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FACULTY OF LANGUAGES, CULTURES AND COMMUNICATIONS

POSTGRADUATE STUDIES- SECOND CYCLE

THESIS

**“METHODS AND APPROACHES FOR TEACHING ENGLISH AS A
FOREIGN LANGUAGE IN PRIMARY EDUCATION: CASE STUDY:
PRIMARY SCHOOLS IN SKENDERAJ”**

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I would like to thank my professor Prof Dr. Agim Poshka who helped me as my research supervisor, for her patience and her encouragement in the research. Finally, I would like to thank my wife, for supporting me and encouraging me during my study.

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Dedication

This thesis is dedicated to:

My great parents, who never stop giving of themselves in countless ways,

My dearest wife, who leads me through the valley of darkness with light of hope and support,

My son, the symbol of love and giving,

My friends who encourage and support me,

All the people in my life who touch my heart,

I dedicate this research.

Abstract

The task of contemporary teaching that focuses on the student and his needs is to prepare him for lifelong learning. In order to achieve this, it is necessary to change the role of teachers and to introduce changes in the teaching process. Lecture, or frontal teaching that prevailed in traditional schools, should be replaced by teaching with modern methods that better suit the needs of today's students in order to encourage them to become independent in their learning, encourage their creativity, learning through discovery and problem solving. Although methods of contemporary teaching are written and promoted, unfortunately, in most schools, their application cannot be found. Teachers are aware of their positive impact on student achievement, but they do not practice them for some reason. It is easier for them to tell the teaching content while the pupils passively listen to them and sit. Such teaching is directed to a teacher, not to a student.

The research methods which will be used in this MA thesis are;

- Interviews; three teachers from the three primary schools in Skenderaj will be interviewed
- Questionnaires; sixty students of these three schools will be given a questionnaire
- Observations; several classes will be observed to investigate the teaching methodology that is used by the English teachers in the primary education in Skenderaj as well as to find out how active are the students in English classes and how does this course increase their communication skills.

Key words: *Teaching methods, approach, needs assessment, student, teacher, methodology, motivation.*

Abstrakti

Detyra e mësimit bashkëkohor që përqendrohet tek nxënësi dhe nevojat e tij është ta përgatisë atë për të mësuar gjatë gjithë jetës. Për ta arritur këtë, është e nevojshme të ndryshoni rolin e mësuesve dhe të futni ndryshime në procesin mësimor. Ligjerata, ose mësimi frontal që mbizotëronte në shkollat tradicionale, duhet të zëvendësohet me mësimdhënie me metoda moderne që u përshtaten më mirë nevojave të nxënësve të sotëm, në mënyrë që t'i inkurajojnë ata të bëhen të pavarur në mësimin e tyre, të inkurajojnë krijimtarinë e tyre, të mësojnë përmes zbulimit dhe zgjidhjes së problemeve.

Megjithëse metodat e mësimit bashkëkohor janë shkruar dhe promovuar, për fat të keq, në shumicën e shkollave, aplikimi i tyre nuk mund të gjendet. Mësuesit janë të vetëdijshëm për ndikimin e tyre pozitiv në arritjet e nxënësve, por ata nuk i praktikojnë ato për ndonjë arsye. Është më e lehtë për ta të tregojnë përmbajtjen mësimore ndërsa nxënësit ti dëgjojnë ato me pasion dhe të ulen.

Një mësim i tillë i drejtohet një mësuesi, jo një nxënësi. Metodatat e hulumtimit që do të përdoren në këtë tezë MA janë;

- Intervistat; do të intervistohen tre mësues nga tre shkollat fillore në Skenderaj
- Pyetësorët; Gjashtëdhjetë nxënës të këtyre tre shkollave do t'u jepet një pyetësor
- Vrojtimet; do të vëzhgohen disa klasa për të hetuar metodologjinë e mësimdhënies që përdoret nga mësuesit e gjuhës angleze në arsimin fillor në Skenderaj si dhe për të zbuluar se sa aktivë janë studentët në orët e gjuhës angleze dhe si rrit kjo lëndë aftësitë e tyre të komunikimit.

Fjalët kyçe: *Metodat e mësimdhënies, qasja, vlerësimi i nevojave, nxënësi, mësuesi, metodologjia dhe motivimi..*

Introduction

Education in Kosovo as well as in other countries in the region faces many challenges. From educational institutions in terms of teaching and student motivation expectations are high. There has been much attention to the use of selected teaching strategies. English language today is considered in addition to computer literacy one of the imperatives of an educated man. Because of the rapid flow of information in everyday life, globalization and labor market demands, today there is a demand and interest in new educational strategy strategies as well as effective and quality teaching, which must be based on innovative methods and creative-minded learning that is always result-oriented. Students are asked to learn how to come to information, how to use them, to be independent in learning (Iva Vinduška 2016).

As a witness to the general developments of nature as social, political, economic, scientific and technological, it is imperative of time and change of teaching and learning. Educational institutions should be in step with these changes, otherwise they will not be able to keep up with their role and function of education. Independent learning is one of the most important indicators that imply an effective teaching place. If the students can work independently, this means that they have fully understood the duties and obligations. They are able to make decisions on how to handle new lessons based on their understanding of their knowledge and capacity for independent learning (Gavin Reid 2007 pg. 6).

In order for the students to be active in the learning process, they must be motivated. Education in Kosovo as well as in other countries in the region faces many challenges. From educational institutions in terms of teaching and student motivation expectations are high. There has been much attention to the use of selected teaching strategies. English language today is considered in addition to computer literacy one of the imperatives of an educated man. Because of the rapid flow of information in everyday life, globalization and labor market demands, today there is a demand and interest in new educational strategy strategies as well as effective and quality teaching, which must be based on innovative methods and creative-minded learning that is always result-oriented. Students are asked to learn how to come to information, how to use them, to be independent in learning (Iva Vinduška 2016).

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In order for the students to be active in the learning process, they must be motivated. It should be emphasized that not all students learn in the same way. Therefore, the individualization of teaching implies not only the recognition of students' needs but also the understanding of the needs of each class student and then adapting the methods according to the needs of the classroom as a whole. By doing so, the methods will be exchanged as needed in one lesson so that students with different learning needs can adapt to the required content.

This qualitative scientific paper aims at analyzing teaching methods in primary education in Kosovo, assessing traditional teaching methods, and suggesting other useful teaching methods. The use of innovative methods in educational institutions has the potential not only to improve education but also to empower people, to strengthen governance and to foster efforts to achieve the goal of human development for the country (Dr. Damodharan VS ACCA, AICWA and Mr. Rengarajan.V AICWA p. 1).

"Methodos" is a Greek word and can be translated as "the path to".

There are different definitions. We will mention some of them:

- Mattes (2007) points out those education goals are very different and therefore methods need to be different. There is no single method by which we can achieve all of our goals.

Research Overview

This research proposal will discuss different approaches to teaching and learning, respectively motivation from the perspective of teachers as well as from the perspective of students currently being implemented with particular emphasis on the subject of English language, will address their main notions and will examine the issues raised by this study in three different primary schools in Skenderaj.

Learning a foreign language means learning another culture. Students are different from each other, each one has its own needs, each perceives in its own way, everyone is listening in their own way, each one speaks in his own way, each one thinks and learns differently from another so each of them should be given the opportunity to express himself/herself! All of this requires motivation and a good will, a good course design based on a needs analysis that then leads to a successful.

The task of contemporary teaching that focuses on the student and his needs is to prepare it for lifelong learning. To achieve this, it is necessary to change the role of the teachers and to introduce changes in access to the teaching process. Lectures, or frontal teaching that prevailed in traditional schools, should be replaced by modern learning methods that are best suited to the needs of today's students so as to encourage them to become independent in their learning, encourage their creativity, autonomous learning through research and finding solutions to problems.

Research Purpose

One of the main goals of this thesis is to describe various English language teaching methods and approaches that can be used by teachers in the EFL classroom. The term ‘language teaching method’ usually denotes a coherent set of links between actions and thoughts in language teaching. The actions are the techniques and the thoughts are the principles, throughout this thesis. The thesis will try to explain, how can a teacher, in order to facilitate pupils’ learning process, choose between different teaching and learning methods and approaches in the EFL setting. A great many explanations have been put forward for taking into account the age, level, and goals of our students. In this section, we shall look at young beginners, and the ways to cope with their problems. Young students at the beginner level are naturally curious about all new things. Their minds and memories are uncluttered; they have no fear of the unknown. If they wish to connect with their peers, they may still be able to use non-verbal means of communication. It is interesting; children manage to play together, never feeling any language barriers. Amazingly, they can also retell, translate into their mother tongue what the other children are saying, relay the information to adults, regardless of the language in which it was first received.

At a foreign language lesson with young learners, no matter which method we use, we come across the same problem: children tend to rely on the patterns of their native tongue (which they are also still learning to use correctly). On the other hand, once they learn a few words, they are ready to communicate, to talk. Poems and songs are extremely useful, as well as fairy-tales, short plays, cartoons, any and all kinds of visual aids. Have them draw simple diagrams, repeating the same forms over and over again. Children can recite the same poem, listen to the same fairy-tale, sing the same song, and watch the same cartoon hundreds of time. They will enjoy drawing the same picture and laugh at the way grammar can be learned.

Throughout the history of teaching languages a number of different teaching approaches and methodologies have been tried and tested with some being more popular and effective than others. Teacher education is quantitatively marching ahead toward quality education. Along with these policies and educators and the prospective teachers teaching and studying in teacher education institutions need good curriculum and quality books. Teacher education is quantitatively marching ahead toward quality education.

The method of teaching each subject plays a pivotal role in enhancing the efficiency of their practitioners. Being complex social and cultural phenomenon, teaching is not as easy to teach as it appears. While teaching, a teacher has to keep in mind the aims and objectives of his subject, needs, interests of his pupils, the environmental situation suitable for them. Success of his profession depends upon good planning and mastery in the subject to be taught. Hence for helping the teacher some principles have been designed on the basis of general experiences traditions and researcher. These principles provide guidelines to the teacher as to what methods should be adopted in the class-room in increase the teaching efficiency. Good teachers always want that his teaching should be effective. He wants that all the students of the class should properly attend, listen to him and try to grasp what he teaches in the class.¹ The principles evolved help the teacher to carry on his routine of teaching efficiently. They provide him guidelines and keep him on the right track.

They check him from going astray. Tonsure the achievement of the teacher in the process of teaching, foreign language teaching research has been contributed both by language teachers and by related disciplines such as linguistics, psychology, education etc. Based on the findings of these contributing disciplines, we may include the following as some of the principles related to language learning and teaching:

(1) Language is a system of symbols by which people of a social group communicate, and language is based on syntax (rules of sentences), phonology (rules of sounds), morphology (rules of word formation), semantics (how symbols and meanings are related), and words.

(2) Language is a social activity, and the choice of language patterns varies according to social function and personal intention.

(3) Linguistic behavior involves innovation and formation of new sentences and new patterns in accordance with the rules of great abstraction.

(4) The language learner should focus on the meaning and treat the form of the language as means not ends of language learning.

(5) The ability to speak fluently cannot be taught directly, but develops independently in time after the learner builds up linguistic competence through sufficient practice in various meaningful contexts.

¹ Methods of Teaching English, M.E.S Elizabeth DigumartiBhaskaraRao,India, 2001, page.8

(6) Learning skills may develop poorly without guidance, and therefore the teacher needs to help students develop good learning strategies.

(7) Learning should be sequenced in order of difficulty and students acquire the language best by understanding input that is slightly beyond their current level of language competence.

(8) In teaching, we need to highlight one particular skill at a time although we teach the skill in a holistic context, because our memory is limited to processing a certain amount at one time.

(9) We learn best when we are enthusiastic, motivated and involved in a subject.

(10) Psychology, linguistics and other disciplines may provide insights useful to language teachers, but it is the language teachers themselves.

Research questions

Questions for research may include the following:

Information gathering and problem solving are often and almost always intertwined so that new information or knowledge gains trigger re-affirmation of issues. In scientific research, we share the information that we have received with qualitative and quantitative observations.

In this context, the research question will be refined after the literature review and baseline study, from the following:

1. What are the attitudes of the students of these primary schools in Skenderaj towards the use of the teachers approach to teaching methodologies?
2. What are the most frequently used ELT methods in primary education in Skenderaj?
3. What are the perceptions of the teachers regarding the need of using motivation in English classes?
4. What is the role of the students in developing the active participation, and increasing of their English ability based on the teaching methodologies used by their teachers?

Hypothesis

The general hypothesis from this research suggests that the use of contemporary methods increases the efficiency of English language teaching. From these generalized hypotheses arises autonomous learning and student motivation. The purpose of the research is to verify whether the hypotheses are sustainable. To answer the above research questions, we put the following hypotheses as the intended final results:

In the intended final hypothesis of the MA project we will try to approve or disapprove:

The main hypothesis is: *Teacher and student find useful the application of social media in the process of learning and teaching EFL.*

- Close examination of the use of teaching methodologies in primary schools. The purpose of the use of these methodologies etc.
- The perception of the teachers and conceptual activities while motivating students in English classes
- Teacher and student find useful the application of social media in the process of learning and teaching EFL.
- There is no significant difference between the views of male and female EFL learners regarding the use of various social media sources at primary school level.

CHAPTER I

THEORETICAL PART AND PROBLEM DEFINITION

1. Literature review

In this case, however, the study of autonomous learning in English must be applied in teaching foreign languages, because the potential for achieving the goal is incredibly high. It is especially important to remember that learning can also shift with sources of authentic materials by being radical for both teachers and students to allow a more imaginative use of sensitive content.

In fact, students will have the ability to choose content and subjects, and if they are interested in them, the more inspiration will be for learning, and the subject will be easier to understand. Ultimately, it is important to link the application of contemporary approaches to successful activities, as it is the best way to improve impairment and promote the process of language learning. Teachers are concerned with how to explain the teaching material to their students, and how to interpret it in the most effective way for students to embrace it. However, not various approaches and methodologies can be used to promote successful, autonomous learning. In support of this, Azizedo and Hadwin emphasize that "Lifelong learning for student education and training requires student autonomy, which means developing general learning strategies, developing students' ability to independently manage the learning process, self-esteem and awareness for their learning activities "quoted in Tot, 2010, p. 65). Examining and evolving ways of teaching and learning is a determinant of a contemporary school that seeks to change by educating students and their needs, and transforming learning into an engaging activity that is continuously analyzed and self-assessed (Vesna Buljubašić Kuzmanović 2011).

Most teachers feel that using correct technique allows them flexibility to learn English directly, as the aim is done much quicker. The premise is that in English classrooms English teachers ' serve as a channel and facilitator to the needs of the students. Various approaches and strategies should be used to promote independent, productive learning. Within the science literature a large variety of teaching approaches are identified. Significant variations in the sense of teaching and methods of learning occur among didactics. So as we speak about forms of instruction, the big intellectual disparity will be considered. Many scholars highlight the connection between the teaching approach and the intent of education, while others discuss

attitudes towards learning. In various respects, specific approaches and methodologies are defined and various scholars propose different concepts for such techniques in the same areas. To get a better understanding, certain main terms need to be clarified. Those are the basic principles, the approaches and the processes. The connection between different cognates will be seen in this chapter. The instructional approaches apply to the teacher's usage of framework, program, practices, tactics, protocols, and processes throughout the class. They are a method where the instructor aims to make learners grow as learning exercises contribute to teacher training lessons or student teaching assignments. These are events for teachers. Learning methods are: the ways, ways, practices and didactic procedures that teachers and students use during and outside of the teaching process for the transmission and acquisition of knowledge, skills and habits, for the development and formation of personality traits and traits of the individual. Historically methods have evolved, changed, perfected and modernized in accordance with social, economic and political developments. In teaching, it is very important to select and use the methods that the teacher will use. The teacher should make the lesson as interesting and dynamic as possible in the classroom, because if the teacher always uses the same methods, the teaching becomes monotonous and the pupils lose interest in the new knowledge to be gained.

Also we can say that the traditional method has many advantages and benefits that we cannot deny, but it is important to emphasize contemporary methods of discussion and group work, through which each educator encourages collaborative learning and participatory learning. Methods and techniques of discussion and group work are of particular importance and are intended to teach students long-term learning habits, develop critical thinking, have a major impact on how students process information, and solve problems and collaborating with others. All of these, therefore, are habits, knowledge, and values interconnected.

1.2 Needs analysis

Needs analysis has a vital role in the process of teaching methodologies and approaches. The role of needs analysis in any English class is indisputable. Informal needs analyses have to be conducted by teachers in order to assess what language points their students need to learn. Needs analysis is the first step in designing an English syllabus and it provides validity and relevancy throughout the entire course. As this MA project deals with teaching methods in primary education, it is important to emphasize in what ways teachers choose which methods to use in their work and to what extent they are trained to gain knowledge during planning and implementation of teaching. The aim of this research would therefore be to investigate the attitudes, opinions and perceptions of teachers and students with respect to teaching methods and to gain insight into the teaching methods in the curriculum they teach and to assess if there is a substantial gap between teachers' attitudes and opinions on methods in primary education. Effective and autonomous learning can offer the students a sense of autonomy and success in their learning, generating conditions where they can check or evaluate their concepts, and relate them to their knowledge. Allowing students to share themselves honestly and to offer opinions and suggestions about everything they know and compose independently, taking forward their own knowledge and investing forward learning by research and applying it in real life. Therefore, in active teaching, students should become an active participant in all learning activities that encourage practical learning. There is a wide range of learning strategies that encourage active learning among primary students and only the use of a variety of methods enables the active participation of students in teaching (Zayapragassarazan, Kumar, 2012 as quoted by Lukić 2014). When English as a Foreign Language (EFL) learners begin learning English at an extremely young age, EFL tertiary level teachers may prepare to encounter students with higher standards of English expertise in lecture halls. How there is nothing modern to address this problem and the subsequent controversy (Ajideh, 2006; Benesch, 1993; Gieve, 1998; Kramsch&Nolden, 1994).

The role that literature plays within this context has also received attention. Examining literature's role in this trend, Hall (2005) noted the increasing tendency of introducing literature to facilitate language teaching since the latter part of the past century. Evidence (Ajideh, 2006; Paran, 2008) has since suggested that this is no longer a trend but has become the norm.

However, as Paran (2008) duly noted, although much research has identified how best to utilize literature in the EFL classroom, little research exists on how learners react to classroom literature teaching practices. Also we can say that acquisition focuses on language understanding, while instruction focuses on the grammar codes, which generate the right expression. It requires all of these roles. The feedback into language acquisition is most successful when it is normal, important and understandable. Introducing English as a Foreign Language (TEFL) requires teaching English to students of different first languages. TEFL may occur either within or more privately within the state education system, at a language school, or through a tutor. To people who have immigrated there (either briefly to education or jobs, or permanently), TEFL may often take place in an English-speaking area.

1.3 English teaching methods

Throughout the history of teaching languages a number of different teaching approaches and methodologies have been tried and tested with some being more popular and effective than others. Teacher education is quantitatively marching ahead toward quality education. Along with these policies and educators and the prospective teachers teaching and studying in teacher education institutions need good curriculum and quality books. Teacher education is quantitatively marching ahead toward quality education. Along with these policies and educators and the prospective teachers teaching and studying in teacher education institutions need good curriculum and quality books. Teacher education is quantitatively marching ahead toward quality education. The teaching method for each subject plays a pivotal role in improving their practitioners' effectiveness. The training is not as straightforward to teach because it tends to be deep social and cultural phenomena. When teaching, a teacher must keep in mind the objectives and priorities of his subject, the needs, the desires of his students, and the correct environmental condition for them. His profession's performance relies on sound preparation and knowledge of the subject to be learned. Therefore, certain guidelines on the basis of common encounters practices and researcher were built to support the instructor. Such values provide the instructor with guidance for what strategies to follow in the classroom to improve the quality of teaching. Effective teachers also want good instruction from him.

He wants all class students to attend properly, listen to him and try to grasp what he's teaching in class. The principles evolved help the teacher to carry on his routine. Based on the findings of these contributing disciplines, we may include the following as some of the principles related to language learning and teaching:

- (1) Language is a system of symbols by which people of a social group communicate, and language is based on syntax (rules of sentences), phonology (rules of sounds), morphology (rules of word formation), semantics (how symbols and meanings are related), and words.
- (2) Language is a social activity, and the choice of language patterns varies according to social function and personal intention.
- (3) Linguistic behavior involves innovation and formation of new sentences and new patterns in accordance with the rules of great abstraction.
- (4) The language learner should focus on the meaning and treat the form of the language as means not ends of language learning.
- (5) The ability to speak fluently cannot be taught directly, but develops independently in time after the learner builds up linguistic competence through sufficient practice in various meaningful contexts.
- (6) Learning skills may develop poorly without guidance, and therefore the teacher needs to help students develop good learning strategies.
- (7) Learning should be sequenced in order of difficulty and students acquire the language best by understanding input that is slightly beyond their current level of language competence.
- (8) In teaching, we need to highlight one particular skill at a time although we teach the skill in a holistic context, because our memory is limited to processing a certain amount at one time.
- (9) We learn best when we are enthusiastic, motivated and involved in a subject.
- (10) Psychology, linguistics and other disciplines may provide insights useful to language teachers, but it is the language teachers themselves.

1.4 Various methods

A system of teaching is very necessary in the learning and teaching process. The instructor with a strong teaching approach is popular with the students. A strong instructional approach allows for strong instruction. A successful instructor is still on the look-out for an appropriate teaching process. One approach asks the instructor how to explain the question. One form is a worker rather than a boss. A strong instructor is seeking to work things out first. Choosing the correct approach guarantees instructor efficiency. It assists in hitting targets. Let's all first learn what one form is? In a system the ' how ' of the universe is essential. Our communicative teaching method is focused on improving communicative competence in English by using techniques where the teacher acts as a facilitator in the classroom, while encouraging students to use the English language as often as possible. The grammar – Translation method is not new. It has had different names but it has been used by language teachers for many years. It was once dubbed the Classical Approach because it was first used in teaching the classical, Latin and Greek languages (Chastain, 1988). This approach was utilized earlier in the century to help students learn and understand literature in a foreign language.

Such practice was also intended to make them communicate and compose their native language more. Let us try understanding the Grammar – Translation Method by observing a class where the teacher is using it.² The grammar–translation method originated from the practice of teaching Latin. In the early 1500s, Latin was the most widely studied foreign language due to its prominence in government, academia, and business. However, during the course of the century the use of Latin dwindled, and it was gradually replaced by English, French, and Italian. It's really important to glance back at the past of FL instruction. It helps one to learn the different patterns and, most specifically, to raise any questions regarding how best to teach the FL. Stern (1983: 75) advises that we "see for ourselves and ... Explore to what degree our own language acquisition and language teaching background has affected our second language teaching. The teacher translates each word and sentence in to the mother tongue. This is one of the simplest ways of teaching a foreign language. Neither the teacher nor the taught have to make extra efforts to learn the target language. The theoretical principles which have traditionally inspired

² Technique and principles in language teaching, Diana Larsen – Freeman, Oxford, Second edition, 2003, page. 22

the diverse methods come from different linguistic and psychological conceptions. Language and learning are the two foundation stones on which methods have been based. Language is reduced to the grammatical system. The sentence is the key reference unit, so it must arrange the morphological elements according to a set of prescriptive laws. The linguistic model is defined using the logic-semantic criterion. Learning is perceived as a product of a tremendous academic endeavor where rules and terminology need to be memorized. This mental discipline is taken to a general social conduct. In the mid and late 19 century, Europe experienced a wave of increasing opportunities of communication, due to industrialization and international trade and travel. A need to improve oral foreign language skills was felt. Grammar – translation approach has already been identified by language teachers to be insufficient and unsuccessful in improving ' communicative abilities ' in learners. I firmly support an alternate form of using words in situations, while removing the mother tongue. Language can be learned only through demonstration. Instead of analytical procedures of explaining grammar rules, students must be encouraged to use language naturally and spontaneously so that they induce grammar. The learning of second language was seen as parallel to the acquisition of the child's first language. This method therefore emphasize the importance of sound, simple sentences and direct association of language with object and person of immediate environment – the classroom, the home, the garden, etc. classroom instruction is conducted exclusively in the target language. The teacher should demonstrate not explain or translate. Never interpret – show Instruction typically focuses on oral ability creation.

Characteristic features of the direct method are:

- teaching concepts and vocabulary through pantomiming, real – life objects and other visual materials
- teaching grammar by using an inductive approach (i.e. having learners find out rules through the presentation of adequate linguistic forms in the target language)
- centrality of spoken language (including a native-like pronunciation)
- focus on question-answer patterns

Direct method is a method of teaching language directly establishing a direct or immediate association between experience and expression, between the English word, phrase or idiom and its meaning through demonstration, dramatization without the use of the mother tongue. The term auto – lingual method approach is used to denote a specific pedagogical

orientation which grew out of language – teaching programs. The basic difference from conventional methods is that language should be learned as expression and not as writing and grammar, as a living means of communication rather than as a fossilized collection of written laws and paradigms. Language – language is characterized as audio-lingual, includes skills in speech and speech comprehension, whereas reading and writing are secondary skills. His method reflects the views about language held by the structural linguists (Bloomfield, 1942; Fries, 1945; Lade, 1964; Pike, 1967) and the behavioral psychology (Skinner, 1957).

They consider language use as a set of habits acquired primarily through imitation and repetition. The basic tenets of this method are (Chastain, 1976):

- 1) The goal is to develop in the students the same types of abilities that native speakers have.
- 2) The first language is not referred to in learning the target language.
- 3) The desired skills are acquired basically by setting up teaching and learning situations in which the students are conditioned to give correct response to oral or written stimuli, and students are not allowed time to think about their answers.
- 4) Pattern drills are to be taught without explanation.
- 5) Students learn to understand, then to speak, later to read and finally to write.

1.5 Classroom procedures are

There we will introduce the classroom procedures.

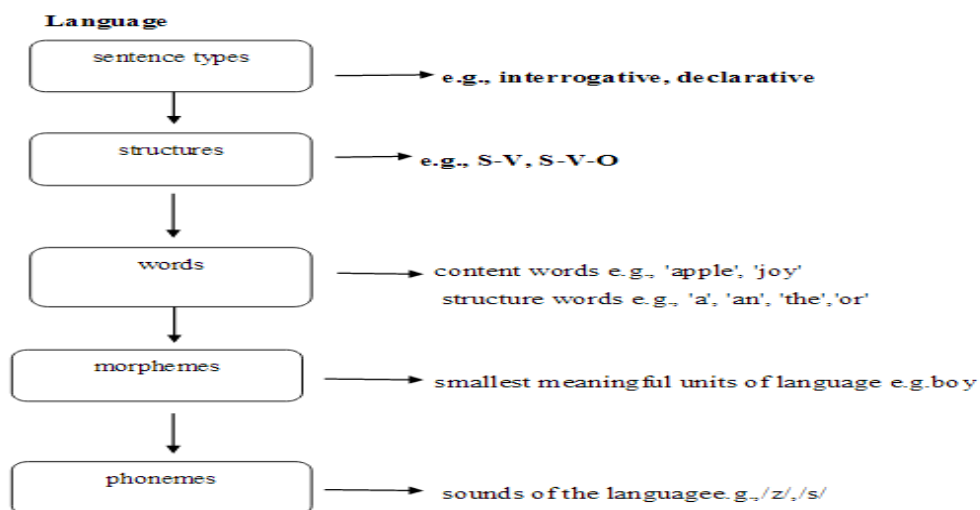
- 1) Students hear a model dialogue.
- 2) Students practice by repeating the dialogue after the teacher or a recorder until they can distinguish the sounds and intonations. They repeat in groups and then individually until they memorize the dialogue.
- 3) Students do pattern drills, and explanation is kept to minimum; use of the first language is not encouraged. The purpose here is tenable the students over-learn the structure involved the point of automaticity.
- 4) Students have an opportunity to use the patterns in a new context such as asking each other question. In each teaching unit, there is a careful sequencing of activities in a continuously

increasing level of linguistic difficulty. Throughout the sequence, the teacher is in control of all language practice to condition correct language habits. Learners play a reactive role by responding to the teacher's stimuli. One of the apparent benefits of this approach is the design drills that are perfect for constructing structural certain positive points include stressing proper grammar and pacing according to the language systems ' degree of complexity. The scope for students to learn oral skills has a strong impact on the instruction of international languages in Europe and in the USA. For do so, European students didn't have to fly too far. Understanding, but caution should be taken to teach the framework as context, not as ends. For the U.S.A. world affairs this condition was not the same. FL methods modified. As Brown (1983:70) points out, "World War II then broke out and the United States was immediately drawn into a worldwide fight, raising the need for Americans to become orally fluent in the languages of both their friends and their adversaries. Thus, structuralism, which began to address the logic-semantic complexity of standard grammars, introduced the empirically logical classification of languages focused on type and delivery without taking into account any context, as Bloomfield and other linguists have traced The subjective reference to words was replaced by the objective precision of morphemes as the units which shape phrase and sentence structures.

The current spoken language was the subject of description and a corpus of data was required to carry out the study. Skills are taught in the following order: listening, speaking, reading and writing. Language is taught through dialogues with useful vocabulary and common structures of communication. Students are made to memorize the dialogue line by line. Learner mimics the teacher or a tape listening carefully to all features of the spoken target language. Pronunciation like that of native speaker is important in presenting the model. Through repetition of phrases and sentences, a dialogue is learned by the first whole class, then smaller groups and finally individual learners. During the next point, reading and writing should be added. The oral lesson taught in the previous chapter is the content of reading to establish a connection between expression and writing. The training content is first presented orally. During the early phases, learning is limited to transcriptions of already studied concepts and dialogues.

1.6 Structural approach

The approach is mostly about form as the name implies. The theory is that every language is comprised of complicated laws on grammar. Such principles are to be learned in a particular sequence similar to this method, for example the reasonable option should be to teach the verb "to be" before teaching the current constant which involves the use of the auxiliary form of the verb "to be." Each language has its own pattern of structure. The structural approach is an outcome of the experiments carried out in language teaching in the army campus during World War II. Meaningful words are used in particular order. Every structure embodies an important grammatical point. A statement has to have a grammatical context. The different combinations of terms or symbols are called frameworks. Words are used here particularly to express their purpose and sense. Structures are the grammar devices therefore, which cannot be mistaken with sentences. In a certain order the formal solution to English is to teach the learner those chosen constructs. The specific arrangement of terms or phrases is called frameworks. Structure may be full structures, or part of a broad sequence. Language is used as structurally linked components for the sense decoding of phonemes, morphemes, terms, concepts. It can be diagrammatically represented as:



3

³ Nagaraj, G. 2012. English Language Teaching (second edition). Orient Blackswan

There may be four styles of constructs in the structured approach: Sentence patterns; Phrase patterns; Formulas and Idioms. Sentence template is the word model from sentence forms constructs terms morpheme shone me and can render several objects of the same sort of form like vehicles that look the same or shoes made of the same size and shape but maybe in different colors'. Therefore, a sentence template is a sentence model which, while made up of specific terms, would be of the same form and build. Phrase Patterns collection of terms that convey an thought without it becoming a clause paragraph in the pipe, e.g. at the home, on the bed..

1.6.1 Principles of Structural Approach

The principles of Structural Approach are like below:

- (i) Importance is provided to student behavior, rather than instructor operation.
- (ii) Importance to the work of voice.
- (iii) Importance is provided in the creation of appropriate language habits among the students, particularly in arranging words in English to replace the pupil's mother's sentence patterns.

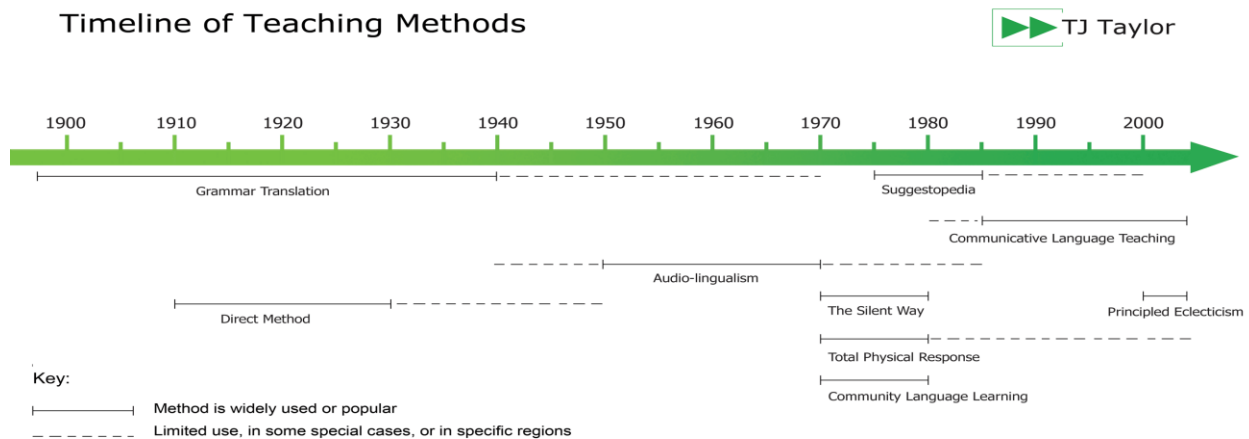
1.6.2 The aims of Structural approach

Structural methodology aims at developing four fundamental skills: hearing, communicating, reading and writing. It even widens the students ' vocabulary. This compares grammar and writing instruction with text- lecture. It enhances and corrects the communication patterns of pupils. It makes classroom environment interesting and natural. It develops student's interest in creating meaningful situations. This places special focus on the aural-oral solution, positive approaches and, for its sake, criticism of standard grammar. This also helps the kids to learn an important vocabulary of about 3000 root words for productive usage.

1.6.3 Merits of the structural approach

The benefits of this method are that it can be applied for all levels of schooling. This emphasizes habit-forming, by intense training, the students develop the practice of using the English language leading to a lot of oral training. It provides enough opportunities to the students to express their ideas and feelings and makes both teacher and students active which is psychologically sound. It puts more emphasis non-speech or oral aspects of learning. The students are provided with carefully selected and graded language material. Making use of this approach the teacher can attend to more or almost all students of his class.

1.7 Communicative Language Teaching



In fact, the Communicative Approach is a paragliding concept – a broad technique rather than a particular teaching framework, which is now the recognized ' norm ' of English language teaching. Communicative Language Teaching is a logical follow-up to the 70's response to previous approaches that over-focused on teaching grammatical constructs and standard sentences, and give little to little consideration to how language is actually used. The Communicative approach emphasizes the ability to communicate the message in terms of its

meaning, instead of concentrating exclusively on grammatical perfection or phonetics. Therefore, the understanding of the second language is evaluated in terms of how much the learners have developed their communicative abilities and competencies. The question of how adults learn a second language, rather than the identification between children's L1 and adults' L2 learning, is at the core of this method. Adults show more inhibitions, they tend to analyse what they learn in a conscious way, and have a fear of making mistakes. Curran (1972) found that adult language learners' susceptibility to anxiety and concentrated on developing a warm and welcoming autonomy of the ' group. 'In psychological words, this approach derives from the ideas of Rogers regarding learners in the position of clients and instructors as non-directive counselors. Essentially, it believes that utilizing the language is as essential as simply understanding the language.

The Communicative Language Teaching approach has distinct features that differentiate it from previous methods:

- Comprehension occurs through successful student engagement in the foreign language.
- Teaching occurs through the use of credible English texts.
- Students not only study the second language but also develop approaches to comprehend it.
- Importance is given to learners' personal experiences and situations, which are considered as an invaluable contribution to the content of the lessons
- Using the new language in unrehearsed contexts creates learning opportunities outside the classroom.

The most popular educational model implemented in the Communicative Method context is the Functional-Notional approach which emphasizes syllabus organization. This breaks down language usage into five specific divisions that can be examined more easily: personal (feelings, etc.), organizational (social and working relationships), and orders (influencing others). The function of affect and emotion, the conceptions of learning as a student and tutor as a mentor, coupled with a conception of language as a method, lead to a series of methods that incorporate conventional and creative strategies.⁴

⁴ Stern, H. H. (1983): *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.

1.8 Teacher Role and learners' motivation

The effect that the ESOL teachers' own views of their professional positions have on their students' learning and achievement is well established in the wider literature on educational psychology (Beijaard et al. 2000). However, the relation between the teachers' own perception of their position and the encouragement of the learners was not frequently discussed. Firstly, it has been known that teachers' own images of their professional roles are largely determined by their training, their own practical experiences as learners, and the local educational contexts (Ben-Peretz et al. 2003). Furthermore, the engagement and encouragement of EFL learners to engage in the foreign language classroom has been shown to be related, inter alia, to the sense of professional obligation of their teachers (e.g., Lee 1998; Abu-Rabia 2004). The present research aims to connect freely the own definition of professional growth of EFL teachers and their own perception of the effect it has on their learners' motivation. Our investigation focuses on the Greek ESOL domain and, in particular, on the state-controlled school sector. We research the relationship between the beliefs of Greek state-school EFL teachers (n = 421) concerning their own role in the foreign language classroom and their understanding of their learners' motivation and participation levels. By looking at the viewpoints of teachers on the effect their instruction has on the success and accomplishment of their own students, we draw comparisons between:

- (a) The perceptions of teachers as pedagogues and educators, and the degree to which these perceptions are affected by their education / training and personal learning and teaching experiences;
- (b) The wider situation of EFL in Greek.

EFL teachers use a range of course books and materials, plus a variety of audio-visual aids. A strong emphasis is placed on dialogue and role-playing, but more formal exercises, language games and literature are also used. The content of lessons varies depending on the reason why the students are learning English, e.g. whether it's for business use for adults, school work for children and so on. The aim of each lesson is to encourage the students to communicate

with each other using the structures and vocabulary they've learnt and to improve the four basic language skills of listening, speaking, reading and writing.

Typical tasks that may be carried out include:

- classroom management;
- planning, preparing and delivering lessons to a range of classes and age groups;
- preparing and setting tests, examination papers and exercises;
- marking and providing appropriate feedback on oral and written work;
- devising, writing and producing new materials, including audio and visual resources;
- organizing and getting involved in social and cultural activities such as sports competitions, school parties, dinners and excursions;
- attending and contributing to training sessions;
- participating in marketing events for the language school;
- preparing information for inspection visits and other quality assurance exercises;
- Freelance teaching on a one-to-one basis; basic administration, such as keeping student registers and attendance records.

1.9 Curriculum area – Languages and communication

The curriculum area, based on the Curriculum Framework, includes the following subjects: mother tongue, first foreign language (English), local language, and other foreign languages. This area allows pupils to develop and nurture the use of language as a communication tool at school, in daily life, in their professional life, and in public life. Through this curriculum area, in every subject, all competencies should be achieved, as defined in the Curriculum Framework. The main goal of the Core Curriculum for the Language and Communication area is to enable pupils to develop basic skills in subjects included in this area. As a result, at every stage or level, pupils may apply communication skills based on the development of language skills of listening, speaking, reading and writing. Therefore, the learning field of Language and Communication allows contact to be realized through: hearing,

communicating, reading and writing, which are interdependent and grow as interrelated with one another. Areas of vocabulary and of contact. Language and communication areas in the first stage (pre-primary grade and grades: I, II) and in the second stage (grades: III, IV, V) consists of two subjects: mother tongue and first foreign language (English). Mother tongue is taught across all stages of Curriculum, from preschool grade up to the twelve grade. English begins at the first level and is taught until the last upper secondary school grade. The field of Languages and Communication and the subjects it comprises must attain the six competencies identified by KCF: Efficient Communicator, Innovative Thinker, Good Learner, Active Participant, and sound Responsible Citizen. These are set in curriculum frameworks through essential learning outcome which are achieved through essential learning outcomes, and need to be achieved through key curriculum stages, during the process of instruction as well as selection and organization of learning experiences. Competencies are integrated in a balanced way to include knowledge, skills, attitudes and values.

Through competencies defined by the Curriculum framework for Languages and Communication area pupils should:

- communicate and express through languages, symbols, signs and codes; speak, listen, read and write and express themselves in their mother tongue and in (at least) one foreign language;
- engage in and contribute to a respectful and productive dialogue;
- give and receive feedback in a constructive and creative way;
- respect general rules of and engage creatively in any communication and interaction;
- manifest knowledge in the field of culture, linguistics, literature in individual and public life; make effective and responsible use of ICT and media as important means of information, learning, communication and interaction.⁵

1.9.1 The Core Curriculum document supports

- Pupils - in their gradual development, in the development of skills for lifelong education and easy social integration, preparing them to cope with life challenges;

⁵<http://masht.rks-gov.net/uploads/2015/10/core-curriculum-for-pre-primary-grade-and-primary-education-in-kosovo.pdf>

- Teachers - in the planning and implementation of successful work with pupils - learning activities in the classroom and outside the classroom, in answers to the questions: Why and for what purposes the pupils should learn; What, When, How much and How the pupils have to learn, as well as What, When and How to assess pupil achievements -implementation and effectiveness of learning activities, and
- Parents - in accurate pursuing of the achievement of competencies of their children in certain periods of time based on knowledge, behavior, feelings and attitudes that they manifest in different life situations, in harmony with the learning outcomes of curricular areas and stages.

Each formal level of pre-university education should develop at pupils' the knowledge, skills, attitudes and values in accordance with the requirements of a democratic society, by:

- Cultivating personal, national identity, state and cultural affiliation,
- Promoting general cultural and civic values,
- Developing responsibilities towards yourself, towards the others, towards society and towards Environment,
- Training for life and work in different social and cultural contexts,
- Developing entrepreneurship and the use of technology,
- Training for lifelong learning.⁶

⁶<http://masht.rks-gov.net/uploads/2015/10/core-curriculum-for-pre-primary-grade-and-primary-education-in-kosovo.pdf>

CHAPTER II

2. METHODOLOGY

First, the definitions of methods and procedures from different sources will be defined. Methods and methodologies in teaching are not universal and have different opinions on this issue. As a baseline, the MA Thesis research will examine the current situation of English teachers' approaches to teaching English as a foreign language at the primary schools in Skenderaj. Both **qualitative** and **quantitative** research methods will be used for the thesis, interviews, questionnaires and classroom observations.

2.1 Interviews

Three teachers from Skenderaj's three primary schools will be questioned to find out various teaching and learning methods, both inspiration from the teachers' viewpoint. Open-ended and closed-ended queries on strategy and instructional methods would often be discussed in English classes at primary schools.

2.2 Questionnaire

Sixty students of the three primary schools in Skenderaj will be given a questionnaire in order to identify their attitudes towards the perspective of students regarding the teaching methodologies and approaches used by their teachers. Then, Likert scale will be used to measure teachers and students' satisfaction and attitude on this matter.

2.3 Observations

Many classes will be studied to examine the teaching methods as well as to figure out how involved the students are in English classroom, and these classes improve their communication abilities given the behavior of the instructors. This MA thesis would also involve realistic methods of analysis, together with direct interviews with specific experts to address the problem posed with a target in primary schools in Kosovo.

2.4 Participants

This part consists of the number of participants in the study, the way the sample was selected, design of the study, instruments or measures used to collect data for our hypotheses as well as the procedure I underwent to conduct our research. This research will combine the qualitative and quantitative research methods. The research will be composed of questionnaires, systematic observation, analysis and the comparison of modern and traditional teaching methods and the result of their success before and after applying these methods and which will be presented in graphical way. The quantitative data collection will include questionnaires which will inform about learners' and teachers' opinions and preferences. The responses of each method will be analyzed and a specific conclusion will be achieved which is going to contribute in applying better ways of teaching English as a foreign language. Moreover, I will do the study in two aspects: theoretical and empirical. Emphasis will be focused on comparing Traditional Teaching Methods vs. Modern Teaching Methods.

Theoretical-collection of national and international literature in the concepts of theories of EFL teaching methodologies And, Empirical/practical- where I will use the champion -simple structured sample. Interviews; three teachers from the three primary schools in Skenderaj will be interviewed.

- Questionnaires; sixty students of these three schools will be given a questionnaire
- Observations; several classes will be observed to investigate the teaching methodology that is used by the English teachers in the primary education in Skenderaj as well as to find out how active are the students in English classes and how does this course increase their communication skills.

Traditional teaching is under the influence of advancing slow information technology oriented towards adapting new flows for advancement and computerization of the education system. Education at the beginning of the 21st century, of course, obliged the most widespread application of information technology, including daily life, the organization and functioning of teaching and learning. Teaching of many subjects, including English, in the information technology environment becomes interdisciplinary. Knowledge of a foreign language, such as the English language, becomes a necessary condition for advancing the personal and professional development of an individual and of society as a whole.

Technology will not replace teachers. Teachers using technology will replace those who do not use it (Ray Clifford)

To achieve more profound and compelling results than those within this MA thesis, there are areas that need to be improved. Most importantly, it would be to evaluate whether the use of contemporary methods really helps teachers and students and how to feel the two sides more secure and at the same time focus more deeply on the target language, also taking into account the time management. This would also allow researchers to compare different cases in different environments. Of course, it would be important for researchers to broaden this research by not only involving high-level students but also the other stages of education, public and private. It may be possible for research and circumstances to play a decisive role in the findings that will arise and thus influence and assist students. Another area that we would have wanted to investigate more if we had the resources and time would be to try and find out which specific situations your mother tongue can help in an English language lesson (Richard Miles, 2004).

The first stage in the data collection was conducting interviews with 30 EFL teachers and 100 EFL students shown in the table below. The native language of participants was Albanian Language.

HIGH SCHOOL	EFL TEACHERS	EFL STUDENTS (FIRST CLASS)	EFL STUDENTS (THIRD CLASS)
Primary school in Skenderaj	30	50	50

Tab.nr.1

The questionnaire include this data

The total number of respondents

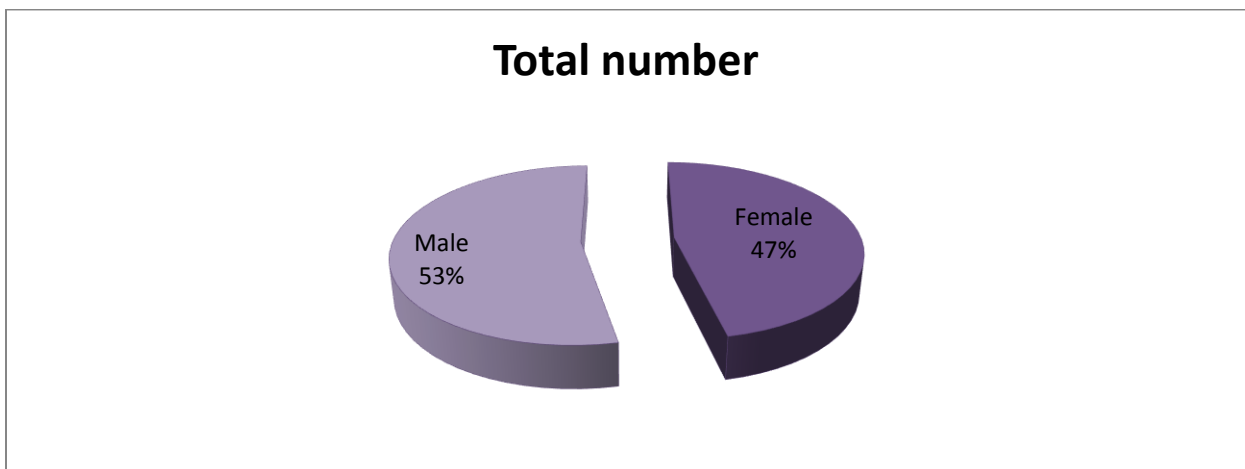
Gender	30
The age of respondents	From 25 till 50
Location of living	Skenderaj

THE RESEARCH RESULTS ARE PRESENTED IN TABLES AND GRAPHICS

The total number of interviewed teacher is 30 from them 14 are female and 16 are male.

Total number	30
Female	14
Male	16

Tab.2

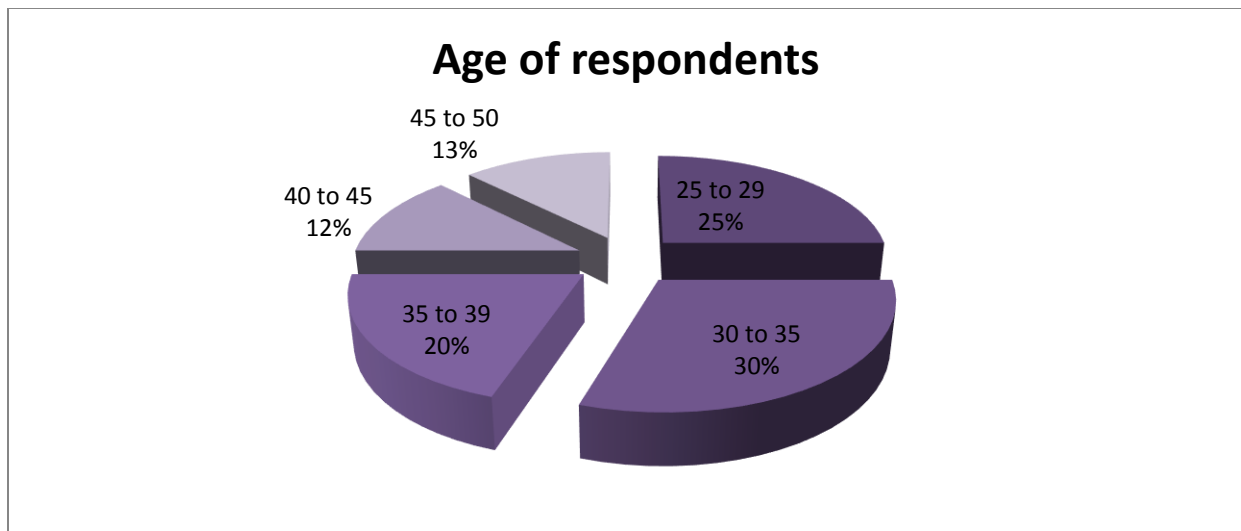


Graph.2

By this graph, we can understand that 53% of interviewed teachers are Male and 47% are women.

Age of respondents	Number of teachers
from 25-29	10
From 30-35	12
From 35-39	8
From 40-45	5
From 45-50	5

Tab.3



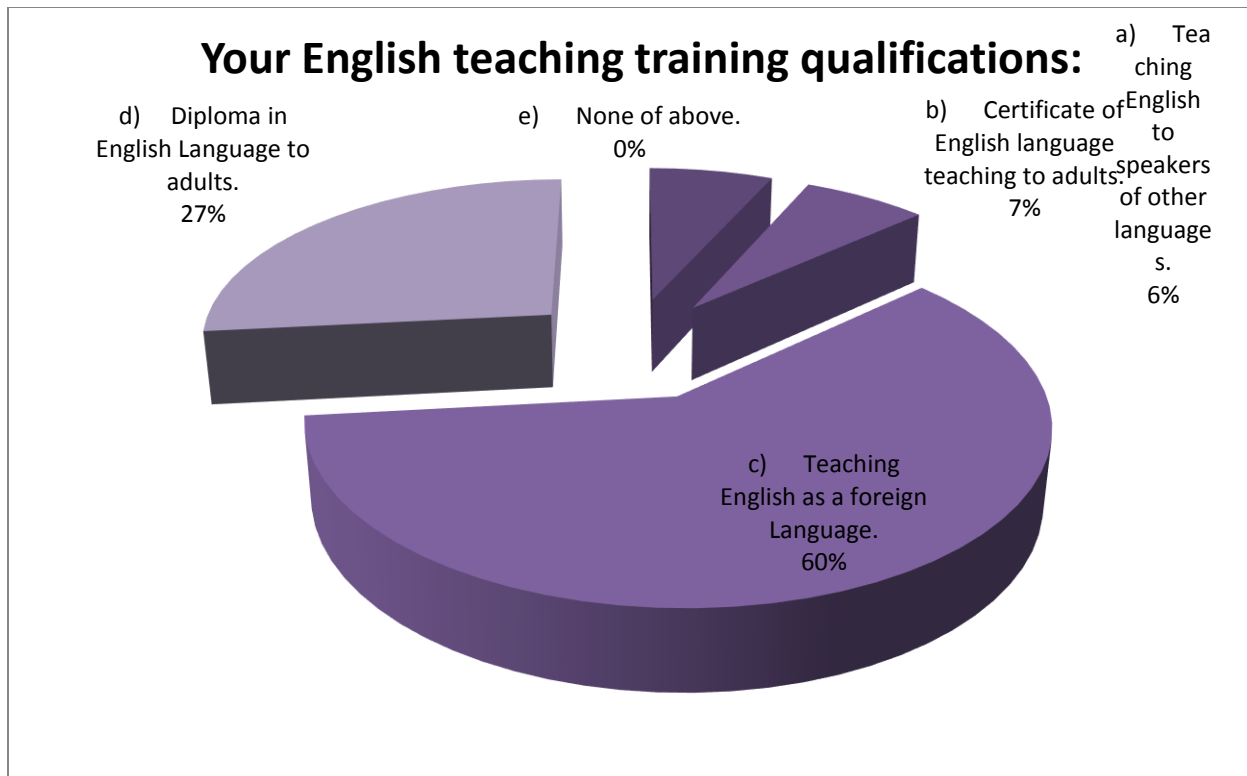
Graph.3

Generally speaking, there are no rigid age limits to teach English abroad, but every country or school has different requirements and/or restriction. While a large number of teachers abroad are in their early 20s as they are more mobile in their life after college, teaching jobs are professional positions and many schools are looking for a level of maturity and both life and professional experience (even if it's not necessarily in teaching) when they hire English teachers. By this graph, we can understand that the Teachers that teach English Language in Skenderaj are mostly in age 30 to 35 in 30%, with 12% is the age of teachers from 40 to 50. A teacher who promotes interaction in the English class does justice to their profession by empowering learners and helping them develop their communication skills. They motivate their students; create opportunities for them to interact with one another through communication (communication through entertainment) activities such as role-plays, group discussions, mock interviews, etc.

1. Your English teaching training qualifications

	30 EFL Teaching
Teaching English to speakers of other languages.	2
Certificate of English language teaching to adults.	2
Teaching English as a foreign Language.	18
Diploma in English Language to adults.	8

Tab.4



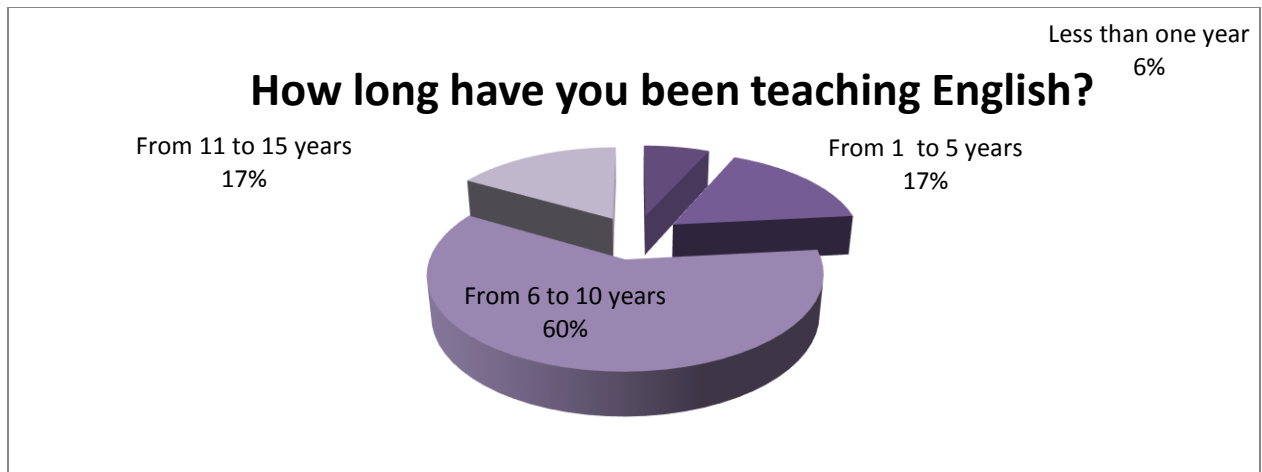
Graph.4

60% of the interviewed teachers have The diploma of Teaching English as a Foreign Language, 6 % of them have the Diploma for Teaching English to speakers of others languages.

2. How long have you been teaching English?

EFL teachers - 30	
Less than one year	2
From 1 to 5 years	5
From 6 to 10 years	18
From 11 to 15 years	5

Tab.5



Graph.5.

Educational researchers have been able to pin down how much teacher experience matters.

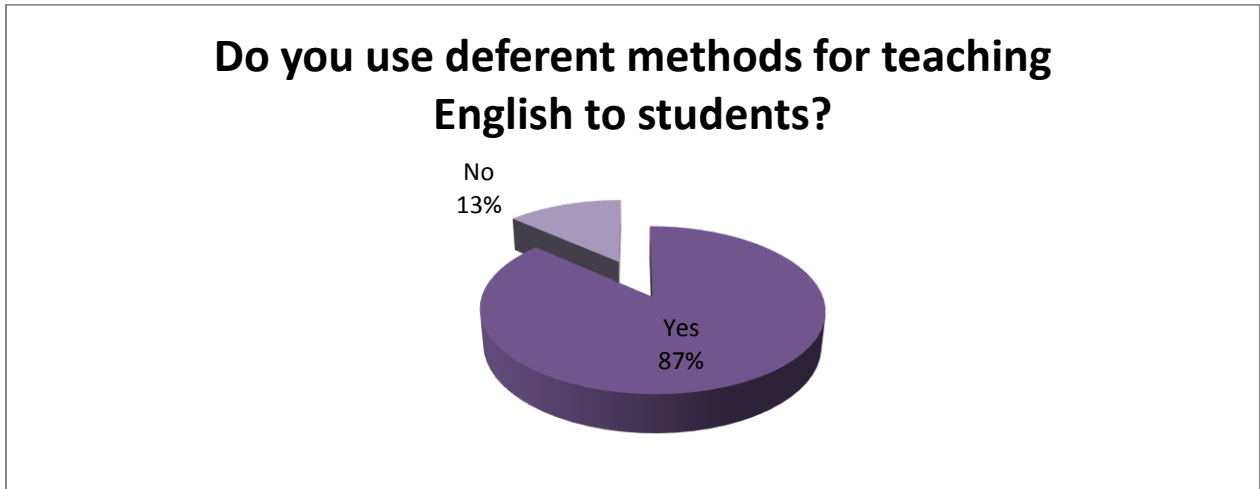
- **Experienced teachers are on average more effective in raising student achievement than their less experienced counterparts.** This happens not just because experienced teachers are more likely to work in schools and classrooms with more advantaged students. When researchers carefully adjust for this reality, they still find that more experienced teachers are, on average, more effective than teachers with fewer years of classroom experience. In the research I have done with colleagues on teacher performance in Skenderaj the greater effectiveness of experienced teachers in boosting student achievement is clear for elementary, middle, and high schools alike.
- **Teachers do better as they gain experience.** Researchers have long documented that teachers improve dramatically during their first few years on the job. Less clear has been what happens after those early years. In our new research on middle school teachers in Skenderaj, we find that math teachers become increasingly effective at raising the test scores of their students through about 15 years. At that point, they are about twice as effective as novices with two years of experience. The productivity gains are less dramatic for middle school English teachers, but follow the same trajectory. On average, even teachers with two decades or more of experience are far more effective than those same teachers were earlier in their careers.
- **Experienced teachers also strengthen education in other ways** beyond improving test scores.

3. Do you use deferent methods for teaching English to students?

EFL teachers - 30

Yes	20
No	10

Tab 6.



Graph.6.

87 % of teachers are using different methods for teaching English to student, 13 % of them are continuing with traditional teaching. No two teachers are alike, and any teacher with classroom teaching experience will agree that their style of teaching is uniquely their own. An effective teaching style engages students in the learning process and helps them develop critical thinking skills. Traditional teaching styles have evolved with the advent of differentiated instruction, prompting teachers to adjust their styles toward students' learning needs.

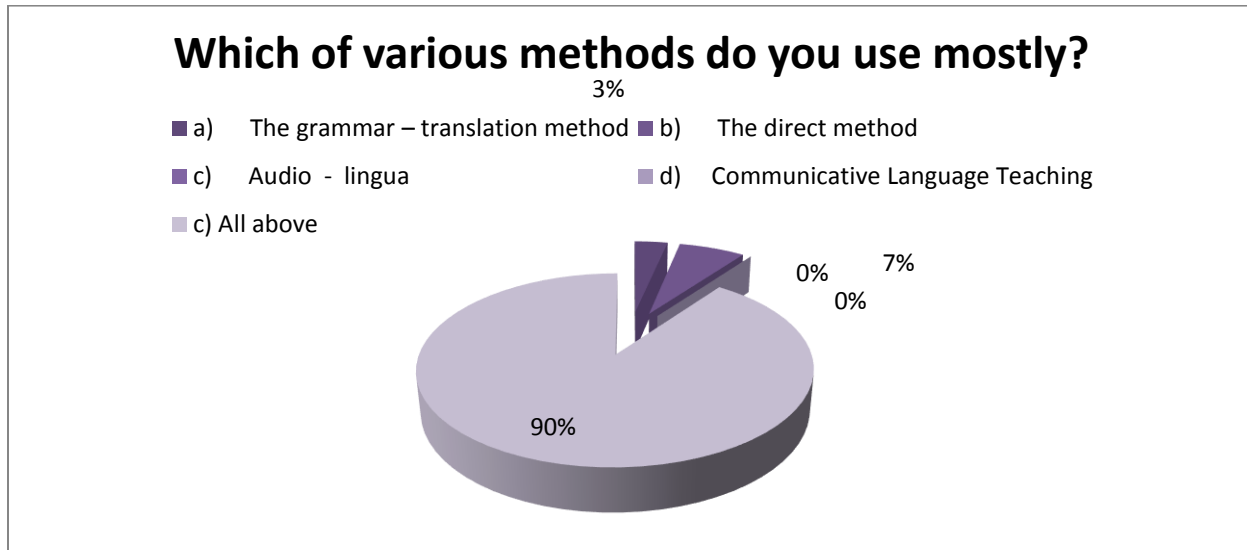
4. Which of various methods do you use mostly?

EFL teachers - 30

The grammar – translation method	1
The direct method	2
Audio - lingua	0

Communicative Language Teaching	0
All above	27

Tab.7



Graph 7.

Each method has a different focus or priority, so let's look at what this means in practical terms in the classroom. There are several methods of teaching English to students who are learning the language for the first time, each with their own unique pros and cons. Depending on the teaching situation, setting, and resources available, any one of these English teaching methods could be right for you and your students. Teachers and students who are able to travel and stay in another country long enough to develop a strong grasp on the English language. 90% of teachers are using all above those methods.

5. My English Teaching is

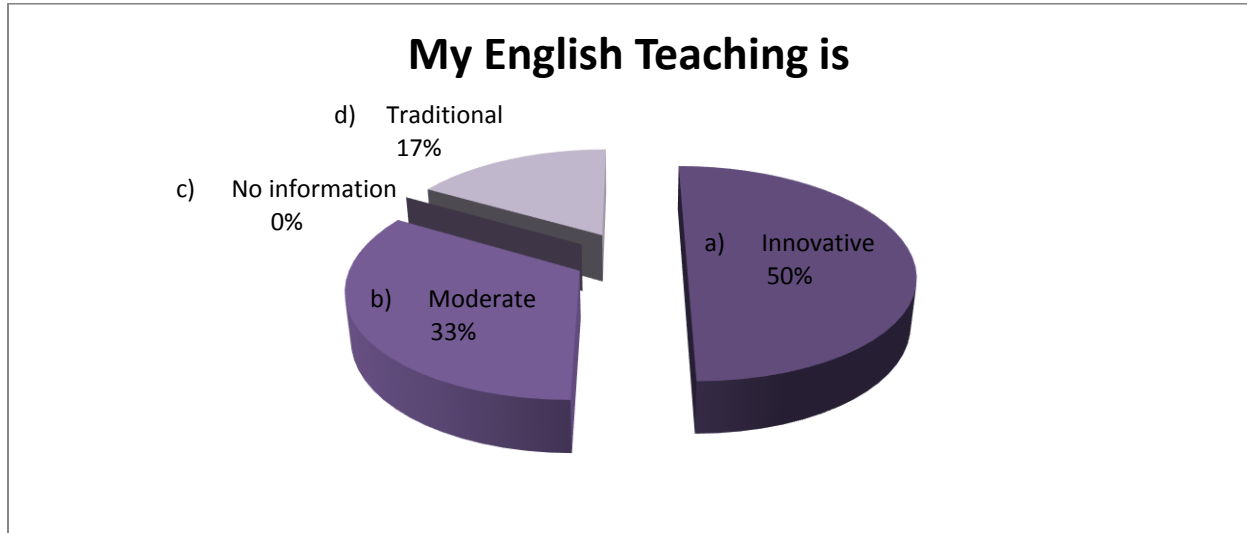
EFL – Teachers 30

Innovative

15

Moderate	10
Traditional	5

Tab.10



Graph.10

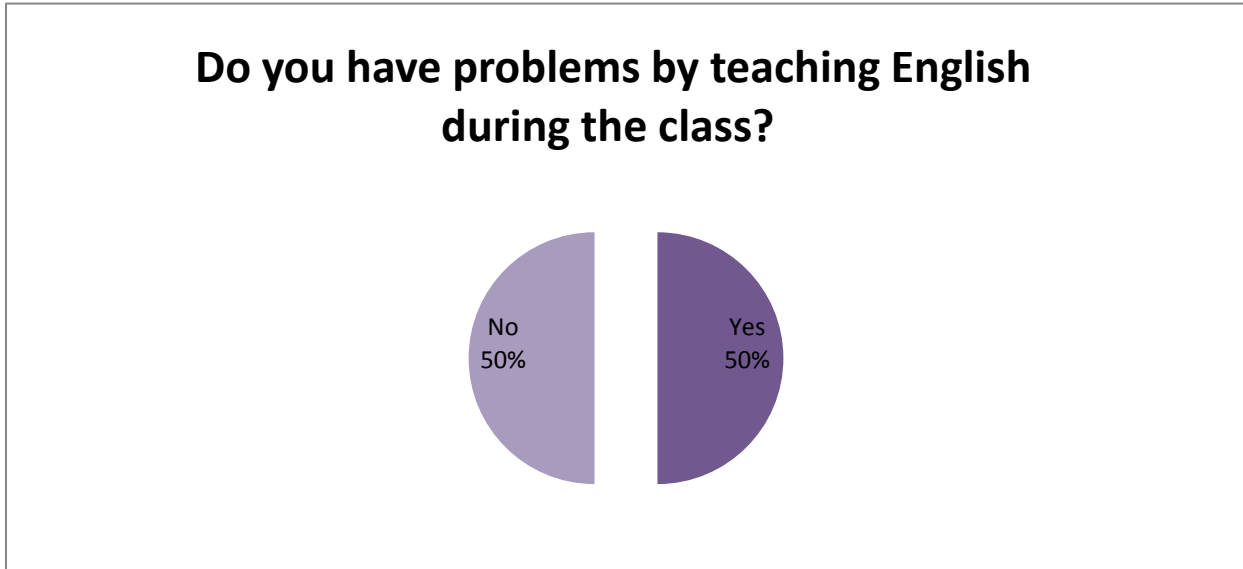
If you see that some of your students start to study worse, have no desire to do all schoolwork you give them, and just want to give up everything, do not be in a hurry to argue and tell them about how bad or lazy they become. You can become like a parent to them. Support your student, ask about what happens to him, push him to do better. If you see that your student is depressed, maybe it would be better to meet with him after classes and find out what exactly is going on. The teaching of reading is not easy. As children's fluency in reading increases, it's hard to know what reading skills need to be taught, and when. We ensure that specific reading strategies are modeled explicitly to the class; this provides children with a holistic bank of skills to draw upon. This could include scanning a text, making an inference, predicting or creating a mental image. Our teachers use 'think aloud' statements to model to the children how these skills are used, and how they can help them become better readers. These strategies are then shared as a class, and then assessed in follow up guided reading activities.

6. Do you have problems by teaching English during the class?

EFL – teachers 30

Yes	15
No	15

Tab.11



Graph.11

Teaching English as a foreign language is a challenging, yet rewarding career choice. As an English as a Second Language (ESL) teacher, you must learn to constantly adapt to your students' needs. Many times, this means dealing with a variety of problems in the classroom, many of which are all too common occurrences. A good ESL teacher must be able to recognize these common problems, and work to find solutions. Even a small tweak in your teaching methods can help to create a more productive and casual environment for both you and your students.

The following will outline 10 of the most common classroom problems faced when teaching English as a foreign language, and just how to solve them.

1. Students become overly dependent on the teacher.

Many times, students will automatically look to the teacher for correct answers instead of trying themselves. If the teacher obliges them with the answer each time, it can become a detrimental problem. Instead, focus on giving positive encouragement. This will help to make students more comfortable and more willing to answer (even if incorrectly).

2. Persistent use of first-language

When teaching English as a foreign language, this is possibly the most common problem. As an ESL teacher, it's important to encourage students to use English, and only English. However, if students begin conversing in their first language, move closer. Ask them direct questions like "do you have a question?" Another idea is to establish a set of class rules and develop a penalty system for when they use their first language. For example: if someone is caught using their first-language three times, have them recite a poem in front of the class (in English). Remember, for the 1-2 hours they are in English class, it must be English only.

3. Student is defiant, rowdy, or distracting of others

This will happen, no matter what, in every classroom. If the entire class is acting up, it may be the fault of the teacher, i.e. boring material or poor classroom management. If it is one particular student, you should react swiftly to show dominance. In order to resolve the issue, an ESL teacher must be strict and institute discipline if needed. If it continues to happen, further disciplinary action through the school's director could be pursued.

4. Students "hijack lesson"— the lesson doesn't go where you want it to.

When teaching English as a foreign language, you can always count on students hijacking a lesson. To some extent, this can be a good thing. It shows that students interest, and as long as they are participating and conversing in English, it is a productive experience. However, if the lesson stray too far off topic, in a direction you don't want it to go, it's important to correct the problem by diverting the conversation.

5. Personalities clash.

Not everyone in an ESL classroom will become the best of friends. If drama arises between certain students, the easiest solution is to separate them from one another. If the tension persists, switching a student to another classroom may be your only option.

6. Students unclear what to do, or do the wrong thing.

This happens far too often when teaching English as a foreign language. The fact is, it's often the fault of the teacher. If your instructions to an assignment yield look of confusion and soft whispers among students, don't worry: there is a solution. In order to avoid this problem, it's important to make sure your instructions are clear. Use gestures, mime, and short concise sentences. Speak clear and strong. Most importantly, use models and examples of the activity. You can use pictures, miming, gestures etc. to model the entire activity exactly how you want the students to do it.

7. Students are bored, inattentive, or unmotivated.

Many times, it is the teacher's fault that class is boring. Fortunately, with proper planning, this problem can be solved. Choose a juicy theme to the lesson; one that the students can relate to and one you know they will enjoy. This will automatically give them some motivation and interest. Get to know your pupils and identify their interests and needs, then design your course accordingly.

8. Strong student dominance

As an ESL teacher, you will encounter learners with different capabilities and language skills. While it is good to have some students who excel in the classroom, it is important that they don't take away from others. If certain students begin to constantly "steal the show," take care. Focus on calling on weaker students in the class to answer questions. Encourage, but gently deflect some answers from the strong students and give production time to other not-so-strong members of the class.

9. Students are unprepared.

The last thing you want as an ESL teacher is for learners to drop out simply because they felt lost and/or unprepared. Concentrate on a more shared learning experience. Make sure students are all on the same page before moving onto a new topic by concept checking multiple times, and encouraging individual participation.

10. Tardiness

Even I have a hard time arriving places on time. But the truth is, tardiness is not only rude, it can be distracting and disruptive to other students. If tardiness becomes a problem for members of your class, make sure they are disciplined. Set rules about tardiness and penalties for breaking them.

2.5 Results of students respondents' of Primary School in Skenderaj

The questionnaire include this data

The total number of respondents

Gender	100
The age of respondents	19
Location of living	Skenderaj

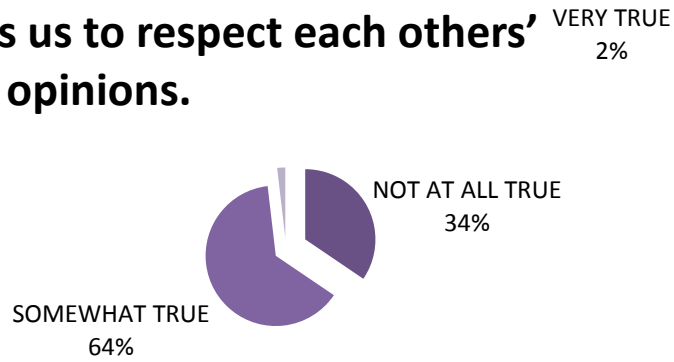
7. My teacher wants us to respect each other's' opinions.

EFL – Teaching, students 100

NOT AT ALL TRUE	26
SOMEWHAT TRUE	48
VERY TRUE	26

Tab 12.

My teacher wants us to respect each others' opinions.



Graph.12

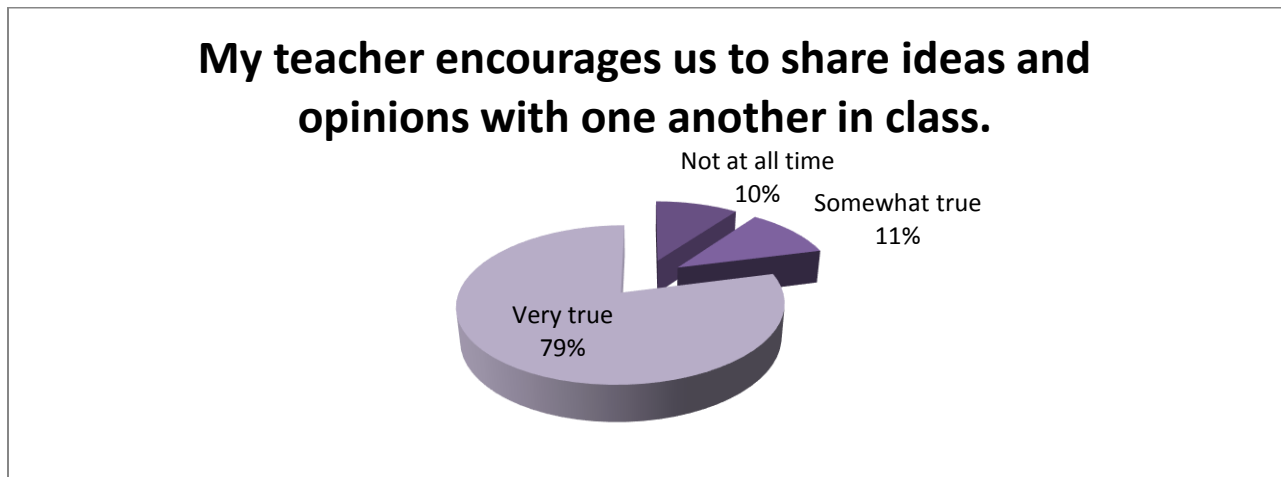
The teachers are showing up to respect the opinions of children's. Everyone deserves to be treated with respect. Every day, every classroom, every school or everywhere, treating each other with respect creates a classroom climate where students feel safe taking risks, expressing opinions, doing something that is different from what other classmates may be doing. There are many ways to build student to student respect. Of course the first and most important way for the teacher and all adults in the school to model respect toward each other as well as toward students. When students do not know each other well, mistrust and fear can sometimes be a cause of disrespect. The more we know our neighbors, colleagues and classmates, the more likely it is that we will see our similarities and find qualities that we like in another person.

8. My teacher encourages us to share ideas and opinions with one another in class.

Students - 100

Not at all time	10
Somewhat true	11
Very True	79

Tab.13



Graph.13

The short answer is: absolutely. Creative classrooms don't just look different, they feel different. They provide an environment where students are more likely to express their ideas, think outside the box, challenge problems with innovative solutions and most importantly – learn faster and more effectively. Avoiding chatter and meaningless conversation can be a difficult task as a teacher. But on the other hand, channeling meaningful discussions can provide students with an arena to express new ideas and voice their opinions.

Some other reasons why discussion can be productive include:

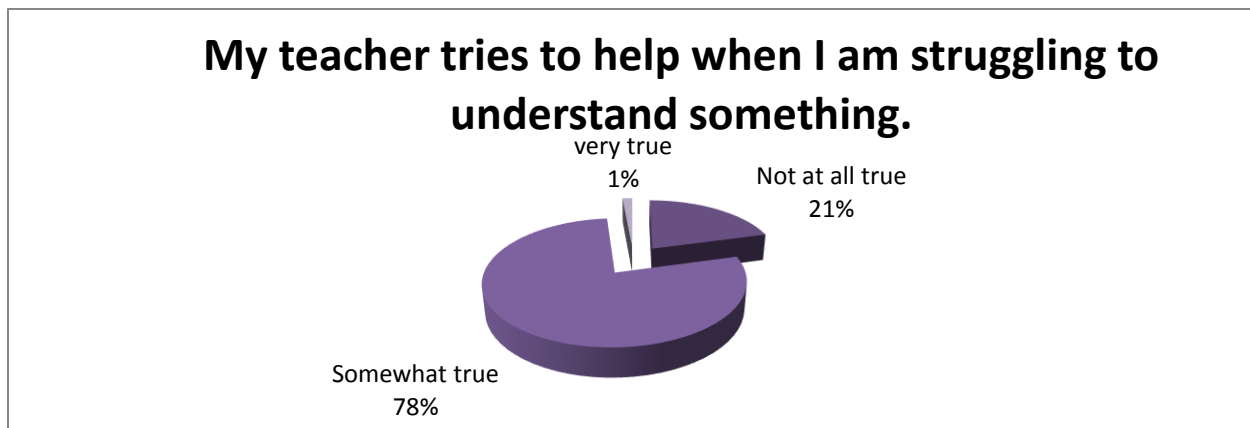
It gets students thinking more critically about the material. It challenges them to listen to other students' opinions and think critically about their contributions and ideas. It gives them the opportunity to challenge each other intelligently and build off of each other's ideas.

9. My teacher tries to help when I am struggling to understand something.

Students - 100

Not at all true	20
Somewhat True	75
Very True	5

Tab.14



Graph.14

Communicate

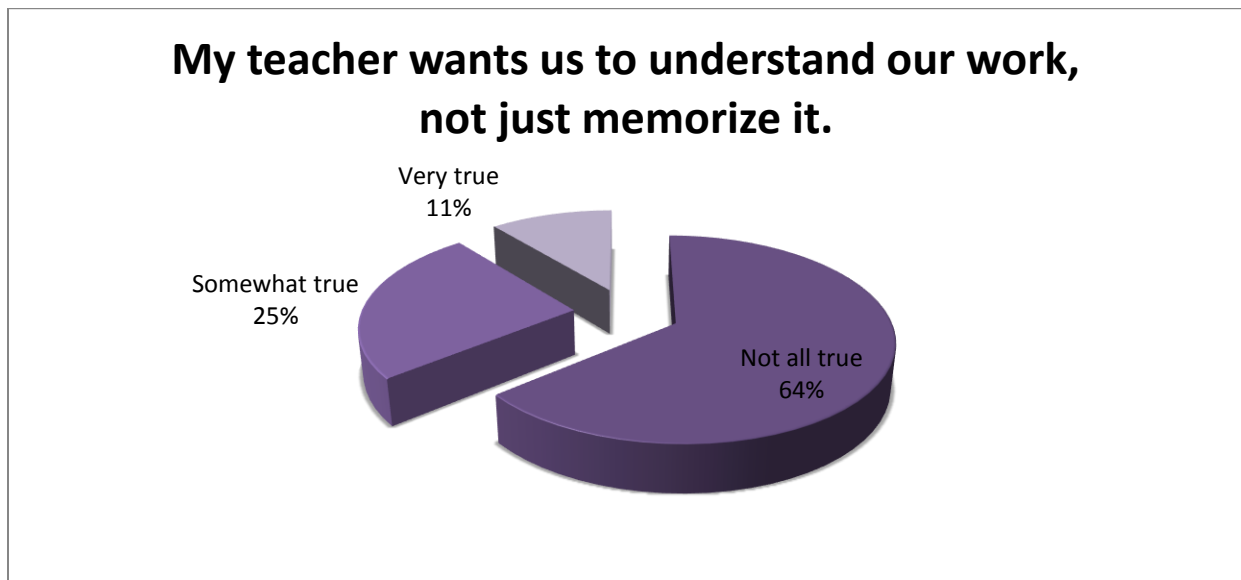
- Have students **identify specific problems, difficulties, or confusions**. Don't your waste time working through problems that students already understand.
- If students are unable to articulate their concerns, determine where they are having trouble by **asking them to identify the specific concepts or principles** associated with the problem.
- Make students **articulate their problem solving process**.
 - In a one-on-one tutoring session, ask the student to **work his/her problem out loud**. This slows down the thinking process, making it more accurate and allowing you to access understanding.

- When working with larger groups you can ask students to provide a written **“two-column solution.”** Have students write up their solution to a problem by putting all their calculations in one column and all of their reasoning (in complete sentences) in the other column. This helps them to think critically about their own problem solving and helps you to more easily identify where they may be having problems.

10. My teacher wants us to understand our work, not just memorize it.

Students - 100	
Not at all true	12
Somewhat true	56
Very true	32

Tab.15



Graph.15

The memory demands of school-aged children are more regimented than they were a decade ago. While many schools’ main teaching strategies are not mainly on memorization, but more on higher-order thinking skills, the ability to memorize information is still vastly important. Children are constantly being inundated in the classroom with information on new topics and concepts. While some children may find it to be easy to recall words or math facts in an instant,

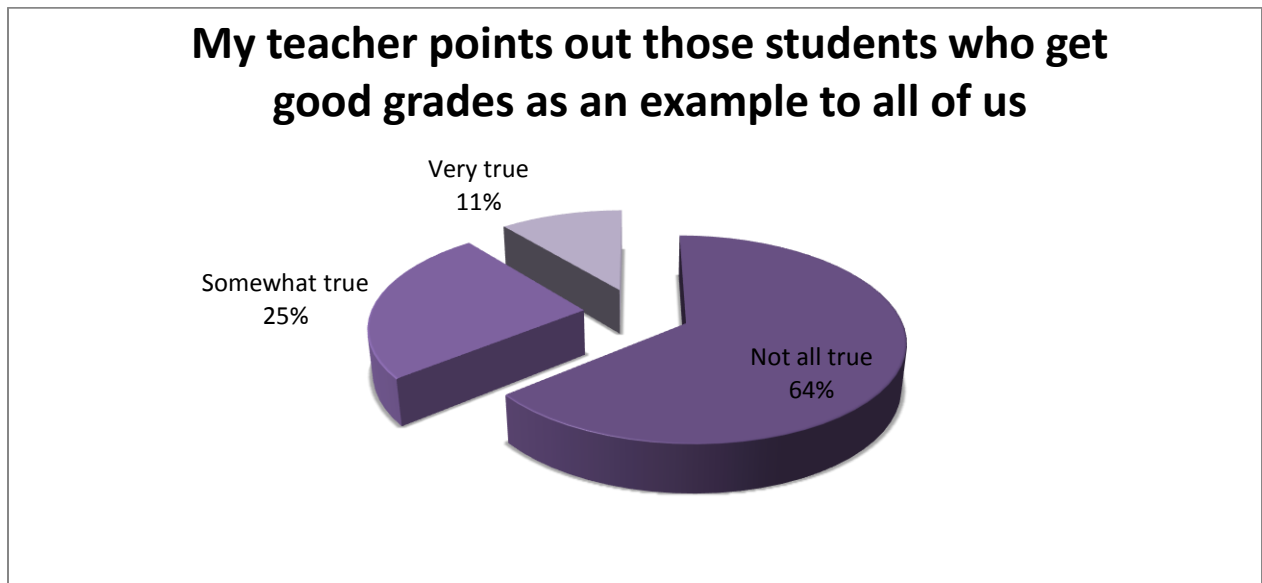
others' short-term memory may find it more difficult. Luckily, there are teaching strategies that you can use to enhance their memory. Try integrating the following teaching strategies into your curriculum to help your students develop a more efficient memory.

11. My teacher points out those students who get good grades as an example to all of us

Students - 100

Not all true	10
Somewhat true	60
Very true	30

Tab.16.



Graph.16

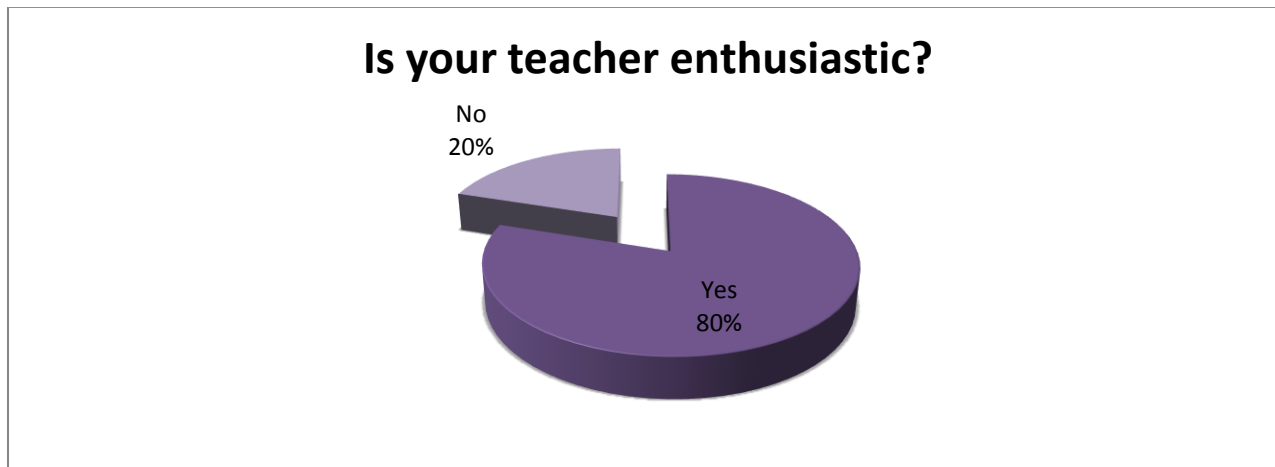
The word "motivation" is typically defined as the forces that account for the arousal, selection, direction, and continuation of behavior. Actually, it is often used to describe certain sorts of behavior. A student who studies hard and tries for top grades may be described as being "highly motivated", while his/her friend may say that he is "finding it hard to get motivated". Such statements imply that motivation has a major influence on our behavior. Motivation can be defined as a concept used to describe the factors within an individual which arouse, maintain and

channel behavior towards a goal. Another way to say this is that motivation is goal-directed behavior. The teaching of English during the class always point the student that have the best grades in class like a option and suggestion to follow his steps.

12. Is your teacher enthusiastic?

	Students- 100
Yes	80
No	20

Tab.17



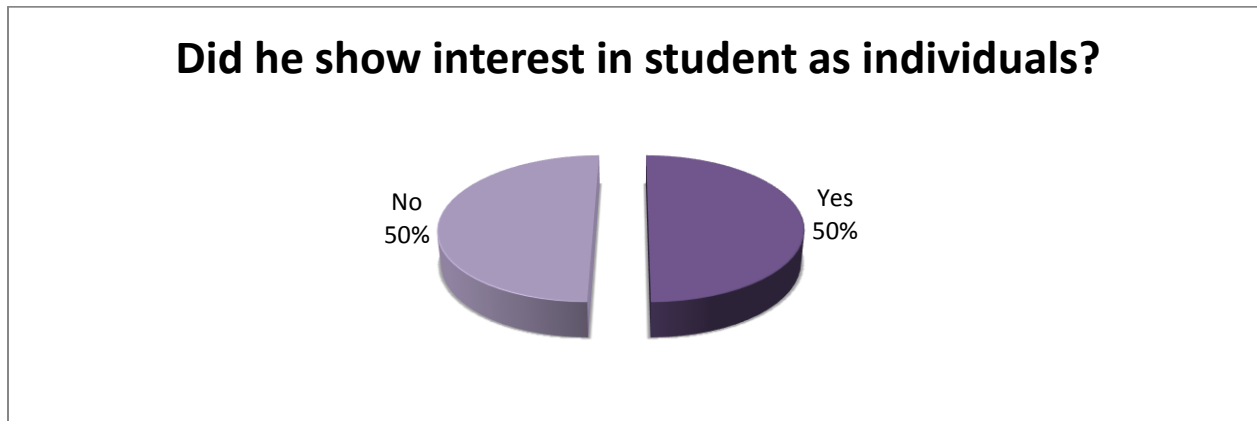
Graph.17

You don't have to be an actor or clown, but students appreciate it when the teacher shows genuine interest in teaching. Teachers who are jaded with EFL would do best to hide it, or consider moving on to another profession. 80% of interviewed student marked that the teachers that teach English Language are enthusiastic, just a little percent thought the opposite side.

13. Did he show interest in student as individuals?

	Students -100
Yes	50
No	50

Tab.18.



Graph 18.

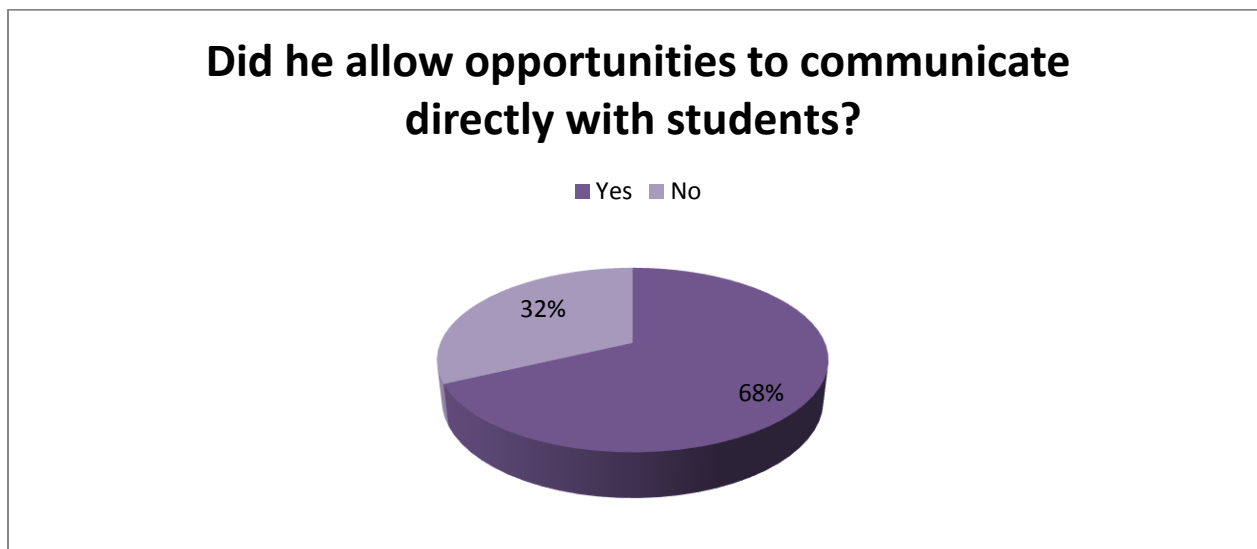
Treat students as individuals, not subjects. Don't patronize or talk down to them; talk to them as you would any other person. Only in this way will true communication take place.

14. Did he allow opportunities to communicate directly with students?

Students - 100

Yes	68
No	32

Tab.19



Graph.19.

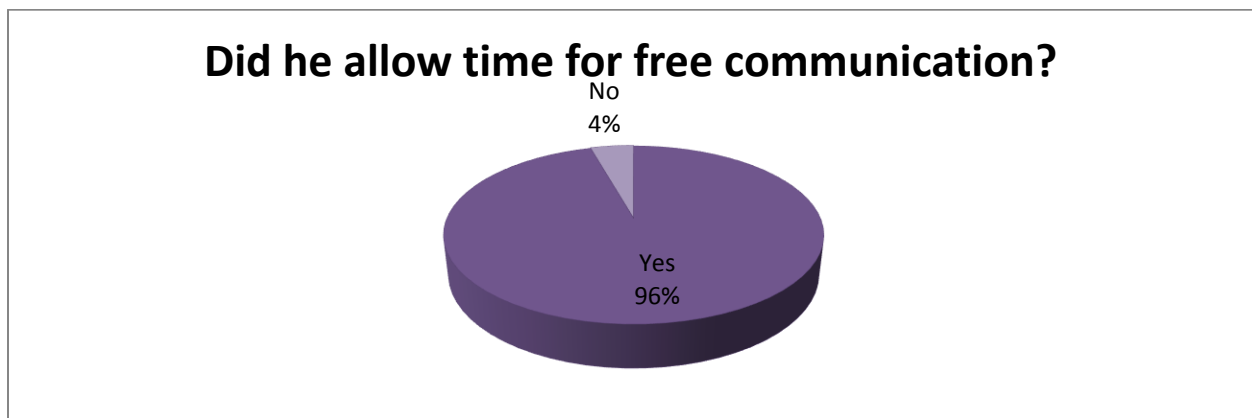
Students want, more than anything, to talk with the teacher. Don't overdo pair and group work to the point that they haven't had a chance to interact with you, too. EFL- teachers allow us to communicate during the class for further information's that we need.

15. Did he allow time for free communication?

Students - 100

Yes	70
No	30

Tab.20.



Graph.20.

For speaking this would mean allowing time for free conversation, for writing doing free writing, for reading allowing time for extensive pleasure reading, and for listening, listening for entertainment sake.

16. Did he use humor to liven up the class?

	Students – 100
Yes	100
No	0

Tab.21.



Graph.21

Make it a habit to get the students to laugh at least once per lesson.

CHAPTER III

3. DISCUSSION, RECOMMENDATIONS AND CONCLUSION

English language is universal and individual. It allows people to communicate across time and distance. It helps people connect over time and space. Around the same time, it helps to describe perhaps everything makes an individual special. The aim of English teaching is to enable students to consider how English differs from area to country, ethnic groups to ethnic groups, social classes to social classes and circumstances. However, the purpose of learning English is to get a way of communication with people in different places in which we cannot use our native tongue. So teaching and learning a language is a way of connection between souls, a means of communication. Among the methods in teaching English, some methods have had their heyday and have fallen into relative obscurity; others are widely used now. This paper is an attempt to illustrate the methodology used in teaching English. Modern languages, which were formerly treated like Cinderella in our schools and Universities, begin to feel of age because they cannot put up with the various needs require for the classical language, but they do not suit modern languages at all. They want to be treated as living, and the method of teaching them must be treated as eclectic and adaptable as life is restless and variable. Then what is the object in the teaching of modern languages and what is the need for native tongue? In Otto Jespersen's words, certainly in order to get the most out of a life lived in a community of our fellow-countrymen, in order to exchange thoughts, feelings and wishes with them, both by receiving something of their physical contents and by communicating to them something of their physical contents and by communicating to them something of what dwells in us. But language is the most complete, the richest, the best means of communication; it bridges the physical chasm between individuals in manifold cases when they otherwise would wander about isolated and cut off from all intelligent sympathy (4). The purpose in learning foreign languages must be in order to get a way of communication with places which one's native tongue cannot reach. Learners should be motivated by a desire to succeed, to explore, to develop and to improve, not by a fear of failure. We learn by doing. Young learners feel the need for a demonstration when they are learning any language skill. This is because they want to know how they can best do it, when and where it is

appropriate to make use of their skill. Most learners prefer a concrete definition of their learning task. Conventional methods, techniques paved the way for the unified requirements for foreign language learning:

- ✚ A child should master the language consciously;
- ✚ Training should not become an imitative process;
- ✚ Children should master the language as a medium of communication.

The main functions of the foreign language as a subject of the school curriculum are to develop willingness to use a foreign language as a means of communication, to familiarize with other national culture. This study is of relevance since it sheds light on a number of issues in the current theories. The implementation of these objectives requires teachers should know the psychological characteristics of primary schoolchildren to organize the educational process at this stage of training. Today nobody is to be convinced that early language training contributes not only more durable and practical knowledge, but also carries a great intellectual, educational potential.

According to long-term observations early teaching of foreign languages:

- ✚ Stimulates the language and overall development of children and, as a consequence, increases the value

Of comprehensive early childhood education and elementary education as the foundation of general education;

- ✚ Attaches children to other cultures, thereby forming a universal consciousness;
- ✚ Creates a favorable basis for mastering a foreign language , as well as for further language learning at later stages , as it prevents the formation of the psychological barriers that arise at the beginning of learning foreign language at the age of 10-11 years old;
- ✚ Improving general educational skills (e.g. ability to work with the book) by expanding their scope in the process of mastering a foreign language.

When I summarize the findings there are four main areas that seem to show some corresponding and interesting facts. Point that has a great influence on teacher's choice of methods is education, continuous self-reflection and search for new methods and ideas. Three areas have been looked at; academic education, use of internet as a source of materials and attendance to educational seminars. The result is that teachers with higher level of education,

greater interest in searching for additional materials and more training in general have a much greater tendency to use wider range of methods like CA, DM and TPR and a much more frequent use of Task-based learning. The last area that I would like to comment on is the reasons that teachers have for using PPP more often than TBL. Two areas of answers proved that there is a great shortage of materials for TBL compared with PPP. Most textbooks and additional materials in print or on the internet are PPP-based. Most teachers realize the advantages of TBL for students but say that they are limited by time and availability of materials. My suggestion would be to organize more seminars that would be more concerned with new methods and materials development than promotion of books by certain publishing houses. This would solve the situation with availability of materials as well as with knowledge of new methods and approaches by language school teachers. Over the short history of the EFL field various methods have been proposed. Each method has in turn fallen out of favor and has been replaced with a new one. Audio-lingualism, functionalism, communicative paradigms, and now the fad are "task-based syllabuses." In his critique of the task-based syllabus Sheen (1994:127) points out, "Frequent paradigm shifts in the field of second and foreign language teaching have not resulted in significant progress in language learning." Since no method has been proven to be more effective than another, many teachers have jumped on the "eclectic" bandwagon. Common sense would have this as the best available choice since variety is the spice of language. Other than considering method, what can the EFL teacher do to ensure success? What follows are some DOs and DONTs that I have found to be very useful in teaching EFL in Albania. None are revolutionary; these are principles I didn't necessarily learn in ESL graduate school, but should have been taught. Longman's Dictionary of Applied Linguistics (1985) states, "Different theories about the nature of language and how languages are learnt (the approach) imply different ways of teaching languages (the method), and different methods make use of different kinds of classroom activity (techniques). "To teach English language, various methods, approaches and techniques have been adopted from early ages. The problems encountered during teaching and the shortcomings of one method led to the origin of another. The teacher of English should be familiar with the knowledge of different methods so as to achieve their objectives of teaching English languages. Though the terms method, approach and technique are used interchangeably, they differ in their meaning. **Approach** is a broader term than method. It is concerned with nature of the subject matter to be taught. Approach states a point of view or

philosophy or an assumption which one believes but cannot necessarily prove. It differs from a method as it is an assumption which may or may not be accepted while a method is a procedure based on some assumption. **Technique** is a strategy to achieve goal. It is an implementation sub – process of a method. The various techniques used in English teaching are question – answer technique, reading aloud technique, drill technique etc. The learners have greater liberty in language processing through performance in role play, simulation, language games, puzzles, etc. Learners who are learning in a language other than their mother tongue will often have a wealth of knowledge in a language other than that of the classroom. However, these students will often not have been introduced to the vocabulary and concepts of the new language necessary for comprehending content. Cameron (2000:40) comments, “...if they are not understanding, they cannot be learning.” As it can take up to seven years for learners who are using a language other than their mother tongue to attain the same levels of academic language proficiency as those expected for learners learning in a mother tongue the implications of this in relation to learning are paramount.

3.1 Conclusion

In conclusion, it can be stated that in one’s teaching, one needs to employ the principled eclecticism as indicated by Larsen-Freeman (2000) because a teacher can understand that listening and repeating a dialogue will help his students to learn some phonological aspects of speech such as correct pronunciation, stress and intonation but exposing learners only to activities of this kind does not guarantee that they will be able to improve their communicative skills in the target language. Therefore, an EFL teacher's task is to equip learners with communicative competence so that they will be able to use the language not only inside the classroom but also outside of it to fulfill their linguistic needs. Finally, it is hoped that this brief discussion concerning the methods in EFL/ESL teaching will provide EFL/ESL teachers with comprehensive understanding to dispel the myth of the existence of best method in the ESL/EFL domain.

3.2 Further Research

The next important point I need to consider is my earlier experience of teaching, exposure to one or more methods while training as a teacher, what I know or think of other teachers' actions and opinions, and my experience as a parent. As Prabhu (1990) has indicated that the concept of how learning takes place and how teaching supports it is called a teacher's sense of plausibility about teaching. This is to clarify that when a teacher's sense of plausibility is engaged in the teaching operation that can be said to be involved, and the teaching is not to be mechanical. Furthermore, when the sense of plausibility is engaged, the task of teaching is so productive that it helps learners to become involved in activities with the building up of a good learner-teacher rapport, which is thought to be a healthy condition in a language classroom and also enhance learning. A teacher's sense of plausibility does not deal with whether it implies a good or a bad method but, whether it is active, alive or operational to create a sense of involvement for both the teachers and the students. In this dimension, we find that a teacher's sense of plausibility is an important aspect of teaching. Additionally, it was found that male students favored compensation, social, and affective strategies more than their female peers, whereas female students preferred cognitive and met cognitive strategies more than their male peers. However, there was no significant difference between male and female students with regard to the use of memory strategies. Implications of these findings for EFL teaching and recommendations for further research are discussed.

3.3 Recommendations

Since teaching is a "developing art" (Penny Ur 1987,p.13), which requires innovative and creative ideas to enrich its effectiveness, we must not hesitate to use such resources in our classrooms. These resources can assist our teaching of English language while providing a relaxed atmosphere and motivating students. Such activities are student centered, hence, by using them we give a chance to our students to express themselves, enjoy themselves during learning, and "use the reserves of their minds" (Penny Ur 1987, p.29). So this is an undeniable fact that if our concern is to provide a successful and beneficial teaching, we must not hesitate to use songs, poems, games, and problem solving activities, which bring the structural and communicative

aspects of language together, in our language classrooms. Language teaching methods are dependent on and influenced by different theories of language and language learning. The history of language teaching puts forward different kinds of methods. These methods are adopted by different people in different situations according to the need of the learners. Different methods may be appropriate to different contexts.

The efficiency of a method depends upon a complex of factors which vary from place to place and situation to situation. The challenge today is to avoid dogma and rigidity through fresh consideration of priorities, and to root all new strategies in the realities of the situation. An attempt has been made here to take into sweep the history of language teaching methods beginning from the earliest times to the present time. Some of the important methods and approaches to teach English as a second language are discussed here. The Grammar Translation method aimed at making learners understand grammar in traditional terms, and acquire a wide literary vocabulary of a second language. Ultimately, learners were expected to become proficient in writing the language accurately, and also appreciate the literary significance and value of reading text. This method focused on application of rules of grammar, which are practiced through translation exercises. Learners are asked to write a piece of composition on a topic based on the reading passage. It aimed at teaching learners more about the target language, but not how to use it. This method favors to teach English by rules not by use. It aims at training the learners to write the language accurately by regular and systematic practice in translating words and sentences from their mother tongue. Students get no opportunities to participate in the discussions of the unit. Translations into mother tongue affect the originality of the words. It does not allow the learners to think directly in target language. Thus, it hinders to create a direct link between thought and expression. Most of the instructors acknowledge that this method is ineffective by itself as it does not stress on the spoken form of the language and communication skills were neglected. The material this method worked with was literary and as such of little use in transactions. Hence, this method does not enhance the students' communicative ability in the second language. The term 'direct' refers to the fact that learners are in direct contact with the target language. The aim of this method was to develop in the learners, the ability to think in the language, whether in speaking, reading or writing.

The following procedures and principles guide this method:

- ✚ Classroom instruction is conducted exclusively in the target language.

- ✚ Only every day vocabulary and sentences are taught.
- ✚ Oral communication skills are built up in a carefully graded sequence placed around question and answer interactions involving both the teacher and students in small and interactive class.

Grammar is taught inductively.

Concrete vocabulary is taught by using real life objects and pictures and abstract vocabulary is taught by connecting various ideas.

Correct pronunciation and grammar were emphasized. (Sinha, 2005. 114)

In this method the teaching is done entirely in the target language. The learner is not allowed to use his or her mother tongue. The direct method was popular towards the end of 19th century sometime and in the beginning of the 20th century. This method was successful in private schools but found it difficult to use in public schools as there was a demand on teachers that they should use high proficiency and native – like fluency in spoken language. It was not possible to learn the second language just like the first language since there was not enough time and opportunities available in the schools. Teachers were expected to teach only in target language which was a great struggle for them. Learners were confused as there was no selection and grading of vocabulary and grammar were carried out. During First World War, the American army began intensive oral/aural courses known as the ‘Army specialized Training Program’ (ASTP) and were later adopted by educational institutions as the audio lingual method (Brown, 2000.74). Language teaching begins with the spoken language; the material is taught verbally before it is offered in the written form. The target language is the only language of the classroom; the mother tongue of the learners is not to be used. New language items are introduced and practiced situation ally, through contextualized dialogues. Items of grammar are called structures and graded following the principle that simple forms are taught before complex ones. Grammar is induced from examples given and no explicit grammar rules are to be provided. The teacher is the role model; student-to-student interaction takes place in chain drills or when students take different roles in dialogues. (Krishnaswami, 2003).

The audio-lingual method began to decline as students failed to achieve long-term communicative capability. It was realized that habit formation, over learning and avoidance of errors was not the best way to learn a second language (Brown, 2000.75). Although, this method provided potentially good tools for SLA, its lack of concentration on meaning and fluency

detracted from its success. This method was developed by Dr. C. J .Dodson. He says, ‘a different attitude is necessary toward the place and function of the mother tongue in the process of learning a second language’. It was proved that the mother tongue, when used as a meaning conveyor, facilitates rather than hinders the imitation responses of the learners. This sparing use of the mother tongue also releases more time for practice and active contact with the foreign language which is crucial at the beginning stages for acquisition of correct language habits. Dodson’s Bilingual Method within the framework of the structural approach allows the use of the mother tongue in the class; he postulates a rule: only the teacher is to use the mother tongue for the words and sentences that are being learnt, and are for classroom instructions. He divides the bilingual method cycle into stages; in the initial stages, the teacher uses the mother tongue more liberally even in asking questions and in giving explanations and instructions. But, in the later stages, the use of the mother tongue is reduced gradually, and the teacher and the taught use only the target language (Krishnaswamy, 2003). Later, this method was not accepted as it opens the ‘floodgates’ of the mother tongue which results in the excessive use of it in English language classes; this, in turn, considerably reduces whatever little exposure there is to English.

The audio-lingual method came to India in a modified form. The advocates of S-O-S approach emphasized a systematic study of the principles and procedures that could be applied to the selection and organization of the content of a language course. Language teaching begins with the spoken language. Material is taught orally before it is presented in written form.

- ✚ The target language is the language of the classroom.
- ✚ New language points are introduced and practiced situation ally.
- ✚ Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered.
- ✚ Items of grammar are graded following the principle that simple forms should be taught before complex ones.

But later on, S-O-S approach suffered from many of the draw-backs of the audio lingual method, as a certain rigidity was built into the way this approach was translated into text books and teaching materials. The methodology advocated to realize the approach, had acquired ritualistic dimensions like other rigid methodologies. In the mid-sixties, however, the view of language, language learning and language teaching underlying this approach was called in question. Reaction to this approach led to communicative language teaching. The communicative language

teaching means little more than an integration of grammatical and functional teaching. Littlewood (1981.1) states, “One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language”. Dell Hymes (1972) referred to ‘communicative competence’ that includes both grammatical knowledge and ability to use this knowledge and perform different kinds of functions.

This approach is a natural extension of the notional-functional syllabus. It has already been realized that the classical paradigm afforded an unsuitable basis for the teaching of language for communication (Trim, 1981). The notional-functional syllabus threw up ideas, worked out syllabuses and these in turn have become the basis of the communicative approach. Communicative approach claims that learners’ motivation is increased if they feel that they are working on communicative skills; they assert that a language is learnt effectively when the focus is not on language and that learners learn how to communicate by communicating, by interacting with their teachers and fellow students. It is a learner-centered approach. CLT provides the learner the opportunities not only in grammatical competence but also in social skills to satisfy his/her daily needs as larger aim.

Communicative Approach or communicative language teaching has following characteristics:

- ✚ The aim is to make the learner attain communicative competence, i.e. using language accurately and appropriately.
- ✚ The prime focus is on the learner. The teacher is just a facilitator – a person who ‘manages’ the environment and the materials which will help the learners become autonomous.
- ✚ It relies on ‘authentic’ materials. The tasks set are purposeful and meaningful. Thus, the communicative task can be judged immediately for its ‘success’ by the learner himself/herself.
- ✚ CLT emphasizes the functions of a language rather than the rules.
- ✚ Communicative tasks aim at making the learners fluent (especially during the early stages), as well as accurate in the target language.

Linguistic theory has also recognized a more central role for vocabulary in linguistic description. Linguistic theory has also recognized more central role for vocabulary in linguistic description. Lexical approach in language teaching seeks to develop proposals for syllabus

design and language teaching founded on a view of language in which lexis plays a central role. Willis stresses, “The lexical syllabus not only subsumes structural syllabus, it also indicates how the structures which make up syllabus should be exemplified “since the computer corpus reveals the commonest structural patterns in which words are used (Cullis, 1990: vi). Specific roles for teachers and learners are also assumed in a lexical approach. The status of lexis in language teaching has been considerably enhanced by development in lexical and linguistic theory, by work in corpus analysis, by recognition of the role of multiword units in language learning and communication. It was as a reaction to the profession of teaching methods in the 1970’s and 1980’s and the rigidity frequently found in the application of these methods that the eclectic approach was proposed. The teachers have been choosing the method which suits their teaching aims and classroom situation. An eclectic approach according to Rivers (1981. 54) allows the language teachers to attract the excellent practices of all the leading methods and use them in their classroom teaching. It is obviously essential because teachers are engaged in the daily task of assisting students to learn a new language. The teachers have neither time nor can they apply each and every new method that comes into practice. The preference of English language teachers around the world today is for some of communication teaching and learning. It is essential that the learners are given a lot of opportunities to practice in and outside the classroom. It is also important that they have enough time and freedom absorb, reproduce and analyze what they have been exposed to. It is equally essential that they internalize the linguistic structure and use it whenever necessary for communication.

The eclectic approach is criticized because it does not offer any guidance regarding the basis and the principles by which the aspects of various methods can be opted and used. The basic principles and procedures of widely practiced methods for teaching a second language are described. Both Direct and Oral methods which proposed an eclectic approach based on the learners, gained prominence over Grammar Translation method. The new tools advanced by technology and science contributed much to the development of audio-lingual and audiovisual methods in language teaching. As a reaction to audio-lingualism, cognitive code learning began to recognize learning as an innovative process and looked for common features of all languages. The Communicative Language teaching with its stress on meaning, fluency and real life communication came into existence from the notion of language as a social process. It then became recognized approach for language teaching.

The researcher agrees with Mitchell and Myles (2004.261), ‘that there can be no best method which is relevant at all times and in all circumstances with all types of learners. In keeping with today’s learners the teachers use diverse language teaching methods. The main purpose of any classroom teaching in English is to improve the communicative abilities of the learners. To improve the communicative abilities, the classroom teaching has to be necessarily skill oriented. English language is widely used for communication purposes and so competence in language skills has become necessary to improve the communicative abilities specially listening, speaking, reading and writing (LSRW). Among these four skills, both listening and reading are called as receptive skills or passive skills and the other two skills, namely speaking and writing are called as productive skills or active skills. It is important to note that these skills are interconnected in order to achieve the overall objectives of communication. Everything takes place and develops within the linguistic, cultural and social boundaries of the concerned society in which the particular language is spoken. It is the curriculum, syllabus; text book, teaching methodologies under the efficient functioning of the teacher in the classroom, those students are shaped in communicative competence. The process of English communication learning will be more student-centered but less time consuming. Therefore, it promises that the teaching quality will be improved and students’ applied English communication can be effectively cultivated, meaning that students’ communicative competence will be further developed. Language in education would ideally and ordinarily build on such naturally acquired language ability, enriching it through the development of literacy into an instrument for abstract thought and the acquisition of academic knowledge. Teachers use a range of local texts or English translation of literature in the classroom. The use of language as well as the use of a variety of accents in listening activities or tests is encouraged in the English language classroom. With the proliferation of tablets and smart phones, it is believed that textbooks will disappear in a few years. Furthermore, the access to knowledge in terms of flexibility and mobility has changed drastically. Teaching in English language classes focuses on fostering the students thinking as well as language content, outcomes and learning activities. There are significant and complex student-teacher interactions inside and outside the classroom. In a knowledge based society and to remain competitive and employable, teachers are expected to engage in a continuous professional development or the professional learning activities from the beginning to the end of their careers. As with any other

profession, teachers are also expected to assume a greater responsibility for their own professional learning, continually developing their knowledge and skills.

Having realized the need of the hour, the English teachers convene different types of conferences and seminars to create a platform and to get to know the upcoming ideologies in the ELT and also to upgrade themselves professionally. It is the fifth skills of language that enables the efficiency to use grammatical structures with accuracy. Academic qualification alone may not help teachers to grow professionally, on the other hand, they need to be equipped themselves with the current practices. The teaching materials that are being used in our country are almost made available all over the world. There had been too many methodologies of teaching English language. The third dimension of globalization which is inseparable from English teaching is an advancement of Information and Communication Technology. New trends in English language teaching like interactive approach of teaching English is develop as a result of sustain research by the central board of secondary education (CBSE New Delhi). This approach also recommended by the Indonesian Council of School Education (ICSE New Delhi). To interact means to communicate which each other during interaction. Its means give the information, thoughts unknown to receiver. "Interacting Approach it related to the actual use of language". So interactive teaching styles are Brain Storming, Think pair and share, Buzz session, incident process, Q and A session, in Interactive approach some ideas are follow the leader, Total Physical Response (TPR), One word, Opposite Arguments, Test Tournaments, YouTube Videos Quizzes, Electronic Role Playing, Puzzle pieces.

Communicative language teaching (CLT) emphasize on the process of communication rather than the mastery of language. Sometime the term functional approach is use for communicative approach or communicative method. Communicative approach based on the concept of 'communicative competence' which originally introduced H D Hymns. In its article on communicative competence published in, "New origins in Linguistics", in 1971, the communicative approach emphasizes real meaningful communication rather than the activity, topic and situation which are artificial and remote from student's lives. According to Geeta Nagraj, "The Development of Language Learning from based to meaning based approach". Communicative approach in was three principle 1. Which involve real communication 2. Which involves various activities, 3. Which emphasize that language is meaningful to the learners. Across the world, information technology is dramatically altering the way student; faculty and

staff learn and work. As the demand for technology continues to rise, colleges and universities are moving all sorts of student services, from laundry monitoring to snack delivery online. Technology is also changing the classroom experience. In addition, tablet PCs, compact computer that allow you to write notes directly onto the screen with a special pen, replace the archaic projector. With the tablet technology allow professor to make notes on charts and spreadsheets and send them directly to their student's PCs. The traditional method lays more emphasis on a teacher himself and is teacher centered. Repetitive practice, mechanical drills and memorization are the hallmarks of the traditional methods. Role of the teacher is to pertain to the long cherished traditional notion that pedagogic principles depend on how articulately a teacher teaches. It is imperative to understand the current trends and evaluative methods of the ELT. The researchers believe that the ore objective of teaching is passing on the information or knowledge to the minds of the students. Any method using computers or modifying the existing conventional chalk-talk method are innovative if they ultimately serve the attainment of core objective of teaching.

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APPENDIX QUESTIONNAIRE FORM – TEACHER FORM

QUESTIONNAIRE FORM – TEACHER FORM

Please provide the following information's.

1. You English teaching training qualifications:

- a) Teaching English to speakers of other languages.
- b) Certificate of English language teaching to adults.
- c) Teaching English as a foreign Language.
- d) Diploma in English Language to adults.
- e) None of above.

2. How long have you been teaching English?

- a) Less than one year
- b) From 1 to 5 years
- c) From 6 to 10 years
- d) From 11 to 15 years

3. Do you use deferent methods for teaching English to students?

- a) Yes
- b) No

4. Which of various methods do you use mostly?

- a) The grammar – translation method
- b) The direct method
- c) Audio - lingua
- d) Communicative Language Teaching
- e) All above

5. My English Teaching is:

- a) Innovative

- b) Moderate
- c) No information
- d) Traditional

6. Do you have problems by teaching English during the class?

- a) Yes
- b) No

7. What methods do you use?

Name of method:	Use often.....	Never use
1. Communicative Approach	1 2 3 4 5	
2. Grammar Translation Method	1 2 3 4 5	
3. Audio7Lingual Method	1 2 3 4 5	
4. Direct Method	1 2 3 4 5	
5. All of them		

8. What methods for structuring your lessons do you use?

Name of method	Use often.....never use
1. Presentation, Practice, Production (PPP)	1.....2.....3.....4.....5
2. Task7Based Learning (TBL)	1.....2.....3.....4.....5
3. Exploration, Explanation, Expression (EEE)	1.....2.....3.....4.....5

9. How often do you use Internet to search for new ideas for lessons?

a) A few times a year

b) monthly

c) weekly

d) daily

10. How often do you use Internet to search for new ideas for lessons?

a) A few times a year

b) monthly

c) weekly

APPENDIX QUESTIONNAIRE FORM – STUDENTS FORM
QUESTIONNAIRE FORM – STUDENTS FORM

Please provide the following information's

1. My teacher wants us to respect each-others' opinions.

1

2

3

NOT AT ALL TRUE

SOMEWHAT TRUE

VERY TRUE

2. My teacher encourages us to share ideas and opinions with one another in class.

1

2

3

NOT AT ALL TRUE

SOMEWHAT TRUE

VERY TRUE

3. My teacher tries to help when I am struggling to understand something.

1

2

3

NOT AT ALL TRUE

SOMEWHAT TRUE

VERY TRUE

4. My teacher wants us to understand our work, not just memorize it.

1

2

3

NOT AT ALL TRUE

SOMEWHAT TRUE

VERY TRUE

5. My teacher points out those students who get good grades as an example to all of us.

1

2

3

NOT AT ALL TRUE

SOMEWHAT TRUE

VERY TRUE

6. Is your teacher enthusiastic?

a) Yes

b) No

7. Did he show interest in student as individuals?

a) Yes

b) No

8. Did he allow opportunities to communicate directly with students?

a) Yes

b) No

9. Did he allow time for free communication?

a) Yes

b) No

10. Did he use humor to liven up the class?

a) Yes

b) No