Status to practice of Linguistic Intelligence of Secondary Students: An Approach to Describe Reality

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Abstract:

Language is an essential factor to communicate and also to exchange view by an individual from one point to another. It is an important indicator of excellence which will be manifestoed through the appropriate practice of language. An individual will be able to examine own potentialities through the practice of language effective expression of new cultivated concepts with the help of medium of language. There are so many factors related to the language namely phonetics,morphone, semantics, pragmatics etc., through the proper practice of these component of language an individual will be able to test own psychological resources in respect to meet environmental requirements for the benefit of society as well as individual existence. It is an important agenda of environmental adaptability. Language is considered as very important equipment to specify the existence in the always changing environment. It is a practice of some technically designed symbol to connect between two minds of two different human personalities.

According to Vygotsky, language is an important factor related to the human intellect which is basically reflected bythe effective exercise of aforesaid components. With the help of this linguistic practice, an individual will be able to examine the actual efficiency in respect to construct of new concept which will be considered as more functional. It is an expected issue of a society to cultivate resources for the benefit of society or for humanity. Regarding the effective resource generation as well as effective use of resources, this approach will provide some valuable clues to regulate the society.Linguistic Intelligence, advocated by Howards Gardner, is an important aspect of human personality which represents the presence of ability to deal with the linguistic operations in practical situation as per the requirement of situation. In this study, investigator has designed a survey type study method to find out the actual status of said intelligence. At the end of this study, insignificant mean difference has been found.

Keywords: **Language, Linguistic Intelligence, Language Intellect relationship**

1.0. Introduction

Language is a technical process, responsible to connect among different components through the information exchanging mechanism. It is an outcome of mutual understanding of a common species to communicate. It is a specified process based on the mutual understanding to comprehend different cues provided by the same species. It is essential to read mind of a living being on the basis of same considerable mechanisms. From the first day of group formation in the ancient era of human civilisation, the approach of basic language has been developed to make a relationship between two or more than two living component. To meet the physiological need (like need of love), and to meet the security, human being had been discovered language initially. Through the process of evolution, the base of language has been rapidly changed as per the requirement of environment to meet the need of fitness as well as corresponding eligibility in respect to assure the existence of same species. Language is a stimulating component of group formation to meet the common needs for existence. To

nurture own essence for the effective manifestation of perfect identity in the sector of always changing situation, this information exchange system has been developed. Term 'Linguistic Intelligence' has been coined by Howard Gardner in his "Frames of Mind: Theory of Multiple Intelligences" in the year of 1983. It is an ability of an individual which helps to use language in appropriate ways as per the requirement of the situation. A language is a specifically designed system of information development as well as transfer information from one point to another. It has a lot of fundamental components namely phonation, morphone, semantic, syntax, articulation, encoding system, decoding system, message, medium etc. Linguistic intelligence is an essential ability to regulate the communication processes to receiving and sending messages perfectly. Linguistic intelligence is an ability to express idea or concepts in words which will be reflected by the writers speakers and journalist in maximum level. It is an ability which helps to understand and use spoken as well as written language (*Kelly, M.,2017*). In many cases, linguistic intelligence is ability to effective use of language and also to make communication; it helps to speak, articulate and express own thoughts or feelings to the others. It is an ability which helps to listen as well as to understand others (*Hoeksta, A., 1950*). There are so many aspects of language and related activities which are considered as the traits of linguistic intelligence. In the case of reading, writing, talking and listening, high sensitivity of language will be measured on the basis of effective use of linguistic intelligence. It helps to make an effective bond between reading and speaking. It helps to spell words properly, to recognise and to apply linguistic grammar, to verify truth semantically as well as logically, to use language against accomplishment of goals, persuasion, negotiation, interpret others' information respectively. Language is an effective indicator of logical operation which specifies an effective bonding between linguistic operations and logical application. An effective relationship between logic and language has been observed (*Asassfeh, S. M., 2015*).Linguistic code plays an important role to regulate different types of social structure and cognitive behaviour (*Bernstein, B., 1962*). Elaborated code and restricted code are two fundamental codes of language by which effort of self-regulation in respect to cognitive behaviour has been found (*Bernstein, B., 1962*). To study the actual status to practice of linguistic intelligence of secondary students, present study has been designed to describe a reality regarding the applicability of said type of intelligences to deal with the language and corresponding practices. Effective implementation of language through the individual general ability has been focused in this study.

2.0. Objectives of the study

At the end of the study, investigator wants –

- To measure the practice of linguistic intelligence of secondary students.
- To find out strata wise mean difference regarding the practice of linguistic intelligence of secondary students.
- To measure the tendency of the practice of linguistic intelligence of secondary students by enhancing sample size through bootstrapping.

3.0. Description of Data Collection Processes

To collect representative data, a test to assess the practice of linguistic intelligence has been developed and standardised properly. 33 test items have been selected at the time of standardised with the principle of 3 point scale, the test has been developed. Calculated reliability co-efficient is 0.83 with the help of test re-test method. An interpretation index has been developed and presented below.

Table -1 Interpretation Index

Score	Meaning
82 to Above	High
50 -81	Moderate
33-49	Low
Below 33	Very Low

4.0. Analysis and Interpretation

Researcher had analysed collected primary data with the help of descriptive and inferential statistics for different types of objectives. Descriptive statistics of Linguistic Intelligence of the secondary school students are analysed and also interpreted below one by one.

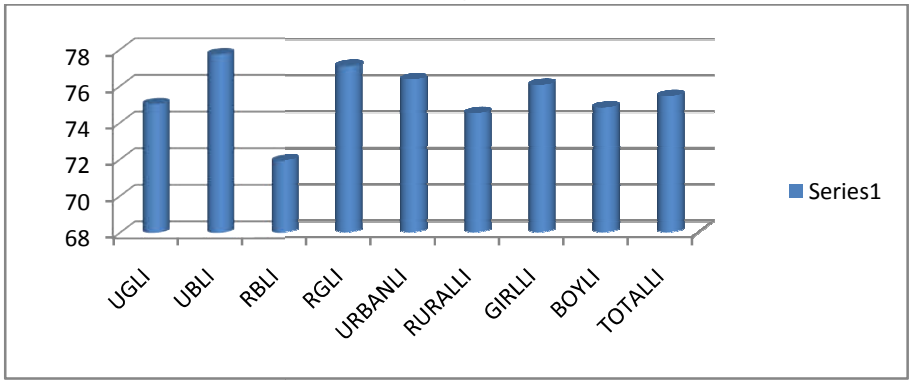
Table -2 Descriptive Analysis of the Practice of Linguistic Intelligence

VARIABLE	*N*	*MINIMUM*	*MAXIMUM*	*MEAN*	*SD*
UGLI	*50*	*61.00*	*89.00*	*75.04*	*6.51516*
UBLI	*50*	*64.00*	*93.00*	*77.76*	*6.96803*
RBLI	*50*	*55.00*	*90.00*	*71.94*	*7.97294*
RGLI	*50*	*56.00*	*91.00*	*77.14*	*7.83245*
URBANLI	*100*	*61.00*	*93.00*	*76.40*	*6.84902*
RURALLI	*100*	*55.00*	*91.00*	*74.54*	*8.28583*
GIRLLI	*100*	*56.00*	*91.00*	*76.09*	*7.24478*
BOYLI	*100*	*55.00*	*93.00*	*74.85*	*8.00300*
TOTALLI	*200*	*55.00*	*93.00*	*75.47*	*7.63943*

*** UGLI → Linguistic Intelligence of Urban Girls; UBLI → Linguistic Intelligence of Urban Boys; RGLI → Linguistic Intelligence of Rural Girls; RBLI → Linguistic Intelligence of Rural Boys; URBANLI → Linguistic Intelligence of Urban; RURALLI → Linguistic Intelligence of Rural; GIRLLI → Linguistic Intelligence of Girls; BOYLI → Linguistic Intelligence of Boys; TOTALLI → Linguistic Intelligence of Total students.*

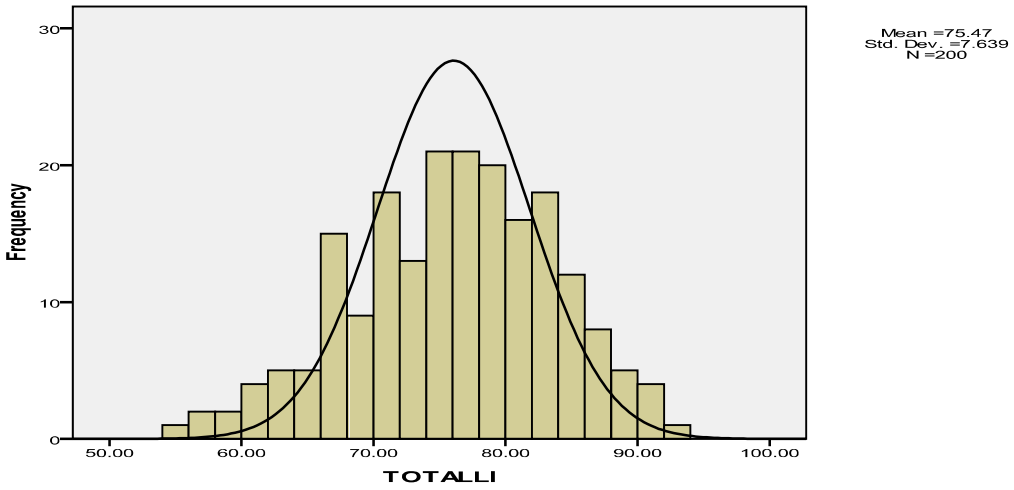
To describe the practice of linguistic intelligence by the secondary students, collected responses have been analysed to describe the situation on the basis of descriptive analysis. From the table -2, it is interpreted that average score of the selected sample is 75.47, highest score is 93 and lowest score is 55 respectively. Mean value of each variable group is nearer to one another which have been presented in the histogram in respect to present the value of mean values. Values of SD are not higher which represents the lower level of scattered responses regarding the practice of linguistic intelligence; all are found a symmetrical form as per calculated values. Therefore, it is interpreted that the diversion of individual score is very symmetrical in terms of several classificatory variables of the present study.

Figure – 1 Histogram representing position of Mean values of the Practice of Linguistic Intelligence



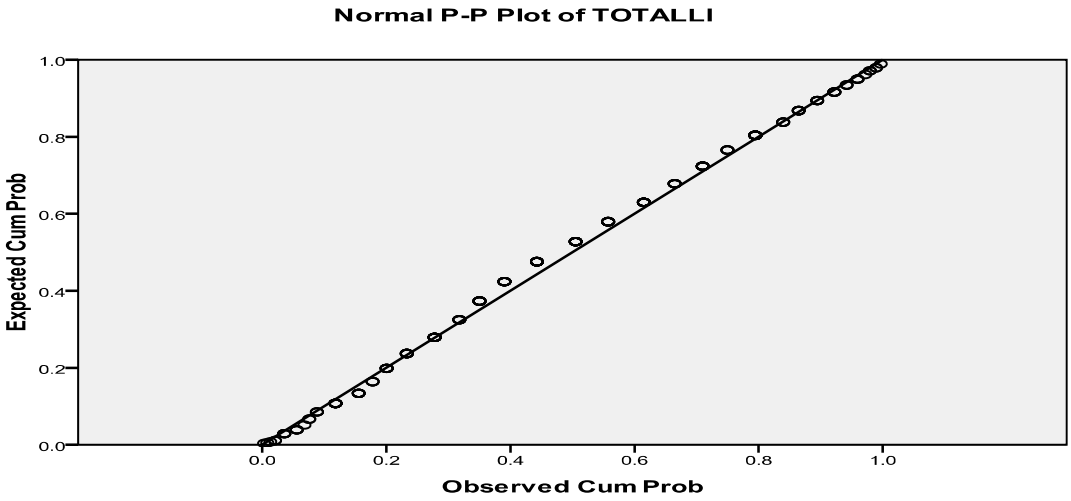
The above figure (figure -1), specifically represents the range of mean value (74 – 77) which are obtained by secondary school students in the case of the practice of linguistic intelligence. Researcher had collected 200 samples for carrying out the present study. The frequency distribution belongs for Linguistic Intelligence of the school students is followed the properties of normal distribution. These observed features are shown below in a histogram with a normal curve.

Figure -2 Histogram with NPC presenting the practice of Linguistic Intelligence of sample



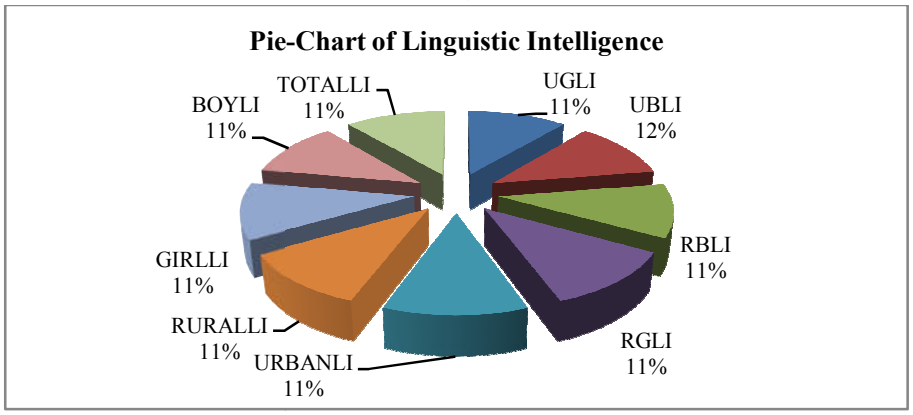
Above figure proved that the frequency distribution of practice of linguistic intelligence followed the properties of Normal Probability Curve which assured the application of inferential statistics like‘t’ test and also coefficient of correlation. Position and diversion from normal line of individual score under observation is specifically represent in the below figure.

Figure -3 Normal P-P Plot of the practice of Linguistic Intelligence of sample



By observing the above figure, the normality of the distribution has been found. That specifies the applicability of parametric statistical analysis.

Figure -4 Presenting Strata wise mean score in percentage of the practice of Linguistic Intelligence



From the presented pie chart, it has been observed that mean score of each strata categorised under the practice of linguistic intelligence variable which specified the uniformity of the classificatory variables under main variable. So, it is interpreted that the obtained score distribution follows the properties of normality of the expected distribution which proved the probability of the application of inferential statistics for further analysis.

Table -3 Analysis of Error regarding the Practice of Linguistic Intelligence

	UBLI	UGLI	RBLI	RGLI	URBANLI	RURALLI	BOYLI	GIRLLI	TOTALLI
N	50	50	50	50	100	100	100	100	200
Std. Error of Mean	.98543	.92138	1.12754	1.10768	.68490	.82858	.80030	.72448	.54019
Skewness	.162	-.193	.275	-1.071	.041	-.335	.054	-.645	-.264
Std. Error of Skewness	.337	.337	.337	.337	.241	.241	.241	.241	.172
Kurtosis	-.575	-.039	-.458	1.089	-.209	-.565	-.512	.365	-.255
Std. Error of Kurtosis	.662	.662	.662	.662	.478	.478	.478	.478	.342

From the above table, it has been observed that value of SEm has been found in very lower level in respect to response provided by the sample on the basis of corresponding strata of the study. All calculated value of SEm has been found under the value 1. Value of skewness as well as kurtosis has also been found below 1. Therefore, it has been interpreted that influence of error is not significant to divert the representation of linguistic intelligence of secondary students.

To find out the mean difference in respect to the practice of linguistic intelligence, the inferential analysis has been done below.

Table -4 Analysis of Mean Difference regarding the Practice of Linguistic Intelligence

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
URBANLI - RURALLI	1.86	11.23578	1.12358	-.36942	4.08942	1.655	99	.101
MALELI - FEMALELI	-1.24	10.58026	1.05803	-3.33935	.85935	-1.172	99	.244

By observing the table – 4, it has been found that gender as well as locality is not effective determinant of linguistic intelligence to make the difference against the response of the item of the said test. Therefore, it has been concluded that corresponding assumptions will not be sustained in this regard.

To find out the said result in respect to practicing the linguistic intelligence in the case of large samples, a technique of bootstrapping has been used to find out the said result regarding the measurable variables. In this regard, corresponding analytical aspects have been presented below.

Table – 5 Descriptive Analysis regarding Linguistic Intelligence through Bootstrapping Technique

			Statistic	Bootstrap[a]			
				Bias	Std. Error	BCa 95% Confidence Interval	
						Lower	Upper
Pair 1	URBANLI	Mean	76.4000	-.0051	.6788	75.0800	77.6800
		N	100				
		Std. Deviation	6.84902	-.04846	.45682	6.00670	7.58267
		Std. Error Mean	.68490				
	RURALLI	Mean	74.5400	-.0043	.8275	72.8643	76.1800
		N	100				
		Std. Deviation	8.28583	-.05710	.49078	7.37943	9.06475
		Std. Error Mean	.82858				
Pair 2	MALELI	Mean	74.8500	-.0113	.7890	73.4000	76.3100
		N	100				
		Std. Deviation	8.00300	-.05808	.48453	7.12993	8.76723
		Std. Error Mean	.80030				
	FEMALELI	Mean	76.0900	-.0060	.7176	74.7200	77.4700
		N	100				
		Std. Deviation	7.24478	-.05443	.55074	6.20155	8.14648
		Std. Error Mean	.72448				

a. Unless otherwise noted, bootstrap results are based on 10000 bootstrap samples

From the above analysis of descriptive features, it has been observed that the difference of descriptive features regarding the linguistic intelligence does not produce a larger difference in the case of bootstrapping analysis of said variable in terms of predetermined strata of the study. Deviational error is not significant in every case of corresponding measurement of the said variable has been found.

Table – 6 Analysis of Mean Difference regarding Linguistic Intelligence by Bootstrapping Technique

	Mean	Bootstrap[a]				
		Bias	Std. Error	Sig. (2-tailed)	BCa 95% Confidence Interval	
					Lower	Upper
URBANLI - RURALLI	1.86000	-.00085	1.12155	.102	-.22000	3.98000
MALELI - FEMALELI	-1.24000	-.00527	1.04742	.238	-3.30000	.77000

a. Unless otherwise noted, bootstrap results are based on 10000 bootstrap samples

Through the analysis of mean difference in respect to 10000 bootstrap samples, insignificant mean difference has been found in both cases namely gender as well as locality. Therefore, it has been interpreted that linguistic intelligence is not same in respect to gender as well as locality responses regarding the said variable of present study.

5.0. Conclusion

Linguistic intelligence is an ability of human personality which has the influencing role to differentiate personality on the basis of own personality traits. Both gender and locality are not the indicator of linguistic intelligence. In this study, moderate level of linguistic intelligence has been observed.

Reference

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