UNIVERSITETI I EVROPËS JUGLINDORE
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THESIS:

"Comparison of interactive teaching practices in primary and secondary schools: Insights from two Schools in Gjilan"

CANDIDATE:

KRENAR ADEMI

MENTOR:

PROF. DR. BRIKENA XHAFERI

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Statement of originality

This declares that the content of this thesis is my product submitted for an MA degree at SEEU and all assistance received and used sources in this thesis have been acknowledged.

Name   Signature   Date

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Abstract

Teaching practices refer to situations within the class including major aspects that are used by the teachers, starting from the relation of the teacher with the pupils to techniques and methods. Learning from the books gave us an idea of how things are explained theoretically, whereas practice and teaching from the books is a special form of taking action in the class while conducting the lecture. Using teaching practices, teachers use their methods of teaching to enhance student's learning and also find the best and the easiest way to conclude their thoughts. The outcomes of teaching practices, which involve classroom interaction, have been included in this MA thesis. The pupils' perception of instructions given by the teacher was crucial for further improvements.

This research aimed to put theory into practice and use experimental practice with pupils with only one goal; to improve their interaction in the classroom. This research was conducted in the primary school "Selami Hallaçi" and secondary school Gymnasium "Zenel Hajdini". The research included 235 pupils who were pre-tested before starting the research.

The research instruments used were a student questionnaire conducted with pupils of the schools and a teacher interview involving teachers from both schools. It aimed to reveal opinions about their way of creating more activities and the result for pupils. Additionally, classroom observations were done related to pupils' reactions and the atmosphere in the classroom during interaction and the best way for finding a solution to a problem or task.

The results of this study showed that there are a lot of comparisons, but not a lot of similarities between primary and secondary school students.

Keywords: *Teaching practices, pupils, teachers, improvements, performance*.

Parathënie

Praktikat e mësimdhënies i referohen situatave brenda klasës duke përfshirë aspektet kryesore që përdoren nga mësuesit, duke filluar nga marrëdhënia e mësuesit me nxënësit e deri te teknikat dhe metodat. Mësimi nga librat na dha një ide sesi shpjegohen gjërat teorikisht, ndërsa praktikimi dhe mësimi i tyre është një formë e veçantë e veprimeve në klasë gjatë zhvillimit të leksionit. Duke përdorur praktikat e mësimdhënies, mësuesit i përshtatën metodat e tyre të mësimdhënies duke përmirësuar të nxënit e nxënësve dhe gjithashtu gjetën mënyrën më të mirë dhe më të lehtë për të përfunduar mendimet e tyre. Rezultatet e praktikave të mësimdhënies të cilat përfshijnë ndërveprimin në klasë janë vendosur në këtë temë te Magjistratures në mënyrë specifike për standardin dhe nivelin e tyre të performancës për lexim, dëgjim, shkrim dhe të folur. Perceptimi i nxënësve ndaj udhëzimeve të dhëna nga mësuesi ishte vendimtar për përmirësime të mëtejshme.

Ky hulumtim synonte të zbatonte teorinë në praktikë dhe të përdorte praktikën eksperimentale me nxënës me vetëm një qëllim; për të përmirësuar ndërveprimin e tyre në klasë. Ky hulumtim është realizuar në nxënësit e shkollave fillore "Selami Hallaçi" dhe gjimnazin e mesëm "Zenel Hajdini". Hulumtimi përfshiu 235 nxënës të cilët ishin para-testuar para fillimit të kërkimit.

Instrumentet kërkimore të përdorura ishin një pyetësor i studentëve i realizuar me nxënës të shkollave dhe një intervistë me mësues që përfshinte mësues nga të dyja shkollat. Ai synonte të nxirrte opinione për mënyrën e tyre të krijimit të më shumë aktiviteteve dhe rezultateve për nxënësit. Gjithashtu, u bënë vëzhgime në klasë lidhur me reagimet e nxënësve dhe atmosferën në klasë gjatë ndërveprimit dhe mënyrën më të mirë për të gjetur një zgjidhje për një problem apo detyrë.

Rezultatet e këtij studimi treguan se ka shume dallime, por jo edhe shum ngjashmeri tek nxenesit e shkolles fillore dhe asaj te mesme.

Fjalë kyçe: *Praktika mësimore, nxënës, mësues, përmirësime, performanca.*

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CHAPTER 1

Introduction

Education seems to have changed drastically in the last few decades in that learners are not the ones who are taking notes and listening during their whole lessons, whereas teachers are not anymore, the ones who are centered, but through activities, class is more interactive and engaging. "If we were able to take a wing and get a bird's eye view of English Language teaching (ELT) in classrooms, study circles, workshops, lecture theatres, and open learning across the world, we would undoubtedly see a vast heterogeneity of activity".[1] One of the goals of this research was to build interactive understanding by using technology within the classroom, which has played a crucial role in raising teachers' awareness of how a classroom should be filled with more attractive activities and lessons that include all students in a proportionately appropriate manner. A goal has been reached through the presentations of the new techniques for learners that had been observed and helped to get adapted to and implemented by the end of this research.

During this research that was conducted in primary and secondary schools, many activities have been developed by teachers and observed accordingly. The main focus was on the Techniques and Principles in English Language Teaching like The Grammar Translation Method which was followed up with activities such as fill-in-the-blanks, translation of a story or passage, memorization, antonyms/synonyms, adopting a deductive approach and reading comprehension questions; the Direct Method has been followed up with activities like reading aloud, pair work of students, dictation of stories and many activities that did approach students to the Direct Method, whereas The Audio-Lingual method seemed to be quite similar to the Direct one expect for the parts where the teacher was the leader and this class has been followed up by activity

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[1] Sadeghpour, M. (2019). Measuring teachers' perceptions of we and we in ELT. English in the Teaching of English, 54-63

drills like memorizing dialogues, single and multiple repetitions, backward build-up, grammar games and so on. Desuggestopedia which used to be called Suggestopedia is a teacher-centered class followed by activities like a classroom setup, role play, and creative adaption. Cooperative Learning includes also some activities defined by Gardner, H (1983): Logical/Mathematical – puzzles, Visual/spatial, Body/kinesthetic, Musical/rhythmic, Interpersonal, Intrapersonal, and Verbal/ Linguistic.[2]

I.2 Key characteristics of interactive teaching practices

The interactive teaching and learning strategies described in this section are used to engage students in the resilience and wellbeing, drug education, and road safety content included in each focus area of this resource. Strategies were indicated in bold text in the learning activities. Teachers should be referred to this section of the resource for an explanation of the purpose and how to implement the strategy with their students. As in any other discipline of language practice that has its characteristics and objectives. Key characteristics are teaching, learning strategies, interactive teaching styles, and applying Interactive teaching practices.

Characteristics & Objectives

- To encourage stimulate, and expect learners to participate.
- To use questions about that lecture to motivate learners to discuss.
- To let participants, create activities and engage pupils in their learning.
- To provide a variety of learning styles.
- To cultivate transferable, independent learning.
- To use teaching aids to gain and retain attention.
- To identify the different learning styles.

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[2] Gardner, H. (1983) Frames of mind: the theory of multiple intelligences. New York: Basic Books.

- To explore how interactive teaching strategies support all learners.
- To share practical ideas for whole-class teaching. [3]

Teaching, learning strategies

- Adapting teaching and learning strategies with three types of activities:

  a think-pair-share that can be easily adapted for use to sort out information on their learning at the end of an activity.

  a placemat can be used to tune students into a new concept or to consider the information when making decisions.

  a thumbs up or thumbs down can be used by students to indicate their attitudes at the start of an activity or as a reflection strategy to evaluate changes in their knowledge and understanding.

- Addressing students' learning styles and needs is when teachers are asked to take care of students' work. Teaching and learning strategies can include a range of whole class, group, and individual activities to accommodate different abilities, skills, learning rates, and styles that allow every student to participate and achieve success.

- Being inclusive of all students is very hard because there are some learners with disabilities and introverts whose inclusiveness can be quite challenging to achieve.

Interactive teaching styles

- Measurable students' accomplishments: Teachers make interactive teaching styles that are better equipped to assess how well students master a given subject material.

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[3] Senthamarai, S. (2018). (PDF) Interactive Teaching Strategies - ResearchGate. Interactive teaching strategies. Retrieved https://www.researchgate.net/publication/325085137_Interactive_teaching_strategies

- Flexibility in teaching is when teachers apply methods that involve two-way communication, and it will enable them to make some quick adjustments in processes and approaches.
- "Practice makes perfect "are interactive activities that help learners to progress.
- Student motivation is a style that teachers can use to improve their learners' interests through games.
- Brainstorming is a style that every learner should start practicing to have more structured content, creative thoughts, and better ideas. [4]

1.3 Statement of the problem

In any given classroom teachers face a variety of learners who have different learning requirements. They could differ from each other in several features such as learning methods and background knowledge; each school had to do with these kinds of diversity challenges. A very worrying thing in our classrooms was that the lesson was explained to all learners, in the same way, taking into consideration that each student in the class had their character and learning skills, and the logic to get new learning information that works differently from the others. However, some of the teachers that I was able to follow during the observations, I noticed that they do not take into account the ability of some of the learners but only explain the lessons for the sake of just doing their job, not looking at the academic side of each student and not approaching the issue the right way. From this, we concluded that every teacher should start to avoid these phenomena and start responding to their learners' preferences.

Another issue or defect that occurred in our classrooms was the strategy and activities that teachers used during a lesson. I encountered negligence of learners who were more introverted

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[4] Linda B. Nilson (1998). Teaching at its best. A research-based resource for college instructors. Vanderbilt University. Anker Publishing Company, Inc. Bolton

when it was time for classroom activities, and the whole lesson was concentrated on the extroverted ones because the traditional way of teaching was still present - not involving everyone in the class. Unfortunately, there was a lack of motivation to learn and participate because he/she had just lost interest in gaining knowledge.

The way a lesson is lectured must begin to change to have better test results. Teachers should have a one-hour lesson plan with them, starting with pre-activities with a warm-up exercise to let learners understand what it is all about, and then continuing with while-activities where this phase can take place with a video or pair work and post-activity can be followed by something more relaxing but also a test would be welcome to conclude that lesson.

1.4 Purpose of the study

This study intended to analyze the work that was done in our schools in terms of interactive teaching practice. Given the age of some English teachers, it is normal and expected to encounter a traditional approach to teaching or a teacher-centered class. The purpose of this study was to recommend new ideas and teaching techniques, which would ultimately increase the success of both teachers and learners. The main objective was to introduce activities such as games, debates, and group projects and observe the effect that these interactive teaching methods had on the overall students' learning and understanding. In addition, the purpose of this study was also to compare interactive teaching practices in primary vs secondary schools in Gjilan. During this time, there was an attempt to bring equality between those who are more gifted and could grasp information more easily, and those who had periods of stagnation and needed more assistance to complete an exercise, task, or activity. At the end of the study, a questionnaire was prepared for the teachers and students to fill out and provide additional feedback for these newly-implemented teaching methods. This provided data and information needed to determine if an interactive teaching approach affected their overall learning. To conclude, through interactive teaching practice, students were not only able to improve their understanding of the information presented to them but should also be able to further develop their independent skills and knowledge.

1.5 Research Questions

This study will try to answer the following research questions:

1. What are the main benefits of classroom interaction?
2. What are some useful tips and strategies that teachers use to motivate pupils to interact more?
3. Does the use of interactive activities help students to gain higher proficiency in the English language?

1.6 Objectives

The general objective is to show the accuracy and effectiveness of teaching practice in primary and secondary schools by using essential details. The practical part must be observed and graded by the teachers for more accurate conclusions.

Whereas specific ones are:

a) To find out how much teachers use interactive activities in the classroom, and the level of students' improvement

b) To find out how teachers are going to motivate students in the class

c) To find the best way to solve problems and tasks given by the teachers.

1.7 Research hypotheses

The research hypotheses are:

H1: Teachers should provide qualitative teaching and make the pupils more interactive.

H2: Motivation of pupils is essential to learn more strategies and techniques to have better classroom interaction.

H3: Interaction of pupils while working in pairs/groups results in higher language proficiency.

1.8 Importance of the thesis

Taking into account the diversity of the classrooms as well as the students, their many needs and demands have increased but the ways of learning have not been sufficiently improved. The traditional approaches which were used for many generations in teaching English no longer adapted to the requirements. We witnessed those students who came to class with a variety of traits; each of whom had their learning styles, motivation sources, and interests from which they tried to acquire knowledge and increase their level of knowledge. This study was important because it made the teachers aware of how we should follow the new path of modern teaching/learning and not continue with the traditional one; it was also important because teachers had the chance to observe debates, and discussions and develop more activities. Another important is DI - differentiated instruction which is an approach that can be done when the teacher gives new opportunities to the students to get the essence of that lesson. "Differentiated instruction is an approach that can be done when teachers offer different opportunities to diverse learners to acquire certain content" [5](Khan and Asif, 2017, p.125).

1.9 The outline of the thesis

The outline of the thesis is composed of five major chapters.

The first chapter (I) of the thesis describes the general approach of teachers and learners and its characteristics, a presentation of the statement of the problem, the purpose of the study, the importance of the thesis, research questions, and the research hypotheses.

Chapter (II) outlines the literature review and it consists of ideas that have been said by people in the ELT field and also the interactive practices. In this chapter, we have been able to see the

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[5] Khan, I. A., & Asif, F. (2017). Relevance of Differentiated Instruction in Special Education for Anxiety Affected Learners: A Theoretical Analysis of Learning Problems and some Strategies. *European Journal of Special Education Research,*

approach, effectiveness, and importance of ELT learning practices, therefore the focus is going to be on how teachers use the activities aimed at all learners.

Chapter (lll) is the methodology of this study, with the main focus on the research that took place in primary and high schools in Gjilan. In this chapter, the use of the methods and instruments which provided valuable results as well as the procedures, activities, participants, and research context have been described.

Chapter (IV) is about data collection from teachers and learners, specifically, findings, data analysis, questionnaires, and interviews are part of this chapter. Questionnaires and surveys were analyzed whereas interviews with learners were summarized.

Chapter (V) of this research was dedicated to the conclusions of all chapters above; it was a brief reviser of what has been written and recommendations for improvements.

CHAPTER II

Literature Review

This chapter reviews earlier research that other authors have written. There are key opinions, theories, concepts, facts, and comments about the approach to interactive teaching practices.

ll.1 History of Teaching

This chapter contains different practices of practical language teaching methods and all the perspectives of many authors who have dealt with this issue. Richard, Jack, and Theodore S. Rodgers mentioned that "changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners need, such a move towards oral proficiency rather than reading comprehension as the goal of language study; they have also reflected changes in theories of the nature of language and language learning"[6], whereupon the authors have left to understand that moving forward and developing practices in the classroom has significantly developed students' ability and increased their appetite to get as much information as possible in terms of reflection. As the aforementioned authors, the theory of teachers in the world has changed drastically by simplifying things for both teachers and learners. Howatt in 1984 demonstrated that many current issues in language teaching are not particularly new, which means that they have been around for a while in teaching a language.[7] Whereas today, even though there are still a lot of problems for language learners, approximately 60% of

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[6] Richards, J. C., & Rodgers, T. S. (2001). A brief history of language teaching (Chapter 1) - approaches and methods in language teaching. Cambridge Core

[7] Howatt, A. P. R. (1984) A History of English Language Teaching. Oxford: Oxford University Press.

the population of the world are multilingual, which makes life easier for everybody, but there is only a small percentage that knows a foreign language properly.

"There have been occasional attempts to promote alternative approaches to education; Roger Ascham and Montaigne in the sixteenth century and Comenius and John Locke in the seventeenth century, for example, had made specific proposals for curriculum reform for changes in the way Latin was taught but since Latin had for so long been regarded as the classical and therefore most ideal form of language, it was not surprising that ideas about the role of language study in the curriculum reflected the long-established status of Latin"[8]. Attempts to bring about change and reform have brought us benefits in learning and teaching a foreign language; these attempts date back to 500 years ago when Latin grammar was taught in schools and it was dominant in terms of education in the western world, but over the years the Latin language gradually began to become less common and disappear completely; now Latin can only be found in medical and astronomical terms. One of the methods that encompassed Europe and the whole world is the Grammar Translation method were some modifications according to Richards, J during the years the 1840s-1940s, and (1984) Howatt pointed out that it was not as bad as critics described and not many modifications were needed. As in every sphere of life, reforms are crucial in teaching practice to students as well. Therefore, they are important for the further development of teaching since we learn new things including how to have more effective and interactive teaching/learning in the classroom. Many linguists have come up with their thoughts and principles about practical teaching but the statements of Henry Sweet (1899). In his book, He presented 4 principles of how teaching methods are developed. Those principles include 1) starting with the selection of material to be taught which must be chosen carefully, 2) not exceeding the limits that must be learned during a lesson, 3) organizing a class where the

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[8] Richards, J.C (2021). Major language trends in twentieth-century language teaching. Approaches and Methods in Language Teaching. Cambridge Core.

goal is to learn one of the 4 skills, and 4) evaluating the material from the simplest to the most complex[9]. These were the points that I agree with because every teacher should have the materials selected and provided based on the diverse audience in the classroom and never overload the students. A good point was also the inclusion of all 4 skills in the class because they are disciplines that develop the student's level of knowledge and make the class more interactive; in terms of materials, the lesson should certainly start from the simpler to the more complex level.

II.2 The Grammar-Translation Method

The Grammar-Translation Method is quite old and has been used by teachers for many years. In the beginning, it was called the Classical Method since it was first used in old classical languages like Greek and Latin (Chastain 1988)[10]. From the beginning of this century, the idea to have new methods for helping students to develop their knowledge was concrete. One of the goals of the Grammar – Translation Method was to teach the grammar of a foreign language, which would automatically make students think about how a passage, story, or sentence would be translated into their language. According to Dianne Larsen - Freeman (2000: 11) learning a foreign language would increase the intellect of the learner but it was observed that learners never use the target language but practicing them would be beneficial. It is a fact in the field of foreign languages and especially in the discipline of grammar that when we do not receive information properly, we translate it into the mother tongue to have an idea of what it is about, this is how many students act when they encounter stagnation.[11]

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[9] Sweet, H. (1989). The practical study of languages. Reprinted London: Oxford University Press
[10] Chastain, K. (1988). Developing second language skills. San Diego, CA: Harcourt Brace Jovanovich
[11] Freeman, D.L (2000:11) Techniques and Principles in Language Teaching, Oxford: Oxford University Press

Exercise	2A

These words have been taken from the famous Mark Twain passage "Life on the Mississippi". Some of them are review words and others are new. Give the Spanish translation for each of them. You may refer back to the reading passage.

ambitious	gorgeous
career	loathe
wharf	envy
tranquil	humbly

Exercise	2B

These words all have antonyms in the reading passage. Find the antonym for each:

love	ugly
noisy	proudly

Table 1. Grammar translation exercise (Freeman, 2000)

Like any method, the Grammar - Translation Method had its own goals to reach by end of a classroom. The main purpose of this learning method was to push students to learn to read literature, learn new words to improve vocabulary and the grammatical rules of the target language to move on to learning all of the above in a foreign language, furthermore having in mind that reading helps and develops their minds. The role of the teacher was more traditional whereupon all the attention was on the teacher and the class became interactive when the teacher was observing, while the role of the student, in this case, was to work in pairs or groups to solve exercises. Some of the features of this method were that students had to learn how to translate a sentence or passage from one language to another, and students in this method learn deductively by learning the grammar rules and using them in other examples. The nature of the interaction of this method was mostly teacher-student, while the teacher answered the students' questions by giving them the correct answer and not giving hints that the student could allude to which is the correct answer.

According to (Freeman 2000:19) there are nine techniques associated with the Grammar Translation – Method, which has proven to be very useful and the way they are interpreted in the class has been known to involve the whole class. The techniques have been explained in the following paragraphs:

1) The translation of a literary passage is a way of learning the meaning of the target language which must be translated into the mother tongue. Reading the passage has the greatest focus on getting the learner to learn vocabulary and grammar rules. Once the passage has been read in the target language, it can be translated into written or spoken form; the only problems students may encounter may be idioms that make sense and are mostly used by people whose target language is their mother tongue.

2) Reading comprehension questions are meant to be questions that will be answered by students in the target language based on what they have understood from the passage, basically the questions will be about the information of that passage. Other groups of questions will be those outside the passage where the learner will have space to combine his / her own passage-like experiences.

3) Antonyms/synonyms - this technique is quite productive because it pushes the learner to find the antonyms in the previous passage, the same exercise can be done by doing the synonyms. Activities by using antonyms/synonyms are attractive and motivate the students to enrich their vocabulary.

4) Cognates: Learners must be accustomed to recognizing it cognitively by spelling or the corresponding sound between languages. In this exercise, most students are asked to memorize cognitive words by heart, if the target language is different from the mother tongue.

5) Deductive application of the rule: Grammatical rules are best learned by practicing different examples, but exceptions for some rules are known and noted. So, if learners are asked to learn grammar rules, they are expected to apply them in other exercises.

6) Fill-in-the-blanks: It is an exercise where learners are given missing but unfinished sentences, most of the time those words are given below or above the exercise to get the idea of which words should be placed in the space provided. Words are from a newly-read text or passage and are mostly new words, verbs, adverbs, adjectives, and prepositions.

7) Memorization: This is a technique where new words are learned by submitting words in the target language and the mother tongue and asking them to memorize them. They also commit to learning grammatical rules and grammatical paradigms such as verb conjugations.

8) Use words in sentences: This is an exercise that is usually applied as an activity at the end of the class to see how many new words they have learned; each learner will display his or her knowledge gained about that lesson by writing sentences with the new vocabulary.

9) Composition: This technique is about giving students a topic to write about in the target language. The topic should be based on the aspect of the previous passage. Sometimes instead of those, students are asked to summarize the reading passage.[12]

Like any other method, this method had its advantages and disadvantages. The advantage could be considered that it is a less stressful method for students, it is also a method that every non-fluent student could learn new words by applying this method and it was a great help that during the learning process, the learner was able to understand the structure of the sentence and how the rules of grammar should be used. In terms of disadvantages, we could say that the motivation

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[12] Freeman, D.L (2000:19) Techniques and Principles in Language Teaching, Oxford: Oxford University Press

of learners wasn't the greatest because it was a more teacher-centered class, and the interactivity can be dim from time to time and can lead to frustration of learners and lack of concentration to achieve a result.

II.3 The Direct Method

The direct method appeared right after the Grammar Translation-Method since the last one was not that interactive and effective when it comes to preparing the students to learn a new language. "The Direct Method has one very basic rule: No translation is allowed. The Direct Method received its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the student's native language" (Diller 1978)[13]. The main goal of teachers in this method is to teach learners how to communicate in the target language but to do this, the teacher must work towards encouraging learners to start thinking in that target language. While their role was to guide them towards the activities and put learners in situations where they were interactive because it is known that in this method learners were more active than in the Grammar Translation - Method, communication between learners and teachers was crucial whereupon they are directed towards achieving the objectives.

A characteristic of the Direct Method is the association of words or the meaning of a passage; to do this association of words, teachers usually do activities where they display pictures, pantomimes, and videos, and what makes this method special is that teachers never translate for learners in their native language, which is positive and encouraging to learn new words. The interaction goes in two directions, student-teacher, and vice versa but the class becomes more interesting when we have student-student cases. It is worth mentioning that this method works for all four skills we have mentioned (reading, writing, speaking, and listening), they can be asked

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[13] Diller, Karl C. 1978. The language Teaching Controversy. Rowley, MA: Newbury House.

to read a paragraph, write an essay, and discuss a topic. There were eight techniques that (Freeman 2000:30) mentioned in her book. The techniques have been explained in the following paragraphs:

1) Reading aloud – this is an activity where students turn to loudly read a passage for everybody in the class. This can be also played in a group and dialogued aloud. At the end of each student's turn, to make the section clear, the teacher is going to use gestures, examples, and pictures.

2) Question and answer exercise – This exercise is about using the target language only. There would be activities to complete questions and answers to practice new words and increase knowledge of grammatical structures. Pair or group work will be present in this exercise because learners can ask questions and answer among themselves.

3) Getting students to self-correct activity would push learners to choose between what they said and the alternative answer; there are also some other ways the student can correct himself; one of them is when the learner reads a passage or summarizes it, the teacher will do the same in the most accurate way to make the learner understand where the error is or what he was missing while reading or summarizing. Another way that the teacher intervenes is when the learner is reading and after his mistake, the teacher repeats it to let him know that the mistake was made somewhere and keeps repeating it until the error is detected.

4) Conversation practice - a fairly simple exercise to use where the teacher is faced with a considerable number of questions about a story or passage and asks everyone in the target language and each learner has to answer in the same language. These questions will mostly be aimed at reinforcing the learning of grammatical structures where learners will ask each other by using the same grammatical structures.

5) Fill-in-the-blank exercise, this exercise is also mentioned in the Grammar Translation Method but differs in its application compared to the Direct Method. This time all the sentences are in the target language, where learners have used and have knowledge

about the rule of grammar, they need to fill in the blanks from the examples and practices from previous lessons.

6) Dictation - this is a more teacher-centered activity where the teacher is going to read a passage at normal speed and the students will listen carefully; during the second reading the students will write what they hear, and during the third reading they will use it to correct the mistakes they made while writing.

7) Map drawing – this is a very interesting activity where kids will increase their drawing skills. You give them a map and they name the states, rivers, mountains, and lakes. This will help students to get more geographical knowledge and also to create sentences or stories about the items mentioned above.

8) Paragraph writing – a continuous activity from the previous one where students have to write paragraphs about states, capitals, mountains, lakes, and rivers all from what they have memorized. [14]

To conclude this Method, we can say that the Direct Method was a very efficient way to teach and then implement activities in the classroom. A strong point of this method was that students were non-stop active and interactive while practicing role plays, games, and group and pair work to reach one of the main goals which is to increase their knowledge in any of the four language skills.

II.4 The Audio-Lingual Method

The Audio-Lingual method is very similar to the method discussed earlier, but the main focus of this method is on oral skills, and the main goal was to increase the level of speech of the target language, and if the mother tongue was very similar to the target language, then the chances of

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[14] Freeman, D.L (2000:31) Techniques and Principles in Language Teaching, Oxford: Oxford University Press

learning to speak a foreign language were greater. Charles Fries (1945) from the University of Michigan was one of the first to push the process of applying principles from linguistic structures to the development of this method, and for this reason, it has been named the "Michigan Method"[15]. Years later it was developed by (Skinner 1957) where according to him "It was thought that the way to acquire the sentence patterns of the target language was through conditioning - helping learners to respond correctly to stimuli through shaping and reinforcement. Learners could overcome the habits for their negative language and form the new habits required to be target language speakers"[16]. Regarding the goal that is intended to be achieved by teachers in the Audio-Lingual Method, we can say that it is also based on the desire of learners to over-learn that target language. The task of the teacher makes the lesson more interactive and comprehensive. The main goal was to teach the target language to speak fluently, regardless of the mistakes we could hear. The role of the teacher according to Freeman is that he should be like a conductor, giving directions and controlling the behavior of the students while applying this method. In everyday life, we have seen how children imitate almost everything from adults and here Freeman mentioned that the teacher should be a good model of imitation, starting from the way he speaks, and how he behaves to the interpretation of the activity in practice. Freeman also mentioned characteristics saying that the learning process will be with dialogues using imitations, repetition, backward build-up, chain, substitution, transformation, and question-answer - all of these will increase the quality within the classroom and reinforce the dialogues.[17] The interaction between teachers and students in this case is initiated by the teacher to advance the activity and student-student dialogues.

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[15] Fries, Charles C. (1957) Teaching and Learning English as a Foreign Language. Ann Arbor: University of Michigan Press.
[16] Skinner, B.F (1957) Verbal Behavior. New York: Appleton- Century-Crofts
[17] Freeman, D.L (2000:45) Techniques and Principles in Language Teaching, Oxford: Oxford University Press

The characteristics of the ALM may be summed up in the following list firstly said by Brown (2001) but (adapted from Prator & Celce-Murcia 1979):

1. New material is presented in the form of a dialogue.

2. There is dependence on mimicry, memorization of set phrases, and overlearning.

3. Structures are sequenced using contrastive analysis and taught one at a time.

4. Structural patterns are taught using repetitive drills.

5. There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation.

6. Vocabulary is strictly limited and learned in context.

7. There is much use of tapes and language labs.

8. Great importance is attached to pronunciation.

9. Very little use of the mother tongue by teachers is permitted.

10. Successful responses are immediately reinforced.

11. There is a great effort to get students to produce error-free utterances.

12. There is a tendency to manipulate language and disregard content.[18]

Below you can find the 10 typical techniques provided by Freeman (2000: 47) which the author found crucial and very useful to improve dialogues and conversation within the class:

1. Dialog Memorization - In this method, the dialogues are the ones most students can start an activity with; simply put we can very easily use the dialogue as a pre-activity warm-up exercise. The dialogue should be managed and directed well by the teacher in the classroom giving each group or individual the right to express their opinion, replicate and argue. For instance, a good way would be to divide into groups and assign topics to

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[18] Brown, H.D. (2001). Teaching by principles: Audiolingual Method. San Francisco, California: Addison Wesley Longman Inc.

summarize and prepare; setting how long the conversation will last is much more important because students will be able to brainstorm and select strengths for defeating the other group in the debate; by using these ways, the dialogue would become even more effective.

2. Backward build-up (expansion) drill – This drill is used a long dialogue is causing problems for students. The teacher will divide the students into several parts. Students repeat a part of it but what they mostly repeat is the last phrase of the line. After the teacher goes and repeats that, students will also expand their repetition part by part until they can repeat the whole sentence. The teacher will start reading from the end of the sentence backward to keep the intonation of the line as natural as possible and will direct students' attention to the end of the sentence, where new information typically occurs.

3. Repetition drill - This technique is one of the simplest in terms of techniques where students are required to repeat what the teacher says as accurately and quickly as possible. This is one of the ways it is used to learn lines of dialogue and is applied to teacher-student or teacher-group of students.

4. Chain drill - it takes its name from the activity itself where a group is formed around the class and one by one questions were made to each other. It starts with the first question from the teacher to break the ice of the activity and make students feel more relaxed and then the student answers and turns to the other student to ask and so on. This exercise will have communicative control although it is limited. Chain drills will also allow the teacher to check each student's speech.

5. Single-slot lot substitution drill makes students think more than in previous activities, in this activity when the teacher read a sentence and then calls out words that students must fit into the sentence The whole point is to make it more practical so that students can learn where to use the word that would fit in the sentence.

6. Multiple–slot lot substitution drill is similar to the single–slot substitution drill. The difference is that from the beginning the teacher gives all the cue phrases at a time which are going to fit into different slots in the dialog line. Students should be able to find which

part of speech each cue is in, or which sentence it fits and then they say the cue phrase in the line where it belongs.

7. Transformation drill - This technique is very helpful to create a more relaxed student-teacher relationship. For example, the teacher gives a sentence that has a positive meaning and one of the students has to say the opposite, i.e., come up with a negative sentence and thus, they can continue actively into passive sentences or direct speech into reported speech.

8. Question – and – answer - this drill is to test the speed of a student's response to the other student; also, the questions should be given by the teacher very quickly. The teacher will also be able to cue to find answers. From this activity, we learn that competition is good when it is healthy and aims to achieve objectives.

9. Use of minimal pairs - The objective of this activity is to test the listening skills of students whereupon the teacher will use words that differ only in a sound such as "ship/sheep", "main / man" or "crise / rice". Students should be asked to find the difference and create sentences using these words, whereas by the end of the activity the teacher distinguishes the same words by using their mother tongue to find differences from L2.

10. Complete the dialog - This exercise is very similar to Filling in the blanks in the direct method, where some new words are selected and deleted from a dialogue that the students have learned. Students will complete the dialogue by filling in the blanks with the missing words.[19]

To conclude, we can say that ALM was one of the most attractive methods considering the interactivity created among the students with these exercises. All drills and games in ALM were

[19] Freeman, D.L (2000:47) Techniques and Principles in Language Teaching, Oxford: Oxford University Press.

extremely fruitful because they develop 2 out of 4 skills, listening and speaking. Debates and other drills made the job easier for teachers by drawing all the attention to the student, taking into consideration each of their perspectives, critical thinking, imagination, memorization, and overcoming the disadvantaged situation when confronted in debates. From this, we learned that a language was more easily acquired from repetition and expression of opinion.

II.5 Suggestopedia

Suggestopedia also known as desuggestopedia dates back to the 1970s Lozanov, the same stated in 2005 that "suggestopedia is a teaching system which makes use of all the possibilities tender suggestion can offer. The suggestion here is about something that can make students feel and enjoy the teaching and learning process"[20]. With the hope that they would enjoy learning a foreign language, Lozanov created Suggestopedia, and it turned out that this technique was mostly used for learning foreign languages.

Lozanov (1978) states that there are "four main stages of the activities in the suggestopedia method. They are presentation, concert session (active and passive), elaboration, and practice. In the presentation stage, the students are helped to get a positive mind that learning is easy and fun. In this stage, the teacher sets the environment of the class as comfortable and cheerful as it could be for the students. In the active concert, the teacher reads a text which is repeated by the students. After that, in the passive concert, the teacher plays some baroque music in the background, and she/he reads the text again and the students listen carefully. In the elaboration, the teacher tells the students that they will do something like making a film, gaming, etc., after the concert session. In the practice stage, the teacher uses games, puzzles, etc., to review the

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[20] Lozanov, G. (2005). Suggestopedia-Desuggestive Teaching Communicative Method on The Level of The Hidden Reserves of the Human Mind. International Centre for Desuggestology: Austria.

students' understanding. The activities in the suggestopedia method seemed fun for the students. By applying this method in the class, the teacher hopes that the students will enjoy learning English"[21]. In the same years, he argued that learners would have difficulty acquiring English as a second language because of the insecurity and fear they have. He explained very well the whole process of a learner struggling, where according to him when students are in an unfavorable position their heart and blood pressure rises; he believed that this is a blockage that stops the processing of expression in the learner's brain (affective filter). The purpose of Suggestopedia was to lower the affective filter and motivate learners to acquire new information without fear and with more confidence.

Nosrati et. Al (2013) mentioned six key features that will help teachers and learners during the teaching process and/or learning process by using these methods. According to him, these suggested methods made students feel that learning was easy and fun, so they did not get bored and the desire to acquire new information was always present. 6 key features of suggestopedia were as follows:

1. Comfortable environment
2. The use of music
3. Peripheral Learning
4. Free errors
5. Homework is limited
6. Music, drama, and art are integrated into the learning process. [22]

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[21] Lozanov, G. 1978. Suggestology and Suggestopedia – Theory and Practice. Bulgaria: United Nations Education, Scientific, and Cultural Organization.

[22] Nosrati, et.al. (2013). Investigation of Language Teaching Methodologies in Second Language Learning. International Journal of Economy, Management and Social Sciences.

The role of the teacher is to be the authority in the classroom and to guide the class towards achieving the objectives; to be successful, the class must have confidence in whom they are getting the information from, and if they trust the teachers, the learners themselves will be freer in terms of answers and development of activities, so the certainty that students are supposed to receive directly affects the success of learners. The characteristics of Suggestopedia are that in the classroom there is supposed to be a good and motivating atmosphere, and the class should have posters of that lesson to keep the focus wherever the learner moves his head. Posters have to be changed every week to have different information. One of the characteristics that stand out is that the dialogue was very present, and it was good for learners to be told to make dialogues up to 1,000 words least or an imaginary story where one reads and the other acts it. There is also shared reading where the teacher starts reading the dialogue and all learners read aloud together. It was a very relaxing method because it includes question-answer song games where the students themselves encounter indirect learning, implying that they both have a good time and learn.[23]

Both student-teacher interaction occurs in the classroom when there are unclear situations or any unknown word. Student-student occurs mostly when they work as a pair to get the best results for that activity.

During the activity, we must take into account a very crucial factor such as music. Music in Suggestopedia relaxes the minds of learners and all that is left for them is the focus on learning. Harmer (1998) said that the most suitable music for this method is that of the Baroque period; he said that this type of music created a kind of relaxed state of mind for maximum retention of material.[24]

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[23] Freeman, D.L (2000:81) Techniques and Principles in Language Teaching, Oxford: Oxford University Press.
[24] Harmer, J. (1998). How to Teach English. Malaysia: Longman

Freeman stated a total of 9 elements that can help the learner to practice this method. The techniques are as follows:

1. Classroom set-up - the teacher's goal is to create a classroom with an environment that is bright and cheerful. This kind of atmosphere should be in classrooms where the target language is being taught. These classes due to other factors cannot always be in those conditions, but the teacher must try to create a good atmosphere.

2. Peripheral learning - This technique is based on the idea that learners acquire more than they should, indirectly through posters across classroom walls, but the good thing about this is that they can learn grammar rules effortlessly if the teacher has to be careful to change posters every 10 days or 2 weeks to provide new information.

3. Positive suggestion - For this technique, we say that it belongs to the teachers who have a pedagogical background and are better advisers who motivate learners to achieve impressive results; this can be done in two ways, directly and indirectly. "You will become successful" can be considered as a direct motivation whereas indirectly we can say "You have to work hard to reach success".

4. Choose a new identity - In this exercise, they are asked to choose a target language name and a new occupation. By the end of the lesson, they will be able to develop a biography about their fictional selves, such as writing about their fictional hometown childhood, and family.

5. Role play - One of the most attractive games where learners are asked to use target language by pretending like somebody else and creating sentences based on the situation they may have.

6. First concert (active concert) - After the teacher tells the story that is related to the dialogue and shows the points to focus on to get as much knowledge about grammar, the teacher reads the dialogue in the target language. In this exercise, the teacher must make sure that the students all have a copy of the dialogue in the mother tongue and the target language. Characteristic is that the exercise begins with music and after a few seconds

the teacher begins to read the dialogue in sync with the music which is preferred to be Classical and uses proper intonation.

7. Second concert (passive concert) - This phase, as the name implies, is the passive reason the teacher tells the learners to keep the scripts aside and by listening carefully to the teacher reading the dialogue which has classical or baroque music in the background.

8. Primary activation - It is one of the techniques where learners' engagement is required starting with re-reading the dialogue aloud in the target language in a group or individually. There will be three types of groups that will read this dialogue in different ways a) sadly, b) angrily, and c) cheerfully.

9. Creative adaptation – Being creative is the most relaxing and preferred technique for learners where they can increase their creativity by using materials in the classroom. This activity can be followed by games, role play, singing, and dramatizations, and the whole focus will be to learn something from them and to have a communicative intention more than just a linguistic one.[25]

II.6 Communicative Language Teaching

The origin of Communicative Language Teaching (CLT) dates back to the '60s, which was also called Situational Language Teaching, which included practical lessons based on situations created by activities. However, through the book Syntactic Structures (1957) it was Noam Chomsky who had demonstrated that the current standard structural theories of language were incapable of accounting for the fundamental characteristics of language, the creativity, and

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[25] Freeman, D.L (2000:84) Techniques and Principles in Language Teaching, Oxford: Oxford University Press

uniqueness of individual sentences[26]. One of the many contributors to this teaching discipline was Walkins, who in 1972 proposed a definition of communicative language to further develop language teaching syllabuses. In the analysis of Walkins, we could realize that he described two types of communicative language teaching; 1: notional categories (concepts such as time, sequence, quantity, location, frequency) and categories of communicative function (request, offers, complaints) where all this analysis turned out to give a great impact to Communicative Language Teaching.[27]

Regarding the approach of CLT as a communicative language, Chomsky mentioned the theory of competence, where he said that "linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogenous speech community who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distraction, shifts of attention, interest, and errors in applying his knowledge of the language in actual performance. (Chomsky 1965:3). [28]

CLT objectives are well defined by Peipeho (1981). He came up with a definition of the objectives, where he set several levels that should be reached at the end of a lesson or the whole semester.

1. an integrative and content level (language as means of expression)

2. a linguistic and instrumental level (language as a semiotic system and an object of learning)

3. an affective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others)

4. a level of individual learning needs (remedial learning based on error analysis)

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[26] Chomsky, N. 1957. Syntactic Structures. The Hague: Mouton
[27] Wilkins, D. A. 1972. The linguistics and situational content of the common core in a unit/credit system. MS. Strasbourg: Council of Europe.
[28] Chomsky, N. 1965. Aspects of the Theory of Syntax. Cambridge: MIT Press.

5. a general educational level of extra-linguistic goals (language learning within the school curriculum). All the aforementioned objectives are not very specific but indirectly reflect the needs of some of the learners.[29]

Even in this approach, we had the role of learner and teacher, which was elaborated by Breen and Candlin saying that "the role of the learner as a negotiator - between the self, the learning process, and the object of learning - emerges from and interacts with the role of join negotiator with the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way (1980:110). Both also had opinions about teachers' roles where they said that: The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary or read for the teacher; first, as an organizer of resources and as a resource itself, and second as a guide within the classroom procedures and activities. A third role for the teacher is that researcher and learner with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning, and organizational capacities. (1980:99).[30]

To conclude, we could say that CLT played a very important role and reflected positively in terms of communication by using the target language during activities and that the goal was meaningful

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[29] Piepho, H.-E. 1981. Establishing objectives in the teaching of English. In C. Candlin (ed.), The Communicative of English: Principles and an Exercise Typology. London: Longman.
[30] Breen, M., and C. N. Candlin. (1980). The essentials of a communicative curriculum in language teaching. Applied Linguistics 1(2): 89-112

during the lesson; it was worth noting that learners who speak more fluently see this approach as a very helpful method to improve even more speaking and expressing thoughts in class.

II.7 Adapting Individualization Techniques for Large Classes

Zakia Sarwar's research was mostly based on the answers given to nonnative teachers from Indonesia, Japan, Senegal, and South Africa[31], who according to Coleman (1989), encountered large numbers of classes and faced 4 problems: The first was why teachers were nervous, very uncomfortable secondly, these classes need discipline and better management in the classroom; hardly manageable is the noise that is created; thirdly, it is very difficult to assess the quality of learners in terms of oral and written skills of so many learners in the classroom, they could also lose a lot of time checking homework, and the last problem was that teachers feel that they did not take care of everyone individually, and that very little effective teaching was done in these types of classes.[32]

According to Logan (1980) interaction of learners, he stated that:

1. People learn – even the same material – in different ways (this implies accepting different learning styles).
2. People can learn from a variety of sources, even if the final goals are the same – implying that the instructional materials can vary.
3. Direct teaching by a teacher is not essential for learning: it is only one of many possible experiences – which means that a teacher can be a facilitator instead of a preacher.
4. A variety of learning activities can take place simultaneously – referring to integrative language–learning activities.

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[31] Sarwar, Z. (1983-85). Teaching English as a foreign language with limited resources. Unpublished M.Ed. research project, Sydney University, Australia.
[32] Coleman, H. (1989) The relationship between large classes and large teaching. Keynote paper presented at SPELT International Conference, Karachi, Pakistan.

5. People may have a variety of goals or objectives for learning a second language – implying that learners are for different reasons. [33]

The perspective of Altman (1980) stated three basic tenets that characterize individualized language teaching:

1. A syllabus that meets the needs, abilities, and interests of each learner.
2. Personalized goals, means, and expectations for learners.
3. Teaching methods tailored to the needs of the learners.[34]

II.8. Importance of the interaction in teaching

The importance of interaction in teaching was so present that if it were not used, we would not have so many opportunities to improvise the way of expression, new words to learn easily, joint work would not exist and all class work would be done individually by each pupil, coming out with unsatisfactory results because as American proverb says that many minds work and create more than a single mind. One of the most used ways and which learners do more willingly are online classes, which is recently considered the best way to engage the whole class. Based on the observations in some types of classes, it was obvious that we can see a combination of teacher-student and student-student activity. Practicing the planned exercises was not difficult to execute, so tasks and assignments were directed by the teacher to the student and took place in the class when students do pair or group work. Authentic texts were also used in the classroom

[33] Logan, G. E. (1980) Individualized foreign language instruction: American patterns for accommodating learner differences in the classroom. In Language teaching: Meeting individual needs, ed. H.B. Altman and C.V. James. New York: Pergamon.

[34] Altman, H. B. (1980) Foreign language teaching: Focus on the learner. In Language teaching: Meeting individual needs. ed. ed. H.B. Altman and C.V. James. New York: Pergamon.

so Little (1988) came up with two justifications for their use in teaching. 1) Motivation and interest: students will be better motivated by texts that serve a real communicative purpose, 2) Acquisition-promoting content: authentic texts provide a rich source of natural language for the learner to acquire language from[35]. Taking into consideration that within the classes we have different background levels of the English language sometimes teachers should use L1 for better explanations with students, Ernesto Macaro (1997) during his observations of teachers at work noticed that L1 was used so he came up with 5 factors that most commonly led to L1 use: 1) Using the first language for instructing activities, 2) translating and checking comprehension, 3) individual comments to students 4) giving feedback to pupils and 5) using the first language to maintain discipline[36]. So, interaction in teaching must be part of class hours even though there are students who need explanations in L1 or L2.

II.9 Conclusion

Throughout the literature review chapter, I saw aspects or approaches that gave meaning to the whole thesis and methods that let me understand that interaction while using these approaches was a great help for teachers while teaching units and also for pupils who were using them methods through activities. The Grammar-Translation Method is an old but very useful method of teaching foreign languages where students can learn rules of grammar and apply them in their native language. Although it is still used in our schools, we can say that this method has its shortcomings because it does not ensure that all pupils are engaged in the lesson, so we could

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[35] Psychology: Motivation and learning. GSI Teaching Resource Center. (n.d.). https://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/motivation/

[36] *Meet our people*. -. (n.d.). from https://www.education.ox.ac.uk/people/ernesto-macaro/

say that it is a method that activated students who did not hesitate to express their opinion, something that teacher-introvert student interaction may sometimes not exist. The Direct method brought the teacher's encouragement to students and taught them how to communicate in the target language. This method was attractive because it includes the explanation of passages, pantomimes, pictures, and videos from which learners get a lot of information. The positive aspect of this method was that 4 skills were used where learners improve their knowledge based on the activities they could do with these skills, but what I noticed as negative is that in this method it is not allowed to speak in L1, which may cause some students to hesitate to ask questions in the target language. The Audio-Lingual method was probably the most preferred method for learners and the easiest for teachers; this method was characterized by dialogues, imitations, and repetitions, so basically it was an oral skill where interaction was mostly done in student-student activities. Debates and other drills made the job easier for teachers by placing all the attention on the student, taking into account each of their perspectives, critical thinking, imagination, memorization, and overcoming the disadvantaged situation when confronted in debates. From this, we learned that a language was more easily acquired from repetition and expression of opinion. Suggestopedia was mostly characterized as an approach to the students to make them feel relaxed and interact to be improved by doing group work, so no matter what was done in a group, the result in this method should come out as a single thought. Communicative language teaching was based more on situations where debates between students start spontaneously, which made the lesson more attractive. We could say that CLT played a very important role and reflected positively in terms of communication by using the target language during activities and that the goal should have been meaningful during the lesson. The good thing about this approach was that the teacher's participation was not very visible, and his job was to encourage debates and create activities that brought dialogues to make the class as interactive as possible. Adapting individualization techniques for large classes was one of the hardest to be applied due to the large number of learners. The class has been managed with exercises that are all-inclusive and all students could give opinions knowing that these classes were mostly filled with a diversity of students, the level

of the English language was diverse, and teachers could not deal with everyone. Also, a large number of learners in the class would create positive interactions, but there were cases where noise has been present due to the lack of discipline on the part of the students.

Chapter III

Research Methodology

This chapter explained interactive teaching practices and their comparison of primary school and secondary school in Gjilan. This research belonged more to the observational and experimental methodology. Observational is considered when teachers observe the whole process of students teaching new methods and techniques, whereas experimental is considered to see the outcome of the activity and methods students have dealt with. It also presents the objectives of the research, the hypothesis that was going to be raised, and the research questions that were going to be asked. It was quite challenging to collect all this data and planed all the methods and techniques that might be useful for them shortly, questionnaires and questions, but one day hopefully the effort will be rewarded.

III.1. Objectives

a) To find out how much teachers use interactive activities in the classroom, and the level of and students' improvement

b) To find out how are teachers going to motivate students in the class

c) To find the best route to solute problems and tasks given by teachers for pupils.

III.2. Research questions

This study will try to give their best answers to the following questions:

1. What are the main benefits of classroom interaction?

2. What are some useful tips and strategies that teachers use to motivate pupils to interact more?

3. Does the use of interactive activities help students to gain higher proficiency in the English language?

III.3 Hypothesis questions

The most convenient research hypotheses are:

1. Teachers should provide qualitative teaching and make the pupils more interactive.

2. Motivation of pupils is essential to learn more strategies and techniques to have better classroom interaction.

3. Interaction of pupils while working in pairs/groups results in higher proficiency in the language.

III.4 Research instruments

The instruments for data collection are described as follows:

➢ **Interviews with EFL Teachers**

It was already mentioned that this study took place at the Primary school "Selami Hallaçi" and Secondary school "Zenel Hajdini" in Gjilan. The interview included general questions about teaching but also specific questions about the practical part, including methods and techniques that they used and what they thought about updating their practical work. All teachers' questions were the same, interviews consisted of background information questions, the setting where they teach, and their classification. More detailed questions were about the practical work within the class, the perception of students towards new methods, and students' approach toward lessons.

> **Questionnaires for EFL students**

EFL pupils answered a questionnaire about the practical work within the class and how much interaction is present in the class. The questionnaire contained 15 questions, where 5 of them were more general and the other 10 were more detailed regarding classroom learning and practices. There were multiple-choice questions with one correct answer. Based on these answers to the questionnaire which was held after practical activities by the teachers, the researcher came out with the final results that were going to be presented in charts. We agreed with the 6(six) teachers that all their information will be used only for my thesis and for no other type of survey. The teachers who took part were three from Primary school: "Selami Hallaçi", and 3 from the Secondary school Gymnasium "Zenel Hajdini".

Research methods that have been used in this survey were Qualitative and Quantitative research. The qualitative method concentrated more on students' skills in the practical part, whereas the quantitative method was the background information of teachers.

III.5 Participants

As for the participants in this survey, it was done on their voluntary participation to contribute to this thesis and provide objective answers. All pupils were learning English as a foreign language in the schools included and of both genders, male and female.

EFL learners also joined this survey, where each had their background, level of learning a foreign language, abilities, gender, grades, and age. At first, they have been informed why this survey was being held and that the statistics after the survey will serve to give a result close to what is in reality and all the objectives that the researcher has for this survey. 235 (two hundred and thirty-five) pupils took part in this survey, students generously contributed to the completion of

the questionnaires and the achievement of the objective. Learners were from primary schools: "Selami Hallaci", and secondary school Gymnasium "Zenel Hajdini".

On the other hand, six teachers from all schools were interviewed on the premises of the aforementioned schools. The interviews lasted 20-30 minutes for each participant, where their answers were written by the researcher and after being selected to find the difference between primary and secondary school teachers. The results collected from the instruments are analyzed in compared in chapter 4.

CHAPTER IV

 RESEARCH FINDINGS

The purpose of this study was to shed light on the interactive teaching practices in primary and secondary schools of Gjilan. It was mentioned above that both teachers and pupils of both schools participated in this study. The entire presentation of the results of this survey will be through statistics and charts that will reflect the practical work in the classroom that the students do, while the teachers will answer the interview questions.

The beginning of the chapter presents the interviews of the teachers and their backgrounds. In total, there were ten questions in the two categories of education, including primary and secondary, and all their answers were compared between those of primary and secondary school. Furthermore, in this chapter, we were able to see statistics from the answers to the questionnaire of 235 (two hundred and thirty-five) students from the schools mentioned above, where all the questions will be multiple choices.

IV.1 Findings from teachers' interviews

Below you can find a brief background of the teaching experience and all the interviews of each of them.

Teacher at:	Primary Schools: 3(three)
	Secondary School: 3(three)
Gender:	Female: 4 (Four)
	Male: 2 (Two)
Teaching experience:	Less than 1 year: 0 (zero)
	1-5 years: 1 (one)

	5-10 years: 2 (two)
	10-15 years: 4 (four)
Certification:	BA: 4 (four)
	MA: 2 (two)
Total:	*6 (six)*

Table 2. Teachers' background information.

Question 1: Within one class how many students approximately are present in your class?

Primary school teachers' responses Secondary school teachers' responses

Teacher 1: 25-30 students   Teacher 1: 30-35students

Teacher 2: 30   students   Teacher 2: 30-35 students

Teacher3: 20-25 students   Teacher 3: 25-30 students

Question 2: What are the daily challenges that you as a teacher face during a lesson?

Primary school teachers' responses

Teacher 1: As a 6th-grade teacher, I can say that I have a lot of challenges at the beginning of the school year, the main reason is that the pupils have very low criteria for learning a foreign language, and then they come across a lot of new materials and it causes problems. Over the weeks they get used to it, but the beginning is difficult for them.

Teacher 2: Of course, there are challenges during the lesson, but together with the pupils, we manage to avoid them by devoting ourselves to the maximum. I make sure that in a class I have a lesson plan and I try to go through all the stages that I have presented in the plan, this makes it easy for me to achieve the objectives of the lesson.

Teacher 3: The challenge is when there is a diversity of pupils' backgrounds, every day I try to make sure that the whole class is included in the lesson, keeping a balance with the active participation of extroverts and the passivity of introverts who occasionally hesitate to raise a hand and express their opinion. In some teaching units, we do more practical work to include the whole class, where the objectives of that day are to be achieved through the activities. Learning will not be attractive if we do not have this kind of challenge.

Secondary school teachers' responses

Teacher 1: At the moment, I teach in the 10th grade where the challenges are very difficult to face and pass successfully. One of the reasons is that we are dealing with a variety of students' backgrounds, where they previously studied in different primary schools. Those who studied in primary schools in rural areas have more difficulties because their teachers did not work hard enough in the past and the comparison with those from the city is great. A balance must be maintained between them by mixing them all in activities and after 1 year it is intended that they all have approximately the same knowledge. In the meantime, I stick to my lesson plan and make sure I don't leave the class without teaching them at least something.

Teacher 2: Taking into account how many students I have in the class, which varies somewhere around 35, it is very challenging to activate all of them, more of my concentration goes to those who have more potential to progress than to those who have a lot of interest, for the reason for the latter, as teachers, we notice that they have no problem to increase, for example, the number of words in the vocabulary or to have more results in grammar, therefore the students with the most potential for quality improvement is a challenge and an objective to be achieved.

Teacher 3: Challenges are what keep us as teachers and the difficulty to fulfill the objectives is what keeps the student motivated and pushes him for better results. It depends on the lesson and how much the level of difficulty is to be challenging. I find it most challenging when I lack activity from the students when we are dealing with grammar rules or their motivation to express their opinion about something. In general, the management of situations is acquired with experience, and I believe that each of the teachers thinks the same as me.

Question 3: How do you organize the seating of students in class, do you mix gender and quality or not?

Primary school teachers' responses

Teacher 1: There are some methods that he used to organize the class in terms of seating, I want to free the boys in the class with their friends and to cooperate more so that in the future they will not have problems when they are assigned by the professors to perform a task or presentation. As for the quality, I wanted to mix it up, but it depends on the exercise, for example, in grammar exercises we do a mix of quality in the whole class.

Teacher 2: The organization of how the students sit is usually done by their headteacher, for me, it is not much of a problem, there are cases where there are three quiet students at a table, and I am tolerant as long as they do not make noise in the class. Working in groups is a reason that will be able to move the tables and the positions of the students to achieve the objective of that activity.

Teacher 3: I usually intervene in the positions where high-quality and average students sit, my goal is for everyone to balance their knowledge and create a good language background with the interaction within the class. Regarding gender, there are cases when I do not allow boys to sit together because of the disruption of the learning process in the classroom.

Secondary school teachers' responses

Teacher 1: Knowing that I teach in secondary school, the students are older and you should feel the freedom in the class and with me, they enjoy it, for me, it doesn't matter how they sit, the most important thing is that they leave the class with something they have learned from the subject of the English language, even the way they sit in terms of the male-female aspect doesn't bother me at all.

Teacher 2: The classes where I teach cause disfavor due to the lack of organization of the class, I always take into account the mix of quality and gender, but also the students themselves notice

which student they should approach to learn something more, so it is positive that the average students want to sit with those who know more.

Teacher 3: The whole organization mostly depends on the mood of the lesson and the activities that take place, for example, if we have an activity in which everyone must speak, we use the U shape sitting method, with which we can develop many activities, but in most cases, they are sitting in pairs or threes, noise happens, but the classes where I teach now are understandable and take their work seriously.

Question 4: How do you evaluate students during a semester and are you tolerant in grading them?

Primary school teachers' responses

Teacher 1: As a 6th-grade teacher, I have to be careful how I evaluate and give grades to them; during the entire semester we mostly read stories in the book, a little grammar, and new words, when the student approached to learn and perform from all of the above mentioned, I give them positive marks. I am very tolerant this year, but not the next.

Teacher 2: I teach the 7th grade and I expect good results from them because in the syllabus they know that I am going to teach new chapters and be evaluated gradually, starting with reading, translation, essay writing, and class participation. The main aim this semester is the reinforcement of irregular verbs and pre-intermediate grammar. It's not that I'm tolerant that much when it comes to grades, but sometimes I make exceptions in specific cases, or when I know that he or she is a good student but this semester lacks good performance.

Teacher 3: Students from past generations know me as a very strict teacher but also with a lot of success, the classes where I teach happen to lower the grade average of the class because of me, but a student with a positive grade in my subject will not have problems in secondary school and successes in the university years regarding the English language, and they will have a very good basic knowledge. How I evaluate the students most is their logical acquiring information and critical thinking, my evaluation concentrates also on speaking skills with the topics we choose to discuss. I take notes for each one and grade them in a very accurate way and never leave space for a student to ask me for a higher grade because his/her work throughout the semester is argued in my notebook, I believe that what I just said speaks for my tolerance in the class.

Secondary school teachers' responses

Teacher 1: The best way to evaluate students nowadays is through activities, tasks, and projects, all with a certain deadline to complete. I value them more based on their activity throughout the semester. There are also 2-3 exams and presentations. This year, I have divided the classes into groups of 5-6 students, giving them assignments from some of the books of the author William Shakespeare, for example, one group is Hamlet, and the other group is Macbeth, or Romeo and Juliet. Their task was to do a part by acting as if they were professional actors, the most evaluation will be on their creativity, and they know that I do not tolerate them in terms of grades for reason that realistic grades will give better results for them in future.

Teacher 2: I like to give grades based on the tests because I think they give a fairly accurate result of a student for what he/she has learned during that time, I usually do 4 tests during the semester and take an average of them and through it, I give the final grade. I also rate them based on activity and continuity in the performance of tasks. As for tolerance, I am very tolerant and where I value them more than they should, I always make sure to let the student understand that he/she got more than deserves and that in the next semester he/she should work harder to achieve better results.

Teacher 3: I see the evaluation of the students as a motive and a driving act to motivate them to strengthen the basis of the English language more so that in the future they will not have problems getting a job because they do not have a basic knowledge of the English language. I usually evaluate the students with their participation in the class, they also find quite helpful some feedback that I give them during a debate that they have as an assignment. When you evaluate them in this way, it is not that you can be very strict about the grading part.

Question 5: What do you think, in which area you as a teacher should improve for students to have better results?

Primary school teachers' responses

Teacher 1: Looking at my results over the years and considering how satisfied the students and parents are, I have not yet received any negative feedback or suggestions for improvement, however, I welcome all suggestions from anyone if they are intended.

Teacher 2: Seeing the lack of expression of some students is where I saw that the vocabulary part should be improved. New words should be learned more through games and activities in the classroom, but most of the time we have to stick strictly to the curriculum, and we do not have much time to do something outside the curriculum, which I believe is more attractive for students and more effective in most cases. If the curriculum was more flexible, students would have the chance to learn more new words.

Teacher 3: Perhaps more work should be done on the grammar side because the books they teach are a mixture of levels 3 and 4 where the basis of grammar and its entire structure is taught. So, I think that I should concentrate more on the grammatical part than on the literary part.

Secondary school teachers' responses

Teacher 1: I think that learning should be more concentrated in more oral lessons and have more communication, the topics we have in the books do not meet the student's needs, so I think I should find more free topics for being discussed.

Teacher 2: To improve the quality of teaching, I need to include more tests, tasks, and presentations in the class, because they will be encouraged to accumulate points and get the grade they want. I believe that all of these would make it easier for me to give them many chances to get positive grades.

Teacher 3: To be honest, I stick to the syllabus, and I do not deviate much from it, so I don't think I need much improvement, if there were any, I believe it would be to encourage the students to communicate more with each other for a more interactive class.

Question 6: Tell me what was the last grammar lesson that you taught and how students reflected.

Primary school teachers' responses

Teacher 1: As for grammar, we are repeating irregular verbs and using them in sentences. In the last class, we had grammar, I encouraged all the students to say at least ten irregular verbs and create sentences in the past tense and past participle. In the beginning, the students had a hard time, but once they understood their importance and the special care of where and when to use them, they had an increased interest in improving even more.

Teacher 2: As far as I remember, the unit of the school where we included grammar was the placement of prepositions, he practiced with them because I saw that they had a problem with where to place the prepositions "on, at, in". All classes began to increase their intuition to come up with correct answers, which made me feel good about their commitment to grammar.

Teacher 3: Seeing that the students had more problems with conditional sentences, I worked in the last two hours practicing them. The first, second, and third conditional were the ones with which the students practiced and read their sentences. I divided them into three groups by giving each group a set of sentences and the group with the most mistakes had the task of writing thirty sentences as a group using the first, second, and third conditional. The class reacted well and the goal for those lessons was achieved.

Secondary school teachers' responses

Teacher 1: The last lesson in the grammar section in the class where I lectured was about articles. They understood most of the time were to use the article "the" but had encountered difficulties and mixed up two other articles "a and an". After finishing the exercises in the book, the more active students answered my questions about where these three should be placed in the sentence. At first, it was a little confusing, but over time they started to reinforce it, even though I believe they taught it in elementary school, some of them did not pay enough attention to this exercise, which is very important in connecting sentences.

Teacher 2: The last time I lectured on grammar was last week where there was a mix of modal verbs and some sentences with irregular verbs in the participle tense. It turned out that the irregular verbs were well learned from previous years and there was not much room for intervention, while the modal verbs had cases where, due to uncertainty, the students were reluctant to express their opinion.

Teacher 3: I do not remember exactly what the last time I read and included grammar in class. In the last hour, they were tested for the last chapter where 10% of the grade depends on that test. The test included the grammar part that we covered in the last chapter where there were more sentences with reported speech (direct and indirect) as well as some questions with quantifiers, you must fill in the blanks with the correct word.

Question 7: How much do you use technology in the classroom?

Primary school teachers' responses

Teacher 1: It is very true that the latest technology has made the educational process easier for all of us and made it more attractive for students. We are lucky that the conditions have been adjusted in the classroom where we have the projector and the laptop. We have started to present lessons on projectors, but sometimes we avoid technology and continue with the traditional way of learning.

Teacher 2: Students like the hours when technology is involved. Many times, when we are doing grammar exercises on the laptop, we visit different pages that contain different exercises and choose them with the class. There are times when I grade them through a grammar exercise that contains 10 sentences.

Teacher 3: Of course, he used technology in the classroom, many applications have come out that are making our time in the classroom easier. What I like the most is putting videos in the classroom, any monologue or interview, stopping to analyze them and criticizing the students, they increase the quality of their content and give opinions on what the purpose of the video was.

Secondary school teachers' responses

Teacher 1: The use of technology in the classroom is more useful for students as we work with projectors, if we go out and use applications such as Moodle or google classroom or enter any forum where any topic that concerns us is debated, we may come across students who are not

interested at all. I use my phone only to be active on social networks. So, I make sure that mobile phones are not used and that all the focus remains on what I present through the projector.

Teacher 2: I try to avoid technology in the classroom, not because I do not want my students to have a stronger connection with technology and to have it easier to understand a lesson, but for the only reason: damage to the sight. They spend most of the time outside the classroom using their smartphones and damaging their eyes, so at least I can save their health a little bit.

Teacher 3: I am more of those teachers who are old-school and it's not that I much prefer the use of technology in the classroom. I have encountered some moments when I did not know how to manage the lesson plan properly and I try to go more in the traditional way, but it is not that there are cases where through the projector we develop games and activities that make the whole class they are more interacted.

Question 8: Did you have the chance to give lectures online during the pandemic situation last year? Was it challenging and how useful it was?

Primary School teachers' responses

Teacher 1: Yes, I was part of the change from teaching in the classroom to that through Google Zoom, to be honest, it was not so challenging because the 6th grades where I teach have had continuity and curiosity about how the lesson will be. It is not that it was not useful, but we have had days when we have achieved the expected results.

Teacher 2: It was a very difficult time because there were many absences, and the students were not concentrating on what was being read and learned. It was challenging and also learning took a back seat when someone was absent due to health issues and the problems caused by the virus. It was not useful at all because freer topics were developed and the whole semester program plan did not go as it should have at that time.

Teacher 3: Online learning is not suited to my teaching style, we encountered many difficulties such as the absence of students, difficulty in grading, checking tasks, not knowing how to use applications to finish homework, and many challenges. It was not useful at all and I hope we never have online learning, just a waste of time.

Teacher 1: During the pandemic, the students with whom we developed teaching units in zoom surprised me with their seriousness for the better, seeing it as a new challenge of language learning. It was quite challenging for me to have the continuity and the activity under control, but the order was that the educational activity never stopped, and the parents were satisfied with my approach.

Teacher 2: The best way I applied during that time was by giving them assignments and tests in google docs. At most, I spent 10-20 minutes with them in the online meeting, explaining what they might have in future tests. It was more learning with tests and debates than following the curriculum according to the program.

Teacher 3: During the time of Covid-19, I encountered many difficulties to continue my studies. Most of the students did not show up for the online meetings that were supposed to be held. At this critical time, there were no sanctions for them because otherwise, they would not have passed with good marks. It was a challenge and I hope it never happens again.

Question 9: How can you meet the interaction of introverted students?

Primary School teachers' responses

Teacher 1: Working with more introverted students is quite challenging for me, I had the opportunity to meet them, and I always made sure to push them to give their opinion. Most introverts hesitate because they have experiences where they were laughed at for what they said. By working in groups, he often put introverts in a common group to get something out of each of them, because if they are in groups where there are more extroverts, they will not have many chances to express their opinion.

Teacher 2: Introverts in the classes where I teach are not very prominent, usually those who are shy I let them become the leader of groups of four or in pairs. Finally, I was surprised by a student who hesitates to speak in class, he had prepared a very good presentation that needed improvement, but his effort was rewarded with a good grade. Sometimes at this level of students, you need a little encouragement to see the real reflection of their knowledge.

Teacher 3: The approach to introverts knows how to be special from time to time. I interact with them in the class, for instance, telling you in advance which lessons they will answer in the next lesson. It is true because it can be limited by learning only what I have mentioned, but at least the student progresses by freeing himself and saying what he has learned without any hesitation.

Teacher 1: I am the type of teacher who gives opportunities to everyone in the class and it is not that I push the students to learn without their will, if I see the quality and interest of any student who does not speak enough, then I make sure that he achieves a positive result, but if there are introverts who don't have the will and interest to learn, it's not that I waste time trying hard for them.

Teacher 2: Students who are introverts mostly belong to primary schools, while in secondary schools, the number of introverts is not significant. For those who are more silent, I have the will to take and talk to them privately, trying to let them express themselves. There was a case when a student did not want to answer my questions because he was laughed at and bullied by his friends for the answers, he gave last time. I decided to ask him about the lessons in the teacher's office, he felt quite relaxed and gave impressive answers. Sometimes we have to see more students because someone does not dare to speak in front of others.

Teacher 3: During my career as a professor, I have come across several cases, and I always had to treat them with special care. There have been cases where I had to ask to evaluate them after the whole class finished the lesson. Some of them have managed to get rid of the fear of expressing their opinion, but some have had it since an early age and the improvements have been very small.

Question 10: Do you think that, if students of your city lived in another country or the EU, they would have better results due to better conditions or not?

Primary School teachers' responses

Teacher 1: I think so, for many reasons, starting from the conditions they have in the classroom and their motivation, which is greater when they know that after studies, the chances for a better job are easier to achieve. The conditions in the countries of Western Europe have a great impact on the quality that a curriculum can have, and it remains for us to reach them with better quality and conditions for our students.

Teacher 2: The capacities of our students are amazing, but the conditions have started to be adjusted late in our country and the good results will take time to see. Of course, if our students

were in Western countries, they would achieve impressive success, always thanks to the good conditions that the schools and universities have there.

Teacher 3: As we all know, a lesson here lasts 30-35 minutes, in developed countries an hour is equal to 60 full minutes. There, students have the opportunity to practice and complete their assignments in class. Their lessons lasted 6 to 8 hours, where normally the quality increases, this is as a result of the many schools and the small number of students in the schools, while here it is the complete opposite and the increase in quality and conditions is slower than it should have been.

Secondary School teachers' responses

Teacher 1: Good conditions and technology have arrived late in our country, therefore progress in quality is slower. The results would certainly be better in other countries than in the country where we live, I hope for greater investment in the field of education and the increase of quality among us, taking as a good example the developed countries of the world.

Teacher 2: Surely yes, they would have an additional motivation to learn and increase the volume of work in the classroom and at home. The conditions they have in the western countries have not yet been enjoyed, and for that, I believe that the bad conditions, starting from the curriculum, must undergo some progress to have better days for our students.

Teacher 3: I mostly teach 12th graders and I hear from them that their goals are to go to European countries and continue their studies there. There are some of them have finished high school abroad, but many of them have decided to do their university education in Europe because of the better conditions offered to them and greater employment opportunities.

IV.2 Findings from students' questionnaire

This chapter has statistics from the questionnaire which contains 15 closed and open-ended questions, which were presented with tables and figures also in the final part of the appendix. There were separate tables for primary and secondary school students with a total of 235 students. The questions were more general about the lesson, practices, and their interaction in the classroom.

IV. 2.1 Findings from Primary school and Secondary school students' questionnaire

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1. Primary School students
2. Gender: Male 60 (sixty)

   Female 77 (seventy-seven)

3. English Language level: Advanced – 10 (ten)

   Intermediate – 45 (forty-five)

   Pre-intermediate – 38 (thirty-eight)

   Elementary – 44 (Forty-four)

4. Grade: IX (9TH grade):   34 (thirty-four)

   VIII (8TH grade):   37 (thirty-seven)

   VII (7TH grade):   31 (thirty-one)

   VI (6TH grade):   35 (thirty-five)

   Total: 137 (one hundred and thirty-seven)

Table 3. General question findings from primary school students' responses

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1. Secondary School students
2. Gender: Male   45 (forty-five)

   Female 53 (fifty-three)

3. English Language level: Advanced – 18 (eighteen)

   Intermediate – 35 (forty-five)

Pre-intermediate – 32 (thirty-two)

Elementary – 13 (thirteen)

4. Grade: X (10th grade): 35 (thirty-five)
XI (11th grade): 30 (thirty)
XII (12th grade): 23 (twenty-three)

Total: 98(ninety-eight)

Table 4. General question findings from secondary school students' responses

As we can see from the tables above (3,4) there are a total of 235 students, of which 137 belong to primary school and 98 to secondary school. In the primary school, 60 boys and 77 girls answered the questionnaire, and in the secondary school, 45 boys and 53 girls. Their background level gave the results in primary school with 10- advanced, 45 intermediate, 48 pre-intermediate, and 44 elementary, while in secondary school 18 advanced, 35 intermediate, and 32 pre-intermediate; this reflected what level of English language proficiency the students had and the difference was obvious. The results for which classes the students belonged to are as follows: in the primary school where the 6th grade had 35 students, the 7th grade had 31, the 8th grade had 37 and the 9th had 34, while in the high school the results were the 10th grade had 35, the 11th grade had 30 and the 12th grade had 23 students.
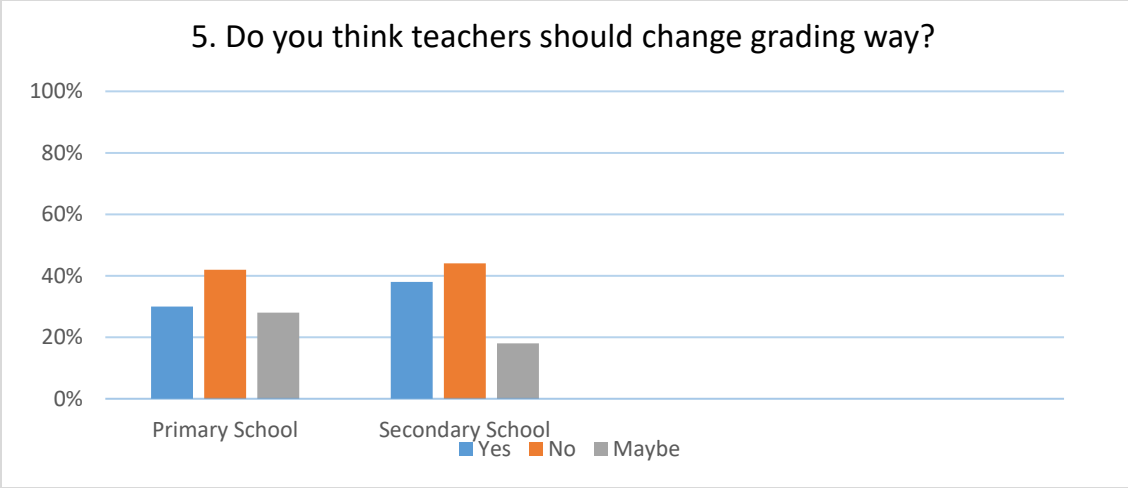
Figure 1. Results of question 5

As shown in figure 1, the students mostly lean towards the side that the grading method of students should not be changed. In primary school, almost half of the students were not to change, which is why 42% are satisfied with the way the teachers grade them, while 30% were in favor of the change and 28% belonged the part where they thought that the changes could be and not be useful. Regarding the secondary school, 44% did not want changes in the grading method, 38% were for changes, and a small part of 18% was that they did not know which side to support, and it was understood that they are ok with whatever suited the majority.
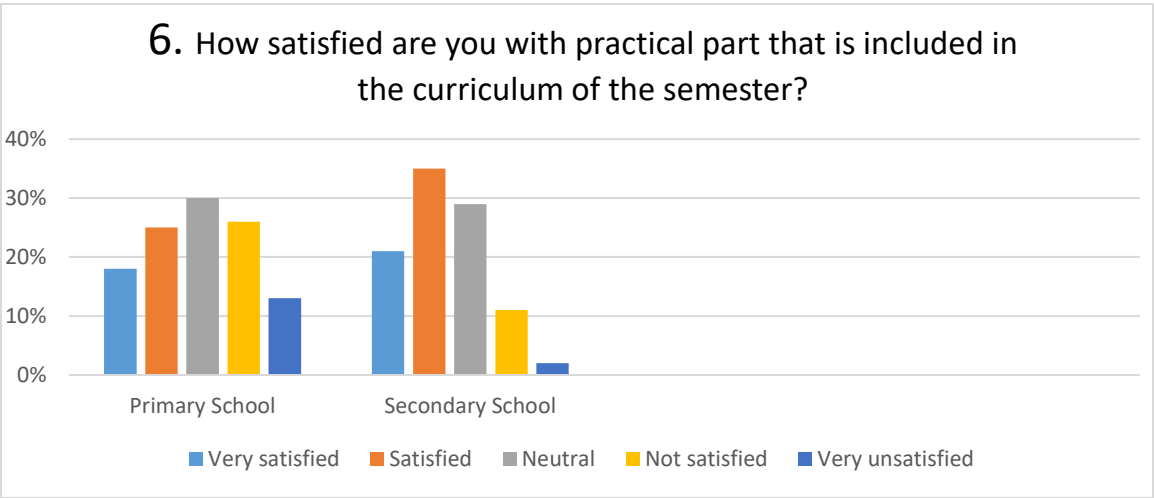

Figure 2. Results of question 6

In figure 2 we can see charts divided into five types of answers. Were they satisfied with the practical part that the students do in class, the statistics are as follows: Very satisfied in primary school was 18% while in secondary school 21%, partially satisfied in primary school 25%, and those in the school resulted with 35%. For those who were neutral, we can allude that they are okay on occasion and dissatisfied from time to time, where 30% of primary school students turn out to be neutral and 29% of secondary school students. Regarding dissatisfaction, it was quite present in primary school with 26% not satisfied and 11% very unsatisfied, while on the other hand, we had 13% not satisfied and 2% very unsatisfied.
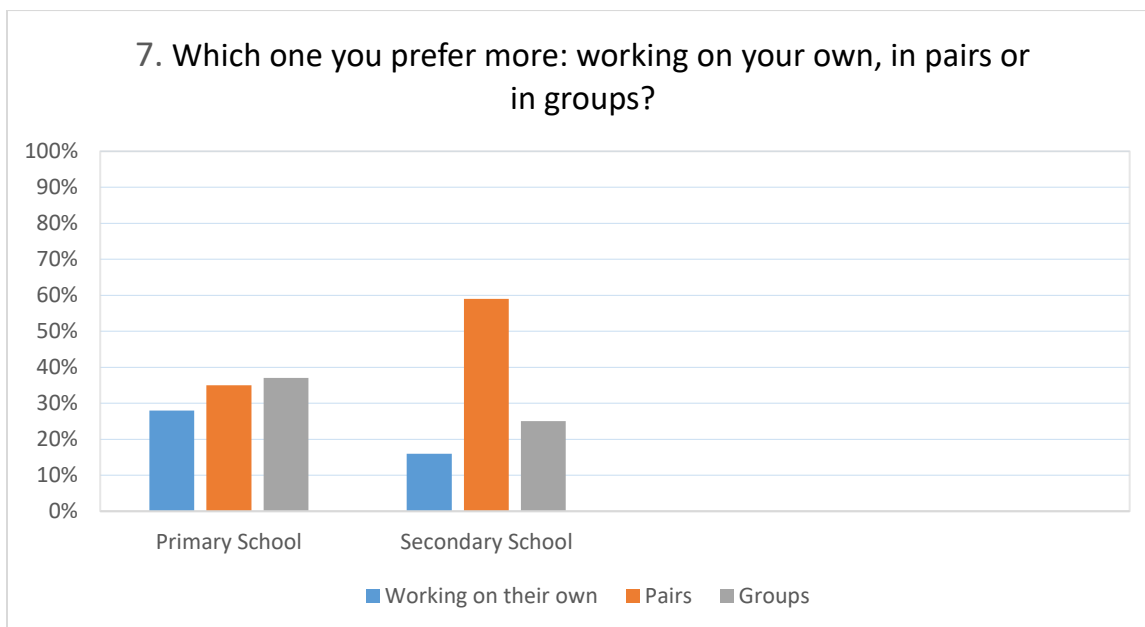

Figure 3. Result of question 7

Taking into account that students are divided in different ways during practical work and class tasks, the question above Fig 3, gave the results that primary school students had a more balanced result, starting with: Working on their own with 28% working in pairs 35% and group work 37% while the situation changed during the study of this question in secondary school, they were only 16% wanted to work alone, 59% in pairs and 25% belonged to those who prefer group work. From this I understand that the more students grow, the more they want to be more interactive in lessons with others.
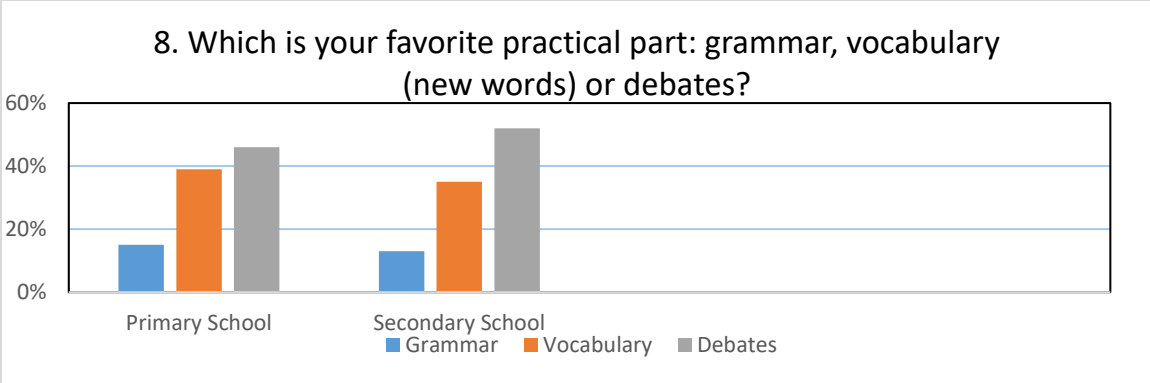
8. Which is your favorite practical part: grammar, vocabulary (new words) or debates?

Figure 4. Result of question 8

Practice as one of the most crucial parts of teaching is preferred in several ways. Fig 4 shows that the primary school showed that only 15% of the practical part in the class included grammar, while 39% were interested in new words, debates were the most liked by the students, whereas 46% of them preferred to debate in the practical part. Secondary school results were almost close to those of primary school, where only 13% liked the grammar activity part, 35% wanted to have an activity with learning new words (vocabulary), and debates were very liked by 52%, probably for reasons that their level of the English language is higher and the expression of opinion becomes easier than that of those in primary school.
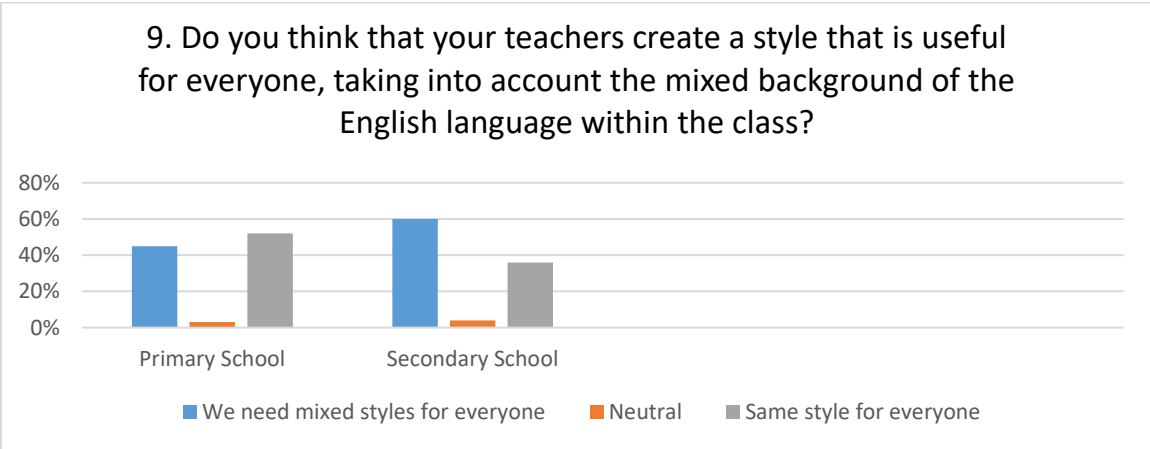
9. Do you think that your teachers create a style that is useful for everyone, taking into account the mixed background of the English language within the class?

Figure 5. Result of question 9.

Many students know how to complain about the teaching style that teachers apply, but not many have raised their voices to make changes. Fig 4 reflects how many of them would like to change their teaching style. In primary school, those who wanted to have mixed styles reached the result of 45%, while those who wanted one style for the whole class were 52%, while only 3% were neutral. Those from high school were more or less neutral at 5%, while those who preferred a mix of styles for everyone reached 60%, and those who wanted a style to be all-inclusive were 36%. The results of this question showed that reforms and the desire for inclusiveness exist.
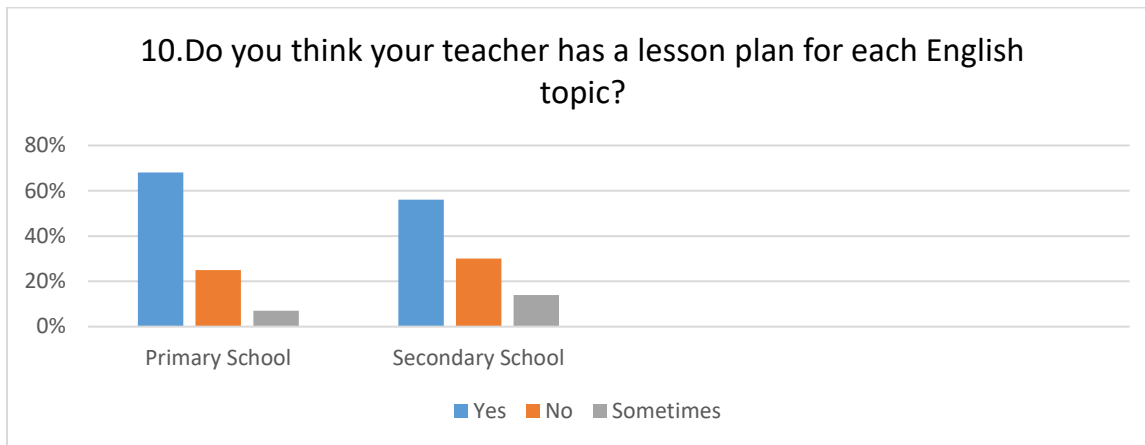

10.Do you think your teacher has a lesson plan for each English topic?

Figure 6. Results of question 10

In the interviews with the teachers, they emphasized that they have lesson plans for each English topic. Primary school students who thought that their teacher uses a lesson plan were 68% and those who thought that their teacher leaves the lesson plan was 25%, but there were also 7% of students who thought that the lesson plan is sometimes respected. The result of the secondary school was close to the primary school, where 56% of them thought that the lesson plan is respected, 30% thought the opposite, and 14% of the students belonged to the part where the students thought that the lesson plan is sometimes respected. Most students were able to identify that at the end of each lesson plan because the teacher would ask questions about what was taught to ensure that topic was understood by the students before they move on to another subject.
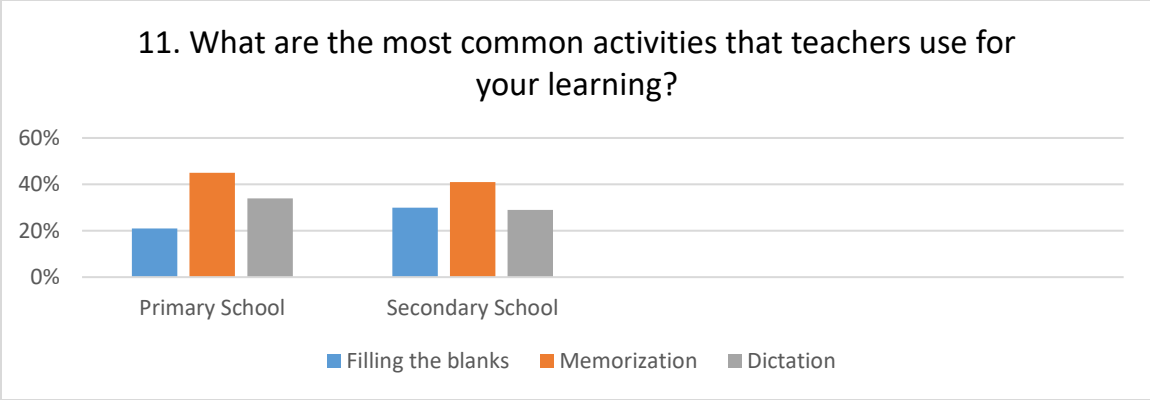
11. What are the most common activities that teachers use for your learning?

Legend: ■ Filling the blanks ■ Memorization ■ Dictation

Figure 7. Results of question 11

Activities are known as one of the best practical ways to have a successful interaction in the classroom. When asked which activities their teachers use the most, the students answered as follows: 21% of primary school students thought that their teacher used "filling the blanks" exercises, while 45% used memorization exercises, which were also used to be the most popular because groups are usually created with them and there is competition between them for memorizing words, and the last thing that surprised me was dictation with 34% where students have the opportunity to increase their sensitivity against spelling mistakes. The results of the secondary school were almost the same as those of the primary school, starting with 30% who liked "filling the blanks" the most, of those who liked memorization 41% and in the part of dictation, high school students stood at 29 %.
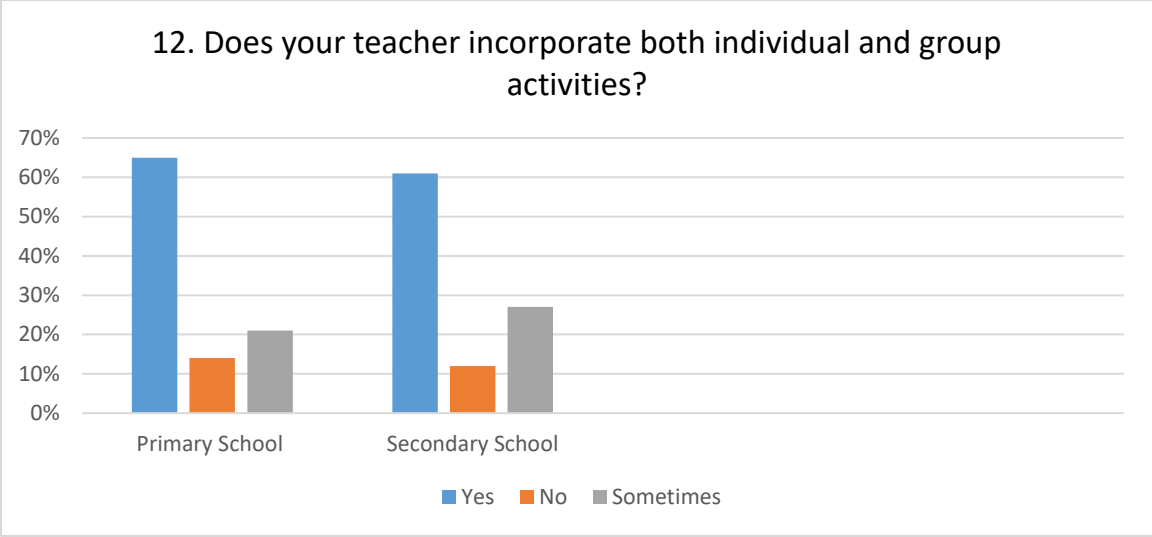
12. Does your teacher incorporate both individual and group activities?

Figure 8. Results of question 12

When the activities are planned to take place, a plan must be created on how the structure of the students in that class will be organized. Above, they answered whether the students are incorporated by their teachers individually and in groups when there are activities in the class. Primary school students had the opinion that 65% of them are included in the two groups mentioned above, 14% thought that the inclusion of there were no such groups and 21% thought that inclusion happens sometimes. In high school, the results were as follows: 61% said that they are included in groups when there are activities, 12% disagreed with this question and 27% were that sometimes their teachers create groups to develop activities.
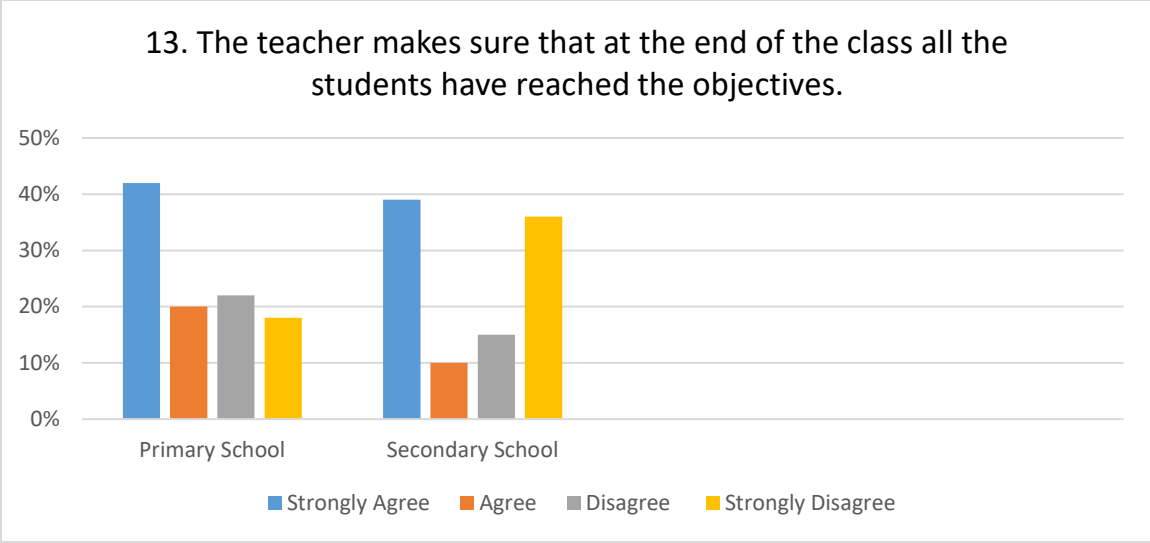
13. The teacher makes sure that at the end of the class all the students have reached the objectives.

Figure 9. Results of question 13

Do the teachers ensure that they achieve all the objectives at the end of the class, we needed to see the results below to see how many of the teachers applied this, the answers of the primary school students follow: 42% of students strongly agreed the teachers ask whether the objectives have been achieved in class, 20% agreed on average, 22% disagreed that teachers ensure the application of this question and 18% strongly disagree that teachers are interested in whether everything is clear in class. In the secondary school, the results changed where we can see that the students this question let us understand that 39% strongly agreed that teachers make sure that everything is clear, 10% partially agreed, 15% disagreed and 36% emphasized that teachers come out of class without making sure that all the objectives have been achieved.
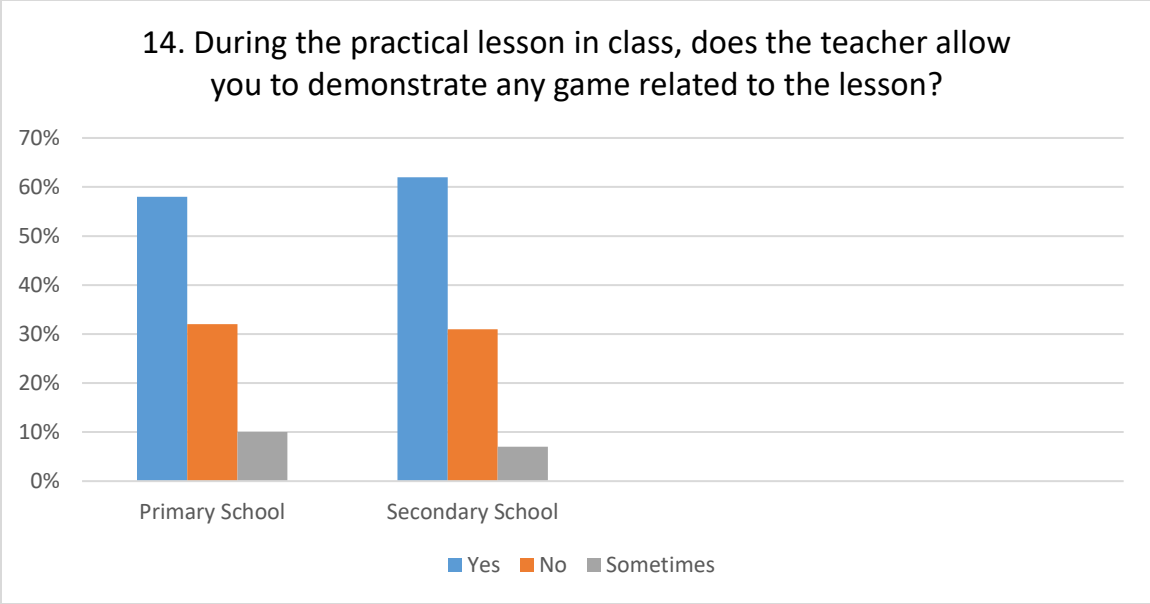
14. During the practical lesson in class, does the teacher allow you to demonstrate any game related to the lesson?

Figure 10. Results of question 14

As for whether they have the right freedom to demonstrate different games that increase interest in learning more from the activities, the following answers were from primary schools: 58% of them point out that their teachers gave them freedom for different games in class that had to do with teaching and 32% did not think the same, according to the latter, teachers do not allow them to demonstrate games in class without a lesson plan, 10% were neutral where they could sometimes have the activity with games. The secondary school gave more positive results where 62% of them said that they can demonstrate games and activities in class, 31% said that they do not enjoy that satisfaction and only 7% were in the neutral part where, according to them, games are sometimes allowed in class.
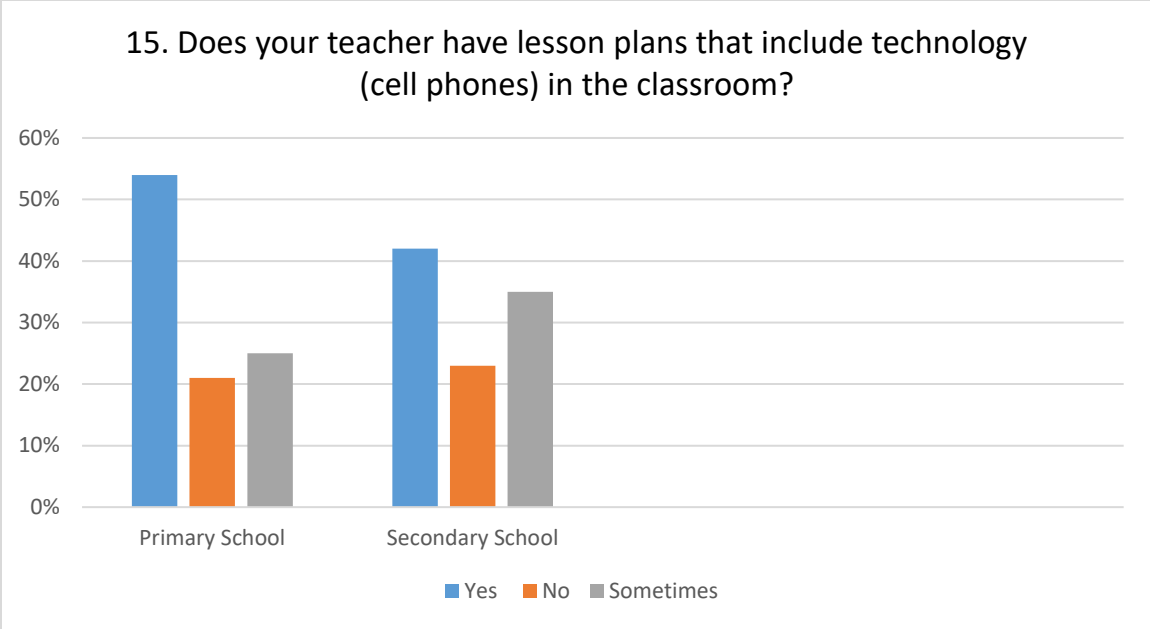
15. Does your teacher have lesson plans that include technology (cell phones) in the classroom?

Figure 11. Results of question 15

To have better interaction between the students and to be easier and more practical to understand, of course, technology has made it easier in recent years. When asked whether the technology part is included in their teacher's lesson plans, the primary school students answered as follows: 54% affirmed that their teacher has in her lesson plan some elements of technology in the classroom, 21% thought, on the contrary, they let us understand that we can have more traditional style education and 25% said that sometimes technology is included in their classes. The secondary school was the same as the primary school with results, where 42% said that technology is included in the classroom, 23% said that there are no activities that include technology, and a significant number 35% noted that sometimes we have technology included in our teacher's lesson plans.

V. Discussion, Conclusion, and Recommendations

This chapter summarizes all the research done during this time, including the results obtained from the classroom observation and interviews, and the recommendations that belong to the teachers from my side.

1.1 Findings

The data gained from the research instruments answered the questions in the research question and supported the hypotheses.

Research question 1: What are the main benefits of classroom interaction?

Interaction in the classroom has many ways to develop, but the main benefit according to the teachers who were interviewed in the research is the use of technology in the classroom. During the interviews, I came across this question with certainty in the teachers' answers because they knew how many good results, they have achieved with their pupils by engaging the world of technology, which the pupils also valued as a very crucial asset for a more modern lesson and interactive classes. To give meaning to the lesson plan, the teachers stated that the projector presentations by the pupils made the class more interesting, where usually in these cases groups were created and the effort to perform was great. During this research, the teacher pointed out that the grammar exercises when shown on the projector motivate the pupils to make even more effort to find the correct answer. Question about the technology involved in class (as a benefit for classroom interaction) was also answered by the students who affirmed that the use of technology in the class gives the class an atmosphere of more interaction between the pupils.

Research question 2. What are some useful tips and strategies that teachers use to motivate pupils to interact more?

If the motivation to achieve an objective exists, then good results are expected, therefore teachers should make sure to increase the motivation of the students using different strategies that encourage and create healthy competition within the class that results in achieving the objectives. Based on the research, bringing motivation into the class was something that seemed, regardless of any educational unit not very desirable, the teachers managed to bring interaction in the class with their strategies, some of them traditional but more modern. Some of them said that in most cases when we have good answers or work from the pupils, we motivate them by rewarding them with good grades, according to them it affects the pupil's motivation, so the strategy should be of that type that stimulates them and other pupils in the class to express their opinions. Most of the teachers managed to succeed during the pandemic by keeping the pupils motivated with online activity and games during the lessons on google zoom, even though in bad times the pupil's motivation to achieve the objectives together with the teachers did not stop them.

Research question 3. Does the use of interactive activities help students to gain higher proficiency in the English language?

During the interviews, the teachers mentioned that when they are dealing with different activities in the classroom, of course, gaining higher proficiency of the pupils in the classroom is present and very satisfying for the teachers. In the case of the research, everyone talked about the last grammar lesson and how much the activities that were held in the grammar classes had a positive effect on having a higher proficiency, dividing the class into 3 large groups and challenging them among themselves. for grammatical errors, or one of the teachers pointed out the activity of repeating irregular verbs where each student had the chance to test himself and according to the teacher, the understanding of the importance of the exercise made them more interested in increasing their level.

1.2 Comparison of interactive teaching practices in primary and secondary schools.

The research regarding the number of teachers in schools was 3 for each (primary and secondary school). Taking the perception of where they teach, their age, and their experience in teaching brought out many differences and similarities among themselves, the same can be said for primary and secondary school students.

 The comparison of the teachers started from the experience where those from the secondary school had more years of experience, and their age was older. The number of students in the class was approximately equal and managing classes with such a large number of 20-35 students was quite difficult according to both categories. As for the challenges in the classroom, the secondary school teachers appear to manage the teaching difficulties in one class, in contrast to those of the primary school, where they had less practice and stated that they have more difficulties. As for the tolerance in grading the students, almost all of the two schools were strict and did not give them room for complaints, but gradually throughout the semester, they graded them through the activities. During the research, I noticed that all 6 professors remembered the last lesson, what they had taught regarding grammar, where each one based on his/her lesson plan had managed to create activities or exercises to simplify any of the more complicated grammatical parts. I found a quite visible comparison in the involvement of technology in the classroom, where the primary school teachers who were younger were more inclined towards teaching using tech tools, while in the secondary school two-thirds of the professors pointed out that it is not, they use technology as much by traditionally teaching lessons. During the pandemic, according to them, primary school teachers encountered difficulties in bringing interactive lessons through online teaching, whereas those of secondary schools who were even stricter had brought a good spirit to online classes that were successfully transmitted. I found similarities in the pupils who are more introverted, how the six teachers had special treatment for them, and the activities in the class where the teachers pushed the pupils who were more introverted to express their opinion. All thought that if their students had better conditions in another European country, they would have more guaranteed success than in Kosovo.

The research among the pupils consisted of fifteen questions, the participants were from both schools, primary and secondary, with a total of 235 students, and each had the opportunity to complete the questionnaire about interaction in the classroom and general questions. Considering the diverse diversity of their pupils according to teachers, most of them belonged to the language level: intermediate and pre-intermediate. Most of their results were similar, starting from the opinion of whether the students' grading method should be changed, the results were almost the same for both categories. While those who liked the semester curriculum the most were from secondary schools, where the majority circled the answers that they were satisfied with, while primary schools were moderately satisfied with the semester curriculum. Regarding the desire to work in groups, pairs, and on their own, secondary school students circled the answer that they would like to work in pairs, perhaps also for the reason that they have companionship and partnership with their tablemates, whereas primary school students all turned out with average for this question. Seeing partially similar results, the pupils of the primary school compared to those of the secondary school through the answers showed that they are allowed more telephone to develop activities in the class, while those of the secondary school had a more average result. To conclude we can say that the research was successful, and we come across many differences and similarities between the teachers and pupils of primary and secondary schools.

1.3 Recommendations

By looking closely and observing the whole research process, below are some recommendations for English teachers:

1. Teachers should practice as many activities as possible to have more interaction in the class.

2. Teachers should allow more mobile phones in the classroom to develop different games and activities.

3. The curriculum may lean more towards traditional methods than modern ones, so it should go beyond the limits for better results.

4. The school should allow the introduction of articles, textbooks, and materials that are useful for students.

5. Teachers must adapt to the needs of all learners in the class.

6. Involvement of the whole class in the activity will make the class more impressive results.

1.4 Conclusion

The research was done to see how teachers and students approach teaching and interactive learning.

The first hypothesis was that "**Teachers should provide qualitative teaching and make the pupils more interactive**", and to have qualitative teaching, there must also be qualified teachers and new ideas for the development of the student's language. Teachers who were observed during this research were well-prepared and qualitative, and by seeing how the learners scored during the activities, I can say that the effort to achieve better results is not missing. Some of them have a more traditional style, which may have a little lack of interaction in the classroom, but the students adapted to the way the teacher asked and interaction was present even with teachers who use more traditional methods. To make the class more interactive, the teachers should have in their plan activities such as Map drawing, repetition drills, or dialog memorization which can be applied individually and in groups, so the increase of creativity in the pupils increases their quality and creates a mentality to get more information.

The second hypothesis was about **"The motivation of pupils is essential to learn more strategies and techniques to have better classroom interaction".** Motivation is one of the main factors to have a more interactive class that must be created by the teachers themselves using different

strategies and methods. Pupils believe in the ability of the teachers and the positive atmosphere that the teacher brings to the classroom and their enthusiasm is present, even more so when their work is recognized by the teachers and appreciated by giving them rewards. The teacher should encourage as many pupils as possible to be more open in communication and express what they think, so, by giving motive chances to have an interactive class are bigger. Another important approach for pupil motivation is student-centered learning, where pupils are given autonomy in the classroom and develop their activities without much interference from the teacher. When it comes time for projects and assignments in groups, it motivates them if it allows them to choose their favorite partner to complete the task, on the contrary, they will not be motivated if they randomly partner with someone, they do not want to work with.

The third hypothesis was about the "**Interaction of pupils while working in pairs/groups results in higher proficiency in the language**". Working in groups certainly develops collaborative engagement and gives many perspectives, which means that is positive to have many opinions everyone can learn from everyone and use that information for future situations. Another reason that increases proficiency is that when working in pairs and groups, roles and responsibilities are divided, so the pupils are taught that everyone must be responsible for the work done and perform as well as possible in the role that was delegated at the beginning. to the activity. Being part of a group during a class task, you learn to listen to the ideas of others and connect them with yours, the margin of perception for tasks is expanded and new experiences of working in the class are created.

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Appendices

Hello, dear students of English language and Literature. I wanted to thank you for the opportunity you gave me to develop my research in your class. This research aims to give results on how much practice is present in your class and whether your needs for more practical parts in the class are met. Considering the different levels that are in the class, the questions are straightforward. There are a total of 15 questions and you only have to underline one. The survey lasts 6-10 minutes and is distributed to primary and secondary school students.

Background questions

1. Student at a) Primary school b) Secondary school

2. Gender: a) Male   b) Female

3. Level of English language proficiency: a) Advanced b) Intermediate c) Pre-intermediated) Elementary.

4. Grade: _____

Specific questions

5. Do   you   think   teachers   should   change   the   grading   way?
   a) Yes   b) No   c) Maybe

6. How satisfied are you with the practical part included in the semester's curriculum?
   a)   Very dissatisfied b) Not satisfied c) Neutral d) Satisfied c) Very satisfied

7.   Which one do you prefer more: working on your own, in pairs, or groups?
   a) Working on their own b) Pairs c) Groups

8. Which is your favorite practical part: grammar, vocabulary (new words), or debates?
   a) Grammar b) Vocabulary c) Debates

9. Do you think that your teachers create a style that is useful for everyone, taking into account the mixed background of the English language within the class?
   a) We need mixed styles for everyone b) Neutral c) the same style for everyone

10. Do you think your teacher has a lesson plan for each English lesson?
    a) Yes   b) No   c) Sometimes

11. What are the most common activities that teachers use for their learning?
    a) Filling the blanks b) Memorization c) Dictation

12. Does your teacher incorporate both individual and group activities?
    a) Yes   b) No   c) Sometimes

13. The teacher makes sure that at the end of the class all the students have reached the objectives.
    a) Strongly agree b) Agree c) Disagree d) Strongly disagree

14. During the practical lesson in class, does the teacher allow you to demonstrate any game related to the lesson?
    a) Yes   b) No   c) Sometimes

15. Does your teacher have lesson plans that include technology (cell phones) in the classroom?
    a) Yes   b) No   c) Sometimes

Appendix 2: Teacher interview questions

Background information

You teach at: a) Primary school b) Secondary school

School name: _____

Gender: Male / Female.

Your teaching experience: 0-1 Year / 1-5 Years / 5-10 years / Other.

Your certification: BA/ MA / Ph.D. / Ph.D. Candidate.

Specific questions

1. Within one class how many students approximately are present in your class?
2. What are the daily challenges that you as a teacher face during a lesson?
3. How do you organize the seating of students in class, do you mix gender and quality or not?
4. How do you evaluate students during a semester and are you tolerant in grading them?
5. What do you think, in which area you as a teacher should improve for students to have better results?
6. Tell me what was the last grammar lesson that you taught and how students reflected?
7. How much do you use technology in the classroom?
8. Did you have the chance to give lectures online during the pandemic situation last year? Was it challenging and how useful it was?
9. How can you meet the interaction of introverted students?
10. Do you think that, if students of your city would live in another country or Europe will have better results due to better conditions or not?