NEAR EAST UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

AN ANALYSIS OF THE REPRESENTATION OF MULTIPLE INTELLIGENCES

THEORY IN SUNRISE 7 AND TEACHERS' PERSPECTIVES

MASTER THESIS

SAYA JALAL MOHAMMED

NICOSIA

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Supervisor: Asst. Prof. Dr. Çise Çavuşoğlu

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Approval of the Graduate School of Educational Sciences

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ABSTRACT

An Analysis of the Representation of Multiple Intelligences Theory in Sunrise 7 and Teachers' Perspectives

Saya Jalal Mohammed

MA Programme in English Language Teaching

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The current study aimed to evaluate Sunrise 7 course pack in relation to the Multiple Intelligences (MI) theory. To accomplish this aim, content analysis was applied on three elements of the course pack, namely the teachers' book, the activity book and the students' book were analyzed according to Botelho's (2003) list of activities. This list was developed by adding new activity descriptors based on the analysis of the course books. Further, semi-structured interviews were conducted with nine English as a Foreign Language teachers who were teaching at the public schools in northern Iraq at the time of the study, in order to find out the extent to which these teachers were aware of the principles of the theory and their use of the course pack in class. The results of the study showed that spatial/visual intelligence and linguistic intelligence were the most dominant intelligences in the course pack followed by intrapersonal intelligence. In addition, existential, musical and bodily-kinesthetic intelligences were the least frequently activated intelligences in the course pack. The results of the interviews indicated that none of the teachers were aware of the MI theory despite the fact that they received explicit training provided by the Ministry of Education on using Sunrise in the classroom. On the other hand, the teachers did use the principles of the MI theory in the class to the extent that the course books covered these intelligences. As a result, recommendations on modifying some of the sections in Sunrise 7 were made in order to make it more comprehensive in terms of its coverage with regard to the MI. Finally, it is suggested that teachers should be further trained to use the teacher's book more often as the teacher's book was found to be suggesting more intelligences than the students' and the activity books.

ÖZ

Çoklu Zeka Teorisi'nin Sunrise 7 ve Öğretmenlerin Bakış Açılarında Temsiliyetinin bir Analizi

Saya Jalal Mohammed

İngiliz Dili Eğitimi Yüksek Lisans Programı

Danışman: Yrd. Doç. Dr. Çise Çavuşoğlu

Mevcut çalışma, Sunrise 7 ders paketinin Çoklu Zeka (ÇZ) teorisine bağlantılı olarak değerlendirilmesini amaçlamıştır. Bu amaca ulaşmak için, içerik analizi kullanılarak, öğretmen kitabı, aktivite kitabı ve öğrenci kitabı Botelho'nun (2003) aktiviteler listesine göre analiz edilmiştir. Bu liste, ders kitaplarının analizi ışığında yeni aktiviteler eklenerek geliştirilmiştir. Ayrıca, çalışma sürecinde kuzey Irak'ta devlet okullarında Yabancı Dil olarak İngilize (YDİ) öğretimi verirken sözkonusu kitapları kullanmakta olan öğretmenlerin teoriye ilişkin farkındalıklarını ve derslerde ÇZ'ye ilişkin prensipleri ne derece kullandıklarını belirlemek üzere dokuz YDİ öğretmeni ile yarı yapılandırılmış görüşmeler gerçekleştirilmiştir. Çalışmanın sonuçlarına göre incelenen kitaplarda uzamsal/görsel zeka, dil zekası ve kendine dönük zeka ders paketindeki etkinliklerde en sık kullanılan zekalar olarak öne çıkmıştır. Ek olarak, varoluşsal, müzikal ve bedensel-kinestetik zeka ders paketindeki en az sıklıkta etkinliğe sahip zekalardı. Görüşmelerin sonuçları ise çalışmaya katılan öğretmenlerin Eğitim Bakanlığı tarafından düzenlenen ve Sunrise'ın sınıfta kullanımına yönelik eğitimler almalarına rağmen, hiçbirinin teorisinin farkında olmadığını oraya koymuştur. Bunun yanı sıra, öğretmenlerin sözkonusu zekaları işlenen ders kitapların ın kapsamı çerçevesinde aktive edebildikleri anlaşılmıştır. Sonuç olarak, Sunrise 7'deki bazı bölümlerin değiştirilmesine yönelik, ÇZ kuramını göz önüne bulundurarak işleniş bakımından daha kapsamlı olması için önerilerde bulunulmuştur. Son olarak, öğretmen kitabı, öğrenci ve aktivite kitaplarından daha fazla zekayı harekete geçirdiği için, ders kitaplarını kullanan, öğretmenlerin öğretmen kitabını daha sık kullanması için gerekli eğitim in kendilerine sürekli şekilde sunulması önerilmektedir.

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LIST OF ABBREVIATIONS

MI: Multiple Intelligences

EFL: English as a Foreign Language

ELT: English Language Teaching

PPP: Presentation, Practice, and Production

ESP: English for Specific Purposes

CHAPTER 1

INTRODUCTION

Introduction

The Multiple Intelligences (MI) theory was proposed in the early 1970s by Howard Gardner. This theory was led by Gardner's research on developmental and neuropsychology and was first published in 1980. The main argument of this theory according to Gardner, was that it would be better to describe human cognitive competence in terms of a set of talents, mental skills, or abilities which he called intelligences (Gardner, 2006). He also proposed that every person who could be defined as developmentally normal, would have all of these skills to some extent, but the degree of the skills and the nature of their combination would differ from one person to another (Gardner, 2006).

When applied to the language classroom, the MI theory has a great role in helping teachers to achieve further goals in a new perspective. Away from the traditional ways of teaching languages, in a classroom designed using the MI theory, the aim of a language class should be activating not only one type of intelligence but different types of intelligences within one session (Dooly &Eastment, 2008). Such a perspective in language teaching and learning emphasizes classes where the focus is on individualized instruction. To cover the ground in this respect, many English language course books that claim to have used this theory as an approach to design were published recently. To count some, Top notch and Pacesetter are examples of such course books. Sunrise, which has been developed by Kurdish authorities to be the official course book for teaching English in Northern Iraq to Kurdish learners of English since 2006, is another example. The main focus of this thesis is to examine the extent to which Sunrise course book employs the principles of MI in its design and to

investigate the perspectives of the Kurdish English as a foreign language (EFL) teachers, who are expected to use this course book on a daily basis, in this regard.

In this introductory chapter, first, a short definition of the intelligences identified in the MI theory will be given. Then, information regarding the background of the current study will be provided followed by the aims and the significance of the study. Finally, limitations of the current study will be discussed.

Eight intelligences, one theory: The MI theory

There are different types of intelligences that are widely accepted by many scholars who agree with the MI theory. These are linguistic, logical mathematical, spatial, bodily/kinesthetic, musical, interpersonal, and intrapersonal, intelligences (Armstrong, 2009). Linguistic intelligence refers to comprehending and using language to communicate. Multiple meanings of words, rhythm, style and sound of what's being communicated are parts of language use. This type of intelligence includes well use of communication skills which are listening, speaking, reading, and writing (Nardi, 2001). The second type of intelligence logical/mathematical intelligence refers to scientific abilities. This intelligence is also frequently called critical thinking (Teacher Created Resources, 1998). People who have this type of intelligence learn by exploring, questioning and thinking about things. They are able to recognize relationships between two unrelated objects. People use this intelligence to set priorities, and make lists as well as long range plans. They like to play strategy games such as chess, and solve mathematical problems (Teacher Created Resources, 1998). Spatial or (Visual) intelligence is about understanding and creating images. People with this type of intelligence have talent for styles and colors. They are also good at art, creative projects, and drawing. They understand things by reading through flowcharts, performing demonstrations, and drawing diagrams (Barnes, 2013). Bodily/kinesthetic intelligence

includes physical skills. It is the ability to use body to express feelings and ideas, such as done by actors or athletes, and the ability of using hands to transform and produce things, such as surgeons and mechanics (Armstrong, 2009).Musical intelligence refers to sounds and noises. It includes the ability of pick out, recognize, and create songs and music by using a musical instrument or voice (Nardi, 2001). Interpersonal is another type of intelligence. People with this type of intelligence, enjoy social activities, friends, and working in groups. They like cooperating and interacting, and also they are peacekeepers in cases of dispute (Teachers Created Resources, 1998). Intrapersonal intelligence refers to understanding of the self, and not the others. It is related to self-awareness, and includes understanding of one's own feelings, decisions, thoughts, behaviors, motivations, and place in the world (Hunt, Lapsley, Narvaez, Nuzzi, & Power, 2008).

At the beginning, Gardner identified only seven types of intelligences which were linguistic, logical/mathematical, visual/spatial, bodily/kinesthetic, musical, inert-personal, and intrapersonal intelligences. However, in his later book called "Multiple Intelligences: New Horizons", he included three more intelligences which were naturalist, spiritual, and existential intelligences (Gardner, 2006). According to him, people with spiritual intelligence, have strong views on spirituality and religion, and people with existential intelligence ask questions on existence, such as why they live or die (Gardner, 2006). Finally, naturalist intelligence is defined as the ability to distinguish the living things (animals and plants), and other traits of the natural world, such as rock formations and clouds (Deiner, 2010).

Statement of the problem and the purpose of the study

Studies that focus on content analyses of course books based on the MI theory (Abbasian & Khajavi, 2012; Mirzaei, Mohebbi & Taaseh, 2014; Taase, 2012) have found that there was no balance in course books in terms of activating certain types of intelligences and specific intelligences wereregularly ignored in English language course books. In their results, these researchers claim that linguistic intelligence inevitably appear to be the most dominant one in course books and other intelligences such as musical, kinesthetic, and naturalistic intelligences are completely ignored. In addition, some teachers do not pay attention to all kinds of intelligences while teaching, even if they are included in the books (Abbasian&Khajavi, 2012).

As mentioned earlier, Sunrise course books were commissioned by the Kurdish local authorities to be used as the main course book and a reference point for the syllabus for all levels of EFL learners in Northern Iraq. The designers of Sunrise claim that it is a complete course pack with its teacher's book, supporting materials, student's book and activity book and that it has motivational topics with different types of activities. They support the idea that each person has his/ her own style of learning and an individual's combination of intelligences is different from another's. They also state that people respond to different activities in different ways (Sunrise, 2011). In one of the sections of the methodology of the book, the designers of the course book also claim that they have looked at the experiences of the students and the idea of the MI theory while they were designing and producing the book (Sunrise, 2011). Therefore, the purpose of this study is to investigate the extent to which the theory has been taken into consideration while designing the activities as well as the extent to which the EFL teachers, who are assumed to be utilizing this course book in their everyday teaching, are aware of the principles of MI theory. It also aims to understand whether these teachers are actually using these principles in their classes.

Sunrise course pack is designed for all levels from 1 to 12 to be used in all public schools throughout Northern Iraq. Due to the limited space I have in this thesis, only Sunrise Level 7 course book and relevant materials for this level will be analyzed. There were two main reasons for this choice. First, this level only is that this level is designed to be used for the first grade students in secondary schools. As the Sunrise website claims:

> "Sunrise 7 is the first level for secondary students, designed to build on their primary school English and develop confident learners of English. The course has a communicative approach, integrating listening, reading and writing, with a clear focus on grammar structures" (Sunrise, 2011, 1).

Thus, Sunrise 7 takes its place in the middle of the assumed language learning period of 12 years in public schools level. In other words, students, who study this book are already familiar with the structure of course book. The teachers who teach this level also get benefit from that, because their students know how the course book works. The way that the MI theory is covered in this course book is believed to be representative of the remaining levels as well as the previous levels. Second, at the beginning of Sunrise 7, there is a welcome unit, which includes eight lessons. These lessons are brief revisions of what have been covered in the previous levels. Hence, in this level of Sunrise, previously covered topics are also revised to prepare students for the upcoming topics in English in their secondary school education. In this respect, Sunrise 7 is a bridge between primary school and secondary school. This revision chapter also provides a glimpse of what topics have been covered in the previous levels as well as of what the students are expected to know when they enter level 7. Therefore, it is believed that it provides a good sample of the contents and the methodology of the course book series as a whole.

Through the analysis of Sunrise 7, the questions that this research aims to answer are the following:

1. How is the Multiple Intelligences (MI) theory represented in Sunrise7 course book?

2. a. To what extent are teachers who use Sunrise 7 familiar with the Multiple Intelligences theory?

   b. To what extent do the teachers use the principles of the Multiple Intelligences theory in class when using Sunrise 7?

Significance of the study

This study analyzes Sunrise 7, considering the main principles of MI theory, and investigates how the teachers employ both the theory and the course book in class. Being the first of such analyses in this context, the study is important in describing the extent to which the theory is currently being employed by teachers. The study will also be a reliable source to start making suggestions in order to improve the course book itself with regard to the use of the MI theory, as such studies employing a content analysis approach is limited, if any in this context. More precisely, one might claim that an analysis on this course book according to MI theory has not been done, and such an analysis is necessary to understand how the book employs the theory and whether it has effectively done so.

Limitations

The first and the most significant limitation of this study is the fact that it only focuses on one specific level of Sunrise course books, namely Sunrise 7. As described earlier, Sunrise is comprised of 12 levels. Since the scope of the current study does not include the way MI theory is represented across levels of Sunrise course books, for the

purposes of this study, only one level had to be selected, and this can be the main limitation of the study. As described earlier, Sunrise 7 has the advantage of being in the middle of the Sunrise course book series and having a unique revision unit at the beginning, which represents the topics covered in the previous levels. Thus, it is possible to comment on the way Sunrise activates different intelligences while revising topics as well as introducing new ones. Another limitation of the study relates to the participating teachers. For the interviews, teachers were selected from state schools only.This was due to the fact that Sunrise is not used in private schools. In addition, the participating teachers were also selected from one specific city; to reduce differences in educational background, which could impact the way that they employed different teaching methods in the classroom. Finally, the content analysis of the course book was specifically carried out following Botelho's (2003) list of activities, which focused on only nine intelligences. This list of activities and the method of analysis will further be discussed in the methodology chapter.

Conclusion

Sunrise course book series, which were developed by the Kurdish authorities in Northern Iraq to be used by EFL teachers, claim to be designed using many modern approaches, one of which is the MI theory. A scientific analysis of these claims has not been done to date. The current study aims to examine Sunrise 7 to the extent which it covers the principles of the MI theory and teachers' teaching practices in this respect. In the next chapter, the theoretical background of the MI theory will be further detailed, followed by an analysis of relevant studies.

CHAPTER II

LITERATURE REVIEW

Introduction

Since this study aims to evaluate Sunrise 7 course pack according to the Multiple Intelligences (MI) theory and investigate the application of the theory by the English as a Foreign Language (EFL) teachers in classrooms, the review of literature relates to applying the theory in classes in general and foreign language classes in particular as well as the materials used in EFL classrooms. In this chapter the results of similar studies will also be reviewed.

Historical background of the MI theory

Multiple intelligences (MI) theory has a historical background. Certain intelligences were more significant in the past such as naturalist intelligence as people from the earlier time lived in the rustic areas and they exposed more to the natural world. This is now changed since learning resources are changed and developed through passing time. People currently obtain information from different sources such as TV and online sources and this make visual intelligence more important (Armstrong, 2009). According to Armstrong (2009), intelligences were recognized a long time ago, however, they were not named "intelligence". In teaching and learning contexts, before Howard Gardnre's Multiple Intelligences theory, good teachers realized that different students had different strength in comprehending the lessons. They modified their teaching program as they were talented teachers and these were done spontaneously. Hence, Howard Gardner latermodified the types of the intelligences when he composed the Multiple intelligences theory (Fleetham, 2006). The main argument of this theory according to Gardner, was that it would be better to describe human cognitive competence in terms of a set of talents, mental skills, or abilities which he called

intelligences (Gardner, 2006). When applied to the language classroom, the MI theory has a great role in helping teachers to achieve further goals in a new perspective. Away from the traditional ways of teaching languages, in a classroom designed using the MI theory, the aim of a language class should be activating not only one type of intelligence but different types of intelligences within one session (Dooly &Eastment, 2008).

Theory into practice: Main principles of applying MI in the classroom

Ibnian and Hadban (2013) discussed the features of MI theory and its implications in the English Language Teaching (ELT) field. The study was based on the researchers' experience in teaching English. They had noticed that students learn in different ways, with some of them having difficulty in some exercises, while some others were good in those activities. Therefore, in their study, they found that the learners will be motivated when the different types of intelligences were used in class. They also found that the MI theory had a great role in making English classes more attractive, motivating, and more encouraging.

How successful is the MI theory in the classroom?

Arafat and Tithi (2013) studied about the application of the MI theory and the difficulties in applying its principles in class. Twenty EFL teachers in 10 primary schools in Dhaka city in Bangladesh were participated in their study. The results of their study showed that intelligences types were practiced very rarely in the classrooms due to teachers' limited knowledge regarding the theory, crowded classrooms, and their traditional school settings.

Yalmanci and Gozum (2013) compared the application of the MI theory with the traditional methods of teaching in by looking at the success of science teachers in enzyme subject which was a subject in biology course. They carried out an

experimental study in Kafkas University, on third grade students of Science department. The students' level in the subject was measured before and after the application of the theory. The results of their study showed that the level of the students in the experimental group increased significantly compared to the control group because of the application of the MI theory. Kassaian, Ketabi, Moinnzadeh, and Soleimani (2012) also compared the application of the MI theory with the traditional teaching methods in order to find out the effect of teaching based on the MI theory. They evaluated General English courses among 61students using an experimental design. The instruction lasted for eight weeks. The results of their study showed that the student's attitude in the experimental group enhanced towards learning English. It also showed that there was a considerable difference between the improvements of the achievement levels of students from the two groups. The students from the experimental group exceeded the students from the control group in general and in the skills of learning English such as comprehension, structure, reading, and vocabulary. Zhu's (2011) study focused specifically on the application of MI theory in task-based language teaching. He presented a table of task-based teaching activities that matched with multiple intelligences theory with regard to speaking, listening, reading, writing and translation. He holds that the application of the MI theory into task-based learning helps students use their intelligences and ultimately develop their skills of language teaching. The researcher concludes that teachers of English should give different activities and materials, retell texts and focus on the weak points of learners. However, he suggests that MI theory should not be a strict formula; it should rather be taken as a basis for teachers to be adapted according to the characteristics of their classrooms.

Saban (2011) was also investigating class activities based on the MI theory at the elementary science and technology courses. The number of the participating teachers was 245, who were teaching 4th, 5th, 6th, 7th, and 8th grade students. The result

of this study showed that the teachers generally used class activities based on all of the intelligences and they were also aware of the theory. Apart from the science and technology teachers, the participating teachers used activities which stimulated more than one intelligence area. However, they did not have the ability to convey their knowledge about the intelligences to the class. This was interpreted as a contradiction as they had the knowledge but they didn't have the ability to put their knowledge to practice.

The application of the MI theory in course books

Botelho (2003) evaluated six English course books in her study to find out how the MI theory was represented in the course books and by the ELT teachers. Sixty one teachers participated in the study and they were in two groups Brazilian and international teachers. Each of the course books were analyzed separately which were New Interchange 1, Passages 1, Go for it 4, Explorations 1, Gateways 1, and American Headway 2. Regarding the knowledge and practicing the theory by the teachers, the results of her study found that only few non-Brazilian teachers did not know the MI theory and most of the remaining teachers were familiar with the theory and they practiced them in their classes. However limited intelligence types were stimulated in the course books such as linguistic, intrapersonal, Visual/spatial, and interpersonal intelligences.

Abbasian and Khajavi (2012) evaluated the English language teaching program in Iranian universities. The purpose of their study was to find out whether the MI theory was represented in the course books and how the instructors used the principles of the theory in class. They conducted interviews with thirty instructors and evaluated eighteen English for Specific Purposes (ESP) course books. The results of the study showed that the books covered a limited number of the intelligences. The most

dominant intelligence in the books was linguistic intelligence and they did not appear to include musical and kinesthetic intelligences. The results also showed that the instructors, in general, agreed that the theory should be used in class but they could not do that in practice because of the limitations of the program in applying such a theory or because of the teachers' lack of knowledge about the principles of the theory.

In another study by Mirzaei, Mohebbi and Taaseh (2014), three English course books which were Right Path to English grade one, two and three of Iranian educational system in senior high school were evaluated according to the MI theory. They aimed to find out how the intelligences were represented and reflected in the books. The results of their study showed that verbal/linguistic and visual/spatial intelligences were used the most in the course books. Furthermore, kinesthetic, naturalistic, and musical intelligences were not found in the books at all.

Taase (2012) also investigated three ELT course books for grade one, two, and three in the light of MI theory. The course books were used in guidance school of Iranian educational system. The result of his study showed that some of the intelligences were not applied in the course books. Four types of intelligences in grade 1, four types in grade 2, and five types of intelligence in grade 3 were used. Visual/spatial and linguistic intelligences were the most dominant ones, interpersonal, intrapersonal, and logical/mathematical intelligences were used in lower ratios, and musical, bodily/kinesthetic, and naturalistic intelligences were not found in the course books.

Nasiri, Ketabi, and Dastjerdi (2012) investigated course books which were designed for primary state schools in Iran. They found that visual/spatial and logical/mathematical intelligences were the most dominant ones. Examples of linguistic and musical intelligences were the least frequent intelligences in the course books and inter personal, intrapersonal and natural intelligences were not stimulated in the books.

Estaji and Nafisi (2014) investigated eight course books for four levels of young learners in order to find out how frequent each of the intelligences were presented in the books. The result of their study showed that linguistic intelligence was the most frequent one and naturalistic intelligence was the least frequent intelligence. They did not find any examples for existential and spiritual intelligences.

Salimi, Satariyan, and Taase's (2014) study focused on analyzing EFL students and 4 course books according to the MI theory in Kish language institute(where?). The students were 346 teenagers with different levels of proficiency, and Botelho (2003) list of activities was used to do the analysis. The results of the study showed that all of the intelligences were preferred by the students but the most preferred ones were logical/mathematical and interpersonal intelligences while these two intelligences were both represented frequently in the course books. Linguistic and visual/spatial intelligences were also frequently activated in the course books.

Another study about analyzing course books according to MI theory was done by Jozaghi and Razmjoo (2010). They evaluated Top- Notch series, which consists of eight course books starting from the fundamental level. They randomly chose one unit from each book and they analyzed their activities. The results of the study showed that the book had covered all types of intelligences but the most dominant intelligence was verbal and the least frequent ones were naturalist and existential.

Conclusion

The review of the literature showed that in the EFL contexts certain intelligences such as linguistic intelligence naturally becomes the most dominant one since the main aim of the course books used in these studies was to teach a foreign language. In such context, linguistic intelligence is expected to be dominant. In the contrary, Existential intelligence seemed to be the least dominant intelligence type used in the course books.

This may be due to the fact that subjects that activate such intelligence are too complicated for a foreign language learner especially for beginner and/or young learners. In chapter three which is the Methodology chapter, Sunrise 7 course pack will be analyzed in order to find out the differences and similarities between these studies' and current study's findings.

CHAPTER III

METHODOLOGY

Introduction

The present study aims to evaluate Sunrise 7 course book based on the Multiple Intelligences (MI) theory. It aims to investigate the extent to which MI theory was employed in this specific level of the Sunrise series and the way it is employed by English as a Foreign Language (EFL) teachers who teach this level. To accomplish this, specific sections of Sunrise 7 course pack, including the teacher's book, the activity book, and the student's book were analyzed following a content analysis approach employing the list of activities suggested by Botelho (2003). As Prasad (2008) states, content analysis follows three essential principles of scientific method, which are objectivity, systematic analysis and generalizability. When combined with a theoretical framework, which was Botelho's list of activities in this case, content analysis enables researchers to analyze the content of any given text by eliminating any subjective interpretations. In addition, it provides a systematic approach to analyzing texts where same type of procedures can be repeated over and over again to achieve reliability. Generalizability means that the results of the study will be applicable to similar texts or contexts. Prasad (2008) also states that content analysis can be used for comparing contents against standards. Therefore, this approach to analysis was very useful in investigating this specific unit and then generalizing the findings to the whole course book. In addition, data from interviews with teachers were also analyzed to determine the extent of their usage of the MI theory. In this chapter, first, the design of the study will be discussed. Then detailed information about Sunrise 7's design, content and methodology will be provided. The methodology utilized when carrying out the content analysis of the course books will be described, followed by detailed information about

the participants and the ways in which interview data was collected and analyzed.

Finally, the ways in which ethical issued were dealt with will be discussed.

Design

The current study was designed with a qualitative approach. There were two phases of the study. In the first phase, content analysis was utilized to analyze the content of the course pack in question, employing Botelho's (2003) list of activities. This list specifically focuses on nine intelligences, which are verbal/linguistic, logical/mathematical, spatial, bodily/kinesthetic, musical, interpersonal, intra personal, naturalist, and existential intelligences. Each of the intelligences has its relevant criteria in the list of activities, and activities from the course pack are compared to these criteria to determine whether that specific intelligence is covered or not. To answer the second research question, which related to the teachers' use of the course book, interviews were carried out with individual teachers who were using Sunrise 7 in their classes at the time of the study.

Sunrise 7: The Course book

Sunrise course pack, which is designed and illustrated by Macmillan Publishers, is designed for all levels from 1 to 12 of the Kurdish public schools. These levels cover primary and secondary students. The series was first published in 1999. The texts were written by Katherine Mendelsohn, Judy Garton- Sprenger, Nick Mclver, and Philip Prowse in 1999, and were later revised in 2006. For each one of the levels, there are three books, i.e. a teacher's book, a student's book, and an activity book, as well as audio files, and all of these can be used by the teachers and the students, except the teacher's book which is designed to teachers only. In designing this course pack, different approaches were employed, such as PPP (presentation, practice, and

production), pair work and group work activities, songs and several reading, writing, listening and speaking activities. On the website where information in relation to Sunrise is introduced to the public, it is explained that approach that was used in designing the course is a learner centered approach (Sunrise, 2011). Furthermore, it is argued that the learner's experience was taken into consideration as a central point when designing the activities as well as Multiple Intelligences theory (Sunrise, 2011).

Sunrise 7, which is the focus of the present study, was first published in 1999, and the edition which was analyzed in this study was published in 2006. The student's book is used by the students daily in their English language lessons. The activity book includes extra activities for each one of the units from the student's book. The teacher's book is designed for the use of the teachers only. It is designed as a guide to be used by teachers as it includes directions for teaching the student's book in class. Answers to the activities, the L. A. Bird story, a pronunciation guide, and suggestions for pair work activities and projects can also be found in the teacher's book. At the beginning of the student's book, a map of the course is presented, which briefly talks about the units. This map is followed by a welcome unit, seven units in the middle, and a farewell unit at the end. It also includes a story, namely L. A. Bird, which includes nine sections, and grammar summary, as well as a word list at the end of the student's book. The word list and the grammar summary have been translated into Kurdish by Shaswar Kamal Mahmud. The information on Sunrise's website claims that this level focuses on building students' primary school English, and developing confident students (Sunrise, 2011). It also focuses on grammar structures as well as listening, speaking, reading, and writing (Sunrise, 2011).

The welcome unit consists of eight lessons that start from beginner topics such as letters and colors and covers lessons titled "Hello", "What's this?", "It's my note book", "What time is it, please?" "What's your favorite sport?", "Her T-shirt is yellow",

"Is Steven her brother?", and "What day is it today?" Therefore, it could be called a revision of what had been studied in the previous years in primary school. Each one of the remaining seven units consist of four lessons and at the end of each of the units, there is a review section. Each review section includes a song. These units are "People and Places", "Things", "Sport", "Animals", "Time and Space", "Free time", and "A long time ago". These units cover different topics such as countries and nationalities, music, colors and clothes, food, parts of body, shopping, parties, and so on. In each of these units, there is also an intensive focus on reading, writing, listening, and speaking skills. Dialogues with photos and charts are also included. The farewell unit, which is a very short unit, includes no lessons. It can be considered as a separate lesson by itself and it includes reading, writing, listening, and speaking activities, as well as a song about friends.

Materials

Unit four of Sunrise 7 course pack had been chosen for the content analysis. Its activities in the student's and the activity book and its directions for teachers in the teacher's book were analyzed in detail. The reason for choosing this unit is that it is in the middle of the book. Therefore, by this time teachers and students become familiar with the procedures involved in the book's units because they have already studied the welcome unit and three other units. This unit consists of four lessons and a review chapter. Each of the lessons consists of a number of activities which cover listening, speaking, reading, and writing skills, grammar files, sound files, games, vocabulary activities, charts, pictures, tables, and there is also a song in the review chapter of the course book.

Content analysis

To evaluate the selected unit from the Sunrise 7, Botelho's (2003) list of activities was used. This list of activities was developed by Botelho, based on the work of a number of scholars, including Christison, Christison and Kennedy, and Palmberg (as cited in Botelho, 2003), on the characteristics of foreign language learning materials with respect to the MI theory. In this list, nine types of intelligences are described in detail, which are verbal/ linguistic, logical/mathematical, spatial, bodily/kinesthetic, musical, interpersonal, intrapersonal, naturalist, and existential intelligences. As shown in Appendix A, each intelligence has different relevant criteria to determine whether a specific activity activates that specific intelligence or not. During the analysis of Sunrise 7, each activity was compared to these criteria in order to assess how many times each one of the intelligences were referred to in the whole course pack for grade seven. Then, the same criteria were used to evaluate a selected unit, namely unit four of Sunrise 7, in detail. Samples of this detailed analysis are given in Appendix B. It is important to point out that Botelho's list was not taken as a checklist. In other words, activities where a number of intelligences were activated but these were not listed by Botelho, were added to the list to make it more comprehensive. The vocabulary list, grammar summary, activity book answers, and the pronunciation guide were not selected for analysis because they are meant to be supporting materials, which are not studied in class. Students and teachers can make use of them as extra information.

The table, which is in Appendix B, exemplifies how different activities in the student's book were analyzed according to Botelho's (2003) list of activities. In the table, the activities in unit two, lesson one is taken as an example and it is compared to Botelho's list of activities to determine the extent to which each intelligence was covered by these activities. The remaining activities of the student's book, the activity book, and the teacher's book were analyzed in the same way. The result of this sample

shows that linguistic and visual/spatial intelligences are the most dominant intelligences in this specific lesson, while interpersonal and intrapersonal intelligences were also covered. As the table demonstrates, there is no sign of logical/mathematical, bodily/kinesthetic, musical, naturalist, and existential intelligences in the lesson. This table shows that some of the intelligences which are included in this lesson, such as visual/spatial and linguistic intelligences, are highly represented and activated. The pictures and the content of the activities are complementing each other, as in activity one. Interpersonal intelligence is also activated; students can make use of these activities to learn by interacting with each other, if they possess this type of intelligence, as in activities one, two, four, five, and seven. While there might be students with logical/mathematical or musical intelligences in the classroom, such an analysis shows that their intelligences are not activated throughout this lesson.

Finally, the results of the analysis of the units in the student's book were compared to the analysis of the units in the teacher's book and the activity book, in order to identify whether these three books are working complementarily. For this specific unit, for example, the analysis showed that, logical/mathematical intelligence was covered in the activity book for lesson one with a puzzle, and in the teacher's book, the same intelligence was activated through color and clothes games. There were no signs of the remaining intelligences in the activity and teacher's books as well.

In addition to this detailed analysis of the activities, the number of times each activity was activated in each unit was also noted to numerically demonstrate whether certain intelligences were dominating the books' design or not. These tables will also be presented in Chapter IV.

Reliability and validity

Sunrise 7 course pack was analyzed by another expert in the field following the same steps explained in the procedures using the updated version of Botelho's list of activities. The results of the analysis by the second rater showed that the majority of the activities were found to stimulate similar intelligences as rated by the researcher. There were, however, a few differences in the frequencies of the linguistic and naturalistic intelligences. These intelligences were found to be activated in more of the activities by the second rater. This might be due to the fact that many pictures and names of animals were represented in the course pack as the name of the unit which is "Animals" is related to the natural world. These differences were discussed with the rater in terms of specific activities which were listed under different intelligences. The final version of the results of the distribution of the intelligences based on activities was agreed upon by both parties. The tables below indicate the results of the other rater.

Table 3

Inter-rater Analysis of activities in the student's book

Lessons	One	Two	Three	Four	Review	Total
No. of Activities	6	8	6	7	11	38
Visual	6	8	6	7	11	38
Linguistic	6	8	6	7	10	37
Intrapersonal	5	7	5	6	8	31
Logical	3	2	3	3	5	16
Naturalist	3	3	1	5	4	16
Existential	3	2	0	4	3	12
Interpersonal	1	2	1	1	3	8
Bodily	0	1	0	0	0	1
Musical	0	0	0	0	1	1

Table 4

Inter-rater Analysis of activities in the teacher's book

Lessons	One	Two	Three	Four	Review	Total
No. of Activities	6	8	6	7	11	38
Visual	6	8	6	7	11	38
Linguistic	6	8	6	7	10	37
Intrapersonal	5	7	5	6	8	31
Interpersonal	2	4	1	5	7	19
Logical	3	2	3	5	5	18
Naturalist	3	4	1	5	4	17
Existential	3	2	0	4	3	12
Bodily	0	1	0	0	1	2
Musical	0	0	0	0	1	1

Table 5

Inter-rater Analysis of activities in the activity book

Lessons	One	Two	Three	Four	Review	Total
No. of Activities	7	7	6	5	5	30
Intrapersonal	7	7	6	5	5	30
Linguistic	6	7	5	3	4	25
Logical	2	3	4	4	1	14
Visual	2	3	3	3	1	12
Naturalist	3	2	0	2	1	8
Existential	1	0	0	2	2	5
Musical	1	0	0	0	0	1
Bodily	0	0	0	0	0	0
Interpersonal	0	0	0	0	0	0

Interviews

As Gillham, (2005) states, the purpose of conducting interviews is to reach an in-depth understanding of the participants' views on a specific topic. Since one of the aims of the present study was to understand the extent to which teachers knew about and used MI theory in their classes, semi-structured interviews were designed as a tool for collecting data. The interviews were done only once with each teacher, and they were carried out individually.

A draft of several interview questions were prepared based on the aims of the study and were validated through discussions with the thesis supervisor. There were 14 questions in total, which focused on their past experiences in teaching in general and then their experiences with teaching through Sunrise. There were also questions that focused on the training courses that the teachers attended, their methods of teaching in class, their understanding of individualized instruction, their use of the course books and extra materials, their views on the instructions in the teacher's book, and homework. These were to investigate whether the teachers used the MI theory's principles in class or not. The questions were organized from general to specific.

The final version of the questions was written in English and later translated into Kurdish. Back-translation was employed in order to check for the validity of the Kurdish version. The Kurdish version was given to a licensed translator to translate the questions into English. The translated English version was then compared to the original questions in English. The reason for doing this was to enable teachers to express themselves as openly as possible in the language of their choice. As a result, few changes were done to the back- translated list. For example, the question "Do you think private sessions are beneficial?" was changed to "Do you think that individualized instruction is possible/ useful?" because individualized instruction and private sessions are two different things, but in Kurdish their meanings are similar. Therefore, during the interviews, which were in Kurdish, the teachers were provided explanations about the meaning of individualized instruction. Another amendment to the translated interview questions was made for the question "How closely do you use the student book and the activity book?" Instead of "How closely you follow…?" the translator asked "How often do you use the student book and the activity book?" because there is not a specific word in Kurdish which corresponded to "how closely." Therefore, other expressions beside the question were used in the Kurdish version to explain it, such as "How often

do you use the student's and the activity books? Do you follow everything included in the student's and the activity book?" The translator also used the word "exercises" instead of using "homework or assignments." In Kurdish language, exercise can be used to refer to homework or assignments and exercises too. Thus, during the interview, the English word "homework" was used beside the Kurdish one to make sure that the participants understood what sort of exercise was referred to. Since the teachers were all EFL teachers, they were naturally familiar with the term "homework." The final versions of both the list of questions in English and Kurdish can be found in Appendix C.

During the interviews, the participants were given the option of choosing the language in which they preferred to conduct the interview. All participants preferred to speak in Kurdish. Therefore, the Kurdish version of the interview questions was used. Each interview took approximately 15-20 minutes and all conversations were recorded using an audio recorder. While transcribing the recordings, only the parts which were related to the interview questions were selected and transcribed. The reason for this is that the interviews were carried out in a conversation format and owing to the semi-structured nature of the questions, the participants were allowed to speak freely and without interruption from the researcher in their responses. However, while answering the questions, the participants sometimes strayed away from the topics of the questions and provided irrelevant personal details, such as maternity periods or opinions regarding the government. Due to the fact that these responses had nothing to do with the focus of the study, these sections were omitted in the transcription. The interview data was analyzed by performing open coding. As Khandkar (2009) states, open coding is used to analyze qualitative data at the initial stages of research studies. It refers to the action of grouping concepts together and marking important sections by giving them descriptive names or "codes." Thus, the first step which is open coding was carried out for

analyzing the interviews. In this stage, different codes were given to the raw data, such as "time" and "larger number of students." Following Khandkar's (2009) suggestions, these codes were later linked together to make themes such as "problems in teaching." This analysis was lead by the issues related to the research questions. These larger themes were listed and any further relationships were sought in this regard. The results of this analysis are discussed in Chapter IV in light of the research questions of the study.

Participants

As Teddlie and Yu (2007) state, qualitative sampling or purposeful sampling can be used to achieve representativeness, and it is used when researchers want to select a sample which represents a broader group. Since the focus of this study was on the teachers who used Sunrise 7 in their teaching at the time of the study, participating teachers were all teaching in public schools, as Sunrise is the official course book in public schools in Northern Iraq. They were all using Sunrise 7 in their classes at the time of the study and their students were aged between 12to 14. There were a total of nine EFL teachers, who volunteered to take part in the study. There were two males and seven females and this was representative of the gender distribution in the city from which the teachers were selected. They were selected from different public schools from Slemani province, and their years of experience ranged from 1 to 29. As Rice (2010) states "Experience matters, but more is not always better" (p.1). Therefore, this range of number of years of experience among the participating teachers was selected purposefully. In addition, these teachers have completed their primary and secondary education in the same city.

Ethical considerations

The participants were given a written consent form before the interviews. This can be found in Appendix D. Information about the researcher, aims of the study, and the time of the interview was provided in this form. The participants were also informed that their participation was voluntary and that they could leave the study at any time by informing the researcher. They were also promised anonymity and confidentiality regarding the data collected through their recordings. In the analysis, no identifiable personal information was used.

Conclusion

Sunrise course pack is designed for all levels from 1 to 12 of the Kurdish public schools. This study aims to evaluate Sunrise 7 course pack according to the MI theory with a qualitative approach. It also aims to find out the extent that the principles of the theory are used by the EFL teachers who teach this level. Botelho's (2003) list of activities were employed and developed using content analysis. In addition semi-structured interviews were also conducted with nine EFL teachers and open coding was employed for analyzing the interviews. The results of the analysis will be presented and discussed in the findings and discussion chapter which is chapter IV.

CHAPTER IV

FINDINGS AND DISCUSSION

Introduction

This study aims to find out how the Multiple Intelligences (MI) theory is represented in Sunrise7 course pack, and to what extent teachers who use Sunrise 7 are familiar with and use the principles of the theory in class when using the book. To find these, Sunrise 7 course pack including the student's book, the teacher's book, and the activity book were analyzed according to the MI theory by using Botelho's (2003) list of activities. Additionally, a number of interviews were also conducted with nine English as a Foreign Language (EFL) teacher. In this chapter, the results of the content analysis and the analysis of the interviews are presented and discussed in relation to the existing literature.

Additional activity descriptors

Following the detailed analysis of the course pack, it was found that several activities seemed to be relevant to certain intelligence types such as spatial/visual and existential intelligences. However, in the list of activities which was presented in Botelho's (2003) study, equivalent activity descriptors for these activities were not found. Thus, two new activity descriptors were added to the list (see Appendix G). In relation to visual/spatial intelligence, "color coding information and activities" was added. This descriptor was added based on the fact that throughout the unit, color coding is used to refer to the same type of activities. For example, the background color of the review chapter's pages are blue, sound files are written in orange boxes, and grammar files are written in blue charts/boxes. Red is used for the number of the activities and orange is also used for the lesson numbers. Other colors were also used in other units, lessons, and activities in the student's book. It is believed that such a coding

system will help students who are visually intelligent to recognize the activities by their colors and make learning and remembering the subjects easier. In relation to the existential intelligence, another descriptor was added for existential intelligence, namely "understanding/investigating existence through nature". Throughout this unit, certain activities which explore the existence and the characteristics of different animals were found and these seemed to be activating existential intelligence (see Example 7). In Botelho's (2003) list of activities, only "talking about mankind" was mentioned. Therefore such an activity descriptor was added to include discussions related to the existence of other living creatures.

Distribution of intelligences in Sunrise 7 course pack

Unit four, which contains four lessons and a review chapter, was analyzed in each of the books. The reason for choosing this unit was that it was the unit right in the middle of the book. Therefore, by the time this unit was studied in class, both teachers and students would become familiar with the procedures involved in the book's units. The content of the exercises and their requirements were taken into consideration while analyzing the data. A total of 38 activities in the student's book, 38 activities in the teacher's book, and 30 activities in the activity book were analyzed. Table 6, Table 7, and Table 8 show the frequency of each of the intelligences as they are activated in the student's book, the teacher's book, and the activity book.

Table 6

Analysis of activities in the student's book

Lessons	One	Two	Three	Four	Review	Total
No. of Activities	6	8	6	7	11	38
Visual	6	8	6	7	11	38
Linguistic	6	7	6	6	9	34
Intrapersonal	5	7	5	6	8	31
Logical	3	1	3	3	5	15
Naturalist	1	3	1	4	4	13
Existential	3	2	0	4	2	11
Interpersonal	1	2	1	1	3	8
Bodily	0	1	0	0	0	1
Musical	0	0	0	0	1	1

Table 7

Analysis of activities in the teacher's book

Lessons	One	Two	Three	Four	Review	Total
No. of Activities	6	8	6	7	11	38
Visual	6	8	6	7	11	38
Linguistic	6	7	6	6	9	34
Intrapersonal	5	7	5	6	8	31
Interpersonal	2	4	1	5	7	19
Logical	3	1	3	5	5	17
Naturalist	1	4	1	4	4	14
Existential	3	2	0	4	2	11
Bodily	0	1	0	0	1	2
Musical	0	0	0	0	1	1

Table 8

Analysis of activities in the activity book

Lessons	One	Two	Three	Four	Review	Total
No. of Activities	7	7	6	5	5	30
Intrapersonal	7	7	6	5	5	30
Linguistic	6	5	4	3	4	22
Logical	2	3	3	4	1	13
Visual	2	3	3	3	1	12
Naturalist	1	1	0	2	1	5
Existential	1	0	0	2	2	5
Musical	1	0	0	0	0	1
Bodily	0	0	0	0	0	0
Interpersonal	0	0	0	0	0	0

Co-existing intelligences. As it is shown in Table 6, visual-spatial intelligence is the most dominant type of intelligence in the student's book and it is triggered in all of the activities in this unit of the book and all of the remaining intelligences co-exist with this type. This might be because looking at charts, pictures, and different colors may assist language learning and make topics more comprehensible rather than only reading or listening to them without looking at any visuals. Linguistic intelligence co-exists with logical mathematical intelligence in many of the activities. An example for this can be found in Example 3. This may be due to the designers' wish to activate more than one intelligence at a time and logical/mathematical intelligence seems to be the next most commonly activated intelligence among all.

Bodily/kinesthetic and musical intelligences also co-exist with each other. As it is shown in Example 8, students are asked to do some actions while singing the song and this might be done purposefully as only singing the songs may not be equally engaging for the students compared to singing with movements. Naturalist and existential intelligences also seem to co-exist with each other. This might be due to the fact that the unit was focused on animals and most of the activities related to existence of animals also related to their existence in nature (see Example 7).

Visual/spatial intelligence. Visual/spatial intelligence appeared to be the most
dominant type in the student's book. It is activated in all of the activities in the book.
All of the activities are accompanied by pictures, charts and colors related to the
activities. In the student's book, different colors for different purposes are used; red is
used for the number of the activities, orange for sound files, blue for grammar files, and
the background color of the review chapters in the whole book is blue. Example one,
which is from the student's book (lesson two, activity four), shows an activity which
activates this intelligence:

Example one:

Make questions about the photos. (Sunrise7, Student's Book, p.53)

Activity four

Make questions about the photos		
is	The elephant	Eating something?
	The lion	Drinking?
		Sitting in the tree?
are	The tigers	Sleeping?
	The monkey	Dancing?
		Having a shower?
		Fighting?

In this activity, there is a chart and students are asked to make sentences using the
words in the chart and the photos of animals from the previous page. In such activities,
visual/spatial intelligence is highly represented since students are asked to use the chart
and the pictures together. They ought to look carefully at the pictures in order to know

what the animals are doing. For example, there is a picture of an elephant which seems to be drinking water and taking a shower and students use the words in the chart to state both of the possibilities in making the required questions. In such activities, the students can also use their imaginations with the pictures. This is also related to visual/spatial intelligence. They might remember a story, a documentary film they have seen about animals or a cartoon character that they know and relate them to the activity with their visual/spatial intelligence.

Linguistic intelligence. The results of the analysis of the activities in the student's book show that linguistic intelligence is the second most dominant type in the book. As it is shown in the Table 6, linguistic intelligence is covered in almost all of the activities (n=34). This was an expected result as the aim of the book is teaching a foreign language. Examples two and three from the activity and the student's books illustrate how this intelligence is activated in the book. In the activity book, in lesson four, activity one, the students are asked to match questions to their answers about two animals; a horse and a shark. There are also pictures of these animals. However, the students are not required to do anything with these pictures. Therefore, it is assumed that the function of these pictures may be only to remind the students these animals in order to be able to match the questions correctly and to be able to describe the animals in the next section of the activity. In addition, the content of the questions are generally about information related to the descriptions of these two animals, such as their colors, the types of food they eat, and the places they live in. Therefore, this activity can also activate naturalist intelligence, as its entire content is about information related to the natural world. The instructions for the activity read:

Example two:

Reading and Writing. Match the questions with two answers. Now write

descriptions. (Sunrise 7, Activity Book, p.54).

The focus of this activity is on reading and writing as it is mentioned at the beginning of

the activity. This activity consists of two parts. The first part focuses on reading and

comprehension. There are five questions and 10 answers, and the students are asked to

read the questions and find two suitable answers for each of the questions. Here, the

students can make use of the reading activities in the same lesson in the student's book,

as the content of the lessons in both of the books are similar.

In the second part of the same activity, the focus of the exercise is on writing.

Here, students are asked to write descriptions about the horse and the shark and there

are four lines to write their descriptions in. Therefore, the students are first required to

understand the reading passage and then use their linguistic skills to produce a written

description similar to the one they have read. In other words, they have the chance to

improve both their reading and writing skills using their linguistic intelligences. The

second example for the activities representing linguistic intelligence is from the

student's book. In this activity, the students are asked to make different words from the

presented letters.

Example three:

How many English words can you make from these letters? A M N C D E V

L O T I R S. (Sunrise 7, Student's Book, p.59)

In the teacher's book in relation to this activity, teachers are asked to tell the students

the rules of the game; they can use each of the letters only once and teachers can also

provide a few words as examples. In this activity, students need to apply their

knowledge of English language and linguistics to come up with new vocabulary items.

This activity also activates logical/mathematical intelligence as it is in the form of a

game; it helps students to build words by activating their passive vocabulary and

applying their knowledge of building words in English language logically. In this process, they may also come up with new words that they may not be familiar with and acquire new vocabulary. As this process requires them to use their existing knowledge to solve a problem and come up with new answers, it activates their logical intelligence. In addition, this activity can also activate interpersonal and intrapersonal intelligences, because the instructions in the teacher's book suggests that the students can do this activity as a game own their own or in pairs. When students work together, they communicate with other students and their interpersonal intelligence may emerge as a key ingredient in succeeding in the activity. It may facilitate certain points for them while they share ideas. As a result, they may learn new things from each other. Moreover, when the students work individually, their intrapersonal intelligence helps them to be more independent while they are looking at their own understanding of the activity. In this process, they may come up with new words too.

Intrapersonal intelligence. Intrapersonal intelligence emerged as the third dominant type. The frequency of the activities that are related to this intelligence is 31 as most of the requirements of the activities address individuals. Example four shows an activity which triggers this intelligence. This example (see Appendix F) is from the student's book, lesson three, activity five.

Example four:

Look and compare. Correct the false sentences. (Sunrise7, Student's Book, p.55) There are two pictures in this activity and individual students are asked to compare them and find the differences between them. In the list of the activities that was presented by Botelho (2003), this type of "independent student work" is categorized as activating intrapersonal intelligence. However, this might be questioned by various researchers as the requirement of the activity is only comparing two pictures and

correcting some sentences. In the second part of the activity, the students are also individually asked to correct the false sentences. These are already given in the activity and the activity is not requiring students to produce something reflecting their interests. However, Botelho (2013) argues that by making students work on their own and concentrate on the specific elements of the language, the activity may be triggering intrapersonal intelligence. Intrapersonal intelligence is also about being able to or benefiting from working independently. In other words, individual work on comparing pictures may activate intrapersonal intelligence, as students will be required to use their own judgments and understanding of the topic while completing the activity. In such activities, students can work independently without interacting with others, and if they have this type of intelligence, such activities may be beneficial for them in learning the language.

Naturalist, logical/mathematical, and interpersonal intelligences. The result of the analysis showed that naturalist intelligence (n=13) was weakly represented in the student's book. Together with logical/ mathematical (n=15) and interpersonal intelligences (n=8), it was addressed in less than half of the activities. In fact, this intelligence was expected to be among the most dominant intelligences in this particular unit since the name of the unit is "Animals." In Botelho's (2003) list of activities, classifying animals, bird and animal watching, categorizing animals, and background music in the form of sounds created in the natural world are all part of the activities that would activate naturalist intelligence. However, as it was shown in Table 6, a very limited number of the activities trigger this type of intelligence in Sunrise 7's unit four. Example five below shows such an activity:

Example five:

Listen and repeat, then match the sounds with the three animals. (Sunrise 7,

Student's Book, p. 50).

In this activity, the pictures of the animals are also given and the focus of the activity is

listening. Therefore, naturalist, visual/spatial, and linguistic intelligences are activated

together in this activity. The same intelligences are also activated based on the

instructions in the teacher's book as it asks students to look at the photos, listen and

read the words. They are also asked to repeat the sounds that the animals make and

listen to the second section of the audio, where they write the names of the pets whose

sounds they hear. Thus, one can claim that students benefit from such activities which

activates more than one intelligence and it would be better if the course book presented

more activities similar to these. Unfortunately, there were further activities related to

animals but they could not be considered to be activating the naturalist intelligence

because according to the criteria, only mentioning the names of animals, for example

for learning new vocabulary, does not indicate that the naturalist intelligence is in fact

activated. An example for this is shown in example six below, which is taken from the

student's book:

Example six:

What is the English word for? (a picture of a snake is given)

What's this called? (a picture of a camel is given)

What does "cub" mean?

How do you say (a picture of a shark is given) in English?

Answers

Baby animal   camel   shark   snake. (Sunrise 7, Student's Book, P.57).

The directions of the teacher's book also focused on matching the questions to the

answers. Therefore, the focus of the activity is not actually learning about the animals or

using the students' existing knowledge about animals in relation to nature but it is on

learning new vocabulary. As mentioned earlier, only mentioning the names of the animals is not enough to activate the naturalist intelligence. Hence, this activity was categorized only as activating visual/spatial and linguistic intelligences.

Existential intelligence. The number of the activities which activate existential intelligence in the student's book is 11. In activity three in the review chapter of the student's book (see Example 7) students are required to ask and answer questions regarding the characteristics of certain animals, such as elephants' ability/inability of flying and the ability/inability of bending necks by giraffes. All of these can be relevant to the existential qualities of living things.

Example seven:

Ask and answer

Can horsed jump?

Yes, they can.

1-horses/jump

2-elephants/fly

3-penguins/swim

4-lions/run

5-giraffes/bend their necks

6-koalas/live without water

7-rabbits/talk

8-monkeys/climb trees (Sunrise 7, Student's Book, p.58).

In such activities, through knowing the nature and the existence of these animals and their capacities of doing things, students can make use of their existential intelligence for answering these questions properly. Additionally, this activity is related to the

natural world and has different information regarding animals and their being in nature. Therefore, it can be stimulating natural intelligence beside the existential one.

Bodily/ kinestheticand musical intelligences. In the student's book, bodily/kinesthetic and musical intelligences are activated very rarely under analysis. The frequency of these intelligences is one. There is only one activity which activates bodily/kinesthetic intelligence in the student's book. This is a game with a picture of a girl miming to indicate actions such as swimming and flying. This is suggested as a game where one student mimes and the others guess what he/she is doing. In the teacher's book, further body movements, such as climbing a tree, are added. This activity can be found in Sunrise 7, teacher's book (p. 72) and the student's book (p. 53) (see Appendix E). This activity also activates existential intelligence as it talks about the facts of the abilities of mankind which is their incapability of flying. Similar to the bodily/kinesthetic intelligence, only one activity which is a song in the review chapter can be considered to be relevant to musical intelligence. This is illustrated in example seven below. In this activity, students are asked to write the missing word in the song in the student's book. However, in the teacher's book another intelligence is activated with the musical one, which is bodily/ kinesthetic, as students are asked to invent actions to perform the song.

Example eight:

Can you do the monkey dance?

Close your eyes and take a chance

Come on and dance

Can you walk the lion walk?

Can you talk the parrot talk?

Can you move the tiger way?

Start right now, do it today!

Bend your knees

And touch your toes

Just like a monkey

Anything goes!

Yes, we can do the monkey dance

Let's close our eyes and take a chance

Come on and dance

We can walk the lion walk

We can talk the parrot talk

We can move the tiger way

Let's start right now, do it today! (Sunrise 7, Teacher's Book, p.78).

This song is situated at the end of the unit. Thus, students with musical intelligence might be very excited to listen to a song after the long and stressful period of time in class. However, it is not enough to help such students with high levels of musical intelligence to adequately use their intelligences in helping them learn English.

Specific instructions in the teacher's book: Opportunities for extra intelligences. In the teacher's book, the number of the activities was the same as the student's book. As mentioned in the previous chapter, the teacher's book is used by the teachers only as a guide to teach the student's book. Hence, the number of activities in each of these books is exactly the same. However, there are some extra directions for the teachers at the beginning of each lesson in the teacher's book. These extra instructions are not about a specific lesson or activity and there is no activity number for them; they are only additional, general directions for the teachers and they are written before activity one in all of the lessons. They usually refer to the beginning of the lesson, i.e. "To Start", the

focus of the lesson, i.e. "Teaching Point." Thus, while the teacher's book was analyzed, these directions were excluded in order to find out the similarities and the differences between these two books for only those 38 activities in terms of activating the intelligences. If the teachers make use of these, some of other intelligences might be activated. Example eight shows one of these extra directions:

Example nine:

Do some simple actions, e. g. touch your nose, stand on your left foot (only), write your name, write with your left hand. (Sunrise 7, Teacher's Book, p.68).

According to Botelho's (2003) list of activities, this sort of activity activates bodily/ kinesthetic intelligence. However, some teachers, as it will be discussed in the interview analysis section later, pay no attention to the teacher's book for different reasons. Thus, they might eliminate these types of intelligences automatically. This results in some intelligences, such as bodily/kinesthetic intelligence, to be activated very rarely. As it is shown in Table 6, bodily/kinesthetic intelligence was employed only once in this specific unit. However, the analysis of the same unit in the teacher's book (Table 7) showed that certain intelligences were referred to in the teacher's book more frequently despite being absent in the student's book. Therefore, if EFL teachers use the teacher's book as their guide for teaching, they might activate more intelligences.

As it is shown in Table 6 and 7, the frequencies of visual/spatial, linguistic, musical, intrapersonal, and existential intelligences are the same in both of the course books. However, logical/mathematical intelligence is activated in two more activities in the teacher's book. The frequencies of bodily/kinesthetic, and naturalist intelligences are increased only once for each one of these intelligences in the teacher's book. Moreover, the most significant difference between the teacher's book and the student's book is the frequency of interpersonal intelligence, which is increased from being

activated 8 times in the student's book to19 times in the teacher's book. This was

mainly done by suggesting the teachers to use activities that were originally designed as

individual work to be carried out in pairs or groups. Group and pair work activities

activate interpersonal intelligence (Botelho, 2003). Such directives can be good points

to encourage teachers to use the teacher's book more frequently. As Baker and Westrup

(2003) state, group and pair work activities are important because these sorts of

activities encourage students to speak. They help the weak and quiet students to speak

to another student rather than speaking in front of the class. They also encourage

students to help each other in learning and to share ideas, hence promote cooperative

learning too.

The activity book: A self-study guide. Interpersonal and bodily/kinesthetic

intelligence are completely disregarded in the activity book as it is shown in Table 8.

The main focus of this book is on Grammar, reading and writing skills and no activity

regarding speaking or interpersonal intelligence was found in the unit. Accordingly, one

can claim that the activity book is purely designed to self-study and self-evaluation. An

obvious evidence for this is a self-evaluating chart in the last activity of the review

chapter (Sunrise7, Activity Book, p57). The table includes three pictures of medals;

gold which refers to very good, silver which refers to good, and bronze which refers to

OK and the list of the studies subjects, as shown in example nine:

Example ten:

How good are you?	Very good	Good	OK
Can (ability)			
Present continues			
questions and			
negatives			
Comparative			
adjectives			
Animals			
Continents			
Measurements			

In this activity, the students go back to the previous lessons and evaluate themselves to see how good they are in different subjects which are studied in the whole unit. Such activities trigger intrapersonal intelligence, as the students look at their own work and understanding of the subjects.

How familiar are EFL teachers with the MI theory?

With the intention of answering the research question about the level of familiarity of the EFL teachers' with regard to the MI theory, semi-structured interviews were conducted with nine EFL teachers who taught using Sunrise 7 at the time of the study. In the interviews, they were asked about different topics related to the MI theory, which are shown in Appendix C. In the last question, they were directly asked about their knowledge of the theory. This was arranged intentionally in order not to affect the teacher's previous answers regarding their level of familiarity with different aspects of the theory. Interestingly, all of the teachers pointed out that they had no knowledge related to the MI theory.

Despite not being aware of the theory itself, the analysis of the teachers' answers to the previous questions showed that each teacher had practiced the principles of the

theory to some extent. This might be because of the fact that all of them had participated in training courses related to Sunrise and its related teaching methodology. These courses might have implicitly included information about the MI theory. It might also be because of the fact that, as all of them covered everything in the student's and the activity book which was designed according to the MI theory (Sunrise, 2011). Others pointed out that they were practicing their own special ways of teaching in class, such as playing games related to the lessons in the book. These "extra methods" sometimes included practices that activated several different intelligences. However, the participating teachers pointed out that they were facing some problems, such as large number of students and limited teaching time. They also did not have adequate knowledge to develop their own activities to get to know their students since they had not been informed about the theory directly. Regarding these issues, significant answers of the participating teachers will be presented and discussed below.

Prior training. The participants of the current study claimed that they have participated in training courses prepared by the Ministry of Education and groups of foreign teachers prior to using Sunrise in their classes. The duration of the courses was different, ranging from three days to three months. The content of these courses were generally about the methods of teaching language, such as teaching grammar and vocabulary, and they were particularly designed to inform teachers in using Sunrise. Regarding this, Daro said:

> I have participated in a training course which was especially designed for the new teachers. It was about the ways of teaching and how to deal with students. The course took nearly 40 days. I've also participated in other courses about Sunrise, and how to teach Sunrise. These courses usually took three and four days. I've also participated in another course which was taught by a group of

foreign teachers from different countries. This course was generally about

teaching methodology.

It appears that the training sessions on Sunrise were short-termed and focused

specifically on how to use Sunrise to teach language elements, rather than using Sunrise

as a language teaching aid. In this respect, Tre said that she had participated in a course

that took three days and was "about the ways of teaching Sunrise, for example how to

teach grammar or the new vocabularies." It is also noticeable how teachers refer to

"teaching Sunrise" rather than "using Sunrise to teach." This description suggests that

teachers perceive (or were trained to perceive) Sunrise as something to be taught rather

than as a teaching aid. Kany also said that the Ministry of Education had asked them to

attend a course that was "a long time ago:"

> I have participated in a course by the Ministry of Education a long time ago. It
>
> took six days and it was about the ways of teaching Sunrise, because Sunrise
>
> was newly published by that time. It was useful, but the experience of teaching
>
> the book was more useful to me. I have not participated in any other courses.

Through these quotes by the teachers, it is noticeable that the Ministry of Education had

prepared courses for the EFL teachers to familiarize them with the course books used in

schools and inform them about how these course books should be taught. However, it

appears that the training sessions were mostly scheduled when Sunrise was first

published and no further training sessions were organized recently to inform teachers

about the book or the theories behind it. Therefore, it is possible for some of them to

have benefitted from these courses. However, while all teachers claimed that they have

participated in some sort of training, none of them were familiar with the MI theory.

This brings about the assumption that the theory might not have been mentioned

explicitly in the training sessions prepared by the Ministry. This might have disadvantages for both the teachers and the students. The teachers may not apply the principles of the MI theory in class since they do not have knowledge about it and students with certain intelligences might not benefit from the foreign language instruction in class if their intelligences are not activated.

In addition, none of the participants were involved in the development of the current English language curriculum used throughout Northern Iraq at any point. This was interesting considering the fact that the experience range of the participants was quite wide. It also indicates that they might not develop or improve their knowledge in teaching the language and it is likely that Sunrise will remain as their main (and limited) reference point in teaching.

Use of the course book. All of the participating teachers pointed out that they covered everything in the student's and the activity books. This indicates that they followed the principles of the theory to the extent that these books (the student's and the activity books) covered it, as shown in Table 6 and Table 8. Some of them (n=4) also said that they used the directions of the teacher's book as well, and this indicates that they have activated more intelligences since more intelligences are activated in the teacher's book as shown in Table 7. Regarding these, Ashty said that she was using the student's and the activity books "constantly." In other words, she is using the books in every class. Regarding the usage of the course pack, Kany also said that she used the teacher's book and she benefited from the directions of the book as they facilitated the teachers' work in class. About the book, she also added that "it really guides teachers." Nevertheless, Kany's point of view was not shared by the majority of the participants, who did not employ the teacher's book as often as Kany.

Teachers' methods and the teacher's book. Besides using the course pack, some participants pointed out that they also practiced their "own methods of teaching" in class. In fact, their reference points were playing games and reading short stories which cannot really be considered as methods but rather activities that are in addition to the activities in the course books. However, they are significant since these can activate certain intelligences such as logical/ mathematical and visual/spatial intelligences. Sahar explained that she sometimes took the students out of the class or she made a competition among them in the form of a game. She also added that "The students will be more active, and they try to speak in English more in these ways." Sahar's words in this regard suggest that the teachers are somewhat aware of the fact that by involving students in various kinds of language related activities, i.e. being "active" in this case, they will be helping them improve their linguistic skills. Yet, only three of the participating teachers referred to such "extra methods" in the interviews.

In addition to the lack of extra activities, most of the teachers (n=5) did not follow everything included in the teacher's book. To justify their choices, they suggested that some of the requirements of the book took too much time and they also would not be covered in crowded classes. Regarding this issue, Daro said that he had never used the teacher's book:

> One of the reasons is the large number of the students. Another reason is that we don't have enough time for applying what is written in the teacher's book, I think that book is written for a very specific and unique class.

Daro's words suggest that the teachers actually see the requirements of the syllabus to cover everything in Sunrise as a rather utopic aim. In this respect, Shang said that she used the teacher's book but she could not apply everything included in the book, such as group work, as she said she had a very large number of students in her class. She added: "It happened to me to have 56 students in only one class." In other words, the

participants implied that it was not always possible to apply the principles suggested by Sunrise or cover all of its activities within the realities of their classrooms.

As the participating teachers mentioned, large number of students and the limited time of the classes were their two main problems, which prevented them from applying all of the directions in the teacher's book. From the analysis of the course pack, it appeared that the teacher's book consisted of more possibilities of activating several intelligences. Thus, if the teachers used the teacher's book more intelligences may be activated (see Table 7).

The crowded and short classes caused other problems for teachers. They claimed that some of them (n= 2) were not using extra materials, and some others (n=2) did not practice group work because of the limited teaching time and the large number of the students. In this regard, Shang said that she did not have time to use extra materials in class, but she used them at home while preparing the lessons. Regarding the extra audio materials, San said: "I always use the CD which is with Sunrise 7, and I rarely use other materials since I don't have enough time for this." In relation to class work, San also added that they did individual and pair work most of the time but they did less group work as "Sometimes it is difficult to do group work because of the large number of the students as they are around 40 students." Hence, from the point of view of the teachers, the availability of time and the number of students in class appear to be important obstacles in applying the principles of the MI theory that are embedded in Sunrise 7.

Individualized instruction. Most of the participants pointed out that they were not able to do individualized instruction because of limited teaching time, which can be a big problem since the central idea of the MI theory is related to individualized instruction. As Gardner (2006) states, every person who could be defined as developmentally normal would have all of these skills to some extent, but the degree of

the skills and the nature of their combination would differ from one person to another. Therefore, it is suggested that teachers use as individualized instruction as possible and cater for individual students' needs because their skills are different. Regarding these, Tre said that she was aware that individualized instruction was useful but if there was not enough time to plan and implement it, then it would not be possible to realize it: "I used to teach in that way at the beginning, but I realized that I don't have enough time to do that anymore." Tre's words signify that the teachers feel themselves under pressure to race with time to cover the topics by the end of the academic year, which leaves limited or no time to work on individual needs of students.

One of the most important steps in successfully implementing the MI theory is getting to know your students. However, as the participating teachers claimed (n = 3), they were only able to get to know their students in time, during the semester. Shang said:

> There is no specific exercise that I use to know my students. The first lesson, I generally explain English language, and what they have studied, through that I know them. I also focus on Sunrise itself, and through passing time, I know them well.

This indicates teachers are not aware of the importance of getting to know the skills, abilities and interests of their students from the beginning of their teaching. It also implies that students' certain intelligences are not/cannot be activated at the beginning of the semester as the teachers would not have the necessary information about their students. Moreover, the issue of individualized instruction is also automatically eliminated. The reason for this may be that the teachers may not have been informed about individualized instruction in the training courses. Regarding this issue, Bnar said that at the beginning of the semester she explained subjects that the students had studied previously and asked them questions. Through their answers, she could make

differentiations among her students: "As they are level 7, the first week of school I explain what they have studies in primary school and ask them questions and in this way I know my students." Bnar's clarification shows that she may be aware of the fact that different students have different responses towards the subjects. This is why she asks them questions regarding their former subjects. However, she was not explicitly aware of individualized instruction as the only thing she did to get to know her students was asking them questions-this is clearly not enough to learn about their intelligences since certain students might not even participate in class at the beginning of the semester.

Discussion

The purpose of this study was to find out the extent of using the MI theory in Sunrise 7 course book and practicing its principles in class by the EFL teachers. The results of the study showed that linguistic intelligence was the second most dominant one is the course pack (n=34) which indicates that it is highly represented in the course pack and this finding is similar to the findings of Abbasian and Khajavi (2012) and Mirzaei, Mohebbi and Taaseh (2014) as they found that this type of intelligence was the most dominant one in the course books that they had analyzed. Abbasian and Khajavi (2012) had evaluated the program of English language teaching in Iranian universities to find out the extent that the course books they used represented the MI theory. The results of their study showed that the books covered a limited number of the intelligences, mostly linguistic intelligence, which is the main similarity between their study and the current study. In their study, they also found that musical and bodily/kinesthetic intelligences were not covered in the course books (Abbasian & Khajavi, 2012). This finding is also similar to the findings of this study since the number of activities which activated these intelligences is only one out of 38 activities in the student's book. The difference between these two studies regarding these two

intelligences is that the course books which were evaluated in the former study were used in universities; they might be designed for university students only. They also compared the intelligences to the disciplines in which the students studied. Thus, the exclusion of such intelligences might be due to the coverage of the course books or to the researchers' choice of analysis. However, for Sunrise 7, this exclusion of these two intelligences might be a week point since it was designed especially for young learners and such intelligences were expected to be stimulated more as these might be more appropriate for this specific age in terms of increasing their motivation in foreign language classrooms.

In addition to Abbasian and Khajavi (2012), Mirzaei, Mohebbi and Taaseh (2014) have evaluated three secondary course books according to the MI theory. These course books were grade one, two and three of Right Path to English. They also aimed to find out the extent to which the MI theory was reflected in the course books. The results of their study showed that verbal/linguistic and visual/spatial intelligences were the most dominant intelligences in the course books. Their result is similar to the findings of current study.

The results of this study also showed that existential intelligence was represented to a considerable amount compared to what Botelho (2003) claims about this type of intelligence in her study, since the number of activities which trigger this intelligence is 11 in the student's book. As she states in her study, existential intelligence is related to arguable subjects, such as philosophy and religion, and these subjects are difficult to comprehend for students that can be grouped as young learners. It may be due to this interpretation of the intelligence that Botelho's list was found to lack relevant descriptors to existential intelligence. Reasons for including this intelligence in Sunrise 7 to this degree might be related to the fact that existential intelligence is not only activated through philosophical questions/discussions but can

also be activated by referring to and asking/answering questions about existential qualities of things. Therefore, Sunrise 7 was found to be a good example of the way such poorly represented intelligences elsewhere being utilized in language work with young learners. Accordingly, Botelho's list was developed to include this category of activities related to the existential intelligence.

The analysis of the interviews with the participating teachers showed that the teachers used a limited number of intelligences in class as they were not aware of the MI theory and they basically focused on the activities presented in Sunrise 7's student's and activity books to teach. Abbasian et al. (2012) point out that being knowledgeable about certain theories, however, is not enough to be able to apply their principles in real classrooms. They found that, while most of the teachers in their study were aware of the MI theory, only a limited number of the intelligences were practiced in real classrooms because the materials provided for them to teach did not cover all of the intelligences. Despite the fact that many of the intelligences were covered in Sunrise 7, other practical issues, such as large number of students, emerged as obstacles for the participants in terms of the implication of the theory in the current study. It is obvious that teachers cannot spend time to learn about the strong intelligences of every single student and design their lessons accordingly when they have many students in one class. Consequently, certain intelligences such as interpersonal intelligence, might not be stimulated as the teachers may avoid group or pair work activities in such crowded classes. This finding is similar to Tithi and Arafat's (2013) findings since they found many obstacles facing teachers in applying the MI theory in class, including large number of students. These obstacles cause teachers to focus only on specific intelligences, namely linguistic and logical/mathematical intelligences, and the remaining intelligences are activated very rarely (Tithi& Arafat, 2013). In their study, Tithi and Arafat also point out that limited school resources and traditional classroom

settings are other problems which prevent teachers from using the principles of the MI theory in class. Despite the fact that none of the participants of the current study had mentioned such problems in practice, they raised the issue of having limited teaching timeas significant barrier to providing individualized instruction, which is the central idea of the MI theory. This is also evidenced in Kaya and Ebenezer's study (2006), whose data demonstrated that finding time for activities related to the MI theory seemed to make complications in the implementation of the MI theory.

Conclusion

In this chapter, the results of the analysis of Sunrise 7 course book's unit four and the interviews with the participating teachers were presented. The result of this analysis showed that the three components of the course pack referred to different types of intelligences. Further, the analysis of the interviews showed that participating Kurdish EFL teachers lacked explicit knowledge of the MI theory while they utilized certain aspects of it to the extent that these were represented in the student's and activity books. Based on these findings, suggestions for practice and further research will be presented in Chapter V Conclusion and Recommendations.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

Introduction

(see the reference at the end!): Although it was developed as a theory of learning in general, the Multiple Intelligences (MI) theory has gained considerable attention in the field of English language teaching (ELT) in general Ibnian and Hadban (2013), Yalmanciy and Gozum (2013). In addition, many course books as well as language teaching materials such as Top- Notch course book which was analyzed in Jozaghi and Razmjoo's (2010) study, were developed and published in the last three decades focusing on or at least referring to the MI as their approach to teaching. In the Northern Iraqi context, these trends were followed by the development and adoption of the Sunrise series to be taught from grade one to twelve in all public schools. However, no scientific studies have addressed the issue of whether Sunrise actually followed the principles of MI and if so, to what extent. Thus, the current study aimed to answer the following research questions:

1. How is the Multiple Intelligences (MI) theory represented in Sunrise7 course book?

2. a. To what extent are teachers who use Sunrise 7 familiar with the Multiple Intelligences theory?

b. To what extent do the teachers use the principles of the Multiple Intelligences theory in class when using Sunrise 7?

In this final chapter of the thesis, first, a summary of the overall findings of the study will be presented. Then, suggestions for practice will be made based on these results. Finally, recommendations for further research will be provided.

Summary of the main findings

In the present study, Sunrise 7 course pack was analyzed according to Botelho's (2003) list of activities. While analyzing the course pack, it was found that several activities seemed to be relevant to certain intelligence types such as spatial/visual and existential intelligences and they were not found in the list of activities developed by Botelho. Thus, based on the analysis of the activities in the course pack, two extra activity descriptors were added to the list. Additionally, another expert in the field analyzed the course pack using the updated version of Botelho's list of activities. The results of their analysis showed that the most dominant intelligence type covered in Sunrise 7 course pack was Visual/ spatial and the linguistic intelligence was the second most dominant one and the least dominant type was the bodily/kinesthetic and musical intelligences. While the student's book covered a wide range of intelligences at different rates, it appeared that the teacher's book complemented these intelligences, especially by making suggestions to implement activities as groups/in pairs, therefore increasing possibilities of activating the interpersonal intelligence. The activity book, on the other hand, emerged as a self-study and evaluation guide, where an overwhelming amount of activities required intrapersonal intelligence.

With respect to the English as a Foreign Language (EFL) teachers' familiarity with the MI theory, it appeared that none of the teachers who used Sunrise 7 at the time of the study were explicitly aware of the theory. However, all of the teachers used the principles of the theory to the extent that the student's and activity books covered them. From the interviews, it also emerged that the teachers perceived Sunrise as something to be taught and not as a teaching aid. This seemed to be the focus of the training sessions they participated, which were organized by the Ministry of Education when Sunrise was first implemented. Thus, they were inclined to covered everything in the student's book in class and extensively use the activity book for homework tasks. Less than half of the

teachers pointed out that they used the teacher's book, which eliminated the possibilities of activating further intelligences, due to limited time in teaching and crowded classrooms. As one of the main pillars of the MI theory, individualized instruction was an issue that, according to the teachers, was impossible to achieve in the current context.

Suggestions for practice

The results of the interviews showed that both the teachers and the Ministry of Education were involved in not activating all of the intelligence types in class. First of all, the Ministry of Education should have feedback and evaluation mechanisms in place to hear the voices of the teachers in relation to the difficulties they face in the implementation phase of the materials in class. As a second point, since many of the teachers have complained about the limited time they had to cover the contents of the book, two suggestions can be considered in this regard: a) Sunrise should not be perceived as a target that needs to be covered in a given time. It should be seen as a teaching aid – a course book that is meant to assist teachers – rather than the curriculum itself. Sunrise is not a curriculum and teachers should be given the flexibility to develop their own materials where possible to assist Sunrise to cover the intended language points for each grade, which should be listed separately. Related to this point, b) the Ministry of Education should develop a new and independent curriculum, which will take into account the classroom realities, such as crowded classrooms. In this regard, the expectations from teachers should be relative to their teaching context rather than external criteria. Teachers should be involved in the process of the development of this curriculum for EFL learners because they are the ones who do the ground work with their students. They have invaluable information about their students and this information should be utilized in developing a general curriculum and choosing

activities. Another suggestion for practice is related to the Ministry of Education organizing continuous training courses about the theories, methodology and techniques which were covered while designing the course books and these should be made available to the teachers. Finally, as it was shown in the results of this study, certain intelligence types were almost completely ignored such as bodily/kinesthetic and musical intelligences in Sunrise 7 course pack. As Frino, Nixon, and Tomlinson (2014) state, there is an important relation between physical and mental activities and such variety of activity types is necessary to activate as many intelligences as possible to assist language learning. Thus, it is suggested that Sunrise course pack should be revised or edited to include these intelligences that are neglected.

Recommendations for further research

Sunrise course book is designed for all of the levels from one to twelve. Due to the limited time and space in this thesis, the current study evaluated Sunrise 7 only. It is crucial to expand this investigation to the whole Sunrise series and examine the representation of the MI theory in the other levels as well. Furthermore, the present study only relied on individual interviews with EFL teachers, which only gives information about the teacher's perspectives rather than their actual classroom practices. Hence, a descriptive study utilizing observations of real classrooms may provide a better understanding of how the teachers actually use Sunrise with respect to MI in the classroom. Beside these, students' perspectives regarding practicing the principles of the MI theory are also important to be taken into consideration through conducting interviews with them. Finally, a scientific study on developing materials to complement Sunrise course pack by integrating ways of individualizing instruction may be helpful in providing teachers with extra materials.

Conclusion

The aim of the study was to find out the representation of the MI theory in Sunrise 7 course pack and its implications in class from the perspectives of the EFL teachers. The course pack was analyzed according to Botelho's (2003) list of activities. Although Sunrise was found to cover most of the intelligences suggested within the MI theory, it appears that certain intelligences are neglected in the course pack. In addition, it merged that explicit training in MI is not necessary for the course pack to be used effectively in class in this sense. In conclusion, one can claim that the introduction of Sunrise was a good step in teaching EFL in Kurdistan Region. However, further developments to the series and research on different elements of the course pack is necessary to increase the progress of teaching of English.

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Appendix A: Botelho's list of activities

Table 1

Botelho's list of activities

Verbal/ Linguistic	Logical/ Mathematical	Visual/ Spatial	Bodily kinesthetic	Musical	Interpersonal	Intrapersonal	Naturalist	Existential
Lectures	Scientific	Charts, grids,	Brain gym	Songs/	Group work	Independent student	Gardening	Talking
Small and	demonstrations	maps,	Body	video clips	Cooperative	work	Classifying	about
large groups	and	diagrams	language	Singing	groups	Activities with a self-	plants,	mankind and
Discussions	experiments	Visualizations	Creative	Humming	Cooperative	evaluative	minerals, and	related issues
Reading	Creating/	Photography	movement	Playing	group	component	animals	Talking
books	deciphering	Videos,	Hands on	recorded	activities	Reflective learning	Using	about
Worksheets	codes	slides, movies	activities	music	Conflict	(work sheets and	materials	philosophical
Word	Logic	Art and other	Classroom	Playing live	mediation	questions)	related to the	issues
building	problems and	pictures	aerobics	music (	Peer teaching	Individualized	natural world	Discussing
games	puzzles	Imaginative	Cooperative	piano,	Board games	projects	Bird-	questions
Student	Games	story telling	group	guitar)	Group	Journal keeping	watching/	bout life and
speeches	Science	Painting or	rotation	Group	brainstorming	Options or	anima	people's
Story telling	thinking	collage	Mother	singing	Pair work	homework	watching	roles in life
Listening to	Story problems	Using mind	may I?	Mood	Group	Inventories and	Classifying &	Reading
cassettes or	and problems	maps	Field trips	music	problem	checklists	categorizing	ancient and
talking	solving	Graphic	Folk	Music	solving	Self-	activities	modern
books	activities	organizers	creative	appreciation	Project work	teaching/programmed	Background	philosophers
Debates	Calculations	Optical	dance	Student	Giving/	instruction	music- in the	(and
Journal	Logical	illusions	Mime	made	receiving	Self-esteem journals	form of	discussing
speaking	argumentations	Telescopes,	Role play	instruments	feedback	Personal journal	sounds	about the
Memorizing	Logical-	microscopes	Relaxation	Jazz chants	Group	keeping	created in the	topic read)
Using word	sequential	Visual	exercises	Rhymes	projects	(Personal) goal	natural world	Studying
processes	presentation of	awareness	Craftwork	Music		setting	Categorizing	(reading

Publishing, creating class newspapers or collections of writings Writing essays Taking notes Giving presentations	subject matter Guided discovery Statistics Showing relationship	activities Student drawings Pretending	Cooking and other mess activities Ring games	composition Background music		Learner diaries Self study Focusing/ concentration skills	items (animals, adjectives, nouns. etc.) Talking about environmental issues	about) history and ancient culture

Appendix B: A sample of analysis from the student's book

Table 2

Sample of Analysis from the Student's Book

Unit 2, Lesson one1	Requires	Botelho's list of activities	Intelligences
Activity one p. 30	Listen to and read a dialogue. A picture is included.	Reading (books) Listening (to cassette or talking books) Photography Independent student work Color coding information and activities	Linguistic Visual Intrapersonal
Activity two p. 30	Speak and write, Ask and answer Pictures of colors are included.	Discussions Writing (essays) Art and other pictures Pair work Color coding information and activities	Linguistics Visual Interpersonal
Activity three p. 30	Copy and complete Listen and check A box and a chart are included.	Writing (essays) Listening (to cassettes or talking books) Charts, grids, maps, diagrams Independent student work Color coding information and activities	Linguistics Visual Intrapersonal
Activity four p. 31	Read and Speak Listen and check Ask and answer A chart, and a picture are included.	Reading (books) Discussions Listening (to cassettes or talking books) Charts, grids, maps, diagrams Pair work Color coding information and activities	Linguistic Visual Interpersonal
Activity five p. 31	Listen and speak Ask and answer	Listening (to cassette or talking	Linguistic Visual

		books)	Interpersonal
		Discussions	
		Charts, grids, maps, diagram	
		Pair work	
		Color coding information and activities	
Activity six p. 31	Sound file Read and complete Listen and repeat A chart is included.	Reading (books) Listening (to cassettes or talking books) Memorizing Charts, grids, maps, diagrams Color coding information and activities Independent student work	Linguistic Visual Intrapersonal
Activity seven p.31	Write Make a chart of things you like and things you don't like Exchange charts with a peer and write about him/her A chart is included.	Writing essays Charts, grids, maps, diagrams Pair work Color coding information and activities	Linguistic Visual Interpersonal

Appendix C: English and Kurdish versions of the interview questions

English version of the interview questions

1- How long have you been teaching English?

2- Can you give me any details of any training courses that you have attended which were prepared by the ministry of education? Have you ever attended any courses other than these? If yes, any details?

3- Any specific methods/techniques you use while teaching English in the classroom? If yes, give reasons.

4- Were you involved in the development of the English language curriculum at any point? If yes, please provide details.

5- What sort of activities do you do to get to know your students?

6- Do you think individualized instruction is possible/ useful? Please give reasons.

7- How long have you been teaching Sunrise 7?

8- How closely do you follow Sunrise (student's & activity books)?

9- Do you use any extra materials in class? If no, why not? If yes, what type of material do you use and why? Give reasons and any details.

10- How do you make use of the teacher's book?

11- How often do you do individual work, pair work, or group work?

12- How often do you use audio materials in class? Do you use any materials other than provided by Sunrise?

13- How often do you give homework? What is the nature of the homework you give (meaning whether they give handouts, group/individual projects, assignments from the book, etc)? Do you develop your own assignments? Please provide reasons.

14- Are you familiar with multiple intelligences theory?

The Kurdish version of the interview questions

١. له کەیەوه وانەی ئینگلیزی دەڵێیتەوه؟

٢. ئەتوانی زانیاریم بەیتێ لەسەر ئەو خولی راهێنانەی له لایەن وەزارەتی پەروەردەوەوه دانراوه و بەشداریت تێدا کردوون؟ له هیچ خولێکی تردا بەشداریت کردوه جگه لەمانه؟ ئەگەر بڵێن؟ هیچ زانیاریەکی وردت لا هەیه؟

٣. هیچ رێگایەک یان تەکنیکێکی تایبەت بەکار ئەهێنی له کاتی وانه وتنەوەدا؟ ئەگەر بڵێن، هۆکارەکەیم پێ بڵێ.

٤. هیچ بەشداریت کردوه له پەرەپێدانی مەنهەجی زمانی ئینگلیزیدا؟ ئەگەر بڵێن؟ تکایه زانیاریم بەرێ.

٥. چ جۆره راهێنانێک ئەکەی بۆ ئەوەی خوێندکارەکانت بناسی؟

٦. به بروای تۆ وانه وتنەوه به شێوەی تاکه کەسی گونجاوه یان سوودی هەیه؟ تکایه هۆکارەکەی بڵێ.

٧. ماوەی چەنێکه Sunrise 7 ئەڵێنیتەوه؟

٨. تا چ رادەیەک Activity book و Student's book بەکار ئەهێنی؟

٩. هیچ بابەتێکی زیاده بەکار ئەهێنی له پۆلدا؟ ئەگەر نەخێر، بۆچی؟ ئەگەر بڵێ، چ جۆره بابەتێک بەکار ئەهێنی؟ تکایه زانیاریم بدەرێ؟

١٠. چۆن Teacher's book بەکار ئەهێنی؟

١١. تا چ رادەیەک راهێنانی تاکه کەسی و دوو کەسی و گرووپ بەکار ئەهێنی؟

١٢. تا چ رادەیەک بابەتی گوێگرتن بەکار دەهێنی له پۆلدا؟ هیچ بابەتێکی تر بەکار ئەهێنی جگه لەوەی له Sunrise دا هەیه؟

١٣. تا چ رادەیەک Homework راهێنانیان ئەدەیتێ له ماڵەوه بیکەن؟ جۆری راهێنانەکان چین (مەلزەمه، پرۆژەی تاکه کەسی یان گرووپ یان راهێنانەکانی کتێبەکه، هتد). هیچ راهێنانێکی خۆت پەره پێ ئەیەیت؟ تکایه زانیاریم بدەرێ.

١٤. ئایا زانیاریت هەیه لەسەر تیۆری فره زیرەکی Multiple Intelligences Theory؟

Appendix D: The consent form

Participant Informed Consent Form

My name is Saya Jalal Mohammed. I am an M.A. student at Near East University, English Language Teaching Department. I would like to ask for your participation in my research which focuses on your views about the Sunrise course book. I would like to conduct an interview with you, which may last about 20 minutes and will be audio-recorded. You are free to answer or refuse any question, or to stop the interview at any time. Individual names and any identifiable information will not be used when the results of this study are presented or published. You will not be subject to any judgment due to your answers. Your name and place of work will remain confidential. Please remember that your participation in this research is completely voluntary. You are free to participate or refuse to do so at any time. If you have any questions about the study you can contact me through this e-mail address: sayajalal-kurdi@live.com

I have read the information provided by the researcher and my questions have been answered satisfactorily. I agree to voluntarily take part in this study.

_____

  _____

Participant's Name   Participant's Signature

Date_____

Appendix E: Examples on bodily/Kinesthetic intelligence from the student's and the

teacher's book

8 GAME: WHAT AM I DOING?

Aim: to play a game and practise the present continuous.

• Go through the speech bubbles, looking at the photo.
• Mime another action, e.g. climbing a tree. Students ask questions until they guess what you are doing.
• Students then continue the game. Do this in groups of five or six.
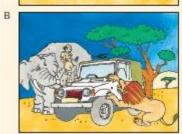
8 GAME

WHAT AM I DOING?

Are you swimming?

No, I'm not!

Are you flying?

Yes, I am.

Appendix F: an example on intrapersonal intelligence

5 READ

Look and compare. Correct the false
sentences.

In picture A, the tree is taller than the tree in picture B. The car in picture B is smaller than the one in picture A. The man in picture A is shorter than the man in picture B, but the man in picture B is older than the man in picture A. The man's hair in picture A is darker than the man's hair in picture B. The elephant in picture B is bigger than the one in picture A. The lion's tail in picture A is longer than the one in picture B.

A

B

Appendix G The final list of activities

Table 9

The final list of activities

Verbal/ Linguistic	Logical/ Mathematical	Visual/ Spatial	Bodily kinesthetic	Musical	Interpersonal	Intrapersonal	Naturalist	Existential
Lectures	Scientific	Color coding	Brain gym	Songs/	Group work	Independent student	Gardening	Understanding/
Small and	demonstrations	information	Body	video clips	Cooperative	work	Classifying	investigating
large groups	and	and activities	language	Singing	groups	Activities with a self-	plants,	existence
Discussions	experiments	Charts, grids,	Creative	Humming	Cooperative	evaluative	minerals, and	through nature
Reading	Creating/	maps,	movement	Playing	group	component	animals	Talking about
books	deciphering	diagrams	Hands on	recorded	activities	Reflective learning	Using	mankind and
Worksheets	codes	Visualizations	activities	music	Conflict	(work sheets and	materials	related issues
Word	Logic	Photography	Classroom	Playing live	mediation	questions)	related to the	Talking about
building	problems and	Videos,	aerobics	music (	Peer teaching	Individualized	natural world	philosophical
games	puzzles	slides, movies	Cooperative	piano,	Board games	projects	Bird-	issues
Student	Games	Art and other	group	guitar)	Group	Journal keeping	watching/	Discussing
speeches	Science	pictures	rotation	Group	brainstorming	Options or	anima	questions bout
Story telling	thinking	Imaginative	Mother	singing	Pair work	homework	watching	life and
Listening to	Story problems	story telling	may I?	Mood	Group	Inventories and	Classifying &	people's roles
cassettes or	and problems	Painting or	Field trips	music	problem	checklists	categorizing	in life
talking	solving	collage	Folk	Music	solving	Self-	activities	Reading
books	activities	Using mind	creative	appreciation	Project work	teaching/programmed	Background	ancient and
Debates	Calculations	maps	dance	Student	Giving/	instruction	music- in the	modern
Journal	Logical	Graphic	Mime	made	receiving	Self-esteem journals	form of	philosophers
speaking	argumentations	organizers	Role play	instruments	feedback	Personal journal	sounds	(and
Memorizing	Logical-	Optical	Relaxation	Jazz chants	Group	keeping	created in the	discussing
Using word	sequential	illusions	exercises	Rhymes	projects	(Personal) goal	natural world	about the topic
processes	presentation of	Telescopes,	Craftwork	Music		setting	Categorizing	read)

Publishing, creating class newspapers or collections of writings Writing essays Taking notes Giving presentations	subject matter Guided discovery Statistics Showing relationship	microscopes Visual awareness activities Student drawings Pretending	Cooking and other mess activities Ring games	composition Background music		Learner diaries Self study Focusing/ concentration skills	items (animals, adjectives, nouns. etc.) Talking about environmental issues	Studying (reading about) history and ancient culture