



EFFECT OF INTELLIGENCE ON LEARNING LANGUAGE

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Abstract

Intelligence is an ability of individual that can influence making sense of language structures and sentence formation. Nevertheless, it is quite apparent that cognitive skills and intelligence can enhance individuals' ability to acquire languages more effectively and efficiently. However, it is less influential when acquired with communicative competence and reading abilities. The paper highlights attributes of intelligence and its effects on language learning, and acquisition.

Keywords: *Intelligence, Language and Metacognition*

Introduction

The dynamic and intricate nature of second language acquisition involves a complex interrelation between individual physiological and psychological traits and the resulting outcomes of language acquisition. Individuals' anticipation of success in second language acquisition can be gauged to some extent by considering information on their personalities, specific intellectual abilities, motivation, or age (Candlin and Mercer, 2001).

While comprehending the association between intelligence and language learning through research it has been fascinating that the researchers, educators, and linguists are working on figuring out the influences of intelligence on students' language learning. To a great extent, intelligence is often measured in cognitive abilities affiliated with reasoning, problem-solving skills, and memorization. It embraces an individual imperative role in acquiring and mastering new languages. This article tries to figure out how different aspects of intelligence; emotional,

visual, kinaesthetic, etc. affect language learning and its pedagogical practices in educational settings.

Intelligence and its Attributes:

It is better to acknowledge that recent research findings show that learners' intelligence has a significant impact on language learning whether it is the reading skills of the learner writing or speaking etc. Indeed, it is something that is related to various kinds of intelligence either emotional kinesthetic visual, etc intelligences get influenced greatly in terms of language acquisition as it affects the perception of material, learning outcomes, and engagement in the learning process.

Artificial intelligence (AI) revolutionizes language learning by providing personalized learning experiences, interactive practice, and automated assessment, leading to increased efficiency and student engagement. Multiple intelligences, such as intrapersonal, bodily-kinesthetic, musical, and naturalistic intelligence, positively influence students' motivation to learn English. Gardner's Multiple Intelligences instructional design model helps teachers tap into students' needs and design lessons accordingly, enhancing their learning abilities. Linguistic intelligence and attitudes towards ICT use have a significant and positive relationship with writing ability in English as a foreign language (EFL) teaching and learning

Language acquisition in this study has been exposed to impact neuroplasticity. Neuroplasticity denotes that the brain can endure essential changes in response to impetus, behavioral involvement, and cognitive demands. It is quite apparent that there is a positive association between neuroplasticity and language acquisition. However, it has been recognized in various research findings; most of recommended that as a mechanism of learning a language and utilizing several languages, changes in brain anatomy are encouraged. These vacillations encompass the pattern of functional neurons and can transpire rapidly and at any age. Doe, J. (2023).

This of course occurs in the Language learning context that it helps advance learners thinking talents and memory capabilities. There is something that is quite certain bilingual students concentrate better, ignoring distractions more effectively than monolinguals. It is because the language discourses that center in the brain are so lithe and acquiring a second language can cultivate new spaces in our mind and reinforce our brain's natural capacity to concentrate. Whitby School. (n.d.).2024

Emotional intelligence can elevate Increased Self-Regulation and Motivation so that learners with higher emotional intelligence or power often unveil better self-regulation, tenacity, and motivation, which are central to positive language learning. In the case of teaching the students in the classroom, the teacher who has high emotional intelligence can plan outstanding teaching strategies for their students while elevating the student's cognitive and providing a deeper learning experience. (Tevdovska, E. S. (2017).

In this study, it has been highlighted that the prominence of acknowledging the individual differences among individual in their intelligence when designing language learning activities and practices for them. Teachers in their classes can develop a positive learning environment by tailoring sophisticated approaches and materials to cater to the diverse intelligence profiles of their students, potentially enhancing the effectiveness of language instruction. (Akbari & Hosseini, 2008

Affective attributes on Intelligence: There are various intelligences usually found in the studies. To find out the denotation of general intelligence, it designates a broad cognitive competence that accentuates various mental-related tasks. It is often assessed using IQ tests and includes skills such as logical reasoning, problem-solving, and abstract thinking.

Linguistic Intelligence: the term linguistic intelligence was proposed by Howard Gardner in his theory of multiple intelligences. The basic concept of this theory is related to linguist usages. It is either a written form of communication or spoken form or reading and eventually listening comprehension. It embraces the possibilities of using language effectively for their in and outside the classroom environment. It encompasses skills like vocabulary acquisition, grammar understanding, and expressive communication.

Working Memory: it encompasses the ability to hold and operate information momentarily. It is essential for language learning. It is being used to gain new vocabularies affiliated with active and passive vocabularies. It assists learners in retaining and processing new vocabulary and grammatical structures that are required while constructing long sentences in their spoken and written discourses.

Metacognitive Skills: it leads to learning a deeper concept therefore it is called higher-order cognitive processes. It involves the processes of planning, monitoring, and evaluating one's learning and how the learners are aware of how to use language which is the perfect situation to use, changing the languages according to the context. It enables the learner to use language in more strategic and effective ways.

Vocabulary Acquisition and Use of Syntax: learners who have general intelligence often have better cognitive processing abilities. The person who has this intelligence can facilitate the acquisition and retention of vocabulary than those who don't. Indeed active vocabulary that supports the ability to remember and recall new words can make the learner use in various contexts. Understanding syntax means reasoning and pattern recognition can aid in understanding and applying grammatical rules in various discourses. Learners with stronger analytical skills may find it easier to grasp complex syntactic structures.

Language usage pace: Intelligence can influence how quickly learners process and integrate new linguistic information. Those with higher cognitive abilities may be able to process language input more efficiently and adapt more swiftly to language changes. **Problem-Solving and Creativity:** Intelligence often involves problem-solving skills and creativity, which can enhance the ability to use language in novel and flexible ways. Creative problem-solving can lead to innovative language use and greater adaptability in communication.

Practical Educational Remedies:

Personalized Instruction: Knowing the role of intelligence in language learning can have a more personalized and adaptive teaching approach to give individual care attention to the language learner. For instance, learners with high linguistic intelligence may benefit from advanced vocabulary exercises, while those with strong problem-solving skills might excel in language games and puzzles. Meantime there is a requirement for a collaborative learning environment so that those who know better usage of the language can help others who are low earners.

Scaffolding for Assorted Learners: It is important to understand that intelligence caliber fluctuates among learners it highlights the need for diverse instructional approaches and the methodology to encounter this kind of issue in the language classroom. The idea of differentiated or separate instruction can cater to the varying cognitive strengths of students. There is also a need to provide inclusive support in tune with their abilities.

The scope for providing metacognitive awareness: the activities and the experience provided in the class ought to encourage learners to develop metacognitive skills. It can enhance their language learning experience. The oriented activities to prove self-regulation skills, goal-setting power, and self-reflection can assist learners in using their cognitive strengths more efficiently.

Confines and Reflections: While intelligence's significance on language learning is quite evident at the same time other pertinent attributes play a role, effort, motivation, and exposure are also critical factors in language learning. In other words, the skill on your always never guarantees your language proficiency unless you have the best in other skills. If practice and motivation are lacking, they can hardly learn the language. Other factors like the learner's personality, the environment they learn, the motivation they get, the caliber of the teacher in guiding, access to language learning, the collaborative atmosphere of the class, etc.

Cognitive skills and interaction: Intelligence seems multifaceted and varies ways in the learners. Unlike, other factors, it is pretty certain that emotional intelligence, social skills, and cultural background also influence language learning. Therefore, other integrated factors should be considered alongside cognitive abilities. Indeed Intelligence power can enable the learner to interact efficiently with the learning environment. A holistic view of language learning is required to assimilate with cognitive, emotional, and social dimensions.

It here through the findings of the study mentioned that the results showed the underscoring importance of retaining attention to individual differences in intelligence when a teacher designs language instruction and pedagogical discourses. Teachers should recognize and cater to the diverse cognitive strengths of learners to enhance language learning outcomes. (Genesee, 2006)

The research in his study finds that different types of intelligence correlate with different aspects of language learning. For example, linguistic intelligence is closely related to vocabulary acquisition and language comprehension, while cognitive abilities like abstract reasoning contribute to overall language proficiency. (Kakhramonov, 2020)

Conclusion: The different Intelligences either emotional or general or linguistic and kinaesthetic affect language acquisition processes. Dimensions we discussed are the area of vocabulary acquisition, phonological awareness, word recognition, clarity on grammar, and development of reading comprehension and other associated language abilities. Though advanced cognitive capabilities can expedite language learning and acquisition, it is imperative to identify the great association and interwoven significance between intelligence with intrinsic and extrinsic motivation, learners' personalities, and other factors.

Educators, policy makers and educational implementers should deliberate these traits when designing language learning curriculum and syllabi and also while providing support experiences and all learners in accomplishing their phonological goals. By providing a positive

environment for the diverse cognitive strengths of learners and integrating a range of instructional strategies, we can magnify language acquisition and foster successful language development.

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