A Content Analysis of Action Pack Series in Light of the Multiple Intelligences Theory and Teachers' Existing Knowledge and Perceptions about it: Guidelines for English Language Teaching in Jordan

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Dedication

To my parents who believed in diligence and the pursuit of academic excellence

To the souls of my late sincere parents in law and my dear brother in law, Jafar, whom I wish were sharing this moment with me

To my love, my soul mate, understanding and patient husband, Raslan, who lives in the heart of my soul and who has put up with these years of research

To my terrific and great brothers and sisters for their fullest support

To the joys of my life and dwellers of my heart, my children: Shaden, Shakeeb, Ahmad, and Adeem

To my dearest, closest and real friends that I have been fortunate enough to have been blessed with.
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# Table of Contents

Dedication .......................................................... iii
Acknowledgements .................................................. iv
Table of contents .................................................... v
List of Tables ........................................................ viii
List of Appendices ................................................... ix
Abstract in English .................................................... xi

**Chapter One: Introduction** ...................................... 1
Background of the study .............................................. 1
Statement of the problem ............................................. 13
Purpose of the study ................................................ 14
Questions of the study ................................................. 14
Significance of the study ............................................. 15
Definitions of relevant terms ....................................... 15
Limitations of the study ............................................. 17

**Chapter Two: Review of Related Literature** .................. 18
Theoretical Literature ................................................. 18
An overview of intelligence ......................................... 18
Gardner’s theory of Multiple Intelligences ......................... 24
Gardner’s intelligences .................................. 36
Criticisms of the MIT ..................................... 41
MIT and Education ........................................ 46
Implementing Gardner’s theory in the classroom .......... 54
Connecting learning styles and Multiple Intelligences (MI) .. 59
Learning styles versus Multiple Intelligences ............... 63
Textbooks and MIT ....................................... 65
Empirical studies on MIT .................................. 67
Concluding remarks ...................................... 77

Chapter Three: Methods and Procedures .................. 81

Population of the study .................................... 81
Sample of the study ....................................... 82
Instruments of the study .................................. 83
Criteria of analysis ....................................... 84
Unit and category of analysis ................................ 84
Reliability of the content analysis .......................... 85
Procedures of the Study ................................... 89
Variables of the study ..................................... 91
Statistical analysis ....................................... 92
Redesigning the activities according to the MIT ............ 92
Chapter Four: Findings of the Study and their Discussion ...... 95
Findings related to the first question ...... 95
Discussion of the results of the first study question ...... 108
Findings of the second question ...... 117
Discussion of the results of the second study question ...... 120
Findings of the third question ...... 122
Discussion of the results of the third study question ...... 138
Conclusions ...... 139
Recommendations ...... 140

Chapter Five: Teaching Guidelines ...... 141
EFL curriculum design ...... 141
The MIT and the teaching strategies ...... 143
The redesigned material ............. 147

References ......................... 165
Appendices ......................... 178
Abstract in Arabic .................. 220
<table>
<thead>
<tr>
<th>Table No.</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1</td>
<td>Distribution of the Study Sample According to Study Independent Variables (IV).</td>
<td>83</td>
</tr>
<tr>
<td>Table 2</td>
<td>Intra-rater Reliability (agreement percentages)</td>
<td>86</td>
</tr>
<tr>
<td>Table 3</td>
<td>Inter-rater Reliability (agreement percentages) Among Raters</td>
<td>88</td>
</tr>
<tr>
<td>Table 4</td>
<td>Frequency of the MI in the books of the 1st, 4th, 8th and 11th grades</td>
<td>94</td>
</tr>
<tr>
<td>Table 5</td>
<td>Frequency of the MI in the modules of the 1st grade</td>
<td>98</td>
</tr>
<tr>
<td>Table 6</td>
<td>Frequency of the MI in the modules of the 4th grade</td>
<td>101</td>
</tr>
<tr>
<td>Table 7</td>
<td>Frequency of the MI in the modules of the 8th grade</td>
<td>103</td>
</tr>
<tr>
<td>Table 8</td>
<td>Frequency of the MI in the modules of the 11th grade</td>
<td>106</td>
</tr>
<tr>
<td>Table 9</td>
<td>Frequencies and percentages of the teachers' responses concerning their knowledge of MIT</td>
<td>118</td>
</tr>
<tr>
<td>Table 10</td>
<td>Frequencies and percentages of the responses concerning the incorporation of certain teaching activities in the lessons</td>
<td>119</td>
</tr>
<tr>
<td>Table 11</td>
<td>Frequencies and percentages of the teachers' responses concerning the degree of incorporation of the MIT in the Action Pack Series activities</td>
<td>120</td>
</tr>
<tr>
<td>Table 12</td>
<td>Results of $\chi^2$ test of independence regarding gender of the teachers</td>
<td>123</td>
</tr>
<tr>
<td>Table 13</td>
<td>Results of $\chi^2$ test of independence regarding grade of the teachers</td>
<td>126</td>
</tr>
<tr>
<td>Table 14</td>
<td>Results of $\chi^2$ test of independence regarding age of the teachers</td>
<td>129</td>
</tr>
<tr>
<td>Table 15</td>
<td>Results of $\chi^2$ test of independence regarding the qualification of the teachers</td>
<td>131</td>
</tr>
<tr>
<td>Table 16</td>
<td>Results of $\chi^2$ test of independence regarding teaching experience of the teachers</td>
<td>134</td>
</tr>
<tr>
<td>Table 17</td>
<td>Results of $\chi^2$ test of independence regarding teachers' participation in training Programs</td>
<td>136</td>
</tr>
</tbody>
</table>
## List of appendices

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A</td>
<td>Questionnaire (Botelho 2003)</td>
<td>180</td>
</tr>
<tr>
<td>Appendix B</td>
<td>List of activities, techniques, materials and descriptions of each intelligence</td>
<td>182</td>
</tr>
<tr>
<td>Appendix C</td>
<td>The adapted questionnaire</td>
<td>185</td>
</tr>
<tr>
<td>Appendix D</td>
<td>The official letter from Yarmouk University to the Ministry of Education</td>
<td>187</td>
</tr>
<tr>
<td>Appendix E</td>
<td>The letter of the director of the first Directorate of Education in Irbid</td>
<td>188</td>
</tr>
<tr>
<td>Appendix F1</td>
<td>Distribution of MI in the units of the 1st Book</td>
<td>189</td>
</tr>
<tr>
<td>Appendix F2</td>
<td>Distribution of MI in the units of the 4th Book</td>
<td>190</td>
</tr>
<tr>
<td>Appendix F3</td>
<td>Distribution of MI in the units of the 8th Book</td>
<td>191</td>
</tr>
<tr>
<td>Appendix F4</td>
<td>Distribution of MI in the units of the 11th Book</td>
<td>193</td>
</tr>
<tr>
<td>Appendix G1</td>
<td>Frequencies and percentages of teachers' hearing and using MIT according to Gender</td>
<td>194</td>
</tr>
<tr>
<td>Appendix G2</td>
<td>Frequencies and percentages of teachers' incorporation of MIT in teaching according to Gender</td>
<td>195</td>
</tr>
<tr>
<td>Appendix G3</td>
<td>Frequencies and percentages of teachers' hearing MIT according to Grade</td>
<td>199</td>
</tr>
<tr>
<td>Appendix G4</td>
<td>Frequencies and percentages of teachers' incorporation of MIT in teaching according to Grade</td>
<td>200</td>
</tr>
<tr>
<td>Appendix G5</td>
<td>Frequencies and percentages of teachers' hearing MIT according to Age</td>
<td>205</td>
</tr>
<tr>
<td>Appendix G6</td>
<td>Frequencies and percentages of teachers' incorporation of MIT in teaching according to Gender</td>
<td>206</td>
</tr>
<tr>
<td>Appendix G7</td>
<td>Frequencies and percentages of teachers' hearing, researching, like to know and using MIT according to Qualification</td>
<td>209</td>
</tr>
<tr>
<td>Appendix G8</td>
<td>Frequencies and percentages of teachers' incorporation of MIT in teaching according to Gender</td>
<td>210</td>
</tr>
<tr>
<td>Appendix G9</td>
<td>Frequencies and percentages of teachers' like to know and using MIT according to Teaching Experience</td>
<td>213</td>
</tr>
<tr>
<td>Appendix G10</td>
<td>Frequencies and percentages of teachers' incorporation of MIT in teaching according to Teaching Experience</td>
<td>215</td>
</tr>
<tr>
<td>Appendix</td>
<td>Description</td>
<td>Page</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>G11</td>
<td>Frequencies and percentages of teachers’ hearing, researching, like to know and using MIT according to Training programs</td>
<td>217</td>
</tr>
<tr>
<td>G12</td>
<td>Frequencies and percentages of teachers’ incorporation of MIT in teaching according to Training Programs</td>
<td>218</td>
</tr>
<tr>
<td>H</td>
<td>Teaching activities, teaching materials and instructional materials</td>
<td>219</td>
</tr>
</tbody>
</table>
Abstract


This study aimed at finding out the extent of incorporation of the Multiple Intelligences Theory (MIT) principles in the Jordanian English as a Foreign Language (EFL) curriculum Action Pack series by means of content analysis, to explore EFL teachers’ knowledge of and perceptions about the MIT, and to provide guidelines for the inclusion of the MIT in the EFL textbooks by redesigning a number of lessons from the 1ST, 4TH, 8TH and 11th grades' textbooks under study in light of the MIT ideas and principles.

This study attempted to answer the following three major questions:

- To what extent does the Jordanian EFL curriculum incorporate the principles of the MIT?
- What is the extent of the Jordanian EFL teachers' knowledge of and perceptions about MIT?
- Are there significant relationships at α=0.05 between the teachers' knowledge of and perceptions about MIT and some demographic variables?