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ACQUISITION OF ACADEMIC PROGRESS THROUGH LINGUISTIC INTELLIGENCE OF ESL LEARNERS

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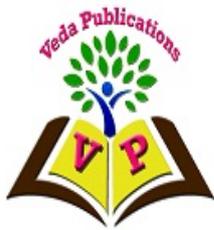
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ABSTRACT

Linguistic intelligence, as described in Gardner's theory, pertains to an individual's aptitude for language-related tasks. This intelligence surpasses a basic understanding of vocabulary and grammar. It encompasses an inherent capacity to recognise the nuances of language, excel in the complexities of syntax, and utilise language as a potent instrument for communication. Linguistic intelligence is the fundamental basis for acquiring language. People with linguistic intelligence have an enhanced ability to understand and use the rules that regulate the structure of language.

The article delves into the exploration of vocabulary development as an aspect of linguistics. Individuals who possess linguistic intelligence demonstrate exceptional proficiency in extending their vocabulary and effortlessly integrating new terms into their daily communication. This skill allows individuals to convey their views with accuracy and refinement, promoting effective communication and self-expression. Proficient communication is essential in both personal and professional realms, and linguistic intelligence provides individuals with the necessary skills to thrive in this area. Linguistic intelligence enables individuals to effectively express their thoughts with persuasiveness and coherence, whether through written or verbal communication. This skill is especially necessary in domains such as public speaking, diplomacy, education, and journalism, where the influence of language cannot be underestimated. This article emphasises the importance of linguistic intelligence and its correlation with academic achievement.

Keywords: *Linguistic Intelligence, Spoken And Written Communication, English Language Proficiency, Academic Growth Etc.*

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INTRODUCTION

Individuals possessing high linguistic and other quantifiable forms of intelligence have consistently enjoyed a competitive edge within the conventional framework of education in the mainstream school system. This approach frequently results in the marginalisation of individuals who possess intelligence that does not align with the criteria established by conventional psychometric tests rooted on behaviourist principles. Individuals possessing exceptional cognitive abilities that beyond the scope of conventional assessments are frequently overlooked and presumed to be incapable of thriving inside this inflexible structure. (Weber, 1992; Armstrong, 1993).

Language is a crucial element of human intellect. This biological mechanism appears to be exclusive to the human species. Language is commonly seen as a biological inheritance, as individuals possess an inherent ability to acquire and produce language. The capacity to acquire intricate language abilities is inherent in the structure and cognitive functioning of our brain, enabling us to organically develop these talents as we mature and engage with our surroundings. The effectiveness of human language expression relies on linguistic intelligence, which refers to the capacity to proficiently utilise any language in diverse settings. Put simply, the creation of meaning through language is necessary for any kind of expression, regardless of the language used. Chomsky argues that a child is able to acquire a language, with all its intricacies and intricacies, since they inherently possess knowledge of it as a result of their biological inheritance.

In the current global context, the significance of English in one's personal, intellectual, and professional life cannot be overlooked. Acquiring English as a second language is regarded as a formidable undertaking for its learners due to factors such as cultural background, exposure, and various other reasons. Consequently, students are heavily dependent on their native language for verbal thinking, which significantly impacts their academic achievements, given that English is the language of instruction in higher education. It is crucial for students to articulate their ideas within their areas of expertise using the English language. However, their limited grasp of linguistic intelligence in English is resulting in their inability to effectively utilise English for academic pursuits at the college level. Students rely on the easily accessible materials in the market, where everyone produces identical answers. Chomsky highlights the fact that languages vary; English and Japanese are not the same. However, it appears that languages mostly vary in their choice of words and in the selection of specific aspects that are not entirely dictated by our innate biological traits.

NEED TO ACQUIRE LINGUISTIC INTELLIGENCE FOR AN ESL LEARNER

Currently, English has become the prevailing and continuously developing means of global communication. The purpose of this measure is to serve as a safeguard against isolation from the global community, while simultaneously functioning as a tool to monitor and analyse the quick advancements and developments in all aspects of human existence. English is commonly recognised as the dominant and widely accepted language, promoting cultural enrichment and educational interaction among



diverse cultures and individuals globally. Furthermore, the utilisation of the English language has become essential not just in local settings but also in the realm of worldwide education.

Numerous nations have recognised the necessity of incorporating English into their educational frameworks, highlighting its use for students as a universally accessible language for forthcoming scholarly pursuits. Balan (2011) states that governments are actively promoting the use of the English language, particularly among persons who aspire to engage in global intellectual endeavours. Hence, students with non-English language backgrounds may encounter challenges when getting education in their native language.

Linguistic Intelligence, which was first introduced by Howard Gardner in 1983, continues to be a crucial idea in the field of cognitive psychology. Gardner, a psychologist from Harvard University, introduced the theory of Multiple Intelligences (MI) to the field of education. This idea, which argues that a singular concept of intelligence is inadequate for fully evaluating an individual's skills and constraints, garnered extensive recognition among scholars, practitioners, authors, and educators. Gardner's theory of multiple intelligences posits that every individual possesses a range of different intelligences, which cover distinct areas of expertise. The eight intelligences that have been recognised are linguistic, logical-mathematical, musical, spatial, bodily-kinaesthetic, interpersonal, intrapersonal, and naturalist (Gardner 2011).

Linguistic Intelligence, an essential element of this theory, refers to an individual's aptitude for understanding both spoken and written language, as

well as their proficiency in effectively expressing themselves through speech and writing. Pragmatically, it pertains to an individual's aptitude in using written and verbal communication to accomplish particular objectives. Verbal linguistic intelligence, sometimes known as "word smart," refers to a person's ability to excel in language-related activities such as reading, writing, and speaking (Qian 2002). Gardner's theory of multiple intelligences has had a significant influence on the domains of education and cognitive psychology, resulting in substantial research, publications, and conversations centred around the concept of multiple intelligences. This idea questions the conventional concept of intelligence as a distinct and unchanging characteristic and acknowledges the variety of cognitive talents that humans possess.

Chomsky argues that a child is capable of acquiring a language, with all its intricacies and intricacies, since they inherently possess the knowledge of it as a natural gift. Chomsky's viewpoint on language acquisition represents a substantial change in the dominant paradigm about the understanding of how infants acquire and effectively use language. Chomsky argues that the process of acquiring language, including its intricate rules and subtleties, cannot be solely attributed to external influences or contextual circumstances. Alternatively, he proposed the idea that children had an innate biological predisposition to acquire language, which he called Universal Grammar.

Chomsky's theory posits that children have an inherent understanding of the underlying principles that underlie all human languages. Individuals have an innate comprehension that acts



as a basis, similar to a cognitive blueprint, guiding their language acquisition process. Unlike a blank slate, children are born with innate linguistic structures that allow them to understand the language they are exposed to. The innate framework of language acquisition enables children to advance from mere sentence imitation to understanding the underlying principles that govern language.

Chomsky's idea of "poverty of the stimulus" emphasises the limitations of the linguistic input that youngsters are exposed to. The verbal information provided by parents and other familiar individuals is often fragmented, fragmentary, and insufficient to completely elucidate the wide and intricate linguistic skills that youngsters acquire. Nevertheless, children possess the ability to discern intricate grammatical structures and produce novel phrases that they have not before experienced. Chomsky suggested that the difference between what is inputted and what is produced suggests the presence of an innate language ability that supports the learning process. Essentially, children are not learning language from scratch; instead, they are employing an inherent comprehension of the basic structures of language.

In addition, Chomsky proposed the concept of a crucial period for language acquisition, which refers to a specific period of time during which children demonstrate increased sensitivity to learning language. This remark aligns with the concept that language learning is biologically based, as the brain's potential to change and adjust is most prominent during the early stages of life. The critical period hypothesis offers more substantiation for the idea that language acquisition is not exclusively determined by contextual exposure and learning

mechanisms, but is also intricately linked to biological predispositions.

STRATEGIES FOR ACQUIRING LINGUISTIC INTELLIGENCE

Every facet of linguistic intelligence operates in conjunction with its related teaching procedures.

Strong Language Skills: Individuals with linguistic intelligence demonstrate exceptional abilities in language-related tasks such as reading, writing, speaking, and listening. They possess a high level of linguistic competency, which includes the ability to comprehend subtle distinctions in grammar, vocabulary, and syntax. To foster this particular facet of intelligence, educators might create an immersive language setting. Promote students' engagement in extensive reading across diverse genres and resources, thereby facilitating their exposure to a range of writing styles and perspectives. Engaging in classroom discussions about the material they have read can contribute to the improvement of comprehension and the development of critical thinking skills. Examining texts for literary devices, themes, and authorial intention can enhance one's comprehension of language and its nuances.

Word Mastery: Individuals with linguistic intelligence have a natural ability to acquire and memorise new vocabulary, expressions, and languages. They rapidly assimilate these linguistic features into their conversation. Engaging in vocabulary expansion exercises is crucial. Teachers can routinely introduce new vocabulary, explain their definitions, and actively urge students to include these words in their phrases or compositions. Engaging and enjoyable, word



games and challenges can enhance the process of acquiring new vocabulary. Being exposed to other languages can also have advantages, as it can cultivate a more profound understanding and admiration for the diversity of languages.

Love for Reading and Writing: Individuals with linguistic intelligence often find pleasure in reading a wide range of written materials, including books, articles, poetry, and essays. Additionally, they could possess a fervour for artistic expression through various forms of written composition, such as poetry, essays, and storytelling. Promoting a passion for reading can be accomplished by establishing a school library that offers a wide range of books and resources, enabling students to select materials that captivate their interest. Assignments that engage students' creative abilities, such as composing short tales, poems, and personal narratives, can foster and cultivate their enthusiasm for writing. Offering chances for peer evaluation and dissemination might inspire students to feel a sense of accomplishment in their work.

Effective Communication: Individuals possessing linguistic intelligence have exceptional proficiency in effectively conveying ideas and concepts via both spoken and written forms of communication. This skill is very important in activities such as public speaking, debates, and discussions. To improve students' ability to communicate, teachers might foster classroom dialogues on diverse subjects, prompting students to articulate their viewpoints and participate in arguments. Offering critical comments on both written and verbal tasks can assist students in honing their communication skills. Engaging in public speaking chances, such as delivering class

presentations, can enhance one's self-assurance in verbal communication. Active communication, such as engaging students in meaningful talks, debates, and discussions, helps them improve their verbal communication abilities, therefore promoting linguistic intelligence. Promoting active communication entails designing lessons that necessitate students to engage in reciprocal interaction. Engaging in group conversations, Socratic seminars, and joint projects can cultivate and enhance one's communication abilities. Establishing a secure and considerate classroom setting, wherein students feel at ease articulating their ideas, is of utmost importance.

Practical Applications: Illustrating the real-world uses of language can inspire students to develop a sincere enthusiasm for language acquisition. It is crucial to establish a connection between classroom learning and real-life problems. One effective method is to assign students the task of composing letters or emails to pen pals or classmates residing in various regions across the globe. This approach ensures that language acquisition remains pertinent and captivating. Students can also be prompted to scrutinise authentic instances of language utilisation in media, commercials, or speeches.

Enhancing Vocabulary: Introducing vocabulary-building exercises and activities into the curriculum can assist students in broadening their range of language skills. Vocabulary-enhancement activities may encompass the utilisation of word maps, flashcards, and vocabulary diaries. Teachers can present thematic vocabulary lists that are connected to the current subjects being taught in the classroom. Motivate students to actively employ these newly



acquired words in their written and oral tasks to strengthen their comprehension. Through the implementation of these educational strategies, educators can cultivate linguistic intelligence in their students, facilitating the development of proficient language abilities, a passion for language-related pursuits, and proficient communication skills that will prove advantageous in both academic and real-life settings.

BENEFITS OF ACQUIRING LINGUISTIC INTELLIGENCE

Howard Gardner's conceptualization of linguistic intelligence encompasses four sensitivities and four important characteristics that jointly influence an individual's language ability. The sensitivities encompass phonological, syntactical, semantic, and pragmatic aspects. Phonological sensitivity refers to the capacity to perceive and modify spoken sounds, while syntactical sensitivity relates to comprehending and utilising grammatical principles. Semantic sensitivity refers to a profound comprehension of word meanings and subtle distinctions, while pragmatic sensitivity entails the skilful use of language in social situations.

Linguistic intelligence involves four aspects: rhetoric, mnemonic, explanation, and metalinguistic awareness, in addition to this sensitivity. Rhetoric encompasses the art of skillfully using language to effectively persuade, as seen in the contexts of debates and public speaking. Mnemonic talents utilise language to enhance memory and facilitate recall. Explanation is the ability to communicate knowledge clearly and effectively, which is essential in the process of teaching and learning.

Metalinguistic awareness enables individuals to engage in introspection and dialogue about language itself, facilitating the process of language analysis and understanding, all of which are integral components of Bloom's Taxonomy. The combination of various sensitivities and features creates a comprehensive framework for comprehending linguistic intelligence and its diverse function in human communication and cognition.

The advantages of developing language intelligence are as follows:

Language Acquisition: Linguistic intelligence is crucial for ESL learners as they begin the process of acquiring a new language, specifically English. Linguistic intelligence encompasses the capacity to comprehend and manipulate the fundamental components of language, such as grammar, lexicon, and syntax. ESL learners who possess linguistic intelligence have a greater ability to comprehend the complexities of English grammatical rules, verb tenses, sentence structure, and word usage. A solid grasp of this fundamental knowledge is crucial for generating cohesive sentences and successfully conveying information in both spoken and written forms of the English language.

Vocabulary Development: A diverse and extensive vocabulary is a fundamental aspect of proficient language communication. ESL learners with linguistic intelligence can flourish in the expansion of their English vocabulary. These learners possess an innate ability to acquire and retain new vocabulary and expressions. Their capacity enables kids to systematically develop a wide-ranging vocabulary, which is essential for accurately conveying thoughts, feelings, and encounters. Having a robust vocabulary



also improves the reading comprehension and writing skills of ESL learners, allowing them to effectively interact with a broader variety of texts and resources (Read 2000).

Reading and Comprehension: ESL learners need to cultivate proficient reading abilities to understand written English texts. Linguistic intelligence facilitates comprehension of various forms of text, including textbooks, literature, news stories, and ordinary written materials. It aids trainees in analysing intricate phrases, identifying idiomatic terms, and interpreting literary strategies. A high level of skill in understanding written texts not only helps students succeed in their studies but also enables English as a Second Language (ESL) learners to obtain important information and engage more actively in English-speaking settings.

Writing competency: Writing is a crucial component of language competency, and linguistic intelligence plays a significant role in the capacity of ESL learners to write proficiently in English. ESL learners who possess linguistic intelligence demonstrate proficiency in comprehending the intricacies of sentence structure, punctuation, and grammar. They can generate logical and grammatically accurate sentences, paragraphs, and essays. In addition, linguistic intelligence promotes creativity and enables ESL learners to articulate their thoughts and ideas through many forms of creative writing, such as poetry, essays, and storytelling. A high level of writing proficiency is crucial for achieving academic excellence, effectively communicating in professional settings, and expressing oneself personally.

Effective Communication: Ultimately, the linguistic intelligence of ESL learners enables them to become

proficient English communicators. They possess the ability to express their thoughts, ideas, and feelings with clarity and effectiveness, whether through verbal discussions, presentations, or written materials. Efficient communication is crucial not just for academic attainment but also for triumph in diverse social and occupational settings. Linguistic intelligence facilitates the ability of ESL learners to overcome language barriers, establish connections with people, and actively participate in English-speaking societies.

CONCLUSION

Linguistic intelligence is crucial in the process of acquiring language for ESL learners. It empowers individuals to comprehend the intricacies of English language syntax, enhance their lexicon, excel in reading and understanding, cultivate adept writing abilities, and finally become expert communicators in both academic and real-world contexts. ESL learners who effectively utilise their language intelligence are more adept at succeeding in English-speaking situations and attaining their educational and personal objectives. Linguistic intelligence plays a fundamental role in the process of acquiring language for ESL learners. The diverse impact of the English language permits individuals to traverse its complex structure and excel in various language-related fields. Linguistic intelligence plays a crucial role in helping ESL learners excel in academic endeavours and navigate the intricacies of the real world. It encompasses vocabulary development, reading comprehension, proficient writing, and successful communication. By utilising their linguistic intelligence, individuals learning English as a second language acquire the required skills to excel in



contexts where English is spoken. Enhanced language competence is a crucial advantage that enables individuals to access opportunities and achieve their educational and personal objectives. Linguistic intelligence plays a crucial role in the transforming process of ESL learners. It enables them to effectively express their views, establish connections with others, and achieve their goals in a globalised society.

Language educators and teachers are recommended to initially assess their learners' linguistic intelligence and adjust their teaching and learning activities accordingly to align with their preferred learning styles. Parents should align their expectations of their children with their individual personality traits, learning styles, and preferences. It is important for parents to have realistic expectations that are based on their children's chosen ways of learning. In addition, it is imperative for school officials to furnish the class with all the essential equipment and resources, enabling the EFL teacher to cater to the specific learning style of each student. Additionally, it is advised that the local and global language education policy-making bodies, curriculum developers, and syllabus designers prioritise the implementation of individualised instruction. (Brown 1996) The standardised approach to curriculum creation and syllabus design disregards the diverse demands of learners with varying learning styles and preferences. Lastly, it is important for learners to cultivate an understanding of their own learning tactics, styles, and preferences, with the guidance of their teachers. This will enable them to choose the appropriate learning approaches and strategies that align with their linguistic intelligence. This will be

particularly beneficial for autodidactic language learners.

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