

Content Analysis Of The Al-Arabiyyah Lil 'Alam Educational Series Based on Gardner's Theory of Multiple Intelligences

Faezeh Pasandi*¹, Safoura Ghadami Hosein Abadi²

^{1,2}Department of Arabic Language Education, Farhangian University, Tehran, Iran
f.pasandi@cfu.ac.ir*¹, safooraghadami@yahoo.com²

Abstract

According to modern educational theories, organized intelligences are key to effective learning and practical second language instruction. Howard Gardner's "Theory of Multiple Intelligences" is one of the most prominent. The five-volume series "Al-Arabiyyah lil-'Aalam" is a significant resource for Arabic language instruction worldwide. This study evaluates the content of this series based on the comprehensive text analysis method, applying Gardner's theory. Based on a statistical sample of 985 instances, the findings indicate that the highest frequency (540 cases of intelligence) was found in the exercises section, identified as this series's primary unit of analysis. The results of the research suggest that the "Al-Arabiyyah lil-'Aalam" series, through a novel and creative approach, utilizes nine of Gardner's intelligences to enhance and improve the four language skills, making it a suitable and practical resource for teaching Arabic to non-Arabic speakers.

Keywords: Content Analysis; Howard Gardner; Multiple Intelligences Series; Language Teaching

INTRODUCTION

The Arabic language is one of the strategically significant international languages and ranks among the top five languages globally. Learning Arabic plays a crucial role in enhancing individual and social relations in various fields such as science, religion, international affairs, culture, society, and economy, making it an important and popular language worldwide.

Educational textbooks are among the most important tools and primary resources in the process of learning a second language. The content of these textbooks serves as a supporting foundation and roadmap for learners and as a reliable source for instructors and language teachers. They help in designing and organizing teaching patterns, assessing skill levels, and tracking learners' progress in understanding and analyzing content, employing active teaching methods, connecting scientific facts, and ultimately achieving educational goals (Fawzan 1441: 293; Tobin et al., 1988).

Reputable textbooks for teaching Arabic, from beginner to advanced levels, encompass modern educational strategies and models. They play a fundamental role in the learning and teaching process and have always been of serious interest to theorists in the field of foreign language education. In other words, without an appropriate educational textbook, a suitable learning and teaching environment cannot be established (Hutchinson & Torres 1994: 319).

By thoroughly analyzing these educational textbooks, beneficial results can be obtained to enhance the quality of the books and improve the teaching of Arabic to non-native speakers. This involves a deep, precise, and critical evaluation to identify strengths and weaknesses, adherence to educational standards, alignment with modern educational models, effectiveness in engaging the audience, and guiding them towards a desirable, diverse, effective, and lasting learning experience. In other words, evaluating Arabic language textbooks for non-native speakers is of great importance in the life of a second language learner, as it serves as a means of thinking, studying, and connecting with the environment in which they interact (Al-Oufi 2015: 16). For this evaluation, reliable criteria based on various theories must be established to quantitatively and qualitatively assess the linguistic aspects, topics, content, and chapters of the textbook (Sheldon 1988: 24).

One such criterion in the field of language education is the emphasis on developing a creative and dynamic mindset in learners. This involves engaging the cognitive system with thoughtful and innovative components in learning, thereby enhancing learners' abilities in evaluation, problem-solving, accurate inference, and self-reliance. Among these theories, which provide frameworks and new approaches to shaping teaching and learning methods, is the prominent 20th-century theory of "Howard Gardner's Multiple Intelligences." This theory has a remarkable impact on the development of the four language skills, educational progress of Arabic learners, and strategic goal-setting for language teachers and authors.

In this study, we aim to comprehensively evaluate and analyze the various aspects and dimensions of the five-volume Arabic language teaching series titled "*Al-Arabiya lil-Alam*" published in Saudi Arabia (2010-2013), which has been well-received by many countries worldwide. The analysis will be conducted through the lens of Howard Gardner's "Multiple Intelligences Theory." We will assess the extent to which these ten intelligences and their details are applied within the components of this series, including texts, images, exercises, and listening activities.

Given the strategic and global significance of the Arabic language and the key role of its educational textbooks, such as the "*Al-Arabiyyah Lil-Alam*" series, this research undertakes a critical analysis of the content, both quantitatively and qualitatively, from the perspective of the most reputable modern standards and Gardner's Multiple Intelligences theory. This research can serve as a model for assessing the academic level and identifying the strengths and weaknesses of Arabic language textbooks with the aim of addressing deficiencies and enhancing learning skills. It can also be a valuable and principled model for language learners, language instructors, textbook authors, and educational planners.

Numerous studies have been conducted on Gardner's "Multiple Intelligences Theory" and the book *Al-Arabiyyah lil-'Aalam*. Bass (2010) "The Impact of Multiple Intelligences on Students' Achievement Levels in English," Bass examines the effectiveness of teaching strategies based on the theory of multiple intelligences on students' progress in English. The study concludes that incorporating multiple intelligences into teaching strategies leads to a positive attitude among students towards the subject and, ultimately, to their academic improvement. Al-Fawzan (1439) "Evaluation of the *Al-Arabiyyah lil-'Aalam* Book for Non-Native Arabic Speakers in Light of the Standards of a Good Educational Book

«تقويم كتاب اللغة العربية للناطقين بغيرها (العربية للعالم) في ضوء معايير الكتاب التعليمي الجيد»

“Al-Fawzan evaluates the *Al-Arabiyyah lil-'Aalam* textbook according to modern educational standards for non-Arabic speakers at King Saud University. The study finds that the quality of the introduction, content, and variety of exercises presented is average according to modern standards, but the objectives, images, and designs are of high quality. Abbasi and Zanganeh (2021) "Analysis of the *Al-Arabiyyah lil-'Aalam* Series and the Mina Book in Teaching Arabic and Persian from the Perspective of Teachers," Abbasi and Zanganeh assess the two books based on Cunningsworth's (2007) criteria through field data collection. The study concludes that the **Al-Arabiyyah lil-'Aalam** book is more successful than the **Mina** book in teaching grammar, presenting topics related to phonetic indicators, and teaching pronunciation. Al-Maharmeh (2021) "Analysis of Activities Used in Jordan's English Textbooks According to Gardner's Theory of Multiple Intelligences," Al-Maharmeh analyzes the educational content of 608 activities in the English textbooks for grades 9, 10, and 12 in Jordan based on Gardner's multiple intelligences theory. The study notes that the (verbal-linguistic) and (visual-spatial) intelligences have the highest frequency in the three English textbooks. Penalber (2023) "Applying Gardner's Multiple Intelligences Theory in Secondary Schools," Penalber investigates the implementation of multiple intelligences in classroom teaching. According to the findings, high school teachers in the Isabela province of the Philippines, by understanding and applying the theory of multiple intelligences in the classroom, have enhanced students' motivation, satisfaction, and academic progress. Al-Kadhem (2024) "Objective Tests and Teaching Arabic as a Second Language: Tests of the **Al-Arabiyyah lil-'Aalam** Series as a Model," Al-Kadhem examines the **Al-Arabiyyah lil-'Aalam** book based on Bloom's taxonomy of objectives. The study concludes that the cognitive objectives in the book are arranged in the order of understanding, remembering, and application, while other cognitive domains such as synthesis and analysis are neglected.

After reviewing the existing literature, no study was found that specifically analyzes the quantitative and qualitative content of the *Al-Arabiyyah lil-'Aalam* educational series in the four areas of texts, images, exercises, and listening sections based on Gardner's "Ten Multiple Intelligences" theory as one of the modern methods of teaching the Arabic language.

This study aims to address the following questions: does the content of the educational series "*Al-Arabiya Lil-Alam*" align with Gardner's Theory of Multiple Intelligences? To what extent is each of the ten intelligences applied in the analyzed units (texts, images, audio, and exercises)? In which sections of the educational series (grammar, vocabulary, listening, reading, etc) do Gardner's intelligences appear most frequently? What is the quantitative and qualitative level of the "*Al-Arabiya Lil-Alam*" series for learning Arabic based on Gardner's Theory of Multiple Intelligences?

METHOD

The present research is based on a descriptive method and critical content analysis with a mixed qualitative and quantitative (statistical) approach. It utilizes Gardner's theory of multiple intelligences as a research tool to analyze the content of the "*Al-Arabiya Lil 'Alam*" series of textbooks. The units of analysis in this research include all texts, exercises, images, and audio sections across 5 volumes, 10 randomly selected lessons, and 10 different subsets ranging from beginner to advanced levels.

RESULTS AND DISCUSSION

Al-Arabiya Lil-Alam

This five-volume series, authored by King Saud University in Saudi Arabia, serves as a rich resource for teaching the Arabic language. It is currently being taught in various countries around the world. The series consists of 60 lessons, spanning 1,078 pages, divided into four units and includes subsections such as (Introduction, Grammar and Structures, Vocabulary, Writing, Activities, Reading and Phrases, Speaking, Structures, Listening, Oral Expression) and covers various topics including religious, cultural, scientific, social, and more .

Comprehensive attention to educational standards, systematic topics, and the inclusive structure of language levels are unique features of this educational book.

Gardner's Ten Intelligences

The concept of intelligence is a key element and cognitive ability in the learning process, characterized by different and unique traits in learners. According to traditional views, intelligence is a one-dimensional element present in all humans. However, in the early 20th century, Alfred Binet introduced intelligence as a complex quality that is part of an individual's structure, with its main components being accuracy, adaptability, creativity, good judgment, and effective reasoning (Binet & Simon 1916; Cicciola et al., 2014).

In 1983, Howard Gardner, a developmental psychologist from Harvard University, presented his famous and novel theory of "Multiple Intelligences" in his book *Frames of Mind: The Theory of Multiple Intelligences*. He introduced a systematic framework of ten intelligences that impact human education and learning, which are: 1) linguistic-verbal intelligence, 2) logical-mathematical intelligence, 3) intrapersonal intelligence, 4) interpersonal intelligence, 5) naturalistic intelligence, 6) spatial-visual intelligence, 7) musical intelligence, 8) moral intelligence, 9) existential intelligence, and 10) bodily-kinesthetic intelligence (Gardner 1999b; Gardner 2013).

The theory of multiple intelligences can serve as an effective model in structural strategies for learning the Arabic language. The precise and active application of these intelligences in the teaching process not only increases language learners' motivation to engage in further learning but also assures them that their efforts in the teaching process are impactful and beneficial. (Armstrong 1994).

Analysis of the Ten Intelligences in the Book *Al-Arabiyya lil-'Aalim*

Each of the intelligences introduced by Howard Gardner has unique features that distinguish them from one another. Below, we examine the characteristics of each intelligence according to the book "*Al-Arabiyya lil-'Aalim*":

1. Linguistic-Verbal Intelligence

This intelligence pertains to thinking, cognition, and communication among words and sentences (Gardner 2013), as well as understanding how to use language effectively. (Fleetham 2017: 39) Vocabulary recognition involves identifying the form, knowing the spelling, meaning, and then actively using it in daily communications. (Herh 2017: 1) An example of this intelligence in the books reviewed is "provide the antonyms of the following words from the previous text, and then use them in your own sentences: 1) General 2) Some" (Al-Mannan 2010: 156).

«هات عكس الكلمات التالية من النص السابق ثم ضعها في جمل من عندك: (١) عامة (٢) بعض»

2. Logical-Mathematical Intelligence

Characteristics of this intelligence include the ability to decompose information, perform mental analysis, discover patterns, find solutions to problems, and engage in reasoning, inference, and conclusions based on observations (Gardner 2013). An example of this intelligence in the reviewed texts is "convert the following sentences into passive voice and then adjust the form of the agent: "The embassy will close its doors tomorrow..." (Al-Manan 1431: 159).

«حوّل الجمل التالية إلى جمل مبنية للمجهول ثم اضبط نائب الفاعل بالشكل: تغلق السفارة أبوابها غداً...»

3. Musical Intelligence

The ability to understand musical patterns in the mind, retain and modify them, is a characteristic of this intelligence (Gardner 2013). It includes the ability to recognize sounds, utilize vocal conversations, and enhance listening skills for second language acquisition. An example of this intelligence in the examined books is: "Listen and then indicate the expression or word you hear" (Al-Shamrani 1431: 169).

4. Visual-Spatial Intelligence

This type of intelligence involves recognizing, solving problems, and learning through images, diagrams, maps, and thinking through visual imagery. It encompasses the ability to form images and transform them into visual ideas and expressions (Gardner 1983). It is necessary for images and shapes in Arabic language textbooks to be new and clear, and to be more applicable for lower language levels (Fouzan 1441: 303). An example of this intelligence in the reviewed books is: "In a small group, they arranged the details as follows: (Al-Shuraida 1431: 141).

" في مجموعة صغيرة صفوا التفاصيل بالصورة التالية "



Figure 1 Small Group

5. Naturalistic Intelligence

Naturalistic intelligence encompasses the ability to recognize, compare, and categorize natural phenomena (Gardner 2013). In second language education, it refers to the classification and categorization of linguistic elements that lead to mental learning. An example of this intelligence in the examined books is "arrange the words to form sentences: Best/than/women's taste/men's taste" (al-Shamrani 1431: 80).

"رتّب الكلمات لتصبح جملاً: أفضل/من/ذوق النساء/ذوق الرجال"

6. Intrapersonal Intelligence

Self-awareness and understanding one's own interests, emotions, and inner feelings to guide beliefs and actions are characteristics of this intelligence (Gardner 2013). It involves having a clear picture of one's internal abilities and limitations, goals, motivations, moods, preferences, self-control, personal discipline, perception,

and self-esteem (Armstrong 1994). An example of this intelligence in the examined books is: "Write a one-paragraph, four-line text about an invention or inventor that you admired and explain why you admired it" (Fadl 1434: 150).

7. Interpersonal Intelligence

This intelligence refers to the ability to empathize and recognize the capabilities, emotions, interests, and thoughts of others, as well as understanding social interactions (Gardner 1983). It requires the ability to identify various types of interpersonal signals and respond appropriately in a practical manner (Armstrong 1994). An example of this intelligence in the reviewed texts is: "Read the following text and then try to briefly identify the author's purpose" (Al-Ghali 1431: 96).

8. Moral Intelligence

Recognizing moral and behavioral values, understanding their importance and the degree of commitment to them, issues related to the sanctity of life, and the quality of human interactions in various dimensions are characteristics of this intelligence (Gardner 1999b: 70-71; Shoae et al., 2017)). An example of this intelligence in the examined book is "discuss with your colleague: Smoking is prohibited on the trip." (Al-Manan 1431: 168).

ناقش زميلك حول: التدخين ممنوع علي الرحلة

9. Existential Intelligence

Existential intelligence is recognized as deep thinking and understanding about concepts such as the philosophy of existence, the meaning of death and life, and the role of humans and other beings in the world. It leads to enhanced judgment and evaluative skills (Gardner 1999a: 22). An example of this intelligence in the examined book is "does the elephant deserve what happened to it? Why?" (Al-Shuraida 1431: 143). "هل يستحق الفيل ما أصابه؟ لماذا؟"

10. Bodily-Kinesthetic Intelligence

This intelligence involves using a body part or the entire body to solve a problem or perform a task (Gardner 1983). It includes the ability to work with fine hand movements or use the entire body to accomplish a task, although these two abilities have separate centers in the brain (Gardner 1993: 206). An example of this intelligence was not found in the examined book.

Analysis Of The Book *Al-Arabiyyah Lil-'Alam* Based On Howard Gardner's Ten Intelligences

Volume One

This volume was authored by Hassan bin Muhammad Al-Shamrani in 2010. Out of a total of 12 lessons and 7 subcategories, lessons 5 and 11 were randomly selected. According to Table 9-1, the frequency of 256 instances corresponding to Gardner's intelligences indicates the strength of this volume. The highest frequency is related to the section (Al-Mufradat), and the most utilized intelligences are, in order, (Visual-Spatial), (Musical), and (Linguistic-Verbal). The purpose is to familiarize beginner language learners with listening, visual skills, and discovering the verbal connection between words and phrases. In other words, engaging the learner's visual and auditory powers to make the new content and vocabulary tangible and concrete at the beginning of the learning process makes the teaching more effective.

Table 1 - Frequency of Multiple Intelligences in Various Sections of Volume 1

Subsection of Each Lesson	Types of Intelligence															
	Moral		Interpersonal		Musical		Intrapersonal		Naturalist		Visual-Spatial		Logical-Mathematical		Verbal-Linguistic	
	Lesson 11	Lesson 5	Lesson 11	Lesson 5	Lesson 11	Lesson 5	Lesson 11	Lesson 5	Lesson 11	Lesson 5	Lesson 11	Lesson 5	Lesson 11	Lesson 5	Lesson 11	Lesson 5
Listen and Speak	1 (11/ 11%)	0	0	0	2 (7/ 14%)	3 (7/ 14%)	0	0	0	0	0	0	0	0	2 (7/ 69%)	3 (7/ 5%)
Vocabulary	4 (44/ 45%)	0	0	0	20 (71/ 44%)	29 (74/ 35%)	0	0	0	6 (54/ 55%)	23 (67/ 64%)	29 (70/ 74%)	0	0	14 (53/ 85%)	5 (12/ 5%)
Structures	0	0	0	0	0	0	0	0	1 (100%)	1 (9/ 09)	0	0	1 (6/ 25%)	8 (100%)	10 (38/ 46%)	9 (22/ 5%)
Listening Comprehension	2 (22/ 22%)	0	0	0	6 (21/ 42%)	6 (15/ 38%)	0	0	0	0	0	6 (17/ 64%)	6 (14/ 63%)	0	0	0
Speaking	0	0	0	0	0	0	0	1 (100%)	0	0	0	0	0	9 (56/ 25%)	0	1 (2/ 5%)
Reading	2 (22/ 22%)	0	0	0	0	1 (2/ 56%)	0	0	0	0	0	5 (14/ 72%)	0	0	0	6 (15/ %)
Writing	0	0	1 (100%)	0	0	0	1 (100%)	0	0	4 (36/ 36%)	0	6 (14/ 63%)	6 (37/ 50%)	0	0	16 (40/ %)
Total in Each Lesson	9 (100%)	0	1 (100%)	0	28 (41/ 80%)	39 (58/ 20)	1 (50%)	1 (50%)	1 (8/ 34%)	11 (91/ 66%)	34 (45/ 68%)	41 (54/ 68%)	16 (66/ 67%)	8 (33/ 33%)	26 (39/ 40%)	40 (60/ 60%)
Total in Each Volume	9 (3/51%)		1 (0/39%)		67 (26/17%)		2 (0/78%)		12 (4/68%)		75 (29/29%)		24 (9/40%)		66 (25/78%)	
Total: 256 (100%)																

Volume 2

This volume was authored by Ali bin Majid Al-Shureida in 2010. From a total of 12 lessons and 7 subtopics, two lessons, 6 and 10, were randomly selected, which contained 165 samples corresponding to Gardner's intelligences. According to the author's table 2-9, most of the intelligences were utilized for learning the Arabic language, with the highest shares belonging to the (linguistic-verbal) and (logical-mathematical) intelligences. This also pertains to the (grammar and structures) section, indicating the author's focus on learning language rules and the application of linguistic structures through problem-solving methods to enhance communication skills.

Table 2 - Frequency of Multiple Intelligences in Various Sections of Volume 2

Subsection of Each Lesson	Types of Intelligence																	
	Moral		Existential		Interpersonal		Musical		Intrapersonal		Naturalist		Visual-Spatial		Logical-Mathematical		Verbal-Linguistic	
	Lesson 10	Lesson 6	Lesson 10	Lesson 6	Lesson 10	Lesson 6	Lesson 10	Lesson 6	Lesson 10	Lesson 6	Lesson 10	Lesson 6	Lesson 10	Lesson 6	Lesson 10	Lesson 6	Lesson 10	Lesson 6
The Introduction	1 (33/ /34%)	0	0	0	0	0	1 (9/ /09%)	1 (9/ /09%)	1 (33/ /34%)	1 (33/ /34%)	0	0	0	0	0	0	0	0
Vocabulary	0	5 (83/ 33%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9 (36/ /02%)	10 (27/ /02%)
Grammar & Structures	0	0	0	0	0	0	0	0	0	8 (88/ 89%)	5 (71/ /43%)	0	0	15 (57/ /69%)	10 (62/ /50%)	0	4 (10/ /81%)	
Listening	0	0	0	0	0	0	10 (90/ /91%)	10 (90/ /91%)	0	0	0	0	0	0	0	0	10 (40/ %)	10 (27/ /02%)
Conversation	0	0	0	0	1 (50/ %)	2 (66/ 67%)	0	0	1 (33/ 33%)	1 (33/ 33%)	0	0	1 (100/ %)	1 (100/ %)	0	0	0	0
Reading	1 (33/ 33%)	1 (16/ 67%)	1 (100/ %)	0	0	0	0	0	0	0	0	0	0	0	3 (11/ 55%)	0	5 (20/ %)	7 (18/ 91%)
Writing	1 (33/ 33%)	0	0	0	1 (50/ %)	1 (33/ 33%)	0	0	1 (33/ 33%)	1 (33/ 33%)	1 (11/ 11%)	2 (28/ 57%)	0	0	8 (30/ 76%)	6 (37/ 50%)	1 (4/ %)	6 (16/ 24%)
Total in Each Lesson	3 (33/ 34%)	6 (66/ 66%)	1 (100/ %)	0	2 (40/ %)	3 (60/ %)	11 (50/ %)	11 (50/ %)	3 (50/ %)	3 (50/ %)	9 (56/ 25%)	7 (43/ 75%)	1 (50/ %)	1 (50/ %)	26 (61/ 91%)	16 (38/ 09%)	25 (40/ 33%)	37 (59/ 67%)
Total in Each Volume	9 (5/45%)		1 (0/60%)		5 (3/03%)		22 (13/33%)		6 (3/63%)		16 (9/69%)		2 (1/21%)		42 (25/49%)		62 (37/57%)	
Total: 165 (100%)																		

Volume 3

Volume 3 was authored by Mohammad Abdulkhaleq Mohammad Fazl in 2013. From a total of 12 lessons and 6 subcategories, lessons 4 and 8 were randomly selected. This middle volume, with a frequency of 319 samples and the application of Gardner's 8 intelligences, holds the highest statistics among the other four volumes. According to Table 9-3, the author has paid the most attention to the intelligences of (Logical-Mathematical), (Linguistic-Verbal), and (Naturalist), followed by the section (Grammar and Structures). This indicates his focus at the intermediate learning stage on solidifying linguistic rules in the mind, enhancing the learners' comprehension and discernment to use the language practically and systematically, and fostering a sequential mental framework. Grammar serves as a nourishing resource to help learners reinforce their language acquisition (Burns 2009: 76). By integrating rules and combinatorial structures with other linguistic aspects and skills, learners can confidently apply them in targeted situations and in real-life contexts (Khanh Ly 2020: 193).

Table 3 - Frequency of Multiple Intelligences in Various Sections of Volume 3

Subsection of Each Lesson	Types of Intelligence																	
	Moral		Existential			Interpersonal		Music al	Intrapersonal		Naturalist		Visual-Spatial		Logical-Mathematical		Verbal-Linguistic	
	Lesson 8	Lesson 4	Lesson 8	Lesson 4	Lesson 8	Lesson 4	Lesson 8	Lesson 4	Lesson 8	Lesson 4	Lesson 8	Lesson 4	Lesson 8	Lesson 4	Lesson 8	Lesson 4	Lesson 8	
"Pre-Listening"	0	0	0	0	0	0	5 (100%)	1 (100%)	2 (11/11%)	2 (7/69%)	0	0	6 (66/66%)	1 (100%)	6 (10%)	0	1 (4/78%)	0
Speech	0	0	0	0	1 (50%)	8 (88/89%)	0	0	1 (5/55%)	8 (30/79%)	15 (31/92%)	0	3 (33/34%)	0	0	0	0	0
Reading and Vocabulary	0	15 (88/24%)	0	1 (100%)	0	0	0	0	6 (33/33%)	10 (38/46%)	19 (40/42%)	0	0	0	7 (11/66%)	14 (23/75%)	5 (23/80%)	15 (35/73%)
Grammar	0	0	0	0	0	0	0	0	0	0	0	1 (100%)	0	0	40 (66/68%)	37 (62/71%)	6 (28/57%)	13 (30/95%)
Writing	0	1 (5/88%)	0	0	0	0	0	0	2 (11/11%)	3 (11/53%)	1 (2/12%)	0	0	0	1 (1/66%)	2 (3/38%)	2 (9/52%)	7 (16/66%)
Activities	0	1 (5/88%)	0	0	1 (50%)	1 (11/11%)	0	0	7 (38/90%)	3 (11/53%)	12 (25/53%)	0	0	0	6 (10/16%)	6 (10/16%)	7 (33/33%)	7 (16/66%)
Total in Each Lesson	0	17 (100%)	0	1 (100%)	2 (18/19%)	9 (81/81%)	5 (83/34%)	1 (16/66%)	18 (40/90%)	26 (59/10%)	47 (97/92%)	1 (2/08%)	9 (90%)	1 (10%)	60 (50/42%)	59 (49/58%)	21 (33/33%)	42 (66/67%)
Total in Each Volume	17 (5/32%)		1 (0/31%)		11 (3/44%)		6 (1/88%)		44 (13/79%)		48 (15/04%)		10 (3/18%)		119 (37/30%)		63 (19/74%)	
Total: 319 (100%)																		

Volume 4

This volume was authored in 2010 by Atta Al-Manan Abdullah Muhammad and Abdul Munaim Othman Ahmed Al-Sheikh. From a total of 12 lessons and 5 subsections, lessons 6 and 12 were randomly selected. According to Table 9-4 in this volume, only 6 out of the 10 types of intelligence, with a total of 146 instances, were addressed. The emphasis on (Verbal-Linguistic), (Intrapersonal), and (Logical-Mathematical) intelligences, followed by the section (Reading and Vocabulary), reflects the authors' efforts to empower language learners to use the language communicatively and practically, as the learner is at an advanced level. In this regard, the reading skill offers

many benefits, including increased concentration, the acquisition of new information, and the ability to connect with others. (Rintaningrum 2019)

Table 4 - Frequency of Multiple Intelligences in Various Sections of Volume 4

Subsection of Each Lesson	Types of Intelligence											
	Moral		Naturalist		Musical		Intrapersonal		Logical-Mathematical		Verbal-Linguistic	
	Lesson 12	Lesson 6	Lesson 12	Lesson 6	Lesson 12	Lesson 6	Lesson 12	Lesson 6	Lesson 12	Lesson 6	Lesson 12	Lesson 6
Reading	0	0	0	1 (50%)	0	0	5 (22/74%)	2 (11/11%)	6 (40%)	6 (85%)	23 (74/19%)	17 (68%)
Grammar	0	0	1 (100%)	1 (50%)	0	0	0	0	9 (60%)	8 (57/15%)	5 (16/12%)	5 (20%)
Oral Expression	0	0	0	0	0	0	13 (59/09%)	12 (66/67%)	0	0	0	0
Listening Comprehension	0	0	0	0	8 (100%)	9 (100%)	1 (4/54%)	1 (5/55%)	0	0	0	0
Written Expression	0	1 (100%)	0	0	0	0	3 (13/63%)	3 (16/67%)	0	0	3 (9/69%)	3 (12%)
Total in Each Lesson	0	1 (100%)	1 (33/34%)	2 (66/66%)	8 (47/05%)	9 (52/95%)	22 (55%)	18 (45%)	15 (51/72%)	14 (48/28%)	31 (55/35%)	25 (44/65%)
Total in Each Volume	1 (0/68%)		3 (2/05%)		17 (11/67%)		40 (27/39%)		29 (19/86%)		56 (38/35%)	
Total: 146 (100%)												

Volume 5

Volume Five was compiled by Nasser bin Abdullah bin Ghali in 2010. Out of a total of 12 lessons and 4 subcategories, lessons 4 and 9 were randomly selected. This final volume contains the lowest frequency of the ten types of intelligence, with a total of 99 instances. According to Table 9-5, among the approximately 7 types of intelligence utilized, the highest proportions are related to the intelligences of (Verbal-Linguistic) and (Logical-Mathematical), and the sections of (Reading and Vocabulary) and (Speaking). This indicates that in this volume, the author's focus is on the learners' ability to recognize and infer in the use of vocabulary as the building blocks of phrases, employing the second language to create coherent semantic patterns and purposeful structures, and ultimately establishing effective communication with others.

Table 5 - Frequency of Multiple Intelligences in Various Sections of Volume 5

Subsection of Each Lesson	Types of Intelligence													
	Interpersonal		Musical		Intrapersonal		Naturalist		Visual-Spatial		Logical-Mathematical		Verbal-Linguistic	
	Lesson 9	Lesson 4	Lesson 9	Lesson 4	Lesson 9	Lesson 4	Lesson 9	Lesson 4	Lesson 9	Lesson 4	Lesson 9	Lesson 4	Lesson 9	Lesson 4
Speaking	0	0	6 (100%)	4 (100%)	4 (66/68%)	2 (50%)	0	0	3 (100%)	3 (100%)	0	0	5 (23/82%)	4 (14/82%)
Reading	2 (100%)	1 (100%)	0	0	1 (16/66%)	1 (25%)	0	0	0	0	2 (13/34%)	0	15 (71/42%)	17 (62/96%)
Grammar	0	0	0	0	0	0	0	1 (100%)	0	0	13 (86/66%)	6 (100%)	1 (4/76%)	6 (22/22%)
Team Task	0	0	0	0	1 (16/66%)	1 (25%)	0	0	0	0	0	0	0	0
Total in Each Lesson	2 (66/67%)	1 (33/33%)	6 (60%)	4 (40%)	6 (60%)	4 (40%)	0	1 (100%)	3 (50%)	3 (50%)	15 (71/42%)	6 (28/58%)	21 (43/75%)	27 (56/25%)
Total in Each Volume	3 (3/03%)		10 (10/10%)		10 (10/10%)		1 (1/01%)		6 (6/06%)		21 (21/21%)		48 (48/49%)	
Total: 99 (100%)														

Table 6 - Frequency of Multiple Intelligences in Volumes 1 to 5

Types of Intelligence	Volume 5		Volume 4		Volume 3		Volume 2		Volume 1		Total
	Lesson 9	Lesson 4	Lesson 12	Lesson 6	Lesson 8	Lesson 4	Lesson 10	Lesson 6	Lesson 11	Lesson 5	
Visual-Spatial	3 (5/55%)	3 (6/66%)	0	0	9 (5/58%)	1 (0/63%)	1 (1/23%)	1 (1/19%)	34 (29/34%)	41 (29/28%)	93 (9/44%)
Musical	6 (11/11%)	4 (8/88%)	8 (10/38%)	9 (13/04%)	5 (3/08%)	1 (0/63%)	11 (13/58%)	11 (13/09%)	28 (24/13%)	39 (27/85%)	122 (12/38%)
Verbal-Linguistic	21 (38/88%)	26 (57/77%)	31 (40/28%)	25 (36/27%)	21 (12/96%)	42 (26/75%)	25 (30/90%)	37 (44/07%)	26 (22/41%)	40 (28/57%)	294 (29/88%)
Logical-Mathematical	15 (27/77%)	6 (13/37%)	15 (19/48%)	14 (20/28%)	60 (37/03%)	59 (37/57%)	26 (32/09%)	16 (19/04%)	16 (13/79%)	8 (5/74%)	235 (23/85%)
Naturalist	0	1 (2/22%)	1 (1/29%)	2 (2/89%)	47 (29/01%)	1 (0/63%)	9 (11/11%)	7 (8/33%)	1 (0/86%)	11 (7/85%)	80 (8/12%)
Intrapersonal	7 (12/99%)	4 (8/88%)	22 (28/57%)	18 (26/08%)	18 (11/11%)	26 (16/56%)	3 (3/70%)	3 (3/57%)	1 (0/86%)	1 (0/71%)	103 (10/45%)
Interpersonal	2 (3/70%)	1 (2/22%)	0	0	2 (1/23%)	9 (5/78%)	2 (2/46%)	3 (3/57%)	1 (0/86%)	0	20 (2/03%)
Existential	0	0	0	0	0	1 (0/63%)	1 (1/23%)	0	0	0	2 (0/20%)
Moral	0	0	0	1 (1/44%)	0	17 (10/82%)	3 (3/70%)	6 (7/14%)	9 (7/75%)	0	36 (3/65%)
Total	54 (5/48%)	45 (4/58%)	77 (7/81%)	69 (7%)	162 (16/48%)	157 (15/93%)	81 (8/22%)	84 (8/52%)	116 (11/77%)	140 (14/21%)	985 (100%)

The extent of the application of each type of multiple intelligence in various sections of Volumes 1 through 5 is shown. In general, there are 10 main sections categorized under these volumes. The sections (*al-Qawa'id wa al-Tarkib*) and (*al-Qira'a wa al-Alfaz*) with 225 and 223 instances of intelligence respectively, have the highest share, while the sections (*al-Ta'bir al-Shafahi*) and (*al-Muqaddima*) with 25 and 5 instances of intelligence respectively, have the lowest share. Given the nature of language learning in this educational series, it seems the authors place significant emphasis on enhancing verbal skills, understanding and familiarization with new vocabulary, improving analytical skills, and inference abilities within the practical application of Arabic grammar rules for non-Arabic speakers.

The diversity in applying most of Gardner's intelligences across different sections not only increases the attractiveness of the book but also leads to more effective and practical learning of the Arabic language. According to the statistics in this table, the authors of this series strive to teach the section (*al-Qawa'id wa al-Tarkib*) using problem-solving and reasoning methods in the (Logical-Mathematical) intelligence with 147 examples. In the section (*al-Istima*) to strengthen learners' listening skills, they utilize the (Musical) intelligence with 60 examples. In the sections (*al-Qira'a wa al-Alfaz*), (*al-Nashatat*), (*al-Kitabah*) and to enhance speaking and writing skills, they use the (Linguistic-Verbal) intelligence with 162 examples. In the section (*al-Ta'bir al-Shafahi*), they use the (Intrapersonal) intelligence with 25 examples, in the section (*al-Mufradat*) the (Visual-Spatial) intelligence with 52 examples, in the section (*al-Kalam*) the (Naturalist) intelligence with 15 examples, and in the section (*al-Tahadduth*) the (Linguistic-Verbal), (Intrapersonal), and (Musical) intelligences with 10 examples each.

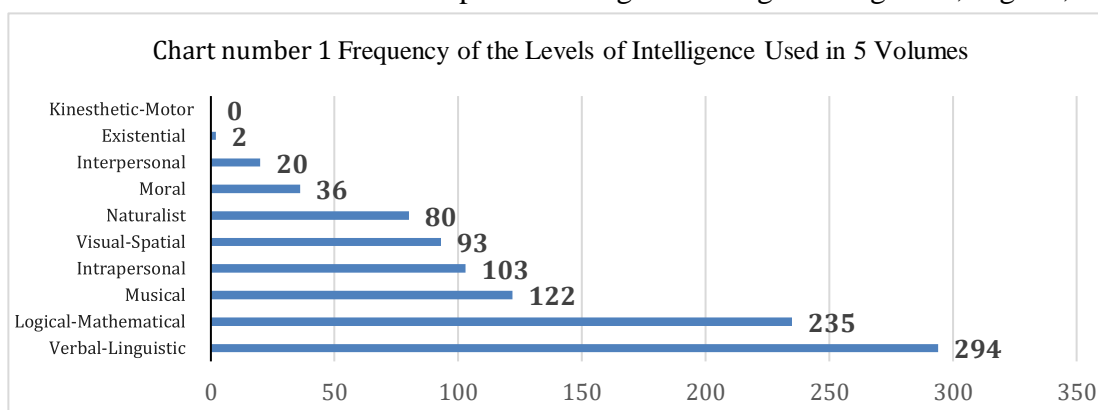
There is a satisfactory alignment and coordination between the content of the educational sections of this series and the intelligences utilized.

Table 7 - Frequency of Multiple Intelligences in Subsections of Volumes One to Five

Subsection of Each Lesson	Types of Intelligence									Total
	Existential	Moral	Visual-Spatial	Musical	Interpersonal	Intrapersonal	Naturalist	Logical-Mathematical	Verbal-Linguistic	
The Introduction	0	1 (2/85%)	0	2 (1/63%)	0	2 (1/94%)	0	0	0	5 (0/50%)
Vocabulary	0	9 (25/74%)	52 (55/91%)	49 (40/19%)	0	0	6 (7/50%)	0	38 (12/83%)	154 (15/63%)
Listening	0	3 (8/57%)	19 (20/43%)	60 (49/18%)	0	6 (5/85%)	0	5 (2/13%)	26 (8/78%)	119 (12/08%)
Speech	0	0	3 (3/22%)	0	9 (45%)	9 (8/73%)	15 (18/75%)	0	1 (0/33%)	37 (3/80%)
Grammar & Structures	0	0	0	0	0	0	19 (23/75%)	147 (62/86%)	59 (19/93%)	225 (22/84%)
Speaking	0	0	8 (8/60%)	10 (8/19%)	3 (15%)	10 (9/70%)	0	9 (3/84%)	10 (3/37%)	50 (5/07%)
Reading and Vocabulary	2 (100%)	19 (54/28%)	5 (5/37%)	1 (0/81%)	3 (15%)	25 (24/27%)	20 (25%)	38 (16/23%)	110 (37/21%)	223 (22/63%)
Writing	0	2 (5/71%)	6 (6/47%)	0	3 (15%)	14 (13/59%)	8 (10%)	23 (9/82%)	38 (12/83%)	94 (9/54%)
Oral Expression	0	0	0	0	0	25 (24/27%)	0	0	0	25 (2/53%)
Activities	0	1 (2/85%)	0	0	2 (10%)	12 (11/65%)	12 (15%)	12 (5/12%)	14 (4/72%)	53 (5/38%)
Total	2 (0/20%)	35 (3/55%)	93 (9/44%)	122 (12/38%)	20 (2/03%)	103 (10/45%)	80 (8/15%)	234 (23/75%)	296 (30/05%)	985 (100%)

The extent of application of the ten intelligences in Volumes 1 through 5 is shown. The most frequent use of intelligences, especially in the early volumes, corresponds to the (Linguistic-Verbal) intelligence with 294 instances, the (Logical-Mathematical) intelligence with 235 instances, and the (Musical) intelligence with 122 instances. This highlights the importance of enhancing verbal ability, inference skills in identifying language principles, strengthening cognitive and listening skills in learners when dealing with a second language, and developing communication skills with Arabic speakers, which are considered primary objectives of this Arabic language educational series.

Considering that the initial volumes are designed for beginner levels and learners have less understanding and skills when encountering the target language, it is appropriate for the authors to focus on visual-spatial intelligence alongside linguistic, logical, and



musical intelligences. This approach aims to facilitate the learning process and make the content more tangible and concrete through images that match the needs and perceptions of the language learners.

Volumes 4 and 5, while considered more advanced in Arabic language education, exhibit a lower frequency of intelligence types. They primarily focus on verbal-linguistic intelligence (with 103 examples) and intrapersonal intelligence (with 51 examples), aiming to enhance learners' communication skills. The lower frequency of intelligence types in these volumes is attributed to the reduction in lesson topics (such as speaking,

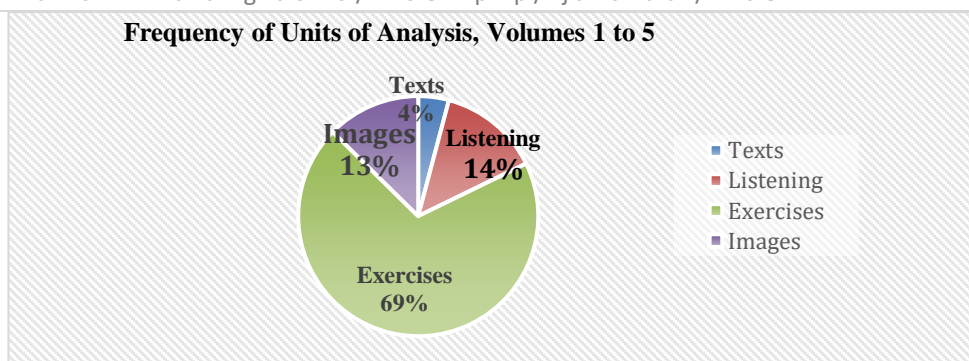
reading, grammar, and team tasks), suggesting that the authors' attention is more on the quality of content delivery rather than its quantity. Their goal is to achieve metacognitive levels, promote communicative and social interaction, and improve writing and speaking skills, while also introducing more advanced language rules for professional learners. It would be beneficial for this volume to pay more attention to incorporating exercises that address the diversity of the ten intelligences, thereby providing a more suitable framework for deeper understanding and more precise application of educational materials.

Bodily-kinesthetic intelligence is the only type of intelligence not found in any of the five volumes. It is worth noting that the authors should consider incorporating this intelligence through exercises such as written imitation of vocabulary, designing craft activities like complex vocabulary flashcards, and conducting collaborative and group activities such as theater, which facilitate the transmission of complex concepts."

According to Table 8, the quantitative and qualitative analysis of the first to fifth volume units (exercises, listening, images, and texts) shows that they are generally aligned with the intelligences (spatial, linguistic, and musical). The largest share is attributed to (exercises) with a frequency of 540 samples, which, by integrating listening and visual skills, particularly in the first three volumes, enhances the speed and depth of language learning. Additionally, these exercises feature targeted variety (multiple-choice questions, descriptive questions, fill-in-the-blanks, etc.), which prevents monotony in the books, increases their appeal, reduces learner fatigue, and boosts enthusiasm for solving exercises. The (listening) section, primarily aligned with (musical) intelligence and with a frequency of 106 samples, ranks second and is prioritized over visual skills to help learners become familiar with new vocabulary and pronunciation, and to foster a deeper connection with the Arabic language. (Images), mostly aligned with spatial visual intelligence and with a frequency of 98 samples, rank third and have the highest frequency in the first volume, matching the audience's level. A weakness of the fourth volume is its lack of coverage of this educational unit. (Texts), aligned mainly with (verbal-linguistic) intelligence and with a frequency of 32 samples, have the lowest frequency. However, the quality of these texts compensates for their lower quantity, as they offer variety, appeal, and unique features tailored to the learning topic of each lesson and include important and frequently used vocabulary along with moral points. Therefore, the quantity and quality of all four units of the book, based on educational standards including multiple intelligences, are appropriate, and the highest frequency of all four units in the first volume, as the foundational stage in Arabic language instruction, is prominent. Overall, there is a satisfactory alignment between the levels of the books and their content with the four units and Gardner's intelligences.

Table 8 - Frequency of Units in Volumes 1 to 5

Lesson Units	Volume 1		Volume 2		Volume 3		Volume 4		Volume 5		Total
	Lesson 5	Lesson 11	Lesson 6	Lesson 10	Lesson 8	Lesson 4	Lesson 6	Lesson 12	Lesson 4	Lesson 9	
Texts	4 (2/87%)	2 (2/06%)	2 (3/63%)	2 (3/92%)	7 (7%)	4 (3/47%)	2 (3/13%)	3 (4/41%)	3 (7/14%)	3 (6/66%)	32 (4/12%)
Exercises	52 (37/41%)	35 (36/08%)	45 (81/81%)	42 (82/35%)	81 (81%)	109 (94/81%)	54 (84/37%)	57 (83/83%)	32 (76/20%)	33 (73/33%)	540 (69/58%)
Images	47 (33/83%)	34 (35/05%)	2 (3/63%)	1 (1/96%)	7 (7%)	1 (0/86%)	0	0	3 (7/14%)	3 (6/66%)	98 (12/65%)
Listening	36 (25/89%)	26 (26/81%)	6 (10/93%)	6 (11/77%)	5 (5%)	1 (0/86%)	8 (12/50%)	8 (11/76%)	4 (9/52%)	6 (13/35%)	106 (13/65%)
Total	139 (17/91%)	97 (12/50%)	55 (7/08%)	51 (6/57%)	100 (12/88%)	115 (14/86%)	64 (8/24%)	68 (8/76%)	42 (5/41%)	45 (5/79%)	776 (100%)



Given the global reach of this educational book, it is recommended that researchers assess reputable Arabic language teaching books based on modern theories and strategies that focus on learners' needs, motivations, and levels of language acquisition. Additionally, curriculum designers and foreign language instructors are encouraged to consider Gardner's theory of "Multiple Intelligences" and its profound impact on enhancing language learning skills.

CONCLUSION

The "*Al-Arabiyya lil-'Aalim*" series is identified as a rich and suitable resource for teaching the Arabic language, aiming to establish the four language skills of listening, speaking, reading, and writing at various levels of linguistic proficiency, including cognitive and metacognitive aspects (such as thinking, reasoning, and conceptual understanding), through Gardner's ten intelligences. Additionally, it adheres to principles of holistic communication, balance, and logical sequencing (from difficulty to ease), providing a framework for deep and sustained learning through four components: texts, images, exercises, and auditory activities. Moreover, it seeks to model and guide teachers based on active teaching methods and to enhance the quality of Arabic language skill transfer in alignment with educational goals and the learners' talents and needs.

The application of Gardner's ten intelligences in five volumes and 10 random lessons of the "*Al-Arabiyya lil-'Aalim*" educational book. According to the frequency of 985 intelligences used, the highest frequency is found in the third volume with 319 instances, while the lowest is in the fifth volume with 99 instances. It appears that the third volume, as a strategic volume and a transitional point between the introductory and advanced stages of language learning, has a high frequency of intelligences, especially logical-mathematical and linguistic-verbal intelligences, indicating the author's efforts to enhance the learners' reasoning and comprehension abilities. Conversely, the fifth volume, with the lowest frequency of intelligences and a greater focus on linguistic-verbal intelligence, aims to apply Arabic language principles to improve communication skills, although it would have been beneficial to use a richer variety of the ten intelligences, especially interpersonal and existential intelligences, in this advanced volume.

In the examined series, the highest statistics pertain to linguistic-verbal intelligences with 294 instances, logical-mathematical intelligences with 235 instances, and musical intelligences with 122 instances. This reflects the authors' emphasis on mental thinking and analysis processes, recognition, problem-solving, and inference, as well as enhancing listening skills, vocabulary knowledge, and effective communication for learning Arabic. Additionally, the authors have focused on enabling learners to compare and categorize linguistic elements (naturalistic intelligence), strengthen self-awareness and personal

traits (intrapersonal intelligence), understand social interactions (interpersonal intelligence), increase accuracy in visual imagery and spatial perception (visual-spatial intelligence), and develop moral virtues (moral intelligence). However, the authors' attention to evaluative and judgment skills (existential intelligence) is minimal, and motor activities (bodily-kinesthetic intelligence) are not addressed at all.

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