

Language Disorders Among the Teenage Learners and Their Behaviours Implications: An Overview

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Abstract: The objective of the study was to explore the difficulties among the students with disorders in learning and understanding the languages with unimpaired language development. Children with the language development disorders (LDD) between the ages of four-sixteen years were selected and compared with the behavioral problems in the classes. The study was also done to know the parents, teacher's contribution towards the students for the language development. The results were interpreted using chi-square and partial correlation analysis. In general, our results agree with several studies that report that children with speech and language disorders are at special risk for developing behavioral problems. The parents and teachers are also contributing their efforts in the language development and the behavioral problems among the students.

Keywords: Language Disorder.

1. INTRODUCTION

Language plays an important role in the cognitive, social, emotional, and behavioral development of children. Therefore, impairment in language development may have a serious impact on psychosocial development. LDD are very often apparent in preschool children. LDD is signaled by impairment of expressive and receptive language development, not caused by sensory deficits, in nonverbal intellectual capacity, a neurological condition, or environmental deprivation (American Psychiatric Association, 1994). The linguistic features of expressive language disorder include a limited amount of speech, difficulty in acquiring new words, word finding or vocabulary errors, shortened sentences, simplified grammatical structures, limited varieties of grammatical structures (for example, verb forms), limited varieties of sentence structures (for example, imperatives and questions), the omission of critical parts of sentences, and the use of unusual word orders. Problems in language development may be linked to other basic disabilities, such as delays in reaching other developmental milestones (Sanchez, 2010), impaired verbal and nonverbal intellectual capacities (Willinger, 1999), reading and spelling difficulties (Willinger, 2001), psychiatric diagnoses (Olvera, 2011), and behavioral problems (Mac kay, 2004).

This is based on parent and teacher reports, 50% of children with speech and language difficulties showed behavioral problems in comparison with 12% of children without speech and language problems. Several studies suggest that children with psychiatric disorders (Cross, 1998) have previously undiagnosed speech and language difficulties. Cohen and others examined the prevalence of unsuspected language impairments in 4- to 12-year-old psychiatric outpatients (Cohen, 1993). They reported that 34.4% of the children had a language impairment that had not been previously suspected and these children had the most serious externalized behavioral problems. Listening and reading are known as receptive skills while speaking and writing considered as a productive skills. These skills are better learned and mastered through actual practice. In order to become fluent in English language, learners must develop the habit of using the language frequently. Macswan, (2006) suggests the following processes: (i) Collect ideas (ii) arrange them in the best sequence and (iii) choose the language in which he has to communicate with others.

The understanding language development in young children has been described by MacWhinney (2004) as a concern to provide a conceptual framework which can account for interactions between biological and environmental processes. It recognizes the role of the child's physiological status, cognitive skills and social precocity in language acquisition, and the interactions between these elements and caregiver/adult input. However, it also notes that the importance of different factors may vary over the course of development. This can be described as the emergence view of language development. The view allows key roles for both child and adult in the language acquisition process. This view is compatible with socio-constructivist perspectives on knowledge acquisition, in which the contribution of a knowledgeable adult is considered to be part of the language construction process. During the 20th and the 21st centuries English language has become the most widely spoken language in the world, and has more second-language speakers than any other language. It's considered as a universal language. Most of the universities worldwide include English as one of their major subjects or the language of instruction. Hence, we are forced to meet global standards as we are living in the world of globalization. English is the first and foremost criteria when someone is applying for a job or he is seeking admission in a reputed college, university, or institution after their schooling.

Over 1.4 billion people live in countries where English has official status. Over 70% of the world's scientists read English, over 85% of the world's mail is written in English and 90% of information in the world's electronic retrieval system is stored in English. Hasman suggests that by 2000, speakers of English as a second or foreign language (SL/FL) will exceed the number of native speakers. In other countries like Palestine, English is neither a national nor an official language but it's the most widely taught foreign language. Palestinian learners start learning English from an early age – primary school (1st grade) or even pre-school- yet the problem is that most are far from reaching the desired level of proficiency either in comprehensive or productive skills or even in both, although those learners are exposed to English instruction for a long time at different stages. The present study tries to uncover all perceived difficulties assumed in the learning language skills among the school students.

2. REVIEW OF LITERATURE

In this part of the study, some previous studies relating to this research will be reviewed. These studies were carried out to identify the factors affecting student's problem in language development.

Sullivan, (2011) reported that the student is unable to competently communicate in English, it is not only considered an academic hindrance, but often the student is misdiagnosed as having a cognitive delay. English Language Learners' an emerging language is often confused with language disability or disorder and English Language Learners students are often inappropriately referred for special education services. However, the other research confirmed that there is a greater percentage of linguistically diverse students, like English Language Learners, receiving special education services than expected reported by **(Coutinho & Oswald, 2006)**.

(Sanchez, Parker, Akbayin, & McTigue, 2010) and his research team conducted semi structured interviews with district and school administrators, school support personnel, specialist teachers and general classroom teachers. They found that there was a disproportionate identification of English Language Learners who were diagnosed with learning disabilities. Many studies have reported on the general cognitive advantages that bilinguals have over monolinguals. For example, **Bialystok, (2001)** argues that bilinguals have advantages over monolinguals in performing certain metalinguistic tasks. This research proves that bilingual children perform better than their monolingual peers in tasks that demand high levels of control, but there is no bilingual advantage in tasks for which the solution relies primarily on high level analysis of representational structures. The author contends that the distinction between "control" and "representation" is crucial.

Turnbull, (2003) this study found that Grade 6 students who were taught mathematics in French outperformed non-immersion students. The immersion students were tested in English for the most part. This study also found that the immersion students outperformed the students in the regular program in reading and writing, even though these tests were administered in English. Just over half of the regular students achieved reading levels of 3 or 4, while over 70% of immersion students achieved this level. Level 3 indicates a high level of achievement and is provincial standard.

Park & Lee (2005) examine the relationships between second language learners' anxiety, self-confidence and speaking performance. The participants of their study were one hundred and thirty two Korean college students who enrolled the English conversation classes. The results of their study indicated that learners' anxiety level was negatively related to

their oral performance. **Tanveer, (2007)** investigates the factors that cause language anxiety for twenty language learners in learning speaking skills and the influence of anxiety on communication in the target language and the result is similar to Park & Lee research. The findings suggested that students' feeling of stress, anxiety or nervousness may impede their language learning and performance abilities. He cites that "the higher the anxiety, the lower the performance".

Feyten, (1991) conducted a study to examine whether there is a relationship between listening ability and foreign language proficiency, between listening ability and foreign language listening comprehension skills, and between listening ability and foreign language oral proficiency skills. The results showed that there is a significant relationship between listening ability and foreign language proficiency; between listening ability and foreign language listening comprehension skills; and between listening ability and foreign language oral proficiency skills. **Bozorgian, (2012)** carried out a study to examine the relationship of listening skill with other language skills. The results of the study indicate a close correlation between listening comprehension and language proficiency. He states that the higher the listening score, the better the speaking score. **Lukitasari, (2003)** conducted a study focusing on the students' strategies in overcoming speaking problems in the class. The results of the study suggest that in class, the students faced some speaking problems including inhibition, nothing to say, low or uneven participation and mother tongue use. The findings of the study also reveal that the students' speaking performance was not good because they did not master the three elements of speaking namely vocabulary, grammar and pronunciation.

RupaSinha,(1999) the study is about the performance of students of the experimental group and the control group. It is clearly shown that the problems faced by the teachers during the teaching of English. Even here they have studied attitudes of parents towards English teaching. They even got the attitudes of experts in Education towards English teaching. Children were found to perform better in small groups. They use audio visual aids for teaching English found effective in teaching field. **(PatilJayashree, 2004)** this study is based on to find out difficulties in reading skill. It also helps to try out remedies for correcting the difficulties. They used Experimental Method for the Research. It is single group design with pretest and posttest design. They had found a large number of students have reading difficulties in auditoria and visual field and correct word reading. Even to reduce the reading difficulties to significant level, corrective strategies and drilling can be useful. Even the Remedial material in reading programme helps the students to improve the performance in reading skill. Teacher should use a variety of methods and concrete material helps the students to improve their reading ability.

3. OBJECTIVES OF THE STUDY

The aim of the proposed study is to;

1. Study the profile of the students' performance in class
2. Study the various difficulties in learning and speaking languages
3. Study about the teachers-students association on languages in the class
4. To overcome the language development problem among the students

4. METHODOLOGY

It is a study based on language disorders among the students. In our study, we have chosen the students at the age of (4-16yrs) with the LDD. The primary data is collected through a well-designed questionnaire provided to the students of different school level boards. Samples are chosen using random sampling method. The results were tested from the collected data using chi- square and partial correlation analysis.

4.1 Hypothesis studied

H1: Language disorder does not affect the academic performance of a student

H0: Language disorder affects the academic performance of a student

H2: Teachers provide a significant contribution for the students to overcome language disorder

H0: Teachers do not provide a significant contribution for the students to overcome language disorder

H3: Parents provide a significant contribution for the students to overcome language disorder

H0: Parents do not provide a significant contribution for the students to overcome language disorder

4.2 Data analysis and interpretation

Hypothesis 1-Chi-Square Analysis

Table 1: Language Disorder * Rate your current overall language ability in ENGLISH

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.757 ^a	4	.001
Likelihood Ratio	1.780	4	.043
Linear-by-Linear Association	1.048	1	.012
N of Valid Cases	75		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is .99.

The above table 1 shows the analysis is carried out through pearsons chi-square test, likelihood ratio and linear association. Since it is a two-sided test its significant values are taken into consideration where pearson chi-square gives the value of 0.001, likelihood ratio value is 0.043 and the linear association value is 0.012.

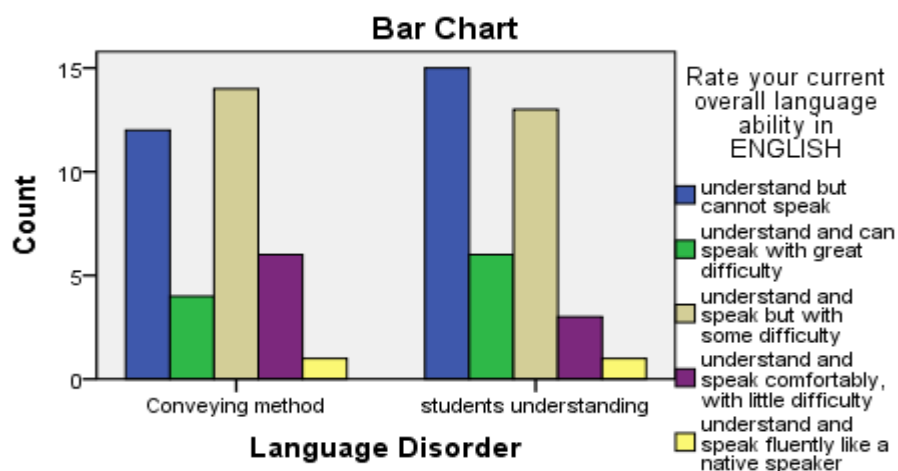


Figure 1: Overall language ability in English

The above figure 1 shows the overall language ability in English for both teachers and the students. This bar graph clearly shows that the teacher understand English and taking classes with some difficulties while the students understand English but they cannot communicate properly to the others. Hence, learning and understanding English is difficult for the students.

Table 2: Language Disorder * Rate your current overall language ability in HINDI

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.031 ^a	4	.043
Likelihood Ratio	4.162	4	.385
Linear-by-Linear Association	.586	1	.444
N of Valid Cases	75		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .99.

The above table 2 shows the analysis is carried out through pearsons chi-square test, likelihood ratio and linear association. Since it is a two-sided test its significant values are taken into consideration where pearson chi-square gives the value of 0.043, likelihood ratio value is 0.385 and the linear association value is 0.444.

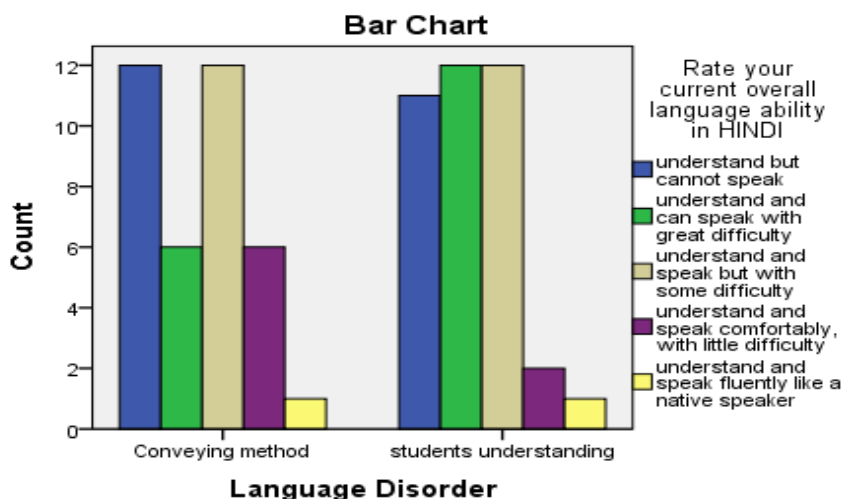


Figure 2: Overall language ability in hindi

The above figure 2 shows the overall language ability in Hindi for both teachers and the students. This bar graph clearly showed there are teachers who understand Hindi and cannot able to take classes but some students can understand Hindi and some are communicating properly to the others while some are having difficulties in communication. Hence, learning and understanding Hindi is better than English to the students.

Table 3: Language Disorder * On a scale from 1 to 5, rate your abilities in English and in Hindi

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.045 ^a	2	.031
Likelihood Ratio	.046	2	.977
Linear-by-Linear Association	.031	1	.859
N of Valid Cases	75		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.39.

The above table 3 shows the analysis is carried out through pearsons chi-square test, likelihood ratio and linear association. Since it is a two-sided test its significant values are taken into consideration where pearson chi-square gives the value of 0.031, likelihood ratio value is 0.977 and the linear association value is 0.859

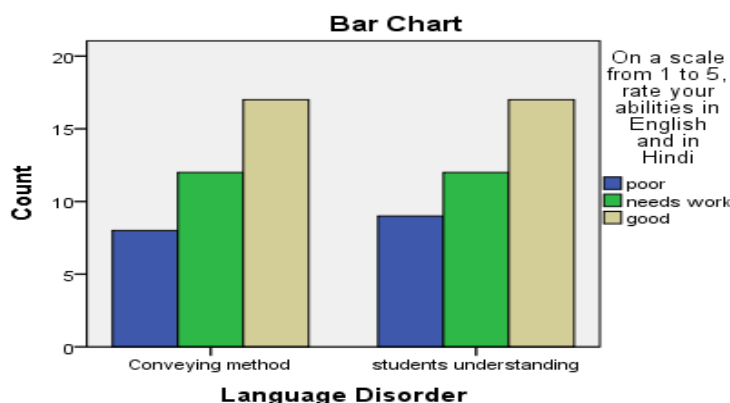


Figure 3: Rating the abilities in English and in Hindi

The above figure 3 shows the overall rating language ability in both English and Hindi for teachers and the students. This bar graph clearly shows there are teachers who understand English and Hindi and take classes in a good manner and also there are some students who understand English and Hindi and the communication is good.

Table 4: Language Disorder * How would you rate the quality of feedback provided by grading (i.e. written or oral assessments regarding your homework)

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.964 ^a	3	.397
Likelihood Ratio	2.998	3	.392
Linear-by-Linear Association	.002	1	.961
N of Valid Cases	75		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.92.

The above table 4 shows the analysis is carried out through Pearson's chi-square test, likelihood ratio and linear association. Since it is a two-sided test its significant values are taken into consideration where Pearson chi-square gives the value of 0.397, likelihood ratio value is 0.392 and the linear association value is 0.961.

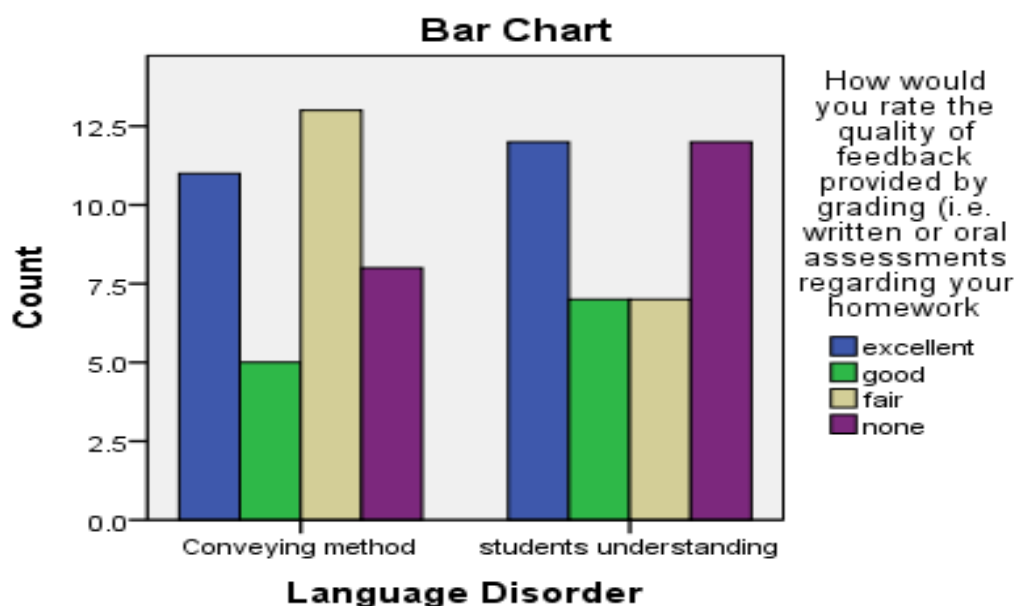


Figure 4: Feedback grading (written or oral assignments regarding the homework)

The above figure 4 shows the feedback grading (for written and oral assignments regarding the homework) by the students. This bar graph clearly shows there are teachers who understand English and Hindi and take classes in a fair method and there are some students who understand English and Hindi and the communication is excellent and also some students are very bad in communication.

Table 5: Language Disorder * How would you evaluate the quality of the courses based on languages

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.771 ^a	2	.008
Likelihood Ratio	11.808	2	.003
Linear-by-Linear Association	.008	1	.929
N of Valid Cases	75		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 2.47.

The above table 5 shows the analysis is carried out through pearsons chi-square test, likelihood ratio and linear association. Since it is a two-sided test its significant values are taken into consideration where pearson chi-square gives the value of 0.008, likelihood ratio value is 0.003 and the linear association value is 0.929.

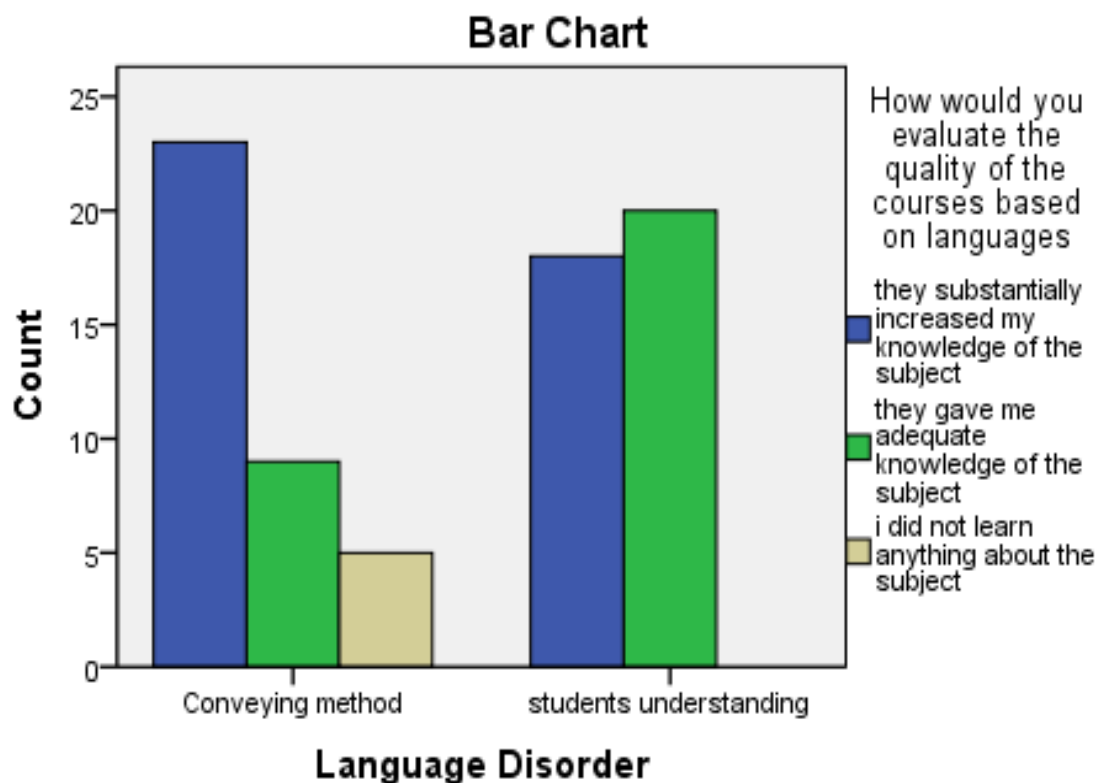


Figure 5: Quality of courses based on languages

The above figure 5 shows the quality of courses based on the languages which increase the knowledge of the students. This bar graph clearly shows there are teachers who understand English and Hindi and take classes in a fair method which improves the knowledge of the students and there are some students who understand English and Hindi but the subject knowledge provided by the teachers is not sufficient.

Table 6: Language Disorder * How did the courses help improve your language proficiency

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.873 ^a	3	.020
Likelihood Ratio	10.370	3	.016
Linear-by-Linear Association	1.429	1	.232
N of Valid Cases	75		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 2.96.

The above table 6 shows the analysis is carried out through pearsons chi-square test, likelihood ratio and linear association. Since it is a two-sided test its significant values are taken into consideration where pearson chi-square gives the value of 0.020, likelihood ratio value is 0.016 and the linear association value is 0.232.

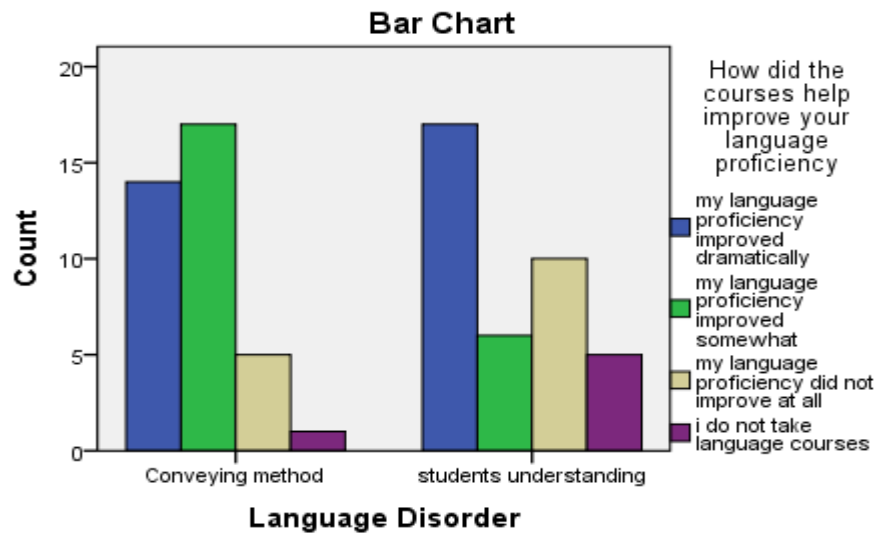


Figure 6: Courses increase the language proficiency

The above figure 6 shows about the courses which increase the language proficiency of the students. This bar graph clearly shows there are teachers who improved their language proficiency by taking classes to the students and there are some students who understand English and Hindi and also their language proficiency improved dramatically.

Table 7: Language Disorder * How would you evaluate your interactions with teachers on languages in class

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.234 ^a	2	.006
Likelihood Ratio	1.238	2	.539
Linear-by-Linear Association	.570	1	.450
N of Valid Cases	75		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.93.

The above table 7 shows the analysis is carried out through Pearson's chi-square test, likelihood ratio and linear association. Since it is a two-sided test its significant values are taken into consideration where Pearson chi-square gives the value of 0.006, likelihood ratio value is 0.539 and the linear association value is 0.450.

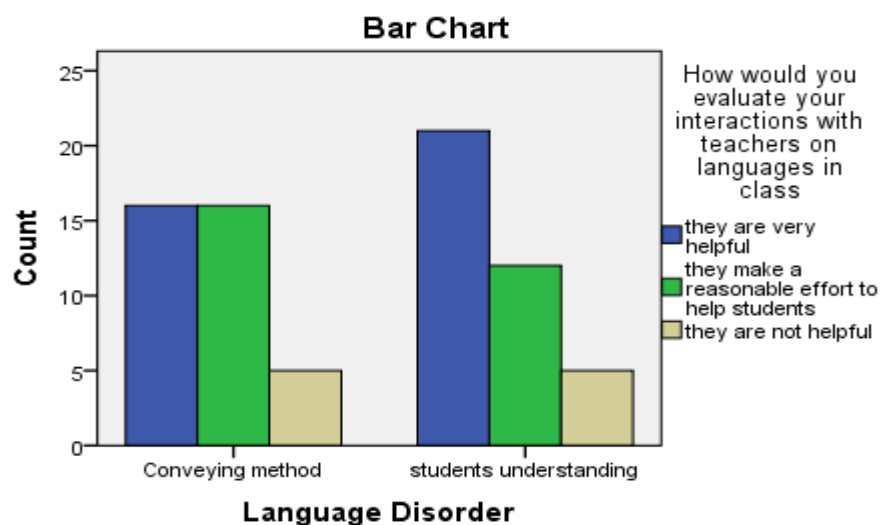


Figure 7: Interactions with teachers on languages in class

The above figure 7 shows about the interactions with teachers on languages with the students. This bar graph clearly shows there are teachers who are really helpful to the students by taking efforts for making them to understand the languages while there are some students who are really very intelligent in understanding the languages.

Table 8: Language Disorder * How would you rate the availability of teachers outside class

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.231 ^a	3	.746
Likelihood Ratio	1.251	3	.741
Linear-by-Linear Association	.928	1	.335
N of Valid Cases	75		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 4.44.

The above table 8 shows the analysis is carried out through Pearson's chi-square test, likelihood ratio and linear association. Since it is a two-sided test its significant values are taken into consideration where Pearson chi-square gives the value of 0.746, likelihood ratio value is 0.741 and the linear association value is 0.335.

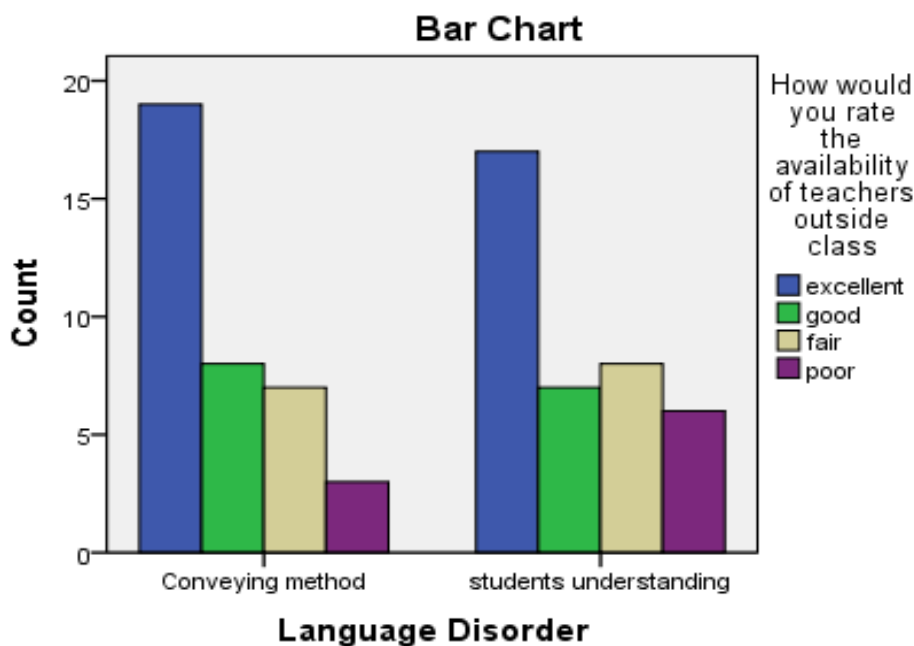


Figure 8: Availability of the teachers outside the class

The above figure 8 shows about the availability of the teachers outside the classes. This bar graph clearly shows from both sides that the students and teachers are equally available in teaching and understanding the languages.

Table: 9 Language Disorder * What is your overall rating of the language program in which you are taking courses

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.197 ^a	3	.533
Likelihood Ratio	2.221	3	.528
Linear-by-Linear Association	1.454	1	.228
N of Valid Cases	75		

a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is 4.44.

The above table 9 shows the analysis is carried out through pearsons chi-square test, likelihood ratio and linear association. Since it is a two-sided test its significant values are taken into consideration where pearson chi-square gives the value of 0.533, likelihood ratio value is 0.528 and the linear association value is 0.228.

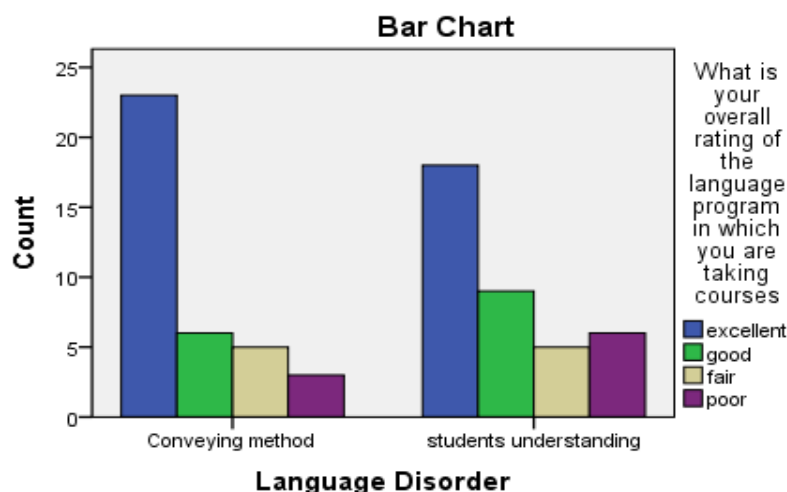


Figure: 9 Language program for taking the courses

The above figure 9 shows about the rating of the language program. This bar graph clearly shows compared to students understanding towards language courses, the teachers are very excellent in delivering the classes on the respective languages to the students and making them efficient in studies.

4.3 Partial Correlation analysis between language disorder and teachers

Hypothesis 2- Partial Correlation analysis

Table: 10 Comparisons between Language Disorder and Teachers

Correlations				
Control Variables			What is the quality of presentation by teachers on languages	What are the problems you face in understanding the language teaching in classes
Language Disorder	What is the quality of presentation by teachers on languages	Correlation	1.000	-.137
		Significance (2-tailed)	.	.231
		df	0	76
	What are the problems you face in understanding the language teaching in classes	Correlation	-.137	1.000
		Significance (2-tailed)	.231	.
		df	76	0
	What are the problems that you face among the others	Correlation	-.161	.052
		Significance (2-tailed)	.159	.653
		df	76	76
	How would you evaluate your interactions with teachers on languages in class	Correlation	1.000	-.137
		Significance (2-tailed)	.000	.231
		df	76	76

What is the quality of presentation by teachers on languages	Correlation	-.161	1.000
	Significance (2-tailed)	.159	.000
	df	76	76
What are the problems you face in understanding the language teaching in classes	Correlation	.052	-.137
	Significance (2-tailed)	.653	.231
	df	76	76
What are the problems that you face among the others	Correlation	1.000	-.161
	Significance (2-tailed)	.	.159
	df	0	76
How would you evaluate your interactions with teachers on languages in class	Correlation	-.161	1.000
	Significance (2-tailed)	.159	.
	df	76	0

The above table 10 shows that partial correlation analysis between language disorders and teachers indicating that teachers are taking efforts on the students in learning and understanding the languages.

Table 11: Comparisons between Language Disorder and Parents

Correlations				
Control Variables			Parents caregivers	Did your parents read stories in other languages to you
Language Disorder	Parents caregivers	Correlation	1.000	.026
		Significance (2-tailed)	.	.821
		df	0	76
	Did your parents read stories in other languages to you	Correlation	.026	1.000
		Significance (2-tailed)	.821	.
		df	76	0
	Did your parents encourage you to speak Hindi as much as possible in the house	Correlation	-.145	-.152
		Significance (2-tailed)	.207	.184
		df	76	76

Table 12: Comparisons between Language Disorder and Parents to speak Hindi

Correlations				
Control Variables			Did your parents encourage you to speak Hindi as much as possible in the house	
Language Disorder	Parents caregivers	Correlation	-.145	
		Significance (2-tailed)	.207	
		df	76	
	Did your parents read stories in other languages to you	Correlation	-.152	
		Significance (2-tailed)	.184	
		df	76	
	Did your parents encourage you to speak Hindi as much as possible in the house	Correlation	1.000	
		Significance (2-tailed)	.	
		df	0	

The above table 11 & 12 shows that partial correlation analysis between language disorders and parents indicating that they are also taking efforts on the students in learning and understanding the languages.

5. CONCLUSION

In this research study the data was collected from teachers, students and parents on language disorders and the results were interpreted based on chi-square and partial correlation analysis. The hypothesis 1 proves that students are found difficulties in understanding and learning the languages. The hypothesis 2 proves that the teachers are taking some efforts on the students to improve their language proficiency. The hypothesis 3 proves that the parents are taking some efforts on the students to improve their language proficiency. Hence, language disorders are much seen in lower and middle class students than in higher classes.

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