On the Representation of Multiple Intelligences in ESP Textbooks: the Case of Nursing for Careers Published by OUP

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Abstract

This study intends to uncover the extent to which Multiple Intelligences (MI) are reflected in the internationally- designed ESP textbook namely, Nursing published by OUP. To examine the selected textbook in relation to different intelligences as reflected through various activities and tasks, a multiple intelligences checklist developed by Razmjoo and Jozhaghi (2010) was used. The textbook was evaluated and frequencies and percentages of occurrence of each type of intelligences were calculated. The results indicated that the analysed textbook was rich in addressing verbal intelligence followed by the logical, interpersonal, intrapersonal, bodily, musical, visual intelligence types while to some extent poor in representing natural intelligence. The pedagogical implications of the findings of the study highlight the fact that policy makers, administrators, and materials developers need to consider the necessity of applying all intelligence types in designing the ESP textbooks. Adapting internationally developed materials which are rich in representing multiple intelligences is also recommended as an alternative for ESP material developers.

Keywords: ESP, Course book Evaluation, Multiple Intelligences, Nursing

Introduction

Textbooks in general and ESP text books in particular as the most essential resources used by the teachers in language classrooms play a significant role in conveying curriculum objectives to students. Hutchinson and Torres (1994) refer to text book as a universal element in the language teaching/ learning process and claim that no teaching-learning context is complete until it has its relevant course book. Accordingly, textbook evaluation as a procedure involving measuring the value of the instructional materials from the point of view of the learners/the teachers or users (Tomlinson, 2003) is considered as an essential part of curriculum development.According to Tomlinson,textbook evaluation can be conducted in different stages ranging from a pre-use or predictive stage to in- use and finally post- use or retrospective evaluation.Post- use evaluation as the most valuable type of evaluationmeasures not only the actual use of the material on the users but also provides useful information regarding the need for adaptation and modifications of the materials. As Ellis(1998)puts it " one way of profitably adding to our understanding of evaluation in ELT and of helping teachers to undertake evaluation that accords with their own perspective might be to adopt a micro-rather than macro perspective" (p, 219) such as timetable evaluation, evaluation of questioning practices, evaluation of levels of participation, andpost- use task evaluation.

Considering the paramount importance of textbook evaluation, measures must be taken to establish and apply a wide variety of relevant and contextually appropriate criteria for the evaluation of the local and international textbooks used in the language classrooms. According to Cunningsworth (cited in Rezvani & Amiri, 2012) we should also ensure "that careful selection is made, and that the materials selected closely reflect [the needs of the learners and] the aims, methods, and valuesof the teaching program" (p.7). As Chapman, (1993) rightly argues the multi-aged, heterogeneous, individual and diverse classrooms atmosphere with diversely intelligent students demand teachers to adapt their teachingand select the right materials to meet the plethora of students' needs.Therefore, one such criterion that seems to be appropriate for evaluating textbooks is based on Multiple Intelligences (MI) theory developed by Gardener (1983). MI Theory can be helpful in broadening the role of education in incorporating subjects that address not only the several intelligences and ways of thinking but also teaching methods that tackle individual learner differences, and assessments that go beyond standard, short-answer language-and-logic instruments (Chen, Moran, & Gardner 2009,). It has been claimed by educators and teachers that the application of MI Theory in education and classrooms will result in learners' increasing level of interest, motivation, and success. Additionally, application of MI theory in curriculum development in general and syllabus design in particular has been found to result in improvement and development in teaching practices and assessment techniques (Estaji, 2014).

Therefore, the present study aimed at investigating the OUP Nursing textbook in light of Multiple Intelligences Theory. In fact tasks and activities were evaluated at a micro- level and post use type of evaluation. This study can be significant in two ways. Firstly, analyzing the selected textbook in terms of the MI theory and the extent to which different types of intelligences are reflected in the tasks and activities would shed light on the application of MI theory in the area of material development and syllabus design particularly in the area of English for Specific Purposes (ESP). Secondly, this awareness would result in undertaking some measures to either improve the textbook by ESP textbook writers in general and the practice of ESP teachers in particular, especially in selecting or adapting the materials to be used in the classroom.

Considering the importance of textbooks in general and ESP textbooks in particular and the significance attached to the role of multiple intelligences in enhancing students' performance, this study was carried out to touch upon this issue.
The present study was an attempt to answer the following question:

What types of intelligence(s) is/are included in internationallydesigned ESP textbook of Nursing published by Oxford University Press (OUP)?

Review of the Related Literature

The traditional view ofintelligence and IQ tests have been criticized for viewing intelligence as a single construct and individuals as having a single quantifiable intelligence (Campbell& Dickinson cited in Estaji & Nafisi, 2014).Traditionally intelligence is considered as a static trait that is single, measurable, inborn and unchangeable over time. Some scholars, however, have argued differently and made an attempt to introduce intelligence as multidimensional, dynamic and similar to general intelligence but distinct from it. One of these attempts was introducing modular/ multiple intelligences by Gardner (1983) which takes into account the full range of learners' mental abilities as opposed to the single and unitary definition of intelligence in the traditional views. Gardener takes on a modular approach to intelligences and states that there are several independent intelligences rather that one general intelligence with independent elements.He defines intelligence as "the ability to solve problemsand create products, that are valued in one or more cultural or community settings" (p. 7).

According to the theory of Multiple Intelligences introduced by Gardner, human intelligence consists of different categories namely logical, linguistic, spatial, musical, bodily-kinaesthetic, interpersonal, intrapersonal, each of which is possessed by individuals to some extent. Afterwards he proposed three other intelligences namely naturalistic, spiritual and existential from which naturalistic intelligence was added to the previous proposed list of intelligences. These intelligences are in a permanent interaction with each other and they can be developed if encouraged, enriched, and instructed (Armstrong, 2000). Different types of intelligences are described as follows:

1- Verbal- Linguistic intelligence is the ability to use language in oral and written forms and to perceive language patterns.

2- Logical - mathematical intelligence is the ability to use numbers and reason well. It alsoinvolves the process of problem solving in skills such as scientific investigation and recognition of abstract thinking.

3- Visual- spatial intelligence represents mental and graphical ability to visualize things and ideas in space, colour, form andshapes.

4- Musical intelligence is considered as the sensitivity to rhythm, pitch, and melody and effective use of music to express emotions, feelings and thoughts.

5- Bodily- kinaesthetic intelligence is the ability to effectively use movement and gesture to express thoughts, emotions and ideas or use whole or parts of body to solve problems.

6- Interpersonal intelligence is the ability to effectively interact with others and to understand their feelings, motivations, and intentions and to respond effectively to those emotions.

7- Intrapersonal intelligence is the capacity to understand one's own feeling and motivation, its similarities and differences with others' emotions and effectively working on these capabilities.

8- Naturalistic intelligence is the capacity to perceive the natural world and environment effectively and ability to distinguish patterns in nature (Armstrong, 2000).

It is also claimed that people with more intelligence usually function in more complicated ways, and each intelligence type can be expressed in a variety of ways and activities. (Mindy cited in Taaseh, Mohebi & Mirzaei, 2014). What these claims imply is that schools and universities should take into account individual difference and provide students more opportunities to express themselves in their more dominant intelligence and create the necessary situation and support for improving all other types of intelligences. With the revolutionary ideas of Gardner, the one- size- fit- all curriculums which was in use for long doesn't seem to work any longer.

Since students with different learning styles and personality types possess a variety of intelligences, it is necessary for textbooks to provide as many intelligence types aspossible to meet their needs.Consequently, analyzing textbooks in the light of MI Theory is essentially useful since textbooks are the main and the most applicable source used by teachers inclassrooms to transfer the curriculum objectives.

The number of studies investigating MI Theory in language textbooks locally and internationally is limited in ELT, and to best of our knowledge rare in the area of ESP. One of the first studies in this series was conducted by Snider (cited in Estaji & Nafisi, 2014) who evaluated ten famous, first year German college textbooks considering MI theory to recognize different activities which dealt with learners' multiple intelligences and also the range of this engagement. His study indicated that just a limited range of exercises dealt with limited numbers of multiple intelligences (for more studies in this respect see Alghazo *et al*. 2009; Bass, 2008; Botelho 2003; Kirkgoz, 2010; Palmberg, 2001), all pointing to the

factthat MI theory should be taken as a criterion for involving all kinds of intelligences in language learning exercises andactivities.

Most of the studies investigating multiple intelligence profile of the textbooks, in Iranian context, have taken place in the area of ELT (see Abbasian & Khajavi, 2012; Bagherzadeh, &Talebi, 2013; Estaji & Nafisi 2014; Gholampour & Tasseh, 2014;Nasiri, Ketabi, &Dastjerdi, 2012; Razmjoo & Farmer 2012; Razmjoo& Jorzaghi, 2010). In all of these studies, an attempt has been made to investigate the extent to which locally and internationally designed English textbooks for young learners or adults in Iranian state schools or private institutions reflect multiple intelligence types.

Few studies have been conducted in the domain of investigating the representation of multiple intelligences in the ESP textbooks in Iran, two of which are touched upon here.

Using Botelho's (2003) checklist, Abbasian and Khajavi (2011) made an attempt to investigate how the content of ESP textbooks published by SAMT (domestic publications) represented multiple intelligences. The textbooks selected for the purpose of this study included: Persian Literature, Accounting, Theology and Islamic Studies, Agriculture, Civil Engineering, Medicine, and many other ESP textbooks excluding English for the Students of Nursing.They tried to find out if the textbooks covered all types of multiple intelligences in line with university disciplines of students.A series of semi-structured interviews were also conducted with university instructors of English to find if instructors applied principles of MI in their classes. The results of the study revealed that ESP textbooks covered a very limited range of multiple intelligences i.e. mostly verbal/linguistics intelligence. Other intelligence types were reported as having very low frequency percentage or were missing in the activities. Furthermore, the study indicated that MI principles are not applied in the English language classroom by the instructors.

In a similar vein, Rezvani and Amiri's (2012) study was another attempt to examine the extent to which the ESP textbook activities addressed and engaged different intelligences through analyzing a sample of them in light of MI Theory. To this end, eight ESP textbooks were selectedrandomly from among 34 ESP textbooks published by SAMT that is each textbook was randomly selected from and belonged to one area. The selected textbooks included: English for the Students of Engineering, Chemistry, Sociology, Educational Administration and Supervision, Agricultural Economics,History, and Plant Science (Botany). Activities in each textbook were evaluated using a checklistdeveloped by the researchers based on the theory of multiple intelligences and the related literature. The results indicated that the textbook activities generally involved four types of intelligences namely,

verbal/linguistic, intrapersonal, logical/mathematical and visual/ spatial. Based on the findings of this study, the researchers concluded that SAMT ESP textbooks were not responsive to the diversity in intelligence types and verbal/linguistic, intrapersonal, logical/mathematical intelligences prevailed dominantly in the textbooks regardless of the academic area of study. They also argued that although the analyzed textbooks were developed for students studying at different academic fields, there was not any difference in the textbooks regarding representing various intelligence types.

As it could clearly be seen, studies embarking on the evaluation of ESP textbooks in light of MI Theory especially in the field of nursing are non-existent.Thus,in line with such different and important studies conducted in the area of multiple intelligences and textbooks evaluation at national and international level, and considering the existing gap in the area of ESP text book evaluation in terms of multiple intelligences,the researchers, in this study, addressed the gap by evaluating the OUP Nursing textbook which is currently being used in Iranian universities.

Methodology

Instruments

MI checklist developed by Razmjoo and Jozaghi (2010) was used in the present study to carefully analyze internationally designed ESP textbooks titled Nursing for Careers in terms of multiple intelligence types. The reason for selecting this checklist is twofold. Firstly, it has been devised based on the theoretical and conceptual frameworks and the previous MI checklists with the purpose of making it more appropriate for use by local evaluators. Secondly,it is an elaborate and detailed checklist encompassing various activity types, thus, making the task of categorizing the activities in terms of MI theory easier(see appendix A).

Procedure

For the purpose of this study, the researchers independently studied the exercises, counted the frequency, and the number and percentage of exercises which contained multiple intelligences. The data, then, were placed in a chart. Finally the number of each intelligence type in the textbook was counted. Description of each intelligence type in the checklist was used to analyze each activity and the extent it reflected the MI Theory. The inter- rater reliability of 0.92 was achieved. Then, the researchers came to an agreement for the remaining percentage through discussion and consultation.

Results and Discussion

The purpose of present study was to evaluate the internationally- designed ESP textbooks of Nursing published by OUP to see to what extent MI theory has been

implemented in this textbook which is currently one of the sources available in the market and taught in Iranian universities.To this end, a checklist developed by Razmjoo et al (2010) was used. The frequency and percentage of each intelligence type were counted as represented in the activities in the textbook. In what follows the question addressed in this study is revisited and further elaborations and discussions will be provided.

What types of intelligence(s) is/are included in ESP textbook of Nursing published by Oxford University Press?

Table 1 shows the percentage of occurrence of each intelligence type in the Nursing textbook published by Oxford University Press.

Table 1- Frequency and Percentage of Intelligence Types in Nursing (OUP)

Multiple Intelligences	Frequency/ total number of activities	Percentage
Verbal/ Linguistic	255/418	61 %
Logical/ Mathematics	150/418	35.88 %
Visual/ Spatial	49/418	11.72%
Bodily- Kinaesthetic	85/418	20.33 %
Musical	60/418	14.35%
intrapersonal	86/418	20.57 %
Interpersonal	120/418	30.38 %
Naturalistic	1/418	0.23%

From among 418 activities 255 (61%) activities presented verbal/ linguistics intelligence. After verbal/ linguistics intelligence with the highest frequency, the other types of intelligences reflected in the activities were:logical/ mathematical 150 (35.88 %) interpersonal120 (30.38%), intrapersonal 86 (20.57),bodily/ kinaesthetic 85 (20.33 %), musical 60 (14.35%),visual/ spatial intelligence 49 (11.72%), and naturalistic 1 (0.23 %). The percentages of intelligence types are illustrated in figure 1.
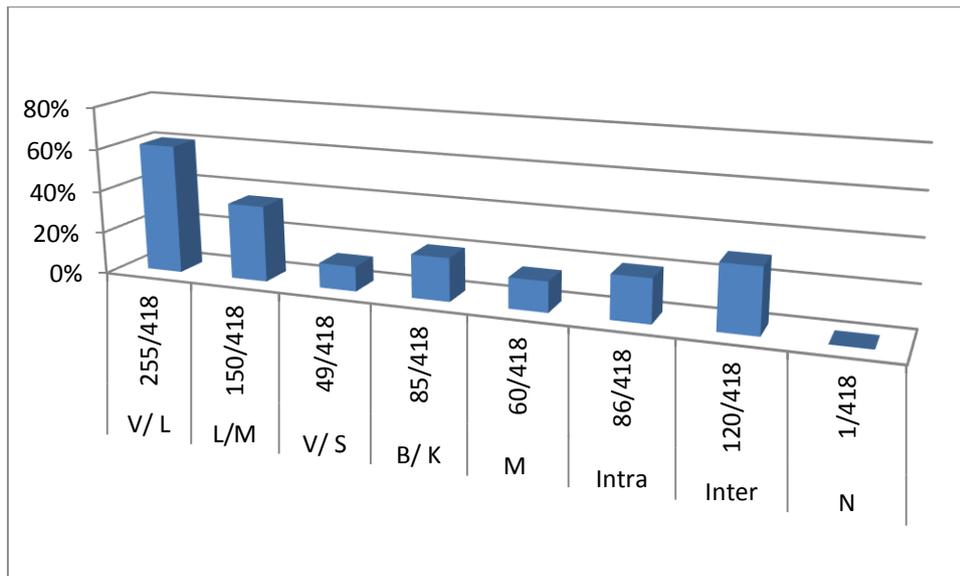
Figure 1- Percentages of intelligence types in Nursing (OUP)

In regard to verbal/ linguistic intelligence, the findings are in line with all other studies in the area of ELT/ ESP(Abbasian & Khajavi, 2012; Bagherzadeh, & Talebi, 2013; Estaji & Nafisi2014;Gholampour &Tasseh, 2014; Nasiri, Ketabi, & Dastjerdi, 2012; Razmjoo& Farmer 2012; Razmjoo & Jorzaghi, 2010; Rezvani & Amiri , 2012) meaning that verbal intelligence has the highest frequency of occurrence.A reasonable justification for this finding is the fact that a language textbook should encompass activities which focus on the linguistic intelligence type to a great extent. In other words, language learners are reasonably required to do a multitude of activities related to macro- skills, that is to say, tasks on reading, writing, listening and speaking.

As for the logical/ mathematical intelligence, the OUP Nursing textbook was more representative of this type of intelligence placing it in the second position compared to the previous studies which found it in the third place or toward the endon the continuum of intelligences (Abbasian & Khajavi, 2012; Rezvani & Amiri , 2012). In contrast to the findings of other studies (ibid), all other intelligence types are presented in the OUP textbook meaning that this textbook has largely catered for variation in learners' intelligence profile as reflected in the activities and, thus, can be considered as a potential source to be adopted or adapted for use in English classes for the students of nursing.

Conclusion, Implications and Suggestions for Further Research

The present study reported on the evaluation of the internationally designed and published nursing textbook by OUP. The results suggested that the textbook activities

revolved around verbal /linguistic followed by logical/ mathematical intelligence. The analysed ESP text book represented almost all of the intelligence types. The general conclusion from the current study is that national textbook writers should take these types of ESP textbooks as a representative model and find ways to challenge all of the intelligence types to meet the needs of the learners when designing domestic ESP textbooks. Different individuals may enjoy various types of intelligences with different strengths, therefore, in English language classes in general and ESP classes in particular, instructors should bear in mind that this diversity exists and there is a need for accommodating for all types of intelligences through using the more representative textbooks or incorporating supplementary materials to compensate for any insufficiency .Thus, it is highly recommended that material writers and curriculum developers adapt such a textbook that caters for almost all intelligence types or use them as supplementary materials. It is hoped that the findings of this study and the similar ones will have an impact on policy makers and material writers regarding ESP curriculum reform in universities.

To count just few characteristics of a good ESP material writer, one can refer to acceptable knowledge of the related area, familiarity with the resources available, ability to work with others, and more importantly the ability to evaluate the effectiveness of the materials and making modifications if necessary. Therefore, the authors of the ESP books in the field of nursing may resort to the findings of this study to evaluate the textbook (s) periodically to check if they include all intelligence types or most of them to accommodate the differences among language learners in terms of intelligence type preferences.

Another implication is that ESP instructors should tap into more than one type of intelligence that students may use predominantly in the learning process and take measures to adapt the existing textbooks or adopt the ones that cater for more intelligence types and consequently more diversity among language learners.

Regarding future research, other researchers are recommended to analyse more closely other ESP textbooks in terms of the same theory and to shed more lights on the issue. Further research is required to see if the ESP textbooks, especially the ones developed for the students of nursing, cater for the students' intelligence profiles.These textbooks could also be analysed in light of other theories and approaches to textbook evaluation. Locally designed and published ESP textbooks in the field of nursing and in other fields could be compared to their internationally produced counterparts to find how much each of them caters for different intelligence types.

Availability of more than two evaluators, discussing the checklists/ criteria to reduce the risk of different interpretations, answering the criteria independently and in isolation from the other evaluators and finally averaging evaluators' score for each criterion are among the steps that need to be taken in evaluating the textbooks (Tomlinson, 2003). Therefore, there is a need for replicating the process with more than two evaluators to check if they come up with the same patterns emerged regarding the representation of the MI theory in the two analysed textbooks.

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Appendix A:

Table 1- Verbal/ Linguistic Intelligence and Sample Activities from the Analyzed Textbook

Checklist	Sample Activity
1- Ask your partner/ explain about…	1- Explain to a partner what each item of equipment is for.
2- Continue the dialogue your own way	2- ____
3- Complete sentences based on the reading	3- Use the information in the letter and complete the form.
4- Complete sentences based on the grammatical points mentioned	4- Complete these questions with the verbs in brackets in the correct form.
5- Create conversation on…	5- With a partner, write a dialogue based on the words below….
6- Discussion	6- Discuss the questions in pair….
7- In- other- words activities	7- Rewrite the sentences using verbs instead of bold nouns.
8- Make a character chart that outlines the characters, major traits, and relationships	8- ____
9- Rewrite the end of the story	9- ____
10- Either find or solve problems with…	10- …you work in a hospital x-ray department. The next four weeks are almost fully booked, but there is one vacant slot today. Four patients want the vacancy and you must decide who gets it….
11- Read and answer some questions based on that	11- Read about the experience of a practice nurse and answer the questions.
	12- ____
12- Students assess their own strengths and weaknesses during reading or speaking	13- Look at the picture. Say which mental disorder it illustrates.

13- Tell your idea about (a picture, product)	14- ___
	15- Complete the sentences with words from1.
14- Use dialogue in/ after reading or writing	16- ___
15- Vocabulary building exercises	17- Read a student nurse's description of an
16- Find alternate words activities	experience on a psychiatric ward. Then write
17- Write journal or diaries and all types of writing activities	a description of problem behaviour you have witnessed.

Table 2- Logical/ Mathematical Intelligence and Sample Activities from the Analysed Textbook

Checklist	**Sample Activity**
1- Activities concerned with collecting data	1- ___
2- Brainstorming	2- Discuss with a partner the advantages of sir ambulance like the one in the picture.
3- Creating and finding patterns	3- Use the triage categories in 1 to classify these patients who are all in A & E at the same time.
	4- ___
4- Coding activities/ making a code for…	5- Put the scrambled sentences in the correct order (make a paragraph)
5- Categorizing facts or information	6- ___
6- Categorizing or listing on a notepad	7- ….compare your answers to 1 with what you hear.
7- Comparing	8- ___
8- Creating or analyzing timelines of the events	9- Discuss the advantages and disadvantages of air ambulance..
9- Critical thinking	10- Discuss with a partner whether you would like to do Nicky's job. Explain your reasons.
10- Explaining/ listing reasons for	11- ___
	12- ___
	13- ___
11- Estimating activities	14- ___
12- Memory games or activities	15- Do the questionnaire on attitudes to drugs testing …(strongly agree to strongly disagree)
13- Making predictions or plans	16- ___
14- Making up analogies (explain)	17- Study the cartoons and complete the
15- Rating exercises	
16- Setting up a lab project on..	

17- Using inductive reasoning in teaching or in doing activities	dialogues (present tense reporting)
18- Using deductive reasoning in teaching (esp, grammar) or in doing activities	18- Underline the adverbs that best complete the dialogue (after grammatical explanations)
19- Understanding from context	19- Listen and decide if the sentences are true or false.
20- Working with number sequence	20- …decide the order in which you would read these articles on a website about nursing the terminally ill. Write…
21- Memory games or activities	

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Table 3-Visual/ Spatial Intelligence and Sample Activities from the Analysed Textbook

Checklist	Sample Activity
1- Association (i.e. link pictures with concepts)	1- …Find the following features in the picture.
2- Asking the students to create an ad for a product	2- ___
3- Accompanying an activity with genuine advertisement illustrations	3- ___
4- Activities accompanied by charts, maps, timelines,…	4- Study the chart showing the effects experienced by participants testing a sedative in a clinical trial…
5- Activities involving imagining…	5- (imagine) you arrive at an accident in an ambulance with a driver…Discuss what you should do.
6- Creating a new conversation based on given pictures	6- ___
7- Creating a movie review	7- ___
8- Inserting web pages in an activity/ referring to web pages	8- ___
9- Making up a story based on some pictures	9- ___
10- Using mind maps	
11- Providing students with ideas to talk on by use of pictures	10- ___
12- Picture- present activities/ parts	11- …look at these pictures of skin conditions and discuss what you know about them…
13- Setting the scene by means of a photo	12- Read the text and label the diagram with the bold words.

14- Writing based on pictures	13- …discuss what you think each picture shows and how it relates to cancer. 14- Study the diagram of the …and write a description of …

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Table 4-Bodily/ Kinaesthetic Intelligence and Sample Activities from the Analysed Textbook

Checklist	Sample Activity
1- Activities involving pointing to a specific thing	1- ___
2- Acting out activities/ mime	2- ___
3- Activities with topics relating to doing sports	3- ___
4- Clapping for pronunciation	4- ___
5- Discussions	5- Work in pairs. Discuss the questions.
6- Designing (products)	6- ___
7- Group/ pair work	7- ___
8- Holding a student party	8- ___
9- Role playing a story or acting out words	9- With a partner, role play the following situations…
10- Taking field trips	10- ___

Table 5- Musical Intelligence and Sample Activities from the Analysed Textbook

Checklist	Sample activity
1- Activities accompanied by videos	1- ___
2- All listening activities	2- Listen to a participant in a clinical trial talk to a nurse …
3- Putting an story, article, or song to music	3- ___
4- Requesting students to create songs to remember or teach the lesson	4- ___
5- Reading and writing tongue twisters	5- ___
6- Read and listen	6- ___
7- Rhythm and intonation patterns…	7- Practice saying the dialogue with exaggerated stress.
8- Songs	8- ___
9- Sound bites	9- ___

Table 6- Interpersonal Intelligence and Sample Activities from the Analysed Textbook

Checklist	Sample Activity
1- Calling for classroom parties/ clubs	1- __
2- Conducting interviews and surveys	2- __
3- Conversations	3- Discuss with a partner the advantages…
4- Classroom activities	4- __
5- Discussions	5- Discuss this question with a partner.
6- E- mail exchanging and having pen pals	6- __
7- Group work activities	7- __
8- Peer counselling, peer tutoring, peer review,..	8- Compare your answers with your partner.
9- Pair- work activities	
10- Social language activities	9- Work in pairs. Discuss these questions.
	10- __

Table 7- Intrapersonal Intelligence and Sample Activities from the Analysed Textbook

Checklist	Sample Activity
1- Continue in your own way	1- __
2- Discussing your opinion and supporting it	2- __
3- In other words…	3- __
4- Keeping a diary, journal,..	4- __
5- Narrating a story	5- Do you know of any charity that…Tell the group about it.
6- Reporting individual studies, plans and projects	6- Research one of the following eye conditions…make a short presentation…
7- Topics dealing with personal experiences	7- Do you have any experience of waiting in lines…
8- Topics on personal likes and dislikes, abilities, ..	8- Assess your progress in this unit…
9- What about your parts..	9- Look back through the unit. Find five more words or expressions that you think are useful.

Table 8- Naturalistic Intelligence and Sample Activities from the Analysed Textbook

Checklist	Sample Activity
1- Categorizing nature items from the story, culture, or time period	1- ___
2- Going on a nature walk for a prewriting activity	2- ___

3- Keeping an observational notebook	3- ___
4- Listing characteristics of…	4- Research one of the following plants and explain in a class presentation what treatments derive from them.
5- Promoting the habit of asking "why" and searching for answers	
6- Topics on the natural phenomenon	5- ___
	6- ___
7- Teaching outside	
8- Taking field trips to aquariums, zoos, forests,…	7- ___
9- Use of pictures or photos related to nature	8- ___
10- Using graphic organizers to organize learning	9- ___
	10- ___

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