

Content Analysis of the Fourth-Year Primary Arabic Language Textbook in Light of Multiple Intelligences Indicators

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ABSTRACT

The present study aimed to identify the indicators of Multiple Intelligences embedded in the Arabic Language Activities textbook for the fourth year of primary education. To achieve the objectives of the study, a content analysis instrument was employed, consisting of a list of Multiple Intelligences indicators developed by the researcher after reviewing numerous previous studies. The validity and reliability of the instrument were also established. The content analysis method, considered appropriate for the subject and sample of the study, was applied to the school textbook for the 2020/2021 academic year. Statistical analysis was conducted using the Soltis, Azoff, and Mira (1977) equation, along with frequency counts and percentages. The findings revealed the presence of Multiple Intelligences indicators in the activities of the Arabic language textbook. The results also showed varying levels of representation of the different intelligences, with linguistic intelligence recording the highest percentage (33.04%) and musical intelligence the lowest (4.56%).

Keywords: Indicators; Multiple Intelligences; Content Analysis.

1. Research Problem

Since its emergence and implementation in numerous educational systems, the Theory of Multiple Intelligences has brought about a significant transformation in education. It has made school more appealing to learners and enabled them to achieve self-realization through engaging in diverse activities that reflect their interests and learning styles. Consequently, the theory has gained widespread acceptance. It has become no longer appropriate to speak of a single form of intelligence, as proposed by Jean Piaget, measured solely by intelligence quotient (IQ) and classified as either low or high intelligence. Instead, intelligence is viewed as multiple and culturally diverse. While Western culture emphasizes logical-mathematical intelligence, other cultures may value philosophical or artistic intelligence. Therefore, reconsidering the traditional concept of intelligence has become essential, as it contributes positively to the educational process by uncovering learners' abilities in various domains. Such a perspective should be reflected in school curricula, which aim to develop learners' personalities, enhance their abilities, broaden their cognitive capacities, and expand their scientific and cultural horizons. Consequently, all aspects of the educational process, particularly curricula, require continuous development. Afana (2003) emphasized the necessity of developing knowledge-based curricula to achieve a balanced representation of all types of Multiple Intelligences by addressing learners according to their dominant intelligences through instructional strategies suited to their development.

Several studies, including those by Al-Shuboul (2013), Katfan (2016), and Al-Arnousi (2018), stressed the importance of integrating Multiple Intelligences into school curricula. Their findings

highlighted the value of teaching based on Multiple Intelligences as an educational framework centered on the learner, enabling them to work, produce, and communicate in ways that promote self-fulfillment and satisfy their needs. As a result, the theory has attracted considerable attention within educational circles. It represents a cognitive model explaining how individuals employ their intelligences to solve problems. It can therefore be argued that Gardner's Theory of Multiple Intelligences does not identify a single intelligence suitable for a person; rather, it proposes that every individual possesses varying capacities across different types of intelligences.

One of the major reasons for the limited implementation of the Theory of Multiple Intelligences may be its insufficient integration into educational content. Accordingly, the present study sought to analyze the content of the Arabic Language Activities textbook for the fourth year of primary education. Content analysis is regarded as highly important because it serves as a diagnostic and developmental process aimed at improvement. A well-designed textbook contributes to enhancing the quality of education while fostering learners' thinking abilities throughout their educational journey. Based on this rationale, the study addressed the following research questions:

- What Multiple Intelligences indicators are included in the Arabic Language Activities textbook for the fourth year of primary education?
- To what extent are the Multiple Intelligences indicators represented in the Arabic Language Activities textbook for the fourth year of primary education?

2. Research Objectives

The objectives of this study are as follows:

- To analyze the content of the Arabic Language Activities textbook for the fourth year of primary education.
- To identify the Multiple Intelligences indicators included in the Arabic Language Activities textbook for the fourth year of primary education.
- To determine the extent to which the Arabic language textbook incorporates Multiple Intelligences and to identify the most frequently represented types of intelligences in the textbook.
- To provide a list of Multiple Intelligences indicators found in the Arabic Language Activities textbook for the fourth year of primary education.

3. Significance of the Study

- To highlight the importance of incorporating diverse types of intelligence into the Arabic language textbook and its activities, enabling learners to perform according to their individual strengths.
- To demonstrate how the integration of Multiple Intelligences into the Arabic language textbook provides a richer understanding of learners' abilities and their potential for success.
- To emphasize that addressing Multiple Intelligences in educational content creates a positive learning environment by offering learners greater opportunities for creativity and innovation.
- To shed light on the content analysis method and its role in systematically and scientifically analyzing educational content.
- To identify the Multiple Intelligences represented in the activities textbook and emphasize their importance in revealing pupils' interests and cognitive abilities.

4. Operational Definitions

- **Indicators:** Indicators refer to measurable information, characteristics, and data that determine the overall status of a given phenomenon or characteristic to be examined through the extent to which the Arabic Language Activities textbook incorporates Multiple Intelligences indicators. They are represented by the scores obtained through the study instrument.
- **Multiple Intelligences:** Multiple Intelligences refer to a set of cognitive abilities that should be incorporated into the content of the Arabic Language Activities textbook for the fourth year of primary education. These intelligences interact with one another to help pupils solve problems and achieve intended learning outcomes. They include **linguistic intelligence, musical-rhythmic intelligence, logical-mathematical intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence.**
- **Language Activities:** Language activities are learning processes accompanying formal instruction and consist of a set of procedures and practices acquired by learners through Arabic language activities, including **composition, dictation, grammar, reading, and writing.**
- **Content Analysis:** Content analysis is defined as a scientific tool used to describe the content of the Arabic Language Activities textbook for the fourth year of primary education in a quantitative and objective manner according to the Multiple Intelligences framework, including **linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, musical-rhythmic, interpersonal, intrapersonal, and naturalistic intelligences**, excluding the introduction and table of contents.

THEORETICAL FRAMEWORK AND PREVIOUS STUDIES

1. The Concept of Multiple Intelligences (According to Gardner)

Since Alfred Binet and a group of his colleagues developed the first intelligence test in 1904, the concept of general intelligence dominated most educational and psychological studies until Howard Gardner introduced his theory in *Frames of Mind* (1983). Gardner defined intelligence as the ability to solve problems or create products that are valued within one or more cultural settings. Through this definition, Gardner highlighted the fact that most theories of intelligence had focused primarily on problem-solving while neglecting the creation of valuable products.

These theories also assumed that intelligence could be clearly identified and fully understood regardless of what was valued—or not valued—in particular cultures or historical periods.

Nearly two decades later, Gardner proposed a more precise definition of intelligence, describing it as a biopsychological potential for processing information that can be activated in a cultural setting to solve problems or create products that are valued within that culture. This subtle modification in the definition is significant because it suggests that intelligences are not tangible entities that can be directly observed or counted; rather, they are potentials presumed to have a neural basis. These potentials may or may not be activated depending on:

- Specific cultural values.
- The opportunities available within that culture.
- Personal decisions made by individuals themselves, their families, school teachers, or other influential people. (Al-Damardash, 2008, p. 31).

Gardner further emphasized that intelligence is the result of accumulated knowledge about the human brain and human cultures rather than a product of preconceived definitions or factor analyses of intelligence test scores. Consequently, he argued that intelligence should be assessed through fair methods that measure intelligence directly, rather than indirectly through linguistic or logical abilities alone, as is commonly the case with traditional tests that rely primarily on reading and writing.

Gardner (1997, p. 396) also argued that psychologically typical individuals are capable of utilizing all of their intelligences. However, people differ in their intelligence profile, which represents a unique combination of relatively strong and relatively weak intelligences that they employ to solve problems or produce meaningful work. These relative strengths and weaknesses contribute to understanding and appreciating individual differences.

In developing his theory, Gardner sought to broaden the traditional conception of intelligence. The most significant impact of his theory has been in the field of education. Within only a few years of the publication of the theory in 1983, numerous schools reorganized their curricula and instructional activities based on the principles of Multiple Intelligences. They also restructured educational opportunities and related skills according to the different types of intelligences. Although schools implemented the theory in various ways, they all shared the common objective of helping children grow and learn by making the best use of their diverse intelligences.

Obeidat Abu Al-Sameed (2005) defined Multiple Intelligences as the view that human beings do not possess a single form of intelligence. Rather, they are born with the potential for multiple intelligences. Initially, eight intelligences were identified, giving rise to what became known as the Theory of Multiple Intelligences, which was later adopted as an instructional strategy to address individual differences among learners (Al-Sumaili & Al-Zahrani, 1434 AH, pp. 8–9).

2. Main Features of the Theory of Multiple Intelligences

There are several fundamental principles related to the Theory of Multiple Intelligences that should be highlighted because of their importance. These principles go beyond merely describing the seven intelligences and their theoretical foundations.

2.1. Every Individual Possesses All Multiple Intelligences

The Theory of Multiple Intelligences is not a typological theory that identifies a single intelligence best suited to an individual. Rather, it is a theory of cognitive functioning, proposing that every individual possesses capacities in all forms of intelligence. Naturally, these intelligences work together in a unique way for each person. Some individuals demonstrate exceptionally high levels of functioning in all or most intelligences. One example is the German poet Johann Wolfgang von Goethe, who excelled as a poet, statesman, natural scientist, and philosopher. Conversely, others display very low levels of functioning across these intelligences, such as individuals with developmental disabilities who appear to lack most characteristics of the intelligences except for their most basic forms. Most people, however, fall somewhere between these two extremes, exhibiting high ability in some intelligences, average ability in others, and relatively lower ability in the remaining ones.

2.2. Most People Can Develop Every Intelligence to an Appropriate Level of Competence

Although individuals may regret their weaknesses in a particular area and consider their difficulties to be innate and difficult to overcome, Gardner suggests that every person has the potential to develop all multiple intelligences to a reasonably high level of performance, provided they receive appropriate encouragement, enrichment, and instruction. He cites the Suzuki Talent Education

Program as an example of how individuals with relatively modest innate or biological musical abilities can achieve advanced levels of competence and mastery in playing instruments such as the violin or piano through a combination of appropriate environmental influences. Similar educational models, according to Gardner, can also be applied to the development of other intelligences.

2.3. The Intelligences Usually Work Together in Complex Ways

Gardner explains that the intelligences constantly interact with one another. For example, preparing a meal requires an individual to read a recipe (linguistic intelligence), divide the recipe into portions (logical-mathematical intelligence), prepare a meal that satisfies all family members (interpersonal intelligence), while also considering their own preferences (intrapersonal intelligence). Likewise, participating successfully in sports involves bodily-kinesthetic intelligence (such as running, throwing, and catching a ball), spatial intelligence (orienting oneself on the playing field and anticipating the trajectory of the ball), as well as linguistic intelligence and interpersonal intelligence to communicate effectively and resolve conflicts during the game. Gardner discusses each intelligence separately only to facilitate the study of its distinctive characteristics and to explain how each can be effectively utilized.

2.4. There Are Many Ways to Be Intelligent Within Each Type of Intelligence

There is no standardized set of characteristics that an individual must possess to be considered intelligent in a particular domain. For example, a person may have limited reading ability yet possess outstanding linguistic intelligence because they can tell engaging stories or have an extensive spoken vocabulary. Similarly, someone may perform poorly in athletic competitions but still demonstrate high bodily-kinesthetic intelligence through activities such as weaving a carpet or crafting intricate designs on a chessboard. The Theory of Multiple Intelligences emphasizes the richness and diversity of the ways in which people express their talents across different intelligences, as well as the interrelationships among these intelligences.

3. Fundamental Principles of the Theory of Multiple Intelligences

The fundamental principle emphasized by Gardner (1983) in the Theory of Multiple Intelligences is that individuals possess abilities beyond the linguistic and logical-mathematical capacities traditionally measured through standardized tests. These abilities enable individuals to solve problems and create products that are valued within society. Gardner based his theory on several fundamental principles, including the following:

- Intelligence is not a single entity; rather, it consists of multiple and distinct types.
- Every individual is unique and possesses a distinctive and dynamic combination of different intelligences.
- The various types of intelligence differ in terms of their growth and development, both internally and externally.
- All types of intelligence are dynamic and continuously evolving.
- Different types of intelligence can be identified, distinguished, described, and defined.
- Every individual deserves the opportunity to recognize, develop, and enhance their own intelligences.
- The use of one particular type of intelligence contributes to the improvement and development of other intelligences.

- The breadth and diversity of an individual's cultural background play a fundamental role in knowledge acquisition in general and in the development of each type of intelligence in particular.
- All forms of intelligence provide individuals with alternative resources and latent capacities that enable them to become more fully developed human beings, regardless of age or circumstances.
- No intelligence exists in a completely pure or isolated form.
- The developmental humanistic perspective can be applied to the Theory of Multiple Intelligences.
- The understanding of multiple intelligences may evolve as knowledge about the theory itself advances.
- Every individual possesses all eight intelligences. These intelligences work together in unique ways for each person. Some individuals demonstrate exceptionally high levels across all eight intelligences, whereas others, such as residents of specialized care institutions, may exhibit very limited functioning in most of them. However, the majority of individuals fall somewhere between these two extremes.

Gardner also argued that intelligence is composed of specific components that constitute intelligent behavior, namely:

- The ability to create meaningful and influential products or to develop innovative methods and approaches for presenting and solving problems.
- The ability to solve problems and deal with situations with an emphasis on quality rather than quantity, through careful analysis and thoughtful examination of the methods used in problem-solving.
- The ability to formulate new problems and situations that contribute original ideas or generate new knowledge. (Ghazawi & Shahrour, 2015, p. 37).

4. Indicators for Identifying Multiple Intelligences among Learners

Educational practice, classroom instruction, and teachers' daily interaction with learners at different educational levels enable them to identify the various types of intelligences possessed by their students. In addition, assessment tools and information collected from multiple sources, particularly family members, help clarify learners' interests and inclinations. The following are some behavioral indicators that facilitate the identification of the different types of intelligences among learners.

Linguistic Intelligence

Linguistic intelligence can be identified in a learner through the following indicators:

- The ability to memorize quickly.
- Enjoyment of speaking and communicating.
- Interest in listening to recordings and engaging in language games.
- Demonstrating an expanding vocabulary.
- Enjoyment of reading signs and labels.
- Enthusiasm for telling stories.

Logical-Mathematical Intelligence

This type of intelligence can be recognized through the following indicators:

- Curiosity about cause-and-effect relationships.

- Classifying different objects into categories.
- Using reasoning and experimentation.
- A desire to detect errors in surrounding objects or situations.
- A preference for reading science books more than other types of books. (Ouzi, 2015, p. 155)

Visual-Spatial Intelligence

Indicators of visual-spatial intelligence include the following characteristics:

- Great enjoyment of drawing and coloring.
- The ability to form clear mental images.
- Good performance in geography.
- Skill in playing visual games and solving visual puzzles.
- Interest in studying maps, charts, and pictures.
- Strong observation skills regarding visual elements in the surrounding environment, such as shop signs, street names, and billboards.
- The ability to determine the location of objects and identify directions.

Musical Intelligence

Indicators of musical intelligence include:

- Playing musical instruments.
- Remembering melodies and singing songs accurately.
- Recognizing when a melody is out of tune.
- Enjoying listening to music and being able to explain preferences for particular melodies.
- Frequently singing or humming spontaneously and responding physically to music by moving, swaying, or clapping.
- The ability to compose simple melodies.

According to Hubbard and Newell, instructional strategies based on musical intelligence include:

- Songs and chants.
- The use of music during instruction.
- Musical games.
- Creating new melodies to teach concepts and vocabulary. (Al-Anizat, 2009, p. 44)

Bodily-Kinesthetic Intelligence

This intelligence can be identified through the following indicators:

Individuals with this intelligence often begin walking at an early age and dislike remaining inactive for long periods. They are naturally attracted to sports and physical activities and are constantly active. They enjoy dancing and creative movement, prefer working with their hands through activities such as modeling clay and painting, enjoy being in open spaces, and often need movement in order to think effectively. They frequently use hand and body gestures while thinking and prefer touching objects as part of the learning process. They also enjoy physical adventures such as climbing trees or mountains, possess good motor coordination, frequently achieve precision in their movements, and prefer experimenting with objects rather than merely hearing or reading about them. (Ouzi, 2015, p. 156)

Additional indicators include:

- Participating in sports and spending leisure time engaged in physical games.

- Using body posture, facial expressions, and gestures to communicate ideas.
- Gathering information through physical interaction with others.
- Demonstrating good balance and coordination.
- Moving easily within surrounding spaces.
- Showing proficiency in activities requiring fine motor skills, such as sewing.
- Excelling in manual and handicraft activities.

Instructional strategies associated with bodily-kinesthetic intelligence include:

- Using body language and physical responses.
- Role-playing.
- Movement-based concepts.
- Physical education activities.
- The use of concrete materials.
- Classroom drama. (Al-Anizat, 2009, p. 46)

Interpersonal Intelligence

Indicators of interpersonal intelligence include:

- Enjoying building social relationships with others.
- Accurately recognizing and responding to other people's emotions and moods.
- Effectively organizing the activities of others at school or within the community.
- Successfully resolving conflicts among peers.
- Enjoying participation in clubs and associations.
- Preferring cooperative games and group activities.
- Enjoying leadership roles in situations requiring decision-making.
- Assisting peers in solving problems and providing guidance.

Instructional strategies related to interpersonal intelligence include:

- Brainstorming sessions.
- School clubs.
- Cooperative games.
- Interactive programs and interpersonal interaction.
- Peer learning and collaboration.

Intrapersonal Intelligence

According to Chapman (1993), indicators of intrapersonal intelligence include:

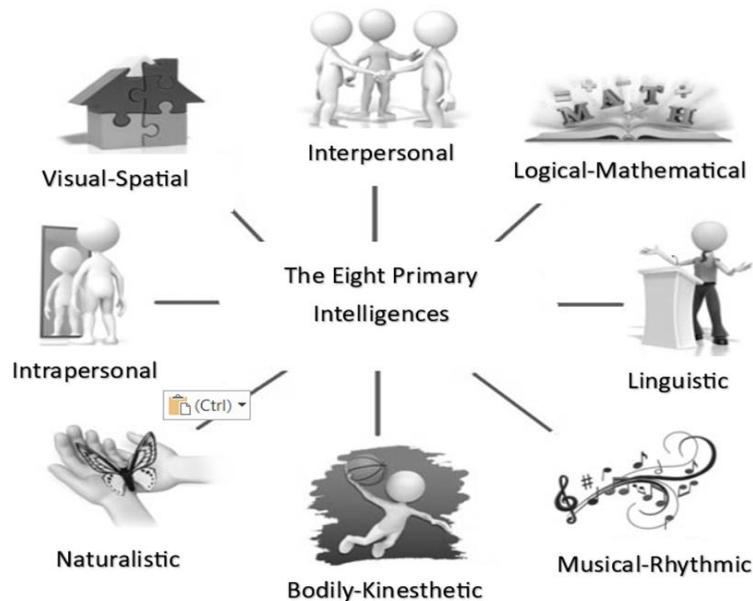
- A strong sense of independence in thoughts and actions.
- The ability to describe personal feelings accurately.
- Strong intuition.
- High intrinsic motivation.
- The ability to set personal goals and plan for achieving them.
- Engaging independently in favorite hobbies, games, or activities without supervision or support from others. (Al-Anizat, 2009, pp. 47–48)

Naturalistic Intelligence

Naturalistic intelligence can be identified through the following characteristics:

Learners with this intelligence show interest in plants and animals and enjoy caring for them. They are enthusiastic about observing, organizing, and classifying living organisms into categories. They enjoy spending time in nature, comparing different forms of life, and reading books related to nature. (Ouzi, 2015, p. 157)

In conclusion, the diversity of the Multiple Intelligences demonstrates that individuals may excel in all intelligences or specialize in one or several of them. Intelligence is therefore no longer viewed as a single general ability but rather as a set of multiple and diverse capacities.



4. Educational Significance of Multiple Intelligences

Educational applications of the Theory of Multiple Intelligences have demonstrated their effectiveness in several areas, including:

- Improving students' academic achievement and increasing their interest in scientific and educational content.
- Providing the possibility of using Multiple Intelligences as an instructional approach that incorporates diverse teaching methods.

Since its introduction, Gardner's Theory of Multiple Intelligences has attracted considerable attention from educators and professionals in the field of education. Gardner placed particular emphasis on assessment, arguing that evaluation should encompass all types of intelligence in order to develop an intelligence profile for each individual. Accordingly, the primary purpose of assessment is to help individuals identify their various abilities and develop them in ways that enable them to achieve their personal goals.

With regard to its educational significance, the Theory of Multiple Intelligences highlights the following points:

1. The Theory of Multiple Intelligences is considered a cognitive model that explains how individuals use their multiple intelligences to solve problems. It focuses on the mental processes involved in analyzing a learning situation and arriving at appropriate solutions. An individual's learning style is therefore viewed as the combination of intelligences they employ in a given learning context.

2. The theory enables teachers to broaden their instructional strategies, allowing them to reach a larger number of learners with different intelligence profiles and learning styles.
3. The Theory of Multiple Intelligences provides a flexible model of learning that is not governed by rigid rules, except for the fundamental principles on which the theory is based. (Ben Ouza, 2018, p. 68).

5. Multiple Intelligences in School Curricula

Implementing a curriculum based on the Theory of Multiple Intelligences can be achieved through several approaches that focus primarily on the **teacher** and the **learning environment**.

5.1. The Teacher

The teacher's role varies according to each type of intelligence while presenting knowledge. Initially, teachers may adapt the traditional curriculum by creating opportunities for learners to employ different intelligences throughout a lesson or an academic year. They can also expose students to multiple intelligence experiences by establishing eight learning centers within the classroom, with each center focusing on a specific type of intelligence. Another approach involves using the Multiple Intelligences framework when planning instructional units. In this case, the teacher develops learning tasks for each key concept by drawing upon every type of intelligence. Students are then encouraged to complete these diverse tasks, enabling them to develop a comprehensive and meaningful understanding of the unit's central ideas. (Al-Khaffaf, 2011, p. 308).

A comparison between a teacher in a Multiple Intelligences classroom and one in a traditional language-oriented classroom reveals substantial differences. In the traditional classroom, the teacher typically lectures from the front of the class, writes on the board, asks students questions about assigned readings or distributed handouts, and waits while students complete written assignments. In contrast, the Multiple Intelligences teacher continuously varies instructional methods, moving from linguistic to visual-spatial and musical-rhythmic approaches, often combining several intelligences in creative ways.

Such a teacher may spend part of the lesson explaining concepts and writing on the board—which remains a legitimate instructional method, although often overused—but also draws illustrations, presents educational videos, and incorporates music to introduce a topic, emphasize key ideas, or create an appropriate learning atmosphere. Practical learning experiences are also provided by encouraging students to move around the classroom, exchange tangible learning materials, construct physical models that demonstrate understanding, and engage actively with the learning content.

Students interact with one another through pairs, small groups, or larger collaborative groups. The teacher also allocates time for self-reflection, independent work, and connecting personal experiences and emotions with the content being studied.

The use of instructional programs based on the Theory of Multiple Intelligences contributes to better retention of learned material, improved recall, a more positive classroom climate, increased motivation to learn, and higher academic achievement because teachers employ instructional strategies that strengthen students' understanding.

For example, how can language arts be taught effectively if students lack reading, writing, or oral communication skills? In such circumstances, access to knowledge becomes limited. Similarly, just as educators recognize that developing literacy and mathematical skills requires systematic

instruction, the same principle applies to every type of intelligence. If students are expected to utilize their intellectual capacities in an integrated manner, they should receive instruction that develops each intelligence as deliberately as literacy and numeracy are taught.

For instance, if educators wish to develop students' visual-spatial intelligence, learners should be taught skills such as imagination, visual representation, image processing, and spatial orientation. Likewise, developing musical-rhythmic intelligence requires instruction in recognizing different sounds and melodies as well as composing melodies using various rhythmic patterns. (Al-Khaffaf, 2011, p. 310).

Jaber Abdel Hamid (2003) further emphasized that teaching in light of the Theory of Multiple Intelligences enables teachers to employ a flexible set of instructional strategies, allowing them to select activities that suit both their unique teaching style and educational philosophy, provided that such a philosophy does not assume that all children learn in the same manner. (Jaber, 2003, p. 86).

5.2. The Learning Environment

The learning environment refers to the general atmosphere prevailing within the classroom. It encompasses not only the physical setting but also the emotional and psychological climate in which teachers and learners interact while using diverse resources, tools, and information to achieve educational objectives.

In his book *The Unschooled Mind*, Gardner stated that the primary function of schools is to develop learners' capacity to think within the major academic disciplines. Genuine understanding of knowledge in these disciplines differs fundamentally from the memorization- and recitation-based approaches commonly found in traditional schools.

Organizing the learning environment according to the Theory of Multiple Intelligences increases learners' interest in educational experiences, thereby sustaining their motivation to learn and enabling them to acquire additional knowledge, skills, and attitudes. One of the most effective approaches is the use of **learning centers**, whereby the classroom includes seven or nine activity centers, each designed to develop a particular type of intelligence, as follows:

- **Language Activities Center:** Provides educational tools and play activities such as miniature animal models, movable toys, furniture models, and dolls.
- **Mathematics Activities Center:** Learners receive sets of geometric shapes, including triangles, squares, rectangles of different sizes, and other geometric figures.
- **Logical Activities Center:** Includes mathematical activities in which learners construct geometric shapes using provided pieces, allowing teachers to observe their reasoning and construction abilities.
- **Spatial Activities Center:** Utilizes colored cards of different shapes, sizes, and designs. Learners construct objects such as mountains, animals, or other items of their own choosing.
- **Bodily-Kinesthetic Activities Center:** Evaluates learners' motor performance and physical coordination through movement-based activities in addition to previously mentioned tasks.
- **Personal and Social Activities Center:** Assesses intelligence, behavior, and interpersonal interaction by engaging learners in cooperative play groups to complete mathematical, linguistic, spatial, and physical activities.

Research has demonstrated the effectiveness of translating Multiple Intelligences into structured play activities that can be observed and assessed efficiently while simultaneously identifying learners' talents and creative abilities in each specific domain.

In light of the Theory of Multiple Intelligences, the curriculum should be reviewed and developed as follows:

- Develop the curriculum's cognitive structure so that it addresses all learners by engaging the intelligences in which they demonstrate strength.
- Reconsider existing assessment systems, which often measure what learners do not know rather than what they do know, by designing assessments that evaluate higher-order cognitive abilities.
- Expand curriculum content to include a greater diversity of subjects and educational activities that correspond to the diversity of learners' cognitive abilities and cognitive processes.
- Modify the school system by establishing multiple learning centers dedicated to developing and refining the different intelligences, enabling each school to include eight basic centers that serve as resources for cultivating learners' diverse intellectual abilities.
- Redefine the teacher's role in the educational process so that the teacher prepares instructional activities and learning materials, guides learners in developing the targeted intelligences, trains them to use educational resources effectively, and directs them toward achieving the intended learning outcomes. (Al-Khaffaf, 2011).

The Concept of the Arabic Language

1. Definition of Language

Numerous definitions of language have been proposed, including the following:

Language is the tool through which human beings think and communicate with others. It enables individuals to convey their ideas, understand others, and be understood in return. It is also the means through which people express their identity. Language consists of an interconnected system of words and serves as the medium that links individuals with one another and with society. Every group of people possesses its own vocabulary and linguistic structures, which together constitute its language. Despite differences among languages, they all share the common function of connecting members of a community, whether that community is small or large. In all cases, it is considered a **language**. (Al-Samouk, 2005, p. 23).

Language is also defined as **a system of sounds, words, and structures that enables thinking and the transmission of culture. It is the primary means of social communication upon which both the individual and society depend.**

Ibn Jinni defined language by stating:

"It is sounds through which every people express their purposes."

Likewise, Ibn Khaldun defined language as follows:

"Know that language, in common usage, is the expression by the speaker of his intended meaning. Such expression is a linguistic act that necessarily requires an established faculty in the organ responsible for producing it, namely the tongue, and this faculty differs among nations according to their conventions."

Language is one of the social phenomena that has enriched human thought and is considered one of the most important civilizational phenomena in society. It exists in three forms:

- a. Spoken language
- b. Written language
- c. Visual language

Language is also defined as a highly organized system that requires extensive knowledge and skills because it serves as the medium of communication between speaker and listener, or between writer and reader. The communication process proceeds through a series of highly precise stages, each of which requires learning and training through both direct and indirect means, including the family, school curricula, the media, literature, and the arts.

2. Objectives of Teaching the Arabic Language

The teaching of the Arabic language at different educational levels aims to achieve two categories of objectives.

General Objectives of Teaching the Arabic Language

These are the objectives that Arabic language instruction shares with other school subjects, all of which collectively seek to achieve social, political, and educational goals. They may be summarized as follows:

- Strengthening students' adherence to their Islamic faith.
- Developing students' pride in the Arabic language.
- Encouraging the productive use of leisure time.
- Improving students' oral language skills.
- Developing students' appreciation of beauty and aesthetics.
- Fostering a sense of national belonging.
- Enriching students' linguistic and lexical repertoire.
- Reinforcing Arab and Islamic values and characteristics. (Hammad, 2016, p. 24)

Definition of Language Activities

School life and extracurricular activities constitute essential components in building and developing the learner's personality.

School activities are regarded as a complementary and integral educational component of the teaching-learning process. Indeed, they may themselves constitute educational situations. They represent scientifically planned and practically organized programs implemented by schools or educational institutions in coordination with the instructional curriculum. Students participate voluntarily in these activities to achieve educational objectives both inside and outside the classroom. (Mahmoud, 2003, p. 18).

Abdel Aleem Ibrahim defined **language activities** as:

"Various forms of language practice carried out by students, through which they use language effectively and purposefully in natural life situations that require speaking, listening, and writing."

Language activities are also defined as:

"A pattern of instruction based on learners' self-directed activity and positive participation, whereby learners engage in inquiry using a variety of activities and scientific processes such as observation, hypothesis formulation, measurement, data interpretation, and inference. These processes enable learners to acquire the required knowledge independently under the teacher's supervision, guidance, and evaluation." (Abdel Fattah, 2013, p. 228)

Objectives of School Activities

School activities aim to:

- Build the learner's integrated personality to become a responsible and patriotic citizen.
- Deepen the values of the Islamic faith and translate them into actions, attitudes, and behaviors.
- Develop students' ability to interact with society and adapt socially.
- Reinforce constructive social values such as cooperation, healthy competition, and community service.
- Discover students' abilities, skills, and talents while nurturing and directing their development.
- Support the learning content in ways that facilitate students' understanding.
- Satisfy students' social and psychological needs, including the need for belonging, friendship, and self-actualization. (Mahmoud, 2003, p. 25)

A study conducted in Egypt sought to develop a list of the Multiple Intelligences indicators that should be incorporated into the fourth-grade primary Arabic language textbook. The researcher employed the descriptive method based on content analysis. The sample consisted of the first- and second-semester Arabic language textbooks, together with the accompanying activities and exercises workbook. Cooper's formula was used to calculate inter-rater and temporal reliability, while frequencies and percentages were employed to determine the extent to which the textbook incorporated Multiple Intelligences indicators. The findings revealed that, although the textbook included indicators of Multiple Intelligences considered essential for fourth-grade Arabic language textbooks, their representation remained below the desired level. The study recommended that curriculum developers make use of the analysis framework proposed in the study when designing future curricula.

Language Activities

Abdel Aleem Ibrahim defined language activities as:

"Various forms of language practice carried out by students through which they use language effectively and purposefully in natural life situations requiring speaking, listening, and writing."

Operationally, language activities refer to all practices performed by learners that require mental or physical effort under the supervision of the school in order to satisfy their various needs, develop their language skills and abilities, and promote meaningful interaction among students through the effective implementation of the enrichment activities included in the Arabic language textbook.

Language activities are also defined as:

"A mode of instruction based on learners' self-directed activity and positive participation, through which they engage in inquiry using a range of activities and scientific processes such as observation, hypothesis formulation, measurement, data interpretation, and inference. These processes help learners acquire the required knowledge independently under the teacher's supervision, guidance, and evaluation." (Abdel Fattah, 2013, p. 228).

Types of Language Activities

There are various types of language activities that contribute to the development of learners' abilities and language skills, including the following:

1. Reading

During the first decade of the twentieth century, reading was primarily defined as the ability to recognize letters and words and pronounce them correctly.

The concept of reading later evolved into a more complex process requiring comprehension, association, inference, and other cognitive processes. The notion of reading subsequently expanded to include critical thinking and comparison, and eventually came to be regarded as a form of intellectual activity employed in problem-solving.

2. Dictation (Spelling)

Dictation refers to representing meanings through written symbols and expressing ideas in writing by using letters and words according to the rules of Arabic orthography.

Importance of Dictation

- Errors in spelling or in the presentation of ideas often make it difficult to interpret the intended meaning of words and hinder accurate reading.
- It is difficult to find employment in almost any profession that does not require some form of writing.
- Dictation enables individuals to record events, facts, and other information they wish to preserve.

3. Definition of Grammar

In its technical sense, grammar (Nahw) refers to a body of linguistic rules and standards derived from the Holy Qur'an, the Prophetic Sunnah, and the Arabic language.

Webster defines grammar as:

"The branch of linguistics concerned with the forms of words, their arrangement, sentence structure, and the organization of words within sentences."

Grammar has also been defined as the science through which the correct inflection, syntactic function, grammatical construction, and structural forms of words are determined. According to the modern conception, grammar is the discipline that studies sentence structures and their characteristics, as well as the relationships among words within a sentence and among sentences within a discourse. In other words, it examines the internal cohesion of the units constituting sentences and texts, together with other mechanisms governing the organization and composition of speech. (Zeinab Zuhri, 2017, p. 18)

4. Definition of Morphology

Morphology (Sarf) is the branch of linguistics concerned with the structure of words in terms of their morphological patterns, derivation, root forms, additional letters, phonological changes such as vowel modification and substitution, and other related morphological transformations. It does not deal with grammatical inflection or syntactic structure.

The objective of teaching grammar and morphology in schools today is to enable learners to understand the intended meanings of spoken, written, and read discourse accurately, ensuring that concepts become firmly established in the minds of both speakers and listeners, and that meanings and ideas are conveyed clearly without ambiguity or confusion. (Zeinab Zuhri, 2017, p. 20)

5. Memorized Texts

Memorized texts consist of short literary selections in the form of poetry, prose, Qur'anic verses, or Prophetic traditions that students are required to memorize, either in whole or in part, after studying and understanding them.

These selections generally contain valuable ideas expressed in an elegant style with rhythmic and aesthetic qualities that reflect the author's emotions. They should avoid vulgar or inappropriate language and should not be excessively difficult, as such complexity may discourage students from appreciating the Arabic language. Above all, memorized texts aim to cultivate learners' aesthetic appreciation. (Al-Samouk, 2005, p. 245; Attia, 2007, p. 187)

6. Composition (Written and Oral Expression)

Composition may be defined as the individual's ability to express the ideas and feelings of the mind and soul through clear and correct language. It is the linguistic competence that enables a person to articulate thoughts and emotions, serving as a mirror that reflects the situations encountered in daily life.

Composition is also defined as the latent ability within an individual to express ideas through coherent and well-organized language, allowing readers or listeners to understand spoken or written discourse with ease.

The School Textbook

The school textbook is also defined as the practical embodiment of educational content. It serves as a guide for teachers by indicating the methods through which the general and specific objectives of the curriculum can be achieved. At the same time, it represents the most reliable educational resource available to students because its content is subject to rigorous quality control and approval by the competent educational authorities. (Zamali, 2019, p. 43).

Importance of the School Textbook

The educational literature unanimously recognizes the importance of the school textbook and its prominent role in the teaching and learning process. It is considered indispensable for students, teachers, schools, educational authorities, parents, and society as a whole. Its significance can be summarized as follows:

- It provides teachers with a carefully selected and scientifically organized minimum body of information, facts, and concepts.
- It defines for learners the knowledge, skills, and affective values they are expected to acquire.
- It assists students in completing assignments given by teachers, including summarizing lessons, reviewing content, solving exercises and problems, and answering questions related to the lesson.
- It serves as a principal tool for developing learners' linguistic and expressive abilities. Texts written in correct and clear language help students improve their reading skills in terms of fluency, accuracy, and comprehension.
- It provides learners with a common foundation and a shared starting point for learning and acquiring knowledge and experience.

Al-Ruwadi (2007) further emphasized the importance of the school textbook through its educational and cultural functions, noting that the textbook seeks to:

- Transmit knowledge and information.
- Encourage and motivate learners.
- Develop learners' competencies.
- Enhance learners' ability to review and deepen their understanding.
- Foster independent learning skills.

- Propose instructional support strategies.

Previous Studies

1. Al-Shuboul (2013)

The study, entitled "Content Analysis of Islamic Education Textbooks for the Secondary Stage in Jordan in Light of the Theory of Multiple Intelligences," aimed to examine the degree of inclusion, distribution, and balance of Multiple Intelligences indicators in secondary-level Islamic education textbooks. The units of analysis consisted of activities and questions, and the study employed the descriptive analytical approach using content analysis.

The study sample included all Islamic education textbooks for the first and second secondary grades. The textbooks contained 775 activities and 3,600 questions.

The findings revealed that the linguistic-verbal and logical-mathematical intelligences were represented in the textbooks to a greater extent than expected. In contrast, the intrapersonal, interpersonal, bodily-kinesthetic, visual-spatial, and naturalistic intelligences were represented less than expected and were distributed in an unbalanced manner. In addition, the musical-rhythmic intelligence was not represented at all.

2. Katfan (2016)

The study, entitled "Content Analysis of the Fourth Scientific Grade Biology Textbook According to the Theory of Multiple Intelligences," sought to determine the extent to which the content of the fourth scientific grade biology textbook incorporated the various types of Multiple Intelligences.

To achieve this objective, the researchers adopted the descriptive approach, employing content analysis as one of its methods. They developed a content analysis instrument based on the Multiple Intelligences framework by reviewing relevant literature and previous studies. The validity of the instrument was established through evaluation by a panel of experts specializing in science teaching methods and educational psychology.

The final instrument included eight types of Multiple Intelligences:

- Linguistic-Verbal Intelligence
- Logical-Mathematical Intelligence
- Visual-Spatial Intelligence
- Bodily-Kinesthetic Intelligence
- Interpersonal Intelligence
- Intrapersonal Intelligence
- Musical-Rhythmic Intelligence
- Naturalistic Intelligence
- Existential Intelligence

The instrument comprised 54 sub-indicators. The researchers analyzed the biology textbook prescribed for the 2015–2016 academic year. A total of 176 pages were analyzed. The explicit idea and the implicit idea were adopted as the recording units, while frequency served as the counting unit. Holsti's formula was used to calculate the reliability of the content analysis through agreement between external coders as well as between the researchers themselves over time.

The results indicated that:

- The biology textbook demonstrated a low level of inclusion compared with the benchmark adopted by the study (80%), achieving only 64.81%, which was considered relatively low.

- The textbook addressed 35 sub-indicators out of a total of 54, while 19 sub-indicators were completely omitted.
- Naturalistic intelligence obtained the highest percentage, followed respectively by linguistic, logical, spatial, existential, intrapersonal, musical, interpersonal, and bodily-kinesthetic intelligences. Thus, although all intelligences were represented, their inclusion varied considerably.
- The indicator "accurate perception of the visual world" within visual-spatial intelligence recorded the highest frequency, followed by the indicator "awareness of personal desires" within intrapersonal intelligence.
- Nineteen sub-indicators received no occurrences whatsoever.

The researchers recommended paying greater attention to the neglected Multiple Intelligences indicators by incorporating them into the biology textbook and ensuring a more balanced distribution of the different intelligences so that naturalistic intelligence would not dominate the other types.

3. Al-Madhoun (2018)

The study, entitled "Multiple Intelligences Indicators Embedded in the Activities and Exercises of the Ninth-Grade Islamic Education Textbook," aimed to identify the Multiple Intelligences indicators incorporated into the activities and exercises of the ninth-grade Islamic education textbook and to determine the extent to which students had acquired these indicators.

The researcher developed a list of Multiple Intelligences indicators comprising nine intelligences, in addition to an achievement test designed to measure students' acquisition of these indicators.

The study sample included all the activities and exercises contained in the ninth-grade Islamic education textbook. The student sample consisted of 419 ninth-grade female students, who were randomly selected from preparatory schools affiliated with the Directorate of Education in West Gaza. The researcher adopted the descriptive analytical approach.

1. Research Methodology

The study adopted the content analysis method, which is one of the methods of the descriptive approach and is considered the most appropriate for the present study. Content analysis is one of the survey techniques within the descriptive methodology, as it is used to provide an objective, systematic, and quantitative description of manifest content. Al-Khawaldeh (2006) defined it as:

"A method that aims to provide an objective, systematic, and quantitative description of the manifest content of communication." (Al-Khawaldeh, 2006, p. 159)

2. Study Sample

Given the nature of the present study, which focuses on the indicators of Multiple Intelligences, the sample consisted of the **Arabic Language Activities Workbook for the Fourth Year of Primary Education** prescribed during the **2020–2021 academic year**.

3. Scope of the Study

The scope of the study was defined as follows:

First: Temporal Scope

The temporal scope was limited to the analysis of the content of the **Fourth-Year Primary Arabic Language Activities Workbook** prescribed for the **2020–2021 academic year**.

Second: Geographical Scope

The study focused on the Arabic language activities textbook used by fourth-year primary pupils enrolled in schools located in the city of **Laghout**. Several schools were visited to examine the textbook content and obtain teachers' opinions for the purpose of developing the content analysis instrument.

Third: Human Scope

The study did not rely on a direct human sample because its focus was on the Multiple Intelligences indicators embedded in the content of the Arabic Language Activities Workbook. Nevertheless, the opinions and perspectives of a number of teachers were consulted owing to their direct involvement with the textbook content and their familiarity with its subject matter, which contributed to the development of the content analysis instrument.

4. Research Instrument

To identify the Multiple Intelligences indicators embedded in the content of the Fourth-Year Primary Arabic Language Activities Workbook, the study relied on the following two instruments:

4.1. The School Textbook

Textbook Description

The textbook analyzed was the Arabic Language Activities Workbook for the Fourth Year of Primary Education. It contains complementary activities to accompany the student's Arabic language textbook for the same grade, providing learners with opportunities to reinforce the knowledge and skills they have acquired through repetition and practice.

The workbook also includes a variety of exercises and training activities and incorporates several instructional strategies designed to facilitate learning through the following stages: observation, discrimination, concept formation, and application. These strategies help develop students' learning skills and methods, enrich their vocabulary, gradually strengthen their linguistic competence, enable them to apply grammatical rules, recognize imitation, and express their opinions on various events and issues.

Textbook Information

- **Title:** *Arabic Language Activities Workbook*
- **Educational Level:** Fourth Year of Primary Education

Authors: The textbook was prepared by the **Authorship Committee**, consisting of:

1. Ben El-Said Boudni Sarab (Primary Education Inspectorate).
2. Ben Achour Afaf (Primary School Teacher).
3. Gitani Mohoub Rabia (Primary Education Inspectorate).

Technical Team

- **Design and Layout:** Chakroun Hassan.
- **Image Processing:** Kassi Ali Youssef and Mouzai Abdelmoneim.
- **Illustrations:** Baghdad Toufik and El Hocine Louiza.
- **Cover Design:** Chemoul Zahia.

Publication Information

- **Printing:** An officially approved school textbook by the Ministry of National Education, printed by the National Office of School Publications during the **2020–2021** academic year under reference number **667/M.A/17**.

Physical Characteristics

- **Book Size:** Large format.

- **Cover Type:** A relatively thick cover compared with the internal pages, colored green and yellow.
- **Number of Pages:** 96 pages.
- **Font Style:** The content is printed using both bold and regular typefaces.

Table of Contents

The textbook is organized into **eight (8) sections**, each comprising **three units**:

- **Section One:** Human Values
- **Section Two:** Social Values
- **Section Three:** National Identity
- **Section Four:** Environment
- **Section Five:** Health and Sports
- **Section Six:** Cultural Life
- **Section Seven:** Creativity and Innovation
- **Section Eight:** Trips and Travel

4.2. Content Analysis Instrument

To analyze the content of the Arabic language activities, a content analysis instrument was developed by following these steps:

- Reviewing previous studies related to the topic of the present research.
- Reviewing educational literature and references concerning the Theory of Multiple Intelligences.
- Reviewing the study conducted by **Inas Al-Madhoun (2018)** and benefiting from the content analysis instrument used in her study by adopting some of its indicators and adding new ones appropriate to the objectives of the present study.
- Developing a list of Multiple Intelligences indicators and providing operational definitions consistent with the content of the **Fourth-Year Primary Arabic Language Activities Workbook**.

Objective of the Content Analysis

The objective of analyzing the content of the **Arabic Language Activities Workbook** was to identify the Multiple Intelligences indicators embedded in the language activities, record their frequencies, and calculate their percentages.

Unit of Analysis

The unit of analysis consisted of all **sentences and expressions** contained in the **Fourth-Year Primary Arabic Language Activities Workbook**.

Category of Analysis

The categories of analysis consisted of the **Multiple Intelligences indicators**, as presented in the following table.

Table (01): Multiple Intelligences Indicators Following Expert Review

	Types of Multiple Intelligences	Number of Indicators
1	Linguistic-Verbal Intelligence	07
2	Logical-Mathematical Intelligence	04
3	Visual-Spatial Intelligence	04
4	Bodily-Kinesthetic Intelligence	04

5	Interpersonal Intelligence	05
6	Intrapersonal Intelligence	05
7	Musical-Rhythmic Intelligence	04
8	Naturalistic Intelligence	06
Total		39

5. Psychometric Properties of the Research Instrument

5.1. Validity of the Content Analysis Instrument

To establish the validity of the content analysis instrument, expert validity was employed. The instrument was submitted to a panel of faculty members from the Department of Psychology and Educational Sciences to obtain their opinions and observations regarding the following aspects:

- The clarity of the Multiple Intelligences indicators.
- The clarity of the language used.
- The appropriateness of each indicator for its corresponding dimension.
- The suitability of the instrument for analyzing the content of the textbook.

5.2. Reliability of the Content Analysis Instrument

To determine the reliability of the instrument, the level of agreement among the expert reviewers was first calculated. Subsequently, the reliability coefficient was computed using the Soulsby-Azaroff and Mayer (1977) agreement formula:

$$\text{Percentage of Agreement} = \frac{\text{Number of Agreements}}{\text{Number of Agreements} + \text{Number of Disagreements}} \times 100$$

Table (02): Percentage of Agreement Among the Expert Reviewers

///	Researcher	First Expert Reviewer	Second Expert Reviewer	Third Expert Reviewer
Researcher	///	84,13	96,55	100%
First Expert Reviewer	84,13	///	80,68	84,13
Second Expert Reviewer	96,55	80,68	///	96,55
Third Expert Reviewer	100%	84,13	96,55	///

The average percentage of agreement among the raters was **87.12%**.

The reliability coefficient was then calculated using the following formula:

$$\text{Reliability Coefficient} = \frac{n \times (\text{Average Inter-Rater Agreement})}{1 + (n-1) \times (\text{Average Inter-Rater Agreement})}$$

- The reliability coefficient was estimated at **(84.13)**. This coefficient indicates a high degree of reliability and lends substantial credibility to the results obtained.

Statistical Methods Used

Percentages and the **Sulzer-Azaroff and Mayer (1977)** formula were used, and the calculations were performed manually.

Presentation, Discussion, and Interpretation of the Results

* First Research Question

What Multiple Intelligences indicators are included in the **Fourth-Year Primary Arabic Language Activities Textbook**?

To answer this question, a list of Multiple Intelligences indicators was presented and developed after reviewing the educational literature and previous studies related to the subject of the present study, such as the study of Al-Arnousi (2018), the study of Al-Shuboul (2014), and the study of Al-Madhoun (2018).

The content of the Arabic Language Activities Textbook was then examined, and it was found that the textbook includes a set of indicators related to Multiple Intelligences. Examples of these indicators are presented below:

Table (03): Multiple Intelligences Indicators Included in the Arabic Language Activities Textbook

No.	Indicator
First: Linguistic-Verbal Intelligence: The ability to use language and words effectively, and to understand and interpret the meanings of words and compare them, whether orally or in writing.	
01	Addresses words in terms of their linguistic and terminological meanings.
02	Develops language skills (listening, speaking, reading, writing, composition, and dictation).
03	Develops lower-order thinking skills at the remembering level (recalls, describes, identifies, lists).
04	Develops lower-order thinking skills at the understanding level (thinks, explains, summarizes, expresses, clarifies).
05	Encourages discussion and dialogue to reach knowledge.
06	Promotes further explanation of meanings and vocabulary.
07	Employs language styles and literary forms (stories, riddles, and proverbs).
Second: Logical-Mathematical Intelligence: The ability to use numbers efficiently and skillfully, as well as the ability to classify, organize, reason, generalize, test hypotheses, perform basic operations, and interpret graphs and diagrams.	
01	Develops mathematical skills.
02	Develops logical thinking skills (comparison, classification, discrimination, sequencing, and association).
03	Promotes inductive and deductive thinking.
04	Develops the ability to provide evidence from the Qur'an and the Sunnah .
Third: Visual-Spatial Intelligence: The ability to perceive and understand visual objects, form mental images, think visually, and use visual representation to help solve problems.	
01	Directs learners to observe and examine images related to the lesson.
02	Encourages the identification of locations and spatial positions.
03	Encourages mental imagery and visual representation.

04	Directs learners toward drawing maps and tables and establishing conceptual connections.
05	Encourages learners to relate what they learn to their real-life experiences.
Fourth: Bodily-Kinesthetic Intelligence: The ability to use one's body skillfully in activities that require the whole body or specific body parts (such as the hands or feet) for communication and self-expression.	
01	Encourages watching dramatizations and engaging in role-playing activities.
02	Expresses ideas through body language.
03	Uses role-playing activities to develop Bodily-Kinesthetic Intelligence.
Fifth: Musical-Rhythmic Intelligence: The ability to appreciate the rhythm of expressions and words and to distinguish the correct pronunciation of sounds, words, and sentences in their proper rhythmic and musical form.	
01	The content encourages listening.
02	The content encourages reading and comprehension.
03	The content promotes the correct pronunciation of words.
04	Develops recognition of the correct pronunciation of letters and their accompanying rhythmic patterns.
Sixth: Interpersonal Intelligence: The ability to communicate and interact effectively with others, participate in social activities, and behave appropriately in ways that promote successful social relationships.	
01	Encourages pupils to participate in language activities.
02	Encourages cooperative group work and completing activities in groups.
03	Directs pupils to relate what they learn to their social reality.
04	Encourages interactive activities that promote cooperation.
05	Provides advice, guidance, and concern for others by addressing their problems and considering their viewpoints.

Seventh: Intrapersonal Intelligence: The ability to understand oneself, one's personal reality and emotions, recognize one's capabilities and limitations, distinguish emotions, and identify one's strengths and weaknesses.	
01	The language activities are sufficiently clear for pupils to complete independently (self-understanding).
02	Dialogic learning situations help develop language.
03	Provides pupils with opportunities to express their viewpoints.
04	Gives pupils opportunities to express their feelings and develop self-esteem.
Eighth: Naturalistic Intelligence: The ability to be aware of the natural environment, recognize natural patterns, distinguish between living and non-living things, and preserve health, the environment, and cultural heritage.	
01	Encourages concern for the environment and living organisms.
02	Develops language activities through the discussion of natural phenomena.
03	Includes topics that focus on the environment.
04	Presents topics related to environmental conservation and protection.

05	Studies natural phenomena and encourages their discussion with others.
06	Encourages pupils to observe and reflect on nature.
07	Guides pupils to make use of environmental resources and benefit from them.

Based on the previous table, it can be concluded that the content of the **Arabic Language Activities Textbook** includes a variety of Multiple Intelligences indicators that were incorporated according to the nature of the Arabic language subject and the diverse topics presented through the activities. Accordingly, a range of indicators reflecting different types of Multiple Intelligences was identified. When properly utilized, these intelligences contribute to developing pupils' abilities, helping them solve problems, and enhancing and improving their skills. They also assist teachers in diversifying their instructional strategies and learning activities, thereby supporting the educational process through its improvement and development.

Presentation, Discussion, and Interpretation of the Results of the Second Research Question

*** Second Research Question**

What is the degree of availability (inclusion) of Multiple Intelligences indicators in the **Fourth-Year Primary Arabic Language Activities Textbook**?

To answer this question, the frequencies were recorded and the percentages were calculated. Table (04) presents the results.

Table (04): Frequencies and Percentages of the Multiple Intelligences Indicators

Type of Intelligence / Indicators	Degree of Availability	Percentage
Linguistic Intelligence		
Addresses words in terms of their linguistic and terminological meanings.	37	8.50%
Develops language skills (listening, speaking, reading, writing, composition, and dictation).	15	% 3.44
Develops lower-order thinking skills at the remembering level (recalls, describes, identifies, and repeats).	29	% 6.66
Develops lower-order thinking skills at the understanding level (changes, explains, expresses, and clarifies).	23	% 5.28
Encourages discussion and dialogue as a means of acquiring knowledge.	10	%2.29
Promotes further explanation of meanings and vocabulary.	17	% 3.90
Employs language styles and literary forms (stories, riddles, and proverbs).	13	% 2.98
Total	144	% 33.05
Logical-Mathematical Intelligence		
Develops mathematical and arithmetic skills.	04	% 0.91
Develops logical thinking skills (comparison, classification, discrimination, sequencing, and association).	07	% 1.60

Encourages inductive and deductive thinking.	07	% 1.60
Develops the ability to provide evidence from the Qur'an and the Sunnah.	05	% 1.14
Total	23	% 5.25
Visual-Spatial Intelligence		
Directs pupils to observe and examine images related to the lesson.	12	% 2.75
Encourages the identification of locations and spatial positions.	10	% 2.29
Promotes mental imagery and the visual representation of objects.	10	% 2.29
Directs pupils to draw maps and tables and establish conceptual connections.	05	% 1.14
Total	37	% 8.47
Bodily-Kinesthetic Intelligence		
Encourages watching dramatizations and engaging in role-playing activities.	14	% 3.21
Expresses ideas through body language.	12	% 2.75
Uses role-playing activities to develop Bodily-Kinesthetic Intelligence.	07	% 1.60
Includes activities that involve bodily movement and physical actions.	06	% 1.37
Total	39	% 8.93
Musical-Rhythmic Intelligence		
The content encourages listening.	06	% 1.37
The content encourages reading, comprehension, and listening.	05	% 1.14
The content promotes the correct pronunciation of words.	06	% 1.37
Develops the correct pronunciation of letters and their accompanying rhythm.	03	% 0.68
Total	20	% 4.56
Interpersonal Intelligence		
Encourages pupils to participate in language activities.	15	% 3.44
Encourages cooperative group work and completing activities in groups.	05	% 1.14
Directs pupils to relate what they learn to their social reality.	22	% 5.00
Encourages interactive activities that promote cooperation.	07	% 1.60
Provides advice, guidance, and support to others in solving their problems and accepting different viewpoints.	04	% 0.91
Total	53	% 12.09
Intrapersonal Intelligence		
The clarity of the language activities enables pupils to complete them independently, fostering self-understanding.	05	% 1.14

Dialogic learning situations help develop language skills.	10	% 2.29
Provides pupils with opportunities to express their viewpoints.	04	% 0.91
Gives pupils opportunities to express their feelings and develop self-esteem.	10	% 2.29
Directs pupils to relate what they learn to their personal life experiences.	15	% 3.44
Total	41	% 10.07
Naturalistic Intelligence		
Directs pupils to care for the environment and living organisms.	22	% 5.00
Develops language activities through the discussion of natural phenomena.	07	% 1.60
The content includes topics related to the environment.	10	% 2.29
Presents topics concerned with environmental conservation and protection.	05	% 1.14
Encourages the study and discussion of natural phenomena with others.	13	% 2.98
Encourages pupils to observe and reflect on nature.	10	% 2.29
Directs pupils to make use of environmental resources and benefit from them.	11	% 2.52
Total	78	% 17.82

Table (06) shows that the Fourth-Year Primary Arabic Language Activities Textbook incorporates various types of Multiple Intelligences at different rates. The most frequently represented is Linguistic-Verbal Intelligence, accounting for (33.05%), followed by Naturalistic Intelligence at (17.82%), Interpersonal Intelligence at (12.09%), Intrapersonal Intelligence at (10.07%), Bodily-Kinesthetic Intelligence at (08.93%), Visual-Spatial Intelligence at (08.47%), Logical-Mathematical Intelligence at (05.25%), and finally Musical-Rhythmic Intelligence, which recorded the lowest frequency at (04.56%).

This distribution can be explained by the nature of the Arabic language curriculum, which necessarily requires a high representation of Linguistic-Verbal Intelligence. This is a logical finding, as the subject is characterized by its richness in knowledge, information, and ideas. Moreover, the content specifically focuses on the Arabic language, and its activities include grammar, morphology, composition, and dictation. In addition, the nature of classroom interaction between the teacher and the learner requires effective use of the Arabic language. The curriculum also demands the development of a variety of language skills, including listening, speaking, reading, and writing.

The relatively small differences among the remaining Multiple Intelligences can be attributed to the fact that the primary emphasis of the textbook is language. Although the topics addressed may include social, mathematical, environmental, and cultural themes, they all ultimately serve a single objective, namely the development of linguistic content.

On the other hand, it can be argued that the Fourth-Year Primary Arabic Language Activities Textbook does not explicitly adopt the Theory of Multiple Intelligences. Rather, its content is presented primarily to teach the Arabic language itself.

The findings further indicate that the indicators of Multiple Intelligences—linguistic, logical-mathematical, naturalistic, interpersonal, intrapersonal, visual-spatial, bodily-kinesthetic, and musical—are present in the Arabic Language Activities Textbook. However, they are not incorporated in the explicit manner advocated by the Theory of Multiple Intelligences. Therefore, greater attention should be given to their deliberate integration because of their significant educational benefits, including:

- Improving learners' achievement levels and increasing their interest in the educational content.
- Enhancing motivation to learn and making both teaching and learning more engaging for pupils.
- Developing students' study skills.
- Enabling each student to achieve self-realization and excel in the areas that distinguish them from others. (Bouda, 2011, p. 194).

Conclusion:

The foregoing discussion demonstrates that the Theory of Multiple Intelligences has opened broad horizons in the field of education. It represents an important approach to the teaching–learning process, placing the learner at its center and emphasizing how to benefit from their diverse abilities to enhance cognitive achievement. This is achieved by providing instructional activities based on multiple intelligences that take into account individual differences among learners, stimulate their motivation to learn through individualized approaches, reflect their perceptions, representations, and diverse skills, and transform their latent intelligences into active ones, thereby increasing the effectiveness and quality of the educational process. Given the importance of incorporating all types of multiple intelligences into educational content, the following recommendations are proposed:

1. Greater attention should be given to the Theory of Multiple Intelligences in school curricula in general, and particularly in the Arabic language curriculum.
2. A balanced representation of multiple intelligences should be ensured throughout the chapters of the school textbook so that every learner can acquire knowledge suited to their abilities.
3. The organization and structure of curriculum content should be reconsidered in light of the Theory of Multiple Intelligences because of its significant role in shaping learners' personalities and developing their skills.
4. School curricula should incorporate all types of intelligences without neglecting any of them.
5. The development of activities based on multiple intelligences should be encouraged across different educational stages and in various school subjects.

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