

## MAJOR INFLUENCING FACTORS IN THE LEARNING OF SARAIKI, PUNJABI, URDU, AND ENGLISH LANGUAGES IN THE PUNJAB, PAKISTAN

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### ABSTRACT

*Learning a new language is tricky, challenging, annoying, and sometimes just downright difficult. Languages play a vital role in the development of a nation and are also significant in their way. Urdu, Punjabi, Saraiki, and English languages are the most spoken languages in the Punjab, Pakistan and at the Higher Education level, students also learn these languages. The aim and objective of this paper are to explore the major factors influencing the learning of Urdu, Punjabi, Saraiki, and English; and finally, their influence on the whole procedure of language knowledge. In this paper, a language learning model for the learning of Urdu, Punjabi, Saraiki, and English was prepared, the study applied a mentalist and quantitative approach by using a questionnaire. A survey was designed keeping in view literature and based on experts' opinions. Nine very important hypotheses were developed that affect the learning of languages. The sample size of the data was 168, IBM SPSS and SmartPLS tools were used for reliability and validity, descriptive, T-test, and Regression analysis. Results show that 82.7% of participants stated that Country of residence is the major factor in the learning of language followed by Prior Linguistic Knowledge and Age has the same value i.e., 80.95%.*

**Keywords:** Influencing factors, Comparison Study, Linguistic, SPSS, SmartPLS

### INTRODUCTION

To learn about Pakistani English, it must be understanding its historical prospect and gross roots. The initial story of English starts with India. English was initially familiarized in the Indian-Pakistani continent by the British Government in the 16th century. In 1835, the minutes of Macaulay officially realized this issue (Hussain et al., 2020). During the British period, English continued to gain political and social status. After the independence of Pakistan and India and being released from the government of British, Britain became entrenched in the social and political structure of the region, and both countries maintained their role in the new state (Rahman, 2020; Shamim, 2008).

Because of the economic and social development associated with the language, English became the first language in England. People learn English through exposure or formal education. However, most of the English teachers are Indian because there are not enough teachers in their mother tongue (Manan et al., 2016; Pinon & Haydon, 2010). In India, communication with the native English language was less, and this relationship declined even more after independence. These are just some of the influences that have affected South Asian English institutionalism and evolution.

During the English era, language issues worsened as various South Asian nationalist and national movements adopted language as a symbol of identity (B. Kachru, 1994). An example of this sign is the separation between Hinduism and Urdu (leading to language changes). In the context of the region, South India, the Hindu, and the Dravidian situation in post-colonial India, or Pakistan, played

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the role of Urdu and Sindhi in internal conflict. Because of this local language politics, English was called "neutral" because of "heterogeneity" and was politically accepted in the new country (Shamim, 2011). The demand for these regions, the use of English, and limited contact with native English speakers have led to the so-called "indigenization" of the Indian subcontinent.

The fate of the English with the political division of the continent is in the hands of the political leaders of India and Pakistan, respectively. English is like a roller coaster ride in Pakistan. It was initially guarded by Pakistani leaders, but it soon became a symbol of dissatisfaction among religious groups who believed that maintaining Britain's position was a sign of a new colony. These groups have strongly opposed English (Ahmed, 2011).

The authors have included the Urdu language in this study because it is the national language. After Pakistan's independence in 1947, Urdu became Pakistan's sole national language. Urdu is the official language of Pakistan and represents the state individuality of the public of Pakistan. The Urdu language was the mother tongue of immigrants at the time of the separation of Hindustan. The immigrants who were well educated, that's why they controlled the Pakistani bureaucracy even they have many weaknesses (Mahmood et al., 2020). Although in Pakistan, less than 10% of people are Urdu natives its importance is very high. It provides the means of communication between the people of Pakistan who belong to different regions of Pakistan. It also played a vital role in the Education, Military, Government offices, and Judiciary (Rahman, 1997).

The Punjabi language is widely spoken and it is spoken not only in Pakistan but also in Canada the United Kingdom the United States and other Punjabi countries. There are 02 main groups in the sub-continent whose mother tongue is Punjabi Sikhs in eastern Punjab. India and Punjabis in the western Punjab Pakistan, Punjabi is the official language of the Punjab State of India (Ghai & Singh, 2012). Speaking of Punjab East Sikh residents, they are unique in their linguistic and use it with dignity and pride Sikhs are very vocal regarding their linguistic (Eglar, 1960). The view in the Sikh community is that if a Sikh Punjabi does not speak it is considered a false Sikh. That is why many Sikhs Punjabis who have never been to India can speak well. When it comes to Punjabi in Pakistan Punjabi is the native language and Punjabi of the majority of Pakistanis Punjabi-speaking communities control positions of power such as the military and administration. Inappropriately this benefit is not reproduced in their language. No one but Punjabi is answerable for not helping their language. According to the researchers, they do not use informal environments so they only perform non-essential functions such as informal interactions. Punjabi's current low status is well understood from a historical perspective (Bilal et al., 2013; Gillani & Mahmood, 2014; Mansoor, 2004).

Saraki played a major role in the Middle Indus Valley and spread Islam in Sofia. Saraki is one of the oldest languages in the region. Saraki is located in the south and southwest of Punjab, north, and south of Sindh, DIG Khan, and KPK, and in eastern Baluchistan, especially in the provinces of Loralai and Nasser Abad (Hayat et al., 2015).

Saraki is the main language of South Punjab, but Pashto and Baroque are also spoken in this Saraki zone. This is very important because it is geographically located in four states and mixes with nearby languages in Saraki. Balochi influence on the Saraki languages of DG Khan and Rajanpur and it is also affecting neighboring languages. Saraki is also known in various parts of the Punjabi language, with other names. The migrated people settled in the Saraki area, are part of Saraki identity, and South Punjab is inhabited mainly by the Saraki people. The area consists of three parts, including Bahawalpur, Multan, and DG Khan. Saraki is also used as a source of information and communication in all three areas. Over time, DG Khan became the center of civilization. It occupies an important strategic position only in the southern region of Punjab but is connected to three states: Sindh, Balochistan, and KPK. All areas around these states have been affected by Saraki (Alvi, 2017; Bashir & Connors, 2019).

After detailed research and in-depth study of the literature, language learners are facing many types of challenges in understanding a new language. There are many types of factors that vary from person to person. Due to these factors, students may learn a new language easily and some later. Although researchers developed many numerous measures to counters these factors these measures are not generalized. Many researchers categorized these factors as internal influential factors and external influential factors (Md., 2018). The list of internal factors is given as under:

1. Age
2. Aptitude
3. Motivation

4. Personality
5. Intelligence
6. Confidence
7. Interest
8. Cognitive style
9. Experience
10. Native language
11. Gender

The external factors influencing the learning of language are given as under:

1. Support of friends
2. Support at home
3. Learning Environment
4. Teacher/Instructor
5. Syllabus
6. Curriculum
7. Culture
8. Teaching Strategies
9. Comprehensible Input
10. Student Personality
11. Country of Residence
12. Encouragement

The next section of the paper is about the literature review and background of the study, thereafter, the problem statement of the research paper is discussed in detail followed by the research methodology adopted to solve the problem. Results and Discussion section is the second last section of the paper, and the research is concluded in the last section of the paper.

## REVIEW OF LITERATURE

The field of linguistic research emerged in the 1970s and has since become an important field of research in the social sciences. The existence of a linguistic rest on the degree to which members of the language community use it or their perceptions and research in this area includes topics such as sociology (Cavalli-Sforza et al., 1994). It has attracted a lot of attention from professionals. If the speakers have an optimistic attitude to their linguistic their progress is sure and if the speaker expresses an undesirable attitude to their language the future is considered dangerous and vulnerable. Linguistic study determines whether language shifts are taking place in multiple language settings. Language changes in the process of automatically destroying languages that are not superior or unique. There are an estimated 6500 languages in the globe and two languages are said to die every month which is a serious concern (Jones, 1983, pp. 1832–1982; O'Rourke, 2006).

As stated earlier, the diversity of linguistic perspectives is widely explored, with different sectors attempting to differentiate concepts from canons. According to the authors, attitudes are related to evaluation responses to specific goals. They are based on human reasoning and bring about a rational discussion of facts. They go back to the past and are sometimes seen by important people around us. As a result, they are truly permanent and adaptable to change. The authors describe it as human emotion about their language or other languages. The author presents one of the most recently used definitions, describing linguistic perspectives as the tendency and direction to evaluate social materials such as language. Different theories have identified different linguistic perspectives, but few of the commonalities are man-made motivation or unity, the importance of linguistic, instrumental motivation, and social dignity (Crystal, 2000; Janse, 2003).

### **Linguistic Behavior Across the Globe**

The field of linguistics has been extensively explored around the world. The researchers tried to summarize some recent related studies in this field. The authors explore the relationship between language perception and language use in post-colonial Rwanda. This study shows that there is a competitive language in all areas of Rwandan language use. One language takes precedence over another based on users' perceptions of the language and the relationship between users (Molinsky, 2013).

The authors investigate language transfer and linguistic maintenance in the United State of Amirates. The research focuses on Eritrean immigrants of the second generation of Tigrinya. The survey results showed that respondents had limited knowledge of the United State of Amirates often translating said language into Arabic language and the other way around (Kachru, 1991). The research also found that while the use of the Arabic language is increasing the use of Tigrinya is decreasing. Researchers conducted an experiment with matching devices with Galician high school students to assess students' implicit language attitudes. The results of the survey showed that respondents had diverse attitudes regarding standards (Kachru, 1996).

A study by the authors shows that there is a generally more optimistic attitude regarding English than Italian. In terms of unity, they expressed support for Italian but they had a more positive view of English than Italian and the respondents interpreted by the researchers were social proof (Vettorel, 2013). The authors conducted the same nature research and explored signs of language change in Iran Using the questionnaire, the results of this doctoral dissertation show that English is replaced by Persian in education, and the general public supports English as the language of instruction (Atai & Mazlum, 2013).

### **Linguistic Behavior in Punjab, Pakistan**

In the case of Pakistan, linguistic perspectives were an important and important field of research. Readers will find research on Brahui, Kashmiri, Punjabi, and other small languages such as Balti and Bhaya. A study of the relationship between language attitudes and the language policy of Sindhi speakers. He said that the participants are gradually losing their mother tongue. Sindhi like their language only because they are related to their identity.

Kashmiri speakers are remarkable because they claim that Kashmiri is the source of the speaker's ethnic identity. Kashmiri speakers are concerned about their language and identity and want to develop a sense of nationality to deal with racial and linguistic similarities.

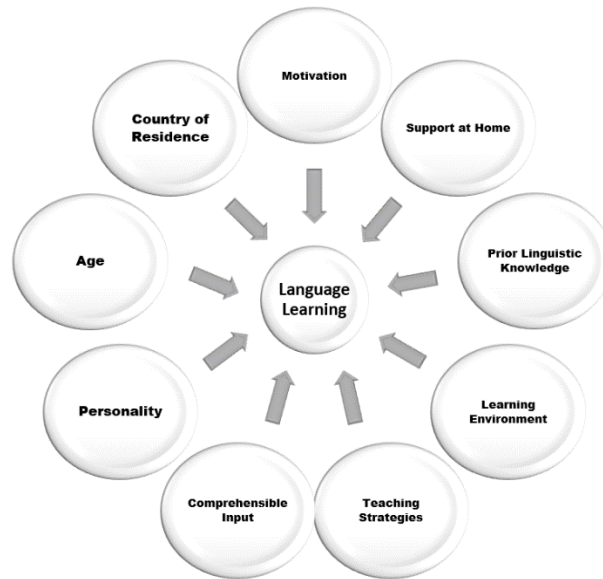
Recent research in this area is in the Balti language. According to the researchers, the lack of official status, teaching, and lack of language has contributed to a decline in its usefulness and use in social and electronic media.

A study of Punjabi shows that Punjabi is declining due to the overuse of English and the national language of Urdu. Researchers are exploring linguistic contexts and social strategies that threaten the sustainability of Punjab. Well-known scholars have further confirmed these findings. According to their research, Punjabi is an accepted language because it is not widespread or restricted. The author thinks that it is easy to show emotions and feelings in Punjabi or English, but Punjabi is not very important. The researchers' findings also show participants' negative attitudes toward the Punjabi and Punjabi-speaking communities. Punjabi studies have been rejected even by students who do not think they are useful in this modern age.

In particular, most of these scholars did not use comparison models to accomplish their studies. Local languages such as Balochi, Punjabi, and Pashto have suggested linking the decline with the significance of English and the national language of Urdu, but no such study has been done. The present study uses a comparison model to deeply insightful findings by comparing linguistic perspectives with Saraiki, Punjabi, Urdu, and English.

### **Research Model and Hypothesis**

To analyze the research problem, the authors have selected the major influential factors in the learning of language after an in-depth study of different researches. Motivation, Support at Home, Prior Linguistic Knowledge, Learning Environment, Teaching Strategies, Comprehensible Input, Personality, Age, and Country of Residence are the major nine influential factors and are presented in Figure 1. The research hypothesis is given in Table 1.



**Figure 1:** Research Model for Analysis of factors influencing the learning of languages

**Table No. 1: Research Hypothesis**

H#	Variable	Hypotheses
H1	Motivation	Motivation has a significant effect on the learning of language
H2	Support at Home	Home Support has a positive significant impact on the learning of language
H3	Prior Linguistic Knowledge	Prior Linguistic Knowledge has a significant effect on the learning of language
H4	Learning Environment	Learning Environment has a significant effect on the learning of language
H5	Teaching Strategies	Teaching Strategies has a positive significant impact on the learning of language
H6	Comprehensible Input	Comprehensible input has a significant impact on the learning of language
H7	Personality	A higher degree of personality has a positive impact on the learning of language
H8	Age	Age has a positive significant impact on the learning of language
H9	Country of Residence	Comfort level in the country of residence creates a positive impact in the learning of language

## METHODOLOGY

Saraiki, Urdu, Punjabi, and English are the most important languages in this Punjab province but the core issue is that these languages are challenging each other for control. The most frequent languages are Urdu and English which are used in educational institutions and offices. It is noticed that the government is taking a lot of serious nature of measures to promote the Urdu language in offices as well as in the Education Institutions as compared to other regional languages like Saraiki, Punjabi, and English. But it is an astonishing position for the country that English is dominating day by day over the Urdu language and as it is supposed to be status language. Over time, the English language is influencing all the regional languages as well. To know the actual cause of this problem, research has been carried out to analyze the behavior of the Pakistani people towards language. Empirical research has been carried out to compare the behavior of the people who belong to Punjab towards Saraiki, Punjab, Urdu, and English.

There are four types of language acquisition theories that are developed over some time to get the knowledge of language acquisition. These four schools of thought provide guidelines about language acquisition. The first is Behaviorism which is based on the behavior approach, the second is

Mentalism which is based on the mentalist approach and the third is cognition which is based on the psychological approach. The fourth and last theory is motherese is based on the maternal approach.

In this paper, the mentalists approach has been opted to explore the language-related behavior of the people (Perner & Esken, 2015). In this approach, the thoughts of the persons are studied, concentrating on the thoughts, perceptions, mental imagery, consciousness, and unconsciousness of the mind. It is an indirect study by fetching the thoughts of the person (Costa & Coleman, 2013).

To collect the samples of the data, Rawalpindi, Lahore, Sahiwal, Multan, Bahawalpur, and D.G. Khan divisions have been selected as the largest cities of the Punjab province. These cities are also educational hubs of their regions and most of the private and public sector colleges are located there. Authors selected random private and public sector colleges and details are given as under:

**Table No. 2: Division Wise distribution and sample size**

Sr. No	Name of the Division	No.	Percentage
1.	Rawalpindi	15	9%
2.	Lahore	32	19%
3.	Sahiwal	16	10%
4.	Multan	37	22%
5.	Bahawalpur	41	24%
6.	D.G Khan	27	16%
	<b>Total</b>	168	100%

The authors collected the sample of the data from the 168 individuals belonging to six divisions of Punjab, Pakistan, details are given in Figure 2 and Table 2 above. All the participants of the survey belong to private and public sector colleges. The authors did not discriminate the status of the student whether he/she belongs to the private sector or public sector. All the participants belong to graduation and master's degree classes. The ages of the participants are also more than 22 years. The authors used a quantitative approach to summarize the survey. They conduct an empirical study, a questionnaire was developed and both authors checked the questionnaire to validate it.

The feedback of the participants was recorded on the questionnaire and stored in the computer system to apply statistical tools and to obtain quantitative data. The authors used closed questions (Yes/No) to obtain the feedback of the students. The authors tried their level best to cover the major aspects of the learning factors.

After entering quantitative data into SmartPLS and SPSS, the first thing is required to do is the descriptive analysis of the data. The authors also used the convenience sampling technique, thereafter, authors planned analysis methods keeping in view the statistics experts and based on the literature review. In this paper, the authors performed descriptive analysis, regression analysis, reliability, and validity test, T-test, and ANOVA tests.

## **RESULTS AND DISCUSSION**

In the first step of the analysis, the authors conducted a descriptive analysis of the data to get the responses of the students about the learning of language. At the start of the survey, more than 250 students participated in this study, a proper questionnaire was distributed and double-checked by the authors, the participants who did not answer the questions properly were rejected from the initial scrutiny of the questionnaire and the remaining 168 questionnaires were finalized for data analysis.

### **Descriptive Analysis**

As stated above, the survey has been conducted to ask the participants about Yes/No questions to know about their opinions about the key factors influencing the learning of Punjabi, Saraiki, Urdu, and English languages. The opinions of the participants/students are given in Table 3 and Yes/No responses are given in Figure 3.

**Table No. 3: Descriptive Analysis**

Variable	Mean	SE	SD	Yes	No
Motivation	0.7679	0.011	0.343	129	39
Support at Home	0.7857	0.012	0.343	132	36
Prior Linguistic Knowledge	0.8095	0.012	0.343	136	32
Learning Environment	0.7679	0.011	0.343	129	39

Teaching Strategies	0.7917	0.012	0.343	133	35
Comprehensible Input	0.6786	0.012	0.343	144	54
Personality	0.7083	0.011	0.343	119	49
Age	0.8095	0.013	0.343	136	32
Country of Residence	0.8274	0.013	0.343	139	29

During descriptive analysis, the authors noted that the means and mode values of all the variables are 1 and the value of SES and SEK are 0.0816 and 0.1633. The Standard Deviation (SD) of all the variables is 0.343 while the Standard Error (SE) of all the variables is between 0.011 to 0.013 which are very minor values. The descriptive analysis revealed that 82.7% of participants gave their options in the favor of the Country of residence. Thereafter, Prior Linguistic Knowledge and Age have the same value i.e., 80.95%. The lowest value extracted from the analysis is Comprehensible Input i.e., 67.86%.

#### Reliability and Validity Test

The authors have checked the reliability and validity of the questionnaire through the SPSS and SmartPLS, and the value of the Cronbach alpha is  $> 0.8$  which means that the data is consistent and reliable. The results of reliability and Average Variance Extract are given in Table 4 given below.

**Table No. 4: Reliability and AVE Test**

Variable	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Motivation	0.864	0.872	0.7129
Support at Home	0.832	0.841	0.7325
Prior Linguistic Knowledge	0.854	0.863	0.7129
Learning Environment	0.864	0.880	0.7415
Teaching Strategies	0.836	0.841	0.7315
Comprehensible Input	0.852	0.862	0.7169
Personality	0.874	0.881	0.7598
Age	0.812	0.820	0.7710
Country of Residence	0.803	0.810	0.7135

The composite reliability of the variables is also very high meaning  $> 0.8$ . It is paramount to add here that the cutoff value of the Cronbach Alpha test is 0.70, the Composite Reliability cutoff value is 0.70, and the AVE cutoff value is 0.50 (Hair et al., 2011; Vinzi et al., 2010). Results of the Table 4 shows that all the variables used in this study are statistically reliable.

#### T-Test Analysis

The T-test analysis is used to check the reliability of the hypothesis. The hypothesis of the study in question is given in Table 1 above. The T-test is used to compare the means of the independent variable and dependent variable (Kim, 2015; Ruxton, 2006). It is paramount to add here that in this study nine selected influencing factors are independent variables whereas Language Learning is the dependent variable. In this study, the authors have applied an independent T-test on the study. The results of the T-test are given in Table 5.

**Table No. 5: T-Test Analysis**

Variable	t-test for Equality of Means		
	t	df	Sig. 2
Motivation	31.962	167	0.000
Support at Home	25.514	167	0.000
Prior Linguistic Knowledge	19.794	167	0.000
Learning Environment	23.875	167	0.000
Teaching Strategies	25.658	167	0.000
Comprehensible Input	47.269	167	0.000
Personality	35.996	167	0.000
Age	132.063	167	0.000
Country of Residence	17.446	167	0.000

The results show that the P-value (Sig.2) of all the variables is 0.0 which is less than 0.05 i.e.,

cutoff value. The t value of all the variables is greater than 1.96 that is the cutoff value. The results also show that all the independent variables are significant.

### **Regression Analysis**

Regression analysis is a statistical tool used to examine the relationship between one or more than one independent variable and dependent variables (Chatterjee & Hadi, 2013). The authors used SPSS to get the results of the regression analysis between nine key factors and dependent variables i.e., Language Learning. The results of the Regression Analysis are given in Table 6 below. The authors in Table 6, presented only the most important information, and the rest of the regression analysis results are omitted in this study.

**Table No. 6: Regression Analysis Test**

Latent variables	Model		ANOVA		Unstandardized Coefficients		Standardized Coefficients
	Multiple R	R <sup>2</sup>	F	Sig. F	B	SE	β
Motivation	0.730	0.532	1021.610	0.000	0.845	0.026	0.730
Support at Home	0.648	0.420	650.968	0.000	0.688	0.027	0.648
Prior Linguistic Knowledge	0.551	0.304	391.788	0.000	0.620	0.031	0.551
Learning Environment	0.623	0.388	569.993	0.000	0.722	0.030	0.623
Teaching Strategies	0.650	0.423	658.310	0.000	0.696	0.027	0.650
Comprehensible Input	0.845	0.713	2234.373	0.000	0.944	0.020	0.845
Personality	0.769	0.591	1295.717	0.000	0.920	0.026	0.769
Age	0.975	0.951	17440.585	0.000	0.990	0.007	0.975
Country of Residence	0.503	0.253	304.363	0.000	0.502	0.029	0.503

The first column of Table 6 is Multiple R. It is a correlation coefficient, and it informs the researcher of how strong linear relationship between the independent variable and dependent variable. The above-presented results show that Age has the highest correlations coefficient (0.975) in the learning of language and country of residence has at least relationship amongst 09 variables. The range of the correlation coefficient is between +1 and -1 (Vinzi et al., 2010). If the values of the correlation coefficient are between (0 to 0.3) then it is considered as a weak and if values are between (0.3 to 0.7) then it means, the relationship is moderate, and if values are above 0.7 then it is considered as strong relationship (Voelkl & Gerber, 1999). The values of the Multiple R shown in Table 6 depict that the relationship between independent variables and dependent variables is moderate and Strong.

R Square (R<sup>2</sup>) is the Coefficient of Determination. It informs the researchers that how many points of the y-values fall on the regression line. It also talks about the cause of variance in the dependent variable because of an independent variable. The results presented in the Table 6 shows that 71% of the variation in the Language Learning dependent variable is because of Comprehensible Input and on the other hand, the Country of Residence has at least R<sup>2</sup> (25%) amongst 9 independent variables.

The F-test results of the experiment are also significant. The Sig. F (P-value <0.05) of all the variables are within the cutoff value. The results show that all the variables are performing their job well while predicting the dependent variable. The age variable has the highest value (0.990) means this variable is creating the most significant impact on the performance of the dependent variable whereas the country of residence is very less impact on the performance of the dependent variable. The final result of the regression is the value of β. Table 6 shows that the value of the β is equal to the value of the Multiple R. The value of the β is very important in the Regression Analysis test. It is used to accept or reject the hypothesis. All the values of the β are >0.3 which means all the hypotheses are correctly developed.

### **CONCLUSION AND RECOMMENDATIONS**

Since the last many years, there has been a dramatic shift in the student-centered approach to education, particularly in the learning of language. As a result of this change, many researchers have explored the influencing factors that successful linguistic students faced during the learning of language, and to know why some linguistic students succeed and others do not, the authors began exploring Language Learning factors. Researchers agreed that students use different language learning techniques intentionally or unintentionally to distinguish between successful and unsuccessful students. Numerous studies link



language learning factors to students' age, gender, nationality, and competence. Language learning affects Urdu, Punjabi, Saraiki, and English, so it is significant to wisely recognize and learn the factors faced by the Urdu, Punjabi, Saraiki, and English students.

In this paper, a language learning model for the learning of Urdu, Punjabi, Saraiki, and English was prepared, the study applied a mentalist and quantitative approach by using a questionnaire. A survey was designed keeping in view literature and based on experts' opinions. Nine very important hypotheses were developed that affect the learning of languages. The sample size of the data was 168, IBM SPSS and SmartPLS tools were used for reliability and validity, descriptive, T-test, and Regression analysis. Results show that 82.7% of participants stated that Country of residence is the major factor in the learning of language followed by Prior Linguistic Knowledge and Age has the same value i.e., 80.95%.

The authors recommended that academicians should try to find some suitable solutions to overwhelmed the learning barriers. First, you can aim to develop the basic skills regarding the language. This must be completed at the beginning of the student session.

Listening is almost twice as good as talking and three to four times much better than reading and writing. Therefore, listening to correct speech can help with visual aids. The audience's interest in the subject increases.

It is also suggested that four skills of each language should be given equal weightage. The learners should be provided a healthy educational atmosphere. The spoken skills of each student must be given significance. The language experts are advised to adopt simple techniques to make the learners fluent in every skill of the language.

When a learner is not speaking means they are in a period of silence. Students must not ask to speak in silence but must be given the chance to contribute in non-selected group activities. They start with two- or three-word sayings and create simple sentences to meet their elementary requirements. Students must be stimulated to take risks.

Students are encouraged to participate in discussions and to read aloud or to volunteer. But do not ask to share unless they are ready and willing. After being in the group for a few weeks and being satisfied with his / her comments her group fellows share in a group setting. Always discuss and exercise with associates and groups before they have the chance to contribute with the whole group.

Writing is arguably the most complex of the four. Therefore, students need to be well equipped and inspired before they can start writing. Grammar errors are considered part of the whole study and you have to write a lot on different topics.

In the future, the authors will apply more tests to get more accurate results like path analysis, factor loading, Statistical Model, Reflective Measurement Model, Internal Consistency Reliability, Indicator Reliability, Convergent Validity, Discriminant Validity, Formative Measurement Models.

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