

## **Analyzing the Application of Linguistic Theories in understanding the Students Problems in Quetta:**

By

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### **Abstract:**

*The correct analysis of the problems faced by the students of Quetta is a great challenge. Various authors like Chomsky, Piaget, Skinner and Skemp have analyzed these problems in their own perspectives. This paper aims at investigating the factors responsible for obstructing the English language learning in district Quetta in the light of theories. A sample of 32 school students was taken for the case study whereby a questionnaire was used to know the attitudes of the Students. The sample size of the study consisted of 165 Students of the boys and the girl's school respectively. The data was achieved by designing a questionnaire for the Student. The data was then run individually on each question of student questionnaire. The Chi Square test is used to check the variances in the learning attitudes of the Principal, teachers and the students. The results indicated that these theories are highly applicable in district Quetta. The Results depicted that the students are more conscious about English language and the administration and the teachers apply the old techniques of translation and notebook completion in teaching English.*

**Keywords:** Linguistic Theories, Problems, Secondary Schools, Chi Square.

### **Introduction:**

We transfer our messages through a vehicle known as the language. It is a human way of communicating knowledge, ideas, desires and emotions. Its importance is that much that it provides the outlets to the individuals that increase their skills and abilities. The language makes bridges among the human beings and binds them together across specific geographical barriers. It is a great tool in mastering the

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mathematical and the scientific ideas. Through language, the thoughts are imagined, organized and developed in any field of knowledge. Hence in this regard various theories are developed by various thinkers.

**A.N Chomsky:**

A.N Chomsky asserts that Language primarily deals with the grammatical and abstract knowledge of a homogenous community in a specific geographical area. They speak and hear the language with such purity, fluency and determination that they are not affected by the irrelevant conditions of memory loss, grammatical mistakes, shift of attention and distractions etc. (Chomsky 1965 cited by Nath 2010). To him, the language cannot be perceived as the capability to speak and comprehend ideas but rather every human being possesses a different factor that enables them to express their ideas. Now the question is that whether the language influences thought or the thought establishes its authority over language. To Chomsky they both are complementary as both are required for one another.

To Chomsky, the linguistic theory characterizes the speaker's ability to produce grammatically correct sentences. To him there are multiple sentence structures in a language which are not possible for a human to learn through reinforcement. Hence the language learning is in the human nature which cannot be enforced on a human being.

**Jean Piaget:**

Jean Piaget gives much emphasis to the social interaction in the development of language and thoughts. To Piaget, the social interaction is having a major role in the development of knowledge, linguistics, social development and Science. The language is a social factor because of the conventional nature of words which is necessary for intellectual development. Also, a conventional sign system helps us in the formation of mental structures that underlay our logical interaction (Piaget 1961).

**Lev Vygotsky:**

Lev Vygotsky, who is famously known as the father of socio linguistics, had a concern in developing the relationship between the thought and language. To him, the students can learn better when they are poised by better analytical and mind-blowing questions by the teacher. Unlike Chomsky and Piaget, he was concerned with the development of thought and language. To him, thought is a dead thing and it is the words that find their due place in the speech. The speech structures masterminded by the child become the basic structure of his thinking. The child firstly uses the language for his interaction and then this language becomes the basis of his thought (Schiit 2016).

**BF. Skinner:**

BF. Skinner believes that a language development is much on the environmental contingencies as human learns a lot from his environment. To him, the external factors like that of the society, communal interaction, social norms and that of the educational environment plays an important role in the linguistic development of a child. To him, a child develops his verbal behavior that is selectively enforced on him by the given verbal community. The society just makes the response center to a child where he communicates his knowledge with them. Also, he regarded the sentence structure as merely a behavioral chain where each element provides a stimulus to the coming word in order. These interactions in a child's mind lead to associations which become the basis of all languages (Skinner 2011).

**Richard R Skemp:**

Skemp, a pioneer in Psychology and Education believes that a child could learn brilliantly at his young age as he builds his mind in the age of 5 to 12. Hence the language is the pre-condition of expressing one's own thoughts (Skemp 1977). They come from different cultural and educational backgrounds due to which the adaptation of English becomes difficult for them. The school environment is inappropriate in supporting them to learn the various dialects of language learning.

**English Language Curriculum in Pakistan:**

The curriculum of English Language plays an important role in hindering the student's talent in Balochistan. The curriculum of the textbooks is not clear in its objectives as it aims to initiate the English teaching after the Primary level. The teaching environment is not appropriate for the language learning as the teachers apply the traditional techniques of translation, notebook completion and cramming. They are not properly trained in teaching English as their Educational qualification is totally different from that of teaching English. On the other hand, the students of the Quetta Through various research studies; it is found that the students learn the English Language as a secondary language mainly at the secondary school level. The main problem of the study is to identify the factors that affect the learning behavior of the students at the secondary school level. These factors include the teaching methods of the teachers, the student's attitude towards the learning process and the overall administration that guides the learning process of the students. Although various studies have been conducted internationally and nationally in this regard but no such study has been conducted in Quetta and Baluchistan. The present study has a focus to identify a strategy that may make coherence between the student, teachers and

the principals.

The study aims at the issues being faced by the students, teachers and the administrators in teaching and learning English at the secondary schools of Quetta. Per the literature, various factors like the teacher's quality, the educational curriculum, the school administration and the general English language background of the students affect their learning at the secondary school level. The students learning capabilities are diminished by the poor teaching quality of the teachers. The teachers teach through their traditional translation and cramming methods which are not suitable for the students of Quetta. If the students do not learn through these methods, then the teachers apply the tools of physical punishment and torture for teaching. The teacher only gives homework to the students which should only be noted down in the notebooks without any learning objectives. Hence the learning objectives are ignored and only notebook completion becomes the only goal that needs to be achieved during an educational year.

The English learning as a secondary language depends on the many factors which need to be properly addressed. In teaching English, the Principals, teachers and the students have different roles which need to be viewed through various angles. The language teaching has its own delicacies and methodologies which need to be fulfilled without whom it cannot be learnt properly. The language can be taught by allowing the students to read the various texts of the concerned language. It can be taught by allowing the students to listen to the audios and videos and it can also be learnt by allowing the students to exchange views on some issues and problems in the same language. These four methods of teaching are standard ones in adapting the secondary language abroad but these are not followed in the Quetta city.

#### **LITERATURE REVIEW:**

There are many languages spoken in Pakistan. Urdu is the national language of the state while it is the mother tongue of just 7.8 % of population (Nawab 2012). The official language of the state is English. It is the language of civil and military bureaucracy, commerce, education, media and the elite class of the country (Memon 2007). Mansoor (2003) conducted a survey of the Punjabi student's attitude towards languages. She concluded that the Punjabi students prefer English to a higher degree, Urdu at a second degree and lastly, they place mother tongue Punjabi at the lower degree. They see English as the key to success and power without which one cannot achieve a powerful and attractive job in government or in the private sector. The people of the total percentage of the population who know the English is only 2.7 % as per 1998 census. The ratio is increasing

due to the people's dire need of attaining higher vacancies (Akram & Qureshi 2012).

The English language has attained a global acceptance and hence there is a need to teach it accurately and properly in Pakistan. There is a need to investigate the teaching practices that are being practiced in Pakistan. In the context of Chitral, the translation method is mostly practiced in the class rooms (Shehzadi et al 2014). Due to the lack of purposefully trained teachers, teacher workload, shortage of classrooms and the ongoing support system. At the secondary school level, there are four language skills that are important. They include listening, reading, speaking and writing (Kazi & Iqbal 2011). The listening required the knowledge of phonology and the sound system of a language. It is the first step of language learning. The next step of language acquisition is speaking. The speaking requires correct pronunciation, the correct use of vocabulary and the ability to recall words spontaneously. Through speaking we can communicate with others and establish social relationships. The next stage of learning is the reading of a language. The child education is incomplete unless he reads and interprets the contents of a reading material. Here the readers understand and observe the writing purpose of a material (Martin et al 2004).

#### **METHODOLOGY:**

Many Research and newspaper articles, magazines, the official government policy documents and the web pages were reviewed to understand the micro and the macro dimension of the study. The population of the study consisted of the Boys and Girls of the Government Secondary Schools of district Quetta whereby the sample size of the study consisted of 165 government secondary school's students to get a true picture of the problem. An appropriate Questionnaire was designed for the collection of Primary Data in English and Urdu to help the students in giving their views properly. Gender wise 15 schools were that of the boys' and 17 schools were that of the girls. The achieved data was presented in the form of tables and graphs in SPSS. The Chi-square test was adopted for statistical analysis variance in the data.

#### **DATA ANALYSIS:**

For the collection of data, a questionnaire is developed whereby many different questions were asked to the students to assess the on-ground situation. The questionnaire was then distributed among the thirty-two schools of boys and the girls in the Quetta district. Gender wise, the sample consisted of fifteen Boy's schools and seventeen Girl's schools randomly. Almost all the Students responded to the questionnaire and

the refusals were almost none.

The List of the randomly selected schools and students is as:

Schools	No of schools		No of Students
Boys	15		75
Girls	17		90
Total	32		165

This analysis seems to be appropriate as we need a large no of participants to fulfill the measures of the Central Limit Theorem and it shall give us a true picture of the situation. The chi square analysis seems to be appropriate as it shall give an approximate measure of variances that exist among the students. The analysis was done on the questions that were asked to the teachers and the students to fulfill our objectives. Several hypotheses were formulized to analyze the Chi Square Analysis.

#### **THE CHI SQUARE ANALYSIS:**

To analyze the objective of the research, we formulate just two hypotheses of assessing the classroom environment impact on the students and the activities that help the students in increasing their learning levels. These two hypotheses help us a lot in generalizing the application of these linguistic theories on the students of district Quetta.

To fulfill these objectives, we have selected some questions from the questionnaire whereby 165 students have responded towards our critical questions. For achieving this objective, we formulate the following hypothesis and run the requisite data on the SPSS. The results of the chi square analysis help us in understanding the application of linguistic theories.

**Hypothesis 1:** To analyze the first objective of the article, we once again analyze the responses from the students' questionnaire as this shall give a true picture of the classroom activities persisting in the schools

**H<sub>0</sub>:** The students learn through activities in their schools.

**H<sub>1</sub>:** The students do not learn through school activities.

**CROSSTABS**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
What is your Gender * My School is organizing different activities regarding English?	165	100.0%	0	0.0%	165	100.0%
What is your Gender * My English subject class is fully conducted in English language	165	100.0%	0	0.0%	165	100.0%
What is your Gender * We have Audio and Video activities in our English class?	165	100.0%	0	0.0%	165	100.0%

**CROSSTAB**

		My School organize activities regarding English subject			Total	
		Yes	no	Don't know		
What is your Gender	Male	Count	23	51	1	75
		% within What is your Gender	30.7%	68.0%	1.3%	100.0%
		% within My School organize activities regarding English subject	51.1%	45.1%	14.3%	45.5%
	Female	Count	22	62	6	90
		% within What is your Gender	24.4%	68.9%	6.7%	100.0%
		% within My School organize activities regarding English subject	48.9%	54.9%	85.7%	54.5%
Total	Count	45	113	7	165	
	% within What is your Gender	27.3%	68.5%	4.2%	100.0%	
	% within My School organize activities regarding English subject	100.0%	100.0%	100.0%	100.0%	

### Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.328a	2	.189
Likelihood Ratio	3.692	2	.158
Linear-by-Linear Association	2.071	1	.150
N of Valid Cases	165		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 3.18.

#### MY SCHOOL IS ORGANIZING DIFFERENT ACTIVITIES REGARDING ENGLISH SUBJECT?

**RESULTS:** There is no statistically significant difference among the boys and the girls' percentage of the Public schools whereby 51.1% of the male and 48.9% of the female said that the schools conducted organized different activities regarding the English subject. Here

$\chi^2$  (2,  $N = 165$ ) = 3.328,  $p = 0.189$ .  
 H0 (Null Hypothesis) = **Accepted**,



**CROSSTAB**

		My English subject class is fully conducted in English language			Total
		Yes	no	Don't know	
What is your Gender	Count	10	65	0	75
	% within What is your Gender	13.3%	86.7%	0.0%	100.0%
	% within My English subject class is fully conducted in English language	66.7%	43.6%	0.0%	45.5%
	Male				
	Count	5	84	1	90
	% within What is your Gender	5.6%	93.3%	1.1%	100.0%
Female	% within My English subject class is fully conducted in English language	33.3%	56.4%	100.0%	54.5%
	Count	15	149	1	165
	% within What is your Gender	9.1%	90.3%	0.6%	100.0%
Total	% within My English subject class is fully conducted in English language	100.0%	100.0%	100.0%	100.0%

**MY ENGLISH SUBJECT CLASS IS FULLY CONDUCTED IN ENGLISH LANGUAGE?****Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.757 <sup>a</sup>	2	.153
Likelihood Ratio	4.149	2	.126
Linear-by-Linear Association	3.579	1	.059
N of Valid Cases	165		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .45.

**Results:** There is no statistically significant difference among the boys and the girls' percentage of the Public schools whereby 66.7% of the male and 33.3% of the female said that they fully conduct their classes in English Language. Here

$\chi^2 (2, N = 165) = 3.757, p = 0.153.$   
 $H_0$  (Null Hypothesis) = **Accepted**,

**WE HAVE AUDIO AND VIDEO ACTIVITIES IN OUR ENGLISH CLASS?**

## MY SCHOOL IS ORGANIZING DIFFERENT ACTIVITIES REGARDING ENGLISH SUBJECT?

### CROSSTAB

			My School organize activities regarding English subject			Total
			yes	no	Don't know	
What is your Gender	Male	Count	23	51	1	75
		% within What is your Gender	30.7%	68.0%	1.3%	100.0%
		% within My School organize activities regarding English subject	51.1%	45.1%	14.3%	45.5%
	female	Count	22	62	6	90
		% within What is your Gender	24.4%	68.9%	6.7%	100.0%
		% within My School organize activities regarding English subject	48.9%	54.9%	85.7%	54.5%
Total	Count	45	113	7	165	
	% within What is your Gender	27.3%	68.5%	4.2%	100.0%	
	% within My School organize activities regarding English subject	100.0%	100.0%	100.0%	100.0%	

### CHI-SQUARE TESTS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.741a	2	.419
Likelihood Ratio	2.132	2	.344
Linear-by-Linear Association	1.117	1	.291
N of Valid Cases	165		

a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is .45.

Results: There is no statistically significant difference among the boys and the girls' percentage of the Public schools whereby 33.3% of the male and 66.7% of the female said that they had the Audio and Video activities in their English language classes. Here

$\chi^2 (2, N = 165) = 1.741, p = 0.419.$   
 $H_0$  (Null Hypothesis) = Accepted,

Hence by conducting various activities and providing a sound environment, the students learn a lot.

**Hypothesis 2:** To analyze the second objective of the article, we once again analyze the responses from the student's questionnaire as this shall give a true picture of the classroom environment persisting in the schools.

**$H_0$ :** The Classroom environment is satisfactory in the English class.

**$H_1$ :** The classroom environment is not satisfactory in the schools.

**CROSSTAB**

		I am using English Language in my class while teaching		Total
		Yes	No	
What is your Gender	Count	23	7	30
	% within What is your Gender	76.7%	23.3%	100.0%
	Male			
	% within I am using English Language in my class while teaching	43.4%	63.6%	46.9%
	Count	30	4	34
	% within What is your Gender	88.2%	11.8%	100.0%
Female				
	% within I am using English Language in my class while teaching	56.6%	36.4%	53.1%
	Count	53	11	64
Total	% within What is your Gender	82.8%	17.2%	100.0%
	% within I am using English Language in my class while teaching	100.0%	100.0%	100.0%

**CROSSTABS**

I am using English Language in my class while teaching?

**CASE PROCESSING SUMMARY**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
What is your Gender * I am using English Language in my class while teaching	64	100.0%	0	0.0%	64	100.0%
What is your Gender * I use Soft Boards in my class	64	100.0%	0	0.0%	64	100.0%
What is your Gender * I have arranged different types of activities regarding English subject.	64	100.0%	0	0.0%	64	100.0%

**CHI-SQUARE TESTS**

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.499a	1	.221		
Continuity Correction <sup>b</sup>	.796	1	.372		
Likelihood Ratio	1.506	1	.220		
Fisher's Exact Test				.322	.186
Linear-by-Linear Association	1.475	1	.225		
N of Valid Cases	64				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.16.

b. Computed only for a 2x2 table

**Results:** There is no statistically significant difference among the boys and the girls' percentage of the Public schools whereby 43.4% of the male and 56.6% of the female said that they use English Language in their classes while teaching English. Here

$\chi^2$  (1,  $N = 64$ ) = 1.499,  $p = 0.221$ .  
 $H_0$  (Null Hypothesis) = **Accepted**,

I use Soft Boards in my class?

**CROSSTAB**

		I use Soft Boards in my class		Total
		yes	No	
What is your Gender	Count	9	21	30
	% within What is your Gender	30.0%	70.0%	100.0%
	% within I use Soft Boards in my class	47.4%	46.7%	46.9%
	Male			
Female	Count	10	24	34
	% within What is your Gender	29.4%	70.6%	100.0%
	% within I use Soft Boards in my class	52.6%	53.3%	53.1%
	Female			
Total	Count	19	45	64
	% within What is your Gender	29.7%	70.3%	100.0%
	% within I use Soft Boards in my class	100.0%	100.0%	100.0%

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.003a	1	.959		
Continuity Correction <sup>b</sup>	.000	1	1.000		
Likelihood Ratio	.003	1	.959		
Fisher's Exact Test				1.000	.587
Linear-by-Linear Association	.003	1	.959		
N of Valid Cases	64				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.91.

b. Computed only for a 2x2 table

**Results:** There is no statistically significant difference among the boys and the girls' percentage of the Public schools whereby 47.4% of the male and 52.8% of the female said that they use Soft Boards in their class. Here

$\chi^2$  (1,  $N = 64$ ) = 0.003,  $p = 0.959$ .  
 $H_0$  (Null Hypothesis) = **Accepted**,

**CROSSTAB**

		I have arranged different types of activities regarding English subject.		Total	
		yes	No		
What is your Gender	Male	Count	19	11	30
		% within What is your Gender	63.3%	36.7%	100.0%
		% within I have arranged different types of activities regarding English subject.	76.0%	28.2%	46.9%
	Female	Count	6	28	34
		% within What is your Gender	17.6%	82.4%	100.0%
		% within I have arranged different types of activities regarding English subject.	24.0%	71.8%	53.1%
Total	Count	25	39	64	
	% within What is your Gender	39.1%	60.9%	100.0%	
		% within I have arranged different types of activities regarding English subject.	100.0%	100.0%	100.0%

**I HAVE ARRANGED DIFFERENT TYPES OF ACTIVITIES REGARDING ENGLISH SUBJECT?**

**CROSSTAB**

		I have arranged different types of activities regarding English subject.		Total	
		yes	No		
What is your Gender	Male	Count	19	11	30
		% within What is your Gender	63.3%	36.7%	100.0%
		% within I have arranged different types of activities regarding English subject.	76.0%	28.2%	46.9%
	Female	Count	6	28	34
		% within What is your Gender	17.6%	82.4%	100.0%
		% within I have arranged different types of activities regarding English subject.	24.0%	71.8%	53.1%
Total	Count	25	39	64	
	% within What is your Gender	39.1%	60.9%	100.0%	
		% within I have arranged different types of activities regarding English subject.	100.0%	100.0%	100.0%

**CHI-SQUARE TESTS**

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	13.975a	1	.000		
Continuity Correction	12.121	1	.000		
Likelihood Ratio	14.518	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	13.756	1	.000		
N of Valid Cases	64				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.72.

b. Computed only for a 2x2 table

**Results:** There is statistically significant difference among the boys and the girls' percentage of the Public schools whereby 76% of the male and 24% of the female said that they had arranged different types of activities regarding English subject. Here

$\chi^2$  (1,  $N = 64$ ) = 13.975,  $p = 0.000$ .  
 $H_0$  (Null Hypothesis) = Rejected,

**Results & Discussion:**

The Secondary School Students of the Quetta city face a lot of problems in learning English as a secondary and educational language. They share the same problems in learning English that are being faced by the secondary school students of all Pakistan and even the world community. The administration of the schools in Quetta pays although pay some attention in improving the English Language of the students, but it requires some huge radical steps. Although the teachers are mostly qualified but they adopt the old and the obsolete techniques of teaching. Instead of teaching through audio and video techniques, they mostly adopt the traditional techniques of translation and cramming. Through these techniques the students cannot learn the proper vocabulary of the English language which is essential for learning it. The teachers are hence required to expose their students to various audio-visual techniques by exposing them to the print-electronic media. Also, the Principals and the administration shall conduct various essay and Spellathon competitions which will make active the students in learning English.

The students termed the low quality of teaching, the poor environment for learning and lack of outcomes through traditional methods of learning as the main impediments in the learning of English as a secondary language. There were significant differences observed between the male and the female students towards the learning perspectives. The girls could learn English easily as compared to that

of the boys. They could translate the English text easily as compared to that of the boys. Their notebooks were found completed with neat and clean writing as compared to the boys and their memory was found much sharper in learning English. Poorly equipped classes, lengthy courses contents, lack of highly qualified teachers and lack of use of the English Language used as a medium of instruction were the major problems identified by the students.

The paper suggests revision of curricula, updating of academic resources, and use of students centered approach and emphasis on faculty development for improving teacher's education. All the students tend to benefit from clear goals and learning objectives, meaningful challenging, motivating context, a curriculum rich with content, well designed, clearly structured, appropriately placed instruction, active engagement and participation, opportunities to practice, apply and transfer of new learning and the additional time and opportunities to be provided to students in the English classes. There should be separate class and extra time be reserved for the English learning. The teachers should design the speaking techniques and allow the students to initiate language. Teachers should help their students develop strategic competence to accomplish oral communicative purposes.



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