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Master thesis

**TEACHING METHODS AND APPROACHES IN
TEACHING EFL; DIFFERENT METHODS OR
APPROACHES THAT ARE APPLIED AT PRIMARY
SCHOOLS IN KOSOVO**

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CHAPTER V

CONCLUSIONS/RECOMMENDATIONS

5.1 Conclusions

Being aware that English language is an International language throughout the world, including here Kosovo a great importance in teaching EFL is given about this subject.

The summary of this study is presented in this chapter which is the concluding chapter. The theoretical base of the teaching methods and teaching process in general is preceded by the emphasizing the importance of the issue, its presentation as well as hypothesis and objectives of the study. A thorough description of the procedure adopted for the research study is presented. The analysis of data and findings are concisely described and elaborated. At the end the chapter concludes with a discussion of the implications that can be derived from this study and the suggestions for further research in the field of second language teaching.

This study is divided in two parts. The first part is about teaching methods or approaches where it was emphasized as when and where each method was applied, advantages of each method and categories of people/students to which this method is taught. The second part aimed to find out facts deriving from interviews, questionnaires and class observation in order to identify which teaching methods are applied by teachers of primary schools in Kosovo. The idea of choosing this topic was to provide comparative data in regards to teaching EFL in order to attract the attention of English teachers in general and all other interested stakeholders in this subject. This study aimed to ascertain if the same methodologies and approaches are used in Kosovo wide schooling system or if there is any diversity in this issue, emphasize advantages and disadvantages of various teaching methods as well as outcomes as far as teaching methodology concerned.

Based on the enquiries and data obtained from this research study, it was observed that teaching of EFL in primary schools of Kosovo is more or less the same in the four primary schools. There are slight changes between one and another, but not that big which would make a significant difference.

Teachers of four primary schools are all qualified according to their teaching level. The methodologies they use in teaching vary from one to another depending on the needs of

their students. Identifying the appropriate methods for their students is one of their first priorities, but it does not always allow them to apply the teaching methods they need to apply, due to the high number of students per class as well as due to the limitations they have in teaching facilities. It was observed that classes are both teacher centred as well as student centred. Teachers are aware that more time should be given to their students in order to have a more effective teaching process, but due to the above mentioned reasons they are not able to do so. Despite that, teachers are always flexible and open to their students and allow them to make questions whenever they feel like making them, and try to answer at the best they can, as well as try to adopt the most appropriate teaching methods for their students.

Furthermore, as far as the methods used for this research concerned, it is worth mentioning that; the method used for data collection is a very reliable which contributes to its validity. Reasoning is that, by visiting each school and meeting the people in charge you get more familiar with the school, teacher, environment, as well as conditions in which respective English teachers work with their students.

The findings from this study provide insights into how teachers of primary schools in Kosovo identify as which teaching methods are appropriate for their class/students and which methods are applied at different primary schools in Kosovo. The facts obtained by practical enquiry makes this subject feasible and ethically defensible. At the end, I wish that this research study may be used by English teachers in order to provide an efficient teaching in EFL and to explore other experiences which might be helpful when teaching different categories and cultures.

5.2 Recommendations

Considering the fact that English language teaching is a very wide and important subject, a significant attention should be given to it. Hence, teachers of primary schools in Kosovo showed to be very proactive and productive as far as the teaching methodologies concerned.

However, relying on the data and findings of this research, the following recommendations can be made:

- Number of students per class should be downsized, which most probably needs time to be established. Reasoning is that, English language teaching is in one way

handicapped due to the overcrowded classrooms and limited teaching facilities, which doesn't really help in language development of the students.

- There should be a more interactive learning. Where more time should be given to students in order to practice and develop their speaking and writing skills in English language. Even though teachers are very opened to their students and allow them to make questions, classes should be more students centred.
- It is also recommended that one teacher teaches the same grade of students, because based on the outcomes of this research it showed to be more effective and successful. This was the case of primary school in Prishtina.
- Teachers should organize extra classes for students whom they think need more improvement depending on their needs whether it is speaking, writing, vocabulary etc. This applies only to certain schools.
- Teachers of certain primary schools should try applying only English language whilst teaching in the classroom. Whenever something is not clear for their students and they need clarifications, they should try assisting them by using various kinds of methods such as: pictures, figures, gestures etc.
- Government and local education authorities in charge must provide primary schools with environmental-classroom equipment in terms of English language cabinets, Audio-Visual aids, projectors which would enable them carry out their duty in a more efficient and professional manner. This would contribute to a higher standard of success in the teaching and learning process.
- I would highly recommend Teachers to get higher degrees as far as qualification concerned. Although, the minimum requirement for English teachers of primary school is BA degree, I would highly recommend such teachers to further advance in their education career. Reasoning is that, most of the interviewed teachers have more than ten years of working experience, and during this period of time didn't get any

higher degree. I say this, because we always have to try and develop our skills and am in the same step with the new teaching inventions or techniques.

Recommendations in this research were made based on the gaps found from the obtained results. Hence, teachers of primary schools should always try to adopt the methods they think are more appropriate for their students, and apply different methods for those who need extra time. But, they also should raise their voice and ask the authorities in charge to provide them with the teaching facilities they need, including here the space issue.

We are all aware that Kosovo Educational System has a lot of problems and needs a lot of improvement. However, I would really like that this issue would be addressed to a higher level and be taken under consideration since education is the fundamental element of our newly established state.

5.3 Suggestions

One of the suggestions for this research would be that in the future there might be another research where secondary school teachers and students will be included, and it might give more interesting results when comparing the answers of students and teachers.