

EMPOWERING MINDS, TRANSFORMING FUTURES: ADVANCING MULTIPLE INTELLIGENCES THROUGH ENGLISH LANGUAGE TEACHING IN PAKISTAN

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Abstract

The current study is anticipated to unearth the role of English Language Teaching (ELT) course outlines in advancing multiple intelligences among English Language Learners (ELLs) of Pakistan at primary level. In addition, it is also intended to figure out assorted layers of multiple intelligences and how these are nurtured through course contents among ELLs. To accomplish his intentions, the researcher has utilized a qualitative approach to analyse the data and to pencil in the upshots. Data has been extracted from course insides or outlines of ELT taught at the primary level all over Pakistan under SNC. For that, purposive sampling technique has been implied. Howard Gardner (1983) theory of multiple intelligences (MIs) has been manoeuvred as theoretical framework for data analysis. To delimit the study, the data has been accumulated from ELT course outlines or contents of only grades IV and V. The findings designate that the ELT course inside is operated as a means to nurture linguistic, interpersonal, intrapersonal, existential, logical mathematical, spatial, naturalistic, musical and bodily-kinaesthetic intelligence among ELLs of grades IV and V. The study is imperative as these stratum of intelligence have maximised ELLs' cultural, social, emotional, naturalistic, musical, logical, and analytical persona and have authorized their learning into an inclusive and holistic approach.

Keywords: *ELT, ELLs, MIs, Linguistic, Interpersonal, Intrapersonal, Logical Mathematical, Spatial, Existential, Bodily-kinaesthetic, Naturalistic, Musical.*

INTRODUCTION

Howard Gardner (1983) set forth an evolutionary theory about human intelligence, which is widely branded as Multiple Intelligences (MIs). Prior to Gardner, it was supposed that human beings had a pre-set amount and echelon of intelligence, which could be appraised and tested through IQ testing mode. It was an IQ test that was underpinned on a single measurement scale. But Gardner (1983; 2006) proposed that intelligence is diverse rather than a single one. So, human intelligences can not be measured with or utilising a single metric (Aydin, 2019). Gardner's (2006) propositioned the theory of multiple intelligences that averred MIs as "all human beings possess different levels of eight types of intelligence, linguistic, musical, spatial, logical-mathematical, bodily-kinaesthetic, interpersonal, intrapersonal, and naturalistic". Foundation on this theory, and evolutionary asserts of Gardner (1983), Armstrong (2009) convoluted all these categories of intelligence and drew consideration to their function in enabling humans to interrelate, converse, and execute in the world in dissimilar line of actions. It also facilitated learners to approach manias critically, analytically, and rationally.

MIs theory sponsors multiple manifestations of intelligence as a means to demonstrate diversity of dexterities by individuals in their respective cultural contexts (Aydin, 2019). In the meadow of education conceptions of learning and teaching, the persona of MIs are noteworthy as these facilitate learners to accommodate their characters, fondness, and endowments. These also enable learners to ascertain and counter varied state of affairs differently, which activate teachers to put into operation assorted teaching methods, practices, and approaches to concentrate on the diverse necessitates of the learners (Fasko, 2001). In addition, the triumph of a learner is categorically reliant on the degree of intelligence he or she possesses. Hence, MIs bestows teachers a new paradigm to approach and prospect their learners accordingly, keeping in view that each learner seizes an idiosyncratic level of intelligence. Hence, MIs not only shore up the learners and teachers in approaching the instructional practices while keeping in view the new paradigm, but it also empowers teachers to transport English Language material to ELLs footed on the mental faculties or the stratum of intelligence they hold (Ma'mun, 2019).

Arulselvi (2008) encapsulated the essentiality of fostering MIs in teaching, as intelligence can be transformed and tutored. It can be customized and amplified through teaching. Additionally, diverse learners seize assorted layers of intelligence, which engross dissimilar lines of action and practices to contend with their needs. The facade of ELT textbooks in training the varied faculties of ELLs has always been deep-seated. Such textbooks are not mere assistive materials for ELLs and ELTs but capture

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action as a guiding instrument to augment language proficiency, fluency, and expertise in language communication (Zhang, 2017). What's more, ELT textbooks transpire teachers with the contents, methods, and approaches to transport ELT contents in a mode that generates equilibrium between language skills and sub-skills qualified in ELT classrooms. ELT textbooks also endow the ELLs to access their language skills and authorize teachers to map and deliver ELT insides in a fashion that preeminent the needs of their learners, keeping in view the diverse layers of intelligences they hold (Richard, 2001).

STATEMENT OF THE PROBLEM

Despite the exertions being devoted to supplement the eminence of language teaching in Pakistan, ELT lingered behind to be incarcerated to traditional mode, i.e., rote erudition with accent on memorization. The result is that ELT fell shorts to quench the assorted necessitates of the ELLs, and their mental faculties hang around uncultured and boorish, especially the amplification of multiple intelligences projected by Howard Gardner (1983). The consequence is that most of the ELLs are incapable to manoeuvre their mental, social, emotional, and cognitive faculties. The underlying problem, hence, underlines the essentiality to transform ELT by integrating multiple intelligences, i.e., linguistic, interpersonal, intrapersonal, logical mathematical, spatial, existential, bodily-kinaesthetic, naturalistic, and musical. It necessitates an extensive paradigm shift in teaching approaches and curricula practices for an inclusive and holistic learning vibes. In addition, redressing this problem is essential for nurturing ELLs' innate faculties, empowering their minds, and augmenting their know-how to transform their futures.

RESEARCH OBJECTIVES

The current study is projected to unlock the role of ELT course outlines in advancing multiple intelligences among ELLs of Pakistan. Specifically, it is intended to bring about the subsequent research objectives

- To unearth the persona of ELT in advancing multiple intelligences among ELLs of Pakistan.*
- To sightsee diverse brands of multiple intelligences and the way these are embedded in ELT course contents.*
- To measure the effects and imprints of assorted layers of multiple intelligences on ELLs of Pakistan.*

RESEARCH QUESTIONS

Keeping in view the intents and objectives of the study, the researcher is in the purse of sightseeing the responses to consequent research questions.

- How is ELT advancing multiple intelligences among ELLs of grades IV and V in Pakistan?*

- *What and how assorted layers of multiple intelligences are integrated into the ELT curriculum in Pakistan?*
- *What upshots and imprints do multiple intelligences have on ELLs of grades IV and V in Pakistan?*

SIGNIFICANCE OF THE STUDY

The under-view study is anticipated to hold copious layers of significance. Integration of multiple intelligences in ELT is designed to revolutionize and transfigure conventional pedagogical practices, which are expected to execute the assorted necessitates of ELLs by enabling a more inclusive and holistic approach to learning. The inculcation and nutriment of multiple intelligences unwrap new avenues of the holistic approach that sets out beyond mere linguistic fluency, rather it engross all dynamics of ELLs expansion from interpersonal to intrapersonal; musical to existential: bodily-kinaesthetic to spatial and naturalistic to linguistic well-being. This inclusiveness transpires ELLs of grades IV and V to be better geared up for the future.

In addition, spotlighting on multifaceted layers of erudition prompts gratification and engagement among ELLs that escorts to more vibrant and interactive instruction in language classrooms. The design of multiple intelligences has also transformed the instructional facade and practices of ELTs in Pakistan and equipped them with supplementary inclusive and holistic teaching approaches to foster their professional escalation and to cater the diverse needs of the ELLs. The notion of multiple intelligences augments the fluency of ELLs, which is indispensable to conquer global competitiveness. Furthermore, the study is comprehensive to unearth cultural, social, emotional, and cognitive faculties to be nurtured. In this mode, the under view study is imperative to empower ELLs, renovate ELT practices, and endow the learners to be better primed for future challenges.

DELIMITATION OF THE STUDY

The under-view study is delimited by the researcher bearing in view consequential layers of delimitation

- *The study is merely intended to explore the role of ELT in advancing multiple intelligences among ELLs of grades IV and V.*
- *It is supplementary delimited to only course contents or outlines of the syllabus of grades IV and V for data analysis.*
- *The analysis is demarcated to only thematic patterns, activities, and skills that are incorporated within course contents to nurture multiple layers of intelligence among ELLs.*

REVIEW OF THE LITERATURE

Since learners acquire diverse ranges of personality attributes which encompass diversity in terms of styles, practices and intelligences, it is imperative for textbooks or curricula to endow with as many brands of intelligences as possible to

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quench every learner's needs. Integration of MIs in curricula or textbooks denotes that instruction is being carried out at assorted stratum as per the needs of the learners. After the publication of Gardner's Frames of Mind (1983) institutes, curricula and even teachers are approaching ELLs from diverse perspectives to keep them motivated and affianced (Al-Qatawneh, 2021). Frequent studies have verified that learners' needs and echelon of intelligences must be taken into consideration while designing curricula or textbooks, and it can perfectly be done in the course of the inculcation of multiple intelligences. Above and beyond, MIs theory has substantial potential in embarking upon the needs of language learners as it can keep in view the necessitates potential, approaches, and intelligence of language learners (Lie-Qi Chen & Seana Moran, 2009).

Ebadi & Beigzadeh (2016) conducted a study on the application of MIs in ELT by means of textbooks. The study publicized that most of the textbooks exhibit and demonstrates linguistic, spatial, interpersonal, and logical mathematical intelligences. In addition, it is instituted that musical, intrapersonal, and naturalistic are the least focused intelligences as far as curricula are concerned. Bodily-kinaesthetic intelligence is also omitted in the textbooks. Al-Omari et al. (2015) brought about an analogous content study in the Jordanian context to see the sights whether MIs is integrated in textbooks of grades I, IV, VIII, and XI or otherwise. The findings designate that linguistic, intrapersonal, and spatial intelligence are well-focused in the textbooks. However, moral, spiritual, and existential varieties of intelligences were uncared for in the textbooks. An additional attention-grabbing facade they initiated out that there was a scarcity of balance in terms of inculcation of MIs in different grades' textbooks.

Spirovska (2013) encapsulated a study to delineate the requisite to integrate MIs into Foreign Language Teaching (FLT). In her study, she stressed the fact that learners can expand all eight brands of intelligences. So, it is the dexterity of an ELT to nurture and inspire MIs among ELLs to fortify their intelligence to deal with diverse learning needs. Derakhsan & Freebi (2015) anticipated to have another glance at the upshots of MIs in learning English as a Foreign Language (EFL) and put in a nutshell that each variety of MI is essential for one or the other skill set in language learning. Botelho (2003) scrutinized the persona of MIs in ELT textbooks or curricula and initiated out that in spite of teachers' readiness to integrate MIs, textbooks only act in response to four brands of MIs. The study highlighted the essentiality to chip in all echelons of MIs in textbooks to cater the varied needs of every learner. Armstrong (2008) pierced out that each learner seized MIs, or these can be nurtured to put forth in an integrated complex system.

When curricula are premeditated and teachers are equipped, there are multifaceted probabilities of exploiting the feast of learners all faculties for effectual and constructive instructional environ. There are various other swots which have also been demeanour to appraise and evaluate the function of MIs in language textbooks and instruction i.e. Ramzjoo & Jozaghi (2010); Ebadi & Ashtarian (2015); Ebadi & Beigzadeh (2016); Said (2021) to mention a few. Moreover, Mahmoud & Alaraj (2019) sightsee the role of MIs in ESL syllabus keeping in view contents analysis approach, Urooj & Malik (2012) scrutinize the persona of MIs in ELT textbooks in the Pakistani context, Siswanti et al. (2020) considered the accommodative persona of ELT for nurturing MIs among English learners of junior high school, Fitriyani & Ma'mun (2022) ascertained and explored the representation of MIs in Indonesian English Language Textbooks. However, there is a scarcity of research on the topic the researcher is pursuing in under view study as denote to bridge that research gap specifically in Pakistani context.

THEORETICAL UNDERPINNING

To bring about the intent of the study pertinently, Howard Gardner's theory of multiple intelligences (MIs) has been manipulated as a theoretical framework. In the view of Howard Gardner (1983), intelligence is not a single capability. Rather, it is a cluster of intelligences that are termed as multiple intelligences by him. By utilising this theory of intelligence, the researcher has explored how assorted stratum of intelligences can be nurtured and transformed in the course of ELT in general and in the Pakistani context in particular. Linguistic intelligence spotlights on language-based practices such as reading, speaking, listening, discussion, dialogue practice, etc. Logical mathematical based intelligence fosters critical, analytical, and logical reasoning, which are the key constituents of problem-solving skill to navigate in the 21st century.

Musical intelligence put forth on exerts to assimilate songs, hymns, rhymes, stress, and intonation patterns in ELT curricula to instruct grammar and vocabulary to ELLs. Spatial intelligence put together utilization of maps, charts, and visual supports to augment and keep hold of the influence of the learners. Bodily-kinaesthetic intelligence spotlights on physical activities and hand-on practices to reinstate language skills. Interpersonal intelligence props up collaboration, teamwork, and communication, while intrapersonal intelligence sponsors self-growth and reflective aptitude among the learners. Naturalistic intelligence connects language with nature and real-world exposure through outdoor activities and environmental consciousness.

METHODOLOGY

To carry out the intent of the study, i.e. to unearth the utility of ELT in advancing multiple intelligences among ELLs of grades IV and V, a qualitative slant of analysis has been extracted. For analysis, data is extorted from course contents or outlines incorporated in the curriculum, which is taught throughout Pakistan under

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Single National Curriculum (SNC). The Purposive sampling technique is operated to extract the outline or course contents for precise and specific analysis. Howard Gardner (1983) theory of multiple intelligences (MIs) has been manoeuvred as theoretical framework for data analysis. To delimit the study, the course contents or insides of only grades IV and V have been drawn on. Data is scrutinized by way of thematic patterns, the activities and skills embedded in the course contents. Findings are drawn pertinent to linguistic, intrapersonal, interpersonal, existential, bodily-kinaesthetic, naturalistic, musical, spatial and naturalistic intelligences and their upshots on ELLs of Pakistan as a means to cultivate their social, emotional, and cognitive expansion by means of inclusive and holistic approach.

DATA ANALYSIS AND FINDINGS IN TERMS OF THEMATIC PATTERNS - GRADE V

In the Unit Patience and Honesty, linguistic intelligence is sponsored by way of activities on silent reading, interpersonal intelligence is advanced through routine greetings, and intrapersonal intelligence is geared up by means of spotlighting on moral values. Be Grateful surrounds interpersonal and intrapersonal intelligences by endowing ELLs with social courtesies and appreciating others. The unit Women as Role Models props up linguistic, interpersonal, and intrapersonal intelligences by sponsoring gender equality and putting exert on women's education. Naturalistic and spatial intelligences are refined by propping up ELLs environmentally conscious and integrating natural attributes in the unit, Amazing Planet. Naturalistic and bodily-kinaesthetic intelligences are geared up in the unit A Fit & Healthy Life through nurturing the essentiality of a hale and hearty life and personal wellbeing. The unit What Goes Around, Comes Around is handy in advancing linguistic, interpersonal, and intrapersonal intelligences by means of integrating the initiatives of circumventing social bullying enabling ELLs figure out their consequences. Likewise, Do What's Right endorses linguistic, interpersonal, and intrapersonal intelligences by way of fostering ethical manners among ELLs and dispiriting bullying others.

Existential, interpersonal, and linguistic intelligences are slotted into the unit Patriotism in the course of national pride and the insertion of patriotic sentiments among ELLs. Interpersonal, existential, and linguistic intelligences are advanced through cultural, social, and religious occurrences in the unit Eid al-Azha. The unit Let's Be Helpful manoeuvres a pivotal facade in nurturing logical mathematical, linguistic and interpersonal intelligences by exerting ELLs conscious concerning cyber preparedness, inculcating the tendency of book reading and laying emphasis on career-related substances. Naturalistic, interpersonal, and linguistic intelligences are cultivated by means of national pride, belonging, and a sagacity of patriotism among ELLs through the unit Our National Animal. The unit When Something Went

Wrong situates stress on logical mathematical and linguistic intelligences by projecting media as a medium of information and a contrivance for crisis management. Existential, interpersonal, and intrapersonal intelligences are sophisticated through humanizing esteem for other fellows and the conception of peaceful co-existence around the planet among ELLs through *Together We Live*.

IN TERMS OF ACTIVITIES AND SKILLS - GRADE V

The course contents that are slotted in for ELLs of grade V unleash copious stratum of intelligences, phrased as multiple intelligences by Howard Gardner (1983). The course outlines draws attention to the advancement of linguistic intelligence through assorted activities such as silent letters, consonants clusters, and vowel sounds by means of integrating reading, phonetic, and pronunciation skills. In addition, linguistic intelligence is nurtured by way of activities such as role-playing, dialogue practice, and writing paragraphs as a means to foster the verbal and written communicative skills of ELLs. Answer questions and reading comprehension-related activities not only strengthen the comprehension and interpretation of the text but also sponsor linguistic intelligence among grade V ELLs. Logical mathematical intelligence is also spotlighted on the course outline, as it designates the inculcation of language structure and grammar-related activities. To figure out and apply conceptions such as word classification, sentence structure, and grammar rules bring to light the essentiality of instigating logical thinking and analytical persona to be fostered among ELLs.

Moreover, questions answers of higher order thinking activities, charts, tables, and bar graphs allied activities boast about the necessitate to endorse and advocate logical reasoning to read between the lines data or discourse. Spatial intelligence is also advanced among ELLs of grade V through map reading, picture description, charts, and table-related activities to let ELLs visualize and figure out spatial association in dissimilar contexts. Besides that, activities such as silent letters, tri-graphs, and colour code digraphs are incorporated in the course outline to facilitate ELLs to originate distinction and recognize linguistic constituents through visual aids. Activities interrelated to physical whereabouts; engaging and role-playing persuade the ELLs to exploit physical interface as a means to execute dialogues and to partake in other classroom activities which are indispensable to prop up bodily-kinaesthetic intelligence among ELLs of grade V.

Furthermore, activities connected to personal wellbeing and hygiene also involve practical and physical involvement, which let hands to shore up bodily-kinaesthetic intelligence among ELLs. The musical intelligence of ELLs of grade V is also spotlighted in the under view outline. It is undertaken through activities such as stress, intonation, and rhythm intended for oral communication. It transports to light the musical patterns of language by way of sound patterns and phonetics as a means

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to nurture musical intelligence among ELLs. Interpersonal intelligence is sponsored in the course of activities such as role-playing, discussion, group activities, social courtesies, routine greetings, and apologies. These activities endorse social dynamics such as empathy, teamwork, cooperation, and appropriate responses to varied social contexts as a means to prop up interpersonal intelligence among ELLs. Intrapersonal intelligence is geared up through activities such as accent on ethics, values, and personal grooming.

Such activities promote self-awareness, reflection on principled and moral codes, and personal expansion in the form of inscription about sentiments, flashes, and occurrences as a persona to cultivate intrapersonal intelligence among ELLs of grade V. Natural consciousness, phenomenon and ecological literacy-related activities are embedded in the under view outline of the course as a means to transpire ELLs conscious in relation to climatic vulnerabilities and hazards, the imprints of littering and the significance of personal hygiene at one hand to prop up gratitude and conscientiousness towards nature and naturalistic intelligence on the other. Last but not least, existential intelligence is advanced through activities consistent to social, cultural, and religious events and stressing upon ethical, moral, and patriotic values. Such activities endow ELLs of grade V to reflect on unfathomable constituents connected to life, morality, civic, and cultural sagacity as a means to advance existential intelligence among ELLs of grade V.

IN TERMS OF THEMATIC PATTERNS - GRADE IV

The analysis of the course contents or insides designed for ELLs of grade IV accentuates assorted layers of intelligence, phrased as multiple intelligences (MIs). The unit Great Caliphs of Islam advances existential, linguistic and intrapersonal intelligences among ELLs through inculcating moral reasoning, historical know-how and modifying ethical conduct. It is accomplished in the course of the commencement of reverencing elders, realizing punctuality and appraisal of moral and ethical codes. Beauty of Nature nurtures spatial, naturalistic and linguistic intelligences by utilising descriptive language, phonetic dexterity and by means of transpiring ELLs conscious about the environment and ecological literacy. It is conceded in the course of be pleased about nature, climatic responsiveness and silent letters activities. Linguistic and logical mathematical-based intelligences are sponsored through technological understanding; logical reasoning and expressions footed on performance in the unit The Journey of Chocolate.

These are cultured by way of know-how about the technology exploited in chocolate production and the expressions pertaining to liking and disliking. The unit The Pride of Pakistan props up existential, linguistic and interpersonal intelligences

through technological literacy, civic pride and the essentiality of following instructions. It is commenced by the way of demonstrating patriotism, responding to direction and realization to be qualified as regards inventions. Linguistic and intrapersonal intelligences are incorporated by means of moral reasoning; self-direction and expressions interrelated to saying thanks in the unit Thank You, Lord. It is embarked by way of reflecting on moral codes and articulating gratitude. Valuing others is anticipated to explore linguistic, intrapersonal and interpersonal intelligences by promoting empathy, social consciousness and phrases recounting to seeking permission. It is advanced by transpiring ELLs in quest of guidance from role models and by seeking permission and exhibiting potential.

The unit Colours of Pakistan nurtures linguistic and spatial intelligences utilising geographical information, comprehension skills and self-awareness. It is conceded through travelling around self, places, and people and by way of unearthing how to respond to directions. Logical mathematical, linguistic and intrapersonal intelligences are branded through cultural know-how, study skills, and logical reasoning by partaking in cultural events in the unit Good Study Habits. The unit Manners endorses linguistic and interpersonal intelligences by means of advancing social interface, personal wellbeing and health responsiveness among ELLs of grade IV. It is carried through by engaging ELLs in conversation allied to drug education, personal safety and health. Bodily-kinaesthetic, linguistic and logical mathematical intelligences are cultured through logical reasoning, safety skills and crisis-handling techniques in the unit Be Aware, Be Safe.

It is undertaken by letting ELLs of grade IV evade strangers, covenant with crises and look after own protection and well-being. The unit The Fox and The Stork props up intrapersonal, linguistic and interpersonal intelligences in the course of sponsoring comradeship, taking into consideration intonation and reverencing others. It is prompted by means of communicative skills. Linguistic, logical mathematical and interpersonal intelligences are incorporated by spotlighting on conventions following, social interface and civic conscientiousness through the unit Time to Think! It is carried out by means of agreeing, disagreeing, and traffic education and necessitates complying with rules. The unit Little Things endorses existential, linguistic and naturalistic intelligences among ELLs of grade IV through ecological literacy, phonetic skills and emotional expressions. It is transpired by way of exploring nature, expressing one's sentiments and comprehending stress and rhythm.

IN TERMS OF ACTIVITIES AND SKILLS - GRADE IV

In the course of the analysis of the course contents embedded for ELLs of grade IV, it is unearthed that manifold stratum of intelligence are advanced through the prescribed curriculum under SNC. Linguistic intelligence is sponsored by way of poems, writing paragraphs, dialogue, reading comprehension, and through

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vocabulary-building activities. It is nurtured among ELLs by means of inculcating regular and irregular nouns, silent letters, digraphs, tri-graphs, and vowel sounds. In addition, these activities prop up all the language skills, i.e. reading, writing, listening, and speaking. Logical mathematical based intelligence is geared up by the use of critical thinking questions, grammar exercises, logically sequenced tasks, and data interpretation utilising bar graphs and pie charts. For that activities such as prepositions, action verbs, compounding words, inflectional endings and logical questioning are integrated. Besides that, such activities foster critical and analytical thinking, logical reasoning, and problem-solving abilities among ELLs of grade IV which are among the essentialities to navigate of the 21st century.

Spatial intelligence is entrenched in the stature of visualization of conceptions in the course of diagrams, mind maps, picture descriptions, and map reading. It is undertaken by means of inculcating grammatical structures, visual representation, picture description, and map keys. Additionally, visual and spatial consciousness and aptitude to envisage and scrutinize data spatially are cultivated among ELLs of grade IV. Bodily-kinaesthetic intelligence is transpired by way of bodily movements and exercises pertaining to healthiness and personal wellbeing, role-playing, and conversational activities. It is undertaken by means of crisis management and tagging along role model scenarios, engaging learners in social cues, personal wellbeing and hygiene practices. Furthermore, dynamic partaking, hands-on practice, physical coordination and activity are integrated among ELLs of grade IV by means of bodily-kinaesthetic intelligence.

Musical intelligence is sponsored by means of activities correlated to phonetic and pronunciation know-how, such as spotlight on stress patterns, intonation, and rhythm. It is conceded out by way of weak conjunctions, rhythm in poems and dialogues, and vowel sounds. These have enabled ELLs of grade IV to have auditory discrimination and sensitivity headed for musical patterns of language. Interpersonal intelligence is sophisticated among ELLs of grade IV through social courtesies, role-playing, peer discussion, and cooperative learning approach. It is recognized using expression of opinions, dialogue practice, asking for permission, and in the course of social interactive activities. In addition, interpersonal intelligence promotes empathy, sociability, and cooperative facade among ELLs of Pakistan. Intrapersonal intelligence is propped up utilising activities connected to reflective practices, personal experiences, goal setting, and projection of moral values.

It is commenced by means of inscribing in relation to personal experiences, exploring values such as fortitude and reverence, and articulating emotions and sentiments. This persona of intelligence is considered to augment self-responsiveness

and social consciousness, self-reflective mechanism, and emotional frontiers of ELLs of grade IV. Naturalistic intelligence is geared up through ecological instruction, natural phenomena, and nature-specific topics. It is apprehended through situating stress on the connotation of hygienic water and planting trees for a sustainable ecological future. It endows ELLs of grade IV to get to know nature, its processes, and the call for to value nature. Existential intelligence is advanced by means of moral code and via exploring deep reflection about life, ethics, and values. It is instigated by way of reverence, integrity, and national pride. This brand of intelligence is anticipated to integrate philosophical thinking, ethical reasoning, and broad existential questions among ELLs.

UPSHOTS AND IMPRINTS OF MIs ON ELLs IN PAKISTAN

Integrating multiple intelligences in the curriculum at the primary level has varied layers of imprints on ELLs of Pakistan, especially learners of grades IV and V. These effects assort from social, cultural, religious, emotional, and cognitive frontiers to implanting a more inclusive and holistic learning environment. Linguistic intelligence has an impactful persona in advancing the cognitive domains of ELLs through accent on language skills, phonetic constituents, and conversational patterns of the learners. Logical mathematical based intelligence has endowed ELLs to expand logical and analytical reasoning, critical thinking, and to master problem-solving skills. Spatial intelligence has bestowed ELLs of Pakistan to be well versed in visualization and organization of information, which is an indispensable component to take hold of complex concepts and relationships. Likewise, the socio-emotional brushing up of the ELLs is commenced by means of interpersonal and intrapersonal bits of intelligences. By way of interpersonal intelligence, the learners can spark social skills such as collaboration, communication, social courtesies, role-playing, and group discussions.

Intrapersonal intelligence enables ELLs of grades IV and V to identify with their own emotions by having self-awareness and self-reflection. It also escorts to self-regulation and augment motivation among learners. Cultural and ethical grooming is equipped through existential and naturalistic intelligence among ELLs. Existential intelligence endows the learners to nurture a profound sense of understanding assorted cultural and contextual parameters to advance in a multicultural context. Similarly, appreciation and well-being of nature are sponsored through ecological literacy among ELLs by means of naturalistic intelligence. Practical and empirical activities and grooming are cultured through bodily-kinaesthetic and musical intelligence among ELLs. It is conceded in the course of active participation and physical movement-based activities under bodily-kinaesthetic intelligence. Correct pronunciation and fluency are propped up by spotlighting on stress, intonation, rhythm, and musical patterns of language derived through musical intelligence.

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CONCLUSION

To sum up, the SNC at the primary level especially with regard to ELT is an effectual tool to advance multiple layers of intelligences, i.e., interpersonal, existential, intrapersonal, logical mathematical, spatial, linguistic and bodily-kinaesthetic. These are indispensable to concentrate on the varied necessities of ELLs on one hand and demonstrate the facade of ELT in transpiring the notion of multiple intelligences among ELLs of Pakistan. The inclusive and holistic approach of the SNC props up both ELLs and ELTs to nurture socially, emotionally, and ethically rather than mere academically. Integrating multiple intelligences in the curriculum at the primary level has diverse layers of upshots and imprints on ELLs of Pakistan, especially learners of grades IV and V. These imprints assort from social, cultural, religious, emotional, and cognitive frontiers to embedding a more inclusive and holistic learning environment. Slotting in multiple stratum of intelligences has facilitated ELTs of Pakistan to nurture an inclusive and holistic learning environment for ELLs of grades IV and V. Cultural relevance, equity, inclusivity, motivation, and engagement are also embedded among ELLs of grades IV and V of Pakistan through fostering multiple intelligences in the curriculum, which is taught throughout the country under SNC.



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