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Students learn differently. Research on student learning indicates that intelligence is multidimensional and can include many abilities that are not always manifested in traditional classroom assignments and activities (Gardner, 1993; Gardner, Kornhaber & Wake, 1996; Nelson, 1995; Pinto, Geiger & Boyle, 1994; Reiff, 1992). Traditionally, students have been taught in ways that emphasize left-brain strengths such as verbal and analytical skills and logic while right-brain strengths such as creativity and intuition have been virtually ignored (O'Brien, 1989).

Recent works in psychology have questioned traditional views of intelligence. Gardner's Multiple Intelligences (MI) theory (Gardner, 1983; 1993) and Goleman's (1995) work on emotional intelligence suggest that intelligence should be viewed not as a single independent entity, but as a plurality of aptitudes that develop in differing degrees, depending on the individual. Gardner's MI theory discourages educational practices such as standardized, linear presentations of material in favor of methods that recognize differences among individuals (Armstrong, 1994).

Research in cognitive psychology indicates that students are motivated to learn when they are involved in the learning process and when instructional approaches allow them to be reflexive about their learning (Armstrong, 1994; Reiff, 1992). The framework of MI theory encourages

teachers to involve and motivate students. Armstrong (1994) explains that, "MI theory essentially encompasses what good teachers have always done in their teaching: reaching beyond the text and the blackboard to awaken students' minds" (pp. 49-50). Therefore, we argue that teachers must employ teaching methods that appeal to multiple student aptitudes to maximize student learning.

This research applies Gardner's MI theory to instruction for the basic public speaking course. We will describe each of the seven intelligences, and provide specific strategies for applying assignments and activities that relate to each of the intelligences.

The basic public speaking course is an excellent forum for using a diversity of instructional methods to correspond with different student intelligences. Students in public speaking courses learn both oral and written communication skills through a variety of assignments and activities. Gibson, Hanna & Leichty (1990) report that public speaking is the preferred instructional format for a basic course (favored over a hybrid course or an interpersonal communication course) at U.S. colleges and universities. Public speaking is typically required of students from numerous fields of study, and enrollments are increasing (Gibson, Hanna & Leichty, 1990; Handford, 1993). With such a large diverse population of students enrolled, the basic public speaking course is ideal for examining students' multiple intelligences and preferences for teaching techniques.

While MI theory is currently used as an instructional foundation in K-12 schools throughout the country (Project Spectrum at the Elliot Pearson Children's School at Tufts University in Medford, Massachusetts; the Key School in Indianapolis; and the Arts Propel in the Pittsburgh Public Schools), little effort has been made to apply MI theory to college and university classrooms (Armstrong, 1994). We argue that, if a goal of MI theory is to "assist students in

developing higher levels of understanding through their multiple intelligences" (Armstrong, p. 153), then the theory is equally pertinent to college students.

MULTIPLE INTELLIGENCES THEORY

Gardner (1983) defines intelligence as "a biopsychological potential that is drawn on within a culture for a variety of purposes" (p. 577). Specifically, Gardner (1993) states:

> An intelligence entails the ability to solve problems or fashion products that are of consequence in a particular cultural setting or community. The problem-solving skill allows one to approach a situation in which a goal is to be obtained and to locate the appropriate route to that goal. The creation of a *cultural* product is crucial to such functions as capturing and transmitting knowledge or expressing one's views or feelings. The problems to be solved range from creating an end for a story to anticipating a mating move in chess to repairing a quilt. Products range from scientific theories to musical compositions to successful political campaigns (p. 15).

An intelligence is an ability, a talent, or a mental skill that encompasses what Gardner (1993) terms "human cognitive competence" (p. 15).

Gardner (1983) proposed that individuals possess seven intelligences: 1) bodily-kinesthetic; 2) verbal-linguistic; 3) logical-mathematical; 4) musical-rhythmic; 5) visual-spatial; 6) interpersonal-social; and 7) intrapersonal-introspective. The degree of development for a particular intelligence differs for each individual. Armstrong (1993) explains that "each person possesses all seven intelligences and has the ability to develop each one to a reasonable level of proficiency" (p. 221). Gardner places equal *value* on each of the seven intelligences; his theory does not give

priority to the logical or linguistic intelligences, which have traditionally been viewed as the measure of intelligence.

The seven intelligences have been conceptualized as follows (Armstrong, 1993; 1994; Gardner, 1993):

The *bodily-kinesthetic* intelligence deals with the body and the physical self; the body is used to express ideas and emotions, to build products, and to play games and sports. Dancers, actors, athletes, surgeons, mechanics, and craftspeople have highly developed bodily-kinesthetic intelligence.

The *verbal-linguistic* intelligence deals with reading, writing, and linguistic skills. Individuals who have developed this intelligence enjoy puns, reading, word games, and are skilled at verbal and/or written expression. Verbal-linguistic intelligence is manifested by orators, poets, playwrights, editors, politicians, journalists, lawyers, and storytellers.

The *logical-mathematical* intelligence includes logical, mathematical, and scientific abilities such as reasoning, conceptualizing hypotheses or cause-effect relationships, and the recognition of abstract relationships or patterns. Scientists, accountants, mathematicians, and computer programmers have highly developed logical-mathematical intelligence.

Individuals who possess high degrees of *musical-rhythmic* intelligence appreciate or respond to rhythms and melodies or may also write and/or perform music. Examples of individuals with a high level of this intelligence include composers, performers, and music critics.

The *visual-spatial* intelligence involves the ability to create mental pictures or visual representations or models. These individuals are sensitive to visual details and learn best through mentally visualizing or actually seeing things. Visual-spatial individuals include engineers, surgeons, artists, sculptors, photographers, interior designers, architects, and pilots.

The *interpersonal-social* intelligence deals with the ability to understand and relate to others; and to work effectively with and to be responsive to other people. This intelligence also involves an awareness of others' moods, motivations, intentions, and nonverbal communication. Teachers, salespeople, politicians, negotiators, and religious leaders possess high degrees of interpersonal-social intelligence.

Finally, the *intrapersonal-introspective* intelligence involves a keen awareness of one's inner self: feelings, emotional states, self-esteem, and goals. Those who have a highly developed intrapersonal-introspective intelligence tend to be contemplative and to have accurate images of themselves. Counselors and theologians would possess a high degree of intrapersonal-introspective intelligence.

It should be noted that the seven intelligences are interactive; they do not act in isolation from one another. At any given time, individuals typically use more than one intelligence to accomplish a task, solve a problem, play a board game or a sport, and engage in other activities.

MULTIPLE INTELLIGENCES THEORY IN THE BASIC COURSE

Gardner (1995) indicates three positive ways in which MI theory can be used in schools: first, to teach students the skills and abilities that are valued by the community and by the broader society; second, to use a pluralistic or interdisciplinary approach to curriculum development that deviates from the traditional lecture format; and third, to personalize education to acknowledge and address individual student differences. The basic public speaking course easily meets these three criteria: skills acquired in the basic public speaking course will be used in college and beyond. Students who improve their ability to communi-

cate increase their chances of success as adults both personally and professionally (Ford & Wolvin, 1993; Gibson, Hanna & Huddleston, 1985; Vangelisti & Daly, 1989). A public speaking course can be structured to teach the material in a variety of ways; and, finally, public speaking credits students as individual thinking, feeling beings.

According to Gardner's theory (1993), students can either experience *crystallizing experiences* (the "aha!" positive feeling of a success) or *paralyzing experiences* (the sense of failure). These experiences typically happen at a young age, but can occur at any age in a person's life (Armstrong, 1993, 1994; Gardner, 1993). The basic public speaking course is particularly relevant for this concept. Instead of looking forward to the public speaking course, students usually are apprehensive; to perform poorly would negatively impact student self-esteem. We, as educators have the ability to redirect potentially paralyzing experiences into crystallizing experiences.

As students review a public speaking course syllabus, they generally will find a lecture (theory) and speaking (practical application) format (Gibson, Hanna & Huddleston, 1985; Wright, 1993). Course activities may include research, homework, and in-class speeches. The in-class speeches may be impromptu, extemporaneous, memorized or manuscript; in-class activities may be graded or may be ungraded. While the emphasis of the teaching method may vary according to the instructor's personal preferences, the expectations for students who complete the course are the same: *competence in the written portion of public speaking* (test-taking skills; research presentation; and speech outlines); *competence in the preparation and delivery of a speech* (effective topic selection and audience analysis; effective vocal and nonverbal delivery), and *competence in the theories of communication and public speaking* (ability to understand how these interrelate and how to use them to produce effective speeches).

CLASSROOM EXERCISES
AND MULTIPLE INTELLIGENCES

Public speaking curricula can be tailored to students' seven intelligences. For example, communication theory (such as language development and rhetorical theory) would appeal to verbal-linguistic and logical-mathematical thinkers who understand the concepts and see the overview of communication. Interpersonal thinkers can also appreciate the interconnections of communication and public speaking, and should be encouraged to view public speaking as a teaching format or as a connection with other people, since they typically interact comfortably with others. Visual-spatial thinkers can see the purpose and results of communication through visual reinforcement (such as videotapes of exemplary public speeches) and through the actual event of public speaking as it happens in the classroom setting. Bodily-kinesthetic learners can appreciate the importance of the nonverbal facets of public speaking; they should be encouraged to be expressive with their hands and to walk while speaking to stimulate their thinking ability. Musical intelligences should focus on pitch and inflection and other uses of the voice to convey messages—they should be taught that public speaking is not in the words alone. Intrapersonal intelligences should be encouraged to think of public speaking as a "goal" that will have personal benefits.

Following are some classroom assignments and activities that may be added to a public speaking instructor's repertoire of teaching methods in order to relate to students' multiple intelligences. Activities are categorized according to each intelligence.

Linguistic Intelligence

1. Revise and rewrite a poor speech

2. Rewrite the text of a book or newspaper/magazine article into manuscript form

3. Encourage storytelling exercises (chain stories; true or fictional stories, etc.)

4. Develop a hypothetical speaking club or association and explain the rules (this exercise also accesses the logical-mathematical intelligence)

SPATIAL INTELLIGENCE

1. Describe a design to the class (or to one classmate) and have the listener(s) try to replicate the design

2. Have students en masse observe a non-typical location (without explaining the purpose of the observation); then have students return to the classroom and give impromptu speeches describing the location

3. Have students observe a videotape of a crime, or an enactment of a crime, and then describe the victim and the criminal

4. Have students visit an art display (local museum, university, etc.) and then describe one of the pieces of art that they liked

5. Encourage students to use visual aids (flat and dimensional) with their speeches

6. Provide students with random objects; have them create and describe a new use for the objects

7. Have students describe new products or processes that would be useful at school

MUSICAL INTELLIGENCE

1. Incorporate music (such as jingles or advertisements) into impromptu persuasive speeches using Monroe's Motivated Sequence

2. Have students discuss what music they would add to a speech to give it emphasis without overriding the message

3. Use music as an "aural aid" (instead of using a visual aid)

4. Have students give speeches about the importance of music in our everyday lives

5. Have students debate whether music aids or interferes with studying (musical versus non-musical intelligences)

6. Have students bring favorite lyrics to class and describe their meaning (linguistic and musical intelligences)

7. Have students give speeches about "my most important musical experience"

BODILY-KINESTHETIC

1. Have students give speeches about exercise, athletics, sports, or acting

2. Encourage students to walk and move around within the parameters of their speaking area (movement stimulates the brain of bodily-kinesthetic types and facilitates thinking and talking)

3. Encourage students to discuss their "gut reactions" to other speeches (responding to a speaker's non-verbal delivery as well as to the topic and content of a speech)

4. Make students aware of their body posture by describing a hypothetical "confidence suit." For example, tell students they do not have to "dress professionally" to deliver a speech in front of the class; however, have them describe hypothetical clothes (such as imaginary padded shoulders, an invisible

back brace to facilitate posture, and no pockets to occupy their fidgeting hands) that would benefit their posture and maximize their delivery

5. Have students practice visualization techniques for relaxation

6. Have students play "Charades" for speech-related topics

LOGICAL-MATHEMATICAL

1. Assign abstract thought exercises dealing with "what if" scenarios

2. Have students prepare and present arguments and corresponding counter-arguments in impromptu speeches

3. Assign "guestimating" exercises to answer hypothetical questions; have students explain how they arrived at their answers. (For example: "A study recently revealed that the fifth grade is a pivotal time to determine whether or not students will become effective public speakers. What do you think happens in the fifth grade that would make this be so?")

INTERPERSONAL

1. Show pictures of people and have students describe what they are doing or thinking

2. Assign exercises dealing with the similarities between public speaking and everyday conversation

3. Have students observe people at school and describe their interactions

4. Have students speak to classmates and try to influence, encourage, or discourage them

5. Have students present impromptu speeches on why quality circles are important in the workplace or why interactive classrooms are appropriate

INTRAPERSONAL

1. Have students reveal a self-disclosure to the class

2. Have students discuss how they are "different" from everyone else, and what they have to offer due to that difference

3. Have students discuss their goals for the public speaking class

4. Have students keep a journal about their public speaking experience(s) in-class and away from class

5. Have students present impromptu speeches about their dreams and interpretations of the dreams

6. Have students present impromptu speeches in which they assume the identities of other people and then explain why they would like to meet themselves

In addition to in-class exercises and homework assignments that incorporate the multiple intelligences, students should also be encouraged to select topics that reflect their personal intelligences. Educators can broaden the range of speech topics to adapt to the spectrum of intelligences instead of narrowing the speech topics to fit only a few. For example, verbal-linguistic types might speak about storytelling classes or conventions or about word games and board games such as "Trivial Pursuit." Spatial intelligences may like three-dimensional or visual games; still or video photography; drawing, sculpting or painting; and should be encouraged to use visual support of their topics. Musical types may talk about the dynamics of music and should be encouraged to incorporate music into their

speeches. Bodily-kinesthetic intelligences may talk about body movement and its importance, and demonstrate bodily movement as their visual aids (showing the steps to country line dancing or tai chi or yoga). Speeches about acting, mime, sports, and other "hands-on" activities would also be appropriate for those with bodily-kinesthetic intelligence. Logical-mathematical types may speak about computer languages, problem solving, science-related venues or activities or products. Interpersonal intelligences may discuss networking, volunteerism, collaboration, etiquette, the importance of other cultures, and the lives of socially competent individuals (philanthropists, counselors, politicians, social workers, etc.). Intrapersonal students may speak about meditation or introspective exercises, counseling, dreams, entrepreneurship, hobbies, self-esteem, assertiveness, or self-confidence.

The best solution to reach the broadest audience of students would be to provide a variety of topics or exercises for each assignment, and then allow students to choose. These choices will allow students to maximize their particular intelligences while deriving the greatest benefit from their public speaking experience.

CONCLUSION

Gardner's (1983; 1993) MI theory provides an excellent framework for public speaking instructors to address differing student intelligences. Gardner admits that MI theory is not a panacea for educational reform. However, the theory represents a form of curriculum development aimed at meeting individual student learning needs. The purpose of this paper has been to introduce communication educators to MI theory, and to delineate ways to apply it in the basic public speaking course. Our goal was not to provide additional empirical support for MI theory, but to suggest

that the theory and its educational implications should be given serious consideration. Public speaking instructors are in an excellent position to reach a large population of students and to facilitate student learning and motivation by attending to differing intelligences. Future research could be conducted to determine what methods are being used to teach public speaking, and which intelligences are represented by these methods. Also, empirical research could examine the potential relationships among student multiple intelligences, learning, and motivation.

Teachers cannot individualize their instruction, but the MI framework encourages teachers to use a variety of teaching methods to adapt to diverse student aptitudes. Armstrong (1994) states that MI theory "can help educators learn their own style, plus introduces broad activities to develop neglected intelligences, activate underdeveloped or paralyzed intelligences, and bring developed intelligences to higher levels of proficiency" (p. 23). For each platform of learning, we must expand our repertoire of teaching styles to include most, if not all, of the multiple intelligences.

We encourage those who teach the basic public speaking course to consider supplementing current teaching methods with the activities suggested here. These activities will relate to student multiple intelligences and personalize the educational process, thereby making learning more meaningful and relevant to a greater number of students. Given that students possess different intelligences in varying degrees and, therefore, learn differently, the traditional teaching methods do not seem sufficient to reach all students.

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