

# **Content Analysis of English Textbooks for Elementary stage on the light of Multiple Intelligence Theory**

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## **Abstract**

The study aimed at identifying the multiple intelligences included in the English language books for the basic stage in Palestine. The researcher used the content method analysis as a method of analytical descriptive method. The researcher analyzed the content of the study sample (English books for the third and fourth grades with the teacher's book). The researcher also used the content analysis tool to identify the intelligences contained in the books of the basic stage. The analysis process was limited to the activities included in the sample of the study, with details of each activity according to the teacher's guide, where one activity could include more than one intelligence. The study tool was presented to a group of educational referees to check its validity. The researcher calculates the consistency analysis by stability over time using (holisti) equation. The stability coefficient ratio reached (98.33%). The researcher used the frequencies, percentages and the degree of availability and ranks as methods for statistical processing study data.

The study reached a number of results, the most important of which are:

After studying the content of the study sample (English language books for the third and fourth grades), the researcher extracted the group of intelligences included (2594) distributed in eight areas: the field of linguistic intelligence, and obtained the first order, and the highest frequency, where (598) , Followed by field of visual intelligence (percentage of (70.3%), social intelligence area (63.0%), and personal intelligence field (60.0%), followed by the field of motor intelligence (physical) with a percentage of (24.2%), then the field of natural intelligence (18.6%) and finally the field of musical intelligence (5.7%).

-The indicators of linguistic intelligence are available in a large amount with a total of (1650) duplication.

-Logical intelligence, visual intelligence, social intelligence, and personal intelligence are available to a large extent reached (951), (801), (989) and (1370), respectively.

-The activities of motor intelligence are available at a low frequency and repeated (188) times.

-Musical intelligence activities were performed, and natural intelligence was available at a very low frequency with a frequency of (36) and (146), respectively.

The study came out with a number of recommendations, the most important of which are:

- English language curriculum developers need to pay attention to build various activities of musical intelligence and natural intelligence in the lower level English language books and the need to enrich the lower-level English language curriculum with low-availability intelligence such as physical intelligence, music and natural intelligence.

- pay attention to the development of multiple intelligences of learners in the basic stage by including the curriculum activities of comprehensive learning of the intelligences, and problems of real life that develop multiple intelligences, and conduct analysis studies of the content of the English language in other study stages in the light of the theory of multiple intelligences..