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Department: English Language Teaching

Topic: The effectiveness of pair work and group work in English language Teaching to young learners in Gjilan

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Abstract

The research is aimed to explain and find the effective ways of teaching English and mainly it is focused to find the effectiveness of pair work and group work of ELT to young learners. The main objectives of this study are to make clear the ways of using different techniques and identify the most appropriate techniques used by teachers to find the most effective learning strategies for young learners, the effective ways of using pair work and group work with young learners, as they are very sensitive and working with category of learners is quite challenging.

It is also discussed in the finding of the teacher's difficulties while using these techniques and of course getting information about classroom management while using these techniques. The research questions are; Q1. What are some of the common methods used in teaching EFL to YL? Q2. What is the effectiveness of using pair work and group work to YL? Q3. What are teacher's strategies and student's learning style? Q4. Which is more appropriate to use in teaching EFL to YL, pair work or group work?

Participants in this research were 10 English teachers from two public schools in the municipality of Gjilan with 100 students. They explained their experience in teaching and learning process giving their explanations and difficulties having while using these techniques in the classroom. Teachers discussed about their experiences while using different techniques for every students' learning style and they were mainly focused in the effectiveness of pair work and group work. Students answered the questions from the questionnaire and expressed their opinions of pair work and group work exercises.

The overall study results show that pair work and group work are very effective in learning English, they are attractive to students and this helps achieve the teachers' aims and objectives.

Key Words

Pair Work, Group Work, Young Learners, Effective, Techniques

Abstrakt

Ky hulumtim ka për qëllim të qartësojë dhe gjej mënyrat më efektive të mësimdhënjes së gjuhës angleze dhe kryesisht fokusohet për të gjetur efektshmërinë e punës në palë dhe punës në grup në mësimdhënjen e gjuhës angleze me nxënës të moshave të reja. Objektivat kryesore të këtij studimi janë që të bëjë të qarta mënyrat e përdorimit të teknikave të ndryshme të mësimdhënjes dhe të identifikojë mënyrat më adekuatet që përdoren nga mësimdhënësit që të gjejnë strategjitë më efektive për mësimdhënjen e moshave të reja mënyrat më efektive të përdorimit të punës në palë dhe punës në grup, duke pasur parasysh që kjo kategori është shumë e ndryshme dhe puna me këtë grupmoshë është mjaft sfiduese.

Gjithashtu këtu diskutohen vështirësitë e mësuesit derisa përdoren këto teknika dhe natyrisht marrja e informatave shtesë mbi menaxhimin e klasës derisa përdoren këto teknika. Pyetjet e këtij hulumtimi janë: Q1. Cilat janë disa nga metodat më të shpeshta që përdoren në mësimdhënjen e gjuhës angleze me moshat e reja? Q2. Cili është efikasiteti i përdorimit të punës në palë dhe punës në grup me këtë grupmoshë? Q3. Cilat janë strategjitë e mësuesit dhe mënyra e të mësuarit e nxënësve. Q4. Cila është më efektive në mësimdhënjen e gjuhës angleze, puna në palë apo puna në grup?

Pjesëmarrësit e këtij hulumtimi ishin 10 mësues të gjuhës angleze nga dy shkolla publike të Komunës së Gjilanit me 100 studentë. Ata shpjeguan përvojat e tyre në mësimdhënje dhe në procesin e mësimdhënjes duke dhënë shpjegime dhe duke treguar vështirësitë që ata kishin derisa ata përdornin këto teknika në klasë. Mësuesit diskutuan rreth përvojave të tyre derisa përdornin teknika të ndryshme për aftësitë e secilit nxënës për të mësuar duke u fokusuar në efektshmërinë

e punës në palë dhe punës në grup. Nxënësit u përgjigjën pyetjeve nga pyetësi dhe shprehën mendimin e tyre për ushtrime që kanë të bëjnë me punën në palë dhe punën në grup.

Rezultatet e këtij studimi tregojnë se puna në palë dhe puna në grup janë shumë efektive në mësimnxënjen e gjuhës angleze, ato janë atraktive për nxënës dhe kjo ju ndihmon ti arrijnë qëllimet dhe objektivat e mësuesve.

Fjalët kyçe

Puna në palë, Puna ne grup, Grupmoshat e reja, Efektive, Teknikë

List of abbreviation

ELT – English Learning and Teaching

FL-English Foreign Language

MA – Master

YL- Young Learners

L1 – First Language

L2 –Second Language

YELL- Young English Language Learners

SLA – Second Language Acquisition

CLT - Communicative Language Teaching

MES- Ministry of Education and science

Tables of Figures

Figure 1. Research procedure.....	17
Figure 2. Q1 results	22
Figure 3. Q2 results	23
Figure 4. Q3 results	24
Figure 5. Q4 results	25
Figure 6. Q5 results	26
Figure 7. Q6 results	27
Figure 8. Q7 results	28
Figure 9. Q8 results	29
Figure 10. Q9 results	30
Figure 11. Q10 results	31

Table of Contents

Acknowledgement.....	I
Abstract.....	II
List of abbreviation.....	III
Table of figures.....	IV
Table of Contents.....	V
1. Chapter 1: Introduction.....	1
1.1. The importance of this MA thesis.....	1
1.2. Aims and Objectives of the study.....	2
1.3. Research questions.....	2
1.4. Descriptions of the Organization of this thesis.....	3
1.5. Conclusion.....	3
2. Chapter 2: Literature review.....	4
2.2. Teacher’s role in the classroom.....	4
2.3. The teacher’s responsibility.....	5
2.4. Second Language Teaching & Learning.....	5
2.5. Pedagogy and Practice in Second Language Teaching.....	7
2.6. Pedagogical Content Knowledge.....	7
2.7. The importance of motivation.....	8
2.7.1. Different kinds of motivation.....	8
2.7.2. Characteristics of motivated learner.....	9
2.7.3. It is easier to motivate children.....	9
2.8. Using pair work and group work.....	10
2.9. Techniques and Principals in Language Teaching.....	10
2.9.1. The audio-lingual method.....	10
2.9.2. The Communicative Approach.....	11
2.9.3. The Grammar- translation method.....	11

2.10. Teaching young learners.....	12
2.11. Culture teaching.....	13
2.12. Conclusion.....	13
2.13. Recent studies.....	14
3. Chapter 3: Research Design and methodology.....	17
3.2. Research hypothesis.....	17
3.3. Participants.....	18
3.4. Instrument.....	19
3.5. Procedure.....	19
3.6. Analysis of Data.....	19
3.7. Interpretations of Findings/ Results.....	19
3.8. Conclusion.....	20
4. Chapter 4: Findings and results.....	21
4.2. Results from the students' questionnaire.....	21
4.3. Results from the focus group.....	32
4.4. Conclusion.....	49
5. Chapter 5: Discussion.....	50
5.1. Discussion.....	50
6. Chapter 6: Conclusion.....	52
6.2. Conclusions from the research questions.....	52
6.3. Conclusions from the questionnaire.....	53
6.4. Conclusions from the focus group.....	54
6.5. Recommendations and Limitations.....	56
6.6. Limitations of the study.....	56
6.7. Recommendations.....	56

References

Appendix

CHAPTER 1

1.1 Introduction

Before we start with teaching ELT to Young Learners let us see what is meant by ‘English language’. English language is a global language. It is a dominant language in the USA, Great Britain, Canada, Ireland, Australia and many other countries. It is also used as a second language and/or the official language in many countries. Kachru (1986, p.1) argued that “knowing English is like possessing the fabled Aladin’s lamp, which permits one to open, as it were, the linguistic gates to international business, technology, science, and travel. In short, English provides linguistic power.”

Being a teacher is one of the most sensitive jobs and teaching a second language is more than a responsibility to our society which is considered very important in the welfare of our country. Having an educated population is one of the most valuable treasures a country could have. Being a second or foreign language teacher is very hardworking job because second language teachers transmit the knowledge they have, to the students referring to new languages, new cultures, new religions. This is much more sensitive when you are a teacher of young learners of English and you have to carry out all the responsibilities of their achievements in English because as this time is the very early stage of learning English and you as a teacher are the role model for them. Teachers strategies are very helpful and useful to identify students’ different learning styles as they have different background and different language level.

We all know that methodology is very important in teaching ELT, but how does it work with young learners? The English language is the most important foreign language in Kosovo and it is extensively used in the education system from the primary level up to tertiary level.

According to Daly (1986, cited in Civikly, 1986 p.21) communication is critical to success in academic occupational and social settings. Communication apprehension adversely affects this success.

The reason why I chose this topic ‘The effectiveness of pair work and group work to young learners in ELT in Gjilan’ is because according to my experience as a teacher I used different techniques while teaching English and being aware of the importance of pair work and group

work and the effect that these could give to young learners, it is very important to find out how does it work with young learners and what effects they could bring while using by the teachers.

1.2 Aims and Objectives

Being a teacher for fourteen years and especially working with young learners led me think more seriously about the methods and techniques used with young learners because they are in their early stages of learning a language.

The general research aim of this study is to explore the effective ways of using pair work and group work in the classroom, then finding the teacher's difficulties while using these techniques and of course getting information about the teacher's difficulties in the classroom management.

1.3 Research Questions

Mastering the use of the English language is a challenge for teachers and young learners as well. In this respect, this study aimed to identify EFL teacher's difficulties in teaching young learners, getting more information about the classroom management, and also finding effects of pair work and group work activities in the classroom.

All this raised several questions in order to find out the core of the problem. We found several questions that we consider are of the main importance in this research as follows:

Q1: What are some of the common methods used in ELT to YL?

Q2: What is the effectiveness of pair work and group work to YL?

Q3: What are teacher's strategies and students learning style?

Q4: Which is more appropriate to use in teaching EFL to YL, pair work or group work?

1.4 Description of the organization of this thesis

This research is divided into seven main chapters that encompass the whole research. The first part is the introduction which explains what this thesis is about, the reason for choosing it and the results of the research. Chapter two relates to the literature reviewed and other theories related to the study topic, what the others said about the effects that pair work and group work can bring, teacher's difficulties and about classroom management while using different techniques and methodology. Chapter three is about procedures used in the research, the data gathering procedures, participants, methods, aims, hypothesis, the general research aim is to explore the effective ways of teaching, teacher's difficulties in teaching EFL to young learners, using different methodology and techniques and especially using pair work and group work in the classroom. Chapter four is all about data analyzes, results from questionnaires, results from the focus group where we reflect on all the data and tables used in the research.

Chapter five is discussion where all questionnaires and the results from the focus group are going to be discussed. Chapter six encompasses the conclusion of the research, data analyzes, and our opinion about our work. Chapter seven is about limitations and recommendations of the research. After we collected all the data, it led us to make recommendations for teachers of young learners, not forgetting the references and appendix as well.

1.5 Conclusion

Generally English is used as a second language and the official language in many countries, English is also the most important foreign language in Kosovo, and mastering the use of it, is also a challenge to teachers and young learners. Here challenges and young learner's challenges are also presented because of the experiments in educational system and curricula. All of these raise several questions in order to find the core of the problem.

CHAPTER 2

2.1. Literature review

It is obvious that being in the teaching process is quite an important issue and it is quite difficult especially when you are dealing with young learners. They are sensitive, and this is one of the most important stages of their education, where they get things they need all their life, and teachers are those who give or take the best things from them. The classroom is the place where they feel better and being surrounded by excellent teachers and students is that you should feel blessed. During this chapter it is going to be reviewed the effects of pair work and group work in the classroom, explained by linguists or ordinary teachers based on their experience.

2.2. Teacher's role in the classroom

The role of the teacher is crucial. The teacher is the driver, facilitator, listener, adviser, guider and many other roles in the classroom. The teacher, or local expert plays the important role creating the environment where directed or guided interactions can occur.

Many other educational theorists adopted Vygotsky's (1962) social processes idea and proposed strategies that foster deeper knowledge construction facilitate Socratic student discussion, and build active learning, communities through small group based construction.

In essence, Vygotsky (1962) recognizes the learning always occurs and cannot be separated from the social context.

Consequently, instructional strategies that promote the distribution of expert knowledge where students collaboratively work together to conduct research, share their results, and perform or produce a final project help to create a collaborative community of learners.

Knowledge construction occurs within Vygotsky's (1962) social context that involve student-student and expert-student collaboration or real problems or tasks that build on each person's language, skills and experience shaped by each individual culture (Vygotsky 1978.p.102).

Teachers act as powerful models to learners. According to Dam (1995), it is an important task of the teachers in primary schools to create early opportunities for individual or independent learning.

The teacher's first year on the job is often difficult for many first year students. New teachers often report difficult in interactions with colleagues, ranging from 'benign neglect' of administrators (Fry,2007,p. 229) noncooperation or even hostility from experienced teachers. One elder teacher refused to share their plans with the first year teacher who said it was unfortunate in my first year, sinking down and getting no help (Hover & Yaeger,2004,p.21).

Another teacher explained another case when a veteran teacher came into the class propped his feet up and disrupted her teaching by discharge historical facts. It was so shameful she said. (Hover& Yaeger, 2004,p.20).

2.3. The teacher's responsibility

In an article, Girard (1977) emphasized that it is an important part of the teacher's job to motivate learners. In more recent 'learner- centered' approach to language teaching, however, the teacher's function is seen mainly as a provider of materials and conditions for learning, while the learner takes responsibility for his or her own motivation and performance. Which of these approaches is nearer your own? Your answer may depend to some extent on your own teaching situation: classes composed of highly motivated adults immigrants learning the target language for purposes of survival in a new country may only need you as a provider and organizer of learning activities and tests; whereas schoolchildren learning a foreign language may only learn well if you find a way to activate and encourage their desire to invest effort in the learning activity. Ur (2009)

2.4. Second language Teaching- learning

First of all let see what does 'second language acquisition' mean? How do we understand it?

According to Ellis (1997), second language acquisition (SLA) seems transparent but, in fact, requires careful explanation. For one thing, in this environment second can pass on to any

language that is learned succeeding to the mother tongue. “L2 acquisition” can be defined as the style in which learners learn a language other than their mother tongue, inside or outside the classroom. In order to look at SLA, it is important to come across at the five stages of second language acquisition.

Based on Haynes (2007), the process of Second Language Acquisition occurs in stages. The first stage “silent period” is referred to the learners who regularly build up their vocabulary to about 500 words without speaking language but more showing the language. There is the second stage called Early Production and at this stage learner will have around a 1000-word vocabulary with the capacity of constructing words in short phrases and be able to memorize and use short language forms even if not necessarily correctly (Haynes 2007). Haynes talks about the third stage, verbal communication coming out, where learners have acquired around 3000 words and should be able to speak short sentences and simple phrases. By now, learners should be able to acquire on in conversation and ask simple questions. In addition, they can comprehend short stories if they are supported with pictures (as cited in Stefánsson, 2013, p.5)

The 4th development stage, Intermediate Fluency, he explains is where the learners have an active vocabulary of 6000 words. In addition, he adds, students can now form longer and more complex phrases both spoken and written with grammatical errors but show excellent understanding. The last developing stage is called Advanced Fluency and, as he points out, it takes around 5- 10 years to study or learn second language acquisition and by now, the learners are considered near native. In fact, Haynes says that on the surface, it might look quite effortless to learn a second language but there are various factors that can have an impact on the learning process such as motivation and age. Social learning theories let us to understand how people learn in social contexts (learn from each other) and inform us on how teachers construct active learning communities. A Russian teacher Lev Vygotsky (1962), who psychoanalyst, stated first that we learn through our contacts and communication with others.

Vygotsky (1962) examined how our social environments control the learning process.

The method YELLs process information in their native language (L1) as well as in the foreign language (L2) differs from adults. Bourke (2006: 280) notes that young learners do not have a concept of ideas such as parts of speech, discourse or phonology. Adult learners have the

advantage of thoughtful these concepts through their knowledge of the L1 (as cited in Thomson, 2011, p.3). Children from an early age begin to learn words about concrete object. They “need very concrete vocabulary that connects with things learners can hold or notice” (Cameron 2001: 81). In contrast, adult learners are able to cope with abstract ideas (ibid).

Materials or planned lessons for YELLS, which were used previously learnt, will aid in internalizing vocabulary and structures. White (1988: 80) mentioned that “a good syllabus, like a good curriculum, should incorporate recycling so that the learners are given a chance to improve items previously learnt”. This recycling should continue through the years as YELLS progress in their language learning. It should not merely be across chapters or units. (Cameron 2001: 91).

2.5. Pedagogy and Practice in Second Language Teaching

Recently, there has been a changed gratitude of the importance of teachers having knowledge of science subjects, both as a purpose of research data (e.g., Ball & McDiarmid, 1990; Carlsen, 1987; Hashweh, 1987), (as cited in Cochran, 1997) and as a purpose of literature from reorganization initiatives such as the Holmes Group (1986) and the Renaissance Group (1989). Not astonishingly, it has become obvious that *both* teachers' pedagogical knowledge and teachers' subject matter knowledge are essential to good skill teaching and student understanding (Buchmann, 1982, 1983; Tobin & Garnett, 1988).

2.6. Pedagogical Content Knowledge

There are different types of teachers and each teacher has his/her unique knowledge. It is based on the manner in which they work and what they know about teaching (pedagogical knowledge) their subject matter. (Cochran, 1997).

Pedagogical content knowledge, based to Shulman (1986)

. . . embodies the aspects of content most germane to teaching ability. Within the category of pedagogical content knowledge I include, for the most regularly taught topics in one's subject area, the most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations - in a word, the ways of representing and formulating the subject that make it comprehensible to

others . . . [It] also includes an understanding of what makes the learning of specific concepts easy or difficult: the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning (p. 9).

2.7. The importance of motivation

According to Ur (1996) the abstract term ‘motivation’ on its own is rather difficult to define. It is easier and more useful to think in terms of the ‘motivated’ learner: one who is willing or even eager to invest effort in learning activities and to progress. Learner motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive: hence the importance of the topic for teachers. Various studies have found that motivation is very strongly related to achievement in language learning. (Garner and Lambert, 1972; Gardner, 1980). The significant message of research in this area for teachers is the sheer importance of the factor of learner motivation in successful language learning. The uncertainty as to which comes first, motivation or success, does not entail any particular problems for teaching: It simply means that among other things we do to increase our students’ motivation, strategies to increase the likelihood of success in learning activities should have high priority.

2.7.1. Different kinds of motivation

Ur (1991) mentioned that a distinction has been made in the literature between ‘integrative’ and ‘instrumental’ motivation: the desire to identify with the integrative into the target-language culture, contrasted with the wish to learn the language for purposes of study or career promotion. Gardner and Lambert (1972) introduced these concepts and claimed that integrative motivation was more influential among learners of French in Canada; but research since has cast doubt on the application of this claim to foreign language learner in general. In any case, at least one other study (Burstall et al., 1974) has indicated that it may be impossible in practice to distinguish between the two. Another distinction, perhaps more useful for teachers, is that between ‘intrinsic’ motivation (the urge to engage in the learning activity for its own sake) and ‘extrinsic’ (motivation that is derived from external incentives). Both of these have an important part to play in classroom motivation, and both are at least partially accessible to teacher influence. Intrinsic motivation is

in its turn associated with what has been termed 'cognitive drive'- the urge to learn for its sake, which is very typical of young children and tends to deteriorate with age.

2.7.2. Characteristics of motivated learners

The authors of a classic study of successful language learning (Naiman et al.,1978) came to the conclusion that the most successful learners are not necessarily those to whom a language comes very easily; they are those who display certain typical characteristics, most of them clearly associated with motivation. Some of these are:

- **Positive task orientation.** The learner is willing to tackle tasks and challenges, and has confidence in his or her success.
- **Ego-involvement.** The learner finds it important to succeed in learning in order to maintain and promote his or her own(positive) self-image.
- **Need for achievement.** The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.
- **High aspirations.** The learner is ambitious, goes for demanding challenges, high proficiency, top grades.
- **Goal orientation.** The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them.
- **Perseverance.** The learner consistently invests a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress.
- **Tolerance of ambiguity.** The learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later.

2.7.3. It is easier to motivate children

Ur (2009) said that in a sense, this is true: you can raise children's motivation and enthusiasm (by selecting interesting activities, for example) more easily than that of older, more self-reliant and sometimes cynical learner. On the other hand, you can also lose it more easily: monotonous, apparently pointless activities quickly bore and demotivate young learners; older ones are more

tolerant of them. Perhaps it would be more susceptible to immediate surrounding influences, including the teacher; that of older learner tends to be more stable.

2.8. Using pair work and group work

Pair work and group work help the teachers to solve a lot of problems dealing with language teaching and particularly speaking skills. If the teachers face the problems in getting learners to talk in the classroom, they use pair work and group work, in order to students to feel more comfortable. According to Ur (2009) using pair and group work increase the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class. It is true that group work means the teacher cannot supervise all learner speech, so that not all utterances will be correct, and learners may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother-tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class set-up.

2.9. Techniques and Principles in Language Teaching

What are the learning strategies? According to Nunan (1999) “strategies are mental and communicative procedures learners apply in order to find out and use language” (p.171). According to Larsen-Freeman (1986), “methods serve as a foil for reflection that can aid teachers in bringing to aware responsiveness the thinking that underlies their actions”. Teachers became clearer what they do when they are exposed to the techniques and principles of the teaching process.

2.9.1. The audio-lingual method

The behaviorist psychological theory and structural approach is the base of audio-lingual method approach (Richards & Rodgers, 2001) as a manner to educate learners the target language through stimulating learners to respond. This teaching approach is related to the direct method approach, as language rules are taught inductively and teachers teach students to form the practice of the second language. However, it is strongly hypothetical in linguistics and psychology (Larsen-Freeman & Anderson, 2011), and the outcomes of the interactional view

(Richards & Rodgers, 2001). Since the early 1980s, didactic approaches have shifted from a linguistic structure-centered approach to a communicative approach (Larsen-Freeman & Anderson, 2011). “Communicative competence” is the core of communicative teaching (Hymes, 1972). In the process, ESL teachers can use various classroom activities to practice CLT, such as authentic materials, scrambled sentences, language games, picture strip stories, and role-plays (Larsen-Freeman & Anderson, 2011). Several roles are assumed by ESL teachers in CLT: facilitator, participant, researcher, learner, analyst, counselor, and group process manager (Breen & Candlin, 1980; Richards & Rodgers, 2001).

2.9.2. The Communicative Approach

The goal of the teachers who use this method is to enable the students to communicate in the target language. According to Larsen-Freeman (1986), learners are more responsible managers of their own language, it increases learner’s responsibility to participate in the activities and learners do the most of the communication in the classrooms through the activities. A teachers’ role in using this method is to establish a situation likely to promote communication during the process of teaching he acts as an adviser and monitors the learner’s performance. Even the knowledge of learners is incomplete on target language, learners seems to be the managers of their own learning since the teacher’s role is less dominant in the classroom.

2.9.3. The grammar-translation method

The grammar-translation method dominated in Greek and Latin language teaching. According to Richards and Rodgers (2001), it modified its form to be widely used in recent language teaching. It is not new; it has different names. Many language teachers used it. According to Chastain (1988) it was called the classical method since it was used in teaching of classical languages such is Latin and Greek. The teaching process emphasizes grammar 12 with the primary skills of reading and writing, while ignoring skills of speaking and listening (Larsen-Freeman & Anderson, 2011). According to (Richards & Rodgers, 2001) in the process of teaching native language works as the reference or the medium of instruction in the second language acquisition. The role of the teacher is traditional; teachers are authority in the class students do what they say to do. (Larsen-Freeman,1986).

2.10. Teaching young learners

Starting to learn a foreign language from an early age is claimed to be a strong advantage “more evidence is needed to judge how far claims turn into reality” (Cameron, 2001).

What is the difference between teaching young learners and adults? According to Cameron (2001), children are often more enthusiastic and lively as learners, adults differ from young learners because children don't have the same access as orders to meta-language that teachers can use to explain grammar (as cited in Dar, n.d). Nunan (1999), mentioned a fact that learners who begin studying another language after the onset of puberty rarely, if ever, achieve native like levels of fluency. As we all know teaching vocabulary is very important and “in recent years, teaching of vocabulary has assumed its rightful place as a fundamentally important aspect of language development. (Nunan, 1999, p.103). The level of language ability is only one of the issues to be considered by teachers who face many challenges in attempting to satisfy the needs of all students (Allis 1994; Skehan 1991; Chamot 2005).

By using their knowledge of students as learners to make predictions as to what might happen in the class and by choosing texts and tasks to engage students, experienced teachers create learner-centered teaching. (Lynch, 2001). According to Tsui (2003), the task of teacher in the classroom is highly complex and requires much decision making. A well-established strand of research into teacher cognition which involves ascertaining what language teachers think, know and believe and what actually they do in the classrooms is important in the process of teaching (Borg 2009). According to Senior (2006), a central aspect of learner focused teaching is creating a classroom that functions as a community of learners. Being a positive teacher is very important, teachers have to be positive people and have a good attitude to establish a good atmosphere in the classroom so that students won't dread to come to class. (Richards 1998, 52).

Stanley (1998), in a study of six experienced teachers, identified five phases of reflective teaching:

1. Engaging with reflection involved choosing to begin some kind of reflective practice.
2. Thinking reflectively entails going beyond simply recalling what happened in a lesson.
3. Using reflection is a stage in which “teachers begin to sort out the forms and feelings of the process that are most beneficial to their practice” (p. 587).

4. Sustaining reflection overtime involves continuing to reflect “in forms that are workable without abandoning a commitment to the development of a reflective practice and to a continuing investigation of the difficult findings” (p. 588).
5. Practising reflection is a phase in which teachers “develop framework and procedures for continuing reflective thinking than leads to reflective action in their classrooms” (p.588).

2.11. Culture teaching

Language teachers have realized the importance of incorporating culture into their teaching, yet they have always been criticized for their inadequate treatment of culture in their classrooms (Oguro, 2008) (as cited in Alzayyat, 2014,p.12). Moreover, Vygotsky (1962), argues that culture is the primary determining factor for knowledge construction. We learn through this cultural lens by interacting with others and following the rules, skills, and abilities shaped by our culture.

Based on Turkan and Celik (2007), textbooks are produced for EFL and ESL purposes all over the world and aim to meet the needs of language learners in order to help them function linguistically and culturally well in English. The status of English as a lingua Franca may put different views towards teaching English language culture for EFL students in conflict. (Cited in Peterson, 2003).

2.12. Conclusion

This chapter explained the literature written from different authors and physiologists around the world which is connected to our topic. It is about teachers role in the classroom and the way students and young learns study, the literature is about the difficulties teachers face in teaching English as a second language, teaching culture, cognitive development and teaching strategies such as the Audio lingual method; the Communicative approach and the Grammar translation method.

2.13. Recent Studies

This research dealt with recent studies, which are current. It dealt with the problems others found about ‘Teachers’ difficulties in teaching young learners in groups or pairs. It describes the results and how they achieved success.

Fadia Mousa Al-Zyat (2014)

Fadia Mousa Al-Zayat) aimed to find out teachers’ difficulties in teaching the culture of the English language in Public schools in Jordan.

The questions of the study were:

1. What are the problems that Jordanian public school teachers face in teaching cultural issues of English in the secondary stage?
2. What are the problems that Jordanian public school students of the secondary stage face in learning cultural issues of English?
3. What are the suggested solutions to overcome the problems of teaching English language culture by Jordanian secondary stage teachers?

She undertook the research through interviews with English teachers and students through questionnaires.

The sample of the study consisted of (400) students: (231) female, (169) male, and (50) English language teachers: (37) female, and (13) male.

She used a quantitative method of research and analyzed the data obtained. Through this research she found that the problems of teaching English language culture in Jordanian public schools was already faced by the teachers, students and that the curriculum constituted a gap in learning and teaching English.

Dolores Ramírez Verdugo and Isabel Alonso Belmonte (2007)

According to this research, Ramirez & Belmonte wanted to examine the effects that digital stories may have on the understanding of spoken English by a group of 6-year-old Spanish learners. To accomplish this, a quasi-experimental research study was launched in six state

schools in Madrid. A pre and posttest design was used in this research to investigate whether internet-based technology could improve listening comprehension in English as a Foreign Language (henceforth, EFL). Findings indicate that the experimental group outperformed the control group in the final test administered. The results of the research raised interesting issues relating to the use of technology in the context of foreign language learning. Future research, which includes other age groups and digital materials and which explores other linguistic areas, could further substantiate the link between Information and Communication Technology (ICT) rich environment and improved language learning.

Participants of this research were 220 children and 6 EFL teachers who participated in the research study: 112 students in the control groups and 108 in the experimental one. Data obtained through classroom observation and teachers' diaries provide very positive feedback to the implementation of the project (Ramirez & Alonso, in preparation).

During the days in which the tests were administered, 9 students in the control groups and 3 learners in the experimental groups were missing and the total sample was then reduced to 103 students in the control groups and 105 in the experimental ones.

To analyze quantitative data, a T-test for independent samples was applied in order to compare the listening comprehension of the two groups of subjects.

The results obtained by the Levene test indicate that there was homogeneity of variances between the control and the experimental groups ($F = 1.124$; $p = 0.290$) at onset. Thus there were no significant differences among the participating groups at the start of the study.

Petra Schneiderová (2013) Brno

The practical part of this bachelor thesis was based upon findings of research conducted in a class of 7 pupils aged 9 – 11 in the language school where the researcher had been teaching recently. The class was newly formed and the pupils met for the first time at the beginning of September. The data for this thesis was collected through a reflective diary of the teacher, peer teacher observation and pupils' questionnaire. The aim of this research was to maintain discipline in the newly formed class of young learners through effective discipline practice which were mentioned in the theoretical section, and to manage a problem situation which occurred during the first few lessons in this class involving an attention-seeking student.

The practical part was divided into four chapters. The first chapter discussed important things which should be solved and prepared before the first lesson. In the second chapter, she described the lessons in detail. In the third chapter she focused in the effort of three months' experience to maintain discipline in the classroom. In the last chapter, the different approaches which were applied to cope with the attention seeking student were presented. The final chapter summarized the findings of the research and examined the lessons learnt whilst teaching this group and how it can influence future teaching.

These studies described the results and how they achieved the results of the topic. First research is about teacher's difficulties teaching culture in the Jordan public schools. The second research was conducted in Spain, teaching young learners using the digital stories or Audio Lingual method. The third was conducted in Brno about the discipline in the public schools which took several months to be conducted and observed.

CHAPTER 3

3.1. Research design and methodology

This chapter presents the methodology of research undertaken, the data gathering procedures, participants and the most important methods to find the aims, questions and hypotheses.

The research questions are:

- Q1. What are some of the common methods used in teaching EFL to YL?
- Q2. What are teachers' strategies and students learning style?
- Q3. What is the effectiveness of using pair work and group work to YL?
- Q4. Which is more appropriate to use in teaching EFL to YL, pair work or group work?

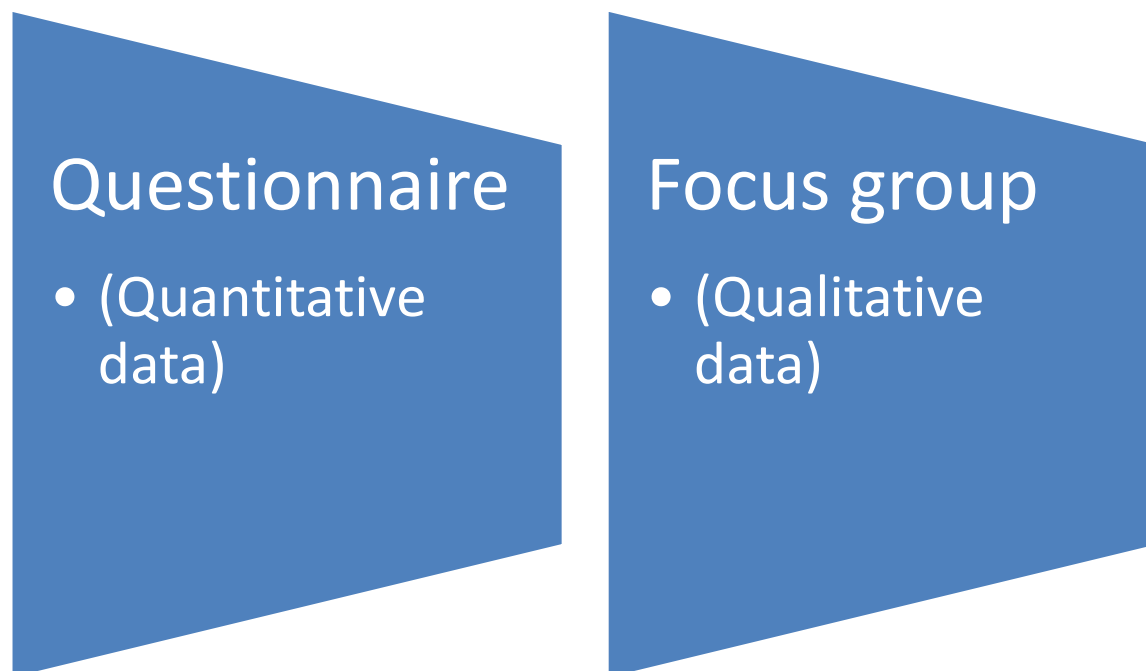


Figure 1: Research procedure

3.2. Research Hypothesis

In this part, the hypothesis mentioned at the beginning of the research will be raised to detect the problems in the teaching process. Based on our work we have raised some hypothesis, which are:

- Some of the common methods (Audio-visual method, Communicative Approach) used by teachers fulfill students' needs in order to be appropriate with students learning style.
- Teachers' strategies influence in students advancements by taking in consideration what sort of learners the students are whether they succeed with communicative method or Audio-visual method- this depends on learners learning style.
- Pair work and group work effect on the improvement of speaking, develop critical thinking and make the lessons more attractive.
- Pair work is more attractive than group work because young learners work with the partners next to each other, whereas group work is large and young learners are usually shy and not cooperative when they work in groups. Young learners are happier and more successful when they work in pairs than in groups.

3.3. Participants

In order this research to be complete, we decided to take into consideration teachers in primary school and have a discussion with them about their daily teaching at the schools they work. As said above, participants of this study are EFL teachers that are teaching YL of third fourth and fifth grade in primary schools in Gjilan "Thimi Mitko" and "Musa Zajmi". There were 10 participants, all of them are English teachers who work with Young learners. Some of them are not yet part of the new curricula; some of them are teachers that work with a new pilot project in the above-mentioned schools.

Except the teachers, in this research the participants are also the fifth year students. They are going to answer the questions in the questionnaire. The questions are related to methods, techniques, difficulties, feelings and students behavior while using pair work and group work in the classroom.

3.4. Research instrument

The research project utilized both quantitative and qualitative data collection tools. The participants were teachers and fifth grade students from two primary schools ‘Thimi Mitko’ and ‘Musa Zajmi’ in the Municipality of Gjilan. Fifth year students had complete the questionnaire with the Liker scale answers whereas teachers discussed 10 questions related to the methodology used in the classroom, classroom management, course books, techniques, and other difficulties facing them during the learning process.

3.5.Procedure

Questionnaires were distributed among the 100 participants of the two above mentioned primary schools, 50 students in ‘Thimi Mitko’ and 50 students in ‘Musa Zajmi’ and everything was explained in details to the participants. Afterwards 10 English teachers were invited in a relaxed place to discuss about the effects of using pair work and group work, effective methods, techniques, feelings and students behavior while using pair and group work, difficulties facing during the learning process, etc.

3.6.Analysis of Data

In the process of the research various methods helped us with data collection. Data analysis showed the techniques that teachers use to face the challenges of teaching EFL to YL.

This research project is a combination of both methods of research, qualitative and quantitative. Since the research is generally descriptive, there was unlikely to be to much information that required statistical analysis. The qualitative method explained the information obtained from the focus group. Moreover, the quantitative method was used to analyze the statistics of the data obtained from the participants.

3.7.Interpretations of Findings/ Results

The study revealed the teachers’ responsibility for their teaching work, and show different ways that help teachers to eliminate problems on teaching YL. This study also contains the answers

from teachers' discussions who were recorded and then were written their opinions about the learning process while using pair, work group work, difficulties and many other issues.

Then in the other part of this study are the students' answers from the questionnaire. The questions were related to the learning process and whether they are happy to learn English. They are going to express their feeling and behaviour when they are working in pairs or in groups.

3.8. Conclusion

In this chapter are explained the research methods used. This research aimed to point out the effective way of using pair work and group work. It also aimed to find the methods used with young learners, their behavior while using pair work and group work, the classroom management, and also the students' excitement during the English classes. After explaining the research design thoroughly, the materials, participants and instruments used for this study, every step was outlined in details. In addition, this is a reliable research, and the data collected gave great insight to further studies.

CHAPTER 4

4.1. Findings and results

This chapter presents the results obtained from the students' questionnaire and the focus group in order to get more information about the teaching English Language, The effects of the pair work and group work in ELT, students' desire to learn English, teachers' strategies and students' learning style.

4.2. Results from the students' questionnaire

In this part we present the results' from the questionnaire in details by explaining and analyzing the results and instruments that were used in this research. The instrument was the questionnaire, which asked the students about the procedure they learn EFL and challenges they face in the process of learning.

Additionally, in this chapter the results of the research are compared in details. The first instrument of this study was the questionnaire about the students effective ways of learning English. The questionnaire was distributed among 100 students. It had 10 questions. This questionnaire gathered students' opinions about their learning in an English classroom.

Q1. Here is the first question ‘ I like English.’

As a result we can see in (Fig. 2) that from 100 participants that participated in the questionnaire, 91% declared that they strongly agree to like English, 7% declared that they agree, 1%of them disagree and only 1% strongly disagree. According to the answers to the students’ questionnaire, it is understood that students are very familiar and love English. It means that learning English brings them happiness and anxiety.

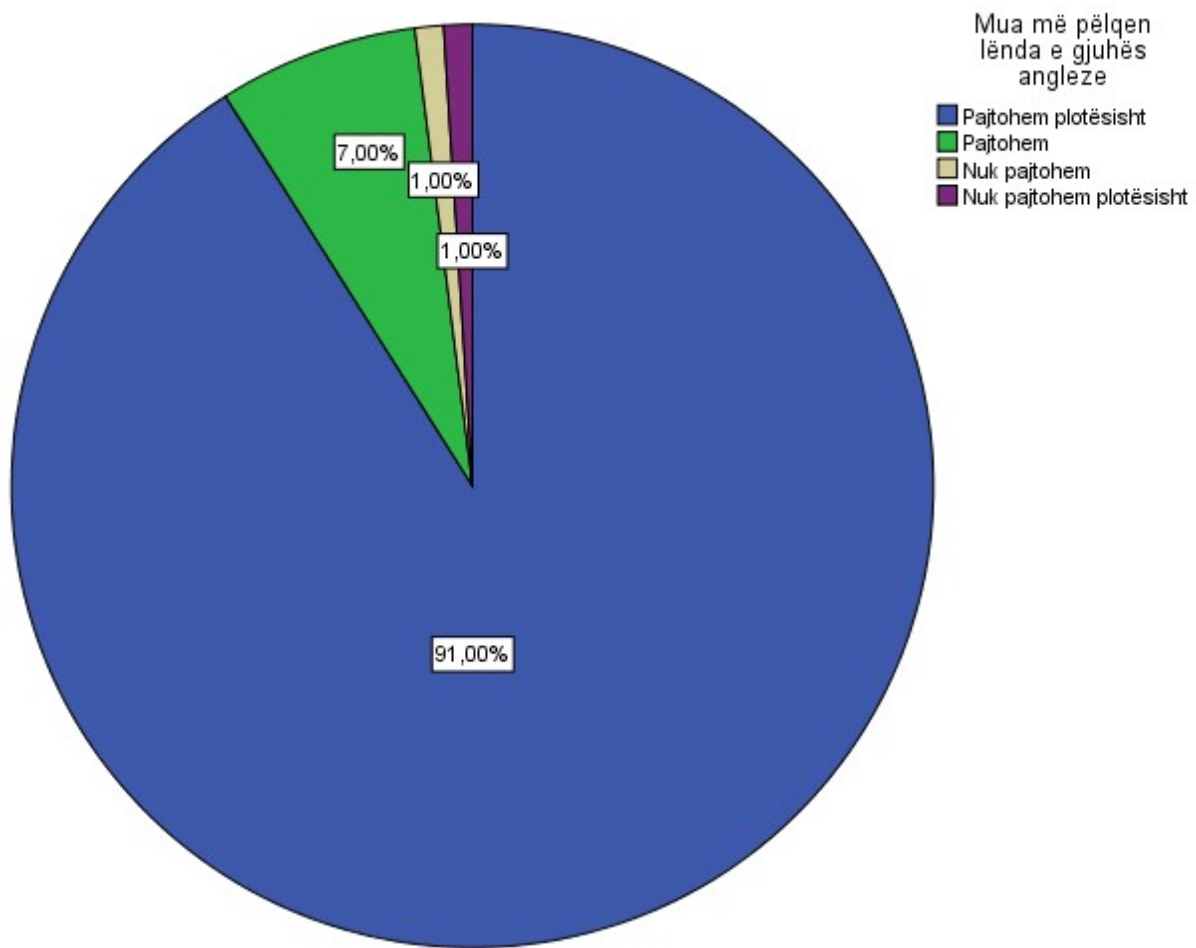


Figure 2: Question number 1

Q2. I cooperate with my classmate during the English lessons.

Here are the results about the second question” I cooperate with my classmates during the English lessons.

According to the students’ replies here are the results for the second question (see fig. 3); 51% answered that they strongly agree, 46% of them agree, 2% of the students disagree, and 1% of the students strongly disagree. The results about this question show that Students are cooperative and they are able to work with the other people whenever it is required to them.

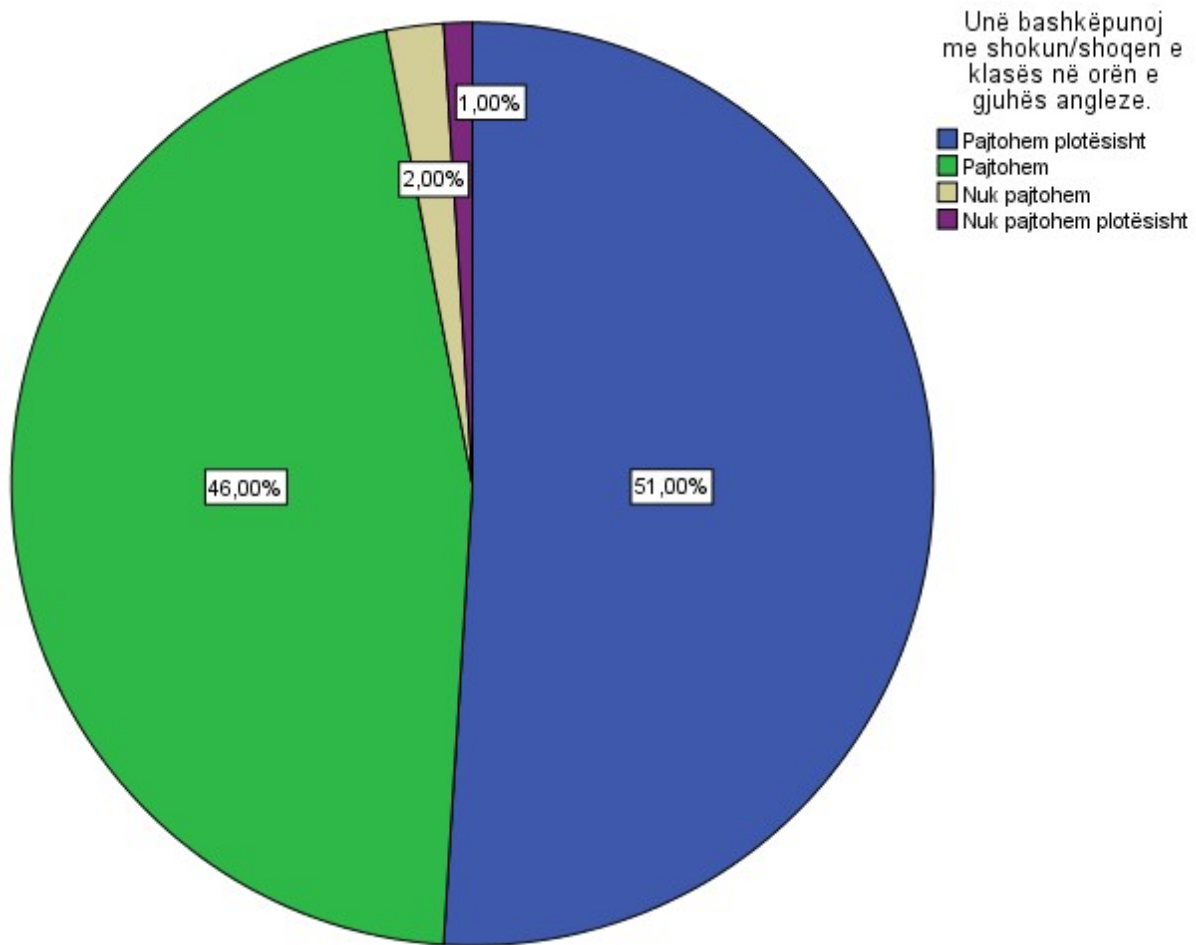


Figure 3. Question number 2

Q3. I always work in groups.

The results:

Fig. 4. Objectives are clear according to the results given from participants as can be seen in the chart: 30% of the participants declared that they strongly agree about always working in groups, 42% replied that they agree, 23% of them disagree about group work exercises during the English lesson and only 5% strongly disagree always working in groups. The results for this question lead us to understand the most of the students always work in pairs or in groups.

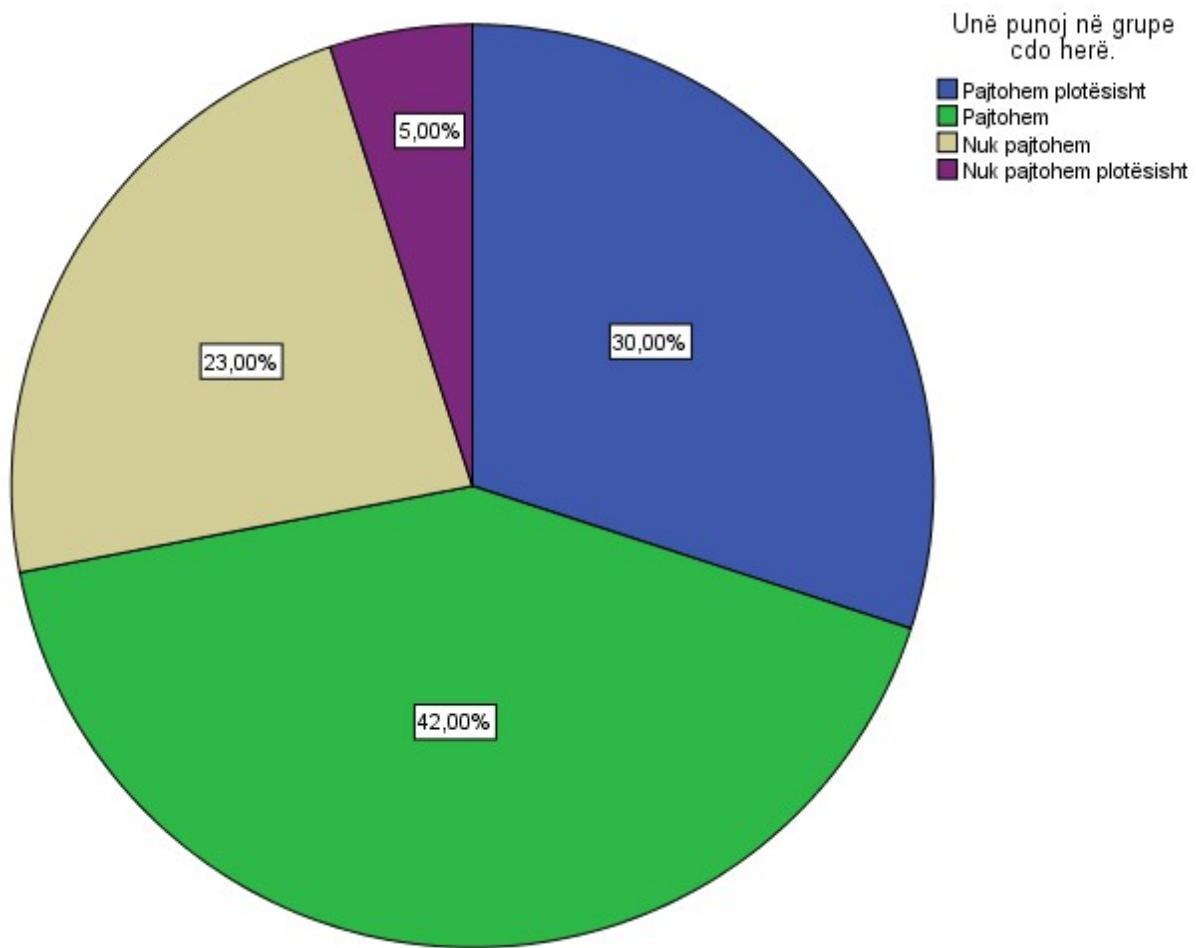


Figure 4: Question number 3

Q4. I feel good when I cooperate with my classmates.

Here is the chart about the question four. Students answered this question (Fig. 5) as follows: 76% of the participants strongly agree, 19% of them agree that they feel good when they cooperate with their classmates, 4% disagree and only 1% strongly disagree to feel good. According to the percentage of the results, it is clear that the majority of them feel good and want to cooperate to each other.

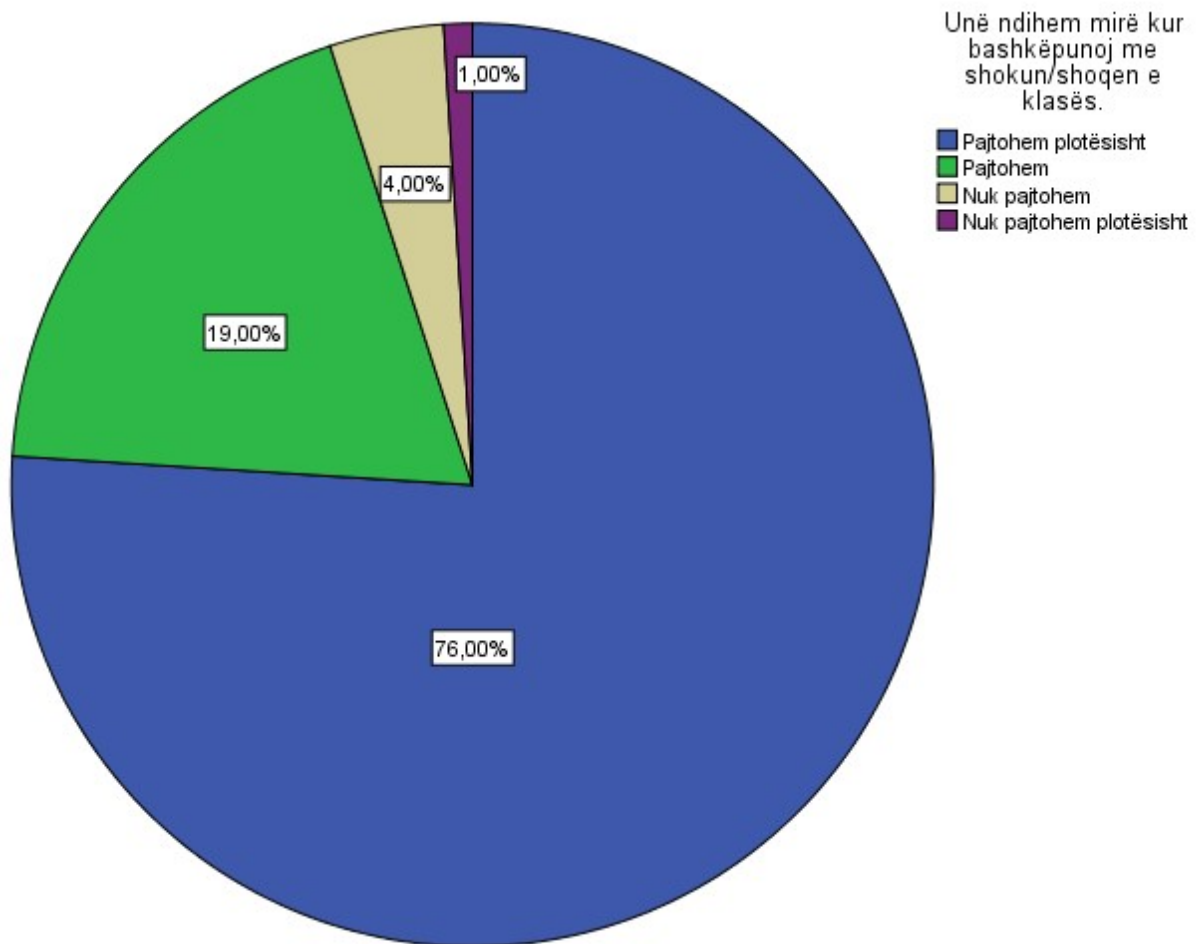


Figure 5: Question number 4

Q5. Teachers help us when we work in pairs or in groups.

According to the students' answers about the teachers help during the lesson while they are working in pairs or in groups, here are the results: 67% of the students declare that teachers help when they work in pairs or in groups, 24% say that they agree, 5% say they disagree and 4% strongly disagree with the question 5. All results considered for this question lead us to understand that teachers are those who help all the time while the students work in pairs or in groups.

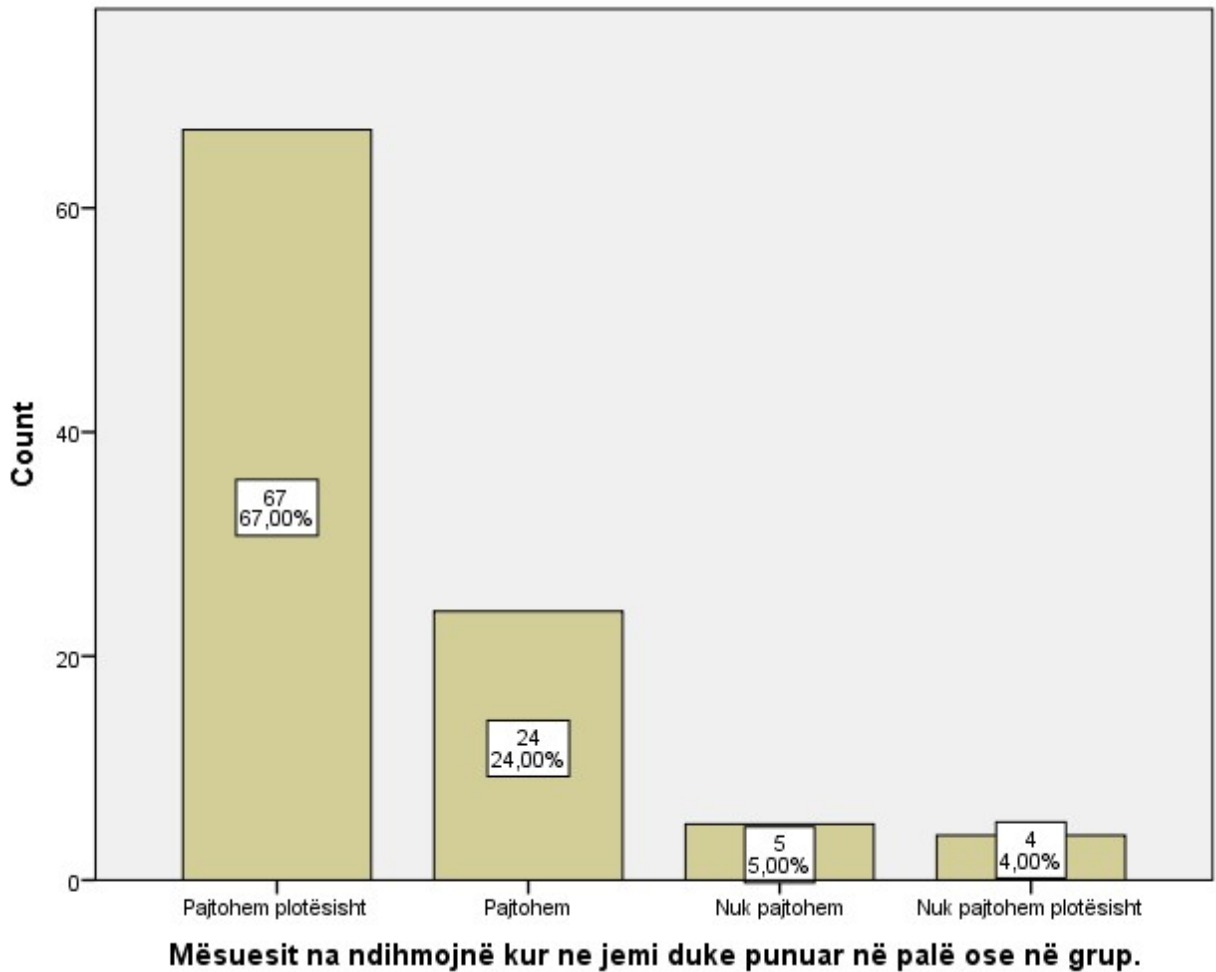


Figure 6: Question number 5

Q6. Pair work is better and more effective than group work.

According to the students' answers about the question 6, Fig. 7 sets the results whether pair work is better and more effective than group work. 24% of the students strongly agree, 39% of the students agree, 32% of the students seem not to like pair work and only 5% strongly disagree. All the results considered for this question lead us to understand that pair work is better and more effective than group work.

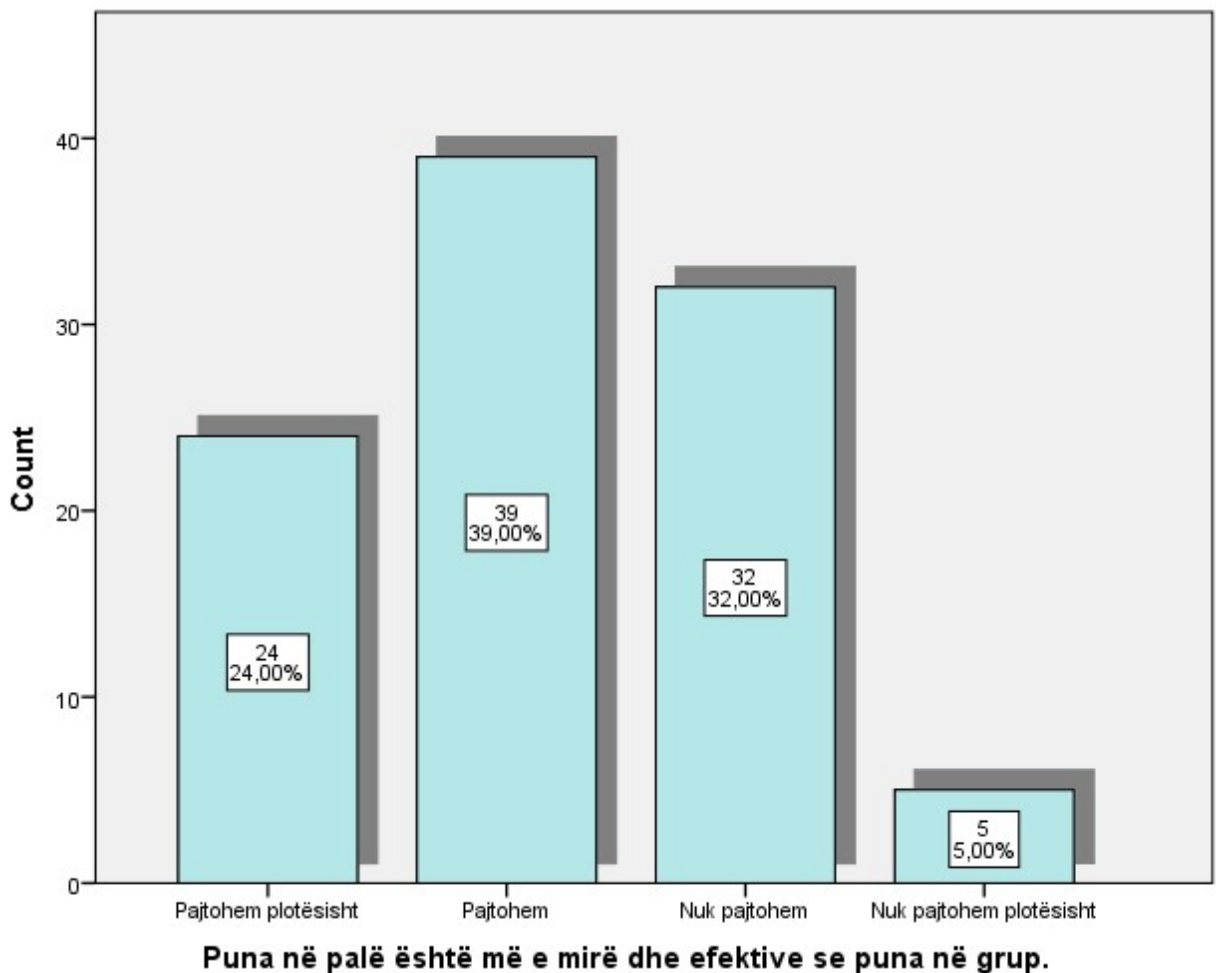


Figure 7: Question number 6

Q7. Teachers should always use pair work because you learn from each other during the lesson.

In Fig. 8 the results are like this: 63% of the students declared that teachers should use pair and group work because they learn from each other, 27% agree, 8% disagree, and only 2% strongly disagree to work in pairs and in groups. According to these results from the students who answered this questionnaire we understand that teachers should use pair work and group work if they want to have success and achieve their goals.

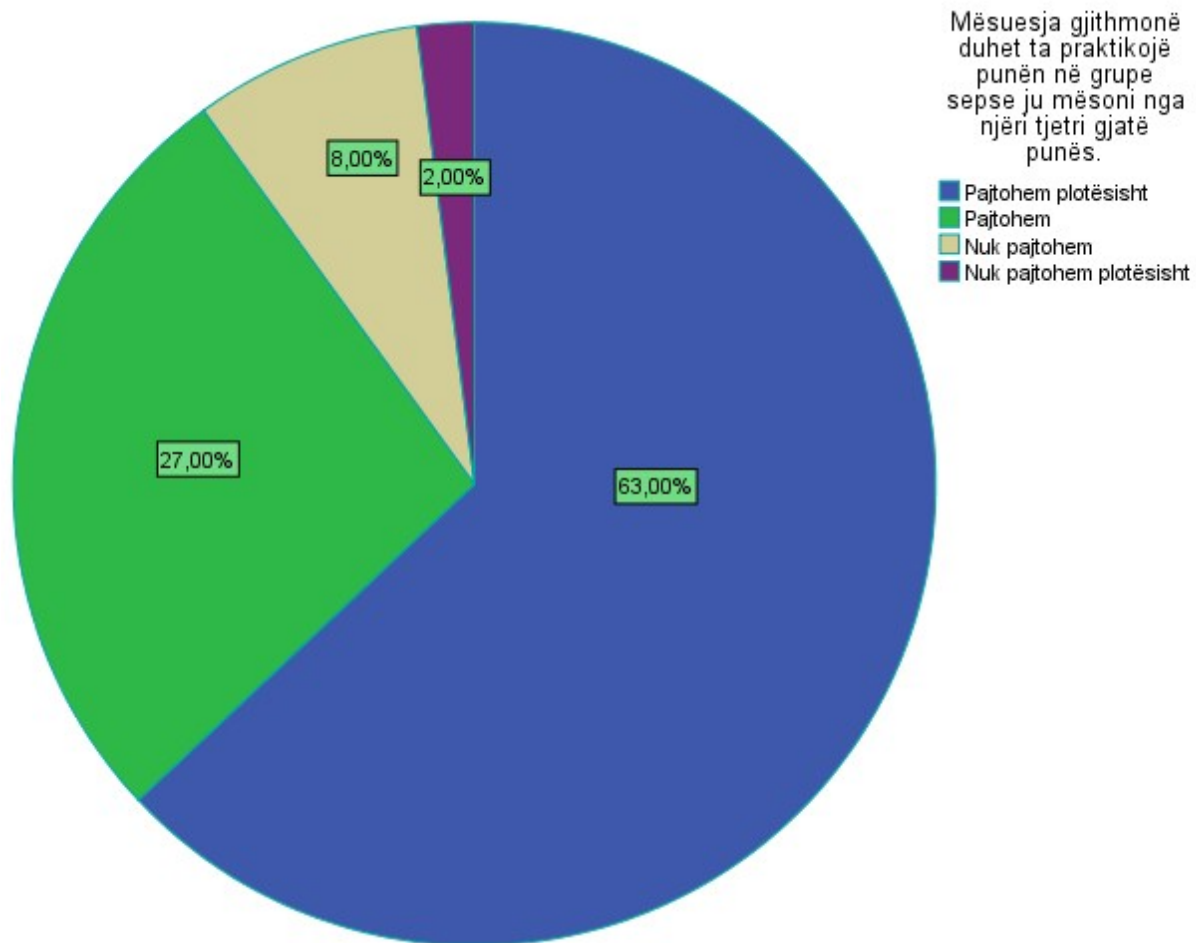


Figure 8: Question number 7

Q8. Teachers use different exercises(like speaking, listening, writing, reading) that are suitable for every student needs.

In Fig. 9 the results are as following: 77% of the participants in this questionnaire declared that teachers use different exercises (like speaking, listening, writing, reading that suit every student needs, 21% agreed about the statement, 1% disagreed and 1% strongly disagreed about the above mentioned statement.

According to the results teachers are those who use different materials for every student learning styles in order to achieve his/her aims and goals in teaching English.

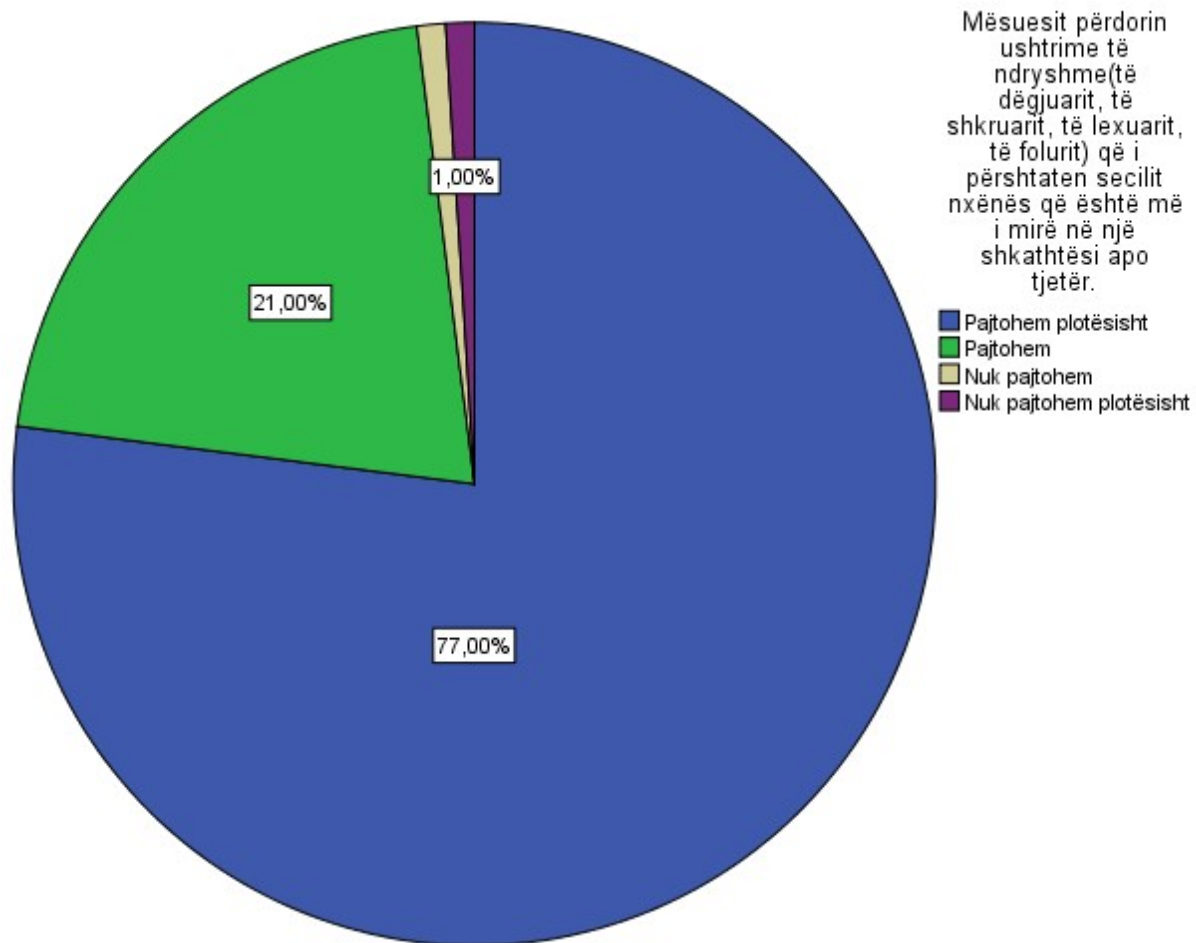


Figure 9: Question number 8

Q9. I respect the other students' opinions when I work in pairs or in groups.

Students' behavior while working in pairs or groups does not seem to be a problem in teaching young learners. We can see this from the results in the chart that the participants declared about the respect of the other opinions. 83% of the students strongly agree, 15% agree to respect the other students' opinions when they work in pairs or in groups, only 1% disagree and another 1% of them strongly disagree.

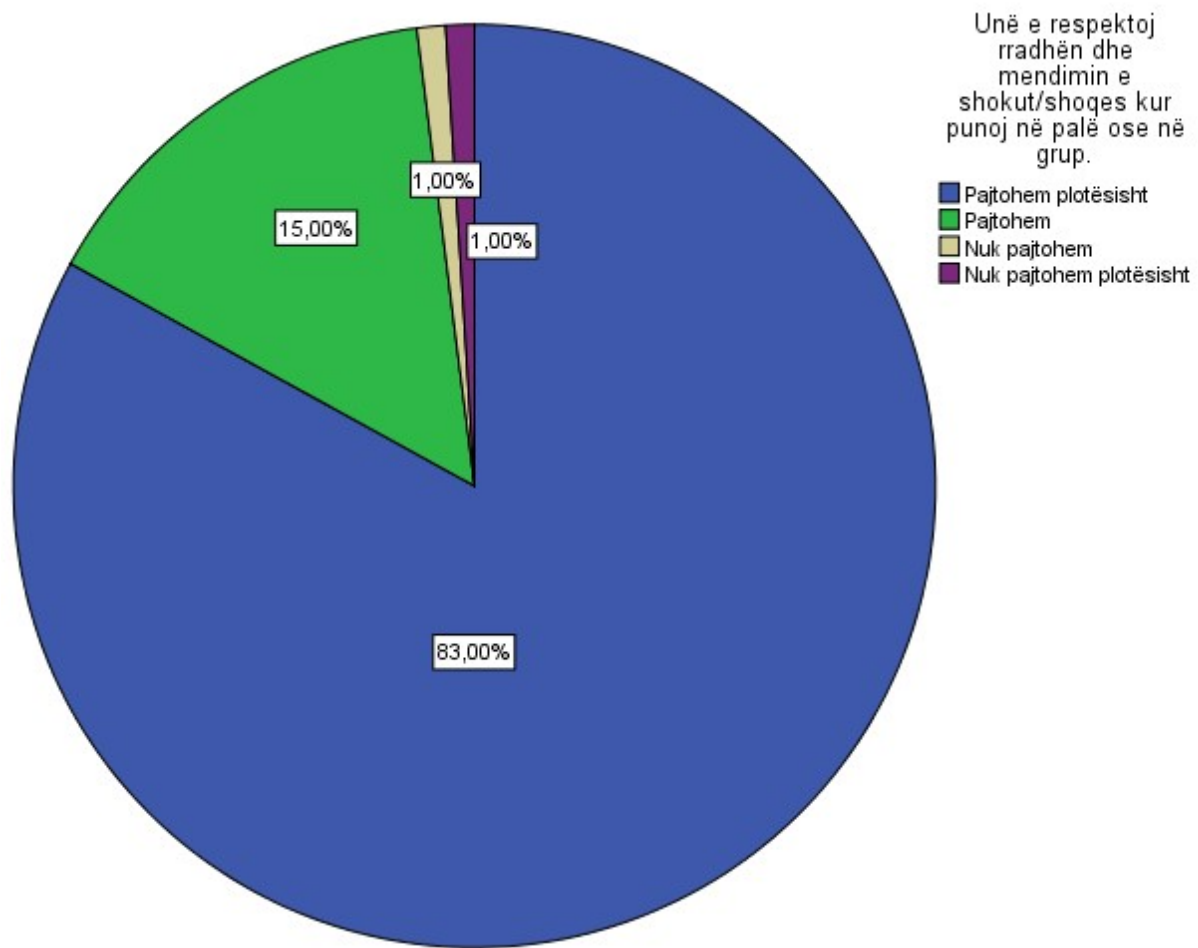


Figure 10: Question number 9

Q10. I am shy when I cooperate with my classmates.

The results for this question are: 64% of the participants strongly disagree, 22% disagree, 6% of them agree and 8% strongly agree about the shyness during the activities in the classroom. When we sum up the results of the questions, we can see that most of the students do not hesitate while working in pairs or in groups.

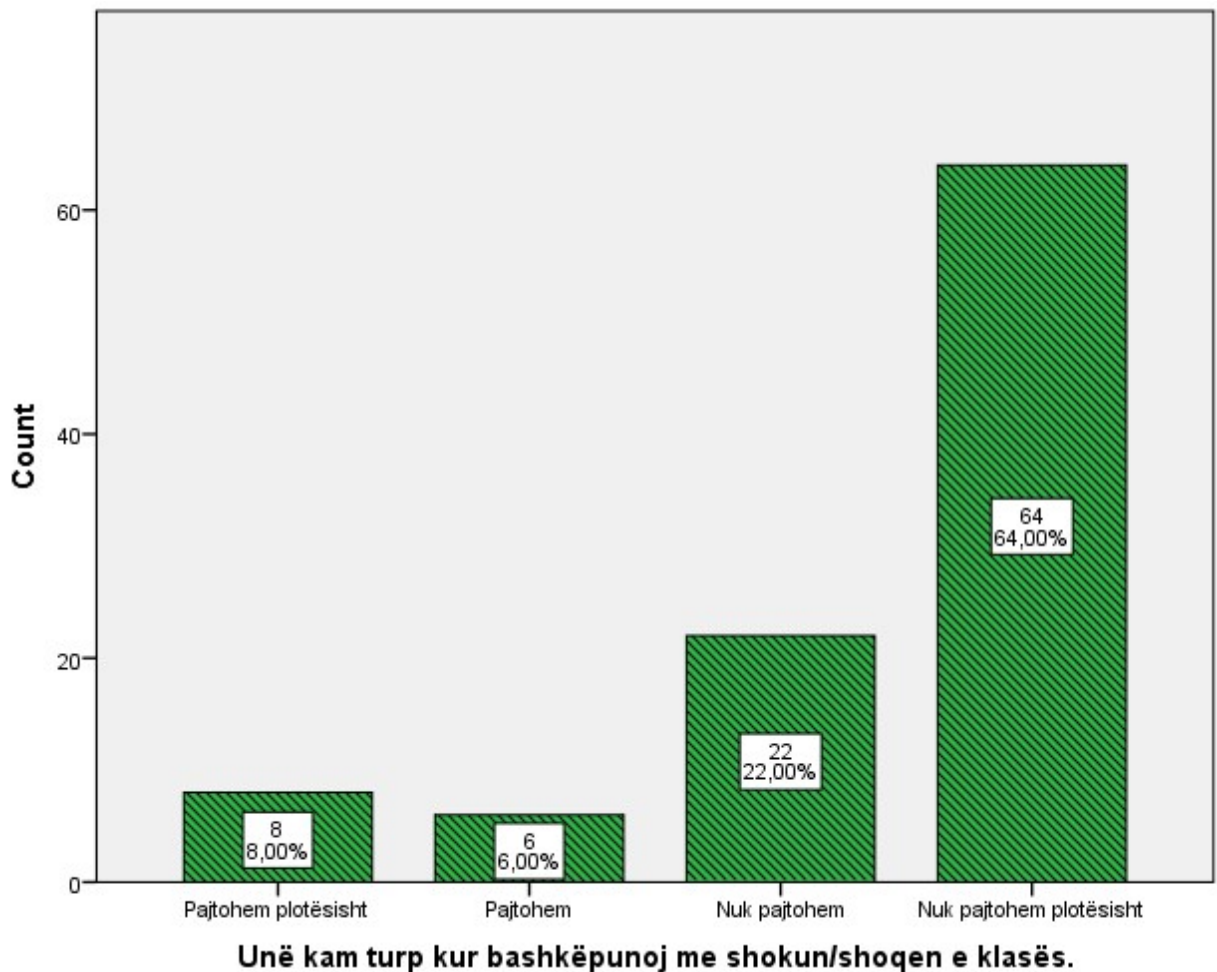


Figure 11: Question number 10

4.3. Results from the focus group

There were invited ten English language teachers who work with young learners in two Primary schools in the Municipality of Gjilan, five teachers were from “*Thimi Mitko*” School and five teachers from “*Musa Zajmi*” School. They were invited to discuss the importance of learning English, classroom atmosphere, teachers’ strategies they use in order to achieve the aims of the lessons, they were also asked to discuss about the methodology they use to motivate students during the learning process. They discussed the effective ways to learn English easier, and how do they use pair work and group work exercises and what is their effectiveness in the process of learning English.

As my survey is based also in the results of this focus group I prepared 12 questions for the teachers in order to discuss about their learning process and get the results to conclude the aim of this survey.

The questions, which were supposed to use for the discussion, are:

Are the students excited when they have English lessons?

Do you use pair work and group work and what is the students’ cooperation?

What are some of the challenges you face while you are using pair work and group work?

Do you use additional materials or course book is the only source of learning?

Can you mention some of the effective methods used in the classroom that students like to work more?

Is it difficult to engage all students in an activity when they work in groups or in pairs?

What do you do with shy students and how do you encourage them to cooperate with other students?

Are the students serious in their work and are they engaged equally when they are working in groups?

Is it difficult to find a balance between shy/quiet students and noisy students? What do you do in this case?

Do you have problems during the evaluation when they work in pairs or in groups and is it difficult to evaluate?

Should the teachers be worried about the students' learning styles and what are some of the methods you use to fulfill these needs?

Q1. Are the students excited when they have English lessons?

When I asked about the first question whether the students are excited about learning English, all the teachers answered as following:

-“Well, when I enter to my classroom, I always meet happy faces. I freely can say that in general all students feel excited when they have English lessons”

-“Indeed, they are. Since, it is something new to them, they show the desire to know more and more about it”

-‘Definitely, yes, they are. The majority of the pupils are eminently excited to have English class. They are very interested on every topic which is related to English, and most of them claim that English is their favorite subject, and they often define it as a relaxing subject.’

-“ Most of them are pretty excited when they have English lessons”

-“ Yes my students are very excited and delighted when they have English lessons’.

- “ It depends if they are in a good mood”

These are some of the answers the teachers gave and the results are that most of the students are excited and happy when they have English lessons.

Q2. Do you use pair work and group work and what is the students' cooperation?

The second question was about the pair work and group work, how often do the teachers use it, and how do they see the students' cooperation in an English class. Some of the teachers said as following:

- *“During English lessons my students are asked to work individually, in pairs and in groups. My students find pair work and group work very beneficial, because they claim that while working in pairs and groups they find easier to discuss about different concepts and issues and in this way they consider that they find solutions to problems easier. My students also claim that pair work and group work help them improve their speaking skills and critical thinking while they speak to each other about difficult tasks”.*
- *“Well, I prefer implementing both of these methods, since they are quite beneficial for pupils. By working in pairs or groups, they are given the opportunity to acquire new ideas, improving their listening and speaking skills as well as being more creative. These methods are efficient for almost all ages of pupils”.*
- *“I try to use both, pair work and group work as well, it depends on the activity. My students are usually collaborative, and they like team work because I try to teach them be flexible and cooperative with each other”.*
- *“Based on my experience on teaching I usually use both of them. Some students need a little encouragement from their peers in order to find their voice, so I help struggling them by assigning group work, it seems beneficial, working together gives better results so they appreciate it”.*
- *“ Both of them. Cooperation- involving mutual assistance in working toward a common goal”.*
- *“It depends on the task but I prefer to use pair work”.*

Teachers discussed some of the reasons why do they use pair work and group work, and after the ideas they gave, they agreed that both, pair work and group work are beneficial and students cooperate to each other as they learn from each other by improving listening, speaking,

be more creative and share their opinions easier. Finally they concluded that pair work and group work is quite used among young learners of English.

Q3. What are some of the challenges you face while you are using pair work and group work?

The third question was about the challenges we as teachers face while we are using pair work and group work. During the discussion most of them mentioned noise and how do they manage to avoid it, some said that pair work and group work give the chance to talk in their native language and they avoid practicing English. Teachers said:

- *“Despite of the benefits, as almost everything else, pair work and group work have their challenges as well. Knowing that a class consists of at least twenty students, a challenge that I would mention is that almost all of them will be talking at the same time, so it could be challenging for the teacher to manage the noisy disorder. Another challenge is that I often hear them talking in their native language while working in groups, so they do not always practice English while working with one another”.*
- *“Pair work and group work have to be more productive, creative and motivating than individuals on their own, but on the other hand are some challenges, we as teachers face, like managing classroom environment. If the students are working with their friends they might cause noise, this might be one of the main challenges”.*
- *“Despite the fact that pair work and group work are very beneficial, there are some challenges that both teachers and students face. I, personally, find very challenging the noise that the students make while working in pairs or groups, assessing process as well as the product at the end, and also evaluating students individually”.*
- *“ When I use group work, the class becomes a bit noisy and hard to stand that, but when I use pair work sometimes I notice that just one of them is doing the majority of the work”.*
- *“One of the challenges that I can mention is when I select the group members and some of them aren't matched up well”.*

- *“While using pair work a minor challenge that I usually encounter, is that most of the time a student is left without a partner, because of the odd number of students. On the other hand, group work sometimes evokes noise.”*

The results for the third question are that according to the teachers that the challenges they face while using pair work and group work are that the students make noise, sometimes it is difficult to make groups because they do not match up well, in particular cases students prefer to use native language instead of practicing English. Pair work and group work are quite beneficial to the students and they bring joy and happiness among students.

Q4. Do you use additional materials or course book is the only source of learning?

As a foreign language teacher, working with young learners, I could notice that course book is the only source given from the Ministry of Education, it is not the one that fulfill students' needs and the teachers, who were participants in this survey, agreed that the materials given to us are not enough and they have to search the other sources to find adequate materials that suit students they teach if they want to achieve the aim and improve a section the they see it is necessary. Teachers claimed that:

- *“In my opinion, course book have noticeably good content, but sometimes if I see that I need to expand any topic or anything regarding any learnt lesson, I use extra material. I search for them in different sources on internet or even in other books”.*
- *“Course book is the main source of learning, but most of the time it is necessary for extracurricular activities and whenever I see necessary for students to improve in any section of language”.*
- *“Since we are in 21nd century and the students are growing up with technology, I as a teacher try to use additional materials and a course book isn't our only source of learning”.*
- *“Except the course book I use extra materials such as worksheets or tests, personal computer smart board, projector etc”.*
- *“I use additional materials especially when we do exercises”*

As it was seen from the discussions between teachers, all of them use extra or additional materials to make the exercises more attractive, try to bring something new to motivate them, as one of the teachers mentioned that today we have generations of technology and they all the time are addicted to them, it is impossible to take their attention if we do not bring something that is not related to tech gadgets. They agreed that additional materials are welcomed all the time if we want to do something good for them.

Q5. Can you mention some of the effective methods used in the classroom that students like to work more?

The fifth question was about the methods they use while they are in the classroom and what is the classroom atmosphere when they use these methods. Teachers discussed the most effective methods that are appropriate for the age of the students. They said:

- *“Group work usually involves groups of students formally working together. I usually take in consideration the topic then I decide to put them in groups, pairs or let them work individually. My expectations are concerned with the topic and the main aim is to gain students attention and participations”.*
- *“Well my students like to explain them a topic than to discuss about it all together, sometimes individually, sometimes in pairs and sometimes in groups. They like when they receive feedbacks from me and from their classmates, and they also like a lot when visual aids are used”.*
- *“Throughout my experience as a teacher, I tried many methods with pupils. All of them were peculiarly effective. The aim of all the classes is to stimulate students on learning by creating an interactive environment. As mentioned above, pair and group work are significant in each class. Another useful method which I would like to share is also the implementation of feedback. I use both teacher and peer feedback, and this helps students to improve in grammar, vocabulary, writing etc”.*
- *“It depends on the students’ age; If they are kids, they like games, activities that let them to express their thoughts and creativity. Some of them are vocabulary and grammar games, reading and speaking activities and so on. If students are adults, they prefer more speaking and writing activities. I try to use methods that are appropriate for their age and level like write, pair, share; inside circle/ outside circle; sticky words; paraphrase passports and so on”.*
- *“First they like to listen to the teacher, brainstorm a little bit, share ideas in the classroom and present in front of the class”.*

According to the discussion that was made by the teachers they mentioned different methods that suit students and that are appropriate for their age, the students feel excited when they work in

groups or in pairs. It was also mentioned that young learners and adults prefer different activities that help them improve English.

Q6. Is it difficult to engage all students in an activity when they work in groups or in pairs?

The sixth question talk about students' engagement during the use of pair work and group work, how do they manage to engage all students in an activity and is it difficult to engage all of them. Teachers told their experiences about this question.

- *“Most of the time isn't difficult to engage all of them in different activities, expect on special occasions. Since they are working in groups all of them know that they are obligated to participate in class equally, so they try to be responsible in this aspect”.*
- *“I presume that it is easier to involve them by using pair work or group work rather than individual work. They share their ideas, even if they do not give the correct answer they won't be ashamed, or it may even help them gain self-confidence.*
- *“Until now it was not difficult to engage all of them in activities”.*
- *I would say Yes, because sometimes some of the students find it hard to participate with their friends’.*
- *“Yes, some of the students sometimes do not want to participate and they hesitate to share their opinions”.*

The teachers concluded that it is not so difficult to engage all of the students in an activity because they find them interesting and they like to participate in any activity, only in particular cases they find difficulties when students want to be in the same group with their best friend or those who are shy hesitate to participate.

Q7. What do you do with shy students and how do you encourage them to cooperate with other students?

The seventh question is related to shy students and what do the teachers do to encourage them work in pairs or in groups. Every teacher faced these cases during their experience and in this discussion they shared their experiences about this category of students. They said as following:

- *“Shy students often hesitate to be involved in the classroom activities. But, there are many methods which help to overcome their shyness. It happened very often for my students to vacillate during my class, and what so I do? I will show some methods which were beneficial regarding students’ shyness. Some of them have been already mentioned above which are pair and group work. Some additional way of making them feel more comfortable in the classroom is by giving them hope and warmth, also understanding them. When they realize that the teacher loves them, and even if they are wrong, the teacher gives them hope that they will improve, they will not feel shy anymore”.*
- *“In my classroom I use to do additional activities to help students learn a little bit more about their classmates’ opinions, so everyone gets a turn and in this way all students share their opinions or ideas, even shy students. I also find useful while working in groups sitting shy students next to their friends, because in this way they express themselves easily”.*
- *“Shy students need a special “space” in order for them to talk and cooperate with their peers. I usually maintain continuous contact with all students, especially those that I recognise as shy. For example, I make comments, ask questions, make small talks, or even pass a smile on a daily basis to make them feel included. I rearrange their seats, so that they can sit with different students and in this way they get comfortable to collaborate with them. Also, I try to give them a job that allows them to feel they are contributing to the classroom and feel connected to other students, while also encouraging them to interact with other students”.*
- *“All of them are unique in their personality, cooperation with each other is the key of working in groups. This is very crucial for me as a teacher. Most of the time I repeat words that everyone makes mistakes, and everyone learns from their mistakes so I pay more attention on their engagement, later they do participate but maybe their responses*

are softly spoken or with a lack of confidence. Shy students are participants in each activity like all other students”.

- *“I give them plenty of time, show warmth and understanding.”*
- *“I usually use magic words like: Great Job! Perfect! Bravo!”*

Teachers are those who support this category of students and help them build self- confidence when they are surrounded by other students by encouraging them speak, express their feeling and opinions, let them realize that they are doing something important while they are working in groups etc. All the teachers in this discussion forum were trying to manage the situation in the best way possible and according to what was said their job is really encouraging.

Q8. Are the students serious in their work and are they engaged equally when they are working in groups?

The eighth question is about the behavior of the students, whether they work equally, are they serious in their work while they are working in pairs or in groups. Teachers discussed about their experiences while they are in the classroom. They said:

- *“Since they find attractive working in pairs and groups, they certainly are serious. As for equality, I would say that they usually are but sometimes their work is not equal, for instance, there might be one student who work more than the others, or another student who waits for the other to get the work done.”*
- *“I would consider that a very serious attitude, most of them are equally engaged with a little effort they do a great work, but it depends on the students.”*
- *“While students are working in groups, I walk past them to make sure there isn’t going anything else beside the topic we are discussing, and to prevent noise also. Every time when we have group work I engage all of them, for example I give everyone a task to finish for the end product, so that everyone will participate equally in their group.”*
- *“The majority of my students are serious in their work and try to be equally engaged with others, but there are some exceptions, some students that try to avoid being as active as others.”*
- *“Mainly, they are serious in their work and of course they are engaged equally in group work.”*

Q9. Is it difficult to find a balance between shy/quiet students and noisy students? What do you do in this case?

The ninth question is about shy/quiet students and noisy ones. What do the teachers do, how do they manage the situation. What is the classroom management? Teachers were aware about the situation and said that experienced this kind of situation almost every day. They discussed and said the following:

- *“I sit next to me the noisy students and I usually help on their answers to my shy/quiet students.”*
- *“I have attempted to create a safe place (classroom) by being flexible and providing accommodations. I don’t always work perfectly.”*
- *“I usually try to mix students and divide them based on their attitudes, each group includes different students, I try avoiding discrimination.”*
- *“It’s not that difficult to find a balance between them. A method I usually use is that I mostly pay attention to shy students rather than noisy students. This way, shy students get to speak more and noisy students less.”*
- *“When they work in groups, the shy students are often influenced by the noisy students, so there happened to be an equilibrium between them.”*
- *“Sometimes it is, the noisy ones can be the ones that make other be shy or feel uncomfortable to express something. I try to express that it is ok to be “a bit noisy” when you have something to share.”*
- *“Sometimes it is. But in general I use to mix students a noisy one with a quiet one, and it works.”*

Q.10. Do you have problems during the evaluation when they work in pairs or in groups and is it difficult to evaluate?

The tenth question is about evaluation. Teachers discussed about the most sensitive part in the learning process and sharing their experiences in evaluation. What do they do? what method do they use to evaluate them and especially when they are working in pairs and in groups. They discussed about the problems they might face because of the delicacy of the most important part of the learning process. They discussed as following:

- *“I consider the evaluation process very challenging while students work in pairs and groups because sometimes I am confused if all the members of the groups were engaged in a particular activity.”*
- *“Evaluation process seems challenging, while students are working in pairs or groups. Usually I don’t evaluate each of them based on their group response only. I take in consideration their own individual potential according to the whole English class.”*
- *“Even though they work in groups, I evaluate them individually with what they present and I evaluate their contribution for the group/pair.”*
- *“It can be difficult, since you cannot scrutinize if their work is equally done.”*
- *“If you first divide the work between them, it will not be difficult to evaluate them since everyone will have to finish their task.”*
- *“It isn’t always easy, but I have to make my assessment criteria (team work skills, to assess process etc.”*

Q.11 Should the teacher be worried about the students' learning style and what are some of the methods you use to fulfill these needs?

The eleventh question is about students learning style. I asked them to discuss about the importance of considering learning style of the students very delicate because not every student is the same, and what methodology do they use to fulfill these needs. Should they pay attention on the learning style of the students or teachers use their methods and techniques without paying attention who understood it or not.

- "Teachers must worry about students' learning styles. Variety exists not only in school and learning, but everywhere in the world. A method I use is that I first explain a new lesson e.g. new vocabulary. Some of my students immediately learn new words, some not. Then I write them on the board, and then I write examples with those words. Also, I make students give their own examples, and repeat those many times."
- "Teachers should always try their best if they want their students to be successful, if they do not want the last one, then there's no sense to be a teacher. In addition, they should be worried about their learning styles, they should notice which learning style is more helpful for their students, or they should read about students and learning styles."
- "I always support social learning theory, that it is about teacher's behaviour in classroom, the teacher is the example, also the constructivism theory: We should give a good base or foundation but let the student construct their own knowledge."
- "Definitely teachers, especially foreign language teachers in our case English teachers, must be worried about students' learning styles and they (we) should be aware about the methods that fulfil their needs. The majority of my students are social and visual learners, they prefer to work with reach other and use pictures, images and videos in order to acquire the knowledge better."
- "One classroom different learning style" that's why this is very important for a teacher. We have to assess the frame of the class, and to use the variety of teaching methods that fulfil their needs, and make sure that every student is afforded to the same opportunity to learn and engage. Creating a safe atmosphere for learning, being flexible and offering choice are the most important ones. Using visual pictures, enjoying visual presentations, *watching videos, listening to native dialogues and conversations are some of them."

- “Yes, they should be. I think they have to use online method for homework and encourage them to study at home more.”

4.4. Conclusion

In this chapter are explained the findings and results. According to the results students said that pair work and group work are quite effective and bring them joy and anxiety, get to know each other better , help shy students integrate among the classmates, the results show that students respect each other while they are speaking. The results from the discussion forum show that teachers use pair work and group work a lot, even though it can be a little noise while they are working, but the teachers are those who manage the classroom in the best way possible.

Chapter 5

5.1. Discussion

Based on the data collected on the questionnaire of 10 questions and one hundred respondents from two Primary Schools in Gjilan, “ Thimi Mitko” and “ Musa Zajmi” (50 respondents from each school) and the focus group of ten English teachers, it was found out that in general pair work and group work are effective in learning English language.

Results showed the teachers use pair work and group work a lot. The most interesting part was that they do not feel shy when they work in pairs or groups, which is quite common to feel shy on this age. Most of the participants or more than 90% like English and enjoy learning English. They claim that English is their favorite language, and they feel excited and cannot wait to have English lessons.

At the same time, the majority of students claimed that by using pair work and group work they feel relieved to cooperate with the classmates during the English lesson, this helps students be independent and feel more motivated to express their opinions and ideas and be patient to wait for order in the future stages of their lives.

Students pointed they considered that by using pair work and group work they improve communication skills which is very important in learning English. By working in pairs or groups, a large number of them believe that they can also improve grammar, listening etc.

Another important thing is that students also learn from each other new things. More than 70% of the participants claimed that working in pairs or groups widen their general knowledge and being able to share ideas with the others.

The survey results that teachers use different methods in the learning process. Teachers claimed that all of them were peculiarly effective. The using of different methods stimulates the students on learning by creating an interactive environment. The most interesting methods for students were implementation of feedback, vocabulary, reading and speaking activities.

In addition, teachers claimed about engaging students in an activity which is not difficult for them, except on special occasions. They mentioned that, since they were working in groups all of

them know that they are obligated to participate in class equally so the students try to be responsible in this aspect.

During the focus group it was a discussion on challenges the teacher face during the lesson and the experiences they shared were very beneficial for each other giving different solutions about students cooperating with each other. By working in groups they mentioned shy students who hesitate to give their ideas, so working together they feel more confident and powerful to express what they think easily.

Students are usually serious working together since they find attractive working in pairs and groups, but however sometimes there might be one student who work more than the other, or another student who waits for the other to get the work done. The classroom atmosphere is also important that why teachers try to manage it the best way possible. As they mentioned by mixing noisy students with quiet ones.

Teachers are those who manage classroom and by using different methods to engage all students they find a balance between them, so the aim of lesson is reached.

Furthermore, what it was discussed between teachers, was very important for the students of different learning styles. They were very worried all the time when they go to the classroom. They all the time mentioned activities that fulfill their needs. The majority of the students are social and visual learners, they prefer to work with others and use pictures, images and videos.

Like in many countries, English language feature films with English subtitles are sold in newsagents (Sherman, 2003), in Kosovo too, is the high interest of watching English films or programs.

Learning styles, different activities in the classroom that include reading, writing, speaking, listening and make the students engaged be flexible and independent in learning a foreign language.

Chapter 6

6.1. Conclusion

This chapter is the conclusion from questionnaire of 100 participants and the focus group of 10 English teachers who answered to this research. It is often said that being a teacher of primary school is not easy because, as we know, they are in their early stages of education and they might have problems even expressing and sharing ideas in their own language. We live in an age when many EFL teachers face problems while teaching primary schools students, the materials, the materials that are offered from the Ministry of Education are not adequate and do not fulfill students' needs, they are growing up in the 21st century when technology has reached the top and does not know limit, we as teachers all the time need extracurricular materials to fulfill their needs and their different learning styles.

Teachers accepted and mentioned the lack of technology and extra materials in their schools. It is hoped that this problem will soon be eliminated by the MES of Kosova (Ministry of Education and Science of Kosova) where all the schools which are working with new and old curricula will be equipped and thus teachers will be more successful progress in teaching YL.

6.2. Conclusions from the research questions

Q1. What are some of the common methods used in teaching EFL, to YL? Since the participants of this study were all young learners and English teachers, the results show that the most common methods used in teaching EFL are communicative approach and audio-visual method. Teachers use communicative approaches to enable students' communicate in the target language. Students feel happy while using pair work and group work because they share opinions, practice communication, these practices create an interactive class which is quite beneficial in learning process. Audio-visual method is another very common method used with young learners. Teachers use visual materials a lot with young learners, they learn easier from what they see and listen. This method was very effective in teaching English.

Q2. What are teachers' strategies and students learning style? Teachers strategies influence in students advancements by taking in consideration what sort of learners students are, where do they succeed with communicative approach or audio-visual method- this depends on learners learning style. Students differ in their learning styles, and the teachers are those who use different strategies to fulfill students' needs in order to achieve their goals in teaching English. This research shows that English teachers are those who manage the class in every aspect, by bringing attractive materials for students of every style.

Q3. What is the effectiveness of pair work and group work to YL? According to the results from the research, pair work and group work are very effective in learning a foreign language. These activities include all students of every learning style, those who are noisy and those who are shy. They help young learners cooperate to each other, listen to others, and share ideas between each other. Teachers that participated declared that these activities are very useful and they use them a lot in learning process.

Q4. Which is more appropriate to use in teaching EFL to YL, pair work or group work? Like pair work activities, group work activities aim to increase students' motivation and cooperation, learning from each other's opinions. These kinds of activities help to create a positive climate among students and make them be more flexible and open-minded. The results from the study show that both of them are appropriate to use in teaching English foreign language to young learners. Young learners are happier and more successful when they work in pairs and in groups.

6.3. Conclusions from the questionnaire

The conclusions from the answers of the questionnaire are contained in the following: Based on the results the students love learning English, which is a very positive issue. They cooperate with each other while learning English and they respect and listen each other's opinions and ideas. This is very important in the classroom management, they do not make noise. Students work in groups, but they work also in pairs and individually. This depends on teacher, what kind of activity it is given to them. Students' anxiety and enthusiasm is very important and while they are working in pairs or groups they feel good and cooperate with them without any

problem. Teachers are drivers of the classroom and when they give activities that need to work in pairs or groups, they help all the time and make learning easier and more understandable.

We also concluded that, according to the participants' answers, pair work is not as good and more effective as group work. Students prefer both pair and group work to work on. Pair work and group work seem to be very attractive among students as the majority of them answered that the teachers should use pair work and group work as they learn from each other a lot. Teachers are very flexible and creative to use different exercises that suit every student's needs.

They find exercise attractive and enjoy them a lot. Teachers worry a lot about their students learning styles, that's why they use different materials that include speaking, writing, visual materials. These materials are attractive and fulfill students' needs.

The answers of the participants in question 9, led us conclude that they respect the other students opinions when they work in groups or pairs. This is crucial for shy students who hesitate to share ideas and opinions in front of the classmates. Students do not feel shy when they work in pairs or groups, they feel very good and feel free to express their feeling and learn new things from their classmates.

6.4. Conclusions from the focus group

The discussion that was made by 10 English teachers in Primary Schools "Thimi Mitko" and "Musa Zajmi" brought to conclusion of some very significant issues dealing with teaching and crucial challenges they face to achieve the aims and objectives in the end of a lesson or a learning process.

Considering all the answers from the discussion we can say that almost all young learners of English are excited and delighted to learn English. This means, they are motivated a lot, Students cooperation is functioning perfectly and teachers use pair work and group work in order to help them improve their speaking skills and critical thinking while they speak to each other about different tasks.

Teachers mentioned that while using pair work and group work are beneficial for students but the only challenge they face during the lesson is the noise that may appear between the groups or the pairs. Another think is that they, most of the time, use extra materials during the lesson, like worksheets, Personal Computer, smart boards, projector etc. and it's not the course book the only source of learning.

Teachers said that they use different kinds of methods in the classroom and the students in most of the cases, enjoy them a lot. This is also important when they engage all students in one activity when taking in consideration shy/quiet students and noisy ones.

Generally, they do not find difficulties these situations because everyone gets a turn to share their opinions or ideas shy/quiet students and noisy ones, so they would be prepared to say something when it's the turn.

Students are quiet serious while doing their job but in some cases, some students do most of the work and some others avoid being as active as others. Teachers are drivers of the classroom and they are those who carry about each student's learning style in order to bring extra particular materials to fulfill their needs. If they want to acquire the knowledge better and achieve their goals they use everything that produces positivity and good learning atmosphere in the classroom.

To sum up, the conclusion we can say that pair work and group work are very effective in learning English to young learners and bring them anxiety and success in the learning process.

Hypothesis

- Some of the common methods (Audio-visual method, Communicative Approach) used by teachers fulfill students' needs in order to be appropriate with students learning style.
- Teaches' strategies influence in students advancements by taking in consideration what sort of learners students are whether they succeed with communicative method or Audio-visual method- this depends on learners learning style.

- Pair work and group work effect on the improvement of speaking, develop critical thinking and make the lessons more attractive.
- Pair work is more attractive than group work because young learners work with the partners next to each other, whereas group work is large and young learners are usually shy and not cooperative when they work in groups. Young learners are happier and more successful when they work in pairs than in groups.

6.5. Recommendations and Limitations

In this part we are dealing with recommendations and limitations. While undertaking this research.

6.6. Limitations of the study

Any research study will have limitations and this research encountered a few as follows:

- **Organizing a discussion forum-** because all of the teachers were female and they were quite busy all the time and their time was quite limited for such a discussion. However, we thank all those who participated and contributed in this research. We consider of great importance their sincerity during the time we were discussing.
- **The lack of course book-** given from the Ministry of Education, which are not appropriate for the level of students. Teachers complained that their students are 21st century students and all the time need additional materials and extra information of any kind of topic.

6.7. Recommendations

In relation to the analysed data and on the basis of findings the following recommendations from this study will help students and teachers in the learning process and achieve their goals.

The following are some of the recommendations:

- Pair work and group work should be used a lot in teaching English to young learners because they are effective and bring the students joy and happiness working together, and at the same time learn English unconsciously.
- The use of pair work and group work make together noisy and shy students and let them cooperate with each other and feel free to express and share ideas easily, so pair work and group work are beneficial and teachers should use them a lot.
- Research of the methodology in teaching young learners and updating teaching strategies for teaching young learners.
- Teaching English culture which allows students learn the language meaningfully and not by heart like a machine.

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Appendix 1

Questionnaire for teachers

Dear Teacher,

The aim of this questionnaire is to explore the effective ways of pair work and group work in ELT to young learners. This is part of my MA Diploma Paper (at SEE University, Faculty of Languages, Cultures and Communication, Department of English Language Teaching).

All your information will be kept confidential and its use will be only for this research.

Thank you very much for your cooperation!

- Are the students excited when they have English lessons?
- Do you use pair work and group work and what is the students' cooperation?
- What are some of the challenges you face while you are using pair work and group work?
- Do you use additional materials or course book is the only source of learning?
- Can you mention some of the effective methods used in the classroom that students like to work more?
- Is it difficult to engage all students in an activity when they work in groups or in pairs?
- What do you do with shy students and how do you encourage them to cooperate with other students?
- Are the students serious in their work and are they engaged equally when they working in groups?
- Is it difficult to find a balance between shy/quiet students and noisy students? What do you do in this case?

- Do you have problems during the evaluation when they work in pairs or in groups and is it difficult to evaluate?
- Should the teachers be worried about the students' learning styles and what are some of the methods you use to fulfill these needs?

Appendix 2

Pyetësor per nxënës

Nxënës te dashur, ky pyetësor është hartuar për qëllime studimore, me anë të të cilit hulumtohet qështja e efektshmërisë së punës në palë dhe në grupe në orën e Gjuhës Angleze. Përgjigjet e juaja do të më ndihmojnë në arritjen e rezultateve të këtij hulumtimi.

Paraprkisht, ju falënderoj për bashkëpunimin!

Ju mund të zgjidhni poshtë katër fushave me: Pajtohem plotësisht-Pajtohem-nuk pajtohem- nuk pajtohem plotësisht

1. Mua më pëlqen lënda e gjuhës angleze.				
2. Unë bashkëpunoj me shokun/shoqen e klasës në orën e gjuhës angleze.				
3. Unë punoj në grupe qdo herë.				
4. Unë ndihem mirë kur bashkëpunoj me shokun/shoqen.				

oqen e klasës.				
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5. Mwsuesit na ndihmojn kur ne jemi duke punuar nw palw ose nw grup.				
6. Puna nw palw wshtw mw e mirw dhe efektive se puna nw grup.				
7. Mwsuesja gjithmonw duhet ta praktikojw punwn nw grup sepse ju mwsoni nga njeri tjetri gjatw punws.				
8. Mwsuesit pwrдорin ushtrime tw ndryshme (twdwgjuarit, tw shkruarit, tw lexuarit tw folurit) qw i pwrshaten secilit nxwnws qw wshtw mw i mirw nw njw				

shkathtws apo tjetwr.				
9. Unw e respektoj rradhwn dhe mendimin e shokut/shoqe s kur punoj nw palw ose nw grup.				
10. Unw kam turp kur bashkwpunoj me shokun/shoqe n e klasws.				