

# Pragmatic Intelligence in Argumentation: Towards an Analytical Model

Waleed Ridha Hammoodi Al-Jwaid

General Directorate of Education in Babylon City/ Iraq

[waleedenglish78@yahoo.com](mailto:waleedenglish78@yahoo.com)

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## Abstract

This research deals with pragmatic intelligence as used in the context of argumentation and the genre is a two-way kind of communication, say, a political debate. This area of study has not been given its due attention, especially from the pragmatic perspective. Accordingly, the current research aims at: providing a definition for pragmatic intelligence in the context of argumentation; tracing the strategies (logical, dialectical and rhetorical) that are employed to achieve pragmatic intelligence; examining the criteria that are fulfilled when such strategies are used throughout the process of argumentation; and developing an analytical model to analyze pragmatic intelligence in the genre of investigation.

Such an endeavor should have its impact and influence on enriching the literature with information about pragmatic intelligence and the way people pragmatically perceive and evaluate their own and others' intelligence. The research shed some light on fuzzy areas which must be delineated and made clear because they impinge upon understanding how pragmatic intelligence situations appeal themselves to the readers and listeners, and how in turn these readers could find out the impetus behind them. Among the conclusions is that arguers are considered pragmatically more intelligent when they utilize three kinds of intelligences according to this research: logical, dialectical and rhetorical as components of the process of pragmatic intelligence. These kinds of intelligences are considered happy (i.e. achieved the arguers' goal) when they meet certain criteria when the strategies (logical, dialectical and rhetorical) are used.

**Key words:** logic, dialectics, rhetoric, pragmatic intelligence, strategies, and argumentation

## الذكاء التداولي في الحجاج، نحو نموذج تحليلي

وليد رضا حمودي الجويد

المديرية العامة للتربية في محافظة بابل/ العراق

## المستخلص

يتناول هذا البحث الذكاء التداولي كما هو مستخدم في سياق الحجاج وهو نوع من التواصل ثنائي الاتجاه، على سبيل المثال، المناظرة السياسية، ولم يحظ مجال الدراسة هذا بالاهتمام اللازم، ولا سيما من المنظور العملي. وبناءً على ذلك، يهدف البحث الحالي إلى: تقديم تعريف للذكاء التداولي في سياق الحجاج؛ وتتبع الاستراتيجيات (المنطقية والجدلية والبلاغية) المستخدمة لتحقيق الذكاء التداولي؛ ودراسة المعايير التي يتم استيفاؤها عند استخدام مثل هذه الاستراتيجيات في عملية الحجاج؛ وتطوير نموذج تحليلي لتحليل الذكاء التداولي في المثال الذي تم اختياره.

يجب أن يكون لمثل هذا المسعى تأثيره على إثراء الأدبيات بمعلومات عن الذكاء التداولي والطريقة التي يدرك بها الناس وقيمون ذكاءهم وذكاء الآخرين. يلقي البحث بعض الضوء على المناطق الغامضة التي يجب تحديدها وتوضيحها لأنها تتعارض مع فهم كيف تجذب مواقف الذكاء التداولي القراء والمستمعين، وكيف يمكن لهؤلاء القراء والمستمعين بدورهم معرفة الهدف وراءها. ومن بين

الاستنتاجات أن المتحاجين يعتبرون أكثر ذكاءً من الناحية العملية عندما يستخدمون ثلاثة أنواع من الذكاءات وفقاً لهذا البحث: المنطقي والجدلي والبلاغي وهي مكونات لعملية الذكاء التداولي. وتعتبر هذه الأنواع من الذكاء مبهجة (أي انها حققت هدف المتحاجين) عندما تستوفي معايير معينة عند استخدام الاستراتيجيات (المنطقية والجدلية والبلاغية).

الكلمات الدالة: المنطق، الجدل، البلاغة، الذكاء التداولي، الاستراتيجيات، الحجج

## 1. Introduction

Intelligence can be defined as the quick ability to critically think, reason, infer and solve problems within an allocated time permitted, i.e. the ability to communicate quickly, wittingly and adequately.

As for argumentation, it is a process which goes through stages where the involved arguers present their arguments to be contested in front of an audience. Arguers are supposed to act quickly within a limited specified critical period of time. Otherwise, their standpoint won't stand long against their opponents'. Each arguer wants his argument to be accepted by the audience. As such, he/she has to act intelligently. Accordingly, I deal with intelligence as a process (the stages argumentation goes through) and as a product (the outcome of the process of argumentation).

Based on the theoretical literature surveyed and my own observations as well as the aims presented in the abstract above, it is hypothesized that intelligence can be dealt with from a pragmatic perspective as far as argumentation is concerned; logical, dialectic and rhetorical strategies are employed to achieve pragmatic intelligence; and certain criteria are met when the strategies (logical, dialectical and rhetorical) are used throughout the process of argumentation. The research is going to examine the workability of the analytical model it develops and scrutinize whether the hypotheses are validated or not.

## 2. Theoretical background

To begin with, although intelligence to most people is a cognitive ability, intelligence can be dealt with from a linguistic perspective, among other perspectives, to refer to, as Gardner [1] posits, the ability to speak and write well. It can also be studied from an interpersonal aspect where it refers to the ability to understand the intentions of people and thus interact effectively with them (see[1] for the details of the multiple intelligences that he proposes). Sternberg [2], on his part, has proposed that "people may display more or less analytical intelligence, creative intelligence, and practical intelligence".

According to Stangor and Walinga [3,p.413], language gives us the ability to communicate our intelligence to others. To Zhang and Di [4], language needs to be used "more carefully and effectively to legitimize their discourse and persuade policymakers to accept their points of view".

As such, intelligence involves the ability to wittingly act and to delicately reason and respond as well as to continually adapt his/her argument throughout the process of argumentation where each of the arguers (one as a protagonist and the other as an

antagonist) wants his/her standpoint to intelligently prevail over his opponent's standpoint (see [5], and [6] for more details of arguments as part of the process of argumentation).

This research paper mainly desires to evaluate intelligence from a different perspective. Gardner [7,p.8] argues the existence of several human competences. He calls them multiple intelligences. According to the theory of multiple intelligence, a human being possesses different intelligence capacities. He/she may have linguistic intelligence, logical and mathematical intelligence, spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, emotional intelligence, personal intelligence (interpersonal and intrapersonal), moral intelligence, and naturalist (or spiritual) intelligence (see [8] for details; see also [9]).

The current research will be restricted to logical, *dialectic* and *rhetorical* intelligences (italics are mine). It is possible to say accordingly that one may possess a specific intelligence competence, say, logical intelligence and another may possess another specific kind of intelligence competence, say, a rhetorical intelligence. It is also possible to say that he/she may possess more than one intelligence competency. It is further possible to say that people are intelligent concerning these areas when they possess a high level of competence. One possibility is that intelligence refers to, for example, their quick understanding, quick production, quick perception, quick articulation and quick recognition. This quickness represents a competence strength which can come in degrees and thus it is developed differently from one person to another depending on the surrounding available circumstances.

### 2.1 Pragmatic intelligence: a definition

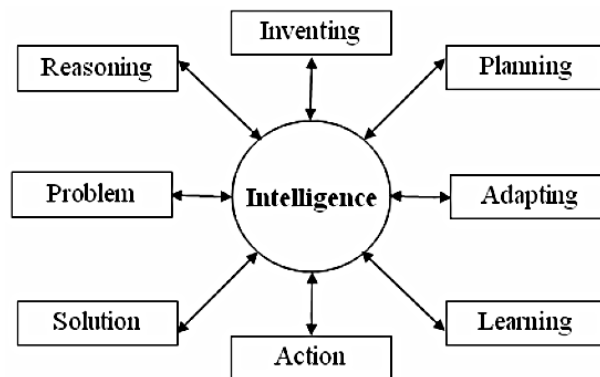
Pragmatics, to Leech [10], has been dealt with as a problem-solving domain from both the speaker's and hearer's point of view. He adds that from the point of view of the speaker, the problem is that of 'planning'. Whereas from the point of view of the hearer, it is an 'interpretive' problem. Thus, the speaker's planning and hearer's interpretation are involved in the context of argumentation where there are certain rules to be followed so that the speaker and the hearer cannot violate them if they want to convince and get their standpoints accepted by the hearing audience. Earlier, Gardner [7] argues that "culture plays a large role in the development of intelligence". This gives the impression that intelligence can be dealt with from a pragmatic perspective in the sense that people are regarded as individuals belonging to a certain society. Armstrong [11,p.6] states that intelligence involves "the ability to manipulate", say, "the pragmatic dimension" or "the practical uses of language" including "rhetoric (using language to convince others to take a specific course of action)".

Thus, intelligence correlates with language and the same procedures that are adopted when dealing with language can be adopted when activating and developing intelligences. As the meaning of a sentence requires us to relate it to other sentences as well as the speakers' intention and the surrounding context, I define pragmatic intelligence as,

**the ability to wittingly act expressing an arguer's appropriate intentions within the allocated time as well as the quick ability to wittingly reason and effectively adapt his/her argument throughout the**

**process of argumentation where he/she wants his/her standpoint to intelligently prevail over his/her opponent's standpoint in front of a hearing audience.**

It is worth mentioning here to say that linguistic, logical and interpersonal intelligences require pragmatic intelligence throughout the process of argumentation. For the process of communication requires a match between what is said and what is meant. This brings us to the introduction of pragmatic intelligence which, according to Mohammed [12]<sup>1</sup> needs to be given its due attention in the entire process of communication. Earlier Rahman and Zakaria [13] explain that there are six characters commonly associated with intelligence: planning, inventing, reasoning, learning, adapting and acting. They present the context as in Figure (1).



**Figure (1): A Context for pragmatic intelligence<sup>2</sup> behaviours according to Rahman and Zakaria [13]**

Being a member in a society gives him the ability to possess this kind of intelligence but this comes in degrees according to certain circumstances which are going to be discussed shortly below.

## 2.2 Intelligence

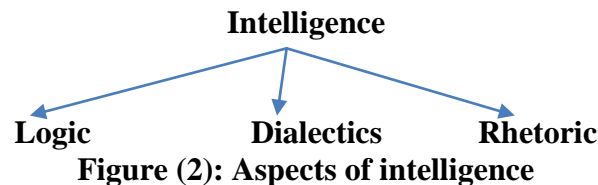
Kent [14] defines intelligence "as knowledge, as organization and as an activity." According to Sternberg [15], one way to judge people's intelligence is throughout the process of communication with other people. Another definition is by Piaget where he defines intelligence as the outcomes of the interaction between a human being's biological genetic possessions and the experiences which he/she gains and develops throughout his/her own life (see[16]). For intelligence is human beings' ability of creativity when it is directed by positive teaching methods to make them reach right decisions.

Other definitions are: "a general characterization of human (or nonhuman) capacities", "a trait of interest", "a manner in which a task is executed", "a biopsychological potential" (see[8]).

<sup>1</sup> He has dealt with pragmatic intelligence from a completely different perspective and he confirms that it hasn't been given its due attention.

<sup>2</sup> Similarly, Rahman and Zakaria [13] has dealt with pragmatic intelligence from a completely different perspective.

Moreover, intelligence has been defined by Oxford Learner's Dictionary as 'the ability to learn, understand and think in a logical way about things; the ability to do this well' and by Merriam-Webster Dictionary as "the ability to learn or understand or to deal with new or trying situations". Wechler's definition for intelligence is as, "A global concept that involves an individual's ability to act purposefully, think rationally, and deal effectively with the environment". Albus, furthermore, defines 'intelligence' as ". . . the ability of a system to act appropriately in an uncertain environment, where appropriate action is that which increases the probability of success, and success is the achievement of behavioral subgoals that support the system's ultimate goal" (see[17]). Intelligence as such describes a good arguer: when expressing and defending a standpoint or when refuting other's. It can be defined by the differences that hold between the arguers in argumentation, i.e. how they process information where we can decide that one arguer is more intelligent than the other. But the question is what differences construct that one arguer is more intelligent than the other. Let's consider the way I deal with intelligence in Figure (2).



Logic, dialectic and rhetoric are important aspects of speech and can intelligently be utilized by arguers to support their standpoints.

### 3. Cognitive, psychological development and intelligence

Aristotle states that "all men by nature desire to know" (cited in [18]). Processing knowing is an ability that is different from a human being to another (see [7,p.15]). Moreover, contemplating on Piaget's opinion the Swiss psychologist, it is possible to say that teachers shouldn't only focus on students' correct responses but also they should pay strong attention to students' confidence represented by invoking reasonable responses (see[7,p.17]). According to Piaget, teachers should avoid making their students gain knowledge simply through memorization. Students can conserve knowledge the way they are good at. One step toward the realm of creativity is to let students choose their own path by themselves.

It is worthy to say that cognition is sometimes referred to as general intelligence where it involves the ability to "reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly, and learn from experience" (cited in[19,p. 55]).

There have been approaches that tackle cognitive human development based on logical, linguistic and pragmatic information processing and problem-solving, and others based on biological genes that a human being possesses but some aspects have not been given their due attention. However, one fascinating point that Piaget has revealed is the

biological genes being exposed to the surrounding environment and result in gaining a kind of information.

According to Hutchinson [20,p.426], intelligence (which he calls crystallized intelligence) is the knowledge and skill that is accumulated, acquired and observed over time through contact with culture and people. Piaget refers to intelligence as the outcome of the interaction that happens between biological genes that every person possesses and personal and social experiences that people practice differently and thus they have a gradual maturation of these biological genes throughout life.

#### 4. Multiple intelligences

The theory of "Multiple Intelligences" appears in 1983 by Gardner and it proposes that a human being may possess different kinds of intelligence capacities. The theory has been dealt with from a psychological point of view. Gardner [21] posits that intelligence is a biopsychological ability a human being possesses to process information. He adds that this ability can be activated and developed. Yet, language works within a larger system of human society and accordingly intelligence has been approached from different perspectives: cognitive, scientific, social, logical, dialectic, linguistic, and even pragmatic. As such, it is possible to recognize, identify and describe kinds of intelligence. According to Al-Sultani [22], intelligence is a composite of skills that enable an individual to be able to solve problems that he/she faces in everyday life. Gardner [7] refers that intelligence is multiple and he identifies kinds of intelligences.

##### 4.1 Linguistic intelligence

Language is an essential aspect of life. It can intelligently be employed to attain a particular impact upon the intended audience. Language requires a high processing of information if one wants it to fully accomplish his/her intended effect upon the audience. Linguistic intelligence, according to Gardner [1,p.41], is "the capacity to use language to accomplish certain goals".

In other words, linguistic intelligence is the ability to be competent when choosing and using words, and creative when appropriately combining sentences as well as being witty as far as all linguistic skills are concerned (see [22]).

##### 4.2 Logical intelligence

The Reasoning ability appears to be central in intelligence [23]. Lohman states that "reasoning is a crucial aspect of any understanding of human intelligence"(cited in[24,p.227]).

Logic is considered as the ability to reason in an accepted and appropriate way. To do that, logic has to do with the use of reasoned propositions carried out by an arguer to achieve a certain goal (see[5])<sup>3</sup>. Subsequently, logical intelligence is the ability to act logically to support one's standpoint or refute other's within the allocated time.

<sup>3</sup> *Logic*, here, is not restricted to the old view, i.e. solving mathematical problems. Rather, it is dealt with as a product within a broader context\_ argumentation (see [5] for more details).



### 4.3 Interpersonal intelligence

It is the ability to appropriately understand and respond to other people. It is the ability to know what affects and attracts others' attention. The word 'interpersonal' has been explained by Leech 1983 as a function of language. He adds that it has a role in communication in the sense that the way people use language ensures open the channel of communication and keeps it open. As far as interpersonal intelligence is concerned, it has to deal with "an expression of one's attitudes and an influence upon the attitudes and behaviour of the hearer" [10,p.56]. According to Baer [25], interpersonal intelligence represents the "abilities having to do with understanding and responding appropriately to the feelings, moods, and motivations of others."

### 4.4 Dialectical intelligence

Dialectics is concerned with the process of exchanging speech acts (see [6]). It helps us understand and evaluate argumentation as a cooperative method for making critical decisions. According to Eemeren and Henkemans (cited in [5,p.57]), the ten rules devised are presented below:

**Rule 1:** Parties must not prevent each other from putting forward standpoints or casting doubt on standpoints (the Freedom Rule).

According to Al-Jwaid [5], "it is clear that this rule designates that parties taking part in a discussion must give each other the freedom to put forward or to criticize standpoints in arguments". Eemeren and Henkemans [26, p. 97] give the following example to illustrate how one directly limits others' freedom in expressing their standpoints:

(1) **I'm going to have the kitchen remodeled. We can discuss style and layout or anything you want, but not whether it will be done.**

The speaker, in the example, imposes directly that the listener has no right to discuss the remodeling of the kitchen. The listener may discuss the style and layout or anything he/she wants.

**Rule 2:** A party who puts forward a standpoint is obliged to defend it if asked to do so (the Burden of Proof Rule).

To Al-Jwaid [5], "this rule hints that once a person advances a standpoint, he must be ready to defend it when asked to do so", i.e. "if the antagonist doubts the protagonist's standpoint, the latter has to defend his standpoint", i.e. he/she has no right to escape or evade defending himself/herself. Eemeren and Henkemans [26, pp. 114-116] mention some expressions that give an idea that the listener is escaping or evading defending himself/herself: (You first prove that it isn't so; he who makes a claim must prove it; It's obvious that...; Nobody in their mind would deny that...; It goes without saying that...; I can assure you that...; There is no doubt in my mind that...; I am absolutely convinced that...; You can take it from me that...; and so on).

**Rule 3:** A party's attack on a standpoint must relate to the standpoint that has indeed been advanced by the other party (the standpoint rule).

Al-Jwaid [5] states that, according to this rule, "the antagonist may fictitiously present the opposite standpoint and thus distorting the original standpoint which is advanced by the protagonist" for example, (Nearly everyone thinks that..., Educators are of the opinion that..., Everyone has been saying lately that..., and so on); or, he may oversimplify or

exaggerate the protagonist's standpoint and thus takes it out of context (see [26, p. 118] for more details).

**Rule 4:** A party may defend his or her standpoint only by advancing argumentation related to that standpoint (the Relevance Rule).

Al-Jwaid [5] mentions that "the protagonist, here, at this stage has to defend his standpoint by means of arguments which are relevant to the standpoint being defended. Violation to this rule happens when the protagonist presents either irrelevant arguments or no arguments".

**Rule 5:** A party may not falsely present something as a premise that has been left unexpressed by the other party or deny a premise that he or she has left implicit (the Unexpressed Premise Rule).

As mentioned by Al-Jwaid [5], "an antagonist, for example, should not exaggerate what is left implicit by the protagonist".

**Rule 6:** A party may not falsely present a premise as an accepted starting point or deny a premise representing an accepted starting point (the Starting Point Rule).

Al-Jwaid [5] mentions that "this rule is violated if the antagonist denies or questions arguments that are based on verifiable background information".

**Rule 7:** Reasoning in the argumentation that is presented as logically valid may not contain logical errors (the Validity Rule).

To Al-Jwaid [5], this rule has been considered the most important in the determination of whose arguments prevail. Consider the following two examples, taken from Eemeren and Henkemans (cited in Al-Jwaid [5,p.59]),

(2) **If you eat spoiled fish (antecedent) you get sick. (consequent)**

- **Anne is sick. (affirmation of the consequent)**

- **Therefore: Anne has eaten spoiled fish.**

(3) **If you eat spoiled fish (antecedent) you get sick. (consequent)**

- **Anne hasn't eaten any spoiled fish. (denial of the antecedent)**

- **Therefore: Anne is not sick**

**Rule 8:** A standpoint may not be regarded as conclusively defended if the defense does not take place by means of an appropriate argument scheme that is correctly applied (the Argument Scheme Rule).

This rule states that "if both parties consider their arguments as acceptable, the argument which is based on valid reasoning (based on appropriate argument scheme) is considered successful" [5,p.60].

**Rule 9:** After a failed defense of a standpoint, the protagonist may not maintain this standpoint, and after a successful defense of a standpoint the antagonist may not maintain his or her doubts (the Closure Rule).

Al-Jwaid [5,p.60] comments that "if one does not defend his standpoint appropriately, he must retract his standpoint". He adds that "similarly, if one does not criticize others' standpoint successfully, he must give up that attack".

**Rule 10:** Parties must not use any formulations that are insufficiently clear or confusingly ambiguous, and they may not deliberately give wrong interpretations of the formulations of the other party (the Usage Rule).



Al-Jwaid [5,p.60] states that "ambiguity or lack of clarity to deceive others that they have reached conclusion is a violation to this rule". These ten rules are going to be utilized by this research as rules of appropriateness throughout the process of argumentation (see Figure (6) below).

To Eemeren and Henkemans (cited in Al-Jwaid [5,p.60]), unclarity also may result from implicitness (where the communicative function of speech acts is not sure), indefiniteness (where the reference is unclear), unfamiliarity (where it is not clear to what a propositional content refers to), and vagueness (where the listener is not able to understand a clear idea of what the speaker means).

Finally, it is worth mentioning that, according to Eemeren and Henkemans [26], the first five rules are to explain how the two parties should advance their standpoints whereas the other five rules are to explain how the final stages of discussion are supposed to be resolved. Observing these rules strengthens the arguers' standpoints in front of the hearing audience and thus consolidates their positions. Abiding by these rules relates to intelligence on the basic grounds that they show the arguers' ability and competence of resolving the difference of opinion to their side within the time allocated for them.

Earlier, Rembert [27,p.75] stresses the importance of "the nexus" of an arguer's arguments and "the speed and acumen with which he overthrows the arguments of his opponent". He [27,p.218] posits that "intelligence, according to Leavis, seems to imply commitment".

#### **4.4.1 Pragmatic intelligence on the communicative level**

The communication level is associated with conveying the intended meaning. To achieve this, the speaker makes sure that the felicity conditions of the speech acts he/she uses are met.

#### **4.4.2 Pragmatic intelligence on the interactional level**

As far as argumentation is considered a two-way kind of interaction, the speech acts conveyed are tested whether they are accepted or not by the opponent. If the speaker's speech acts meet the felicity conditions and thus the intended meaning is conveyed, the listener has to accept the standpoint presented by the speaker unless he/she has a contra-standpoint and the process of argumentation proceeds until the difference of opinion is resolved.

#### **4.5 Rhetorical intelligence**

The art of rhetoric is neglected as far as intelligence is concerned. Rhetoric helps us understand and evaluate arguing as a natural process of persuasive communication. Moreover, "rhetoric is an intelligence or a knowhow", according to Darwin cited in Petraglia and Bahri [28,p.23], in the sense that it enables an arguer how "to face difficult situations ... using language". To Jost [29,p.166], rhetoric has been referred to as a sort of intelligence.

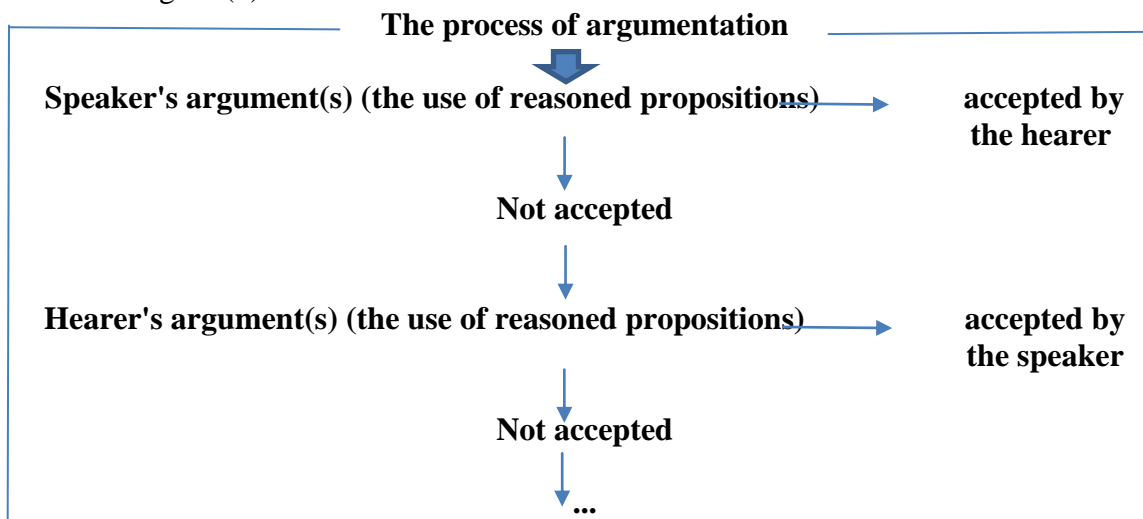
### **5. Pragmatic intelligence and argumentation**

Argumentation is a verbal and social activity where reason-claim arguments are exchanged aiming at increasing or decreasing the acceptability of standpoints. Argumentation is "a critical process for many social activities that need collaborative

intelligence"[30]. The aim is the increasing or decreasing of the acceptability of a standpoint. Argumentation has a long tradition in history and has been made mainly by the hands of philosophy, logic, dialectic and rhetoric as well as pragmatics and linguistics. It is worth mentioning that the word 'argument' is referred to as a product whereas the word 'argumentation' is referred to as a process (see [5]). Earlier, according to Sternberg and Pretz [24,p.228], "the verbal reasoning skills [*as far as intelligence is concerned*] ... go well beyond the sort of decontextualized reasoning abilities" (italics mine). This means that the best understanding as far as argumentation is concerned requires the identification of relevant information and the best relation that holds among arguments' elements within the context of argumentation, i.e. data, warrant, and claim. In other words, arguers throughout the process of argumentation have to act quickly and wittingly using the appropriate kind of reasoning so that their arguments prevail over other's.

This means that the time to process information is an important factor for arguers to keep track of the situational context in argumentation. The appropriate production (intention) and perception (inference) of information by arguers throughout the process of argumentation shows their competence and control (intelligence) over their opponents. As such, one reaches a conclusion that one arguer is more competent (intelligent) than another through the processes of reasoning in argumentation.

As such, argumentation is a process where arguments are exchanged throughout it. Consider Figure (3):



**Figure (3): The process of argumentation**

From the illustration in this figure, we can say that argumentation is a process that involves an exchange of arguments between the speaker and the hearer. The speaker advances the use of reasoned propositions which are either accepted or not by the hearer. Then, if not accepted, the hearer presents his/her use of reasoned propositions. And argumentation goes on. Intelligence is involved in this process in the sense that the

speaker or the hearer has the witting and quick capacity to act appropriate reasoned use of propositions that cannot be questioned.

In this research, all efforts are directed toward developing a model of how to deal with pragmatic intelligence in the context of argumentation. Intelligence plays a crucial role in strengthening one's argument and thus have an impact on the audience. This makes intelligence correlates with persuasion and makes it possible to be dealt with from a pragmatic perspective.

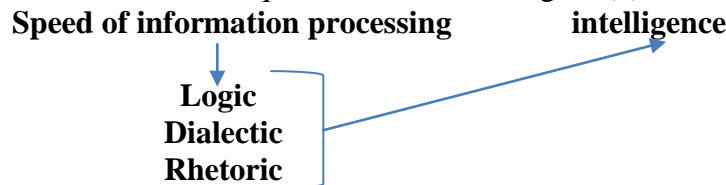
To recapitulate, when engaged in communication, pragmatic intelligence answers the question: what are the abilities and processes required to convey the intended meaning within a permitted time?

### 5.1 Intelligence and pragmatic issues

To Sternberg [31,p.414], cooperation is regarded as a special case of intelligence where it "represents a form of social behavior". Similarly, politeness, as well as indirect speech acts, can be regarded as part of effective communication (see [32, pp. 83-87]) for details of politeness of how to maintain cooperation as part of the process of communication). Thus, abiding by the rules of good interaction represents a form of intelligence where the arguer wants to establish a positive face in front of the hearing audience. Otherwise, he gives his/her opponent the chance to benefit from that and win the communication to his/her side.

### 5.2 Intelligence and speed of information processing

As far as argumentation is concerned, arguers are obliged to follow a specific turn-taking procedure where each arguer is allowed a period of time and he/she has to utilize his/her time in an appropriate way so that his/her arguments prevail over his/her opponent's and thus he/she can win the hearing audience to his/her side. As such, intelligence correlates with quick wit. Consider Figure (4).



**Figure (4): How speed of information correlates with logic, dialectic and rhetoric to result in intelligence**

Speed of information processing correlates with intelligence in the sense that the arguer who exploits his/her allocated time to present a good argument (that is logically, dialectically and rhetorically oriented) is more intelligent than his/her opponent unless the latter provides a better anti-argument within his/her allocated time.

## 6. The practical part

### 6.1 The analytical model

After reviewing the relevant literature, it is time now to present the model that has been developed. The model involves three levels: logical, dialectical and rhetorical distributed over three stages: confrontational stage, contra-confrontation stage and

concluding stage. The development of the model goes in accordance with the achievement of the aims of the study and the verification or rejection of its hypotheses.

Gardner [8] postulates that the concept of intelligence represents a capacity that may be manifested in one person more quickly than in another. People may have the potential for the development of intelligence or they may not and this may depend on effective education, motivation and interest. Owing to dealing with pragmatic intelligence as a process, it extends over three stages throughout the process of argumentation: the confrontational stage, the contra-confrontational stage and the concluding stage.

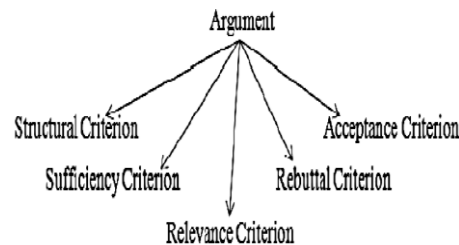
It is important to say that arguers are considered pragmatically more intelligent throughout the process of argumentation according to the availability of the logical, dialectical, and rhetorical criteria developed below.

## 6.2 Criteria for pragmatic intelligence

Arguers uncover their pragmatic intelligence via their quick ability to wittingly speak well as well as their quick ability to wittingly figure out (encounter) their opponent's intentions. There are criteria to decide pragmatic intelligence which are portrayed throughout the process of argumentation. The quality of the criteria to decide pragmatic intelligence is the one which provides solid grounds for an effective way of resolving disputes and settling conflicts within the allocated period permitted for the arguers. This means that the arguer (who wittingly exploits the time that is allowed for him to present an argument which is logically, dialectically and rhetorically strong) is considered pragmatically intelligent. Accordingly, three kinds of criteria are employed in the current research to decide pragmatic intelligence: logical, dialectical and rhetorical<sup>4</sup>.

### 6.2.1 The logical criteria

According to Damer [33], five criteria are developed to decide the strength of an argument on the logical level. These criteria are portrayed in Figure (5).



**Figure (5): Criteria of a good argument according to Damer [33]**

These logical criteria are going to be resorted to by the current research to decide the strength of arguments on the logical level as part of reasoning (see Figure (6) below).

### 6.2.2 The dialectical criteria

According to Eemeren[34], argumentation is a composite of speech acts exchanged between arguers to solve conflicts of opinion. To Eemeren, argumentation begins with a difference of opinion and in order for this difference to be resolved, the interaction should take place in a form of discussion. Each arguer tries to convince the other of the acceptance of his/her standpoints by means of argumentative speech acts in front of a

<sup>4</sup> For detailed information about the criteria of a cogent argument, refer to A-Jwaid [5].

hearing audience. The process of argumentation is critical because arguers have to observe their moves in front of the hearing audience. As such, Eemeren and Henkemans [26,pp.97-120] mention ten rules of critical discussion which are supposed to be followed by arguers.

### 6.2.3 The rhetorical criteria

To Wenzel [35], five norms are regarded as criteria to achieve effectiveness on the rhetorical level: Invention, disposition, style, memory and delivery. According to Al-Jwaid [5], figurative language can be characterized by being different in form and meaning through avoiding the rules of literal language. Their effectiveness lies in that they are still meaningful and accepted by people as more effective.

Malmkjaer [36,p.422] states that the relevance theory of Sperber and Wilson 1986 proposes that "relevance is the only principle required to account for the communication of information additional to what is linguistically encoded in an utterance, where 'relevance' is defined in terms of the quantity [*and quality*] of new information implicated by an utterance in context, balanced by the effort involved in inferring this information." (*italics mine*).

He [36] adds that "within the framework of relevance theory, Wilson and Carston 2006 have offered their own account of metaphor and other figures of speech".

According to Eemeren [37,p.43], "even though a rhetorician might be appreciated", if one of the rules of the critical discussion (the Relevant Rule) is violated then the arguer's move (i.e. his figure of speech) is not relevant for his standpoint and thus it is considered as not reasonable. The figures of speech advanced should be relevant to providing and establishing skillful planning to support the arguer's claim at issue.

### 6.2.4 Speed of information processing

The arguer utilizes the time allowed for him/her. He/She exerts the least effort when presenting his/her arguments throughout the process of argumentation. Speed is not measured here in this research. Rather, what concerned me is the strength of the arguments presented, which gives the hearing audience an idea of how competent and intelligent the arguers are.

## 6.3 An analytical model for analysis of pragmatic intelligence

Intelligence is a cognitive ability. However, it can be uncovered through the tool of language which depends on context. Thus, intelligence can be regarded as a pragmatic phenomenon. Accordingly, the model needs to be relied on text and context where inference and intention are concerned. The model seeks how arguers throughout the process of argumentation present their ability to argue wittingly well, and to interact and respond deliberately. The analytical model I developed is represented in Figure (6),

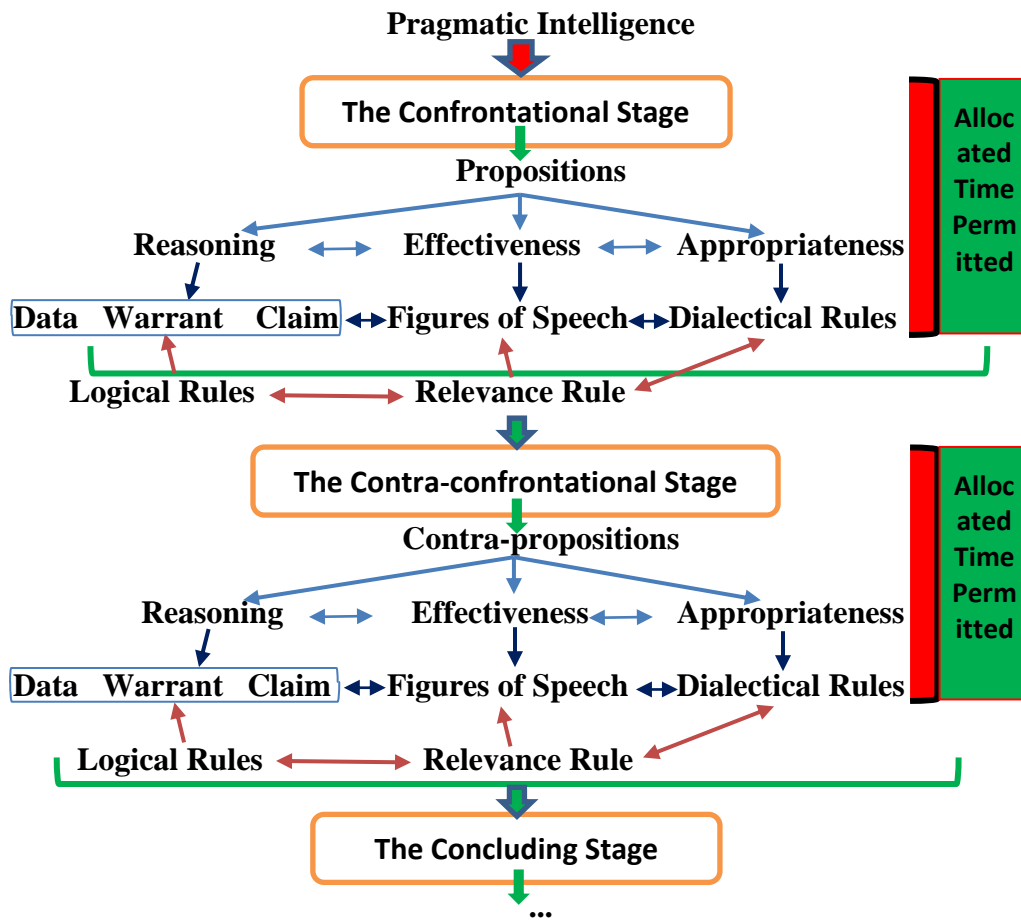


Figure (6): The analytical model for the analysis of pragmatic intelligence

According to Figure (6), the process of pragmatic intelligence involves three stages: the confrontational stage (issued by the first arguer), the contra-confrontational stage (issued by the second arguer) and the concluding stage (issued by the first arguer). Each stage is allowed a critical allocated time. It is critical on the basic fact that the arguers have to take benefit of this time and act their best so as to convince the hearing audience of their standpoints. Thus, the arguers have to take this permitted period of time into consideration. In each of the first two stages (**the confrontational stage** and **the contra-confrontational stage**), three components are involved: reasoning, effectiveness and appropriateness. These three components correlate with each other. As per reasoning, it involves data, warrant and claim where they are achieved via various speech acts. As for effectiveness, it is analyzed by means of figures of speech. Regarding appropriateness, it is to be analyzed by means of the ten rules of critical discussion. Then comes **the concluding stage** where the first arguer evaluates the second arguer's contra-confrontation standpoint and argumentation goes on until the difference of opinion is resolved.



#### 6.4 A selected example for the analysis and discussion

In order to prove the workability of the analytical model developed by this research (see Figure (6) above), the following example is analyzed below. The example is taken from an American political debate: Obama-Romney final presidential debate in 2012 (the full political debate is available online) [38].

The example begins when the moderator (Schieffee) asks them that *"All right. So to finish quickly, briefly, on the economy, what is your view about the level of federal regulation of the economy right now? Is there too much? And in your case, Mr. President, is there -- should there be more? Beginning with you. This is not a new two-minute segment to start. And we'll go for a few minutes, and then we're going to go to health care, OK?"*

**The situation** (see Appendix 1).

#### **The Confrontation Stage (Romney):**

##### **Reasoning:**

Romney starts with a **claim** that (*"we have seen no regulations, we have seen those regulations can become excessive or out of date"*) which triggers **the speech act of accusation**. This claim is supported by **data** (*"some of the legislation that's been passed during the president's term, you have seen regulation become excessive; Dodd-Frank was passed. And it includes within it a number of provisions that I think has some unintended consequences that are harmful to the economy...it designates a number of banks as too big to fail and they're effectively guaranteed by federal government"*). **The warrant** is that (*"These wrong policies bring unintended consequences that are harmful to the economy"*). As far as reasoning is concerned, this argument satisfies the first, second and fifth criteria on the logical level.

##### **Effectiveness:**

Romney resorts to the following **figures of speech**: overstatements (excessive, too big, the biggest kiss, ever seen, enormous boon) and a metaphor (the biggest kiss).

##### **Appropriateness:**

Romney abides by rules: 1, 7 and 10.

#### **The Contra-confrontational Stage (Obama):**

##### **Reasoning:**

Obama advances **the contra-claim** that (*"the reason we have been in such an enormous economic crisis was prompted by reckless behavior across the board"*) which triggers **the speech act of stating**. He supports his claim with **data** (*It wasn't just on Wall Street. You had loan officers were giving loans and mortgages that really shouldn't have been given; You had people who were borrowing money to buy a house that they couldn't afford; You had credit agencies that were stamping these as A1 great investments when they weren't; You had banks making money hand over fist, churning out products that the bankers themselves didn't understand, in order to make big profits, but knowing that it made the entire system vulnerable"*). **The warrant** is that (*"It wasn't just Wall Street; But in the past, he has said he just want to repeal Dodd-Frank, roll it back"*). On the logical level, Obama's argument abides by the first, second, third, fourth and fifth criteria.

##### **Effectiveness:**

Obama utilizes irony ("this is a great example"), metaphors ("reckless behavior across the board", "hand over fist"), overstatements ("the entire system vulnerable", "toughest", "every single dime"), an understatement (just) and rhetorical questions ("so what did we do?", "Does anybody out there think that the big problem we had is that there was too much oversight and regulation of Wall Street?").

#### **Appropriateness:**

Obama's argument follows Rule 1, Rule 2, Rule 4, Rule 5, Rule 6, Rule 7, Rule 8, Rule 9, and Rule 10.

#### **The Concluding Stage (Romney):**

##### **Reasoning:**

Romney provides the **claim** that ("We have to have regulation on Wall Street") which advances the **speech act of asserting**. This claim is supported by **the data** ("I wouldn't designate five banks as too big to fail and give them a blank check") and **the warrant** is ("This brings unintended consequences; That provision is killing regional and small banks"). This argument follows the first and last criteria of the logical part.

##### **Effectiveness:**

Romney resorts to the use of overstatements ("too big", "blank check", "ever", "it's been two years", "too much") and a metaphor ("killing regional and small banks") in order to strengthen his standpoint.

##### **Appropriateness:**

Romney's argument satisfies only Rules: 1, 5, and 6.

Here, we notice that Obama has not added any comment on Romney's concluding argument. This gives the impression that he is satisfied with his contra-confrontational argument.

## **7. Conclusions**

The present research comes up with the following conclusions:

1. It is true that intelligence is a mental capacity but as it is referred to as linguistic ability, it is defined as the ability to wittingly act expressing an arguer's appropriate intentions within the allocated time as well as the quick ability to wittingly reason and effectively adapting his/her argument throughout the process of argumentation where he/she wants his/her standpoint to intelligently prevail over his/her opponent's standpoint in front of a hearing audience.
2. Arguers throughout the process of argumentation, say, a political debate, have to benefit from the critical time allocated for them to present their best efforts. They are considered pragmatically more intelligent when they utilize three kinds of intelligences according to this research: logical, dialectical and rhetorical as components of the process of pragmatic intelligence. These kinds of intelligences are considered happy (i.e. achieved the arguers' goal) when they meet the criteria (logical, dialectical and rhetorical) followed by the current research.
3. As per logical intelligence, an arguer is decided to be pragmatically more intelligent when he appropriately employs the data, warrant and claim strategies where his

- proposition is considered happy if it satisfies the logical criteria (structural, sufficiency, relevance, rebuttal and acceptance).
4. As for dialectical intelligence, an arguer is regarded to be pragmatically more intelligent when he appropriately utilizes the strategy of speech acts where his proposition is said to be happy if it meets the dialectical criteria (the ten rules of critical discussion).
  5. Regarding rhetorical intelligence, an arguer is said to be pragmatically more intelligent when he uses the strategy of figures of speech where his proposition is happy if it is relevant and supports his proposition.
  6. The analytical model has been proved to be useful and adequate for pragmatically analyzing pragmatic intelligence in the selected example.

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### CONFLICT OF INTERESTS

There are no conflicts of interest

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**Appendix 1****The situation**

**"Romney:** Regulation is essential. You can't have a free market work if you don't have regulation. As a businessperson, I had to have - - I need to know the regulations. I needed them there. You couldn't have people opening up banks in their -- in their garage and making loans. I mean, you have to have regulations so that you can have an economy work. Every free economy has good regulation. At the same time, regulation can become excessive. No, it can become out of date. And what's happened with some of the legislation that's been passed during the president's term, you've seen regulation become excessive, and it's hurt -- it's hurt the economy. Let me give you an example. Dodd-Frank was passed. And it includes within it a number of provisions that I think has some unintended consequences that are harmful to the economy. One is it designates a number of banks as too big to fail, and they're effectively guaranteed by the federal government. This is the biggest kiss that's been given to -- to New York banks I've ever seen. This is an enormous boon for them. There've been 122 community and small banks have closed since Dodd-Frank. So there's one example. Here's another. In Dodd-Frank... Well, I would repeal and replace it. We're not going to get rid of all regulation. You have to have regulation. And there are some parts of Dodd-Frank that make all the sense in the world. You need transparency, you need to have leverage limits for..."

**"Obama:** I think this is a great example. The reason we have been in such an enormous economic crisis was prompted by reckless behavior across the board. Now, it wasn't just on Wall Street. You had loan officers were -- that were giving loans and mortgages that really shouldn't have been given, because the folks didn't qualify. You had people who were borrowing money to buy a house that they couldn't afford. You had credit agencies that were stamping these as A1 great investments when they weren't. But you also had banks making money hand over fist, churning out products that the bankers themselves didn't even understand, in order to make big profits, but knowing that it made the entire system vulnerable. So what did we do? We stepped in and had the toughest reforms on Wall Street since the 1930s. We said you've got -- banks, you've got to raise your capital requirements. You can't engage in some of this risky behavior that is putting Main Street at risk. We've going to make sure that you've got to have a living will so -- so we can know how you're going to wind things down if you make a bad bet so we don't have other taxpayer bailouts. In the meantime, by the way, we also made sure that all the help that we provided those banks was paid back every single dime, with interest. Now, Governor Romney has said he wants to repeal Dodd-Frank. And, you know, I appreciate and it appears we've got some agreement that a marketplace to work has to have some regulation. But in the past, Governor Romney has said he just want to repeal Dodd-Frank, roll it back. And so the question is: Does anybody out there think that the big problem we had is that there was too much oversight and regulation of Wall Street? Because if you do, then Governor Romney is your candidate. But that's not what I believe."

**"Romney:** Sorry, but that's just not -- that's just not the facts. Look, we have to have regulation on Wall Street. That's why I'd have regulation. But I wouldn't designate five banks as too big to fail and give them a blank check. That's one of the unintended consequences of Dodd-Frank. It wasn't thought through properly. We need to get rid of that provision because it's killing regional and small banks. They're getting hurt. Let me mention another regulation in Dodd-Frank. You say we were giving mortgages to people who weren't qualified. That's exactly right. It's one of the reasons for the great financial calamity we had. And so Dodd-Frank correctly says we need to have qualified mortgages, and if you give a mortgage that's not qualified, there are big penalties, except they didn't ever go on and define what a qualified mortgage was. It's been two years. We don't know what a qualified mortgage is yet. So banks are reluctant to make loans, mortgages. Try and get a mortgage these days. It's hurt the housing market because Dodd-Frank didn't anticipate putting in place the kinds of regulations you have to have. It's not that Dodd-Frank always was wrong with too much regulation. Sometimes they didn't come out with a clear regulation. I will make sure we don't hurt the functioning of our -- of our marketplace and our business, because I want to bring back housing and get good jobs" [38].