UNIVERSITETI I EVROPËS JUGLINDORE
УНИВЕРЗИТЕТ НА ЈУГОИСТОЧНА ЕВРОПА
SOUTH EAST EUROPEAN UNIVERSITY

FAKULTETI I GJUHËVE, KULTURAVE DHE KOMUNIKIMIT
ФАКУЛТЕТ ЗА ЈАЗИЦИ, КУЛТУРИ И КОМУНИКАЦИЈА
FACULTY OF LANGUAGES, CULTURES AND COMMUNICATION

POSTGRADUATE STUDIES – SECOND CYCLE

"Approaches to Teaching English Language in a state primary school versus private primary school: the cases of "Istikball" and "Maarif International Schools" in Tetovo"

CANDIDATE:
Florime Sinani

MENTOR:
Asst. Prof. Dr. Veronika Kareva

Acknowledgements

The writing of this thesis would not have been possible without the help of many individuals; therefore my greatest respect goes to the following.

I express my greatest respect to my thesis mentor and advisor Asst. Prof. Dr. Veronika Kareva, for her continual guidance in every part of this thesis. Dr. Kareva with her positive attitude represents the university's values through her loyalty and dedication to students. I would also like to thank the members of my thesis committee.

This Master thesis study is a dedication to my family, especially to my parents and my brother who have never left my side. I want to say that they mean the absolute world to me, and I will never be able to repay them about the fact that they sent me to this University. Special regards go to my best friend, colleague, my wonderful and very supportive Agnesa. I want to say that friends like you are limited. Thank you for being the best. For me, it is impossible to imagine my life without you. People come and go, but family stays forever. And for me, you are family.

Abstract

This topic investigates approaches of teaching English in a state primary school versus private primary school. It attempts to analyze the differences between learning the same language in two different schools, both following the state curriculum, given by the Ministry of Education with all the rules that have to be followed. Here will be compared all the methods and techniques that are used in these two schools; and all the things that they try to do for a better and faster way of teaching English.

This thesis studies all the advantages and disadvantages of approaches of teaching English as a second language. For a better conclusion, investigates also the results and achievements of students in these two different schools.

To find out all the qualities that these schools possess, this thesis makes questionnaires, tests, interviews, observations, compare the results and also analyze the methods and the books that are used for teaching English.

This investigation takes place on primary education level, and all the participants involved for the study are from primary education coming from the state school " Istikball" and private school "Maarif International School". Both schools are located in Tetovo.

All things considered, this research is a comparison between two schools; bringing into surface all the methods and techniques used for the best results. The thesis analyzes all the approaches that are used in learning English, comparing their advantages and disadvantages. The teacher observes one hour per week of each primary school class. The duration of this observation lasts 2 months. At this time, the teacher has the chance to gather all the information that are needed, including methods, techniques and hours of teaching English in a private school likewise in the state school. As a result of this, the teacher is able to write all the advantages and disadvantages of teaching English in a private school and all the advantages and disadvantages of teaching English in a state school, including here knowledge and overall results that students perform in English language.

Keywords: State school, private school, comparison, investigation, methods, advantages, disadvantages

TABLE OF CONTENTS

List of tables

List of figures

List of graphs

CHAPTER 1: INTRODUCTION

English Language is one of the most important languages around the world, and there are many reasons why this language is so important and one of the main reasons is that this language is the way to link many countries whose first language is not English.

Teaching of this language has many patterns, and these patterns are changing together with the teaching education programs of English Language as a second language. Taking this into consideration, we have to recall the necessity to strength the ways of teaching and learning of this language.

From one school to another, from one program to another, there are considered many differences. In order to learn a language, we must have a good teacher, and in order to be a good teacher, you, first of all, should possess enough time to spend with students in order to teach the four skills of a language: writing, listening, speaking and reading. All these four involved, are the ideal way to increase the student's confidence. It is in the hands of the English teacher to bring this confidence outside of the learner.

All the time, language teachers are looking for different methods to improve their way of teaching, but they cannot change the weekly hours that are supposed for the English classes. This is a reason to compare the case of the state primary school "Istikball" with the case of private primary school "Maarif International Schools".

Nowadays, teachers count technology as the most important part of their teaching. Students and teachers all over the world are using the technology everyday more and more, and teachers have to agree with the fact that technology helps in improving the teaching and helps students to improve their learning. Applying technology in our classes can help us in different ways. First of all students can find it more interesting; secondly it is technology that allows us to teach English Language in more sophisticated way, and thirdly it offers an independent learning for students.

The teacher is the model for a student. If the teacher is motivated to teach, then the students will be motivated to learn. Motivation is the key for the learning to take place. The learning cannot take place if there is not present the motivation. To be able to success, we have to find and use the best teaching methods and techniques.

One of the most difficult parts of teaching and learning a new language is the writing skills, and the knowledge of the students in this part is minimal. We can have great results in communication, but when we ask them through an exam or quiz, these results drop, and the main factor of this is the timetable. It is a sad reality for all teachers that do not have enough time to give the feedback needed to these students. Having a class

with 20-30 students, and having 3 classes per week, makes it impossible. The only escape from this reality is increasing the number of classes.

To finish the introduction part, we can say that every teacher is the leader of his/her class, and each school is different from the other. The teachers of the school are not the same; the only similarities between some schools are different activities that are used to teach a language in a successful way.

So, the main objective of this thesis is to find and offer some possible methods to build great results in teaching and learning the English language as a second language, starting with the first chapter that deals with the background of the study, the purpose of the study and also the structure of the study.

1.1 Background of the study

Generally, being a second language learner is not very easy because you do not always have the opportunity to use the language you are learning in everyday life, and this causes the most common mistakes in which students' rules in using the language are limited because learners try to combine the rules of their mother tongue with the rules of the second language, while the teacher has to find some methods that fit students' needs in order to not mix their mother tongue with the second language, in our study, English language.

When the learners are young, teachers can use different strategies to motivate and make them learn. Using same activities in every class, can be boring not only for teachers, but for students as well. In this case, their motivation is decreased, so the results will be a 0. While changing the activities continuously, teachers can motivate students and increase the results of success.

To be a teacher, means to be a model, and to be a model, means that you are copied. First of all, the teachers have to be careful with their own behavior and their own way of teaching. What happens for example if the teacher does a mistake in pronunciation? Learners will copy this, and represent it the way they heard. In inappropriate way.

So, when teachers enter a classroom, the main thing to remember is that children are very curious. Remember that they are going to grab some information from everything you do and everything you explain. If teachers want to be a good example, they have to be very organized, provide different activities and methods, and remember that the

same question can have different answers, depending from the student, because in every classroom, there are present students with more knowledge and students with less knowledge.

Different teachers use different methods that help their students to be taught properly, according to the situation that they are. Richard, J. C. & Rodgers, Th. S (1986) claim that current approaches are claimed directly or indirectly through some theoretical views of language.

> "At least three different theoretical views of language and the nature of language proficiency explicitly or implicitly inform current approaches and methods in language teaching. The first and the most traditional of the three, is the structural view the view that language is a system of structurally related elements for the coding of meaning".

(p. 16). According to them, in the second view the language is seen only as a vehicle of expression "The second view of the language is the functional view, the view that language is a vehicle for the expression of functional meaning. The communicative movement in language teaching subscribes to this view of language". (p. 16). They claim that the language is only e path to create social relations with each other "The third view of language can be called interactional view. It sees the language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. Language is seen as a tool for the creation and maintenance of social relations" (p.16).

In the well being of the learners, one of the most important parts is the role of school. If schools are active in the creation of the good environments, the learners will recognize it and they will be involved productively in their lessons.

1.2 Purpose of the thesis

One of the main purposes of this thesis is to find out the essential approaches that young learners need to be motivated during English classes, and to be successful as well. Different learners have different processes of learning, and a huge role depends on the child's previous knowledge of the language, integration of learning, finding the method they like and also learning in the environment they like.

Depending on the students, teachers decide which method should be used. The teachers have to see the time he/she possesses, the aims of the lesson and also the previous

experience of the class in the language.

Generally, in our education, approaches of teaching sometimes are seen as a good idea because of the fact that teachers follow their students, and then according to their needs they use different approaches and different methods, with the idea of having successful students and successful career. While, sometimes, teachers uses the same methods and approaches for their students, without considering that the ones they use do not fit students' needs and the students do not have success. So, the purpose of the thesis is to find some ways and show the results of being successful by using good approaches and being less successful using old approaches without trying to follow the students' needs. Most of the time, students learn because they know that at the end they will be graded. So, if the success of students is high only because of this fact, are we successful? Is it a good idea to just teach them for a grade? What if the grades do not exist?

Teachers have to use different methods and different approaches in order for their students to learn with desire, to forget that there is a grade at the end of the semester/ year. If a learner enjoys the class and the way of teaching, then, he/she will forget the end of the year. The only thing to remember will be that they want to learn because they want to have more knowledge.

At the end of the thesis, we will have different results on how children like or do not like materials used in English classes; how they like the way their teacher teaches them; and how they want to continue using same approaches with the same teacher.

As a result, this thesis shows some results of two different schools, with students of the same age. At the end, there is presented learners' level of English language, together with the factors of this level of knowledge: number of hours per week, materials, methods that are used in the classroom and the environment.

1.3 The structure of the thesis

This thesis is a collection of seven chapters. In the first chapter we have e short introduction about the thesis, then to continue with the background of the thesis, purpose of the thesis and at the end the structure of the thesis.

The second chapter of the thesis is about the language teaching methods. It is mostly focused on the four best known methods. The first method mentioned in the thesis will be the grammar translation method, in which we see how important was this method by listing some reasons why this method still deserves a place in the classroom, we also

find how helpful can be this method for the students, since we know that the two main roles of this method are translation and grammar. Secondly, we continue with the next method that is the direct method, in which we will explain the major characteristics of this method and the importance of this method in a classroom. The third method to be mentioned is the audio – lingual method, in which we deal with the two theories of this method, the first one known as the theory of language – Structuralism and the second one known as the theory of learning – Behaviorism. The last method to mention is the communicative approach, in which the main focus is on materials that are used in classroom and the activities that are used to for this method to be successful.

The third chapter provides the language teaching and learning as a process in which is introduced that grammar is one of the main parts of a language and without it there does not exist a real meaning in a sentence. The main focus is in the difference between inductive and deductive teaching, in which the inductive teaching allows students to work by themselves, and before having the rules of a specific part, they work to find out the rules. While the deductive teaching is about applying the given rules in exercises. Then, the thesis shows some ways of improving the vocabulary of learners.

The fourth chapter is about the evaluating of two different programs in two different schools. The chapter starts with the evaluating of the classroom teaching materials. Here is presented the results and the answers of learners about the materials that they use in school. The second part of the fourth chapter is about the introduction of the study research in two schools, sharing some main reasons why these schools are successful, their advantages and also their disadvantages on using 3 hours per week in state primary school "Istikball" and using 6 hours per week in private primary school "Maarif International Schools". On the third, fourth and fifth part we will introduce the findings from the questionnaires, tests and interviews with students. The chapter ends with some feedback about English classes.

The fifth chapter is about the programming and planning of an English language classroom, in which the first part is about the general planning of a language class, the things that should be considered while planning a language classroom. The second and the third part are about the short term planning and long term planning of a language classroom, in which the short term is about how children learn in short terms only for a grade at the end, while the long term planning is about how children learn in long terms for their future and how teachers plan it for a long term period of time.

The sixth chapter is a conclusion about the thesis, presenting the limitations of the

study, the pedagogical implications of the study and also some advices for further research.

The thesis ends with the seventh chapter in which the appendixes are structured and also will be presented resources used in this study.

CHAPTER 2: LANGUAGE TEACHING METHODS

The method of teaching is very important in a classroom. When a teacher chooses a method, first of all should see the students' needs and then decide about it. There are various methods of teaching, and their importance is seen by students' success. Using of only one method sometimes can be boring for students, while sometimes it does not feed all the needs students have, and this is the main reason why changing and trying new methods can lead students to a better learning of the target language. Different methods have different techniques, and different techniques can be more helpful and successful for students comparing with only one method of teaching.

Teachers can be comfortable with the usage of only one method, but there is a visible importance in using of all methods, so students can succeed. And it is the role of both teachers and students for this succeed, but sometimes the main role is on the student.

New techniques are more focused on role of learners rather than the external inspiration that learners have from the environment. While learning English language, the attention has moved from the external made of teachers and materials, to the internal made of students. (Farell & Jacobs, 2010).

A teaching method is a way in which you teach a new language based on some rules and principles, so, it is up to the teacher to decide the method that is appropriate to be used, following the specific rules for each method. So, for example if a teacher wants to use the grammar translation method, and still he/she uses different topics in class in order to make students communicate, it means that the expected results will not be present there, because of the fact that the teacher wants to use the grammar translation method, whereas he/she implies the communicative approach, too.

A teacher sometimes can start his/her career with a particular method, but in time, this method can change according to teacher's beliefs as a result of different experiences in classroom or by sharing ideas with colleagues and attending different training programmes. (Hall, G., 2011)

While choosing a certain method, the teacher has to consider that in class, there are present different learners with different styles of learning. This is the reason why there is a need for the teacher to be able to use different methods of teaching, depending on the learners' classification.

Furthermore, there does not exist such a method to be acceptable by all learners. Teachers should be aware of the fact that different goals can be achieved through different methods. And methods should be used to bring the changes to students. That

is to say, if a student is not successful you change the method, whilst the method you start to use should fill the room for improvement.

Over the time, language teaching methods are improved according to teachers experience and experimentation, leading them to new methods with new developments. (Kumaravadivelu, B., 2008)

When a new language is learned, there is a process that should be followed. According to Aslam, R., (1992) "Learning has been theorized to take place through imitation, memorization, intuition, observation, inheritance and a myriad other process. (p.1)

2.1 Grammar Translation Method

Grammar translation method is a traditional method in which two main things are the grammar and translation. This is a traditional method, where the teacher has to explain the grammar part, while the translation is involved, too. It does not improve the ability of communication in English language. Freeman, L. D. (2000) claims that this type of method has had different names in the past, and the first time that this method was used is 1988 in Latin and Greek languages.

> "The Grammar Translation method is not new. It has had different names, but it has been used by language teachers for many years. At one time it was called the Classical Method since it was first used in teaching of the classical languages, Latin and Greek (Chastain 1988). Earlier in this century, this method was used for the purpose of helping students read and appreciate foreign language literature." (p.11)

In order for a teacher to be able to use this method, learners have to possess the ability to read in the language they are learning. Teachers who use the Grammar Translation Method agree with the fact that the usage of the grammar translation method is because learners should be able to read in the target language. (Freeman, L.D., 2000)

At the time that teachers use the Grammar Translation Method, teachers should recall some of the main objectives that students should possess in order to use this method, and some of these objectives are:

- Learners are able to read the language;

- Learners can translate from one language to the other;

For students to be successful on their target language, they have to understand that the grammar is taught through presentation and study of rules, while its practice is provided through translation from mother tongue to the target language. (Nagaraj, G., 1996)

Different teachers use different methods, but when a teacher uses the grammar translation method, he/she divides the roles with the students, in this case, teacher's role is to have the authority in the class, whereas the students' role is to do as the teachers says and learn what the teacher teaches. (Freeman, L.D., 2000)

2.1.1 Some reasons why the Grammar Translation Method deserves a place in the classroom

Teachers, in their career, use different methods and different approaches until they find the one that fits the students' needs. But, when they find it, the learners change, so do methods. Using of the grammar translation method, may have disadvantages, but the use of this method has advantages as well, and for me, as an English language teacher, some of advantages I can find in using this method are: firstly, it can be less stressful for students, secondly it is helpful for teacher if in the class there is a large number of students; thirdly the students will understand the translated words of the language very easily; and the last one to mention is that this method allows the participation of students with more and less knowledge of the target language.

2.2 Direct Method

Direct method is also known as a reformed method because with this method we can teach a foreign language throughout dialogs and reading in the target language without using of the mother tongue and neither grammar nor translation involved. This method is also called natural method because learners are stimulated and focused to learn English same as they learnt their mother tongue. (Dash, 2007)

Verghese, C. P. (1989) claims that using of the direct method is not very good because this method does not involve grammar parts and the students cannot succeed without grammar. ""The Direct Method practically ignores the study of grammar; this is not

desirable because the knowledge of grammar is useful to the students to correct errors and strengthen language habits." (p.58)

Direct Method is very common, and teachers teach their students a new language through this method directly with different body movements and demonstrations, without helping students in their mother tongue.

The teachers that use this method want their students to be able to communicate in the target language, with the same results as he/she experiences the mother tongue. This method helps students to understand better what is said and what is read. The focus of the lessons is on good pronunciation, often introducing learners to phonetic symbols before they see standard writing examples.[1]

When in English classes, students can express their thoughts and ideas directly in the language that they are learning, only by using the direct method. In my experience as a teacher, while using the direct method, first thing to remember is that there will be a lot of gestures to be done until the students understand the meaning of a specific word and moving on to the next word can be possible only if the previous word is learnt by students.

2.2.1 Major Concepts of Direct Method

Above everything, the direct method is characterized by the use of the target language that means all the instructions and communication in the classroom, will be only in the target language avoiding the mother tongue.

The procedure of this method is usually by the teacher that gives a text and explains only the expressions that are more difficult. These expressions or words are explained usually by using demonstration. Then we have grammar in which students are mostly focused to discover the grammatical principles for themselves. So, this method is made of the spoken language in the target language.

Stern, H. H. (1983) claims that direct method, besides having advantages, is made even of some disadvantages in which the mains problems are that the meaning should be conveyed without translation and that the direct method should be applied beyond elementary stages. "Two major problems have persistently troubled direct method teaching. One has been to convey meaning without translating, and how to safeguard against misunderstanding without reference to the first language. Another has been how

---

[1] https://blog.tjtaylor.net/method-direct-grammar/

to apply the direct method beyond elementary stages of language learning. (p. 460)

2.3 Audio – Lingual Method

Audio – Lingual method is a method of teaching a foreign language and is based on behaviorist theory. This method is similar to direct method.

In this method, the teacher has to present the model of a sentence and the students have to repeat it. This method does not focus on vocabulary and also the grammar has to be memorized as a form.

According to Coady, J. & Huckin, Th. (1997) "With the major object of a language teaching being the acquisition of structural patterns, vocabulary items were selected according to their simplicity and familiarity." (p.11)

Yule, G. (2010) claims that a use of a language can be our habit only if we practice the language a lot.

> "This approach, called audio – lingual method, was strongly influenced by a belief that the fluent use of a language was essentially a set of "habits" that could be developed a lot of practice. Much of this practice involved hours spent in a language laboratory repeating oral drills. Versions of this approach are still used in language teaching, but its critics have pointed out that isolated practice in drilling language patterns bears no resemblance to the interactional nature of actual spoken language use." (p. 190)

2.3.1 Theory of Language: Structuralism

Learning a new language, seems to be difficult, and the main reason of this is that there is an infinite number or words, while our memorization is not that powerful, while language learning requires something that is more than memorization.

In the process of learning a new language, the pronunciation is very important. Weisler, S. E. & Milekic, S.(2000) claim that speakers of their native language can learn the

sound of all the words perfectly, but this is not the same when the learn a new language as a second language.

> "All normally developing speakers learn the sound system of their dialects completely and perfectly. Although certain speech sounds (like the inter – dental fricatives), may take longer for children to learn, eventually all speech sounds are mastered and all sounds are produced and identified with equal apparent ease. There is simply no such a s difficult sound. It is probably best to interpret this to mean that the difficulty is manifest only for speakers of other languages." (p.29)

For all teachers, in order to find what a language is, and how should this language be taught, first thing to know is the structure that the language has got and also its system. We, as language teachers, have to know that languages have got some structures, in which all elements interact with each other, to not forget that languages also are systems of signs. In order for our students to understand these systems, we have to teach students to see a specific sign as an object equal with two other ideas, in one of them the learner can see the physical existence through some images while in the other the learner has the mental existence of the object in which he/she imagines the things for the specific sign.

According to Sebeok, T. A. (2001)

> "A sign is any physical form that has been imaged or made externally (through some physical medium) to stand for an object, event, feeling, etc., known as a referent or for a class of similar (or related) objects, events, feelings. In human life, signs serve many functions. They allow people to recognize patterns in things; they act as predictive guides or plans for taking actions. The English word cat, for example, is an example of a particular kind of human sign- known as verbal – which stands for a referent that can be described as a carnivorous mammal with a tail, whiskers and retractile claws." (p.1)

2.3.2 Theory of Learning: Behaviorism

Behaviorism is one of the most important things in learners' life. The way they act in school and the things they do are represented through behaviorism. Learners' behaviorism is caused by external conditions, according to the environment.

Different learners act differently. O'Donohue, W. & Kitchener, R. (1998) claim that three main points should be argued about the behaviorism.

"Thus far, we have sought to argue three points: 1) There are several behaviorisms, both philosophical and psychological, not a single one; 2) This plurality makes already difficult questions concerning the history and conceptual character of behaviorism even more difficult to answer; 3) Any claims regarding the death of behaviorism are seen as premature." (p.8)

Above, we said that behaviorism is something that comes from outside, form the external conditions. Staats, A. W. (1996) claims that the rest of the human behavior can be described by the emotional response that they have. "The important thing is that much human behavior can be described as either approach or avoidance behavior, under the control of the extent that the stimulus situation involves elicits a positive or a negative emotional response." (p.49)

Teachers are aware of the fact that their students behave the way they are taught to behave and their behavior is a result of external conditions. So, every teacher accepts the fact that the behavior of the learners is acquired throughout the conditions. Behaviorism is a worldview that assumes a learner is essentially passive, responding to environmental stimuli.[2]

2.4 Communicative Approach

Communicative approach is one of the most common methods nowadays. Using this method, teachers find a lot of advantages, and this is the main reason why this method is so popular in teaching.

Learning a new language is based in so many things. There is grammar and vocabulary, each of them with specific rules to be followed. If students want to achieve the structures of the sentences in proper way, they have to learn grammar rules in a proper way, while vocabulary has to be taught in order to communicate, and communication is the key to link two languages. In order to learn a new language successfully, we should have real communication in that language, so we can learn how to use the target language. Not every communication has the same level, but the main thing is that learners communicate. They produce different sentences in order to communicate, starting from the lowest level, up to the highest one.

Each activity used in classroom help learners to achieve their goal of communication. the role of every activity is to help learners on the clarity of their target language.

---

[2] https://www.learning-theories.com/behaviorism.html

(Littlewood, W., 1981)

Using of communicative approach, is a way for learners to know that they are learning the target language through communication, in which the main goal is using of different activities with the process of communication.

Teachers that use this method are the guidance throughout the communication class, which motivate and help students, while the learners' success is seen only through participating.

Since we have the teachers and students as two main parts of the communication class, we have two other important things, involved here the materials and the activities used for this method to take place.

2.4.1 Materials

When teaching a second language through the communicative approach, the use of good materials can be really helpful. Using of good materials can lead students to success. Learners can find themselves more interested to these materials; therefore the success will come along. Teachers are the ones that should find the proper materials according to students' needs, having in consideration that the most important part of students' achievement are materials. Learning materials are important because they can significantly increase student achievement by supporting student learning. [3]

Every single thing teachers use in classes to encourage the learning of learners is called material.

It is difficult for teachers to find the proper material that fits the students' needs. In order to choose a material for the class, first there are some questions that teachers should find the answer of them and then choose the material. What and why do you want the learners to learn in class? Is the assignment necessary and competent? Will the class be group or pair work? What kind of directions you will have and how you will do them? (Richard & Renandya, 2002)

Selecting of a good book can support the process of teaching, as well as learning.

Azarnosh, M., Zeraatpishe, M, Faravani, A. & Kargozari, H. R. (2016) claim that materials are helpful for both students and teachers, and without them the language learning will be more confused.

"Within pedagogy, there is the further question of what materials are supposed

---

[3] https://education.gov.gy/web/index.php/teachers/tips-for-teaching/item/2036-the-importance-of-learning-materials-in-teaching

to offer. Proponents of course – books claim that they provide an essential supporting structure for both teachers and students. According to this view, they are invaluable reference to which users can return. Without them, it is claimed, the language would be bewildering, confusing and disorganized mosaic of fragments of phonology, lexis, syntax and meaning." (p.11)

On the other hand, we have the statement of Tomlinson, B. (2003), in which he claims that the emotions of learners can be engaged only by good materials. "The most important result that learning materials can achieve is to engage the emotions of learners. Laughter, joy, excitement, sorrow and anger can promote learning." (p.18)

In order to make possible an effective lesson, we have to use materials that are helpful for our students, since they are one of the best ways to make the lesson interesting, easy, successful and effective. Accordingly, for all teachers to have successful students, first thing to do is the proper use of material.

As a conclusion, the methods of teaching play an important role in teaching. Some methods are focused on communication, some on translation, while some others on grammar.

When a teacher is teaching, the most important thing he has to consider are the aims and objectives of the subjects, as well as the interests of students and the environment. (Elizabeth, M. E. S., 2004)

The methods used by different teachers are considered helpful for students. When teachers want their methods to be successful for students, they plan different activities so their students will feel comfortable with. Yet, teachers must understand students' needs in order to plan helpful activities.

At the end, we can say that it is not possible to apply the same method to all learners, because different learners have different objectives. According to their objectives, teacher selects a method of teaching and guides the learners to success. Different schools use different methods for their learners to be successful. All four methods are used in different schools by different teachers, but there is always one method that fits the students' needs better. The main idea is that in two schools there may be all four methods used, but if in one school the Grammar method is more successful than the others, in the other school the Direct method can be more successful. All methods are important, but their success is according to the students needs.

CHAPTER 3: Research design and methodology

3.1 Introduction of the research design and methodology

This chapter describes the design of the study regarding the effectiveness of having more English classes per week. It examines the motivation and success of each student among primary school learners of English language. Here will be provided different data and findings gathered from the performance of learners in two different schools and from questionnaires. Furthermore, the overall design of the study has a detailed description about the usage of English language in the classroom, the procedure of both teachers and learners in having 3 classes per week and 6 classes per week, their motivation of being in a private school comparing to a state school.

3.2 Design of the study

The study is a qualitative study and uses experimental methods of research. The study takes place at the primary education level and the participants are selected from the primary school. The learners are from two different schools, both located in the city, in which one of them is a private school with six classes of English language per week, while the second school is a state school with three classes of English language per week.

The examination is as follows: firstly there are some observation hours. There are observed some English classes, from which the results are about the motivation of the students, their participation in class, their need of having more English classes, and the learners' success according to different methods used in the classroom. Secondly, there takes place a questionnaire from which the results are about the satisfaction of students for materials they have, teachers that teach them English language, and the need for having more or less classes. And thirdly there is an interview with the teachers about the methods they use, the motivation they have and also the proper number of hours per week that learners should learn English language.

3.3 Research Questions and Hypotheses

This study examines the approaches of teaching English and the effectiveness of having more English classes per week in a private school comparing to having less English classes per week in a state school, by means of the following research questions:

1. Do the methods of teachers arouse students' learning motivation?
2. Is there a significant difference between having more classes per week comparing to having fewer classes per week in learning motivation?
3. Is there a significant difference between students' English vocabulary on state school comparing with the private school?
4. Is there is a significant difference between English classes in a state school versus private school?
5. Are learners more motivated in private school or state school?

According to these research questions, here are the following hypotheses of this study:

H.1. Learners and teachers are more motivated in private school;

H.2. The main encouragement of primary school learners of English language comes from the school.

H.3.More English language classes at school can make children feel more confident and comfortable with the target language.

H.4. Good materials can make a huge improvement in learners' English language.

H.5. Teachers may experience more success in a private school because of school's condition;

3.4 Population and sample

The study takes place at the primary education level in two different schools, both of them located in Tetovo. It is consisted of primary school learners who are attending private school and state school. The "Maarif International Schools" is the private school. It is a pleasant campus in Tetovo, with a large number of students. On the other hand, the "Istikball" school is a state school, with a large number of students and also located in Tetovo.

The research sessions are conducted in two different classrooms coming from "Maarif

International Schools" primary school, whereas two other classes belong to the state primary school "Istikball".

Both of the schools have similar educational rules and are very well equipped. Each of them has a computer center and a library in which sometimes the lessons take place. Both schools have a large yard where children usually play during the breaks. The "Maarif International Schools" has all the classes equipped with smart board, that helps students to understand better the language and also makes the way of teaching easier and more interesting, also the other thing that is different from the other school is that here learners has double English classes comparing with the other school. The classes start at 8:30 in the morning and end at 03:15 in the afternoon. The "Istikball" school has English language three times per week. The classes in this school start at 7:30 in the morning and end at 12:55 in the afternoon.

3.5 Data collection procedure

The first step is the permission from the schools' principals for the allowance of the study. Personal data are assured the participants' names will not be needed.

Procedure I

The first procedure is the observation of English classes in two schools. The observer observes the way of teaching and the participation of students. This lasts three weeks, in which the difference of two schools is seen. One of the schools is observed three weeks made of 6 hours, while the other is also observed three weeks made of 18 hours. In these observations are found the results about the organization of the classroom from the teacher and also the knowledge of the language from the learners.

Procedure II

The second procedure is about the questionnaires for the students, in which the main focus is on the materials they use, the English language teacher that they have, the environment they learn, and also the method that fits their needs. Students are able to answer the questionnaire during the English class, in which the observer is present, during this time. At the end, we have the answers of different questions, from which we are able to see the difference between two schools, their advantages and disadvantages.

Procedure III

The third and the last procedure is the interview with the English language teacher. The questions are about their motivation on their career, the methods they use mostly, the things they have to do in order for their students to be successful, and also the factors that affect learners' way of learning. At the end of the interview, again are conveyed two different schools with many differences in between.

Chapter 4. Results and Discussion

This chapter brings forward the results gathered from all the instruments used while doing it. Firstly, it is concentrated on the class observation in two different schools during English classes. Secondly it continues on the questionnaires with students starting with the primary school "Maarif International Schools" and then continuing with classes from primary school "Istikball". It deals with each school individually because of the different answers we can get. When done with students' questionnaires, comes the part about the discussion of the questionnaires, which results are figured out individually, again because of different answers. The last part includes discussion about the interview with teacher of English language.

4.1 Findings from observation

The first school observed is the private primary school "Maarif International Schools". The observations are done on February and March. The observer is focused on the methods that the teacher uses in English classes and the students' success, being focused mostly on the motivation of the students, the structure of the lesson, time spent on different areas, use of different methods and also participation of students.

In this school, teacher uses different methods in order for her students to be successful and she managed the time very well. The methods are very useful because of the fact that students seem to be interested in each and every topic. The elements used from the teacher are a direct way to learning and development of students.

English language used by teacher is very good, with all the tasks oriented and engaged from all students. Overall climate of the class is positive because the teacher encourages all students to work, let students to share their ideas, set objectives and organizes the classroom.

In this observation, 4 skills are involved, including reading, listening, speaking and writing. All these 4 skills are taught using different methods and techniques. In reading part, the teacher uses different texts from the material (it is important to mention that the extra book that this school uses is a very good and helpful book, seems to be very interesting and real motivation for students), and then they discuss some parts of the text and at the end the teacher asks some questions and defines some vocabulary. The next method is again about reading, students work in groups, they read aloud to each other, discuss the material, make questions and give answers.

Secondly, follows the speaking part, in which some methods used are: Speaking in English language all the time during English classes, it seems to be very helpful for all students. Then the other thing about speaking is that they sometimes have the story time in which the students have the opportunity to tell some stories so that they practice their speaking through a challenge.

The listening skill seems to be helpful and easy for all. The teacher divides students into groups of three or four students, and then students do a listening activity. When this activity is finished, they make questions to each other and take notes for the answers. The other method is that in their extra program, they have a very helpful book in which many texts are with listening, so students, in the same time are reading and listening to the text, very helpful for their pronunciation.

The last skill to mention is writing. The methods used for this skill are very good. The first one to mention is the free writing, in which students have to compare two or three different topics through writing, so they can tell what they understand and do not understand, and also practice their writing. This method takes place at the end of the lesson when there is some free time left. The other method is that sometimes, they have to make some sentences from the words that they learnt that day. This method is done individually and not in groups.

Above all the things mentioned, during each and every class, there are different other methods used, ex: games, free time activities, story time etc., all these very helpful and liked by students.

All these methods give the students the opportunity to participate and share their ideas. The students are very familiar to each other, as well as the teacher. They like the English class. The level of their English language is advanced.

The second school observed is the state primary school "Istikball". The observations of the classes are done on February and March. The observer has to see the approaches that the teacher uses for teaching English to students.

The teacher in this school is very well prepared, it is obvious from the materials and resources that are present during each and every classroom, the activities she uses are relevant for the students' level, with effective ideas and examples, and a variety of method. The teacher manages the participation of all students and also the material is presented clearly.

The main focus is on the four skills: listening, speaking, writing and reading and also the methods that teacher uses for all these skills to be taught. The first skill to mention

is reading, which seems to be liked by students. One of the methods the teacher uses is the acting of the reading part. The teacher uses some materials for extra reading, in which students have to read and then act out some scenes from the text. This method helps students to stay focused and to see the connection of reading with the outside world. The other method to mention is a traditional method. Students read a text then they do the multiple choice quiz. This is helpful because students read better when they have in mind that their work will be rewarded with points.

The second skill to mention is writing. In this part, students have more difficulties. The method that teacher uses is writing about a specific topic, then reading of the topic in front of the class. The method is helpful but students are not very well prepared, and this seems to be the reason of many mistakes they do. The second method used is the editing of each other writing. Here students write about a topic, and then instead of reading it, they check each others' paragraph to correct mistakes. It is good idea, but at the end when the teacher checks them, some possible mistakes are still there.

The next skill is speaking. The first method is the discussion. After a lesson, a discussion is held. Students conclude the lesson and share ideas about the lesson. This method is useful because students speak in English language so they practice it, also students are able to share their opinion, if they need more help on that lesson or not. The second method to mention is the interview. The teacher selects a topic for the interview, and then divides students in pairs of two. Students interview each other, after this they present the interview in front of the class.

The last skill is listening in which students improve their listening in English language. The teacher put the students in team and gives each team 10 flashcards. Students have 10 minutes time to think and the describe each of the picture using different adjectives. This method was very interesting and positive for students.

All the methods used in classroom are good for their improvement of English. In this observation, except of the above mentioned methods, a lot of more methods are used, so that students can feel the positivity of a classroom. Students are friends with each other, and feel familiar. They like the English classes, even why their level of English language is lower than the other school in which the observation is done.

4.1 Results from the students' questionnaire

School	Maarif International Schools
Number of students in class	40
Number of students present	39

Table 1: School 1

School	Istikball
Number of student in class	65
Number of student present	59

Table 2: School 2

According to the above tables, there are present a large number of students. The study is done at the end of February. While doing the questionnaires, the students were present and all of them were engaged on the questionnaire.

From these questionnaires, the results are presented as follows:

Question one: "Does your teacher explain things clearly?", 38 responds answered "Always". One respond answered "Often" The results of the first question are presented in % in the figure below.
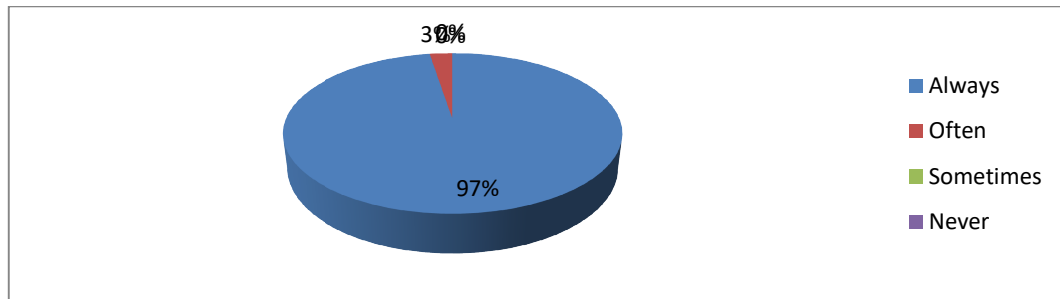
Figure 1: Does your teacher explain things clearly? (Maarif International Schools)

Question one: "Does your teacher explain things clearly?", 39 responds from students were " Always", 18 responds "Often" and 2 responds answered "Sometimes", The results of the first question are presented in % in the figure below.
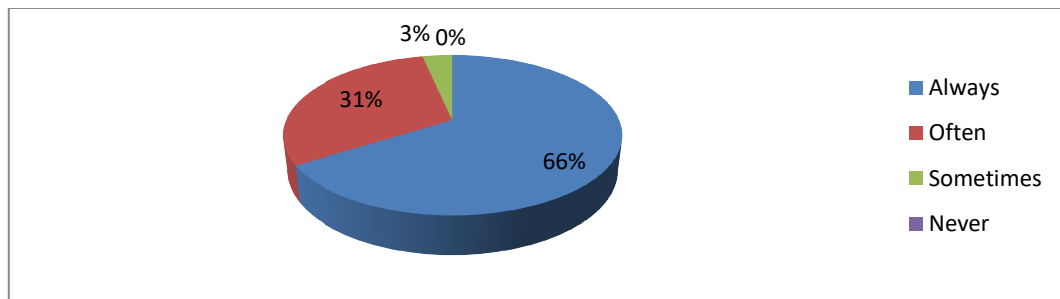

Figure 2: Does your teacher explain things clearly? (Istikball)

As we can see from the first question, the results do not have a huge difference between two schools. In two schools students were satisfied with the way that teachers explain things in classroom.

In question two: "Does your teacher provide essential help?", we have the following results: 36 responds answered: "Always", 3 responds answered "Often". The results of this question are presented in % in the figure below.
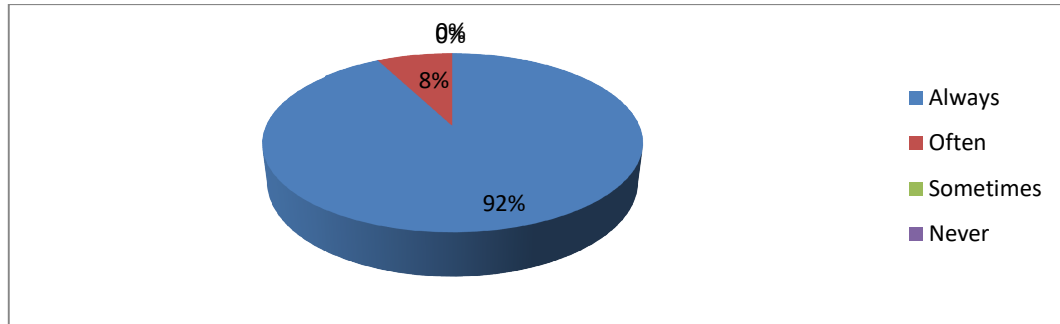
Figure 3: Does your teacher provide essential help? (Maarif International Schools)

In question two: "Does your teacher provide essential help?", we have the following results: 42 responds answered: "Always", 13 responds answered "Often" and 4 responds answered "Sometimes" The results of this question are presented in % in the figure below.
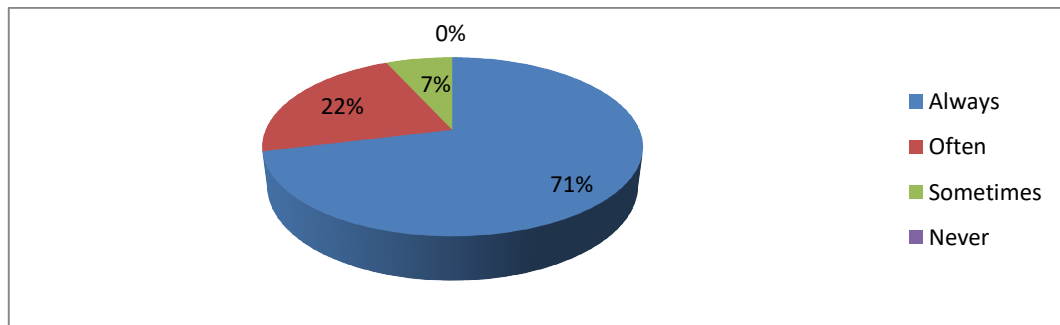

Figure 4: Does your teacher provide essential help? (Istikball)

In the second questions, students were asked if the teachers provide essential help, and from the results, we can see that in two schools teacher do provide essential help since the answers of the students are positive.

29

In question three: "Does your teacher know the language/subject well?", we have the following results: 39 responds answered: "Always". The results of the question are presented in % in the figure below.
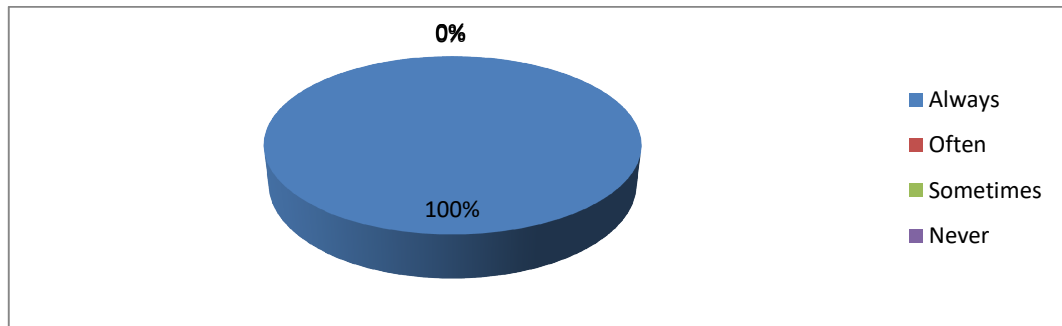
Figure 5: Does your teacher know the language/ subject well? (Maarif International Schools)

In question three: "Does your teacher know the language/subject well?", we have the following results: 37 responds answered: "Always", 9 responds answered "Often" and 13 responds answered "Sometimes". The results of the question are presented in % in the figure below.

Figure 6: Does your teacher know the language/ subject well? (Istikball)

When students were asked about the teacher, if she/he knows the language/ subject well, in the first school "Maarif International Schools" we have 100% positive answers while in the second school "Istikball" the rest of answers were positive, but there were some negative answers, too.

In question four "Does your teacher encourage the participation of everyone"? we have the following results: 37 responds answered: "Always". 1 respond answered "Often" and 1 respond answered "Sometimes". The results of the question are presented in % in the figure below.
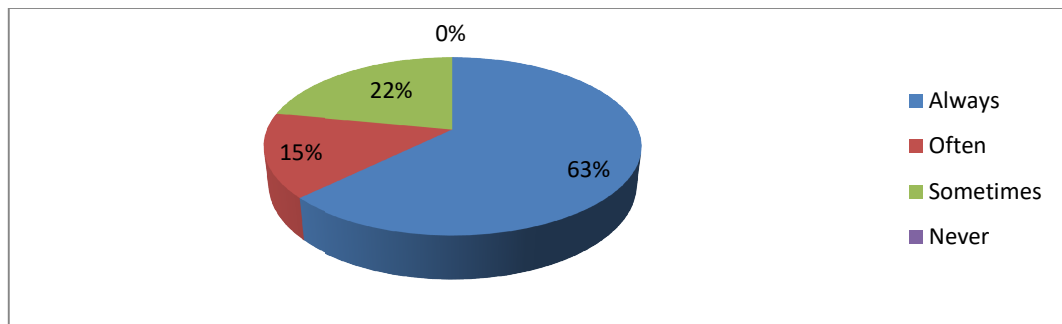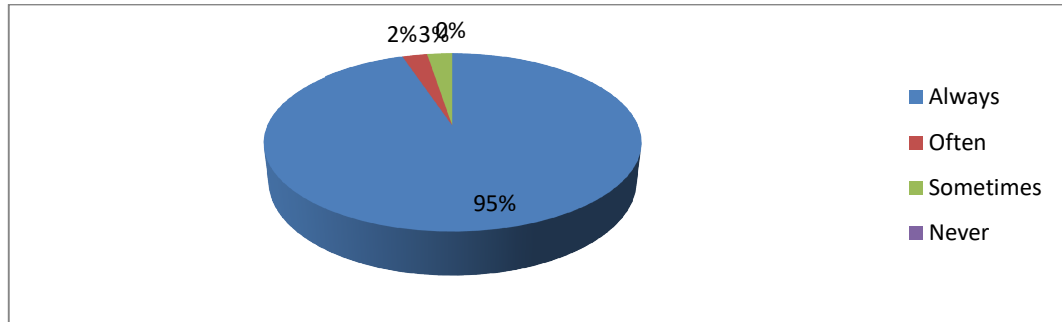
Figure 7: Does your teacher encourage the participation of everyone? (Maarif International Schools)

In question four "Does your teacher encourage the participation of everyone"? we have the following results: 41 responds answered: "Always". 14 responds answered "Often" 4 responds answered "Sometimes". The results of the question are presented in % in the figure below.
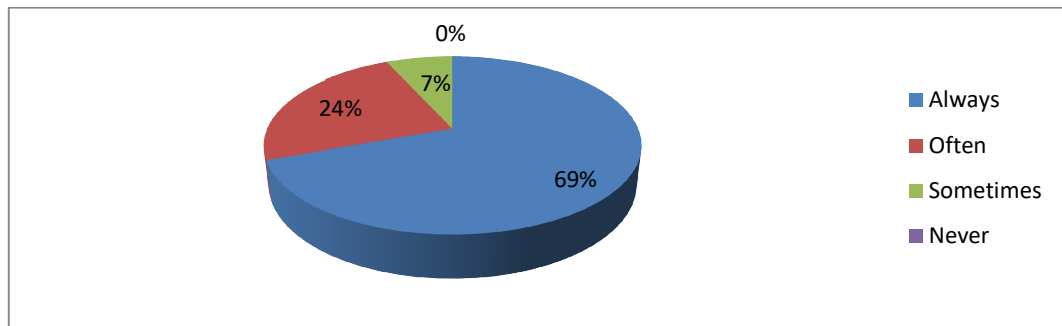
Figure 8: Does your teacher encourage the participation of everyone? (Istikball)

According to question number 4, in which students had to answer if the teacher encourages the participation of everyone, in both schools, students answers positively, with the difference that in Maarif International Schools the number of students who answered positively was higher.

In question five "Does your teacher provide extra classes if needed"? we have the following results: 38 responds answered: "Always" and 1 respond answered "Often". The results of the question are presented in % in the figure below.

Figure 9: Does your teacher provide extra classes if needed? (Maarif International Schools)

In question five "Does your teacher provide extra classes if needed"? we have the following results: 11 responds answered: "Always". 11 responds answered "Often", 9 responds answered "Sometimes" and 28 responds answered "Never". The results of the question are presented in % in the figure below.

Figure 10: Does your teacher provide extra classes if needed? (Istikball)

The results of the fifth questions tell us that there is a huge difference between two schools in providing extra classes for students that need them. In Maarif International Schools, 97% of students answered positively, while in Istikball only 47% of students gave positive answer.

In question six "Does your teacher use enough necessary tools and equipment for studies"? we have the following results: 36 responds answered: "Always". 2 responds answered "Often" and 1 respond answered "Sometimes". The results of the question are presented in % in the figure below.
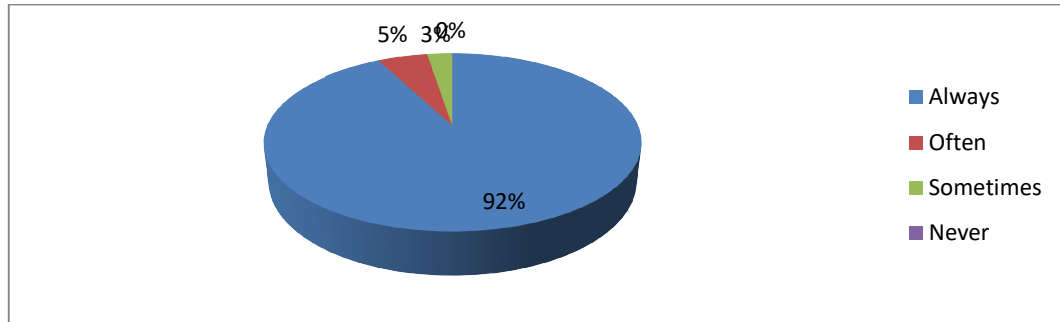

Figure 11: Does your teacher use enough necessary tools and equipment for studies? (Maarif International Schools)

In question six "Does your teacher use enough necessary tools and equipment for studies"? we have the following results: 25 responds answered: "Always".13 responds answered "Often". 16 responds answered "Sometimes" and 5 responds answered "Never". The results of the question are presented in % in the figure below.
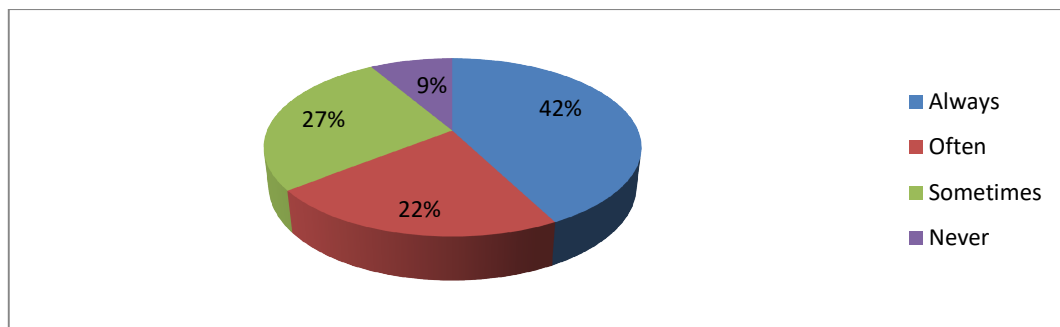
Figure 12: Does your teacher use enough necessary tools and equipment for studies? (Istikball)

In question seven "Does your teacher care about you?" we have the following results: 36 responds answered: "Always" and 3 responds answered "Sometimes". The results of the question are presented in % in the figure below.
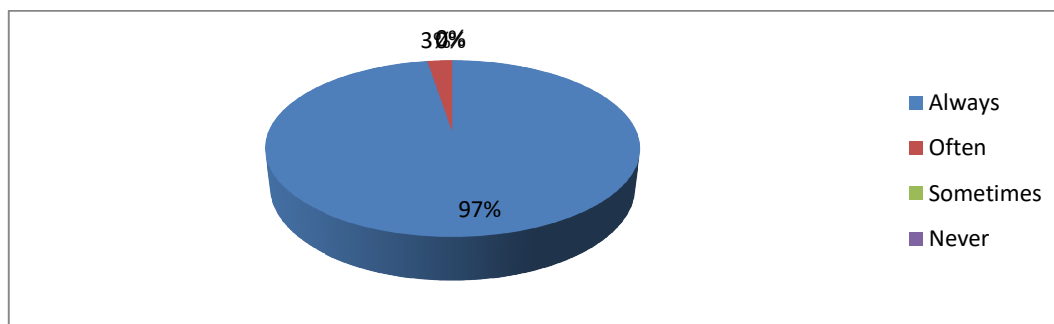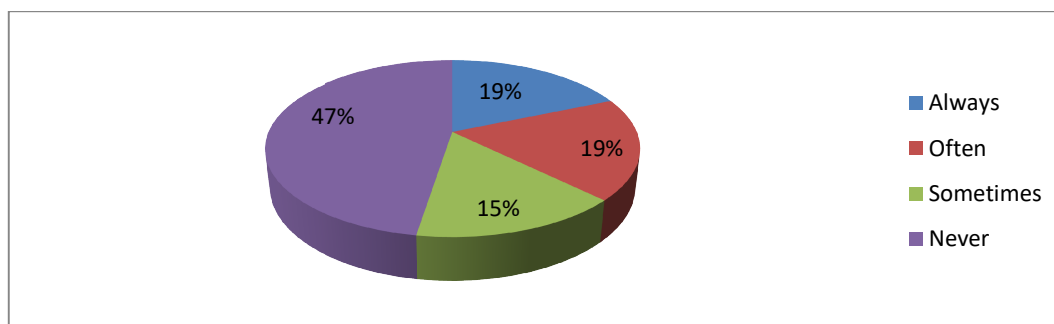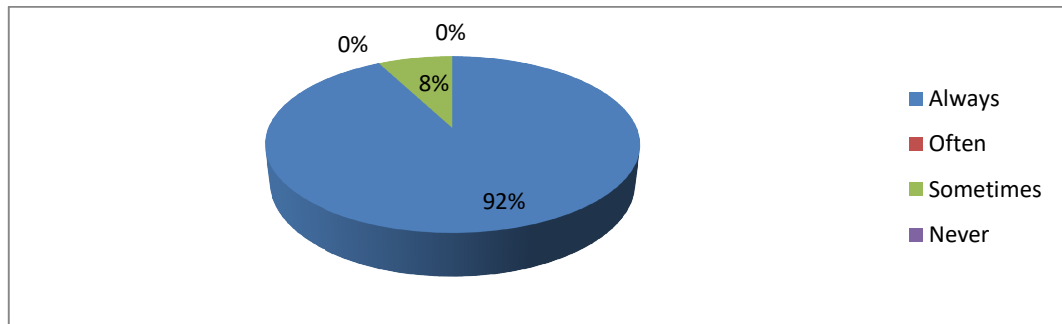

Figure 13: Does your teacher care about you? (Maarif International Schools)

In question seven "Does your teacher care about you?" we have the following results: 31 responds answered: "Always". 15 responds answered "Often, and 13 responds answered "Sometimes". The results of the question are presented in % in the figure below.
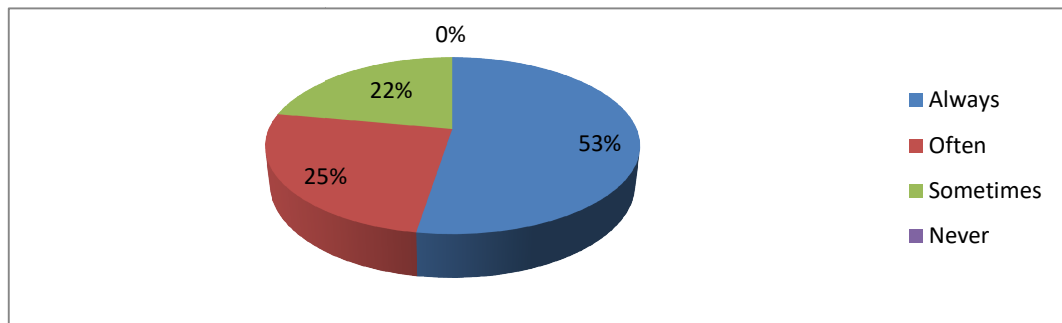
Figure 14: Does your teacher care about you? (Istikball)

As we see, in two schools, the care of the teachers towards students is generally good, but in Maarif International Schools there is a high percentage of students that are aware of the fact that their teacher does really care about them, while in the other school this number is lower.

In question eight "Overall, I would rate my teacher as…" we have the following results: 34 responds answered: "Excellent". 5 responds answered "Very good". The results of the question are presented in % in the figure below.
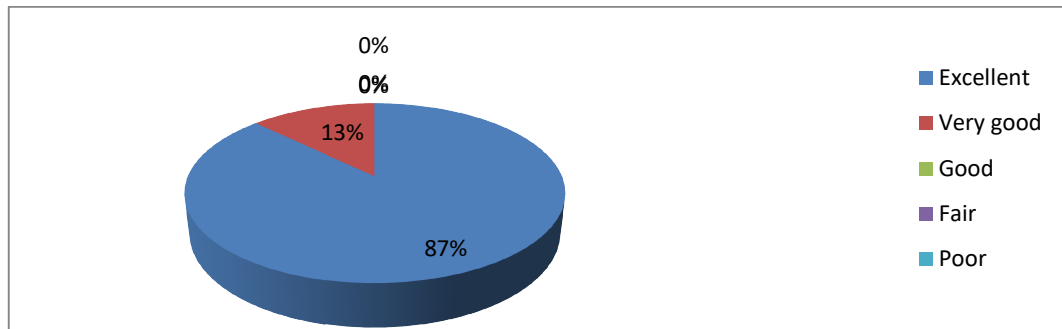
Figure 15: Overall, I would rate my teacher as… (Maarif International Schools)

In question eight "Overall, I would rate my teacher as…" we have the following results: 31 responds answered: "Excellent". 17 responds answered "Very good" and 11 responds answered "Good". The results of the question are presented in % in the figure below.
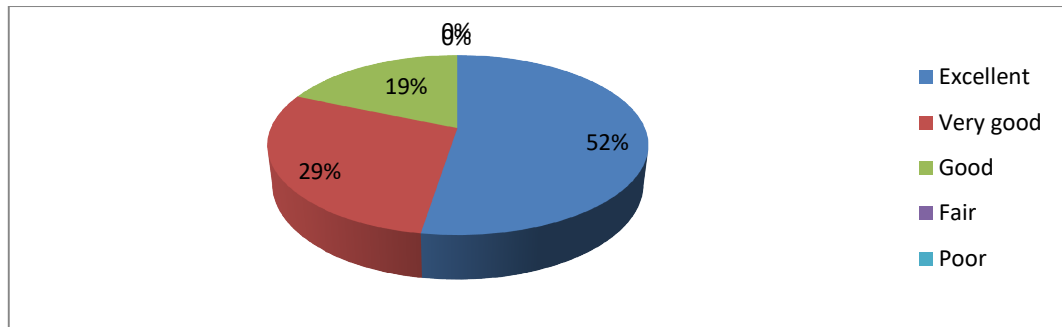
Figure 16: Overall, I would rate my teacher as… (Istikball)

When students were asked about the overall rate of the teacher, in Maarif International Schools, there are more students that rate their teacher as excellent, comparing with the other school, in which only a low number of students rate their teacher as excellent.

In question 9, "I would recommend this teacher to the other students" we have the following results: 36 responds answered: "Definitely" and 3 responds answered "Probably" .The results of the question are presented in % in the figure below.
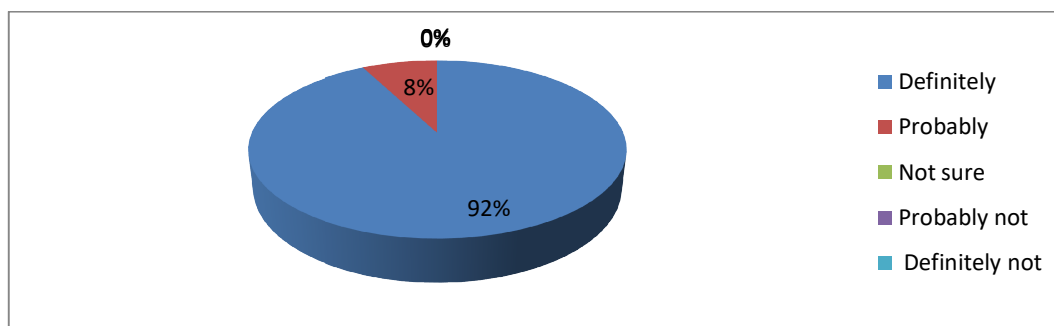
Figure 17: I would recommend this teacher to the other students (Maarif International Schools)

In question 9, "I would recommend this teacher to the other students" we have the following results: 30 responds answered: "Definitely". 17 responds answered "Probably" and 12 responds answered "Not sure". The results of the question are presented in % in the figure below.
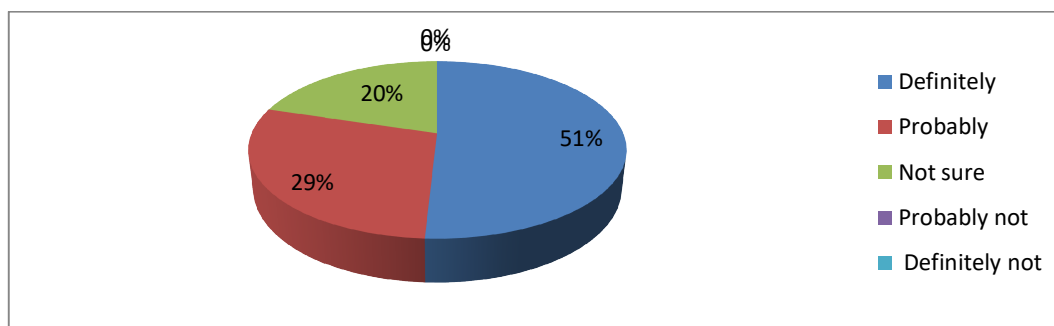
Figure 18: I would recommend this teacher to the other students… (Istikball)

The question that will be discussed now, is considered as the most important questions, since it is about the recommendation of the teacher to the others, and there is a difference between two schools, because in the first school only a small number of students answered "Probably" and the rest of the class were definitely sure to recommend the teacher to the others, whereas in the other school there was a high number of students who are not sure if they would recommend the teacher to the other students, and a small number of students definitely recommend the teacher.

In question 10 "I would say that materials are very helpful"? we have the following results: 32 responds answered: "Definitely". 5 responds answered "Probably" and 1 respond answered "Probably not". The results of the question are presented in % in the figure below.
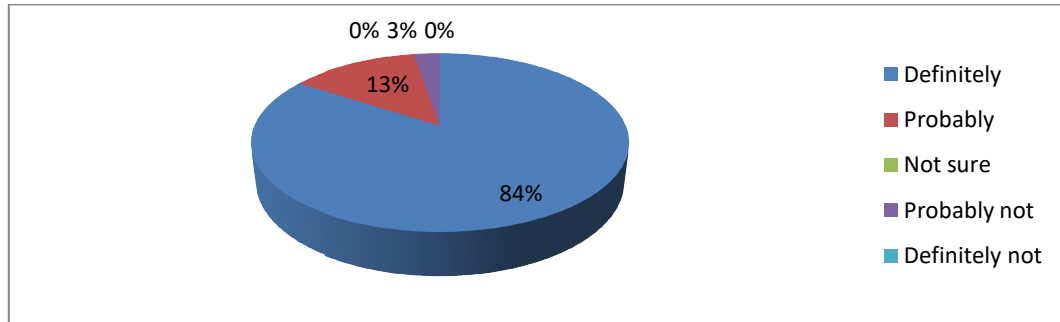
Figure 19: I would say that materials are very helpful. (Maarif International Schools)

In question 10 "I would say that materials are very helpful"? we have the following results: 26 responds answered: "Definitely". 14 responds answered "Probably"., 12 responds answered "Not sure", 4 responds answered "Probably not" and 3 responds answered "Definitely not". The results of the question are presented in % in the figure below.
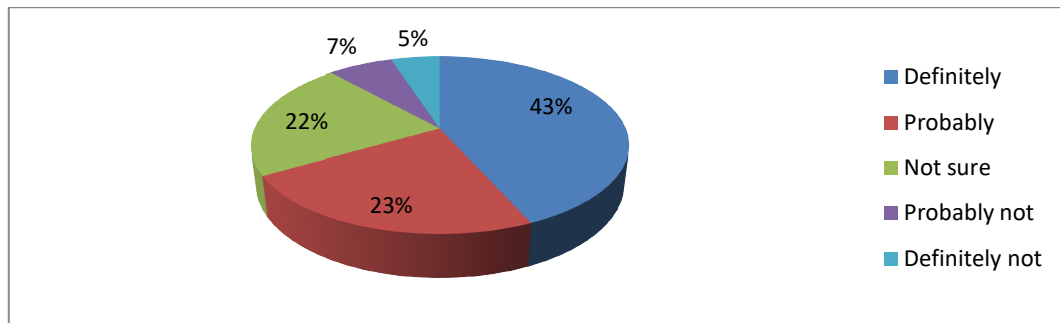
Figure 20: I would say that materials are very helpful. (Istikball)

The results of the tenth questions, when students were asked about materials, are quite interesting, because in one school students like the materials used, while in the other school students do not like the materials.

In question eleven "I would say that my teacher's methods of teaching are very supportive and helpful" we have the following results: 31 responds answered: "Definitely" and 7 responds answered "Probably". The results of the question are presented in % in the figure below.
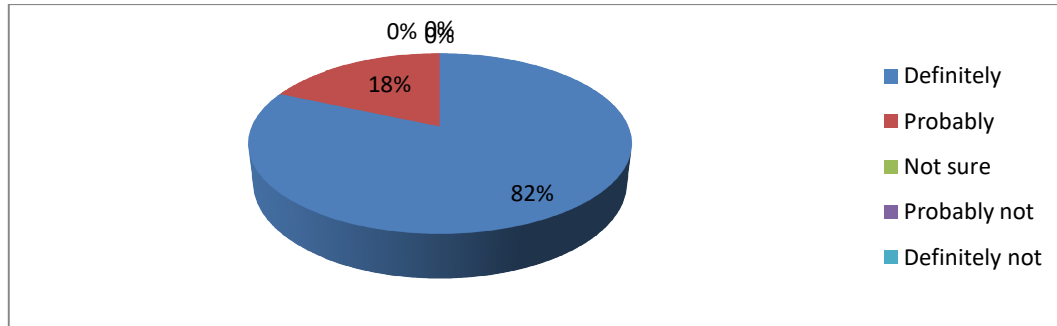

Figure 21: I would say that my teacher's methods of teaching are very supportive and helpful. (Maarif International Schools)

In question eleven "I would say that my teacher's methods of teaching are very supportive and helpful" we have the following results: 27 responds answered: "Definitely". 19 responds answered "Probably", 7 responds answered "Not sure", 3 responds answered "Probably not" and 3 responds answered "Definitely not". The results of the question are presented in % in the figure below.
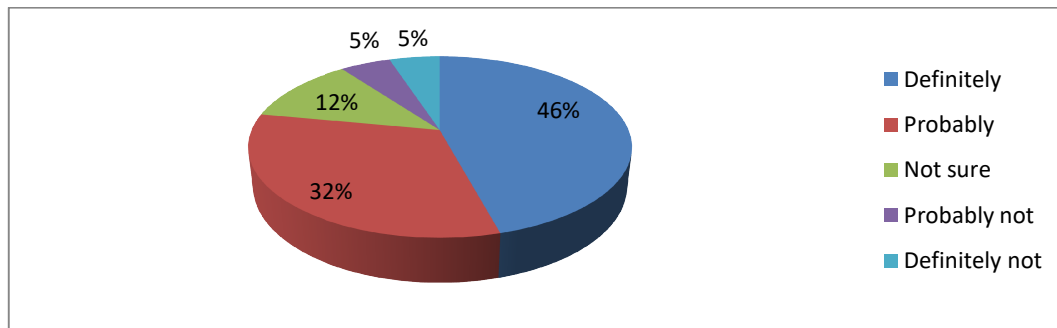
Figure 22: I would say that my teacher's methods of teaching are very supportive and helpful. (Istikball)

Students were also asked if the methods that the teacher uses are supportive and helpful, and from the researcher is found that in the first schools, Maarif International Schools, 82% of students definitely agree with this idea, and this is very positive for the schools. Also, in the other school, Istikball, only 46% of students agree with this, and this is not very positive for the school.

In question twelve "I would say that the school environment fits our needs" we have the following results: 36 responds answered: "Definitely". 1 respond answered "Probably" and 1 respond answered "Not sure". The results of the question are presented in % in the figure below.
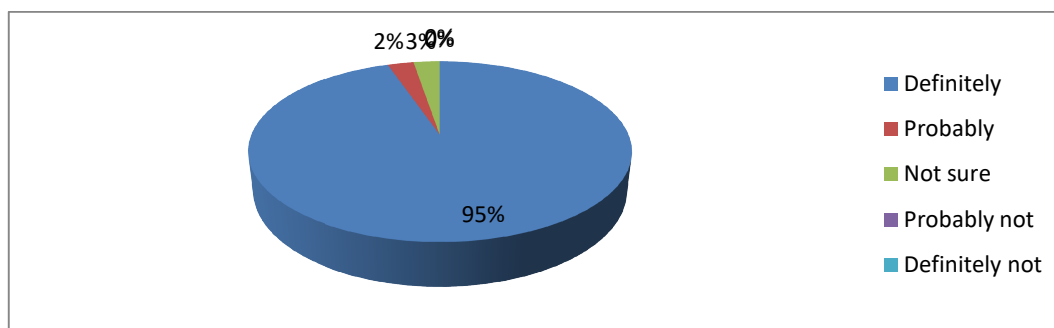

Figure 23: I would say that the school environment fits our needs (Maarif International Schools)

In question twelve "I would say that the school environment fits our needs" we have the following results: 4 responds answered: "Definitely". 8 responds answered "Probably", 19 responds answered "Not sure", 19 responds answered "Probably not" and 9 responds answered "Definitely not". The results of the question are presented in % in the figure below.
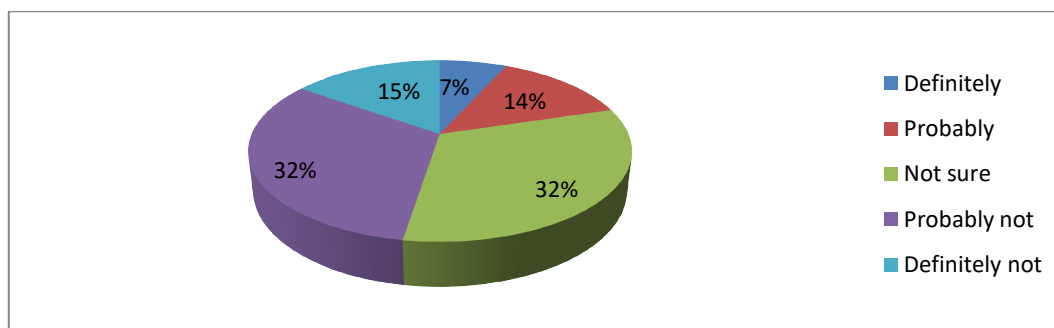
Figure 24: I would say that the school environment fits our needs (Istikball)

One of the most important things that should be considered in a school is the environment. That is why the last question in the questionnaire was about the environment, if it fits the students' needs. In the first school, Maarif International Schools, according to the students, the environment definitely fits their needs, whereas in the other school the students do not agree with the idea that their school environment

fits their needs.

4.3 Discussion about students' questionnaires

As we see from the questionnaires above we have quite interesting results. The number of students is not same in two different schools, but the results are quite interesting because there is a huge difference in many questions.

For the first question if the teacher explains things clearly, in the private school "Maarif International Schools", 38 from 39 are positive answers or a 97%, while in the state school "Istikball" 39 from 59 are positive answers or a 66%.

For the second question if the teacher provides essential help, in the private school "Maarif International Schools", 36 from 39 are positive answers or a 92%, while in the state school "Istikball" , 42 from 59 are positive answers or a 71%.

For the third question if the teacher knows the language/subject well, in the private school "Maarif International Schools" 39 from 39 are positive answers or a 100%, while in the state school "Istikball" 37 from 59 are positive answers, or a 62%.

For the fourth question if the teacher encourages the participation of everyone, in the private school "Maarif International Schools" 37 from 39 are positive answers, or a 94%, while in the state school "Istikball" 41 from 59 are positive answers, or a 69%.

For the fifth question if the teacher provides extra classes if needed, in the private school "Maarif International Schools" 38 from 39 are positive answers, or a 97%, while in the state school "Istikball" 11 from 59 are positive answers, or a 18%.

For the sixth question if the teacher uses enough necessary tools and equipment for studies, in the private school "Maarif International Schools" 36 from 39 are positive answers, or a 92%, while in the state school "Istikball", 25 from 59 are positive answers, or a 42%.

For the seventh question, if the teacher cares about you, in the private school "Maarif International Schools",36 from 39 are positive answers, or a 92%, while in the state school "Istikball", 31 from 59 are positive answers, or a 52%.

For the eighth, about overall rating of the teacher, in the private school "Maarif International Schools", 36 from 39 are positive answers, or a 92%, while in the state school "Istikball" , 31 from 59 are positive answers, or a 52%.

For the ninth questions if they would recommend the teacher to the other students, in the private school "Maarif International Schools" 32 from 39 are positive answers, or a

92%, while in the state school "Istikball", 30 from 59 are positive answers, or a 50%.

In the tenth question if the materials are helpful, in the private school "Maarif International Schools", 32 from 39 are positive answers, or a 82%, while in the state school "Istikball", 26 from 59 are positive answers, or a 44%.

In the eleventh question, if the teacher's methods of teaching are supportive and helpful, in the private school "Maarif International Schools", 31 from 39 are positive answers, or a 79%, while in the state school "Istikball", 27 from 59 are positive answers, or a 45%.

In the last question if the school environment fits their needs, in the private school "Maarif International Schools", 36 from 39 are positive answers or a 92%, while in the state school "Istikball", 4 from 59 are positive answers, or a 6%.

From the above results, we can see that there is a huge difference between two mentioned schools, in which in the private school "Maarif International Schools" the teacher of English languages seems to be more motivated on the way she/he teaches English to the students, comparing to the other teacher in the state school "Istikball", even why the difference between two teachers is not huge. The biggest difference for the teacher is that in the private school "Maarif International Schools" 97% of students claim that if they need extra classes, the teacher provides and helps them with extra classes, while in the state school "Istikball", only 18% of students claim that the teacher provides extra classes.

The next difference is that in private school "Maarif International Schools", 92% of students claim that the school environment fits their needs, while in the state school "Istikball" only 6% agree with this idea.

	Does your teacher explain things clearly?	Does your teacher provide essential help?	Does your teacher know the language /subject well?	Does your teacher encourage the participation of everyone?	Does your teacher provide extra classes if needed?	Does your teacher use enough necessary tools and equipment for studies?	Does your teacher care about you?
■ Maarif International Schools	99%	92%	100%	94%	97%	92%	92%
■ Istikball	66%	71%	62%	69%	18%	42%	52%

Graph 1: Collected data of positive answers in two different schools used in the research

	Overall, I would rate my teacher as excellent	I would recommend this teacher to the others	The materials are helful	Teacher's method of teaching are very supportive and helpful	The school environment fits our needs
■ Maarif International Schools	92%	92%	82%	79%	92%
■ Istikball	52%	50%	44%	45%	6%
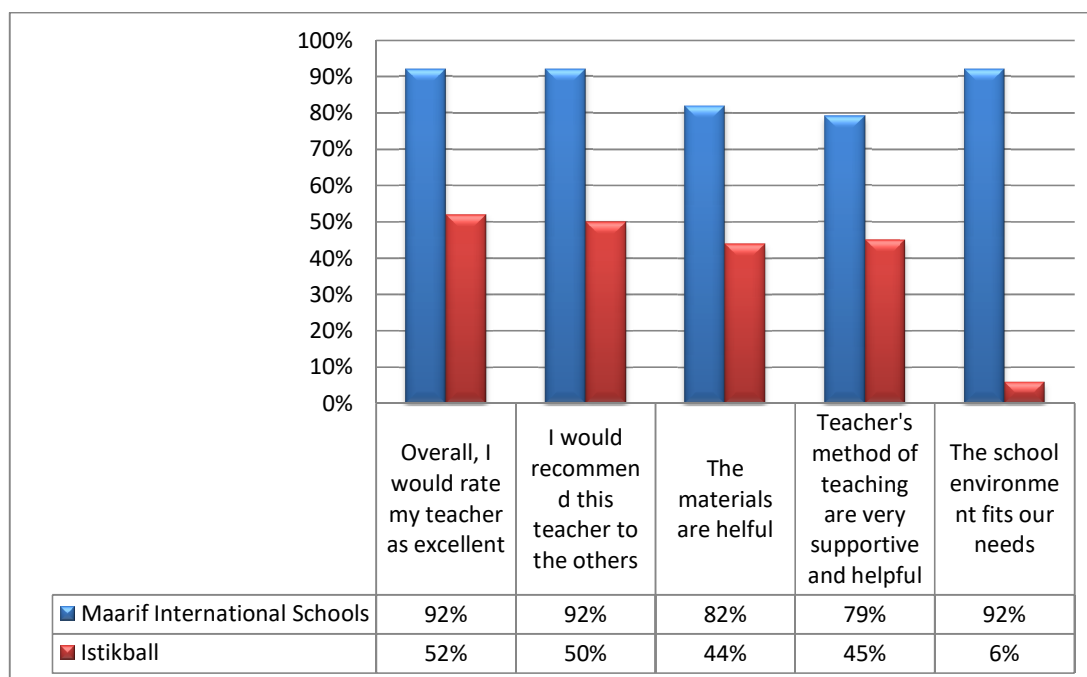
Graph 2: Collected data of positive answers in two different schools used in the research

4.4 Results from the teachers' interview

Maarif International Schools

Interviewer: Hello and thank you for accepting to do the interview with you as a teacher of English language. I hope this interview will be pleasant for both of us.

Teacher: You are welcome. It is my pleasure indeed.

Istikball

Interviewer: Hello and thank you for accepting to do the interview with you as a teacher of English language. I hope this interview will be pleasant for both of us.

Teacher: No problem. It is our pleasure to be part of your research

Maarif International Schools

Interviewer: As you already know, the aim of this research is to find out the approaches of teaching English language in a private school versus state school. The reason why I chose you for the research is that your school is considered to be one of the best schools in Tetovo.

Teacher: Very kind to hear this from you. Actually you are right. All of us that have the opportunity to work here are more than blessed.

Istikball

Interviewer: As you already know, the aim of this research is to find out the approaches of teaching English language in a private school versus state school. The reason why I chose you for the research is that your school is considered to be one of the best schools in Tetovo.

Teacher: When we talk about state schools, our school is highly recommended as the best school, so you are right. But, we are glad to hear this from you, too.

Maarif International Schools

Interviewer: The interview will last 10 to 15 minutes. During the interview if you have questions fill free to ask, if you do not want to answer fill free to not.

Teacher: Okay.

Istikball

Interviewer: The interview will last 10 to 15 minutes. During the interview if you have questions fill free to ask, if you do not want to answer fill free to not.

Teacher: Ok, I will.

Maarif International Schools

Interviewer: Before we start, do you have any questions?

Teacher: No. We can continue with the questions.

Istikball

Interviewer: Before we start, do you have any questions?

Teacher: No, I don't. It means we can continue with the interview.

Question 1 – Maarif International Schools

Interviewer: Can you tell me how long have you been working as an English teacher?

Teacher: This is my fifth year of experience.

Question 1 – Istikball

Interviewer: Can you tell me how long have you been working as an English teacher?

Teacher: I have been working as a teacher for 10 years.

As we can see, there is a difference in the experience of the teachers in two schools. We have a teacher in the first school with five years experience, and a teacher with ten years experience. But as we saw from the students' questionnaire, the success of the teacher with only five years experience is way better from the other teacher with ten years.

Question 2 – Maarif International Schools

Interviewer: Please explain, do all students feel comfortable with the methods you use?

Teacher: Due to the fact that not all the students feel comfortable with the methods I use, I try to use variety of them. As you know from your own experience, there is not only a single level of students in a particular class. Therefore, I try to find the method that fulfills their needs.

Question 2 – Istikball

Interviewer: Please explain, do all students feel comfortable with the methods you use?

Teacher: I try to change my methods of teaching according to students' needs. But, there are some students that do not feel comfortable with any of them. In every class, the level of the knowledge is different, I try to choose the best for them, but sometimes the can not find the proper method to learn, because of their level.

The second question of the interview is about the methods of the teacher, and from the results it is seen that both teachers change their methods of teaching according to the students' needs, and none of them use only one method on their teaching.

Question 3 – Maarif International Schools

Interviewer: How do you know which method fits the students' needs?

Teacher: Depending on the feedback I get from students, I can understand which one is more applicable for each and every class.

Question 3 – Istikball

Interviewer: How do you know which method fits the students' needs?

Teacher: I see their success on the test or their participation during every class.

In the first school, Maarif International Schools, we can see that the feedback of each student is important and the teacher teaches according to their needs, while in the second school, Istikball, we see that the teacher changes the methods of teaching according to their success.

Question 4 – Maarif International Schools

Interviewer: What do you do if the students do not like the method you use?

Teacher: I change it until I find the best one that leads to a successful class.

Question 4 – Istikball

Interviewer: What do you do if the students do not like the method you use?

Teacher: They may not like it, but if the rest of the class is successful, I continue to use the same method.

Again, the way that students think, is very important in Maarif International Schools, because the teacher changes the methods according to their needs, while in Istikball the teacher is focused on their success.

Question 5 – Maarif International Schools

Interviewer: Do you think that materials used during English classes have an important role on students' learning?

Teacher: Of course they do. We are very lucky for having the opportunity to use two

types of curriculums, the state one, and the Maarif one. Combining both of them is necessary due to the fact that we have 6 classes per week in comparison to the public schools which have 3 classes per week. For those 3 extra classes we have other materials which are way much advanced and helpful for our students.

Question 5 – Istikball

Interviewer: Do you think that materials used during English classes have an important role on students' learning?

Teacher: Materials used in a classroom are the most important tool. The materials that we use are not very good, but we have to use them because they are given by the ministry of education. I try to use extra resources in order to make the lesson more interesting, because they are very important for each student.

Students' questionnaire is matched perfectly with the teachers' interview, because in Maarif International Schools the students were satisfied with the materials, as well as the teacher, and maybe this is the reason of their extra curriculum used in school with different interesting books, whereas in Istikball, the students were not satisfied with the materials, as well as the teacher, and maybe this is the result of the fact that they only follow the state curriculum, using the books they give.

Question 6 – Maarif International School

Interviewer: Would you change the materials that the school uses, if you think that they are not helpful?

Teacher: My only suggestion would be to change the materials we are obliged to use from the government and create our own books.

Question 6 – Istikball

Interviewer: Would you change the materials that the school uses, if you think that they are not helpful?

Teacher: If I had the opportunity to change the materials, I would have changed them.

From two schools we can see that the materials used in school are not good for students, with the only difference that in Maarif International Schools the materials used by their own program are excellent for their students.

Question 7 – Maarif International Schools

Interviewer: Can you tell me something more about the activities you use during English classes to motivate your students?

Teacher: In order to motivate my students I use different activities to keep them engaged. I would proudly say that students are very motivated, since they have the opportunity to learn through smart boards. The application of smart boards helps them a lot in learning four skills: reading, listening, writing and speaking. Furthermore, I prepare extra activities just to make the lesson more interesting and capable for them.

Question 7 – Istikball

Interviewer: Can you tell me something more about the activities you use during English classes to motivate your students?

Teacher: Since we have 3 classes per week, and the material that should be followed, we don't really have enough time to do different activities. But when I have time, I try to play different games with students, all games related to lessons, in order to motivate them.

In this question, the answers are quite different. Both answers are the result of their time they have for English classes. In Maarif International Schools the teacher has got double English classes comparing with the other schools, that is the reason why she has got the opportunity to use different things to motivate their students, also the smart board they have got in class make this difference even bigger.

Question 8 – Maarif International Schools

Interviewer: Do you often feel that students have difficulties while learning and you have to change something on your methods of teaching?

Teacher: In general I would not say yes, because I get what I transfer to them. However, I should not neglect the fact that there are some struggling learners. Therefore, I have additional classes with them, so that they can reach the level of their classmates.

Question 8 - Istikball

Interviewer: Do you often feel that students have difficulties while learning and you have to change something on your methods of teaching?

Teacher: This depends on the level of students. In one classroom there are different levels of English knowledge, and I do not have time for students that need more help.

So, I try to use the methods that the good students like, because students that have poor knowledge of English cannot be used with any method, due to the fact that there are a lot of students in one classroom.

From this answers, the research finds out that in the first school or Maarif International Schools, the level of students is almost the same, and the teacher finds it easy to change something on her way of teaching, with the opportunity to have additional classes with the students that have a lower level of English, while in the other school or Istikball, there are a lot of students in a classroom, with no opportunity to have additional classes and a lot of different levels, that make it impossible for the teacher to change the way of teaching every time it does not fit their needs, her focus is mostly on students that like or know English language better.

Question 9 – Maarif International Schools

Interviewer: What are the other factors that push students to learning?

Teacher: Motivation with good words for sure.

Question 9 – Istikball

Interviewer: What are the other factors that push students to learning?

Teacher: The environment is very important, too.

In Maarif International Schools the teacher thinks that motivation and good words toward students can be considered as factors that push students to learning, while in Istikball the teacher thinks that the environment is very important.

Question 10 – Maarif International Schools

Interviewer: Is there any difference among methods you use in teaching four skills: listening, speaking, writing and reading?

Teacher: Of course yes. In order to build all those skills there are different methods for each of them.

Question 10 – Istikball

Interviewer: Is there any difference among methods you use in teaching four skills: listening, speaking, writing and reading?

Teacher: Yes, different methods for different skills.

In two schools teachers think that in order to teach all four skills, the teacher should use different methods for each of them.

Question 11 – Maarif International Schools

Interviewer: Do you think that an English language teacher is responsible for students' success, or there are other factors?

Teacher: There are different factors that influence student's success. Some students are keen on languages, so they are born with it. There are other students that work hard in order to accomplish their goals in life. However, in most of the cases, it is the teacher's responsibility to make students like the subject.

Question 11 – Istikball

Interviewer: Do you think that an English language teacher is responsible for students' success, or there are other factors?

Teacher: There are different factors that affect their learning, but we have to consider that some students do not even think about these factors or the methods of teaching, all he/she wants is to have less and less classes, while there are some other students that like the language and is always focused in class. But, as a conclusion we can say that yes, if not for all students, for some of them it is the teacher responsibility to make them succeed.

In this question, the answers are similar to each other. Both teachers think that some students are keen on languages and like the subject, while some others do not. But again, it is their responsibility to make students like the language.

Question 12 – Maarif International Schools

Interviewer: What do you do to motivate your students?

Teacher: I try to understand them. I also use good words and try to find the best in them.

Question 12 - Istikball

Interviewer: What do you do to motivate your students?

Teacher: I try to use different worksheets in order for them to like the lesson.

In Maarif International Schools, the teacher use good words toward students and find the best in them, while in Istikball the teacher uses different worksheets, with the main idea to make students more motivated.

Question 13 – Maarif International Schools

Interviewer: What advice would you give to new English language teachers?

Teacher: My biggest piece of advice would be, love your students. You can teach them through heart.

Question 13 – Istikball

Interviewer: What advice would you give to new English language teachers?

Teacher: The only advice I can give to young teachers is to love what they do.

As we see, both teachers give the same advice towards young teachers, to love what they do and to love their students.

Question 14 – Maarif International Schools

Interviewer: Do you use movies, games or other activities to help you teach English?

Teacher: I use all of them.

Question 14 – Istikball

Interviewer: Do you use movies, games or other activities to help you teach English?

Teacher: I do not really have enough time to use them, but when I have, I use them all.

In two different schools are used different things to help students learn English, such as movies, games or othe activites.

Question 15 – Maarif International Schools

Interviewer: Does the environment play an important role on teachers' motivation?

Teacher: Yes of course. Just when I enter the school, I feel like this is my second home. It is very well equipped with all the necessary tools and the working atmosphere is more than pleasant.

Question 15 – Istikball

Interviewer: Does the environment play an important role on teachers' motivation?

Teacher: I can say that one of the most important think for teachers' motivation is the environment.

Both teachers say that if a teacher wants to be motivated, he/she has to know that the environment plays the most important role.

Question 16 – Maarif International Schools

Interviewer: When you teach, do you consider the needs of learners?

Teacher: Of course I do. Despite following the curricula, I try to teach them the most important things they need in life.

Question 16 – Istikball

Interviewer: When you teach, do you consider the needs of learners?

Teacher: I always follow the curricula together with students' needs.

Following the curricula and considering the other needs of students, is what the teachers from this research do.

Question 17 – Maarif International Schools

Interviewer: Do you want to add something before finishing the interview?

Teacher: I hope this interview will be helpful for you. Thank you a lot.

Interviewer: I would like to thank you for accepting me as your observer, for sharing your experiences with me and for expressing your support while doing this interview. Thank you a lot.

Question 17 – Istikball

Interviewer: Do you want to add something before finishing the interview?

Teacher: I have nothing to add. I want to say thank you to you, hopefully this interview will help you.

Interviewer: I would like to thank you for accepting me as your observer, for sharing your experiences with me and for expressing your support while doing this interview. Thank you.

4.5 Discussion about teachers' interviews

As it is seen from the interview, different factors are the key to success for teachers and students as well. There are a lot of methods that can be used in a classroom, but if there is no time to try them, it is impossible.

Also, different levels of knowledge make it impossible for teachers to focus in each and every learner and find a method for each of them, whereas the materials, the time, the motivation, the environment as well as the activities play an important role on learners' success.

Two different schools with two different teachers are used in this research, and both of them have got almost same views about teaching.

First of all, we have a difference on their experience, because we have a teacher with five years experience and a teacher with ten years experience, both of them very successful, and both of them motivated about the job they do. Although the experience is different, the success of the teacher with less years of experience is visible because of her hard-work.

The methods that a teacher uses in his/her classroom sometimes can make students feel comfortable while sometimes it is impossible. The teachers cannot make all students feel comfortable with methods they use, but they try change the methods with the idea to make students feel comfortable with the new method. The effects of the methods used in a classroom are seen in different ways, because in one school the teacher understands it from students' feedback about the subject while in the other school it is seen from students' success. The view about the methods is different in two schools, because in Maarif International Schools the teacher claims that if her students do not like the method, she changes it, whereas in Istikball. the huge number of students, all with different level of knowledge, makes it impossible for her to change the method, she continues to use the method that is successful for the rest of students.

Teachers say that the materials used in classroom are very important on the improvement of English language, but not all schools have the opportunity to use materials that are more helpful for students. In Maarif International Schools the teachers has the chance to change the material according to students' needs, while in Istikball this is impossible, the teacher knows that the material plays an important role, but she has to use the material given from the ministry of education, even when it is not appropriate for their needs.

When teachers have some free time, they use different activities to help students learn

English in a funny way, but the free time in Istikball is rarely present because of the small number of classes per week, while in Maarif International Schools there are enough classes per week to have lessons as well as to try different activities, always for the good of students. All these activities are used to teach four skills such as: listening, speaking, reading and writing.

When asked for motivation of students, teachers said that good words and extra worksheets or activities are a good way of motivation, but the environment has got the most important role in their motivation, and since most of the time, it is the teacher that is responsible for his/her students' success, he/she should be very careful with the activities used in a classroom and also to take care of the environment.

There is also present a message from the teachers used in the research, and the message is very strong. It is dedicated to all young English teachers. Their message was to love the students as well as the job they do.

5.0 Conclusions, recommendations and limitations

5.1Conclusion

As mentioned previously the focus of this research is to find about the approaches of teaching English in a private school versus state school that might have an effect in learners will to study English.

To do that we had two different instruments directed towards students and teacher. So we had questionnaires for students and interviews for teachers.

From the collected data and the results analyzed we managed to find the approaches that might be affecting students will to learn English in school.

Comparing the results of the study, it turned out that an approach used by a teacher is something used in a classroom, including here the activities and techniques of the teacher. We had many students who answered that they like their teacher's ways of teaching English, but on the other hand we had some negative answers as well. Depending from the feedback of their students, teachers should change their approaches of teaching related to needs and desires of students, in order for them to be successful and to rise better generation with better knowledge of English. To support their students, we had an interview with the teachers, and their answers were all good when in question were their students. Except some rare cases we had, all the other things could be changed from the teacher depending to students.

Discussing the first hypotheses that said that teachers in private schools are more motivated, it turned to be true because the questionnaires in private school were all with positive answers, and also the interview with the teacher is quite different from the interview with the other teacher from state school, because in the private school, even why the teacher is conscious about her successful students, she again continues with the idea that if there is something that students do not like, she will change it immediately according to their needs, whereas the teacher in state school does not have the same opinion.

Discussing the second hypotheses that said that students are more motivated to work productively because they are aware of the fact that their school is private and they pay for it, it was true because of the fact that in the private school Maarif International School, students were more motivated and they were always in the process of producing, all the time participating and all the time doing something interesting, and from the observations in this school I saw a lot, because students were aware of the fact

that they pay to be there, and since the teacher was more motivated, these two things together lead the students to be more successful and more productive in what they did.

The third hypotheses found support in our research, too, because the condition of the school were different in two schools, and that was one of the main motivation of the teachers, because in Maarif International Schools the environment and all condition were good enough to motivate teachers, but this was same even in Istikbal. In Maarif International Schools the teachers had all the necessary things for their students to become successful and love what they do. The smart board, the good books and everything else from the class condition was very helpful for the teacher and students as well. 92% of all respondents of the research answered positively when asked about school   environment.

All this discussion brings us to the answers of the research questions that we set in the beginning. We realized that teaching and learning English as a foreign language in a school can have advantages and disadvantages, but in a private school the number of disadvantages is very low or does not have disadvantages at all. If mentioned advantages and disadvantages in a state school, in upper level will be disadvantages, found this in observation classes, questionnaires and interviews. When the second question is discussed, the most important thing to mention is that one of the main success stays on the additional curriculum of the private school Maarif International Schools, because in this curriculum are involved a lot of interesting things, like: having English language classes double time more than in another school, having different clubs which students can attend according to their needs and desires. And the last question discussed is if three hours per week are enough for learning and teaching English, and from the research the results show that it is not enough to have only three hours per week, because in the state school where the students have only this number of hours, they were not as successful as in the private school where students have six to seven hours per week, and there success was seen from the first observation class.

The last thing to mention is that learning English today has become an important issue that everyone talks about, that is the reason why the approaches of teaching English in a school seem to be the most important factor of school success.

5.2 Recommendations

Since the research hypotheses and all gathered results have been discussed, it is time to summarize some important recommendations that can be useful to the state school

Istikball, since the other school is more successful in teaching English as a second language.

We realized that the teacher of English is good enough to continue to be their teacher, but there are some things that should be changed, such as: extra classes should be provided to students because they agree with the idea that their considered English classes are not enough to learn it better, because they are a lot of students in a class and not all of them have the opportunity to be part of participation in class, so they admit to like if the teacher provides some extra classes, because up till now there is no extra class, despite the other school where the teacher provides as many extra classes as the students needs, even why their English hours are double comparing with the state school.

Secondly the necessary tools and equipment for studies were found to be an important factor of learning and teaching English, because in the private school the teacher uses enough of all these, and the students are satisfied, whereas in the state school students accept that the teacher does not use enough necessary tools and equipment during English classes. The school has to provide these things, so the teacher can use them.

The third and the last thing to recommend is the school environment, because it is one of the main things the students look when they enter the school and its impact is very important. From the questionnaires of the students, is realized that students do not like the environment at all, and they want this thing to be changed. The school should give the best to change the environment, because children are the ones that realize everything. As it is seen in Maarif International School, everything about their environment is liked from students, despite the other school, in which students admit to not like the environment in which they pass half of the day.

5.3 Limitations

Even though the research process went good, we had some concerning issues. Firstly it was difficult to find the proper state school to do the research, but it was not difficult about the private school. Since Maarif International School is considered to be the best school in Macedonia, the state school should be picked carefully, because it was important to find a very good school in order the results of two schools to be similar. After we deal with the principal of state school for the research, is was quite hard to find the teacher of English language, because the first teacher I visited, did not want to use her classes in my research, so I had to find another teachers, and gratefully I did. It was also difficult to find the time when to do the observations, questionnaires and interview with the teacher from state school, because I was busy on my job, but thanks to my principals for the permission he gave me to do all this work.

Also when the questionnaires were done in the state school, it caused us to lose lots of time because of their level of English, the questions needed to be translated one by one. For future researchers I would recommend to try to do questionnaires together with the subject teachers, because they know the level of their own students.

CHAPTER 6: Bibliography

Bibliography

Aslam, R., (1992) *Aspects of Language Teaching* Northern Book Centre

Azarnosh, M., Zeraatpishe, M, Faravani, A. & Kargozari, H. R. (2016) *The Complete Guide to the Theory and Practice of Materials Development for Language Learning* John Wiley & Sons

Coday, J. & Huckin, Th. (1997) *Second Language Vocabulary Acquisition* Cambridge University Press

Elizabeth, M.E.S. (2004) *Methods of Teaching English* New Delhi: Discovery Publishing House

Farell, Th. S. C. & Jacobs, G. (2010) *Essentials for Successful English Language Teaching*

Freeman, L. D. (2000) *Techniques and principles of language teaching* Oxford University Press

Hall, G. (2011) *Exploring English Language Teaching* Routledge

Kumaravadivelu, B. (2008) *Understanding Language Teaching* Taylor & Francis e – Library

Littlewood, W. (1981) *Communicative Language Teaching* Cambridge University Press

Nagaraj, G. (1996) *English Language Teaching – Approaches, Methods, Techniques* Orient Longman Private Limited

Nena, D. & Nena, M. (2007) *Teaching English As An Additional Language* Atlantic Publishers & Distributors (P) LTD

O'Donohue, W. & Kitchener, R. (1998) *Handbook of Behaviorism* Academic Press

Richard, J. C. & Rodgers, Th. S. (1986) *Approaches and Methods in Language Teaching* Cambridge University Press (P.16)

Richard, J. C. & Renandya, W. A. (2002) *Methodology in Language Teaching* Cambridge University Press

Sebeok, Th. A. (2001) *Signs: An Introduction to Semiotics* University of Toronto Press

Staats, A. W. (1996) *Behavior and Personality* Springer Publishing Company

Stern, H. H. (1983) *Fundamental Concepts of Language Teaching* Oxford University Press

Tomlinson, B. (2003) *Developing Materials for Language Teaching* Cromwell Press

Verghese, C. P. (1989) *Teaching English as a Second Language* Sterling Publishers Private Limited

Yule, G. (2010) *The Study of Language* Cambridge University Press

Weisler, S. & Milekic, S. P. (2000) *Theory of language* Cambridge, Mass.: MIT Press

https://blog.tjtaylor.net/method-direct-grammar/

https://education.gov.gy/web/index.php/teachers/tips-for-teaching/item/2036-the-importance-of-learning-materials-in-teaching

https://www.learning-theories.com/behaviorism.html

Appendixes
Appendix A –Students' questionnaire

Student questionnaire

Please take a few moments and complete the following questionnaire about your teacher.

Circle your answer:

A (Always)   **O (Often)**   **S (Sometimes)**   **N (Never)**

Does your teacher?				
1. Explain things clearly?	A	O	S	N
2. Provide essential help?	A	O	S	N
3. Know the language/ subject well?	A	O	S	N
4. Encourage the participation of everyone?	A	O	S	N
5. Provide extra classes if needed?	A	O	S	N
6. Use enough necessary tools and equipment for studies?	A	O	S	N
7. Cares about you?	A	O	S	N

8. Overall, I would rate my teacher as:
o   Excellent
o   Very good
o   Good
o   Fair
o   Poor

9. I would recommend this teacher to other students.
o   Definitely
o   Probably
o   Not sure
o   Probably not
o   Definitely not

10. I would say that materials are very helpful

- o Definitely
- o Probably
- o Not sure
- o Probably not
- o Definitely not

11. I would say that my teacher's methods of teaching are very supportive and helpful.

- o Definitely
- o Probably
- o Not sure
- o Probably not
- o Definitely not

12. I would say that the school environment fits our needs.

- o Definitely
- o Probably
- o Not sure
- o Probably not
- o Definitely not

Appendix B – Teachers' Interview

Interview 1: Teacher 1 (Maarif International School)

Interviewer: Hello and thank you for accepting to do the interview with you as a teacher of English language. I hope this interview will be pleasant for both of us.

Teacher: You are welcome. It is my pleasure indeed.

Interviewer: As you already know, the aim of this research is to find out the approaches of teaching English language in a private school versus state school. The reason why I chose you for the research is that your school is considered to be one of the best schools in Tetovo.

Teacher: Very kind to hear this from you. Actually you are right. All of us that have the opportunity to work here are more than blessed.

Interviewer: The interview will last 10 to 15 minutes. During the interview if you have questions fill free to ask, if you do not want to answer fill free to not.

Teacher: Okay.

Interviewer: Before we start, do you have any questions?

Teacher: No. We can continue with the questions.

Interviewer: Can you tell me how long have you been working as an English teacher?

Teacher: This is my fifth year of experience.

Interviewer: Please explain, do all students feel comfortable with the methods you use?

Teacher: Due to the fact that not all the students feel comfortable with the methods I use, I try to use variety of them. As you know from your own experience, there is not only a single level of students in a particular class. Therefore, I try to find the method that fulfills their needs.

Interviewer: How do you know which method fits the students' needs?

Teacher: Depending on the feedback I get from students, I can understand which one is more applicable for each and every class.

Interviewer: What do you do if the students do not like the method you use?

Teacher: I change it until I find the best one that leads to a successful class.

Interviewer: Do you think that materials used during English classes have an important role on students' learning?

Teacher: Of course they do. We are very lucky for having the opportunity to use two types of curriculums, the state one, and the Maarif one. Combining both of them is necessary due to the fact that we have 6 classes per week in comparison to the public

schools which have 3 classes per week. For those 3 extra classes we have other materials which are way much advanced and helpful for our students.

Interviewer: Would you change the materials that the school uses, if you think that they are not helpful?

Teacher: My only suggestion would be to change the materials we are obliged to use from the government and create our own books.

Interviewer: Can you tell me something more about the activities you use during English classes to motivate your students?

Teacher: In order to motivate my students I use different activities to keep them engaged. I would proudly say that students are very motivated, since they have the opportunity to learn through smart boards. The application of smart boards helps them a lot in learning four skills: reading, listening, writing and speaking. Furthermore, I prepare extra activities just to make the lesson more interesting and capable for them.

Interviewer: Do you often feel that students have difficulties while learning and you have to change something on your methods of teaching?

Teacher: In general I would not say yes, because I get what I transfer to them. However, I should not neglect the fact that there are some struggling learners. Therefore, I have additional classes with them, so that they can reach the level of their classmates.

Interviewer: What are the other factors that push students to learning?

Teacher: Motivation with good words for sure.

Interviewer: Is there any difference among methods you use in teaching four skills: listening, speaking, writing and reading?

Teacher: Of course yes. In order to build all those skills there are different methods for each of them.

Interviewer: Do you think that an English language teacher is responsible for students' success, or there are other factors?

Teacher: There are different factors that influence student's success. Some students are keen on languages, so they are born with it. There are other students that work hard in order to accomplish their goals in life. However, in most of the cases, it is the teacher's responsibility to make students like the subject.

Interviewer: What do you do to motivate your students?

Teacher: I try to understand them. I also use good words and try to find the best in them.

Interviewer: What advice would you give to new English language teachers?

Teacher: My biggest piece of advice would be, love your students. You can teach them through heart.

Interviewer: Do you use movies, games or other activities to help you teach English?

Teacher: I use all of them.

Interviewer: Does the environment play an important role on teachers' motivation?

Teacher: Yes of course. Just when I enter the school, I feel like this is my second home. It is very well equipped with all the necessary tools and the working atmosphere is more than pleasant.

Interviewer: When you teach, do you consider the needs of learners?

Teacher: Of course I do. Despite following the curricula, I try to teach them the most important things they need in life.

Interviewer: Do you want to add something before finishing the interview?

Teacher: I hope this interview will be helpful for you. Thank you a lot.

Interviewer: I would like to thank you for accepting me as your observer, for sharing your experiences with me and for expressing your support while doing this interview. Thank you a lot.

Interview 2: Teacher 2 (Istikball)

ISTIKBALL

Interviewer: Hello and thank you for accepting to do the interview with you as a teacher of English language. I hope this interview will be pleasant for both of us.

Teacher: No problem. It is our pleasure to be part of your research

Interviewer: As you already know, the aim of this research is to find out the approaches of teaching English language in a private school versus state school. The reason why I chose you for the research is that your school is considered to be one of the best schools in Tetovo.

Teacher: When we talk about state schools, our school is highly recommended as the best school, so you are right. But, we are glad to hear this from you, too.

Interviewer: The interview will last 10 to 15 minutes. During the interview if you have questions fill free to ask, if you do not want to answer fill free to not.

Teacher: Ok, I will.

Interviewer: Before we start, do you have any questions?

Teacher: No, I don't. It means we can continue with the interview

Interviewer: Can you tell me how long have you been working as an English teacher?

Teacher: I have been working as a teacher for 10 years.

Interviewer: Please explain, do all students feel comfortable with the methods you use?

Teacher: I try to change my methods of teaching according to students' needs. But, there are some students that do not feel comfortable with any of them. In every class, the level of the knowledge is different, I try to choose the best for them, but sometimes the can not find the proper method to learn, because of their level.

Interviewer: How do you know which method fits the students' needs?

Teacher: I see their success on the test or their participation during every class.

Interviewer: What do you do if the students do not like the method you use?

Teacher: They may not like it, but if the rest of the class is successful, I continue to use the same method.

Interviewer: Do you think that materials used during English classes have an important role on students' learning?

Teacher: Materials used in a classroom are the most important tool. The materials that we use are not very good, but we have to use them because they are given by the ministry of education. I try to use extra resources in order to make the lesson more interesting, because they are very important for each student.

Interviewer: Would you change the materials that the school uses, if you think that they are not helpful?

Teacher: If I had the opportunity to change the materials, I would have changed them.

Interviewer: Can you tell me something more about the activities you use during English classes to motivate your students?

Teacher: Since we have 3 classes per week, and the material that should be followed, we don't really have enough time to do different activities. But when I have time, I try to play different games with students, all games related to lessons, in order to motivate them.

Interviewer: Do you often feel that students have difficulties while learning and you have to change something on your methods of teaching?

Teacher: This depends on the level of students. In one classroom there are different levels of English knowledge, and I do not have time for students that need more help. So, I try to use the methods that the good students like, because students that have poor knowledge of English, can not be used with any method, due to the fact that there are a lot of students in one classroom.

Interviewer: What are the other factors that push students to learning?

Teacher: The environment is very important, too.

Interviewer: Is there any difference among methods you use in teaching four skills: listening, speaking, writing and reading?

Teacher: Yes, different methods for different skills.

Interviewer: Do you think that an English language teacher is responsible for students' success, or there are other factors?

Teacher: There are different factors that affect their learning, but we have to consider that some students do not even think about these factors or the methods of teaching, all he/she wants is to have less and less classes, while there are some other students that like the language and is always focused in class. But, as a conclusion we can say that yes, if not for all students, for some of them it is the teacher responsibility to make them succeed.

Interviewer: What do you do to motivate your students?

Teacher: I try to use different worksheets in order for them to like the lesson.

Interviewer: What advice would you give to new English language teachers?

Teacher: The only advice I can give to young teachers is to love what they do.

Interviewer: Do you use movies, games or other activities to help you teach English?

Teacher: I do not really have enough time to use them, but when I have, I use them all.

Interviewer: Does the environment play an important role on teachers' motivation?

Teacher: I can say that one of the most important think for teachers' motivation is the environment.

Interviewer: When you teach, do you consider the needs of learners?

Teacher: I always follow the curricula together with students' needs.

Interviewer: Do you want to add something before finishing the interview?

Teacher: I have nothing to add. I want to say thank you to you, hopefully this interview will help you.

Interviewer: I would like to thank you for accepting me as your observer, for sharing your experiences with me and for expressing your support while doing this interview. Thank you.