



Reading



Hearing



Speaking



Writing



Debating



Discussion

VERBAL-LINGUISTIC WAYS OF KNOWING

Adapted by Leslie Wessman from the work of Howard Gardner, Thomas Armstrong, Linda Campbell, and David Lazear.

DEFINITION

We use our verbal-linguistic intelligence when we speak to each other, whether through formal speech or informal conversation. We use this intelligence when we put our thoughts down on paper, create poetry, or simply write a letter to a friend. It consists of the ability to think words and to use language to express and appreciate complex meanings.

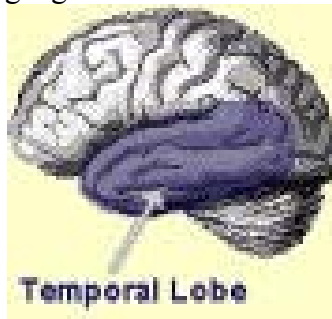
VL intelligence is involved in storytelling and creating, in all forms of humor that involve such things as plays on words, in the unexpected ending in a joke, and in various funny twists of the language. This intelligence is involved in any use of metaphors, similes, and analogies, and, of course, in learning proper grammar and syntax in speaking and writing.

BRAIN CONNECTION

The VL capacities are mostly located in the temporal cortex of the left hemisphere, known as Broca's Area. This VL intelligence includes four major areas of sensitivity: 1) SEMANTICS, or the

shades of meanings of words, whereby an individual appreciates the subtle shades of difference in descriptors; 2) PHONOLOGY, or the sounds, rhythm, inflection, and meter of words, which give them a kind of interactional effect on one another. It is here that HOW something is said is as important as what is said; 3) SYNTAX, or the order among words, which involves the rules which govern the ordering of words in speech or writing, as well as their meaning within a particular context; and 4) PRAXIS, or the different uses of words as in sentence structure, or in understanding the cultural nuances of words, or the emotive aspects of language. Though each of these dimensions of VL intelligence can be isolated, in reality they all function as an integrated whole.

As we try to teach children/youth to master the culture's language we must move beyond just word recognition and spelling to an understanding of the whole language.



LEARNING CAPACITIES

- Understanding Order and Meaning of Words
- Convincing Someone of a Course of Action
- Explaining, Teaching, and Learning
- Humor
- Memory and Recall
- "Meta-Linguistic" Analysis or the ability to understand another person's message as much by how they say it as what they say.

CLASSROOM TOOLS

- Reading
- Vocabulary
- Formal Speech
- Journal/Diary Writing
- Creative Writing
- Poetry
- Verbal Defense/Debate
- Impromptu Speaking
- Humor/Jokes
- Storytelling

ASSESSMENT INSTRUMENTS

Many of the "tools" and also:

- Written Essays
- Vocabulary Quizzes
- Recall of Verbal Info
- Audio Recordings
- Poetry Reading
- Listening and Reporting

CAREER POSSIBILITIES

- Novelists and Poets
- Journalists
- Newscasters
- Public Speakers

FURTHER READING

- Comedians
- Lyricists (song writers)
- Dramatists

Campbell, Linda and Bruce & Dee Dickenson, Teaching and Learning Through Multiple Intelligences, 1992.



Verbal-Linguistic Capacities Developmental Journey

Basic Skill Level	Complex Skill Level	Coherence Level
<p><i>(involves acquisition and basic development of “building block” language arts capacities, including simple reading and writing, and rudimentary patterns of speaking))</i></p> <ul style="list-style-type: none"> • Knowledge of the alphabet (that is, ability to recite and recognize various letters) • Recognition of one’s own name in writing and in conversation • Single word utterances; speaking pairs of words and meaningful phrases • Creation of simple sentences, generally with poor syntax, in speaking • Ability to perform “imitation writing,” especially of one’s own name and other letters 	<p><i>(involves understanding various aspects of language as a system, for example, grammar, syntax, phonetics, and praxis, and the development of language comprehension skills)</i></p> <ul style="list-style-type: none"> • Complex and proper use of language to communicate ideas, desires, and feelings • Capacity to tell jokes and understand various kinds of language-based humor (jokes, puns, and so on) • Expanded vocabulary, including skill in using new words in speaking and writing • Execution of self-initiated writing to communicate thoughts, opinions, feelings and so on • Comprehension of information presented in a written format (stories, narratives, and so on) • Self-expression in various creative writing forms (essay, poetry, narrative, and so on) 	<p><i>(involves development of the creative and self-expressive dimensions of linguistic communication and expanded comprehension and interpretive capacities)</i></p> <ul style="list-style-type: none"> • Ability to create original stories and relate classical and previously heard stories • Execution of various types of formal speaking (debate, persuasive, impromptu, and so on) • Skilled use of various figures of speech (metaphor, simile, hyperbole, and so on) • Ability to engage in metalinguistic (language investigating itself) analysis and dialogue

