



The Reflection of Iranian high school Students' Multiple Intelligences in Intelligence Profile of Newly-Published Local EFL Textbooks (Vision Series)

Mohammad Hajimohammadi
Science and Arts University

Raziyeh Fallah
Science and Arts University

Alireza Nasseri
¹Science and Arts University

Abstract

As the most noticeable language materials in schools, textbooks offer the major source of learning, and they represent the basis of education and transmit the curriculum objectives. The aim of this thesis is to analyze one set of widely used English textbooks taught at Iran high schools in the context of the theory of multiple intelligences to see what extent such textbooks represent the Multiple Intelligence Theory by Gardner and are related to Iranian students' intelligences. To fulfill the objectives, two textbooks of Vision 1 series including the student's book and its workbook were analyzed using an MI checklist adopted from Botelho (2003). In addition to this analysis, the author aimed to probe students' preferred intelligences regarding diverse sorts of intelligences statements. By this, McKenzie's (1999) Multiple Intelligence Inventory was used. There were 97 participants selected by convenience sampling. In order to analyze the data and do comparison between the two parts of the analysis, the descriptive statistic was implemented by the software of SPSS 26. It was found that there was no similarity between profiles of MI in the textbooks and the students. **Keywords:** Multiple Intelligences, Textbooks, Iranian Students, Intelligence Profile, Vision 1