

Incorporating the Principles of the Multiple Intelligences Theory into EFL Textbooks: A Comparative Analysis of the Algerian and the French EFL Textbooks ('At the Crossroads' and 'Fireworks 1re')

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Abstract:

This study aims at evaluating the incorporation of the principles of the Multiple Intelligences Theory into EFL textbooks. The researcher conducted a comparative analysis to identify the intelligence profiles of two secondary school EFL textbooks, one used in Algeria ('At the Crossroads') and the other used in France ('Fireworks 1re'). The analysis was carried out through the use of a checklist consisting of the eight intelligence types and the findings revealed that the French textbook, 'Fireworks 1re', surpasses its Algerian counterpart in terms of developing learners' multiple intelligences. For this reason, the researcher urges Algerian syllabus designers to take learners' multiple intelligences into consideration when designing EFL textbooks and recommends that they learn from the experiences of materials designers in other countries.

Keywords: EFL learning, EFL textbook, Multiple Intelligences Theory, textbook analysis.

Introduction :

Modern education has known an important paradigm shift from teacher-centered to learner-centered methodology. Educators have realized the importance of heeding to learners different needs, styles and profiles. Individual differences of students are no longer seen as impediments to learning. They are rather regarded as resources to be valued and invested in. One of the theories that achieved great success in helping teachers implement differentiated instruction is Gardner's Multiple Intelligences Theory (MIT). Right after the publication of 'Frames of Mind'¹ in 1983, the theory attracted huge interest and many schools and institutions have reported very positive results following the implementation of the principles of the theory in their educational programs². Therefore, the researcher investigates in this research paper the extent to which the principles of MIT are incorporated into EFL materials, more precisely EFL textbooks.

This study aims at evaluating and comparing two secondary school EFL textbooks, 'At the Crossroads' and 'Fireworks 1re', using MIT. The textbooks are currently in use in Algeria and France respectively and the researcher's choice of the French textbook in particular is justified by the latest classification of the best education systems in the world. It is important in the modern world we are living in to be open to change and learn from the experiences of others. Thus, it was believed that the results of such comparative evaluation would benefit Algerian syllabus designers since the French educational system took the fifth ranking among the world's best education systems according to a survey administered by U.S.News and World Report³.

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In this study, the researcher attempts to provide answers to the following research questions:

- 1- To what extent does the Algerian secondary school EFL textbook ‘At the Crossroads’ (first year) develop learners’ multiple intelligences?
- 2- To what extent does the French secondary school EFL textbook ‘Fireworks 1re’ develop learners’ multiple intelligences?
- 3- Which EFL textbook develops better pupils’ multiple intelligences? Is it ‘At the Crossroads’ or ‘Fireworks 1re’?

As for the research instrument used in this study, the researcher relied on a textbook evaluation tool that is comprised of eight intelligence types, namely: The Verbal/ Linguistic Intelligence (VL), the Logical/ Mathematical Intelligence (LM), the Spatial/ Visual Intelligence (SV), the Bodily-kinesthetic intelligence (BK), the Musical Intelligence (M), the Interpersonal Intelligence (IR), the Intrapersonal Intelligence (IA) and the Naturalistic Intelligence (N). The two textbooks’ activities, exercises, and project works’ instructions were analyzed, using a list of typical activities for each intelligence (see Appendix A), to determine the frequencies and percentages of the intelligences engaged. After that, the results from each textbook analysis were compared. It is worth mentioning that some activities and exercises may activate more than one intelligence at a time.

1- A General Review of Gardner’s Theory of Multiple Intelligences

MIT is a theory that came to recognize talents that have been neglected for ages. The theory proposed a fundamentally new conceptualization of the notion of intelligence. It reprimanded the traditional psychometric theories for limiting human intelligence to solely linguistic and logical, mathematical capacities. The list of intelligences, according to Gardner⁴, can be a long one that is why he started by identifying seven types of intelligences which are: the VL intelligence, the LM intelligence, the SV intelligence, the BK intelligence, the M intelligence, the IR intelligence and the IA intelligence. The list was enlarged in the late nineties⁵ through the addition of the eighth intelligence, the N intelligence. Table (01) presents succinctly Gardner’s eight intelligences.

Intelligence	Description	Exhibited by
VL	The capacity to use language effectively	Poets, writers, politicians, teachers
LM	The ability to analyze and manipulate abstract relations	Scientists, mathematicians, accountants, programmers
SV	The ability to perceive visual and spatial patterns and represent visual and spatial images	Artists, architects, engineers, designers
BK	The ability to use the body expressively or skilfully	Athletes, surgeons, dancers, craftspeople
M	The ability to create, communicate and understand music	Composers, musicians,

		conductors, critics
IR	The ability to interpret moods, motivations and feelings of others, and to act accordingly	Parents, teachers, salespeople, counsellors
IA	The ability to interpret personal feelings and build accurate self-representations	Meditators, actors, poets, reflective practitioners
N	The ability to classify and use features of the environment	Farmers, botanists, geologists, explorers

Table (01): Summary of Gardner's Multiple Intelligences

Gardner's theory is an ideal reflection of educators' everyday experience. Students tend to think and learn in diverse ways and the theory offers gateways for teachers to attend to their learners' different profiles. That is why it is of paramount importance that educators consider the principles of MIT when designing instructional materials.

2- EFL Textbooks Analysis

A textbook is broadly defined as a "book that contains detailed information about a subject for people who are studying that subject"⁶. A language textbook, more specifically, is a volume that compiles materials and all forms of texts a language learning course requires. It entails practice on the different aspects and skills of the language: grammar, vocabulary, pronunciation, functions, reading, writing, listening and speaking.

Despite the significant advances witnessed in the educational field, the textbook is still preserving its pivotal role in the language classroom. It is an essential element within the curriculum since it represents "the most tangible and visible aspect of it. While the syllabus defines the goals and objectives, the linguistic and experiential content"⁷, the textbook is designed to help in the materialization of those specifications.

According to Crawford, "there appears to be very little research...on the exact role of textbooks in the language classroom"⁸, however, some key functions of textbooks can be summarized as follows:

- A resource for presentation materials (spoken or written).
- A source for learner practice and communicative interaction.
- A reference source for learners on grammar, vocabulary, pronunciation, and so on.
- A support for less experienced teachers who have yet to gain in confidence.
- They are efficient: they save teachers' time and efforts enabling them to devote time to teaching rather than materials production.
- They help standardize instruction: the use of a textbook in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way.
- Even in the absence of a syllabus, they can provide detailed specifications of content. They give guidance to teachers on both the intensity of coverage and the amount of attention demanded by particular content or pedagogical tasks.
- They can provide effective language models and input (especially for teachers whose first language is not English)⁹.
- Another function that is often overlooked, Crawford emphasizes, "is their role as a structuring tool. Communicative language classes are social events, and so, inherently

* Jordan, Carlile, & Stack (2008, p 104)

unpredictable and potentially threatening to all participants”. Thus “a textbook, from this perspective, does not necessarily drive the teaching process, but it does provide the structure and predictability that are necessary to make the event socially tolerable to the participants”¹⁰.

Acknowledging the significant value of EFL textbooks in language curricula should not divert us, however, from heeding to the fact there exist no such thing as a perfect coursebook. Textbooks should be continuously assessed to test their effectiveness in helping students progress and achieve the desired objectives. Textbook analysis and evaluation is, therefore, an essential procedure that should accompany the processes of coursebook design and implementation as confirmed by McGrath who stresses that developers of language programs “will need little persuading that materials evaluation and design, along with, for example, syllabus design, learner assessment, and the study of classroom processes, are centrally important applied-linguistic activities”¹¹.

According to Richards, three discrete phases of textbook evaluation can be identified: pre-use evaluation, evaluation during use, and post-use evaluation¹². This study falls into the category “during use” since both EFL textbooks (‘At the Crossroads’ and ‘Fireworks 1re’) are still at use in Algerian and French secondary schools respectively. It should be elucidated also that there may exist various types of textbook analyses and this depends on the specific aspect(s) the analyzer chooses to evaluate the textbook according to. Textbooks can be analyzed in relation to their layout, length and organization of units, aims and objectives, skills and abilities addressed, cultural content, proficiency level, target learners, vocabulary input, grammatical content and sequencing, and so on. The analysis in this research is conducted in relation to very important abilities which are learners’ multiple intelligences.

3- Results and Discussion

Before we embark on the process of analyzing and interpreting the data gathered by the researcher in this study, it is important that we start first by presenting briefly the two EFL textbooks being evaluated.

3-1 Description of the Two EFL Textbooks

The first textbook, ‘At the Crossroads’ is an EFL textbook that is imposed by the Algerian ministry of education and is designed for first year secondary school pupils. The writers of this textbook opted for the most common approach in materials design; to begin with a topic. Each of the textbook’s five units turns around a broad topic that is supposed to generate the needed functional language and reflect learners’ general interest:

- Communication in Unit 1,
- Arts (literature) in Unit 2,
- Journalism (reporting) in Unit 3,
- Science and technology in Unit 4,
- And the environment in Unit 5

‘At the Crossroads’ five units follow almost the same pattern for the sake of making the textbook more user-friendly inside the classroom. The coursebook contents outline can be presented as follows:

Sequence 1: Listening and speaking. It is streamlined in the following way:

- **ANTICIPATE**
- **LISTEN AND CHECK**
- **SAY IT CLEAR**
- **YOUR TURN.**

Sequence 2: Reading and writing. It unfolds in a more or less similar pattern:

- **ANTICIPATE**
- **READ AND CHECK**
- **DISCOVER THE LANGUAGE**

- WRITE IT RIGHT.

Stop and consider

Sequence 4: Consolidation and extension. It is subdivided into two sub-sections:

- WRITE IT OUT

- WORK IT OUT.

Project workshop

Check your progress¹³

It is worth mentioning that the researcher noticed that ‘At the Crossroads’ is comprised mainly of grammar exercises. Almost no communicative activities were included in the textbook despite the designers’ claim that the methodology followed in the textbook was based on the principles of the competency based approach and that one of the general aims of ‘At the Crossroads’ is to consolidate competencies such as interacting orally in English¹⁴.

Table (02) presents the number of exercises and projects ‘At the Crossroads’ consists of.

	At the Crossroads	
	Exercises	Final projects
Unit 01	83	1
Unit 02	71	1
Unit 03	70	1
Unit 04	81	1
Unit 05	70	1
Total:	375	05
	380	

Table (2): The Number of Exercises and Project Works in ‘At the Crossroads’

The other textbook put under scrutiny is ‘Fireworks 1re’. It is an EFL textbook that most French secondary schools opt for. ‘Fireworks 1re’ is designed for first year secondary school pupils and is comprised of eighteen units (fifteen units printed in a paper version plus three digital units) that revolve each around a general topic:

Unit 01 discusses the issue of brain drain immigration in the United States.

Unit 02 revolves around cinematic issues that have to do mainly with Nollywood, Bollywood and how they are related to Hollywood.

Unit 03 deals with the topic of feminism and women empowerment.

Unit 04 discusses issues related to co-housing projects and eco-friendly homes.

Unit 05 raises the following issue: “To what extent are comics still an effective means of propaganda?”

Unit 06 tackles ethical issues related to hackers, cyber attacks and the so called ‘hacktivists’.

Unit 07 discusses the modern-day problem of media spreading fake news.

Unit 08 discusses how reality is used as a fear factor in modern gothic fiction.

Unit 09 has as a topic the Frontier literature and how it represents new hopes and opportunities.

Unit 10's topic is about life and work during the industrial Era.

Unit 11 revolves around the question: "How does dystopian fiction warn us about the dangers of technology?"

Unit 12 discusses issues related to slavery and freedom.

Unit 13 focuses on and presents issues related to Caribbean poetry.

Unit 14 discusses issues related to the festive time of Thanksgiving.

Unit 15 raises some issues related to how Ireland's fight for independence has branded its culture.

Unit A revolves around the question: "Is music a pivotal element of African American identity?"

The main topic of **Unit B** is: "How are innovations in gaming building the future?"

Unit C takes as a topic how Brits present in a funny way spies and secret agents in movies and series.

As for the outline, all of the units follow more or less the same pattern that can be presented as follows:

- ▶ **Chapter opening**
- ▶ **Activity 1**
- ▶ **Activity 2**
- ▶ **Activity 3**
- ▶ **Activity 4**
- ▶ **Activity 5**
- ▶ **Language in Progress**
- ▶ **Final Project**
- ▶ **Reading Corner**
- ▶ **Exam File**
- ▶ **Synthesis¹⁵**

It is important to note that 'Fireworks 1re' comes with a workbook that contains a significant number of exercises to help foster the different aspects of the learner's language (grammar, pronunciation, vocabulary . . . etc).

Table (03) presents, in precise figures, the number of activities, exercises, and projects that comprise the French textbook 'Fireworks 1re':

	FIREWORKS 1re			
	Activities	Exercises	Final projects	Total
Unit 01	08	51	1	60
Unit 02	08	47	1	56
Unit 03	09	37	1	47
Unit 04	08	38	1	47
Unit 05	09	33	1	43
Unit 06	09	33	1	43
Unit 07	07	31	1	39
Unit 08	10	28	1	39

Unit 09	08	32	1	41
Unit 10	09	32	1	42
Unit 11	08	31	1	40
Unit 12	09	35	1	45
Unit 13	08	30	1	39
Unit 14	07	29	1	37
Unit 15	09	38	1	48
Unit A	07	28	1	36
Unit B	08	31	1	40
Unit C	08	30	1	39
Total:	149	614	18	781

Table (3): The Number of Exercises and Project Works in ‘Fireworks Ire’

It is also noteworthy that the number of exercises in ‘Fireworks Ire’ is much higher than the number of exercises in ‘At the Crossroads’ just because pupils’ in many cases are given the freedom to choose among a various set of exercises within the same unit.

3-2 Results of the Analysis of ‘At the Crossroads’

In order to provide an answer to the first research question, the researcher conducted a textbook analysis using a textbook evaluation tool consisting of the eight intelligences listed in Gardner’s (1999) “Intelligence Reframed”¹⁶. The analysis was carried out through the identification of the intelligence(s) catered for in each exercise. After that, the researcher calculated the number and percentage of occurrence of each intelligence in individual units separately and then in the whole textbook. Table (04) demonstrates the results of the analysis.

	At the Crossroads															
	VL		LM		SV		BK		M		IR		IA		N	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Unit 01	84	100%	41	48.80%	11	13.09%	00	00%	1	1.19%	11	13.09%	21	25%	00	00%
Unit 02	72	100%	31	43.05%	16	22.22%	00	00%	01	01.38%	11	15.27%	22	30.55%	00	00%
Unit 03	71	100%	29	40.84%	17	23.94%	00	00%	00	00%	13	18.30%	15	21.12%	00	00%

Unit 04	82	100 %	39	47.56 %	17	20.73 %	00	00%	00	00%	07	8.53%	22	26.82 %	00	00%
Unit 05	71	100 %	24	33.80 %	14	19.71 %	00	00%	02	02.81 %	08	11.26 %	15	21.12 %	33	46.47 %
Total:	380	100 %	164	43.15 %	75	19.73 %	00	00%	04	01.05 %	50	13.15 %	95	25%	33	08.68 %

Table (4): Results of the Analysis of ‘At the Crossroads’

As shown in table (03), the VL intelligence was quite logically the predominant intelligence (with a percentage of 100%) since the book is a language textbook. The LM intelligence came in the second ranking with 43.15 % of the textbook exercises catering for that type of ability. The IA and the SV intelligences were engaged in only 25 % and 19.73 % of the textbook exercises respectively. The rest of the intelligences scored very low percentages. The occurrence percentages of the IR, N, and M intelligences were 13.15 %, 8.68 % and 1.05 % in that respective order. The BK intelligence was totally absent as none of the textbook exercises aimed at engaging that type of intelligence.

The intelligence profile of ‘At the Crossroads’ is better illustrated in figure (01).

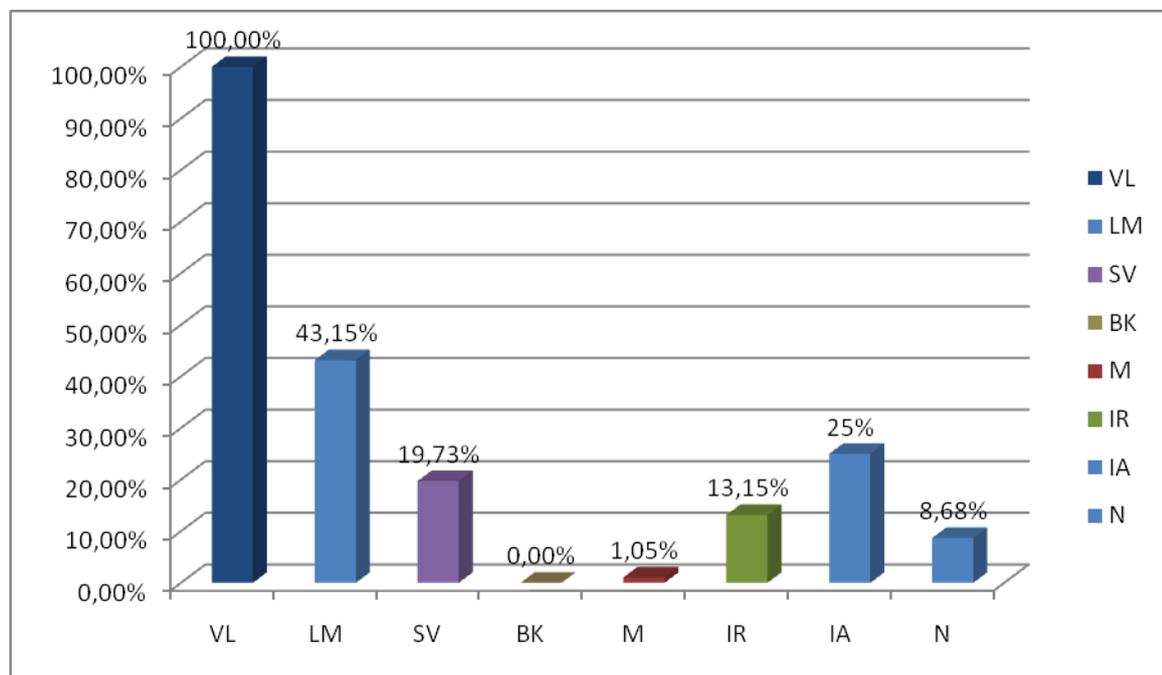


Figure (1): Percentages of the Multiple Intelligences Engaged in ‘At the Crossroads’

These results indicate that the textbook designers failed considerably in living up to some of the claims they made. It was mentioned earlier, for example, that it was claimed in the teacher’s guide¹⁷ that consolidating oral interactional competencies of learners is one of the major objectives of the textbook. However, the findings from the textbook analysis indicate otherwise. Only 50 (13.15 %) of the exercises addressed the IR intelligence.

3-3 Results of the Analysis of ‘Fireworks 1re’

The evaluation of ‘Fireworks 1re’ pursued the same method of analysis the researcher employed in analyzing the first textbook, ‘At the Crossroads’. Initially, the researcher calculated frequencies and percentages of activities and exercises catering for the eight intelligences at the level of individual units, then at the level of the textbook as a whole.

	Fireworks 1re															
	VL		LM		SV		BK		M		IR		IA		N	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Unit 01	60	100%	38	63.33%	25	41.66%	02	03.33%	13	21.66%	12	20%	16	26.66%	00	00%
Unit 02	56	100%	38	67.85%	23	41.07%	05	08.92%	08	14.28%	07	12.50%	14	25%	00	00%
Unit 03	47	100%	36	76.59%	21	44.68%	04	08.51%	06	12.76%	08	17.02%	17	36.17%	00	00%
Unit 04	47	100%	32	68.08%	19	40.42%	05	10.63%	12	25.53%	15	31.91%	18	38.29%	29	61.70%
Unit 05	43	100%	31	72.09%	30	69.76%	02	04.65%	14	32.55%	11	25.58%	19	44.18%	00	00%
Unit 06	43	100%	34	79.06%	20	46.51%	01	02.32%	10	23.25%	08	18.60%	14	32.55%	00	00%
Unit 07	39	100%	31	79.48%	22	56.41%	06	15.38%	10	25.64%	10	25.64%	15	38.46%	00	00%
Unit 08	39	100%	27	69.23%	15	38.46%	03	07.69%	08	20.51%	09	23.07%	14	35.89%	00	00%
Unit 09	41	100%	34	82.92%	19	46.34%	01	02.43%	15	36.58%	09	21.95%	13	31.70%	07	17.07%
Unit 10	42	100%	28	66.66%	21	50%	04	09.52%	07	16.66%	07	16.66%	14	33.33%	00	00%
Unit 11	40	100%	32	80%	22	55%	07	17.50%	14	35%	09	22.50%	13	32.50%	00	00%
Unit 12	45	100%	35	77.77%	25	55.55%	04	08.88%	16	35.55%	08	17.77%	13	28.88%	00	00%
Unit 13	39	100%	29	74.35%	18	46.15%	04	10.25%	24	61.53%	07	17.94%	15	38.46%	00	00%
Unit 14	37	100%	28	75.67%	20	54.05%	01	02.70%	11	29.72%	10	27.02%	14	37.83%	00	00%
Unit 15	48	100%	37	77.08%	21	43.75%	05	10.41%	09	18.75%	12	25%	19	39.58%	00	00%
Unit A	36	100%	22	61.11%	16	44.44%	03	08.33%	10	27.77%	11	30.55%	12	33.33%	00	00%
Unit B	40	100%	30	75%	20	50%	04	10%	08	20%	08	20%	12	30%	00	00%
Unit	39	100	31	79.48	26	66.66	05	12.82	07	17.94	08	20.51	13	33.33	00	00

C		%		%		%		%		%		%		%		%
Total:	781	100 %	573	73.36 %	383	49.03 %	66	8.45%	202	25.86 %	169	21.63 %	265	33.93 %	36	4.60 %

Table (5): Results of the Analysis of ‘Fireworks 1re’

The findings in this section helped in answering the second research question concerning the extent to which the French secondary school EFL textbook ‘Fireworks 1re’ develops learners’ multiple intelligences. Figure (2) demonstrates how each intelligence was catered for in the textbook ‘Fireworks 1re’.

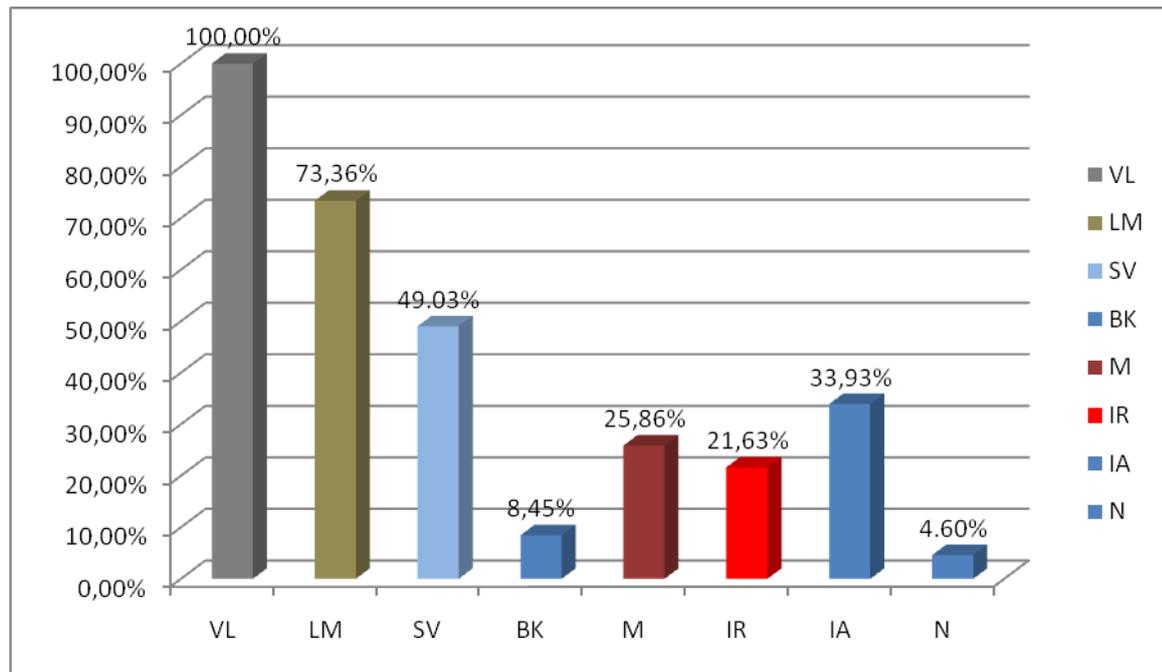


Figure (2): Percentages of the Multiple Intelligences Engaged in ‘Fireworks 1re’

Again, since this is a language textbook being analyzed, it is quite understandable to find that 100 % of the activities and exercises comprising ‘Fireworks 1re’ aim at enhancing the VL intelligence. Noticeably, the LM intelligence was catered for in the highest majority of the textbook activities: 73.36 % of the activities develop that type of ability. The SV intelligence scored a fairly high percentage as well with 49.03 % of the textbook activities aiming at engaging SV skills of the pupils. The IA and IR intelligences scored 33.93 % and 21.63 % respectively. The M intelligence came at the percentage 25.86 %. The French textbook designers addressed that ability through diverse ways: Karaoke singing (for instance: Unit 12/Activity 02), practicing certain sound patterns through recording (for example: Unit 09/ Language in Progress/ Exercise 09), writing poems (for example: Unit 09/ Language in Progress/The Frontier Girl Poem), background music in many videos, writing a song(for instance: Unit 12/Activity 02),and designing a whole unit (Unit A) around the topic of African American music. The BK intelligence appeared in 8.45 % of the textbook activities. Textbook designers incorporated an array of language activities that engage the BK abilities as well. Examples include: role playing (for instance: Unit 01/ Final Project/ Option 2), drawing (for instance: Unit 08/ Activity 1) , designing a movie poster (for example: Unit 02/ Activity 1), making a campaign flyer (Unit 03/ Activity 02), inventing a gadget (Unit C/ Activity 1), playing the hot potato game (for instance: Unit 11/ Language in Progress), responding through physical actions such as standing up, sitting down or slapping an object (for example: Unit 03/ Activity 03), . . . etcetera. The N intelligence came with the lowest percentage of 4.60 %.

3-4 Comparison of the Results of the Two Analyses

To facilitate the reading and interpretation of the data, figure (3) displays in a clear way the results of the comparative evaluation of the two EFL textbooks, ‘At the Crossroads’ and ‘Fireworks Ire’.

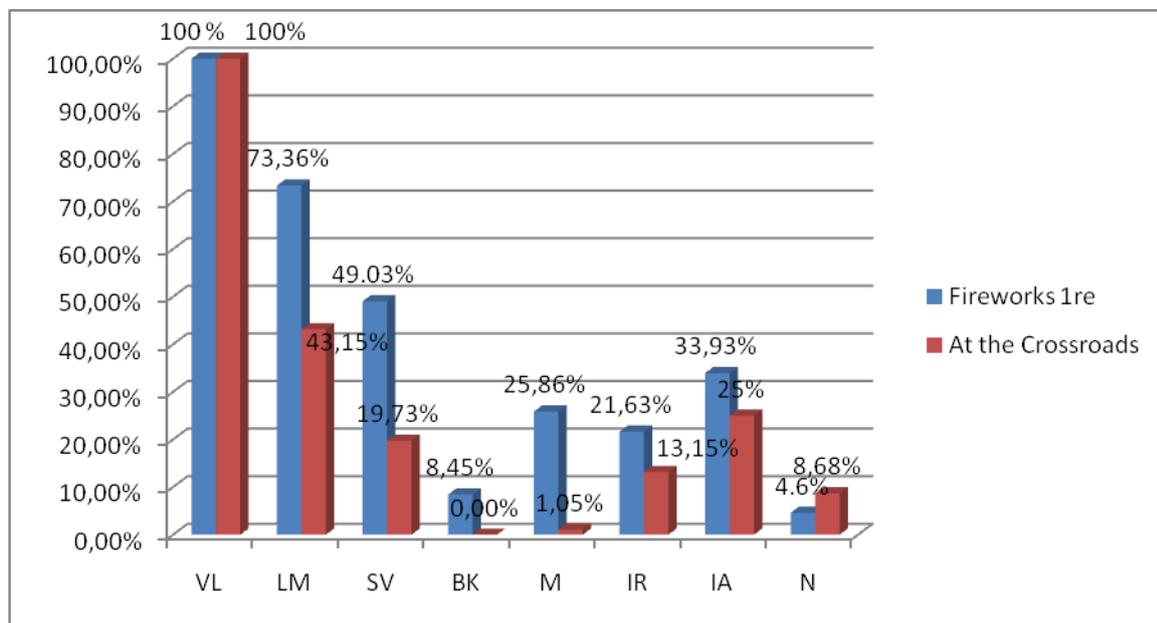


Figure (3): A Comparison between the Percentages of the Multiple Intelligences Engaged in “At the Crossroads” and ‘Fireworks Ire’

What can be noticed, at first glance, when comparing the results of the analyses of the two textbooks is that none of the intelligences was totally marginalized in ‘Fireworks Ire’ unlike ‘At the Crossroads’ where the BK intelligence was totally ignored. In the French textbook, the BK intelligence was adequately addressed considering the learners’ ages because they are not young to the extent where they require too much physical activity inside the classroom. So, having a variety of hands on activities tallying up to 66 activities (8.45 %) in a language textbook is fairly sufficient.

The LM intelligence was addressed in 73.36 % of the activities of ‘Fireworks Ire’ while it was addressed in 43.15 % of the Algerian textbook exercises. 49.03 % of ‘Fireworks Ire’s activities aimed at developing the SV intelligence while only 19.73 % of the exercises of ‘At the Crossroads’ sought to develop the same ability despite the designers’ recognition of the importance of illustrations and the many pedagogical benefits they can yield¹⁸. Even when the researcher compared the quality of illustrations across the two textbooks, the advantage is on the side of the French textbook. Whereas most of the pictures used in ‘At the Crossroads’ are dreary and old fashioned, ‘Fireworks Ire’ is full of up-to-date images and videos as well. Typical examples of the highly interesting illustrations and videos incorporated by the designers of ‘Fireworks Ire’ are trailers and excerpts from famous movies and series popular among audience of the same age-category as the pupils using the textbooks.

The M intelligence was almost neglected in the Algerian textbook (only 1.05 %) but it was sufficiently addressed in ‘Fireworks Ire’ with a percentage of 25.86 %. The N intelligence, however, was engaged in 8.68 % of ‘At the Crossroads’ exercises whereas it was addressed in only 4.60 % of the activities comprising ‘Fireworks Ire’.

As mentioned earlier, the IR intelligence was insufficiently catered for in ‘At the Crossroads’ (only 13.15 %). The Algerian textbook does not provide enough opportunities for interaction compared to its French counterpart. The researcher noticed also that even the so labeled ‘*pair/ group works*’ in ‘At the Crossroads’ were merely guided or at best semi-guided exercises (like reading ready-made dialogues). This indicates that there is a

tremendous lack of authentic, communicative, and interactive activities. 'Fireworks 1re', on the other hand, provides an abundance of authentic oral interaction opportunities (169 activities with examples including: discussing, debating, creating dialogues, role playing, working on projects in groups, brainstorming, . . . etcetera).

As regards the IA intelligence, 'Fireworks 1re' has a clear advantage with the percentage 33.93 % compared to the 25 % scored by its Algerian counterpart. This may be due to the fact that 'Fireworks 1re' comprises a large number of writing activities compared to 'At the Crossroads' which is comprised mostly of exercises that merely require recalling grammar rules.

Results from this section aided in answering the third research question which was formulated as follows: Which EFL textbook develops better pupils' multiple intelligences? Is it 'At the Crossroads' or 'Fireworks 1re'?

It can be observed in figure (3) that 'Fireworks 1re' surpasses 'At the Crossroads' in terms of developing learners' multiple intelligences. The French textbook offers a good variation and combination of activities which guarantee that all of the various intelligences are adequately addressed except for the N intelligence which was scarcely engaged in the textbook activities.

Conclusion:

Attending to our learners' diverse intelligence profiles is an important educational objective syllabus designers should endeavor to ensure through the materials and programs they provide teachers with. This study was an attempt to evaluate one of the important constructs of the curriculum, which is the EFL textbook. So, in order to measure EFL textbooks' contribution in developing learners' multiple intelligences, the researcher carried out a comparative evaluation of two EFL textbooks used with first year secondary school pupils in Algeria and France. The evaluation of the two textbooks ('At the Crossroads' and 'Fireworks 1re') was based on Gardner's MIT.

The results showed that the Algerian EFL textbook, 'At the Crossroads', cannot be effective in improving pupils' multiple intelligences. It was also found that the French textbook ('Fireworks 1re') outperformed its Algerian counterpart ('At the Crossroads') in terms of developing and addressing learners' various intelligence profiles. In conclusion, the researcher suggests that some important changes need to be made to the way coursebooks are designed in Algeria. Development of learners' diverse abilities and profiles should be one of the primary targets of Algerian syllabus designers. The researcher also suggests that Algerian textbook designers should be brought into contact with syllabus designers from other countries, especially the ones with the best education systems, to benefit as much as possible from their expertise in the field.

Appendices

Appendix A¹⁹: Learning Activities that Address the Multiple Intelligences

Project Ideas and Activities that Engage the VL Intelligence

- Formal and informal speaking – making verbal presentations to others, making conversations, having discussions and debates, Impromptu speaking, etc.
- Humour or jokes – creating puns, limericks and telling jokes on topics of study.
- Reading – silent reading, oral reading and group/chain reading of excerpts in liason with a lecture topic.
- Creative reading – reading original pieces (e.g. stories, poems, essays, novels etc).
- Writing - doing written exercises (business letters/emails, short analytical essays), minutes, summary/report writing, journal writing.
- Listening – listening to lectures
- Storytelling.
- Word games.

-Books, newspapers, journals, tapes and tape-recorder, paper diaries, writing tools, dialogue, discussion, etc.

Project Ideas and Activities that Engage the LM Intelligence

- Used when doing philosophy or in any case when words are used as functions.
- Used when stories involve detection, or analysis. e.g. Predict what will happen next in a story.
- Logical/Sequential Presentation
 - inventing point-by-point logical explanations for items or making systematic presentation of subject matter.
- Problem solving
 - listing appropriate procedures for problem solving situations.
- Forming relationships
 - creating meaningful connections between ideas.
- Syllogisms
 - making “if ..., then ...” logical deductions about a topic.
- Abstract Symbols/Formulas.
- Deciphering codes.
- Outlining
- Graphic organizers
- Calculations
- Analysis techniques
- WHY?
- Ordering, matching and gap-filling activities.
- Comparison and contrast.
- Computer games.
- Scrambled story.
- Logic puzzles.
- Materials to experiment with, science materials, video-tapes showing scientific discovery, computer, software.

Project Ideas and Activities that Engage the SV Intelligence

- Used in visual exercises such as ‘describe what you would see when you walk down a supermarket aisle’.
- Used whenever an illustration, story board, cartoon, picture, etc is required.
- Guided Imagery.
- Active Imagination
- Colour coding systems
- Patterns/Designs/charts/graphs and diagrams/peripherals.
- Drawing
- Painting
- Mind mapping
- Illustrating concepts and things
- Reading maps and interpreting directions.
- Video, movies, slides, art, imagination games, mazes, puzzles, illustrated book, trips to art museums, etc.

Project Ideas and Activities that Engage the BK Intelligence

- Physical actions – arranging TPR1 (total physical response)
- Body language – “embodying” meaning, interpretation or understanding of an idea in physical movement (like charades).
- Role playing/Mime
- performing skits or characters to show understanding of topics of study

- Dramatic enactment – creating a mini-drama that shows the dynamic interplay of various topics of study
- Circle Dancing.
- Cooperative or competitive games like classroom board races.
- Let them use movement (rock, tap fingers, swing legs, or etc) when teaching them concepts.
- Brain gym.
- Craftwork, things to build, movement, sports and physical games, tactile experiences, hands-on learning, field trips etc.

Project Ideas and Activities that Engage the M Intelligence

- Vocal sounds/tones – producing sounds with one’s vocal cords to illustrate the meaning of a word or a concept.
- Jazz chants/tones – producing or using rhythmic patterns, such as jazz chants or raps to help communicate or to remember certain words, sentence structures, concepts, ideas or processes.
- Singing/humming – creating songs for a class, a team, a topic of study or finding existing songs that complement a topic.
- Background music
- Music appreciation.
- Song and music tapes, videos of concerts, musical instruments.

Project Ideas and Activities that Engage the IR Intelligence

- Pair work and group work.
- Peer teaching.
- Person to person communication
- Intuiting others’ feelings and interpret moods from facial expressions.
- Questionnaires, surveys and polls.
- Interactive software programmes.
- Brainstorming.
- Board games.
- Team problem solving.
- Simulations.
- Conflict mediation.

Project Ideas and Activities that Engage the IA Intelligence

- Project work.
- Independent study and individual instruction.
- Monitoring of own skills.
- Thinking strategies.
- Self-assessing.
- Writing.
- Researching and online activities.
- Learner diaries and personal journal keeping.
- Personal goal setting.
- Pole-bridging activities.
- Reflective learning activities.
- Choices and options for homework.
- Inventories and checklists.

Project Ideas and Activities that Engage the N Intelligence

- Sensory stimulation exercises – exposing the senses to nature’s sounds, smells, tastes, touches and sights.
- Outdoor learning.
- Observation notes
- Background music of sounds of nature

- Picnic, taking nature walks, and field trips
- Environmental protection activities.
- Opportunities for interaction with animals.
- Pictures and videos showing the nature.

Footnotes:

- ¹ Gardner, Howard, 1983, *Frames of Mind: The Theory of Multiple Intelligences*, Basic Books, USA.
- ² Seider, Scott and Gardner, Howard, 2009, *Multiple Intelligences, Psychology of classroom learning: An encyclopedia*, McMillan Reference, USA, 635-638.
- ³ U.S.News and World Report, 2021, retrieved from <https://www.usnews.com/news/best-countries/best-countries-for-education> (consulted on 03/05/2021 at 17:33).
- ⁴ Gardner, Howard, 1983, *Frames of Mind: The Theory of Multiple Intelligences*, Basic Books, USA.
- ⁵ Gardner, Howard, 1999, *Intelligence reframed: Multiple Intelligences for the 21st Century*, Basic Books, USA.
- ⁶ Cambridge International Dictionary of English, 1995, Cambridge University Press, UK.
- ⁷ Nunan, David, 1991, *Language Teaching Methodology*. Oxford University Press, UK, p. 208.
- ⁸ Crawford , Jane, 2002, *The Role of Materials in the Language Classroom: Finding the Balance, Methodology in Language Teaching: An Anthropology of Current Practice*, Cambridge University Press, UK, p. 81, 80-91.
- ⁹ Richards, Jack, 2001, *Curriculum Development in Language Teaching*, Cambridge University Press, UK, pp. 1-2.
- ¹⁰ Crawford , Jane, 2002, *The Role of Materials in the Language Classroom: Finding the Balance, Methodology in Language Teaching: An Anthropology of Current Practice*, Cambridge University Press, UK, p. 83, 80-91
- ¹¹ McGrath, Ian, 2002, *Materials Evaluation and Design for Language Teaching*, Edinburgh University Press, Edinburgh, p. 01.
- ¹² Richards, Jack, *Evaluating a Textbook*, 2014, retrieved from <https://www.professorjackrichards.com/evaluating-text-book/> (consulted on 05/05/2021 at 10:55).
- ¹³ Riche, Bouteldja et al, 2005, *At the Crossroads: Secondary Education, Year One*, The National Authority for School Publications (O.N.P.S), Algeria.
- ¹⁴ Riche, Bouteldja et al, 2005, *At the Crossroads: Teacher's Book*, The National Authority for School Publications (O.N.P.S), Algeria, p. 09.
- ¹⁵ Joyeux, Maël et al, *Fireworks 1re*, 2019a, retrieved from <https://fr.calameo.com/read/000596729e13a5b5cf2d6> (consulted on 020/04/2021 at 20:30).
- ¹⁶ Gardner, Howard, 1999, *Intelligence reframed: Multiple Intelligences for the 21st Century*, Basic Books, USA.
- ¹⁷ Riche, Bouteldja et al, 2005, *At the Crossroads: Teacher's Book*, The National Authority for School Publications (O.N.P.S), Algeria, p. 09.
- ¹⁸ Riche, Bouteldja et al, 2005, *At the Crossroads: Teacher's Book*, The National Authority for School Publications (O.N.P.S), Algeria, p. 09.
- ¹⁹ Boulmaiz, Djallel, 2011, *The Multiple Intelligences Theory and 'At the Crossroads': An Evaluation of the Algerian 1st Year Secondary School Textbook*, ENS- Constantine, Algeria, pp. 115-119.

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