

T.R.
ISTANBUL SABAHTTIN ZAIM UNIVERSITY
GRADUATE EDUCATION INSTITUTE
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**AN INVESTIGATION OF THE FEATURES OF EARLY
FOREIGN LANGUAGE EDUCATION IN AZERBAIJAN**

MASTER THESIS

Lamiya VALISHOV

Istanbul
January- 2024

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Dr. Öğr. Ü. Abdül Kasım VARLI

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THESIS APPROVAL

Upon being assessed in line with the relevant provisions of the Department of the Sabahattin Zaim University Graduate Education Institute, the study titled “An Investigation of the features of early foreign language education in Azerbaijan” and submitted by Lamiya VALISHOV as a master’s study was deemed complete. After being defended before the committee on 17/01/2024, the dissertation is approved by unanimous vote/a large majority.

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DECLARATION OF SCIENTIFIC ETHICS AND ORIGINALITY

This is to certify that this MA thesis titled “An Investigation of the Features of Early Foreign Language Education in Azerbaijan” is my own work and I have acted according to scientific ethics and academic rules while producing it. I have collected and used all information and data according to scientific ethics and guidelines on thesis writing of Sabahattin Zaim University. I have fully referenced, both in the text and References, all direct and indirect quotations, and all sources I have used in this work.

Lamiya VALISHOV
January 2024

ACKNOWLEDGEMENTS

I owe a debt of gratitude to many people who have helped and guided me as I near the completion of my thesis. Without their assistance and encouragement, I would not have had the funds to carry out this project.

I'd want to thank my adviser first, Asst. Prof. Dr. A. Kasim VARLI, for his assistance, direction, and understanding throughout my studies.

My greatest gratitude goes out to the study participants who volunteered their time throughout the data gathering procedure. I owe them a tremendous deal for freely sharing their perspectives with me and for debating and reflecting on their classroom approaches.

I dedicate this study to the memory of my father and my mother, without whose endless support this study would not be possible; to my child, who was a joy of life and whose presence was a huge motivation for me during my research. Finally, I am indebted to my husband, Ziya Velishov, who always supported me throughout this study and who was extremely tolerant during my absence from family life.

Lamiya VALISHOV
Istanbul-2024

ABSTRACT

AN INVESTIGATION OF THE FEATURES OF EARLY FOREIGN LANGUAGE EDUCATION IN AZERBAIJAN

Lamiya VALISHOV

Master, English Language Teaching

Thesis Advisor: Prof. Dr. Abdül Kasım VARLI

January-2024, 85+xii Pages

The importance of studying foreign languages at a young age is covered in this research. Preschoolers' overall development is also included in the study. The research discussed how teaching foreign languages to preschoolers must be correctly organised for them to pick up the content more quickly and easily. It also discussed how teachers might make their courses enjoyable to inspire their pupils. Ten seasoned educators who work in Baku, Azerbaijan, who teach English as a foreign language are the study's participants. Ten English instructors participated in semi-structured interviews to provide data. Observations in Baku have demonstrated that many private preschools provide an English-language curriculum, which is the primary factor influencing parents' choice of school. Factors, including instructors' pedagogical approaches and lesson planning strategies, were gathered from interviews using the qualitative content analysis technique and analysed into many categories for the study. The study discovered that teaching preschoolers foreign languages was more successful and that using a variety of child-centered teaching strategies had a lasting impact on teaching foreign languages.

Keywords: Early Childhood, Features of Early Foreign Language, Preschool Language Teaching, Language Acquisition.

ÖZET

AZERBAYCAN'DA ERKEN DÖNEM YABANCI DİL EĞİTİMİNİN ÖZELLİKLERİ ÜZERİNE BİR ARAŞTIRMA

Lamiya VALISHOV

Yüksek Lisans, İngiliz Dili Eğitimi

Tez Danışmanı: Prof. Dr. Abdül Kasım VARLI

January-2024 85+xii Sayfa

Bu makalede yabancı bir dilin erken öğrenilmesinin neden önemli olduğu ele alınmaktadır. Çalışmada ayrıca okul öncesi çocukluğun tüm aşamalarında okul öncesi çocukların gelişimini anlatmaktadır. Bu bağlamda, okul öncesi öğrencilerinin materyali daha hızlı ve daha kolay öğrenmeleri için yabancı bir dil öğretme sürecini doğru bir şekilde düzenlemenin gerekliliği, öğretmenin öğrencileri motive etmek için dersleri eğlenceli, eğitici drama ve s. yöntemlerle düzenlenmesi konularına degenilmiştir. Araştırmanın katılımcıları Bakü'de (Azerbaycan) yabancı dil olarak İngilizce öğreten on deneyimli öğretmendir. On İngilizce öğretmeni ile yarı yapılandırılmış mülakat yöntemi ile veri toplanmıştır. Bakü şehrinde yapılan gözlemlerde, pek çok özel anaokulunda İngilizce eğitiminin bulunduğu ve ebeveynlerin okul tercihinde bu ögenin tercih nedeni olduğu gözlemlenmiştir. Araştırmada öğretmenlerin eğitim yaklaşımları, ders yapma yöntemler gibi faktörler mülakatlardan nitel içerik analizi yöntemi ile edinilmiş ve farklı kategoriler altında incelenmiştir. Araştırma sonucunda, okul öncesi dönemde yabancı dil eğitiminin çocuklara öğretiminin daha verimli olduğu ve çocuklara yönelik farklı öğretim yöntemlerinin yabancı dil öğretiminde kalıcı sonuçları olduğu araştırma sonucunda ortaya çıkmıştır.

Anahtar Kelimeler: Erken Çocukluk, Erken Yabancı Dil Öğretiminin Özellikleri, Dil Öğretimi, Okul Öncesi dil Edinimi.

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LIST OF ABBREVIATIONS

EFL	: English as a Foreign Language
L2	: Second Language
TEFL	: Teaching English as a Foreign Language
TESOL	: Teaching English to Speakers of Other Languages
TPR	: Total Physical Response
BA	: Bachelor's Degree
MA	: Master's Degree
PhD	: Doctoral Degree

CHAPTER I

INTRODUCTION

This study discusses the reasons why early foreign language education is vital. Also, it describes the features of the development of preschool children at all stages of preschool childhood; by this, the question of how to organize the process of foreign language teaching is properly revealed so that the material is absorbed by preschool children quickly and easily.

1.1. Introduction

Knowledge of foreign languages is becoming vital in the preschool ages. Due to the increasing educational burden in kindergarten, on the one hand, and parents' interest in English education with their children, it became necessary to create a program for teaching English at an early age. The relevance of this program is due to its practical significance. Children can apply the gained knowledge and experience when they go to school. By that time, interest in further study of the English language had formed, and a certain amount of knowledge had been accumulated, which would significantly facilitate the development of any English language training program in elementary school. Foreign language as an educational topic has unique potential for executing the kindergarten's strategic focus on personal development.

This research aims to improve the educational qualifications of schools that provide foreign language education, drawing on the critical period hypothesis in early childhood and examining the contribution of reducing the age level of foreign language education to an early age. The period between the ages of 2 and 7 is when the child discovers his surroundings, questions him, expresses his imagination, learns the values of the society in which he lives, and acquires his language skills. (Hughes, M. 1975)

The leading goal of early foreign language learning is primarily developmental. This does not mean a decrease in the importance of practical goals or proficiency in oral communication. Moreover, the development of effective technologies for early foreign language learning allows us to take a fresh look at the intellectual development problems of younger students. Because of the above, the theme of this study was chosen, “An investigation of the features of early foreign language education in Azerbaijan” (English).

1.2. Background to the Study

The study was held in Baku city, where English education is only available in private schools. This is the reason why teachers from private schools are chosen.

The thesis was the basis of interview results, and the issues articulated by theories and theorists were passed on in five sections. The problem phrase for the study was “What are the foreign language education practices given at the early age range and which methods are used?”

1.3. Importance of the Study

The study's importance lies in learning about the challenges associated with setting up early foreign language instruction, as well as its benefits and features. It also aims to address how to manage early language instruction in a real-world setting and provide opportunities for students to improve their foreign speech activity skills. The study will highlight the value of teaching foreign languages to young children, giving them a fresh outlook.

1.4. Research Questions

1. What are the key features of foreign language learning?
2. How do teachers organize their language lessons with preschoolers?
3. How do teachers teach phonics to children? What types of activities or games help children to develop phonetic awareness?
4. Do teachers use special technics or methods for language classes?

5. Is Role-play important for preschoolers in language classes? How does Role-play help with vocabulary development?
6. What kind of activities help develop language learning in children?

1.5. Scope and Limitations of the Study

It is possible to see many innovations in preschools today. With their slogans intertwined with nature, the forest schools (Forest school is another word for outdoor learning) that provide full or part-time foreign language education and teach several foreign languages simultaneously. For these schools, it is essential to have a foreign language education. In this regard, the number of private schools providing foreign language education today is increasing daily. This shows us the demand for foreign languages. These schools form foreign language teaching curricula in the education academies on which they are affiliated or within the opinions of the teacher's board.

This research was limited to assessing opinions obtained from teachers at the private kindergarten. Teachers from three different age groups are present at the school where sample applications are performed.

The study lasted for eight months. Five units were covered during this period, and the experimental treatment was applied only to preschool students. The experiment consisted of 10 English teachers and preparatory school students. These limitations of the study can be tackled with longer-term treatments with more language levels included.

1.6. Outline of the Study

The reader is introduced to the topic in the first chapter, "Introduction." It provides background information about the study, a problem description, research questions, and the study's relevance. The second chapter examines the body of work that has been done in the field thus far. Chapter three, methodology, presents the methods and procedures, sample and sample selection employed in the study, and data analysis methods and procedures. The study's results are presented in Chapter 4 along with a

discussion of the results. The final chapter, conclusion, and recommendations, presents the conclusions of the current study and makes some recommendations.



CHAPTER II

LITERATURE REVIEW

2.1. Introduction

Language is the oldest and most important property of man as a biological species, distinguishing him from other living beings. In linguistics, and language science, the following definition is used: Language is a system of signs that humans have developed, either naturally or purposefully, to help them communicate and express their thoughts. Nicholas Evans & Stephen Levinson (2009) The nation's vision, goals, literature, art, history, customs, and patriotic sentiments are all reflected in the language. All language, in all its forms, is the product of thought and emotion. The characteristics of the people and the Motherland are reflected via language.

According to Ferdinand de Saussure (1959), language comprises two parts: *langue* and *parole*.

*Langue refers to the conventional social product of the faculty of speech that after numerous listening experiences, it will be deposited in the brains of individuals of the speech community. De Saussure compares it to a «dictionary of which identical copies have been distributed to each individual» (p. 13). However, *parole* represents the observable manifestation of that faculty. Justifying the reason why *langue* should be given precedence over *parole*, Saussure accentuates that the former is social, homogenous, self-contained, and essential. On the contrary, the latter is individual, erroneous, and heterogeneous. In sum, according to modern structuralism, *parole* represents only a partial and imperfect reflection of an underlying system (p.14).*

According to Noam Chomsky, (1988):

The language faculty appears to be a species property, common to the species and unique to it in its essentials, capable of producing a rich, highly articulated, and complex language on the basis of quite rudimentary data. The language that develops in this manner, largely along lines determined by our common biological nature, enters deeply into thought and understanding and forms an essential part of our nature. (pp.39-40)

"Obviously, Chomsky has had a significant influence on the story I will tell in this book," writes Steven Pinker. Still, I will not tell it the way he would have since this is not his story. Many readers have been confused by Chomsky's doubts about whether Darwinian natural selection—rather than other evolutionary processes—can account for the emergence of the language organ that he supports. In my opinion, it is beneficial to think of language organ evolutionary adaptation in terms of how, like the eye, its main component is designed to perform significant functions. Furthermore, Chomsky's theories on the nature of the language faculty are based on in-depth examinations of the structure of words and sentences, occasionally disguised in obscure formalisms. His summaries of actual speakers are somewhat romanticised and condensed. Even if I agree with many of his ideas, I think the conclusion about the mind can only be taken seriously if it is supported by a wide range of data." (Steven Pinker ,2007).

A person's language reflects more than simply their environment and culture. Culture preservation and transmission from generation to generation is one of language's most important roles. For this reason, language is so important in shaping a person's personality, their nation, and their people. However, the most impressive and wise thing humanity has created is language. All people on Earth know how to speak. They speak different languages, and the task of all languages is one - to help people understand each other when communicating in everyday work. A person's existence, the lives of other people, the advancement of science, technology, and the arts are all impossible without language.

2.2. Language Development Theory

The language has a structure that changes and rules over time. According to the data obtained by linguists, there are significant theories of language development, and these theorists took different aspects of language and came up with different views. In this section, these theories will be briefly mentioned.

2.2.1. Behavioural Theory

Many theorists like Pavlov (1927), Watson (1914, 1916, 1919, 1925), Guthrie (Guthrie, 1935, 1942), Thorndike (Engelhart, 1970), and Skinner (1938) worked on Behavioral Theory. According to them, children learn the spoken language as they learn any behavior. The babies recognize the repeated sounds around them prayerfully and try to speak using the same sounds. When they make those noises, they are loved by the people around them and know they have accomplished something. Thus, they use their positive responses more often than any other sound. The essential concepts in this Theory are prize and punishment. If a child is rewarded for manners without a specific purpose, it is shaped and learned in his mind. Over time, these reactions take their place in their systems, and the language-learning process begins.

2.2.2. Social Learning Theory

A previous study, designed to account for the phenomenon of identification in terms of incidental learning, demonstrated that children readily imitated behavior exhibited by an adult model in the presence of the model (Bandura & Huston, 1961).

The Social Learning and Personality Development hypothesis was first presented by psychologist Albert Bandura in 1963. Children who learn in a social setting primarily observe family members. They imitate how their families speak, observing their frequently used words, intonation, gestures, and mimicry. In this Theory, imitation underpins language learning, and the child begins to learn by imitating their environment.

Social learning theories, developed by a Russian teacher and psychologist, Lev Vygotsky (1962), emphasize the importance of social contexts in learning and how

teachers construct active learning communities. Vygotsky suggests that the main factor influencing the creation of knowledge is culture and that learning happens via interactions with experts, professors, and peers. Thinking, reasoning, and cultural practices like writing and reading all depend on language. In order to promote deeper comprehension and meaningful interactions, educators should facilitate controlled conversations regarding their students' learning. Socratic conversation in discussion-based courses has been shown to boost student motivation. According to Vygotsky, learning takes place in a social environment, and instructional practices that promote the sharing of expert knowledge can foster collaboration among students in a community of learners. Within this social framework, knowledge building takes place through student-student and expert-student cooperation on real-world issues.

2.2.3. Chomsky's Theory of Language Acquisition

Every human is born with a language-learning mechanism. This mechanism helps the child learn the language around them and grasp their rules. Through this mechanism, which makes it possible to grasp and use language rules, all children go through the same stages and learn to talk just as they learn to walk when they reach a certain level of maturity biologically (Erden & Akman, 2004, p. 76). Chomsky was more interested in the psycholinguistic aspect of language than the linguistic structure and argued that the existence of mental processes that make language productive is more important than how language is gained. Every person who usually develops learns languages. Depending on their maturation, all children go through certain stages of learning languages.

Every language has its rules. According to this Theory, humans are born with a device in their mind to solve this system. That is, a person can quickly learn the language in his system of things. According to Chomsky (2002), the people all grasp the sentence structure as they learn the language, then turn the sentence structures into various structures and produce new sentences. Through this grammatical structure, people can set sentences and understand them that they have never heard before.

2.2.4. Cognitive Theory

The presence of the mind factor in language development was most highlighted in Cognitive Theory. Language development is thought to affect cognitive development and parallel places. Just as language development is not separate from abstract and symbolic thinking, concept development is earned in parallel with language development. Hence with a child's cognitive hardware, language development performs. According to Cognitive Theory, children can express concepts before learning to speak and meanings before knowing grammatical structures. Research has shown that Piaget is the most important representatives of Cognitive Theory. However, there are a variety of aspects of the two that diverge. Vygotsky (1978) claimed that the child's mental development was not, as Piaget suggested, almost self-inflicted but connected to others. Others can guide the child's mind to the problems he solves on his own, and the child benefits from the help others give. Vygotsky developed a social constructivist theory about mind development.

Language ability is a phenomenon that exists in mind despite the need for communication at the core of man. Because of its ability, man can produce infinite tumours in his mother tongue and understand the textures produced. Thus, emotion thought, and knowledge is shared among people who speak the same language. Therefore, it is necessary to view language acquisition as the product of a particular process. Understanding the language precedes using the language. As a result, the child can conveniently create and produce many sentences with the language he learned during specific periods of development.

2.3. Language Learning Theories

Under this subtitle will be talking about learning the native language and theories and years in language learning language

2.3.1. Critical Period Hypothesis

The critical period is where certain language behaviors should be earned depending on maturity. These periods will become easier to attain at later age levels if they are adequately taught by family, teachers, and the environment based on the child's age

status (Demirezen, 2003, p. 4). Sciences have determined these periods, such as linguistics, neurolinguistics, biolinguistics, psychology, and physiology. Medical science proves to us the effect of maturity in learning a language by demonstrating the stages of brain development. MRI (Magnetic Resonance Imaging) shows the state of neurons in our medical science mind.

It has made the unknown known through technological applications such as tomography and EEG (Electroencephalography). Modern methods that bring to light what is happening inside the human brain on the screen are also a source of linguistics.

In foreign languages that are tried to be learned after critical periods, it takes work to access the level of the main speakers of that language. The best evidence for this condition has been observed in migrants coming to a country. Immigrants' children speak and write the language of that country as well as the citizens of that country. However, their parents' success in acquiring and learning the language is weaker than their children's, and it is clear from their speech that they came to that country as immigrants. The existence of such traces related to language acquisition and learning is documented by the term Kissenger Effect (Brown, 2014, p. 58). Henry Kissenger, a former US secretary of state, has come to the United States post-critical age. While he speaks fluently and accurately, he cannot hide the characteristics of his voice and fluent speech, which reveal that he is of German descent. (Demirezen, 2003, p. 4)

One of the most notable examples of this hypothesis is the example of Genie (Victoria Fromkin, 1974, p. 81). Genie was tortured and mistreated in a dark room by her stepfather when she was 14. After years of imprisonment, she was subjected to an intensive educational period. However, the result is not the outcome expected. The conclusion from this example will be that individuals who are deprived of society at critical times will be tough to try to compensate for those periods afterward.

Lenneberg's critical period hypothesis suggests that language acquisition occurs from infancy to puberty. While it only affects first-language acquisition, it is crucial to determine if it extends to second-language acquisition. Young children are likely better second language learners than adults, leading to higher proficiency levels in the second language.

According to our teacher's thoughts, parents of children who studied foreign languages for three years and started primary school received positive reversals about the contribution of this period. At the preschools where they worked. As a result of this data, it has been determined that children with three years of English education are much better at primary school than children who have never had a language education. Because mental resilience is a critical threshold set in early childhood, according to research, the difference between children with good language infrastructure has been established during this period and children who have never received it is prominent. Language education can be provided and learned in any period, but critical thresholds must be considered to reduce difficulty.

2.3.2. Derek Bickerton and Language Bioprogram Hypothesis

Prof. Derek Bickerton (1981) introduced this Theory in his book "Roots of language" in 1981. This new Theory of the professor may be a new step after Noam Chomsky's Theory of Lingua ex Machina. The Theory suggests that biology and culture interact in learning a human language. Accordingly, Asher (Asher, 2012, p. 31) argues that a mechanism in the child's mind allows him to learn the grammar of the language, the birth of the bioprogram, and the ability to learn language biologically.

Man, by his creation, needs language, and his perceptions of communication are clear from the moment they are born. Individuals learn the language by mimicking the sounds they hear from the age of 2; in other words, children start to learn by listening. The Bickertonian language considers environmental and cultural factors as primary factors in language acquisition and defines *society* as an adapted entity (Bickerton, 2012). She thinks environmental conversations created by parents and siblings will benefit a child's language development. She also argues that children can naturally differentiate between fundamental semantic differences. So, children

begin to understand semantic differences and understand the structure of language. According to this assumption, languages that belong to the same language family (creole) (Véronique, 2007, p. 166) can be seen in the substructures of the bioprogram. If the structures in the children's mother tongue are close to other languages neighboring their mother tongue, the mind perceives this and immediately begins learning the common family language. Today it is said that individuals trying to learn another language from common language families have more learning speed.

2.3.3. Sociobiological Critical Period Theory

Thomas Scovel (1988) proposed this Theory in 1988. Scovel is a linguist who argues that there are critical periods in both native language acquisition and foreign language learning. It is based on the period of focusing (lateralization) in the sociobiological period. Pre-puberty children's minds are suitable for native and foreign language learning. During this learning, children form social ties with those around them. They collect data intended to speak from many, such as their parents, friends, teachers, neighbors, and relatives.

So, the way they talk also changes due to their social environment. Children who learn the language of their environment do so without realizing it, like a child growing up in the Black Sea region talking to the local mouth.

Children are excellent observers during this period. They observe how those around them speak, intonate, syntax, and frequent words, and transmit them to their language. So, they create a social identity for themselves in society. The same principle applies to learning a foreign language. Based on the critical period hypothesis, localities in the language acquired from the pre-puberty social environment will be very difficult to correct post-puberty.

The Theory is that people must realize that most things they think of as their own are reflections of the environment. During socialization, individuals find a place in society and gain an identity. It occurs with a sociobiological infrastructure. For example, the presence of a child growing up in the east and a child growing up in the west is different.

2.3.4. Noam Chomsky and Nativist Theory

Nativist theories by Noam Chomsky (1965,1972) hypothesize that individuals are innately predisposed to learn their mother tongue. Each individual comes into the world with a language-learning device called the “language acquisition device,” which offers itself the ability to learn a language from birth. The boy begins to make sense of the language when he gets the codes to suit him as if he had a computer in his mind.

This theory states that a youngster acquires their recipient language first, and then this accumulation becomes the expressive language. This Theory answers how deaf people learn the language and why more than one language is spoken. The genesis of the mechanism grants everyone the right to learn languages.

2.3.5. Piaget and Stages of Language Development

According to Piaget (1926), language development progresses in parallel with cognitive development. So as language development progresses, so does cognitive development. Piaget observed a link between language development and play, and as a result of his observations, he divided children’s speech into “self-centered speech” and “social speech.” The process continues from egocentric to socialized speech as genetic maturity is achieved.

In the egocentric conversation, the child only talks about himself; he has no desire to communicate with his surroundings. The child does not expect an opposite answer and does not care whether the person listens to him. He only speaks to talk. This period is a period of monologue communication for the child.

In socialized conversation, the child is in a mutual conversation with others around him. So, he started to have dialogue in communication. He listens to the other person and comments on what is said. He also cares about listening to what he says. According to Piaget, this period is a period that can develop depending on the cognitive level.

Vygotsky (1987) is against Piaget. In his view, self-centered speech does not vanish by turning to social conversation at a later age. In contrast, self-centered thinking

becomes inner speech after people can think abstractly. According to Piaget's Theory (Bovet, M. 1976), language development phases can be collected under four titles.

In the first six months, universal baby voices are independent of the mother tongue. After six months, the child can begin simple spellings with data from the environment. The crying period is an unconscious and reflexive reaction in the first two months. Later, there were audio accounts of emotions and requirements. Crying is the child's first channel of communication. When the child expresses his needs through crying, he sees that those around him are interested and uses it to communicate.

2.3.5.1 Cooing

During this period, universal baby voices are made independent of the mother tongue in the first six months. After six months, the child can begin simple spellings with data from the environment. The crying period is an unconscious and reflexive reaction in the first two months. Later, there were audio accounts of emotions and requirements. Crying is the child's first channel of communication. When the child expresses his needs through crying, he sees that those around him are interested and uses it to communicate.

A period of Babbling occurs after the second month until the sixth. The boy tries to repeat the syllables he often hears during this period. Then the spelling period continues until the twelfth month.

2.3.5.2 One-word speech (Holophrases)

It occurs during the period the child enters during the twelfth- and eighteenth-months intervals. The most critical period of language development is recognized because the first meaningful words are spoken at this stage.

In this period, the baby refers to many things in one word. For example, He says he wants to go out on a horse and drink water; he means "ball." The recipient language feature occurs prominently, but the expressive language still needs to be improved. Continuous communication with the child is required to develop the recipient's language during this period.

2.3.5.3 Telegraphic speech

It is the eighteenth to the twenty-fourth month of most. During this period, children begin to form sentences by combining two words. This period is a time of variation in the development of each child. Children who are spoken to and talked to are more active during this period, and children who are not communicated much do not develop. During this period, children express themselves in simple sentences. The use of subjects and verbs is every day in general. Expressive language appears in two-word sentences as the mother arrives, the father goes, and the ball falls.

2.3.5.4 Whole Sentences

This transition from telegraph to grammar speech is seen in children from the twenty-fourth month onwards. The grammar structure gradually begins to be gained. Then the child begins to resolve and learn the structure and rules of the sentence. During this period, children's vocabulary develops considerably. First rule sentences emerge. "Mommy came home," like, "Daddy got a ball."

Between 24 and 36 months, the child begins to wonder and question for the first time why something happened. During this period, families have a significant role to play because the child's questions need to be answered in a way he can understand.

Between 36 and 48 months, children start using time envelopes. Tomorrow, today, they realize temporal distinctions like yesterday and enrich their sentences. The confusion that can occur during this period is toleration. Because most of the time, kids can mix these envelopes. These concepts sit from the sixtieth month onwards, and more meaningful sentences emerge.

It seems that the shaping of native language acquisition goes through cognitive processes, and the contribution of the environment is excellent. Most linguists believe that second language learning is similarly based on these periods. First, the recipient language needs to evolve during the beginning of second language teaching. The use of auditory and visual materials at this stage of development is greatly supported.

2.4. Early Childhood and Foreign Language Teaching

Interest in foreign languages began in the world after World War I. The “Waldorf Schule” schools established in Germany, which also exist in some European countries, are one of the first to offer dual language education. In the United States, the movement “Foreign Languages in Elementary Schools” has resonated in other European countries, and the supply of foreign languages has increased. Countries such as Norway, Finland, and Sweden were among the countries that added foreign language to their curriculum from primary school for the first time in 1970. France, Spain, Italy, and Austria began foreign-language education reforms from the nineties onwards. In these years, workshops and related research projects by the European Council have taken this issue to the top of the education agenda. Even then, there were studies on language education at an early age.

When the researcher examines the historical process and objectives of teaching foreign languages at an early age, she sees that teaching the foreign language from the first classes of schools developed intensively in European countries after the second world war. In the US, it began in the early 90s. After World War II, it thrived intensively, and in the United States, it began in the early 90.

People associate later onset in the United States with English being a dominant language worldwide while determining that its implementation in European countries resulted from the post-war era's requirements. In 1914, the second World War of 1939, when European countries fought on opposing fronts, caused profound destruction and hostilities among continental states. Breaking down the scars of this deep conflict from the years following the end of the Second World War re-established, an environment of tolerance initiatives of various sizes has been undertaken between countries to establish them. One of these initiatives is that foreign language, first taught in secondary and high schools, is included in the primary or kindergarten curriculum. Through the foreign language, children will develop the ability to intimidate differences by understanding the existence of communities other than themselves and their language, culture, and thinking structures and by treating them with tolerance rather than hatred. They will have developed the ability to intimidate differences by understanding the existence of

communities and their language, culture, and thinking structures and by treating them with tolerance, not hatred. Undoubtedly stereotypes have yet to form in the minds of children whose development continues, as with adults.

The ESODEU project is an empirical research project aimed at learning and teaching German as the first foreign language at an early age and is more intensive and effective. (Akdoğan, 2004, p. 9)

Two studies, OYIP and ESODEU, were conducted in Turkey on foreign language education. (Akdoğan, 2004, p. 104) OYIP is the English program project implemented in preschools in 2000-2001. Within the framework of this project, children between the ages of 3 and 6 took part-day English lessons. Language learning environments have been crafted to enable children to express themselves quickly, and the “Direct Method” has been implemented. The children began to learn everyday colloquialisms by doing the same with their English teachers.

The objective of early foreign language instruction, contrary to popular belief, is not for children to learn more easily and quickly in the school environment than adults. However, students who first met a foreign language in primary school in 1997, considering they have graduated from university today, should have spoken freely. Nevertheless, that is not the case. At this point, as Daniel Gaonach said (Jamet-Madec, 2010), it should be to convince society that drawing forward the age of foreign language learning in educational institutions only sometimes creates a more effective learning condition.

The school should teach foreign languages at an early age but have different expectations at this level in its society. Approaching foreign language teaching qualitatively rather than quantitatively is more accurate. So, with the age at which students start to study foreign languages, how many years at school, and how many hours teachers are taught foreign languages, it can become difficult for us to get out of it. In later years, when someone who starts to render foreign language elements also follows the right strategies, they can achieve successful results when presented with suitable opportunities.

2.4.1 An Overview of Language Teaching

This section includes the effects of native language acquisition on foreign language learning. A study of factors affecting language development in children found that various factors influence the rate of development. These factors include family relationships, maturation, health, and wit. When researcher looks at language development theories and approaches, as with mother tongue acquisition at age 3-6, the family factor has an important place in foreign language teaching. Families can reinforce what their children learn at school by changing the language of communication at certain times of the day, preparing educational work papers in the target language, or watching and interpreting educational videos. It is because the way he relays what he learns for the child and repeats and internalizes it through a question-and-answer method provides ongoing learning.

Based predominantly on the views of Piaget and later psychologists such as Ericson, there are developmental phases that everyone follows from birth. Educational plans are established to meet these set stages. The overall developmental characteristics of children between 3 and 6 ages indicate that the learning rate of individuals during this period -- without any health problems -- is advanced. Children who are curious and enthusiastic at this age level need to be segregated into classes based on their maturity level and have educational plans implemented to suit their level. As the process of maturation progresses, so does the process of learning.

A health factor determines an individual's success in all areas. The basic skills of children battling severe and long-process diseases appear to have developed late. So his ability to speak also shows disruptions. It is also explained as disconnecting from society and being alone in the patient room. Structural disorders that occur in the mouth also affect language skills. Equality of opportunity in education is sadly a difficult quality to achieve. The socioeconomic status of families affects children's academic life.

It is possible to find many areas for improvement in foreign language education for children aged 3-6. So, there are several differences between a child whose language foundations have been laid in kindergarten and a child who has never learned. It is

commonplace to see the child make the wrong noises and pronounce errors at times when they are just beginning to speak. Laughing and mocking children's mistakes negatively affects their language development. Children are encouraged by seeing them communicate with them, and their self-confidence is boosted. Thus, they make more efforts to advance their speaking skills. During this period, reading books abundantly and asking for opinions in certain situations encourages them to speak up and become individuals.

Apart from communication within the family, the child also needs a peer relationship to socialize. Communicating with peers in parks, playgrounds, and school supports language development. Gaming is a language a child uses for ages 3-6. Kids share many things about themselves with the games they play. So, playing with a child allows him to develop his language skills.

There are four types of skills commonly used in language teaching: listening, speaking, reading, and writing skills. Those who learn and teach languages must be proficient in these essential skills. Determining people's level in the desired language is also done by measuring these four skills. These skills are lined up in a natural order from the person's birth. The boy first listens, then begins to make sense of what he is listening to, sits in his system, and moves into expressing himself. So the first skills that develop are the ability to listen and speak. With the school term, the process of learning the language now begins. Thus, reading and writing skills are gained through school education or learning.

During preschool, activity systems were established based on these two essential skills. According to bilingual education discipline, these basic skills must be given consistently in bilingual languages. The learner's academic life, family, and environmental life must be shaped so that a balanced learning environment can be gained without disruption in both languages, which reminds us of the "one language, one parent" rule for family life. The role that parents fall on in this method is excellent. Generally, the mother communicates in her language, and the father communicates in the target language. There is a condition that the continuity of this

communication is not disrupted. It is possible to see positive results if an application is carried out in a targeted way.

According to educational and developmental psychology researchers, specific critical periods of cognitive development exist. The critical period assumption in language learning is a scientific fact. Evidence of this phenomenon comes primarily from areas of medicine studies such as biology and neurology. According to biolinguistics and neurolinguistics, the number of neurons in our bodies still needs to be based on exact figures. As many as 18 billion neurons are also known to exist in our brains. Research has shown that the listening, speech, understanding, and hearing systems in individuals' pre-puberty brains are in the right or left hemisphere of the brain, called "localization." Then the period of focus "lateralization" begins, and the mind tries to collect as much language data as possible through these systems. After the epoch, settling and focusing on these systems is over. Krashen, in her work "Natural Approach: Language Acquisition in the Classroom," says that half a global audit is completed in the 2 -5 age range (Krashen, 1983, p. 17).

As a result of this information, if individuals begin to learn while the focusing process on their minds is still unfinished, they can learn these languages without difficulty. What needs attention here is the age range of resilience in mind. While the flexible structure of nerve cells is available for language learning, it is crucial to provide proper training.

Krashen argues that two different processes play a role in developing a linguistic skill (Krashen, 1983, p. 147). The first is the closed (implicit), unconscious and instinctive process centered on the senses. It is called acquisition. The second is a straightforward process based on form or grammar called learning.

According to the concepts of acquisition and learning, there are two ways in which qualification can be realized in a foreign language. Every child acquires their mother tongue implicitly and unconsciously, without any particular rule or pressure. So, language acquisition is a natural way. In the second language, things change. Because the act of learning languages is called consciously taking the rules, structures, and the existence of words from another language as an afterthought.

According to acquisition theory, later languages do not take a person to the level of their mother tongue. However, a learning environment based on the acquisition process would help achieve a more efficient outcome.

Stephen Krashen has put out five important theories on the learning of second languages.

2.4.1.1 The acquisition-learning distinction

There are two methods for adults to become proficient in a language: learning and acquisition. Language acquisition differs from child language acquisition in that it is a subconscious process. Grammar rules are known to language learners subconsciously. But in a way, learn to "feel" what is correct. "In simple terms, acquisition refers to 'picking up a language.'" The idea is that adults retain their capacity to acquire languages, unlike toddlers. Error correction appears to have minimal effect on children's initial language acquisition, according to studies.

2.4.1.2 The natural order hypothesis

Grammatical structure acquisition occurs in a regular order. Grammatical structures in a second language are often absorbed early on, regardless of the speaker's original tongue.

2.4.1.3 The monitor hypothesis

The unconsciously learned language "begins our utterances in an SL and is accountable for our proficiency." On the other hand, when the learner has all the time in the world to make corrections, is aware of the rules when writing a composition—the language they have consciously learned acts as an editor. This conscious editor is known as the Monitor. With differing degrees of efficacy, various people use their monitors in different ways. Over-users of monitors try to use them all the time and eventually become "so concerned about accuracy that they cannot communicate fluently." Under-users do not intentionally learn the language or decide to apply their conscious knowledge of it. Others' rectification of errors has minimal impact; They can make corrections on their own by using their "feel" for precision. Optimal Monitor users are those who "use the Monitor correctly," as teachers should want to

develop their students. Students will utilize their grammatical knowledge in writing and speech, but only in casual conversation. “Optimal Monitor users can enhance their acquired competence with their taught competence.”

2.4.1.4 The input hypothesis

The input hypothesis discusses the gradual skill development of a language learner. It states that intelligible input at "level $i+1$ " must be given to a language learner at "level i ." They understand language with a structure over where people are now."

But instead of aiming for exact facts at our $i+1$ level, people ought to concentrate on understandable communication. This theory argues that before students build up acquired language competence, they should be given an initial “silent period.” Language learners attempt to generate the language they have learned by using the principles from their first language, which enables them to converse but does not advance their second language proficiency.

2.4.1.5 The affective filter hypothesis

Language acquisition is impacted by anxiety, motivation, and self-assurance, which also affects how "sticky" or "penetrating" a piece of intelligible information is. These findings raise the question: Are language education programmes in schools beneficial? Students benefit when professors provide them understandable content at the level at where they still need to be. It enables children to get understandable feedback from the “real world.” It is beneficial when it offers pupils with improved communication capabilities for use in the real world.

CHAPTER III

METHODOLOGY

3.1. Introduction

The purpose of the section is thoroughly describing the methods used in the current investigation. The chapter begins by explaining why the study design was chosen. Second, it contains information on the venue and attendees. Following that, the data gathering technique is described, followed by information regarding data collection instruments. Lastly, the data analysis technique is described in full.

3.2. Research Context

The current study mainly aims at uncovering The Features of Early Foreign Language Education. As a result, a qualitative interview style was utilized since it is the ideal way for researchers who wish to investigate certain conditions in depth.

As a result, the purpose of this study was to describe participants' assumptions and behaviors by asking them open-ended questions. This approach is called semi-structured method. A semi-structured interview is a method of gathering data in which interview questions are developed using a predetermined thematic framework. Questions must, however, be expressed or established in a certain sequence. Semi-structured interviews are frequently qualitative in research. In the fields of marketing, social sciences, survey methods, and other research, they are frequently employed as exploration tools. Providing a uniform theoretical framework to several interviewers while enabling them to explore distinct facets of the study subject is a prevalent practice in field research with multiple interviewees.

3.3. Research Questions

The following research issues will be addressed by the study:

1. What are the key features of foreign language learning?
2. How do teachers organize their language lessons with preschoolers?
3. How do teachers teach phonics to children? What types of activities or games help children to develop phonetic awareness?
4. Do teachers use special technics or methods for language classes?
5. Is roleplay important for preschoolers in language classes? How does Roleplay help with vocabulary development?
6. What kind of activities help develop language learning in children?

3.4. Research Design

Applied linguistics is one of the numerous social science study topics that today uses qualitative research, an advanced and dynamic research methodology. (Heigham & Croker, 2009). It examines contextual factors, social processes, meanings and relationships, individual experiences, local knowledge and comprehension of a particular programme, and factors that marginalise a group of people. Because it develops and constructs new beliefs, people are unable to see nearly any description. (Leedy & Ormrod, 2019).

Duff (in press), Dörnyei (2007) state that since the 1990s, qualitative research in applied linguistics has gained significant recognition and acceptance. According to Dörnyei (2007), many social, cultural, and situational factors affect second language acquisition. Qualitative research is the greatest option for gaining insight into such aspects. Duff (in press), Dörnyei (2007) state that since the 1990s, qualitative research in applied linguistics has gained significant recognition and acceptance.

Nunan (1992, p. 10) notes that a discussion about the nature of knowledge and the standing of claims about the world underlies the evolution of various research traditions and methodologies. Stated differently, comprehending the lived philosophy underlying a research technique is integral to qualitative understanding research. It is characterised as a useful model that takes place in a naturalistic environment and aids

in the researcher's development of a degree of detail derived from intense immersion in the real experiences. (Creswell, 2009).

The design of qualitative research is also changing. In other words, once researchers start gathering data, specific steps of the process may vary, evolve, or alter. No component of a qualitative research study can be estimated in advance. As a result, the process is maintained open to respond flexibly to new details during the investigation process (Dörnyei, 2007).

3.5. Nature of the Research

An interview was done with the teachers to determine their opinion about the characteristics of preschoolers in foreign language development. The study describes the interviewed teachers that work in private schools with half-day English programs in Baku/Azerbaijan. Two Teachers teach 36-48; three teachers teach 48-60, and five teachers teach children in the 60 + month range. The study group consisted of 177 children from the small group who went to private school and received 30 hours of English education per week by the same teachers and 59 children from the medium and large groups who received 40 hours of English lessons per week. Table 3.1: shows the percentage distribution of children by age and gender in the study group.

Table 3.1: Percentage distribution of children by age and gender in the study group

Child's age (months)	Sex	N	%
36-48	Boy	18	43.75
	Girl	14	56.25
	Total	32	100
48-60	Boy	24	50
	Girl	24	50
	Total	48	100
60+	Boy	55	56.70
	Girl	42	43,30
	Total	97	100

3.6. Sampling of the Study

A "semi-structured" interview form designed to gauge participants' familiarity with and understanding of instructional strategies and techniques of the lessons of English teachers serving in primary schools has been prepared. Convenience and snowballing sampling were used to identify potential participants (Creswell, 2014). English teachers working in primary schools in Baku/Azerbaijan participated in the study. Ten volunteer English teachers were interviewed for two reasons, all the teachers chosen for this study worked in private English schools rather than public schools. Because English instruction and learning are not required in public kindergarten, the private school's system is the best option. Second, instructors in private schools can create curriculum plans that reflect their teaching views and practices. The following criteria were used to identify teachers: (a) teaching a kid aged 3-8 years old and (b) teaching EFL. Ten teachers participated in this study; nine teachers were local, and one was an international teacher.

According to Table 3.2, all teachers hold a bachelor's degree or above. Most English language instructors hold a TESOL certificate or a Diploma in English Language Teaching.

Table 3.2: Demographic data of teachers

Pseudonym	Gender	Current city	Nationality	Education and Qualifications	Teaching years
T1	Female	Baku	Azerbaijan	MA, TESOL	13
T2	Female	Baku	Azerbaijan	BA, English	5
T3	Male	Baku	Azerbaijan	BA, English	7
T4	Female	Baku	Azerbaijan	PhD, TESOL	8
T5	Female	Baku	Azerbaijan	BA, TEFL	4

Pseudonym	Gender	Current city	Nationality	Education and Qualifications	Teaching years
T6	Male	Baku	Azerbaijan	BA, TEFL	4
T7	Male	Baku	Azerbaijan	BA, English, TEFL	10
T8	Female	Baku	Azerbaijan	BA, TEFL	8
T9	Female	Baku	Azerbaijan	MA, English	16
T10	Female	Baku	Azerbaijan	MA, English	12

NOTE. TESOL=Teaching English to Speakers of Other Languages; TEFL=Teaching English as a Foreign Language.

3.7. Data Collection Method

Data collecting in qualitative research occurs in the natural world, when participants encounter the topic being studied. Qualitative researchers do not take people to a lab or assign them devices to complete. Face-to-face interaction is ideal for gathering data from several sources, including observations, interviews, documents, and audio-visual sources. Researchers use tools or questionnaires designed by other researchers to collect and analyse data. In order to create categories and themes from the bottom up while gathering data, qualitative researchers employ an inductive approach that increases the abstractness of the data units.

3.8. Data Collection Tools

Despite the numerous data gathering instruments at researchers' disposal, the most common approach in qualitative research is the interview. (Dörnyei, 2007). Semi-structured interviews were the main source of data for this investigation. The conversation included questions designed to elicit information about the characteristics of English lessons for young learners, language learning experiences, organizing English classes, classroom practices, and the benefits of role play on vocabulary learning, as well as other factors influencing students' cognitions. Questions that aimed to get information about features of the English lessons for young learners, language learning experiences, organizing English classes, classroom

practices, and benefits of role play on vocabulary learning, and other factors affecting students' cognitions. Interviews were conducted via e-mail in English. Each interview lasted an average of 20 minutes.

3.9. Data Analysis

The researcher used a thematic analysis approach to examine the data, which included familiarizing with the data, coding, creating themes, evaluating themes, defining, and labeling themes, and reporting. (Braun & Clarke, 2006). First, the data was organised and made ready for analysis. Throughout the interviews, notes were taken and analysed. by the data collecting process, the researcher transcribed the interviews, allowing for pre-coding by the underlining, circling, or highlighting of key words, phrases, and sentences. Chunks were expressed using the first coding cycle, sometimes called open coding, which included bracketing certain sections and placing words or phrases in the margins. Dividing qualitative data into distinct sections and comparing them for similarities and differences is the first stage in the coding process. (Strauss & Corbin, 1998, p.102). In the second round of coding, the researcher concentrated on the qualitative data. The purpose of touched coding is to identify the most critical and common codes in the data set. (Charmaz, 2006)

Finally, the data was organized into broad themes, and their meanings were analyzed. At this point, the observational data, including notes taken in the field and instructional materials, were re-examined to determine the degree of congruence between participants' stated beliefs and observed practices.

The study did not employ pre-determined classification categories. The researcher studied the interview transcriptions and field notes as soon as the data collection was completed to acquire a broad feel of the key ideas voiced by all participants. Second, the researcher began to sort the parts under the subtitles. Code, themes, and concepts have been reached, and each sub-purpose has been attempted to explain these codes and themes.

During the reporting phase of the research, participant names were hidden for participants using codes in the form of T1, T2, and. One-on-one excerpts from the interviews sought to improve credibility.

3.10. Limitations of the Study

The study lasted for seven months. Six units were covered during this period, and the experimental treatment was applied only to preschool students. The experiment consisted of 10 English teachers preparatory school students. These limitations of the study can be tackled with longer-term treatments with more language levels included. The concept of learning is elaborated, and features of foreign education are introduced.

3.11. Summary of the Chapter

The study lasted for seven months. Six units were covered during this period, and the experimental treatment was applied only to preschool students. The experiment consisted of 10 English teachers preparatory school students. The concept of learning was elaborated, and features of foreign education were introduced.

The study aims at uncovering “an investigation into the features of early foreign language education in Azerbaijan” by asking teachers open-ended questions. A qualitative interview methodology was used. An interview was done with the teachers to determine their opinion about the characteristics of preschoolers in foreign language development that work in private schools with half-day English programs in Baku/Azerbaijan. Semi-structured interviews served as the study's main source of data. A “semi-structured” interview form aimed at determining the degree of expertise and understanding of instructional strategies and techniques of the lessons of English teachers serving in primary schools has been prepared. Snowballing sampling was used to identify potential participants.

The interview comprised questions aimed towards gathering information regarding features of the English lessons for young learners, language learning experiences, organizing English classes, classroom practices, and benefits of role play on vocabulary learning, and other factors affecting students' cognitions. Interviews were

conducted via e-mail in English. Each interview lasted an average of 20 minutes. After organizing and preparing data for analysis of the interviews, the notes were taken and sorted. Ultimately, the information was arranged into broad themes, and their interpretations were examined. At this point, To assess the level of congruence, the gathered data—including training materials and field notes—were reexamined between participants' reported views and observed practises.



CHAPTER IV

RESULTS AND DISCUSSION

4.1. Introduction

This chapter reports the data analysis's findings. The chapter is broken into six sections, each of which contains the findings of qualitative data collected during an eight-week period. The first component is intended to respond to the first research question, which is intended to depict instructors' organization of foreign language lessons with preschool children. The second segment focuses on the second study topic, The Importance of Role Play in Language Classes. The third section is Vocabulary and Sentences in the Preschool Period. The fourth chapter, Phonetic Games for Preschool Children, is about thoughts on developing phonemic awareness in preschool children. The following chapter is the fifth is about The Critical Features of Foreign Language Learning. Moreover, the sixth section, The Importance of Games in Teaching Foreign Language to Preschool Children discusses the games in English classes. Each section summarizes the findings by expanding on the topics that arose from the data analysis. These are supplemented by actual quotes from participants based on their relevance to those themes.

4.2. The Organization of Foreign Language Classes with Preschool Children.

Today there are changes not only in the context of education but also in the structure of Teaching, teaching technology, methods, forms, and techniques. Traditional teaching approaches do not function since they are meant for kids to be passive. They concentrate on drilling students on certain specialized procedures. Typically, exams only assess the student's learning styles, talents, ages, and performance on a certain day. Nevertheless, do not consider whether students were hungry before the test or slept the day before.

Moreover, when instructors educate for 7-8 hours a day, it becomes second nature for them to sit down and teach literally by the book in order to meet school goals. They provide teacher-centred lessons with little consideration for student experiences or learning styles, strictly following the textbook, and measure students' results using the least effective method of instruction. The reality is straightforward. Students simply require textbooks to become more involved and motivated. There is no engagement when teaching is uninteresting. Learners require hands-on, engaging experiences that will promote their learning and abilities and equip them to handle a range of real-world situations. They have to give the learning process their whole attention. As a result, game-based learning should be used in language lessons. For the study, the teachers were asked questions such as "How do you organize your language lessons with pre-schoolers? Do you use special technics or methods for language classes?". Seven teachers answered that they often use game-based technic in language classes with pre-schoolers.

This technic in organizing language lessons was Gamification. Gamification is game-based learning or play-based learning. A group of children sits while the instructor delivers them a game. Not all games are made equal. Teachers should think about how the gaming context was built; are the learning goals clear? Could it frustrate or bore students?

The benefit of this technic is that active and critical learning should be encouraged in this technic by the environment, not passive learning. During the well-organized game, the learner enjoys investigating and comprehending a new system. Everything is defined by the students' motivation, which dictates how and what they do, as well as how long they can continue their learning. The teacher starts the discussion by asking them about their favourite games and how often they play. This information helps the teachers plan play-based lessons.

Any training, including teaching a foreign language, must be presented strictly through the game in a playful form. Excellent results will take little time to arrive at an adequately built method: a foreign language will organically fit into a child's life and enrich it. One of the teachers responded as follows:

T3-Teacher conducts the lessons based on Triple P structure (presentation, practice, and production). It is very common to apply in young learners teaching process TPR, audio lingual, communicative language teaching methods and play-based, content-based approach, which really help the kids to be engaged and involved and draw their interest to the learning process.

The following important form of organization of educational activities in studying a foreign language was the presence of music classes in developing the competencies of a foreign language. Music's application in English classrooms is primarily a priority in that songs include new words and expressions. It contributes to a more active perception of the grammatical and lexical reserve of the language. Because children listen to songs in English lessons, they develop musical perception and audio analysis of the pronunciation of various grammatical constructs. The music helps to establish a positive psychological atmosphere in the classroom, interest in learning a foreign language is sustained, the psychological load is lessened, language activity is stimulated, and emotional tone is raised. So, music is a preferable method for organizing language lessons for teachers. Some of the teachers responded as follows:

T1 -I organize language lessons using the songs. They like learning in a rhyme. So, I try to use more songs.

T7- Children learn new topics faster with music and like to sing and act.

The following preferable method was The Total Physical Response method which teachers used in language classes because it involved the whole body in the learning process. Language and physical movement coordination were essential in this method. When the teacher issued instructions in the target language, the pupils replied by moving their entire bodies in that language. The Total Physical Response approach is one kind of understanding-based foreign language instruction. Two objectives were aided by paying attention to the teacher's directions and moving in response. First off, compared to traditional learning techniques, the youngster was

able to understand the meaning of words in a foreign language more quickly. Second, they picked up the language's structure unconsciously and passively. Using lullabies, nursery rhymes, or orders repeated aloud, a youngster learns the norms of language without being explicitly taught them. One of the teachers answered as follow:

T2- Lesson starts with a song, circle game, dance, or other physical movements, according to the topic of that day. Students continue learning the topic (sounds, new vocabulary) by watching short cartoons, blending, reading, writing, playing games. So, teacher uses the following methods: Gamification, TPR (Total Physical Response), Interactive, Spaced repetition technique.

Interviews showed that teachers also used an Interactive learning method in English classes. This is an integral part of teaching English. The kid and the instructor engage in a variety of activities that are beneficial to both. to be artistic and make collages or posters, crafts, and kid-friendly programs such as baking pizza, crafting soft toys, and preparing salads. Additionally, carry out any project jointly, like planting a garden and cultivating flowers. A teacher and student should always interact in English through live communication and real-world scenarios. Using this strategy, adults and children may participate in a variety of activities while indirectly learning the language. One of the educators gave the following response:

T3-Teacher organizes monthly. Teacher shows videos, songs, and cartoon videos and plays a game.

In fulfilling the set educational tasks, it becomes necessary to use various methods and means of training, which, when realized, should positively impact the learning by process.

One of the teaching methods was Content-Based Teaching, in which teachers arranged students learning on the subject or knowledge they would learn. Instead of having to memorise vocabulary, the subject matter was engaging and allowed the

kids to employ their newly acquired language abilities in a new setting, which encouraged them to learn. The most productive condition for successful foreign language study among modern preschoolers was the correct organization of educational activities in education.

Summarize the answers; teachers use different methods to motivate and engage students to develop language learning, such as TPR, Gamification, learning through music, audio linguistics, and Content-Based Teaching.

4.3. Importance of Role-Play in Language Classes

Role-Play is the best communication model because it mimics the facts of the world around it in the most important ways; also, the speech and non-speech behavior of communicants takes place in the role-playing game.

To the question “Is role-play important for preschoolers in language classes? How does role-play help with vocabulary development?” most of the teacher’s answered were positive, except one of them. One of the instructors gave the following response:

T6: For role-playing, teacher may use actual individuals, fictitious characters, cartoon characters, and fairy tales. Children can take on a broad range of roles. This is the role of an adult or kid, a person of a certain career, family roles, fairy-tale character roles, and so on. Teacher and students can play out scenarios that are characteristic of the surroundings or create imaginary ones that are more dramatic. These might be militaristic stories, ordinary stories, or fantasy stories based on literature.

In the process of learning, the instructor sees it as a sort of conversational communication. However, the youngster in this scenario must recognize the game’s instructional value. The teacher’s responsibility is to progressively manage the

academic activities of the pupils, providing that the lesson has a pleasant psychological environment in the case of a disagreement among the game players. The teacher's psychological ability is critical in order to avoid a bad consequence from the game. It is critical to ensure that each youngster is at ease during the game. During such activities, children are not only educated, but they are also socialized. A friendly setting encourages even the most nervous pupils to open and participate in speech processing. The psychological barrier is removed, and emotional strain is reduced. One of the teachers responded as follows:

T7: Teacher warms up with pantomimic activities that show surprise, excitement, and fury before the game begins. After that, teacher and students play “Association” with the students. Students form a circle. The first student discreetly transfers the perplexing topic to the second in an attempt to paint it with gestures; the second student represents and relays the subject to the third. And now for the final player. Then, starting at the end of the chain, they check predictions about what item they got. Whoever got it wrong first starts a new game.

The role-playing game “Crocodile” can be another example. The presenter refers to the targeted item as a whisper to the leading player, who is referred to as a “Crocodile” throughout the game. The other youngsters should avoid hearing the perplexing term. The “Crocodile’s” goal, without speaking, is to depict this subject by gestures and facial expressions so that the other pupils can guess it. The person who correctly guesses the term becomes “Crocodile.” Another alternative for the game is to split the players into two teams. The first team takes the field first. The presenter hands one participant a card containing ten simple item names and sets the timer for two minutes. During this period, the player must provide enough time for the members of the team to guess as many objects as possible without using words. If he wishes to practice showing an item, he skips it and moves to the next one. The game is then started by the second team. Those who correctly guess the most item names win. It is not required to suppose objects in these games; the learner can have

natural events, feelings, and personality qualities. As a result of the studies, there are certain stages in role-playing:

1. Establishing a purpose or mission
2. Designating game circumstances
3. Scenario creation
4. Preparation of necessary data and role cards
5. Informing participants
6. Game management
7. Future-oriented reflection and creation of proposals

Teachers can use role-play games at all stages of training. In preschool, teachers cannot do without a role-playing game. By example, children should experience, observe, and grasp everything. Plots can involve traveling to the store (the customer purchases goods and services from the vendor) and visiting a doctor at house (a conversation between the patient and the doctor).

Teachers also can act out classic fairy tales they created and incorporate Masquerade features (masks, costumes) in these scenarios. It is vital to disclose youngsters, educate them how to depict their hero, and incorporate his image into their lives (gait, gestures, facial expressions, voice). Instead of assuming the role, preschoolers might play with dolls and teddy bears. It's important to understand that every child has a most -liked toy that they will willingly bring to class and play with. Some of the teacher responded as follows:

T1: Role-play activity is significant. If we teach jobs, they can see the vocabulary in this activity.

T2: The beneficial aspect of role-playing is that it helps to develop their communication and social skills.

Role-playing exercises improve the efficacy of the teaching process, help students improve their communication abilities, and inspire them to keep learning English. The learner experiences a sense of teamwork while playing the role-playing game. He tries to involve everyone else in the event. Each student fully participates possible in the educational process. In order to help the game participants, participants are increasing their capacity for creative activity, initiative, logical thought, and interpersonal communication. One of the educators gave the following response:

T3: The best method for teaching children to speak is via role-playing, which is also crucial for their physical development, confidence, creativity, communication, and problem-solving skills. It is inspiring and enjoyable. Children may get into character and play in imaginary or real-life roles through this enjoyable exercise. It may be entirely kid-focused and inspire kids to take chances and use their surroundings creatively. Purchasing themed accessories and props is a great approach to teach young children about various occupations and everyday scenarios.

Students that are more reserved can communicate more honestly. By incorporating the outside world into the classroom, a far wider variety of linguistic possibilities are made available. Students can also securely practice their English before visiting an English-speaking nation. Real-world scenarios can be fabricated by teachers, and pupils will get experience from it.

Role-play is used to solve complex problems of assimilation of new, consolidation of material, development of creative abilities, and formation of general educational skills, making it possible for students to understand and learn the material from different positions.

As a mind of teachers, role-play training is based on game-wide elements: the presence of roles, situations in which roles are realized, and various game subjects. However, unlike other games, including educational games, role-play has individual

features inherent only in this type of academic work, without which the game cannot be considered role-playing:

- modelling in the game close to natural conditions
- the presence of conflict situations
- mandatory joint activities of game participants performing the roles provided by the game conditions.

Also, analyses showed that one of the teachers gave a different explanation.

T4: Role-play is not essential. At least not for me. It depends on your personality. Suppose you cannot get children's attention, then yes. Role-play might be a good choice.

When teacher views are analysed, one group of teachers stated that role-play is acquiring language and building confidence. In contrast, another group thought that role play develops their communication and social skills and motivates them. Only One teacher thought that role-play was optional for the English classes.

It is valuable precisely because it allows its participants to reveal themselves and learn to take an active position. The distribution of roles takes into account the amount of knowledge, the development of abilities, and language proficiency. Examples of some role-play games for language teaching are as follows:

Game 4.1: In the clinic

Materials: medical instruments, bathrobe.

The doctor and patients are chosen.

Players take up seats. The patient comes to the doctor.

Doctor: Good afternoon!

Patient: Good afternoon!

Doctor: How are you?

Patient: So-so. I am ill.

Doctor: What?

Patient: Mu nose\my eyes\my hands

Doctor: Show me your eyes\nose\hands... I will help you.

The doctor examines the hand, eyes, and nose. He drops, gives pills, listens to him, and asks the question:

Doctor : How are you?

Patient : Good! Thank you very much!

Doctor : Goodbye!

Patient : Goodbye!

Game 4.2: In-store

The game can be held in different stores, for example, in a vegetable store or toy store.

Sellers are selected, and all attributes for the game are prepared: storefronts, toys, and vegetables for sale.

Here are the first customers showing up at the toy store.

Buyer : Good morning!

Seller : Good morning!

Buyer : Give me, please, an apple!

Seller : Here you are!

Buyer : How much is it?

Seller : Three\four\five...

Buyer : Thank you! Good-bye!

Seller : Goodbye!

Game 4.3: In a café

Educator: We are hungry. Let us go to the cafe. You and I are hungry. Let us go to the cafe. Children approach the “Cafe” sign; a “chef meets them,” the attributes of which are a white apron, cap, and cook. During the vocabulary of the topic “Pleasant Appetite,” dialogue between the cook and the children is activated: the name of food products. (Food dummies are cooked and on the table.)

Cook : What would you like?

Visitor : I would like a sausage.

Chef : Here you are. (Gives an ordered product to a tourist.)

Visitor : Thank you.

Cook : You are welcome.

Other visitors can order additional products.

Game 4.4: Composition of the composite

The group is divided into three teams, each representing a police station. Three presenters are selected. They turn to the police station with a request to find a missing friend or relative. The presenter describes their appearance, and the children make appropriate drawings. If the picture is as described, the missing person is considered to have been found.

Host: I need help finding my sister. She is ten years old. She attends school. She has brown hair and is not very tall. Her eyes are azure. She's wearing a white hat and a red coat.

Game 4.5: Pantomime

To consolidate the vocabulary on the topic “Schoolboy’s Morning” in the speech, you can play the game “Pantomime.” The presenter leaves the class, and a group of guys is at the board. Each with gestures and facial expressions depicts one of the actions on a given topic. The teacher then tells the host: Guess what every pupil is doing.

The presenter’s approximate answers: This young man is working out in the morning. The girl is cleaning her face.

Game 4.6: Family’s talk

Teacher: We can now view a scenario related to our topic. Please have a look at our actors. They are a son, a daughter, and a mother. Pay attention to the discussion and make sense of it. It is evening. Children are at home. While waiting for mother, they were drawing—knocking at the door.

Son : It’s a mother!

Daughter : It is a mother!

Son : Hello!

Daughter : Hello!

Mother : Hello! What is going on, my sonny?

Son : I’ve got the five!

Mother : I’m happy! Thank you! How are you, my daughter?

Daughter : I’m not that great. My grade is not good.

Mother : Do not cry, my darling!

Daughter : My mother is so friendly!

Teacher : Thank you, children. You are good actors. Go to your places, please.

Game 4.7: The Postman's Game

One child is selected for the role of the postman. The rest of the children are given cards depicting animals. Players hold cards behind their backs. A “postman” with an envelope in his hands approaches any player, slaps him on the shoulder (“knocks on the door”), and says:

- Good morning! I am a postman.
- Good morning.
- Are you a bear? (Hare, tiger...)

If the player answers: Yes, I am, - he is handed a letter, and he becomes a “postman.”

If he answers: No, I am not, - the “postman” continues to look for the addressee.

4.4. Vocabulary and Sentences in the Preschool Period

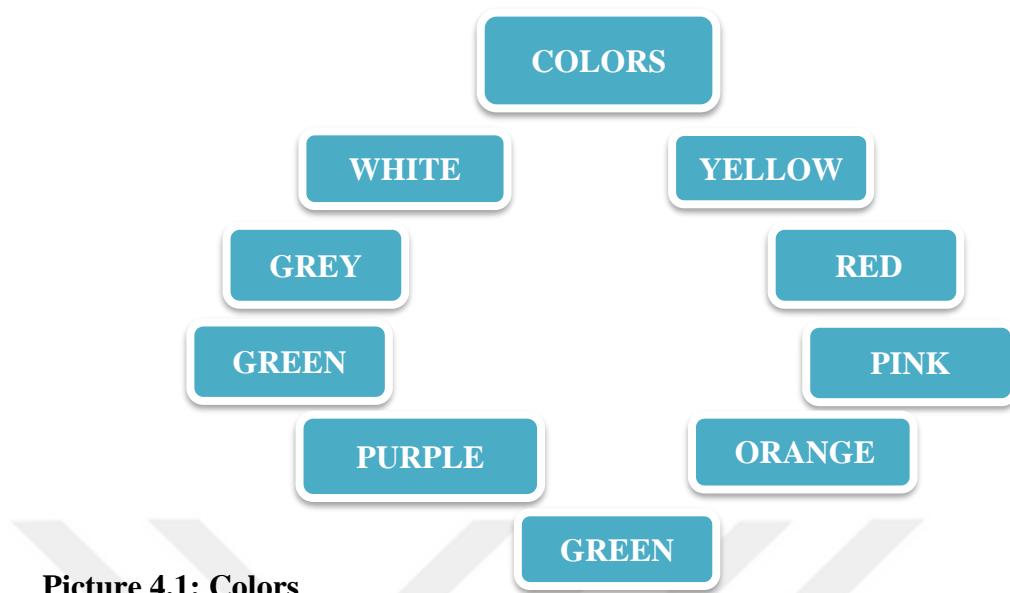
Each group plan is different for students' age ranges. Hence, the age range maturity affects the existence of the word.

There were three English classes at private schools where interviewed teachers taught. Two teachers taught in small groups; three teachers taught in the middle groups; five teachers taught in the big group. Children in the small group were 3-4 age range. Children in the middle group were in the 4-5 age range, and children in the big group were 5-6 age range. The age factor must mature in the presence of words, and children advance each semester by adding new insights on top of the previous one.

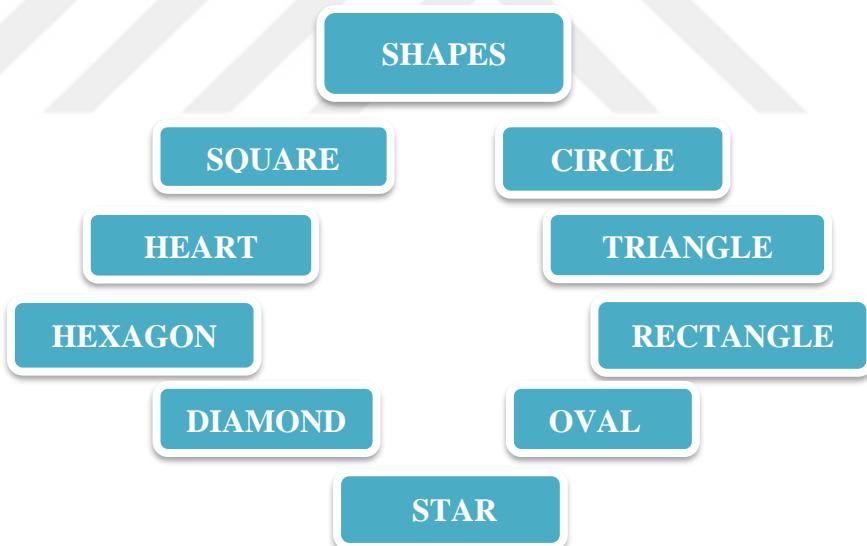
Considering this information, it is necessary to expect students to impose sentences. It is uncommon for the small groups to form sentences, but the middle and large group's children communicate in their language. His first sentences need to be more appropriate both in syntax and phonetically. However, teachers should correct sentences by repeating them. Because the product of language sentences and false interventions in the first sentences can make the language blush and not deliver the product again.

In the presence of the word learned during this period, activities were carried out with vocabulary cards called flashcards. The name of objects, numbers, colors and shapes were the first learned words during preschool. Verbs were the most used in school. Envelopes, on the other hand, were elements that everyone could hear in the sentences of more large group students that were the last to be learned. Thus, names covered much of the vocabulary of early- childhood students who received language education. The presence of words during preschool generally started with the words everyone used most often in our daily colloquial language and need. Providing foreign language training

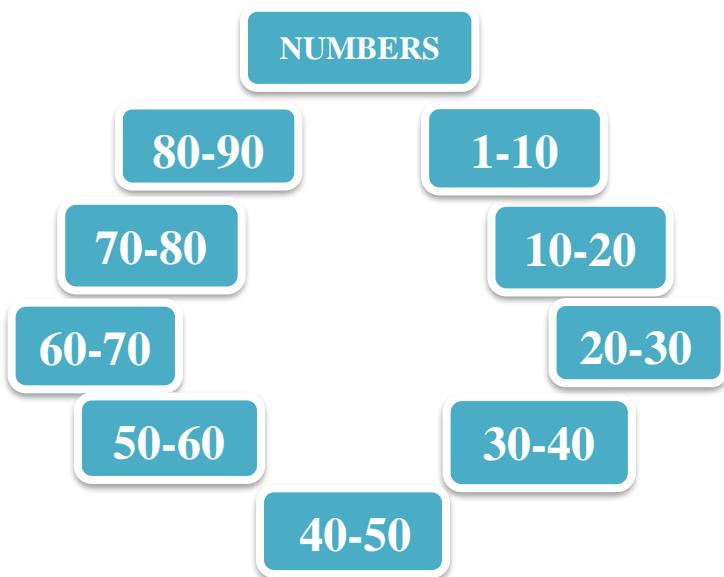
To express the child's needs, they first need to know words in a foreign language. That is why teachers sort the plans based on general conditions and promise asset elements. The priority gives to in-class colloquial. The first taught simple sentences that a child must use to express their basic needs, such as toilets, water, and help. For example, Simple sentence patterns such as "I am thirsty," "May I go to the toilet," "Can you help me," "Can I come in," and "I don't understand." The simple dialogues begin to communicate, and other elements of the word being are included in the process. Children now begin to study basic concepts (numbers, colors, and shapes) that need to be learned in the target language and to be able to express them when asked them to be able to set their sentences more quickly as the age group grows, driven by the wealth of their promised assets.



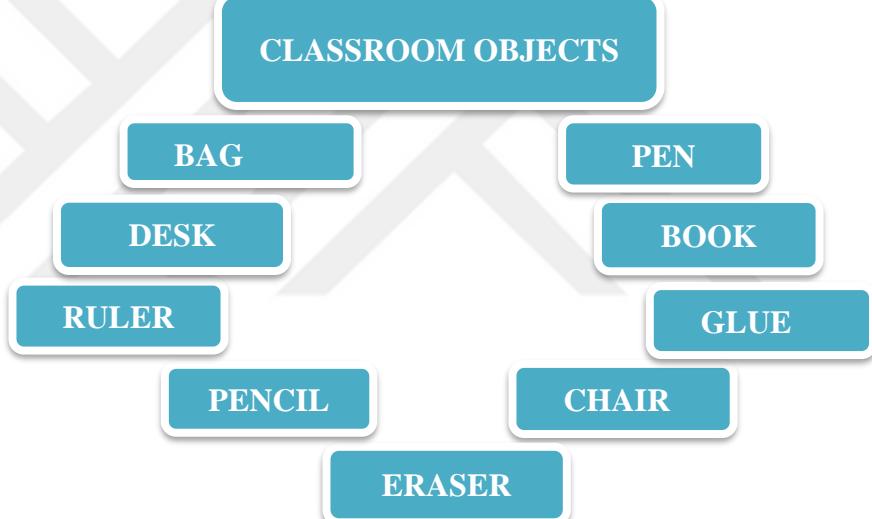
Picture 4.1: Colors



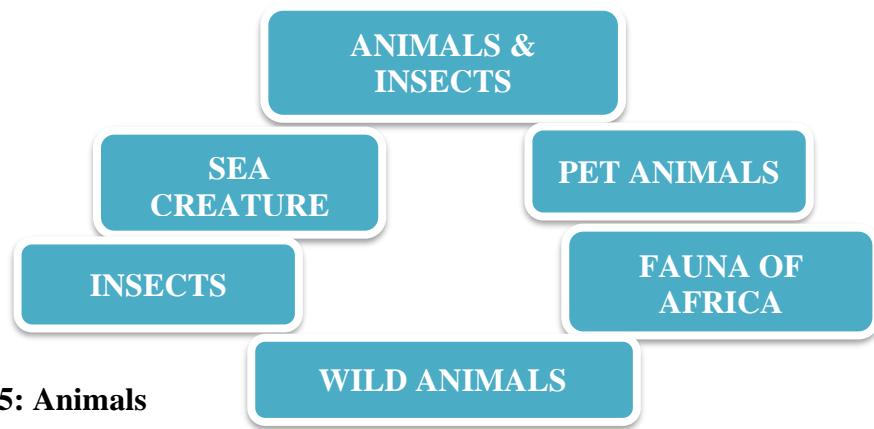
Picture 4.2: Shapes



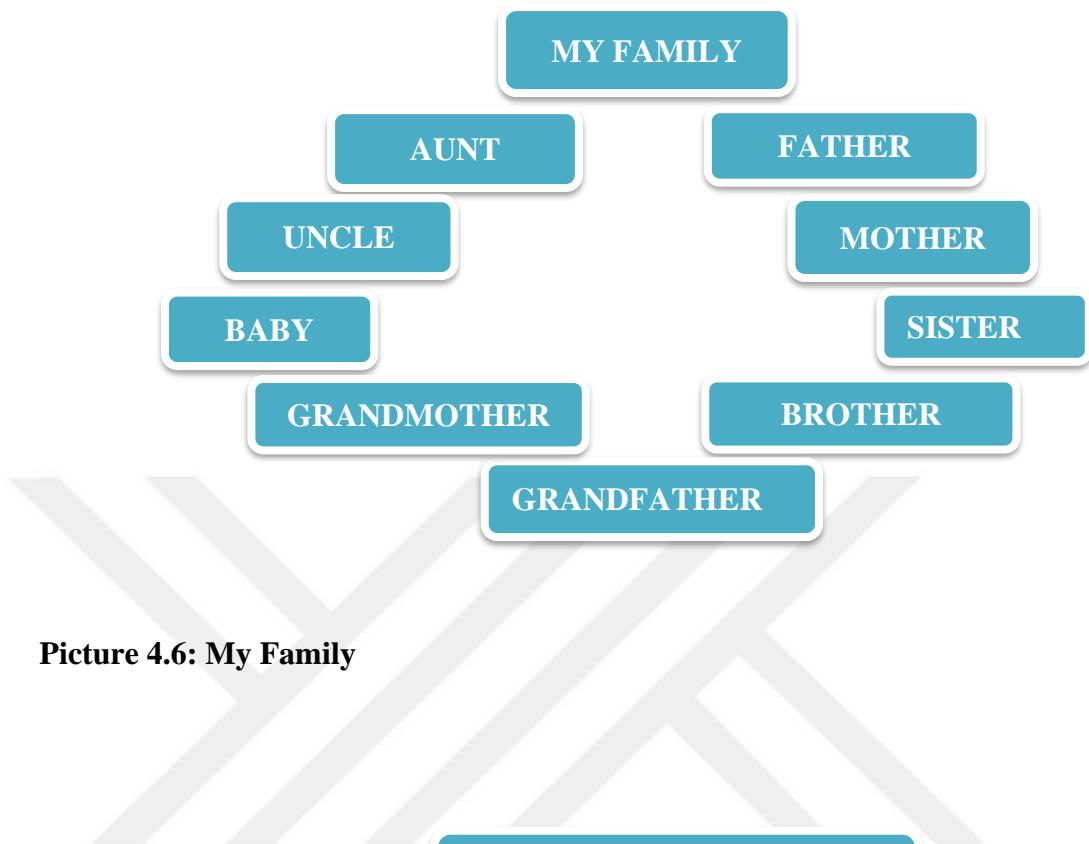
Picture 4.3: Numbers



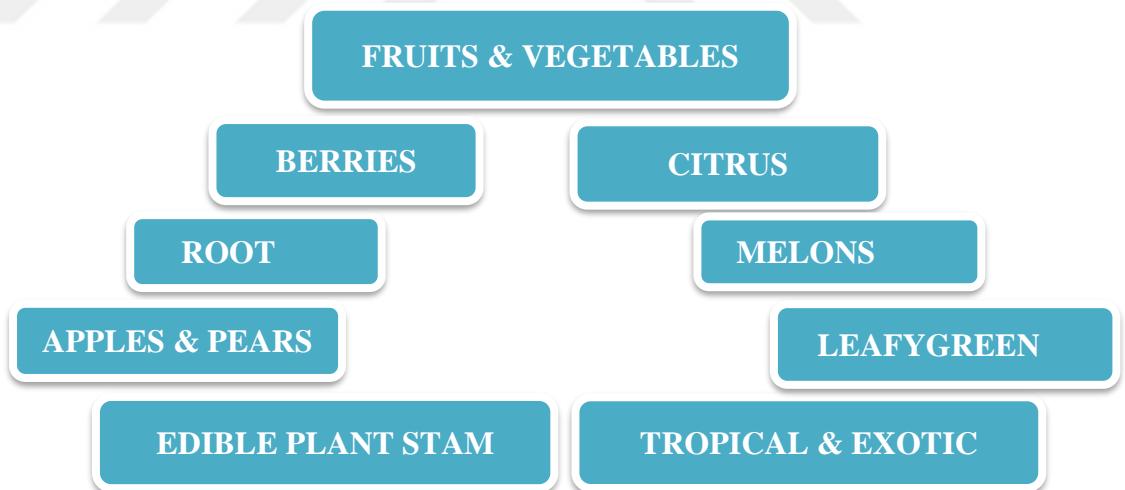
Picture 4.4: Classroom Object



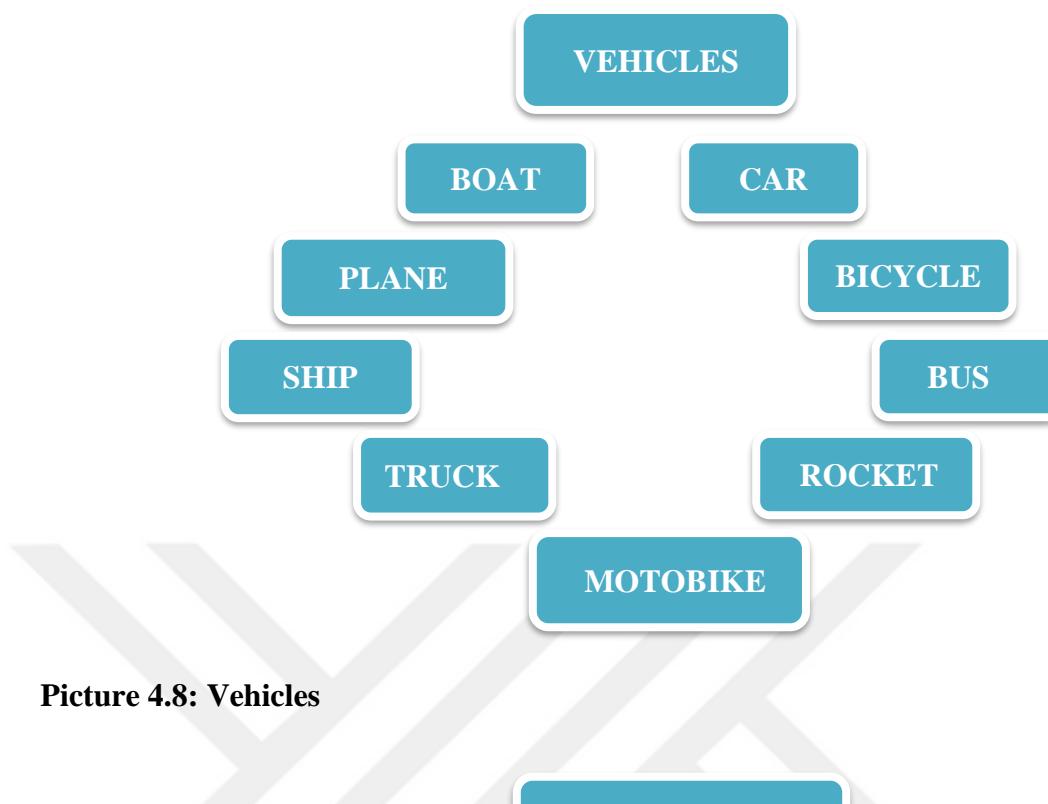
Picture 4.5: Animals



Picture 4.6: My Family



Picture 4.7: Fruits and Vegetables



Picture 4.8: Vehicles



Picture 4.9: Other Topics

As seen in the above examples of topics, it has observed that children's vocabulary in the target language is wealthy from experience at the preschool institution. There is a good foundation for later years.

4.5. Phonetic Games for Preschool Children

The formation of phonetic skills plays a huge role in teaching foreign languages, and the teachers give the phonetic aspect a modest place. In the modern theory and practice of teaching foreign languages, game forms belong to interactive educational technologies.

The research questions “How do you teach phonics to children? What types of activities or games help children to develop phonetic awareness?” meant to investigate the ideas and opinions of educators on developing phonemic awareness in preschool children. The findings are presented under the following examples depending on the game’s purpose and what type of phonetic skill is formed during its conduct: games that create perceptual phonetic skills and games that include productive phonetic skills.

a) Games designed to help players develop their ability to recognize English phonemes:

Game 4.8: English Sound

The teacher calls interspersed sounds and sounds of other languages. The game is played in a circle: players must raise their hands (clap) if they hear an English sound. The player is out of the game if he cannot react in time or misidentifies the stimulus sound.

Game 4.9: Football game

The teacher pronounces the word; players must say the word starting with the same sound as the word heard (for example, Teacher: House- Student: Give, etc.). For each correct answer, the player receives a token. The one who collects the most significant number of tokens wins.

b) Games aimed at forming skills for establishing sound-letter correspondences.

Game 4.10: Letter-sound

Each player receives two sets of cards. In the first set- cards on which letters are written (B, D, C....), and in the second set- cards on which sounds are written ([n],

[d], [b]...). Game participants must find a pair of sounds for each letter that these letters can denote (for example, B- [n] and [b]). The winner is the player who completed the task correctly and fastest.

c) Games aimed at forming the skill of recognising the accent's rhythm model of a word.

Game 4.11: One-Two Game

This game is necessary to distribute many words from the proposed list as soon as possible. As per the suggested accent-rhythmic models (two- and single-syllabic).

Game 4.12: Equal-unequal

Material: two-syllable words emphasizing the first and second syllables (mom, mine). The teacher presents each student with words in pairs (for example, mom-dad), and the student must clap his hands in terms of the same rhythmic structure uttered (teachers can use audio recording). For the correct answer, the player receives a token.

d) Games aimed at forming skills for recognizing communicative types of utterance.

Game 4.13: Is that a question?

In this game students listen to statements of various communicative types uttered by the teacher, after which they must raise the card (or say): “Question “/” Not a question.” The game goes in a circle. Whoever answered incorrectly is out of the game.

The group of games aimed at developing productive phonetic skills includes

e) Games aimed at the formation of articulatory skills.

Game 4.14: Guess the Word

2 teams play this game. Each group is divided into two subgroups, which must stand opposite each other at different ends of the audience. Students are given cards with

words that need to be uttered without the participation of a voice: cat, which, mine, us, thank you, etc. When a player from the first subgroup performs a task, players from the second must guess a word within 1 minute. The subgroups then change roles. For each guessed word, 1 point is awarded, and the points are summed up. The second command performs the same task. The teacher gives points, and the winner is announced.

f) Games aimed at the formation of rhythmic accentuation skills.

Game 4.15: Guess the Country

On the board is a list of names/countries/cities selected by different accent-rhythmic models (Russia, China, America, etc.). Each player must select one name from the list and “blot” it, lengthening the stressed syllable. The rest of the participants should guess what he said. You can also answer yes or no without words, “humming,” and gestures. For each correct answer- 1 point.

g) Games aimed at the formation of intonation skills.

Game 4.16: Guess who I am

This is a game for forming the skills of intonation design of a clarifying question.

In teaching many European languages, phonetic games have long been actively used due to their effectiveness in forming phonetic skills.

When teacher perceptions are generally studied, teachers may feel more comfortable and competent in using these methods and techniques. Examples of the teachers' views are included below. Some of the educators gave the following responses:

T1: Teacher uses different games for teaching phonics. As young learners have a short attention span, she implements different games. Mingling activity is the best one for kids.

T3: Word puzzles. Play word games to help kids grow their vocabulary. Humour. Moreover, telling age-appropriate puns to kids will encourage their sense of humour and inventiveness: songs or nursery rhymes. Riddles help the kid to build fluency and awareness. Song or nursery rhymes: promote good listening skills and comprehension by reciting, composing, reading, or hearing poems again. Mainly teacher applies the synthetic phonics teaching approach, which helps the kids learn how to convert letters and combinations into sounds and blend and make the word.

T4: It depends on the individual kid, however. However, the majority of my techniques are all about drilling. Listening skills, Writing skills, and Reading. Then repeat it with different games.

To classify phonetic games, the researcher offers these criteria:

- The goal, the number of participants
- The nature of the relationship between the participants
- The teaching functions
- Material presentation form
- A method of performing a game task
- A type of auxiliary means
- Use of time
- The presence of an element of dramatization

One possible way to create a positive emotional atmosphere of ease and free educational actions is to use phonetic games. An essential advantage of the phonetic game, which performs a training function, is that it can develop “linguistic flair,”

memory, and logical thinking. Some methodologists call the phonetic game a technique, others a means, and others a form of learning.

4.6. The Critical Features of Foreign Language Learning.

One of the study questions, “What are the critical features of preschool children in foreign language classes” teachers’ answers were analyzed and collected in four stages.

Firstly, the education of preschool children was very different from the school one: classes would be more mobile, and the change in activity would occur more often. Moreover, the younger the children, the more often the type of activity changes. To comply with concentration, better to alternate between active and passive occupations. In physical development, younger pre-schoolers have high activity and can control their bodies well. This leads to the need for periodic rest. Active exercises take a leading position over activities related to skill or accuracy, for example, assembling puzzles and puzzles or tying laces.

Younger pre-schoolers are characterized by incomplete eye accommodation, making it difficult to concentrate on small subjects. Children try to openly express their emotions verbally and physically in their emotional development. They are already familiar with jealousy, so they pay special attention to the one to whom the teacher devotes more time than them. Emotional outbursts characterize younger preschoolers but are usually short-lived and quickly forgotten. The frequent change of activity helps to minimize such problems. Some of the educators gave the following responses:

T 3: Young students get bored quickly, if the activities do not make them more exciting and engaging. Because young students have a limited concentration span, the activity cannot be interesting for them after ten minutes.

T 10: Young students like making discoveries. They like exploring through their senses and learning through engaging and motivating actions.

Secondly, the game was essential in developing various activities and all preschool-age achievements. The child expresses all aspects of his life in the game, what he was taught, what he read, and what he heard from someone or saw somewhere. The game satisfies the need for children to know the world of adults and makes it possible to express their feelings and relationships.

Thus, the game is an essential part of the development of preschool children, and it is also an integral part of their education. Almost all methods for teaching preschoolers include a playful approach. For example, J. Steinberg, author of 110 Games in English Lessons, is sure that the game is not just a fun pastime but also a productive way to consolidate the material passed or learn a new one. The game is also a great way to relax after a tedious session, and spontaneous games increase attention. J. Steinberg also believes that what was nice to do is better remembered, so games contribute to deep memorization of material. The fact that they make even a complex learning process more fun increases motivation for teaching.

A. Maley (2005) is also confident that playing is the best way to present material to pre-schoolers. He writes that children are paradoxically curious. They can both cooperate and compete fervently. They love the safety and predictability of the rules, but at the same time, they often behave in a surprisingly predictable and creative way. They love having fun, but at the same time, they take things too seriously. Therefore, it is not surprising that games are so popular with children; they include everything children need: cooperation and competition, rules and unpredictability, pleasure and severe passion. Several of the educators gave the following answers:

T5: Almost the entire occupation is accompanied by gaming activities.

These can be active and passive games, dances, songs, and counts.

T7: The main thing is that while the child is fun and excited, he remembers the game material faster and easier.

Thirdly, the next issue on the organization of foreign language classes for children of pre-schoolers was their duration and frequency. Activities lasting an hour were too long and tedious for children. Teachers said that the most optimal time was about thirty-five or forty-five minutes, provided that the group's occupancy was no more than ten people with a frequency of classes two to three times a week. There would need to be more than one weekly session to assimilate and consolidate new material successfully. The very structure of the lesson for pre-schoolers is different from the structure of the school lesson. Preschool children are distinguished by their insensitivity and inability to concentrate on one activity for a long time. That is why it is necessary to change the type of activity every five minutes during the exercise, and it is better to alternate active tasks with passive ones. Thus, the learning process will not tire children and will be more efficient. One of the teachers responded as follow:

T8: The classes should be brief. The hour is the maximum time for children under seven years old. Moreover, it is better to devote the last fifteen minutes to creative activity on the study topic to keep pre-schoolers manageable. It can be sculpting, application, drawing, or colouring.

Fourth, during the lesson, it was better to sometimes distract from the topic under study and arranged a dance minute with a song-charging, or remember one of the previous topics, for example, who would quickly find red, yellow, or green. It will help pre-schoolers avoid overwork.

4.7. The Importance of Games in Teaching Foreign Languages to Preschool Children

From age three or four, a child's focus of attention shifts to other people. Children are interested in the adults around them, and they are especially interested in communicating with peers. During this period, children strive for joint gaming activities. Speech development is undergoing significant progress: the vocabulary is significantly increasing, and interest in various kinds of songs, rhymes, and poetic

works is intensifying, which indicates the development of phonemic hearing. These changes are significant prerequisites for the successful study of a foreign language.

In addition, during this age, game is the primary way to learn new things among preschoolers. The game is the primary tool for learning and development in the life of a child in preschool and junior school age. Of the children who were able to realize themselves in the game, prosperous, self-sufficient, happy, mature, and confident adults grow up.

This section presents the results of the interview question about “The importance of games in teaching foreign languages to preschool children. “

Findings showed that the game process was crucial in developing the child’s brain. The game’s essence was that this was an actor whose goal was not the result. Furthermore, this was what the brain needed precisely- to practice various emotions and roles in those not focused on development. In work, the effect was always significant, and one of the problems was that the focus on the mark entered the lives of children earlier and earlier in the modern world. Moreover, the actual free game was under threat. The teacher urged them to respect the student’s identity and not use “bad” methods of influencing the child.

Teachers recommended following games for teaching foreign languages to preschool children.

Game 4.17: Who took the cookie from the cookie jar

a) The ever-popular children’s game “*Who took the cookie from the cookie jar.*” This game improves the practice of Q&A with a repetitive rhythm, Promotes Interaction, and is Easy to Learn and Play

The entire song is as follows:

Teacher: Who took the cookies from the cookie jar? Children: X took two cookies from the cookie jar.

X: Who me?

Children: Yes you!

X: Not me! Children: Then who?

When you say X: Y, person Y is asked the same way until they find out who has the cookies. When the cookies are found, they are shared in class, and the game is over.

Game 4.18: Simon says

b) “*Simon says*” This game is played on repeating and reinforcing learned verbs. Examples of Simon’s directives are as follows: hands up, turn around, jump on one foot, sit down, put your hand on your head-leg-chest, shake your head, and clap your hands. The Simon pattern in the game has sometimes been “the teacher says... mother says... “but can be changed according to the subject matter, and a fun learning process arises by making many concepts in a collective state.

Game 4.19: Mr. Crocodile

c) “*Mr. Crocodile*” game in this game child learns colours.

One child stands in the middle of the room. The players stand on the other side and speak.

Children: “Please, Mr. Crocodile, can we cross the river?”

Mr. Crocodile: “Just in case you're in a red dress.”

“Mr. Crocodile can make any condition. It can be based on something other than the color of the clothes.

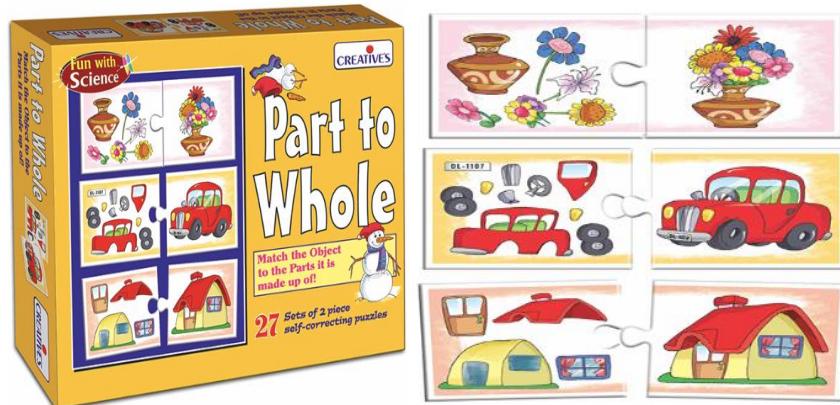
As mentioned earlier, the use of materials during preschool is crucial. “Game” is a means of expression in this period for children; a toy is a way that expresses themselves. Therefore, it is necessary to be attentive in selecting language teaching materials.

Language teaching can be supported through many materials in early childhood. All kinds of toys, such as puppets, Legos, blocks, and cars, can also be helpful for

language teaching. Nevertheless, there are unique toys prepared only for language teaching. These are available toys from websites, toy stores, or abroad, which will contribute to the process if used correctly. Examples of some toys and box games built on language teaching include:

Game 4.20: Part to Whole

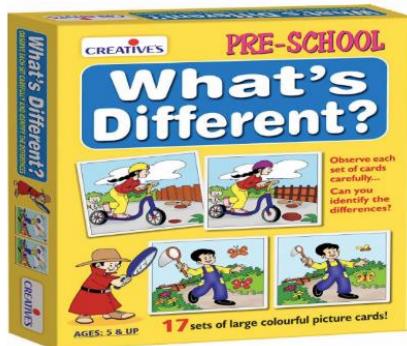
The "Part to Whole" game was created with children's natural curiosity about the materials that objects are constructed of in mind. Two-piece match ups with various things on one card and their pieces on another comprise 27 sets. One by one, the youngster must closely examine each complete card, search for the cards that include the detail picture, and then match the two. In this method, the kid gains organisation and expressive language abilities in addition to improving matching skills.



Picture 4.10 : Part to Whole

Game 4. 21: What's different?

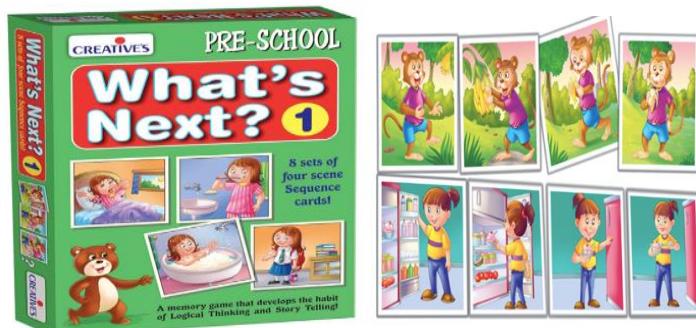
Likewise, "*What's different?*" is a game of wit that helps children develop visual discernment skills.



Picture 4.11: What is Different?

Game 4.22: What is Next?

“What is Next?” Game one is an enjoyable picture sequencing game that aids in the development of children's language, visual discrimination, attention, and sequencing abilities. The vivid, robust, and manageable cards strengthen fundamental communication abilities while fostering logical reasoning, narrative, and sequencing. This way, the child playfully improves their pre-reading skills.



Picture 4.12: What is Next?

Game 4.23: Story Cubes

Finally, “Story” Cubes is a creative story generator. With Story Cubes, a child can become a great storyteller. The child rolls the cubes and makes the story. Story cubes are an ideal tool for developing language skills. Cubes are a straightforward and

effective means for inspiring creative thinking and problem-solving in children. The teacher tosses all the dice and examines each of the nine face-up images. Then lets them guide their imagination through a story that begins with “Once upon a time...”.



Picture 4.13: Story Cubes

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1. Summary of the Study

This study investigated the features of early foreign language education in Azerbaijan. This research aimed to improve the educational qualifications of schools that provide foreign language education, drawing on the critical period hypothesis in early childhood and examining the contribution of reducing the age level of foreign language education to an early age. The period between the ages of 2 and 7 is when the child discovers his surroundings, questions him, expresses his imagination, learns the values of the society in which he lives, and acquires his language skills. (Hughes, M. 1975)

The leading goal of early foreign language learning is primarily developmental. This does not mean a decrease in the importance of practical goals or proficiency in oral communication. Moreover, the development of effective technologies for early foreign language learning allows us to take a fresh look at the intellectual development problems of younger students. Because of the above, the theme of this study was chosen, “An investigation of the features of early foreign language education in Azerbaijan” (English).

The purpose of this study was to evaluate the level of early foreign language instruction instructor cognition. More precisely, this study looked at the attitudes, ideas, sentiments, and experiences of seasoned EFL teachers with relation to planning and instructing young children in foreign language acquisition. The study also sought to explore the crucial features of children.

5.2. Findings

The study has found that teachers use different methods for teaching English to children. Firstly game-based learning was found to be a crucial technique, among others. The benefit of this technique is that active and critical learning should be encouraged in this technique by the environment, not passive learning. Secondly,

music classes in developing the competencies of a foreign language are a necessary form of organization of educational activities in studying a foreign language. It contributes to a more active perception of the grammatical and lexical reserve of the language. Because children listen to songs in English lessons, they develop musical perception and audio analysis of the pronunciation of various grammatical constructs. Thirdly, because the Total Physical Response approach incorporates the entire body into the learning process, teachers employ it in language lessons. Using certain body motions, the instructor offers instructions to the students in the target language, and the pupils reply by using their entire body. Children benefit from this movement in two ways: first, they pick up vocabulary in a foreign language more quickly than they would via standard teaching techniques; second, they inadvertently and subtly pick up the language's structure. The fourth is as follows: teaching English requires the use of the interactive learning approach. The kid and the instructor engage in a variety of activities that are beneficial to both. To be artistic and make collages or posters, crafts, and kid-friendly programmes such as baking pizza, crafting soft toys, and preparing salads. Using this strategy, adults and children may participate in a variety of activities while indirectly learning the language. The last one is the Content-Based Teaching. The material or knowledge that pupils will learn is the focal point of this method's organisation. Students apply their language skills in a different context.

This investigation also showed that the teachers see role-play as a form of dialogue communication in the learning process. Using role-play games in lessons increases the effectiveness of the educational process, develops students' communication skills, and motivates them to learn English further. However, unlike other games, including educational games, role-play has the following individual features inherent only in this type of academic work, without which the game cannot be considered role-playing:

- modelling in the game close to natural conditions
- the presence of conflict situations

- mandatory joint activities of game participants performing the roles provided by the game conditions.

This investigation has also shown that children's vocabulary in the target language has been observed to be very rich in preschools, as seen in the above example of word-for-word schemes. There is a good foundation for later years.

The following result is about phonetic skills. The findings have been presented under the following examples depending on the game's purpose and the type of phonetic skill that is formed during its conduct: games that form perceptual phonetic skills and games that form productive phonetic skills. 1) Games designed to help players develop their ability to recognise English phonemes 2) Games aimed at forming skills for establishing sound-letter correspondences. 3) Games designed to develop the ability to recognise a term's accent-rhythmic type. 4) Games designed to develop the ability to identify communicative types of utterance. 5) Games aimed at the formation of articulatory skills. 6) Games aimed at the formation of rhythmic accentuation skills. 7) Games aimed at the formation of intonation skills.

Last but not least, the findings have indicated that the most convenient and efficient outcome in early childhood is the game. Children are forced to use a foreign language to join to play, learn the rules, and get involved in the game. Their teachers observed that they played the games in the event and used the target language. The important thing here is to promote the pleasure of the game and bring each individual into the game. That is where the child's self-expression in the target language begins. This varies for each individual.

According to the findings of the study, learning a foreign language at preschool lays the foundation for successful learning during the school period. The child will have increased susceptibility and attentiveness, organically join the peer team due to early adaptation, and acquire public speaking skills.

It is crucial that foreign language instruction be well organised. Children can and should be taught to speak other languages through well-planned early activities like TPR, Gamification, learning through music, audio linguistics, and Content-Based

Teaching. These activities also include graphic design and productive labour. In turn, every kind of activity offers fantastic chances for learning certain word groupings. These words help the kids feel successful, guarantee the development of speech abilities in the future, and provide an opportunity for elementary-level language learning.

5.3. Limitations of The Study

This research was limited to assessing opinions obtained from teachers at the private kindergarten. The study was held in Baku city, where English education is only available in private schools. This is the reason why teachers from private schools are chosen. Teachers from three different age groups are present at the school where sample applications are performed. The experiment consisted of 10 English teachers and preparatory school students. The study lasted for eight months. Five units were covered during this period, and the experimental treatment was applied only to preschool students. These limitations of the study can be tackled with longer-term treatments with more language levels included.

The data were collected through a semi-structured interview and were analyzed qualitatively. Pre-coding and coding (separating, grouping, and regrouping the codes; classifying the principles; combining or improving the kinds; theming the data) are among the stages in the data gathering process.

As a result, structured early foreign language learning has a substantial positive impact on children's intellectual development. This is demonstrated by the fact that learning success, including mastering one's native tongue, is attained through the activation of the primary cognitive mental processes—perception, memory, thinking, and imagination—into a higher degree of imaginative thinking formation.

Working with pre-schoolers is quite a piece of jewellery for a teacher as a psychologist and a linguist. Using the game in his practical exercises, the teacher can also help the child adapt to the new group and the team. Staging various scenes and fairy tales in a foreign language and holding competitions will be helpful for the

development of oratory and acting, creative thinking, and communication skills. Organizing scientific and practical conferences in a foreign language in various subjects or areas of interest will be relevant for school-age children.

The study also touched on the importance of role-play for students. Role-Play games are essential for pre-schoolers because it helps children cope with various problematic emotions, such as fear, aggression, and destructive behavior.

There are specific problems during language learning, but these problems will be overcome over time and can be improved according to the teacher's attitude. Summing up, a properly built educational process and the teacher's competence can help develop in children an interest in the studied foreign language and help them succeed in its study.

5.4. Implications of the Study

In the continuing education system, early study of foreign languages will make it possible to humanize the upbringing of children, strengthening their developing, educational, cultural, and pragmatic orientation. Given the child's sensitivity to speech perception and reproduction at an early age, it is possible to develop and maintain the flexibility of the speech apparatus to form and improve a person's speech ability throughout his life. It has been established that in infancy (by 8-9 months), the child can pronounce the sounds of any language correctly Jusczyk (1984-1986). If he hears speech in only one language, the speech apparatus adjusts to this language and becomes rigid. It is important to keep in mind that the notion of a kid acquiring a language up until recently served as the foundation for the "psychological and pedagogical" concept of teaching foreign languages to children in many nations.

This hypothesis contends that a toddler acquires linguistic skills by unintentionally copying an adult's speech. To put it another way, nobody breaks down a child's speech into units they can assimilate, doses speech samples, arranges them in a certain order, or explains grammatical principles. By the time they are five or six years old, a typically developing kid has already mastered this most challenging

grammar that creates autonomous assertions. By the time they are seven or eight years old, the child is speaking in complicated sentences and rather long texts. However, imitation is not the primary mechanism for children's language mastery. It is the ability to independently build a statement that is achieved due to the child's extensive analytical work. A youngster creates systems of rules that dictate how unique ideas and intents are expressed rather than so much imitating as dismembering and generalising all it sees and hears. Additionally, according to this hypothesis, the infant acquires the L2 in a manner similar to how they learned the first language naturally, without separating the rules, and because of their incredible capacity for imitation. The growth of a youngster in a multilingual environment serves as evidence.

Public schools do not provide English language education in Azerbaijan. The English language is taught to preschool-level students only in primary schools. In this regard, the research area of study is preschool teachers and their experiences. Language teaching, which starts with phonetics, naturally associates with the teaching methods chosen from our teachers' experiences.

These techniques, again as mentioned above, refer to social structuring, which is particularly prominent within teaching theories. One of the critical theorists of social structuralism is Vygotsky. One of the key findings from interviews with teachers is that social structuralism theory is more effective in early language teaching. To use social constructivist theory in the classroom, three key elements of classroom interaction must be included. 1. The presence of an adult or more experienced peer who possesses information and abilities that the learner does not yet possess. 2. Social connections that enable a student to see an expert and start training new abilities. 3. The provision of constructive exercises known as scaffolding by an instructor or a more experienced peer

An approach to education known as social constructivism places a strong emphasis on social interaction and views the teacher as a facilitator of learning as opposed to a distributor of knowledge. This method is underpinned by fundamental ideas that assert that human activity constructs knowledge, that society's members work

together to create reality. Through think-aloud exercises, conversation, and modelling, this approach highlights the social components of learning. According to social constructivism, social interactions affect an individual's understandings.

5.5. Recommendations for Future Research

The study makes the following recommendations: first, it's important to recognise the common elements of teaching a foreign language. When it comes to collective kinds of training, the instructor has to make an effort to have sessions conducted using an individual approach. Second, the instructor has to provide a method of learning that is intended to advance rather than hinder students' progress. Furthermore, for this to happen, each kid must take the lead in the class, feel at ease and free, and actively engage in discussing the subjects covered. It is important to note that excessive fascination with frontal forms of work when teaching children, the English language creates the illusion of each student's activity and is unlikely to contribute to his creative development. Children must thus be given the freedom to "create" a lesson alongside their instructor. The success of teaching a foreign language at the lower school age is determined by more than just a student's level of language and speech material knowledge and proficiency. It is feasible that students' primary focus in class will be on active, live conversation with their instructor and peers rather than listening, speaking, reading, or writing in a foreign language. As mentioned above, each child acquires their language by hearing and imitating it. Learning languages, on the other hand, requires one's wilful pursuit. Foreign language "teaching" starts in preschool now. However, "language acquisition" continues constantly. Parents should be aware of the distinction between these two phrases and know what to anticipate from their kids. A kid who grows up naturally in two separate linguistic contexts is not the same as a youngster who is trying to learn a second language (L2). Many kids mispronounce or misremember terms they were taught in kindergarten. One or two words can frequently be taught to children this age. The child's need for communication must be met. Youngsters raised in bilingual households retain their ability to actively hear and utilize both languages. Consequently, the languages they learn become more ingrained. Suppose the child is at the age of three and cannot

utter 2-3 words sentence in one of the two languages. He has difficulty in understanding complex commands, has a mental disability, hearing impairment, developmental retardation, or learning difficulties. It should be intended to ensure that the child first gains dominance in a language. Because he cannot communicate in any language, the child may exhibit aggressive attitudes or switch off to his inner world. In such situations, efforts should be made to make the child express himself in a language, not to offer a second language.

Finnish scientist Skutnabb-Kangas (1981) begins his native and foreign language connection in his book “Bilingualism or Not: The Education of Minorities,” using the lotus blossom metaphor in his book “The mother tongue-our roots.” Lotus flowers, as they are known, have their roots in water, not soil, and they cling to the depths of water, and many lotus blossoms can bind to each other and survive with a single root. When a child speaks, people hear what he expresses, the side of the lotus flower that appears on the surface. However, the foundations of the mother tongue reach deep into the water. For a child who learns a second language, the language he has just learned is similar to the water lotus on the surface. He learns, expresses, and understands that language. However, in a child’s eyes, this language is not different from a lotus that moves from place to place without its roots. If a foreign language is like a lotus flower that lives on the water surface without roots, it develops that children can have both languages. However, this foreign language is independent of solid roots like the one in the mother tongue. According to Skutnabb-Kangas (1981), the ability of both languages to develop positively depends on the roots of the mother tongue.

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APPENDICES

APPENDIX-A: Participants

Pseudonym	Gender	Current city	Nationality	Education and Qualifications	Teaching years
T1	Female	Baku	Azerbaijan	MA, TESOL	13
T2	Female	Baku	Azerbaijan	BA, English	5
T3	Male	Baku	Azerbaijan	BA, English	7
T4	Female	Baku	Azerbaijan	PhD, TESOL	8
T5	Female	Baku	Azerbaijan	BA, TEFL	4
T6	Male	Baku	Azerbaijan	BA, TEFL	4
T7	Male	Baku	Azerbaijan	BA, English, TEFL	10
T8	Female	Baku	Azerbaijan	BA, TEFL	8
T9	Female	Baku	Azerbaijan	MA, English	16
T10	Female	Baku	Azerbaijan	MA, English	12

NOTE. TESOL=Teaching English to Speakers of Other Languages; TEFL=Teaching English as a Foreign Language.

APPENDIX-B: The Interview

1. What are the key features of foreign language learning?
2. How do teachers organize their language lessons with preschoolers?
3. How do teachers teach phonics to children? What types of activities or games help children to develop phonetic awareness?
4. Do teachers use special technics or methods for language classes?
5. Does Roleplay important for preschoolers in language classes? How does Roleplay help with vocabulary development?
6. What kind of activities help develop language learning in children?
7. What are Specific Vocabulary and Sentences during the preschool period?

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