

Linguistic Intelligence of Academically Gifted University Students

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Abstract—This study was conducted to explore the level of linguistic intelligence among academically gifted students at Ajloun National University in Jordan. The study sample included 29 students (14 males and 15 females) from the Department of English Language and Literature, who had a cumulative average of more than 84% and were rated as excellent. Data was collected from the Department of Admission and Registration during the first semester of the academic year 2023-2024. The students were asked to complete a linguistic intelligence questionnaire consisting of 26 statements. The findings revealed that the students in the Department of English Language and Literature possess a high level of linguistic intelligence. Moreover, the study identified statistically significant differences in the level of linguistic intelligence between gifted male and female students, with female students showing a higher level of linguistic intelligence. Furthermore, there were significant variations in the responses of academically gifted students based on their academic level, with students in the 3-4-year academic level demonstrating a higher level of linguistic intelligence. The study recommends conducting comparative studies between linguistic intelligence and other types of intelligence to gain a better understanding of the relationship between them.

Index Terms—Ajloun National University, linguistic intelligence, multiple intelligences, gifted students

I. INTRODUCTION

The power of language and communication is what distinguishes us as human beings. Since childhood, we have listened to and observed the relationship sounds have with their meanings. Recently, language and verbal proficiency have been continually assessed at schools and universities all philosophical, intellectual, educational, psychological, and linguistic schools sought to develop the learners' thinking to enable them to face academic and life problems. Difficulties in language acquisition are one of the first signs and indicators observed in students who lack cognitive and intellectual development. However, language problems are among the most severe and profound learning problems because any deficiency in the development of these abilities negatively affects the intelligence level of students. It's evident that linguistic proficiency is vital for both academic and real-world achievement, and schools must prioritize its advancement (Bartolomei-Torres, 2020, p. 18).

The concept of intelligence is a topic that is widely discussed across different fields, such as education, psychology, and social sciences. It is a critical factor that affects people's lives and has an impact on various aspects, including educational, psychological, and social issues. Geneticists hold the view that intelligence is an innate predisposition that individuals inherit from their parents. However, this does not imply that the environment does not play a role in determining intelligence. Thus, intelligence is a result of inherited intelligence and environmental influence, and people can use their inherited intelligence to excel by adapting to their environment (Adas, 1997, p. 77).

Modern theories have redefined the concept of "intelligence" from a single, inherited mental ability to the idea of "multiple intelligences." In 1983, Gardner proposed the theory of multiple intelligences, identifying nine types of intelligence: interpersonal, intrapersonal, linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, naturalist, and existential. Linguistic intelligence, also known as verbal intelligence, is the capacity to understand and use verbal and written language effectively. It is one of the eight intelligences that form Howard Gardner's Theory of Multiple Intelligences. Gardner's theory presented a "new" conception of intelligence and considered that the concept of intelligence is broader, more flexible, and more liberal than traditional theories. According to Gardner (1990), intelligence is "*the ability to solve problems or to create products that are valued within one or more cultural settings.*" It is the ability to adapt well to new situations and draw lessons from one's past experiences that is one of the characteristics of intelligence.

Gardner believes that linguistic intelligence gives students linguistic ability that helps them achieve fluency in expressing themselves in different ways and defining terms, that is, mastering the language (Gardner, 2004, p. 165). Additionally, linguistic intelligence empowers learners to communicate effectively using language. It encompasses the capacity and ability to proficiently use one's native language or other languages, both in spoken and written form, to communicate and express thoughts. This type of intelligence involves the manipulation of phonetics, syntax, pragmatics, and semantics to communicate effectively. It is a widely researched intelligence, alongside logical and mathematical intelligence, and is often referred to as universal intelligence. Furthermore, linguistic intelligence involves the mastery of language, which includes grammar, literature, poetry, metaphors, similes, tongue twisters, and abstract reasoning. It's

crucial to note that linguistic intelligence isn't the same as bilingualism, but it can influence how easily a person can learn new languages. Armstrong (2009) identifies linguistic intelligence as *"the capacity to use words successfully in both written and spoken communication."* This type of intelligence is characterized by a strong recall for comprehensive information and mastery of linguistic patterns, such as those used in storytelling, debate, discussion, and making reports related to speaking and writing. Therefore, intelligence plays a crucial role in language learning proficiency. As one of the most influential factors in learning a language, intelligence has evolved over the years.

Weber (2005) describes verbal-linguistic intelligence as *"speaking, poetic or journalistic ability, sensitivity to the sounds, rhythms, and meanings of words, as well as understanding different functions of language. Linguistic intelligence is used in a variety of ways, such as reading, writing, and speaking"* (p. 4). Thus, linguistic intelligence means the ability to think in words and use language to express and appreciate complex meanings by expressing oneself effectively through speech or the written word, as well as showing a facility for learning foreign languages. Writers, lecturers, politicians, poets, and lawyers are among those that Gardner considers to have high linguistic intelligence. Thus, linguistic intelligence appears in the components of a language represented by phonology, syntax, semantics, morphology, and pragmatics that give them the capability to understand, learn, and use language to achieve certain goals (Hasanudin & Fitrianiingsih, 2020, p. 118).

Linguistic intelligence is significant because it gives students the ability to learn new things. Being able to verbally express oneself and use written words to communicate is extremely significant for making connections with others. The students who are distinguished in language use reflect this positively on their linguistic intelligence, where they possess a linguistic aspect, such as the use of language to persuade others of certain behaviors and the ability to process linguistic structure and scientific use for fluency or statement. Furthermore, students develop linguistic abilities that enable them to express themselves fluently and accurately. These students, who possess well-developed linguistic intelligence, demonstrate their abilities through their attentive listening, response to sound and rhythm, and proficiency in listening, reading, writing, and engaging in discussions. Linguistic intelligence encompasses the student's capacity to comprehend, paraphrase, interpret, and retain information from spoken and written sources. It is believed that linguistic intelligence also encompasses the ability to effectively communicate with and persuade others (Hoerr & Wallach, 2010).

It can be concluded that linguistic intelligence refers to the ability to effectively use a language in both its spoken and written forms, encompassing skills such as letter recognition, word structure, vocabulary, grammar, and reading comprehension. Individuals who are proficient in a language are said to have high linguistic intelligence, whereas others who are not exposed to language as much will have lower linguistic intelligence. To put it briefly, individuals with high linguistic intelligence may choose careers such as language teachers, attorneys, interpreters, editors, radio and television announcers, and linguists. They learn languages more successfully and perform better than others. Therefore, their activities and possible careers are based on their characteristics, such as the ability to learn other languages through listening, speaking, reading, and writing; using language effectively to explain things well and persuade others; recalling information easily; enjoying word games; and using complex sentence structure grammatically.

A. Statement of the Problem

The student's weakness in linguistic intelligence affects their healthy psychological development as well; it leads to students being weak in achieving their academic subjects in general and in their social communication skills in particular. However, the absence of linguistic intelligence influences classroom activities and frequently causes a problem in developing students' linguistic intelligence, which leads to weakness in understanding. Hence, this research was an attempt to identify the level of linguistic intelligence of academically gifted students at Ajloun National University in Jordan.

B. Significance of the Study

The objective of this study is to make a valuable contribution to the field of linguistic intelligence by specifically examining the strengths and weaknesses of academically gifted students in this area. The findings from this study are expected to improve the quality of education through more effective teaching and learning activities, ultimately leading to an elevation in the linguistic intelligence of these exceptional students. Furthermore, this study fills a gap in the field of linguistic intelligence research in Jordan by signifying an important and noteworthy addition to the academic community.

C. Research Questions

This study aimed to answer these questions.

- 1 – What is the level of linguistic intelligence of academically gifted students at Ajloun National University?
- 2 – Are there any statistically significant differences ($\alpha \leq 0.05$) in linguistic intelligence among academically gifted students at Ajloun National University due to gender?
- 3 - Does the level of linguistic intelligence among academically gifted students differ according to academic level?

II. LITERATURE REVIEW

The field of multiple intelligences, particularly linguistic intelligence, has been extensively studied and is a well-established area for review. The researcher had access to several relevant studies, which were discussed, presented, and concluded with commentary. To highlight the most important aspects of the current study, the following is a summary of those studies:

Daradkah et al. (2023) carried out a study to measure the level of emotional intelligence of female preschool directors and its relationship to their practice of human relations in Jordan, from the female teachers' standpoint. A questionnaire was used as an instrument to collect data. The study sample consisted of (345) female teachers. The findings of the study presented that the level of the female preschool teachers' practice of emotional intelligence was high, and the human relations practice level was high. The findings also showed that there was a positive relationship between the level of emotional intelligence and the level of practicing human relationships. The researchers recommended enhancing levels of human relations within preschools and raising awareness of the importance of emotional intelligence.

Akkawi (2023) identified the level of linguistic intelligence among gifted students enrolled in giftedness resource room programs at general education schools in Irbid Governorate, Jordan. The sample of the study consisted of 117 male and female students. These students responded to the linguistic intelligence scale, which consisted of 13 items. The results indicated that the level of linguistic intelligence was high among gifted students. The results also indicated that there were statistically significant differences in the level of linguistic intelligence in favor of gifted female students.

Shahpo and Alfadil (2021) conducted a study to evaluate giftedness among a group of talented secondary students. The study, titled "Multiple Intelligences and the Evaluation of Giftedness," involved a sample of 85 gifted students, who were assessed using a series of multiple intelligence questions. The study's findings revealed that the gifted students exhibited varying levels of multiple intelligences, with logical and mathematical intelligence being the most prevalent, followed by social, physical movement, personal, spatial, linguistic, and musical intelligence. Furthermore, the study found no statistically significant differences attributed to the classroom environment, including the factor of multiple intelligences, concerning the impact on gifted students.

According to AL-Lohibi and Al-Qusayreen's (2020) study, it aimed to identify the level of multiple intelligences in a sample of children with autism spectrum disorder (ASD) in Saudi Arabia. The results revealed a high level of visual and spatial intelligence and low levels of natural, personal, self-linguistic, verbal, and social intelligence in ASD children. The researchers recommend highlighting the importance of examining and developing the multiple intelligences among ASD children using different teaching methods and techniques and including them in the individualized educational program.

Al-Ghosn (2020) examined the indicators of linguistic intelligence implied in the activities of reading and linguistic communication in the level three secondary syllabus in Saudi Arabia. The results revealed that the main four domains of the indicators of linguistic intelligence were reinforcing linguistic appreciation, encouraging conversation and elocution skills, reinforcing vocabulary, and encouraging writing skills. Additionally, the results showed that the most frequent indicator was encouraging conversation and elocution skills, which was repeated 97 times, reaching 38% of the indicators' total frequency.

According to Erlina et al. (2019), students with high levels of linguistic intelligence can be identified by the way they listen and respond to sound and rhythm, as well as by how they learn through reading, writing, speaking, and listening. According to the aforementioned hypothesis, students' capacity for comprehension, paraphrasing, interpreting, and remembering what has been said and read is also a component of linguistic intelligence. Additionally, it stated that the capacity for persuasion and communication is a component of linguistic intelligence.

Wahshat (2019) conducted a study to investigate the variation in the level of emotional intelligence of female and male teachers at King Abdullah II School of Excellence in Irbid Governorate. The study's sample consisted of 63 teachers (24 males and 39 females) in the academic year 2015–2016. The study utilized a descriptive and survey method that included 47 sections about the dimensions of the five emotional intelligence criteria: stress management, interpersonal, intrapersonal, adaptability, and general mood. The findings revealed that the level of emotional intelligence of King Abdullah II School of Excellence teachers is high, and there are statistically significant differences ($\alpha = 0.05$) due to gender differences in the interpersonal section and the emotional intelligence as a whole in favor of females.

Jaafar's (2018) study aimed to identify the linguistic intelligence of female students and its relationship to academic achievement. The sample of the study consisted of 50 female students from Hotat Sudair schools in the Kingdom of Saudi Arabia. The study concluded that linguistic intelligence can be attributed to genetic factors as well as being acquired from the environment. The study also revealed that there is a strong relationship between linguistic intelligence and academic achievement.

Maisyarah (2016) conducted a study to explore the relationship between students' verbal-linguistic intelligence and their reading achievement. The study included 39 students from the Department of English Education at the Islamic University of Jakarta. The data was collected using a verbal-linguistic intelligence questionnaire and a reading achievement test. The results indicated that there was no significant correlation between students' verbal-linguistic intelligence and their reading achievements. The researcher suggested that future studies should focus on finding ways to utilize verbal-linguistic intelligence to enhance reading comprehension.

Nawasreh's (2016) study aimed to examine the level of social intelligence among gifted and normal-achieving students and its relationship to class and gender variables, as well as academic achievement. The researcher developed a social intelligence scale that was administered to 272 gifted and 172 normal-achieving students. The results indicated that the level of social intelligence was high among both gifted and normal-achieving students. Additionally, the study found statistically significant differences in the level of social intelligence based on class, favoring seventh graders, but no statistically significant differences based on gender.

Ghanem (2012) conducted a study aimed at identifying the linguistic intelligence of students in the preparatory stage. The study was conducted on 400 male and female students. The results of the study showed that the research sample has moderate linguistic intelligence, and the results also showed that there were differences in linguistic intelligence due to the gender variable in favor of females, and results showed that there are differences in linguistic intelligence depending on the specialization variable in favor of literary.

Another investigation was performed by Al-Faoury et al. (2011) to explore different types of intelligence among Jordanian students at public and private universities in Jordan. The researchers used a survey to collect data from a sample of 1436 students. The results of the study indicated that interpersonal intelligence was the most common type of intelligence among Jordanian students, followed by intrapersonal, kinesthetic, linguistic, spatial, logical-mathematical, and musical intelligence. The study also found significant differences in linguistic and interpersonal intelligence in favour of females, as well as differences in logical intelligence in favour of public university students.

Amezian (2008) conducted a study to explore the relationship between linguistic intelligence and general intelligence among Moroccan primary school children. The study focused on determining how children express their problem-solving skills through storytelling, textbooks, and weekend news activities. The results indicated that there was a correlation between linguistic intelligence activities and general intelligence. The study also found no significant differences in the level of linguistic intelligence among the participants. However, it revealed significant differences among children's problem-solving methods in the areas of linguistic intelligence.

Gardner (2004) emphasized the significance of individuals with linguistic intelligence in society. These individuals can use language to persuade others and to remember a wide range of information, from lists to rules to instructions. Linguistic intelligence also aids learners in finding guidance, learning new procedures, and interpreting language. Language plays a vital role in learning and teaching, providing metaphors and tropes essential for scientific development (p. 167).

Lindy (2001) studied the relationship between intelligence multiplicity and some personality traits in a sample consisting of 316 male and female students. The results showed that there are statistical differences between males and females in linguistic intelligence, in favor of males.

Kezar (2001) explored the application of the multiple intelligences theory in higher education and determined that its use is crucial and plays a significant role in understanding the teaching and learning process. Kezar concluded that the main intelligence that plays an important part in language learning is verbal-linguistic.

To sum up, previous studies have provided evidence of the positive effects of linguistic intelligence on the achievement of academically gifted students. They have also examined different types of intelligence. For example, some studies focused on linguistic intelligence (Akkawi, 2023; Hammoudi, 2010; Amezian, 2008; Ghanem, 2012; Jaafer, 2018; Erlinaei et al., 2019), while others concentrated on emotional intelligence, such as Wahshat (2019) and Daradkah et al. (2023). Additionally, Nawasreh (2016) investigated the level of social intelligence among gifted students. However, there is a lack of studies that have explored linguistic intelligence among academically gifted students in Jordan. Therefore, this study aims to address this gap and identify the level of linguistic intelligence among academically gifted students at Ajloun National University in Jordan.

III. METHODOLOGY

A. Participants

The study sample included 29 students (14 males and 15 females) from the Department of English Language and Literature at Ajloun National University. These students had a cumulative average of more than 84 percent and were rated as excellent. The data was collected from the Department of Admission and Registration at the university. These students were selected using the purposive sampling method due to their high academic achievement.

TABLE 1
SHOWS THE FREQUENCIES AND PERCENTAGES OF THE GENDER

Gender	Frequency	Percent
Male	14	48.27%
Female	15	51.73%
Total	29	100.0

Table 1 shows the frequencies and percentages of the participants in the study sample according to gender. The total number of participants is 29. The percentage of male students is 48.27%, whereas it is 51.73% for female students.

B. Instrument

The study aimed to determine the linguistic intelligence level of academically gifted students at Ajloun National University in Jordan. To achieve this, students were given a linguistic intelligence questionnaire in English to fill out within a specific time frame. A Five-point Likert questionnaire, based on the Multiple Intelligence Questionnaire by Walter McKenzie and Multiple Intelligence in the Classroom by Thomas Armstrong (2003), consisted of 26 statements with five response options.

C. Statistical Analysis

A Five-point Likert scale was used to indicate the response to each statement in the questionnaire (Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2, Strongly Disagree = 1). The mean of 5 represents the highest level of linguistic intelligence, while the mean of 1 represents the lowest level of linguistic intelligence. Consequently, the means and standard deviations were used to answer the first question, while the nonparametric Mann-Whitney test was used to answer the second and third questions. This test was used due to the small number of academically gifted students at the Department of English Language and Literature at Ajloun National University. Means (M) and standard deviations (SD) were measured for each construct and related statement. These statements were ranked in descending order according to the following scale:

TABLE 2
MEANS AND THE LEVELS OF STUDENTS' RESPONSES

Means	Levels
1 – 1.75	low
1.76 – 2.51	Medium
2.52 – 4	High

IV. RESULTS

The main purpose of this study is to identify the level of linguistic intelligence of academically gifted students at Ajloun National University in Jordan. Results related to the first question: *What is the level of linguistic intelligence of academically gifted students at Ajloun National University?*

To answer this question, means, standard deviations, and levels of linguistic intelligence among academically gifted students at Ajloun University were calculated. Table 3 shows these results according to the scale domains.

TABLE 3
MEANS AND STANDARD DEVIATIONS ACCORDING TO THE SCALE DOMAINS

Domain	No. of Statements	Mean	S.D	Level
Language Skills	18	4.16	.315	High
Creativity in Language	8	4.12	.370	High

Table 3 indicates that the number of statements regarding the language skills domain consists of 18 statements, while there are 8 statements regarding creativity in language. The mean for the language skills domain is 4.16 and the SD =.315, while the mean for creativity in the language domain is 4.12 and the SD =.370. This result indicates that academically gifted students have a high level of linguistic intelligence in both language skills and creativity in the language.

TABLE 4
MEANS AND STANDARD DEVIATIONS OF THE STATEMENTS IN THE LANGUAGE SKILLS DOMAIN, WHICH ARE ARRANGED IN DESCENDING ORDER

No.	Statement	Mean	S.D	Level
S 1	I enjoy reading all kinds of materials	4.55	.506	High
S 7	I've written something recently that I was particularly proud of or that earned me recognition from others	4.38	.494	High
S 5	I keep writing a journal and/or dairy	4.38	.561	High
S 11	My conversation includes frequent references to things that I have read or heard	4.38	.775	High
S 10	Debates and public speaking are activities that I like to participate in	4.34	.553	High
S 9	I learn to speak or read another language (e.g., English, French, and German) has been relatively easy for me.	4.31	.541	High
S 15	I have high sensitivity to all aspects of language: listening, speaking, reading, and writing	4.17	.711	High
S 20	I have flexibility in extracting meaning when speaking several languages	4.17	.711	High
S 4	It is easy for me to explain my ideas to others	4.14	.639	High
S 2	Taking notes helps me remember and understand	4.14	.639	High
S 24	I can hear words in my head before I read, speak, or write them down	4.10	.673	High
S 16	Good knowledge of the structure of language; can recognize and apply grammar rules	4.07	.704	High
S 3	I faithfully (routinely/always) contact friends through letters and/or e-mail	4.07	.753	High
S 25	I get more out of listening to the radio or speaker word recording than I do from television or film	4.00	.707	High
S 23	I find it easy to remember phrases, poems or song lyrics.	4.00	.707	High
S 21	I am good at spelling and sensitive to patterns	3.97	.865	High
S 17	I can use language to accomplish certain goals	3.93	.799	High
S 13	I find that it is easy to remember quotes and phrases and weave them into conversations	3.90	.817	High
	Overall	4.16	.315	High

Table 4 shows the statements, the means, the standard deviations, and the level of linguistic intelligence of academically gifted students' responses at the Department of English Language and Literature according to the language skills domain. It indicates that statement (1) "I enjoy reading all kinds of materials" obtained the highest mean of 4.55 and the SD =.506, while statement (13) "I find that it is easy to remember quotes and phrases and weave them into conversations" received the lowest mean of 3.90 and the SD =.817. The level of all statements in this domain is high, according to the responses of the academically gifted students. Thus, the overall mean for the language skills domain reached 4.16 and the SD =.315, and the level is high for all statements in this domain.

TABLE 5
MEANS AND STANDARD DEVIATIONS OF THE STATEMENTS OF CREATIVITY IN THE LANGUAGE DOMAIN, WHICH ARE ARRANGED IN DESCENDING ORDER

No.	Statement	Mean	S.D	Level
S 18	I know many different uses for language, such as persuasion, negotiation, information, and pleasure	4.38	.677	High
S 19	I can interpret others	4.21	.559	High
S 12	I appreciate my book collection	4.21	.675	High
S 6	I enjoy word games like Crosswords, Anagrams, Password or solving brainteasers that require logical thinking	4.17	.602	High
S 8	I enjoy playing Scrabble, anagram, or password	4.10	.673	High
S 26	I enjoy entertaining myself or others with tongue twisters, rhymes, or puns	4.10	.557	High
S 14	It is easy for me to make up stories	3.97	.731	High
S 22	I am good at memorizing for general knowledge	3.86	.639	High
	Overall	4.12	.370	High

Table 5 presents the statements, the means, the standard deviations, and the level of linguistic intelligence of academically gifted students' responses at the Department of English Language and Literature according to creativity in the language domain. It indicates that statement No. (18), "I know many different uses for language, such as persuasion, negotiation, information, and pleasure," obtained the highest mean of (4.38) and the SD =.677, while statement No. 22, "I am good at memorizing for general knowledge," received the lowest mean of (3.86) and the SD =.639. The level of all statements in this domain is high, according to the responses of the academically gifted students. Thus, the overall means for creativity in the language domain reached 4.12, and the SD =.370, and the level is high for all statements in this domain.

Results related to the second question: *Are there any statistically significant differences ($\alpha \leq 0.05$) in linguistic intelligence among academically gifted students at Ajloun National University due to gender?*

TABLE 6
MEANS AND STANDARD DEVIATIONS ACCORDING TO GENDER

Domain	Gender	No. of Students	Mean	S.D
Language skills	Male	14	3.89	.208
	Female	15	4.41	.145
Creativity in language	Male	14	3.81	.263
	Female	15	4.40	.212

Table 6 shows that the number of male students is 14, while the number of female students is 15. It also shows that there are differences in the means and standard deviations according to gender variables in both domains (language skills and creativity in language). Regarding the language skills domain, the mean for male students is 3.89, whereas it is 4.41 for female students. According to creativity in the language domain, the mean for male students is 3.81, while it is 4.40 for female students. To reveal the statistical significance of these differences, the researcher uses the nonparametric Mann-Whitney test Table 7 presents these results.

TABLE 7
RESULTS OF THE MANN-WHITNEY TEST ACCORDING TO GENDER

Domain	Gender	Mean Rank	Sum of Ranks	U	Z	p
Language skills	M	7.04	91.50	.500	-4.481	0.001
	F	20.97	314.50			
Creativity in language	M	7.65	99.50	8.500	-4.124	0.001
	F	20.43	306.50			

It is clear from Table 7 that there are statistically significant differences between the mean ranks of academically gifted students' responses at Ajloun National University according to gender. Regarding the language skills domain, the mean rank of male students is 7.04, whereas it is 20.97 for female students. According to creativity in the language domain, the mean rank of male students is 7.65, while it is 20.43 for female students. Thus, it can be concluded that there are statistically significant differences at ($\alpha \leq 0.05$) between male and female students in the linguistic intelligence of academically gifted students at Ajloun National University due to gender in favor of female students, as the mean rank of females is 20.97 in the domain of language skills, while in the domain of creativity in language it is 20.43, which is higher than the mean rank of male students.

Results related to the third question: *Does the level of linguistic intelligence among academically gifted students differ according to academic level?* To answer this question means and standard deviations are shown in Table 8.

TABLE 8
MEANS AND STANDARD DEVIATIONS ACCORDING TO CLASS LEVEL

Domain	Academic Level	No. of Students	Mean	S.D
Language skills	1-2years	13	3.87	.192
	3-4 years	16	4.40	.153
Creativity in language	1-2years	13	3.78	.212
	3-4 years	16	4.39	.205

Table 8 shows that there are differences between the means according to the academic level variable among academically gifted students at ANU in both domains (language skills and creativity in language). To reveal the statistical significance of these differences, the researcher applied the nonparametric Mann-Whitney test, and Table 9 shows these results.

TABLE 9
RESULTS OF THE MANN-WHITNEY TEST ACCORDING TO CLASS LEVEL

Domain	class level	Mean Rank	Sum of Ranks	U	Z	p
Language skills	1-2years	7.00	91.00	.000	-4.573	0.001
	3-4 years	21.50	344.00			
Creativity in Language	1-2years	7.23	94.00	3.000	-4.454	0.001
	3-4 years	21.31	341.00			

Table 9 illustrates that there are statistically significant differences between the mean ranks among academically gifted students' responses at ANU in both domains (language skills and creativity in language) according to academic level. The differences are in favor of students of the academic level (3-4 years), where the mean rank is 21.50 in the field of language skills, while it is 21.31 in the field of creativity in language. It is higher than the mean rank of students at the academic level (1-2 years) in both domains (language skills and creativity in language).

V. DISCUSSION

This study aimed to identify the level of linguistic intelligence of academically gifted students at Ajloun National University in Jordan. Results of the first question: *What is the level of linguistic intelligence of academically gifted students at Ajloun National University?* The results showed that the level of linguistic intelligence of academically gifted students is high on all questionnaire domains and statements. The mean for the language skills domain is 4.16 and the SD is .315, while the mean for creativity in the language domain is 4.12 and the SD is .370. This result indicates that academically gifted students have a high level of linguistic intelligence in both language skills and creativity in the language. In this regard, several studies have indicated a high level of linguistic intelligence among students. On one hand, the results of this study are consistent with Jaafar's (2018) study, which revealed a strong relationship between linguistic intelligence and academic achievement among female students in the Kingdom of Saudi Arabia. Additionally, the results of this study agree with the results of Amezian's (2008) study, which indicated a correlation between linguistic intelligence activities and general intelligence. Kezar (2001) highlighted the crucial role of multiple intelligences in higher education, particularly emphasizing the significance of verbal-linguistic intelligence in language learning. Ghanem's (2012) study aimed at identifying the linguistic intelligence of students in the preparatory stage. The results of the study showed that the research sample has moderate linguistic intelligence. On the other hand, the results of this study disagree with Maisyarah's (2016) study that investigated the correlation between students' verbal-linguistic intelligence and their reading achievement. The results showed that there was no significant correlation between students' verbal-linguistic intelligence and their reading achievements.

It can be concluded that academically gifted students with linguistic intelligence use a variety of skills, such as speaking, reading, and writing. However, students with linguistic intelligence possess common features such as learning language easily, comprehending complex sentence structures effortlessly, having a deeply-rooted understanding of language development, recognizing the function and rules of language, making presentations and debates, using persuasive speeches, explaining things effectively, having a rich vocabulary, enjoying reading and writing, and asking questions frequently. Thus, linguistic intelligence appears in the components of a language represented by phonology, semantics, morphology, syntax, and pragmatics that give them the ability to understand, learn, and use language to accomplish certain goals.

Results of the second question: *Are there any statistically significant differences (a ≤ 0.05) in linguistic intelligence among academically gifted students at Ajloun National University due to gender?* The results revealed that there were statistically significant differences ($\alpha \leq 0.05$) in linguistic intelligence among academically gifted students at Ajloun National University due to gender in favor of female students, as the mean rank of females is 20.97 in the domain of language skills, while in the domain of creativity in language it is 20.43, which is higher than the mean rank of male students. The result of this study agrees with the result of Ghanem's (2012) study, which showed that there were differences in linguistic intelligence due to the gender variable in favor of females. The results of this study disagree

with the results of Lindy's (2001) study on the relationship between intelligence multiplicity and some personality traits. The results showed that there were statistical differences between female and male students in linguistic intelligence, in favor of males.

Results related to the third question: *Does the level of linguistic intelligence among academically gifted students differ according to academic level?* The results of this study demonstrate that there are statistically significant differences between the mean ranks among academically gifted students' responses at ANU in both domains (language skills and creativity in language) according to academic level. The differences are in favor of students of the academic level (3-4 years), where the mean rank is 21.50 in the field of language skills, while it is 21.31 in the field of creativity in language.

VI. CONCLUSION

Concerning the results of this study, it can be inferred that the level of linguistic intelligence is notably high among the gifted students at the Department of English Language and Literature at Ajloun National University. The study also revealed significant differences in linguistic intelligence, with female students and those in the 3–4-year academic level showing higher levels of linguistic intelligence. In conclusion, linguistic intelligence is fundamental for cognitive development and has a significant impact on various aspects of individuals' lives. It not only facilitates effective communication but also enhances cognitive growth, sharpens analytical skills, and improves social and public speaking abilities. Nurturing linguistic intelligence lays the groundwork for the development of other types of intelligence and overall personal growth.

VII. RECOMMENDATIONS

This research suggests further studies should be conducted to compare linguistic intelligence with other types of intelligence. Additional research should be carried out at other universities with larger groups to identify the linguistic intelligence among students. Using linguistic activities in the classroom, such as writing essays and short stories that are abundant in linguistic vocabulary, could develop students' linguistic intelligence.

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