

## THE IMPACT OF EMOTIONAL INTELLIGENCE ON LEARNING LANGUAGES

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**Abstract:** Multiple studies have been performed in the domain of second language learning, centering on the approaches and methods people utilize to gain expertise in a language that is not their L1. Numerous academics have devised diverse experiments and hypotheses to elucidate the factors that contribute to the cultivation of a learner's habit of learning or the determinants of their success in acquiring languages. The theoretical framework of fundamental learning principles is proposed by a behavioral approach that can apply to all living beings. The cognitive perspective has facilitated an enhanced comprehension of the intricacies associated with the relationship between language and thoughts. Lastly, the sociocultural viewpoint has persuaded us to take heed of learners' social and cultural perspectives. This case study analyzes the revelations on multiple intelligence by undertaking a comparative and contrasting evaluation of learners' Second Language Acquisition (SLA). Specifically, the study aims to investigate the impact of learners' cognitive preferences on their SLAs by examining the contrasting cases of two learners with different intelligence preferences.

**Keywords:** Multiple intelligences, second language acquisition, cognitive process, interpersonal, intrapersonal, diversity, pre-test, post-test

**Introduction:** According to Brown, learning a second language is recognized as a complex process. In the capacity of language instructors, it is incumbent upon us to meticulously discern the learner's initial behavior, establish explicit objectives, implement appropriate methodologies, and develop a systematic evaluation mechanism [1:92]. The facilitator's responsibility encompasses the identification and analysis of learners' conduct and aptitudes, as well as the provision of constructive guidance toward resolving challenges and attaining their desired objectives with minimal obstacles. Howard Gardner was one of the first linguists who developed the theory of multiple intelligences. His theory of multiple intelligences places a huge emphasis not on how people are intelligent but on how their intelligence works. His findings helped us to determine the student's strengths and find a unique approach to them as they possess exceptional intelligence distinguishing one another. It means that some of them can be good at mathematics and have a tendency to solve logical-problematic issues, whereas others can demonstrate strength in linguistics, being able to use words in the correct form and use language to express meaning. Several decades ago the diversity of teaching methods and approaches was not the same as they are now. We used to be taught traditionally, where the main character of the study process was a teacher, and the lessons were provided based on one form of curriculum. Nowadays, the process has totally changed, and teachers with learner-centered lessons try to meet the requirements of all students.

**Discussion and results:** A number of scholars have proposed various concepts regarding Multiple Intelligences. The idea of intelligent quotient was first mentioned by Alfred Binet, psychologist and creator of Stanford-Binet Intelligence Scales. This was the first

intelligence test to measure the intelligence of people. Although the proposed test revolutionized the world of psychology and is still used, Binet himself did not believe that his measurement could be used to measure all levels of intelligence and stressed some limitations of the test by clarifying that intelligence is such a broad concept that can not be measured by a single test. Following Alfred in 1983, Howard Gardner made an effort to develop the theory and helped us to see why IQ is too simplistic a concept to account for a whole host of skills and abilities. Gardner suggested types of intelligences: Linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, naturalist, interpersonal, and intrapersonal. It was maintained that by looking only at the first two categories, we rule out a great number of human beings' mental abilities. He also showed that our traditional definition of intelligence is culture-bound [1:92].

Later, Howards, in his interview, stated: "People are different from one another and rather than to force everybody to be logical which is what language logic does, it recognizes different ways learning and different ways showing what have understood...so, it's equalizing each kind of abilities...in English we don't mark cases, in other words "book" is "book" whether it is nominative or accusative in Latin you do mark cases. To explain cases to people, it is something where you can use logical intelligence because it is a concept that would not be known to people. That is the place where you will have to figure out different ways in which you should present the concept that would be more familiar to people. But there is also the case where... it is not particularly conceptual, but there are vocabulary words to be learned. There are lots of ways by which people can learn vocabulary. For some people, one way is better.... Some people want to read it; some people want to do it by ear, and some people want to touch the material. Many people prefer to memorize vocabulary; others do not; they just want to learn by reading in context. So, there is no point in forcing everybody to learn similarly. Ultimately, they want to know vocabulary, that's important" [2].

Another linguist, Robert Sternberg, points out that there should be 3 types of intelligence, which are practical, creative, and analytical. The three intelligences work together and assist individuals to succeed in particular socio-cultural contexts. Sternberg states: "Intelligence is a skill in achieving whatever it is people want to attain in their socio-cultural context by capitalizing on strengths and compensating for, or correcting their weakness. It gives us a chance to comprehend that individuals' intelligence can help them succeed in LA." [3]

While Binet, Gardner, and Sternberg were developing their concepts regarding Multiple intelligences, Daniel Goleman came up with a new concept in 1995. He states that an individual's emotional intelligence (or EQ) is considered to be persuasive if we speak about intellectual functioning because it is our emotions that can control cognitive processing [4].

As learners, we need to be motivated and regulate our emotions. So, we can say that this is another concept to consider while learning a second language. Although Howard, Sternberg, and Goleman take different approaches to the amount and type of intelligence, all of them state that Intelligence can correlate successfully.

Other researchers agreeing with the impact of intelligence on SLA are Derakhshan and Maryam Faribi. In their research on the theme “Multiple Intelligences: Language Learning and Teaching, they made an effort to report the effects of multiple intelligences and teaching English. In their research, they agreed with the fact that EFL teacher educators are not considered to be traditional teachers as they not only teach but also know about methods, testing theory, and how to apply the lessons using diverse techniques. Most teacher education programs include courses in all these subject areas. Teacher education programs are also expected to keep current by introducing teachers to the newest and most creative ideas in second-language pedagogy. There is other evidence that students can succeed in learning languages. They are treated according to their intelligence preferences [5].

Svava Anna says: “The theory can change how teachers and students think about learning. A simple test that shows the intelligence students are strong in can give them a new perspective. It can get them to change their attitude towards their own intelligence and learning and raise their self-esteem. For example, if a student learns that he is strong in Naturalistic Intelligence but does not excel in Logical-Mathematical Intelligence, he can get a whole new perspective on his abilities and change his views about learning. He could practice his stronger intelligence and develop his weaker intelligence. I believe that it is very important for teachers to focus on students’ strengths, and the Multiple Intelligence theory can help with that.” [6].

The Multiple Intelligences Theory in English Teaching. Kenara Braud.) Svava’s ideas were supported by Phil Carter, another author of the book “The Complete Book of Intelligent Test.” he states that “People can be intelligent in many different ways. It is completely wrong to write off or even put down someone who has scored badly in an IQ test which, after all, has only provided us with one type of information about that individual.” [7].

Having analyzed the contributions made by several linguists and psychologists, I can say that MI plays a big role in learning languages. We would like to analyze the theory and impact of intelligence on SLA, as it is believed that learners with special and appropriate approaches progress in language learning.

Learners’ Profile: For this case study, to analyze the theory, two ESL students studying at the 1- 1 course of the academic lyceum in the same group were chosen. Both of them are interested in learning foreign languages, although they have different preferences for academic subjects. The students study at the academic lyceum under UzSWLU, specializing in learning foreign languages. The students are between pre-intermediate and intermediate proficiency levels and intend to acquire a certificate with higher levels established by the International English language testing system. For confidentiality purposes, each student will be renamed as follows: Student A and Student B.

Student A is an ESL learner who has been learning English for 6 years, having a preference for learning languages and mathematics. When it comes to learning styles, the student needs to learn independently and then apply them to grasp them. Among academic subjects, she is good at mathematics and physics. She has difficulty in the Grammar of both L1 and L2. During the lessons, the student made more grammar mistakes as she tried to compare two

different languages: Uzbek and English. The student seems to be introverted because she is shy and prefers not to participate in group work and role plays.

The student B has been learning English for 8 years. Her communicative skills are developed as she has relatives living abroad and has a good chance to practice English. She is active in group work, and her preferred subjects are literature and her mother tongue. One of her challenges is mathematics, as this subject has never been the student's preferred subject. The student is sociable, open-minded and enthusiastic to help her groupmates during the lessons.

Both students are the same age and study in one group. Moreover, despite the fact that their grasp of content and personalities differ completely, they have a good, friendly relationship with each other.

Research design: The procedure consists of 3 steps, including an Interview, Pre-test 1 and Post-test 1, Pre-test 2, and Post-test 2. The objectives of each procedure were as follows:

Interview- to get more information about learners' personality, emotional state, and intelligence preferences. Pre-test-to analyze the correlation of learners' IQ with SLA. Posttest- to analyze the impact of learners' IQ with SLA through vocabulary checking. In the interview part, Student A and Student B were individually asked questions regarding their studies, hobbies, and family background. The interview was held in a relaxing atmosphere, in which students felt comfortable answering the questions about the challenges in their study process, preferences, and social status.

Having had a conversation, we clearly understood students' intelligence. However, to be more concrete, we applied the Multiple Intelligences test to have exact results regarding each student's intelligence, and at the end of the interview, each student was given a Multiple Intelligences test based on Gardner's MI model. The interview took each student approximately 20 minutes. The next stage was the pre-test stage, in which students were given two different worksheets, including diverse tasks and activities which do not meet their intelligence. For example, although Student A has a logic-mathematical type of intelligence, she was given a handout that consisted of tasks and activities suitable for students with linguistic and interpersonal preferences or vice versa. The level and the theme of the topic are the same. The tasks had pre-, while, and post-tasks.

After two weeks, in Post-test 1, the students were checked based on the vocabulary they had encountered while doing the tasks. They were given a list of new words for which they should have to find definitions by themselves.

After two weeks, the procedure was conducted again. In pre-test 2, the students were given two different worksheets, including different activities and tasks, but in this case, the given tests were designed according to the type of students' intelligence. Again, in post-test 2, they were given tasks related to vocabulary checking.

Data collection and findings: According to the interview results, Student A has a mixed type of intelligence, including logic-mathematical and visual intelligence. Moreover, the student



prefers not to be distracted while learning something new. It is difficult for her to concentrate on the topic if she works in a group. That's to say, she has some elements of intrapersonal intelligence. One of her difficulties is to write essays. Although she has a strong critical reading skill, it is challenging her to write essays due to her grammar skill. She has her own opinion on each issue, and it can be not easy to persuade her to agree with the group's ideas if she disagrees. She has developed critical thinking and can see "the other side of a coin". She can give good advice but prefers not to ask for advice from her group mates as she tends to analyze the outcomes of problems on her own. Student B enjoys reading, writing novels, and discussing different issues in groups, which means her preference lies within linguistic and interpersonal intelligences. As she is sensitive to word functions and sound structures, she tends to like writing essays, reflections, and telling stories. The most difficult thing in her studying is to answer logical questions and work independently. She never feels uncomfortable asking for help if she has some difficulties both in her study process and in her personal life. At the same time, she is always willing to help her groupmates during the lessons. Moreover, she knows how to motivate her friends.

Having analyzed the results of the data, we began the pre-test. We needed more students as some tasks were to be done in groups. While doing the tasks, both students seemed uncomfortable as they had difficulties doing some tasks. After two weeks, post-test one was based on reviewing the words they came across in the pre-test1. The results were as follows:

Student A could remember 15% of words, whereas Student B could remember 20% of the vocabulary.

The outcomes mean that they couldn't remember the words in an effective way. After two weeks, the procedure was conducted again. In Pre-test 1, both students were given other worksheets with tasks and activities at the same level as the previous one. However, in this case, both students were given tasks according to their intelligence preferences. For example, Student A was given a worksheet based on tasks considered suitable for learners with logic-mathematical intelligence. In contrast, Student B was given one suitable for learners with linguistic intelligence. While doing the tasks, some more students were needed for discussions. Both students felt comfortable with the tasks and activities. After two weeks, both were tested for vocabulary checking. The results were as follows:

Student A could do 75% of the test, and Student B could do 70% of the task. The results proved that the intelligence of a learner can have an impact on a learner's SLA.

**Conclusion:** The primary purpose of this study is to find out whether there is any correlation between multiple intelligences and SLA. Based on the findings I can say that the theory of Multiple intelligences can change the way teachers think about their learners. We found out that MI plays a significant role in remembering words. If teachers pay attention to their needs, it can be easy and comfortable for students to learn foreign languages. That is to say, teachers manage to guide their learners to success. However, designing all lessons according to student's needs is not advisable. Sometimes, there should be some exceptions so that students can have a chance to develop the skills they have difficulty with.

The following important objective was to analyze whether learners' emotional intelligence can also be beneficial and help learners acquire a second language. As we know, while learning a foreign language, learners tend "to experience" a new culture and open a new world. Therefore, they should be aware of where they are and where they are going, what difficulties they may come across, and how they can feel the people and the world around them. The development of emotional intelligence, which includes self-awareness, self-regulation, and self-motivation, is necessary.

Considering the results, I believe that IQ and EQ can be one of the main factors that can help learners intending to acquire a second language.

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