

**Multiple Intelligences Theory and its Representation
in the Crescent English Course for Yemen
Prof. Mohammad Abdu Ahmed Al-Mekhlafi
Department of English, College of Education, Sana'a University, Yemen**

Abstract

This study sought to investigate: a-) the multiple intelligences (MI) addressed in the activities of the Crescent English Course for Yemen (CECFY) textbooks which are used in the third preparatory schools (9th grade) and the third secondary schools (12th grade) in Yemen, b-) if there is any difference between the textbooks used in the 9th and 12th grades with regard to the representation of MI activities, and c-) if the CECFY textbooks are balanced in terms of the implication of intelligences. To this end, the researcher designed a multiple intelligences checklist that contained 120 items to evaluate the selected textbooks. They were evaluated, and the frequencies and percentages of occurrence of each type of intelligences in the activities of the textbooks were calculated using the Statistical Package of Social Studies (SPSS). The results of this study revealed that the linguistic/verbal intelligence was the dominant type of intelligence with 586 (100%) activities in the two textbooks. The other types of intelligences showed very low percentages ranging between 19.13% and 0 % in the activities of the two textbooks analyzed. There was no balance in the textbooks activities in terms of the intelligence types addressed. The less common intelligences were naturalistic, bodily/kinesthetic and spiritual/existential. Results showed that there were no examples of the moral intelligence. Some pedagogical implications were suggested regarding the implementation of multiple intelligences activities in the English language curriculum of the preparatory and secondary schools in Yemen.

Keywords: Multiple Intelligences theory, ELT textbooks, Textbook evaluation, Crescent English Course for Yemen

نظرية الذكاءات المتعددة وتمثيلها في كتب الهلال لتدريس اللغة الانجليزية باليمن

أ.د. محمد عبده أحمد المخلافي

قسم اللغة الإنجليزية - كلية التربية - جامعة صنعاء - اليمن

ملخص البحث:

تهدف هذه الدراسة إلى التحقق من مدى تضمين نظرية الذكاءات المتعددة في تمارين وأنشطة كتب اللغة الانجليزية للصفين الثالث الإعدادي والثالث الثانوي في مدارس اليمن ، وهل توجد فروق بين تلك الكتب فيما يتعلق بتمثيل نظرية الذكاءات المتعددة ؟ وهل كتب تدريس اللغة الانجليزية في اليمن متوازنة من حيث تضمين الذكاءات المتعددة في تمارينها وأنشطتها؟، وتحقيقاً لهذه الأهداف فقد قام الباحث بتحليل الكتب المختارة مستخدماً قائمة مرجعية للذكاءات المتعددة تتكون من ١٢٠ فقرة ثم قام الباحث بحساب التكرارات والنسب المئوية لتضمين كل نوع من أنواع الذكاءات المتعددة حيث كشفت نتائج هذه الدراسة بأن الذكاء اللغوي كان هو المهيمن على بقية أنواع الذكاءات حيث بلغت تكراراته ٥٨٦ ونسبة مئوية ١٠٠% في الكتابين قيد التحليل كما أظهرت النتائج أن الكتابين قيد التحليل تضمنا الأنواع الأخرى من الذكاءات المتعددة بنسب منخفضة تتراوح ما بين ١٩,١٣% و ٠% كما أشارت النتائج إلى عدم وجود توازن في تضمين تمارين وأنشطة الذكاءات المتعددة في الكتابين كما جاء الذكاء الطبيعي والذكاء الحركي والذكاء الروحي بين الذكاءات الأقل شيوعاً في الكتابين المدرسين، كما أظهرت النتائج أن الكتابين لم يتضمنا أي أنشطة أو تمارين تمثل الذكاء الأخلاقي، وفي ختام هذه الدراسة قدم الباحث بعض المقترحات لتضمين نظرية الذكاءات المتعددة في مناهج تدريس اللغة الانجليزية في المدارس الإعدادية والثانوية في اليمن .

الكلمات المفتاحية : نظرية الذكاءات المتعددة؛ تقييم الكتاب المدرسي؛ منهج تدريس اللغة الانجليزية في اليمن.

1. INTRODUCTION

English as a foreign language (EFL) textbooks occupy a very important place in the Yemeni context where other teaching materials are not available. They are important resources for teachers in helping students to learn all subjects including English. They form the basis of teaching and learning in the classroom. In other words, the Yemeni students just have their textbooks as the only source of learning English and the major source of contact they have with the language apart from the input provided by the teacher. In this regard, Riazi (2003) and Kia-Ahmadi and Arabmofrad (2015) are of the view that textbooks play an important role in the realm of language teaching and learning and are considered the next important factor in the foreign language classroom after the teacher.

Textbooks are the main tool in language learning and teaching. Viali (2008:16) observes that “teachers turn to coursebooks for choice of content, for sequencing of activities as well as guidance for the assessment process”.

In recent years, there has been an increasing interest in textbooks evaluation under the lights of MI theory. A number of studies, e.g., Ibragimova (2011); Arikan et al. (2014); Estaji and Nafisi (2014); Al-Omari et al. (2015); Kia-Ahmadi & Arabmofrad (2015); Ebadi and Ashtarian (2015) among others have been carried out in different contexts. These researchers have explored the practical implications and the inclusion of the MI theory in the activities of EFL textbooks.

The aforementioned facts makes it necessary to evaluate the EFL textbooks in

the Yemeni context to check if they cater for the multiple intelligences in the textbook activities in order to evaluate how they fit the learners’ needs. Thus, the present study intends to show if and how much the activities of the CECFY cater for the multiple intelligences.

REVIEW OF RELATED LITERATURE

Intelligence is one of the characteristics that lead to success in language learning. Gardner (1993: xxviii) challenged the idea of a single intelligence and theorized that human beings have at least ten distinct intellectual potentials which operate together in coping with the world. These potentials are " the ability to solve problems, or to create products, that are valued within one or more cultural settings".

While challenging the idea of a single Intelligence Quotient (IQ), Gardner (1993) has argued that the idea of multiple intelligences is an old issue that goes back to the beginning of the science of psychology. He adds that psychologists have argued for a large number of human mental capabilities or faculties. They have suggested the existence of various components of intelligence. Gardner (1993: 9) argues that the multiple intelligences do not operate independently. Individuals use them at the same time and that they tend to complement each other as individuals solve problems or acquire new skills. He states that “there exist some intelligences, that these are relatively independent of one another, and that they can be fashioned and combined in a multiplicity of adaptive ways by individuals and cultures”.

According to Orey (2010) Gardner's theory uses aspects of cognitive and

developmental psychology, sociology and anthropology to explain the human intellect. It is a multidimensional and instructional theory that addresses the student's environmental preference for learning. The MI theory proposes that individuals learn in different ways and paces due to their spectrum of multiple intelligences.

Giles et al. (2003) sum up the key points of the Multiple Intelligence (MI) theory as follows:

1. All human beings possess all ten intelligences in varying degrees.
2. Each individual has a different intelligence profile.
3. Education can be improved by assessment of students' intelligence profiles and designing activities accordingly.
4. Each intelligence occupies a different area of the brain.
5. The ten intelligences may operate in consort or independently from one another.
6. These ten intelligences may define the human species.

Gardner (1999) believes that the multiple intelligences are: linguistic/verbal, visual/spatial, logical/mathematical, bodily/kinesthetic, musical, interpersonal, intrapersonal, naturalistic and Spiritual / Existential.

1.1. The Ten Intelligences Model

The MI theory originally accounted for seven separate intelligences. The intelligences are Verbal / Linguistic, Logical/Mathematical, Visual / Spatial, Bodily-Kinesthetic, Musical, Interpersonal and Intrapersonal (Gardner, 1993). Later on, Gardner (1999) added two more intelligences to the list. The two intelligences were Naturalistic and Spiritual/Existential. Furthermore, some

researchers, e.g., Chapman (2014) and Al-Omari et al. (2015), suggest the potential inclusion of another type of intelligences, namely: the Moral one which is subjective and complex. Thus, the total number of intelligences that are used in the literature to date is ten intelligences. What follows is a brief account of each of the ten intelligences.

1.1.1. Verbal/ Linguistic (Word Smart)

Verbal Intelligence is one domain of the ten intelligences that the learners utilize to express themselves (Mohammadi and Mousalou, 2012). It is also called the intelligence of words or linguistic intelligence. Furthermore, Azarmi et al. (2012) point out that the linguistic intelligence enables people to use the words of language effectively in their oral and written forms. In other words, those with verbal/linguistic intelligence are able to master the language and pay special attention to vocabulary and grammar (Al-Mekhlafi, 2015). They have the ability to think in words, analyze language and understand clearly what other people mean when using words. Furthermore, they have the ability to memorize and retell stories (Purnamasari, 2013). They enjoy and learn best by reading, taking notes and going to lectures (Varghese, 2013; Purnamasari, 2013). This type of intelligence is dominant in writers, poets, storytellers, teachers, lawyers and politicians (Skourdi et al., 2012).

Orey (2010: 80) argues that this type of intelligence refers to "an individual's ability to understand and manipulate words and languages. Everyone is thought to possess this intelligence at some level. This includes reading, writing, speaking, and other forms

of verbal and written communication". Furthermore Shearer (2004: 4) argues that, "the core features of linguistic intelligence include the ability to use words effectively for reading, writing, and speaking. Linguistic skills are important for providing explanations, descriptions, and expressiveness".

1.1.2. Logical/Mathematical (Number Smart)

This type of intelligence refers to an individual's ability to make calculations, logical reasoning, and problem solving. This intelligence is strong in any individual who is able to calculate rapidly, estimate, complete arithmetic problems, understand interpret the relationships among numbers, solve patterns or complete orderings, and read calendars or other notational systems (Gardner, 1993). Orey (2010: 80) is of the view that individuals strong in this intelligence are "oriented toward thinking: inductive and deductive logic, numeration, and abstract patterns". Some professionals who are strong in this intelligence include mathematicians, accountants, computer programmers, engineers, logicians and scientists.

1.1.3. Visual/Spatial (Picture Smart)

This intelligence refers to the ability to represent the world through mental images and artistic expression (Shearer, 2004). Furthermore, Orey (2010:80) argues that individuals who are strong in this intelligence "depend on visual thinking and are very imaginative. People with this kind of intelligence tend to learn most readily from visual presentations such as movies, pictures, videos, and demonstrations using models and props. They like to draw, paint,

or sculpt their ideas and often express their feelings and moods through art. These individuals are good at reading diagrams and maps and enjoy solving mazes and jigsaw puzzles". Some professionals who are strong in this intelligence include architects, designers, sailors among others. Teachers and textbook writers can encourage the growth of this intelligence by using pictures, diagrams, charts, graphs, color, art activities, doodling, microscopes, computer graphics software and videotapes.

1.1.4. Bodily/Kinesthetic (Body Smart)

According to Orey (2010) bodily/Kinesthetic intelligence refers to people who process information through the sensations they feel in their bodies. These people like to move around, touch the people they are talking to and act things out. They are good at small and large muscle skills; they enjoy all types of sports and physical activities. Teachers and textbook writers can encourage the growth of this intelligence by using some Total Physical Response activities in the classroom.

1.1.5. Musical intelligence (Music Smart)

Musical Intelligence is the first intelligence that emerges in an individual. Shearer (2004:4) believes that this type of intelligence "includes sensitivity to pitch (melody), rhythm, and timbre (tone quality) and the emotional aspects of sound as pertaining to the functional areas of musical appreciation, singing, and playing an instrument". Furthermore, Orey (2010:81) recommends that EFL teachers can incorporate activities into their classes "that encourage students' musical intelligence by playing music for the class and assigning

tasks that involve students creating lyrics about the material being taught”.

1.1.6. Interpersonal intelligence (People Smart)

Interpersonal intelligence is the ability to interpret and respond to the moods, emotions, motivations, and actions of others. Interpersonal intelligence also requires good communication and interaction skills, and the ability to show empathy towards the feelings of other individuals. Teachers can encourage the growth of interpersonal intelligences by designing lessons that include group work and by planning cooperative learning activities. (Orey, 2010).

1.1.7. Intrapersonal intelligence (Self Smart)

This type of intelligence involves the ability to know oneself. People who exhibit strength in this type of intelligence are able to understand their own emotions and motivations. They are also aware of their own strengths and weaknesses. Thus, they become successful in regulating their own life. Orey (2010) asserts that this type of intelligence involves the use of all others.

1.1.8. Naturalistic intelligence (Nature Smart)

Naturalistic intelligence is seen in someone who recognizes and classifies plants, animals, and minerals including a mastery of taxonomies. They are holistic thinkers who recognize specimens and value the unusual. They are aware of species such as the flora and fauna around them. They notice natural and artificial taxonomies such as dinosaurs to algae and cars to clothes. Teachers can best foster this intelligence by using relationships among systems of species, and classification activities. Encourage the study of relationships such as

patterns and order, and compare-and-contrast sets of groups or look at connections to real life and science issues. (Orey, 2010).

1.1.9. Spiritual /Existential intelligence (Existence Smart)

Gardner (1999) initiated a definition of existential intelligence as “Individuals who exhibit the proclivity to pose and ponder questions about life, death, and ultimate realities.” Thus, this type of intelligence refers to “the capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here?”

1.1.10. Moral intelligence (Ethics Smart)

Moral intelligence is newer and less studied than the above mentioned intelligences. It is complex and difficult to measure. It refers to the ability to apply moral principles to one’s own ethics, objectives and actions. In other words, it is the ability to see what is right and integrate it into one’s life and actions. It is also the individual’s ability to understand right from wrong (Olusola and Ajayi, 2015).

1.2. The Difference Between Multiple Intelligences and Learning Styles

In the body of literature a distinction is made between the terms “Multiple Intelligence” and “Learning Styles”. In an article entitled:”Howard Gardner: “Multiple intelligences” are not “learning styles”, Strauss (2013) pointed out the differences between these two terms and clarified the confusion. While the term “multiple intelligences” represents different intellectual abilities, “learning styles” represents different approaches to tasks.

Gardner (1993) argues that individuals have at least ten multiple intelligences but they single out, as a strong intelligence, one area that the individual has considerable computational power. For example, if someone is able to speak a foreign language well that indicates a strong linguistic intelligence. He defines the term of learning styles as "a hypothesis of how an individual approaches a range of materials." Gardner (2013) points out that "the concept of intelligences does not focus on how linguistic or spatial information reaches the brain—via eyes, ears, hands, it doesn't matter. What matters is the power of the mental computer, the intelligence, that acts upon that sensory information, once picked up."

Furthermore, Pashler et al.(2009:105) point out that the term "learning style" has been used to refer to "the concept that individuals differ in regard to what mode of

instruction or study is most effective for them". It refers to the uniqueness of how a student processes, understands and remembers new information through his or her senses.

The four common learning styles are aural, visual, reading/writing, and kinesthetic/tactile. The aural learning style students learn information better and most effectively when spoken or heard. They prefer lectures and discussions and they are excellent listeners. The visual learning style students learn information better and most effectively when the information is seen through pictures, charts, graphs, flow charts and other devices that teachers use in the class. They think in pictures and have vivid imaginations.

Ozgen et al. (2011) summarizes the difference between multiple intelligences and learning styles as outlined in Table (1) below:

Table (1): Differences between the Theories of Multiple Intelligences and Learning Styles.

Adapted from Ozgen et al. (2011:171)

Multiple Intelligences (MI)	Learning Styles (LS)
<ol style="list-style-type: none"> 1. MI focuses on what an individual can learn (product) 2. MI suggests changing education by drawing upon students' abilities 3. MI argues that some students learn intuitively 4. MI proponents advocate making changes in the methodology used in the classroom, but most emphasize using students' talents in the same way, at the same time, and in the same amount of time. 5. MI is not different for kinesthetic students 6. There is limited empirical research 	<ol style="list-style-type: none"> 1. LS focuses on how an individual can learn (process) 2. LS suggests changing education by drawing upon students' learning styles. 3. LS argues that some students are intuitive, while other are not, and that they need structure and supervision. 4. They argue for the need to exploit different educational resources in harmony with in what way students with different learning styles learn best. 5. LS differs for kinesthetic and tactile students, arguing for a different teaching for them. 6. There are researches based on strong evidence

The differences outlined above make it clear that multiple intelligences and learning styles are not the same and they are not interchangeable.

1.3. Multiple Intelligences in the Classroom

Many teachers and researchers have been influenced by Gardner's (1993) proposal that inside the classroom students learn in different ways and paces due to their multiple intelligences. With the revolutionary ideas of Gardner, the one-size-fit-all curriculums which was in use for long does not seem to work any longer. (Ebad and Ashtarian, 2015). Therefore, English teachers should diagnose the multiple intelligences profiles and the individual learning styles of each student in the classroom. They should try to find ways of helping students with different intelligences achieve success in foreign language learning. According to Lightbown and Spada (2006), teachers as well as researchers on multiple intelligences and learning styles have become more skeptical of claims that a single teaching method or textbook will suit the needs of all language learners.

There are different ways to incorporate the MI theory into the classroom and there is no single textbook or method of teaching by which teachers can incorporate the theory into their classrooms. Some teachers set up learning centers with materials that promote involving the different types of intelligences. In this regard, Armstrong (2009) suggests that teachers should organize their classrooms in such a way that areas of the room are dedicated to specific intelligences. Other teachers adapt or design activities that engage students into real life situations. Some other teachers use project-based

learning and collaborative learning to help them structure activities that are designed to cater for the ten intelligences (Orey, 2010).

The assumption is that the instruction that incorporates the MI theory in the classroom will increase the students' achievement and will positively affect their attitudes towards the subject. Thus, one of the teacher's functions is to observe during the learning process in the classroom what type of activities motivate the students the most. In other words, inside the classroom the teachers should observe each student's learning styles and multiple intelligences profiles. One way to do this is to present different types of activities and then pay attention to the types of intelligences students reveal as they do exercises and complete activities.

According to Pashler et al.(2009:105) the term "learning style" has been used to refer to "the concept that individuals differ in regard to what mode of instruction or study is most effective for them". Researchers have shown that different people learn information in different ways. Visual students seem to learn better when the lesson is presented through pictures whereas the verbal students seem to learn better when the lesson is presented through words. Similarly, auditory students seem to learn better listening to lectures, Thus, teachers should diagnose each student's preferred learning style and tailor teaching accordingly (Pashler et al., 2009). According to Razmjoo and Jozaghi (2010) MI theory stresses the individuality of the learners and their different capabilities. It helps students learn the way they are more skilled at. It highlights the need for a learner-centered textbook and classroom.

Teachers should carefully select activities that not only teach the different

types of intelligences, but also go with the subject matter of the lesson. Thus, the MI theory should enhance, not diminish what is being taught (Orey, 2010). Teachers should develop ways to teach by engaging all ten intelligences in order to increase the possibilities for student success. When they teach to engage the ten intelligences in the classroom, the students will benefit by enabling each one to find out his or her fitting place. With the realization of learner diversity in language classrooms, teachers as well as textbook writers have started addressing the individual differences of the students by adapting and creating activities in the light of the MI theory (Ibragimova, 2011).

Lightbown and Spada (2006:64) are of the view that it is necessary to convert the classroom into an environment where the students want to be and for that reason “the content is interesting and relevant to their age and level of ability, the learning goals are challenging yet manageable and clear, and the atmosphere is supportive”. Thus, the teachers’ role is to get to know their students well and to know their preferences, the motives why they are learning English as well as their learning styles. However, it is important not to classify students or label them as “linguistic students”, “logical students” or “kinesthetic students”, etc. nor as having a fixed type of intelligence. Teachers should avoid labeling their students and restricting their capabilities. They should also keep in mind that students have multiple intelligences and their strengths in one type of intelligence does not necessarily mean that they are weak in another type of intelligence.

Teachers should consider the individual differences of their students and should try to reach all students with a wide spectrum of

intelligences and learning styles. Strauss (2013) suggests the following two steps for teachers to incorporate the MI theory in the classroom.

1. Teachers should individualize their teaching as much as possible. Instead of using “one size fits all”, teachers should know as much as they can about each student and teach him or her in ways that he or she finds comfortable and learns effectively.

2. Teachers should pluralize their teaching which means that they should teach important materials in several ways using different techniques such as role play, pictures, games, stories, etc. This will help them teach students who have different multiple intelligences profiles and learning styles.

However, Peters (2010) is of the view that it is not realistic to think that every teacher should individualize every lesson for every student. However, in each class there will be a number of students who demonstrate strengths in each of the ten intelligences. Thus, teachers should get the students work in cooperative learning groups to complete their activities inside the classroom which will allow the students to help each other and make use of their capabilities and skills.

2.4. Previous Research Studies

Within the EFL pedagogical context, a range of research studies have been carried out with the purpose of identifying the percentages of tasks and activities in EFL textbooks which cater for the MI theory in different parts of the world.

In the German context, Snider (2001) analyzed ten first-year college German textbooks. His aim was to determine the types of activities that were presented and to find out how the activities engaged multiple

intelligences in learners. He reported forty-one types of activities. He concluded that only eleven engage intelligences other than verbal/linguistic.

In Finland, Palmberg (2002) carried out an analysis of a textbook in order to identify its multiple intelligences profile at Abo Akademi University by a group of student teachers, who participated in an EFL methodology course. The results of the analysis revealed that the activities in the textbook were 97% linguistic/ verbal. The other types of intelligences showed very low percentages ranging between 25% and 0%.

In the United States of America, Batelho (2003) conducted a study at Ohio University that aimed to verify if the textbooks analyzed responded to MI theory. The researcher selected 6 textbooks which were used in the language program at Ohio University. The results she reported indicated that the activities in the textbooks were verbal/linguistic.

In Brazil, De Oliveira (2009) evaluated two textbooks, namely, American English File 1 and New Headway Intermediate which are used in language university courses in Brazil in order to find out how the activities presented in the two books can cater for the MI theory. The results of the analysis showed that 100% of the activities in the two textbooks cater for the verbal/linguistic intelligence.

In Northern Cyprus, Ibragimova (2011) investigated the application of Multiple Intelligences theory in intermediate language classes at Eastern Mediterranean University English Preparatory School in Northern Cyprus by evaluating the textbooks and classroom activities used. The researcher reported that there was a wide range of distribution of eight intelligences in the textbooks. The researcher also noticed

that there was no balance in the textbooks activities in terms of the intelligence types addressed.

In Turkey, Arikan et al. (2014) analyzed two textbooks, namely, Texture of English 4 and My English 5 on the basis of to what extent the activities and tasks included reflect the intelligent types proposed by multiple intelligences theory. Their results revealed that the verbal linguistic intelligence is represented predominantly in both textbooks which are used in Turkish schools. The results indicated that the distribution of the intelligence types in the textbooks is not balanced.

In the Iranian context, Ebadi and Ashtarian (2015) made an attempt to investigate the extent to which Multiple Intelligences are reflected in the ESP textbook namely, English for the Students of Nursing which was taught in Iranian universities. They counted the frequency and percentage of each intelligence type as represented in the activities in the textbook. The results of their study revealed that verbal intelligence was represented in most activities followed by logical intelligence while other intelligence types were missing and not reflected in any of the activities.

In a similar vein, Kia-Ahmadi and Arabmofrad (2015) studied the students' perceptions of intelligences in "Prospect 1" and then compare it with the old version "Right path to English". Their results showed that the textbooks catered mainly for the verbal/linguistic intelligence. They came to the conclusion that one of the most significant results of their study was the lack of naturalistic and musical intelligences in both textbooks.

In the Arabic context, the researcher was not able to locate any previous research studies on the inclusion of Multiple

Intelligences in EFL textbooks. The only exception was Al-Omari et al. (2015) who studied the inclusion of Multiple Intelligences in Jordanian EFL Textbooks. The researchers examined the content of the student books of the Action Pack textbooks for the first-, fourth-, eighth- and eleventh-grades in the light of the MI theory. They calculated the frequency of the multiple intelligences in all activities in the four textbooks under study. The analysis revealed that the verbal/linguistic, intrapersonal and spatial/visual intelligences were better represented than other intelligences in the activities of the textbook. It also revealed that the moral, existential and spiritual intelligences were not incorporated at all.

3. THE PRESENT STUDY

This study attempts to analyze the activities of the CECFY textbooks that cater for the MI theory. Thus, to the best knowledge of the researcher, the CYCFY textbooks have never been content analyzed for the incorporation of multiple intelligences in their activities. Therefore, the present content analysis of the CECFY textbooks is hoped to add to the existing literature on the inclusion of Multiple Intelligence in the activities of these textbooks.

3.1. Aims of the Study

The main aims of this study are as follows:

1. To identify the Multiple Intelligences addressed in the activities of the Crescent English Course for Yemen.
2. To assess the frequency of occurrence for each of these intelligences.
3. To judge if the inclusion of MI theory is balanced in the two textbooks under analysis.

3.2. Research Questions

The following research questions were generated to guide the inquiry:

1. To what extent do the Crescent English Course for Yemen textbooks incorporate multiple intelligences in their activities?
2. Is there any difference between the textbooks used in the 9th and 12th Grades with regard to the representation of MI activities?
3. Are the CECFY textbooks balanced in terms of the implication of intelligences?

3.3. Study limitations

The scope of the study reported here is limited in terms of the following aspects. It is based on the content analysis of the two textbooks of the Crescent English Course for Yemen as expressed in response to the 120 items of the checklist distributed on ten domains of the Multiple Intelligences (Table 1). Furthermore, within the series of the CECFY, the analysis is limited to the two textbooks which are used in the third preparatory classes and the third secondary classes respectively, namely: textbooks 3 and 6 selected as representative samples of the six-textbook series.

4. METHOD

4.1. Materials

The context of this study is the Crescent English Course for Yemen which is used in the Yemeni preparatory and secondary schools. The series consist of 6 Pupil's Books, 6 Workbooks, 6 Teacher's Manuals and Cassettes. They are written by O'Neill and Snow (1999) and published by Garnet Publishing Limited in Britain. The activities instructions are simple and explain clearly how to carry out each task. The CECFY were designed within the framework of the Communicative Approach to language teaching and learning. CECFY 3 and CECFY 6 were selected as a representative

sample of the six textbook series. CECFY 3 contains eight Units and CECFY6 contains six core Units, an Arts Reader and a Science Reader. The Arts Reader which consists of 10 literary passages is intended for use in arts classes and the Science Reader which also contains 10 scientific passages for use in Science classes.

In the school year 1995/1996, this series was introduced by the British Council in Yemen as part of its technical cooperation with Yemen. It has been used for the teaching of English to Yemeni students since then (Al-Mekhlafi, 1999). The Pupil's Books and the Workbooks provide the students with consolidation exercises as well as communicative language learning tasks. In other words, the Workbook activities are closely linked to the Pupil's Book. English instruction in the Yemeni schools starts at the first year of the preparatory school, i.e., when the students are about thirteen years of age and continues through secondary school and then university (Al-Mekhlafi, 1999). Therefore, the present study attempts to find

out the extent to which the CECFY textbooks incorporate multiple intelligences in their content.

4.2. Instrument

There was a need for a checklist in order to conduct a systematic analysis of the activities in the CECFY in the light of the MI theory. Therefore, after a literature review a 120 item checklist was designed by the researcher. In designing the checklist the researcher took into consideration the descriptions of the MI theory as outlined by Gardner (1999) and Armstrong (2009). He also referred to other checklists developed by Botelho (2003), Razmjoo and Jozaghi (2010), Kırkgöz (2010) and Arikan et al. (2014) for some insights. The checklist consists of ten intelligence types and a list of activities under each intelligence type. In other words, the checklist used for the purpose of the present study was out of one hundred and twenty items distributed on the following ten intelligences as outlined in Table (2) below.

Table (2): Distribution of checklist items on the ten intelligences, the number of items and samples

Intelligences	Number of Items	Sample Activity
Verbal/ Linguistic	17	Complete sentences based on the reading
Logical/ Mathematical	21	Brainstorming
Visual/ Spatial	14	Writing based on pictures
Bodily/ Kinesthetic	10	Acting out activities/ mime
Musical	9	Songs
Interpersonal	10	Pair-work Activities
Intrapersonal	9	Continue in your own way
Naturalistic	10	Use of pictures or photos related to nature
Spiritual/Existential	10	Discussing religious topics
Moral	10	Ethics and values
Total	120	

The researcher used this checklist to analyze the activities in the textbooks under study to find out which intelligence type(s) each activity addressed.

4.3. Procedures

The purpose of the present study was to analyze the CECFY to see to what extent the MI theory has been implemented in these textbooks which are taught in the Yemeni preparatory and secondary schools in the 9th and 12th grades. The researcher studied the tasks, exercises and activities in the textbooks under study. In conducting the evaluation procedure, the researcher restricted himself to only the recognition of the intelligences involved in the activities. While recognizing the intelligences in the activities, the researcher took into account the description of the activity, the skills being practiced and the materials that accompany the activity such as tables, graphs, pictures, games, etc. The researcher then counted the frequency and percentage of tasks and exercises which contained multiple intelligences. All the activities of the two textbooks were examined to identify the potential incorporation of each of the ten

intelligences. The analysis was conducted using the checklist. The unit of analysis was the activity and the category of analysis was the types of intelligences in each of the activities in the two textbooks under study. It should be noted that a language activity may involve more than one intelligence. For example, CECFY 6, Activity 2.6. A, p18 asks the students to match the pictures and definitions of natural disasters. This activity can be regarded as a representative of three intelligences, namely: the linguistic, the visual and the naturalistic. Descriptive statistics including frequency count and percentage was used.

5. RESULTS

The two textbooks that are currently used at the 9th and 12th grades in the Yemeni schools for teaching and learning English were analyzed in order to identify the types of intelligences included in their activities. Therefore, the frequency and the percentage of the multiple intelligences in all the activities in the two textbooks under study were calculated. As a whole there were 586 activities in the two textbooks analyzed. The results are displayed in Table (3) below:

Table (3): Distribution of the Number of Activities, Frequency and Percentages of the Ten Intelligences

Category	CECFY Book 3 (N= 309)		CECFY Book 6 (N= 277)		Total (N=586)	
	Frequency	%	Frequency	%	Frequency	%
Verbal/ Linguistic	309	100	277	100	586	100
Visual/ Spatial	57	18.45	43	15.52	100	17.06
Logical/ Mathematical	32	10.36	53	19.13	85	14.51
Interpersonal	43	13.91	38	13.72	81	13.82
Musical	22	7.12	37	13.36	59	10.07
Intrapersonal	38	12.29	19	6.86	57	9.73
Naturalistic	20	6.47	32	11.55	52	8.87
Bodily- Kinesthetic	21	6.79	29	10.47	50	8.53
Spiritual/Existential	0	0	3	1.08	3	0.51
Moral	0	0	0	0	0	0

By looking at Table (3) above, it becomes clear that the total number of activities in CECFY 3 is 309 compared to 277 activities in CECFY 6. The Table also shows the frequency of occurrence of intelligences in the two textbooks under study. It is also clear that the verbal linguistic intelligence is the dominant type of intelligence with 309 (100%) and 277 (100%) activities in textbooks 3 and 6 respectively. The other seven types of intelligences were found significantly in lower frequencies and percentages. The visual/ spatial intelligence came in the second place with 57 (18.45%) activities in CECFY 3 and 43 (15.52%) activities in CECFY 6. The logical/mathematical intelligence came in the third place with 32 (10.36%) activities in CECFY 3 and 53 (19.13%) activities in CECFY 6. The interpersonal intelligence came in the fourth place with 43 (13.91%) and 38 (13.72%) activities in Textbooks 3 and 6 respectively. Next came the musical intelligence with 22 (7.12%) activities in CECFY 3 and 37 (13.36%) activities in CECFY 6. In the sixth place came the intrapersonal intelligence with 38 (12.29%) activities in CECFY 3 and 19 (6.86%) activities in CECFY 6. The seventh type was the naturalistic one with 20 (6.47%) activities in CECFY 3 and 32 (11.55) activities in CECFY 6. In the eighth place came the bodily/kinesthetic intelligence with only 21 (6.79%) activities in CECFY 3 and 29 (10.47%) activities in CECFY 6. In the ninth place came the Spiritual/Existential intelligence with no activities in CECFY 3 and 3 (1.08%) activities in CECFY 6. The last type of intelligences was the Moral intelligence

with no activities in the two analyzed textbooks.

6. DISCUSSION AND FINDINGS

The results of the analysis of the activities in the two textbooks as shown in Table (3) above were used to answer the research questions of this study as outlined below.

6.1. Answering the First Research Question

The first research question aimed at investigating to what extent the Crescent English Course for Yemen textbooks incorporate multiple intelligences in their activities. The results show that the two textbooks cater for the linguistic intelligence in all the 586 activities. For example, the 9th grade students are given a variety of tasks such as “Listen to Bill and Tom. Take notes” (Activity 2.2. A p 18), “Read and talk” (Activity 2.10.A, p26) and “Write about the picture” (Activity 5.9. B, p81). Similarly, the students of the 12th grade are provided with linguistic activities such as “Complete these sentences with suitable words from the box” (Activity 2.1.A, p13), “Read p 26 and write short answers to these questions” (Activity 4.3.A, p43) and “Listen and write the names of the places” (Activity 5.3.A, p57).

The linguistic/verbal intelligence was dominant in the two textbooks of the 9th and 12th Grades since a hundred percent of the activities in the two textbooks cater for this type of intelligence. This finding is expected since the objective of teaching and learning English as a foreign language in Yemen has been to provide the Yemeni students with the ability to use English in its written and spoken forms (Al-Mekhlafi, 1999). This finding is also consistent with De Oliveira

(2009) and Al-Omari et al. (2015) who found that the verbal/linguistic intelligence in the textbooks they analyzed was very well incorporated with a 100%. It also lends support to Razmjoo and Farmer (2012) and Arikan et al. (2014) who reported that the textbooks that they analyzed were predominantly verbal/linguistic.

The other types of intelligences were represented in the two textbooks under analysis in varying degrees ranging from 19.13% to 0%. Visual/spatial, logical/mathematical and interpersonal intelligences were the most dominant intelligence types in the two analyzed textbooks. The visual/spatial intelligence came in the second place in CECFY 3 with 57 (18.45%) activities that cater for the visual intelligence. For example, the 9th grade students are given activities such as “Learn the words and talk about the pictures” (Activity 2.6, A, p8) and “Match these warnings to the pictures” (Activity 5.1, A, p35). Similarly, CECFY 6 contains 53 (19.13%) activities that cater for the logical/mathematical intelligence. For example, Activity 2.7, D, p20 asks the students “What do these numbers refer to?” while Activity 4.9, B, p 49 asks the students to “Number the sentences in a logical order”.

While bodily/kinesthetic, naturalistic and spiritual/existential intelligences were the least common types represented in the two textbooks. This finding lends support to the findings of Razmjoo and Farmer (2012) and Arikan et al. (2014) who concluded that bodily/ kinesthetic and naturalistic intelligences were the least common types of intelligences in the activities of the textbooks that they analyzed. This might be

due to the fact that the two textbooks under analysis do not suggest group and pair work activities many times. This finding was unexpected since the textbooks under analysis adopt the Communicative Approach to language teaching in which one would expect many activities that ask the students to work in pairs and/or in groups. Such activities will promote communication in the classroom and will cater for the bodily/kinesthetic intelligence.

6.2. Answering the Second Research Question

The second research question asks if there is any difference between the textbooks used in the 9th and 12th Grades in the Yemeni schools with regard to the representation of MI activities. This question is answered on the basis of the data presented in Table (3) above. It is clear that the linguistic/verbal intelligence was dominant in the textbooks of the 9th and 12th Grades with a hundred percent of activities that implement this type of intelligence.

The order of occurrence of the intelligences in the 9th grade textbook was linguistic/verbal, visual/spatial, interpersonal, intrapersonal, logical/mathematical, musical, bodily/kinesthetic and naturalistic. This order was based on the frequency of occurrence of activities that incorporate the intelligence type. While the inclusion of these intelligences in the 12th grade textbook proceeded from the linguistic/verbal, logical/mathematical, visual/spatial, interpersonal, musical, naturalistic, bodily/kinesthetic, intrapersonal and to the Spiritual/Existential. The most noticeable difference is the inclusion of 3 activities that engage the Spiritual/Existential intelligence.

Furthermore, there was a difference between CECFY 3 and CECFY 6 in terms of the second most frequently incorporated intelligence. While CECFY 3 catered for the visual/spatial as the second most frequently incorporated intelligence type (18.45%), in CECFY 6 the second most frequently addressed intelligence was the logical/mathematical type. This seems to be an essential issue for beginner students since they do not have many ways to communicate. There are many pictures throughout the textbook, yet the visual intelligence is used very little with 18.45% in Textbook3 and 15.52% in CECFY 6.

It was also clear that CECFY 6 contained more activities that cater for the logical/mathematical intelligence than CECFY 3. This is natural and expected. It was also obvious that there were 38 (12.29%) activities that cater for the intrapersonal intelligence in the textbook of the 9th grade. However, in the 12th grade textbook, the number of such activities decreased to only 19 (6.86%). This is not reasonable and it should be the other way round. In other words, as the Course develops and students become more familiar with the mechanics of the language, they are expected to do more by themselves. Thus, CECFY 6 is expected to place responsibility for learning on the students more than CECFY 3.

In line with the findings of Kırkgöz (2010); Arikan et al. (2014) and Estaji and Nafisi (2014), the naturalistic intelligence was the least incorporated in the activities of the textbook of the 3rd grade. However, as the level of proficiency gets higher we noticed that there were more activities that

incorporate the naturalistic intelligence in the textbook of the 12th grade.

Notably, there were no activities that incorporate the Spiritual/Existential intelligence in the textbook of the 9th grade. This finding is consistent with Arikan et al. (2014) and Al-Omari et al. (2015) who reported that the textbooks that they analyzed did not incorporate any activities that engage the Spiritual/Existential intelligence. However, CECFY 6 has an Art Reader consisting of ten interesting literary passages. Three of such passages cater for the Spiritual/Existential intelligence. They include provocative questions such as “Explain Eid Al-Fitr in English”, “Does your family spend Fridays in a traditional way?” , “Compare your Fridays with English Sundays” which will help spark a religious conversation that involves the Spiritual/Existential intelligence. A discussion of this kind will provoke the students’ language as well as their religious beliefs. In planning a discussion of this kind, it would be a good idea if the teachers prepare a number of further cues such as some pictures on the topics to move the discussion forward when it starts to drag.

There were no activities that incorporate the Moral intelligence in the two textbooks. This finding is consistent with Al-Omari et al. (2015) who concluded that the textbooks that they analyzed did not include any activities that engage the Moral intelligence.

6.3. Answering the Third Research Question

Finally, the third research question asks if the Crescent English Course for Yemen textbooks are balanced in terms of the implication of intelligences. The results displayed in Table (3) above show us that

there was a wide range of distribution of the ten intelligences in the two textbooks with a range of 100% and 19.13%. The linguistic/verbal intelligence was found to be as the most dominant intelligence type addressed in the two textbooks with a 100%. While the second occurring intelligence was the logical/mathematical intelligence with 19.13%. This can be interpreted as there was no balance in the textbooks activities in terms of the intelligence types addressed. As the two textbooks were written by the same authors and follow the same patterns of presentation, there was no noticeable difference among the two textbooks in terms of the type and degree of the activities that incorporate the ten multiple intelligences. As such, the third research question has been answered.

6.4. Pedagogical Implications

The present study is expected to raise the awareness of Yemeni policy makers, textbook writers and EFL teachers to the application of MI Theory in English language learning and teaching and in materials evaluation, adaptation and development.

The results of the present study may have some pedagogical implications for the people concerned about the Yemeni TEFL and some suggestions for further research. The Yemeni teachers should take advantage of the data obtained in this study to expand their awareness of the types of intelligences incorporated in the two textbooks that they use in teaching. The teachers should make some adaptations in terms of materials so that they minimize the shortcomings of the two textbooks and by addressing different intelligences in balance.

To overcome the absence of the activities that cater for the Spiritual/Existential intelligence in the textbook of the 9th Grade, the teachers should get the students research about some religious aspects in English and make short presentations in the classroom. For example a group of four students can be asked to elaborate on the prophet's saying: "Anger blows out the lamp of the mind". Teachers should give the students the chance to express themselves and their opinions as opposed to memorizing facts and information.

Since the bodily/kinesthetic types of activities do not appear many times in the activities of the two textbooks, the researcher suggests that the teachers should adopt some warming up activities at the beginning of their classes that gets the students compete against each other in groups and move inside the classroom such as write your name in the air, write 5 animals on the board, jump up twice, sneeze twice, etc. The teachers can also get the students change their places in the class while doing the activities. Another way to increase the activities that cater for the kinesthetic intelligence is to adopt some of the activities that ask the students to read a text and answer the comprehension questions. The teachers can type the comprehension questions on slips of paper and put them in front of the class. Then they divide the class into two groups. A student from the first group comes and selects a question, reads it and chooses someone from the other group to answer the question and so on.

Naturalistic students learn best when they are actively involved with tasks related to animals and plants. They like animals and

are skilled with maintaining plants. Therefore, teachers should involve them with a school greenhouse project and should give them the chance to plant and maintain some flowers and plants in the school's garden in order to increase the number of the activities that cater for the naturalistic intelligence.

As the focus of the present study was limited to the evaluation of CECFY 3 and CECFY 6, it is suggested that the teachers of English who use Textbooks 1,2, 4 and 5 of the same series can use the framework used in this study to evaluate the textbooks that they use for teaching in terms of the incorporation of multiple intelligences and to shed more light on the issue. Finally, future studies can focus on employing more raters in order to get more generalizeable results.

7. CONCLUSION

This study has investigated the representation of multiple intelligences in the Crescent English Course for Yemen textbooks as reflected through different activities as to find out the extent to which the analyzed textbooks cater for different intelligence types. The results showed that the linguistic/verbal intelligence was the dominant type of intelligences with 586 (100%) activities in the two textbooks. Little of the other intelligences is included in the activities of the two textbooks analyzed ranging between 19.13% and 0%. The less common intelligences were naturalistic, bodily/kinesthetic and spiritual/existential. Results showed that there were no examples of the moral intelligence. The distribution of the ten intelligences was not balanced in the activities of the two textbooks.

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