

Relationship between Multiple Intelligence and Learning Process of English Learners

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ABSTRACT

Howard Gardner suggests that there are seven potential intelligences. This research paper aims to illustrate the relationship between multiple intelligences and learning process of English language. It further tells us how language aspects are learnt by using specific activities of different intelligences. In this research article, the researchers have used qualitative methods with practical activities to keenly observe student's language progress. The researchers have included activities in prepared lessons and each activity on intelligence was modelled on the essential characteristics of a particular type of intelligence. Multiple intelligence approach deviates the traditional method of teaching. This theory considers the GTM as an outdated method of educational system because it does not address the required needs, desires and interests of the students of modern era.

Key Words: Multiple intelligence, language learning, lesson plan

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INTRODUCTION

As English becomes more and more accepted as an international language, interest in teaching English to young learners has become a trend nowadays. In every school, English is taught as one of the main subjects. In teaching young learners is not like teaching adults, children have their own way of learning. Since children like to play and have fun, the learning and teaching process should be suited with the nature of the children themselves. Teaching English for Young Learners is full of Fun. Teacher must create the process of English learning for young learners as interesting, exciting and challenging as possible. Young learners have a good memory and respond something fast. They are active, charm and easy to imitate. Childhood is playing period. They like learning by playing and doing some activities actively and naturally. (Ma'mun, 2019)

According to the decree of culture and education number in the policy of education, Indonesia (Ma'mun, 2019), the foreign language that must be learnt at school since young age is English. Therefore, as a teacher or parent has a rule how to teach English to young learners by using variously technique interestingly. This research paper aims to illustrate the relationship between multiple intelligence and learning process of English language. It further tells us how language aspects are learnt by using specific activities of different intelligences.

The objectives of this research paper are as follows.

1. To understand various types of intelligence and use of intelligences.
2. To identify interrelation between multiple intelligence and language learning process.
3. To enable the learners to speak in English language.
4. To employ various activities in order to learn language aspects.
5. To make language learning process interesting according to the aptitude of the students.

This research paper deviates the traditional method of teaching language in a language learning classroom. Multiple intelligences imply that a human being possesses eight intelligences which tell us about their multiple abilities. These multiple abilities give enormous help in language learning classroom. Moreover, these multiple abilities increase the interest level of students in language learning process.

According to the theory of multiple intelligences (MI) propounded by Gardner (1983, 1999a, biological 1999b), each individual has a multitude of intelligences that are quite independent of each other and each individual has a unique cognitive profile. Having access to the MI profiles and learning strategies of learners could help the teachers in planning (Hajhashemi et al., 2011). MI theory is framed in light of the origins. In order to arrive at the list of eight intelligences, Gardner consulted evidence from several different sources. He wanted to make a clear distinction between intelligence with its biological sources and a talent or skill. He was being provocative in his choice of words. He identified the following basic criteria that each intelligence must meet to be considered intelligence (Derakhshan & Faribi, 2015).

The Multiple Intelligences Theory (MIT), proposed by Gardner (1983), claims that there are at least eight different human intelligences. This new view of intelligence with emphasis on learner variable has been used in language learning and teaching settings. The theory stresses that if individual differences are taken into account and classroom activities are diversified, language learners can better improve their language skills. The present study investigates possible relationship between L2 learners' multiple intelligence (MI) and their writing performance (Ahmadian & Hosseini, 2012).

Over the past decade or so, Multiple Intelligences Theory (MIT) has witnessed a great deal of attention from theoreticians, researchers, and educators in the field. Accordingly, a study was designed to examine the relationship between Iranian EFL male and female learners' MI types and their vocabulary learning strategies (VLSs) use (Ahour & Abdi, 2015). According to one theory, being aware of our MI profiles helps us learn and use this awareness to get the required knowledge and information from a lesson.

Consequently, defining learners' individual MI profiles may improve learning. On the other hand, the process of acquiring a language might be aided by employing language learning techniques, especially if the techniques have been specifically created by teachers who are knowledgeable about personal learning differences (Hajhashemi et al., 2013). The purpose of finding relationship between multiple intelligence and foreign language learning was to look at the connection between the multiple intelligences of EFL learners and their reading, grammar, and vocabulary skills.

It is argued that vocabulary has a positive link with logical intelligence and a negative relationship with physiological and interpersonal intelligences, however there was no relationship between the participant learners' intelligence types and their effectiveness in reading (Sogutlu, 2018). Grammar test results and students' spatial, intrapersonal, and bodily-kinesthetic intelligences had negative but statistically significant associations, but the relationship between musical intelligence and writing had a substantial and positive relationship (Hanafiyeh, 2013). Additionally, Listening self-efficacy was substantially correlated with every form of intelligence, with the exception of kinesthetic intelligence, verbal intelligence, and visual intelligence (Davoudi & Chavosh, 2016).

Students may determine their skills and shortcomings and gain knowledge from them by exploring their learning styles and varied intelligence types (Şener & Çokçalışkan, 2018). The hypothesis of multiple intelligences has many uses in the classroom. Students apply what they learn in class in a way that best suits their dominant intelligence and preferred learning style. The learning processes of pupils are improved when dominating intelligences and learning styles are combined.

LITERATURE REVIEW

If a student is strong in naturalistic intelligence, he may have profound love for the outdoors, animal, plants and almost any natural object. He is probably fascinated and affected by such things as the weather, changing leaves in the fall, the sound of the wind, warm sun or insect in the room. Howard Gardner (1983) explains his notion of multiple intelligences. Gardner suggests that there are seven potential intelligences in his book. He included three additional pieces of intelligence in his subsequent work published in 1999. One kind of instruction that pupils, especially young ones, find more entertaining and amenable to is the many intelligent approach. According to this theory, no pupil is stupid since they are all intelligent. "An intelligence is the ability to solve problems or to create products, that are valued within one or more cultural settings" Howard Gardner (1983). Each person is unique and possesses a blend of intelligences, including linguistic, mathematical/logical, spatial, bodily kinesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligence, existential intelligence, and spiritual intelligence, a Howard Gardner (1983).

Armstrong (2009) states that all human beings possess all different intelligences in varying degrees and each individual manifest varying levels of these intelligences and thus each person has a unique “cognitive profile, i.e,

- a. All humans possess all different intelligences in varying amounts.
- b. Each individual has a different composition.
- c. Different intelligences are located in different areas of the brain and can either work independently or together.
- d. By applying Multiple Intelligences we can improve education, and e. These intelligences may define human species.

According to Howard Gardner , there are eight types of intelligences .

1. Linguistic intelligence (Word smart or book smart)

This intelligence involves the knowing which comes through language: through reading, writing and speaking. It involves understanding the order and meaning of words in both speech and writing and how to properly use the language. It involves understanding of the sociocultural nuances of a language, including idioms, plays on words and linguistically based humor.

If this is a strong intelligence for a student , he may highly developed skills for reading, writing and speaking and he tend to think in words.

He probably likes various kinds of literature, playing word games, making up poetries and stories, engaging in discussion with other people.

2. Logical mathematical intelligence (Number reasoning smart)

This intelligence uses numbers, math and logic to find and understand the various pattern that occur in our lives. This intelligence includes thought patterns, visual patterns, number patterns, color patterns and so on. It begins with concrete pattern in the real world but gets increasingly abstract as we try to understand relationship of the patterns we have seen.

If a student happens to be a logical mathematical inclined person, he will tend to think more conceptually and abstractly. He probably likes to conduct experiment to solve puzzles and other problems.

3. Spatial intelligence (Picture smart and picture smart)

we often say a picture is worth a thousand words. "Seeing is believing". This intelligence presents the knowing that occurs through the shapes, color, texture, pattern and images.

If a student is strong in this intelligence, he tends to think in pictures and images. The student is likely very aware of object, shapes, colors, textures and patterns in the environment around him. He is likely excellent at performing tasks that require "seeing with mind's eyes" such as visualizing, pretending, imagining and forming mental images.

4. Bodily kinesthetic intelligence (Body smart or movement smart)

we often learn by learning by doing. This way of knowing happens through physical movement and through the knowing of our physical body. The body knows many things that are not necessarily known by the logical mind such as how to ride a bike, how to park a car, dance the waltz, catch a thrown object.

If a student possesses strength, he tends to have a keen sense of body awareness. He likes physical movement, making and inventing things with hands. The students likes role playing.

5. Musical intelligence (Music smart or sound smart)

This is the knowing that happens through sound and vibration. In the original research on the theory of multiple intelligence, this intelligence was called musical-rhythmic intelligence. However, it is not limited to music and rhythm. It deals with the whole realms of sounds, tones , beats, and vibrational pattern as well as music.

If a student is strong in this intelligence, he may likely have great love for music and rhythmic patterns. He may study and work better with music in the background. He may produce melody. He may be skilled at language accents.

6. Interpersonal intelligence (People smart, group smart)

This is the person-to-person way of knowing. It is the knowing that happens to when we work with and relate to other people, often as part of team. This way of knowing also asks us to develop a whole range of social skills that are needed for effective person to person communication and relating

If this person-to-person way of knowing is more developed in the student, he may learn better through personal interactions. Such student may probably love team activities.

7. Intrapersonal intelligence (Self smart or introspection smart)

this is introspective intelligence. It involves uniquely human propensity to want to know the meaning, purpose and significance of things. It involves our awareness of the inner world of the self, emotions, values, beliefs and our various quests for genuine spirituality.

If this intelligence is a strong point of student, he may like to work alone and sometimes he may shy away from others. He is probably self-reflective and self-aware. He is inwardly motivated rather than needing external rewards to keep him going. People will often come to him advice and counsel.

8. Naturalistic intelligence (Nature smart or environment smart)

The naturalistic intelligence involves the full range of knowing that occurs in and through our encounter with the natural world including our recognition, appreciation and understanding of the natural world.

Much of the excitement among investigators in the field of intelligence derives from their attempts to determine exactly what intelligence is. Different investigators have emphasized different aspects of intelligence in their definitions. It is observed that Lewis M. Terman and Edward L. Thorndike (1921) differed over the definition of intelligence, Terman stressing the ability to think abstractly and Thorndike emphasizing learning and the ability to give good responses to questions. More recently, however, psychologists have generally agreed that adaptation to the environment is the key to understanding both what intelligence is and what it does. Such

adaptation may occur in a variety of settings: a student in school learns the material he needs to know in order to do well in a course; a physician treating a patient with unfamiliar symptoms learns about the underlying disease; or an artist reworks a painting to convey a more coherent impression.(Arulselvi, 2018)

For the most part, adaptation involves making a change in oneself in order to cope more effectively with the environment, but it can also mean changing the environment or finding an entirely new one. (www.britanica.com/scienceandpsychology)

Effective adaptation draws upon a number of cognitive processes, such as perception, learning, memory, reasoning, and problem solving. The main emphasis in a definition of intelligence, then, is that it is not a cognitive or mental process but rather a selective combination of these processes that is purposively directed toward effective adaptation.

1.6.1 Theories of Intelligence

Theories of intelligence, as is the case with most scientific theories, have evolved through a succession of models. Four of the most influential paradigms have been psychological measurement, also known as psychometrics; cognitive psychology, which concerns itself with the processes by which the mind functions; cognitivism and Contextualism, a combined approach that studies the interaction between the environment and mental processes; and biological science, which considers the neural bases of intelligence. What follows is a discussion of developments within these four areas. (www.merriam-webster.com/dictionary/paradigms)

RESEARCH METHODOLOGY

There is no fixed scale to judge learner's intelligence which accommodate the need of the students in learning a language. However, contrary to traditional method, multiple intelligences provide several activity tools to observe learner's process of language learning. In this research article, the researchers have used qualitative method with practical activities to keenly observe student's language progress. The researchers have prepared ten lessons integrated with MI (multiple intelligence) based activities. The researchers have included various activities in lessons and each activity was modelled on the essential characteristics of a particular type of intelligence.

RESULTS AND ANALYSIS

In this research work, the researchers have prepared ten lessons to know the relationship between multiple intelligence and process of learning English language. In preparing the lessons, the teacher plays significant role. The teacher arranges activity and ensure the smooth implementation of the activities. General lesson planning does not require much expertise while lesson planning integrated with MI activities are difficult to execute because it takes much effort and time. Lesson planning based on MI activities require much professional expertise and skills. Through engaging activities, learning process becomes more effective and interesting.

Different MI based activities are inculcated in ten lessons of English language which provide conducive environment of language learning process to the students.

TIME FRAME (45 minutes)

Lists	Required Time	Fundamentals
Warm up technique	2 (minutes)	Make sure all the students are mentally and physically appeared in the classroom.
Presentation of the topic	18 (minutes)	The teacher needs to be well prepared in the classroom.
MI based activities	20 (minutes)	Activities must be organized properly. Materials for activities must be available.
Assessment	5 minutes	Evaluation must be taken to assess student's understanding of the topic.

Outlines of lesson planning

1. Selection of topic
2. Identification of learning objectives
3. Plan specific activities and task
4. MI based activities
5. List the required material
6. Create a timeline

7. Presenting the lesson
8. Reflecting on your lesson plan
9. Leave space for notes and feedback

By considering these outlines, the researchers have prepared ten lessons integrated with MI based activities . They have been attached to this document as appendix. Some MI based activities are being discussed below

In the first lesson, the use of articles (a , an, the) is selected as topic to teach the students. The teacher divides the students in three groups. Each group is given a story. The teacher gives proper instructions. In the first activity , the students are advised to explain the story in their own simple words. This activity deals with the speaking capacity of students.

Verbal activity —————→ **verbal linguistic intelligence**

The students work in group and share ideas with each other .

Group work—————→ **sharing ideas** —————→ **interpersonal intelligence**

In the next activity, the teacher asks the students to find natural objects and make a list of those words which are taking articles





For example

Second group	Apple tree, pond, garden	An, A , The (articles)
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Finding natural objects—————→ **using article (a, an , the)** ——— **naturalistic intelligence**

In the 3rd lesson plan, the teacher uses an activity in which he instructs the students to use adjective for different facial expressions

Example

			
Happy	Sad	Worried	shocked

Facial expression → adjective → visual/ spatial intelligence

Further, the teacher asks the students to make adjective out of noun. This improves logical intelligence of the students.

Noun	Adjective
Bravery	Brave
Honesty	Honest
Majesty	Majestic
Pain	Painful

→ Logical intelligence

There is another interesting activity for the students in which one member of each group will act the word and the other student have to guess it.

For example

Slowly	The student will walk.
Loudly	The student will pretend to speak aloud.
carefully	The student will pretend to be careful.

Using movement → **bodily kinesthetic intelligence**

Working in group → **interpersonal intelligence**

This activity also helps the students to cooperate with one another and work effectively in group.

In the next activity, the teacher is going to write five verbs on the board and ask the students to use adverb with it. This activity is related to intrapersonal intelligence.

verb	Adverb
Shine	Brightly
Speak	loudly
Drive	Speedily
Write	Slowly
listen	carefully



In this study, the researchers have planned lessons and infused various activities to diversify the procedure of language development and multiple intelligences. Each activity relates to a specific intelligence. Thus , multiple intelligence theory opens up new doors to teaching strategies.

CONCLUSION

According to this study, every student is unique and has their own style of learning. This conclusion is based on Howard Gardner's theories, who at age 33 proposed eight different forms of intelligence. Gardner asserts that a person can grow to possess more than one sort of intelligence, and that this mixture of intelligence can be used to great use. Additionally, prior studies indicate that there may be a connection between the various types of students' intelligence and the teaching and learning process. This study has also shown the significance connection between multiple intelligence and language learning through activities. Moreover, multiple intelligence approach deviates the traditional method of teaching. This theory considers the GTM as an outdated method of educational system because it does not address the required needs , desires and interests of the students of modern era.

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APPENDIX

Lesson planning integrated with MI activities

Lesson 1st

Topic Type of Nouns

- Common noun
- Proper noun
- Abstract noun
- Material noun
- Collective noun

Time Frame 45 mins

Outlines

1. Skills
2. Materials
3. Warm up the students (2 mins)
4. Presentation (18 mins)
5. MI (Multiple intelligence) based activity (20 mins)
6. Assessment (5 mins)

Skills

- Speaking
- Listening

Materials

- White board
- Books
- Charts

Warm up the students 2 min

Warm up the students with informal greetings. Ask students about weather and other general things so that the students feel fresh and take interest in their lesson.

Presentation (18 mins)

Previous knowledge

In order to teach a new topic, the teacher needs to ask some questions about what they already know of this topic.

Following questions can be asked

- I. What is noun?
- II. How many type of nouns the students have studied?

Introduction of topic (15 mins)

The teacher will give detailed introduction of the types of nouns. The teacher will write definition of all type of nouns and give appropriate examples.

MI based activity (20 mins)

Verbal linguistic intelligence 4 min

The students will read definition of the type of nouns from the book.

Oral definition → book → linguistic intelligence

Interpersonal intelligence 4 min

The teacher will make groups. The students in the group will be asked to write five abstract and collective nouns within due time.

Group work → finding collective and abstract noun → interpersonal intelligence

Visual spatial intelligence 4 min

The teacher will show some pictures and images and ask the students to tell which type of noun is it?

Example

Picture → Minar e Pakistan → visual spatial intelligence

Naturalistic intelligence 4 min

The teacher will ask the students to tell which type of noun these natural objects are?

For example

Mountain → common noun

K-2 → proper noun

River → common noun

River Ravi → proper noun

Intrapersonal intelligence 4 min

The teacher will ask the students to write definition of each type of noun with two examples.

Reflective thinking → intrapersonal intelligence.

Lesson no 2

Topic use of Adjective

Mi based activities

Verbal/ linguistic intelligence 4 min

The teacher will ask the students to explain the definition of adjective with two examples.

Oral definition → linguistic intelligence

Interpersonal intelligence 4 min

The teacher will form the group of students and each group will be assigned a task to make a list of twenty adjective words.

Group work	Collaboration	Interpersonal intelligence
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Naturalistic intelligence 4 min

The teacher will ask the students to select some items from their surroundings and use appropriate adjective with them.

Example


- I. Soft grass
- II. Hot weather

Adjective	Natural item	Naturalistic intelligence
Soft and hot	Grass and weather	

Visual/ spatial intelligence 4 min

The teachers will ask the students to use adjective for different facial expression.

Example

			
Happy	Sad	Worried	shocked

Facial expression → adjective → visual/ spatial intelligence

Logical intelligence 4 min

The teacher will ask the students to make adjective out of noun

Noun	Adjective
Bravery	Brave
Honesty	Honest
Majesty	Majestic
Pain	Painful

→ Logical intelligence

Lesson no 3

Topic Use of Adverb

Mi based activities

Verbal linguistic intelligence

The teacher will ask the students to define adverb and make sentences containing adverb.

Example

She speaks politely.

Oral definition → verbal linguistic intelligence

Bodily kinesthetic intelligence

The teacher will divide the students in small groups. One member of each group will act the word and the other student have to guess it.

For example

Slowly	The student will walk.
Loudly	The student will pretend to speak aloud.
carefully	The student will pretend to be careful.

Using movement → bodily kinesthetic intelligence

Working in group → interpersonal intelligence

Visual spatial intelligence.

The teacher will show some cards and posters to the students to know more about adjective.



Intrapersonal intelligence

The teach will write five verbs on the board and ask the students to use adverb with it.

verb	Adverb
Shine	Brightly
Speak	loudly
Drive	Speedily
Write	Slowly
listen	carefully



Intrapersonal intelligence

Lesson no 4

Topic Type of pronouns

Mi based activities

Verbal linguistic intelligence 4 min

The students will read the definition of the type of pronouns from the book

Oral definition → verbal linguistic intelligence

Interpersonal intelligence 4 min

The students in the group will be given five sentences to identify the type of pronoun.

For example

I love **my** country. Personal and possessive pronoun

Give **this** pen. Demonstrative pronoun

Group work → sharing ideas → interpersonal intelligence

logical intelligence 4 min

The teacher will explain the difference between relative pronoun and interrogative pronoun.

Relative pronoun	Interrogative pronoun
why who whom which (used to connect two sentences)	why, who, whom, which (used to ask questions)
Example: This is the book which I lost yesterday.	Example: which subject do you like most?

Different use of same pronoun (which) → logical thinking → logical intelligence

Naturalistic intelligence 4 min

That is used for inanimate object

Which is used for animal/ inanimate object

Who is used for humans

The teacher will instruct the students to make sentences using the above pronouns.

Example I saw a peacock in the garden **which** was very beautiful.

Intrapersonal intelligence 4 min

The teacher will instruct the students to underline possessive and reflexive pronouns in the given paragraph.

Example

Pakistan is **my** beloved country where I have been living since birthday.

It is the duty of **ourself** to protect **our** country.

Assignment → reflective thinking → intrapersonal intelligence

Lesson no 5

Topic Poem (Daffodils)

Mi based activities

Verbal linguistic intelligence 5 min

Reading of the poem → verbal/linguistic intelligence

Musical intelligence 5 min

Poem → rhythm rhyme → musical intelligence

Example

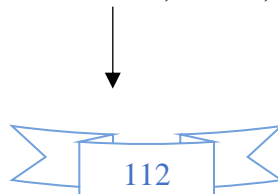
"And my heart with pleasure **fill**

And dances with the **daffodils**."

Naturalistic intelligence 5 min

The teacher will explain the natural objects in the poem.

poem → natural objects → stars, clouds, waves, galaxy



naturalistic intelligence

visual/ spatial intelligence 5 min

The teacher will explain figure of speech . Imagery is the powerful figure of speech which creates mental images in the mind of the reader.

Example

"I wandered lonely as a cloud".

"That floats on high over vales and hills". (Daffodils)

Poem → mental image → visual/ spatial intelligence.

Lesson no 6

Topic use of preposition

Mi based activities

Verbal/ linguistic intelligence 5 min

Definition	Type of Prepositions	Verbal/linguistic intelligence
Preposition is used to relate one thing to another	To, On, From, of	Improving speaking skills/ making sentence

Interpersonal intelligence 5min

The teacher will form groups and instruct each group to use preposition of place in sentences.

Example

You are sitting **on the chair**.

She is waiting **at station**.

They are travelling **on the plane**.

Group work → interpersonal intelligence

Intrapersonal intelligence 5min

The teacher will give assignment to the individual. The students will be asked to use preposition of direction in sentences.

Topic	Making sentences	Individual assignment
Preposition of direction	To , towards, across	Intrapersonal intelligence

Bodily kinesthetic intelligence 5 min

The teacher will ask the students to use preposition for different movements.

For example

The teacher will use imperative sentences

- Put your books **on** the table.
- Sit **down**
- Stand **straight**.
- Put bag **under** the chair.

Position activity _____> Bodily kinesthetic intelligence

Lesson no 7

Topic Patriotism

Mi based activities

Verbal linguistic intelligence 4 min

The teacher will ask the students to explain the word "Patriotism".

Example

Origin of word _____> vocabulary _____> verbal linguistic intelligence

Bodily kinesthetic intelligence 4 min

The teacher will instruct the students to perform mini act to show patriotic spirit.

Mini act _____> performing the role of soldier _____> bodily kinesthetic intelligence

Intrapersonal intelligence 4 min

The teacher will assign a task to the study the history of Pakistan and write a short note on great Patriots.

individual task → intrapersonal intelligence

visual/ spatial intelligence 4 min

the teacher will show the pictures of great patriots who sacrificed their life for country.

Great Patriots → pictures → visual intelligence

Interpersonal intelligence 4 min

The teacher will arrange a quiz for the group of students to check students' understanding of the topic.

Group quiz → interpersonal intelligence

Lesson no 8

Topic Poem "The Rain" by William Davies

Mi based activities

Verbal linguistic intelligence 5 min

Reading of the Poem	Vocabulary	Verbal linguistic intelligence
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Musical intelligence 5 min

Poem	Rhythm/ rhyme	Musical intelligence
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Example

"Tis a sweet noise to hear

These green leaves drinking near".

Naturalistic intelligence 5 min

The teacher will explain the natural objects in the poem.

Natural objects	Rich leaves, black round drop	Naturalistic intelligence
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Logical intelligence 5 min

The teacher will explain the concept of connotation and denotation which the poet has used as literary technique to enhance the beauty of the poem.

Example

"I hear **leaves drinking rain**

I hear **rich leaves** on top" (The Rain)

Literal meaning → contextual meaning → logical intelligence

Lesson no 9

Topic Transitive/ intransitive verb

Mi based activities

Verbal linguistic intelligence 5 min

The teacher will ask the students to explain the concept of transitive and intransitive verb in their own words.

Oral definition → linguistic intelligence

Interpersonal intelligence 5 min

The teacher will give a paragraph to each group of students to identify transitive and intransitive verb.

Group work → interpersonal intelligence

Intrapersonal intelligence 5 min

The teacher will instruct the students to make five sentences using transitive verb.

Assignment → making sentences → intrapersonal intelligence

Logical intelligence 5 min

The students will be instructed to write down five transitive verb which are further transformed into passive voice sentences.

Example

I read a book. **Read (transitive verb)**

A book is written by me. **Passive voice**

Logical thinking → logical intelligence

Lesson no 10

Topic use of Conjunction

Mi based activities

Verbal linguistic intelligence 3 min

The teacher will ask the students to define the use of conjunction with examples.

Verbal activity → verbal linguistic intelligence

Example

He is intelligent **and** very hardworking.

Interpersonal intelligence 5 min

The teacher will divide the students in group and ask the students to make sentence of the following conjunctions.

Example

Conjunctions
But
Or
Yet
As soon as

Group work → sharing ideas → interpersonal intelligence

Intrapersonal intelligence 2 min

The teacher will give each students a paragraph to underline conjunctions used in the paragraph.

Individual activity —————▶ intrapersonal intelligence

Bodily kinesthetic intelligence 10 min

The students will make charts and flash cards. They will write subordinate conjunction and coordinate conjunction.

Websites

<https://www.teachervision.com/multiple-intelligences/multiple-intelligences-activities>

<https://www4.uwsp.edu/education/lwilson/lessons/mi/3mikb.htm>

<https://www4.uwsp.edu/education/lwilson/lessons/mi/3mikb.htm>

<https://www.thoughtco.com/multiple-intelligence-activities-1211779>

<https://www.mahawelincoe.edu.lk/images/GMI.pdf>