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Content analysis of "Nuovo Espresso 1" through the lens of Gardner's Multiple Intelligences

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ABSTRACT

Purpose: This study aims to conduct a detailed content analysis of the first volume of *Nuovo Espresso*, the world's best-selling Italian language teaching series, with respect to the extent of attention paid to Howard Gardner's theory of Multiple Intelligences.

Methodology: In this study, the frequency and quantity of the various types of intelligence addressed in the text and instructional activities of *Nuovo Espresso 1* were determined and calculated based on the Multiple Intelligences classification table developed by Paolo Torresan, an Italian instructor and researcher.

Findings: The distribution of Gardner's Multiple Intelligences in this textbook is as follows: Linguistic-Verbal intelligence, 100%; Visual-Spatial intelligence, 14.42%; Logical-Mathematical intelligence, 85.32%; Interpersonal intelligence, 5.27%; Intrapersonal intelligence, 42.16%; Bodily-Kinesthetic intelligence, 21.8%; and Musical intelligence, 0%.

Conclusion: The prioritization and combination of Gardner's Multiple Intelligences in *Nuovo Espresso 1* facilitates a shift from the traditional, teacher-centered approach to language instruction—based on explicit grammar explanation—toward a learner-centered pedagogy. Moreover, by placing decisive emphasis on speaking-listening skills, this instructional resource accelerates learners' independent use of linguistic tools at the elementary level of Italian.

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1. Introduction

In planning language training courses, selecting an educational resource appropriate to the course objectives counts as one of the main concerns of experts in this field; since it is by referring to the various activities and exercises of this source that language skills training, strengthening, and consolidation are made possible and facilitated. Now, if this book is compiled and arranged with attention to the theory of multiple intelligences and the intelligence diversity of language learners, it will undoubtedly have a direct and significant effect on the process and outcome of language learning.

Howard Gardner, psychologist and Harvard University professor, in his work titled Frames of Mind which was published in the year 1983, has stated the theoretical foundations of the theory of multiple intelligences. This theorist says: "Intelligence is a set of abilities, each of which are independent, are relatively unrelated to each other, and are employed in solving real problems." (Gardner, 1983: 17) "From Gardner's view, all individuals possess all types of intelligences; however, the combination and prioritization of the types of intelligence is diverse according to the individual, the environment in which the individual is raised, and the culture in which the individual has grown up." (Balboni, 2008: 26)

Nuovo Espresso 1 is an Italian language training book which, with a revision of Espresso 1, was published for the first time in the year 2014 by ALMA Edizioni with ISBN 978—88-6182-318-. ALMA Edizioni was founded in the year 1994 in the city of Florence and is a pioneer in the field of authoring and compiling books and other Italian language training resources in the country of Italy. Nuovo Espresso 1 is authored for the adult language learner with diverse native languages and at the beginner level.

In the introduction of Nuovo Espresso, it is mentioned that this work has been the best-selling Italian language training book in the world until the year 2014, and such is the case until now. In the following, clarity, adaptability, and the richness and methodical nature of this training collection are introduced as its strong points. (Ziglio and Rizzo, 2014: 4)

Italian language instructors and designers of Italian language training courses who in Iran use the Nuovo Espresso collection as the main source, by studying this article, can gain complete mastery over the strengths and weaknesses of this collection and plan and manage the training course in their mind in an expert manner. Also, this article and its result can help them in the appropriate and correct selection of other educational resources, which must be used alongside this collection in order to facilitate the establishment of communication for Persian speakers with Nuovo Espresso.

2. Research Background

To date, numerous scientific-research researches have analyzed the role and effect of Gardner's theory of multiple intelligences in the domain of teaching-learning in the language branch. Among the most recent ones in Iran, one can refer to the article The Effect of Education Based on Gardner's Theory of Multiple Intelligences on the General Performance of English Language Novices. In this article, Asghari and Ahmadi have emphasized that "a significant difference and better language learning performance are attributed to the effect of education based on Gardner's theory of multiple intelligences." (Asghari and Ahmadi, 1402: 188)

In the meantime, the number of articles that have addressed the content analysis of textbooks based on Gardner's theory is not small. Here, we refer to researches that have been exclusively focused on the analysis of language training books at the university stage. Rezvani and Amiri, in their article titled Content Analysis of Selected University English Language Training Books in Terms of the Amount of Attention to Multiple Intelligences, have confirmed that "by drawing inspiration from the concept of multiplicity and the point that individuals have different intelligences, one can proceed to create innovative methods in the lesson design flow. Each of the intelligences serves as a powerful input for organizing education, and each lesson can be designed in the framework of various intelligences or relying on the use of specific intelligence capability." (Rezvani and Amiri, 1392: 197) The authors of this article, by examining 8 English language training books with special purposes (ESP) by Samt Publications, reached the conclusion that the authors of these resources "have fallen short in paying attention to intelligence multiplicity in different learners." (Rezvani and Amiri, 1392: 197)

Hemmati and Rouhani Ravari, in the article titled Content Analysis of General English Language Books from the Perspective of Gardner's Theory of Multiple Intelligences, have stated: "by applying multiple intelligences in textbooks, in addition to creating learning opportunities appropriate to the dominant intelligences of each individual, one can pay to strengthening other intelligences and improve the learning process." (Hemmati and Rouhani Ravari, 1395: 1) These authors, by examining 5 general university language books, have recalled the focus of these resources on three intelligences: linguistic/verbal, intrapersonal, and logical/mathematical, and have noted the insufficient attention of their authors to other multiple intelligences.

Among the most prominent academic researches that have exclusively addressed the use of Gardner's theory in arranging Italian language training contents, one can refer to the following cases:

Elisa Sanchez Sanchez, in her master's thesis titled "The Theory of Multiple Intelligences from an Andragogical Perspective" (La teoria delle Intelligenze Multiple da una prospettiva andragogica), combines this theory with the principles of adult education and, based on this

combination, proceeds to design an educational chapter for adult L2 Italian language learners at the B2 language level. The main results of Sanchez's thesis indicate that designing educational chapter activities based on the theory of multiple intelligences, the foundation of which is established on the cognitive differences of the audience; causes the increase of participation of adult language learners in classrooms, the strengthening of their independence in the matter of learning, and the growth of individual motivation.

Milika Popovic, in the third chapter of her master's thesis titled "Teaching Italian to Foreigners through Multiple Intelligences" (La didattica dell’italiano a stranieri attraverso le Intelligenze Multiple), pays to the practical application of Gardner's theory in Italian language teaching at the B1 language level. Popovic, after a brief review of multiple intelligences in the book Nuovo Espresso 3 at the B1 language level, arranges an exercise based on each type of intelligence. She, by emphasizing the importance of multiple intelligences for the purpose of valuing the individual differences of learners and reducing their weaknesses, in line with confirming the effective role of this theory in facilitating the language learning process; designs an educational activity based on each type of intelligence. Popovic in this way shows that each of the language teaching techniques has a direct effect on stimulating which type of intelligence.

Eleonora Ferrara, in the last chapter of her master's thesis titled "Strengthening Multiple Intelligences through Italian Language Teaching: Grammar" (Il potenziamento delle Intelligenze Multiple attraverso la didattica dell’italiano: la grammatica), presents various activities and exercises for teaching Italian grammar to L1 mother tongue and L2 second language learners that are useful and effective for stimulating multiple intelligences. The main goal of this research is presenting a comprehensive, attractive, and approach based on the individual capabilities of language learners.

It is quite clear that the experts of the subject of language teaching have not addressed the examination and analysis of the effective and positive role of Gardner's multiple intelligences in the production and arrangement of language training resources as it deserves, and this field holds potential and need for ever more attention.

3. About the Book

Nuovo Espresso 1 has been printed in A4 paper size. The teacher's guide, a compact disc (CD) which contains the lesson conversations and exercises, and a digital video disc (DVD) are offered along with this training book. On the left half of the upper part of the cover, the names of the authors of the work, Luciana Ziglio and Giovanna Rizzo, are mentioned. On the right half of the upper part of the cover, the expression A1 in accordance with the Common European Framework of Reference for Language Knowledge, indicating the beginner level, is mentioned in line with determining the level of the audience language learners of this training book. Also,

on the cover, an espresso cup and a part of film negative with images from the video training course (Videocorso) are seen. Undoubtedly, these images emphasize the special importance of the concept of culture in arranging and compiling this training book. On the left half of the lower part of the cover, the logo of ALMA Edizioni is featured and the expression "accompanied by the video training course" displays itself. The video training course, as mentioned on the outer page of the back cover and the teacher's guide book, is the most important aspect of distinction of this revised edition. On the inner page of the cover, information regarding ALMA TV as a website dedicated to Italian language and culture education is included. On the inner page of the back cover, the map of the country of Italy with color-coded provinces, their centers, and some important cities of each province are seen. The outer page of the back cover includes the title of the training book and general explanations regarding the revised edition of the Nuovo Espresso training collection and Nuovo Espresso 1.

3-1 Book Table of Contents

"The examination and analysis of the table of contents of language training books makes possible the diagnosis of the foundations and principles of arranging the contents of these training resources." (Velasquez and Faone-Nuzzo, 2017: 9) In other words, focusing on the table of contents of the language training book presents general information regarding the educational approach and the skill-skill centrality of that book. The table of contents of Nuovo Espresso 1 (pages 2 and 3) is categorized into four sections: "lesson number", "lesson title", "communicative contents", and finally "grammar and vocabulary". The title of each lesson in Nuovo Espresso 1 indicates the thematic centrality of that lesson. The mention of "communicative contents" along with "grammar and vocabulary" in the table of contents indicates the combined syllabus of Nuovo Espresso. In other words, the categorization of the table of contents into "communicative contents", which are brought in the communicative dimension of language according to the frequency of these contents, and "grammar and vocabulary", which are placed respectively from basic topics to more complex subjects; makes the compilation and arrangement of the contents of Nuovo Espresso with a combined goal of focusing on the communicative application of language alongside the explanation of grammatical structures and emphasis on the vocabulary circle evident. Below, the plan of the first lesson is observed in the book table of contents.

		Communicative Topics	Grammar and Vocabulary

Lesson 1	First Communications p. 5 Video Training Course 1 Friends p. 14 Cultural Café 1 p. 16	• Greeting • Asking name • Introducing oneself • Asking nationality and answering it • Saying goodbye • Asking phone number - address and answering these questions • Asking to repeat a topic	• Subject pronouns: I, you, you (formal) • Present tense of to be, to have, to be called (in singular form) • Alphabet letters • Definite articles il and la • Nationality adjectives (in singular form) • Interrogative pronouns: come, di dove, qual • Cardinal numbers from 0 to 20

3-2 Arrangement of Book Contents

Nuovo Espresso 1 has 240 pages. The initial 144 pages of this training book are divided into 10 lessons. The final page of each lesson is dedicated to reviewing the main communicative expressions and grammatical topics of that lesson. The video training course, which is considered the most important aspect of distinction from Espresso 1, is placed at the end of each lesson. The video training course, by referring to the episodes of the training book's DVD, invites the language learner to perform various activities with the aim of repeating and consolidating the raised topics, especially in the field of practical application of language and acquiring communication skills. The final section of each lesson is "Cultural Café" (Caffé culturale). This section is arranged with the aim of further familiarizing the language learner with the culture and society of Italy and addresses various cultural topics of this country in line with increasing the understanding of intercultural concepts. The titles of the Cultural Café respectively according to the lessons are as follows: customs of saying hello and greeting, general information regarding the geography and population of the country of Italy, categorization of places in consuming various foods and edibles, general information regarding tourism in the country of Italy, the concepts of "tip" and "payment receipt" in the view of Italians, categorization of city spaces and the importance of "square" in Italian culture, "holidays" in Italian culture, food products known as the country of Italy, customs of gift-giving in Italian culture, body language of Italians. From page 145 to page 205, exercises related to the vocabulary set and grammatical concepts of each lesson along with 4 tests are placed. On pages 206 to 229, extensive explanations regarding grammatical topics are arranged, topics which have been brought in a scattered and concise manner in the 10 lessons of the book. Page 230 is dedicated to a list of irregular verbs and their conjugation in the present indicative and simple past tense; from page 231 to 239, the key to the exercises is brought, and on page 240 information regarding the revised edition of Nuovo Espresso 1 is mentioned.

At the end of the second, fifth, seventh, and tenth lessons, four sections titled "Let's Sum Up" (Facciamo il punto) are considered. "Let's Sum Up" itself is divided into two sections: "Game" (Gioco) and "Balance" (Bilancio); the "Project" (Progetto) section is brought as a subset of "Balance". "Game" is designed in groups of three, four, and five people with dice and pieces and with the aim of reviewing and consolidating language applications, grammatical rules, and vocabulary. "Balance" is arranged in two question groups: 1) What must I do after learning these lessons? and 2) New materials that I have learned? and is dedicated to self-evaluation of communication skill, linguistic knowledge, and cultural knowledge. The "Project" section is defined in group activity and addresses various skills learned in the lessons, especially interactive speaking and writing skills.

3-3 Structure of Lessons

On the starting page of each lesson, the headings of grammatical concepts, practical expressions, and an image according to the contents of that lesson are brought. Also, a part of the starting page is dedicated to a number of key vocabulary of that lesson. The empty space seen next to these vocabularies is intended for writing their equivalent in the language learner's mother tongue. In other words, in Nuovo Espresso 1, the starting page of each lesson is arranged with the aim of general familiarization of the language learner with the contents of that lesson and encouraging him.

The examination of the 10 lessons shows that the arrangement of the lessons' contents does not follow a single process; however, all lessons begin with the introduction of vocabulary or expressions and terms using an image and continue with a conversation that has included the raised expressions and vocabularies. The contents of all lessons are arranged with the aim of focusing on training and strengthening the four skills (listening, speaking, reading, and writing). In this line, the conversations of Nuovo Espresso 1 are divided into the following two categories with the aim of exposing the audience to the language: shorter conversations which are placed on the CD and their text is also brought in the lesson, and longer conversations which are only brought on the CD. Undoubtedly, the conversations of the second category reflect more attention and emphasis on strengthening the receptive listening skill, since the language learner does not have the text of these conversations and only focusing on the generality of the topic and fundamental points is possible for him. The speaking skill, as the most important language application in this training book, has a special position, such that in all lessons, the encouragement and urging of the language learner to monologue or participate in conversations under various activities is seen frequently. Also, in each lesson, texts taken from Italian magazines and websites with the aim of training and strengthening the reading skill are brought in various forms like announcements, newspaper articles, etc. Regarding the writing skill, it

must be said that in all lessons, an exercise in line with training and in the next step strengthening this skill is also considered.

4- Research Method

4-1 Gardner's Multiple Intelligences

In his work Frames of Mind (1983), Gardner defined seven intelligences on which we focus in this inquiry, and in the nineties added two other intelligences to his list: naturalist intelligence (1995) and existential intelligence (1999).

Verbal-linguistic intelligence means the ability to use language in oral and written form for the purpose of achieving goals. Linguistic intelligence makes the learning of foreign languages possible through understanding the various semantic spectrums of each word and the relations between each word and other vocabularies. In other words, "linguistic intelligence is the skill of using language to express thoughts, feelings, and understanding others; a performance seen in lawyers, writers, and orators. Among activities that focus on this type of intelligence, one can refer to debates and discussions [...]" (Balboni, 2008: 26)

Logical-mathematical intelligence in language learning makes possible the understanding of grammatical rules and their classification. "Arranging words or parts of sentences and texts and in total sorting information, also all activities and games that are arranged for the purpose of analyzing grammatical laws are based on this type of intelligence." (Balboni, 2008: 27)

Musical intelligence is special attention to sounds and the relations between them which marks the rhythm, melody, and time of structures. Music as one of the most important cultural symbols can play a very positive role in foreign language teaching, a high number of language structures can be taught to the language learner by means of poem and song. "The similarity of music with language, increasing the motivation rate of language learners, preventing the fear and anxiety of language learners to participate in class activities, better understanding of literary texts, and strengthening the learning of correct pronunciation of vocabularies are among topics that have shown the importance of music in the foreign language learning process." (Bahrami, 1400: 1)

Visual-spatial intelligence, with a focus on places, colors, shapes, and objects and the ability to arrange relations between these components, is useful in foreign language learning through establishing relations between images and vocabularies. "Thus, spatial intelligence is very important in memorizing vocabularies related to places (station, street, etc.). Picture dictionaries benefit from this type of intelligence." (Balboni, 2008: 27)

Bodily-kinesthetic intelligence "enables individuals to express their thoughts and opinions by using their body movements." (Rezvani and Amiri, 1392: 192) Some experts in the field of language teaching, such as Balboni, do not place this intelligence among the multiple

intelligences that have a special role in language learning. However, in studies of the last decade, bodily-kinesthetic intelligence is of significant importance in methods that are used for the purpose of teaching language pragmatics. Roleplay and drama (Drammatizzazione) are among the most prominent of these methods. Roleplay "due to increasing meaningful interaction in small groups leads to the promotion of a variety of learnings, such as content learning, skills, and attitudes and processes, and is also a suitable method for promoting the thinking and dialogue of learners." (Nemati, Naemi and Fallah, 1394: 7) And as for "in theater, the language learner simultaneously benefits from mental and physical, sensory and emotional memory: the simultaneous use of voluntary and involuntary memory becomes the secret code of the language learner's success in learning the second language." (Saadat Nejad and Mazari, 1394: 28)

Individual intelligences are divided into two branches of interpersonal intelligence and intrapersonal intelligence. Intrapersonal intelligence makes possible for the language learner the analysis of the learning process and the examination and arrangement of obtained information, and interpersonal intelligence has an effective role in understanding the feelings, motivations, and purposes of others in line with establishing communication and interaction of the language learner.

To determine the type and amount of intelligence used in Nuovo Espresso 1, we use a table that Paolo Torresan, Italian instructor and researcher of language teaching in relation to multiple intelligences, has compiled with pointillism and precision in the field of educational activities. Torresan's table is the result of combining the theoretical discussion of Gardner and the observations and practical experiences of this researcher in language teaching courses. For arranging this table, Torresan has considered the direct effect of tangible and prominent characteristics of tasks and exercises in stimulating the types of Gardner's intelligence.

It is worth mentioning that this table is taken from pages 87-88 of Popovic's master's thesis.

Kinesthetic Intelligence: Role-playing, various types of dance, Total Physical Response[1] (TPR) [1], Total Physical Response Storytelling, independent tasks that require physical activities, multimedia games, expressing the alphabet using body movements, processing three-dimensional patterns.
Interpersonal Intelligence: Group works, pair activities, teaching a classmate, board games, reconstructing situations, question and answer and interviews, brainstorming, conversations and communicative situations.
Intrapersonal Intelligence: Describing the favorite way to spend free time, personal note-taking, studying independently.

[1] "It is a method in language learning the basis of which is the coordination of speaking and action, and thus teaches language through physical activity. Students in the classroom respond with Total Physical Response to commands that require physical movement." (Farnahak, Eskandarnejad and Asgarzadeh, 1401: 145)

Logical-Mathematical Intelligence: Sorting words or information, examining the order of word structure and grammar games, working with numbers, activities related to classification, multimedia exercises, reflection on logical connections.
Musical Intelligence: Creating short advertising jingles, composing songs for the purpose of memorizing vocabularies/grammatical rules, etc., fill-in-the-blank exercises in songs, singing and selecting music that accompanies the performance, using music as a stimulus, paying attention to phonetic features.
Naturalist Intelligence: Describing changes related to the environment in which the individual lives, pros and cons related to homeopathy, taking action to save an endangered species.
Linguistic Intelligence: Debates and discussions, storytelling, virtual communications, writing and editing texts using computer software (Attività di videoscrittura), verbal games.
Spatial Intelligence: Using charts, diagrams, mind maps, graphic applications, films and slides, responding by drawing, presentations and multimedia projects.

5- Discussion and Analysis

5-1 General Critique and Evaluation of Nuovo Espresso 1

Although Nuovo Espresso 1 is compiled for teaching all four language skills, the precise analysis of its contents and structure reveals the special emphasis and focus of this training book on listening-speaking skills, or in other words, oral language. The absolute predominance of activities that call the language learner to monologue, participate in designing and executing conversations, reconstructing real situations of social communications, and role-playing confirms this matter.

Also, this training book, for the purpose of creating and promoting the four language skills, largely focuses on a set of activities that must be executed in groups (in groups of two or more), thus Nuovo Espresso 1 seeks to create and strengthen characteristics in language learners that are known as necessary abilities of the current age. "Within the framework of the 21st-century educational model, students must develop a wide range of competencies, such as critical thinking, creativity, and cooperation." (Shahrokhi and Nikbakht, 1403: 387)

It is worth mentioning that the precise examination of the nature of the educational language in Nuovo Espresso 1 shows that in this training book, everyday language related to real conditions and environments is used, and the use of artificial and fabricated language is avoided. Among the vocabularies and expressions of countless colloquial and everyday language in Nuovo Espresso 1, one can refer to the following cases:

The word Mmm meaning pause and thinking in the conversations of lesson 3 pages 35 and 37;

The word Mah for expressing doubt in the conversations of lesson 4 page 52, lesson 7 page 95, lesson 9 page 119, and lesson 10 page 132.

5.2 Critique and Evaluation of Nuovo Espresso 1 in Terms of the Amount of Attention to Gardner's Multiple Intelligences

Musical	**Bodily-Kinesthetic**	**Intrapersonal**	**Interpersonal**	**Logical-Mathematical**	**Visual-Spatial**	**Verbal-Linguistic**	
	23	46	77	92	118	280	Number of Activities
0	8.21	16.42	27.5	33.85	42.14	100	Percentage

The pointillist and microscopic analysis of the content of the 10 lessons of Nuovo Espresso 1 in terms of the amount of attention to multiple intelligences highlights the absolute centrality of verbal-linguistic intelligence (at the rate of 100% of activities). Linguistic intelligence, which displays itself especially in activities such as listening, reading aloud, repetition and retelling of materials, discussion and conversation, memorizing, and writing, is placed at the center of attention of the authors of this work. In fact, the stages based on which Nuovo Espresso 1 places the language learner on the path of learning the Italian language are arranged based on the aforementioned activities. Thus, the language learner, in facing the conversations of this book which form the main bed of the contents of Nuovo Espresso 1 and are arranged with the aim of teaching communicative situations - social behaviors, vocabularies - expressions, and grammatical rules; must step by step go through the stages of listening, reading, repetition, and finally memorizing the conversations. It is obvious that this type of arrangement and order of contents emphasizes the decisive priority of teaching and strengthening oral language in this training book.

It is worth mentioning that Gardner's intelligences are relatively independent and all seven types have the capacity for overlap and mutual intermingling with each other. In the domain of language teaching, arranging activities and exercises that cover various types of intelligence facilitates the learning process and creates equal learning opportunities for language learners.

In this book, visual-spatial intelligence (14.42%) appears in the next position. This training book is full of color, photo, image, table, and map. Also, the video training course which is considered the most important innovation of this training collection in the revised edition of Espresso, is itself among the valuable visual activities which, along with other mentioned items, emphasizes the use of the learner's spatial intelligence. Nuovo Espresso 1, by continuous and abundant use of photo and image, avoids the process of translation and frequently benefits from

spatial intelligence and the ability of the language learner in relating images to vocabularies - expressions and also grammatical rules and laws in line with language teaching.

Among the countless uses of this intelligence in this book, one can refer to the following list:

Activity 1 of Lesson 1 page 11: teaching numbers 0-20; Activity 7 of Lesson 2 page 21: teaching the name of some jobs; Activity 1 of Lesson 3 page 34: teaching the name of several types of drinks; Activity 3 of Lesson 4 page 49: teaching some expressions for stating how to spend free time; Activity 6 of Lesson 5 page 64: teaching the name of some bedroom items; Activity 11 of Lesson 6 page 81: teaching place adverbs; Activity 1 of Lesson 7 page 97: teaching expressions that state the weather condition; Activity 1 of Lesson 8 page 106: teaching the name of some food products and Activity 8 of Lesson 10 page 134: teaching the title of some kinship relations.

Thus, it is obvious that the most important solution of this training book for the purpose of avoiding the use of the language learner's mother tongue by the instructor during teaching hours is the use of shapes, images, and photos based on reliance and reference to spatial intelligence.

Among activities that display the overlap of visual-spatial intelligence with other types of intelligence, one can refer to the following cases:

group language games based on images which call the language learner to move among other language learners and converse in groups of two or more (interpersonal intelligence/kinesthetic intelligence/mathematical intelligence), requesting reflection on linguistic knowledge and personal tastes using photo, image, and film (intrapersonal intelligence) and the accompaniment of video with language teaching music pieces (musical intelligence).

In Nuovo Espresso 1, logical-mathematical intelligence (32.85%) is in the third position. This type of intelligence, which indicates reflection on the logical connections of data and various structures, is mostly linked to grammatical topics in the context of language learning. It is worth mentioning that in Nuovo Espresso 1, the teaching and explanation of grammatical topics is implicit and inductive; in other words, the statement of grammatical rules is not done clearly and explicitly in accordance with what is common in the direct methodology; rather, grammatical points are often within the heart of conversations and texts, and the discovery of grammatical rules through observation and analysis of data is the responsibility of the language learner himself.

Here, it must be noted that the teaching experience of this training book indicates that considering the hegemony of the teacher-centered, direct, and traditional method in teaching foreign language in the Iranian educational system, the method and order of presenting grammatical concepts of Nuovo Espresso causes confusion and resistance in many Iranian adult language learners. Modern language teaching is not unaware of this point that traditional

teaching "causes many limitations and is not motivating and comprehensive for students. In fact, this educational method only pays to creating and growing linguistic intelligence and logical-mathematical intelligence and ignores all other intelligences. Therefore, students whose dominant intelligence is not the two aforementioned intelligences will face a type of inequality in the learning process." (Ferrara, 2021/2022: 58) Undoubtedly, the precise educational planning of the instructor, his complete mastery of the topics, and his ability in arranging, ordering, and presenting them, becomes important more than any other factor in removing the mentioned obstacle.

Considering the connection of logical-mathematical intelligence with laws and grammatical rules in most cases, the overlap of this type of intelligence with other multiple intelligences in the context of language teaching is a clear matter.

In Nuovo Espresso 1, interpersonal intelligence (27.5%) appears in the next position. Activities that manifest in groups of two or more in the form of designing conversations, project-collaborative works, and also in role-playing[1]. This type of intelligence forms the basis of the "Game" section in the "Let's Sum Up" part and is also seen in the "Project" section.

For example, in the "Game" on pages 30-31, which is brought after the first two lessons and is designed like Snakes and Ladders, groups of three to five people, by rolling dice and advancing pieces on the houses of the game board, perform tasks related to linguistic knowledge which are specified in these houses. If the house on which the piece lands has a laughter mark, this piece moves three other houses forward, and if it has a ladder mark, in case of a correct answer the piece goes up the ladder and in case of a wrong answer goes down it. Below, we see the tasks of the first ten houses of this game:

1)Count from number 1 to number 19!; 2) What is the teacher's name?; 3) What languages do you know?; 4) Name three jobs!; 5) Smile sign; 6) Conjugate the verb Parlare!; 7) How are you today?; 8) State three ways of saying hello!; 9) What is your job?; 10) Say three nationality adjectives!

In the "Project" section, as is evident from its title, language learners are called to participation and cooperation to bring a project to fruition. For example, in the "Project" on page 74, which is brought after the first five lessons, language learners are requested to plan a holiday period in Italy:

1- Along with your other classmates, by referring to the Trip Advisor site, plan a holiday period in Italy;

2- Decide regarding the place of spending the holiday, the location of stay, the duration of the holiday, and other matters;

3- Then, again with the help of the Trip Advisor site, review restaurants and places of interest such as museums and monuments of the desired location;

4- Draft the travel letter and recount it for your other classmates!

Among other activities that demand interpersonal intelligence in Nuovo Espresso 1 are some of the grammatical exercises of this book which are arranged in line with repeating and consolidating rules and grammatical laws. The teacher's guide of this book emphasizes performing exercises in the classroom environment and in groups of two or more, and with this group work method, stimulates and strengthens the interpersonal intelligence of language learners. In the simplest category of these activities, the overlap of linguistic intelligence, logical intelligence, and interpersonal intelligence displays itself.

Intrapersonal intelligence (16.42%), which is responsible for analyzing and arranging the learning process, manifests itself in activities such as "self-evaluation, performing activities alone" (Hemmati and Rouhani Ravari, 1395: 7) and internal reflection. In Nuovo Espresso 1, intrapersonal intelligence is mostly seen in the "Balance" section of the "Let's Sum Up" part at the end of the second, fifth, seventh, and the last lessons. As we mentioned earlier, "Balance" is arranged in the form of answering two main questions with the aim of self-evaluating the materials learned in the lesson. Below, we observe "Balance" on page 74:

■ What must I do after learning these lessons?

Yes Almost No

Order food and drink.

Talk about my free time.

Talk about my tastes and preferences.

Reserve a room in a hotel.

Ask the time and answer this question.

Ask the date and answer this question.

State my destinations.

■ New materials that I have learned?

Bring 10 words and expressions that seem important to me;

Mention a topic that is particularly difficult;

State an interesting point regarding the country of Italy and its people.

Bodily-kinesthetic intelligence (8.21%) in Nuovo Espresso 1 is mostly seen in the role-playing method and in some cases in the form of movement games. As previously referred to, conversations form the main bed of the contents of Nuovo Espresso 1. The precise analysis of the contents of this book shows that following some of the conversations, an activity is brought which, while emphasizing the freedom of language learners in choosing vocabularies and

expressions, calls them in the classroom environment to reconstruct the situation described in the conversations. With the role-playing method, collaborative learning is arranged based on a specific topic and with the aim of promoting listening-speaking skills. This method, in addition to increasing the motivation, focus, and self-confidence of the language learner, makes possible the acceptance of the presence of others and the reconstruction of real social situations of using the foreign language, here the Italian language. "By role-playing, in addition to stimulating the right hemisphere of the brain and better effect on memory, due to the creation and occurrence of happy and entertaining moments, the education process does not become a wearing and tiring process for individuals. And again, since in playing a role, each individual is someone other than himself, he can more easily have expressiveness. In this state, the fear of mistake is largely eliminated, because if a mistake occurs, it is not him who has committed that mistake, but the mistake has sprung from his role." (Farnahak, Eskandarnejad and Asgarzadeh, 1401: 145)

The analysis of the contents of Nuovo Espresso 1 shows that musical intelligence (0%) is not considered in this training book. Considering the special position of music in Italian culture and the emphasis of the Nuovo Espresso 1 training collection on the connection between language and culture, the lack of consideration of musical intelligence is one of the main weaknesses of this training book; since musical patterns and songs have a direct and decisive effect on the matter of learning a foreign language. Undoubtedly, adding Italian songs with a vocabulary circle and grammatical structure appropriate for language learners on the CD and including the texts related to these songs in the book; will be an effective solution for removing the mentioned weakness.

6- Conclusion

The training book is the most important tool in the foreign language teaching-learning process and the reference for the instructor and learners in this process. Undoubtedly, paying attention to Gardner's theory of multiple intelligences in the foreign language educational program provides effective measures for offering equal opportunities for language learners and has a direct effect on the language teaching and learning process. In this line, the intelligent selection of the training book as the main and guiding tool which, in addition to various language skills, pays attention to and emphasizes the diversity and difference of dominant intelligence in language learners, facilitates the mentioned process.

The precise examination and microscopic analysis of the content of Nuovo Espresso 1 shows that the dominant intelligence in arranging the educational content of this book is, as expected, linguistic intelligence (100%). The judicious use of visual-spatial intelligence (42.14%) and the arrangement of the vocabulary circle - expressions and many grammatical topics within its heart; is one of the fundamental strong points of this training book for language learners who

are learning the Italian language at the basic level with the aim of rapidly achieving speaking-listening skills. The aforementioned combination among linguistic, mathematical, and visual intelligences makes the instructor independent in many cases from equivalence and translation and also in some cases from the direct explanation of grammatical rules. In the next position, logical-mathematical intelligence (32.85%) is placed, which emphasizes the logical connection among various structures and is mixed with laws and grammatical rules in most cases. Another progressive feature of Nuovo Espresso 1 is the presentation of grammatical topics in an implicit manner and avoiding their explicit and direct explanation. Interpersonal intelligence (27.5%), considering the special emphasis of Nuovo Espresso 1 on performing activities in groups of two or more and the communication and interaction of language learners with each other, takes the next position.

Nuovo Espresso 1 has not overlooked intrapersonal intelligence (16.42%) either and has included it in sections such as reflection on linguistic knowledge and self-evaluation. Bodily-kinesthetic intelligence (8.21%) is mostly seen in the form of the role-playing method in Nuovo Espresso 1. Finally, musical intelligence is not considered at all in the compilation of the content of this book, and this matter, considering the importance of the art of music in Italian culture, counts among the prominent weaknesses of Nuovo Espresso 1.

Nuovo Espresso 1 is designed in accordance with the role of the instructor in the communicative approach (manager, guide, and information source). In this book, special attention to visual, interpersonal, and sometimes kinesthetic intelligence has been done intelligently in line with avoiding the traditional teaching method. This feature, along with this book's emphasis on speaking-listening skills in real and tangible communicative situations, confuses the adult Iranian language learner who is accustomed to the traditional and direct method and the teaching of foreign language grammatical topics through reasoning in the current educational system. Therefore, it is necessary for an instructor who considers adult Iranian language learners as his audience, considering their needs and goals, to focus on grammatical rules and laws and writing skills in coordination with speaking-listening skills and to use other appropriate resources that address these skills alongside Nuovo Espresso 1.

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