

## **MULTIPLE INTELLIGENCES AND ITS CONTRIBUTION TO TEACHER'S DISCOURSE**

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### **RESUMO**

Neste artigo será evidenciado o princípio da Teoria das Inteligências Múltiplas de Howard Gardner (1985). Serão apresentadas algumas características de cada inteligência e um teste para verificar qual é a inteligência predominante nos alunos. Os dados apresentados foram coletados com base no referencial teórico de Antunes (2001 e 2002), Armstrong (2001), Cardoso (2001), Gardner (1985 e 1995) e Almeida Filho (1998), tendo como objetivo maior provocar uma reflexão no professor sobre como este poderá colaborar, de modo mais significativo, na construção do processo de aprendizagem de seu aluno através da teoria das Inteligências Múltiplas.

**Palavras-chave:** inteligência, inteligências múltiplas, Howard Gardner, discurso do professor

### **ABSTRACT**

This paper has the objective to discuss the Multiple Intelligence according to the Howard Gardner's Theory (1985). We will also approach some characteristics from each intelligence and apply a test to check which intelligence prevails on students. Data was collected based on the theoretical reference of Antunes (2001 and 2002), Armstrong (2001), Cardoso (2001), Gardner (1985 and 1995) and Almeida Filho (1998), having the main goal to provoke teachers to reflect on how they can contribute in a more significant way with the development of a learning process by means of the Multiple Intelligence Theory.

**Key words:** intelligence, Multiple Intelligence, Howard Gardner, teacher's lecture.

### **I. INTRODUCTION**

Dr. Howard Gardner, author of *Frames of Mind* and co-director of Project Zero at Harvard University, has created a Theory of Multiple Intelligences. He points out that school systems often focus on a narrow range of intelligence that

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involves primarily verbal/linguistic and logical/mathematical skills. While knowledge and skills in these areas are essential for surviving and thriving in the world, he suggests that there are at least six other kinds of intelligence that are important to fuller human development and that almost everyone has available to develop. They include visual/spatial, bodily/kinesthetic, musical, interpersonal, naturalist and intrapersonal intelligences.

Gardner believes that the eight intelligences he has identified are independent, in that they develop at different times and to different degrees in different individuals. They are, however, closely related, and many teachers and parents are finding that when an individual becomes more proficient in one area, the whole constellation of intelligences may be enhanced. In practice the eight intelligences are not separate but integrated in unique combinations as one intelligence that shapes the mind, body and spirit. They are recruited daily to interpret the fascinating world around us.

For this reason, a question for students is: Is it a good idea to be excellent in just one subject or medium and thinking globally in all of them? Effective teachers facilitate students' learning by providing highly engaging learning experiences which are both motivating and challenging to students. The intelligences are a tool for teachers because they create a rich, nurturing, and stimulating environment filled with meaningful activities, toys, games, and books that lay the foundation for healthier, happier and brighter children! Students who have these kinds of experiences know many ways to learn almost anything!

## II. THE MULTIPLE INTELLIGENCES AND THEIR CHARACTERISTICS

Following are some characteristics of each different intelligence, along with ways to exercise and develop them:

**1. Verbal/Linguistic Intelligence:** The ability to use the core operations of language. People with linguistic intelligence have sensitivity to the meaning of words – the capacity to follow rules of grammar. People such as poets, authors, reporters, speakers, talk-show hosts, politicians and teachers may exhibit developed verbal/linguistic intelligence.

- **likes to:** read, write and tell stories;
- **is good at:** memorizing names, places, dates and trivia (insignificant things);
- **learns best by:** saying, hearing and seeing words.

**2. Logical-Mathematical Intelligence:** Involves number and computing skills, recognizing patterns and relationships, timeliness and order. People such as mathematicians, engineers, physicists, researchers, astronomers and scientists may exhibit developed logical-mathematical intelligence.

- **likes to:** do experiments, figure things out, work with numbers;
- **is good at:** math, reasoning, logic and problem solving;
- **learns best by:** categorizing, classifying, working with abstract patterns/relationships, playing number and logic games and puzzles.

**3. Spatial/Visual Intelligence:** Involves visual perception of the environment, the ability to create and manipulate mental images, and the orientation of the body in space. People such as sailors, engineers, surgeons, sculptors, painters and architects may exhibit developed spatial intelligence.

- **likes to:** draw, build, design and create things, look at pictures, watch movies;
- **is good at:** imagining things, sensing changes, mazes/puzzles and reading maps;
- **learns best by:** visualizing graphic/plastic arts and working with colors/pictures.

**4. Bodily/Kinesthetic Intelligence:** Involves physical coordination and ability, using fine and gross motor skills, and expressing oneself or learning through physical activities. People such as actors, dancers, swimmers, acrobats, athletes, jugglers and instrumentalists may exhibit developed bodily-kinesthetic intelligence.

- **likes to:** move around, touch and talk and use body language;
- **is good at:** physical activities (sports/dance/acting) and crafts;
- **learns best by:** touching, moving, interacting with space, processing knowledge through bodily sensations, games.

**5. Musical Intelligence:** Involves understanding and expressing oneself through music and rhythmic movements or dance, or composing, playing, or conducting music. People such as singers, composers and instrumentalists may exhibit this intelligence.

- **likes to:** sing, hum tunes, listen to music, play an instrument;
- **is good at:** picking up sounds, remembering melodies, noticing pitches/rhythms;
- **learns best by:** listening to a variety of recordings, rhythm, melody and music.

**6. Interpersonal Intelligence:** Involves understanding how to communicate with and understand other people and how to work collaboratively. People such as politicians, religious leaders, and those in the helping professions may exhibit this intelligence.

- **likes to:** have lots of friends, talk to people and join groups;
- **is good at:** understanding people, leading others, organizing,

communicating;

- **learns best by:** sharing, comparing, role-playing, cooperating and interviewing.

**7. Intrapersonal Intelligence:** Involves understanding one's inner world of emotions and thoughts, growing in the ability to control them and work with them consciously. People such as some novelists, therapists, psychologists and philosophers may exhibit this intelligence.

- **likes to:** work alone and pursue own interests;
- **is good at:** understanding self, following instincts, pursuing goals, being original;
- **learns best by:** individualized projects, having own space, imaginative games.

**8. Naturalist Intelligence:** The ability to understand, relate to, categorize, classify, comprehend, and explain the things encountered in the world of nature.

People such as farmers, biologists, hunters, gardeners may exhibit this intelligence.

- **likes to:** explore nature and make collection of objects and study them;
- **is good at:** observing, comparing and classifying things related to the nature;
- **learns best by:** working with the natural world of plants and animals.

### **III. CONCLUSION**

This research concludes that the intelligences have the function of integrating and incorporating some functions in the human brain. They also approach the knowledge in a more complete and including way for one better performance, respecting and valuing the individual differences.

The form to visualize education and the learning, as well as intelligences, must be a continuous and increasing conquest of the teacher who routes the new discoveries in the way to teach the foreign language (English).

As the majority of the people can develop each intelligence in an adequate level of ability, consequently, all the people can develop eight intelligences in a level reasonably raised of performance, since that they receive motivation, enrichment in its appropriate learning and instruction. In this case, it fits the teacher to also reflect and to rethink its lessons, leading in consideration the characteristics and objectives of its students and the language vision that guides its practical to teach.

The test in annex serves to detect the predominant intelligences in the students and to explain the theory of Multiple Intelligences of Gardner. The

analysis of the results of the test goes to demonstrate to the teacher which intelligences are predominant in the students and from there, the teacher will be able to develop, to apply and to consider activities to stimulate these intelligences.

The principles of this research claim that the approach that a professor uses in classroom does not summarize to a proposal of more interesting or amused activities, but that they are significant and relevant for its learning, and also requires the teacher a reflection on pedagogical practical and a study of the theories that guide it.

Even though the efforts to understand the intelligences have been advancing, the searchers still know very little about how to nurture intelligence. It's known that the human being is also more than his or her intellectual powers. Perhaps more crucial than intelligence in the human firmament are motivation, personality, emotions, and will. The essential insight here is that teachers need to find the individual talent of each student and explore it with different opportunities of learning.

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### 1-) Take the quiz

**Write 2 in the box if the item is true, 0 if is not true or 1 if it is somewhat true.**

1. I often ask questions about the way things work.
2. I know many types of trees and flowers.
3. I love reading books and magazines.
4. I can sing many songs.
5. I take lots of pictures when I go on vacation.
6. I'm good at sports.
7. I am good with animals.
8. I have more than one good friend.
9. I like spending time alone.
10. Math is one of my favorite subjects.
11. I could easily survive in the wilderness.
12. I like writing letters, stories or poems.
13. Listening to music I like makes me feel good.
14. I enjoy art class.
15. I like to work using my hands.
16. I often help my friends.
17. I prefer to work alone.
18. I am interested in science.
19. I remember the words of songs easily.
20. I play a musical instrument.
21. I prefer textbooks with pictures, graphs, and charts.
22. I don't like sitting for a long time.
23. I am often the leader in games and activities.
24. I think I am independent.

**2-) Add your points. Read the box on page 51 to interpret your score.**

**INTERPRETING THE QUIZ:** Which was the letter of your highest score in Exercise 2 on page 48? Circle it below to identify your intelligence type.

Fonte: WESLEY, Addison. (2001). *Match Point*. Longman.