

Language And Intelligence-A Scientific Approach

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Abstract- Does language influence Intelligence? The myths and thoughts regarding the influence of tongue on intelligence, An unresolved query

I. INTRODUCTION

Language: the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way.

A system of communication used by a particular country or community.

Intelligence:

The ability to acquire and apply knowledge and skills.

"an eminent man of great intelligence"

These are two different entities Do they tend to influence each other

II. DISCUSSION

What varieties of thought require language? What varieties of thought (if any) are possible without language? These *might* be viewed as purely philosophical questions, to be investigated by a systematic logical analysis of the necessary and sufficient conditions for the occurrence of various thoughts in various minds. And in principle such an investigation might work, but in practice it is hopeless. Any such philosophical analysis must be guided at the outset by reflections about what the "obvious" constraining facts about thought and language are, and these initial intuitions turn out to be treacherous.

with researches in a variety of disciplines ranging from cognitive psychology and neuroscience to evolutionary theory and paleo-anthropology.

Our human brains, and only human brains, have been armed by habits and methods, mind-tools and information, drawn from millions of other brains to which we are not genetically related. This, amplified by the *deliberate* use of generate-and-test in science, puts our minds on a different plane from the minds of our nearest relatives among the

animals. This species-specific process of enhancement has become so swift and powerful that a single generation of its design improvements can now dwarf the R-and-D efforts of millions of years of evolution by natural selection. So while we cannot rule out the possibility in principle that our minds will be cognitively closed to some domain or other, no good "naturalistic" reason to believe this can be discovered in our animal origins. On the contrary, a proper application of Darwinian thinking suggests that *if* we survive our current self-induced environmental crises, our capacity to comprehend will continue to grow by increments that are now incomprehensible to us.

Language can also influence whether we place blame on an individual or not. English, Spanish, and many other languages utilize agentive language. However, English speakers appear to utilize it more than Spanish language speakers, in cases of accidental situations. A possible explanation as to why is that passive voice is undesirable in English, but Spanish utilizes it frequently (Enforex). But whatever the reason, English language speakers were better able to remember the agents involved in accidents, more easily than Spanish language speakers.

While it's possible that there is another explanation, the most reasonable explanation seems to be that utilizing passive voice and avoiding the agent involved in the accident reduces the ability to remember who was involved in the incident. However, there could be other possibilities, such as cultural differences in assigning importance of blame.

Language on the other hand entails a formal system of communication in either written, spoken or in gesture form. Spoken language have distinguished elements which include phoneme- which are basic sounds, Morphemes- the smallest unit which have meaning and phrases- which entails the combined morpheme to bring out clear meaning. The acquisition of language begins out as a simple way and progress to complexity. This begins from birth as the child learn discriminating sounds in speeches, start producing sound through imitation, sound becomes clear words which the child associate it with its meaning. One factor that makes us to be able to learn language is the fact that our brain has the capacity to change our neural networks on bases of experiences. For instance, exposing a child to a particular language will make its brain to change the neural network and

conform to the structure of that language. However, if the child is exposed to another different language in early age, he is able to learn it better than at older age. For example, at my childhood, my parents were settled on a different tribe location from our own and I had no trouble speaking the language. However, they moved to our local home and with no time I had learn clearly our language and gradually forgotten the other (Greenspan &Shanker, 2004).

Intelligence is the ability to learn from experience, use the knowledge as well as solve the problems. Intelligence gives one a capability to hold two different ideas in the mind at one time and still maintain his functioning role. Intelligence is an inheritance aspect and it is based on; speed in reacting to signals, muscular strength, ability to detect tiny differences and size of the head. Intelligence can be achieved on multiple basis where one become good in many areas such as ; academic, games, social situation as well as ability to posses emotional intelligence by regulating emotions, ability to perceive, understanding and expressing. Intelligence have much influence to brain functioning as more intelligence people have the ability to process information quickly, as well as process perceptual information faster.

During problem solving some factor within an individual do interfere with the process. Confirmation bias for instance affect the solving problem process through seeking information to confirm ones ideas. Through confirmation bias, the individual involved assumes that the evidence verifies his hypothesis while they may have a positive that is false. Fixation contributes to ineffective problem solving as it makes an individual to lack an ability of seeing the problem in a different perspective. As a result one uses a solution that once worked on to a problem that requires another solution to solve it. Overconfidence brings an underestimation of a problem that might be requiring intensive solution strategies which hinders proper approach to that problem. Heuristics on the other hand estimates the likelihood of a problem being easy producing quick answers which are often in error. For example, when sitting for an exam paper well studied, overconfidence makes the student to tackle the question from a different angle from which the examiner intends (Greenspan &Shanker, 2004).

Despite the argument that language unfolds because of child's imitation, association and reinforcement from the older people, language is an inborn quality. A child develops language by making sense of the sound he hear and what they see. This is because as the child grows up, he imitates sounds the he hear without understanding their meaning. However, as he grew up, he associate these sound by the action accompanying them and from this he is able to make sense of his own sound. In addition if a group of children are raised in

an isolated area without presence of adult, the will make their own language from their innate sense of language and be able to communicate. For example, deaf children are able to their own language in gesture form which agrees with the grammar rule and communicate well with other people. Was their language taught? (Castaneda,1989).

III. CONCLUSION

The answer to the question Does Language influence Intelligence is No. Many things affect intelligence, but a fair bit of it is inborn, and much of the rest is attributable to development. There's no reason to believe that any aspects of culture, including language, affect general intelligence.

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