

The Effect of Social Intelligence on Communicative Competence

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Abstract

Social intelligence plays an essential role in succeeding in our life (Beheshtifar, 2012). Social intelligence refers to the capability that a person can interpret other's opinions, thoughts, desires, and intentions and use his interpretation to make a relationship with other people in the society; meanwhile, a socially intelligent person can recognize that what is the other's opinion, feels and how they behave (Baron et al., 1999). Moreover, by growing each economy country around the world, the need to learn English is growing as well and significant language proficiency is not an issue that anyone can disregard these days (Rao, 2019). Social intelligence can enhance life's quality by establishing a successful relationship. In other words, Social intelligence is a core key in succeeding in the present roaring world. The recent researches are mostly focused on emotional intelligence but the social intelligence as a way of improving cognitive ability is much more important than emotional intelligence (Kolesnikov et al., 2021).

Keywords: Social intelligence, communicative competence, oral communicative competence, the effects of social intelligence.

Introduction:

Although scholars and researchers attend a lot to emotional intelligence more than social intelligence but social intelligence is more important than Emotional intelligence (Riggio, 2008). Social intelligence can be defined as the capability to recognize and handle human beings to perform sagely in different human interaction circumstances (Kihlstrom & Cantor, 2000).

Social intelligence refers to the capability to come along with other people in society and its spectrum draws on the issue that tells us which he can use to handle his interpersonal behaviors (Kihlstrom & Cantor, 2000). Social intelligence is described as the capability of recognizing other's emotions and opinions; social intelligence is the capability of adapting to the conditions (Dogan & Cetin, 2009, as cited in Rostamian & Sadrabadi, 2016).

Intelligence has a major role in language and communication. The result of the research that is done on "The Impact of Intelligence on Second Language Acquisition" by Chowdhury Tanzeel (2010) shows that intelligence affects second language acquisition in structural and communicative means if the students are learned a language in a formal manner. He selected 20 students who are in the third level and were acquiring English as a second language and tested three factors in his study: intelligence, grammatical proficiency, and communicative competence (Tanzeel, 2010).

As discussed above, social intelligence has a prominent impact on language communication. There is research that is done in 2019 in our country on the topic of "Iranian EFL learners' Social Intelligence (SI) and willingness to communicate (WTC) by Ghailani and Pahlavani. They selected 240 EFL learners as their participants in their study that include both males and females. These participants were from different institutions and they were selected based on convenient sampling. Additionally, they have employed two standardized questionnaires.

The findings show that there is a strong relationship between willingness to communicate and social intelligence (Ghailani & Pahlavani, 2019). The present study, it is intended to investigate the relationship between the social behavior of the people and their communicative competence.

Importance of Social Intelligence in Language Learning

Recently, there is a change that happened in teaching English pedagogy that is moved from teacher-centered class to student-centered class. It means, it moved from dependently on the learners to the autonomy of them. Therefore, the role of communication especially speaking becomes marked (Ahmadi & Leong, 2017). English as an international and lingua franca language is taught in Iranian schools as a course and usually, the Iranian students go to institutions to practice more on their language proficiency (Namaziandost et al., 2019). Consequently, the enhancing of language proficiency is a vital issue in our country.

Social intelligence is the ability to communicate and establish a relationship with other people sagely. It is quite clear that social intelligence comes from knowing our self. García-Bullé states that there are some abilities involve in social intelligence like verbal frequency and non-verbal frequency, the knowledge of social rules, and the knowledge of the role, listening skills, so on. Social intelligence is an important tool to control our emotions and also, helps us to establish a relationship with others (García-Bullé, 2019). Everyday life consists of micro-interactions with others, happy and sad moments; we fill the spaces in our hearts that are the result of the sad moments with language and laugh (Albretch, 2006). Thus, social intelligence is key to establishing a relationship.

To summarize, the result of this study can aid teachers, students to enhance their language proficiency with the help of identifying social intelligence as a vital agent in language learning, teaching and establishing a relationship with others, and recognizing others believe, thoughts, emotions, feelings and perceptions to have reasonably interaction in society. Besides the findings of this study can be beneficial

for psychologists and sociologists that can aware of the relationship between language proficiency and social intelligence and use it in their studies.

Social Intelligence

The history of social intelligence is going back to one century ago. The concepts of social intelligence in many different terms such as interpersonal competence and role-taking (Walker & Foley, 1973). Edward Thorndike was the first person who defined social intelligence for the first time and published lots of books and papers which have an influential effect on the researcher's works and psychologist's research. He was the first person who has stated the issue of "Law of Effect". Law of effect is one of the characteristics of the "Social style Model" and is the reason that is why people are forecasting the behavioral patterns of others. After the word War II, many researchers work on Edward Thorndike's work and cognitive development.

According to Henderson and other authors (2014), social intelligence is the capability to find out other's opinions and actions in daily life. Sometimes the action of the people is related to their intention directly and sometimes is not. They stated that although human beings are social experts but they do not pay attention to the sequences of their actions. In the following explanation of this study, they referred to a simple example that mentioned that a woman never pay attention to the process of drinking her water but she unconsciously and picks up the glass of water and drink it but there is an intention behind this action that is drinking water to quenching the sense of thirsty. We can conclude that finding out others' intentions is an essential key in their daily relationship.

They mentioned a significant point in their study that is the human beings unconsciously pay attention to the most important part of an action and they can aware of the gist of that action which is called the "goal". Their research problem was that it is obvious that the adults are social experts but whether the infants can find out the intentions in their few months or not. For the answer to this question, they used two tools that one of them is the visual habituation paradigm and the next one is different test events to measure the infants' understanding. The result of this research shows that infants can understand human actions in three aspects, that one of which is the intention of the action.

Communicative Competence

Chris Miller and Mia Poston (2016) in their book "exploring communication in the real world" mentioned that the history of communication competence originated from two previous decades and they defined communicative competence as a capability in which that an individual can communicate effectively and successfully in the society (Chris Miller & Mia Poston, 2016). Noam Chomsky believed that one of the controversial terms is the term "competence" in the applied linguistic field (Mayo & Barrioluengo, 2017). Communicative competence is built up in four areas of competences. These four areas are defined for the first time in 1976 by Sandra Savignon. These four competences are as follows:

- A. The first one is linguistic competence. In this area, the learner should find out and use syntax, vocabulary, and language conventions appropriately to communicate in "authentic" situations. This area asks some questions such as "what words are use in this situation and how could I put the words in sentences and phrases?"
- B. The second competence is referred to sociolinguistic area. Sociolinguistic competence is an ability that a learner is aware of social rules of language, cultural references of language, and nonverbal behaviors. Sociolinguistic competence is a capability that a learner can properly respond to language and she/he can communicate with the members of the society successfully. In sociolinguistic competence, we are dealing with the question that "How does a person know what attitude another person is expressing?"

- C. In the third area, we are dealing with discourse competence. Discourse competence is referred to understand how a person can interpret the larger context in a way that can save the coherence of it. In other words, in discourse competence, we are dealing with the issue of the connection between ideas and patterns. In discourse competence, the question such as “How are sentences put together to build a successful and appropriate conversation?” his remark.
- D. The last area of communicative competence is referred to as strategic competence. Strategic competence can define as using techniques to recognize language gaps and achieve fluency in conversation. In strategic competence, we are dealing which such question that “How to get more knowledge about using language in each specific situation?”

ACTFL (World-Readiness Standards for Learning Languages) defines five goal areas that the learners can develop these four competences (linguistic competence, sociolinguistic competence, discourse competence, communicative competence) in a situation that the language teaching extents to these five goal areas: communications, cultures, connections, comparisons, communities (Alexandria, 2015).

The Findings of Previous Research

Bosuwon (2017) aims to investigate the relationship between the level of intercultural sensitivity of foreign international undergraduates and its possible predictors. The result shows that the two important elements of intercultural sensitivity’s predictors are social intelligence and communicative competence. For this study, he selected 269 participants from both state and private universities of Thailand and his research tool was a three-page questionnaire (Yermentaeyeva et al., 2020). Introduce social intelligence as a condition for developing the communicative competence of the future teacher.

The result of this study shows that there is a positive relationship between social intelligence and communicative competence. For this study, 70 people and they were used the 16-PF methodic of Kettle as research tools.

Christina Gkonou and Sarah Mercer in their study try to find out a better insight of role-played in the English language class by socio-emotional competences. They concluded that those ELT teachers obtained high scores in some competences particularly in language teaching that one of these aspects is social intelligence.

Gertner and Rice and Hadley (1994) tried to investigate that the linguistic competence of children plays an important role in establishing social relationships. The result of this study shows that the social intelligence of the children is an element that leads them to at least tend to identify as preferred peer playmates.

Harshbarger (1981) tried to find the relationship between second language acquisition and social intelligence as one of the components of communicative competence. The result of this study shows that there is no positive relationship between second language acquisition and social intelligence.

Conclusion

It seems that there are many conflicts these days in the world and human beings are always trying for a better life during all these conflicts. Having a better life is always is a dream for human beings during history (Cynthia & Gandy & Kay, 2014). People are always trying to live morally to enhance the quality of their life and it seems that there is a close relationship between morality and social intelligence. Moral virtue is an element that can enhance the motivation to do our best in life; social intelligence can play the role of an agent that enables people to understand other’s behavior (Fengyan & Hong, 2012).

The findings of the research done by Razmjoo in Iran (2008) show that there is no relationship between multiple intelligence and language proficiency in our country. One of his objectives in his research was to investigate the relationship between language proficiency and multiple intelligence among the participants of the Shiraz University Ph.D. Entrance Exam. To achieve his objectives, he employed a 90-

item multiple intelligences questionnaire and a 100-item language proficiency test among 278 both male and female participants and the result showed that there is no specific relationship between multiple intelligence and language proficiency in the situation of Iranian participants (Razmjoo, 2008).

There is enough evidence that can prove the positive impact of social intelligence on Iranian EFL Learners' communicative competence. In fact, increasing social intelligence can improve the communicative competence of students and also improving social intelligence can improve the learners' language ability.

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