In the Name of Allah
The Compassionate,
The Merciful

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PhD Thesis

A Content Analysis of Iranian High School English Language Teaching Course Books, Interchange Third Edition, and American English File Package on the Basis of Multiple Intelligences Theory

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Abstract

The aim of the present study was to analyze three course book series: Iranian high schools ELT course books, Interchange Third Edition, and American English File. These course books are commonly used in public and private schools in the Iranian context. The analysis of the above course books was done in light of the Theory of Multiple Intelligences (MI) proposed by Howard Gardner (1983). The conversations, grammar and reading comprehension activities of the above course books were analyzed based on MI checklist prepared and used by Christison et al. (1996) to examine where they included multiple intelligences. The intelligence profile of individual activities, course books and finally each series of the course books were specified and presented. The most common types of intelligences engaged in students by Iranian high school ELT course books were observed to be verbal/linguistic, logical/ mathematical, and intrapersonal. The intelligence profile for Interchange Third edition was seen to be verbal/linguistic, logical/mathematical, spatial/ visual, interpersonal, and intrapersonal which means engaging five types of intelligences. The most frequently engaged types of intelligences in American English File were observed to be verbal/linguistic, logical/mathematical, spatial/visual, interpersonal, and intrapersonal the same as Interchange course books engaging five types of intelligence. The frequency of distribution for multiple intelligences among the three series were compared using Chi-Square test and the results indicated a significant difference of distribution among the three mentioned course books. The Logical distribution of each type of intelligence in each series of course books from one level to another and later among the three course books were also analyzed. The results indicated an almost logical distribution for most types of intelligences in the two course books of Interchange and American English File but not in Iranian high school ELT course books. The results of the study can be applied in the instruction of the mentioned course books to engage MI.

Keywords: Content analysis, Iranian high school ELT course books, Interchange Third Edition, American English File, Multiple intelligences.

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