



IMPLICATIONS OF MULTIPLE INTELLIGENCE THEORY
AND INTEGRATED SKILLS LANGUAGE TEACHING FOR
TEXTBOOK DEVELOPMENT: THE CASE OF GRADE 9

by

YOHANNES TEFERA MENGESHA

submitted in accordance with the requirements
for the degree of

DOCTOR OF LITERATURE AND PHILOSOPHY

in the subject

English

at the

UNIVERSITY OF SOUTH AFRICA
SUPERVISOR: B.V. MAHLALELA (PhD)

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DECLARATION

I declare that the entire work in this PhD dissertation: *the extent to which aspects of syllabus design and materials development are employed in a grade 9 English textbook of Ethiopia- English for Ethiopia: Secondary English Course: Grade 9 Students Book with particular emphasis on Multiple Intelligence Theory (MIT)*, is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references. I also confirm that no part of this work has been submitted for obtaining any qualification before.



Signature

September, 2015

Date

ABSTRACT

The study aims to examine the extent to which considerations of syllabus design and materials development are employed in a grade 9 English textbook of Ethiopia- *English for Ethiopia: Secondary English Course: Grade 9 Students Book* with particular emphasis on Multiple Intelligence Theory (MIT). The study is an evaluation research which makes use of a mixed method approach. Data were collected using interviews, coding form and a teachers' questionnaire. The study involved English language syllabus writers in the Ministry of Education in Ethiopia. Furthermore, 50% of the contents of the Grade 9 English Textbook (6 of 12) were used for content analysis. In addition, 218 Grade 9 English teachers from fifty high schools that were drawn from 6 Regional States of the country responded to the questionnaire. In line with this, I collected quantitative data using a coding form and a questionnaire, as well as other forms of qualitative data using interview. Data were analysed both qualitatively and quantitatively.

The study revealed that the syllabus writers used the competency-based approach in developing the Grade 9 English language syllabus. However, this approach has some drawbacks. On the one hand, competency-based education is a manifestation of the behaviouristic approach that is excessively reductionist, narrow, rigid and atomized; many areas in which people need certain competencies are impossible to operationalise; the approach does not clearly show how the list of competencies could be realised, how they should be formatted and presented so as to address learner differences. Above all, describing an activity in terms of a set of different competencies is not enough in order to deal with the complexity of the learning process as a whole. Regardless of these drawbacks, CBL was used to identify and list down the contents as well as the learning outcomes to be incorporated in the textbook. Thus, the how aspect remain obscured in that a theory driven approach to developing teaching/learning materials that meet learners' differences was not markedly taken note of as a guiding framework in developing the Grade 9 English

language syllabus. The study showed that the great majority of the language tasks are meant to nurture verbal/linguistic intelligence followed by interpersonal and intrapersonal intelligences respectively. As a language textbook, it is good that it gives more coverage to these two intelligence profiles.

When it comes to intentional application of principles of task design and materials development, many of the listening, reading and speaking lessons are appropriate in terms of providing comprehensible input, engaging students cognitively and affectively, promoting emotional/affective involvement and facilitating better language use. Similarly, visual imaging is also well taken care of with exception of few of the vocabulary and the grammar lessons. The study also revealed that the syllabus writers were well aware of the need of integrating various language skills, and it was found that the issue of using the integrated approach to ELT materials development was also well addressed and most of the language tasks are designed in an integrated manner with the exception of few of the vocabulary and the grammar lessons. Some drawbacks were also identified with few of the vocabulary and the grammar lessons in terms of providing comprehensible input and enhancing language use.

On the other hand, as implementers of the textbook, the target schools' Grade 9 English language teachers have a good understanding of language learning theories and task design principles. This understanding could help them design supplementary language tasks for their English classes. At last, conclusions are drawn and recommendations are given.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

English is the medium of instruction at high schools, colleges and universities across Ethiopia. Ethiopia adopted the language as a medium of instruction due to the fact that English is an international language in many fields of development such as science and technology, education, research, commerce and tourism. Most first-hand and up-to-date information for many of these areas is available in English. The language is also widely used in international communication in that the demand for technological labour has increased as the growing global economy has entered the information age. Thus, the English language has become a bridge across many borders in the international arena. Ethiopia is not an exception, and English is now used in the field of education, research, science and technology. In line with these developments, learning English is compulsory at Ethiopian secondary and tertiary levels of education. It is taken as a means to enhance one's educational development, to facilitate one's communication and enrich one's thinking abilities in other school subjects.

In addition to the instructional purposes, the communicative function of the language has gained more importance, especially at this time of 'globalization and information technology' which, according to Burns (1999), is increasingly requiring the skills of using English for practical purposes. English has a wide coverage of functionality as a sole medium particularly in secondary and higher education. It has also a considerable role in some business transactions, media and communication.

Overall, the general view in Ethiopia is that learning English opens up new opportunities and gives one a perspective that he/she might never have encountered if he/she had not been exposed to English. Academic excellence and scholarship success in general all point to the advantages of a good

command of the English language. This is in line with Bourdieu's (1991) argument in his 'linguistic capital', who acknowledges the functional advantages that certain languages have over others, and how these advantages have implications in classrooms in terms of cultural, educational and pedagogical preferences. The same point is made by McCormick (1989:288), who when writing about the status of English in South Africa, highlighted the fact that it is a high-status language associated with city life, a good education, good employment opportunities, a middle-class lifestyle and access to the world outside South Africa. Therefore, in the Ethiopian context, learning English is assumed to open avenues for success and accomplishment in one's life.

1.2. Context and background of the study

1.2.1 Geographical location and language issues

Ethiopia is located in the Eastern Africa south of the Red Sea region. It is bordered by The Sudan and South Sudan on the west, Eritrea on the north, Djibouti and Somalia on the east, and Kenya on the south. Its topography consists of a central high plateau bisected by the Great Rift Valley into northern and southern high lands. Based on the results of the May 2007 National Population and Housing Census of Ethiopia, the projected figures for the year 2015 become 90,078,005, of which 45,250,993 are males and 44,827,012 are females (Central Statistical Agency – Ethiopia, 2015). The country's population is highly diverse, containing over 85 different ethnic groups and most people in Ethiopia speak Afro-Asiatic languages, mainly of the Semitic or Cushitic branches (Lewis, et.al, 2015). Nilo-Saharan speaking Nilotic ethnic minorities also inhabit the southern regions of the country, particularly in areas bordering South Sudan. Among these are the Mursi and Anuak.

In terms of languages, Amharic is the official national language while the rest of the major languages are regional working languages and spoken by the respective nationalities.

Teaching the English language in Ethiopia started when modern education was introduced in the country. During the Italian occupation (1935-1941), schools were closed, and books and other teaching materials were destroyed. This situation and a host of other factors necessitated the use of the English language in post-war Ethiopian schools. The first factor was the presence of British legations in Ethiopia and the continual efforts of the British Council in the 1930s which contributed to the acceptance of English for official purposes (Brown et al, 1976). Thus, English emerged as the most dominant language because of the strong bond in many respects between Ethiopia and Britain, particularly after the Italian occupation (1935-1941) (Brown et al, 1976). Besides, English was a means for access to education. Firstly, most of the instructors during that time were expatriates (Indians and the British), and being literate in English was mandatory in order to learn from these people. On the other side, Ethiopian schools had scarcity of teaching/learning/ materials; they were obliged to use foreign-developed English materials.

During that period, the media of instruction used to be foreign languages (French, Italian and English). As Heugh et al., (2006:45) reported “this first school [Menelik II] was primarily limited to teaching European languages such as English, French and Italian, ...” with the exception of the Italian occupation period in which an attempt was made to make some local languages media of instruction. During the Imperial and Military regimes, one foreign language, English, was in use in education, particularly from grade seven upwards.

Despite the linguistic and ethnic multiplicity of the country, English has gradually continued to spread in the country, gaining more importance not only in the field of education, but also in areas of business and administration. In the major cities and towns, English is used interchangeably with other local languages. One can easily observe some incidents in the streets from people’s conversations, the business banners, logos, office names, etc.

1.2.2 The place of English in the Ethiopian education system

Teaching English language in Ethiopia started when modern education was introduced in the country. During that era, the media of instruction used to be foreign languages (French, Italian and English). Currently, the English language is offered as a subject from grade 1 upwards. The reason why English is taught as a subject from the first grade is because the language is not spoken at home and students' only encounter the language in school. Thus, early familiarity with English helps students when they advance to secondary school where the medium of instruction is primarily English (MoE, 2002). From secondary level onwards, all regions use English as a medium of instruction throughout the country.

The Education and Training Policy (ETP) of the Government of Ethiopia, which was developed in 1994, outlined the prescribed medium of instruction for primary, secondary, and tertiary education in the country. At the primary level (grades 1-8), the medium of instruction is the mother tongue of the students in the region (Amharic, Afan Oromo, Tigrinya, etc.). Thus, over 20 languages are used as media of instruction in Ethiopia up to various primary grades in each region, depending on the relative development of the first language and the availability of qualified teachers to teach the language (MoE, 2002). In addition to this, students take Amharic and English subjects as courses. Amharic is offered as a subject from Grade 3 or 4 upwards. The English language is important not only for international relations, but it is also the medium of instruction from secondary school. For this reason, it is given as a subject from Grade 1 upwards. The reason why English is taught as a subject from the first grade is because the language is not spoken at home and students' only encounter with the language is in school. Thus, early familiarity with English helps students when they advance to secondary school where the medium of instruction is English (MoE, 2002). At the secondary, college and university levels, English is given as a subject, and it is also used as the medium of instruction for other subjects. The

first cycle of secondary education (grades 9 & 10) provides a general secondary education, whereas the second cycle (grades 11 & 12) offers a preparatory education for higher learning (universities and colleges).

According to the proclamation in the Educational and Training Policy (MoE, 1994) of the country, Article 3.5 clearly declares:

- 3.5.1 Cognizant of the pedagogical advantage of the child in learning in mother tongue and the rights of nationalities to promote the use of their languages, primary education will be given in nationality languages.
- 3.5.2 Making the necessary preparation, nations and nationalities can either learn in their own language or can choose from among those selected on the basis of national and countrywide distribution.
- 3.5.3 The language of teacher training for kindergarten and primary education will be the nationality language used in the area.
- 3.5.4 Amharic shall be taught as a language of countrywide communication.
- 3.5.5 English will be the medium of instruction for secondary and higher education.
- 3.5.6 Students can choose and learn at least one nationality language and one foreign language for cultural and international relations.
- 3.5.7 English will be taught as a subject starting from grade one.
- 3.5.8 The necessary steps will be taken to strengthen language teaching at all levels. (MoE, 1994:23-24).

Therefore, the language of instruction of the primary level (1-8) is the mother tongue of the learners in almost all the regions with the exception of Addis Ababa, SNNP and few other regions like Gambela, where English is used as a medium of instruction beginning from the second cycle of the primary level (grade 7). From secondary level onwards, all regions use English as a medium of instruction throughout the country. In this context, one can see that high school students require a high level of English language proficiency to cope with the demands of their academic studies. They are required to do extensive reading in

various subject areas, to go through a variety of resources, to analyze, discuss, and organise their learning. That is, they are required to deeply process information as one of the general objectives of the Education Policy is to promote deep (or critical) thinking, creativity, problem-solving capacity, and independent learning (MoE, April 1994).

When it comes to the roles English plays in the socio-economic activities of the country, the language has several valuable functions in education, business, science and technology, administration, health and other sectors. All universities in the country are supposed to use English as their working language. Some government, public and private organisations in Ethiopia, such as the Ethiopian Airlines, Commercial Bank of Ethiopia, Ethio Telecom use English for their formal communication. As Ouedraogo (2000) noted, the role of English in business and economy is one of the most important as it helps a nation to become globally competitive, or at least beneficiary. The increasing use of English in most government and business sectors in Ethiopia, hence, can be attributed to such global challenges and benefits. Therefore, Ethiopia's need for English language is more intensified as globalisation has become the order of the day.

1.2.3 The language teaching methodology in Ethiopia

English language teaching methodology in Ethiopia has undergone different changes over the years as in many other countries. The grammar-translation method has prevailed for a long time in the teaching of English. In this method of teaching, the language is thought to be acquired by memorising the grammatical rules, long lists of vocabulary, and it is practised by the application of this knowledge in exercises of direct and inverse translations. In this approach, it was assumed that teaching a language means making students understand the basic structures and vocabulary of that language. Widdowson (1996:54) states that the structural approach is based on “the belief that language learning comes about by teaching learners to know the forms of the language as medium and the meaning they incorporate; that they will learn how to do things with this

knowledge on their own." This global phenomenon had its influence in the method of English language teaching in Ethiopia as well. Thus, English language teaching was characterised by traditional teaching methods (Dejene, 1990).

Local studies on English language teaching methods in Ethiopian secondary schools revealed how much the teaching practices are dominated by teacher-centred methodologies. Even if the recent education and training policy of Ethiopia claims to adopt the communicative approach of language teaching, most teachers in Ethiopian secondary schools still seem to use the teacher-centred approach. Tassew (1993) observed the dominance of the lecture method in English language classes in which teachers are considered as sources and transmitters of all knowledge and students as passive recipients. From such practices we can see how much the traditional approaches influence and shape teachers' teaching style across time. Teachers tend to imitate the method of teaching the way they were taught when they were students, and the tendency of student teachers to reproduce their teachers' teaching style resulted in what is known as 'the teaching tradition' (Tassew, 1993).

This teaching tradition which does not allow adopting newer approaches in language teaching seems to have affected the quality of education. Though attempts were made to incorporate formally English language in Ethiopia beginning from the establishment of the first modern government school, (the Menilik School, which was established in 1908) the traditional method of teaching dominated for a long time. Wagari (2010) states that although the recent Education and Training Policy of Ethiopia claims to be communicatively oriented, most teachers still seem to use the teacher-centred approach. To be more specific, though the syllabuses claim to be communicatively oriented, there seems to be a common understanding that the teachers' orientation about the different theories and principles of communicative language teaching approach is limited.

Taking such drawbacks into account, various reform initiatives have been underway to contain the problem and align the teaching of English to current international trends in language teaching theories and approaches. Large sums of money have been invested for developing course books and involving foreign expertise to launch conferences, workshops and short-term training (MOE 1997; EELTNET 2000). Currently, the methodological trend which appears to dominate the theories of language teaching and its teachers is the communicative, notional-functional approach. Rather than a new methodology, the communicative approach is a general philosophy which has been at the forefront of foreign language learning in the past few years. Its basic argument is that the learning of a foreign language should be directed towards helping the learner acquire communicative competence, that is, the acquirement of a series of skills which permit the learner to communicate with others in the most common situations of daily life (Brutt-Griffler, 2002: 35-39).

Having realised these developments in English language teaching, the Ministry of Education has been organising a series of workshops for English language teachers. Teachers who were qualified some years ago were given in-service training. Furthermore, the Ministry designed different projects in which teachers have been introduced to recent teaching methods. A case in point is the English Language Improvement Program (ELIP) project which has been launched to help primary and secondary school English language teachers develop their English language competences. On the whole, on-job English language improvement training programmes are being offered for content area teachers and English language teachers to mitigate the problem (ETPI, 2002).

So far we have a bird's eye view of methods and approaches to the teaching of English in Ethiopia. Still, the process of teaching English is in continuous change. Teacher-centred and rule-focused models are giving way to learner-centred and more interactive models. This change also demanded a change in the way teaching/learning materials are developed.

1.2.4 The development of English language teaching materials in Ethiopia

The English language was adopted and included in the elementary school curriculum in 1947/48 with the provision of teaching materials from the British Council. English was used as a medium of instruction in grades seven and eight. It was also taught as one of the major subjects starting from grade one. (Tamene, 2000:9; Mekasha, 2005) indicated that different textbooks were used as English language teaching series. For instance, during the Hailesilase Regime, *New Method Readers* and *Practical English Grammar* were used as textbooks at the elementary and junior secondary schools, whereas books such as *The Prisoner of Zenda* and *Around the world in Eight Days* were used at secondary school level. For University (college) students, books written by Shakespeare and other literature books were used to teach English. The books for English language teaching were imported from abroad and they reflect western culture. As a result, the education system was criticised as alien to the needs of the country when seen from the perspective of students' own culture and life experience. Thus, Ethiopian students were well aware of the history of Europe than that of their own country. As a result of such drawbacks and the global paradigm shift in methods of language teaching/learning, frequent revisions of the English language syllabus were made at different times to address the problems of quality of education and the growing needs of learners of English in the country.

Accordingly, a new curriculum entitled “Elementary Community School English” was developed in 1958/9, and a new English curriculum for secondary school was designed in 1963/4, to meet the then new developments in the education system (Bender et al., 1976). Following the design of these curricula, the *New Oxford English for Ethiopia* (Book 1) was introduced to elementary schools in 1966. Another development took place in 1974, when the Military Regime came to power. Then the Ministry of Education undertook the task of developing a new curriculum with the aim of producing ‘all-rounded’, ‘fully developed’, and

'productive socialist citizens'. In 1980, the Ministry of Education prepared textbooks entitled '*English for New Ethiopia*' series for grades 3-12. The focus of the textbooks was on teaching grammar. Teaching English was targeted mainly at preparing students for national exams rather than helping students develop skills in using the language for communicative purposes. This might have been a negative wash back effect of the Ethiopian School Leaving Certificate Examinations (Awol, 1999:9) which were more grammar-based than anything else

The recent development in the country was the change of government in 1991 which overthrew the Military Regime. This development also necessitated an overall revision of the education system. As a result, syllabus revision was made in the late 1990s in the light of the new Educational and Training Policy that Ethiopia introduced (MoE 2002). In 1991, the Ethiopian government passed a resolution which proclaimed that every nation and nationality in the country has the right to develop its culture and language. It was declared that all nations and nationalities have the right to use their languages as a working language of the region and as a medium of instruction at the primary level. Accordingly, the mandate of preparing textbooks for primary schools (grades 1 -8) was given to regional educational bureaux, with the exception of English textbooks. The responsibility of preparing English textbooks for all levels was given to the Institute of Curriculum and Educational Research (ICDR) the English panel, in the Ministry of Education (MoE). Thus, MoE prepared *English for Ethiopia* series for both primary and secondary schools. The *English for Ethiopia* series differs from the *English for New Ethiopia* series both in content and approach. The units in the latter textbooks were prepared around a topic/theme covering reading, vocabulary, grammar, listening, speaking and writing parts.

In connection with the language teaching approach to be employed, ICDR sent a circular in September 1994 to all regional curriculum departments declaring that all languages should be taught according to the principles and techniques of the

communicative language teaching. “With this approach, the learners will create an atmosphere of real-life situations and solve their problems through communication by means of social interaction in the classroom” (ICDR 1994: 17).

The process of updating teaching/learning materials went a step further in 2010. Based on a needs assessment undertaken by MoE, a new curriculum for primary and secondary schools was developed in 2010. Based on the curriculum some new textbooks were introduced in schools. The Ministry of Education believed that the introduction of the new texts would play important role in improving the quality of education in the country (MoE 2010).

When it comes to higher learning institutions, universities and colleges are endowed with the mandate to prepare teaching materials based on the institution’s objective reality. The Transitional Government affirmed that: “Teacher training institutions, including higher education, will function autonomously, with the necessary authority, responsibility and accountability” (Transitional Government of Ethiopia, 1994:21-22). Therefore, higher learning institutions design and launch programmes on their own with the approval of their academic commission and the senate. They have the mandate to decide what to teach and how to teach, to assess their programmes and their students, to launch new programmes that help them become centres of excellence in selected areas. Nevertheless, the medium of instruction still remains to be English.

The recent structure of the Education system in Ethiopia was designed to address problems of quality in education and inefficiency in the education system (MOE: 2000). In the design of the curricula the cardinal principles have also been determined to guide the development of the contents to connect theoretical knowledge with practical real-life situation (ICDR 1994: 2). But a question remains to be answered. How effectively are the textbooks designed in terms of

addressing learner differences? How much are they based on solid theoretical paradigms of theories of learning?

So far we have seen how curriculum design underwent changes along with the changes in the political system of the country. As discussed above, the gradual improvements made in the methods of teaching English and the changes made in the textbooks for the teaching of English in Ethiopia aimed at ensuring quality education. However, how much has the quality of teaching English improved? To what extent has the language command of students enhanced? To this end, the next section will shed some light.

1.2.5 Level of proficiency in the English language: the current scenario

English has a wide coverage of functionality as a sole medium, particularly in secondary and higher education. It has also a considerable role in some business transactions, media and communication, etc. Nevertheless, the appropriateness and accuracy of the English in use are low. The quality of English language education and training is poor (Fisher & Swindells, 1998; NEA, 2007; IIED, 2012; MoE, 2002). This situation requires policymakers to continuously evaluate the education policy, the real practice on the ground and take corrective measures. This study could also contribute some input in this regard.

As discussed earlier, English in Ethiopia is a medium of instruction from secondary school through higher education, but the learners' proficiency remains poor and the effectiveness of English language teaching remains questionable, despite the efforts undertaken by the Ethiopian Government and concerned institutions. Teachers at schools and employers in industries have been complaining about the low level English language competence of students and graduates. A report by the Institute of International Education(IIED, 2012); noted that teaching English to non-English speaking students is a significant challenge in Ethiopia, since many teachers of English are not native speakers. When it

comes to teachers' level of proficiency, different studies indicated that they have critical gaps in their competence, teaching skills and methodologies. The impact study conducted by Lund University 2005 and Haramaya University 2007 on English Language Improvement (ELIP) indicated that teachers need intervention to improve their proficiency and pedagogical skills in English.

Educators on many occasions have expressed dissatisfaction with the current status of English language skills. For example, a May 2011 assessment of secondary school teaching found systemic weaknesses in English listening, reading, speaking and writing skills. Unfortunately, many students who reach university carry those weaknesses with them. Students who enrol at colleges and universities are unable to express themselves in English well; graduates who join the world of work fail to write application letters for jobs. Teachers in primary and secondary schools and even in colleges and universities lack the proficiency to teach the English subject well and become role-models. All these incidences indicate that the English language proficiency is low.

In their survey of the views of higher education teachers in Ethiopia with regard to the major difficulties facing students in Ethiopian Higher Education, Fisher & Swindells (1998) identified that the students' English ability is weak; they find it difficult to grasp the series of lecture and reading; they lack proficiency in the English language, and their language skill is poor (p.312).

One important measure of effectiveness in EFL teaching is the proficiency level of the students who pass through the process (Darling-Hammond, 2000). When EFL teaching in Ethiopia is seen in terms of this measure, there are evidences that its quality is deteriorating in recent years. A national assessment made on EGSECE (Ethiopian General Secondary Education Certificate Examination), for example, indicated the poor achievement of students in English and other subjects (NEA, 2007). Amare (2009) also reported that some studies of EGSECE achievement of students in five preparatory

schools in Tigray reported poor performance of students in English language and mathematics.

Similarly, it is clearly articulated in the Education and Training Policy of the country that:

the low mastery of the English language at all levels of the educational system is a glaring weakness. The policy further noted that in order to correct this situation special attention will be given to the training of teachers; short upgrading courses will also be offered to those currently teaching the subject; efforts will be made to improve the English language skills of the student, through improving the existing teaching/learning materials and developing and distributing additional reading materials (MoE, 2002:143).

Thus, the underlying factors or challenges for such extensive problems of poor English level among students and teachers should be questions to be further investigated. The fact that English is taught as a foreign language in Ethiopia as in many other countries makes the effectiveness of its teaching to be highly affected by different contextual factors.

1.3 Statement of the problem

The general perception in Ethiopia is that students are not competent in their English language command as it is a foreign language in the country. As various sources assert, the appropriateness and accuracy of the English in use is low in Ethiopia. The quality of English language education and training is poor (Fisher and Swindells, 1998; IIE, 2012; MoE, 2002). Poor command of English, in turn, is likely to hamper their academic performance because it is the medium of instruction in all high schools and at institutions of higher learning. There could be some possible factors that contributed to the problem, such as teacher factors, school factors as well as parental factors. My view is that the low level of the students' English language proficiency can also be attributed, among other factors, to the way language teaching/learning materials/tasks are designed as well as to the methods of teaching employed. If the preparation of

teaching/learning materials is not based on solid theoretical considerations of syllabus design and materials development, it can have an adverse effect on the quality of education, because “In sub-Saharan African countries (SSA), teachers depend more on textbooks; most SSA teachers follow textbooks to structure and conduct their lessons” (World Bank Working Paper, 2008: 52). In this regard one would argue that overdependence on textbooks will also have its own adverse effects if the books are not designed properly taking learner differences as well as principles of language learning and materials development into account.

A report by the Institute of International Education (IIE, 2012) noted that teaching English to non-English speaking students is a significant challenge in Ethiopia, since many teachers of English are not native speakers and their teaching is highly dictated by the textbook.

The fact that English is taught as a foreign language in Ethiopia might have its own impact; teachers’ type of training and qualification could play a part; they way teaching/learning materials are designed could be another factor; school factors as well as parental involvement could also contribute to the problem. Therefore, it can be gleaned that learning English as a foreign language is a serious challenge. “... the mysteries and wonder of human language acquisition still perplex the best of our sleuthing minds”(Brown, 2007: xi).

Then a question could arise as to how to promote quality teaching and learning. There are various factors that contribute to success in learning English as a foreign language such as motivation, early exposure to English, attitude, early first language acquisition and social background. Among other things, quality teaching is responsive to student learning processes and this can be realised by creating various learning opportunities; by providing multiple tasks, and by establishing contexts that facilitate learning. This can be partially realised by producing teaching/learning materials that are based on contemporary considerations of syllabus design. Then one can ask what syllabus designers

could do to make content more meaningful and to make language tasks more interactive so that communication would take place, and how they design the lessons so as to make them address various learners. Therefore, this research explores the extent to which issues of syllabus design and material development are employed in the Grade 9 English textbook of Ethiopia.

Effective textbook development should adhere to a broad set of procedures that are based on generally accepted theoretical constructs. My personal observations as a language practitioner for over thirty years in high schools and in a university in Ethiopia have led me to believe that textbook development needs to be based on contemporary considerations of syllabus design and materials development. The central problem, according to my personal view to be investigated is the perceived view that the low level of English among Ethiopian students is partly linked to the way in which English textbooks are written in Ethiopia. This is because, sometimes textbooks fail to cater for individual differences, present contrived rather than life-like lessons and constrain classroom creativity (Meddings and Thornbury, 2009, Tomlinson, 2008).

The Training Policy of the country also confirmed that the low mastery of the English language at all levels of the educational system is a glaring weakness, and in order to correct this situation special attention will be given to the training of teachers; efforts will be made to improve the English language skills of the students, through improving the existing teaching/learning materials and developing and distributing additional reading materials (MoE, 2002:143).

Therefore, it would be essential to explore how much English textbooks take note of considerations of syllabus design and materials development. This would help concerned bodies in making informed decision in the process of improving teaching/learning materials.

1.4 The research questions

1.4.1 Central research question

The study answered the following central research question: What language learning and teaching theory/theories inform the design and development of the Grade 9 English Language textbook?

1.4.2 Sub-questions

The study also explored the following sub-questions:

1. What has been known previously about the role of theory in developing English textbooks for EFL students?
2. To what extent does the Grade 9 English textbook address learners' differences in line with multiple intelligences?
3. How much is the textbook compatible with principles of task design and materials development?
4. To what extent are the Grade 9 English language tasks effective in integrating different macro-skills?
5. As implementers of the textbook, how do the teachers perceive the grade 9 English textbook?
6. To what extent are the grade 9 English teachers (implementers of the textbook) well versed in principles of task design and teaching/learning materials development?

1.5 Objective of the study

1.5.1 General objectives:

The aim of this study is to examine the extent to which considerations of syllabus design and materials development are employed in the grade 9 English textbook: *English for Ethiopia: Secondary English Course: Grade 9 Students Book*. It tries to examine whether material development takes cognisance of learner differences (that learners have multiple intelligences), to attest whether the language tasks are effective in terms of principles of task design and materials

development, and to confirm if these texts are effectively organised in an integrated manner. The Grade 9 English textbook, *English for Ethiopia Secondary English Course: Grade 9 Students Book* is selected for this study due to the fact that this grade level is the starting point of the first cycle of secondary education in the country in which all courses are offered in English. Hence, it can be taken as a foundation course for the overall academic progress of the students. Therefore, it would be imperative to see how much considerations of syllabus design and materials development are employed in developing the textbook.

1.5.2 Specific objectives:

The study aims at

- investigating if the language tasks in the English textbook are compatible with multiple intelligences of learners.
- exploring if the book is developed on principles of task design and materials development
- examining the effectiveness of Grade 9 English lessons in terms of integrating different macro skills.

1.6 Significance of the study

As far as the researcher's knowledge goes, such type of study on textbook evaluation has not been conducted in Ethiopia. Therefore, it is likely to make contributions in creating clarity as well as refining existing approaches in some ways pertaining to ELT task design and teaching/learning materials development. In this regard, the findings of the research are likely to inform policymakers and textbook writers to revise/develop textbooks based on current educational and psychological theoretical foundations, so as to address learners' differences; help redesign the English language teacher training programmes of the country in line with appropriate learning theories, effective teaching/learning approaches and methodologies; to encourage teachers in designing supplementary language tasks that address various intelligences comprehensively, and to shed some light

on the need to integrate different macro-skills when designing language tasks. This would be realised by disseminating the research output to MoE and through publication.

1.7 Scope of the study

The scope of the study is delimited to the Grade 9 English textbook of Ethiopia. This grade level is the first cycle of secondary education where all subjects are offered in English. In this context, one can see that high school students require a high level of English language proficiency to cope with the demands of their academic studies in all other subjects. Because of this paradigm shift in the medium of instruction at this grade level, it would be imperative to examine how much the textbook helps students in facilitating their learning.

The other dimension of the study is MIT. Because of the critical role textbooks play in the teaching/learning process, language tasks need to be designed in such a way that they address learner differences. In this regard, multiple intelligences theory (Gardner, 1983, 1993, 2011) is one of the theories which emphasise that the teaching/learning process can be maximised by making use of a wide range of teaching/learning materials that provide learners with various opportunities for learning in different ways. MIT is a sound learning theory that acknowledges learners' differences and speculates various mechanisms to address such uniqueness, and it provides practical applications as to how learning can be maximised. Thus, it would be imperative to examine if the development of the teaching/learning material successfully meets learners' differences in line with MIT

1.8 Originality of the study

Various studies have been produced on multiple intelligences and language teaching/learning. Of these studies, the following are some:

A quasi-experimental study was conducted by Chu-Fen Chen (2005) to investigate whether the implementation of cooperative learning activities

incorporating the insights from MI in college EFL classrooms had a positive effect on students' language proficiency and attitude. According to the study, no significant differences were observed.

Prof. In-Seok Kim (2009) conducted a study at Dongduk Women's University comparing students' learning preferences, obtained through an MI inventory survey, to their listening scores before and after Computer Assisted Language Learning (CALL) instruction. By applying Gardner's theory of multiple intelligences (MI) and research on multimedia-based approaches in foreign language instruction, the study concluded that CALL software can be effectively used to enhance the many kinds of human intelligences employed when learning languages.

Saricaoglu and Arikan (2009) investigated the relationship between students' gender and intelligence types, the relationship between particular intelligence types and students' success in grammar, listening and writing in English as a foreign language and the relationship between parental education and students' types of intelligences at Erciyes University's School of Foreign Languages preparatory class students.

Fahim and Ansari (2006) from Allame Tabataba'i University and Ansari from Esfahan University studied the impact of the kind of feedback the learners receive in their writing tasks on their writing improvement. It is reported that the study proves that an MI-oriented approach adopted in teaching writing can have positive effects on students' achievement.

Eng and Mustapha (2010. at Universiti Putra Malaysia, conducted a study entitled 'Enhancing Writing Ability through Multiple-Intelligence Strategies'. In this quasi-experimental research, they investigated how multiple-intelligence strategies and instructions can be used to improve the writing ability of students. They concluded that significant improvement is seen in the overall writing ability

of students after two months of training.

In an interpretive study, Kafanaboe (2006) investigated the interactions between MI and performance of learners in open-ended digital learning tasks in Tanzania taking four secondary schools doing computer studies courses. Four intelligences from the MI theory were assessed: logical-mathematical, verbal-linguistic, visual-spatial and interpersonal intelligences. The findings indicated that there are distinctive intelligence profiles apart from the four intelligences that were investigated in the study.

Hernández, et al. (2010) tried to study the overall educational system of Mexico and multiple intelligences in the process of education in Mexican education system in general. McMahon and Michaela (2004) at DePaul University undertook a study to evaluate the reliability of the Teele Inventory of Multiple Intelligences (TIMI) and the relationship between intellectual preferences and reading achievement. The TIMI was administered to 288 urban 4th-grade students. Results suggest that the TIMI subscales, which examine preferences for linguistic, logical-mathematical, interpersonal, intrapersonal, musical, spatial, and bodily-kinaesthetic intelligences, were found to have poor to moderate reliability. Students with higher scores on logical-mathematical intelligence were more likely to demonstrate at or above grade-level reading comprehension scores compared with students who scored lower on logical-mathematical intelligence, but none of the other MI scales was predictive of student achievement.

Others also investigated the relationship between students' gender and intelligence types; how multiple-intelligence strategies and instructions can be used to improve the writing ability of students; how MI increased students' interest in language learning, the relevance of MI to computer assisted language instruction; multiple intelligences and the design of web-based instruction which largely focus on application of MI to online learning.

This study is different from other works at least in four ways:

- First, it explores the extent to which the English language tasks in one grade level (Grade 9) address learner differences from the perspectives of multiple intelligence profiles of various students. Instead of focusing on one skill alone, it explicitly examined the contents of the textbook, assessing the overall language skills and tasks in relation to MI various MI profiles.
- Second, the study investigates the extent to which the language lessons are designed on the basis of principles of language learning and teaching materials development
- Third, the study examines how the language tasks are effectively designed in an integrated language teaching approach; how the ELT textbook presents tasks that cultivate various skills in an integrated manner.
- Fourth, it is different in its methodology and design in that it is based on evaluation research design with a particular emphasis on content analysis.

In sum, the reason why this study needs to be conducted is that teaching/learning materials should take note of considerations of syllabus design and materials development so as to design tasks that successfully address learner differences.

1.9 Structure of the study

The study is organised into 6 chapters. In Chapter 1, I contextualised the study by providing a brief overview of the overall background of the English language teaching/learning in Ethiopian high schools. The chapter also sets the setting where the study took place and it presents an overview of the place of English in the Ethiopian education system, the language teaching methodology in Ethiopia, the development of English language teaching materials in Ethiopia and the

teachers' and learners' proficiency in the language. Chapter 2 mainly consists of a review of the literature of different language learning theories pertaining to syllabus design and materials development with particular reference to MIT. The main conceptual framework, the research design and methodology of the study are discussed in Chapter 3. Chapter 4 presents the findings of the study in line with data collection instruments. Chapter 5 is the data analysis and discussion section, where the research questions are answered. Finally, Chapter 6 comprises a synthesis of the study and a summary of the major findings, followed by recommendations and a framework to check the effectiveness of language lessons and teaching/learning materials. Lastly, further research areas are proposed.

1.10 Acronyms

1. CALL = Computer Assisted Language Learning
2. CBLT = Competency Based Language Teaching
3. EGSECE = Ethiopian General Secondary Education Certificate Examination
4. ELIP = English Language Improvement Programme
5. ELT = English Language Teaching
6. ICDR = Institute of Curriculum and Educational Research
7. IIE = Institute of International Education
8. L2 = Second Language Learning
9. MIT = Multiple Intelligence Theory
10. SSA = Sub-Saharan African Countries

Chapter summary

In this chapter, I presented an overview of the Ethiopian education system with particular emphasis on English language teaching and learning, and some of the reforms that the system has undergone at different stages. In addition, the problem statement, the objectives of the study and the research questions to be addressed in the study are discussed.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter presents the critically reviewed selected literature on considerations of ELT syllabus/course design, the perceptions and theoretical foundations behind it, the components involved in the process, as well as principles of language learning and materials development. It also conceptualises principles related to formatting and presentation of content in developing a syllabus.

In the process of planning, developing and implementing language programmes/courses, one comes across queries such as: what kind of academic or pedagogical principles form the foundation or basis for syllabus design; what kind of psychological and pedagogical considerations should be taken into account in the process of course development, and how can learners' differences be addressed in task design and materials development? An endeavour to obtain rational answers to the questions posed above leads to the following enquiries in turn.

How can learners' needs be determined? What contextual factors need to be considered in planning a language programme? What factors are involved in planning the syllabus and the units of organisation in a course? How can good teaching be provided in a programme? What issues are involved in selecting, adapting and designing instructional materials?

(Richards, 2001:1)

A comprehensive answer to all these questions enables one to make an objective analysis of the concept of curriculum development for language courses and helps attain the primary understanding of the arena. Developing language curriculum is part of a broader educational domain known as 'curriculum development' or 'curriculum studies'. Curriculum development takes into account the aspects related to determining the kind and levels of knowledge, skills and values that learners should acquire as part of their academic courses; the kind of exposure and varieties of experiences that should be given to the

learners in order to bring about intended results; and the ways in which the teaching and learning process can be developed, processed and analysed.

2.2 Curriculum and syllabus: clarification of terms

In various scholarly discussions, the terms 'curriculum' and 'syllabus' are sometimes used interchangeably, and at other times they are understood differently. As a result, the terms 'syllabus design' and 'curriculum development' cause confusion among both researchers and language practitioners. A possible reason is that both 'curriculum' and 'syllabus' are used differently in British and American English. In American usage 'curriculum' is synonymous with the British term 'syllabus' (Richards, 1995:8). In fact, "the use of the two terms in Europe and North America has caused a great deal of confusion in second language teaching" (Pentcheva and Shopov, 2003:60).

In this study I will limit myself to the definition given by language educators. Nunan (1988:3) contends that a curriculum is concerned with a general framework such as language learning, learning experiences, and the roles teachers and learners play in the overall process of teaching/learning, whereas a syllabus is more focused towards what actually happens at the application level in the classroom. According to Rodgers, a syllabus prescribes the content to be covered by a given course, and it forms only a small part of the total school programme, whereas a curriculum is a much broader concept which incorporates all those activities in which teachers and students are engaged in a school, the subject matter, methods of teaching, supporting materials, and methods of assessment (Richards, 2001:39). This is also the case in the Ethiopian English language syllabus in which the contents to be covered in a textbook are prescribed.

Another difference worth noting is that 'syllabus' is often used to refer to something similar to a teaching/learning approach, whereas curriculum refers to a specific document of a programme developed for a particular country or region.

“Syllabus is a more detailed and operational statement of teaching and learning elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level” (Dubin & Olshtain, 1997: 28). An example of a syllabus is a grammatical syllabus or a task-based syllabus, where as one does not say a grammatical curriculum or a task-based curriculum. Based on this distinction, we assume that syllabus design is more of a pedagogical nature which focuses narrowly on the selection and grading of content (Nunan, 1988:8), whereas curriculum is more concerned with issues of planning, implementation and evaluation.

In sum, it is essential to establish a clear distinction between the terms, and the definition by Allen seems to be adequate to achieve this purpose.

Curriculum is a very general concept which involves considerations of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational programme; syllabus, on the other hand, refers to that sub-part of curriculum which is concerned with a specification of what units will be taught (in Pentcheva and Shopov, 2003:60).

In this study, therefore, ‘syllabus’ and ‘curriculum’ are differentiated based on the distinctions outlined above. Thus, the focus of the study will now be geared on towards examining the syllabus as a specification of content that takes place in the classroom, which usually contains the aims and contents of teaching/learning.

2.3 Considerations in ELT syllabus design and underlying theories

The processes of syllabus design in language teaching usually involve conducting needs assessment in a language program, developing goals and objectives, selecting teaching/learning materials and teaching approaches, and deciding on assessment models and criteria. All these endeavours will be influenced by the language learning theory the syllabus writers have in one way or another. Thus, “a syllabus reflects the originators’ view of language and their orientation of theory of language learning” (Richards and Renandya; 2002: 65).

In line with this, I presume that syllabus writers need to be well versed in contemporary language learning theories and considerations of syllabus design and materials development. When there is a gray matter in such theoretical stances, their effort will be influenced by old schools of thought of behaviourism which takes learners as mere recipients of knowledge.

Syllabus design is central in the process of course design and ELT materials preparation, and there is a wide range of factors to consider when designing a course (Nation and Macalister, 2010). These include the needs of the learners, their present knowledge and skill, the teaching/learning resources available, the period allocated the skill of the teachers, the curriculum designer's strengths and limitations, and principles of teaching and learning. Furthermore, designing a course involves a number of issues associated with selection, grading and sequencing language lessons, that is, how and in what form the language lessons will be gathered to provide the specifications of language and the content of the syllabus; how lesson units will be structured, and by means of what methodology the syllabus content will be carried to the learner (Richards, 2005). In all these endeavours, the central focus of attention in designing a foreign language syllabus needs to be the learner in that the way contents and lessons are organised and presented needs to address various learning preferences of learners. Therefore, the purpose of this study is to examine to what extent such considerations of syllabus design and materials development are taken note of successfully.

According to Richards (2005), effective instructional materials in language teaching are shaped by considerations related to factors specific to teachers, learners and the teaching/learning environment. Teachers have their own perceptions about teaching/learning, about their students' learning and about the best teaching methodology. Learners also have peculiar learning preferences that go with their specific intelligence set up, their own objectives, their language learning interests and motivations. Similarly, contextual factors include classroom

conditions, class size, and teaching/learning materials (Richards, 2005). All these factors interplay with theory of language in one way or another. In the Ethiopian context, learners have a positive attitude towards learning English; however, the language is not frequently used outside classrooms, teachers' level of proficiency is low (MoE, 2002), and large classes (60-80 students in a class) are very common in many high schools.

2.4 The theory of second language learning

In the field of L2 pedagogy, many theories of learning have been promoted and implemented in the past few decades that attracted the attention of some educators in the field. L2 teachers have applauded some of these ideas (for example, the communicative approach) quite strongly, and both the theories and the concepts associated with them have been taken as a yardstick for standard second language teaching (Murray and Christison, 2011: 190). As a matter of fact, any syllabus establishes itself on theories of knowledge such as rationalism, empiricism/ pragmatism and existentialism, and these perspectives have their own assumptions about the learner, the teacher, methodology and instructional materials. Therefore, we infer that learning theories influence education and learning practices in that each model posits assumptions of how knowledge is understood and created, and how it is imparted.

For example, the behaviourist theory asserts that knowledge is finite and takes learning as a series of stimulus-response connections. In this model, second language learning is considered just as a process of mechanical habit formation which is facilitated by means of repetition (Murray and Christison, 2011:141; Richards, 2006: 4). Hence, in the context of language learning, successful learning is taken as habit formation; that is, developing the ability to perform a particular linguistic feature without paying conscious attention to it. Such a habit, according to the theorists, can be formed only with the help of repeated practices aided by positive reinforcement (Kumaravadivelu, 2006:100). This, in turn, contributes to the belief that learning occurs when specific stimuli are persistently

introduced to the learner so that expected responses will occur which result in a change in behaviour. In this approach, learning usually takes place in incremental steps and can be enhanced through repetition and reinforcement. The model, therefore, considers the learner as a mere recipient of information and the teacher as a source of knowledge. Based on this assumption, it makes use of drilling and lecturing as a method of teaching. This approach was quite dominant in English language teaching in Ethiopia for a long period of time, and the English textbooks were full of drills and substitution tables to be practised by learners. In my opinion, such an approach may fail to address learners' differences and to effectively facilitate deeper learning.

In contrast, other learning theorists such as Bruner (1987, 1990) believed that the behaviourist approach was unlikely to address all types of learning. These theorists view learning as “an active information processing endeavour which is cognitive in nature, believing that learning requires thinking and insight and that learning occurs when people discover solutions for themselves” (in Murray and Christison, 2011:141). Other scholars also hold a similar opinion in that “many of the behaviourist or activity-oriented approaches fail to meet the criterion of good instructional design which might be called “hands-on without being minds-on”—engaging experiences that lead only accidentally, if at all, to insight or achievement (Wiggins and McTighe, 2006: 16-17). Thus, the cognitivist model came to the scene which considers the learner not as a recipient of information but as a processor of information who learns or acquires knowledge through experience and practice.

From these brief discussions, we infer how much theoretical perspectives influence syllabus design. This means theory informs the design of a given syllabus, and this, in turn, will influence the way course materials are developed it. In other words, a syllabus in one way or another reflects a view of language and the theory of language learning the writers have. The behaviourist approach to language teaching has been prevalent in Ethiopia for several years, and this approach might have its fingerprint in developing the syllabus.

It is clear that a syllabus writer will need to consider the complementary question of the theory of language learning when he embarks on developing teaching/learning materials, as it determines how the syllabus is manifested in the form of exercises, tasks, activities and learning experiences (Richards, 2005). This is because, “We can only pursue a better understanding of SLL in an organized and productive way if our efforts are guided by some form of theory” (Mitchell and Myles, 2004:7). Rodgers (2001) notes that much of the impetus for changes in approaches to language teaching came about from changes in teaching methods predisposed by language learning theories. The method concept in teaching the notion of a systematic set of teaching practices based on a particular theory of language and language learning is a powerful one and the quest for better methods has been a preoccupation of many teachers and applied linguists since the beginning of the twentieth century (Rodgers, 2001: 1-2).

To sum up, when designing a syllabus, it would be essential to explore current language learning theories and principles so as to meet the interest of various learners with diverse intelligence profiles. In certain educational contexts, the syllabus even determines how materials should be designed in the first place. Therefore, the materials are not seen as an alternative to the syllabus, but an instrument in which the goals and objectives of the syllabus are realised (McGrath, 2002:214). “While the syllabus defines the goals and objectives, the linguistic and experiential content, instructional materials can put flesh on the bones of these specifications” (Nunan, 1991:208, in McGrath, 2002:214). This is also the case in the Ethiopian context. The syllabus defines the goals to be realised, the objectives to be achieved and the contents that should go into the textbook. Based on these specifications, the material writers are supposed to develop the language tasks.

At this juncture, it would be pertinent to have a brief discussion of the processes and principles involved in syllabus/course design.

2.5 The syllabus design process

2.5.1 An overview of the components of the process

As discussed above in section (2.2.), syllabus design is a broader concept which embraces issues such as environmental analysis, needs analysis, teaching/learning theories and principles, content selection and formatting as well as programme evaluation. Furthermore, “all effective curricula are based on an organising principle, either agreed upon by its users or determined by its designers and the most common organizing principles in English language teaching are: linguistic, subject matter, learner-centeredness, and learning-centeredness” (Murray and Christison (2011:4). Hence, it is essential to take note of the organising principles when developing a sound curriculum and determining the instructional strategies to employ. Designing an FL syllabus for TEFL in a classroom setting involves combining the principles of language teaching/learning with the elements that learners bring to the classroom; this is because they have some level of knowledge, needs, interests, personal experiences, etc. Therefore, the various factors that should be considered when designing an EFL syllabus/course will include “linguistic factors, social and cultural factors, historical setting and the national political situation, geographical aspects, economic and technological development, educational framework in the region/autonomous community like starting age and time allocated for L2 weekly” (Stern 1983: 276–280). After taking these issues into consideration, a designer starts by setting the goals for a course; the items to learn in a course, that is, content and sequencing; and the format of the lessons or units of the course, including the techniques and types of activities that will be used to help learning (Nation and Macalister, 2010:2).

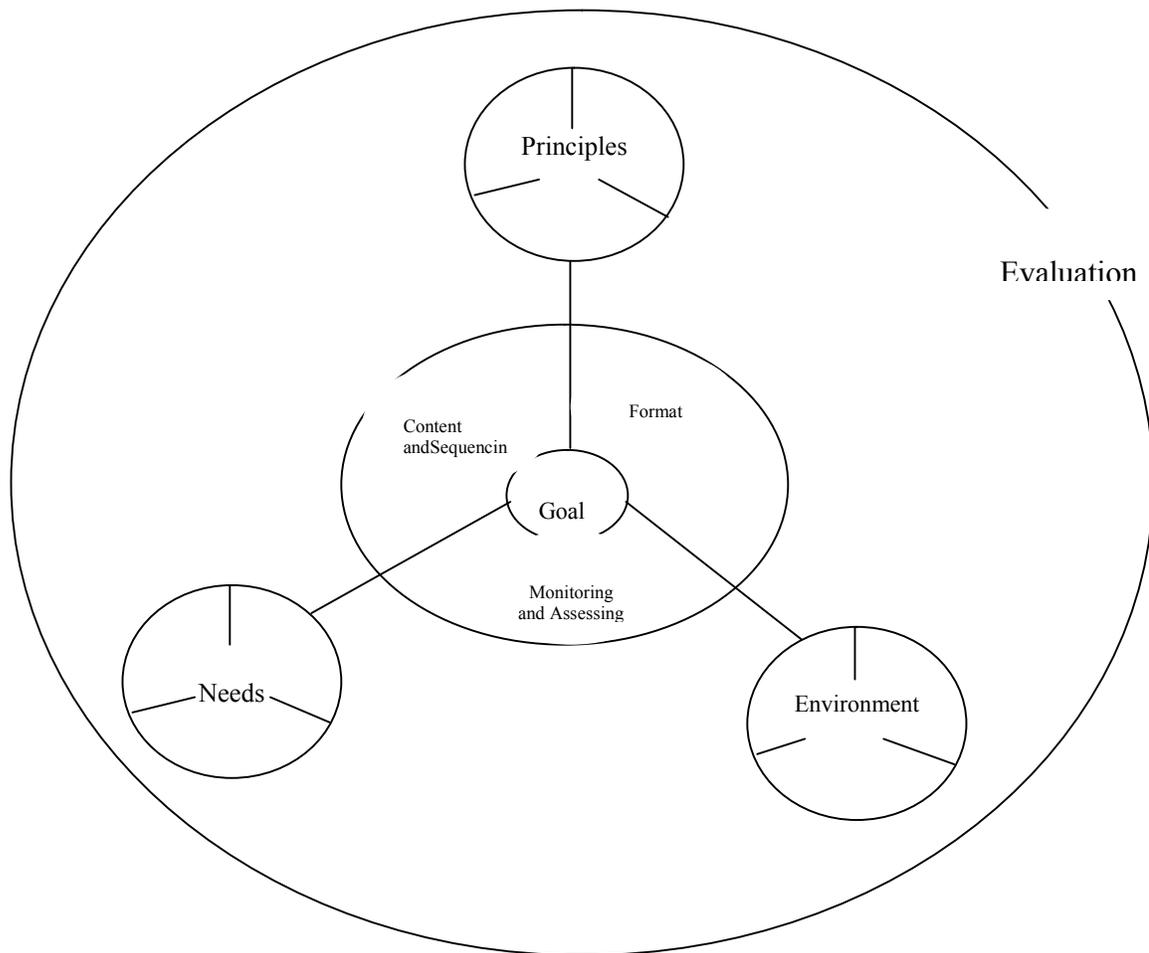


Figure 1: A Model of the Parts of the Curriculum Design Process

(Nation and Macalister, 2010:3).

This model shows some of the considerations in designing a syllabus, and with the help of the model I will examine the extent to which the Grade 9 English language syllabus writers take note of these considerations.

Syllabus design demands expertise in the field. We have noticed that designing a course involves a number of issues associated with the implementation of syllabuses for use in specific language teaching programmes. These include how a selected syllabus will need to be adapted to a specific learning level and to a given local context; how specific language contents will be developed and

sequenced; how lesson units will be structured, and how the very lessons or tasks will be formatted and presented (Johnson, 2003:309).

As shown in the model above, the design process, which is represented by the outer circles, assesses factors related to environment analysis, needs analysis and the application of principles. The inner circle, which represents the syllabus, incorporates goals, content, formatting and presenting, as well as monitoring and assessment” (Nation and Macalister, 2010:4).

It is essential for a course to have clear general goals so as to decide why the course is being taught and what the learners need to get from it. As Gardner notes, “it is always judicious to begin with a review of the goals of a particular intervention or of a whole educational programme, and the more specifically these goals can be articulated, the more shorn of rhetoric or generalities, the better” (2011:402).

The content and sequencing part of the inner circle represent the language items, ideas, skills and strategies to be learned in a course, and the order in which they occur. In selecting and sequencing contents, be it tasks, topics or themes, it is important for the course designer to keep some check on vocabulary, grammar and discourse to make sure that important items are adequately covered and thoroughly addressed. One way to provide a systematic and well-researched basis for a course is to make use of frequency lists and other lists of language items or skills (Richards, 2013). These lists should be chosen and adapted based on the result of the needs analysis in order to set the language learning content of the course.

The format and presentation part of the inner circle represents the format of the lessons or units of the course, including the techniques and types of activities that will be used to help learning. Like the other components, it is important that it is guided by the best available principles of teaching and learning. “Format and presentation must take account of the environment in which the course will be

used, the needs of the learners, and principles of teaching and learning” (Nation and Macalister, 2010: 8).

In the discussion above (2.4.1.), we have an overview of the issues involved in the syllabus design process. Of these issues, this study will limit its scope to two major components of course design: principles of language learning vis-à-vis course materials development and formatting and presentation of content.

2.5.2 Language learning and principles of task design and materials development

A clear understanding of language learning and principles of task design and materials development would help us face the challenges of foreign language teaching/learning in a more systematic way. This is because “You can teach a foreign language successfully if, among other things, you know something about that intricate web of variables that are spun together to affect how and why one learns or fails to learn a second language” (Brown, 2007:1). Learner-related characteristics, like individual difference, principles of task design and various ways of learning processes, the teaching/learning context and instructional variables are among others that contribute their part in learning a foreign language.

Our understanding of how L2 languages are learned, how L2 learners are different in their learning preferences and how teaching can address such differences has made an impressive progress over the past five decades. “Research findings from a variety of disciplines, mainly those of linguistics, psycholinguistics, cognitive psychology and sociolinguistics, have better established the complex nature of language learning: it has become clear that linguistic, psychological and socio-cultural factors interact and play a part in this process” (Uso´-Juan and Mart´inez-Flor, 2006:3).

As a result of such developments in syllabus design and materials development, scholars in the field have produced considerable research on the nature of language and language acquisition which can guide the choice of what to teach (content) and how to sequence it (Nation and Macalister, 2010:5). Similarly, Tomlinson (2010:82) argues that “language-learning materials should ideally be driven by learning and teaching principles rather than be developed ad hoc or in imitation of best-selling course books”. He further contends that “the materials should not be random recreations from repertoire nor crafty clones of previously successful materials; instead the teaching/learning materials should be founded on principled applications of: i) theories of language acquisition and development, and ii) principles of teaching” (Ibid). This study, therefore, will examine how far the syllabus writers have consciously employed these considerations in their endeavour.

Language educators (Tomlinson, 2010) agree that principles generated from research on language teaching and learning should be used to guide the direction of syllabus design and materials development. In line with this, “SLA research helps in understanding how apparently similar students react differently to the same teaching technique, while revealing the problems that all students share” (Cook, 2008: 9). In other words, “SLA research is providing more and complex accounts of how the learner’s mind works that the teacher can use to gain insight into their students and to affect their own behaviour” (Cook, 2009:151).

Tomlinson (2010:83) proposes the following principles for materials development that were driven from second language acquisition research and experience. He stresses that, ELT materials should:

- expose the learners to language in authentic use; help learners to pay attention to features of authentic input; provide the learners with opportunities to use the target language to achieve communicative purposes; provide opportunities for outcome feedback; achieve impact in the sense that they arouse and sustain the learners' curiosity and

attention; and stimulate intellectual, aesthetic, and emotional involvement (Tomlinson; 2010:83).

Other publications worth noticing pertaining to the subject of principled materials development include Fenner and Newby (2000), McDonough and Shaw (1993), Mishan (2005), Mukundan (2006a), Richards (2001), and Tomlinson and Masuhara (2004). Tomlinson has proposed the following ELT materials development framework which is a merger of principles of language acquisition and principles of language materials development (Tomlinson, 2010). Below follow the main principles to be employed in materials development.

2.5.2.1 Comprehensible input

An essential starting point for language acquisition to take place is that learners need to have a substantial amount of a rich, meaningful, and comprehensible input of language in use (Krashen, 1999; Long 1996). There is, thus, a consensus among language educators that language input of some kind is essential for successful language learning (Mitchell and Myles, 2004:20). In order to develop the required skill and use the language effectively, learners need an adequate amount of meaningful input in context to gain positive access to it.

2.5.2.2 Engaging affectively and cognitively

In order for learners to maximise their exposure to language in use, they need to be engaged both affectively and cognitively in the language experience (Tomlinson, 2010:88). “Thinking while experiencing language in use helps to achieve the **deep processing required for effective and durable learning** (Tomlinson, 2010) and it helps learners **to transfer high-level skills such as predicting, connecting, interpreting, and evaluating** (Tomlinson, 2007a, in Tomlinson, 2010) to second language use” (emphasis mine). Positive emotional involvement, like feeling enjoyment, pleasure, and happiness, feeling empathy, being amused, being excited, and being stimulated are most likely to influence acquisition positively. Even negatively induced emotional engagements like

feeling annoyance, anger, fear, opposition, and sadness is more useful than feeling nothing at all (Tomlinson, 2010). Similarly, Anderson (1990, 1993) shows the benefits of cognitive engagement during language experience; Byrnes (2000) focuses on the value of using higher-level cognitive skills in second language learning; and Green (1993) picks out cognitive engagement as one of the main drivers of second language acquisition.

Based on this principle, it is recommended that language teaching/learning materials development needs to:

- incorporate tasks that are likely to achieve affective and cognitive engagement;
- make use of activities that make the learners think about what they are reading or listening to and respond to it personally; and
- design activities that make the learners think and feel before, during, and after using the target language for communication (Tomlinson, 2010:89).

2.5.2.3 Positive affective involvement

Language learners who achieve positive affect are much more likely to achieve communicative competence than those who do not (Arnold, 1999; Tomlinson, 1998). Language learners need to be positive about the target language, about their learning environment, about their teachers, about their fellow learners, and about their learning materials at large. They also need to achieve positive self-esteem and to feel that they are making fruitful progress; they are achieving something worthwhile. Above all, they need to be emotionally involved in the learning process and to respond by laughing, getting angry, feeling sympathy, feeling happy, feeling sad, and so on. The value of positive affect has been attested to by Dornyei (2002), who offers 35 strategies for how teachers might enhance their learners' motivation and who also stresses the importance of positive motivation. To meet this language learning principle, material writers need to

- make sure that the texts and tasks are as interesting, relevant, and enjoyable as possible so as to exert a positive influence on the learners' attitudes to the language and to the process of learning it;
- set achievable challenges, which help to raise the learners' self-esteem when success is accomplished; and
- stimulate emotive responses through the use of music, song, literature, art, and so on, through making use of controversial and provocative texts, through personalisation, and through inviting learners to articulate their feelings about a text before asking them to analyse it (Tomlinson, 2010: 90).

2.5.2.4 Visual imaging

Multidimensional representation of language, for example, seeing/visualising pictures in their mind, inner speech (talking to oneself inwardly), and emotional involvement can help learners visualise what they are learning. When language lessons are connected with their own lives, when they demand students to evaluate, predict, and interpret them, such lessons can enrich the learning process in ways that promote durable acquisition, transfer learning activities to real-life use, and develop their ability to use the language effectively in a variety of situations for a variety of uses (Archer, 2003; Tomlinson and Avila, 2007a, 2007b). Therefore, material developers can exploit this language acquiring principle by

- designing tasks that encourage learners to visualise and/or use inner speech before, during, and after experiencing a written or spoken text; and
- making use of activities that help the learners to reflect on their mental activity during a task and then making more use of mental strategies in a similar task like predicting, interpreting analysing and the like (Tomlinson, 2010:93).

2.5.2.5 Language use

In many learning situations, practice contributes a vital role in acquiring a certain skill. Similarly, “Second language acquisition takes place when learners interact with others using language that they comprehend to accomplish specific tasks” (Murray and Christison, 2011:73). For Tomlinson (2008:4), a prerequisite for language learning to effectively take place is a rich exposure to language in use. “The more exposure they receive, the more and the faster they will learn” (Ellis, 2005:38).

In sum, ELT teaching/learning materials need to be developed based on principles of language acquisition in that they contain plentiful and comprehensible input; that they need to engage the learners both affectively and cognitively in the language experience; that they need to be as interesting, relevant, and enjoyable as possible so as to exert a positive influence on the learners' attitudes to the language and to the process of learning; that they need to help learners to visualise and/or use inner speech before, during, and after experiencing a written or spoken text, and that they need to create a variety of opportunities for the learners to use language to achieve communicative purposes.

2.5.3 Formatting and presentation

The search for meaning occurs through well-patterned formatting and presentation which leads to meaningful organization and categorization of information. Murray and Christison (2011) discuss that the brain is designed to perceive and generate patterns. Isolated pieces of information will result in meaningless patterns which will be difficult for learners to process. Our brain is always patterning, or perceiving and creating meanings all the time. We can influence the meaning making process in that the information should be organized in a way that allows the brain to extract patterns. This implies that

language tasks need to be developed in a meaningful manner because the more meaningful the tasks are to learners, the easier they are to learn.

Language tasks, therefore, need to be presented in various formats so that they can match various learners' learning preferences/intelligences, thereby become motivating to capture the learners' involvement. In other words, there should be opportunity for learners to work with the learning material in ways that most suit their individual learning style (Nation and Macalister, 2010:39). The good language learner studies suggest that successful language learning requires a flexible approach to learning. Thus, presenting a range of language tasks in various formats is one way of creating an appropriate condition for effective learning to take place. In other words, language lessons need to be designed in a variety of formats and presented in various ways so that they can accord with many students who have different learning experiences. Therefore, one can ask what strategies or directions have the Ethiopian syllabus writers made use of to address such concerns.

Hence, most of the decisions made regarding learners' needs, language learning principles, selection of content and sequencing will be observed through the format and presentation of the lessons. "These decisions must come through into the lesson format or else the work done on these aspects of curriculum design has been wasted, and the course might not suit the environment or learners for which it is intended to, and might not apply what is known about teaching and learning" (Nation and Macalister, 2010:88).

In short, students learn in different ways and have different strengths and limitations as well. "Teaching needs to take these differences into account rather than try to force students into a single mould" (Richards, 2006:25). This means, the way language lessons are formatted and presented should appeal to learners and the activities should be suitable for a range of students in a class with multiple intelligences. This is very critical in course design because "it has been observed countless times that, in the same foreign language class, some

students progress rapidly while others struggle along making very slow improvement. Even in what seem to be ideal conditions, some learners seem to make little progress in learning” (Lightbown and Spada, 2006: 54). So, what mechanisms have the Ethiopian English language syllabus writers employed to address learners’ differences?

Course writers need to confront the challenges of addressing learners’ differences. How can they develop language learning materials for various learners to work in ways that most suit their individual learning preference? In this regard, multiple intelligence theory (MIT) could be one possible option to consider. The implication of the presence of multiple intelligences for second language teachers is versatile. First of all it implies that all instruction needs to be presented in various formats so that each student gets a more appealing task to work with. Secondly, each learner gets mentally stretched by working with intelligences which are less developed (Farrell and Jacobs, 2010). Additionally, “by being aware of the different intelligence profiles of themselves, their classmates and their teachers, they appreciate the benefits of learning with people of different profiles and celebrate diversity” (Farrell and Jacobs, 2010: 76).

All these issues under consideration are likely to trigger questions like the following: how could language tasks be better designed particularly for learners of a foreign language? How can language teachers better help their learners cultivate their language competence? To address these questions meaningfully, this study examined the extent to which learners’ differences are addressed in the Grade 9 English textbook of Ethiopia with a particular focus on MIT. But before directly looking into these issues, it would be pertinent to see some points about the development of MIT as background information. This is, because I am using multiple intelligences as the unifying element in this study, I would like to provide a short introduction at this juncture. The reason why MIT is taken as a valuable framework in designing a foreign language syllabus or evaluating the

effectiveness of language tasks is that the theory is one of those that largely deal with addressing learner differences in the teaching/learning process.

2.6 What is MIT all about?

MIT is a theory in the field of psychology that deals with the learning characteristics of the human mind. MIT postulates that man is endowed with a set of intelligence profiles which the brain is capable of. These units are labelled as “intelligences”, each with their own observable and measurable abilities (Gardner 1983, 1993).

In his work, *Frames of Mind: The Theory of Multiple Intelligences*, Gardner (1983:8) defines intelligence generally as “the capacity to respond successfully to new situations – to tackle a task demanded by life”. He further postulates that intelligence is not unilateral but multidimensional, and it can be exhibited in at least eight forms: verbal/linguistic, logical/mathematical, musical, bodily-kinaesthetic, visual/spatial, interpersonal, intrapersonal and naturalistic (Armstrong, 2009). Currently, many of the modern research on intelligence is more concerned with the processes of intelligent thinking than its various manifestations (Lohman, 1996). One notable exception is the work of Gardner (1983, 1993) which hypothesised eight different intelligences. We can see how the definition of intelligence has expanded from the following summary:

Table 1: Views of Intelligence

Old view of intelligence	New view of intelligence
<ul style="list-style-type: none"> • Intelligence was fixed • Intelligence was unitary • Intelligence was measured by a scored number • Intelligence was measured in isolation • Intelligence was used to sort 	<ul style="list-style-type: none"> • Intelligence can be developed • Intelligence can be exhibited in many ways-multiple intelligences • Intelligence is not numerically quantifiable and is exhibited during a performance or problem-solving process • Intelligence is measured in context/real life situations • Intelligence is used to understand human capacities and the many and varied ways

students and predict their success.	students can achieve or perform.
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Source: Silver, Strong, & Perini (2000). **So each may learn: Integrating learning styles and multiple intelligences.**

2.6.1 Learning styles and intelligences

There is often confusion between the two terms: multiple intelligences and learning styles; yet, they are different constructs even though they are frequently confused in the literature (Murray and Christison, 2011; Lange- Multiple Intelligences Institute, 2012). Gardner’s MI theory suggests that “intelligences are basic to all humans and that brain biology suggests that each intelligence functions separately” (Murray and Christison, 2011: 190). “Regardless of individual preferences, sex or race, each person has all eight intelligences with different levels of strengths. No matter what intelligence profile one has today, he/she has the capacity to change it and to develop or increase all eight intelligences” (Lange, 2012).

According to Lange (2012), learning styles and multiple intelligences are quite different. Although Multiple Intelligences (MI) is a modern developmental psychology theory closely linked to learning styles and constructivist theories (Battro, 2009), it differs from learning styles in that learning styles speak of the way a certain person learns, for example an “auditory” second language learner wants to participate in discussions, conversations, and group work (Oxford, 1995), whereas “musical intelligence” actually leads to a discipline beyond the auditory style that is valued by a certain culture in a certain time period, such as a concert violinist. Krechevsky (1998) gave an example of a professional who may be strong with a tactile or auditory intelligence but become an accountant or a botanist. However, if one has not developed strong logical-mathematical or naturalist intelligences, success in those professions will be limited.

On the contrary, unlike abilities and aptitudes, “learning styles do not reflect innate endowment that automatically leads to success; that is, learning styles are

not yet another metaphor for distinguishing the gifted from the untalented but rather they refer to *personal preferences*" (Dörnyei, 2005:122). Unlike a learning style, 'intelligence' is a biological set up which is found in the brain of every human being which can be cultivated and developed in social interactions (Murray and Christison, 2011). Howard Gardner, the originator of MI Theory, has defined intelligence (1999:33) as "the bio-psychological potential to process information that can be activated in a cultural setting to solve a problem or fashion a product that is valued in one or more cultural settings." In this view, intelligence is considered as a dynamic construct which can be nurtured and further developed provided that there are relevant and meaningful learning experiences (Christison, 2005).

2.6.2 Significance of MIT in the field of education

According to MIT, each individual human being is endowed with a number of domains of potential intellectual competences that are likely to develop, provided that they are nurtured with appropriate stimulating factors. As normal human beings, we cultivate these potentials when we exploit the opportunities in dealing with a range of materials and objects (Gardner, 2011: 300). In line with this, Murray and Christison, (2011: 189) acknowledge that "it is important to consider how we might influence learning in the classroom, address the varied needs of the diverse individuals with whom we work, and consider the different ways in which they might be demonstrating different types of intelligent behaviour".

MIT recommends that learning opportunities should cater for various intelligence profiles so that individuals who show gifts in the other intelligences could also benefit from learning and afterwards contribute significantly to the world in which we live. In this regard, therefore, MIT proposes a major transformation in the ways our schools are run (Armstrong, 1998). In other words, it has brought to light the need of facilitating learning by designing tasks that provide wider opportunities for learners so that each one could work in his/her own ways. Now we are aware of the need of providing relevant and meaningful learning activities

so that each individual learner can be actively engaged in creating his/her own learning.

Similar to MIT, there is a move towards more student-centred learning, often referred to as the “personalization of learning” as Parsons put it. Student-centred/ personalized learning is based upon recognizing that “students are individuals who have personal strengths and that learning spaces can be created to meet their needs and interests while promoting both intergenerational and lifelong learning” (Parsons, 2012:286).

Teaching strategies that employ multiple-intelligence theory are likely to transform the ‘one-size-fits-all’ model of instruction to that of ‘one-size-fits-one’ approach by providing students with a variety of lessons/activities so that they learn and demonstrate their learning in ways that appeal to them. Such teaching strategies that make use of various types of problem-solving activities which are informed by multiple intelligences encourage learners to build on their existing strengths and knowledge (Kallenbach, 1999). As a result of such anticipated merits, “educational institutions have recently been applying Gardner’s multiple intelligences to a variety of school-oriented contexts” (Brown, 2007:110).

According to Gardner, every student has all of the intelligences; however, they may differ in the particular intelligence profiles they are born with as well as their level of strength or development (Gardner, 2011). In other words, even if we are endowed with one brain, that brain can be better triggered in a variety of ways and manifested at different levels of strengths. Thus, MIT proposes that we have learners with various forms of intellectual strength in the same classroom and we need to employ a variety of strategies so that learners’ differences are addressed and these students get a match in the teaching/learning process.

As (Gardner) contends, “Intellectual potentials can be realised if preventive circumstances are absent, if the appropriate sequences of experiences are forthcoming, and if there is determination to pursue these lines of growth”

(2011.301). In sum, MIT can contribute significantly in transforming our mode of instruction. “It is child centred that encourages children to grow and to develop their potential as responsible human beings, and it challenges educators to find ways that will work for this student learning” (Gardner, 1999: 154).

2.6.3 Criticisms against MIT

The main premise in this theory is that it recognizes human diversity in learning and acknowledges that individuals can learn and do learn differently (Murray and Christison, 2011: 190). Despite such pedagogical considerations that can valuably inform course design, MIT has never been free of criticisms. The criticisms can be summarized as follows.

- The theory has been criticized for lack of supporting scientific data. Ceci (1996) questioned the validity of the theory of multiple intelligences arguing that it lacks supporting scientific data. Brody (1992) also challenged that it is difficult to evaluate Gardner’s theory, *Frames of Mind*, as it presents no specific studies in support of his claims.
- The theory has been criticised for not offering a clear programme/procedure for educators to use or implement it in schools (Levin, 1994).
- Furthermore, Scarr (1989) argues that classifying diverse abilities or talents simply masks the distinctions between intelligences and human characteristics; it does not advance the understanding of intelligence.

In his counter argument, however, Gardner (1999:84) argues that “the concept of *style* designates a general approach that an individual may apply to an infinite range of content. In contrast, intelligence is a capacity, with its demonstrable component processes that are geared to a specific content in the world”. Regarding lack of clear programme or practical guideline for implementing MIT in schools, Gardner notes that “theories may be put into practice in different ways: some with direct guidance, and others – like those of John Dewey and Jean Piaget – by practitioners with little direct guidance from the originators” (Ibid). MIT

has been adopted in the latter way and numerous schools have used the theory in diverse ways (Gardner et al, 1996).

2.6.4 Implementation of MIT in the field of education: some experiences

Gardner's "multiple intelligences" brought to the surface that human beings have all the intelligences but with different and unique combinations, and learning strengths and weaknesses, and this insight brought about a paradigm shift in education (Kelly, 2006). Consequently, the one-size-fits-all curriculum lessons which the educational world had become accustomed to did not seem so appropriate. Despite intensive critique, Gardner's MIT has been widely accepted for its practical applications in the field of education. "One of the most exciting developments of the theory of multiple intelligences has been its international impact in which the theory is now part of the educational scene to one degree or another in most of the nations of the world" (Armstrong, 2009:199). In some countries, its impact has been applauded at government level where MI has been incorporated into their national education initiatives. In other cases, its impact has been more at the local level. Hence, some individual schools and teachers applied the theory as an initiative to their unique requirements of their own setting.

A number of schools in North America, for example, have looked to designing their curricula according to the intelligences, and to structure classrooms in a way to reflect the understandings that Howard Gardner developed. Thus, the theory has been used to restructure several schools' curricula and their domains. To site some examples, the Key School in Indianapolis (Blythe & Gardner, 1990), the Mather School in Boston (Hatch, 1993), and the New City School in St. Louis, Missouri (Hoerr, 2004) are schools that have used Gardner's theory to reform and restructure their curricula. Thomas Hoerr, who was also the principal of New City School in St. Louis, Missouri, said that "changing his school's curriculum has had positive effects on how teachers teach, how they assess, and how they communicate with parents. In addition, the teachers in New City School are

deeply committed to implementing the principles of the multiple intelligences theory and they have accepted ownership of this unique curriculum” (Hoerr, 2004).

Another study conducted by Mettetal et al. (1997) about the attitudes of teachers, parents and learners towards the implementation of the multiple intelligences principles into their curriculum at Farmington Elementary School (located in North-central Indiana), showed that “MIT exerted a powerful influence on many aspects of school life, ethos and performance quite apart from the most obvious and direct way in which it changed and influenced the school's curriculum” (Mettetal et al., 1997: 120). Furthermore, learning about the theory of multiple intelligences, for example, changed the way in which teachers thought about their learners' abilities. The theory of multiple intelligences influenced teachers at Farmington to embrace the idea that their learners have diverse talents and that these talents and abilities need unique avenues of expression (Ibid).

Kornhaber, Veenema, & Fierros (2003) launched Project Zero to study 41 elementary schools in the United States for a period of more than three years (Kornhaber et al., 2003). The results of the project indicated that the majority of the schools exhibited improvements in the performance of the learners with learning differences in relation to standardized test scores, learner discipline, and parent participation in learner development after the theory of multiple intelligences had been implemented in the schools that had been surveyed.

A project that applied MIT transformed Glendale Community College (Diaz-Lefebvre, 2004). The project was based on a practical application of teaching and authentic assessment to post-secondary learners. Diaz-Lefebvre established that the implementation of a didactic design different from the conventional one that had hitherto prevailed in that college had a noticeably beneficial effect on learners. Such assessment projects that have been established at different levels of schooling have provided evidence that reflects favourably on the application of

multiple intelligences (Diaz-Lefebvre, 2004).

Project Spectrum, a collaborative project that was undertaken by several researchers at Harvard called 'Project Zero' in conjunction with David Feldman at Tufts University and children in schools in Medford, Massachusetts proved the significance of MIT by developing a school curriculum (Krechevsky, 1991; Canne1a, 2004: 208).

Another research project, called Arts PROPEL, was undertaken in (1988) at junior and senior high school level in collaboration with the Educational Testing Service, the Pittsburgh Public School system, and Harvard Project Zero. The project sought to assess growth and learning in areas such as music, imaginative writing and visual arts, all of which were said to be neglected by most standard measures (Gardner & Hatch, 1989). In 1990, Hatch and Gardner confirmed that children have distinctive intellectual profiles that would reveal strengths and weaknesses in different areas of intelligence.

In addition to this, the theory is attracting the attention of stakeholders in the education sector. The Venezuelan politician, Minister Machado (1980) reached the conclusion that every human being has the potential to become intelligent, that man is offered unlimited possibilities that are materialized through learning and teaching. He committed that:

We [Venezuelans] are going to completely transform our educational system. We are going to teach how to develop intelligence every day, from kindergarten to college, and we are going to teach parents, especially mothers, how to teach their children from the moment of their birth, and even before, how to develop all of their capabilities. In this manner we will be offering our people and all the peoples of the world a real new future (in Gardner, 2011:389).

Therefore, one can conclude that the success of such applications is an important indication for validating the valuable contribution of the theory of multiple intelligences in the field of education. As Gardner puts it, MIT may prove

of genuine utility to those policy makers and practitioners charged with the development of other individuals (2011). “Training and heightening of intellect is certainly in the international air: the World Bank’s report on Human Development, the Club of Rome’s essay on anticipatory learning, and the Venezuelan Project on Human Intelligence are but three recent visible examples” (Gardner, 2011:10). He further contends that these days it has become a common issue in the international air to talk about the development of intelligence, the realization of human potential and the role of education.

Rightly or wrongly, the powers that be in the worlds of international development and national sovereignty have become convinced that the ingredients for human progress, success, and happiness are closely linked to better educational opportunities for their client citizenry and, particularly, for young individuals (Gardner, 2011: 386).

2.7 Multiple intelligence theory and FL teaching/learning

Gardner's MI Theory was first applied exclusively to foreign-language teaching by Michael Berman in his 1998 book *A Multiple Intelligences Road to an ELT Classroom* (Palmberg, 2000). In foreign language education, Christison (1999, 2005) and others have been successfully applying the concept of multiple intelligences to teaching English as a second or foreign language by showing how each intelligence could be related to certain demands in the classroom (Brown, 2007:110).

Language teaching/learning tasks can be enriched by taking appropriate language learning/teaching theories and approaches into account so that they can address learner differences and facilitate personalized learning. Why personalized learning? “Personalized learning involves the provision of high-quality and engaging learning opportunities that meet the diverse needs of all learners, flexible timing and pacing, through a range of learning environments with learning supports and services tailored to meet their needs” (Alberta Education, 2010: 14). Furthermore, The United States Department of Education in its National Education Technology Plan 2010 notes that “individualization,

differentiation and personalization have become buzzwords in education, but little agreement exists about their exact meaning. What is agreed upon is that a one-size -fits-all model of teaching and learning no longer works” (in Parsons, 2012: 219).

From this proposition, we understand that there is no one single way of teaching either. Hence Gardner (1993) suggests that learning and teaching can be understood and practised through many avenues. The teacher needs to offer a choice of tasks so as to give learners the opportunity of apprehending information in their preferred way, as well as to promote the development of their subtle intelligences (Gardner, 1983; 1999). This does not mean, however, that teachers should design specific tasks to address each particular intelligence; instead, language learning tasks can be developed around different types of intelligences so that learners can have various options that fit their learning preferences. Such an approach would help them comprehend and assimilate the information more deeply and cultivate their weaker intelligences as well.

As Gardner pointed out, a person’s intellectual endowments can be activated in a variety of encounters, and creating various learning opportunities would facilitate the process (Gardner, 2011: 391). In line with this, MI can be implemented in a wide range of instructional contexts. For example, the MI teacher can provide hands-on experiences that involve students in moving around, assemble some parts of an object by way of giving instructions (imperative form), or having students build something tangible to reveal their understanding of a given instruction in English. Such tasks can cultivate not only their linguistic knowledge, but also their kinaesthetic intelligence. Along with these tasks, the MI teacher can also make learners discuss with each other as to how they managed to accomplish the task in pairs, small groups, or large groups. This would stimulate their interpersonal intelligence. In the same task, he/she can also set activities for students to engage in self-reflection, think over the language instructions and the series of steps they have undertaken to assemble a material or draw a sketch, to

describe the steps they followed and produce a brief report in writing about the process. This would nurture their intrapersonal intelligence. “MI theory essentially encompasses what good teachers have always done in their teaching: reaching beyond the text and the blackboard to awaken students’ minds” (Armstrong, 2009:56).

From these conclusions, language educators (curriculum designers, textbook writers and language teachers) need to take cognisance of the different multiple intelligences of students and the learning styles associated with each, and strive their best to address them in their teaching practices and programmes so that specific learning preferences and various intelligence set up of students would be accommodated. “Understanding the numerous ways that children acquire knowledge enables teachers to use a variety of strategies to reach children with different types of intelligence” (Campbell 2008: 187). Therefore, in order to come to an understanding of the implication of MIT for FL teaching/learning, it is important to comprehend some of the multiple intelligence descriptions developed by Gardner.

2.8 Brief description of the MIT

In this section, a brief description of the MIT summarised by Chapman and Freeman (1996); Gardner et al., (1996); Checkley, (1997); and Gardner, (1999) will be given. In addition to the description of MIT, its implication to FL teaching/learning is discussed.

2. 8.1 Musical/Rhythmic intelligence

“Musical intelligence is the ability to recognise and use the nonverbal sounds: pitch, rhythms and melody. It is the capacity to perceive, discriminate, transform and express musical forms” (Armstrong, 2009:7). Research on the effects of music in the classroom showed that students who had received musical education or those that had been frequently exposed to classical music had higher academic achievements (Campbell, 1997; Lazanov, 1988). Therefore, to

nurture this intelligence we can sometimes design language tasks accompanied with songs. For example, listening tasks can incorporate some kind of songs, paying particular emphasis to language items in the lyrics. The songs can further be mixed with visuals so that students can listen to the song with language items and see some kind of picture. This can be further integrated with speaking and writing tasks at a later stage. We can ask the students to discuss the story in smaller groups and then produce a written text based on the song they heard and the picture they saw. Furthermore, it is also possible to make students compose little songs as homework and let some of them sing for the class as a kind of warm-up activity.

Therefore, it is pedagogically advantageous to turn some of the English language tasks into a song or rhythmic tune. The development of musical intelligence in the second language classroom can have benefits such as helping students to concentrate and connect with their inner self, stimulating the creative process, eliminating distracting sounds from in or outside the classroom and, above all, fostering a relaxed but motivating and productive classroom atmosphere (Rauscher, Shaw and KY, 1997). At high school the music analysed can be more complex and more poetry can be used to teach rhythm, rhyme, etc.

2.8.2 The Visual – Spatial intelligence

The visual–spatial intelligence is the ability to perceive, transform and create visual and/or spatial images, like form, shape, line, space, colour, etc. which are necessary to create a mental image of something. Visual elements are especially useful for providing comprehensible and meaningful input for FL learners. To make language input more comprehensible and memorable for students, therefore, it is advisable to use image-evoking visual aids when we design language tasks.

Combining visual aids with any language task, be it writing, reading, or speaking, will facilitate comprehension and build the interest of the students to accomplish

the tasks. By displaying a picture of a car accident, for example, we can ask our students to discuss the possible causes and/or the consequences of the accident, and then make them write a paragraph about it. While showing a visual aid of an airplane burst into flames in a forest, they can do similar activities – they can relate the incident to forest fire, global warming and the like, be it in writing or speaking. We can also present a relevant picture before going to a reading exercise. A picture that shows a multitude of people in a degraded environment is a case in point in relation to a reading passage on population growth.

The use of images along with language tasks is an important aid to facilitate learning. One can imagine how excited learners would be if they were to be asked to write a composition based on a cartoon? One can also imagine how a learner who is very good in drawing can be motivated to draw a picture that tells a story, and thereafter be asked to tell the story to the class. In this way we can successfully build mental images and when mental images are used systematically they become a very useful learning strategy, due to the fact that visualising while trying to understand a text is crucial for meaning making (Tomlinson, 1998).

2.8.3 Verbal/Linguistic intelligence

Verbal/Linguistic intelligence is the ability to communicate both in speaking and writing effectively. People who have a strong verbal/linguistic intelligence usually have a good vocabulary stock. To cultivate verbal/linguistic intelligence, therefore, an integrated approach can help us organise a variety of speaking and reading tasks for our FL classes. Every reading activity can be followed by a brief oral and/or written summary of the text. A matter of minutes can be devoted for students to share orally the experience they had to the class, to tell jokes to friends, etc. After completing listening or writing activities, we can ask them to relate the story to their situation and produce an oral presentation. The activities can be done independently and then shared in smaller groups. We can also get them together in smaller groups and take turns to read parts of a play.

2.8.4 The Logical–Mathematical intelligence

Logical mathematical intelligence is the capacity to reason out, calculate, recognise patterns and handle logical thinking. This intelligence includes sensitivity to logical patterns and relationships, statements and propositions (if-then, cause-effect), functions, and other related abstractions. People with logical-mathematical intelligence incline towards categorization, classification, inference, generalization, calculation, and hypothesis testing.

Therefore, language learning tasks should incorporate problem-solving activities that demand students to think logically and reason out possible recommendations/solutions. Debates on Capital Punishment, Euthanasia, One Child Policy, etc. can be used in speaking sessions to cultivate logical/mathematical intelligence. This can be followed by a writing activity whereby the students' attention is directed to the precision of language and precision of thought in a piece of writing. Similarly, reading passages on debatable issues can be included in the student textbook so that students try to solve abstract problems, advance their own arguments in a logical manner be it in speaking or writing activities.

Such tasks will help them apply inductive and deductive reasoning skills, try to provide solutions and overcome challenges, as well as solve critical and creative problems. This experience, in turn, would help our students become naturally inquisitive, curious and investigative, and develop their ability to apply logical reasoning skills to solve everyday problems.

2.8.5 The Interpersonal intelligence

Interpersonal intelligence is the ability to understand other people, to be empathetic, to work co-operatively and to communicate effectively. The interpersonal intelligence is concerned with the ability to harmonise oneself with

others, to understand their perspectives and opinions, and to convince others in order to achieve personal objectives (Arnold & Fonseca, 2004).

Interpersonal intelligence is strongly connected to learning a second language. All learning happens in a social context where meaning is shared, and language learning is a social process which aims at developing communicative competence.

Using a series of specific structures which stimulate positive interdependence, students in small groups can interact and co-operate to carry out different tasks. This socialising approach to language learning in the classroom leads to the development of not only verbal but also interpersonal intelligence (Arnold & Fonseca, 2004). Listening strategies, dialogue, interview and other similar tasks can contribute to establishing rapport in a communicative situation. Active listening is directly related to empathy, which has been defined as the process of “putting yourself into someone else’s shoes”; it helps students to recognise that their way is not the only way and possibly not even the best way (Arnold, 1999). From such type of FL tasks, students with high interpersonal intelligence could benefit a lot. Empathy developed through group activities helps to create a relaxed classroom atmosphere where learners can feel more self-confident and willing to speak in the target language (Arnold & Fonseca, 2004). This in turn will cultivate not only their interpersonal intelligence but also their verbal/linguistic intelligence as well.

2.8.6 The Intrapersonal intelligence

Intrapersonal intelligence is the ability to understand oneself and to be able to quietly contemplate and assess one’s accomplishments, obstacles and possible solutions, etc. Intrapersonal intelligence gives us the capacity to understand the internal aspects of the self and to practise self-discipline. Knowing personal capacities and limitations in order to optimise personal performance is precisely one of the milestones of learning styles research applied to language learning

(Christison, 1999; Reid, 1995, 1998) and learning style assessment is a useful tool for language learners to “identify their preferred learning style and stretch those style by examining and practicing various learning strategies” (Reid, 1995: IX).

It is worth sparing a matter of minutes letting our students ponder questions about themselves: “Who am I?”, “What is the purpose of life?”, “What do I want to become?” and so on. Such tasks could help them become aware of the many different emotions that live inside of them and understand themselves better. Therefore, with the help of FL tasks, we can cultivate not only their language command but also their intrapersonal competence. Thus “an awareness of one’s personality, feelings, motivation and attitudes and learning style at any particular moment would be included within such a concept of meta cognitive awareness” (William and Burden, 1997:155).

2.8.7 The Bodily-Kinaesthetic intelligence

Bodily-Kinaesthetic intelligence is the ability of using the body skilfully to express oneself as well as to accomplish something. It is expertise in using one’s whole body for expressing ideas and feelings (e.g., as an actor, a mime, an athlete, or a dancer. Incorporating such tasks that help our students make use of non-verbal aspects of communication is also very relevant in language teaching. For Example, gestures, facial expressions and similar movements of the body can be used to communicate an idea, intention or feeling in a better way.

2.8.8 The Naturalist intelligence

Naturalistic intelligence is the ability to observe, recognise, classify and appreciate the natural world. People with this intelligence are often concerned with observing, classifying and understanding the parts of the physical environment as well as showing interest in natural phenomena. Therefore, by organising short visits during weekends, we can design language tasks that require students to classify the animals and plants they have visited or observed,

discuss the causes of environmental degradation, suggest possible solutions to minimise environmental pollution, and discuss how to cover a barren land with trees or vegetables.

2.9 The implications of MIT in a teaching/learning process

2. 9.1 From educational perspective in general

MI theory makes us think of creating an ideal context for effective learning to take place by making sense as to how the human cognitive process is stimulated and by designing strategies that can be employed in enhancing students' ability to think. We understand from MIT that mankind is not endowed with only one intelligence nor with uniform intelligence profiles and, by implication, there is not a single way of learning. Hence Gardner (1993, 2011) suggests that learning can take place in many pathways and teaching needs to cater for various possibilities to facilitate it.

This is a noble accomplishment for educators who are always concerned about what educational methods can best benefit the learners. Gardner claimed that educational methods should be created and adjusted to be more flexible for students who have different intellectual capacities, and should be re-designed and re-arranged to use the multiple intelligences effectively so that those changes would benefit students, teachers and society (Gardner, 1993, 2011).

To sum up, Chapman & Freeman (1996) suggest several implications of Gardner's Theory which are relevant for educators:

- everyone has at least one intelligence of strength;
- everyone has some weaker intelligences that can cause discomfort;
- weaknesses can be strengthened-moving from an area of discomfort to comfort; and
- one's brain is as unique as a fingerprint.

These ideas remind us that language teachers need to ensure that our teaching practices and programmes should take account of the different multiple intelligences of learners and the learning styles associated with each. In this way, different strengths of students would be accommodated.

2.9.2 From FL teaching/learning perspective in particular

From our earlier discussions, we have seen that the process of learning is associated with intelligence, and MIT has a valuable contribution in designing language tasks. From an instructional perspective, the theory proposes that people learn in different ways based on their own learning preferences; and it strongly recommends that language learning can be favoured by using a variety of learning tasks which call upon diverse intelligence profiles (Teele, 2000, Christison, 2001; Gardner, 1993, 2011). We infer from this that relevant and meaningful learning activities have to be used so as to address learner differences and each individual learner can actively engage in creating his/her own knowledge and understanding. This implies that the teacher needs to offer a choice of tasks so as to give learners the opportunity of apprehending information in their preferred way, as well as to promote the development of their other intelligences (Gardner, 1983; 1999). Based on MIT, the following table summarizes various ways of learning upon which my conceptual framework hinges.

Table 2: Various Ways of Learning

Eight Ways of Learning			
Children who are highly. . .	They think . . .	They love . . .	They need . . .
Verbal/Linguistic	In words	Reading, writing, telling stories, playing word games	Books, tapes, writing tools, paper, diaries, dialogue, discussion, debate, stories
Logical-mathematical	By reasoning	Experimenting, questioning, figuring out logical puzzles, calculating,	Materials to experiment with, science materials, manipulative trips to planetariums and science

Spatial	In mages and pictures	Designing, drawing, visualizing, doodling	art, Lagos videos, movies, slides imagination games mazes, puzzles, illustrated books, trips to art museums
Bodily-kinaesthetic	Through somatic sensations	Dancing, running, jumping, building, touching, gesturing	Role-play, drama, movement, building things, sport and physical games, tactile experiences, hands-on learning
Musical	Via rhythms and melodies	Singing, whistling humming, tapping feet and hands, listening	Sing-along time, trips to concerts, playing music at home and school, musical instruments
Interpersonal	By bouncing ideas off other people	Leading, organizing, relating, manipulating, mediating, partying	Friends, group games, social gatherings community events, clubs mentors/apprenticeships
Intrapersonal	In relation to their needs, feelings, and goals	Setting goals, meditating, dreaming, planning, reflecting	Secret places, time alone, self paced projects, choices
Naturalist	Through nature and natural forms	Playing with pets, gardening investigating nature, raising animals, caring for planet earth	Access to nature , opportunities for interacting with animals, tools for investigating nature (e.g. magnifying glasses, binoculars)

(Adapted from Armstrong, 2009:33)

From the table above, it becomes evident that “human intellectual competences can be mobilized in a variety of ways and the media available to the child could certainly be broadened” (Gardner, 2011: 391). This knowledge could help language educators in designing syllabuses and textbooks in that, understanding the numerous ways that children acquire knowledge enables teachers to use a variety of strategies to reach children with different types of intelligence (Campbell 2008: 187). This, in turn, would help them identify the activities frequently used in their classes and categorise them to each particular type of intelligence; develop supplementary classroom activities/tasks, taking into

consideration factors such as students' needs, learning styles, strategies, and potentials.

Providing a variety of language activities that stimulate the different potentials or intelligences proposed by Gardner(1999) makes it possible to engage multiple memory pathways necessary to produce sustained deep learning (Schumann 1997).Gardner (1993) recommends that integrated education would use students' natural talents successfully in the classroom. If FL teaching/learning materials are taught in only one way, we will only reach a certain type of student. The argument is not a matter of addressing all the individual MI profiles of each learner in every language class, but it is a matter of offering a balanced approach where different "Windows on the same concept" (Gardner, 1993:204) are incorporated. As Schumann (1999) explains, one of the dimensions along which stimulus appraisal is made and motivation is determined is by cultivating learners' coping potential. This can be realised by developing lessons based on MI checklist whereby every type of intelligence is addressed at a given interval. Developing various types of language tasks will enable us not only to meet learners' differences, but also offer them the opportunity to participate successfully in a lesson/task. This approach will build their self-perception as it recognises their innate potential in terms of intellectual, emotional and social components. Hence, the MIT framework is a useful tool for designing various language tasks that help students deal with certain challenges. This in turn will strengthen their coping skill, and when learners see what they can do with such tasks, their self-esteem will be heightened and success in language learning will be enhanced (Arnold & Fonseca, 2004).

2.10 MIT promotes integrated language teaching approach

Skills are the building blocks in the process of language teaching and learning. In the past few decades the segregated-skill approach, where one or two skills were presented in isolation, was dominant in FL classes (Oxford, 2001). Yet, educators found out that this approach of treating skills in isolation was

contradictory to the natural way of acquiring a language. As a result, there has been a shift towards an approach that encourages the teaching of various skills within the general framework of integration. As a result, language learning theory has seen a gradual shift towards a more holistic view of language use. “The last thirty years has seen a move towards viewing language in much more integrative and holistic terms” (Schmitt and Celce-Murcia, 2002:12). Nunan also considers skills integration as an important vehicle for language learning, assuming that it would facilitate interaction, task continuity, natural way of language use and task outcomes (2005). From real-life experience, we also observe that language skills are rarely used in isolation where one skill is used independent of the other. The reality is, different skills interchange in most social and classroom situations where one skill reinforces another (Brown, 2007).

In this regard, MIT will enhance the realisation of an integrated language teaching approach which gives us many opportunities to develop different types of FL tasks that appeal to various learners with multiple intelligences. For example, we can

- develop tasks composed of pictures and graphic materials in our presentation to accommodate visual/spatial intelligence as well as verbal/linguistic and logical intelligences.
- produce reading activities that are relevant for visual/spatial intelligence, thereby cultivating their language competence at large (verbal/linguistic intelligences).
- provide writing activities (like compare and contrast, analyse and discuss the causes/effects of something) that promote their reasoning or logical/mathematical intelligence.
- design dialogues and similar tasks that call for co-operative learning and fit into interpersonal intelligence.
- organise a series of speaking and listening tasks that cultivate their listening and speaking skills, and nurture their verbal/linguistic intelligence.

- make use of songs and audio-visual materials so that students with stronger musical/rhythmic intelligence could benefit significantly.
- produce short plays, games, drama, and thereby enrich their bodily/kinaesthetic intelligence.
- give them writing tasks to describe their surrounding and make use of their imagination and cultivate their naturalistic intelligence in the mean time.

All the language skills are vital in the teaching/learning process and the combination of the language skills has positive effects on student success. Integrating language skills helps language learners to develop their ability to use two or more of the four skills in a life-like context and in their real life.

2.10.1 The implications of MIT in integrated skills language teaching approach

An integrated language teaching approach gives room for designing FL tasks that co-ordinate verbal/linguistic, bodily/kinaesthetic, musical, interpersonal and intrapersonal intelligences, and promotes language learning more comprehensively. For instance, by designing integrated language tasks such as group debates and argumentation, complex role-plays, writing essays and critiques, we can reach multiple intelligence profiles of our students and thereby build not only their language command but also their sociolinguistic and pragmatic competences at large.

Integrated and multi-skill instruction usually follows the principles of the communicative approach, with various pedagogical emphasis, goals, instructional materials, activities and procedures playing a central role in promoting communicative language use (Hinkel, 2006). Bygate, too, emphasises “whole task completion and outcomes, a relationship with real-world activities and giving priority to learners' own meanings” (Bygate, 2001:10) will facilitate better learning. Therefore, integrated language teaching allows teachers to be

more creative and flexible in preparing teaching materials and presenting lessons in various ways. This in turn will address various ways of learning.

2.10.2 The how and why of integrated language teaching vs.MIT

An integrated approach to language teaching/learning will create fertile ground for better learning to take place; that is, it helps students to encounter new language items frequently by presenting a variety of tasks in different sub-skills such as reading, speaking and writing; encourages interaction among students and facilitates meaningful practice, and promotes retention at large. This is in line with Gardner's (1999) MIT proposal, that is, providing a variety of language activities would help us stimulate the different tools or intelligences of our students, and this makes it possible to activate and engage multiple memory pathways which is necessary to produce sustained deep learning (Schumann 1997).

Similarly, (Widowson, 1996) also contends that an integrated approach helps us bring linguistic skills and communicative abilities closer together and gives students greater motivation and better retention of all the language learning (speaking, listening, reading, writing, grammar, and culture) A reading lesson under this new paradigm, might, for example, incorporate a pre-reading session to activate schemata, a briefing by the teacher about a certain reading strategy, reading and doing the comprehension activities, a brief group discussion on comprehension exercises, writing the lessons learnt from the passage, or paraphrasing a section of a reading passage.

An integrated approach helps our students perceive the relationship among several skills, and provides the teacher with a great deal of flexibility in creating interesting and motivating lessons. This integration of the four skills is a plausible approach to cope with the multiple intelligences that various learners have and the inner communicative feature of language and language learning. By the same

token, this approach fits within a communicative interactive framework which relies on the following principles:

- production and reception are quite simply two sides of the same coin; one cannot split the coin in two (communicative competence).
- by attending primarily to what learners can do with language, and only secondarily to the forms of language, (pragmatic competence) we invite any or all of the four skills that are relevant into the classroom arena.
- often one skill will reinforce another; we learn to write by examining what we can read.
- interaction means sending and receiving messages (strategic competence).
- written and spoken languages often bear a relationship to each other; ignoring that relationship is to ignore the richness of language (discourse competence).
- for literate learners, the interrelationship of written and spoken language is an intrinsically motivating reflection of language, culture and society (cultural and sociolinguistic competence).

Adapted from Brown, 1994:219.

Therefore, an integrated approach to language teaching/learning helps us address learners' differences by means of accommodating multiple intelligences and thereby engaging students in a variety of interconnected processes, and encouraging them to practise the integrated use of language, acquiring language development strategies and using language meaningfully and creatively.

2.11 Applying MI theory in designing teaching/learning materials

2.11.1 Role of teaching/learning materials in SLL

Teaching/learning materials are a key component in most language programs. Whether a teacher uses textbooks, institutionally prepared materials, or makes

use of his or her own materials, they are good sources of language input learners use in the teaching/learning process, and they also serve as a model for practicing the language (Richards and Renandya; 2002: 65).

As discussed above, any form of teaching/learning materials are an important element within the curriculum, and are often the most tangible and visible aspect of the curriculum (Tomlinson, 2010). Some teachers use instructional materials as their primary teaching resource in that the materials provide the basis for the content of lessons, the balance of skills taught and the kinds of language practice students take part in. For learners, materials may provide the major source of contact they have with the language apart from the teacher. Hence the role and uses of materials in a language program is a significant aspect of language curriculum development.

2.11.2 MI theory as an organizing framework of English language lessons

All effective curricula are based on organising principles, and “the most common organizing principles in English language teaching are: linguistic, subject matter, learner-centeredness, and learning-centeredness” (Murray and Christison; 2011:4). Hence, it is essential to take note of the organising principles when developing a sound teaching/learning materials and determining the instructional strategies to employ. Many language educators (Nation and Macalister 2010, Tomlinson, 2010) agree that principles generated from research on language teaching and learning should be used to guide decisions on syllabus design. In other words, the choice of what to teach (content), sequencing, formatting and presentation, etc. need to be based on language learning theories. “language-learning materials should ideally be driven by learning and teaching principles rather than be developed ad hoc or in imitation of best-selling course books” (Tomlinson, 2010:82).

In line with this, MIT suggests a more balanced curriculum that fosters ample opportunities for various learners with different combinations of intelligence

profiles. “Educational scholars need to cling to the vision of the optimal match between student and material and if one adopts MI theory, the options for such matches increase” (Gardner, 2011:409). Thus, Gardner advocates that instructional materials need to be appealing to all the intelligences, including role playing, musical performance, cooperative learning, reflection, visualization, storytelling, and so on. “In the MI classroom, while keeping the educational objective firmly in mind, the teacher is expected to continually shift her/his method of presentation from linguistic to spatial to musical and so on, often combining intelligences in creative ways” (Armstrong, 2009:56). Such an approach helps us address learners’ differences.

Therefore, the best way to approach FL teaching/learning materials development using the theory of multiple intelligences is by thinking about how one can translate the material to be taught from one intelligence to another. In other words, how can we transform a lesson which focuses on verbal/linguistic intelligence into language tasks that trigger other intelligences, such as social interactions, intrapersonal connections, and naturalistic associations that incorporate pictures, physical or musical expressions, logical symbols or concepts? One way to create effective language tasks or lessons is by using MI theory as an organizing framework. With the help of such a framework language learning tasks can be developed around different types of intelligences. To see some examples as to how MI theory applies to ELT, we need to

- identify the activities frequently used in our classes and categorise them to each particular type of intelligence;
- make plans by selecting appropriate classroom activities/tasks, taking into consideration factors such as students' needs, strengths, and levels; learning styles, strategies, and potentials;
- develop and use an ELT Multiple Intelligences weekly/monthly checklist to keep track of different activities/tasks conducted in the class; and
- expand our classroom activities for the neglected intelligences by analysing our checklist (Armstrong, 2009:65).

A similar option is to make use of MI Planning Questions like the following ones whereby we raise a series of questions that can be used as a checklist to ensure that we have accommodated language lessons that capture as many intelligence profiles as possible when designing a course for a specific topic.

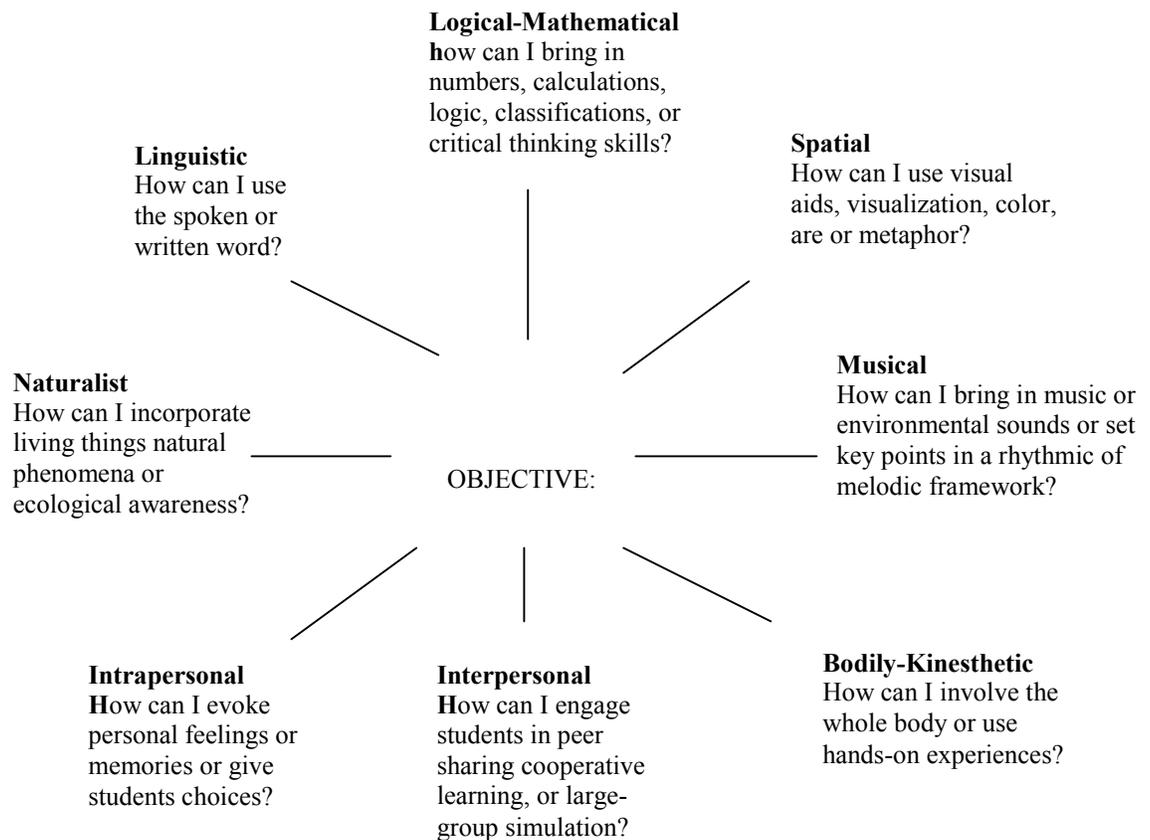


Figure 2: MI Planning Questions: (Armstrong, 2009:65)

Figure 2 shows the kinds of questions to ask when developing a language task. Such questions can help the creative mind for developing teaching/learning materials that address diverse intelligences. However, this does not mean that the teacher is expected to use all the intelligences in every period of the week. The point is, so as to apply MI to our language teaching class, we should do our

best to involve various students' intelligences in the process of learning be it on a weekly or monthly basis. This requires activities that help the students put their other intelligences into use. The following are few among others suggested by (Christison and Kennedy 2004; Lazear 2005; Budden 2005) for each of the intelligences:

- verbal-linguistic activities: reading and writing, listening and speaking, group discussions, word games (such as crossword puzzles) and jokes.
- logical-mathematical activities: grammar drills, logic pattern games (such as riddles or puzzles), hypothesising and critical thinking activities, predict what will happen next in a story or play, syllogism (making 'if ..., then ...' deduction about a topic).
- musical-rhythmic activities: using rhythmic patterns accompanied with language items, listening to songs, singing along songs, and learning new songs, playing little music in the classroom to stimulate appreciation.
- bodily-kinaesthetic activities: Total Physical Response activities, miming, acting out the meaning of vocabulary words and acting out stories, assembling parts of an object or drawing a sketch using verbal/written instruction.
- visual-spatial activities: flashcards, visual representation (video, slide, photograph), mind mapping as a note taking process, creating charts and bulletin boards, visual mapping activities (such as word maze or visual webs of written information).
- intrapersonal activities: independent study, self-reflection/assessment, personalised projects, researching, keeping a diary, writing an autobiographical essay.
- interpersonal activities: group projects, team problem solving, brainstorming, debates and discussions, surveys and polls, joint story writing (one starts then pass it on).
- naturalist activities: poetic or descriptive essay writing based on nature

experiences, focusing the students' attention on the world outside the classroom, hands-on learning (such as taking nature walks), using vocabulary, idioms, and jargon about nature.

We have seen that learners learn in different ways and have different strengths, and weakness in their intellectual set up. Thus, we need to note such differences and offer various options to address them when we develop our lessons. In other words, the way language lessons are formatted and presented should address a variety of learners and the activities should be suitable for a range of students in a class with multiple intelligences. This is very critical in course design because “it has been observed countless times that, in the same foreign language class, some students progress rapidly while others struggle along making very slow progress. Even in what seem to be ideal conditions, some learners seem to make little progress in learning (Lightbown and Spada, 2006: 54).

Therefore, in order to address learner differences, it is desirable to consider various profiles of intelligences in developing teaching/learning materials. Language tasks, therefore, need to be presented in various formats so that they can match various learners' learning preferences/intelligences.

Chapter summary

This chapter presented considerations pertaining to syllabus design and materials development. First, it briefly discussed some general issues concerning an English language syllabus and the underlying theories. It also dealt with the general framework of syllabus design process. Secondly, it raised some considerations about language learning principles in line with materials development. Thirdly, it brought to light what MIT is all about and the critical role it can play in designing a language syllabus. Lastly, the chapter also discussed the pedagogical significance of the integrated approach to language teaching and its alignment with MIT. In the chapter that follows I discuss the methodology used to collect data for the study.

CHAPTER 3

METHODOLOGY AND PROCEDURES

3.1 Introduction

In Chapter 3, I set the foundation for the study by providing a brief overview of language learning theories and principles, along with syllabus design and materials development. I discussed the theoretical framework for the study, with particular reference to the role MIT could play in designing effective lessons for foreign language teaching/learning. This chapter describes the conceptual framework of the study, the research design, procedures and methods used to collect and analyse the data for the study.

3.2 Type of study

This study is a type of evaluation research which is used extensively in education, where researchers compare the effectiveness of various teaching models and programmes (Vanderstoep and Johnston, 2009: 217). Evaluation research is “a systematic assessment of the operation and/or the outcomes of a program or policy, compared to a set of explicit or implicit standards, as a means of contributing to the improvement of the program or policy” (Weiss, 1998: 4). What makes evaluation research different from basic research? Weiss (1998) notes the distinction as follows: basic research is usually interested in gathering general information so as to test hypotheses in some systematic way or add new knowledge in a field. On the contrary, the focus of evaluation research is on assessing an event or a programme so as to make judgement about its merits or its usefulness. The major goal of most evaluations is to provide “useful feedback” to a variety of audiences or stakeholders which could contribute a vital role in decision-making or policy formulation through the provision of empirically-driven feedback (Trochim, 2006).

Evaluation research employs broad evaluation strategies which are borrowed eclectically from various perspectives. In brief, the four major groups of evaluation strategies are:

- *scientific-experimental models* which focus on experimental and quasi-experimental designs; objective-based research that comes from education; econometrically-oriented perspectives, including cost-effectiveness and cost-benefit analysis in the field of economics, and the recent articulation of theory-driven evaluation.
- *management-oriented systems/models*, which are widely used in business and government sectors placing evaluation within a larger framework of organisational activities.
- *qualitative/anthropological models*, which make use of observation and the value of subjective human interpretation in the evaluation process. Included in this category are the various qualitative schools; critical theory and art criticism approaches.
- Finally, a fourth class of strategies is termed *participant-oriented models* that make use of client-centred and stakeholder approaches in consumer-oriented evaluation systems (Trochim, 2006).

With all of these strategies to choose from, as Trochim (2006) puts it, there is no inherent incompatibility between these broad strategies; each of them brings something valuable to the evaluation platform. However, this study will be more of theory-driven evaluation since it predominantly makes use of MIT and principles of task design as a yardstick to evaluate the course design of the Grade 9 English textbook in addressing learner differences

3.3. Conceptual framework

As discussed in Chapter 1, this research aims to explore the extent to which considerations of syllabus design and materials development are employed in the grade 9 English textbook of Ethiopia in line with the perspectives of Multiple Intelligence Theory (MIT). This goal is founded on the recognition that “we can only pursue a better understanding of second language learning in an organised and productive way if our efforts are guided by some form of theory” (Mitchell and Myles, 2004:7).

Therefore, the conceptual framework used in this study to outline possible courses of action or to present a preferred approach to material development in second language learning is MIT. In other words, I use MIT in my attempt to connect to all aspects of inquiry such as problem definition, purpose, literature review, methodology, data collection and analysis. In line with this, therefore, there are six key elements incorporated into the conceptual framework of the study presented in this chapter: (1) MIT, (2) content selection, grading and sequencing, (3) organising principles, (4) formatting and presentation, (5) integrating various skills, and (6) the teaching/learning material. MIT is believed to glue all these elements throughout the study. The conceptual framework is based on understandings deduced from the literature reviewed in Chapter 3.

3.3 Components of the Conceptual Framework

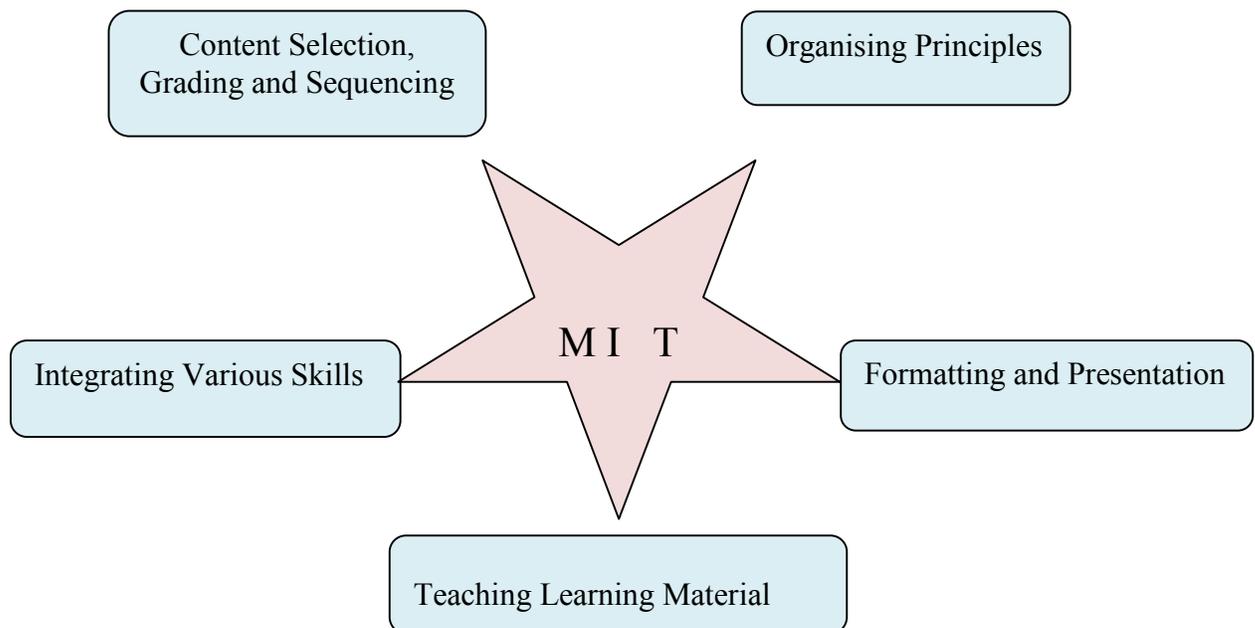


Figure 3: Conceptual Framework - Considerations in Course Design

3.3.1 MIT – the central framework of the study

From the literature reviewed in Chapter 3, it became evident that “human intellectual competences can be mobilised in a variety of ways and the media available to the child could certainly be broadened” (Gardner, 2011: 391). This knowledge could help language educators in designing syllabuses and textbooks in that “understanding the numerous ways that children acquire knowledge enables teachers to use a variety of strategies to reach children with different types of intelligence” (Campbell 2008: 187). This, in turn, would help them identify the activities frequently used in their classes and categorise them to each particular type of intelligence; make plans by selecting appropriate classroom activities/tasks, taking into consideration factors such as students' needs, strengths, and levels; learning styles, strategies, and potentials.

3.3.2 Content selection, grading and sequencing

Designing course material involves a wide range of issues, such as learner factors, teachers' beliefs and environmental/contextual factors. Besides, it involves combining the principles of language learning with the elements that learners bring to the classroom: their knowledge, needs, interests, personal experiences, and different intelligence profiles. Likewise, selection, grading and sequencing language lessons will also need to consider how lesson units will be effectively structured and the methodology to be used to carry out the syllabus to the learner. Of various issues that contribute to content selection, grading and sequencing, this study limited itself to investigating how much considerations of syllabus design and materials development are taken note of when developing the syllabus/textbook. These issues were explored with the help of interview held with Curriculum Experts of MoE (English Panel), as well as by analysing the contents of the textbook (content analysis).

3.3.3 Organising principles

All effective curricula are based on organising principles, either agreed upon by its users or determined by its designers (Christison, 2001:4). “Language-learning

materials should ideally be driven by learning and teaching principles rather than be developed ad hoc or in imitation of best-selling course books in that the materials should not be random recreations from repertoire nor crafty clones of previously successful materials” (Tomlinson, 2010:82). With this in mind, I tried to address the first research sub-question: What has been known previously about the role of theory and organising principles in designing EFL textbooks? These issues were explored using content analysis, a survey questionnaire and interview.

3.3.4 Formatting and presentation

In Chapter 2 it is discussed that the way language lessons are formatted and presented should comply with various learners’ learning preferences, and the activities should be suitable for a range of students in a class with multiple intelligences. Therefore, issues of formatting and presentation were explored through the interview held with curriculum experts at the MoE as well as the Grade 9 English language teachers’ questionnaire.

3.3.5 Integrating various skills

Designing language lessons that integrate various skills provides more purposeful and meaningful learning opportunities at all levels. When various language skills are integrated in language teaching, language learning becomes more life-like (Deneme, 2010). Therefore, the study examined how effectively the language lessons were designed in an integrated manner using method of content analysis.

In sum, this study tries to examine the extent to which considerations of syllabus design and materials development are employed in the grade 9 English textbook of Ethiopia in line with the perspectives of Multiple Intelligence Theory (MIT). With this aim in mind, the study investigated the following central and sub questions:

1. The central research question: What language learning and teaching theories inform the design and development of the Grade 9 English textbook?
2. Sub questions: What has been known previously about the role of theory in developing English textbooks for EFL students?
3. To what extent does the Grade 9 English textbook address learners' differences in line with multiple intelligences?
4. How much is the textbook compatible with principles of task design and materials development?
5. To what extent are the Grade 9 English language tasks effective in integrating different macro-skills?
6. As implementers of the textbook, how do the teachers perceive the grade 9 English textbook?
7. To what extent are the grade 9 English teachers (implementers of the textbook) well versed in principles of task design and teaching/learning materials development?

3.3.6 English language teaching/learning materials

In Chapter 2, it is discussed in detail how teaching/learning materials help students: they present language items in a systematic manner to be learnt; they provide frequent and most common language items for practise and use in rich contexts, and they help students become better learners by teaching different techniques and strategies they can use to continue learning outside the classroom (McCarten, 2007). Due to this pedagogical advantages, among others, language teaching/learning tasks need to be designed taking appropriate language learning theories and principles into account. In almost all Ethiopian high schools, teachers work from a prescribed textbook even though they may have some autonomy to develop their own lessons as supplementary exercises. In other words, most teachers are required to work from a given English textbook provided by the MoE. It is the MoE which takes the responsibility of publishing textbooks for high school courses in the country (Grade 9 through 12

3.4 Paradigm, approach and design of the study

3.4.1 The research paradigm

The study is based on pragmatist paradigm as it gives me the freedom to link the choice of the research approach directly to the purpose of and the nature of the research questions posed (Creswell 2003).

Pragmatism provides us with a different way to conceive of the relationship between knowledge and action, and from a pragmatist point of view knowledge provides us with possibilities for refining and supporting our day-to-day problem solving; it also provides us with a different way to think of the relationship between theory and practice (Biesta and Burbules, 2003: 107).

Therefore, the study explored how knowledge (theories, principles and approaches in this case) was effectively implemented in designing the textbook (practice); how theory and practice are interwoven properly in the process.

3.4.2 Approaches to the research design and methodology

As discussed above, working with a particular paradigm entails taking a particular approach to research. Hence, the research approach employed in this study is the mixed method approach. The pragmatic paradigm implies that the overall approach to research is that of mixing data collection methods and data analysis procedures within the research process (Creswell, 2003). Therefore, the mixed method approach associated with the pragmatic paradigm and strategies enables collecting data in a simultaneous or sequential manner using both quantitative and qualitative methods in a way that best addresses the research question/s (Creswell 2003). Similarly, Tashakkori and Teddlie (2003) note that a mixed method is superior to a mono-methods approach (only quantitative or qualitative approach) in three ways: it enables the researcher to answer research questions that other approaches cannot; that is, mixed methods can answer simultaneously confirmatory and exploratory questions. Secondly, the mixed method helps obtain stronger inferences through in-depth investigations of

complex social phenomena. Thirdly, the method provides the opportunity for unearthing differing viewpoints through divergent findings.

In terms of methodology, a consensus exists with respect to the fact that both quantitative and qualitative methods have an important place in evaluation research (Clarke and Dawson, 1999; Weiss, 1998). Hence, evaluation research draws on the same pool of methods as do other forms of social research (Trochim, 2006). The study, therefore, employed mixed methods of inquiry so as to get the benefit of using multiple approaches to data collection and integrating or connecting the quantitative and qualitative data. "Mixed methods research involves the mixing of quantitative and qualitative research methods or paradigm characteristics" (Dornyei 2007: 148). In line with this, I collected quantitative data using content analysis and questionnaire as well as other form of qualitative data using interview. This type of mixed methods strategy is what Creswell (2009) calls *Concurrent Embedded Strategy* (emphasis mine). "The concurrent embedded strategy of mixed methods can be identified by its use of one data collection phase, during which both quantitative and qualitative data are collected simultaneously" (Creswell, 2009:214). In this method neither integrating the data nor connecting across phases is being utilized. Instead, the researcher is embedding a secondary form of data within a larger study having a different form of data as the primary database. This method was meant to serve "complementarity function and yield an enriched understanding by illustrating, clarifying or elaborating or certain aspects thereby the supplementary findings can produce a fuller portrait of the social world" (Dornyei, 2007: 149). Hence, the mixing of data was not be based either on time order (concurrent versus sequential) in which the results of the first method inform the development of the second (Dornyei, 2007: 149; Creswell, 2009:211) nor paradigm emphasis (equal status versus dominant status) where one method is given more weight or dominant over the other (Dornyei, 2007: 154; Creswell, 2009:211). In other words, the data from qualitative and quantitative sources were not meant to be compared but were used side by side as two different pictures therein providing

an overall assessment of the problem. “Often, this model is used so that a researcher can gain broader perspectives as a result of using the different methods as opposed to using the predominant method alone” (Creswell, 2009:214).

Thus, I interviewed the grade 9 English syllabus writers at MoE regarding the language learning theory and organizing principles they adhered to in developing the English language syllabus and collected qualitative data. I also analysed the contents of the Grade 9 English Text Book in line with eight categories of MI as well as 6 principles of task design quantitatively. Furthermore, I used a survey questionnaire to determine the theoretical stance of the Grade 9 English language teachers pertaining to principles of language learning and materials development.

Accordingly, the qualitative data obtained from the interviews were used to describe an aspect of the quantitative study and provide a more comprehensive picture about the textbook. By using the two different methods, a researcher can gain perspectives from the different types of data or from different levels within the study (Creswell, 2009:215).

3.5. Data sources

3.5.1 ELT syllabus writers

The study involved 5 ELT syllabus writers at the MoE, and availability sampling method was used in that all of them were included in the study. All of the informants were Ethiopians with a BA degree.

3.5.2 The Grade 9 English textbook

The Grade 9 English Textbook which has got 12 units in total was used for content analysis. 50% of the lessons were sampled and analysed in line with categories of MI as well as principles of language learning and materials development so as to see how match they address learner differences. Half of

the contents of the textbook, that is, 6 of the 12 units that have 309 language tasks were assumed to be a sufficient sample size for the study. The textbook was written by Pearson Education Limited in 2003 (E.C.) and it is still being used in Ethiopian high schools.

3.5.3 Grade 9 English language teachers

A total of 218 English language teachers from 50 different high schools were involved in the study using convenience sampling. This method was convenient for me to collect data from 10 different areas (cities/towns) that are found far away in 6 Regional States of the country as I had old friends as well as summer students who are working in these places. My collaborators went to each school in person, distributed the questionnaires to teachers of Grade 9, got them completed and sent back to me by post. For various reasons the study could not involve more teachers from other areas of the country, of which the major one was financial constraint. Here follows their profile.

Table 3: Samples of Grade 9 English Teachers

No.	Regional State	City/town	Distance from the capital Addis Ababa in KMs	No. of Schools involved	No. of Respondents	Qualification			
						Diploma English	BA Degree		MA in TEFL
							English major	English Minor	
1.	Addis Ababa	3 sub cities	0	11	51	-	47	2	2
2.	Amhara	Debremarkos	300kms NW	4	22	-	22	-	-
3.	Benishangul	Assossa	695KmsWest	6	21		20	-	1
4.	Gambella	Gambella town	777Kms SW	5	20	1	19	-	-
5.	Oromiya	Gimbi&Lallo	430 Kms West	4	18	-	16	2	-
		SeqaShebe	375Kms SW	4	17	-	14	3	-
		Jimma	355Km SW	4	21	-	19	-	2
		Mettu	600KmSW	5	16	2	14	-	-
		Nekemt		3	14	1	13		
6	Southern Nations & Nationalities	Bonga	465kms S	4	18	-	14	4	
Tot	6	10		50	218	4	198	11	5

3.6. Data collection instruments

Pertinent data were collected using the following instruments: coding form, interview and questionnaire.

3.6.1 Interview

3.6.1.1 Types of interview used

At the simplest level, interviews can be described as “the elicitation of data by one person from another through person-to-person encounters” (Nunan 1992:231). The most common forms of interviewing involve individual, face-to-face verbal interchange, face-to-face group interchange or telephone surveys. Rather than asking respondents to read questionnaires and enter their own answers, interviewers ask the questions orally and record respondents’ answers (Babbie 1998). In this study, 5 syllabus writers (availability sampling) were interviewed to elicit information as to how they developed the syllabus from the perspectives of learning theories and principles of teaching/learning material development.

Various types of interviews have been identified and differentiated by their degree of explicitness and structure, ranging from very open interviews to very structured ones as described by Seliger and Shohamy (1989:167): “Open/unstructured” interviews provide the interviewee with broad freedom of expression and elaboration and often resemble informal talks. They allow greater depth, and one question leads to another without a pre-planned agenda of what will be asked. On the contrary, in “semi-open” interviews there are specific core questions determined in advance from which the interviewer branches off to explore in-depth information, probing according to the way the interview proceeds, and allowing elaboration, within limits.

The “semi-structured” interview consists of specific and defined questions determined beforehand, but at the same time it allows some elaboration in the

questions and answers. The “structured” interview consists of questions and answers defined from the start and presented to the interviewee. No elaboration is allowed in either the questions or the answers. Naturally, all those forms of interviews are of great importance for collecting data.

In this study, semi-structured interview was employed. As in many studies on language learning strategies, semi structured interviews are used to elicit information. Drever (1995: 1-13) explains, the term “semi-structured” interview means that the interviewer sets up a general structure by deciding in advance what ground is to be covered and what main questions are to be asked. This leaves the detailed structure to be worked out during the interview. The person interviewed can answer at some length in his or her own words, and the interviewer responds using prompts, probes and follow-up questions to get the interviewee to clarify or expand on the answers. Semi-structured interviews are likely to have a mixture of closed and open questions. Prompts are often open and the probes usually close down the focus. This means that prompts invite different answers of the same kind, probes ask for an answer to be developed. In this sense, prompts are used to encourage broad coverage and probes aim at exploring responses in depth (Drever, 1995).

To mention some of the advantages of interviews, the researcher can expect the interviewees to treat the questions more seriously than in questionnaires; there is less opportunity in interviews than in questionnaires for the respondents inadvertently to omit something; any ambiguities or misunderstandings of the questions can be clarified (e.g. respondents’ first language can be used to interpret the meanings); during the interview, both the researcher and the respondents have the opportunity to ask for further information and go into in-depth understanding of both the researcher’s and the research participants’ perspectives or experiences.

On the contrary, interviews may also suffer from the following problems: it is prone to subjectivity and bias on the part of both the interviewer and the interviewee: the interviewee may respond in a certain way to please the interviewer (Seliger and Shohamy 1989:166), either as a result of unequal power relations between interviewer and interviewee or because a strong rapport between the two leads to a genuine desire on the part of the interviewee to be “helpful.” The recordings of interviews can be affected by some environments such as ringing telephones, uncomfortable tables, chairs and noise outside the room. Furthermore, interviews can be costly, time-consuming, and often more difficult to administer (Seliger and Shohamy 1989:166) than questionnaires. Feelings may also affect interviews. Nervousness on the part of both interviewer and interviewee may affect the results of interview. In this regard, the minor challenge I faced while conducting one of the interviews was an intruding noise from outside the room. People were doing some maintenance on the upper floor. I felt the problem when I started transcribing the interview; any way I managed writing his response by hearing the interview several times with a very slow speed. To minimise other anticipated emotional challenges on the part of the respondents, I gave them the option to express their views either in the National Language or English on their own preference. All the interviews were tape recorded and can be accessed for reference any time.

As discussed in Chapter One, high school textbooks in Ethiopia are centrally designed and produced by the Curriculum and Instruction Division (Ministry of Education). In order to develop lessons in a foreign language more effectively and enhance students’ English language competence, syllabus designers and material writers need to have good knowledge of language teaching/learning theories, approaches and principles of syllabus design and materials development. As Richards and Renandya (2002) and Richards (2005) note, the writer’s understanding of language and language use will have a major impact on the design of material, since it will play a role in determining the goals the writer sets for the materials, the focus of the materials themselves and the activities

within them. They need to be well equipped with the knowledge of what should be taught and how it should be taught effectively and efficiently. Furthermore, the syllabus designers and teaching/learning material writers have to be conversant with the principles of designing and organising language tasks that appeal to different students with various learning preferences.

To achieve this purpose, interview questions were developed based on principles of designing and organising language lessons (Tomlinson, 2010) and MIT, with particular emphasis on English language teaching/learning. Therefore, the interview was designed for the syllabus writers in the English Panel (Curriculum and Instruction Division - Ministry of Education) taking the theoretical discussions in Chapter Three paying particular emphasis on Christison, 1998; Armstrong, 2009, and Tomlinson, 2010). It was commented on by two TEFL teachers who hold PhD and was piloted with three MA in TEFL students. Then the final version which consisted of 12 items that deal with considerations in syllabus design and materials development and with types of intelligences and organising principles discussed in Chapter Three were used for the interview.

Thus, I interviewed 5 English language experts at MoE who developed the Grade 9 English language syllabus to know how much they are versed in language teaching/learning theories and approaches, as well as task design and teaching/learning material preparation paying particular attention to their understanding of MIT. This is due to the fact that syllabuses tend to be representations of knowledge and capabilities of their originators, reflecting their ideas about language and language learning (Breen, 1987a:83). I explored the level of emphasis the English language syllabus writers pay in ensuring the effectiveness of the language tasks in addressing various intelligence profiles of students when they develop the materials. The interview helped me to obtain explicit and in-depth information about the issue under investigation. Each interview lasted from 12–18 minutes and their responses were audio recorded.

The main challenge I faced when conducting the interview with the English language syllabus developers at MoE was getting the interviewees as they were travelling for field work from time to time. Nevertheless, I succeeded in interviewing 5 of them who developed the Grade 9 English language syllabus by travelling to their offices on several days. I could not find the other two language experts who were Voluntary Service Overseas (VSO) volunteers involved in the process because they had served their term and left for their homeland. I tried three times to contact them using their email address which I got from the team members at MoE, but all my attempt was in vain.

3.6.1.2 Interview procedures

At the initial stage, I showed the letter of collaboration from my University as well as the consent letter from MoE, Curriculum and Instruction Division to the interviewees and asked them if they were willing to give me an interview as to how they developed the Grade 9 English text book. I went to each one's office again on the basis of the time arrangement we agreed upon for conducting the interview. When I started the interview, I told each respondent that his (all of them were males) responses as to how they developed the Grade 9 English Textbook would prove extremely helpful in this research, and that total discretion with their personal details and beliefs would be kept confidential. Besides, I reminded them that the purpose of the study was purely for academic research.

The interviews were conducted from April 29–May 24, 2013 in each participant's office. Each participant was interviewed individually and the medium was English, though I told them that using Amharic was also optional to ensure a full understanding and clear description. After I had briefly introduced myself and the purpose of the study, I started the interview questions. Each interview lasted between 12 and 18 minutes. The interviews were fully recorded with the respondents' permission and some notes were taken during and following the interview.

3.6.2 Coding form

ELT materials (textbooks) play a very important role in the teaching/learning process, particularly in the Ethiopian context where teachers and students considerably rely on them. *English for Ethiopia: Secondary English Course. Grade 9 Students' Book* was developed, printed and distributed for the Federal Democratic Republic of Ethiopia, Ministry of Education by Pearson Education Limited in 2003 (E.C.). The book has 12 units to be covered in a year (2 semesters). The contents of the Grade 9 English language textbook *English for Ethiopia: Secondary English Course. Grade 9 Students' Book* were coded and analysed for their appropriateness in addressing learner differences. Furthermore, the same samples were analysed in line with principles of language learning and materials development. To do the content analysis, therefore, 50% of the units of the textbook were randomly sampled (cf.4.6.1.1 Sampling Technique) and the sampled language lessons were coded, or broken down, into the eight categories of multiple intelligence as well as five principles of language learning and materials development.

3.6.2.1 Sampling technique

The study population for content analysis is drawn from *English for Ethiopia, Grade 9 Student's Textbook* which has a total of 12 units. "The population is the set of units being studied, the set of units to which the researcher wishes to generalize" (Neuendorf, 2002:74). Systematic random sampling is used to select all the samples to be included in the study from the units of the entire population - the Grade 9 English textbook. I selected every other unit from the whole textbook after determining the starting point of the procedure at random by drawing lots for even and odd numbered units of the textbook. As a result, all even numbered units were included in the study.

The first task in any empirical study is to decide what is to be observed (units) as well as how observations are to be recorded and thereafter considered data

(Krippendorff, 2004). To put it in more specific terms, units are specific language lessons/tasks grouped together in one chapter. In this case, the Grade 9 English textbook has 12 units to be covered in one year. Every unit has two parts that comprise various tasks labelled as A1 through A12 as well as B1 through B12. The content breakdown of each part in one unit incorporates: a) listening; b) speaking; c) reading; d) writing, and e) additional learning strategies. Each unit also has a language focus divided into grammar, vocabulary and social expressions (MoE, Grade 9 Syllabus: 2009).

Out of the 12 units, the sampling units were identified to be analysed, the context unit, that is, which aspect or subject matter of the unit were determined for analysis. "Context units are units of textual matter that set limits on the information to be considered in the description of recording units" (Krippendorff, 2004: 101). In this case, the listening, speaking, reading and the grammar lessons of every unit were taken as context units for analysis. In other words, sampling units are units that are distinguished for selective inclusion in an analysis, whereas context units are the detailed issues embodied in the sample units. "Someone who claims to have analysed a certain number of issues of a newspaper talks of sampling units.

After identifying the sampling units (units to be included in the study), context units (the detailed contents/language lessons or issues within the unit) were sorted to be investigated against a given recording unit. Recording units are units that are distinguished for separate description, transcription, recording, or coding. Whereas sampling units are distinguished for inclusion in or exclusion from an analysis, ideally in a way that acknowledges natural boundaries, recording units are distinguished to be issues. Thus, in this study, the central themes of each lesson or each language task were taken as recording unit. In general, six recording units are commonly used: word, word sense, sentence, paragraph, theme, and whole text (Weber, 1990).

Similarly, categories of intelligence (principles of language learning and materials development in the other case) were taken as coding units. Therefore, lesson contents of every recording unit (central themes in a single exercise) were recorded in line with the type of intelligence referent as well as principles of language learning and materials development it matches or corresponds to. In other words, every single lesson/task (recording unit) in the (context unit) was recorded in terms of the categories of intelligence it caters to as well as principles of language learning and materials development it addresses.

As Krippendorff summarises, the three principal kinds of units distinguished above all serve different analytical functions.

Sampling units are units of selection and may provide an analyst with a basis for judging the statistical representativeness of data. **Context units** are units that delineate the scope of information that coders need to consult in characterizing the recording units. **Recording units** are units of description that collectively bear the information that content analysts process and provide the basis for statistical accounts (2004:102). (emphasis added).

The textbook provides explicit instructions for each lesson numbered as A1.1, 2, 3...-12; B1, 1, 2, 3...-12. (A1 and B1 refer to unit 1, where as the numbers that follow A1.1 through A1.12 or B1.1 through B1.12 indicate a variety of lessons/tasks in the same unit, i.e., Unit 1. In other words, the language lessons of Unit 2, for example, are indicated in the book as A2.1 – A2. -12, and B2.1 – B2. -12. So, A2/B2 refers to unit two). Therefore, A2.1 means unit 2 lesson no. 1 where as B2.6 means unit two section B, lesson 6. The lessons in the entire text book follow similar arrangement. The coding, therefore, took each of the lessons/tasks under each number and examined the theme of that very lesson in line with the kind of intelligence the lesson caters to on the part of the learners. Thus, the coding procedure took all the lessons/tasks numbered as A1.1–A1.12 and B1.1–B1–12 as the recording unit and the overall theme of the lessons within each number was coded in terms of the intelligence profiles it refers to. The

same procedure was followed to analyse the lessons in line with principles of task design and materials development.

In sum, after systematically identifying the textual material, the samples and the context units, all their contents were analysed in line with units of analysis. The units of analysis were designated as “recording units”. A recording unit is the portion of text to which evaluators apply a category label. Of the six recording units: word, word sense, sentence, paragraph, theme, and whole text (Weber, 1990), this study, used themes of each lesson/task as recording units as they give a complete meaning and are feasible to code them into categories of intelligence. In the coding unit, therefore, the category of the intelligence or the principle that specific lesson of the context unit addresses were recorded. The categories provide the structure for identifying the type of intelligence or the kind of principle each lesson/task addresses.

The following format was used to code the contents of the book in the respective category of intelligence or principle they belong to.

	Reading	B2.7. The Simien Mountains 1. 2. 3. 4.									
	Writing	B2.8 Finding out about a holiday									
	Reading	B2.9 Welcome to Ethiopia 1. 2. 3.									
	Study skills	B2.10 Finding out information									
	Speaking	B2.11 pronunciation of endings 1. 2.									
	Fun with words	B2.12 Play Bingo! 1. 2.									

This is how the coding went for one unit. The other sampled units were analysed in the same way.

In addition to this, the same contents of the textbook were also analysed in line with principles of task design and materials development as follows.

3.6.2.2 Coding procedures

All the coding procedures were fully explicated and developed into a codebook which comprises coding instruction, MIT checklist and coding form. The MIT checklist was developed for coders to help them classify the language lessons into categories of intelligence as well as principles of task design and materials development. The MIT checklist was adopted from Armstrong, 2009; McKenzie, 2005; and Palmberg, 2011. In the same way, the second checklist was developed for analysing the very contents of the textbook in line with principles of task design and materials development from Tomlinson, 2010. In addition to these two checklists: one for MIT and another for principles of task design, coding forms were developed for both cases. The coding forms incorporate all the language tasks of each sampled unit to be coded and provide spaces appropriate for recording the categories of intelligence it caters for (principles of task design and materials development in the other case). In addition to the MIT checklist/principles of task design checklist and the coding forms, a coding manual or instruction was developed for the coders with explicit guidelines/instructions as to how to categorise the language lessons into a corresponding intelligence profile/ principles of task design. Therefore, the codebook that comprises coding instruction, MIT checklist/ task design principles checklist and coding forms were used as a protocol for analyzing the contents of a text (Neuendorf, 2002: 132).

I was not involved in coding the lessons so as to avoid bias. This was meant to allow the freedom of coders to make judgements without input from the researcher (Neuendorf, 2002: 133). Therefore, three coders were selected who were MA students in TEFL. The students were first-year second semester students in my university and they were the top scoring students in their first semester courses. The reason for recruiting these students is that they had taken courses entitled 'Language Learning Theories and Approaches' in the first semester. Moreover, they were taking a Syllabus Design and Materials Development course of which MIT is one topic in this course. In addition to this, an assignment was given to each student to produce a term paper on 'The role of MIT in designing language tasks'. So they had a good

knowledge about syllabus design and the role of MIT in language task development as well as categories of intelligence. As scholars recommend, the coders involved in a content analysis need to have the necessary cognitive abilities, but what is perhaps more important is that they have appropriate backgrounds in that even the most detailed recording/coding instructions take for granted that coders and content analysts have similar backgrounds and so will interpret the written interactions alike. “To ensure high reliability of coding, moreover, it makes sense for content analysts to employ coders from the same cultural/educational/professional background” (Krippendorff, 2004: 128).

3.6.2.3 Coder training

As Neuendorf contends “three words describe good coder preparation: Train, train, and train” (2002: 133). To realise this objective, I gave the coders a briefing on principles of task design and materials development, as well as MIT and its contribution in task design and discussed the two checklists (MIT checklist/task design principles checklist) I developed along with the coding forms. In other words, after the codebook was developed and revised, the coders were thoroughly trained as to how to classify the language lessons into various categories of intelligence using the checklist developed from Armstrong, 2009; McKenzie, 2005; Palmberg, 2011 and principles of task design and material development adopted from Tomlinson, 2010 in line with the coding forms (Table 4 and 5 above). This is thought to have helped them become familiar with the phenomena they were about to explore. In order to observe printed materials, read and interpret texts, etc. into their corresponding categories, coders need some level of familiarity with what they are looking, and familiarity denotes a sense of understanding that coders must bring to a content analysis. “Therefore, the sharing of similar backgrounds-similar histories of involvement with texts, similar education, and similar social sensitivities-is what aids reliability” (Krippendorff, 2004: 128).

Based on the discussions held on the MIT/principles of task design and materials development checklists, I made the coders practise coding Unit One of the Grade 9

English textbook independently as some kind of exercise and later on we discussed together the classification of the tasks they made or coded. Following this, they also coded Unit Three in the same way independently and afterwards we held discussion on their coding. The discussion on the results of their coding helped us to clear some ambiguities in categorizing the tasks in the textbook. Based on the feedback we got from the training, the recording instructions incorporated everything that transpires the concept behind each referent, and Coders were trained to work with the recording instructions as their sole guide.

The Coders were strictly informed not to rely on extraneous sources of information (e.g., some other version of learning styles, self-applied recording instructions, the intentions of the researcher, hidden conventions of the syllabus writers, and fellow workmates) nor should they confer among themselves as to why they do what they do. In the course of the training process, I revised the codebook repeatedly until the coders were all comfortable with the coding scheme. As Neuendorf, (2002: 132) suggests, their coding methods need to be calibrated so that they view the content in the same way, as they code independently, without discussion or collaboration. Thus, revisions were made before the final coding commenced. The practice of coding helped me see the reliability and overall viability of the coding scheme.

After ensuring their understanding of the coding, therefore, they coded Unit 5 as a pilot test. To sum up, the coding scheme incorporated writing the codebook, training the coders by briefing MI types and principles of language learning and materials development, discussing the classification of tasks into MI profiles and principles of task design and materials development using checklists and coding forms, coders practiced coding language tasks, discussed the results of their coding to build consensus on categorizing various tasks into MI/principles of language learning and materials development types on the coding forms, coders practiced coding independently on sampled units representing the variety of the population, and finally pilot testing was conducted including final reliability checks using Cohen's Kappa.

3.6.2.4 Pilot testing the content analysis

After giving the training for the coders, the coding procedure was pilot tested using Unit 5 of the Textbook which was not sampled either for training or for the main study. Thus, the three independent coders used Units 1 and 3 for classifying the contents of the Units into categories of intelligence and principles of task design and materials development during the training sessions. Later on, three of them coded Unit 5 as a pilot test independently. The pilot-test enabled the analyst to determine whether (1) the categories are clearly specified and met the requirements of the category format (table 3 and 4); (2) the coding instructions are adequate and clearly stated, and (3) the coders are suitable for the job. The data from the three coders were tested for their reliability. The inter-rater reliability test (Cohen's Kappa) revealed that there was a strong agreement (.72) between coder 1 and coder 3. When the pilot tests produced similar results by the two coders, it was taken that the dimension and categories are adequately refined and captured. These determinations are made by assessing reliability among coders and consistency in individual coding decision (Krippendorff, 2004: 128). Coder 2 was below this level of agreement when compared with the other two and he was excluded from the main study.

3.6.2.5 Final coding

Final coding was done by two coders (whose level of agreement or Cohen's Kappa was .72) independently without letting them know the purpose of neither the coding nor the study. This technique is in line with what Neuendorf calls blind coding, in which coders do not know the purpose of the study, and which also is desirable, to reduce bias that compromises validity (2002: 133). Scholars in the field recommend that blind coding is more preferable in which coders should not be aware of the research questions or hypotheses guiding the investigation.

3.6.3 Questionnaire

3.6.3.1 Advantages and disadvantages envisaged

A questionnaire is a very popular data collection technique. Many studies on the use of questionnaires provide lists of advantages, particularly in comparison with structured interviews (e.g., Bryman, 2001; Dornyei, 2002). Taken together, some of the advantages of questionnaires are that they are cheaper to administer than interviews; they are self-administered and can be sent out in one batch; they are quicker to administer than interviews; questionnaires can be sent out through mail or distributed to large groups of subjects at the same time; they provide easier ways to collate and analyse data than interviews. In particular, closed questions, in which the respondent is asked to select an answer from among a list provided by the researcher, are very popular because they provide a greater uniformity of responses and are more easily processed for statistical analysis than open-ended questions. Open-ended responses, in which the respondent is asked to provide his or her own answer to the question, must be coded before they can be processed for computer process (Babbie, 1998).

Despite these advantages, however, many researchers also examine the major drawbacks of questionnaires. They may cause some difficulties for data collection in that there is no guarantee that the questionnaires which have been sent out will be returned. In this regard, security and reliability may be hard to ensure. Besides, there is no room to exploit additional data like that of interviews. The researcher cannot prompt, probe or ask more questions in relation to the respondents' individual beliefs.

3.6.3.2 Procedures used in deploying the questionnaire

The questionnaire used in this study was developed for grade 9 English teachers as they are the implementers of the curriculum. Thus, it would be imperative to have their opinion when assessing the quality of the teaching/learning material they are working with. Therefore, a questionnaire was developed for the Grade 9 English teachers so as to gauge their level of understanding with regard to principles of

language learning and materials development, and at the same time to see how they perceive the textbook.

I generated 40 items for the questionnaire from the theoretical concepts discussed in the literature review section of the study (chapter three). The questionnaire has two major sections. In section 1, there are 27 items (9 items on task organizing principles, 9 items on formatting and presentation and other 9 items on MI profile). Each item was a statement followed by a five-point Likert scale ranging from 'never' through 'very frequently'. This section helped me explore supplementary reflections for the second sub-question of my study: To what extent does the Grade 9 English textbook address learner differences/various intelligence profiles?

Similarly, section 2 of the questionnaire comprises 13 items on the Grade 9 English language teachers' beliefs on theory of language learning, principles of task design and teaching/learning materials development. In this section, each statement is followed by a five-point Likert scale ranging from 'strongly disagree' to 'strongly agree'. This section helped me answer the fifth and sixth sub-question of the study:

- As implementers of the textbook, how do the teachers perceive the grade 9 English textbook?
- To what extent are the grade 9 English teachers (implementers of the textbook) well versed in principles of task design and teaching/learning materials development? This knowledge is important for the teachers as they are expected to produce supplementary lessons and/or examples by contextualizing the tasks in the textbook

Therefore, a total of 218 grade 9 English teachers who were drawn from 10 cities/towns which are found in 6 regional states were involved in the study. In other words, a total of 218 Grade 9 English teachers who are working in 50 high schools filled in the questionnaire. (Their profile is given in Table 3). The sampling is based on convenience sampling technique, for the very reason that I had the privilege of getting some old friends and summer MA students of JU who work in these areas. I

could not travel to all these areas and collect data due to financial constraints, thus I managed to collect data with the help of those collaborators mentioned above. I was not able to use e-questionnaire either because it is not a common experience in Ethiopian high school settings. Therefore, my collaborators went to each school in person, showed the letter of collaboration from my University, distributed the questionnaires to each grade 9 English teacher, collected them after 3 days, and sent them back to me by post.

In this study both interviews and questionnaires were employed as they complement each other and as there is no single approach that is universally accepted (Denscombe, 2002:2), and a combination of questionnaires and interviews can let the two methods complement each other and enhance the possibility of obtaining both quantitative and qualitative data. This is meant to triangulate and make the result more credible by using different methods of data collection. Triangulation is a technique that facilitates validation of data through cross verification from two or more sources. In particular, it refers to the application and combination of several research methodologies in the study of the same phenomenon (Bogdan and Biklen, 2006).

As discussed above, it is easier to elicit open responses in an interview, but the disadvantages are that it is time-consuming and expensive. By contrast, closed-ended questions (questionnaire) can provide a greater uniformity of responses and are more easily processed (Babbie, 1998:148). An interview is a flexible face-to-face conversation. By comparison with interviews, questionnaires are inflexible once the schedules are in print. Particularly, the researchers will have little control over them once they are sent out. As Drever (1995) suggests, because interviews can provide depth of explanation within a particular context, while questionnaires paint a broad though possibly superficial picture, it is often a good idea to use both (Drever 1995:8). This study employed both data collection instruments to exploit the utmost advantages from the two.

3.7 Validity and reliability of the Instruments

According to Babbie (2004: 143), “validity refers to the extent to which an empirical measure accurately reflects the concept it is intended to measure”. In other words, the validity of the measurement of a procedure is the degree to which the measurement process measures the variable it claims to measure (Gravetter & Forzano, 2003: 87). With these theoretical insights in mind, I have tried to consider issues of validity and reliability with all the data collection instruments I used in the study.

3.7.1 Reliability & validity of the content analysis

As discussed above (cf. 4.5.1.3), two independent coders were involved in coding the contents of the Grade 9 English Textbook. This was meant to ensure validity. As discussed by Colorado State University, “the reliability of a content analysis study refers to its *stability*, or the tendency for coders to consistently re-code the same data in the same way; *reproducibility*, or the tendency for a group of coders to classify categories membership in the same way; and *accuracy*, or the extent to which the classification of a text corresponds to a standard or norm statistically” (<http://writing.colostate.edu>)(emphasis original).

Therefore, to determine how well the implementation of some coding or measurement system works and test the reliability of the two coders, Inter-Rater Reliability test was carried out by calculating Cohen’s Kappa using SPSS. A statistical measure of inter-rater reliability is Cohen’s Kappa which ranges generally from 0 to 1.0 (although negative numbers are possible) where large numbers mean better reliability, values near or less than zero suggest that agreement is attributable to chance alone (Gwet, 2010). This method is used to assess the degree to which different ratters or observers give consistent estimates of the same phenomenon or categorical variables - the contents of the English language lessons in this case. I ensured that the percent of agreement between the first and the third coders was .72 which is within the conventional range, that is the percent of agreement between the

coders should be strong (0.61-0.8), or near complete agreement (more than 0.8) (Gwet, 2010). At last, the final coding was undertaken by the two coders.

3.7.2 Validity and reliability of the interview data

To maintain the validity and reliability of the interview data, a one-to-one interview was conducted by myself; only semi-structured questions were used to generate data; The meta-analysis by Conway *et al.* (1995) showed that reliability in interview data can be maximised using a one-to-one interview.

3.7.3 Validity and reliability of the questionnaire

The questionnaire for the Grade 9 English Teachers was reviewed by two lecturers who are working at the Jimma University and who specialised in TEFL. These people are familiar with issues of syllabus design and materials development. Based on the feedback obtained from them, two items were reduced which seemed to represent similar concepts. Later on, the questionnaire was pilot-tested on 10 Grade 9 English teachers of three other schools (three from two and four from another school) which are found in the nearby vicinity. In other words, all the pilot subjects were selected from three high schools found nearby Jimma town. These teachers have similar academic background with those teaching in Grade 9. The difference between the subjects of the pilot and the main study is only geographical distance, that is, their place of residence. Otherwise, the groups have similar educational background, English is the medium of instruction across all high schools in the country, they use similar textbooks, and English is a foreign language for all of them. Therefore, the pilot study was considered to be valid.

In this research, therefore, a pilot study was conducted to find out if the questions were yielding the kind of data required and to eliminate any questions which might be ambiguous or confusing to the respondents. Of the 42 original questionnaire items, two items were cancelled, and finally 40 items were used. Furthermore, some amendments were made to the wording of some of the items in the instruments to maintain clarity. The pilot testing and expert review are some of the best ways to

ensure that the instrument actually communicates what it was intended to communicate, that it is standardized and will be uniformly interpreted by the target population, and that it will be free of design flaws that could lead to inaccurate answers (GAO, 1993: 178).

3.8 Data analysis

Three types of data were collected for this study: interview, questionnaire and contents of the Grade 9 English Textbook. Data collected by means of questionnaires, interviews or any other methods mean very little until they are analysed and evaluated (Bell 1993). The data from teachers' questionnaire and content analysis in the present study were analyzed with an SPSS Version 16.0 computer programme, since it could handle the analysis of most quantitative research data. The interview data which were collected using tape recorder were transcribed and then analyzed based on thematic areas in terms of language learning theory, content selection, organizing principles, formatting and presentation and addressing learner differences. The analysis of data was carried out using different statistical methods.

3.8.1 Descriptive analysis

The data from the English language teachers' questionnaire were analysed using descriptive analysis. Descriptive analysis refers to methods of organizing and summarising data by editing variable names and value labels into SPSS which can generate several common, one-number statistics such as the mean, standard deviation (SD), variance, maximum and minimum values, range and sum (Kinnear & Gray 1999).

Descriptive analysis in SPSS helps obtain a range of common descriptive statistics, both of central tendency and of dispersion. SPSS also provides very convenient ways to get results, and the output listings of statistical values provided in the SPSS manual. However, it is important to understand the procedures clearly before conducting the data analysis process. Before the researcher proceeded with the data

analysis, therefore, certain preparatory steps had been taken such as classifying raw data into categories, and checking whether the data had been correctly entered into the computer.

Descriptive analysis was used in this study to organise and summarise all the responses in the questionnaire under each category

- to explore how well the language tasks are developed in terms of principles task design as well as formatting and presentation.
- to examine the level of understanding/awareness of the Grade 9 English teachers of the target schools pertaining to language learning theories and task design principles.

Descriptive analysis was also used for the content analysis

- to summarise the frequency of MIs in the Grade 9 English textbook and see if the textbook complies with various intelligence profiles of students
- to explore how much the language tasks are effective in meeting principles of task design and materials development.
- to examine how many of the language tasks are designed in an integrated approach.

3.8.2 Content analysis

3.8.2.1 The concept

“Content analysis is a systematic research method for analysing textual information in a standardised way that allows evaluators to make inferences about that information (Weber, 1990: 9-12; GAO, 1996: 6). This method of evaluation helped me answer the research questions of the study by analyzing the extent to which the contents of the Grade 9 English textbook were in line with MIT as well as principles of language learning and materials development.

3.8.2.2 Content analysis procedures

The following procedures were used in the process of content analysis.

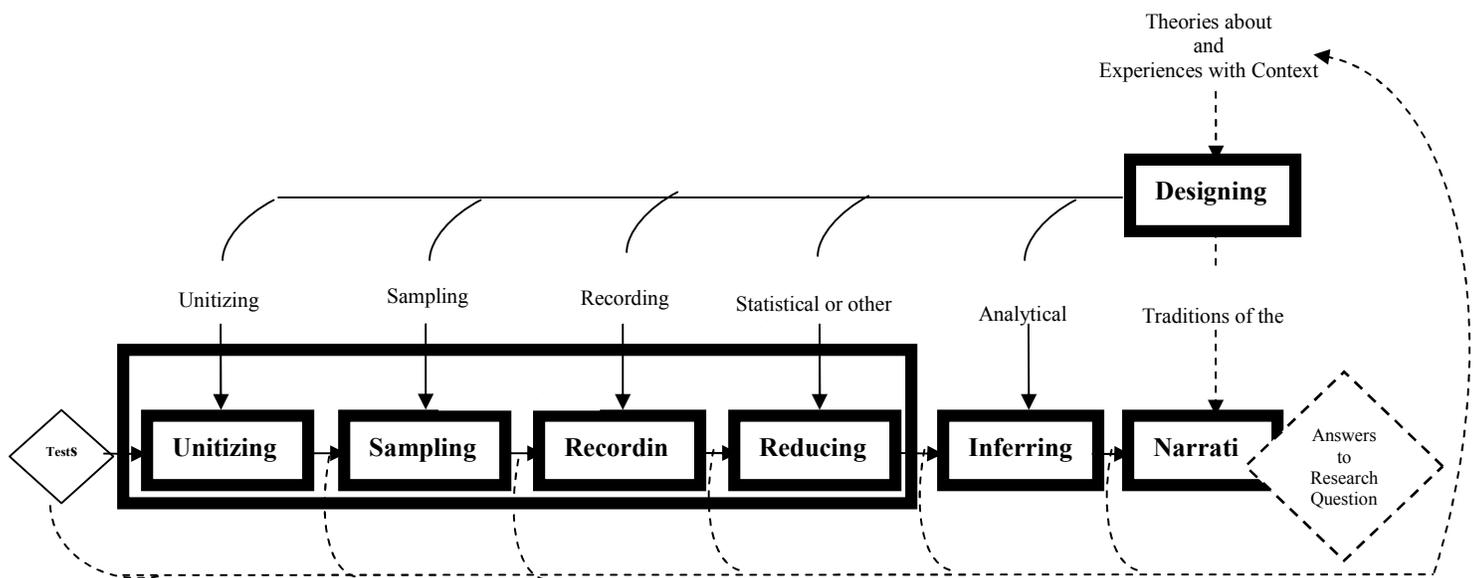


Figure 4: Components of Content Analysis (Krippendorff, 2004: 86)

Figure 4 enables us to conceptualise the procedures that the content analyst has to undertake in carrying out content analysis and examine the components the analyst needs to proceed from texts to results. As Krippendorff (2004: 83) contends, listing these components serves two purposes: it is a convenient way to partition, conceptualise, talk about, and evaluate content analysis designs step by step; it also serves as instructions for replicating them elsewhere. Each component has a descriptive and operational state:

- unitising: relying on unitising schemes
- sampling: relying on sampling plans
- recording/coding: relying on coding instructions
- reducing data to manageable representation: relying on established statistical techniques or other methods for summarizing or simplifying data
- abductively inferring contextual phenomena: relying on analytical constructs or models of the chosen context as warrants
- narrating the answer to the research question: relying on narrative traditions or discursive conventions established within the discipline of the content analyst (Krippendorff (2004: 83)).

In the data-making process, I followed the first four components and created computable data or representational attributes of data from the contents of the target

textbook (the Grade 9 English Textbook). The first task in any empirical study is to decide what is to be observed (units) as well as how observations are to be recorded and thereafter considered data. Generally, “units are wholes that analysts distinguish and treat as independent elements” (Krippendorff, 2004: 97). To put it in more specific terms, units are specific language lessons/tasks grouped together in one chapter. In this case, the Grade 9 English textbook has 12 units to be covered in one year. In the data-making phase, therefore, sampling units, context units and recording units were determined. As discussed above, systematic sampling was employed whereby I selected every other unit of the entire Textbook by determining the starting point of the procedure at random. This sampling plan helped me address 50% of the contents of the textbook.

The Grade 9 English Textbook has 12 units to be covered in a year. Every unit has two parts that comprise various tasks labelled as A1 through A12 as well as B1 through B12. The content breakdown of each part in one unit incorporates: a) listening; b) speaking; c) reading; d) writing, and e) additional learning strategies. Each unit also has a language focus divided into grammar, vocabulary and social expressions (MoE, Grade 9 Syllabus: 2009). Out of the 12 units, the sampling units were identified to be analysed, the context unit, that is, which aspect or subject matter of the unit were determined for analysis. In this case, the listening, speaking, reading and the grammar lessons of every unit were taken as context units for analysis. In other words, sampling units are units that are distinguished for selective inclusion in an analysis, whereas context units are the detailed issues embodied in the sample units. “Someone who claims to have analysed a certain number of issues of a newspaper talks of sampling units.

After identifying the sampling units (units to be included in the study), context units (the detailed contents/language lessons or issues within the unit) were sorted to be investigated against a given recording unit. Recording units are units that are distinguished for separate description, transcription, recording, or coding. Whereas sampling units are distinguished for inclusion in or exclusion from an analysis, ideally

in a way that acknowledges natural boundaries, recording units are distinguished to be issues (Krippendorff, 2004: 99-100). Thus, in this study, the central themes of each lesson or each language task were taken as recording unit. In general, six recording units are commonly used: word, word sense, sentence, paragraph, theme, and whole text (Weber, 1990).

Similarly, categories of intelligence (principles of language learning and materials development in the other case) were taken as coding units. Therefore, lesson contents of every recording unit (central themes in a single exercise) were recorded in line with the type of intelligence referent as well as principles of language learning and materials development it matches or corresponds to. In other words, every single lesson/task (recording unit) in the (context unit) was recorded in terms of the categories of intelligence it caters to as well as principles of language learning and materials development it addresses.

As Krippendorff summarises, the three principal kinds of units distinguished above all serve different analytical functions.

Sampling units are units of selection and may provide an analyst with a basis for judging the statistical representativeness of data. **Context units** are units that delineate the scope of information that coders need to consult in characterizing the recording units. **Recording units** are units of description that collectively bear the information that content analysts process and provide the basis for statistical accounts (2004:102). (emphasis added).

Units of analysis were formulated in such a way and formulating categories is the heart of content analysis (GAO, 1996). Based on this conceptual framework, several well-known methods of content analysis were reviewed and adopted for the study and finally a merger of concepts from GAO (a transfer paper issued by PEMD: Programme Evaluation & Methodology Division-1996) and the Krippendorff, (2004) have been adopted to analyse the Grade 9 English textbook.

As mentioned earlier, to evaluate the contents of the whole textbook, the body of material, that is, the “universe,” is too extensive to be analysed in its entirety. Thus, representative samples were selected from that universe using probability sampling.

Probability sampling is the right choice so as to make the evaluation generaliseable from the sample to the population (GAO, 1996). Thus, 50% of the units of the textbook for analysis were identified by determining the starting point (odd or even units) using the lottery method. Then, context units (every lesson in that very Unit: listening, speaking, reading, writing and grammar lessons) were identified; the level of recording unit was determined to be the theme of each lesson/task, and the central theme of each activity was coded in line with the kind of intelligence it addresses as well as principles of task design and materials development.

In sum, after systematically identifying the textual material, the samples and the context units, all their contents were analysed in line with units of analysis. The units of analysis were designated as “recording units”. A recording unit is the portion of text to which evaluators apply a category label. Of the six recording units: word, word sense, sentence, paragraph, theme, and whole text (Weber, 1990), this study, used themes of each lesson/task as recording units as they give a complete meaning and are feasible to code them into categories of intelligence. In the coding unit, therefore, the category of the intelligence or the principle that specific lesson of the context unit addresses were recorded. The categories provide the structure for identifying the type of intelligence or the kind of principle each lesson/task addresses. The following format was used to record the contents of the book in the respective category of intelligence or principle they belong to.

Procedure of content analysis was adapted from Krippendorff (2004: 86) and applied to analyze the contents of the Grade 9 English Textbook in this study. The conceptual analysis method was used to analyze the data. In conceptual analysis, a concept is chosen for examination and the number of its occurrences within the text is recorded. Before the beginning of the counting process terms were explicitly defined, a checklist was produced and given to the independent coders to limit the subjectivity in inferring the concepts, and thorough training was given followed by a pilot test. After these procedures, the sampled units of the textbook were coded into the predefined content categories.

After coding the contents of the textbook into categories of intelligences as well as principles of task design and materials development that each language task caters to, the frequency of each category of intelligence/principle was fed into an SPSS programme and summed up using descriptive statistics. The approach used to coding the data is *a priori* coding (Weber, 1990) in which the categories were established prior to the analysis based upon some learning theory – MIT and principles of task design and materials development in this case. The categories were thoroughly discussed and commented during the training. Therefore, lessons of the sampled units of the text book were coded by independent coders using a coding form. Then the data were fed into a computer program (SPSS version 16.0) by putting each recording unit (every language lesson or task) into the coding categories (MI/principles of task design) using a computer program which can easily automate the coding process and examine huge amounts of data, and a wider range of texts, quickly and efficiently. However, automation is very dependent on the researcher's preparation and category construction, thus, category preparation was taken seriously by making it as comprehensive and explicit as possible that is, using a code book (comprehensive list of MI categories developed from Armstrong, 2009; McKenzie, 2005; Palmberg, 2011 and principles of task design and materials development adapted from Tomlinson, 2010). This was essential for accurate coding.

The data collected through content analysis were discussed using descriptive statistics. On the contrary, the qualitative data obtained by interviewing the curriculum experts at MoE were discussed in line with the expertise the syllabus designers have pertaining to the language learning theories, organizing principles and MIT. The quantitative data obtained using a survey questionnaire were used to gauge the English teachers' understanding of organizing principles and issues related to course design and they were discussed descriptively too.

3.9 Ethical issues

A letter of cooperation issued by JU about the purpose of the study was presented to each school and MoE before collecting any data, and participants of the study were assured of confidentiality throughout the study. All participants (the Grade 9 English teachers as well as the syllabus writers) were protected from any kind of identification. Thus, their names and addresses were omitted from the published results of the study. All participants answering the questionnaire were informed that their contribution was on a voluntary basis and that their responses would be treated with the strictest of confidence.

The following guidelines by Christians (2000) were observed seriously in the data collection procedures:

- *Informed consent.* The researcher took voluntary informed consent to be the condition in which participants understood and agreed to their participation without any pressure before undertaking the research. He explained clearly to each participant that their participation was necessary, and the data would be used only for academic purpose. The researcher also recognized the right of any participants to withdraw from the research for any or no reason, and at any time.
- Securing of participants' voluntary informed consent, before conducting the research, was considered the norm for undertaking the research. Throughout the research, there was an attempt to avoid any kind of deception. The true purpose and aims of the study were made clear before their participation and every attempt was made to ensure that participants had freedom to use either Amharic or English during the interview.
- *Privacy and confidentiality.* The researcher assured the participants as to how their response would be kept confidentially. They were informed that all personal data were not disclosed in any case except for academic scrutiny.

- *Accuracy.* The researcher kept in mind that fabrications, fraudulent materials, omissions, and contrivances were both non-scientific and unethical (in Denzin & Lincoln, 2000:135-140).

These ethical guidelines discussed above informed the researcher's code of ethics throughout the study. With regard to my stance in this study, I had neither acquaintance with any of the syllabus writers nor any conflict of interest before conducting the interview. In addition, I never taught the textbook under investigation. However, I embarked on the study after reading a few publications on MIT.

CHAPTER 4

FINDINGS OF THE STUDY

4.1 Introduction

This chapter presents the data obtained from each of the instruments employed in the study and provides a summary of the findings. The study tried to answer the following research questions:

1. What language learning and teaching theories inform the design and development of the Grade 9 English textbook?
2. What has been known previously about the role of theory in developing English textbooks for EFL students?
3. To what extent does the Grade 9 English textbook address learner differences in line with multiple intelligences?
4. How much is the textbook compatible with principles of task design and materials development?
5. To what extent are the Grade 9 English language tasks effective in integrating different macro-skills?
6. As implementers of the textbook, how do the teachers perceive the grade 9 English textbook?
7. To what extent are the grade 9 English teachers (implementers of the textbook) well versed in principles of task design and teaching/learning materials development?

The research approach employed in this study is the mixed method approach, which helped me collect data in a simultaneous or sequential manner, using both quantitative and qualitative methods in a way that best addresses the research question/s (Creswell 2003; Tashakkori and Teddlie, 2003). In line with this, I collected quantitative data using coding form and questionnaire, as well as other forms of qualitative data using interview.

The findings obtained from each of the research instruments are presented in turn, beginning with those found through the interview.

4.2 The findings of the interview

The purpose of the interview was to explore the role that theory (educational and psychological) contributed in developing the Grade 9 English textbook, and the extent to which the Grade 9 English textbook was designed taking the distinct intelligence profiles of various students (learner differences) into consideration. The interview items were developed based on considerations pertaining to key elements involved in syllabus design and teaching/learning materials development. This goal is founded on the recognition that we can intensely understand how successfully second language learning takes place provided that our endeavours are established on some form of theory (Mitchell and Myles, 2004:7).

With this instrument at hand, the entire interviews were tape recorded, and then each informant's verbal responses were transcribed word for word. The transcribed text was analysed using a method of deductive analysis, which involved analyzing data according to the conceptual framework of the study discussed above: (1) syllabus organising principles, (2) learning theory, in this case MIT, (3) content selection, grading and sequencing, (4) language learning principles, (5) lesson formatting and presentation, and (6) integrating various skills. The interview questions were framed using these constructs and the analysis was done by examining each informant's responses to the corresponding questions. Therefore, the findings of the interview were presented based on the theoretical framework that guided the interviews, often quoting verbatim responses. Finally, summaries are given at the end of the subsection by consolidating groups of data. This is in line with Cohen et al. (2007) who have asserted, "they [researchers] should then assemble blocks or groups of data, putting them together to make a coherent whole (e.g., through writing summaries of what has been found)" (Cohen, et. al., 2007:462).

4.2.1 Syllabus organizing principles used

It is essential to take note of organising principles when developing a sound syllabus and determining the instructional strategies to be employed. The most common syllabus organizing principles in English language teaching are: linguistic, subject matter, learner-centeredness, and learning-centeredness (Murray and Christison, 2011:4). Therefore, in order to explore the level of emphasis the syllabus developers paid in taking note of the organizing principles of the syllabus, I raised a question for each informant so as to know how they started developing the Grade 9 English textbook and the considerations they kept in mind, particularly with regard to organizing principles in English language teaching.

The findings indicated that the syllabus writers tried to consider the interest of various stakeholders. Informant 1, for example, said that “The syllabus is developed based on the needs of the society, through interest and needs assessment, needs of the society [sic], the need of the family, the need of the client were assessed. The new Grade 9 English textbook is actually developed based on assessment of the previous textbook”. Similarly, Informant 4 also articulated that:

The main considerations in the development of the new textbooks are the textbooks should be participative; meaning, the new textbook should encourage active learning, not as usual which is used by the teachers. But it was written to encourage students’ participation. Not only the students’ but also their families’ and their colleagues. This is the new way that we followed in developing the textbook. To make it facilitate active learning.

Informant 3 held the same opinion. He told me that “We considered just the communicative approach should be included; it should be student centred. A teacher more just should be very very very [sic] facilitator not a teacher actually presenting grammar, should not just present things in a lecture approach. These were considered very much”. Informant 2 also informed me that

First, we had content flow chart which grade, which content must be incorporated, must be learned at what grade level we thought. And again,

content flow chart grammar or skills flow chart, topics flow chart. These were any way our main strategies that we followed. So, um... some of them it shows any way spiral or what do you say any way, it shows continuity among the units.

Informant 5 also reported that “English is a second language for our children, so you emphasise on the four skills including some language items such as grammar and the like. And the skills also, you see, are from simple to complex way of organization”.

In sum, the result indicated that the syllabus writers considered issues of linguistic, subject matter, learner-centeredness, and learning-centeredness (Murray and Christison, 2011:4). This is one strength of the syllabus.

4.2.2 The learning theory used in framing the syllabus

Various questions were raised during the interview to explore whether MIT was considered in developing the syllabus, and from the responses of many of the informant I confirmed that many of them were not clear with the theory that helped them frame the syllabus. Informant 5 revealed that “I cannot point out a specific theory. But we have tried to make it interactive, uh.....and student centred”. Some of them replied that a mixture of cognitive and behaviourist approaches were dominantly used in developing the contents of the syllabus. Similarly Informant 3 said that “we considered just the communicative approach should be included; it should be student-centred. These were the main ones actually in order to teach English language in the class room. A teacher more just should be very very very [sic] facilitator not a teacher actually presenting grammar, should not just present things in a lecture approach”. On the contrary, Informant 4 reflected that “the new syllabus developed included the strong sides of the cognitive and the behaviourist theory. We do not focus on one theory either on the behaviourist or the cognitive theory”.

Informant 1 also remarked that “this current textbook is developed using the competency based approach which embeds communicative and active learning approaches”.

In this regard, even though some of them did not clearly articulate it, I learnt from our discussions that it is the competency based approach (CBL) that informed the framework of the English language syllabus.

Having concluded my question on the learning theory that was used as a guiding framework in the development of the syllabus, I put the question in a more straightforward manner as follows: “Did insights from the Multiple Intelligence Theory contribute any role in designing the Grade 9 English Textbook; if yes, how”? From their responses it was clear that the theory (MIT) was somewhat a blurred concept to most of them. For example, Informant 1 replied that “I think this multiple intelligence is different intellectual IQ. So when you develop a textbook, you consider the status of the children, you see there are slow learners, fast learners, average learners. You consider all these”. Likewise Informant 3 also said,

Actually for our immediate consumption, we use as I told you like constructivist, different theories and what the consultants brought to us. But that much we didn't go through in-depth, honestly speaking, because our purpose was to make it simple unlike the previous one [the old textbook] and to make it interactive and promote active learning. Therefore, we were just focusing on that part, not actually on a particular learning theory.

To address the issue of the multiple intelligence set up of various learners, I again embarked on a similar question in a slightly different wording: “How did you address learner differences in developing the Grade 9 English textbook?” This was an interesting question to most of them and Informant 2 said, “We have considered different things for different units so as to address or meet the interest of different pupils”. Similarly, Informant 1 also reflected that “Well to address learner differences what we do is we have minimum learning competency... so you consider very slow or very weak child could fulfil the minimum. Then from there you go up and come to the maximum area. You see the differences in this way”.

Based on their responses I pushed further in enquiring whether they really have a clear conceptual understanding of different intelligence profiles of various learners using the following question “I hope you know well that students learn in different ways. How did you accommodate this issue when you designed the Grade 9 English language syllabus?” The findings were the same in that there were no clearly observable indications of using a theoretical framework in addressing learners’ differences in the process of developing the Grade 9 English language syllabus. As Informant 4 indicated “You know that in a given class there are fast learners, there are medium learners and there are also slow learners. Then, we were strictly evaluating the textbook whether it helps all students participate. That means slow learning, fast learning and medium learning”. These notions were reflected by nearly all informants that they considered the issue of addressing slow, average and fast learners. But how is the question. MIT could have given them more insight in addressing learners’ differences more practically as it gives explicit explanations in the same. Whatever the terminology may be, be it active learning or competency based approach, how to realize learners’ preferences in practical terms need to be taken note of when one designs language tasks. As a matter of fact, the competence based approach is not about entertaining learner differences. This issue will be further discussed in the interpretation and discussion section (Chapter 5).

4.2.3 Content selection grading and sequencing

The next thematic area of my interview was on content selection, grading and sequencing. To explore information pertaining to these issues, I raised this question: “How do you ensure that important language items are adequately covered and thoroughly addressed; in other words, how do you keep some check on vocabulary selection, grammar, discourse, sub-skills and strategies?”

The findings indicated that they had a content flow chart to ensure the selection of language contents and they followed a spiral approach to organizing (grade) them. Here is what Informant 1 confirmed: “When you develop a textbook, you have a set criterion and you prepare a checklist. So there is no problem in this one. So, when a

textbook is developed you see the items or the ingredients planned whether they have been included or not using the checklist in this case”. Informant 4 also advanced a similar opinion when he said “Our checkpoint whether the important language items are covered or not is based on the curriculum framework, the syllabus and the minimum learning competency”. Similarly, Informant 2 also told me that “In the content selection, as I told you, they were checked against the flow chart; we do have a grammar flow chart, the content flow chart, topic flow chart and others. So that is what we have done”. In addition to this, topical issues were also incorporated into the content selection. This is the case in point when Informant 3 said “some local and international issues were incorporated. Again we also considered some of the overarching issues, just like HIV, women, etc, etc. you know”. Therefore, it can be concluded that the systems employed in sorting language items for the content coverage was well taken care of as it was based on content flowchart. This is also another merit of the syllabus.

Regarding the grading and sequencing of language items, they informed me that they used a spiral approach or from simple to complex as they put it. This is how informant 5 replied to my question:

It [grading and sequencing of language items] shows any way spiral or ..., it shows continuity among the units. The first unit you might get in the first grade you might get family [sic], the next again you might get family and other relatives, or extended family. It goes on like that from grade 9 to 12 extra.

Furthermore, they all informed me that the draft textbook was also checked by some evaluators in line with the minimum learning competence and different flow charts set by the syllabus writers. It can be concluded that the content selection, grading and sequencing are based on a rational foundation and tangible guidelines or checklists.

But what has been done to make the language lessons compatible with the diverse intelligence set up of our students and promote personalised learning was the question I raised to the syllabus writers. However, it was noted that diverse intelligences are masked in assumptions of slow and fast learners alone.

4.2.4 Principles of task design and materials development

The other issue in syllabus design and teaching/learning materials development is considering the principles of task design and materials development such as: comprehensible input, engaging affectively and cognitively, positive affective involvement, visual imaging and language use (Tomlinson, 2010). To see how much the syllabus writers considered such issues of task design principles when they drafted the syllabus, I raised several questions at several intervals. The results revealed that attempts were made to make the syllabus promote language use. Though it is not clearly articulated, this attempt is in line with one of the principles of task design and materials development. “The selection and organization of the language contents is mainly to encourage students to use or follow active learning” said Informant 4. “We make it communicative and contextualised”, replied Informant 3. Similarly, Informant 1 informed me that they tried to make it engaging affectively and cognitively when he said “The skills also, you see, are from simple to complex way of organization [sic] actually from simple to complex, from known to unknown, from local to national, from national to international kind of organization has been followed”. Responding to a similar question Informant 2 said “...It [the syllabus] is well situational based to make life like” [sic]. Informant 5 also told me that, “In our new curriculum our objective was also to contextualize the language lessons”. Therefore, from their responses it can be concluded that the syllabus writers have used the principles of task design and materials development even though they were not able to articulate them clearly. What remains to be answered is how much these principles have been realized in the actual lessons of the Grade 9 English textbook itself. This will be treated further in the findings of the content analysis (cf. 4.3.).

4.2.5 Formatting and presentation of the language lessons

After selecting the content, language lessons need to be designed in a variety of formats and presented in various ways so that they can be in harmony with many students who have different learning experiences. In line with this, many language educators argue that what is happening in the class is not equally productive for all the students because their minds work in different ways (Ellis, 2005, Dornyei, 2005,

Cook, 2008, Nation and Macalister, 2010). Presenting a range of language tasks in various formats is one way of creating an appropriate condition for effective learning to take place. “A key tenet of learner-centred instruction is that each learner is different and that effective second language teaching should not only celebrate these differences but also take these differences into account when preparing lesson plans, activities, and materials” (Farrell and Jacobs, 2010: 71). To what extent does the Grade 9 English textbook satisfy this principle of syllabus design? This is one of the questions addressed in the study.

To address this issue I posed the following question: “What are the considerations that informed the formatting and presentation of the lessons? How do you see the richness of the formatting and presentation of the lessons?” At last I learnt that this was not done by the syllabus writers, that is, the actual language lessons were developed by textbook writers of an international publishing company which was responsible for publishing the Grade 9 English textbook. The syllabus writers at MoE developed only the syllabus which dictates the flesh and blood of the textbook. As Informant 5 put it, “This [the syllabus] gives a direction to the textbook writers. What activities they should include, how they can present it. So it gives ideas, not anyway the language formatting”. Therefore, I realized that this question was beyond the scope of the syllabus developers. I was not able to get in touch with the Company’s textbook writers to explore things further. So, this research question will be addressed using the other data collection instrument - content analysis in particular. Further discussion will be presented under ‘findings of the content analysis’ as well as in the findings of the teachers’ questionnaire in the next sections.

4.2.6 Integrating various language skills

The other issue on my interview checklist was to explore whether integrating various language skills was taken note of. With this objective in mind, I asked each informant about the extent to which the language lessons are designed in an integrated manner. Accordingly, I found out that the syllabus writers were well aware of the need of integrating various language skills. As Informant 2 put it, “We have a strong

belief that any language skill cannot be taught by itself. So, as they [the students] listen, they need to do some kind of writing, just like taking notes or a sort of speaking based on what they heard or listened to...”. Informant 3 also held the same opinion when he said: “The book itself can tell you that. It starts just, if you have seen it, by speaking and listening, yes, listening, speaking, reading and writing, it says [sic]. Mind you, then the four skills are well incorporated actually”.

From all of the informants it was concluded that the issue of using the integrated approach to language teaching was well addressed.

4.2.7 Summary of the findings of the interview

The findings of the interview are summarized as follows:

1. The syllabus is developed after conducting some kind of need assessment.
2. The syllabus writers considered principles of linguistic and subject matter in the selection of contents for the course book.
3. Even though it is not clearly articulated, the syllabus writers have employed principles of task design and materials development.
4. From the informants’ responses it was clear that the theory (MIT) was somewhat a fuzzy concept to most of them. In this regard, knowledge of MIT could have resolved the ambiguity in addressing learners’ differences.
5. In the selection of contents of the course book, competency based approach (CBL) was the paradigm that informed the framework of the English language syllabus. This notion was repeatedly advanced throughout our discussions with all the informants. The merits and demerits of CBL will be discussed in Chapter 6.
6. The findings indicated that the syllabus writers used various check lists like content flow chart, grammar flow chart and topic flow chart to ensure the selection of language contents and they followed a spiral approach to organizing them. Thus, content selection, grading and sequencing are based on a rational foundation and tangible guidelines or checklists.

7. The actual language tasks/lessons were developed not by the syllabus writers but by textbook writers of an international publishing company which was responsible for publishing the Grade 9 English textbook.
8. I found that the syllabus writers were well aware of the need of integrating various language skills. From all of the informants it was concluded that the issue of using the integrated approach to language teaching was well addressed.
9. Furthermore, they all informed me that the draft textbook was also checked by some external evaluators in line with the minimum learning competence and different flow charts set by the syllabus writers. This is also one concept in CBL.

4.3 The findings of the content analysis

The study population for the content analysis was drawn from *English for Ethiopia, Grade 9 Students' Textbook*. "The population is the set of units being studied, the set of units to which the researcher wishes to generalize" (Neuendorf, 2002:74). Thus, 50% (6 of 12) of the language tasks/lessons from the entire textbook were coded. Here is the summary of the overall contents of the sample. The results are presented in frequency tables and the narratives are accompanied by counts as well as percentages. To describe the information in a frequency table or cross tabulation in the report or article, one should always include counts along with percentages (Elliott and Woodward, 2007:44).

4.3.1 Overall contents of the textbook

Table 6: Summary of the Language Tasks of the Grade 9 English Textbook

No	Context Units	No. of tasks	Proportion
1.	Introduction	9	2.91%
2.	Listening	24	7.77%
3.	Word power	26	8.41%
4.	Language focus	64	20.71%
5.	Reading	61	19.74%
6.	Speaking	78	25.24%

7.	Writing	32	10.36%
8.	Study skills	15	4.85%
Total number of tasks		309	100%

The Grade 9 English textbook has 12 units altogether, and of these units all the language tasks of the 6 sampled units were coded. As the table indicates, each unit accommodates language lessons categorised into 8 context units: introduction, listening, word power, language focus, reading, speaking, writing and study skills. The tasks in the 'word power' section focus on vocabulary lessons. The contents of the 'language focus' section are grammar lessons and exercises. The 'study skills' section gives attention to language learning strategies.

The majority of the language tasks fall under speaking, language focus and reading, which comprise 25.24 % (78 of 309), 20.71% (64 of 309) and 19.74% (61 of 309) respectively. The question is: how effectively are the language tasks formatted and presented so that they can nurture various intelligence set up of different learners who have their own personal preferences? This is the heart of the study, because personalized learning involves the provision of high quality and engaging learning opportunities that meet the diverse needs of all learners, flexible timing and pacing, through a range of learning environments with learning support and services tailored to meet their needs (Parsons, 2012: 219). Therefore, the findings of the content analysis are presented in terms of the three research questions.

4.3.2 The extent to which the grade 9 English textbook addresses multiple intelligences

After identifying the overall contents of the Grade 9 English textbook, all the language tasks of each sampled unit were coded against the categories of intelligence they cater for.

Table 7: The Tasks in line with Categories of Intelligence

No	Categories of Intelligence	No. of tasks	Proportion
1.	Musical/rhythmic	3	0.97%
2.	Visual/spatial	20	6.47%
3.	Verbal/linguistic	183	59.22%
4.	Logical/mathematical	26	8.41%
5.	Interpersonal	58	18.77%
6.	Intrapersonal	19	6.15%
Total number of tasks		309	100%

The table shows that the great majority of the language tasks, 59.22% (183 of 309), are meant to nurture verbal/linguistic intelligence. It is no wonder that the textbook gives greater emphasis to verbal/linguistic intelligence as it is language learning textbook. In this regard, one can conclude that the textbook achieves its purpose as it gives more attention to cultivating the students' language proficiency. But it does not always mean that all students prefer language tasks that highly favour such a category of intelligence. This issue will be discussed in greater depth in the interpretation and discussion chapter of the study (Chapter 5).

The next highly emphasised category of intelligence is interpersonal which accounts for 18.77% (58 of 309) of the overall language tasks. This indicates that there are a lot of lessons that promote collaborative learning. When we see the ratio it is reasonably good to have such tasks that demand a lot of interaction among the students, be it in pair or group work. Again this is not the end of the story in language learning as there are students who are highly introspective and prefer autonomous learning. In this regard, we see that there are about 6.15% language tasks (19 of 309) that are appealing for intrapersonal intelligence. Similarly, visual/spatial intelligence is also thinly addressed. This is an indication that all categories of MIT may not be applied at equal importance or coverage in designing language lessons, especially as learners develop in their academic maturity. Another case in point is musical/rhythmic intelligence. As compared to other categories of intelligence, the least emphasis is given to musical/rhythmic intelligence which has a ratio of 0.97% (3 of 309). One can argue against the opinion that language lessons at this grade level

should necessarily accommodate tasks in musical/rhythmic format. Therefore, every aspect of MIT may not necessarily be required in its entirety as learners progress towards higher grade levels.

Furthermore, correspondence analysis was computed to trace which context unit in the textbook corresponds to what kind of intelligence set up, and the following table illustrates this concern.

Table 8: Correspondence Analysis (n= 309)

Context Unit	categories of intelligence							
	Musical/ rhythmic	visual/spatial	verbal/ linguistic	logical/ mathematical	interpersonal	intrapersonal	bodily/ kinaesthetic	naturalist
	Count	Count	Count	Count	Count	Count	Count	Count
Introduction	0	0	5	0	3	1	0	0
Listening	0	4	15	0	5	0	0	0
Word power	0	1	21	1	3	0	0	0
Language focus	0	4	54	1	4	1	0	0
Reading	3	5	29	10	9	5	0	0
Speaking	0	5	30	10	25	8	0	0
Writing	0	0	20	3	7	2	0	0
Study skills	0	1	9	1	2	2	0	0
Total	3	20	183	26	58	19	0	0

As the table indicates, the majority of the language tasks: language focus, speaking and reading lessons are meant to cultivate the verbal/linguistic intelligence. Similarly, most of the speaking tasks mainly focus on nurturing interpersonal intelligence. This is the other merit of the textbook as it gives more coverage to the two intelligence profiles. On the other hand, intrapersonal and visual/spatial intelligences are rarely addressed in the language tasks. Musical/rhythmic intelligence is also second to

none. On the contrary, there are no language tasks that cultivate bodily/kinaesthetic and naturalistic intelligence.

4.3.3 Compatibility of the language lessons with principles of task design and materials development

To address this research questions, the sampled units of the grade 9 English textbook were analysed in line with the perspectives of principles of task design and teaching learning materials development and the following results were found.

Table 9: Compatibility of the Language Tasks with Principles of Task Design and Materials Development

No.	language lessons	Freq	Principles of task design & materials development														
			Comprehensible input			Cognitive engagement			Positive affective involvement			Visual imaging			Language use		
			Yes	No	Total	Yes	No	Total	Yes	No	Total	Yes	No	Total	Yes	No	Total
1	Total sampled language lessons	#	242	67	309	308	1	309	261	48	309	278	31	309	203	106	309
		%	78.3	21.7	100	99.7	0.3	100	84.5	15.5	100	90	10	100	65.7	34.3	100
Over all Total			Yes = 83.64% (418.2/5 = 83.64%)			No = 16.36%			(81.8/5 = 16.36)								

This table depicts the overall picture of the textbook in terms of meeting principles of task design and materials development. Language tasks, in general, need to be designed based on principles of task design and materials development (cf.2.4.2). In Table 9, it is observed that the great majority of the language lessons (83.64%) are well designed in that they provide comprehensible input, engage learners cognitively, enhance positive affective involvement, create visual imaging and facilitate language use. Of the total 309 language tasks under various categories 242 (78.3%) of them provide comprehensible input so that the learners could successfully tackle the tasks. Similarly, nearly all (99.7%, 308 of 309) of categories of the language lessons are effective in engaging the learners cognitively. Likewise, 90% (278 of 309) of the lessons also cherish visual imaging. All these features contribute to the quality of the textbook in meeting principles of task design and materials development. The following excerpt from the textbook exemplifies the point.



A12.3 Speaking: Discrimination

- 1** In your groups, discuss the kinds of people that are discriminated against and why they suffer discrimination. Your teacher will then list them on the board. Can you suggest reasons for this discrimination?

- English has two types of articles: definite (*the*) and indefinite (*a, an*).
- *The* is used to refer to a *specific* when there is only one of something, or a *particular* group, for example, *the deaf, the poor*.
- *A / An* is used for single countable nouns and for non-specific items, for example *a pear, an apple*.
- *The* is very often used to describe groups of people that are discriminated against, for example, *the uneducated, the elderly, the mentally ill, the poor*. Can you add any further examples of this use of *the*?

- 2** Look at these pictures of people with special needs:



A12.4 Writing: Asking questions

Refer to the pictures of the disabled above. Choose one of these pictures and write some questions to ask that person about their disability and how they overcome their difficulties.

Figure 5: A Sample of Speaking and Writing Lessons

(Source: English for Ethiopia: Student Textbook, Grade 9. pp. 209-10)

We infer from these lessons that the tasks to be done are comprehensible as they are supported by visual aids; they also engage the learners cognitively as they demand some kind of mental activity; they promote positive/affective involvement as they are related to the life experience of the students, they enhance visual imaging as they make the students to think about the people in the pictures, contemplate and reason out as to why such people suffer discrimination, think of possible reasons behind the causes of their disabilities, and the like.

As discussed above, most of the lessons are pedagogically effective in the five parameters adopted from Tomlinson (2010). The reading lessons, the listening tasks, and the writing sections are well designed in terms of the principles under discussion. However, one cannot conclude that all of the lessons are appropriate in all the parameters. It is good that out of the 309 lessons, which are 50% of the whole book, 203 (65.7%) of them make the learners use the language for communication or achieve some meaningful communication purpose. However, the rest of the lessons, that is, 106 of 309 (34.3%) of them do not demand the learners to use what they have learnt in real communication situations.

Now it would be pertinent to explore which categories of language lessons contain such drawbacks. The following table will demonstrate the picture in this regard.

Table 10: The Categories of Lessons In Line With Principles of Task Design and Materials Development

No.	Context Units (Categories of lessons)	Frequency	Principles of task design and materials development														
			Comprehensible input			Cognitive engagement			Positive affective involvement			Visual imaging			Language use		
			Yes	No	Total	Yes	No	Total	Yes	No	Total	Yes	No	Total	Yes	No	Total
1	Introduction	#	8	1	9	9	-	9	9	-	9	9	-	9	9	-	9
		%	88.9	11.1	100	100	-	100	100	-	100	100	-	100	100	-	100
2	Listening	#	22	2	24	24	-	24	22	2	24	24	-	24	10	14	24
		%	91.7	8.3	100	100	-	100	91.7	8.3	100	100	-	100	41.7	58.3	100
3	word power	#	11	15	26	25	1	26	12	14	26	15	11	26	7	19	26
		%	42.3	57.7	100	96.2	3.8	100	46.1	53.8	100	57.7	42.3	100	26.9	73.1	100
4	language focus	#	39	25	64	64	-	64	47	17	64	57	7	64	40	24	64
		%	60.9	39.1	100	100	-	100	73.4	26.6	100	89.1	10.9	100	62.5	37.5	100
5	Reading	#	61	-	61	61	-	61	60	1	61	61	-	61	48	13	61
		%	100	-	100	100	-	100	98.4	1.6	100	100	-	100	78.7	21.3	100
6	Speaking	#	66	12	78	78	-	78	70	8	78	70	8	78	54	24	78
		%	84.6	15.4	100	100	-	100	89.7	10.3	100	89.7	10.3	100	69.2	30.8	100
7	Writing	#	28	4	32	32	-	32	32	-	32	30	2	32	28	4	32
		%	87.5	12.5	100	100	-	100	100	-	100	93.7	6.3	100	87.5	12.5	100
8	Study skills	#	7	8	15	15	-	15	9	6	15	12	3	15	7	8	15
		%	46.7	53.3	100	100	-	100	60	40	100	80	20	100	46.7	53.3	100
Total		#	242	67	309	308	1	309	261	48	309	278	31	309	203	106	309
		%	78.3	21.7	100	99.7	0.3	100	84.5	15.5	100	90	10	100	65.7	34.3	100

From Table 10, we infer the extent to which each category of lessons complies with principles of task design and materials development. As discussed above, with the exception of the 'word power', 'language focus' and 'study skills', all the other lessons are properly designed in line with the principles under consideration. They provide tasks which are contextualised and comprehensible enough; they facilitate positive/affective involvement; they foster visual imaging, and above all, they promote language use. This is another quality of the textbook. However, when we see the vocabulary and the grammar lessons of the Grade 9 English textbook in line with the framework adapted from Tomlinson (2010), some of them have drawbacks particularly with principles of comprehensible input as well as principle of language use. Comprehensible input is one of the critical foundations that facilitate better learning (Krashen, 1987).

Furthermore, 73.1% (19 of 26) of the vocabulary lessons do not make learners use the language in real (meaningful) communication. This can be seen from the excerpts presented below.

Table 11: Vocabulary Lessons In Line With Principle of Language Use

B6.4 Increase your word power: Write the opposites

- *Synonyms* are different words with identical or very similar meanings.
- *Antonyms* are words with the opposite meaning to another word.

Look at the list of words in B6.3 and their synonyms. Write the antonyms for as many of these words as you can in your exercise book.

(Source: English for Ethiopia: Student Textbook, Grade 9: p. 109)

It is discussed above that 57.7% (15 of 26) of the vocabulary lessons are effective in creating visual imaging such as the ones presented along with visual aids and in context (Figure 5). However, there are also vocabulary lessons such as this one which do not demand students to make use of them for any communicative intent. MIT could help amend such drawbacks by designing lessons in line with interpersonal intelligence.

When we see how much the language focus (grammar) categories of lessons in light of comprehensible input, it is good that 60.9% (39 of 64) of them are well designed. However, 39.1% (25 of 64) grammar lessons are not effective in providing comprehensible input. The following text can give us the picture.

Table 12: Grammar Lessons In Line With Comprehensible Input

B4.13 Language focus: Comparative and superlative adjectives

- 1** Look at these food adjectives: *bitter, sour, greasy, juicy, salty, tasty*
Check their meanings in a dictionary, then make a sentence for each one.

Example:

Lemons taste very bitter.

- 2** Using *more* and *most*.

All the adjectives above are adjectives of **taste**. When we compare these adjectives, it is more usual to add *more* and *most* before the comparative and superlative forms: *bitter, more bitter, most bitter*, although adding *-er* and *-est* is equally correct: *bitter, bitterer, bitterest*.

Example:

Lemons always taste sour.

Lemons taste more sour than oranges. or Lemons are sourer than oranges.

Lemons have the most sour taste of all citrus fruit. or Lemons have the sourest taste of all citrus fruits.

(Source: English for Ethiopia: Student Textbook, Grade 9: p. 79)

Comparative and superlative forms can be taught or presented using visual aids or with the help of a more extended contextualised text. Of course, the majority of the grammar lessons, 60.9% of them are good in this aspect. Similarly, though the majority of the grammar lessons (62.5%) are good in facilitating language use, a significant number of them, which is 37.5% (24 of 64) of the tasks fail to engage learners in using the language communicatively. The following is another example.

Table 13: Grammar Lessons In Line With Principle of Language Use**B12.10 Language focus:** *too much, too many, enough*

Complete the following sentences with *too much, too many or enough*.

- 1 There are _____ cars in Addis Ababa.
- 2 There isn't _____ furniture in the room.
- 3 Abeba has _____ clothes; she can't wear them all.
- 4 There are _____ adults in the dance hall.
- 5 I don't have _____ money to buy that new CD.

(Source: English for Ethiopia: Student Textbook, Grade 9: p. 221)

For one thing, quantifiers can be better presented using some pictures so that the lesson can be more comprehensible. Secondly, the students are required only to provide the quantifiers in this task. These are features of surface approaches to learning where the focus is on unrelated parts of the task; information is simply memorized; facts and concepts are associated unreflectively (Atherton, 2011, p. 1. Such tasks are unlikely to enhance deep learning.

The other parameter is positive affective involvement. This means the tasks need to be interesting, relevant and enjoyable to deal with; the tasks need to set achievable challenges, and the tasks need to stimulate emotive responses (Tomlinson, 2010). As discussed above, the overall language lessons appropriately address these principles. However, the majority 53.8% (14 of 26) of the vocabulary lessons do not promote positive affective involvement as they are not contextualised. Similarly, though the majority of the grammar lessons (73.4%) are good, 26.6% (17 of 64) of them are deficient in creating positive affective involvement. When it comes to visual imaging, most of the listening, grammar, reading, reading as well as the vocabulary lessons are properly developed. However, one can see that 42.3% (11 of 26) vocabulary lessons fail to take note of considerations of visual imaging. This means some of the vocabulary lessons are unlikely to help learners to visualise and/or use inner speech before, during and after experiencing a written or spoken text; they hardly help the learners to

conceptualise, interpret and reflect on their mental activity during a task because they are presented out of context nor they do call for language use to accomplish a given purpose. The above task depicts these problems. MIT could have contributed significantly in designing language lessons in line with visual/spatial intelligence, intrapersonal intelligence and the like. Now we proceed to the other research question.

4.3.4 The appropriateness of the language tasks in integrating various skills

As discussed above, all the sampled units were analysed to know whether they are designed in terms of integrating various skills and the result is indicated below.

Table 11: The Level of Integration of the Language Tasks Into Macro Skills

No	Context Units	Integ- Rated	%	Non- integrated	%	Total tasks
1.	Introduction	8	88.9	1	11.1	9
2.	Listening	18	75.0	6	25.0	24
3.	Word power	8	30.77	18	69.23	26
4.	Language focus	34	53.13	30	46.88	64
5.	Reading	45	73.77	16	26.23	61
6.	Speaking	56	71.79	22	28.21	78
7.	Writing	26	81.25	6	18.75	32
8.	Study skills	9	60.0	6	40.0	15
Total number of tasks		204	66.02	105	33.98	309

The results of the content analysis indicated that 66.02% (204 of 309) of the language tasks are designed in an integrated manner, a given task calling for using a variety of skills one after the other. The listening language lessons, for example, demand the students to do some kind of writing or speaking after attending the listening text read out by their teacher. In achieving this goal, most of the language tasks are appropriate. The writing tasks, the listening lessons, as well as the reading sections are good cases in point in this regard which account

for 81.25%, 75.0 % and 73.77% respectively. The 3 tasks in the speaking lessons (A12.3 and A12.4) presented under Table 8 above are good cases in point where speaking (task 1), inner speech (task 2) and writing (task 3) interact in a lesson.

On the contrary, 69.23% of the word power or vocabulary exercises (18 of 26) are deficient in integrating various skills. In addition to the vocabulary exercises, 46.88% of the grammar lessons (30 of 64) also suffer from a similar drawback. This led to me to another question: if they are not designed in an integrated manner in most cases, could they engage the learners affectively; could they promote language use, and could they be successful in providing comprehensible input? Therefore, to see the magnitude of the problem in greater depth, another content analysis was done based on principles of language learning and materials development parameters developed by Tomlinson (2010).

4.3.5 Summary of the findings of the content analysis

As discussed above, 50% of the contents of the overall textbook (6 of 12 Units) were analysed and it was found out that:

1. The language lessons are categorized into 8 context units: introduction, listening, word power, language focus, reading, speaking, writing and study skills.
2. The majority of the language tasks fall under speaking 25.24% (78 of 309), language focus 20.71% (64. Of 309), and reading 19.74% (61 of 309) context units respectively.
3. The least addressed context units are study skills which account for 4.85% (15 of 309); listening which is 7.77% (24 of 309), and word power or vocabulary lessons which comprise 8.41% (26 of 309).
4. In terms of addressing a variety of intelligence set up, the great majority of the language tasks (59.22% or 183 of 309) are meant to nurture verbal/linguistic intelligence which is a good aspect of the

textbook. The next highly emphasised category of intelligence is interpersonal which accounts (18.77%), i.e. 58 of 309 of the overall language tasks. We see that there are about 19 of 309 language tasks (6.15%) that appeal for intrapersonal intelligence. Similarly, visual/spatial intelligence is also sparsely addressed. As compared to other categories of intelligence, the least emphasis is given to musical/rhythmic intelligence which has a ratio of 0.97% (3 of 309).

5. The great majority of the language lessons (83.64%) are pedagogically effective in the five parameters of principles of task design and materials development adopted from Tomlinson (2010). The reading lessons, the listening tasks, the speaking activities and the writing sections are well designed in terms of the principles under discussion in that they provide comprehensible input, engage learners cognitively, enhance positive affective involvement, create visual imaging and facilitate language use. That is, many of them (78.3%) offer comprehensible input so that the learners could successfully tackle the tasks. Similarly, nearly all (99.7%, 308 of 309) of categories of the language lessons are effective in engaging the learners cognitively. Likewise, 90% (278 of 309) of the lessons also cherish visual imaging. 84.5% (261 of 309) of them also promote positive/affective involvement as they are related to the life experience of the students. It is also good that out of the 309 lessons, which are 50% of the whole book, 203 (65.7%) of them make the learners use the language for communication or achieve some meaningful communication purpose. With regards to principles of language use, the rest of the lessons, that is, 106 of 309 (34.3%) of them do not demand the learners to use what they have learnt in real communication situations (cf. Table 9). These are some of the good qualities of the textbook.
6. On the other hand, some of the vocabulary lessons of the Grade 9 English textbook in line with the framework adapted from Tomlinson (2010), have some drawbacks particularly with principles of

comprehensible input as well as principle of language use. It is only 11 of 26 (42.3%) of the vocabulary lessons which provides comprehensible input for learners. This problem could have been minimised provided that the lessons were designed in context. Furthermore, 73.1% (19 of 26) of the vocabulary lessons do not make learners use the language in real (meaningful) communication.

7. When it comes to the grammar lessons, the majority of them (60.9%) are good in terms of offering comprehensible input. Similarly, 62.5% of them are also good in facilitating language use. However, 39.1% (25 of 64) grammar lessons are not effective in providing comprehensible input, and 37.5% (24 of 64) of the tasks fail to engage learners in using the language communicatively. On the other hand, 53.8% (14 of 26) of the vocabulary lessons and 26.6% (17 of 64) of the grammar lessons do not promote positive affective involvement. In addition to this, the vocabulary lessons have another problem from the dimension of visual imaging where 42.3% (11 of 26) vocabulary lessons fail to take note of considerations of visual imaging. This means, some of the vocabulary lessons are unlikely to help learners visualise and/or use inner; that is, they hardly help the learners to conceptualise, interpret and reflect on their mental activity during a task because they are presented out of context.
8. The findings of the content analysis also indicated that most of the language tasks are designed in an integrated manner in that they are appropriate in meeting this criterion. 81.25% (26 of 32) of the writing tasks, 75.0 % (18 of 24) of the listening lessons, as well as the 73.77% (45 of 61) of the reading sections are designed in an integrated manner. On the contrary, (69.23%) of the word power or vocabulary exercises (18 of 26) are deficient in integrating various skills. In addition to the vocabulary exercises, 46.88% of the grammar lessons (30 of 64) also undergo similar shortcoming.

4.4 The findings of the teachers' questionnaire

The questionnaire was aimed at collecting supplementary data pertaining to two research questions: how teachers perceive the textbook in terms of the language learning theories and principles under consideration and gauge their level of understanding of the same issues. Therefore, as implementers of the syllabus, 218 grade 9 English teachers participated in the study. Based on convenience sampling, the teachers were drawn from 10 different cities/towns which are found in 6 Regional States (cf. Table 3). A total of 266 questionnaires were collected and of these, 48 were discarded for being incomplete. Therefore, a total of 218 grade 9 English teachers' questionnaires were tabulated and analysed using SPSS version 16.0.

The teachers were instructed to read each of the 40 items in the questionnaire and put a (√) mark against the alternative which best indicates their views/responses described in the statement using Likert-scale ranging from 1 (never or almost never/strongly disagree) to 5 (very frequently/strongly agree). After the questionnaires were collected back, the data were analyzed using SPSS version 16.0. So as to simplify the survey data further, I tried to combine the five response categories (e.g., never, rarely, occasionally, frequently, very frequently, or strongly disagree, disagree, undecided, agree, strongly agree) into three categories, such as never/infrequently/frequently and agree/undecided/disagree). Some scholars contend that combining categories can be useful in providing greater clarity. By adding together the two disagreement and agreement categories it gives us a general rather than a detailed picture; this may be useful for our purposes. (Cohen, Manion and Morrison, 2007:510).

Therefore, the raw data collected from the grade 9 English teachers using the questionnaires are outlined in three categories and presented under the four thematic areas. In other words, the responses of the Grade 9 English teachers sampled for the study were analysed in terms of four thematic areas: task

organising principles, addressing MI profile of various learners, task formatting and presentation as well as teachers' understanding of language learning theories and task design principles.

The results of the teachers' questionnaire were computed into three scales (high: 3.5 and above; moderate: 2.5 – 3.49; and low: below 2.5) so as to interpret the mean of the Likert scale items within the corresponding thematic area. The idea is borrowed from Oxford's (1990) and Sheorey's (1999) classification. This would give us the overall picture about the issues under investigation instead of looking for every bit of detail. Secondly, the results are presented in frequency tables in order to get detailed information for the analysis. Based on the frequency table, narratives are given accompanied by counts as well as percentages. To describe the information in a frequency table or cross tabulation in your report or article, you should always include counts along with percentages (Elliott and Woodward, (2007:44). (For their detail responses refer to appendix 8 A – D).

Table 12: Summary of Teachers' Responses In Terms of Principles of Design

and Materials Development

Scale	Degree	Frequency	Percent
<2.5	Low	27	12.4
2.5 – 3.49	Moderate	99	45.4
>3.5	High	92	42.2
total		218	100

With reference to the application of principles of design and materials development

45.4% (99 of 218) of the teachers believed that the extent to which the grade 9 English textbook established itself on these principles is moderately high. The 12.4% 'low' category response could be a case in point in the way the vocabulary and the grammar lessons are designed.

The other thematic area addressed in the teachers' questionnaire is the extent to which the Grade 9 English textbook corresponds with various intelligent profiles, and here follows the summary of the results.

Table 13: Summary of Teachers' Responses with Reference to MIT

Scale	Degree	Frequency	Percent
<2.5	Low	11	5.0
2.5 – 3.49	Moderate	153	70.2
>3.5	High	54	24.8
Total		218	100

The English language teachers who make use of the grade 9 English textbook were asked to indicate the extent to which the book nurtures a range of intelligent set up of various students. The summary of the result indicated that 24.8% (54 of 218) of the respondents reported that the book addresses multiple intelligences at a 'high' level, and the rest of the teachers (153 of 218, who comprise 70.2%) labelled the book as 'moderate' in catering for multiple intelligences of diverse students.

Another dimension in syllabus design and materials development is formatting and presentation of language tasks. Their response is presented as follows.

Table 14: Summary of Teachers' Responses Pertaining to Formatting and Presentation of the Language Tasks

Scale	Degree	Frequency	Percent
<2.5	Low	37	17.0
2.5 – 3.49	Moderate	110	50.5
>3.5	High	71	32.6
Total		218	100

Formatting and presentation of language tasks need to be based on sound principles of teaching/learning materials development so as to make task design more rewarding. In connection with the extent to which the language tasks meet principles of formatting and presentation, 9 items were set in the teachers' questionnaire (Items 19 – 27). In this regard, most of the teachers 50.5% (110 of

218) as well as 32.6% (71 of 218) rated the way the language tasks are designed in terms of formatting and presentation as 'moderate' and 'high' respectively. Only 17.0% (37 of 218) rated the language tasks as 'low' in meeting the principle. Therefore, one can conclude that most of the teachers' responses revealed that the way the language tasks are formatted and presented is nearly moderately high in most instances (83.1%).

The last section of the teachers' questionnaire was meant to gauge teachers' understanding of principles of task design.

Table 15: Summary of Teachers' Understanding of Principles of Task Design and Materials Development

Scale	Degree	Frequency	Percent
<2.5	Low	2	9
2.5 – 3.49	Moderate	65	29.8
>3.5	High	151	69.3
Total		218	100

As the summary table indicates, most of the English language teachers of the target schools (69.3% or 151 of 218) have a 'high' level of understanding pertaining to principles of task design and teaching/learning materials development.

Summary of the results of the teachers' questionnaire

218 grade 9 English teachers who were working in 52 high schools found in different parts of the country participated in the study by filling in a questionnaire that has 40 items. Their responses were categorized and analysed in four thematic areas and the summary of the results are presented as follows:

1. In terms of task design and organizing principles, the Grade 9 English language teachers confirmed that the extent to which the textbook established itself on task organising principles is 'moderately high' (92% moderate and 42.2% high respectively) (cf. Table 11).

2. In terms of compatibility of the language lessons to various intelligence profiles, a great many of the teachers 70.2% and 24.8% labelled the book as 'moderate' and 'high' respectively.
3. In terms of task formatting and presentation, most of the teachers' responses revealed that the way the language tasks are formatted and presented is 'moderate' and 'high' (50.5% and 32.6%) respectively.
4. With regards to teachers' beliefs and understanding of principles of task design, the target schools' Grade 9 English language teachers' level of understanding of language learning theories and task design principles falls under 'high' range.

Summary of Chapter Four

In this chapter, the findings of the study obtained from various data collection instruments were presented. The results of the study gave me some highlight pertaining to the research questions: the extent to which the Grade 9 English textbook addresses multiple intelligences; what has been known previously about the role of theory in developing an English language textbooks for speakers of other languages; how much the textbook is compatible with principles of task design and teaching/learning materials development; that is how much the lessons are effective in terms of offering comprehensible input, engaging cognitively, enhancing positive/affective involvement, creating visual imaging as well as promoting language use. What do the results mean in line with the objectives of the study? This will be discussed in the next chapter: data interpretation and discussion.

CHAPTER 5

INTERPRETATION AND DISCUSSION OF THE FINDINGS

5.1 Introduction

In Chapter 4, the findings obtained from various data collection instruments were presented, and based on the findings, inferences were made with reference to the research questions of the study. In this Chapter, the findings will be interpreted and discussed in line with relevant theoretical basis. This is because “no findings speak for themselves; the researcher will need to interpret these for us and, almost inevitably, will do so from their own particular perspective” (Porte, 2002:141). Interpretation refers to the task of drawing inferences from the collected facts after an analytical and/or experimental study; in fact, it is a search for broader meaning of research findings (Kothari, 2004). It is through interpretation that the researcher can well understand the abstract principle that works beneath his findings, link up his findings with those of other studies, and thereby predict about the concrete world of events, and open new avenues of intellectual adventure and stimulate the quest for more knowledge (Kothari, 2004: 344-45; Paltridge and Starfield, 2007: 145-46). Accordingly, this chapter of the study is devoted to interpreting and analysing the findings.

There are various ways of organizing and presenting data analysis: by groups, by individuals, by a particular issue; by research question, and by instrument (Cohen, Manion and Morrison, 2007: 467-68). Of these methods, the interpretation and discussion will be presented along with the research questions of the study. Therefore, this chapter presents an overview of the significant findings of the study vis-a-vis each research question followed by a discussion and interpretation of the findings in the light of existing research studies (literature review).

5.2 Interpretation and discussion of the results

5.2.1 The central research question: What language learning/teaching theories inform the design and development of the Grade 9 English textbook?

The findings showed that the syllabus writers used the competency-based approach in developing the syllabus (cf.4.2). In a competency-based syllabus, essential skills, knowledge, attitudes and behaviours required for effective performance or real-world task or activity serve the basis for organization of instructional content (Richards & Rogers, 2001; 144). As scholars note, CBL teaching typically focuses on observable behavioural performance rather than on the development of thinking skills (Richards, 2006; Richards & Rodgers, 2001). The approach could help in conceptualizing content and identifying as well as specifying the elements/competencies to be measured.

However, this approach has at least two drawbacks. On the one hand, dividing activities up into sets of competencies is a reductionist approach, i.e., language learning is reduced to a set of lists and such things as thinking skills are ignored (Richards (2006). Richards & Rodgers (2001) also argue that in CBLT, teaching typically focuses on behaviour and performance rather than on the development of thinking skills. Other scholars see competence-based education as a behaviouristic approach that is “excessively reductionist, narrow, rigid, atomized, and theoretically, empirically, and pedagogically unsound” (Kerka, 1998). They believe that it ignores context and the effect of interpersonal and ethical aspects of performance (Gonczi, 1997; Hyland, 1994). On top of these, it is very difficult to develop lists of competencies for every specific situation (Tollefson, 1986). This is above all due to the fact that many areas in which people need certain competencies are impossible to operationalise (Richards & Rodgers, 2001:148). On the other hand, the approach does not clearly show how the list of competencies could be realised; how they should be formatted and presented so as to address learner differences. More importantly, researchers argue that describing an activity in terms of a set of different competencies is not enough in order to deal with the complexity of the activity as a whole (Ibid).

Theories explain “How” and “Why” something operates as it does (Johnson & Christensen, 2007: 7). Thus, it would be critically essential to explore current developments in learning theories, various approaches in pedagogical issues, prominent assumptions and theoretical foundations in designing a syllabus. Without a clearly set theoretical position or guide, a syllabus writer is unlikely to precisely answer questions like: how does the syllabus perceive learners; how does the human brain process information in a better way; do all students learn in the same way, and how much does a syllabus strive to meet the interest of various learners with diverse intelligence profiles? The syllabus needs to be designed taking such theoretical issues into consideration and then the teaching/learning material should be developed out of it. MIT could have supplemented some of the drawbacks that emerged from CBL

The whole argument is, current learning theories and principles need to be explored and exploited so as to produce better teaching/learning materials which are more meaningful, authentic, holistic, deep and engaging. In line with this, Parsons (2012) advanced that theories and research on what is student-centred learning have generated a number of insights for curriculum development. Student-centred/personalized learning is predicated on a belief system where every student matters, and where attention needs to be paid to individual motivation and ways of learning (learning styles and preferences). Such endeavours, can also inspire teachers and students to redefine learning so as to promote educational change that uses a “one -size -fits-one” versus the traditional “one -size -fits-all” approach (Parsons, 2012: 286). MIT could contribute significantly to addressing some of these issues.

The first sub-question: what has been known previously about the role of theory in developing English textbooks that address learners’ differences?

The first sub-question is similar with the central research question, but it is meant to explore the issue in greater depth. This is because we can only pursue a better understanding of SLL in an organized and productive way if our efforts are

guided by some form of theory (Mitchell & Myles, 2004:7). As discussed above, CBL was used to identify and list down the contents as well as the learning outcomes to be achieved. However, the 'how' aspect remains obscure in that a theory driven approach to developing teaching/learning materials that meet learner differences was not markedly employed as a guiding framework in developing the Grade 9 English language syllabus. To this end, there is considerable research on the nature of language and language acquisition which can guide the choice of what to teach (content) and how to sequence it (Nation and Macalister, 2010:5). When syllabus writers overlook taking note of current issues in learning theories and principles of task design, they are likely to end up with a curriculum which promotes rote learning. But this does not seem to be the case in the target textbook of Ethiopia as most of the issues are well taken care of.

To increase student motivation and achievement that lead to higher self-confidence and more positive feelings about learning, language tasks need to be meaningful and presented in various formats so that they can capture learners' preferences. A curriculum that focuses on both learners and learning helps to offset alienation and helps students to feel more connected to learning and the world around them (Parsons, 2012: 287). From these arguments we can deduce that it is essential to be very cautious in developing a competence-based English language teaching/learning syllabus. Things are not straightforward to reduce every language task into observable and measurable behaviour, and look forward to producing learners who are competent in their communicative proficiency, who are logical and critical thinkers, who are smart in their intrapersonal skills, who are dexterous in their bodily/kinaesthetic intelligence and who are accomplished in their musical/rhythmic skill.

In sum, teaching/learning materials help students in many ways: they present language items in a systematic manner to be learnt; they provide frequent and most common language items for practise and use in rich contexts, and they help

students become better learners by teaching different techniques and strategies they can use to continue learning outside the classroom (McCarten, 2007).

With regards to language learning/teaching theory, it was also found out that MIT was an unfamiliar concept to many of the syllabus writers (cf.4.2). This may not be surprising as the theory is a relatively new one in Ethiopian education philosophy. However, in the absence of this theory, the textbook is of good standard in many aspects particularly in meeting principles of task design and materials development. Nevertheless, MIT could further help educators make conscious efforts in addressing learners' differences by designing tasks in line with their distinct intelligence profiles. This argument is based on the foundation that "curriculum development needs to give students the opportunity to build on individual strengths and achievements, to pursue their passions and interests, and to learn in ways that are consistent with their individual ways of learning" (Parsons, 2012: 287). Why do we need to customize learning to individual learners? Because learners are not uniform in their intelligence make up; therefore, "there is a need to broaden what students learn, when they learn, where they learn, how they learn, and the rate at which they progress in achieving learning outcomes" (Parsons, 2012) .

Personalized learning involves the provision of high-quality and engaging learning opportunities that meet the diverse needs of all learners, flexible timing and pacing, through a range of learning environments with learning supports and services tailored to meet their needs (Alberta Education, 2010: 14). Such endeavours are likely to establish opportunities to address learner differences. As noted in the National Education Technology Plan of the United States Department of Education 2010, "a one-size -fits-all model of teaching and learning no longer works" (in Parsons, 2012: 219).

The most interesting thing in the interview is that the syllabus writers considered syllabus organising principles such as linguistic, subject matter, and learner-centeredness when developing the syllabus. This is a good starting point in its

own right. In addition to this, the findings of the interview indicated that the syllabus writers used various check lists like content flow chart, grammar flow chart and topic flow chart to ensure the selection of language contents and they followed a spiral approach to organize them.

On the other hand, the target schools' Grade 9 English language teachers' level of understanding of language learning theories and task design principles signifies the 'high' range. However, as to whether they make use of this understanding in designing tasks to supplement their English classes remains to be researched.

5.2.2 The second sub question: to what extent does the grade 9 English textbook address learners' difference in line with multiple intelligences?

It was found that the Grade 9 English textbook complies with some intelligence profiles of students (cf. 5.3). 59.22% of the lessons favour students with verbal/linguistic where as interpersonal and logical/mathematical intelligences are addressed by 18.77% (38 of 309) and 8.41% (26 of 309) of the lessons respectively. Other intelligence profiles such as intrapersonal intelligence are addressed by 6.15% of the lessons. The rest are below this (cf. Table 7). It can be argued that lessons that nurture musical intelligence and naturalistic intelligence may not be as such required at higher grade levels such as high schools. This is the case in the target textbook where language tasks that appeal to musical/rhythmic, spatial/naturalistic and bodily/kinaesthetic intelligences are scarcely addressed. This does not mean that students have to sing songs as they used to do in lower grades, but few poems could be developed so that students could learn language items by rhyming as there are no poetry or literature classes in Ethiopian high schools. The simple present tense, for example, can be successfully presented or taught by developing a small script on how the heart works and letting the students rhyme the text. This can take only few minutes and other lesson formats can follow soon.

The same is true with spatial/naturalistic intelligence. With the help of visual aids, we can incorporate language tasks that focus on nature and demand learners to identify similarities/differences, or common features orally and in writing, that demands learners to produce a piece of writing on an environmental problem, etc. The point is, learners are distinct and unique, and learners' unique differences must be taken into account if all learners are to be provided with learning opportunities that are both challenging and support self-development (Meece, 2003). Lessons can be designed that demand learners to move around, assemble some parts of an object by way of giving instructions and rehearse the imperative form, or have learners build something tangible to reveal their understanding of a given instruction in English. Such tasks can cultivate not only their linguistic knowledge, but also their kinaesthetic intelligence.

Scholars argue that students learn in different ways and have different strengths as well, and teaching needs to take these differences into account rather than trying to force students into a single mould (Richards, 2006:25). Therefore, the way language lessons are formatted and presented should appeal to the learners and the activities should be suitable for a range of students in a class with multiple intelligence profiles. This will help us create an effective classroom, a classroom of opportunities and experiences, where learners can explore and experiment in a climate that recognises the process of learning as the measure of success rather than the right answer approach (Stipek, 1996:105).

It was found that the Grade 9 English textbook was developed by an International Publishing Company. Even when this is the case, it should be dictated by the syllabus. McGrath (2002) claims that language education programs are designed following a syllabus-driven approach in many parts of the world, that is, the syllabus determines what kind of materials will be adopted and in what ways they will be exploited for the classroom teaching. In certain educational contexts, the syllabus even determines how materials should be designed in the first place.

Therefore, the materials are not seen as an alternative to the syllabus, but an instrument among others used to fulfil the goals of the syllabus (McGrath, 2002:214).

5.2.3 The third research sub question: how much is the textbook compatible with principles of task design and materials development?

As discussed earlier (cf. 4.3), the lessons in the Grade 9 English textbook are categorised into listening, word power, language focus, reading, speaking, writing and study skills. It was found out that the great majority (83.64%) of the language lessons are well designed in that they provide comprehensible input, engage learners cognitively, enhance positive affective involvement, create visual imaging and facilitate language use (cf. Table 9). Of the total 309 language tasks under various categories 242 (78.3%) of them provide comprehensible input. This is a good coverage as comprehensible input is required for meaningful learning to take place. It is only 67 of 309 (21.7%) of the overall language lessons that do not offer comprehensible input. This may create difficulty for the students in comprehending the activities and tackling the tasks comfortably. This is because, an essential starting point for language learning to take place is that the learners need to have a substantial amount of a rich, meaningful, and comprehensible input of language in use (Krashen, 1999; Long 1996).

On the other hand, nearly all (99.7%, 308 of 309) of categories of the language lessons are effective in engaging the learners cognitively. Similarly, 90% (278 of 309) of the lessons also provide visual imaging. Altogether, one can conclude that the textbook is effectively developed in terms of the principles under discussion. These principles are important in that learning is constructed and effective when it is meaningful and relevant, allowing learners to be actively engaged with their knowledge while making connections with what has been previously acquired or experienced (Meece, 2003).

When we come to the problem areas, 16.36% of the overall tasks have some drawbacks in being compatible with principles of task design and materials development. Some of the problems exhibited in the lessons are related to the vocabulary and grammar lessons. The appropriateness of the vocabulary and grammar lessons is analysed as follows in line with the principles under consideration.

5.2.3.1 Comprehensible input

As discussed above (6.2.4), it was found that the great majority of the language lessons (83.64%) provide comprehensible input, engage learners cognitively, enhance positive affective involvement, create visual imaging and facilitate language use. Of the total 309 language tasks under various categories, 242 (78.3%) of them provide comprehensible input; whereas 67 of 309 (21.7%) of the overall language lessons do not. In this regard, the problem areas particularly lie in the vocabulary and grammar lessons. 57.7% of the vocabulary and 53.3% of the lessons under study skill (most of which are grammar revision exercises) are deficient in providing comprehensible input in that many of the tasks do not contain plentiful spoken and written texts which provide extensive experience of language use; they are not contextualised and they do not provide sufficient examples of language in authentic use (cf. Tables 11). It is only 11 of 26 (42.3%) which provides comprehensible input for learners. 15 of 26 (57.7) of the vocabulary lessons do not provide comprehensible input as they are presented in fragments of phrases or words which are not contextualised. Let us see the following task.

Table 16: Vocabulary Lessons In Line With Comprehensible Input**A6.2 Increase your word power:** Media words

- 1** Put the words in the box under the correct headings *Radio/TV* and *Newspapers*. Write them in your exercise book.

advertisements	aerial	article	broadcast	column
editor	headlines	journalist	newsreader	presenter
programme	remote-control	reporter	satellite-dish	station

Example:

<i>Radio/TV</i>	<i>Newspapers</i>
<i>programme</i>	<i>article</i>

- 2** Listen to your teacher reading definitions of these words. Circle each word as you match it to the correct definition.

(Source: English for Ethiopia: Student Textbook, Grade 9: p. 99)

One can imagine how difficult it might be for students to do the language tasks in the absence of comprehensible input and how tedious and laborious the process must be. As Tomlinson (2010) proposes, “to be comprehensible, the tasks need to contain plentiful spoken and written texts which provide *extensive experience of language use; they have to be contextualised, and they should provide sufficient examples of language in authentic use*” (emphasis mine). Meece, (2003) also contends, “learning is constructed and best occurs when it is meaningful and relevant, allowing learners to be actively engaged with their knowledge while making connections with what has been previously acquired or experienced” (in Parsons, 2012: 221). One can practically see how much the vocabulary lessons lack in-depth context in this line. This problem could have been minimised provided that the lessons were designed in context.

When it comes to the grammar lessons, it is good that 60.9% (39 of 64) of the lessons are effectively designed in terms of meeting comprehensible input. Nevertheless, 39.1% (25 of 64) grammar lessons have similar drawbacks like those of the vocabulary lessons. The following excerpt is just one case in point.

Table 17: Grammar Lessons In Line With Comprehensible Input**B10.1 Language focus:** Past, present and future

How well do you know your tenses? You have five minutes to complete the following table.

	Past	Present	Future
to go			
to buy	bought		
to sing		am singing	
to travel			will travel
to think			
to sweep			
to study			
to write			

Now work with your partner to make sentences with each form of these verbs.

Example: (*to go*) I went to a party last week. I am going to a party today. I will go to a party tomorrow.

(Source: English for Ethiopia: Student Textbook, Grade 9: p. 184)

As language educators argue, “if learners typically focus narrowly on linguistic decoding and encoding alone in L2 learning and use, it will hamper their learning” (Jenkin et al., 1993). Language is functional and must be contextualised; language development requires learner engagement in purposeful use of language; the language use should be realistic and authentic (Krashen, 1987; Tomlinson, 2010; Richards, 2001). Parson (2012) states that it is simply not enough to understand only the “surface” of something, because surface learning does not promote understanding or long-term retention of information or knowledge (Parsons, 2012: 131). The surface approach tends to limit learners to using memorization just to cope with the task (Parsons, 2012: 140).

5.2.3.2 Principles of cognitive involvement

In terms of principles of task design and materials development, one can say that nearly all the lessons (99.7%) of the lessons are effective. This would help students construct knowledge by building links between new information and

experiences, and their existing knowledge base. In order for learners to maximise their exposure to language in use, they need to be engaged both affectively and cognitively in the language experience (Tomlinson, 2010:88). This is a good starting point in that learning needs to engage learners both affectively and cognitively (Richards and Renandya, 2002: 67). But the question is: are the tasks designed in such a way that they are meaningful, do they call for purposeful usage of the language, or are they meant to practice specified language forms alone? Let us see this with the next parameter.

5.2.3.3 Positive/affective involvement

Individuals learn best when material is appropriate to their developmental level and is presented in an enjoyable and interesting way (American Psychological Association's learner-centred principles, 1997). The results of the content analysis (cf.5.3.4) revealed that 84.5% (261 of 309) of the lessons are also effectively designed in line with this principle. The reading lessons are interesting in terms of presenting topics that are familiar to the students' cultural background, such as visiting historical places, nutrition, media, etc. The same is true with the speaking lessons where there are pictures that establish the setting for conversation to take place (cf. Fig.5). The listening tasks also create for affective involvement of the learners as they are contextualised and interrelated with other lessons such as reading or speaking. Above all, learners need to be emotionally involved in the learning process and to respond by laughing, getting angry, feeling sympathy, feeling happy, feeling sad, and so on. Language educators point out that language learners who achieve positive affect are much more likely to achieve communicative competence than those who do not (Arnold, 1999; Tomlinson, 1998).

When we see the vocabulary lessons, (53.8%)of them lack the principle of positive affective involvement. This is mainly because the tasks are not presented in context (cf. Table 11-13). Some of the tasks are composed of fragments of words and/or phrases just to help learners practise specified

linguistic elements. In some instances vocabulary is taught in the form of isolated word lists. In addition to those cited in Chapter 5, here are additional cases that show the problem:

Table 18: Vocabulary Lessons vs. Positive/Affective Involvement

B4.10 Increase your word power: Homonyms

Homonyms, or lexical sets, are pairs of words that look and sound the same, but have different meanings, for example:

*The writing on the board was so faint we couldn't read it.
Help! Halima has fainted! It must be the heat.*

1 Identify the homonym that completes each pair of sentences. Write them in your exercise book.

- 1 a** We _____ the other team by 4-1.
- b** I could feel my heart _____ as I went into the headmaster's office.
- 2 a** I want to _____ to be a pilot when I leave school.
- b** Run! The _____ is already at the station.
- 3 a** My baby sister loves her toy _____.
- b** I can't _____ it when my brother practises the guitar in the evenings.

(Source: English for Ethiopia: Student Textbook, Grade 9: p. 78)

Learning is constructed and effective when it is meaningful and relevant, allowing learners to be actively engaged with their knowledge while making connections with what has been previously acquired or experienced (Meece, 2003). Meaningful learning is realised when language lessons are presented in context. Therefore, one can hardly conclude that some of the vocabulary lessons which are devoid of context are effective pedagogically in terms of affective involvement as most of them are controlled exercises, that is, gap filling, providing the right word form (example, tense), fragmented matching exercises. They aim at presenting structural patterns or linguistic and grammatical forms.

5.2.3.4 Visual imaging

According to the results of the content analysis (cf. 4.3.4), many of the lessons (90%) are effective in meeting this principle. In other words, the listening,

reading, speaking and writing language lessons are developed in line with the principle of visual imaging. The tasks encourage learners to visualise and/or use inner speech (talking to oneself inwardly), before, during, and after experiencing the lessons. In other words, the activities make learners reflect on their mental activity during a task, see similarities and/or differences, observe, analyse, contemplate, organise ideas. Most of the lessons are full of coloured pictures, and they are presented in context. Even the vocabulary (53.7%) and grammar lessons (89.1%) satisfy this principle of task design as they are presented in coloured settings though they are not contextualised. Multidimensional representation of language, for example, seeing/visualising pictures in their mind, emotional involvement can help learners visualise what they are learning.

5.2.3.5 Principle of language use

As discussed earlier, the majority of the language lessons (65.7%) appropriately address this principle. Various skills (reading, speaking, listening and writing) interplay in various tasks and demand students to make use of the language be it in writing or speaking, individually or in groups. In other words, the learners are required to accomplish some kind of language tasks that promote language use. Such endeavours are likely to enhance deep learning as they practice the language in more meaningful language use and cultivate their communicative competence at large. In line with the provision of comprehensible input and meaningful language use, Dall'Alba and Barnacle also stated that "Meaning making and the associated production of knowledge are essential features of meaningful learning" (2005: 730). Moreover, within a constructivist framework, for example, learning is no longer seen as memorizing isolated facts but a process of meaning making and knowledge construction (Parsons, 2012::207). On the other hand, one can practically see how much the vocabulary (73.1%) and the listening lessons (58.3%) contain defects when they are evaluated against principle of language use. The following task is one example in the former case.

Table 19: Vocabulary Lessons vs. Principle of Language Use**A2.4 Increase your word power:** Vocabulary development

- 1** Find out the meaning of the following words and write them in your vocabulary book.

recommend	medieval	reigned	incredible
monastery	panels	manuscripts	accessible

- 2** Give your partner a spelling test using these words.

(Source: English for Ethiopia: Student Textbook, Grade 9. p. 20)

First of all these tasks are not comprehensible enough as they are not contextualised. Secondly, the learners are not required to make real communication using the vocabulary items they learnt other than identifying their possible meanings. Moreover, meaning is context dependent and the words can have lots of meanings. It could have been more effective had the tasks been followed by some kind of communication activities where the learners use the language items be it in writing or speaking, and the like. This would facilitate language use and enhance deep learning. A prerequisite for language acquisition is a rich experience of language in use. In many learning situations, practice contributes a vital role in acquiring a certain skill. Similarly, “Second language learning takes place when learners interact with others using language that they comprehend to accomplish specific tasks” (Murray and Christison, 2011:73).

When we see the grammar lessons, 62.5% of them demand students to make use of the lesson in communicative situations. Then we can conclude that a good portion of the grammar lessons meet the principle of language use. Nevertheless, 37.5% of them demand the learners just to practise specified features of language, that is, they do not promote meaningful language use

whereby learners produce language for intended outcomes/communicative purpose. The following task is one example.

Table 20: Grammar Lessons vs. Language Use

B4.11 Language focus: What is a past participle?

A past participle indicates a past or completed action or time. It is formed by adding *-d* or *ed* to the base of regular verbs. However, it is also formed in various other ways for irregular verbs.

- It can be used to form a verb phrase as part of the present perfect tense.

Example: *I have **learnt** English.*

- It can be used to form the passive voice.

Example: *Her hair was well **brushed**.*

- It can also be used as an adjective:

Example: *He had a **broken** arm. (**broken** is used here as an adjective)*

1 Work in pairs to give past participles of the following verbs:

cook, bake, drink, stir, think, write, choose, give, buy

(Source: English for Ethiopia: Student Textbook, Grade 9: p.78)

When learners typically focus narrowly on linguistic decoding and encoding alone in L2 learning and use, such learning will hamper deep learning (Jenkin et al., 1993; Masuhara, 1998). “The greatest challenge in the profession (language teaching) is to move significantly beyond the teaching of rules, patterns, definitions and other knowledge “about” language to the point where students are taught to communicate genuinely, spontaneously and meaningfully in the **second language**” (Brown, 2007:18). When language lessons are not followed by meaningful language use, this could hamper deeper learning. “Deeper learning is an imperative for all students ... [and involves] the delivery of rich, core content to students in innovative ways that allow them to learn and then apply what they have learned (Alliance for Excellent Education, 2011:1).

5.2.4 The fourth research question: to what extent are the grade

9 English language tasks effective in integrating different macro-skills?

The findings of the content analysis indicated that most of the language tasks are designed in an integrated manner with the exception of the vocabulary and grammar lessons. Scholars in the field of language learning/teaching advance that English language lessons need to be developed in an integrated manner whereby the four primary skills of listening, reading, speaking and writing are interwoven during instruction (McDonough and Shaw, 1993; Brown, 1994;Widowson, 1996; Oxford, 2001). This approach could lead to optimal language learning as it accommodates a variety of language tasks that address multiple intelligences. An integrated approach brings linguistic skills and communicative abilities together and gives students greater motivation and better retention of all the language learning (speaking, listening, reading, writing, grammar, and culture) (Widowson, 1996).

It was also found out from the interview that the syllabus writers were well aware of the need of integrating various language skills, and it was concluded that the issue of using the integrated approach to language teaching was well addressed with many of the reading, listening, writing and speaking tasks. It can be inferred that the awareness they have about the approach has helped them realise it in practically designing the syllabus. Why is this understanding critically important? Integrating language skills helps language learners to develop their ability to use two or more of the four skills in a life-like context and in their real life. In the actual language use, one skill is rarely used in isolation...Numerous communicative situations in real life involve integrating two or more skills (Oxford, 2001). Therefore, in order to provide a more purposeful and meaningful learning environment, it is advisable to integrate the language skills-reading, speaking, listening and writing-while teaching and practising the language.

Furthermore, an integrated approach to language teaching/learning helps us accommodate multiple intelligences and thereby engage students in a variety of interconnected processes, and encourage them to practise the integrated use of

language, acquire language development strategies and use language meaningfully and creatively.

5.2.5 The Fifth Research Question: as Implementers of the Syllabus, How do the Grade 9 English Teachers Perceive the Textbook?

From the findings of the questionnaire (cf. 5.4.1), it was found that many of the teachers (70.2%) labelled the book as 'moderate' in catering for multiple intelligences of diverse students. This is also confirmed by the content analysis whereby most of the tasks cater for verbal/linguistic, interpersonal and intrapersonal intelligences respectively. In relation to principles of task design and material development, the teachers rated the textbook as moderately high. This is also supported by the findings of the content analysis in that the Grade 9 English textbook adequately incorporates tasks that promote the cognitive engagement of students; it frequently provides language tasks that help learners develop their communicative competence. This is also attested by the findings of the content analysis. Similarly, most of the teachers' responses revealed that the way the language tasks are formatted and presented is moderately high.

5.2.6 The Sixth Research Question: to What Extent Are the Grade 9 English Teachers Well Versed in Principles of Task Design and Teaching/Learning Materials Development?

Teachers are required to have a good understanding of language learning theories and principles of task design and teaching/learning materials development, because they are the implementers of the textbook, they are supposed to produce supplementary materials as well. Based on the questionnaire developed to gauge their level of understanding pertaining to principles of task design and teaching/learning materials development, it was found out that the target schools' Grade 9 English language teachers' level of understanding of language learning theories and task design principles belongs to 'high' range. This shows that a great many of them clearly know that learning and teaching can be understood and practised through many avenues, and it is

essential to recognize and celebrate that each of our second language students is unique. The respondents also acknowledge or agree that knowledge of principles of task design and teaching/learning materials development would facilitate better learning.

Furthermore, most of them agree that second language learning is not a matter of or a process of mechanical habit formation through repetition; that language tasks should be designed in light of some achievable challenges, that learners should receive exposure to the target language in order to acquire it, and activities in an English textbook should be fully contextualised (Tomlinson, 2010; Murray and Christison, 2011). Similarly, most of the respondents believe or understand that the lesson format and presentation will have a direct impact on the ability to process the language tasks. This also signals their high level understanding of language learning theories and teaching/learning materials development.

Summary of Chapter Five

In this chapter, an attempt has been made to interpret the findings of the study in line with the research questions. Thus, the central research questions as well as the 6 sub-questions have been addressed. An effort was also made to validate the interpretations and the discussions with relevant theories and principles of language learning/teaching and materials development.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The purpose of this study is to examine the extent to which considerations of syllabus design and materials development are employed in the grade 9 English textbook of Ethiopia in line with the perspectives of Multiple Intelligence Theory (MIT). This section will wind up the study by providing the synthesis of the study, conclusions and recommendations as well as recommendations for further research.

6.2 Synthesis of the study

The study tried to explore:

1. What language learning and teaching theories inform the design and development of the Grade 9 English textbook with the following sub questions:
2. What has been known previously about the role of theory in developing English textbooks for EFL students?
3. To what extent does the Grade 9 English textbook address learners differences in line with multiple intelligences?
4. How much is the textbook compatible with principles of task design and materials development?
5. As implementers of the textbook, how do the teachers perceive the grade 9 English textbook?
6. To what extent are the Grade 9 English language tasks effective in integrating different macro-skills?
7. To what extent are the Grade 9 English teachers (implementers of the textbook) well versed in principles of task design and teaching/learning materials development?

To address these questions, interview, coding form for content analysis and teachers' questionnaires were developed and administered. The study involved 5 Ethiopian syllabus writers from MoE and 218 high school English teachers who are currently using the Grading 9 English textbook in different parts of the country. In addition to this, half of the contents of the textbook were analysed.

The study revealed that the syllabus writers used the competence-based approach in developing the Grade 9 English language syllabus (cf.4.2).Regardless of the drawbacks the approach has (cf. 5.2.1), the syllabus writers used CBL to identify and list down the contents as well as the learning outcomes to be achieved. However, the how aspect remain obscured in that a theory driven approach to developing teaching/learning materials that meet learner differences was not markedly employed as a guiding framework in developing the Grade 9 English language syllabus (cf. 4.2).As a result, it was found that the Grade 9 English textbook complies with various intelligence profiles of students to a lesser extent (cf. 4.3).The language tasks cater for specific types of intelligence profiles of various students. The great majority of the language tasks are meant to nurture verbal/linguistic intelligence followed by interpersonal and intrapersonal intelligences respectively. Being a language textbook, it can be acceptable that it gives more coverage to these two intelligence profiles.

It was also found out that MIT was an unfamiliar concept to many of the syllabus writers (cf.4.2).Knowledge of MIT could have helped them resolve some ambiguities in addressing learners' differences. MIT considers learners' with diverse intelligence profiles, and recommends designing tasks that provide wider opportunities for learners' to work in a variety of ways. It strongly argues that relevant and meaningful learning activities have to be used so that each individual learner can actively engage in creating his/her own knowledge and understanding.

On the other hand, though not explicitly stated, the syllabus writers considered syllabus organising principles like linguistic, subject matter, learner-centeredness, and learning-centeredness when developing the syllabus. This is one strength of the syllabus.

When it comes to intentional application of principles of task design and materials development, many of (83.64%) the listening, reading and speaking lessons are appropriate in terms of providing comprehensible input, engaging cognitively and affectively, emotional/affective involvement and better language use(cf.5.2.4). Nevertheless, some drawbacks were identified with few (21.7%) of the vocabulary and grammar lessons in providing comprehensible input in that some of the tasks do not contain plentiful spoken and written texts which provide extensive experience of language use; they are not contextualised, and they do not provide sufficient examples of language in authentic use(cf.Table 11). Similarly, visual imaging is also well taken care of with exception of few of the vocabulary and the grammar lessons.

The study also revealed that the syllabus writers were well aware of the need of integrating various language skills, and it was found out that the issue of using the integrated approach to language teaching was also well addressed and most of the language tasks are designed in an integrated manner with the exception of few of the vocabulary and the grammar lessons.

On the other hand, as implementers of the textbook, the target schools' Grade 9 English language teachers have a good understanding of language learning theories and task design principles. This understanding could help them design supplementary language tasks for their English classes.

6.3 Conclusions

Based on the findings of the study, the following conclusions are made. The findings showed that the syllabus writers used competence-based approach in

developing the syllabus (cf.5.2). However, in CBLT, teaching typically focuses on observable behavioural performance rather than on the development of thinking skills (Richards, 2006; Richards & Rodgers, 2001).

On the other hand, a theory driven approach to teaching/learning materials development was not markedly employed as a guiding framework in addressing learners' differences. As a result, it was found that the Grade 9 English textbook complies with multiple intelligences of various learners to a lesser extent (cf. 4.3). Rather, it highly favours students with verbal/linguistic and interpersonal intelligence. As a language textbook, this can be taken as one good aspect of it.

The lessons in the target textbook are categorised into Listening, Word Power, Language Focus, Reading, Speaking, Writing and Study Skills. The content analysis showed that the lessons are comprehensible as they are supported by visual aids; they also engage the learners cognitively as they demand some kind of mental activity; they promote positive/affective involvement as they are related to the life experience of the students, they enhance visual imaging as most of them are accompanied by pictures. Therefore, it can be concluded that the listening, reading, speaking and writing lessons are well designed in terms of principles of task design and materials development.

Similarly, some of the vocabulary and the grammar lessons are also effective in terms of engaging learners cognitively; ensuring positive affective involvement and fostering visual imaging. With regards to principle of language use, therefore, most of the lessons promote meaningful language use whereby learners produce language for intended outcomes/communicative purpose. However, some of the vocabulary and grammar lessons do not contain plentiful spoken and written texts which provide extensive experience of language use; they are not contextualised, and they do not provide sufficient examples of language in authentic use (cf. 4.3.4). It was also found that most of the language tasks are designed in an integrated manner in that they are appropriate in meeting this

criterion with the exception of a few of the vocabulary and grammar lessons. Most of the tasks are contextualised and woven together to bring about a coherent text that leads to some meaningful communication/language use.

On the other hand, it was found that the target schools' Grade 9 English language teachers' level of understanding of language learning theories and task design principles signifies a 'high' level. This understanding could help them develop supplementary language tasks for their English classes.

6.4 Recommendations

1. Teaching/learning materials, whether commercially developed or home-made, are an important element in the teaching/learning process. It is because of these pedagogical virtues that not only teaching/learning materials but also the syllabuses should be established on solid language learning theories. To accomplish this goal, therefore, MIT could make a significant contribution as it brought about a major improvement in many schools, especially in the USA.
2. Learning a second language is a complex process and designing teaching/learning materials for speakers of other languages needs to be based on current developments in learning theories, various approaches in pedagogical issues, prominent assumptions and theoretical foundations in designing a syllabus. Therefore, syllabus writers need to be well versed with such theoretical considerations. In other words, current learning theories and principles need to be explored and exploited so as to produce better teaching/learning materials which are more meaningful, authentic, holistic, deep and engaging.
3. It would be imperative to ensure that teaching/learning materials are developed in line with principles of task design and materials development. This is the cornerstone in the process of syllabus design and materials development. Language lessons, therefore, need to be

designed in such a way that they offer adequate amount of comprehensible input in context; the tasks are engaging affectively and cognitively; they need to enhance positive/affective involvement; they need to create visual imaging, and expose students to authentic language use. Such language tasks are likely to promote deep learning. Therefore, syllabus writers need to ensure that these criteria are met when developing language tasks. This can be ensured with the help of checklists such as the one provided under 6.5.2 in this Chapter.

4. To increase student motivation and achievement that leads to higher self-confidence and more positive feelings about learning, language tasks need to be meaningful and presented in various formats so that they can capture learners preferences.

6.5 Contribution of the study: A theory driven framework for developing ELT materials/tasks

The contribution of this study lies on practical application in improving the process of teaching/learning materials development. The study revealed that a theory driven approach to teaching/learning materials development was not noticeably employed as a guiding framework in developing the Grade 9 English language syllabus of Ethiopia other than CBL. CBL as an approach could help identify and list the contents that should go into the textbook, but it does not address questions such as: how the textbook writer is expected to put flesh and blood on these ingredients, how one can ascertain whether principles of task design are properly embedded in the lessons, and how one can be assured that learner differences are well addressed in the absence of a clearly set guiding framework. There need to be a clearly articulated framework that guides the development of language tasks in line with meeting principles of task design and addressing learner differences. This is the missing link that this study tried to propose as a contribution.

As compared to other fields of study, TEFL is a newly emerging discipline in language learning/teaching which has been very scarcely explored. Hence, there are few if any educational domains where so much attention has been paid to course design as in the domain of second or foreign language teaching (Johnson, 2009: 331, in Knapp, K. and Seidlhofer, B. 2009). Because of this, there are hardly any course design frameworks agreed upon by scholars in the field which are researched and proved valid in line with current language learning theories and approaches. “There is limited documentation regarding the strategies used to develop curriculum or the “best or promising” practices employed by different jurisdictions” (Parsons, 2012: 25). As a result, course writers in language teaching/learning come up with largely different books/language lessons which are the reflections of their theoretical schools of thought. Therefore, one can see that because of the absence of an agreed upon framework in syllabus design and materials development, the task has been left to its own fate.

I am not advocating for the production of a uniform syllabus or teaching/learning material for all learners of English as a second/foreign language, but it is critical to develop a framework that can help in checking whether teaching/learning material addresses learner differences and ***promotes better learning***. Therefore, it would be significant to have a common framework to be consulted by language syllabus writers as well as publishers in developing a more sound teaching/learning material which is entrenched in current language learning theories and principles of task design and material development. This is the proposed framework:

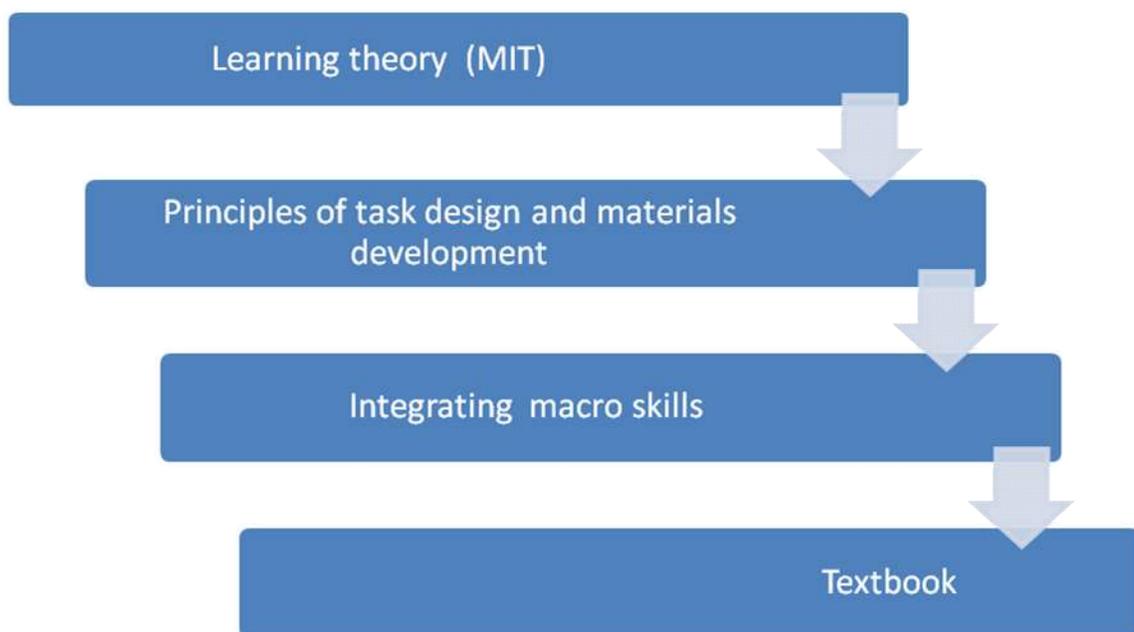


Figure 6: Guiding Framework for Developing ELT Materials/Tasks

This framework is based on the literature reviewed in this thesis in relation to the key issues emerging from recent research and successful trends all over the world pertaining to syllabus design and materials development. The one-size-fits-all type of lessons did not seem appropriate as human beings have different and unique intelligences and learning strengths and weaknesses. Therefore, language teaching/learning materials should ideally be driven by current learning and teaching theories rather than be imitations of best-selling course books. To accomplish this goal, MIT could make a significant contribution as it proposes a major transformation in the way our schools are run” (Armstrong 1998). The reason why MIT is taken as a valuable framework in designing a foreign language syllabus or evaluating the effectiveness of language tasks is that the theory is one of those that largely deal with addressing learner differences in the teaching/learning process. The framework would help to ensure that language lessons are pedagogically effective in terms of three major considerations: (1) current language theory, (2) principles of task design and materials development,

(3) the integrated approach to task design. The following section elaborates on this proposed framework.

6.5.1 MIT as a framework for evaluating language tasks

We have learnt that human intellectual competences can be mobilized in a variety of ways and the media available to the learners could certainly be broadened (Gardner, 2011: 391). Understanding the numerous ways that children acquire knowledge enables teachers to use a variety of strategies to reach children with different types of intelligence (Campbell 2008: 187). This, in turn, would help us to identify the activities frequently used in our classes and categorise them to each particular type of intelligence; make plans by selecting appropriate classroom activities/tasks, taking into consideration factors such as learners' needs, strengths, and levels; learning styles, strategies, and potentials. To achieve this objective, therefore, it would be possible to develop and use an ELT Multiple Intelligences checklist to keep track of different activities/tasks to be incorporated in a lesson that address learners' differences.

Table 21: MIT Checklist for Evaluating Language Tasks

For students who are highly. . .	Ensure that there are language lessons that incorporate
Verbal/Linguistic	A series of speaking, listening and reading tasks, writing activities, telling stories, playing word games, dialogue, discussion, debate, stories
Logical-mathematical	Tasks that demand reasoning, compare and contrast, analyse and discuss the causes/effects of something, logic pattern games (such as riddles or puzzles), hypothesising and critical thinking activities, predicting what will happen next in a story or play, syllogism (making 'if ..., then ...), deduction about a topic experimenting, questioning, calculating,
Visual/Spatial	tasks composed of pictures and graphic materials, designing, drawing, visualizing, doodling art, imagination games, tasks with illustrations, trips to art museums or stories related to art, flashcards, visual representation (video, slide, photograph), mind mapping as a note taking process, creating charts and bulletin boards

Bodily-kinaesthetic	Total Physical Response activities, miming, acting out the meaning of vocabulary words and acting out stories, movement, language tasks that require dancing, running, jumping, building, touching, gesturing, role-play, drama, building things, sport and physical games, tactile experiences, hands-on learning
Musical	rhythmic patterns/chants, singing, whistling humming, tapping feet and hands, listening sing-along time, trips to concerts, playing music at home and school, musical instruments
Interpersonal	dialogues and similar tasks, group discussion, organizing, relating, manipulating, mediating, social gatherings, community events, clubs mentors/apprenticeships
Intrapersonal	contemplating, dreaming, planning or setting personal goals, reflecting, time alone, self-paced projects, choices, independent study/thinking, self-assessment, personalised projects, researching, keeping a diary, writing an autobiographical essay
Naturalist	poetic or descriptive essay writing based on nature experiences, focusing the students' attention on the world outside the classroom, playing with pets, gardening, investigating nature, raising animals, caring for planet earth, access to nature , opportunities for interacting with animals

(Adapted from Armstrong, 2009:33)

6.5.2 Principles of task design and materials development

Many language educators (Nation and Macalister 2010, Tomlinson, 2009, Tomlinson, 2010) agree that principles generated from research on language teaching and learning should be used to guide decisions on syllabus design.

ELT materials should expose learners to language in authentic use; help learners to pay attention to features of authentic input; provide the learners with opportunities to use the target language to achieve communicative purposes; provide opportunities for outcome feedback; achieve impact in the sense that they arouse and sustain the learners' curiosity and attention; and stimulate intellectual, aesthetic, and emotional involvement. The following ELT materials development framework which is a merger of principles of language acquisition

and principles of language materials development (Tomlinson, 2010) can be used as a checklist to evaluate the pedagogical effectiveness of language tasks.

Table 22: Checklist for Evaluating Language Tasks In Line With Principles of Task Design and Materials Development

Principles to be met	Ensure that there are
<i>Comprehensible input</i>	<ul style="list-style-type: none"> ➤ adequate amount of meaningful input in context ➤ plentiful spoken and written texts, which provide extensive experience of language being used to achieve outcomes in a variety of text types ➤ language in authentic use in the sense that it represents how the language is typically used
<i>Engaging affectively and cognitively</i>	<ul style="list-style-type: none"> ➤ tasks that are likely to achieve affective and cognitive engagement; ➤ activities that make the learners think about what they are reading or listening to and respond to it personally; ➤ tasks that make the learners think and feel before, during and after using the target language for communication, and ➤ lessons that make use of controversial and provocative texts

<i>Positive affective involvement</i>	<ul style="list-style-type: none"> ➤ lessons are as interesting, relevant, and enjoyable so as to exert a positive influence on the learners' attitudes to the language and to the process of learning it; ➤ tasks with achievable challenges, which help to raise the learners' self-esteem when success is accomplished; and ➤ activities that stimulate emotive responses through the use of music, song, literature, art, and so on, through personalisation, and through inviting learners to articulate their feelings about a text before asking them to analyse it.
<i>Visual imaging</i>	<ul style="list-style-type: none"> ➤ tasks that encourage learners to visualise and/or use inner speech before, during, and after experiencing a written or spoken text; ➤ activities that help learners to reflect on their mental activity during a task and then making more use of mental strategies in a similar task.
<i>Language use</i>	<ul style="list-style-type: none"> ➤ tasks that make learners produce language in order to achieve intended outcomes/meaningful communication; ➤ activities that they help learners to develop their ability to communicate fluently, accurately, appropriately, and effectively; ➤ fully contextualised lessons that help the learners in responding to an authentic stimulus ➤ opportunities for feedback are built into output activities and are provided for the learners afterwards.

Adapted from (Tomlinson, 2010:89-94).

In this checklist, the corresponding yardsticks that help check whether principles of task design and materials development are incorporated or not are presented in an organised format. Though the principles are drawn from Tomlinson, they do not appear in any of his various publications in a concise and consolidated template such as this for an immediate use. I think this checklist would make the practical application easier in developing lessons or teaching/learning materials.

6.5.3 Integrating various skills in language teaching

Integrating various skills facilitates practising the language meaningfully with the help of rich and life-like language tasks where different skills are combined together in communicative situations. It also brings a variety of opportunities in which learners could enjoy active participation and thereby minimise boredom. To make language learning as realistic as possible, therefore, integrated instruction has to address a range of L2 skills simultaneously, which all are requisite in communication (Hinkel, 2006). This is in line with Gardner's (1999) MIT proposal, that is, providing a variety of language activities that stimulate the different tools or intelligences makes it possible to engage multiple memory pathways necessary to produce sustained deep learning (Schumann 1997).

To integrate various language skills effectively, Oxford recommends that the following steps be taken:

- Choose instructional materials, textbook, and technologies that promote the integration of listening, reading, speaking, writing as well as the associated skills of syntax, vocabulary, so on.
- Even if a given course is labelled according to just one skill, remember that it is possible to integrate the other language skills through appropriate task.
- Teach language learning strategies and emphasise that a given strategy can often enhance performance in multiple skills" (2001:.5-6).

6.6 Recommendations for further research

The study tried to investigate the extent to which considerations of syllabus design and materials development are employed in the Grade 9 English textbook of Ethiopia. It examined how much the lessons address learners' differences and if they are developed on solid foundations of principles of language learning and materials development. Based on the identified problems regarding the pedagogical effectiveness of the language lessons in the target textbook, further research can be carried out in the following areas.

6.6.1 From the perspective of MIT

From the discussions in Chapter 2, it was evident that 1) learners are distinct and unique; 2) learners' unique differences must be taken into account if all learners are to be provided with learning opportunities that are both challenging and support self-development; 3) learning is constructed and best occurs when it is meaningful and relevant, allowing learners to be actively engaged with their knowledge while making connections with what has been previously acquired or experienced; 4) learning occurs best in an environment where positive interpersonal relationships are cultivated and where students feel acknowledged, valued, respected and validated; and 5) learners are naturally curious and learning will occur naturally. Therefore, it would be rewarding to conduct a study in this area in which a variety of language tasks that address a range of intelligence set up of a mixture of learners are developed and administered. This would help evaluate the difference that this approach to syllabus design and textbook development could make in the language command of the learners of English as a foreign language.

6.6.2 From the perspective of principles of task design and materials development

The study also uncovered that some of the vocabulary lessons of the Grade 9 English textbook have drawbacks in meeting principles of comprehensible input as well as principle of language use. As many language educators would argue, an essential starting point for language acquisition to take place is that the learners need to have a substantial amount of a rich, meaningful, and comprehensible input of language in use. Thus, another area of interest for future research would be developing vocabulary lessons with rich meaningful and comprehensible input and explore the difference they can make in facilitating better vocabulary retention.

Furthermore, we have seen that few of the grammar lessons do not promote positive affective involvement as they are not contextualised. It is possible to develop grammar lessons that are adequately contextualised, that are related to real life experience, which could help the learners to conceptualise, interpret and reflect on their mental activity during a task and promote deep learning at large. By providing such grammar lessons, therefore, it can be investigated whether this approach significantly contributes to foreign language learning.

6.7 Limitations of the study

The study tried to examine the extent to which considerations of ELT materials development are employed in the grade 9 English textbook of Ethiopia with particular emphasis on MIT. The study could have been more comprehensive had it incorporated the MI profile of the grade 9 students. Besides, the study confined itself to the syllabus writers and the subject teachers of the respective textbook. More pictures could have been obtained if the textbook writer had been involved in relation to issues of ELT materials development.

Chapter summary

In this chapter the major synthesis of the study has been presented. Following this, the findings of the study have been concluded. Based on the findings of the study, recommendations have also been made. In addition to this, framework for checking the appropriateness of a language syllabus and evaluating the pedagogical effectiveness of ELT materials/tasks has been provided as a contribution of the study. At last, further research areas are also recommended.

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APPENDICES

Appendix 1. Data Collection Instrument: Questionnaire

Questionnaire for High School English teachers

Dear participant!

The goal of this questionnaire is to gather data for my research. Hence, I, cordially, request you to help me achieve this purpose. The questionnaire is prepared to explore issues related to syllabus design and teaching materials development, with particular reference to the Grade 9 English Textbook: English for Ethiopia Student Textbook Grade 9.

Since your sincere co-operation is vital for the success of the study, you are kindly requested to provide your genuine reflections pertaining to the preparation of the Grade 9 English Text book: English for Ethiopia Student Textbook Grade 9. Your responses will be kept confidential and anonymous and they will be used only for the research purpose.

The questionnaire has three sections and instructions are given for each section. Please put a tick mark (✓) in the box against the alternative that best represents your reflection.

I, in advance, would like to express my gratefulness for devoting your time for this study.

Background information

Your qualification _____ (BA, MA, PhD). Please circle one.

If any other, please specify: _____

Field of speciality: Major _____ Minor _____

Work experience in years: _____

NB. PLEASE FILL IN BACK PAGES AS WELL. (4 pages altogether)

- I. How do you rate the effectiveness of the Grade 9 English language textbook in terms of the following themes? Please indicate your opinion by putting a tick mark (✓) in the box against the alternative that best represents your reflection.***

No	Items	Alternatives				
		Never	Rarely	Occasionally	Frequently	Very frequently
1	The Grade 9 English textbook: (English for Ethiopia Student Textbook Grade 9) adequately incorporates tasks that are likely to achieve affective and cognitive engagement of our students					
2	The textbook sets achievable challenges, which demand the students to critically think and analyse things.					
3	The language lessons arouse and sustain the learners' curiosity and attention; and stimulate intellectual, aesthetic, and emotional involvement of learners					
4	The Grade 9 English language tasks stimulate emotive responses through the use of music or song, literature, art, and so on,					
5	The textbook adequately incorporates tasks that encourage learners to visualise and/or use inner speech before, during, and after experiencing a written or spoken text					
6	The book provides activities that help the learners to reflect on their mental activity during a task and then making more use of mental strategies in a similar task					
7	The textbook provides activities that help learners to develop their ability to communicate fluently, accurately, appropriately, and effectively;					
8	The activities in the Grade 9 English textbook: English for Ethiopia Student Textbook Grade 9 are fully contextualised in that the learners are responding to an authentic stimulus					
9	The lessons are interesting, relevant and enjoyable and they exert a positive influence on the learners' attitudes to the language and to the process of learning;					
10	The book presents a range of language tasks in various formats so as to expose the students to language in authentic use					
11	Most of the activities are designed not to make learners practise specified features of language form but to make them use the language					

12	Language tasks in the Grade 9 English text book: English for Ethiopia Student Textbook are presented in various formats so that they can match various learners' learning preferences/intelligences					
13	The language tasks engage students more in real language use than in exercises and drills of atomistic activities.					
14	The textbook incorporates songs or rhymes, paying particular emphasis to language items in the lyrics.					
15	It combines visual aids with any language task, be it writing, reading or speaking so as to facilitate comprehension and build the interest of the students in accomplishing the tasks					
16	The text book presents role-plays or drama, games, project work, and many activities related to group dynamics					
17	The textbook incorporates tasks related to nature in cartoons, photographs, field trips and similar events					
18	The book resents tasks composed of pictures and graphic material and reading activities					
19	There are language tasks in the textbook that make use of controversial and debatable issues, that invite learners to argue and articulate their feelings					
20	The textbook offers a choice of tasks so as to give learners the opportunity of apprehending information in their preferred way,					
21	The textbook provides various opportunities for learners to work with the learning material in ways that most suit their individual learning style.					
22	It has a variety of tasks that demand students to reason, argue, calculate, recognise patterns and handle logical thinking					
23	The book provides writing activities (like compare and contrast, analyse and discuss the causes/effects of something) that promote students' reasoning or logical thinking.					
24	The book provides dialogues and similar tasks that call for co-operative learning and discussion.					
25	It has writing tasks to make students describe their surrounding and make use of their imagination and appreciation of nature.					
26	There are tasks that engage the learners with private learning time and/or time for reflection.					
27	It provides language tasks like short plays or games, drama, and similar tasks that demand or involve bodily movement.					

II. After reading each statement, please indicate your opinion by putting a tick mark (✓) in the box against the alternative that best represents your reflection.

No	Items	Alternatives				
		Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
28	Learning and teaching can be understood and practised through many avenues					
29	Naturally, there is a wide variation among language learners in terms of their ultimate success in mastering a foreign language					
30	It is essential to recognize and celebrate that each of our second language students is unique					
31	Second language learning is not a matter or a process of mechanical habit formation through repetition.					
32	Presenting a range of language tasks in various formats facilitates better learning					
33	The output activities should help learners in using the language practically rather than practicing specified features of it.					
34	Human intellectual competences cannot be mobilized in a uniform path and the teaching/learning materials available to the child should not be uniform too.					
35	Teaching/learning materials should not be recreations from previously successful materials					
36	Language tasks should be designed in light of some achievable challenge					
37	If learners do not receive exposure to the target language they cannot acquire it.					
38	The activities in an English textbook should be fully contextualised					
39	The lesson format and presentation will have a direct impact on the ability to process the task					
40	Language-learning materials should not be driven by imitation of best-selling course books					

Appendix 2: Data Collection Instrument: Interview

Interview guide

Informant No. ____

Dear participant

First of all, I would like to greet you with great respect and introduce myself and the purpose of this interview. My name is Yohannes Tefera and I am currently doing my PhD. The goal of this interview is to gather data for my research. Hence, I, cordially, request you to co-operate in responding to the interview questions. I, in advance, would like to express my gratefulness for your co-operation.

This interview is prepared to explore issues related to syllabus design and teaching materials development, with particular reference to the Grade 9 English Textbook: English for Ethiopia Student Textbook Grade 9. The main focus of the study is, however, on eliciting some understandings on how experts in the MoE develop the syllabus, what goes into the selection of language contents, what learning theories and approaches inform the selection, and how the language contents are formatted and presented in the textbook.

Since your sincere co-operation is vital for the success of the study, you are kindly requested to enlighten me with the procedures pertaining to the preparation of the Grade 9 English Textbook: English for Ethiopia Student Textbook Grade 9. Your responses will be kept confidential and anonymous and they will be used only for the research purpose.

I, in advance, thank you sincerely for devoting your time for this study.

1. How do you start developing the Grade 9 English Textbook? What considerations do you bear in mind?

-
-
2. Would you please tell me some of the language learning theories and/or principles that you take into account in the selection and organisation of language contents?

3. How do you ensure that important items are adequately covered and thoroughly addressed; in other words, how do you keep some check on vocabulary, grammar, discourse, sub-skills and strategies (sub-skills of listening, speaking, reading and writing, and language coping and learning strategies)

4. After selecting the language items, how do you organize them? Would you tell me about the organizing principles you use in developing the language lessons?

5. What are the considerations that inform the formatting and presentation of the lessons? Please tell me something about the richness of the formatting and presentation of the lessons?

6. Do the insights from the Multiple Intelligence Theory contribute any role in designing the Grade 9 English textbook? If yes, how?

7. How do you address learner differences in developing the English language lessons? You know well that students learn in different ways. How do you accommodate this issue when you design the Grade 9 English language lessons?

8. Would you tell me to what extent the language items are designed in an integrated approach?

9. Take for example the vocabulary and the grammar lessons, to what extent are they contextualised so that they become comprehensible enough to our students?

10. How much are the contents of the textbook in harmony with different intelligence profiles of learners and organising principles of language tasks?

11. How do you ensure that ELT teaching/learning materials are developed based on principles of language acquisition in that they contain plentiful and comprehensible input and language in use?

12. In general, how do you rate the Grade 9 English textbook in addressing different intelligence profiles of various learners?

Thank you very much for your co-operation!

Appendix 4: Data Collection Instrument: Coding form for Content analysis**Coding Form: Lesson Contents Vs Principles of task design & materials development: Unit 2**

Sampling Units	Context Units	Recording units	Coding units (Principles of task design & Materials Development)				
			Comprehensible Input	Engaging & cognitively	Positive affective involvement	Visual imaging	Language use
Unit Two	Listening	A2.2 Addis Ababa					
	Speaking	A2.3 Describing places					
	Vocabulary	A2.4 vocabulary development					
	Reading	A2.5 where can you go on holiday					
	Listening	A2.6 Debre Damo Monastery					
	Writing	A2.7 Where I live 1 (lesson 1) 2 (lesson 2)					
	Speaking	A2.8 Survey 1 2 3					

	Language focus	A2.9 Distances 1.					
		2.					
		3.					
	Speaking	A2.10 Giving directions 1.					
		2.					
		3.					
		4.					
	Speaking	A2.11 Asking politely 1.					
		2.					
	Writing	A2.12 English in the community					
	Language focus	B2.1 Future possibility 1.					
		2.					
		3.					
	Speaking	B2.2 Future plans					
	Reading	B2.3 Planning a tour 1.					
		2.					
		3.					

	Language focus	B2.4 Going to and has/have					
		1.					
		2.					
	Language focus	B2.5 The present perfect tense					
		1.					
		2.					
	Speaking	B2.6 Pronunciation practice					
	Reading	B2.7. The Simien Mountains					
		1.					
		2.					
		3.					
	Writing	B2.8 Finding out about a holiday					
	Reading	B2.9 Welcome to Ethiopia					
		1.					
		2.					
	Study skills	B2.10 Finding out information					
	Speaking	B2.11 pronunciation of endings					
		1.					
Fun with words	B2.12 Play Bingo!						
	1.						
		2.					

Coding Form: Lesson Contents Vs Principles of task design & materials development: Unit 4

Sampling Units	Context Units	Recording units	Coding units (Principles of task design & Materials Development)				
			Comprehensible Input	Engaging & cognitively	Positive affective involvement	Visual imaging	Language use
Unit Four	Introduction	A4.1 What kind of food do you like					
	Increase your word power	A4.2 Foods					
	Listening	A4.3 Quiz					
	Speaking	A4.4 Proverbs	1				
			2				
	Listening	A4.5 A talk about nutrition	1				
			2				
			3				
	Reading	A4.6 a nutrition leaf it	1				
			2				
			3				
			4				
			5				

	Speaking	A4.7 Healthy and unhealthy foods 1					
		2					
	Writing	A4.8 A nutrition leaflet					
	Reading	A4.9 The need for a balanced diet					
	Study skills	A4.10 food pyramid					
	Language focus	A4.11 Giving advice					
	Study skills	A4.12 Food labels 1.					
		2.					
		3.					
		4.					
	Speaking	A4.13 Word search 1.					
		2.					
	Speaking	B4.1 A class survey 1.					
		2.					
		3.					
	Language focus	B4.2 Revising adjectives and prepositions 1.					
2.							

Writing	B4.3 Dictation					
	1.					
Reading	B4.4 Oranges					
	1.					
Language focus	B4.5. The present simple and the present passive tenses					
	1.					
	2.					
Increase your word power	B4.6 Goods in the market					
	1.					
	2.					
Speaking	B4.7 Pronunciation – ei and ie					
	1.					
	2.					
Language focus	B4.8 If sentences					
	1.					
	2.					
Study skills	B4.9 improve your spelling					
	1.					
	2.					

	Increase your word power	B4.10 Homonyms					
		1.					
		2.					
	Language focus	B4.11 What is a past participle?					
		1.					
	Writing 2	B4.12 Punctuation					
		2.					
	Language focus	B4.13 Comparative and superlative adjectives.					
		1.					
		2.					
	Fu with words	B4.14 Word puzzle .					
		1.					
			3.				
		2.					

Coding Form: Lesson Contents Vs Principles of task design & materials development: Unit 6

Sampling Units	Context Units	Recording units	Coding units (Principles of task design & Materials Development)				
			Comprehensible Input	Engaging & cognitively	Positive affective involvement	Visual imaging	Language use
Unit Six	Introduction	A6.1 Radio, TV and newspapers					
	Increase your word power	A6.2 media words 1					
		2					
	Listening	A6.3 Famous people					
	Speaking	A6.4 Describing people 1					
		2					
	Writing	A6.5 Biographies					
	Language Focus	A6.6 marking comparisons 1					
		2					
		3					
4							
Reading	A6.7 The media in Ethiopia 1						
	2						
	3						

		4					
	Writing	A6.8 Making a news programme					
		1					
		2					
		3					
	Speaking	A6.9 Expressing opining					
		1					
		2					
	Language focus	A6.10 different kinds of sentences					
	Writing	A6.11 An essay introduction					
		1					
		2					
	Fun with words	A6.12 Fake biographies					
	Increase your word power	B6.1 Words for the media					
		1.					
		2.					
		3.					
	Speaking	B6.2 Radio and TV programmes					
		1.					
		2.					
		3.					
	Listening	B6.3 A radio interview					
		1.					
		2.					
		3.					
	Increase your word power	B6.4 write the opposites					

	Language focus	B6.5. The present perfect tense					
		1.					
		2.					
	Language focus	3.					
		B6.6 Reporting what someone has said					
		1.					
2.							
3.							
Speaking	B6.7 Who is your favourite celebrity?	4.					
		5.					
		1.					
		2.					
		3.					

	Reading	B6.8 What do you think?					
		1.					
		2.					
		3.					
		4.					
	Speaking	B6.9 Word stress					
	Reading	B6.10 True stories					
		1.					
		2.					
	Study skills	B6.11 Spelling quiz					
		1.					
		2.					
	Fun with words	B6.12 Sort out the groups					

Coding Form: Lesson Contents Vs Principles of task design & materials development: Unit 8

Sampling Units	Context Units	Recording units	Coding units (Principles of task design & Materials Development)				
			Comprehensible Input	Engaging & cognitively	Positive affective involvement	Visual imaging	Language use
Unit 8	Introduction	A8.1 What is an entrepreneur? 1.					
		2.					
	Listening	A8.2 The importance of money 1					
		2					
	Reading	A8.3 A successful enterprise					
	Increase your word power	A8.4 Money and finance 1					
		2					
		3.					

	Reading	A8.5 Opening a bank account 1					
		2					
		3					
		4					
		5					
	Writing	A8.6 Banking					
	Speaking	A8.7 Matching money 1					
		2					
		3					
	Speaking	A8.8 Dialogue in a bank 1					
		2					
		3					
		4					
		5					
		6					
	Language focus	A8.9 Verb and verb patterns 1					
		2					
	Reading	A8.10 Success in the fashion world 3.					
		4.					

	Speaking	A8.11 Discussion 1					
		2					
		3					
	Writing	A8.12 Essay conclusions 1.					
		2.					
		3.					
	Listening	B8.1 A famous Ethiopian entrepreneur					
	Speaking	B8.2 Expressing surprise 1.					
		2.					
	Language focus	B8.3 if sentences 1.					
		2.					
		3.					
		4.					
		5.					
	Speaking	B8.4 Winning the lottery					
	Reading	B8.5. When I won the lottery					
	Writing	B8.6 Making a summary					
	Fun with words	B8.7 Spelling auction					
	Reading	B8.8 Three African countries					

		1.					
		2.					
		3.					
	Language focus	B8.9 Using the quantifiers many, much few a litter					
	Writing	B8.10 Spelling rules /doubling consonants					
		1.					
		2.					
	Increase your word power	B8.11 Homonyms					
	Fun with words	B8.12 Word search					
		1					
		2					
		3					

Coding Form: Lesson Contents Vs Principles of Task Design & Materials Development: Unit 10

Sampling Units	Context Units	Recording units	Coding units (Principles of task design & Materials Development)				
			Comprehensible Input	Engaging & cognitively	Positive affective involvement	Visual imaging	Language use
Unit 10	Introduction	A10.1 What do you know about current affairs?					
	Listening	A10.2 A news story 1					
		2.					
		3.					
		4.					

	Speaking	A10.3 Agreeing disagreeing and giving opinions 1					
		2					
		3.					
	Language focus	A10.4 Using all every, no, none, both neither either 1					
		2					
		3.					
		4.					
		5.					
	Speaking	A10.5 Pronunciation practice 1					
		2					
	Writing	A10.6 A bank robbery					
	Reading	A10.7 What is a newspaper 1					
		2					
	Speaking	A10.8 Debate 1					
		2					
		3					

	Speaking	A10.9 Pronunciation word stress						
		1						
		2						
		3						
			4					
	Fun with words	A10.10 plays bingo!						
	Listening focus	B10.1 Past, present and future						
	Reading	B10.2 Newspaper reports	1.					
			2.					
			3.					
			4.					
			5.					
Reading	B10.3 Fact or opinion?	1.						
		2.						
Reading	B10.4 The Haiti earth quake							
Writing	B10.5. A School newspaper	1.						
		2.						
Speaking	B10.6 Newspaper interview							
Writing	B10.7 A letter to a newspaper							

	Study skills	B10.8 Using a dictionary					
		1.					
		2.					
	Reading	3.					
		B10.9 Poem – Haiti survivor					
		1.					
		2.					
3.							
4.							

Coding Form: Lesson Contents Vs Principles of task design & materials development: Unit 12

Sampling Units	Context Units	Recording units	Coding units (Principles of task design & Materials Development)				
			Comprehensible Input	Engaging & cognitively	Positive affective involvement	Visual imaging	Language use
Unit 12	Introduction	A12.1 How much do you know about disability?					
	Listening	A12.2 An orphan's story					
		1.					
		2.					
	Speaking	A12.3 A Discrimination					
		1.					
		2.					
		1.					
	Writing	A12.4 Asking questions					
		2.					
	Speaking	A12.5 Helping the disabled					
		1.					
	Writing	A12.6 A guided essay about disability and discrimination					
		2.					

	Language focus	A12.7 The present perfect continuous tense with for and since					
		1.					
		2.					
		3.					
		4.					
	Listening	A12.8 Chala's story					
	Speaking	A12.7 The present perfect continuous tense with for and since					
		1.					
		2.					
		3.					
		4.					
	Writing	A12.10 Topic sentences					

	Language focus	A12.11 Using the articles a, an and the					
		1.					
		2.					
	Language focus	A12.12 Demonstrative there is /there are					
		1.					
		2.					
	Listening	B12.1 An interview with Tesfahun Hailu					
		1					
		2					
	Reading	B12.2 Stephanie's story					
		1.					
		2.					
Speaking	B12.3 Are these sayings true?						
	1.						
Language focus	B12.4 Expressing purpose with to, so as to, in order to, so that, for						
	1.						
	2.						
	3.						
		4.					

	Reading	B12.5. Special needs development 1					
		2					
		3					
	Writing	B12.6 Linking words or discourse markers					
	Writing	B12.7 What do they feel? 1					
		2					
	Reading	B12.8 Poem – Song of a schoolboy					
	Writhing	B12.9 Group research and report on local disability					
	Language focus	B12.10 too much, too many, enough					
	Study skills	B12.11 Self assessment 1					
		2					

Appendix 5: Checklist for Identifying Multiple Intelligences Observable Features

Intelligence Area	Preferences	Learns best through	techniques and materials to be employed in teaching through MIT
Verbal/linguistic	<ul style="list-style-type: none"> • Fond of reading, writing • playing word games • keeping a journal or writing, telling stories, 	<ul style="list-style-type: none"> • Hearing and seeing words, • speaking, reading, writing, discussing and debating, 	<ul style="list-style-type: none"> • lectures, debates, large- and small-group discussions, brainstorming, • storytelling, speeches, reading to class, extemporaneous speaking • writing activities, word games, using word processors, journal keeping • choral reading, individualized reading • memorizing linguistic facts, spelling exercises
Mathematical/Logical	<ul style="list-style-type: none"> • Figuring out how things work, • solving puzzles and problems, • analyse numbers quickly, using statistical data and/or higher maths routinely, 	<ul style="list-style-type: none"> • Working with relationships and patterns, • putting things in categories or hierarchies • classifying, • thinking/working on a more abstract or conceptual level 	<ul style="list-style-type: none"> • general reasoning, verbal reasoning, induction, syllogistic reasoning, quantitative reasoning, • logical problem-solving tasks logic puzzles and games , solving riddles, • scientific demonstrations, classifications and categorizations, creating codes • quantifications and calculations, computer programming languages • logical-sequential presentation of subject matter,

	<ul style="list-style-type: none"> enjoys working on logic, puzzles or brain teasers, 		<p>rearrange sequences of letters, word search grids, grammar practice,</p> <ul style="list-style-type: none"> cognitive stretching exercises, encouraging discovery of solutions)
Visual/spatial	<ul style="list-style-type: none"> appreciating the visual world, colours and patterns, good with directions and able to think in three dimensions, gets more out of pictures than words while reading 	<ul style="list-style-type: none"> Working with pictures and colours, visualizing, using the mind's eye, drawing doing puzzles, mazes (networks), visual activities , 	<ul style="list-style-type: none"> charts, graphs, diagrams, and maps, visualization exercises, visual puzzles and mazes art appreciation, picture metaphors, picture literacy experiences imaginative storytelling, creative daydreaming painting, patchwork, visual arts, idea sketching, graphic symbols visual thinking exercises, visual awareness activities using mind-maps and other visual organizers computer graphics software optical illusions, colour cues, draw-and-paint,
Bodily/Kinesthetic	<ul style="list-style-type: none"> Moving around, touch and talk, Using body language, cleverly mimicing other people's 	<ul style="list-style-type: none"> touching, moving knowledge through bodily sensations, processing something, 	<ul style="list-style-type: none"> communicating with body language/ hand signals, creative movement, mime, role-play, drama, movement building things hands-on thinking, physical awareness and relaxation exercises

	<p>gestures or mannerisms,</p> <ul style="list-style-type: none"> • loves to take things apart and put them back together again, 	<p>working with clay or other tactile experiences</p> <ul style="list-style-type: none"> • putting his/her hands all over something he/she's just seen, 	<ul style="list-style-type: none"> • manipulative and all hands-on activities, crafts • competitive and cooperative games • body maps, use of kinaesthetic imagery, kinaesthetic concepts • cooking, gardening, and other "messy" activities • tactile materials and experiences • move around in the classroom and interview each other
Musical	<ul style="list-style-type: none"> • Singing, playing an instrument, • listening to music, hum, unconsciously hums to himself/herself, • sensitive to environmental noises 	<ul style="list-style-type: none"> • singing, rhythm, melody, • listening to music and melodies 	<ul style="list-style-type: none"> • musical concepts, singing, humming, whistling • playing recorded music, playing live music on piano, guitar, or other instruments, music appreciation • group singing, mood music, rhythms, songs, chants • using background music, linking old tunes with concepts • creating new melodies for concepts • listening to inner musical imagery
Interpersonal	<ul style="list-style-type: none"> • Talking to people, have friends, join groups • Being comfortable around new people, 	<ul style="list-style-type: none"> • Comparing, • relating • sharing, • interviewing • cooperating 	<ul style="list-style-type: none"> • group work/group discussion, • interpersonal interaction, peer teaching, cross-age tutoring • conflict mediation, peer sharing • group brainstorming sessions

	<ul style="list-style-type: none"> • being aware of others' feelings and being interested in making friends, • comfortable in taking leadership role and managing others 		<ul style="list-style-type: none"> • community involvement, apprenticeships • academic clubs • interactive software • parties / social gatherings as context for learning
Intrapersonal	<ul style="list-style-type: none"> • Having fun for being alone, • being interested in personal introspection, • preferring spending time alone thinking, • enjoy listening inner thoughts and committed to a "life of mind" 	<ul style="list-style-type: none"> • Working alone, • Having space, reflecting, • Doing Self-paced project 	<ul style="list-style-type: none"> • independent study and self-paced instruction • feeling-toned moments and self-esteem activities • individualized projects and games • private spaces for study • some reflection periods/time • self-teaching programmed instruction • exposure to inspirational/ motivational curricula • independent goal setting sessions

Naturalistic	<ul style="list-style-type: none"> • enjoying being close to nature such as the beach and the field, • being interested in differentiating the different species/ types of plants, animals or minerals, around, 	<ul style="list-style-type: none"> • Working in nature, • exploring living things, • learning about plants and natural events 	<ul style="list-style-type: none"> • recognizing different types of birds, plants, • categorizing objects according to salient similarities and differences among them, • generating meaningful taxonomies of both living and non-living objects. • gardening, identifying the weeds from the plants. • field trips • nature-related topics, classification activities, categorisation tasks?
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Adapted from:

Armstrong, T. (1994). *Multiple Intelligences in the Classroom*, Alexandria, Virginia, Association for Supervision and Curriculum Development (1994).

Armstrong, T. (2009). *Multiple Intelligences in the Classroom*. 3rd ed. Alexandria: ASCD publications

Palmberg, R. (2011). **Multiple Intelligences revisited**. <http://www.esldepot.com/>. (Retrieved on March 9, 2012).

McKenzie, W. (2005). *Multiple Intelligences and Instructional Technology*. 2nd ed. Washington DC. International Society for Technology in Education.

Appendix 6: Checklist for Identifying Principles of Task Design and Materials development

No	Principle	Description:
1	Comprehensible input	<ul style="list-style-type: none"> ➤ The tasks contain plentiful spoken and written texts which provide extensive experience of language use; ➤ The tasks provide sufficient examples of language in authentic use ➤ The language tasks are contextualised
2	Engaging affectively and cognitively	<ul style="list-style-type: none"> ➤ The tasks demand affective and cognitive engagement ➤ The tasks demand/make students to think and feel or contemplate before, during and after using the target language
3	Positive affective involvement	<ul style="list-style-type: none"> ➤ The tasks are interesting, relevant, and enjoyable ➤ The tasks set achievable challenges ➤ The tasks stimulate emotive responses
4	Visual imaging	<ul style="list-style-type: none"> ➤ The tasks enable learners to visualise and/or see and use inner speech before, during and after experiencing a written or spoken text ➤ The tasks help the learners to reflect on their mental activity during a task
5	Language use	<ul style="list-style-type: none"> ➤ The tasks enable learners to produce language for intended outcomes/communicative purpose ➤ The output activities demand the learners use the language rather than just practise specified features of it ➤ The tasks are fully contextualised

Developed from (Tomlinson, 2010)

Appendix 7: Interview Responses of Each Participant

Informant 1

Researcher:

First of all, I would like to greet you with great respect and introduce myself and the purpose of this interview. My name is Yohannes Tefera and I am currently doing my PhD. The goal of this interview is to gather data for my research. Hence, I, cordially, request you to co-operate in responding to the interview questions. I, in advance, would like to express my gratefulness for your co-operation.

Researcher:

How do you start developing the Grade 9 English Textbook? What considerations do you bear in mind?

Informant:

The syllabus is developed based on the needs of the society, through interest and needs assessment, needs of the society, the need of the family, the need of the client were assessed. The new grade 9 English textbook is actually developed based on research or assessment of the previous textbook.

Researcher: thank you very much.

Would you please tell me some of the language learning theories and/or principles that you take into account in the selection and organisation of language contents?

Informant:

Well, we can embed many different theories; however, this current textbook is developed based on competency based approach, and it is based on outcome and communicative language teaching approach and mainly on active learning approaches. So the textbook mainly emphasises on the competency based which embeds communicative and active learning approaches

Researcher:

How do you ensure that important language items are adequately covered and thoroughly addressed; in other words, how do you keep some check on vocabulary selection, grammar, discourse, sub-skills and strategies (sub-skills of listening, speaking, reading and writing, and language coping and learning strategies)

Informant:

Well, when you develop a textbook, you have a set criterion and you prepare a checklist. So there is no problem in this one. So when a textbook is developed you see the items or the ingredients planned whether they have been included or not using the checklist in this case.

Researcher: thank you very much.

After selecting the language items, how do you organize them? Would you tell me about the organizing principles you use in developing the language lessons?

Informant:

Well, usually you see, English is a second language for our children, so you emphasise on the four skills including some language items such as grammar and the like. And the skills also, you see, are from simple to complex way of organization.

Researcher:

What are the considerations that inform the formatting and presentation of the lessons? Please tell me something about the richness of the formatting and presentation of the lessons?

Informant:

well, formatting of the presentation, actually as indicated in your previous question, were one you put across language skills, you go then formatting it is integrated, you take speaking and listening together, reading and writing together, then they all embed grammar items, language communication items, and they are organised in this way.

Researcher:

Do the insights from the Multiple Intelligence Theory contribute any role in designing the Grade 9 English textbook? If yes, how?

Informant:

Yea, well I think this multiple intelligence is different intellectual IQ. So when you develop a textbook, you consider the status of the children, you see there are slow learners, fast learners, average learners, so you consider these ones into your presentation in a way that it accommodates all these sort of pupils.

Researcher: the next one is no. 7.

How do you address learner differences in developing the English language lessons?

Informant:

Well, to address learner differences what you do is we have minimum learning competency which is set at the very beginning. In the minimum competency it is a minimum, so you consider very slow or very weak child could fulfil the minimum. Then from there you go up and come to the maximum area. You see the differences in this way. Any how it considers these three differences.

Researcher:

I hope you know well that students learn in different ways. How do you accommodate this issue when you design the Grade 9 English language textbook?

Informant:

Actually, this is the same. I don't see any much difference between these two. Well, as I said you put in your mind at the very beginning, the status of the children. Actually this status you identify in the previous learning time, when you make the assessment, when you make your evaluation, you identify the status of the students. So when you develop a new textbook, we consider these differences. It is developed in this approach in this form.

Researcher: thank you.

In addition to cultivating the four language skills, do you think that the English language lessons adequately nurture different intelligence setup of our students?

Informant:

Actually, this is similar. I think we talked about the different intelligence of students. Actually as a producer or as organizing expert, I said what has been done with nurturing the different intelligence set up of the student. But this could be identified when practically it is assessed or evaluated on the activity or while they are learning. But from the office, we just thought it could do. Actually when we do this one it is not only the work of one person, this is a work of participation, participation from the Regional language experts, teachers, international consultants, all participate in the designing of the textbook.

Researcher: The idea behind the previous question is about integrated language teaching approach. Would you please tell me to what extent the language items are designed in an integrated manner?

Informant:

Well, to accommodate this one, you put in the exercise different types of exercises. As you said, some can listen to a teacher reading, or somebody reading, or peer reading, someone can speak, someone can act even. So as it is a communicative and active based approach, it accommodates different types of teaching and learning approach. So, a child can at least participate in one of the activities.

Researcher:

Would you tell me to what extent the language items are designed in an integrated approach?

Informant:

Well, from the very beginning, I said it is an integrated and active learning approach, communicate approach, and competence based approach. When you say competence, you cannot see the competency of the child in only one skill. When the skills are embedded, you see how the child can understand or can do something, or at least can write, or speak, or write and speak. So, the presentation and the organization of the textbook is based on this integrated approach. That means, in a single lesson, you can include listening, you can include reading, and speaking and writing. In addition to that, you can include the grammar activities. So they are integrated.

Researcher: the next is on contextualisation.

Take for example the vocabulary and the grammar lessons, to what extent are they contextualised so that they become comprehensible enough to our students?

Informant:

When we say this, suppose in a lesson or in a skill, suppose you emphasis on one skill one day, you give emphasis on a single lesson, but that lesson includes all the other skills also. Suppose if you are emphasising on listening to day, that listening includes the reading, the speaking, the writing. They listen and write, they listen and speak, they listen and act, things like that. In this case, actually this can be identified

when we say it is a life touching approach because the child what he sees, reads, learns, and do something, or it refers to his own life.

Researcher: You mean life-like experiences.

Informant:

Yea.

Researcher:

How much are the contents of the textbook in harmony with different intelligence profiles of learners and organising principles of language tasks? You have told me some points earlier. But how do you see the textbook after it has been published.

Informant:

Well, actually the current Ethiopian textbook is developed by international writers. Our own purpose from the office as an expert of the language, what we do is we view the material, we review the material. When we review the material it is a team work. I said from the beginning, you set a criteria and you set a standard, then you review the developed textbook partially or fully based on the set criteria at the very beginning.

Researcher:

Each learner is different and how do you address such differences when preparing language tasks, activities, and materials? How do you ensure that a variety of activities?

Informant:

Well still, this is based on the previous question. You check whether it addresses this principles or not using a checklist which we prepared from the very beginning. First you put the profile of the child; based on the profile, you put the criteria or the standard of the language set. So when the textbook is developed you use that as a checklist whether it accommodates these different learning abilities of the child.

Researcher:

How do you ensure that ELT teaching/learning materials are developed based on principles of language acquisition in that they contain plentiful and comprehensible input and language in use?

Informant:

Well, as a textbook developing coordinator, what we do is we have a pre-set checklist and we use that checklist to see whether the finalised textbook if it is what has been put at the very beginning. Actually this will be also evaluated or tested when the textbook is distributed to the student, and you check normally while monitoring; otherwise you cannot say hundred percent it fits, because this is an assumption. First you put an assumption this fits to the different learning approaches of the student. But you will be sure only when you see or only when you monitor it on the learning activities.

Researcher: Can I get the checklist?

Informant:

well, I'm not really... yes you can get. Actually this is not for English. It is a general checklist, evaluation checklist internationally prepared. It has about 5 criteria. But it is not available with me.

Researcher: Some scholars argue that developing various types of language tasks will enable us to meet the interests of our students who all have different combinations of intelligences, how do you like this idea? If you appreciate it, how do you apply it in developing language tasks?

Informant:

Yes. We also took this one into consideration. Yes, from practice, from life you can see children like different approaches. Some like writing, some like speaking, some like acting, some like just listening with out speaking. I think this is a timely approach. So, we can accommodate all these ones in the preparation of the curriculum.

Researcher: to what extent do you try to integrate the language lessons?

Informant:

Yes, actually now a days you don't teach in a discrete system. You can teach language in integration system. You can integrate different skills. This is like the saying killing two birds with a stone. Likewise, while you teach one skill, if you can embed other sub skills, that can be very nice and it can enhance efficiency at the end of the day. So, I see that the integration approach is very important for teaching a language.

Researcher:

We are coming to the last question. In general, how do you rate the Grade 9 English textbook in addressing different intelligence profiles of various learners?

Informant:

Well, the new Grade 9 English language textbook addresses these different profiles of the learners as I mentioned, because, we considered the ability of the students to know that Ethiopian children use English as a medium when they come to grade 9. In this case, their language ability is not so much high. So, while the development of the English language syllabus, while the development of the textbook, this has been considered, different approaches, different intellectual curiosities have been taken into consideration, and so I think this has been practically embedded.

Researcher: Thank you very much. I really appreciate your support.

Informant: 2**Researcher:**

First of all, I would like to greet you with great respect and introduce myself and the purpose of this interview. My name is Yohannes Tefera and I am currently doing my PhD. The goal of this interview is to gather data for my research. Hence, I, cordially, request you to co-operate in responding to the interview questions. I, in advance, would like to express my gratefulness for your co-operation.

Researcher:

How do you start developing the Grade 9 English Textbook? What considerations do you bear in mind?

Informant:

By the way, I want to tell you that the syllabus hasn't been done only for the sake of grade 9. It has been developed for all grades, grade 1 – 12. So we followed different strategies. First, we had content flow chart which grade, which content must be incorporated, must be learned at what grade level we thought. And again, content flow chart grammar or skills flow chart, topics flow chart. These were any way our main strategies that we followed. So, um... some of them it shows any way spiral or what do say any way, it shows continuity among the units. The first unit you might get in the first grade you might get family, the next again you might get family and other relatives, or extended family. It goes on like that from grade 9 to 12 extra. Some local and international issues were incorporated. Again we also considered some of the overarching issues, just like HIV, women, etc, etc. you know. All these were considered in the syllabus development.

Researcher: thank you very much.

My second point is would you please tell me some of the language learning theories and/or principles that you take into account in the selection and organisation of language contents?

Informant:

Um... let me think. Um..... actually I can't say particularly this kind of theory or principle that we have followed. But we have tried to use the cognitive theory I can say and the multi level theory. But it is not a clearly stated situation. But, when we

considered, when we say cognitive theory, what is the level of their understanding, how much we expect to let them know, is this topic something that they can discuss, they can talk, they can reflect their ideas? We have considered these kinds of things. We have just considered again some known issues from known to unknown. So we don't want any way something that is completely out of our culture. So we have considered the culture aspect and the cognitive, and the level. We considered not simply the pupil or the students are clever, but medium level of students that we have considered. So, I can say indirectly we have considered all these. But not in a strict sense of the theories that you have mentioned.

Researcher:

The third point is how do you ensure that important items are adequately covered and thoroughly addressed; in other words, how do you keep some check on vocabulary selection, grammar, discourse, sub-skills and strategies (sub-skills of listening, speaking, reading and writing, and language coping and learning strategies)

Informant:

In the content selection, as I told you they were checked against the flow chart, we do have a grammar flow chart, the content flow chart, topic flow chart and others. So that is what we have done. So regarding the grammar I can say, after two lessons or so, there will be a sort of revision exercise included. So what they have learnt in unit one, or after unit or three or four, there will be a sort of review, or a sort of activity to be included. That is what we have done and we have taken great care.

Researcher: Can you tell me where I can get the flow chart?

Informant:

I already formatted my computer, so I don't have. I'm not quite sure where you might get it.

Researcher:

Let us go to number four. After selecting the language items, how do you organize them? Would you tell me about the organizing principles you use in developing the language lessons?

Informant:

Actually from simple to complex, from known to unknown, from local to national, from national to international kind of organization has been followed. I don't know exactly where the grade 9 syllabus lies. I expect that it is done in the same way. We were not going to start from nuclear physics, rather than we might tell them chemistry issues, simple ones that these students at that grade level students we expect that they might know, and we just give it a sort of complexity to explain, to write about, to say something about the issue.

Researcher:

After the selection and organising, we to formatting and presentation. What are the considerations that inform the formatting and presentation of the lessons? Please tell me something about the richness of the formatting and presentation of the lessons?

Informant:

Regarding this, this is the syllabus. It is not a textbook. So what it says is what students do, what teachers should do. This gives a direction to the textbook writers. What activities they should include, how they can present it. So it gives ideas, not anyway the language formatting. When you say language formatting, I don't understand it clearly. But, I don't think I can't see any complexity, or anyone can understand it, it gives a very clear direction. That is what I can say. I don't know whether I have answered your question.

Researcher:

Do the insights from the Multiple Intelligence Theory contribute any role in designing the Grade 9 English textbook? If yes, how?

Informant:

What you can't do actually that anyway. Some students are tactile, some are kinaesthetic. There are different pupils any way. They wish to learn in different ways. But we have tried any way to consider to be presented in different ways. Sometimes we propose brochures, sometimes live people anyway working in that area should come should be invited to the classroom and make interview and sometimes to the recording issues could be again emplaced, some times visual aspects like charts, etc. So, we have tried any way at different units, different strategies to be employed there. Not simply interview, not simply visual not simply ...

So, different real ones as much as possible. By the way I am not talking particularly about grade 9. I am telling you about the whole syllabus development process. If you want me to tell you specifically about grade 9, I have to look at the whole units. I don't remember each point.

Researcher:

Therefore, you have tried to address the interest of various learners. How do you address learner differences in developing the English language lessons?

Informant:

As you said, we have considered the cognitive theory. We have considered different things. It is not simply as I told you, not the visual learners, not only the kinaesthetic ones. We tried any way different things for different units so as to address in different ways. I think it meets the interest of different pupils.

Researcher: thank you so much

The next item is about integrated language teaching approach. In addition to cultivating the four language skills, do you think that the English language lessons adequately nurture different intelligence setup of our students?

Informant:

The intelligence set up when you say, there are slow learners, medium learners. We thought mainly on the medium learners. not the slow learners or fast learners. So we have considered any way. That is the whole design.

Researcher:

Let me take you back to the integrated language teaching approach. Would you please tell me to what extent the language items are designed in an integrated manner?

Informant:

We have given any way different parts, the speaking, the listening, the reading and writing. But, we have a strong belief that any language skill cannot be taught by itself. So as they listen, they need to do some kind of writing, just like taking notes or a sort of speaking based on what they heard or listened to, they are going to discuss different issues, etc. So we've considered I can say. Not particular one unit might say

any way speaking might be given with listening; the other case is as they read they will fill the chart etc. So we have considered such issues.

Researcher:

The next is on contextualisation. Take for example the vocabulary and the grammar lessons, to what extent are these items contextualised so that they become comprehensible enough to our students?

Informant:

I think they are well contextualised regarding in the syllabus. It says for example, to a certain unit, it says giving or asking for request, asking for help in offering help. So, there will be any way such examples. So, a student might say 'Can I help you; it is a very heavy load?' So the person is offering and the person who is going to receive or ask for help. So it is I can say any way well contextualised I can say. And it is well situational based to make as real as possible.

Researcher:

Some scholars argue that developing various types of language tasks will enable us to meet the interests of our students who all have different combinations of intelligences, how do you like this idea? If you appreciate it, how do you apply it in the syllabus?

Informant:

As I told you, we've tried any way different sometimes different intelligence set up of the students, we have to considerer any way, even their learning interest. As I told you some visual aspects there are, some not just tactile, they like to touch, some times there will be interview, and some times it might start, the unit might start with sort of simple reading, or a simple conversation, or with a certain task to do. So have we tried any way to consider different student's learning interest. You should consider all different types.

Researcher:

Thank you very much. Thank you once again for devoting your time for my study.

Informant: 3**Researcher:**

Thank you my colleague for participating in this interview. My name is yohannes. Thank you again for your collaboration. This study focuses on Grade 9 English Textbook and syllabus. So I have some questions.

Researcher:

1 How do you start developing the grade 9 English Textbook, or the syllabus? What considerations do you take into account.

2 Informant:

My name is I was just one of the participants in developing the syllabus. Uh... just what we considered, first of all we have a rational. The rational was, it was the syllabus itself was overburdened/ overloaded and crowded. At the same time, it was more of grammar

Researcher: You mean the old one?

Informant:

Yes, the old one. And then in order to improve all these, in order to change these into communicative approach and to make it interactive, just these were the rationales and the causes just to help us develop a new one, in modifying. Then, we considered just the communicative approach should be included; it should be student centered. These were the main ones actually in order to teach English language in the class room. A teacher more just should be very veryvery facilitator not a teacher actually presenting grammar , should not just present things in a lecture approach. These were considered very much.

Researcher:

Thank you, uh...would you please tell me what language learning theories or principles that you took into account in the selection and organization of language contents?

Informant:

Actually, now it is a long time to remember, and if you had told me just in advance, I could just refer.

Researcher like cognitive theory,

Informant:

Yes, like the cognitive theory, at the same time the new theories like active learning theories were considered to some extent. And it is difficult to remember; otherwise these were actually the main ones. The cognitive approach, I mean cognitive theories, even from different, what you call it, eeeee, constructivist theories, and all these were considered actually. And many psychological theories have been considered.

Researcher:

That is great. The third point is how do you ensure that important items are covered and thoroughly addressed? In other words, how do you keep some check on vocabulary selection, grammar, discourse, strategies?

Informant:

yea. These strategies were really highly, highly just devoted on strategies. Because the strategy was designed from grade 1 to grade 12. Mind you, they are interconnected very much, they are changed. And the difficulty increases just even one topic my go from grade 1 to grade 11 sometimes you can find this. Of course they are intermittent. In between, you can find just intermittently. In the middle it may just stop somewhere, and then you may find it either in grade 7 or grade 11. Even the topic let alone the actual level of difficulty, it also increase s from grade to grade. In that way, the grammar we considered as much as possible b/c we had many experienced volunteer consultants from Great Britain. They told us a lot of things and gave us a lot of experiences before we start just designing the syllabus. Based on that experience, we were really participating highly in that. Then, the level of difficulties from beginning to end it increases, in a spiral manner. And then, what was the question?

Researcher: Content coverage..

Informant:

Content coverage, also we want to make the current issues were included, let alone the main ones, and even the current issues like HIV, Tourism was also included, about family and many many things, which must be really included which are a very pertinent to the teaching/learning process. Also in teaching English language, we

took you can refer each of these. And we considered and the difficulty level of grammar also, just to meet the grade level and we tried our best. So we had a check list of language contents. And we had a check up what is missing.

Researcher:

Very good. So based on the check list, you choose the language items. And after selecting the language items, how do you organise them? After selecting the language items, be it grammar, listening, vocabulary, etc. how do you organize them.

Informant:

Uh... we make it really, just not grammar oriented as you know. Uh..., we make it just interactive, and at the same time we tried to make it quite different from the previous one which was really a teacher dominated type of approach. And we make it student centred type. And all these were our focusing areas very much. The organization was from simple to complex as much as possible. That was what we tried. And then, uh..., any way what is the measurement, actually from our own experience and from those experienced persons. This one is this, that much is this....., this one is simpler than that.... This was our parameter to make it fit. Otherwise, we have no other parameter which makes it different. But, from different bookss, and from internet and from our consultants, we tried to have different knowledge and then by comparing and contrasting to these, we tried to arrange in such a way that you have got here now, the text.

Researcher:

uh..... the other point which is number five on my check list is about formatting and presentation. After selecting the contents, you organise them on certain principles of organisation. Can you tell me something about the considerations you take in formatting and presentation of the language lessons? Or how do you see the richness of the formatting and presentation of the language

Informant:

Actually we referred different countries' experiences. As I told you because there were different experienced persons with us, and then they showed us different textbooks from their own countries, from UK, especially UK, because, the very

persons were British. And we referred one thing that, and the other we saw it our preparation against the previous one also. And different books, even we tried to contact some how different books and previous one actually. And from that, we make it what we assume, what we think is better actually we made and we incorporated. This was the actual thing. Otherwise, the presentation and everything also most of the time we shared to each other in the group members. And the management just our facilitator just showed them. Then, sometimes some responses, just reactions came back to us. And then we rearranged them in such a way. Otherwise, organizing, formatting to the people, we never, we never did just by then. But after a time, actually after we finished our development, our preparation, I know that it was given for a certain group of teachers and management groups actually, and it was assessed in that way. I hear this. I was not actually participant in that preparation or presentation.

Researcher:

In line with formatting and presentation, have you taken some insights from MI. Theory, did it contribute anything in the selection and preparation, formatting? MIT is Just one dimension of cognitive theory.

Informant:

Actually, for our immediate consumption, we use as I told you like constructivist, different theories, actually what the consultant brought it. But that much we didn't go through in-depth, honestly speaking, because our purpose is to make it simple unlike the previous one and to make it interactive, to make it just a type of book and then in general to make active learning approach. Therefore, we were just focusing on that part, not actually on a particular learning theory.

Researcher:

Oh great. Another item is how do you address learner differences?

Informant:

yea... actually this was our argument even among us. Mind you, this was for grade 7 students, you think does it sound good, such questions. We were arguing around these issues. And then as much as possible, we really explored these areas. Then, how this experienced persons were some how this, this, this, this, ..are the

parameters to measure they said. Now, I couldn't remember what the points were. Any way they were giving us a lead based on that fact, we were just agreeing based on that, but there was a heated discussion actually I know that. For our country, don't just see it from just British students' perspective, and we are Ethiopians and at the same time it is second language and something from this point of view we see it a lot actually. That is why it could come up in this way.

Researcher:

It is great. Again a similar question is that you know that students learn in different ways. We have different types of students, and they have different learning styles, they have different

Informant:

Yea. Different styles. Some of them are aural, some are kinaesthetic....

Researcher:

How do you address accommodate these issues?

Informant: yea. We saw it really. Even if you had come by then, you could have seen just what was incorporated. These things kinaesthetic, auditorial (aural), visual, something (these things) were written just in the chart actually. Because the chart was a big classroom by the way. When we just change the level of difficulties, the beginning grade one is here and you could find grade 11, grade 12 here mind you. When you go from the beginning to the end, you could see the starting, then you can see grades one by one and the difficulty also was changing that way. Then, that was actually how we just developed the actual syllabus. That is why it was incorporated. I know I remember. This lead this. I, know you can see from the textbook in different ways.

Researcher:

So you are sure that the tasks or the lessons nurture different intelligences?

Informant:

Sure. Sure. b/c, we tried. Now it might be we may need just to modify it actually. But by then it was ok, it was considered.

Researcher:

Another point is, integrating the language lessons. You see we have the integrated approach and discrete approach. Would you please tell me to what extent....

Informant:

Of course, of course, even vertically and horizontally were the main issues. Vertically and horizontally, as I told you, just even the topics themselves, the reading topics if you see, about tourism, about HIV, about family, about different things. Like wise, the vertical and the horizontal issues also were taken into consideration just to integrate with the other subject types again. Then it was done.

Researcher:

And the four language skills, how do you try to maintain integrity, for eg. Reading and listening, speaking....

Informant:

Yes, yes, because that was even from the book you can see it. The book itself can tell you that. It starts just, if you have seen it by speaking and listening, yes, listening, speaking, reading and writing, it says. Mind you. Then the four skills are well incorporated actually. Even in each unit, the four skills are incorporated and they are well included or assessed.

Researcher:

Another point is, take for example the vocabulary and the grammar lessons from the old textbook. To what extent are they contextualised? The grammar lessons particularly and the vocabulary lessons.

Informant:

That is why one of the needs just to change the previous textbook with the new one was, the previous book was just entirely grammar based, telling the grammar formula. But now it is interactive; grammar is incorporated within the reading, within speaking and you can find, mind you it is not just openly only grammar, you can't find grammar in such a way. It is already you can find it with some other topics. Then we make it communicative and contextualised.

Researcher:

I see. It is great. Therefore, you have touched this point in one way or another. How much are the contents of the text book in harmony with different intelligence profiles of learners?

Informant:

Uh... what do you mean when you say different intelligence profiles?

Researcher:

Different intelligence profile means some students are highly smart in speaking, some are very smart in reading, some are smart in kinaesthetic type of learning, and some are very smart in visual learning.

Informant:

Yea, it was considered actually. To what extent it was seen and was it really fit, I don't have the parameter actually. But the issue was it was really seen. Different learning styles were considered. They were undertaken actually. Any way, just to what extent each one of them is covered or incorporated that may differ from one to another. Otherwise, they are seen, actually all are considered.

Researcher:

More or less a similar question on my checklist. Item 16, some scholars argue that developing various types of language tasks will enable us to meet the interests of our students who all have different combinations of intelligences. How do you like this idea?

Informant:

I like it very much. Because, human nature is quite different from person to person. It is human nature. We don't have the same character and we need always we need somehow what quenches us. What our interest is to satisfy our interests, we use different things that match with our interest. Therefore, this is a very nice approach for me. We need it, because you can satisfy many pupils. If you come up or approach people with similar means you may satisfy some pupils rather than many students. Therefore, I like it very very much. Even in simple communication we need variety. So we need variety in the teaching/learning process.

Researcher:

So you have taken such issues when you develop the syllabus. You have tried to address various learners in such ways, b/c students learn in different ways.

Informant:

yea. Undoubtedly we have addressed this issue in a variety of approaches, in a variety of contents and in a variety of moods, and in a variety of ideas and principles as much as possible. b/c if we tell them from different perspective what sounds good. Then people can take the best one for their own benefit. Therefore, it is very interesting approach addressing people using various approach, various content, various ideas. It is a nice idea. I appreciate.

Researcher:

So to wind up our discussion, after developing the syllabus, you and your team for example, how do you rate the grade 9 English textbook in addressing different intelligence profiles of grade 9 students?

Informant:

uh.... I'm sorry actually. Even though I was a participant in developing the syllabus, just I was invited from the department. I was not a member of the curriculum division. And then just the curriculum people who were just developing by then, they assed it and they rated it, but me I was not in the very place, and I was not invited to do that. But I heard just from the others, and I saw the document. The teachers themselves need somehow in order to teach this book it was required actually to train teachers. That is way PGDT was trying to give such skills to fill the gap on the teachers side. And that is why more teachers were taking training on this approach. Actually now some teachers are really we found some teachers who are fit to teach this textbook. Still there are a lot, b/c, many teachers need some training to be capacitated. Actually now also TDP (teachers' development programme) has developed a new strategy. Before the training was simply giving language, a communicative approach for every teacher, even for language teachers or for others actually whose medium is English in the teaching/learning process. But now it is already identified that language teachers may take exam. Then you may identify their gap. The training will be given on the identified gap. Now he'll fill his own gap and then he will teach immediately. But that identified gap must be filled first. Now TDP is doing on this. Therefore, I hope

still we need more teachers who can teach this, who are fit but we found some. Otherwise, the book is really very interactive, and even the outsiders give witness, Americans, British people they give witness that it is good for us. They gave us confirmation that it is nice. But when you develop from the current on, you can still modify it. I hope for the moment it is nice.

Researcher:

Thank you for your genuine reflection. I'm very grateful to you.

Informant: 4

Researcher:

First of all, I would like to greet you with great respect and introduce myself and the purpose of this interview. My name is Yohannes Tefera and I am currently doing my PhD. The goal of this interview is to gather data for my research. Hence, I, cordially, request you to co-operate in responding to the interview questions. I, in advance, would like to express my gratefulness for your co-operation.

Researcher:

How do you start developing the Grade 9 English Textbook? What considerations do you bear in mind?

Informant:

For developing grade 9 textbook, by the way not only for grade 9 upto 12, all the textbook are developed based on the new curriculum developed by MoE (Ministry of Education). Then, first we developed new curriculum, then based on the new curriculum, the textbook is developed.

Researcher: and what were some of the considerations, like learning theories, what ever considerations?

Informant:

The main considerations in the development of the new textbooks are 1, the textbooks should be participative, meaning the new textbook should encourage active learning, not as usual which is used by the teachers. But it was written to encourage students' participation. Not only the students but also their families and their colleagues. This is the new way that we followed in developing the textbook. To make it facilitate active learning.

Researcher: thank you very much. Would you please tell me some of the language learning theories that you might have consideration, like the cognitive approach, or the behaviourist learning. Were there some theories that you considered in the selection and organisation of language contents?

Informant:

Of course these cognitive and behaviourist theories, you see when we develop the curriculum, we make a research or an assessment. What is the difficulty or the draw

back of the old curriculum. Based on the finding, the new curriculum developed included the strong sides of the cognitive and behaviourist theory. We do not focus on one theory either on behaviourist or cognitivist theory, rather we considered the strong sides of the behaviourist and cognitivist theories according to our students' capacity. And according to the needs of our country.

Researcher:

How do you ensure that important items are adequately covered and thoroughly addressed; in other words, how do you keep some check on vocabulary selection, grammar, discourse, sub-skills and strategies (sub-skills of listening, speaking, reading and writing, and language coping and learning strategies)

Informant:

You know, when textbooks are developed there are some guidelines. The main controlling point is the minimum learning competency and the curriculum or the syllabus. When we say curriculum, it is a general term and it includes curriculum framework, syllabus and the minimum learning competency. Then our checkpoint whether the important language items are covered or not is based on the curriculum framework, the syllabus and the minimum learning competency. Then the draft textbook was checked whether or not they are prepared according to the minimum learning competency, according to the curriculum framework, according to the syllabus based on the learning competency. Our evaluators were strongly checking these points. Then we believe that all what was intended to be written in the textbook are covered in the textbook.

Researcher: thank you very much. After selecting the language items, base on the checklist you developed earlier, how do you organize them? Would you tell me about the organizing principles you use in developing the language lessons?

Informant:

I think this question is more..... It was good if this question is answered by the experts who wrote the textbook. You see, what I am telling you is the process and the way the textbooks were developed. I think, this is a very technical questions. It should be answered by the persons who wrote the lessons.

Researcher:

And how about the formatting and presentation of the language contents or language items? What are the considerations that inform the formatting and presentation of the lessons? Please tell me something about the richness of the formatting and presentation of the lessons?

Informant:

Yea, the selection and organization of the language contents in this new textbook is mainly to encourage students to use or follow active learning. It was started by mentioning the main points: the topic, for example, it pauses some questions, for example, It may say what is present tense at the beginning of the unit. You see. Then the student puts a question in his mind what is present tense. Then the student is encouraged to answer the meaning of present tense. And the teachers were also leads the student to answer the meaning of the present tense you see. Then, mainly it will encourage active learning. Then the organizations whether the lessons, the questions or other things were arranged to meet the objective of encouraging active learning.

Researcher:

There are various learning Do the insights from the Multiple Intelligence Theory contribute any role in designing the Grade 9 English textbook? If yes, how?

Informant:

I believe that this theory will contribute to the textbook. Even if I am not the writer of the textbook, I believe this theory will be contribute to to the textbook. It will be considered I hope.

Researcher:

How do you address learner differences in developing the English language lessons?

Informant:

Yea, a very good question. You see one of the main objectives of encouraging active learning is to address learner differences. You know that in a given class there are fast learners, there are medium learners and there are also slow learners. Then, we were strictly evaluating the textbook whether it helps all students participate. That means slow learning, fast learning and medium learning. You see the advantage of

active learning, it is not only to encourage students to know and to dig out everything by himself but also to participate all of the students in a given class.

Researcher:

Another point is the way you integrate the language lessons. Would you tell me to what extent the language items or tasks are designed in an integrated approach.

Informant:

Yea, you see, in language subject always textbooks are written to encourage or to develop the four skills of the students: which is listening, speaking, writing . Yea, then even if I am not the writer of the subject, I know that the curriculum is developed to meet or develop all these skills.

Researcher:

the other item is on contextualisation. Take for example the vocabulary and the grammar lessons, to what extent are they contextualised so that they become comprehensible enough to our students?

Informant:

One of the main findings in our old curriculum was this one which is the problem of contextualisation. Then in our new curriculum our objective was also to contextualize the language lessons. Then, according to this objective, we tried to conceptualize all the language items.

Researcher:

Some scholars argue that developing various types of language tasks will enable us to meet the interests of our students who all have different combinations of intelligences, how do you like this idea? If you appreciate it, how do you apply it in developing language tasks?

Informant:

Yea, I told you at the beginning that our main objective was to encourage active learning style. You see, then whatever different learning styles available, we were encouraging active learning. Then we were writing our textbooks to facilitate active learning style. And this, according to your assumption, will help to address different learners to learn in their own way.

Researcher:

Thank you.....

Informant: 5**Researcher:**

First of all, I would like to greet you with great respect and introduce myself and the purpose of this interview. My name is Yohannes Tefera and I am currently doing my PhD. The goal of this interview is to gather data for my research. Hence, I, cordially, request you to co-operate in responding to the interview questions. I, in advance, would like to express my gratefulness for your co-operation.

Researcher:

How do you start developing the Grade 9 English Textbook? What considerations do you bear in mind?

Informant:

Well,when we develop the syllabus, we start by preparing content flow chart for each grade level, um.... to identify and decide which content must be incorporated in a uh... in a given grade level. In the content flow chart, we also have grammar or skills flow chart, topics flow chart..and the like. So, um... this is how we start and this is what we did from grade 9 to 12 extra. English is a second language for our children, so... you emphasise on the four skills including some language items such as grammar and the like. Um.....such issues were considered in the syllabus development.

Researcher: thank you very much.

My second point is would you please tell me some of the language learning theories and/or principles that you take into account in the selection and organisation of language contents?

Informant:

Um.....well, I cannot point out a specific theory. But we have tried to make it interactive, uh.....and student centred. We have just considered to make it participatory..... so students can take part in the teaching learning process, and they learn by doing. So you see a lot of exercises and activities to be completed by students, and then group work, I mean discussion . Generally, it is not teacher centred. There are some of the issues.

Researcher:

The third point is how do you ensure that important language items are adequately covered and thoroughly addressed; in other words, how do you keep some check on vocabulary selection, grammar, discourse, sub-skills and strategies (sub-skills of listening, speaking, reading and writing, and language coping and learning strategies)

Informant:

Uh..... as I told you first, we have content flow charts,uh.... so the contents were developed based on the flow chart, we... we also have a grammar flow chart, the content flow chart, topic flow chart and others. So we check that everything is based on these flow charts. On the other hand, there are revision exercises, uh..... that is, strategy or skill development strategies are also included.

Researcher:

Good. Let us go to number four. After selecting the language items, how do you organize them? Would you tell me about the organizing principles you use in developing the language lessons?

Informant:

Um.....the lessons start with simple activities,easy concepts first and uh....then follows more difficult lessons. So.....they begin like by brain storming, discussions and then go to more challenging lessons. So in the first phase they will become aware of the lessons, become ready to face the more difficult ones. The contents are organised in such a way.

Researcher:

Good. After the selection and organising, we go to formatting and presentation. What are the considerations that inform the formatting and presentation of the lessons? Please tell me something about the richness of the formatting and presentation of the lessons?

Informant:

You know, the syllabus is a kind of uh..... a kind of ... framework. The actual exercises, uh.... lessons are written by the publishing agency, I mean company. But, I think..... the lessons are also rich. It is full of colourful visual aids. So, this is the responsibility of the textbook writer uh..... to develop the lessons in interesting

format,..... and put it I mean present it. Our part was to develop the syllabus, the skeleton, you can call it.

Researcher:

The other point is ,do insights from the Multiple Intelligence Theory contribute any role in designing the Grade 9 English textbook? If yes, how?

Informant:

uh..... Yes, it is what learning styles, right? So.... we have tried to present different uh.....contents for different learners. There are reading lessons, speaking, and then listening. So we have tried to address the interest of various learners. We have also seen some example lessons from different countries.

Researcher:

How do you address learner differences in developing the English language lessons?

Informant:

Uh..... you know some students are fast learners, ... and some are not. That isthey are slow learners. So, I think we have different types of lessons, some a little complex, and others a bit easier. In such a way we tried to address the interest of different learners. Some of the lessons are on reading, some are on speaking, ... the four skills you know. This will help to address learners' interests and contain their differences.

Researcher: thank you so much

In addition to cultivating the four language skills, do you think that the English language lessons adequately nurture different intelligence setup of our students?

Informant:

I hope so. Because there are a variety of lessons. Reading lessons, listening lessons, uh..... speaking lessons are included. So, I can say it is good in this regard.

Researcher:

Great. Let me take you back to the integrated language teaching approach. Would you please tell me to what extent the language items are designed in an integrated manner?

Informant:

As I told you, there are different lessons..... the speaking, the listening, the reading and writing. And these lessons are well integrated because there are writing activities to follow the reading lessons. While listening for example, uh..... the students listen and take notes, right. This is writing. Therefore, I can say that the lessons are well integrated. You can also see that in the textbook itself.

Researcher:

Thank you. Some scholars argue that developing various types of language tasks will enable us to meet the interests of our students who all have different combinations of intelligences, how do you like this idea? If you appreciate it, how do you apply it in the syllabus?

Informant:

It is a good idea. That is uh.....We have to take the interest as well as capacity of different students. I mean, um.....students are not the same in their potential, uh... in their capacity,in their learning style. So, this is true, uh..... and we have to consider such issues in our preparation

Researcher:

Thank you very much. Thank you once again for devoting your time for my study.

Respondent:

You are welcome.

Appendix 8: Results of the Teachers' Questionnaire

8 A: Teachers' Responses in terms of Task Organizing Principles

No	Items	Responses in		Alternatives		
				Never	Infrequently	Frequently
1	The Grade 9 English textbook: (English for Ethiopia Student Textbook Grade 9) adequately incorporates tasks that are likely to achieve affective and cognitive engagement of our students	#	1	105	112	
		%	.5	48.2	51.4	
2	The textbook sets achievable challenges, which demand the students to critically think and analyse things.	#	4	126	88	
		%	1.8	57.8	40.4	
3	The language lessons arouse and sustain the learners' curiosity and attention; and stimulate intellectual, aesthetic, and emotional involvement of learners	#	3	107	108	
		%	1.4	49.1	49.5	
4	The Grade 9 English language tasks stimulate emotive responses through the use of music or song, literature, art, and so on,	#	11	162	45	
		%	5.0	74.3	20.6	
5	The textbook adequately incorporates tasks that encourage learners to visualise and/or use inner speech before, during, and after experiencing a written or spoken text	#	6	115	97	
		%	2.8	52.8	44.5	
6	The book provides activities that help the learners to reflect on their mental activity during a task and then making more use of mental strategies in a similar task	#	1	86	131	
		%	.5	39.4	60.1	
7	The textbook provides activities that help learners to develop their ability to communicate fluently, accurately, appropriately, and effectively;	#	2	101	115	
		%	.9	46.3	52.8	
8	The activities in the Grade 9 English textbook: English for Ethiopia Student Textbook Grade 9 are fully contextualised in that the learners are responding to an authentic stimulus	#	6	109	103	
		%	2.8	50.0	47.2	
9	The lessons are interesting, relevant and enjoyable and they exert a positive influence on the learners' attitudes to the language and to the process of learning;	#	2	102	114	
		%	.9	46.8	52.3	

8 B: Teachers' Responses in terms of MI Profile (n=218)

<i>Items</i>		Responses in	Alternatives		
			Never	Infrequently	Frequently
10	The book presents a range of language tasks in various formats so as to expose the students to language in authentic use	#	4	101	113
		%	1.8	46.3	51.8
11	Most of the activities are designed not to make learners practise specified features of language form but to make them use the language	#	14	90	114
		%	6.4	41.3	52.3
12	Language tasks in the Grade 9 English text book: English for Ethiopia Student Textbook are presented in various formats so that they can match various learners' learning preferences/intelligences	#	2	109	107
		%	.9	50.0	49.1
13	The language tasks engage students more in real language use than in exercises and drills of atomistic activities.	#	7	110	101
		%	3.2	50.5	46.3
14	The textbook incorporates songs or rhymes, paying particular emphasis to language items in the lyrics.	#	18	173	27
		%	8.3	79.4	12.4
15	It combines visual aids with any language task, be it writing, reading or speaking so as to facilitate comprehension and build the interest of the students in accomplishing the tasks	#	4	119	95
		%	1.8	54.6	43.6
16	The textbook presents role-plays or drama, games, project work, and many activities related to group dynamics	#	4	149	65
		%	1.8	68.3	29.8
17	The textbook incorporates tasks related to nature in cartoons, photographs, field trips and similar events	#	1	150	67
		%	.5	68.8	30.7
18	The book resents tasks composed of pictures and graphic material and reading activities	#	3	90	125
		%	1.4	41.3	57.3

**8 C: Teachers' Responses in line with Formatting and Presentation of
Language Tasks (n=218)**

Items		Responses in	Alternatives		
			Never	Infrequently	Frequently
19	There are language tasks in the textbook that make use of controversial and debatable issues, that invite learners to argue and articulate their feelings	#	3	144	71
		%	1.4	66.1	32.6
20	The textbook offers a choice of tasks so as to give learners the opportunity of apprehending information in their preferred way	#	1	125	92
		%	.5	57.3	42.4
21	The textbook provides various opportunities for learners to work with the learning material in ways that most suit their individual learning style.	#	-	123	95
		%	-	56.4	43.6
22	It has a variety of tasks that demand students to reason, argue, calculate, recognise patterns and handle logical thinking	#	-	163	55
		%	-	74.8	25.2
23	The book provides writing activities (like compare and contrast, analyse and discuss the causes/effects of something) that promote students' reasoning or logical thinking.	#	4	109	105
		%	1.8	50	48.2
24	The book provides dialogues and similar tasks that call for co-operative learning and discussion.	#	2	100	116
		%	.9	45.9	53.2
25	It has writing tasks to make students describe their surrounding and make use of their imagination and appreciation of nature.	#	5	124	89
		%	2.3	56.9	40.8
26	There are tasks that engage the learners with private learning time and/or time for reflection.	#	12	122	84
		%	5.0	56.0	38.5
27	It provides language tasks like short plays or games, drama, and similar tasks that demand or involve bodily movement.	#	4	173	41
		%	1.8	79.4	18.8

D:Teachers' Understanding of Principles of Task Design and Materials Development (n=218)

No	Items	Responses	Alternatives		
			Disagree	Undecided	Agree
28	Learning and teaching can be understood and practised through many avenues	#	16	10	192
		%	7.3	4.6	88.1
29	Naturally, there is a wide variation among language learners in terms of their ultimate success in mastering a foreign language	#	37	17	164
		%	17.0	7.8	75.2
30	It is essential to recognize and celebrate that each of our second language students is unique	#	43	32	142
		%	19.7	14.7	65.1
31	Second language learning is not a matter or a process of mechanical habit formation through repetition.	#	73	35	110
		%	33.5	16.1	50.5
32	Presenting a range of language tasks in various formats facilitates better learning	#	18	17	183
		%	8.3	7.8	83.9
33	The output activities should help learners in using the language practically rather than practicing specified features of it.	#	26	21	171
		%	11.9	9.6	78.4
34	Human intellectual competences cannot be mobilized in a uniform path and the teaching/learning materials available to the child should not be uniform too.	#	31	27	160
		%	14.2	12.4	73.4
35	Teaching/learning materials should not be recreations from previously successful materials	#	116	23	79
		%	53.2	10.6	36.2
36	Language tasks should be designed in light of some achievable challenge	#	27	23	168
		%	12.4	10.6	77.1
37	If learners do not receive exposure to the target language they cannot acquire it.	#	29	33	156
		%	13.3	15.1	71.6
38	The activities in an English textbook should be fully contextualised	#	48	30	140
		%	22.0	13.8	64.2
39	The lesson format and presentation will have a direct impact on the ability to process the task	#	21	26	171
		%	9.6	11.9	78.4
40	Language-learning materials should not be driven by imitation of best-selling course books	#	75	32	111
		%	34.4	14.7	50.9