

درجة تضمين كتب اللغة الانكليزية السورية الصفين السابع والثامن لمؤشرات الذكاء اللغوي

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الملخص

هدف البحث لمعرفة درجة تضمين كتب اللغة الإنكليزية الصفين السابع والثامن (كتاب الطالب وكتاب الأنشطة) في سورية لمؤشرات الذكاء اللغوي، ولتحقيق الهدف تم استخدام المنهج الوصفي التحليلي من خلال أسلوب تحليل المحتوى، وتم إعداد قائمة بمؤشرات الذكاء اللغوي تبعاً للمهارات اللغوية الخمس (الاستماع، القراءة، التحدث، الكتابة، الحس اللغوي)، وأجري لها اختبارات الصدق والثبات اللازمة لضمان موثوقية الأداة.

ولتحليل النتائج أستخدمت التكرارات والنسب المئوية واختبار كاي² (X^2) لحسن المطابقة، وجاءت نتائج التحليل كالآتي: أن توزع الذكاء اللغوي جاء متوازن بالنسبة لكتاب الطالب في الصف السابع، بينما لم يكن متوازن بالنسبة للصف الثامن، وبالنسبة لكتابي الأنشطة لم يظهر التحليل أي توزيع غير متوازن في الصفين السابع والثامن.

وتم استخدام كاي² (X^2) للاستقلالية لدراسة الفروق بين الصفين السابع والثامن، حيث لم توجد فروق في توزيع مؤشرات الذكاء اللغوي ضمن كتاب الطالب وكذلك الأمر في كتاب الأنشطة، مع وجود فروق طفيفة بالنسبة لتمثيل مهارتي التحدث والحس اللغوي في المنهج بشكل عام، في ضوء النتائج قُدمت بعض التوصيات والمقترحات من بينها إعادة النظر بإعداد المناهج للصفين السابع والثامن والتركيز على تطوير جميع المهارات اللغوية في ضوء مؤشرات الذكاء اللغوي.

الكلمات المفتاحية: الذكاء اللغوي، تحليل محتوى، اللغة الانكليزية، المهارات اللغوية.

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The Degree of Inclusion of Linguistic Intelligence Indicators in the Seventh and Eighth Grade English Textbooks in Syria

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Abstract

The present research aimed to explore the extent to which student and activity books, in the Syrian curriculum involve linguistic intelligence indicators. The descriptive-analytical approach via content analysis was employed, and a checklist of linguistic intelligence indicators was developed based on the five language skills of listening, reading, speaking, writing, and linguistic sensitivity. The checklist was checked for reliability and validity.

Frequencies, percentages, and the Chi-Square Goodness-of-Fit test (χ^2) were used in the analysis of the data. The results indicated that the distribution of linguistic intelligence indicators in the seventh-grade textbooks was balanced, whereas it was less balanced in the eighth-grade textbooks. The Chi-Square Test of Independence indicated that there were no statistically significant differences between the two grades in the distribution of linguistic intelligence indicators, although slight differences existed in the representation of writing, speaking, and linguistic sensitivity skills.

Based on the findings, the study recommended suggestions on renovating the curricula toward the proportionate development of all language skills guided by linguistic intelligence indicators.

Keywords: Linguistic Intelligence, Content Analysis, English Language, Language Skills

Introduction

One of the most influential languages in the globe is English which offers vast means of communication as well as access to information. Therefore, it should be included in the initial levels of school education. In Syria, English is learned right from the beginning of the primary level from the first grade to high levels of education, indicating a growing emphasis on studying the English language. Language acquisition has an inherent relationship with the development of communication skills that learners require in life and in their careers. Hence, practicing language learning is directly related to the concept of linguistic intelligence.

However, studies have proved that current curricula may not be incorporating markers of linguistic intelligence into their frameworks, hence the need to reconsider curriculum design so that it may suitably address the diverse needs of students (Kheder, 2025).

One of the most powerful models emphasizing the significance of linguistic intelligence is Howard Gardner's theory of multiple intelligences, which underlines noticing differences in students' mental ability (Armstrong, 2018). Linguistic intelligence is one of the significant facets that should be included in English language teaching curricula systematically. Research has indicated that the building of linguistic intelligence among EFL learners significantly enhances their language skills—listening, speaking, reading, writing, and language consciousness in general—therefore strengthening their overall communication and comprehension skills (Erlina et al., 2019; Rahmadina, 2021).

Rahmadina (2021) stated that "linguistic intelligence is a powerful factor in reading comprehension among students and

therefore it is essential to include linguistic intelligence indicators in English language curricula". To this end, it is essential to compare the Syrian English curricula for seven and eight grades in order to determine how linguistic intelligence indicators are included. This analysis can give worthwhile insights for curricula development to converge with modern educational theories, address the needs of learners, and improve the efficiency of English language learning.

1- Research problem

A review of the standards for the design of English language textbooks in Syria reveals the lack of clear linguistic intelligence indicators, as well as a lack of proportionate distribution of these indicators within the curriculum. Although the majority of studies on the inclusion of multiple intelligences in curricula have shown linguistic intelligence to be the most covered (Al-Omari, 2015; Al-Arnousi & Al-Morshedi, 2018; Arafah, 2014), the importance of indicators of linguistic intelligence in enabling learners to use the language effectively for communication and comprehension is still not sufficiently achieved.

International research has emphasized the need to integrate several intelligences—more specifically linguistic intelligence—into English language teaching. (Arulselvi ,2018), for instance, emphasized that utilizing multiple intelligences in the classroom enhances learners' engagement and results in greater learning outcomes, while (As'ad ,2019) found that the application of Gardner's multiple intelligences theory assists in developing EFL students' language learning. These findings affirm the need to reinvestigate the Syrian English language curriculum and its alignment with contemporary educational theories.

To investigate this issue more deeply, the researcher conducted a pilot study on ten English teachers. They were asked whether the seventh- and eighth-grade curricula included linguistic intelligence indicators and if the activities provided within the textbooks assisted in developing this intelligence, through which students can use English words fluently. They indicated through their feedback that, though the textbooks address the four basic language skills (listening, speaking, reading and writing), 80% of the educators recommended that the activities and utterances were limited and did not adequately include the correct indicators of linguistic intelligence. They also remarked that the syllabus should be reordered and reworked for a balance and complete inclusion of these indicators.

Accordingly, the problem of the current study can be stated as follows:

To what extent do the seventh and eighth-grade English language curricula in Syria include indicators of linguistic intelligence?

2- Research Questions:

This research aimed to answer the following questions:

1. To what extent are measures of linguistic intelligence embedded in the seventh-grade textbook?
2. To what extent are measures of linguistic intelligence embedded in the seventh-grade activity book?
3. To what extent are linguistic intelligence indicators included in the eighth-grade textbook?
4. To what extent are linguistic intelligence indicators included in the eighth-grade activity book?

5. Are there any significant differences between the seventh and eighth-grade curricula in terms of their inclusion of linguistic intelligence indicators?

3- Research aims

The research aimed at achieving the following:

1. Analyzing the seventh and eighth-grade English language curricula in Syria to determine the extent of inclusion of linguistic intelligence indicators.
2. Identifying the relative distribution of the five linguistic intelligence indicators (listening, speaking, reading, writing, and language sense) in the curricula.
3. Comparing the two curricula in terms of the balance and comprehensiveness of incorporating linguistic intelligence indicators.

4- Significance of the Research:

The significance of this study arises from both theoretical and practical aspects.

Theoretically: the study contributes to the body of knowledge on curriculum design by providing evidence on the inclusion of linguistic intelligence indicators in English language curricula. It builds on the theoretical framework of Gardner's multiple intelligences, highlighting the importance of linguistic intelligence for learners' communication and comprehension skills.

Practically: the findings may assist curriculum developers, educational policymakers, and teachers in revising and improving the English language curricula to ensure a more balanced and comprehensive inclusion of linguistic intelligence indicators. This, in turn, may enhance students' proficiency in

using English effectively for communication and academic purposes.

5- Scope of the research:

The study was limited to the following boundaries:

1. Subject Scope: The study focuses on analyzing the extent to which linguistic intelligence indicators are included in the English textbooks for Grades 7 and 8 in Syria.
2. Spatial Scope: The study is confined to the textbooks approved by the Ministry of Education in Syria for Grades 7 and 8 for the academic year 2024/2025.
3. Time Scope: The study applies to the current version of the textbooks for the academic year 2024/2025.

6- Key Terms and Operational Definitions:

1. Linguistic Intelligence:

Theoretical Definition: Linguistic intelligence is the ability to effectively use language to express oneself and understand others, including sensitivity to sounds, meanings, and linguistic structures (Gardner, 2011).

Operational Definition: In this study, linguistic intelligence refers to the extent to which the English textbooks for Grades 7 and 8 include indicators of linguistic intelligence, which consist of listening, speaking, reading, writing, and language sense.

2. Listening:

Theoretical Definition: Listening is the process of receiving and understanding spoken language, requiring the ability to identify sounds and interpret them as meaningful words and sentences (English Club, n.d.).

Operational Definition: In this study, listening refers to the extent to which textbook activities develop students' skills in understanding spoken English.

3. Speaking:

Theoretical Definition: Speaking is the ability to express thoughts and feelings orally, requiring the effective use of language in different communicative situations (Twinkl, n.d.).

Operational Definition: In this study, speaking refers to the extent to which textbook activities encourage students to express themselves orally in English.

4. Reading:

Theoretical Definition: Reading is the process of interpreting and understanding written texts, which requires linking words and meanings to extract information (Reading Rockets, n.d.).

Operational Definition: In this study, reading refers to the extent to which textbook activities develop students' skills in understanding written texts in English.

5. Writing

Theoretical Definition: Writing is the ability to express ideas and information through written symbols, requiring linguistic and organizational skills (Reading Rockets, n.d.).

Operational Definition: In this study, writing refers to the extent to which textbook activities encourage students to express themselves in written English.

6. Language Sense:

Theoretical Definition: Language sense is the ability to intuitively understand and use language, including awareness of grammar, tone, and meaning (Gardner, 2011).

Operational Definition: In this study, language sense refers to the extent to which textbook activities develop students' intuitive ability to understand and use English.

7. Linguistic Intelligence Indicators

Theoretical Definition: Linguistic intelligence indicators are the observable skills and abilities that reflect a learner's linguistic intelligence, such as effective listening, reading comprehension, clear writing, fluent speaking, and awareness of language use (Armstrong, 2018; Erlina et al., 2019).

Operational Definition: In this study, linguistic intelligence indicators refer to the specific skills included in the English textbooks for Grades 7 and 8, which enable students to enhance their ability to use English effectively in listening, speaking, reading, writing, and language sense.

8. English Curriculum

Theoretical Definition: The English curriculum refers to the structured set of educational content, learning objectives, activities, and assessment methods designed to teach the English language at a particular educational level (Richards, 2013).

Operational Definition: In this study, the English curriculum refers specifically to the approved textbooks and instructional materials for Grades 7 and 8 in Syria, which will be analyzed to determine the extent to which they include linguistic intelligence indicators.

7- Previous Studies

There are various studies that have explored the incorporation of linguistic intelligence indicators within English language curricula, with a focus on their impacts on the language skills of students. Hasanudin and Fitriyaningsih (2020) explored verbal-linguistic intelligence indicators for reading subjects among first-year students, identifying key capabilities such as explaining word meanings, creating word play, and writing poetry. This research highlighted the need to incorporate linguistic

intelligence indicators to foster reading comprehension and engagement among students.

Estaji and Nafisi (2009) compared English textbooks and determined that verbal/linguistic and visual/spatial intelligences were most represented, suggesting that although linguistic intelligence is considered, there may be a bias towards addressing other forms of intelligence. Arulselvi (2018) researched the use of multiple intelligences in English classrooms and asserted that considering different forms of intelligence, including linguistic intelligence, can lead to improved teaching methods and student results.

Rahmadina (2021) focused on the linguistic intelligence of students and how it facilitates reading comprehension, depicting that students with higher linguistic intelligence are more likely to comprehend texts. Erlina et al. (2019) presented a case study of undergraduate EFL students, demonstrating that the cultivation of linguistic intelligence significantly improves listening, speaking, reading, writing, and overall sense of language. Kheder (2025) was concerned with implementing artificial intelligence in enhancing the learning of vocabulary for Syrian EFL learners, highlighting the pivotal role of linguistic intelligence in acquiring and utilizing vocabulary effectively.

The research studies discussed share the similarity of emphasizing the importance of linguistic intelligence in the enhancement of language proficiency and good communication. They differ in scope, though: some are specific to textbook content (Estaji & Nafisi, 2009), others to reading comprehension (Rahmadina, 2021; Hasanudin & Fitriyaningsih, 2020), and others to overall language skill development or technology integration (Erlina et al., 2019; Kheder, 2025).

The current study is distinctive in its aim to analyze the seventh- and eighth-grade Syrian English language curricula to reveal the extent of the implementation of linguistic intelligence indicators. Unlike other studies that have examined broader contexts or other learning stages, this study aims to carry out a close content analysis of the actual curriculum materials that are used in Syrian schools, uncovering shortcomings and making recommendations for the better integration of linguistic intelligence indicators.

8- Theoretical Framework:

- 1. Content Analysis:** It's a standard research method in psychology and education, employed for analyzing the nature and attributes of educational content according to provided criteria and objectives. Berelson defined content analysis as "a research technique for the objective, systematic, and quantitative description of the manifest content of communication."(cited in Suleiman.2009.220). Holsti pointed out that it makes it possible to have objective and verifiable descriptions of content. Content analysis has been used to study textbooks and curriculum, examine values and competencies included in the content, and ascertain alignment with learning objectives. The method combines qualitative and quantitative approaches, producing precise data that can be utilized to inform curriculum design and standards (Taaima.2004.69).

❖ **Objectives of Content Analysis:** Objectives of content analysis as utilized in educational research include:
(Neuendorf,2023,16)

- Identification of characteristics of educational content and their alignment with curricular goals.
- Determination of the frequency of phenomena or indicators, allowing for quantitative description.
- Highlighting strengths and weaknesses in instructional materials and textbooks.
- Making pragmatic recommendations for curriculum development.
- Comparing curricula across various grades for ascertaining balance and coverage of skills.

Content analysis was used in this study to examine to what extent the seventh- and eighth-grade English textbooks integrate linguistic intelligence indicators and whether the skills are represented in a balanced manner.

2. Theory of Multiple Intelligences:

Professor Howard Gardner of Harvard University presented the theory of multiple intelligences in 1983 in his book (Frames of Mind). The theory was developed as a contrast to the traditional notion of intelligence, which described human thought as one ability for which there is one, quantifiable idea. Gardner opined that intelligence should not be restricted to the academic world, but rather a gauge of one's ability to solve problems and create useful products in specific cultures or societies. Intelligence was termed by him as "the ability to solve problems or produce products within a specific cultural or societal context" (Gardner, 2011, cited in Ye, 2021, p. 18).

Gardner based his theory on empirical data from brain research, psychology, and anthropology. He opposed the concept of general intelligence in one sense to the theory of multiple intelligences which each person possesses, but in

varying quantities. He initially identified seven broad categories of intelligence: Verbal/Linguistic, Logical/Mathematical, Spatial/Visual, Musical/Rhythmic, Bodily/Kinesthetic, Interpersonal and Intrapersonal (Armstrong,2018).

This theory revolutionized the definition of intelligence and put focus on students' different learning styles while developing curricula and planning instructional strategies. In this study, particular emphasis will be laid on (linguistic intelligence) since it is highly applicable to the process of teaching the English language.

3. **Linguistic Intelligence:** Language is a symbolic human system for communicating, exchanging ideas, and comprehending people. Linguistic intelligence: the ability to use language effectively in speaking and writing. It comprises a wide range of linguistic skills, including listening, speaking, reading, writing, and telling stories. It also includes an awareness of meaning in words, the ability to organize language, and sensitivity to the differences between languages.

Gardner (1983) emphasized that linguistic intelligence should not be limited to auditory or oral skills for the following two reasons:

- Deaf individuals can acquire natural languages and master sign systems.
- Another type of intelligence associated with auditory/oral skills is musical intelligence.

From the biological perspective, it has been discovered through research that language ability is localized in the left temporal lobe of the brain, but particularly in (Broca's area),

which concerns the structure and structuring of sentences. Damage to this area influences an individual's ability to write senseful paragraphs or sentences, even if they are still able to comprehend the meaning of words and sentences. This finding further supports Gardner's argument about the relative independence of intelligences (Fares,2006,41).

Individuals who possess linguistic intelligence exhibit ease of producing language, sensitivity to the rhythm and order of words, and ability to perceive nuances of meaning. They are also good at recalling names, dates, and places. Linguistic intelligence is most eloquently manifested in writers, poets, speakers, actors (especially comedians), and professionals such as salespeople (Armstrong, 2009).

4. Linguistic Intelligence Skills and Their Importance in English Language Instruction:

The Skills of Linguistic Intelligence: Linguistic intelligence is a set of interconnected capacities that draw upon an individual's potential to use language skillfully. These capacities include (Al-Adawi,2024),

(Setyawan et al.2024),(Hasanudin & Fitriyaningsih.2019):

- Listening: the ability to comprehend words spoken and to extract meaning from oral communication.
- Speaking: the ability to communicate ideas effectively and persuasively in a range of contexts.
- Reading: the ability to decode written symbols and to interpret texts accurately and meaningfully.
- Writing: the ability to organize ideas and present them logically in written language.

- Linguistic sensitivity: the appreciation of the nuances of word choice, syntax, rhythm, and cultural connotations of language.

Together, they support effective communication and learning. They also allow learners to achieve success in language acquisition as they become proficient not only in the mechanics of language but in its functional and creative application

The Importance of Linguistic Intelligence:

(Al-Harthi,2024),(Armstrong,2018),(Gardener,2011),(Al-Omari et al, 2015) summarize the importance of linguistic intelligence in the following points:

- Linguistic intelligence plays a critical function in language and cognitive development. It broadens understanding, reading, and expression.
- linking knowledge to critical thinking and enabling the learner to develop concepts validly. It also enables one to make effective verbal and written communication and helps individuals form healthy social relationships through making convincing and clear presentations.
- Furthermore, linguistic intelligence is also multi-faceted with vocabulary enhancement, sentence structure understanding, and synonymy and antonymy discrimination skills.
- Linguistic ability aids imagination and expressiveness in communication.
- In the teaching of foreign languages, linguistic intelligence is particularly important because it underpins the acquisition of lexis, comprehension, and active participation in communicative activities. Hence, the integration of this type of intelligence enhances the

ability of learners to actively interact with texts, dialogue, and actual communication situations

- Curriculum designers are therefore forced to integrate linguistic intelligence in all subjects, and not merely language studies (Arabic and English), to encourage students' conceptual understanding and problem-solving ability.

9- Procedural Aspect of the Study

Research Method:

The present study aims to analyze the seventh- and eighth-grade English language textbooks' content with respect to linguistic intelligence indicators. To this end, the descriptive-analytical method was chosen through the content analysis method. Berelson referred to content analysis as "a research technique for the objective, systematic, and quantitative description of the manifest content of communication" (Taaïma, 2004). The objective of content analysis is to provide extensive data about the content of English language textbooks in order to ascertain the frequencies of linguistic intelligence skills therein and recommend suggestions and implications accordingly. The current study is aligned with the studies of Arulselvi (2018) and Al-Omari et al. (2015) in adopting content analysis as a methodology framework.

Research Population and Sample:

The research sample is the same as the research population itself, which is the content of the seventh and eighth grades' English language curriculum. These are represented in two textbooks for each grade: the Student's Book and the Activity Book. Each of the textbooks has 6 instructional units (12 lessons) and was published for the first time in (2021 and

2022). Table (1) shows the specifications of the textbooks examined:

Table 1.
Specifications of the Textbooks Under Analysis

Grade Level	Textbook Type	Number of lessons	Year of First Publication
Seventh	Student 's Book	12	2021-2022
Seventh	Activity Book	12	2021-2022
Eighth	Student 's Book	12	2021-2022
Eighth	Activity Book	12	2021-2022

Designing the Research Instrument

For the construction of the research instrument, relevant sources and literature on linguistic intelligence and multiple intelligences were investigated, such as the studies of Setyawan (2024), Al-Ahwal & Musleh (2024), Hasanudin & Fitriyaningsih (2019), and Al-Omari et al. (2015). Based on Gardner's definition of linguistic intelligence abilities, a list of 25 indicators was constructed and incorporated in the checklist of content analysis.

Validity of the Instrument

Validity is referred to as one of the most important psychometric attributes that must be ensured during the development of research tools (Abu Allam, 2001, p.439). Validity refers to how much an instrument can measure what it has been designed to do (Al-Naama and Al-Ajili, 2004, p.241). Validity in the current study aimed at gaining confidence in the analysis instrument with its criteria and indicators to quantify the level to which the English language curriculum incorporates linguistic intelligence indicators.

To cross-check the tool's accuracy, the preliminary draft was presented to eight experts in curricula and instructional

methods to review its appropriateness and accuracy, and provide their feedback on the following:

- Clarity and specificity of each item (indicator).
- The degree to which each item is related to the skill category to which it has been allocated.
- Suggestions for changing, deleting, or adding indicators.

The experts' comments were taken into account, and there were modifications in some statements. The last tool was thus refined and distributed among the five linguistic intelligence skills as shown below:

Table 2
Distribution of the number of indicators of the five skills after modification

Skill	Listening	Speaking	Reading	Writing	Linguistic Sensitivity
Number of indicators	5	5	5	5	5

- Instrument Reliability: To ensure the reliability and validity of the analysis tool, the researcher used two reliability methods:
 - Calculating the reliability coefficient through test-retest: This refers to obtaining consistent results after re-analyzing the same content over a given period (Bahri, 2012). The researcher randomly selected four study units from the English language curriculum. The lessons were analyzed according to linguistic intelligence indicators, then re-analyzed after a period of (20) days. Using the Holsti equation, the reliability coefficient was found (0.96), which is considered high and confirms the strong reliability of the analysis tool.

$$R = \frac{2 \times C1.2}{C1 + C2}$$

R: Reliability coefficient

C1: Number of units of the first analysis.

C2: Number of units of the second analysis.

C1.2: Number of units agreed upon by the analysts.

- **Inter-rater reliability:** This involves re-analyzing the same material by other analysts (Al-Hashemi and Atiya, 2011, 204). Therefore, the researcher sought assistance from analysts experienced in the English language curricula and teaching methods. Using the same sample and indicators, their results were compared with the researcher's analysis, the reliability coefficients calculated using Holsti's equation, are shown in table (3) :

Table 3.
Inter-rater and researcher reliability coefficients

Type of Reliability	Analysis	Reliability coefficient
Test-retest reliability	after (20) days	0.96
Inter-rater agreement	researcher and first analyst	0.95
	Researcher and second analyst	0.90
	First analyst and second analyst	0.93

- Categories and Unit of Analysis:

The analysis categories were divided into **main categories** and subcategories). The main categories represented the five skills of linguistic intelligence (listening, speaking, reading, writing, and linguistic sensitivity). The subcategories were the specific indicators associated with each skill.

The unit of analysis adopted in the present study was the idea unit. An idea may consist of a phrase, an image, a question, or an activity that conveys a concept explicitly or implicitly. As Abdul Rahman and Adnan (2007, 213) see it, the idea unit is "the smallest identifiable part of the analyzed

content through which the intended meaning of that content is measured."

- Procedures for applying the analysis form: to implement the analysis, the researcher followed these steps:
 1. Reviewing the units of the seventh and eighth grades English language textbooks to identify ideas relevant to linguistic intelligence indicators.
 2. Classifying the identified ideas expressions within the lessons according to the linguistic intelligence skills, aligning them with the indicators in the analysis checklist.
 3. Calculating the frequency of each skill based on the identified indicators, presenting the results in tabular form, computing percentage and expected frequencies, and finally conducting a Chi-square (χ^2) test for goodness of fit.

10- Research Results and Discussion:

To arrive at the results of the content analysis of English language textbook units for the seventh and eighth grades according to linguistic intelligence indicators, the research questions must be answered using appropriate statistical methods: observable frequency, expected frequency, residuals, standardized residual, and chi-square for goodness of fit (χ^2) according to the equation:

$$\chi^2 = \sum_{i=1}^{\theta} \frac{(O_i - \theta_i)^2}{\theta_i}$$

χ^2 : Chi-square value for goodness of fit

O_i : Observed frequency

θ_i : Expected frequency

Standardized residual: $\frac{O_i - \theta_i}{\sqrt{\theta_i}}$

Research Question 1: To what extent are measures of linguistic intelligence embedded in the seventh-grade textbook (student book)?

To answer the first question, content analysis of the seventh-grade student textbook was done to determine the extent to which it has measures of linguistic intelligence skills. A chi-square goodness-of-fit test was then used to examine the fit between the expected and the observed frequencies. The results are presented in

Table 4.

Chi-Square Test (χ^2) Results for the Goodness-of-Fit Between Observed and Expected Frequencies of Linguistic Intelligence Indicators in the Seventh-Grade Textbook

Linguistic Intelligence Indicators	Observed Frequency	Percentage (%)	Expected Frequency	Residual	Standardized Residual
Listening Skill	48	21.42	44.8	3.2	.47
Speaking Skill	48	21.42	44.8	3.2	.47
Reading Skill	36	16.08	44.8	-8.8	-1.31
Writing Skill	43	19.20	44.8	-1.8	-0.26
Linguistic Sensitivity Skill	49	21.88	44.8	4.2	.62
Total	224	100			
Chi-square(χ^2)		Df		P	
2.65		4		.638	

Discussion:

A chi-square test was conducted to examine the distribution of linguistic intelligence indicators (listening, speaking, reading, writing, and sensitivity to language) in the seventh-grade English

textbook. The results indicated that there were no statistically significant difference between expected and observed frequencies.

This finding suggests that the textbook offers all five linguistic intelligence indicators quite in a balance. Although there are minor fluctuations, such as reading being slightly lower than expected, these are not statistically significant. This balance corroborates the fact that the textbook works effectively towards the development of listening, speaking, reading, writing, and language sensitivity abilities.

It is clear from the analysis that the textbook activities are intended to promote general linguistic intelligence, which aligns with the objectives of modern English curricula and enables students' language utilization in communication and comprehension (Erlina et al., 2019; Rahmadina, 2021). Overall, the seventh-grade textbook demonstrates a consistent emphasis on all of the main linguistic intelligence competencies.

Research Question 2: To what extent are the measures of linguistic intelligence embedded in the seventh-grade Activity book?

To answer the second question, content analysis of the seventh-grade activity book was done to determine the extent to which it has measures of linguistic intelligence skills. A chi-square goodness-of-fit test was then used to examine the fit between the expected and the observed frequencies. The results are presented in

Table 5.

Chi-Square Test (χ^2) Results for the Goodness-of-Fit Between Observed and Expected Frequencies of Linguistic Intelligence Indicators in the Seventh-Grade activity book

Linguistic Intelligence Indicators	Observed Frequency	Percentage (%)	Expected Frequency	Residual	Standardized Residual
Listening Skill	41	21.02	39	2	.320
Speaking Skill	49	25.12	39	10	1.601
Reading Skill	40	20.51	39	1	.165
Writing Skill	29	14.88	39	-10	-1.601
Linguistic Sensitivity Skill	36	18.47	39	-3	-.485
Total	195	100			
Chi-square(χ^2)		Df		P	
5.49		4		0.241	

Discussion:

The Chi-square (χ^2) goodness-of-fit test statistics of the seventh-grade English activity book indicated that there was no statistically significant difference ($p = 0.241$). This indicated that the differences between the observed and the expected frequencies of linguistic intelligence indicators were not significant. Therefore, the distribution of linguistic intelligence indicators (listening, speaking, reading, writing, and linguistic sensitivity) in the activity book is relatively balanced.

This result shows that the English activity book for grade seven provides a fair distribution of the main linguistic intelligence skills, ensuring that learners receive a variety of activities targeting different aspects of linguistic intelligence. This balance is consistent with curriculum design principles emphasizing inclusivity of language skills to facilitate all-round language development.

Research Question 3: To what extent are linguistic intelligence indicators included in the eighth-grade textbook?

To answer the third question, a content analysis was conducted on the eighth-grade student textbook to determine the extent to which it includes indicators representing linguistic intelligence skills. A chi-square goodness-of-fit test was then performed to examine the correspondence between the observed frequencies and the expected frequencies. The results are presented in

Table 6.

Chi-Square Test (χ^2) Results for the Goodness-of-Fit Between Observed and Expected Frequencies of Linguistic Intelligence Indicators in the eighth-Grade Textbook

Linguistic Intelligence Indicators	Observed Frequency	Percentage (%)	Expected Frequency	Residual	Standardized Residual
Listening Skill	54	13.48	39	15	5.77
Speaking Skill	39	21.53	39	0	0
Reading Skill	33	16.93	39	-6	-.92
Writing Skill	42	20	39	3	.23
Linguistic Sensitivity Skill	27	27.70	39	-12	3.69
Total	224				
Chi-square(χ^2)		Df		P	
10.61		4		.031	

Discussion

Chi-square test was employed to examine the distribution of measures of linguistic intelligence in the eighth-grade English textbook, showing that there was a statistically significant difference between the observed and the expected frequencies.

The findings indicate that some skills, like listening, surpassed the anticipated frequency, while language sensitivity was significantly lower, indicating an uneven distribution of linguistic intelligence markers. This unequal balance indicates that students might be given more chances to improve some skills over others, potentially influencing the holistic advancement of their linguistic intelligence.

A number of factors could account for this disparity:

- 1- Prioritizing straightforwardly teachable skills: The book assigns greater emphasis on listening and speaking compared to reading, writing, and language sensitivity since these are easier to teach and integrate into practice during classroom exercises (Arulselvi, 2018; As'ad, 2019).
- 2- Assessment-led content: Exercises prefer those skills directly tested in exams such as reading and writing, whereas language sensitivity does not receive much priority (Kheder, 2025).
- 3- Unequal distribution of activities: Some activities do not represent all abilities of linguistic intelligence, resulting in unequal representation between skills (Al-Omari, 2015; Al-Arnousi & Al-Morshedi, 2018).

Based on these findings, the eighth-grade textbook should be re-thought and rewritten concerning its content and activity distribution for well-balanced growth of every skill of linguistic intelligence to improve students' overall language competence and in line with modern educational theories on multiple intelligences.

Research Question 4: To what extent are measures of linguistic intelligence embedded in the eighth-grade Activity book?

To answer the fourth question, content analysis of the eighth-grade activity book was done to determine the extent to which it has measures of linguistic intelligence skills. A chi-square goodness-of-fit test was then used to examine the fit between the expected and observed frequencies. The results are presented in

Table 7.

Chi-Square Test (χ^2) Results for the Goodness-of-Fit Between Observed and Expected Frequencies of Linguistic Intelligence Indicators in the eighth-Grade activity book

Linguistic Intelligence Indicators	Observed Frequency	Percentage (%)	Expected Frequency	Residual	Standardized Residual
Listening Skill	34	18.09	37.6	-3.6	.587
Speaking Skill	38	20.21	37.6	0.4	.065
Reading Skill	35	18.61	37.6	-2.6	.424
Writing Skill	43	22.88	37.6	5.4	.880
Linguistic Sensitivity Skill	38	20.21	37.6	-3.6	.587
Total	188	100			
Chi-square(χ^2)		Df		P	
1.31		4		.80	

Discussion:

Table (7) shows that the chi-square test value for the goodness of fit for the observed and predicted frequencies of the linguistic intelligence indicators in the eighth-grade activity book is not significant. This means that the distribution of the five linguistic intelligence indicators (listening, speaking, reading, writing, and linguistic sensitivity) does not differ significantly from the

expected distribution, and the distribution of linguistic skills according to the linguistic intelligence indicators is balanced.

Although the writing skill recorded a slightly higher observed frequency, its standardized residual was 0.880, which is less than the critical value of 2. Therefore, this difference is not statistically significant.:

This balanced distribution can be attributed to numerous reasons:

1. Educational Objectives: The activity book is structured to enhance all English language skills in a balanced manner, as per curriculum standards.
2. Variety of Activities: Varying activities emphasizing listening, speaking, reading, writing, and language sensitivity prevents biased emphasis on one skill.
3. General Linguistic Development: The passage is on general language development and not on specific skills, resulting in an equal distribution of activities. Expanding on this deduction, a research paper by Abu Jado (2015) analyzed Arabic language textbooks for grades 1–4 in Jordan based on Gardner's Multiple Intelligences theory. The study showed that the most frequent was linguistic intelligence with the less represented other intelligences, indicating the need for more diversified representation of various intelligences in learning materials.

Conclusion:

Based on statistical treatment and literary evidence, it is possible to assume that eighth-grade activity book presents well-spread linguistic intelligence markers corresponding to education aims and assistive in the development of holistic language skills

Research Question 5: Are there any statistically significant differences between the seventh and eighth-grade curricula in terms of their inclusion of linguistic intelligence indicators?

To answer the fifth question: Are there any statistically significant differences between the seventh and eighth grade textbooks in including linguistic intelligence indicators? The chi-square test for independence was used, and the results were as follows:

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Table 8
Chi-Square Test (χ^2) Results for the differences between seventh and eighth grade english textbooks in the inclusion of linguistic intelligence indicators

The book	Textbook	Activity book
<i>Chi-Square Test (χ^2)</i>	5.82	5.03
P	.213	.284

Discussion :

The Chi-Square(χ^2) Test for Independence suggested that there were no statistically significant differences between the seventh-grade and eighth-grade curricula as far as introducing linguistic intelligence indicators are concerned. This applies both to the student textbook and activity book. Because both p-values are greater than the critical significance value ($\alpha = 0.05$), the indicated differences are required to be attributed to a random distribution, not to intentional design differences. These observations suggest that the two sets of textbooks share

comparable and equal levels of linguistic intelligence signs across both grades.

This finding is in line with previous studies (Al-Omari. et al,2015) analyzed the curriculum of Jordanian EFL textbooks and came to the conclusion that verbal/linguistic intelligence was quite adequately represented in comparison to other intelligences, though the overall coverage across grades was rather unbalanced.

Similarly, Estaji and Nafisi (2014) reported that in EFL textbooks of young students, verbal/linguistic intelligence predominated other intelligences, which were less present, and therefore the need for more balanced presentation across intelligences.

11- Recommendations and Suggestions

- 1) Reconsidering seventh and eighth grade English curricula design to ensure a balanced treatment of all language skills based on linguistic intelligence indicators, with a specific emphasis placed on those skills that were under-represented, i.e., Speaking and linguistic sensitivity.
- 2) Improving the content of English textbooks (activity books and students' textbooks) to include various activities covering all five signs of linguistic intelligence: listening, speaking, reading, writing, and linguistic sensitivity, to provide students with general language capability.
- 3) Training teachers on how to adopt various multiple intelligence-informed teaching methods so that they use all indicators of linguistic intelligence in class tasks and assignments effectively.
- 4) Conducting regular review and follow-up studies of textbooks and curricula to investigate the extent to which they capture all

indicators of linguistic intelligence, through regular content analysis of new books or revised publications.

- 5) Encouraging future research to investigate the relationship between how extensive linguistic intelligence indicators are covered in textbooks and the language achievement and outcomes of students, to further improve curriculum and activity planning.

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