

Pakistan Journal of Society, Education and Language (PJSEL)

Journal Homepage: <https://pjsel.jehanf.com/index.php/journal>

ISSN

2521-8123 (Print)

2523-1227 (Online)

An Evaluation of Middle English Textbooks of Punjab Textbook Board Using Multiple Intelligences Theory

Eisha-tur-Razia*¹, Dr. Asma Khan²

Original Article

1. MPhil Scholar, University of Education, Lahore, Pakistan.
Email: eishaturrazia999@gmail.com
2. Assistant Professor, University of Education, Lahore, Pakistan.
Email: asma.khan@ue.edu.pk

Keywords

English Textbooks,
Multiple Intelligences
(MI) Theory.

Abstract

English language textbooks are an important part of students' language learning in classrooms. This study aimed to evaluate Punjab Textbook Board Middle English textbooks for grades 6, 7, and 8 through the Multiple Intelligences (MI) theory, which explains that people can learn in multiple ways and suggests ways to improve their learning process by engaging their multiple intelligences. The study used a mixed-methods approach, combining both quantitative and qualitative data collection tools that consisted of a multiple intelligences (MI) checklist to categorize the textbooks' activities, an MI survey to identify students' MI profiles, classroom observations, and an open-ended questionnaire. The quantitative analysis revealed that the textbooks focused heavily on linguistic intelligence, covering 100% of the activities while representing a limited presence of other intelligences between 3.6% to 15.8%. In contrast, students' MI profiles showed spatial intelligence to be the most dominant with 96.3%. The classroom observations presented linguistics intelligence to be the dominant one. The qualitative analysis of responses obtained from the questionnaire revealed that teachers highlighted the need for varied teaching strategies to cater to multiple intelligences, critical thinking, and problem-solving skills of students. The findings suggested updating textbooks to include more MI activities, using diverse instructional methods, and considering students' backgrounds, class sizes, time allocation, and teacher training to create engaging learning environments, improve student confidence, and enhance English proficiency.

Introduction

Modern teaching methods focus on individual student differences, unlike traditional methods. People learn differently through various senses and intelligence types, like visual, auditory, and kinesthetic (Wu & Alrabha, 2009). Howard Gardner's Multiple Intelligences (MI) theory, introduced in 1983, recognizes diverse intelligence types in individuals, such as linguistic,

logical-mathematical, and musical. This theory helps create tailored educational programs that address different learning needs (Gardner, 1983; Armstrong, 2000).

In Pakistan, English textbooks are vital for learning the English language. They are primary resources for students and teachers. The country's education policies emphasize English from grade one, reflecting its importance for personal and national development (National Education Policy 2017-2025). This study evaluates English textbooks for grades 6, 7, and 8 in Punjab, Pakistan, using MI theory to see how well they cater to different intelligences and suggest improvements.

Textbooks guide the teaching and learning process; hence their evaluation is important to ensure they meet learners' diverse needs (Richards, 2001; Hutchinson & Torres, 1994). Despite the rise of digital resources, textbooks remain central to language education (Richards, 2014; Alhamami & Ahmad, 2018). In Pakistan, English's official status and its role in global participation make effective English education essential (Shamim, 2011; Nickson & Nudrat, 2022). This study fills the gap by assessing Punjab's English textbooks through the lens of MI theory, aiming to enhance English language education and support curriculum designers, educators, and policymakers in creating more inclusive and effective learning materials.

Research Questions

The research questions designed for this study are following:

1. How well do Punjab board middle English textbooks address different intelligences?
 - a) How do textbook activities align with students' intelligence profiles?
 - b) How do classroom activities cater to students' multiple intelligences?
2. How can textbooks be better aligned with MI theory?

Literature Review

English is crucial as it is a global lingua franca and vital for various professional and social interactions (Ilyosovna, 2020; Crystal, 1999). Learning English from a young age provides long-term benefits in career opportunities and personal development (Oktaviani & Fauzan, 2017).

Textbooks play a key role in developing literacy and providing structure in education (Anwas et al., 2022; Hutchinson & Torres, 1994). They help integrate new concepts smoothly into the classroom and should cater to diverse learning needs (Siswanti, Sutopo & Adityarini, 2022). Evaluating textbooks helps ensure they meet educational needs and effectively support diverse learning styles (Djallel, 2017; Sibanda, 2022). Textbooks remain a vital resource in education, even with digital advancements, and must be assessed regularly to ensure they align with curriculum goals (Alhamami & Ahmad, 2018; National Curriculum Framework of Pakistan, 2018).

Visual, auditory, and kinesthetic learning styles, affect how information is processed. Engaging multiple senses in learning activities enhances understanding and retention (Bas, 2008; Silver, Strong, & Perini, 2000). Incorporating different styles into teaching can support students' diverse needs and preferences (Maftoon & Sarem, 2012; Younas, Subhani, & Akram, 2015). Learning can be made more engaging and effective by incorporating MI theory into English textbooks (Hill, 2006; Urooj & Malik, 2012). Textbooks should include diverse activities to cater to different intelligences and enhance student learning (Shearer, 2020; Sibanda, 2022).

Many studies have evaluated English textbooks by using Gardner's Multiple Intelligences (MI) theory. Botelho's (2003) findings highlighted that English textbooks mostly address verbal-linguistic, visual-spatial, intrapersonal, and interpersonal intelligences. Ibragimova (2011) found that English textbooks for intermediate classes have linguistic intelligence as the dominant one, with logical-mathematical as the second most dominant. Other intelligences like intrapersonal and musical were underrepresented. Taase (2012) evaluated grade 1, 2, and 3 Iranian ELT textbooks and found that linguistic and spatial intelligences were prominent, while others like bodily-kinesthetic and musical were very low. Estaji & Nafisi (2014) observed that EFL young learner textbooks mostly addressed verbal-linguistic and spatial intelligences, with naturalistic being the least identified intelligence, and as the textbooks advanced in grades, more interpersonal and intrapersonal activities were present. Al Maharma's (2021) analysis of textbooks for grades 9 to 12 in Jordan showed a dominance of linguistic and spatial intelligences, with bodily-kinesthetic and musical intelligences being underrepresented.

Kia-Ahmadi & Arabmofrad (2015) found that in first-grade textbooks, verbal-linguistic intelligence was most prominent, followed by spatial intelligence and intrapersonal intelligence, and musical and naturalistic intelligences were the least prominent ones. Kırkgöz (2010) evaluated Turkish primary school English textbooks and found linguistic and visual-spatial intelligences to be the dominant ones while naturalistic intelligence was the least present. Al Seyabi & Aâ (2016) found a mismatch between the intelligences of grade 12 students and their textbooks, with textbooks favoring linguistic and logical-mathematical intelligences while the students' dominant intelligences were intrapersonal and bodily-kinesthetic. Yeganeh & Dezfouli (2015) highlighted that the teachers reported that secondary and high school textbooks did not adequately cover all types of intelligences, with verbal-linguistic being the most covered and bodily-kinesthetic and logical-mathematical being the least. Arıkan, Soydan, & İşler (2017) evaluated English coursebooks for grades 4 and 5 and found linguistic intelligence most prevalent, with a lack of naturalist and existential intelligences.

Omer (2017) found that the distribution of intelligences in first-grade English textbooks was uneven, with verbal-linguistic being the most prominent. Mahmoud & Alaraj (2019) noted an imbalance in the presence of various intelligences in EFL textbooks, with some intelligences favored over others, suggesting that textbooks should balance the focus on different intelligences. Djallel (2017) found that an Algerian English textbook mainly catered to linguistic and logical-mathematical intelligences, with other intelligences having little coverage. Sibanda (2022) investigated South African Grade 4 English workbooks and found a dominance of verbal-linguistic and intrapersonal intelligences, with musical intelligence being absent. Fitriyani & Ma'mun (2022) found that Indonesian Junior High School textbooks primarily catered to linguistic, interpersonal, musical, and spatial intelligences, with intrapersonal, bodily-kinesthetic, logical-mathematical, and naturalistic being less represented.

Belkhadir (2023) evaluated Moroccan EFL textbooks and found that linguistic/verbal intelligence was most dominant, with naturalist and musical intelligences being least prioritized, and no representation of bodily-kinesthetic intelligence. Saadatfar (2022) investigated ESP textbooks in Iran and found that linguistic and spatial intelligences were the most prevalent, while the least represented ones were intrapersonal and naturalistic intelligences. Urooj & Malik (2012) evaluated a Pakistani fifth-grade English textbook and found it largely favored verbal-linguistic intelligence, with other intelligences like bodily-kinesthetic and musical being inadequately addressed.

Gap in the Research

While international studies have extensively evaluated English textbooks using MI theory, research in Pakistan is limited. This study addresses the gap by evaluating Punjab board English textbooks for grades 6, 7, and 8 to see how well they incorporate multiple intelligences and suggest ways to better align them with MI theory.

Research Methodology

This study used descriptive research to analyze and describe the intelligence profile of the textbooks. The study combined both quantitative and qualitative methods to provide a comprehensive view. Howard Gardner's Multiple Intelligences theory served as a theoretical framework for the study.

Theoretical Framework

Gardner's MI theory, introduced in 1983, challenges traditional views on intelligence. It suggests that intelligence is more than just IQ and includes various types such as linguistic, spatial, bodily-kinesthetic, logical-mathematical, musical, interpersonal, intrapersonal, and naturalist (Gardner, 1983; Gardner, 1999). Each type reflects various ways of understanding and processing information and finding solutions to the problems. MI theory influences how education is structured, encouraging diverse teaching methods that engage different types of intelligences (Gardner & Hatch, 1989; Barrington, 2004; Kennedy, 2016). To cater to various intelligences and make learning more engaging and effective, the teachers are encouraged to adapt their teaching methods and strategies according to MI theory (Kennedy, 2016). Gardner (1999), Armstrong (2000) & McKenzie (2005) describe eight types of intelligences:

1. **Linguistic Intelligence:** It is the ability to use language effectively, both in speaking and writing. It includes not only the capability to learn new languages but also a deep understanding of the meaning and structure of words. This intelligence allows individuals to communicate their ideas clearly and achieve their specific goals through language.
2. **Logical-Mathematical Intelligence:** This is the ability to recognize patterns and relationships and involves the capacity to understand logical relationships, perform mathematical operations, and conduct scientific research. It includes processes such as problem-solving and reasoning which enable individuals to make sense of complex information and find solutions to the problems.
3. **Musical Intelligence:** It involves sensitivity to rhythm, pitch, melody, and tone. This intelligence includes the ability to compose, play, and appreciate music as well as the capacity to create and interpret different musical forms.
4. **Bodily-Kinesthetic Intelligence:** This is the ability to use one's body to solve problems or create products. It includes skills in physical coordination, crafting, and using the body to express emotions or ideas. This intelligence allows individuals to achieve goals through physical activity and creativity.
5. **Spatial Intelligence:** This intelligence involves the ability to identify and manipulate patterns in space. It includes skills such as visualizing objects from different angles, understanding maps and charts, and creating mental images. This intelligence helps people interpret the physical world around them.

6. **Interpersonal Intelligence:** This is the ability to understand and interact effectively with others. It includes the ability to understand the moods, intentions, and motivations of others, as well as to communicate, coordinate, and work well in groups. This intelligence helps individuals build strong relationships and collaborate successfully with others.
7. **Intrapersonal Intelligence:** This involves understanding oneself, including one's own desires, fears, and capabilities. It includes self-awareness, self-regulation, and the ability to guide one's own behavior by using this self-knowledge.
8. **Naturalist Intelligence:** This is the ability to identify and categorize plants, animals, and other elements of nature. It also includes the understanding of natural phenomena and the ability to distinguish between different natural and man-made objects. This intelligence helps individuals to appreciate and to make sense of the natural world around them.

Quantitative Approach

For research question 1, a multiple intelligence (MI) checklist was developed to categorize the activities in the three textbooks by intelligence type. Activities were analyzed using the content analysis method. This approach involves employing, categorizing, and analyzing large amounts of textual data to identify patterns, relationships, and frequencies (Pope et al., 2006; Mayring, 2000; Gbrich, 2007, as cited in Vaismoradi, Turunen & Bondas, 2013). Analyzed activities were counted, and the occurrence of each intelligence type was calculated in percentage using MS Excel and presented in a table.

For research question 1(a), a multiple intelligences (MI) survey assessed students' MI profiles. Students indicated their intelligence types by raising their hands in response to survey statements for each type of intelligence. The number of students was counted and the percentage of students with each intelligence type was calculated using MS Excel and presented in table form. For research question 1(b), classroom observations noted down classroom activities and were analyzed using the MI checklist to categorize the intelligence type each activity addressed. The data was calculated using MS Excel and presented in table form.

Qualitative Approach

For research question 2, an open-ended questionnaire was used to gather teachers' insights on improving these textbooks according to MI theory. The collected responses were analyzed using the thematic analysis approach of Braun & Clarke (2006) to identify strengths, weaknesses, and recommendations. This approach involves familiarizing with the data, coding the data, grouping similar codes, identifying themes, reviewing themes with coded data, and presenting themes clearly to reflect the insights and experiences of the participants (Clarke, Braun & Hayfield, 2015).

Sampling

For research question 1, the sample included three Punjab board middle-level English textbooks (English 6, English 7, and English 8) used in government schools across Punjab. For research question 1 (a), students from grades 6, 7, and 8 of government schools in Lahore who were studying these textbooks were included in the sample. For research question 1(b), classroom observations were carried out in two sections for each of grade 6, grade 7, and grade 8 in two government schools in Lahore where English is taught using these textbooks. These schools were selected on the basis of their accessibility and willingness to collaborate with the researcher. Convenience sampling was employed for the selection of schools and students. This sampling

method involves choosing samples that are easily accessible to the researcher, thereby, prioritizing the availability of the participants over a wider selection (Rahi, 2017, as cited in Golzar, Tajik, & Noor, 2022).

For research question 2, the sample consisted of 10 English teachers of grades 6, 7, and 8 in government schools in Lahore, all having teaching experience of more than three years. Purposive sampling was used for selecting teachers who were given an open-ended questionnaire in order to obtain their insights and perspectives. This sampling method is used to choose participants who can provide the most valuable information to meet the study's objectives (Kumar, 2013).

Ethical Considerations

Ethical guidelines were followed to ensure the integrity of the research and the participants' safety. Informed consent was obtained from teachers and schools by ensuring that the participants were completely aware of the purpose of this study, their role, and how the collected data would be used. The participants' confidentiality was also ensured by protecting personal information and allowing them to withdraw at any time.

Findings and Discussion

The quantitative and qualitative findings and discussion of the results are presented in this section.

MI Profile of English Textbooks

Across the three English textbooks for grades 6, 7, and 8, 487 activities were examined using Multiple Intelligences (MI) theory. The results showed linguistic intelligence to be the dominant one in 100% of the activities for all grades. The results are calculated in Table 1.

Table 1. *MI Profile of Three English Textbooks at Middle-Level*

| Multiple intelligences | Grade 6 Activities | Grade 7 Activities | Grade 8 Activities | Total activities (total=487) | Overall percentage (%) |
|------------------------|--------------------|--------------------|--------------------|------------------------------|------------------------|
| Linguistic | 161 | 120 | 206 | 487 | 100 |
| Bodily-kinesthetic | 15 | 10 | 15 | 40 | 8.2 |
| Logical-mathematical | 20 | 13 | 28 | 61 | 12.5 |
| Naturalistic | 8 | 2 | 8 | 18 | 3.6 |
| Interpersonal | 22 | 12 | 36 | 70 | 14.3 |
| Intrapersonal | 28 | 13 | 36 | 77 | 15.8 |
| Musical | 4 | 8 | 13 | 25 | 5.1 |
| Spatial | 16 | 4 | 206 | 32 | 6.5 |

MI Profile of Students

Data from the MI survey showed that students across grades 6, 7, and 8 have the highest percentage of spatial intelligence (96.3%), and bodily-kinesthetic being the second dominant intelligence (91.6%). Linguistic intelligence ranked third (88.6%), followed closely by naturalistic intelligence (88.3%). Interpersonal intelligence was next (84.1%), while intrapersonal intelligence was the least prevalent (36.2%). The results are calculated in Table 2.

Table 2. *MI Profile of Students*

| Multiple intelligences | Grade 6 (%) | Grade 7 (%) | Grade 8 (%) | Overall percentage (%) |
|------------------------|-------------|-------------|-------------|------------------------|
| Linguistic | 81.8 | 90.6 | 94.3 | 88.6 |
| Bodily-kinesthetic | 89.5 | 91.1 | 94.7 | 91.6 |
| Logical-mathematical | 71.8 | 72.1 | 78 | 74 |
| Naturalistic | 87.5 | 88.5 | 89 | 88.3 |
| Interpersonal | 82 | 81.4 | 88.7 | 84.1 |
| Intrapersonal | 30.4 | 35.2 | 43.1 | 36.2 |
| Musical | 65.6 | 68.5 | 77.1 | 70.4 |
| Spatial | 96.4 | 94.3 | 98.2 | 96.3 |

MI Profile of Classroom Observations

Classroom observations revealed that linguistic intelligence was present in all activities (100%). Logical-mathematical intelligence was the next most common (29.1%), followed by interpersonal intelligence (20.8%). Bodily-kinesthetic and intrapersonal intelligences were observed equally (16.6%), while naturalistic intelligence appeared in 8.3% of activities. Musical intelligence was not observed at all. The results are calculated in Table 3.

Table 3. *MI Profile of Classroom Observations*

| Grade/ Sections | Total activities observed | Linguistic | Bodily-kinesthetic | Logical- mathematical | Naturalist | Interpersonal | Intrapersonal | Musical | Spatial |
|---------------------|---------------------------------|------------|--------------------|--------------------------|------------|---------------|---------------|---------|----------|
| 6/2 | 8 | 8 | 1 | 2 | 1 | 2 | 2 | 0 | 1 |
| 7/2 | 8 | 8 | 1 | 1 | 0 | 1 | 1 | 0 | 1 |
| 8/2 | 8 | 8 | 2 | 4 | 1 | 2 | 1 | 0 | 1 |
| Total activities | 24 | 24 | 4 | 7 | 2 | 5 | 4 | 0 | 3 |
| Percentage (%) | 100 (%) | 100 (%) | 16.6 (%) | 29.1 (%) | 8.3 (%) | 20.8 (%) | 16.6 (%) | 0 (%) | 12.5 (%) |

Comparison of MI Profile of Textbooks, Students, and Classroom Observations

Several key differences emerged when comparing the MI profiles from textbooks, students' survey, and classroom observations. Linguistic intelligence was dominant in textbooks and classroom activities (100%), but students showed the highest levels of spatial intelligence (96.3%). Bodily-kinesthetic intelligence was minimal in textbooks (8.2%) but highly prevalent among students (91.6%). Logical-mathematical intelligence appeared in 12.5% of textbook activities, 74% among students, and 29.1% in classrooms. Naturalistic intelligence had low representation in textbooks (3.6%) but was significant among students (88.3%). The results highlight an imbalance in how different intelligences are represented in textbooks versus students' and classrooms' actual needs. The results are calculated in Table 4.

Table 4

MI Profile of Textbooks, Students, and Classroom Activities of Grades 6, 7, & 8

| Multiple intelligences | MI Profile of Textbooks (%) | MI Profile of Students (%) | MI Profile of Classroom Observations (%) |
|------------------------|-----------------------------|----------------------------|--|
| Linguistic | 100 | 88.6 | 100 |
| Bodily-kinesthetic | 8.2 | 91.6 | 16.6 |
| Logical-mathematical | 12.5 | 74 | 29.1 |
| Naturalistic | 3.6 | 88.3 | 8.3 |
| Interpersonal | 14.3 | 84.1 | 20.8 |
| Intrapersonal | 15.8 | 36.2 | 16.6 |
| Musical | 5.1 | 70.4 | 0 |
| Spatial | 6.5 | 96.3 | 12.5 |

Teachers' Feedback on English Textbooks

Using Braun & Clarke's (2006) thematic analysis approach, the teachers' responses were analyzed and the following themes were identified:

Theme 1: Adapting Teaching Methods to Cater to Multiple Intelligences

All teachers recognized the need to address diverse learning styles and needs through differentiated activities, multi-modal teaching, and the use of media and technology. They highlighted the importance of adapting teaching methods to suit different types of students, which aligns with Multiple Intelligences (MI) theory. Teachers emphasized that incorporating MI theory enables them to understand and identify the diverse learning styles of their learners effectively. One teacher mentioned, "For me, it enables a teacher to address the diverse needs of the learners through differentiated tasks." Another stated, "English Language teaching for ESL learners requires

multi-modal teaching." One said, "The current generation loves to use technology like mobiles and computers and hence likes to be involved with technology tools and gadgets."

Theme 2: Lack of Critical Thinking and Problem-Solving Skills

Educators pointed out that existing English textbooks lack activities that develop critical thinking and problem-solving skills. They mentioned that the textbooks focus heavily on vocabulary, grammar, and rote learning, which does not help students apply the rules in different contexts. One teacher said, "Speaking and listening are completely ignored, even writing skills are not being developed sufficiently." Another stated, "The current English textbooks do not develop critical thinking and problem-solving skills and are all about cramming the answers to the questions."

Theme 3: Exam-Focused Design

The teachers criticized the exam-centric focus of the textbooks, arguing that it only checks students' memory rather than their ability to use English in different contexts. One teacher mentioned, "The books are designed and taught only from the examination point of view, which is faulty and only checks students' memory." Another stated, "English language learning is not about the cramming of the rules of English but it is about the ability of the students to practically implement those rules in using English language in daily life." They emphasized the need for a more balanced and dynamic approach to English textbook development that can challenge the students' use of English in real-life situations.

Theme 4: Lack of MI Activities

Teachers noted a significant lack of interactive and communicative activities in the English textbooks, which restricts student involvement and makes them passive learners. They highlighted the absence of activities for various intelligences, such as interpersonal, intrapersonal, naturalistic, musical, audio-visual, logical-mathematical, and bodily-kinesthetic intelligences. One teacher mentioned, "The students don't try to write answers to questions by themselves. They just memorize answers given in guidebooks and write those answers as rote-memorized in exams."

Theme 5: Inclusion of Student Workbook

Teachers suggested the inclusion of separate student workbooks that contain activities designed to cater to diverse learning styles, abilities, skills, and intelligences. These workbooks would allow students to apply and assess their knowledge through practice sheets. One teacher stated, "There should be separate student workbooks that include different activities designed by keeping in view diverse learning styles, abilities, skills, and intelligences."

Theme 6: Students' Background and Financial Stability

Teachers highlighted that many students come from middle and lower-class backgrounds where there is little to no support for education at home. They mentioned that financially weak students might not be able to afford the materials required for creative activities. One teacher said, "Most of the students come from middle and lower-class backgrounds where there is no proper attention given to the studies of students at homes." Teachers emphasized the need for providing materials along with the textbooks to ensure all students can participate in creative activities.

Theme 7: Favorable Class Size and Time

Teachers identified limited lecture time, large class sizes, and small classroom spaces as major challenges in implementing group activities and interactive teaching methods. They suggested increasing class time and reducing the students' number per class thereby allowing

teachers to pay attention to each student and cater to their preferred learning styles. One teacher mentioned, "Giving lecture, checking classwork, checking homework, and maintaining discipline in a class of more than 30 students and a lecture of less than 40 minutes makes it impossible to conduct group activities."

Theme 8: Development of English Language Competence

Teachers agreed that English language education should focus on developing students' skills and competencies rather than just knowledge. They emphasized the importance of teaching English as a skill that students can use in real-life situations. One teacher said, "The books and assessment system treat English Language as a subject (knowledge-based only) rather than as a skill or competency to be developed."

Theme 9: Engaging Students through Diverse Instructional Approaches

Teachers supported the use of audio-visual aids, technology tools, and diverse activities like debates and discussions in English textbooks. They provided examples of how lessons could be taught using different intelligences to ensure all students grasp the content effectively. One teacher mentioned, "Differentiated tasks and group activities have always been much effective."

Theme 10: Revision of Textbooks According to MI Theory

Teachers emphasized the need for regularly updating textbooks to cover essential topics and support students' overall development. They mentioned that current textbooks are rarely revised and do not include critical subjects like personality grooming and capacity building. One teacher stated, "The books stay the same for decades, so they do not cope with the ever-changing and evolving requirements."

Theme 11: Empowering Instructors through Training and Resources

Teachers expressed the need for more resources and training to help them accommodate different learning styles and intelligences. They highlighted the importance of professional development activities, flexible lesson plans, and peer-to-peer sharing of successful approaches. One teacher said, "No curriculum or textbook can be effective until they are communicated effectively, and to achieve this goal proper training and resources are required."

Overview of Quantitative and Qualitative Results

The study found that while students showed a balanced distribution of multiple intelligences, ranging from 36.2% to 96.3%, the activities in the textbooks and classroom observations showed a wide and uneven range. While linguistic intelligence was dominant with 100% in textbooks and in classrooms, spatial was the most dominant among students (96.3). Other intelligences in the textbooks range from 3.6% to 15.8% and in classrooms from 0% to 29.1% creating a huge gap to linguistic intelligence (100%). This indicates that the activities in the textbooks and classroom practices did not cater to all types of intelligences equally. Teachers also noted a lack of MI-based activities in the textbooks. To develop English language skills in students, it is crucial to adapt teaching methods to address multiple intelligences, use diverse instructional approaches, provide necessary training and resources for teachers, and thoroughly revise the textbooks in line with MI theory. The overview of the quantitative and qualitative calculations is presented in Table 5.

Table 5

Overview of Quantitative and Qualitative Results

| Multiple intelligences | Textbooks' MI profile (%) | Students' MI profile (%) | Classroom observations (%) | Teachers' responses |
|------------------------|---------------------------|--------------------------|----------------------------|---|
| Linguistic | 100 | 88.6 | 100 | Adapting teaching methods to cater to multiple intelligences |
| Bodily-kinesthetic | 8.2 | 91.6 | 16.6 | Lack of critical thinking and problem-solving skills Exam-focused design |
| Logical-mathematical | 12.5 | 74 | 29.1 | Lack of MI activities Inclusion of student workbook |
| Naturalistic | 3.6 | 88.3 | 8.3 | Students' background and financial stability Favorable class size and time |
| Interpersonal | 14.3 | 84.1 | 20.8 | Development of English language competence |
| Intrapersonal | 15.8 | 36.2 | 16.6 | Engaging students through diverse instructional approaches |
| Musical | 5.1 | 70.4 | 0 | Revision of textbooks according to MI theory |
| Spatial | 6.5 | 96.3 | 12.5 | Empowering instructors through training and resources |

Conclusion

This study evaluated how well English textbooks for grades 6, 7, and 8 from the Punjab board align with Multiple Intelligences (MI) theory. The findings showed that the textbooks focus mostly on linguistic intelligence and give little attention to other intelligences like bodily-kinesthetic, logical-mathematical, and spatial. This imbalance and unequal distribution showed that students' diverse learning needs were not fulfilled. Although the students' MI profile showed spatial intelligence as the dominant one, the textbooks have linguistic intelligence as the dominant one with very low representation of other intelligences. Classroom observations identified linguistic intelligence as prominent with others less addressed. Teachers highlighted the need for the inclusion of more activities that cater to different intelligences, revision of textbooks, availability of resources, and teachers' training. These insights highlight the need for more inclusive textbooks and diverse teaching strategies to cater to multiple intelligences of students effectively.

Limitations

The study was conducted in just two government girls' schools in Lahore. It means that this narrow sample size did not include perspectives from boys' schools, private schools, or madaris. Also, there is a geographic limitation because the sample was taken from only Lahore. The findings may not accurately represent ESL learners from the other regions of Punjab or the country, especially those in rural areas. This restricts the ability to generalize the results to a broader educational context.

Pedagogical Significance

This study demonstrates the pedagogical significance of using Multiple Intelligences (MI) theory to evaluate English textbooks. By evaluating the strengths and weaknesses of these textbooks, the study offers practical measures for creating more inclusive and effective educational materials. Psychologists, educators, and applied linguists can use these findings to explore new ways to use MI theory to enhance learning experiences. Understanding how different intelligences influence English teaching helps educators to adapt their methods to better match students' diverse learning styles. Curriculum designers, school administrators, and policymakers can benefit from this research to develop English language programs that support multiple intelligences, leading to better educational outcomes. Improved textbooks that address multiple intelligences can benefit teachers by enabling them to engage students more effectively, creating a dynamic and motivating classroom environment that enhances learning efficiency, motivates students, and improves their confidence. Finally, this research aims to make the learning of English language more successful and enjoyable for the learners, resulting in higher language proficiency and a more productive learning environment.

Recommendations

There are many recommendations for future research. The future studies can broaden the scope to include many schools, such as government and private institutions, as well as madaris, and involve more students, teachers, and classrooms. They can evaluate textbooks from primary to higher-secondary levels, and compare children's and adult textbooks in terms of MI theory to get deeper insights. Additionally, exploring how students' multiple intelligences relate to their gender can offer valuable information. Future studies can also focus on adapting textbooks, lesson plans, and curricula to align with MI theory. Lastly, the research methodology used in this study can be applied in other educational contexts, beyond English language education, to better accommodate various intelligences and enhancing the learning experiences for all students.

References

- Alhamami, M., & Ahmad, J. (2018). EFL teachers' attitudes toward commercial textbooks in EFL programs. *Arab World English Journal (AWEJ)*, 9(4), 69- 87. Retrieved September 12, 2023 from <https://dx.doi.org/10.24093/awej/vol9no4.5>
- Al Maharma, H. M. A. (2021). Analysis of the activities used in English textbooks regarding the multiple intelligences theory in Jordan. *Educational Research and Reviews*, 16(10), 400-406. doi: 10.5897/ERR2021.4178
- Al Seyabi, F. A., & Aâ, H. (2016). Multiple Intelligences in the Omani EFL context: How well aligned are textbooks to students' intelligence profiles? *International Journal of Learning, Teaching and Educational Research*, 15(5). pp. 128-139. Retrieved September 16, 2023 from <https://mail.ijlter.org/index.php/ijlter/article/download/642/309>
- Anwas, E. O. M., Afriansyah, A., Iftitah, K. N., Firdaus, W., Sugiarti, Y., Sopandi, E., & Hadiana, D. (2022). students' literacy skills and quality of textbooks in Indonesian elementary schools. *International Journal of Language Education*, 6(3), 233-244. Retrieved September 19, 2023 from <https://doi.org/10.26858/ijole.v6i3.32756>
- Arıkan, A., Soydan, E., & İşler, Ö. (2017). A study of two English language coursebooks in Turkey: Focus on multiple intelligences. *Başkent University Journal of Education*, 1(1), 27-33. Retrieved September 12, 2023 from
- Armstrong, T. (2000). *Multiple intelligences in the classroom*. Retrieved May 16, 2021 from <https://www.pdfdrive.com/search?q=MULTIPLE+INTELLIGENCES+in+the+classroom&pagecount=&pubyear=&searchin=&em=>
- Barrington, E. (2004). Teaching to student diversity in higher education: how multiple intelligence theory can help. *Teaching in Higher Education*, 9(4), 421-434. Retrieved September 12, 2023 from <https://zlib-articles.se/book/11666428/b4f1b1/teaching-to-student-diversity-in-higher-education-how-multiple-intelligence-theory-can-help.html>
- Bas, G. (2008). Integrating multiple intelligences in EFL/ESL classrooms. *Online Submission*. Retrieved September 12, 2023 from <https://eric.ed.gov/?id=ED503869>
- Belkhadir, R. (2023). A multiple intelligence evaluation of four EFL textbooks. *Langues, cultures et sociétés*, 9(1), 36-41. Retrieved September 12, 2023 from <https://revues.imist.ma/index.php/LCS/article/view/35053>
- Botelho, M. R. L. (2003). *Multiple intelligence theory in English language teaching: An analysis of current textbooks, materials and teacher's perceptions*. (Unpublished master's thesis). College of arts and sciences of Ohio University, Athens, Ohio.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101. Retrieved September 23, 2023 from <https://www.tandfonline.com/doi/abs/10.1191/1478088706QP0630A>
- Clarke, V., Braun, V., & Hayfield, N. (2015). Thematic analysis. In Smith, J. A. *Qualitative psychology: A practical guide to research methods*, third edition, 222-248, SAGE Publications, London. Retrieved September 26, 2023 from https://www.google.com.pk/books/edition/Qualitative_Psychology/lv0aCAAQBAJ?hl=en&gbpv=1&dq=Qualitative+psychology:+A+practical+guide+to+research+methods&pg=PA1&printsec=frontcover
- Crystal, D. (1999). English in the new world. *Financial Times Millennium Supplement*. Retrieved September 15, 2023 from <https://zlibrary.to/filedownload/english-in-the-new-world>

- Djallel, B. (2017). The place of the multiple intelligences theory in the Algerian EFL textbook: An evaluation of 1st year secondary school textbook "At the Crossroad". *Revue des Sciences Humaines*, 4(2), 18-29. Retrieved September 12, 2023 from https://www.researchgate.net/publication/334857950_The_Place_Of_The_Multiple_Intelligences_Theory_In_The_Algerian_EFL_Textbook_An_Evaluation_Of_1st_Year_Secondary_School_Textbook_At_The_Crossroads
- Estaji, M. & Nafisi, M. (2014). Multiple intelligences and their representation in the EFL young learners' textbooks. *International Journal of Research Studies in Language Learning*, 3(6), 61-72. doi: 10.5861/ijrsl.2014.731
- Fitriyani, A., & Ma'mun, N. (2022). The representation of multiple intelligences on english textbooks in Indonesia. *JEEYAL (The Journal of English Teaching for Young and Adult Learners)*, 1(2), 36-54. Retrieved September 12, 2023 from https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwj2qMP_3tSBAXmU6QEHVtUDUs4FBAWegQIBhAB&url=https%3A%2F%2Fejournal.stkippacitan.ac.id%2Fojs3%2Findex.php%2Fjeeyal%2Farticle%2Fdownload%2F446%2F375&usq=AOvVaw0m6QtVqH1TvTQUb4CeFWFM&opi=89978449
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. Retrieved May 16, 2021 from <https://www.pdfdrive.com/frames-of-mind-the-theory-of-multiple-intelligences-e193558646.html>
- Gardner, H. & Hatch, T. (1989). Multiple intelligences go to school: Educational implications of the theory of multiple intelligences. *Educational Researcher*, 18(8), pp. 4-10. Retrieved September 19, 2023 from <https://zlib-articles.se/book/47260953/833008/multiple-intelligences-go-to-school-educational-implications-of-the-theory-of-multiple-intelligence.html>
- Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. Retrieved May 16, 2021 from <https://www.pdfdrive.com/multiple-intelligences-in-the-classroom-e888894.html>
- Golzar, J., Tajik, O. & Noor, S. (2022). Convenience sampling, 1. 72-77. doi: 10.22034/ijels.2022.162981. Retrieved September 26, 2023 from https://www.researchgate.net/publication/366390016_Convenience_Sampling
- Hill, D. A. (2006). Review of the books *Multiple intelligences and language learning: A guidebook of theory, activities, inventories, and resources* & *Multiple intelligences in EFL: Exercises for secondary and adult students*. *ELT Journal*, 60(4). Retrieved September 20, 2023 from <https://zlib-articles.se/book/28485490/762c6c/multiple-intelligences-and-language-learning-a-guidebook-of-theory-activities-inventories-and-re.html>
- Hutchinson, T., & Torres, E. (1994). *The textbook as agent of change*. Retrieved September 12, 2023 from <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=afafc732987feae18c3f32cd39bab64f1859edbf>
- Ibragimova, N. (2011). *Multiple intelligences theory in action in EFL classes: A case study*. Master's thesis. Retrieved June 12, 2023 from <http://i-rep.emu.edu.tr:8080/xmlui/handle/11129/183>
- Ilyosovna, N. A. (2020). The importance of English language. *International Journal on Orange Technologies*, 2(1), 22-24. Retrieved September 12, 2023 from <https://researchparks.innovativeacademicjournals.com/index.php/IJOT/article/download/4730/4893>

- Kennedy-Murray, L. (2016). *Teachers' perceptions and practices of multiple intelligences theory in middle schools*. Doctoral thesis. Retrieved September 25, 2023 from <https://www.proquest.com/openview/4f6845afaa67a3c29d509cf7051e4e07/1?pq-origsite=gscholar&cbl=18750>
- Kia-Ahmadi, E & Arabmofrad, A. (2015). An evaluation study on the 1st-grade junior high schools' English textbook in the light of multiple intelligence theory. *World Journal of English Language*, 5(1), 23-31. doi:10.5430/wjel.v5n1p23
- Kirkgöz, Y. (2010). Catering for multiple intelligences in locally-published ELT textbooks in Turkey. *Procedia-Social and Behavioral Sciences*, 3, 127-130. doi:10.1016/j.sbspro.2010.07.023
- Kumar, R. (2013). *Research methodology-A step by step guide for beginners*. Sage publications. Retrieved November 06, 2023 from <https://www.pdfdrive.com/research-methodology-a-step-by-step-guide-for-beginners-e60359143.html>
- Maftoon, P., & Sarem, S. N. (2012). The realization of Gardner's multiple intelligences (MI) theory in second language acquisition (SLA). *Journal of Language Teaching and Research*, 3(6), 1233. Retrieved September 15, 2023 from <http://www.academypublication.com/issues/past/jltr/vol03/06/23.pdf>
- Mahmoud, S. S., & Alaraj, M. M. (2019). Integrating multiple intelligences in the EFL syllabus: Content analysis. *Theory and Practice in Language Studies*, 9(11), 1410-1417. Retrieved September 15, 2023 from <http://dx.doi.org/10.17507/tpis.0911.06>
- McKenzie, W. (2005). *Multiple intelligences and instructional technologies: second edition*. Retrieved May 24, 2021 from <https://www.pdfdrive.com/multiple-intelligences-and-instructional-technology-second-edition-e189902882.html>
- National Curriculum Framework of Pakistan. (2018). Ministry of Federal Education and Professional Training. Government of Pakistan (pp. 31-38). Retrieved July 03, 2023 from <https://www.pc.gov.pk/uploads/report/NCF.pdf>
- National Education Policy 2017-2025. (2017). Ministry of Federal Education and Professional Training. Government of Pakistan. Retrieved July 03, 2023 from <http://www.mofept.gov.pk/SiteImage/Policy/Draft%20National%20Educaiton%20Policy%202017.pdf>
- Nickson, M., Nudrat, S. (2022). English language teaching, learning and assessment in Pakistan: Policies and practices in the school education system. *British Council*. Retrieved July 03, 2023 from https://www.teachingenglish.org.uk/sites/teacheng/files/2022-04/ELT%20learning%20and%20assessment%20in%20Pakistan_April%202022_new2.pdf
- Oktaviani, A., & Fauzan, A. (2017). Teachers perceptions about the importance of English for young learners. *Linguistic, English Education and Art (LEEA) Journal*, 1(1), 1-15. Retrieved September 14, 2023 from <https://doi.org/10.31539/leea.v1i1.25>
- Omer, B. O. (2017). The representation of multiple intelligences in north star coursebook: a content analysis. *Journal of University of Human Development*, 3(3), 590-594. doi: 10.21928/juhd.20170820.25
- Richards, J.C. (2014). The ELT textbook. In Garton, S., Graves, K. (Eds.), *international perspectives on materials in ELT. international perspectives on English language teaching*. Palgrave Macmillan, London. Retrieved September 14, 2023 from https://doi.org/10.1057/9781137023315_2

- Richards (2001). The role of textbooks in a language program. Retrieved September 14, 2023 from <https://www.professorjackrichards.com/wp-content/uploads/role-of-textbooks.pdf>
- Saadatfar, E. (2022). The representation of multiple intelligences in ESP textbooks; A content analysis of technical high school course books regarding language learners' MI profile. *JELT Journal| Farhangian University*, 1(2), 99-113. Retrieved September 12, 2023 from https://elt.cfu.ac.ir/article_2386.html
- Shamim, F. (2011). English as the language for development in Pakistan: Issues, challenges and possible solutions. In H. Coleman (Ed.), *Dreams and Realities: Developing Countries and the English Language*, 14(1), 291-310. London: British Council. Retrieved July 10, 2023 from https://www.researchgate.net/publication/313722489_English_as_the_language_of_development_in_Pakistan_Issues_challenges_and_possible_solutions
- Shearer, C. B. (2020). Multiple intelligences in gifted and talented education: Lessons learned from neuroscience after 35 years. *Roeper Review*, 42(1), 49-63. Retrieved July 18, 2023 from <https://doi.org/10.1080/02783193.2019.1690079>
- Sibanda, L. (2022). The extent to which grade 4 English first additional language workbooks cater for learners' multiple intelligences. *Universal Journal of Educational Research*, 10(3), 185-194. doi: 10.13189/ujer.2022.100301
- Silver, H. F., Strong, R. W. & Perini, M. J. (2000). So each may learn: Integrating learning styles and multiple intelligences. Retrieved September 14, 2023 from https://archive.org/details/isbn_9780871203878/page/28/mode/2up?view=theater
- Siswanti, A. D., Sutopo, A., & Adityarini, H. (2022). Developing English textbook for junior high school by accommodating multiple intelligences theory. *LLTC Proceedings*, 133. Retrieved September 12, 2023 from <https://e-conf.usd.ac.id/index.php/lltc/LLTC2022/paper/viewFile/1843/340>
- Taase, Y. (2012). Multiple intelligence theory and Iranian textbooks: An analysis. *Journal of Pan-Pacific Association of Applied Linguistics*, 16(1), 73-82. Retrieved September 12, 2023 from <https://files.eric.ed.gov/fulltext/EJ979923.pdf>
- Urooj, T., & Malik, S. K. (2012). Assessment of multiple intelligences managed in English text book of primary level. *International Journal of English and Education*, 1(2), 153-169. Retrieved September 12, 2023 from https://ijee.org/assets/docs/Dr_Sufiana_Khatoon.273113912.pdf
- Vaismoradi, M., Turunen, H., & Bondas, T. (2013). Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing & health sciences*, 15(3), 398-405. Retrieved September 26, 2023 <https://onlinelibrary.wiley.com/doi/pdf/10.1111/nhs.12048>
- Wu, S., & Alrabah, S. (2009). A cross-cultural study of Taiwanese and Kuwaiti EFL learning styles and multiple intelligences students. *Innovations in Education and Teaching International*, 46(4), 393-403. Retrieved September 12, 2023 from <https://doi.org/10.1080/14703290903301826>
- Yeganeh, M. T., & Dezfouli, F. B. (2015). The reflection of multiple intelligences (MI) in Iranian English textbooks, teachers' perception. *Procedia-Social and Behavioral Sciences*, 192, 11-14. doi: 10.1016/j.sbspro.2015.06.002
- Younas, M., Subhani, A., & Akram, H. (2015). English language learning: A role of multiple intelligence. *English for Specific Purposes World*, 46, 131-144. Retrieved September 13, 2023 from <https://jurnal.umj.ac.id/index.php/ELIF/article/viewFile/4521/320>