

**CORRELATION BETWEEN LINGUISTIC INTELLIGENCE AND
PROFICIENCY IN READING AND WRITING IN THE EFL
CLASSROOM**

**A Thesis Submitted to the Department of English Education
in Partial Fulfilment for the Master's Degree in English Education**

**Submitted by
Prabha Khadka**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2010**

**T.U. Reg. No:9-1-29-900-2000
Second Year Examination
Roll No: 280427 /065**

**Date of Approval of the Thesis
Proposal: 2066-8-15
Date of Submission:2066-11-22**

**CORRELATION BETWEEN LINGUISTIC INTELLIGENCE AND
PROFICIENCY IN READING AND WRITING IN THE EFL
CLASSROOM**

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

**Submitted by
Prabha Khadka**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2010**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Prabha Khadka** has prepared this thesis entitled "**Correlation Between Linguistic Intelligence and Proficiency in Reading and Writing in the EFL Classroom**" under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 2066-11-24

.....

Dr. Jai Raj Awasthi (Guide)

Professor

Department of English Education

Faculty of Education

TU Kirtipur, Kathmandu, Nepal.

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following Research Guidance Committee.

Dr. Chandreshwar Mishra

Professor and Head

Department of English Education

TU, Kirtipur

Signature

.....

Chairperson

Dr. Jai Raj Awasthi (Guide)

Professor

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

TU, Kirtipur

.....

Member

Dr. Anjana Bhattarai

Reader

Department of English Education

TU, Kirtipur

Date: 2066/11/26

.....

Member

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following Evaluation and Approval Committee.

Dr. Chandreshwar Mishra

Professor and Head

Department of English Education

TU, Kirtipur

Signature

.....

Chairperson

Dr. Jai Raj Awasthi

Professor

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

TU, Kirtipur

.....

Member

Dr. Anjana Bhattarai

Reader

Department of English Education

TU, Kirtipur

.....

Member

Date: 2066/11/ 26

DEDICATION

**Dedicated to
My dear late grandmother
who is always with me
inspite of her physical absence**

DECLARATION

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

Date: 2066-11-19

.....
Prabha Khadka

ACKNOWLEDGEMENTS

First of all I would like to express my sincere gratitude to my thesis supervisor and Guru **Dr. Jai Raj Awasthi**, Professor, Department of English Education and Chairperson of English and Other Foreign Languages Education. Subject Committee, TU, Kirtipur for his encouragement, support, affection, constructive suggestions, feedback and recommendation from the very beginning of this research work. I feel lucky to have carried out this study under his guidance. Without his co-operation, assistance and the constructive suggestions, this work would not have been completed.

I would like to offer my gratitude to my Guru **Dr. Chandreshwar Mishra**, Professor and Head of the Department of English Education, University Campus, TU, Kirtipur, for his co-operation in course of preparation of this work.

I would like to express my profound gratitude to my Guruma **Dr. Anjana Bhattarai**, Reader, Department of English Education, TU, Kirtipur for providing the theoretical knowledge of thesis writing without which the present work would not have been completed.

Similarly, I am grateful to my Gurus **Dr. Tirth Raj Khaniya, Dr. Govinda Raj Bhattarai** and **Dr. Anju Giri**, Professors, Department of English Education, TU for their suggestions in the preparation of this work.

I also like to express my gratitude to **Mr. Vishnu Singh Rai, Dr. Bal Mukunda Bhandari, Dr. L. B. Maharjan**, **Ms. Tapasi Bhattacharya, Mr. Prem Phyak, Mr. Bhesh Raj Pokhrel, Ms. Madhu Neupane, Ms. Saraswati Dawadi** and **Ms. Hima Rawal** for their suggestion and recommendation.

Likewise, I am equally grateful to Library Assistant **Ms. Madhabi Khanal** for her cooperation in providing books and other technical suggestions.

I am very grateful to the Principals and Subject teachers of the colleges who helped me giving their invaluable time and classes for my data collection and asking the students to respond to the questionnaire and writing test items and helped me in obtaining the data I needed.

In the same way, the credit goes to my maternal uncle **Mr. Shiva Bahadur Bhandari** who has played the role of a Godfather to shape me what I am today and my **mother** for always being my strong support. Similarly, I can not stay without being grateful to **Mr. Durga Pokhrel** for providing me valuable suggestions.

Likewise I feel pleasure to express thanks to my colleagues **Usha Shrestha, Shasi Burlakoti** , my sister **Deepika Shakya** and others who constantly helped me to carry out this research work.

Additionally, I am thankful to **Janaki Khanal, Sabbu Tamang , Khushi Gurung** and all other well wishers who directly or indirectly supported me with their moral and spiritual inspirations.

Most importantly , my friend **Mr. Khem Raj Joshi**, my senior **Mr. Ammar Bahadur Singh** and my cousin **Sharad** deserve my special thanks for their help and support in the collection of materials and preparation of this work.

Last but not the least, I am indebted to the authors and researchers whose ideas are cited and adopted in this research work. Likewise, **Mr. Mukunda Adhikari** also deserves thanks for his assistance in formatting and binding the thesis.

Prabha Khadka

ABSTRACT

The present research work entitled “Correlation Between Linguistic Intelligence and Proficiency in Reading and Writing in the EFL Classroom” is an effort to find out the effect or role of one of the multiple intelligences i.e. linguistic intelligence in the Nepali classrooms where English has been taught and learnt as a foreign language. For the purpose of the study, the eleventh grade students of higher secondary school of Kathmandu valley were selected. Questionnaire and test items were the tools of data collection. Two types of questionnaire were used. Rating scale and checklist were used to prepare the linguistic intelligence profile of the students. The purpose of preparing the profile was establishing the preliminary intelligence identification of the students. Then, reading comprehension and writing tests were given to find out the linguistic proficiency of the students. After finding both linguistic intelligence profile and linguistic proficiency of the individual students, the average linguistic intelligence and linguistic proficiency was calculated. The calculation showed that the average score in linguistic intelligence and on linguistic proficiency were quite related. It showed the strong influence of linguistic intelligence on linguistic proficiency. Similarly, the coefficient of correlation between linguistic intelligence and linguistic proficiency was calculated. The correlation between them also showed the high positive correlation. The average score on linguistic intelligence and linguistic proficiency and the correlation between them showed that there is no doubt about the role of the linguistic intelligence of individual students on their linguistic performance or achievements. Yet, there are some rooms to say other several additional variables like personal and family background of the students bring differences in the student performance in language. But we can get enough proof to say that the linguistic intelligence is mainly responsible to get proficiency in the foreign language.

The study 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 sources of the data, sampling

procedure, 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 the collected data. The data obtained from the respondents were analyzed and presented systematically in the profiles and in the tables. Then, the data are interpreted in terms of average score and pearson product moment of correlation. The fourth chapter deals with the findings, recommendations and pedagogical implications.

TABLE OF CONTENTS

	Page
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>x</i>
<i>List of Tables</i>	<i>xv</i>
<i>List of Abbreviations</i>	<i>xvi</i>

CHAPTER – ONE : INTRODUCTION

1.1 General Background	1
1.1.1 The Intelligence Interval Designation of Binet	2
1.1.1.1 Eight Intelligences and their Characteristics	8
1.1.2 Gardner's Suggested Possible Additional Intelligences	10
1.1.3 Gardner's Multiple Intelligences in Detail	11
1.1.4 Facts and Features of Multiple Intelligences	14
1.1.5 Basis for Intelligence	15
1.1.6 Criteria for Identification of Intelligences	16
1.1.7 Comparison Between Traditional View of Intelligences and Multiple Intelligence Theory	17
1.1.8 Multiple Intelligence Learning Profile With Best Learning Style	18
1.1.9 Important Aspects of Multiple Intelligences Theory	20
1.1.10 Multiple Intelligences Theory and Adult Second Language Learning	
	22
1.1.11 Assessment and Evaluation of Multiple Intelligences	25
1.1.12 Other Theories of Intelligences	26

1.1.13	Distinction Between Intelligences and Learning Styles	30
1.1.14	Application of Multiple Intelligence in the Classroom	31
1.1.15	Application of Multiple Intelligence Theory to English Language Teaching (ELT)	32
1.1.16	Multiple Intelligences: Strategies In the Classroom	36
1.1.17	Intelligences and Subintelligence	43
1.1.18	Assessment of Multiple Intelligence Inspired Teaching	44
1.2	Review of Related Literature	46
1.3	Hypothesis of the Study	56
1.4	Objectives of the Study	56
1.5	Significance of the Study	56
CHAPTER-TWO: METHODOLOGY		
2.1	Sources of Data	58
2.1.1	Primary Sources	58
2.1.2	Secondary Sources of Data	58
2.2	Sampling Procedure	58
2.3	Tools of Data Collection	59
2.4	Process of Data Collection	59
2.5	Limitations of the Study	60
CHAPTER - THREE : ANALYSIS AND INTERPRETATION		
3.1	Preliminary Identification of the Students	61
3.2	Linguistic Intelligence Profile of the Individual Students	62
3.2.1	Students' Rating Scale	64
3.2.2	Linguistic Intelligence of the Individual Students	65
3.3	Linguistic Proficiency of the Individual Students	67
3.4	Average linguistic Intelligence of Students	69
3.4.1	Average Linguistic Intelligence of all Students	69
3.4.2	Average Linguistic Intelligence of Female students	69
3.4.3	Average Linguistic Intelligence of Male Students	69

3.4.4 Average Linguistic Proficiency of Students	69
3.4.5 Average Reading and Writing Proficiency (Linguistic Proficiency) of the Students	69
3.4.6 Average Linguistic Intelligence of Male and Female Students	70
3.4.7 Average Reading Proficiency of Male and Female Students	of all 71
3.4.8 Average Writing Proficiency of All Students	71
3.4.9 Average Writing Proficiency of Male and Female Students	71
3.4.10 Average Reading Proficiency of All Students	71
3.4.11 Average Reading Proficiency of Male and Female Students	71
3.4.12 Average Linguistic Proficiency of Male and Female Students	71
3.4.13 Average Linguistic Intelligence of Manmohan Memorial College	72
3.4.14 Average Linguistic Proficiency of Manmohan Memorial College	72
3.4.15 Average Linguistic Intelligence of Pasang Lhamu Sherpa College	73
3.4.16 Average Linguistic Proficiency of Pasang Lhamu Sherpa College	73
3.4.17 All Students' Average Linguistic Intelligence and Linguistic Proficiency	73
3.5 Correlation Between Linguistic Intelligence and Linguistic Proficiency	74
3.5.1 Correlation Between Average Reading and Writing Proficiency of all Students	75
3.5.2 Correlation Between Average Linguistic Intelligence of Male and Female	75
3.5.3 Correlation Between Average Reading Proficiency of Male and Female	76
3.5.4 Correlation Between Average Writing Proficiency of	

Male and Female	76
3.5.5 Correlation Between Linguistic Proficiency of Male and Female Students	76
3.5.6 Correlation Between Linguistic Intelligence and Linguistic Proficiency of the Students	76
3.5.7 Correlation Between Average Linguistic Proficiency and linguistic Intelligence of Female Students	77
3.5.8 Correlation Between Average Linguistic Intelligence and Linguistic Proficiency of Male Students	77
3.5.9 Correlation Between Linguistic Intelligence and Proficiency of Students of Manmohan Memorial College	77
3.5.10 Linguistic Intelligence of Male and Female Students of Manmohan Memorial college	77
3.5.11 Correlation of Linguistic Proficiency Between Male and Female Students of Manmohan Memorial College	78
3.5.12 Correlation Between Linguistic Intelligence and Linguistic proficiency of Students of Manmohan Memorial College	78
3.5.13 Correlation of Linguistic Intelligence Between Male and Female Students of Pasang Lhamu Sherpa College	78
3.5.14 Correlation of linguistic Proficiency Between Male and Female of Pasang Lhamu Sherpa College	78
CHAPTER – FOUR : FINDINGS AND RECOMMENDATIONS	
4.1 Findings	79
4.2 Recommendations	81
4.3 Direction for the Further Research	83
References	
Appendix	

LIST OF TABLES

S.N.	Title	Page No.
Table No.1 :	The Intelligence Interval Designation of Binet	2
Table No.2 :	Gardner's Suggested Possible Additional Intelligences	11
Table No.3 :	Gardner's Multiple Intelligences in Detail	11
Table No.5 :	Comparison Between Traditional View of Intelligences and Multiple Intelligence Theory	15
Table No. 6:	Multiple Intelligence Learning Profile With Best Learning Style	17
Table No. 7:	Linguistic Intelligence Checklist	62
Table No. 8:	Students' Rating Scale	64
Table No. 9:	Linguistic Intelligence of the Individual Students	66
Table no.10:	Reading and Writing Proficiency of the Individual Students	67
Table no. 11:	Average Reading and Writing Proficiency (Linguistic Proficiency) of the Students	70
Table No. 12 :	Average Linguistic Intelligence of Male and Female Students	70
Table no. 13:	Average Reading Proficiency of Male and Female Students	71
Table No. 14 :	Average Writing Proficiency of Male and Female Students	71
Table No. 15 :	Average Reading Proficiency of Male and Female Students	72
Table No. 16 :	Average Linguistic Proficiency of Male and Female Students	72
Table No.17 :	Correlation Between Linguistic Intelligence and Linguistic Proficiency	74

List of Abbreviations

ESL	=	English as a Second Language
EFL	=	English as a Foreign Language
ELT	=	English Language Teaching
MI	=	Multiple Intelligences
TU	=	Tribhuvan University
PBL	=	Project Based Learning Theory
MIT	=	Multiple Intelligence Theory
IQ	=	Intelligence Quotient
HSEB	=	Higher Secondary Education Board
ETC	=	Etcetera
L2	=	Second Language