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MENAXHIMI I KLASËS ME FËMIJË – RAST STUDIMI NGA SHKOLLA FILLORE ''EMIN DURAKU'' NË KAÇANIK

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Statement of Authorship

I hereby declare that the thesis I submit is my original work using the referenced material and described methods. This thesis has not undergone any kind of examination like this before and has never been published.

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ABSTRACT

Classroom management is a very significant part of teaching. Various strategies have been tested, applied and studied throughout the years. In this study I have focused on the strategies that are currently being used in "Emin Duraku" primary school in Kaçanik. For this purpose I have conducted interviews and questionnaires with teachers and pupils of this school. Also I have observed the same pupils and teachers for one month. The results are a reflection of a year-long research and can be used for further research on similar topics as well as to help ameliorate classroom management skills of teachers in primary schools in Kosovo and more.

ACKNOWLEDGEMENTS

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Chapter I

1.1 Introduction

Teaching as a task in itself is very complex because apart from subject knowledge and qualification, it requires classroom management skills in order for it to be as effective as desired. Teaching languages is especially challenging due to classroom management issues therefore it can hardly be taught effectively unless the required conditions have been met. Even though teaching styles have upgraded in the last decades from teacher-centered classes to student- centered classes, the role that teachers play in the classroom is irreplaceable and of great importance. Teachers lead the classes by creating activities and they give instructions to help students acquire knowledge. Managing students' behavior is one of the responsibilities of teachers, especially in primary schools, where misbehavior can impose great risk to the well-development of the class as a society.

Regarding teaching languages, another problem that is often encountered during the process is the large number of pupils per classroom in many schools in our country which further leads to ineffective class organization. As it often occurs, a great deal of these large classes in public schools is organized in the teacher-centered style. Teaching English in teacher-centered classes can bring forth many other issues which are related directly to effective acquisition of the language considering that they are mostly lesson based and conducted through course books. They leave very little space to add fun activities which could enhance pupils interest in the lesson, thus impacting the effectiveness of the class. One of the fundamental tasks of a teacher is to be able to create conditions necessary for appropriate lesson acquisition by the pupils.

One of the biggest concerns of teachers from the beginning of their experience and throughout their work with pupils is managing to control the environment and their discipline in order for the proper conditions of teaching to be met. Therefore, classroom management is considered to be the most difficult aspect of teaching.

There are many researches which show that classroom management is a crucial factor that affects students' learning. Effective instruction is fundamental to students' language acquisition and it cannot be achieved without proper classroom management.

Classroom management strategies can be very powerful tools that could make a positive impact in pupils' achievement and learning and teachers have been applying new practices of instructions in order to achieve optimal results (Delong & Winter, 1998).

Classroom management has been defined as general unit that includes efforts done by teachers to incorporate multiple activities in class such as: learning, social interaction and students behaviors (Martin, Yin and Baldwin 1998).

Another definition for Classroom Management given by Doyle (1986) claims that the term names techniques and activities conducted by the teachers for the intention of maintaining order and discipline of the pupils. Recently this concept has been elaborated further down. According to Martin & Baldwin (1992) classroom management refers to learning students' behavior, social interaction in the classroom including students, instructions and discipline issues.

Teaching styles have upgraded in the last decades from teacher-centered classes to student- centered classes. However the role that teachers play in the classroom is irreplaceable and of great importance. Teachers lead the classes by creating activities and they give instructions to help students acquire knowledge. Managing students' behavior is one of the responsibilities of teachers, especially in primary schools, where misbehavior can impose great risk to the well-development of the class as a society.

Classroom management supports effective and efficient instructions which present the greatest tools of teaching as well as learning. Teachers should be aware of as well as incorporate effective classroom management methods in order to create a warm environment suitable for any kind of lesson. They are the leaders, therefore they are considered responsible for different issues concerning pupils' achievement and behavior.

Classroom management is a process used to ensure effective lesson teaching in spite of students' disruptive behavior. Classroom management is of great importance and one of the factors that contribute enormously in the success of the learning as well as the teaching process. So, what should teachers do to make the classroom management effective?

One of the main methods used to help manage students' behavior in the class is setting behavior rules. Short sentences or simple phrases are to be used in order for the students to understand the rules and remember easily. However, it best suggested that the rules do not be appointed by the teachers themselves but be agreed by the students and the teachers together hence establishing unity between the teacher and the students in the classroom. Teachers should be able to explain and make students aware of the importance of the rules in the classroom so that the students feel comfortable to follow them consciously. In addition, a written version of the rules should be created in the form of posters, stickers or a rule-table and changes should be made to the rules in order for it to hold students' attention. Such a table of rules should be written in large font, clearly and creatively which should attract students' attention all the time in an easily seen spot. An important aspect of these rules in the class is that they should be suitable for the student to follow inside as well as outside of the classroom. Secondly, it is important for teachers to use a variety of activities in

the classroom. Multiple activities create a positive atmosphere and help teachers manage students effectively as well. Students should be able to take part in the activities conducted in the class including playing games, singing songs or telling stories. Teachers also should be able to stir the classroom's atmosphere by telling a funny story, singing or using other methods when students have lost interest or are feeling sleepy. On the contrary, if students have lost focus and are distracted from the lesson by chatting or engaging in other activities it is recommended for the teacher to find a solution and attract students' attention back.

As Delong & Winter (1998) suggest, classroom management is especially problematic to young teachers as well as older ones who are practicing modern instructional approaches taking into account the huge impact that class managing skills can have on pupils' achievement and performance. To make a course effective, a teacher must have the skills of managing a class successfully. The ability to control student movement, behavior and organize interaction are the main issues pertaining to classroom management. Effective delivery of the lesson can be achieved through hard dedication towards completing lesson objectives, positive attitude and a healthy relationship with the pupils.

However, certain organizational skills and classroom management techniques are required in order for the lesson to be appropriately delivered.

Classroom management is often perceived as the process of managing pupils' disruptive behavior, nevertheless numerous scholars agree that the meaning of the term "classroom management" extends beyond discipline. According to Julie Sanford, Edmund Emmer and Barbara Clements, (as cited in Jones and Jones, 1981) classroom management as a concept is broader than the notion of pupils' discipline. It extends to every action a teacher takes in order to help students engage and cooperate in the classroom for a most effective lesson delivery.

Jere Brophy and Carolyn Evertson (1976) stated that a great number of surveys done to evaluate teacher effectiveness concluded that one of the factors that determine teachers' success is the aspect of classroom management skills, thus, management skills are considered to be crucial and fundamental. A wide range of activities and tasks are taken into account as classroom management techniques varying from seating and grouping, activities set up, time management, discipline maintenance, instruction giving, proper delivery of lesson from the beginning to the end, observation and so forth.

Language classrooms, especially second language classes require a lot of effort by the teacher in order to ensure that all the pupils are engaged and comfortable as the lesson takes place.

If pupils' interest and engagement is low and does not meet the teachers' expectation various problems will result as regards involvement and effective interaction that are part of the lesson being conducted. Thus teachers' are often recommended to contribute as much as possible into encouragement of the pupils in order for a warm and suitable learning environment to be offered.

A productive learning environment requires effective classroom management skills.

According to Wong, Wong, Rogers, and Brooks (2012), every attempt a teacher does to obtain a healthy classroom environment through organizing pupils, space, time, as well as materials can be regarded as classroom management aspects.

Educational systems throughout the world are constantly working in order to elicit new effective ways to help conduct lessons appropriately, thus are gradually shifting from the teacher-centered to student- centered communities.

However, differences can be noticed between teachers who prefer traditional techniques of classroom management to the new methods that have proven to be more effective based on pupils' achievement and the teachers who set up an efficient classroom management from the very beginning of the school year. The latter have proved to be more successful regarding pupils' performance as well as the ongoing process of lesson delivery in general.

Garrett (2008) gives a definition for student-centered learning communities. He claims that they are communities of shared leadership, interactive and balanced groupings between necessities of both teachers and pupils.

This study will review recent literature regarding classroom management and specific student-centered classroom management programs. Although every teacher's personality is reflected in their management style, research has found commonalities within the most effective student-centered management techniques.

According to Pereira and Smith-Adcock (2011) although completely contrastive to the traditional style of teacher-centered classrooms, the student-centered approach provides the children with enough time and space to fulfill learning tasks themselves as well as provides the teachers with enough time and space to observe and instruct children individually as they complete their learning tasks.

In classrooms today, pupils of all learning abilities and cultural backgrounds are expected to become active participants in all classroom decision-making processes. Pupils' opinions and ideas are valued and enrich the learning environment.

McCombs, Daniel, and Perry (2008) explain that during the last two decades there has been a strong recognition and requirement for intervention in order for pupils' motivation and social-emotional growth to be targeted. This study will determine how classroom teachers, and other school professionals working in a classroom, work together with pupils to manage a successful learning community.

1.2 Study Rationale

The objective of this research is to find out classroom management techniques that are currently being used in "Emin Duraku" school in Kaçanik as regarded by the pupils' as well as teachers' point of view. I would further like to investigate on efficient classroom management techniques that could be implemented in order to improve the learning process. Various strategies can be used in order to motivate the children engage in the learning process thus acquire the lessons more efficiently as well as to stimulate them to behave nicely and respect one another in the school community.

Through this research I will try to answer the following questions:

1. What classroom management techniques do teachers implement to enhance pupils' behavior in the classroom?

2. How can different approaches and new strategies help improve the pupils' performance?

My hypothesis are that the teachers use various techniques to help the pupils engage in the lesson and feel part of the learning process. I further hypothesize that the teachers use physical environment organization as an inclusive method of pupils in the learning process, thus increasing their interest in the topic. And lastly I hypothesize that when teachers use different approaches and techniques of classroom management, the pupils will be able to achieve higher and perform better.

1.3 Statement of the problem

This research explores different strategies of classroom management and their results and impact in the process of learning and pupils' achievement. It further brings forth the pupils' perspective of classroom activities that are conducted by teachers and their opinion of these activities. As well as a teachers' perspective of their strategies that are being used in "Emin Duraku" school in Kaçanik. The results of the study will be then compared to my observation report that has been previously done in the very same school with the appointed teachers and classes.

The main objective of the research is to evaluate current strategies that are being used as mentioned above as well as to present new techniques that have been consulted in the literature review chapter to help them improve the learning process and the pupils' performance.

A positive relationship with the pupils and various methods that have the pupils in the centre of focus could help the teachers and the pupils also to best acquire the lessons that are being conducted as well as to build strong relationships with members of classroom community.

1.4 Significance of the study

The results from this study will be of great importance since Classroom Management as a concept is highly discussed among teachers yet it is very little investigated in terms of research. It will not only add information to the current literature but it will provide the teachers with new ideas to implement in their classes for the coming academic year. Having summarized the results of teachers and students' surveys and further compared them to the observation report that I have formerly accomplished in these classes will give us a reliable evaluation of classroom management techniques that are currently being used .

Such research will also stimulate the teachers to reflect on the impact that their relationship with the pupils has in the learning process and will give them ideas of improving both their lesson delivery in class and subsequently the pupils' achievement.

Chapter II:

2.1 Literature Review

As many scholars agree classroom management has conventionally been perceived simply as the teachers' control over the pupils, nevertheless this view has ultimately started to change for the better. The notion is now viewed as an art of establishing a healthy environment and effective instruction management (Ming-Tak and Wai-Shing, 2008). This new viewpoint is not limited to the implementation of procedures to organize the students and set up rules for a disciplined classroom. It extends to the ability of the teacher to deliver interesting lessons, thus keeping the pupils' attention on satisfactory levels.

Ming-Tak and Wai-Shing's (2008) definition of classroom management claims that the effort teachers put to render possible appropriate and effective learning and teaching is to be considered classroom management.

According to Kounin (1970) a successful classroom management includes teachers' ability to offer effective work without deviating from academic criteria. Whereas Jim Scrivener(1994) provided us with a definition other than the previously read. He considers classroom management a process of decision making and action taking in which actions are the activities done in the classroom whereas the decisions refer to the manner and time when the actions have to be done or taken.

Being able to break the class into smaller units will facilitate the issue of managing the classroom as Ming-Tak and Wai-Shing (2008) suggested. Amongst the major constituents of classroom management Ming-Tak and Wai-Shing (2008) mention "physical environment management" as very important. The main characteristics of physical environment management according to the abovementioned authors include organization of floor space, wall space, countertop space, shelves, closet space as well as general environment. Seating arrangement also plays a very important role on the management of physical environment; it can be organized in horizontal or vertical rows, circles and long tables which render possible several uses for different purposes.

Furthermore, seating arrangement makes a huge impact on pupils' engagement during classes since it can either distract the pupils or help them focus on the subject that is being elaborated.

Arranging seats in certain styles can facilitate pupils' interaction with one another as Scrivener (1994) suggests while adding that parallel rows often show more

disadvantages when compared to the use of circles, horseshoes and squares. Horseshoe and circle seating organization of the class will stimulate eye contact with members of the groups thus rendering possible natural communication amongst the members. These non-traditional methods of seating will present a sense of equality in the classroom since all pupils will be engaged in the activity. The weaker performance pupils will receive more attention whereas the stronger pupils will be less dominant.

Other authors as well agree with the concept of seating arrangement having a huge importance on lesson delivery. As Laslett, and Smith (2008) suggest the teacher will find it easier to remember pupils' names when proper seating organization takes place while adding that it also helps avoid disruptive behavior. They further consider that the teacher's control over seating arrangement is of great importance since it could help increase engagement and interactivity, as well as reduce distraction and disruptive behavior but always under teachers' control.

Another detail of seating arrangement that could have a great influence on pupils' involvement in the lesson is the teacher's position in the classroom. In order to be able to access each and every pupil to observe their work, teachers need free space to move from one part of the classroom to the other.

Jones (2000) claimed that it is of fundamental importance to leave some free space which could facilitate the teachers' access into pupils' work and into groups of students working mutually into projects.

Different types of seating arrangements offer different types of advantages when put into use.

In orderly rows seating arrangement, both teacher and students can see each other clearly and can have eye contact. Maintaining discipline is easier in this seating arrangement taking into account that the teacher will be in the centre of attention most of the time. The teacher can use this type of seating to approach pupils by walking up and down the aisle while checking the assigned tasks that the pupils are working on. This type of arrangement is suitable for watching a video, using the board, explaining a grammar point, demonstrating a text organization etc.

Orderly row is best suited for medium to large classrooms.

Circles and horseshoes type of arrangement as any other type of arrangement has its' own advantages. It is best used in smaller classroom. These two types of arrangement are slightly different from one another considering that in the horseshow type the teacher's position is usually at the open end of the arrangement where the board is situated, whereas in the circle type of arrangement the teacher should normally be situated within the circle.

These types of seating offer a great range of advantages, including eye contact and better chance of interactivity since they face one another in contrast to the orderly rows type of seating.

Using separate tables is more informal than other seating arrangements where students are seated in small groups in separate tables. In this arrangement, the teacher serves as a facilitator who moves around and monitors the students' activity. The atmosphere of the class is less hierarchical in this arrangement compared to the others.

When the teacher works with students of one table, the other students get on with their own works. The negative sides of this arrangement are that the students may not want to work with the same peers all the time. Another problem of this arrangement is that it is difficult to teach the whole class since the students are more scattered and separated.

2.2   Teacher-centered classrooms

Having positive relationships with the pupils is of crucial importance when it comes to school community building and classroom community as well. But teachers should not only build healthy positive relationship with the pupils only, they should also stimulate the pupils to build healthy relationship with one another as well, thus becoming a uniting factor for all the members of the classroom Dollard, Christensen and Colucci (1996) suggest.

The feeling of safety in the classroom along with the feeling of freedom without being judged for what one says will help students to perform better academically. According to Bondy and Ross (2008) the teacher should be able to provide the pupils with a sense of respect towards one another which will make possible better lesson delivery than careful lesson planning itself.

The teacher should show tenderness and carefulness towards the pupils so as to provoke their feeling of safety and comfort, thus rendering possible their full potential in their performance and achievement.

Classroom management has been longtime regarded in the aspect of behavioral theories of learning and teaching. These behavioral theories bring forth the use of various strategies that have pupils' behavior control in the center (Brophy, 1999). Such approaches to classroom management concepts are often based on traditional instruction.

However, efficient instruction has been treated in different manners over the last ten years taking into account that constructivist methods of teaching are being implemented thus enhancing the quality of both teaching and learning as an outcome (Brophy, 1999; Dollard and Christensen, 1996).

Public school language classes often tend to be teacher-centered therefore the achievement of the students who attend these classes are often different from the achievement of students who attend student-centered classes. It is often difficult to attract students attention during these classes and it is even more difficult to hold it considering that they are usually lecture based and uninteresting in the manner they are conducted.

Teacher-centered classes of language are often organized through the course book following the activities that have been suggested in the book and elaborating the topics as given in the book without any added activities to help stimulate students' enthusiasm and interest in the topics. Such classes are often boring as perceived by the students since the teachers rarely make any attempts to bring in fun activities and help students engage in the topics in the most effective ways.

Teachers are often not required to use the course book or have it completed by the end of the school year; however, it is by their own will that they decide to use it therefore producing unwanted results considering that neither them nor the students are satisfied by this process. The management of the classroom, especially the students' behavior and attention in the class becomes even more difficult as time goes by taking into account that they interest decreases due to the boring methods used in delivering a lesson.

The role of teacher changes from a control person, who is dominant in the classroom, makes all the decisions and demands respect from the students into a guide who facilitates students' learning, encourages students' efforts and is open to discussions.

Sometimes behavior issues can be detected when the methods used for delivering the lesson do not match with the abilities of the students. Appropriate conduction of the lesson plays an important role in the students' performance in class as well as their behavior as social individuals. In relation to this opinion Smith and Larsett (1999) suggest that continuous problems have often been shown as a consequence of poor explanation and instructions given by the teachers. Pupils whose achievement is not of a satisfactory level have been proven to misbehave therefore it is recommended that subject topics be elaborated and appropriate methods be found for optimal delivery of lessons.

One of the strategies that Collin and Laslett (1993) suggest in order to manage misbehavior on behalf of the pupils is called *planned ignoring.* This method that has been applied by several teachers has shown that when ignored pupils tend to behave

appropriately but only for a short period of time. However this strategy of managing misbehavior has been considered effective.

As Brophy (1988) suggests teachers play the role of the leader of the pupils and not of their guardians in prison whereas the pupils are beings with intellect and they differ from wild creatures that are to be tamed.

Behavior problems management differs depending on the age of the pupils. Primary school teachers find it easier to manage and discipline pupils than elementary or high school teachers do taking into account that younger pupils are more vulnerable and easier to control.

Prevention of unwanted behavior in the class can also be achieved states Brophy (1982). He values this possible with good planning, curriculum pacing, and instruction that will keep the pupils profitably engaged in academic tasks. However the techniques for managing the classroom and the lessons conducted by teachers can help one another since part of the techniques is also a well-planned lesson which will hold the pupils' attention thus avoiding various misbehavior on their behalf. Such lesson planning will increase pupils' interest in learning academic content and in the mean time boosting their performance on achievement tests.

A student-centered classroom can be managed however there are no set rules on how to achieve this because classroom communities are usually different from one another as well as the pupils themselves are different and cannot be put into one strategy of classroom management.

Taking this into consideration, many strategic programs have been developed over the years to help teachers manage their pupils so that proper delivery of lessons can be achieved. There are various programs which have been proven to bring positive results with certain pupils and which can be easily implemented by teachers within their curriculum.

Such strategies are recommended that they are established at each beginning of new academic years and held on to consistently in order for optimal results to be achieved. This program of classroom management gives the pupils more effective learning space by giving them responsibility for their actions. As Jerome-Freiberg et al. (2009) agree, these classroom management programs are more inclined to be established after being exposed to the problem instead of trying to prevent misbehavior issues prior to happening in the classroom and school communities.

Pupils are often inclined to behave better and obey to classroom rules set when they are given their own responsibilities and when they are obeying the rules and behaving in the classroom automatically they will reduce the amount of time that the teachers and pupils devote to

classroom management practices and thus pay more attention to the lessons. This way the lessons will be more effective and the learning will produce higher performance and achievement of the pupils as individuals as well as of the classroom as a community.

Jerome-Freiberg et al.Huzinec, and Templeton (2009) claim to have completed a study, which followed 14 elementary schools that implemented the abovementioned method of classroom management which results in drastic changes of the learning environment in the schools where the study was conducted. This method of classroom management has made a great impact not only in the discipline of the pupils but it has altered the pupils overall performance in the classroom thus improving the learning process in those particular schools where this program was implemented.

 (Jerome-Freiberg et al., p. 78) further suggest that the key to the success of this classroom management technique is cooperation, organization, prevention and caring. The study has shown that this program has also contributed to instructional time saving and has helped maximize efficiency.

  Another author that agrees with the above group of authors is Charles (2005) who also claims that pupils need to be given responsibilities and should be held accountable for actions of their own.

As Charles (2005) states pupils will contribute to the school and the classroom community when they believe that their actions are valued by the others therefore behave nicely and use a more positive approach towards their peers as well as towards the teachers and the school staff.

Pereira and Smith Adcock (2011), agree by stating, "when students feel connected to their teacher and peers, as a valued member of the classroom community, they are more prepared to actively engage in the curriculum".

When the pupils feel more comfortable in the classroom environment as well as socially comfortable they are more likely to interact with one another in order to share their opinions and ideas which will further contribute to the overall achievement of the classroom as a community.

 Jerome-Freiberg et al. (2009), state with their classroom management program that pupil opinions and perspectives are heard. A caring environment and supportive classroom society will help the pupils learn how to solve conflicts and problems, it will help them learn how to prevent those problems and help them work and learn effectively as a community.

Cooperative work has always been proven to work wonders and classroom management is no different when it comes to the efficiency of this classroom management technique.

Through working together with their classmates and the teacher as well a more productive and efficient learning environment is created.

2.3 Culturally Responsive Teaching

Another aspect of classroom management is the diversity within classes. Teaching can shift to a whole different level when it comes to teaching children who are diverse racially, ethnically and linguistically. And as the commuting is done more easily each and every day such diversities are only increasing. So how can a teacher manage a multiethnic classroom community in a manner that not only there are no problems within the community but also learning is done effectively?

Weinstein, Curran, and Tomlinson-Clarke (2003) suggest that it is of great importance for a teacher to be prepared in many aspects including knowledge for certain ethnicities and other diversities that may have been present in the classroom.

Teachers should set the rules and tone for their classroom on the first day of the academic year thus leading a certain behavior and relationship of the pupils with one another however this cannot be achieved without the teacher first having learnt about the pupils family backgrounds, their educational backgrounds, their cultural backgrounds and the rules their family has set for discipline for those pupils.

If teachers are not able to acquire knowledge about certain cultural aspects of their pupils lives then they should ask their pupils to teach them their cultural values and traditions. This way not only the teacher will get to learn about different cultures but also the pupils will shift from the position of learning to that of teaching thus becoming more aware of their teachers efforts to provide them knowledge and help them achieve high scores and grades.

Experience plays a very important role on the level of achievement of pupils claim a number of researchers. Education in general should be based on experience, individual traits and qualities

of pupils should be taken into account when planning lessons, their curiosity should be nurtured and the learning environment should be free from fear.

Many researchers believe that experience is the only way one can learn. One cannot properly acquire information unless that information has not been put into practice or applied into real life.

The learner should play the most important role when planning lessons considering all their unique qualities and dispositions. By doing so, the curriculum can be personalized to meet each student's needs. Learner-centered teachers must learn to view the curriculum through the learners' perceptions (Parker, 1998:167).

Ozman and Craver (1999) state that during the 20th century, several psychological developments influenced the development of learner-centred education. Fundamental among these was the development of perceptual psychology, constructivism, and dispositions. In the mid-twentieth century, a considerable amount of research and thought was given by psychologists to the effect that perception has on behaviour and ultimately to the power that perception has to shape the kinds of people learners will become.

Disrupting the learning environment and process makes a huge negative impact on the achievement of other classmates as it steals valuable time from teaching and learning.

Therefore, positive school climate and student achievement are casualties of these classroom disruptions (Freiberg, 1999).

Expulsions and suspensions also play a very negative role in the academic achievement of pupils as they result in pupils falling behind in lessons when left unsupervised at home or in the community(Freiberg & Reyes, 2008).

When disruptive behavior takes place in the classroom, teachers are less likely to provide the pupils productive learning time, whereas well disciplines pupils allow teachers to use more complex instruction including cooperative learning, interactive centers and research projects,.(Cohen, 1994; Freiberg & Driscoll, 2005; Sharan, 1993; Slavin, 1983; Slavin & Lake, 2008).

Classroom management is a wide notion that includes various features to work on. Such features are physical environment organization, rules and routines settlement, effective positive relationships creation as well as prevention of and response to misbehavior.

Willower (1975) suggests that teachers can be classified into two major categories based on their belief as to how pupils' learn to behave. The strategies of these

educators are described in terms of custodial teacher (teacher-centered) and the humanistic teacher (student-centered).

The custodial teachers are more inclined to be controllers, implementing sanctions to punish the pupils, create impersonal relationships with pupils, tend to show attitudes of general mistrust and concentrate deeply on maintaining order in the classroom.

Whereas the humanistic orientation is more likely to foster in their classes mutual respect, close personal relationships with students, interaction and communication, positive attitudes as well as pupil self-discipline and independence (Willower, Eidell, & Hoy, 1967).

The teacher is often the one who has the pupils under control in teacher-centered classrooms, hence authority is of fundamental importance in these type of classrooms (Dollard & Christensen, 1996). That the teacher is the focal point of the classroom in teacher-centered classrooms can be argued by the use of instructional methods that stimulate the pupils to focus on the lesson, either be it lecture, guided discussion, demonstration or working on the task appointed by the teacher while the pupils are in a state of passivity (Edwards, 2004).

Stated differently, the seating is often arranged so that the pupils face the focal point, the teacher.

Furthermore, the teachers often use systems of defined rules (often by the teachers themselves) routines and punishments that do not take into account the pupils' will (Freiberg, 1999).

As Lovitt (1990) suggests, teachers often spend the first days of the academic year to set up and teach the children these rules thus dedicating a special time and space to the definition of these rules.

Teacher-centered classroom educators often use special punishments such as prohibition, frowns, time outs and privilege loss when the pupils exhibit behavior that is not in concordance with their rules as Lovitt (1990) further elaborates.

2.4. Classroom Management Models by Burden

There are various classroom management techniques which have been categorized by several researchers based on the aspects of classroom management. However, the factor utilized for classification of techniques is the ratio of teacher-control within the classroom and upon the pupils. According to Burden (2005) the organizer that is the most efficient for managing classroom is the degree of control that teacher has on the

students and the classroom. Groupings of management techniques have been done by Burden under three main headings as cited:

"1. The Intervening Model which consists of high control approaches includes Behavior Modification, Assertive Discipline, Positive Discipline, and Behaviorism and Punishment

2. The Interacting Model which are medium-control approaches include Logical Consequences, Cooperative Discipline, Positive Classroom Discipline, Noncoersive Discipline, Discipline with Dignity, and Judicious Discipline.

3. The Guiding Model which can also be called as low-control approaches include Congruent Communication, Group Management, Discipline as Self-Control, Teaching with Love and Logic, Inner Discipline and from Discipline to Community."

According to the degree of control in the classroom, Burden has divided discipline in three models: The Intervening Model, The Interacting Model and The Guiding Model.

2.4.1. The Guiding Model

The Guiding Model being the lowest teacher control model allows the pupils to take responsibility for their own actions and provides them with freedom to undertake individual actions and decisions up to their own preferences, feelings and ideas. This model of classroom management as Burden claims, recommend that teachers guide the pupils into appropriate behavior,select rules and consequences however they are have a high degree of autonomy to decide about their own actions. But, in reality, this does not mean that the class is a mess because there are rules that are set by the teachers and learners should receive instructions as well as being under-surveillance by their teachers.

This model is made up from several positive elements including here the common communication by which Ginott (1972) recommends that the teacher should provide messages that match the student's feelings but without affecting their self-esteem. The teacher must express his anger appropriately, saying that something is making him angry, without shouting or using harsher words that may affect the pupils.

(This model) It provides the pupils opportunities to become independent from the teacher by inviting cooperation. The teacher should accept the student's feelings as sincere when a problem occurs and help them understand that they are natural, things that happen.

In order to achieve uniform communication Ginott (1972) recommends that the teacher should avoid kind of harmful question, such as "Why do you forget all that I say"? Ginott (1972) also recommends that the teacher should accept the possible comments and questions students may have, even if it does seem that has nothing to do with the subject being discussed or simply does not matter to them.

The second approach of the Guiding Model: **Discipline as Self-Control** was proposed by Thomas Gordon. He suggests that the teacher should help pupils control their behavior and become disciplined.

To achieve this one must be followed several steps such as: classroom problems can be of different nature but first must be identified the owner of the problem, If the problem is a matter of concern to the teacher or the class in general then the teacher should face directly, but if the problem has to do with a student's life in particular or something that does not interfere with the rest of the class again somehow the responsibility remains to the teacher to advise the student.

In *Teaching with Love and Logic* (1995), Jim Fay and David Funk describe how to create a classroom environment in which students can develop their own self-discipline and independent problem-solving skills. *Love and logic* is an approach to working with students that teaches students to think for themselves, raises the level of student responsibility, and prepares students to function effectively in society.

Being concerned about how students feel about themselves is an important role for teachers. Also, reducing the use of punishment is an important goal for all educators. Leading the students through a problem-solving process can be an effective tool for changing student behavior and offering them choices can help develop them as responsible individuals.

There are four basic principles of *love and logic*: (1) maintain the student's self-concept, (2) share control with the students, (3) balance the consequences with empathy, and (4) share thinking by asking questions and modeling. The rules that help complete this program include using enforceable limits, provide choices within limits and applying consequences with empathy.

Key aspects of *love and logic:* Teachers should focus on being consultants to their students, Adults should set firm limits in loving ways without anger, lectures, or threats, When students cause a problem, teachers should hand it back in loving ways,etc.

Students are given the merit for their problem-solving skills and the teachers through this approach create an environment where students are able to make such decisions by providing messages of personal worth, dignity and strength, demonstrating them how to become responsible individuals , helping them to solve problems, using actions instead than words to convey values, etc.

Coloroso's Interior Discipline (2002) is another approach to the guideline model. It suggests that teachers should offer students the opportunity to become self-disciplined by following these three very important steps: 1. To treat their students with respect and dignity; 2. Allow them (students) to feel the sense of power in their lives; and 3. Give them the opportunity to make decisions by themselves, having the opportunity to take responsibility for their actions, to face the real world as well as to learn from their mistakes.

She further advises the teacher to let the students make mistakes sometimes and help them find solutions to their problems rather than solving them without trying to find it.

So she suggests that a great way to achieve this inner discipline and make their pupils good decision makers is to put them into situations that will stimulate them to make decisions.

Manipulative tactics such as rewards, bribes, and threats should not be used.Coloroso believes that students should be empowered to trust in themselves and to learn self-discipline. The teacher's duty is to give critical life messages such as "I believe in you", "I trust you", "I know you can handle this", "You are listened to", "You are cared for", "You are very important to me".

The last approach to the guide model is "From Community Discipline" by Kohn. Unlike the other authors mentioned in this literature review, Kohn does not recommend rewarding and punishing students as a classroom management method. This approach is supported by reasonably good reasons. He (Kohn) suggests that setting rules at the beginning of the school year, using rewards and punishment as a classroom management way would create a degree of distrust for the students about their judgment, being cautious and aware,as well. He recommends creating a sense of community in the classroom, which makes possible student interaction and collaborative work towards finding solutions that would benefit the entire classroom.

A very effective way to unite students in a dedicated community that will work together with their problems and find solutions that will be accepted by everyone, without no doubt that they are classroom meetings. Kohn suggests that the main benefits from these meetings are exchanging informations with each other, making decisions about issues that directly affect the classroom such as projects, learning issues and reviewing what is learned, as well as positive changes that can be done to improve the classroom.

These strategies will help a lot in creating a community that supports one another, because when students think of each other, they tend to feel a deeper physical and emotional connection.

2.4.2. The Interacting Model

This model, which is characterized by the average teacher's control in the classroom, and the student's participation in classroom rules accepts the style of teaching at the center of the students; however, recognizes the importance of teachers in guiding students towards positive behavior with each other. The teacher takes into account each student's thought, emotions, and preferences when planning lessons, classroom management, and discipline, although their essential interest is in behavior, academic performance, and community needs.

Through this approach, the teacher ensures that students are given a sense of responsibility and opportunity to control their behavior so that they learn to make the right decisions. They

are encouraged to understand their behavioral problems and face them individually in order to progress towards optimal results.

An important way of this approach is that students together with the teacher develop the rules for classroom management. However, the teacher maintains the power and authority to reject any inappropriate rules that may be decided by the students by explaining to them the consequences for such decisions. In this way, the Interactive Model empowers the teacher in contrast to the Model Guide.

The logical consequences are an approach of the interactive model that allows students to seek social acceptance and qualifies it as an approach that engages both teachers and learners in setting rules and consequences together and sharing mutual responsibility. They also contribute to the community's positive environment and well-being.

As Dreikurs claims, discipline is not punishment, it is a manner of teaching the pupils self-control. He has provided us with several ideas to help misbehaving pupils behave appropriately without punishing them. He believes that a pupil who is given partial freedom to decide on their own cannot only become better learners and behave better for themselves, but also they will show good behavior and influence their friends to behave better.

Dreikurs guides young teachers in how to help their students behave appropriately. He emphasizes that the teacher should find the motives of their pupil's misconduct. Identifying the cause of misconduct is half of the work; the student is either seeking attention, seeking revenge, power, or simply want to show pride through bad behavior. Whatever the reason for being encouraged, we need to increase the student's awareness of them and thus make the first step in solving the problem.

 Another step to take is adapting our actions towards the problem. The teacher does not want for their pupil to achieve the goals they have set to achieve by their misbehavior, therefore; if the pupil's goal is to seek attention, the teacher must make sure that they ignore this behavior whenever possible in order to make the pupil believe that such behavior is useless and will not produce the results they had wished it would. After doing so, the teacher should discuss with the pupil individually to present them alternatives for ameliorating their behavior.

And the last but essential process to follow is motivation of students because it would have a very positive impact on them. The teacher should increase the student's self-esteem by encouraging them in different ways, for example, they can compliment him/her for a higher grade that he/she has received and appreciate for their great efforts. Such words have ''magical effects'' for pupils , especially for younger students, who are prone to be influenced by the words of some people who have authority over them.

Another method of correcting bad behaviors but excluding punishment is for students to let them know that any action they'll take has its consequences. The logical consequences are set

rules that are logically related to bad behavior. Teacher allows students to know that if one of them throws garbage on the floor, they will have to remove it from the floor, or if they make signs on the tables or walls, they will have to remove them later.

Another approach that is presented in the Interactive Model is Cooperative Discipline by Linda Albert. Such an approach is a summary of a discipline plan to help class management similar to Dreikurs' ideas. The learner chooses a kind of behavior they find appropriate to achieve their goals and then continue to achieve their goals ranging from: attention, power, revenge, and avoidance of failure.

In order for the pupils to cooperate with their teacher, Albert focuses on helping the teacher meet their pupils needs so that they are satisfied and will no longer stick to their misbehavior, thus no to repeat mistakes.

Another feature of this approach that Albert engages in, which makes it stand out from approaches other than describing student behavior, identifying their purpose, and choosing intrusion techniques, also includes student parents as important partners in this issue. Albert believes that parents can make a big impact on their children and their behavior in general, however, positive outcomes can only be achieved by encouraging students to show good behavior and increase their self-confidence by encouraging them with positive words.

Applying normal procedures and implementing collaborative learning techniques, guiding classroom orientation processes and activities, and selecting appropriate materials are just some of the strategies that need to be followed in order to achieve the goals of co-operative discipline intervention. Motivating students positively, the teacher builds their confidence to feel able to do things themselves, helps them connect with their colleagues and contribute to the well-being of the community.

Linda Albert's numerous strategies of putting to life her cooperative discipline plan include intervention techniques to prevent misbehavior, ways to encourage positive behavior, techniques to establish cooperation amongst the pupils and strategies to avoid confrontations.

The Interaction Model is further supported by different types of discipline. Positive Discipline as Described by Jane Nelson (2006), enables teachers to win children by using natural and logical consequences as a means of inspiring a positive atmosphere. Nelson suggests that, among other things, teachers should apply friendliness and determination at the same time as the bad behavior is at stake. It further suggests that adults and children should have mutual respect and that encouragement should function as a means of inspiring self-esteem. Nelson and his colleagues suggest that teachers instruct students on how to solve their problems by

assigning tasks to solve problems and linking opportunities, responsibilities, and consequences.

Noncoercive Discipline is another approach of the above-mentioned model of managing the classroom which has been presented by Glasser in his Reality Therapy (1965). This approach instructs that the teacher together with the pupils work together to establish classroom rules and maintain those rules by all means. In case of misbehavior the teacher is to discuss with the pupils the reasons that he/she is behaving that way and try to better behavior together with the pupil in the good of the community. Glasser further expands this discipline to the point that the teacher should focus on fulfilling the pupil's needs and pleasures in order for them to behave nicely in the classroom, otherwise they will be frustrated and consequently behave inappropriately.

Glasser's reality therapy model has a number of positive attributes. For example, getting students involved in developing classroom procedures is positive. Also, who would not agree that making learning fun and exciting is an admirable goal? Because in this way they will also engage those students who are less active

2.4.3. The Intervening Model

This model of Classroom Management is the most conservative concerning rules in the classroom it is characterized by the idea that student development is based on the individual's engagement more and more courageous in the work he does. In other words, it supports the idea that the teacher is responsible for pupils growth, therefore they should choose what behavior they find appropriate for the pupils, instruct pupils towards practicing them and make sure to remove behavior that they find inappropriate from the classroom society. Teachers set up the classroom rules on their own, without even discussing with the pupils or asking for their opinion or paying attention to the feelings of pupils.

The Intervening Model consists of Behavior Modification approach, Assertive Discipline, Positive Discipline and Discipline Without Stress.

The first approach mentioned, Behavior Modification presented by Skinner suggest that people develop their behaviors based on what they have gone through. This strategy helps shape the behavior by reinforcing but also being punished

This approach tends to be practiced into the form of classroom management in two ways: the first being when the teacher rewards pupils thus stimulating them to repeat the act, and the second being when the teacher ignores or punishes the pupil, thus decreasing the chances for the pupil to behave inappropriately.

Rewards can be of different categories such as: edible, social, material, token or activity reinforcers which deal with activities that the pupils prefer.

Canter and Canter (2002) have presented in their publications the Assertive Discipline approach of classroom management which recommends that the teacher takes under control pupils behavior by instructing them to choose certain behavior which boosts their self-esteem and self-confidence, thus helping them achieve higher learning success. This approach suggests that the teacher not only defines the limits of acceptable and unacceptable behavior and establish rules, but they also instruct the pupils towards the usage of such rules, as well as ask from parents or school administrators for help when in need.

The teachers that will be using this approach in their classroom management plan will be dealing with pupils with misbehavior and will be practicing strategies such as: teaching pupils direct classroom procedures, motivating pupils good behavior through positive recognition, redirecting off-task behavior and implementing consequences. All these actions should be included into one plan along with the academic plan so that the pupils do not realize that they are being put under certain classroom management procedures.

This approach suggests that parents and school administrators can make a great impact when dealing with pupils who misbehave.

Another approach that is part of the Intervening Model of classroom management is the Positive Discipline presented by Jones in his Positive Classroom Discipline published in 1987.

He recommends teachers to stimulate positive discipline in the classroom by following five strategies as will be elaborated below:

a) The first action a teacher should undertake in order for positive environment in the classroom is to structure the classroom. Starting with the seating arrangement and continuing with setting up various rules and class routines, all these procedures will help the teacher. The pupils need to be taught the rules that are established in order to understand the standards and expectations in the classroom.

b) The second step to go through according to Jones is to keep the pupils activity under control especially when it comes to giving instructions during seatwork. He adds that an efficient method of giving individual task instruction is first complimenting the pupil for their already completed task, explain what they have to do next and then motivate them to finish the task. Having done this the teacher can continue on to the next pupils and share time equally with them.

c) Taking control of the pupils behavior can also be done in other ways. Jones recommends that the teacher constantly stand around the pupils, monitoring their actions, and if any of the pupils is getting off-task the teacher should use body language to remind the pupil to get back

to their task, or the other way to stay close to the student is to stay behind and monitor, so he/she will understand the purpose and will continue with the tasks.

d) A highly effective way of managing student behavior is the Model of Cooperative Construction, as Jones suggested. This procedure can be done with a so-called PAT (meaning the preferred time of activity) which is a set of privileges or activities for students that the teacher decides for a certain period of time. If students are able to follow all the required rules and conditions they can take their PAT during the specified time.

e) The final step of this approach is establishing a backup system in case the misbehavior is not improved or escalates. These backup systems start from light sanctions such as sending a report to the parent, then others, detention, loss of privileges whereas high level sanctions include suspension, police intervention and expulsion.

Moving on to the final discipline pattern which was presented by Marshall in his Discipline Without Stress, Punishments or Rewards (2007). Discipline Without Stress is a combination of the Interacting Model however Marshall claims that it contains more teacher control. It starts by using positive sentences instead of negative ones, allowing pupils to choose their own responses towards certain situations, then it moves on to giving pupils the chance to reflect on their actions and evaluate themselves and their own behavior. The pupils end up in becoming responsible for their actions rather than obedient to teacher established rules.

2.5 Student-centered classrooms

Utilizing student-centered methods of teaching often brings forth personal values of each individual in the class thus tending to improve their behavior individually. Organizing the teaching environment often presents solutions to integrate pupils' interests, necessities, experiences within learning activities. Such activities are help facilitate self-expression, encourage pupils' own consideration one another's point of view, stimulate their imagination and creativity, develop listening for certain purposes and their critical.

Implementing student-centered approaches enhances the pupils sense of responsibility and strengthens them as individuals and community members as well. A constructivist focuses mainly in helping the children develop critical thinking skills by letting them try various possible solutions to their problems and issues which will render possible the application of this skill in everyday life also (Ryan & Cooper, 2001).

Supporting the goals of a student-centered classroom, the strategies and methods that are often used include reflective and critical thinking, questioning, exploratory discussions, role-playing, demonstrations, projects and stimulatory games (Edwards, 2004).

Advocates of student-centered classroom management suggest to let go of authoritative structures and try out to share control with the pupils in order to manage the classroom easier since one the main aspects of student-centeredness is to strengthen the pupils regarding their sense of responsibility (Nichols, 1992).

There are various methods that can help the teacher share control with the pupils for the best community building and they vary from asking the pupils participate in rule setting appointments where their opinion will not be taken for granted, but rather be respected and regarded in a very professional manner. Another method is to share responsibility by appointing the pupils classroom tasks that will build in their memory the sense of responsibility.

Another way of stimulating the pupils to take responsibility for their actions and become critical thinking community members is giving them autonomy to make several small decision for on their own such as deciding when to use the bathroom, sharpen the pencils and throw out garbage. Dollard & Christensen (1996) suggest that building strong relationships with the pupils is a fundamental constituent of the student-centered approach, since positive pupil-teacher relationships reduce for teacher control necessity and become a uniting factor for community wellbeing and communication.

Nevertheless, behavior issues will show up even in student-centered classrooms, but it will be up to the teacher to stimulate the pupils take responsibility for their own behavior and try to find solutions to their issues themselves.

DeVries & Zan (1994) suggest that teachers minimize rewarding the pupils with extrinsic rewards for their good behavior since it can adversely affect pupils' motivation by encouraging them to behave for the sake of the reward only, and not for the good of the community.

Instead, teachers are encouraged to use strategies for enhancing a student's intrinsic motivation, including adapting activities to students' interests, calling attention to the

instrumental value of academic activities, incorporating game-like features and providing opportunities to exercise autonomy and make choices (Brophy and Good, 2003).

Various classroom management programs which offer certain techniques for teachers and pupils to implement exist nowadays. Shifting from the teacher-centered to the student-centered classrooms is one of the most efficient ways to improve pupils' behavior since the teachers will share responsibilities with the pupils and create strong and positive relationships with one another.

Set up classroom objectives and expectations will render possible the success of a student-centered classroom. The beginning of a new academic year can be of great importance for teachers who are willing to shift from the teacher-centered to the student-centered classrooms since they can use it as an establishing period of classroom objectives, expectations and routines.

In order for student-centered classes to be effective the teacher should make aware of and encourage each and every pupil to give their contribution to the well- maintenance of the class as well as stimulate them to express their opinions and feelings regarding certain issues that have to deal with objectives and routines and of general topics also.

As Bondy and Ross (2008) claim, teacher-pupil interactivity makes a great impact in the overall achievement of the class, always encouraging and expecting from the pupils to achieve high.

It is of fundamental importance for every individual in the classroom to feel special and appreciated. Taking time to have personal one-on-one conversations with the pupils will help the teacher get to know the pupils better and become aware of their daily troubles and worries as well as their expectations and interests (Bondy and Ross, 2008).

Smith & Lambert (2008) suggest that the teachers use a pupil's name or a phrase that the pupil has used to show that they remember previous interactions with them in order to build strong relationships with one another.

Clear objectives and expectations should be set up from the beginning of the year together with the pupils' ideas, however, the teacher should be a role model for the pupils in order for them to get a view of the rules and objectives in practice.

Encouraging the pupils to have more self-control will facilitate the teacher's job taking into account that in student-centered classes, the pupils will be left under their

responsibility in individual or group-work assignments, thus minimizing the teacher's supervision and control.

Teachers should be able to clarify instructions and objectives to the pupils in a manner that they complete tasks individually and independently without the teacher's supervision. Smith and Lambert (2008) cite the following: "Many teachers believe they are showing students they care when they continually give one more chance. Unfortunately, giving one more chance demonstrates that a teacher does not mean what he or she says."

Cooperative learning is one of the targets of student-centered classrooms which will lead to mutual improvement of the pupils through interactivity and pupils' engagement rather than having the lesson or knowledge transmitted directly by the teacher without having the pupils make any efforts to acquire the knowledge or lesson themselves.

Discussing knowledge with classmates and making efforts to relate it to real life situations is often expected in student-centered classes as Brophy (1999) suggests. This will build a strong learning community that constructs shared understanding.

Shifting from the teacher-centered to the student-centered classroom will render possible to share leadership among community members and the teacher, build a strong relationship among the members and enhance the pupils and teachers' expectations and needs. This can be done through implementing an individual-centered platform as Rogers and Freiberg (1999) suggest.

Brophy (2006) claims that the teacher-centered method of teaching orients pupils toward being passive thus reducing the potential effects of a constructivist approach of teaching that is designed to stimulate cooperative learning through activities, critical thinking and problem solving.

Taking into account that several researches bring forth the issue of mismatching between lesson delivery and classroom management, it is expected from the teachers to try and modify their lesson planning in order to match their instructional and managerial approaches.

If a teacher is dedicated to student-centered teaching, they will try to plan their lesson delivery in a way that will facilitate the pupils' learning through using strategies based on their necessities.

If the teacher believes that the pupils need to participate actively in the learning process, engage in critical thinking and utilize problem-solving activities, it is assumed that the teacher will try to modify the lesson through using classroom management techniques such as conflict resolution in order to help them acquire the needed skills.

Classroom management techniques that have the pupils in the center promote knowledge base.

The results coming from a research conducted by Alexander and Murphy (2000) suggest that an individual's knowledge determines what information they attend to, how they organize and represent new information and even what they judge to be important or relevant.

These results imply that implementing student-centered classroom techniques promotes knowledge base as opposed to the use of teacher-centered techniques.

Chapter III.

 Methodology

This chapter presents methodological procedures of the study. Included in this chapter are four sections: the Overall Design of the Study, Participants, Research questions and Development of the Research.

3.1. Overall Design of the Study

Classroom management being a very important aspect of teaching requires in-depth study and research considering that it is very broad. I have focused on the classroom management strategies that are being used at the moment in a particular primary school, "Emin Duraku" school respectively. I chose this particular school because this is the school where I have done my observation for this research, therefore I decided to conduct my questionnaires and interviews with the same school so that I could compare the results.

This study has been conducted for the purpose of identifying effective classroom management approaches to be used in primary school classrooms, however the results coming out of this research cannot be generalized due to the relatively small number of participants in the study.

Another issue that has been researched is the implementation of student-centered method of lesson delivery in comparison to the teacher-centered method. Which of these two lesson styles is used in this school and how does it affect the overall achievement of the pupils throughout the academic year. Advantages and disadvantages of these methods which have been consulted in the literature review, have been taken into account throughout the process of the study. Managing the classroom in English as a foreign language classes has been investigated in this research and the findings from this research will be presented in the coming chapters.

The major purpose of this study is to identify classroom management approaches of primary school teachers in "Emin Duraku" primary school.

Both qualitative and quantitative method of research conducted with primary school teachers and young learners have been utilized for this study. The qualitative method of research was done for the purpose of best extracting the subjects' opinions on different classroom management strategies and lesson delivery methods with young learners in primary schools.

Such data was retrieved from primary school teachers. The quantitative method of research was done with a larger number of subjects, pupils respectively, in order to view the findings from a percentage aspect.

For the purpose of collecting reliable data concerning classroom management strategies, a questionnaire was prepared and administered with pupils of "Emin Duraku" primary school. All the literature related to classroom management strategies and various managing models were reviewed when preparing this questionnaire. Through this questionnaire I have come to conclude some very important issues of classroom management in general; different settings and situations in the classroom required different classroom management techniques as well as I noticed that no classroom management technique can be generalized to be used in all the classrooms to solve the same problems considering that certain individuals require certain techniques to deal with them.

Also an observation done by me with the same teachers and pupils will be included in order to present a comparison of the classroom management techniques used in this primary school as regarded by the teachers themselves, pupils and as observed in my point of view during one month of observation.

I used Likert scale questionnaires and semi-structured interviews as data collecting instruments for this research. Objective responses from pupils were collected using Likert scale questionnaires because they are closed ended. Semi-structured interviews were used to collect data from teachers. Tromp and Kombo (2006) state that "semi-structured interviews are based on the use of an interview guide which is a list of questions or topics to be covered by the interview". Semi-structured interviews are flexible because they consist of both open and closed-ended questions. They are important because they collect in-depth information which gives the researcher a complete and detailed understanding from both closed and open ended questions. Therefore using Likert scale questionnaires and semi-structured interviews enabled the study to get the perceptions of both pupils and teachers.

3.2. Participants

All of the participants in this study are part of the community of "Emin Duraku" primary school in Kaçanik. Taking into account that I did my observation in this particular school I decided to survey my questionnaires and conduct interviews in order to compare them with my observation report. Therefore the number of the participants in this study is somehow limited.

A questionnaire was done with 97 pupils in order to collect data on classroom management techniques as regarded from their point of view. Further on, interviews were done with 3(three) English primary school teachers in order to reach deeper insights as regards the techniques that they are currently using in their classes to manage pupils behavior as well as to deliver lessons as effectively as possible.

Participants were recruited from schools from classroom selection based on the grade. Grade III and IV respectively have been chosen to take part in the study considering that their performance during this period can be highly impacted by various methods that the teachers bring into the class. The results of these methods are of great importance for my study which is going to be elaborated later on in this thesis.

3.3. Research Questions

Specific research questions that were intended to be answered are as follows:

1. Which classroom management approach (teacher-centered or student-centered) do primary school teachers' have?

2. How do the pupils perceive this classroom management approach?

3. Is there a significant difference among the findings from the questionnaires, interviews and the observation report with respect to the efficiency level of lesson delivery in these classes?

4. How satisfied are the pupils with these techniques used by teachers?

5. How efficient is lesson delivery in English language classes through these classroom management strategies?

7. How do the results from the observation report support or demount the acclaimed results from the teachers and pupils?

3.4. Development of the Research

Data on the classroom management approaches of teachers was collected in three methods of research for this study. A questionnaire was administered with 97 pupils in order to collect data on classroom management techniques as seen from their point of view. Further on, interviews were done with three English primary school teachers in order to reach deeper insights as regards the techniques that they are currently using in their classes to manage pupils' behavior as well as to deliver lessons as effectively as possible. Another method of research used for this study was an observation of the very same teachers and pupils in order to treat the same issues as seen from the observer's perspective, from my perspective respectively.

For the purpose of developing the questionnaire and interviews, as well as observation objectives, the literature related to classroom management, and changing view of the curriculum and classrooms following the principles of constructivism was reviewed.

Throughout the process of reviewing literature, I noticed that there are various classroom techniques that can be used depending on the number of students, grades and other educational settings. It has been noticed that there is not a single classroom management technique that could be applied with all classrooms in general.

Additionally, literature reveals that with the development of constructivism in education the needs of pupils and teachers as well as the view of classrooms has changed a lot. Thus, the need for adaptation of classroom management approaches of teachers to create a suitable learning environment was recognized.

In addition to literature review, interviews were conducted with three English primary school teachers who replied to questions asked on their classroom management techniques and lesson delivery processes.

To identify the classroom management approaches from the pupils perspective, two groups of items related to student-centered and teacher-centered classroom management approaches were included in the questionnaire. The participants were asked to write their answers dealing

with frequency of actions taken in the classroom as regards lesson delivery and classroom management by the teachers.

On the basis of the related literature, an instrument that consists of 24 items in a fivepoint Likert scale format by scoring 5 to "seldom", 4 to "sometimes", 3 to "often", 2 to "usually", and 1 to "always" was designed to identify teachers classroom management approaches.

I chose this instrument taking into account the pupils' age to help them understand the questions and answer easily since offering subjective questions to them can be more difficult for them to give reliable and realistic answers.

The second tool of the research included a 16 items interview done with 3 English primary school teachers. This instrument was chosen in terms of qualitative research. I recorded the six interviews and then I transcribed them so that I could analyze them easily. I used the answers provided by the teachers to support or demand the results that had already come from the other instruments that I used on my research and they played a very important role on this paper. The questions were open-ended in order to generate answers as reliable as possible.

And the third tool used to generate information regarding classroom management was an observation done in the classrooms which reflects the used strategies to deliver lessons and to manage the classroom. The observation lasted for 1 month and was done with the same teachers and pupils that participated in the other research forms. It was a great experience that not only helped me develop my critical thinking in general, it also made an impact on my problem-solving skills since I would find solutions to different problems that I saw in the classes. I gained a great amount of knowledge concerning classroom management only through observing these classes which then I elaborated through the literature I read for this research.

The findings from the three instruments will be analyzed and compared for differences, similarities or unexpected outcome from the study and they will be presented in the following chapters.

Chapter IV.

4.1. Data Collection

The data coming from the questionnaire and the interview will be presented below. I will compare the information that the pupils gave me with the answers that the teachers gave me as well as with the information from my observation of the English classes in the school where my study was done.

Item 1.   The teacher always divides the class in groups.

As shown in the graph below, out of 23 pupils in total, 8 pupils said that the teacher always divides the class into groups, 7 answered that it happened often, 2 said it happened seldom and 6 pupils said that the teacher never divided the class in groups. This question was done to get information on classroom environment and organization by the teacher.
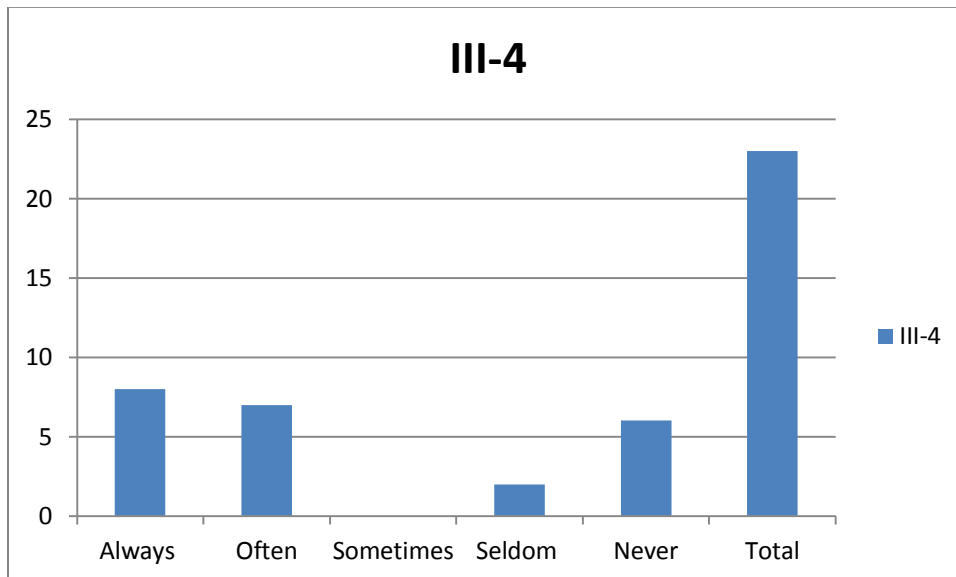
Figure 1. Grade III-4 answers on classroom organization

The graph below shows the information that grade III-5 gave me about Item 1.

Out of 21 pupils in total, 6 pupils answered that the teacher always organized the classroom in groups, 3 said it happened *often*, 1 said it has happened *sometimes*, 3 answered with *seldom* and 8 of them answered with *never*. We can see that the information coming from the third graders are similar to each other, and we can conclude that the teachers don't organize the class in groups very often, but, however I will compare this information to the fourth graders in Figure 3. and 4.
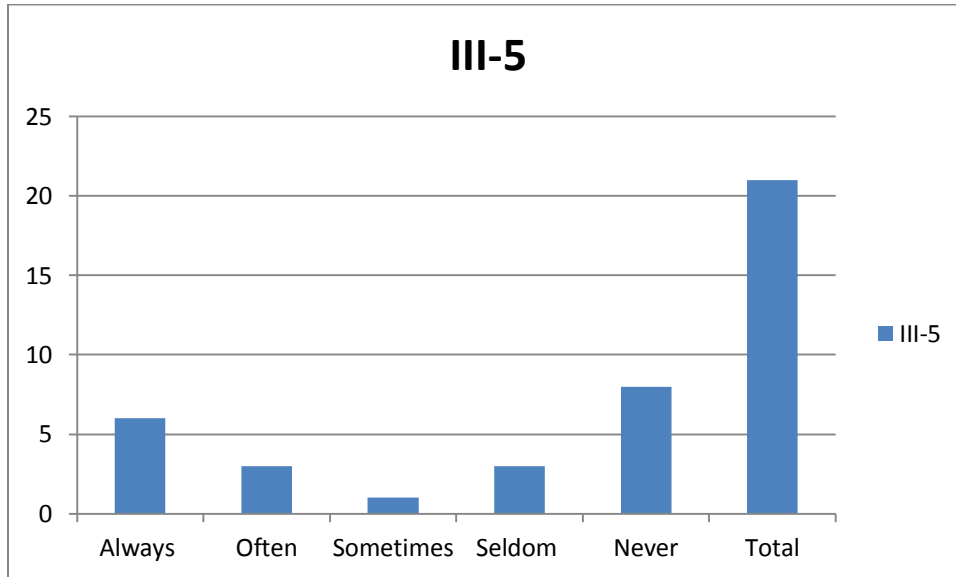

Figure 2. Grade III-5 answers on classroom organization

The following graph present the answers of grade IV-3 on Item 1.

Out of 26 pupils in total, 22 answered that the teacher *always* organizes the class in groups, 1 answered with *often* and 3 answered with *seldom*. This information is more realistic in my opinion because a big number of pupils gave me the same answer.
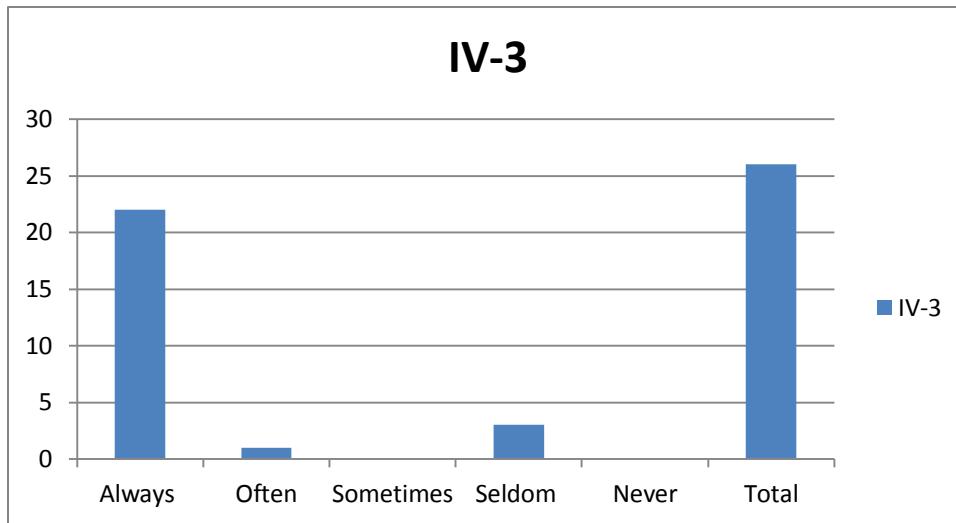
Figure 3. Grade IV-3 answers on classroom organization

The graph below illustrated the answers of pupils of grade IV-4 on Item   1. Out of 27 pupils in total, 23 of them said the teacher *always* organized the classroom in groups, and 4 of them said it happened *often*. Now we can notice that the answers coming from the fourth graders are more similar to each other, so we can say they are more real.
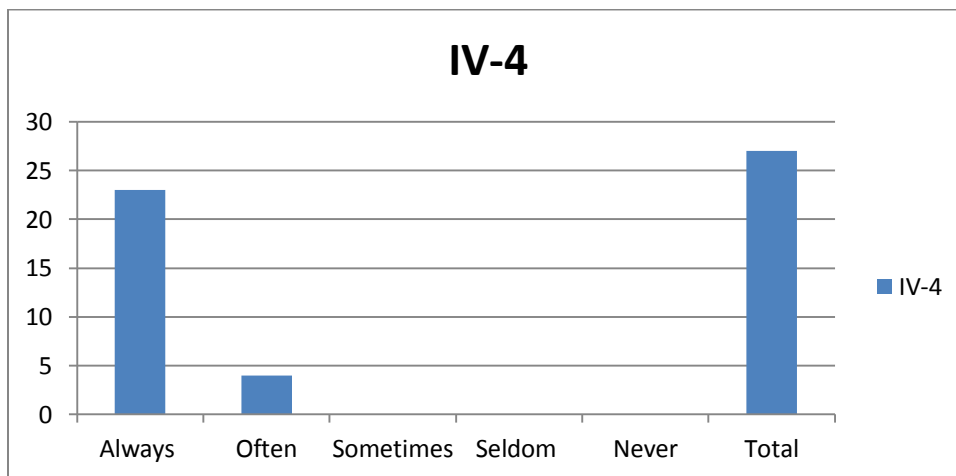

Figure 4. Grade IV-4 answers on classroom organization

If we compare the pupils answers on Item 1. ''The teacher always organized the classroom in groups'', we see that third grade pupils answered that in general it didn't happen a lot, and the fourth grade pupils said it always happened. The information from the teachers interviews is similar to the fourth grade pupils. They also answered that they always organize the classroom in groups and I can say I agree with their answers because during my observation I saw that most of English classes were organized in groups of 4 or 5 pupils depended on the pupils number. This is one of the classroom management techniques which was achieved very well in this school in my opinion, because it has helped teachers a lot in order to give the lesson in the best way that was possible and the pupils were involved in the process of learning.

Now we will compare the information from these 4 classes on another item.

Item 2. The teacher tells the pupils where to sit.

The graph below presents the answers of grade III-4. Out of 23 pupils in total 15 said that the teacher *always* tells them where to sit, 1 answered with *often*, 4 answered with *seldom* and 3 said the teacher *never* tells the pupils where to sit.
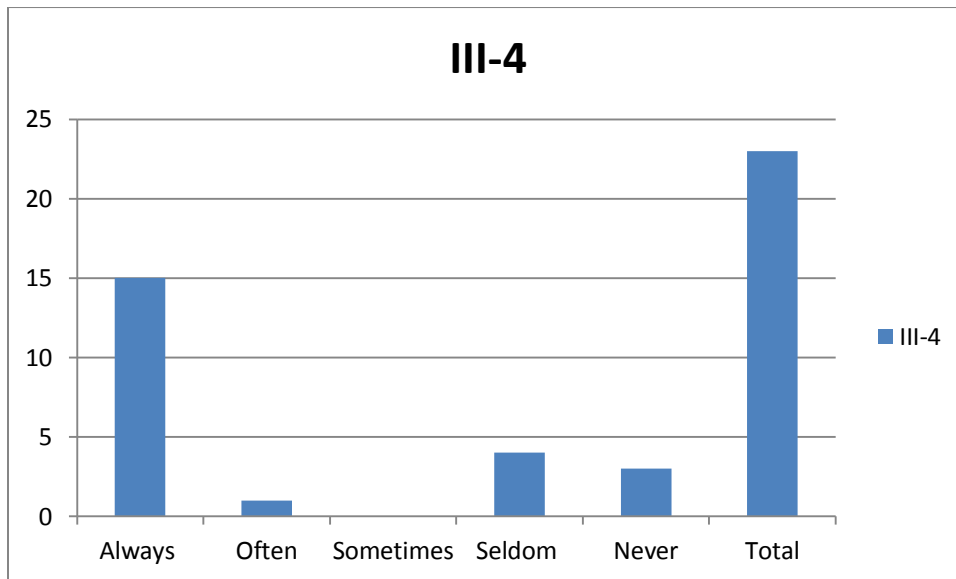

Figure 5. Grade III-4 answers on seating arrangement

The graph below illustrate the answers of grade III-5 on Item 2. Out of 21 pupils in total, 13 said the teacher *always* tells them where to sit, 1 answered with *often*, 1 answered with *sometimes* and 6 pupils answered with *never*. We notice again that the information coming from third grade pupils are similar, that most of them agree that

the teacher tells the pupils where to sit. We will compare it with data coming from grade 4 pupils in Figure 7. and 8.
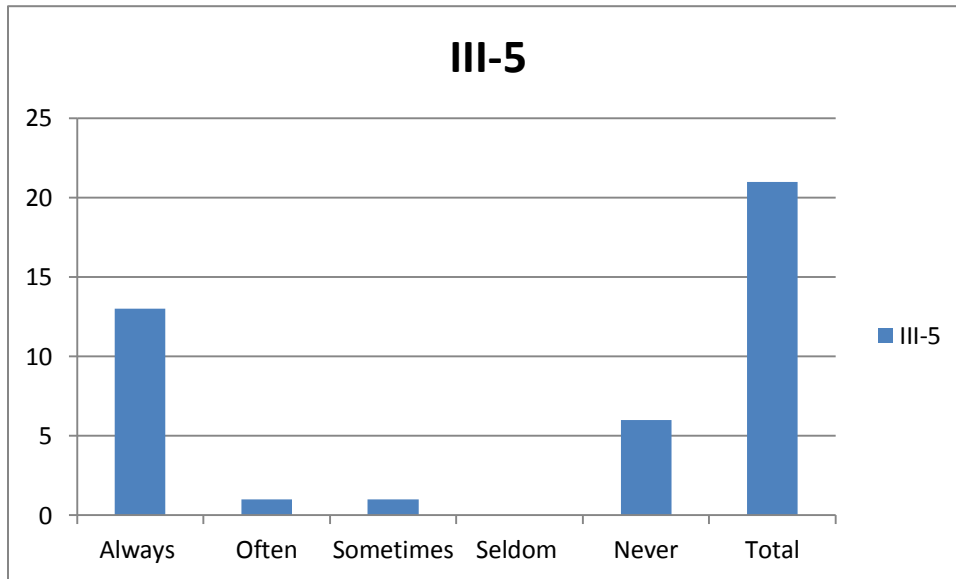
III-5

Figure 6. Grade III-5 answers on seating arrangement

This graph below presents the answers of grade IV-3 on the item 2.

Out of 26 pupils in total 12 pupils said the teacher *always* told them where to sit in the classroom, 2 answered with *often*, 1 other answered with *sometimes*, 4 said it *seldom* happened and 7 pupils answered with *never*.
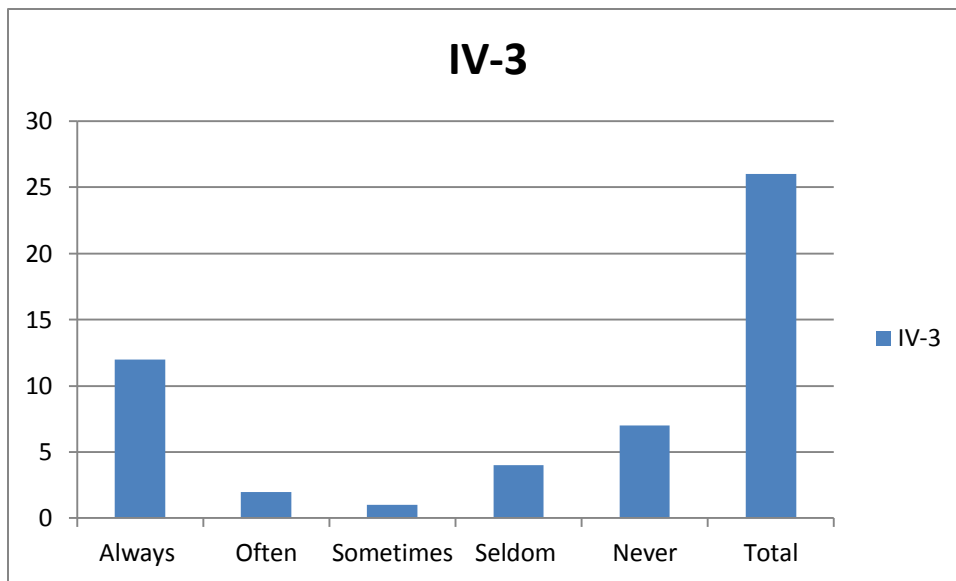
Figure 7. Grade IV-3 answers on seating arrangement

This graph presents the final answers to item 2. Out of 27 pupils in total 8 pupils said that the teacher *always* tell the pupils where to sit, 2 answered with *often*, 1 answered with *sometimes*, 1 other answered with *seldom* and 15 others said that the teacher *never* told them where to sit.
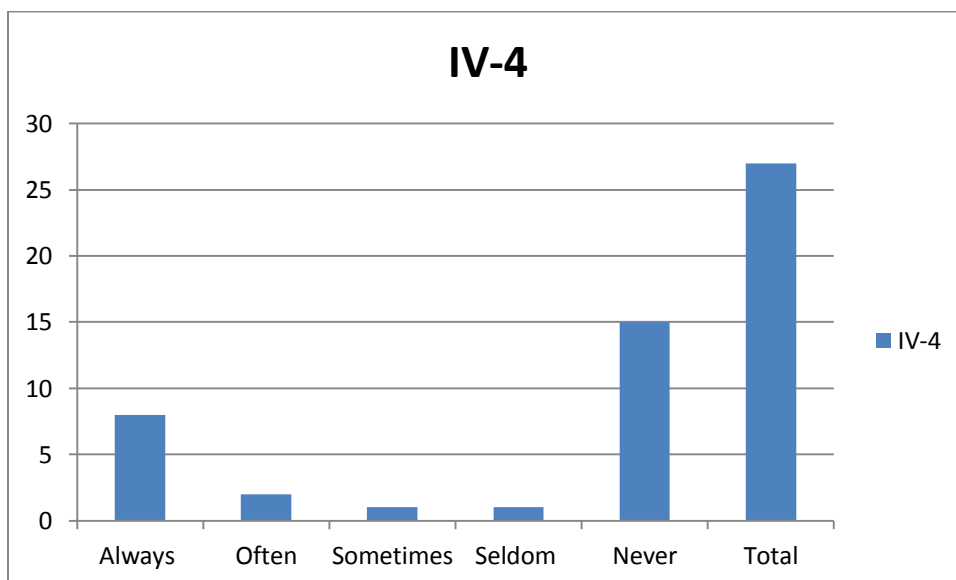

Figure 8. Grade IV-4 answers on seating arrangement

If we compare these information from grade III and IV pupils we notice that about tha majority of them say that the teacher always tells them where to sit whereas 25% disagree with this. Compared to the answers of the teachers in the interviews they answered that they only tell the pupils where to sit if they have done any problems or misbehaved in classroom. During my observation I saw that the pupils are always sitting in the same desks and that they didn't change seats, however I cannot tell if the teacher appointed the desks or they choose where to sit as they liked. Many of the studies done before suggest that the teachers should only appoint the seats for the pupils if they have misbehavior problems or for other purposes of the lesson as the teacher believes is the best.

Item 3. The teacher chooses activities that I like.

The graph given below illustrates the information of the pupils in grade III-4. Out of 23 pupils in total, 9 said that the teacher *always* chooses activities that they like, 8 answered with *often*, 4 said it has happened *seldom* and 2 of them said the teacher *never* chose activities that they enjoy.
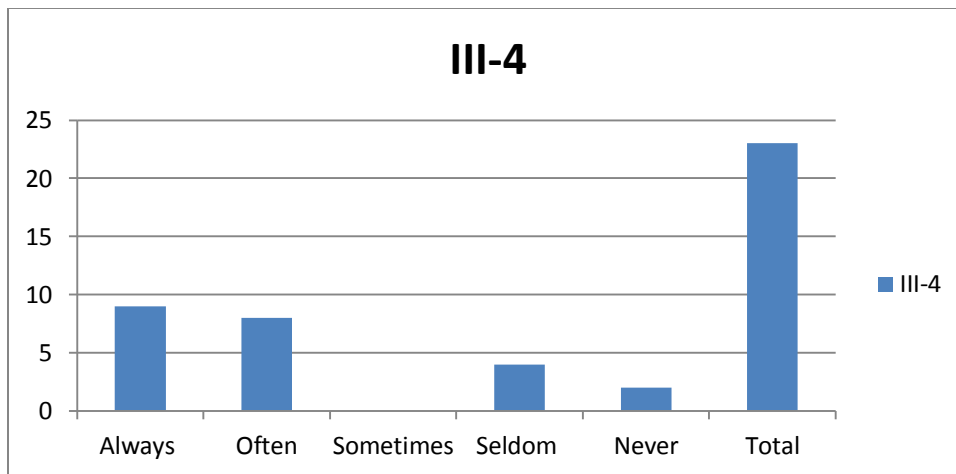

Figure 9. Grade III-4 answers on activities preference

The graph below illustrates the answers grade III-5 gave me for item 3. Out of 21 pupils, 9 said that the teacher *always* chose activities that they enjoyed doing, 4 out of them answered with *often,* 1 answered with *sometimes,* 3 answered with *seldom* and 4 of them *never* enjoyed activities that the teacher chose to implement in the learning process. Based on the information that the pupils gave us, we can say that the majority of the pupils liked the activities that the teacher decided to use in the classroom.
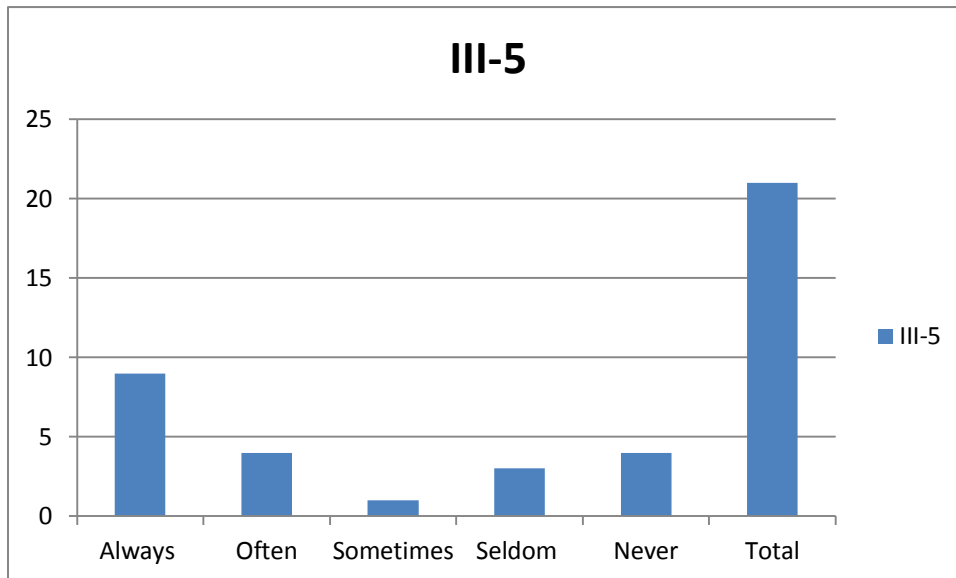
Figure 10. Grade III-5 answers on activities preference

Below is the chart that illustrates the information that grade IV-3 gave me through the questionnaires related with Item 3.

Out of 26 pupils in total, 8 said that the teacher *always* chose activities that they liked doing in classroom, 8 answered with *often*, 4 said it has happened *sometimes*, 5 were *seldom* satisfied with the activities and 1 of them answered that the teacher *never* chooses activities they enjoy doing in the classroom.
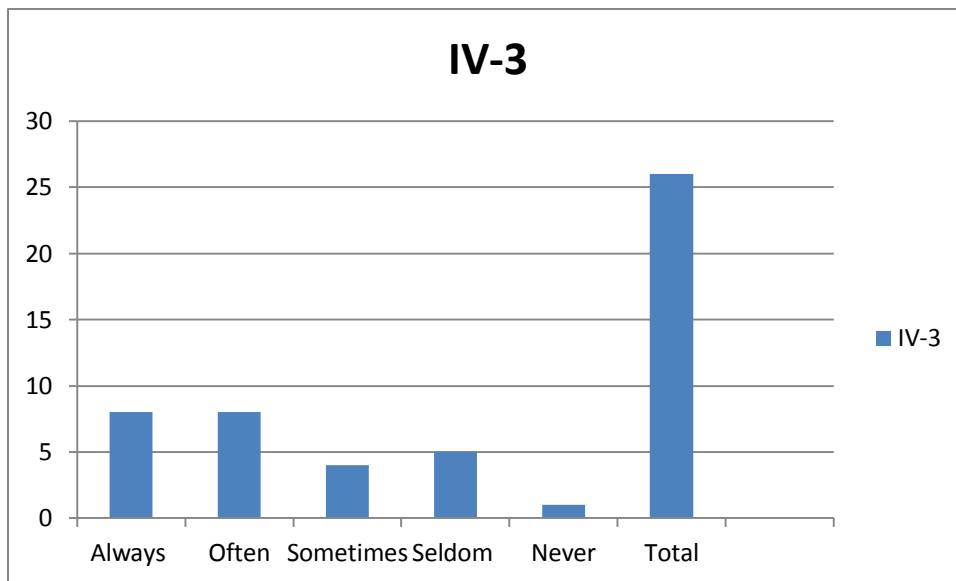
Figure 11. Grade IV-3 answers on activities preference

The chart below shows the information coming from grade IV-4 on Item 3. Out of 27 pupils in total, 12 answered that the teacher *always* chose activities they like doing, 2 answered with *often*, 6 said it has happened *sometime*s, 5 answered with *seldom* and 2 answered that the teacher *never* chose interesting activities for them.
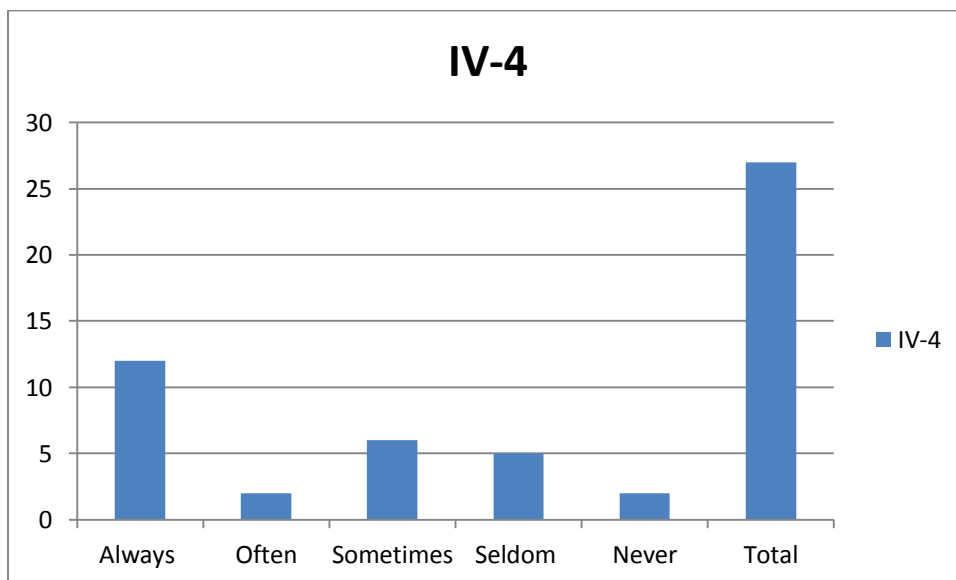

Figure 12. Grade IV-4 answers on activities preference

If we analyze the answers of third graders and the fourth graders we notice that grade III pupils were generally more satisfied with the activities that the teachers chose to do in the classroom. However, a small percentage were not happy with the lessons that they did in the learning process.

In the other hand, grade IV pupils mainly answered that the teachers chose uninteresting activities to do in the classroom and they were not very satisfied with the lessons. This tells a lot about the pupils view of lesson and classroom management and their opinion about them. If the teacher fails to keep the pupils interest and attention in the learning process and activities that are taking place in the classroom, then the overall achievement of the pupils will not be as high as we would like to.

Comparing these answers to the interviews of the teachers, they stated that they did their best to bring into the classroom interesting activities and games that the pupils enjoyed doing and that the pupils interest in the learning process is normally very high. During my observation I say that the teachers try to use activities to the pupils interest, however it often happened that a great number of the pupils were not interested in the lesson, and the teachers worked only with the ones who were interested in the lesson. I believe that the teachers should always try new games and activities that the pupils enjoy doing, instead of ignoring the pupils that are not interested in the lesson.

I will continue with my results for two more items that are researched in my study and will provide graphs to illustrate the information.

Item 4. The teacher shows a pupil's good work in front of the classroom.

The figure below shows the information from grade III-4 on Item 4.

Out of 23 pupils in total, 13 answered that the teacher always presents good work in front of all the pupils, 2 said that it happened *often*, 1 answered with *sometimes*, 2 said that it has happened *seldom* and 5 out of them answered that the teacher *never* shows a pupils good work in front of everyone.
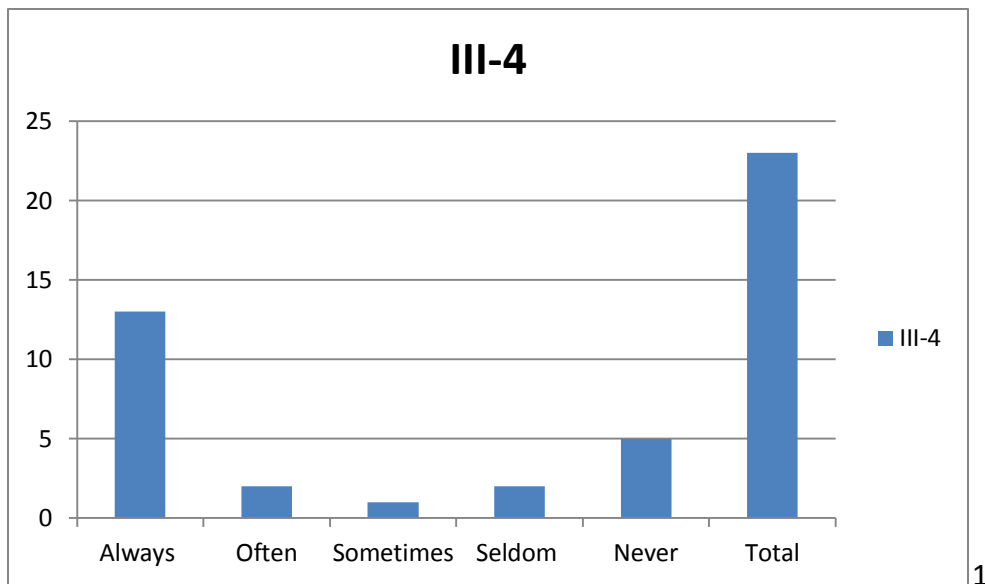
Figure 13. Grade III-4 answers on rewarding pupils

The following chart gives the information from grade III-5 for Item 4.

Out of 21 pupils, 7 said that the teacher *always* presented someone's good work to everyone in the classroom, 7 answered it happened *often*, 0 answered with *sometimes*, 6 answered it happened *seldom* and 1 said that it *never* happened.
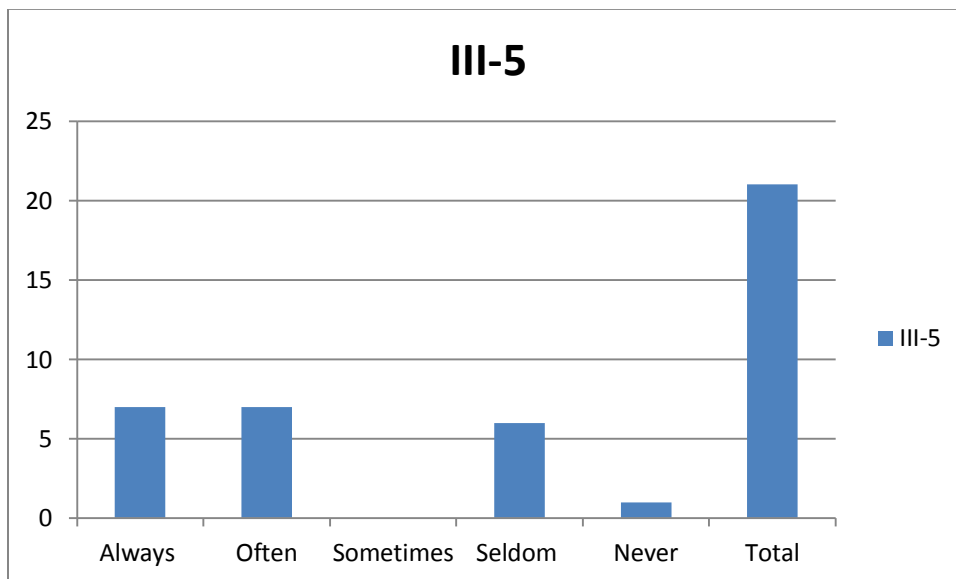

Figure 14. Grade III-5 answers on rewarding pupils

The other figure below presents the results of grade IV-3 on item 4.

Out of 26 pupils, 5 answered that the teacher always presented a good work to everyone, 1 answered with *often*, 5 answered it has happened *often*, 7 said it has happened *seldom* and 8 pupils said that the teacher *never* shows the good work to everyone.
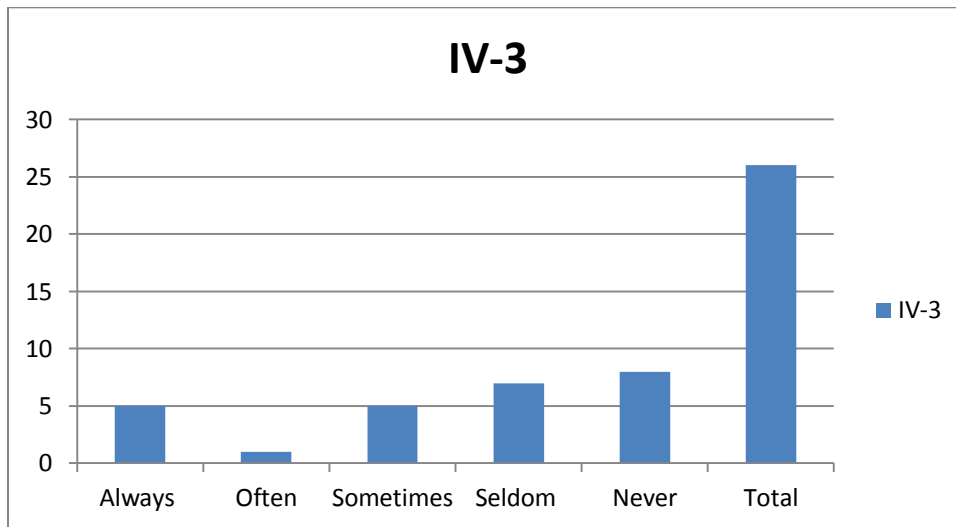

Figure 15. Grade IV-3 answers on rewarding pupils

The figure below shows pupils answers on Item 4 in grade IV-4.

Out of 27 pupils in total, 14 said that the teacher always presented good work to everyone in the classroom, 3 answered that it has happened *often*, 2 answered with *sometimes*, 3 others answered with *seldom* and 5 out of the total number answered that the teacher *never* presented good work for everyone to see in the classroom. Here we can see that the answers between pupils in grade IV- 3 and 4 are quite different. Pupils in parallel 3 claimed that the teacher didn't normally show somebody's good work to all of the pupils in the class, and the majority of pupils in parallel 4 said that the teacher shows the good work to everyone in the classroom so that they can take an example of how a good pupil should work.
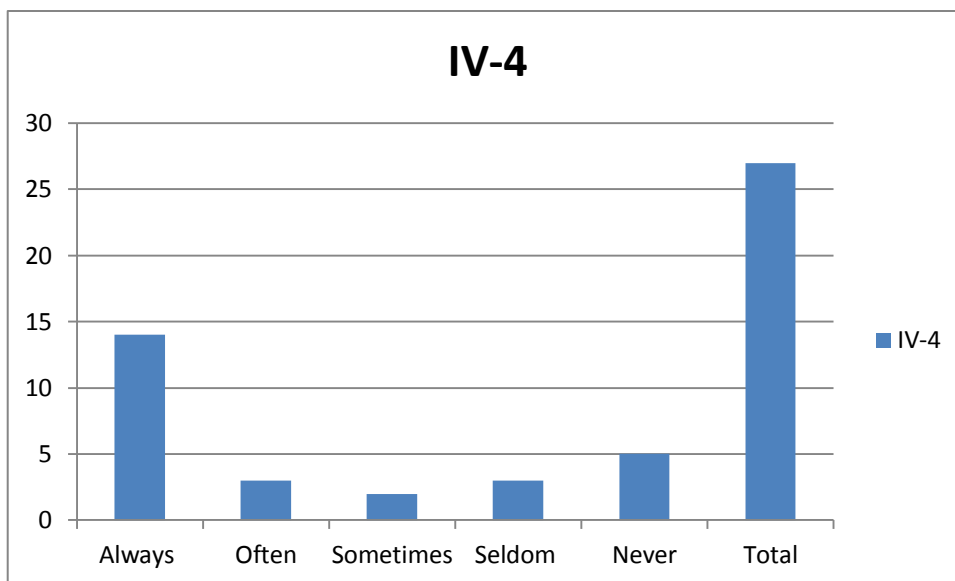
Figure 16. Grade IV-4 answers on rewarding pupils

Item 5. The teacher talks to the pupils individually about their problems.

The last item I decided to analyze in this thesis about classroom management techniques in the primary school "Emin Duraku" in Kaçanik has to do with teacher-pupil relationship. The results from this item are a little bit of surprising because my hypothesis were that the teachers make a lot of effort to build strong relationships with the pupils through talking to them and discussing in private various problems that they face in the classroom community. The teachers in the interviews confirmed that they did work hard to try and understand the pupils problems and struggles in the lesson process however, the questionnaires and the observation I did in this school testify the opposite.

 3 out of 4 classes where I did the questionnaire claimed that the teachers rarely or never spoke to them privately for their problems and to give them a solution for them whereas only one of the classes said that they did speak to them individually.

As Bondy and Ross (2008) claim that teacher-pupil interactivity makes a great impact in the overall achievement of the class, always encouraging and expecting from the pupils to achieve high.

It is of great importance for every individual in the classroom to feel special and appreciated. Taking time to have personal one-on-one conversations with the pupils will help the teacher get to know the pupils better and become aware of their daily troubles and worries as well as their expectations and interests.

Chapter V

5.1. Data analysis

In concordance with the literature reviewed I have prepared the questionnaires and interviews to do with the participants for this study. I informed them of the content first and we proceeded with them. The questionnaires were answered by 97 pupils. There were several items included in the questionnaires but for this study I only included five of them which I believe are the most relatable. The interviews as well contained several questions, however; I only included the ones that are related to the items in the questionnaires.

I will now analyze the results coming from the three instruments that I used for my research, the questionnaires with the pupils, the interviews with the teachers and the observation that I did in this school. I will then compare them to the classroom management strategies that I have presented in the literature review and this way we can find out what management strategies are currently being used in primary school ''Emin Duraku'' in Kaçanik.

The five items from the questionnaires which were answered by pupils in grade three and four are listed as below:

1. The teacher always divides the class in groups
2. The teacher tells the pupils where to sit
3. The teacher chooses activities that the pupils like
4. The teacher shows the good work of a pupil to the other pupils
5. The teacher talks to the pupils individually of their academic problems

Item 1.   The teacher always divides the class in groups.

The first item that was researched in my study it has to do with the issue of classroom organization. The results coming from questionnaires say that in general teachers organize the classroom into groups in order to create a chance for better lesson delivery and cooperation between the pupils. This is fairly true since the teachers have said the same during interviews as well as it was seen during my observation. The classes were organized in a

student-centered manner as I had hypothesized in the beginning of this research. In order for student-centered classes to be effective the teacher should make aware of and motivate each and every pupil to give their contribution to the well- maintenance of the class as well as stimulating them to express their opinions and feelings regarding certain issues that have to deal with objectives and routines and of general topics also.

As Bondy and Ross (2008) claim, teacher-pupil interactivity makes a great impact in the overall achievement of the class, always encouraging and expecting from the pupils to achieve high.

Item 2.   The teacher tells the pupils where to sit.

This item also has to do with seating arrangement. However this time we will discuss about pupils, if they decide where to sit or are appointed their seats by the teacher. If we compare these information from grade III and IV pupils we notice that majority of them say that the teacher always tells them where to sit whereas the minority disagree with this. Compared to the answers of the teachers in the interviews they answered that they only tell the pupils where to sit if they have done any problems or misbehaved in classroom. During my observation I saw that the pupils are always sitting in the same desks and that they didn't change seats, however I cannot tell if the teacher appointed the desks or they chose where to sit as they liked.

Item 3. The teacher chooses activities that the pupils like.

The third item that I analyzed in my research is about pupils satisfaction with the activities that the teacher chooses for them in the classroom. The third graders were more satisfied with the activities that the teachers chose to do in the classroom. However, a small percentage were not happy with the lessons that they did in the learning process. In contrast, grade IV pupils mainly answered that the teachers chose uninteresting activities to do in the classroom and they were not very satisfied with the lessons. This tells a lot about the pupils view of lesson and classroom management and their opinion about them. Comparing these answers to the interviews of the teachers, they stated that they did their best to bring into the classroom interesting activities and games that the pupils enjoyed doing and that the pupils interest in the learning process is normally very high.

Even though they try to bring new ways to teach the pupils, very often they(pupils) get distracted and lose interest easily from the topic.

During my observation I saw that the pupils were very often uninterested in the lesson because the activities were sometimes not very interesting to them and they got distracted easily by a joke someone makes or something they see out of the window. I

think this is very normal to happen in the classroom, especially to new teachers who lack experience with such situations, however what I consider a very concerning issue is that very often the teacher ignored the fact that some pupils were not paying attention to the activity that was happening in the classroom and instead decided to work only with the pupils who were interested in the topic and the lesson. Such problems should be analyzed carefully and the teacher should always try their best to bring interesting activities in the classroom instead of simply ignoring that they didn't show interest in what is happening there. I think that another method to overcome this problem would be to talk to the pupils directly about their preferred activities. To choose together with the pupils what activities to use in the classroom could be a very good idea but normally not during every class because it can be misused by them.

Item 4. The teacher shows pupils' good work in front of the classroom

The fourth item that was analyzed during my research deals with rewarding pupils for their well- done tasks as well as motivating other pupils to do better in their tasks. One very important aspect of classroom management is rewarding pupils for their work and using it as a motivation for other pupils to work better in the future. While the majority of rewards given in school can be thought of as extrinsic motivators, children learn the most when guided by intrinsic motivation. Children who are intrinsically motivated display a number of behaviors that allow them to perform accordingly with their academic abilities as Spaulding (1992) suggests. For example, children who are intrinsically motivated become deeply involved in the task at hand and experience a feeling of enjoyment (Amabile and Gitomer, 1984).

Kohn who does not recommend rewarding and punishing pupils as a method of classroom management. He suggests that setting up rules at the beginning of the year and using rewards and punishments as part of the classroom management will create space for the pupils to mistrust their own judgment and restrict their becoming caring and self-reliant. He recommends that a sense of community be established in the classroom, which renders possible pupils' interaction and cooperative work towards finding solutions that benefit the whole class.

 One way of rewarding pupils is by showing a pupil's good work to all of the pupils in the classroom. For this item, one parallel in grade III and one in grade IV answered positively. The majority of the pupils agreed that the teacher shows a pupils good job to all of the class by writing good words about their work. However the other parallels

that took part in the questionnaire denied that the teacher uses a good work of a pupil to stimulate other pupils to perform better.

In my observation I saw that the teacher often praised the pupils when they finished a task well and rewarded them with good words, or a good mark, however it didn't happen to show a pupils good work to his or her classmates. Maybe the teacher didn't consider it necessary to show them how the pupils did their task, but I think it could have been very helpful to the pupils in the classroom, since they could take example and work as that pupils in other tasks or assignments in the future. In my opinion It is of great importance to use every single opportunity to motivate the pupils, and a teacher should be able to decide on his or her own what to use as a stimulation for the other pupils to work better and harder on given tasks.

Item 5. The teacher talks to the pupils individually about their academic problems

The last item I decided to analyze in this thesis concerning classroom management techniques in the primary school "Emin Duraku" in Kaçanik deals with teacher-pupil relationship. It is of fundamental importance for every individual in the classroom to feel special and appreciated. Taking time to have personal one-on-one conversations with the pupils will help the teacher get to know the pupils better and become aware of their daily troubles and worries as well as their expectations and interests (Bondy and Ross, 2008).

Smith & Lambert (2008) suggest that the teachers use a pupil's name or a phrase that the pupil has used to show that they remember previous interactions with them in order to build strong relationships with one another.

The results from this item are a little bit surprising because my hypotheses were that the teachers put a lot of effort to build strong relationships with the pupils through talking to them and discussing in private various problems that they face in the classroom community. The teachers in the interviews confirmed that they did work hard to try and understand the pupils problems and struggles in the lesson process however, the questionnaires and the observation I did in this school prove it the other way.

 3 out of 4 classes where we did the questionnaire claimed that the teachers rarely or never spoke to them privately for their problems and to give them a solution for them whereas only one of the classes said that they did speak to them individually. During my observation as well, I noticed that the teachers did discuss with the pupils issues that might have been concerning them as a class but they did not speak to them individually about their academic problems or expectations.

OBSERVATION REPORT

Observation is a highly efficient way to collect data from a research, considering that the observer can look closely at all the details and information he or she needs for research.

The issues that were most concerning for my study that I observed in ''Emin Duraku'' the largest primary school in Kaçanik   included pupil-teacher relationship, physical classroom environment, subject or academic engagement and pupils' preference towards activities that the teacher prepared for the class.

After I was given permission to attend the classroom for observation purposes I collected as much data as comparable. Although it was a short time of observation for such a study, I believe that the information received is sufficient to clearly see the educational situation particularly in this school.

Regarding the aspect of organizing the physical environment, in classes, most of them were in groups of 5-6 students that would encourage interaction among students and enable them to work as a team. All the furniture and classroom materials were arranged in a way that would facilitate hearing and so the students were more focused on the lesson that was taking place. Also the student-centered classroom, helped the teacher involve more with pupils learning as they could freely walk from group to group instead of standing in front of the classroom. Regarding the conditions it is worth mentioning that the heating and lighting system were also suitable to learn just as students felt warm enough and could easily concentrate on the lesson.

 A very important aspect of classroom management is the relationship between the teacher and the pupils as many scholars agreed in the literature that I included earlier in this thesis. The achievement of the pupils is highly influenced by their interactivity and relationship with the teacher, Bondy and Ross (2008) claimed. I can say that pupil-teacher interactivity differed from class to class in ''Emin Duraku'' school.

The third graders in general were actively engaged in the lesson that was being conducted, always discussing with the teacher as a group concerning difficulties they had in the process of learning. The teachers as well were energetic and available to answer their questions which could sometimes be applied by all the pupils in the classroom. However, there was one parallel in which the learning environment was not as developed and positive as in the other parallels. The pupils hesitated to engage in the activities that the teacher had prepared as well as they showed academic difficulties in the learning process which might have influenced in the mood of the teacher as well since there was only a small number of pupils engaged with

the teacher. The other pupils were most of the time distracted from the activities either talking to each other or making noise that was disturbing.

The fourth graders were more engaged in the activities and more focused in the learning process than the third graders. The majority of the pupils were active and there was a very positive atmosphere that made a very big influence in the overall lesson conducted. They were open to discuss with the teachers difficulties that they faced when learning and the teachers were always willing to help them solve their problems. However, I noticed that in all classes the teachers rarely spoke to pupils individually about their problems and I didn't notice any appointed schedule or part of the class when the teacher could discuss academic or other personal problems.

Regarding classroom management in terms of discipline during the time of my observation, there was a minimum of 15 minutes in each class when the pupils lost focused and got distracted by various noises or words of their peers that were often not related to the activities that were happening in the classroom. The teachers fortunately mainly managed to get the attention back by calling out for attention or using other methods that they found efficient, however sometimes the teachers would stress out and find it difficult to continue with the process in a noisy atmosphere, where I also helped to calm the situation.

The fourth graders were generally engaged in the lesson and the majority of the pupils were interested in learning which made it very easy for the teacher to develop their lesson as was planned in the curriculum. Pupils were always willing to attend the lesson that created a very positive atmosphere that I thought class management was at the optimal level.

I also noticed that in some other classes the students were not motivated in the topic being discussed but were more motivated outside of that topic, they wanted to discuss some of the current ones they thought was more interesting. The teacher used different rewards to motivate the pupils which included good words or praising the pupils for their good work and sometimes the teacher even rewarded them with good marks. However, in extrinsically motivated pupils only a small number of pupils was willing to participate in the lesson being conducted.

Concerning the activities that the teacher planned for the class I can tell that very often there were no fun activities or games included in the lesson which caused the pupils to get distracted easily from the lesson.

FIELD WORK

Classroom Management

A positive atmosphere is present in the classroom when the teacher enters the class, and the pupils are ready to start with the activities. The teacher greets the pupils and complete the diaries as an administrative procedure. The teacher takes evidence of the pupils that are absent and then proceed with checking homework which most of the pupils have done. They review past lessons and discuss any difficulties that the pupils encountered. After having done the revision the teacher starts conducting the new lesson which they elaborate in various activities and styles. These methods were practiced by all three teachers.

Number of pupils per class

In third grade the number of students ranges from 24 to 26. In the fourth grades the number of students ranges from 24 to 28. I think the 40-minute available for lesson with more than 20 students in a classroom is a burden for teachers because checking homework, and other activities is difficult to be accomplished. Considering the different learning styles, I believe that it is difficult for all the pupils to effectively acquire the lesson.

Atmosphere in the classroom

At first it is the same in most classrooms. But with time it changes, and here it depends on the teachers how they are able to keep the situation under control, I must emphasize that age also plays a major role. The teacher should always ensure that the atmosphere in the classroom be warm, positive, and try to make the lesson attractive and in the most accessible way with different methods so that even the least interested student have interest in the classroom activity. Also, the teacher should be concerned about student problems and take action to make the parents aware of them.

Conditions in class

Physical conditions, lighting, heating, seating arrangement are all in good conditions for the lesson to take place. Each student feels comfortable at his desk, lighting is handy and the temperatures are suitable for learning.

Engagement of students

Not all pupils engage the same. For example, in the third grade, in three classes, most pupils engage in the lesson by their own will, in some average classes there are pupils who are active from time to time, but I have to mention that there some poor achieving pupils who make it difficult even for the teacher to engage them in the learning process. Moreover, teachers tend to have maximum attention on their students. They work with each class by showing their goals and engaging them to work together and achieve satisfactory results.

Are classrooms managed by a lesson plan or are there improvisations?

Of course all classes are managed by the curriculum that teachers prepare before they start teaching, but teachers add a dozen of improvisation to the lessons in order not to become overwhelming, thus highlighting the creative side of them and making the lesson more attractive for the pupils, especially the poor achieving pupils whom the teacher tries to engage with easier questions.

How productive is the lesson time

I can say that most of the lectures were successful, so that the teachers achieved the goals in the pedagogical aspect, and on the other hand, they were able to conduct the lessons in the most appropriate ways as well, so that pupils understood the meaning of certain topics. However, in cases when the atmosphere was disturbed by the pupils making noise, the teachers managed them themselves or other measures were taken by administrators of the school.

Chapter VI

6.1. Conclusion

Classroom Management is one of the teaching aspects of fundamental importance both in lesson delivery as well as in the performance of the pupils. Achieving to well-manage a classroom or a school community requires a lot of effort and most importantly a set of skills. Some teachers are naturally good managers.

Throughout the years, many researchers have done a lot of research that has come to give us many information and strategies related to classroom management. The environment in which teaching takes place undoubtedly has a great impact on student achievement.

A warm and friendly atmosphere influences the interactivity among the pupils in class as well as the overall school community. It also contributes to the high achievement of the pupils as they are less stressed about learning and more focused and prepared for the lesson. In the contrary a cold environment in which pupils have to take lessons is not productive for them, thus the level of achievement is poor. Ming-Tak and Wai Shing think that the physical environment management is very important. It is characterized by the organization of the floor and wall space, countertop space, shelves as well as general environment. Seating arrangement also plays a very important role on the management of the physical environment.

Regarding the first item of my research which is related to seating arrangement the results are similar to what I had hypothesized in the beginning of this thesis. The primary teaching approach in this school is indeed student-centered teaching. Most of the classes are organized in groups having the pupils do the main work under the teachers instructions. The students are continuously engaged in the learning process or discussions with their group members and a very warm environment is created under the surveillance of the teacher. However it often has happened that the topic was elaborated through lectures given from the teacher shifting to teacher centered learning methods if the teacher thought that it was the most appropriate form of delivering specific lessons.

The results coming from my research instruments related to the second item of my research are quite stable. Regarding as to whether the teacher appoints the pupils seats or they choose to do it for themselves the majority of the pupils have claimed that the teacher does not do it whereas a small number of them have approved of it. The teachers that took part in my study also denied to having appointed seats to the pupils except in cases of misbehavior.

Regarding the third item of my study, the results show that the actual situation in "Emin Duraku" is somewhat different to what the literature in this thesis and my hypotheses suggested. As Smith and Larsett (1999) suggest, problems have been often encountered as a

consequence of poor explanation and instructions given by the teacher. Pupils whose achievement is not on satisfactory levels try to misbehave more than the ones who are high achievers. Multiple activities create a positive and attractive atmosphere and help teachers manage pupils effectively as well as they should create a dynamic educational environment that gives pupils the opportunity to practice every concept that they are learning. Effective teachers use instructional strategies that engage students repeatedly throughout the entire lesson. This engagement should start early in the lesson and continue throughout the lesson introduction, body, and closure.

Pupils generally are more willing to participate and engage in activities which they find attractive. This requires great efforts and through lesson planning in order to find the most interesting ways to deliver the lesson and to attract pupils attention. This way not only the class will become more interesting, but the achievement of the pupils will be higher and consequently teaching and learning will both be on satisfactory levels. Taking into account that the teachers have claimed that they did a lot of effort in order to bring in fun activities for the pupils to engage in and how hard they try to make the learning environment attractive to them, the pupils answered that they were not satisfied with the activities that the teachers chose to use for lesson delivery. They claimed that most of the activities were not interesting and that they didn't enjoy the activities that teachers prepared for them.

Another issue that I have researched the past year is whether the teachers should use rewards and punishment as a classroom management strategy. This is a very difficult aspect of classroom management as a number of authors agree that using rewards actually stimulates the pupils towards being productive and working hard whereas some of them believe that pupils should be taught intrinsic motivation as it is the most productive way for the pupil to achieve high. While the majority of rewards given in school can be thought of as extrinsic motivators, children learn the most when guided by intrinsic motivation. Children who are intrinsically motivated display a number of behaviors that allow them to perform accordingly with their academic abilities as Spaulding (1992) suggests. For example, children who are intrinsically motivated become deeply involved in the task at hand and experience a feeling of enjoyment (Amabile and Gitomer, 1984).

Kohn is another scholar who does not recommend rewarding and punishing pupils as a method of classroom management. This approach is supported by quite stable reasons. He suggests that setting up rules at the beginning of the year and using rewards and punishments as part of the classroom management will create space for the pupils to have doubts about their own judgment and limit their becoming caring and self-reliant. He recommends that a sense of community be established in the classroom, which makes possible pupils' interaction and cooperative work towards finding solutions that benefit the whole class.

Concerning the issue of rewarding, the results are not as clear as I wish they were. About 50 % of the pupils agreed that the teacher used rewards as a motivation to achieve high results.

 They claimed that the teacher often presents the good work of one pupil to the rest of the class as an example of how the task should have been finished. However, the other 50% disagree to this item. They claim that the teacher rarely or never does this action to motivate the pupils. However, my during my field work I noticed that the teachers did motivate the pupils extrinsically by either rewarding them with good words or a good mark which I think to be right but it didn't happen to have the teacher present the good work of one pupil to the class.

The last aspect of classroom management that was part of my research has to do with teacher-pupil relationship and individual expression of pupils academic problems.

The data collected concerning this last item are quite concerning in my opinion and reflect a serious matter of classroom management in ''Emin Duraku'' primary school.

As Bondy and Ross (2008) claim, teacher-pupil interactivity makes a great impact in the overall achievement of the class, always encouraging and expecting from the pupils to achieve high.

It is of great importance for every individual in the classroom to feel special and appreciated. Taking time to have personal one-on-one conversations with the pupils will help the teacher get to know the pupils better and become aware of their daily troubles and worries as well as their expectations and interests. Coming up with such results I believe that there should be taken steps to try and improve this aspect of classroom management in this school and probably give suggestions to other primary school teachers on this topic as well since they might be experiencing similar difficulties in the classroom communities.

3 out of 4 classes where we did the questionnaire claimed that the teachers rarely or never spoke to them privately for their problems and to give them a solution for them whereas only one of the classes said that they did speak to them individually. During my observation as well, I noticed that the teachers discuss with the pupils issues that might have been concerning them as a class but they did not speak to them individually about their academic problems or expectations. This influences directly the level of achievement of the pupils taking into account that a teacher who does not understand the problems of their pupils cannot work or make a plan to solve them, therefore the pupils can only help themselves towards solving them.

This research represents continuous work and a summary of many scholars' opinions concerning the issue of classroom management and strategies to help improve it.

Regarding the question about differences between the questionnaires and the interviews, very often the pupils answered differently from the teachers, however this can be justified with the lack of skills of the pupils to evaluate the teachers' efforts of organizing the classroom community and lesson delivery. Furthermore, two people never perceive things the same way. Some of them could have might have seen the situations from different perspective thus claimed that some situations were differently from what the others stated.

Regarding differences among findings from the questionnaires, interviews and the observation report with respect to the efficiency level of lesson delivery in these classes, in general the results were similar, however small differences can be identified which can be justified by different perspectives of teachers, pupils and me. Each of us sees the situation differently, thus there have been some differences in findings.

The pupils are very satisfied with these techniques that are being used by the teachers, however certain items that have been presented in this thesis claim that teachers should make more efforts to help build healthy relationships with the classroom community especially by talking to them individually about their problems.

During my observation I saw that the pupils were very often uninterested in the lesson because the activities were sometimes boring to them and they got distracted easily by a joke someone makes or something they see out of the window. This is very normal to happen in the classroom, especially to new teachers who lack experience with such situations, but what I consider a very concerning issue is that very often the teacher ignored the fact that some pupils were not paying attention to the activity that was happening in the classroom and instead decided to work only with the pupils who were interested in the topic and the lesson.

I believe that classroom training should be organized for teachers throughout Kosovo in general in order to better provide teaching because the children deserve to be well-educated and provided the best strategies to achieve higher results.

Of course there is still much to be explored in the future concerning classroom management because it is a very broad topic that needs to be further elaborated. Research can be made on how some classroom management techniques affect students achievements during an academic year and so on.

Classroom management is a very broad topic which requires many studies, surveys, or other forms of research in order to be properly elaborated. Also, taking into account Kosovo's education system which has come to its establishment only decades ago, I believe that there is still a lot of work to be done in all aspects of teaching. Classroom management is of great

importance to the teachers as well as to the learners because it makes possible not only efficient delivery of lesson and warm atmosphere in the classroom it also makes a great impact on achieving the general knowledge of students.

6.2. Benefits

Many teachers will benefit from this research which has presented a number of classroom management strategies and the importance of classroom management on its own. They can apply certain techniques in their classrooms and create a warm friendly atmosphere will enable the lesson to develop appropriately and so can expect satisfactory results.

Also, in this thesis I have presented numerous previous researches done by various scholars which present different viewpoints on classroom management. Colin and Laslett (1993) suggest ignoring pupils when they behave badly as a classroom management strategy, claiming that it has shown positive results as the badly behaved pupils will eventually realize their own behavior and improve it. However, Brophy (1982) suggests that every pupil with bad behavior should be taken into account when planning the curriculum, and no good behavior or misbehavior should go unnoticed. He further explains that with proper curriculum, lesson planning and good instruction skills, teachers should be able to keep the pupils interested in academic tasks, thus having no space for the pupils to be distracted and act wrongly.

In this thesis I have presented many arguments by other scholars as well, which can be applied to the curriculum of any teacher. Once this research is finished and approved of by the University Council. I am more than willing to present its results to the institution where I have done my observation and other forms of research. I believe that the teachers of ''Emin Duraku'' school will take into account the results of this thesis, and by doing so replan their curriculum and start a better classroom management plan with various techniques I have presented.

The results from this study can be used to analyze the educational system in the municipality as well as in the region. Classroom management as an aspect of teaching deserves to be paid special attention as it makes a great impact in the overall process of teaching and learning process. It stimulates teachers to research for and implement new methods of organizing the classroom as well as the lessons organization in the classroom. Some of the results have been somewhat different to the hypothesis which leaves space to suggest new methods of classroom management in this school in particular as well as other primary schools of the area in order to improve teaching and to raise student's outcomes and results in the lesson as well as to create lasting

relationships within the classroom and school communities. Once the rules set by the students have been established, the teacher should be as simple as the students understand these rules and I hope this thesis will serve as a motivation or starting point for other students who want to explore, find and test ideas or classroom management strategies.

Chapter VII

7.1 Limitations to the study

Classroom management is being researched for a very long time by different education scholars, however there are still aspects of what remains to be researched in the future. My goal was to find the strategies currently being used in the primary school "Emin Duraku" in Kaçanik. By doing so, I hope to use my findings from this research to help improve and advance teaching and learning as processes in this school as well as to help other researchers in the future to have a view of the current situation in this school and compare it to other schools in Kosovo.

Even though this study is very important for the education system in our country, it also has its limitations which are to be taken into account concerning this issue. The number of participants in the study is very small which makes it difficult for the results to be generalized for the whole education system in our country. 97 pupils and 3 teachers have taken part which is below the recommended number of participants for a study to be generalized. Therefore the results of this thesis shall reflect the classroom management situation in "Emin Duraku" school only and are not to be used as a reflection of the whole education system of the Republic of Kosovo.

Another limitation to this study is the age of the participants and the reliability of the findings. Taking into account that the questionnaires that I prepared for the purpose of this research have been answered by pupils in the third and fourth grades, their age is an indicator that they are not fully able to think critically and analyze the techniques that their teachers have been using in the class.

Also they can easily be influenced by their teachers or others about answering the questionnaire.

Time is another limitation to this study. Time plays a significant role on the results. The observation report process lasted for a month and a half, however, I believe that it is a short time for an analysis such as that of classroom management. For this reason one of the research questions may remain unanswered due to the lack of time to retrieve appropriate

answers. The efficiency of lesson delivery in English language classes through the classroom management strategies that are currently in use in ''Emin Duraku'' school should take up to one academic year to analyze, or more. For this reason, one of the research questions may remain unanswered because of the lack of time to get the right answers because some questions take longer to get their answer.

There are many research ideas concerning classroom management which I could not include in my study and which are worth being developed in my country. One of them could be: Parental involvement or the lack of parental involvement and its impact on classroom management. Taking into account that parents are usually very busy with their jobs and social responsibilities they tend to withdraw from the role of educator leaving all the responsibilities to the teachers alone. The influence of parent involvement in classroom management can be very useful, necessary and this thesis can contribute to the issue of classroom management techniques.

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Appendices

Appendix A

Vlerësimi i kompetencave të komunikimit ndërkulturor nga perspektiva e mësuesit në shkollat fillore

Ky studim ka për qëllim të mbledh të dhëna rreth metodave që përdoren për organizimin e ores mësimore dhe për metodat që përdoren për të menaxhuar orën dhe sjelljet e nxënësve shikuar nga perspektiva e nxënësve gjatë procesit mësimor dhe ndikimin që ka në zhvillimin e aftësive shoqërore tek nxënësit e shkollave fillore. Të gjeturat nga ky hulumtim do të ndihmojnë në krijimin e moduleve të reja gjatë studimeve univerzitare për aftësimin e mësimdhënësve të rinj në këtë fushë si dhe stimulimin e zhvillimit të kësaj teme përbrenda planit mësimor me nxënësit e shkollave fillore.

Besueshmëria

Të gjithë informatat e mbledhura nga ky studim do të trajtohen besueshmërisht. Ju garantoheni se as ju, as shkolla juaj dhe as ndonjë nga personeli nuk do të identifikohet në ndonjë raport të rezultateve të këtij studimi. Pjesëmarrja në pyetësor është vullnetare dhe secili individ mund të tërhiqet në çfarëdo kohe.

Rreth pyetësorit

Ky pyetësor kërkon të vlerësojë metodat që mësuesit përdorin për të menaxhuar orën mësimore dhe për aftësimin e nxënësve të shkollave fillore.

Ky pyetësor zgjat rreth 30 minuta për t'u plotësuar.

 Udhëzimet rreth plotësimit të pyetjeve I keni të shkruara në fillim të faqes.

Ju faleminderit për bashkëpunimin!

Mosha :   5-7 ☐   8-10 ☐

Shkolla ku mësoni: _____

Klasa në të cilën mësoni (rrumbullakëso):   II   III   IV

PJESA I: Do të dëshironim të dinim se si e organizon mësimin mësuesi/ja juaj. Ju lutem të tregoni përgjigjen tuaj duke zgjedhur një nga opsionet e poshtëshënuara.

1. **Mësuesi/ja gjithmonë na organizon në grupe**
   Gjithmonë ☐ Shpesh ☐ Deri diku ☐ Rrallë ☐ Kurrë ☐
2. **Mësuesi/ja na jep gjithmonë detyra të ngjashme në klasë**
    Gjithmonë ☐ Shpesh ☐ Deri diku ☐ Rrallë ☐ Kurrë ☐
3. **Mësuesi/ja ka rregulla të caktuara rreth zhurmës në klasë**
   Gjithmonë ☐ Shpesh ☐ Deri diku ☐ Rrallë ☐ Kurrë ☐
4. **Nxënësit mund të hyjnë në klasë pasi mësuesi/ja të ketë hyrë**
   Gjithmonë ☐ Shpesh ☐ Deri diku ☐ Rrallë ☐ Kurrë ☐
5. **Mësuesi/ja cakton se ku duhet të ulen nxënësit**
   Gjithmonë ☐ Shpesh ☐ Deri diku ☐ Rrallë ☐ Kurrë ☐
6. **Mësuesi/ja merr shënime rreth mungesave të nxënësve**
   Gjithmonë ☐ Shpesh ☐ Deri diku ☐ Rrallë ☐ Kurrë ☐
7. **Mësuesi/ja vjen në mësim me kohë**
   Gjithmonë ☐ Shpesh ☐ Deri diku ☐ Rrallë ☐ Kurrë ☐

8. **Mësuesi/ja zgjedhë aktivitete që mua më pëlqejnë**
   Gjithmonë ☐ Shpesh ☐ Deri diku ☐ Rrallë ☐ Kurrë ☐

9. **Mësimet janë të vështira për t'u kuptuar**
   Gjithmonë ☐ Shpesh ☐ Deri diku ☐ Rrallë ☐ Kurrë ☐

10. **Mësimet janë shumë të lehta për tu kuptuar**
    Gjithmonë ☐ Shpesh ☐ Deri diku ☐ Rrallë ☐ Kurrë ☐

11. **Nëse dikush I përfundon detyrat më herët, mësuesi/ja I jep detyra shtesë**
    Gjithmonë ☐ Shpesh ☐ Deri diku ☐ Rrallë ☐ Kurrë ☐

12. **Mësuesi/ja na angazhon me detyra gjatë gjithë mësimit**
    Gjithmonë ☐ Shpesh ☐ Deri diku ☐ Rrallë ☐ Kurrë ☐

13. **Mësuesi/ja sillet shumë mirë me ne**
    Gjithmonë ☐ Shpesh ☐ Deri diku ☐ Rrallë ☐ Kurrë ☐

14. **Mësuesi/ja na qorton për gabimet tona por problemet e mëdha i përcjell te drejtori i shkollës**
    Gjithmonë ☐ Shpesh ☐ Deri diku ☐ Rrallë ☐ Kurrë ☐

PJESA II: Cilat nga këto metoda të menaxhimit të klasës përdorë mësuesi/ja juaj. Ju lutem t'u përgjigjeni pyetjeve duke zgjedhur njërin nga opsionet.

1. **Mësuesi/ja lavdëron nxënësit e mire para të gjithëve**
   Kurrë ☐ Rrallë ☐ Shpesh ☐ Zakonisht ☐ Gjithmonë ☐

2. **Mësuesi/ja u jep pike shpërblyese nxënësve të mirë**

   Kurrë ☐ Rrallë ☐ Shpesh ☐ Zakonisht ☐ Jthmonë ☐

3. **Mësuesi/ja shfaqë para gjithë klasës punën e mire të një nxënësi**
   Kurrë ☐ Rrallë ☐ Shpesh ☐ Zakonisht ☐ Gjithmonë ☐

4. **Mësuesi/ja I ndanë në banka të ndryshme nxënësit që bëjnë probleme**
   Kurrë ☐ Rrallë ☐ Shpesh ☐ Zakonisht ☐ Gjithmonë ☐

5. **Mësuesi/ja dënon tërë klasën për gabimin e një nxënësi**
   Kurrë ☐ Rrallë ☐ Shpesh ☐ Zakonisht ☐ Gjithmonë ☐

6. **Mësuesi/ja u dërgon raport prindërve për sjelljet e mira të nxënësve**
   Kurrë ☐ Rrallë ☐ Shpesh ☐ Zakonisht ☐ Gjithmonë ☐

7. **Mësuesi/ja u dërgon raport prindërve për sjelljet e këqija të nxënësve**
   Kurrë ☐ Rrallë ☐ Shpesh ☐ Zakonisht ☐ Gjithmonë ☐

8. **Mësuesi/ja largon nga klasa nxënësit për sjellje të këqija**
   Kurrë ☐ Rrallë ☐ Shpesh ☐ Zakonisht ☐ Gjithmonë ☐

9. **Mësuesi/ja bisedon me nxënësit veq e veq për problemet e tyre**
   Kurrë ☐ Rrallë ☐ Shpesh ☐ Zakonisht ☐ Gjithmonë ☐

10. **Mësuesi/ja na qorton kur bisedojmë jashtë mësimit gjatë punës në grupe**
    Kurrë ☐ Rrallë ☐ Shpesh ☐ Zakonisht ☐ Gjithmonë ☐

11. **Mësuesi/ja shfaq shprehi të mira në klasë (të ndihmuarit, të priturit, të dëgjuarit)**
    Kurrë ☐ Rrallë ☐ Shpesh ☐ Zakonisht ☐ Gjithmonë ☐

12. Mësuesi/ja nuk merret me zënkat tona në klasë

Kurrë ☐ Rrallë ☐ Shpesh ☐ Zakonisht ☐ Gjithmonë ☐

Appendix B

Të dhëna rreth pjesëmarrësit në intervistë dhe prezantimi I temës

1. Do të doja të dija më shumë rreth eksperiencës tuaj si mësues. Sa kohë ka që punoni si mësues?

2. Cili është kualifikimi juaj?

3. Me fjalë të juaja, si do ta definonit termin "menaxhim i klasës"?

4. Si e vlerësoni marrëdhënien mësues-nxënës?

5. Si e vlerësoni marrëdhënien nxënës-nxënës?

Metodat e menaxhimit të klasës?

6. Ju lutem sqaroni se si e organizoni klasën që nga fillimi i vitit (ulja e nxënësve, rregullimi I bankave/ grupimet, muret, ambienti në klasë, e tjera)

7. A keni metoda të veçanta për përfshirjen e nxënësve me nevoja të veçanta? Sqaroni?

8. Ju lutem përshkruani një ditë të zakonshme në klasë dhe strategjitë për menaxhimin e klasës që ju përdorni (Si kalojnë nxënësit nga një orë në orën tjetër? Nga një aktivitet në tjetrin? Çfarë rregullash përdorni gjatë mësimit?

9. Çfarë strategji përdorni kur nxënës zakonisht-të-sjellshëm shfaqin sjellje negative? Si dallon kjo ndaj nxënësve që zakonisht shfaqin sjellje negative?

10. Në çfarë mënyre i shpërbleni nxënësit që shfaqin sjellje të mira në klasë?

11. Çfarë strategji përdorni për të mbajtur interesin e nxënësve në nivel?

12. Sipas mendimit tuaj, cilat teknika për menaxhimin e klasës janë më produktive për klasën në tërësi?

Sfidat

13. Çfarë sfidash hasni, nëse ka ndonjë, sa i përket menaxhimit të klasës në përgjithësi?

14. Një nxënës ju rrëfen se të tjerët kanë abuzuar me të psiqikisht dhe/ose fizikisht. Çfarë bëni?

15. Çfarë këshilla keni për mësuesit fillestarë rreth menaxhimit të klasës dhe rregullave në klasë?

16. A do të dëshironit të shtonit diçka sa i përket menaxhimit të klasës për të cilën nuk kemi diskutuar?

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