

**EFFECTS OF INTELLIGENCE ON INSTRUCTED  
SECOND LANGUAGE ACQUISITION**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by  
Sangita Gautam**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu**

**2012**

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms.Sangita Gautam** has prepared thesis entitled  
**“Effect of Intelligence on Instructed Second Language Acquisition”**  
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## **DECLARATION**

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 28/08/2012

.....

**Sangita Gautam**

# **DEDICATION**

**Dedicated**

**to**

**My parents**

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## **ABSTRACT**

The present research work entitled “Effect of Intelligence on Instructed Second Language Acquisition” was an effort to find out the effect of intelligence in EFL classroom where English has been taught and learnt as a foreign language. For the purpose of the study, the third grade students of Kathmandu valley were selected. Language Score and Raven’s Colored Matrixes were the tools of data collection. Raven’s colored matrixes were administered to find out the intelligence of the students. Similarly language scores of students were collected from the school record for finding out their language performance. After finding the bothtypes of data of the individual students, the average intelligence was calculated. From the calculated data it was found that the average score in intelligence and language achievement were not quite related. It showed intelligence and language acquisitions are not related to each other. Similarly, the coefficient correlation between intelligence and language achievement was calculated. The correlation between them also showed the moderate correlation. The average score on intelligence and language acquisition and correlation between them showed that there is no effect of intelligence of individual students on their performance or achievement. Yet, there are some rooms to say other several additional variables like personal and family background of the students bring differences in the students’ performance in language. But we can get enough proof to say that intelligence is not responsible to get proficiency in the foreign language.

This thesis consists of four chapters. The first chapter deals with the general background, literature review, hypothesis, objectives and significance of the study. The second chapter incorporates the methodology used in the study,

the source of data, sampling procedure, and tools of the data collection, process of data collection and limitations of the study. The third chapter includes presentation, analysis and interpretation and presentation of collected data. The data obtained from the respondents were analyzed and presented systematically in the tables. Then the data are interpreted in terms of average score and Person Product moment of correlation. The fourth chapter deals with the findings, recommendations and pedagogical implications and this chapter is followed by appendices.

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## **LIST OF ABBREVIATIONS**

SLA	=	Second Language Acquisition
IQ	=	Intelligence Quotient
L2	=	Second Language
TU	=	Tribhuvan University
ETC	=	Etcetera
EFL	=	English as a Foreign Language
E.G	=	Example
P.No.	=	Page number
M.ED	=	Master of education