



## AWARENESS AMONG ELEMENTARY TEACHERS ON MULTIPLE INTELLIGENCES APPROACH IN TEACHING LANGUAGE IN WEST KAMENG DISTRICT OF ARUNACHAL PRADESH

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### ABSTRACT:

Multiple Intelligences Approach is one of the essential language learning approaches for teachers as well as students. The present paper deals with elementary teachers' awareness on Multiple Intelligence Approach in teaching language in West Kameng District of Arunachal Pradesh in the light of dimensions of multiple intelligence approach such as (i) Theory of Multiple Intelligences (ii) Learning Objectives of MI Approach (iii) Learning activities (iv) Instructional Materials (v) Role Teachers and Student activities (vi) Academics Practices due to variation in gender, educational qualifications, and teaching experience.

### KEYWORDS:

**AWARENESS, ELEMENTARY TEACHERS, MULTIPLE INTELLIGENCES APPROACH, AND TEACHING LANGUAGE.**

### INTRODUCTION:

Multiple-Intelligences Approach refers to a learner-based philosophy that characterizes human intelligence as having multiple dimensions that must be acknowledged and developed in education. Gardner (1985) notes that the traditional IQ tests measure only logic and language, yet the brain has other equally important types of intelligence. He argues that all humans have these intelligences, but people differ in the strength and combinations of intelligences. Pedagogy is most important when these learners' differences are acknowledged, analyzed and accommodated in the teaching.

The multiple intelligences theory was originally proposed by psychologist Howard Gardner at Harvard University in 1983. He defined eight measures of multiple intelligences: linguistics, logical-mathematics, visual-spatial, interpersonal, intrapersonal, musical, bodily-kinesthetic and naturalist. (Armstrong, 2007; Gardner, 1983). Human abilities and potentials are direct evidence that multiple intelligences exist, and these intelligences can be fully utilized either individually or combined. The theory can be applied to any part of school and family, providing teaching methods more room for creativity, emphasizing comprehension and applying new knowledge, techniques and concepts to the teaching process. (Abdul-Aziz, 2008; Ulinwa, 2008). Therefore, the first research motivation is to increase teaching effectiveness through the incorporation of multiple intelligences teaching into a commercial design course.

Gardner (1993) posits nine native intelligences which are described as follows:

1. **Linguistic:** The ability to use language in special and creative ways, which sometimes lawyers, writers, editors, and interpreters are strong in.

2. **Logical / Mathematical:** The ability to think rationally, logically and mathematically. This is often found with doctors, engineers, programmers and scientists.
3. **Spatial:** The ability to form mental models of the world, Architects, Decorators, Sculptors, and Painters are good at spatially.
4. **Musical:** A good ear for listening music and ability to compose music as is strong in singers and composers.
5. **Bodily/Kinesthetic:** Having well-coordinated body, something found in athletes and craft persons.
6. **Interpersonal:** The ability to be able to work well with people, which is strong in salespeople, politician, and teachers.
7. **Intrapersonal:** The ability to understand oneself and apply one's talents successfully, which leads to happy and well-adjusted people in all area of life.
8. **Naturalistic:** The ability to understand and organize the patterns of nature.
9. **Existential:** The ability to think morally and spiritually. Pastors, Preachers, Monks, Hazur (Maulana), etc. possess this kind of intelligence.

**Rationale of the Study:** Gardner (1983) listed out the merits of multiple intelligences as:

- (1) Emphasis on the development of certain intelligences;
- (2) Utilizing of all intelligences in developing different teaching methods;
- (3) Based on the concept of multiple intelligences, instructors should review lesson plans and ensure they have variety, fairness and richness;

(4) Provide students with the opportunity to choose learning activities and assessment methods;

(5) Provide students with the opportunity to use the dominant intelligences to develop the weaker intelligences;

(6) Use the intelligences to fully comprehend broad subjects.

Linda (2016) reported that 61% of teachers were unfamiliar with Gardner's MI Theory and also revealed that there was no significant relationship between teacher in classroom practices and teachers' familiarity with MI theory. Al-Omari and Bataineh (2014) reported that EFL (English as Foreign Language) teachers' awareness and incorporation of MIT (Multiple Intelligences Theory) was influenced, to various degrees, by gender, grade level, age, qualifications, experience and training. Evelyn Nwanebe Nwagu (2013) reported that the Multiple Intelligences Teaching Approach was more effective than the usual traditional Lecturer Method helping pupils to develop healthy attitude towards language. Kallen Bach (2008) reported that Multiple Intelligences Approach in language approach would strengthen children in developing presentation skills, social skills and inter-personal skills.

Morisa Johnson (2007) reported that schools that had implemented Multiple Intelligence Approach. This approach had increased students' achievement and it was found that there was a positive relationship between Multiple Intelligences and Science Education. It made a significant contribution for structuring curriculum.

Ann (2007) reported that the findings on their individual learning styles and multiple intelligences had no effect on their achievement. The researcher, however, found the information gathered useful for instructional purposes.

Anand (2004) reported that Multiple Intelligences Approach could reflect on the development of Language Learning Skills. He added that linguistic intelligences were differed by parental in common education. Hoerr (2000) reported the importance of the multiple intelligences in education as: (1) Highlighting uniqueness of each student, (2) Bring out the students' dominant intelligences, (3) Dominant intelligence helps learning, (4) Variety of learning experiences, (5) Multiple intelligences teaching, (6) Variety of assessment methods and (7) Variety of means of expression. Brougher (1997) suggested that Multiple Intelligences Approach would stimulates learners to reach their expectation in Language Learning Skills and also Multiple Intelligences Approach would provide suitable learning experience for learners in creation of positive learning environment.

In the light of reviews mentioned above, it is clear that Multiple Intelligences Approach is a kind of essential language learning approach for teachers as well as students. In Arunachal Pradesh, the present researcher wants to investigate on cognitive knowledge of the elementary school teachers' and their perspectives in terms of using Multiple Intelligences Approach in classroom situation. The present investigator has thought

to do quantitative research on awareness on Multiple Intelligences Approach among elementary teachers. Hence, the present researcher stated the research problem as given below:

#### STATEMENT OF PROBLEM:

"Awareness among Elementary Teachers on Multiple Intelligences Approach in Teaching Language in West Kameng District of Arunachal Pradesh"

#### OPERATIONAL TERMS:

1. *Elementary teachers*: Professional of teaching relating to elementary school.
2. *Awareness*: Having or showing realization or knowledge about phenomenon
3. *Multiple Intelligences*: Different abilities to learn or understand things or to deal with new or difficult situations.
4. *Teaching*: The ideas and beliefs that are taught by an experienced person or religion leader etc. or the job of a teacher.
5. *Language*: The system of words or signs that people use to express thoughts and feelings to each other.

#### OBJECTIVES OF THE STUDY

1. To find out the significant difference if any, in elementary teachers' awareness on Multiple-Intelligences Approach in teaching language in West Kameng District in Arunachal Pradesh due to variation in gender.
2. To find out the significant difference if any, in elementary teachers' awareness on Multiple-Intelligences Approach in teaching language in West Kameng District in Arunachal Pradesh due to variation in educational qualification.
3. To find out the significant difference if any, in elementary teachers' awareness on Multiple-Intelligences Approach in teaching language in West Kameng District in Arunachal Pradesh due to variation in teaching experience.

#### HYPOTHESES OF THE STUDY:

1. There exists no significant difference in Elementary teachers' awareness on Multiple-Intelligences Approach in teaching Language in West Kameng District in Arunachal Pradesh due to variation in gender.
2. There exists no significant difference in Elementary teachers' awareness on Multiple-Intelligences Approach in teaching Language in West Kameng District in Arunachal Pradesh due to variation in educational qualification.
3. There exists no significant difference in Elementary teachers' awareness on Multiple-Intelligences Approach in teaching

Language in West Kameng District in Arunachal Pradesh due to variation in teaching experience.

### **METHODOLOGY:**

Research is a systematic attempt for gaining new knowledge through the application of scientific procedure. In other words, knowledge has systematically been organized and presented through research. It is a scientific endeavor by which a casual enquiry due to its scientific applications facilitates to the contribution of knowledge. Research design is essential to carry out research systematically. It follows as given below.

#### **I) METHOD USED IN THE STUDY:**

The objectives of the study are to understand the awareness of teachers towards Multiple Intelligence Approach in teaching language. The investigator follows the survey method to know about the awareness of language teachers. Through survey, the researcher can collect factual information in order to find out the awareness of the language teachers. It is accepted fact that the language teachers with proper awareness on multiple intelligences, can plant variety of activities for encouraging students to acquire relevant and necessary intellectual abilities. This method is preferred for the following reasons:

- (1) The approach of research chosen enables the researcher to recognize the present condition and trends that exist during a particular period of time.
- (2) It assists the researcher to identify the problems prevailing in the system, and to find solution of those problems at an appropriate time.
- (3) It provides a historical perspective since a good number of studies are conducted on the problem.
- (4) It gives an insight for the course of future plans.
- (5) It adds an organized form of information in a well recorded format that may be used for further studies by the scholars interested to pursue their research activities.

#### **II) POPULATION AND SELECTION OF THE SAMPLE**

The term 'Population' signifies the total number of aspects for which the information are collected and the investigations conducted. All primary level teachers of West Kameng District of Arunachal Pradesh are considered as population of the study. As it is impossible to collect data from the whole population, a sample is selected from the total population. In the present study, a sample was selected from primary level teachers of West Kameng District of Arunachal Pradesh. The sample consists of 100 teachers from which 32 Male and 68 Female teachers were drawn by adopting the simple random-sampling technique. Thereafter, the selected samples of teachers were categorized into different groups on the basis of educational qualification ( Under Graduate and Post Graduate) and teaching experience ( 10 and Above 10 Years and Below 10 Years).

#### **III) TOOL USED IN THE STUDY:**

The investigator has constructed and developed an awareness scale as a tool with reference to Multiple Intelligence Approach. This scale was used to measure the awareness of elementary school teachers towards Multiple Intelligences Approach. It includes items related to five dimensions, i.e.

- (i) Theory of Multiple Intelligences
- (ii) Learning Objectives of MI Approach
- (iii) Learning activities
- (iv) Instructional Materials
- (v) Role Teachers and Student activities
- (vi) Academics Practices

This awareness scale is developed by the investigator by adopting the steps suggested by Likert (1932) for the construction and standardization of the scale. Some of the important steps are described as under:

#### **A) COLLECTION AND EDITING OF STATEMENTS:**

The investigator collected various statements from different sources relating to the theory of Multiple Intelligences, Learning Objectives of MI Approach, Learning Activities, Instructional Materials, Role Teachers and Student activities and Academics Practices. The matter was also discussed with some experts and the educationist relating to the field. After this, the investigator constructed 40 statements. All these statements got edited by the content and language experts. On the basis of the opinions of the content and language experts, there 40 statements were kept in the preliminary draft of this awareness scale. It is worth to be stated that the language experts edited the statement in view of the criteria provided by Thurstone and Chare (1929), Wang (1932), Bird (1940), and Edward and Kulpatrik (1948).

#### **B) TRY OUT AND FINAL DRAFT:**

The preliminary draft of 40 statements was administered on a sample of 50 teachers, where 25 males and 25 females from elementary schools. The scoring work was done systematically. As per the procedure upper 27% higher cases and 27% lower cases in terms of awareness score were taken for computing the t-value of all the 40 statements of the scale. The t- values of all 40 statements were found greater than table value 2.06 at 0.05 level and 2.78 at 0.01 levels for degrees of freedom 26. Therefore, all 40 statements of the Awareness scale were retained for the final draft.

#### **C) RELIABILITY AND VALIDITY:**

Reliability and Validity are the two important characteristics of any awareness scale or a test. Therefore, the investigator has taken consideration for establishing the reliability and validity of this awareness scale. For computing the reliability of the awareness scale, the investigator used the Split- Half Method. The co-efficient of reliability ( $r_{tt}$ ) came out to be 0.86, which indicates a quite high amount of reliability of the constructed scale. The

content validity was ensured by the opinions of the content experts.

**D) ADMINISTRATION AND SCORING PROCESS:**

The investigator as a first step of his research study established contacts with the principals/headmasters of the selected elementary schools in order to get positive co-operation and smooth conducting of the research study. With the approval from the principal/headmasters concerned the investigator visited the selected schools for collecting data from the elementary level teachers. For administrating the scales, the investigator took every care so that the teachers are not to find any difficulty in attempting the tools of the study. Awareness scale was administered on the teachers. To begin with, the instructions relating to the awareness scale were explained to the teachers by the investigator. The procedure for attempting the scale was explained with some examples. Furthermore, the teachers were asked to follow the instructions given and attempt all the questions of the scale within 20 minutes as it was found sufficient for the teachers to complete this scale. As per the directions and requirements of the scale, teachers completed this scale within the stipulated duration. There are 40 items in the scale. The weightage for statements were given as 3, 2, and 1. The minimum score of a Teacher on this awareness scale could be 40 (40x1=40), Where as the maximum score on this awareness scale could be 120 (40x3=120).

**RESULTS AND DISCUSSION:**

**OBJECTIVE-I:** To find out significant difference if any, in elementary teachers, awareness on Multiple Intelligence Approach in teaching language in West Kameng District of Arunachal Pradesh due to variation in gender.

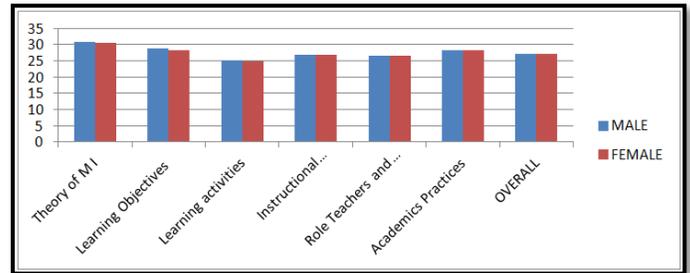
**HYPOTHESIS-I:** There exists no significance difference in Elementary teachers' awareness on Multiple Intelligences Approach in teaching language in West Kameng District in Arunachal Pradesh due to variation in gender.

**TABLE-1 SHOWS MEAN, SD, AND T-VALUES OF AWARENESS SCORES ON MULTIPLE INTELLIGENCES APPROACH IN CONNECTION WITH GENDER.**

DIMENSION OF MI	GENDER				T-VALUES
	MALE(32)		FEMALE(68)		
	MEAN	SD	MEAN	SD	
THEORY OF M I	30.78	1.86	30.48	1.76	0.765
LEARNING OBJECTIVES	28.78	2.10	28.25	2.25	1.178
LEARNING ACTIVITIES	25.13	2.26	24.75	2.28	0.782
INSTRUCTIONAL MATERIALS	26.97	2.53	26.93	2.57	0.073
ROLE TEACHERS AND STUDENT ACTIVITIES	26.5	2.49	26.53	2.39	0.056
ACADEMICS PRACTICES	28.38	2.24	28.36	2.14	0.042

OVERALL	27.16	2.43	27.06	2.56	0.188
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**FIG-1 SHOWS AWARENESS MEAN SCORES BETWEEN MALE AND FEMALE TEACHERS AS PER DIMENSIONS OF MULTIPLE INTELLIGENCE APPROACH IN TEACHING LANGUAGE.**



- a) It is clear that the calculated t-value (0.76) with respect to the theory of Multiple Intelligences (M1=30.78, S.D1=1.86; M2=30.48, SD2=1.76) P≤0.01 is not significant; it means gender does not differ the awareness of teachers in relation to Theory of Multiple Intelligences.
- b) The calculated t-value (1.178) with respect to Learning Objectives (M1=28.78, SD1=2.10; M2=28.25, SD2=2.25) P≤0.01 is not significant. It means gender does not give any significant difference in the awareness of teachers towards Learning Objectives.
- c) The calculated t-value (0.782) with respect to Learning Activities (M1=25.13, SD1=2.26; M2=24.75, SD2=2.28) P≤0.01 is not significant. It means there is no significant difference between male and female teachers in relation to learning activities.
- d) The calculated t-value (0.073) with respect to Instructional Materials (M1=26.97, SD1=2.53; M2=26.93, SD2=2.57) P≤0.01, is not significant. It means instructional material is not significantly influenced by gender.
- e) The calculated t-value (0.056) with respect to Role of Teachers and Students M1=26.97, SD1=2.53; M2=26.53, SD2=2.39) P≤0.01, is not significant. It means gender does not differ in the awareness of teachers towards role of teachers and students.
- f) The calculated t-value (0.042) with respect to Academic Practices (M1 =28.38, SD1=2.24; M2 =28.36, SD2 = 2.14) P≤0.01, is not significant. It means gender does not differ in the awareness of teachers towards Academic Practices.
- g) As overall, the calculated t-value (0.188) for Multiple Intelligence Approach (M1=27.16, SD1=2.43; M2=27.06, SD2=2.56) P≤0.01 is not significant. It means there is no significant difference between male and female in their Awareness towards Multiple Intelligence Approach.

From the mean values, it is clear that the male teachers

(30.78) are slightly more than that of the female teachers (30.48) in their awareness towards the theory of Multiple Intelligences. Mean value of male teachers (28.78) is slightly higher than that of the female teachers (28.25) in their awareness towards learning objectives. Also in the Awareness towards Learning Activities, the mean value of male teachers (25.13) is slightly more than that of the female teachers (24.75). The mean value of male teachers (26.97) is very slightly higher than that of the female teachers (26.93) in their awareness towards instructional Materials. The mean value of male teachers (28.38) is very slightly higher than that of the mean value of female teachers (28.36) in their awareness towards Roles of Teachers and Students Activities. Also in the awareness of teachers towards Academic Practices, the mean value of male teachers (27.16) is slightly higher than that of the female teachers (27.06). As overall, the male teachers (16.59) are slightly higher than that of the female teachers (16.28) in their Awareness towards Multiple Intelligence Approach.

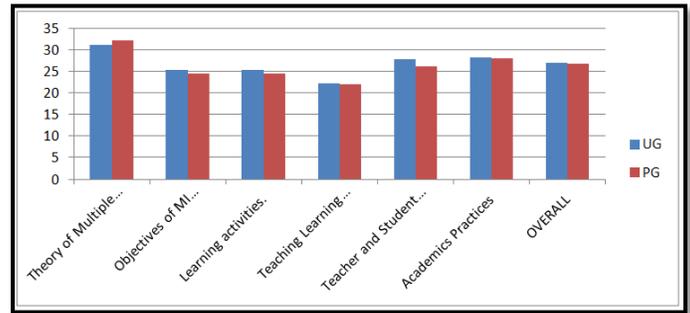
**OBJECTIVE-II:** *To find out significant differences if any, in elementary teachers Awareness on Multiple Intelligence Approach in teaching language in West Kameng District of Arunachal Pradesh due to variation in educational qualification.*

**HYPOTHESIS-II:** *There exists no significance difference in Elementary School Teachers awareness on Multiple Intelligences Approach in teaching language in West Kameng District in Arunachal Pradesh due to variation in educational qualification.*

**TABLE-2 SHOWS MEAN, SD, AND T-VALUES OF AWARENESS SCORES ON MULTIPLE INTELLIGENCES APPROACH IN CONNECTION WITH EDUCATION QUALIFICATION**

DIMENSION OF MI	EDUCATION QUALIFICATION				T-VALUE
	UNDER GRADUATION(35)		POST-GRADUATION(65)		
	MEAN	STANDARD DEVIATION	MEAN	STANDARD DEVIATION	
THEORY OF MULTIPLE INTELLIGENCES	31.04	2.33	32.14	2.43	2.218
LEARNING OBJECTIVES OF MI APPROACH.	25.24	2.20	24.57	2.37	1.413
LEARNING ACTIVITIES.	25.34	2.27	24.54	2.58	1.601
INSTRUCTIONAL MATERIALS	22.25	2.17	22.05	2.15	0.220
ROLE TEACHERS AND STUDENT ACTIVITIES	27.72	2.15	26.05	2.21	3.644
ACADEMICS PRACTICES	28.15	2.14	28.1	2.28	0.0949
OVERALL	26.88	2.83	26.75	2.70	0.222

**FIGURE -2 SHOWS AWARENESS MEAN SCORES AS PER DIMENSIONS OF MULTIPLE INTELLIGENCE APPROACH IN TEACHING LANGUAGE DUE TO VARIATION IN EDUCATIONAL QUALIFICATION.**



- It is clear that the calculated  $t$ -value (2.218) with respect to Theory of Multiples Intelligences ( $M_1=31.04$ ,  $SD_1=2.33$ ;  $M_2=32.14$ ,  $SD_2=2.43$ )  $P \leq 0.01$  is not significant. It means educational qualification does not show significant difference between under graduation and post-graduation teachers in relation to their awareness towards the Theory of Multiple Intelligences.
- It is evident that the calculated  $t$ -value (1.413) in relation to Learning Objectives of Multiple Intelligence Approach ( $M_1=25.24$ ,  $SD_1=2.20$ ;  $M_2=24.57$ ,  $SD_2=2.37$ )  $P \leq 0.01$  is not significant. It means there is no significant difference between under graduation and post-graduation teachers in relation to their awareness towards Learning Objectives of Multiple Intelligence Approach.
- The calculated  $t$ -value (1.601) with respect to Learning Activities ( $M_1=25.34$ ,  $SD_1=2.27$ ;  $M_2=24.54$ ,  $SD_2=2.58$ )  $P \leq 0.01$  is not significant. It means the significant difference between under graduation and post-graduation teachers does not exist in their awareness towards Learning Activities of Multiple Intelligence Approach.
- The calculated  $t$ -value (0.220) with respect to Instructional Material ( $M_1=22.25$ ,  $SD_1=2.17$ ;  $M_2=22.05$ ,  $SD_2=2.15$ )  $P \leq 0.01$  is not significant. It means there is no significant difference in the awareness of Language Teachers towards Instructional Material due to variation in educational qualification.
- It is clear that the calculated  $t$ -value (3.644) in respect to role of teachers and students ( $M_1=27.72$ ,  $SD_1=2.15$ ;  $M_2=26.05$ ,  $SD_2=2.21$ )  $P \leq$  is significant. It means qualification influences the role of teacher and students.
- It is clear that the calculated  $t$ -value (0.094) in respect to academic Practices ( $M_1=28.15$ ,  $SD_1=2.14$ ;  $M_2=28.10$ ,  $SD_2=2.28$ )  $P \leq 0.01$  is not significant. It means qualification does not influence the awareness of teachers towards Academic Practices.

As overall, the calculated *t*-value (0.222) with respect to all the dimensions of Multiple Intelligence Approach of Teaching Language ( $M_1=26.88$ ,  $SD_1=2.83$ ;  $M_2=26.75$ ,  $SD_2=2.70$ )  $P \leq 0.01$  is not significant. It means there is no significant difference between the under graduation and post-graduation teachers in their awareness towards Multiple Intelligence Approach in teaching language. From the mean values, it is clear that the mean value of graduate teachers (31.04) is slightly lower than that of the post graduation teachers (32.14) with regard to their awareness on Theory of Multiple Intelligences. From the mean value, it is clear that the graduate teacher (25.24) is slightly lesser than the post graduate teachers (24.57) with regard to Learning Objectives. The mean value of graduate teachers (25.24) is slightly lower than that of post graduate teachers (24.57) in respect to Learning Activities. The mean value of graduate teachers (22.25) is slightly higher than that of the post graduate teachers (22.05) in respect to Instructional Materials. The calculated mean value of graduate teachers (27.72) is higher than that of the post graduate teachers (26.05) in respect to the role of teachers and students. The mean value of graduate teachers (11.0) is slightly lower than that of post graduate teachers (11.1) with regard to the Academic Practices. As overall, the mean value of graduate teachers (26.88) is slightly higher than that of post graduate teachers (26.75) in their awareness towards Multiple Intelligence Approach in language teaching.

**OBJECTIVE III:** To find out significant differences if any, in elementary teachers Awareness on Multiple Intelligence Approach in teaching language in West Kameng District of Arunachal Pradesh due to variation in teaching experiences.

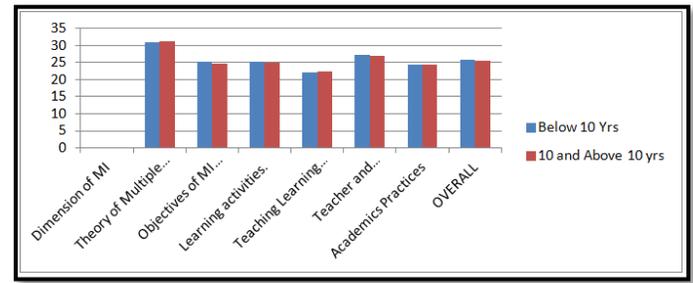
**HYPOTHESIS III:** There exists no significance difference in Elementary School Teachers awareness on Multiple Intelligences Approach in teaching language in West Kameng District in Arunachal Pradesh due to variation in teaching experiences.

**TABLE-3: MEAN SD AND T-VALUES OF AWARENESS SCORES ON MULTIPLE INTELLIGENCE APPROACH IN CONNECTION WITH TEACHING EXPERIENCES**

Dimension of MI	TEACHING EXPERIENCE				t-Values
	Below 10 years (33)		10 and Above 10 years (67)		
	Mean	Standard Deviation	Mean	Standard Deviation	
Theory of Multiple Intelligences	31.05	2.15	31.25	2.25	0.430
Objectives of MI learning Approach.	25.22	2.11	24.6	2.12	1.379
Learning activities.	25.12	2.2	25.07	2.17	0.107
Teaching Learning Materials	22.24	2.09	22.5	2.2	0.574

Teacher and Student activities	27.12	2.58	26.9	2.47	0.406
Academics Practices	24.32	2.41	24.45	2.45	0.252
<b>OVERALL</b>	<b>25.68</b>	<b>2.26</b>	<b>25.48</b>	<b>2.16</b>	<b>0.422</b>

**FIGURE-3: SHOWS AWARENESS MEAN SCORES AS PER DIMENSIONS OF MULTIPLE INTELLIGENCE APPROACH IN TEACHING LANGUAGE DUE TO VARIATION IN TEACHING EXPERIENCE**



- It is clear that the calculated *t*-value (0.430) with respect to Theory of Multiple Intelligences ( $M_1=31.05$ ,  $SD_1=2.15$ ;  $M_2=31.25$ ,  $SD_2=2.25$ )  $P \leq 0.01$  is not significant. It means teaching experience does not show significant difference between below 10 years and 10 & above 10 years of teachers' teaching language in their awareness towards the Theory of Multiple Intelligences.
- The calculated *t*-value (1.372) in relation to Learning Objectives of Multiple Intelligence Approach ( $M_1=25.22$ ,  $SD_1=2.11$ ;  $M_2=24.60$ ,  $SD_2=2.12$ )  $P \leq 0.01$  is not significant. It means there is no significant difference between below 10 years and 10 & above 10 years teachers' teaching language in their awareness towards Learning Objectives of Multiple Intelligence Approach.
- The calculated *t*-value (0.107) with respect to Learning Activities ( $M_1=25.12$ ,  $SD_1=2.20$ ;  $M_2=25.07$ ,  $SD_2=2.17$ )  $P \leq 0.01$  is not significant. It means the significant difference does not exist between below 10 years and 10 & above 10 years teachers' teaching language in their awareness towards Learning Activities.
- The calculated *t*-value (0.574) with respect to Instructional Material ( $M_1=22.24$ ,  $SD_1=2.09$ ;  $M_2=22.50$ ,  $SD_2=2.20$ )  $P \leq 0.01$  is not significant. It means that there is no significant difference between below 10 years and 10 & above 10 years teachers' teaching language in their awareness towards Instructional Material.
- The calculated *t*-value (0.406) in respect to roles of teachers and students ( $M_1=27.12$ ,  $SD_1=2.58$ ;  $M_2=26.90$ ,  $SD_2=2.47$ )  $P \leq 0.01$  is not significant. It means teaching experience does not influence the Roles of Teacher and Students.
- It is clear that the calculated *t*-value (0.252) in

respect to academic practices ( $M_1=24.32$ ,  $SD_1=2.41$ ;  $M_2=24.45$ ,  $SD_2=2.45$ )  $P \leq 0.01$  is not significant. It means teaching experience does not influence the awareness of teachers towards Academic Practices.

As overall, the calculated  $t$ -value (0.422) with respect to all the dimensions of Multiple Intelligence Approach of Teaching Language ( $M_1=25.68$ ,  $SD_1=2.26$ ;  $M_2=25.68$ ,  $SD_2=2.16$ )  $P \leq 0.01$  is not significant. It means there is no significant difference between below 10 years and 10 & above 10 years teachers' teaching language in their awareness towards Multiple Intelligence Approach in teaching language.

From the mean values, it is clear that the mean value of below 10 years of teaching experience of teachers (31.50) is slightly higher than that of the 10 & above 10 years teaching experience of teachers (31.25) in their awareness towards Theory of Multiple Intelligences on language and learning. From the mean value, it is clear that the below 10 years of teaching experience of teachers (25.22) is higher than that of 10 & above 10 years of teaching experience of teachers (24.60) with regard to Learning Objectives. The mean value of below 10 years of teaching experience of teachers (25.12) is slightly higher than that of 10 & above 10 years of teaching experience of teachers (25.07) in respect to Learning Activities. The mean value of below 10 years of teaching experience of teachers (22.24) is slightly lesser to that of the 10 & above 10 years of teaching experience of teachers (22.50) in respect to Instructional Materials. The calculated mean value of below 10 years of teaching experience of teachers (27.12) is slightly higher than that of the 10 & above 10 years of teaching experience of teachers (26.90) in respect to the roles of teachers and students. The mean value of below 10 years of teaching experience of teachers (24.32) is lesser to that of 10 & above 10 years of teaching experience of teachers (24.45) in regard to the academic practices.

As overall, the mean value of below 10 years of teaching experience of teachers (25.68) is slightly lesser than that of 10 & above 10 years of teaching experience of teachers (25.48) in their awareness towards Multiple Intelligence Approach in language teaching in the academic practices.

### CONCLUSION:

Multiple intelligences not only provide teachers with more choices in teaching and assessment methods, but also allow students to demonstrate what they have learned in many different ways. It helps the instructors understand each student better and provide specific support wherever necessary. Elementary teachers should possess awareness on multiple intelligences approach as language teaching strategy in teaching English at elementary level in Arunachal Pradesh. They need to participate in orientation programmes, workshops and seminars conducted by district resource units in connection with language teaching methods and approaches. If they are aware of Multiple Intelligences Approach, they deal children with language difficulties and provide necessary learning

experiences in developing language learning skills such as listening skill, speaking skill, reading skill and writing skill. They may conduct action research on effectiveness of multiple intelligences approach in order to improve the learning potentiality among students.

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