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ISTANBUL AYDIN UNIVERSITY

INSTITUTE OF GRADUATE STUDIES

**MULTIPLE INTELLIGENCES THEORY AS A TRIGGER FOR POSITIVE
AND COMPREHENSIBLE READING INPUT**

MASTER'S THESIS

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Department of English Language Teaching

English Language Teaching Program

JUNE, 2022

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APPROVAL PAGE

DECLARATION

I hereby declare with respect that the study "Multiple Intelligences Theory As A Trigger For Positive And Comprehensible Reading Input", which I submitted as a Master thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the Project phase to the conclusion of the thesis and that the works I have benefited are from those shown in the References. (20/06/2022)

Nigyara BABAJANOVA

FOREWORD

I am extremely thankful to my advisor Prof. Dr. Türkay Bulut for her endless support, precious knowledge, and valuable comments throughout the whole process.

I would like to thank my elder brother, Aziz Babajanov, for introducing me to the world of English, science, and instilling a love for reading and learning.

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June 2022   Nigyara BABAJANOVA

MULTIPLE INTELLIGENCES THEORY AS A TRIGGER FOR POSITIVE AND COMPREHENSIBLE READING INPUT

ABSTRACT

This study aimed to explore the difference of applying Multiple Intelligences (MI) theory and conventional method as reading input among Turkish L2 learners (20-25). Particularly, the study attempted to reveal the impact of MI on the B1 students in the language school in Istanbul, Türkiye. In accordance with this goal meticulous literature review and subsequent experimental method design were done, where 30 L2 male and female students participated. The group previously was exposed to traditional reading methods. First, the pretest was applied to be familiar with current state of reading abilities level. Second, introduction and application of MI survey and MI treatment were conducted as well. Third, the posttest was applied to identify the impact of MI theory on learners' reading abilities. In order to obtain the aforementioned data, the Pretest and Posttest rubric and MI survey were used. As a result, the findings demonstrated positive impact of traditional and MI methods. Nonetheless, MI means surpassed the conventional methods to certain extents, in other words, students' interest increased vastly. It should also be noted that MI approach as a reading input tool worked best for recalling the read information ability. The results may be used by educators, teachers, and material developers to create the entertaining, interesting, and authentic environment for enhancing students' motivation to read.

Keywords: *Multiple Intelligences, Reading input, Interest, Traditional method*

OLUMLU VE ANLAŞILABİLİR OKUMA GİRDİLERİ İÇİN TETİKLEYİCİ OLARAK ÇOKLU ZEKA TEORİSİ

ÖZET

Bu çalışma, Türkçe ikinci dil öğrenenler (20-25) arasında okuma girdisi olarak Çoklu Zekâ (ÇZ) teorisi ile geleneksel yöntemin uygulanması arasındaki farkı araştırmayı amaçlamıştır. Özellikle, bu çalışma, İstanbul Türkiye'de yer alan bir dil okulunun B1 öğrencileri üzerinde Çoklu Zekai'nin etkisini ortaya koymak çalışmıştır. Bu amaca uygun olarak 30 L2 erkek ve kız öğrencinin katıldığı titiz bir literatür taraması ve ardından deneysel yöntem tasarımı yapılmıştır. Grup daha önce geleneksel okuma yöntemlerine maruz kalmıştı. Öncelikle okuma becerisi düzeyinin mevcut durumuna aşina olmak için ön test uygulanmıştır. Ardından, ÇZ anketi ve ÇZ yöntem tanıtımı ve uygulaması da yapılmıştır. Sonradan, Son test öğrencilerin okuma becerileri üzerindeki ÇZ teorisinin etkisini belirlemek için uygulanmıştır. Söz konusu verileri elde etmek için Ön test ve Son test dereceli puanlama anahtarı ve ÇZ anketi kullanılmıştır. Sonuç olarak, bulgular geleneksel ve ÇZ yöntemlerinin olumlu etkisini göstermiştir. Bununla birlikte, ÇZ, belirli ölçülerde geleneksel yöntemlerin ötesine geçmiştir, diğer bir deyişle öğrencilerin ilgisi büyük ölçüde artmıştır. Ayrıca, bir okuma girdi aracı olarak ÇZ yaklaşımının, okuma bilgisi becerisini hatırlamada en iyi sonucu verdiği de belirtilmelidir. Sonuçlar, eğitimciler, öğretmenler ve materyal geliştiriciler tarafından öğrencilerin okuma motivasyonunu artırmak için eğlenceli, ilginç ve özgün bir ortam yaratmak için kullanılabilir.

Anahtar Kelimeler: Çoklu Zekâ, Okuma girişi, İlgi, Geleneksel yöntem

TABLE OF CONTENT

ABBREVIATIONS

EFL   : English as a Foreign Language

ELT   : English Language Teaching

ESL   : English As A Second Language

ICT   : Information and Communication Technologies

IELTS   : International English Language Testing System

IQ   : Intelligence Quotient

L2   : A Foreign Language

MI   : Multiple Intelligences

MIDAS   : Multiple Intelligences Developmental Assessment Scales

MIT   : Multiple Intelligences Theory

SPSS   : Statistical Package for the Social Sciences

TIMI   : Teele Inventory of Multiple Intelligences

TOEFL   : Test of English as a Foreign Language

LIST OF TABLES

I. INTRODUCTION

It is worth noting that foreign language teachers nowadays are experiencing difficulties applying methods in order to contribute to students' valuable accomplishments. The additional problem is to determine the occupation of the class that meets learners' requirements while being in the class. Accordingly, the way learners receive the information is the object that claims further research. A large number of studies proposed different tactics to guide them, one of which is Garden's theory under the name "Multiple Intelligences" (MI).

The MI theory concentrates on distinction of the person's intelligences; there are at a minimum eight intelligences from the day they were born; some of them prevail over other intelligences though. The theory is provided people that are informed how to evolve their own image that may be elaborated through constant work. As for the teachers, it works properly for them; they are supposed to realize that the learners significance plays an important role in progressing. Gardner reports that learning can be enhanced if eight points are taken into account: Logic-Mathematical, Interpersonal, Intrapersonal, Naturalist, Linguistic, Visual-Spatial, Body-Kinesthetic, Music-Rhythmic (Boonma & Phaiboonnugulkij, 2014).

Table 1 designed by Armstrong (2009, p. 3) represents detailed description of each intelligence and directions for teachers.

Table 1 Eight Ways of Learning

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

The necessity for MIT appears to be a key to certain problems, thereby the study by Gündüz (2018) shows that MI application provides with prevailing results in post reading comprehension tests. As English is learned in the classroom environment in Turkey, the areas where students may apply the language within the authentic context is limited.

The traditional way of assessing is to take into consideration the Linguistic and Logical/Mathematical intelligences only; however, the fact of existing only two intelligences is not efficient. The assessment ought to represent the persons' achievements in the prism of ideas, customs, and social behavior of different societies (Visser, Ashton, and Vernon, 2006). Regarding the assessment of learners reading skills, some aspects are used such as tests and quizzes, portfolios, performance assessment, teacher questions, reading inventories, teacher observations, cognitive reading strategies and skills, motivation for reading, social uses of reading, independence in reading, choosing reading over attractive alternatives, and reading in collaborative learning environment (Afflerbach, 2017). It is a well-known fact that the fear of assessment exists almost in every EFL learner; they can stuck while taking an exam or being afraid of low scores. Even if they master the material well this type of anxiety may lead to low results, thereby works as an obstacle for the language learning interest (Baaqeel, 2020). Furthermore, traditional assessment tests only moderate part of the whole capacity palette. MIT suggests that assessment is supposed to be applied based on the varieties of individuals that capture certain fields where learners can reveal their strong and weak points (Hernández-Torrano, Ferrándiz, et al., 2014).

The solution to the problems mentioned above is presented as follows:

Educators may create the assessing process in a way that it meets student's strong points; students, for their part, achieve the program target by selecting MI assessments range (Fleetham,2006). The detailed description is given by Armstrong (2009): the assessment can be held through the "observation and documentation of student products and problem-solving processes" (p.131).

There are also MI profiles that are preferable to use in the classroom such as work samples, conversations with parents and students, observation of behavior, and applications of performance data. One of the goals of MI is to retrieve and elaborate the strengths for a considerable time. The tools may give only the introductory hint;

nevertheless, it may also restrict the person within certain intelligences (Fleetham,2006). As regards reading material requirements, there are only diverse intelligence books with the main linguistic one; there are the books with which learners can sing along, touch the three-dimensional objects, no words books with only pictures and the like (Armstrong, 2009).

A. Purpose Of The Study

The current research aims to study if MI theory triggers positive and comprehensible input in reading skill.

Technology is the significant constituent in the field of foreign language. The changes in learning styles can be fixed with the help of multimedia that draws students' attention in numerous schemes. The technology position has significant impact on professional goals. There is a link between the technology-equipped classroom and the productivity of learners; as it turned out, technology leads to a more efficient outcomes (Hussein, 2019).

Regarding technology for reading competence, it is known that the e-reading enhances early reading skills; furthermore, the major attribute is a text-to-speech when the computer reads the text for students. Students with difficulties in reading gain profit from personalized e-reading projects in reading a story, comprehension techniques, or analyzing the phonology (Biancarosa & Griffiths, 2012). There is a reading guidance constituent that involves face-to-face sessions, printed study, and technology assisted characteristic called Learning Content Management System (Varsite), the target of which is to provide harmonization that suit the learners needs (Dreyer & Nel, 2003).

In retrospect, it appears that reading focus was designed for German, Indian, or French students in the USA. Michael West (in Nagy, 2019) confirmed the reading approach emphasizing assessment in the frame of its practicality considering the speaking skills as well. The fundamentals are teaching grammar that is valuable for understanding; student learn grammar merely, recognize instead; controllable vocabulary, translation is applied extensively in the classroom; and the native language delivers reading material to argue and control if it is comprehensible.

The historical background shows that specific intelligences appeared to be at the top before the ones that are preferable today; when people lived most of the time in countryside, where they gathered food with the help of the bodily -kinesthetic and naturalist intelligences (Armstrong, 2009).

B. Research Questions

Research question 1:

Does the implementation of MI theory stimulate students' interest in reading?

Research question 2:

Does using retelling Multiple Intelligence techniques affect student's cognitive domain?

C. Significance Of The Study

The significance of this study manifests itself in the value of each student's prevailed intelligence, the embodiment of which has enormous impact on motivation and its components. Moreover, this study broadens the spectrum of abilities and discards the limits of students who are locked into the 'two-dimensional'—linguistic and mathematical intelligences—standards.

The quantitative method that is used in this research investigates the results of traditional and the MI theory applied approaches on reading skills of L2 students in Turkey; ergo, it provides the field of education crucial support for creating more sophisticated ways of involving learners into the reading activities.

There are numerous studies conducted in the area of MI theory and reading combination; for instance, the research shows the connection of reading strategy use and MI profiles of successful L2 readers (Rahimi, Mirzaei & Heidari, 2012). The study that compares the MI activities and traditional method on English reading comprehension progress of the ninth-grade learners in Turkey (Gündüz, 2018). However, barely any studies examine the MI theory as a trigger for positive and comprehensible reading input.

It is known that teaching reading is as complicated mechanism as any linguistic skill. In the past 10 years, the conglomerate for reading guidance appears

out of browsing the research literature; for instance, the research on English L1 reading that proceeded prominently has supplementary conception (Grabe, 2004).

Regardless of the fact that the most of brain investigation research disregard the effect of emotion on reading and writing ability, Armstrong (2003) believes that there is an increasing literature that connects the literacy with fields of brain that 'digest' emotions. Furthermore, it is worth noting that there is no necessity for children and writers to be aware of literature on brain-based studies to be able to understand the relation of emotions and words. Whereas, the MI theory gives this opportunity to experience the natural emotions while reading and go beyond the ordinary facets such as lexicology, phonology, syntax, and the like.

We live in the worldwide multiplicity; MI has the capability to manage with these distinctions and provide teachers and the rest members of education with operating tools in methodologies. The MI theory plays a crucial role for learners and educators due to abundance and versatility; it suggests the chance to expand our possibilities, personalities by permitting to realize competences and capacities. Moreover, MI in comparison to other theories of intellect or person's capacity is the optimally efficient field where educational guidance can be created for the lesson of 21st century (McFarlane, 2011). As a result, this study is significant due to the fact that MI may imply the diversity and reveals the trigger to positive and comprehensive reading input in different students with variety of intelligences in order to 'fill a void'.

Considering the fact that was mentioned above, the study of MI as a trigger for positive and comprehensible reading input is essential. The results of this study are considered to give broader realization of how reading activities contribute into the whole reading ability with the harmony of MI and guide them into the sphere where reading becomes highly required by learners and the willingness to retell the information they read. Given the fact of all the mentioned moments it appears that to undertake a study that concentrates on triggering positive and comprehensible of reading, input is fundamentally important.

D. Assumptions Of The Study

In the context of traditional way of reading MI applied reading in the L2 classrooms seems to present colorful spectrum of reading items, which, in turn, brings students into natural urge to read more and occasionally retell afterwards.

Besides, it is considered that the way the teacher presents the reading items creates positive environment and the process of reading seems to be appealing upon which the whole procedure is performed faster than usual. Therewith MI is assumed advantageous to spot students' strength and weaknesses and make the appropriate adjustments accordingly to each of them. In addition, it is expected that the learners taking part in this study replied to the survey questions truly and correctly. It is estimated as well that the instruments used and chosen were adequate and appropriate for this study.

E. Limitations AND DELIMITATIONS OF THE STUDY

The following limitations were encountered:

1. The amount of students participating in the study was 30 adults studying at a language school in Bakırköy (Istanbul). The researcher could not involve more EFL learners because of time and place limitations. Consequently, the total conclusion relating to the results of the study and its usage in other community levels are supposed to be applied carefully.

2. There was unequal gender spread among the participants, hence, it was not taken into account in the calculations and statistical data; that entails the careful applying of the approach.

3. They were selected according to a cluster random sampling model. There were small number of students that were not able to take part in every lesson of control and experimental group.

The limits placed by the researcher that serve as achievable tools in this study are next:

1. In order to make the study implementable the researcher differentiated it to the single teaching reading approach, called Multiple Intelligence theory.

2. The study was delineated to the language school group (age: 20-25).

The age is assumed as important point in this research (Meneviş & Özad, 2014), application according to age group is supposed to be done meticulously.

3. The next delineation was the level of students' proficiency; there were B1-B2 level learners in this study. The reason that the researcher operates on these levels is that students can follow the directions (Çökmez & Uluç, 2021).

4. In comparison to the traditional way of handing out and presenting material that is limited by a teacher, this study will be enriched by variety of genres and patterns of obtaining the given information.

F. Definitions Of Key Concepts

The terms that were constantly used throughout this study.

Multiple Intelligence theory: Multiple Intelligence theory was first mentioned by Gardner in 1983 (in Ahmed & Gasm, 2012), whereas the theory claims that solitary image of intelligence is deficient in ability to adequately assess the strong and weak points of a person. People have variety of profiles of Multiple Intelligences along with character, corporeal, and nature features. The Multiple Intelligences theory, which is applied in this study, employs diverse of material in the embodiment of each intelligence. MI theory in this study was applied to trigger positive and comprehensible reading input in the B1-B2 level students studying at American Culture school in Turkey.

Intelligence: According to Gardner, intelligence is a solitary, common capability for developing concepts and issue solution (in Phillips, 2010); in contrast to limited linguistic and logical-mathematical intelligences that were "put on a pedestal" (Gardner, 1993, p.8). The present study used Multiple Intelligences Survey to identify the prevailed profiles of intelligences in every student in order to prepare the program and the material for triggering positive and comprehensible reading input (McClellan & Conti, 2008).

I. ***Intelligence Quotient (IQ):** IQ is the quotient that measures logical/mathematical and verbal/linguistic diapason of capacity (*Christison & Kennedy, 1999).*

***Reading comprehension**: reading comprehension is originally a case of*

elaboration suitable and productive comprehension scheme for the greater part of L2 learners, who earlier acquired their mother tongue. It specifies that the approaches in reading are essential for the comprehensible input (in Nainggolan, Simanjuntak & Simbolon, 2013*).*

II. LITERATURE REVIEW

A. INTRODUCTION

Beachner and Pickett (2001) report that the intelligence quotient (IQ) testing was analyzed by Howard Gardner, a professor at Harvard University. It became a routine that the IQ scores reveals the gaps in educational portfolio, and, mainly, the scores were used to direct students toward their carrier. There are only two aspects that can be measured with the help of this test: language and mathematical competences; however, Gardner developed empirical study that distinguishes other pathways of intelligences people may possess. Adherents do not inquire anymore "Is this child intelligent?", they wonder "How is this child intelligent?".

Gardner designed Multiple Intelligences (MI) theory and highlighted eight of intelligences:

- Verbal/Linguistic

- Mathematical/Logical

- Visual/Spatial

- Musical/Rhythmic

- Bodily/Kinesthetic

- Naturalist

- Interpersonal

- Intrapersonal

Implementing the techniques that enhance the intelligences, one can witness the valuable and comprehensible learning that enlightens students and brings them to new discoveries: if a learner is more into music/rhythm then it is easier to make up a song about situation taken from history or rhythm out new vocabulary.

In his video Gardner (Project Zero, 2016) shows the visual where brain is

accepted to be as one computer and as MI theory claims that brain has a cluster of computers. It is worth noting that Gardner (Chen, Moran & Gardner, 2009) noticed how a student can be perfect at oral expressing or poetry but has troubles to draw a simple picture. Thus, students tend to be misjudged as insufficient according to the weak interviewing, prejudices, and the like. There is a demand for people who are good as a group at a wide range of things (Chapman, 2003).

Nevertheless, there were confusions among the theory; so, Gardner attempted to clarify them saying that intelligence differs from a sensory system (visual and auditory). Moreover, intelligence cannot be identified as a way of learning or as a discipline; and there is no limit in it– we cannot label a person as "spatial" or "musical", all people have the whole capacity along with the cognitive range, they may even change throughout the life. The difference is where and how the information was received.

Regarding English language teaching and learning, MI theory can be used in diverse fields of the academic curriculum with relation to the goal. The sophisticated teacher ought to be selective in teaching instruction (in Boonma & Phaiboonnugulkij, 2014). We should build the surroundings where reading and writing competencies are fostered and maintained with nature involvement, playing on the stage, calculations, narration, communication, and other benefits (Armstrong, 2003). It is equally important to mention that the emotional component has to be taken into consideration in teachers – learner procedure, as well; the role of which is very important with regard to the way we obtain new information (Sanchez-Martin, Alvarez-Gragera, Davila-Acedo & Mellado, 2017). The goal is not to work on each person's MI ability separately but to create an equally valuable access to the lights of the same idea that are combined (Gardner, 1993). Thus, the idea of reading was investigated in Hajhashemi et al. (2012) study; they came to conclusion that those who were less successful in reading performed better in musical-rhythmic intelligence, specifying that weak readers can be more intelligent at music than their more successful peers. Concerning the identification of the intelligence profile, there many instruments that may be applied, such as, Multiple Intelligences Survey (MIS) (McClellan & Conti, 2008) that was already mentioned above and chosen as an instrument for this study, Multiple Intelligences (MI) Inventory (McKenzie, 1999), or Multiple Intelligences Test - based on Howard Gardner's MI Model (Chislett,

Chapman, 2005). For the further learner assessment, Armstrong (2009) suggested the "Celebration of Learning" student sign-up sheet, with the help of which students can choose one of the homework style varieties: it may be photo essay, interview recording and such.

Relying on the dimensions mentioned above, the question of positive and engaging reading emerges; the purpose of the study is to evoke positive emotion and interest in reading along with the MI theory implementation.

This segment of the paper investigates the influence of MI in learning process. It address the issue of the fruitfulness of using MI in mastering L2 and reading skills specifically in comparison with the traditional techniques of teaching reading.

B. THEORETICAL FRAMEWORK

1. Personalized learning

Every single student cannot have a teacher individually; majority of instructors are examining more expandable means to improve students' performance close to ones that are achieved with the help of one-on-one instruction.

Referring to personalized learning, this is a way of students' involvements that are adapted to system of values, hobbies, and needs of a person; so, their school facilitates them to take responsibility of their own learning journey. In case if all the instructions are done correctly, personalized learning is a chance to address the needs, be motivated in academic field, and commitment in learning process throughout the whole life. Personalized learning is a complicated endeavor for traditional schools because it seems to deplete teacher-centeredness, however, the data points out that personalized learning assists teachers (Childress & Benson, 2014). MI, in turn, provides this assistance to teachers, gives wide range of opportunities to identify all the aspects and levels of students' capabilities; for instance, strengthens theoretical realization, constructive viewpoint; and establishes natural learning participation in science; hence, builds the foundation to support educators to determine a curriculum-construction works (Goodnough, 2001).

2. The Natural Approach

The main idea of the Natural Approach, according to Krashen (in Sheridan, 1986), is that there are two distinguish routes where a person combines knowledge and skill in speaking. In natural way children *acquire* language without going to special language school or course. Thus, people who inevitably find themselves in a foreign environment have to be active in terms of communication in order to be able to exist without having obstacles in all aspect of life.

Concerning reading acquisition, there is the conjecture of how children acquire reading naturally; they distinguish and set the meaning to symbols. This is how they recognize advertisements and start to identify the words.

This is the Krashen and Terrel's guidance in order to understand how the acquisition works and recreate the surrounding accordingly:

1. In the first stage one should comprehend only then present the product;

2. Abundance of text is as an input that is higher learners' level to some extent and there is interest in it;

3. The material should be adjusted;

4. Acquisition occurs faster in an unworried and carefree surrounding.

Regarding reading acquisition in the classroom, in the process of reading acquisition a student concentrates on meaning, ergo, the correction of errors is supposed to be done only if the meaning is misunderstood; other than they must be decreased or eliminated.

In terms of material, the reader chooses real, authentic reading material; it ought to coincide with learners' interest. Teachers' role in this endeavor is a supplier of the meaningful, interesting, and suitable material and a creator of a positive surrounding. Most importantly, it is crucial to realize that reading acquisition —no focusing on accuracy—is an important cognitive work.

Febriani, Wargadinata & Arifin (2021) conducted a study and came to conclusion that application of Krashen's theory in combination with the MI-oriented classroom management brings to advantageous results in progressing emotionally and mentally.

C. Multiple Intelligences And Teaching

It is known that the method when a teacher is a core of learning is not advantageous for every learner whereby it was demonstrated by the expelled rate of 50% in high schools in the United States of America. The intentions to graduate ought not to be limited within students who are successful according to traditional ways of assessment (McClellan & Conti, 2008). Teaching-learning assessment mode particularly impacts the process of forming an intelligence. A person is born with a group of genetically inclined abilities that progress subsequently in life proceeding from the community-based and teaching influences (Stanciu, Orban & Bocoş, 2011).

In the case with MI, this approach allows teachers to operate with varieties of methods that help students show what they have grasped across the number of facets; MI provides teachers with quality realization of personality essence of their students and assist them if situations require it. Schools are to apply different ways in order to notice learners' problem-solving competencies and achievements throughout long period of time. Nevertheless, teachers are supposed to identify the MI they have individually and find the supreme one in order to apply it in teaching process including planning the lesson procedure for significant effect (Xie & Lin, 2009). Moreover, the theory may be utilized in any section of school; the teaching techniques become original and extraordinary, thus, enhancing conception of information (Abdulaziz,2008).

From MI point of view, the teaching-assessment action particularly focuses on forming the training atmosphere in accordance with the correctly settled background. Hereby, by giving assignments to learners, McKenzie reports that the superior form of intelligence is to be taken into consideration and work model scheme should be made accordingly (in Stanciu et al., 2011). In order to achieve these goals teachers should be working in an "extra-ordinary" way, whereas teachers are leaders—thinking out of the box—even if they are not aware of it. Moreover, Gardner believes that leaders can influence in two ways: on the one hand, by standing in front of audience, delivering impressive speech; on the other hand, to have an impact on people implicitly. Applying one of the manners teachers encourage the development of the leadership abilities of students and even their colleagues (in Shearer & Fleetham, p.6, 2008).

D. Multiple Intelligences In Classrooms

Classroom instruction is fundamentally the art of designing atmosphere that encompasses pedagogic substances, didactic techniques, the participation of teachers, societal bonds, means of projects and the like; thus, teaching duty is the approach to build this atmosphere. Moreover, the investigation of classroom pattern in the context of MI—using a variety of artistic or communicative media—is crucial for application and theoretical part (Qingsheng, Aimin, Jinyu & Jipeng, 2010).

Despite the fact that converting the classroom into joyful and exciting practice may seem intimidating, the final output is assumed to be yielding. Gardner (2011) is convinced that not only students, but teachers should recognize their fragility and use it as a tool for obtaining information and improving their competences.

The classroom procedure with adult learners is an energetic action, demanding the educator to create the work in cooperative confidence, respect, concern, and originality. In the following classroom situation in business curriculum the educator talked to each learner to obtain their feedback and requests in terms of tasks. When all the procedure was done, the teacher found that one of the learners was not secure enough to make a certain program task; the student was confused and did not want to reveal the lack of competences. The problem was solved by covering predominantly learner's capabilities, strong points, the means that better suits the personality; and, notably, what the student would consider properly for the teacher to do so they could collaborate in a prosperous way. Eventually, after this conversation some guiding facets of MI and common construction work to apply affirmative change practice in classroom emerged. Realization of creative common work and MI guidance volumes are considered to be fruitful devices, the purpose of which is to build reliable education and productive conception (Wilson, 2018).

Furthermore, it is curious to note that in the study of Rubado 17 middle school learners who had issues in educational matter and were about to fail; the researcher took into account the requirements of students incorporating MI in the classroom; as a result, learners started to determine their intelligences on their own. The other teachers started applying MI as well and it was concluded that students recognize their core intelligences with the help of self-observation which was a

trigger to understand their strong points in the prism of MI; in addition to this, they realized which set of intelligences fostered better productivity. The researcher discovered that for students it was brand new experience of understanding that there are numerous strategies to learn (in Ghaznavi, Narafshan, Tajadini, 2021).

As MI theory is probably characterized in the form of philosophy or learning point of view—in the manner of John Dewey's ideas on accelerating education—and not as established system of curriculum, syllabus, and methods; there is an enormous range of options for teachers to adjust the MI rules to variety types of conditions that occur in classrooms. Hence, one can observe the ultimate success of learners who previously did not have interest or enthusiasm for study have reached educational progress with the help of manifold interferences and mechanisms proposed by MI theory which is a clear indication of pivotal importance (Stanford, 2003).

The profit gained by experiencing core of the task across learning process have long been talked about; the idea originates from John Dewey and throughout the century like-minded teachers have stated that learners are in the center and there are advantages of doing certain activities while learning (Baş & Beyhab, 2010).

Thus, the importance in projects emerged; for instance, one of the prominent one is Project Spectrum which is an advanced effort to rate the profile of intelligences and the manner that learners prefer for performing; the project is a lasting perspective. The combining work was applied by researchers at Harvard Project Zero. Spectrum starts with the conjecture that students possess the aptitude to grow their strong points in different fields (Gardner, 1993, p.88-89). Armstrong (2009) also describes the projects such as Key Learning Community, Practical Intelligence for School Units, and Arts PROPEL that were prepared according to MI style (p.134-135).

Although the project concentrates on young children; it is beneficial to take this information into account considering the connection of childhood consequences and adult life (Rutter, 1991, p.192).

E. The Multiple Intelligences In Second Language Teaching And Learning

Chronology of language teaching and learning events shows the shift of emphasis from giving-instruction-type of education to the acquisition of knowledge

or skills through experience and study. This emphasis encouraged the researchers to conduct studies on students' features and the way they gain language skills in the authentic environment. As a result, students became salient in the field of language teaching and learning, and flood of research cases occurred concentrating on every student's peculiarities; also exploring the impact on effortlessness and pace of acquiring a foreign language. Ellis claims that there are diverse type of L2 learners; the interpretation usually lies in the following facts: individuality, cognitive manner, natural abilities, age, intelligence, stimulus, and the like. Despite the fact that students differ considerably, the most important matter that anticipates the L2 learning triumph remains intelligence (in Maftoon & Sarem, 2012).

Interestingly enough that MI theory is shaped in line with biological background. As Gardner states that there is a sharp distinction between intelligence against the background of biological origin and a talent. Christison, in turn, believes that the ultimate collection of cognitive work as a result of person's performance reveals itself in the form of original capacity of problem-solving experience—the Gardner's initial definition of intelligence—which causes the majority of individual occupation, project, and interests (in Derakhshan & Faribi, 2015).

The assignments of issue solutions are beneficial in the L2 classroom; students concentrate mostly on meaning across reading several times, consequently they work with the used words and constructions. Neuroscience specifies the necessity in designing classroom through a coherent approach considering emotional and physical aspects of learners. The MI theory appears to be advantageous technique to widen the targets and the spectrum of instruments for teaching second language (Arnold & Fonseca, 2004).

Krashen reports that there is a complex of emotions that makes difficult (or, conversely, facilitates) the process of successfully acquiring a foreign language; the more students are tensed the harder for them to receive or digest new information or skill in L2 learning. Moreover, given the components in the classroom such as student-teacher cooperation, physical organization, student-student cooperation, class size are also of importance regarding learner's conveniences and the degree of what they believe about themselves (in Snider, 2001).

1. Use of Multiple Intelligences in English Teaching/Learning

The MI theory is not a pioneering philosophy; there have been done many works since 1989s, however, in ELT it gained more consideration throughout the last ten years (Davoudi & Chavosh, 2016).

The observed background shows different types of techniques, methods, and approaches such as the Total Physical Response, Suggestopedia, The Natural Approach, the Silent Way, Cooperative Learning, Community Language Learning, and Communicative Approach; all of them have the common goal: addressing learners' requirements. As a result, they are closely connected to the MI theory with common missions, to some extent. By way of illustration, intrapersonal intelligence reflexes in the Salient Way; for acting out situations, realia, and music Suggestopedia is a good option, with musical intelligence on the background. The cases when one might need to talk lie in interpersonal intelligence with the reference to the Communicative Approach. Thus, it is a lucrative deal, as the MI theory is assumed to possess variety of manners for educators, so they can choose the appropriate methods to convey knowledge; also manage to understand the effectiveness and uselessness of the techniques with different learners (Chen, 2005).

As it was mentioned before that teachers are supposed to understand not only their own set of MIs but their students as well; therefore, Christison (1996) believes that applying a practical inventory is advantageous for students and teachers. Altan (2012) argues that by employing MI inventories they do not want to give ultimate characterization of one of the MIs; the multifaceted approach is changing and flexible. One should not contrast or being competitive nor should be limited within an identified intelligence. The MI is a force for growing intelligences in a specific reading lesson. There are two aspects that educators ought to do: they should cultivate ethical individuality and morality by themselves in order to be a role model and study the pedagogy of education in morality context with MI theory in the background. Regarding the deficiencies, the amalgamation of Multiple Intelligences to English language teaching (ELT) schedule and the issues are reflected in the following description: ELT was consistently missing the three important points: making classroom existence natural; English as a foreign language (EFL) and educational concepts connections; and information about the EFL idea. The MI can provide an inexperienced educator with the keys to three points mentioned above;

furthermore, teachers authorize their students to high quality acquisition relying on experience, competences and duties that are necessary in 21st century.

Pour-Mohammadi (2012) concluded that the place without MI availability reflects low effectiveness; in addition, this investigation gave educators abundance of opportunities on teaching English language. They are able to create classroom tasks in order to expand learners' MIs. The new approach inspired the students to apply MI for learning English language because they start to see the main problem; most importantly, with trials they became independent.

2.   Reading in English Language Teaching/Learning

Reading is a complicated, determined, conversational, perceiving, and stretchable process that requires significant amount of period and assets to advance; it happens quickly so the learner ought to keep the adequate pace in order to make appropriate interrelation and conclusions that are important in conception. There is always the certain goal that a student possesses: it can be investigation, knowledge, or joyment; inspiration is an essential facet in a journey of advanced readers who periodically use their own context experience inducing a number of skills that are all together active. In order to reach fluent reading the process should be done gradually.

Reading skills (in Bojovic, 2010) are described in the subsequent way:

The skills involve: automatic recognition skills, vocabulary and structural knowledge, formal discourse structure knowledge, content/world background knowledge, synthesis and evaluation skills/strategies, metacognitive knowledge, and skills monitoring. (p. 1)

LaBerge and Samuels put forward the view that experienced reading includes the rearrangement of attention ability from poor vocabulary recognition work to additional challenging reading as well as comprehension operations. This form has been maintained by research frequently proving that there is positive conformation between oral reading speed and general progress outcome. Nevertheless, there are educators with overstate requirements worry relating to readers' results in fluent matter; learners who can interpret words, however, are deficient in comprehending competences—they commonly referred to as "word callers"— although they are fluent enough, but they are not able to contemplate the meaning of the text. There is a considerable omission within a fluent reader and ability to understand the meaning

of the text among students; hence, the necessity of assistance for learners in reading activities emerged (in Quirk & Beem, 20112).

Extensive reading can be proposed as a solution to the aforementioned issue; this is a type of reading that has been debated about in terms of enhancing reading fluency. Palmer proposed the definition of extensive reading implying the activity of reading information in a foreign language being speedy and natural manner. Regardless, reading is an important figure in the field of L2, in Japan teachers hardly foster the extensive reading; intensive reading is in the center; they dive more into grammar or words in brief written materials with all the stages and, as a result, they need to translate it into their native language. That implied missing interaction target and poor pace. Students tend to be trapped into "the vicious circle": they read in poor pace, not rejoicing the process, the amount of reading is decreasing, and not comprehending. Speaking of pace, it plays crucial role as the faster it is the more time for supplementary reading is left, moreover, it gives the better results in examination procedure within the allocated time. There has been done studies that showed positive findings; for instance, the learners appreciated the extensive reading although the amount of material was large enough and complicated, they sill expressed the wish to be involved into extensive reading style in perspective (Tanaka & Stapleton, 2007).

3. Comprehension

Comprehension happens when a reader creates a visual picture of a text material; the depiction is placed in various stages throughout linguistic features: the level of words (lexical functions), the statement level (syntactic processes), and the text level (textual processes). The term recognition, processing, referencing map, as well as a range of inferential mechanisms; each results in the product of a thought pattern at differing stages, integrating with the reader's content comprehension that has three aspects of the paradigm: sensitivity to story framework, drawing inferences, and checking understanding. Different types of text, whether spoken or written is not perfectly precise; thorough comprehension - the creation of a scenario model – demands the reader to draw conclusions that connect pieces or assist the unity required for digestion the material. Moreover, the frequent reading and spoken experiences contribute to reading comprehension; whereas, listening comprehension is closely connected with reading comprehension; as well as word recognition plays

an important role in reading comprehension (Perfetti, Landi & Oakhill, 2005).

Duke and Pearson (2009) report that coordinated comprehension education is necessary. Effective comprehension program covers explicit instruction in specific comprehension skills and adequate time and chance to read, write, and debate literature. It is noteworthy that teachers and students ought to recognize the need of synchronizing or directing comprehension processes. Thus, successful readers are not limited in only reading a book and inferences; they employ a variety of tactics.

Sweet and Snow (2003) point out that all learners are required to read more material and more complicated texts; teaching reading comprehension appeared to be increasingly difficult. Education system is not able to follow students to verify the quality of their work; in order to be successful through difficult exams and become professional learners are to read complex material with comprehension: therefore, the advanced individuals enroll in the rigorous reading classes.

The realization of comprehension demands three essential constituents: the text, the reader, the task, or goal to read certain material; the units application of comprehension leads to the fact that the emergence of comprehension starts from social and cultural background which forms the person and the background equally is formed by the person. The comprehension procedure operates with a micro developmental element; it changes constantly as the student grows and progresses intellectually; as the reader encounters increasingly difficult texts and gains accordingly.

4.   Reading in Multiple Intelligences

It is curious to note that reading competence was assumed to be connected to linguistic intelligence in the left hemisphere to some degree, nowadays this skill can be observed in rich cooperation of all intelligences. The purpose of reading is not limited in giving information and joyful activity as well as increases students' possession of linguistic information; reading is a great source of valuable input for L2 learners; furthermore, this skill is a chance to reach out to history, culture, and habitual life of English natives; as it is required by the MI theory. Tabrizi's (2016) study demonstrates the predicted students' comprehension of L2 with the help of Visual-Spatial intelligence. The elements that can be seen provides the opportunity for high quality comprehension and input that is clear for students. In order to create

beneficial plan in learning for positive and comprehensible reading input, brain images are helpful owing to the matter that picturing the material is important for meaning development, which leads to an important type of reading that is called critical reading; the rationale of this style is to cause critical thinking while receiving the reading material; that is, to identify the source of the problem, conglomerate the facts, be able to differentiate the contrast, be able to succeed in the technology-based world. Unfortunately, many studies report that students cannot apply the criticism properly in the process of reading. Hence, a number of researchers are convinced that the MI theory aided across the accomplishments in students' reading capacity; in addition to that, they defeated their troubles that they had in reading (in Alqatanani, 2017). Armstrong (2003) offers the strategies that encourage teachers to make their learners to be concerned about the reading information; and asks his coworkers to compare two different types of learners: the first group can do all the well-known tasks including summarizing, retelling, finding the main idea and the second group- which educators should be focused on- that are upset regarding the character encounters impediments and happy in situations with person that wins.

People read to gain profound participation in existence, themselves, and planet; as Armstrong quoted Frans Kafka in terms of the function of a book describing it as 'the ax for the frozen sea inside us'; it ought to move people out of their core, soften the tight ground of their positions, and change their style of thinking.

The reason why students are not interested in the material they read: it is not combined with their own life experience, expectations, thoughts. To avoid the fluctuations educators should choose the emotionally-based texts, provide enough room for expressing feelings freely, asking for their and authors' feeling; moreover, students are supposed to pick books, texts according to their emotional attitude; so, they can make notes on them, thereby referring to or communicating with the characters or author. While interacting actively students acquire new set of words; thus, for highly effective results to acquire unknown words Armstrong introduces teachers to "organic reading" means, that is, students are expected to use "MY", "OUR", or "I" and adjust them to their personal experience; collaborate with verbs that express emotions in building and reading new material; encourage students to include personal or special people's names (p.87).

It is necessary to point out several more reasons to apply MI for comprehensible reading input that are illustrated in the following studies; for instance, Gaines and Lehmann (2002) report that using MI in reading plan triggered assertive performance. Despite of the fact that the educators spent much time on schedule, learners demonstrated autonomous mental work, were curious, and started asking more while they were perceiving the material. The many-sided lesson captivated students; they participated voluntarily even if the information was difficult. As for the musical intelligence, Zarei and Afshar (2014) concluded that this type of intelligence is the prominent indicator of comprehensible reading and vocabulary input; consequently, singing a poem is considered to enhance these skills. Multiple Intelligences theory in Neil's study (2017) is appeared to be a productive manner for teaching reading as well: the three classes of participants were successful with their tasks associated with the most powerful intelligence they have, as opposed to the situations when the guidance was built upon the slight intelligence at their disposal. Arnarn (2016) claims that MI can be addressed as establishment of learners' accomplishments in comprehensible reading.

5. Teaching Reading Applying Multiple Intelligences Theory

The findings of the following study (Roohani, Mirzaei & Poorzangeneh, 2015) illustrate the profit of using an MI-centered reading instruction to comprehend reading in an advantageous manner among Iranian EFL students; whilst the conventional reading instruction, the teacher-centered and mostly oriented on mute reading and the students' oral and analytical capabilities, MI-based reading scheme addressed a diverse spectrum of intelligences and leads to higher reading proficiency in English. Therefore, in order to promote reading comprehension, L2 instructors, textbook authors, and materials producers must provide MI lesson plan that involve learners' different intelligences and incorporate their intellect and the body.

The strategy developed by Armstrong, (2009) demonstrates the actual integration of MI into comprehensible reading input where the information is given in a way it is easy to read in estimation of 80 percent; thus, they will be able to react accordingly when the questions appear: the learners with bodily-kinesthetic and spatial intelligences may mime or be an actor or an actress; draw an image; sculpt using unknown vocabulary or the summary of the text. Regarding learners with

exceptional musical and interpersonal intelligences, they may create a song, play board game, sing along with music, and teach younger learners applying unknown vocabulary. In order to help progress in reading and have positive attitude towards books the room is provided with MI related books: for linguistic intelligence holders with CDs; for intrapersonal "This is me", for spatial three-dimensional type of books and the like. While applying the MI teachers presumably may not be interested to offer reading to a learner with difficulties in reading as well as "acting out" his concerns. This tactic may only serve to exacerbate the problem. Assisting a kid overcome a reading challenge, in addition, this type of support might be a key component in changing his classroom attitude.

Teele (2004) describes six manners of scaffold instruction in the zone of proximal development that helps students to achieve higher levels: text re-presentation, contextualizing, schema building, metacognitive development, bridging, and modeling; whereas modeling provides clear pattern of what learners should follow. Spatial, musical, and bodily-kinesthetic intelligences could improve their linguistic and logical-mathematical sides using contextualizing strategy; this is an opportunity to convert difficult concepts (metaphors, objects, analogues and the like) into easy ones. The chance to combine the recent received information to the new material can be done by bridging; for instance, the think-pare-share model, graphic organizers and the like. Schema building shows what material they will be given: semantic webs, taxonomies, or story mapping. As for metacognitive development, this strategy provides with self-thinking path, think-alouds. The evaluation, synthesis, and analysis may be fulfilled with the help of the text re-presentation tool: learners are able to replace the information from a text into a picture, retell the stories playing from the character point of view. The scaffolding instruments are exposed to any MI intelligence.

F. Assessment And Different Types Of Assessment

In a general sense assessment stands for gathering material on work that has been done to achieve a goal; it also may enclose measurement which bears the quantitative data meaning; hence, there two types of data that can be comfortable to utilize. The standard assessment in classroom is a feedback for students on what their results are and what to underline, and grades (Brookhart, (2004).

With the help of assessment educators and students can arrange and decipher the results for further evaluation conclusions. In order to obtain the valuable outcome from assessment one should criticize the whole process; for instance, the assessment should be focused on reciprocated communication whereas participation students and educators are distinctly separated, and opinions should be confirmed. The procedure of assessing is supposed to be based on integration in terms of theoretical and practical involvement; and see the importance and conformation of learners'' work placing it in the middle of the classroom activities to operate with advantageous and disadvantageous speech. The assessment is assumed to contemplate difficult atmosphere in order to avoid dominations and make an arranged program which is equal for teachers and learners. Presumably, this way of assessing builds difficult situations and inconveniences, however, leads to extraordinary chances of forming differentiated assessing types, so that it appears to be entirely new (Keesing-Styles, 2003).

The assessment has two different subcategories that are significant to differentiate and remember: that is, formative and summative. The formative assessment is a section of teaching and learning, it can be used for learning. The summative assessment, in turn, is a recapitulation and control of what students have received on the last phase of school process; it can be used as a matter of learning (Weeden, Winter & Broadfoot, 2002).

1. Teacher-Assessment

The assessment that yields may assist and facilitate learning, ergo, the talent of educators to undertake series of assessment proceeding is important (Berry, Sheehan & Munro, 2019).

The conglomerate of teachers' skills across the assessment literacy is a significant point of their career; this concern is progressing due to fact that teachers are the nucleus in the assessment area; hence, they should work deeper on that issue in order to lead learners to the superior degrees of educational accomplishments. The initial reasons why teachers assess should be thoroughly contemplated by them and define the form whether it is formative or summative one; they should also realize how to connect various techniques of assessing to educational purposes and keep updated the awareness of corresponding assessment scheme. Nevertheless, educators

face the problem of deciding the ultimate choice; in this case, as McMillan points out, they find themselves on a scale swinging from outside requirements to their personal restrictions and merits (in Xu & Brown, 2016).

The area of education offers innovative ideas with the biggest part of school independency and changing the traditional notions that have been used for a long time now. The growth of these factors led to recent viewpoints concerning assessment for teachers. There are organizations that require educators to be get acquainted with the assessment innovations: the structure targeted teachers to realize the context on which learners may differ drastically (Edelenbos & Kubanek-German,2004).

2. Peer-Assessment

The assessment of the same learners in the same position is an activity for students to look and identify the degree, appreciation, work, or the state of outcome; the result that can be assessed captures test work, portfolios, presentations and the like. As well as the aforementioned subcategories, the peer assessment can subdivided into two categories: summative and formative. The formative type of assessment provides students with interchangeable assistance in making the schedule, recognize strong and weak points and the matters that need to be corrected; expand occupational and individual competencies. It should be noted that this kind of assessment is easy to be reached in comparison to teachers' feedback. Also, the assumption that peer assessment is profitably regarding time that educators spent emerged, nevertheless, teachers are warned that within the limited period it cannot be fulfilled, taking into account the instruction explaining and controlling, afterward ensuring that learners understand how to apply it. Accordingly, in case of extra information on the product or performance but not as replacement the peer assessment would need longer period for being well prepared.

Interestingly enough that peer assessment occurs to be innovative manner, however, it has been applied along the hundred years (Topping, 2009).

The literature review indicates reasonable concern about the peer assessment; it originates form metamorphoses in learning and teaching world. Modern experience confirms that learners become more dynamic, are prepared for commitment, possess mental and communicative competence and the like; in contrast to circumstances

when teachers are dominators who restrains the talents of students to progress in every area of their lives (Spiller, 2012).

3. Self-Assessment

Self-assessment stands for participation in understanding standards for further utilization in the experience and the ability to estimate the degree which was targeted. The capability of learners to assess themselves yields not only in academic perspective but to the rest of their lives' experience; learners grow the potential to assess their own product (McDonald & Boud, 2003).

Self-assessment has been converting into essential demand in learners' educational parameter; which includes keeping self-reflection journal of learning/teaching and the choices of introduction (Daniel, 2001).

One of the goals to apply self-assessment is to specify the strong and weak points in students' product with the intention to develop and stimulate the academic part of life.

Nonetheless, the fact that needed to be accelerated lies in the following situation when teachers have practice of working with students who is not able to obtain certain information or skill; in spite of long interpretation and rich illustration. The deficiency of recognizing facts leads to difference blurring from positive to negative productivity in this certain area; the scale of contrasts is not clear for this type of students; hence, they have difficulties to understand the reason of their low-quality outcome, so, they are not able to reveal that it is low. Consequently, students who are good at grammar might see their work is done perfectly, however, they may lack in judging in their incompetent driving (Regehr & Eva, 2006).

The subsequent stages will help to captivate learners: 1. Educators or students should express their requirements; for instance, a rubric that is done by both sides: teachers and students by investigating strength and weaknesses; 2. Learners make some notes in the form of lab report, composition, essay, or a prepare an oral performance. The check the improvement of their task matching their results with the criteria; 3. In the rework learners receive response from their self-assessment in order to manage revision. This stage is important. One should not forget that students are smart, they are less likely to self-asses scrupulously if there is no positive reward in terms of grading. The issue may partially be solved by integrating—as it was

aforementioned— the rubric that serves as a distinct standard for self-assessment; it consists of one- or two-page paper that point out requirements and the degrees of quality which various from excellent to poor for certain task (Andrade & Valtcheva, 2009).

G. The Role Of Assessment In Second Language Teaching

Language assessment is the primarily a sociopolitical endeavor It's a place where people discuss and debate their social ideals as well as in a world market that is important to recent advancements and difficulties in language testing and evaluation; as they have captivated and consumed many domains in sociopolitical life (McNamara, 2011).

As academic interventions endorse curriculum traditions that characterize specific guidelines for learners' assumed language accomplishments a number of obstacles arise including matching curricula and tests; determining the suitability of multiple combinations of language norms, characterizing, or supporting efficient instructional approaches, learning prerequisites, and embracing diverse student communities. Profoundly, there are problems regarding who will establish the language knowledge components, in what situations, and with what proof. Despite the fact that new criterion-referenced assessments promote educational functions inside learning environments, norm-referenced language tests retain their influence (Cumming ,2009).

Brown (2004) explains that language evaluation is a massive area with a lot of different subdivisions, subfields, and concerns. In order to obtain adequate response, one should consider the concepts of practicality, reliability, validity, authenticity, and washback; they can go fair distance to offering valuable suggestions for assessing and constructing the evaluation technique; these views may be used to examine quizzes, tests, final examinations, and standardized proficiency assessments. Designing successful assessment instruments has become complicated to be limited to only five components; for instance, research-based guidelines of test preparation, task sampling, item design and construction, scoring responses, ethical standards that dictate good test creation features. These concepts provide a great framework for evaluating conventional tools and developing new ones. In society point of view of mass production tests have gained an image of perfection especially in teaching

children. Test is needed by every person for everything; particularly if the test is affordable, rapid to conduct, and promptly scored; assessment, in turn, encompasses a wider definition almost all the time and takes several forms ranging from casual, impromptu observations, and comments to official tests.

In order to triangulate data about students' the idea of gathering extra tools appeared such as peer-assessments, observations, portfolios, self-assessments, and the like. The next suggestions will lead to what substitutions of assessment implies:

1. encourage children to demonstrate, produce, generate;

2. employ authentic settings in reality;

3. are easy to use and intuitive supplementing regular class exercises;

4. enable learners to be evaluated in terms of work constantly;

5. provide with assignments that are representative of relevant classroom practices;

6. pay attention to procedure and outcome;

7. draw on complex thinking and problem-solving talents;

8. offer feedback on students' benefits and drawbacks;

9. are culturally determined when delivering the test;

10. guarantee that people measure the test using mental decision, absence of machines;

11. promote open disclosure of standards and rating criteria;

12. ask teachers to take on new instructional and assessment roles. (p.251-252)

The alternatives should be viewed as options in assessments by instructors having great clarity. They're not mystical, though they're alternatives that instructors ought to think as part of a larger paradigm of accountable assessment and decision-making. Language testing diverges significantly than assessment in other fields, the intricacy of the subject being assessed is not the only reason; mostly because of the various sorts of tests that language instructors and supervisors may employ (Brown & Hudson, 1998).

1. Assessment in Multiple Intelligences Theory

The MI assessment does not have to supply only valuable facts of students' capabilities and capacities, the additional purpose of this type of assessment is to react in an actual period of life contributing—in practice form—to investigation and education world (Garmen, Rodriguez, Garcia-Redondo & San-Pedro-Veledo, 2019).

According to Armstrong (2009), the rising group of top teachers have stated that genuine measures of assessment investigate individuals' knowledge of subject efficiently than multiple-choice or fill-in-the-blank forms. Therefore, the first valuable condition as observation should be employed in MI assessment. The scene of students solving issues or create items in real situations offers the most accurate representation of students levels (Project Zero, 2016). Also, in order to gather information about students, Armstrong (2009) provides the documenting manner of outputs and problem-solving activities—the second efficient condition in conducting genuine assessment—that can be represented in **anecdotal records:** a notebook for every kid with achievements, contacts with classmates; **work samples:** a folder for every kid that includes representations of their product in different fields; **audio files:** reading recordings that include students' humor, tales, recollections, views, and spoken language products; audio files can be used as well; **video:** a child's strengths that are difficult to record in an ordinary way; **photography:** keep the camera close to take a picture as soon as the situation occurs; **student journals:** they have the notes on their product in form of drawings, diagrams and the like; **student-kept charts:** academic improvement; **sociograms:** the data on a way of communication among the learners; **informal assessments:** nontraditional tests to reveal the learners' capacity; **informal use of standardized tests:** the traditional tests serve as impetus without limitations in time; however, the questions can be answered in creative ways; **student interviews:** occasional conversations—that should be recorded—with learners about their accomplishments, purposes, hobbies and the like; **criterion-referenced assessments:** measurement learners' competencies in certain works, in contrast to norm one; **checklists:** criterion-referenced assessment system that ticks the points that teacher underlined; **classroom maps:** the map of further task plans with students' names; **calendar records:** daily activities notes of the whole day.

Regarding the career assessment procedure, the Multiple Intelligences

Developmental Assessment Scales (MIDAS) that was investigated by Shearer and Luzzo (2009) is assumed to be applied to motivate throughout the career path or as a conventional assessment. The findings relying on about 20 years of MI theory usage strongly demonstrate customers' profiting in a range of methods from the merging of MI theory and its assessment into career guidance; professional growth, strategy, and evaluation. The primary concept of this method of career advising is that learners can benefit from a detailed analysis of their MI characteristics.

Díaz-Lefebvre (2004) reports that the Glendale Community College approved the Multiple Intelligences/Learning for Understanding initiative as a validated curriculum in 2000. The module adds substantially to the college evaluation, institutions' success project; and collaborates in the college budget process.

Applying Gardner's paradigm Tirri, Nokelainen and Komulainen (2013) focused their study on self-assessments of intelligence; they believe that participants' self-assessments of their advantages and disadvantages represent an overall and learning self-perceptions. Additionally, self-measurement is a good place to begin while receiving new information; and self-assessment is appropriate for an independent and introspective learner who is changing and evolving constantly; besides, it is simple to adopt and does not need a significant commitment of time or money. Self-assessment may give several of the recommendations that schools and instructors require during the education procedures in the context of virtual teaching and learning.

2. Assessment of Reading in Multiple Intelligences Theory

Zahedi, S., & Moghaddam, E. M. (2016). found that multiple-choice and cloze tests depend on MI grade and the intelligences; hence, to be able to measure reading capabilities the assessment tool must be multi-faceted as well. The goal of measuring is to create adequate tool; scientists attempt to build sincere and honest instrument. The creators of the tools should be prudent restricting in only one reading test shape. As for educators, they should realize disparities in their learners therefore that they would not make judgments relying solely on the results of the exams given, as these assessments seldom cover all test modalities. Instructors, as they apply test as well, should be aware of the characteristics of the assessments they employ and their applicability in the environment in which they are utilized. They have to make

an effort and create more equitable examinations that encompass all test styles. The myth that standardized exams provide test objectivity should be debunked.

McMahon, Rose & Parks, (2004) assessed reading comprehension with the help of the Gates-MacGinitie Test of Reading; the instrument is used nationwide in some parts of education in the United States and measures how comprehensible the reading is; can be employed in big classes. Afterward the researchers operated with the Teele Inventory of Multiple Intelligences (TIMI).

Haboush (2010) intended to receive the data using a checklist of reading skills; an achievement test according to pre- and posttests; an MI-based analysis of the reading texts; and a suggested program. Additionally, the researcher compiled the reading comprehension skills involving literature observation, recent studies, trainer's manual of Grade Eight English textbook and English Language Curriculum, speaking with professionals in the area of teaching English, and the researcher's outcome of practice working as a teacher. Eventually, the students were given a set of reading competencies to choose the ones they exploit at the lesson. The dialogue with educators and students generates the conclusion of their answer: skimming was the most preferable one along with scanning, knowing the meaning of words through context, inferences, and sequencing. The evidence revealed in agreement with several studies that, in turn, implies its efficiency.

There are several schemes that were utilized in Mirzaei, Rahimi Domakani & Heidari, (2014) study: Oxford's and Waxman and Pardon's strategy inventory, initially adjusted by Singhal. There are 31 items with a four-point Likert scale ranging from (1) to (4). Oxford's grading is more completed; the reason is that it arranges encompassing mind, metacognitive, repayment, emotional, or communicative tactics. According to results the linguistic intelligence turned out to be frequently recognized one in Iranian L2 students who were strong readers; logical -mathematical occurred to be the next accepted determination. The discussions suggest that the source of this frequency is in the prolonged habitual experience of teachers applying the traditional materials.

The next tools structured by Armstrong (2009) show the assessment embodiment of MI comprehensible reading input in the classroom: learners change the positions during the process of reading the material; also, they may respond in a drawing form instead of answering using the oral speech. Moreover, learners may

sing along with reading; or reveal their skills reading to peers responding their questions.

H. TEACHING READING IN TURKIYE

There are several studies that have been done in Turkey aimed to investigate reading competency from different angles. For instance, the purpose of this study (Tok & Mazl, 2015) was to see how the tales for cognition influenced the reading and listening comprehension of 5th graders; the study's participants comprised of 74 5th graders from public primary schools. The information was gathered through the use of the 'Reading Comprehension Test' and the 'Listening Comprehension Test.' Whereas the research group received 'Stories For Thinking,' the control group received a number of different tasks. The study's findings revealed that there's no indication that the tales for thinking experience improved participants' reading and listening comprehension in comparison to the control group. As a consequence, the investigators discovered that students do not understand how to talk; there were learners who was not able to comply with the instructions of discourse and frequently distract other students, could indeed freely lose control whereas explaining, and do not consider the other's responses As a result, offering the thinking training course to students at a younger age may be suitable. Furthermore, the delivery of stories for thinking requires some abilities such as "estimating, developing causal relationships, discovering the primary concept, spoken or visual translation, innovative thinking," and instructors will require to build these skills prior to actually applying this strategy. Tok & Mazl believe that due to class time constraints, the children participating in stories for thinking had just a limited learning experience consisting of 8 school hours before the program began; they also suggest that future studies using stories for thinking may incorporate more intense instruction.

The next study (Razı & Çubukçu, 2014) with 93 freshmen in the English Language Teaching Department of Canakkale Onsekiz Mart University intended to study the effect of a metacognitive reading strategy training program (METARESTRAP) on metacognitive reading scheme and reading comprehension. The findings showed that METARESTRAP improved reading comprehension skills via offering metacognition as well as logical, practical, and situational knowledge regarding metacognitive reading techniques; METARESTRAP performed in a

positive way for matching-type integration, logic, sentence construction, universal interpretation of topics, multiple-choice-type gist, viewpoint, description, and source queries. The traditional reading training seemed to lack the effect on participants' personality metacognitive reading techniques utilization, whereas METARESTRAP has the impact in terms of the aforementioned methods. This might mean that following the introduction into the new scheme, individuals will have more influence over their reading experience. Foremost, they are informed of the many metacognitive reading techniques accessible and have a large arsenal of effective reading tactics so they may choose from acceptable ones for their present reading assignment.

The study conducted by Öztürk, Akkan & Kaplan (2020) demonstrates the connection between learners' competencies to comprehend reading with Mathematics self-value; the combination of two factors leads to high quality capability in fixing the issue.

In order to uncover the second language learners' positions in relation to an information and communication technologies (ICTs)-integrated Reading Skills course at Middle East Technical University, Ankara, Turkey Simsek, (2008) did a research among university students and concluded that participants develop progressive opinions regarding the application of ITCs as teaching aids; it is curious to note that the results yielded in a prosperously in the form of accepting the innovative surrounding in spite of complicated parts of task and deficient computer competencies.

1. GAPS IN LITERATURE

The MI theory is a popular and frequently used philosophy in EFL; there has been done significant number of studies on cooperation of MI theory and L2 teaching and learning; less has been conducted in the field of reading comprehension input. The MI theory is not an only option regarding educational tasks; moreover, there is the equal amount of disadvantages as well as advantages. This information serves as foundation for more scrutinized and multi-faceted investigation of MI theory; to detect pros and cons; also, the risks which may influence the teaching and learning L2 structure. This study found that the researchers who applied MI as a tool for teaching L2 focused on different aspect of a foreign language devoting more time

and efforts on studying MI in general or incorporating language aspects to some extent: less on triggers of positive reading comprehension. Additionally, it is noteworthy that studies on the assimilation of MI teaching reading strategies in EFL is oriented mostly on school- or university-age groups. These circumstances lead to inquiry on the reason of why MI is not widespread per se; if it is integrated partially why the group of exposition is age-limited and restrained in utilizing in reading aspect of EFL. In condition of maintaining academic progress that the world is in charge of, the pedagogical structure should be polished in core. The goal of this study is to complete the aforementioned present gaps in the revealed domains.

III. METHODOLOGY

A. Introduction

In order to explore whether Multiple Intelligence theory is effective in terms of reading comprehension approach in English for B1 adult students of language school, the current segment concentrates on describing the participators, analyses of tool and data, the design, and the process applied to carry out the research.

B. Research Design

This research applies an experimental method design that represents quantitative data for further analysis; the study contains two independent variables: MI theory as a trigger for comprehensible reading input and traditional method. As for the participants related information, the research cooperates with the native Turkish speakers, B1 level of American Culture language school, educational background (adults; age 20-25). Table 2 illustrates the structure of the current study.

Table 2 The stages of the study

Pretest	Instrument
Pretest of reading competencies (rubric)	Multiple Intelligence Survey
Treatment	Posttest
Treatment based on Multiple Intelligences theory	Posttest of reading competencies (rubric)

C. Participants

The members of the study were thirty (30) B1 male and female learners aged 20-25 learning in Istanbul at the language school; the participators were selected in the following way:

Initially 30 female and male students were chosen out of a population of total 587 adult ELF learners.

The data about participators that were involved in this study are introduced in Table 3; that is the overall of 30 adult students participated in the research; 18 females and 12 male students went through the Multiple Intelligence survey. Therefore 60 % of members were the females and 40 % represented the male learners.

Table 3 Expository Statistics. Demographic Structure of the Participators

Group	Male		Female	Total
Multiple	n	12	18	30
Intelligence reading input	%	40	60	100

D. INSTRUMENTS

This study employed two measurement tools in order to obtain the quantitative data: the Multiple Intelligence Survey, Pretest and Posttest reading skills rubric. The description of the instruments are given in the following way.

1. Multiple Intelligence Survey

The MI survey was designed by McClellan and Conti (2008); who received help from Howard Gardner across the Project Zero in elaborating the survey. In order to design the item combination that precisely linked to Gardner's theory the construct validity was determined. Furthermore, the test-retest that was applied among 70 students of General Education at Tulsa Community College determined the reliability of the survey. In order to declare content validity of items the data were stored from community college as well.

The survey was used to identify students' predominant intelligences in order to pile up the material according to their MI type. Thus, educators are provided with valuable information about students' prevailing intelligences that can serve as a guidance in future collaboration for high standard problem-solving means. Moreover, it provides learners with new experience in self exploratory journey that gives the opportunity to contemplate about what style of studying they employ. The survey has 27 items that are divided into 3 sections whereas each section is supposed to be ranked according to description from the most (one) to the least (nine) activity that students consider themselves related to. In total it is required 6 to 7 minutes to go

through the survey (see Appendix A for the Multiple Intelligence Survey).

2.   Pretest Rubric of Reading Skills

In the stage when MI theory was not applied yet the requirement to see how the previous traditional reading teaching methods had been succeeded emerged. Therefore, a four-item pretest rubric fulfilled this role by measuring to what extent the ability of recalling, comprehending, analyzing, and synthesizing information was developed; each of the cognitive domain is measured by descriptive degrees: advanced (25 points), proficiency (20 points), approaching proficiency (15 points), and conditional (10 points). Every item has the key words in the description segment, such as *most*, *all*, *proficiently* for advanced level, *many* and *adequately* for proficiency, *some* and *basically* for approaching proficiency, and *little*, *few, no,* or *not* for conditional level.

3.   Posttest Rubric of Reading Skills

After the MI theory was applied the posttest rubric was used to see if the treatment effected the results that were revealed in the pretest that is to see the difference between them. The posttest is parallel to the pretest with the same interpretation. In order to grade a student for advanced level in recalling information part students were supposed to explain most events in the right order mentioning the key facts: whereas *most* implies that every event that occurred in the passage ought to be considered; if there were four events, so, all of them should appear in sequence. As for the *key facts*, these are the situations that proved to be true; *event* stands for occasion that takes place in a particular plot, primarily the valuable one. Proficiency level, in turn, could be interpreted in the following way: students explained many events in sequence and spotted many facts; whilst *many* in comparison with *most* means that out of assumed four events at least three were mentioned. All in all, this is a matter of event and key facts numbers that may be graded accordingly in terms of *some* and *little* or *no events* as well. Regarding the comprehending in an advanced level students were expected to include most important details and key language or vocabulary from text: *most important details* as well as *key language* and *vocabulary* were easy to recognize when they led to the key facts. They realize the future consequences for situations, views, or topics wider than the specified work in the classroom. Concerning analyzing information segment in an advanced level learners

were assumed to analyze and address all aspects of the question: analysis is done through breaking the information down, scrutinizing closely and thoroughly with the settlement of the question why the event or events happened, after all. Hence, if all the aspects that were mentioned in the text are investigated and taken into account then students could be related to advanced level. In terms of synthesizing information students apply and process information *in a proficient* (advanced), *adequate* (proficiency), *basic* (approaching proficiency) way, or *not able* to perform at all (conditionally). Taking into consideration that synthesizing embodies through merging and combining information several degrees of this capacity could be addressed. Thus, synthesizing basically stands for blending prominent information; in case of approaching synthesis adequately learners can integrate enough information; however, if students were able to amalgamate data proficiently it means that they operate with the given information in sophisticated and creative way adding innovation, to some extent. They assess ways for connecting concepts, language patterns, and other aspects to create knowledge from materials and subjects.

The rubric is used by West Haven High School (see Appendix B for the Pretest and Posttest Rubric for Reading Comprehension). The results of pretest and posttest as a raw data are given as well (see Appendix C).

E. Data Collection Procedure

1. Quantitative Data Collection

a. Pretest Rubric Phase. Day One.

The pretest phase was a determiner of students' previously received reading capabilities that were taught in a traditional way before the study was conducted. The researcher handed out a story from the student book Speakout, Pre-Intermediate, page 90, the text under the title *Anaconda*. In order to administer pretest and receive results the following actions took place: the story was read one by one; each passage spread randomly among the learners; while reading the unknown words were explained incase if students required. When the reading was done several questions on the content, gist, and main ideas were discussed. Afterwards the researcher administered the pretest.

This stage served as a foundation for designing the material and further

treatment: the MI survey was used among 30 B1 level students. Initially the introduction of Multiple Intelligence was done through sharing personal experience, the leading questions. Then the researcher drew a MI pie on the board to present Gardner's MI theory per se; whereupon the MI survey was handed out with the subsequent instruction of directions and ranking principles. The researcher calculated the results and came to conclusion that the most preferable intelligence type among the participants appeared to be Intrapersonal and the least was Interpersonal, which was remarkable due to the fact that IQ test concentrates only on Logical-Mathematical and Verbal intelligences. Table 4 illustrates the distribution of the categories for learners.

Table 4 Distribution of Multiple Intelligences Categories for 30 language school participants

Intrapersonal	26.7 % (8)
Visual	16.7 % (5)
Existential	13.3 % (4)
Bodily/Kinesthetics	10 % (3)
Logical	10 % (3)
Musical	10 % (3)
Verbal	6.7 % (2)
Naturalistic	3.3 % (1)
Interpersonal	3.3 % (1)

b. Intervention

The treatment stage started; overall learners visited 12 lessons: the first two of them were devoted to pretest and MI survey instruction and the last one for the posttest results; each lesson lasted 45 minutes. The students attended the class three times a week. The table 5 shows the detailed curriculum schedule.

Table 5 The Curriculum Schedule

Lessons	MI treatments
1st week	
Day 1	Traditional approach to reading. Pretest
Day 2	Introduction and application of MI survey
Day 3	MI treatment: Success in the Frame of MI
2nd week	
Day 4	'Eat Healthy' Project
Day 5	Flashcard
Day 6	Help Lucy
3rd week	
Day 7	Debates on technology
Day 8	Health through MI
Day 9	Bungling Burglar
4th week	
Day 10	Agree or disagree?
Day 11	Unravel the Mystery
Day 12	The Unfortunate Man. Posttest

Day Three

On the first day of treatment the teacher prepared the material according to the results of MI survey searching articles and texts about *success* from MI perspective; the purpose of which was to enhance the interest in reading. The MI oriented articles, passages, fragments, and texts were at the center of the table, students picked up the one they found appealing (labels of MI to each student were not given). The extra copies were ready in case if the same text would be preferred by two or more students. Thus, information was built in subsequent way:

Linguistic type's task was to read an article about success in general;

Logical-Mathematical — to read a fragment about the logic and math that bring to success;

Spatial — to read a text that contains diagrams and structures that guide to success;

Bodily-Kinesthetic — to read an article from the book about how physical training contributes to success;

Musical — to read about the background of songs that were successful and popular;

Interpersonal — read a text about partnership that is essential for being successful;

Intrapersonal — to read a life story of famous successful people;

Naturalist — to read about people who were involved in nature and succeeded in the field.

Once students finished reading the chosen material, the nine ways of presenting and retelling the information they had read was offered:

Linguistic: retell the information in your own words, discuss, debate, or write a summary;

Logical-Mathematical: present the material by reasoning it, questioning the ideas, and calculating the outcome:

Spatial: share the content of the text by drawing and doodling all the events and key facts;

Bodily-Kinesthetic: show the content by dancing the prominent or your favorite bit, gesturing or miming, hence, making others to guest the content;

Musical: retell your story through singing a song, tapping feet and hands, whistling the melody, and humming;

Interpersonal: embody the constituents of the fragment by organizing and leading the teams in the classroom;

Intrapersonal: prepare a project that represents the article you read or choose any activity from the rest of intelligence or create your own;

Naturalist: share your story showing pictures of pets, trees, plants that were covered in the given text (since there was no access to the nature in the classroom the presentation was limited).

Day Four

On this step the teacher piled up authentic material according to each intelligence that were mostly blocks and pieces from the whole books, magazines, or journals: **Verbal-Linguistic Resources** included newspapers, dictionary, encyclopedias; **Math-Logic Resources** received calculators, protractors; **Bodily-Kinesthetic Resources** were given, for instance, hats, craft supplies such as playing

dough, scarves, scissors, magazines on sport and books on healthy food; **Visual-Spatial Resources** operated with charts, variety of drawing papers, markers, collage materials, crayons; **Musical Resources** manipulates with books on musicians and music; **Interpersonal Resources required** large table for students to sit around, group games, and conflict resolution materials and posters; **Intrapersonal Resources** are journals, stories about people who progressed in personality formation; and **Naturalist resources** provide with books, articles on the nature of living being. The material was handed out; afterwards the researcher divided the class into two groups and set them a goal — discuss, work, and design a project that will motivate people to <u>eat healthy</u>. The intelligences appeared to be spread randomly among two teams. While creating a project every student had a chance to contribute using the material that was given them beforehand. As a result, both teams presented their multi-faceted projects.

Day Five

Before the text from a student book was distributed among the learners the researcher offered the flashcards with the tasks that ought to be done after the text is read. The cards incorporate six MI reading tasks for each intelligence. The flashcards were on the table and divided into eight MI-labeled piles, so students came up and chose the ones they found suitable. Afterwards the teacher gave out the text; while reading they tried to be as careful as possible in order to do the tasks that was picked beforehand. Once they finished reading and the tasks, they shared the summary and answered the questions that they encountered in the flashcards. The story was taken from a student's book Outcome, Pre-Intermediate, page 109, the text begins with the word "A doctor…".

Day Six

The next lesson was devoted to solution of a problem that the main character of a story was having: the narrative says that Lucy's day started with troubles. There were two groups with the same mission: to read the text and explain the reason why she was having difficulties and how she can fix them. Aiming to give them broad area of ideas the teacher prepared MI sacks that contains variety of hints:

Linguistic intelligence sack - *Think in words, in sentences connecting to the problem. How can the spoken and written word help Lucy?*

Logical-Mathematical – *Think by reasoning, calculating, in numbers. How can Lucy bring in numbers, logic, classification, or critical thinking to fix the problem?*

Spatial – *Think in images and pictures. How can she use visual aids, color, art to deal with the problem?*

Bodily-Kinesthetic – *Think through somatic sensation. How can the character use the whole body to resolve the difficulties?*

Musical – *Think through rhythms and melodies. How can Lucy use music or environmental sounds approaching her problems?*

Interpersonal – *Think by bouncing ideas off other people. How can Lucy engage her friends, families in cooperation to get rid of the troubles?*

Intrapersonal – *Think in relation to one's needs, feelings, and goals. How can Lucy evoke personal feelings or memories in order to be more organized?*

Naturalist – *Think through the nature and natural world. How can Lucy incorporate living things, natural phenomena, or ecological awareness by dealing with issues?*

The text is from English for Life, Pre-Intermediate, page 31.

Day Seven

That lesson started with introduction of personal story of the teacher, on the one hand, how technology saved her life; on the other hand, how it deteriorated certain aspects of her life. The class was divided into two groups; however, this time each team's job was differed: team A had to defend the concept of technology and its positive effects; team B, on the contrary, sided with the idea that technology has only positive impacts. Aiming to facilitate the task the researcher wrote suggestions table on the board that they used while piling up the arguments. Table 6 supplies the USEs and DOs for the advanced outcome.

Table 6 Suggestions for enhancing debate outcomes

	Linguistic intelligence	Logical-Mathematical	Spatial	Bodily-Kinesthetic
Use and Do	books, paper, stories, dialogue, write down the ideas, dialogue, discuss and debate	numbers, calculations	illustrated books, draw a diagram with pros or cons	movement, sports, physical games, tactile experiences,
	Musical	Interpersonal	Intrapersonal	Naturalist
Use and Do	music, sound, chant	talk to friends, go through group games, take part in social gatherings, recall community events, mentors/apprenticeships	self-paced approach, choices	mentally access to nature, animals, tools for studying nature

Speakout, Pre-Intermediate, Page 115, a passage under the title "Is Technology good or bad".

Day Eight

On the eighth day of treatment the teacher gathered the necessary material in the same way as it was done in the third lesson. Except this time the key word was *health.* The articles, passages, fragments, and texts were at the center of the table, students came up and chose the one they found interesting. The extra copies were ready in case if the same text would be preferred by two or more students. Thus, information was built in subsequent way:

Linguistic type's task was to read an article about health in general;

Logical-Mathematical — to read a fragment about the logic and math that build good health;

Spatial — to read a text that contains diagrams and structures that guide to good health;

Bodily-Kinesthetic — to read an article from the book about how physical training contributes to health;

Musical — to read about impact of songs and music on the health;

Interpersonal — read a text about partnership that is essential for being healthy;

Intrapersonal — to read a life story of people who managed to recover changing their thoughts;

Naturalist — to read about people who used nature and the constituents as a remedy to recover.

Once students finished reading the chosen material, the nine ways of presenting and retelling the information was offered:

Linguistic: retell the information in your own words, discuss, debate, or write a summary;

Logical-Mathematical: present the material by reasoning it, questioning the ideas, and calculating the outcome:

Spatial: share the content of the text by drawing and doodling all the events and key facts;

Bodily-Kinesthetic: show the content by dancing the prominent or your favorite bit, gesturing or miming, hence, making others to guest the content;

Musical: retell your story through singing a song, tapping feet and hands, whistling the melody, and humming;

Interpersonal: embody the constituents of the fragment by organizing and leading the teams in the classroom;

Intrapersonal: prepare a project that represents the article you read or choose any activity from the rest of intelligence or create your own;

Naturalist: share your story showing pictures of pets, trees, plants that were covered in the given text (since there was no access to the nature in the classroom the presentation was limited).

Day Nine

This lesson was planned to be joyful and fun. In the beginning of the lesson the text about the intruder who stuck in the window was handed out. As soon as they read this text, the teacher and students went through every MI intelligence asking how one could teach the burglar not to break into peoples' houses and steal their

valuable possessions anymore using MI intelligences; for instance, the owner of Logical-Mathematical intelligence would make him calculate the annual balance of a tired accountant, so the accountant would take day off; the Linguistic one would talk on and on; the Naturalistic intelligence would take him to the mountains to dig up worms. The story from the student's book, Pre-Intermediate, page 88, the title is Bungling Burglar.

Day Ten

In this lesson after eight classes students gained the detailed idea of MI and were aware of what intelligences they possess are dominant; the profile was not fixed and could vary. Therefore, the students read a story of the shop owner who was planning to charge people for 'just looking' and not buying anything; the learners' task was to agree or disagree with the owner's decision from the MI point of view. For instance, the Logical-Mathematical agreed anticipating the bankruptcy based on calculations and numbers; the Bodily-Kinesthetic disagreed saying that to go around and touch the product is essential for them. The text was taken from the student's book Solutions, Pre-Intermediate, page 79, title: 'That'll be $5, please'.

Day Eleven

The goal of the lesson was to unravel the mystery of the story about a gardener. When the learners read the story, everyone prepared the possible explanation why the tenant Beatrix while she was looking out of the window saw the cryptic gardener who actually died 50 years ago. The projected possibilities were prepared through the prism of MI. They were handed out the MI pie chart to consult it while writing down their conjectures. The story is from book English for Life, Pre-Intermediate, page 56, the title is The Gardener.

Day Twelve

In the last lesson the researcher passed out James Howel's bitcoin story who failed to gain millions of dollars because he threw the hard drive away. When the learners read the text about an unfortunate man the teacher gave out the I Can Retell Sheet. They filled it up the way they preferred and worked accordingly for later retelling. The table 7 demonstrates how the sheet led to retelling.

Table 7 The I Can Retell Sheet

To show that I can retell the text, I would like to:
• Write a report • Do a photo essay using phone and internet • Do a statistical chart • Draw a mind map • Give a talk • Create a series of sketches/diagrams • Engage in a debate or discussion • Create a rap or song • Other: Brief description of what I intend to do:

The text is from the student's book Solutions, Pre-Intermediate, page 78, the title is Buried Treasure.

c. Posttest

The intervention stage ended and the class was exposed to posttest rubric: this instrument was the same as the pretest rubric with the aim to see if MI effected the results.

F. Data Analysis Procedure

1. Quantitative Data Analysis

Within the scope of data analysis, hypothesis tests were performed as well as descriptive statistics. SPSS 26.0 and R 4.1.2 programs were used to perform statistical analyses of the current study. On the other hand, a significance level of 0.05 was taken into account in hypothesis testing ($p<.05$).

IV.   DATA ANALYSIS AND RESULTS

A. Overview

The current section focuses on quantitative data analyses.

B.   Results Of Quantitative Data Analyses

The given section addresses the data analysis that were collected via MI survey, pretest, and posttest tools.

1.   Descriptive Statistics and Hypothesis Testing

After the MI scale was applied to the sample group, the percentages and frequencies related to the demographic characteristics of the sub-dimensions were calculated. First of all, it was determined that there was no lost data in both pretest and final test scores. In addition, in multivariate statistics, it is necessary to examine the multivariate extreme value as well as the one-variable outlier. For this purpose, it was examined whether there was a univariate and multivariate outlier value for the MI scale. According to the one-variable outlier analysis, there was no outlier in the data. Nevertheless, it was investigated whether the z scores were also in the range of [-3,3], no individuals with extreme values were found in the z scores. For multivariate outlier analysis, the probability values of mahalanobis distances were also calculated. Accordingly, it was seen that there was no multivariate extreme value at the 0.001 significance level. On the other hand, correlation values were calculated to determine whether a multilink problem was seen. According to the calculated Variance Inflaction Factor-VIF (<10), Tolerance (>.10) and Condition Index values, it was concluded that there was no multiple connection problem.

In hypothesis testing, one of the important assumptions is to achieve the normal distribution. The assumption of normality is also effective in deciding on the statistical method to use. Therefore, descriptive statistics (mean, mode, median, skewness and kurtosis) were calculated in order to reveal whether the assumption of

univariate normality for the entire MI scale and its four sub-dimensions were met. In addition to the statistics, the Shapiro-Wilk test was performed and the distribution of scores was examined with the help of histogram graphics for each score type. This process was conducted for both pretest and post-test scores. Thus, it was concluded that the univariate normality assumption was met because the histograms of the scores showed normal distribution and the skewness and kurtosis coefficients were between +1.5 and -1.5. To determine whether there was linearity with the assumption of a multivariate normal distribution, the scattering diagrams drawn were checked. Because of the normal distribution in all score areas, it was decided to use the paired-samples t test, one of the parametric tests.

2. Descriptive Statistics

The total score obtained from the MI scale, and then descriptive statistics such as mode, median, mean, standard deviation, skewness, and kurtosis coefficients for the four sub-dimensions were calculated. In addition, histograms were also examined and it was checked whether the data were normally distributed. Thus, the distribution of MI scale scores was examined through different approaches. The descriptive statistics of the distribution of the scores obtained for the total and sub-dimensions are presented in Table 8.

Table 8 Descriptive Statistics for Pretest Score Distributions

	R	C	A	S	Total
N	30	30	30	30	30
Mean	16.33	17.00	19.17	16.67	70.00
Mode	10.00	15.00	25.00	25.00	75.00
Median	15.00	15.00	20.00	15.00	70.00
Standard Deviation	6.01	5.81	6.03	5.62	13.78
Skewness Coefficient	0.34	0.26	-0.54	0.21	0.37
Kurtosis Coefficient	-1.45	-1.39	-1.28	-1.32	-0.14
Minimum	10.00	10.00	10.00	10.00	45.00
Maximum	25.00	25.00	25.00	25.00	100.00

When the values given in Table 8 are examined, it is seen that the mode, median and averages obtained as a result of the analysis for the pre-test scores are partially close to each other. It can be said that the skewness and kurtosis coefficients are between +1.5 and -1.5. In addition to descriptive statistics, Shapiro-Wilk test values were also examined (N<50). According to the results, the significance values

of the sub-dimensions were found to be significant for the pre-test score distributions (Rpre=.221, p<.05; Cpre=.235, p<.05; Apre= .233, p<.05; Spre=.183, p<.05). All the same time, considering the histograms, it was seen that there was no obstacle to the assumption of normality. Therefore, based on these findings, it can be said that the univariate normality assumption is met, since the total score obtained from the MI survey and pretest score distributions in the sub-dimensions do not differ significantly from the normal; it can be stated that parametric techniques can be used for both total and sub-dimensions. The descriptive statistics of the post-test score distributions obtained for the total and sub-dimensions as a result of the second application of the MI scale to 30 individuals are given in Table 9.

Table 9 Descriptive Statistics for Posttest Score Distributions

	R	C	A	S	Total
N	30	30	30	30	30
Mean	19.67	19.00	20.33	19.83	79.33
Mode	20.00	25.00	25.00	25.00	75.00
Median	20.00	20.00	22.50	20.00	80.00
Standard Deviation	4.54	6.35	5.40	5.33	11.50
Skewness Coefficient	-0.46	-0.46	-0.67	-0.66	0.20
Kurtosis Coefficient	-0.53	-1.51	-1.00	-0.78	-0.70
Minimum	10.00	10.00	10.00	10.00	60.00
Maximum	25.00	25.00	25.00	25.00	100.00

When the values given in Table 9 are examined, it is seen that the mode, median and averages obtained as a result of the analysis are partially close to each other for the pre-test scores. It can be said that the skewness and kurtosis coefficients are between +1.5 and -1.5. In addition to descriptive statistics, Shapiro-Wilk test values were also examined (N<50). According to the results, the significance values of the sub-dimensions were found to be significant for the post-test score distributions (Rpost=.229, p<.05; Cpost=.261, p<.05; Apost=.306, p<.05; Spost= .234, p<.05). In the other hand, considering the histograms, it can be said that the assumption of normality is met. Based on these findings, it can be said that the univariate normality assumption is met, since the distribution of the total score obtained from the MI scale and the post-test score in the sub-dimensions do not differ significantly from the normal, and it can be stated that parametric techniques can be used for both total and sub-dimensions.

V. FINDINGS AND DISCUSSION

A. Introduction

The received results of the study and quantitative findings are provided in this section. Afterwards the literature of early findings will be discussed. Aiming to estimate the impact of MI theory employment as an individualized approach as opposed to traditional method towards accomplishment of positive reading input for adults (20-25) B1 level students of language school in Turkey two research questions were stated; moreover, the section covers the findings relating to the research questions.

B. Findings

1. Research Question One

Does the implementation of MI theory stimulate students' interest in reading?

Table 10 Findings of the 1st Research Question

Group	N	Mean	Standard Deviation	Mean Difference	t	df	P
Tpretest	30	70.00	13.77	-9.33	-3.75	29	.001
Tposttest	30	79.33	11.50				

(Tpretest: Pretest for total score, Tposttest: Posttest for total score)

When Table 10 is examined, it is seen that the pre-test and post-test averages differ significantly. (t(29)= -3.75, p<.05) When the group's pre-test and post-test mean scores (x= 70) and post-test success mean scores (x= 79.33) are examined, it is seen that the difference is significant in favor of the posttest. Therefore, it can be said that the application of MI theory encourages students' interest in reading.

2. Research Question Two

Does using retelling Multiple Intelligence techniques affect student's cognitive domain?

Table 11 Findings of the 2nd Research Question

Group	N	Mean	Standard Deviation	Mean Difference	t	df	P
Rpretest	30	16.33	6.01	-3.33	-2.88	29	.007
Rposttest	30	19.67	4.54				
Cpretest	30	17.00	5.81	-2.00	-1.72	29	.097
Cposttest	30	19.00	6.35				
Apretest	30	19.17	6.03	-1.17	-0.77	29	.446
Aposttest	30	20.33	5.40				
Spretest	30	16.67	5.62	-3.17	-2.67	29	.012
Sposttest	30	19.83	5.33				

(Rpretest: Pretest for recalling score, Rposttest: Posttest for recalling score, Cpretest: Pretest for comprehending score, Cposttest: Posttest for comprehending score , Apretest: Pretest for analyzing score, Aposttest: Posttest for analyzing score, Spretest: Pretest for synthesizing score, Sposttest: Posttest for synthesizing score)

When Table 11 is examined, it is seen that the pre-test and post-test averages of the R and S sub-dimensions differ significantly (R: t(29)= -2.88, p<.05; S: t(29)= -2.67, p<.05). For the R sub-dimension, the group's pre-test achievement mean scores (x= 16.33) and post-test achievement mean scores (x=19.67) and for the S sub-dimension the group's pre-test achievement mean scores (x= 16.67) and post-test success mean scores (x) =19.83), it is seen that the difference is significant in favor of the posttests. On the other hand, it was determined that the pre-test and post-test averages of the C and A sub-dimensions did not differ significantly. According to all these findings, the highest score difference between the pre-test and post-test scores was seen in the R (recalling) sub-dimension. In other words, the applied method worked best in the R sub-dimension.

C. Discussion

The data analysis uncovered that the application of MI theory for positive and comprehensible reading input has a statistically significant effect on the development of reading abilities among Turkish EFL learners: the performance after MI theory treatment outstood the results of traditional methods.

The previously obtained findings are in line, to some extent, with the ones that the presents study reveals; thus, Owolabi and Okebukola (2009) came to similar conclusions that MI approach is effective; they discovered that it was noticeably beneficial in assisting learners' accomplishments in science; whereas the technique

supplies learners with a chance to articulate their inner capabilities and the tools to detect them. Moreover, the options of teaching MI-based mechanisms revive the environment, thus, creating the class in an entertaining and gainful way; that is reading potential is subjected to learners' participation in the studying mission.

Buschick, Shipton, Winner, and Wise (2007) marked that students' attitude towards the degree of their reading and approaching unknown word, fluency, and literacy improved; hence, they became secure. Besides, learners' were not drawing a parallel with educational venture; it was more an entertainment to enjoy at home. The survey revealed the case by consideration their prevailing intelligences that make students passionate going to the library subsequently picking up the books that they find exciting. Interestingly enough that Fahim, Bagherkazemi, and Alemi (2010) proved that students who take IELTS and TOEFL experienced advantageous impact of their multiple intelligences on the reading part. Burman and Evans (2003) included MI into teaching reading guidance in their study; thereby, they noticed that students' reading accuracy expanded. The anticipation of learners' reading comprehension was seen through the common reading scheme, the means that support the problem-solving, and intrapersonal intelligence (Hou, 2013). The advantage was gained by students in Çelik's (2012) study: the participants who were involved into the learning procedure activating their intelligences succeeded as opposed to those who applied the variety of techniques excluding their dominant intelligences. The MI approach supports the progress of students' accomplishments in reading as well as multifaceted abilities to learn. Application of MI theory stimulates the learners to realize the idea connected to the action of reading more effortlessly in comparison to the traditional approach. The following study (Herbe, Thielenhouse & Wykert 2002) proves that the MI theory serves as a positive impulse to read after it was implemented into the program. Employing the wide range of plan provided the opportunity to focus on each participant's learning manner. The learners achieved the gratitude in reading; as a result, they embodied the reading outside the lesson environment. The communication with each other improved vastly; additionally, students realized that surrounding within MI is a pleasant place. In order to designate the impact of MI related educational program on the learners' critical reading competencies among Jordanian learners Alqatanani undertook research; as a result, the MI class surpassed the class that was exposed to traditional

teaching reading process (in Alrabah, Wu & Alotaibi, 2018). Utami (2021) claims that the musical intelligence appears to be advantageous regarding reading understanding skills using songs or poems. The kinesthetic and interpersonal ones also exerted constructive difference regarding reading comprehension. Heidari and Khorasaniha (2013) discovered a significant connection of MI and reading competencies as well. Peng (2013) reports that the MI of Chinese English Major EFL students significantly correlated with the reading tactics application; moreover, their reading productivity was easy to anticipate relying on the predominant intelligences, cogitative nature, and reading scheme.

The current research shows that the MI approach implementation occurred to be as an entertaining venture for the participants. The students found multifaceted activities practical; furthermore, the constant collaboration especially in the projects motivated them to read and be more energetic.

In conclusion, this study's aim was to detect the effect of the MI approach and the traditional methods on the progress of reading competencies in B1 Turkish EFL students. The data analysis results illustrated that these two means are functioning positively in triggering interest for positive comprehensible reading input, in the meantime, the MI approach equipped lessons is relatively advantageous.

VI. CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

A. Introduction

The first section of this chapter introduced a summary of the study. Afterwards the conclusion will be delivered. The second section incorporates the pedagogical implications; the last part will address the suggestions for the next investigation.

B. Conclusion

The goal of this study is to define the results through the impact of MI usage and the traditional method regarding the accomplishments of positive and comprehensible reading input for B1 level Turkish 20–25-year-old students of the language school. Being exposed to the MI approach learners gained wide range of knowledge on their learning styles; their interest in reading increased noticeably; the participants' ability to recall information improved as well. Additionally, they were able to take closer grasp to their B1 reading skills, particularly the retelling part.

Consequently, the quantitative data analyses results demonstrate that there was a score rise in the posttest stage to the contrast of learners' pretest results.

By virtue of literature that embraces employment of individual teaching approach, concretely the MI theory, the impact on involvement using MI theory enhances the motivational segment in reading input, increases the reading comprehension abilities, assists learner's accomplishments, empowers self-esteem, transforms into joyful activity, improves reading accuracy, and eases the difficulties in the process of reading (Owolabi & Okebukola, 2009; Buschick et al., 2007; Burman & Evans, 2003; Çelik, 2012); as well as among Turkish students (Gündüz, 2018).

The conclusion leads to the statement that the MI - based activities differ from traditional methods charting a new horizon of students' capabilities; thus, they can be engaged into educational obligatory lives with interest, urge, and motivation;

whereas the received quantitative data of this study prove the previous aspects. Therefore, it can be said that the findings of the current research broadened the MI theory ideas and the usage in an EFL surrounding that were discovered before. The findings can provide development of upcoming school programs from the pedagogical prospective.

C.   Pedagogical Implications

The current study illustrated that application of conventional method and the MI oriented approach effect the participants' progress while they are mastering the second language reading competencies. Nevertheless, the advantageous results manifested due to MI based approach. EFL learners require to operate with the instructional vocabulary and be ready to unfold and, most importantly, recognize their dominant intelligences. Hence, considering the results of the current study, the implications for better pedagogical sustainability and second language learning reading across application of the MI theory-oriented assignments may be proposed.

The MI focused lessons could provide teachers with tools that facilitate students' inner motives, besides learners can be taught through humanistic access being viewed as a whole enormous world of abilities and talents. Additionally, it is crucial for teachers to identify students' moderate motivation that may hinder the learning process. Besides, while teachers have learners to read a book out loud their chances to improve their listening and writing increase (Fahim et al., 2010; Xiaoqiong & Xianxing, 2008).

Educators, curriculum managers, and material designers in the field of second language learning can apply the findings of the current study and the analogous ones to help those students who have difficulties in recalling the read text or story; also to embody the activities that trigger interest in reading: this type of actions can assist students' involvement into reading process, intellectual learning; and paves the way to brighter future where reading may seem adventurous and beneficial for forming a clear understanding of what profession to choose.

D.   Suggestions For Further Research

The limitations of this study were already described in chapter I, the

additional exploration is required:

1. It is advisable to study the impact of the MI theory in terms of reading on different age categories; that is middle age group; especially the ones who learn English for the job promotion.

2. Further investigation may be done on researching the influence of the MI focused actions and assignments in the spectrum of longitudinal research in order to measure the degree to which students satisfied with their profession choices that they would make due to identification the dominant intelligence.

3. This study was limited researching the effectiveness of the MI approach on foreign language reading progress in a standard classroom circumstances. Next investigations can be required in reading among immigrants who struggle facing all forms of texts in their daily routine (agreements, instructions, guidance and the like).

6. Further study can be done on the courses that incorporates families in the same class with diversity of ages; for instance, the family of five (6, 8, 10, 35, 34) to observe the efficacy of MI tasks in terms of the determined aspects of foreign language: all four aspects might be investigated in combination or separately.

5. The basic concentration of this research was on interest and manifestation degrees of cognitive domains; thus, the speed of reading can be considered in the next studies aiming to identify the effect of MI theory on reading pace.

E.   Concluding Remarks

According to the current findings the MI implementation and traditional approach for positive and comprehensible reading input and the development of cognitive domains contribute to the progress in competencies of reading for L2 students from Turkish language school; nevertheless, the MI instructed lessons yielded tangible results that is the attachment of learners to the MI activities proved to be a bridge from standard reading related attitude to interest, engagement into the whole reading system, and the capability to recall the read information.

The number of earlier research coincide with the findings of this study within the field of traditional and the MI loaded classes in teaching second language area.

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APPENDIX

Appendix A: Multiple Intelligences Survey

Appendix B: Pretest Posttest Rubric

Appendix C: Results of Pretest and Posttest

Appendix D: Etic

Appendix A: Multiple Intelligences Survey

Multiple Intelligences Survey

Directions: People differ in their ways of learning and knowing. These differences are called Multiple Intelligences. Below is a list of 27 items in 3 sets that relate to each type of Multiple Intelligence. Some of these will apply to how you like to learn, and others will not.

Ranking: There are nine items in each group. For each of the three groups, **rank** the items according to how they apply to you. **Put a 1 next to the item that is** *most* **like you.** Put a 2 next to the item that is second most like you. Do this for each item until you have numbered every item with a number from 1 to 9. **The item** *least* **like you should be 9.** Do not use a number more than once in each group.

Rank each of the following 9 items from 1 to 9.

1. I live an active lifestyle.
2. Meditation exercises are rewarding.
3. I am a "team player".
4. Fairness is important to me.
5. Structure helps me be successful.
6. I enjoy many kinds of music.
7. My home has a recycling system in place.
8. I keep a journal.
9. I enjoy doing three dimensional puzzles.

Rank each of the following 9 items from 1 to 9.

10. I enjoy outdoor games.
11. Questions about the meaning of life are important to me.
12. I learn best interacting with others.
13. Social justice issues concern me.
14. I get easily frustrated with disorganized people.
15. I have always been interested in playing a musical instrument.
16. Animals are important in my life.
17. I write for pleasure.
18. I can recall things in mental pictures.

Rank each of the following 9 items from 1 to 9.

19. I like working with tools.
20. I enjoy discussing questions about life.
21. Things such as clubs and extracurricular activities are fun.
22. I learn best when I have an emotional attachment to the subject.
23. Step-by-step directions are a big help.
24. Remembering song lyrics is easy for me.
25. Hiking is an enjoyable activity.

26. Foreign languages interest me.
27. I can imagine ideas in my mind.

My Score

Scoring the MIS: Add your rankings for the 27 items on the MIS according to the following table. Your **lowest** score is your preferred Multiple Intelligence (MI) area.

Bodily/Kinesthetic	Existential	Interpersonal
Item 1	Item 2	Item 3
Item 10	Item 11	Item 12
Item 19	Item 20	Item 21
Total	Total	Total
Intrapersonal	Logic	Musical
Item 4	Item 5	Item 6
Item 13	Item 14	Item 15
Item 22	Item 23	Item 24
Total	Total	Total
Naturalistic	Verbal	Visual
Item 7	Item 8	Item 9
Item 16	Item 17	Item 18
Item 25	Item 26	Item 27
Total	Total	Total

My Multiple Intelligence Area Preferences

1. My **most preferred** MI area (My lowest score)	
2. My **second most preferred** MI area (My next lowest score)	

Multiple intelligence survey results

Distribution of Multiple Intelligences Categories

for 30 language school participants

Intrapersonal	26.7 % (8)
Visual	16.7 % (5)
Existential	13.3 % (4)
Bodily/Kinesthetics	10 % (3)
Logical	10 % (3)
Musical	10 % (3)
Verbal	6.7 % (2)
Naturalistic	3.3 % (1)
Interpersonal	3.3 % (1)

Appendix B : Pretest Posttest Rubric

	Advanced 25	Proficiency 20	Approaching Proficiency 15	Conditional 10
Recalling	Student explains most events in sequence and explains most key facts.	Student explains many events in sequence and explains many facts.	Student explains some events in sequence and explains some facts.	Student explains little or no events in sequence nor explains any key facts.
Comprehending	Student includes most important details and key language or vocabulary from text.	Student includes many important details from text.	Student includes some important details from text.	Student includes few or no important details from text.
Analyzing	Student analyzes and addresses all aspects of the question.	Student analyzes and addresses many aspects of the question.	Student analyzes and addresses some aspects of the question.	Student analyzes and addresses few or no aspects of the question.
Synthesizing	Student proficiently applies and processes information	Student adequately applies and processes information.	Student basically applies and processes information.	Student is not able to apply and process information

Appendix C: Results of Pretest and Posttest

STUDENTS	RECALLING		COMPREHENDING		ANALYZING		SYNTHESIZING		TOTAL	
	PRETEST	POSTTET	PRETEST	POSTTET	PRETEST	POSTTET	PRETEST	POSTTET	PRETEST	POSTTET
1.	15	20	25	25	25	25	25	25	90	95
2.	10	10	15	10	10	25	25	25	60	70
3.	25	25	25	25	25	25	25	25	100	100
4.	20	25	20	25	20	25	20	15	80	90
5.	15	25	25	15	15	15	15	15	70	70
6.	25	25	10	20	10	20	10	20	55	85
7.	25	20	25	25	20	25	15	20	85	90
8.	10	20	10	10	20	10	20	25	60	65
9.	25	15	25	25	10	25	15	10	75	75
10.	20	20	15	25	15	15	15	20	65	80
11.	20	20	15	20	25	20	20	25	80	85
12.	15	15	20	25	25	10	20	20	80	70
13.	10	20	15	25	25	20	25	10	75	75
14.	25	25	25	25	25	25	25	25	100	100
15.	15	25	20	10	25	25	20	25	80	85
16.	20	20	10	15	20	15	15	25	65	75
17.	10	20	15	10	10	25	10	10	45	65
18.	10	20	15	20	10	15	20	10	55	65
19.	15	15	15	20	20	25	15	25	65	85
20.	15	20	25	20	25	20	10	20	75	80
21.	10	25	15	25	15	15	20	20	60	85
22.	10	20	10	10	10	25	25	25	55	80
23.	10	10	25	25	20	25	10	15	65	75
24.	10	15	15	15	20	15	15	25	60	70
25.	25	25	10	25	25	25	10	15	70	90
26.	10	15	10	10	20	10	10	25	50	60
27.	20	20	20	20	25	15	10	20	75	75
28.	10	25	10	10	25	25	10	15	55	75
29.	25	15	10	25	25	20	10	20	70	80
30.	15	15	15	10	10	25	15	20	55	70

Appendix D: Etic

T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
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