



RESEARCH PAPER

Theory of Multiple Intelligence in the Large Classroom: A Case Study of Good Luck Grammer School Kazi Ahmed, Shaheed Benazirabad Sindh, Pakistan

¹Muhammad Ismail Rahu*, ²Saleemullah Channa, and ³Riaz Hussain Soomro

1. Ph. D. Scholar, Department of English language and literature GC University Hyderabad, Sindh, Pakistan
2. Ph. D. Scholar, Department of English language and literature GC University Hyderabad, Sindh, Pakistan
3. Lecturer, Department of Basic Science and Related Studies, Mehran University of Engineering and Technology SZAB Campus, Khairpur Mirs, Sindh, Pakistan

Corresponding Author ismail.rahu2015@gmail.com

ABSTRACT

This study investigates the implementation of Howard Gardner's Theory of Multiple Intelligences within the context of large classroom settings, focusing on Good Luck Grammar School in Kazi Ahmed, Shaheed Benazirabad, Sindh, Pakistan. The Theory of Multiple Intelligences proposes that intelligence is not singular but encompasses various forms, including linguistics, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligences. While this theory has gained recognition in educational psychology, its practical application in large classrooms remains relatively unexplored, particularly in the context of schools in Pakistan.

Keywords: Implementation, Theory, Multiple, Large, Class, Intelligence and Linguistics

Introduction

Many professors in Pakistan you may be one among them end up teaching in a university classroom full of students, who occasionally almost fill the space! In actuality, though, a big class lacks an "exact size." In most cases, the number of pupils per teacher (also known as the student-instructor proportion) is estimated. A class size of 25–30 pupils per instructor is considered excessive in certain countries, yet it is considered normal or even small in others. However, as far as teachers are concerned, a class is "large" whenever it feels that way. Although a class with more than fifty pupils is considered large, for those of you who usually have 25 or fewer students, Students learn more when the class size is smaller. Also, research indicates that there is no inherent correlation between class size and student learning. Large and small class sizes don't always have to differ in how students learn. The quality of instruction is more important than the quantity of the class. Numerous studies demonstrate that students emphasize the style of instruction more than the size of the class. They wouldn't worry about being in a big class either, contrary to what you might think or how much you worry about it. The notion of many intelligences views insight as controlled by more than one general capacity, but instead divides human knowledge into distinct "modalities." This approach was organized by Howard Gardner in his 1983 book Frames of Mind. Gardner proposed eight abilities as follows:

1. Visual-Spatial
2. Verbal Linguistics
3. Logical-mathematical,
4. Bodily-kinesthetic
5. Interpersonal,
6. Intrapersonal,
7. Naturalistic

The background of the study revolves around the educational landscape of Shaheed Benazirabad, Sindh, Pakistan, particularly focusing on the challenges faced by schools like Good Luck Grammar High School Kazi Ahmed. In this region, educational institutions encounter various obstacles, including large class sizes, limited resources, and diverse student demographics. These challenges can hinder traditional teaching methods from effectively catering to the diverse learning needs of students. Against this backdrop, Howard Gardner's Theory of Multiple Intelligences emerges as a promising framework for addressing these issues. By recognizing and accommodating different forms of intelligence beyond the traditional IQ-based measures, this theory offers a pathway to more inclusive and student-centered educational practices.

Defining a phrase large class is as challenging as practically teaching in a large class because there is not a universal and accepted definition by scholars. Teachers and Educators know and feel awkward when teaching large classes with negative and uncontrollable socio-social conditions. Meanwhile, when being asked by teachers „When is a class considered large? “ Teachers and professors regularly offer altogether very different responses. Teachers state a class is large or too large relies, all things considered, on the individual teacher's observation and encounters (Locastro, 2001). As far as Pakistani teachers are concerned to consider a large class as it is normal to teach above than 50 students and sometimes 100 is too normal because of trends that have been practiced for many decades to adjust and engage every student in the educational system.

Moreover, when it is observed by teachers on individual experiences to give perspective about large classes then they profess altogether in South East Asia that Teachers in South East Asia admit that large class has no precise size. Others think a large class is estimated by the number of students per teacher. In this manner, a large class is huge when the instructor feels it is huge. In some nations, the ratio of 25-30 students for each teacher is viewed as large, while in different nations this supposedly is typical or even very small. Overall survey says that in developed nations like the USA and Europe, teachers take classes of 20 to 25 students as a large class; while in developing countries the ratio of 40 to 50 students is considered in a large class and underdeveloped countries like Pakistan, India, Bangladesh etc., class of 70 to 100 students consider a large class. The reason why there is a difference in approach and consideration by teachers is because of resources and economic power.

For Pakistani English teachers at all levels, especially secondary teachers, viewing the teaching of English in noisy classrooms as a real and amazing problem is a major source of stress. To raise the language level, this study aims to investigate the effects of noisy English classrooms on the teaching and learning process and suggests some useful solutions. The study's findings, in the opinion of the researchers, will help all parties involved have a clear understanding of the situation, which could increase awareness of the problem and add to the body of knowledge already gathered regarding teaching and learning in large classrooms.

Literature Review

Gardner and Jerome Bruner agreed that intelligence was "valuable fiction," and Bruner went on to say that "his strategy is to this point beyond the measurements crunching of scholarly testers that it benefits to be cheered." According to James Traub's piece in the New Republic, most extreme teachers lack the understanding or expertise necessary to use Gardner's framework naturally. Gardner states that "the projects of the theory are currently being inspected in loads of undertakings; even though multiple intelligence theories are consistent with a ton of observational confirmation, they have not been exposed to solid tests inside the territory of instruction." Generally speaking, we should reconsider our presumptions in light of actual classroom experience." This study focuses on the challenges that both teachers and students face daily when teaching large classrooms. The

accompanying studies have been discovered to be rather strongly identified with the current inquiry through a review of the literature. Numerous experts concur that there are few opportunities for teachers to provide their pupils with high-quality teaching and learning environments in large courses (Blatchford et al., 2002; Hattie, 2005; Pedder, 2006).

Zhang (2002) noted how extensive training affected college students and proposed that problems could be related to any one of three things or all three. First, matters of discipline. Second, the worn-out positions of the professors and students. Additionally, comparative findings were allocated with the assistance of Yu (2004), who led the investigation into college students who were also focusing on huge courses. The study showed that worry is a class-dominating factor and that people's erratic behavior is disregarded. She also mentioned that limited practice in the target language because of the large number of pupils hindered college students from improving their oral English. This choice was also supported by a study conducted by Harmer (2000), which found that large classes are problematic for both teachers and college students in general as well as for the teaching and learning process. Teachers believe that this is because of the large variety, which makes it difficult to plan engaging activities and establish eye contact with everyone, especially those who will frequently stow away by taking up seats in the back. Another intriguing finding from Harmer's research is that large directions might be unsettling for seasoned educators, but they can be more daunting for recently hired teachers. This emphasizes the necessity of thorough planning and sufficient specialized approaches while teaching large English classes. Good discipline is developed by teachers in large classes.

- Establish a code of behavior that is created in collaboration between educators and college students. It should include a list of clear, fundamental rules that academics observe, such as the necessity for them to paint quietly, speak quietly, and allow students to read a book to pass the time after finishing an exercise (Kunka et al., 2007:2).
- Make use of the surroundings and experiences gained outside of the classroom (such as much conversation as is practical and a range of situations as is reasonable given the circumstances) (Lyons, 1977: 250). When kids get rowdy or tired, it provides another, unique location and helps to relieve some of the congestion.
- Make use of the pupils' spare capacity from instruction in large classes. Numerous human resources may be limited when teaching in large courses.
- Fully exercise the authority of the teacher and provide the material along with appropriate teaching techniques. Teachers in large courses might adopt a more talk-based or transmission style of instruction since even in small classes, students will pay attention to their teachers and wait to be asked questions. This does not imply that teaching knowledge acquisition strategies takes precedence over teaching knowledge. The majority of educators feel that giving college students advice on how to maintain perspective is better.
- In large courses, collaborate with the students to create a good learning atmosphere. Several pupils view large courses as a "protected" learning environment. Therefore, educators who teach large courses ought to take advantage of this and create an engaging and interactive learning environment. According to Xu (2007: 4), in a 2001 study, many teachers believed that a good classroom should have a welcoming atmosphere, mutual support, a sense of comfort rather than fear, people who are conscious of each other's limitations and abilities, a sense of cooperation, a sense of trust, and so forth.

Material and Methods

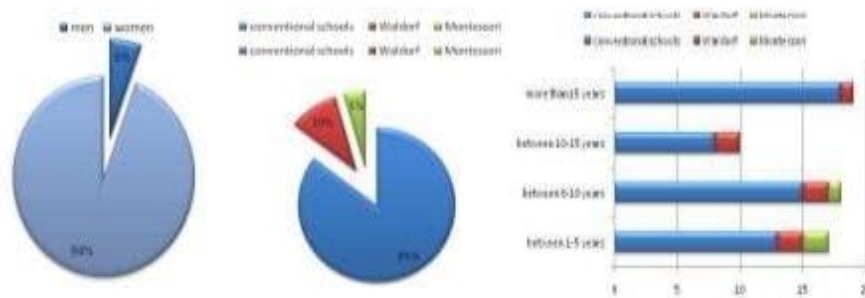
The research design for the study on implementing the Theory of Multiple Intelligences in large class settings at Good Luck Grammar High School, Kazi Ahmed,

Shaheed Benazirabad, Sindh, Pakistan involves a combination of qualitative and quantitative methods to gather comprehensive data

Approach and individuals involved a combination of qualitative and quantitative methods were employed, utilising a questionnaire with both closed-ended and open-ended items. The survey is included at the conclusion of the document. Since we began with the assumption that some teachers might not be familiar with Gardner's theory, the questionnaire also discussed multiple intelligences and provided examples. The fact that elementary and middle schools employ methods that share components with Gardner's theory—these systems existing before the theory itself—is another factor we believe to be pertinent in this regard. Teachers in Sindh and its environs who instruct in Mathematics, General Science (Physics, Chemistry, Biology), and English language responded to the questionnaire. There were ten teachers in traditional schools, seven in primary school, and three in middle school.

Figures 1a-1c

Fig. 1a. Structure of the group according to sex	Fig. 1b. Structure of the group according to the type of schools	Fig. 1c. Structure of the group according to teaching experience
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Participants

The participants in this study include teachers and students from Good Luck Grammar High School, Kazi Ahmed, Shaheed Benazirabad, Sindh, Pakistan. Both qualitative and quantitative data was collected from teachers who are implementing the Theory of Multiple Intelligences in their classrooms and students who are experiencing this teaching approach.

Data Collection

Qualitative data was collected through semi-structured interviews and open-ended questionnaires administered to teachers and students. These interviews and questionnaires explored participants' experiences, perceptions, and challenges related to implementing and experiencing the Theory of Multiple Intelligences in large class settings.

Quantitative data was collected through structured surveys administered to both teachers and students. These surveys included closed-ended questions designed to measure factors such

Data Analysis

Qualitative data was collected from interviews and open-ended questionnaires were analyzed thematically to identify recurring patterns, themes, and insights related to the implementation of the Theory of Multiple Intelligences in large class settings.

Quantitative data collected from structured surveys were analyzed using statistical techniques such as descriptive statistics and inferential statistics. This analysis provided

insights into factors such as student engagement, learning outcomes, and overall satisfaction with the teaching approach.

Use of Multiple Intelligence Theory in Education

Gardner characterizes intelligence as a "bio-mental capacity to framework realities that can be enacted in a social setting to settle issues or make items that are of cost in a subculture." with regards to Gardner, there are additional strategies to attempt this than just through sensible and semantic knowledge. Gardner accepts that the explanation of tutoring "ought to be to extend intelligence and to assist individuals with arriving at professional and avocational objectives that are appropriate to their particular range of intelligence. The individuals who are assisted with accomplishing this, accept, sense more noteworthy connected with and prepared and consequently more prominent ready to serve society in a hopeful manner.

Gardner encounters that IQ tests awareness for the most part on intelligence and phonetic knowledge. After excelling on those tests, the probability of going to an esteemed university or university exposure, which in flip makes contributing citizenry. Simultaneously the same number of students trademark pleasantly on this condition, some people do no more. Gardner's thought contends that students might be ideally serviced by a more extensive vision of training, wherein teachers utilize approaches, activities, and sports to accomplish all undergrads, presently not just people who exceed expectations at etymological and legitimate knowledge. It is demanding circumstances for teachers to find approaches to work for this student examining this subject.

Challenges of teaching a large class in Pakistan

The issues related to teaching in large classes can be physical, mental, technical, and psychological. The teachers in large classes may feel genuinely tired; they may unwarily talk stronger and move more frequently or have longer separations than they do in little classes. Mentally, a few teachers feel it threatening to confront a large horde of noisy students, particularly when they do not have a lot of thought about who their students are and what their students are anticipating from them. To the teachers in large classes, students are not 'individuals' yet 'faces. Different issues, for example, noisy class participation and checking assignments are additionally continually stressing numerous teachers associated with large class teaching.

The noise level of the class is too high

One approach to lessen the noise level in the classroom may be to set up a code of conduct that is made by teachers and students together. The thought is that if students are engaged with the composition of guidelines, they are bound to watch them regularly.

1. Ask students to propose guidelines for decreasing noise level, for instance:

- If you finish your exercise task, read a book.
- To whisper without upsetting others during bunch work.
- To lift your hand before offering something to the class.

2. You can likewise settle on sanctions if the standards are broken along with your students.

3. You should show the standards and endorses on the classroom wall and help students remember them occasionally.

Causes of Noise in the large classes

Teaching with limited resources

Numerous students in Pakistan do not have reading material and textbooks. The main materials they bring to class are a scratch pad and a pen or pencil. The teacher has a writing board and chalk provided by the school; however no entrance to copies, no power, and regularly little access to books. Several teachers do not have an English word reference or an English language book accessible. The recommendations that follow can help beat the shortage of assets. As opposed to continually composing notes on the board for students to duplicate, attempt some even more fascinating methods of getting the important data into their scratch pad. For instance, a teacher needs to request that students carry a thing from home to use as a talking or composing point for the class. This can help fabricate a network in the classroom and empower student obligation and support in the movement. To spare time during class, compose messages or inquiries on huge sheets of newsprint or plain colored paper before class instead of composing on the stuff. In an exceptionally large classroom, make a few copies that can be posted as an afterthought or back wall so everybody can see. It will make a fascinating domain that will decrease the noise in the classroom.

Managing the classroom full of Noise

When a teacher is trying to deal with a classroom brimming with boisterous, frequently ravenous, youngsters who could be keen on learning English is overwhelming, best case scenario. Two of the most genuine difficulties are how to keep up control and how to address a lot of composed work. Keeping up discipline most order issues are the effect of fatigue or distance. If students are interested in taking the class, many discipline issues vanish. Students who are focusing, who are associated with exercises that intrigue their inclinations and necessities, do not misbehave and regularly help control progressively boisterous cohorts. A few procedures that can help keep up discipline in the noisy classes are given below:

Results and Discussion

The most often utilised ones (listed in the instructors' responses in order of frequency): Conversation, brainstorming, learning by doing, modelling, problem solving, games, the thinking hats approach, projects, modelling, analogy, and experimentation are among the techniques that are emphasised in traditional schools. Discussions, problem-solving techniques, experiential learning, projects, games, and modelling.

Larger class sizes often lead to reduced individualized attention for students, making it more challenging for teachers to address the diverse needs and learning styles of each student.

Studies have shown that larger class sizes can lead to decreased student engagement and participation. Students may feel less motivated to actively participate in class discussions or activities when they are in a large group setting.

The traditional system is built on equality, consistency, and even rigidity, but alternative teaching allows greater freedom and emphasises students' independence, responsibility, and interdisciplinary approaches. This is based on the observations made by the teachers.

The huge size of a class must not be a reason for not enhancing the conventional strategies or not attempting different techniques separated from the customary ones. In so far as the teachers know the qualities of the teaching in large classe, and modify what and how they instruct as needs be, they can make their showing similarly as powerful as in little classes and they can likewise oversee noisy classes with the assistance of their teaching capacity.

Conclusion

Teaching English in large classes in Pakistan is still not being favored by most teachers, given the noisy students. As it were, numerous teachers decide not to, however, need to educate in large classes, since they assume that plentiful issues emerge alongside the expansion in class size and one of them is noisy large classes. However, there can be some positive sides in showing large classes. From one perspective, teaching in large classes can sensibly spare human and material assets to facilitate the issues brought about by the absence of educating staff. Then again, numerous redesigns in teaching procedures can be applied to large classes showing similarities just to small classes.

Recommendations

It is essential to keep up discussions and synergistic activities concerning difficulties that manage student teachers in down-to-earth circumstances, specifically when they need to educate in stuffed classrooms or noisy classes. Student teachers need to keep up discussions and work together with their tutor instructors, and speakers, and the integration of MI principles into QUEST's instructional strategies led to a rise in student participation. Student teachers ought to be given numerous open doors for building information through social collaboration. Association with writings implies a connection with realities, convictions, thoughts, feelings, impressions, and reflections, and during such communication, students develop their learning, yet in addition figure out how to survey their learning, along these lines advancing an inside and outside learning approach which additionally drives student in genuine learning condition.

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