put on the board or overhead transparency. The brainstorming can be about everything, for instance it can be words composing a class poem, ideas, thoughts for developing a group project and etc. The general rules for brainstorming are sharing relevant things what comes to your mind and avoiding criticism of any idea. The ideas can be put on board, by using venn diagrams, outlines or mind-maps. This strategy allows all the students to participate in the lesson and express their ideas, thoughts related to the topic.

3. Tape Recording. The tape recorder is one of the useful learning tools in all classrooms. Because it offers students to discover their linguistic powers and also helps to use verbal skills to communicate, solve problems and express inner feelings. By using the tape recorder students can “talk out loud” about problems which they are attempting to solve or

projects they are planning to do. Students can also use tape recorder to prepare for writing. Moreover, students who are not good writers can record their thoughts on the tape as an alternative mode of expression. It can also be used for collecting information in interviews.

4. Journal writing. It helps students to write on anything they think or feel about, on something either in class or outside, or some situation or event related to the present, past or future. Students can share the journal just with their teachers or with classmates or they can keep it private.

5. Publishing. Writing is one of the powerful tool for communicating ideas and influencing people. By giving students the opportunity to publish and distribute their own writings, we can encourage our students to write more and develop their writing. When students discover that their writings are cared for by others, they will be highly motivated in writing and they will continue to write better and better.

2.5.2.2. Logical/Mathematical Intelligence (Logic Smart)

“That vast book which stands forever open before our eyes, the universe, cannot be read until we have learned the language and become familiar with the character in which it is written. It is written in mathematical language, without which means it is humanly impossible to comprehend a single word” Galileo, 1663.

Howard Gardner (1983) identifies the logical-mathematical intelligence “as the ability to use numbers effectively, manage long chains of reasoning and involves an awareness of logical and numerical patterns” (Smith, 2001:41). This intelligence includes “sensitivity to logical patterns and relationships, statements and propositions (if-then, cause-effect), functions, and other related abstractions” (cited in İşisag, 2008:354). Cambell and et.al. claim that logical-mathematical intelligence has many components such as mathematical calculations, logical thinking, problem solving, deductive and inductive reasoning, recognizing patterns and relationships (1996:35). According to Siver and et.al.(2000), people who have highly logical-mathematical intelligence think in terms of concepts and questions and also they love to put ideas to the tests. As Ersöz (2010) asserts, students who have this intelligence enjoy solving puzzles and other problems, working with mathematical operations, formulas and numbers, analyzing things and working with abstract patterns and relationships.

Table 7: Characteristics of the Logical-Mathematical Intelligence Learner

Compute arithmetic problems quickly
Enjoy using computer languages or logical software programs
Play chess, checkers, or other strategy games with skill
Reason out problems logically
Devise experiments to test out things that aren't understood at first
Spend lots of time working on logic puzzles or logical games
Enjoy putting things in categories or hierarchies
Have a good sense of cause and effect
Enjoy math or science classes at school

(retrieved from Armstrong, 2000a :24)

Armstrong (2000b:53), who suggests five important teaching strategies in order to improve logical-mathematical intelligence at schools, claims that:

Logical-mathematical thinking is typically restricted to math and science courses. There are components of this intelligence, however, that are applicable throughout the curriculum. The emerge of the critical thinking movement certainly suggests one broad way in which logical-mathematical intelligence has affected the social sciences and humanities.

The five teaching strategies are given below:

1. Calculations and qualifications. It is required that teachers should find different areas not just in math and science topics to use numbers. Teachers can integrate numbers in lessons, where relevant. For instance, in history and geography, teachers may focus on important statistics: populations of countries, lives lost in wars and etc. In literature, teachers may focus on numbers of novels, short stories or other literary works which they have discussed. So, in that way teachers can engage highly logical students students in the lesson and other students can learn to see that math not just in math class but everywhere in life.

2. Classifications and categorizations. The importance of the strategy is that disparate fragments of information can be organized around main ideas or themes. It helps to remember, discuss and think about it more easily. There are some ways of classifying and categorizing information: venn diagrams, lists, mind-maps and similar techniques.

3. Socratic questioning. In Socratic questioning strategy, the role of the teacher is to be a questioner of students' points of view. The Greek sage Socrates is the model of this kind of instruction. The teacher does not talk at students; on the contrary, he participates in

dialogues with them in order to reveal rightness or wrongness students' belief. The aim is to help students to sharpen students' critical thinking skills.

4. Heuristics. It refers to a loose collection of strategies, guidelines, and suggestions for logical problem solving. For instance, finding analogies to the problem to yours, separating different parts of the problem, proposing a possible solution to a problem and so on. Heuristics provides students with logical maps and it helps them to find their way in an unfamiliar field.

5. Scientific thinking. This strategy helps students to look at events from a scientific point of view. For example, students can study the influence important scientific ideas which have had on history like how development of the atomic bomb influenced the outcome of World War II and the like.

2.5.2.3. Visual/Spatial Intelligence (Picture Smart)

“ I found that I could say things with color and shapes that I had no words for”. Georgia O’Keefe

Howard Gardner defines visual-spatial intelligence “as the ability to perceive the visual world accurately, to perform transformations and modifications upon ones initial perceptions, and to be able to re-create aspects of ones visual experience, even in the absence of relevant stimuli” (1983:73). Gardner also says that visual-spatial intelligence “refers to the ability to represent the spatial world internally in your mind; the way a sailor or airplane pilot navigates the large spatial world, or the way a chess player or sculptor represents a more confined spatial world” (1983:74). Armstrong points out that visual-spatial intelligence involves “sensitivity to color, line, shape, form, space, and the relationships that exist between these elements. It includes the capacity to visualize, to graphically represent visual or spatial ideas, and to orient oneself appropriately in a spatial matrix” (2000b:2).

People use visual-spatial intelligence not only in art but also in activities such as organizing one's schedule, moving furniture in a room, and reading maps on a trip. Individuals who have high visual-spatial intelligence can mentally change the form of an object and visualize its new form. This intelligence also can be developed in people who are blind. Therefore, it is referred both to visual and spatial (Campbell and et.al, 1996:96,97).

Armstrong (2000b:55,56,57) designs five teaching strategies in order to activate students' visual-spatial intelligence. These strategies are: visualization, color cues, picture metaphors, idea sketching and graphic symbols.

1. Visualization. This strategy helps students to create their own “inner blackboard” by closing their eyes and picturing the material being studied. They can place everything to their inner blackboard, especially what they want to remember, and when needed they can call up their mental blackboard and “see” the things which they have pinned up before.

2. Color cues. Students who have highly spatial intelligence are often sensitive to color. This strategy advises not to merely use black and white colors during the lessons. Teachers can use colored chalks, markers and transparencies while writing in front of the class. In this way students can learn to use different colored markers to color material they are studying. Besides, students can use their favorite colors as a stress reducer when they are facing with difficult problems.

3. Picture metaphors. We use metaphor in order to refer one idea to another. We use picture metaphor, in order to express an idea in a visual image. The educational importance of metaphor lies in establishing connections between what a student already knows and what is being studied. At this point, the teachers' duty is to decide key point or main concept which they want students to learn and then link that idea to a visual image.

4. Idea sketching. This strategy includes asking students to draw their own pictures by relating to the key point, core idea, central theme or main concept of the subject being taught. Moreover, this approach can be used in order to evaluate students' understanding of an idea, emphasize a concept or give students a chance to explore an idea in greater depth.

5. Graphic symbols. Teachers can support their writings with pictures and graphics and in this way they can draw the attention of the visual-spatial learners. It gives chance to reach a wider range of students.

Table 8: *Characteristics of the Visual-Spatial Intelligence Learner*

Excels in art class at school
Reports clear visual images when thinking about something
Easily reads maps, charts, and diagrams
Draws accurate representations of people or things
Likes it when you show movies, slides, or photographs
Enjoys doing jigsaw puzzles, mazes, or other visual activities
Daydreams a lot
Builds interesting three-dimensional constructions
Doodles on stray scraps of paper or on schoolwork
Gets more out of pictures than words while reading

(retrieved from Armstrong, 2000a :25)

2.5.2.4. Bodily/Kinesthetic Intelligence (Body Smart)

“I hear and forget. I see and I remember. I do and I understand.” Confucius (551-479 B.C.)

Bodily-kinesthetic intelligence is the ability “ to use one’s whole body to express ideas and feelings and to solve problems” (Ersöz, 2010:13). This intelligence includes physical skills such as “coordination, balance, dexterity, strength, flexibility, speed, proprioceptive, tactile, and haptic capacities” (Armstrong, 2000b:2). Campbell and et.al. (1996) claim that bodily-kinesthetic intelligence involves the ability to combine body and mind to perfect physical performance.

According to Teele (2000), students who have bodily-kinesthetic intelligence process knowledge through bodily sensation and use their bodies in unique and skilled way. These students need opportunities to ove and act out things and tend to respond best in classrooms where physical activities and hands-on learning experiences are provided (2000:38).

Table 9: *Characteristics of the Bodily-Kinesthetic Intelligence Learner*

Does well in competitive sports at school or in the community
Moves, twitches, taps, or fidgets while sitting in a chair
Engages in physical activities such as swimming, biking, hiking, or skateboarding
Needs to touch things in order to learn more about them
Enjoys jumping, running, wrestling, or similar activities
Demonstrates skill in a craft like woodworking, sewing, carving, or sculpture

Cleverly mimics other people's gestures, mannerisms, or behaviors
Gets "gut feelings" when working on problems at home or school
Enjoys working with clay, fingerpainting, or other "messy" activities
Loves to take things apart and put them back together again

(retrieved from Armstrong, 2000a :27)

Armstrong (2000b:57,58) suggests five teaching strategies for bodily-kinesthetic intelligence. These strategies are: body answers, the classroom theater, kinesthetic concepts, hands-on thinking and body maps.

1. Body answers. Teachers can ask their students to respond to instruction by using their bodies. Students may show their understanding by raising their hands, blinking, holding up fingers, smiling and etc.

2. The classroom theatre. In this strategy, students may show their understanding of the lesson by role-playing, dramatizing or producing puppet shows. It may help students to reflect what they have learnt in an enjoyable, nonstressful and communicative way.

3. Kinesthetic concepts. In this strategy, students should translate information from linguistic or logical symbol into bodily-kinesthetic expression by using gestures, pandomiming or miming.

4. Hands-on thinking. Bodily-kinesthetic learners also learn by manipulating objects or by making things with their hands. Teachers can use various activities for students who have bodily-kinesthetic intelligence.

5. Body maps. Human body can be used as a pedagogical tool or a map for specific knowledge domain. For example, we can use fingers in counting or calculating. In geography lessons, the body can represent the country or city and so on.

2.5.2.5. Musical/Rhythmic Intelligence (Music Smart)

" Music and rhythm find their way into the secret places of the soul". Plato (428 BC-348BC)

Musical-rhythmic intelligence is the ability " to produce melody and rhythm, as well as to understand, appreciate, and form opinions about music". Gardner (1983) defines musical-rhythmic intelligence as "the capacity to think in music, to be able to hear patterns, recognize them, remember them, and perhaps manipulate them. People who have a strong

musical intelligence don't just remember music easily- they can't get it out of their minds, it's so omnipresent" (cited in Silver and et.al, 2000:8).

Campbell and et.al (1996) argue that music is one of the oldest art forms. They believe that this art comes into the world with us. We live with our mother's heartbeat for nine months before we come to the world. Moreover, we have this capacity biologically and can develop it in ourselves and in others.

Teele (2000) claims that people who have strong musical-rhythmic intelligence are sensitive to sounds in their environment. They like music and may prefer listening to music when studying, reading or writing and etc. They appreciate pitch, rhythm, and timbre and like singing songs to themselves or create their own melodies, rhymes or rhythms. She also emphasizes importance of music in the classroom environment and adds "music can engage students in the learning process by appealing simultaneously to both rational and the emotional parts of the brain" (2000:38).

Campbell and et.al (1996) also suggest that music can be used in the classroom and help to create positive and non stressful atmosphere promoting the learning process. In addition to this, music also can be used to increase the suspense, sadness, tragedy or joy of stories or texts. Songs also can help create relaxing, interesting and welcoming environment in the classroom. Lo and Li (1998) and Al-Mamary (1998) state that songs can support the development of students' skills in reading, writing, listening and speaking. Besides, it provides opportunities for learning pronunciation, grammar, vocabulary and rhythm (cited in Tavi and İşısağ, 2009:303).

As Armstrong (2000a) asserts, people who have strong musical-rhythmic intelligence often sing, hum, or whistle tunes to themselves. They have a strong opinion about music. These kind of people are very sensitive to nonverbal sounds in the environment. Moreover, they pay attention to the sounds which sometimes other people can't hear.

Table 10: *Characteristics of the Musical-Rhythmic Intelligence Learner*

Plays a musical instrument at home or in a school orchestra or band
Remembers melodies of songs
Does very well in music class at school
Studies better when background music is playing

Collects CDs or tapes Sings to themselves or to others Keeps time rhythmically to music Has a good singing voice Is sensitive to environmental noises Responds strongly to different kinds of music
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(retrieved from Armstrong, 2000a :28)

Armstrong (2000b:59) suggests five teaching strategies for musical-rhythmic intelligence. These strategies are: rhythms, songs, raps and chants, discographies, supermemory music, musical concepts and mood music.

1. Rhythms, songs, raps, and chants. In this strategy, the teacher can put whatever he/she teaches into a rhythmic format. It can be sung, rapped or chanted. By the help of the rhythmic format, students will understand and learn a new subject easily. In addition to this, students can be asked to create their own songs, raps, or chants in order to summarize easily the subject they are studying.

2. Discographies. Teachers can collect related tapes, compact discs, and records to illustrate or underline the content which they want to convey. After listening to the recordings, students can discuss and talk about the content or main idea of the songs in relation to their topic of the lesson. Moreover, teachers can find recorded musical phrases, songs that sum up the main point of the lesson or unit.

3. Supermemory music. This strategy argues that if the information will be given with a background music so students get it more easily. When the teacher gives the information students should be in relaxed environment.

4. Musical concepts. In order to express concepts, patterns or schemas in many subjects, musical tones can be used as a creative tool. This strategy gives chance both to teachers and students for creative expression.

5. Mood music. In this strategy, music can create an appropriate mood or emotional environment for a specific lesson or unit. This kind of music may include sound effects such as nature sounds, classical or contemporary pieces. It creates special emotional atmosphere.

2.5.2.6. Interpersonal Intelligence (People Smart)

“If civilization is to survive, we must culminate the science of human relationships – the ability of all peoples, of all kinds, to live together, in the same world, at peace”. Franklin Delano Roosevelt

Interpersonal intelligence is the ability “to notice and make distinctions among other individuals with respect to moods, temperaments, motivations, intentions, and to use this information in pragmatic ways, such as to persuade, influence, manipulate, mediate, or counsel individuals or groups of individuals toward some purpose” (Armstrong, 2003:14).

Ersöz (2010:14) states that interpersonal intelligence involves the ability to communicate both verbally and non-verbally, to cooperate and collaborate with others, to notice and make distinctions among people, and to see things from other people’s point of view.

As Campbell and et.al. (1996) assert people who have strong interpersonal intelligence can perceive feelings, thoughts, motivations, behaviours and lifestyles of others. These kind of people recognize and use different ways to relate to others. In addition to this, individuals of this intelligence have ability to influence opinions or actions of other people around them.

Interpersonal students like being around people. They have lot of friends and participate in social activities. They can create and maintain long-term relationships. They learn effectively by relating and taking part in cooperative and collaborative group environments (Teele, 2000:42).

Table 11: *Characteristics of the Interpersonal Intelligence Learner*

Has a lot of friends
Socializes a great deal at school or around the neighborhood
Appears to be “street smart”
Gets involved in after-school group activities
Serves as the “family mediator” when disputes arise
Enjoys playing group games
Has a lot of empathy for the feeling of others
Is sought out as an “adviser” or “problem-solver” by peers
Enjoys teaching others

Seems to be a natural leader

(retrieved from Armstrong, 2000a :30)

Armstrong (2000b:60,61,62) offers five teaching strategies for interpersonal intelligence. These strategies include peer sharing, people sculptures, cooperative groups, board games and simulations.

1. Peer sharing. In this strategy, the teacher asks students to share their knowledge with each other. Students can each time switch the peers. Sharing periods can be short or extended.

2. People sculptures. The positive side of this strategy is that students can represent things that were represented only in texts, books, lectures and etc. For instance, if students are studying the skeletal system, they can build a people sculpture of a skeleton. Each student can represent a bone or groups of bone. People sculptures increases learning process.

3. Cooperative groups. The aim of the strategy is to arrange students to work together in small groups. These groups consist of three to eight members. They may work collectively, for instance, on a written task, each member can contribute by sharing their ideas. Also they can divide their responsibilities in different ways, for example, one member may prepare introduction of the task, another may prepare body part and last one may contribute the conclusion part of the task. In addition to this, groups may use “jigsaw” approach, for instance, each member of the group can take responsibility for a particular subtopic.

4. Board games. In this strategy, students have chance to learn the subject in non stressfull and enjoyable way. They can learn the subject in an informal social setting.

5. Simulations. A group of students coming together in order to create an “as-if” environment. It helps them to get into more immediate contact with the material being learned. Simulations can be quick and improvisational. In addition to this, it may require substantial preparation like costumes, props and etc. in order to support the idea of the subject.

2.5.2.7. Intrapersonal Intelligence (Self Smart)

“What lies behind us and what lies before us are tiny matters compared to what lies within us”. Oliver Wendell Holmes

Gardner (1993:25) defines intrapersonal intelligence as “knowledge of the internal aspects of a person: Access to one’s own feeling life, one’s range of emotions, the capacity to effect discriminations among these emotions and eventually to label them and to draw upon them as a means of understanding and guiding one’s own behavior. A person with good intrapersonal intelligence has a viable and effective model of himself or herself”.

As Silver and et.al. (2000) state, intrapersonal intelligence is “ the ability to gain access to one’s own feelings and emotional states” (2000:8).

Armstrong (2000a:20) defines the intrapersonal intelligence as the intelligence of self-understanding and knowing who you are. He adds that “it is the intelligence of knowing what you are good at and what you are not good at. Some people waste a good deal of their life trying to be something that they are not; while others recognize early in life their key talents and deliberately cultivate them to achieve success. This is also the intelligence of being able to reflect upon one’s life goals and to believe in oneself”.

Intrapersonal intelligence includes “having an accurate picture of oneself, awareness of inner moods, intentions, motivations, temperaments, and desires, and the capacity for self-discipline, self-understanding, and self-esteem” (Armstrong, 2000b:2).

According to Teele (2000:42), individuals who have strong intrapersonal intelligence like their own inner world and like to be alone. They are aware of and assess their own strengths, weakness and inner feelings. These kind of people are self-confident, independent and can motivate themselves to do well on independent works.

Campbell and et.al (1996:195) claim that at the core of our inner world, we have strengths and these strenghts give us opportunity to understand other people and ourselves. Besides, at the same time to imagine, plan and solve our problems. It will be difficult to live a productive life without these inner resources.

Table 12: *Characteristics of the Intrapersonal Intelligence Learner*

Displays a sense of independence or a strong will
Has a realistic sense of her strengths and weakness
Reacts with strong opinions when controversial topics are being discussed
Works or studies well alone
Has a sense of self-confidence

Marches to the beat of a different drummer
Learns from past mistakes
Accurately expresses inner feelings
Is goal-directed
Engages in self-directed hobbies or projects

(retrieved from Armstrong, 2000a :31)

Armstrong (2000b:62, 63) offers five teaching strategies for intrapersonal intelligence. These strategies include one-minute reflection periods, personal connections, choice time, feeling-toned moments and goal-setting sessions.

1. One-minute reflection periods. During different kinds of activities students should have “time outs”. After the presentation of the topic, the teacher gives some time to students. At this period, students should think about the topic and relate it to the events happened in their lives. During this period, the class can be silent or background music can be played. It will help them to think better.

2. Personal connections. In this strategy, the teacher can connect the presented topic with students’s lives. This strategy requires teachers to weave students’ personal feelings, experiences and associations into their instruction. For instance, in geography class, before presenting the topic, the teacher may ask students questions like “Has anybody ever been to another country? What country? When? and etc.”. Students then share their experiences and identify countries and etc.

3. Choice time. Giving students choices is one of the important principle of good teaching. Choice time gives students chance to make decisions about their own learning experiences. They feel that they have control of their own learning. Choices can be related to the content, process, and can be small or limited, and can be informal or spur-of-the-moment and etc.

4. Feeling-toned moments. This strategy underlines the importance of using feelings in the classroom environment. Teachers should create situations where students can laugh, feel angry, express strong opinions, get excited about a topic and experience another types of emotions in teaching process.

5. Goal-setting sessions. This is a common characteristic of people who have strong intrapersonal intelligence. They set realistic goals for themselves. Teachers should give chance and time students to set their short or long-term goals.

2.5.2.8. Naturalistic Intelligence (World Smart)

“ In all things of nature there is something of the marvellous”. Aristotle (384 BC-322 BC)

Howard Gardner (1996) introduced an eighth intelligence which he called naturalistic intelligence. He defines the naturalistic intelligent person as “one who is able to recognize, categorize, and classify flora and fauna, who listens to and hears the sounds of the environment, who enjoys being out doors, who notices relationships in nature, who sees connections and patterns with the plant and animal kingdom, and who is in tune with and explores nature” (cited in Teele, 2000:44).

Naturalistic intelligence includes all survival skills which are related to the nature. “This intelligence may help us name models, parts, and styles of food, clothing, machines, and other cultural artifacts” (İşisağ, 2008:357).

As Armstrong (2000a:20) states naturalistic intelligence includes sensitivity to cloud formations and geological features of the earth. He also says that people in their everyday life use this intelligence, for example, when they are planning a garden, camping with friends or family, or supporting local ecological causes.

According to Ersöz (2010:14), people who have highly naturalistic intelligence like field trips, expeditionary activities, camping, hiking and other types of activities relating to the nature.

Table 13: *Characteristics of the Naturalistic Intelligence Learner*

Relates well to pets
Enjoys walks in nature or to the zoo or a natural history museum
Shows sensitivity to natural formations
Loves to garden or be around garden
Spends time near aquariums, terrariums, or other natural living systems
Displays an ecological awareness
Believes that animals have their own rights
Keeps records of animals, plants, or other natural phenomena
Brings home bugs, flowers, leaves, or other natural things to share with family members
Does well in topics at school that involve living systems

(retrieved from Armstrong, 2000a :32)

Armstrong (2000b:64,65,66) suggests five teaching strategies for intrapersonal intelligence. These strategies include: nature walks, windows onto learning, plants as props, pet-in-the-classroom and ecostudy.

1. Nature walks. This strategy can be used as a way to reinforce topics being learned inside of the classroom. For instance, subjects which involve natural setting such as story telling or telling about some periods in history may use nature.

2. Windows onto learning. In this strategy, the teacher can use “looking out the window” technique to work with them. This technique can be used in all subjects. It can be used for instance, to set a scene for literature or history or for scientific observation. In geology or geography lessons, the teacher may ask students questions like “What natural features do you see in the earth? and etc.”.

3. Plants as props. In this strategy, the teacher can use plants as learning tool. In teaching the branches of government, the teacher can use a nearby branching plant as a naturalistic metaphor to illustrate the concept.

4. Pet-in-the-classroom. In this strategy, having pets in the classroom has many specific instructional uses. For instance, children can develop scientific skill by observing pet’s behavior and taking notes.

5. Ecostudy. In this strategy, whatever is being taught, whether it is history, science, math, literature, geography, social studies, strategy art, music, or any other subjects, its relevance to the ecology should be kept in mind. This kind of strategy can draw attention to the lesson and also stimulate students to take a deeper interest in the welfare of planet’s diminishing natural resources.

2.6. Multiple Intelligence Language Activities for Young and Very Young Learners

One of the important features of the Multiple Intelligences Theory is how it offers procedures for eight different ways of learning. If a teacher have problems how to reach students and give instruction, the MI theory offers several different ways where materials can be presented to promote effective learning. According to Bas (2008:1), Multiple Intelligences Theory suggests eight particular ways of learning and teaching foreign language. Each classroom in the school can be suggested as the intelligence garden. Each plant in the garden

grows differently and produce different fruits. The role of the teachers is to find out superiorities - verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, musical-rhythmic, interpersonal, intrapersonal and naturalist intelligence domains of their learners like a gardener who recognizes how healthy and well-developed his plants are. Just in this way learners can be successful (Sweet, 1998:50). By the help of the theory, teachers can use a variety of activities according to their pupils' learning potential and can make them more successful.

For young and very young learners, learning is a matter of experiencing rather than memorization. Grammar rules or correct usage of the language is abstract for young learners. Children just want to use language in order to convey meaning rather than correct usage. Young and very young learners prefer to use the language not to learn about it. Children learn best when they have fun and feel themselves in non-stressful way (Ersöz, 2010:9).

Schumann (1997) claims that when learning a foreign language, it is possible to motivate children by different activities which related to the different intelligences. Providing different language activities to learners which stimulate multiple intelligences help to produce sustained deep learning. According to Gardner (cited in Vickers, 1995:131-132), Multiple Intelligence Theory is attractive, he calls it figuratively “ different windows into the same room”. So, learners will learn the same things but in different ways. Ekşi (2009:54) states that teachers' should cultivate learners' interest in learning and make the learning process pleasant and fun for them.

2.6.1. Language Learning Activities for Verbal/Linguistic Intelligence Learners

Learners who have dominant verbal-linguistic intelligence is highly developed in written and oral language. They have a natural way with words and are able to articulate and also write well. They can use language in special and creative ways (Richards and Rodgers, 2002:116). According to Yavuz (2004: 13), learners high in verbal-linguistic intelligence can tell all the stories, fairy-tales and jokes. They have an ability to use language to communicate effectively by listening, speaking, reading and writing. It is believed that this intelligence is high in lawyers, editors, orators, writers and interpreters (Richards and Rodgers, 2002:116).

Ersöz (2010:16) recommends some classroom activities for the teachers who work with learners who have dominant verbal-linguistic intelligence. The activities given below can be applied to young and very young learners during language learning/teaching process.

Verbal-Linguistic Activities:

- Group discussions
- Listening
- Reading
- Writing
- Speaking
- Telling stories
- Wordbuilding games

According to Suyanto (2007), group discussion activities could train learners how to interact, communicate and learn to respect other people's ideas and opinions also express their own ideas and opinions. Discussions and conversations will help learners to learn how to converse with other people on different topics, moving from familiar to unknown topics (Cameron, 2002:54).

Scott and Ytreberg (1990) state that children acquire firstly the listening skill, particularly if they have not read yet. When learners start to learn a foreign language, it is going generally through their ears and what they hear is important and the main source of language. Linse (2005) also gives emphasis to listening and assumes that teaching listening skill to the learners will help to develop other language skills (cited in Şevik, 2012:3). Consequently, the teachers should develop children's listening skills and equip them with appropriate and the best strategies for effective learning.

Scott and Ytreberg (1990:49) put forward that reading is the second important source in the language learning process. They suggest that books make reading an enjoyable and fun activity for young learners. For very young and young learners storybooks are appropriate. Storybooks will help learners develop positive attitude towards language learning (Mart, 2012:104).

Thau Le Tanh (2010:5) assume that reading activities help students improve their vocabulary knowledge. Through reading learners can learn vocabulary easily and also take necessary knowledge.

Writing is an important, useful, integral, pleasant and enjoyable in the foreign language classroom. Actually, when learners have progress in language, writing activities allow development of the language. And also these activities help to improve learning in other skills. For instance, while practising speaking, learners can do writing activities well and also while reading, learners can see 'rules' of writing and it will help build up learners' language choices (Scott and Ytreberg, 1990:69). As Linse (2005) claims if learners can learn speak fluently and correctly, so they they can also learn to write fluently and correctly (cited in Yangın-Ersanlı, 2010:197).

Speaking is one of the essential medium of communication. Teaching speaking to young and very young learners can be rewarding because they are less self-conscious comparing with older students. According to Sarrah (1993:34), young learners like to sing songs, have little conversations and also learn short phrases and chunks easily. This makes their learning process easily and help to reach native-like pronunciation. Besides, games, puppets, drama and role-play make learning process more enjoyable and fun. These activities help children to develop speaking skills in pleasant way. Ersöz (2010:52) points when children have fun, so they feel more relaxed, secure and awake and their learning can become more memorable.

Stories are important because they provide meaningful context for language learning. They can contribute to the children' creativity, imagination and allow them to make links between real life and imaginative world (Haznedar, 2010:253). According to Tavil and Söylemez (2008:375), stories include repetitive language and it helps children to learn new vocabulary smoothly and enrich it.

Wordbuilding games require learners to use decoding skills instead of memorize vocabulary. By the help of wordbuilding activities children can better understand how vocabulary are constructed and related to each other. Learners learn writings and spellings of the words easily and their usage (www.education.com).

2.6.2. Language Learning Activities for Logical/Mathematical Intelligence Learners

Learners who have dominant logical-mathematical intelligence is highly developed at reasoning, creative and problem solving. These learners enjoy solving problems, finding

patterns, outlining and calculating. They can be successful at languages through activities which are appropriate and appeal to them (Ekşi, 2009:54). People who are strong in this intelligence are doctors, engineers, programmers, scientists and mathematicians (Richards and Rodgers, 2002:116).

Ersöz (2010:16) recommends some classroom activities for the teachers who work with learners who have dominant logical-mathematical intelligence. The activities given below can be applied to young and very young learners during language learning/teaching process.

Logical-Mathematical Activities:

- Logic puzzles and games
- Problem solving
- Experiments
- Logical-sequential presentations
- Critical thinking

As Mirzazadeh (2012:67) points, in the language learning process problem-solving, critical thinking are very significant and useful as students generally focus on meaning, however through continuous rereading of the text to solve problems, learners can be familiar with the vocabulary and structures which used. According to Daloğlu (2003:33), activities that involve logic puzzles, games, problem-solving, experiment, logical-sequential presentation, critical thinking and guided discovery stimulate learner's logical mathematical intelligence and make their language learning process more enjoyable and effective. Hine (2008) asserts that solving problems, puzzles, word problems, outlining, grouping and calculating, playing pattern games and socratic questioning activities for logical-mathematical intelligence learners foster their intelligence and allow to expand their strength.

2.6.3. Language Learning Activities for Visual/Spatial Intelligence Learner

Learners who have dominant verbal-linguistic intelligence learn by seeing and observing. They think in pictures and visualize details. These learners namely learn best through visuals which appeal to them (Cambell et. al, 1996:94). It is believed that this intelligence is high in architects, decorators, sculptors and painters (Richards and Rodgers, 2002:116).

Ersöz (2010:16) recommends some classroom activities for the teachers who work with learners who have dominant visual-spatial intelligence.

Visual-Spatial Activities:

- Working with pictures
- Working with colors
- Visualizing
- Drawing
- Cartoons
- Grids/diagrams/charts/maps

Visual elements are significant and useful for providing comprehensible and meaningful input for foreign language learners. Research on language comprehension has underlined and pointed to the importance of imagery (Arnold and Fonseca, 2004:126). As Campbell and et. al. (1996:100) claim, by supporting written and spoken language with photographs, charts, grids, diagrams, maps, pictures, colours, drawings learning process can be easy and reinforce retention for the learners.

According to Phillips (1993), pictures are significant materials for the learners and teachers should always use them during teaching process. Particularly in vocabulary teaching, pictures are indispensable to illustrate the meaning of a word. Moreover, Phillips (1993) claims that in the modern world, video and television are also important visual elements and they are useful in the language classroom. By the help of visual materials learners can understand the situation and therefore the language.

2.6.4. Language Learning Activities for Bodily/Kinesthetic Intelligence Learner

Learners who have dominant bodily-kinesthetic intelligence learn best by doing. These learners enjoy working with their hands on concrete activities such as painting, coloring, dancing, jumping, running rather than reading or watching and they learn easily and effectively when practicing it (Daloğlu, 2003:34). People who are strong in this intelligence are athletes, craftpersons, dancers, surgeons and actors (Richards and Rodgers, 2002:116).

Ersöz (2010:16) advises some type of activities for teachers who work with bodily-kinesthetic learners.

Bodily-Kinesthetic Activities:

- Touching
- Moving
- Miming
- Dancing
- Role-playing
- Drama
- Body language and gestures

According to Helliwell (1992), intonation, facial expression, body language, actions and gestures are important factors which help very young learners to understand the meanings of unknown vocabulary items better. He claims that by understanding the message in this way, learners began to understand the language.

Campbell and et. al. (1996:77) point out that physical activities in the classroom focus learners attention and aid memory. Besides, they argue that role-plays are significant and powerful instruments for teaching information and help to enhance learners problem-solving skills. Vale and Feunteun (1995) claim that very young learners need to use their hands and bodies in order to express and experience language during learning process. Since, they are still developing and they are tactile so they want to touch, move, do and need to be actively involved in order to understand things.

2.6.5. Language Learning Activities for Musical/Rhythmic Intelligence Learner

Learners who have dominant musical-rhythmic intelligence are sensitive to patterns, rhythm and melody. These learners can imitate and identify musical sound patterns easily and naturally. They are able to recognize, create and recreate sound using voice and musical instruments (Gardner, 1983:125). They like to create music. They enjoy signing and listening to different types of music. They have an ability to sing, play musical instruments, beating drums, humming, writing songs and performing (İşisağ, 2000:36). People who are strong in this intelligence are singers, composers, musicians, advertising professionals and dance bands (Richard and Rodgers, 2002:116).

Ersöz (2010:17) recommends some classroom activities for the teachers who work with young students who have strong musical-rhythmic intelligence. These activities are given below.

Musical-Rhythmic Activities:

- Rhythm
- Melody
- Singing
- Listening to music and melodies

Campbell and et.al. (1996:133) assert that because of the strong connection between music and the emotions, music in the classroom can help create a positive emotional environment which help to enhance learning. Music can also be used to heighten the suspense, sadness, tragedy or joy of the stories from literature and history. Music can be used in order to express humour. Humorous songs can also add warmth and welcoming environment in the classroom. Using music and songs in the classroom can stimulate positive attitude to the study of a language. Phillips (1993:94) points out that “music and rhythm are an essential part of language learning for young learners. Children really enjoy learning and singing songs”. Also Phillips (1993) maintains that songs and chants can also be used effectively to present the stress pattern and rhythm of the language.

2.6.6. Language Learning Activities for Interpersonal Intelligence Learner

Learners with dominant interpersonal intelligence have the ability to notice and make distinctions among other individuals; notably, among their moods, temperaments, motivations and intensions (Gardner, 1983: 239). These learners love being with other people and they are leaders among peers in the classroom. They are sensitive to others’ feelings, intentions, ideas. They are good organisers, communicators and they have many friends. These students learn best in participating cooperative, group and role-playing activities (Ekşi, 2009:55). People who are strong in this intelligence are salespeople, politicians, teachers, managers, business people, social workers, community organizers and psychotherapists (Richard and Rodgers, 2002:116).

Ersöz (2010:17) suggests some classroom activities for the teachers who work with students who have strong interpersonal intelligence.

Interpersonal Activities:

- Sharing
- Comparing
- Interviewing
- Cooperating

According to Slavin (1995) and Hessler (1992), cooperation in learning process help learners to develop their academic skills by helping each other. Khan (2008:119) also supports this idea by saying that “cooperative learning creates mutual interaction which means students work together to improve both their own abilities and their teammates’ abilities as well”. Usage of sharing and cooperating activities help learners to improve and develop their communication skills and language learning performances. Moreover, Williams (2009:13) points out that sharing and cooperation are effective in improving and developing learners’ attitudes towards learning and motivation to learn.

2.6.7. Language Learning Activities for Intrapersonal Intelligence Learner

Learners who have dominant intrapersonal intelligence may understand themselves, know who they are, what they can do, what they want to do, how they react to things, which things to avoid, and which things to be attracted. They tend to know what they can do and what they cannot do. They tend to process individually rather than in groups. Moreover, they have an ability to watch themselves as if an outside observer. They like to work alone and are sometimes shy from others. These people are self-reflective and self-aware and hence tend to be in harmony with their inner sensations, feelings, beliefs and thinking process. They are often strong willed, self-confident, and have certain opinions, ideas on almost any issues (Gardner, 1983:239). It is believed that this intelligence is high in philosophers, psychologists, psychotherapists, theologians, lawyers, researchers and writers.

Ersöz (2010:17) gives some classroom activities for the teachers who work with students who have strong intrapersonal intelligence. These activities are given below:

Intrapersonal Activities:

- Working alone
- Self-paced projects
- Reflecting

- Individual activities

Campbell and et.al. (1996:195) assert that young kids are often curious about their inner experiences and can benefit from a variety of intrapersonal activities. Intrapersonal activities involve self-directed, independent learning approaches, opportunities to imagine, and private places and time to work and reflect. Besides, they can benefit by learning ways to process their feelings, set and achieve goals, and gain self-knowledge and self-esteem.

2.6.8. Language Learning Activities for Naturalistic Intelligence Learner

Learners with dominant naturalistic intelligence may identify things like rocks, plants and other things relating to the natural environment. They keenly aware of their surroundings and changes in their environment. They can notice easily differences, similarities and changes in their surroundings more quickly than others. They like to collect, classify or read things from nature. They also like to collect items from nature, study them, group them and research them. They like activities relating to the natural environment (İşisağ, 2000:48). It is believed that this intelligence is high in anthropologists, nature writers, biologists, physicians, natural healers, farmers, hunters, gardeners, animal handlers and trackers.

According to Wilson (cited in İşisağ, 2008:357), learners who have naturalistic intelligence may exhibit some of the following characteristics:

- use their heightened sensory skills to notice and categorize things from the natural world;
- like to be outside or like outside activities like gardening, nature walks to observe nature or natural phenomena;
- be interested and care about animals or plants;
- notice things in the environment others often miss;
- easily learn characteristics, names, categorizations and data about objects or species found in the natural world.

Ersöz (2010:17) offers some classroom activities for the teachers who work with students who have strong natural intelligence.

Naturalistic Activities:

- Recognizing and classifying plants

- Recognizing and classifying minerals
- Recognizing and classifying animals
- Recognizing flora and fauna

According to Çakır (2003), labelling and mounting specimens from nature, organizing pattern and collections, gardening and observing nature, grouping and classifying items in nature, music related to nature, field studies, measurement of items may cater naturalistic intelligence of the learners. Daloğlu (2003:35) asserts that natural sound can be used in the background in order to help create an atmosphere conducive to learners' feeling relaxed, stressless and able to produce their best work.

2.7. Teaching English to Young and Very Young Learners

Young and very young learners age groups are representing different age groups. They may share some characteristics as well as displaying different traits. Young and very young learners have differences in physical, cognitive, socio-emotional and communicative developments. Physical development involves physical growth and motor control. Cognitive development includes intellectual growth. In socio-emotional development, children learn more about social behaviors, social rules and customs, traditions of his/her society. Communicative development is interrelated with all areas of development. Children have to develop cognitively in order to understand abstract nature of language. In order to speak, children have to develop physically. In addition to this, to use language and communication compatibly, they have to develop socio-emotionally (Ersöz, 2010:8).

Teaching English to young learners become a worldwide phenomenon due to the international expansion of English. The starting age of learning English differs from country to country or from school to school.

Teaching English to young learners differs from teaching teenagers or adults. Young learners' learning styles, expectations, needs, intelligences, interests, psychological & cognitive developments and psychological characteristics are different from teenagers and adults. Young learners change their mood every other minute (Klein, 1993: 14). This age group kids have limited attention span. However, on the other side, very young learners demonstrate huge motivation than adults to do things that appeal to them.

For young and very young learners early primary years are important in determining their attitude towards themselves and school. Like in other subjects, in English, it is crucial to foster feelings of success, confidence and motivation. In the early years (aged 5-6 preschool age), children have special needs and interests, and they could learn easily in different ways.

In teaching children English, there are some important elements which we should consider while discussing this topic. As Moon (2000:16) states, young children tend to be:

- influenced by feelings about their teacher,
- general learning atmosphere in the classroom,
- methods used in the classroom,
- opinions of their parents.

All these points are important, however two of them are the most important reasons for children to like English. The teacher and the teaching methods used in the classroom. They are interrelated with each other. Good and effective teaching depends on the teaching methods used by the teacher. The teacher should select appropriate learning materials, planning interesting, joyful activities and creating non-stressful, positive environment in the classroom.

The learners learn in different ways- by seeing, touching, hearing, acting, reflecting, visualizing and memorizing. According to Ormrod (2000:43), the child relies on concrete stimuli in order to learn things the kid can see and touch. Very young learners may have difficulty in learning abstract things. They need to touch, smell and see. As Nissani (1990:2) suggests, young and very young learners are encouraged when they are involving in hands-on, purposeful and creative activities and open-ended activities. All these activities reflect children's development.

While teaching English to children, there are some important teaching tools which are appropriate for young and very young learners. Play-based activities such as singing songs, acting out stories, performing. This kind of activities help kids to develop their narrative and language skills. Stories are motivating tool, all kids love listen to the stories. Stories have lots of repetitions which increase the acquisition of the language in the classroom. While listening to the stories, children not just listen to the vocabulary in context but also repeat them (Tavil and Söylemez, 2008: 374). Moreover, Reilly and Ward (2000) mention that songs, chants,

rhymes are useful in children's language and physical development. The songs have repetitions, so children could learn them unconsciously. They also state that while children listen to the songs and learn them, their pronunciation is also improved, since it is known that kids concentrate on the sound rather than meaning.

As Linse (2005) mentions, craft and art activities also very useful and important teaching tools in the classroom. This tool helps the teachers to give children "comprehensible language input". It means children should listen to the teacher in order to complete the activity. The instructions should be given in the target language. Firstly, for children it will be difficult but if the teacher give instructions understandably and by demonstration, learners may comprehend the meaning. After several lessons, the instructions may become familiar to the kids and it will help them to increase the language.

While teaching learners English, the teachers should plan lessons covers learners' learning ways. In other words, lesson plans should include activities related to the multiple intelligences. In this regard, the teachers could provide various activities that appeal to the learners' learning potential. Thus, they could cater the interests, potentials and capabilities of the learners.

2.7.1. Reasons for Teaching English to Young and Very Young Learners

In recent years, English became a popular language among other foreign languages. People try to learn English in order to be economically and technologically well developed. To learn English is to see and feel the world anew. Generally, all over the world, English is spoken as the international language. This essence makes English more important.

The demand of speaking English has made a must introducing language instruction a must in early in childhood. One of the advantages of learning a foreign language in childhood is that brain plasticity of the children is conducive to language learning until puberty. In other words, children's brain is flexible and can acquire language naturally. The young and very young learners can learn easily, naturally, absorbing the sounds, intonation patterns and rules of the foreign language (Ersöz, 2010:8). In this view, kids are regarded as "natural" learners, they bring to their learning curiosity, energy and spontaneity (Tavil and İşisağ, 2009:300). Furthermore, they are less anxious and inhibited, so they can spend more time to the language

learning compared with learners who start later (Pinter, 2006:29). They also have the ability to excel in the pronunciation of a foreign language (Dulay, Burt, and Krashen, 1982).

Another advantage of learning English or another foreign language early is social and personal benefits. Ersöz (2010) claims that people who could speak foreign languages fluently may enhance their country's economic competitiveness in other countries, develop global communication, support political and security interests. As to personal benefits, children may improve and develop their communication with more people and will understand better their own and other cultures; they are more open to cultural diversity (Carpenter and Torney, 1974; Hancock and Lipton et al., 1976).

Teaching young and very young learners English has certain positive benefits. As Cameron states (2003), they are very curious, keen to learning and receptive. Their imagination skills are not limited. They can talk about non-existing things that adults have difficulty in understanding. It demonstrates how young and very young learners may become creative in language learning. In addition, children of this age group are less inhibited. They are imaginative and because of this they don't feel restricted by the outside factors. The children don't have to be logical all the time. They are braver to produce language than the adults.

Another important point in teaching young children is that actually there are no strict tests or exams. The children do not feel the pressure to pass an exam, so the learning process becomes more interesting, joyful and enjoyable. As Reilly and Ward (1997) mention, if children enjoy a particular activity, they can do it over and over again without any worrying about anything.

2.7.2. Teaching English to Young and Very Young Learners in Turkey

In the 1980s, English Language was taught as a foreign language only in few countries. However, nowadays in the modern world, most countries are already teaching English in state primary schools or even in private kindergartens, preschools, or are planning to do as early as possible (Ekşi, 2010: 324).

As Haznedar and Uysal (2010: 1) mention, many European countries such as Germany, Italy, UK, Greece, Spain and Asian countries (e.g. Japan, Korea, Thailand and etc.) have started to introduce English language to kids at an earlier age. For example, European Union

countries introduced English language to their primary curriculum, and in 2002 the beginning age is 6.

Turkey launched a major educational reform in 1997 and English was introduced to grade 4 and 5 students and the curriculum of English language Teaching departments in faculties of education changed accordingly. The second curriculum renewal was introduced in 2005 to bridge the gap between previous policy implementation and to adapt the curriculum content to the European language teaching standards (Kırkgöz, 2010: 24). Finally, the recent 4+4+4 educational model in the Turkish educational system, mandates that English language learning be implemented from the second grade rather than the fourth grade. The learners will receive instruction in English at around six or six and a half years old (Ministry of National Education of Turkey, Chairman of the Board of Education, English Language Curriculum, 2013).

The aims of the Ministry of National Education of Turkey curriculum for English in the primary school grades 2 and 3 are stated as “to raise learners’ awareness of foreign languages; to promote a positive attitude towards the learning of foreign languages; to love learning foreign languages; to establish an enjoyable environment during learning process; to use different and entertaining visuals, enriched games and play-based activities; to apply art-craft activities such as coloring, drawing, cut and paste; to use picture dictionaries, songs, chants, rhymes, fairy-tales, stories and cartoon heroes; to establish situations in the context of picnics, excursions, amusement parks and schoolyard so that children can be entertained while learning foreign languages” (Ministry of National Education of Turkey, Chairman of the Board of Education, English Language Curriculum, 2013).

Later, under the inspection of Ministry of Education, English is introduced and taught in private preschools and kindergartens for children between the ages three to six. In Turkey, nowadays almost all private preschools offer English classes. However, public preschools do not teach English.

The teaching of English to very young learners at private preschools is not programmed by the National Ministry of Education. The National Ministry of Education in Turkey, as it was mentioned above, prepares the curriculum just for the second grades of primary school and beyond. Therefore, all private preschools in Turkey prepare their own syllabus themselves. Certainly, all the syllabuses of all preschools differ from each other. Their

teaching materials, methods, approaches, techniques and physical conditions vary greatly (Deneme and Ada, 2010: 47).

2.7.3. Studies in Turkey and Abroad about Teaching Young and Very Young Learners and Vocabulary Teaching

Demircioğlu (2010) in her study about teaching English vocabulary to young learners via drama, found that the experimental group achieved better result than the control group, and that drama can be an effective technique to teach vocabulary to young learners for the following reasons: Drama as a teaching technique creates supportive intellectual and emotional environments that encourage students to think. It allows students to apply their communication skills and encourages them to take risks.

Tavil and İşısağ (2009) applied games and songs to the preschool children while teaching vocabulary, and they attained that teaching vocabulary to very young learners through games was more effective than through songs.

In the study concerning vocabulary teaching through storytelling to very young learners in kindergartens which was conducted by Tavil and Söylemez (2008), the results showed that the students could not point to the mentioned words before the application but they were all successful in recognition of the selected words.

Ekşi (2009) applied multiple short story activities for very young learners appealing to all intelligences and the results showed that students possessed different combination of the intelligences and processed information in many different ways. The short story lesson with MI activities was video-taped and the students appeared to enjoy the activities and demonstrated high participation in the lesson. As to the scores of children in the TIMI test, the students demonstrated higher mean scores in spatial and bodily-kinesthetic intelligences than in others. In addition to the scores, students also showed strong preference for logically-mathematical, interpersonal, musical and intrapersonal intelligences.

The study conducted by Deneme and Ada (2010), about teaching English as a foreign language to very young learners: a case from Turkey, showed that foreign language teaching should also be introduced to kids in public preschools in Turkey.

Solak (2006) stated in his work about classroom experiment on story-based teaching with young learners with a focus on vocabulary retention, that story-based teaching was more

like acquisition-type process rather than learning. Learners enjoyed the lessons, succeeded in vocabulary retention and changed their attitude toward foreign language.

Yaman (2006) applied communicative activities while teaching vocabulary. According to her research results, students who were taught through communicative activities could use vocabulary items more efficiently than those were taught through traditional way. Also, these activities increased students' motivation.

Bircan (2010) applied lexical approach in teaching vocabulary to young learners and she came to conclusion that the student receiving the treatment could easily recall the words they had learned before. Usage of the lexical phases can facilitate vocabulary learning procedure of the students.

In the study concerning effectiveness of multiple intelligences activities on vocabulary learning in elementary classess conducted by Pekderin (2006), the findings showed that MI activities enabled kids in the experimental group to enhance their learning comparing with traditional procedure and activities suggested in the teachers' book that were used with the control group. Moreover, students who participated in the MI based activities were more enthusiastic than those in the control group.

Inan (2006) applied games, drama and music while teaching vocabulary to young learners, and he attained that usage of these activities useful and effective while teaching vocabulary to young learners.

Şevik (2012) in his research on developing young learners' listening skills through songs focused on importance of using music, songs and rhymes. He also argued that if songs are used ineffectively and in meaningless ways, they became pleasurable interruptions. Hence, the teachers should know why, how and where to use songs during their lessons in order to have productive lessons.

Anderson (1998) conducted the study about using multiple intelligences to improve retention in foreign language vocabulary study and she found that using multiple intelligence skills in the learning of vocabulary can be a helpful tool. According to Anderson (1998), students of all abilities, but especially low-average students, benefited from learning in different ways.

In the study conducted by Pribilova (2006) concerning teaching vocabulary to young learners in Czech Republic, the findings showed that children learn better when the teacher used different method and approaches.

Lopez and Mendez (2004), in their study about models of teaching foreign languages to young children, found that beginning foreign language education during early childhood is

very positive and effective. Besides, they advised to present the language integrated with other subjects because children will see second language as something natural and normal.

2.8. Teaching Vocabulary to Young and Very Young Learners

In foreign language, vocabulary plays a crucial role. As Wilkins claims “ without grammar very little can be conveyed; without vocabulary nothing can be conveyed” (cited in Demircioğlu, 2008:36). Mc Carthy (1990:1) states that in any language course vocabulary is the most important and biggest component. It doesn't matter how well learners learn grammar or master sounds of the foreign language, without vocabulary they couldn't express meanings. Thus, communication will be meaningless. In order to communicate accurately and meaningfully in a foreign language, learners need to learn vocabulary, their meanings and know how to use them.

Words are instruments or tools which people use to express their ideas, background knowledge, learn new concepts and communicate effectively. According to Barska, “ having limited number of words is a barrier which can prevent learners from learning and acquiring a foreign language.” If students do not know how to develop and expand vocabulary, they actually lose interest and motivation in learning (cited in Tavil and İşısağ, 2009: 301). Miller (1990:5) also states that:

one thing that everybody knows is a language, which is itself a very large chunk of knowledge. The major part of that large chunk of knowledge consists of knowing the words of the language. It is not the speech sounds or the rules for generating grammatical sentences that require the most extensive learning. It is the vocabulary: thousands of words, each with its own sound, its own spelling, its own meaning, its own role and use.

The process of teaching vocabulary to young and very young learners should be as natural as possible, effective and enjoyable. In this environment, children will feel secure and they can be encouraged to become independent in the learning of the target vocabulary. Furthermore, young learners respond positively and well to the environment which is pleasant and familiar to them (Scott and Ytreberg, 1990: 10-14).

Teaching vocabulary to children is not easy. Children, as it was mentioned above, have particular and special characteristics. Thus, while teaching them vocabulary, the teachers should use different activities which are suitable for their characteristics and which are developmentally appropriate. The activities for this age group learners should be based on the

theory that children learn a language by touching, doing, imitating, listening and watching. So, learning vocabulary occurs through active learning (cited in Tavi and İşısağ, 2009: 301-302). Vale and Feunteun (1998:2) support this idea by saying that “ children will learn best if they are participated and their work are appreciated and they have an opportunity to experience and experiment by themselves”.

2.8.1. Vocabulary Activities for Very Young Learners

Very young learners may experience more difficulty in learning structures that they do learning words. The reason is that words have tangible and immediate meanings whereas structures are less useful. This age group children should meet and use vocabulary at regular intervals in relevant contexts because they need to fix them in their mind. Thus, it helps establish their relationship to other words (Phillips, 1993: 68).

Children are very energetic, so teachers should find appropriate activities while teaching them target vocabulary to use their hidden energy effectively. Using vocabulary activities to teach target words can be effective and motivating tool during teaching very young learners. In teaching vocabulary to very young learners, activities have an important and effective role since they are useful devices for setting up a meaningful context (Halliwell,1992). Activities for very young learners may have different features. Halliwell (1992) affirms that activities may have a settling or stirring nature. Stirring activities stimulate and activate the learners whereas settling activities calm them down. Stirring activities are songs, games, competitions which wake up learners. On the other hand, settling activities are colouring, listening, copying may provide mental engagement. Thereby, in order to appeal to very young learners, teachers need to include a lot of different activities stirring and settling activities as well (Brewster et.al., 2002).

Ersöz (2010:28) lists the activity types suitable for very young learners as follows:

Table 14: *Learning Characteristics of Very Young Learners*

General Characteristics	Needs as a result of these characteristics	Possible ways of meeting these needs
Are imaginative	Need to be able to use their imagination in the classroom	Prediction and participation; Story-telling/reading

Are creative	Need to be able to create things and learn by doing	Art and craft, creative drama, dramatization
Are energetic	Need to move around and be physically active	TPR (Total Physical Response) and activities that require movement; Craft activities; Games; Dramatization
Lose their concentration easily	Need activities that appeal and make sense to them	Short and fun activities like games, songs, riddles, puzzles, jokes, etc.
Have short memories	Need constant recycling of input and activities complete in themselves	Recycling at intervals; topic or theme-led work; meaningful context
Are easily excited	Need activities to calm them down	Setting activities'
Have emotional needs	Need to feel a part of a group	Groupwork, pair work
Have limited language skills and experience	Need clarity	Well-defined, well-experienced activities
Love talking	Need opportunities to talk	Active involvement
Are getting ready for literacy	Need to develop their fine muscles	Tracing, connecting the dots, drawing, coloring and etc

(retrieved from Ersöz, 2010: 28)

2.8.1.1. TPR Activities

Total Physical Response (TPR) approach was developed by James Asher. TPR attempts to teach language through physical actions. According to Asher (1977), vocabulary items can be learned from the skillful use of the imperative by the teacher (cited in Richards and Rodgers, 2001:73).

One of the main and important reasons why TPR was developed was to reduce stress. A significant element for successful language learning is the absence of stress. One of the ways to create a non-stressful environment for learners is to allow them speak when they are ready. Otherwise, forcing learners to speak will create anxiety. In order to relieve anxiety, there is a need to create an enjoyable and non-stressful language learning processes. Asher (1977)

believes that “feelings of success and low anxiety facilitate learning” (Larsen-Freeman, 2000: 114).

The younger the learner is, the more significant and useful TPR is. Teachers can use it in different ways. For instance, “by getting children to follow instructions in a game or craft activity, in miming a song, rhyme or action, or in acting out a role-play” (Reilly and Ward, 2000: 9). TPR has several important points to take into consideration. It appeals to auditory, visual and kinesthetic channels. Children just not sitting and listening but also at the same time watch the teacher while giving commands. Very young learners have an opportunity of doing the commands themselves (Tavil and Söylemez, 2008: 373).

All in all, TPR is suited to teach classroom language and other vocabulary related with actions. Learners will understand the meaning of the vocabulary items more easily and quickly by the help of their bodies. During learning process TPR activities help students feel successful and they do not feel pessimistic (Larsen – Freeman, 2000:111).

2.8.1.2. Songs, Chants and Rhymes

Songs, chants and rhymes play a key role in motivating learners to learn English. They help very young learner’s language and physical developments when used together with dance and mime (Reilly and Ward, 2000: 23). The language in songs is rich and it can help kids to extend their vocabulary. Ersöz (2010) mentions that children like songs, and they sing songs and learn them in their mother tongue. So, the teacher can adapt songs and by the help of them, he/she can practice any target vocabulary. Songs have a lot of repetitions, so kids learn them naturally. Furthermore, songs includes chunks of language which kids can use and remember. Very young learners learn and forget quickly if they do not practice and use them. Thus, children need to sing and practice the same song at certain times. Kids will enjoy singing songs which they already know. While choosing songs, teachers should take into consideration some key points. Songs should:

- contain simple, easily understood lyrics;
- link with a topic or vocabulary that you are studying in class;
- thematically interesting and relevant;
- repetetive;
- attractive and catchy;

- help children easily do actions (emphasize meaning).

(retrieved from Ersöz, 2010:30)

Tavil and Söylemez (2008) claim that by the help of the songs pronunciation can be improved because learners are concentrating on sound rather than meaning. According to Orlova (2003), songs also can help learners to built positive attitude to language learning (cited in Tavil and İşisağ, 2009:303).

As Ersöz (2010:28) suggests chants and rhymes are very useful to teach rhythm and accentuation, key and intonation, vocabulary and chunks. Very young learners like them and find them funny, hence they are motivating. Chants and rhymes help very young learners:

- learn to work together;
- pick up chunks;
- get to listen lots of meaningful language;
- have a reason to use English;
- develop their right-brain;
- move their body (clap hands, stomp feet and etc.);
- develop positive feeling about English.

2.8.1.3. Art and Craft Activities

Art and craft acitivities are significant and important instruments in the classroom. These activities develop children's eye and hand coordination and fine motor skills (Gray, 2004). As Reilly and Ward (2000:25) mention "craft activities are very valuable way of giving the children 'comprehensible language input' as they have to listen to instructions in order to complete an activity." During the craft activity process, the teacher should give instructions in the target language along with demonstrations. Tavil and Söylemez (2008) claim at first the language of instructions may seem to the learners difficult to understand, however when the teacher demonstrates learners may comprehend the meaning. In time learners will get familiar with the instructions and the vocabulary they comprehend will increase and develop.

Ersöz (2010: 32) suggests some key points for the teachers of very young learners who want to use art-craft activities in their classroom:

- The necessary materials should be ready. Teachers should always make the craft activity themselves before doing it with their class to become familiar with the steps. They can try out the activity at home to see if it can be done or to identify difficult stages. They may practice demonstrating the activity in the mirror so that they can see what the children will see.
- The finished work should be shown to the learners to give them a general idea of what is expected from them.
- Teachers should give short and clear instructions and also demonstrate.
- Teachers should do the activity together with their student while also giving instructions.
- Teachers should go around the class to make sure that everyone is doing the activity more or less correctly. They should offer a helping hand if necessary and encourage the use of the target language.
- Teachers should always praise the children for their efforts. Whenever possible, they should display children's work.

2.8.1.4. Games

Games are another important and useful teaching tool for teachers of very young learners. It gives opportunities for the learners to learn, review and practice the language in a non-stressful and enjoyable way. Nyuyen and Khatu (2003) state that games have advantages and effectiveness in learning vocabulary in different ways. "Firstly, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Secondly, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities" (cited in Tavi and İşısağ, 2009:303). Lewis and Bedson (1999) also supports this idea by saying that "language teachers can make use of games to present or reinforce a topic or vocabulary as well as create a positive atmosphere in the classroom".

However, there is some room for reservation. Ersöz (2010) claim that teachers should choose games for very young learners accurately, because competitive games can be frustrating for them. Games should encourage cooperation and collaboration not competition. In addition to this, Ersöz (2010: 44) also puts forward some advice concerning the use of games during the lessons:

- give short but clear instructions;
- demonstrate;
- use instruction checking questions and they can answer via TPR;
- go straight to any group/student that looks confused or is usually slow to catch on and get them started;
- go around the class to make sure that everyone is doing the activity more or less correctly. If not stop the whole class and explain again;
- make sure you involve all the students at all times;
- If a student is reluctant to join the game, encourage him without offending him by pushing too much.

2.8.1.5.Storytelling / Story Reading

Stories are one of the appropriate and valuable resource in the classroom. It helps to teach vocabulary in context. Tavi and Söylemez (2008:374) also support this by asserting that “vocabulary is best learn in context. For example, the word ‘wolf’, the teacher should let the students repeat the word several times in context”. As we mentioned above, very young learners may forget vocabulary quickly, hence they need constant repetition. So, repetition is very important and necessary to learn new vocabulary from the stories. Therefore, stories can help learners not just listen the words in context, at same time repeat them. According to Brewster and Ellis (1991:1) stories can help teachers to provide students positive attitudes towards foreign language learning and desire to continue learning. Moreover, if learner’s interest is directed to communicate in a meaningful way, he/she can learn and acquire the language better. Stories are also motivating and fun, they can promote imagination. The nature of stories create again characters, scenes and ideas in a story, encourage creativity and imagination of kids (Salaberri and Zaro, 1995 cited in Dewan, 2005:52). Kids enter the world of characters in the story, so they become personally involved with the story. Children

interpret illustrations and narrativeness in their own way, and it develops kids' creativity. Listening stories in the classroom is a shared social experience. Stories also promote children's listening and concentrating skills (Brewster and Ellis 1991:1).

According to Reilly and Ward (2000:18), while telling and reading stories, it is significant to create a close and intimate atmosphere. The learners can sit on a carpet in a semicircle or cushions round the teacher's chair, facing the visual aids and the materials that are visible.

As Tavi and Söylemez (2008:377) assert, if the teacher chooses reading the story, he or she should use pictures. If the teacher prefers telling the story he or she can see kids' faces and bodies and also the teacher can make use of their body more effectively to show meaning which is essential.

2.8.1.6. Dramatization

Drama and dramatization are also effective tools to use in the language teaching environment. Stories offer a lot of contexts for drama and dramatization. As Sariçoban (2003:15) states drama can help teachers to create a context for meaningful language learning where learners learn unconsciously the target language. It provides the opportunity for kids to understand vocabulary in contexts and experience the use of language. This relaxed and non-stressful atmosphere will help learners feel more confident, positive and thus learn more effectively.

Ersöz (2010:52) suggests that while dramatizing, children can take roles or use puppets, masks or any other items to symbolize their role. Drama involves kids in different levels, through their bodies, minds, emotions, language and social interaction.

Furthermore, Howard Gardner (2003: 25) argues that drama is effective and important because it is one of the ways to tap into the different intelligences. The drama fosters all type of intelligences, for example, drama incorporates *verbal linguistic* learning through the use of language, scripts, vocabulary and reading. *Intrapersonal* learning relates to the feelings and emotions involved in drama, characterizations and how we respond as an individual, while *interpersonal* learning comes from working with others to create a scene or role play. *Kinesthetic* learning activates the physical self, the body and doing actions. As students re-

create images, pictures, visual details, staging, movement, location and direction with drama their *spatial* learning skills are developed. *Logical* learning follows from using rational patterns, cause and effect relationships and other believable concepts involved with the drama. Sometimes *music*, or even the music of language, is also used in working with drama (cited in Ashton-Hay, 2005: 3).

Ersöz (2010:52) advises some tips while using dramatization:

- Prepare the setting or decor.
- Assign roles to your students.
- Show them where they are supposed to stand.
- Ask them to wear their masks, use their puppets and etc.
- Be the narrator. Start the story.
- Help students to dramatize. Act like a prompter.
- Never lose the control of the class becoming too occupied with the drama.
- Change students. Try to give all students a chance to take a role.

According to Maley and Duff (1982:6), drama gives learners an opportunity to contribute to activities using their own experiences, personality, emotions and their natural ability to express themselves through mimics and gestures. Through drama learners get practice what they have learned. They are active participants using language for genuine communication. Furthermore, El-Nady (2000) states that drama allows learners to take risks with language and experience the connection between thought and action.

2.8.1.7. Puppetry

Puppets are one of the motivating instruments as they are really amusing and joyful for kids. Children feel more comfortable talking with a puppet than with the teacher or other adults (Slattery & Willis, 2003). The use of different and interesting puppets in the very young learner classroom are appropriate and fruitful. Learners who are shy to speak to the teacher in front of the classmates, may feel themselves at more ease and comfortable when the teacher is holding a puppet and speaking to them as the puppet. Puppets can make the language learning activity more interesting, entertaining and fun (Linse and et.al, 2005:54).

According to Brady & Gleason (1994:79), puppets can be used with dialogues, songs, chants, plays and improvisations. They encourage and help learners to use their imagination freely and easily in acting out and using the language. The translation of ideas into imagery and the way of bringing puppets to life draw on the multiple intelligence.

Jewel (1998:257) lists some reasons for using puppets in the classroom:

- Developing language and physical skills;
- Overcoming emotional and physical isolation;
- Building self-esteem;
- Encouraging emotional release;
- Making decisions.

Working with puppets in the young learner classroom is surely one of the ways that help teachers to enter to the child's world and demonstrate an understanding of childhood. Furthermore, puppets give chance for teachers to talk to the learners and encourage them to talk as well. By the help of the puppets, learners may learn new vocabulary, use their imagination and develop hand and finger coordination. Puppets are like a key which help to open the door to the inner world of childhood (Quisenberry, 1972; Ackerman, 1994; Carter, 1998).

2.8.1.8. Role-play

Role-play is an important element of drama. It can be a useful and effective instrument in teaching foreign languages to the learners, because it allows teachers to set up several and different situations where learners can have a chance to practice verbal and nonverbal communication in low risk conditions (Collier, 1997: 98). According to Sariçoban (2004:18), it helps learners to practice language in different social contexts and social roles. Learners can use their imagination and add a personal touch to the characters they portray. This activity can also increase empathy; to understand other people, to put oneself in their shoes. Moreover, role-play is a splendid way to raise attention and focus energy of the learners in the classroom (Curtain & Pesola, 1988). Ments (1999:86) provides a list of advantages of using role-play in the classroom:

Role-play

- enables students to express hidden feelings;
- enables students to discuss private issues and problems;
- enables students to empathise with others and understand their motivation;
- gives practice in various types of behavior;
- portrays social behavior and dynamics of group interactions;
- provides opportunity for non-articulate students and emphasises the importance of non-verbal, emotional responses;
- provides rapid feedback for both students and tutors;
- is student-centered and addressess itself to the needs and concerns of the trainees;
- enables the group to control content and pace;
- changes attitudes.

2.8.1.9. Tongue Twisters

Another effective and fun activity to do with very young learners in the classroom could be using tongue twisters. As Gürbüz (2010:148) maintains tongue twisters are interesting, joyful and fun for the students. She claims that tongue twisters can help learners to improve their pronunciation skills. Linse and et.al. (2005:60) also assert that using tongue twisters in teaching children foreign languages are entertaining, motivating and fun. As Sarıçoban and Küntaş (2010) claim, motivation is important and children need it in order to move to other stages in the learning process. Children adore tongue twisters, because they perceive saying the sounds as a game. The tongue twisters have confusing, encouraging and attention provider functions, and besides they help students to develop and widen their vocabulary knowledge, pronunciation and memorization in the easy and joyful way (Yılar,2007). Furthermore, tongue twisters can help teachers to use smooth transition from one activity to another (Linse and et.al., 2005:60).

CHAPTER III

METHODOLOGY

3.0. Introduction

This chapter consists of the method and instruments of data collection concerning preschool children's multiple intelligence types, MI vocabulary tests for assessment and for assessment of retention. TIMI (The Teele Inventory of Multiple Intelligences) will help us to investigate kids' dominant intelligences and show how English vocabulary can be taught to very young learners with reference to MI theory and supply different types of activities in order to teach vocabulary to very young learners with reference to MI theory.

3.1. Design

In order to conduct this study, descriptive and quasi experimental research techniques were used. Descriptive research methods were used to provide a picture of very young learners and their MI profiles in the preschool. To obtain the data, Teele pictorial MI inventory was used.

An experimental research generally involves the random selection of participants. However, when it is impossible to meet the conditions of true-experiments; in other words, when it becomes inevitable to base the research on the clustered classrooms, the research becomes quasi-experimental. Quasi-experimental research are used when true experiments cannot be done. The term "quasi" means almost, near and somewhat. Quasi-experimental research are constructed from situations which already exist in the real world, and are probably more representative of the conditions found in educational context (Campbell & Stanley, 1963). In quasi-experimental design, the researcher used already assembled groups or classess. So, subjects are not randomly assigned to treatment group. Quasi-experimental research are considered worthwhile because they permit the researcher to reach reasonable conclusions (Ary and et.al., 2009).

In this thesis, descriptive and quasi-experimental research designs were employed. Descriptive research design includes qualitative and quantitative characteristics. In this respect, in the present study qualitative data were obtained through semi-structured interview with the participants' English teacher, because qualitative data were necessary in order to gain more information about participants' knowledge and level of English and also feedback of the teacher and school principal. Quantitative data were primarily obtained through TIMI test, post-test (MI Vocabulary Test 1) and retention test (MI Vocabulary Test 2). Since, the participants were not selected randomly and the pupils were assumed to be zero beginners before the MI based-activities were implemented, the quasi-experimental research design was used to test the efficacy of MI based lesson plans on the learning and retention of vocabulary items.

3.2.Subjects

The participants in the research were 19 preschool children, 10 boys and 9 girls. The children were at a private nursery school in Ankara. They were 5 years old. The preschoolers had one hour of English class in a week. Their level of English can be considered as zero beginners. The participants were an already existing group of students so no random selection or any other statistical sampling method has been implemented. The study took place in the 2010-2011 Spring Semester.

3.3.Instruments

The tools employed for this research are semi-structured interview with the teacher of the participants, TIMI (The Teele Inventory of Multiple Intelligences) test to investigate preschoolers' dominant intelligences, lesson plans, post-test (MI Vocabulary Test 1 for Assesment) and (MI Vocabulary Test 2 for Assessing Retention) retention test (See Appendix 6 and 8)

3.3.1.Semi-structured Interview Notes with the Teacher

The objective of semi-structured interview is to understand the respondent's point of view. It includes open-ended questions suggested by the researcher. It can be used to give and receive detailed information about the participants. Semi-structured interviews are useful when little is known about the subject area (Mathers and et.al, 1998). In this research, two semi-structured interviews were used to obtain a more in depth view of the teacher concerning knowledge and level of the participants and to take information about what kind of activities does the teacher use during lessons. During application process, the teacher of the children did not teach the participants, she was an observer. When asked her opinion, she made some comments about lessons, MI based activities and learners's attitude toward the researcher and activities. The second interview was conducted after the observations with the aim of getting more insight into the application, its effectiveness and children's reactions and attitudes in the classroom.

3.3.2.The Teacher and School Principal's Feedback

The school principal also contributed to the evaluation of the procedure by providing feedback on occasional observations and the reactions received from the parents.

3.3.3. The Teele Inventory of Multiple Intelligences (TIMI) Test

TIMI test (Teale Inventory for Multiple Intelligences) for young learners was employed in the study. TIMI was developed in 1992 by Dr. Sue Teele, a professor of education at California University. It was specially designed for children studying at preschool to secondary school to investigate the dominant intelligence types in learning. TIMI is a pictorial selective test consisting of 56 panda pictures, each of which includes features of seven intelligence types. And there are 28 picture-pairs from which the students should select one picture of the pair. For instance, picture 1A shows a panda singing a song whereas 1B shows a panda playing a musical instrument. For each pair of pictures, the learners were interviewed individually and asked which one they liked best. The researcher interviewed the children individually. The TIMI test was given in a relaxed environment. Their answers were recorded on the answer sheet and then evaluated. This pictorial inventory doesn't require

learners to be literate in order to complete it. For this reason, TIMI was chosen by the researcher (See Appendix 4). This test was implemented to the participants individually. The researcher was pleasant, positive and encouraging. During the test the researcher and the participants used Turkish language since it was the participants' mother tongue. The researcher introduced the inventory by saying: “ Şimdi bazı panda resimlerine bakacağız ve hangi resmi daha çok beğendiysen bana söyler misin?” (We are going to look at some pictures of panda and please tell me which picture do you like most?). The examiner entered the score one by one on the answer sheet after taking each answer from the participant. The researcher scored the inventory in following way: “She took the transparency sheet and placed it over the responses on the answer sheet. Recorded marks in the appropriate boxes below the answer sheet for each of the answers. After that, she tallied up the marks for the responses in each of seven intelligences. Based on the number of each, she determined the four most dominant intelligences and recorded them in the appropriate lines with 1 being the highest number of selections in that intelligence and four being the fourth selection (See Appendix 5). Then, the researcher identified the MI profile of the individual students and the class.”

3.3.4. Lesson Plans

The eight lesson plans (12 sessions) were prepared in order to teach vocabulary with reference to MI theory. The topics of the lessons were according to the “Gülbağçesi” kindergarten’ English class curriculum. Total number of target vocabulary was 55. Each lesson was designed according to the eight intelligence types. The lesson plans consist of activities that involve drawing, cutting, coloring, physical movements, art-craft, chants, nursery rhymes, songs, games, puzzles, mazes and storytelling. The researcher used various different materials for each lesson in order to teach the target vocabulary effectively and in an enjoyable way. All activities were prepared according to students’ intelligences, age, needs and characteristics.

The researcher taught the class for six weeks. At the end of the sessions, the participants were administered MI vocabulary tests. The researcher videotaped the lessons and tests and also took photos (See Appendix 2).

3.3.5. Post- test MI Vocabulary Test 1 for Assessment

As it was mentioned above, the participants were zero beginner learners. They started studying English for the first time and according to their teacher's responses, they did not study the topics and vocabulary which the researcher taught them. The researcher did not applied pre-test to the participants. It would not be useful and appropriate to assess the participants' knowledge of the target vocabulary which they did not study before. In this situation, the application of the pre-test to the participants, would make students feel uncomfortable and develop negative attitude towards the researcher and the research process. So, the researcher accepted the participants' level of proficiency as zero beginner and began the study.

As to the post-test, six MI vocabulary tests were designed in order to assess participants' knowledge of the target vocabulary. The total number of the target vocabulary was 55. Each test included 20 target vocabulary. MI Vocabulary Test 1 had covered all eight lessons (12 sessions). It was administered to the learners individually. The answers of the learners were recorded on the answer sheet and evaluated. The researcher videotaped and took photos while administering the tests. In order to reach valid and reliable results, the tests were reviewed by two young learner specialists and their suggestions were incorporated into the tests. The participants were not literate in their mother tongue, they could not read and write, therefore the tests which were applied to them were based on semiotic approach. The researcher gave the tests to the individual students by asking them to act out, point, color, count, match, draw and so on (See Appendix 6). The results of the tests were analyzed and interpreted.

3.3.6.Retention test MI Vocabulary Test 2 for Assessing Retention

MI Vocabulary Test 2 for Assessing Retention was employed to the participants four weeks after implementing MI Vocabulary Test 1 for Assessment. This test aimed to investigate how much of the target vocabulary could still be remembered by the pupils. Each test included 10 target vocabulary. It had covered all eight lessons (12 sessions). This test was also administered in the same way as MI Vocabulary Test 1 (See Appendix 8) The results of the test were analyzed and interpreted.

3.4. Data Collection

In our study, the semi-structured interview results have been discussed. Besides, the results have been obtained by cumulative results of TIMI tests, MI Vocabulary Test 1 for Assessment and MI Vocabulary Test 2 for Assessing Retention. In order to find preschoolers' dominant intelligences, TIMI test was implemented. The best means to learn preschool children's dominant intelligences was considered to be TIMI (Teele, 2000). TIMI was administered to the preschoolers at "Gülbahçesi" kindergarten at the beginning of the study. A total number of 19 students were included in the research.

MI Vocabulary Test 1 for Assessment and MI Vocabulary Test 2 for Assessing Retention were prepared by the researcher and consulted to the supervisor before application. These two tests were similar in content. MI Vocabulary Test 1 for Assessment was administered to very young learners to get know how many target vocabulary were learned at the end of the lessons prepared by the researcher.

As it is well known, very young learners could forget obtained knowledge quickly without continuous repetition. Thus, the researcher conducted MI Vocabulary Test 2 for Assessing Retention. This test helps us to see how much of the vocabulary could be remembered later.

3.5. Data Analysis

The TIMI was implemented to 19 preschool children aged 5 at "Gülbahçesi" kindergarten. The score of each child was shown on the table and interpreted in details. Moreover, all 19 children's cumulative results showing the MI profile of the class also given and interpreted in details.

Wilcoxon Signed Ranks Test was used to determine whether there was differences between scores of MI Vocabulary Test 1 for Assessment and MI Vocabulary Test 2 for Assessing Retention. The data of the tests were analyzed.

3.6 Conclusion

The findings of the above described procedures and data collection devices are presented and explained along with discussion and implications for teaching in the next chapter.

CHAPTER IV

RESULTS AND DISCUSSIONS

4.0. Introduction

In this section of the study, the data and related results will be analyzed and discussed. Firstly, results of the semi-structured interview with the teacher will be discussed, findings of the TIMI test will be examined, then findings of the Post-test MI Vocabulary Test 1 for Assessment and Retention test MI Vocabulary Test 2 for Assessing Retention will be analyzed. Finally, both the results of MI Vocabulary Test 1 for Assessment and MI Vocabulary Test 2 for Assessing Retention will be discussed.

4.1. Results of the Semi-structured Interviews with the Teacher and the Preschool Principal

The teacher of the participants graduated from Ankara University, Department of English Literature. She has been working in Gülbahçesi preschool for two years. So, she has two years experience in teaching English to very young learners.

The teacher of the preschoolers has been interviewed twice. First, before the application of MI-based language learning activities in order to find out what she regularly does in the class and to get to know about the pupils. Also, the topics of the six-week application and target vocabulary have been determined together with the teacher. Second, after the six-week MI based application, during which the teacher has been presented in the classroom as an observer, the second interview focuses on the observations on the effectiveness of the activities and the reactions of the children.

Results of the first semi-structured interview with the teacher indicates that the teacher mostly applies activities such as songs, games, colorings and TPR activities. At the same time, she uses teaching techniques such as repetition, recasting and questioning while she is teaching English to very young learners. She especially pays attention to repetition. According to her, repetition at certain periods are important while teaching very young

learners, because they can forget easily what they have studied. The teacher insists that because of limited time, she can not use activities such as storytelling, drama, maze, puzzle and art-crafts.

According to the teacher's responses, the participants are at the zero beginner proficiency level in English, as they began learning English for the first time at the beginning of the 2010-2011 educational year. As to the topics and related vocabulary items chosen for the study, the teacher clearly stated that they are totally unknown for the pupils.

After observing the researcher, the regular teacher of the children came to the conclusion that vocabulary activities prepared in line with MI profile of the learners are useful and fruitful. MI based activities can be motivating tools while teaching very young learners. She particularly emphasizes that the children have thoroughly enjoyed the classes, have learned the target vocabulary relatively easily and with greater retention level. These activities can help preschool English teachers to teach the target language properly and in non-stressful way. Besides, she suggests integrating MI based activities to the Gülbahçesi English syllabus.

Extracts from her comments are below:

"In my opinion, MI based activities can develop children socially, linguistically and cognitively. By the help of these activities, preschool English language teachers can create joyful and enjoyable atmosphere where learners feel themselves more comfortable and non-stressful. For very young learners, variety is important, because they have short attention spans and get bored quickly, so different vocabulary activities can prevent boredom. I will try to apply MI based activities in my lessons too. I saw the effectiveness of these activities. In addition, we can add MI based lesson plans which the researcher applied during study in our school syllabus."

"As to learners, they all seemed to enjoy the lessons. They performed actively. It seemed that they loved activities especially TPR activities, mazes and puzzles. They also loved the story and dramatization of the story. I did not use stories in my lessons and dramatization, however I saw how my students got pleasure from acting out the story. Besides, I would like to add that I am planning to use board games in my lessons, since my students enjoyed while playing. Moreover, they just not only play but also learn target vocabulary in easy and joyful way. I can use board games while teaching different topics and also I can use it in my assessment. It will help me to assess my students in simple way. All in all, from my observation during

application period, I can say that most of the activities conducted by the researcher can foster the learning process and motivate learners towards the language learning process.”

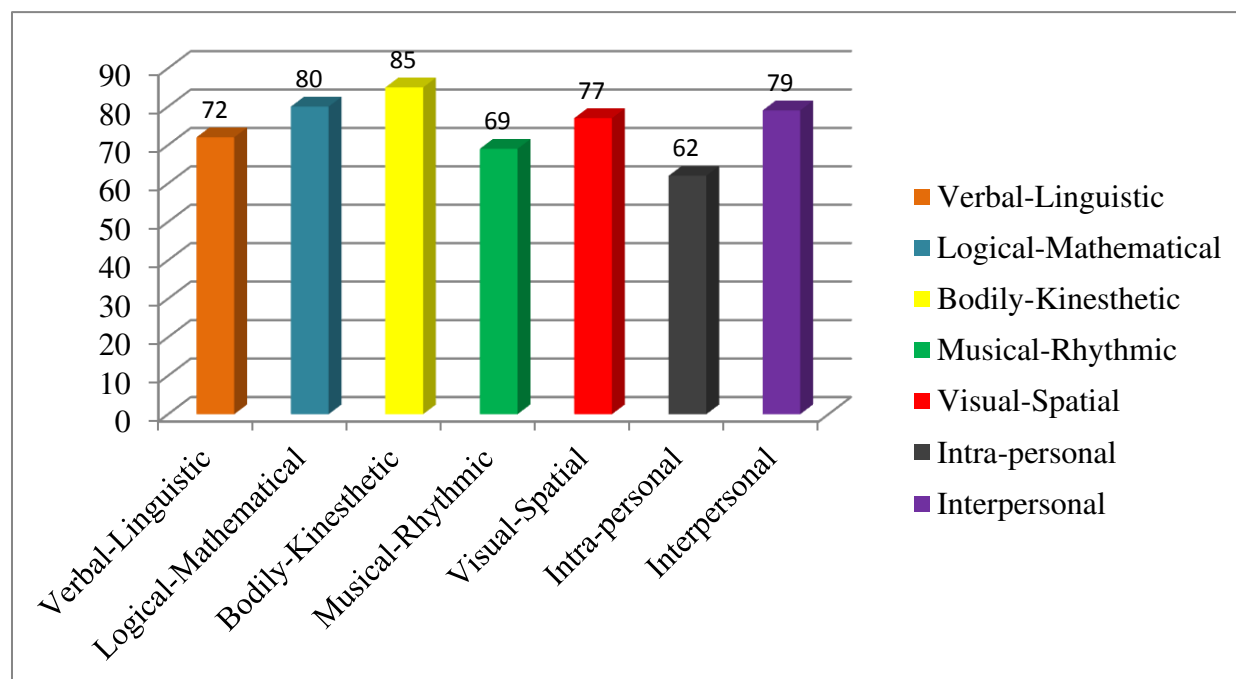
The school principal’s feedback is given below:

“According to my observation from some lessons taught by the researcher, I would like to point out that the researcher was positive and energetic during lessons. She tried to create joyful and pleasant atmosphere in the classroom. It seemed that our learners showed high levels of energy and enthusiasm throughout the research. Almost all students participated actively during lessons. As to TIMI test, we would like to use this test to other our students. We did not applied it before. TIMI test will help us to find out the dominant intelligences of our learners and to prepare lessons in line with their intelligence types.”

4.2. Findings of the TIMI Test

The overall scores of the Teele Inventory for Multiple Intelligences given in the table below in descending order. It indicates that participants possess different types of intelligences and take information in different ways.

TABLE 15 Dominant Intelligences of 19 Preschoolers



The results support the fact that very young learners have incredible energy and they need to move around and do physical activities. Their bodily-kinesthetic intelligence has dominance among other intelligences. The graph shows us that subjects mainly can learn more effectively through hands-on activities, movement, dance, mime, competitive and cooperative games, LEGOs, blocks, drama, role-play, using body language and gestures (Ersöz, 2010: 16). In order to teach English effectively, teachers may employ these kind of activities while teaching preschoolers.

The subjects also demonstrated a stronger preference for logical-mathematical intelligence. It shows that participants may learn effectively also through working with patterns and relationships, classifying, abstract thinking (Ersöz, 2010: 16). Teachers may use puzzles, rule-based activities, mazes, calculations, charts.

Another intelligence type dominant in the subjects is interpersonal intelligence. The graph shows us that subjects may learn efficiently in participating and group activities. These kind of learners love to be around other people and tend to be leaders in the classroom. They have a lot of friends and participate in social activities (Teele, 2000: 42). Teachers may use peer sharing, people sculptures, cooperative groups, board games and simulations (Armstrong 2000b: 60, 61, 62).

Spatial intelligence can be considered as one of the dominant intelligences of the subjects. According to the data of the participants, we can say that they can learn actively through pictures, colors, shapes, visualization, drawing (Ersöz, 2010: 16). Teachers may use cartoons, photos, pictures, power point presentations, graphs, maps, symbols, videos, illustrations.

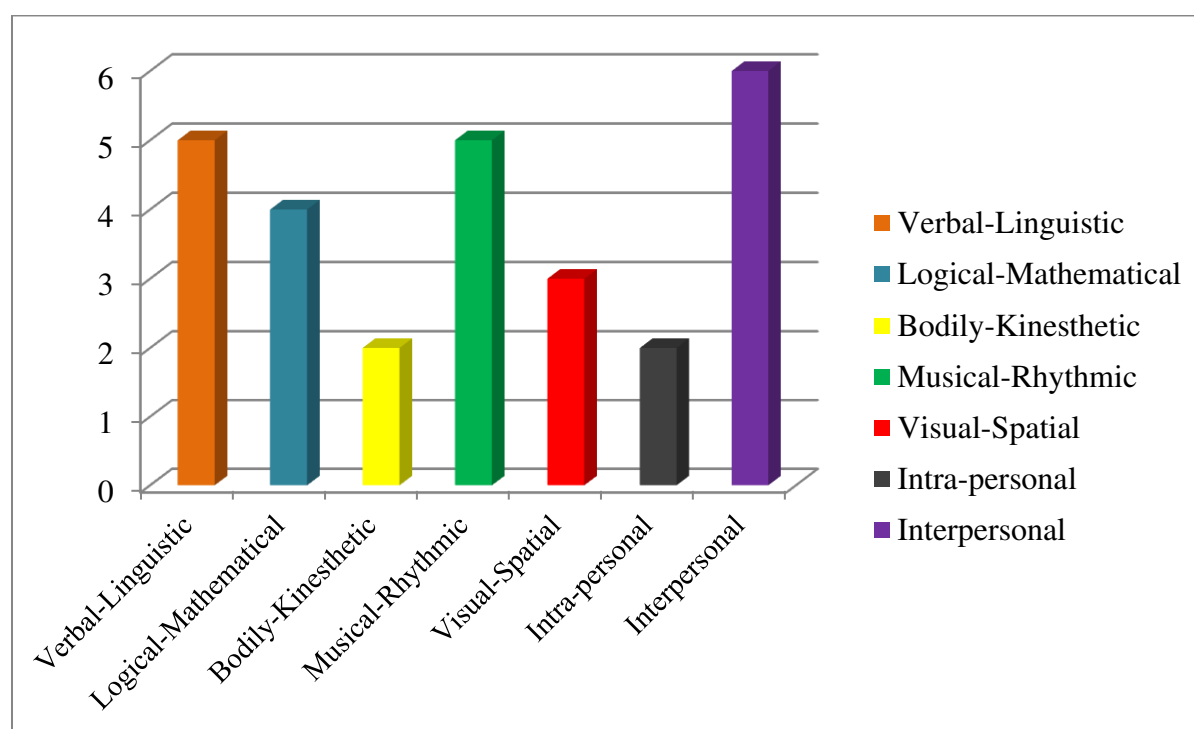
As to the subjects individual graphs, each of the child possesses all eight intelligences but in different degrees. In the following section MI profiles of individual pupils will be analyzed in details.

While introducing English to the children at an early age, focus should be on different activities which may support the learning of receptive vocabulary and moreover, it may help to foster positive attitude towards learning English. Also, using different types of activities may help the learners to have pleasant experience in an enjoyable way.

The stronger and weaker intelligence types of the participants are given below. It requires active learning, activity types and what we have mentioned above. There is a

diversity in the classroom. Thus, the activities should be valuable to the learners, appeal to them, cater their interests, potentials and capabilities and besides, support weaker intelligence types. Furthermore, giving the learners opportunities to benefit from the intelligences they are already strong in, different activities which appeal more than one intelligence at a time will give them the opportunity to strengthen their weak intelligences.

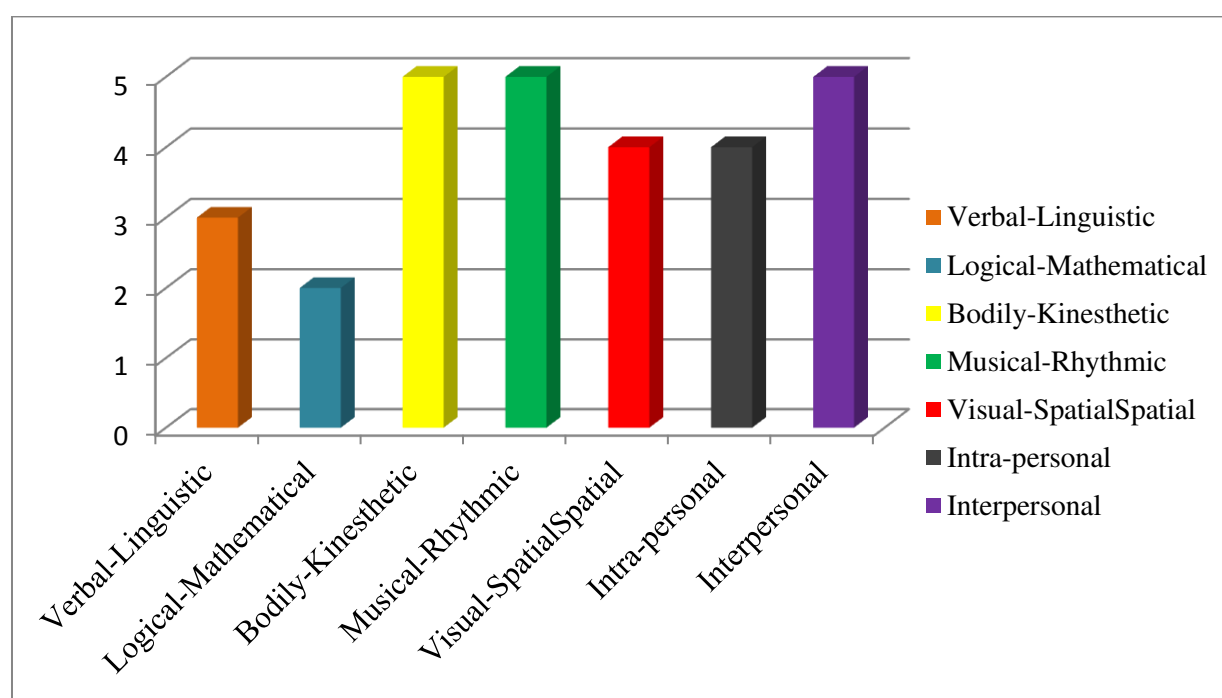
TABLE 16 *Multiple Intelligence Profile of Pupil 1*



The results demonstrate that this child's dominant intelligences are interpersonal, musical-rhythmic and verbal-linguistic. This child learns, likes and prefers best through role-playing, group work activities, social activities, board games, interviews, simulations, singing, whistling, rhythm, melody, word games, jokes, reading book or stories. On the other hand, this child's weaker intelligences are logical-mathematical, visual-spatial, intra-personal and bodily-kinesthetic. Thus, it can be concluded that the child is not good at numbers, logical and mathematical problem solving, drawing things, working with pictures and colors, visuals, self-paced learning, individual activities, mimicking other people's gestures, moving, touching, body language. In order to develop these weaker intelligences of the learner, the

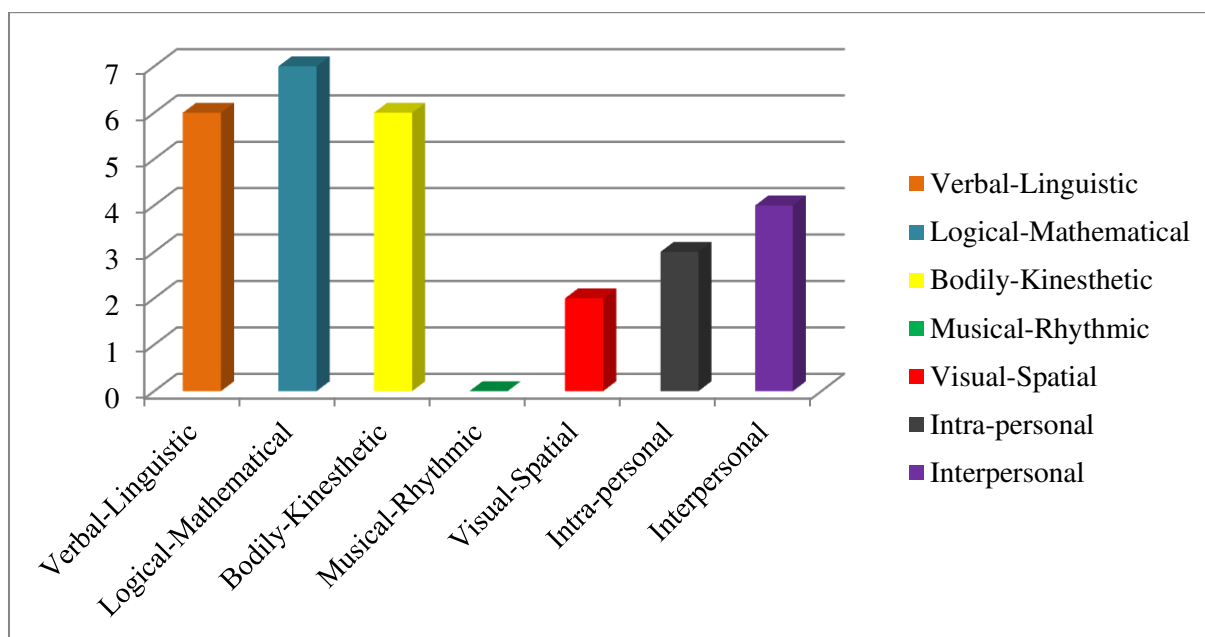
teacher should choose activities which appeal more than one intelligence simultaneously. Through the activation of more than one intelligence, the learner will benefit from the intelligences he/she is already strong in and have chance to develop the weaker ones.

TABLE 17 *Multiple Intelligence Profile of Pupil 2*



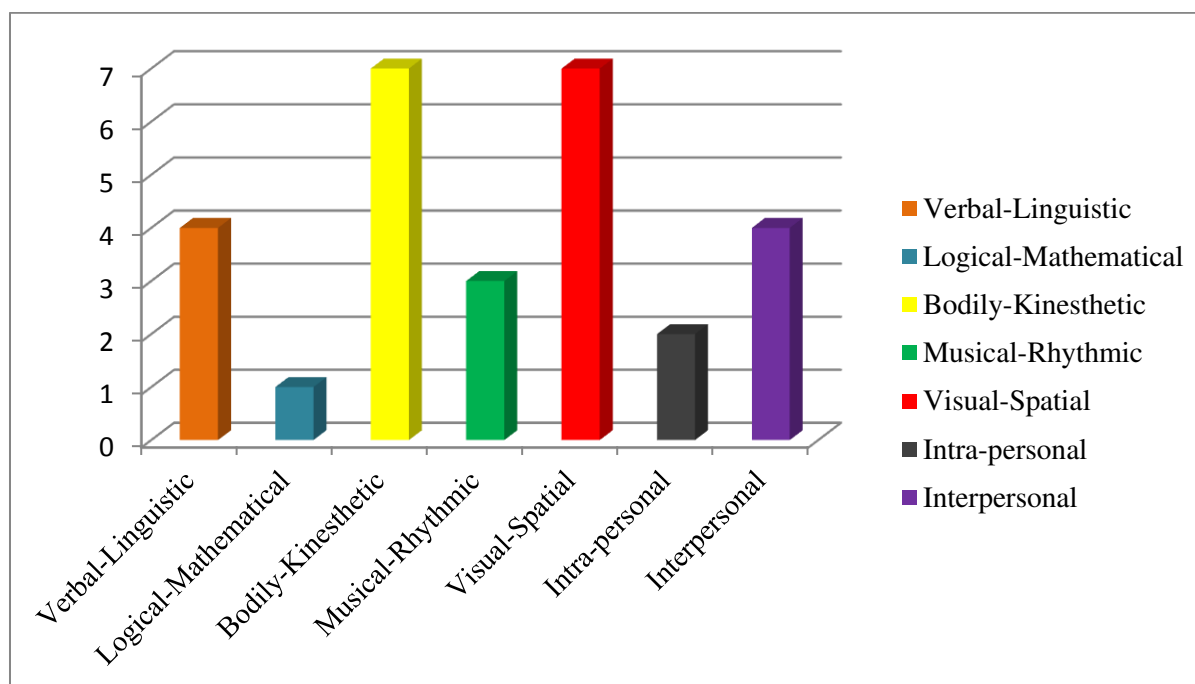
The results demonstrate that this child's dominant intelligences are interpersonal, musical-rhythmic and bodily-kinesthetic. This child likes, prefers and learns best through role-playing, group work activities, social activities, board games, interviews, simulations, singing, whistling, rhythm, melody, touching, moving, doing. However, this child's weaker intelligences are visual-spatial, intra-personal, verbal-linguistic and logical-mathematical. It shows that the child doesn't like working with pictures and colors, visualising, drawing, working alone, individual activities, speaking, reading, writing activities, classifying, playing with puzzles and solving problems. In order to strengthen the weaker intelligences of the learner, the teacher should prepare activities which include the dominant intelligences and at the same time weaker intelligence types.

TABLE 18 *Multiple Intelligence Profile of Pupil 3*



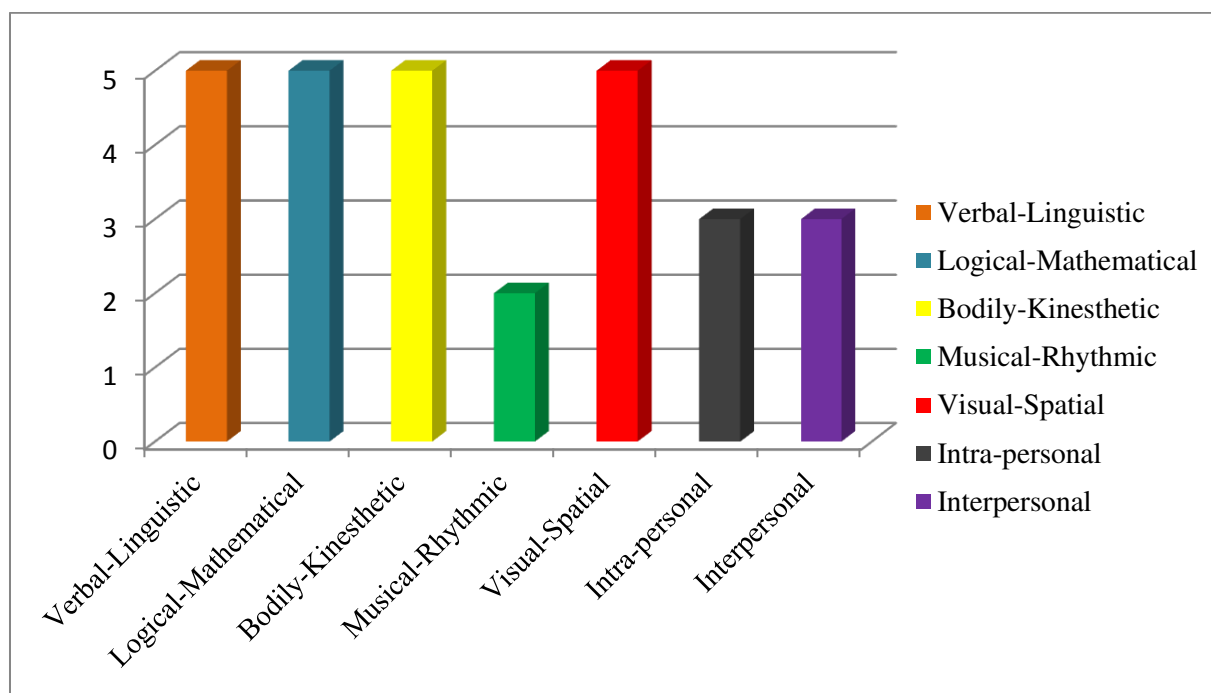
The results demonstrate that this child's dominant intelligences are logical-mathematical, bodily-kinesthetic and verbal-linguistic. This child learns best through mathematical and logical problem solving, calculations, puzzles, experiments, outlining, board games, reading, listening, writing and speaking activities. On the other hand, the weaker intelligences are interpersonal, intra-personal, visual-spatial and musical-rhythmic. The result relating to the musical-rhythmic intelligence shows that the learner didn't select it. For this learner, just songs, melody and rhythm are not appropriate and it can be a distracting factor for him/her. If the teacher use mainly songs during lessons so this learner will develop negative attitude toward the teacher, lessons and will be unsuccessful. This can be a clue to bear in mind while teaching this learner.

TABLE 19 *Multiple Intelligence Profile of Pupil 4*



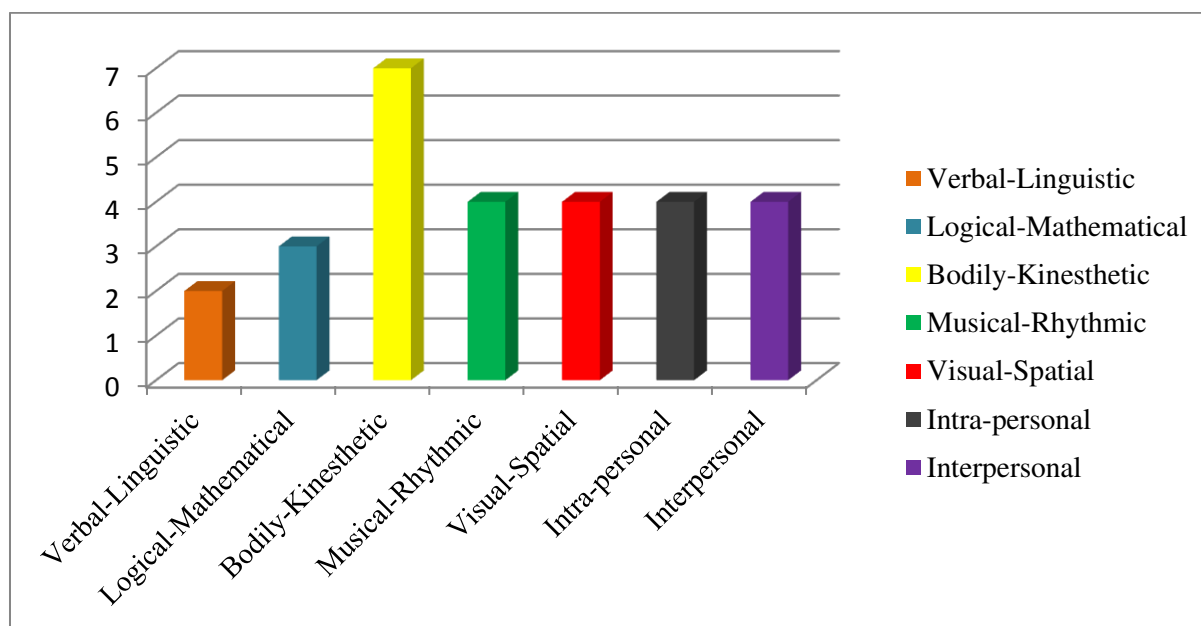
The results demonstrate that this child's dominant intelligences are visual-spatial, bodily-kinesthetic, interpersonal, musical-rhythmic and verbal-linguistic. This child learns best through pictures, colors, drawings, visualizations, paintings, movies, cartoons, illustrations, touching, moving, doing, bodily sensations, sharing, comparing, cooperating and interviewing, songs, melody, rhythm, listening, speaking, writing, reading activities. However, this child's weak intelligences are intra-personal and logical-mathematical. This shows that this learner doesn't like individual activities, self-paced projects, working with patterns and relationships, doing logical puzzles and games, calculations and other mathematical operations. In order to strengthen weaker intelligences, it should be approached by other dominant intelligences.

TABLE 20 *Multiple Intelligence Profile of Pupil 5*



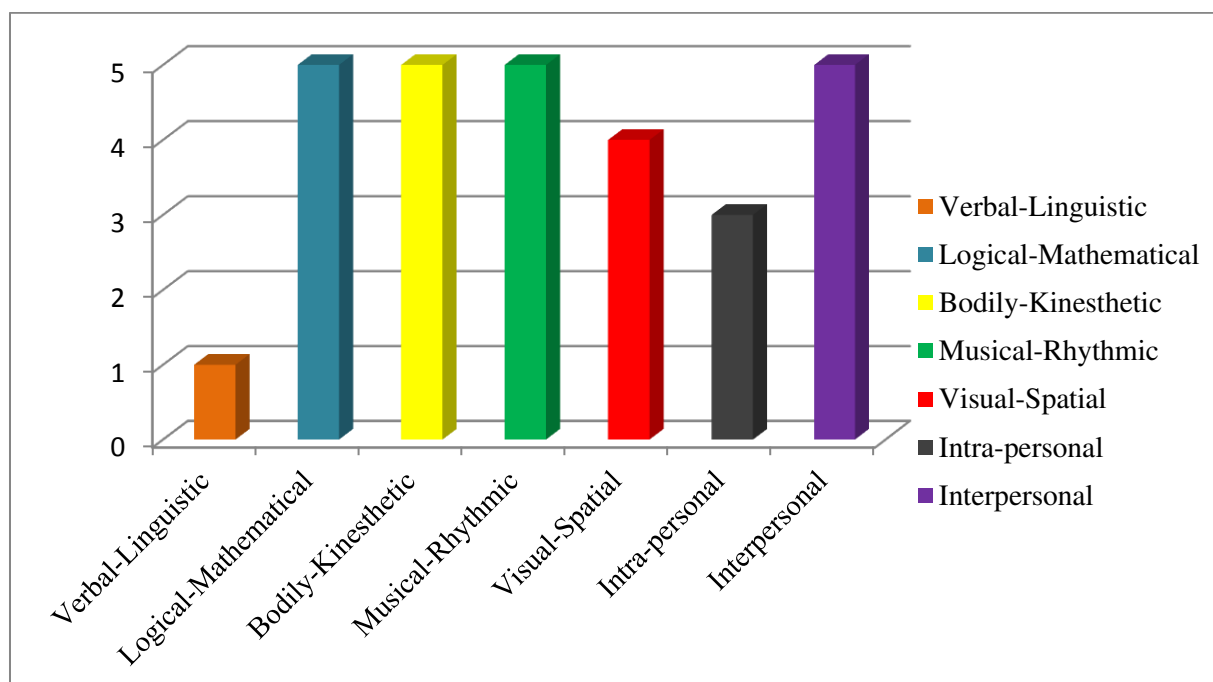
The results demonstrate that this child's dominant intelligences are intra-personal, interpersonal, visual-spatial, bodily-kinesthetic, logical-mathematical and verbal-linguistic. This child learns best through self-paced projects, individual activities, social interactions, cooperation with others, sharing, interviewing, drawings, visualization, charts, diagrams, maps, videos, illustrations, touching, moving, miming, role-play, gestures, puzzles, logic games, calculations, outlining, stories, jokes, anecdotes, reading, writing, speaking. But the weaker intelligence type of the child is musical-rhythmic. Thus, it means that the learner doesn't prefer learn through singing, humming, whistling, melodies and rhythm. The musical-rhythmic intelligence type of the learner can be develop through other dominant intelligences. For instance, the teacher while preparing activities which involve moving, physical actions may include some musical elements. So, the learner use a well developed intelligence to improve a weaker one.

TABLE 21 *Multiple Intelligence Profile of Pupil 6*



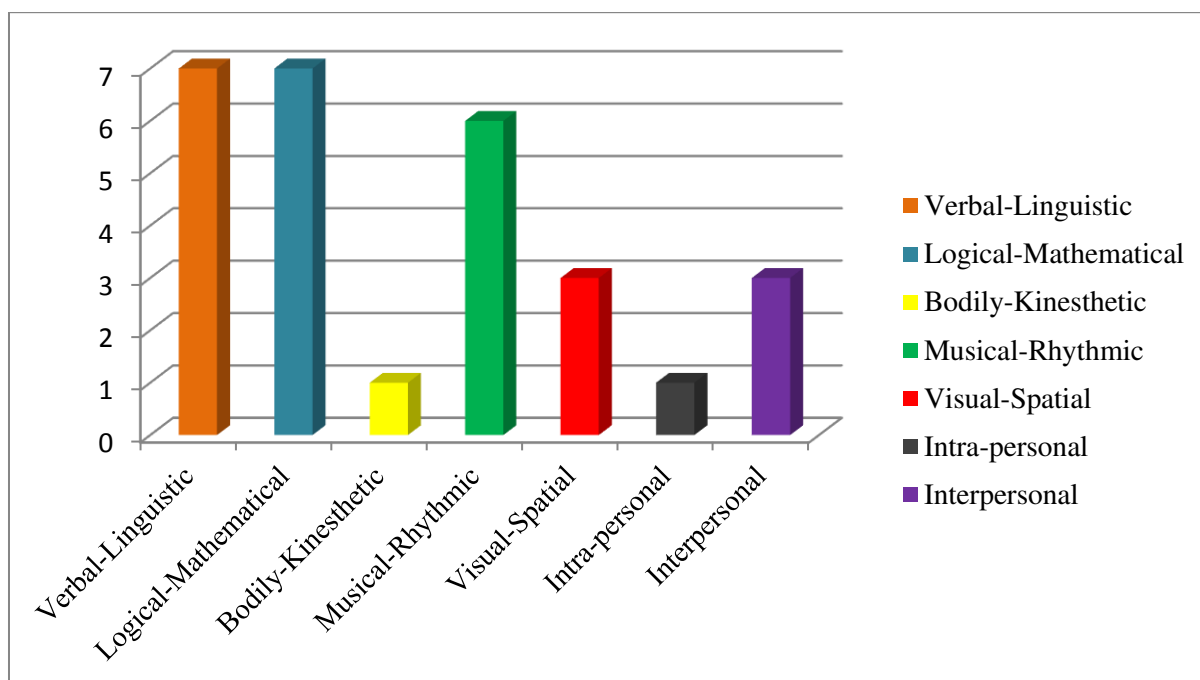
The results demonstrate that this child's dominant intelligences are bodily-kinesthetic, interpersonal, intra-personal, visual-spatial and musical-rhythmic. This child learns best through movement, experimentation, bodily sensations, use his/her body in unique and skilled way, relating and taking part in cooperative, collaborative environments, individual activities, self-paced projects, working alone, working with pictures and colours, visualizing, drawing, illustrations, rhythm, melody, and songs. Besides, the child is very active and his/her need for movement should be fulfilled. Other dominant intelligences should be fostered. On the other hand, the weaker intelligence types are logical-mathematical and verbal-linguistic. These results indicate that the learner is not good at logical and mathematical problem solving, logic puzzles and games, charts, thinking in words, telling stories, writing and reading activities. In order to improve these weaker intelligences, the teacher should plan the activities around the development of logical-mathematical and verbal-linguistic intelligences. For example, the teacher can plan the lessons on cooking, shopping, and other activities in which numbers and words have a role on a daily basis.

TABLE 22 *Multiple Intelligence Profile of Pupil 7*



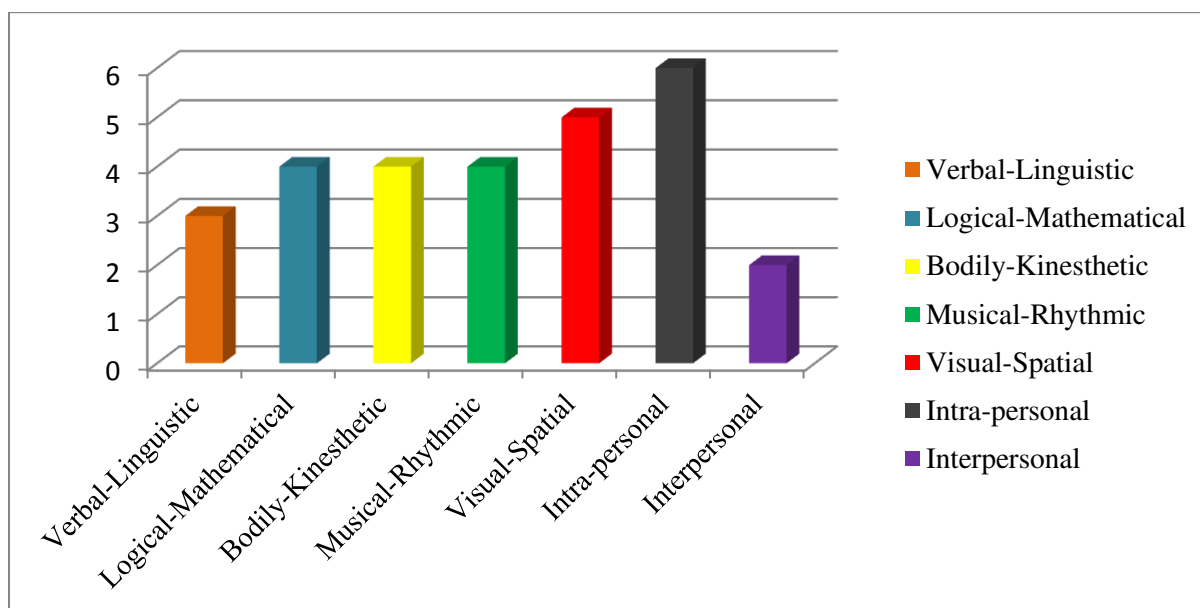
The results demonstrate that this child's dominant intelligences are logical-mathematical, bodily-kinesthetic, musical-rhythmic and interpersonal. This child learns best through solving mathematical problems, solving puzzles, analyzing things, working with mathematical operations, patterns, body movement, performing actions, physical control, rhythm, melody, singing, cooperative and collaborative group work activities. However, the weaker intelligences are visual-spatial, intra-personal and verbal-linguistic. As the graph shows, the child's verbal-linguistic intelligence is one of the weakest intelligence type. In order to be successful in language classes, the learner's verbal-linguistic intelligence should be strengthened through other dominant intelligences.

TABLE 23 *Multiple Intelligence Profile of Pupil 8*



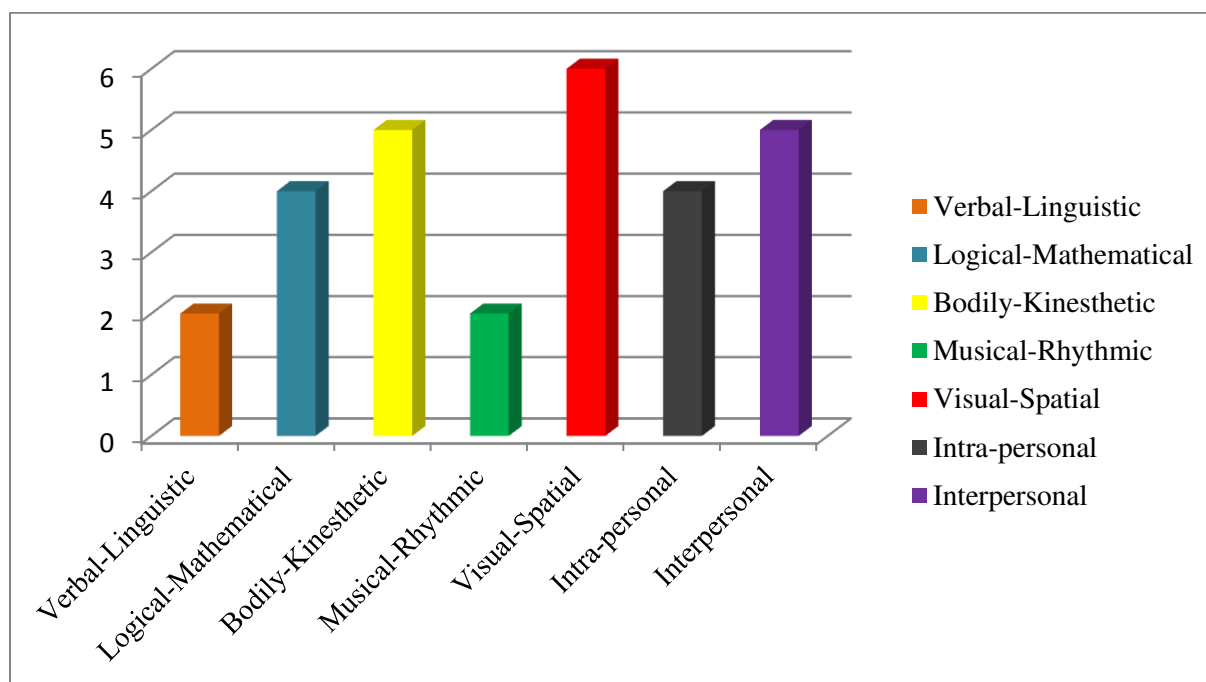
The results demonstrate that this child's dominant intelligences are verbal-linguistic, logical-mathematical and musical-rhythmic. This child learns best through reading, writing, listening, doing crossword puzzles, wordsearches, telling stories, mathematical calculations, puzzles, experiments, rhythm, melody and sounds. But, the weaker intelligences of the child are bodily-kinesthetic, visual-spatial, interpersonal and intrapersonal. The learner doesn't like and prefer to learn through movement, dance, miming, hands-on activities, work with pictures, photos, graphs, drawing, pair and group-work activities and individual activities. Despite of the age, the learner is silent and quiet. Just movement or physical activities don't appeal to this learner.

TABLE 24 *Multiple Intelligence Profile of Pupil 9*



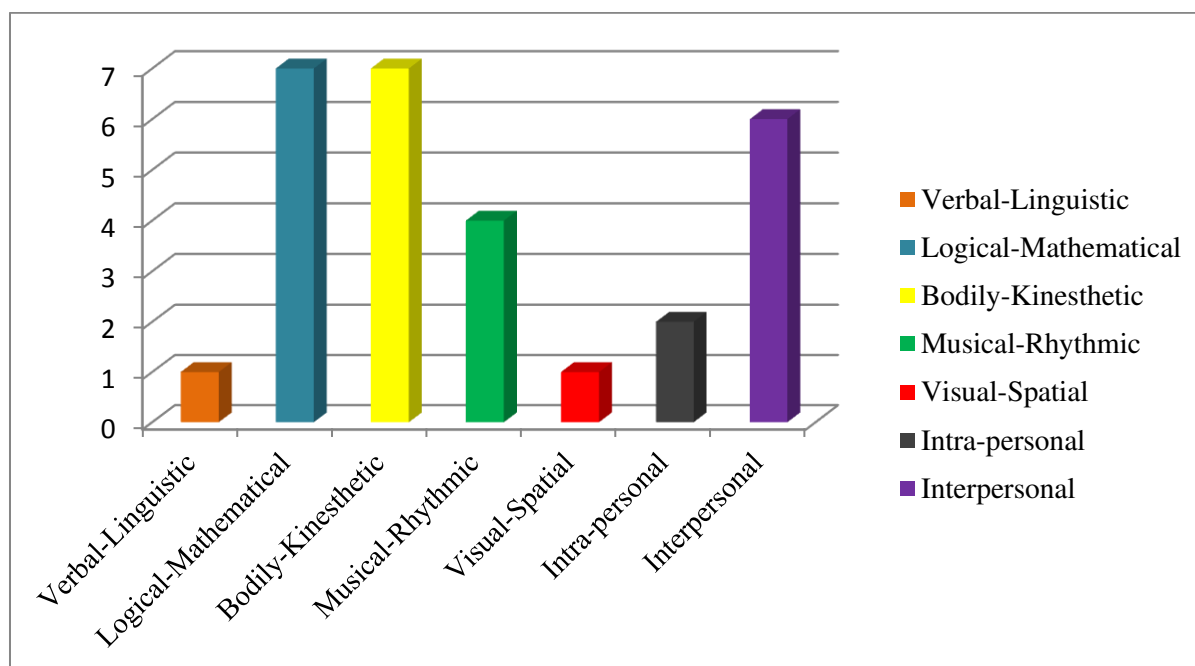
The results demonstrate that this child's dominant intelligences are intra-personal and visual-spatial. This child can work or study well alone, accurately express inner feelings. He/she is goal-directed, self-confident and self-disciplined. This learner with these two dominant intelligences can learn best himself/herself without others help, can learn through visualization, shapes, patterns, cartoons, pictures, chars, graphs, maps and videos. On the other hand, one of the weakest intelligence type of the learner is an interpersonal one. In order to develop this intelligence, the teacher should design lessons that include pair and group work activities.

TABLE 25 *Multiple Intelligence Profile of Pupil 10*



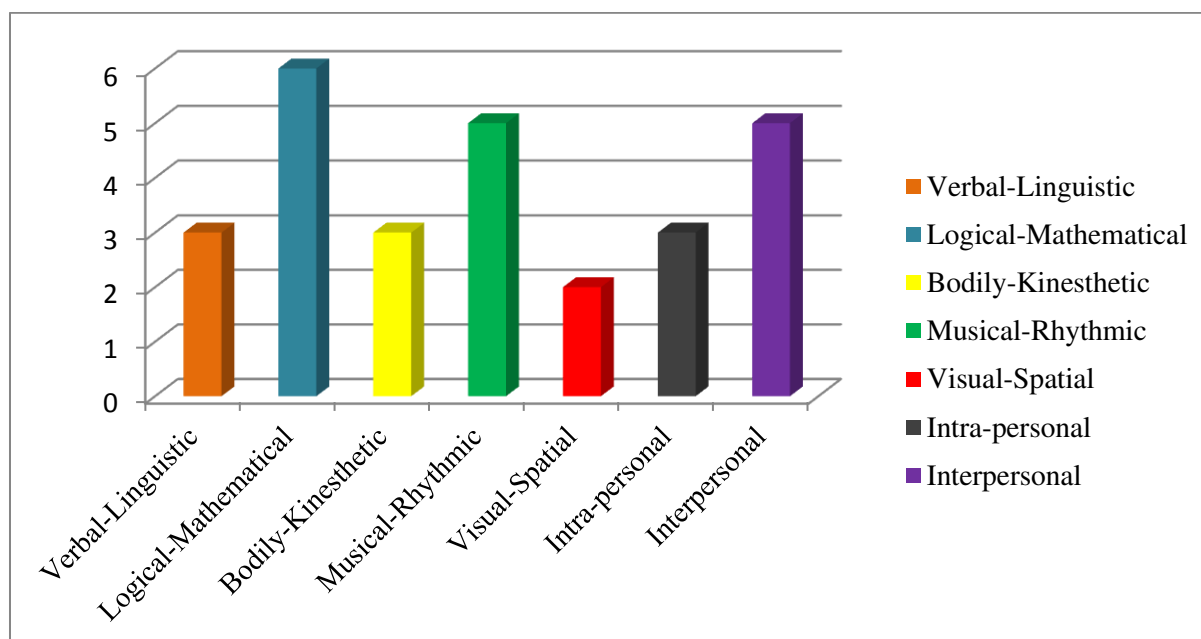
The results demonstrate that this child's dominant intelligences are visual-spatial, bodily-kinesthetic and interpersonal. This child can learn best through maps, graphs, shapes, pictures, cartoons, videos, moving, touching, doing, acting out, role-playing, physical activities, interviewing, cooperative and collaborative group work activities. However, the weaker intelligences are intra-personal, logical-mathematical, musical-rhythmic and verbal-linguistic. The learner is not good at working alone, doing self-paced projects, working with relationships and patterns, playing logic puzzles and games, working with abstract, rhythm, melody, singing songs, speaking, reading, writing, discussing and debating. The teacher can foster these weak intelligences through strong intelligences.

TABLE 26 *Multiple Intelligence Profile of Pupil 11*



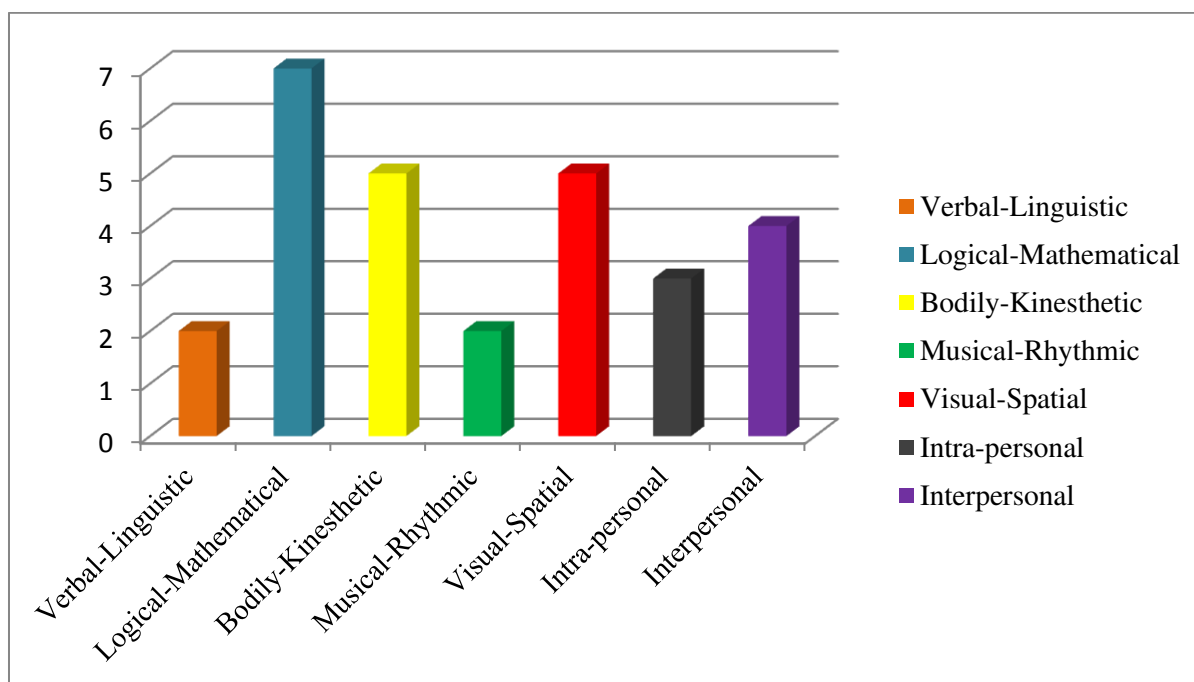
The results demonstrate that this child's dominant intelligences are logical-mathematical, bodily-kinesthetic, interpersonal and musical. This learner learns best through solving mathematical problems, solving puzzles, analyzing things, working with mathematical operations, patterns, body movement, performing actions, physical control, rhythm, melody, singing, cooperative and collaborative group work activities. However, the weaker intelligences of the learner are intra-personal, verbal-linguistic and visual-spatial. Self-paced projects, individual activities, listening, writing, reading and speaking activities, visuals, cartoons, pictures drawing videos are not enough and effective for this learner. The learner doesn't like and prefer to learn through mentioned activities. The weaker intelligences should be developed through other dominant intelligence types.

TABLE 27 *Multiple Intelligence Profile of Pupil 12*



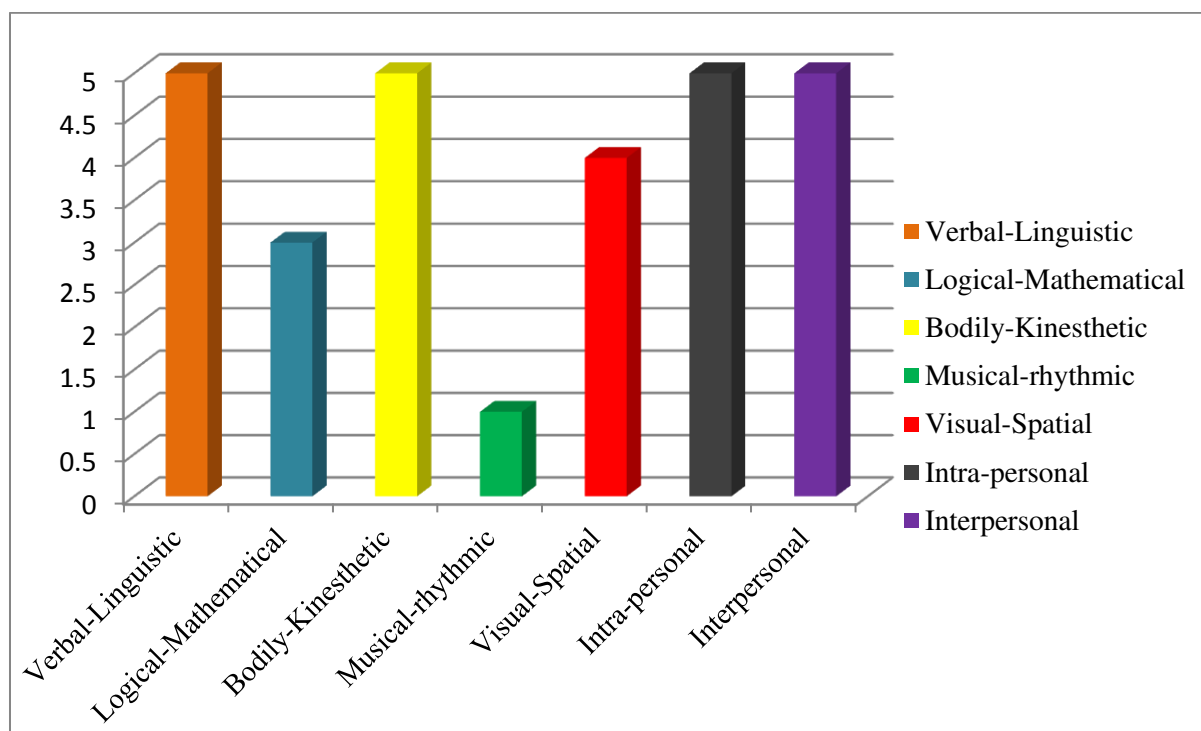
The results demonstrate that this child's dominant intelligences are logical-mathematical, musical-rhythmic and interpersonal. This learner learns best through solving mathematical problems, solving puzzles, analyzing things, working with mathematical operations, patterns, rhythm, melody, singing, cooperative and collaborative group work activities. On the other hand, one of the weakest intelligence is the visual-spatial. It can be concluded that, the learner are not good at visualization, drawing, working with pictures, visuals, symbols. These activities are not sufficient for the learner. The weakest intelligence should be supported by the dominant ones.

TABLE 28 *Multiple Intelligence Profile of Pupil 13*



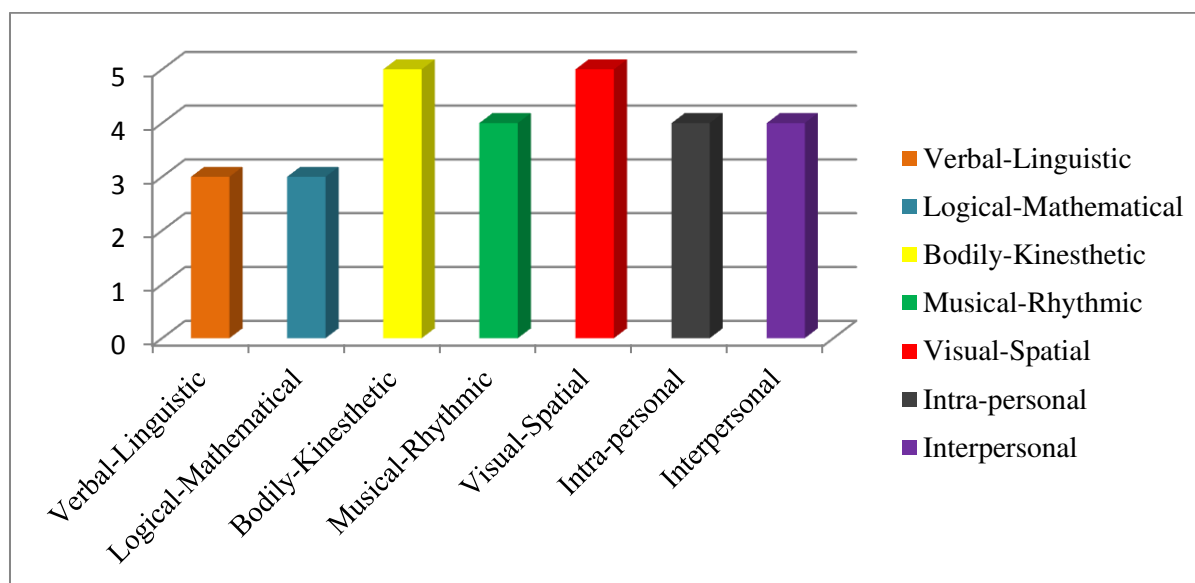
The results demonstrate that this child's dominant intelligences are logical-mathematical, bodily-kinesthetic and visual-spatial. This learner learns best through solving crosswords, wordsearches, puzzles, mathematical operations, analyzing things, doing, touching, moving, physical activities, performing actions, visualization, charts, shapes, patterns, pictures, cartoons, videos. However, the child's weaker intelligences are interpersonal, intra-personal, verbal-linguistic and musical-rhythmic. The learner is not good at role-playing, group work activities, cooperating, sharing, self-paced projects, individual activities, reading, writing, listening and speaking activities, singing songs, whistling, humming, listening to music and melodies. In order to foster these intelligence types, the teacher should prepare activities which include mainly strong intelligence types which could support the weaker intelligences.

TABLE 29 *Multiple Intelligence Profile of Pupil 14*



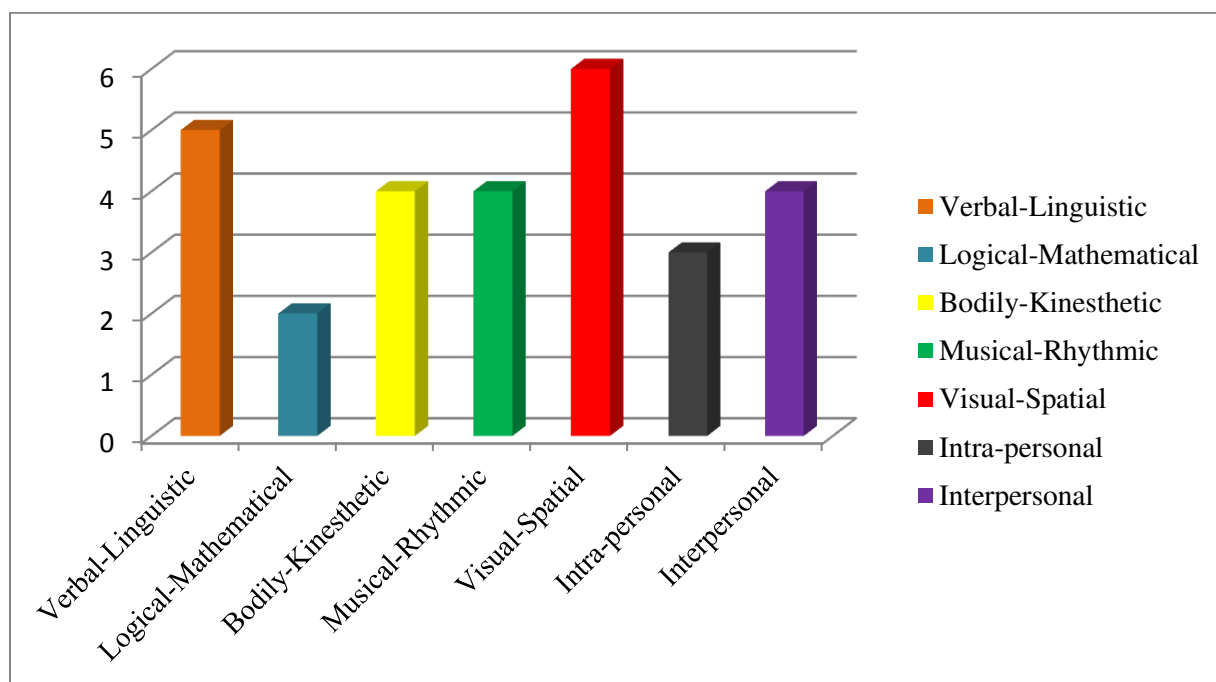
The results demonstrate that this child's dominant intelligences are verbal-linguistic, bodily-kinesthetic, intra-personal, interpersonal and visual-spatial. This child learns best through reading, writing, listening, doing, moving, touching, taking information through bodily sensations, working alone, self-placed projects, reflecting, sharing, comparing, relating, interviewing and cooperating, working with pictures, colors, drawing and visualization. On the other hand, the learner's weakest intelligence is musical-rhythmic. Rhythm, melody, singing, listening to music and melodies are not enough for the learner. The musical-rhythmic intelligence should be supported by other dominant intelligences.

TABLE 30 *Multiple Intelligence Profile of Pupil 15*



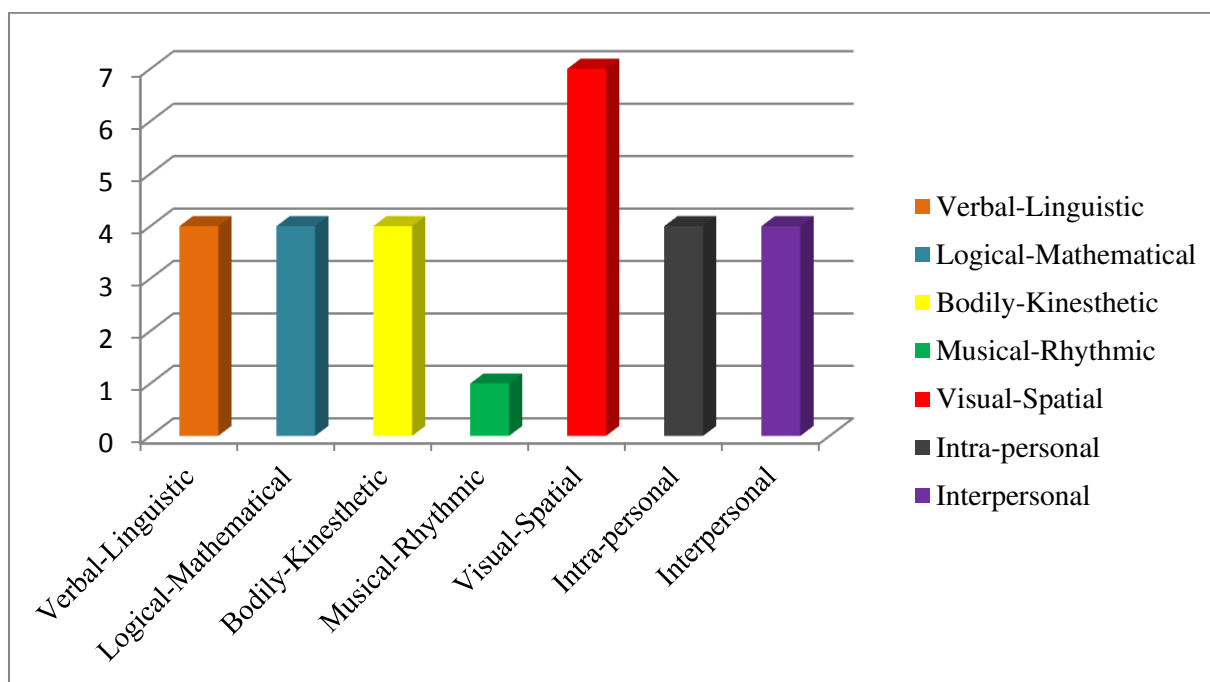
The results demonstrate that this child's dominant intelligences are bodily-kinesthetic and visual-spatial. This child learns best through using variety of physical skills, doing, moving, touching, taking information through bodily sensations, working with pictures, colors, shapes, visualization, drawings, illustrations, cartoons, photos. However, the weakest intelligences are verbal-linguistic and logical-mathematical. The learner doesn't like to learn through reading, writing, speaking, listening activities, logical and mathematical problem solving, logic puzzles and games, calculation and other math operations. In order to develop these intelligences, the teacher can prepare activities which effectively address not only strong intelligences but also the weaker ones.

TABLE 31 *Multiple Intelligence Profile of Pupil 16*



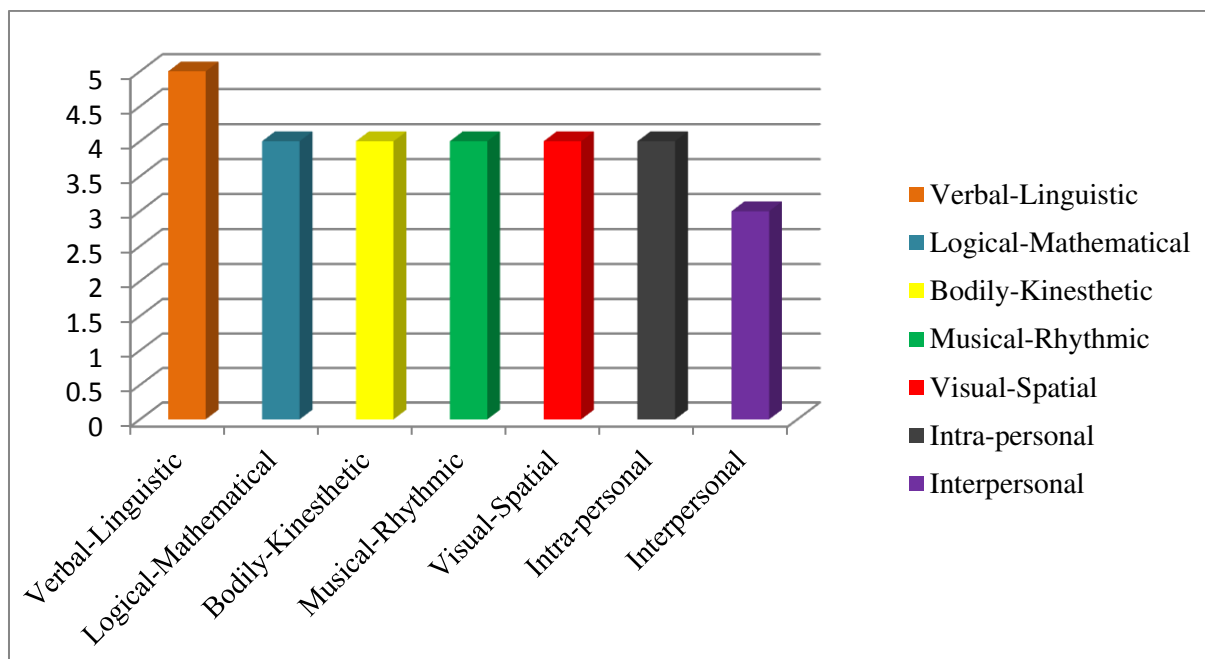
The results demonstrate that this child's dominant intelligences are visual-spatial and verbal-linguistic. This child learns best through working with pictures, colors, shapes, visualization, drawing, photos, cartoons, illustrations, reading, writing, seeing, speaking, listening. On the other hand, the graph shows that the learner's weaker intelligence is logical-mathematical. In order to be successful in math classes, the learner's logical-mathematical intelligence should be strengthen through other dominant intelligences.

TABLE 32 *Multiple Intelligence Profile of Pupil 17*



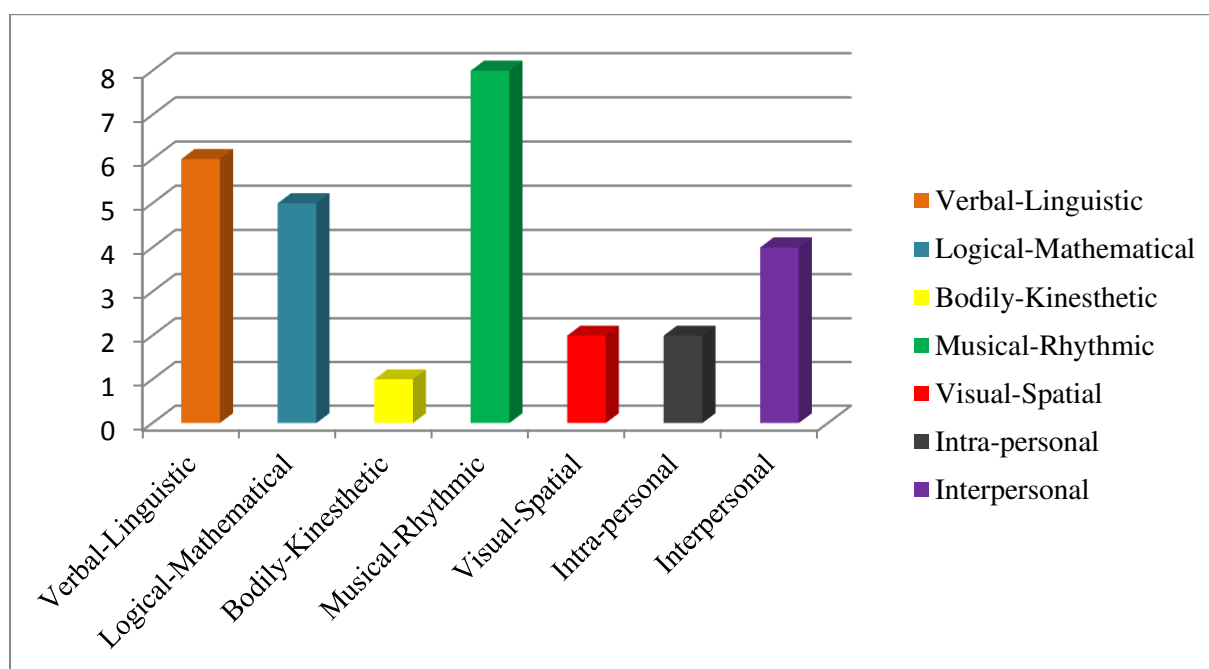
The results demonstrate that this child's dominant intelligence is visual-spatial. This child learns best through working with pictures, colors, shapes, visualizations, drawing, photos, illustrations, cartoons, power point presentations, charts, diagrams, graphics. But, according to the results the learner's weakest intelligence is musical-rhythmic. The learner doesn't like learn through rhythm, melody, singing, listening to music and melodies. The activities which mainly include musical elements are not enough for this learner. This intelligence type should be foster through strong intelligences.

TABLE 33 *Multiple Intelligence Profile of Pupil 18*



The results demonstrate that this child's dominant intelligence is verbal-linguistic. This child learns best through reading, writing, listening, speaking, brainstorming, anecdotes, jokes, crossword, puzzles, wordsearch, writing poems, journal, reading books, stories, articles. On the other hand, the graph displays that interpersonal intelligence of the learner is less developed than other intelligences. Cooperative learning, group activities, peer coaching, and pair work can foster interpersonal intelligence of the learner.

TABLE 34 *Multiple Intelligence Profile of Pupil 19*



The results demonstrate that this child's dominant intelligences are musical-rhythmic, verbal-linguistic and logical-mathematical. This child learns best through rhythm, melody, singing, listening to music and melodies, reading, writing, speaking and listening activities, working with patterns and relationships, classifying, calculating, qualifying, outlining, logical and mathematical problem solving activities. On the other hand, the learner's weaker intelligences are intra-personal, visual-spatial and bodily-kinesthetic. According to the results of the graph, the learner is relatively poorer at individual activities, self-paced learning, working with pictures and colors, visualizing, drawing, dance, mime, movement, hands-on activities. In order to improve these weaker intelligences, the teacher should plan the activities which include some elements of intra-personal, visual-spatial and bodily-kinesthetic intelligences.

While preparing activities for very young learners, the teachers should bear in mind that through the activation of more than one intelligence, the students will benefit from the intelligences they are already strong in and have chance to develop their weaker ones.

All in all, the results of the TIMI test shows that all participants possess all

intelligences but at the different degrees. All kids' dominant intelligences are different, however they include all eight intelligences. Each individual masters in some of the intelligence types, has some progress in some of them, and does unwell in others (Aşçı and Demircioğlu, 2004). Working with the learners' intelligences will boost motivation and reduce anxiety and foster learning. Teachers can reduce students' language anxiety by providing activities that address different intelligence types in the classroom (Oxford, 1999). By implementing different activities in the classroom, all learners will have an equal opportunity to learn and to be successful.

According to these results, we can say that teachers who are teaching very young learners could prepare their lesson plans by using MI theory. Their activities should include all eight intelligence types. The children are motivated by doing different activities. These kind of lessons will be more attractive, interesting and joyful. Since, we are talking about preschool age students whose attention span so short. In order to teach effectively, the teachers of this age group should use MI activities, since what can work for one student may not work for another.

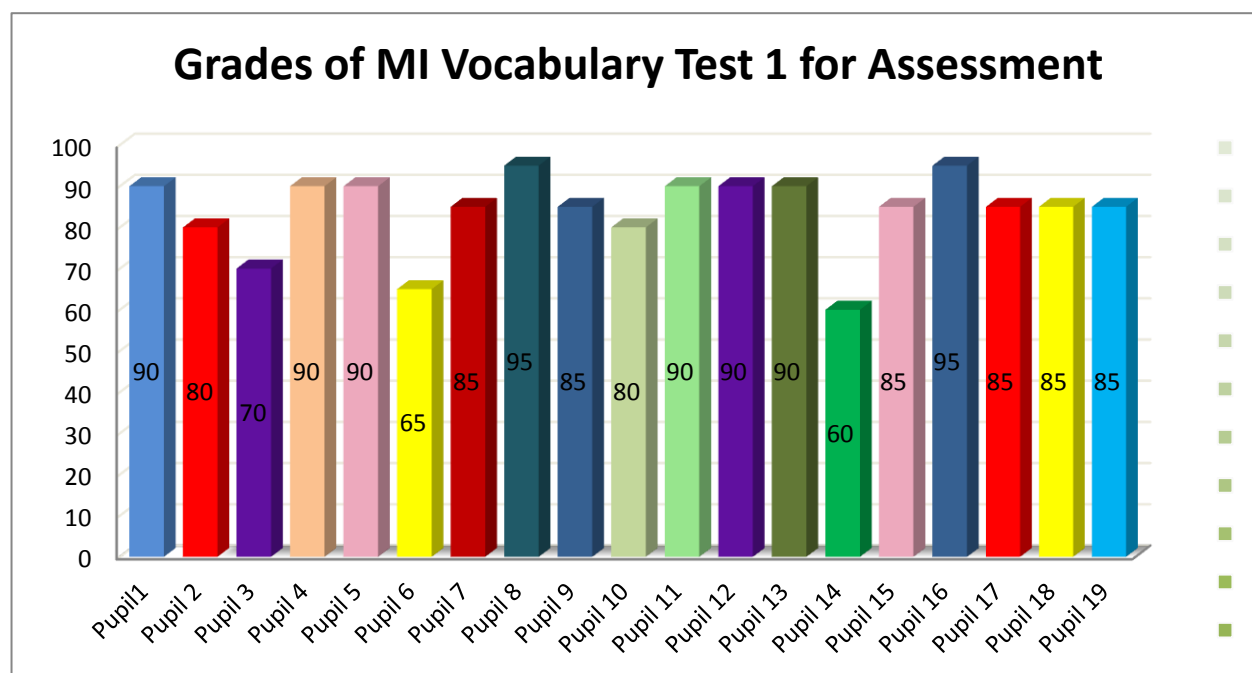
According to Ersöz (2010: 11), every student takes the incoming information in different way. She makes some important conclusions:

- Learning is mainly the student's responsibility.
- The main responsibility of teachers is to motivate students and enhance their learning.
- Motivation can be best increased by challenging students, attracting their interest and attention, and addressing their learning styles and intelligence types.
- Effective teaching is possible only when the teaching style of the teacher matches the learning style of the majority of the students.
- In order to create this match, teachers should use a variety of materials and activities.

4.3. Findings of the Post-test MI Vocabulary Test 1 for Assessment

MI Vocabulary post test for Assessment was administered to the participants individually. The total number of target vocabulary was 55. The below given table of the participants' grades taken from the MI Vocabulary test 1.

Table 35: *Grades of Multiple Intelligences Vocabulary Test 1 for Assesment*



The test was implemented in a nonstressful way, to be more precise, in the form of a game. The participants took the test individually. As it was mentioned above, the subjects could not read and write so the researcher gave commands and participants performed according to the instructions. The researcher videorecorded the test procedure. As to the results of the Post-test MI Vocabulary Test 1 for Assesment, the mean score of the class was 83,9. Generally, all the participants showed successful performance. Their grades were almost close to each other. The higher grade among participants was 95. Two subjects among nineteen subjects took 95. Six subjects among nineteen subjects took 90 points. Six participants among nineteen received 85 points. Two students among nineteen received 80 points. One participant among nineteen took 70 points. One of the participants took 65 another one 60 points among nineteen students.

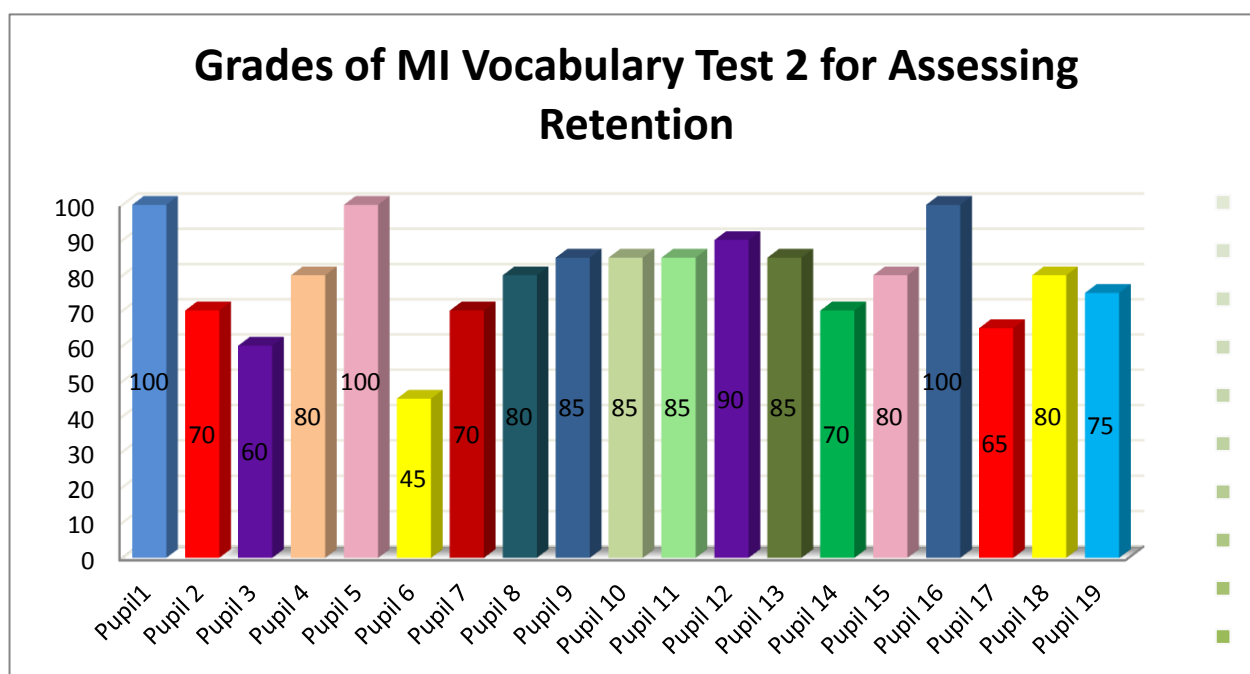
4.4. Findings of the Retention test MI Vocabulary Test 2 for Assessing Retention

MI vocabulary test 2 was applied four weeks after first MI vocabulary test in order to assess long-term retention of the preschoolers during the research study. The researcher prepared six similar MI vocabulary tests. MI Vocabulary tests 2 consists of seven sections.

These sections covered all eight lesson plans (twelve sessions). Below is given table of the participants' grade taken from the MI Vocabulary Test 2.

Very young learners could forget very quickly what they have learned, if they don't continuously repeating. Their memory is short (Ersöz, 2010: 28). In order to investigate, how long participants could store the obtained information in their memory, the researcher implemented MI Vocabulary Test 2 to assess retention. The test was employed one month after the first test. The MI Vocabulary Test 2 for Assessing Retention was implemented in the same way as MI Vocabulary Test 1 for Assesment, that is, in the form of a game. It is also taken individually and videorecorded by the researcher. Below are the scores of the test.

Table 36: *Grades of Multiple Intelligences Vocabulary Test 2 for Assessing Retention*



As for the results of the test 2, the mean score of the class was 79,2. Three students among nineteen received 100 points. In the MI Vocabulary Test 1 for Assesment, nobody received this score; which is surprising. The test for assessment included twenty items whereas the test for retention consisted of ten items. The difference in the numbers of test items or the mood of students might be the reason for Pupil 1, Pupil 5 and Pupil 16's better test performance. Besides, as it was mentioned above the participants' English teacher uses teaching techniques such as repetition, recasting and questioning. She also claims that especially revision at some intervals is crucial because it can increase retention. The

participants' English teacher mentioned that she made occasional revisions in the same way as they had learned the words after the application period. It also might be the reason for the better performances of these three students.

As to the other subjects' grades one participant among nineteen participants received 90 points. Four participants among nineteen received 85 points. Four participants took 80 points among their friends. One kid took 75 points. Three students took 70 points. One subject took 65 points and another one 60 points. One kid received 45 points. According to the participants' grades it can be inferred that Pupil 9 and Pupil 12's results didn't change. Pupil 9 received 85 points in both two tests. When we look at Pupil 9's multiple intelligence profile we see that the learner's strong intelligences are intra-personal and visual-spatial. We can say that the activities used during research period were appropriate and effective for the learner. Pupil 12 also received 90 points in both tests. Pupil 12's MI profile displays that the learner's dominant intelligences are logical-mathematical, musical-rhythmic and interpersonal. The MI based activities which include logical-mathematical, musical-rhythmic and interpersonal intelligence types used during application period might promote the learning of the target vocabulary. When we look at the grades of the Pupil 14, we can see that the learner received 60 points from the assessment test and 70 points from the retention test. In other words, the learner's retention test score was higher than assessment test score. We can say that during the test the learner might not feel himself/herself comfortable and might be reluctant to participate. Pupil 6's score is the most surprising. The learner received 65 points from the assessment test and 45 points from the retention test. So, the assessment test score was higher than retention test. Pupil 6's stronger intelligence is bodily-kinesthetic. On the other hand, the other intelligence types are weaker. We can say that the learner is very active and both of the tests do not include just the bodily-kinesthetic intelligence type of performance. It might affect the learner's scores. Pupil 8's results show that the learner received 95 points from the assessment test and 80 points from the retention test. The learner's dominant intelligences are verbal-linguistic, logical-mathematical and musical-rhythmic. When we look at the results and MI profile of the learner, we can say that if the teacher of the learner had not used activities which include the dominant intelligence types of the learner, it might have affected learner's retention of the target vocabulary.

The mean score of the MI Vocabulary test 1 was 83,9 and mean score of the MI Vocabulary test 2 was 79,2.

Table 37: *Wilcoxon Signed Ranks Test- The Differences Between Results of the MI Vocabulary Test 1 and MI Vocabulary Test 2*

Wilcoxon Signed Ranks Test

	Ranks	N	Mean Rank	Z	P
Retention-assessment	Negative	12 ^a	9.67	-1.895 ^a	0.058
	Positive	5 ^b	7.40		
	Ties	2 ^c			
	Total	19			

a- retention<assessment

b- retention>assessment

c- retention=assessment

a. based on positive ranks

b. Wilcoxon Signed ranks Test

As the number of participants are fewer than 30 and hence the likelihood of normal distribution is low, Wilcoxon Signed Ranks Test was implemented to find out whether there is a statistically significant difference between the performances of the students. The results show that the difference between assessment of the vocabulary items and their retention is not significant; which means there is no regression in pupils' target vocabulary size.

In conclusion, we can say that the results of the tests show that applying MI based activities to the preschool learners, could enhance their learning and retention of the vocabulary items. According to the results, we can also say that there is no big difference between scores of the tests. The results of the participants taken from the two tests carried out at different times, namely 83,9 and 79,2 are satisfactory.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.0. Introduction

This chapter will present conclusion and suggestions for further study.

5.1. Conclusion

Teaching foreign languages has become important due to globalization all over the world. The demand of learning and teaching foreign language has increased in recent years. Particularly in the field of English language which has become the dominant international language, and it become the most generally taught second language all over the world (Rixon, 1992). This makes English language more popular, significant and essential among other foreign languages.

In recent years, there is a strong demand for teaching English to very young learners all over the world. This fact makes teaching English to very young learners more important, and also it became a serious factor of attention for the language teachers.

The demand of speaking English has made it a must to introduce English early in childhood. There is a belief that it is advantageous for young children to start learning a second or foreign language. In this view, Brewster and Ellis (2002) state that learning foreign languages at early ages helps students to raise awareness towards their native language and foreign languages and encourages them to develop positive attitude to language learning, and motivates them to communicate. In other words, children can learn much about their native language by learning other languages. Learning foreign language enhances a child's mother language ability (Ersöz, 2010). According to Schindler (2006), main goal of early foreign language education is to hook learners when they are young and keep them interested in learning them for the rest of their lives. This pedagogical hook can be reached by providing learners with appropriate, safe, entertaining, non-stressful and motivational environment, hence making them feel confident and competent during learning a foreign language.

Very young learners have a natural appetite and interest for learning, and their desire and wish to learn should be fueled (Cameron, 2001). Teachers should create non-stressful, entertaining and motivational atmosphere in the language classroom. The learners should feel that they are learning and having fun altogether. Very young learners especially have fun with movement and physical participation, and the more entertainment and fun will help them to remember the language learned. Children's understanding comes through hands and eyes, and ears, and the physical world is dominant at all times (Scott & Ytreberg, 2001).

Teachers of very young learners should take into consideration learners' needs, interests, psychological characteristics and developmental process. The most significant point in school success is that each child has a unique ability to learn. They learn in different ways and they can be successful, if learning process is appropriate to their needs. Different activities related to the different intelligences can motivate learners and enhance their learning. The learners will learn the same things but in different ways. So, multiple intelligence based activities will make learning process more fruitful and successful.

Teaching vocabulary to very young learners is very crucial. Without vocabulary, communication will be meaningless. In order to communicate meaningfully and accurately in a foreign language, students should know vocabulary, their meanings and usage. By the help of words, students can express their ideas, background knowledge, learn new concepts and communicate effectively. If the learners do not know how to develop and expand their vocabulary knowledge, they generally lose motivation and interest in learning.

While teaching vocabulary to children a variety of activities with different paces and modalities are necessary. These vocabulary activities should be suitable for their characteristics. The learning of vocabulary should occur through active learning. The MI based vocabulary activities can contribute to the learners' global development in many different ways.

Considering all these above, the present study was conducted to show how vocabulary can be taught to very young learners with reference to MI theory. The research was carried out in a classroom with 19 preschool learners in Ankara. As the participants were children, parental consent was taken by the help of the preschool administration and the teacher. Moreover, before implementing TIMI Test (Teele Inventory for Multiple Intelligences) in order to determine subjects' dominant intelligences, the permission from Sue Teele was taken. TIMI is a pictorial selective test consisting of 56 panda pictures, each of which includes

features of seven intelligence types and there are 28 picture-pairs, from which students should select one picture of the pair. For instance, picture 1A shows a panda singing a song whereas 1B shows a panda playing a musical instrument. For each pair of pictures, the learners were interviewed individually and asked which one they liked best. The researcher interviewed the children individually. The TIMI test was given in a relaxed environment. Their answers were recorded on the answer sheet and then evaluated. This pictorial inventory does not require learners to read English in order to complete it. This test was implemented to the participants individually. The researcher was pleasant, positive and encouraging. During the test the researcher and the participants used Turkish language since it was the participants' mother tongue. According to the results of the inventory, the participants have showed considerably higher mean scores in bodily-kinesthetic and logical-mathematical intelligences than in others. The learners also have demonstrated strong preference for interpersonal and spatial intelligences in descending order. The results support the fact that very young learners have incredible energy, they need to move around and do physical activities. They can mainly learn more effectively through hands-on activities, movement, dance, mime, competitive and cooperative games, LEGOs, blocks, drama, role-play, using body language and gestures. It also shows that participants may also learn effectively through working with patterns and relationships, classifying, abstract thinking. Furthermore, they may learn efficiently in participating and group activities. These kind of learners love to be around other people and tend to be leaders in the classroom. They have a lot of friends and participate in social activities. Besides, they can learn actively through pictures, colors, shapes, visualization, drawing. The participants' mean score in linguistic intelligence was weaker than others. As language learning may be assumed to require linguistic intelligence firstly, this might seem worrying. Nevertheless, we should not forget that the learners may learn in more than one way. Knowing and considering their strenghts and preferences, different language learning activities can be used in the classroom. In other words, for very young learners, language learning activities should not include just linguistic intelligence, but also other preferred intelligences.

Before preparing the lesson plans, two semi-structured interviews were used in order to obtain a more in depth view of the teacher concerning knowledge and level of the participants and to take information about what kind of acitivites does the teacher use during lessons. In other words, first interview was taken before the application of MI based language learning activities. The aim of the interview was to find out what she regularly does in the

class and to get to know about the learners. The second interview was administered after the observations of the lessons, in order to get more information about application, its effectiveness, participants' responses and attitudes in the classroom. Furthermore, the preschool principal's provided feedback concerning the research, TIMI test and learners' attitude towards lessons.

The eight lesson plans (12 sessions) were prepared in order to teach vocabulary with reference to MI theory. The topics and target vocabulary of the lessons were discussed with the participants' regular teacher and were according to the "Gülbağçesi" kindergarten' English class syllabus. Total number of target vocabulary was 55. As it was mentioned above, during the application period the participants' teacher was an observer. She didn't teach them. Besides, according to the semi-structured interview results, the participants' teacher mostly applied activities such as songs, games, colorings and TPR activities. The teacher claimed that because of limited time, she could not use activities such as storytelling, drama, maze, puzzle and art-crafts.

As to the lessons, they were designed according to the eight intelligence types. The eight lesson plans consist of activities that involve physical movements, art-craft, chants, nursery rhymes, songs, games, puzzles and storytelling. The researcher used various different materials for each lesson in order to teach the target vocabulary effectively and in enjoyable way. All activities were prepared according to students' intelligences, age, needs and characteristics. The researcher taught the class for six weeks.

After the six-week implementation process, the performances of children have been assessed. Post-test MI Vocabulary Test 1 for Assessment and Retention test MI Vocabulary Test 2 for Assessing retention have been developed and administered. Help and feedback from two faculty staff who specialize in teaching young learners have been sought after. MI Vocabulary tests were developed taking into consideration the basic principles of each intelligence and learners' illiteracy. The participants were not literate in their mother tongue, therefore the researcher used observation of the performances based on TPR or hands-on activities such as "Act out....Point to....Color....Count...Match...". MI Vocabulary Test 1 for Assessment and MI Vocabulary Test 2 for Assessing retention were prepared according to semiotic approach. Firstly, MI vocabulary test 1 for assessment was applied and four weeks after that MI vocabulary test 2 for assessing retention was applied. The results of the test were analyzed and discussed. The second test was implemented in order to assess long-term

retention of the learners. In other words, how much of the target vocabulary could be retained in the memory. The results of the test were discussed and analyzed in details. These two tests were carried out individually for each child. The results of the tests displayed that the MI based language activities helped the students to learn target vocabulary in an easy, entertaining, non-stressful and joyful way. We can also say that there is no significant difference between scores of the tests. The results of the participants taken from the two tests carried out in different times are satisfactory. It can be concluded that applying MI based activities to the preschool learners, could enhance their learning and retention of the vocabulary items.

5.2. Suggestions for Further Study

This study aims at identifying the multiple intelligences profile of a group of very young learners and design MI activities to introduce new English vocabulary that are emotionally and cognitively appropriate to the learners' developmental level and are in line with their multiple intelligence. It is likely that the multiple intelligence profile of very young learners will change in the following years; therefore, TIMI test might be applied to find out dominant intelligences. On the other hand, MI activities can still be employed.

It is suggested that lesson plans based on MI theory used in the research covers topics such as *weather, colors, clothes, numbers, body parts, fruits*; verbs like *sleep, wake up, run, eat, jump, walk, touch*. The lesson plans can include other topics and verbs which are suitable for very young learners. They can be built on the already existing MI language activities.

It is suggested that lesson plans based on MI theory and MI vocabulary tests implemented in the study can be used at other preschools. Moreover, it can not be only used for five-year-old learners, it can also be adapted for older learners.

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APPENDICES

Appendix 1

Detailed Sample Lesson Plans

Lesson Plan for “ Weather”.

Number of the students: 19

Level of the students: Beginner

Length of the lesson: 60 minutes

Materials: Worksheets, pictures, video, song, crayons, scissors, maze, flashcards.

Language skills: Listening, writing, speaking.

Objectives: By the end of the lesson, the students will be (better) able

- to recognize vocabulary related to the weather;
- to practice vocabulary items.

Multiple Intelligences: Verbal-linguistic, Logical-Mathematical, Visual-Spatial, Bodily-Kinesthetic, Musical-Rhythmic, Intrapersonal, Interpersonal, Naturalistic.

Vocabulary: Snowy, Cloudy, Windy, Sunny, Rainy.

Procedure:

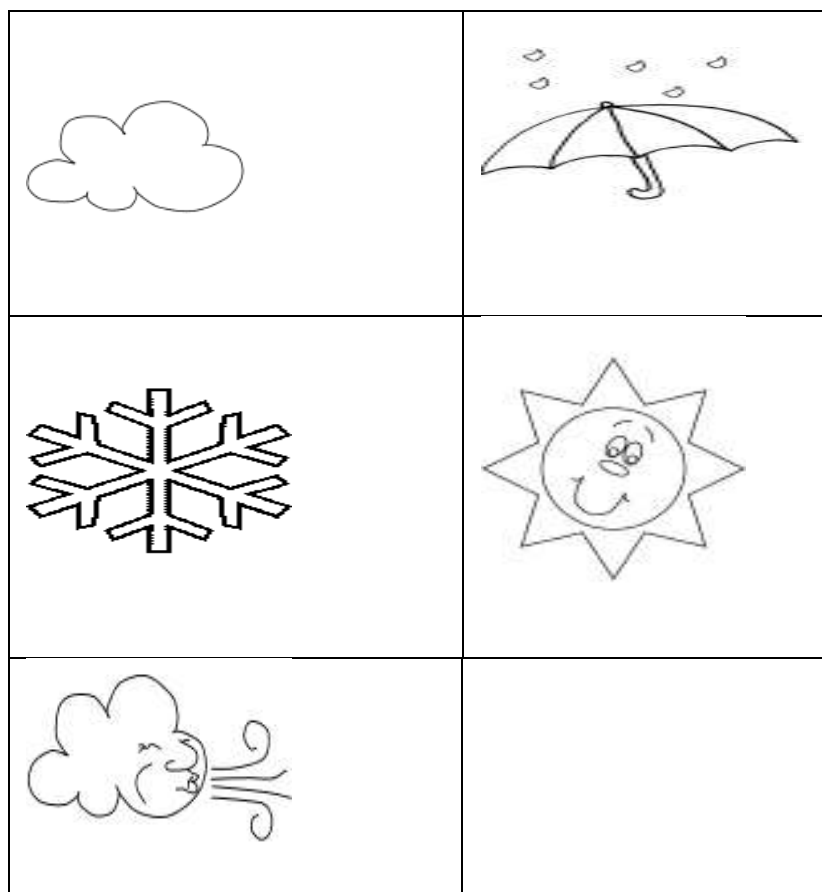
Activities	Aim	Intelligences Studied
<i>Pre-activity</i> <i>Coloring the pictures</i> The teacher gives students photocopies (where pictures of weather is illustrated). They are asked to color the pictures. <i>(See below part A)</i> Meanwhile, the teacher walks around and points to the pictures and tells the target vocabulary.	• to warm-up	Visual-spatial Bodily-kinesthetic Intrapersonal

<i>Making stick puppet</i> Students are asked to cut the pictures which they have colored and tape them onto the sticks. (See below part B)	to create interest in learners to the topic	Bodily-kinesthetic Visual-spatial Intrapersonal
<i>Singing a song</i> <i>The Weather Song</i> The teacher sings the song by using stick puppets. Then, students together with their teacher sing the weather song using their stick puppets. (See below part C)	- to stimulate students' listening comprehension - to help students learn the following pieces of target language <i>Snowy</i> <i>Cloudy</i> <i>Windy</i> <i>Sunny</i> <i>Rainy</i>	Musical-rhythmic Linguistic Bodily-kinesthetic Interpersonal
<i>Maze</i> Students are asked to help the little girl get to her house before it rains. They work individually. (See below part D) The teacher walks around to help. Finally, they do the activity on the board with a bigger copy of the maze as a whole class activity.	- to help think logically - to follow-up the topic - to practice the target vocabulary	Logical-mathematical Visual-spatial Interpersonal Intrapersonal
<i>Matching</i> The students are given a handout with pictures of weather and related pictures. They are asked to match the	- to sensitize children to the nature - to practice target vocabulary	Visual-Spatial Naturalistic Linguistic

weather pictures with related pictures. <i>(See below part E)</i> They check as a whole class with a lots of repetitions.		
<i>TPR activity</i> The teacher sticks pictures of weather in the classroom and asks students to point to them. For instance: “ Point to the sunny weather or point to the cloudy weather....”. <i>(See below part F)</i>	- to recycle words related to the weather <i>Snowy</i> <i>Cloudy</i> <i>Windy</i> <i>Sunny</i> <i>Rainy</i> - to evaluate students’ knowledge of words related to the weather	Linguistic Bodily-kinesthetic Visual-spatial

Part A

COLORING THE PICTURES



Part B

MAKING STICK PUPPET



Part C

SINGING WEATHER SONG

Sunny, sunny, sunny, sunny,

It is sunny in the sky.

S-U-N-N-Y, sunny,

It is sunny in the sky.

Cloudy, cloudy, cloudy, cloudy,

It is cloudy in the sky.

C-L-O-U-D-Y, cloudy,

It is cloudy in the sky.

Rainy, rainy, rainy, rainy,

It is rainy in the sky.

R-A-I-N-Y, rainy,

It is rainy in the sky.

Windy, windy, windy, windy,

It is windy in the sky.

W-I-N-D-Y, windy,

It is windy in the sky.

Snowy, snowy, snowy, snowy,

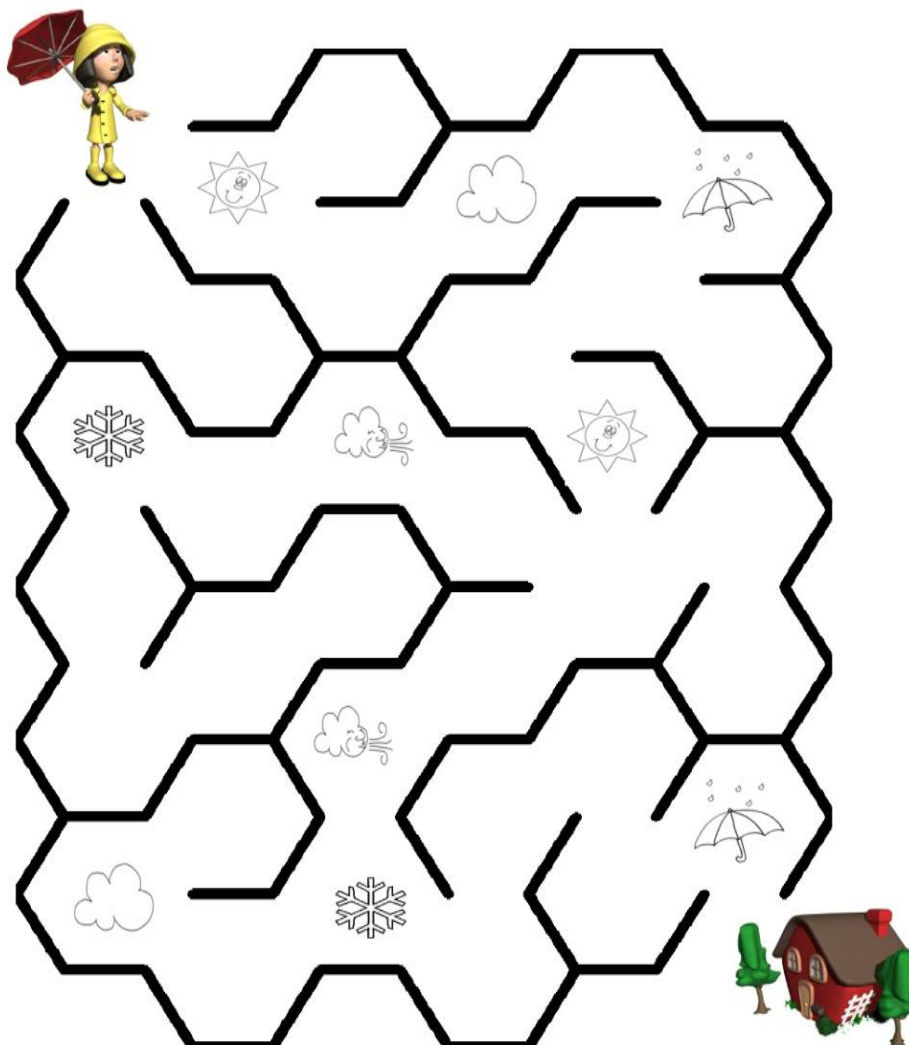
It is snowy in the sky.

S-N-O-W-Y, snowy,

It is snowy in the sky.

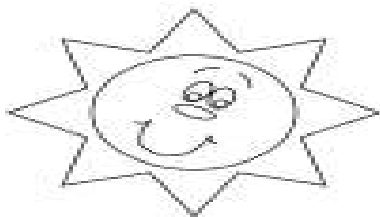
Part D

MAZE



Part E

MATCHING



Part F

TPR ACTIVITY. POINT TO THE SUNNY, CLOUDY, WINDY, RAINY, SNOWY



Lesson Plan for “ Revision Weather” and “Colors”.

Number of the students: 19

Level of the students: Beginner

Length of the lesson: 60 minutes

Materials: Number dice, flashcards, song, mazes, crayons, different colorful objects from the classroom, colorful toys, weather play mats, video.

Language skills: Listening, writing, speaking.

Objectives: By the end of the lesson, the students will be (better) able

- to practice vocabulary related to the weather;
- to practice vocabulary items related to the colors;
- to recognize colors.

Multiple Intelligences: Verbal-linguistic, Logical-Mathematical, Visual-Spatial, Bodily-Kinesthetic, Musical-Rhythmic, Intrapersonal, Interpersonal, Naturalistic.

Vocabulary: Red, Orange, Yellow, Green, Blue, Purple, Pink.

Procedure:

Activities	Aim	Intelligences Studied
<i>Playing Weather board game</i> The students are asked to roll the dice and go ahead as many spaces as the dice roll says. When a student lands on picture he/she has to name the weather which is illustrated. If the student says a wrong word he/she loses their chance to continue the game. The student who will come to the finish will be the winner. (See below part A)	• to have fun in the classroom • to recycle target vocabulary	Bodily-kinesthetic Linguistic Interpersonal Visual-spatial

<i>Trace the lines</i> The students are given photocopies (where the picture of the rainbow is illustrated). They are asked to trace the lines and find what it is. (See below part B)	• to warm-up • to create interest in learners to the topic	Visual spatial Bodily-kinesthetic Intrapersonal
<i>Singing a song</i> <i>The Rainbow Colors Song</i> The students with their teacher listen to the song and try to sing together. (See below part C)	• to stimulate students's listening comprehension • to increase vocabulary in English • to create nonstressful and fun atmosphere in the classroom • to help retention through song	Musical-rhythmic Linguistic Interpersonal
<i>Coloring the rainbow</i> The children are asked to color the rainbow that they have traced in the same order as the colors in the song.	• to practice target vocabulary <i>Red</i> <i>Orange</i> <i>Yellow</i> <i>Green</i> <i>Blue</i> <i>Purple</i> <i>Pink</i>	Visual-spatial Intrapersonal Bodily-kinesthetic

<i>The Rainbow Game</i> The teacher prepares a huge rainbow. She sticks it on the wall in the classroom. The teacher brings different objects flashcards and asks students to match objects with the color of the rainbow and say the name of the color.	to practice target vocabulary	Visual-spatial Naturalistic Bodily-kinesthetic Linguistic
<i>Maze</i> The students are asked to take the boy to the rainbow. They work individually. The teacher walks around to help. Finally, they do the activity on the board with a bigger copy of the maze as a whole class activity. (See below part D)	- to help to think logically - to follow-up the topic - to practice the target vocabulary	Logical-mathematical Visual-spatial Interpersonal Intrapersonal

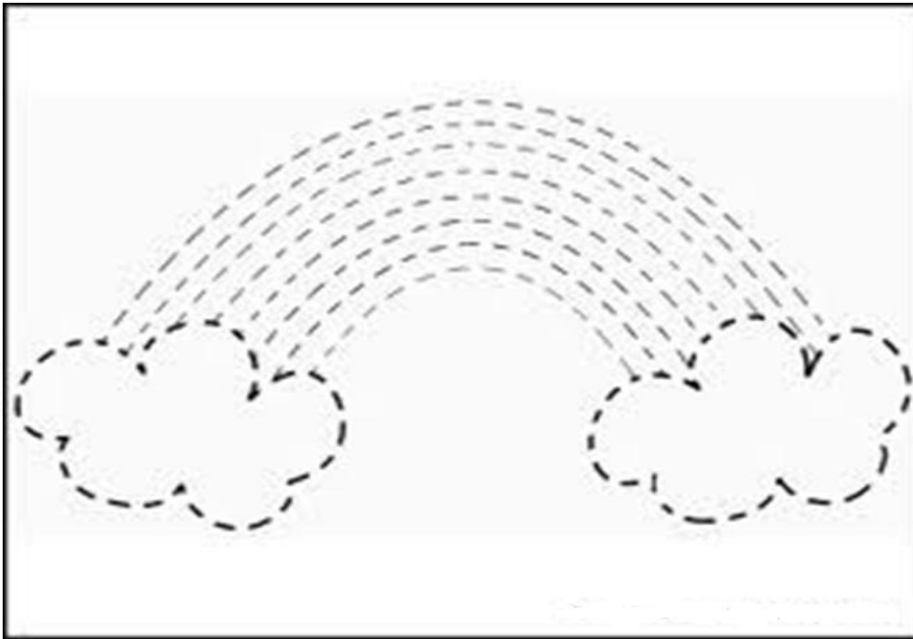
Part A

PLAYING WEATHER BOARD GAME



Part B

TRACE THE LINES



Part C

SINGING THE RAINBOW COLORS SONG

Red, orange, yellow, green, blue, purple, pink

It is a rainbow, it is a rainbow

The beautiful rainbow in the sky

It is a rainbow, it is a rainbow

The beautiful rainbow in the sky

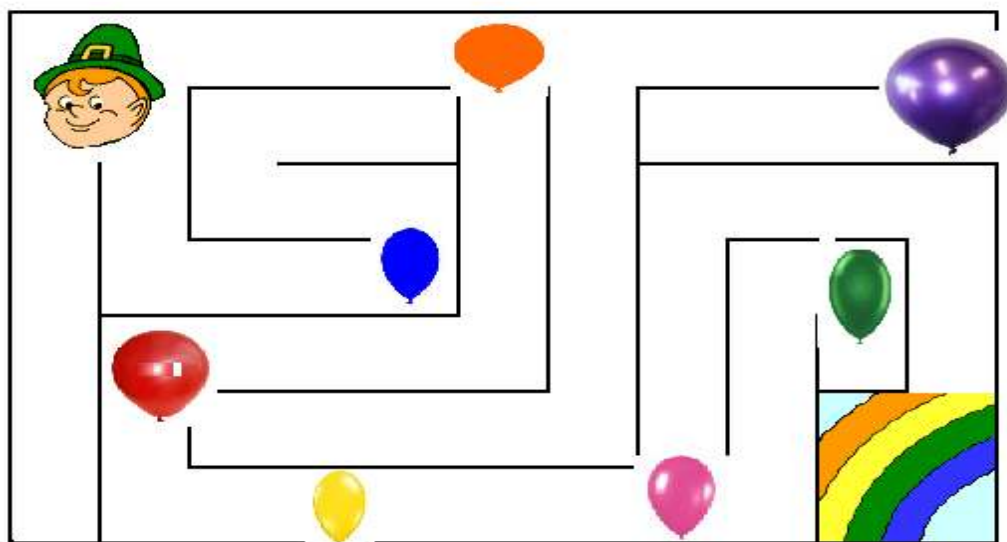
Red, orange, yellow, green, blue, purple, pink

Red, orange, yellow, green, blue, purple, pink

It is a rainbow, it is a rainbow

The beautiful rainbow in the sky

MAZE



Procedure:

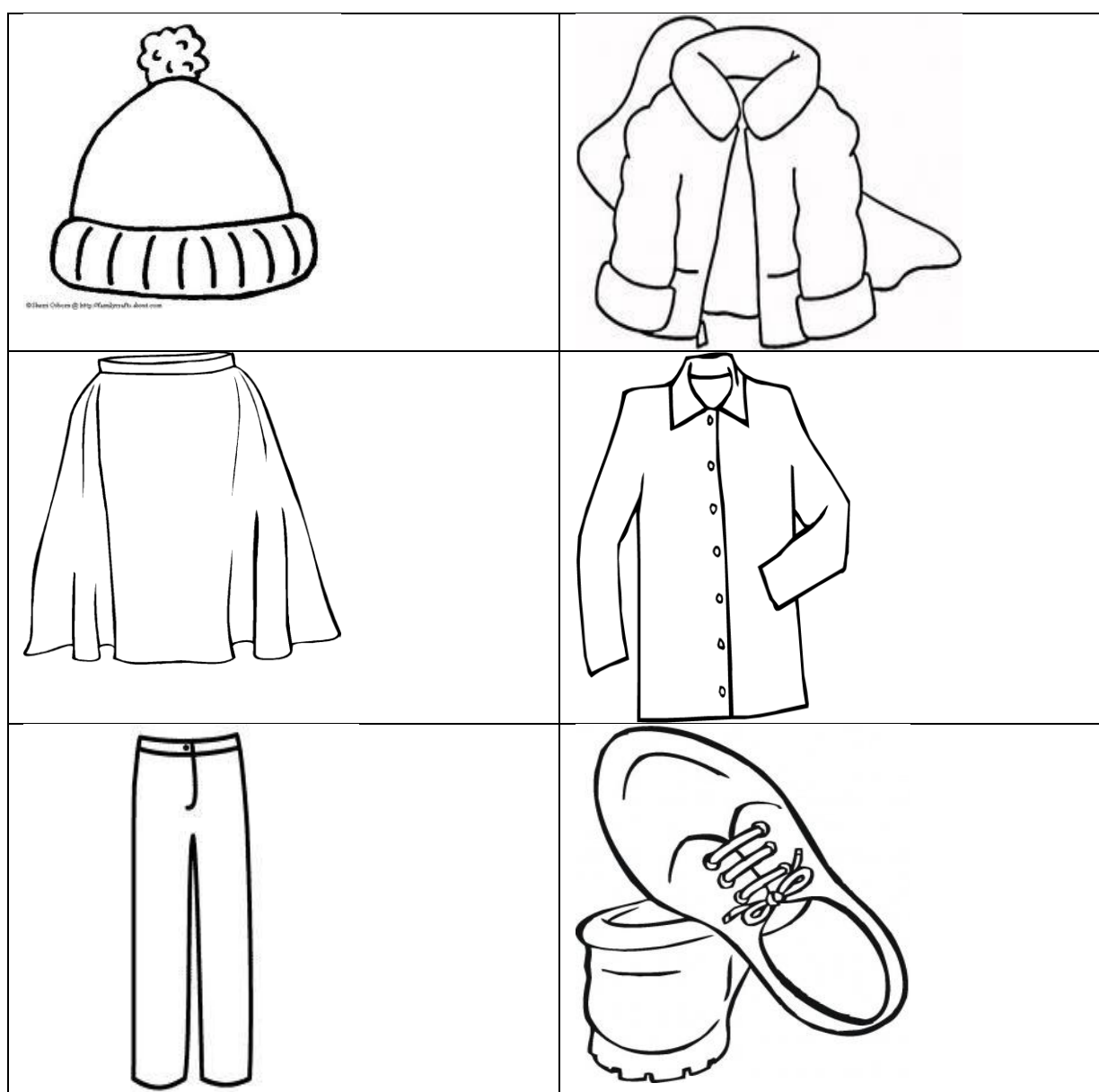
Activities	Aim	Intelligences Studied
<i>Pre-activity</i> <i>Coloring the pictures</i> The teacher gives students photocopies (where pictures of clothes are illustrated). They are asked to color the pictures and cut them (<i>See below part A</i>)	to warm up	Visual-spatial Bodily-kinesthetic Intrapersonal
<i>Watching, listening and singing The Clothing Song</i> Students together with their teacher listen the song. Then, they sing the song together with their teacher and show the pictures of the clothes. (<i>See below part B</i>)	- to stimulate students' listening comprehension - to help students learn the following pieces of target language <i>Pants</i> <i>Shirt</i> <i>Shoes</i> <i>Skirt</i> <i>Coat</i> <i>Hat</i>	Musical-rhythmic Bodily-kinesthetic Visual-spatial Linguistic Interpersonal
<i>TPR Activity I</i> The teacher sticks pictures of the clothes in the classroom and asks students to point to them. For instance: “ Point to the hat or point to the	to recycle words related to the clothes	Linguistic Visual-spatial Bodily-kinesthetic

pants...” The teacher models the action. Target words are practiced as a whole class activity.		
<i>Matching and sorting pictures</i> The students are asked to categorize pictures of the clothes under two weather icons individually. Then, they do this activity as a whole class activity. They also practice the target vocabulary by repeating the teacher. (See below part C)	• to help think logically • to practice target vocabulary • to revise weather vocabulary	Logical-mathematical Visual-spatial Interpersonal Intrapersonal
<i>Coloring the clothes and dressing children</i> The teacher gives students photocopies. They are asked to color, and dress Calliou and Rossie. Then, they describe childrens’ clothes. They practice the same on the bigger puppet with the teacher. (See below part D)	• to have fun in the classroom • to practice new words	Visual-spatial Bodily-kinesthetic Naturalistic Intrapersonal Interpersonal
<i>TPR activity II</i> The teacher brings the clothing items in the	• to recycle words related to the clothes <i>Pants</i>	Linguistic Bodily-kinesthetic Naturalistic

classroom. She puts the items into the bag. The students are asked to close their eyes and put their hands into the bag and guess the items in the bag and then to say the name of the item.	<i>Shirt</i> <i>Shoes</i> <i>Skirt</i> <i>Coat</i> <i>Hat</i> to evaluate students' knowledge of words related to the clothes	
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Part A

PRE-ACTIVITY. COLORING THE PICTURES



Part B

WATCHING, LISTENING AND SINGING THE CLOTHING SONG

Socks, pants, shirt and shoes

I am ready for school

Sister how about you?

Socks, skirt, shirt and shoes

I am ready for school

Brother how about you?

We're going to school

We're looking cool

We're going to school

And we're looking cool

Scarf, mittens, coat and boots

I am ready to play in the snow with you

Scarf, mittens, coat and boots

Here is your hat

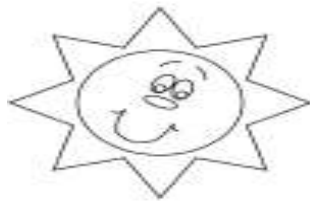
Here is mine too

We're ready to go out in the snow.

Part C

MATCHING AND SORTING PICTURES





Part D

COLORING THE CLOTHES AND DRESSING CHILDREN



Lesson Plan for “Numbers:1-10”.

Number of the students: 19

Level of the students: Beginner

Length of the lesson: 60 minutes

Materials: Worksheets, crayons, videos, song, puzzle, flashcards.

Language skills: Listening, writing, speaking.

Objectives: By the end of the lesson, the students will be (better) able

- to count from 1 to 10;
- to recognize numbers in random order;
- to practice vocabulary related to the numbers;
- to recognize vocabulary related to the numbers.

Multiple Intelligences: Verbal-linguistic, Logical-Mathematical, Visual-Spatial, Bodily-Kinesthetic, Musical-Rhythmic, Intrapersonal, Interpersonal, Naturalistic.

Vocabulary: One, two, three, four, five, six, seven, eight, nine, ten.

Procedure:

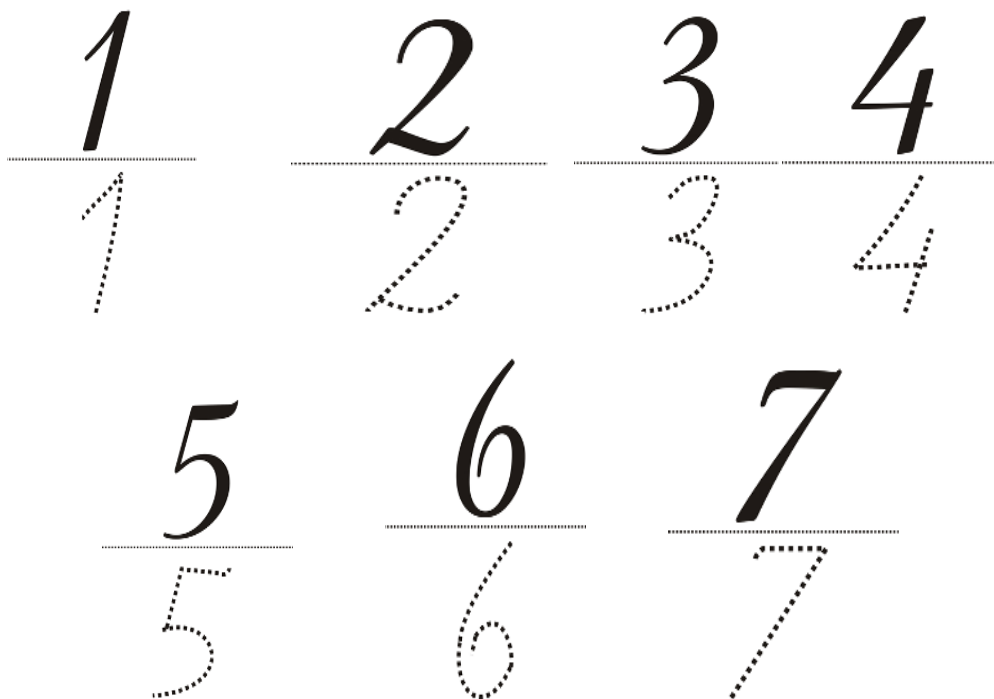
Activities	Aim	Intelligences Studied
<i>Pre-activity</i> <i>Trace the lines</i> The students are given papers (where numbers from 1 to 10 illustrated). They are asked to trace the lines. (See below part A)	to warm-up	Visual spatial Bodily-kinesthetic Intrapersonal Logical-mathematical
<i>Listening the song and watching</i> The teacher and the students together watch the video about numbers. (See below part B) The teacher sings the song. The teacher and students together sing the song.	- to stimulate students's listening comprehension - to increase vocabulary in English - to create nonstressful and fun atmosphere in the classroom - to help retention through song	Musical-rhythmic Interpersonal Visual-spatial Bodily-kinesthetic Linguistic
<i>Coloring the numbers</i> The children are asked to color numbers illustrated in the papers. (See below part C)	to recycle numbers	Visual-spatial Intrapersonal Bodily-kinesthetic
<i>Matching and counting</i> The children are given a	to sensitize children to the nature	Naturalistic Logical-mathematical

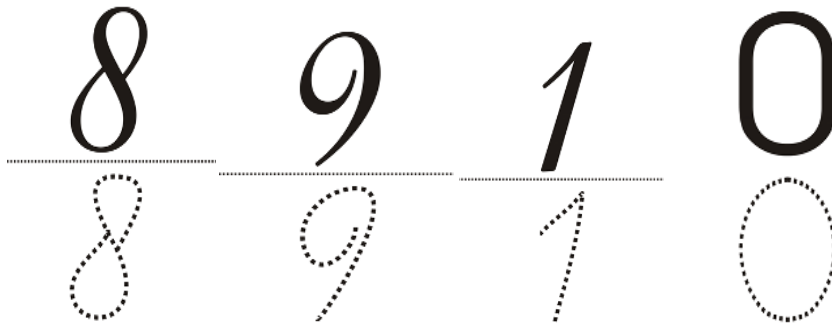
handout with pictures of fruits and numbers. They are asked to match numbers with the numbers of fruits. (<i>See below part D</i>) The teacher also brings to class several kinds of fresh fruits and students counts them.	• to recycle numbers	Visual-spatial
<i>Puzzle</i> The teacher gives students cut version of the puzzle. The students are asked to put the puzzle pieces together in small groups. (<i>See below part E</i>)	• to help students to remember numbers • to practice numbers	Logical-mathematical Interpersonal
<i>Game :Cheerful numbers</i> The teacher divides students into two groups. Each group has their own captain. She gives cards with picture of the numbers. Each card includes one number. Two groups have 10 number cards. They are asked to show the card and spell the number when the teacher says the number. The groups	• to practice numbers • to evaluate students' knowledge of numbers	Bodily-kinesthetic Logical-mathematical Linguistic Interpersonal

will have 1 point for each correct answer. The group who will have more correct answers will be the winner.

Part A

TRACE THE LINES





Part B

LISTENING AND SINGING THE SONG

One little, two little, three little numbers

Four little, five little, six little numbers

Seven little, eight little, nine little numbers

Ten little, nine little, eight little numbers

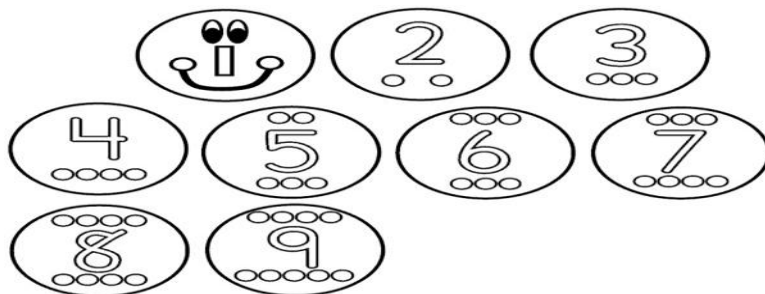
Seven little, six little, five little numbers

Four little, three little, two little, one little numbers

One, two, three, four, five, six, seven, eight, nine, ten.

Part C

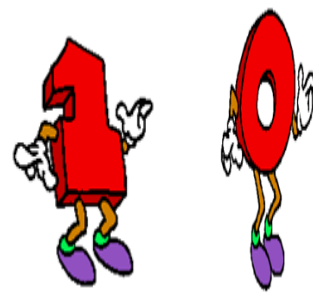
COLORING THE NUMBERS



Part D

MATCHING AND COUNTING







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Part E

PUZZLE



Lesson Plan for Story “ The Lion and the mouse”.

Number of the students: 19

Level of the students: Beginner

Length of the lesson: 60 minutes

Materials: puzzle, puppets, masks, flashcards, pictures, crayons, maze, song, worksheet, scissors

Language skills: Listening, writing, speaking.

Objectives: By the end of the lesson, the students will be (better) able

- to know the differences between big, small and strong;
- to be familiar with names of the animals from the story;
- to recognize vocabulary related to the story.

Multiple Intelligences: Verbal-linguistic, Logical-Mathematical, Visual-Spatial, Bodily-Kinesthetic, Musical-Rhythmic, Intrapersonal, Interpersonal, Naturalistic.

Vocabulary: Sleep, wake up, run, eat, big, strong, small.

Procedure:

Activities	Aim	Intelligences Studied
<i>Pre-activity</i> <i>Puzzle</i> The teacher gives to students pieces of two characters (of a lion and a mouse). In small groups, they are asked to put them together to see what they will turn out to be. (See below part A)	• to warm-up • to create interest in students to the story	Visual-spatial Bodily-kinesthetic Logical-mathematical Interpersonal
<i>Coloring and making masks</i> The teacher hands out mask templates to the students. The students are asked to color them. Then cut them and turn the back, tape the mask onto	• to create nonstressful atmosphere before telling the story • to have fun in the classroom	Bodily-kinesthetic Visual-spatial Intrapersonal

the stick. All masks from the story are ready. After they finish the activity, the teacher says that they are ready for the story. She gives signal of the story time and says that they will listen to a story about the lion and the mouse. (See below part B)		
<i>Telling the story</i> The teacher introduces the characters. The lion, the mouse, the hippo, the stork and the elephant. Then, the teacher begin telling the story (See below part C) through dramatization. She uses a lot of gestures, mimicry and different tones of voice for each character in the story. The teacher uses some materials in order to create interest in learners in the story. She uses different masks for each character. The story is told three times.	• to stimulate learners' listening comprehension • to increase vocabulary in the foreign language • to create positive attitude toward English	Linguistic Visual-spatial
<i>Acting out the story</i> Second telling: the teacher gives roles to some students and asks them to do what she shows, says and does. The teacher helps students to act	• to help students to comprehend the story • to create nonstressful atmosphere	Linguistic Bodily-Kinesthetic Visual-Spatial

out the story. Third telling: the teacher divides the class into several groups. She assigns different role to each student. They act out the story again by the help of their teacher.		
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<i>TPR Activity I</i> The teacher demonstrates four commands from the story. The students participate and perform it. After several repetitions, the teacher issues the commands and students perform it at different rates and different order.	to help children to comprehend the following pieces of the English language. <i>Sleep</i> <i>Wake up</i> <i>Run</i> <i>Eat</i>	Bodily-kinesthetic Linguistic
<i>TPR Activity II</i> The teacher points to the big, strong and small pictures and mimes them (<i>See below part D</i>). Then she asks students to point to the big, strong and small lion or mouse in the picture. She also asks students to mime big, strong and small.	to help children to comprehend the following pieces of the English language. <i>Big</i> <i>Strong</i> <i>Small</i>	Bodily-kinesthetic Linguistic
<i>Puzzle</i>	to help children to	Logical-mathematical

The students are given six pictures depicting a scene from the story and they are asked to put the pictures of the story in the correct order. (See below part E)	remember the events from the story • to practice sequencing and reasoning	Visual-spatial Naturalistic
--	--	--

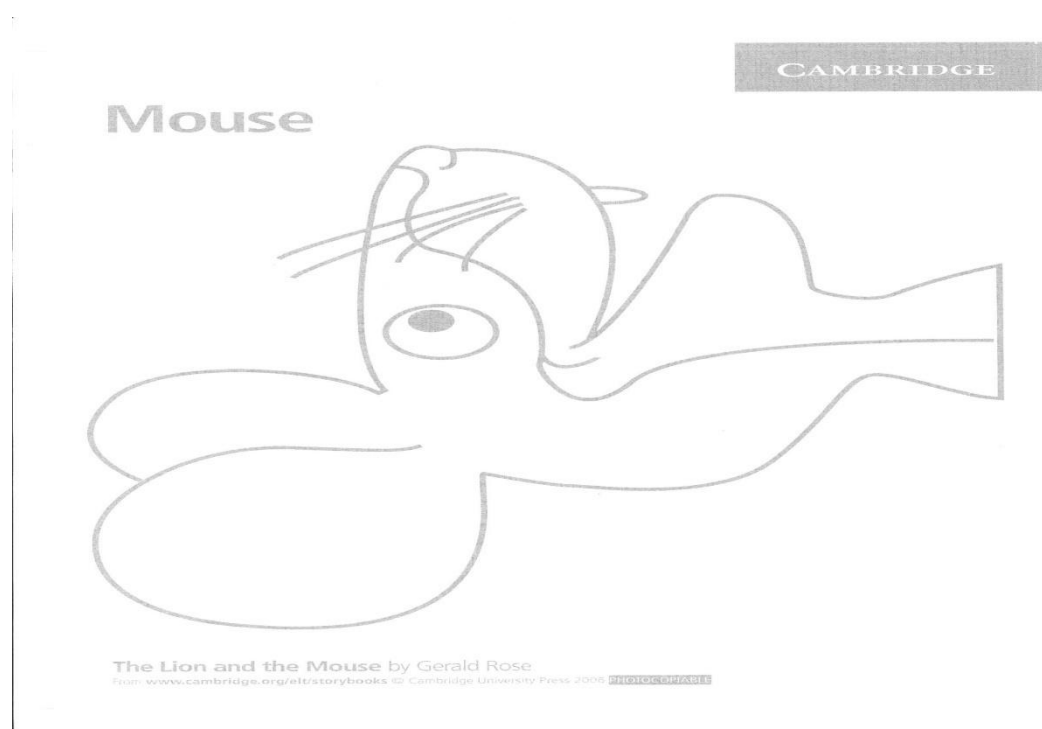
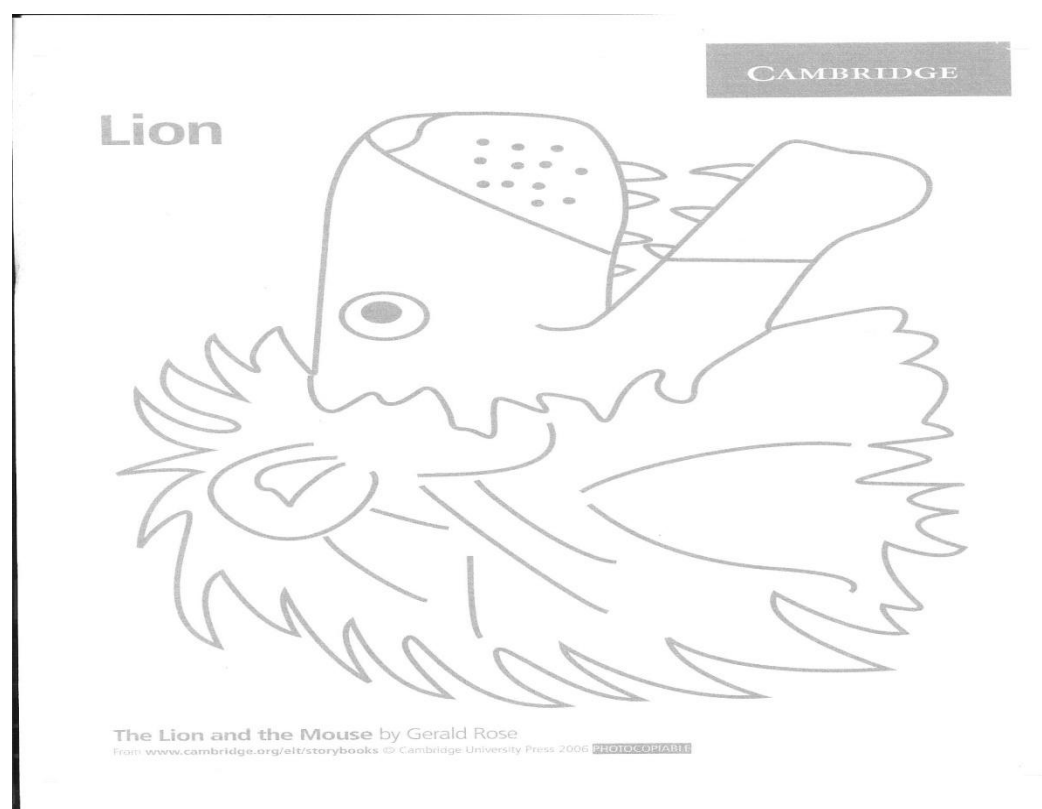
Part A

PUZZLE



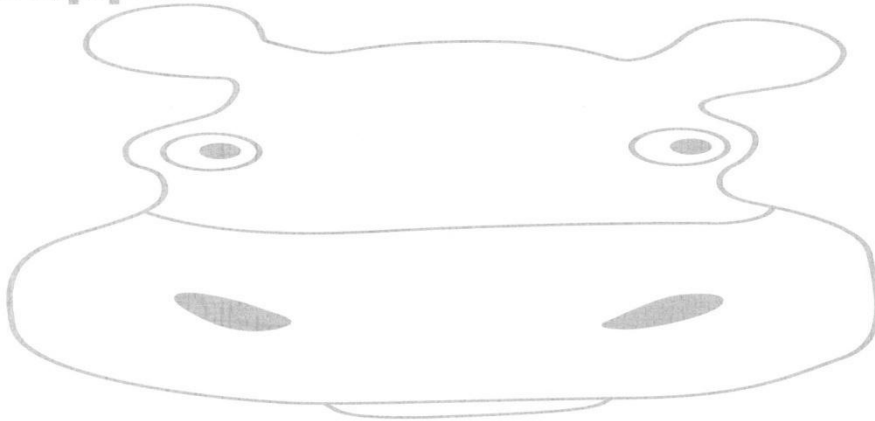
Part B

COLORING AND MAKING MASKS



CAMBRIDGE

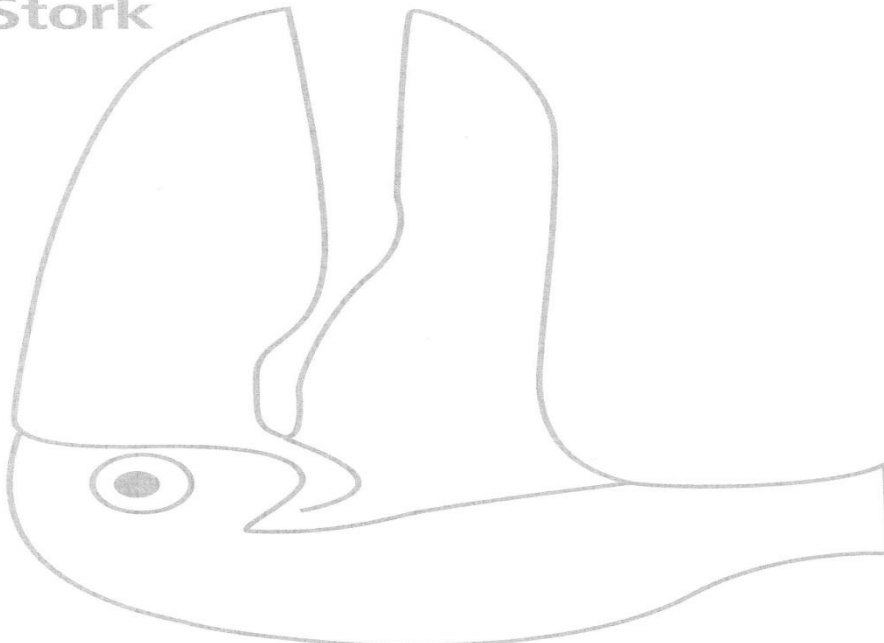
Hippo



The Lion and the Mouse by Gerald Rose
from www.cambridge.org/elt/storybooks © Cambridge University Press 2006 **PHOTOCOPIABLE**

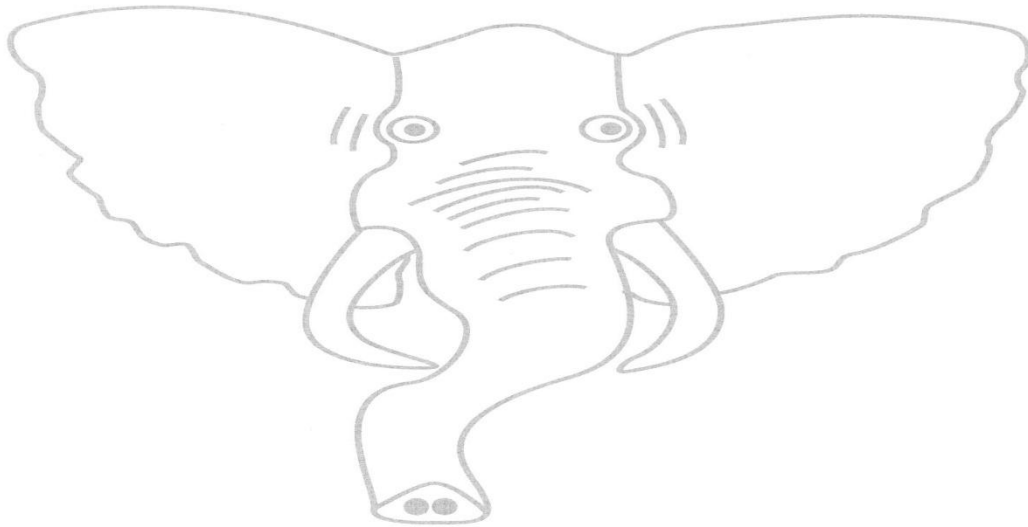
CAMBRIDGE

Stork



The Lion and the Mouse by Gerald Rose
from www.cambridge.org/elt/storybooks © Cambridge University Press 2006 **PHOTOCOPIABLE**

Elephant



The Lion and the Mouse by Gerald Rose
from www.cambridge.org/elt/storybooks © Cambridge University Press 2006 [PHOTOGRAPHY](#)

Part C

TELLING THE STORY

THE LION AND THE MOUSE GERALDE ROSE

SCENE 1

One day in Africa, a lion is sleeping.

Lion: Snore! Snore! Snore!

Mouse: I am going to wake up him!

Lion: Who is running on my back?

Lion: Rrrr! I've got you!

Mouse: Squear! Help!

Lion: I am hungry!

Mouse: please don't eat me.

Lion: I am hungry.

Mouse: Squear! Please let m ego.

Lion: This time, you can go.

Mouse: Thank you.

SCENE 2

The same place, the next day the lion is caught in a net. He roars for help.

Lion: Roar! Roar! Roar! Hippo, can you help me?

Hippo: No, I can't help you.

Lion: Stork, can you help me?

Stork: No, I can't help you.

Lion: Elephant, can you help me?

Elephant: No, I can't help you.

Mouse: I can help you.

Lion: How can a little mouse help me?

Mouse: I can bite the net.

The mouse bites and bites at the net.

Lion: At last I'm free. Thank you, little mouse.

Lion is big and strong. Mouse is small but she can help Lion.

Part D

TPR ACTIVITY II





Part E

PUZZLE

Put the pictures in the correct order

1

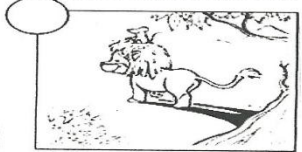
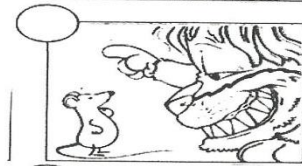
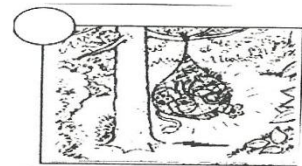
2

3

4

5

6



Lesson Plan for Story “ Revision of the story The Lion and the mouse and TPR GAME”.

Number of the students: 19

Level of the students: Beginner

Length of the lesson: 60 minutes

Materials: puzzle, puppets, masks, flashcards, pictures, crayons, maze, song, worksheet.

Language skills: Listening, writing, speaking.

Objectives: By the end of the lesson, the students will be (better) able

- to know the differences between big, small and strong;
- to be familiar with names of the animals from the story;
- to recognize vocabulary related to the story.

Multiple Intelligences: Verbal-linguistic, Logical-Mathematical, Visual-Spatial, Bodily-Kinesthetic, Musical-Rhythmic, Intrapersonal, Interpersonal, Naturalistic.

Vocabulary: Sleep, wake up, run, eat, big, strong, small.

Procedure:

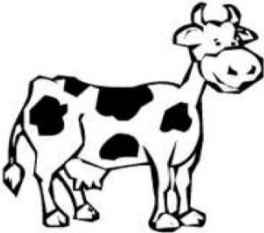
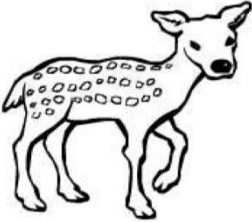
Activities	Aim	Intelligences Studied
<i>Matching</i> The teacher gives the handout to students with pictures of a number of animals and their shadows. They are asked to match the shadows with the correct animals. (See below part A)	• to warm-up • to sensitize children to the nature and animals	Naturalistic Visual-spatial Logical-mathematical
<i>Singing a song</i> “The Lion and the Mouse” The students are asked holding masks which they have made and dance along the song while the teacher sings the song. Then they	• to recycle the words presented • to help retention through rhythm	Musical-rhythmic Linguistic Bodily-kinesthetic

together with the teacher try to sing the song and dance. (See below part B)		
<i>Maze</i> Students are asked take the mouse to the finish. They work in pairs. (See below part C)	to help think logically	Logical-mathematical Visual-spatial
<i>Making a lion and mouse art-crafts</i> The students together with their teacher make a lion and mouse art-crafts. They decorate their classroom with these friezes. (See below part D)	to help students reflect on the story	Visual-spatial Bodily-kinesthetic
<i>TPR Game</i> The teacher shows the commands, then she calls on students in pairs. She gives commands related to the target vocabulary. If they accurately perform the commands, the teacher gives them stickers as a reward and calls another pair of students.	to revise target words <i>Jump</i> <i>Walk</i> <i>Touch</i> <i>Run</i> <i>Stop</i>	Linguistic Bodily-

Part A

MATCHING

MATCHING FUN
Match the animals with their shadow on the right

PART B

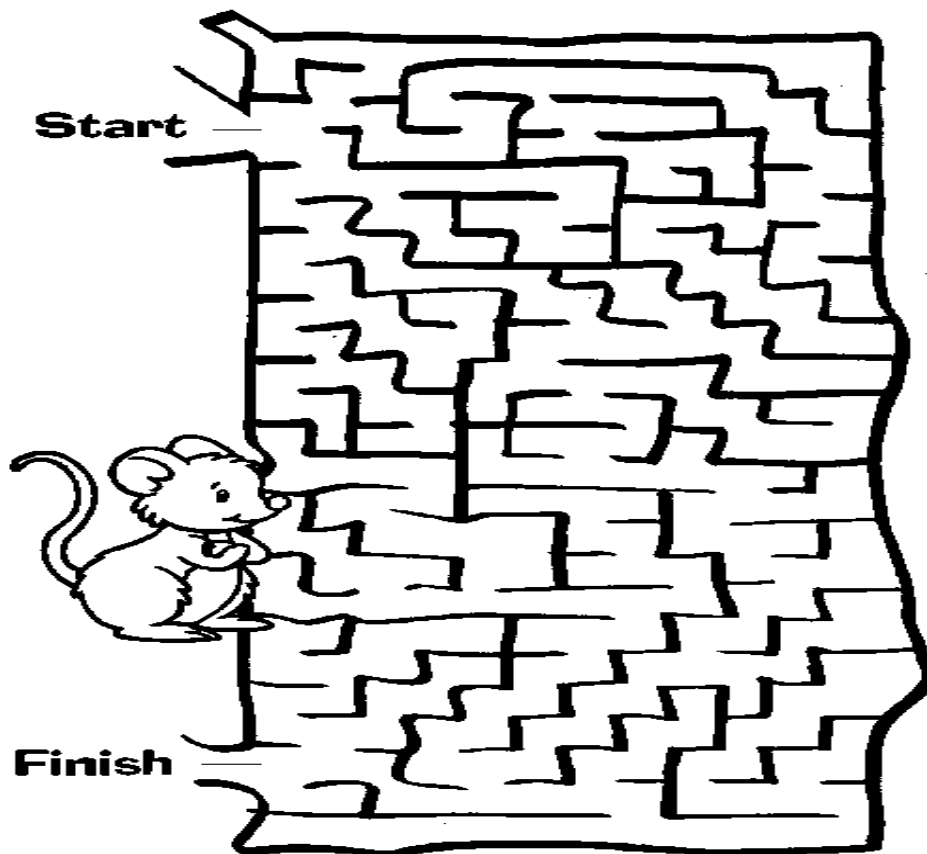
SINGING A SONG

THE LION AND THE MOUSE

A lion in the jungle roars for help,
A lion in the jungle roars for help,
My poor lion.
A hippo in the jungle can't help the lion,
A hippo in the jungle can't help the lion,
My poor lion.
A stork in the jungle can't help the lion,
A stork in the jungle can't help the lion,
My poor lion.
An elephant in the jungle can't help the lion,
An elephant in the jungle can't help the lion,
My poor lion.
A mouse in the jungle can help the lion,
A mouse in the jungle can help the lion,
My happy lion.

Part C

MAZE



Part D

MAKING A LION AND MOUSE ART-CRAFTS



Lesson Plan for “ BODY PARTS”.

Number of the students: 19

Level of the students: Beginner

Length of the lesson: 60 minutes

Materials: Puzzle, video, song, worksheet, pictures, maze, picture dice, crayons.

Language skills: Listening, writing, speaking.

Objectives: By the end of the lesson, the students will be (better) able

- to recognize parts of the body;
- to tell their parts of the body.

Multiple Intelligences: Verbal-linguistic, Logical-Mathematical, Visual-Spatial, Bodily-Kinesthetic, Musical-Rhythmic, Intrapersonal, Interpersonal, Naturalistic.

Vocabulary: Head, shoulders, knees, toes, eyes, ears, mouth, nose

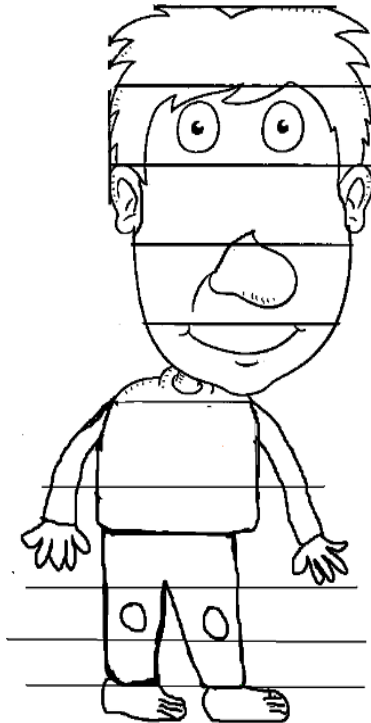
Procedure:

Activities	Aim	Intelligences Studied
<i>Pre-activity</i> <i>Puzzle</i> The teacher gives to students pieces of the picture (of a boy). In small groups, they	• to warm up	Visual-spatial Bodily-kinesthetic Logical-mathematical Interpersonal

are asked to put them together to see what they will turn out to be (<i>See below part A</i>)		
<i>Watching, listening and singing a song</i> <i>Head, shoulders, knees and toes</i> Students together with their teacher listen the song. Then, they sing the song together with their teacher and show their body parts. (<i>See below part B</i>)	- to stimulate students' listening comprehension - to help students learn the following pieces of target language <i>Head</i> <i>Shoulders</i> <i>Knees</i> <i>Toes</i> <i>Eyes</i> <i>Ears</i> <i>Mouth</i> <i>Nose</i>	Musical-rhythmic Bodily-kinesthetic Visual-spatial Linguistic Interpersonal Naturalistic
<i>Coloring the body parts</i> The students are asked to color body parts illustrated in the papers. All students have different pictures. (<i>See below part C</i>)	to practice the target vocabulary <i>Head</i> <i>Shoulders</i> <i>Knees</i> <i>Toes</i> <i>Eyes</i> <i>Ears</i> <i>Mouth</i> <i>Nose</i>	Visual-spatial Intrapersonal Bodily-kinesthetic

Part A

PUZZLE



Part B

SINGING BODY PARTS SONG

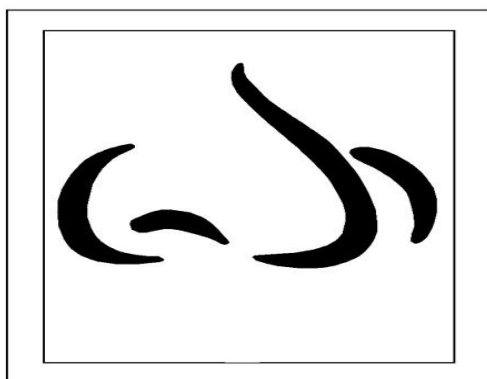
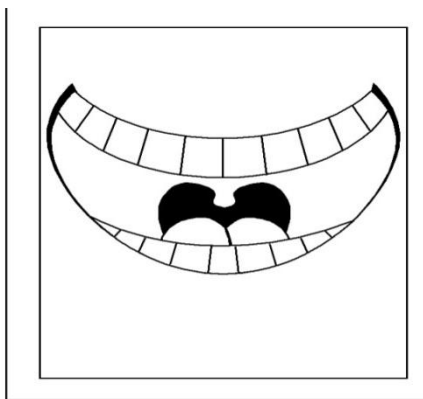
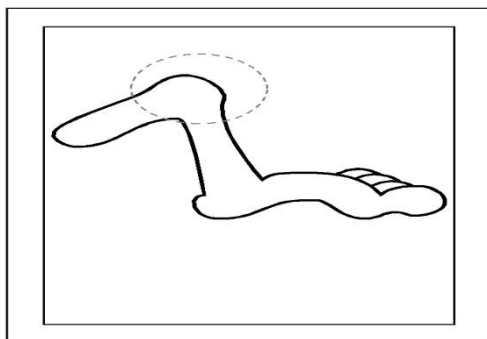
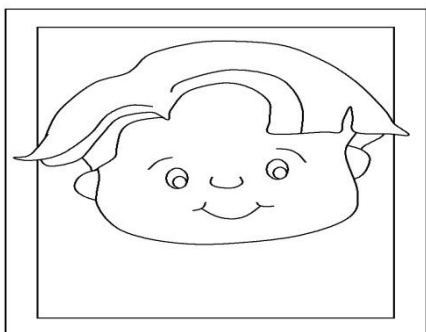
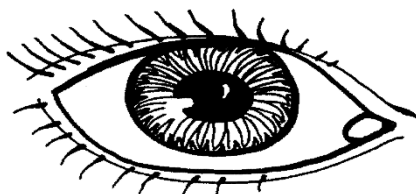
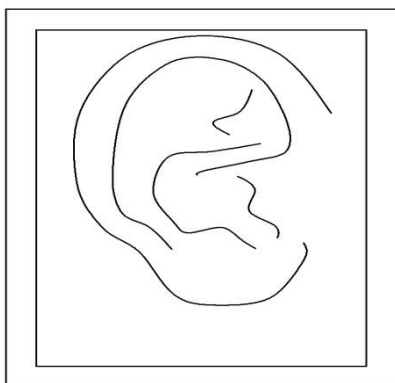
Head, shoulders, knees and toes, knees and toes
Head, shoulders, knees and toes, knees and toes
Eyes and ears and mouth and nose
Head, shoulders, knees and toes, knees and toes

Touch your eyes, touch your ears touch, your mouth, touch your nose
touch your knees, touch your toes
great job!

Head, shoulders, knees and toes, knees and toes
Head, shoulders, knees and toes, knees and toes
Eyes and ears and mouth and nose
Head, shoulders, knees and toes, knees and toes

Part C

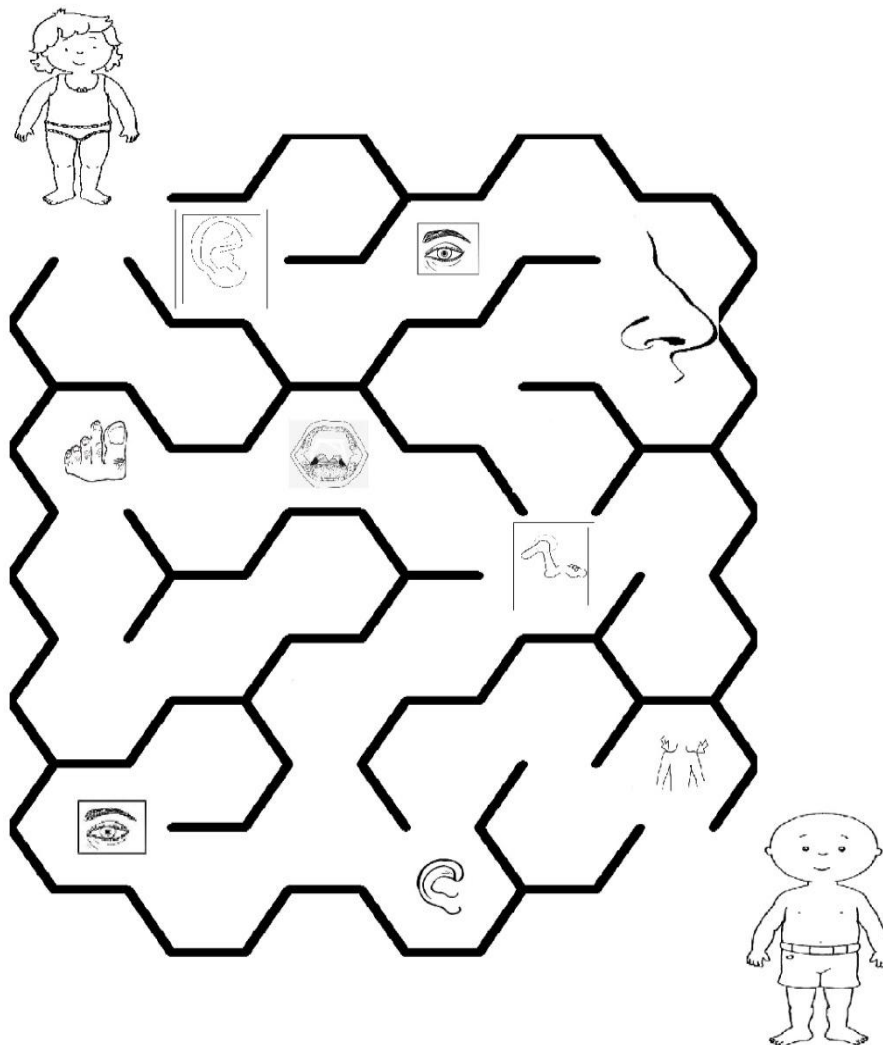
COLORING THE BODY PARTS



Part D

MAZE

Help Rossie to find Caillou



Part E

PICTURE DICE



Lesson Plan for “ REVISION BODY PARTS”, “FRUITS”.

Number of the students: 19

Level of the students: Beginner

Length of the lesson: 60 minutes

Materials: Worksheet, crayons, scissors, glue, sticks, video, song, maze, flashcards, bag, real fruits.

Language skills: Listening, writing, speaking.

Objectives: By the end of the lesson, the students will be (better) able

- to recognize parts of the body;
- to recognize fruits;
- to tell the names of the fruits.

Multiple Intelligences: Verbal-linguistic, Logical-Mathematical, Visual-Spatial, Bodily-Kinesthetic, Musical-Rhythmic, Intrapersonal, Interpersonal, Naturalistic.

Vocabulary: Head, shoulders, knees, toes, eyes, ears, mouth, nose.

Apple, banana, orange, pear, kiwi fruit, lemon.

Procedure:

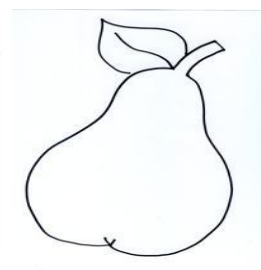
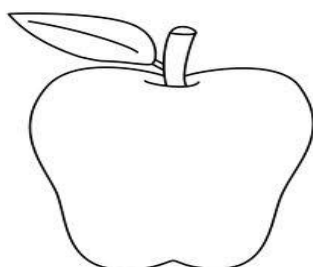
Activities	Aim	Intelligences Studied
<i>Playing Simon Says</i> The students are asked to listen and carry out the instructions only when ‘Simon’ tells them. The teacher tells the students that she is going to give them instructions but they must only obey if the teacher begins by saying ‘Simon says’. For instance: “ Simon says touch your head or Simon says touch your shoulders...”	• to revise the target vocabulary • to encourage students to work independently at a task • to develop students’ cognitive skills	Bodily-kinesthetic Intrapersonal Interpersonal Logical-mathematical Naturalistic Linguistic
<i>Pre-activity</i> <i>Coloring the pictures</i> The teacher gives students photocopies (where pictures of the fruits are illustrated). They are asked to color them. (See below part A) Meanwhile, the teacher walks around and points to the pictures and tells the target vocabulary.	• to warm-up	Visual-spatial Bodily-kinesthetic Intrapersonal

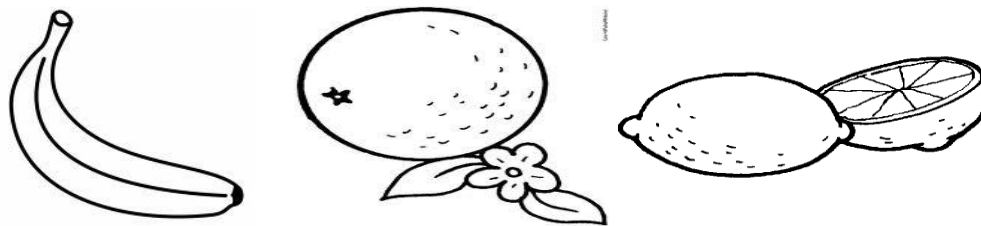
<i>Making stick puppet</i> Students are asked to cut the pictures which they have colored and tape them onto the sticks.	to create interest in learners to the topic	Bodily-kinesthetic Visual-spatial Intrapersonal
<i>Singing a song</i> <i>The fruits song</i> The teacher sings the song and shows the pictures of the fruits. (<i>See below part B</i>) Then, the students are asked to sit in circle and sing together with their teacher. They take their stick puppets. Each child has one type of the fruit puppet and when the name of the fruit is called, children who have stick puppet with that fruit stand up and go around.	- to stimulate students' listening comprehension - to help students learn the following pieces of target language <i>Apple</i> <i>Banana</i> <i>Orange</i> <i>Pear</i> <i>Kiwi</i> <i>Lemon</i>	Musical-rhythmic Linguistic Bodily-kinesthetic Interpersonal
<i>Maze</i> The students are asked to help boy to take fruits and put them into the fridge. (<i>See below part C</i>) The teacher walks around to help. Finally, they do the activity	- to help think logically - to follow-up the topic - to practice the target vocabulary	Logical-mathematical Visual-spatial Interpersonal Intrapersonal

on the board with a bigger copy of the maze as a whole class activity. <i>TPR Activity I</i> The teacher sticks pictures of the fruits in the classroom and asks students to point to them. For instance, “ Point to the apple or point to the banana..”	to recycle words related to the fruits <i>Apple</i> <i>Banana</i> <i>Orange</i> <i>Pear</i> <i>Kiwi</i> <i>Lemon</i>	Linguistic Bodily-kinesthetic Visual-spatial
---	--	---

Part A

COLORING THE PICTURES





Part B

SINGING THE SONG

I like apple

How about you?

Yummy apple is good for you

I like banana

How about you?

Yummy banana is good for you

I like orange

How about you?

Yummy orange is good for you

I like pear

How about you?

Yummy pear is good for you

I like kiwi

How about you?

Yummy kiwi is good for you

I like lemon

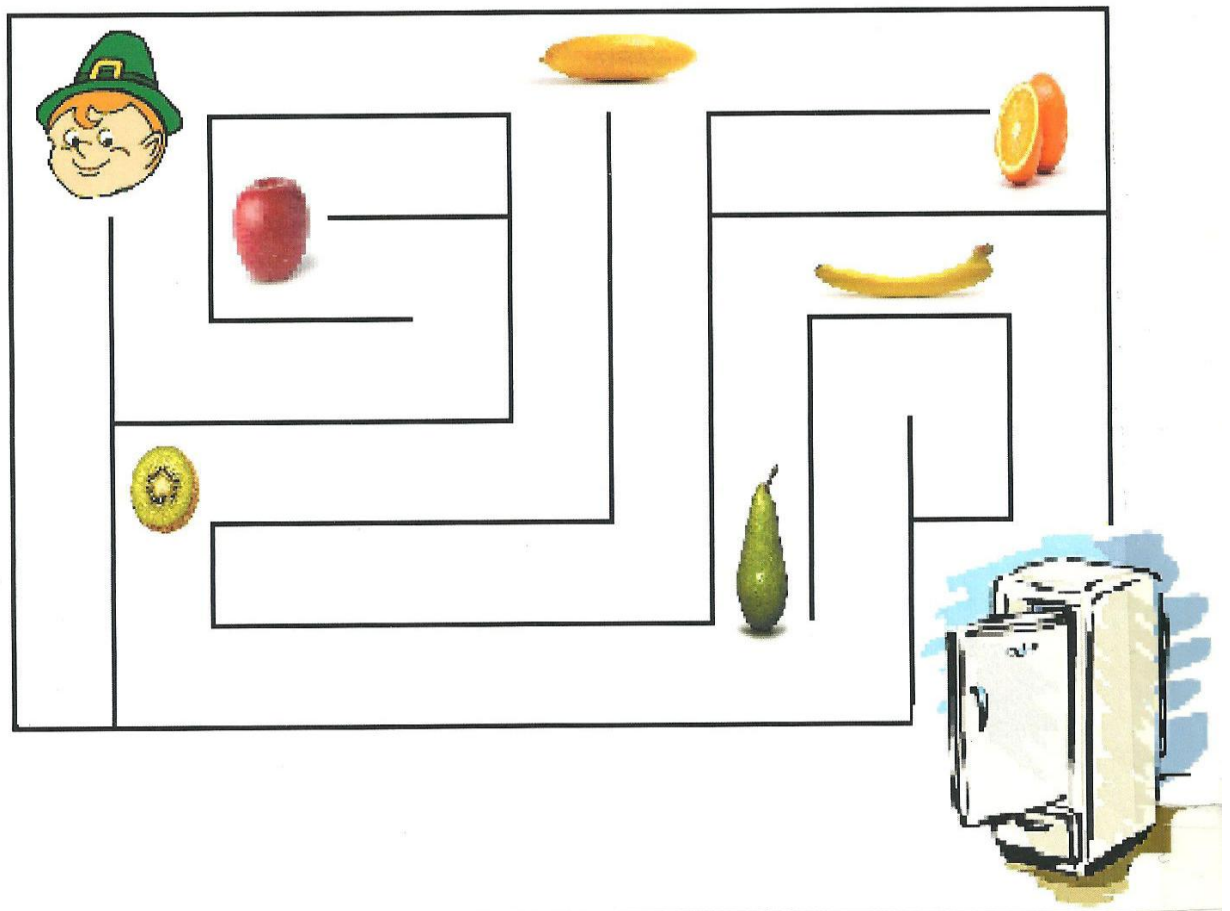
How about you?

Yummy lemon is good for you.

I like all fruits, how about you?

Part C

MAZE



Appendix 2

Visuals (Photos) of the Lessons and Tests



Story “The Lion and Mouse”. Pre-activity. Students are completing the puzzle of the story characters.



Acting out the story. TPR Activity I and TPR Activity II.



Art-craft activities. Completing puzzle. Weather board game. Body Parts picture dice.



Implementation of TIMI Test



Application of MI Vocabulary Test 1 for Assessing



MI Vocabulary Test 2 for Assessing Retention

Appendix 3

Permission For the Usage of TIMI Test

The screenshot shows a Gmail interface with the following elements:

- Google Search Bar:** At the top, with the Google logo and a search button.
- Gmail Header:** Includes the Gmail logo, navigation icons (back, forward, info, trash), and buttons for "Gelen Kutusuna taşı" and "Diğer".
- Left Sidebar:**
 - E-POSTA YAZ:** A red button to compose a new email.
 - Gelen Kutusu (11):** Inbox with 11 emails.
 - Yıldızlı:** Starred emails.
 - Önemli:** Important emails.
 - Gönderilmiş Postalar:** Sent emails.
 - Taslaqlar (16):** Drafts with 16 emails.
 - Personal:** Personal emails.
 - Travel:** Travel-related emails.
 - Daha fazla:** More options.
- Search Bar:** A text input field with a search icon.
- Email List:**
 - Email 1:** From **zamira izzetova** <gazilizamira@gmail.com> to **scandsteale**. Subject: "Urgently, would you please read my email I need your permission to use TIMI test". Sent: 10 02 2012. Content: "Dear Dr. Sue Teele. I am Zamira İZZETOVA. I am studying at Gazi University in Turkey. I am currently writing my MA thesis on teaching vocabulary to young learners with reference to MI theory. I would like to use your TIMI test in my diploma thesis. Would you please kindly give me your permission to use TIMI test in my research. I will wait for your reply." Signed: Zamira İZZETOVA.
 - Email 2:** From **scandsteale@verizon.net** <scandsteale@verizon.net> to **zamira**. Subject: "Dear Zamora, Do you already have a copy of the inventory or do you need to order one? If you already have a copy I will give you permission to use it. If you need a copy let me know as Dr. Alev Yemenici at Middle Eastern Technical University on Ankara has a copy. Let me know and I will send you her email address." Signed: Sincerely, Sue Teele.
- Footer:** "Connected by DROID on Verizon Wireless".

Appendix 4

Sample Pages of TIMI Test



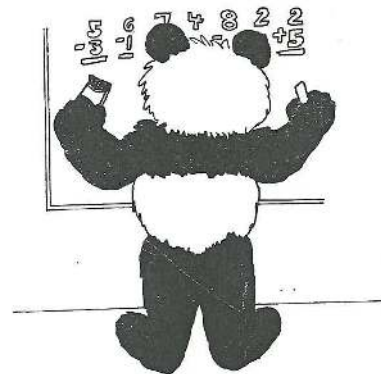
3A



3B



4A



4B

Teele Inventory for Multiple Intelligences (TIMI)



13A



13B



14A



14B



7A



7B



8A



8B

Appendix 5

Sample Pages of the Students' TIMI Test Results

THE TEELE INVENTORY OF MULTIPLE INTELLIGENCES

NAME: Azra SCHOOL: Gölbahçesi
 DATE: 02.03.2011 TEACHER: Zamira İZZETOVA GRADE: 6
 SEX: M ☒ F (Circle) AGE: 6

ANSWER SHEET

	A	B
1.		V3
2.	V4	
3.		V7
4.	V7	
5.	V3	
6.	V1	
7.	V4	
8.	V1	
9.	V2	
10.		V7
11.		V4
12.	V1	
13.	V6	
14.		V7

	A	B
15.	7V	
16.	2V	
17.	4V	
18.	4V	
19.		7V
20.	V2	
21.	V1	
22.	V5	
23.		V6
24.		V3
25.	V1	
26.		V5
27.	2V	
28.	V7	

TOTALS	5	4	3	5	2	2	6
	1. LINGUISTIC	2. LOGICAL-MATHEMATICAL	3. SPATIAL	4. MUSICAL	5. BODILY-KINESTHETIC	6. INTRAPERSONAL	7. INTERPERSONAL

DOMINANT INTELLIGENCES

1. Interpersonal 2. Linguistic 3. Musical 4. Logical-Mathematical 5. Spatial

REVISED 1997

THE TEELE INVENTORY OF MULTIPLE INTELLIGENCES

NAME: Mehmet Emin SCHOOL: Gölbahçesi
 DATE: 02.03.2011 TEACHER: Zamir İZZETOVA GRADE:
 SEX: ☒ M ☐ F (Circle) AGE: 6

ANSWER SHEET

	A	B
1.		V3
2.		V5
3.	V1	
4.		V2
5.	V3	
6.		V6
7.		V3
8.		V5
9.	V2	
10.		V7
11.	V1	
12.		V2
13.		V5
14.		V7

	A	B
15.		5V
16.	2V	
17.	4V	
18.	4V	
19.	3V	
20.	V2	
21.		V7
22.	V5	
23.	V2	
24.	V6	
25.		V6
26.	V3	
27.	V2	
28.	V7	

TOTALS	2	7	5	2	5	3	4
1. LINGUISTIC							
2. LOGICAL-MATHEMATICAL							
3. SPATIAL							
4. MUSICAL							
5. BODILY-KINESTHETIC							
6. INTRAPERSONAL							
7. INTERPERSONAL							

DOMINANT INTELLIGENCES

1. Logical 2. Spatial Bodily 3. Interpersonal 4. Intrapersonal

REVISED 1997

Appendix 6

Post-test MI Vocabulary Test 1 for Assessment

Test 1

NAME :

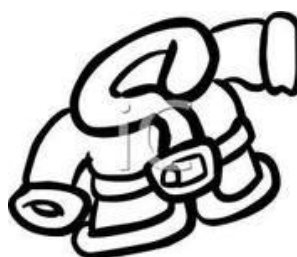
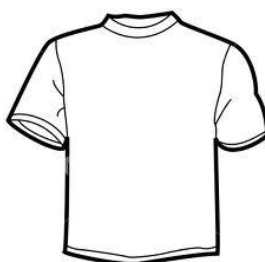
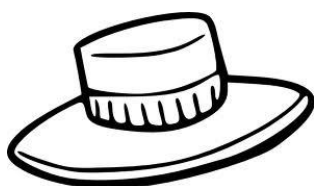
SCORE :

Score the child's performance. Put a tick (✓) or cross (x).

- A. Act Out (TPR): Jump
- Sleep
- Walk
- Stop

- B. Point to your nose
- knee
- ear

- C. Color the shirt red.
- Color the hat green.
- Color the coat blue.



- D. Act Out! Point to the banana!
- Eat the apple!



E. How many?



.....



.....



.....

F. What's the weather like?



.....



.....



.....

G. Point to the small ball.



Point to the strong man.



Test 2

NAME :

SCORE :

Score the child's performance. Put a tick (✓) or cross (x).

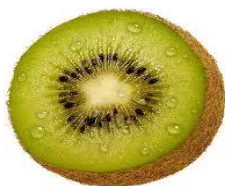
- A. Act Out (TPR):
- | | |
|---------|-------|
| touch | ..... |
| jump | ..... |
| run | ..... |
| sleep | ..... |
| wake up | ..... |

- B. Point to your pants
- shirt
- shoes

- C. Color the mouth red.
- Color the eyes green.
- Color the shoulder blue.



- D. Act Out! Point to the orange!
- Eat the kiwi!



E. How many? Match and say numbers.



4

.....



5

.....



1

.....

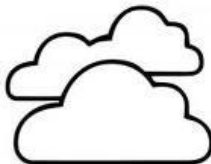
F. What's the weather like?



.....



.....



.....

G. Draw a skirt.



Test 4

NAME :

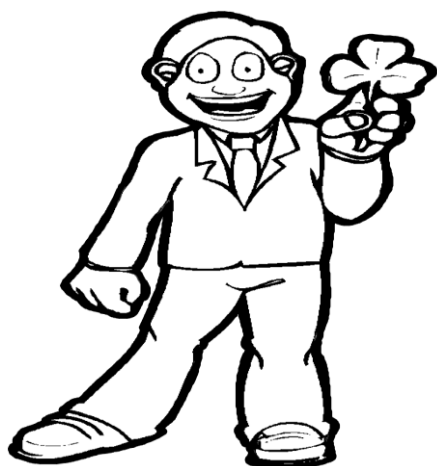
SCORE :

Score the child's performance. Put a tick (✓) or cross (x).

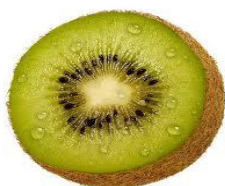
- A. Act Out (TPR):
- | | |
|---------|-------|
| eat | ..... |
| walk | ..... |
| touch | ..... |
| sleep | ..... |
| wake up | ..... |

- B. Point to your hat
 skirt
 coat

- C. Color the ears red.
 Color the toes pink.
 Color the head yellow.



- D. Act Out! Point to the banana!
 Eat the kiwi!



E. How many? Match and say numbers.



9
.....



5



6

F. What's the weather like?



.....

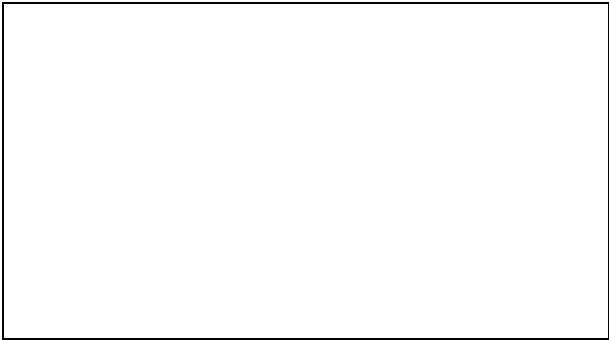


.....



.....

G. Draw a coat.



Test 5

NAME :

SCORE :

Score the child's performance. Put a tick (✓) or cross (x).

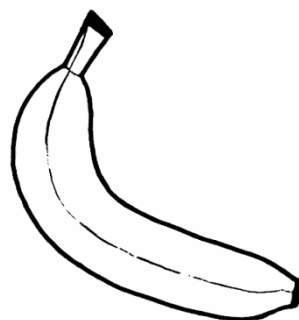
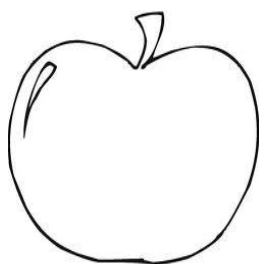
- A. Act Out (TPR): Run
- Sleep
- Jump
- Stop
- Wake up

- B. Point to your shoulders
- eyes
- mouth

- C . Color the pear green

 Color the banana yellow

 Color the apple red



- D. Act out! Point to the pants

 shoes

 hat

E. How many?



.....



.....



.....

F. What's the weather like?



.....



.....

G. Point to the big house



Test 6

NAME :

SCORE :

Score the child's performance. Put a tick (✓) or cross (x).

- A. Act Out (TPR): eat
 sleep
 touch
 walk
 wake up

- B. Point to your shoes
 skirt
 shirt

- C. Color the head yellow.
Color the mouth red.
Color the eyes blue.



- D. Act out! Point to the apple !.....
Eat the pear!



E. How many? Match and say numbers.



1.....



2.....



3.....

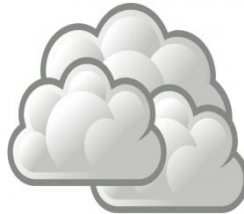
F. What's the weather like?



.....

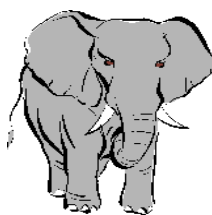
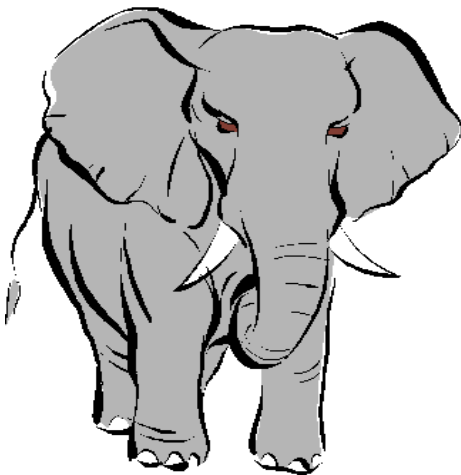


.....



.....

G. Point to the big elephant.....



Appendix 7

Sample Post-test MI Vocabulary Test 1 of the Students

Test 5

NAME : Asude Yıldız

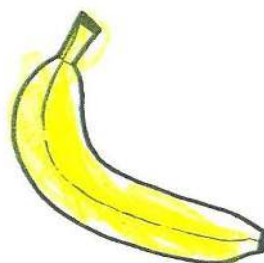
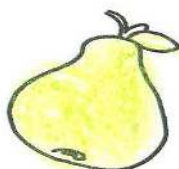
SCORE : 80

Score the child's performance. Put a tick (✓) or cross (x).

- A. Act Out (TPR):
- Run ✓
 - Sleep ✓
 - Jump x
 - Stop ✓
 - Wake up x

- B. Point to your shoulders ✓
- eyes ✓
 - mouth x

- C. Color the pear green ✓
- Color the banana yellow ✓
 - Color the apple red ✓



- D. Act out! Point to the pants x
- shoes ✓
 - hat ✓

E. How many?



V



V



8

F. What's the weather like?



G. Point to the big house



Test 1

NAME : Bayram Seid Mayda

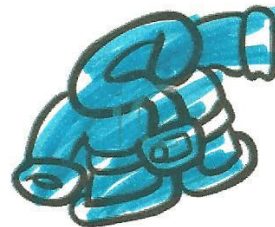
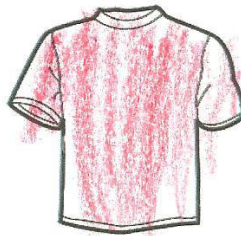
SCORE : 90

Score the child's performance. Put a tick (✓) or cross (x).

- A. Act Out (TPR):
- | | |
|-------|---|
| Jump | ✓ |
| Sleep | ✓ |
| Walk | x |
| Stop | ✓ |

- B. Point to your
- | | |
|------|---|
| nose | ✓ |
| knee | ✓ |
| ear | ✓ |

- C. Color the shirt red. ✓
 Color the hat green. ✓
 Color the coat blue. ✓



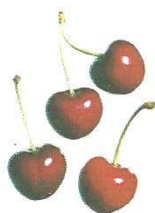
- D. Act Out!
- | | |
|----------------------|---|
| Point to the banana! | ✓ |
| Eat the apple! | ✓ |



E. How many?



✓



✓

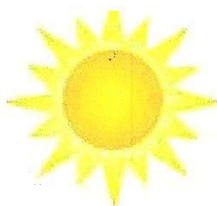


✓

F. What's the weather like?



✓



✗



✓

G. Point to the small ball.

✓



Point to the strong man. ✓



Test 2

NAME : Orhan Tarik Gilmaz

SCORE : 85

Score the child's performance. Put a tick (✓) or cross (x).

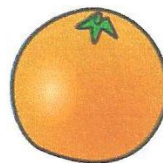
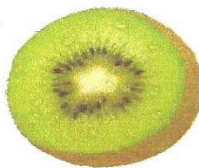
- A. Act Out (TPR):
- | | |
|---------|---|
| touch | ✓ |
| jump | X |
| run | ✓ |
| sleep | ✓ |
| wake up | ✓ |

- B. Point to your
- | | |
|-------|---|
| pants | ✓ |
| shirt | ✓ |
| shoes | ✓ |

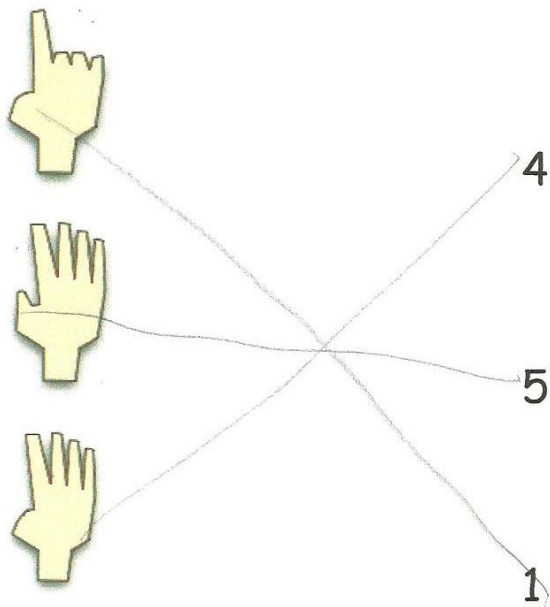
- C. Color the mouth red. ✓
- Color the eyes green. ✓
- Color the shoulder blue. X



- D. Act Out! Point to the orange! ✓
- Eat the kiwi! ✓



E. How many? Match and say numbers.



✓

✓

✓

F. What's the weather like?



✓

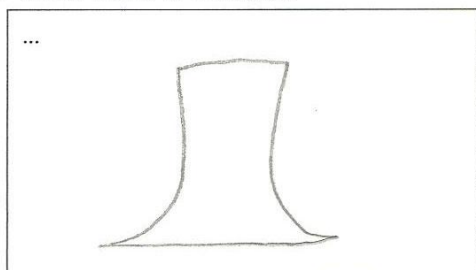


✓



✗

G. Draw a skirt.



Appendix 8

Retention test MI Vocabulary Test 2 for Assessing Retention Test 1

NAME :

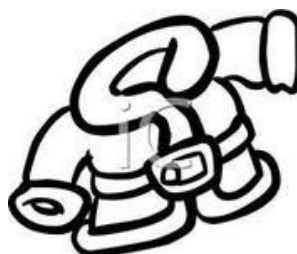
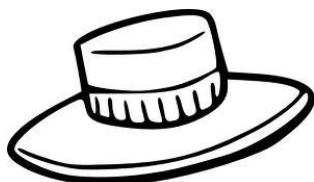
SCORE :

Score the child's performance. Put a tick (√) or cross (x).

- A. Act Out (TPR): Jump
- Sleep

- B. Point to your nose
- knee

- C. Color the shirt red.
- Color the hat green.



- D. Act Out! Point to the banana!



E. How many?



.....

F. What's the weather like?



.....

G. Point to the small ball.



Test 2

NAME :

SCORE :

Score the child's performance. Put a tick (✓) or cross (x).

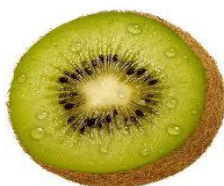
A. Act Out (TPR): touch
 jump

B. Point to your pants
 shirt

C. Color the mouth red.....
Color the eyes green.....



D. Act Out!
Eat the kiwi!



E. How many?



F. What's the weather like?



.....

G. Draw a skirt.

...

A large, empty rectangular box with a black border, intended for drawing a skirt. It occupies the lower half of the page.

Test 3

NAME :

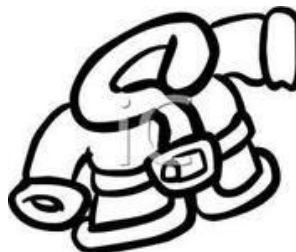
SCORE :

Score the child's performance. Put a tick (✓) or cross (x).

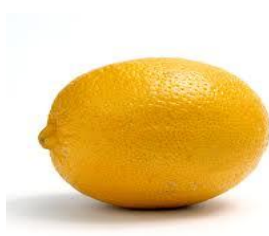
- A. Act Out (TPR): Run
 Eat

- B. Point to your head
 toes

- C. Color the skirt purple.
Color the pants yellow.



- D. Act Out! Point to the lemon!



E. How many?



.....

F. What's the weather like?



.....

G. Point to the strong lion.



Test 4

NAME :

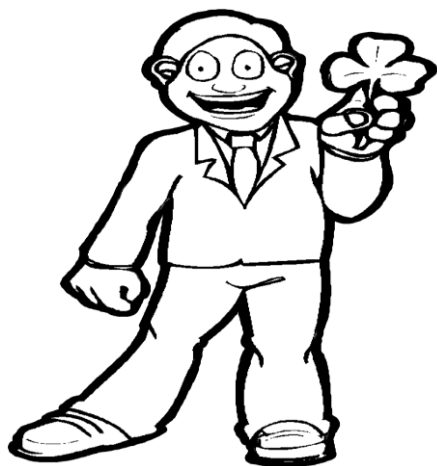
SCORE :

Score the child's performance. Put a tick (✓) or cross (x).

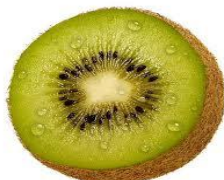
A. Act Out (TPR): eat
 wake up

B. Point to your hat
 skirt

C. Color the ears red.
Color the toes pink.



D. Act Out! Point to the banana!



E. How many?



.....

F. What's the weather like?



.....

G. Draw a coat.

...

Test 5

NAME :

SCORE :

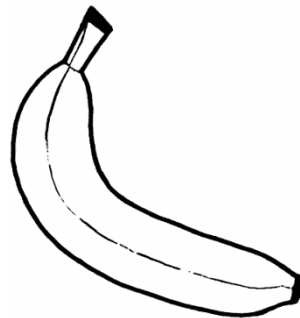
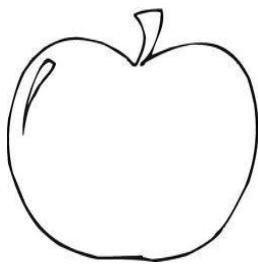
Score the child's performance. Put a tick (✓) or cross (x).

A. Act Out (TPR): Run
 Stop

B. Point to your shoulders
 eyes

C . Color the pear green

Color the banana yellow



D.Act out! Point to the pants

E. How many?



.....

F. What's the weather like?



.....

G. Point to the big house



Test 6

NAME :

SCORE :

Score the child's performance. Put a tick (✓) or cross (x).

A. Act Out (TPR): eat
 touch

B. Point to your shoes
 skirt

C. Color the head yellow.
Color the mouth red.



D. Act out! Eat the pear!



E. How many?

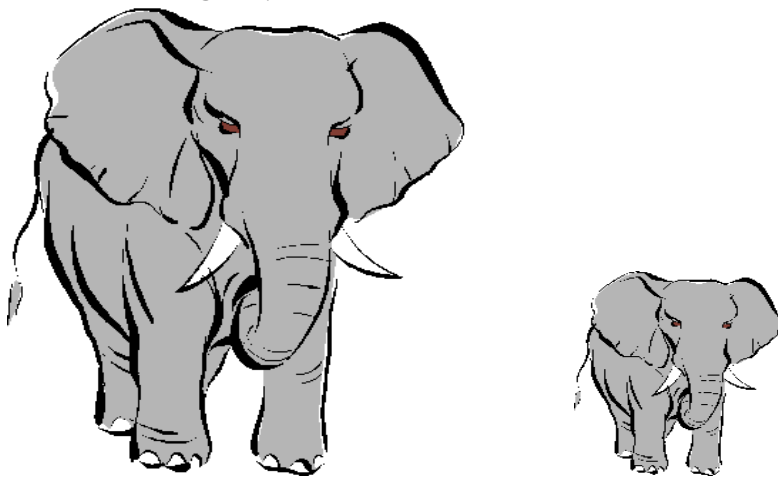


F. What's the weather like?



.....

G. Point to the big elephant.....



Appendix 9

Sample Retention test MI Vocabulary Test 2 of the Students

Test 6

NAME : Kemal Efe Gündemir
SCORE : 85

Score the child's performance. Put a tick (✓) or cross (x).

A. Act Out (TPR): eat ✓
touch ✗

B. Point to your shoes ✓
the skirt ✗

C. Color the head yellow. ✓
Color the mouth red. ✗



D. Act out! Eat the pear! ✗



E. How many?



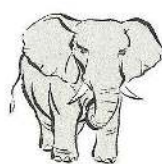
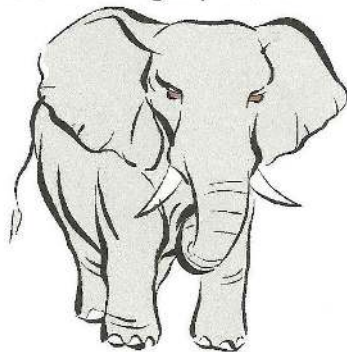
✓

F. What's the weather like?



.....

G. Point to the big elephant.....



Test 1

NAME : Sudenaz Gakmak

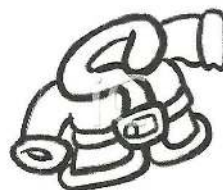
SCORE : 100

Score the child's performance. Put a tick (✓) or cross (x).

A. Act Out (TPR): Jump ✓
 Sleep ✓

B. Point to your nose ✓
 knee ✓

C. Color the shirt red. ✓
 Color the hat green. ✓



D. Act Out! Point to the banana! ✓



E. How many?



F. What's the weather like?



G. Point to the small ball. ✓

