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**INITIAL LEARNING AND ITS ROLE IN TEACHING FOREIGN
LANGUAGES**

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ABSTRACT

This research paper is entitled “Initial learning and its role in teaching foreign languages”. In this paper we describe how children acquire foreign language. It is well known that the very early age is a most suitable time to start a foreign language learning. This is partly because up to the certain age every child learns a foreign language as a part of a natural process. It is established that the most suitable age for starting the learning process should begin at preschool age, when children are mostly intrinsically motivated.

Needless to say that, learner controls the flow of the classroom during the process of teaching. Without their motivation, there is no pulse, there is no life in the class. When we learn to incorporate direct approaches to generating learner`s motivation in our teaching, we will become happier and more successful teachers. This paper is an attempt to look at EFL learners` motivation in learning a foreign language from a theoretical approach.

For the evaluation of the process we have suggested the simple quantitative and qualitative method, suitable for language teachers of school, young learners, educators and parents and for the scientific purposes there is a micro genetic research method for the deeper understanding of the learning process and changes that occur.

ABSTRACT

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I. STATEMENT OF INTENT

The process of globalization has brought a large number of changes in different spheres of human activity, especially, in education. It influences on the reforms undertaking in the Republic of Uzbekistan.

The National Programme for Personnel Training has provided a long-term strategy for strengthening education, the development of a continuing education system and reinforcing the multistage higher education system. The programme is a unique one, which sets out the fundamental principles of the reform strategy, outlines the problems and sets their priorities (1997).

As Islam Karimov, the first President of the Republic of Uzbekistan mentioned that, *"To reach real scientific achievement the door to the world should be wide open. To be fully aware of these achievements is extremely important. That's why it is important to master foreign languages."* Evidently, nowadays, learning foreign language plays a great role especially in the globalization process. Therefore we should pay extensive attention earnestly to the young generation's occupation of foreign languages in order to make a tremendous progress in the future. The Presidential Decree № 1875 "On measures for further improvement of the system of teaching foreign languages"¹ contributes a noteworthy progress of teaching English as a foreign language in the educational institutions of Uzbekistan.

This Decree represents complex system for learning and teaching of foreign languages focused on upbringing of comprehensively developed, educated and intellectual young generation of people, and further integration of the Republic with the global community has been established within the frames of the Law "On Education" of the Republic of Uzbekistan (1997) and the National Programme for Personnel Training (1997).

¹ Karimov I. A "On measures for further improvement of the system of teaching foreign languages", The Presidential Decree №1875. 2012.

It is known that English has become a core subject at all educational levels in Uzbekistan and increasing numbers of students that are learning the language due to the recognition that knowledge of English is a passport to a better career, advanced knowledge, and communication with the world at large. Due to these in the past few years, we have witnessed many changes in teaching English as the globe. The changing needs of our language learners have prompted the changes in concept in developing a new framework in which communicative competence is not only an objective goal for our students, but also a subjective investment by both learners and teachers.

The actuality of this research paper is to find the answer to the following questions;

1. “How do initial learning plays an important role in teaching foreign languages?”
2. What elements of an initial learning programs can be distinguished?
3. What is the degree of the state of well-being of beginning teachers?
4. How can differences in experienced influence of the learner`s age on professional development be explained?

can be found by observing how children learn language in general, during ontogenesis. Probably there are language universalities predetermined in child`s predisposition or ability to acquire language. It seems that children have great capacity for “statistically” language learning. However, we still do not have answers on: how children integrate all the information needed for language learning, how they choose rules applicable in specific situation, which signs are the best indicators of boundaries between words for children.

The key factor for successful acquiring of the language is fun, because in the learning process, if the fun element is present, the little brain (emotional brain) is activated and thus facilitates the learning. At preschool age there is a great intrinsic motivation for language learning and learning should be stress free, while 80% of learning problems are stress related. We can make a learning process successful if we make it as natural as possible, and therefore it is important to start the second

language learning process at an early stage when children are intrinsically motivated and when they have the ability to acquire knowledge as a part of a natural process. Up to the age 12 the brain is like super – sponge and during that period the foundations for thinking, language, vision, attitudes, aptitudes and other characteristics are laid down and all the fundamental architecture of the brain is finished.

When it comes to evaluate the foreign language learning process, we should consider always developmental traits, the principles of development and the principle of development holism. The simple quantitative method was developed for the purpose with the basic idea that is necessary to encourage intensively development of those mental and physical competences that are not at some point enough developed.

The evaluation of the developmental status of the child can be implemented in two ways: the progress of children, in relation to the initial state for each individual (how much the child has progressed in relation to the initial evaluation in a developmental area), or may be evaluate an absolute status or condition of the specific characteristics regardless of initial state (when compared with the average of the group).

The method is suitable because evaluation of the children can be done by not particularly scientifically educated teachers and thus it can be followed an overall developmental status of the child; overall psychological and physical development, development of the speech, direct cognition from the area of concrete foreign language, child's choice among the activities he/she plays, environmental conditions needed for the activities with the children, participation of the children in selected and conducted activities.

The success of any action usually depends on the extent to which individuals strive to attain their purpose, along with their desire to do so. In general people have come to refer to this psychological factor the impulse that generates the action – as motivation. As the term itself indicates, it is a motive force, something that prompts, incites or stimulates action. To think

of motivation as belonging only to the initial stages of an action, - that is as concerned with arousing initial interest and turning it into a decision to engage in some activity is only a limited understanding of the term. Thus, the main purpose of this work is to find the best method of teaching foreign languages to young learners and to analyze the role of initial learning and motivation in involvement to the procedure and process of teaching languages.

II. LITERATURE REVIEW

A. Basis of children language learning

Children's exceptional ability of discriminating speech sounds are the basis for mother tongue learning, and with analogy foreign language learning. The first ability of discrimination of speech sound is common to all children, no matter their mother tongue, the level of complexity and its outspread. There are three theories of language learning:

1. Nativists: child is learning a language by listening and detecting the formal categories (grammar) that are part of his innate knowledge. Chomsky argues that we are born with innate language acquisition device, which is a mental program for how to deal with language, but Lennenberg states that there is a deadline for acquiring language, i.e. "critical period" in child's life, that occurs the time reaching puberty.

2. Empiricists-behaviorists: child's learning language/speech by using it in communicational situation, by imitating adults and other children. Skinner believed in the nurture theory. He believed that we can explain language development with familiar learning principles, such as association, imitation, and reinforcement.

3. Cognitivists: in the field of cognitive abilities, cognition precedes the language development, while - this is a combination of nativist and empiricist. Piaget first developed developmental stage theory which deals with the nature of knowledge itself and how humans come gradually to acquire, construct and use it. Vygotsky, the founder of cultural – historical psychology claims that there is an inter-relationship of language development and thought and that it establishes the explicit and profound connection between speech (silent inner speech and oral language) and development of mental concepts and cognitive awareness. Bruner proposed, in his research of the development of children three modes of representation: enactive representation (action – based), iconic representation (image-based) and symbolic representation (language - based). He rejects the nativist theory of language acquisition and upholds a social interactionist theory

of language development and proposes that social interactions play a fundamental role in the development of cognition in general and language in particular. Sapir – Whorf hypothesis can be described as consisting of two associated principles.

According to the first, linguistic determinism our thinking is determined by language.

According to the second linguistic relativity, people who speak different language perceive and think about the world differently. The structure of a language affects the ways in which its speakers conceptualize their world, i.e. their world view, or otherwise influences their cognitive processes.

There are two basic approaches² that dominate all theories of language learning: the process of learning and in that way they acquire the language rules; the learning is less significant factor, comparing with the main role that have innate factors. Researches have shown that the representation of learning as a key factor is not coordinate with the main observation regarding language. Namely, language systems of the world are very similar and it is to presume that there are predetermined language universalities in child's predisposition or ability to learn language.

The theoretic and research questions that interested the theoreticians of the language development are: How we acquire language learning? How children learn grammar? It is shown that in the “poor acquisition” conditions child has significant grammar knowledge (argument for innate factor). In the ways of isolating the grammar structures, the important role has experience of language acquisition.

The crucial segment in second language acquisition is a second language use strategies. It is of great importance that the learners select these strategies to improve the learning of a second language. These language use strategies include retrieval strategies, rehearsal strategies, cover strategies and communication strategies. The strategies as a primary goal have language learning. For the

²Ammar, A. (2008). Prompts and recasts: Differential effects on second language morphosyntax. *Language Teaching Research*, 12(2), P. 183-210.

awareness raising in using language learning strategies the role of consciousness is important as Schmidt stressed out that language learning strategies are “either within focal attention of the learners or within their peripheral attention”, and it is possible that the learners identify what they have just done. If his behavior is unconscious and the learner is not able to identify strategies, then the behavior is a process, not a strategy. As some researchers underscore learning strategies are to be seen in the context of general personality factors such as the following: introversion / extroversion, reflectiveness / impulsiveness, field independence / dependence, self-confidence, self-concept, self-efficacy, creativity, anxiety, and motivation.

B. Additional general principles for effective language teaching

- early language learning;
- task-based interaction ;
- balancing form-focused and meaning activities;
- listening comprehension and story-telling activities;
- target language use;
- language learning strategies

An early start in language learning can be beneficial to learners but does not guarantee success. It is a particular feature of the primary school curriculum that children in primary schools benefit from the opportunity to begin learning two languages from the early years. To be successful early language learning must be accompanied by effective teaching. Motivation and aptitude are important characteristics; enjoyable activities develop motivation but it is also important to focus also on meta-language, accuracy and form, and to strike a balance between spontaneous communication and opportunities to plan and prepare productive language.

Task-based interaction has been shown to facilitate second language learning. In task based interaction the teacher creates activities or tasks which are

more than language practice activities or drills, but where learners communicate ideas and feelings and receive feedback as to whether they have been understood. These activities help learners develop production and comprehension skills and improve motivation. The role of teacher feedback and intervention needs to be carefully handled in these situations.

Balancing form-focused and meaning-focused activities is also important. Research has not yet provided clear guidance on the optimum balance, but some studies suggest that alternating between activities that focus on developing fluent expression and confidence and those that focus on accuracy of form and meaning can be useful.

Listening to and comprehending spoken natural language supports the development of comprehension. Through carefully planned listening activities teachers can support learners develop comprehension strategies, including word and sound recognition and use context and previous knowledge to understand content in the target language.

Story telling activities can also help to promote speaking proficiency and literacy skills. Target language use by the teacher impacts positively on learners' L2 proficiency. Developing learning strategies can have positive effects on language learning over time, and even young children can become aware of and taught to use language learning strategies.

Phases of language learning

Children learn language through three phases:

1. Learning rhythmic characteristics of the language,
2. Segmentation of the words from fluent speech;
3. Identification of the exact grammar structure.

There are three general rhythmic classifications of the languages: languages of the stressed syllables (English, German), rhythmic languages (French, Spanish), and languages of short syllables (Japanese). Research has

shown that children up to 5th month of life differentiate languages which belong to the different rhythmic categories, but do not differ languages which belong to the same rhythmic categories. Research conducted by Jusczyk & Aslin has shown that children at the age of about 7,5 month begin to differ words within a fluent speech. Learning is essential for correct segmentation, although younger children manage to separate words within a fluent speech, it does not mean that they understand the meanings of these words. From the 15th to the 24th month of life the capacity to separate individual words within a context of fluent speech increases considerably. At the age of 15th – 24th month they achieve level of adults for recognizing familiar words in fluent speech. How children identify integral parts within a grammatical organization of the language? Identification of integral parts needs to satisfy several conditions, in which children are sensible: speech must contain an adequate sign to suggest integral parts of grammatical structure of the language: the listener must be able to detect those signs: the listener must use those signs in the process of input of the linguistic information.

For survey shows that children have great capacity of learning language “statistically”. However, this area is still not explored enough, such as questions: How children integrate all the information needed for language learning? How they choose rules, applicable in a particular situation? Which signs are better indicators to mark boundaries between words? Jeannette Vos conducted research about early foreign language learning capacities at preschool children. Her main thesis were:

A. Language learning is a natural process at younger age of the child (at the age of four, child knows 2000 words, while the 6 month old baby produces and differentiates 70 different sounds)

B. Preschool age is vital for language learning;

C. In first three years we form the foundations for thinking, language, vision, attitudes and aptitudes;

This does not mean, however, that 50 to 80 percent of our wisdom is created in the early childhood. It simply means that children form, in the first few years of life, their main learning pathways in brain. So, we can teach a second language to young children using few methods. It can be done by imitating, observing, listening and performing, by counting, plays, rhymes and songs. It is very important to have fun: for emotional (reptile) brain or “little brain”, when it turn on, the learning becomes much easier. Gardner’s theory of multiple intelligences is applicable in the foreign languages method: learning by doing, emphasized with images and sounds; learning must be fun, in relax but stimulating state with music and rhythm, connecting numbers and words in play, roaching, tasting, smelling, and using the whole world as a classroom. The learning should be in a stimulating, enriched environment. By an enriched environment we mean the one that offers plenty of sensory stimulation. A brain researcher at the University of California at Berkley made an experiment with rats, producing, as a result, some of the world’s most intelligent rats. When she put the rats in an enriched environment, i.e. their cages filled with mind intriguing games, stimulating colors, mirrors etc. After a while they grew more brain tissue. The rats in a non – enriched environment, as a result had less brain tissue.

The context is important for foreign language learning in the pre-school age children. So, this process of learning has the elements: research – context, learning outcomes, direct observations of the situations in the classroom/group; parents involving – important when introducing foreign language learning, atmosphere of the support outside of the classroom (outside of the kindergarten); continuity – maintain continuity of the learning, from the preschool age throughout the education period; time – time of learning needs to be expanded, whenever it is possible; it is better to have shorter lessons everyday then two long ones during the week; it is also important the quality of the lessons; training of the educators – the knowledge of the foreign language, to know how to analyze and interpret language, the knowledge of the principles of the foreign languages learning, pedagogical capacities for foreign languages; possibilities for all students/children;

suitable methodology for all age groups; language diversity; coordination of the research (covering all the important aspects); potential dangers – available resource, planning.

Brumen researched the perceptions of pre-school age children concerning foreign language learning motivation in pre-school age children. She confirmed that children are intrinsically motivated in foreign language learning; they are satisfied with their accomplishments, they seek activities, and they are eager to acquire knowledge. An atmosphere of support is important to them, as well as a stimulating environment and a feeling of security and comfort. (When these elements are lacking children want to learn less). Because children are intrinsically motivated it is opportune to use their motivation and introduce foreign language through listening, seeing, imitating and practicing. It is advised to introduce a second language as if it was a mother tongue, using songs, games, nursery rhymes and natural conversation with the children. Without the element of fun, learning is almost impossible. Learning is easier if it is made fun or emotional, because, the brain stem, sometimes called the reptile brain, controls many of our body's involuntary functions, e.g. breathing. Besides the reptile brain, we have the emotional brain, the "little brain" and the thinking brain. The emotional brain or the mammalian is located in the center of the brain and stores memory, and that is why the learning is much easier if the emotional or fun element is involved. Other than that it is important to always keep our brain busy and to use it as much as possible in order to stay healthy. Neurons die if not used and the "little brain" is the only part where neurons grow. In our brain there is several intelligence centers in which learning take place. The intelligence centers are stored within the cortex, or thinking brain. According to Gardner we have several types of intelligence: ***linguistic, logical – mathematical, visual – spatial, social, introspective, musical, bodily – kinesthetic and naturalistic.*** To link all those kinds of intelligences we can use several learning methods, e.g. learning by doing. Play cooking, going to grocery store or similar and using second or third language while doing it. The

learning process should be reinforced with pictures and sounds in a playful way, using cards.

As previously written, learning should always be fun, and learning while playing creates emotional attachments and emotions are the door to learning. Learning should be stress: free, as the latest research shows, 80 percent of learning problems are stress related. It is known that the music for example is one way to use the whole brain, and there for easy to remember lyrics with music. Although the traditional way to learn is to sit and learn it is easier to learn as we move. In that way we can learn more. Students should be encouraged to talk to each other and practice what is learnt, but before that the teachers should let children reflect for a while, because there is a dormant stage to language learning, and children tend to first absorb language and then speak. It is important to bear in mind that anything can be linked while learning language, including for example numbers and new vocabulary words. To reinforce the memory, when learning new word we can include all senses, e.g. taste, smell. It is important to make a learning process as natural as possible and therefore we can use outdoors as a classroom.

C. Second language learning and teaching at pre-school children

Firstly we will stress the importance of early language learning, regarding to the age of the children. Every healthy child is born with 100 billion brain cells, and each cell makes up to 20 000 connections. Whether these brain cells make connections or whether they die depends on if a child lives in an enriched environment³. The ability young children have is to acquire knowledge as a part of a natural process. When they are immersed in a language, they can learn quickly and easily if playing. Unlike adults, who at some point in life lose that ability, they can learn verbs by hard, but speak naturally is much more difficult. So the key to fast and efficient language learning is to become more like children. Children learn, by the time they are four at least 2000 words, if exposed, in well-rounded

³ Navés T. (2006). The long-term effects of an early start on foreign language writing. Unpublished Doctoral Dissertation, University of Barcelona. P. 14.

environment. After the birth, in the first month baby reacts to the environment and develops new synaptic connections at the rate of up to three billion a second. All the baby's experiences are deposited in the memory cells. In the first six month of baby's life there are 70 sounds that each baby can produce, and those sounds make up all the languages of the world. After that period baby will use only the sounds from her/his direct environment and disregard the others. Up to the eighth month a baby's brain has about 1,000 trillion connections.

The child's vital years for natural learning are those in preschool period. In that period there is no difference between learning first or second language. By the third year of life the foundations for thinking, language, vision, attitudes, aptitudes and other characteristics are defined. During the first years of life children form their main learning pathways in the brain. There are six main pathways to the brain and they include learning by sight, sound, taste, touch, smell and doing, after that period all the information we use are collected in that early stage of development. Up to age ten half of the connections have died in the average child. Five hundred trillion will last throughout an individual's lifetime. Foreign language teaching should begin when children are in preschool, when teachers can maximize a child's willingness and ability to learn. Up to age 12 the brain is like super – sponge, and during that period the foundations for thinking, language, vision, attitudes, aptitudes and other characteristics are laid down. After that period all the fundamental architecture of the brain is finished. It is important to learn a foreign language before that age, because, by the time a student reaches high school, the optimum learning period is lost. So, the methods of evaluation of the second language learning effects are the necessity.

Methods of evaluation of the second language learning effects

In pre-school education is of primary interest to encourage a child's optimal mental and physical development and it is important to know as objectively as possible to evaluate the current development status of the child, i.e. mental and

physical characteristics of the child⁴. Therefore, one should bear in mind three points:

1. Children's developmental characteristics are the starting point and the final goal, the beginning and the end of each reflection of educational work with children: namely, developmental characteristics should be changed in the desired direction;
2. General principles of development: no matter how certain characteristics developed in specific children, it is always advisable to further stimulate its development;
3. Principle of development holism: there is always a priority to encourage more intense those properties that are underdeveloped compared to the approximate "age ability of the children".

Simple quantitative method

An evaluation of the development in the competences in mental and physical aspects of child development (motor skills, and maintain health, socio-emotional development and personality development, communication skills, creating and expression, cognitive abilities and knowledge) is very useful for the purposes of the prevention of special needs. For this purpose, simple quantitative method was developed. The reasons for making such a method are the following:

- evaluating the characteristics can conduct a teacher who does not need to be particularly scientifically educated (and method of evaluation should be usable and simple);
- in practice often there are no possibilities to implement psychological testing (temporal or material).

The basic idea of the method is "logical" assumption that it is necessary to encourage intensively development of those mental and physical competences, that

⁴ Cenoz J. Age differences in foreign language learning. I.T.L. Review of Applied Linguistics 135-136, 2002. P. 199.

aren't at some point enough developed, and exactly in the degree in which they are "less developed", in relation to a defined desired final state.

A simple quantitative method⁵, predicts more state evaluation of selected characteristics. Evaluating the developmental status of the child can be implemented in two ways: the progress of children in relation to the initial state for each individual (how much the child has progressed in relation to the initial evaluation in a developmental area), or may be evaluate an absolute status or condition of the specific characteristics, regardless of initial state (when compared with the average of the group). The criteria for monitoring of the competence in each aspect of development can be differentiated on the binary evaluation of having or not having certain competences, i.e. the existence or lack of progress in relation to the initial state for each child (0) or to evaluation of the extent of progress and development of specific competencies (1). More sophisticated approach means using ordinal scale of estimations. Degrees of progress can be expressed as follows: 0 = failure to progress, not having the trait, 1 = less progress, having the trait to a lesser extent, 2 = average degree of having the trait or average progress, etc.

The sum of the data of the assessment is carried out at two levels:

- assessment by rows: represents the sum of the individual scores for all estimated characteristics (competences). Added together, the data (estimations) for a particular individual upon completion of the assessment obtained data on each child, indicate the "development status" of the child. When the sum of unsatisfactory developed competencies for each child in the group was calculated, the children could be ordered in relation to the total score (sum) in all the competences together. In other words, one can determine the overall status of certain child in the group, in relation to his/her all estimated characteristics together. The percentiles according to this sum can be used in defining, for

⁵ Klippel, F..Communicative fluency activities for language teaching: Developing speaking activities. Cambridge: Cambridge University Press. 2008. P. 224.

example, 25% of children with results in the range from 75th to 100th percentile (individuals with the highest values of aggregate score), classified as “most developed” individuals (the best vocabulary learners, e.g.).

On the other hand, 25% of individuals with lowest scores (with the sum with the results from zero to 25th percentile) can be classified as “least developed” (the worst vocabulary learners). The remaining 50 % of children will probably be considered as “average” (vocabulary learners). Based on the classification of children in three (or more) of notional groups (based on the size of aggregate score, such as described percentile criterion), it will be easier to plan individual work with each child (for example, with children with special needs). This is in fact mathematically defined prevention at the individual level.

- assessment by columns: represents the sum of the scores for the entire group (e.g., in certain educational groups of children in kindergarten), for each competence at all children together (for example, specific words in vocabulary). The sum of the columns is performed by summing the estimations in certain competences (in consecutive columns). In the last column, in the last row down right, the scores for all the children in all the individual characteristics are summed (sum for all the competences for entire group: sum for all the columns together). Higher percentage of the sum of the estimations by individual competences, in relation to the total sum of the estimations in all the characteristics, means higher developmental status in some competences in a given group. Namely, the sum of the estimations for the individual characteristics of the group is divided with the total sum of the estimations for all the participants (children in observed group), and the obtained quotient is multiplied by 100 (%). The priority list of competences which have to be stimulated in the future (for entire group of children) is defined. Stimulation should be done through various forms of planning and programming for the promotion of mental and physical development of certain group of children. By ranking of individual competences according to the calculated percentage, it is planned to more intensively encourage and stimulate the least developed competencies (for the whole group). After making such the list

of priorities, practical educational work should be planned in a given group of children for the next time period. This is therefore mathematically defined stimulation priorities in vocabulary learning, adjusted to a current state in certain group of children in general.

This simple quantitative method is applicable in virtually all areas of applied psychology, primarily due to the ease of data collection, aggregation of results and implementation of the planning and programming of future work, with the aim of achieving the desired final state. Furthermore, evaluation of the effects described above is possible to be automatized in its practical application, using the computer technology, facilitating its application, particularly in the domain of data analysis. It is important to take into account the selection of the optimal number of competences for evaluating the effects of the program (e.g. vocabulary): large a number of competences that are being monitored can increase the reliability and validity of the data, but it is problematic in terms of applicability in practice (more estimated competences request more time).

D. Methodologies in foreign language teaching

*"Any given method is only as effective as its implementation."*⁶

I. Grammar-Translation Method (1890s-1930s):

Around the turn-of-the-century, language learners often translated cumbersome volumes from classical Greek or Latin into English via this approach. It consisted mainly of exhaustive use of dictionaries, explanations of grammatical rules (in English), some sample sentences, and exercise drills to practice the new structures. Little opportunity for real second-language acquisition existed then.

II. Cognitive Approach (1940s-1950s):

This approach introduced the four principle language skills for the first time: listening, speaking, reading, and writing. Oral communicative competence

⁶ Foreman, Joel. "Next Generation Educational Technology Versus the Lecture," *Educause Review*, July/August, 2003: 12-22.

became the focus. Comprehensible auditory input became important and speaking in the target language began to occur. Learning about the language was overemphasized.

III. Audio-Lingual Method (1950s-1960s):

With the advent and popularity of audio tapes, this approach ushered in the first recordings where in the language learner could actually hear and mimic native speakers on reel-to-reel audio tapes, often used with earphones in a language lab setting. Lessons often began with a sample dialogue to be recited and memorized. This was followed up with substitution pattern and saturation drills in which the grammatical structure previously introduced was reinforced, with emphasis given to rapid fire student response. Repetition, substitution, transformation, and translation became the order of the day. This method was strongly influenced by B.F. Skinner's behaviorist view toward learning which favored habit-forming drill techniques. Unfortunately, most students couldn't transfer these dialogues into their own real-life experiences.

IV. The Direct Method (1970s):

This method presented discussion in the target language as the major priority. Reference to English equivalents became discouraged. Grammar learning became inductive in nature without overt explanations given the pupil. Teacher/student interaction became fuller, guessing of context or content, completing fill-ins, and doing "cloze" exercises were the order of the day. Accuracy in pronunciation and oral expression became vital. Examples to be followed became the main intention.

V. The Natural/Communicative Approach (1960s-2000s)⁷:

Originally developed by Tracy Terrell and Stephen Krashen, this acquisition-focused approach sees communicative competence progressing through three stages:

⁷ Gardner, H. (1983). *Frames of Mind: The theory of multiple intelligences*. New York: Basic Books. P. 12.

- (a) *aural comprehension,*
- (b) *early speech production,*
- (c) *speech activities*

all fostering "natural" language acquisition, much as a child would learn his/her native tongue. Following an initial "silent period", comprehension should precede production in speech, as the latter should be allowed to emerge in natural stages or progressions. Lowering of the Affective Filter is of paramount importance. Only the target language is used in class now, introducing the "total immersion" concept for the very first time, with auditory input for the student becoming paramount. Errors in speech are not corrected aloud. Now enters the era of glossy textbooks, replete with cultural vignettes, glossaries, vocabulary lists, and glazed photographs. A deliberate, conscious approach to the study of grammar is considered to have only modest value in the language learning process. Pairing off of students into small groups to practice newly acquired structures becomes the major focus. Visualization activities that often times make use of a picture file, slide presentations, word games, dialogues, contests, recreational activities, empirical utterances, and *realia* provide situations with problem-solving tasks which might include the use of charts, maps, graphs, and advertisements, all to be performed on the spot in class. Now the classroom becomes more student-centered with the teacher allowing for students to output the language more often on their own. Formal sequencing of grammatical concepts is kept to a minimum.

VI. Total Physical Response/TPR (1960s-2000s):

This approach, also known as TPR, was founded by James Asher. In this method, both language and body movement are synchronized through action responses and use of the imperative (direct commands). TPR may be used in conjunction with some other methods involving *psychoneuro kinetic* techniques wherein the teacher gives a host of commands with the students then responding by "acting out" the command: "Stand up", "Go to the door", "Sit down", etc. Kinetic movement of the hands and arms is incorporated in lieu of rote

memorization. Student speech is delayed until they feel comfortable enough to give other students commands too. TPR is very effective in teaching temporal states, personal pronouns, and other deep grammatical structures.

VII. The Silent Way (1960s-2000s):

Dr. Caleb Gattegno introduced this classroom technique wherein the teacher remains silent while pupils output the language on cue through perpetual prompting. This is the *production before meaning* school of thought and practice. A color-coded phonics (sound) chart called a *fidel*, with both vowel and consonant clusters on it, is projected onto a screen to be used simultaneously with a pointer, thus permitting the pupil to produce orally on a continuous basis in the target language, via a sequence of phonemes or sound units. Modeling of correct pronunciation for students is discouraged. The greatest strength of this method lies in its ability to draw students out orally, while the teacher "takes a back seat". This method works most effectively with round tables being used to promote small group discussion and for ample student rotation. In general, reliance on and the use of a structured textbook or an outlined syllabus is much discouraged during the initial phases of learning. The Silent Way truly gives students a spoken facility.

VIII. Suggestopedia (1960s-2000s):

Suggestopedia is a language teaching method developed by the Bulgarian psychologist, Georgi Lozanov⁸ (1982). Like Community Language Learning and the Silent Way Method, Suggestopedia is an innovative method that promises great effective language learning results. Lozanov claimed that by using this method one can teach languages approximately three to five times as quickly as conventional methods.

The name of suggestopedia is from the words "suggestion" and "pedagogy." It is a set of learning recommendations derived from Suggestology, which Lozanov describes as "a science ... concerned with systematic study of the nonrational

⁸ Georgi Lozanov. Method of "Suggestopedia" Bulgaria-1982. P-18.

and/or non-conscience influences” that human beings are constantly responding to. The method also draws from insights from yoga. From yoga it draws the importance of relaxation of mind for maximum retention of material. The main features of suggestopedia are:

- *The use of music to relax learners.*
- *The furniture, decoration and the arrangement of the classroom.*
- *Teacher’s authority. The teacher plays a central role and he/she is the source of all information.*

IX. Community Language Learning/CLL: (1960s-2000s):

This creative, dynamic, and non-directive approach to language learning was first elaborated by Charles Curran. It is designed to ease the learner into gradual independence and self-confidence in the target language. This is also known as the *Counseling-Learning method*. Curran's approach is beyond simply a methodical pedagogy, but is rather a veritable philosophy of learning which provides profound, even quasi-theological reflections on humankind! It encourages holistic learning, personal growth, and self-development. Learning a language is not viewed necessarily as an individual accomplishment, but rather as a collective experience, something to be disseminated out into the community at large at a later stage in the second-language acquisition process. Student "participants" are thus allowed to register abstracted grammar both peripherally and semi-consciously.

X. "Total immersion technique":

This generalized technique in foreign language pedagogy "immerses" or "submerges" the student directly and immediately into the target language from the first opening day or hour of class. There are basically two (2) types of total immersion approaches:

- a) *effective;*
- b) *ineffective.*

An *effective total immersion* environment begins in hour one wherein the teacher speaks the foreign language slowly, clearly, and uses easily

understandable and comprehensible cognates, at least to the best of his or her ability as a foreign language professional educator. These closely and oftentimes immediately recognizable related words may differ only slightly in pronunciation or spelling from the student's native language. Hand gesticulation, appropriate modeling, various *realia* (such as picture files or photos), and sometimes TPR can facilitate such effectiveness. An *ineffective total immersion* approach occurs when the teacher opens class by speaking rapidly at native speed as if the students were residing within the target culture, as if they were inputting the attempted language on an hourly, daily basis. In essence, the student is being treated as if they were living in the country where the foreign language is predominant. Thus, the intended language "goes over the heads" of the students from the very first day of class, thus creating a distancing and ultimate loss of the student's attention and cognitive awareness of just what is being communicated in class. Either type of immersion oftentimes overlaps any or all of the above-mentioned methods in second-language acquisition.

E. The importance of motivation in EFL

There are many different definitions for the term motivation. According to Garlie Sarthe, to be motivated, the learner needs to have something to look forward to, a purpose related to goal or objective. This objective would be learning a foreign language. There must be something that the learner wishes to accomplish or gain, being the target language the vehicle to attain it. The learner's reasons for another language could vary from achieving a sense of success, fulfill other's expectations or being able to buy a new car through getting a better job due to command of the target language. Motivation energizes human being and provides direction. Crookes and Schmidt identify motivation as the learner's orientation with regard to the goal of learning a second language.

The issue of motivation, particularly in EFL settings, is so important that other considerations about teaching methodology seem to pale in comparison. It is important to think about motivation as the essence of language teaching because of the stark realities of learning English for most of our learners. All of the conditions that we know contribute to successful second language learning are lacking in most EFL contexts: there just isn't enough English input in the environment, there probably aren't enough opportunities for interaction with English speakers, there usually aren't enough strong role models promoting the learning of English, and there may not be widespread enough social acceptance for the idea of becoming proficient in English. Because of these adverse conditions, a learner has extraordinary motivation in order to succeed at learning a foreign language.

Particular approaches for generating motivation

There are three levels of motivation in language learning that are operational, or accessible to direct influence by the teacher. To the extent that a teacher can tap into any or all of these levels, he or she is more likely to become a motivating teacher.

A. The first level of motivation: Finding learner's passion. The first level or the central core of motivation is what might be called finding your passion. All successful learning is somehow connected to a learner's passion. Passion means a person's central goals in life, the things the learner cares about most, the things that move him or her emotionally. It doesn't mean that a learner needs to become passionate about learning English in order to succeed. Rather, the learner needs to find a way to connect English learning to his or her real passion in life⁹.

The teacher can help learners to bring their passion into the classroom in several ways. One is by introducing hot elements in the classroom music, movies, fads, current topics, personalities, games, and so on in order to trigger learners'

⁹ El-Shamy, Susan. *Training Games: Everything You Need to Know About Using Games to Reinforce Learning*. Virginia: Stylus, 2001. P. 118.

real interests. The teacher can use these triggers to build a class culture. If teachers introduce or allow the learners themselves to bring in, samples of current songs, clippings of famous people, or photos or video clips, they invite greater engagement in the classroom. Another way of helping learners find their passion is by organizing class activities around the theme of self-expression. There are a number of approaches here: personalized tasks, idea journals, speaking circles, interactive questionnaires. When learners realize that the content of the class is their personal lives, and that the teacher responds to them as people, not just as language learners, teachers invite a deeper level of commitment and motivation. A third way of generating passion is through the psychological principle of immediacy using yourself as a model of enthusiasm and motivation for learning.

B. The second level of motivation: Changing learner's reality

In every language learning setting, but particularly in EFL settings, learners cannot make sufficient progress in the L2 because they do not receive enough instruction, not nearly enough attention in class, not nearly enough input or meaningful interaction or opportunities for serious output. A typical learner needs a minimum of four hours a week of quality contact with a language in order to make progress. Even if this estimate is not true for all learners, it is clear to most EFL teachers that learners need more language instruction than teachers can provide in their classrooms. Learners need more quality instruction input, interaction, and opportunities for meaningful output not only to make progress, but in order to maintain a sufficiently strong connection to the language and to build their own motivation for learning.

Motivation is a major part of teachers' job to help learners find opportunities for engaging learning tasks outside the classroom. Helping learners find quality homework is essential to maintain quality learning in the classroom. The ideas are endless: direct learners to quality language learning websites, make available quality audio, video, and multimedia learning sources, develop a small library of accessible readers and supplementary

materials and self-access quizzes, worksheets and games. Spending classroom time to help learners select, share, and evaluate their out-of-class work with English is just as important as covering a lesson in the textbook. Helping learners change their reality means moving them toward seeing language learning in a different way. It means helping them take simple, self-directed steps to make choices about learning¹⁰. The first step is the most important, because it's the one that can ignite this level of motivation.

C. The third level of motivation: Connecting to learning activities

Connecting refers to the engagement of intention, attention, and memory in the activity itself. All teachers want their students to connect with the learning activities they prepare, yet they often fail to take concrete steps that will lead to better connection. Here are a few connecting principles that can be used in teaching materials, such as:

- Use personalized warm ups to lead into an activity. This creates relevance an essential condition for memory to work effectively. Aim to get all learners involved in the warm up.

- Make each learning activity as vivid and tangible as possible. Use provocative topics. Include visual aids (pictures, charts) and tangible references (games, boards, index cards) to engage learners' attention. Provide variety in learning activities so that learners can try out different learning styles including interpersonal, kinesthetic, musical one.

- Make sure that each learner is involved, and everyone has an intention in every activity. Assign roles in pair and group activities.

- Include inductive learning in lesson. Be sure that learners have an opportunity to discover things on their own grammar points, pragmatic patterns, new vocabulary. Give learners a chance to reflect. It's always easier to teach

¹⁰ Umstatter, Jack. Brain Games: Ready-to-use Activities That Make Thinking Fun, Grades 6 -12. San Francisco, CA: Jossey-Bass, 1996. P. 88.

deductively through direct presentations, but discovery learning is more meaningful and more permanent.

➤ Provide feedback on all levels of language progress. Progress in language involves more than just gradual mastery of grammar and vocabulary. Give feedback on elements of performance that affect learners' motivation: their success in an activity and their level of engagement.

A further issue in relation to corrective feedback is that any feedback given to young learners would not undermine their confidence or self-esteem. *“Corrective feedback: ‘Prompts’ better than ‘recasts’, and ‘recasts’ better than ‘ignoring error’”*

Many studies have been carried out to evaluate the effectiveness of different corrective feedback strategies in the L2 classroom. When a pupil makes an error in the oral L2 production in class the teacher is faced with a number of choices. The teacher can:

1. *recast it*
2. *give an elicitation prompt*
3. *repeat the error*
4. *seek clarification*
5. *recast and continue not waiting for the pupil to correct*
6. *ignore the error*

Gattullo categories 1-5 above to analyse data in a study of teacher feedback in a foreign language teaching setting in Italian primary schools. She classifies elicitation, repetition of error and clarification request (categories 2,3 and 4 above) as falling under “negotiation of form” type of feedback.

1. Recast after a pupil's error

Pupil 4: I'm doctor

Teacher: You're the doctor (recast)

Pupil 5: I'm patient

Teacher: I'm the patient (recast). All right

2. Elicitation after a pupil's error

Teacher: Eh, Giorgio, what do you do in your free time?

Pupil: volleyball

Teacher: you? (elicitation)

3. Repetition of error after a pupil's error

Teacher: What colour is this?

Pupil 1: This is a green

Teacher: WHAT? this is A green? (repetition of error)

4. Clarification request after a pupil's error

Teacher: What colour is this?

Pupil: This is a brown.

Teacher: I can't understand. What colour is this? (clarification request)

5. Teacher's continuation after feedback

Teacher: Do you like ice-cream? What kind do you like best? Mint?

Pupil: Doesn't like mint

Teacher: Don't you like mint? (recast) But do you like all the rest? (teacher's continuation)

A sixth category not included by Gattullo, is where the teacher has understood the utterance of the pupil and he/she ignores the error and responds to the meaning of what the pupil has said as in the following example:

6. Teacher ignores the error

Teacher: What colour is this?

Pupil 1: This is a green

Teacher: Okay, can you show me a red one? (teacher's continuation)

In summary then, a teacher can react to a pupil's incorrect utterance by ignoring it and giving no feedback, by explicitly correcting it, or by prompting the student in some way that an error has been made and the teacher would like

the utterance to be rephrased. Research studies conducted on corrective feedback with L2 learners indicate that prompts are more effective than recasts in enabling learners to acquire the form that caused the error. Recasts in turn have been shown to be more effective than providing no corrective feedback.

F. The role of games in classrooms

“Games are effective tools for learning because they offer learners a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thought and action are combined into purposeful behavior to accomplish a goal. Playing games teaches us how to strategize, to consider alternatives, and to think flexibly”.

That quote summarizes our beliefs about using games to teach, practice and reinforce a foreign language.

Games provide a constructivist classroom environment where learners and their learning are central. “Learning through performance requires active discovery, analysis, interpretation, problem-solving, memory, and physical activity and extensive cognitive processing”. Learners draw their own meaning from these experiences while learning from their mistakes and also from each other. The learners also build upon their previous knowledge and use their new knowledge in a situation separate from the activity in which they learned it. Furthermore, the teacher is now able to make observations on each learner and see what areas the class or individuals are struggling with or excelling at as well as the social dynamics of the group.

Some teachers are trained in theories which promote learning through experience. They remind us that when small children learn, trial and error is a part of everyday life. “The learning process should be interesting, easy and it should be fun to learn. It also should fit with an everyday task and the working environment in order to achieve optimum results”. Games allow for creativity, independence and higher order thinking. Usually, questions posed by the classroom teacher are fact based and have only one answer, not allowing for creativity, personal

expression, or testing hypotheses. The answer is either right or wrong, but games can allow for multiple answers. They improve participation, self-esteem, and vocabulary usage and allow the learners to see that there are many ways to solve the same problem. Additionally, it is more like real life. For instance, most conversations start with open ended questions: “How are you?”, “What did you do yesterday?”, “How can I help you?”, and “What would you like for dinner?”

As foreign language learners, it is important that they are provided with scenarios that are as realistic as possible. Games, if produced well, can do the same thing. Easy ways to do that involve the learners finishing a sentence, listing words that begin with a certain letter, answering open ended questions on a board game or telling a story.

Games also reinforce learning through many of Gardner’s multiple intelligences. Since individuals receive and process information in very different ways, it is important that teachers utilize different strategies and styles. Games often incorporate logical reasoning, communication, kinesthetics, visual stimulation and spatial relations. Games include analysis and interpretation of new and old material which makes learning concrete. Furthermore, the hands-on experiences are integral to critical learning, retention and recall.

Games stimulate interactivity. The learners are actively processing and working with the material as well as with classmates. In a grammar translation classroom, the learners are working solely with the text and few voices are heard throughout the class session. In a foreign language classroom, it is imperative that the learners practice talking with each other.

The goal of the foreign language learner is to speak proficiently and independently in various situations. He or she will never be able to do so unless there are ample opportunities for guided and independent practice. The interactivity amongst the learners also promotes a community of learners. The learners will begin to see each other as individuals and will learn more about each other instead of seeing what they are on the surface. Interactivity will remove stereotypes and barriers, all of which are very common in secondary schools.

Games allow the learners to work as a team and to work collaboratively towards a common goal. This collaborative effort is more than just learning to work with others. It promotes a symbiotic relationship where they can learn from each other. Learners must supply reasons for why their answer is the best, listen to their teammates' rationale and then determine which answer is the best and why. So now, the collaborative effort is promoting a spontaneous discussion about the material, improving pronunciation, increasing participation, aiding in comprehension, all while the children are thinking quickly on their feet. They are also developing trust and self-esteem in this process. Trust develops within and among the players. The learners must trust their own instincts and others' rationale about the answer as well as the ability to produce it. Self-esteem grows as their answers are validated and teammates rely on them to be pivotal players in the game.

“Games enhance repetition, reinforcement, retention and transference”. Because each game has a specific learning objective in mind, each player's turn deals with the same concept or skill in a different way. Therefore, what learners do not learn on their own turn, they may grasp from someone else's turn. Moreover, the responsibility for learning and practicing is the job of the learner and it is willingly accepted.

III. PROCEDURES AND PROCESS

Research plan

I. STATEMENT OF PURPOSE

In the current research, we aimed to investigate the role of initial learning in teaching foreign language process, moreover to find out the answer that how teachers can influence in teaching process supported with a wide range of motivation, different activities and games during these procedures.

The research has been held with the English language learners of the 9th grade class of the secondary school № 84, that we conducted lessons including 14 pupils from that class. Additionally, this secondary school's English language teachers were asked about their experiences with the different-age learners at their schools. An important goal of the current study is to provide an overview of the various elements of initial learning and their variation, hereby creating a basis for further research on teaching foreign languages and the teacher's influence in that process.

A. Goal

To investigate the role of initial phases language learning and some useful, modern and state-of-the-art methods in teaching foreign language process, and analyze it's impact on developing teaching and learning foreign languages at EFL classes.

Additionally, the following aims were covered through this research paper:

- making learning stimulating and enjoyable;
- presenting tasks in a motivating way;
- setting specific learner goals;
- protecting the learners' self-esteem and increasing their self-confidence;
- promoting self-motivating learner strategies.

B. Objectives of the Study

The objectives of this study are:

- ✓ To investigate the effect of using games and activities in initial teaching and learning English language.
- ✓ To study different materials, books, articles, papers concerning motivation in learning target language and activities to develop all the skills in the classroom.
- ✓ To define the role of motivation at listening, writing, reading and speaking abilities, with classes of learners of the secondary school.
- ✓ To select material for investigated classes which is respond to learners' needs and expectations.
- ✓ To implement the selected material into the experiment and study, analyze the effect of the conducted research.
- ✓ To find out the difficulties which English language teachers and learners face when they conduct language lessons and to suggest some solutions.

Learners will:

- learn how to be a good listener.
- learn how to be a good speaker.
- learn how to be a good reader.
- learn how to be a good writer.
- practice all four skills with classmates from the early age.

C. Hypotheses of the Study

In searching for answers to the research questions, the following hypotheses are made:

- English language learners use games and activities as an effective method and motivation.

- The use of motivation enhances all the language skills, including teaching reading, listening, writing and speaking skills, as well as motivation plays an important role in initial learning of languages.
- Involve learners in the secondary school years or inform language teaching for these pupils.
- Focus on effective language teaching and learning in a school setting within the normal school day.

D. Research questions

The specific **research questions** we aimed to answer in the current research work were:

1. What elements of an initial learning programs can be distinguished?
2. What is the degree of the state of well-being of beginning teachers?
3. How can differences in experienced influence of the learner`s age on professional development be explained?
4. How the learning of new foreign language learning reflects on participation of the children in selected and conducted activities by teacher (participation of some children during some activities, level of child`s activity during certain activity)?
5. What are the obstacles that face English language learners and teachers of secondary schools when acquiring foreign languages in classroom situations?

The research focused on finding answers to these above given questions based on the hypothesis that the teaching and learning process could be improved with the help of different activities, games and methods that every teacher can carry out,

furthermore, to analyze a significant role of initial learning during the process of teaching foreign languages.

II. METHOD

In order to find answers to the research questions, one group of the pupils of form 9 with the mixed level of beginner and pre-intermediate was taught and observed in the classroom for two weeks. There were 14 students in the group. The pupils are all of the same nationality and they are close in age (15-16 years). There were 6 male students and 8 female students in the group. The researcher chose the group which was taught by her for two months in teaching practicum at school while conducting the investigation. She chose this class because they know and respect each other very well and after all there would be no barriers between the unknown teacher and students. Those methods have been chosen to identify the role of motivation in initial learning for all the language skills of the beginner learners.

E. Subject

The researcher has chosen for this research experiment the pupils of the 9th grade of the secondary school № 84. The reason they were chosen is that those pupils are zeal, industrious, sociable and therefore they are considered as appropriate subjects to have this experiment. In order to be aware of the pupil's background of knowledge in English, initially, the researcher decided to have enough information about their age, gender, interests, position in class and etc. The following pupils were involved to the experiment.

№	Pupil's name:	Date of birth:	Gender:	Current live:
1.	Bekmurodov Aziz	12. 03.2001	Male	Uchtepa d.

2.	Davlatov Baxtiyor	28. 01. 2001	Male	Uchtepa d.
3.	Ernazarova Nodira	14. 04. 2001	Female	Uchtepa d.
4.	Davlatova Husnida	25. 09. 2001	Female	Uchtepa d.
5.	Meliboyev O`tkir	18. 02. 2002	Male	Yakkasaroy d.
6.	Shamsiyeva Xurshida	16. 08. 2001	Female	Uchtepa d.
7.	Begimov Nasim	29. 10. 2001	Male	Uchtepa d.
8.	Salomova Madina	14. 12. 2001	Female	Shayxontohur d.
9.	Husanova Charos	11. 05. 2002	Female	Chilonzor d.
10.	Ikromova Navro`za	21. 04. 2001	Female	Chilonzor t.
11.	Egamberdiyeva Lobar	13. 09. 2001	Female	Uchtepa d.
12.	G`aniyeva Hilola	30. 06. 2001	Female	Uchtepa d.
13.	Shoahmedov Mirzufar	15. 10. 2001	Male	Chilonzor t.
14.	Yo`ldoshev Erkin	19. 09. 2001	Male	Uchtepa d.

F. Variables

1	Dependent	All language skills, which are used in this paper to see how it can be improved by means of motivation, furthermore by different types of activities.
2		Motivation is a key to develop both listening and speaking skills, moreover,

	Independent	the level of students which was different and different approaches to teaching these abilities.
3	Moderator	Well-prepared materials, age, language background, gender. The age factor that might influence the relationship between the dependent and independent variable.
4	Control	Subjects who were interdentally selected to conduct the present research.
5	Intervening	The effectiveness of the suggested hypothesis in developing all the language skills, additionally, classifying of pupils in different activities and situations.

G. Significance of the Study

The significance of this research stems from the fact that it is an attempt to know about initial learning process and English language teachers' attitudes as relate to using different activities and games in classroom instruction. The findings of this research may assist policy makers in stressing the importance of using different methods, activities, games and motivation in teaching English as a foreign language in educational establishments of Uzbekistan.

The findings of the research may help English language teachers of secondary schools to examine the feasibility of using distinguished activities as a supplement in teaching English as a foreign language.

Materials

- Games;

- Different posters and handouts;
- Pencils and erasers;
- Participant observation;
- Speaking test;
- Reading tasks;
- Writing activities;
- Speaking activities.

The researcher uses lesson plans, different games and activities, books, internet materials, questionnaires, activities, different exercises, listening tracks as materials during this research.

Activities, different exercises, games are used to organize lesson effectively, to wake an interest in the learners to the lesson.

Procedure

As a rule, the main focuses of the research were to investigate the role of initial learning in teaching foreign languages, and to involve young learners to the process of learning. The different level of learners influenced speaking at some degree. The age of pupils also influenced the study. Since experience comes with age, those who were older were more experienced in many questions. When it came to groupings, in pair work learners were free to choose their partner so that to make them comfortable to work with each other; however, in group work, they were selected randomly.

DATA COLLECTION

Eventually, I feel that the role of initial learning and motivation in further study in the future is extremely important that estimated as an educational value that games can have in a classroom. It is becoming increasingly important and necessary for teachers to justify their classroom procedures to administrators,

parents and their children. When I started having my pupils play games, it was mostly for taking a break from the monotony of teaching from a book, filling extra class time or reviewing for a test. Now, having researched and learned about the deep, critical learning that takes place while game playing, I realize that games have more purpose than creating fun in the classroom.

My pupils find them to be fun, without realizing the educational value that they have. Regardless of the level of the learner, the following games challenge them as language learners and producers in situations that they may not be accustomed.

Some of the games are adaptations of established board games, television game shows, or of childhood games. Some of the games have been taught to them by various colleagues, inspired by student ideas, or borrowed and adapted from various publications.

Each game description includes the recommended learning level, skills reinforced and materials needed. Procedures, variations and suggestions are also included. Since each learning environment is unique, try playing the games and making adaptations that suit you, your teaching style, or the learning style of your students.

Depending on your cultural background, many of the games may be familiar because of their title or their description. However, I feel it is important to include them to show the simplicity of using games in classrooms. It is my desire to show that games can be played with varying levels of preparation from the educator. If these games appeal to you and your pupils, there are many more available.

There are some interesting games that we've practiced with young learners and we made conclude that using different games and activities in initial learning or during the process of teaching especially foreign languages has a tremendous effects and it influence high than we need or anticipate from them while conducting the lessons. So, we are willing to share some of the games which we've used with young learners. Let's acquire and have fun!

1. “Scattergories”

Level: Beginner to Advanced

Skills reinforced: Spelling, Thematic Vocabulary recall

Materials: Paper, pencil, timer

Procedure:

The teacher gives a theme. The learners write down words that relate to the theme. When time is up, each learner reads their list. If another team has the same word, the word is crossed off all the lists. Words remaining score one point.

Variations:

- ✓ Play with teams or individuals.
- ✓ Give the starting letter that all of the words must begin with.
- ✓ Have the learners use the words in a sentence to receive the point.

Suggestions:

- Determine if proper nouns are valid answers.
- Increase the difficulty of the theme to match the players' ability level.
- If playing in teams, attempt to spread out the groups as much as possible to prevent answers being overheard.

Possible themes:

- adjectives to describe people;
- animals;
- at the coast or in nature;
- clothing articles;
- colors, numbers, days, months, etc.
- foods (fruits, vegetables, beverages, breakfast, dinner/lunch, etc)
- greetings and farewells;

- hobbies & pastimes;
- items in a particular room;
- items that are ... (choose a color, or material);
- modes of transportation;
- occupations;
- rooms in the house;
- school subjects or school supplies;
- sports or sports equipment;
- types of stores;
- weather related words.

2. Sparkle

Level: Beginner to Advanced

Skills reinforced: listening comprehension, spelling

Materials: none

Procedures:

- Have all the students line up or stand in a circle in the front of the room.
- The teacher says a word in the target language.
- The students should spell the word. One person says one letter until the word is complete.
- The next student should say “sparkle” to indicate that the word is complete.
- A new word is given and the spelling starts with the next student.

Variations:

- ✓ Have someone draw the letters that are being spelled to reinforce visual learning.
- ✓ If the word is spelled incorrectly, have the student who said the wrong letter sit down.

- ✓ If the word is spelled correctly, have the student after the student who says “sparkle” sit down.
- ✓ Have each person say a word to make a sentence that incorporates the word the teacher said initially.
- ✓ Divide the class into two teams to see who can correctly spell the most words.

Suggestions:

- Review tricky letters of the alphabet, especially if the alphabet is new to your learners.
- Use the teachable moments to explain rules of spelling or pronunciation.

3. Board Games

Level: Beginner to Advanced

Skills reinforced: Grammar and vocabulary reinforcement, quick thinking, listening comprehension, community development.

Materials: game board, die, game pieces, clues or questions for the students to answer.

Procedures:

Ahead of time

- ✓ Using a game board, like those from the appendix, make enough copies for the groups in your class. A heavier stock of paper, or manila folder is recommended. Lamination will increase its durability as well.
- ✓ Prepare questions or clues for the pupils to answer.

Game Day

- Divide the students into groups.

- Each group should get one board, one piece per person, and one die, as well as a pack of cards that contain the clues.
- The group members should take turns rolling the die, answering the questions, and moving their man, until one person reaches the end.

Variations:

- Color the squares on the game boards in 4 or 5 rotating colors. Have each color represent a different category coinciding with the questions/clues.
- Write the questions, sentence starters or clues on the board itself. Make various game boards for various topics.
- The learners may only move if they answer the question correctly.
- Incorrect answers warrant moving backwards.

Suggestions:

- The questions can be related to any topic or of any level of difficulty.
- Once the boards and questions are prepared, they can be used repeatedly for various topics and levels.

They are fun and interesting and motivating. This encourages the player to not only play today but to return later to the game. Because of the emotion and excitement involved, the learner often forgets that he is learning something. Furthermore, it is likely that the player will begin to research information, study harder and practice more so that the next outcome of the game meets his ideals. By calling class activities a game when they really aren't, the learners get excited and have fun without realizing that they are learning something. I have pupils who aren't too good at English, but take my class because they like it.

They require interaction. The players should interact with material on a variety of levels and of course with other players, more and less experienced or

knowledgeable. Once again, this promotes learning from sympathetic peers who have been in or will be in a similar situation.

Games must include everyone. Each pupil should be able to participate as a player in order to effectively develop and promote social interaction, good communication and a sense of community. Games are meant to level the playing field giving everyone an equal chance to win because everyone starts with the same amount of resources and time while seeking to accomplish the same goal. While the pupils are playing the game, the teacher should be observing the learners and their interaction with each other and the material.

Generating Initial Motivation

Although many psychologists believe that children are inherently eager to expand their knowledge about the world and, therefore, the learning experience is by definition a source of intrinsic pleasure for them, classroom teachers tend to have perceptions that are in sharp contrast with this idyllic view. Instead of all those keen pupils, all they can often see is rather reluctant youngsters who are totally unaware of the fact that there should be an innate curiosity in them, let alone a desire to learn. And even if we are fortunate to have a class of learners with a high degree of academic motivation, we cannot expect all the learners to favor the L2 course over all the other subjects they study. Thus, unless we are singularly fortunate with the composition of our class group, learner motivation will not be automatically there, and we will need to try to actively generate positive learner attitudes toward L2 learning.

There are several facets of creating initial learner motivation. It is divided these into five broad groups:

1. Enhancing the learners' language-related values and attitudes: Our basic value system greatly determines our preferences and approaches to activities. We can distinguish three types of language-related values:

A. Intrinsic value, related to the interest in and anticipated enjoyment of the actual process of learning;

B. Integrative value, related to our attitudes toward the L2, its speakers, and the culture it conveys;

C. Instrumental value, related to the perceived practical, pragmatic benefits that the mastery of the L2 might bring about.

2. Increasing the learners' expectancy of success: We do things best if we expect to succeed, and, to turn this statement round, we are unlikely to be motivated to aim for something if we feel we will never get there.

3. Increasing the learners' goal-orientedness: In a typical class, too many learners do not really understand or accept why they are doing a learning activity. Moreover, the official class goal (that is, mastering the course content) may well not be the class group's only goal and in extreme cases may not be a group goal at all.

4. Making the teaching materials relevant for the learners: The core of this issue has been succinctly summarized by John Edisson. Educators think learners do not care, while the pupils tell us they do care about learning but are not getting what they need.

5. Creating realistic learner beliefs: It is a peculiar fact of life that most learners will have certain beliefs about language learning, and most of these beliefs are likely to be (at least partly) incorrect. Such false beliefs can then function like time bombs at the beginning of a language course because of the inevitable disappointment that is to follow, or can clash with the course methodology and thus hinder progress. Once the main aspects of creating initial student motivation have been identified, it is possible to generate or select a variety of specific classroom techniques to promote the particular dimension.

IV. RESULTS & DISCUSSION

It is generally believed that a teacher who is highly motivated and has the right attitude toward his/her class would always try hard to be excellent in his / her teaching practice. Taken into account all these rules, patterns and reminds I have tried to be one of the best English language teacher within my practice duration. As a result of my teaching experience, I have made the following conclusion that having positive attitude towards young learners is very important to the teachers who use different games and activities in teaching English language.

This research seeks to describe the role of initial learning in teaching foreign languages, and the state of using motivation in classroom instructions in secondary schools in Uzbekistan.

Also, this study seeks to investigate the objectives of activities, motivations and games in classroom instruction, the benefits of using learning-based basic motivation in teaching English as a foreign language. It is noted that the learning and teaching process is progressing swiftly. English language teachers will have to prepare and equip themselves with the relevant knowledge and skills in the related area.

Assessment:

- The learners should be assessed by the teacher conducting the test. They assess pupils according to the following criteria:
- How accurately and appropriately they used the language (grammar and vocabulary spontaneously);
- How well and attentively they listened to and respect each other, and developed the talk between themselves, organized their idea;
- What makes the classroom climate motivating and how can we increase this characteristic? Hierarchically, how fluently they spoke with the initial vocabulary;

- How comprehensible they understand each other, and how their pronunciation was;
- How positively they involved to the activities and games which was organized in the classroom during the process of learning foreign languages.

DISCUSSION:

English language teachers will have to prepare and equip themselves with the relevant knowledge and linguistic competence of methodology and its demanded to be aware of the latest teaching methods of related area.

<i>Gender</i>	<i>Frequency</i>	<i>Percent</i>
Male	6	42.8 %
Female	8	57.2 %
Total	14	100 %

This table illustrates the gender of the subjects. The total number of the subjects were 14 English language learner-pupils; 6 of them were male which represents (42.8 %) and 8 of the subjects were female students which represents (57.2 %).

Teachers have to use games, activities etc in order to motivate young learners	Frequency	Percent
<i>Strongly agree</i>	5	35.7 %
<i>Agree</i>	6	42.9 %

<i>Neutral</i>	2	14.3 %
<i>Disagree</i>	1	7.1 %
<i>Strongly disagree</i>	0	0 %
Total	14	100 %

- *The Importance of using different games and activities to the pupils.*

According to table, the subjects who strongly agree that games in initial learning is very important in an EFL classroom (with an authentic materials of investigation) represent (35.7 %), those who agree represent (42.9 %), the subjects who disagree represent (7.1 %), those who strongly disagree represent (0 %), whereas those who were undecided represent (14.3 %). If we have a look at figure above, we can see that the majority of the respondents agreed with this statement, about (78.6 %) of the sample.

The table below expresses the result of control class on prewriting test. The maximal score determined 100 points.

№	Pupil's name	Points	Evaluation
1	Bekmurodov Aziz	59	Satisfactory
2	Davlatov Baxtiyor	74	Good
3	Ernazarova Nodira	86	Excellent
4	Davlatova Husnida	81	Good
5	Meliboyev O`tkir	77	Good
6	Shamsiyeva Xurshida	79	Good
7	Begimov Nasim	88	Excellent

8	Salomova Madina	74	Good
9	Husanova Charos	71	Good
10	Ikromova Navro`za	76	Good
11	Egamberdiyeva Lobar	86	Excellent
12	G`aniyeva Hilola	72	Good
13	Shoahmedov Mirzufar	59	Satisfactory
14	Yo`ldoshev Erkin	90	Excellent

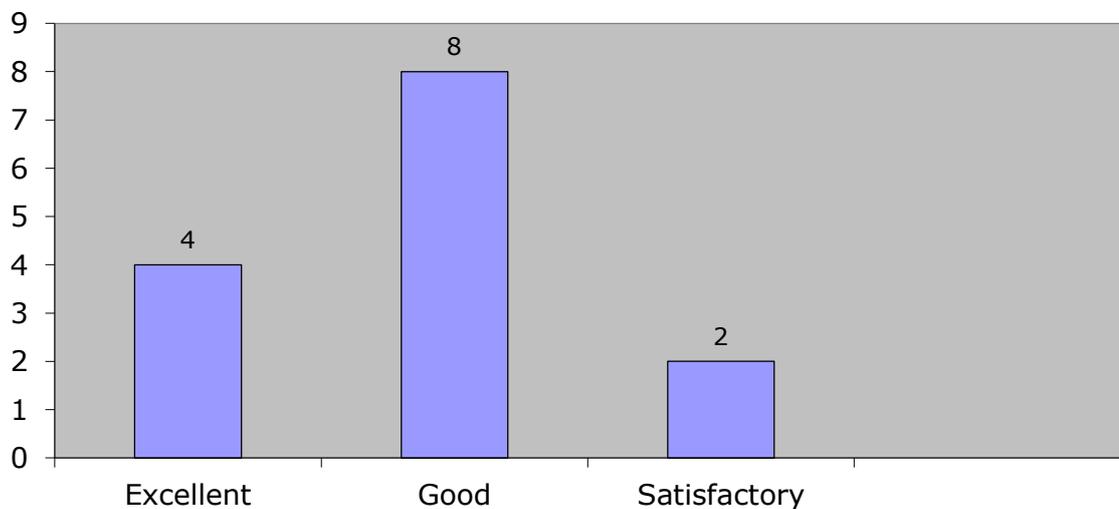
To identify the average score of the whole group the researcher found out mean by adding all gained scores and dividing the result into the number of students, in case it is 14.

$$S=59+75+86+81+77+79+88+74+71+76+86+72+59+90=1072:14=76.5.$$

Most frequent result mode is 100 and the median is equal to 76.

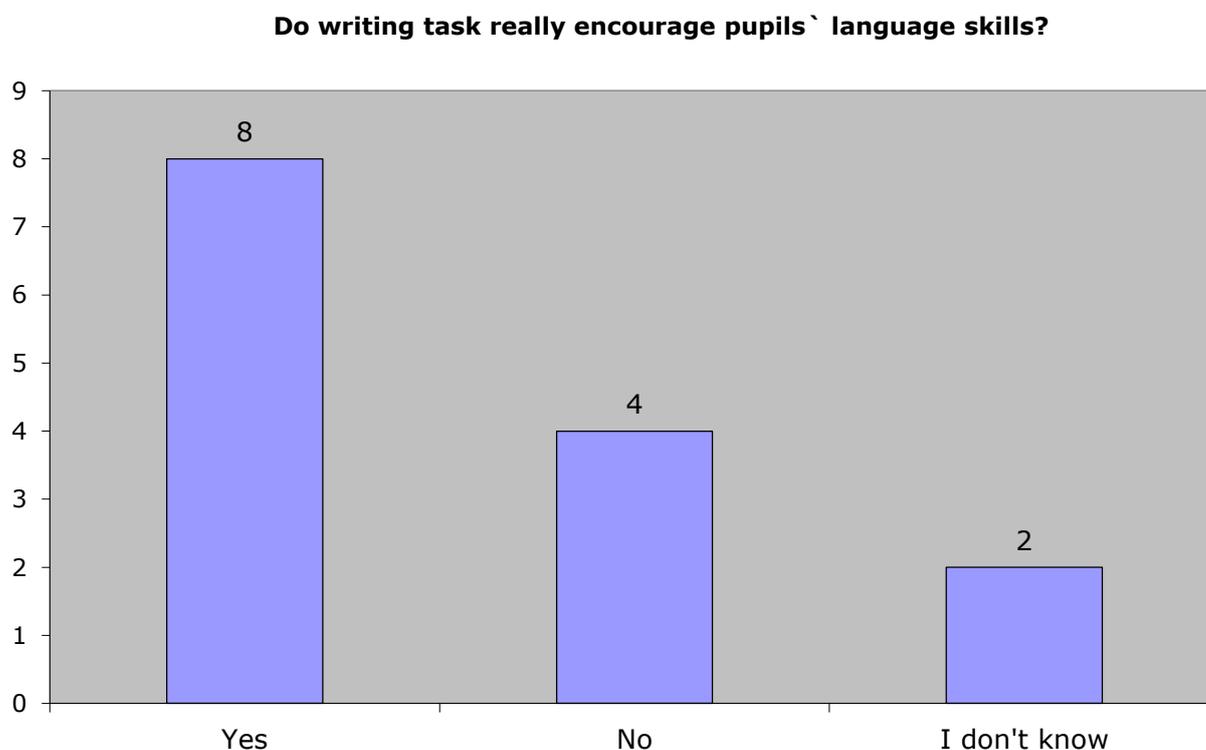
Graph 2.

Pupils' evaluation graph: PRE-TEST result



This graph is focused on the pupils' evaluation in writing task in English lesson. According to this graph, 4 pupils are excellent (28.5%), 8 learners are good (57.1%), while 2 pupils regarded with satisfactory point (14.4%).

Graph 3.



8 learners think that writing tasks are important in initial learning skills of the pupils. 4 pupils think it is not so important, and also 2 pupils did not know whether writing skills are important in initial learning. All young English language-learners should be well-informed enough to know that writing skills in initial learning is very important. And as the results show, the majority of young learners are aware of the severe role of writing strategies in initial learning.

Post-test results:

№	Pupil's name	Points
1	Bekmurodov Aziz	70
2	Davlatov Baxtiyor	86
3	Ernazarova Nodira	90
4	Davlatova Husnida	92
5	Meliboyev O'tkir	75
6	Shamsiyeva Xurshida	86

7	Begimov Nasim	76
8	Salomova Madina	81
9	Husanova Charos	75
10	Ikromova Navro`za	72
11	Egamberdiyeva Lobar	86
12	G`aniyeva Hilola	79
13	Shoahmedov Mirzufar	86
14	Yo`ldoshev Erkin	91

Mean $(70+86+90+92+75+86+76+81+75+72+86+79+86+91)=1145:14=81.7$

Most frequent result mode is 100 and the median is equal to 82.

№	Students of the group	Learning English score
1	Bekmurodov Aziz	High
2	Davlatov Baxtiyor	Avarage
3	Ernazarova Nodira	High
4	Davlatova Husnida	Avarage
5	Meliboyev O`tkir	None
6	Shamsiyeva Xurshida	High
7	Begimov Nasim	Avarage
8	Salomova Madina	Avarage
9	Husanova Charos	High
10	Ikromova Navro`za	None
11	Egamberdiyeva Lobar	Avarage
12	G`aniyeva Hilola	None
13	Shoahmedov Mirzufar	High
14	Yo`ldoshev Erkin	Avarage

The following table shows the percentages of how students had motivated in using different language-learning games in the classroom.

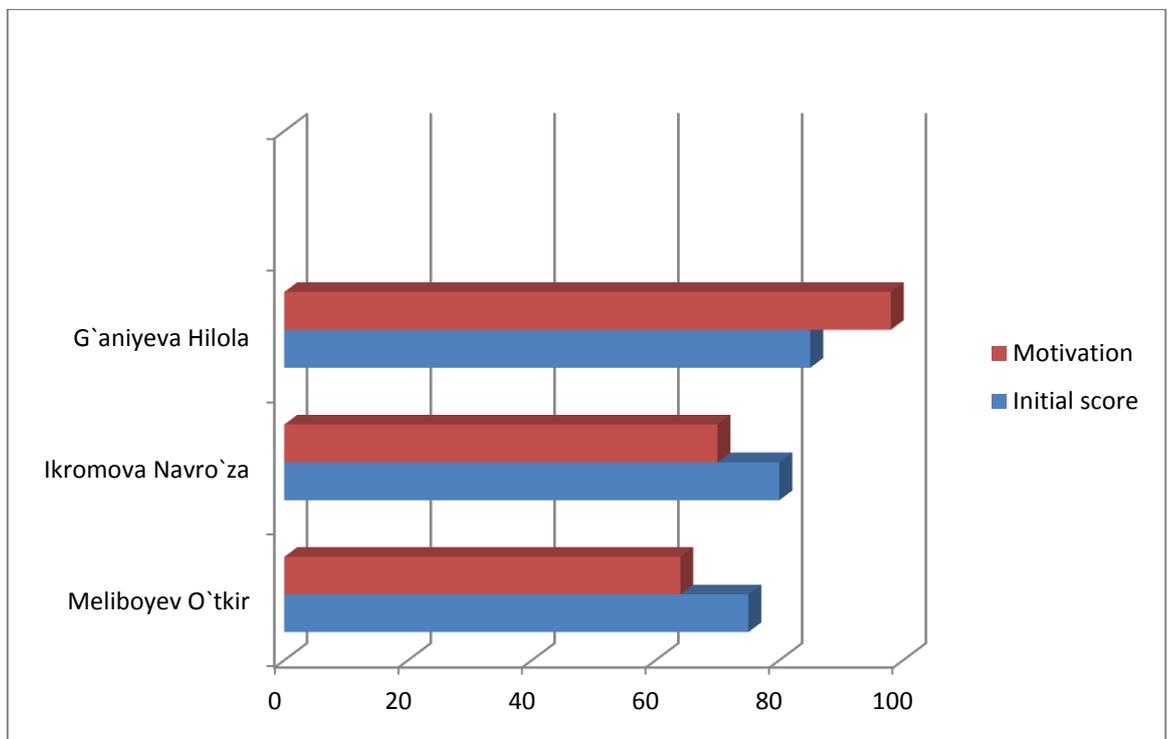
Score	Frequency	Percent
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High	5	35.7 %
Avarage	6	42.8 %
None	3	21.5 %
Total	14	100 %

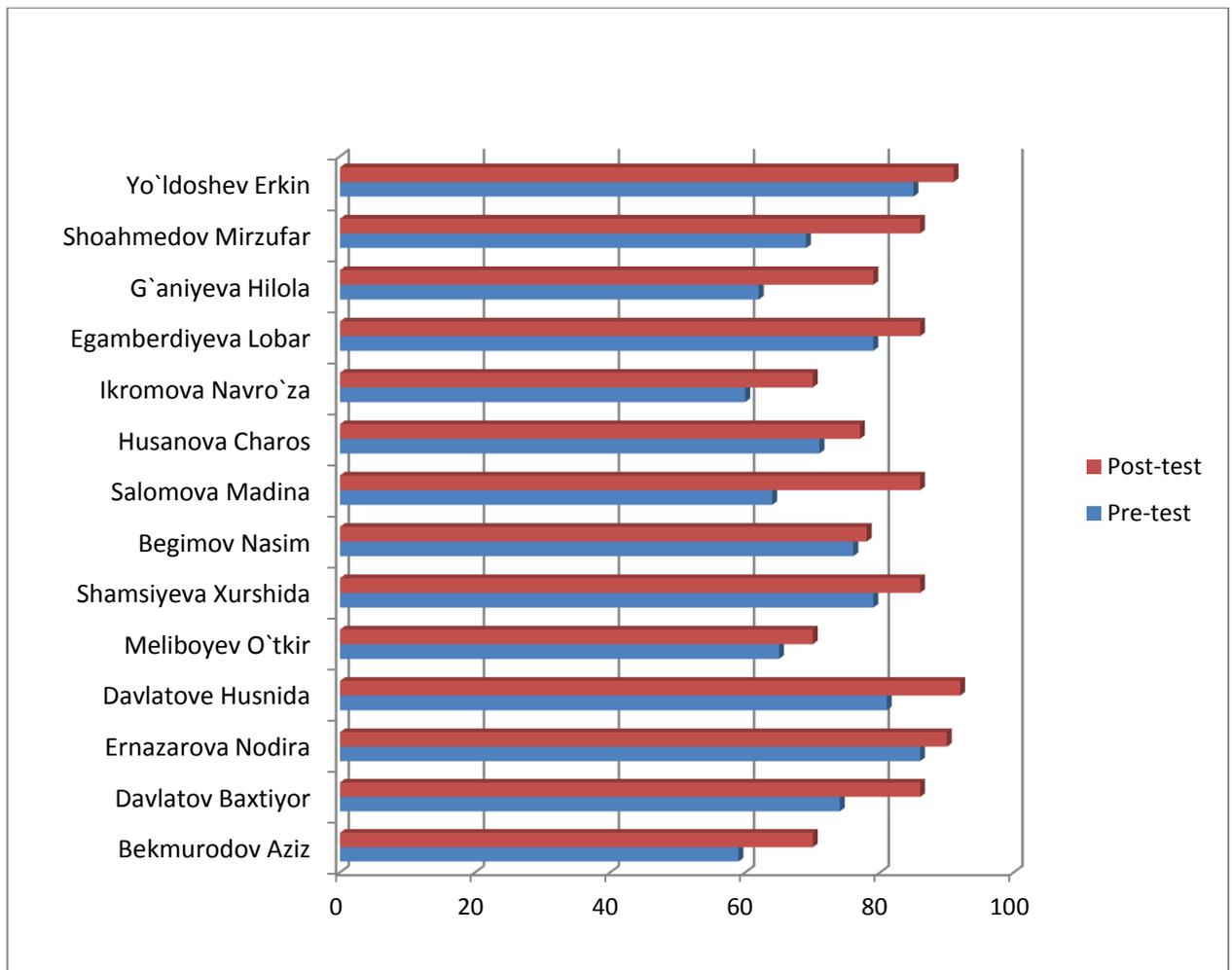
This table represents that 5 pupils score in learning English from the early age were high (35.7 %), those who avarage score represent 6 learners (42.8%), the subjects who has lack of ability to acquire English is represent 3 (21.5 %). To take into consideration the above table, we can see that the majority of the pupils (11 learners) motivated in learning English (78.5 %) of the sample through language-learning games.

Below we can see the results of motivation rating and initial learning scores for less-motivated learners in diagram. The low-motivated learners were Meliboyev O`tkir, Ikromova Navro`za and G`aniyeva Hilola.

Motivation rating and initial scores for less motivated learners



Pre and post tests results are given in the following diagram.



After having investigated the main points of the research, young language learners were estimated as the given table below:

№	Students	Motivated	Average motivated	Non-motivated	Use of English during the process of game
1.	Bekmurodov Aziz	---	+	---	Good
2.	Davlatov Baxtiyor	---	+	---	Good
3.	Ernazarova Nodira	+	---	---	Excellent
4.	Davlatova Husnida	---	+	---	Good

5.	Meliboyev O`tkir	+	---	---	Excellent
6.	Shamsiyeva Xurshida	+	---	---	Excellent
7.	Begimov Nasim	---	+	---	Good
8.	Salomova Madina	---	---	+	Satisfactory
9.	Husanova Charos	---	+	---	Good
10.	Ikromova Navro`za	---	+	---	Good
11.	Egamberdiyeva Lobar	---	---	+	Satisfactory
12.	G`aniyeva Hilola	+	---	---	Excellent
13.	Shoahmedov Mirzufar	+	---	---	Excellent
14.	Yo`ldoshev Erkin	---	+	---	Good

I think that the teacher should also engage in the activity to provide answers that might be different or odd, setting the example for the class, that it is ok to express any ideas that come into their minds.

By following figure the researcher gives the percentage of pupils of how they acquire (by isolating 3 direction: excellent (5), good (4) and satisfactory (3) points) English through the use of games and activities by the researcher.

<i>Points</i>	<i>Quantity</i>	<i>Percent</i>
Excellent	5	35.7 %
Good	7	50 %
Satisfactory	2	14.3 %

Total	14	100%
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This table illustrates the marks of the subjects. The total number of the subjects were 14 pupils; 5 of them were excellent represents (35.7 %) and 7 of the subjects were good learners which represents (50 %), and 2 of them were passive during the process and they marked with satisfactory points which represents (14.3%).

V. FINAL REFLECTIONS

The whole period of conducting the research has helped me realize that teaching language is ongoing and challenging process. It requires a teacher to constantly work on her/himself, get abreast of every innovation in the field of linguistic methodology and bring every new method into the classroom by thoroughly selecting the most effective and the most productive ones. Similarly, selecting and adapting course materials is a decisive step in designing a language course. The target research is my first official investigation paper conducted by me as a young beginning EFL teacher. It gave me the confidence to experiment with any method of language teaching in my language classes and not to be afraid to make ongoing corrections and changes when needed. I have also learnt that every group of pupil is specific with its features that could necessarily be taken into account if productive results are desired. Every inevitable impeding factor or problem should be anticipated.

The role of initial learning, motivation and activities in developing all four language skills of young learners of the school was chosen as an investigation issue of this research work. The researcher selected beginner-level pupils for the subject of this research and tried to work with them fruitfully and proficiently. There are a lot of investigations which were done by various scholars related the chosen theme had been studied deeply before conducting the investigation. The

knowledge taken in from those researches was applied by the researcher during the process.

This research paper deals with the problem that what makes the classroom climate motivating and how can we increase this characteristic? The motivational character of the classroom is largely a function of the teacher's motivational teaching practice, and is therefore within teachers' explicit control. Therefore, the analysis that we mentioned above will be on conscious strategies that can be used to promote classroom motivation. After the initial motivational conditions have been successfully created - that is, the class is characterized by a safe climate, cohesiveness, and a good learner-teacher relationship—the motivational teaching practice needs to be established.

The results of the study were positive. The goal that was explicitly stated in the Research Plan was reached; all objectives also were achieved. I proved my hypothesis that games are effective in teaching children of primary school and that they can be used particularly in initial learning. Besides of this, I have learned that teacher should be precautious in choosing appropriate game for the learners (in compliance with their age, culture, gender issue, etc.). Also teacher have to get prudence with use of competitive games, because they have a feature to demotivated children of defeated team.

In conclusion, I tried to act according to the research plan constructed by me beforehand. However, anyways, there were some factors that made me periodically get off the track. Those were insufficient amount of time. Nevertheless, I was lucky that I worked with such obedient and supporting pupils. Knowing the teaching was a part of my research they helped me as much as they could. They felt the significance of each step in my research.

Last but not the least, I want to say that in order to improve language skills, both the teacher and learners should help each other. Together they will overcome all obstacles and barriers. Learning things from each other and about each other will provide without doubts the best learning.

To sum up, it is incumbent upon the English language teacher to utilize state-of-the-art learning methodologies, equip young learners from the early age with a wide range of knowledge, give them tremendous motivations and try to use in teaching system curriculum in a pedagogically sound and meaningful way. The trendy, intrepid and creative teacher would venture into this virtual realm, find appropriate materials, authentic resources, different activities and games and use them to make foreign language classroom a marvelous place to learn. In this way, they should move heaven and earth to teach students via initial motivations in order to make a tremendous progress in the future.

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