Development of Multiple Intelligence-Based Instructional Design

Danica P. Villanueva[1], Gemma M. De Vera[2]
Alaminos City National High School
PSU-School of Advanced Studies
danicapazvillanueva0001@gmail.com, megagemus@yahoo.com

Abstract
Several studies have found out that students vary immensely in terms of interest, skill and in intelligence that definitely contributed to their perspectives, participation and performance in academic matters. Students though differ from each other, certainly looking for activities and exciting tasks where they can learn the lesson and to where they can apply their intelligences. Allowing the students to choose and do task which interests them and at the same time they can mobilize their intelligences could surely increase their participation and performance especially to the genres of literature that they are low performing. Thus, this study focused on the development of instructional design that is multiple intelligence-based that could be used to teach the least mastered genres of literature.

This study used the descriptive and developmental method of research. In identifying the multiple intelligences of the student-respondents, a survey questionnaire was administered to 214 Grade 9 students from the randomly selected sections of Alaminos City National High School, Alaminos City, Pangasinan.

Findings showed that the student-respondents' prevailing multiple intelligences are Visual-Spatial, Bodily-Kinesthetic and Verbal-Linguistic. They are also low performing in poem and short story genres of literature. The series of lesson plan as the developed instructional design is anchored to the prevailing intelligences of the students that could be used to help the student-respondents improve their learnings in their least mastered genres of literature.

Keywords – Instructional Design, Literary Genres, Multiple Intelligences

INTRODUCTION

No matter how close the physical features, mannerisms, behaviors, and other characteristics, still, no two individuals are the same. Same goes through with the students. They vary immensely in terms of interest, skill, learning style and in intelligence that definitely contribute to their perspectives, participation and performance in academic matters.

Many countries counting Philippines included the English language as a second language in school syllabus and curricula. The Department of Education order No. 36, Series of 2006, specified that all secondary level shall utilized English language as the primary medium of teaching. In teaching English, literature is part of it. Literature refers to the written works that are categorized as fiction or non-fiction, poetry or prose, and being recognized according to genre that have intellectual and ingenious value which appeals to readers. In the K to 12 English Curriculum Guide for Grade 9, it is very evident in the Content Standard that Anglo-American Literature plays a vital role in enhancing the self, valuing other people, connecting to the world and preserving unchanging values in a changing world. Though literature is a good means to teach lessons, still, there is low participation and low performance in the part of students in different genres brought about by the activities to test their understanding that are very common and uninteresting such as short quiz, seatwork, assignment done in school, and the like. Activities that limit students and restrict them to what they can do to show their understanding.

Students though differ from each other, certainly looking for activities and exciting tasks where they can learn the lesson and to where they can apply their intelligences. Allowing the students to choose and do task which interests them and at the same time they can relate to could surely increase their participation and performance. The Multiple Intelligences (MI) by Howard Gardner is of great help to answer the challenges the teachers are now facing since this theory highlighted that each person has unique ways of learning and definitely has prevailing intelligences.

Researchers supported the implications of Gardner's MI theory as the different studies revealed that students were adversely affected by the outdated system of education and by not embracing the MI approach in teaching. The study conducted with different English proficiency are placed together, revealed that the approaches and materials that worked for other students are not appropriate for the others [1]. Therefore, teachers should use an instructional design that stimulates students to have positive attitude toward learning. Morgan indicated in his research that differentiated instruction inspired by various intelligences benefits students provided that it is crafted by knowledgeable teachers [2].

Instructional designs are vital to increase the value of learning. ID developed by teachers founded by students' strengths allow students to have independence to do their learning undertakings [3]. Multiple intelligence – based instructional designs allow students to show their strengths and perform satisfactorily on a wide range of tasks. Teacher should provide and utilize ID that could mobilize the different intelligences of students [4]. The ID that greatly serve as a guide and became part of every teacher in delivering subject matter is a lesson plan. Lesson plan is the guide and backbone of teachers. Aside from delivering lesson, constructing lesson plans is every teacher's central responsibility.

It is an observation to the Grade 9 students of Alaminos City National High School of being not comfortable in learning the English subject especially literature as evident in their low scores in their quizzes. Public schools like Alaminos City National High School which belongs to the category of mega-school has a great number of students. The Grade 9 class itself has eighteen sections and each section has more than fifty students. It only means that teachers need to provide differentiated activities to assess the big number of students. The challenge lies in the hands of the English teachers not only to convince students not to be hesitant in learning the English subject but most especially to think of exciting and engaging activities that could cater to the different interests and at the same time respond to the intelligences of the diverse students to ensure greater participation and higher performance. Therefore, the teacher-researcher will develop an instructional design, compilation of lesson plans anchored to the dominant and prevailing multiple intelligences of the student-respondents having differentiated activities that would cater to the diversity of students and will address to the low performance in literature lessons. The compilation

of lesson plans contains various activities to assess understanding and deviate from the usual quiz-type formative assessment. The ID to be developed is based on the various existing instructional designs, also considers the characteristics an ID should have as mentioned above.

OBJECTIVES OF THE STUDY

The purpose of this research is to develop an Instructional Design based on the learners' three dominant or prevailing Multiple Intelligences in teaching the least mastered genres of literature in Grade 9 of Alaminos City National High School.

Specifically, this study aimed to:
1. Determine the profile of the Grade 9 students in terms of:
   a. Mean average in all subjects; and,
   b. Prevailing multiple intelligence.
2. Find genres of literature that are least mastered by the Grade 9 students.
3. The correlation of the students' multiple intelligence and mean average grade.
4. Develop instructional design based on the prevailing multiple intelligences and the least mastered genres.

MATERIALS AND METHODS

The descriptive-developmental design is employed in this study. The researcher utilized this method to present and expound facts adequately and precisely. The purpose of this study is to know the new truth, to gather information, to classify and to present data. It provide accurate interpretation of findings according to the standard/assessment set by research. The descriptive method is convenient in establishing the level of multiple intelligences of the respondents. The developmental research design was employed since the main goal of the stud was to produce an instructional design based on students' dominant or prevailing multiple intelligences.

Respondents of the Study

The respondents of the study are the middle and lower sections of the Grade 9 class of Alaminos City National High School of Alaminos City Division, Alaminos City, Pangasinan during the school year 2019-2020.

Sampling

The simple random sampling is utilized to identify the student-respondents of this study. The teacher-researcher randomly selected four sections from the eighteen sections of the Grade 9 class. Here are the randomly selected sections: 9-Onyx (54 students), 9-Opal (54 students), 9-Amethyst (53 students), and (-Sapphire (53) students with the total of 214 student-respondents.

Research Instrument

The researcher used checklist type as instrument in getting and collecting information about the problem. The survey questionnaire is focused on the multiple intelligences of the Grade 9 students. The checklist used is adapted by the researcher, it is the instrument developed Walter McKenzie.

Data Gathering Procedure

This study looked for the mean average grade of the student-respondents to see if there is a significant relationship of students' prevailing multiple intelligence and mean average grade. In getting the mean average grade of the student-respondents, the teacher-researcher uses the report card of the students last school year or during their Grade 8 year.

This study also identified the prevailing multiple intelligences of the Grade 9 student-respondents from the randomly selected middle and lower sections with the use of survey-questionnaire that is being adopted by the teacher-researcher that served as the basis for the content of the lesson plans as the instructional design to be produced.

The data needed for the least mastered genres of literature are known through the scores of the students in the formative assessment in every lesson about literary texts featuring the different genres. The formative assessments are based on the Cognitive Domains of Benjamin Bloom, which is reviewed by his former student, Lorin Anderson and effected some changes.
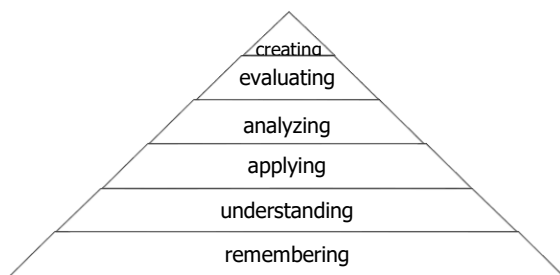
Fig. 1. Cognitive Learning Objective Arranged Hierarchically

The formative assessment used to assess students' mastery in the lesson about literary texts featuring the different genres is a 10-item quiz having the same number of items in each level of cognitive domain to clearly identify what is the least mastered genres of literature.

The letter of approval is duly sign and be approved by the thesis adviser. The questionnaire is administered and retrieved personally by the researcher. Prior to floating of the questionnaires to the respective respondents of the study, the researcher secured permits from the Schools Division Superintendent of Alaminos City Division and the School Principal of Alaminos City National High School.

The questionnaire is distributed to the Grade 9 students who belong to the randomly selected middle and lower sections of Alaminos City National High School. The researcher guided the students in answering the questionnaire. The analysis is based on the quantitative descriptions of the population's responses to the questionnaires. After the accomplished copies of questionnaires were retrieved, the raw data were treated statistically in order to come up with the findings of the study.

The researcher applied the following statistical instrument to analyze and to evaluate the data gathered:
Problem 1 dealt on knowing the mean average grade in all subjects of the student-respondents during their previous year, also, on the assessment of Multiple Intelligences. The computation for the MI is based on the instrument developed Walter McKenzie.
Problem 2 dealt on determining the genres of literature that are least mastered by the Grade 9 students. The scores of the student-respondents in formative assessment in various genres were the basis.
Problem 3 dealt on finding the significant relationship of students' multiple intelligence and mean average grade.
Problem 4 dealt on identifying what instructional design could be developed based on the prevailing multiple intelligences and the least mastered genres.

RESULTS AND DISCUSSION

This chapter lays the analysis, interpretation and explanation of data for the study conducted. The discussion will start on the profile of the Grade 9 students as the respondents of this study in terms of their mean average grade in all subject area as well as their prevailing or dominant multiple intelligences. Next is the least mastered genres of literature of the respondents. Then, if there are significant relationships between the respondents' prevailing multiple intelligences and their mean average grade in all subject areas. Lastly, is the instructional design to be developed which is a multiple intelligence – based that could be used to address the least mastered genres in literature.

Profile of the Respondents in terms of their Mean Average Grade
The profile in terms of mean average in all subjects was gathered through the report card of the students last school year or during their Grade 8 year. For the students' mean average in all subjects, it was described statistically using mean, skewness and standard deviation.

Table 1 presents the academic performances of the students in terms of their mean average grade in all subject areas, namely: English, Filipino, Mathematics, Science, Araling Panlipunan (AP), Edukasyon sa Pagpapakatao (ESP), Technology and Livelihood Education (TLE), and MAPEH (Music, Arts, Physical Education, Health).

The subjects that have the highest mean average grade among the eight subjects are Health (84.97), one of the sub-components of MAPEH, and Edukasyon sa Pagpapakatao (83.88).

Table 1. Academic Performance of the Respondents

Test Statistic	Subject										
	Fil.	Eng.	Math	Sci.	AP	ESP	TLE	Music	Arts	P.E	Health
Mean	81.74	81.13	79.71	79.76	81.19	83.88	82.11	81.24	80.67	81.88	84.97
Std. Dev.	4.21	3.53	3.27	3.20	3.76	4.47	3.68	3.36	3.30	3.79	5.53
Variance	17.71	12.50	10.70	10.21	14.13	19.97	13.55	11.30	10.86	14.33	20.33
Skewness	0.122	-0.092	0.646	0.266	0.226	-0.036	0.093	0.205	0.298	-0.009	-0.046
Std. Error of Skewness	0.166	0.166	0.166	0.166	0.167	0.166	0.166	0.168	0.168	0.168	0.167
Minimum	75	75	75	75	75	75	75	75	75	75	75
Maximum	93	88	89	89	91	94	91	91	93	94	88

Gardner stated that students should be encouraged to be well-rounded for it is only then that happiness are more likely to emerge, a feeling that a true healthy person feels. Well-being is being taught and inculcated to students in Health [5].

It is also found out that students can actively engage if they can relate their learnings into life [6]. Lessons and values about life are being emphasized in Edukasyon sa Pagpapakatao.

Profile of the Respondents in terms of their Prevailing Multiple Intelligences

The profile in terms of prevailing multiple intelligence was retrieved using questionnaire. The data is described statistically using the frequency and percentage distribution.

Table 2 displays the eight multiple intelligences

pioneered by Howard Gardner which are arranged from prevailing intelligences among the two hundred fourteen student-respondents down to the less prevailing.

Table 2. Respondents' Multiple Intelligences

Intelligence	f	%
Visual	175	81.78
Kinetic	170	79.44
Verbal	168	78.50
Existential	56	26.17
Interpersonal	53	24.77
Musical	51	23.83
Naturalist	42	19.63
Logical	35	16.36
Intrapersonal	34	15.89

It could be gleaned on the table that respondents do have multiple intelligences. Moran et al. (2006) emphasized that students are potentially smart or intelligent in a several ways Moran et al. [7]. Moreover, Gardner stated that all have the variety of intelligences and just only vary on how easily and how quickly specific intelligences develop [8].

The three prevailing intelligences of the respondents are the Visual-Spatial Intelligence with 175 responses or 81.78 percent, Bodily-Kinesthetic Intelligence with 170 responses or 79.44 percent and Verbal-Linguistic Intelligence with 168 responses or 78.50 percent.

On the other hand, the two less prevailing intelligences are the Intrapersonal with 34 responses 15.89 percent and the Logical-Mathematical with 35 responses or 16.36 percent. One of the intelligences that greatly associated with emotions is the Intrapersonal Intelligence.

Study pointed out that personality domain and emotional intelligence were predictors that strongly

correlate in academic performance [9]. Also, Mathematical intelligence strongly influenced the participants' performance and was found to be weaker in learners with a high reading ability and vice versa.

Least Mastered Genres of Literature

The data gathered are based from the result of quizzes of the respondents in their lessons featuring the different genres of literature. Data are described statistically using the mean, skewness and standard deviation.

Table 3 displays respondents' scores in the quiz in different genres of literature such as poem, epic, lyric, short story and essay. It could be gleaned on table that poem and short story are the two least mastered genres. They have the least number of students who passed in the given quiz. Quiz passers are based on the Department of Education Order 8 series of 2015, the Policy Guidelines on Classroom Assessment for the K to 12 which states that, K to

12 Basic Education Program (BEP) utilizes grading system which is standards and competency-based in which the minimum grade needed is 75. Thus, in a ten-item quiz, the passing score is 7.5 or 7.

Descriptors	Grading Scale	Remarks
Outstanding	90 – 100	Passed
Very Satisfactory	85 – 89	Passed
Satisfactory	80 – 84	Passed
Fairly Satisfactory	75 – 79	Passed
Did not meet expectations	Below 75	Failed

Fig. 2. Department of Education Learners' Progress Report

Along poem, there are only 7 passers, while in short story there are only 14 students who passed the quiz. Poem is a genre that usually contain figurative language and has implied meaning, the possible indicators why students have low scores in this genre. Meanwhile, short story is the genre that uses unacquainted or unfamiliar words, likely the reason why students also have low scores in this genre.

Table 3. Scores in Quizzes of the Grade 9 Students

Scores	poem	epic	lyric	short story	essay	number of passers
10						
9		5	7		5	17
8	1	26	33	2	34	96
7	6	45	52	12	61	176
6	31	71	80	35	59	
5	34	56	36	40	47	
4	46	11	6	46	8	
3	42			38		
2	35			32		
1	19			9		
0						
Total Number of Students	214	214	214	214	214	

The identified major problem of the students in dealing reading texts is the reading comprehension skills affected by language usage. In addition, language is one of the accounts in dealing with various texts.

Table 4 reveals that among the genres of literature featured in respondents' lessons, the two least mastered genres are the poem (3.77) and short story (4.12) as shown by the mean average scores of the respondents based on the results of their quiz-type formative assessments in various genres.

In terms of skewness, poem (0.083) and short story (0.041) are the two most positively skewed genres which means that more respondents got scores below the mean. Whereas, in terms of standard deviation, though poem and short story have the closest SD which are 1.64 (poem) and 1.63 (short story), the SD still shows that the mean score of the quiz is reliable to measure the students' performance because the SD are close among genres with only a matter of point setting apart each genres.

Table 4 Performance in Literature of the Grade 9 Students

test statistic	poem	epic	lyric	short story	essay
Mean	3.77	6.16	6.43	4.12	6.37
Std. Deviation	1.64	1.16	1.12	1.63	1.18
Skewness	0.083	0.317	0.209	0.041	-0.015

Std. Error of Skewness	0.166	0.166	0.166	0.166	0.166
Kurtosis	-0.821	-0.446	-0.380	-0.771	-0.530
Std. Error of Kurtosis	0.331	0.331	0.331	0.331	0.331
Minimum	1.00	4.00	4.00	1.00	4.00
Maximum	8.00	9.00	9.00	8.00	9.00

If English lessons were taught and delivered by teachers in a conventional way, and when content is presented to students in a traditional style, students are not easily reached out. Teacher is having hard time in reaching a student in the more conventional linguistic styles or ways of teaching.

Relationships between Students' Multiple Intelligence and Mean Average Grade

The correlation between the respondents' prevailing MI and mean average in subject areas concern with the dominant intelligences are described statistically using Eta Squared and p-Value.

Table 5 shows the prevailing multiple intelligences of the respondents which are Visual-Spatial, Bodily-Kinesthetic, and Verbal-Linguistic. Looking to the subject areas in which these intelligences are associated, the Visual-Spatial Intelligence and Bodily-Kinesthetic Intelligence are related to MAPEH (Music, Arts, Physical Education, Health) specifically in the areas Arts and Physical Education, and the Verbal-Linguistic Intelligence is associated with languages subjects, the English and Filipino.

Table 5. Relationship between the Respondents' Multiple Intelligence and Their Academic Performance

Variable	Eta Squared	p-Value
Naturalistic	0.050	0.540
Musical	0.057	0.421
Logical	0.063	0.315
Existential	0.030	0.875
Interpersonal	0.023	0.935
Kinesthetic	0.021	0.966
Verbal	0.023	0.949
Intrapersonal	0.028	0.899
Visual	0.029	0.892

Respondents' performance is tested as a whole and not separately that is why Eta Squared is used to treat it. On the other hand, the p-Value is used to see the level of significance of the data. If the p-Value is higher than 0.05, it means that it is not significant. Therefore, it could be gleaned on the table that there are no significant relationship between the mean average grade or the academic performance of the students to their prevailing multiple intelligences.

Students' dominant intelligences are not only brought by the content presented and taught in school through subject areas but also drawn from other factors outside school and academic concerns that greatly contribute in strengthening students' intelligences. Genetic, personal preference and cultural upbringings influenced how an individual utilizes and develops their intelligence inclinations. Also, humans are not going to develop new intelligences, instead, the existing intelligences are the ones being mobilized for new intentions or purposes.

Multiple Intelligence – Based Instructional Design

The prevailing multiple intelligences of the respondents are Visual-Spatial Intelligence, Bodily-Kinesthetic Intelligence, and Verbal-Linguistic Intelligence. Considering to the subject areas in which these intelligences are associated, the Visual-Spatial Intelligence and Bodily-Kinesthetic

Intelligence are related to MAPEH (Music, Arts, Physical Education, Health) specifically in the areas Arts and Physical Education, and the Verbal-Linguistic Intelligence is associated with languages subjects, the English and Filipino. However, student do not excel in the subject areas in which their prevailing intelligences are associated. There are no significant relationship between the mean average grade or the academic performance of the students to their prevailing multiple intelligences.

Teaching through multiple intelligence has been found to increase motivation and achievement in classroom assessment. MI-based learning is also helpful in terms of heightening students' achievement levels and developing positive attitudes toward learning [11].

In order to implement MI activities at its best, teachers should understand first the different intelligences. Teacher should know and understand first the nine intelligences in order for the teacher to implement effectively the theory of MI in their classroom, they must first understand the nine intelligences. The teacher then can based the lessons in students' strengths. Teachers could use students' intelligence as foundation in crafting lessons and planning and learnings activities in the classroom [12]. Instruction should be fashioned and crafted by

Instructional design inspired and anchored to students' prevailing multiple intelligences could help improve students' performance. The ID that greatly serve as a guide and became part of every teacher in delivering subject matter is a lesson plan. One of the ways to cater students' strengths is teacher should provide and use ID that can be viewed as their blueprint to conduct and facilitate various learning tasks or activities by accommodating distinct intelligences of students [10].

detailed knowledge regarding students' particular strengths, needs, and areas for development.

The idea is not to devise nine different activities at the same time to target each of the intelligences. Select a few intelligences to aim at in one lesson or activity. Eyeing or aiming one or more of the intelligences into daily lesson plan undertakings and asserted that many teachers already included MI in their lesson plans without realizing it [13].

Table 6 shows the recommended activities as forms of assessment which are anchored to prevailing multiple intelligences of the students to where they can show their understanding and learning in poem and short story being the least mastered genres.

Table 6. Recommended Activities for the Least Mastered Genres Anchored to Prevailing Multiple Intelligences

Least Mastered Genres (1-5 Poem, 6-10 Short Story)	Prevailing Multiple Intelligences	Recommended Activities in LP as ID
1.The Seven Ages of Man *by William Shakespeare*	Verbal-Linguistic Bodily-Kinesthetic Visual-Spatial	Make a short spoken poetry, Devise a word game Make an interpretative dance, Make a skit Make an illustration Make a scrapbook
2. Psalm of Life	Verbal-Linguistic	Recite a choric speech,

by Henry Wadsworth Longfellow	Bodily-Kinesthetic	Write a letter to self
		Present interpretative dance, Perform a skit
	Visual-Spatial	Write a calligraphy, Take a photo
3. Mother to Son *by Langston Hughes*	Verbal-Linguistic	Make a dialogue, Write a letter of appreciation
	Bodily-Kinesthetic	Present a short skit, Facilitate "charade"
	Visual-Spatial	Create a comic strip, Draw based on the poem
4. The Man with a Hoe *by Edwin Markham*	Verbal-Linguistic	Make a slogan, Conduct an interview
	Bodily-Kinesthetic	Dance a folksong, Present a short play
	Visual-Spatial	Make an illustration, Do jar / stone painting
5. Sonnet 29 *by George Santayana*	Verbal-Linguistic	Write a sonnet, Recite a sonnet as spoken poetry
	Bodily-Kinesthetic	Show a short skit, Devise a game
	Visual-Spatial	Create display, Make a small bulletin board
6. The Gift of Magi *by O. Henry*	Verbal-Linguistic	Elaborate through paragraphs, Compose a concrete poetry
	Bodily-Kinesthetic	Re-enact a scene, Choreograph a 2-minute dance
	Visual-Spatial	Make a gift , Make a diorama
7. The Day of Destiny *by Sir Thomas Malory*	Verbal-Linguistic	Write a blurb, Make a graphic organizer
	Bodily-Kinesthetic	Re-enact a scene, Character portrayal
	Visual-Spatial	Create a comic strip, Design a cover page
8. Thank You, Ma'am *by Langston Hughes*	Verbal-Linguistic	Write a short essay, Write a letter of thanks
	Bodily-Kinesthetic	Make act of kindness, Perform a dance
	Visual-Spatial	Make a portrait, Write in calligraphy a quotation
9. The Tell-Tale-Heart *by Edgar Allan Poe*	Verbal-Linguistic	Write a blurb, Act as news reporter
	Bodily-Kinesthetic	Perform a monologue, Re-enact a scene
	Visual-Spatial	Create illustration, Draw favourite scene in the story
10. The Lottery *by Shirley Jackson*	Verbal-Linguistic	Write own version of the story, Act as news reporter
	Bodily-Kinesthetic	Make a short play, Change ending through role

		play
	Visual-Spatial	Create a story book, Make an illustration

CONCLUSION AND RECOMMENDATION

There are 214 Grade 9 students who have the highest academic performance in one of the sub-components of MAPEH, the Health and the other one is the Edukasyon sa Pagpapakatao (ESP). In addition, the 3 prevailing intelligences of the student-respondents are the Visual-Spatial, Bodily-Kinesthetic, and Verbal-Linguistic.

The least mastered genres of literature are the poem and short story as the student-respondents failed in those genres. Thus, the two genres were the basis for the development of the ID which were anchored to respondents' prevailing MI's; the respondents are picture smart, body smart and word smart.

The Visual-Spatial Intelligence (being picture smart) and Bodily-Kinesthetic Intelligence (being body smart) are related to MAPEH (Music, Arts, Physical Education, Health) specifically in the areas Arts and Physical Education; and the Verbal-Linguistic Intelligence (word smart) is associated with languages subjects, the English and Filipino. However, there are no significant relationship between the mean average grades or the academic performance of the students to their prevailing multiple intelligences since the p-Value is higher than 0.05, which only means that the two are not significant.

The instructional design that became very vital for the teachers in delivering every lesson is the lesson plan. Lesson plan is an instructional design that teachers used and greatly relay on in helping students attain higher level of achievement in academic performances.

Based on the findings of the study, the following conclusions are drawn:

1. The 214 Grade 9 student-respondents are body smart and people smart as evident in their high academic performance in MAPEH and ESP subjects.

2. The Grade 9 students performed low in both poem and short story genres.

3. The Grade 9 student-respondents are picture smart, body smart, and word smart but does not

have excellent grades in subjects associated with their areas of intelligence. Hence there are no significant relationships between the two profiles of the respondents, the mean average grade and prevailing MI.

4. Lesson plan as Instructional Design that contains Multiple Intelligences activities could better accommodate learnings of the students since lessons are anchored on the students' prevailing intelligences.

Students though differ from each other, certainly looking for activities and exciting tasks where they can learn the lesson and to where they can apply their intelligences. Students' different ways of learnings are brought about by their intelligences or to the things that they can do well and where they can excel. Allowing the students to choose and do task which interests them and at the same time they can relate to could surely increase their participation and performance.

The following suggestions are given based on the conclusions drawn from the study:

1. It is suggested to prepare hands-on activities that could enhanced the three prevailing multiple intelligences of the students. For the verbal-linguistic intelligence, teacher may use writing poems, stories and scripts, debate, storytelling, interview, word games, etc. as activities. For bodily-kinesthetic intelligence, teacher may use dance recital, role playing, presenting skit, re-enactment of scenes, game requiring body movements, etc. as activities. And for visual-spatial intelligence, teacher may use illustrating/drawing, creating scrapbook, taking photo, designing, making diorama, etc. as activities.

2. Teachers are encouraged to utilized performance-based tools to assess the students in the content of least mastered genres of literature, which are the poem and short story.

3. It is recommended for the teachers to expose students in other forms of assessment tools which are more activity-driven. Teachers may also design their own assessment tools that are activity-driven

which could be the basis of their assessment.

4. Teachers are insinuated to utilize instructional design that is anchored to student's prevailing multiple intelligences.

REFERENCES

[1]   Baum, S., Vines, 1. & Slatin, B. (2005). Multiple intelligences in the Elementary Classroom: A teacher's toolkit. New York, NY: Teachers College Press.

[2]   Tomlinson, C. A. (2014). The Differentiated Classroom: Responding to the Needs of All Learners Alexandria, VA: ASCD.

[3]   Branch, R. M., & Kopcha, T. J. (2014). Instructional design models. In Handbook of research on educational communications and technology. Springer New York.

[4]   Gustafson, K. L., & Branch, R. M. (2002). What is instructional design.Trends and issues

in instructional design and technology, 16-25.

[5]   Gardner, H. (2009). Frequently asked questions-- multiple intelligences and related educational topics. Retrieved from http://howardgardner.com/ faq/frequently %20asked%20questions%

[6]   Armstrong, T. (2009). Multiple intelligences in the classroom, 3rd edition. Alexandria,

VA: Association for Supervision and Curriculum Development.

[7]   Moran, S., Kornhaber, M., & Gardner, H. (2006). Orchestrating multiple intelligences. New York, NY. Basic Books.

[8]   Gardner, H. (2003). Ml after 20 years. Retrieved fromhttp://www.howardgardner.comlPapers /papers.html

[9]   Waterhouse, L. (2006a). Multiple intelligences, the mozart effect, and emotional intelligence: A critical review. Educational Psychologist, 41(4), 207-225. 1 0.1207/s15326985ep41 04_1

[10]   Gustafson, K. L., & Branch, R. M. (2002). What is instructional design.Trends and issues

in instructional design and technology, 16-25.

[11]   Darling-Hammond, L. (2010). Performance Counts: Assessment Systems that Support High-Quality Learning. Washington, DC: Council of Chief State School Officers

[12]   Williams, R. (2002). Multiple intelligences for differentiated learning. Thousand Oaks, CA. Corwin

[13]   Rettig, M. (2005). Using the multiple intelligences to enhance instruction for young children and young children with disabilities. Early Childhood Education Journal, 32(4), 255-259. 10.1 007 lsI 0643-004-0865-2