Linguistic Intelligence of Junior AB English Students in Relation to their Socio-Demographic Profile

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Abstract – This study was conducted to determine the Linguistic Intelligence of Junior AB English students of Pangasinan State University- Lingayen Campus for the school year 2013-2014. It also aimed to determine the profile of the respondents in terms of sex, monthly family income, media exposure, Grade Point Average (GPA) in English subjects and their reading attitude. Descriptive correlational method of research was used in the study and a questionnaire was employed as the data-gathering instrument. There were seventy-seven (77) Junior AB English students selected randomly as respondents. Data were analyzed and interpreted using frequency counts, percentage distribution, weighted mean and chi-square. It was found out that the Junior AB English class was female dominated with a frequency of 61 or 79.22%; 51 or 66.23% belonged to families that earn P10, 000.00 and below. There were 58 or 75.32% who obtained a Grade Point Average (GPA) of 2.26-2.50; and 73 or 94.81% were exposed to watching television. With regards to their reading attitude, majority of the respondents revealed "Favorable" attitude with an average weighted mean of 3.38. As to their Linguistic Intelligence along the different indicator statements, the respondents have a "very satisfactory" rating with an average weighted mean of 3.54. However, the respondents rated "Outstanding" in indicator-statement "I consult the dictionary whenever I encounter unfamiliar words. No significant relationship exists between the Linguistic Intelligence and sex, monthly family income, GPA in English subject, and media exposure; while a significant relationship exists between the Linguistic Intelligence and reading attitude of the student-respondents. As a conclusion, the researches point out that the respondents vary in their socio-demographic profile, the respondents have a very satisfactory linguistic intelligence in verbal and nonverbal activities, and that there is a significant relationship between the reading attitude and linguistic intelligence of the student-respondents

Keywords – Linguistic Intelligence. Reading Attitude, Socio-Demographic Profile

INTRODUCTION

Language as a primary tool in communication is essential to bridge the gaps to possibly face and overcome society's issues and concerns especially on verbal and nonverbal communication competence.

A good grasp of a language would be an advantage especially to students who are faced with different activities that call for linguistic proficiency. Language proficiency is the ability to use a language spontaneously for real-world purposes.

The concept of language competence is often related with a person's linguistic intelligence, one of Howard Gardner's Nine Multiple Intelligences which involves a strong ability to make use of oral and written languages which include the ability to communicate effectively. As Gardner notes, even a young child and deaf individual will begin to develop their own unique language when they are not offered an alternative.

Linguistic Intelligence also includes the ability to speak, articulate, and express, and convey one's thoughts and feelings to the outside world in one or more languages. This can be at an oral and written level. It also includes the ability to listen and to understand other people (*International Montessori Schools and Child Development Centres*).

This study proves to be beneficial to students, teachers, and school administrators where students will be provided avenues for to harness their cognitive skills not only in the knowledge level of complexity but to the

highest level of cognitive skills or domain. The teachers and administrators may also gain insights on how to manage their classrooms effectively and to be more aware on the subject preparation and choosing the effective method or strategy in teaching on the basis of the students' linguistic intelligence.

This may also serve as a springboard for other researchers on linguistic intelligence using other non-personal variables which may have an influence on the performance of students.

The study made use of Descriptive-Correlational research in determining the linguistic intelligence of seventy-seven (77) student-respondents from the Junior AB English students enrolled in Pangasinan, State University, Lingayen, Campus during the S.Y. 2013-2014 who were selected through random sampling.

OBJECTIVES OF THE STUDY

This study determined the linguistic intelligence of the Junior AB English students of Pangasinan State University- Lingayen Campus and its relationship with the respondents' socio-demographic profile.

Specifically, it sought to answer the following problems: (1) What is the socio-demographic profile of the students in terms of sex, monthly family income, media exposure, Grade Point Average (GPA) in English subjects, and Reading attitude?; (2) What is the level of the linguistic intelligence of the Junior AB English students in terms of verbal activities and non-verbal activities; and (3) Is there a significant relationship between the students' linguistic level of intelligence and socio-demographic profile?

Based on the specific problems that were mentioned, the research hypothesis was tested at 0.05 level of significance. There is no significant relationship between the students' level of linguistic intelligence and socio-demographic profile such as sex, monthly family income, media exposure, GPA in English subjects, and reading attitude.

MATERIALS AND METHODS

The study employed the descriptive-correlational research which is a statistical measure of the relationship between two or more variables which provides an indication of how one variable may predict another. The method is appropriate since it relates to the profile of the student-respondents to their linguistic intelligence. The researchers used this method to find out if the profile variables of the students have a

relationship or can affect the linguistic intelligence of the student-respondents.

Subjects of the Study

The respondents of this study were the seventy-seven (77) Junior AB English students of Pangasinan State University, Lingayen Campus who were officially enrolled for the 2nd Semester, SY 2013-2014 and who were chosen through random sampling.

Data Gathering Instrument and Procedure

A survey questionnaire was used as the main instrument of the study which consisted of two parts. The first part of the questionnaire which gathered data on the profile of the respondents in terms of sex, monthly family income, media exposure and GPA in English subjects, and reading attitude was formulated by the researchers and validated by experts. The second part of the questionnaire which elicited data on Linguistic Intelligence in terms of verbal and non-verbal activities was adopted from the study of Tamayo (*2010*).

With the permission of proper authorities, the researchers distributed personally the questionnaire to the student-respondents and explained the composition of the questionnaire. After the questionnaire was filled out by the students, the researchers collected and summarized the information which was statistically analyzed and interpreted.

Statistical Treatment of Data

The data obtained from the questionnaire were studied and analyzed using different and appropriate statistical tools.

For problem number 1, frequency counts and percentages were used. The obtained mean in their reading attitude was interpreted by the researchers using the following description:

Numerical Scale	Mean Interval	Descriptive Equivalent	Implied Attitude
5	4.21-5.00	Always	Highly Favorable
4	3.41-4.20	Often	Favorable
3	2.61-3.40	Sometimes	Fairly Favorable
2	1.81-2.60	Seldom	Slightly Favorable
1	1.00-1.80	Never	Not Favorable

To answer research problem number 2, which dealt on the level of linguistic intelligence of the Junior AB English students, the weighted mean point was used and for problem number 3, on the relationship between the respondents' linguistic

intelligence and socio-demographic profile, chi-square was used.

RESULTS AND DISCUSSION

This deals with the presentation and analysis of data and interpretation of findings in answer to the specific problems posited in this study. It presents the tabular and textual presentation of the discussions of the three specific problems raised.

On the profile of the respondents, there are 16 male and 61 female students of the Junior AB English. This implies that the ABEL program is female dominated since females are more expressive and articulate in terms of communication. This also supports the idea of Gardner's Multiple Intelligence that female excel more in linguistics, while male excel more in statistics. Also, females have significantly higher levels of verbal-linguistic intelligence than their male colleagues (*Piaw & Don, 2013*).

Most of the students are from low-income earning families which can be attributed to the fact that the University caters to poor students due to its low tuition and other fees as compared to private institutions in the province. Thus, majority of its students are from this financial level.

As for the Grade Point Average (GPA) of the students, 58 or 75.32% obtained a GPA of 2.26 – 2.5 which implies that most of the Junior AB English students got a lower grade in their English subjects which may be because of the difficulty in mastering the major fields of their degree program.

It can be noted that the student-respondents are most exposed to broadcast media particularly to television (TV) and books, while they are least exposed to smartphones or mobile phones. This may be supported by the result of the monthly family income of the respondents wherein most of them belong to low-earning families thus they can't afford to buy smartphones. It can also be noted that they are exposed to different forms of mass media which can be attributed to the fact that this is the common source of information nowadays.

As to the results of the reading attitude, the student-respondents were presented were ten indicator-statements from would elicit their reading attitude. Indicator-statements "*I read academic articles because I learn about new studies in my field", I only read on a specific topic of interest", I like reading literary works of foreign authors", I like reading newspapers"* were considered *favorable* or *often* practiced by the respondents.

The rest of the indicator-statements were *sometimes* observed by the respondents with a fairly favorable implied reading attitude.

This may mean that the students often read academic articles on a specific topic of interest which are related to their field of specialization because they need to be knowledgeable and fluent in their field. They also often read literary works knowing that they have academic subjects on literature.

The lowest mean of 3.08 for indicator-statement "*I like borrowing books from the library for reading"* also implies that students nowadays seldom visit the library for reading and research work considering the easy access the internet and social media offer. They prefer to visit web sites and pages in computer shops or through their smartphones.

The problem on the linguistic intelligence of the student-respondents is presented in the following table with specific weighted mean and descriptive equivalent of each indicator-statement.

**Table 1. Linguistic Intelligence
of the Junior AB English students**

Linguistic Intelligence	Weighted Mean	Descriptive Equivalent*
1. I like to play word games.	4.05	Very Satisfactory
2. I prefer to read directions written in English rather than written in Filipino	3.63	Very Satisfactory
3. I prefer to give command or order using English	3.29	Satisfactory
4. I enjoy doing book reviews.	3.28	Satisfactory
5. I can't articulate the lyrics properly especially in a rap song.	2.87	Satisfactory
6. I like to use "fancy" words.	2.87	Satisfactory
7. It is easy for me to say what I think in an argument or debate	3.21	Satisfactory
8. I often listen to a good lecture, speech, or sermon	3.62	Very Satisfactory
9. I like puns and rhymes.	3.78	Very Satisfactory
10. I enjoy foreign language.	3.46	Very Satisfactory
11. I remember quotes and famous sayings easily	3.51	Very Satisfactory
12. I enjoy puzzles and board games	3.57	Very Satisfactory
13. I learn best by reading, taking notes, and going to lectures.	3.8	Very Satisfactory
14. I feel irritated when I hear an illogical argument	3.71	Very Satisfactory
15. I often use humor when telling stories.	3.41	Very Satisfactory
16. I remember written and spoken information well.	3.42	Very Satisfactory
17. I consult the dictionary whenever I encounter unfamiliar words.	4.59	Outsanding
18. I find the fine points of word meanings easily.	3.61	Very Satisfactory
19. I can see at an object one way, sideways or backward easily.	3.54	Very Satisfactory
20. I can speak two dialects fluently.	3.54	Very Satisfactory
21. My friends often talk to me about their problems.	3.62	Very Satisfactory
22. I enjoy writing letters or e-mails.	3.45	Very Satisfactory
23. I learn new words whenever I read a book.	3.83	Very Satisfactory
24. I am good at spelling.	3.7	Very Satisfactory
25. I like to recite tongue twister.	3.09	Satisfactory
Average Weighted Mean	**3.54**	**Very Satisfactory**

It can be gleaned from the table that indicator-statement "*I consult the dictionary whenever I encounter unfamiliar words'* with a mean of 4.59 ranked as the highest with a descriptive equivalent of *Outstanding*. This may be attributed to the idea that most students are very careful in terms of words that they use either for oral and written communication. Thus they first consult the dictionary to assure themselves of their spelling, pronunciation and/ or diction. What a dictionary is for is rarely what a writer needs: basic help in using individual words. Of course, when a writer needs such help it is critical that he or she gets it. Only it should be kept in mind that good writing may exceed the boundaries suggested, if not intended, by dictionary definitions (Skinner, 2013).

It can also be gleaned in Table 3 that the average weighted mean of 3.54 with its descriptive equivalent of *Very Satisfactory* was collected through the following indicator-statements: *I like to play word games; I prefer to read directions written in English rather than written in Filipino ; I often listen to a good lecture, speech, or sermon; I like puns and rhymes; I enjoy foreign language; I easily remember quotes and famous sayings; I enjoy puzzles and board games; I learn best by reading, taking notes, and going to lectures; I am irritated when I hear an argument or statement that sounds illogical; I often use humor when telling stories; I remember written and spoken information well; I find the fine points of word meanings easily; I can see at an object one way, sideways or backward easily; I can speak two dialects fluently; my friends often talk to me about their problems; I enjoy writing letters or emails; I learn new words whenever I read a book; and I am good at spelling*".

This may be attributed to the different linguistic characteristics of an individual like he/ she enjoys writing and reading, enjoys word games, speaks of what they read, remembers quotes, likes puns and rhymes, and enjoys foreign languages.

On the other hand, a *Satisfactory* descriptive equivalent was gathered by six indicator statements: "*I prefer to give command or order using English", "I enjoy doing book reviews*", "*I can't articulate the lyrics properly especially in a rap song*", "*I like to use "fancy" words*" (2.87), "*It is easy for me to say what I think in an argument or debate*", and "*I like to recite tongue twister*".

This result may be because some students are not that comfortable in applying theories to practical usages like writing reviews or reciting tongue twisters or poems.

It is noted that their over-all linguistic intelligence is *Very Satisfactory (3.54)* which may indicate that students perform well in different areas of linguistics in both verbal and nonverbal activities.

Presented in the following table is the relationship between the linguistic intelligence and socio-demographic profile of the Junior AB English students. The relationship was determined using Chi-square at 0.05 level of significance.

Table 2. **Correlation between the Linguistic Intelligence of the Junior AB English and their Socio-Demographic Profile**

Profile	Statistical test	P-value	Conclusion
1.Sex	chi Square= 4.9613	0.291	Not significant
2.Monthly Family Income	chi Square= 3.7456	0.879	Not significant
3.GPA in English Subjects	chi Square= 6.3971	0.983	Not significant
4. Media Exposure			
a. print media	pbis= 0.459	0.6919	Not significant
b.broadcast media	pbis=0.0667	0.5642	
c. electronics	pbis=0.1853	0.1067	
5. Reading attitude	r= .4967	0.0001 *	Significant *

The data from table 2 revealed that socio-demographic profile on sex, monthly family income, GPA in English subjects and media exposure are not significant to the linguistic intelligence of the Junior AB English students, while their reading attitude and linguistic intelligence has a significant relationship.

Reading as a component of using a language is tantamount to speaking and writing. And these abilities are a part of using language in its most effective manner. The findings on the significant relationship imply that the higher the attitude of the students to read, the more they became linguistically intelligent. Thus the null hypothesis is therefore rejected for this particular variable.

CONCLUSION AND RECOMMENDATION

Based on the results and findings of this study, conclusions and recommendations were drawn.

The Junior AB English students vary in their socio-demographic profile along sex, monthly family income, media exposure, GPA in English subjects and reading attitude. The students have very satisfactory linguistic intelligence in verbal and non-verbal activities. The reading attitude of the student-respondents affects their level of linguistic intelligence.

It is highly recommended that the faculty of the English department should encourage the students to use English as their medium of communication in order for them to become more equipped with the language. Also, students should be more exposed to varied types of media for them to enhance their verbal and nonverbal linguistic competence. They should also be engaged with more verbal and non-verbal activities to achieve outstanding linguistic intelligence. Attending seminars, training, and workshops can be a great source of help to improve the linguistic intelligence of the Junior AB English students.

Since the respondents' reading attitude is favorable, the proponents recommend that students should continue reading different types of materials in order to develop further their linguistic intelligence.

Further future researchers should conduct related research studies on linguistic intelligence to increase the fund of knowledge on the said topic with an in-depth and wider scope using other socio-demographic and/ or linguistic variables.

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