

An Investigation of Studies on the Applications of Multiple Intelligence Theory in Teaching English Language Skills

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ABSTRACT

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This research is a document analysis review that focuses on investigating the theses about the implementation of Multiple Intelligences Theory (MIT) in teaching English language skills. Examining doctoral dissertations (DD) and master's theses (MT) written between 2000 and 2023 is the aim of this study. Collecting the examined studies in a single, easily accessible source is another goal of the study, which will aid the researchers in their future studies. DDs and MTs accessible in the Council of Higher Education (CoHE) National Thesis Center database are included in the research's sample group. The researchers included seventeen theses in the study. For this research, a qualitative research design with document analysis is used. To categorize the theses, the researchers created a thesis examination form as a data collection tool. Theses are analyzed based on their thesis results, research objectives, data collection tools, research method, sample group, universities where they were prepared, publication year, languages, and types. During the study's examination, content and descriptive analysis methods were employed to address research questions.

At the end of the research, it has been revealed that the number of DDs is less than that of MTs. Most of the theses were published mainly in 2004 and were written in English. The theses that were examined used the quantitative research method the most for their research design. It has also been observed that MIT-based instruction in English classes maximize students' language skills more and boost the retention of information. It has been revealed that English lessons with MIT-based instruction foster learners to perform better in their language learning period. Furthermore, it has been deduced that MIT-based instruction encourages students to have a positive attitude towards the English lesson, and it guides students to be motivated during the application. It is concluded that applying traditional teaching methods is less effective than utilizing MIT in the lessons. Following the conclusion part, some recommendations were offered to provide some ideas for future studies.

Çoklu Zekâ Kuramının İngilizce Dil Becerileri Öğretimindeki Uygulamalarına Yönelik Yapılan Çalışmaların İncelenmesi

Makale Bilgisi

ÖZET



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Bu çalışma, Çoklu Zekâ Kuramı'nın İngilizce dil becerilerinin öğretiminde uygulanmasına ilişkin tezlerin incelenmesine odaklanan bir doküman analizi çalışmasıdır. Çalışmanın amacı, 2000-2023 yılları arasındaki yüksek lisans ve doktora tezlerini incelemektir. Bir başka amaç ise incelenen çalışmaları tek bir kaynaktan toplayarak araştırmacılara gelecekteki çalışmaları için kolay ulaşılabilecekleri bir kaynak sağlamaktır. Araştırmanın çalışma grubunu YÖK Ulusal Tez Merkezi veri tabanında erişime açık olan yüksek lisans ve doktora tezleri oluşturmaktadır. Araştırmacılar tarafından on yedi tez çalışmaya dahil edilmiştir. Bu çalışmada doküman analizinin kullanıldığı nitel bir araştırma deseni kullanılmıştır. Veri toplama aracı olarak araştırmacılar incelenecek olan tezleri sınıflandırmak için bir tez inceleme formu oluşturmuşlardır. Tezler türleri, yazım dilleri, yayın yılları, hazırlandığı üniversiteler, çalışma grupları, araştırma yöntemleri, veri toplama araçları, araştırma amaçları ve sonuçlarına göre incelenmiştir. Tezlerin incelenmesi sırasında araştırma sorularına cevap bulmak için betimsel ve içerik analizi yöntemlerinden yararlanılmıştır.

Araştırmanın sonunda, yüksek lisans tezlerinin sayısının doktora tezlerinin sayısından daha fazla olduğu sonucuna ulaşılmıştır. Tezlerin çoğunun İngilizce yazıldığı ve çoğunlukla 2004 yılında yayımlandığı görülmüştür. Tezlerin çoğunlukla Selçuk Üniversitesi'nde hazırlandığı sonucuna ulaşılmıştır. İncelenen tezlerde çalışma grubu olarak çoğunlukla üniversite öğrencileri tercih edilmiş ve en çok nicel araştırma yöntemi kullanılmıştır. En çok tercih edilen veri toplama araçlarının "Kelime Testi", "Çoklu Zekâ Envanteri" ve "Yazma Testi" olduğu görülmüştür. Çoklu zekâ temelli İngilizce derslerinin öğrencilerin dil becerilerini daha çok geliştirdiği, bilginin kalıcılığını sağladığı, bunun da uygulama sırasında başarı getirdiği ve öğrencilere öğrenme süreçlerinde daha iyi bir performans sergileme fırsatı verdiği sonucuna ulaşılmıştır. Ayrıca çoklu zekâ temelli öğretimin öğrencilerin İngilizce dersine karşı olumlu bir tutum geliştirmelerine yardımcı olduğu ve bunun öğrencilerin öğretim esnasında motive olmalarını sağladığı görülmüştür. Çoklu zekâ temelli öğretimin geleneksel öğretim yöntemlerinden daha etkili olduğu da ulaşılan bir başka önemli sonuçtur. Çalışmanın sonunda önerilere yer verilerek ilerleyen çalışmalara yol göstermek amaçlanmıştır.

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INTRODUCTION

Foreign language teaching has changed over time and developed many methods and techniques according to the learners' characteristics, aims, and needs. Methods and techniques developed for foreign language teaching have focused on students' differences and recent reflections on teaching. Since it is thought that the success of the students and the efficiency they get from the lessons will increase by considering individual differences, many researchers put forward the requirement of adopting teaching and learning methods relevant to those differences in education. Multiple Intelligences Theory, introduced by Howard Gardner, is adopted by educators later on and offers both teaching methods and techniques that focus on the differences between learners.

Multiple Intelligences Theory (MIT) criticizes the traditional approach to intelligence and supports that human intelligence does not contain a one-dimensional structure. "Gardner defines intelligence as a person's capacity to put forward a product that finds value in one or more cultures, the ability to create effective and efficient solutions to problems one faces in real life, and the ability to discover new or complex structured problems that need to be solved" (Saban, 2005, p. 5). Multiple Intelligences Theory defines human intelligence as multidimensional. It puts forward that the abilities individual has is not only comprised of mathematical and verbal intelligence but also that people possess eight different intelligence (Gardner, 1983). The theory suggests that each person's dominant type of intelligence differs. Thanks to various types of intelligence, individuals could be more successful and interested in particular areas compared to other ones. "The achievements of individuals in different fields are related to their different intelligence dimensions" (Demirel et al., 2006, p. 16). The Theory of Multiple Intelligences proposed by Gardner explains that case.

The eight types of intelligence that form Howard Gardner's Theory of Multiple Intelligences are explained as follows;

1) Verbal-Linguistic Intelligence: It is related to the ability to use language effectively and creatively, and it is based on reading, writing, listening, and speaking skills (Demirel et al., 2006). "Individuals with strong verbal-linguistic intelligence learn best by listening, speaking, reading, discussing, and interacting with others" (Saban, 2005, p. 7). Activities such as "word games, journal keeping, and storytelling" in English lessons can contribute to learners' understanding and foster them to learn more (Christison, 1997, cited in Richards & Rodgers, 2014, p.235).

2) Logical-Mathematical Intelligence: This intelligence area is related to the ability to make mathematical calculations using numbers effectively, to solve problems by thinking logically, and to identify the relationships and similarities between information or objects (Demirel et al., 2006). "Individuals with strong logical-mathematical intelligence learn best by dividing objects into certain categories, establishing logical relationships between events, calculating certain properties of objects, and pondering about some abstract relationships between events" (Saban, 2005, p. 8). "Logic problems and puzzles, scientific demonstrations, and creating codes" activities can be integrated into language classes to facilitate learners' comprehension and stimulate their desire for learning (Christison, 1997, cited in Richards & Rodgers, 2014, p.235).

3) Visual-Spatial Intelligence: It is the capacity of an individual to apply the impressions gained by observing and perceiving his environment in different ways (Saban, 2005). Features like paying attention to facts such as shape, pattern, shape color, designing three-dimensional objects, and recognizing faces are related to this intelligence field (Demirel et al., 2006). "People with strong visual-spatial intelligence learn best by visualizing beings, events, and phenomena or by working with pictures, lines, and colors" (Saban, 2005, p. 9). English language teachers can utilize visual aids such as "charts, maps, diagrams, paintings or collages" to enhance learners'

understanding of the subject and inspire them to learn better (Christison, 1997, cited in Richards & Rodgers, 2014, p.236).

4) Musical-Rhythmic Intelligence: It is the ability of an individual to think musically with notes, sounds, and rhythms, to perceive and distinguish different sounds, and to produce new rhythms and sounds (Saban, 2005). “Individuals with a strong musical-rhythmic intelligence learn best and effectively with rhythm, melody, and music” (Saban, 2005, p. 10). “Group singing, student-made instruments, and playing recorded music” can empower language learners’ comprehension and increase their participation in the lessons (Christison, 1997, cited in Richards & Rodgers, 2014, p.236).

5) Bodily-Kinesthetic Intelligence: It is about the capacity to use certain body parts to express one's feelings and thoughts and produce new things (Saban, 2005). “People with a strong bodily-kinesthetic intelligence area learn best by doing, living, acting and having a first-hand experience” (Saban, 2005, p. 11). “Hands-on activities, pantomime, and field trips” can deepen learners’ understanding and increase their enthusiasm to learn more in English classes (Christison, 1996, 2005; Armstrong, 1994, cited in Larsen-Freeman & Anderson, 2011, p. 240).

6) Social Interpersonal Intelligence: This intelligence area means the ability of a person to understand the thoughts, feelings, and behaviors of other people and to interpret them by analyzing them (Saban, 2005). People with strong social intelligence can cooperate with group members, work in harmony with them, and communicate effectively verbally and nonverbally with them (Saban, 2005, p. 12). “Board games, pair work, group brainstorming, and peer teaching” create a more profound understanding between learners and motivate them to participate in English lessons actively (Christison, 1997, cited in Richards & Rodgers, 2014, p.236).

7) Intrapersonal Intelligence: It is the ability to make sense of one's moods and behaviors and to identify their strengths and weaknesses (Saban, 2005). Intrapersonal intelligence is the ability of a person to know herself and to behave in harmony with this knowledge and understanding she has about herself (Saban, 2005, p. 13). “Reflective learning, journal keeping, individualized projects, and providing options for homework” are ways to facilitate learners’ understanding and foster continuous learning for English classes (Christison, 1997, cited in Richards & Rodgers, 2014, p.236).

8) Naturalist-Nature Intelligence: This area of intelligence means that the individual is interested in and sensitive to his environment; it has the ability to recognize, distinguish, and classify living things in nature (Saban, 2005). People with strong naturalist intelligence are conscious of creating a healthy environment and are curious about the natural resources, animals, and plants around them (Saban, 2005, p. 15). English language teachers can have their students collect various objects from nature and teach their names or provide information about them in their lessons (Christison, 1996, 2005; Armstrong, 1994, cited in Larsen-Freeman & Anderson, 2011). That can deepen learners’ comprehension and increase their enthusiasm for English lessons.

In a classroom setting, Multiple Intelligence based activities can be utilized to meet the needs of language learners by considering their levels and teaching situation. There are some alternative views to improve multiple intelligences-based lessons in the following list; (Richards & Rodgers, 2014)

Play to strength: Teachers should tailor their lessons for each language learner to involve them in the learning environment by considering their dominant intelligence types.

Variety is the spice: Including activities that cover all eight different intelligence types creates an exciting and dynamic learning atmosphere for language learners.

Pick a tool to suit the job: Language elements are best taught by connecting individuals' learning and the proper type of Multiple Intelligence activity for each learner.

All sizes fit one: Regardless of their dominant intelligence types, each individual has all kinds of intelligence; however, some are underestimated or not recognized. In this sense, the Multiple Intelligence Theory also emphasizes “whole person” to develop weak intelligence types.

Each person has a type of intelligence; therefore, their learning methods differ. The relationship between types of intelligence and learning contributes to individuals' learning and makes this process more efficient. It may be inevitable for all learners to learn the knowledge effectively if education takes place by considering these factors. In her study with primary school teachers, Canbay stated that “The application of Multiple Intelligence Theory is more effective on retention of learning, learners are found to be better by applying Multiple Intelligence theory in the class than traditional methods, and they are more active in the Multiple Intelligence Theory-based classrooms” (2006, p. X).

The same situation may apply to language learning. It is predicted that teachers and students will achieve positive results by applying the theory in education and English language teaching. “Educators and teachers have claimed that the application of Multiple Intelligences Theory in education and classrooms has positive effects on learner motivation and success” (Ibragimova, 2011, p. 22). The results obtained in the literature review confirm this, “Giving education according to the intelligence types of students in education increases student success. In other words, students have difficulty in learning when no instructional activities appeal to their intelligence type” (Bacanlı, 2006, cited in Bas, 2014, p. 180). “It is believed that the application of Multiple Intelligences Theory in language classes is believed to bring positive outcomes in terms of effective learning and teaching” (Ibragimova, 2011, p. 7). According to Guclu, “Thanks to the activities that appeal to many intelligence areas, students will be allowed to develop all their intelligence areas; besides, learning English will be easier and more enjoyable” (2019; p. 28). By taking into account these differences students have, English language teachers' lessons can contribute to students' permanent learning of English. Studies related to Multiple Intelligences Theory and education reveal that the theory shows positive effects in both education and foreign language teaching.

Considering the positive effects of the theory in education and English teaching, it increases curiosity to review the studies on the application of Multiple Intelligences Theory in teaching English language skills. Therefore, this research will focus on examining the studies on the applications of Multiple Intelligence Theory in teaching English language skills and making document analysis.

The general purpose of this study is to examine the doctoral dissertations and master's thesis, which include multiple intelligence applications in teaching English language skills, between 2000-2023. It is also aimed to create a single accessible source with the examined theses for the researchers' future studies. In this direction, the research questions that are sought to be answered are as follows:

1. How is the distribution of theses prepared for the applications of Multiple Intelligence Theory in teaching English language skills according to the thesis type?
2. How is the distribution of theses prepared for the applications of Multiple Intelligence Theory in teaching English language skills according to the language?
3. How is the distribution of theses prepared for the applications of Multiple Intelligence Theory in teaching English language skills according to the publication year?
4. How is the distribution of theses prepared for the applications of Multiple Intelligence Theory

in teaching English language skills according to the university in which they are prepared?

5. How is the distribution of theses prepared for the applications of Multiple Intelligence Theory in teaching English language skills according to the sample group?

6. How is the distribution of theses prepared for the applications of Multiple Intelligence Theory in teaching English language skills according to the research methods used?

7. How is the distribution of theses prepared for the applications of Multiple Intelligence Theory in teaching English language skills according to the data collection tools used?

8. What are the research objectives of theses prepared for the applications of Multiple Intelligence Theory in teaching English language skills?

9. What are the results of theses prepared for the applications of Multiple Intelligence Theory in teaching English language skills?

METHODOLOGY

Research Method

The model of this research is the qualitative research design. “Qualitative research is a method that inquires about the problem; it examines, interprets and tries to understand the form of the problem in its natural environment” (Guba & Lincoln, 1994; Klenke, 2016, cited in Baltacı, 2019, p. 369). This research design uses qualitative data collection methods such as observation, interview, and document analysis (Sak et al., 2021). Document analysis has been adopted as the data collection method. “Document analysis is a scientific research method that can be defined as the collection, review, questioning, and analysis of various documents as the primary source of research data” (Sak et al., 2021, p. 228).

Sample Group

The sample group of the research consists of master's theses and doctoral dissertations, which are available in the database of CoHE National Thesis Center, which are open to access. Due to a lack of access permission, some theses in the database could not be examined. The last access date to CoHE National Thesis Center is 06.07.2023. The reached theses are classified and determined using the criterion sampling method. Criterion sampling is “the study of all situations that meet a predetermined set of criteria” (Baltacı, 2018, p. 254). Data are obtained from master's theses and doctoral dissertations on the Theory of Multiple Intelligences and English Language Skills published between 2000 and 2023. Twenty theses in total about these topics are found in the database, and 4 of them were discussed by the researchers whether they have appropriate criteria or not. Thus, it was found that one of the 4 theses, which are the subject of discussion, carries the criteria; however, the other 3 theses do not meet the appropriate criteria, which led researchers not to include them in this research. To conclude, 15 master's theses and 2 doctoral dissertations are included and examined in this study.

Data Collection Tools

The thesis examination form was prepared by the researchers and employed as a data collection tool. Document analysis studies in various fields were examined. As a result of the examination, goal-directed data collection content was created for the Multiple Intelligences Theory and teaching English language skills. The data collection tool took its final form by adding or removing categories that could contribute to the field in line with expert opinion. With the data collection tool, it is aimed to examine the theses in the following categories:

1. Numerical distribution of theses according to types of theses.
2. Numerical distribution of theses according to language.
3. Numerical distribution of theses according to publication year.
4. Numerical distribution of theses according to the university in which they are prepared.
5. Numerical distribution of theses according to sample group.
6. Numerical distribution of theses according to research methods used.
7. Numerical distribution of theses according to data collection tools used.
8. Research objectives of theses.
9. The results for writing, reading, speaking skills, vocabulary, and grammar knowledge in theses.

Data Collection and Analysis

In the data collection stage of the research, theses are accessed through the CoHE National Thesis Center database. A detailed literature review was conducted using the keywords “Multiple Intelligences Theory” and “English,” and 76 theses were reached. However, the researchers decided to include only 20 theses in the scope of Multiple Intelligences Theory and Teaching English Language Skills. Four theses were discussed concerning their appropriateness to the research criteria, and it has been determined not to include 3 theses in the research. 15 master’s theses and 2 doctoral dissertations that are open to access constitute the documents of the study.

Seventeen theses that are included in the research are read carefully in accordance with determined objectives, and they are recorded in the thesis examination form prepared by the researchers. Some parts of the collected data are analyzed and interpreted by using the descriptive analysis method. In the descriptive analysis approach, the data classified according to the predetermined themes are organized, interpreted, and presented to the reader. This approach examines and interprets data superficially, not in-depth, through cause-effect relationships (Karataş, 2017). The rest of the collected data are analyzed and interpreted by using the content analysis method. In content analysis, deep themes or concepts that are not noticed by descriptive analysis are revealed through careful, detailed, and systematic analysis and interpretation of data (Baltacı, 2019). Obtained data are organized and put into groups with the Microsoft Office Excel program, and the results obtained by calculating the frequency and (%) are shown in tables.

Validity and Reliability

Validity and reliability are two significant elements that ensure that any research is acceptable and valid. “Validity concerns the correctness of study findings or the ability to solve problems. Validity in qualitative research is the degree to which the researcher solves the problem as impartially as possible” (Baltacı, 2019, p. 380). Baltacı has associated the concept of reliability with the “repeatability of research results” (2019, p. 381). In other words, reliability is about whether the research results will result in the same way in similar environments or whether the same results can be obtained by other researchers when the same data are used (Karataş, 2017).

The criteria by which the researchers selected the theses, how many theses were included in the research, the number of theses that did not meet the determined criteria and were excluded from the research, the research questions, and how the data collection and analysis processes will take place were clearly stated. By creating a data collection tool suitable for the aim of the research, the categories that are thought to contribute to the field have been added and removed by consulting an expert opinion.

Expert opinion was also consulted in the creation of themes and codes. Two researchers performed the examination and analysis of data obtained from theses independently. As a result of the examinations, the results of the obtained data were checked by educational sciences specialists and English language teaching specialists to increase the research's validity and reliability.

FINDINGS

This chapter presents the findings of the theses about The Applications of Multiple Intelligence Theory In Teaching English Language Skills, prepared between 2000-2023, obtained from “the CoHE National Thesis Center” database. The theses are examined under the categories of types of theses, languages of theses, publication year, universities they are prepared, sample group, research method, data collection tools, research objectives, and results of theses.

1. Types of Theses on Applications of Multiple Intelligence Theory in Teaching Language Skills

Data shown in Table 1 are obtained from the sub-problem “How is the distribution of theses prepared for the applications of Multiple Intelligence Theory in teaching English language skills according to the thesis type?”

Table 1

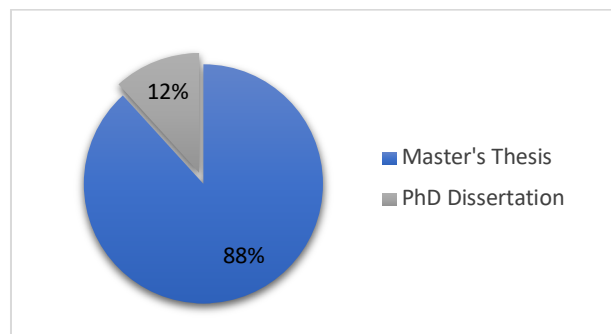
Frequency and Percentage of the Studies According to Types of Theses

Thesis Type	Frequency (f)	Percentage (%)
Master's Thesis	15	88,24%
Ph.D. Dissertation	2	11,76%
Total	17	100,00%

Table 1 shows that 15 theses (88,24%) are master’s theses, and 2 theses (11,76%) are doctoral dissertations. Figure 1 shows that the number of master’s theses is higher than the number of doctoral dissertations.

Figure 1

Distribution of the Studies According to Types of Theses



2. Language of Theses on Applications of Multiple Intelligence Theory in Teaching English Language Skills

Data shown in Table 2 are obtained from the sub-problem “How is the distribution of theses prepared for the applications of Multiple Intelligence Theory in teaching English language skills according to the language?”

Table 2

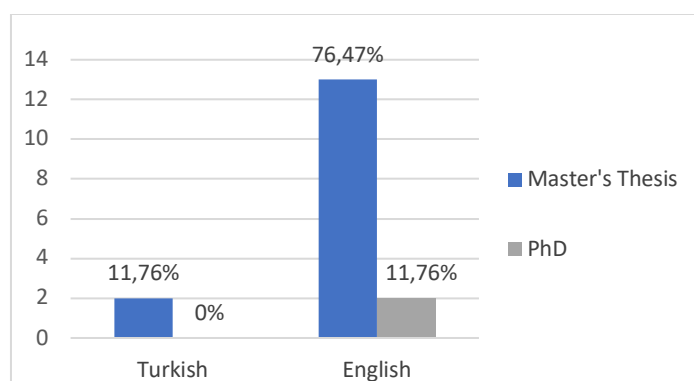
Frequency and Percentage of the Studies According to Languages of Theses

Language	Master's Thesis		PhD	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Turkish	2	11,76%	0	0%
English	13	76,47%	2	11,76%
Total	17	88,24%		11,76%

As shown in Table 2, out of the 17 theses included in the research, 2 (11,76%) of the master's theses were in Turkish, 13 (76,47%) of the master's theses were in English, 2 (11,76%) of the doctoral dissertations were published in English. According to Figure 2, most graduate theses were published in English.

Figure 2

Distribution of the Studies According to Languages of Theses



3. Publication Year of Theses on Applications of Multiple Intelligence Theory in Teaching English Language Skills

Data shown in Table 3 are obtained from the sub-problem “How is the distribution of theses prepared for the applications of Multiple Intelligence Theory in teaching English language skills according to the publication year?”

Table 3

Frequency and Percentage of the Studies According to Publication Year of Theses

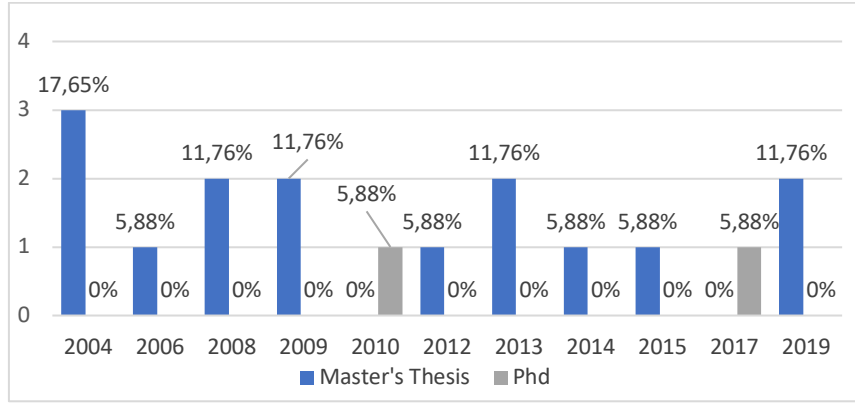
Publication Year	Master's Thesis		PhD	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
2004	3	17,65%	0	0%
2006	1	5,88%	0	0%
2008	2	11,76%	0	0%
2009	2	11,76%	0	0%
2010	0	0%	1	5,88%
2012	1	5,88%	0	0%
2013	2	11,76%	0	0%
2014	1	5,88%	0	0%
2015	1	5,88%	0	0%
2017	0	0%	1	5,88%
2019	2	11,76%	0	0%
Total	17	88,24%		11,76%

As Table 3 indicates, out of the 17 theses included in the research, 3 (17,65%) of the master's theses

were published in 2004, 1 (5,88%) in 2006, 2 (11,76%) in 2008, 2 (11,76%) in 2009, 1 (5,88%) in 2012, 2 (11,76%) in 2013, 1 (5,88%) in 2014, 1 (5,88%) in 2015, and 2 (11,76%) in 2019. Table 3 shows that 1 (5,88%) of the doctoral dissertation was published in 2010, and 1 (5,88%) was published in 2017. In Figure 3, it is found that most graduate theses were published in 2004.

Figure 3

Distribution of the Studies According to Publication Year of Theses



4. Universities Preparing Theses on Applications of Multiple Intelligence Theory in Teaching English Language Skills

Data shown in Table 4 are obtained from the sub-problem “How is the distribution of theses prepared for the applications of Multiple Intelligence Theory in teaching English language skills according to the university in which they are prepared?”

Table 4

Frequency and Percentage of the Studies According to the University They Are Prepared

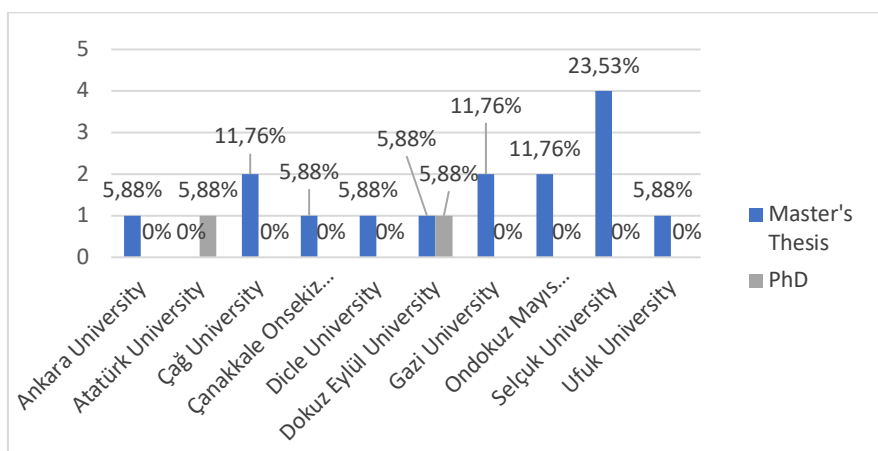
University	Master's Thesis		PhD	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Ankara University	1	5,88%	0	0%
Atatürk University	0	0%	1	5,88%
Çağ University	2	11,76%	0	0%
Çanakkale Onsekiz Mart University	1	5,88%	0	0%
Dicle University	1	5,88%	0	0%
Dokuz Eylül University	1	5,88%	1	5,88%
Gazi University	2	11,76%	0	0%
Ondokuz Mayıs University	2	11,76%	0	0%
Selçuk University	4	23,53%	0	0%
Ufuk University	1	5,88%	0	0%
Total	17	88,24%	1	11,76%

According to Table 4, out of the 17 theses included in the research, 1 (5,88%) of the master’s theses were prepared at Ankara University, 2 (11,76%) at Çağ University, 1 (5,88%) at Çanakkale Onsekiz Mart University, 1 (5,88%) at Dicle University, 1 (5,88%) at Dokuz Eylül University, 2 (11,76%) at Gazi University, 2 (11,76%) at Ondokuz Mayıs University, 4 (23,53%) at Selçuk University, and 1 (5,88%) at Ufuk University. When the doctoral dissertations were examined, it was determined that 1 (5,88%) of the doctoral dissertation was prepared at Atatürk University, and 1 (5,88%) was prepared at Dokuz Eylül University. In Figure 4, it is seen that most graduate theses were prepared at Selçuk

University.

Figure 4

Distribution of the Studies According to University They Are Prepared



5. Sample Group of Theses on Applications of Multiple Intelligence Theory in Teaching English Language Skills

Data shown in Table 5 are obtained from the sub-problem “How is the distribution of theses prepared for the applications of Multiple Intelligence Theory in teaching English language skills according to the sample group?”

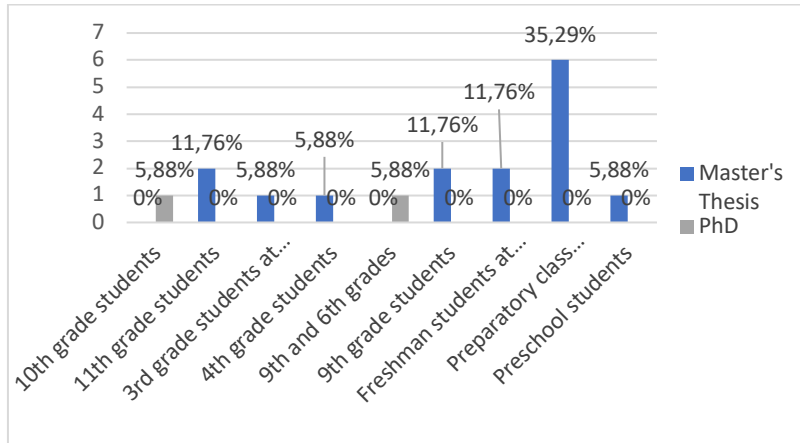
Table 5

Frequency and Percentage of the Studies According to Sample Groups

Sample Group	Master's Thesis		PhD	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
10th-grade students	0	0%	1	5,88%
11th-grade students	2	11,76%	0	0%
3rd-grade students at the university	1	5,88%	0	0%
4th-grade students	1	5,88%	0	0%
9th and 6th grades	0	0%	1	5,88%
9th-grade students	2	11,76%	0	0%
Freshman students at the university	2	11,76%	0	0%
Preparatory class students	6	35,29%	0	0%
Preschool students	1	5,88%	0	0%
Total	17	88,24%		11,76%

As shown in Table 5, out of the 17 theses included in the research, 2 (11,76%) of the master's theses sample group consisted of 11th-grade students, 1 (5,88%) 3rd-grade students at university, 1 (5,88%) 4th-grade students, 2 (11,76%) 9th-grade students, 2 (11,76%) freshman students at university, 6 (35,29%) preparatory class students, 1 (5,88%) preschool students. When doctoral dissertations were examined, it is concluded that 1 (5,88%) of the doctoral dissertation sample group consisted of 10th-grade students, and 1 (5,88%) consisted of 9th and 6th-grade students. Figure 5 shows that graduate theses mostly preferred university students as their sample groups.

Figure 5
Distribution of the Studies According to Sample Groups



6. Research Methods of Theses on Applications of Multiple Intelligence Theory in Teaching English Language Skills

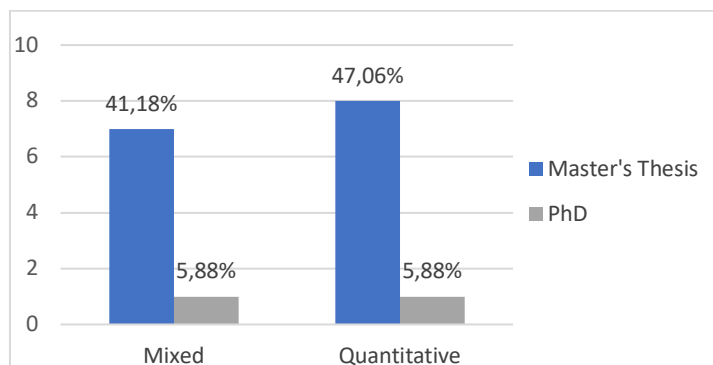
Data shown in Table 6 are obtained from the sub-problem “How is the distribution of theses prepared for the applications of Multiple Intelligence Theory in teaching English language skills according to the research methods used?”

Table 6
Frequency and Percentage of the Studies According to Research Methods

Research Method	Master's Thesis		PhD	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Mixed	7	41,18%	1	5,88%
Quantitative	8	47,06%	1	5,88%
Total	17	88,24%		11,76%

As Table 6 indicates, out of the 17 theses included in the research, 7 (41,18%) of the master’s theses were prepared using mixed method research, and 8 (47,06%) were prepared using the quantitative research method. When doctoral dissertations were examined, it is determined that 1 (5,88%) of the doctoral dissertation was prepared using mixed research method, and 1 (5,88%) was prepared using quantitative research method. As seen in Table 6, the qualitative research method was not preferred in master’s theses and doctoral dissertations. Figure 6 shows that the quantitative research method was used the most in graduate theses.

Figure 6
Distribution of the Studies According to Research Methods



7. Data Collection Tools of Theses on Applications of Multiple Intelligence Theory in Teaching English Language Skills

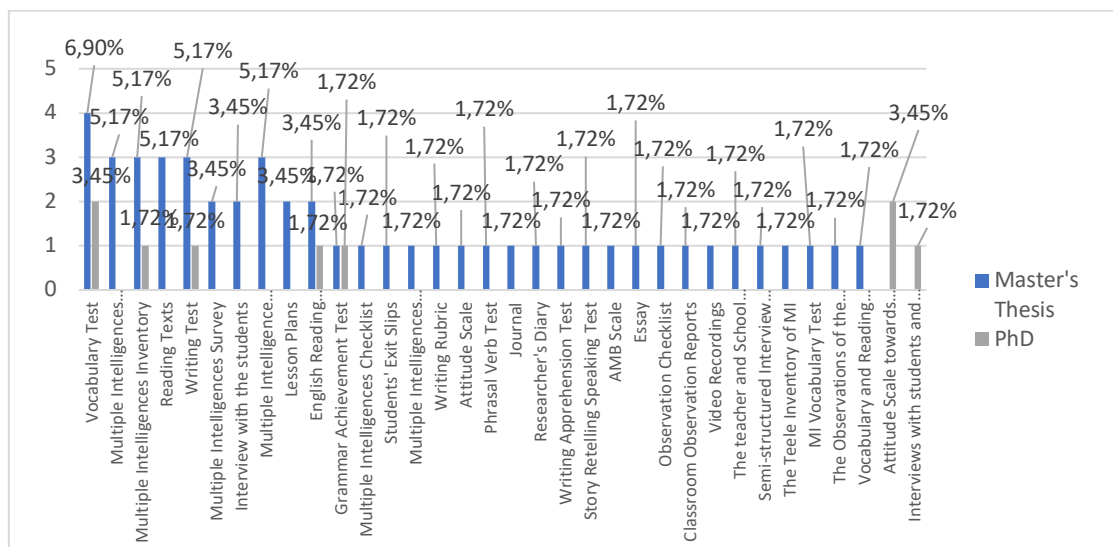
Data shown in Table 7 are obtained from the sub-problem “How is the distribution of theses prepared for the applications of Multiple Intelligence Theory in teaching English language skills according to the data collection tools used?”

Table 7
Frequency and Percentage of the Studies According to Data Collection Tools

Data Collection Tools	Master's Thesis		PhD	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Vocabulary Test	4	6,90%	2	3,45%
Multiple Intelligences Inventory for Adults	3	5,17%	0	0,00%
Multiple Intelligences Inventory	3	5,17%	1	1,72%
Reading Texts	3	5,17%	0	0,00%
Writing Test	3	5,17%	1	1,72%
Multiple Intelligences Survey	2	3,45%	0	0,00%
Interview with the students	2	3,45%	0	0,00%
Multiple Intelligence Inventory for English Language Teachers	3	5,17%	0	0,00%
Lesson Plans	2	3,45%	0	0,00%
English Reading Comprehension Test	2	3,45%	1	1,72%
Grammar Achievement Test	1	1,72%	1	1,72%
Multiple Intelligences Checklist	1	1,72%	0	0,00%
Students' Exit Slips	1	1,72%	0	0,00%
Multiple Intelligences Questionnaire	1	1,72%	0	0,00%
Writing Rubric	1	1,72%	0	0,00%
Attitude Scale	1	1,72%	0	0,00%
Phrasal Verb Test	1	1,72%	0	0,00%
Journal	1	1,72%	0	0,00%
Researcher's Diary	1	1,72%	0	0,00%
Writing Apprehension Test	1	1,72%	0	0,00%
Story Retelling Speaking Test	1	1,72%	0	0,00%
AMB Scale	1	1,72%	0	0,00%
Essay	1	1,72%	0	0,00%
Observation Checklist	1	1,72%	0	0,00%
Classroom Observation Reports	1	1,72%	0	0,00%
Video Recordings	1	1,72%	0	0,00%
The teacher and School Principal's Feedback	1	1,72%	0	0,00%
Semi-structured Interview notes with the teacher	1	1,72%	0	0,00%
The Teele Inventory of MI	1	1,72%	0	0,00%
MI Vocabulary Test	1	1,72%	0	0,00%
The Observations of the students by the teacher	1	1,72%	0	0,00%
Vocabulary and Reading Comprehension Test	1	1,72%	0	0,00%
Attitude Scale towards Learning English	0	0,00%	2	3,45%
Interviews with students and teachers	0	0,00%	1	1,72%
Total	58	84,48%		15,52%

According to Table 7, out of the 17 theses included in the research, 4 (6,90%) of the master's theses were prepared using Vocabulary Test, 3 (5,17%) Multiple Intelligences Inventory for Adults, 3 (5,17%) Multiple Intelligence Inventory, 3 (5,17%) Reading Texts, 3 (5,17%) Writing Test, 2 (3,45%) Multiple Intelligences Survey, 2 (3,45%) Interview with the students, 3 (5,17%) Multiple Intelligence Inventory for English Language Teachers, 2 (3,45%) Lesson Plans, 2 (3,45%) English Reading Comprehension Test, 1 (1,72%) Grammar Achievement Test, 1 (1,72%) Multiple Intelligences Checklist, 1 (1,72%) Students' Exit Slips, 1 (1,72%) Multiple Intelligences Questionnaire, 1 (1,72%) Writing Rubric, 1 (1,72%) Attitude Scale, 1 (1,72%) Phrasal Verb Test, 1 (1,72%) Journal, 1 (1,72%) Researcher's Diary, 1 (1,72%) Writing Apprehension Test, 1 (1,72%) Story Retelling Speaking Test, 1 (1,72%) AMB Scale (Learner Autonomy Learner Motivation Bodily-Kinesthetic Intelligence Scale), 1 (1,72%) Essay, 1 (1,72%) Observation Checklist, 1 (1,72%) Classroom Observation Reports, 1 (1,72%) Video Recordings, 1 (1,72%) The teacher and School Principal's Feedback, 1 (1,72%) Semi-structured Interview notes with teacher, 1 (1,72%) The Teele Inventory of MI, 1 (1,72%) MI Vocabulary Test, 1 (1,72%) The observation of the students by the teacher, 1 (1,72%) Vocabulary and Reading Comprehension Test. When doctoral dissertations were examined, it is seen that 2 (3,45%) of the doctoral dissertations were prepared using Vocabulary Test, 1 (1,72%) Multiple Intelligences Inventory, 1 (1,72%) Writing Test, 1 (1,72%) English Reading Comprehension Test, 1 (1,72%) Grammar Achievement Test, 2 (3,45%) Attitude Scale towards Learning English, 1 (1,72%) Interviews with students and teachers. Figure 7 shows that the Vocabulary Test, Writing test, and Multiple Intelligences Inventory were the most utilized data collection tools in the graduate theses.

Figure 7
Distribution of the Studies According to Data Collection Tools



8. Research Objectives of Theses on Applications of Multiple Intelligence Theory in Teaching English Language Skills

Data shown in Table 8.1 and Table 8.2 were obtained from the sub-problem “What are the research objectives of theses prepared for the applications of Multiple Intelligence Theory in teaching English language skills?” The research objectives of theses were examined using the content analysis method and produced two themes, presented in Figure 8.1. Five subthemes emerged for the “The Effects of MIT” theme, and four subthemes emerged for the “Implementation of MIT” theme in Figure 8.2.

Figure 8.1
Themes Created about Research Objective of Theses

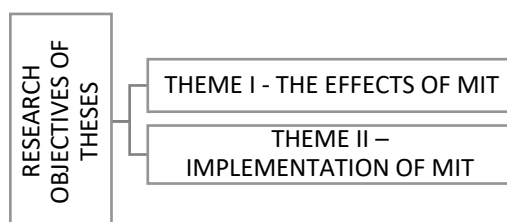


Figure 8.2
Themes and Subthemes Created about Research Objectives of Theses

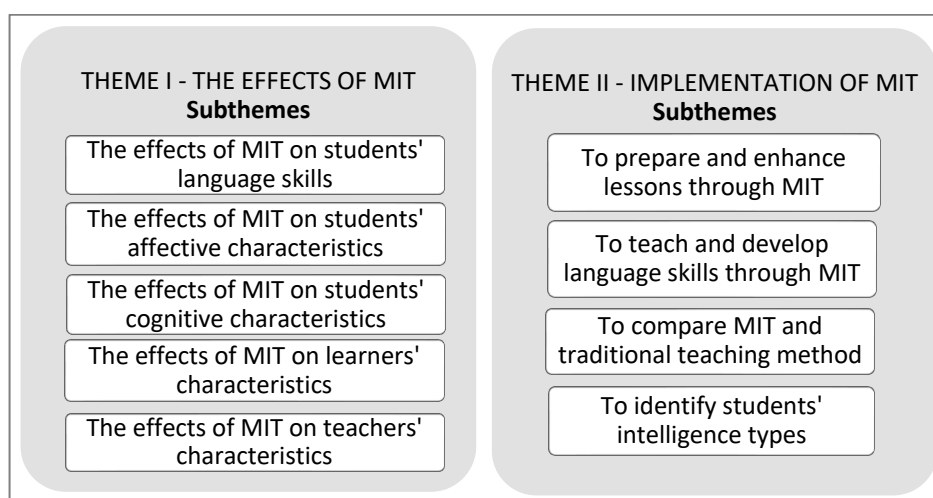


Table 8.1
Theme I – The Effects of Multiple Intelligence Theory

THEME	SUBTHEMES	EXAMPLES
Theme I – The effects of MIT	I-The effects of MIT on students' language skills	T1 - T2 - T3 - T5 - T7 - T10 - T11 - T12 - T13 - T14 - T15 - T16 - T17
	II-The effects of MIT on students' affective characteristics	T2 - T3 - T7
	III-The effects of MIT on students' cognitive characteristics	T4 - T9 - T12
	IV-The effects of MIT on learners' characteristics	T8 - T12
	V-The effects of MIT on teachers' characteristics	T2

As shown in Table 8.1, five subthemes were determined under the first theme, “The effects of MIT”. The first subtheme is “The effects of MIT on students’ language skills”. Theses, including T1, T2, T3, T5, T7, T10, T11, T12, T13, T14, T15, T16, and T17 are examples that seek to demonstrate how MIT has an impact on students’ language skills. Twenty codes emerged for the “The effects of MIT on students’ language skills” subtheme. The most remarkable codes under this subtheme are; “*Find the effects of MIT on improving reading skills*” (T5), “*Find the effects of MIT on writing performance*”

(T15), “Explore the game’s impacts on developing speaking skills” (T12), “Find out the effects of MIT on the improvement of grammar skills” (T3), “Find the effects of MIT on the achievement of students’ vocabulary learning” (T14).

“The effects of MIT on students’ affective characteristics” is the second subtheme. Examples of theses that reveal how MIT affects students’ affective characteristics are T2, T3, and T17. Three codes emerged for the “The effects of MIT on students’ affective characteristics” subtheme. “Finding out the effects of MI on students’ attitudes towards learning English” (T2) and “Receive students’ opinions about the implementation of MIT” (T3) are some of these codes.

The third subtheme is “The effects of MIT on students’ cognitive characteristics”. Examples of theses to reveal how MIT affects students’ cognitive characteristics are T4, T9, and T12. Five codes emerged for the “The effects of MIT on students’ cognitive characteristics” subtheme. “Find the effects of MIT on students’ motivation” (T4) and “Show the contribution of MIT to students’ motivation” (T9) are some of these codes.

“The effects of MIT on learners’ characteristics” is the fourth subtheme. T8 and T12 are examples of theses aiming to reveal the effects of MIT on learners’ characteristics. Three codes emerged for the “The effects of MIT on learners’ characteristics” subtheme. “Increase students’ level of participation in vocabulary activities” (T8) and “Explore the game’s impacts on learner autonomy” (T12) are some of these codes.

The fifth and last subtheme of the theme is “The effects of MIT on teachers’ characteristics”. T2 is an example of a thesis that aims to reveal the effects of MIT on teachers’ characteristics. “Exploring teachers’ attitudes towards the process of MI application” (T2) is the only code that emerged for the “The effects of MIT on teachers’ characteristics” subtheme.

Table 8.2
Theme II – Implementation of Multiple Intelligence Theory

THEME	SUBTHEMES	EXAMPLES
Theme II – Implementation of MIT	I-To prepare and enhance lessons through MIT	T7 - T8 - T9 - T12 - T13 - T16 - T17
	II-To teach and develop language skills through MIT	T1 - T4 - T6 - T9 - T11 - T17
	III-To compare MIT and traditional teaching method	T5 - T10 - T13 - T14
	IV-To identify students’ intelligence types	T3 - T7 - T16

As shown in Table 8.2, four subthemes were determined under the second theme, “Implementation of MIT”. The first subtheme is “To prepare and enhance lessons through MIT”. T7, T8, T9, T12, T13, T16, and T17 are among the theses that aim to prepare and develop lessons through MIT. Twelve codes emerged for the “To prepare and enhance lessons through MIT” subtheme. “Prepare MI-based lesson plans to teach vocabulary” (T16) and “Involve MI-based activities in language teaching” (T17) are the most noteworthy codes under this subtheme.

“To teach and develop language skills through MIT” is the second subtheme. Theses, including T1, T4, T6, T9, T11, and T17, aim to teach and develop language skills through MIT. Eleven codes emerged for the “To teach and develop language skills through MIT” subtheme. The most notable codes under this subtheme are; “Develop reading performance via MI” (T9) and “Teach writing through the writing tasks based on MIT” (T11).

The third subtheme is “To compare MIT and traditional teaching method”. Examples of theses that aim to compare MIT and traditional teaching methods are T5, T10, T13, and T14. Four codes emerged for the “To compare MIT and traditional teaching method” subtheme. “*Compare traditional English teaching methods and MI-based teaching in reading skills*” (T5) and “*Compare teaching vocabulary through MIT and through traditional method*” (T10) are some of these codes.

“To identify students' intelligence types” is the fourth and last subtheme of the theme. Examples of theses aiming to identify students' intelligence types are T3, T7, and T16. Three codes emerged for the “To identify students' intelligence types” subtheme. “*Find out students' intelligence profiles*” (T7) and “*Identify the MI profile of very young learners*” (T16) are some of these codes.

9. The Results of Theses Prepared for the Applications of Multiple Intelligence Theory in Teaching English Language Skills

Data shown in Tables 9.1, 9.2, and 9.3 were obtained from the sub-problem “What are the results of theses prepared for the applications of Multiple Intelligence Theory in teaching English language skills?” The conclusions of theses were examined using the content analysis method, and it generated three themes, which are presented in Figure 9.1. Five subthemes emerged for the “The results of MIT on students' language skills” theme, four subthemes emerged for the “The results of MIT on students and teachers' characteristics” theme, and four subthemes emerged for the “The results of MIT implementation” theme in Figure 9.2.

Figure 9.1

Themes Created about the Conclusions of Theses

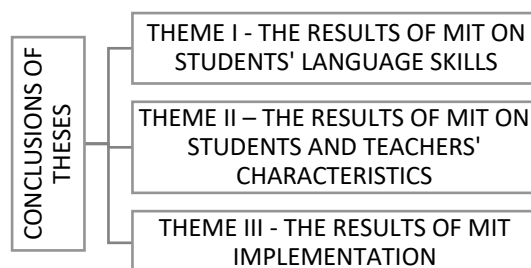


Figure 9.2

Themes and Subthemes Created about the Conclusions of Theses

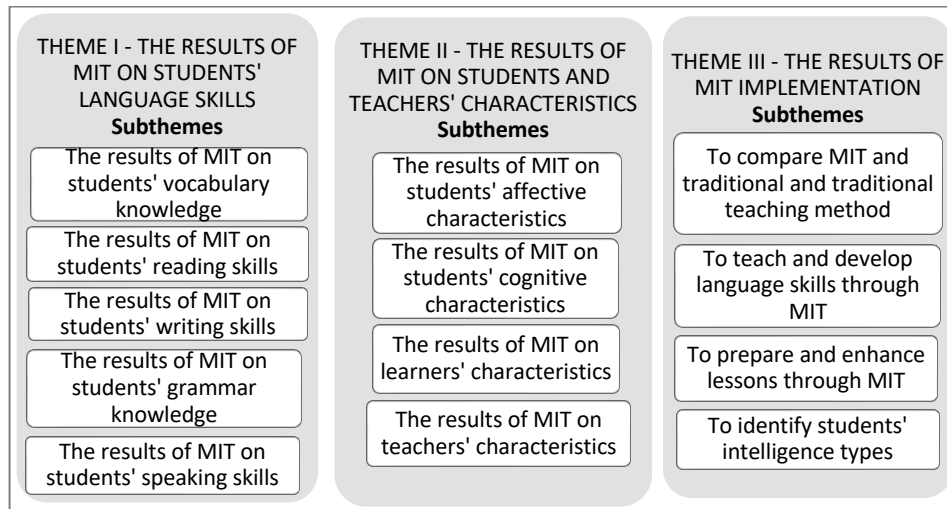


Table 9.1

Theme I – The Results of Multiple Intelligence Theory on Students’ Language Skills

THEME	SUBTHEMES	EXAMPLES
Theme I – The results of MIT on students’ language skills	I-The results of MIT on students’ vocabulary knowledge	T2 – T6 – T7 – T9 - T10 – T13 – T14 – T16 – T17
	II-The results of MIT on students’ reading skills	T1 – T2 – T5 - T9
	III-The results of MIT on students’ writing skills	T2 – T11 – T15
	IV-The results of MIT on students’ grammar knowledge	T2 – T3
	V-The results of MIT on students’ speaking skills	T12

As Table 9.1 indicates, five subthemes were identified under the name of “The results of MIT on students’ language skills” theme. The first subtheme is “The results of MIT on students’ vocabulary knowledge”. Eighteen codes emerged from the theses under this subtheme. T2, T6, T7, T9, T10, T13, T14, T16, and T17 are examples of theses to demonstrate the results of MIT on students’ vocabulary knowledge. The most remarkable codes under this subtheme are; “*MI activities considerably increased students’ use of vocabulary*” (T9) and “*MIT-based activities enhanced the students’ retention of vocabulary*” (T16).

The second subtheme is “The results of MIT on students’ reading skills”. Eight codes emerged from the theses under this subtheme. T1, T2, T5, and T9 belong to this subtheme to display the results of MIT on students’ reading skills. Some of the codes that are concluded from the theses are; “*MI-based activities increased students’ reading comprehension success*” (T1) and “*MI-based education increased the permanence of students’ reading skills*” (T5).

“The results of MIT on students’ writing skills” is the third subtheme. Seven codes emerged from the theses under this subtheme. T2, T11, and T15 are examples of theses to indicate the results of MIT on students’ writing skills. The most noticeable codes that are concluded from the theses are; “*MIT-based writing tasks had a positive impact on improving students’ writing skills*” (T11) and “*MI activities enhanced students’ writing skills*” (T15).

The fourth subtheme is “The results of MIT on students’ grammar knowledge”. Three codes emerged from the theses under this subtheme. T2 and T3 are examples of theses to show the results of MIT on students’ grammar knowledge. The most noteworthy code concluded from the theses is; “*The students’ grammar knowledge improved significantly*” (T3).

“The results of MIT on students’ speaking skills” is the fifth subtheme. One code emerged from the thesis under this subtheme. Only T12 is an example of a thesis to demonstrate the results of MIT on students’ speaking skills. The code concluded from the thesis is; “*Kinect-based game improved the speaking skills*” (T12).

Table 9.2

Theme II – The Results of Multiple Intelligence Theory on Students and Teachers’ Characteristics

THEME	SUBTHEMES	EXAMPLES
Theme II – The results of MIT on students and teachers’ characteristics	I-The results of MIT on students' affective characteristics	T2 – T3 – T7 - T9 – T12 – T15
	II-The results of MIT on students' cognitive characteristics	T3 - T4 – T9 – T11 - T12 – T15
	III-The results of MIT on learners' characteristics	T1 – T8 – T12 – T17
	IV-The results of MIT on teachers' characteristics	T2

As Table 9.2 indicates, three subthemes were identified under the name of “The results of MIT on students and teachers’ characteristics” theme. The first subtheme is “The results of MIT on students' affective characteristics”. Six codes emerged from the theses under this subtheme. T2, T3, T7, T9, T12, and T15 are examples of theses to indicate the results of MIT on students’ affective characteristics. Some of the remarkable codes that are concluded from the theses are; “*MI Theory had a largely positive effect on students and their success*” (T3) and “*MI activities helped students to become more interested in the lessons*” (T15).

The second subtheme is “The results of MIT on students' cognitive characteristics”. Eleven codes emerged from the theses under this subtheme. T3, T4, T9, T11, T12, and T15 are examples of theses to display the results of MIT on students' cognitive characteristics. Some of the noteworthy codes that are concluded from the theses are; “*Teaching writing through MIT motivated students more than other ways*” (T4) and “*MI activities helped students to become more effective learners*” (T15).

“The results of MIT on learners' characteristics” is the third sub-theme. Five codes emerged from the theses under this subtheme. T1, T8, T12, and T17 are examples of theses to signify the results of MIT on learners' characteristics. The most remarkable codes that are concluded from the theses are; “*Kinect-based game gave positive results on learner autonomy*” (T12) and “*MI activities increased pupils’ participation in the lessons*” (T17).

The fifth sub-theme is “The results of MIT on teachers' characteristics”. Two codes emerged from the theses under this subtheme. Only T2 is an example of the thesis to show the results of MIT on teachers' characteristics. The code concluded from the thesis is; “*Teachers had positive attitudes towards MI-based instruction*” (T2).

Table 9.3*Theme III – The Results of Multiple Intelligence Theory Implementation*

THEME	SUBTHEMES	EXAMPLES
Theme III – The results of MIT implementation	I-To compare MIT and traditional teaching method	T2 - T5 – T10 – T14 – T17
	II-To teach and develop language skills through MIT	T4 - T6 – T11
	III-To prepare and enhance lessons through MIT	T8 – T16
	IV-To identify students' intelligence types	T7

As Table 9.3 indicates, four sub-themes were identified under the name of “The results of MIT implementation” theme. The first sub-theme is “To compare MIT and traditional teaching method”. Five codes emerged from the theses under this subtheme. T2, T5, T10, T14, and T17 are examples of theses to give an idea of the comparison between MIT and traditional method. The most impressive codes that are concluded from the theses are; “*MIT-based instruction increased students' reading skills much more than traditional methods*” (T5) and “*MIT-based vocabulary teaching was more effective than traditional vocabulary teaching*” (T14).

The second subtheme is “To teach and develop language skills through MIT”. Three codes emerged from the theses under this subtheme. T4, T6, and T11 are examples of theses to indicate teaching and developing language skills through MIT. Some of the codes that are concluded from the theses are; “*Teaching writing through MIT was effective*” (T4) and “*Using MI activities was useful in teaching phrasal verbs*” (T6).

“To prepare and enhance lessons through MIT” is the third subtheme. Three codes emerged from the theses under this subtheme. T8 and T16 are examples of theses that demonstrate preparing and enhancing lessons through MIT. Some of the remarkable codes that are concluded from the theses are; “*How to establish a vocabulary development program using MIT was learned*” (T8), and “*MI-based activities helped the students to learn target vocabulary in an easy and entertaining way*” (T16).

The fourth sub-theme is “To identify students' intelligence types”. One code emerged from the thesis under this subtheme. Only T7 is an example of a thesis to illustrate identifying intelligence types. The code concluded from the thesis is, “*In different studies, it has been observed that different intelligence areas are dominant*” (T7).

CONCLUSION, DISCUSSION AND SUGGESTIONS

This study contains four chapters. The first chapter presents the importance of Multiple Intelligences Theory (MIT), the types of intelligence, the reason for searching this area, and the research questions. The second chapter presents the research method, sample group, data collection tools, data analysis, validity, and reliability. In the third chapter, the findings of the research questions are presented. The fourth chapter covers the conclusions of research questions, discussions, and suggestions for the application of MIT in teaching English language skills. In the following paragraphs, several suggestions are presented.

This study examined seventeen theses regarding the applications of multiple intelligences theory in teaching English language skills, prepared in Turkey between 2000 and 2023. The theses were examined under the categories of types of theses, languages of theses, publication year, universities they are prepared, sample group, research method, data collection tools, research objectives, and results of theses. The study's conclusion reveals that 15 theses (88,24%) are master's theses (MTs) and 2 (11,76%)

are doctoral dissertations (DDs). The number of DDs is less than that of MTs. Based on this finding, it is believed that doctoral dissertations can study the Multiple Intelligences Theory's applications in teaching English language skills. Out of the 17 theses in the study, 2 (11,76%) of the MTs were written in Turkish, 13 (76,47%) in English, and 2 (11,76%) of the DDs were published in English. The majority of graduate theses were published in English (88,24%), and it was noted that Turkish was not the preferred language for doctoral dissertations. The preferred language in the theses was expected to be English since universities' English Language Teaching departments prepared them. It was observed that the theses on the applications of Multiple Intelligence Theory in teaching English language skills were published chiefly in 2004 (17,65%), and all of them were master's theses.

It was determined that most graduate theses were prepared at Selçuk University (23,53%), and all of them were master's theses. Overall, it is concluded that mostly preparatory class students (35,29%) were selected as the sample group. While 8 (47,06%) master's theses and 1 (5,88%) doctoral dissertation used the quantitative research method, 7 (41,18%) master's theses, and 1 (5,88%) doctoral dissertation preferred the mixed research method. It was discovered that the prepared theses lacked a preference for qualitative research methods. It can be said that the aims of the theses are a significant factor in why the qualitative research method is not preferred. When the data collection tools of the theses were examined, it was found that Vocabulary Test (10,35%), Multiple Intelligences Inventory (6,89%), and Writing Test (6,89%) were the most frequently used tools.

Two themes were created for the research objectives when theses were examined according to their objectives: "The effects of MIT" and "Implementation of MIT". In the theme of the Effects of MIT, five subthemes were generated. The first subtheme under this theme is "The effects of MIT on students' language skills". It aimed to explore MIT's effects on vocabulary and grammar knowledge and English language skills such as reading, writing, and speaking. Within the framework of the data obtained, it can be concluded that most of the theses examined aimed to find MIT's effects on vocabulary learning. It can be said that most of the examined theses prioritized searching for the students' vocabulary learning, among other language skills. The researchers did not have a curiosity to investigate the effects of MIT on listening skills; therefore, there are no findings about listening skills. The second subtheme under this theme is "The effects of MIT on students' affective characteristics". It can be concluded that researchers of theses inquired about learning students' attitudes towards Multiple Intelligence Theory and English and whether their attitudes change after the teaching practice. "The effects of MIT on students' cognitive characteristics" is the third subtheme that has been worthwhile to investigate for researchers. It can be deduced that the effects of multiple intelligence theory on students' motivation are desirable to investigate. The fourth subtheme is "The effects of MIT on learners' characteristics" which researchers aimed to investigate the participation and autonomy of students after the implementation of MIT-based instruction. The last subtheme under this theme is "The effects of MIT on teachers' characteristics". It is aimed to investigate teachers' attitudes towards MIT-based instruction. It can be said that it is the least intriguing topic for researchers to explore. In most of the examined theses, the aim was to explore the effects of MIT on students. Finally, it can be concluded that under the name of theme one, which is "The effects of MIT", examined theses mainly focus on students' language skills.

In the theme of "Implementation of MIT", four subthemes were created. The first subtheme is "To prepare and enhance lessons through MIT". It can be concluded that researchers aimed to investigate the involvement of MIT-based activities in a lesson and create lesson plans based on MIT. It is also planned to explore teaching through MIT-based instruction in English skills and to develop learners' language skills, which are the second subtheme "To teach and develop language skills through MIT". It can be said that researchers aimed to find out MIT on teaching practice. "To compare MIT and traditional teaching method" is the third subtheme of the theme. It can be concluded that it aims to find the differences between traditional teaching methods and MIT-based teaching practices to observe

whether they have significant differences between them in the lessons. The fourth and last subtheme under the theme is “To identify students' intelligence types”. It can be deduced that researchers aimed to investigate the intelligence profiles of students; thus, they can take into account the results while teaching their lessons. Finally, it can be concluded that under the name of theme two, which is the “Implementation of MIT”, examined theses predominantly pay attention to teaching through MIT and implementing it in the English lessons.

Three themes emerged when the theses' conclusions were examined: “The results of MIT on students' language skills”, “The results of MIT on students and teachers' characteristics” and “The results of MIT implementation”. Five subthemes were generated in the theme of the results of MIT on students' language skills. The first subtheme under this theme is “The results of MIT on students' vocabulary knowledge”. Within the framework of the data obtained, it was revealed that Multiple Intelligences Theory has positive effects on students' vocabulary knowledge. MIT-based activities in English lessons were found to enhance students' vocabulary learning and increase their use of vocabulary. As Dogan (2019) found out in her study, students' vocabulary use significantly increased thanks to implementing the Multiple Intelligence Theory into the lesson. Activities based on MIT were not only helpful in the achievement of students' vocabulary learning but also enhanced the students' vocabulary retention.

Faidah et al. (2019) also revealed that English instruction based on multiple intelligences will help students retain more information. In the theses examined, it was also seen that vocabulary instruction based on MIT gave more effective results than traditional vocabulary teaching. Through MI activities, the students performed better in their vocabulary learning. Related literature in the field (Alavinia & Farhady, 2012; Soleimani et al., 2012) also supports the research result. In light of the findings above, integrating Multiple Intelligence Theory into English lessons is believed to contribute to students' vocabulary learning in many aspects.

The second subtheme under this theme is “The results of MIT on students' reading skills”. It was concluded that Multiple Intelligence Theory positively impacts students' reading skills. The students' success in reading comprehension was found to increase with MI-based activities. Reidel et al. (2003), as well as Uhlir (2003), have published related works that support this finding. It was revealed that English lessons based on Multiple Intelligences improved the permanence of students' reading skills. Similarly, Abdulkader et al. (2009) observed that students in the experimental group can store the information they learned much longer in reading class after the teaching program with the help of multiple intelligence-based instruction. It was determined that preparing activities by considering students' intelligence types enables students to display better reading performance, which helps to develop their reading skills. In addition, it can be said that MIT-based instruction is significantly more effective than traditional methods at enhancing students' reading abilities. Based on the findings mentioned above, it is believed that incorporating Multiple Intelligence Theory in teaching English reading skills will contribute to developing students' reading skills.

The third subtheme under this theme is “The results of MIT on students' writing skills”. It was observed that Multiple Intelligence Theory has positive results on students' writing skills. Students' writing abilities were enhanced by MIT-based activities, which also succeeded in making them love writing. Examples that support these findings include studies by Eng and Mustapha (2010) and Dogan (2019). MIT-based writing tasks not only improve students' various writing competencies and contribute to their language development but also allow them to use their minds more efficiently while writing. It was also determined that students performed better in their writing tasks. According to Eng and Mustapha, thanks to Multiple Intelligences Theory-based instruction, students in the experimental group performed better than the control group in writing skills (2010, p.56). Besides, it was concluded

that the traditional method was less effective than MI-based writing tasks in developing students' writing skills. Given the findings above, it is anticipated that applying Multiple Intelligence Theory to the instruction of English writing skills will help students' writing abilities develop.

The fourth subtheme under this theme is "The results of MIT on students' grammar knowledge". Within the framework of the data obtained, it was revealed that Multiple Intelligences Theory positively impacts students' grammar knowledge. It was found that MIT-based lessons significantly increased students' knowledge of grammar, which in turn increased their success. Additionally, Geimer et al. discovered the same positive effects on grammar knowledge. At the end of their study, they revealed that Multiple Intelligence-based teaching improves students' grammar knowledge, which also brings achievement (2000, p.29-33). Moreover, it was deduced that MIT-based grammar instruction gave more effective results than traditional grammar teaching. The fifth and last subtheme under this theme is "The results of MIT on students' speaking skills". Including Multiple Intelligence based activities and games in English lessons was found to improve students' speaking skills. Similarly, Rihani (2016) and Hassan (2017) indicate that students' speaking skills would improve by preparing various activities in English lessons based on various intelligence types.

In the theme of "The results of MIT on students and teachers' characteristics", four subthemes were created. The first subtheme is "The results of MIT on students' affective characteristics". It has been concluded that lessons with MIT-based instructions help students have a positive attitude toward the lessons, have learners more interested in the lessons, and reduce their stress levels. Furthermore, MIT-based teaching promotes students' success positively. As Chen states in her study, the interview with learners shows that they had difficulty speaking before MIT-based instruction (2005, p.106). Likewise, according to Bas and Beyhan, students can develop their attitudes positively toward English thanks to MIT-based instruction (2010, p.365). "The results of MIT on students' cognitive characteristics" is the second subtheme that the researchers focus on. It is revealed that as a result of implementing MIT into the lessons, students become more motivated, showing positive performance achievement. Additionally, learners can find a way to explore their potential, which helps them realize which abilities they own. According to Bhat, learners' motivation is promoted by MIT-based instruction, and it helps students to activate their abilities (2012, p.39). Besides, as Faidah et al. state, "In better context, by providing multiple intelligences in the classroom context will help them to learn better, especially in learning English" (2019, p.70).

The third subtheme is "The results of MIT on learners' characteristics". It is revealed that MIT-based activities positively affect students' participation in the lessons. Moreover, it enhances learners' autonomy, which helps students to become more responsible for their own learning. According to Rihani, when students' participation is poor during the lessons, MIT activities will enrich their participation level (2016, p.85). The fourth subtheme is "The results of MIT on teachers' characteristics". It is concluded that teachers have a positive attitude towards implementing MIT into their lessons since it gives students a chance to participate better, which brings success together. As Ibragimova (2011) indicates, teachers feel happy and satisfied with implementing MIT into the lessons. Finally, it can be expressed that under the theme of "The results of MIT on students and teachers' characteristics" most of the examined studies focus on "The results of MIT on students' affective characteristics" and "The results of MIT on students' cognitive characteristics" subthemes.

In the theme of "The results of Multiple Intelligence Theory implementation", four subthemes were created. The first subtheme is "To compare MIT and traditional teaching method". It has been concluded that teaching through MIT-based instruction enhances students' learning better than traditional teaching methods. It can also be said that MIT-based instruction creates adequate learning opportunities for students to comprehend the subject better rather than teaching with traditional

techniques. Soleimani et al. study can be given example to support these results, as it is stated that multiple intelligence-based teaching is more effective than compared to traditional teaching methods (2012, p.49). “To teach and develop language skills through MIT” is the second subtheme under this theme. It has been revealed that teaching language skills through MIT is an effective way of learning for students.

Moreover, it can be concluded that teaching through MIT-based instruction helps students engage in English lessons. According to Bhat, teaching writing through MIT-based instruction has positive effects on developing students’ creative writing (2012, p. abstract). Furthermore, in her study, Chen (2005) found that the experimental group who had been taught with MI-based activities and Cooperative Learning showed their liking towards the teaching styles used during the training (2005, p.143). The third subtheme is “To prepare and enhance lessons through MIT”. It can be said that preparing lessons based on MIT-based instruction enriches students’ learning. As Faidah et al. state, teachers believe that learners comprehend in a more fun and easy way when the lessons are prepared based on MIT (2019, p.69). “To identify students’ intelligence types” is the fourth and the last subtheme under the theme. It can be said that identifying students’ intelligence profiles is worth investigating for researchers to conduct their studies. Finally, it can be concluded that under the theme of “The results of Multiple Intelligence Theory implementation”, most of the examined studies mainly concentrate on the subtheme “To compare MIT and traditional teaching method”.

In this study, theses prepared for the applications of the Multiple Intelligences Theory in teaching English language skills are examined according to various categories, and the current situation is revealed by reviewing the relevant literature. The study is expected to contribute to the literature by highlighting the gaps in the field and summarizing the current state of studies. Based on the findings and the conclusions of this study, the below suggestions could be made:

- On this topic, it was found that the number of master’s theses was higher than the number of doctoral dissertations. Based on this finding, it is believed that more doctoral dissertations can investigate the applications of the Multiple Intelligences Theory in teaching English language skills to contribute to the literature.
- By designing MI-based instruction, further research can be conducted with participants studying at different educational levels, especially in primary and secondary education.
- It is recommended to focus primarily on listening skills in future theses that will be conducted within the framework of teaching English language skills through Multiple Intelligences Theory, as this is a gap in the literature.
- The applications of Multiple Intelligences Theory in teaching grammar and speaking skills in English can receive more attention in future studies.
- This research is restricted to master’s theses and doctoral dissertations accessible in the Council of Higher Education (CoHE) National Thesis Center database. However, by including internationally published master’s theses and doctoral dissertations, articles published in national and international peer-reviewed journals, and papers presented at congresses, more comprehensive results can be obtained in further research.
- This study’s conclusions also have implications and suggestions for why English language teachers should modify their traditional methods of instruction. The theses examined demonstrated that MIT-based English instruction improved students’ vocabulary and grammar knowledge in many ways, while also yielding positive results on reading, writing, and speaking skills. The research has shown that using MIT-based instruction enhances students’ learning more

than using conventional teaching techniques. For this reason, activities that appeal to learners' intelligence and help them build on their strengths should be incorporated into language classes.

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Ethical Approval

It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.

Conflict of Interest

The authors have no conflict of interest to declare.

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