

Assessment of Multiple Intelligences Managed in English Text Book of Primary Level

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Abstract

The paper focuses on the Multiple Intelligences that are based on the premise that there are diverse intelligences that an individual possesses rather than only intelligence academic intelligence. The objectives of the study were to analyze the primary level English textbook with reference to Gardner's multiple intelligences; to explore the ways for integrating all multiple intelligences into the primary school English textbook; to encourage the teachers to promote multiple intelligences in the teaching of English curriculum. Findings depict that maximum linguistic intelligence is focused. Although it is a language textbook, however, it does not mean that we should focus only language skills development in teaching of language textbook. We can maximum promote various aspects of an individual's personality in teaching like Interpersonal, Intrapersonal, Musical, Bodily-kinesthetic, Visual-spatial, Naturalistic and Existential. As we observe very little score is on Interpersonal, Intrapersonal, especially on Musical, Bodily-kinesthetic, Visual-spatial, Naturalistic and Existential. On the basis of findings of present study it is suggested that in textbook of English activities based on Intrapersonal, Musical, Bodily-kinesthetic, Visual-spatial, Naturalistic and Existential intelligences may be incorporated in order to develop various aspects an individual's personality and motivate them in learning of Basic English language skills.

Key words: primary level, curriculum, English, multiple intelligences, teaching learning activities.

Introduction

Primary education is the first stage of education usually it is proceed through pre-school or nursery education; in most region of the World it is compulsory for children to get pre-education.

The general goal of primary education is to obtain numeracy and literacy amongst all children, basic purpose is to construct foundations in many domains like in sciences, Geography, History, Mathematics and other social sciences. In general the primary education is presented in the schools where children come in the classrooms regularly and learn advance knowledge and move towards secondary education progressively with their unique behaviors and learning styles. There are many learning styles of the children which is vary person to person because every human being has its own multiple intelligences. Intelligence is the capability, ability competence, and adaptability to learn new knowledge steadily. Wechsler (1994) defined that intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment. Freeman (1988) identified three concepts which referred as intelligence.

- The ability to deal with abstract symbols, concepts and relationships
- The learning or ability to profit from practices and experience
- The ability to adapt to new situations or problems solving

Intelligence is the ability to solve problems or to make something that is significant in one or more cultures and societies. It is ability to think and learn skills as well as apply them. Some theorists believe that intelligence is a fundamental ability that affects performance on all cognitively oriented tasks. So one can believe intelligence is a combination of abilities that is somewhat autonomous, has a central part of information processing operations and has diverse history in the stages of development and growth; we each pass through nine multiple intelligences, verbal linguistic, logical mathematical, visual spatial, bodily kinesthetic, musical rhythmic, interpersonal, intrapersonal, naturalistic and existential intelligences.

Linguistic Intelligence:

Linguistic Intelligence is the intelligence that is usually tested most by the educators. Learners who have a high level of linguistics intelligence have the ability to communicate effectively. Thus, oral presentations, writing assignments, foreign languages, and vocabulary learning are some examples of how educators and learners can improve their linguistic intelligence.

Logical-Mathematical Intelligence

Logical-mathematical intelligence enables individuals to use and appreciate abstract relations. Scientists, mathematicians, and philosophers all rely on this intelligence. So do the students who live baseball statistics or who carefully analyze the components of problems either personal or school related before systematically testing solutions

Musical Intelligence

Gardner (1999) describe that musical intelligence allows people to create, communicate, and understand meanings made out of sound. While composers and instrumentalists clearly exhibit this intelligence, so do the students who seem particularly attracted by the birds singing outside the classroom window or who constantly tap out intricate rhythms on the desk with their pencils.

Visual-Spatial Intelligence

Gardner (1999) describes the Spatial intelligence includes the ability to perceive the visual world accurately and to perform transformations and modifications upon one's own initial perceptions via mental imagery.

Bodily-Kinesthetic Intelligence

Gardner (1999) describes that bodily-kinesthetic intelligence allows individuals to use all or part of the body to create products or solve problems. Athletes, surgeons, dancers, choreographers, and crafts people all use bodily-kinesthetic intelligence. The capacity is also evident in students who relish gym class and school dances, who prefer to carry out class projects by making models rather than writing reports, and who toss crumbled paper with frequency and accuracy into wastebaskets across the room.

Interpersonal Intelligence

Gardner (1999) Interpersonal intelligence enables individuals to recognize and make distinctions about others' feelings and intentions. Teachers, parents, politicians, psychologists and sales people rely on interpersonal intelligence. Students exhibit this intelligence when they thrive on small-group work, when they notice and react to the moods of their friends and classmates, and Language when they tactfully convince the teacher of their need for extra time to complete the homework assignment.

Intrapersonal Intelligence

Gardner (1999) says that intrapersonal intelligence helps individuals to distinguish among their own fallings, to build accurate mental models of themselves, and to draw on these models to make decisions about their lives. Although it is difficult to assess who has this capacity and to what degree, evidence can be sought in students' uses of their other intelligences how well they seem to be capitalizing on their strengths, how cognizant they are of their weaknesses, and how thoughtful they are about the decisions and choices they make.

Naturalist Intelligence

Gardner (1999) Found that naturalist intelligence includes the nature || people have sensitivity to other features of the natural world. So, they learn best through the interactions with the environment including outdoor activities, field trips, and involvement with plants and animals. They see the subtle meanings and patterns in nature and the world around them. Naturalist intelligence allows people to distinguish among, classify, and use features of the environment. Farmers, gardeners, botanists, geologists, florists, and archaeologists all exhibit this intelligence, as do students who can name and describe the features of every make of car around them.

Existential Intelligence

Gardner in (1999) produced an "Existential" intelligence as a functional stuff. Existential Intelligence is an ability to reflect occurrences which tackle such type of deep questions about human existence, such as the meaning of life, why do we live and die, and how did we get here, about freedom, choice etc. It is afar sensory data which is totally sensitive. Individuals who excels in this intelligence typically are able to see the big picture of the world and hereafter wisely. Existential Intelligence examples included priests, mathematicians, physicists, scientists, life coaches, cosmologists and philosophers.

Gardner (1983) said that each of this intelligence is a distinct module in the brain and operates more or less independently of the others. It is very important that a teacher take individual differences among learners very seriously. According to Gardner and Hatch (1989) "the educational implications of the theory of multiple intelligences opposed the practices of traditional education system that typically place a strong emphasis on the development and use of verbal and English intelligence". Blythe and Gardner (1990) said that the process of implementation of multiple intelligence theory based instructional strategies for the schools. They anxiously stressed upon the importance for adopting this method in schools. Generally, students' are afraid of studying English. There are various reasons for this, method being one of them. Pupils tend to learn English through a meaningful approach to English rather than by a mechanical process. In order to make children learn effectively the teacher has to adopt the right method of teaching. For choosing right method for a given situation, the teacher must be familiar with different methods of teaching. Already there are various methods of teaching English like Grammar-Translation, The Phonetic Method, The Direct Method, The audio-lingual Method, and Communicative Language Teaching. Costanzia and Paxton (1999) pointed out that multiple intelligence theory could be used in the classroom as guide to provide a great variety of way for students to learn and to demonstrate their learning.

The present study is an effort to pin point the use of multiple intelligences in the 5th grade English curriculum it highlights the importance of teaching and learning through multiple intelligences and discourages use of traditional methods of teaching. It provides a valuable framework that helps teachers to develop a greater awareness of student diverse intelligences and improved teaching practice steadily. Because by using and managing multiple intelligences in the curriculum, learning opportunities and experiences can be maximized for every student.

According to Gardner 1999 there are nine intelligences rather than a single intelligence, the nine intelligences he identified are as follows; The first is “linguistic intelligence” it is the ability to think in words, to use language to express and understand complex meanings. It is the most commonly shared human ability. The 2nd intelligence, “logical mathematical intelligence” it involves skill of calculations as well as logical interpretation and problem solving. The 3rd intelligence is “visual spatial intelligence” it is related with visualization and spatial judgments. 4th intelligence is “bodily kinesthetic” intelligence it is the ability to use the body in differentiated and accomplished based for expressive as well as goal directed purposes. The 5th intelligence is “musical intelligence” this is related with rhythm and music and hearing. It includes the understanding of pitch rhythm and tone quality, singing and playing and playing an instrument. The 6th intelligence is “interpersonal intelligence” it deals with the ability to understand other people it promotes success in developing and managing relationship with other people. The 7th intelligence is “intrapersonal intelligence” it deals with the inner aspects of individuals. This intelligence includes accurate self appraisal goal setting self monitoring and self management. The 8th intelligence is “naturalist intelligence” it involves accepting the natural world of plants and animal, observing their distinctiveness and categorizing them. It allows people to discriminate, classify and use features of the environment. The 9th intelligence is “Existential intelligence” it to tackle deep questions with sensitivity and capability about being, such as the meaning of life, why do we die, and how did we get here. Actually this intelligence involves an individual's ability to understand others and the world around them by using collective values and intuition.

According to Gardner, “the broad spectrum of student and perhaps the society as a whole would be better served if disciplines could be presented in a number of ways and learning could be accessed through a variety of means”. So every teacher and parent should assess their child’s multiple intelligences to address their strengths and build upon their weakness. Unless one is able to assess how the learning takes place in different domains, and by different cognitive processes, even superior curricular innovations are destined to remain unutilized.

Multiple intelligences in the classroom:

Intelligence is the human ability to solve problems or to make something that is valued. In the classrooms it is perform by the teacher practitioner because teacher is the one who provide

opportunities for students to participate in activities intelligently and actively. Gardner's multiple intelligences suggest that individuals have varied skills and gifts and as a result each person has a profile of intelligences which includes: linguistic, logical, visual, musical, kinesthetic, interpersonal, intrapersonal, naturalistic, and perhaps spiritual. Each individual possesses all intelligences and can develop adequate competencies in many ways (Armstrong 1994).

The theory of Multiple Intelligences suggested a basis for classroom instruction because it:

- Provides a broad framework for instructional planning and teaching,
- Has potential for reaching all students including the gifted and at-risk,
- Encourages and supports the individuality of students and teachers,
- Creates a positive learning environment by encouraging active learning for all students and give them opportunities by using their all intelligences.

The Purpose of the Study

Every individual differs from other individuals in some characteristics and abilities and intelligences. All the individuals do not possess the same profile of intelligences. The theory of multiple intelligences presented the same thought and claimed that there are at least eight ways through which people perceive and get understanding of the worldly phenomena. The purpose of the present study was to explore the ways of integrating multiple intelligences in primary level English curriculum.

Research questions:

- Does our primary level English curriculum encompass all multiple intelligences?
- How multiple intelligences based strategies can be used to integrate in English curriculum of primary level?
- What could be the possible ways of integrating multiple intelligences in primary level English curriculum?

Delimitation of the Study

Time and financial resources compel researchers to delimit their study to following factors:

- Analyzing only English text book of Primary level
- Analyzing only English book of 5th grade taught in Federal Directorate of Education schools in Islamabad, Pakistan.

Procedure of the Study

The study is qualitative in nature, as the researcher qualitatively analyzed the text material of the 5th grade English curriculum. The 5th grade curriculum document developed by Curriculum Wing, Ministry of Education Islamabad Pakistan served as the primary sources for this study. The rationale of the study is to investigate, how effectively the multiple intelligences have been incorporated and managed in primary level English curriculum.

- Our Flag
- Eid-ul-Azha
- The road
- Sports and games
- Running through the rain
- My classroom
- Family and friends
- Going shopping
- Seasons
- The quarrel
- A dialogue between two friends
- Greeting and courtesy
- The wind
- Cardinal numbers and ordinal numbers
- Counting up to thousand
- Verb Exercises
- Describing Pictures
- Punctuation Marks

In the following lessons, the researcher has determined the extent to which multiple intelligences are present in the lessons and how MI's could better be managed in the English curriculum of 5th grade.

1: Our Flag

This lesson is about a Pakistani flag which is its symbol; its color is green and white, the people respect and love their flag because it stands for the unity of the people. Every Pakistani loves the national flag and ready to die for its glory and beauty. This lesson corporate different intelligence; the intelligences beautifully covered in this lesson are:

- Interpersonal Intelligence
- Intrapersonal Intelligence
- Linguistic Intelligence

After reading this lesson the students will be able to demonstrate interpersonal and intrapersonal intelligences as it shows love for their homeland, they can express their feelings. The activities like match the column and word sentences enhance their linguistic intelligence.

2: Eid-ul- Azha

This lesson is about Eid-ul-Azha in the 10th Zilhajj according to the Islamic calendar. On this day the Muslims slaughter goats, sheep, cows, buffaloes and camels for Allah. Actually Muslims follow the Sunnah of their great Prophet. On the day of Eid-ul-Azha, Muslims want to show that they can sacrifice everything for Allah and He will give us great reward in return. They do so to keep the memory of that great sacrifice fresh in their minds. This lesson enlightens the facts about the day of Eid-ul-Azha, a day which is celebrated by the Muslims happily; the intelligences covered in this lesson are:

- Interpersonal
- Intrapersonal

After reading this lesson the students will be able to know why we celebrate this day and how the beloved son of Hazrat Ibrahim (A.S) prove His obedience and respect when He is going to slaughter instead of sheep for the sake of Allah's happiness. The students will be able themselves to be obedient to their parents and Allah; and led their life according to the will of Almighty Allah.

3:The road

This the poem that describes only about the two seasons in a year the summer and the winter. This poem states that when these two seasons come they both make the road fair and ashen the summer with the dust and the winter with the snow. This poem endorses the intelligences are:

- Naturalistic intelligence
- Interpersonal intelligence
- Linguistic intelligence.

After reading this lesson students will be able to discern about the beauties of summer and the winter.

4: Sports and games

This lesson deals with the importance and games for a healthy living. It throws light on the different games commonly played sports in Pakistan. The lesson urges the student to spare sometime for sports to spend an active life and also creates a spirit of cooperation and coordination among the learners which is the key to the successful life. This lesson is the combination of different intelligences, the intelligences beautifully covered in this lesson are:

- Bodily kinesthetic
- Interpersonal

- Intrapersonal
- Logical mathematical

After reading this lesson the students probably get involved in healthy sports like cricket football, hockey, badminton, etc which shows their bodily kinesthetic intelligence. While playing these sports and games the students set some goals for winning the game and work with others as a member of the team to accomplish those goals. This shows their interpersonal and intrapersonal skills. The activities like “*making plurals*” promotes the logical mathematical intelligence.

5: Running through the rain (a poem):

This poem describes the joy and pleasure that one can feel after rain. This poem highly props up the *naturalistic intelligence* of the students. This poem is also integrated the *intrapersonal and existential intelligence* in the form of “person” who is an independent and free thinker and is well aware of his likings, desires e.g. “rain”. He has some hobbies and interests and feels happy when it rains. The questions in the exercise promote the linguistic intelligence and interpersonal intelligence of the learners. This lesson incorporate the intelligences are:

- Linguistic intelligence
- Intrapersonal and
- Existential intelligence

6: My classroom

This lesson is about the classroom; in fact it’s a narration which is described by the student who lives in a city. The student likes his teachers and classroom very much. According to him the classroom walls are covered by the maps and so many other beautiful pictures. It has two big doors four windows and three ceiling fans. All of the class students wear neat and clean uniform and eager to learn new things enthusiastically. In brief the classroom has learning space where students and teachers come together to share knowledge and experience innovative outcomes. In this lesson intelligences beautifully covered are:

- Interpersonal Intelligence
- Intrapersonal Intelligence
- Linguistic Intelligence

7: Family and friends:

In this lesson a girl’s name is Azra introduces her family and friends by coating their age’s interest hobbies, daily routines and professions. This lesson is very good in the sense that it promotes minimum five multiple intelligences which are the following:

- linguistic intelligence
- Bodily kinesthetic

- Interpersonal
- Intrapersonal
- Naturalist intelligence
- visual spatial

In this lesson the students are encouraged to set their daily routine by making a time table. It also reflects upon the advantages. The students are motivated to move to go, on a morning walk and to do exercises regularly, and to offer prayers five times in a day, which do not only inspire students with bodily kinesthetic intelligences but also students with naturalist intelligence. Further the information Azra's parent's professions and siblings and friends ages, interests, and qualities enable the students with visual spatial intelligence to visualize all the characters in their imagery and appreciate their characteristics. This lesson also provides very good example of intra and interpersonal and linguistic intelligences.

8: Going shopping

This lesson is about Sadia and Aslam they were going for shopping for taking clothes for Eid (Muslims' religious festival) and some other accessories which is needed for home with their mother. Children are getting excited and branching out their own pace to get things according to their own will. This lesson contains existential, linguistics, interpersonal and intrapersonal intelligences as in the market children express their choices and demands to buy the things of their own preferences. The intelligences incorporated are:

- Existential Intelligence
- Interpersonal Intelligence
- Intrapersonal Intelligence
- Linguistic Intelligence

After reading this lesson the students spend a up amount of money to buy things with the support of their parents happily.

9: Seasons

This lesson is about Seasons; spring, summer, autumn, winter that how weather comes and gives new looks every time during their phase. The warm season of the year is called summer the weather at this time is unpleasant and tiring. But one can enjoy mangoes and outdoor games in the evening. The season after summer is called autumn. In this season leaves fall and changes their color. The coldest time of the year is called winter. Spring is called the queen of seasons. It is the most beautiful time of the year. This lesson contains:

- Naturalistic intelligence
- Visual-spatial intelligence

- Interpersonal intelligence

All these three intelligences has used in this lesson delightfully in the sense that everyone has his own likings and disliking, revelation and love for natural beauty. This lesson provides necessary information about weathers superbly and let them to enjoy all these seasons according to their own abundance.

10: The quarrel

This poem is about two brothers who quarrel with each other but exactly they both don't know what about. The start of it was slight the end of it was strong no one knows who is right and who is wrong. The day passed towards night and whole night they used angry words to each other. This lesson comprises:

- Existential intelligence
- Interpersonal intelligence
- Intrapersonal intelligence

In the general picture of this lesson they both quarrel with each other; they both have essence of being and free will to do right and immoral. This lesson elicits students to be aware of bad actions and make possible to away from all these deeds.

11: Dialogue between two friends:

This lesson is a conversation between two friends. This dialogue comprises the linguistic intelligence because both the friends easily express their self orally in a best manner and endorses their conversation with frequent questions and responses. This lesson also consists of bodily kinesthetic and naturalist intelligences as one of the friends enjoys working in the garden and also recognizing and appreciating different types of plants. The boy communicates his thoughts with his friend in a good way that shows interpersonal intelligence. So this lesson contains:

- Interpersonal intelligence
- Bodily kinesthetic intelligence
- Naturalist intelligence

12: Greeting and courtesy

This is a dialogue between teacher and the students. A teacher in this lesson asked some frequent questions about how to greet someone on particular moments like in the morning we used to say good morning, at afternoon we used to say good afternoon or good evening, at night we say good night etc. In this lesson the intelligences is beautifully covered are:

- Linguistic Intelligence
- Intrapersonal intelligence
- Interpersonal intelligence

This lesson make possible for students to greet others in more sophisticated and sensible manner.

13: The wind

This is a poem in which author presupposes that who has seen the wind? No one, neither I nor you, except when wind passing through the leaves it sings wobbly but still no one can see it. But at one time author avow that as trees stoop their heads than definitely the wind give you an idea to be there. The naturalistic, interpersonal, visual-spatial intelligences splash intelligently which boosts students to see and observe natural beauties via imagery intellect. The intelligences covered intelligently in this lesson are:

- Naturalistic intelligence
- Interpersonal intelligence
- Visual-spatial intelligence

After reading this lesson the students will be able to be aware of the expressive influence of the wind that how it is drifting from the sky and people on the earth can feel it, in short it strengthens the imagination.

14 & 15: Cardinal numbers and ordinal numbers and Counting up to one thousand

These two lessons are based on numerical descriptions and illustrate the logical mathematical intelligence as it creates a sense among learners to enjoy working with numbers and do some mental calculations. It also enables the student to have fun in word play or cross words. This lesson contains one intelligence is:

- Logical-mathematical intelligence

16: Describing pictures

This lesson is about present continuous tense, in the lesson some pictures are given each picture is describing an action that is going on at the time of speaking. By seeing pictures students construct the sentences and write and speak the correct actions portray. In this lesson Visual-spatial, interpersonal and linguistic intelligences are skillfully covered which help students to communicate easily. This lesson holds the intelligences are:

- Visual-spatial intelligence
- Interpersonal intelligence
- linguistic intelligence

Verb exercises and Punctuation marks

These lessons are about grammar and punctuation uses. Everyone has distinct ways to learn and perceive the things and ideas, this lesson help students to teach English language and probe students to find the ways to take part in array of activities which call them towards different

intelligences like Linguistic, logical intelligences. In this lesson the intelligences meticulously covered are:

- Linguistic intelligence
- logical intelligence

Table- 1: Management of Multiple Intelligences in English Textbook of 5th grade

Lesson no.	Interpersonal	Intrapersonal	Visual-spatial	Logical	Naturalistic	Linguistic	Kinesthetic	Musical	Existential	Total %
1	1	1	Nil	Nil	Nil	1	Nil	Nil	Nil	5.08
2	1	1	Nil	Nil	Nil	1	Nil	Nil	Nil	5.08
3	1	Nil	Nil	Nil	1	1	Nil	Nil	Nil	5.08
4	1	1	Nil	1	Nil	1	1	Nil	Nil	8.47
5	Nil	1	Nil	Nil	Nil	1	Nil	Nil	1	5.08
6	1	1	Nil	Nil	Nil	1	Nil	Nil	Nil	5.08
7	1	1	1	Nil	1	1	1	Nil	Nil	10.17
8	1	1	Nil	Nil	Nil	1	Nil	Nil	1	6.78
9	1	Nil	1	Nil	1	1	Nil	Nil	Nil	6.78
10	1	1	Nil	Nil	Nil	1	Nil	Nil	1	6.78
11	1	Nil	Nil	Nil	1	1	1	Nil	Nil	6.78
12	1	1	Nil	Nil	Nil	1	Nil	Nil	Nil	5.08
13	1	Nil	1	Nil	1	1	Nil	Nil	Nil	6.78
14	Nil	Nil	1	Nil	Nil	1	Nil	Nil	Nil	3.39
15	Nil	Nil	Nil	1	Nil	1	Nil	Nil	Nil	3.39
16	1	Nil	1	Nil	Nil	1	Nil	Nil	Nil	5.08
17	Nil	Nil	Nil	1	Nil	1	Nil	Nil	Nil	3.39
18	Nil	Nil	Nil	1	Nil	1	Nil	Nil	Nil	3.39

Table- 2 Percentage of Multiple Intelligences Managed in Present Textbook of English of 5th Grade Level

Sr. No.	Intelligences	Overall % of intelligences in 18 lessons
1	Interpersonal	72.22
2	Intrapersonal	50
3	Musical	0 (Nil)
4	Bodily-kinesthetic	16.67
5	Logical- Mathematical	22.22
6	Visual-spatial	27.78
7	Naturalistic	27.78
8	Linguistic	100
9	Existential	16.67

Table no. 2 depicts that in English textbook of 5th grade maximum linguistic intelligence is focused. Although it is a language textbook, however, it does not mean that we should focus only language skills development in the language textbook. We can maximum promote various aspects of an individual's personality through teaching of language like Interpersonal, Intrapersonal, Musical, Bodily-kinesthetic, Visual-spatial, Naturalistic and Existential. As we observe very little score is on Interpersonal, Intrapersonal, especially on Musical, Bodily-kinesthetic, Visual-spatial, Naturalistic and Existential.

Discussion

Children's ways of learning are as different as the colours of the rainbow. Some grasp information best by reading, while others learn better through listening or discovering concepts through hands on experience. Traditionally, the concern of teachers and educators must be on assessing what children learn instead of focusing how they learn which gives the child a comprehensive approach to teaching and learning. A learning style diagnosis is the key to an understanding of student learning. Diaz-Lefebvre and Finnegan (1997) stated that today's educational system must aim to design a creative and effective interdisciplinary loom of teaching, learning, and assessment taking into account the intellectual gifts of each student. Carol Bainbridge (1999) argues that through the application of multiple intelligence strategies the teachers can provide different kinds of experiences and opportunities to their students and as a result the student's level of accomplishment increased fruitfully. Perkins (2001) described learning takes place best when it can be individualized, meeting the particular needs and interests of each student. It is important to know what helps students to learn and then adjust teaching strategies to enhance the method of instruction. Students can be skilled from a combination of acumen and expert instructional methods in a best manner when experiences reflect through real-world environment beneath the teacher. This vigor practice empower teacher to make more informed decisions on what to teach and how to present the incumbent data.

The findings of present study depict that at present maximum Linguistic intelligence is focused in curriculum of English whereas other intelligences obtain squat status like Intrapersonal, Musical, Visual-spatial, Naturalistic, Existential and Logical. We ever find no activity regarding Musical intelligence. Therefore it is suggested that as at primary students need to participate in activities which is not only increases student's metacognition but also advance their creativity and shape their real-world milieu as MI propose each student to illustrate his/ her maximum potentials, abilities and develop their overall personality. In nutshell, the use of multiple intelligences is useful and helpful to develop students in different fields of life in a productive fashion. Hence there is a strong need to address MI in current primary level English curriculum. Following types of intelligence need to be included:

- Musical intelligence: In order to widen harmonious sense it is needed to comprise it in English curriculum in the form of “recitation of “Holy Qur’an” “Naat” “ National anthem” so that students enable themselves to demonstrate sensitivity to sound, melody and rhythm,
- Existential intelligence: In order to extend intuition to know others and milieu in a profound manner. It is important to include it in the curriculum in the shape of their choice activities, give them freedom to see the big picture of the world closely and rationally according to their will.
- Intrapersonal intelligence: In order to increase metacognition, higher-order reasoning and reflective talent “*know thyself*” (Gardner 1999) it is essential to incorporate it in the curriculum in the form of students self-made activities, moods, like write an essay, edify someone with your illuminate ideas consequently they successfully they can pose their aptitude.
- Bodily-kinesthetic: In order to compose their physical movements via their whole body or parts of it, it is necessary to integrate something significant which helps them to perform their tasks in better way like combine physical topics, performing arts in the form of martial arts, acting, dancing, by involving them in the field work productively as a result they can model their capabilities actively.
- Visual-spatial: In order to identify visual sense and to build strong imagination of the students it is required to take into account those activities which direct images of them intellectually, like ask them to portray or illustrate a story/fiction about something, to create a piece of art which express itself beautifully, by challenging their creativity a teacher can make it strong.
- Naturalistic intelligence: In order to recognize beauties of the nature it is obligatory to grow a sense of natural environment in the students as *Almighty Allah* inform us in several places of “Holy Quran”:
- “To travel throughout the earth to see Allah's signs and patterns everywhere”. "And it is “He” who created the night and the day and the sun and the moon; all in an orbit are swimming. Astronomy as a science subject today focuses on observatories and explorations of the universe enthusiastically. (Quran and Science)
- Logical-Mathematical: At primary level though it is not necessary enough to develop logical sense in the primary level students because a logical sense raise gradually, as a child grow up he/she make their own perception to notice the objects. But a teacher play a best role to expand their thoughts to construct analogies to explicate by them.
- Interpersonal and Linguistic intelligence: These intelligences enormously managed in the English curriculum which is an immense point for educators to extend these intelligences fabulously.

Suggestions

On the basis of the findings of the study the following suggestions are put forward:

- Activities regarding intrapersonal, in order to promote creativity in students , activities regarding music in order to develop esthetic sense, activities regarding bodily-kinesthetic in order to enable students to create products , activities regarding visual-spatial intelligence in order to visualize things, to develop habit of creativity, incorporating activities regarding naturalistic intelligences to promote love for nature and natural things and the universe and finally incorporate activities existential intelligence for the purpose to enable students responsible and to develop their individuality.
- In present world of information communication technology we may provide maximum learning opportunities in language textbook.
- In present time we need individuals who are not only expert in his/her field but has proficiency in various skills.
- The purpose of education is the development of multidimensional aspects of an individual's personality. Therefore in the content of every text book this aspect can be incorporated through integrated approach.
- Teachers may be trained in how to plan lessons based non development of multiple aspects of students' personality.

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