

CHAPTER 1

CONCEPTUAL FRAMEWORK

1.0 Introduction

Humans are the most distinguished and blessed creatures on earth. One of the most distinguishing aspects of human is 'brain'. Isaac Newton, Albert Einstein, Galileo, Alexander Graham bell, these are well-known people in their era. They are famous for their work, which they did in their life. As Newton hits his head with apple and gave the Law of Universal Gravitation. Alexander Graham bell thought he was on to something, that is, the first verbal messages to travel by wire and through the air, and invent the Telephone. Galileo, best known for giving telescope, and through which he discover that the sun is at the center and the planet revolved around it. Beside these there are so many other people who were smarter and genius in their era. The force which made them genius is 'brain'; they had great insight in them. The most important thing is their Intelligence. Because of their high intelligence they became genius. Intelligence has profound effects on one's life: psychologically, socially, educationally and economically.

According to Gardner, every society has its own ways of considering an ideal human being, such as the ancient Greek who valued "physical ability, rational judgment, and virtuous behavior, while the Roman valued courage. In china, skills in music, drawing and archery were valued. In many western societies, "the intelligent person" has been valued for centuries.

Present Education focus on individualized education and Learner autonomy. In such situation the role of learner and teacher has changed. The leaner are more active and teacher become facilitator. To facilitate learning of the learner teacher has to first understand the learner. The understanding about the learner means the abilities and qualities possessed by the learner. The activity provided to intelligent student has to be different from the activity of slow learner. The intelligence is one of important aspect to categorize students in various categories.

1.1 Concept of Intelligence

Many definitions were given to intelligence. Every author has defined intelligence differently by focusing on various aspects. Few definitions are presented as follows.

According to All Words Dictionary (2006) Intelligence means “The ability to use memory, knowledge, experience, understanding, reasoning, imagination and judgment in order to solve problems and adapt to new situations.”

H. Gardner defined Intelligence as “the ability to solve problems, or to create products, that are valued within one or more cultural settings.”

“It seems to us that in intelligence there is a fundamental faculty, the alteration or the lack of which, is of the utmost importance for practical life. This faculty is judgment, otherwise called good sense, practical sense, initiative, the faculty of adapting one’s self to circumstances.” **A. Binet**

As per above definitions, the intelligence is the general mental ability to learn and apply knowledge to manipulate the environment. In other words intelligence comprise of ability to evaluate and judge, to comprehend complex ideas, solve problem, mental speed, general knowledge, creativity, abstract thinking and memory play important role in the measure and standard of intelligence. Most agree that intelligence is an umbrella term which cover a variety of related mental abilities.

1.2 Development of Intelligence

If intelligence is ability then can it be measured and if yes, then what is mechanism to measure it. Many researches were carried out in field of psychology to measure intelligence of an individual. Even many psychologists have defined it with its measurement parameters also.

According to Gardner, every society has its own ways of considering an ideal human being, such as the ancient Greek who valued “physical ability, rational judgment, and various behaviors”. While the roman valued courage. In china, skills in music, drawing and archery were valued. In western societies, “the intelligence person valued for centuries. The adjective intelligent has a strong impact on the people, so those who are labeled “intelligent” are expected to be able to succeed not only in the academic life but also in tasks or situations those people face in life. This is usually the general sense of intelligence. However, in western societies the word “intelligent” can also refer to high score result in IQ test.

Many psychologists have attempted to define and measure human intellectual capabilities. One of these psychologists was Francis Galton who believed that intelligence was inherited and he believed he could measure intelligence, so he developed formal IQ test in the late nineteenth century. In 1906 the French psychologist Alfred Binet developed the most well known IQ test in the world. Binet wanted to test French children in order to predict their academic potential and identify children with learning disabilities. This way, those children could be help in order to succeed in school. The IQ test was modified to best suit American society in the 1920 and 1930s and it became known as the Stanford-Binet IQ test. The IQ test is administered especially in the primary school to predict success in academic studies. Since the IQ test was being largely used in the USA for the several purposes, some restrictions were made to the use of IQ test in the school. American school psychologists only administer the IQ tests when there is need to identify either of a child has some disability in learning or if he/she is gifted.

Other tests were created in order to measure human capabilities. Test such as Scholastic Assessment Test (SAT) are also similar to IQ test. Many psychologists claim that IQ tests are valid for predicting academic achievement, as they were primarily created; however, they cannot predict success in life outside school and they cannot determine what intelligence is or how intelligent a person is.

In the 1970s, Howard Gardner, a professor of education at Harvard University, started questioning the traditional definition of intelligence on which such tests are based. Gardner worked with talented children and adult who had brain damage. He found that people had many other gifts and talents that weren't necessarily reflected in the traditional idea of intelligence. He used a variety of sources – including neurophysiologic research and studied with autistic people, geniuses, and protégés – to support his model that various parts of the brain provide different types of intelligence.

In 1983, Gardner published the book “Frames of Mind,” which outlined seven different types of intelligence. Ten years later, he added an eighth type. This multiple intelligence (MI) theory became a popular model for understanding the many ways in which human intelligence exists.

1.3 Theories of Intelligence

Based on development in concept of intelligence, various theories of intelligence are developed by psychologist. The few of major theories of intelligence are presented as follow:

➤ **Charles Spearman – General Intelligence:**

British psychologist Charles Spearman (1863-1945) described a concept he referred to as ***general intelligence***, or ***g factor***. After using a technique known as factor analysis to examine a number of mental aptitude tests, Spearman concluded that scores on these tests were remarkably similar. People who performed well on one cognitive test tended to perform well on other tests, while those who scored badly on one test tended to score badly on other. He concluded that intelligence is general cognitive ability that could be measured and numerically expressed.

➤ **Louis L. Thurstone – Primary Mental Abilities:**

Psychologist Louis L. Thurstone (1887-1955) offered differing theory of intelligence. Instead of viewing intelligence as a single, general ability, Thurstone's theory focused on seven different "primary mental abilities." The abilities that he described were:

- Verbal comprehension
- Reasoning
- Perceptual speed
- Numerical ability
- Word fluency
- Associative memory
- Spatial visualization

➤ **Howard Garden – Multiple Intelligence:**

One of the more recent ideas to emerge is ***Howard Garden's theory of multiple intelligences***. Instead of focusing on the analysis of test scores, Gardner proposed that numerical expressions of human intelligence are not a full and accurate depiction of people's abilities. His theory describes eight distinct intelligences that are based on skill and abilities that are valued within different culture.

The eight intelligences Gardner described are:

- Visual-spatial intelligence
- Verbal-linguistic intelligence
- Bodily-kinesthetic intelligence
- Logical-mathematical intelligence
- Interpersonal intelligence
- Musical intelligence
- Intrapersonal intelligence
- Naturalistic intelligence

➤ **Robert Sternberg – Triarchic Theory of Intelligence:**

Psychologist Robert Sternberg defined intelligence as “mental activity directed toward purposive adaption to, selection and shaping of, real-world environments relative to one’s life.” While he agreed with Gardner’s intelligence is much broader than a single, general ability, he instead suggestion some of Gardner’s intelligence are better viewed as individual talents.

Sternberg proposed what he refers to as ‘successful intelligence,’ which is comprised of three different factors:

- **Analytical intelligence:** This component refers to problem-solving abilities.
- **Creative intelligence:** This aspect of intelligence involves the ability to deal with new situations using past experience and current skills.
- **Practical intelligence:** This element refers to the ability to adapt to a changing environment.

These all theories of intelligence facilitate to understand individual abilities in better way. One of significant contribution in field of intelligence is by H. Gardner. He gave multiple intelligence theory

1.4 Gardner’s Theory of Multiple Intelligences

Howard Gardner revolutionized the view of intelligence when his book ‘*Frames of Mind*’ was published in 1983. He proposed a new theory called **Multiple Intelligences**. Gardner believes that intelligence cannot be measured by traditional tests such as IQ tests and his view of intelligence differs from the traditional view. Gardner argues that, “Multiple intelligences theory, on the other hand, pluralizes the

traditional concept”. His definition of intelligence is “a bio-psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture. (Gardner, 1999).

Gardner claims that each individual has at least eight intelligence and intelligences are combined in different manner, so each individual has a different intelligence profile, which combination of all the intelligence. Each person has some strong intelligence (strengths) and some are not well developed (weaknesses). Gardner (1993) believes that the intelligence profile can be changed and improved through education. Gardner (1999) stated that each person potential can be activated and this activation depends on several aspect such as “the values of a particular culture, the opportunities available in that culture, and the personal decisions made by individual and their families, schoolteachers, and others”

The seven original intelligences: verbal/linguistic, logical/mathematical, spatial/visual, bodily/kinesthetic, musical, intrapersonal, and interpersonal. In the late nineties, Gardner considered one more intelligence is naturalist. Gardner considers the possibility of adding other intelligences such as existential, spiritual, and moral. However Gardner has recognized only eight intelligences so far.

Gardner, unlike other psychologists, did not rely heavily on the instruments used by psychometric tests when he researched human intelligences. In the word of Gardner (1999): *“I laid out a set of eight separate criteria. I comb the relevant scientific literature evidence on the existence of many candidate faculties”*.

In *Frames of Mind* (1983), Gardner describes each intelligences with examples of professionals, who are strong in each intelligence. The description of each intelligences are given bellow:

❖ **Linguistic Intelligence**

Linguistic intelligence is the ability to use language successfully and efficiently both orally and in writing, spell words, learn new languages, use language to achieve some objectives, tell stories, remember information, play word games, and do word processing on a computer. It represents the capacity to use language in an effective manner in speech and use language for convincing other, understanding patterns of a language. It is important to realize that not all students can perform at high level with every one of the linguistic skills. This indicates that some students may master telling stories, but not writing. Others may master answering numerical mathematical questions, but not verbal ones.

People with a preference for or just with a strong linguistic intelligence often choose careers as language teacher, interpreters, editors, linguist, radio, or television announcers, reporters, librarians and editors. If students want to develop their linguistic intelligences while focusing on language learning, they can consider doing the following activities:

- Browse the library or bookstores regularly
- Read the book just for the fun of it. Read the newspaper every day, even for just a few minutes, or read joke book or practice telling the joke to friends
- Keep a diary
- Play word game
- Memorize a favorite song, poem, or story
- Get together with friend and take turns to read the parts of a play

❖ **Logical/Mathematical Intelligence**

Logical-mathematical intelligence is the ability to “analyze problems logically, carry out mathematical operations, and investigate issues scientifically”. Put another way, it is the ability to use numbers and reason well, explore relationships, such as cause and effect, make connections, and use experiments to examine things.

People with Logical/Mathematical intelligence often choose career as scientists, mathematician, computer analysts, economics, accountants, statisticians, science teachers and so on. If want to develop their Logical/Mathematical intelligence, with particular focus on language learning, they can consider doing the followings:

- Watch television show about science
- Read about famous scientist and their discoveries, or detective stories
- Play logical-mathematical games like clue with friends and family
- Visit the local science museum
- Carry and use technology such as calculators and games
- Sequence event into story line

❖ **Musical Intelligence**

Musical intelligence Students with intelligence are skilful at learning sounds, singing, and performing and composing music. They are also good at identifying rhymes, intonations, and pitches. They like to play some musical instruments or spend hours listening to music on the radio or CDs. But music belongs to everybody. Even if a person sings off-key, he still can develop his musical intelligence.

People with a strong musical intelligence often choose as musicians, music therapists, songwriters, music teacher, piano tuners, studio engineers, disc jockeys and so on.

If students want to develop their musical intelligences within language learning, they can consider doing the following activities:

- Go to concerts with friends and family
- Listen to different kinds of music- classical, jazz, rock, international, country
- Make a tape or CD of their favorite songs
- Keep a list of all the music they hear during the day
- Sing English songs in the shower
- Join a chorus group or a choir
- Turn some of the learning into a song or rhythmic chant

❖ **Bodily-kinesthetic intelligence**

Bodily-kinesthetic intelligence is one's ability to use body language skillfully (such as hands, fingers, mouth, and facial expression), communicate with others, express ideas, feelings and emotions, and process information. They are also good at acting out plays, and doing laboratory experiments. People with a preference for this kind of intelligence generally have skills such as strength, balance, endurance, flexibility, and coordination. But if Bodily-kinesthetic intelligence is not his/her specialty, one can still use his/her body to help his/her mind. For example, physical exercise like dancing, swimming, walking, jogging, or aerobics can improve one's mental health.

People with bodily-kinesthetic intelligence often choose career as athletes, dancer, actors, models, mimes and so on.

If students want to develop their Bodily-kinesthetic intelligence with particular focus on language learning, they can consider doing the following activities.

- Play sports in their neighborhood
- Put a music with a song and make up their own creative dance to reflect words
- Enroll in a dance, drama. Or pottery class
- Learn cooking, gardening, woodworking, or car mechanics
- Mime or act out a story

❖ **Spatial-Visual Intelligence**

Spatial-Visual intelligence is the ability to sense and enjoy art activities, maps, pictures, and charts. People with this intelligence can visualize things and learn

through movies easily. They are skillful at using colors. They enjoy rearranging the furniture in their house. The spatially intelligent people see things that other people probably miss. They notice colors, shapes, and patterns, and how light falls on the objects.

People with a strong spatial intelligence often choose career as painters, engineers, architects, graphic artists, mechanics, photographers, sculptors, pilots interior decorator and so on.

If students want to develop spatial intelligence while focusing on language learning, they can consider doing the following activities:

- Work on Jigsaw puzzles involving language.
- Take a filmmaking class
- Cut out favorite pictures from magazines and make a collage
- Pay close attention to the television advertisement, films, and videos they see
- Take a walk outdoors and pay close attention to describe it around them and others
- Create a story by sketching a series of pictures or by using magazine pictures

❖ **Interpersonal Intelligence**

Interpersonal intelligence points out one's ability to cooperate skillfully and effectively with others. Such people are friendly and sociable, thus they have many friends. They can understand others' feelings, intentions, interests, and motivations. They also can use these skills to help and comfort people, to manipulate and persuade people.

People with interpersonal intelligence usually choose career as salespeople, lawyers, politicians, business executives, travel agents, social workers, psychologists, religious leader and school principals.

If students want to strengthen their interpersonal intelligences with particular focus on language learning, they can consider doing the following activities:

- Join some clubs at school, or in their neighborhood
- Have a party and invite one or two people they do not know very well
- Be a people watcher. Go to a busy place where English is likely to be used and spend time watching people interact with one another
- Make a point of meeting and talking English with one new person every month or so

- Interact with a least one people (out of class) in English each day

❖ **Intrapersonal Intelligence**

Intrapersonal intelligence refers to one's ability to understand his inner thoughts, feelings, desires, strengths and weaknesses. This helps such people know how they are different from or similar to others. They also know how to act and behave in specific situations such as when they are angry, happy, sad, or worried. Further, they like to be alone. They are excellent when learning by themselves; that is, they are self/independent learners. They do not like noisy places. People with a preference for intrapersonal intelligence like to ponder questions such as "Who am I"? , "What is the purpose of life?", "What is the meaning of my dream?" and so on. Perhaps they feel most peaceful and self-aware when they are walking alone in the nature.

People with this kind of intelligence often become therapists, writer, and religious leader. If students want to develop their intrapersonal intelligences with particular focus on language learning, they can consider doing the following activities:

- Think about their goals and their hopes for the future
- Engage in activities that makes them feel more confident about themselves
- Attend religious services
- Record their thoughts and feelings in a diary journal
- Keep a special "dream journal" by their bed. Write down their dreams as soon as they wake up in the morning
- Sit in a comfortable chair for 20 minutes and just day dream about the places they would like to go and people they would like to meet
- List strengths of their language learning and areas in which they need assistance

❖ **Naturalist Intelligence**

Naturalist intelligence points out the ability to recognize and classify living and nonliving things such as clouds, mountains, rivers, trees, animals, birds, and so on so forth. People who use this intelligence often are always concerned with observing, classifying, and understanding the parts of the physical environment as well as showing understanding of nature phenomena.

People with high naturalistic intelligence often choose career as farmer, botanists, conversationalists, environmentalists, and biologists. If students want to develop their

naturalistic intelligences with particular focus on language learning, they can consider doing the following:

- Visit the zoos, aquariums or other places where the natural world is studied
- Be involved in a hobby that involves nature, such as birds watching
- Read books or magazine, or watch television shows or movies that features nature
- Collect flowers, bugs, leaves or other natural things to show and describe to others
- Enjoys studying environment, nature, plants and animals
- Talk about favorite pets or preferred natural places to their classmates or friends

If the person having various types of intelligence then it might be affect its learning pattern also.

1.5 Multiple Intelligence and Learning Styles

Multiple Intelligences has been closely linked with learning styles. In the words of Christison “the terminology and labels used for identifying learning styles vary greatly”. Based on Reid (1995), Christison states that there are three major categories of learning styles: cognitive, sensory and personality. The first one, cognitive, is composed of: field independent/field dependent; analytic/global; reflective/impulsive. The second one, sensory, is composed of perceptual (auditory, visual tactile and kinesthetic) and environmental, which is composed of physical and sociological learner. The third one, personality, is composed of tolerance of ambiguity, right and left hemisphere dominance.

According to Gardner (1999), a learning style, applied to "an indefinite range of content", is an approach to take information; while intelligence, applied to a specific content, is a psychological and biological ability to process the received information. Imagine someone taking in /receiving information, such as a poem. Now, the way he is receiving the poem is called a learning style which may be “auditory”, in hearing, or “visually”, in reading. This preference of learning can be used in other contents. On contrast, the way this person is processing the poem, of course psychobiological, is called intelligence. He may use direct words to construct meaning, which is, linguistic intelligence; use his visual intelligence by which he visualizes certain images in his

“mind’s eye”; or use intrapersonal intelligence by which he relates the poem to his own experiences, feelings and emotions.

Baum, Veins, and Slatin (2005) mentioned some differences between a learning style and intelligence. These can be tabulated as follows:

Intelligences	Learning style
Everyone has all types of intelligence	Not everyone has all learning styles
How to process and understand information	How to take information
Refers to psychobiological abilities	Refers to concrete tools such as light, sound, furniture, time of day, colour

Although both intelligences and a learning style are different, Gardner (1999) stated that "*perhaps the decision about how to use one's favored intelligences reflects one's preferred style*".

1.6 Multiple Intelligence Theory and Education

It is important to understand that MI theory was first written as a psychology science. Then it was adopted by educators to be implemented in education. Gardner (1983) admitted that "... it was educators, rather than psychologists, who found the theory to be of most interest".

Additionally, the psycholinguistic aspect of second language acquisition focuses on the integration of the mental structures and the skills involved in learning. This along with the sociolinguistic aspect, as Gardner emphasized the social and cultural acceptance of a production, is considered the core of MI theory.

Although MI theory seems similar to earlier teaching methods and approaches, like communicative approach, in emphasizing individual differences and aiming at reinforcing "individualized instructions, autonomous learning, learner training, and learner strategies" (Richards and Rodger, 2001), it has much more influence on language teaching programmes (Larsen-Freeman, 2000). This influence that MI theory possesses is mostly because it provides eight different ways to teaching and learning. In order to teach using these eight ways, teachers, first, should be aware of their students' strengths, and then use a variety of aware-based activities reflecting the target intelligences (Larsen-Freeman, 2000). Gardner's theory provided a broader and

more comprehensive vision of teaching since teachers will use different techniques, activities and exercises that address all students, not just a specific type of students who master, for example, linguistic and logical intelligence.

1.7 Using Multiple Intelligence in Teaching-Learning Process

Accepting Gardner's Theory of Multiple Intelligences has several implications for teacher in terms of classroom instruction. Since all intelligences are needed, teachers should think of all intelligence as potentially equally important across the group of students they are teaching. Within a group, some student will have a preference for using some intelligences but other students will wish to use different ones. This is in contrast to tradition education system, which typically places a strong emphasis on the development and use of verbal and mathematical intelligence. Thus, the theory of Multiple Intelligences implies that educators should recognize and teach to a broader range of talents and skills that depend on a variety of intelligences. So one of a teacher attributes needs to be to encourage all students to use all intelligences, but also recognize students will have preference of some of them.

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In the classroom, Gardner recommended that integral education would use student's natural talents successfully. Integrated education is the system that used different educational approaches such as game, music, stories and images. If material are taught and assessed in only one way, one will only reach a certain types of students.

Students who are not good at linguistic and logical skills can still learn very well if they are taught with other method rather than using textbooks. For example, students with spatial intelligences could understand lessons more quickly by looking at visual images rather than reading pages from textbooks. Students with good interpersonal intelligences would learn better in a group discussion instead of reading books alone. Some students might learn new word more easily by listening to song. The student who is almost falling asleep during the logical presentation may come alive when the bodily-kinesthetic approach started.

The above discussion suggests that teaching methods and curriculum should be developed flexibly. Once a method is applied, teacher should observe and try to find out how students react to that method and whether students make good progress. The feedback received from students is a good resource to improve educational method. So, integrated education could allow teachers to be more creative and flexible in preparing the lesson in class. Also, the teacher would learn more about their students and then adjust their teaching methods after a couple of class meeting.

According to Gardner (1993), “In my view, the purpose of school should be to develop intelligences and to help people reach vocational and a vocational goal that are appropriate to their particular spectrum of intelligences.”

To learn language it is intelligence quotient plays an important role.

1.8 The Application to MI Theory to English Language Teaching (ELT)

When humanism began to have a decisive impact on education in the 1960s, the conventional, authoritative teacher-centered instruction gave way to the learner-centered mode of instruction. Educators started paying more attention to the impact of the affective factors such as feelings, emotions, anxiety, frustration, motivation and confidence on the process of learning. There has also been a maturing of some innovative English Language Teaching approaches, methods and techniques over the last 20 years. Some of them have been called The Silent way, Community Language Learning (CLT), Total Physical Response (TPR), Suggestopedia, The Natural Approach, Communicative Approach, Cooperative Approach, and Whole Language Learning.

Every ELT (English Language Teaching) method or technique with its specific emphasis has been developed to meet students' different needs or interests. These approaches can be linked to Gardner's (1993) intention of developing and using different kinds of intelligences. The Silent Way, for example, emphasizes the development of students' inner thinking (intrapersonal intelligence). Total Physical Response, however, emphasizes language learning through physical action (bodily-kinesthetic intelligence). Suggestopedia uses drama and visual aids as keys to unlock a student's learning potential; in this approach, music plays the greatest role in facilitating learning (musical intelligence). Both the Communicative Approach and Cooperative Learning seem to place its greatest emphasis upon the importance of interpersonal relationship (interpersonal intelligence) to language learning.

It is suggested that MI theory can provide a way for all teachers to reflect upon their best teaching methods, and to figure out the reason why some methods may work well for some students but not for others, it also may help teachers expand their current teaching repertoire to include a broader range of techniques, materials and methods for reaching an ever wider and more various range of learners, since it may be that some students have not responded well in the past because their preferred intelligence were not being stimulated by the teaching approach used.

Furthermore, a number of studies conducted in the ELT field recommend the following techniques to implement the MI theory in the ELT field in the class:

- **Words Are Not Enough:** Do not rely on the spoken word only. Most activities for the younger learners should include movement and involve the senses, colors and sounds (Bas 2008).
- **Play with the Language:** Let the pupils talk to themselves. Make them play with the language by making up rhymes, singing songs, telling stories, etc. in the classroom (Scott and Ytreberg, 1990).
- **Cooperation not Competition:** The ideology of the theory of Multiple Intelligences is based on "cooperation" not on competition. So because of this reason, avoid prizes and awards in the class. In this regard, according to Scott and Ytreberg (1990), make room for shared experiences.
- **Using Story books:** The educational value of using storybooks and storytelling has always been undisputed throughout the world. EFL teachers of young learners are now more familiar with an acquisition-based methodology

and recognize the true value of using storybooks and storytelling as a way to create an acquisition rich environment and ideal learning conditions which provide "comprehensible input" or "language a little beyond child's current level of competence" (Brewster, Ellis and Girard, 2003; Krashen, 1981).

- **Drawing and Coloring:** Children can redraw the characters; create maps showing where the story takes place, think of other possible cover illustrations, and so on (Bas 2008).
- **Handicrafts:** Craft activities are extremely useful as learners can develop their listening and reading skills while following the written or oral instructions. Teachers should always make the craft activity themselves before doing it with their class. The finished work should be shown to the learners to give them a general idea of what is expected from them. Teachers should have the necessary materials with them so that they can do the activity together with their students while also giving the instructions (Ersoz et al. 2006).
- **Songs and Rhymes:** Very often, the rhymes developed in stories are to be found in various songs and rhymes (Brewster, Ellis and Girard, 2003). Pupils can also compose songs for the storybook(s) they have read and then sing the song they have composed in the classroom.
- **Vocabulary Activities:** Pupils can create their own "picture dictionary", based on words from the stories they have read or heard. They can work individually or pool their efforts to illustrate the words, either by drawing pictures or by cutting pictures out of magazines or catalogues. They can choose whether to arrange the words alphabetically or thematically (Brewster, Ellis and Girard, 2003).
- **Drama:** Pupils can act out the story in the storybooks or song they have read or listened to. They can organize a place and write, if they want, a different end for the story and then perform the story in the classroom. The pupils can also compose a song for the story and sing it in some parts of the drama if they wish (Bas 2008).
- **Games:** Students may wish to play games purely for fun. Teachers, however, need to make sure that whatever done in the classroom is for teaching and learning purposes (Ersoz et al., 2006).

1.9 Rationale of the Study

Intelligence helps an individual to grow in life. It helps individual to get adjusted with his environment. Many studies have shown that development of individual is depends on the intelligence possessed by him and its utilization. Gardner has given concept of Multiple Intelligence. According to him an individual possess eight type of intelligence. He said that if the individual is trained as per dominating intelligence possessed by him he has scope to progress more in life. As it facilitate individual to understand the concepts and make meaning out of it. Every individual is unique and he learns as per his learning styles. These learning styles adopted by an individual is depends on which type of high intelligence possessed by him. Indian classroom are heterogeneous classroom where teacher finds difficult to address need of all students. NCF (2005) emphasized on adopting student centered approach where teacher has to provide learning experience as per students need.

To learn subject knowledge language plays an important role. Learning of language facilitate learner to gain better understanding about the subject and grow in that field. In competitive world, English language learning is an essential for every learner. If they are competent enough in English language then they can face future challenges easily. Grammar is base of learning any language. And if its learning experiences are provided as per students learning style then they can learn easily.

In present study, the researcher tried to prepare a MI based programme to teach English to elementary students.

1.10 Statement of the Problem

Effectiveness of MI based programme to teach English

1.11 Objective of the Study

1. To develop MI based programme to teach English
2. To implement MI based programme to teach English
3. To study effectiveness of MI based programme to teach English

1.12 Hypothesis

Ho: There will be no significant difference in mean achievement score of students on pre-test and post-test.

1.13 Operationalization of terms

In the present study, many terms are used by the researcher like MI based programme, Effectiveness of MI based programme. The operationalization of these terms is presented as follows.

- ❖ **MI based Programme:** MI based programme refers to the programme consists of various group activities based on Multiple Intelligences as given by Gardner.
- ❖ **Effectiveness of MI based Programme:** For the present study, effectiveness of the MI based Programme means the enhancement in the learning of the students of English subject as assessed through pre test and post in experimental group.

1.14 Delimitation of the Study

The present study is delimited to Gujarati Medium Elementary School having GSHSEB and uses of Simple Present Tense of standard 8 English subjects.

1.15 Scheme of Chapterization

The dissertation has been divided in to fifth chapters .The scheme of chapterisation is as follow

Chapter-1 Conceptual framework

This chapter focuses on the conceptual frame work or theoretical background of the study undertaken. It also states the objectives of the study undertaken, hypotheses framed and lastly include scheme of chapterization perceived by the researcher..

Chapter-2 Reviews of Related Literature.

This chapter comprises of related literature studied by the researcher with a view to gaining insight into the study on hand as well as to decide the appropriate techniques and tools for the present study

Chapter-3 Research Methodology

This chapter focuses on the Methodology adopted in the present study. It describes in detail the research design selected for the present study, the tools used and the procedure adopted for the data collection as well as data analysis.

Chapter-4 Analysis and Interpretation Data

In this chapter collected data have been analyzed and presented in a tabular form interpretation based on the analysis have been presented and discussed in the light of the present study undertaken.

Chapter-5 Conclusion, Suggestion and Implication

The last chapter of the dissertation deals with the conclusion drawn from the present study. It also presents some suggestions for the future studies that can be undertaken in the field.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter provides a comprehensive review of related literature relevant to research conducted in this area. Researcher has classified the reviews of the studies of Multiple Intelligence in two categories. One as Multiple Intelligences Studies and English language and another as Multiple Intelligence studies conducted in other discipline.

2.1 Studies related to MI and English Language Study

Ebadi, S. and Ashtarian, S. (2014) conducted study on *the representation of Multiple Intelligences in ESP Textbooks: the Case of Nursing for Careers Published by OU*. This study intended to uncover the extent to which Multiple Intelligences (MI) are reflected in the internationally- designed ESP textbook namely, Nursing published by OUP. To examine the selected textbook in relation to different intelligences as reflected through various activities and tasks, a multiple intelligences checklist developed by Razmjoo and Jozhaghi (2010) was used. The textbook was evaluated and frequencies and percentages of occurrence of each type of intelligences were calculated. The results indicates that the analyzed textbook was rich in addressing verbal intelligence followed by the logical, interpersonal, intrapersonal, bodily, musical, visual intelligence types while to some extent poor in representing natural intelligence. The pedagogical implications of the findings of the study highlight the fact that policy makers, administrators, and materials developers need to consider the necessity of applying all intelligence types in designing the ESP textbooks. Adapting internationally developed materials which are rich in representing multiple intelligences is also recommended as an alternative for ESP material developers.

Estaji, M. and Nafisi, M. (2014) studied *Multiple Intelligences and their Representation in EFL Young Learners' Textbook*. This study was aimed to investigate the extent to which young learners' textbooks reflect and engage multiple intelligences (MI). Furthermore, the study considered the frequency with which each type of intelligences was presented in young learners' textbooks at four different

levels. In particular, it was an attempt to assess the strengths and weaknesses of the currently used books to determine whether the books should be reconstructed to boost MI varieties in the content and to what extent teachers are required to utilize supplementary materials to cover the deficiencies. To this end, a multiple intelligences checklist was developed, based on the framework of the Theory of Multiple Intelligences, to examine the selected textbook in relation to different intelligences as reflected through various activities and tasks. Accordingly, eight textbooks which are currently taught at a language institute young learners' department have been analyzed according to the aforementioned MI checklist. Careful analysis of the selected textbooks revealed that the intelligence profile of these textbooks is primarily verbal/ linguistic. Naturalistic intelligence is recognized as the least intelligence type provided only at intermediate and advanced levels textbooks, and no example of spiritual and existential intelligences was found. However, a fair percentage of distribution for the remaining intelligence types was reported. Pedagogically, the findings of the study hold the implication that policy makers, administrators, and materials developers especially those involved in developing materials for EFL young learners, consider the necessity of applying all intelligence types in designing young EFL learners' textbooks.

Jing, J. (2013) conducted study on *Teaching English Reading through MI Theory in Primary Schools*. The study was an empirical research about application of MI theory in Primary School English class. Two parallel classes were chosen, and one class was taught under the guidance of MI theory, and final evaluations of the two classes were conducted by applying post-tests and interviews. The research data showed that MI-based reading contributed significantly to arousing pupils' interest toward English reading and improving pupils' reading proficiency.

Moheb, N. and Bagheri, M. S. (2013) studied *Relationship between Multiple Intelligences and Writing Strategies*. This study was conducted to find the relationship between multiple intelligences and writing strategies among Iranian EFL learners. The participants in this study were 120 adult males and females studying at high and advanced levels of Iran Language Institute. The first questionnaire was a multiple intelligences inventory surveying nine types of intelligences based on Gardner's theory and the second one was a writing skills and strategies questionnaire checking the students' use of general, before, during and after writing strategies. According to the results of a correlational analysis, "logical, existential, kinesthetic, verbal and

visual intelligences” correlated with “general writing strategies”. Moreover, “naturalistic, logical, kinesthetic and visual intelligences” relationship with “before writing strategies”. The study found that some types of intelligences among females had relationship with some writing strategies while in the male group no relationships were found. Besides, the results of advanced levels more significant correlations than those of high levels. Regression analysis, on the other hand, proved that none of the intelligences could predict writing strategies separately.

Celik, S. (2012) conducted study on *The Influence of Multiple Intelligences on Teaching Reading in a Foreign Language*. This study aimed to see the influence of Multiple Intelligences founded by Howard Gardner (1983) on Reading instruction. The quantitative experimental research took targeted learners consisted of 59 freshman students whose levels were nearly the same at the pre-intermediate level, in Education Faculty at Ishik University, Arbil (Iraq). Students of control group received traditional treatment while reading was taught to them, while students of experimental group were treated according to their intelligence during class and home work. Two MI questionnaires were conducted and three main Multiple Intelligences (Intrapersonal, Logical-mathematical and Bodily kinesthetic) were found among the students of experimental group. The findings shows that directing the learners according to their intelligences bring many benefits not only in improving their reading skills, but also in reducing the class discipline problems and in developing awareness of their weaknesses and strengths.

Nasiri, M. Ketabi, S. et al (2012) studied *Multiple Intelligences in Locally published ELT Textbooks in Iran*. This study aimed to investigate the extent to which English textbooks which are locally designed for primary education in Iranian state schools reflect Multiple Intelligences. Based on the framework of the Theory of Multiple Intelligences, a multiple intelligence checklist was developed to examine each textbook in relation to different intelligences as reflected through different activities and tasks. It has been found that the intelligence profile of English textbooks is predominantly logical-mathematical and visual/spatial. Musical and Verbal/Linguistic intelligence are identified as the least intelligence type, and no example of Natural, interpersonal and intrapersonal intelligence was found. However, any fair percentage of distribution for the remaining intelligence types was recorded.

Ibragimova, N. (2011) conducted a study on the *Multiple Intelligences Theory in Action in EFL Classes: A Case Study*. This study aimed to investigate the application

of Multiple Intelligences Theory (MI) in intermediate language classes at Eastern Mediterranean University (EMU) English Preparatory School (EPS) by evaluating the textbooks and classroom activities used. To this aim, first the student's intelligence profiles were identified by adopting and using a 'Multiple Intelligences Survey' instrument (McKenzie, 1999). Secondly, the intelligence profiles of the materials used were found out. Thirdly, teacher's perceptions about the application of MI Theory in their classes, as well as their evaluations of the materials in terms of MI Theory were investigated. The research study was designed as a qualitative case study which involves descriptive methodology with a particular sample of 148 students and 10 teachers at EMU EPS. The study employed triangulation approach to collect the data. The study collected data from multiple sources through: 1) MI survey, 2) textbook evaluation, 3) classroom observation, and 4) teacher interviews for triangulation. The findings of the study were revealed that while a balanced distribution of intelligences in the students MI profiles was found the range was between 51.8% and 73.4%, however, there was a wide range of distribution of intelligences in the textbooks MI profiles, with a range of 1.48% and 100%. This can be interpreted as there was no balance in the textbooks activities in terms of the intelligence types addressed. Similarly, textbook activities do not address the students MI profiles, when the results of textbook evaluation were compared with the results of MI survey. Teachers think that MI theory is as important and it affects their teaching and their students learning positively. However, the classroom observations show that eight intelligences are not catered for in a balanced ways.

Haboush, Z. Y. (2010) conducted a study on the *Effectiveness of using a programme based on Multiple Intelligences theory on eight graded English reading comprehension skills*. The objectives of the study were to examine the effectiveness of using a suggested programme based on multiple intelligences theory to develop English reading comprehension skills of eighth male graders. The research design adopted was and two equivalent groups were employed. One of them was treated as an experimental group consisting of 33 students and the other was treated as a control group consisting of 32 students. Both groups were proved to be equivalent in terms of age, general English achievement and reading comprehension achievement. The researcher used tools as checklist of reading comprehension skills, an achievement test (pre and post test), an MI-based analysis of the reading texts, a suggested programme and weekly quizzes for the purpose of formative evaluation. Accordingly,

although the MI-based programme had positive effects on only three skills (Skimming, scanning and meaning of the word through context) out of five (Skimming, scanning and meaning of the word through context, inferences, sequencing) it was concluded that multiple intelligences theory could improve EFL reading comprehension.

Wallace and Richard Le Roy Wayne, (2010). Studied *The Perceptions of Community College Students to Foreign Language Acquisition Grounded in Multiple Intelligence Theory*". The purpose of this qualitative study was to examine and gain a clearer understanding of the perception of foreign language learning of adult foreign language learning attending a South-West Missouri community college. This study was based on the Multiple Intelligence (MI) theory of Howard Gardner. It examined the perceptions of adult language learners where instruction was grounded in MI. This was an important aspect of the study because it sought to explore the perceptions of adult foreign language learner where instruction was grounded in MI and to offer insight into the factor that affect language leaning, specifically in the context of incorporating MI in foreign language learning.

Suma C. Abraham (2009) conducted a study on *Effectiveness of Multiple Intelligence Models for Learning English a Secondary Level*. The objective of the study was to prepare multiple intelligence Model for teaching Grammar and Composition in Standard VIII and test the effectiveness of multiple intelligence models in learning English. It was pre-test post-test parallel group experimental design for experiment and control group having 30 students. SES scale and achievement test for English were the tools prepared by the investigator. ANOVA, ANCOVA, percentage analysis, post-hoc test used for analyzing the data. Finding of the study shows that there was no significant difference between pretest score of Experimental and control group. There was a significant difference between post test score of experimental and control group. Gain score of experimental group was better than control group and there was no significant difference between experimental and control by their gender, income and qualification.

Chauhan, R. M. (2009). conducted study on *Effectiveness of Multiple Intelligence Based Teaching in Teaching English for Primary School Students*. The objective of the study was to find out the level of performance of control and experimental groups in their gain scores and to find out the difference between control and experimental groups students in their gain scores. Based on the objectives of the study, the parallel

design or equivalent group design for conducting the experiment was adopted. The randomly selected 60 VII standard students from a primary school at Ahmedabad in Gujarat. The result shows that in the control group, 20% students have low level, 70% of them have moderate level and 10% of them have high level of gain scores. In the experimental group, 10% of students have low level, 63.33% of them have moderate level and 26.67 % of then have high level of gain scores. The 't- test' result reveals that the experimental group students are better than the control group students in their gain scores.

Gundogdu, K., Eissa, M. A. et. al. (2009) conducted study on *The Effectiveness of a Multiple Intelligence based program on Improving Certain Reading Skills in 5th- Year Primary Learning Disabled Students*. A total of 60 students identified with LD were invited to participate. The sample was randomly divided into two groups, experimental (n=30, 23 boys, 7 girls) and control (n=30, 21 boys, and 9 girls). ANCOVA and Repeated Measures Analyses were employed for data analysis. Findings from this study indicated the effectiveness of the program employed in improving reading skills, namely word recognition and reading comprehension skills in the target students.

Chen, Shu-Fen (2005) conducted a study on the *Cooperative Learning, Multiple Intelligences and Proficiency; Application in College English Language Teaching and Learning*. The focus of this study was to examine whether the theory of Multiple Intelligences provided effective criterion for grouping students in a cooperative learning environment and whether the adoption of cooperative learning, the theory of Multiple Intelligences and Whole Language Learning in class can improve students' language skills. The researcher questions of the study: Can cooperative learning enhance students' attitude? Can cooperative learning have a positive effect on student's language proficiency performance?, Can MI-based activities in class in conjunction with cooperative learning ideas, improve the students four language skills?, Can cooperative learning and Gardner's theory of multiple intelligences allow learners with different learning styles and learning paces to work together and fulfill different needs in Language Learning Center?, Do the subjects in this study perform better on the passing rate of the four skill test than the other students in that college. The study used a quantitative methodology with research hypotheses using a quasi-experimental approach. The result from this study suggested that the use of group work can lead to the feelings of comfort, less pressure, and motivation. Many students

in the CL & MI group expressed pleasure, enjoyment and liking that they attributed to the teaching approaches that were used. Students' responses to a number of classroom activities related to CL, MI, WLA and Language Learning Center used in the study, which appeared to enhance the students' motivation and attitudes in learning the four skills. The co-operative learning did have a positive effect on students' language proficiency performance and MI-based activities in class in conjunction with CL ideas appeared to improve the students' four language skills.

Maria Do Rozario De Lima Botelho (2003) conducted a study on, *Multiple Intelligences Theory in English Language Teaching; An Analysis of current Textbook, Materials and Teachers' Perceptions*. This study has sought to investigate the relationship between MI and ELT. The survey was conducted and data were collected from ELT teachers. The data collected related to how much English teachers know about MI theory. How English teachers choose the textbooks for their institutions and how English teachers choose materials to supplement the textbooks they use in their institutions and the reasons why textbooks needs to be supplemented. At first, the survey was sent to 127 teachers (Brazilians and non-Brazilians). There were two groups of sample: 1) Thirty-four Brazilian EFL/ESL teachers and 2) Twenty-seven non-Brazilian EFL/ESL teachers. This group of sample consisted of teachers who had taught English either in their countries or in the USA. Both groups were composed of male and female subjects from 20 years old. The results of the study show that 85.19% of teachers know MI, 90.16% of teachers use MI in their teaching; however, 40.98% of teachers use MI unconsciously. Teachers also have interest in knowing more about MI theory. In regards to textbooks, results show that the most important criteria for choosing textbooks are *meaningful and communicative activities/exercises* and *method/approach/theory*. In terms of extra materials, results show that *activity type* (music, game, listening, reading, etc) and *authentic material* are considered the two most important criteria mentioned by teachers. It also revealed that *methods/approach/theory* is not as relevant for choosing extra materials as it is for choosing textbooks.

2.2 Multiple Intelligences Studies on Other Disciplines:

Antony gracious, F.L. and Annaraja, (2011), conducted study on *Multiple intelligence and computer efficacy of prospective teachers*. This study was conducted

to find out the relationship between multiple intelligence and Computer Efficacy of Prospective Teacher. Data of the study were collected using self made multiple intelligence inventory and Computer Efficacy Scale. The stratified random sampling technique for selecting the sample was used. The sample consisted of 242 prospective teacher. For analyzed data: t-test and Pearson's product moment co-efficient were used. Finding shows that there was no significant relationship between Multiple Intelligence and Computer Efficacy of Prospective teacher.

Sohani, C. (2011) conducted study on *Introducing Co-operative Learning and Multiple Intelligences to Student Teachers through A Game Event: A Case Study*. The study described the systematic effort to train future teachers in co-operative principles, combined with training in multiple intelligences, through the organization of a special game event entitled "Eight Dimensional Groups," at the S.N.D.T.College of Education for Women in Pune, Maharashtra. Positive feedback obtained from student teachers is presented along with the researcher's reflections on the study. The study emphasized the need to implement Cooperative Learning (CL) and the necessary to develop appropriate competencies in student teachers. The study advocated that the training teacher trainees for CL as well as multiple intelligences those are the two different dimensions of teacher training at S.N.D.T. was best done through experimental learning. The study also described in detail a special game event entitled "Eight Dimensional Groups," which was conducted to promote CL among the student teachers. The purpose the game event was to tap the various kinds of intelligences hidden inside the teacher trainees and to promote cooperation among the teacher trainees.

Anthony, M. and Annaraja (2009) conducted a study on *Multiple Intelligence of Primary Teachers*". The objective of the study was to find out difference between multiple intelligence of primary school teachers by their (i) gender (ii) locality (iii) marital status and (iv) type of school. Population for the study was primary school teachers from Virudhunagar educational district. Sample for the study was 200 primary school teachers from Virudhinagar educational district. 't-test', chi-square test and ANOVA were the statistics used to analyze the data. Findings of the study revealed that there was a significant difference between multiple intelligence of primary school teachers by their gender, locality. There was no significant difference between multiple intelligence of primary school teacher by their marital status and type of schools.

Jemila and Annaraja (2009) conducted a study on *Multiple Intelligence and Achievement of Higher Secondary Students in Commerce*. The objective of the study was to find relation between multiple intelligence and achievement in commerce. Population of the study was Higher Secondary Commerce students of Tirunelveli district. 250 students were collected by stratified random sampling. Tools for the study were multiple intelligence Inventory by H. Gardner (1983) reliability (0.80) and Achievement test prepared by the investigator and its reliability (0.79). Mean, Correlation and ANOVA were used to analyze the data. Findings of the study were that there was a significant relation between multiple intelligence and achievement test.

Micheal leo and Venkatesh (2009) conducted a study on *Relationship Between Multiple Intelligence and Academic in Biology of XI Standard Students*. Objective of the study was to find the relation between multiple intelligence and Academic Achievement. For the study multiple intelligence by Gardner (1983) and self made Achievement test were used as tools. 't-test', chi square test, correlation and ANOVA were the Statistics used to analyze the data. Findings of the study found that there was no significant difference by their gender, medium of instruction, locality, type of school and religion and community in their multiple intelligences. There was a significant difference in gender, medium, locality, Type of school and community of Academic Achievement. There is no relation between total and multiple intelligence and achievement of total sample and female; but there was a relation between in total and multiple intelligence and achievement.

Nachimuthu and Vijayakumari (2008) conducted study on *Application of ICT and Multiple Intelligences*. The objective of the study was to compare the mean M.I. score of the Botany students taught through development CAI package of "Plant Growth" in five units of Botany namely, Plant growth, Phases, Development, Regulators and Hormones. The sample was 67 of which 35 are experimental and 32 are control as in XII class of Government Higher secondary school, Rasipuram, Namakkal district of Tamil Nadu. The treatment was continued for three weeks at the rate of 90 minutes per day for five units of Botany. Group intelligence test by Mehta (1970) and higher mental ability in science by Joshi and Sansanwal (1986) tools were used to collect data. Finding shows that the Control and experimental groups were significantly differ ($F=17.19$) at 0.01 level and the develops CAI was superior to the control group in terms of multiple intelligence abilities of Botany.

Blgn, K. E. (2006) studied *The Effect of Multiple Intelligences Based Instruction on Ninth Graders Chemistry Achievement and Attitudes towards Chemistry*. The main purpose of the study was to compare the effectiveness of multiple intelligences theory based instruction (MITBI) and traditional science instruction (TSI) on 9th grade students' understanding of chemical bonding concept and attitudes toward chemistry. In the study, 50 9th grade students from two classes of Genç Osman high school in Ankara were used. 25 of the students were assigned as experimental group and the other 25 as control group. The groups were selected from 9th grade classes of Genç Osman High School randomly. To determine the effectiveness of multiple intelligences based instruction over traditional science instruction, an achievement test about chemical bonding concept which consisted of 25 items were administered and an attitude scale toward chemistry developed by Geban et al., was applied. For the statistical analysis, t-test, and Analysis of Covariance (ANCOVA) were used. The results show that students who were instructed by multiple intelligences theory based instruction were achieved higher than the ones which were instructed by the traditional science instruction about chemical bonding concept. There was also a significant difference between the students instructed with Multiple Intelligences Theory Based Instruction (MITBI) and the students instructed with traditional science instruction (TSI) with respect to the attitudes of students toward chemistry. There was no significant difference between the attitudes and achievement of female students and that of male students. Students' science process skills had no greater contribution to their success.

Krishna, M. (2004) conducted a study on *Effectiveness of Strategies Involving Multiple Intelligence Theory on The Achievement in Mathematics at Higher Secondary Level*. The purpose of the study was to compare the effectiveness of strategies involving multiple intelligence theory on mathematics achievement at secondary level with reference to instructional objectives. The study adopted experimental method for the present study and selected the pre test post-test non equivalent group design for the study. The tools used were lesson transcripts based on strategies involving multiple intelligence, lesson transcript based on present through strategies involving multiple intelligence theory was more effective than present method of teaching on achievement on mathematics and strategies involving multiple

intelligence theory were more effective than the present method under instructional objectives.

2.3 Learning from the Reviews

Christison (1996) believes that language instructors should design lessons that appeal to all learners and suggests that teachers classify the activities that they frequently use in their language classes according to Howard Gardner's (1999) multiple intelligence theory (MI theory). In doing so, teachers can identify what Christison calls "neglected intelligences" (1996,) or those intelligences that are not represented in classroom activities. Once language teachers identify the weak areas in their lessons, they can offer more activities for those specific thinking processes. The cooperative learning did have a positive effect on students' language proficiency performance and MI-based activities in class in conjunction with CL ideas appeared to improve the students' four language skills. (Chen, Shu-Fen (2005). The researcher has reviewed many studies related to MI and found that more studies were conducted for teachers rather for school students. There is need to conduct study where based on student's profile teaching learning programme can be develop for school students.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

This chapter contains research type, statement of the problem, research design, population, sample and sampling techniques, tools description, data collection process and an overview of the data analysis techniques. It gives the clear idea of the study conducted by the researcher and the process of the research Endeavour.

3.1 Research Design

The experimental design was selected for the present study. Single group pre-test and post-test experimental design was adopted. The symbolic explanation of the research given as follows

$$O_1 \quad X \quad O_2$$

Where,

O_1 = Pre-test

X = Treatment

O_2 = Post-test

3.2 Variables

1. **Independent Variable:** In the present study the MI based programme to teach English was an independent Variable.
2. **Dependant Variable:** In the present the effectiveness of the programme was a dependant Variable.

3.3 Population

For the present study the population consisted of all students of standard 8 of Gujarati medium elementary school of Anand District for the academic year 2014-2015.

3.4 Sample

Purposive sampling technique used to select school for experiment. The standard 8 students of selected school was selected employing cluster sampling technique. For

the present study, all students of selected standard 8 for year 2014-2015 constituted the sample.

3.5 Tools

The Connell Multiple Intelligence Questionnaire for Children used as a standardize test to measure the Multiple Intelligence of students by researcher. Self constructed tools namely Achievement Tests and used as tools in the present study for the purpose of data collection.

- **Multiple Intelligences Questionnaire (Connell):** For the present study, to know the Students MI profile the Multiple Intelligences Questionnaire (Connell) was used as a standardized test. It has eight dimensions and consists of 56 statements. MI questionnaire was validated and approved by experts.

- **Achievement Tests**

The researcher has prepared two parallel achievement tests to know students entry behavior and effectiveness of the prepared programme. The detail about each test is presented as below.

- **Pre-test:** To know the knowledge of students on prepared programme the pre-test prepared by the researcher. It includes total five questions related to English grammar. The test has weight 30 marks. The time allotted for the pre-test was 1 hour.
- **Post-test:** To know the students' level of understanding and to check the effectiveness of prepared programme to develop understanding the post-test was prepared by the researcher. It includes total five questions related to English grammar. The test has weight 30 marks and time allotted for the test was 1 hour.

3.6 Procedure for Preparation of Tools

The procedure followed for preparing the tools is mentioned below in separate sub section and sub headings.

- **Achievement Test:** The researcher constructed two parallel achievement test as a pre-test and post-test. The questions were based on the grammar topic. The researcher had prepared a set of questions to test the competency of the students in English Language. These questions were discussed with the

experts in field of English. Prepared achievement tests was shown to two experts for validation and as per the valuable suggestions and recommendation, these tests were modified and finalized by the researcher.

3.7 Data Collection

Data were collected personally by the researcher. Data was collected through administration of pre-test and post-test, both before the treatment and after the treatment respectively. Data collection procedure is presented as follow

Stage– 1 The researcher tried to identify the multiple intelligences among the students. For this, the researcher employed The Connell Multiple Intelligences Questionnaire for children on standard 8 students.

Stage– 2 The researcher tried to identify the present status of students regarding grammar. For this, researcher prepared the pre-test and implemented it on standard 8 students.

Stage– 3 The researcher prepared various activities based on MI to improve students' grammar.

Stage– 4 The researcher implemented the prepared MI based activities on standard 8 students.

Stage – 5 Data analysis and interpretation was done using t-test and content analysis technique.

The detailed procedure for the data collection is presented as follow:

Table No. 3.7.1 Data Collection Procedure

Day	Time	Focus of session	MI based Activities
1	2 hours	The Connell Multiple Intelligences Questionair for children and Pre-test	
2	2 hours	Simple Present Tense: Affirmative form	Activity 1: - Flash card activity Activity 2: - Verbs chart based on rule of third person singular

			Activity 3: • Arrange words to make sentences in simple present tense. Activity 4: • Cross Word Worksheet Activity 5: • Song: Simple Present tense
3	2 hours	Simple present tense : Negative form	Activity 1 • Work sheet: Don't , Doesn't Activity 2: Activity 3 • Like and Dislike
4	2 hours	Simple present tense: Interrogative form	Activity 1: • Vocabulary Flashcards Activity 2: • Arrange the Words to Make a Question Activity 3 : • Worksheet: Do you like.....? Activity 4 • Conversation Worksheet
5	2 hours	Use of simple present tense in Daily Routine	Activity 1: • Flash Card Game Activity 2: • Every Day Activity 3: • My Daily Routine: Activity 4:

			• Song : “ A Day in My Life”
6	2 hours	Simple present Tense uses in Frequency Action: Adverb of Frequency	Activity 1: • Worksheet: Fill the Gaps Activity 2 Activity 3 • Worksheet1: Tom’s Daily Routine
7	1 hour	Post-test	

3.8 Data Analysis

The data was analyzed qualitatively and quantitatively. t-test was calculated to study effectiveness of the MI based activities. Content analysis was done based on performance of students in Pre-test and Post-test.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents data analysis and interpretation based on data collected through Pre-test and Post-test. The researcher has used t-test and content analysis techniques. The data analysis was presented objective wise in this chapter.

4.1 Classification of Students based on MI

The researcher has used standardized Multiple Intelligences Questionnaire (Connell) to find out Students MI Profile.

Table 4.1.1 Student's MI Profile

Multiple Intelligences	No of students	Percentage (%)
Linguistic	7	20%
Logical – Mathematical	4	11.42%
Musical	3	8.57%
Bodily – Kinesthetic	5	14.28%
Spatial – Visual	5	14.28%
Interpersonal	7	20%
Intrapersonal	4	11.42%
Total	35	100

The data obtained through the MI inventory are presented as in table 4.1 above. It shows that the students belong to Linguistic Intelligence was 20% and Interpersonal Intelligence was 20%, Bodily – Kinesthetic Intelligence was 14.28%, Spatial Intelligence was 14.28%, Logical – Mathematical Intelligence was 11.42%, Intrapersonal Intelligence was 11.42% and Musical intelligence was 8.57%. Over all the result shows that the Linguistic intelligence and Interpersonal Intelligence being the most dominant and Musical Intelligence the least dominating among students. Bodily-Kinesthetic and Spatial-Visual Intelligences were possessed by equal no. of students, similarly Logical-Mathematical and Interpersonal Intelligences were

possessed by equal no. of students. These also show that there is relation between these Intelligences.

4.2 Preparation and Implementation of MI based Activity Programme

The programme was based on the Multiple Intelligence was prepare by the researcher. For each lesson plan various activities on MI based was prepared by the researcher. The programme contains 5 lesson plan based on grammar. The activities are based on different Multiple Intelligences is given in below table.

Table No. 4.2.1
MI based Programme

Lesson Plan No.	Teaching Procedure and Activities	Multiple Intelligence
Lesson plan 1: Simple present tense: Affirmative form	Activity 1: Flash card activity • Student are divided in groups, • Teacher provided action verbs flash card, one set of flash card having only verbs and another set of flashcard having only picture similar to that verbs. • Students match action verbs flash card with action verbs picture flash card in groups. • After matching all flash card students writes the verbs in simple present tense. • For example: he writes, they play etc. • Objectives • Students will be able to change verbs in Simple Present Tense • Students will learn different verbs • Students will practice actions verb vocabulary using flashcard will make them easy to understand	Interpersonal Intelligence, Visual Intelligence, Logical Intelligence, Linguistic Intelligence.

	Activity 2: Verbs Chart based on Rule of Third Person Singular. • Teacher divided students in groups • Teacher provided the list of verbs to the students • Students prepared chart of this verb, students put the verbs based on third person singular using s,es and ies. • Objectives • Students will be able to know the rule of third person singular in simple present tense.	Interpersonal Intelligence, Visual Intelligence,
	Activity 3: Arrange Words to Make Sentences in Simple Present Tense. • Teacher divided students in group • Teacher provided worksheet of activity to the each group, and provided instruction and gave examples of that activity. • In worksheet students have to arrange the words to make a meaning full sentences in simple present tense • Objectives • Students will Logically Arrange the words to make a sentence • Students will practice the structure of sentence as used in Affirmative form of Simple Present Tense	Linguistic Intelligence, Logical Intelligence
	Activity 4: Cross Word Worksheet • Teacher divided students in groups	Linguistic Intelligence,

	- Teacher provided cross word work sheet to the students in group - The cross work sheet is based on simple present affirmative form verbs Objective - Students will choose correct verb form and prepare cross words	Logical Intelligence, Interpersonal Intelligence,
	Activity 5: Song: Simple Present Tense - Teacher played one song, the lyrics of the song are in simple present tense - Teacher first played a song, After listening song teacher divided students in group. - Teacher provided worksheet on the lyrics of the song, in worksheet some words are missing. \ - Teacher again played a song and asked students to fill that missing word through listening the song. The missing words are given on the top of the worksheet. - After completing activity students compare their answers to different groups, Objectives - Students will make fun with this activity - Students practice their listening skill.	Linguistic Intelligence, Musical Intelligence, Interpersonal Intelligence
Lesson plan : 2 Simple Present Tense : Negative Form	Activity 1 Work Sheet: Don't , Doesn't - Teacher divided students in group. - Teacher instructed students about worksheet and. provided worksheet to the students .	Linguistic Intelligence, Visual Intelligence

	• Worksheet is based on the pictures, and fill the blanks using do and doesn't • This activity helps students to understand the form • Objectives: • Students will practice the use of don't and doesn't in Negative form of Simple Present Tense. • Students will able understand the how and when don't and doesn't use in a negative sentences	Logical Intelligence
	Activity 2: • Teacher divided students in group. Teacher gave worksheet to the students. • In worksheet the paragraph is given in affirmative and students have to convert the paragraph in negative form. • Objectives: • Students will practice the negative form of simple present tense • Students will able to know the difference between Affirmative sentences and Negative sentences through this activity.	Linguistic intelligence, Logical Intelligence
	Activity 3 Like and Dislike • Teacher divided students in group • Teacher instructed students to prepared a chart based on their like and dislike • Students prepared chart in groups, students include their own like and dislike, using I, he she, we, and Name likes and dislike. • Students present their chart in the class. • Objectives:	Interpersonal Intelligence, Visual Intelligence Intrapersonal intelligence

	- Students will prepare chart in both Affirmative sentences and Negative sentences - Students will practice the presentation skill.	
Lesson plan 3 Simple Present Tense: Interrogative Form	Activity 1: Vocabulary Flashcards - Teacher divided class in group - Teacher provided 10 vocabulary strips with pictures For example: watch T.V. at night play football, Listen music etc - Teacher instructs students to use that strips and ask question to each member of groups using do and does, students answer in yes, I do, and no, I don't For example: Question: do you watch T.V. at night? Answer: yes, I do and no, I don't - Students practice the form on Interrogative in simple present tense - Students also practice how to ask question and how to answer. Objectives: - Students will practice the Interrogative form of Simple Present Tense. - Students able to understand how to ask questions and give answers.	Linguistic Intelligence, Visual / Spatial Intelligence, Bodily/ Kinesthetic Intelligence Interpersonal Intelligence
	Activity 2: Arrange the Words to Make a Question - Teacher divided students in group - Teacher provided students a worksheet,	Interpersonal Intelligence,

	in worksheet students have to arrange words and make a meaning full question • This activity helps students to practice form • Objective: • Students will practice the structure of the Interrogative sentences	Logical Intelligence
	Activity 3: Worksheet: Do You Like_____? • Teacher divided students in groups • Teacher asked students to prepare questions based on “do you like_____?” For example: Do you like to play cricket? Does he like to play cricket? • Students use I, WE, YOU, THEY, HE,SHE, IT and prepared questions • Students prepare questions as many as possible in 10 min. • Objectives: • Students will practice making different interrogative sentences. • Students will prepare questions using different pronouns	Interpersonal Intelligence, Linguistic Intelligence
	Activity 4 Conversation Worksheet • Teacher divided students in groups • Teacher provided worksheet to the students. • Worksheet is based on conversation; students have prepared question based on conversation. • For example: Sue: My brother Mark goes to primary school.	Interpersonal Intelligence, Logical Intelligence, Linguistic Intelligence,

	Ann: (he – get up early?) _does he get up early? • After completing worksheet students perform this conversation in classroom • Objectives: • Students will practice structure of Interrogative form • Students will be confident while performing conversation among the class	Bodily- Kinesthetic Intelligence
Lesson plan 4: Daily Routine: Simple Present Tense	Activity 1: Flashcard Game • Teacher introduced the daily routine vocabulary to the Students. To introduce vocabulary Teacher put some flashcard of daily routine on the board. • Teacher demonstrated on one sentence of daily routine and run figure around the flashcard until Students speak “stop”, when right card was arrived. Activity is continuing till all flashcard done. • Objective: • Students will able to know the vocabulary used in Daily Routine activities.	Visual Intelligence Logical Intelligence
	Activity 2: Every Day • Teacher explained the use of simple present tense and the word ‘every day’ using “I”. (E.g. I do homework every day.) • Teacher presents the uses of simple present tense and the word “every day” using “he” or “she”. (E.g. He does homework every day.) – • Teacher explained the difference between	Bodily / Kinesthetic Intelligence Visual Intelligence Logical Intelligence

	use of 'I' , 'He' and 'She' in the sentences • Teacher uses more examples to illustrate the above. • Activity: Collection of Action Cards • Teacher gives clear instructions and a demonstration about the activity. (The theme of the activity is to guess what he or she does every day.) • Teacher asked one student to come out and draw a card. The student is asked to act out the action written on the card. (E.g. sweeping the floor) • The rest of the students asked to guess what that particular student does every day. Students asked to tell in the following way: for example. He sweeps the floor every day. • -There will be some more rounds of the above. • Objective: • Students will able to learn the use of simple present tense in every day routine • Students will practice every day action vocabulary and act out on that action	
	Activity 3: My Daily Routine: • Teacher asked Students to prepare chart, or mind map or pie chart to introduce students own daily routine. • After this activity here divided in pairs and Students introduce their partners daily routine in the class.	Logical intelligence, Visual Intelligence Bodily / Kinesthetic

	• Objectives: • Students will be able to know how to prepare their own daily routine chart. • Students will be able to present their classmate daily routine using third person singular form.	Intelligence Intrapersonal intelligence Interpersonal Intelligence
	Activity 4: Song : “ A Day in My Life” • Teacher played a song with lyrics • Students observed the things happen in the songs. Students discussed in the group about the song. • Teacher asked to prepare poem presenting their day with the help of this poem • Objectives: • Students will be able to understand the how to present a Day through this song • Students will prepare poem based on their Day	Musical Intelligence, Linguistic Intelligence Intrapersonal Intelligence
Lesson plan 5: Adverb of Frequency: Use in Simple Present Tense	Activity 1: Worksheet: Fill the Gaps • Teacher divided Students in group and provide worksheet to the students in group • Worksheet is on the chart of frequency verbs and blanks are in the basis of chart on one form of ‘watch’. • Students discussed in group and fill the blanks using chart • Objectives: • Students will be able to know the use of adverb of frequency in simple present tense	Interpersonal Intelligence Visual Intelligence Logical Intelligence

	Students understand the meaning of each frequency verbs and its position in the sentence	
	Activity 2 - Teacher divided student in group. - Teacher provided chart paper to each group. - Teacher instructed students to prepare their own group chart on frequency verbs using correct form of 'Play' each - Students have presented chart - Objectives: - Students will prepare their own frequency action with using adverb of frequency	Interpersonal Intelligence, Logical Intelligence, Linguistic Intelligence Bodily-Kinesthetic Intelligence
	Activity 3 Worksheet1: Tom's Daily Routine - Teacher instructed that frequency of verb (adverb of frequency) use to describe daily routine - Teacher divided Students in group. Teacher gave worksheet to the Students, in worksheet there is paragraph on Tom's daily routine and question on the base of that paragraph. Students write answers of those questions. - Worksheet 2: Draw and write 6 things about Tom's day. - Teacher provided another worksheet on Tom's day. The worksheet was about to draw 6 things about daily routine.	Interpersonal Intelligence, Linguistic Intelligence, Visual Intelligence

	• Objectives: • Students will get clear ideas of use of frequency verbs(adverb of frequency) in daily routine activities • Students will understand the use of adverb of frequency in simple present tense	
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4.3 Effectiveness of MI based Programme to Teach English

To study effectiveness of MI based programme t test was employed by the researcher.

Table No. 4.3.1 Calculation of t-value

	No. of Students	Mean	S.D	SEM	df	R	t- value
Pre Test	35	10.05	1.30	0.21	68	0.65	21.01
Post Test	35	15.62	1.68	0.28			

t-value at 0.01 = 2.65

t-value at 0.05 = 2.00

As the table indicates the value of mean of the pre-test was 10.05 and post- test was 15.62. S.D. of pre-test was 1.30 and S.D. of post-test was 1.68. SEM of pre-test was 0.21 and post-test was 0.28, the value of r was 0.65 and the t value was 21.93 and this t value is found significant at 0.01 (2.72) and 0.05 (2.03) level. It means the null hypothesis formed by the researcher “There will be no significant difference between the mean scores of pre- test and post-test of the students of experiment group” is rejected. It means that to teach English using Multiple Intelligences was found effective.

- **Content analysis of Students Performance**

In English Grammar most of the students face difficulty in learning Simple Present Tense. Because simple Presents Tense has many uses.

The researcher prepare pre-test and post-test on simple present tense. Pre- test and post test have 5 question regarding verb formulation 2 blanks to put a appropriate verb , 3 change sentence in negative form, 4 arrange words to make question and answer the question and 5 put a adverb of frequency verbs in right position.

From result of pre-test and post-test researcher has found that most of student s had made mistake verb formulation. Students even could not understand what they have to do.

Most difficult part of pre-test and post test as faced by all the student was question 4 i.e. ‘arrange the words to make a sentence in interrogative form’. Students have difficulty in structure of sentence. Many students even didn’t attempt this question in pre-test. In post test students attempted the question and few students had made mistakes in structure of sentences. They were made mistake in making use of Do and Does in framing of sentences.

During implementation of the programme most of the students raised their questions regarding use of verb formulation and also tried to solve their basic quarries related to English grammar.

Through the pre-test and post test researcher come to know that first students have no ideas regarding the simple present tense and then after programme student had learn to make use of simple present tense.

CHAPTER- 5

FINDINGS, SUGGETIONS AND IMPELICATION

5.0 Introduction

The present chapter is about the findings of the study. Based on major findings of the study few suggestions and implication of the study is included in this chapter.

5.1 Statement of the Problem

Effectiveness of MI based programme to teach English

5.2 Objective of the Study

1. To develop MI based programme to teach English
2. To implement MI based programme to teach English
3. To study effectiveness of MI based programme to teach English

5.3 Hypothesis

Ho: There will be no significant difference in mean achievement score of students on pre-test and post-test.

5. 4 Design of Study

The single group pre-test and post-test experimental design was adopted.

5.5 Population and Sample

For the present study the population consisted of all students of standard 8 of Gujarati medium elementary school of Anand District for the academic year 2014-2015.

All students of standard 8 of selected school for year 2014 2015 constituted the sample.

5.6 Tool

Self constructed tools namely Achievement Tests and The Connell Multiple Intelligence Questionnaire for Children used to data collection.

5.7 Major Findings

1. There is significant difference found in mean scores of pre test and post test which indicates that MI based programme is effective in teaching English.
2. Students have reduced mistakes in construction of sentence framing.
3. These activities are as per their interest activities they found it more interesting and meaningful.
4. Students found teaching through activities more interesting than traditional way of teaching.
5. Students were participated actively and their self confidence has enhanced.

5.8 Implication of the Study

This part of this chapter proposes the following Implications:

1. Group activities can be provided to students as per their MI.
2. Teacher has to frame various activities to provide learning experiences to the students as per their MI. It will facilitate their learning.
3. Text book can include various group activities base on MI.
4. Student teachers should be train training related to planning and using MI base activities in various subjects teaching.

5.9 Suggestions for future studies

Based on the findings shown in the current study, the researcher suggested the following:

1. Study can be conducted to prepare teaching learning material as per MI of students.
2. Constructive approach can be used to prepare learning activities on MI.
3. A study can be conducted on preparation of MI based programme for higher education students.

5.10 Conclusion

Learning style and MI are related if teacher provide learning experiences as per their MI then it facilitate learning of the students. The study found that Multiple Intelligence based programme to teach English Language enhance their understanding. The theory also offers various possibilities and ways to better and more organized assessment where students are greatly involved. It also give them the opportunity to think about their own learning and set goals for themselves regarding the Intelligences.

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