

The Relationship between Speech and Language in Children's Performance in Writing, Reading and Mathematical Arithmetic

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Abstract

The main purpose of this research was to understand the relationship between speech and language in children's performance in writing, reading and mathematical arithmetic.

The research focused on six schools in the Municipality of Drenas, where as a sample of research were the teachers of classes III, IV and V, who had students with speech and language disorders.

The instrument used for this research was a standardized and adapted questionnaire in Albanian, which assessed a total of eleven areas (reading, pronunciation, fine motor skills, mathematics, language, knowledge, memory, art, physical education, and spatial awareness). The results of this research help us understand that shows that there is a significant positive correlation between the variables "Language skills" and "Reading skills" $r = .673^{**}$, $p < 0.01$; "Language skills" and "Writing skills", $r = .381^{**}$, $p < 0.01$; "Language skills" and "Pronunciation skills" $r = .600^{**}$, $p < 0.01$; "Language skills" and "Skills in mathematical calculations", $r = .617^{**}$.

Keywords: speech and language disorders, mathematical calculations, reading skills, writing skills.

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