

SUMMARY

Large amount of data (canonic correlation, the probability of mistakes, discriminative function, arithmetic mean, standard deviation, etc.) presented in this book could be synthesized, in accordance with the hypotheses, in the following way:

Hypothesis no. 1: *There is no important correlation between intelligence and the knowledge of English grammar in the fifth-grade students, - is rejected.* Correlation coefficients indicate that verbal ability, as a specific intellectual ability, is related to the knowledge of grammar in a high degree, i. e. the part of grammar dealing with verbs. Practically, on the basis of verbal ability we can predict grammar test achievements. Verb forms are the part of grammar which depend predominantly on the fifth-grade students' intellectual abilities.

Hypothesis no. 2: *Boys and girls in the fifth grade will not have different results in their knowledge of grammar, - is accepted.* The findings show that there is no statistic difference between the boys' and girls' knowledge. This fact is to be accepted with reservation because the difference of 0.5 points on tests T3 (pronouns) and T5 (prepositions) between boys and girls might prove important on a considerably larger sample.

Hypothesis no. 3: *Boys and girls in the fifth grade will not have different achievements on cognitive tests - is approved.* Multi-variant analysis indicates that there are no statistically important differences between boys and girls in average intelligence test results. The difference in number of points in

arithmetic means, on the intelligence test might prove important on a larger number of tested population. Thus, one should be careful about making general conclusions.

Hypothesis no. 4: *There is no important correlation between intelligence and the knowledge of English grammar in the eighth-grade students', - is rejected.* The research results indicate that there is a correlation between their intellectual abilities and the knowledge of grammar. The verbal factor, in the group of cognitive factors, influences the knowledge of English grammar most of all. The knowledge of adjectives and adverbs depend on the eight-grade students' intelligence most.

Hypothesis no. 5: *Boys and girls in the eighth grade will not have different results in their knowledge of grammar is accepted.* The research results indicate that the success of boys and girls is not statistically important. The difference between arithmetic means which is 0.8 and 0.5 points on the tests T6 (adjectives/adverbs) and T7 (question tags) might be statistically important on a larger sample.

Hypothesis no. 6: *Boys and girls in the eighth grade will not have different achievements on cognitive tests - is rejected.* The findings show that there are statistically important differences on cognitive tests, because the boys achieve better results on the test for parallel processing. If we accept this fact, then one question arises: Why are there no important differences between boys and girls on the grammar test? The answer to this question might be: spatial factor of intelligence influences the knowledge of grammar considerably lesser than the verbal factor. In addition to this, the influence of intelligence, as one of the factors in foreign language teaching, is less important in the eight-grade students' comparing with the fifth-grade students. Some additional factors have their influence such as the role of the acquired knowledge, learning habits and motivation.