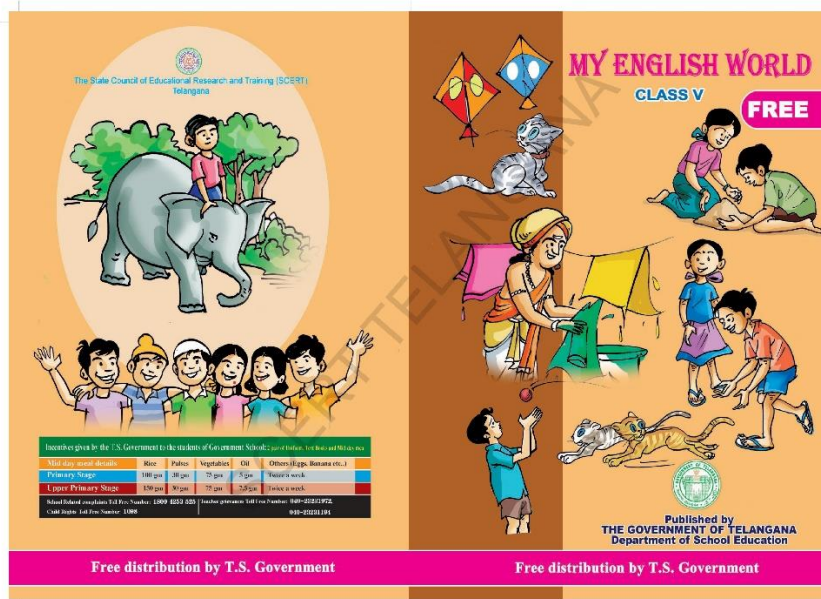


An Investigation into the Tasks of V Standard English Textbook of Telangana State for the Identification of Dominant Intelligences with regard to the Gardner's Theory of Multiple Intelligences

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Abstract:

There is a need to understand the structure of a text book to make teaching pleasant and effective. Teaching requires variety of methods and techniques to implement in the classroom based on the level and the complexity of the textbook. The English teachers who are dealing V Class English must have good command over textbook as well as the level of learners to select the appropriate methodologies and techniques to deliver the language. This paper attempts to give a few insights regarding the theory of Multiple Intelligences and the serious investigation of V Standard English Textbook of Telangana State with regard to the classification of language items, tasks, test items and the dominant Intelligence hidden in the test items in each unit.

Keywords: Language, Learning, Investigation, Analysis, Tasks and Multiple Intelligences, V Standard English Textbook, Telangana State.

Howard Gardner's theory of Multiple Intelligences proposed in his book *The Frames of Mind* in 1983 has been model for the past three decades in education field across the globe. This Theory primarily focuses on individual's interest in learning and related methodology to make teaching and learning more effective.

There is a great need of understanding the textbook for any teacher before venturing in to class to make his teaching fruitful. The understanding of the text book includes understanding the units, topics, test items, language items.

However, the understanding of the textbook gives an idea of the theory of multiple Intelligences as there is a dominant intelligence in each language item and test item in each of the unit.

In order to prepare additional tasks to make learners understand the language and usage the understanding of textbook is needed for any language teacher to teach effectively.

Teaching English to primary level students is a big task because they are very young and innocent in terms of intelligence and cannot understand if the teaching is done in a traditional lecture method and students become inactive and show aversion towards English learning.

There are different methods, techniques and approaches evolved to mould primary level students in language acquisition but it is the teacher who thinks about a methodology and technique to deliver that particular content in the classroom by making all learners attentive throughout the class.

Primary level students are generally enthusiastic and like task- based teaching. This the core element to understand for any language teacher before beginning the class and this is the base create lot of activities in English textbook. These activities are very attractive and catch the attention of the learners easily. Students of primary level at some point don't have sufficient consistency in performing tasks provided in the textbook and easily get distracted towards other activities. This is due to lack of realizing the importance of tasks and language.

At this level teacher has to focus on individual's interest to frame the tasks which regulate their span of attention and create interest towards the given tasks. Tasks which are provided in English class have great impact on language learning and character building. Therefore, the selection of tasks to be made in association with the given tasks and activities in the textbook.

V Class English Textbook consists variety of tasks based on the intelligence levels of the students. If teacher understands that particular intelligence hidden in the tasks, he can prepare similar tasks to help the students improve English language and critical thinking. Teaching with such innovative tasks creates interest among learners.

In order to understand the hidden intelligence in the tasks and activities provided in the text book, English teacher requires the help of the Theory of Multiple Intelligences. Understanding the textbook involves looking at the tasks from the perspective of the Theory of multiple Intelligences to prepare additional tasks and activities to make teaching and learning fruitful. There is an inseparable relation between the Theory of Multiple Intelligences and education field since there is a lot of advantages provided in the theory to assess the intelligence levels of learners in the classroom so as to make tasks to supplement the learning.

An English teacher at primary level classroom should be more like a facilitator to provide opportunities to make learning in a peaceful and tension free environment. Which requires the knowledge of the Theory of Multiple Intelligences. With which English teacher can understand the areas of interests of his students and change his way of teaching to mould them in the tune of his way of teaching. This change requires the analysis of textbook with deeper understanding of activities and tasks and the schema of learners. This elevated methods and techniques usually motivate students to get better results.

There are nine types of Intelligences proposed Howard Gardner in his book *The Frames of Mind* in 1983. Since then, it has been inspiring millions of teachers across the globe in changing the teaching practices and in shaping innumerable techniques to make teaching and learning more effective as it defines the teaching and learning in a novel way of creating intelligence-based teaching platform to enjoy the learning.

The nine types of intelligences promoted by Gardner in his theory of Multiple Intelligences are:

1. Verbal-Linguistic Intelligence
2. Musical Intelligence

3. Logical-Mathematical Intelligence
4. Visual-Spatial intelligence
5. Bodily-Kinaesthetic Intelligence
6. Interpersonal Intelligence
7. Intrapersonal Intelligence
8. Naturalistic Intelligence
9. Existential Intelligence

The Theory of Multiple Intelligences says that every intelligence is equally important and has potential to create lot of tasks and activities for primary level learners but it requires the base of underlying intelligence of tasks and activities provided in the textbook.

With keen observation of the tasks and activities provided in the textbook it is understood that one or two intelligences covered in each task and teacher is required to target the same intelligences to prepare the similar tasks.

Gardner advocates that “Teachers use only one or two intelligence types in their teaching activities. Necessarily, teachers can integrate four or five intelligence types into their teaching because students will have a unique approach to many of the challenges they encounter during their study” (Gardner, 1983).

Therefore, an investigation of the tasks of a textbook in detail manner is necessary to start teaching at primary level. This investigation should focus on the language items, tasks and topics of each unit from the perspective of the Theory of Multiple Intelligences.

V Standard English Textbook in Telangana State *My English World* published by the Department of School Education, Government of Telangana, is composed of interesting lessons and fascinating tasks.

Eight theme-based units are there in the textbook within the knowledge level of the V Standard students and each unit has a listening passage and two reading texts (A) and (B) along with textual exercises covering Glossary, Comprehensive Questions, Vocabulary, Grammar, Writing Conventions, and Enrich Your English and project work.

Table No:1 Detailed Analysis of All Units of V Class English textbook ***My English World*** of Telangana State.

Sl. No & Unit	Language Item	Tasks	Topic	Dominant Intelligence
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1.Let's Be Friends	Face sheet	Picture	Questions and Answers	Intrapersonal Intelligence
	A. Reading	Prose	Let's Be Friends	Linguistic Intelligence
	Vocabulary	Glossary	Meanings	Linguistic Intelligence
	Reading Comprehension	Comprehensive Questions	Lesson	Linguistic Intelligence
	Vocabulary Building	Grid	Names of food items	Logical Intelligence
	Grammar	Fill in the blanks	Articles	Linguistic Intelligence
	Writing	Notice	Notice	Intrapersonal Intelligence
	Conventions of Writing	Fill in the blanks	Punctuation	Linguistic Intelligence
	Enrich Your English	Description	Describing People	Intrapersonal Intelligence
	B. Reading	Poetry	The Best of Friends	Linguistic Intelligence
2.Karate Kitten	Face sheet	Picture	Questions and Answers	Intrapersonal Intelligence
	A. Reading	Prose	Karate Kitten	Linguistic Intelligence
	Vocabulary	Glossary	Meanings	Linguistic Intelligence
	Reading Comprehension	Comprehensive questions	Lesson	Linguistic Intelligence
	Vocabulary Building	Match the Boxes	Phrases	Logical Intelligence

	Grammar	Fill in the blanks	Prepositions	Linguistic Intelligence
	Writing	Description	Describing Things	Intrapersonal Intelligence
	B. Reading	Poetry	Our Kittens	Linguistic Intelligence
	Punctuation	Correction of Sentences	Sentences	Linguistic Intelligence
	Enrich Your English	Pangrams	Examples	Intrapersonal Intelligence
	Writing	Project Work	Framing Questions	Inter personal Intelligence
3.Together We Live	Face sheet	Picture	Questions and Answers	Intrapersonal Intelligence
	A. Reading	Prose	Together We Live	Linguistic Intelligence
	Vocabulary	Glossary	Meanings	Linguistic Intelligence
	Reading Comprehension	Comprehensive questions	Lesson	Linguistic Intelligence
	Vocabulary Building	Write Sentences	Sentences and Collocations	Logical Intelligence
	Grammar	Fill in the blanks	Adjectives	Linguistic Intelligence
	Writing	Write a Story	Story	Intrapersonal Intelligence
	B. Reading	Play	The Three Little Rabbits	Linguistic Intelligence
	Punctuation	Correction of Sentences	Linguistic Intelligence	Linguistic Intelligence

	Enrich Your English	Idiomatic Expressions	Examples	Linguistic Intelligence
4.A Big Surprise	Face sheet	Poster	Questions and Answers	Intrapersonal Intelligence
	A. Reading	Prose	A Big Surprise	Linguistic Intelligence
	Vocabulary	Glossary	Meanings	Linguistic Intelligence
	Reading Comprehension	Comprehensive questions	Lesson	Linguistic Intelligence
	Vocabulary Building	Word Maze	Fruits and Vegetables	Logical Intelligence
	Grammar	Fill in the blanks	Auxiliary Verbs	Linguistic Intelligence
	Writing	Letter Writing	Modal Letters	Intrapersonal Intelligence
	Writing	Poster Preparation	Modal Posters	Intrapersonal Intelligence
	Punctuation	Writing a small passage	Passage	Linguistic Intelligence
	Enrich Your English	Acronyms	Examples	Intrapersonal Intelligence
	B. Reading	Poem	Five Friendly Farmers	Linguistic Intelligence
5.The Food We Eat	Face sheet	Picture	Questions and Answers	Intrapersonal Intelligence
	A. Reading	Prose	The Food We Eat	Linguistic Intelligence
	Vocabulary	Glossary	Meanings	Linguistic Intelligence

	Reading Comprehension	Comprehensive questions	Lesson	Linguistic Intelligence
	Vocabulary Building	Fill in the Box	Food Items	Logical Intelligence
	Vocabulary Building	Stepping Stone	Vegetable Names	Logical Intelligence
	Grammar	Fill in the blanks	Connectors	Linguistic Intelligence
	Writing	Advertisement	Modal Advertisement	Intrapersonal Intelligence
	Punctuation	Correction of Sentences	Sentences	Linguistic Intelligence
	Enrich Your English	Wishing Messages	Messages	Intrapersonal Intelligence
	Writing	Project Work	Chart	Inter personal Intelligence
	B. Reading	Poem	Junk Food....Junk Food... Go Away....	Linguistic Intelligence
6.The Witty Nasruddin	Face sheet	Story	Questions and Answers	Intrapersonal Intelligence
	A. Reading	Prose	The Witty Nasruddin	Linguistic Intelligence
	Vocabulary	Glossary	Meanings	Linguistic Intelligence
	Reading Comprehension	Comprehensive questions	Lesson	Linguistic Intelligence
	Vocabulary Building	Fill in the Box	Homophones	Logical Intelligence
	Grammar	Fill in the blanks	Degrees of Comparison	Linguistic Intelligence

	Writing	Notice Preparation	Modal Notice	Intrapersonal Intelligence
	Punctuation	Correction of Sentences	Sentences	Intrapersonal Intelligence
	Enrich Your English	Describing Emotions	Modal Expressions	Intrapersonal Intelligence
	Writing	Project Work	Collection of Jokes and Stories	Inter personal Intelligence
	B. Reading	Story	The Clever Jackal	Linguistic Intelligence
7.I Was Bad at Cricket	Face sheet	Picture	Questions and Answers	Intrapersonal Intelligence
	A. Reading	Prose	I Was Bad at Cricket	Linguistic Intelligence
	Vocabulary	Glossary	Meanings	Linguistic Intelligence
	Reading Comprehension	Comprehensive questions	Lesson	Linguistic Intelligence
	Vocabulary Building	Fill in the Box	Consulting Dictionary	Logical Intelligence
	Grammar	Choose the correct response	Modals	Linguistic Intelligence
	Writing	Essay writing	Essay	Intrapersonal Intelligence
	Punctuation	Correction of Sentences	Sentences	Intrapersonal Intelligence
	B. Reading	Poem	Our Legacy	Linguistic Intelligence
	Enrich Your English	Prefixes	Examples	Intrapersonal Intelligence

	Writing	Project Work	Our skills diary	Inter personal Intelligence
8.Will Power	Face sheet	Picture	Questions and Answers	Intrapersonal Intelligence
	A. Reading	Prose	Will Power	Linguistic Intelligence
	Vocabulary	Glossary	Meanings	Linguistic Intelligence
	Reading Comprehension	Comprehensive questions	Lesson	Linguistic Intelligence
	Vocabulary Building	Fill in the Box	Antonyms	Logical Intelligence
	Grammar	Choose the right answer	Genders	Linguistic Intelligence
	Writing	Speech	Speech Making	Intrapersonal Intelligence
	Punctuation	Correction of Sentences	Sentences	Intrapersonal Intelligence
	Enrich Your English	Tongue Twisters	Examples	Intrapersonal Intelligence
	B. Reading	Poem	We shall Overcome	Linguistic Intelligence
	Writing	Project Work	Collecting Information about Special kids	Inter personal Intelligence

(Source: Thirupathi, Venum & Lakshmi, N V S N. (2023) worked on Identification of Dominant Intelligences of the Theory of Multiple Intelligences in the units of V Class Textbook of Telangana State and Name of the Lessons in the article “Incorporating the Theory of Multiple Intelligences in the Preparation of Tasks to Teach English for V Class Students”. In the present article Language Items, Tasks and Topics were explored in detail.)

While observing the above table, it is understood that there are eight theme-based units in the textbook.

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1. Let's Be Friends, 2. Karate Kitten, 3. Together We Live, 4. A Big Surprise, 5. The Food We Eat, 6. The Witty Nasruddin, 7. I Was Bad at Cricket. and 8. Will Power.

In each unit there are ten major language items apart from listening to the passage. They are 1. Face sheet, 2. Reading Text (A), 3. Exercises on Vocabulary, 4. Reading Comprehension, 5. Exercises on Grammar, 6. Exercises on Writing, 7. Exercises on Punctuation, 8. Language Enriching Item, 9. Reading Text (B) Poem/ Play, and 10. Project.

After completion of all units there are appendices of texts for listening. They are meant for listening comprehension. The teacher has to read loudly to make students listen attentively to understand the pronunciation of certain difficult words and to understand the beauty of language, which develops the linguistic intelligence among the students.

In the beginning of first unit there are bridging gap activities to make the students recollect what they learnt in the previous year. Then it starts with the face sheet. Face sheet may be a picture or notice or a slogan to make the students think and speak for the questions that face sheet follows.

As per the Gardner's Theory of Multiple Intelligences, when students discuss and speak, they will develop multiple intelligences. But the major intelligence is Intrapersonal Intelligence as they seriously think about the face sheet. Face sheet has a connection with the following lesson and the lesson has to be discussed for comprehension.

Next comes glossary along with comprehensive questions. While answering comprehensive questions, students will develop linguistic, logical, and intrapersonal intelligences. But the dominant intelligence is linguistic intelligence.

Each language item has different tasks like multiple choice questions, fill in the blanks, grids, puzzles, etc. Students will improve logical intelligence apart from linguistic intelligence, but logical intelligence can be the dominant intelligence that is being developed.

The major tasks incorporated under each language item has been mentioned in the table. Every task has an objective of improving the certain aspect of language by using the help of at least one intelligence to frame the task and in every task, it is clearly understood that there are more than one intelligence that is used to frame the task. One intelligence as per Gardner's Theory of Multiple Intelligences can dominate the remaining intelligences and this dominant intelligence is being used to frame the task and the dominant intelligence in each task is

mentioned in the table. For example, the task grid is to improve logical intelligence, linguistic intelligence and spatial intelligence. Yet, its main focus is on logical intelligence.

It is found that the Textbook is prepared based on holistic approach of language learning with a variety of activities and tasks to develop language skills, namely. listening, speaking, reading, and writing, and these skills are integrated in the larger context of the themes which are indirectly interconnected with the theory of Multiple Intelligences. The designed activities under each language item attracts students easily and these activities are up to the knowledge and experience levels of students. So, they participate actively in teaching-learning process which is also the core objective of the theory of Multiple Intelligences.

As the primary objective of teaching English is to improve the learner's autonomy in using English, the task-based teaching will help teachers and students achieve this goal easily if those activities are prepared based on the theory of Multiple Intelligences. Therefore, it is concluded from the above analysis that the prepared tasks under each language item have indirect connection with Gardner's Theory of Intelligences. And this analysis will help the English teachers to make use of Gardner's Theory of Multiple Intelligences in preparing tasks and activities to make learners independent users of English and to conduct teaching-learning process effectively.

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