

Abstract

The purpose of this study was to analyze the activities in Communicative English Skills I and II materials and to see to what extent they promote Multiple Intelligence Theory (MIT). It also aimed at assessing the extent to which the activities have been implemented in Communicative English Skills classrooms with regard to MIT. Descriptive survey study was employed as a research methodology because it was believed to be appropriate for achieving these objectives. Two English language modules were analyzed in order to know to what extent the activities encourage learners' intelligences. In this study, a sample of 250 first year regular students were selected using stratified random sampling and 8 English language instructors were selected through available sampling techniques. Document analysis, observation, interview and questionnaire were used to gather the data. An evaluation checklist was used to analyze the two Communicative English Skills materials used in the college. The data obtained through questionnaire were analyzed using one-sample t-test, one –way ANOVA and Scheffé's post-hoc test. The data obtained from classroom observation were analyzed qualitatively. Besides, the data gathered through evaluation checklist were analyzed mainly using percentages. Interview was used to triangulate results obtained from classroom observation and questionnaire and later analyzed qualitatively. The findings of the results obtained from the document analysis revealed that the activities in the two materials covered a limited range of intelligences and catered mainly to verbal/linguistic and intrapersonal intelligences. In addition, the data from students' questionnaire, instructors' interview and classroom observation indicated that Multiple Intelligence (MI) principles were not that much applied in Communicative English Skills classrooms. In the actual classrooms, verbal/linguistic and interpersonal intelligences were found to be highly employed than the other types of intelligences. Finally, based on the findings and discussions in general, some suggestions were made regarding assessing the activities in the two English language materials and other similar materials in the department in light of MIT and providing an in depth training for English language instructors to apply MIT in the classroom.