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This is submitted for

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Introduction

My research paper has been made as guide for teachers who teach the different aged pupils at schools. It is obvious fact that in every year in many parts of the world a considerable number of peoples find themselves called upon to teach English to those whose mother tongue is not English. So, the knowledge of English has become essential in more and more fields of life, and it has become increasingly important for all parts of the worldwide population. Nowadays in our republic a great attention is being paid to broadcasting of the English language.

As our president Sh.M.Mirziyoyev stated "The teaching foreign language process requires a teacher to know the target language (e.g. English) from the pointy of philology, pedagogy, psychology, methodology, psycholinguistics, science of information technologies and applied linguistics to be a totally professional of his or her speciality. Without any doubt it is known that it is difficult to acquire all the theoretical and practical basis of above mentioned fields of science. The progress of the effective system depends on the both a teacher and a learner, in fact, and the rest pedagogical, methodological and technological means provide them with the form and content of the lesson."[1] From this speech we can realize that teaching foreign language is one of the main aims of our modern education thus foreign languages open the door to the world and gives a key to any sphere all over the world.

This document serves as an important guideline in development of new textbooks for teaching foreign languages, introduction of advanced teaching methods using modern pedagogical and information-communication technologies, education of a new generation to foreign languages, cardinal improvement of the system of training of specialists, fluent in these languages, creation of conditions and opportunities for wide use of information resources by students. Persisten works on raising awareness of the public concerning the essence and significance of the resolution, ensuring its execution are being carried out. The National

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[1] Mirziyoyev Sh.M. The adress of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis. Tashkent: "Uzbekistan" publishing house, 2018. – 64p

Broadcasting Company, State Committee for communications, information and telecommunication technologies, Agency for Press and Information of the Republic of Uzbekistan are tasked to prepare and broadcast language-learning programs, significantly increase access to international educational resources via "Ziyonet" educational network, promote publication of foreign language textbooks, magazines and other materials. Also it is envisaged that university modules, especially in technical and international areas, will be offered in English and other foreign languages at higher education institutions. It is a great honor for us that the model of reforming the educational system and experience of its implementation developed in Uzbekistan is being discussed with contribution from outstanding academics and experts, heads and representatives of world-renowned education institutions and eminent international organizations.

To start with, it needs stressing that the education reforms program adopted fifteen years ago and dubbed the National Program for Training of Specialists stands as an inseparable and integral part of our own «Uzbek model» of economic and political reforms based on gradual and evolutionary principle of building a new society in the country.

The program, itself a product of an in-depth research and study, summary of the practice hoarded by advanced nations, aims to completely eliminate stereotypes and dogmas of the communist ideology imposed in the past, consolidation of democratic values in the minds of people, first and foremost among the growing generation. In a word, the program is directed at nurturing a comprehensively advanced individual with independence in thinking and outlook, with its own preferences and firm civic position in life.

It was simply impossible to further that goal without radical reconstruction and transformation of the education system that had been there for many years.

Given that about 35 percent of Uzbekistan's population is children under 16, more than 60 percent are the youths under 30, the role and significance of these reforms becomes clear and obvious.

In accordance with the adopted program, we have introduced a 12-year universal compulsory and free education in Uzbekistan on the scheme 9+3. The fundamental characteristic of the model being built in our country is that following the nine years of study in a general school, during the ensuing three years young people attend specialized professional colleges and academic lyceums where every one of them, along with the general disciplines, obtains vocational training on 2–3 professions in demand in the labor market.

The law secures that the 12-year education in Uzbekistan is mandatory and free for all, and is conditioned by the fact that the growing generation is obliged to receive a 12-year education, attain a concrete vocation and profession. This is particularly true for our girls.

In this respect, we imply that in every newly created family, it is important that the young women have a certain profession, with their own views and their firm position in life.

Thus, it is imperative that following a nine-year general education, where general knowledge is taught in wide spectrum of disciplines, the youths, and mandatorily our girls, continue with education in colleges and academic lyceums, obtain a profession in two or three areas.

After 12-year compulsory education everyone by his or her choice can continue study at higher education institutions to obtain undergraduate and graduate degrees.

Access to and quality of education have been a long-term priority of the Uzbekistan government and great improvement has been achieved in this regard. As for quality of education, the current education and training policy gives due attention to pre-service and in-service teacher trainings offered at all levels of the education system. Emphasis is given on active learning strategies in the teaching and learning process and various attempts have been made by the government, NGOs and other stakeholders to familiarize teachers with theories and practice of learner centered methods and integrated approaches, which have in various socio-cultural contexts proven to enhance the learner's ability to

learn. In line with these efforts, People in Need prepared this publication, which is based on years of preparing and conducting in-service trainings. It offers a complex overview of active learning and other related strategies and demonstrates in an understandable way how teachers can use these methods in class. Objectives of the Manual The general objective of this manual is thus to bring a change in the quality of teaching in primary and secondary schools and improve students' learning. Specifically, the manual aims to familiarize teachers with theoretical and practical understanding of the learner centered methods and encourage their implementation. The different methods presented are thus carefully selected according to their practicality and applicability in the context of Uzbekistan`s schools. Modern Teaching Methods Manual Authors of this manual define modern teaching methods (MTM) as a variety of learner centered approaches that promote literacy and development of life skills such as communication skills, lifelong learning skills and critical thinking skills. The content of the manual also considers the culture and indigenous knowledge of the Ethiopian society. The specific methods included in the manual are: – Active learning methods (such as brainstorming, clustering, rotating review, etc.) – Techniques of assessment and evaluation (such as peer assessment, self-assessment, etc.) – Portfolio development – Lesson planning – Various games and refreshers The manual contains numerous hand-outs which further explain the theoretical basis of the methodology and explain each method and activity in detail. Theoretical Bases of the Manual The overall approach of this manual is based on the socio-pedagogical constructivist theory of learning, which assumes that all learners are unique and the most effective way to build their knowledge is through connecting the "old" with the "new" in a meaningful way. If this occurs, learners are more likely to understand the content and also to use acquired knowledge in their everyday life. Socio-pedagogical constructivism also argues that information is remembered better if it is gained through an active learning process that encourages learners to build their own knowledge structures. One of the practical tools produced by this theory is the ERR

framework of thinking and learning1 (ERR stands for Evocation, Realization of Meaning and Reflection). This framework helps teachers convey knowledge in a very effective way and is often referred to in the manual, where it serves as the foundation for organizing the methods and delivering the content.

"Education is life or death" mentioned by the great scholar Abdulla Avloniy in XIX century. He was absolutely right and the history has already proved his consideration.

My qualification paper is devoted to one of the actual themes of teaching foreign language **: Research on acquiring a foreign language by different age groups.**

The actuality of the theme: Though the teaching English in different classes have been more or less investigated in teaching process, there has been many scientific research devoted to the study of the theme and to the effective methods of teaching in English.

The aim of the research: the analysis of teaching English and methods of teaching English language at Uzbek schools.

The degree of inquiry of the theme. This research work includes a number of articles, scientists' and researchers' observations and suggestions. The research introduces great scholars such as Nation[2], Waring, Nagy[3], etc.

In order to achieve the above mentioned aim we should carry out the following objectives:

1) To identify and justify the actuality of the chosen theme;

2) Looking through the qualitative and quantitative analysis of teaching English to different classes .

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[2] Nation, P. and Waring, R. (1997) Vocabulary Size, Text Coverage and Word Lists. In: Schmitt, N. and McCarthy, M., Eds., Vocabulary: Description, Acquisition, and Pedagogy, Cambridge University Press, Cambridge, 6-19.

[3] VOCABULARY INSTRUCTION AND READING COMPREHENSION.William E. Nagy University of Illinois at Urbana-Champaign . August 1988

3) To work out methodical recommendations for teaching English to different classes.

4) Clarifying theories and methods according to their usage.

Research questions:

1. What aspects should foreign language teacher pay attention when teaching different aged learners?

2. How primary school children and adults acquire foreign language, obstacles and advantages of age on learning.

The object of the research: Teaching English to different classes which consists of some different levels at schools.

The subject matter of the research: to define all aspects of teaching foreign languages at schools.

Novelty.

- The research contains beneficial strategies and their usage in class.
- The paper reveals how to teach different aged pupils efficiently.
- The work analyses theories of foreign language teaching on primary and secondary education.
- The research paper clarifies theories and methods according to their usage.

The theoretical and practical value of the research lies in the fact that related languages has been further elaborated, and on the basis of the linguo-didactic comparison useful strategies (methodical recommendations) for teaching the means of expressing the Modern English at Uzbek schools have been worked out and offered. The results of the research can be used in the lessons . The main provisions of this research may serve a basis for further study of teaching English and other such like concepts.

Literature review

It is an obvious fact that the younger the child, the easier it is for them to learn a second language. But sometimes they can make some mistakes with small sounds . Especially we can see it with adult learners. For example, Polish students of English have difficulty differentiating between vowels such as "pen" and "pan" while German students must learn to hear a difference between the v in "vest" and the w in "west".

Scientists used to believe that the adult brain could not be retrained later in life to distinguish between these sounds: in other words the brain's plasticity (or ability to change) was set.

Dr. Iverson shows that young people and adults can retune their brains to hear these differences again. Scientists now believe that the difficulties are caused by our experience which teaches us to ignore certain sounds so that we are able to give our full attention to the sounds that (in our native language) matter most to understanding a sentence.

Talking at the UCL workshop, which brings together specialists in language, speech and speech perception, Vygotsky said: "Adult learning does not appear to become difficult because of a change in neural plasticity. Rather, we now think that learning becomes hard because experience with our first language 'warps' perception. We see things through the lens of our native language and that 'warps' the way we see foreign languages."[4]

"It is very difficult to undo this learning. That is, we change our perception during childhood so that it becomes specialized to hear the speech sounds in our first language. This specialization can conflict with our ability to learn to distinguish sounds in other languages. Through training, we can essentially change our 'perceptual warping' to make second-language learning easier. I hope that this research will lead to new ways of training young learners and adults to learn second languages."

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[4] Vygotsky. L. Thought and language. New York: Cambridge University Press. 1962, p45

2.1. Principles of foreign language acquisition by young learners

The Swiss psychologist Jean Piaget[5] and his colleagues have demonstrated that children in primary or elementary school are usually in the concrete operational stage of cognitive development. This means that they learn through hands-on experiences and through manipulation of objects in the environment. Children in primary or elementary-school settings generally learn by doing. If this principle were extended to the English teaching setting, it would mean that children in language classes need to be active than passive; they need to be engaged in activities of which language is a part; they need to be working on meaningful tasks and use language o accomplish those tasks. So when the teacher wants to teach children how to speak he should not only show them how to do it but give them tasks and practical exercises.

This principle, which comes from the work of the Russian psychologist Lev Vygotsky[6], suggests that children need not only hands-on or direct experiences, but also experiences where they are interacting with and learning from others, both adults and other children. In terms of language classes, an implication would be that children need to use the new language with each other and with the teacher. Another implication would be that the teacher, as the one who knows more English that the children, needs to interact with the children in English, using the language that is related directly to activities in which children are engaged. So when teacher wants his children to speak he should use not only method of asking questions, but such methods of group work or work in pairs to teach them how to speak to each other in informal situations.

Language acquisition occurs through learners figuring out how the language works, through learners making and testing out hypotheses about the language. Language acquisition involves the cognitive work of creative construction of the
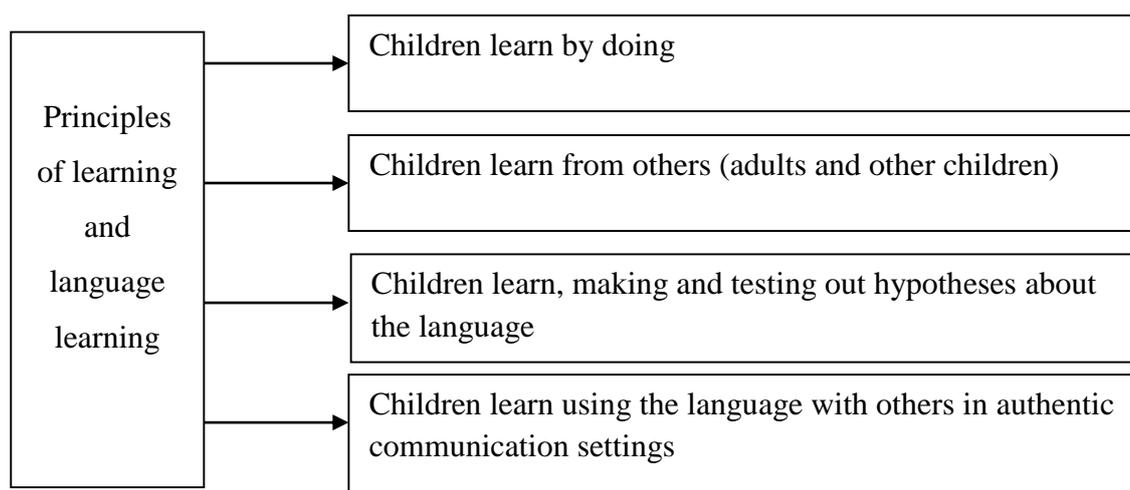
[5] Piaget. J. The language and thought of the child. Cleveland, Ohio: World Publishing Company. 1955, p 155.

[6] Vygotsky. L. Thought and language. New York: Cambridge University Press. 1962, p 56

rules of the language[7]. So teacher should not be afraid of children's mistakes, when they speak and experiment with the new language, it is a natural and inevitable part of language learning.

Language acquisition occurs through social interaction, through having to use the language with others in authentic communication settings. Language develops as speakers try out the language they are figuring out in situations with others, and as others respond to their efforts. Interlocutors work together both to be understood and to understand each other. So one of the methods of teaching speaking is to give children tasks to speak to each other more then to speak to teacher.

These principles suggest a communicative approach to language teaching, which focuses on involving pairs and small groups of learners in authentic communicative situations and in problem–solving and information-gap activities. They suggest an approach in which the teacher uses English both to introduce and oversee the activities and to talk with children as they work together. So these principles help teacher, who wants his children to speak English, to be focused on the communicative approach in teaching.

Principles of learning and language learning	Children learn by doing
	Children learn from others (adults and other children)
	Children learn, making and testing out hypotheses about the language
	Children learn using the language with others in authentic communication settings

Pic. 1.Principles of learning and language learning

How a teacher can develop the Communicative Competence

[7] Mubaslat, M.M. (2012). The Effect of Using Educational Games on the Students' Achievement in English Language for the Primary Stage, p 34

Primary class teachers are only too aware of their responsibility in this area of foreign language acquisition and are anxious at all times that their pronunciation, intonation and rhythm are accurate, if only to ensure that the results of their teaching programs are validated and approved of by their secondary modern language specialist colleagues. Speaking is demanding of teacher and pupil alike. For the child it means discriminating between different speech sounds and being able to produce them correctly, building up new pronunciation habits and overcoming the bias of the first language, feeling the different stress patterns in the new language, having the confidence to hear themselves express their personality in a «foreign» medium, being content to inhabit a new persona. In their own language they can express emotions, communicate intentions and reactions, explore the language and have fun with it. If teachers succeed in creating the right ethos and atmosphere, this is what the child will reasonably expect to be able to do in the foreign language as well. However, these expectations can be fulfilled (or thwarted) by the teacher. Constancy of practice, a non-judge mental response to «errors», and an acceptance of the child's use of the mother tongue will contribute to a more creative, less circumscribed use of the foreign language.

In the foreign language, as in the mother tongue, the child will speak spontaneously only when they perceive the need, what Margaret Donaldson calls the «intention to-say-so-and-so». Teachers can teach formulaic expressions and these will make up a substantial portion of the child's repertoire contributing to their growing sense of achievement. Indeed, their skilful use seems to contribute greatly to communicative success. After all, nothing succeeds like success! These are the child's «data» which they use to analyze how language works. But how can we help the child go beyond these formulaic, short utterances? How can we scaffold the child's attempts to communicate verbally in the foreign language?

Implications for the teacher

Paradoxically children often assume that there is something unique, other, unconnected to anything else, about learning a foreign language. Teachers remind

them of the basic and essential functions of language and that not all communication need be verbal. Non-verbal cues include:

– intonation,

– facial expressions,

– gesture,

– reaction to other's speech.

The sensitive teacher will alert the children to a common feature in speech: we identify a setting, we pause, and then we focus. The need to communicate is occasioned by children's excitement, by their determination to transmit a piece of information to someone for whom they feel affection. The major problem confronting teachers is that of identifying «needful» situations for their pupils.

There is a natural tension, of course, between the authentic one-word answer in response to questions such as what's your name? How are you? Do you like…? And the fuller utterances which teachers might wish to encourage. But these fuller utterances, often involving the use of finite sentences, can develop and simultaneously demonstrate the child's growing communicative competence. Teachers all know that to use a language creatively they must be able to operate a system of underlying rules; otherwise they would remain at the level of the phrase book. In order to make a foreign language really work for learners, teachers have to go beyond lists of vocabulary (nouns, adjectives, etc.) or lists of structures of functions. Teachers have to teach the language as dynamic system, one that enables the learner to create language rather than reproduce it and provide a learning context which is congenial to risk-taking, uncertainly, problematic situations and a real sense of purpose.
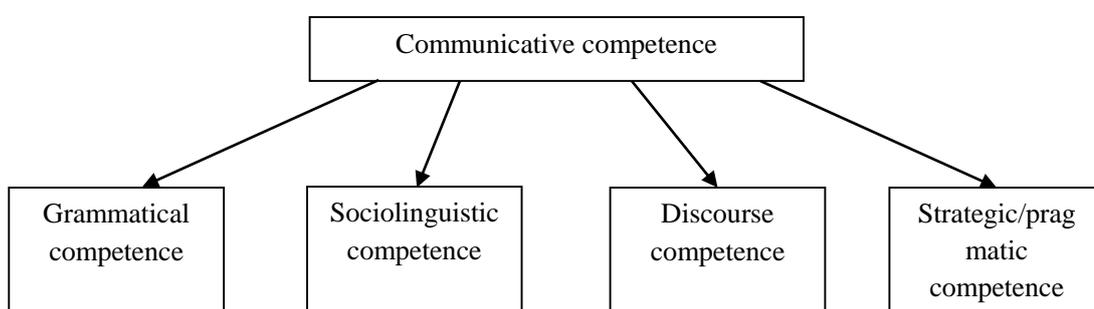
To produce appropriate language effectively, it is necessary to have a certain level of competence in a number of aspects of language use. The Canadian researcher Canale identified four components of communicative competence (pic. 2):

1. Grammatical competence: knowledge of vocabulary, of sound and of grammar;

2. Sociolinguistic competence: knowledge of how to use the language appropriately in different types of context, for example, deciding whether the situation dictates a formal/casual response, complaining politely, refusing, etc.;

3. Discourse competence: knowing how to begin, develop and close a conversation, how to change the subject, how to take turns, how to intervene, etc.;

4. Strategic/pragmatic competence: knowing how to cope when communication breaks down, asking for clarification, making up words in the foreign language, avoidance tactics, etc.

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                    ┌─────────────────────────────┐
                    │  Communicative competence   │
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│ Grammatical │ │ Sociolinguistic │ │ Discourse   │ │ Strategic/prag │
│ competence   │ │ competence   │ │ competence   │ │ matic   │
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Pic. 2. Four components of communicative competence

Competence in these «higher» levels of language will be attained only if the child has opportunity to hear and use language in situations where these competences (pic. 4) are authentically required.

Just as with the mother tongue, a foreign language is acquired through a developmental process that focuses first on language use through meaningful communicative activities, combined with steps along the way that sometimes involve focus on language form with conscious self-editing and refinement of the rules of the language.

What is needed is a consciousness-raising of the rules, a focus on the components of the utterance so that the child can more control of their speech. This is not to advocate a return to dry grammar/parsing lessons. It is, rather, helping the child monitor the correctness and/or appropriateness of their utterances, helping them focus on accuracy as well as fluency, on social, discourse and pragmatic features of language use. But this seems far away perhaps from the initial stages of

developing speaking in the foreign language. How do we start? By considering the functions of communication through a range of stress-free and fun activities and by moving on to structured opportunities for the child to explore and enjoy this new language.

There is infinite range of activities – the context, which the teacher, or the teacher and pupils jointly set up, will determine the activity – which will encourage learners to engage emotionally and physically in the language learning process and which will develop techniques to build up a powerful visual and auditory memory and will make them fell able to risk making mistakes. Language is associated with sound, music, movement, color, drama and thereby impregnated with meaning. There are memory games, songs, rhymes, poems, stories which they will hear and want to adapt, make their own. There will be opportunities for dramatization which will exploit the child's sense of theatre and appreciation of audience, their awareness of register.

In the context of foreign language learning the class teacher can do mach to promote the above, in simple ways which are consonant with the ways the child will be learning in other areas of the primary curriculum. For example, if we consider length of utterance, the introduction of connectors (and, but, which) and modifiers (rather, enough) can be introduced at an early stage in the process during the daily routine slot where the children are talking about the weather. For example:

The weather is fine today.

The weather is fine, but it is rather cold.

Not only does the child have the satisfaction of hearing themselves say «more», but they can also be encouraged to reflect on the change in the intonation pattern occasioned by the introduction of the connectors and modifiers. A pattern can then be established in the child's mind. Equally, there is an expectation set up in their mind that they should be willing to expand on utterances, giving opinions, agreeing, disagreeing – all features of natural conversation in the mother tongue.[8]

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[8] Bygate, Martin. Speaking. Oxford; New York, 2000, p 67

Teachers need also to engage the child's activity in the foreign language within the parameters of their current competence but always with an eye to expecting more and celebrating more. Where breakdowns in communication occur, as they will inevitably, then the sensitive teacher allows the child to revert to the mother tongue and will translate for the child, thereby setting up a paradigm of foreign language learning which is again consonant with the ways in which the primary class teacher operates in other areas of the curriculum – namely, providing «knowledge» on a need-to know basis, personalizing the input according to the interests, needs and learning styles of each child. There is an example that is given in practical part, showing how an activity can (a) be connected to an area of the primary curriculum (Math's); (b) allow the children to move gradually from stress-free listening structured speaking to more open–ended speaking; and (c) encourage the children to develop learning strategies. It's named **Shapes.**

What a teacher should use in his work

At first a teacher should know what a child learn by. There are some points. Children learn by:

- Having more opportunities to be exposed to the second language

- Making associations between words, languages, or sentence patterns and putting things into clear, relatable contexts

- Using all their senses and getting fully involved; by observing and copying, doing things, watching and listening

- Exploring, experimenting, making mistakes and checking their understanding

- Repetition and feeling a sense of confidence when they have established routines

- Being motivated, particularly when their peers are also speaking/learning other languages

Children have three main and important sources of interest in the classroom. They are pictures, stories and games: the first being obviously mainly a visual

stimulates the second both visual and aural; and the third using both visual and aural channels as well as activating language production and sometimes physical movement (pic. 3).

Three most important sources of interest for children	→	pictures
	→	stories
	→	games
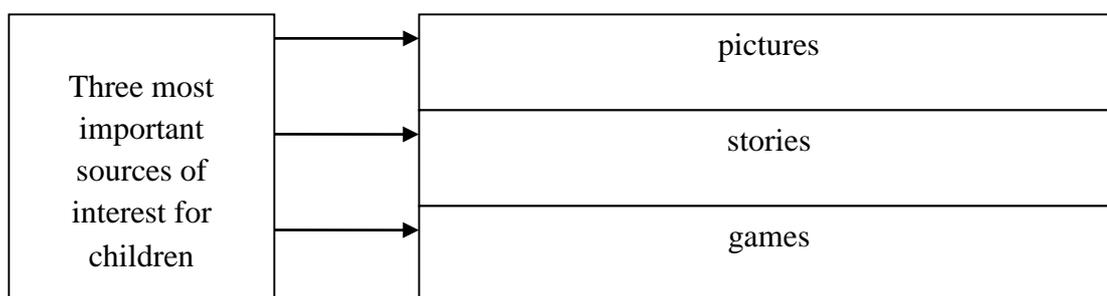
Pic. 3. Three very important sources of interest for children

There is an importance of these sources:

Pictures

Lack of aural stimulus is relatively easy to tolerate: even young learners will work for a while in silence without searching for something to listen to. This, however, is not true of the visual, which is a very dominant channel of input: so much so, that if young learners are not supplied with something to look at that is relevant to the learning task in hand they will find and probably be distracted by something that is not.

The most obvious type of visual material for children is the picture: and the more clearly visible, striking and colourful the better. On the whole, professionally drawn pictures or photographs are used: those in the textbook, or coloured posters, or pictures cut from magazines. But there is also a place for the teacher's own quick sketches on the board (however unprofessional and untidy!); and of course for the children's own drawing.

Stories

Young children love having stories told to them (even adults continue to enjoy it!); and older ones begin to read for themselves. Moreover stories – in contrast to pictures or even games – are pure language: telling a story in the foreign language is one of the simplest and richest sources of foreign language input for younger learners.

The most effective combination in teaching is pictures and stories together: and the success of use of picture-books with young learners has been attested by many.

Games

Games are essentially recreational 'time out* activities whose main purpose is enjoyment; language study is serious goal-oriented work, whose main purpose is personal learning. Once you call a language-learning activity a 'game' you convey the message that it is just fun, not to be taken too seriously: a message I consider anti-educational and potentially demoralizing. Very occasionally we do play real games in the classroom, (at the end of a course, for example, or as a break from concentrated work); but to call something a game when our goal is in fact serious learning may harm the learning – and/or, indeed, spoil the 'game'! – as well as being dishonest.

There are some more sources of interest for children: physical movement (dancing, gymnastics, aerobics); drama (mime, role play, putting on plays); projects (exploring a topic and making booklets or displays on it); doing decorative writing or other graphic design.

Two further dangers are: first, the tendency of some teachers to call activities 'games' for the sake of raising initial motivation, when they are not in fact games at all ('Let's play a game: I'll give you a word, you tell me how it is spelt!'); second, the danger that the obvious activity and enjoyment caused by a game may obscure the fact that its contribution to learning is minimal.

However, another definition of 'games' ignores the implication of non-serious recreation and concentrates rather on their quality as organized action that is rule-governed, involves striving towards a clear goal through performance of a challenging task, and provides participants and/or onlookers with a feeling of pleasurable tension. Children in general learn well when they are active; and when action is channeled into an enjoyable game they are often willing to invest considerable time and effort in playing it. If we design our games in such a way

that they are productive of language learning they become an excellent, even essential, part of a programme of children's learning activities.

So as you can see the most important thing in teaching children is to include game-like activities, especially while teaching speaking. There are some games in the practical part of the work [9].

What a teacher should account in his work

Personalization

Instead of talking about a fictional picture in a course book, children are creating their own meanings. We all like to talk about ourselves and our lives. This makes the lesson transcend the level of 'practice phase' and move into the realms of 'real communication.'

The children will relate to the teenage problem, as it's likely to be one that they or their friends have had. It allows them to deal with personal issues in a safe context, as they're talking about someone else.

Creating the need to communicate

The activities should involve an element of information gap and demand that the children interact in order to complete the tasks. In the first lesson, which is describing in the practical part, children have to communicate because they can't see each other's drawing , the only way to get the information is to speak. The ordering exercise in the second lesson also helps them to focus. If the children are engaged, they are striving or 'pushing' to communicate. Any potential frustration when they find the 'gaps' in their language skills is offset by the intrinsically interesting and engaging nature of the tasks.

Quality of teacher feedback

As always, it's essential to give feedback on content as well as language. Otherwise, the message we're giving to our children is that only the language element is important.

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[9] www.teachingenglish.org.uk/download/children.shtml

What will you do about correction of the 'form'? It's unlikely that the children will get everything right first time. The teacher tries to select one element to correct immediately, for example pronunciation of 'schwa', and then decide to review at another time.

It's important for elementary children to go beyond simple repetition and manipulation of form. They sometimes need to get away from mere 'language practice' and to strive to communicate meaningfully about topics which really concern them. This will inevitably mean mistakes, and sometimes frustration. Both these are part of language learning and shouldn't be avoided. If as teachers we give good quality feedback on content as well as language, we will encourage the children to strive to create their own meanings through English [10].

What the practical activities are

- Create an 'English Corner' by providing materials in English at class such as comics and books, cable TV and Internet (with parental guidance!)

- Play language-based games in English such as Scrabble and bingo, I-spy, 20 questions, Memory, Simon says etc.

- Use sticky labels or 'post-it' notes to label objects at class in English. For example, using a picture or a poster you can label table, chairs, refrigerator, etc.

- Collect music in English, get the lyrics from the Internet and sing along!

- Do craft activities in English. Make puppets and invent a little show in English. Make posters (about their favourite star, sport, etc.); make picture dictionaries with drawings and cut-outs.

- Take an 'English adventure outing'. Take children to a park vertually. Using English only they have to say what they see such as, «The children are riding their bikes», «The man is selling fruit», «There are some boats on the lake»

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[10] Harmer, J. (2007).). *The Practice of English Language Teaching*. Pearson Longman, p 57

and so on. Other locations where you can do this are: the supermarket, an office, a shopping centre.

- Make reading a habit

- Read to children in English. A short story or a few pages of a book daily creates a life-long habit.

- You do not have to buy the books, you can join a library or download text from the Internet.

- If you are concerned with your own pronunciation, there are plenty of materials on the Internet that have the text read to the viewer. Also, there are books that come with cassettes or CDs, so that children can read and listen at the same time. You could do this together.

How to motivate a child to learn a language

Young children are often eager, almost too eager. The problem arises when they are eager to do things other than what you're trying to teach them. Here are six tips to keep them interested in class and motivated to do what you want them to do (pic. 4):

Tip 1: Keep yourself motivated.

Think back to when you were a child. If your teacher was not enthusiastic about what he or she had scheduled for class that day, how did you feel about it? It's the same with young children today. If you, the teacher and often a role model for younger children, think this is a neat activity, then they will too!

Tip 2: Encourage.

Young kids thrive on praise and positive attention from the adults in their lives. If you want them to like you and be motivated in your class, you often just need to give them a lot of positive attention.

Tip 3: Play games

Children learn through play. Oftentimes they don't even realize they are learning if they are enjoying the game. Just think children could sit there and fill

out worksheet after worksheet or they could play an English game and learn the same concepts.

When you play games, you can use points and competition as a motivator, but not for kids under six who may find the competition too stressful. For them, just playing the game is motivating enough. You can also sometimes award extra credit, but use it sparingly so that it remains «extra» and a special reward. Also if you use it too much, children can have so much extra credit that it sways the actual grades too much.
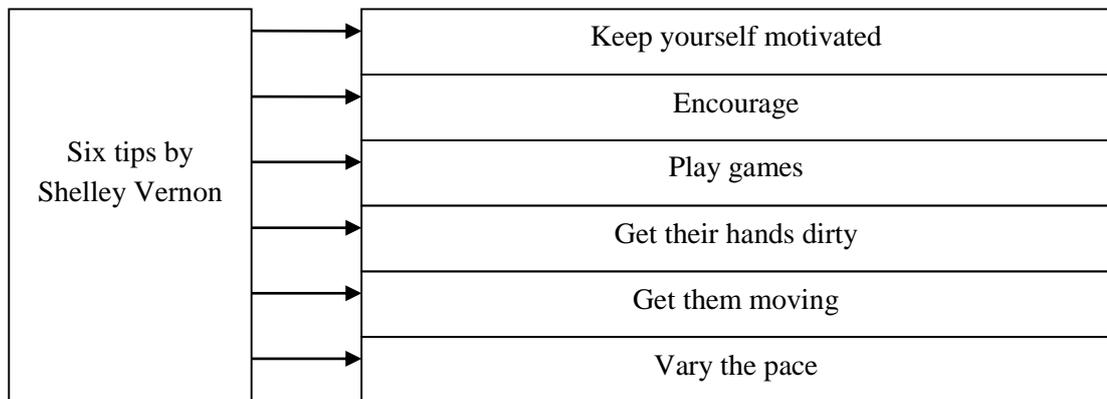
Tip 4: Get their hands dirty

Literally and figuratively children like to work with their hands and whatever you can do to get the items they are learning about in their hands is useful and fun for them. This can be anything from having a sensory table filled with sand and beach items when you want to teach them summer words to having them each bring in a piece of fruit when you are teaching fruit words. Anytime you can get young children up and doing instead of listening (often passively) you are getting their hands dirty in the learning process.

Tip 5: Get them moving.

Movement is a vital component to motivating children. The best way to prevent children from zoning out is to get them up out of their seats at least once each class period. Even if you just require them to come up to you instead of you going to them for help, the movement can help get them out of the trance that they sometimes get from sitting in one spot too long. Grouping the children for study projects and activities helps as well. If you can, let them move the desks around or sit on the floor to change things up as well. Many games involve movement without the children needing to leave their seats, such as miming, moving certain body parts and passing things around as part of a game or race. Therefore even teachers with large classes and no space to move can use this technique, albeit to a more limited degree.

Tip 6: Vary the pace

Alternate calm games with lively ones to keep the children alert and motivated, but without letting the class get out of hand. Good discipline is essential to effective learning.(18)

Six tips by Shelley Vernon	Keep yourself motivated
	Encourage
	Play games
	Get their hands dirty
	Get them moving
	Vary the pace

Pic. 4. Six tips to keep children interested in class and motivated to do the tasks

There are some more advices how not to get disheartened when you have to teach beginners

1. Simplify your language

Don't be too fast. Be very slow so that they feel good about listening to you. Sometimes, you will to 'act' to make them understand. Don't feel shy to act. Use simple words.

2. Observe successful teachers

Some teachers are astounding in their approach and presentation. There is nothing wrong if you sit in their classes and observe how they handle the session. Let not your ego prevent you from learning good methodologies which can mould you as a teacher. Don't let the ego tell you that you know 'everything'.

All the teachers must realize that the rapport that you build with your students is the first step towards successful teaching. If there is an emotional gap between you and your pupils, the learning process will lack depth. Plan for your 'first day' class creatively. As you know, the first impression is always the best impression.
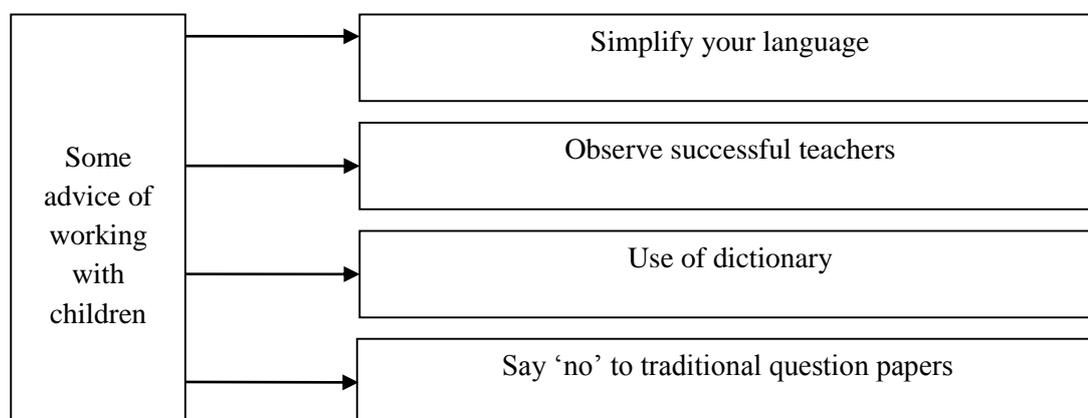
3. Use of dictionary

If a language teaching session is to be effective, the learners must be encouraged to use dictionaries. As children search for words, they learn a lot of words. Language sessions must be full of activities. They must be student centered. Many a time the teacher plays passive role. If your session is dominated by your voice, then reconsider the strategy. English classes must be boisterous but under the control of the teacher.

4. Say 'no' to traditional question papers

Don't be a victim of traditional question papers that are full of 'fill in' exercises. Question papers must be appealing to the students. Don't just focus on grammar. Add passages that will require the use of dictionary [11].

Beginners' question papers must have crosswords, scrambled words, pictures (family tree, emotions), and dictionary pages for exploration. Add anything that will arouse curiosity in the learners (Pic.5).

Some advice of working with children	Simplify your language
	Observe successful teachers
	Use of dictionary
	Say 'no' to traditional question papers

Pic. 5. Working with children

2.2 Teaching foreign language to adult learners, the affect of their age on learning process.

Autonomous learners

When we teach English to adults, we're dealing with individuals who, to a greater or lesser degree, have a set of study skills, acquired in their previous schooling. At the very least, they possess writing, summarizing, and note-taking

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[11] www.englishteachersforum.com. Don't get disheartened when you have to teach beginners

skills. They know perfectly well what it's like to attend classes, and the greater their commitment to their learning, the more organized they are, and the more skills they are willing to deploy.

How do we fully take advantage of their previously acquired study skills? Ask them to produce a summary of a video seen in class, or a reading assignment. Encourage them to prepare charts or graphs. Feel free to assign more challenging types of homework assignments, not necessarily more time-consuming, as most adults learners don't have a great deal of free time on their hands, but they may handle more mentally-challenging exercises. They may even make a Power Point presentation for their final examination. Never underestimate them.

The first characteristic of adult learners you should learn is that they are not children, and they don't need help with their homework.

Motivated individuals

Most adults who enroll in English courses, do so of their own volition. This is another characteristic of adult learners. Their needs may vary, but the fact of the matter is they feel an interest in learning, a need, sometimes even an urgency to study English. Some need to improve their English communication skills to do business or have better chances of advancement in their careers. Others want to travel to English-speaking countries and want to get around on their own. Others still, simply enjoy it, or studied it when they were kids and want to take their English to the next level. Even those who are "forced" to study due to circumstances like relocation to an English-speaking country have a specific reason to learn, and a goal that will motivate them to learn.

How can we take advantage of their motivation to learn?

Although your students may have the initial motivation to enroll in classes, it may vanish into thin air if they suddenly face activities and tasks that don't inspire them to learn. To effectively motivate them, simply consider their goals. Do they want to learn English to do business? Plan activities that specifically cater to this goal, like job interviews, business realia, or business email writing. Are they

learning just for fun? Provide a variety of activities that will keep them engaged, like videos, games, or even field trips.

A wealth of knowledge. One of the greatest advantages of teaching adult learners is the incredible amount of knowledge and experience they can bring to class. We mustn't forget that although they may know little English, they most likely know a great deal about something else, whether it is their professional area of expertise or simply a hobby, and these may be things you know nothing about. Some of this knowledge may be highly specialized or industry-related (pharmaceuticals, marketing, manufacturing) or basic knowledge of things you have no experience in like cars, sports, crafts, maybe even other languages.

It's as easy as asking your adult students to talk about what they know about. For example, a beginner who is really into cars can make comparisons: A Mercedes is more expensive/faster/more efficient than a Ford. An advanced student can give a presentation on marketing basics for the rest of the class. If you're teaching business English to adults, you can practically ask them to teach you everything they know about business! This is why it is absolutely essential that you become very familiar with your students backgrounds and interests.

The Challenges Of Teaching Adults: What Adult Learners Want
Lack of time

Very few adult learners have tons of free time on their hands. Most have full time jobs and careers, some study, and it's hard for them to find the time to take an English course, let alone do homework and study after class.

How can we overcome this challenge?

Rather than excusing them from doing homework or at home activities, give them several, but shorter tasks to do. For instance, instead of giving them something that might take them from 20 to 40 minutes, give them a 5 or 10 minute exercise, but several, so that they may do one a day, in between meetings, or while they're on their lunch break. Ask them to watch a 5 minute video while they have breakfast and then summarize it. Keep the tasks short and focused.

Frustration

Unlike children, adult learners tend to be very self-conscious, particularly about the way they speak and their pronunciation. They also tend to get frustrated more easily. They get discouraged if they think they've made little to no progress, especially advanced students who may feel they've reached a language plateau, beyond which they can't progress. Finally, they are also very hard on themselves sometimes, demanding unrealistic things like perfect pronunciation or listening. How can we help them?

First, inform your students on what should be realistic goals. Make sure they're clear on what the course program is for the year and what they are expected to learn. Also, explain to them that their brains are not as flexible as children's brains, which makes it practically impossible for them to lose their accent. This does not mean that they can't improve their pronunciation, but that they'll always have an accent that is part of who they are.

Secondly, to help them track their progress, end each class with a What have you learned today? They may have learned about a specific topic, a new tense, or a whole new set of vocabulary. But make sure they are aware of this.

By far the best thing about teaching adult learners is the amazing things you'll learn from them. Give them everything they need to advance and grow, but also be open to everything they'll share with you. You'll see how you grow as teacher too!

2.3. **Differences between children and adults in language learning**

1. Young children learn languages better

This is a commonly held view, based on many people's experience seeing (or being) children transplanted to a foreign environment and picking up the local language with apparent ease. The obvious conclusion from this experience would seem to be that children are intrinsically better learners; but this has not been confirmed by research. On the contrary: given the same amount of exposure to a foreign language, there is some evidence that the older the child the more effectively he or she learns; probably teenagers are overall the best learners. (The

only apparent exception to this is pronunciation, which is learned more easily by younger children.) The reason for children's apparently speedy learning when immersed in the foreign environment may be the sheer amount of time they are usually exposed to the language, the number of 'teachers' surrounding them, and the dependence on (foreign-language-speaking) people around to supply their needs ('survival' motive).

The truth of the assumption that young children learn better is even more dubious if applied to formal classroom learning: here there is only one teacher to a number of children, exposure time is very limited, and the 'survival' motive does not usually apply. Moreover, young children have not as yet developed the cognitive skills and self-discipline that enable them to make the most of limited teacher-mediated information; they rely more on intuitive acquisition, which in its turn relies on a larger volume of comprehensible input than there is time for in lessons.

2. Foreign language learning in school should start early

Some people have argued for the existence of a 'critical period' in language learning: if you get too old and pass this period you will have significantly more difficulty learning; thus early learning in schools would seem essential. But this theory is not conclusively supported by research evidence: there may not be a critical period at all; or there may be several. The research-supported hypothesis discussed above – that children may actually become more effective language learners as they get older, particularly in formal teacher-mediated learning situations – means that the investment of lesson time at an early age may not be cost-effective. In other words, if you have a limited number of hours to give to foreign language teaching in school, it will probably be more rewarding in terms of sheer amount of learning to invest these in the older classes.

It is also true that an early start to language learning is likely to lead to better long-term results if early learning is maintained and reinforced as the child gets older.

3. Children and adults learn languages the same way

In an immersion situation, where people are acquiring language intuitively for daily survival, this may to some extent be true. In the context of formal courses, however, differences become apparent. Adults' capacity for understanding and logical thought is greater, and they are likely to have developed a number of learning skills and strategies which children do not yet have. Moreover, adult classes tend on the whole to be more disciplined and cooperative – as anyone who has moved from teaching children to teaching adults, or vice versa, will have found. This may be partly because people learn as they get older to be patient and put up with temporary frustrations in the hope of long-term rewards, to cooperate with others for joint profit, and various other benefits of self-restraint and disciplined cooperation. Another reason is that most adults are learning voluntarily, have chosen the course themselves, often have a clear purpose in learning (work, travel, etc.) and are therefore likely to feel more committed and motivated; whereas most children have little choice in where: how or even whether they are taught.

4.   Adults have a longer concentration span

Teachers commonly notice that they cannot get children to concentrate on certain learning activities as long as they can get adults to do so. However, the problem is not the concentration span itself – children will spend hours absorbed in activities that really interest them – but rather the ability of the individual to persevere with something of no immediate intrinsic interest to them. Here older learners do exhibit noticeable superiority, because they tend to be more self-disciplined. One implication for teaching is the need to devote a…of thought to the (intrinsic) interest value of learning activities for younger learners.

5.   It is easier to motivate children

In a sense, this is true: you can raise children's motivation and enthusiasm (by selecting interesting activities, for example) more easily than that of older, self-reliant and sometimes cynical learners. On the other hand, you can ask it more easily: monotonous, apparently pointless activities quickly bore and motivate

young learners; older ones are more tolerant of them. Perhaps it would be more accurate to say that younger learners' motivation is more likely to vary and is more susceptible to immediate surrounding influences, including the teacher; that of older learners tends to be more stable.

Authority – subjects to authority

Even in an adult class, the teacher's status as an authority is usually maintained This, however, is based more on the teacher's being 'an authority on…' (the language and how to learn it) than on their being a legally appointed superior: a distinction expressed in the French terms ensignantand professeur respectively. In any case, there is a certain deference on the part of the learners: the teacher is expected to give instructions, the learners are expected to respect and obey them. However, there is also the important factor of accountability: in return for conceding authority to the teacher in the classroom, adult learners demand ultimate returns in terms of their own benefit in learning outcomes.

Assessor – assessed

The moment one person is placed in the position of having the right to criticize the performance of another, the relationship becomes asymmetrical, dominance being attributed to the assessor. Even if someone else actually checks a final exam and passes or fails course participants, the teacher will be seen as assessor in the daily classroom process; and this contributes to their role as authority, already discussed above. In this aspect, there is little difference between young and adult classes.

Transmitter – receivers

This relationship can occur in adult classrooms just as it can in others; it is a function of the methodology the teacher has chosen to employ rather than of the age of the learner. Because of the less formal authority of the teacher with most adult classes (as described in the paragraph 'Authority – subjects to authority' above), adults are perhaps in a better position to assert their right to question, criticize and generally participate actively; on the other hand, they do tend to be more disciplined and conform more to teacher demands than younger learners. The

two factors probably offset one another, and it is difficult to draw any firm conclusions about the 'typical' adult class in this respect.

Motivator – motivated

As a generalization, adults take responsibility in society: for their own actions and for their consequences. In the classroom also, adults take more responsibility for the learning process, and rely less on the teacher's initiative in making activities attractive or providing incentives. They are also usually more motivated in the first place (partly because most of them are learning voluntarily, while most children are given no choice!), and this motivation tends to be relatively stable: it does not, for example, rise fall so much in immediate response to more interesting or more boring teaching.

Thus although the raising and maintaining of learner motivation is an essential and basic component of teaching activity with all age groups, it usually demands perhaps less investment of effort and time on the part of teachers working with adults.

Activator – activated

As with 'transmitter – receivers' this is a relationship that depends more on the teacher's chosen methodology than on the age of the learners, and can be true for any class.

Counselor-clients

This relationship entails a view of the teacher as an accepting, supportive professional, whose function is to supply the expressed needs of the learner rather than to impose a predetermined programme. It involves a perceptible shift of responsibility and initiative in the classroom process from the teacher and the learners themselves. It is a typically adult relationship, and is unlikely to occur in classes of children; even in adult classes it is rare to find it consistently used: perhaps only where the methodology known as Community Language Learning is used. But occasional exchanges and some general 'fee' of the counsellor-client relationship may enrich the interaction in many otherwise conventional adult classes.

Seller-buyers

This is an essentially business relationship: the teacher has a commodity – knowledge of the language – which the learner is willing to pay money to acquire. The implication is a relative lowering of the prestige of the teacher, and greater rights of the learner to demand appropriate results (value for money), and even to dismiss the teacher if the results are not forthcoming. This relationship may underlie quite a high proportion of adult learning situations, and the juxtaposition of the traditional authoritative role of the teacher with their role as employee or seller may be an uneasy one.

Resource – users

Here the implication is that the teacher is a mere source of knowledge to be tapped by learners, and is virtually passive in classroom interaction: it is the learner who tells the teacher what to do. Total and consistent implementation such a teaching-learning relationship is difficult to envisage, but many adult J classes may implement it partially, particularly where the students are experienced learners who know what they want and how to get it, and/or where the teacher knows the language but has no knowledge or experience of how to teach it.

What to do with the mistakes

For children and adults, who learn English from the very beginning, making mistakes is part of the natural process of learning.

The first step towards deciding how to respond to mistakes is identifying them. Even for the most attentive listener, this is not always as easy as it sounds, sometimes because of the lack of a clear criterion of correctness, but sometimes also because a correct form may be incorrect in context.

Options for responding to mistakes include [12]:

• do nothing;

• store it away for later;

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[12] www.englishclub.com Learn English: Young Learners

• correct it now.

Repeating, encouraging, praising and building confidence are what is needed to help a child to overcome mistakes. Avoid overtly correcting your child or you might discourage them. Tim and Marks offer to do these steps:

• Not interrupting but waiting for the end of what the speaker is saying if it's something short, or a suitable pause if it's longer.

• Interpreting the intention and the nature of the incorrectness. Asking for clarification may be the only way of finding out in some cases; in other cases the intention will become clear from the broader context.

• Indicating that there's a mistake. Teachers often have non-verbal signals for this. Sometimes it's important to acknowledge the general correctness, or factual validity, of what the learner has said before focusing on the mistake, so as to avoid giving the message that everything the speaker said was wrong.

• Indicating where the mistake is, if it can be localized. Some teachers count off the words of an utterance on their fingers, and stop at the one where the mistake is. Others repeat the utterance up to the mistake, perhaps including the mistake in a questioning tone of voice.

• Giving a model of the correct version.

• Telling the learner what to do, e.g. Change the tense, Make it less formal.

• Asking questions to check understanding of a structure or lead the speaker to use the correct one.

• Appealing to another learner, or to the whole class, for a correction. Sometimes it happens anyway.

• Giving an explanation of what's wrong and why.

Other techniques that you can use are:

• Don't correct, 'model' the correct form of the language. So if your child says «The boy wented home,» you can say, «Yes. The boy went home. What did he do then?»

- Encourage children to correct themselves, this will build confidence and deepen the learning process. Say «Almost right, try again…» or show the child where the mistake is but do not give them the answer.

- Some correction is okay but be careful not to over-correct. A page full of crossing out and corrections can be very demotivating, as is always being told, «Wrong! Do it again!»

- Particularly in speech it is much better to let the child develop their ideas and fluency than to keep interrupting with corrections. The ideas are more important than the grammar.

- Keep their age and level of English in mind. Give lots of praise and encouragement for every effort – they can't know everything.

It is very important in speaking language. If a teacher interrupts a child regularly, because he makes mistakes, the child can stop speaking and can be afraid to speak at all. And an adult will feel ill at ease and humiliating, when a teacher always correct his mistakes, and interrupt him.

The aim of this research was to show the different attitudes to learning English from a child's and an adult's sides. In the next chapter there will be describing some methods of teaching English speaking to beginners.

2.4. Working with games while teaching English to young learners

Children are said to be natural learners of a foreign language because they can learn it quickly and easily. But for teachers who have taught children this is not completely true: children are able to pick up language quickly; however they are likely to forget it quickly, too. The reason for this could be that a young child faces and has lots of new things and experiences each day. A child is thought to operate pragmatically: s/he only remembers the important things. When a child gets to live in a foreign community s/he needs to learn the language quickly for communicating and making friends. Whereas the child that lives in his or her own community has no obvious reason for learning the foreign language.

Jeremy Harmer[13] describes young learners as being different learners than older children, adolescents, or adults. According to him, children respond to meaning even if they do not understand the individual words, learning from everything that surrounds them.

Halliwell[14] adds that intonation, gesture, facial expression, and actions help to convey to children what the unknown words and phrases mean. By understanding the message, they understand the language. Halliwell (4) associates second language learning to first language learning, mentioning that they can interpret new sounds, new words, and structures in the same way as they acquired their mother tongue. Teachers must make sure they use gesture, intonation, and demonstration to convey meaning parallel to what they are saying.

From a Piagetian viewpoint, a child's thinking develops as gradual growth of knowledge and intellectual skills towards a final stage of formal, logical thinking. Taking Piaget's idea, the child becomes a very active learner, constructing knowledge from working with objects.

Thus, the environment provides a setting for development through the opportunities it offers. Transferring this idea to the world of learning, we can think of the classroom and the classroom activities as offering opportunities for learning and development. Children from the age of eight or nine begin to develop a curiosity about the outside world. This curiosity is fed by the vast amount of information now available to them through TV and the Internet. Children today have a much greater superficial knowledge of the world than adults did when they were their age. This, again, can be utilized in the language classroom, using their natural curiosity to find out about other cultures and countries.

Let's pretend games help children 'to rehearse for the real word and give them an opportunity to try out situations in order to learn to cope with them. At

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[13] Harmer, J. (2007).). *The Practice of English Language Teaching*. Pearson Longman.

[14] Halliwell, S. (1992). *Teaching English in the Primary Classroom*. Longman   Handbooks.

this level, 'good teachers need to provide a rich diet of learning experiences which encourage their students to get information from a variety of sources. Activities most suited at this stage are song, rhymes, stories, total physical response, dressing up, acting, group games, making things. Total physical response is very useful at this age, as children learn through their senses at this stage, not through abstract concepts. Jeremy Harmer[15] believes that 'since children learn a lot of their language from commands directed at them, second-language learners can benefit from this, too'. This means getting children to do or mime what the teacher says.

When describing primary children and the way they acquire language, it is very important to discuss the issue of children's instinct for play and fun. By injecting their own element of drama into hiding the cards, for example, by shuffling the cards ostentatiously under the table so that others cannot see them, children make language their own. Through their sense of play and fun, children are living the language for real[16].

The positive effect of games on learning language skills is well documented . Language learning is hard work. One must make an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in written compositions. Therefore, games help and encourage many learners, not only children, to maintain their interest, as Rinvolucri agrees. Games can focus on various skills, grammar, listening, speaking, writing, reading, pronunciation, so they can be extremely complex. Games also help the teacher to create contexts in which the language is useful and meaningful. Games provide one way of helping the learners to *experience* language rather than merely *study* it. When exposed to language, children acquire it better. For example, words related to shopping can be better practiced in actual shopping games, than using worksheets with exercises. Games also offer the possibility of repeated use of language items. By making language convey information and opinion, games provide the key features of 'drill'

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[15] Harmer, J. (2007).). *The Practice of English Language Teaching*. Pearson Longman.

[16] Halliwell, S. (1992). *Teaching English in the Primary Classroom*. Longman Handbooks.

with the opportunity to sense the working of language as living communication. Thus, learning is better absorbed than learning based on mechanical drills Hadfield[17]. Games must not be seen as a way of passing the time, because their purposes are multiple. Besides the major importance of games of spurring motivation and reducing the stress level in the classroom, games have a great advantage in the sense that children learn without knowing they are learning (Hadfield, 1990). During games, children do not worry much about grammar mistakes, they are focused on what they are trying to convey. Apart

from having fun, they will learn a grammatical rule just by playing an appropriate game.

'Students stop thinking about language and begin using it in a spontaneous and natural manner within the classroom.[18]

Another advantage in teaching through games is that games increase learners' proficiency (Hadfield, 1990). Playing games in the classroom can enormously increase children's ability in using language because they have a chance to use it with a purpose and in he situations mentioned. Hadfield (1990: VII) confirms that 'games provide as much concentrated practice as a traditional drill and more importantly, they provide an opportunity for real communication, albeit within artificially defined limits, and thus constitute a bridge between classroom and the real world.' Therefore, children can learn the language the way they learn their mother tongue: without being aware they are learning it.

Game-like activities provide choices for the classroom. They allow teachers to add variety and flexibility to the teaching menus. Sometimes educators feel weighed down by assigned curricula and need to come up with new ideas and interesting activities. Another advantage associated with games is that students' anxiety towards language learning decreases as games are employed. In language classes, learners feel stressful because they think that they have to master the target language that is unknown to them. Besides, learners become too anxious about

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[17] Hadfield, J. (1990). *Intermediate Communication Games*. Thomas Nelson and Sons Ltd.
[18] Mubaslat, M.M. (2012). The Effect of Using Educational Games on the Students' Achievement in English Language for the Primary Stage.

being criticized and punished by their teachers when they make a mistake[19]. Games are advantageous at this point because they reduce anxiety, increase positive feelings and improve self-confidence because learners are not afraid of punishment or criticism while practicing the target language freely[20].

Children who have difficulty in expressing themselves can begin to explore difficult emotions in games. Games also help in this way 'in the process of reflection and demonstrate to children that they are not alone in their feelings and that others have things in common with them.

Prabhu[21] offers two main reasons why teachers should use games in teaching second language. The first reason is based on spontaneous interaction that games can generate amongst the children, creating opportunities for the deployment of their emerging internal systems. A second major reason for using games is the supportive environment that is created. Interaction between learners is less threatening than interaction with the teacher.

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[19] Sugar, S., Sugar, K. (2002). *Primary Games. Experiential Learning Activities for Teaching Children K-8.* Jossey-Bass Publishing House.

[20] Crookal, D., Oxford, R. L. (1990). *Simulation, gaming and language learning.* Newbury House Publishers, New York, p 33

[21] Prabhu, N. S. (1987). *Second Language Pedagogy.* Oxford University Press, p 678

Research Methodology

We know that , all learners for that matter, learn in a variety of ways. Furthermore, experience and research have indicated that when educators add variability to their teaching, learners' attention, motivation for learning, and actual learning are enhanced. One way to add variability to the teaching-learning process is through the use of multiple teaching methods in the teaching of a particular subject (topic).

I used mixed method for my research work, it means that I utilized both qualitative and quantitative approach in order to investigate. The participants of the research was primary and secondary pupils of 32th school located in Altyaryik region of Fergana.

Many adult educators will combine two or more teaching methods to more effectively communicate the subject. For example, the lecture method of teaching can be enhanced by adding group discussion at the appropriate time in the learning process. A role play could also be added during a lecture/presentation to add clarity to a key point being made.

While using the problem-solving method of teaching, an educator could potentially use a *case study* to lead learners into defining the problem; a *group discussion* to identify the factors relevant to solving the problem; a *resource person, field trip,* and/or *panel discussion* to seek the data and information needed to solve the problem; and a *group discussion* to arrive at the final solution to the problem. In this example, seven different teaching methods could be used, increasing the variability of the learner's involvement in the process. Whenever additional teaching methods can be used to add variability to the learning environment, effectiveness will be increased.

Communicative Teaching Method

The "communicative approach to the teaching of foreign languages" — also known as Communicative Language Teaching (CLT) or the "communicative

approach" — emphasizes learning a language through genuine communication. Learning a new language is easier and more enjoyable when it is truly meaningful.

Communicative teaching is based on the work of sociolinguists who theorized that an effective knowledge of a language is more than merely knowing vocabulary and rules of grammar and pronunciation. Learners need to be able to use the language appropriately in any business or social context.

Over the last three decades, theorists have discussed (and continue to discuss) the exact definition of communicative competence. They do agree, however, that meaningful communication supports language learning and that classroom activities must focus on the learner's authentic needs to communicate information and ideas.

Grammar, pronunciation, and vocabulary are, of course, necessary parts of effective communication. With the communicative method two primary approaches may be taken. Some teachers prefer to teach a rule, then follow it with practice. Most, though, feel grammar will be naturally discovered through meaningful communicative interaction.

The communicative approach is a flexible method rather than a rigorously defined set of teaching practices. It can best be defined with a list of general principles. In Communicative Language Teaching (1991), expert David Nunan[22] lists these five basic characteristics:

1. An emphasis on learning to communicate through interaction in the target language.

2. The introduction of authentic texts into the learning situation.

3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.

4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.

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[22] Mubaslat, M.M. (2012). The Effect of Using Educational Games on the Students' Achievement in English Language for the Primary Stage, p 76

5. An attempt to link classroom language learning with language activities outside the classroom.

As these features show, the communicative approach is concerned with the unique individual needs of each learner. By making the language relevant to the world rather than the classroom, learners can acquire the desired skills rapidly and agreeably.

Using project methods in teaching a foreign language

In the European languages the word "project" is borrowed from Latin: the participle 'project us' means «thrown out forward ", "striking one's eye". With reference to a lesson of foreign language, the project is specially organized by the teacher and independently carried out by pupils complex of the actions, finished with educational and cognitive modes which allow to solve this or that problem as a result of independent actions of children with obligatory presentation of results.

Let's result some examples how to achieve at once at the lesson with the help of project methods the several purposes - to expand children's vocabulary, to fix the investigated lexical and grammatical material, to create at the lesson an atmosphere of a holiday and to decorate a cabinet of foreign language with colorful works of children.

The work with the projects teacher can realize in groups and individually. It is necessary to note, that the method of projects helps children to seize such competences as: to be ready to work in collective, to accept the responsibility for a choice, to share the responsibility with members of the team, to analyze results of activity.

The method of debates

It allows forming also the conscious attitude to consideration of problems, activity in its discussion, speech culture, an orientation on revealing of the reasons of arising problems and installation on their decision further. Here the principle of formation of critical thinking in pupils is realized. Language, thus, is simultaneously both the purpose and means of teaching. The method of debates

helps pupils not only to seize all four kinds of speech activity, but to means of a language situation on a background of a problem in social and cultural sphere to find out the reasons of the arisen situations and to try even to solve them. Interest to the independent decision of a problem is the stimulus, driving force of process of knowledge.

Thus, application of a method of discussion allows making active cognitive activity of pupils, their independence, forms culture of creative operative thinking, creates conditions for use of personal life experience and received before knowledge for mastering new. As discussion and the decision of problems occurs during controlled group dialogue at participants skill to operate in interests of group is developed, there is an interested respect for interlocutors and conducts to formation of collective. Application of this method in aggregate with a method of projects will allow generating thinking and owning not only the English language[23], but also the expert understanding in various problems, capable to be guided in quickly varying information streams.

Not less interesting technique of activization of cognitive activity trained is the technique of role game which also can to reflect a principle of problematical character at its certain organization and allows to solve problem situations of a various degree of complexity. It can be used as independently, and in a context of a method of projects, is especially as the specific form of protection of the project. Trained apply the experience of the saved up knowledge, results of research during work above the project in realization of socially significant roles growing on the importance with passage of a cycle of occupations. Such modeling of situations of professional - business intercultural dialogue helps pupil to get used to various situations of the future activity which he can face in a real life. Problematical character of role game is realized through modeling of situations in which this or that problem can find the certain decision. Being in a role, pupil solves problem situations, evidently showing in full communicative competence the practical

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[23] Hadfield, J. (1990). *Intermediate Communication Games*. Thomas Nelson and Sons Ltd, p 24

decision of a problem. Certainly, such way of protection should be adequate to a researched problem. Selection by that and problems for use of this or that method - a separate research problem. Here it is important, that communicative competence was formed in real acts of intercourse in which the English language is means of formation and a formulation of idea. Thus, pupil, being based on the skills generated with the help of a debatable method, it is capable to apply and develop these skills in concrete situations of dialogue, carrying out socially significant roles and skill to assert the position in problem situations.

Data analysis

We have used observation as a tool of collecting data about the students and also to observe students' attitude towards the games we played. The questionnaire was used to collect data about students' motivation, language learning and self-esteem. Through eighteen questions, students were asked to identify situations in which they feel confident and motivate to learn and also when they feel they have better grades.

The pre-test and the post-test were given to check the knowledge level regarding the topic of weather. Before the activity based on games, we have given the students a pre-test, in order to measure their knowledge level. The pre-test consisted of three items, matching item, *Yes/No* item and a writing task. The collected data served as starting point for the activity that followed. The post-test, or the final test, was given to students to identify the difference in knowledge and to see whether games truly have an impact on language learning. At the beginning of each lesson we have given the students an *Initial Test*, to check their knowledge towards the new topic. The test was focused on three items. The first item is a matching item.

The second item is based on the true/false principle. The third item helps students use the new words in full sentences. In the end , the students were given another test, a *Final Test,* to identify the progress they have made. The games we have used are language games. The activity was based on warm-up games, language learning games, practice games and also production games. Throughout the activity, we have used different games, in order to stimulate their participation (at the beginning of the lesson) and also to consolidate the new language: puzzle games, listening games, circle the correct picture game, robot dance game, bingo game, etc.

Results and discussion

The first item in the Initial Test was a matching exercise, where students had to match the correct picture to the correct sentence. Thirteen students took the test, one student was absent. Thirty-one percentage of the students have managed to get between 2-3 points, 54 % got between 1-1.9 points and 15 % got between 0- 0.9 points (see Figure 1).
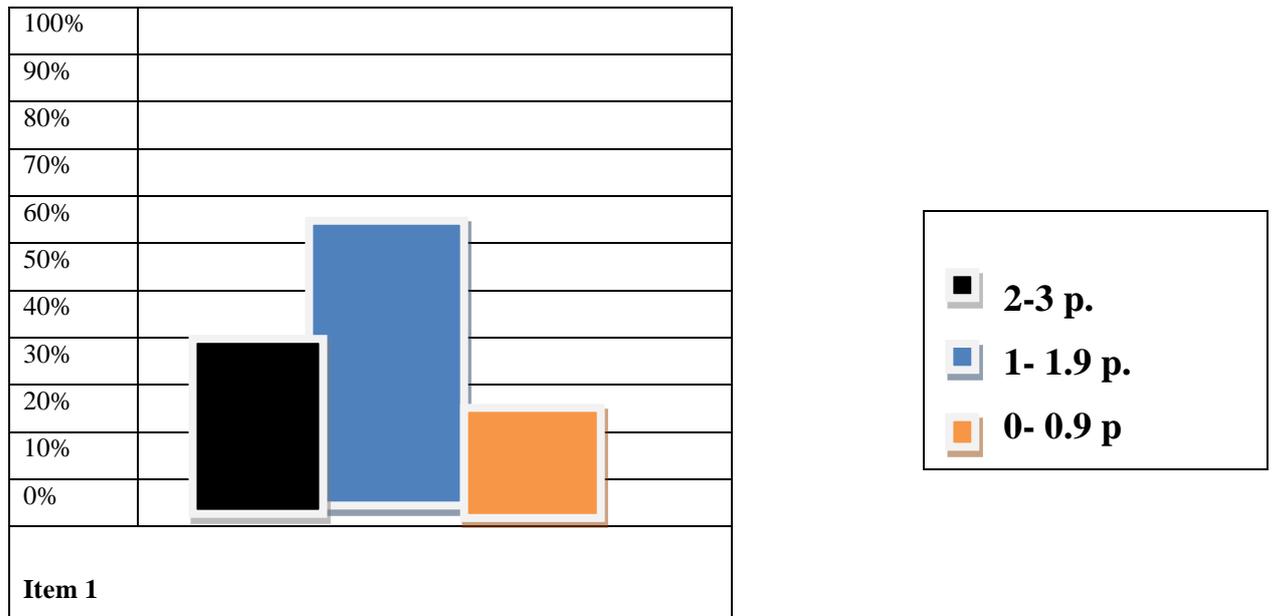

Figure 1. Results in the initial test for item 1

The second item in the Initial Test was based on the true or false principle. Students had to read the sentences and write 'yes' if they are true or 'no' if they are false. Sixty-nine percentage of the students received between 2-3 points, 23 % got 1- 1.9 points and 8 % received between 0-0.9 points (see Figure 2).
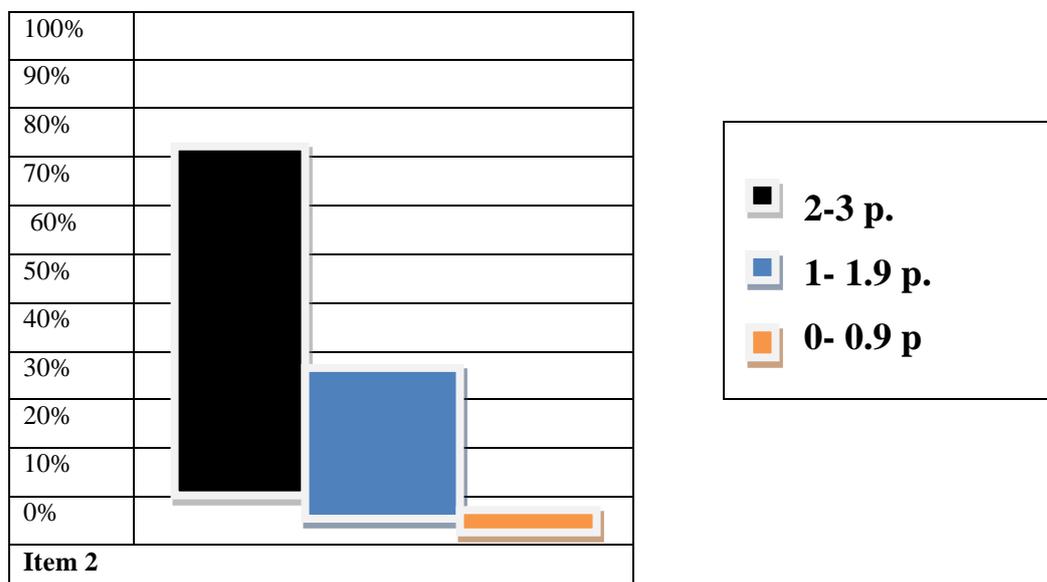
Figure 2: Results in the Initial test for item 2

The third item in the Initial Test required using weather words in order to form sentences. Fifteen percentage of the students got between 2-3 points, the rest of them between 1-1.9 points and 0-0.9 points.

Summing up the points in the Initial test, none of the students received between 9-10 points, 23% students got between 7-8.99 points, 23% students had 5-6.99 points and 54% of the students got between 1-4.99 points.

The first item in the Final Test was a matching exercise, where students had to match the correct picture to the correct sentence. Thirteen students took the test, one student was absent so when evaluating the progress or the regress, we will have only twelve students to deal with. Eighty-five percentages of the students have managed to get between 2-3 points, none got between 1-1.9 points and 15 % got between 0-0.9 points (see Figure 3).
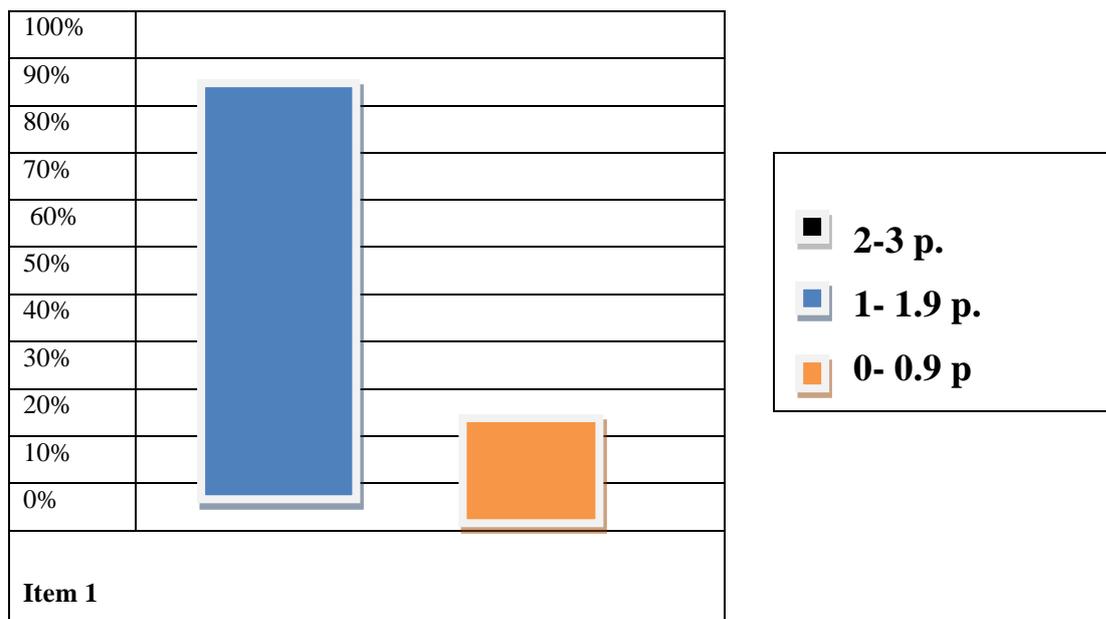

Figure 3: Results in the Final Test on Item 1

The second item in the Final Test was based on the true or false principle. Students had to read the sentences and write 'yes' if they are true or 'no' if they are false. Sixty-nine percentages of the students received between 2 -3 points, 31% got 1-1.9 points and none received between 0-0.9 points (see Figure 4).
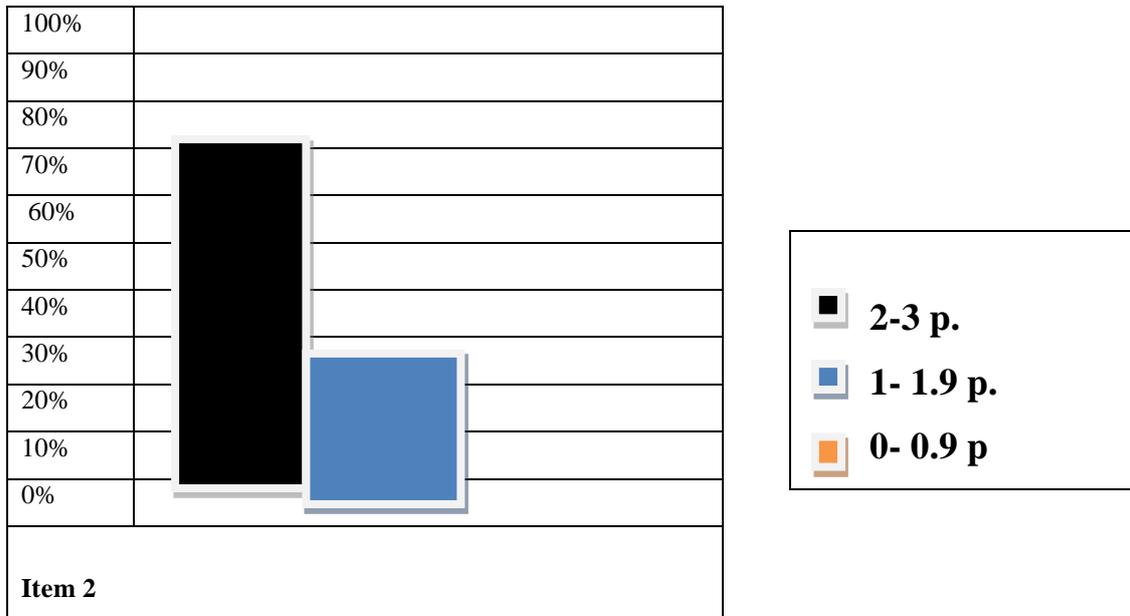
Figure 4: Results in the Final Test on Item 2

The third item in the Final test required using weather words in order to form sentences. Thirty-one percentage of the students got between 2-3 points, 31% between 1-1.9 points and 38% between 0-0.9 points (see Figure 5).

Figure 5: Results in the Final Test on Item 3

Summing up the points on the Final Test, 15% of the students received between 9-10 points, 31 % students got between 7-8.99 points, 31% students have 5- 6.99 points and 23% of the students got between 1-4.99 points.

Comparing the results of the two tests 83% of the students has made progress and 17%
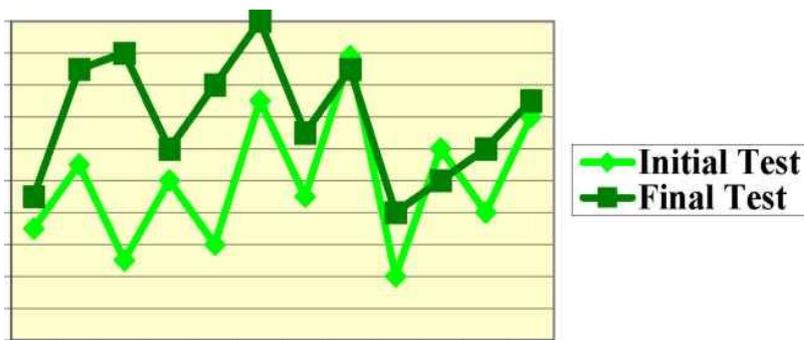
Figure 6: Comparison of Initial Test and Final Test

We also distributed a questionnaire to the fourth grade students after game-like activities, in order to find out the effectiveness of games in terms of self-esteem, motivation and also language acquisition. There were thirteen students taking the test, as one student who participated at the previous activities, changed schools, due to family issues.

The questionnaire included three parts (see Appendix A). Part one aimed at the way children like to learn and if they think that through games they can learn easier and better - language achievement (questions 1, 6, 7, 10, 14, 18). Part two is based on building self-esteem and self-confidence in language learning (questions 2, 4, 5, 9, 12, 16). Part three focused on motivation and how children react to games, whether games act as motivators for further interest (questions 3, 8, 11, 13, 15, 17).

Regarding the language achievement, most students feel that their results are based on the methods that are used for grading. Sixty-nine percentage of the students feels that they can achieve better grades when they are evaluated through games. Students think they can study easier if the words are being practiced through games (100%). Also, regarding the traditional translation method, students' attitudes are mixed: 69% like to translate texts, while 7% of the students do not like at all translating. Students like to play games and also to translate.

Learning can also be done through fun activities, not only in a formal atmosphere, so that children enjoy the whole process of learning (question 1). Grades are also influenced by games. 39% of students feel that their grades are not that good when games are not used in class. Learning becomes an easier job when

it is done through fun activities. All students (question 18) think they can memorize and learn English better when they play games during the English lesson. Thus, games help not only interested and motivated children to learn, they also encourage less motivated children to learn English and to actively participate in the English class.

As far as the *self-esteem and self-confidence* goes the majority of participants feel that they have the self-confidence to speak in front of the class when there is a friendly atmosphere and when they participate in a game. The anxiety level lowers when games are played, thus children stop being afraid they would make mistakes and try to pronounce the words.

The answers given for question 16 indicate that students are quite confident in their own possibilities. Only 15% of them think that when their team loses they are fully responsible, whereas 30% of the students do not feel guilty for a team failure. This means they have a good self-esteem, which was built by the teacher through encouragement, positive attitude and positive feedback.

Motivation is a very important factor in English learning. It is that internal wish that helps children to want to learn. The answers that children provided for question 13 show that games motivate them to learn and help them wait eagerly for the English class.

Children like to work in teams, according to the answers given for question 15, and are motivated to solve the tasks. Also, they are motivated to continue studying for English, even though their team might have lost.

Games also have a great impact on motivating children to investigate and study on their own. According to answers given for question 11, children look for other information regarding a certain topic if during the English class the teacher has provided them with games. Therefore, games have stimulated them to research on their own.

Regarding the results of the initial test, the students seemed to have managed quite well in matching the pictures to the sentences in item 1. Also, some of the students did not have real problems with saying whether the sentences are

true or false, but item 3 proved to be the most difficult, as only two of the students managed to write sentences about their favorite season. Students seemed to have some problems with writing sentences and short texts; therefore, I could focus on games that involve writing short compositions in which children can express their own feelings.

If we look at the results in the final test, children have managed to solve item 1 and item 2, without too many difficulties. Also, item 3, which in the initial test proved to be a challenge, was solved by the students with more ease. Comparing the two tests, we can definitely see a progress regarding this topic. Two students seemed to have regressed, which may be due to tiredness and not dealing seriously with the test, as the students were previously announced they will not be graded for these tests. Also the average score that students got for each item in the final test is higher than the average score they received in the initial test which shows that games helped them consolidate new language.

When playing the proper games, pupils feel confident to use English outside the classroom as well. Games help the process of learning to become spontaneous. Therefore the teacher's job is to channel this process of language learning so that children can use it in other contexts, too, with confidence.

Using games at English gives also prospects for the future regarding learning. Teachers should be aware of the importance that their methods and teaching style have on the children's future career. In preschool years teachers can shape a positive attitude towards knowledge and English as well. If students feel encouraged and confident from the very beginning, their interest for English will continue in the future. Children are eager to continue studying English, as long as they continue playing games and have fun activities.Teamwork is a great motivational strategy but contests should be done not very often, as they can lower motivation for the losing team. However, this class is aware of the importance of studying even when losing. This is because the teacher has encouraged them throughout this time and they know that only by persevering they can reach a higher level.

Conclusion

To sum up our work we just want to say that it is very important to teach English speaking to children from the very beginning of their learning. As we have said children are transplanted to a foreign environment and pick up the local language with apparent ease. Adults are also can be taught in spite of their age.

In our work there were described psychological peculiarities of children and adults, examined different techniques and methods of teaching speaking, revealed how to deal with mistakes .

There is also a big sum of different activities, which are very useful for every English teacher, who works with elementary students, children and adults.

There were used materials from different English books for teachers, materials from Internet. They are theoretical and practical, such as descriptions of different games, lessons, activities.

There is a good help for teacher in putting marks to speakers, giving the appraisal to learners while their speech. We have known about adult's attitude to teachers, their motivation sphere, and how children can be motivated to learn and to speak.

We have viewed such techniques as The Direct Method, which is based on questioning; The Communicative Approach, which is based on group work and work in pairs; The Topic Approach, which is based on giving topics to learners to make them speak; Penny Ur's oral activities, which include brainstorming activities, organizing activities, and compound activities.

Moreover, games play a crucial role while teaching foreign language. So games have a great impact on self-confidence and motivation as well. Namely , they do not only liven up the class, but also provide great material for learning and motivation. They help pupils achieve better results in English, and build-up their selfesteem. Their implications are higher than providing fun moments during a class. Games encourage learners to learn, to participate in an activity and to motivate all pupils to acquire a new language, not only those who are already interested in doing so.

After such researching work we have been convinced of actuality of this theme because when a teacher comes to the class of beginners he or she does not know what to start with, how to work with those who know nothing about English. And a lot of researchers and pedagogies found and write different techniques for us, young specialists, to help us in working with beginners. Speaking is important and difficult skill, which should be learned how to teach it to learners at the elementary stage of English teaching.

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Appendix A

Student questionnaire

1. I like to learn new words in English when we play.

2. I have the courage to speak in front of the class if the atmosphere is friendly.

3. I review new words at home if at school we have played.

4. I am confident in saying words and sentences in English outside school if we have played.

5. I wish to learn English in the future if we continue to play games at school.

6. I like to translate texts into English.

7. My achievement at English is not very good if we don't play.

8. When the teacher encourages me, I feel I like English.

9. I am confident in speaking if we are doing a game.

10. I have better grades if we are evaluated through games.

11. I want to know more words about a topic in English if we have played.

12. I am confident in saying new words when we play.

13. I can't wait for English class to come when we play games.

14. I want to play at English because I feel I can learn new words better.

15. I like to solve tasks in English when we have a group game.

16. When my team loses, it is my fault, I am not very good at English.

17. When we have team contests and my team loses I don't want to learn for the next English class.

18. It is easier for me to learn words at home if we have practiced them at school.