



## The Role of Students' Agility and Students' Interest in the Linguistic Intelligence among Gifted Students in Higher Education Institutions

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### ABSTRACT

The key to student success in higher education institutions is linguistic intelligence, which can be attained by utilizing students' linguistic curiosity and agility. The current study examines the influence of students' agility and interest in linguistic intelligence among talented students of higher education institutions in the UAE. This issue demands the researchers' attention. Additionally, the study looks into how institutional assistance affects students' enthusiasm, linguistic aptitude, and skill among gifted students in the UAE. The data from respondents were gathered for the study using primary data-gathering techniques, including survey questionnaires. The research used PLS-SEM using

smart-PLS to analyze the relationship between the variables under inquiry. The findings showed that among gifted students in the UAE, pupils' enthusiasm and agility have a favorable relationship with linguistic ability. The results also showed that among gifted students in the UAE, institutional assistance greatly modifies pupils' attention, skill, and linguistic intelligence. The study aids decision-makers in developing linguistic intelligence policies that take advantage of students' skills and enthusiasm.

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## 1. Introduction

Higher education institutions, particularly those that also enroll international students or students from diverse cultural backgrounds, regulate particular classes for teaching a second or third-language instruction to students in addition to running regular classes for social, professional, technical, and political subjects. Students' performance in these linguistic classes is determined by their linguistic intelligence, including their ability to comprehend and use language's functions, sounds, rhythms, and meanings (Aminatun, Ngadiso, & Marmanto, 2019). Students that demonstrate more linguistic intelligence do better when studying a foreign language, which has various advantages for both the student and the institution. Higher linguistically intelligent students can better interact socially, economically, and politically with persons from other cultural backgrounds. These students can raise their living level by doing their best in their practical life.

Additionally, the college may draw students from other cultures and areas if students perform better in linguistics studies (Handayani, Sakkir, & Kasman, 2021). Researchers and academics should look into the idea of linguistic intelligence because of its importance. The interest and agility of linguistic students determine their linguistic intelligence. Skill in students refers to their quick and effortless capacity to think and comprehend. Additionally, it comprises the capacity to adapt to environmental changes and learn from mistakes (Erlina et al., 2019). Higher student abilities speed up students' learning and development, which results in linguistic intelligence. Student interest also refers to a person's enthusiasm, curiosity, and focus on learning. Students with greater agility develop language intelligence more effectively (Hasanudin & Fitriyaningsih, 2018).

In this study, gifted students in higher education institutions in the UAE will have their language intelligence assessed. UAE has one of the most advanced economies in the world. UAE is one of the nations with a contented populace and a good standard of living. Economic sectors are expanding swiftly, including the stock market, information, technology, business, and services. UAE's economy is flourishing as a result. UAE's robust educational system produces skilled graduates (Saji & Nair, 2018). The UAE firmly believes in higher education's potential to broaden perspectives, create opportunities, and progress society. Numerous colleges have sprung up over the past few decades, turning the nation into a regional hub for learning. UAE citizens can now enroll free in government institutions (Leo et al., 2021).

When UAE University was first established in 1976, there were 522 students enrolled there. Since then, the student body has increased by over 30 times. Women make up the majority of the student body. UAE University also awards 76 undergraduate degrees in addition to 67 graduate degrees. Women-only Zayed University (ZU) was established in 1998. In 2010, a campus for men officially opened. English is the primary teaching language in seven colleges, including linguistic education, business, communication, and media sciences, humanities and social sciences, natural and health sciences, and business. The US has accredited Zayed University (Alghizzawi et al., 2019).

Higher Colleges of Technology (HCT) is the largest higher education institution in the United Arab Emirates, with 20,000 students enrolled. The university was established in 1988 with just four campuses; it now has 16 men's and women's colleges in addition to locations in

Abu Dhabi, Al Ain, Madinat Zayed, Ra's al-Khaimah, Ruwais, Dubai, Sharjah, and Fujairah. The institutions provide more than 80 technical, academic, and certification programs. More than 14,000 female students are enrolled at this time. One of the top 20 educational systems in the world is found in the United Arab Emirates (Ashour, 2020). Although advancements in higher education are being made, there is still a need to encourage the study of a second language to attract international students. The current study fills this gap. The study's objectives include examining the effects of students' curiosity and agility on linguistic intelligence and the relationship between institutional support and those three variables.

Despite using existing literature as its source, the current study does not just repeat some earlier research. First, the importance of student learning agility and students' interest in growing linguistic intelligence have been examined in prior literature. However, only one literary work has addressed either student interest or learning agility as indicators of student linguistic ability. The current study closes this gap by examining the roles of both student learning agility and students' interest in linguistic intelligence. Second, the authors exclusively discussed the direct effects of institutional support with linguistic intelligence in the earlier work. The impact of institutional support on the relationship between students' interest, language intelligence, and agility has been the subject of very few studies. The current study contributes to the body of knowledge by looking at institutional support as a moderator between students' interest, agility, and linguistic intelligence. Additionally, the study looks into how the UAE's higher education system functions in terms of institutional support, student adaptability, and student interest in linguistic intelligence.

The following sections make up the current study: In light of earlier research, the second section examines the relationship between institutional support, student interest, student agility, and student linguistic intelligence. The third section describes the procedures used to locate pertinent data and evaluate it to put the previously created hypotheses to the test. The discussion of the study's findings is then supported by recent research. The ramifications, results, and limitations of the study are presented after the debates.

## 2. Literature Review

The capacity to comprehend all facets of a language and learn it through its sounds, word meanings, syntax, rhythms, etc., allows them to acquire a foreign language and apply it for various purposes (Yuliyanto, Amalia, & Muqodas, 2020). Students' flexibility and curiosity determine linguistic aptitude. The literature has extensively discussed the relationship between institutional support, student interest, linguistic intelligence, and student agility. The primary literature is consulted to support the proposed theory.

Because of their agility, students can adapt to changing conditions, survive them, learn from their mistakes, and respond quickly and intelligently. These pupils demonstrate the best language acquisition skills. So, linguistic intelligence results from pupils' agility (Kurniaman et al., 2020). Sitio et al. (2022) examine the connection between students' linguistic intelligence and agility. In light of the Covid-19 pandemic, this study intends to investigate how amenable senior high EFL students at SMA Negeri 4 Pematangsiantar are to online learning. The learning agility hypothesis, which claims that learning agility has four dimensions—mental agility, people agility, results in agility, and change agility—is the foundation of the study. 150 students were randomly selected to participate in the study.

The study demonstrated that students' agility enables them to be adaptable and flexible in changing circumstances, comprehend people's behavior, learn from experience or practice, perceive the information provided in lectures in class, and make wise selections during tests. Students' agility improves linguistic intelligence in a linguistics class where they interact with teachers who speak other languages, teach new courses, and have novel ideas. In higher education institutions, [Menon and Suresh \(2022\)](#) make an effort to gauge student and employee agility and how it affects linguistic intelligence. After a thorough, systematic literature assessment, the workforce and students' skills and language intelligence were evaluated using the fuzzy logic method. According to the study, students who are adept at learning quickly pick up on concepts presented by lecturers, comprehend information from various learning sources and identify pertinent problems. Students who are more agile develop more language intelligence. [Trotter, Huang, and Czerniewicz \(2022\)](#) did a study to look into student agility and language intelligence during covid-19. During the early COVID-19 pandemic lockdowns (April to June 2020), when the university switched from face-to-face instruction to emergency remote instruction, 23 members of the teaching faculty at one African institution provided empirical data. The study shows that learning a foreign language is challenging, but students' agility enables them to benefit from online English language classes when there are crises like COVID-19. Hence,

**H1:** *Students' agility has a positive association with linguistic intelligence.*

Students are interested in learning about other cultures and not under peer pressure to take foreign language lessons to exhibit more motivation and progress in conversational language learning. Thus, language intelligence is created by pupils' interests ([Aldalalah, 2021](#)). Teimouri, Plonsky, and Tabandeh's (2022) study looks at how students' linguistic intelligence is influenced by their interest, enthusiasm, and persistence. 191 English language students served as the source of the data on the students' enthusiasm, passion, and tenacity, as well as their linguistic intelligence. Data analysis procedures included correlation and descriptive statistics. According to the study, when students are very interested in a particular language or the culture of the people speaking it, they perform actively in class, pay attention to linguistic lectures, and show the bravery to ask questions to further their understanding. These children are more able to comprehend the language and pick it up.

Therefore, language intelligence increases due to the student's interest. In their 2018 study, [Gong, Hu, and Lai \(2018\)](#) looked into how student interest and instructor cognition affected students' language intelligence. The study focused on the educators who talked about themselves and were better able to explain the attitudes and development of the students. Teachers of Chinese as a Second Language at the top 100 Chinese universities where Chinese is taught to international students provided the data on student interest and instructor perception of student linguistic intelligence. According to the study, students may not succeed in their initial attempts to master a language's sounds, semantics, and grammar when learning a second language. Students who are more passionate about learning a language never give up; instead, they keep trying until they master the skills necessary to acquire a language, indicating a greater linguistic intelligence level. The relationship between student interest and linguistic aptitude for English as a second language is examined by [Park \(2019\)](#). Data from a California community college that enrolls a substantial number of students in its ESL classes were obtained to apply a Cox proportional hazards model to assess the relationship between student interest and

linguistic competence. The findings show a favorable association between linguistic intelligence and students' interests, which accelerates the development of linguistic intelligence. So,

**H2:** *Students' interest has a positive association with linguistic intelligence.*

Students benefit from a supportive, innovative, and cozy learning environment created by educational institutions that exhibit helpful conduct when developing educational policy. Students learn to be creative, flexible, and adaptable in such an environment. The students who emerge from this have excellent verbal intelligence thanks to their agility. This indicates that institutional support enhances the link between students' language intelligence and their agility (Hardi, Tamur, & Nendi, 2021). The connection between institutional support, student agility, and linguistic intelligence are described by Undi and Hashim (2021). 50 teachers who provide services for teaching English as a Second Language (ESL) in Sarawak, Malaysia, were the research sample using the convenience sampling method. The data gathered from the questionnaire were analyzed using SPSS. Descriptive statistics were used in the analysis to collect the frequencies, means, percentages, and standard deviations. According to the study, if an institution supports its faculty and students, a culture emerges in which students exhibit high linguistic intelligence and learning agility levels. The association between student agility and linguistic intelligence is thus strengthened by institutional support. The relationship between institutional support, student agility, and verbal-linguistic intelligence is discussed by Yaprak and Kaya (2020). Using the developed task rubric, semi-structured interviews, voice samples, and data collection from 16 English Language Teaching department students were obtained. The findings of the MANOVA test demonstrated that educational institutions that offer special linguistic classes to their normal students endeavor to provide students with the best learning environment and resources when they have a supportive attitude toward them. It increases pupils' learning flexibility and helps them develop the ability to understand and remember foreign languages. The relationship between students' language intelligence and their agility is thereby strengthened through institutional support. The relationship between institutional support, gender perspective, student agility, and linguistic intelligence is evaluated by Ali, Masroor, and Khan (2020). In this study, Peshawar's Institute of Management Sciences and City University of Science and IT undergraduate students' linguistic intelligence and language learning agility are evaluated about institutional support and gender. Data were acquired using a questionnaire that 175 students completed. According to the study, a supportive educational setting has superior teachers who work with the kids to identify and resolve their problems. These students are more agile and linguistically intelligent as a result. Because of this,

**H3:** *Institutional support is a significant moderator between students' agility and linguistic intelligence.*

The supportive educational setting only pays more attention to the student's needs, health, and performance. There, students are more likely to be engaged and active. Additionally, as a supporting institution provides students with more efficient educational resources, the students' language intelligence is higher. Consequently, institutional assistance strengthens the link between student engagement and language acumen (Rezeki, Sagala, & Damanik, 2018). Pinto, Peixoto, Melo, Cabral, and Bessa integrate the connections between institutional support, student engagement, and linguistic intelligence (2021). The study used a systematic literature review methodology. The following search

terms were used to conduct a database search: "Augmented Reality" or "Virtual Reality" and "Foreign Language," "Second Language," "English" or "Language," and "Gamification" or "Games." 146 articles from the following databases: ACM, IEEE Xplore, Mary Ann Liebert, Scopus, Wiley, and Web of Science.

The teaching staff, in the authors' perspective, has a dedication to the school and gives students their best instruction in a supportive educational framework. Teachers try their best to cultivate student enthusiasm and language intelligence in this environment. In light of this, institutional support enhances the connection between student enthusiasm and language understanding. According to Zapata and Ribota (2021), there is a connection between linguistic intelligence, student interest, and institutional support. 378 students, including 173 beginners and 205 intermediate students enrolled in Spanish courses at a university in the South of the United States, answered questionnaires to provide the essential data. According to the survey, educational institutions that support students treat them nicely and help to resolve any problems they may encounter while enrolled in linguistics lessons. In this way, educational institutions spark pupils' enthusiasm for learning foreign languages. The institutions that provide help also create a successful linguistic course and organize its completion, fostering students' linguistic intelligence. Because of this, institutional support strengthens the link between students' interests and language acumen. Iida and Chamcharatsri's (2022) study the connection between language aptitude, student interest, and institutional support. Twenty-one Japanese EFL college students wrote 209 English compositions, coded and divided into various subject areas as part of the current study's qualitative, case-study methodology. Higher learning interests and language intelligence are characteristics of pupils receiving linguistic education in supporting institutions. Therefore,

**H4:** *institutional support is a significant moderator between students' interests and linguistic intelligence.*

### 3. Research Methods

The study examines the relationship between linguistic intelligence and students' curiosity and agility, as well as the moderating effect of institutional support on these variables among gifted students in the United Arab Emirates. The data from respondents were gathered for the study using primary data-gathering techniques, including survey questionnaires. Items obtained from earlier studies were utilized to examine the variables. The students' agility, for instance, was assessed using ten items from Kim, Hong, and Song (2018). Their interest, using six items from Kong, Chiu, and Lai (2018), their institutional support, using six items from Ahsan, Adomako, and Mole (2021); and their linguistic intelligence, using eight items from Erlina et al. (2019).

Additionally, the study used PLS-SEM using smart-PLS to analyze the relationship between the variables of the understudy. The program uses small and large data sets to get meaningful estimation results (Hair et al., 2017). Additionally, the researchers included two independent factors: students' curiosity and agility (SA) (SIN). Additionally, the researchers employed linguistic intelligence as a dependent variable and institutional support (INS) as a moderating variable (LNI). Figure 1 includes these variables.

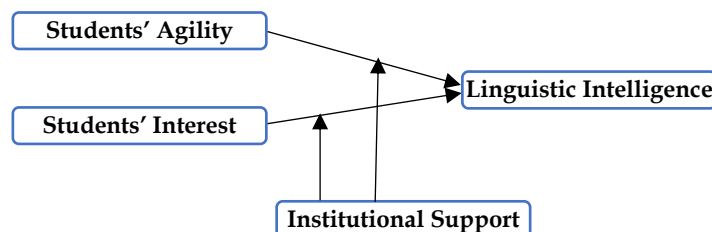


Figure 1: Research model

#### 4. Research Findings

Convergent validity, which examines item correlation, was used in the study. The results showed that the Alpha and composite reliability (CR) scores are greater than 0.70. The results also showed that factor loadings and the average variance extracted (AVE) are greater than 0.50. These results demonstrated a high degree of item correlation. Table 1 presents these outcomes.

Table 1

*Convergent validity*

Constructs	Items	Loadings	Alpha	CR	AVE				
Institutional Support	INS1	0.604	0.894	0.920	0.660				
	INS2	0.858							
	INS3	0.845							
	INS4	0.875							
	INS5	0.872							
	INS6	0.787							
Linguistic Intelligence	LNI1	0.760	0.916	0.933	0.666				
	LNI2	0.828							
	LNI4	0.797							
	LNI5	0.828							
	LNI6	0.824							
	LNI7	0.837							
	LNI8	0.837							
	SA1	0.862							
Students' Agility	SA10	0.768	0.938	0.948	0.669				
	SA2	0.844							
	SA3	0.843							
	SA4	0.849							
	SA5	0.852							
	SA6	0.779							
	SA7	0.748							
	SA9	0.806							
	Students' Interest	SIN1				0.945	0.970	0.976	0.871
		SIN2				0.918			
SIN3		0.954							
SIN4		0.951							
SIN5		0.927							
SIN6		0.902							



The research used discriminant validity to examine the relationship between several variables. The Fornell Larcker and cross-loadings were utilized in the study to investigate discriminant validity. The results showed that the numbers that exposed the relationship between the variables were larger than those that revealed the relationship between the variables and other factors. These results made the limited correlation between variables clear. Tables 2 and 3 present these findings.

**Table 2**

*Fornell Larcker*

	<b>INS</b>	<b>LNI</b>	<b>SA</b>	<b>SIN</b>
INS	0.812			
LNI	0.439	0.816		
SA	0.449	0.518	0.818	
SIN	0.420	0.426	0.500	0.933

**Table 3**

*Cross-loadings*

	<b>INS</b>	<b>LNI</b>	<b>SA</b>	<b>SIN</b>
INS1	<b>0.604</b>	0.268	0.260	0.187
INS2	<b>0.858</b>	0.354	0.388	0.352
INS3	<b>0.845</b>	0.330	0.362	0.349
INS4	<b>0.875</b>	0.381	0.407	0.372
INS5	<b>0.872</b>	0.424	0.407	0.392
INS6	<b>0.787</b>	0.359	0.341	0.357
LNI1	0.373	<b>0.760</b>	0.465	0.424
LNI2	0.377	<b>0.828</b>	0.446	0.339
LNI4	0.356	<b>0.797</b>	0.442	0.397
LNI5	0.321	<b>0.828</b>	0.392	0.303
LNI6	0.368	<b>0.824</b>	0.394	0.314
LNI7	0.366	<b>0.837</b>	0.419	0.327
LNI8	0.335	<b>0.837</b>	0.384	0.304
SA1	0.374	0.470	<b>0.862</b>	0.404
SA10	0.341	0.311	<b>0.768</b>	0.328
SA2	0.358	0.465	<b>0.844</b>	0.450
SA3	0.375	0.466	<b>0.843</b>	0.435
SA4	0.371	0.442	<b>0.849</b>	0.449
SA5	0.379	0.437	<b>0.852</b>	0.454
SA6	0.358	0.389	<b>0.779</b>	0.392
SA7	0.360	0.404	<b>0.748</b>	0.389
SA9	0.389	0.393	<b>0.806</b>	0.354
SIN1	0.391	0.385	0.464	<b>0.945</b>
SIN2	0.426	0.386	0.469	<b>0.918</b>
SIN3	0.384	0.390	0.472	<b>0.954</b>
SIN4	0.382	0.388	0.468	<b>0.951</b>
SIN5	0.409	0.407	0.468	<b>0.927</b>
SIN6	0.359	0.423	0.457	<b>0.902</b>

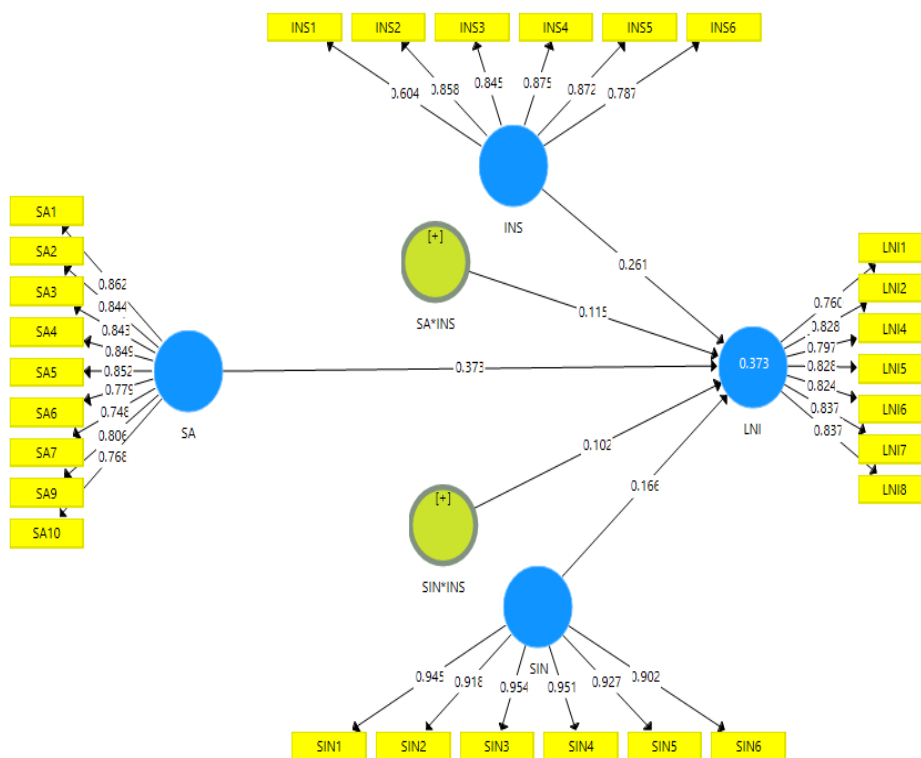


The Heterotrait Monotrait (HTMT) ratio was also employed in the study to examine the reliability of discriminant validity. The results showed that the numbers are less than 0.85. These results made the limited correlation between variables clear. Table 4 presents these outcomes.

**Table 4**

*Heterotrait Monotrait ratio*

	INS	LNI	SA	SIN
INS				
LNI	0.480			
SA	0.489	0.550		
SIN	0.445	0.446	0.521	



**Figure 2: Measurement model assessment**

The results showed that among gifted students in the UAE who accepted H1 and H2, students' attention and agility have a favorable relationship with linguistic intelligence. The results also showed that among gifted students in the UAE who accept H3 and H4, institutional support dramatically modifies students' attention, agility, and linguistic intelligence. Table 5 presents these findings.

Table 5

A path analysis

Relationships	Beta	Standard Deviation	T Statistics	P Values
INS -> LNI	0.261	0.060	4.341	0.000
SA -> LNI	0.373	0.070	5.346	0.000
SA*INS -> LNI	0.115	0.062	1.867	0.032
SIN -> LNI	0.166	0.070	2.379	0.010
SIN*INS -> LNI	0.102	0.055	1.846	0.034

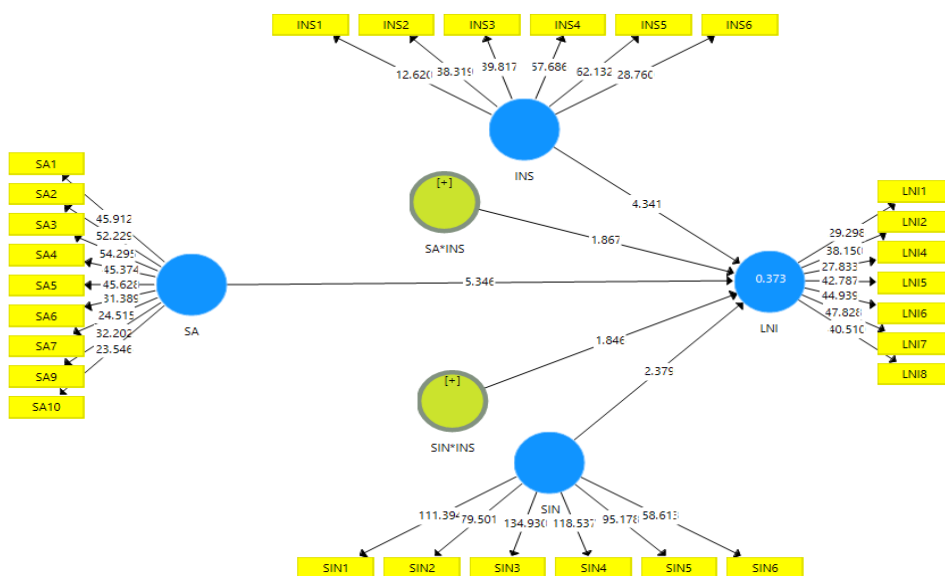


Figure 3: Structural model assessment

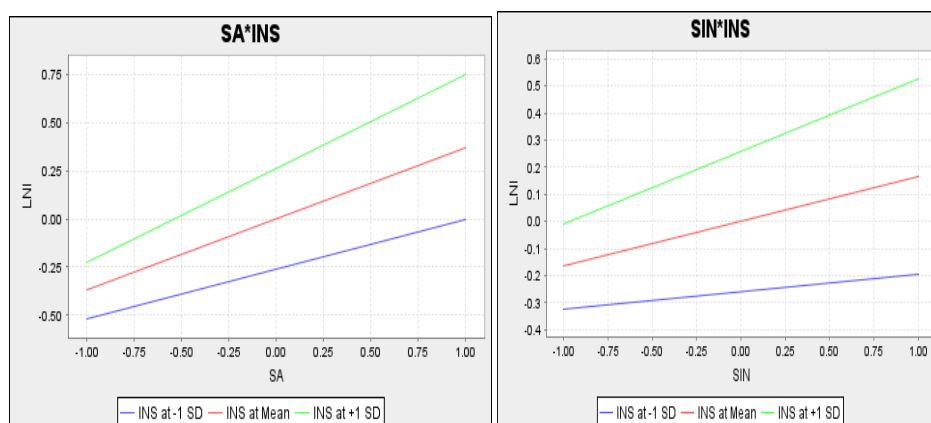


Figure 4: Moderation analysis

## 5. Discussions

According to the findings, linguistic intelligence positively correlates with pupils' agility. The Mahmudah (2022) study, which looks at how students' agility affects their linguistic intelligence, confirms these findings. According to the study, students who exhibit learning skills quickly grasp concepts presented by lecturers during lectures, understand learning material from various learning resources and comprehend the subject at hand. The verbal intelligence of these students is higher. These findings are also consistent with a study by Marhamah and Mulyadi (2020), which asserts that in linguistic classes, students with learning agility demonstrate better speed and flexibility to grasp the parts of speech, language grammar, phonics, syntax, and semantics and waste no time learning a second or third language. Thus, students' agility enhances their verbal intelligence.

The findings demonstrated a beneficial relationship between students' curiosity and linguistic intelligence. These findings are corroborated by a study by Simorangkir and Tanjung (2019), which shows that when students are highly interested in a particular second language or the culture of the people who speak it, they behave actively in linguistic classes, pay attention to what is being said in linguistic lectures, and display confidence in asking questions to clarify their concepts. These children will be better able to learn how to speak and write another language. Language intelligence grows as a result of the students' interest. These findings are consistent with Sauro and Thorne's (2020) research, which suggests that some students are more motivated to learn new things or a foreign language. Students acquire the skills necessary to read, listen to, write, or speak a foreign language because of their curiosity, drive, and trust in the outcomes of their learning interests. Students' curiosity thus demonstrates development in language intelligence.

The findings revealed a strong moderating relationship between students' linguistic intelligence and agility. The study by Sukmawati and Nasution (2020), which shows that educational institutions that offer services for teaching foreign languages to their regular students aim to give pupils the right learning environment and learning tools, supports these findings. It improves students' learning flexibility and aids in their acquisition of the capacity to comprehend and retain other languages. Thus, institutional support increases the link between students' language intelligence and their agility. These findings line up with Einum's article (2019). According to the survey, institutions should help teach staff to carry out their responsibilities and create a welcoming and knowledge-centered environment. Thus, kids' agility contributes to the growth of their language intelligence.

The findings demonstrated that language intelligence and student interests are significantly moderated by institutional support. These findings are supported by a study by Iskandarovna (2022), which indicates that educational institutions that offer support to students do so intending to assist individual students in resolving any difficulties they may be having with attending linguistic classes and learning effectively while also piquing their interest in learning foreign languages. The assisting institutions also give pupils' language aptitude a lot of attention. Because of this, institutional support strengthens the link between students' interests and language acumen. These findings are consistent with the theory put forth in the article by De Costa, Green-Eneix, and Li (2022), which holds that

if the institutions where students are taking linguistic classes are supportive of the students, the students will naturally become interested in learning a foreign language and develop linguistic skills. The association between students' interests and language intelligence is thereby improved through institutional support.

## 6. Implications

The report contains recommendations for academics and researchers to enhance their linguistics literature. The study investigates the effects of pupils' language intelligence, curiosity, and agility. With its analysis of institutional support as a moderator between students' skills and interest in linguistic intelligence, the study adds to the body of knowledge in this area. The study also evaluates the role of institutional support, student adaptability, and student interest in linguistic intelligence, in addition to making a literary contribution.

The current essay is extremely important for promoting bilingualism and multilingualism because it details how to help pupils acquire language intelligence. The study recommends that to foster linguistic intelligence in pupils. Effective educational practices should be implemented. The research directs policymakers in developing linguistic intelligence-related policies that can be accomplished using students' flexibility and interest. The report also includes a recommendation on how managers in educational institutions should engage students so that they can build language intelligence. To foster students' linguistic intelligence and student agility, it also makes the idea that educational institutions should help both their teaching personnel and their students. To spark students' attention and linguistic intelligence, the study suggests that educational institutions should adopt a supportive attitude toward teaching personnel and students.

## 7. Conclusion

The study aimed to examine how students' interest and agility influenced their language intelligence. It also examined how institutions supported students' interest, agility, and linguistic intelligence. Gifted students' responses to surveys about institutional support, student agility, student interest, and student linguistic intelligence were gathered from higher education institutions in the UAE. The findings revealed a strong correlation between linguistic ability and pupils' interest and agility. The results demonstrated that students who learn quickly cover all of the material and obtain the capacity to progress through linguistic courses and acquire skills in a foreign language. Thus, linguistic intelligence grows as a result of students' agility. The findings showed that students are motivated to go forward at an accelerated rate and learn to comprehend, speak, and write a foreign language if they have a strong interest in learning a second or third language. Thus, linguistic intelligence grows as a result of pupils' curiosity. The study showed that institutional assistance considerably modifies students' language intelligence, interest, and agility. Students that receive support from educational institutions become more agile and have greater language intelligence. Thus, it strengthens the link between pupils' language intelligence and their agility. Student interest and language intelligence are developed through institutional support. As a result, it improves the connection between pupils' language intelligence and their skill.

## 8. Limitations

There are several drawbacks to the current study, which will be addressed in further publications. Only two elements – students' curiosity and agility – have been identified by scholars as being the primary drivers of linguistic intelligence. Other elements affecting children's linguistic intelligence include learning resources, inventiveness, and teachers' skill levels. Upcoming scholars must also examine these aspects. Researchers have also examined how students' linguistic interests and agility play a part in the developed region of the United Arab Emirates' educational system. A single economy's data cannot support universal conclusions. Therefore, further scholars should examine these aspects across various educational systems.

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