

T.C.

ISTANBUL AYDIN UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES



**THE ROLE OF SOCIAL-EMOTIONAL STABILITY IN ENGLISH AMONG
IRAQI KINDERGARTNERS**

THESIS

RANJDAR HAMA SHARIF

Department of English language and Literature

English Language and Literature Program

October 2015

T.C.

ISTANBUL AYDIN UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES



THE ROLE OF SOCIAL-EMOTIONAL STABILITY IN ENGLISH AMONG

IRAQI KINDERGARTNERS

THESIS

RANJDAR HAMA SHARIF

(Y1312.020034)

Department of English Language and Literature

English Language and Literature Program

Thesis Advisor. Assist Prof. Dr. EROL KAHRAMAN

October 2015



T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ

Yüksek Lisans Tez Onay Belgesi

Enstitümüz İngiliz Dili ve Edebiyatı Ana Bilim Dalı İngiliz Dili ve Edebiyatı Tezli Yüksek Lisans Programı Y1312.020034 numaralı öğrencisi **Ranjdar HAMA SHARIF**'ın "THE ROLE OF SOCIAL-EMOTIONAL STABILITY IN ENGLISH AMONG IRAQI KINDERGARTENERS" adlı tez çalışması Enstitümüz Yönetim Kurulunun 12.06.2015 tarih ve 2015/12 sayılı kararıyla oluşturulan jüri tarafından *aykırı* ile Tezli Yüksek Lisans tezi olarak *Kabul*...edilmiştir.

Öğretim Üyesi Adı Soyadı

İmzası

Tez Savunma Tarihi :13/10/2015

1)Tez Danışmanı: Yrd. Doç. Dr. Erol KAHRAMAN

2) Jüri Üyesi : Doç. Dr. Türkay BULUT

3) Jüri Üyesi : Yrd. Doç. Dr. Filiz ÇELE

Not: Öğrencinin Tez savunmasında **Başarılı** olması halinde bu form **imzalanacaktır**. Aksi halde geçersizdir.

DEDICATION

- *To my loving parents.*
- *To my beloved brother and sisters.*
- *To those who taught me even a word.*

FOREWORD

First, I thank the Almighty Allah for giving me the blessings and the strength to do this research.

I would like to convey my special thanks of appreciation to my supervisor Dr. Erol Kahraman because of his excellent guidance and support to complete this project through whom I came to know so many new ideas.

I would also like to express my greatest gratitude and appreciation to Istanbul Aydin University/ social science – English language and literature department for their support, opportunities and facilitation for carrying out this study.

My special appreciation and deep thanks go to my dear friend Aree Ali for his great help and cooperation during finalizing the application of the first test, directing the data statistically and his continuous help and his support. Without his encouragement, guidance, and comments, this study would not have been completed.

I express my sincerest appreciation to Margret Private Kindergarten and my dear friend Twana Abbas for his cooperation during the tests of this study.

My special thanks to both English teacher Mrs. Banan& Miss Ashna at Margret Private Kindergarten for their encouragement help and support.

A word of thanks goes to Asst. Lecturer Saman Khoshnaw for his useful advice and ideas.

I am very grateful to my dear mates Chalak Rouf, Khasraw H. Rashid, and Shahen Jamal for their continuous support, advice, and providing me with good books and online articles during writing this work.

My special thanks to my sincerest and gratitude friend Taib Abdulrahman. Completion of this project would not have been in time without his revision, guidance and mentoring.

The deepest appreciation to my dear family for their patience and help, without their support and encouragement I would not have been able to finish this study. Finally, I am very grateful to those friends whom I missed their names and helped me in this project.

October 2015

Ranjdar HAMA SHARIF

TABLE OF CONTENTS

	<u>Page</u>
FOREWORD	iii
TABLE OF CONTENT	iv
LIST OF TABLES	vi
LIST OF FIGURES	vii
ÖZET	viii
ABSTRACT	ix
1. INTRODUCTION	1
1.1 Overview	1
1.2 The Problem of the Study	1
1.3 The Aim of the Study	2
1.4 The Research Questions	2
1.5 Delimitation of the Study	3
1.6 The Significance of the Study	3
2. LITERATURE REVIEW	4
2.1 Historical Background	4
2.2 The Foundations of Social and Emotional Stabilities and The Scientific Base Linking Social and Emotional Learning to School Success	5
2.3 Social-Emotional Learning	7
2.4 Preparing Children for the Challenges Ahead	8
2.5 The Skills that Educator Should Focus on	9
2.5.1 Social Skills	11
2.5.2 Practical and Creative Skills	13
2.5.3 Emotional Skills	15
2.6 Individual Differences	17
2.7 Second Language Learning	19
2.8 Children and the Stages of Second Language Learning	20
2.8.1 Use of Home Language	21
2.8.2 The Silent Period	21
2.8.3 Nonverbal Period	22
2.8.4 Early Speech Production	22
2.8.5 Speech Emergence	23
2.8.6 Intermediate Fluency	24
3. METHODOLOGY	26
3.1. Introduction	26
3.2 Participants	26
3.3 Materials	29
3.4 Instrument	31
3.5 Procedures	34
3.6 Data Collection	35
3.7 Analysis	35

4. RESULTS	37
4.1. Overview.....	37
4.2. Result	37
5. DISCUSSIONS	46
5.1 Overview.....	46
5.2 Discussion of the Findings.....	46
6. CONCLUSION, RECOMMENDATION, AND SUGGESTION FOR FURTHER STUDIES	52
6.1 Conclusion	52
6.2 Recommendations.....	53
6.3 Suggestion for further studies	54
REFERENCES	55
APPENDICES	60
RESUME	68

LIST OF TABLES

	<u>Page</u>
Table 3.1: Age Distribution.....	27
Table 3.2: Gender.....	28
Table 4.1.: Reliability and Validity.....	38
Table 4.2 One Sample t-test.....	38
Table 4.3: Test of t, Means and Standard Deviation of Matching Component	39
Table 4.4: Test of t, Means and Standard Deviation of Writing Comp.....	39
Table 4.5: Test of t, Means and Standard Deviation of Speaking Component.....	40
Table 4.6: Test of t, Means and Standard Deviation Listening Component.....	40
Table 4.7: Anova Table.....	41
Table 4.8: T test, Means and Standard Deviation for Social- Emotional Skills.....	41
Table 4.9: Correlation Coefficient between Social-Emotional Skill and English Language Learning in Preschooler.....	43
Table 4.10: Anova Table in Regression.....	43
Table 4.11: Model Summary.....	44
Table 4.12: Coefficient English Language Learning in Preschooler.....	44

LIST OF FIGUERS

	<u>Page</u>
Figure 3.1: Age Distribution	27
Figure 3.2: Gender.....	28
Figure 3.3: The Program Evaluation System	33



İNGİLİZCEDE SOSYAL-DUYGUSAL İSTİKRARIN İRAKLI KREŞ ÇOCUKLARI ÜZERİNDEKİ ROLÜ

ÖZET

Son zamanlarda, çocuklara yabancı dil öğretimi dünya genelinde eğitim alanının en önemli konusu olarak görülmektedir. Birçok araştırmacı bu konuyla ilgilenmekte olup çocuklara yabancı dil öğretimi süreci üzerine odaklanmaktadır. Araştırmacılar çocukların güçlü ve zayıf olduğu noktaları analiz etmeye ve anlamaya çalışıyorlardı. Ve sonucunda çocukları diğer öğrencilerden ayıran dil yeteneği, cinsiyet, yaş, yaratıcılık ve motivasyon gibi faktörler olduğu sonucuna ulaşmışlardır. Diğer araştırmalardan farklı olarak, bu çalışma çocukların sosyal-duygusal dengelerinin yabancı dil öğrenimindeki rolünü ve bu becerilerin ikinci dil öğrenimi üzerindeki etkilerini araştırmaktadır. Bu çalışma için, anasınıfı öğrencisi Margret ve anasınıfına İngilizce kursu alma amacıyla giden 4-5 yaşları arası , 18'i kız ve 15'i erkek 33 çocuk seçilmiştir. İngilizce kursunun başında , çocukların sosyal ve duygusal becerilerini ölçen bir test uygulanmıştır. Sonuçlar başarı ile sosyal-duygusal beceriler arasındaki ilişkinin büyük ölçüde önemli olduğunu ortaya koymaktadır. Sosyal-duygusal becerileri yüksek seviyelerde olan öğrencilerin yabancı dil öğreniminde daha aktif oldukları ve İngilizce yeterlilik sınavında yüksek puan aldıkları görülmüştür. Diğer taraftan da sosyal-duygusal becerileri düşük olan öğrenciler İngilizce yeterlilik sınavını geçememiş veya düşük derecelerle geçmişlerdir.

Anahtar kelimeler: *sosyal-duygusal denge , ikinci dil öğrenimi , okul öncesi , psikodilbilimsel*

THE ROLE OF SOCIAL-EMOTIONAL STABILITY IN ENGLISH AMONG IRAQI KINDERGARTNERS

ABSTRACT

Nowadays, second language learning, among young learners, is considered as one of the main subjects in the field of education around the world. Much research dealt with this subject and focused on the processes of second language learning among young learners. Researchers were trying to understand and diagnose young language learners' strengths and weaknesses. They came up with some evidence that showed language aptitude, gender, age, creativity, and motivation were among the elements that made young students be different from other students. Unlike other research, this study aimed to identify the role of social-emotional stabilities among young learners in second language learning. We specifically examined the influences of these skills in the process of second language learning. For this study, Margret kindergarten was chosen, and thirty-three children were randomly selected who applied for an English language course in the kindergarten. Eighteen of the selected children were females while the rest were males, and the age of the participants was between 4-5 years old. At the beginning of the English course, a pretest was conducted to measure the children's social and emotional skills. After data collection, the finding showed a significant relationship between social-emotional skills and second language learning. Those students who showed a high level of social-emotional skills were more active in learning their second language and passed the test of English proficiency with high degrees, while those students who showed a low level of social-emotional skills could not pass the English language test or passed with low degrees

Keywords: *social-emotional stability, second language learning, kindergarteners, psycholinguistics.*

1. INTRODUCTION

1.1 Overview

Nowadays, most people around the world, especially new generations, are trying to learn English language. There are many reasons beyond this effort for learning English language. For instance, English language is an international language, and it is the language of technology, social media and business. Learning English language among all foreign learners has many problems. On one hand, some of these problems can be seen obviously. On the other hand, there are many mysterious reasons beyond the process of learning English language in a perfect way.

This research is about “The Role of Social-Emotional Stability in English among Iraqi Kindergartners.” It deals with the effectiveness of Iraqi preschooler’s social and emotional life while acquiring English language. This study emphasizes on the children aged from 4-5 years. There are much research concerned with acquiring English as a second language among preschoolers. This study draws the attention of the readers to stability of social-emotional sides of the preschoolers throughout the process of learning English as a second language.

1.2 The Problem of the Study

Learning English language among all foreign learners has many problems. According to previous research, many factors influence the learning process for instance, the system of education, social life, and psychological life of the learners. These factors directly influence the process of language learning. Nevertheless, psychological aspect and the social life of the learners are not normally motivated enough to learn second language. The lifestyle of the parents is also different from one another. Social life and

psychological behavior of the learners consider as the main aspects of language learning, these factors have significant influence on the process of language learning.

This study deals with two of those issues, which are the role of social-emotional stability of the learners. This study emphasizes on the role of social-emotional skills among Iraqi preschoolers in northern Iraq because this factor focuses on the educational, social, and emotional background of the learners to find out what is the main reason behind the problems of learning process among Iraqi preschoolers. This research tries to find out whether social life and stability of Iraqi preschooler's emotional factors affect their learning process or not. Moreover, it shows the distinction of individual differences in the process of learning English language.

1.3 The Aim of the Study

The aim of this research is to examine the psychological aspect or the social life of the learner in relation to the English language learning.

The specific objectives are

- To identify social-emotional stability
- To explore the impact of psychology on the learners' capacity.
- To make suggestions about how to deal with the inner sides of the second language (L2) learners

1.4 The Research Questions

This research gets benefit from new techniques in order to find out children's social-emotional skills and English language facility as a foreign language. This kind of research is a thoughtful process that helps researcher exploring and examining different aspects of these types of questions. Moreover, the influence of learning is examined to take action, change and improve. Here, the reader expects to be informed of logistical issues related to what was actually done. What does exactly the task carry out? How was the treatment administered? This research tries to answer the following research questions:

1. Does social-emotional stability influence English language learning in preschoolers?

2. How do the varieties of emotional level affect English language learning among Iraqi kindergartners?

3. What takes place in realizing procedure if a child has a high or abnormal state of social-emotional steadiness while learning English?

1.5 Delimitation of the Study

A. Participants:

The sample group of the study consists of thirty-three children in Margret Kindergarten in Sulaimanyah city, in northern Iraq. Their ages change between 4 to 5 years old, and they take an English language course in the kindergarten. The children are randomly selected.

B. Materials

In this research, two standardized tests are used to measure the students' social, emotional stability as well as their English language, the first one based on DECA, the (Devereux Early Childhood Assessment). DECA is a test to measure the levels of participant's social and emotional sides. The second test is based on a standard test named ELDS (English Language Development Standards) for measuring the participants' English language skill.

1.6 The Significance of the Study

This paper examines the role of social-emotional sides on the process of language learning from a different perspective. The previous research (Doryei 2005, Kirmura 1987, Lonh1991, Richard 2007) have focused on the language aptitude, gender, age, creativity and motivation as individual differences; therefore, this research concentrates on the role of social-emotional skills as individual differences in the process of second language learning. Moreover, this research tries to indicate the role of teachers at kindergartens in relation to language learning, especially the English language. Nevertheless, this study has another important point, which is providing an opportunity for the families to provide a better educational area for their preschoolers, and try to help their children in case they have any kind of lack in their learning ability.

2. LITERATURE REVIEW

2.1 Historical Background

The technological progresses and the social networks around the world advised students to learn English as a foreign language. Therefore, foreign language learners significantly increased since the last epochs. Meanwhile, English language is the most widespread language in the world, and it is measured to be the language of technology, science, and medicine. Large groups of learners are involved in courses every year around the world. For that reason, linguists and psychologists are always trying to diagnose the learners' problems and difficulties in order reassess a better approach and strategy for learners. Many factors have been discovered that are supposed to be obstacles in the acquisition of English language.

Individual differences are related to those issues in the process of learning. These individual differences make a student attain the target language quicker and excellently as compared to his classmate in the same course. Some research have been conducted to reveal and detect some of the individual differences that may affect the process of language learning. The research came up with some evidence which state that language aptitude, gender, age, creativity, and motivation are between the individual differences that make a student be different from other students. The researchers emphasized the significance of individual differences on foreign language acquisition. Doryei (2005) demonstrates that individual differences in adults are the most reliable predictor of second language success; no other phenomena investigated have come even close.

He also discussed motivation as an aspect that may be significant for language learning. He exposes students who are motivated, they will learn the target language better and in

a shorter time compared to the other student. Gender is also considered as an individual difference that influences the process of learning the foreign language. According to Erin Richard (2007) in Kirmura (1987), and Long (1991) due to a more global representation of language centers in the brain, females utilize more conscious strategies than male, including areas of met cognition, planning, and evaluation.

2.2 The Foundations of Social and Emotional Stabilities and The Scientific Base Linking Social and Emotional Learning to School Success

Schools will be best in their instructive mission when they coordinate activities to advance children's academic, social, and emotional learning (Elias et al., 1997). General understanding is essential for schools to encourage children's social-emotional skills improvement, however very regularly instructors consider this center in a fragmented manner, either as an imperative end in itself or as a contributor to upgrading children's health, security, or citizenship (e.g., service learning). Though social and emotional learning assumes essential parts in affecting these nonacademic results, social-emotional additionally has a basic part in enhancing children's intellectual execution and long lasting learning. This section makes a convincing theoretical and exact case for connecting social-emotional skills to enhanced school attitudes, conduct, and execution. Characteristically, schools are social places and learning is a social procedure. Children do not learn alone rather in a joint effort with their educators, in the organization of their companions, and with the assistance of their families. Emotions can encourage or hamper their learning and their definitive accomplishment in school. Since social and emotional elements assume such a crucial part, schools must take care of this part of the instructive procedure for the advantage of all students. In reality most do. There is a long history of schools concentrating on territories, for example, social responsibility, good character, learning and behaving responsibly in the classroom have been seen as causally related. Scientists and researchers have found that prosocial conduct in the classroom is connected with positive academic results (e.g., Haynes, Ben-Avie, & Ensign, 2003; Pasi, 2001) and is prescient of execution on institutionalized achievement tests (e.g., Malecki & Elliott, 2002). On the other hand, withdrawn lead frequently attend with

reduced academic execution (Hawkins, Farrington, & Catalano, 1998). But, beyond such co relational findings, it is significant to determine whether intercessions can be intended to advance social and emotional skills learning, if experimental proof these social-emotional skills learning endeavors enhance children's achievement in school and life. Subsequently, the center of this subject is on interventions that improve educational, social, and emotional learning.

Social and emotional stability are an essential component of training in an increasing number of schools, and such guideline is steady with teacher education models. Social-emotional skill is the process through which we figure out how to perceive and oversee emotion, think about others, use sound judgment, act morally and capably, create positive relationships, and maintain a strategic distance from negative practices (Elias et al., 1997). These key characteristics need to be created for our children to be productive in school as well as in life; the individuals who do not have these abilities are less inclined to succeed. They are especially vital for children to create in light of the fact that they are linked to a mixed bag of practices with long pulling suggestions. Also, because schools have admittance to essentially all kids and are relied upon to teach them to wind up dependable, contributing subjects, they are perfect settings in which to advance children's social-emotional stabilities and in addition academic improvement.

Adelman and Taylor (2000) contend that if schools concentrate on academic guideline and school administration in their activities to assist students with accomplishing educational achievement, they will probably fall short of their objectives. As an option, these creators propose a model that incorporates a third area, an authorizing part, that is combined with the instructional and administrative segments. This component advances academic achievement and location limitations to learning, improving, and instructing. It includes exercises, for example, quality coordination, classroom-centered empowering, and home inclusion in educating. The authorizing part is a fundamental feature of activities to enhance academic achievement, and social-emotional skill serves as a basic component of it by helping children in exploring the social and emotional settings of the classroom successfully and by assisting schools with making positive situations helpful for learning. This three part model perceives that tending to children's social and emotional improvement is not an extra obligation accused to schools along of academic

guideline, but instead is a fundamental and fundamental perspective to helping all children's succeed.

2.3 Social-Emotional Learning

Social-emotional learning (SEL) is the process of how the children or adults have gotten knowledge, attitudes and skills, and how they apply them efficiently. Social-emotional learning also deals with the process of managing emotion, achieving positive goals, acting well towards others, and maintaining positive relationships with others and making responsible decisions. According to Elias et al., 1997 social-emotional stability is the process through which we learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behavior.

Study of social and emotional learning goes back to 1990s. They started with some hypotheses about children's social and emotional stabilities. They have found that mental disabilities and behavioral problems in children start with early signs. Children's mental disabilities are not solitary a collective issue, but it starts from a very early age. Those kinds of disorders can affect their learning abilities easily, which makes them have lower educational aptitudes.

According to the results of the research conducted by National Center for Children in Poverty (2006), besides children mental disorders, 75-80 percent cannot get enough service or support that they really need. This makes a huge difference. There are so many factors that have effect on social-emotional learning, for instance, person-centered and environment. Person-centered or self-awareness means teaching children in a way that socially stands aware of themselves and to make a good decision in order to substitute their academic successes. This means that the children should be ethical and humble towards others. They also need to manage their behavioral and emotional skills. This leads them to carry out solutions efficiently with others. On the other hand, it is not true if people say that only person-centered has an impact on social-emotional stability.

The environment has also influenced promoting social-emotional stabilities and enhancing learning ability (Hawkins, 1997; Learning First Alliance, 2001) like, the way of communication, classroom management and rules, parents, and school organizational

environment. These are all effective in building an educational environment for the children and foster the learning ability. These factors have a significant role in developing social-emotional stability, and they let the children become a successful individual in the society. It also lets the child be well-informed, productive, liable, thoughtful, nonviolent, ethical, and contributing members of society (Elias et al., 1997).

2.4 Preparing Children for the Challenges Ahead

Three or four generations ago, most children would expend just pairs of years in school. Classroom direction concentrated on essential aptitudes, for example, reading, written work, number managing, and a couple of other conventional subjects. Parents may have possessed the capacity to educate their students fundamental order, however could not teach them to read and compose. In spite of the fact that teachers additionally needed to authorize discipline in the classroom, they could not give careful consideration to social and emotional skills. Circumstances are changed. Children are currently more presented with issues of social separation. They have to build social and emotional assets to adapt to these dangers. Children additionally spend numerous more years in school. This obliges that they create fixation, motivation control, furthermore, emotional instruction. Work settings now oblige cooperation, participative ability, casual systems, and quality customer administration. The individual's ability to set up great associations with others, weighs intensely in enlisting and advancement choices. This requests the improvement of extensive social and emotional abilities.

In a general public experiencing quick change, student no more takes in an exchange forever. They should continuously learn new aptitudes and adjust to changing innovation and business sector requests. The opportunity they appreciate to settle on profession and way of life choices additionally obliges that they arrange ahead and effectively deal with their lives. This puts a premium on activity, inspiration, flexibility, and self-administration. As the world has changed so have schools. Children spend more a long time in school, create higher capability in essential teaches, and study a more noteworthy scope of subjects. Discriminating assumption is supplanting repetition learning. Yet instructive change keeps on falling behind the progressions needed by cutting edge

society. As Sternberg (1985, 1999b) has contended, educating still concentrates unreasonably on expository abilities, enveloping consistent, theoretical, and discriminating considering. We are ignoring the kind of reasonable and imaginative capacities that permit individuals to manage genuine issues and unexpected difficulties. Analytical intelligence appears to represent around 10% to 15% of the occupation performance rating and other true results (Herrnstein & Murray, 1994). What represents for the rest? Children who surpass others in school are not so much better in life. The relationship between educational achievement and life achievement is extremely weak certainly. By what means would we be able to make instruction more helpful for what truly matters? And on what skills should we emphasize on?

2.5 The Skills that Educator Should Focus on

Many people likely agree that schools are not showing important abilities that are critical forever. However, they might likewise address whether these abilities ought to be taught in schools by any means, and whether we ought to be redirecting time and action far from conventional topics with a specific end goal in order to do so. It is conceivable to imbue social and emotional skill learning into existing educational program, in order to abstain from overburdening educators and understudies with more requests on their time. Giving careful consideration to one arrangement of aptitudes is liable to bring down interest in others. Such a variety of aptitudes are critical forever that, given restricted educational time and assets, we cannot address every one of them through clear guideline. In what capacity would it be advisable for us to choose what abilities to center? There are no less than three approaches to approach this inquiry. The main is that particular mediation objectives may involve an accentuation on specific abilities. For instance, numerous social-emotional skill learning projects consider the anticipation of brutal and antisocial behavior a top need.. On the other hand, counteractive action objectives are not just as notable for all groups. On the off chance that there are no intense issues and the general objective is to advance social and emotional modification, then the reason for a specific center is less clear.

The second approach is to highlight abilities that are horizontal to generalize crosswise over settings and circumstances. Self-managed aptitudes, for instance, including

arranging and pondering, self-observing and self-reflection, are relevant to for all intents and purposes all spaces of life. Some learning abilities, including procedures for obtaining information and gaining from criticism, additionally also are likely to generalize.

The third approach is to gain by understood or casual learning. We will most likely be unable to show every pertinent ability through formal guideline, however we can help children to learn through experience and work on, demonstrating and perception. We can utilize cooperation, community oriented learning, and little gathering exchanges to give chances to children to figure out how to communicate with others in a strong domain. A healthy school environment can help children to sustain positive associations with others. We can exploit ordinary issues and question as they emerge in the classroom to assist children with creating viewpoint taking and strife determination aptitudes. We can mix social and emotional skills learning into the educating of typical topics. The best social-emotional projects utilize each of the three methodologies. Still, it is valuable to have more direction on the best way to advance positive childhood improvement. While some social-emotional projects mean to avoid particular issues, numerous have much more extensive objectives to be specific, to assist children with driving all the more satisfying lives. People may know a considerable measure about parental and instructive practices connected with positive and negative results for children. As a rule, in any case, people know how to treat mental issues vastly improved than they see how to advance mental health. There are such a large number of elements that can impact modification over the life course, that it gets to be hard to recognize ideal methodologies. People can think about a balanced individual as one who encounters happiness and energy, peace and happiness, self-acknowledgment, achievement in life, satisfaction, important engagement, or delight in day by day interests. There may be numerous approaches to lead a straight life.

There may be numerous approaches to be successful in any field. Moreover, there may be numerous approaches to advance positive childhood improvement. Creating expertise in any space obliges preparing and practice, and putting more in one arrangement of capacities may diminish interest in others. We cannot exceed expectations at everything.

Accentuating one arrangement of aptitudes over another involves favorable circumstances and disservices, and these may be pretty much striking in distinctive situations and at diverse focuses in the life course. Each methodology has its qualities and shortcomings. There may be no single best arrangement.

This proposes that distinctive projects may be successful and valuable for children, regardless of the fact that they target to some degree diverse objectives and depend on distinctive educational module. There is confirmation that some social-emotional skill learning programs adequately advance children's social-emotional conformity, yet we have no strong explanations behind asserting that one of these methodologies is superior to anything another. Can hypothesis and examination on social, emotional, and realistic abilities give further direction?

2.5.1 Social Skills

They all assume that a few individuals are particularly adroit at communicating with others. We may say that these individuals have great social abilities. However, what does it take to build up and manage great associations with others? If people can identify a coherent and interrelated arrangement of abilities connected with positive social results, maybe they ought to join these abilities into social-emotional skill programs. Think about every one of the aptitudes and qualities that may be valuable for managing others: emotional understanding, point of view taking, relational abilities, sprightliness, comical inclination, emotion regulation, regard for social standards, sympathy, determination, arrangement abilities, and capacity to participate in fascinating discussion. We could go on. Be that as it may, do these aptitudes and characteristics actually go together? Consider somebody who has great social abilities. Maybe you will consider somebody who may flourish at gatherings, and huge social occasions. Perhaps you will consider someone who is for the most part happy and outgoing. Be that as it may, this individual may not be just as capable at taking care of sentimental connections and private relationship, children and old individuals, subordinates and associates, collaboration and clash. For researchers, the effort to characterize and measure social knowledge has been a disappointing attempt. There have been more than twelve investigations of social approaching, attempted for the most part with young children. In

spite of the fact that the evidence is blended, it proposes that assorted social aptitudes are weakly connected (for surveys see Cantor & Kihlstrom, 1987; Hall & Bernieri, 2001; Kihlstrom & Cantor, 2000; Sternberg et al., 2000). Creating capacity in one zone may not guarantee skill in another. Showing some of these aptitudes not guarantee that children will realize every one of the others. Since individuals draw upon a wide range of abilities for social connection, and we can't instruct these skills through formal direction, we need to depend on casual learning.

Social aptitudes preparing is utilized effectively as a part of clinical and different settings for treating or averting issue practices. On the other hand, different assessment studies recommend that social abilities preparing in the classroom may not generally make an interpretation well into common settings or have a strong effect on children's companion relations (La Greca, 1993) One arrangement of abilities that appears to generalize crosswise over spaces and circumstances is connected to the hypothesis of social data handling, which takes a gander at how individuals translate and react to social events. They need to investigate what happened, consider conceivable reactions, pick and plan a course of action, then screen and assess the adequacy of their answer. Shortages in these abilities are connected with forceful conduct and poor social modification. Specifically, children inclined to hostility regularly uncover shortages and predispositions in the way that they distinguish and translate prompts of aggression. They tend to credit threatening aims to others, notwithstanding, when there was no unfriendly intent. They tend to have restricted reaction collections and produce couple of option procedures for managing interpersonal issues. They likewise have a tendency to assess the results of their activities from one-sided point of view so that they continue to trust that battling is the best way to manage comparative circumstances, for instance. Numerous social-emotional skill programs now instruct children that when confronted with interpersonal issues, they ought to stop and think; recognize the issue and their sentiments about it; arrange the best plan by creating option arrangements and assessing the conceivable outcomes of diverse methods; and go ahead to attempt the best arrangement (Zins et al., 2000).

2.5.2 Practical and Creative Skills

Sternberg (1985) has contended that we ought to consider knowledge as something broader than analytical intelligence. His hypothesis of successful intelligence (Sternberg, 1985,1999b) places three expansive areas of capacity in addition to memory: investigative, inventive, and pragmatic knowledge. Analytical intelligence, including sensible conceptual thinking and discriminating considering, is the one that our instructive framework tends to support. Imaginative knowledge assists us with discovering unique answers for new issues as we adjust to new circumstances. Practical intelligence helps us to solve everyday, genuine issues successfully and depends on the ability and sound judgment that we secure through experience. Sternberg characterizes knowledge as one's capacity to make progress in life, given one's personal standards, and inside of one's sociocultural setting. He sees knowledge as a type of creating mastery (Sternberg, 1999a).

In Sternberg's larger structure, common sense insight incorporates social and emotional capabilities. Among the lessons sketched out by Sternberg for advancing viable abilities in schools are a few units that one additionally may discover in social-emotional skill programs: inspiration, controlling driving forces, continuing on, overseeing self indulgence, taking care of individual troubles, and creating fearlessness. Moreover, Sternberg's work has a tendency to accentuate intellectual procedures and gives careful consideration to feelings. Sternberg's way to deal with practical intelligence concentrates on the idea of implicit learning. This is the skill that we procure through experience, as a rule without considering it, so we experience difficulty articulating it. The issues we prepare children to comprehend at school are altogether different from the issues they frequently will confront sometime down the road. Academic issues as a rule are unmistakably spelled out, include a predetermined number of variables, and permit one and only arrangement. Students can solve these troubles using abstract rules and values in chronological order. Also, the issues permit one and only right arrangement.

Conversely, functional issues frequently are ineffectively characterized and can be handled in a wide range of ways. They regularly require imaginative reformulation. Besides, they draw upon inferred information that may be to a great extent area

particular (Sternberg et al., 2000). Sternberg and his group have demonstrated that considering diagnostic, imaginative, and practical skill permits understanding and anticipating individuals' execution superior to anything analytical intelligence alone (Sternberg, 1999b). Common sense aptitudes can be evaluated through tests of implied learning, which solicit individuals to rate the adequacy from distinctive methodologies for managing given school or work environment situations, for instance. This kind of inferred learning is connected with directors' appraisals of job performance, far beyond customary measures of analytical intelligence. Sternberg's group is presently applying these thoughts to instruction. They have adjusted existing educational module and showing materials for students, at diverse evaluation levels, to address diagnostic, imaginative, and down to earth aptitudes in an adjusted manner. They found that showing kids along these lines enhances their academic accomplishment on perusing and different abilities, as contrasted and concentrating exclusively on memory or basic considering (Grigorenko, Jarvin, & Sternberg, 2002; Sternberg, Grigorenko, & Jarvin, 2001). Rather than requesting that instructors show entire new educational programs, Sternberg's team is mixing imaginative and practical abilities into existing educational program and educating materials. This makes it less demanding for instructors and arrangement creators to get tied up with their system. It additionally makes it simpler to interface their project to academic accomplishment. In addition, they are attempting to widen the definition and appraisal of scholastic accomplishment. They are creating tests of innovative and practical capacity to guarantee that children's advancement in these areas can be assessed on a proceeding with principle. Sternberg's group has done a great deal to demonstrate that the scope of abilities taught in school ought to be expanded. A large portion of their thoughts regarding inventive and down to earth abilities additionally could be conveniently connected to social and emotional learning. On the other hand, their work pays little consideration regarding emotions and not indicates what sub-skills to concentrate on for different capacities. In addition, despite everything we do not know these capacities generalize crosswise over spaces, societies, and circumstances.

2.5.3 Emotional Skills

For quite a while, emotions were seen as procedures that disturbed disrupted thought and choice making. Just recently have researchers begun to emphasize the adaptable estimation of emotions. For instance, individuals whose ability to handle emotion data has been disabled because of brain injury experience issues settling on ordinary choices and dealing with their lives (Damásio, 1994). Emotion tells us what we like and what to do. Emotions guide our everyday behavior and permit us to settle on decisions without considering all the upsides and downsides of each choice. In addition, a few individuals appear to handle emotions and feelings superior to anything others. Individuals who are generally extremely keen some of the time make heartbreaking choices on the grounds that they neglect to consider their own particular and other individuals' feelings. Politicians can lose decisions on the grounds that their emotion responses appear to be inappropriate. Salovey and Mayer (1990) placed a hypothesis of emotion intelligence incorporating four fundamental capacities: seeing and comprehension feelings, utilizing feelings as a part of thought, and overseeing feelings. They concentrated on aptitudes that permit individuals to transform and translate passionate data. Evidence recommends that these aptitudes speak to an intelligent and interrelated arrangement of data handling capacities, particular from different sorts of knowledge, furthermore, that they create with age (Mayer, Caruso, & Salovey, 1999). Mayer, Salovey, and Caruso (2002) added to a test to evaluate emotion capacities without depending on self-report: the Mayer, Salovey and Caruso Emotional Intelligence Test (MSCEIT). This test includes different tasks, including translating outward appearances of feeling comprehension mixes of feelings and emotion dynamic, coordinating emotion data with other deduction procedures, and overseeing feelings for purposes of self-regulation and social association. Answers on the MSCEIT can be scored against those of variety of specialists from a universal society of feeling analysts, or a regulating sample of a few thousand individuals. The two scoring systems yield comparable results, and the test has been appeared to be solid. Despite the fact that this test was intended for adults, a form for basic and center school children is in progress. Various studies suggest that emotional intelligence, surveyed along these lines, is connected with a scope of positive results. Among school children, it was connected with lower companion evaluations of

strength and higher educator appraisals of prosaically conduct (Rubin, 1999). Among young people, it was connected to less tobacco and liquor utilization. Among undergrads, it was identified with higher self-reported sympathy, relationship quality, and mental prosperity (Ciarrochi, Chan, & Caputi, 2000; Brackett & Mayer, 2003). students scores on the MSCEIT were connected with the self-reported nature of associations with both companions and parents, the self-reported quality of every day social collaborations, and peer selections for constructive social and emotional attributes, even when fundamental identity characteristics and scholarly insight were factually controlled. Among leaders of an insurance agency's customer cases groups, emotional knowledge was connected to higher supervisor appraisals of viability and higher group execution (Rice, 1999). Emotion capacities are additionally liable to be imperative for academic accomplishment. For instance, seeing feelings may be imperative for visual expression and composing, and additionally for deciphering writing and centerpieces. Utilizing feelings to encourage intuition may help understudies to choose what exercises to concentrate on, contingent upon how they feel. It might be less demanding to compose an inventive exposition if one is feeling lively, on the grounds that positive mind-sets improve unique intuition and creative energy. Negative tempers may encourage watchful tender loving care and be more suitable for doing geometry proofs, for instance. Understanding emotional vocabulary and passionate elements helps children to build up a decent charge of language and examine the characters and plot of a novel. The capacity to oversee feelings may help understudies to handle nervousness stirring circumstances, for example, taking tests or beginning innovative ventures. Nevertheless, we do not yet have strong confirmation connecting emotional intelligence and academic accomplishment. Strong evidence that emotion aptitudes are connected with social adjustment originates from examination with children, including an assortment of distinctive appraisal instruments. In an expansive number of studies, children's capacities to peruse feelings in countenances, comprehend emotion vocabulary, and control their feelings have been connected with their social capability and adjustment, as appraised by companions, folks, and educators (Halberstadt, Denham, & Dunsmore, 2001; Eisenberg, Fabes, Guthrie, & Reiser, 2000). Individuals' ability for emotional regulation may be connected to genetically driven

unpredictable airs, which have a tendency to be genuinely steady. After some time, although, children can figure out how to adapt to, and make up for, their unpredictable airs. Truth be told, around 33% of the babies who appear to be irritably inclined to wind up repressed and bashful grow up to be moderately uninhibited (Kagan, 1998). Besides, assessments of mediation projects that underline emotional abilities show that preparation in emotion aptitudes adds to social adjustment. Emotional knowledge picked up prevalence through Goleman's (1995) top of the line book. The thought caught teachers' consideration and added to the developing interest for social and emotional learning projects. In Goleman's compositions, even though, the idea was incomprehensibly extended to incorporate personality traits, social abilities, and motivational and different components. Different creators likewise have utilized the term to assign exceptionally expansive originations of social and enthusiastic adjustment. To figure out if passionate insight is really imperative, we have to recognize it from different measurements of mental working to demonstrate that we are not reiterating old thoughts with another name. We in this manner recognize enthusiastic insight, assigning an arrangement of aptitudes for handling passionate data, as illustrated above, from more extensive originations of social and enthusiastic skill and adjustment (Mayer, Salovey, & Caruso, 2000). The abilities subsumed by this meaning of passionate insight are just an abilities' subset and qualities that SEL projects try to address. Accessible proof proposes that they are essential; however, further research is expected to focus to what degree they ought to be underscored in projects of social and emotional learning. In drawing ramifications from this sort of examination, we additionally need to remember that even if essential emotional abilities may be imperative all over the place, the way that they are connected or communicated ought to fluctuate as indicated by society in addition, connection. Specific adapting techniques may be more fitting in a fewer settings than others. A few individuals may control resentment or uneasiness entirely well in a few circumstances, yet not in others.

2.6 Individual Differences

It is hard to find two or more people that are exact duplicates of each other. Even the members of one family are not the same, and they have different ways of thinking. The

psychologists were looking for finding the reasons behind these fundamental differences. If one thinks more, he/she will be able to know the similarities and differences between individuals' performance. There are lots of people who are also different or similar in their physical background, for example, some people are tall while their friends are short, or they may differ in their aptitude or their color type and size. It is usually asked why these groups of people are different from one another. Why or how do people seem similar or different to each other? The psychologists called these similarities and differences as individual differences. However, this study does not want to emphasize the physicality, but it looks for something which makes the individuals to be different internally or externally. For instance, why do students have different levels of cleverness? On the other hand, during the learning of a second language the individuals are mostly different. Two main factors directly influence individual differences: genetic and environmental factors.

The individuals have received some biological traits from the parents, but this does not mean that the generation will exactly resemble their parents. The reason is that the phenotype and the conveyed forms of our characteristics depend on the influences of socio-cultural environment. The individuals may only share some physical attributes with their parents such as shape, color, and height. They also share some cognitive and emotional characteristics such as creativity, love for some certain things, and knowledge. The environment also has a significant role in individual differences, for instance, the environment of the house, the education that the individual has gained, and cultural issues. Throughout this explanation of environmental factors, one can easily promote individual skills via providing the best quality of learning, that is to say individuals' inheritance cannot decide on the future of the individuals whereas the environment has the ability to contribute to the individuals' life quality. There are so many examples of famous individuals in the world that had not inherited anything from their parent, but the environment made them famous and successful in their lives.

When we focus on second language learning, it is quite clear to find different levels of individual capacity in learning a second language. According to the previous research, the individuals are different in all aspects of the learning process: L2 speech, L2 writing, (Kormos, 2012) cognitive factors influence L2 speaking (Dörnyei&Kormos, 2000;

Kormos&Trebits, 2012) and Reading skills (Grabe, 2009). Besides these subjects in the field of language learning in relation to individual differences, working memory capacity, self-awareness, and motivation are also related to individual differences, and many studies have been done on these subjects.

Kormos (2012) has emphasized the role of individual differences in second language writing processes. Kormos, in her article, focused on how the individuals get advantage from writing process to learn L2. Here one can be able to find out that the writing process among individuals is also different, and it may affect the individuals' learning process. Thus, the individuals have different capacity to learn. There are some factors that influence the abilities of individuals: environment and genetic features have great impacts on individuals. By enhancing the quality of learning, everyone can promote the individuals to become the best learners.

2.7 Second Language Learning

Second language learning simply means the processing of acquiring a second language. Second language learning is a study of how second languages are learned among the L2 learners. It also deals with the procedure that the L2 learners follow in learning of a second language. In second language learning, language has important official and social roles. Moreover, second language learning tries to find out the distinction between the L2 learner's ability during acquiring second language. The ability of acquiring a second language between different L2 learners is changed in a way that some learners can be native-like while the others cannot acquire second language properly. These differentiations can be found in terms of cognitive development, the value of knowledge of the world, requiring the rules and their applications, handling input and output, motivation, and inhibition or anxiety (Richard-Amato, 1996).

Some researchers believe that age has a significant role in acquiring a second language. They also highly evaluated the role of age in learning first language acquisition. Thus, what is the exact or the best time to learn a second language? Is it better to learn when a learner is young or old? According to previous studies, the main benefits of learning a

second language at a young age are that the learners will be native-like in accent (Richard-Amato, 1996).

There are four aptitude factors that have impact on the proficiency of the L2 learners. The first one is grammatical aptitude such as, process of word formation, sentence rules, pronunciation, and spelling. The second factor is sociolinguistic Skill that deals with the mastery of appropriate language use in different contexts. The third factor is discourse aptitude that deals with the association of meanings and forms, making a text in dissimilar modes (telephone inquiry) and argumentative essays. The fourth factor is strategic aptitude, which means verbal and non-verbal strategies for recompensing interruptions in communication.

2.8 Children and the Stages of Second Language Learning

There are some stages of second language, which are comprehension stages, early speech production, speech emergence, and intermediate fluency. Each of these stages has its own role and it is unique for an exact period. The children are learning second language through identifying these stages. When the child completes the first phase, it moves to another one to accomplish successfully. In each of these phases, the child is able to get what is important about the stage like getting the complete grammatical structure or being familiar with vocabulary and complete utterances (Clarke 1996). Observing the child during the completion of the phases is important in order to be able to observe the improvement of the learner while he/she is completing the stages of second language learning. Learning a second language is not an easy process because it is not only about acquiring the grammatical structure or about uttering phrases, but psychological and social factors are also important especially during the learning processes.

According to Clarke (1996), enhancing second language should not only be in vocabulary and grammatical structures. The enhancement should be in all aspects of communication such as interaction with groups, attracting attention, and promoting positive attitudes. Among children or younger learners, the emotional side of the learners is a crucial factor for promoting learning ability rather than syntax and morphology. This study focuses on some phases of second language acquisition that

they take account of both grammatical progresses and communicative competence (Clarke, 1996; Hester, 1989). During childhood, young learners are generally expected to advancement through the following stages (Clarke, 1996; Tabors, 1997): sustained use of home language, use of non-verbal communication, period of silence for learners, practice of repetition, use of single words, expansion of creative language, and metalinguistic consciousness.

2.8.1 Use of Home Language

Home language is the first language that the children use. It starts from an early age. Home language has its own advantage in developing the learner's ability to further speaking and capability. It also affects learners to become successful bilinguals. The school environment and the teacher have significant roles to make the learners be aware of using home language in the educational places because during this time, when the child is asked, he/she may answer in his/her first language and may think that others understand him/her. Nevertheless, young learners turn out to be aware of the negative assertiveness of peers and early childhood language learning, especially if they are discouraged from speaking their first language.

There are some developmental stages through which L2 learner goes while acquiring L2. For instance, in the first stage the child or the L2 learner is new to learn. It means that it is the establishment period of language learning. Some researchers call this stage a non-spoken time. After a few weeks, the L2 learner is able to understand separate key words and some familiar words. Many factors foster learning process in this period such as gesture, sign and visual factors. Sometimes these factors are not helpful for fostering learning process because the meaning of the gestures may be different among different cultures. At this time clarifying the exact meaning of the signs or gestures by the instructors are important in order to make the L2 learner observe what does it mean, and alternatively, what other children are doing.

2.8.2 The Silent Period

In this period of learning, the child or the learner refuses to try to speak. Even the learners in this period are not using nonverbal language. The Silent period lasts for

months. According to (Clarke, 1989; 1996) , the children in this period are fluent in their first language and usually they are using their first language at home. In silent period, the children sometimes have high expectation about their learning experience, and they do not want to make mistakes, but they need to build up a sense of trust to encourage them to start speaking. This period is important during the process of learning, and it is different from nonverbal period, but they are encouraged to start speaking via eye contact or gestures.

Clarke (1996) believes that there are some ways for enhancing children in this period to let them speak. The following are some of them: practice talking and listening, continue talking even if the child does not talk, motivate the children though group working, using gesture and visual materials, using simple language, expect that the learner will finally answer or try to speak in English, and afford a wide variety of activities, which inspire interaction.

2.8.3 Nonverbal Period

This period comes after the silent period. It is normal if the children are keeping silent during this period. Children cannot speak because they have a lack of practice and little exposure. In this period they are still not getting along with the new environment. Even though, the children are refusing interaction with others during the early days of school.

In this period, the learners may determine the following: not interacting with others, eye contact, using gesture instead of respond, asking for repeating words, phrases and action, and if they interact with others, they will use nonverbal behavior.

Clarke (1996) and Tabors (1997) state that when people around young learners cannot understand the language that the children or young learners are using, then they start to stop talking. However, they do not necessarily stop interacting.

2.8.4 Early Speech Production

This stage is characterized by the fact that the children can understand more than they produce. They also can produce more than one word at the same time. Nevertheless, they have bunches of errors. This stage is regarded as second stages of second language

learning. In this stage, the L2 learners (children) have better a ability in understanding familiar words. By using basic communication, the learners in this phase are participating in the communication. Moreover, sometimes the learners are getting advantage from adults' experience or taking a part in the group works to expand their efforts at communication. Nevertheless, the learners are still not self-reliant enough. They need much effort. Usually the teacher's treatments during the previous phases start to work in this phase because the children begin to demonstrate growing confidence in using limited words. Moreover, the child starts to use some exact words such as greetings, naming objects, his/her belongings, and singing a song (especially those songs that are repetitious). In this stage, the children start to use single words and routine phrases such as 'Stand up,' 'Come in,' 'Good evening,' 'How are you?' 'Hello,' and 'come here.'

In this stage, increase of children's ability can be found. The learner starts with producing single words. Their understanding ability goes to another phase. Some visual materials can also help the children to improve their comprehension ability.

2.8.5 Speech Emergence

This stage is also known as becoming a confident user. As L2 learners make advances in talking English, they exhibit more prominent understanding of English in a mixture of settings and show expanding familiarity with the English. They begin to take an interest in gathering associations and talk with adults and associates. They are starting to embrace some adaptations through English and through distinctive exercises, both inside and outside the school.

L2 Learners have chances to practice English with grown-ups and other children. The perception of L2 learner shows expanded vocabulary, better control of syntactic peculiarities, more eager to start and react in cooperation, and confirmation of expanded learning and procurement of new data.

By Stage 3, L2 learners are less reliant on equation based or practiced language and demonstrate the beginnings of the utilization of syntactically right sentences. L2 Learners begin to deal with, the better purposes of the language. For this case, they can

recognize, " he" and 'she,' and start to utilize the positive or uncertain articles effectively. They are still more keen on conveying the significance message instead of correction. As reliance on the utilization of a standard language reduces, learners may commit more syntactic errors or using sentences without verbs. This is a typical piece of second language advancement, and early adolescence experts ought to reformulate, expand and grow kids' discourse, instead of concentrating on slip-ups in linguistic use or articulation.

Learners officially familiar with their first language will exhibit an understanding of two languages and will feel certain changes from the first language with distinctive speakers. They still may like to utilize the home language, especially for social collaborations and partaking in social-emotional separation. By now L2 learners are participating in schedules in the preschool environment. They find themselves able to utilize both single words and equation-based language to pass on the significance of the message and will start discussions and additionally react. L2 Learners can be seen to show more noteworthy adaptability with the English in use. They are starting to consolidate single words into short sentences. They utilize understandable articulation, anxiety and inflection and their elocution is like that of local speakers. Advance in English is indicated by a developing certainty.

2.8.6 Intermediate Fluency

In stage 4 L2 learners have the capacity to convey meaning in a scope of diverse learning circumstances. They can express thoughts and take part in exchanges with grown-ups. As they solidify their comprehension and utilization of English. They tune in, talk and create a skill in amplified discourse in English when they speak with diverse speakers, including their companions and early youth experts. More prominent trust in talking English empowers them to take a dynamic part in amplified discussion. Discussions are currently mutually built and learners can participate in cognitively difficult undertakings. They are starting to show intelligent thinking instead of simply taking part in reporting or noting inquiries. Early adolescence experts ought to be skillful in framework Learners' language advancement and give chances to supported impart considering (Siraj-Blatchford, 2009).

L2 Learners are presently ready to participate in classroom discussion and show better cognizance and enthusiasm for utilizing English as a part of a scope of circumstances. They can augment their vocabulary through listening to stories, ballads and examinations in other educational module territories. They increase more noteworthy control of the English framework in specific settings, for example, narrating, reporting occasions and exercises. Learners with increasing capability in English show understanding of broadening talking from the educator, including the presentation of new points (Clarke, 1996).

In stage 4 L2 learners are experienced clients of English and demonstrate a familiarity with the syntactic arrangement of the language. They are certain about verbal trades and as a team with their English-talking companions, and talk without difficulties. They are currently starting to investigate complex thoughts (for instance, in pretension, examination gatherings, maths and investigative examinations) and can show administration in gathering circumstances (Clarke, 1996; Hester, 1989).

3. METHODOLOGY

3.1. Introduction

This study investigated the role of social-emotional stability among preschoolers. This part exhibited the methodological systems for the study. In the first area, the research design of the study was about the participants and the techniques for the study. In the following section, the procedures of the study were explained. In the last segment, the information gathering instruments were given and the information investigation techniques examined.

The study addressed the following research questions:

1. Does social-emotional stability influence English language learning in preschoolers?
2. How do the varieties of emotional level affect English language learning among Iraqi kindergartners?
3. What takes place in realizing procedure if a child has a high or abnormal state of social-emotional steadiness while learning English?

This chapter presents the setting in which this study was conducted, identifying the participants of the study and describes the instruments of the study that were used. Moreover, this chapter presents information about the data collection and the data analysis procedure.

3.2 Participants

The participants of the study were preschoolers. In this paper, thirty-three children participated. They consisted of 15 males with 18 females. The age of the children was

between 4 and 5 years old, and they were preschoolers of Margret Private Kindergarten at Sulaimaniyah city in Northern part of Iraq. The students have been selected randomly to represent the total students in the kindergarten. The below tables and figures tell more about the background information of the participants in this study.

Table 3.1: Age Distribution

Class	Frequency	Percent	Mean±S.D
4 Years	14	42.4%	4.57±0.50
5 Years	19	57.6%	
Total	33	100.0%	

This table was composed of 33 children. According to all the forms which were returned, and the response rates were 100%. Of the respondents, 42.4% were the age of 4 years and also 57.6% were 5 years old.

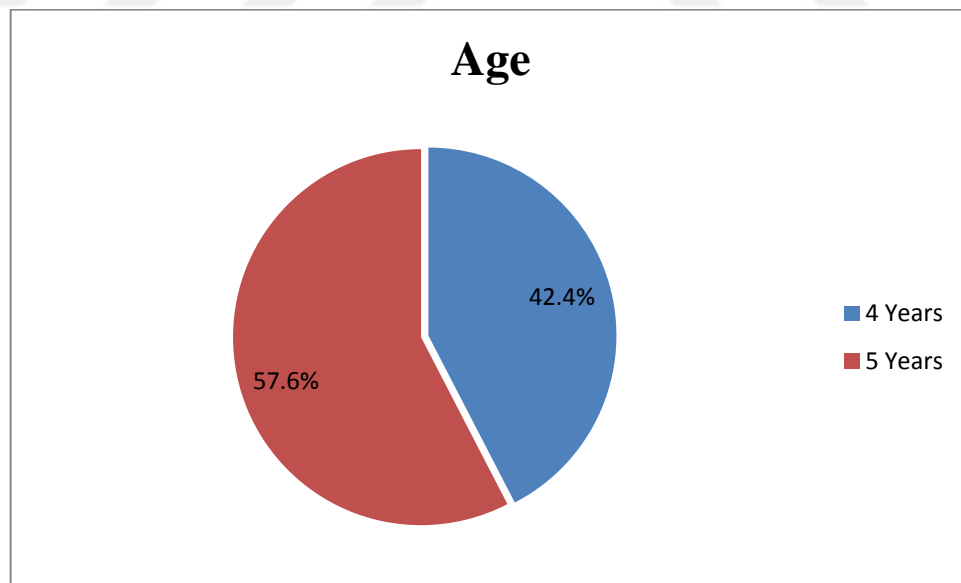


Figure 3.1: Age Distribution

Table 3.2: Gender

Class	Frequency	Percent
Male	15	45.5%
Female	18	54.5%
Total	33	100.0%

It can be seen from the table (2) that 54.5% of the total response were female, while 45.5% were male.

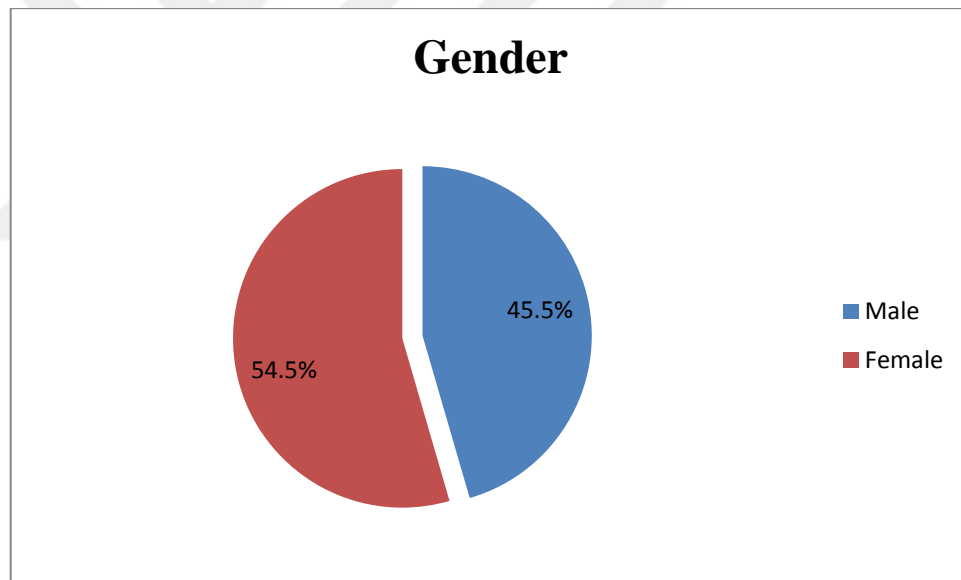


Figure 3.2: Gender

This table indicates some basic information on the characteristics of the participants who participated in the both tests in this study. The total information about the participants in the study were illustrated in previous tables and figures. Referring to the children who participated in the study, the total number of them were 33 preschoolers, these thirty-three preschoolers were participated in both tests in the study. They consisted of males and females who were included in the data analysis. Fifteen of

them which were (45.5%) were males and eighteen of them which were (54.5%) were females. 14 (42.4%) were four years old while 19 (57.6%) of them were five years old.

3.3 Materials

In the kindergarten social teachers conducted the first test (DECA) before the English course began to measure the children's social and emotional stabilities. After that, at the end of the courses, the English language teachers conducted another test to measure the participants' level in English language learning.

For the aim of this paper two standard tests were used to measure the preschooler's social-emotional skills as well as their English language learning. For the first test, this study based on DECA test to measure participant's social emotional skills, and for the second test, the study got advantage from a standard test which names as ELDS (English Language Development Standard) for evaluating preschooler's English language levels. Moreover, the study has obtained assistance from the teachers and administration of the kindergarten. They normally did this standard test to measure the students' English language level in the kindergarten and it has been approved by the jury members. The objectives of these tests were to measure the preschooler's social-emotional stability as well as their English language learning in order to reach into a conclusion about the relationship between social-emotional sides and second language learning. At the end of the two testes, the collected data revealed the influence of social-emotional stability among kindergarteners in second language learning.

According to the first test in this study, there is a program which is based on the observation of (DECA) program. This program takes advantage from the questions and observations to examine the children's behavior. Through the responses and selection of the options of each answer, the study is able to reach the exact level of each child. When the user enters the application, there are only two features. The first one is used for collecting the data by answering the thirty-eight questions meanwhile the second one is used to view the raw data and manipulates data concerning all participants. In this application, the user is able to find all information about his/her participants like their genders, ages, and the number of the participants. Moreover, the result of participants and the level of their social-emotional stabilities can obviously be seen. The only thing

that the user should be careful about is the process of transferring the data from the forms to the program in order not to miss or mix any of the items with each other. Even though the program itself helps the user and reminds them if he/she misses any of the items. Moreover, the user should review the answers to get an exact result.

After answering all the thirty-eight questions in the program, the answers are saved into a back-end server (parse.com). The user can also view all the information within a couple of fingertips instantly.

After completing the first test, the children took an English course that lasted for three months in the kindergarten. When they finished the English course, their English language levels were measured in another test, which was the second test of this study. This test consists of a standard test for measuring children's English language. The test is based on a special exam, which is unique to preschoolers. In the test, there are two different questions to evaluate the participants' English proficiency with regard to the age of participants in this study because their ages are different, and they consist of four and five years old children.

The questions consisted of four questions. Each question was about a single subject that the children or preschoolers took before. These questions depended on the English course that they have already taken because their subjects and materials were different during their English language course.

There are many English language tests, but each of them has its own purpose. McLaughlin, Blanchard, and Osani (1995) propose a calculation process built on a set of guidelines for preschool children. They stress that assessments should be developmentally and culturally appropriate. Their assessment process takes into consideration the child's linguistic background (such as sociolinguistic variety) and is constructed to allow children to demonstrate what they can do. This test highly depended on some aspects of language proficiency which was solely designed for preschoolers because the capacities of preschoolers are limited and the researchers could not apply different tests. In this test, the following aspects have been focused on:

Speaking:

- The teachers measured the children's speaking ability; they pronounced a word or a phrase or singing a song and asked the students to repeat it, such as; father, house, and I am a student.

Writing:

- The teachers measured the children's writing ability, they provided some pictures (pictures of a fish, book, car, etc.) and asked the students to identify or write the name or write the letters of the pictures.

Listening:

- The teachers measured the students' listening ability; they pronounced a name of an object in the classroom and asked the students to point to it, such as window, door, chair, and blackboard.

Matching:

- The teachers measured students' reading ability; they asked the students to identify a printed name or to match an image with its name.

In this test, there were standard questions for evaluating preschoolers' English language ability in kindergartens; furthermore, the questions were based on their English language course that lasted for three months. This test could also be applied to young students that are learning English language as a second language. A group of English language teachers in the kindergarten investigated the children's English language learning at the end of the English course. The test measured children's writing, listening, speaking, and matching skills

3.4 Instrument

Two types of data collection instruments were used in this study. These tests were standardized tests to explore the answers of the research questions in this study. The first test in this study was based on DECA program. This is a test that is designed to elicit information about present level of social-emotional stabilities. Another test is also used to elicit information about participant's English language levels. These two standard

tests were used in the study to get the exact data about the connection of social-emotional stability and English language learning in preschoolers.

Moreover, Originally, DECA (The Devereux Early Childhood Assessment) is a test, which is a set for measuring young students' social-emotional skills as a requirement for their admission. DECA is a relatively new measure developed for use with preschool children ages 2-5 years; such measures have the potential to expand our knowledge about young children's social-emotional health and can help support the training of early care and education professionals (Scott Rosas, 3). In this paper, forms or questions were available for the social teachers in the Kindergarten to observe the young children's social-emotional skills. In this test, the paper adapted scales and questions which were part of DECA to measure the student's social-emotional skills.

The test was conducted by the researcher with a group of teachers in the kindergarten, and the test consisted of 38 scales that measure the students' social-emotional skills. A 5-point scale used to check, test, and measure the participant's social-emotional skills during the first week of the test, and the scales are 0= Never, 0.25= Rarely, 0.50=Occasionally, 0.75=Frequently, and 1= Very Frequently). High numbers suggest a great social-emotional strength, while lower numbers suggest undesirable behavior.

Each of these thirty-eight questions had its own potential aim because it deals with an emotional or social side of a child. Depending on these questions, this research is able to reach the exact point and the level of the child's social-emotional stability. In this study, there is an application for measuring the participants' social and emotional skills. The system of this program is based on IOS system. The package of this program is completely produced. There is no doubt about the result of this program because it is highly based on smart mathematic experiments.

The evaluation system of the program in the first test was consisted of some partitions in regards to the participants' result in the test. Figure 3 shows the program evaluation system in the first test:

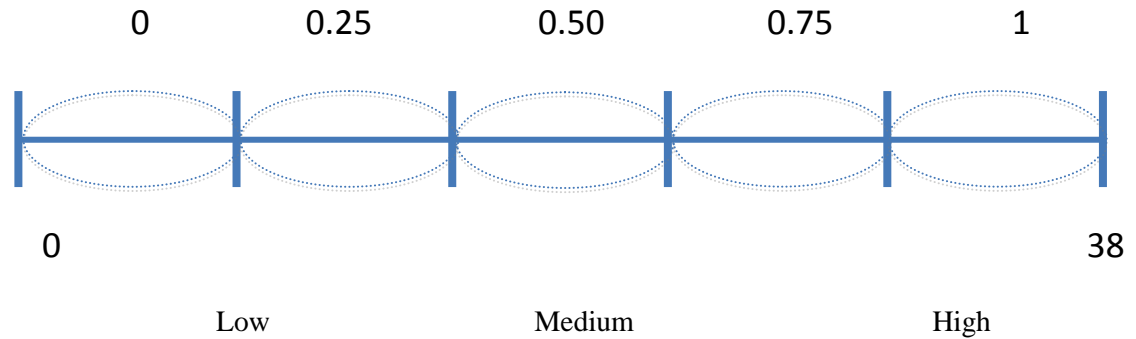


Figure 3.3: The Program Evaluation System

Figure 3.2 shows the program evaluation system. According to this program, the results change from low to high. The maximum score that is possible to get is 38 (thirty-eight) whereas the minimum score is 0 (zero) because there are 38 questions to evaluate the children's behavior and their social-emotional stabilities.

According to the second test in the study which based on a standard test named as ELDS (English Language Development Standard), the participants' English language was measured in this test, which was the second test of this study. This test consists of a standard test for measuring children's English language proficiency. It is based on a special exam, which is unique to preschoolers. In the test, there are different questions to evaluate the participants' English language learning.

Each question was about a single subject that the children or preschoolers took before. These questions depended on the English course that they have already taken.

The first section of the first test is designed and aimed to give background information about the participants (gender, age, name, classes, date of issue and the teacher who fills the form). Moreover, this section of the first test aims at finding all necessary information about the participants. On the other hand, the second test of the study includes four sets of questions designed to investigate the participants' level of English language, also it aims to understand about the participants' level of (matching, writing, speaking, and listening ability). These tests aimed at exploring the connection between social-emotional stability of the learners and their English language learning.

3.5 Procedures

In this study, two standard tests have been conducted. The first one dealt with social-emotional stabilities and the second one focused on the participants' English language learning. According to the first test in the study, there was a form for each participant, which consisted of 38 items. The form was given to the teachers to select the correct answers. Each of these 38 items represented a child's behavior. There were some notices that the person who filled this form had to be aware of. For example, the teacher had to know the child and observe the child's behavior for at least four weeks in order to obtain a correct result. Moreover, for each child, the teacher ought to read the items carefully, and then think about the child's behavior before selecting the items. Nevertheless, they should not skip any of the items; otherwise, the program could not give us the reliable data. Furthermore, the teacher should place a check mark in the box underneath the word that tells how regularly the teacher saw the behavior throughout previous four weeks. After filling the forms, the program used the collected data inside the program. For each participant, the program gave the results individually in a statistical way. The result was clear to discuss. The user of the program is able to know and realize each participant's social-emotional skill level.

The English teachers of the kindergarten with the researcher conducted the second test. Each question was out of ten, which means that there were ten marks for each isolated question. The questions were standard questions in all kindergartens and centers of language learning because they depended on what the preschoolers learned before.

All the questions to the participants had the same goal, which was getting reliable and trustful results regarding the participants' English language learning. That was why the questions of the second test were based on listening, speaking, writing, and matching abilities. In this study, the numbers of four-year old children were thirteen and the numbers of five-year old children were nineteen. For each of the participants the teacher gave them the questions, and they had thirty minutes to answer the questions.

3.6 Data Collection

After conducting both tests, the study used SPSS (statistical Package for Social Scientists) program version 20 to analyze the data. First, descriptive statistic was calculated to display the mean scores of the results. Then the study showed the results of the participants in three groups which were consisted of low, medium, and high.

The data of the first test were collected and written according to the name of the participants. Afterwards, the children entered the English course that lasted for three months. When the English course finished, the English teachers conducted the English learning course, and the data of the second test were collected.

The process of data collection of this stay consisted of two processes. Each test had its own way of collecting data. The design of this application was based on what the paper looked for, and it gave the observer a reliable data concerning with the participants' social-emotional stabilities. In this test, the data from the participants was shown on the program itself; moreover, they were saved in a back-end server individually. For each participant there was a certain data, and this data was based on the filled form by the teachers. The program also gave us the soft data of the participants immediately and all the data were saved in the program.

Previous descriptions were about the first test of this study. According to the second data collection for this study, it was very different from the first test of social-emotional skill. With Regard to this test, the paper was based on scoring procedure to collect the data. As mentioned before, there were standard questions, which were unique to preschoolers, and a group of teachers conducted the process of the test with the kindergarten's administration.

3.7 Analysis

In the study two types of data were collected and analyzed. The data were also analyzed through means and frequency. The items in the tests were analyzed by using SPSS (Statistical Package for Social Scientists) program version 20. The results of the tests are collected, and statistically computed and analyzed using the computer program to display the mean scores of the results. The SPSS statistical package analysis was used to

determine relationships and categories among three groups of the participants. ANOVA techniques were used to examine differences in variables of results. According to Macky, Gass (2005) in analyzing process, the study deals with some aspects of research which are reading the mode of analysis. It may be a separate section or may be included in the results section.” The most important examples of presenting data were the scoring procedure and the statistical procedure. Reading the data in this study had a significant role because it had a direct connection with the findings of the study. In the foundational data of the first test the results of the participants are different from one another, some had high levels of social-emotional stability; on the other hand some did not have that much of social-emotional level. None of the participants had fair results of social-emotional level. According to the second test of the study, the data and the findings of the participants’ English language proficiency were not the same because their English language proficiencies were different from one another. Each of the individuals, in this study, needed a precise attention to read his/her data to find his/her outcome.

Selecting and presenting the data was another process of the study. To select the data, the paper was following some instructions in order not to mix the participants’ data with each other. For example, there was enough time between each of the tests. This period that lasted for three months made the process of selecting the data easy. During this period, the data were collected to present the first test data in the study.

On the other hand, when the second test of the study was completed, the paper followed the same process for selecting the second data of the second test results. Finally, with regard to interpretations and drawings of the data, the previous processes have to be done, otherwise the interpretations and drawings could not be valid. Moreover, interpretations and drawings of the data will be focused more in Chapter Four. Nevertheless, the findings of the research were very clear to discuss. Thus, after collecting all the data and following the previous procedures, the data were analyzed to reach the result of research questions. The evaluation was conducted in the form of standardized tests in this study that gets advantage from the previous research.

4. RESULTS

4.1. Overview

This part contains the result of the study. In the first part, the result was presented. Then by focusing on some tables, figures, and SPSS the study drew attention to the finding of the research. In the discussion part, the comparison between both tests was clarified. In the last part, the responds to research questions in the study were given and the information investigation was examined.

4.2. Result

Learning difficulties are among the most current fields of specialized curricula and the quickest developing territories. Individuals who show learning troubles do not show side effects of physical inabilities; however, they are ordinary regarding mental limitations, emotional aggravations or irregular family circumstances. They are not ready to take fundamental aptitudes, for example, listening, conversation, reading, writing, and counting. Thus, this paper attempted to discover a connection between social-emotional stabilities and English language learning among Iraqi kindergartners of English. For this reason, the two tests are focused on; one of them is for social-emotional stabilities and the other is for the English language proficiency. The principal test directed before the English course began and the test went on for a week, and the other test was carried out at the end of the course that went on for three months.

The results displayed in the statistical tables in order to validate the hypothesis that is finalized. As mentioned before, the high numbers suggest a great social-emotional strength, while lower numbers suggest undesirable behavior. In the below table the reliability and validity of the data are mentioned in both tests of the study.

Table 4.1: Reliability and Validity

Test	Result
Reliability (Cronbach's Alpha)	0.908
Validity	0.909

It can be seen in the table (4.1) the reliability and validity of the total data. It shows honest of the total respondents and the validity of the total respondents. 90.8% of the total participations were answered honestly.

Table 4.2: One Sample t-test

Variables	N	Mean	Std. Deviation	Std. Error mean	t	df	Sig.
Matching	33	8.091	1.613	.28	28.82	32	.000
Writing	33	7.803	2.621	.45	17.1	32	.000
Speaking	33	7.742	2.194	.38	20.3	32	.000
Listing	33	7.803	2.023	.35	22.2	32	.000

In the table (4.2) is shown the descriptive statistics result and t-test of participants this mean that the study is about the main and the most important part of the research: learning English language preschool in four groups which consists of matching (m= 8.091, SD= 1.613), Writing (M=7.803, SD= 2.621), Speaking (M= 7.742, SD= 2.194) and Listing (M= 7.803, SD= 2.023) and all of the variables were statistically significance because the p-value of them were less than the common alpha ($\alpha= 0.05$).

Table 4.3: Test of t, Means and Standard Deviation of Matching Component.

	parts	Frequency	Percent	Mean	S.D	St. error	T	Sig.
Matching	Low	12	35.3%	6.35	1.2	0.34	18.3	0.00
	medium	13	38.2%	8.65	0.52	0.15	59.3	0.00
	High	9	26.5%	9.77	0.32	0.11	92.4	0.00

In this table 4.3, the multiple comparison of the second test result is mentioned. Additionally, the mean differences and standard deviation and percentage of the data are clearly shown. The test measures children's matching ability. The low of this component was 35.3% (M= 6.35, SD=1.2). The medium level of this component was the high level of the data, of the total responses, 38.2% (M=8.65, SD=0.52) of children were medium in matching. However, the high level of this component was only 26.5% (M=9.77, SD=0.32) of children in matching test. And all of the components were statistically significance because the p-value of them were less than the common alpha ($\alpha=0.05$).

Table 4.4: Test of t, Means and Standard Deviation of Writing Component.

	Parts	Frequency	Percent	Mean	S.D	St. error	T	Sig.
Writing	Low	13	38.2%	6.4	1.16	0.32	19.8	0.00
	Medium	12	35.3%	8.5	0.48	0.13	61.7	0.00
	High	9	26.5%	9.8	0.33	0.11	88.4	0.00

In this table 4.4, the multiple comparison of the writing skill in second test result is mentioned. Additionally, the mean differences, standard deviation and percentage of the data are clearly shown. The test measures children's writing ability. The low of this component was 38.2% (M= 6.4, SD=1.16). The medium level of this component was the high level of the data, of the total responses, 35.3% (M=8.5, SD=0.48) of children were medium in writing. However, the high level of this component was only 26.5% (M=9.8,

SD=0.33) of children in this component. And all of components were statistically significance because the p-value of them were less than the common alpha ($\alpha=0.05$).

Table 4.5: Test of t, Means and Standard Deviation of Speaking Component.

	Parts	Frequency	Percent	Mean	S.D	St. error	T	Sig.
Speaking	Low	12	35.3%	5.5	1.67	0.48	11.34	0.00
	Medium	12	35.3%	8.5	0.51	0.15	57.7	0.00
	High	10	29.4%	9.9	0.16	0.05	179.00	0.00

In this table 4.5, the multiple comparison of the speaking skill in second test result is mentioned. Additionally, the mean differences, standard deviation and percentage of the data are clearly shown. The test measures children's writing ability. The low of this component was 35.3% (M= 5.5, SD=1.67). The medium level of this component was 35.3% (M=8.5, SD=0.51) of the total responses of children. Nevertheless, the high level of this component was only 29.4% (M=9.9, SD=0.16) of children in this component. And all of the components were statistically significance because the p-value of them were less than the common alpha ($\alpha=0.05$).

Table 4.6: Test of t, Means and Standard Deviation of Listening Component.

	parts	Frequency	Percent	Mean	S.D	St. error	T	Sig.
Listening	Low	13	38.2%	5.42	1.18	0.33	16.46	0.00
	medium	14	41.2%	8.71	0.47	0.13	69.55	0.00
	High	7	20.6%	10.0	0.0	0.0	23.55	0.00

In this table 4.6, the multiple comparison of the listening skill in second test result is mentioned. Additionally, the mean differences, standard deviation and percentage of the

data are clearly shown. The test measures children's listening ability. The low of this component was 38.2% (M= 5.42, SD=1.18). The medium level of this component was 41.2% (M=8.71, SD=0.47) of the total responses of children. Nevertheless, the high level of this component was 20.6% (M=10.0, SD=0.0) of the participants in this component. And all of the components were statistically significant because their p-value were less than the common alpha ($\alpha=0.05$). Before describing the second test of the study, there are some crucial points that the researcher should be aware of. for instance, there were hundreds of ways to measure English language learning , but finding the best way to evaluate the participant's English language learning is something hard especially if the participants are children or preschoolers. According to NCSPE professional practices 2010, there are me factors that affect the evaluation of English language proficiency. To create culturally diverse abilities, evaluators need to be decorously educated about a scope of points: counting language advancement, second-language learning, socially sensitive ecological and individual assessment strategies, and non- biased appraisal systems. The inspector needs to understand the progress, the high quality, the operation, and the clarification of the tests, alongside the qualities of standard referenced tests. He/she needs to be talented in surveying the extent to which feeling is presented in the school environment and in distinguishing methods intended to diminish or distribute with the feelings. In addition, this part of the study is about the main and the most important part of the research: evaluating English language learning in preschooler in three groups for each component which consists of low (M=6.35, SD= 1.2), medium (M= 8.65, SD= 0.52) and high (M=9.77, SD=0.32) in matching also (M=6.4, SD= 1.16), medium (M= 8.5, SD= 0.48) and high (M= 9.8, SD= 0.33) in writing, then low (M= 5.5, SD= 1.67), medium (M= 8.5, SD= 0.51) and high (M= 9.9, SD= 0.16) in speaking. Finally, consist of low (M= 5.42, SD= 1.18), medium (M= 8.71, SD= 0.47) and high (M= 10.0, SD= 0.0) in listening.

Table 4.7: Anova Table

	Sum of Squares	Df	Mean Square	F	Sig.
Between Group	459.364	2	229.682		

Within Groups	140.192	132		216.262	0.000
			1.062		
Total	599.556	134			

It can be seen in the table (4.7), the anova table of part of the components, also it shows that there was statistical significance because the p-value was less than the common alpha ($\alpha = 0.05$). As a result, there were not statistically differences between components in order to learn English language.

Table 4.8: T test, Means and Standard Deviation for Social-Emotional Skills.

	Parts	Frequency	Percentage	Mean	S.D	St. error	T	Sig.
social-emotional skills	Low	9	27.2%	15.72	3.34	1.11	14.1	0.00
	medium	11	33.3%	24.97	2.64	0.79	31.3	0.00
	High	13	39.4%	34.34	1.37	0.38	90.3	0.00

As shown in the table (4.8) that 39.4% of the total participants were at high levels of social-emotional skills, 33.33% of the total respondents were in medium level and 27.27% were at low levels in social- emotional skills. Moreover, evaluating English language learning in preschoolers in three groups for each which consists of high (M= 34.34, SD= 1.37), medium (M=24.97, SD= 2.64) and low (M= 15.72, SD= 3.34). Finally, each part of the social emotional skills were fully statistically significant because the p-value of each part was less than the common alpha ($\alpha = 0.05$).

Table 4.9: Correlation Coefficient between Social-Emotional Skill and English Language Learning in Preschooler.

		English learning in preschool	Social-emotional skill
English learning in preschool	Pearson Correlation	1	0.834**
	Sig. (2-tailed)		.000
	N	33	33
Social-emotional skill	Pearson Correlation	0.834**	1
	Sig. (2-tailed)	.000	
	N	33	33

The table (4.9) indicates the correlation coefficient between both variables (English language learning in preschoolers and Social-emotional skill). The result is shown that there were strongly positive correlations between English learning in preschoolers and Social-emotional skill, and it was statistically significance between them because the p-value was less than the common alpha ($\alpha=0.05$). As a result, increasing Social emotional skill can be affected on improving learning English language in preschool.

Table 4.10: Anova Table in Regression

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1436.167	1	1436.167	71.087	0.00
	Residual	626.291	31	20.203		
	Total	2062.458	32			

It can be seen that in the table (4.10) using the anova table in order to know the model was fit. As a result, the model was fit of the data because the p-value was 0.00 this means that it was statistically significance because p-value was less than 0.05. As a result, there was at least one factor that is affecting English language learning in preschooler.

Table 4.11: Model Summary

Model	R	R Square	Adjust R square	R square Change	F Change	Sig.
1	0.834 ^a	0.696	0.687	0.696	71.087	0.00

The table (4.11) the result of participants in the second test in inferential statistics, there was statistically significance because the p-value was less than 0.05, this means that the model fit of the data. Moreover, the result of coefficient of determination shows that 69.6% of the learning English language in preschooler was explained by social-emotional skill. This means that 30.4% of the dependent variable (learning English language in preschooler) was not explained by independent variable. (R) means correlation coefficient, this means that how to determine the main relationship between two variables.

Table 4.12: Coefficient of English Language Learning in Preschooler.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	-1.584	3.383	-	-.468	.643
Social- emotional skill	.883	.105	.834	8.431	.000

In this table (4.12) the simple linear regression was used in order to find the main relationship between dependent variable (English learning in preschool) and independent variable (Social-emotional skill). As a result, social-emotional skill affected English language learning in preschooler by 0.883. This means that English learning in preschool will be increased 0.883 by increasing one unit of social- emotional skill and it was statistically significance because the p-value was less than 0.05.



5. DISCUSSIONS

5.1 Overview

This chapter examines the finding of the study that achieved from the data analysis. The chapter also discusses the results of each research question that has been examined in the study.

5.2 Discussion of the Findings

Generally, when the researchers talk about an instructive subject, they concentrate on all the matters of training, and disregard a vital part of the subject, which is the mental condition of the issue. When they need to handle the learning troubles in children, who experienced the ill effects of an issue, they should first concentrate on their mental state, which surely influence their conduct, their part in the learning process and, in addition, the general public. Accordingly, this study concentrated on the social-emotional sides of the preschoolers so as on the impediments and challenges before the learning procedure. This study thought of an outcome that influences the procedure of beating the learning challenges. This paper demonstrates the exploration address that one solicits primarily from the paper. Erin Richard contended about the connection between psychological abilities and second language learning and he stated that; Given the vital capacity of social-emotional aptitudes for school-age children, particularly for kids in destitution, it was speculated that the children answered to have larger amounts of social-emotional aptitudes would be better prepared to procure a second language. Social-emotional qualities and advance school availability. Ultimately, the children with such supportive assets were expected to outperform their peers on any school-related tasks (2007).

After the two tests were conducted, the paper related the result of the study to the research questions. They were achieved by the procedure and statistical analysis of the results. Moreover, In this study, there were three research questions which were

1. Does social-emotional stability influence English language learning in preschoolers?

2. How do the varieties of emotional level affect English language learning among Iraqi kindergartners?

3. What takes place in realizing procedure if a child has a high or abnormal state of social-emotional steadiness while learning English?

These research questions were about the impact of social-emotional stabilities on second language learning. Each of them focused on an aspect of second language learning. The research questions tried to find out the relation between social-emotional stabilities and language learning. For this purpose, the participants in this study were children because of two reasons: The first one was that the process of language learning started from childhood. The second one was that the social-emotional stability had a great value among kindergartners, and their levels of social-emotional were always different. According to the outcome of this study, there was an answer for each research question. In regard to the first research question, the findings of both tests were compared to answer the first research question. According to this research question, the test outcomes exhibit that the dependability of social-emotional existence of the children in this study has an effect on their learning procedure. The outcomes obviously demonstrate the impact of social and emotional stability of the learners in their language learning. Besides, those children who demonstrated a high state of social-emotional aptitudes were steadier, and demonstrated a high degree in the English language course; they passed the course with a high degree. The general objective of this study was to investigate the relation of social-emotional stability and English language learning in young language learners. Particularly of interest was revealing the remarkable learning qualities of preschool English language learners from Iraqi background. To this end, exploration was led with Iraqi Preschoolers, who are learning English as a second language in Margret private kindergarten. The research questions looked to clarify what individual difference factors in preschool separated the Iraqi preschoolers. Learning of these recognizing variables can serve to give teachers valuable data on how to most viably achieve language learners of shifting aptitude levels and backgrounds. As examined, enlistment of English language learners is on the rise in the Iraq. It is vital for

researchers in second language learning and educational research to work together and to scatter their findings, successfully teaching the instructors on best practice methods for showing English language learners, including the significance of remaining socially and conscious of the children's learning needs (Lambert, 1987).

In particular, this study intended to find the degree to which social-emotional stability is related to English language learning in preschoolers. Based on previous studies (Collier, 1995; Cummins, 1984; Skehan, 1986), it was expected that language skills and cognitive abilities toward the start of preschool would be predictive of success in English as second language learning. In any case, less was thought about the role of social-emotional stabilities, for example, interaction, discretion, and behavioral. Giving observational evidence that strengths in social-emotional stabilities are, indeed, identified with English language learning, and it is an essential piece to add to the study in bilingualism, second language learning, and education fields. To most successfully set up their students, educators should aim to build not only cognitive and language skills, but social-emotional stabilities as well.

The second research question examined how do the varieties of emotional level affect English language learning among Iraqi kindergartners? This discovering, likewise, answers the second research question in this study because the varieties of both tests had a great association with one another. According to Coolaham, (2000), given the fundamental function of social-emotional stabilities for preschoolers, particularly for the children it was examined that the children reported to have more elevated amounts of social-emotional strong qualities would be better prepared to acquire a second language. Social-emotional strengths promote school availability and readiness (Denham, 2006; Raver, 2002). At last, the children with such strong resources were expected to beat their companions on any school-related duties. This theory is in line with Collier's Prism Model (1995), which details the interrelationship among four procedures, sociocultural, academic, cognitive, and linguistic, that add to second language learning in a school setting. As indicated by Collier, each of these procedures must be supported for successful learning to happen; Moreover, the sociocultural components are foundational. Particularly, as creativity, motivation, adaptability, intellectual inhibition, and problem

solving have all been displayed to be identified with second language learning, it was hypothesized that the preschoolers showing the largest amounts of social-emotional stability in the preschool classroom at age four would be most likely to show proof of advancement in English language. While the relationship between intellectual aptitude and second language learning had already been exhibited to be robust, less was thought about the impact of social-emotional stability and behavioral concerns in the process of learning second language. Research in related territories, in any case, prompted the theory that social-emotional stabilities would strengthen second language learning. For instance, an idea portrayed as readiness to communicate, or individual preference toward communication, is an impression of a child's social stabilities. A child's eagerness to convey a message, as controlled by self-esteem, anxiety levels, friendliness, and past encounters, has been identified with second language learning (MacIntyre, Clément, Dörnyei, & Noels, 1998). Motivation and activity additionally apparently consider along with second language learning. The opinion the child has of the objective language, and in addition to anxiety and self-confidence in capacity to learn, all impact the measure of activity a second language learner will take in learning (Gardner & Lambert, 1959; Horwitz et al., 1986; Krashen, 1981). Second language learners with more elevated amounts of activity are more likely to put themselves in circumstances that contribute to second language improvement; for instance, they may be more ready to initiate speaking in English, to look for English-language reading materials, or to look for difficulties in their new language.

Moreover, the discussion of the third research question was somehow different because it was about the core of the research. Since social-emotional stabilities have been identified with school achievement, and specifically because social-emotional stabilities are connected with successful second language learning, it is imperative to concentrate on the factors connected with successful development of such abilities as activity, and connection. Similarly, knowing how to avert or diminish decrease of behavioral issues in the classroom is of high outcome. Additionally investigated here was the relationship between language skills and the improvement of social-emotional stabilities during the preschool year, thinking seriously about the prevailing language of the children. As

sketched out in the literature review and suggested by the outcomes from first tests, social-emotional stabilities have been altogether connected with second language learning and bilingualism. Thus, it was guessed that Iraqi preschoolers with high scores on the English language test would reveal the highest gains in social-emotional stabilities. This specific associate of children has the formative resource of strong language abilities and they are in the best process of acquiring a second language. The findings describe the answer of the third research question. For this research question, the comparison of both high and low levels of participants' social-emotional stabilities and their English language level was observed. They revealed that those children who were mentioned had high levels in the tests. The children in both tests were almost all the same, i.e. those who got high levels in the tests were somehow similar.

As indicated by the third research question in the study, the varieties of social-emotional levels influenced the children's learning process and created problems for the instructors. Those preschoolers who had low levels of social-emotional stability were not dynamic, and they were not as willing as their classmates to the learning process in the kindergarten. They made another hindrance to their instructors because the educators could not disregard them, and they had to discover an answer for treating those preschoolers in the same class. Then again, the children with high state of social-emotional stability were dynamic and liked to connect with different schoolmates and enhanced their learning process through asking the instructors and shared amid the by daily programs in the kindergarten.

The aftereffect of this paper demonstrates that those children, who had lower levels of social-emotional aptitudes did not care for partaking in different, exercises and they did not care about association with others in the classroom. Subsequently, they could not build up their insight, or they were not content with trading thoughts with the educators. Accordingly, they could not learn their second language. Second language learning also needs communication with the locals or educators by keeping in mind the end goal to get understandable information. In fact, second language learning needs interaction with the natives or teachers in order to receive comprehensible input. It needs communication in order to improve speaking ability, and during this communication learners receive feedback and correction that help their improvement. Therefore, social-emotional skills

directly affected the process of second language learning. Along these lines, social-emotional stabilities straightforwardly influenced second language learning.

The teachers in the kindergarten met with the parents of those students, who could not pass the tests. Based on what the parents stated, the preschoolers' low degree in the social-enthusiastic test came about because of their abnormal way of life at home. This anomaly in the way of life creates mental issues for the children. They were not eager to correspond with the instructors and took an interest in the different exercises in the English course. These children did not care to connect with their classmates. This might influence them negatively on their mental advancement and might cause issues for their school availability. Therefore, the paper could say that social-emotional stability among preschoolers had a great influence on the process of second language learning.

6. CONCLUSION, RECOMMENDATION, AND SUGGESTION FOR FURTHER STUDIES

6.1 Conclusion

In general, this thesis examined the role of social-emotional stabilities among children in second language learning. Accordingly, two tests were directed in a kindergarten in Sulaymaniah city in northern Iraq which examined participants' social-emotional skills and their English language. Participants in the study were thirty-three Iraqi preschoolers. These students participated in a test to measure their social-emotional stability before the English course began. After the English course that lasted for three months, they participated in another test to measure their English language proficiency. On the basis of analyzing the outcomes, the study found that social-emotional stability is conceded as one aspect of psycholinguistics, and it has a huge role in the process of language learning. Moreover, there is a direct relation between second language learning and social-emotional stabilities. Nevertheless, those children who showed a high level of social-emotional skills could pass through the test of English language capability with high degrees, while those children who demonstrated a low level of social-emotional skills could not succeed the English language capability test. On the other hand, those children who had low levels of social-emotional stabilities could not get the target language properly. Finally, the parents approved the existence of abnormality in their lifestyles and mental problems for those children who could not pass the English course successfully.

This study has tended to the strengths and weaknesses of preschools, who learn English as a second language learners. Since second language learning has been perceived as an applicable area in need of further study, these discoveries bear practical importance for anybody inquiring about and working with young English Language Learners. For this study, the data collection procedure encouraged instructor involvement and collaboration; teachers themselves were specifically included in the testing procedure.

This study has given an extensive diagram of individual difference factors identified with second language learning.

6.2 Recommendations

1. It is better for the vast majority of the preschooler instructors to be acquainted with the overhauled strategies for showing children better ways of language learning and try their best to apply the methods that have been observed in courses with their preschoolers in the classroom.

2. The teachers should utilize an agreeable learning approach by dispersing the children into groups in order to give enough chances to interface with one another effectively in the class.

3. They should have an agreeable compatibility with their students to lessen their apprehension and stress, and the teachers should try to increase the children's self-confidence to be much involved with the class materials.

4. To attract the Children's attention, the educator ought to utilize new showing guides, such as animation, objects with their names, brilliant markers, and composing notes on the white board.

5. It is better for the kindergartens to make a proper persuading and wonderful learning environment in the classroom for the preschoolers and try their best to overcome the mental and social issues of preschoolers in the classes.

6. They should give motivational feedback to the parents' responses and exhibitions in order to encourage them to be more familiar with the process of learning English.

7. They should build the students' inspirational mentality toward learning English.

8. They should link the process of English language learning and culture to the Iraqi culture for the sake of encouraging the students to compare these two cultures. In

addition, they should link the environmental materials with the children's daily life and their needs.

9. The teacher and the kindergartens should meet the child's parent so as to talk about their needs and know how to promote their social-emotional sides.

10. The parents should provide a better lifestyle to those children who had low levels of social-emotional stabilities to advance their learning capacities.

11. The parents should also provide an educational atmosphere for their children at home.

6.3 Suggestion for further studies

1. Identifying the reasons behind children's undesirable social-emotional and demotivation in the classroom.
2. Increasing the students' social-emotional levels from parents and teachers' motivational strategies.
3. Finding new treatments to those children who have low levels of social-emotional stabilities and maintaining the levels of those who have high levels of social-emotional stabilities.

REFERENCES

- Adelman, H. S., & Taylor, L.** (2000). Moving prevention from the fringes into the fabric of school improvement. *Journal of Education and Psychological Consultation*, 11(1), 7–36.
- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education.** (1999). *The Standards for Educational and Psychological Testing*. Washington, DC: American Psychological Association.
- Bales, R** (1950). *Interaction Process Analysis: A Method for the Study of Small Groups*. Cambridge, MA, Addison-Wesley.
- Brown, J. & S.Rodgers Theodore.**(2002). *Doing Second Language Research*: Oxford University Press. Oxford.
- Black, R. T.** (1999). *Doing Quantitative Research in the Social Sciences: An integrated Approach to Research Design, Measurement and Statistics*. London: Sage.
- Cantor, N., & Kihlstrom, J. F.** (1987). *Personality and social intelligence*. Englewood Cliffs, NJ: Prentice-Hall.
- Ciarrochi, J. V., Chan, A. Y. C., & Caputi, P.** (2000). A critical evaluation of the emotional intelligence construct. *Personality and Individual Differences*, 28,539–561.
- Clarke, P** (1996), *Investigating Second Language Acquisition in Preschools*, Unpublished PhD Dissertation, Latrobe University, Australia.
- Clarke,P** (2009). *Supporting Children Learning English as a Second Language in the Early Years (birth to six years)*,Victorian Early Years Learning and Development Framework (VEYLDF).
- CSBED, California State Board of Education** (1999). *English-Language Development Standards for California Public School: Kindergarten Through Grade Twelve*. California Department of Education, CSEA members.
- Coolican, H.** (1994). *Research Methods and Statistics in Psychology (2nd edition.)*. London: Hodder & Stoughton.

- Collier, V.P.** (1995). *Promoting academic success for ESL students: Understanding second language acquisition for school*. Woodside, New York: Bastos Educational Publications.
- Coolahan, K., Fantuzzo, J., Mendez, J., & McDermott, P.** (2000). Preschool peer interactions and readiness to learn: Relationships between classroom peer play and learning behaviors and conduct. *Journal of Educational Psychology*, 92, 465.
- Collier, V.P.** (1995). *Promoting academic success for ESL students: Understanding second language acquisition for school*. Woodside, New York: Bastos Educational Publications.
- Cummins, J.** (1984). *Bilingualism and special education*. San Diego, CA: College Hill Press.
- Denscombe, M.** (1998). *The Good Research Guide for Small-Scale Social Research Projects*. Buckingham: Open University Press.
- Denham, S.A.** (2006). Social-emotional competence as support for school readiness: What is it and how do we assess it? *Early Education and Development*, 17, 57-89.
- Dörnyei, Z.** (2003). *Questionnaires in Second Language Research: Construction, Administration, and Processing*. Mahwah: LEA Publishers.
- Dörnyei, Z.** (2005) *The Psychology of the Language Learner: Individual Difference in Second Language Acquisition*. Mahwah: NJ: Erlbaum.
- Eisenberg, N., Fabes, R. A., Guthrie, I. K., & Reiser, M.** (2000). Dispositional emotionality and regulation: Their role in predicting quality of social functioning. *Journal of Personality and Social Psychology*, 78, 136–157.
- Elias, M. J., Zins, J. E., Weissberg, R. P., Frey, K. S., Greenberg, M. T., Haynes, N. M., Kessler, R., Schwab-Stone, M. E., & Shriver, T. P.** (1997). *Promoting Second Language Acquisition*. Mahwah, N.J.: L. Erlbaum. *Social and Emotional Learning: Guidelines for Educators*. Alexandria.
- Erin, R** (2007). *Individual Differences and Second Language Acquisition among Low-income Preschooler*. George Mason University.
- Gardner, R.C., & Lambert, W.E.** (1959). Motivational variables in second-language acquisition. *Canadian Journal of Psychology*, 13, 266-272.
- Goins, Joyce Elberta** (2012) "Age-related Social, Emotional, and Behavioral Differences in Children and Adolescents Manifesting the Symptom.

- Goleman, D. (1995).** *Emotional intelligence*. New York: Bantam Books. Halberstadt, A. G., Denham, S. A., & Dunsmore, J. C. (2001). Affective social competence. *Social Development, 10*, 79–119.
- Hall, J. A., & Bernieri, F. J. (2001).** *Interpersonal sensitivity: Theory and measurement*. Mahwah, NJ: Erlbaum.
- Haynes, N. M, Ben-Avie, M., & Ensign, J. (Eds.). (2003).** *How social and emotional development add up: Getting results in math and science education*. New York: Teachers College Press.
- Hawkins, J. D., Farrington, D. P., & Catalano, R. F. (1998).** Reducing violence through the schools. In D. S. Eliot, B. A. Hamburg, & K. R. Williams (Eds.), *Violence in American schools: A new perspective* (pp. 188–216). Cambridge: Cambridge University Press.
- Herrnstein, R. J., & Murray, C. (1994).** *The bell curve*. New York: Free Press.
- Horwitz, E.K., Horwitz, M.B., & Cope, J. (1986).** Foreign language classroom anxiety. *Modern Language Journal, 70*, 125-132.
- Joseph E. Z, Roger P. W, Margaret C. W, and Herbert J. W. (2004).** Building Academic Success on Social and Emotional Learning: What Does the Research Say? New York Teachers College Press.
- Kannan, R (2009).** Difficulties in learning English as a Second Language. Syed Ammal Engineering College, India. ESP World, www.esp-world.info, Issue 5 (26), Volume 8.
- Kimura, D (1987).** Are Men’s and Women’s Brain Really Different? *Canadian Psychology, 28* 133-147.
- Kihlstrom, J. F., & Cantor, N. (2000).** Social intelligence. In R. J. Sternberg (Ed.), *Handbook of intelligence* (2nd ed.; pp. 359–379). New York: Cambridge University Press. Kagan, J. (1998). *Galen’s prophecy*. Boulder, CO: Westview Press.
- Kormos, J. (2012).** The Role of Individual Differences in L2 Writing. Lancaster University, UK.
- Krashen, S.D. (1981).** *Second Language Acquisition and Second Language Learning*. New York: Pergamon Press. Language Classroom. P.27
- La Greca, A. M. (1993).** Social skills training with children: Where do we go from here? *Journal of Clinical Child Psychology, 22*, 288–298.
- Lambert, W.E. (1987).** The effects of bilingual and bicultural experiences on children’s attitudes and social perspectives. In P. Homel, M. Palij, & D. Aaronson (Eds.).

Childhood bilingualism: Aspects of linguistic, cognitive, and social development. (pp. 197–221) Hillsdale, NJ: Erlbaum.

Learning First Alliance. (2001). *Every Child Learning: Safe and Supportive Schools.* Washington, DC: Author.

Mayer, J. D., Salovey, P., & Caruso, D. (2002). *The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT).* Toronto, ON: Multi-Health Systems.

Macky, Alison & Gass, Sussan M. (2005). *SECOND LANGUAGE RESEARCH (Methodology and Design).* Mahwah, New Jersey.

Malecki, C. K., & Elliott, S. N. (2002). Children's social behaviors as predictors of academic achievement: A longitudinal analysis. *School Psychology Quarterly*, 17 (1), 1–23.

Maurice, T. (2002) *Action Research in Workplace Education: A Handbook for Literacy Instructors.* Human Resources Development Canada, Hull (Quebec).

Mclaughlin, Blanchard, and Osani. (1995) *Assessing Language Development in Bilingual Preschool Children.* National Clearinghouse for Bilingual Education (NCBE), Washington, D.C. 20037.

MacIntyre, P.D., Clément, R., Dörnyei, Z., & Noels, K.A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *Modern Language Journal*, 82, 545-562.

NCSPA Professional Practices. (2010). *Referring and Evaluating ELL for Programs and Services for Children with special Needs.* *NASP Communique Handout*, 38 (7), 1-8.

Piaget, J (2000). "Commentary on Vygotsky". *New Ideas in Psychology* 18:241-59. Presentation of Nonverbal Learning Disabilities." PhD (Doctor of Philosophy) Thesis, University of Iowa. Published in the *Journal of Second Language Writing*.

Pasi, R. J. (2001). *Higher expectations: Promoting social emotional learning and academic achievement in your school.* New York: Teachers College Press.

Raver, C. (2002). Emotions matter: Making the case for the role of young children's emotional development for early school readiness. *SRCD Social Policy Report*, 16, 3-18.

Rice, C. L. (1999). *A quantitative study of emotional intelligence and its impact on team performance.* Unpublished master's thesis, Pepperdine University, Malibu, CA.

Rubin, M. M. (1999). *Emotional intelligence and its role in mitigating aggression: A*

correlational study of the relationship between emotional intelligence and aggression in urban adolescents. Unpublished dissertation, Immaculata College, Immaculata, PA.

Sarah F., Nancy K. (2006). NNCP: Who are America's Poor Children? Columbia university-mailman School of Public Health, Department of Health and Policy & Management.

Scott, R. (1994). Devereux Early Childhood Assessment Ratings from Parents and Teachers Delaware. Research Brief journal.

Sternberg, R. J. (1985). *The triarchic mind: A new theory of human intelligence.* New York: Penguin.

Sternberg, R. J. (1999b). The theory of successful intelligence. *Review of General Psychology*, 3, 292–316.

Sternberg, R. J., & Grigorenko, E. L. (2000). *Teaching for successful intelligence: To increase student learning and achievement.* Arlington Heights, IL: SkyLight Professional Development.

Skehan, P. (1986). Where does language aptitude come from? *British Studies in Applied Linguistics*, 1, 95-113.

Zins, J. E., Elias, M. J., Greenberg, M. T., & Weissberg, R. P. (2000). Promoting social and emotional competence in children. In K. M. Minke & G. C. Bear (Eds.), *Preventing school problems—promoting school success: Strategies and programs that work* (pp. 71–100). Bethesda, MD: National Association of School Psychologists.

APPENDICES

Appendix 1-A: Social-Emotional Stability Test.

Social-Emotional Stability Assessment for Preschoolers

Child's Name _____ Gender: _____ Date of Birth: _____



Instruction: This survey explores the impacts of social-emotional stability on second language acquisition. This form consists of some items. Each of these items represents a child's behavior. To determine the child's behavior kindly read each of the items carefully. Then think about the child's behavior before selecting the answer. Moreover, read the statements that follow the phrase and place a check mark in the box underneath the word that tells how often you saw the behavior during the past four weeks. Please do not skip any items.

Question No.	Questions	Very Frequently	Frequently	Occasionally	Rarely	Never
1	Act in a way that made adults smile or show interest in him/her?					
2	Listen to or respect others?					
3	Control his/her anger?					
4	Seem happy or emotional at a happy occasion?					
5	Show confidence in his/her abilities (for instance say "I can do it")					
6	Not have a temper tantrum?					
7	Keep trying when unsuccessful (show persistence)					
8	Seem interested in other children or adults?					
9	Not use obscene gestures or offensive language?					
10	Try different ways to solve a problem?					
11	Seem happy or excited to see his/her parent or guardian?					
12	Not destroy or damage property?					
13	Try or ask to try new things or activities?					
14	Show affection for familiar adults?					
15	Start to organize play with other children?					
16	Shows patience?					
17	Ask adults to play with read to him/her?					
18	Not have a short attention span (difficulty concentrating)					
19	Share with other children?					
20	Handle frustration well					



Appendix 1-B: Social-Emotional Stability Test.

Social-Emotional Stability Assessment for Preschoolers

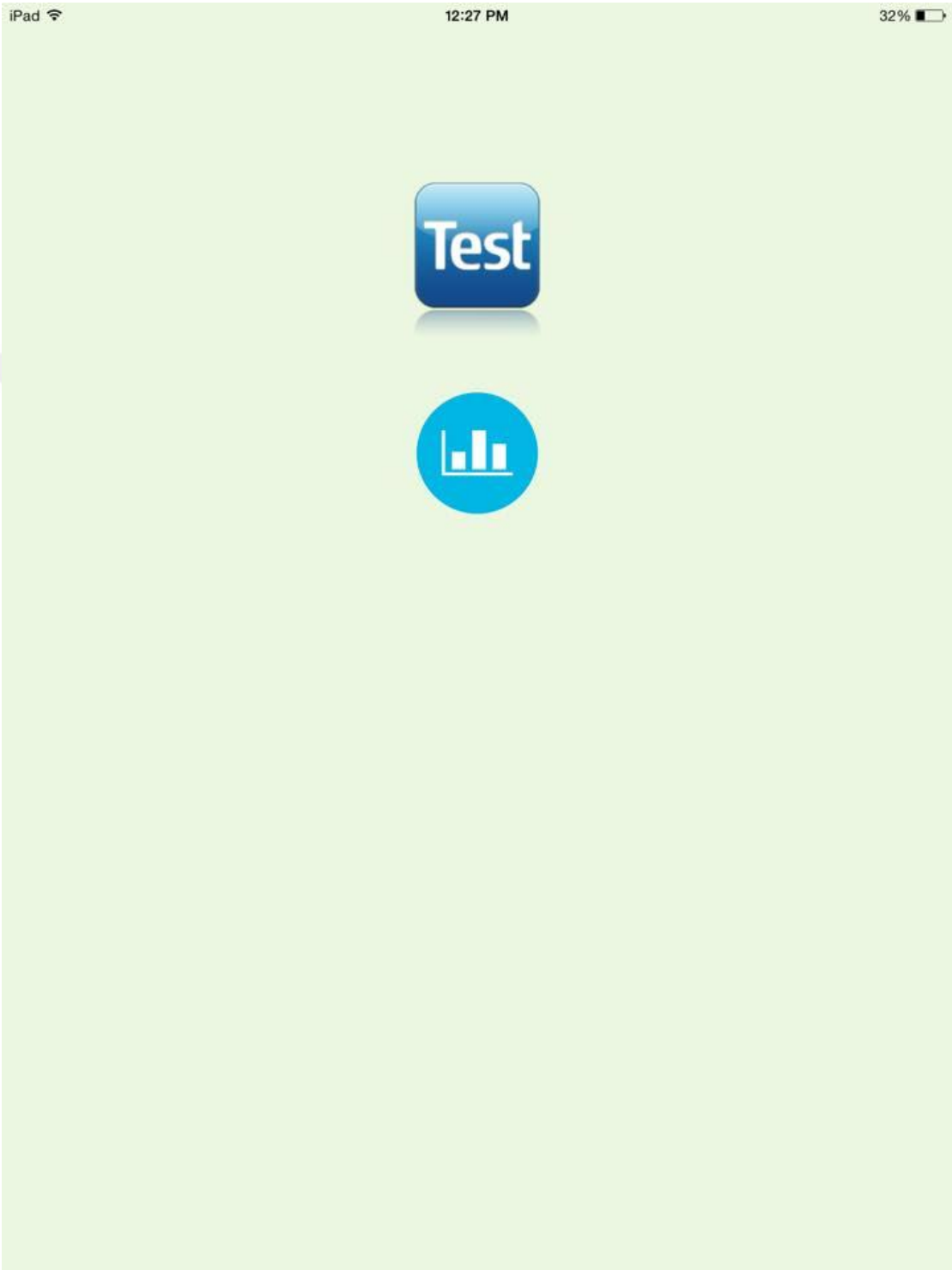
Age: _____
 Classroom/Group _____
 Person Completing this Form: _____
 Relationship to Child: _____
 Date of Rating: _____



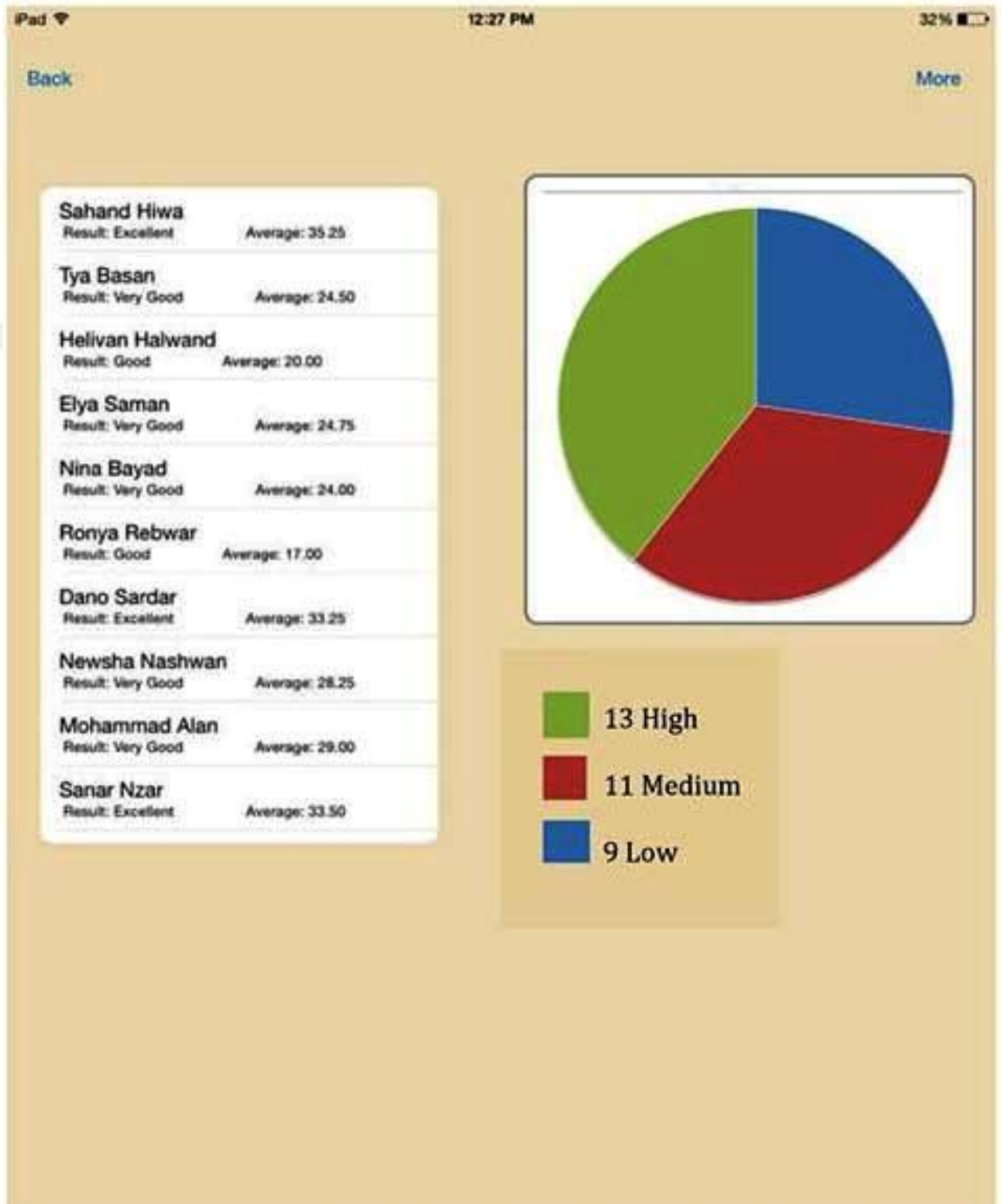
Question No.	Questions	Very Frequently	Frequently	Occasionally	Rarely	Never
21	Avoid to fight with other children					
22	Not became upset or cry easily					
23	Show an interest in learning new things?					
24	Trust familiar adults and believe what they say?					
25	Accept another choice when his/her first choice was not available?					
26	Seek help from children/adults when necessary?					
27	Hurt others with actions or words?					
28	Cooperate with others?					
29	Calm himself/herself down?					
30	Not get easily distracted?					
31	Make decisions for himself/herself?					
32	Appear happy when playing with others?					
33	Choose to do a task that was hard for him/her?					
34	Look forward to activities at home or school (for instance, birthday or trips)					
35	Evade to touch children or adults in a way you thought was inappropriate?					
36	Show a preference for a certain adult, teacher, or parent?					
37	Play well with others?					
38	Remember important information?					



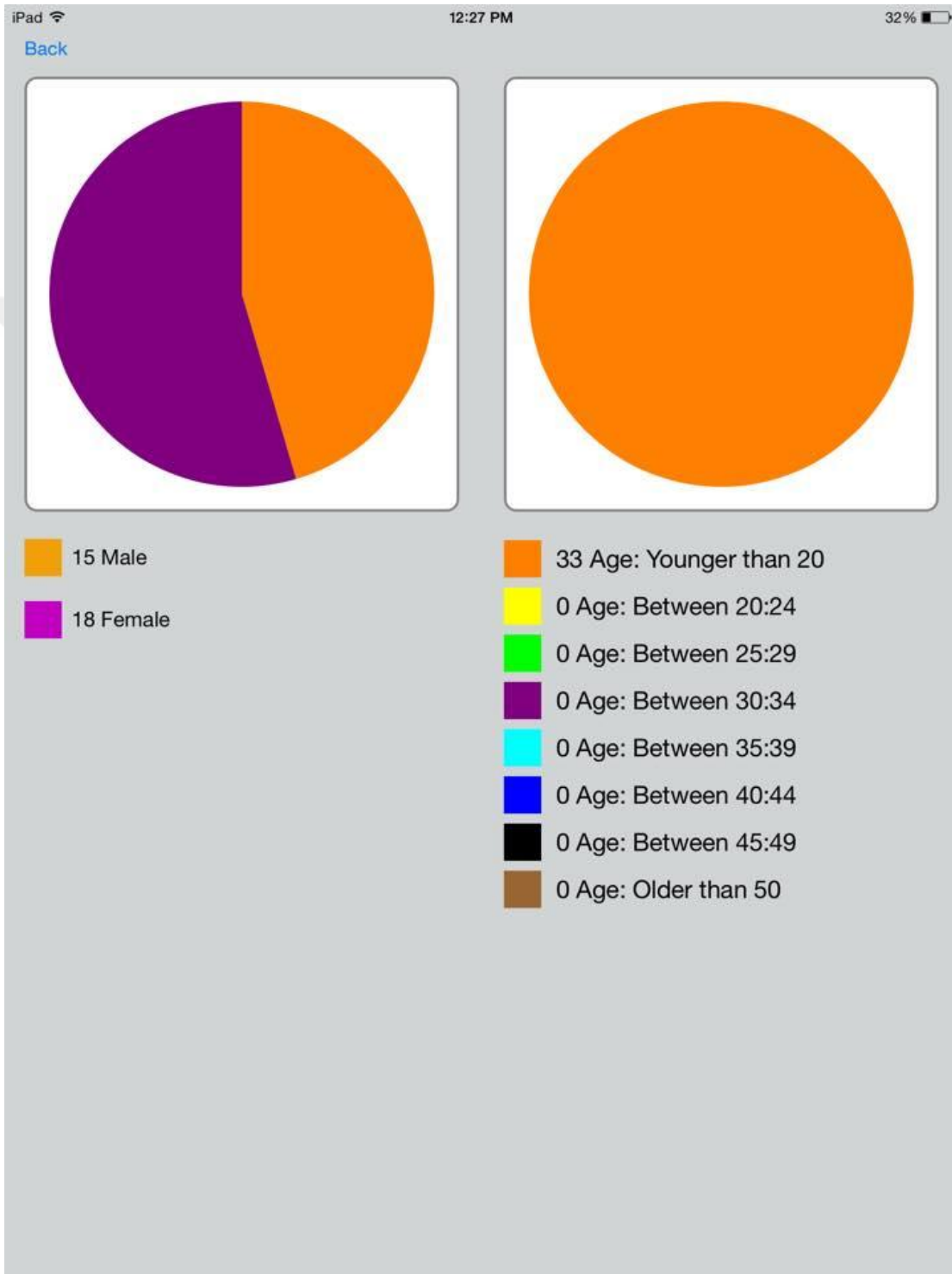
Appendix 2.1: A Sample of Social-Emotional Test.



Appendix 2.2: A Sample of Social-Emotional Test.




Appendix 2.3: A Sample of Social-Emotional Test.



Appendix 3.1: A Sample of English Language Learning Test.

Margret Private Kindergarten
Preschooler's English Language Proficiency
Sulaimaniya City
4th & 5th years old children

Name: Class: Score:

 Q1/ Match the capital letters to the small letters

A D F K C S B E M N L H R O Q I G J P

k m a e f b d c s p q n l o j r l m g h

Appendix 3.2: A Sample of English Language Learning Test.



Frog

Table

Carrot

Lip

Key

Plate

Orange

Gift

Balloon

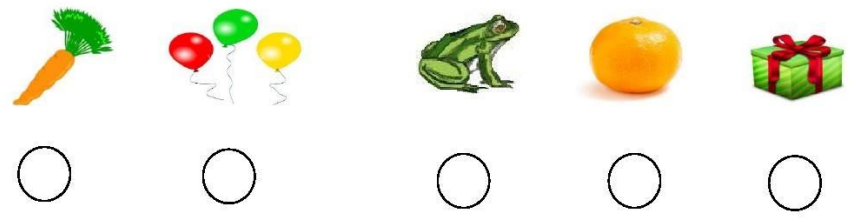
Duck



Appendix 3.3: A Sample of English Language Learning Test.

Listening Test

Q3/ Listen and tick right to the correct picture



Speaking Test

Q4/ Tell me the name of this:



RESUME



Name Surname: Ranjdar Hama Sharif

Place and Date of Birth: 1/Jan/1990

E-Mail: Ranjdarsharif@aydin.edu.tr

EDUCATION:

- **Bachelor:** 2012, Sulaimani University, College of Languages, English language
- **Master:** 2015, Istanbul Aydin University, English language, English language and literature program

PROFESSIONAL EXPERIENCE AND REWARDS

PUBLICATIONS/PRESENTATIONS ON THE THESIS:

- Ranjdar , H. Sharif., 2015. The Role of Social-Emotional Skills among Kindergartners on Second Language Learning, *Second International Scientific Conference held by The University of Human Development*, April 15-16, 2015 Sulaimani, Iraq.
- Ranjdar , H. Sharif 2015, *The Role of Social-Emotional Stability in English among Iraqi Kindergartners*. MA thesis, Istanbul Aydin University.