**Exploring Multiple Intelligences in a Primary-Level English Textbook**

Recently, there has been a growing interest in addressing individual differences in teaching foreign languages, in particular, in relation to different intelligences possessed by the individuals. The aim of this study is to identify multiple intelligences (MI) represented in a Grade 3 English textbook currently used in Turkish state primary schools. Using a MI checklist developed within the framework of eight intelligences proposed by Howard Gardner’s MI theory, each activity in the textbook was examined carefully. To identify intelligences in the textbook, quantitative method was used which involved the researcher classifying, ordering, synthesizing, evaluating and interpreting each intelligence type displayed in the textbooks. It was found that the intelligences in the English textbook were mostly in the nature of Verbal/Linguistic, Visual/Spatial and Logical/Mathematical with a combination of other intelligence types including Interpersonal and Intrapersonal Intelligence, Bodily/Kinesthetic, Natural and Musical Intelligence. It can be suggested that the English book examined has the potential to address young learners’ needs and interests in their representation of varied intelligences. The findings can give insights into the representation of multiple intelligences in English textbooks and increase language teachers’ awareness of different intelligences so that they can address varied intelligences that students may have.

**Key words:** Multiple Intelligences, English textbook, primary education