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**Multiple Intelligences Theory in the Algerian Middle
School Textbooks of English: An Evaluation Study**

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Teaching English as a Foreign Language**

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Dedication

I DEDICATE THIS WORK

To my darling mother **AMEL** who always provides me with enormous love and support. Thank you for believing in me;

To my beloved father **AHMED** who always stands by my side and gives me a thirst for knowledge;

To my little angel **LOUDJEIN** who spent days and nights without me so that I could finish this work;

To my beloved husband **MOHAMED** for his unconditional patience and support;

To the soul of my dearest grandmothers and grandfather: **KHADIDJA ROUKAYA**, and **AMAR**;

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‘IN THE NAME OF ALLAH, THE MOST GRACIOUS, THE
MOST MERCIFUL’

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Abstract

Teaching and learning English as a foreign language in Algeria are primarily based on textbooks, which can be considered as the palpable manifestation of the curriculum. Hence, the Algerian ministry of education initiated reforms in 2016 to improve the quality of middle school textbooks. This research aimed to evaluate four middle-school textbooks in the light of Multiple Intelligences Theory. This qualitative research relied on EBadi & BeigzedeH checklist to evaluate the aforementioned books. In addition to that, teachers' awareness and attitudes towards the Multiple Intelligence Theory and its integration in second-generation reforms were investigated by means of a semi-structured questionnaire administered to sixty (60) Algerian teachers from different regions in Algeria. The findings revealed that the most predominant intelligence types in the four textbooks were linguistic intelligence, followed by interpersonal intelligence. The inclusion of the remaining intelligences is different from one textbook to another. The results also unveiled that bodily/kinesthetic and naturalist intelligences were the least dominant intelligences in the textbooks. Concerning the Algerian teachers' awareness and attitudes, the findings revealed that they were familiar with the theory, but they do not know how to apply it. In spite of that, they have positive attitudes towards the theory and its integration in English Language Teaching. This research ends up with a number of pedagogical implications and recommendations derived from the findings as well as its limitations and suggestions for further studies.

Key Words: EFL Teachers; Multiple Intelligences Theory; Second Generation Reforms; Second Generation Textbooks; Textbook Evaluation.

List of Abbreviations

- B.K/I:** Bodily/Kinesthetic Intelligence
- C.A:** Chronological Age
- CBA:** Competency Based Approach
- EFL:** English as a Foreign Language
- ELL:** English Language Learning
- ELT:** English Language Teaching
- FGR:** First Generation Reforms
- FGT:** First Generation Textbooks
- G.F:** G. Factor
- GRE:** Graduate Record Examination
- I/I:** Interpersonal Intelligence
- I.R/I:** Intrapersonal Intelligence
- I.Q:** Intelligent Quotient
- L/I:** Linguistic Intelligence
- LO/I:** Logical Intelligence
- M.A:** Mental Age
- M/I:** Musical Intelligence
- MI:** Multiple Intelligences
- MIP:** Multiple Intelligences Profile
- MIT:** Multiple Intelligences Theory
- MST:** Middle School Textbooks
- N/I:** Naturalist Intelligence
- ONPS:** National Office of Scholar Publications
- SGR:** Second Generation Reforms

SGT: Second Generation Textbooks

S.V/I: Spatial/Visual Intelligence

TOEFL: Test of English as a Foreign Language

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General Introduction

General Introduction

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General Introduction

“Everybody is a genius, but if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid” **Albert Einstein.**

1. Statement of the Problem

The English Language Teaching (ELT) field is continuously growing and changing in a quest for optimizing the learning-teaching process and making learners satisfied while learning. Most of the countries world- wide have been trying to overhaul educational programs to be up-to-date to globalization and world changes. The amendments are based on new studies and paradigms in ELT. Algeria is one of those countries that made reforms on curricula and textbooks to meet the learners' needs, demands, and abilities.

The Algerian ministry of education started to shift the concern from teachers to learners by adopting the Competency-Based Approach (CBA) as the basic principle. This approach focuses mainly on learners' interests, capacities, and needs. While teachers play the role of helping and guiding them for better achievements. As a result, the ministry launched reforms deemed first-generation reforms initiated in 2003.

Although those reforms brought many opportunities to both teachers and learners, it was crucial to evaluate the CBA because it is "the heart of the systematic approach to language curriculum design" (Brown, 1995, p.217) and to check if the desired objectives were achieved. Subsequently, the Algerian ministry started another reform called second-generation reforms

(SGR) initiated in 2016. The refinements are based on the first-generation reforms (FGR) principles added to the other new approaches of teaching, which emphasize more on learners. Multiple intelligences theory (MIT) is one of those approaches that the Algerian ministry decided to apply.

In 1983, Howard Gardner suggested the theory which revolutionized the traditional view of the human intelligence in his book “*Frames of Mind*”. He criticized the old beliefs that relate intelligence with only linguistic and logical thinking. Then, he offered an alternative view that intelligence is how one can solve real-life problems in many ways (Gardner, 1983). Subsequently, MIT attracted the attention of scholars and researchers and made them thinking about how the theory can be applied in education for a better optimization in learners’ performances (Armstrong, 2009; Christison, 1999; Palmberg, 2001). When referring to literature, many attempts about integrating MIT on ELT/ELL were found; they all share the same conclusions that the theory is crucial and has many advantages (Botelho, 2003). For that reason, many educational systems world-wide tried to integrate MIT, such as the USA, Canada and Finland (Chen, Gardner & Moran, 2009).

Second-generation reforms initiated by the Algerian ministry concerned overhauling curricula and textbooks in primary and middle schools. Since the textbook is considered as the palpable manifestation of curriculum and the primary tool used by the EFL Algerian learners, it is essential to evaluate it from different perspectives, find its strong as well as weak points, and try to remedy them. It is worth noting that abundant studies have been conducted to analyze and evaluate second-generation textbooks from many different angles. Yet, evaluating them from an MI perspective is absent as far as the researcher's knowledge is concerned. Therefore, the main research interest is

to investigate the extent to which MIT is implemented in the Algerian four middle school textbooks?

2. Aim of the Study

The main aim of the present study was to evaluate the Algerian middle school textbooks in the light of Multiple Intelligences Theory (MIT). It also aimed at providing a clear idea about the theory and its implications on the EFL context. Besides, the study sought to investigate Algerian teachers' awareness and perspectives about the above mentioned theory.

This research is concerned with searching about MIT, which is against the idea of “one size fits all”; this might help readers in changing their minds about what human intelligence is and how all humans are intelligent in different ways. It also offers a set of strategies on how the theory can be implemented in education generally and learning English specifically. Furthermore, it provides a new avenue on how textbooks can be evaluated from a different angle.

3. Research Questions

The present research tried to answer the following questions about MIT and its real integration in the four Algerian middle school English textbooks:

1. To what extent is Multiple Intelligences Theory represented in ‘*My Book of English 1*’, ‘*My Book of English 2*’, ‘*My Book of English 3*’, and ‘*My Book of English 4*’?
2. Are the Algerian teachers aware of the theory of Multiple Intelligences?
3. What are their attitudes toward the theory and its integration in second- generation textbooks?

4. Research Methodology

To answer the research questions and then confirm or disconfirm the hypotheses, two research tools namely; a checklist based on MIT and a semi-structured questionnaire were used to gather qualitative data. The former, checklist of EBadi & Beigzedehe's (2016), was used to evaluate the four textbooks in the light of MIT. The latter was administered to a sample of sixty (n= 60) Algerian teachers from different regions. It was designed to determine teachers' familiarity and views on the integration of MIT in the newly-designed textbooks.

5. Structure of the Thesis

The thesis is divided into two main parts; the theoretical and the practical parts as well as the general introduction and conclusion. The theoretical part consists of two chapters, while the practical part consists of three chapters.

Chapter one is devoted to understanding the theory of MI, its scientific basis, its principles and its types. It also discusses its importance in education generally and in ELT specifically. At the end of the chapter, limitations of the theory are presented to provide the readers with an insightful idea about its strengths and weaknesses.

Chapter two is devoted to clarify the textbooks scenario. It starts with defining textbook, its role in EFL classes, and the main views on textbook use. After that, it is crucial to analyse textbook evaluation, its definitions, and the main differences between analysis and evaluation. Moreover, four approaches for textbook evaluation are reviewed. Since the checklist is the used instrument when evaluating textbooks, a part from the chapter is devoted to defining this tool and suggesting many examples. The chapter

ends with shedding light on previous research on EFL textbooks evaluation and multiple intelligences theory.

Chapter three is concerned with the methodological part. It is a preliminary phase of the research practical part. It starts with identifying the used research approach and method (the qualitative method) and then presents the data collection tools. Two tools are used in this research; textbook evaluation and teachers' questionnaire are taken separately with its aims and description. Finally, the chapter ends up with determining the way the obtained data will be analyzed.

The fourth chapter revolves around analyzing and interpreting the results obtained from the four textbooks analysis. It starts with a mere description and summary of the results then, displaying them in diagrams and tables followed by interpretations and discussion of the findings.

The fifth chapter is devoted to analyzing and interpreting the results gathered from teachers' questionnaire. After that, a brief discussion of the findings is presented at the end of the chapter in addition to the general conclusion as well as pedagogical implications, recommendations and ultimately limitations of the study.

Chapter One

Multiple Intelligences Theory in Education:

Overview and Applications

Chapter One

Multiple Intelligences Theory in Education:

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Chapter One

Multiple Intelligences Theory in Education:

Overview and Applications

Introduction

Cognitive notions like intelligence and its influence on individuals' lives was the core of many scientific studies. Scholars have proved its big role in enhancing people's performances in many aspects of their lives including foreign language learning. Although there were divergent views regarding the extent to which intelligence can influence foreign language learning, the role it plays in this process is undisputed. Therefore, for better understanding the effects of intelligence in learners' mastery of a foreign language, scholars like Gardner (1983) suggested Multiple Intelligences Theory (MIT) as an alternative.

Hence, the chapter in hand offers a description of intelligence followed by a detailed exploration of the theory of Multiple Intelligences. It will also examine the implications of MIT on general education and then its implications of MIT on English language teaching and learning followed by the criticism of that theory.

1. Definition of Intelligence

Throughout history, the concept of intelligence has attracted the attention of many psychologists. They tried to determine the real meaning and definition of human intelligence and its nature (Binet & Simon 1916; Sternberg, 1985; Gardner, 1983; Spearman, 1904). Therefore, many attempts guided them to

different definitions based on different views. Those definitions are classified mainly under two major schools of thoughts: The Psychometric view and the Multiple Forms of intelligence view.

1.1. Psychometric Approach

The first school of thought that tried to explain the human intelligence is the psychometric approach. It views intelligence as a single, inborn, unchanged ability. In the early '90s, the psychologist Alfred Binet proposed that this ability can be measured. Along with his colleague Simon (1916, cited in Chamorro- Premuzic, 2015, p.154), they pinned down that in intelligence, “there is a fundamental faculty, the alteration or the lack of which, is of the utmost importance for practical life. This faculty is judgment, otherwise called good sense, practical sense, initiative, the faculty of adapting oneself to circumstances”. As a result, they developed a test to decide which students are intelligent and which are not, and also which students are most likely to experience difficulty in school. This test was labelled as the Intelligent Quotient (I.Q.). It uses one single number to represent an individual's score on the test. The score is calculated by taking the child's mental age (M.A.) and chronological age (C.A.), dividing them, and then multiplying the result by 100. For example, if a child is 10 years old and has a mental age of 11, his /her I.Q. would be $11/10 \times 100 = 110$. The interpretation of the result is that if a child has a mental age that is equal to his chronological age, he has average intelligence. If the I.Q.'s score is less than 100, the child has weaknesses, and he/ she needs special care and if the score is more than 130, then the child is brilliant.

Another theory related to the psychometric view is the Two-Factor Theory of intelligence. In 1904, the British psychologist Charles Spearman postulated that people who did well on one mental–ability test tended to do

well on others, while people who performed poorly on one of them also to perform poorly on others (Britannica, 2020). this theory is based on factor analysis. Spearman (1904) claimed that many variables must be tested to know whether a person is intelligent or not. Thus, he created many tasks such as perceiving weights and colors, directions, distinguishing pitch, and mathematics. After getting the results and analyzing them, he manifested that any person who did well in one task can undoubtedly do well in the others. Afterwards, he concluded that, from those results, any person has one factor that affects his mental capacities. He called this factor the General factor or « g » factor (Snider, 2001) which is a universal inborn ability.

Despite the I.Q. significant role in identifying human intelligence and predicting academic success, it was criticized by many psychologists who support the multiple forms of intelligence. Snider (2001, p.55) stated that though the I.Q. test was an essential tool in measuring human intelligence, it was beginning to be vulnerable to scrutiny (ibid). Furthermore, psychologists worldwide started to be discontent with the use of I.Q. and the definition of intelligence as a single entity (Gardner, 1993). This discontent came from the idea that the I.Q. test gauges merely logical/mathematical and linguistic abilities a person would have. Yet, it ignores imagination and creativity that differentiates the human mind (Ibragimova, 2011). Besides, Snider (2001, p.56) believed that “because the psychometric approach does not articulate a theory of intelligence, it cannot provide a framework for education theories, such as those relating to language teaching” (2001, p.56). In other words, this approach has been harshly criticized simply because it simplifies human intelligence by relating it to one factor or capacity, which has led to the emergence of Multiple Forms of Intelligence.

1.2. Multiple Forms of Intelligence

After the widespread of the I.Q. and the psychometric approach, its view of intelligence was increasingly questioned because of its simple and single definition of intelligence. Therefore, a committee of the American Psychological Association in 1995 paved the way for a different view of the intelligence approach. They claimed that “individuals differ from one another in their ability to understand complex ideas to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning and to overcome obstacles by taking thought” (cited in Hutter & Legg, 2007, p.07). This definition has led to the idea that intelligence is not an inborn and single ability but a multifaceted capacity. Anastasi (1992, p.613) posited that “intelligence is not a single, unitary ability, but rather a composite of several functions. The term denotes that combination of abilities are required for survival and advancement within a particular culture”. Subsequently, the multiple perspective of intelligence burst on the scene and many psychologists started to manifest the real meaning of intelligence. The most prominent theories that emerged to support the idea of multiple factors of intelligence are the Triarchic Theory (Sternberg, 1985) and Multiple Intelligences Theory (Gardner, 1983).

In 1985, Sternberg tried to define intelligence from another perspective. He claimed that human intelligence is “a mental activity directed toward purposive adaptation to selection and shaping of real-world environments relevant to one's life” (1985, p.45). Accordingly, Sternberg's theory, called the Triarchic Theory, was among the first to add the cognitive side in defining intelligence. This theory deemed intelligence as the ability to solve real-life problems based on personal mental capacities within the context of society or what Sternberg called the environment.

Moreover, Sternberg (1986) posited that intelligence comprises three aspects: analytical, creative, and practical intelligence. First, the analytical intelligence involves judging, analyzing, evaluating, comparing, and contrasting (Santrock, 2011). This definition is similar to the psychometric view of intelligence. It entails acquiring academic knowledge and thinking logically by judging, evaluating and comparing; for example, if a student scores high in the I.Q. test, he/she will be a star analytical thinker.

Second, the creative intelligence involves coping with novel situations and using previous experience to find a solution. It consists of creating, designing, inventing, originating, and imagining. Third, the practical intelligence, which is also called the contextual sub-theory, involves understanding, applying, implementing, and putting into practice (Santrock, 2011). In other words, a practically intelligent person can easily use knowledge and put it into practice to solve any problems he/she faces in his/her daily life.

After the Triarchic Theory, other theories appeared and shared the same idea that intelligence is pluralistic rather than single. Daniel Goleman's Emotional Intelligence and Robert Cole's Moral Intelligence were the two main theories. While those theories endeavor to re-conceptualize human intelligence, they lack the scientific basis because of their unempirical nature. So, the Theory of Multiple Intelligences came to the scene as the best alternative representing the Multiple Forms of Intelligence approach.

In 1980s, Dr. Howard Gardner, a psychologist at Harvard University, revolutionized the view of intelligence by publishing his book entitled "*Frames of Mind*" in 1983. He proposed another view of intelligence through his work with idiot savants and patients with damage in their brains. He wrote in his book:

To my mind, a human intellectual competence must entail a set of skills of problem-solving—enabling the individual to resolve genuine problems or difficulties that he or she encounters and, when appropriate, to create an effective product—and must also entail the potential for finding or creating problems—and thereby laying the groundwork for the acquisition of new knowledge. (Gardner 1983, p.60)

Besides, he discovered another phenomenon. If a person has a brain-damaged in one or more areas, specific skills disappear but not all the skills; some of them remain intact. From this observation, Gardner deduced that intelligence is not just a single entity but a variety of skills (1983). Hence, he further introduced a theory deemed the Theory of Multiple Intelligence, which changed the beliefs relating to human intelligence. A detailed study of this theory is presented in the next part.

2. Multiple Intelligences Theory

As opposed to the psychometric view, which considers intelligence as a unitary and a static entity, Gardner sought to find another definition of human intelligence. Below are Gardner's scripts that show the difference between the old view of intelligence and Gardner's view:

In the heyday of the psychometric and behaviourist eras, it was generally believed that intelligence was a single entity [...]. Nowadays, an increasing number of researchers believe precisely the opposite; that there exists a multitude of intelligences, entirely independent of each other; that each intelligence has its strengths and constraints; that the mind is far from unencumbered at birth. (Gardner, 1993, p. xxiii)

Gardner suggested a new vision of human intelligence through his deep multidisciplinary study (Developmental Psychology, Neurology, Biology), and his work with prodigies and idiot savants. He criticized the idea that the logical and the linguistic competences are called to be the only intelligences, but what about other competencies? So, there is confusion in dealing with human abilities.

2.1. Criteria of Identifying Intelligences

Gardner (1993) tried to find different ways and tools to identify the meaning of human intelligence. He put many criteria which were derived from the scientific literature (Gardner, 1999). Those eight criteria and their descriptions are mentioned in the following:

1. Potential of isolation by brain damage; In his work Project Zero, Gardner tried to work with brain-damaged people and people who had an injury. He found out that “to the extent that a particular faculty can be destroyed, or spared in isolation, as a result of brain damage, its relative autonomy from other human faculties seems likely” (1983, p.63). A person who suffers from damage in his Broca’s area will lose in writing, reading abilities (linguistic intelligence). Yet, he stills can sing, calculate, dance.
2. an Evolutionary history and evolutionary plausibility; The early human beings and our ancestors used their bodies, senses and things in nature around them to cook, eat, hunt, and build. They used their bodily-kinesthetic intelligence and their naturalist intelligence. Today, people use technology to do their works. They use their visual-spatial intelligence (Armstrong, 2009). Human intelligence has developed through and reaches back millions of years in the history of species (Gardner, 1999, p.65).
3. the existence of savants, prodigies, and other exceptional individuals; in his work, Gardner worked with patients who damage their brains and idiot savants and prodigies. He found that those kinds of people can excel in one or more intelligence. However, they have generally severe problems in communication (linguistic and interpersonal

intelligence) and in dealing with themselves (intrapersonal intelligence).

4. a distinctive developmental history and a definable set of expert 'end state' performance; Each intelligence had its developmental process and climax of giving; that is, "each activity has its own time of arising in early childhood, its own time of peaking during one's lifetime, and its own pattern of either rapidly or gradually declining as one gets older" (Armstrong, 2009, p.09).
5. Support from psychometric findings; Gardner is one of the opponents who criticized the psychometric view. However, he took many findings from its results. He claimed that as psychologists have broadened their definitions of intelligence and increased their tools for measuring intelligence, psychometric evidence in favor of multiple intelligences has grown (1999). In this context, Christison (1996) proposed that the Wechsler Intelligence Scale for Children is one of the standardized tests which supports the idea that human intelligence is pluralistic.
6. an Identifiable core operation or set of operations; As Gardner claimed, specific intelligence works in combination with other intelligence types in a set of operations. Christison (1996, p. 30) gave a good example "with musical intelligence; a person needs to be able to discriminate rhythmic structures and be sensitive to pitch".
7. Support from experimental psychological tasks; In psychology, there are many experimental tasks to understand the nature of human intelligence. Gardner took the results of those tasks to support his theory. Findings of the tasks reveal that each type of intelligence is independent of other types, and they work separately.

8. Susceptibility to encoding in a symbol system; This criterion indicates that the human being differs from other species. The capacity of using symbols to convey any message is related solely to human intelligences. Gardner (1999) claimed that each intelligence has a symbol system.

After having provided the above criteria used to identify human intelligence, Gardner (1983) proposed seven types of intelligence. In the next section, a detailed description of those determined types will be presented.

2.2. Types of Intelligences

The theory of multiple intelligences opens a new angle about the concept of intelligence and how it is pluralistic rather than a single entity. This pluralistic view indicated that any human being possesses eight intelligences: linguistic intelligence, logical intelligence, bodily/kinesthetic, visual/spatial, naturalist, musical, interpersonal, and intrapersonal intelligence; everyone has his combination of intelligences. That is why people are different, and if people understand this, they will have more confidence in dealing with everyday life problems and difficulties. Hence, people will learn more about themselves and deal with others efficiently (Gardner, 1993). Below is the description of each intelligence alone. Those descriptions were collected from many sources (Armstrong, 2009; Christison, 1996; Christison & Kennedy, 1999; Gardner, 1999; Snider, 2001).

2.2.1 Linguistic Intelligence

Linguistic intelligence refers to using words, sentences, and language to communicate and share ideas with others using the spoken or written form. Lazear (1993) said that “it is involved in any use of metaphors, similes, and analogies, and of course, in learning proper grammar and syntax in speaking and writing” (cited in Botelho, 2003, p.28). In other words, a linguistically

competent person is the person who knows how to use the structure of the language, where to put the chosen structure, and in what context. Broca's area is the brain area responsible for this type of intelligence (Armstrong, 2009). Generally, people who possess this ability are journalists, poets, writers, lawyers, novelists, and storytellers. Christison (1996) proposed some activities that cater for linguistic intelligence: lectures, small and large group discussions, reading articles and books, completing worksheets, word games, student speeches, storytelling, listening to cassettes of lectures, journal keeping.

In the psychometric view, this intelligence type was tested by many types of tests (Snider, 2001). The main ones are the Test of English as a Foreign Language (TOEFL) and Graduate Record Examination (GRE) (Snider, 2001, p.70). Besides, anyone who takes one of those tests and achieves a good mark will be considered an intelligent person.

2.2.2. Logical/Mathematical Intelligence

Logical/Mathematical intelligence refers to thinking inductively or deductively, analyzing and criticizing, and solving mathematical problems. Armstrong (2009, p. 06) defined it as "the capacity to use numbers effectively [...] and reason well". There are many skills used in logical intelligence, for example, classification, calculation, prediction, inference, approximation, and hypothesis testing. The area responsible for this intelligence in the brain is the left frontal and right parietal lobes (ibid). Engineers, scientists, computer programmers are examples of people who are considered to be logically intelligent.

As mentioned before, both linguistic and logical intelligence are tested by the psychometric view tests (Snider, 2001). In this context, Gardner (1999, p.42) gave a good illustration:

Having a blend of linguistic and logical-mathematical intelligence is undoubtedly a blessing for students and anyone else who must regularly take tests. Indeed, most psychologists and most other academics exhibit a reasonable amalgam of linguistic and logical intelligence made it almost inevitable that those faculties would dominate intelligence tests.

Many activities were suggested to address students' logical intelligence. Christison (1996) proposed the following activities: scientific demonstrations, logic puzzles and games, problem-solving involving calculations and logical- sequential presentation of subject matter.

2.2.3. Visual/Spatial Intelligence

Visual/Spatial intelligence refers to the ability to visualize things. It “includes sensitivity to form, space, color, line, and shape. It also includes the ability to graphically represent visual or spatial ideas” (Christison 1996, p.28). People who possess this type of intelligence use generally their imagination to solve any problem related to place and space. Pilots, architects, painters are called to be intelligent.

To a better incorporation of this type, many activities were proposed by Christison (1996) that cater for spatial intelligence, for instance, charts, maps, diagrams, painting or collages, mind maps or graphic organizers, videos, slides, movies, and visualizations activities.

2.2.4. Bodily/Kinesthetic Intelligence

Bodily/Kinesthetic intelligence refers to the ability to use physical skills as well as sensory ones. Those skills are “coordination, balance, dexterity, strength, flexibility, and space” (Armstrong, 2009, p.07). People who possess this type of intelligence use body language and gestures easily to communicate with others, express their feelings and emotions, and express their ideas and thoughts. They are active people; they do not like to sit for a long time. Dancers, actors, surgeons, mechanics are called to be intelligent. The major areas responsible for this type in the brain are the cerebellum, basal ganglia, and motor cortex (ibid). Christison (1996) proposed many activities that cater for bodily-kinesthetic intelligence: creative movement, hands-on activities, field trips, crafts, creating bulletin boards, cooking and other kinds of "mess" activities.

2.2.5. Musical Intelligence

Musical intelligence involves expressing feelings and emotions using pitch, melody, rhythm, and performance. It entails many skills such as perception (as a music lover), discrimination (as a music critic), transformation (as a composer), and expression (as a performer) of musical forms. The right temporal lobe is the brain area responsible for this type (Armstrong, 2009). This intelligence emerges at an early age in one's lifetime. People who possess this intelligence can sing, play musical instruments, and even compose songs. Singers, musicians, listeners, and instrument makers are called to be musically intelligent. Many activities were proposed by Christison (1996) that cater for musical intelligence such as: singing, playing recorded music, playing live music, group singing, jazz Chants, playing mood music while students work.

2.2.6. Interpersonal Intelligence

This type of intelligence refers to the capacity of how to deal with others. It refers to the ability to distinguish between the moods, intentions, motivations, feelings of others and then respond effectively (Armstrong, 2009). It is a social ability that helps people interact with each other, learn how to deal with relationships problems and conflicts, and cooperate with others to accomplish any work. In this sense, Snider (2001, p.79) claimed that “one who possesses strength in this domain can often motivate others to certain actions based on an innate understanding of others”. Generally speaking, politicians, teachers, athletes, leaders are considered to be interpersonally intelligent. The frontal lobes, temporal lobe, and limbic system are the areas that are responsible for this intelligence (Armstrong, 2009). Here are some activities which are proposed by Christison (1996) that cater for interpersonal intelligence: cooperative groups, conflict mediation, peer teaching, group brainstorming.

2.2.7. Intrapersonal Intelligence

Intrapersonal intelligence is related to personal intelligence type. Contrary to interpersonal intelligence, intrapersonal intelligence is the ability to “understand oneself, to have an effective working model of oneself – including one's own desires, fears, and capacities – and to use such information effectively in regulating one's own life” (Gardner, 1999, p.43). Generally, people who possess this type of intelligence prefer to stay alone, work alone, and think alone. They only use their inner capacities. The frontal lobes, temporal lobe (especially right hemisphere), limbic system are the areas that are responsible for this intelligence (Armstrong, 2009). Besides, being intrapersonally intelligent means being conscious of oneself strengths

and weaknesses, being aware of inner moods, motivations, intentions, desires, and temperaments.

2.2.8. Naturalist Intelligence

Naturalist intelligence refers to the ability to distinguish and recognize patterns in nature. It is the capacity to know how to classify and understand the living species, whether plants or animals and sensitivity to natural phenomena such as cloud formation and rocks (Armstrong, 2009). Hence, people who can distinguish between natural species can easily distinguish between what is harmful and what is beneficial to nature. In this context, Gardner (1999, p.48) claimed that “a naturalist demonstrates expertise in the recognition and classification of the numerous species – flora and fauna – of his or her environment”. People who possess this kind of intelligence tend to care for nature, plants and animals, and they are in harmony with them. The left parietal lobe is the area that is responsible for this type (Armstrong, 2009).

Multiple Intelligences Theory offers a clear idea about how people are different in their skills and abilities. Therefore, each one should identify his/her type of intelligence, his/her strengths and weaknesses. Previously, many geniuses were accused of not reading or writing or doing anything in class; however, it is not correct. Many famous people were considered stupid; for instance, Thomas Edison, a famous physicist, did not like studying in school. He took bad marks because he ignored his teacher, who used to beat him every time. Another famous person is Agatha Christie who hated school, and did not like the written expression sessions, and even hated learning how to write; yet she became a famous writer. More examples about famous people in each type of intelligence are given in the table below:

Table 1.1: Summary of Gardner's Eight Intelligences and Famous People Related to Each Type (Hoerr, 2000, p.04)

Intelligence	Definition	People who exhibit this intelligence
Linguistic Intelligence	Sensitivity to the meaning and order of words	Winston Churchill, Doris Kearns Goodwin, Barbara Jordan
Logical Intelligence	The ability to handle chains of reasoning and to recognize patterns and order	Bill Gates, Stephen Hawking, Benjamin Banneker
Musical Intelligence	Sensitivity to pitch, melody, rhythm and tone	Ray Charles, Harry Connick Jr., Carly Simon
Bodily/Kinesthetic Intelligence	The ability to use the body skillfully and handle objects adroitly	Mia Hamm, Micheal Jordan, Michelle Kwan
Spatial/Visual Intelligence	The ability to perceive the world accurately and to recreate or transform aspects of that world	Mary Engelbreit, Maya Lin, Frank Lloyd Wright
Naturalist Intelligence	The ability to recognize and classify the numerous species, flora and fauna, of an environment	Charles Darwin, Jane Goodall, George Meriwether Lewis
Interpersonal Intelligence	The ability to understand people and relationships	Colin Powell, Martin Luther King Jr., Deborah Tannen
Intrapersonal Intelligence	Access to one's emotional life as a means to understand oneself and others	Anne Frank, Bill Moyers, Eleanor Roosevelt

The table shows several famous names who are brilliant in different domains. They are all considered intelligent people as far as the theory of multiple intelligences is concerned.

2.3. Principles of Multiple Intelligences Theory

To a better understanding of the theory and its main principles, it is crucial to present the four principles proposed by Armstrong (2009) and Christison (1996) who offered a clear view of the different types and the relationships between those types.

The first principle is that each person possesses all eight intelligences. Gardner (1999) claimed that every human being has cognitive abilities in the eight intelligences but with different degrees. “We may be highly developed in one or two intelligences, moderately developed in several, and even underdeveloped in one or two” (Christison, 1996, p.31). In other words, intelligences work together but in different ways from one person to another.

The second principle is that most people can develop each intelligence to an adequate level of competency. Christison (1996) described intelligence as dynamic. In this context, Gardner (1999) gave another idea about intelligence. It was pointed out that each weak intelligence can be developed if an appropriate environment, instruction, activities, encouragement, and enrichment are given (Christison, 1996; Gardner, 1999).

The third principle is that intelligences usually work together in complex ways. Gardner (1999) pointed out that no intelligence exists alone from other intelligences. In other words, they are combined to accomplish a specific activity. Armstrong (2009) gave an example about how intelligences interact with each other: to cook a meal, you must read the recipe (linguistic intelligence), maybe you need to double or divide the recipe (logical intelligence), develop a menu that fit the family (interpersonal intelligence), and placate one's appetite (intrapersonal intelligence).

The last principle is that there are many ways to be intelligent within each category. Gardner pointed out (1999) that there are no standard criteria to determine if a person is intelligent in a specific type. Furthermore, Armstrong (2009, p.16) said that “there is no standard set of attributes that one must have to be considered intelligent in a specific area”. For example, a person can have the ability to listen to all his friends; however, he cannot express his feelings or ideas.

3. Learning Styles and Multiple Intelligences Theory

Learning style is defined as the excellent way each person uses to learn and do things. It “affects how to learn, how to solve problems, how to work, how to participate in different activities, how to react in a group, and how to relate oneself with others” (Sonawat & Toshniwal, 2009, p.27). It shows how people think and feel when they interact and solve problems (Silver et al., 1997). Christison (1998, cited in Botelho, 2003) claimed that learning styles can be divided into three major types: cognitive, sensory, and personality. Each one of those types is composed of many elements. The next figure shows more illustration:

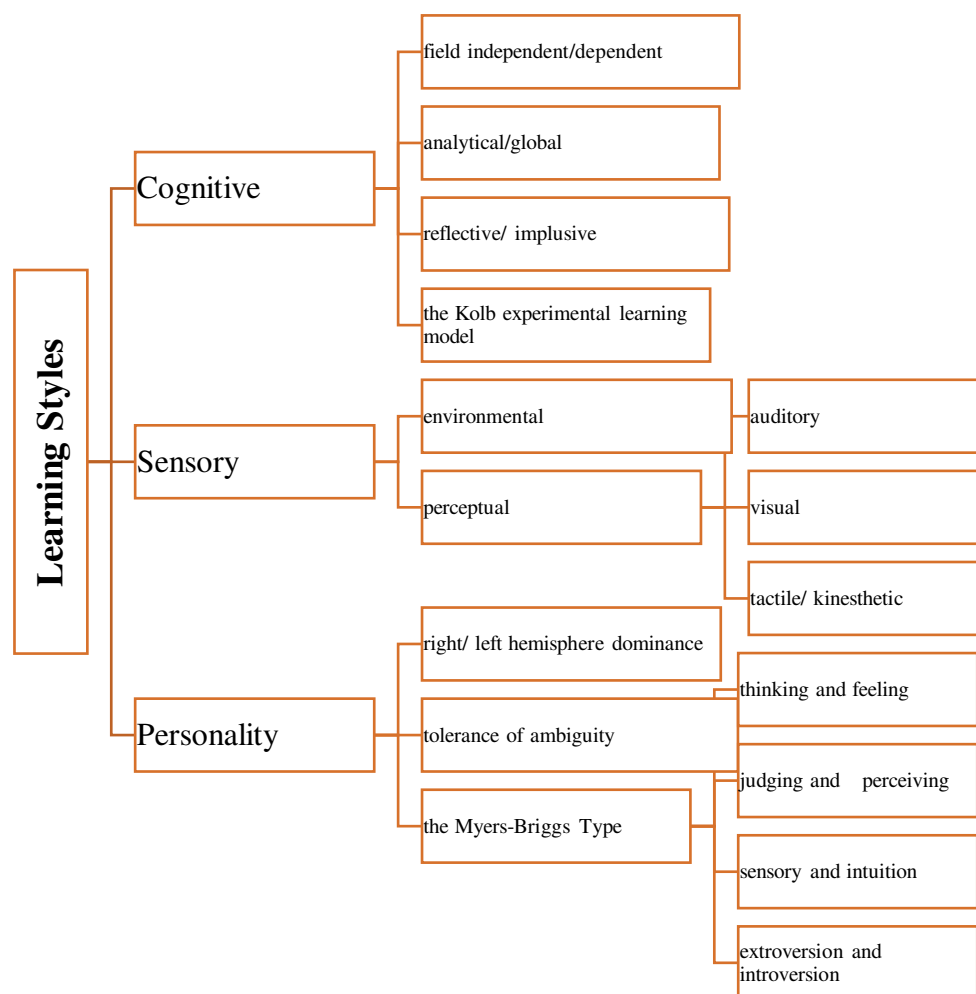


Figure 1.1: Types of Learning Styles (Adapted from Botelho, 2003)

As seen in the figure, learning styles involve many categories, and each category is divided to sub-categories.

Learning styles and multiple intelligences theory seem to be the same concept. However, they are overlapped: they share some similarities as well as differences. On the one hand, one of the similarities is that “learning styles are not fixed throughout life, but develop as a person learns and grows” (Silver et al., 1997, p.23). This is precisely what multiple intelligences theory proposes. Intelligence is not fixed and static, and it can be changed and

developed through learning. Guild (1997, p.30) suggested six areas in which learning styles theory and multiple intelligences theory overlaps:

1. Each of the theories is learning and learner-centered;
2. The teacher is a reflective practitioner and decision-maker;
3. The student is also a reflective practitioner;
4. The curriculum has substance, depth, and quality;
5. Each of these theories promotes diversity.

On the other hand, multiple intelligences theory derives from cognitive sciences (Cognitive Psychology, Developmental Psychology, Anthropology, Biology), whereas learning styles theory derives from Psychoanalysis (Sonawat & Toshniwal, 2009). Besides, the learning styles approach focuses on the process of learning (how the content is taught), whereas multiple intelligences theory focuses on the content and products of learning at the same time (what is taught) (Silver et al., 1997; Sonawat & Toshniwal, 2009). In this context, Prashnig (2005) named the process of learning as input capabilities and the content and products of learning as output function of information intake. Moreover, multiple intelligences theory focuses on the necessity of modifying the instruction according to the intelligence profiles students have, whereas learning styles theory focuses on changing the instruction according to the learning styles of students (Sonawat & Toshniwal, 2009; Shoukri Abu Rezek, 2014).

Since both the multiple intelligences theory and the learning styles theory have limitations, it is appealed to apply them together to benefit from them. Silver et al. (1997, p.27) claimed that “in conjunction, both multiple intelligences and learning styles work together to form a powerful and integrated model of human intelligence and learning”. This adheres that the

integration of multiple intelligences theory and learning styles theory provides good results for human beings.

4. Educational Implications of Multiple Intelligences Theory

Every new theory or assumption in psychology automatically takes part in developing education. One of those new theories is the theory of multiple intelligences. After its emergence, many researchers and educators heeded applying the theory in education and discussed the results (Palmberg, 2011; Christison & Kennedy, 1999; Campbell, 1997). They laud the incredible impact it offers. The multiple intelligences theory started “a paradigm shift in education” (Armstrong, 2009). After a deep investigation, multiple intelligences theory positively impacts both learners and teachers (Christison, 1996). In this context, the theory can be a beneficial “vehicle for broadening the remit of education: to include subjects that address the several intelligences and ways of thinking, as well as teaching methods that speak to individual differences, and assessments that go beyond standard, short-answer language, and logic instruments” (Chen, Gardner, & Moran, 2009, p.14). Likewise, Fleetham (2014, p.03) considered MIT as “a powerful and empowering tool for teaching and learning. It describes values and uses people's unique strengths, thereby helping people work and learn more effectively”.

The theory gives more chance to individuals to know their strengths and weaknesses. By doing so, the learner can improve his/her weak intelligence(s) by using his/her strengths because intelligences work together. Teachers can intervene to help learners to know their strong and weak intelligences. The learning process hence will be fruitful, and learners will become more motivated to learn. Moreover, teachers are more

encouraged to choose or create activities that cater for the different types of intelligences learners have and maximize the learning experience. This variety of activities gives learners choices about what to learn and how to learn it.

Gardner's work on intelligence can profoundly affect the way we view students. People have the exact basic needs and potentials regardless of their race, ethnic background or economic circumstances. The concept of MI gives the possibility of identifying and adapting both the classroom environment and the activities we use to cater for these needs and potentials. The result can be that people fall in love with learning instead of regarding the time they spent at school as nothing more than a black cloud that hung over their heads until they came to the end of their prison sentence (Armstrong, 2009).

Gardner (1983) revolutionized the old belief that students learn only to excel in mathematics and written expression. He believed that excel is when the learner can solve his/her real-life problems without any difficulties; hence, this assumption rivers the attention of educators. Though the theory of multiple intelligences does not propose any praxis framework for education, many researchers suggest many frames to apply the theory in classrooms. Its application has created an alternative MI-based curriculum, creating new assessment methods and improving its literacy (Hoerr, 2000, Zarei &Yousfi, 2012).

Learning and teaching the English language is one of the predominant domain in education. Many educators sought to enhance language learning by finding new and better avenues to help learners learn more quickly and effectively. One of the avenues that spread nowadays is the implementation

of MIT in language learning. In the next point, a literature review about how MIT can be implemented in language learning is presented in details.

5. Multiple Intelligences Theory in English Language Teaching/Learning

After a long time of domination, the teacher-centred approach paved the way to the alternative approach, the learner-centred approach. Educators hence, started to think about the learner as the focus of the learning operation. Meanwhile, studying the needs of learners and their affective factors such as their attitudes, aptitudes, motivation, anxiety was the mission of specialists in education.

After the shift, many changes concerned with what and how to teach were introduced. As a result, New innovative ELT approaches and methods burst on the scene. This central concern was on the learner such as Suggestopedia, the Silent Way, the Natural Approach, Total Physical Response, Whole Language Learning, and the Communicative Approach (Richards & Rodgers, 2003). A brief analysis of how the approaches are made to meet learners' needs and capacities is as follows: Suggestopedia uses music as a tool to attract the learner's attention and help him/her learn and relax at the same time. In the Silent Way, the teacher is the entire time silent and uses gestures to explain. The learner tries to use his cognitive abilities to deduce the meaning. Total Physical Response emphasizes that the learner learns through actions and physical movements. The Communicative approach proposes that learners can learn better when they speak to each other, creating a productive environment. Lastly, Whole Language Learning uses different activities such as group work, hands-on activities, and silent activities to enhance the learning of the language. This approach focuses on

linguistic competence (reading and writing) and also it uses other tools such as movements, cooperation, teamwork.

From those approaches, we can determine how the innovative approaches are linked to Gardner's theory. Each approach tried to tackle one or more types of intelligence. For example, Suggestopedia uses music to improve the musical intelligence for weak learners and at the same time helps learners who are musically intelligent to enjoy their learning. The Silent Way addresses interpersonal intelligence the Natural approach addresses the naturalist intelligence and Total Physical Response addresses the bodily-kinesthetic intelligence. The communicative approach addresses interpersonal intelligence, and Whole Language Learning tries to address and combine the different intelligences.

Since MIT heeds with human intelligence, it has important applications in education generally and ELT specifically. MIT has multiple avenues to teach to be used in the teaching and learning languages (Armstrong, 2009). Snider (2001, p.06) claimed that “MIT related materials have the strong potential to improve foreign language instruction because they engage learners’ innate abilities”. Besides, it offers an educational frame for both teachers and learners, which directly corresponds to the communicative approach in language learning. Moreover, Christison (1999, pp. 02-04) offered four benefits of MIT in education:

1. It helps students develop a better understanding and appreciation of their strengths and learning preferences.
2. It is a tool to develop a better understanding of learners’ intelligences.
3. It is a guide to provide a greater variety of ways for students to learn and demonstrate their learning.

4. It is a guide to develop lesson plans that address the full range of student needs.

A detailed study about how MIT helps teachers and learners, as well as curriculum designers, will be presented below.

6. Importance of Using Multiple Intelligences Theory to Teachers

Many studies were conducted to discuss the impact of MIT on teachers and how it can be beneficial to them in the teaching process. The results showed that MIT provides teachers with multiple paths to teach and explain and become energetic and enthusiastic (Haley, 2004). Moreover, since MIT offers different teaching methods, it allows the teacher to be eclectic and choose what suit his/her learners. Accordingly, Armstrong (2009, p.54) stated that "MIT makes greatest contributions to education by suggesting that teachers need to expand their repertoire of techniques, tools and strategies beyond the typical linguistic and mathematical ones predominantly used in classrooms". Teachers should bear in their minds that the real success of learners is not just to excel academically but to learn how to solve and deal with real-life situations and problems.

Before applying the MIT, teachers have to check first their Multiple Intelligences profiles to see their strengths as well as weaknesses. The teacher will be aware that he has to use different strategies based on the different intelligences, not only strategies based on his intelligence(s) profile. This will help learners be motivated to learn and succeed simply because the teacher uses a variety and plenty of strategies and activities. Besides, MIT offers the teacher the ability to emphasize both the process and product of the learning process.

Though Gardner (1983) proposed an alternative view of understanding human intelligence, he did not propose any frame or method to be used by educators. Consequently, many researchers proposed steps to incorporate MIT in the classroom (Palmberg, 2011; Christison & Kennedy, 1999; Campbell, 1996). Three examples of those steps will be discussed below.

First of all, Palmberg (2011) claimed that teachers have to know what MIT is and how it can be applied. Hence, he offered nine steps to be followed:

1. **Read a book on MI:** teachers need to read some valuable books to understand the theory's nature clearly.
2. **Identify your MI Profile:** teachers need to know their MI Profiles using checklists such as McKenzie's tool. This test will identify teachers' strengths and weaknesses.
3. **Identify your students' MI Profiles:** teachers need to check their learners' profiles, strengths, and weaknesses using simple and easy checklists.
4. **Categorize classroom activities according to intelligence type:** teachers need to classify classroom activities based on learners' MI Profiles. Note that many activities are catered for many intelligence types.
5. **Combine language skills activities and intelligence types:** teachers need to combine language skills, i.e. reading, writing, listening, and speaking, with activities that cater for different types of intelligence.
6. **Suggest language skills activities for different intelligence types:** teachers try to propose various activities related to language skills. At the same time, those activities have to cater to different intelligence types.

7. Identify the MI Profile of a foreign-language workbook: teachers need to identify the MI Profile of the textbook used in the classroom by counting the number of activities and then classify them according to the intelligences types.

8. Identify the MI Profile of a foreign language lesson

9. Prepare an MI-based lesson outline

Moreover, Lazear (1992, cited in Botelho, 2003) proposed four stages to be followed when the teacher designs a lesson plan:

- 1. Awaken the intelligence:** by giving different activities that help in awakening learners' intelligences.
- 2. Amplify the intelligence:** teachers give more activities to improve the awakening intelligences.
- 3. Teach with the intelligences in designing the lesson:** teachers have to consider the different intelligences; hence, they try to use various activities that cater to those intelligences.
- 4. Transfer the intelligence:** in this stage, teachers try to help learners reflect on their learning and apply it in real-life situations.

Multiple Intelligences Theory has an incredible role in changing the view of assessment. Therefore, it offers new ways to assess learners according to their accommodative intelligence profiles. Traditional assessment strategies were biased to learners with linguistic and logical abilities (Teacher Vision, 2001); learners who are good at visual/kinesthetic intelligence cannot show their abilities when asking them to write an essay or complete a paragraph by putting the appropriate word. In this context, Chen (2002) claimed that MI-based assessment helps teachers better assess all types of learners. He proposed that:

exploration of a much wider range of abilities that is typical in the classroom, in a search for genuine problem-solving or product fashioning skills. An MI-based assessment requires “intelligence fair” instruments that assess each intellectual capacity through media appropriate to the domain, rather than through traditional linguistic or logical methods. (Chen 2002, p. 1200)

In other words, assessment using Multiple Intelligences strategies enables both teachers and learners to accomplish their tasks. As a result, teachers will feel confident when assessing their learners and find good results; learners also will feel smart because they obtain good marks. In the same vein, MIT is a better alternative to traditional assessment (Maphalala & Mpofu, 2017). This is due to the authentic assessment which it offers.

7. Limitations of Multiple Intelligences Theory

Each theory in any field has its strong and weak points. The strong points are determined by proponents who try to find the positive sides of each theory. However, opponents try to criticize and detect the weak sides. Multiple intelligences theory is one of those theories. In this part, a critical review of the multiple intelligences theory will be discussed.

Though the multiple intelligences theory swept the field of psychology and education since its inception, many deterrents and critiques were proposed. Hanson (2006, cited in Albrecht, 2006) referred to MIT as “the overly decorated birthday cake with far too many candles in it”. Moreover, MIT is an alternative theory to intelligence instead of the theory of general intelligence, yet they share the same limitations; it is “too board to be useful for planning curriculum, and as a theory of ability, it presents a static view of student competence” (Klein, 1997, p. 377). Furthermore, Waterhouse

(2006) claimed that MIT' brain system' demands do not correlate with cognitive neuroscience findings. Thus, "until MIT has garnered reasonable evidentiary support, they should not be applied on education" (Waterhouse, 1997, p.247). In this context, Richards & Rodgers (2001) contended that MIT cannot be applied to education, especially in large classes, because it is hard for teachers to identify students' differences and make special activities for each student each group of students. Besides, Armstrong (2009) proposed the widely spread criticism to MIT. He identifies three main ones (pp.191-196):

1- MIT lacks empirical support: according to the psychometric view, the definitions proposed by Gardner didn't have any real empirical support, and his definitions indeed belong to Spearman's g factor.

2- no solid research support for MIT exists in the classroom: this one is parallel with the previous one, yet it is more related to the practical applications of MIT on education.

3- MIT dumbs down the curriculum to make all students mistakenly believe they are smart: since Gardner's claim appeared, people start to reconsider the word intelligence. Previously, being either smart or stupid is the expected idea. However, MIT claims the opposite. As a result, people start to think positively by thinking that all people are competent in one way. This belief harms education. Learners start to believe that they are all intelligent. Therefore, efforts in design the curriculum would be useless.

From the above mentioned advantages and criticism of MIT use, the researcher supports the idea that this theory can be helpful, especially in education because it offers new avenues for teachers and learners. It only needs more research on its application in the teaching/learning process.

Conclusion

The chapter sought to present the most standard definitions and theories of "intelligence" and then find the place of MIT between those theories. It is recognizable that MIT came as an alternative to those views that consider intelligence as a single entity. MIT widens the prospects of the psychometric view by adding new types of intelligences based on many meaningful criteria. MIT was proposed as a psychological theory, yet it found popularity by educationalists, especially those who support the learner-centered approach. It urges all the educational system, including program designers, teachers to consider the differences between learners and their capacities. By doing so, success will not be monopolized to learners who excel in linguistic and logical intelligence.

Chapter Two

EFL Textbook Evaluation

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Chapter Two

EFL Textbook Evaluation

Introduction

Textbooks are part and parcel of the language teaching programmes. They play a substantial role in shaping the learning/teaching process in language classrooms. Textbooks are tools in the hand of teachers, nevertheless, it should be emphasized that they are used carefully. That is why in this chapter, after referring to some key concepts related to textbook, light should be shed on the advantages and disadvantages of this instructional tool. Besides, it is worth mentioning the need for textbook evaluation as an essential process that can help choose the most appropriate textbook. To conduct a textbook evaluation, using a checklist is a must, therefore, a small part is devoted to introducing the concept of a checklist, i.e., presenting some examples of famous checklists and checklists based on MIT. Finally, many previous studies that evaluated different textbooks in the light of MIT will be collected.

1. Definition of Textbook

Many definitions have been proposed in the literature about the meaning of a textbook. Guthrie (2003, p.553) gives a general sense that a textbook is “that printed and bound artefact with which one was provided, or which one had to buy, for each year and course of study”. In the same context, the Longman Dictionary of Language Teaching and Applied Linguistics suggests another definition; a textbook is “a book on a specific subject used

as a teaching-learning guide, especially in a school or college” (Richards & Schmidt, 2002, p.550). According to the Longman Dictionary of Contemporary English (2011), the words textbook and coursebook have the same meaning. Hence, their use in this research will be interchangeable.

Many scholars tried to introduce an accurate definition of the word textbook in language learning and teaching briefly according to its use and importance (Cunningsworth, 1995; Sheldon, 1988; Tomlinson, 2011). A textbook is a tool used to achieve the goals set according to learners' needs (Cunningsworth, 1995). In this sense, the textbook becomes an incumbent element in the EFL context (Sheldon, 1988). Moreover, Tomlinson (2011) opines that the textbook “provides the core materials for a language- learning course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course” (p. xi). Tomlinson (ibid) contends that teachers and learners can use plenty of materials, yet the textbook remains a requisite element in language learning and teaching. In this context, Nunan (1988 in McGrath, 2002, p.156) suggests six characteristics of a good textbook:

1. the textbook can be exploited in a variety of ways;
2. the textbook reflects the outside world (authenticity of text and tasks);
3. the textbook fosters independent learning by making students more aware of the learning process (e.g., self-evaluation is built into the tasks);
4. the textbook is suitable for different levels of individual proficiency and preferred learning styles;
5. the textbook can act as a model for the development of teachers' variations on these materials;

6. the textbook reflects the socio-cultural context within which they will be used.

We can consider the textbook as a printed book designed for the sake of learning new skills and knowledge from the previous definitions. Specific aims and goals determine its content according to learners' needs.

2. Role of Textbooks in EFL Classes

Since the textbook is considered as the main component in any teaching-learning context, it is necessary to mention its role in classrooms generally and EFL classes specifically.

A textbook represents a published book whose aim is to foster language learning and help learners improving their linguistic and communicative competencies (Cunningsworth, 1995; Sheldon, 1988). In this context, a textbook can be considered one of the important sources which offers language input to learners both inside and outside the EFL classrooms. It may become a reference that learners would use to learn new competencies and skills and monitor their progress (Cunningsworth, 1995). Moreover, Ariebowo (2017) suggests three crucial roles of a textbook in the EFL context:

- it can be used as a guide book for both teachers and learners,
- it can be used as a reference book for teachers and learners, and
- it can be used as a ready-made syllabus for teachers.

Another essential role of the textbook is that it is the concrete representation of a given curriculum. In this context, Nunan (1991, p.208) claims that the textbook is “an important element within the curriculum”. He (ibid) goes further by contending that the textbook often represents “the most

tangible and visible aspect of [curriculum]. While the syllabus defines the goals and objectives, the linguistic and experiential content, instructional materials can put flesh on the bones of these specifications”.

In the same vein, Mares (2003, p. 130) delineates the textbook's role in language learning-teaching context. He asserts that textbooks “are designed to give cohesion to the language teaching and learning process by providing direction, support and specific language-based activities aimed at offering classroom practice for students”. The textbook is a framework that clearly states its aims, activities, and objectives. Furthermore, another well-detailed statement about the importance of the textbook is the one proposed by Awasthi (2006). He argues that:

a textbook is defined as an effective resource for self-direction learning, an effective source of presentation of materials, a source of ideas and activities, a reference source for students, a syllabus where they reflect predetermined language objectives, and a support for less experienced teachers who have yet to gain confidence. (p.01)

Accordingly, the textbook can be beneficial for teachers in their professional empowerment. From the claims mentioned above and theorists' views, it was evident that the textbook is a substantial component in EFL classes. Teachers and learners need a suitable textbook to accomplish their works and achieve their goals.

3. Views on the Use of Textbooks in EFL Classes

Even though the textbook's role is clear to all its users, its use during the teaching and learning processes is still controversial. There are two types of

arguments about using the textbook in EFL classes: arguments that advocate the textbook use and arguments that disprove the textbook's over-use.

3.1. Advantages of Textbook Use

The textbook has a positive impact on EFL classes. It is considered “the visible heart of any ELT program” (Sheldon, 1988, p.237). Many textbooks are produced Every year and sold simply because of the overwhelming demand for copies (Garinger, 2002; Hutchinson & Torres, 1994). Accordingly, this remarkable growth asserts that the textbook is a crucial element in EFL classes. In the same vein, Hutchinson & Torres (1994, p.315) substantiate that “no teaching-learning situation, it seems, is complete until it has its relevant textbook”. Below are some benefits of a textbook that can be helpful for both teachers and learners.

Nowadays, almost all teachers worldwide use textbooks in their teaching career (Cunningsworth, 1995; Hutchinson & Torres, 1994; Tomlinson, 2003). Teachers can use the textbook as a reference point in planning their lessons. In this sense, the textbook contains directions and ideas about how classes can be designed and delivered (Tomlinson, 2008). As a result, teachers will be at ease while preparing their lessons. Furthermore, the textbook is considered a readily available source for teachers (Richards, 2001). It helps them save their energy to take advantage of it in improving their teaching performance (ibid).

In any EFL teaching-learning situation, the textbook has a vital role since it contains the core of the lessons that will be dealt with. Cunningsworth (1995, p.07) identifies six prominent roles the textbook plays in the EFL context:

- A resource for presentation material (spoken or written);

- A source of activities for learner practice and communicative interaction;
- A reference source for learners on grammar, vocabulary, pronunciation, etc;
- A source of stimulation and ideas for classroom language activities;
- A syllabus (where they reflect learning objectives which have been already determined);
- A resource for self-directed learning or self-access work;
- Support for less experienced teachers who have yet to gain confidence.

Moreover, Richards (2001) adds that the textbook plays an essential role in standardizing instruction and assessment. Generally speaking, learners at the same level will use the same textbook; hence, they will receive the same content (ibid). This will help teachers in their preparation of lessons and tests.

The textbook also has a significant role in learners' life. It can help them be motivated and stimulate their language learning (Allwright, 1981). Besides, the textbook offers a clear map for learners to follow because it contains the lessons' steps. Using textbooks will help learners determine what they have already done, where they are, and what is remaining in a given class (Mc Grath, 2002). Besides, Nguyer (2007) opines that using a textbook has a psychological impact on learners. She claims that “without textbooks, [learners] may think their learning is not taken seriously” (p.06).

To conclude, the above-mentioned asserted advantages are so helpful for teachers and learners in EFL classes. Therefore, the textbook is always at the service of both of them.

3.2. Disadvantages of Textbook Use

Though there are many real advantages that textbooks may have, deep research dragged to unveil several disadvantages. Many opponents of the over-use of textbooks produce scathing critiques (Allwright, 1982; Cunningsworth, 1995; Richards, 2001; Tomlinson, 2003; Ur, 1996). Allwright claims that textbooks are “too inflexible and generally reflect the pedagogic, psychological, and linguistic preferences of their authors” (1982, p.00). Since one or more authors write the textbook, it is evident that authors' beliefs about the best teaching approach(es) will directly influence the way textbooks are written.

Moreover, with the great demand for textbooks every year, authors produce millions of copies just for the quick gain. Hence, textbooks will lose their value and become like other commercial products. Sheldon confirms this idea by saying that the textbook is “tainted end-product of an author's or publisher's desire for quick profit” (1988, p.239).

Another asserted disadvantage is that the textbook constrains teachers' creativity and innovation. Crawford (2002, p.80) argues that the textbook can “deskill teachers and rob them of their capacity to think professionally and respond to their students”. The textbook offers a ready-made program and activities that teachers can rely on, yet the over-reliance will hinder teachers' imagination and inventiveness (Allwright, 1982; Cortazzi & Jin, 1999; Richards, 2005; Ur, 1996). At its worst, this would lead teachers to teach the book instead of training the language.

Researchers on gender (Clarke & Clarke, 1990) reveal that many English textbooks represent gender and stereotyping bias. An excellent example of stereotyping is the one that is widely used in many EFL textbooks: women are generally related to specific social roles, for instance,

as a housewife, as a nurse, as a teacher, and as childcare (Nguyer, 2007). These prejudices will consequently let learners think that women could not function in other domains, and those domains are devoted explicitly to men. Hence, they will develop undesirable biases.

Textbooks harm the learning process. The over-use of textbooks would likely reflect learners' psychology. If they find the topics covered by the textbook uninteresting and senseless, they will lose interest (Cunningsworth, 1995). Moreover, Ur (1996) agrees with the previous idea and adds that if learners lose interest, the feeling of boredom will appear.

It is widely recognized that textbooks are designed to help learners to learn effectively. Yet the reality shows the opposite. Indeed, researchers unveil that most available books do not cater to learners' needs and preferences (Richards, 2001; Tomlinson, 2003; Ur, 1996). The cause behind that is likely to be the authors' views influence. The authors will design the textbooks based on their preferences related to the best way to learn. Besides, Nguyer (2015, p.27) posits that “a textbook which suits a class in one country might not suit a class in another, and a book which is designed for a class with ten or twenty learners in a large city might not suit a class with thirty or forty learners in rural areas”. Therefore, a textbook cannot be a universal element because each class has its features.

To sum up, “... the management of language learning is far too complex to be satisfactorily catered for by a pre-packaged set of decisions embodied in teaching materials” (Allwright, 1981, p.09). The language learning process is dynamic, and many factors control its failure or success. That is why we cannot restrict it solely to the use of textbooks.

The previous discussion about the merits and weaknesses of textbooks dragged us into thinking that teachers and learners can benefit from the

advantages and avoid the disadvantages. The best way to do so is by a careful selection and evaluation of the textbook taking into consideration learners needs.

4. Textbook Evaluation

In this part, a detailed discussion about textbook evaluation will be presented. It is essential to start first and foremost with a brief definition of textbook evaluation and its difference(s) from textbook analysis. After that, approaches for textbook evaluation and the need for this process will be presented. Finally, some previous studies that examine EFL textbooks in the light of MIT will be collected.

4.1. Definition of Textbook Evaluation

Many definitions have been proposed to explain what textbook evaluation is. In its broad sense, Rea-Dickns & Germanie (1994, p.18) define evaluation as “the means by which we can gain a better understanding of what is effective, what is less effective and what appears to be of no use at all”. In the same vein, Hutchinson (1987) suggests that evaluation is a question of judging something's fitness for a specific aim. Besides, Cunningsworth (1985) opines that evaluation is not just a purely mechanical process of ruling values, but it has to involve professional judgment obtained from one's experience.

The term evaluation is always related to the field of education. Concerning English language teaching, Carter & Nunan (2001, p.221) consider evaluation as “a purposeful, cyclical process of collecting, analysing and interpreting relevant information in order to make educational

decisions”. An evaluation may focus on the quality, appropriateness, or relevance of teachers, students, classroom instruction, in addition to the instructional materials and activities or the whole syllabuses or programs of education. Furthermore, Brown (1995) describes evaluation as « the heart of the systematic approach to language curriculum design » (p.217). He sheds light on the importance of evaluation in giving meaning to all elements in education. However, what is well-known is that almost all researchers perceive and relate evaluation with curriculum and materials (textbooks) used in teaching and learning.

Textbook evaluation is regarded as an essential domain in the field of evaluation. Tomlinson (2003, p.15) defines it as “a procedure that involves measuring the value (or a potential value) of a set of learning materials”. He further claims that textbook evaluation is used to judge how the textbook would affect its users (ibid). The textbook has a massive impact on the teaching and learning process; its evaluation becomes an incumbent operation in the EFL field to help teachers select the appropriate textbook according to their learners' needs, levels, and preferences.

4.2. Analysis Versus Evaluation

In language teaching and learning, evaluation and analysis are two terms that are generally used interchangeably, especially when the addressed topic is curriculum, program, or textbook. However, they are not the same. Educators in the field such as Cunningsworth (1995), McGrath (2002), and Tomlinson (2003), therefore, clarify this ambiguity and differentiate between the two terms.

On the one hand, analysis is a systematic process that includes studying the structure, focus, and learning aids. Yacine (2012, p.99) claims that analysis “focuses more on the material and its aims. It is based on pre-established sets of questions [...] about what the material contains, what it aims to achieve, and what it asks the learners to achieve”. Moreover, analysis is regarded as an objective study since it sheds light solely on a given material (Tomlinson, 2003). As a result, the researcher should be neutral when dealing with analysis.

On the other hand, evaluation is defined as judging something's fitness for a specific aim(s) (Hutchinson, 1987). This definition demonstrates that, unlike analysis, evaluation is subjective because it is based on others' judgments. In this context, Tomlinson (2003, p.16) explains that it is not the same as an analysis. “An evaluation focuses on the users of the materials and makes judgments about their effects [...]. On the other hand, an analysis focuses on the materials, and it aims to provide an objective analysis of them”.

To sum up, it is essential to distinguish between what analysis is and what evaluation is. They are two parts that belong to the same process yet, each of which has its properties.

4.3. Approaches for Textbook Evaluation

Textbook evaluation is an essential process. For this reason, many educators hold the responsibility to make it easy and valuable. When referring to the literature, a large number of approaches has been proposed; yet there are some practical approaches that researchers mostly use when trying to evaluate a given textbook (Cunningsworth, 1995; Ellis, 1997;

McDonough & Shaw, 2003; McGrath, 2002; Tomlinson, 2003). It is worth mentioning that those approaches share the same aims when they tend to evaluate textbooks. They tend to consider: appearance, content, objectives, users' opinion. Each of which, however, has its proper framework.

Four types of approaches will be discussed namely; predictive/ retrospective evaluation, pre-use/ whilst-use/ post-use evaluation, external/ internal/ overall evaluation, and first-glance/ in-depth evaluation. Those approaches are widely used in evaluating textbooks.

4.3.1. Predictive / Retrospective Evaluation

Predictive evaluation and retrospective evaluation are two approaches to evaluating materials (textbooks). On the one hand, predictive evaluation is used to predict the textbook's potential advantages and drawbacks that will be utilized later. Ellis (1997) highlights the importance of this type of evaluation. There are two ways in which this type can be used; the first one is by relying on experts' evaluations, while the second one is that teachers can conduct their predictive evaluation. Teachers here can use checklists and guidelines that are available in the literature. Even though this type of evaluation can help textbook users have a first idea or impression about the textbook's potential value, it cannot be objective and reliable since it is based on predictions. In this vein, Ellis (1997) and Sheldon (1988) point out that there is no systematic and scientific way in this type of evaluation; hence, a second evaluation approach is needed.

On the other hand, retrospective evaluation is considered a tool to evaluate a textbook's value while used or after it is used. This kind of evaluation can “provide the teacher with information which can be used to determine whether it is worthwhile using the materials again, which activities work and which do not, and how to modify the materials to make

them more effective for future use” (Ellis, 1997, p.37). This indicates that retrospective evaluation is more objective and scientific than predictive evaluation. Besides, Ellis states that retrospective has a crucial role in testing the validity of predictive evaluation and suggests ways to make predictive evaluation more reliable.

Predictive and retrospective evaluations are two stages that complement each other. The first one is used to have an initial view of the textbook, while the second one is used to ensure whether to use the chosen textbook.

4.3.2. Pre-Use / Whilst-Use / Post-Use Evaluation

Tomlinson (2003) offers another division on how textbooks can be evaluated. He states that evaluation should pass by three evaluation stages: the pre-use evaluation, the whilst-use evaluation, and the post-use evaluation.

First of all, pre-use evaluation is defined as a process that “involves making predictions about the potential value of materials for their users” (Tomlinson, 2003, p.23). Since pre-use evaluation occurs before using a textbook, it can be considered impressionistic (Cunningsworth, 1995; Tomlinson, 2003) and based on teachers' subjective reactions. There are three main types of pre-use evaluation, as suggested by Tomlinson (2003):

1. context-free; as in a review of materials for a journal;
2. context-influenced, as in a review of draft materials for a publisher with target users in mind or;
3. context-dependent, as when a teacher selects a coursebook for use with his/her particular class.

Secondly, whilst-use evaluation takes place when the textbook is being used. It “involves measuring the value of materials whilst using them or whilst observing them being used” (Tomlinson, 2003, p.24). In this stage, the evaluator will measure the value, not predicting it, and so, the process will be more objective and reliable. Nevertheless, the measurement will be superficial since it only measures short-term memory, and it cannot “measure durable and effective learning because of the delayed effect of instruction” (Tomlinson, 2003, p.24). Referring to the literature, little attention is given to this evaluation type, maybe because of the measurement's misleading results.

Finally, based on the weaknesses of whilst-use evaluation, post-use evaluation is considered as an alternative. It “provides retrospective assessment of a coursebook's performance and can be useful for identifying strengths and weaknesses which emerge over a period of continuous use” (Cunningsworth, 1995, p.14). Moreover, while in-use evaluation measures short-term memory, post-use evaluation measures both short-term and long-term memories. It also “can measure the actual outcomes of the use of the materials and thus provide the data on which reliable decisions about the use, adaptation, replacement of the materials can be made” (Tomlinson, 2003, p.25). Put it differently, post-use evaluation measures the impact of a textbook on its users (teachers, administrators, and learners). Post-use evaluation, therefore, becomes the most valuable and reliable process even though it requires much time and expertise (ibid).

To sum up, the three previous stages are so crucial in the evaluation process. Each of which has its strengths as well as weaknesses. The third type is considered the most useful one since it is based on a systematic, rigorous study.

4.3.3. External Evaluation / Internal Evaluation / Overall Evaluation

A new approach which contains three main stages: external, internal, and overall evaluation were suggested. McDonough and Shaw (2003) suggested this approach to textbook evaluation.

First of all, external evaluation is similar to Ellis's predictive evaluation (1997), Tomlinson's pre-use evaluation (2003), and Cunningsworth's impressionistic evaluation. It is related to having a first view of the book's organization, its layout and design, content, and aims. In this stage, the evaluation compares the promises made by the book's writer and reality.

Secondly, internal evaluation is similar to Tomlinson's whilst-use evaluation (2003). It is considered as an in-depth evaluation of the textbook. At this stage, the evaluator is asked “to analyse the extent to which the [...] factors in the external evaluation stage match up with the internal consistency and organisation of the materials as stated by the author/publisher” (McDonough, Masuhara & Shaw, 2013, p.59). To conduct an internal evaluation, the following questions should be addressed (ibid, pp.59-60):

- Where reading/ ‘discourse’ skills are involved, is there much in the way of appropriate text beyond the sentence?
- Where listening skills are involved, are recordings ‘authentic’ or ‘artificial’?
- Do speaking materials incorporate what we know about the nature of real interaction, or are artificial dialogues offered instead?
- The relationship of tests and exercises to (a) learner needs and (b) what is taught by the course materials.

- Do you feel that the material is suitable for different learning styles? Are a claim and provision made for self-study, and is such a claim justified?
- Are the materials sufficiently 'transparent' to motivate both students and teachers alike, or would you foresee a student/teacher mismatch?

These questions are aimed to investigate two main factors, namely, the presentation of the skills in the materials and the grading and sequencing of the materials.

Finally, the overall evaluation is the last stage that should be considered when evaluating a textbook. It is just at this stage that the evaluator can make a comprehensive evaluation of the textbook's suitability. In doing so, four parameters should be taken into consideration:

1. the usability factor: it is evaluated through answering the question of how far could the textbook be integrated into a particular syllabus as core or supplementary;
2. the generalizability factor: it is evaluated through answering the question is there a restricted use of core features that make the materials more generally useful;
3. the adaptability factor: it is evaluated through answering the question: can parts be added/extracted/used in another context/modified for local circumstances;
4. the flexibility factor: it is evaluated by answering how rigid the sequencing and grading are. (McDonough, Masuhara & Shaw, 2013, pp.60-61)

Using the external, internal, and overall evaluation will help evaluators make decisions concerning a given textbook's suitability and whether it is helpful or not.

4.3.2. First- Glance/ In-Depth Evaluation

Another approach to textbook evaluation is the one proposed by McGrath in 2002. He presents two stages in conducting an evaluation: first-

glance evaluation and in-depth evaluation. Each one is different in term of the criteria used in evaluating textbook.

First-glance evaluation is defined as an alternative whose aim “is not to look through everything with precisely the same degree of care, but to make an initial selection of those materials” (McGrath, 2002, p.29). Figure 2.1 represents the steps that are included in the first-glance approach:

FIRST-GLANCE EVALUATION

1. Practical considerations

Does material meet key criteria? NO

REJECT

YES

2. Support for teaching and learning

Does material meet key criteria? NO

REJECT

YES

3. Context relevance

Does material meet key criteria? NO

REJECT

YES

4. Learner appeal

Does material meet key criteria? NO

REJECT

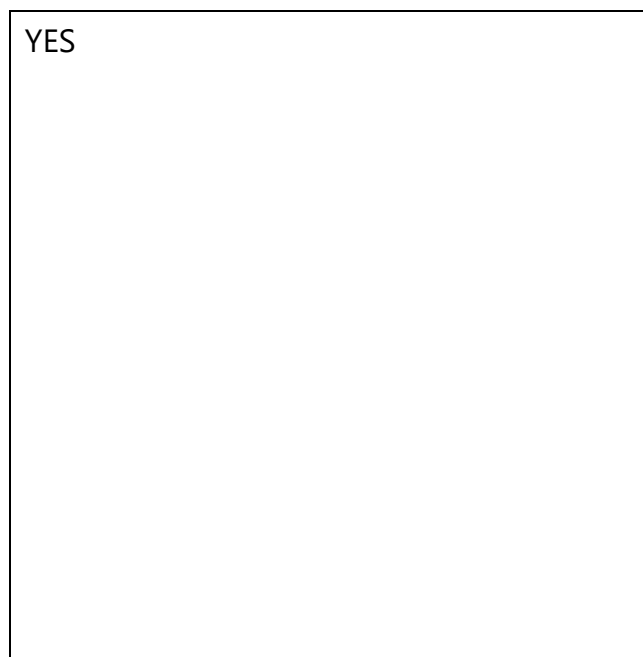


Figure 2.1: A procedure for first-glance evaluation (Source: McGrath, 2002, p.37)

The figure shows that there are four steps in the first-glance evaluation. An important note is that to consider the textbook a useful tool, the evaluator must answer the questions addressed in each stage by 'yes.' If the textbook does not meet all the essential criteria, it will be directly rejected without moving to the second stage.

An in-depth evaluation is the second stage in McGrath's approach to evaluation. It is similar to the internal evaluation of McDonough & Shaw. It is defined as going “beneath the publisher's and author's claims to look at [...] the kind of language description, underlying assumptions about learning or values on which the materials are based or, in a broader sense, whether the materials seem likely to live up to the claims that are being made for them” (McGrath, 2002, pp.27-28). In other words, it is an in-depth assessment that aims to examine the suitability of a textbook. The following points are the main interests in any in-depth evaluation:

- The aims and content of the material;
- What they require learners to do;

- What they require teachers to do;
- Their function as a classroom resource;
- Learners needs and interests;
- Learner approaches to language learning;
- The teaching-learning approach in the teacher's classroom. (McGrath, 2002, pp.54-55)

To wrap up, there are many evaluation approaches available in the literature. The various number of methods substantiates that evaluation is never static, and consequently, this leads to the emergence of new approaches to textbook evaluation each time. Every single new approach has its proper criteria and steps. The evaluator who is responsible for setting up his purpose(s) for evaluation. By doing so, the choice of the appropriate checklists and criteria to be used will be an easy task.

4.4. Need for Textbook Evaluation

As we have seen previously, the textbook's use has advantages as well as disadvantages. Therefore, a good selection and evaluation of a textbook are needed. To this end, textbook evaluation plays a crucial role in making the right educational decisions in which there is considerable professional, financial, or even political investment (Sheldon, 1988). Yacine (2012) agrees with Sheldon's view by claiming that textbook evaluation “helps to take sound decisions while selecting textbooks, construct professional judgements, and raise awareness of or reflect on the teaching and learning experience” (p.97). Therefore, decisions can be considered the essential factors in the failure or the success of the learning and teaching processes.

In the same vein, Richards (2001) opines that “a book may be ideal in one situation because it matches the needs of that situation perfectly

[...]. However, the same book in a different situation may turn out to be quite unsuitable” (p.02). This indicates plainly that a given textbook can help a particular group of learners, and the same book can be helpless for others. As a result, it can motivate learners if it suits their levels and needs, but at the same time, it can demotivate them if it does not meet their suppositions.

A textbook evaluation has a significant impact on teachers' development and professional growth (Cunningsworth, 1995; Ellis, 1997). Hutchinson (1987) gives a good illustration of the textbook evaluation role on teachers. He (1987, p.378) substantiates that:

materials evaluation plays such an important role in language teaching that its potential for influencing the way teachers operate is considerable. Materials evaluation can and should be a two-way process which enables teachers not just to select a textbook, but also to develop their awareness of their teaching-learning situation.

Moreover, since there are many textbooks on the markets, it is a requirement that teachers must discriminate between the available textbooks according to the content, learners' needs, and levels. To do so, teachers should be well-equipped with materials evaluation skills (Garinger, 2001). Consequently, a textbook evaluation will help the teacher know the book's content, the style in which it is written, and its strengths and weaknesses. Using those basics, the teacher will quickly adapt the textbook to suit the course's aims, learners' needs, and teachers' beliefs (Awasthi, 2006).

Textbook evaluation nowadays attracts specialists in language teaching and learning (Cunningsworth, 1995; Ellis, 1997; Hutchinson,

1987) because of the vital role played by textbooks. If any problem appears in teaching and learning, textbooks take responsibility for that failure (Yacine, 2012). That is why conducting a textbook evaluation study will help choose and select a suitable textbook.

4.5. Checklists for Textbook Evaluation

To conduct a textbook evaluation, the evaluator has to determine a set of criteria to be evaluated. Those criteria are gathered together to form a framework or what is well-known as a checklist.

4.5.1. Definition of Checklist

A checklist is defined as a list of things to be checked or done (Merriam Webster). In the textbook evaluation field, the checklist is considered an excellent channel to help evaluators make their opinions explicit and facilitate decision-making regarding choosing a suitable textbook (McGrath, 2002). Likewise, a checklist is beneficial because it offers a very economical and systematic way to ensure all relevant items are considered for evaluation (Cunningsworth, 1995; McGrath, 2002). However, it needs careful development to be a valuable evaluation device.

A checklist represents an approach to textbook evaluation. It is a concrete tool that translates the approach views and ideas into reality. As a result, “a sound evaluation checklist clarifies the criteria that at least should be considered when evaluating something in a particular area; aids the evaluator not to forget important criteria; and enhances the assessment's objectivity, credibility, and reproducibility” (Stufflebeam, 2000, p.01). In other words, a checklist is a vital evaluation device that

can pave the way for an easy and systematic evaluation process if it is soundly designed. Similarly, a checklist is considered as “an instrument that helps practitioners in English Language Teaching (ELT) evaluate language teaching materials, like textbooks” (Mukunden et al., 2011, p.21). When evaluating a language textbook, it is advisable to use a checklist to compile information and adequately assess it in a systematic study.

4.5.2. Examples of Checklists

A review of the literature has revealed that researchers in the field have proposed several checklists. In this part, we sought to present the most commonly used checklists.

4.5.2.1. Cunningsworth Checklist

Cunningsworth (1995, pp.03-04) develops the following checklist that involves the following criteria:

A. Aims and Approaches

- Do the coursebook aims correspond closely with the aims of the teaching program and the learners' need?
- Is the coursebook suited to the teaching/learning situation?
- How comprehensive is the coursebook? Does it cover most or all of what is needed? Is it a useful resource for students and teachers?
- Is the coursebook flexible? Does it allow different teaching and learning styles?

B. Design and Organisations

- What components make up the total course package (e.g. students' books, teachers' books, workbooks, cassettes)?

- How is the content organised (e.g., structures, functions, topics, skills, etc.)?
- How is the content sequenced (e.g. based on complexity, “learnability”, usefulness, etc)?
- Are the grading and progression suitable for the learners?

Does it allow them to complete the work needed to meet any external syllabus requirements?

- Are there reference sections for grammar, etc.? In some of the material suitable for individual study?
- Is it easy to find your way around the coursebook? Is the layout clear?

C. Language Content

- Does the coursebook cover the main problem items appropriate to each level, taking learners' needs into account?
- Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasising vocabulary development strategies for individual learning?
- Does the coursebook include material for pronunciation work? If so, what is covered: individual sounds, word stress, sentence stress, intonation?
- Does the coursebook deal with structuring and conventions of language use above the sentence level, such as taking part in in conversations, identifying the main point in a reading passage?

D. Skills

- Are all four skills adequately covered, bearing in mind your course aim and syllabus requirements?
- Is there a material for integrated skills work?

- Are reading passages and associated activities suitable for your students' levels, interesting, etc? Is there sufficient reading material?
- Is listening material well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension?
- Is material for spoken English well designed to equip learners for real-life interactions?
- Are writing activities suitable in term of amount of guidance/control, degree of accuracy, organisation of longer pieces of writing (e.g. paragraphing) and use of appropriate styles?

E. Topic

- Is there sufficient material of genuine interest to learners?
- Is there enough variety and range of topic?
- Will the topic help expand students' awareness and enrich their experience?
- Are the topics sophisticated enough in content, yet within the learners' language level?
- Will your students be able to relate to the social and cultural contexts presented in the course book?

F. Methodology

- What approaches to language learning are taken by the course book?
- What level of active learner involvement can be expected? Does this match your students' learning styles and expectations?
- What techniques are used for presenting/practicing new language items? Are they suitable for your learners?
- How are the different skills taught?
- How are communicative abilities developed?

G. Teachers' Books

- Is there adequate guidance for the teachers who will be using the course book and its supporting materials?
- Are the teachers' books comprehensive and supportive?
- Do they adequately cover teaching techniques, language items such as grammar rule-specific information?

H. Practical Considerations

- What does the whole package cost? Does this represent good value for money?
- Are the books strong and long-lasting? Are they attractive in appearance?
- Are they easy to obtain?

4.5.2.2. McDonough and Shaw Checklist

As it was mentioned before, McDonough & Shaw (2003) propose a three model of textbook evaluation that involves an external, internal, and an overall evaluation.

1. External Evaluation

- The intended audience.
- The proficiency level.
- The context in which the materials are to be used.
- How the language has been organised into teachable units/lessons?
- The author's view on language and methodology and relationship between language, the learning process and the learner.
- Are the materials to be used as the main 'core' course or to be supplementary to it?
- Is the teacher's book in print and locally available?
- Is a vocabulary list/index included?

- What visual material does the book contain (photographs, charts, diagrams) and is therefore cosmetic value only or is it actually integrated into the text?
- Is the layout and presentation clear or cluttered?
- Is the material too culturally biased or does it represent a ‘balanced’ picture of the particular country/society.
- The inclusion of audio/video material and resultant cost: is it essential to process this extra material in order to use the textbook successfully?
- The inclusion of tests in the teaching materials (diagnostic, progress, achievement) would they be useful for your particular learners?

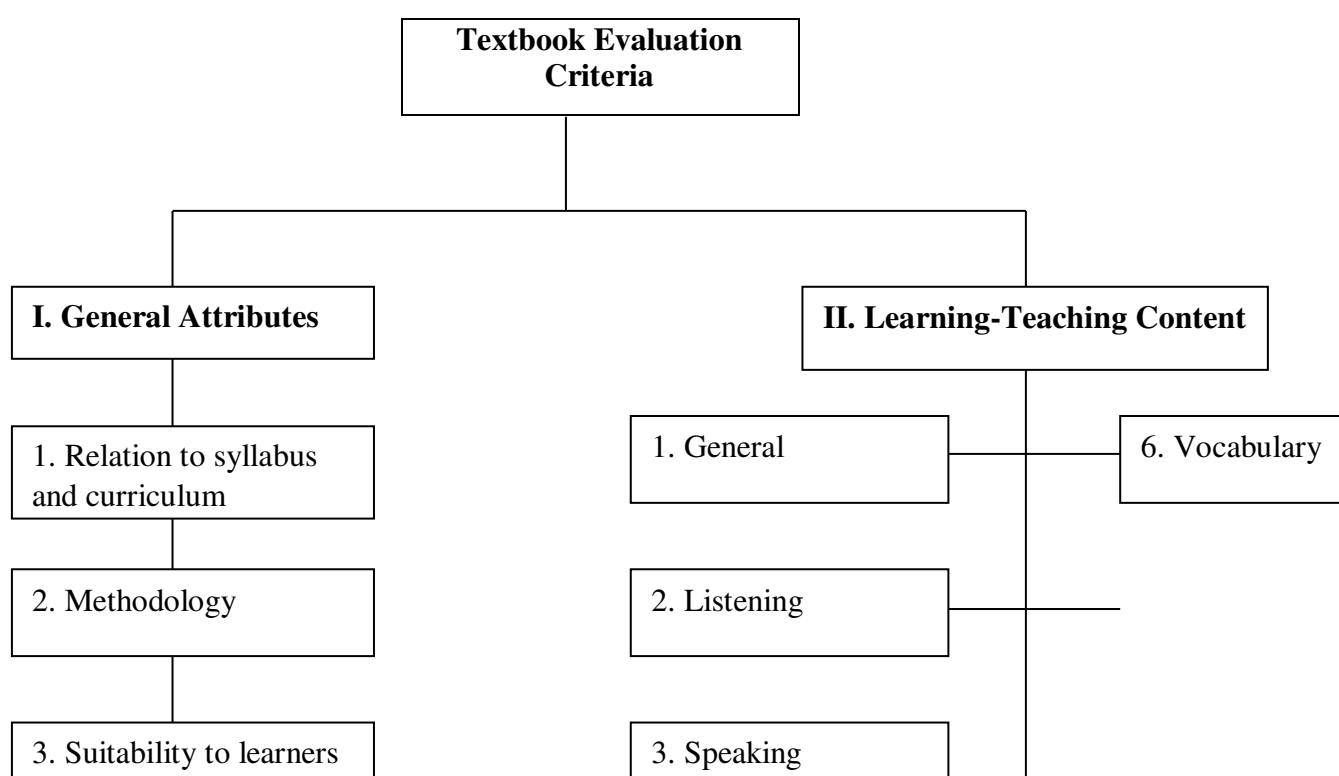
2. Internal Evaluation

- The presentation of skills in materials.
- The grading and sequencing of materials.
- Where reading/discourse skills are involved, is there much in the way of appropriate text beyond the sentence?
- Where listening skills are involved, are recordings ‘authentic’ or artificial?
- Do speaking materials incorporate what we know about the nature of real interaction or are artificial dialogues offered instead?
- The relationship of tests and exercises to (a) learner needs and (b) what is taught by the course material?
- Do you feel that the material is suitable for different learning styles; is a claim and provision made for self-study, and is such a claim justified?
- Are the materials sufficiently ‘transparent’ to motivate both teachers and learners alike, or would you foresee student/teacher mismatch?

3. Overall Evaluation

- Usability Factor: how far could the materials be integrated into a particular syllables as supplementary or ‘core’.
- Generalizability factor: is there a restricted use of ‘core’ features which make the materials more generally useful?
- Adaptability factor: can Parts be added/extracted/used in another context/modified for local circumstances?
- Flexibility factor: how rigid is the sequencing and grading; can the materials be entered a different points/used in different ways?

What is noticeable from the previous examples of checklists is that they all nearly share the same criteria to be evaluated. The salient difference between them is how the criteria are presented and expressed in every single checklist. Mukunden et al. (2011) collected the most common standards used in many checklists. They divide textbook evaluation criteria into two types: general attributes and learning-teaching content. Below is figure 2.2 that illustrates the two kinds of textbook evaluation criteria:



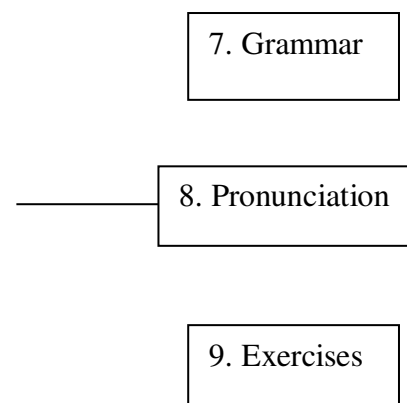


Figure 2.2: Classification of Textbook Evaluation Criteria (Mukunden et al., 2011, p.23)

As is illustrated above, the criteria are divided into two categories, and each type is further divided into sub-categories. The general attributes category contains syllabus and curriculum, methodology, suitability to learners, physical and practical attributes, and supplementary materials. In contrast, the learning-teaching content has general, listening, speaking, reading, writing, vocabulary, grammar, pronunciation, and grammar.

With the inception of the learner centeredness approach, textbook designers integrated this approach in textbooks. As a result, textbook evaluators also evaluated learners' place in textbooks and the suitability of textbooks to learners' needs, abilities, and intelligences. In this sense, a study conducted by Mukundan & Ahour (2010) reviews forty-eight checklists from different academic publications and journals across four decades (1970 to 2008). The study reveals that “the checklists developed towards 2000s seemed to give priority to criteria related to the suitability

of the materials to the students” (Ibragimova, 2011, p.33). To this end, evaluating textbooks in the light of MIT is an incumbent process.

Many researchers nowadays designed a new wave of checklists that emphasize textbooks' multiple intelligences profiles. One example of those checklists is presented below:

4.5.2.3. Botelho Checklist

Botelho (2003) proposes the following checklist that involves the types of intelligences and the activities related to each intelligence:

Table2.1: Botelho Checklist (2003)

Intelligences	Activities
Linguistic/Verbal Intelligence	Note taking, riddles, worksheets, listening to lectures, word play games, listening to reading books, reading books, discussions, storytelling, journal keeping, debates, memorizing, writing.
Logical Intelligence	Science demonstrations and experiments, logic puzzles and games, story problems with numbers, logical/sequential presentation of subject matter, logical argumentation, problem solving.
Visual/ Spatial Intelligence	Illustrations, graphs, tables, using charts and grads, videos, slides and movies, using art, maps, photos, using graphic organizers, imaginative storytelling, painting/ picture/collage, mind maps, telescopes, microscopes, visual awareness activities, student drawings.
Bodily/Kinesthetic Intelligence	Hands on activities, field trips, role plays, role-plays, creative movement, mime, body language, classroom aerobics, cooperative group rotation, cooking and other mess activities.

Musical Intelligence	Singing, songs, playing recorded music, playing live music, jazz chants, music appreciation, student made instruments, background music.
Interpersonal Intelligence	Pair work, peer teaching, board games, group brainstorming, group problem solving, project work, work cooperatively.
Intrapersonal Intelligence	Activities with a selfevaluation component, interest centers, options for homework, personal journal keeping, checklist, inventories, individualized projects, doing things by yourself.
Naturalist Intelligence	The ability to recognize and classify plants, minerals, and animals including rocks, grass, and all variety of flora and fauna. Classifying and categorizing activities.

To wrap up, the previous checklist was designed based on the theory of multiple intelligences. Therefore, the designer focused on learners' abilities to see if textbooks consider this vital element.

It is worth mentioning that checklists' designers refer to what they believe is the best approach to evaluate a textbook. Consequently, the evaluation will be more impressionistic and subjective. Moreover, Tomlinson (2003) contends that the majority of checklists suggest many vague and large questions. Answers hence will not be direct and precise, and this will be helpless in the evaluation process.

Furthermore, with the new trend that puts the learner at the center of the teaching-learning process, the need for a new approach to textbook evaluation becomes a must. Researchers in the field suggest new frameworks that focus on the learner, his cognitive abilities, in addition to his needs and desires. Nevertheless, those frameworks (checklists) lack

many criteria that have to be included in many textbook evaluation checklists as far as the researcher's view is concerned.

5. Research on EFL Textbooks Evaluation and Multiple Intelligences Theory

After Gardner had proposed the theory of multiple intelligences in 1983, education specialists examined how the theory can enhance language teaching and learning. Therefore, many studies have been carried out to check MIT's efficacy in designing English language textbooks. Some examples of the well-known studies that attempted to evaluate textbooks in the light of MIT are presented below.

Snider (2001) analyzed ten first-year college German textbooks. His objective was to determine the kinds of activities in textbooks and how they engage multiple intelligences in learners. The study revealed that “only eleven engage intelligences other than verbal verbal/linguistic” (p.133).

Besides, Botelho (2003) analyzed six English textbooks (American Headway 2, Explorations 1, Gateways 1, Go for it! 4, New Interchange 1, and Passages 1). Her objective was to determine how the textbooks respond to multiple intelligences theory and the extent to which the activities used helped learners improve their intelligence profiles. The results showed that four types (linguistic/verbal, interpersonal, intrapersonal, and spatial/visual intelligences) were the most predominant intelligences. While the remaining types, namely, logical/mathematical, bodily/kinesthetic, musical, naturalist, and existential, were less used in the activities.

Moreover, Ibragimova (2011) analyzed two textbooks (Success Intermediate Students book, Success Intermediate workbook) used in

intermediate language classes at Eastern Mediterranean University English Preparatory school EPS. He aimed to evaluate both the textbooks and classroom activities used in light of Multiple Intelligences theory. The findings showed that there was a distinction between textbooks' MI profiles and students' MI profiles. Results also showed that linguistic intelligence and logical intelligence were the most predominant types of intelligences that exist in the two textbooks.

Another study conducted by Nasiri, Ketabi, and Dastjerdi in 2012 attempted to analyze three English textbooks used in high schools in grades 1-3 and the textbook of pre-university. The study revealed that logical/mathematical and spatial/visual intelligences were the main dominant types used in the textbooks. In contrast, verbal/linguistic and musical intelligences were identified as the least intelligence types. The remaining types were absent.

Al-Omani, Bataineh, and Smadi (2015) analyzed four textbooks that belong to the Jordanian Action Pack for the 1st, 4th, 8th, 11th grades in MIT's light. The results showed that the dominant intelligences were linguistic, intrapersonal, and spatial/visual, whereas others did not exist in the textbooks. The study also revealed that “the incorporation of MI is fairly unbalanced among the four levels” (p.60).

In the same vein, Al-Mekhlafi (2016) analyzed Crescent English course for Yemen CECFY textbooks, which were used in the third preparatory schools (9th grade), and the third secondary schools (12th grade). He aimed to determine if there was any difference between the textbooks regarding MIT and whether CECFY were balanced in incorporating MIT. Results showed that the most predominant intelligence was the linguistic/verbal intelligence, while the other

intelligences were not included. Therefore, there was no balance in the incorporation of MIT among CECFY textbooks.

Another study in the Arabic world was of Al-Seyabi and A'Zaabi (2016). They analyzed the English textbooks used in grade 12, and at the same time, they tried to identify the MI profiles of grade 12 female students in Oman. The aim was to determine the extent to which the MI profiles of the textbooks catered for the MI profiles of students. The study revealed that there was no link between textbooks' MI profiles and students' MI profiles. The results showed that intrapersonal intelligence was the predominant one following by spatial/visual and bodily/kinesthetic intelligences. However, the textbooks' profiles were based on linguistic/verbal intelligence, followed by logical/mathematical and interpersonal intelligence.

In the Algerian context, Boulmaiz (2011) conducted a study to evaluate the Algerian first-year secondary school textbook 'At the Crossroads' and analyzed teachers' knowledge and application of the theory of Multiple Intelligences. The findings revealed that the 'At the Crossroads' textbook catered for two main types of intelligences: verbal/linguistic intelligence and logical/ mathematical intelligence. The results also showed that teachers' sample group was not aware of what MIT is and how it can be used. The study is considered the only one in Algeria that investigated MIT's implication in the Algerian textbooks as far as the researcher's knowledge.

Conclusion

This chapter attempted to shed light on the most useful devices in EFL classes, i.e., textbooks. It suggested some definitions of what a

textbook is and what its uses are. After that, it reviewed the two views about whether a textbook is useful or useless. Then, the chapter emphasized textbook evaluation as an essential process when dealing with choosing textbooks. Five textbook evaluation approaches were presented: predictive and retrospective approach, pre-use/while- use and post-use approach, external/ internal and overall approach, and first-glance and in-depth approach. It was indispensable to speak about the checklist as the tool used to conduct a textbook evaluation. five checklists were presented; two of them were based on the theory of Multiple Intelligences. The apparent difference between them was that checklists based on MIT were intended to check if textbooks cater to learners' abilities and needs. Finally, previous studies were reviewed and presented to relate textbook evaluation with the theory of Multiple Intelligences.

Chapter Three

Research Methodology

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Research Methodology

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Chapter Three

Research Methodology

Introduction

Research methodology is the introductory chapter devoted to a detailed description of how the study was conducted. This chapter entails three main parts: research approaches and methods, data collection tools, and data analysis. The first part deals with brief definitions and descriptions of the used procedures, namely, the qualitative, the quantitative, and the mixed methods approach. The second part highlights the two research instruments: the textbook evaluation and the questionnaire. The final part is devoted to how the findings will be analyzed and discussed.

1. Research Approaches and Methods

There are two main approaches used to collect and analyze data: the qualitative and the quantitative methods. Each of them has its characteristics and features. In this context, Dorney states that “quantitative research was seen to offer a structured and highly regulated way of achieving a macro-perspective of the overarching trends in the world, whereas qualitative research was perceived to represent a flexible and highly context-sensitive micro-perspective of the everyday realities of the world” (2007, p.29). In other words, researchers who use the former represent data by numbers and analyze them using statistics. The latter, however, uses non-numerical data and analyses them without the use of statistics.

It was recommended by scholars like Dorney (2007) for researchers to choose one method in dealing with any scientific research. However, in

trying to adopt one approach, many researchers fail to study the nature of any phenomenon intensely. That is why many researchers have lately embraced a synergy of the two methods as a third method referred to as the Mixed Method.

Many definitions about the nature and features of the mixed method were proposed in the literature, yet they all share the same basics. Tashakkori & Teddlie define it as “a type of research design in which qualitative and quantitative approach is used in types of questions, research methods, data collection and analysis procedures, and/or inferences” (2003, p.711). This systematic integration helps the researcher go beyond every single method's weaknesses when used alone. In this vein, Wisdom & Creswell claim that mixed-method “permits a more complete and synergistic utilization of data than do separate quantitative and qualitative data collection and analysis” (2013, p. 01). The growing interest in using the two paradigms in an interrelated way illustrates that they should not be viewed as opposing methods but rather as complementary tools for a better investigation.

In the current study, we opted for the qualitative method because our investigation aims to evaluate Algerian middle school EFL textbooks in the light of MIT and check middle school Algerian teachers' perceptions and opinions about the theory. To do so, Content Analysis and teachers' questionnaire are the two tools used to answer the questions of this research.

2. Research Tools

To answer the research questions and achieve the desired goals, two primary data collection instruments were used. A detailed description of those two tools, namely, textbooks evaluation and the teachers' questionnaire, will be displayed in this section. The collected data are made up of a corpus of four middle school EFL textbooks (My Book of English

year 01, year 02, year 03, and year 04) and a questionnaire addressed to middle school teachers.

2.1. Textbook Evaluation

In this section, the following elements will be presented: the aim of the evaluation, description of the four textbooks, and data analysis procedures.

2.1.1. Aim of Evaluation

The evaluation aimed to examine the content of the Algerian second generation textbooks based on the theory of Multiple Intelligences. Books are considered vital resources that represent the curriculum objectives. They are representative tools that help both teachers and learners achieve the ultimate objectives underlined by the curriculum. Thus, it is essential to explore the real connotation of MIT in its activities before checking teachers' awareness and attitudes.

2.1.2. Description of the Textbooks

As mentioned earlier, this study's main aim was to examine the second-generation textbooks based on MIT. Therefore, our corpus comprises four (04) different textbooks related to four successive years (My Book of English year 01, My Book of English year 02, My Book of English year 03, and My Book of English year 04).

The chosen textbooks belong to the second generation books. They share some standard features. Firstly, they are all designed based on the same approach, which is the Competency-Based Approach. Besides, they are locally designed by an Algerian team of teachers and inspectors. The textbooks' writers follow the guidelines proposed by the Ministry of

Education mentioned in the curriculum. Finally, the textbooks seek to achieve three main competencies that can help learners foster their communicative competence and social skills. Those competencies are:

- 1- To interact orally
- 2- To interpret authentic oral or written documents
- 3- To produce simple oral or written messages

In the following section, a detailed description of each textbook will be presented separately. The description includes an examination of the external and internal layout and the content of the four books.

2.1.2.1. My Book of English -Year 01-

- Learners' Age : 11-12 years old
- Year of Publication : 2017
- Number of Pages : 160
- Writers' Names : Tamrabet Lounis – Hammoudi Abdelhak –Smara Abdelhakim –Boukri Nabila

Concerning the external of the book, there are many colors on the front page: orange is the primary color covering all the pages. Then, the yellow background is used under the People's Democratic Republic of Algeria, which is written in Arabic. The purple is a background of the book's title, which is centred and written in bold. Finally, the pink colour is used for the school year.

At the center of the page, we find a picture representing the earth's planet surrounded by twelve children. Those children seem to have different nationalities. They are from other countries because of their skin colours. One of those children is disabled. The planet contains the map and the flag of Algeria. Many arrows come from the Algerian map to the different

continents globally, namely; Asia, Europe, America, Australia, and Africa. Hence, this indicates the openness of Algeria all over the world. At the bottom, a symbol of ENAG Editions appears.

Concerning the back page, orange is the primary color. The page is almost empty of any linguistic or visual elements. At the bottom of the page, three items are solely mentioned: the book's price, the year of publication, and the serial number.

When checking the internal of the book, its first page contains the People's Democratic Republic of Algeria and the Ministry of National Education in both languages, i.e., Arabic and English. In the middle, we find the book's title and the school year, which are centred. Under them directly, the writers' names are mentioned. Finally, the symbol of the publishing house is found at the bottom.

The second page includes the table of content, which comprises five (05) sequences. The third page constitutes a foreword written in Arabic. The writers intend to introduce the importance of the English language as an international language. Then, they explain the view of shifting from teacher-centeredness to learner-centeredness and how the teacher is just a guide and a helper. They also indicate how the book will be beneficial to learners to learn quickly. Finally, the writers hope that learners will learn the English language and use it adequately without forgetting their belongs and beliefs.

The following five pages consist of: My Book Map, My Coursebook Presentation, and My Charter of Good Conduct. The first one is a detailed description of the table of content. In each sequence, the communicative and linguistic objectives (language forms and pronunciation) are mentioned. The second one presents examples of each part in the sequence. The last one contains ten school rules that are addressed to learners.

The twenty-one following pages (from page 11 to page 32) present the Pre-Sequence dubbed: Now, We Have English. This part is devoted as an introduction to the basic knowledge of the English language. It sheds light on how to greet, present yourself to others, know some school stuff and commands, English alphabets (vowels and consonants), colors, days of the week, months of the year, and numbers. The part ends with a project about drawing a family tree.

The 116 following pages (from page 33 to page 149) are devoted to the textbook's content. The content is made up of five sequences which will be under a detailed examination.

Page 150 presents the Sounds of English. This page includes three tables placed, one beside the other, and the third one is under them. The first table is entitled Vowels. It represents the English vowels which are 12 vowels. Each vowel is defined by its phonetic symbol and illustrated by an example to make it easy for learners to determine the vowel. The following table is entitled Diphthongs. It represents the English diphthongs which are eight diphthongs. Each of which is defined by its phonetic symbol and illustrated by an example. The last table is entitled Consonants. It represents the English consonants. Each one is defined by its phonetic symbol and illustrated by an example.

Pages 151, 152, and 153 contain some English Grammar rules. Indeed, it is a recapitulation of Grammar lessons to help learners revise quickly. The subjects presented in this part are personal pronouns, object pronouns, possessive adjectives, definite and indefinite articles, the present and present continuous tenses.

At the end of the textbook, seven pages are devoted to 'My Trilingual Glossary.' It is a small dictionary that is trilingual, i.e., English, Arabic, French, which collect almost all the hard words available in the textbook.

This glossary is presented in a panoramic table which consists of three columns. The first column contains English words alphabetically ordered. The second column contains an Arabic translation of each English word, and the third column also represents a French translation of the English words.

When it comes to speaking about the content of My Book of English year 1, it is worth mentioning that the curriculum designers “are shifting from a paradigm of accumulation and transmission of linguistic knowledge and ideas to a paradigm of interaction and integration” (2015, p. 04). hence, this leads to the idea of working with the Competency-Based Approach as the appealing approach. It seeks to develop the four skills (listening, speaking, reading, and writing), and at the same time, promote the idea of the final project. As a result, the textbook will reflect this view since it is the concrete realization of the curriculum.

The first-year textbook is made up of one pre-sequence and five sequences. The sequences are thematically organized because they follow the framework chosen by the authority, which is CBA.

As we have mentioned before, the pre-sequence is introduced in the textbook to help learners have basic knowledge about the English language not to have difficulties in dealing with the following sequences.

It is remarkably noticed that the term Unit is replaced by the term sequence as far as terminology is concerned. Moreover, in the division of each sequence, small sections are proposed to develop the four skills. For example, the 'I Listen and Do' section is for listening skills. Besides, other sections are offered to improve learners' personal and social skills, such as critical thinking, collaboration, creativity.

All five sequences share the same pattern, which is advantageous for both teachers and learners. Teachers can make a sample of their lesson plans and change the content according to the theme of each sequence. This can

help them in accomplishing their work efficiently and in a short time. For learners, since they will deal with the sequences, in the same manner, they will have a brief idea about how the lesson is going to be presented.

Concerning the sequences' content, it is noticed that plenty of visual representations are presented in each section. Colours are everywhere; however, the lack of linguistic elements is evident. There are no long texts or conversations. For instance, there is a conversation between the teacher and her students in the first sequence, which is evident by the images used. Yet, linguistically speaking, there are two small sentences: good morning pupils, good morning madam.

Furthermore, grammar lessons in old books were explaining by long rules and examples. However, in this textbook, a little explanation with many examples is presented. For instance, in explaining the past tense lesson, the learner will not find the lesson in one block but rather in separate places, and each time the past tense is needed, it is mentioned. This is the meaning of learning by integrating. Moreover, at the end of each sequence, the learner will find a Pictionary. All that is needed is to read the word and see its visual representations. This will help him remember things easily.

The table below is a summary of the main elements that exist in the textbook:

Table 3.1: General Description of the First Year Textbook

General Description of First Year Textbook	
The Title	My Book of English
Learners' Age	11 – 12 years old
Number of pages	160
Sequences	Me and my Friends / Me and my Family / Me and my Daily Activities / Me and my School / Me, my Country and the World

Writers' Names	Tamrabet Lounis – Hammoudi Abdelhak –Smara Abdelhakim –Boukri Nabila –
Publishing House	ENAG Editions

2.1.2.2. My Book of English -Year 02-

- Learners' Age : 12-13 years old
- Year of Publication : 2017
- Number of Pages : 159
- Writers' Names : Tamrabet Lounis – Chenni Abdelfateh –Smara Abdelhakim –Boukri Nabila – Biskri Nadia

When it comes to the external description, it is noticeable that the front page consists of a mixture of colours. The orange and the purple are used as essential backgrounds. The blue is used as a background for the title, which is written in white bold, and the pink is used as a background of the school year.

Concerning the linguistic elements, the name of the Republic of Algeria is centred at the top, and it is written in Arabic. Under it directly, the name of the book is found. It is centred and written in big size. The school year is mentioned twice. The first one is written in Arabic, and the second one is written in English. Finally, the publishing house symbol is found at the bottom (CASBAH Editions).

The front page contains four real pictures, which are presented in circles. The first picture represents a compass. The second picture depicts a girl with the Algerian flag. The third picture represents the Hougar monuments, and the last picture represents a mixture of bridges located in different parts of the world.

The back page is almost empty. The purple color colors it, and at the end of the page, we find a white box. The box contains four elements: the symbol

of the publishing house « CASBAH Editions» the serial number, the book's price, and the sign of « ONPS»

In addition to the piece of information mentioned before on the front page, the first page from the book contains the following elements:

- At the top, the name of the Ministry of National Education is written both in Arabic and English.
- The names of the book writers and their jobs.

In this book, the foreword is written in Arabic. It is divided into five parts. Each part has its aim, yet they all share the same objective, telling learners how vital English is and how they are the pioneers of the learning process. The noticeable thing in the foreword is that the writers strongly focus on knowing Algeria, knowing its culture, its beauty, and the famous Algerian persons.

‘My Book Map’ is a colourful, detailed description containing all the goals that teachers will tackle within the school year. Those aims are divided into two types: the communicative and the linguistic objectives. The map is presented with a panoramic table. The table is divided into three columns: the first one shows the sequences of the book, the second column gives the communicative objectives of each sequence separately, the last one presents the linguistic goals. This column is sub-divided into two parts: the language forms and the pronunciation.

‘My Course Book Presentation’ is similar to the table of content. It embeds the names of the four sequences. In each sequence, we find the lessons’ titles. Those lessons are addressing the four skills, i.e., listening, speaking, reading, and writing.

‘Presentation of a Sequence’ is the last part before start presenting the content. This part shows examples of each lesson in a given sequence. It aims to deliver for readers the details and how they are displayed.

The 136 following pages (from page 09 to 145) are devoted to the book's content. The content is compiled in four sequences which will be examined in detail later.

Page 146 presents 'My Basic Irregular Verb List. The list contains 37 irregular verbs that are conjugated in both simple past and past participle. The 12 following pages are specified to a trilingual glossary, i.e., English, French, Arabic. The dictionary is presented in a panoramic table made up of three columns: the first one contains the English words, the second one represents the Arabic translation, and the third one is for the French translation. It is noticed that the terms are alphabetically classified.

My Book of English year -2- targets learners who have been exposed to English for a whole year. It is made up of four primary sequences. Moreover, three projects are proposed, and their themes are directly related to the themes of the sequences dealt with, which are thematically organized.

Each sequence in the book shares the same pattern with other sequences. It is divided into 11 sub-sequences. They mainly allow learners to develop the four skills, critical thinking, autonomous, and real-life problem solving (Teachers' Guide, 2016, p.08). what is remarkable is that in the second year, the book's writers go deeply in presenting both the phonetic and grammatical lessons. For instance, 'My Pronunciation Tools' is an additive section that aims to introduce phonetic symbols and lessons to learners.

Concerning the content of each section, it is noticed that unlike the book of the first year, the book of the second year contains more linguistic elements and extended texts in addition to the visual representations.

The three sub-sequences, namely, I listen and do, my pronunciation tools, and I pronounce, are devoted to introducing the lessons of listening and speaking skills. Moreover, my grammar tools and I practice are two sections specified to present grammar lessons. After that, the following three

sections, namely, I read and do, I learn to integrate, and I think and write, are devoted to introducing reading and writing lessons. Finally, the two last sections are proposed for learners to giving them much time for leisure and foster their knowledge by reading hypertexts, stories, songs. It is worth mentioning that in addition to motive learners learning the four skills, the activities chosen in each sequence are giving much importance to the social skills, i.e., interaction, solving real-life problems, collaborative work (peer and group work), cultivate in learners the sense of critical thinking and being autonomous learners.

The table below is a summary of the main elements that exist in the textbook:

Table 3.2: General Description of the Second Year Textbook

General Description of Second Year Textbook	
The Title	My Book of English
Learners' Age	12 – 13 years old
Number of pages	159
Sequences	Me, my friends and my Family / Me and my Shopping/ Me and my Health / Me and my Travels
Writers' Names	Tamrabet Lounis – Chenni Abdelfateh –Smara Abdelhakim –Boukri Nabila – Biskri Nadia
Publishing House	CASBAH Editions

2.1.2.3. My Book of English -Year 03-

- Learners' Age : 13-14 years old
- Year of Publication : 2017
- Number of Pages : 159

- Writers' Names: Tamrabet Lounis – Chenni Abdelfateh – Smara Abdelhakim – Boukri Nabila – Bouazid Tayeb

On the front page, many different colours are distributed around the whole page. Blue and orange are the primary colours. The green is used as a background of the title of the book. The pink is used as a background of the school year the book addresses. Moreover, four real pictures are presented. The first picture represents a man with his child. The man shows his son how to see the stars using the telescope. The second picture represents two girls play together using stones. The third picture represents a young lady from the South of Algeria wearing her traditional clothes and handles a classic musical instrument. The last picture represents a realistic view of Algeria. The front page also contains many linguistic elements: at the top, the name of the Republic of Algeria is written in Arabic by an aesthetic style. Under it directly, the name of the book is written in big size and centred. Under it, the school year is mentioned in Arabic. At the right bottom, the school year wrote in English, and the symbol of the publishing house is mentioned.

The back page is almost empty. It is coloured blue. At the end of the page, a small box is found. It contains four elements: the sign and acronym of ONPS (National Office of Scholar Publication), the book's price, the serial number, and the symbol of CASBAH Editions.

The first page is in black and white. There are no visual representations in it. It begins with the People's Democratic Republic of Algeria and the Ministry of National Education. Each of them is written in two languages: Arabic first and then English version. Under them, the title of the book and the school year is written in bold and centred. After that, the names of the book's writers are mentioned. At the bottom, we find the symbol of the publishing house CASBAH Editions.

The second page is left blank. The third page presents the foreword written by the book's writers. It is written in Arabic and divided into five parts. They all share the same aim: how the book can help learners go deeply in learning English and how both the book and teachers are considered tools to guide learners in enhancing their knowledge concerning the English language. The final part emphasizes the importance of autonomous learning with the help of teachers and the interrelationships with others.

The following five pages present: My Book Map, My Course Book Presentation, and Presentation of a Sequence. The first one is a well-detailed description of the book sequences. It contains a panoramic table which is divided into three columns. One is for the names of the sequences, one is for the communicative objectives, and one is for linguistic purposes. Furthermore, My Course Book Presentation is the same as the table of content. It contains four sequences which are presented in two pages. Finally, the Presentation of a Sequence gives examples for each part in a sequence.

The following 137 pages are devoted to presenting the content of the book. This content will be carefully analyzed in the light of MIT lately.

Page 147 presents My Second Basic Irregular Verb List. This list is a follow to the first list presented in the book of the second year. The list is distributed in a table divided into three columns: one for verbs in the infinitive, one for the conjugated verbs in the simple past, and the last one is for the past participle.

Twelve pages are devoted to My Trilingual Glossary. The words are ordered alphabetically. The glossary is presented in a panoramic table composed of three columns: the first column contains the English words. The second one includes translating each English word into Arabic. The last one is for the French translation. The final page is almost empty; just some pieces of information about the publishing house are mentioned.

My Book of English is addressed to third-year learners whose cognitive capacities are to a certain extent more developed (Teacher's Guide, 2016). Hence, the textbook aims to help learners be more autonomous in learning and improve their critical thinking. It makes focuses by its content on the four skills.

The book comprises four sequences. Each of which is divided into ten sub-sequences and project work in each trimester. The projects' themes are directly related to the themes presented in the sequences.

The third-year textbook follows the same content design and division. The studied book is a complement to the previous textbooks in terms of the themes of sequences. It is worth mentioning that the titles of the sequences are started by the relative pronoun 'me' and coordinate it with the actual theme that is going to deal with, like Me and Lifestyles.

The sections embedded in each sequence aim to enhance the four skills, autonomous learning, social skills, and critical thinking.

The table below is a summary of the main elements that exist in the textbook:

Table 3.3: General Description of the Third Year Textbook

General Description of Third Year Textbook	
The Title	My Book of English
Learners' Age	13 – 14 years old
Number of pages	159
Sequences	Me, My Abilities, My Interests and My Personality / Me and Lifestyles / Me and the Scientific World / Me and My environment

Writers' Names	Tamrabet Lounis – Chenni Abdelfateh – Smara Abdelhakim –Boukri Nabila – Bouazid Tayeb
Publishing House	CASBAH Editions

2.1.2.4. My Book of English -Year 04-

- Learners' Age : 14-15 years old
- Year of Publication : 2019
- Number of Pages : 143

Writers' Names: Tamrabet Lounis – Chenni Abdelfateh –Smara Abdelhakim –Boukri Nabila – Chenni Dallel

There are two primary colours on the front page: orange and green. At the top, the name of the Republic of Algeria is written in Arabic. Besides, information about the book title, the school year, and the publishing house are mentioned.

Four pictures are found on this page. The first picture represents Mohamed Dib, who is a famous Algerian novelist, poet, and playwright. The second picture shows a prominent landmark in Tlemcen (Algeria). The third picture represents a charity group, 'Ness el Khir.' The fourth picture shows the Big Ben tower. The pictures are related to the book sequence themes.

The back page is almost empty of any linguistic and visual elements. At the bottom, book price, year of publication, the serial number, the publishing house, and the sign of ONPS are found.

The book's first page contains the People's Democratic Republic of Algeria and the Ministry of National Education in both languages, i.e., Arabic and English. In the middle, we find the book's title and the school year, which are centred. Under them directly, the writers' names are

mentioned. Finally, the symbol of the publishing house is found at the bottom.

The second page involves a foreword written in Arabic. The writers intend to explain the three main objectives students are supposed to accomplish and the essential aim of learning how to use the English language ideally. Besides, the writers focus more on improving the sense of citizenship.

The following five pages consist of: 'My Book Map,' 'My Course Book Presentation,' and 'Presentation of a Sequence.' The first one is a detailed description of the book sequences. It contains a panoramic table which is divided into three columns. One is for the names of the sequences, one is for the communicative objectives, and one is for the linguistic goals. Furthermore, 'My Course Book Presentation' is the same as the table of content. It contains four sequences which are presented in two pages. Finally, 'Presentation of a Sequence' presents examples for each part in a sequence.

The 121 following pages (from page 09 to page 130) are devoted to the textbook content. The content is made up of three sequences which will be analyzed lately.

Pages 131, 132, 133 represent 'My Third Irregular Verbs List. The list is a follow to the first and the second lists presented in books 2 and 3. The list is distributed in a table divided into three columns: one for verbs in the infinitive, one for the conjugated verbs in the simple past, and the last one is for the past participle.

The following eight pages (from page 134 to page 142) are devoted to 'My Trilingual Glossary.' Words are ordered alphabetically. The glossary is presented in a panoramic table composed of three columns: the first column contains the English words. The second one includes translating each English word into Arabic. The last one is for the French translation.

The final page (page 143) consists of the English vowels, consonants, and phonetic symbols. Vowel sounds are presented separately from consonant sounds. Each sound is described by its phonetic symbol and one example for better illustration.

‘My Book of English year 4’ targets students who have been exposed to English for three years, and they acquire national and universal values. The book tends to refine previously acquired knowledge and prepare students for a smooth transition to secondary school (Teacher's Guide, 2019). Besides, the book is made up of three sequences. Their themes; according to Teacher's Guide writers; are seeking to develop learners' knowledge about:

"- historical, literary, and artistic figures (famous people). Monuments and tourist attractions.

-life experiences of successful and influential people.

-the exercise of citizenship through charity work (philanthropy). Getting to know other cultures through food and international dishes.” (2019, p.05)

Each sequence in the book shares the same pattern with other sequences. It is divided into twelve sub-sequences. They are designed to allow learners to develop the four skills in addition to the skills mentioned above. The last sub-sequence is intended to prepare students for their BEM exams. It contains samples of texts and activities similar to those in the official English BEM exam.

It is noticed that the book emphasizes heavily on linguistic elements, long texts, grammar, and phonetic rules. The book's first objective is to help students improve their writing and speaking skills (Teacher's Guide, 2019). However, the book is almost empty from visual representations such as pictures and illustrations comparing with the other three books.

To summarize, the following table involves the main elements of book four:

Table 3.4: General Description of the Fourth Year Textbook

General Description of Third Year Textbook	
The Title	My Book of English
Learners' Age	14 – 15 years old
Number of pages	143
Sequences	Me, Universal Landmarks and Outstanding Figures in History, Literature and Arts / Me, My Personality and Life Experience / Me, My Community and Citizenship
Writers' Names	Tamrabet Lounis – Chenni Abdelfateh – Smara Abdelhakim –Boukri Nabila – Chenni Dallel
Publishing House	CASBAH Editions

Table 3.4: General Description of the Fourth Year Textbook

2.2. Teachers' Questionnaire

Questionnaires are essential tools in any scientific research. Brown (2001, p.06) defines them as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers." Questionnaires are commonly used because researchers can collect a considerable amount of information in a short period. In this context, Gillham (2007, pp.5-8) summarizes the main advantages of the use of questionnaires:

- “-low cost in time and money;
- easy to get information from a lot of people very quickly;
- respondents can complete the questionnaire when it suits them;

- analysis of answers to closed questions is straightforward;
- less pressure for an immediate response;
- respondent's anonymity;
- lack of interviewer bias;
- standardization of questions (but of structured interviews);
- can provide suggestive data for testing a hypothesis."

The questionnaire should be designed very carefully because their "appearance [...] is vitally important. It must look easy, attractive and interesting rather than complicated, unclear, forbidding and boring" (Cohen, Manion & Morrison, 2005, p.358). Furthermore, Dorney (2005, pp.16-17) identifies five main steps to follow to design a good questionnaire. The steps are as follow:

1. Deciding on the general features of the questionnaire, such as the length, the format, and the main parts.
2. Writing practical items/questions and drawing up an item pool
3. Selecting and sequencing the items.
4. Writing appropriate instructions and examples.
5. Piloting the questionnaire and conducting item analysis.

The steps show how the design of the questionnaire is sensible and needs the effort to obtain a credible research instrument.

2.2.1. Aim of the Questionnaire

It is crucial to thoroughly investigate teachers' awareness and attitudes to support the findings from analyzing the four middle school textbooks in multiple intelligences theory. In this context, McGrath (2002, p.20) claims that "the fact that teachers are the mediators between published material [textbooks] and learners, and can choose to work with its intentions or undermine them, is a good reason for not only listening to what they have to

say...but actively researching their views". The questionnaire aims at checking Algerian MS teachers' awareness of the theory since they are the intermediaries between textbooks' objectives and learners. It also revolves around investigating teachers' attitudes towards the actual integration of MIT in second-generation textbooks.

2.2.2. Validating and Piloting the Questionnaire

First, the questionnaire was validated by the supervisor to check its construct validity, content validity and face validity.

Piloting the questionnaire is an essential step in designing a good instrument. It is "an important means of assessing the feasibility and usefulness of the data collection methods and making any necessary revisions before they are used with the research participants" (Mackey & Gass, 2005, p.43). According to Dorney (2003, p.64), the questionnaire is always piloted before its administration of the questionnaire, and it helps to check:

- Whose wording may be ambiguous;
- Which are too difficult for the respondent to reply to;
- which may, or should be, eliminated because, contrary to the initial expectations, they do not provide any unique information or because they turn out to measure something irrelevant;
- which - in the case of open-ended questions - are problematic to code into a small set of meaningful categories.

In the same vein, it is crucial to distribute the questionnaire "to a group of teachers or learners who are similar to the group that will be surveyed" (McKay, 2008, p.41) to make the questionnaire more reliable, feasible, and valuable. McKay (ibid) adds that the pilot study aims "to find out what

problems exist in the clarity of the directions and which items might be confusing or difficult."

Based on the importance of the pilot study, the questionnaire was administered to six (06) teachers via E-mails and Facebook Messenger subsequently after the supervisor's validation. The teachers' feedbacks helped in reformulating many questions in terms of ambiguity, feasibility and attractiveness, as showed below:

Teachers' Feedback

- most of the questions were reformulated for more clarity and attractiveness;
- many other questions that investigate teachers' views were added to get more insightful results;
- many dichotomous questions were collected together and changed to the Likert five-point Scale;
- definitions of key terms such as MI Profiles of learners and teachers were added for more clarity;

After the pilot study, the final version of the questionnaire was validated by the supervisor before putting it in Facebook Teaching Groups and E-mails.

2.2.3. Description of Questionnaire

The semi-structured questionnaire was addressed to middle school teachers of English as a foreign language. Due to the Covid-19 pandemic, it was impossible to distribute the questionnaire hand by hand to teachers. For that reason, the researcher chose to put it in Social Media Educational groups (Facebook) and asked middle school teachers to answer it. Besides, it was sent by E-mails to some researcher's colleagues. Consequently, the research sample was composed of sixty (60) Algerian middle school teachers.

The questionnaire included thirty-three (33) questions, which vary in terms of their types: open-ended questions, dichotomous questions, one question in the form of multiple choices answers, and closed-ended questions. They are grouped based on their objectives and ordered into four (04) sections: personal information and teaching experience, teachers' awareness and familiarity of multiple intelligences theory, teachers' views of middle school textbooks in terms of MIT, teachers' further suggestions, and comments.

'Personal Information and Teaching Experience' is the first section which aims at gathering information about the educational and the professional profile and the place where the participants work. Moreover, the first two questions are also designed to collect information about teachers' professional development.

'Teachers' Awareness and Familiarity of Multiple Intelligences Theory' is the second section. Its objective is to examine teachers' perceptions about MIT. The section is made up of 15 questions. They are arranged from general questions to specific ones.

Furthermore, the third section is entitled 'Teachers' Views of Middle School Textbooks in terms of MIT.' It aims at investigating teachers' opinions about the four textbooks and to what extent MIT is implemented. This section includes 14 questions organized on the Likert five-point Scale. The reason behind choosing this type is that the rating scale in investigations that search for views and opinions is advisable (Cohen et al., 2009).

Finally, the questionnaire is ended up by a section called 'Further Suggestions and Comments.' This section is designed to give respondents a free space to add any comment or suggestion that would be helpful in the research.

3. Data Analysis

It is essential to give insights about how the collected data were analyzed and evaluated. As was mentioned in the research design, the qualitative and method was used in this study. Qualitative data were obtained from evaluating the four current middle school textbooks and from the semi-structured questionnaire.

3.1. Analysis of Textbooks

The research aimed to evaluate the textbooks in the light of the theory of Multiple Intelligences. Therefore, the sequences in the four analyzed textbooks are divided into sections (sub-sequences). Those sections are named nearly the same in all the textbooks. There are slight differences: in book 1, we find the section of My Pictionary, whereas, in books 2 and 3, the previous section is replaced by I Read for Pleasure section. Besides, many sub-sequences will not be included because they do not embed any activity. For instance, I Pronounce, My Grammar Tools, I Play, I Enjoy, I Get Ready for my BEM Exam are sections that will not be under examination. Moreover, in some sections, the activities are related directly to each other in some ways. Hence, we consider a whole one section as one activity to facilitate data collection and avoid redundancy.

Using a checklist is necessary in conducting the research because it offers a very economical and systematic way to ensure all relevant items are considered for analysis and evaluation (Cunningsworth, 1995; McGrath, 2002). Many checklists based on MIT were proposed (Botelho, 2003; Estaji & Nafisi, 2014; Ibragimova, 2011). Yet, they all share nearly the same principles. Therefore, EBadi & Beigzede's checklist (see Appendix 01) was used as a Textbook Evaluation Tool (TET) because it involves descriptions

and illustrations for all the eight intelligences types. At the same time, a sample of activities caters for those types.

Each textbook was evaluated separately. Activities in every single sequence were analyzed based on the checklist, and then intelligences types were identified. It was noted that many activities cater for more than two intelligences types (two or three types). In this case, all the types were taken into consideration.

Then, the obtained results from the evaluation were distributed in tables and bar charts by using the Descriptive Statistical Method, which facilitates showing the obtained numbers and percentages. The results that represent each intelligence type were described separately. As a result, linguistic intelligence, for instance, was evaluated solely in every single textbook.

After that, the results of each textbook were summed to identify the MI Profile of books one, two, three, and four. This profile involves the combination of the eight intelligences types and how they are presented. Later, the MI Profiles of the four textbooks were compared to find out the most and the least common types in those books.

3.2. Analysis of the Teachers' Questionnaire

Two principal analysis approaches are used in analyzing the data gathered from the teachers' questionnaire: qualitative analysis tool and quantitative analysis tool. As for the former, the Thematic Analysis is the appropriate approach for this part. Boyatzis (1988) defines it as "a method for identifying, analyzing, and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail. However, it also often goes further than this and interprets various aspects of the research topic" (Boyatzis, 1988, cited in Braun & Clarks, 2006, p.06). This approach was used to analyze the semi-structured questions.

The Descriptive Statistical Method (Bell, 1988) was the second analysis approach used in this study. The closed-ended questions and dichotomous questions were analyzed through this approach, and the obtained findings are presented in number and percentages. Consequently, bar charts will help show clearly the results and make them easy to read.

Conclusion

This chapter aimed at presenting the qualitative method, which was the used approach that combines the two used research tools. Each instrument served one angle of the study. Evaluating textbooks based on the theory of multiple intelligences was adopted because it offers new textbook evaluation techniques that focus on learners' potentials and needs. Furthermore, the questionnaire was designed to gain insights into middle school teachers' perceptions and attitudes towards MIT and its integration in second-generation textbooks.

Chapter Four

Textbooks Evaluation in the Light of Multiple Intelligences Theory

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Chapter Four

Textbooks Evaluation in the Light of Multiple Intelligences Theory

Introduction

After determining the followed methodologies in this research, it is crucial to present the findings obtained from the evaluation of the Algerian English middle school textbooks in the light of Multiple Intelligences theory. Therefore, this chapter aims at analysing and discussing the main results. It starts with examining the incorporation of MIT in the four textbooks. Each intelligence type is presented with every single book. Then, a detailed description of multiple intelligences profiles of the four textbooks is interpreted. The chapter ends with discussion about the main findings including an insightful image of how MIT is integrated.

1. Multiple Intelligences Theory in Middle School Textbooks

The study's main aim was to evaluate the middle school textbooks in the light of multiple intelligences theory. One of the essential principles of MIT was to “allow for a balanced, an equitable, and suitable MI-friendly set of [textbook] activities for learning” (Pitchard, 2009, p.36). the obtained results will be represented in the following part.

1.1. Linguistic/Verbal Intelligence

It is worth mentioning that a linguistically competent person is the person who can use competently the language structure, where to put the chosen structure, and in what context (Armstrong,2009). Based on that, many activities types can cater for linguistic intelligence, for instance, read texts, listen to stories and dialogues and word games. In this part, the obtained findings from analyzing the four middle school textbooks activities that cater for linguistic intelligence will be displayed in figures.

1.1.1. Book One

The textbook comprises five sequences and one hundred eleven (111) activities in all. In the first sequence, sixteen from nineteen activities represent linguistic intelligence with a percentage of 84%. In the second sequence, twenty-two from twenty-seven activities caters for linguistic intelligence with a ratio of 81,5%. Besides, linguistic intelligence is represented in nineteen from twenty-three activities in the third sequence with a percentage of 82,6%. Moreover, eighteen activities in the fourth sequence cater for linguistic intelligence with a rate of 78,3%. Finally, the fifth sequence involves eighteen activities from nineteen that cater for linguistic intelligence with a percentage of 94,7%. Figure 4.1 shows the results.

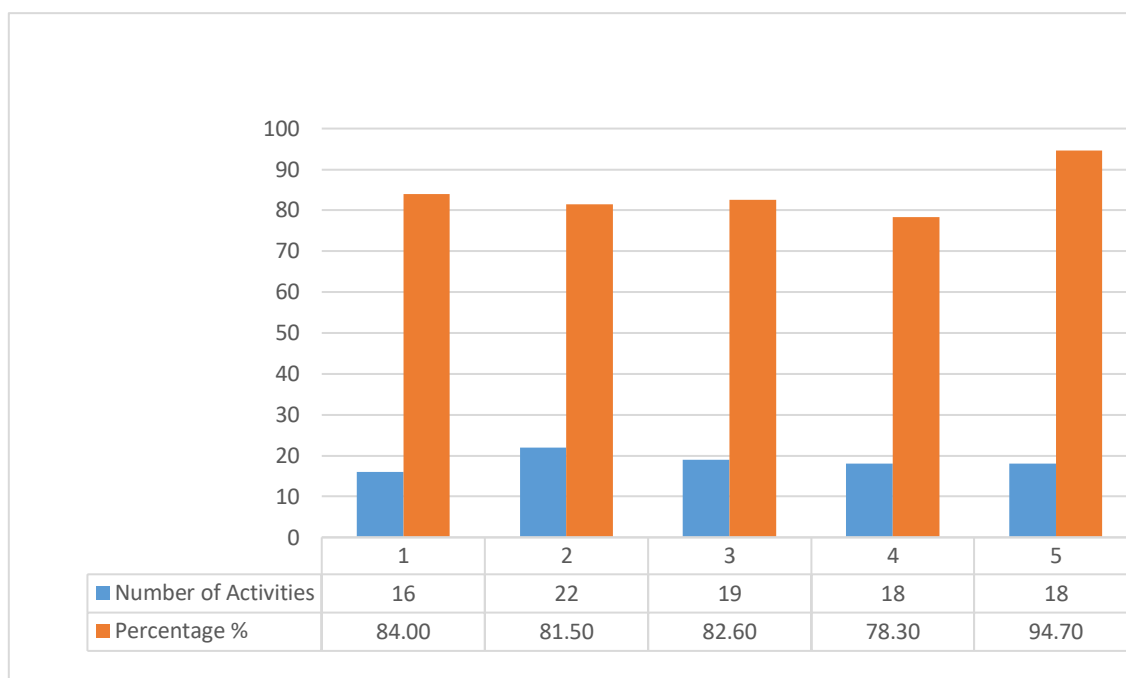


Figure 4.1: Representation of Linguistic Intelligence in Book One

As shown in the figure, linguistic intelligence is addressed in high rates and by a total of ninety-three activities from one hundred-eleven. Therefore, almost all the activities in book 01 cater for linguistic intelligence. There is a balance in distributing the linguistic intelligence occurrence in the five sequences because the ratios are between 78% to 94%.

1.1.2. Book Two

The textbook includes four sequences and 265 activities. In the first sequence (Me, my friends and my family), sixty-five (65) activities from seventy-one (71) cater for linguistic intelligence with a percentage of 91,5%. Moreover, forty-five (45) activities from fifty-two (52) in the second sequence (Me and my shopping) represent linguistic intelligence with a percentage of 91,5%. Furthermore, forty-eight (48) activities from sixty-one (61) cater for linguistic intelligence with a rate of 78,7% in the third sequence (Me and my health). Finally, sixty (60) activities from eighty-one (81) cater

for linguistic intelligence with a percentage of 74,1% in the last sequence (Me and my travels). The following figure illustrates the results.

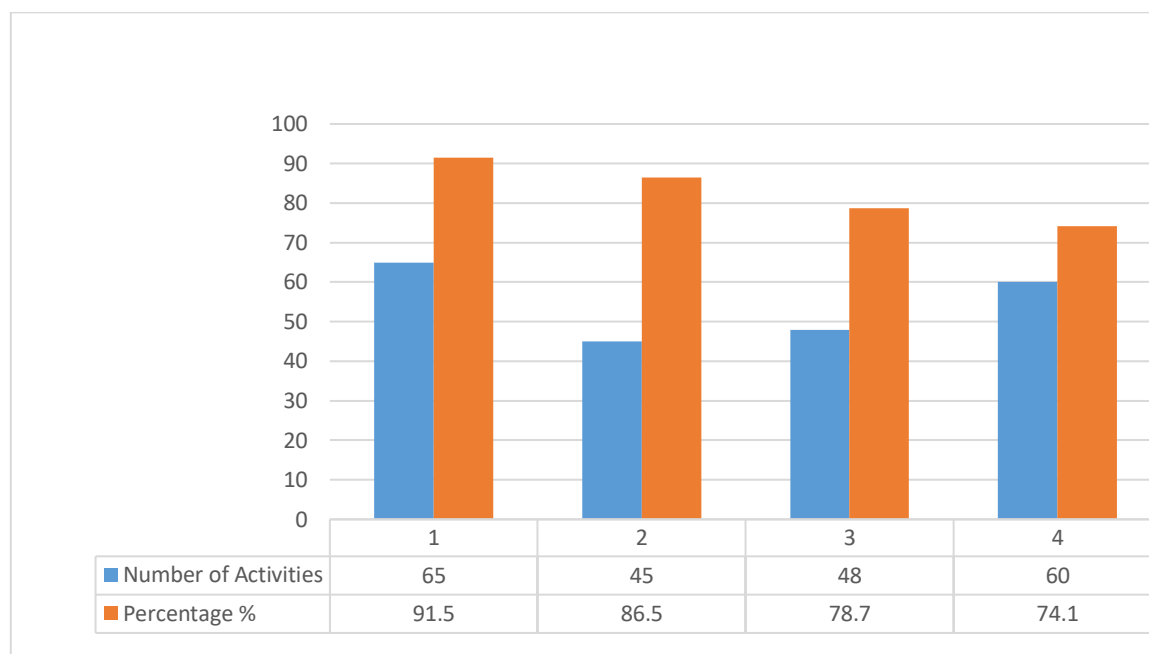


Figure 4.2: Representation of Linguistic Intelligence in Book Two

As presented in the figure, linguistic intelligence is incorporated with high ratios, and by a total of 218 activities from 265. This indicates that most activities cater for linguistic intelligence, and the occurrence distribution of the linguistic type is balanced between the four sequences. The occurrence ratios are between 74% and 91%.

1.1.3. Book Three

‘My Book of English book 03’ comprises four sequences and 279 activities in all. The first sequence (Me, my abilities and my interests) contains seventy-eight (78) activities. Just sixty (60) activities cater for linguistic intelligence with a percentage of 76,9%. Then, the second sequence (Me and lifestyle) involves sixty-eight (68) activities. Forty-five (45) of them represent linguistic intelligence with a percentage of 66,2%. Next, forty-five (45) activities from fifty-two (52) cater for linguistic

intelligence with a ratio of 86,5% in the third sequence (Me and the scientific world). Last, the linguistic intelligence in the fourth sequence (Me and my environment) is represented in sixty-three (63) activities from eighty-one (81) with a percentage of 77,8%. The following figure demonstrates the findings.

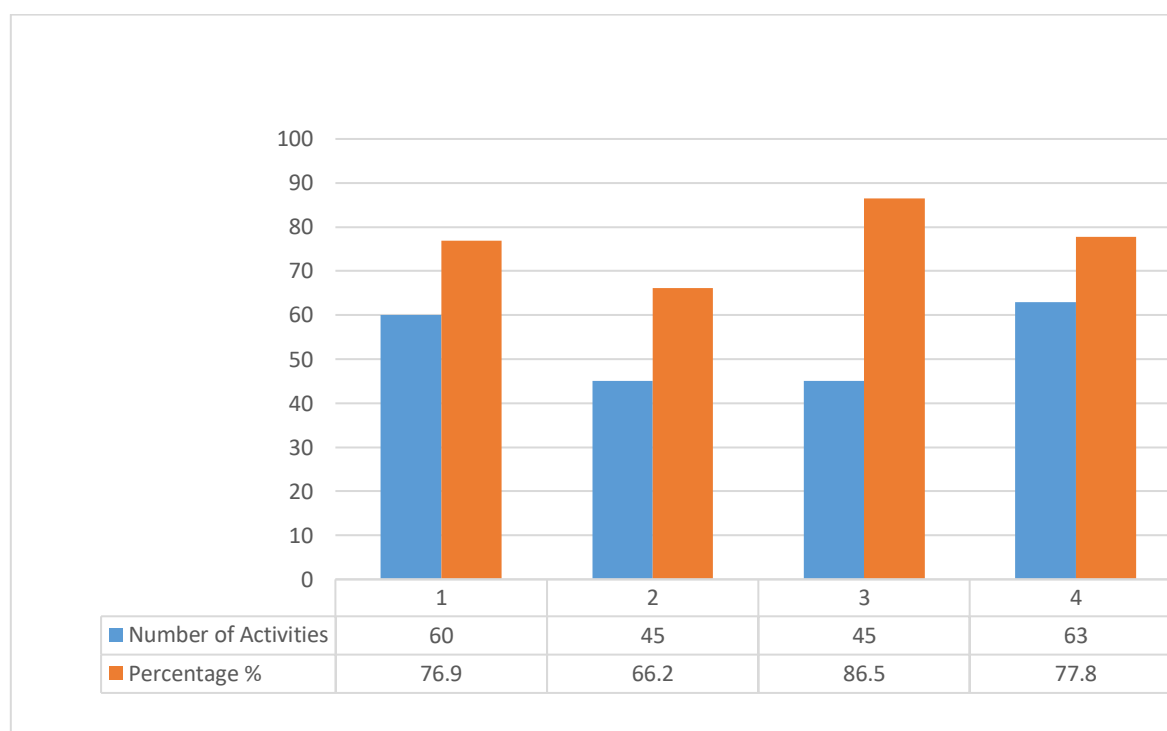


Figure 4.3: Representation of Linguistic Intelligence in Book Three

The results indicate that linguistic intelligence is highly represented in book 03, with 213 acts from 279. The occurrence ratios fluctuate between 66% and 86%. Besides, the results manifest a balance in the distribution of activities that cater for linguistic intelligence.

1.1.4. Book Four

The textbook comprises only three (03) sequences and 369 activities. In the first sequence (Me, universal landmarks and outstanding figures in history, lit and arts), eighty-five (85) activities from one hundred-three (103) catered for linguistic intelligence with a percentage of 82,5%. In the second

sequence (Me, my personality and life experience), one hundred-eleven activity (115) from one hundred twenty-six (126) catered for linguistic intelligence with a percentage of 91.3%. Finally, one hundred twenty-five (125) activities from one hundred forty (140) in the third sequence (Me, my community and citizenship) catered for linguistic intelligence with a percentage of 89,9%. The figure below displays the findings.

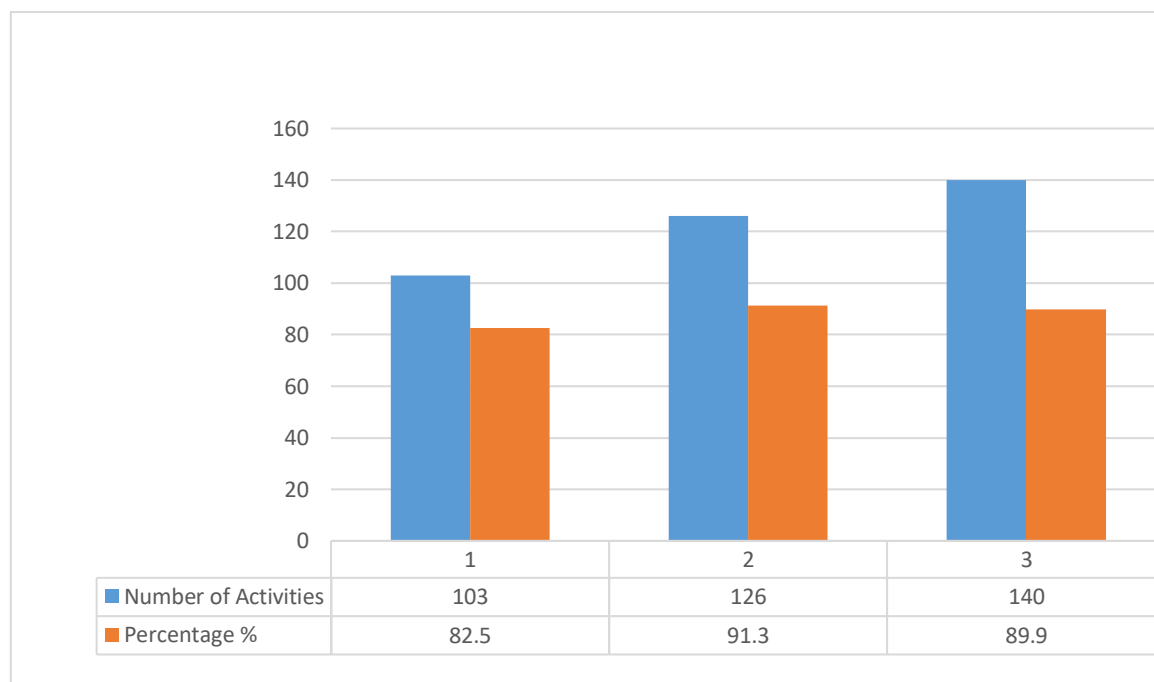


Figure 4.4: Representation of Linguistic Intelligence in Book Four

The results indicate that there is a balance in the distribution of activities that cater for linguistic intelligence. The ratios are high between 82% and 91%. 325 activities from 369 represent linguistic intelligence.

The analysis of the four textbooks revealed that linguistic/verbal intelligence is highly defined in them and by high rates. Moreover, all the four books share the same distribution occurrence of the activities catering for linguistic intelligence. Consequently, they are balanced in a way that helps learners improve their abilities in linguistic intelligence.

1.2. Logical/Mathematical Intelligence

Logical intelligence refers to the ability to think inductively and deductively, criticize and analyze, and use well the mathematical tools (numbers, Geometry, Algebra). In this context, many activities types can enhance logical intelligence such as; calculation, match, classification, prediction and solution of problems. The results obtained from the analysis of the four books are as follows:

1.2.1.Book One

The textbook includes five (05) sequences and 111 activities. In the first sequence (MY, my friends), nine (09) activities from nineteen (19) cater for logical intelligence with a percentage of 47%. In the second sequence, eleven (11) activities from twenty-seven (27) represent logical intelligence with a rate of 40,7%. Besides, five (05) activities from twenty-three (23) incorporate logical intelligence with a percentage of 21,7% in the third sequence. In the fourth sequence, six (06) activities from twenty-three (23) include logical intelligence with a rate of 26,1%. Finally, only five (05) activities from nineteen (19) cater for logical intelligence with a percentage of 26,3%.

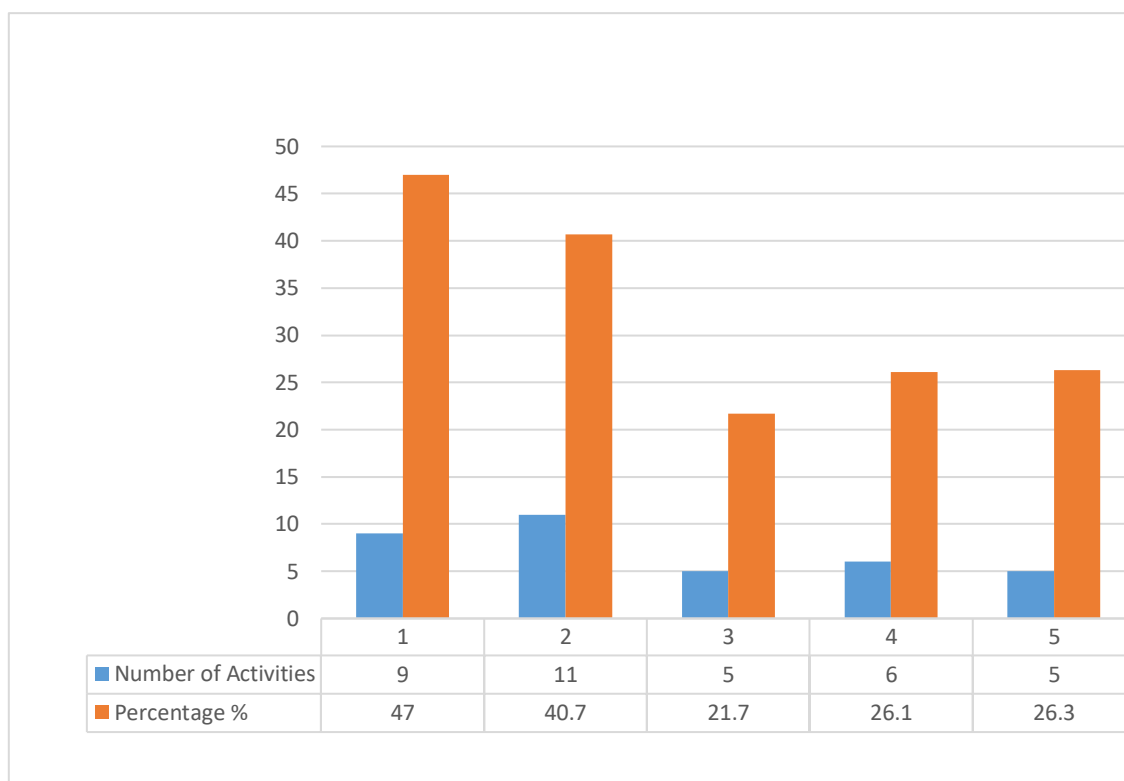


Figure 4.5: Representation of Logical Intelligence in Book One

Results revealed that the logical intelligence in book 01 is represented with low rates (21% and 47%) by a total of thirty-six (36) activities from one hundred-eleven (111). Besides, it is noticed that the two first sequences have nearly the same rate, whereas it differs from the other three rates. Consequently, the percentages of the first two sections are lower than the remaining others. This indicates that there is a vivid dis-balance of activities that cater for logical intelligence.

1.2.2.Book Two

The textbook comprises four (04) sequences and two hundred sixty-five (265) activities in all. In the first sequence, only nine (09) activities from seventy-one (71) cater for linguistic intelligence with a percentage of 12,7%. Then, six (06) activities from fifty-two (52) incorporate linguistic intelligence with a ratio of 11,5% in the second sequence. Next, it was found

that nine (09) activities from 61 cater for logical intelligence with a percentage of 09,9% in the fourth sequence. The figure displays the results for more illustration.

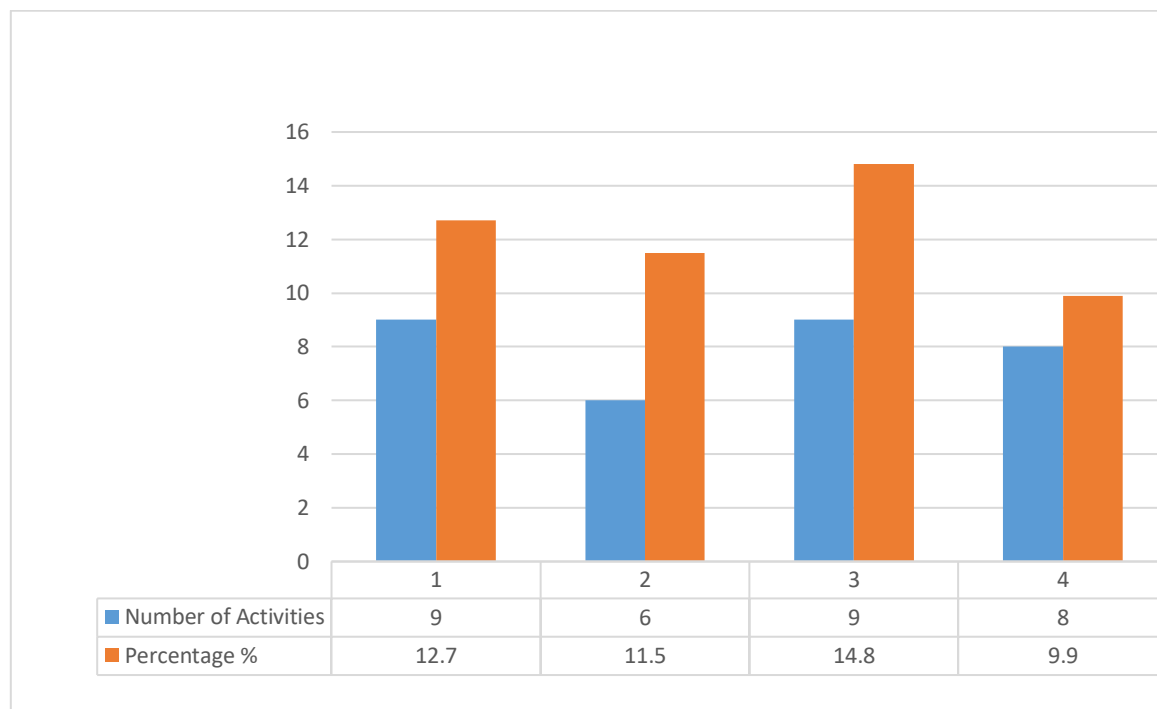


Figure 4.6: Representation of Logical Intelligence in Book Two

The findings revealed that logical intelligence is represented with low ratios (between 9% and 14%) and a total number of thirty-two (32) activities from 265. Consequently, there is no real integration of logical intelligence in book 02. Moreover, it was noticed that the activities that cater for logical intelligence are distributed similarly on the four sequences.

1.2.3. Book Three

The textbook includes four (04) sequences and 279 activities in all. In the first sequence, only ten (10) activities from seventy-eight (78) incorporate the logical intelligence with a percentage of 12,8%, whereas in the second sequence, seven (07) activities from sixty-eight (68) cater for the logical intelligence with a rate of 10,3%. Furthermore, only seven (07)

activities from fifty-two (52) represent the logical intelligence in the third sequence with a percentage of 13,5%. Finally, the logical intelligence is represented in ten (10) activities from eighty-one (81), with 12,3 % in the third sequence.

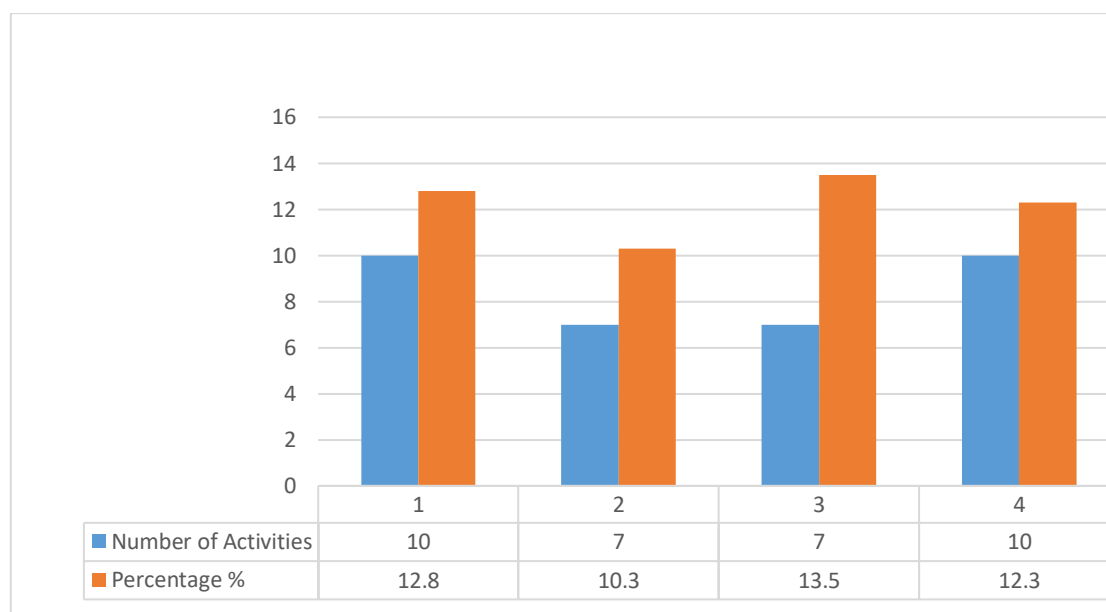


Figure 4.7: Representation of Logical Intelligence in Book Three

It was found that the incorporation of logical intelligence is weak in textbook 03. The incorporation is represented with low rates (between 10% and 13%) and a total number of thirty-four (34) activities from 279. Besides, there is a balance in the distribution of activities that cater for logical intelligence in the four sequences.

1.2.4. Book Four

The textbook comprises three (03) sequences and 369 activities. Results show that the first sequence involves six (06) activities from one hundred three (103) that cater for logical intelligence with a percentage of 05,8%. Besides, only eight (08) activities from one hundred twenty-six (126) represent logical intelligence with a rate of 06,3% in the second sequence. In the last sequence, thirteen (13) activities from one hundred forty (140) cater

for logical intelligence with a percentage of 09,3%. The following figure displays the results.

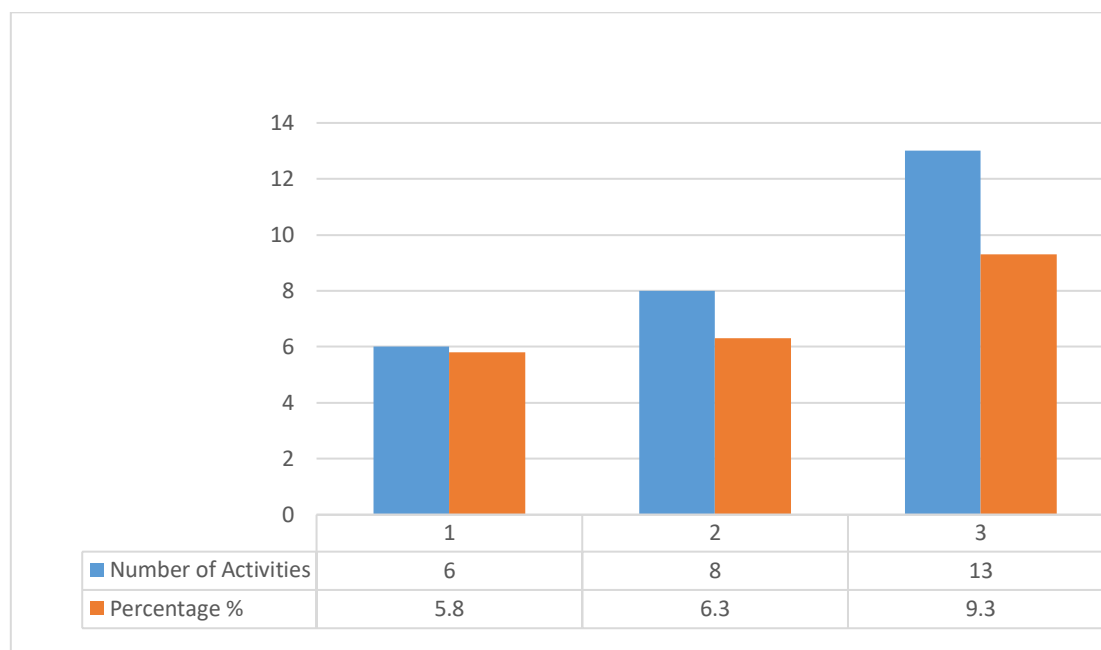


Figure 4.8: Representation of Logical Intelligence in Book Four

The findings revealed that logical intelligence is represented with very low percentages (between 05% and 09%) and a total of twenty-seven (27) activities from 369. The distribution of activities that cater for logical intelligence is balanced in the three sequences.

It was unveiled that logical intelligence is represented with low percentages through analyzing the four textbooks, especially the fourth book, whose rates were very low. This indicates that there is no real incorporation of activities that cater for logical intelligence. Besides, when referring to the way activities were distributed, results show that it is balanced.

1.3. Interpersonal Intelligence

Interpersonal intelligence represents the ability humans possess and helps them learn how to deal with relationships and incorporate them to solve life problems. Generally, people who own this intelligence type have good

social relations. There are plenty of activities that cater for interpersonal intelligence, for instance, group/ pair work, cooperative discussions, group brainstorming.

In the following part, the results gathered from analyzing the MS textbooks activities that incorporate the interpersonal intelligence will be displayed and discussed.

1.3.1. Book One

The textbook comprises five (05) sequences and 111 activities. From the total number of activities (111), only twenty-one (21) activities cater for the interpersonal type with a percentage of 18,9%. More details will be presented about the results of each sequence separately.

In the first sequence, seven (07) activities from nineteen (19) incorporate interpersonal intelligence with a percentage of 37%. In the second sequence, only four (04) activities from twenty-seven (27) cater for interpersonal intelligence with a rate of 14,8%. Besides, interpersonal intelligence is represented in three (03) activities, with 13% in the fourth sequence. Finally, the fifth sequence involves only two (02) activities from nineteen (19), with 10,5%. The following figure illustrates the findings briefly.

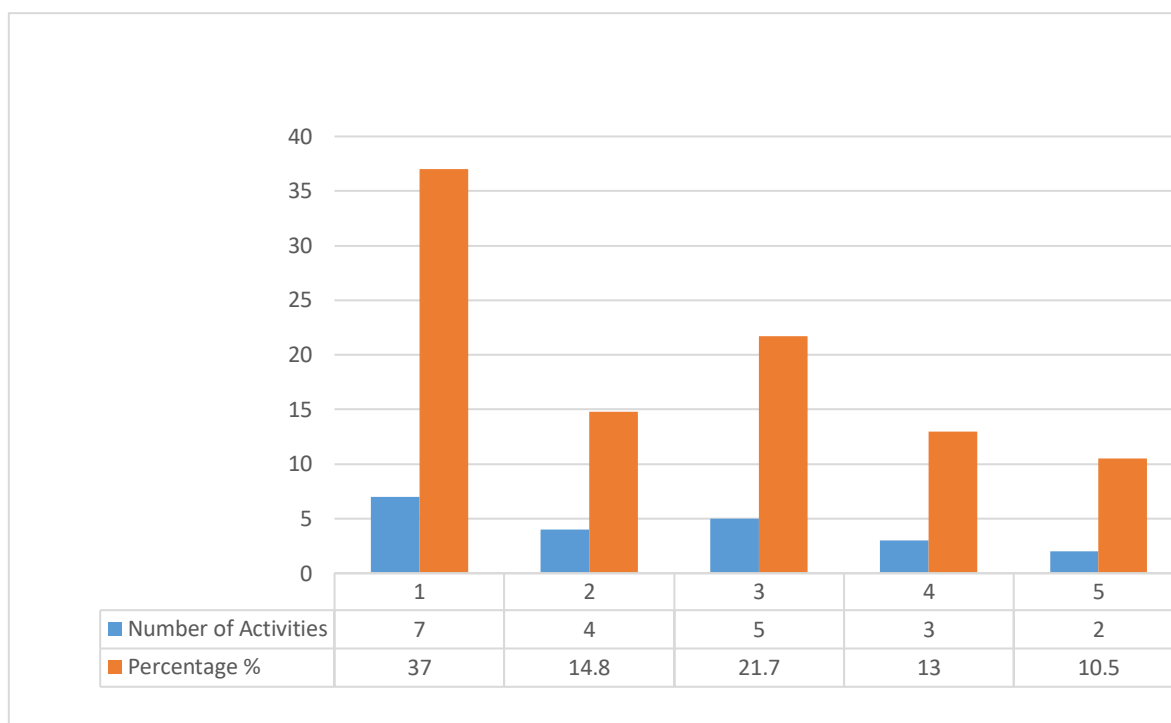


Figure 4.9: Representation of Interpersonal Intelligence in Book One

The results unveiled slight incorporation of interpersonal intelligence in textbook 01 and different ratios (between 10% and 37%). It was noticed that the first sequence comprises an enormous number of activities that cater for the interpersonal intelligence regarding the other sequences. Besides, the distribution of activities that represent interpersonal intelligence is roughly balanced in the whole textbook.

1.3.2. Book Two

There are four (4) sequences and 265 activities in book 02. Only ninety-seven (97) activities cater for the interpersonal intelligence in the whole book. In the first sequence, twenty-seven (27) activities from seventy-one (71) represent interpersonal intelligence with a percentage of 38%. In the second sequence, sixteen (16) activities from fifty-two (52) incorporate interpersonal intelligence with a rate of 30,8%. Moreover, intelligence is included in twenty-two (22) activities from sixty-one (61) with a percentage

of 36,1% in the third sequence. Thirty-two (32) activities from eighty-one (81) cater for the interpersonal intelligence in the fourth sequence with a percentage of 39,5%.

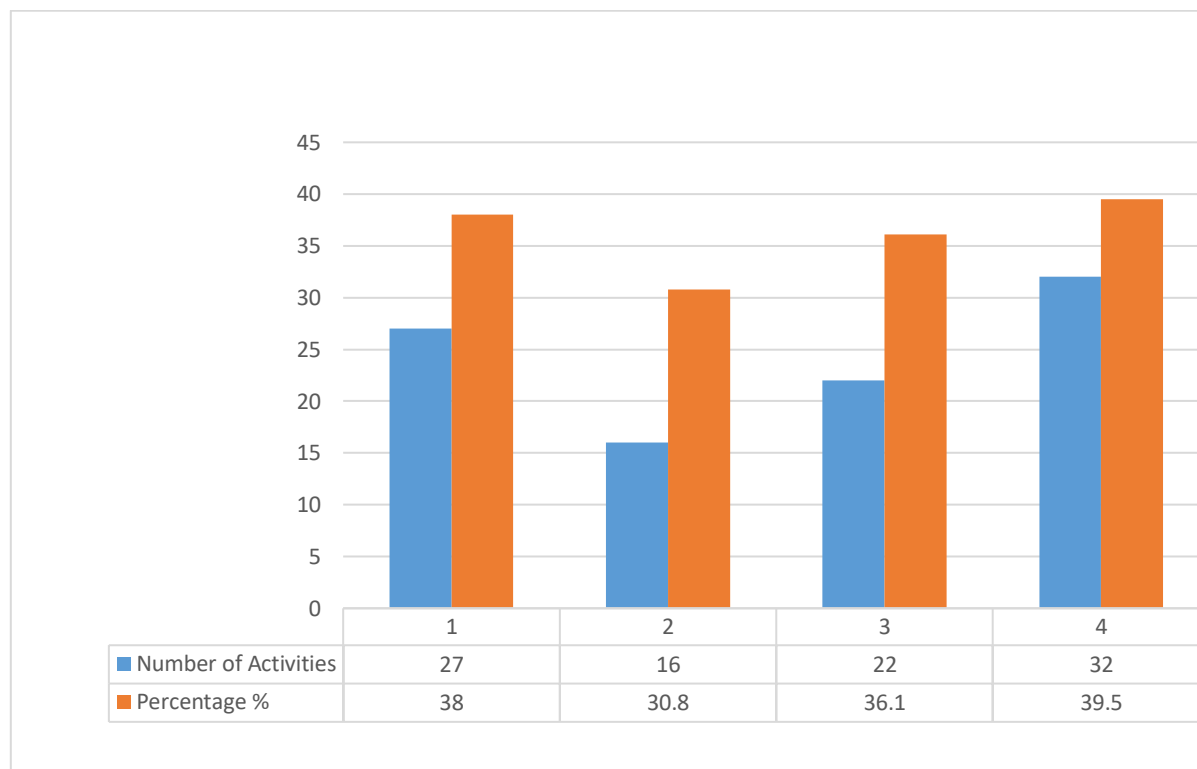


Figure 4.10: Representation of Interpersonal Intelligence in Book Two

The findings revealed that interpersonal intelligence is represented with a medium average (rates fluctuate between 30% and 39%) and with a total number of ninety-seven (97) activities from 365. Furthermore, it was also noted that there is a balance in distributing activities that cater for the whole textbook's interpersonal intelligence.

1.3.3. Book Three

The textbook encompasses four (04) sequences and ninety (90) activities in all. In the first sequence, twenty-five (25) activities from seventy-eight (78) cater for interpersonal intelligence with a percentage of 30,1%. In the second sequence, twenty-six (26) activities from sixty-eight (68) incorporate

interpersonal intelligence with a rate of 38,2%. Moreover, interpersonal intelligence is represented in sixteen (16) activities from fifty-two (52) in the third sequence, and with a percentage of 30,8%. Finally, twenty-three (23) activities from eighty-one (81) represent interpersonal intelligence with a ratio of 28,4% in the fourth sequence. The figure below displays the results.

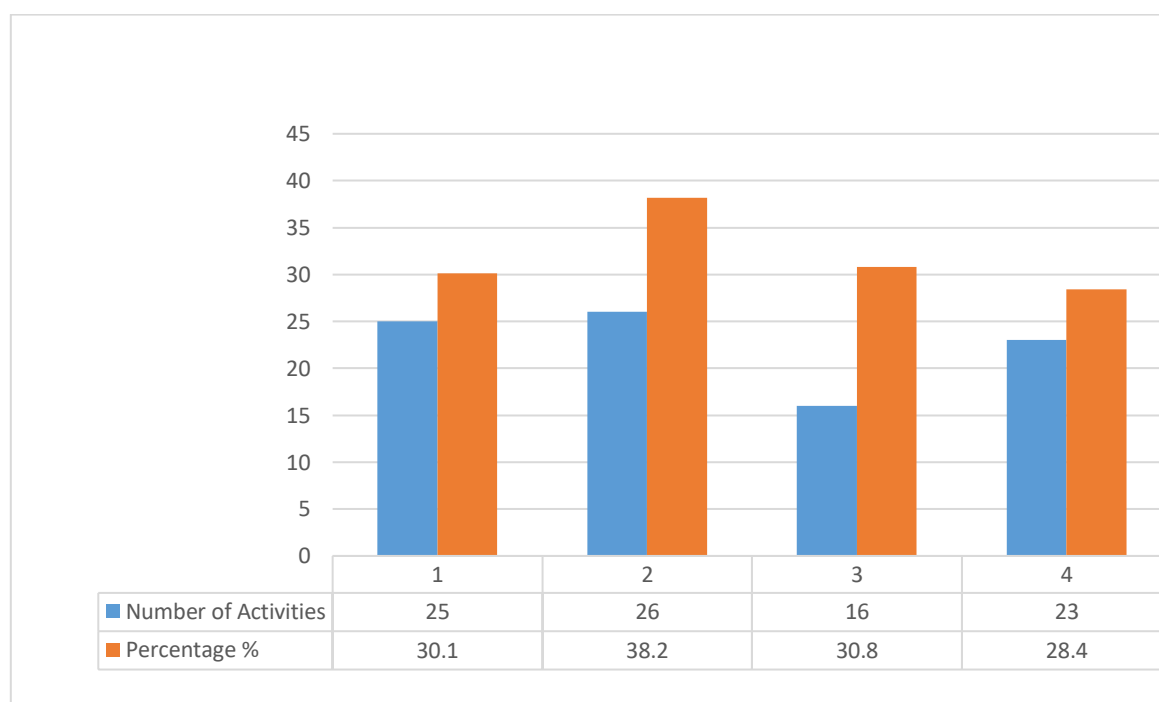


Figure 4.11: Representation of Interpersonal Intelligence in Book Three

It was observed that the textbook contains ninety (90) activities that represent interpersonal intelligence in the four (4) sequences. This intelligence type is incorporated with medium rates (between 28% and 38,4). Based on that, we conclude that there is a rough balance in the integration of interpersonal intelligence in the whole textbook.

1.3.4. Book Four

The textbook contains three (03) sequences and a total number of 369 activities in all. In the first sequence, thirty-one (31) activities from 103 cater for interpersonal intelligence with a percentage of 30,1%. In the second

sequence, forty-eight (48) activities from one hundred twenty-six (126) represent interpersonal intelligence with a rate of 38,1%. Interpersonal intelligence is represented in thirty-eight (38) activities from one hundred forty (140) and with a percentage of 27,1% in the third sequence.

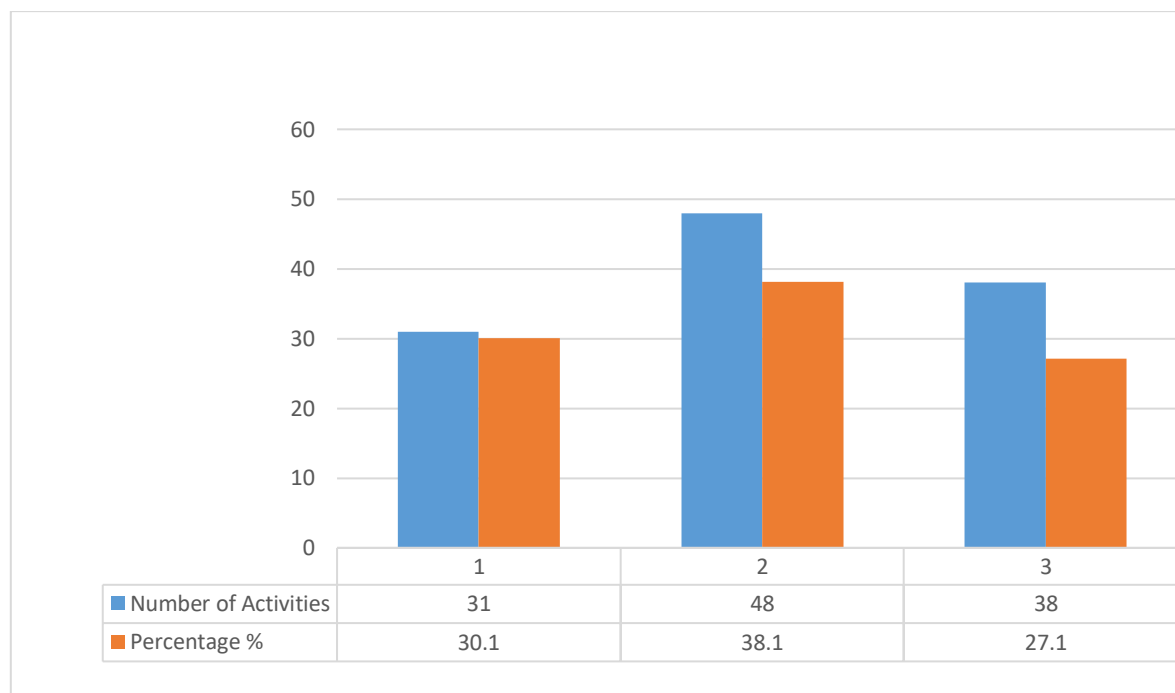


Figure 4.12: Representation of Interpersonal Intelligence in Book Four

It was noted that interpersonal intelligence is incorporated with medium rates (between 27% to 38%). There is a slight difference in the distribution of activities that cater for interpersonal intelligence. Thus, the distribution is almost balanced.

According to the obtained results, interpersonal intelligence is represented in the same way in the second, third, and fourth books (percentages of the incorporation were between 30% and 40%). In contrast, a small number of activities in the first book that catered for interpersonal intelligence are represented in an average way in all the four books.

1.4. Intrapersonal Intelligence

Intrapersonal intelligence refers to the ability to know one's strengths and weaknesses. In language learning, the learners who possess this intelligence type can easily make a self-assessment and can learn alone without the need for external help. In trying to find out how many middle school textbooks activities cater for intrapersonal intelligence, the results of the analysis are as follows.

1.4.1. Book One

The textbook is divided into five (05) sequences and comprises one hundred eleven (111) activities. Each sequence contains a specific number of acts that cater for intrapersonal intelligence. Four (04) activities from 19 represent intrapersonal intelligence, with 21% in the first sequence. In the second sequence, five (05) activities from twenty-seven (27) cater for intrapersonal intelligence with a percentage of 18,5%. Moreover, sequences three and four comprise the same number of activities that cater for intrapersonal intelligence; hence the rates are the same (26,1%). In the fifth sequence, only three (03) activities from nineteen (19) incorporate intrapersonal intelligence with a percentage of 15.8%. Figure 4.13 shows more details.

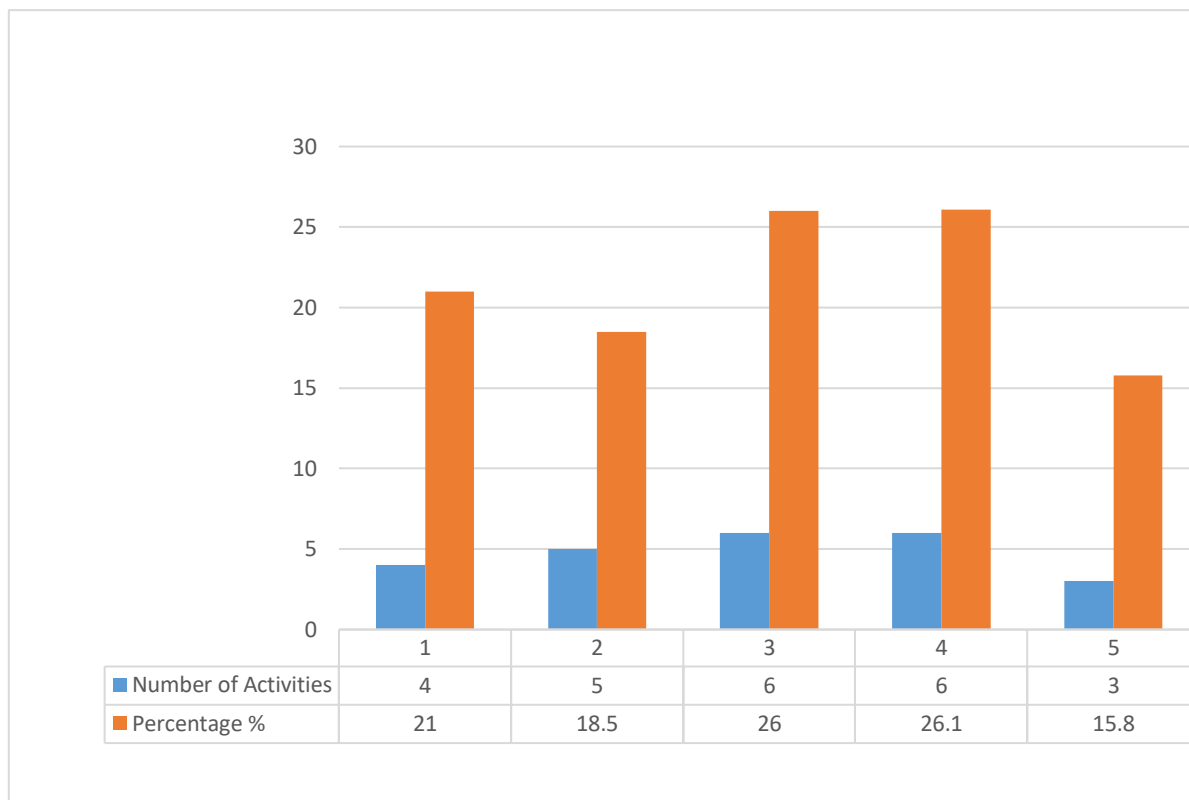


Figure 4.13: Representation of Intrapersonal Intelligence in Book One

It was noticed that intrapersonal intelligence is addressed in average rates (between 16% and 28%). As a result, there is a weak incorporation of intrapersonal intelligence in the whole book. Another observation is that the distribution of activities that cater for intrapersonal intelligence is balanced in all the sequences.

1.4.2. Book Two

The book comprises four (04) sequences and 265 activities. It was found that intrapersonal intelligence is represented by the different number of activities in every single sequence. In the first sequence, fourteen (14) activities from seventy-one (71) cater for intrapersonal intelligence with a percentage of 19,7%. In the second sequence, only seven (07) activities from fifty-two (52) incorporate intrapersonal intelligence with a ratio of 13,5%. Besides, eleven (11) activities from sixty-one (61) cater for intrapersonal

intelligence with a percentage of 18%. Finally, only eight (08) activities from eighty-one (81) represent intrapersonal intelligence with a rate of 9,9% in the last sequence. The following figure illustrates the findings.

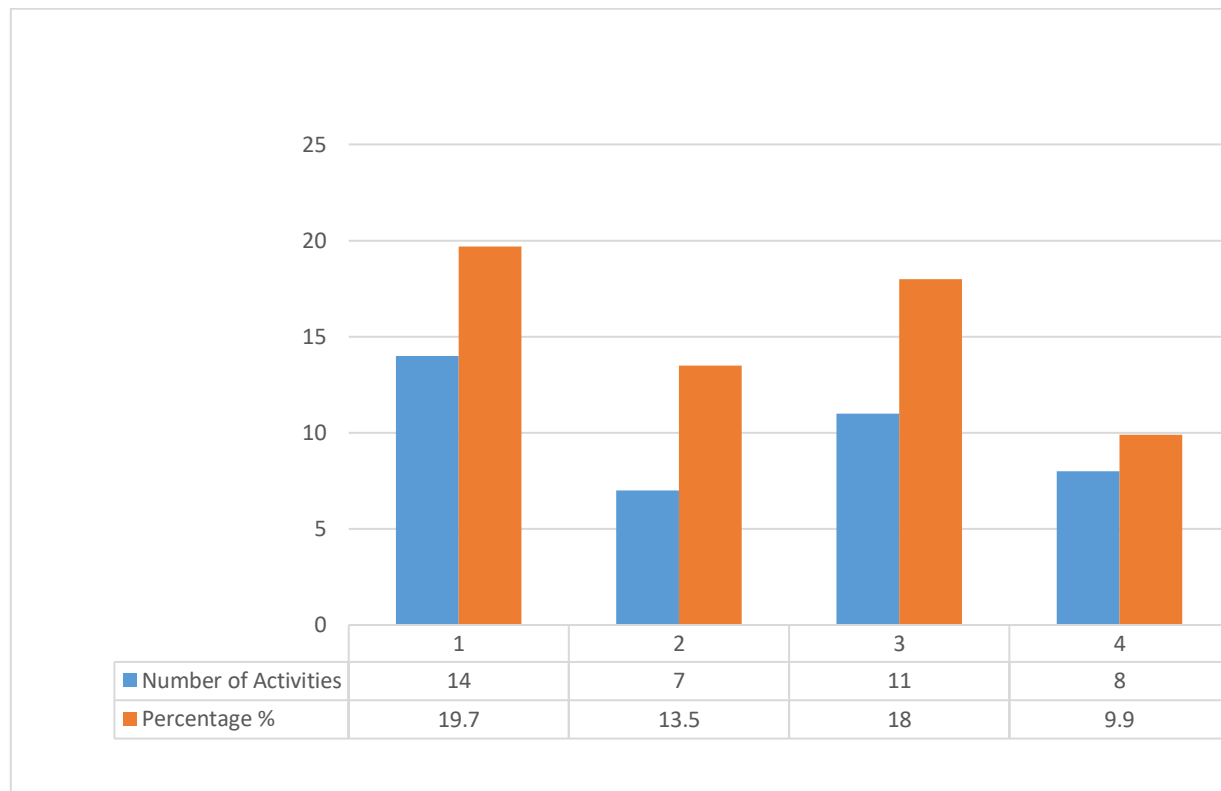


Figure 4.14: Representation of Intrapersonal Intelligence in Book Two

The results unveiled that intrapersonal intelligence is addressed with low rates (between 9% and 19%). Accordingly, a slight integration of the intelligence type is shown in the whole book. Next, the occurrence distribution of activities that cater for the intrapersonal intelligence is roughly balanced.

1.4.3. Book Three

The book contains four (04) sequences and 279 activities in all. The intrapersonal intelligence is represented differently in the sequences. In the first sequence, only seven (07) activities from seventy-eight (78) cater for intrapersonal intelligence with a percentage of 09%. In the second sequence,

twenty (20) activities from sixty-eight (68) incorporate intrapersonal intelligence with a rate of 29,4%. Moreover, eleven (11) activities from fifty-two (52) represent the intrapersonal intelligence in the third sequence with a percentage of 21,2%. Twenty-four (24) activities from eighty-one (81) cater for the intelligence type with a rate of 29,6% in the fourth sequence. The following figure displays the results.

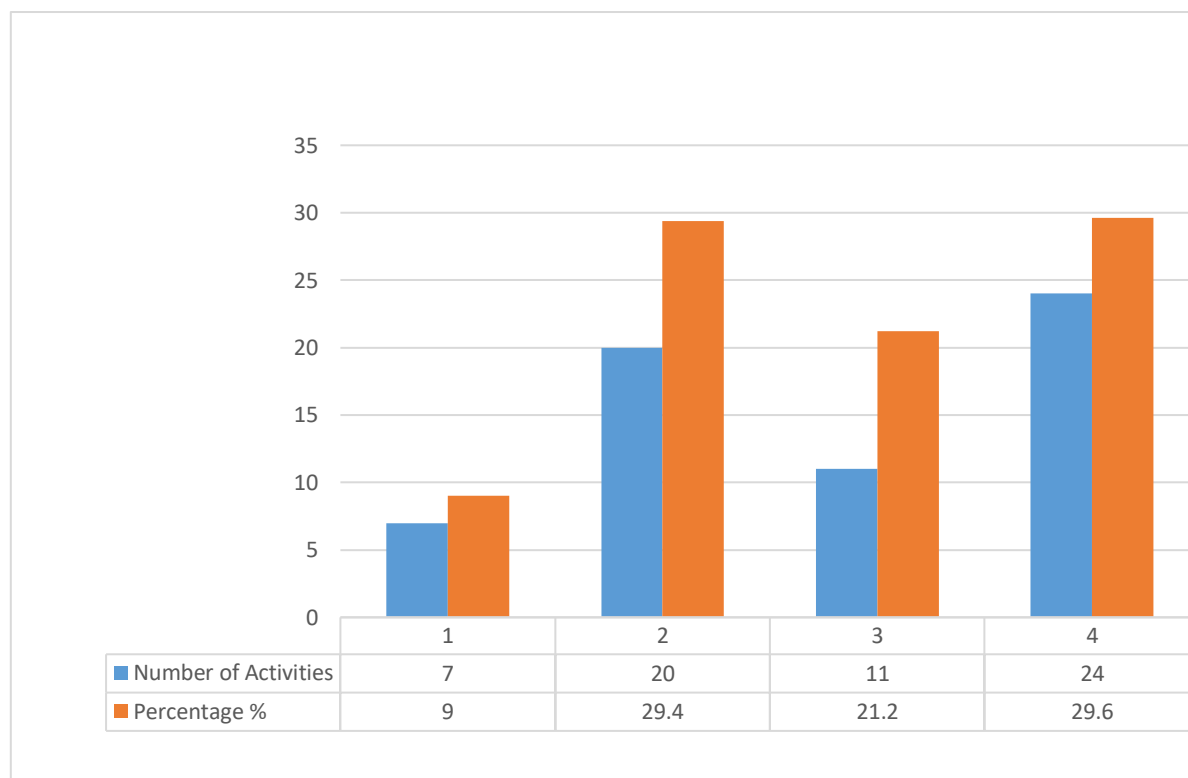


Figure 4.15: Representation of Intrapersonal Intelligence in Book Three

The findings unveiled that intrapersonal intelligence is addressed with low rates, especially in the first sequence, whereas ratios of the three remaining sequences are medium. As a result, the occurrence distribution of the activities cater for the intrapersonal intelligence is unbalanced in the whole book.

1.4.4. Book Four

The textbook comprises three (03) sequences and 369 activities in all. In the first sequence, seventeen (17) activities from one hundred three (103) cater for intrapersonal intelligence with a percentage of 16,5%. In the second sequence, only ten (10) activities from one hundred twenty-six (126) represent intrapersonal intelligence with a rate of 07,9%. The last sequence includes thirty-nine (39) activities from one hundred-forty (140) cater for intrapersonal intelligence with a percentage of 27,9%.

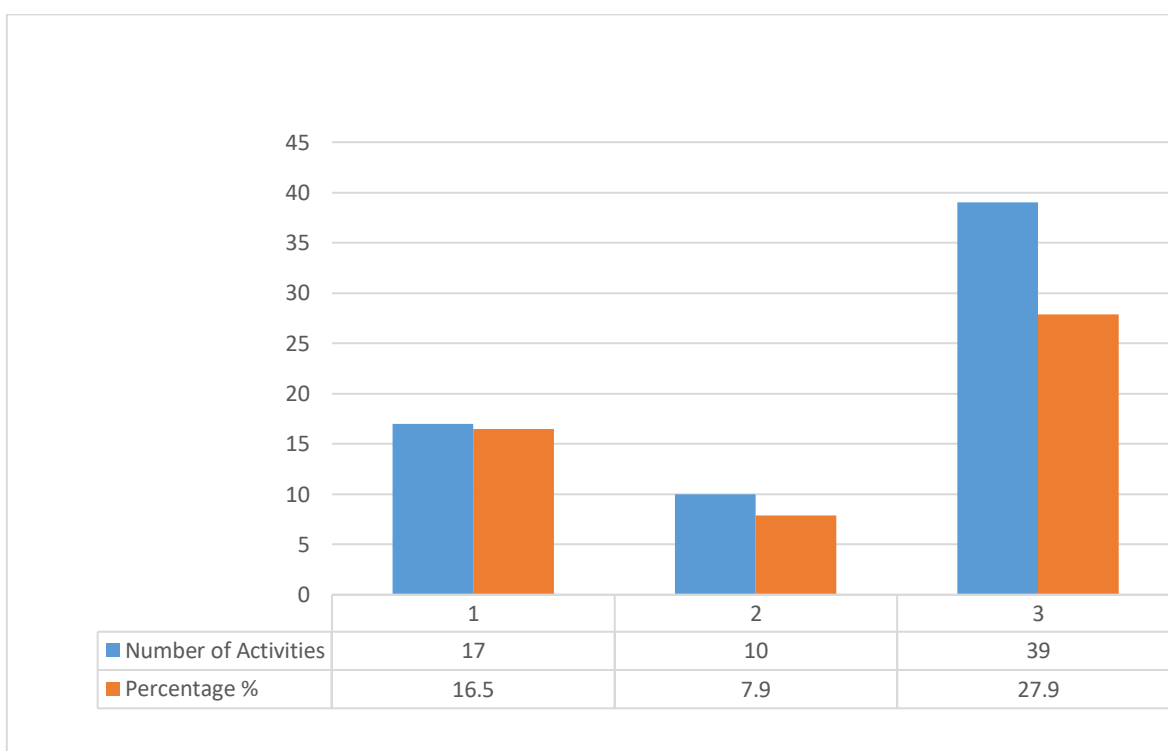


Figure 4.16: Representation of Intrapersonal Intelligence in Book Four

The findings revealed that intrapersonal intelligence is addressed with low rates in both the first and the second sequences, yet an average rate is found in the third sequence. Therefore, there is no real incorporation of the intelligence type in the whole book. Besides, activities that cater for intrapersonal intelligence are unbalanced in their distribution.

To wrap up, the obtained findings from the analysis of the four textbooks are not similar. The rates of intrapersonal intelligence are nearly the same in the first and the third book, and they are identical in the second and fourth books. However, there is a slight difference between them. We conclude that intrapersonal intelligence is not well represented in all the four textbooks.

1.5. Musical Intelligence

People who possess this intelligence can sing, play musical instruments, and even compose songs. Singers, musicians, listeners, and instrument makers are called to be musically intelligent. The obtained results that are related to this type are shown below.

1.5.1. Book One

The book is composed of five (05) sequences and 111 activities. In each sequence, a limited number of activities represent musical intelligence. In the first sequence, three (03) activities from nineteen (19) cater for musical intelligence with a percentage of 16%. In the second sequence, only five (05) activities from twenty-seven (27) represent the MI with a rate of 18,5%. Moreover, MI is incorporated in four (04) activities from twenty-three (23) and with a percentage of 17,4% in the third sequence. Besides, only three (03) activities from twenty-three (23) cater for the MI with a ratio of 13% in the fourth sequence. The musical intelligence is represented in three (03) activities from nineteen (19), and with a percentage of 15,8% in the fifth sequence as shown in figure 4.17.

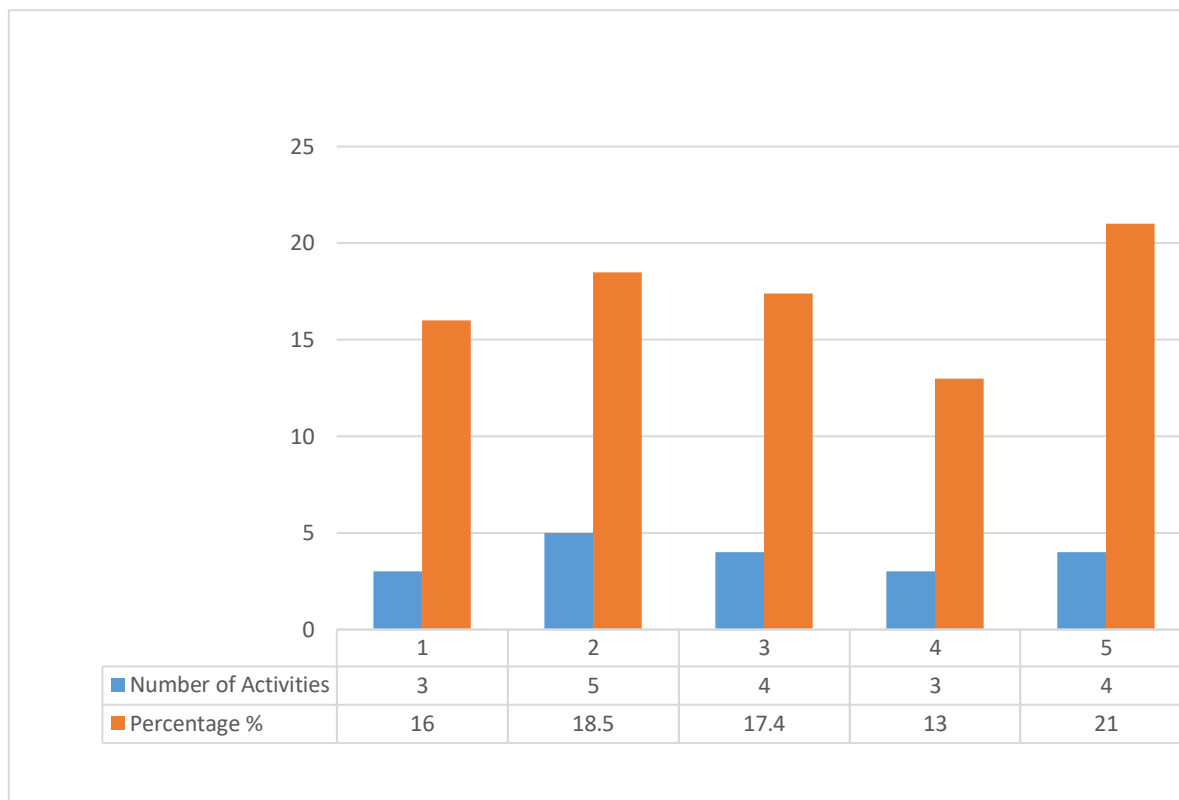


Figure 4.17: Representation of Musical Intelligence in Book One

The results revealed that there is a slight representation of musical intelligence in book 01. The rates of activities that cater for the intelligence types are low (between 13% and 21%). Therefore, the occurrence distribution of activities that incorporate MI is roughly balanced in the whole book.

1.5.2. Book Two

The book involves four (04) sequences and 265 activities in all. In the first sequence, MI is incorporated in only three (03) activities from seventy-one (71), and with a percentage of 4,2%. In the second sequence, seven (07) activities from fifty-two (52) cater for the MI with a ratio of 13,5%. Besides, the MI is incorporated in six (06) activities from sixty-one (61) and with a percentage of 9,8%. Finally, only five (05) activities from eighty-one (81) cater for the intelligence type with a rate of 6,2%.

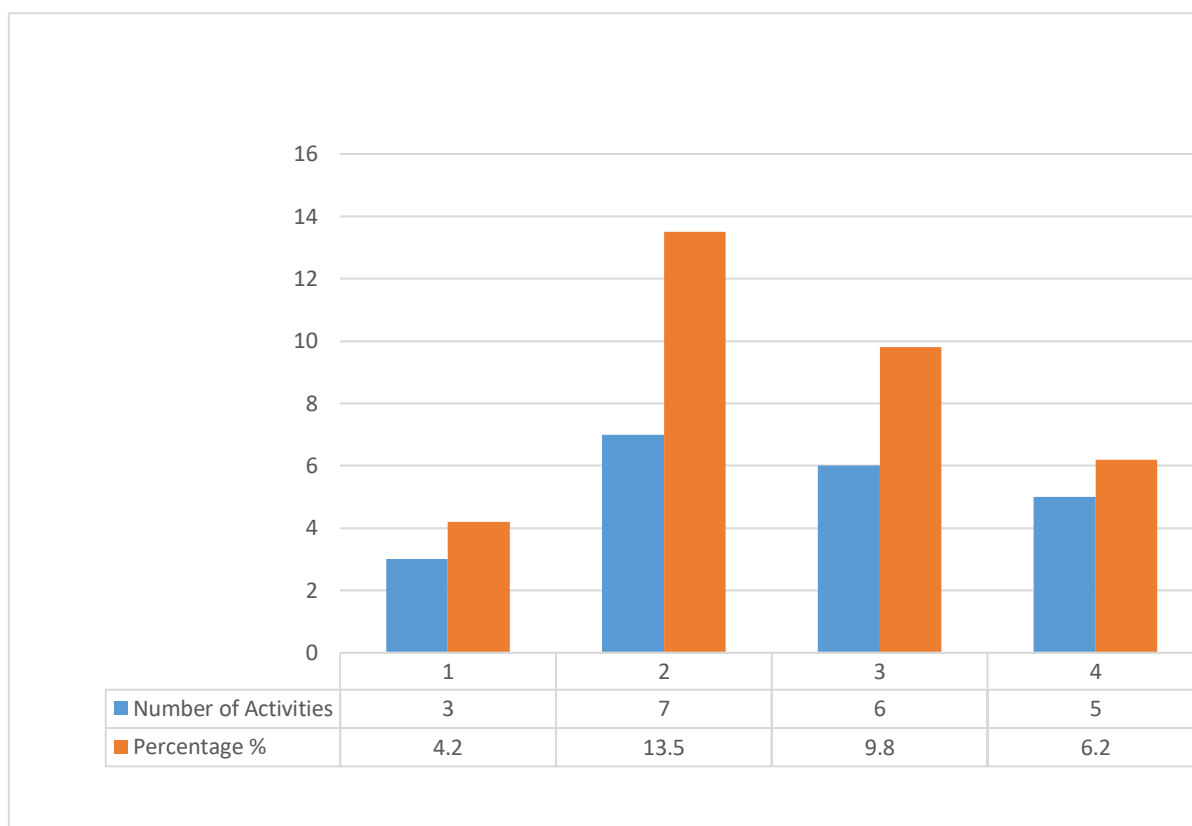


Figure 4.18: Representation of Musical Intelligence in Book Two

The results unveiled that musical intelligence is represented with low rates (between 4% and 13 %). Only twenty-one (21) activities from 265 cater for MI. Hence, it is weakly represented in the whole book and the distribution of activities is balanced in the four sequences.

1.5.3. Book Three

The book comprises four (04) sequence and 279 activities. In the first sequence, three (03) activities from seventy-eight (78) cater for the MI with a percentage of 3,8%. In the second sequence, eight (08) activities from sixty-eight (68) represent MI with a ratio of 11,8%. Only one (01) activities from fifty-two (52) incorporate intelligence, and with a low percentage of 1,9%. Finally, six (06) activities from eighty-one (81) cater for the MI in the fourth sequence, and with a rate of 7,4% as shown in figure 4.19.

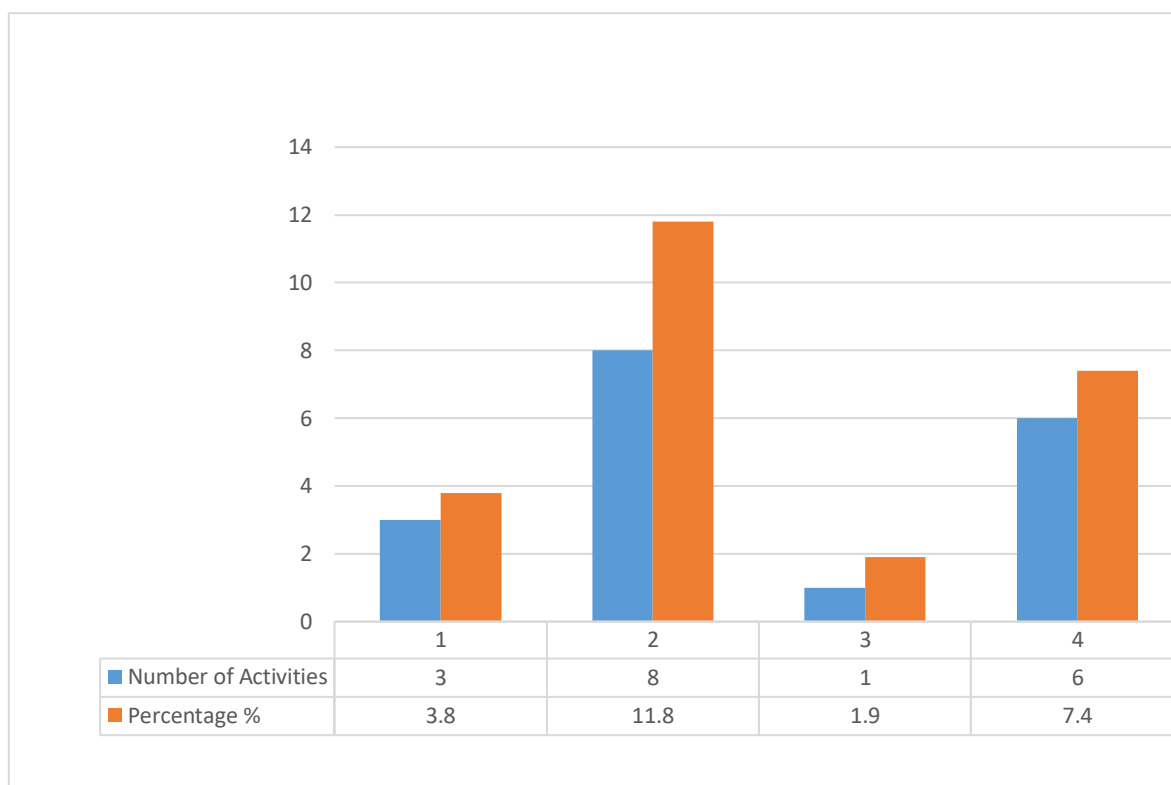


Figure 4.19: Representation of Musical Intelligence in Book Three

The figure shows that there is a weak representation of MI in the whole book. The obtained ratios are very low (between 01% and 11%). Another notice is that there is a balance in the distribution of activities in the four sequences.

1.5.4. Book Four

There are three (03) sequences and 369 activities in the book 04. In the first sequences, five (05) activities from one hundred thirty (103) cater for musical intelligence with a percentage of 4,9%. In the second sequence, the musical intelligence is represented in seven (07) activities from one hundred twenty-six (126), and with a percentage of 05,6%. Only six (06) activities from one hundred forty (140) cater for the musical intelligence in the third sequence, and with a percentage of 04,3%. Results are displayed in the figure below.

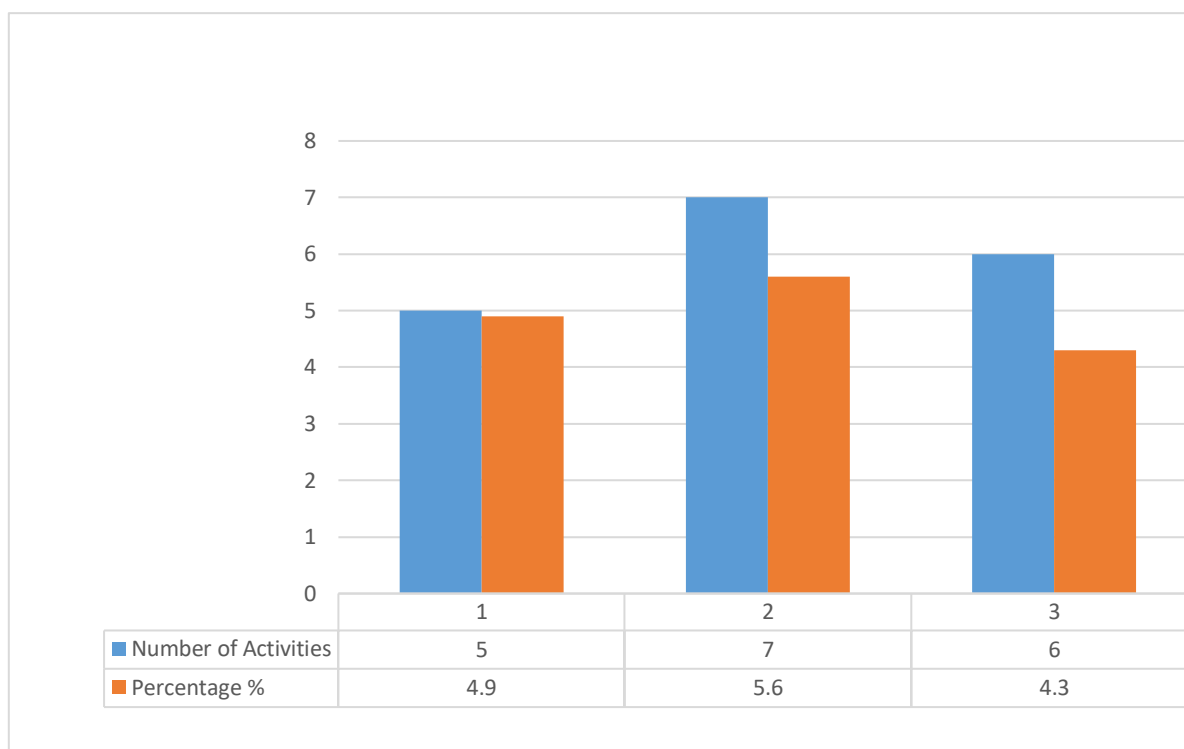


Figure 4.20: Representation of Musical Intelligence in Book Four

The findings revealed that the rates of incorporating MI are very low (between 4% and 5%). Only eighteen (18) activities from 369 cater for this intelligence type. This shows that the musical intelligence is weakly represented in book 04.

To conclude, the musical intelligence is weakly represented in books 2, 3, and 4. In contrast, there is a slight incorporation of the intelligence type in book 1. Therefore, musical intelligence is not well incorporated in the four textbooks.

1.6. Visual/spatial intelligence

Visual/Spatial intelligence refers to the capacity to solve problems related to space and place. Learners who possess this intelligence type prefer to learn by using activities about place and space, such as diagrams, maps and videos. The results obtained from analyzing the four books in terms of the visual/spatial intelligence will be presented as follows:

1.6.1. Book One

The visual/spatial intelligence is incorporated differently in the five sequences of book 01. Only three (03) activities from nineteen (19) cater for the visual/spatial intelligence with 16% in the first sequence. In the second sequence, seven (07) activities from twenty-seven (27) represent the visual/spatial intelligence with a percentage of 25,9%. The visual/spatial intelligence is incorporated in five (05) activities from twenty-three (23) in the third sequence with a percentage of 21,7%. In the fourth sequence, only eight (08) activities from twenty-three (23) cater for the visual/spatial intelligence with a percentage of 34,8%. Besides, five (05) activities from nineteen (19) cater for the visual/spatial intelligence with a rate of 26,3% in the fifth sequence. The following figure presents the results.

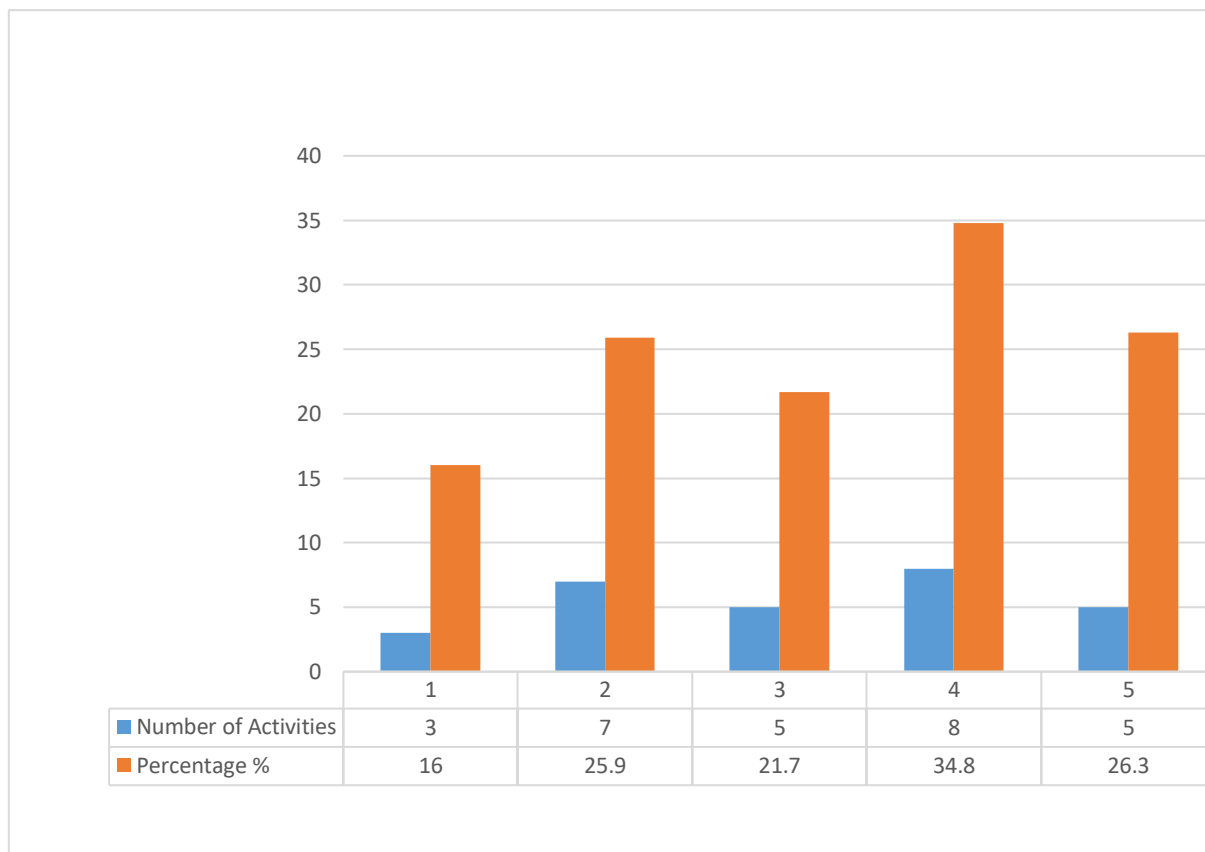


Figure 4.21: Representation of the Visual/Spatial Intelligence in Book One

Figure 4.21 shows that the visual/spatial intelligence is incorporated with nearly the same ratios (between 16% and 34%). The percentages indicate that there is medium incorporation of the intelligence type in the whole book. Therefore, the distribution of activities that cater for the visual/spatial intelligence is balanced.

1.6.2. Book Two

The book comprises four (04) sequences and 265 activities. The representation of the visual/spatial intelligence is noticed differently in the sequences. In the first sequence, eleven (11) activities from seventy-one (71) cater for the visual/spatial intelligence with a percentage of 15,5%. In the second sequence, nine (09) activities from fifty-two (52) represent the visual/spatial with a rate of 17,3%. Moreover, the visual/spatial intelligence

is defined in ten (10) activities from sixty-one (61), with 16,4 % in the third sequence. Finally, nineteen (19) activities from eighty-one (81) represent the intelligence type with 23,5% in the fourth sequence. The following figure displays the results.

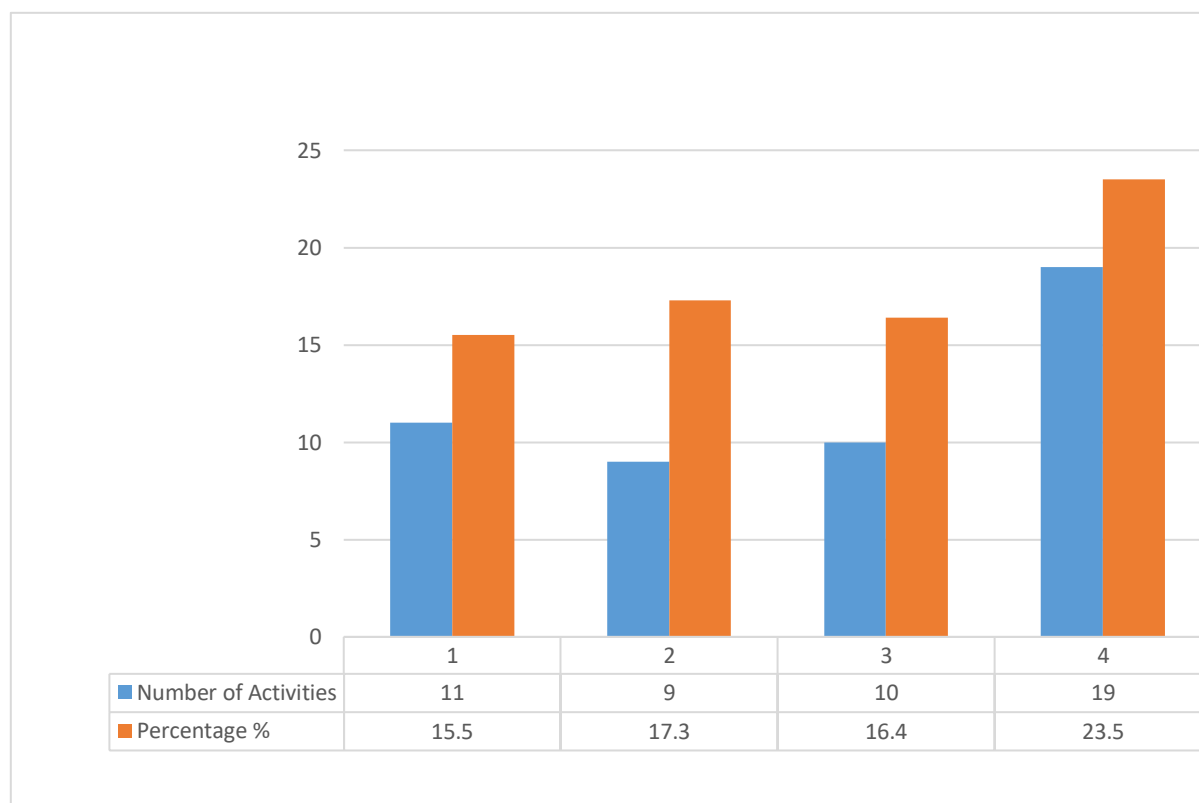


Figure 4.22: Representation of the Visual/Spatial Intelligence in Book Two

The results revealed that the visual/spatial intelligence is incorporated with average rates (between 15% and 23%) in the whole book. This shows that there is a slight representation of the visual/spatial intelligence in book 02. The rates indicate that the distribution of activities is balanced in all the sequences.

1.6.3. Book Three

The book involves four (04) sequences and 279 activities. Results show that visual/spatial intelligence is incorporated differently. In the first

sequence, fourteen (14) activities from seventy-eight (78) cater for the visual/spatial intelligence with a percentage of 17.9%. In the second sequence, twelve (12) activities from sixty-eight (68) represent the visual/spatial intelligence with a rate of 17,6%. This intelligence type is incorporated in eleven (11) activities from fifty-two (52), with 21,2% in the third sequence. Finally, only seven (07) activities from eighty-one (81) cater for the visual/spatial intelligence in the fourth sequence and with a percentage of 08,6%.

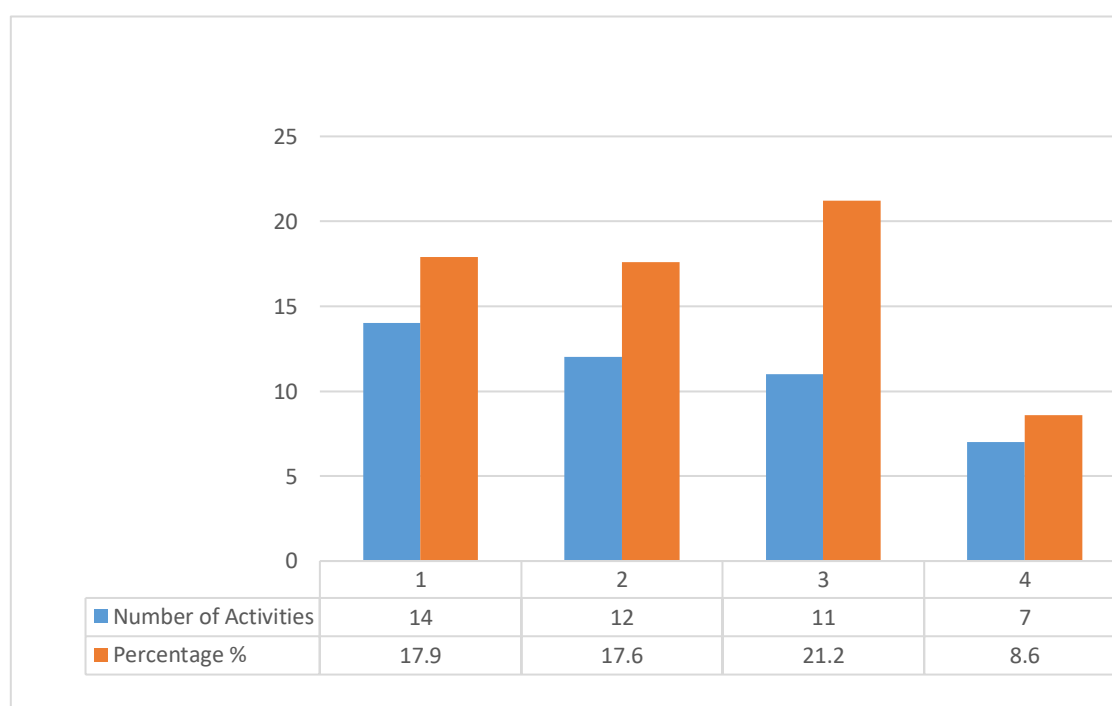


Figure 4.23: Representation of the Visual/Spatial Intelligence in Book Three

The findings unveiled that the visual/spatial intelligence is represented similarly in the first, second, and third sequences except the fourth one. The latter does not include a considerable number of activities that cater for visual/spatial intelligence. Therefore, the representation of this type is in a medium average in the first, second, and third sequence. In contrast, in the fourth sequence, the visual/spatial intelligence representation is low.

1.6.4. Book Four

The book comprises three (03) sequences and 369 activities. In the first sequence, the visual/spatial intelligence is incorporated in seven (07) activities from one hundred three (103) with a percentage of 6,8%. The same results are found in the second and third sequences that no activities (00) cater for visual/spatial intelligence. Thus the percentage is 00%. The following figure illustrates the results.

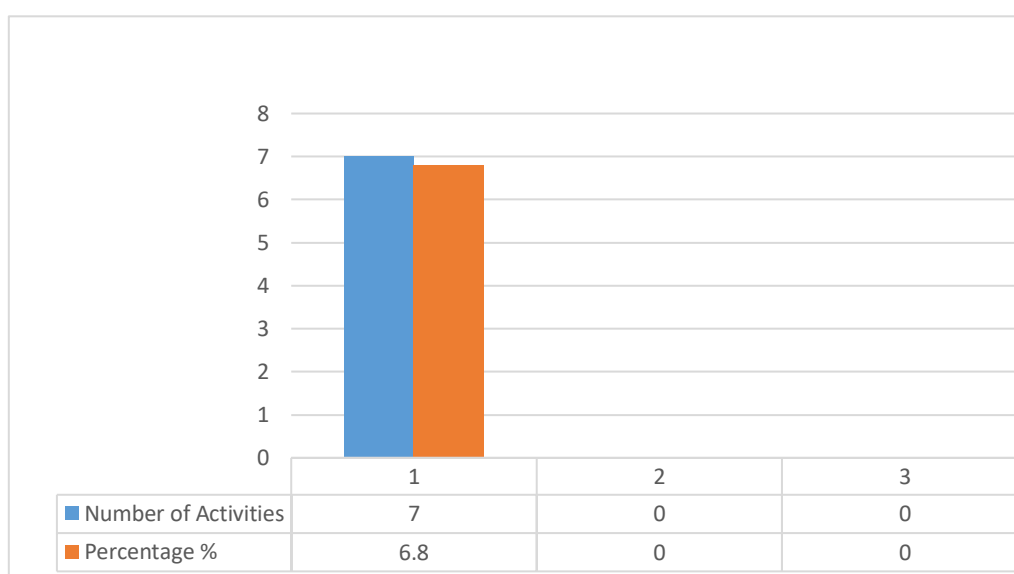


Figure 4.24: Representation of the Visual/Spatial Intelligence in Book Four

The visual/spatial intelligence is represented with a very low rate in the first sequence, as presented above. In contrast, in the second and third sequences, the percentages are 00%. As a result, there is no incorporation of visual/spatial intelligence in the whole book.

To conclude, the representation of visual/spatial intelligence differs from one book to another. There is medium incorporation of visual/spatial intelligence in the first book, whereas it is low in the second and third books. Besides, the visual/spatial intelligence is rarely represented in the fourth book.

1.7. Bodily/Kinesthetic Intelligence

The bodily/kinesthetic intelligence is characterized by skillful use of the body parts to solve a problem and accomplish a given task (Gardner,1999). Learners at the age of 12-14 years old prefer to move and use their bodies to learn. In this section, middle school textbooks activities are scrutinized to determine the number and percentages of activities that cater for bodily/kinesthetic intelligence. The analysis is presented as follows:

1.7.1. Book One

The bodily/kinesthetic intelligence is represented nearly in the same way in all the sequences. In the first sequence, two (02) activities from nineteen (19) cater for this intelligence type with a percentage of 11%. In the second sequence, one (01) activity from twenty-seven (27) represents the type with a rate of 3,7%. Moreover, one (01) activity from twenty-three (23) caters for the bodily/kinesthetic intelligence in the third and the fourth sequences and with a percentage of 4,3%. Finally, no activity (00) from nineteen (19) represents the bodily/kinesthetic intelligence with a ratio of 00%. Figure 4.25 displays the results.

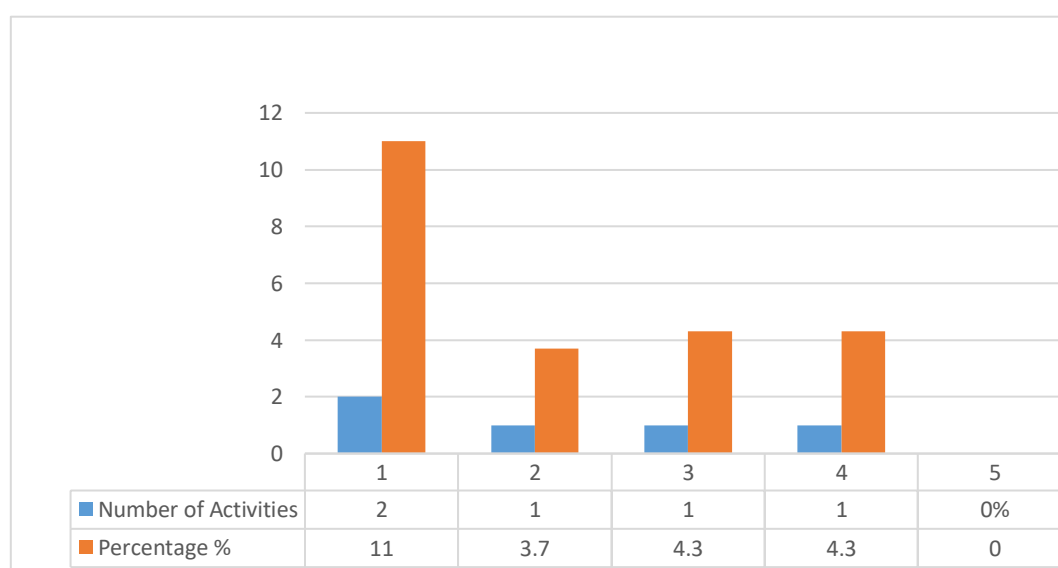


Figure 4.25: Representation of the Bodily/Kinesthetic Intelligence in Book One

The findings revealed that the obtained rates from analyzing the first book are very low. Therefore, the representation of the bodily/kinesthetic intelligence in the whole book is very weak, and it is equal to zero (0) in the fifth sequence.

1.7.2. Book Two, Three, and Four

Bodily/kinesthetic intelligence is represented in the same way the three books. In the second, third, and fourth book, zero (00) activity cater for bodily/kinesthetic intelligence with a percentage of 00%. The following figures demonstrate the results.

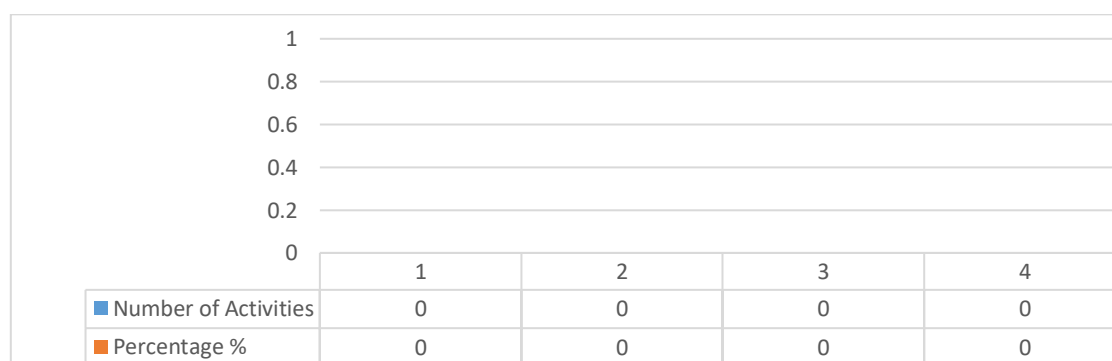


Figure 4.26: Representation of the Bodily/Kinesthetic Intelligence in Book Two/Three/Four

The results unveiled that there is no representation of this intelligence type in the three textbooks. All the ratios are equal to 00%.

Bodily/kinesthetic intelligence is rarely represented in book 01, while it is not included in the three other textbooks. This indicates that there is no incorporation of the intelligence type in the four middle school textbooks.

1.8. Naturalist Intelligence

Naturalist intelligence entails showing interest in the fauna and flora. Learners who possess this intelligence prefer learning by including environmental issues and topics in their lessons. They like drawing natural pictures and so on. In this part, a summary of the obtained results, which show the number and percentages of activities that represent naturalist intelligence will be presented.

1.8.1. Book One

Naturalist intelligence is represented differently in the five (05) sequences. In the first sequence, zero (00) activity from nineteen (19) caters for naturalist intelligence with a percentage of 00%. In the second sequence, only one (01) activity from twenty-seven (27) represents the naturalist intelligence with a rate of 3,7%. Furthermore, the naturalist intelligence is represented in one (01) activity from twenty-three (23), and with a percentage of 4,3% in the third sequence. Four (04) activities from twenty-three (23) cater for naturalist intelligence 17,4% in the fourth sequence. Finally, two (02) activities from nineteen (19) cater for naturalist intelligence in the fifth sequence with 10,5%.

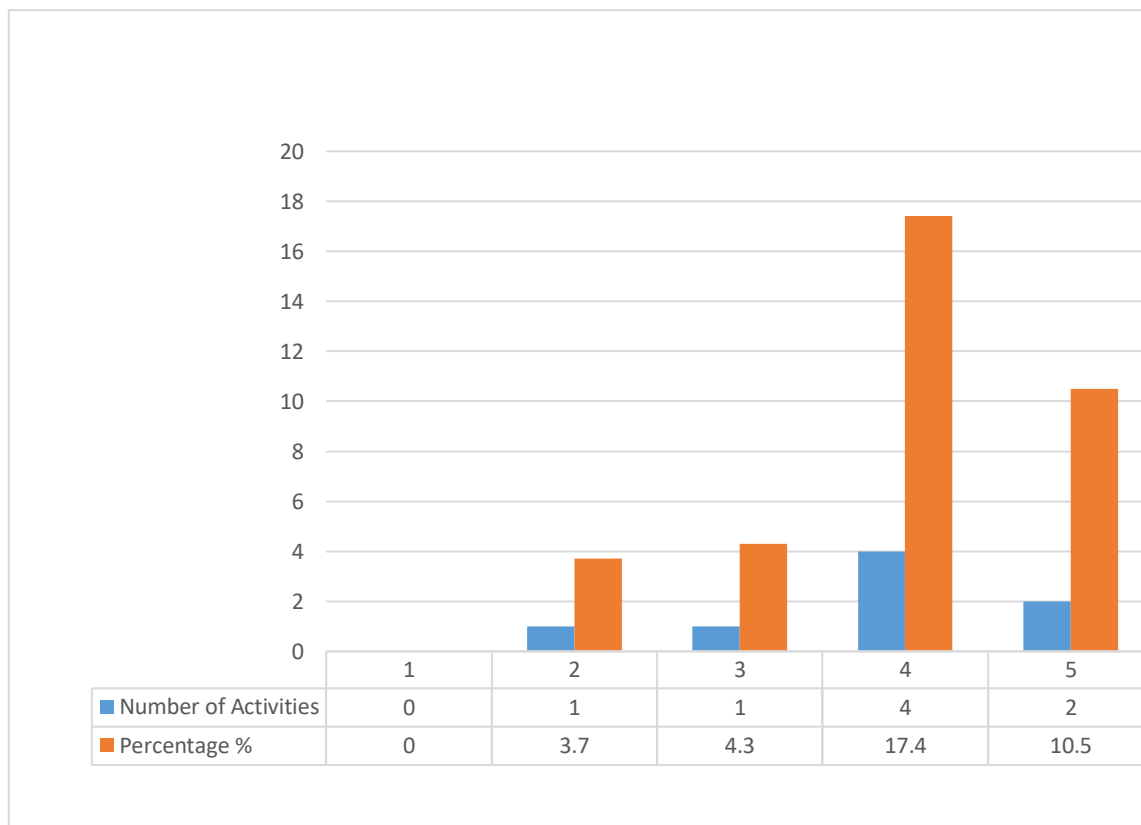


Figure 4.27: Representation of the Naturalist Intelligence in Book One

The findings revealed that the rates of activities that represent the naturalist intelligence are not similar. In the first, second, and third sequences, the percentages are very low, and the representation of the naturalist intelligence is very weak. Whereas in the fourth and fifth sequences, the increase of the ratio indicates a slight integration of activities that cater to the intelligence type. Therefore, it was noticed that the occurrence distribution of the activities is not balanced.

1.8.2. Book Two

The naturalist intelligence is incorporated roughly similar in the four (04) sequences. The same results were found in the first, second, and third sequences: zero (00) activity cater for the naturalist intelligence with a percentage of 00%. In the fourth sequence, four (04) activities from eighty-one (81) cater for the naturalist intelligence with a rate of 4,9%.

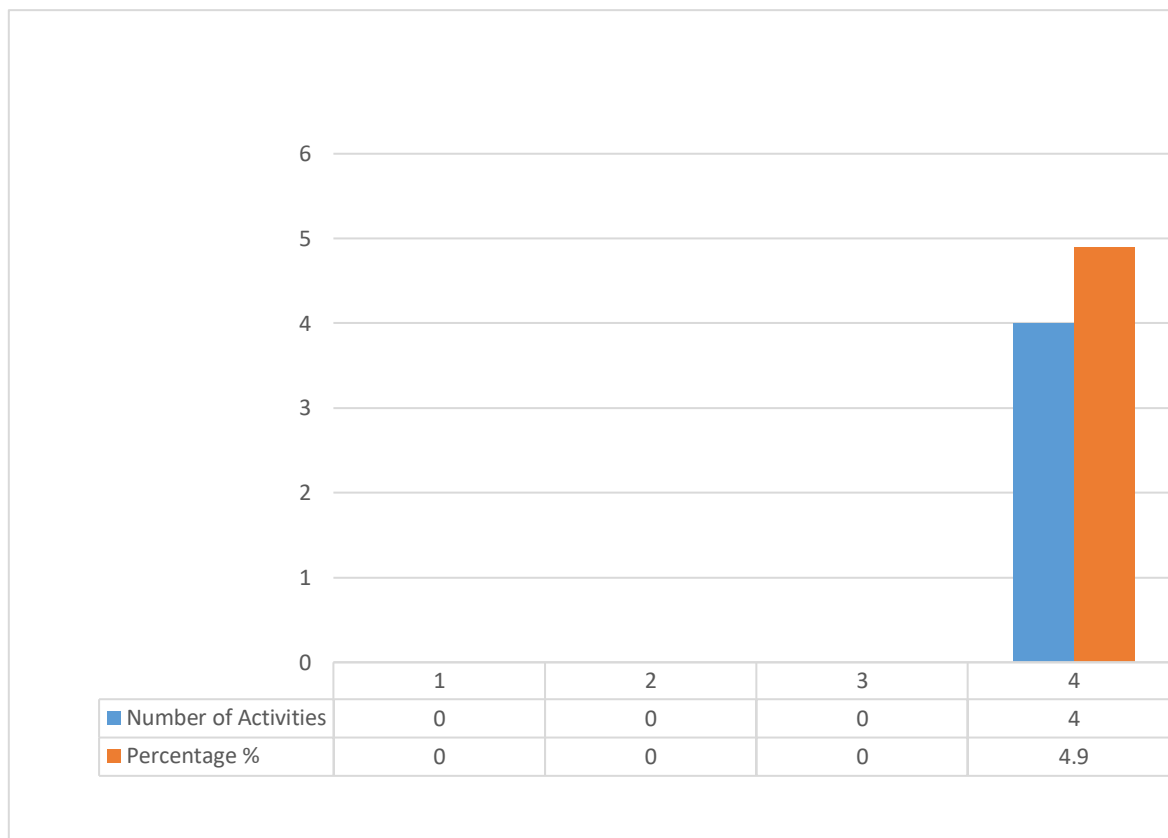


Figure 4.28: Representation of the Naturalist Intelligence in Book Two

It was found that the naturalist intelligence is not represented at all in the first, second, and third sequences. At the same time, there is a small number of activities that cater for the naturalist intelligence in the fourth sequence. As a result, the naturalist intelligence is absent in the whole book.

1.8.3. Book Three

A small number of activities that cater for naturalist intelligence exists in the whole book. In the first sequence, two (02) activities from seventy-eight (78) represent the intelligence type with a percentage of 2,6%. In the second and the third sequences, zero (00) activity caters for naturalist intelligence with a ratio of 00%. In the fourth sequence, six (06) activities

from eighty-one (81) represent the naturalist intelligence with a rate of 7,4%. The following figure illustrates the results.

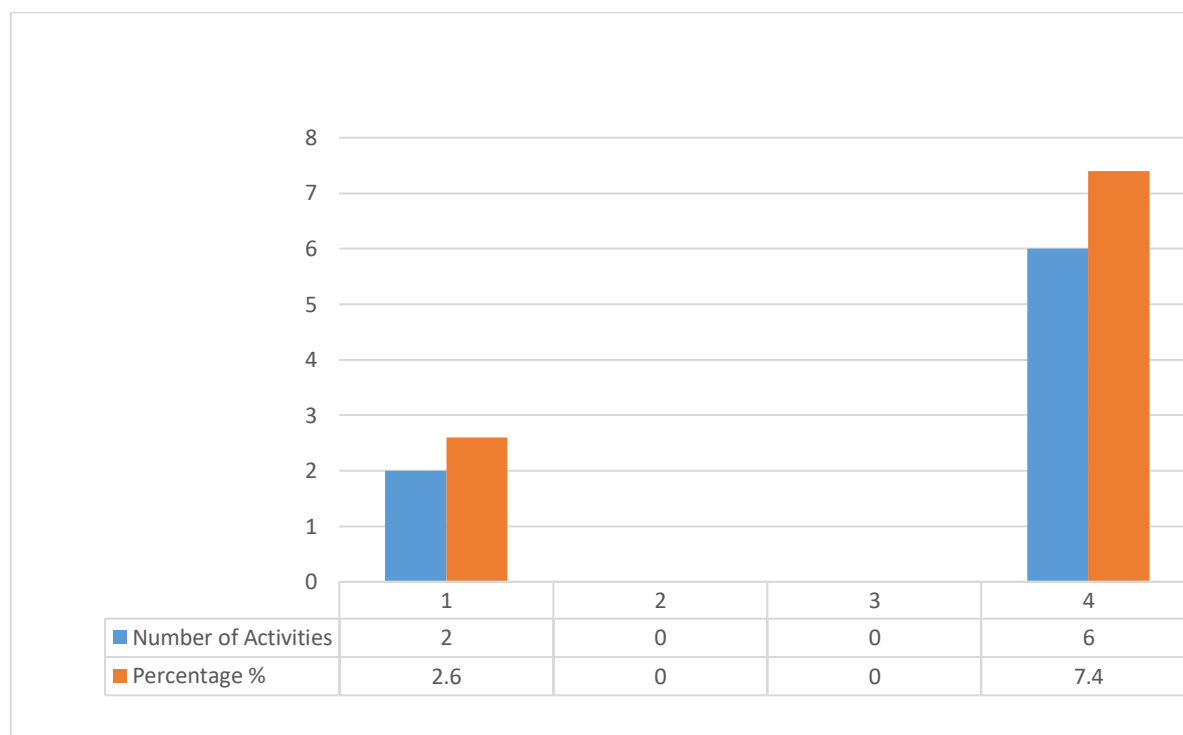


Figure 4.29: Representation of the Naturalist Intelligence in Book Three

The findings revealed that the naturalist intelligence is represented very weakly in both sequences one and four. Simultaneously, a total absence of activities that cater for naturalist intelligence in the second and third sequences. Consequently, the naturalist intelligence is not well addressed in the whole book.

1.8.4. Book Four

Naturalist intelligence is represented in the same way in all three sequences. Results indicate that zero (00) activity caters for naturalist intelligence with a percentage of 00%. The figure below demonstrates the obtained results.

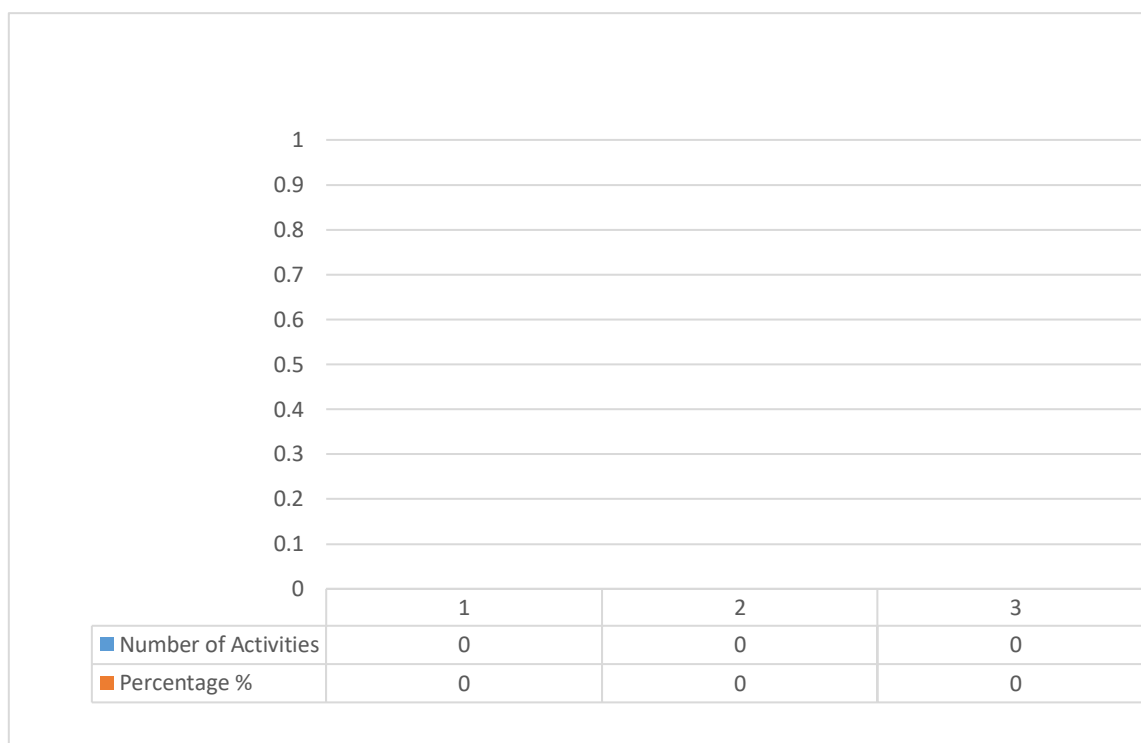


Figure 4.30: Representation of the Naturalist Intelligence in Book Four

To conclude, the naturalist intelligence is not well represented in the first, second, and third books, and it is absent in book four. Consequently, there is no incorporation of the intelligence type in the four textbooks.

1.9.1. MI Profile of Textbook One

In an attempt to find out the MI profile of book 01, one hundred eleven (111) activities have been analyzed and classified into intelligence types. The results revealed that many intelligence types are highly represented, while others are weakly represented. The following figure demonstrates the results.

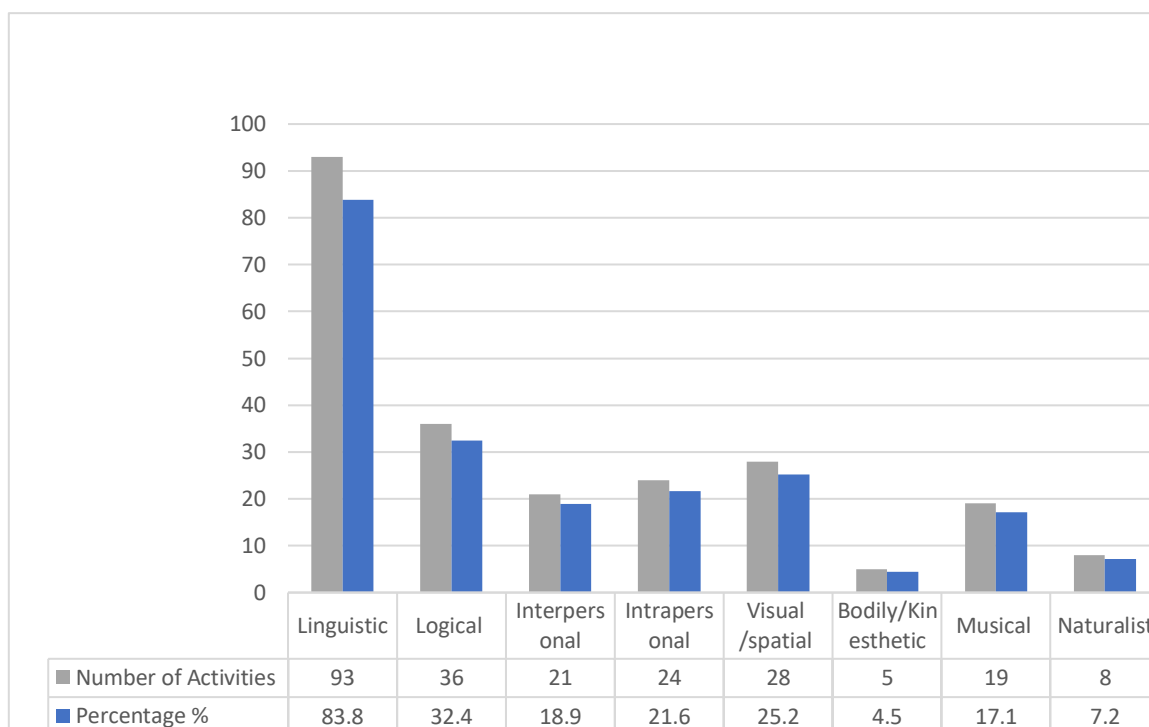


Figure 4.31: MI Profile of Textbook One

The findings unveiled that linguistic intelligence is the predominant intelligence because it is represented in the ninety-three (93) activities and with a frequency of 83,8%. Logical intelligence is the second dominant type with a percentage of 32,4% (thirty-six activities), followed by visual/spatial intelligence with a rate of 25,2% (twenty-eight activities). The next dominant intelligence is intrapersonal intelligence, with a frequency of 21,6% (twenty-four activities).

The findings also revealed that interpersonal intelligence is considered the less dominant intelligence since it is showed in only twenty-one (21) activities and with a frequency of 98,9%, followed by the musical intelligence, which is represented in nineteen (19) activities and with a percentage of 17,1%. The least predominant intelligence in the whole book is naturalist intelligence with a ratio of 7.2% and the bodily/kinesthetic intelligence with a percentage of 4,5%.

1.9.2. MI Profile of Textbook Two

In trying to obtain the MI profile of book 02, two hundred sixty-five (265) activities have been analyzed in the light of MIT. Two intelligence types are highly represented, the others are weakly represented, and one intelligence type is not presented. The following figure displays the results.

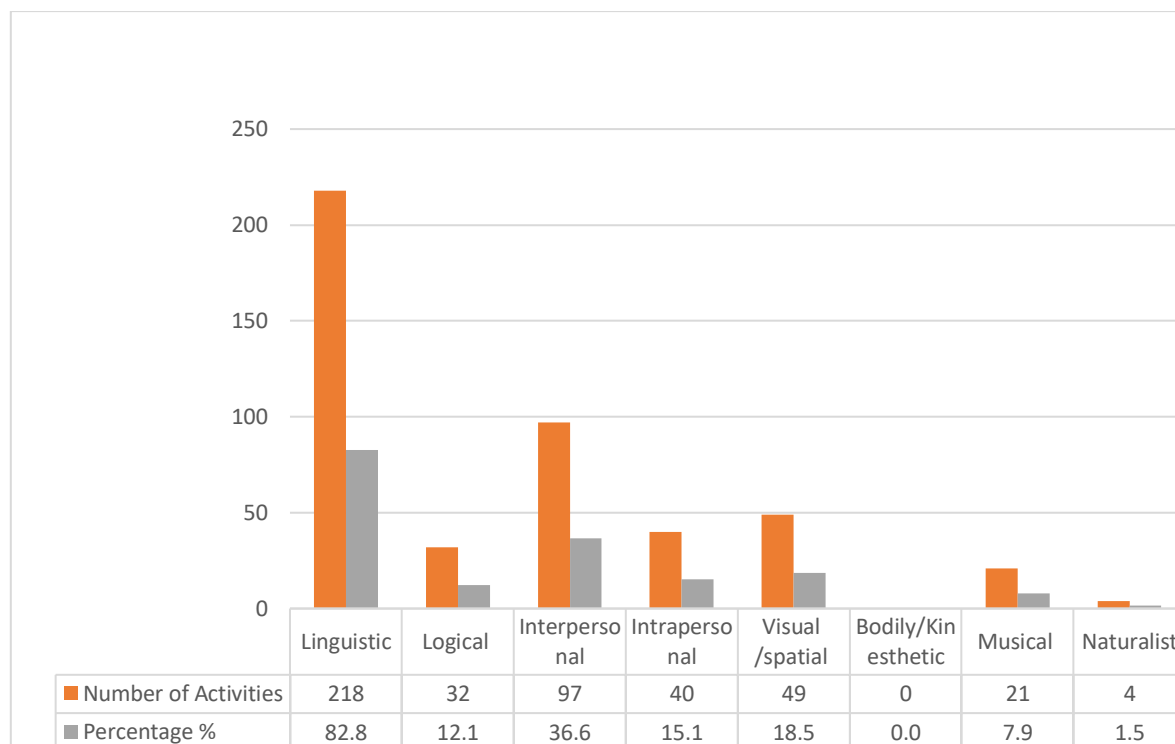


Figure 4.32: MI Profile of Textbook Two

As shown in figure 4.32, linguistic intelligence is the highest addressed intelligence in the whole book with a frequency of 82,3% (218 activities), followed by interpersonal intelligence with a rate of 36,6% (97 activities). The remaining intelligence types are represented with low ratios.

The results revealed that the visual/spatial intelligence is the less dominant intelligence in the whole book with a percentage of 18,5% (49 activities), followed by the intrapersonal intelligence with a rate of 15,1% (40 activities) and the logical intelligence with a frequency of 12,1% (32 activities). The next less dominant intelligence is the musical intelligence

with 7,9% (21 activities), followed by the naturalist intelligence with a ratio of 1,5% (04 activities).

1.9.3. MI Profile of Textbook Three

Following the same analysis pattern, 279 activities included in book 03 were scrutinized to gain an MI profile. Findings unveiled that there is no balance in distributing intelligence types because the ratios are fluctuated and inconsistent. To a better understanding, the figure below summarizes the results.

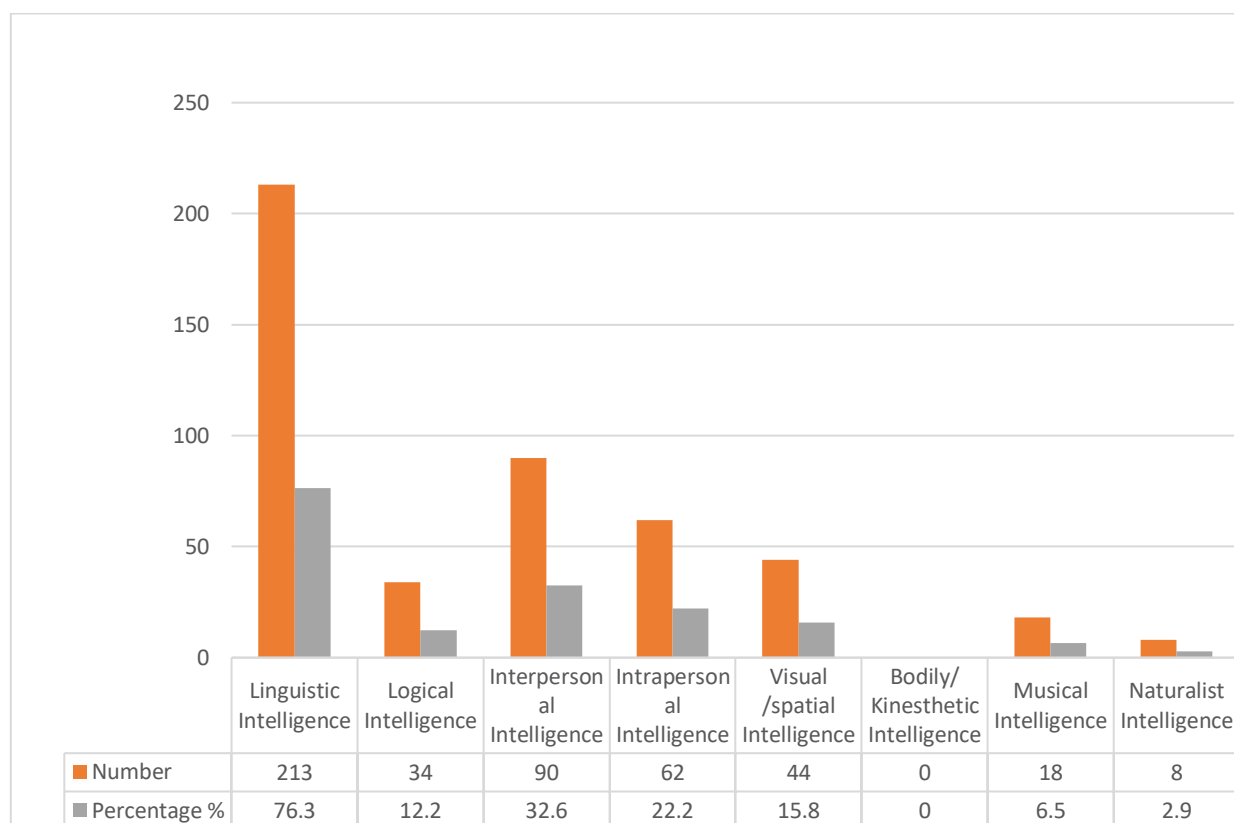


Figure 4.33: MI Profile of Textbook Three

As shown in the figure, the most predominant type is linguistic intelligence with a percentage of 76,3% (213 activities), followed by interpersonal intelligence with a rate of 32,3% (90 activities). The next

dominant intelligence is intrapersonal intelligence, with a frequency of 22,2% (62 activities).

It is evident in the figure how the ratios went down to 15%. This ratio represents the activities cater for the visual/spatial intelligence (44 activities), followed by logical intelligence with 12,2% (34 activities). The next less dominant intelligence is the musical intelligence with 06,5% (18 activities), followed by the naturalist type. The table also shows that the bodily/kinesthetic intelligence is not presented in the four sequences of book 03.

1.9.4. MI Profile of Textbook Four

In an attempt to find out the MI profile of the book 04, three hundred sixty-nine (369) activities have been scrutinized in the light of MIT. It was found that three intelligence types are highly addressed, while others are addressed with low ratios (under 10%), and two intelligence types are not presented at all in the book. The following figure displays the results.

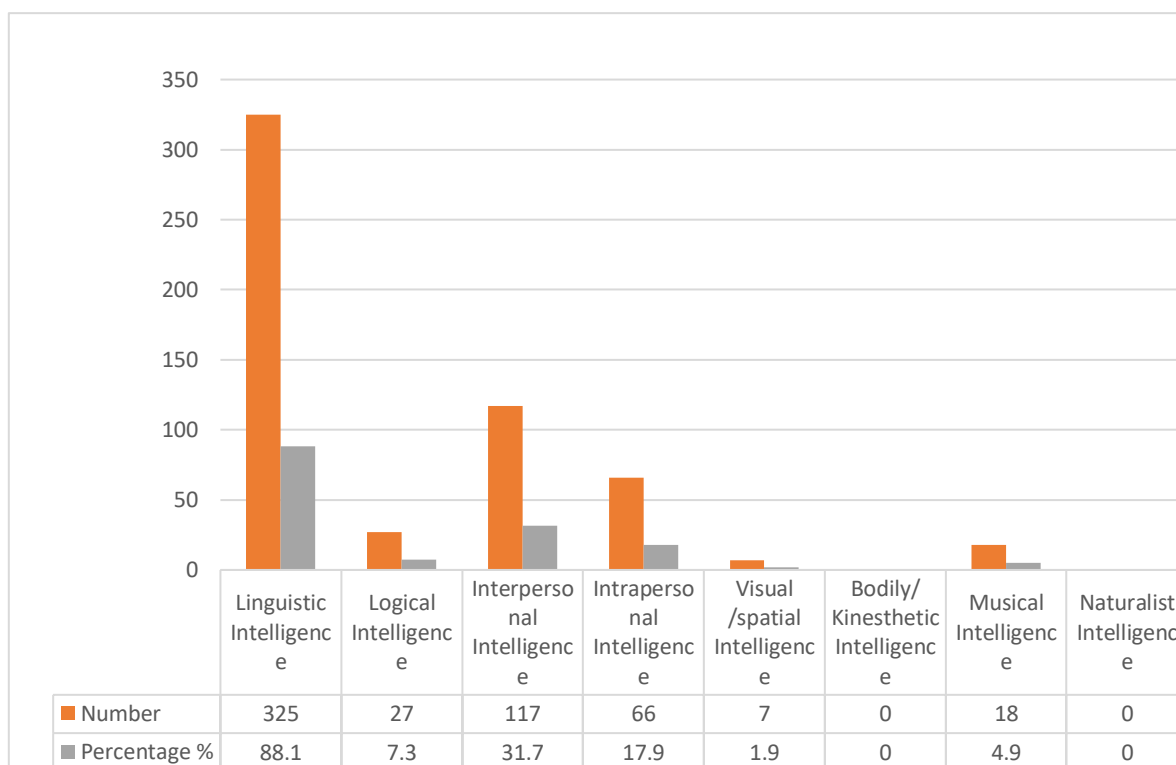


Figure 4.34: MI Profile of Textbook Four

The findings unveiled that linguistic intelligence is the most predominant intelligence with a high percentage of 88,1% (325 activities), followed by interpersonal intelligence with an average rate of 31,7% (117 activities), and intrapersonal intelligence with a percentage of 17,9% (66 activities).

The following intelligence types are considered to be the least dominant intelligence: the logical intelligence with a ratio of 07,3% (27 activities), followed by the musical intelligence with a frequency of 04, 9% (18 activities), and the visual/spatial intelligence with a frequency of 01,9% (07 activities).

However, there is no representation of two intelligence types (the naturalist and the bodily/kinesthetic intelligence) in book 04. Hence, activities that cater for them are absent (00 activity). For that, book 04 is not balanced in terms of the distribution of intelligence types.

2. Discussion of Research Findings

After presented and interpreted the obtained results, it is essential to discuss and comment on the research questions' main findings. As mentioned before, the study aimed to evaluate the four MS textbooks in the light of MIT and analyze them in terms of their inclusion of the different intelligence types. The findings that represent each simple intelligence type will be discussed separately.

2.1. Linguistic Intelligence

Linguistic intelligence is the most predominant intelligence in the four books as its representative rates are high, especially in book four. This is because the analyzed books are designed to learn the English language, and its vocabulary, its grammar rules, and to develop the four skills (listening, speaking, reading, and writing). Therefore, it is a suspected and typical result that the four books were representatives of linguistic intelligence to a high degree. Besides, the textbook's writers increased the activities that cater to the linguistic intelligence in the fourth book to make learners ready for their final official exam (BEM). This is good for them to drill to get good marks. Almost all the previous studies that investigated the implication of MIT in EFL textbooks share the same findings in which linguistic intelligence is the prevalent intelligence type (Al-Mekhlafi, 2016; Al-Seyabi & A'Zaabi, 2016; Badi & Beigzede, 2016; Botelho, 2003; Boulmaiz, 2011, 2017; Ibragimova, 2011; Snider, 2001; Taase, Satarijan & Salimi, 2014). Our results are aligned with those previous studies.

2.2. Logical Intelligence

Logical intelligence is the second predominant intelligence in book 01, while it is one of the less dominant intelligences in the three other books. Its high representation in the first book is due to learners' exposure for the first time to the English language because they need to know the language structure and its logical relationships. As a result, logical intelligence is required in this part. However, this type was rarely represented in book 4. This can be considered a weakness because fourth-year learners will pass their BEM, which is based mainly on linguistic and logical intelligence. It is why, book designers should include this intelligence type to prepare learners for their exam.

2.3. Interpersonal Intelligence

Interpersonal intelligence is the second predominant intelligence in books 02, 03, and 04, while it is ranked the fifth one in book 01. A reasonable justification for this is that the development of communicative competence in English is essential when writing textbooks (Curriculum, 2015, p.56). Hence, textbooks' writers focused more on using activities that cater to interpersonal intelligence peer and group work. However, those activities are not enough and cannot be considered high (percentages of 30%). Therefore, more group/pair work would be better for students to improve their communicative competence (Ibragimona, 2011, p. 70). Moreover, the low frequency of activities representing the interpersonal intelligence in book one is due to the lack of knowledge about the English language for first-year learners. Because of that, learners can only interact with others after they gaining self-confidence.

2.4. Visual/Spatial Intelligence

The visual/Spatial intelligence type is well represented in books 01 and 02. This is because "foreign language teaching relies heavily on pictures and illustrations to support content [...] especially at early stages and young ages where the learners' linguistic competence is not yet developed" (Al- Omrani et al., 2015, p. 74). However, activities that cater for this intelligence type are almost absent in book 04. Thus learners may feel bored because of the lack of pictures. Indeed, "visual illustrations are usually integrated into textbooks activities to attract language learners' attention and enhance their comprehension" (Ebadi, 2016, p. 24). Consequently, more visual supports are needed.

2.5. Musical Intelligence

Musical intelligence is not well represented in the four books. A small part in each book containing activities that cater to the musical intelligence (I Pronounce) is designed to check learners' understanding of the proposed phonetic lessons in the 'My Pronunciation Tools' part. A small number of songs are represented mainly in book 01. Young learners generally prefer listening to songs when they learn because they feel excited and have fun. In this context, songs "contain language patterns, [...] develop listening skills, pronunciation and rhythm, and provide a fun atmosphere" (Dzanic & Pejic, 2016, p.40). It is why textbooks designers should add more activities to address musical intelligence to encourage learners to develop their abilities to use musical tools while learning.

2.6. Intrapersonal Intelligence

Intrapersonal intelligence is the fourth in rank in books 1 and 2, while it is the third in position in books 3 and 4. The two personal intelligence types (intrapersonal and interpersonal) are represented consecutively; intrapersonal intelligence comes after interpersonal intelligence. One possibility is that some learners can explore their inner states after getting involved in the experience with peers and colleagues. However, the number of activities that cater for these intelligence types were not enough. Since second-generation reforms emphasized more on learners and how they can express their feelings, ideas, beliefs, national identity and values (Curriculum, 2015), textbook designers should add more activities that can encourage learners to develop their intrapersonal intelligence and express themselves easily.

2.7. Bodily/Kinesthetic Intelligence

The least dominant intelligence type is the bodily/kinesthetic intelligence. It was just represented in book one with a very low frequency, while it is absent in the other 03 books. A reasonable justification is that "the ability to use skillfully one's body for the expression of ideas and feelings [...] have less to do with language learning" (Heidari & Roohani, 2013, p. 102). However, this intelligence type has a significant role in language learning (Roohani & Heidari, 2013). In this vein, Al Omari et al (2015, pp. 74-75) claims that "the younger the learners, the more physical activities they tend to need [...]. EFL learners at this early stage need to learn by experience and doing". It is why it was expected that bodily/kinesthetic intelligence would be represented with high frequencies.

2.8. Naturalist Intelligence

Another least dominant intelligence is naturalist intelligence. It was addressed with very low frequencies in the first, second, and third books while it is absent in the last book. This result is compatible with many other studies which found that naturalist intelligence is not represented in many ELT textbooks (Botelho, 2003; Estaji & Nafisi, 2014; Nasiri, Ketabi & Dastejerdi, 2012). As a result, researchers should study more about this intelligence type and how it can be represented in books. Another remark is that in book 3, there is a sequence whose topic is about nature, so it was expected that naturalist intelligence would be highly represented. Yet, results show the opposite, although Boulmaiz (2011) claims that units whose topics are about nature would include many activities catering for naturalist intelligence.

The findings revealed a considerable gap in the distribution of the intelligence types in the four textbooks. The linguistic intelligence was to a high degree addressed, whereas interpersonal, intrapersonal, and spatial/visual intelligence was fairly represented. Consequently, the lack of the intelligence types in an equally distributed manner in the Algerian middle school textbooks can be counted as a weakness that would hinder better language learning. The development of learners' language skills depends on MI (Zhu, 2011). Adopting an amalgam of activities and materials should be encouraged.

2.9. Comparison between MI Profiles of Textbooks

In an attempt to compare the results obtained from scrutinizing the Algerian Middle School textbooks (four books) in the light of MIT, it was

unveiled that there are similarities and differences in the distribution and the occurrence of the eight intelligence types.

The findings showed that the most prevalent intelligence in the four books is linguistic intelligence, and the ratios of activities that address this intelligence type are roughly similar. Intrapersonal intelligence is the second in rank in book 2, 3, and 4, while it is classified as the fifth in position in book 01. In this context, percentages of interpersonal intelligence are high in book 2, 3, 4 and low in book 1. Moreover, the intrapersonal intelligence's position is nearly ranked the same in the four books, and its ratios are almost the same.

Furthermore, logical intelligence is ranked in the same position in books 2, 3, and 4 except book 01, in which it is ranked in the second rank. In this vein, frequencies of the intelligence type are consecutively high in book 01, similar in book 02, 03, and low in book 04. After that, the visual/spatial intelligence is rarely represented in book 04, while it has the same rank in the other 03 books. Its ratios decrease from a high frequency in book 01 to a low one in book 04. This result is aligned with musical intelligence, which has the same position in the four books.

The less dominant intelligence in the four books is the naturalist intelligence ranked in the seventh position in the three books, while it is not addressed in book 04. Moreover, the findings showed that the least dominant intelligence is the bodily/kinesthetic intelligence in the four books. The ratios are weak in book 01 and equal to zero (00) in books 2, 3, and 4.

Conclusion

An evaluation of the Algerian English textbooks (middle school textbooks) in the light of Multiple Intelligences theory was conducted to

answer the main research question. The books were analyzed based on the checklist proposed by Ebadi & Beigzedehe to check the intelligence types' integration.

It was found that the textbooks did not well-incorporate MIT. They were designed based on two main intelligence types: linguistic and interpersonal intelligence. The other types were not taken into consideration. The findings also showed that bodily/kinesthetic and naturalist intelligence were the least dominant ones in the textbooks.

Chapter Five

Analysis of Teachers' Questionnaire

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Chapter Five

Analysis of Teachers' Questionnaire

Introduction

This chapter aims at investigating teachers' awareness and attitudes towards MIT. First, it presents and describes the findings obtained from the analysis of the questionnaire, which was addressed to a group of sixty (60) middle school English teachers. Subsequently, a discussion of the findings is presented to answer the research questions.

1. Results Presentation and Analysis

Since the covid-19 widespread, the questionnaire has been shared in Facebook groups addressed to Algerian Middle school English teachers in 2020. In spite of the large number of teachers in those groups, only sixty (60) agreed to answer the online questionnaire. The questionnaire includes four sections: general information, teachers' familiarity and attitudes towards Multiple Intelligences Theory, teachers' views of textbooks in terms of MIT, and teachers' further suggestions and comments.

1.1. Section One: General Information

In this section, teachers were asked to share some personal information, including their educational qualification, workplace (city), and teaching experience. Those demographic characteristics are presented below:

1. Educational Qualifications

Table 5.1: Teachers' Educational Backgrounds

License	Master	ENS	Magister
46,7%	41,7%	10%	1,7%
28	25	06	01

As illustrated in table 5.1, it appears that twenty-eight (28) teachers hold a license degree and twenty-five (25) others hold a master degree. Six (06) teachers hold ENS diplomat, and only one teacher holds a magister degree.

2. Place of Work

Table 5.2: Teachers Distribution According to Place of Work

Region	City	Number of Teachers
East (28 teachers)	Biskra – Batna – Guelma – Khenchela- Constantine - Mila – Setif - Annaba Taref - Sougaheras	03 – 04 – 03 – 04 – 02 – 03 – 02 – 02 – 02 – 03 -
Weast (11 teachers)	Tlemcen – Oran – Saida – Tiaret – Mostaghanem - Sidi Balabas	02 – 03 – 02 – 02 – 01 – 01 -
North (11 teachers)	Algiers – Blida - Medea – Boumerdas – Bejaya - Tizi ouzou	03 – 02 – 02 – 01 – 02 – 01 -
South (10 teachers)	Ouargla – Adrar - Gherdaia – Tamanrast - Oued-souf	02 – 02 – 03 -02 – 01 -

The results show that the sample includes teachers from different cities in Algeria and from the four regions: twenty-eight (28) teachers were from

the East, eleven (11) teachers from the West, eleven (11) teachers from the North, and ten (10) teachers were from the south.

3. Teaching Experience

Table 5.3: Teachers' Teaching Experience

Years	1-5 Years	6-10 Years	More Than 10 Years	Total
Number of Teachers	33	12	15	60
Percentage	55%	20%	25%	100%

Table 5.3 shows that the sixty (60) teachers questioned cumulated a teaching experience ranging from one (01) to twenty-five (25) years. Thirty-three (33) teachers are novice teachers since they have between 1 to 5 years of teaching experience. Twelve (12) of them have between 06 to 10 years of teaching experience, and fifteen (15) others have more than ten years of experience. We can say that 55% of the teachers teach only with the second generation textbooks, while 45% of others taught with both first-generation and second-generation textbooks since the latest updated textbooks were in use from 2016.

1.2. Section Two: Teachers' Awareness and Attitudes Towards Multiple Intelligences Theory

This section revolves many aspects of teachers' awareness and knowledge of the theory of Multiple Intelligences. It also sought at gathering more information about teachers' awareness and attitudes toward the integration of MIT in second-generation reforms.

Q04: What are the methods of teaching you generally use in your classroom?

- the old methods of teaching that consider teachers as the centre of the process
- the new methods of teaching that focus more on learners
- a mixture between the old and the new methods

Table 5.4: Teachers' Preferences about the Teaching Methods

Choices	Number of Teachers	Percentages
New Methods	19	31,7%
Old Methods	01	66,7%
A mixture between Old and New	40	1,7%

This question aimed at gathering information about the teachers' teaching inclinations and what approach they use while teaching: teacher-centred approach, learner-centred approach, or a mixture between the two. As it is shown in the above table, nineteen (19) teachers (31,7%) said that they prefer to use methods that focus more on learners, while forty (40) respondents (66,7%) said that a mixture of old and new methods is better in teaching. However, only one (01) respondent (1,7%) replied by choosing to teach by the old methods that are teacher-centeredness. The results were predictable because most teachers nowadays believe learners have to be active in class to better learning and understanding.

Q 05 and 06: Have you ever had any extra training in newly ELT approaches and methods? If yes, how?

Table 5.5: Teachers' Self-training in ELT Approaches and Methods

	Number of Teachers	Percentage
No	15	25%
Yes	45	75%
Books	6	13,3%

Workshops	10	22,2%
Webinars	05	11,1%
Inter articles	24	53,3%

The objective behind this question was to find out whether the teachers had self-training in new language teaching approaches and methods. Forty-five (45) participants answered with yes (with a percentage language of 75%), while fifteen (15) participants (25%) said that they did not. The results indicate that teachers desire to know and learn more about the updated approaches and methods of teaching.

Among the teachers who had extra-trainings, 13,3% said that they read books about ELT approaches and methods, 22,2% of them were trained through workshops, 11,1% were trained through webinars, and 53,3% of them said that they generally read internet articles.

Q07: According to you, what is intelligence?

Table 5.6: Teachers' Views of Intelligence Meaning

	Number of Teachers	Percentages
An inborn capacity	10	16,7%
Multiple developed abilities	47	83,3%

The question aimed at checking the teachers' views of the notion of intelligence and if they encourage the old view of intelligence or not. As it is evident from table 5.7, most participants (47 teachers) view intelligence as multiple abilities that any person possesses. Yet, ten (10) participants saw it as a single and inborn capacity. Results revealed that most of the teachers inclined to the new view that sees intelligence as various abilities.

Q08: Are you familiar with the theory of Multiple Intelligences?

Table 5.7: Teachers' Familiarity of MIT

	Number of Teachers	Percentages
Yes	30	50%
No	06	10%
Not Sure	24	40%

This question aimed to find out whether the Algerian teachers are familiar with the theory of Multiple Intelligences. The results unveiled that thirty (30) respondents (50%) were acquainted with the theory, while twenty-four (24) of the respondents (40%) were not sure if they know it or not. Among the respondents, only six (06) answered by no (10%). It is noted that half of the participants are familiar with the theory, yet almost the other half of them have doubts about that.

Q09: How often do you apply the theory? (please give some examples of how you apply it)

Table 5.8: Teachers' Frequency Use of MIT

	Number of Teachers	Percentages
Never	15	25%
Rarely	26	43.3%
Frequently	02	03.3%
Generally	13	21.7%
Always	04	06.7%

This question aimed at gathering information about the teachers' frequency use of the theory. As it is patent from the table above, fifteen (15) respondents said they never apply the theory while teaching, twenty-six (26) said they rarely use it. Only two (02) of them answered that they frequently apply it, thirteen (13) of them claimed that they generally use it, while only three (03) of them always use it.

It was observed that there are no discrepancies between the previous questions results and this question's result. In this vein, the number of teachers who said that they do not know the theory was 06 participants, and they were from the ones who answered that they never use the theory while teaching.

Among the participants, only three (03) responded to the question asking for examples on how they use it while teaching. Below are the three answers:

* "Depending on the competence I want my learners to acquire, I choose the intelligence to be targeted and developed".

* "Most of my learners are kinesthetic, so I tend to use plays, role plays and games sometimes".

* "While presenting my lessons, I tend to trigger my learner's intelligences in the best and effective way possible. Over time, I noticed that most of my pupils learn best, interact more and have their mind focused when I use games, songs and flashcards during the session. It always keeps them entertained and interested at the same time".

From the above examples, it was noticed that middle school learners prefer more activities that cater for the visual/spatial and bodily/kinesthetic intelligence. This result is equivalent to Al Omari (2015, p. 74) claim. He

posits that "the younger the learners, the more physical activities they tend to need. EFL learners need to learn by experience and doing".

Q10: Are you aware of your Multiple Intelligence profile?

Table 5.9: Teachers' Awareness of their MI Profiles

	Number of Teachers	Percentage
Yes	38	63,3%
No	22	36,7%

The question aimed at checking the teachers' awareness of their MI profiles. Thirty-eight (38) of the respondents said that they are aware of their MI profiles (63,3%), while twenty-two (22) of them said that they do not know (36,7%). The results were expected since half of the teachers know MIT, so they desire to learn about their strong intelligences and the weak ones.

Q11: In what ways do you think that your MI profile influences your way of teaching? (please give examples)

This question aimed to examine teachers' understanding of the theory. Among the participants, only thirty-seven (37) responded to that question. The first answer shows that the teacher relies heavily on his/her MI profile while teaching. In this context, the participant said that he/she is strong in bodily/kinesthetic intelligence, and he /she always uses activities that cater for this intelligence type. Most participants believe that their MI profiles influence their teaching, planning lessons, and choosing activities and materials. The influence may be positive or negative. Another note is that some answers denote that teachers think they know the MIT, yet reality

shows the opposite because some answers did not show that they know the theory.

Q12: Do you think that you can perceive all your learners' capacities?

Table 5.10: Teachers' Awareness of their Learners' MI Profiles.

	Number of Teachers	Percentages
No	48	80%
Yes	12	20%

This question aimed at checking the participants' awareness of their learners' MI profiles. The results revealed that almost all the participants (80%) did not know their learners' capacities, while only twenty (12) of them said that they know (20%).

Q13: If no, what are the limitations that hinder you from perceiving your learners' MI profiles?

Table 5.11: Limitations that Hinder Teachers from Perceiving Learners' MI Profiles

Choices	Number of Teachers	Percentages
The Big Number of Learners	60	100%
Time Limitations	60	100%
It is Useless	04	06.7%
Others	02	03.3%

This question aimed at revealing some information about what the limitation(s) which hinder them from knowing their learners' multiple Intelligences profiles. All the respondents said that time limitations and

large-classes are the major limitations the teachers face. Only four (04) respondents added to the previous limitations the third choice, which suggests that the theory is useless, and two (02) respondents add other limitations:

- "We are limited by the programs imposed by the Ministry".
- "lack of knowledge and experience in how I can know my learners' MI profiles".

Q14: Which activities do you use while presenting your lessons?

This question aimed at checking teachers' application of MIT. Different Activities cater to the eight intelligence types were presented, and the teachers were asked to choose the ones they use in their classes. Teachers' responses to this question revealed that 100% of the teachers use different types of activities that address linguistic intelligence, such as listening, reading, storytelling. 99% address interpersonal intelligence by having students work in pairs and groups and use cooperative activities. Only 05% of the teachers use activities related to intrapersonal intelligence. 80% of the teachers stated that they use various activities that cater for Logical/mathematical intelligence as logic games/puzzles, classification and categorization.

Besides, 60% of the participants use some activities that cater to musical intelligence, such as songs and records. 80% of the teachers reported using drawing, colouring, pictures, maps (visual aids) to address visual/ spatial intelligence. 35% of the teachers use activities that allow learners to move around the class, use their hands and bodies, role plays and board games to address bodily/kinesthetic intelligence.

It was noticed that none of the teachers uses activities that cater for naturalist intelligence, such as making sculptures or art craft with clay, wood or other materials, field trips, and materials related to the natural world.

Q15: Do you think that MIT is easy to be applied in teaching?

Table 5.12: Teachers' Opinions about the Application of MIT in Class

Answers	Number of Teachers	Percentages
Yes	16	26.7%
No	44	73.3%

This question attempted to investigate teachers' opinions about how easy or hard the application of MIT is. Out of sixty (60) respondents, forty-four (44) said that they think applying to MIT is not an easy task, while sixteen (16) of them think that it is an easy task.

Q16: What are the difficulties teachers face when applying MIT?

This question aimed at knowing the participants' difficulties and obstacles they face when applying the theory. Teachers' responses to this question revealed many other limitations the teacher encounters when he/she wants to apply the theory. All of them agree that the three given suggestions: because of the large number of learners in each class, teachers cannot know all learners' Multiple Intelligences profiles. Besides, the materials used in classes do not meet all learners' profiles, therefore, they are considered as obstacles. Ten (10) of the respondents added other facts that hinder MIT application:

- It needs more effort. Teachers like ready-made lessons;

- Many teachers were taught with the old method. Its characteristics influence them till now;
- Students used to study in old ways, any use of a new method(s) will disturb them and make them feel lost;
- Applying the multiple intelligences theory needs competence, time, and effort.

Q17: In your opinion, why do Algerian middle school teachers ignore how to apply MIT?

The objective behind this question was to highlight factors and causes which let the Algerian teachers ignore applying MIT. The response unveiled that all participants share the same opinions regarding this question. They believe that it is because they do not have enough knowledge about the theory and its use. They also believe in teaching with old views and ideas because the theory will not help them in their teaching process and as they think it is just a theory and its application is challenging in reality. These are the most causes of not applying the theory. Among respondents, only eight (08) added other factors, which are summarized as follow:

- The vast number of students in each class.
- Teachers cannot know all students' MI profiles.
- Materials used in classes do not meet all students' MI profiles.
- Lack of motivation.
- The type of assessment used in the Algerian context (paper-based exams).
- Textbooks are useless materials, and it is the only source in our context. We have to follow it.
- Time limits.
- Students' accustomation to traditional methods and ways.

- The curriculum is too long, and I have to tackle many points. There is no time to address the same lesson in different ways.
- It is time-consuming, so I need more time.
- Lack of equipment in the Algerian schools.
- Lack of training on how teachers can apply MIT.
- I know the theory, which indicates that students have various intelligences, but I do not know how to use it in ELT.

Q18: In your view, how can MIT application be improved?

In this question, teachers were asked to suggest some practical ways to better integrate the theory in teaching. Most of them gave solutions that can be summarized as follow:

- Teachers need more time and more motivation.
- Facilities and provision of more resources for multiple intelligences activities.
- They need more knowledge, training, and practice.
- More support from the Ministry.

1.3. Section Three: Teachers' Views of Textbooks in Terms of Multiple Intelligences Theory

This part investigates teachers' perspectives about second-generation reforms in general and what reforms were brought to textbooks. For this purpose, Likert-scale was designed to obtain results. Those results are summarized as follows:

Q19: In general, implementing MI principles in classrooms is helpful for teachers and beneficial for students.

Table 5.13: Teachers' Views about Implementing MI Principles

Options Scale	Frequency	Percentage
Strongly Disagree	03	05%
Disagree	05	08%
Neutral	10	17%
Agree	22	37%
Strongly Agree	20	33%

As it is clearly remarked, most teachers (70%) strongly agree and agree that the implication of MIT classes will be beneficial for both teachers and learners. However, five (05) of the participants disagree (08%), and three (03) of them strongly disagree with this claim. This may be due to the lack of enough knowledge about the theory or because they see that its use is useless. Ten (10) participants (17%) answered that they are natural, and this answer is related to the answers to question eight: are you familiar with the theory? The teachers who answered that they did not know the theory was the same who are natural.

Q20: The use of EFL textbooks that were locally designed are valuable tools.

Table 5.14: Teachers' Views about the Usability of Textbooks

Options Scale	Frequency	Percentage
Strongly Disagree	27	45%
Disagree	20	33%
Neutral	00	00%
Agree	13	22%
Strongly Agree	00	00%

Nearly half of the respondents strongly disagree, while twenty (20) of them (33%) disagree that Algerian textbooks are beneficial. Only thirteen (13) participants agree to use textbooks, and they think are helpful. None of the respondents choose to be neutral or strongly agree.

Q21: The second-generation textbooks' content was updated.

Table 5.15: Teachers' Views about Textbooks' Content

Options Scale	Frequency	Percentage
Strongly Disagree	02	03%
Disagree	29	48%
Neutral	05	08 %
Agree	16	27%
Strongly Agree	08	13%

Twenty-nine (29) teachers out of sixty (60) disagree that there is an update in the Algerian middle school textbooks' content, and two (02) of them strongly agree. However, sixteen (16) of the respondents agree that noticeable changes were brought in the textbooks and eight (08) strongly agree with the claim. Only five (05) respondents prefer to be neutral (08%).

Q22: Second-generation reforms brought many changes in the choice of activities.

Table 5.16: Teachers' Views about Second-Generation Reforms

Options Scale	Frequency	Percentage
Strongly Disagree	00	00%
Disagree	22	37%
Neutral	08	13%

Agree	25	42%
Strongly Agree	05	08%

Twenty-two (22) participants disagree that there were changes in the choice of activities types, and none of them strongly disagree (00%). Nearly half of them (42%) agree that second-generation textbooks include many new types of different activities from the first-generation textbooks. Five (05) of them strongly agree with that. Eight (08) respondents choose to be neutral.

Q23: In general, there is a noticeable difference between first-generation textbooks and second-generation reforms to develop learners' abilities.

Table 5.17: Teachers' Opinions about the Differences between First-Generation and Second-Generation Textbooks

Options Scale	Frequency	Percentage
Strongly Disagree	20	33%
Disagree	20	33%
Neutral	02	03%
Agree	16	27%
Strongly Agree	02	03%

The same results are found in both choices (strongly disagree, disagree) that forty (40) teachers strongly disagree and disagree with the idea that SGT brought changes in focusing more on learners' potentials and mental differences. Sixteen (16) of the participants agree with the idea, and two (02) of them strongly agree. Only two (02) respondents choose to be neutral.

Q24: Middle school textbooks are suitable concerning the aims and competencies determined by the Algerian Ministry of education.

Table 5.18: Teachers' Views about the Relationships between Textbooks and Competencies

Options Scale	Frequency	Percentage
Strongly Disagree	02	03%
Disagree	24	40%
Neutral	15	25%
Agree	16	27%
Strongly Agree	03	05%

The Algerian Ministry emphasized the learners' needs and abilities and asked the textbooks designers to consider those notes in the new curriculum (Curriculum, 2016). This question aims to see teachers' views about whether middle school textbooks are suitable for determining goals set. The results revealed that twenty-four (24) teachers disagree, and two (02) of them strongly disagree. However, fifteen (15) teachers choose to be neutral, sixteen (16) of them agree, and three (03) strongly agree.

Q25: The textbooks provide students with activities that address linguistic intelligence.

Table 5.19: Teacher' Opinions about the Integration of Linguistic Intelligence in Textbooks

Options Scale	Frequency	Percentage
Strongly Disagree	00	00%

Disagree	00	00%
Neutral	00	00%
Agree	15	25%
Strongly Agree	45	75%

The majority of the participants strongly agree and agree that middle school textbooks integrate various activities that cater for linguistic intelligence. Fifteen (15) of them agree with the idea, and forty-five (45) strongly agree. None of the respondents chooses to strongly disagree, disagree, or even be neutral.

Q 26: The textbooks provide students with activities that address logical intelligence.

Table 5.20: Teacher' Opinions about the Integration of Logical Intelligence in Textbooks

Options Scale	Frequency	Percentage
Strongly Disagree	00	00%
Disagree	06	10%
Neutral	01	02%
Agree	33	55%
Strongly Agree	20	33%

Table 5.20 shows that almost all the respondents strongly agree and agree that middle school textbooks cater mainly for logical intelligence. Only one (01) respondent prefers to be neutral, and six (06) disagree with the idea.

Q27: The textbooks provide students with activities that address interpersonal intelligence.

Table 5.21: Teacher' Opinions about the Integration of Interpersonal Intelligence in Textbooks

Options Scale	Frequency	Percentage
Strongly Disagree	00	00%
Disagree	08	13%
Neutral	00	00%
Agree	40	67%
Strongly Agree	12	20%

The findings unveiled that more than half of the teachers (66.6%) agree with the idea that the textbooks include many activities that address interpersonal intelligence, and twelve (12) of them agree (20%). Only eight (08) disagree; they think that second-generation textbooks did not cater for interpersonal intelligence.

Q28: The textbooks provide students with activities that address intrapersonal intelligence.

Table 5.22: Teacher' Opinions about the Integration of Intrapersonal Intelligence in Textbooks

Options Scale	Frequency	Percentage
Strongly Disagree	30	50%

Disagree	10	17%
Neutral	05	08%
Agree	14	23%
Strongly Agree	01	02%

Half of the teachers (30) strongly disagree that the textbooks cater for intrapersonal intelligence, and ten (10) disagree. Five (05) of the respondents prefer to be neutral. Fourteen (14) of the participants agreed with the statement, and one (01) of them strongly agrees.

Q29: The textbooks provide students with activities that address visual/spatial intelligence.

Table 5.23: Teacher' Opinions about the Integration of Visual/Spatial Intelligence in Textbooks

Options Scale	Frequency	Percentage
Strongly Disagree	00	00%
Disagree	00	00%
Neutral	00	00%
Agree	29	48%
Strongly Agree	31	22%

In this question, the participants strongly agree (48%) and agree (22%) that textbooks include many activities that address visual/spatial intelligence. None of them chooses to disagree or even be neutral.

Q30: The textbooks provide students with activities that address bodily/kinesthetic intelligence.

Table 5.24: Teacher' Opinions about the Integration of Bodily/Kinesthetic Intelligence in Textbooks

Options Scale	Frequency	Percentage
Strongly Disagree	27	45%
Disagree	25	42%
Neutral	03	05%
Agree	05	08%
Strongly Agree	00	00%

As shown in the table above, almost all the participants strongly disagree (45%) and disagree (42%) with the statement which said that second-generation textbooks include many activities that cater for bodily/kinesthetic intelligence. Only three (03) of them did not respond, while five (05) teachers agreed with the statement.

Q31: The textbooks provide students with activities that address musical intelligence.

Table 5.25: Teacher' Opinions about the Integration of Musical Intelligence in Textbooks

Options Scale	Frequency	Percentage
Strongly Disagree	27	45%

Disagree	22	37%
Neutral	04	07%
Agree	07	12%
Strongly Agree	00	00%

The results obtained from this question are nearly the same as those of the previous question. Almost all the participants strongly disagree (45%) or disagree (37%) with the idea that the textbooks address musical intelligence. However, seven (07) agree, and four (04) choose to remain neutral.

Q32: In general, the textbooks provide students with activities that address naturalist intelligence.

Table 5.26: Teacher' Opinions about the Integration of Naturalist Intelligence in Textbooks

Options Scale	Frequency	Percentage
Strongly Disagree	50	83.3%
Disagree	05	08.3%
Neutral	04	06.6%
Agree	01	01.6%
Strongly Agree	00	00%

Almost all the respondents agreed that there is no integration of naturalist intelligence in second-generation textbooks; fifty (50) of them strongly disagree, and five (05) disagree with the statement. However, four (04) teachers choose to be neutral, and only one (01) respondent agree that the textbooks address the intelligence type.

1.4. Section Four: Teachers' Further Suggestions and Comments

This section was designed to enable the participants to add free comments and suggestions. Among the teachers, only nineteen (19) out of sixty (60) added comments. All the comments are mentioned below:

- * I like the topic. It is an excellent choice. We as teachers need to learn more about MIT and apply it in our Algerian context.
- * The linguistic hindrance in Algeria is the lack of materials and time limitations.
- * Competency-Based Approach is not a successful approach because it does not match learners' real needs.
- * As teachers, we are allowed to take our learner's hand in hand to achieve goals and understand their needs.
- * Please, when you finish your research, publish it to help the Algerian teachers and the educational program as a whole.
- * Our learners need real things, authentic texts taken from our civilization, our own culture reflecting our way of living and needs.
- * Teaching the English language in Algeria is not supposed to be since it's a living language, but here it's like a body without a soul.
- * According to me, the most important thing is when my learners understand whatever the method is –do what you feel is essential and beneficial to help create a cultural generation.

* Teaching is an art; you always try to find new ways to motivate your students and improve your teaching to meet your learners' needs and, more importantly, prepare them for real life.

* Try to change your sample and target teachers in private schools who work with small groups.

* If the Algerian authority wants to improve teaching in general it is a must to listen to teachers who are in the field because they are the ones who know what's good and what's bad for students.

* Second-generation textbooks have many lessons and vocabulary that learners cannot grasp, and the designers didn't consider this idea.

* Actually, the Algerian curriculum is theoretically sound, but practically it does not consider the availability of materials and group number in addition to time and sessions number.

* Most of our young learners have extra energy that should be directed to serve the lesson. Through my short experience, I deduced that learners like to move in class to feel free; they like watching videos and acting role plays.

* It seems not easy to apply such a theory in teaching English in Algeria for many reasons.

* To focus on learners MIP, many things have to be available: time, a limited number of students, easy access to materials and less limitation on how to plan your lesson from the Ministry.

* MIT is a great way to improve education in Algeria, but only if it is appropriately used and if teachers have enough awareness about it, and of course the suitable conditions to apply it such as a small number of learners in each class, and financial help concerning materials.

* Every level is different, every class is different, and every area is different. I teach in a middle school located in a rather village-like, students are not used to exploring their potentials and are afraid to be themselves.

* It would be more fruitful and beneficial if they limit the number of units. We, as teachers, would like to add more creative things and apply all practical methods while teaching, but time does not allow us due to the length of the program. Teaching few units with high quality of learning is much better than doing a lot with high speed. Is it not true that much information can kill the info?

To sum up, the respondents provided many helpful suggestions directly related to our investigation field and some critics of the textbooks. They raise their voices that teachers are the ones who can understand learners' needs and potentials. Hence, they must be consulted as they are responsible for applying the curriculum in their classes. Besides, the participants believe that MIT would be helpful for both teachers and students. However, many limitations such as lack of training, limited time, a large number of students, and lack of valuable materials are the conditions that make the theory a challenging task.

Moreover, teachers suggested to include more activities that cater for bodily/kinesthetic intelligence and visual/spatial intelligence. Students in this age prefer to learn by moving, doing, touching, and acting. One of the participants suggested changing the sample of the study to private schools' teachers. This may be because private schools are more organized, and their teachers are free in choosing the program that suits their students.

Other comments and suggestions are related to textbooks content in general. In this context, one respondent commented on the way textbooks content are chosen, and designers have to take their own culture when

choosing texts and activities. Another one claimed that ELT in Algeria is merely theoretical and does not prepare students for real communication. Another participant suggested stopping imposing to teachers what they have to do in classes (what to teach, how to teach), but instead, let them feel free to choose what to teach. Besides, textbooks' contents have to be slimmed down to have enough time to consider their students' needs and abilities. The last suggestion is that what fits one place in Algeria, one type of students, does not fit all the Algerian students; thus, textbooks designers have to consider these notes.

2. Description of the Questionnaire Findings

The obtained results from the teachers' questionnaire unveiled many essential facts. Those facts are divided into two main types: facts about teachers' awareness of MIT and facts about middle school textbooks and their evaluation based on MI perspective.

2.1. Background Information

The results revealed that the participants hold a university diploma in which 46,7% of the teachers hold a license degree, 41,7% of them hold a master degree which is a new degree in our universities (starts in 2009/2010). Only 10% hold an ENS certificate, and one (01) participant have a magister degree. Moreover, using Facebook educational groups helped get teachers' feedback from the four regions of Algeria (East, West, South, North). The teachers are teaching in different cities and regions. For that, results are varied.

After calculating the mean $\bar{X}$, which represents the teaching experience of the sample. It was found that the teachers have been teaching for almost one decade. So, they are considered experienced, and their responses will be crucial because “expert teachers have larger, better-integrated stores of facts, principles and experiences to draw upon as they engage in planning teaching and reflection” (Livingston & Borko, 1989, p.37). Their attitudes and opinions will help the researcher gain sound findings.

2.2. Teachers' Awareness and Attitudes towards MIT

The teachers' answers to the question about their inclinations in using updated teaching methods show that they generally use and learn about the new methods, which focus more on learners' abilities, differences, and needs.

The results show that half of the participants are familiar with the theory, while twenty-four (24) of them are not sure if they know it or not. The following questions will show us if they know it subconsciously or they do not.

The results unveiled that more than half of the respondents are aware of their MIP. However, their responses were not sufficient for the other question. Besides, to confirm the previous results, a table containing many activities that cater to the eight types of intelligence was given to see what type(s) of intelligence teachers generally address. It was found that teachers use activities that cater mainly for linguistic intelligence, followed by interpersonal activities, logical activities, visual/spatial activities, and musical intelligence activities. Other activities that cater for naturalist, bodily/kinesthetic, and intrapersonal are almost unaddressed.

The findings show that almost all the participants do not use the theory for many reasons. The teachers suggested helpful ways for a better

application such as motivation, facilities, more resources for MI activities, and training. Those results are similar to those found by many researchers (Abbasian & khajavi, 2012; Dolati & Tahriri, 2017; Ibragimova, 2001; Ohio, 2003).

2.3. Teachers views of Second Generation Textbooks in terms of MIT

The findings revealed that teachers have negative attitudes towards the second-generation reforms and do not bring remarkable and valuable changes, especially in emphasizing learners. The results are in line with Selama (2018) results, who found that second-generation reforms did not bring ameliorations and improvements.

The other eight questions aimed to check teachers' evaluation of the second-generation textbooks in terms of MIT. The results unveiled that teachers found that activities are mainly addressed to improve linguistic intelligence, visual/spatial intelligence, logical intelligence, and interpersonal intelligence. Besides, the participants' responses show that naturalist intelligence, intrapersonal intelligence, bodily/kinesthetic intelligence, and musical intelligence are rarely addressed in the textbooks. Surprisingly, from analyzing those questions and the 14th question, it was noted that though teachers want to use extra activities, they generally address the same intelligences that textbooks' activities address. Therefore, they have not made changes from an MIT perspective. Typically, teachers are required to adapt activities that cater for the absent intelligence types, such as movement activities, songs and plays, writing journals, providing materials and activities related to the natural world (Boulmaiz, 2011; Ibragimova, 2011; Botelho, 2003). Yet, results show the opposite; for that reasons, more teachers' training is needed.

Conclusion

The analysis of the teachers' questionnaire helped us to know about teachers' familiarity with MI theory. Besides, it provided us with information about teachers' attitudes towards the theory. It was found that teachers are aware of MI theory, but they do not know how realistic it could be well applied in class. Moreover, teachers' answers provided an insightful view about how teachers evaluate the textbooks in the light of MIT. Their opinions were turned around the idea that the Algerian English textbooks were mainly designed to cater for linguistic intelligence, logical intelligence, and interpersonal intelligence. In other words, the respondents' answers helped us gain valuable data about Algerian middle school teachers' awareness, attitudes, and views concerning multiple intelligences theory and its integration in second-generation textbooks.

General Conclusion

General Conclusion

“Multiple Intelligences Theory in the Algerian Middle School of English: An Evaluation Study” was the research conducted to check the extent to which Multiple Intelligence Theory (MIT) is incorporated in the Algerian middle school textbooks of English. Moreover, it sought to investigate Algerian middle school teachers’ awareness and perspectives towards MIT and its integration in second-generation reforms.

The study started with a theoretical overview to provide a review about MIT and its importance on ELT and presented the main process related to textbook evaluation and its principles. Then, two practical chapters were presented; the first one was about investigating the real incorporation of multiple intelligences theory in middle school textbooks, and the second one was devoted to the analysis of the teachers’ questionnaire to check if Algerian teachers are aware of the theory or not, and whether they have positive or negative attitudes toward its integration.

Two data collection tools: a checklist and a semi-structured questionnaire were used to answer the research questions. The checklist was designed by EBadi & Beigzede (2016) based on MIT. It included the eight intelligence types, a brief description of them, types of activities, and samples of activities. The second data collection tool, was answered by sixty (n=60) Algerian middle school teachers from different cities in Algeria to investigate their awareness and perspectives towards the theory.

The analysis of the compiled findings revealed that the theory of multiple intelligences was not well incorporated in the four textbooks. In this vein, linguistic and logical intelligences were the two predominant intelligences in ‘My Book of English Book 1’. Besides, the MI profile of

‘My Book of English Book 2’ was predominantly addressed by linguistic and interpersonal intelligences. The MI profile of ‘My Book of English Book 3’ was predominantly addressed by linguistic, interpersonal and intrapersonal intelligences, while the MI profile of ‘My Book of English Book 4’ was predominantly addressed only by linguistic intelligence. It was also found that bodily/kinesthetic and naturalist intelligences were absent in all the four textbooks.

The analysis of the teachers’ questionnaire unveiled that the Algerian teachers were familiar with the theory but they suffered from bridging the gap between it and its educational practices. In spite of that, they have a positive attitude towards integrating it in the second-generation textbooks; yet they believe that MIT was not well-addressed in the books, and only linguistic intelligence is well-incorporated. Based on the obtained results, the research hypotheses cannot be all confirmed: two of them (H2: Algerian teachers are not aware of the theory and H3: Teachers have negative attitudes towards Multiple Intelligences Theory) are disconfirmed while the first one (H1: The Algerian four middle school textbooks do not cater for all the intelligences types) is confirmed.

1. Pedagogical Implications

The research was an attempt to investigate the extent to which the multiple intelligences theory is integrated in the Algerian second-generation textbooks, and how it can be beneficial in teaching the English language. It was not calling for radical amendments, but rather calling researchers and teachers interests about the importance of the theory. Therefore, teachers can use their ingenuity and experience to include MI based strategies because “MI is not a quick fix, but educators [...] find that it is a worthy partner in

creating schools of excellence” (Gardner, 1997, p.1). By doing so, learners’ performances may be optimized. Therefore, we suggest the eight steps that Rolf Palmberg (2011) proposed to teachers:

Teachers are requested to read about the theory and the strategies that help in well incorporating it. There are many books and articles speaking about the theory and its pedagogical implications, for instance, the book of Armstrong (2009) ‘Multiple Intelligences in the Classroom’ and the book of Hoerr (2000) ‘Becoming a Multiple Intelligences School’.

Teachers are advised to identify their MI profiles using McKenzie’s Survey (see appendix 08, p.222). It is an online questionnaire that they can help teachers being aware of their strong and weak intelligences; hence avoid focusing on one or more intelligence types when designing class instructions and choosing adapted activities.

When planning lessons, teachers need to consider all the learners’ intelligences types and cater for them. They can identify the profiles through classroom observations, or checklists such as Armstrong’s checklist (2009).

There are plenty of classroom methods, activities, and teaching strategies that can be classified under the intelligences types. So, teachers can learn about how to categorize them. Botelho (2003) proposed a compilation of classroom activities which can help teachers in their classification (see appendix 07, p.220).

English language teachers have to focus on improving the four skills, i.e. reading, writing, speaking, and listening, and at the same time catering for learners’ MI profiles. This can be done by categorizing activities under each intelligence type based on the four skills, then design various activities related to them. At the same time, those activities have to cater to different intelligence types.

Moreover, teachers need to “consider the range of activities related to the content of the lesson and the intended learning outcomes which will give a range of opportunities to the children’s different intelligence strengths” (Pitchard, 2009, p.35). In this context, they can answer the following questions proposed by Pitchard (2009, pp.35-36):

- How can I include private learning time and choice?
- How can I include group work, peer sharing and discussions?
- How can I include movement, practical apparatus, drama or art and craft?
- How can I include music, sounds, rhyme, rhythms and dance?
- How can I include reading, writing and speaking?
- How can I include activities related to nature?

There are several other implications that can help improving autonomous learning, learners’ creative thinking and engagement. One of the main principles of MIT is to help learners identify their strong as well as their weak intelligences and make them aware of their MI profiles. Consequently, engaging them in the learning process will have noticeable effects in building a serious self-direction, self-confidence, critical thinking, and reducing the feelings of anxiety and boredom through the abundance and variety of strategies and classroom activities and instructions.

2. Recommendations

Based on the theoretical framework and on review the literature, several educational recommendations can be proposed for teachers, learners, parents, and authorities.

It is important for teachers to be acquainted with the theory of MI and its principles. This will be helpful for them when deciding to adapt extra activities. Since learners vary in their way of learning, they cannot be

assessed in the same way; therefore, teachers need to think of new assessment tools that take learners' intelligences types into consideration, or by referring to the assessment tools proposed in the literature (Armstrong's assessment tools, 2009).

Besides, knowing their learners' MI profiles is primordial before any kind of teaching, it is why, they should vary the teaching methods and choose appropriate strategies that cater for learners' intelligences, needs, and desires, and avoid using the belief of 'one size fits all'. Moreover, coordination and collaboration between colleagues is crucial in enhancing teachers' understanding and the implementation of the theory through sharing experiences.

As teacher-centeredness is no long effective; therefore, focus is to be made on learners to make them responsible for their learning process by making them aware of lessons' aims and requirements. Besides, teachers need to reflect about their teaching through a continuous assessment not only by tests and exams, and identify what are the difficulties faced by learners.

Students are requested to take more responsibility about their learning. They have to know their MIP which will help them in optimizing their performances and improving their desire to self-learning. After determining their strong and weak intelligences, they can choose activities and extra books that can help them in learning effectively.

Parents should integrate themselves in the learning process of their children. They should know more about MIT and try to help their children identifying their strengths and weaknesses. Besides, they have to provide their children with educational tools that can help in improving their educational achievement.

Authorities should search for ways of integrating the theory in the Algerian context taking into consideration all the boundaries (large classes, lack of technological tools). In this context, they should urge educationalists to conduct research in the field, either theoretical studies which can help in having clear ideas about the theory, or practical studies which provide insights about how MIT could be implemented, especially in ELT.

In addition to that, the authorities should make inspectors aware of the theory, its principles, and its strategies to be incorporated in the learning-teaching process, and then ask them to plan workshops, professional development programs, and seminars to introduce the theory to teachers and show them how they can use it for optimizing their teaching performances. After introducing the theory to teachers, inspectors should visit them continuously and provide them with remarks to develop their ways of teaching.

Finally, the authorities should urge curriculum and textbooks designers to review the textbooks to ensure that all the principles of MIT are incorporated in them.

3.Limitations of the Study

The study was limited to a small group of Algerian teachers (n=60); so the results cannot be generalized to the whole population. Due to the Covid-19 pandemic the researcher was not able to use classroom observation to evaluate classroom activities and support the results. Finally, only middle school textbooks were evaluated in the light of MIT. The results cannot be generalized to other English textbooks.

4. Suggestion for Further research

In a quest of finding better ways to help learners learn more easily and effectively, many studies could be suggested for further research:

- The effects of using MI-based instruction in improving learners' motivation and autonomous learning.
- Integrating MIT in teachers' professional development programs.
- Improving the four skills (reading, writing, listening, speaking) through MIT.
- Gender and MIT.
- The effects of teachers' MI profiles on learners' achievement.

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Appendices

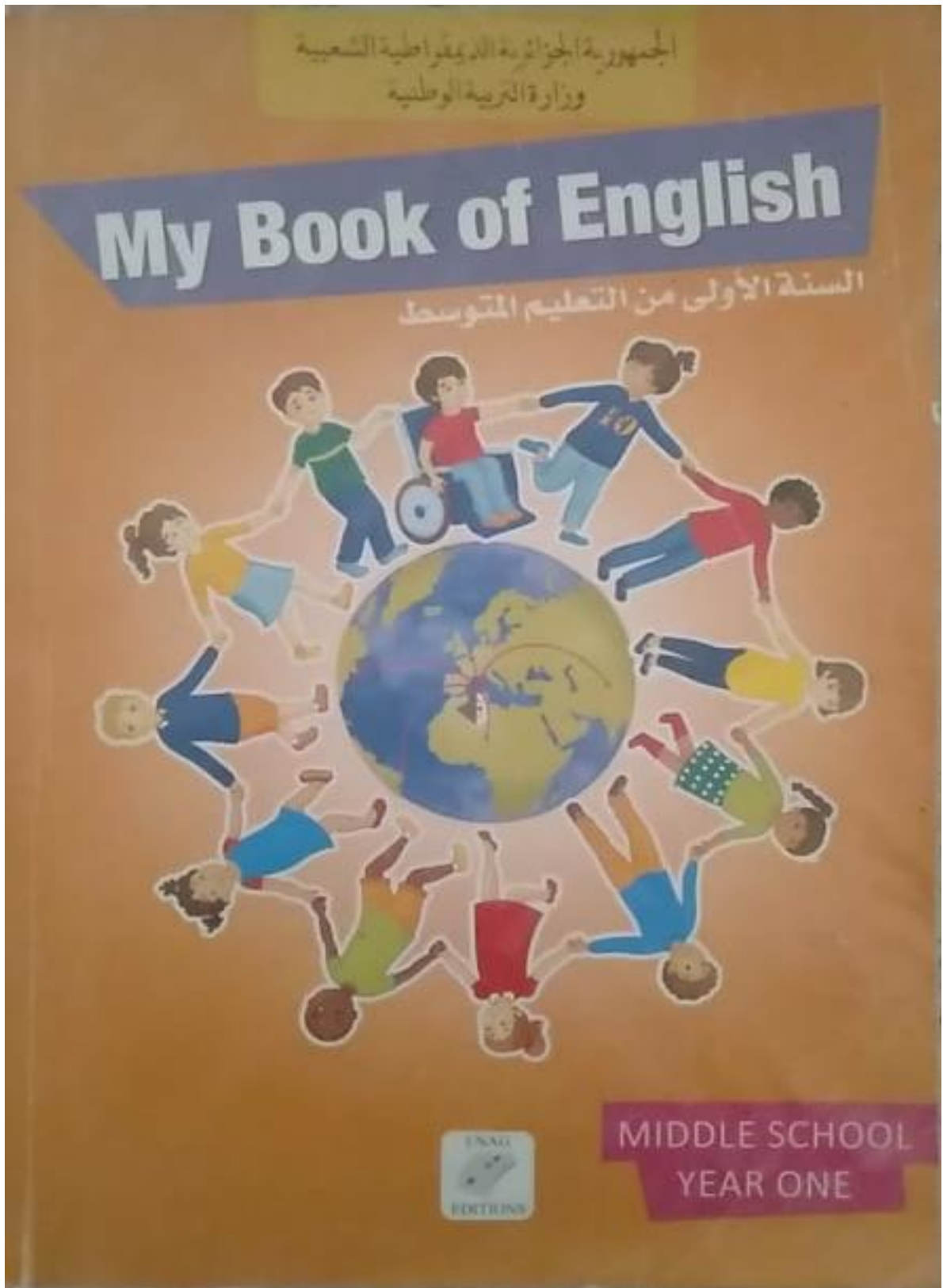
Appendices

Appendix One: EBadi & BeigzedeH Checklist (2016)

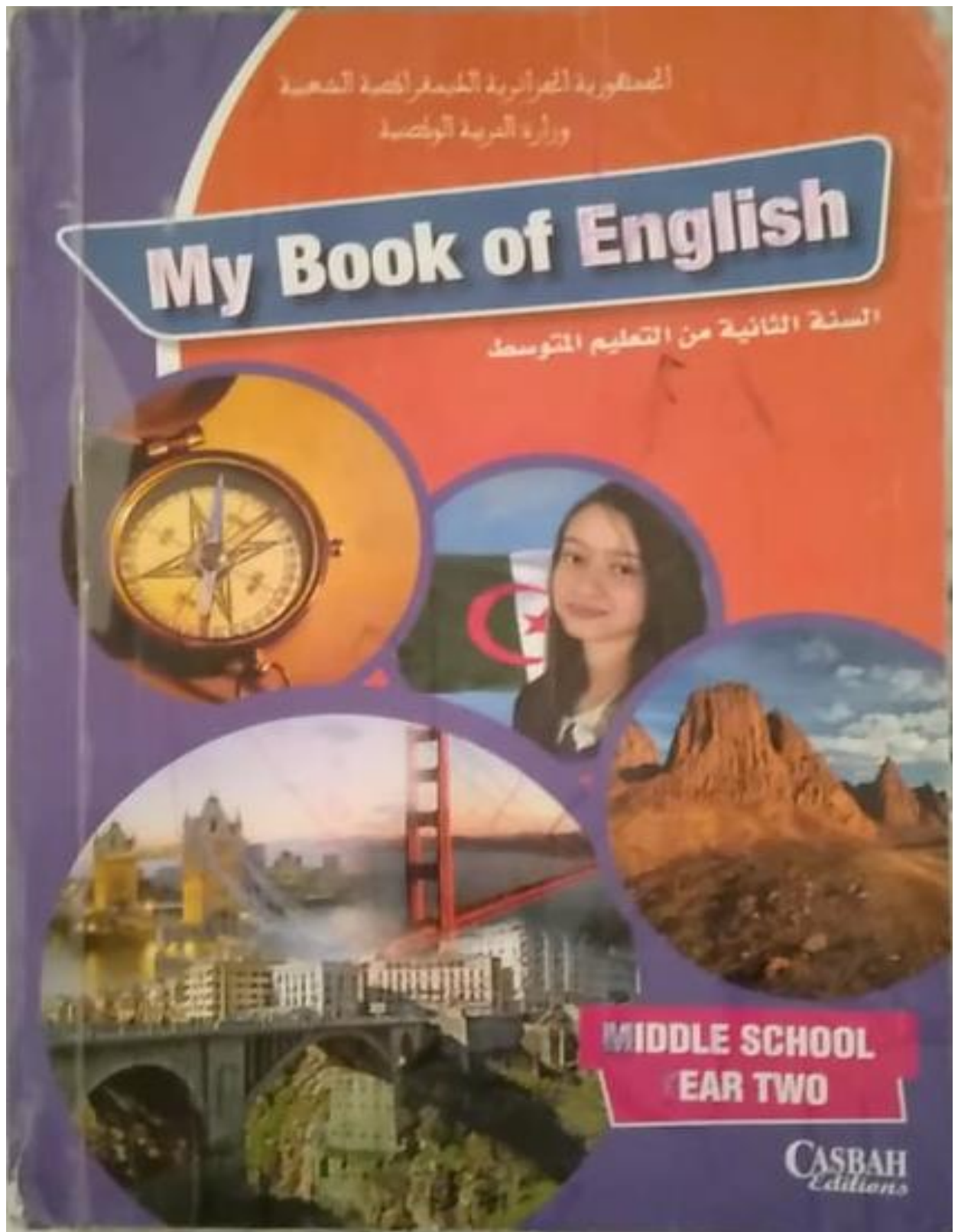
Intelligence Type	Description of Intelligence Type	Types of Activities	Sample Activities
Verbal/Linguistic	to use language effectively both in oral and written form	Note taking, reading, listening, speaking, writing, storytelling, discussion, presentation, remembering	Listen and read. Make a sentence with these words. / Complete the sentences. / Rewrite the following sentences. / Fill in the blanks. / Look \ at the picture and tell the story.
Musical	to recognize musical patterns; sensitivity to pitches, tones, and rhythms	Sing, chant, explaining sound differentiation, reciting poetry, playing musical instruments	Chant the poem of “ <i>Morghe Sahar</i> ” with your friends and teacher. / Circle around the sound of (Š) in these words.
Bodily/Kinesthetic	to use body movements and gestures	Role-play, hands-on activities, point, clap, body language, mime	–
Visual/Spatial	to recognize forms, colors, and shapes; to graphically represent visual ideas	Using graphs, tables, slide, map, charts, board, flashcards, movie, painting, mind map, coloring, drawing, using visuals to explain the content, imagining, tracing the lines	Look at the picture of the park and listen to the CD again. Draw and complete the picture. / look at the maps and read the names of the countries. / Complete the branches of this tree.
Intrapersonal	to understand one's feelings, fears and motivations; self-awareness	Activities with a self-component, personal journal keeping, individual questions - evaluation	Which season do you like most? Why? Tell your friend. / What do you like about the park in your neighborhood? / Tell your friends what you have for New Year's Eve dinner. Do you know how to cook?
Interpersonal	to understand people's intentions,	Classroom discussions, group work, pair work, peer tutoring	Work with your partner. Ask about Melat Park. / Discuss with your partner about the above text. / Do

	feelings and motives; to work well with people		the conversation with your friend. / Talk with your friends about Brazil or USA soccer team.
Logical/Mathematical	to use numbers effectively; to detect abstract patterns; to analyze problems and reason well; critical thinking	Unscrambling the sentences, putting the sentences in order, categorizing information in a logical sequence, comparing the answers with a partner, brainstorming, puzzles and games, problem solving, number sequences, creating connection between different ideas, crossword, ordering, matching, classifying, sequencing events in a story, identifying errors, identifying main ideas	Order the following conversation. / Listen and correct the answers. / Which sentence is correct and which one is not correct? / Which word is different from the others? / Write the number of each sentence next to the relevant picture. / Categorize the following words. / Compare the pictures and answer the questions. / Think and say.
Naturalist	to recognize and classify plants, animals, and living species; sensitivity to nature	Topics on natural phenomena, classifying items (e.g., animals, plants, etc.)	Talk about the seasons' characteristics. /Look at the pictures and describe the rainfall process.

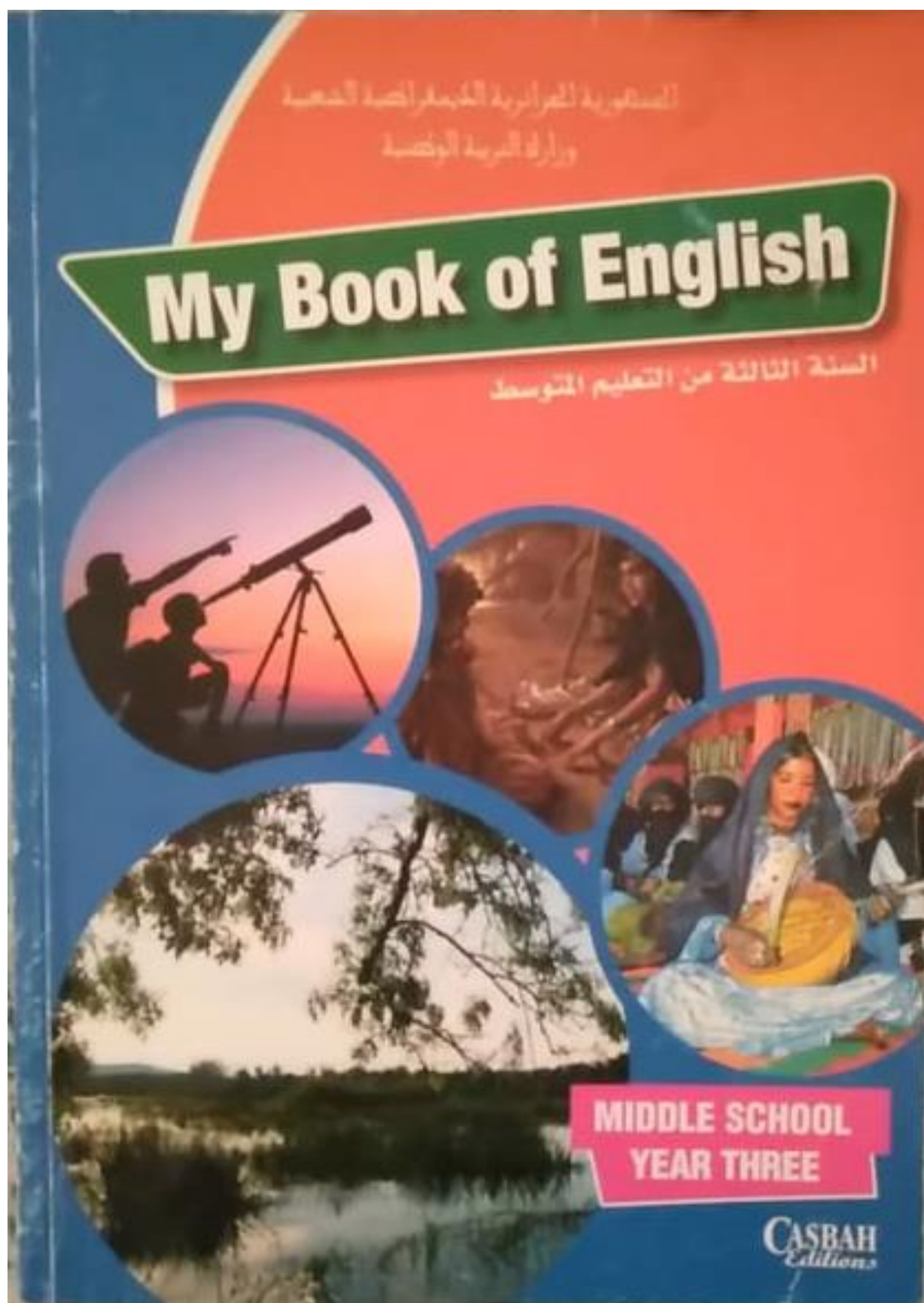
Appendix Two: My Book of English Book 1 Front Page



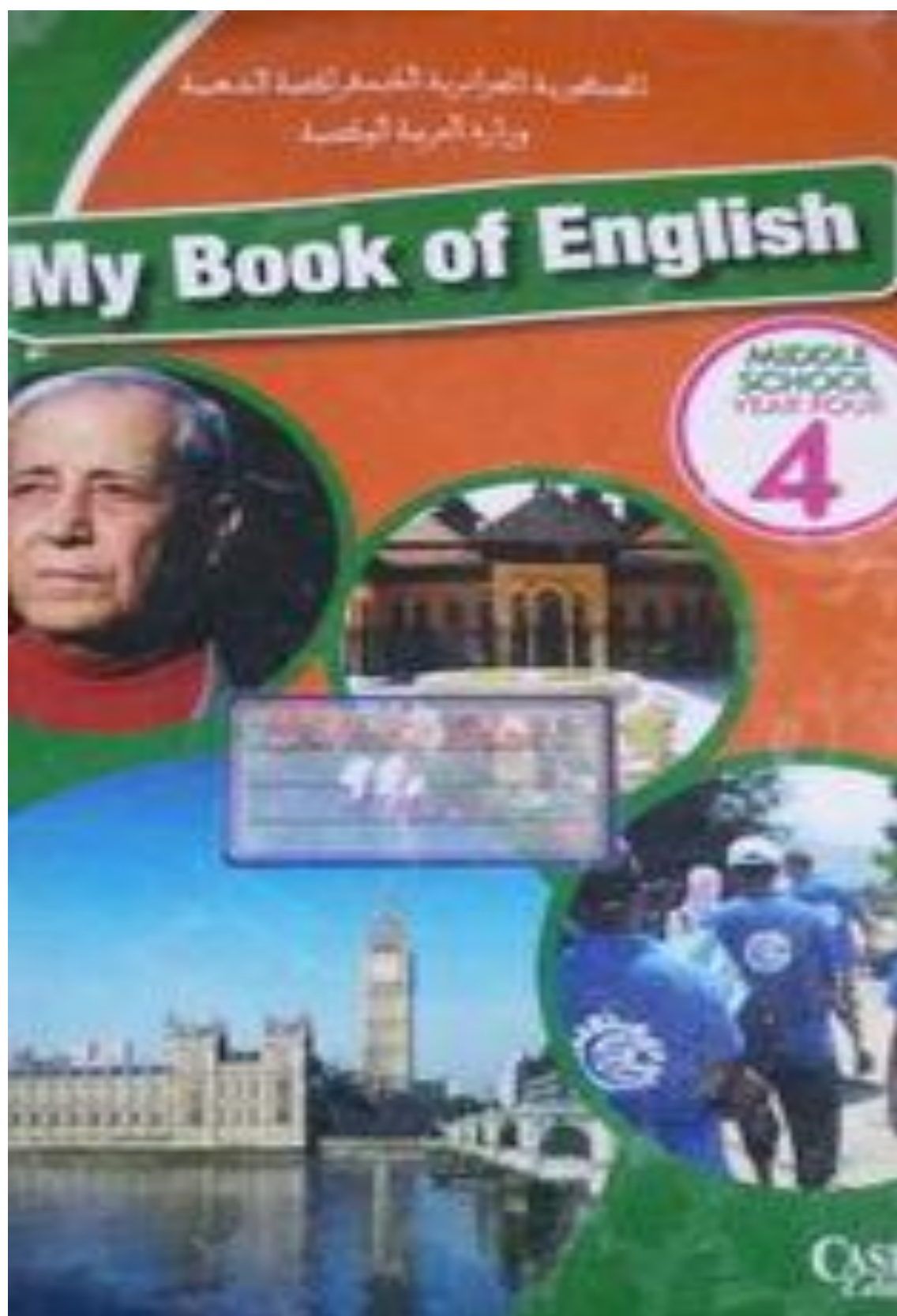
Appendix Three: My Book of English Book 2 Front Page



Appendix Four: My Book of English Book 3 Front Page



Appendix Five: My Book of English Book 4 Front Page



Appendix Six: Teachers' Questionnaire

Section One: Personal Information

Q01: Degree

Q2: Place of work

Q3: Teaching experience

Section Two: Teachers' Familiarity and Attitudes Towards Multiple Intelligences Theory

Q04: What are the methods of teaching you generally use in your classroom?

- the old methods of teaching that consider teachers as the center of the process
- the new methods of teaching that focus more on learners
- a mixture between the old and the new methods

Q05: Have you ever had any extra training in newly ELT approaches and methods? Yes No

Q06: If yes, how?

- Reading books
- Workshops
- Webinars
- Internet articles

Q07: According to you, what is intelligence?

Q08: Are you familiar with the theory of Multiple Intelligences?

- Yes
- No
- Not sure

Q09: How often do you apply the theory? Never, rarely, frequently, generally, always. (please give some examples of how you apply it)

Q10: Are you aware of your Multiple Intelligence profile? Yes/ No.

Q11: In what ways do you think that your MI profile influences your way of teaching? (please give examples)

Q12: Do you think you can perceive all your learners' capacities? yes/ No

Q13: If no, what are the limitations that hinder you from perceiving your learners' MI profiles?

- The enormous number of learners in a class
- Time limitations
- It is a useless theory

Q14: Which activities do you use while presenting your lessons?

☐ Categorizing items (animals, adjectives, nouns, etc)	☐ Making sculptures or art craft with clay, wood, or other materials
☐ Reflective journal	☐ Reading
☐ Group problem solving	☐ Maps
☐ Pair work	☐ Providing materials related to the natural world
☐ Songs/video clips	☐ Coloring
☐ Role plays	☐ Speaking
☐ Board games	☐ Personal journal keeping
☐ TPR (Total Physical Response)/mime	☐ Talking about environmental issues
☐ Cooperative learning activities	☐ Activities with a self-evaluation component
☐ Field trips (zoo, museums, restaurants, etc)	☐ chants/ rhymes
☐ Debates	☐ Singing
☐ Videos/movies	☐ Charts/grids
☐ Individualized projects	☐ Dancing
☐ Note-taking	☐ Group work
☐ Drawing	☐ Running

☐ Listening	☐ Body language
☐ Playing musical instruments	☐ Story telling
☐ Statistics	☐ Logic puzzles and games
☐ Group brainstorming	☐ Moving around the class
☐ Talking about (or practicing) sports	☐ Slides
☐ Story problems with numbers	☐ Hands-on activities
☐ Options for homework	☐ peer teaching
☐ Writing	☐ Classifying and categorizing activities
☐ Crossword puzzles (flashcards, pictures, wall charts, etc)	☐ Visual aids

Q15: Do you think that MIT is easy to apply in teaching? Yes/No

Q16: What are the difficulties teachers face when applying to MIT?

Q17: In your opinion, why do Algerian middle school teachers ignore applying to MIT?

Q18: In your view, what are the ways teachers need for a better MIT application?

Section Three: Teachers' Views of Textbooks in Terms of Multiple Intelligences Theory

Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19: implementing MI principles in classrooms is helpful for teachers and beneficial for students.					
20: the use of EFL textbooks that were locally designed are valuable tools.					

Q21: the second-generation textbooks' content was updated.					
Q22: second-generation reforms brought many changes in the choice of activities.					
Q23: there is a noticeable difference between first-generation textbooks and second-generation reforms to emphasize learners' abilities and differences.					
Q24: middle school textbooks are suitable concerning the aims and competencies determined by the Algerian Ministry of education.					
Q25: the textbooks provide students with activities that address linguistic intelligence.					
Q 26: the textbooks provide students with activities that address logical intelligence.					
Q27: the textbooks provide students with activities that address interpersonal intelligence.					
Q28: the textbooks provide students with activities that address intrapersonal intelligence.					
Q29: the textbooks provide students with activities that address visual/spatial intelligence.					

Q30: the textbooks provide students with activities that address bodily/kinesthetic intelligence.					
Q31: the textbooks provide students with activities that address musical intelligence.					
Q32: the textbooks provide students with activities that address naturalist intelligence.					

Section Four: Teachers' Further Suggestions and Comments

Please feel free to add any comment or suggestion that can help the researcher.

Appendix Seven: Classification of Activities/Materials for Multiple Intelligences (Botelho, 2003, pp.100-101)

Linguistic Intelligence	Logical Intelligence	Visual/Spatial Intelligence	Bodily/Kinesthetic Intelligence
- Lectures - Small and large group discussions - Reading - Worksheets - Word (building) games - Student speeches - Story-telling - Listening (to cassettes or talking books) - Debates - Journal keeping - Memorizing - Using word processors - Publishing (creating class newspapers or collections of writings) - Writing - Taking notes - Giving presentations - Speaking - Poetry - Humour/jokes	- Scientific demonstrations and experiments - Creating/deciphering codes - Logic problems and puzzles - Games - Science thinking - Story problems and problem solving activities - Calculations - Logical argumentation - Logical-sequential presentation of subject matter - Guided discovery - Statistics - Showing relationship	- Charts, grids, maps, diagrams - Visualizations - Photography - Videos, slides, movies - Art, and other pictures - Imaginative storytelling - Painting or collage - Using mind maps - Graphic organizers - Optical illusions - Telescopes, microscopes - Visual awareness activities - Student drawings - Pretending	- Brain gym - Body language - Creative movement - Hands-on activities - Classroom aerobics - Cooperative group rotation - Mother-may-I - Field trips - Folk/creative dance - Mime - Role play - Relaxation exercises - Craftwork - Cooking and other “mess” activities - Ring games
Musical Intelligence	Interpersonal Intelligence	Intrapersonal Intelligence	Naturalist Intelligence
- Songs/video clips - Humming	- Group work - Cooperative groups	- Independent student work	- Gardening - Classifying plants,

- Playing recorded music - Singing - Playning live music (piano, guitar) - Group singing - Mood music - Music appreciation - Student made instruments - Jazz chants - Rhymes - Music composition/creation - Background music	- Cooperative learning activities - Conflict mediation - Peer teaching - Board games - Group brainstorming - Pair work - Group problem solving - Project work - Giving/receiving feedback - Group projects	- Activities with a self-evaluation component - Reflective learning (worksheets and questions) - Individualized projects - Journal keeping - Options for homework - Inventories and checklists - Self-teaching/programmed instruction - Self-esteem journals (personal) goal setting - Learner diaries - Self-study - Focusing/concentration skills	- minerals, and animals - Using materials related to the natural world - Bird-watching/animal-watching - Classifying & categorizing activities - Background music in the form of sounds created in the natural world - Categorizing items (animals, adjectives, nouns, etc) - Talking about environmental issues
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Appendix Eight: Multiple Intelligences Inventory (McKenzie, 1999)

Part I

Complete each section by placing a “1” next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

Section 1

- _____ I enjoy categorizing things by common traits
- _____ Ecological issues are important to me
- _____ Classification helps me make sense of new data
- _____ I enjoy working in a garden
- _____ I believe preserving our National Parks is important
- _____ Putting things in hierarchies makes sense to me
- _____ Animals are important in my life
- _____ My home has a recycling system in place
- _____ I enjoy studying biology, botany and/or zoology
- _____ I pick up on subtle differences in meaning
- _____ TOTAL for Section 1

Section 2

- _____ I easily pick up on patterns
- _____ I focus in on noise and sounds
- _____ Moving to a beat is easy for me
- _____ I enjoy making music

- _____ I respond to the cadence of poetry
- _____ I remember things by putting them in a rhyme
- _____ Concentration is difficult for me if there is background noise
- _____ Listening to sounds in nature can be very relaxing
- _____ Musicals are more engaging to me than dramatic plays
- _____ Remembering song lyrics is easy for me
- _____ TOTAL for Section 2

Section 3

- _____ I am known for being neat and orderly
- _____ Step-by-step directions are a big help
- _____ Problem solving comes easily to me
- _____ I get easily frustrated with disorganized people
- _____ I can complete calculations quickly in my head
- _____ Logic puzzles are fun
- _____ I can't begin an assignment until I have all my "ducks in a row"
- _____ Structure is a good thing
- _____ I enjoy troubleshooting something that isn't working properly
- _____ Things have to make sense to me or I am dissatisfied
- _____ TOTAL for Section 3

Section 4

- _____ It is important to see my role in the "big picture" of things
- _____ I enjoy discussing questions about life
- _____ Religion is important to me
- _____ I enjoy viewing art work
- _____ Relaxation and meditation exercises are rewarding to me
- _____ I like traveling to visit inspiring places

- _____ I enjoy reading philosophers
- _____ Learning new things is easier when I see their real world application
- _____ I wonder if there are other forms of intelligent life in the universe
- _____ It is important for me to feel connected to people, ideas and beliefs
- _____ TOTAL for Section 4

Section 5

- _____ I learn best interacting with others
- _____ I enjoy informal chat and serious discussion
- _____ The more the merrier
- _____ I often serve as a leader among peers and colleagues
- _____ I value relationships more than ideas or accomplishments
- _____ Study groups are very productive for me
- _____ I am a “team player”
- _____ Friends are important to me
- _____ I belong to more than three clubs or organizations
- _____ I dislike working alone
- _____ TOTAL for Section 5

Section 6

- _____ I _____ learn _____ by _____ doing
- _____ I enjoy making things with my hands
- _____ Sports are a part of my life
- _____ I use gestures and non-verbal cues when I communicate
- _____ Demonstrating is better than explaining
- _____ I love to dance
- _____ I like working with tools
- _____ Inactivity can make me more tired than being very busy

- _____ Hands-on activities are fun
- _____ I live an active lifestyle
- _____ TOTAL for Section 6

Section 7

- _____ Foreign languages interest me
- _____ I enjoy reading books, magazines and web sites
- _____ I keep a journal
- _____ Word puzzles like crosswords or jumbles are enjoyable
- _____ Taking notes helps me remember and understand
- _____ I faithfully contact friends through letters and/or e-mail
- _____ It is easy for me to explain my ideas to others
- _____ I write for pleasure
- _____ Puns, anagrams and spoonerisms are fun
- _____ I enjoy public speaking and participating in debates
- _____ TOTAL for Section 7

Section 8

- _____ My attitude affects how I learn
- _____ I like to be involved in causes that help others
- _____ I am keenly aware of my moral beliefs
- _____ I learn best when I have an emotional attachment to the subject
- _____ Fairness is important to me
- _____ Social justice issues interest me
- _____ Working alone can be just as productive as working in a group
- _____ I need to know why I should do something before I agree to do it
- _____ When I believe in something I give more effort towards it
- _____ I am willing to protest or sign a petition to right a wrong

_____ TOTAL for Section 8

Section 9

_____ Rearranging a room and redecorating are fun for me

_____ I enjoy creating my own works of art

_____ I remember better using graphic organizers

_____ I enjoy all kinds of entertainment media

_____ Charts, graphs and tables help me interpret data

_____ A music video can make me more interested in a song

_____ I can recall things as mental pictures

_____ I am good at reading maps and blueprints

_____ Three dimensional puzzles are fun

_____ I can visualize ideas in my mind

_____ TOTAL for Section 9

Part II

Now carry forward your total from each section and multiply by 10 below:

Section	Total Forward	Multiply	Score
1		X10	
2		X10	
3		X10	
4		X10	
5		X10	
6		X10	
7		X10	
8		X10	
9		X10	

Part III

Now plot your scores on the bar graph provided:

100									
90									
80									
70									
60									
50									
40									
30									
20									
10									
0	Sec 1	Sec 2	Sec 3	Sec 4	Sec 5	Sec 6	Sec 7	Sec 8	Sec 9

Part IV

Key:

Section 1 – This reflects your Naturalist strength

Section 2 – This suggests your Musical strength

Section 3 – This indicates your Logical strength

Section 4 – This illustrates your Existential strength

Section 5 – This shows your Interpersonal strength

Section 6 – This tells your Kinesthetic strength

Section 7 – This indicates your Verbal strength

Section 8 – This reflects your Intrapersonal strength

Section 9 – This suggests your Visual strength

Remember:

- Everyone has all the intelligences!
- You can strengthen each intelligence!
- This inventory is meant as a snapshot in time - it can change!
- MI is meant to empower, not label learners!

Appendix Nine: Examples of different analyzed activities

			
a nurse	an architect	a teacher	a farmer
The nurse works in a hospital. 	The architect works in an office. 	The teacher works in a school. 	The farmer works on a farm. 

Task 4. I complete the bubble with the appropriate article.



My brother is
electrician. He has got
cat and dog.
cat is black and dog is
white.

the

a

an



Task 5. I listen and repeat.

This is my sister.
She is 16.

This is my grandfather.
He is 80.



Task 7. I listen and tick the right pronunciation of the "s" ending in each word.

1.	/ɪz/	/s/	/z/
profiles	☐	☐	☐
webpages	☐	☐	☐
tablets	☐	☐	☐
fans	☐	☐	☐
pianos	☐	☐	☐
smartphones	☐	☐	☐
months	☐	☐	☐
places	☐	☐	☐

2.	/ɪz/	/s/	/z/
emails	☐	☐	☐
messages	☐	☐	☐
video clips	☐	☐	☐
downloads	☐	☐	☐
features	☐	☐	☐
botanists	☐	☐	☐
prizes	☐	☐	☐
mountains	☐	☐	☐

Task 8. I work with my partner. We read again "My Pronunciation Tools (2)" and correct each other's answers in task (7). Then, I read aloud all the words in lists (1 and 2).

Task 9. I listen and match each word with the corresponding pronunciation of its "s" ending.

personalities

carries

abilities

prizes

studies

cities

cries

countries

activities

technologies

Task 10. I listen again and check my answers in task (9).

Task 11. I work with a group of partners. We read again "My Pronunciation Tools" and correct each other's answers.



I pronounce.

Task 1. I listen and tick the correct pronunciation of the words in bold.

– I **can't** do my homework. I'm not good at geography.

☐ /kənt/

☐ /kɑ:nt/

– This is an interesting website. You **can** download many apps and exciting games.

☐ /kæn/

☐ /kən/

– Can you play a musical instrument?

☐ /kæn/

☐ /kən/

– Yes, I **can**.

☐ /kən/

☐ /kæn/

– No, I **can't**.

☐ /kənt/

☐ /kɑ:nt/

Task 2. I listen again. Then, I read "My Pronunciation Tools (1)" with my partner and we correct each other's answers in task (1).

Task 3. I listen and repeat the questions.

Task 4. I listen again and write the questions.

Question 1: *What*?

Question 2:?

Question 3:?

Task 5. I listen again and write my answers to the questions in task (4).

Answer 1: *I can*

Answer 2:

Answer 3:

Task 6. I work with my partner and we act out the dialogue. We correct each other's pronunciation and change roles.

Résumé

L'enseignement et l'apprentissage de l'anglais en tant que langue étrangère en Algérie se basent essentiellement sur les manuels scolaires, qui peuvent être considérés comme la manifestation palpable du curriculum. De ce fait le ministère algérien de l'éducation a initié des réformes en 2016 pour améliorer la qualité des manuels scolaires du collège. Cette recherche visait à évaluer quatre manuels scolaires du cycle moyen à la lumière de la théorie des intelligences multiples. Cette recherche qualitative s'est appuyée sur la liste de contrôle de EBadi & Beigzede pour procéder à l'évaluation des livres précités. La connaissance et les attitudes des enseignants envers la théorie des intelligences multiples et son intégration dans les réformes de deuxième génération ont aussi été étudiées au moyen d'un questionnaire semi-structuré destiné aux enseignants de différentes régions du pays. Les résultats ont révélé que les types d'intelligence les plus prédominants dans les quatre manuels étaient l'intelligence linguistique, suivie de l'intelligence interpersonnelle. L'inclusion des autres intelligences est différente d'un manuel à l'autre. Les résultats ont également révélé que les intelligences corporelle/kinesthésique et naturaliste étaient les intelligences les moins dominantes dans les manuels. En ce qui concerne la connaissance et les attitudes des enseignants algériens, les résultats ont révélé qu'ils connaissaient la théorie, mais qu'ils ne savaient pas comment l'appliquer. Malgré cela, ils ont des attitudes positives envers la théorie et son intégration dans l'enseignement de l'anglais. Cette recherche se termine par un nombre d'implications pédagogiques et de recommandations dérivées des résultats, ainsi que par ses limites et des suggestions pour des études ultérieures.

Mots Clés : Théorie des intelligences multiples ; évaluation des manuels scolaires ; réformes deuxième génération ; manuels de deuxième génération; enseignants d'ALE.

المُلخص

يعدّ الكتاب المدرسي الوسيلة الأساسية في تعليمية اللغة الإنجليزية في الجزائر. في 2016، قررت وزارة التربية الجزائرية القيام بإصلاحات بهدف تحسين فعالية الكتب المدرسية التعليمية، و تهدف هذه الدراسة إلى تقييم كتب اللغة الإنجليزية للطور المتوسط في ظل نظرية الذكاءات المتعددة التي اعتمدتها الوزارة في كتب الجيل الثاني. وقد اعتمدت الدراسة على المنهج الوصفي باستعمال EBadi & Beigzedeh Checklist لتقييم الكتب الأربعة. إضافة إلى ذلك، سعت الدراسة للبحث عن مدى معرفة أساتذة اللغة الإنجليزية للنظرية و مواقفهم من دمجها في اصلاحات الجيل الثاني من خلال استبيان موزّع لهم. وقد أثبتت نتائج الدراسة أن الذكاء اللغوي هو الأكثر تواجدا في الكتب متبوعا بالذكاء الاجتماعي، كما أظهرت النتائج أيضا أن الذكاء الحسي/الحركي و الذكاء الطبيعي غائبان تماما. بالنسبة للأساتذة، أظهرت الدراسة أنهم مطلعون على النظرية، لكن مشكلهم يكمن في عدم معرفة كيفية تطبيق النظرية في القسم. ثم تختتم الدراسة بمجموعة من التطبيقات البيداغوجية و التوصيات مع ذكر حدودها، وبعض البحوث المقترحة.

الكلمات المفتاحية: نظرية الذكاءات المتعددة؛ تقييم الكتب المدرسية؛ اصلاحات الجيل الثاني؛ كتب الجيل الثاني؛ أساتذة اللغة الإنجليزية.