



**PRIVATE ENKA TECHNICAL AND VOCATIONAL HIGH  
SCHOOL**

**ENGLISH DEPARTMENT WELCOMES YOU!!!**

*«I'M ALL EARS , TEACHER!»*  
*«Presented by BETUL KABACA»*

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CURRICULUM COMICS PRESENTS

# MULTIPLE Intelligences



WHAT KINDS OF SMART ARE YOU?!

NOW WITH 8 KINDS OF SMART!



A. WALES

# *Multiple Intelligence?*

**DO YOU SOMETIMES FEEL THAT  
YOU ARE STUCK IN THE LESSON?**

***If so, you might be ignoring that your  
students have different strenghts.***



# **THIS LESSON PLAN**

## **FOCUSES ON:**

- ✓ **Multiple intelligence theory should be taken into account in the evaluation of student performance.**
- ✓ **Student-centered classroom environment should be created to enhance learning.**

«Teachers who recognize the multiple intelligences of their students acknowledge that students bring with them specific and unique strengths, which are often **NOT** taken into account in classroom situations.»

*(Techniques and principles in Language Teaching –  
Diane Larsen Freeman)*

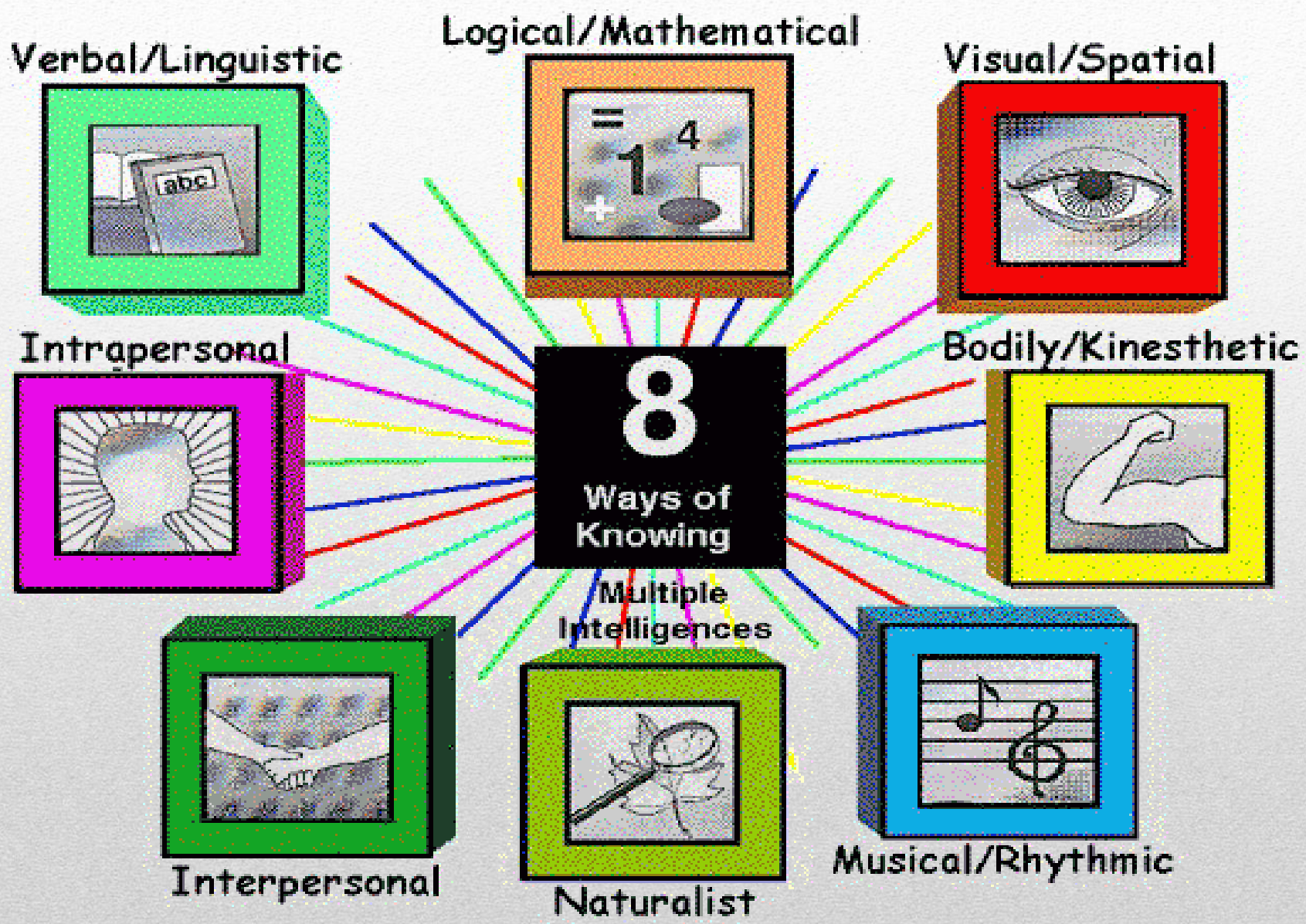




**Gardner has theorized that;**

**INDIVIDUALS HAVE AT LEAST  
EIGHT DISTINCT INTELLIGENCES  
THAT CAN BE DEVELOPED OVER A LIFETIME.**

*So what are they?*





# *Preparation for the lesson:*



**We asked our students to find pictures of shops that have English names.**





# THE STUDENTS WERE SUPPOSED TO BRING DIFFERENT POSSESSIONS TO THE CLASSROOM.

- \*jewelleries,**
- \*clothes,**
- \*shoes,**
- \*toys,**
- \*books,**
- \*magazines,etc.**

BOOKSH  
OP

PET SHOP

CLOTHES  
SHOP

CHEMIST  
'S

BUTCHE  
RS

BAKER'S

FLORIST'  
S

SHOPPIN  
G MALL

# *Step – 1:*

INTELLIGENCES: INTERPERSONAL, VERBAL / LINGUISTIC

- ▶ In class, the teacher gives students names of the shops in a jumbled form.
- ▶ They try to write them with correct spellings.
- ▶ The teacher asks them to work in pairs and categorize the shops according to people's needs. (5 min.)



# STEP – 2:

**Intelligences: Spatial / Visual Intelligence, Musical**



## ▶ **Guided Imagery:**

- ▶ **The teacher tells the students to close their eyes and to relax, and then the teacher describes a shop to them and asks them to imagine it.**
- ▶ **The teacher plays music while she is giving the students the description. (5 min.)**

# *Step 3:*

**Intelligences: Interpersonal, Verbal/linguistic**

▶ **Guided Dialogue:**

▶ **The teacher puts the students into groups of six and the students work together to visualize the shop.**

▶ **In the end they all end up with a close description of the shop. They write a dialogue about buying a present for their friends by keeping in mind these criteria. (10 min.)**



# *Step – 3:*

✓ You will buy a present for one of your classmates with your group.



✓ Discuss about the present.

✓ The first, second and third clothes you look for are not okay for you. They can be expensive, not correct color, not her/his style.

✓ Decide on the present.

✓ Ask for bargain/discount and buy that one.

# *Step – 4:*

## **INTELLIGENCES: BODY / KINESTHETIC**

### **▶ The Tableau:**

**The teacher asks the groups to create a rough tableau of the shop by acting out the dialogue.**

**▶ They draw some pictures, use some imagery on colourful papers. They come up with imaginative names for shops.**

**▶ The teacher sets a time limit. (10 min for each group)**

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... not her/his style.





# *Step – 5:*

## **Intelligences: Logical / Mathematical**

### **▶ Shop Names in English:**

**The teacher shows the shop names in English (given as homework beforehand) .**

- ▶ The teacher asks them to find differences between their shops (they created as a group work) and shops with English names.**
- ▶ They can list all the differences in terms of appearance, name, purpose, etc. (5 min.)**





# *STEP – 6:*

## **Intelligences: Intrapersonal**

- ▶ **Reflection:**  
The teacher asks them to fill out peer evaluation forms.  
The group self evaluates or evaluates other groups.
  
- ▶ They share their opinions about the activity for 10 min.


# ***Act-out Peer Evaluation (For Dialogues):***

	<b>CRITERIA TO BE EVALUATED</b>	<b>TOTAL POINT</b>	<b>STUDENTS' POINTS</b>	<b>COMMENTS</b>
1.	<b>Physical presence</b>	15		
2.	<b>Voice and Body Language (Being careful about stress and intonation)</b>	15		
3.	<b>Using time limit efficiently</b>	15		
4.	<b>Dramatic Effect</b>	10		
5.	<b>Using visual aids, music, etc.</b>	15		
6.	<b>Speaking properly and fluently</b>	15		
7.	<b>Understanding the topic</b>	15		
	<b>Total</b>	<b>100</b>		<b>20</b>



# *Results? Progress?*

- ▶ This lesson plan was planned in February and we had debate days in May, 2012-2013.  
The students who were eager to act out dialogues were also eager to take part in debate days.

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- ▶ Peer evaluation and group work contributed to their self-confidence.
  - ▶ The students who got high marks on act-out evaluations, did also great on debate days.
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# Debate Evaluation:

	<b>CRITERIA TO BE EVALUATED</b>	<b>TOTAL POINT</b>	<b>STUDENTS' POINTS</b>	<b>COMMENTS</b>
1.	<b>Persuasion and defense</b>	15		
1.	<b>Ability to criticize and confuting other group's opinions</b>	15		
1.	<b>Speaking properly and effectively (Being careful about stress and intonation)</b>	15		
1.	<b>Using time limit efficiently</b>	10		
1.	<b>Body language and gestures</b>	15		
1.	<b>Supporting their point of view with source of information,documents,examples and proof.</b>	15		
1.	<b>Understanding the topic and have a comprehensive knowledge of the topic</b>	15		
	<b>Total</b>	100		

***In conclusion,***

***As our first aim***, we created a classroom in which the students with different intelligence types can enjoy. We know that:

***«The teen learner: Extremely social, somewhat distractible, doesn't readily see the connection between grammar and communication.»***

***(Teaching Grammar To Teens In the Foreign Language Setting - Webinar by Joan Saslow and Allan Ascher***



## In this way , they :

- ▶ Talk more
- ▶ Share their ideas
- ▶ Learn from each other
- ▶ Are more involved
- ▶ Feel more secure and less anxious
- ▶ Use English in a meaningful way
- ▶ Enjoy using English to communicate





## *As our second aim;*

We created this classroom environment bearing in mind all the elements of a student-centered classroom.

We know that:

- ▶ High-interest topics
- ▶ Developing confidence
- ▶ Preparation
- ▶ Different Kinds of activities
- ▶ Roleplays are crucial parts of a student-centered classroom.





A large, stylized red ribbon graphic with a central cylindrical section. The text "Thank you!" is written in a white, serif font with a black outline on the central section. A solid red horizontal bar is located at the top of the page.

Thank you!