South East European University   Faculty of Language , Cultures and Communication

POST GRADUATE STUDIES - SECOND CYCLE

THESIS :

"The Psychology of Interactive Teaching of English to 7th Grade Pupils of "Gjon Sereçi" Middle School in Ferizaj"

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Abstract

Nowadays, the education system in elementary and middle schools is extremely complicated compared to the following years. The reasons are numerous, ranging from fast development of generations to never ending sources of easily accessible information. To address this issue, we have chosen the seventh grade of the "Gjon Sereci" school in Ferizaj. The reason we chose this school was not random selection. But, we chose the middle school of "Gjon Sereci ", because during a conversation with the staff of teachers, we learned that there were studying a diversity of pupils, not just coming from different cities of Kosova but also from the other countries as well.It's a very important point that helps us create a more comprehensive treatment. Further, among the classes we chose the seventh grade, where pupil's age poses a challenge itself to the teachers, pushing them to expand their relationship with children on the verge of teenage.

Of course, in a narrow space it is impossible to treat the teaching psychology in all subjects, as each of them requires special research. We focused on the foreign languages. In the "Gjon Sereci" school English and German lessons are held. Among them, because of the competencies we chose the English language also, it is a subject that somehow rises interest among pupils.

Thus, we will treat the Psychology of Interactive Teaching in the subject of English for Seventh Grade Pupils in the "Gjon Sereci" school in Ferizaj.

The research focuses on the Impact of Learning Environment and Social Circumstances, Learning Strategies, student- student Relationships, Prevention of Inappropriate Classroom Behaviour, Most Productive Interventions by Teachers, and Communication Models.

Step by step, following the analysis we want to show what lacks in out education system and what works best with teenagers nowadays.

Keywords: *Pupils, Middle School, Teachers, Psychology, Languages, Behaviour, Communication, Education, Interactive Teaching, Classroom, Adolescents,*

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I. Introduction

Teaching is a process or an interpersonal activity where the teacher interacts with one or more students, individually or as a group and affects them. But even the students do have an influence on the teacher, especially if he is in the early phase of his career. The teacher himself should be learning continuously, not only to make progress in the field of study he covers, but also because the generations of pupils and students change from year to year. As a result, the psychology, technology and teaching methods and strategies need constant updating.

There are two main methods of teaching, the traditional and the modern one. The traditional method is familiar to each of us. Most of our own teachers followed this method, and even our parents and grandparents; the teacher explained, and the pupil listened and took notes. This method violates the principles of communication and interaction, and the teaching process is totally depended on the teacher. It is also up to the teacher if he wants to build a relationship with his pupils and being more present on their life. The teacher was an authoritarian personality, far from being friendly with the pupils.Even our parents told us since we were little that the teacher should be respected, and his word should be law for us. Most of us even were afraid of the teacher's figure.

The modern method is what we think is the present and the future of the education systems around the world, considering it also as the best practice in the interactive teaching process. We have done a lot of research to support this principle and why we believe this is the right way to go for. We will explain it further in our thesis. According to this method, the teacher himself should be clear about what he expects from his pupils and ask them what he wants from them.

The nine-year compulsory education system is very complicated nowadays. Challenging factors which complicates it, can be classified into two categories: internal and external ones, starting from the fast development of generations, physical changes, the wide range of easily accessible information from every age, collective spirit, individual character, family relationships, social relationships, self-esteem and the relationship with the teacher.

The latter play a key role in the direction given to a child at an age still in development or in other words, in the first steps of real individual development. Consequently, teaching in some classes today requires more diverse skills than ever before (Usova, 2001). Teacher attitudes and classroom environment can be helpful on shaping the child's behaviour. We refer not only to schooling, systematic learning, activation, correct classroom behaviour but more broadly in communication and interaction with classroom teachers. Educators need to take notes of the changes that occur during the years of adolescence.

To further deepen the psychology of teaching in interactive relations, we must have a clear picture of the current situation in the 9-grades schools. To concretize our findings and support our research process we took a concrete case.

The 7th grade of the "Gjon Sereci" school in the district of Ferizaj, where we have discussed with the teachers, the principals and the students themselves, in order to exemplify all the information obtained from the studies and works of the respective field. We have chosen this school for the diversity of pupils and teachers, thinking of the best overall case for giving the study a value for everyone.

1.1.　Aim of research

In our research, we will consider the following phenomena: The Impact of Learning Environment and Social Circumstances. Our study aims to highlight the preferred learning strategies, teacher relationship with pupils, how to prevent inappropriate classroom behaviour, more productive interventions by the teacher and the right ways to communicate.

To sum up, we listed some of the most important topics we want to include in our study. The aim of our research is to:

1. Introduce the basics of the psychology of teaching

2. Analyse the importance of interactive relationship between teacher and pupils in the classroom

3. Answer research questions

4. Complete a survey with pupils and teachers

5. Analyse further the results of the survey

6. Conclude on important findings

1.2. Hypotheses

In this section of my thesis I will represent the hypotheses which this study aims to prove:

1.The relationship between the teacher and the pupil that remains limited in explaining the subject, assessment, and authority to the correct classroom behaviour can lead to inactivity in the pupil, lack of interest in learning, suppression, and failure to provide high results in behaviour whether in learning.

2.Interactive relationships between teachers and students relying on continuous communication between the two sides, getting to know each pupil and showing interest of each classroom student by the teacher and dedication to encourage them to move forward helps children develop individually, get support outside the family, learn more, and be better at school.

1.3. Research Methodology

This chapter describes the research methodology used in this study. The research strategy that I will use in this thesis is deductive. A deductive approach is concerned with presenting a hypothesis or some hypotheses based on existing theory and designing a strategy to test them.

So, in the first chapter I have introduced the research field, the aim and objectives of the study and the hypothesis. To test the hypothesis, I will make a detailed literature review about the psychology of teaching referring on previous academic research works, books and papers published for this topic. In the literature review I will use the descriptive methodology to define main terms and definitions in this study. I will use the explanatory methodology to introduce the issues concerning to the psychology of teaching in interactive relations.

To test the hypothesis defined in the previous section of this thesis, I will take a survey with 7th grade of the "Gjon Sereci "school in the district of Ferizaj. I will use the analytical methodology to analyse and interpret the results and findings from the survey.

After presenting the field of study, defining the hypothesis, reviewing the literature, define the methodologies to prove the hypothesis, I will be able to test the hypothesis and conclude on important findings and recommendations for this research thesis.

1.4.   Importance of the thesis

Psychology of teaching is one of the key links to be considered by everyone who intends to have a career in the field of education. It is essential for the teacher to have the ability to organize and to manage the classroom, to understand the characteristics of the group of pupils with whom they interact and to build a communication bridge with them, individually and as a group. Both of relationships are crucial to maintain a proper behaviour in the class and to increase the children interest towards the subject.

1.5.   Structure of the thesis

The thesis is divided in five main chapters. The first chapter is a presentation of the thesis where I have described the research scope, aim of study, the objectives, hypothesis, methodology used to prove the hypothesis and the structure of the thesis.

The second chapter is an introduction to the field of study, where I am focused on highlighting the psychology of teaching focusing in the relationship between teachers and students, communication, emerging issues that come from the age, the knowledge, individual types, growing process and the use of technology, etc.

The third chapter introduces the methodology used to realise the research work of this thesis. In this chapter I am focused on the methodology forms used to answer the research questions and prove the hypothesis.

In the fourth chapter of this thesis I will introduce and analyse the survey realised with the students and teachers of the "Gjon Sereci" school. In this chapter I will focus to analyse and interpret the results of the survey. By examples and concrete questions and answers we can come up with a clearer approach to the study.

The fifth chapter of this thesis will represent the findings of the thesis, the results, focusing on the main conclusions and recommendations to everyone interested in this field, school principals, teachers, school psychologists and parents.

At the end of this thesis I will represent the bibliography used to write this study and the appendix containing the questionnaire.

II.   Literature Review

In this chapter we are focusing on defining the principle terms related to the topic of this thesis and through a detailed literature review process and previous research work to highlight the best practices in interactive teaching process and methodologies. Educational politics and strategies nowadays are more and more being oriented towards a pedagogy which expects the pupils to be involved in learning. According to (Viorel, 2011), this kind of pedagogy which is situating the pupil in the middle of its preoccupations is and active and interactive pedagogy encouraging those who try to learn to discover the new elements. Furthermore, he states that experimenting pedagogical strategies, inspired by the interaction and constructive approaches, means to focus more on pupil's personal construction of the knowledge. An interactive teaching process is facilitating actions focused on the pupil's individual activities.

Before going deeper on the interactive teaching process, I want to focus on the main teaching terminology of terms like teaching. In the following session I will represent main terms and concepts and the origin of the teaching word.

2.1.   What is teaching

Teaching is the didactic process which requires the participation of the teacher and the learner, and its main goal is to promote and support learning. According to Johnson & Walker, teaching means instructing, informing as a master; delivering any doctrine or art or words to be learned or giving intelligence. (Johnsson Samuel, 1828) Gregory & Garmezy define teaching as "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand" (Gregory & Garmezy, 1963). According to Brown (2000) teaching should be defined with a term of learning, because "teaching" facilitates the learning process, gives the learner an opportunity to learn and sets the conditions essential for learning. (Douglas, 2000) A more extended definition of teaching always leads to many methods which the teacher can use to simplify the learning process.

According to Cate, Snell and Vermunt, 2004, "Teaching in a classroom is a goal-oriented process, it is closely related to content, is oriented towards a particular group of people, is a planned process, uses several strategies, uses some tools, is characterized by the continuous function of the evaluation process, is a complex relationships, giving or escorting knowledge, organizing students' activities, and making the learning process possible. Teaching and learning are the two directions of a process that enables students to absorb the curriculum. This field is quite complex and subtle to be observed, analysed and evaluated. (Cate, Snell, Mann, & Vermunt, 2004, p. 221)

In contemporary methodology teaching is considered : "Interpersonal activity, is an instructional act led from the teacher that plans and organizes the development of the teaching and learning process, which takes place in the processes of: prevention, interaction with students and other teaching associates, and which is aimed at analysing and evaluating the learning work developed" (Boumová, 2008, p. 87)

 In his study Boumova states that "teaching is what facilitates the student learning process through the realization of diverse and appropriate learning strategies with forms, methods that change the role of the student and the teacher, where the student becomes the main actor (active subject) and not simple spectator" (Boumová, 2008, p. 92) The realization of effective strategies (forms, methods, techniques) enables multiple alternatives in the learning process and this causes students to develop organizational and management skills, communicative skills, promote diversity in student learning and their creativity.

2.2. Teacher's relationship with pupils

The foundation of the teacher's relationship with his or her pupils should be the communication. According to Oxford Dictionaries, by communication we understand the imparting or exchanging of information by speaking, writing, or using some other mediums, that includes: A letter or message containing information or news. The successful conveying or sharing of ideas and feelings and Social contact. (Oxford Dictionaries, 1992)

Communication works like a bridge between the two of them and knowing how to communicate is crucial because it is the only tool a teacher can use to establish a stable relationship. According to (Zimmerman, 1989, p. 337), "When teachers are fierce and too authoritative with students, they do not understand that their words have a long-term effect. Often the negative messages transmitted through poor communication are significant to students as they remain embedded for years. They survive in their minds even more than the lessons learned." In general, if the teaching process fails, it is because of the lack of positive communication between students and teachers. Many teachers are scientifically skilled but lack pedagogical abilities to transmit and explain information. Except the information shared, teachers should be able to share emotions, verbally and expressed in words.

As Zimmerman states, some of these emotions include:

Empathy: A teacher should show to his pupils that he's not there for them just to explain an hour, but he is there to collaborate, to listen, to ask questions about the topic, to gain their attention and to show them that they have all his attention. He should make clear that he understands and is open to help if they need him. (COOPER)

Pleasure: He should show to his pupils the love he has about that subject and his enthusiasm to explain that subject. He should transmit the pleasure he has to be able to share his knowledge with them. Hiding the negative emotions, if he has them, he will win their attention.

Affection: Children and teens spend most of their time at school, so the teacher is the adult they get to spend more time with. They might see him as a role model and even if they don't, beyond their conscience teachers play a crucial role in their personal and social life. (COOPER) In most cases, if the child is having a difficult problem, the teacher is the best help he can have. They need somebody to take care of them outside the family, a stable figure, someone able to listen and who respect them. But this is a tricky situation. Teachers should pave the road for them to open by showing affection, interest and telling them that they could ask for help anytime. If a child feels supported, it can minimize the other negative aspect he might have in his life. As a result, he will feel an inner responsibility to learn and to pay attention.

A key for a positive and supportive relationship for the pupil is to be understood and supported. If the teacher sees a reaction to the pupil that does not seem normal, he should find a way to transmit that to the pupil so that he understands the teacher's objection. Otherwise, if the teacher responds to the behaviour of the pupil with a punishment or severity, leads to disruption of understanding and anger. Positive discipline forms the behaviour of the students and helps them to learn what self-control is, when it gives them courage and not when leaves them painful and meaningless consequences, not threatening or screaming, shooting or offending, but encouraging. This encouragement is a sort of reward that stimulates the student to work, learn and produce good results. (Collier, 1994) We can quote Alderman here (Alderman, 1999). Punishment is a physical pain, a humiliation, an isolation of obedience to the revanche, at the same time it teaches you what to do but does not teach you how to do it." Furthermore, Alderman states that punishment can cause pupil feel anxiety, shame, aggression, guilt, lack of independence, and care for others, this way becoming a problem for the school, the teacher, the peers, the parent, and the community.

According to the collected data by a scientific study by UNICEF (UNICEF Nations Development, 2000) 1 out of 3 students are abused by teachers, there are frequent situations of physical or psychological abuse in the school that are related to ear tweaks, slapping, hitting, insults, punishment with marks, various threats, etc. which cause pupils to be not motivated by teachers, causing students to go to school lazy, bored, frightened, avoid learning classes or even abandon school.

2.3. Interactive teaching

More and more interactive teaching is on the centre of today's developments in education. It responds to today's world trend to transform the classroom into a vibrant environment where, instead of giving information, teachers and students are cultivating habits of exploring, independent research, discussing issues from indifferent perspectives, analyse them, identify problems and work together for a certain solution. Interactive teaching creates the opportunity for each student to contribute to the learning environment. ''It exploits the ability to build wisdom and get information not readily available, creates the opportunity for students to collaborate, to integrate etc. During interactive teaching, more open teaching is provided and there are more engaging learners. (Zisi, 2005, f. 13)''. Additionally,it also interferes with the positive climate in the classroom, social interaction between students. (Doyle, 1986, p. 430).

"All pupils can learn and succeed in this process, but not on the same day in the same way.", William G. Spady.[1] - comes from the fact that every child, teenager or adult has the potential to achieve something if his abilities are valued and it is possible to find a motivational and supportive learning environment. Teachers should focus their attention and responsibilities for achieving the long-term goal of school and classroom, gaining knowledge and developing capacity to learn.

Transforming the classroom into an environment where they can learn. In a class that learns:

• Students focus on the problems they create, and not on artificially separated subjects.

• Successful learning depends on a variety of factors e.g.: from the recognition of personal difficulties, confronting the individual problem, taking over the risk, humour, co-operation with other students, caring, the importance of using models and the presence of an ethical goal. (Karaj, 2008)

• All students are treated as talented individuals. Teachers should be delighted to discover and evaluate the individual talents and talents of individuals.

• In this environment, students learn, create and respect each other reciprocally.

• Grow passion for learning.

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[1] https://www.brainyquote.com/topics/learning

• Create discussion opportunities between students and teachers.

• Be accessible. Talk about the importance of making mistakes and reflecting on them. Selectively share some of your own mistakes

• Change their negative behaviours. Teacher should give examples of student behaviour with one another, with dignity and respect.

• Give them reward in the good deeds.

• Social skills training.

• Collaboration with family.

• Involve the pupil in making the decision.

• Encourage questions and suggestions.

• Curiosity, creativity, new ways of looking at the problem.

• Respond and/or give feedback to student work as soon as possible. Make their work count.

• Use quick demonstrations and multiple types of visual and auditory resources. Using graphics, three-dimensional models, music, art, school-appropriate videos, or Web-based resources can enhance students' experience in learning a lesson's key concept.

• Students are encouraged to bring material from abroad as books, articles, and material relevant to the subject.

• Students help each other and learn to praise one another.

There are no limits or exact formulas of what a teacher can do in the classroom to improve learning and win interest. He should be open to new things and should not be afraid to try methods. Different methods can be found even online as examples of teaching in developed countries around the world. The teacher himself should never stop searching and learning. Of course, to teach to adolescent learner requires more skills and creativity. On a paper written on this subject by Bongolan (Bongolan, Moir, & Baron, 2009) we discovered some other easy and simple steps to follow for an interactive hour. Some of them we'd like to list below are:

• Begin lessons with tune ups that connect lesson concepts to students' prior knowledge.

• Listening and responding in multiple ways to expert input or modelling (teacher or student demonstrations, lecture, video, text read aloud)

• Collaborating with other students in a variety of activities to examine the meaning of key vocabulary and concepts, or develop new representations (e.g., posters, completed graphic organizers, responses to key questions) linked to what they have read, solved or experienced

• Solving problems individually and responding by reading the text.

• A brief closing activity that supports students to assess or summarize what they've learned (Bongolan, Moir, & Baron, 2009)

To keep motivation at higher levels, the effective teacher changes teaching instruction strategies and techniques from time to time to teach more effectively. These techniques can revive the lesson, but be careful not to overdo it, in order not to lose classroom control or student interest. If the teacher notices that the explanation techniques used are not transmitting to the student what he would like, then he may alternate the explanation with video or pictures about the subject that will leave room for comment from the students as well. Thus, the class time becomes an active hour. We know that pupils are curious by nature, so it would be good for the explanation to begin with a curiosity about the topic because it would increase student interest.

2.4. Teaching a foreign language

Foreign languages are very important to middle schools, where pupils can improve more than elementary school and set the foundations of comprehending and communicating. Adolescents have more potential than younger children, but school does not seem to be one of their most important interests. Although, learning subjects as foreign languages might be an exception, if we compare this to math or physics. Why? Because children are curious creatures and with the fast development of internet, nowadays they can find everything they need online.

To understand the context, they need English. They might have an interest and a desire to learn, but they lack motivation and are easily bored and misbehaved. It's a teacher job to push them a little further for good. Teachers must always look for original activities that will both capture and hold students' attention. We know that, as the methodologist Penny Ur suggests, (Ur, 1996) ''teenage students are in fact overall the best language learners" (Harmer, 2001, p. 38). Some of the basics and more recommended methods nowadays include continuous communication between the teachers and students. Students activity in class should be high other ways they would be just passive listeners and will lose interest fast. After reading various researchers of the subject and comparing their point of views we can mention below some of these methods, without further analysis.

According to Harmer, the teacher should:

• Offer strong introductory activities that clearly connect new ideas to examples, resources, references, or contexts that are socio-culturally relevant or familiar to your students. Enhance students' interaction with new concepts by using this language-development strategy: Provide students with graphic organizers to help them quickly identify main ideas and their relationship to examples and supporting details. By using these methods, you are more likely to foster initial student interest quickly, build background knowledge, and sustain engagement.

• Divide instruction provided through lecture, reading, or silent individual tasks into shorter segments.

Continuous translation: It is easier and faster for learner when we explain the meaning of the words through translation. "Translation seems to be a useful tool if used sparingly, but it should be used with caution." (Harmer, How to Teach English, 1998) This way they understand better and teachers saves time. "Sometimes it is worth giving the mother tongue equivalent rather than to pending valuable time trying to define or show the meaning. It is of great value when no easy alternative suggests itself or highlight the danger of false cognates." (Harmer, How to Teach English, 1998)

The addition of emotion can help students remember. Emotion drives attention and attention drives learning. Use humour not sarcasm when teaching.

The brain is social & requires interaction in order to develop properly. This is what makes us humans. We have learned in history that Hundreds of years ago, a person stood a better chance of surviving as a member of a group versus as an individual.

Practice/rehearsal is critical to learning for the long term.

Understanding must be checked frequently to ensure that the rehearsal is correct. This can be accomplished simply by asking questions such as "What do I need to clarify?" or "What questions might you have?"

Use of the Socratic Teaching method[2] (asking the audience questions) will allow feedback and verification of understanding. For example, you could ask, "I just used the word "asymmetry" can anyone tell me what that means?"

Use Brain Compatible Strategies such as Analogy, Metaphor and Simile, Simulations, Storytelling, and Rhythm, Rhyme, and Rap. Putting information to music or a rhyme can increase memory; we know this cause that's how we remember the alphabet.

Watching movies with subtitles in English also can help.

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[2]https://en.wikipedia.org/wiki/Socratic_method

2.5. Psychology of education

"From psychology it is well known that the motivation of students is the system of incentives, of stimulating intellectual, emotional, social activities and so on" (Corno, 1994, p. 235).There are two main types of motivation, internal and external. The internal motivation is personal, a feeling that pushes a pupil to learn a certain subject. It relates to the degree to which pupils engage in an activity in order to satisfy or fulfil their curiosity and interest in a topic within a subject. For example: X. is attracted to foreign languages, so he likes to learn English. The external motivation has to do with the attraction to a certain activity in order to achieve certain goals that are rewarded, for example praise from parents and teachers can be some types of external stimulation.

Goals play an important role in increasing student skills and motivating them. "Self-motivation can be best created and supported by achievable goals that guide people to greater goals. It is good for a learner to cultivate short-term and long-term goals. Short-term goals guarantee immediate incentives and direction for performance, while long-term goals are far-fetched in time to efficiently mobilize the effort or direct what the individual should do to achieve the long-term goal. (Bandura & Schunk, 1981)

It is the work of the teachers to know the mind of each of their pupils and to create strategies to help them get their best results and organize their work. We will show some examples below:

☐ Introduces the duties and requirements of pupils as requirements to be met by them;

☐ Instructs pupils to keep a small notebook or diary of the goals they themselves decide to set and how they realize them, step by step;

☐ Help the pupils that set up goals and halfway they lose interest about achieving these goals;

☐ Encourages collaborative learning to set goals for their future work, assessing the goals set and the work done to achieve these goals.

☐ Pushes them to have some individual autonomy

Autonomy is a very important factor to bear in mind when dealing with teenagers. As cited by Covington, "People by nature are autonomous and have difficulty when somebody else rules their life or make decisions for them. Even children find it hard to obey to an adult whoever he might be. But things are different in school. In school the choice is not a norm. Teenagers spend most part of the day in a place where others decide for them." (Covington, 1998). Choices should be a range of alternatives to enable pupils to pursue their interest and to pay more attention to an option that is more important and appropriate to them. The choices should be just a few to not have a negative impact to the learning process. Following the citation above "Too much autonomy brings confusion and a little autonomy is boring". (Covington, 1998, p. 78) Giving pupils the opportunity to make choices creates opportunities for them to modify the level of challenge that represents a certain task. In such contexts, pupils have high efficiency. But the teacher should ensure that pupils have the knowledge and skills needed to operate independently and make the right decisions. To reach that, the teacher should teach them models of good decisions. The experiences of autonomy give a great satisfaction to the students. These experiences must be found especially within the family. The relationship of children with parents lies as a premise for the formation of autonomous and responsible entities. You cannot be autonomous unless you have faith in yourself, the consequence of this would be subjection, even about personal development. Giving an answer to our most basic needs is a condition to pursue more complex goals, among which the acquisition of personal autonomy. "Autonomy also arises from mutual co-operation with peers." (Smith, 1987, p. 97).This means that the teacher should promote cooperation among students to help create their own autonomy.If the teacher stands near the pupils causes them to achieve their goals. In this way, the pupil creates confidence and self-confidence. To stimulate this situation, the teacher should pay attention to the following points:

• Tell the student that he can achieve; learning ability e.g. the student expresses his feelings by speaking or writing them.

• Knowing the weak side of the student, not making it visible, but should talk about the problem gently with him.

• Some students may have difficulty gaining frequently used concepts. By their way of life they understand everything simpler.

• Another factor that is closely related and influences the student's level of learning is anxiety. Anxiety in the students may change depending on the different situations.

According to what we mentioned above, the conclusion we draw is that under no purpose the student should be abused by violence, should not be threatened, should not be frightened, should not be negatively affected. The teacher should increase caring for the student and motivate him in any situation.

This is something that should be applied with no exceptions under no circumstance to all the students, but special attention should be paid to first graders and adolescents. Here is a scientific explanation to the adolescent brain and its reaction (Learning Strategies and Teaching Tips-SPOTS Manual):

"The frontal lobe houses the area of the brain where we process higher cortical functions like reasoning, problem solving, short term memory, planning and executing behaviour, language, motor function, social mirroring, judgment, and impulse control. Until the frontal lobe has matured, other parts of the brain (temporal lobe, parietal lobe and the amygdale) are used for language development and decision making. Because of the involvement of other parts of the brain in these functions, adolescents tend to lack impulse control, demonstrate more irrational behaviours, and often make decisions based on their feelings rather than logical thought processing. All of these characteristics affect their ability to learn."

III.   Research Methodology

This study was a combination of qualitative and quantitative research methods. Methods will consist in developing interviews and surveys with teachers, parents and students. Secondary data will be based on previous studies on this area and annual results statistics and nationwide projects.

3.1 Methods for data collection

By selecting qualitative methods of questionnaires and interviewing you are required to follow a certain procedure for their realization. First, it was compiled the questionnaire format for the teacher and the parent and the interview was tailored to the subject we have in the study. Second, it was defined the terrain where we could apply them, and after defining the terrain, we organized the distribution of questionnaires and the record keeping for our interview. Then all questionnaires and interviews were collected. And finally, we compiled the statistical data expressed in percentages to identify the issues related to the study, in order to determine the ways to realize the problem arisen in the study. At the end of the study, recommendations should be provided for effective communication facilities and the use of learning strategies at younger ages.

3.2 Interview (with teachers, parents and students)

Interview is another qualitative methodology that is used in this study. It was realized through focus groups and individuals. It was developed with middle school teachers through personal meetings and via email. The focus group was developed with students of the seventh grade of the 9-year cycle.

The format of questions open for discussion during the interviews was as follows:

• What do you know about communication facilities?

• What is the role of the teacher?

• What methods of learning are used in the classroom?

• How do you attract students' attention?

• What do you do to correct students' behaviour?

• What are the forms of receiving information?

• Which of the forms of communication has a greater influence on the student?

• What is the teacher's role in communicating with students?

• Do you think the role of the teacher is irreplaceable?

• Is the present-day teacher able to orient the students towards efficient use of forms of communication?

The purpose of the interviews was to obtain direct information from teachers and students on issues in the study. Teacher and student's thinking helped us to draw some of the conclusions and recommendations outlined in the next chapters.

In the conducting of this study, 20 teachers from the Gjon Sereci school of Ferizaj were interviewed, two of whom covered the position of deputy school director, one of them besides the teaching, also a school principal, five were foreign language teachers, three of whom held English language lessons and 12 other teachers held different other subjects. In addition to the teachers, conversations were held with 100 middle school, seventh grade students and 80 parents who agreed to contribute to this study. For a primarily comparative and complementary purpose in our study, we also contacted English teachers of the following schools via email:

3.3 Experience and problems identified

In carrying out this study, previous individual experiences were implemented, and new experiences were gained. Previous experience has to do with problem solving, submitting a working structure organized with successive steps, because these actions we perform in the routine process of our daily work.

Another progress as the compilation of questionnaires and the organization of massive interviews, as well as compilation of data and conclusions. During this work there were new concurrencies and I faced some challenges. Some of these difficulties include: finding the right terrain for applying questionnaires and interviews, managing time to carry out the study,

distributing questionnaires, compiling statistics, and issuing recommendations in line with the topic.

3.4 Data Processing

The data of this study were organized and analysed using the SPSS software program. All questions were coded and based on the answers provided by the participants; we presented the answers to each question addressed in each of the questionnaires built for this study. In cases where responses were not binary in their nature, but were open-ended questions, their answers were given in full.

Chapter 4

IV. Analysis

After reviewing the respective literature and representing the methodology used to realise this study,this chapter is the results of the survey with pupils and teachers of Gjon Sereci school. This chapter is divided on interpreting and analysing the results from pupils' questionnaire and the results from the teacher's questionnaire.

4.1. The results from the pupil's questionnaire

A questionnaire is a useful tool for gathering information in face-to-face, postal mail, email and telephone settings. The questionnaire should focus on specificaims and objectives, including asking and collecting the right type of information and making sure each question is specific, objective and understandable.

Fig 1.1 What is school to you?
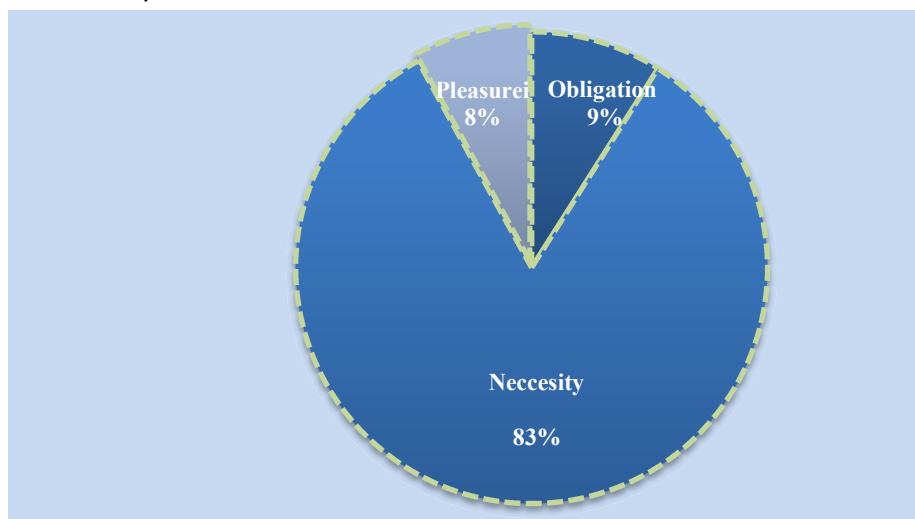
All surveyed students answered the question. From this question we note that 83 pupils or 83% of surveyed students think that school is a necessity, 9 students or 9% of students call it obligatory and 8 students or 8% of students think that the school is a pleasure. Each one of them replied to the question of whether the school makes you feel proud of yourself, where 98% of them give positive answers and 2% give negative answers.

Fig 1.2 Do you feel good in school?
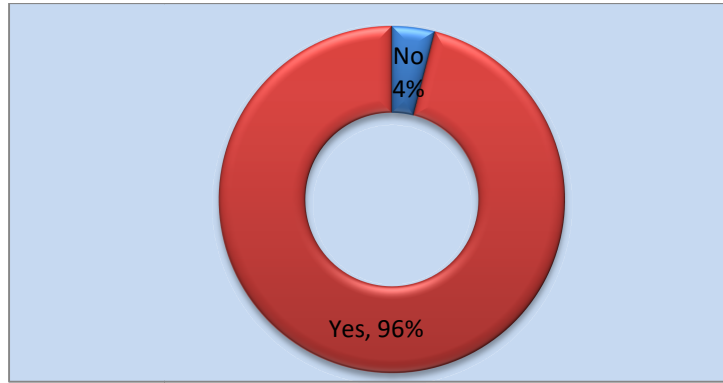
From the question "Do you feel good in school?", Figure 1.2 shows that 96 students or 96% feel good at school premises and only 4 students or 4% do not feel good at school premises. Pupils say they feel good about the physical environment, pedagogical staff, and relationships with each other. In student relations with teachers we notice that 57 students or 57% say that they have good relations, 34 students or 34% have very good relationships and 9 students or 9% of them say they have no good relationship (Figure 1.3).

Fig 1.3 How would you describe your relationship with the teachers?
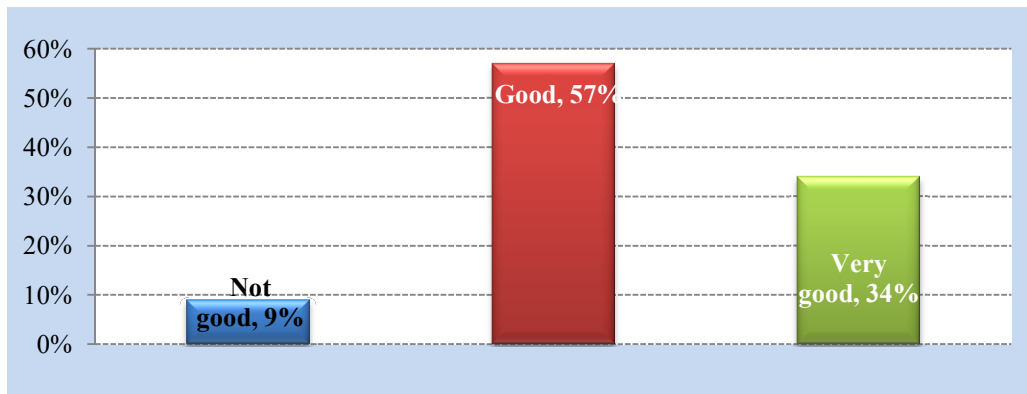
In Figure 1.4 below, students' opinions on the quality of their relationship with teachers, are presented. Their opinions are expressed in a variety of expressions where all lead to teacher-student cooperation. Thus, 42% of surveyed students think that the quality of teacher-student relations is greatly influenced from the mutual warm communication of both parties, while 27% of them require interactive teaching methods.

Fig 1.4 What do you think that influences in the quality of these relationships?
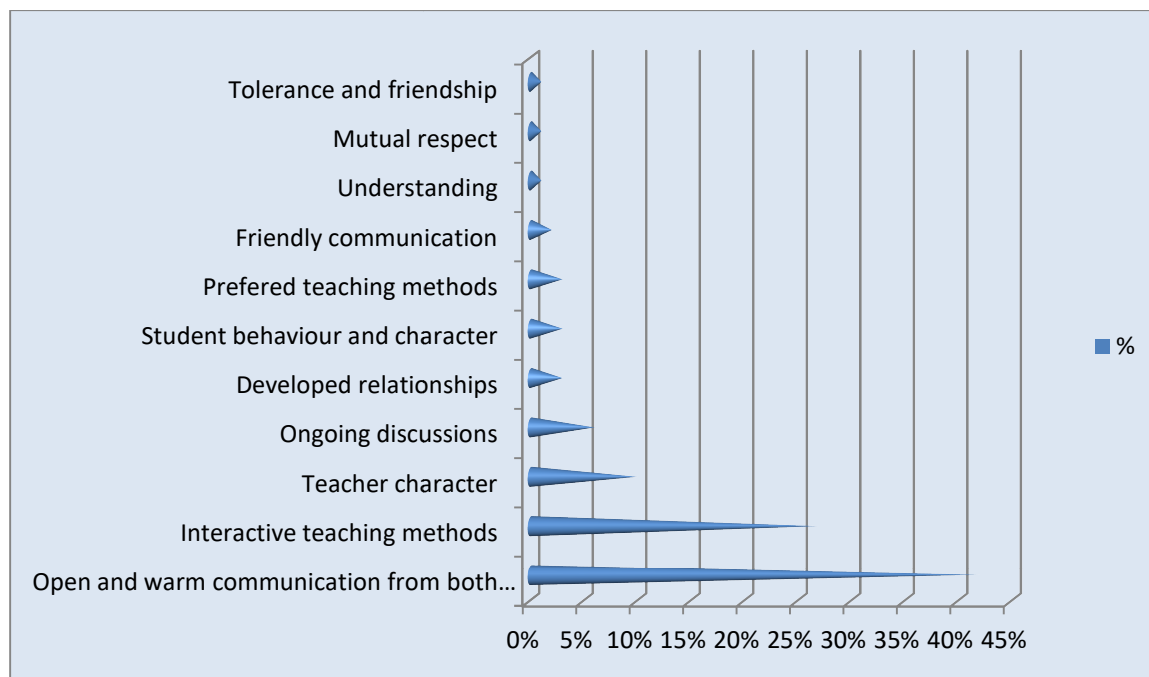
Table 1.3 in Appendix C presents students' answers to the question about the qualities they prefer their teachers to have. This question had multiple choices and the student could choose some options. From the survey of 100 pupils we note that the qualities that students prefer in their teachers rank from the most important to the least important, where interactive teaching is 75%, the friendly and social behaviour is 73%, fair grades is 56, 5%, respect for rights and freedoms 44%, seriousness in learning and behavioural tact, respectively 34.5%.

In the following question the students were asked *which of the listed qualities do you think are more prominent in the behaviour of teachers towards you*?

Analysing the data in Table 1.4 in Appendix C, we find out from this open question the expressed opinions of students about the qualities that characterize their teachers. The table shows that in the eyes of the students dominates the serious teacher, the scientifically prepared, and then the other qualities as tactful and warm.

But the analysis is worth expanding by making a comparison of the qualities that students prefer to their teachers and their perception of the qualities that their teachers have.

As seen in Figure 1.5 below, most surveyed students (over 70% of them) prefer that their teachers organize an interactive lesson. What really dominates in their teachers is

Fig 1.5 Prefered qualities vs the actual qualities of the teachers
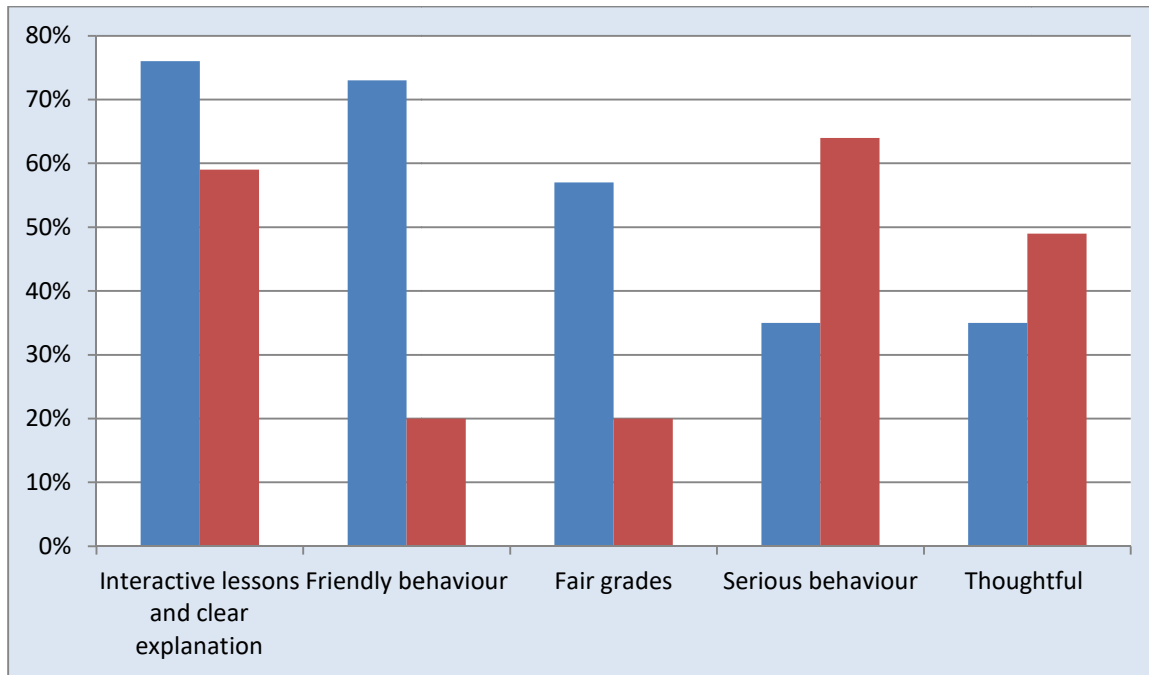
Figure shows that from 100 pupils that participated in the survey, 70% think that teachers act naturally towards them and the other part think that teacher act formally. Other 10% think that teachers have the role of elder friends and only 2% think that teachers are cold and critic.

Fig 1.6 How do the teachers behave towards you?
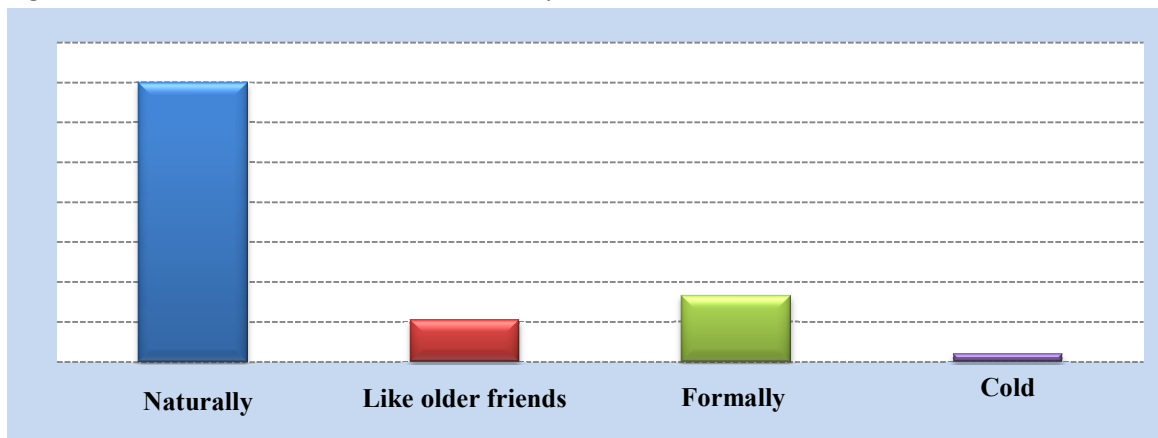
In figure 1.7, below, there are showed the data for the question we asked to the students if teacher respect their rights, their thoughts and their necessities. From their replies according to this question we note that 65% of them are somehow satisfied. They think that teachers respect

their rights, thoughts and necessities occasionally. That means not always. 34% of them replied positively and 1% of them do not feel at all respected and heard.

Fig 1.7 Do you think that teachers respect your rights, your thoughts and your neccesities?
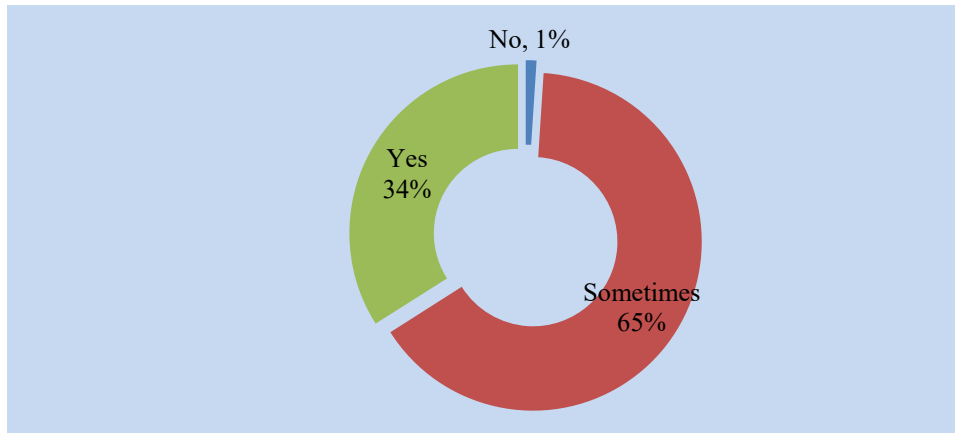
Analysing figure 1.8 below, we note that 45.5%, in cases that they haven't done their homework for the day, are given another chance to study. Other 39% of them declare that they get a negative grade in the register. 14% say that they are criticized harshly if they go unprepared.

Fig 1.8 What happens if the student comes not prepared in the classroom?
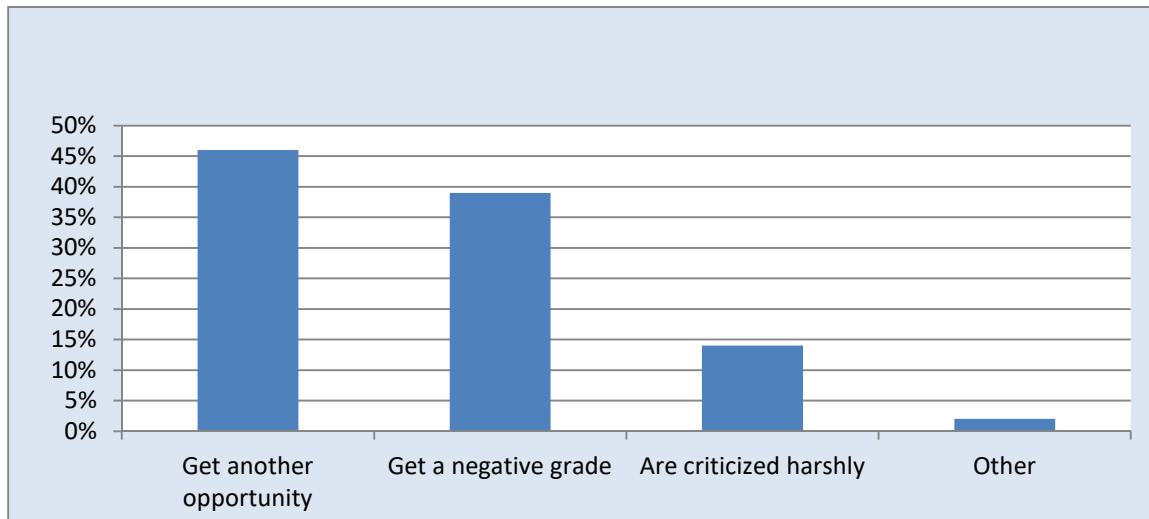
To the question, with what part of the students does the teacher communicate better, 42% of students in the survey replied that teachers show more attention to students with really good

results. 36% of them stated that teacher communicate the same way with all the students, but do not show attention to the ones that don't learn. 2 from 5 students think that teachers have better relationships and are more active with the students with good grades and behaviour.

Fig 1.9 With wich part of the students does the teacher communicate better?
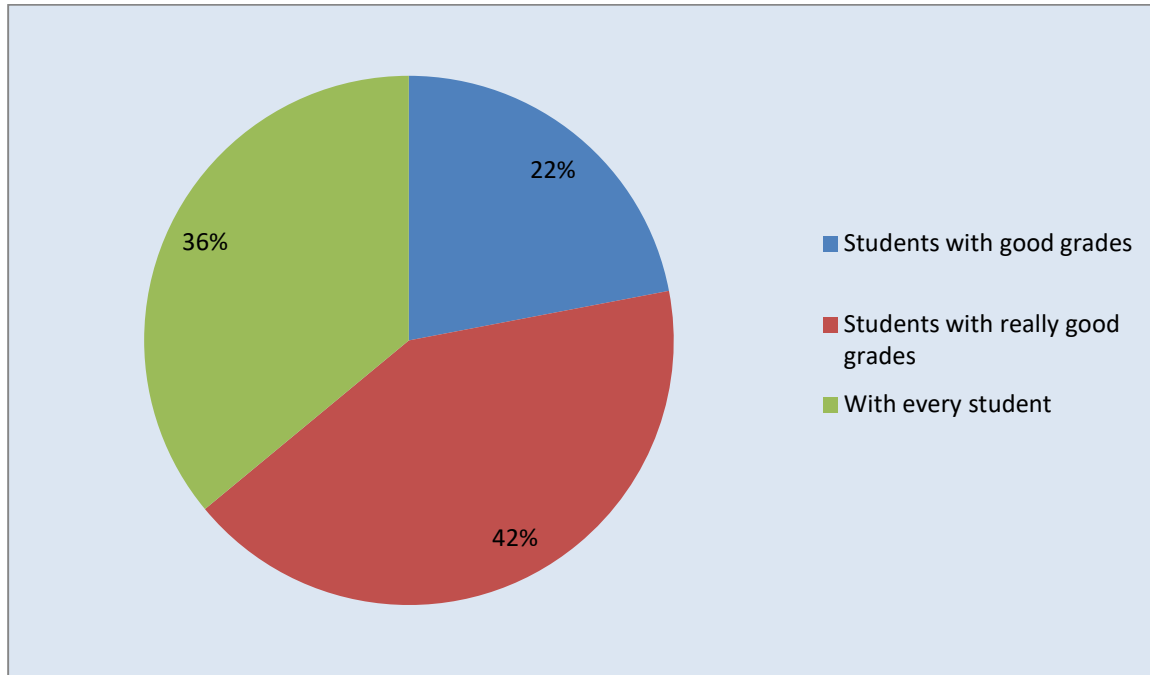
To the question of which of the forms of communication the teacher uses to improve your behaviour, the students responded as follows: 51% of them stated that quiet and friendly communication affects the student's behaviour. 22% are influenced positively when the teacher demonstrates as tolerant and friendly. While 12 % of them expressed their thought regarding good communication. The rest expressed the opinion that when the teacher communicates nicely, when behaving well with everyone, it is interactive in explanation, tactful and serious in the lesson all these positively affect the improvement of student behaviour and their will to learn.

Students were asked to express their thoughts in the questionnaire as to what they would like to change from the behaviour of their teachers. Out of their responses, 68% of them want their teachers to become more tolerant, while 20% of students say they are comfortable with the behaviour of their teachers. However, a small part of the students (6%) require teachers to be fairer in setting the grade, not to pressure through the grade and to understand more the age of adolescents. Through interactive teaching they tend to have larger attention span in classroom and no time if left for incorrect behaviour.

For the model teacher in communication, 44% of students describe their or her quality, ease of explanation, and listening to students' thoughts. One in two surveyed students describe their model teacher as "the teacher, who explains clearly, asks questions, shows examples, communicates and understands us". While a small part of the students express that they have tolerant, communicative teachers. Only 1% of surveyed students did not provide a teacher model.

Almost all surveyed students stated that when talking with each other they refer the interactive teacher as a role model (97% of them), while 2% responded that they did not refer to role model teachers. Of the 100 surveyed students, 55% are girls and 45% are boys.

4.1.1 Specific questions student performance in English subject lessons

To the question if they wanted to learn English, we got 96% yes and only 4% no. And to the question if they enjoyed learning English, 63% of the students replied yes and 37% of them replied no.

Q1.How much do you find yourselves on the following statements below? Choose your answer.

My teacher provides me with information about my next steps (For example: what to do to improve my English at home, using media as a tool, talking to me if English will have a major role choosing qualifications for the future, going to university or other education)

Yes, but it was too much information and was not helpful 2**%**
Yes, I received the right amount of information that was helpful **13%**
Yes, but there wasn't enough information that was helpful 27**%**
No, I haven't received any information **59%**

Q2.Teachers help me to do my best in every lesson

In most lessons **39%**

In some lessons 44**%**
In very few lessons **13%**
In none of my lessons **4%**

Q3.My teachers give me work that challenge me

In every lesson **9%**
In most lessons **15%**
In some lessons **52%**
In very few lessons 12**%**
In none of my lessons **12%**

Q4.Teachers listen to what I have to say in lessons

Strongly agree 23**%**
Agree 32**%**
Neither agree nor disagree **31%**
Disagree 8**%**
Strongly disagree **6%**

How do you feel about your English learning progress so far?

43% of the students replied that they feel good about their progress while 27% of them said that

they were not satisfied with their knowledge as they lacked practice and vocabulary and wanted

to learn much more. 30% answered that they find it difficult to memorize and they learn by

memory.

How do you think English might help you advance in your life?

All of them, no exception thought that English was necessary because all the information they had access to, was in English. Only 19% of them expressed that they wanted to study abroad when they grew up so English was very important to achieve that.

How do you think we should use technology/the Internet in class?

86% of the students were in favour of technology use in the classroom, and 14% of them could not perceive that as possible. The only technology they used during their English lessons was listening long paragraph in audio CD. Their thoughts were various. They thought about songs, educational movies, trivia games, art projects, competitions and much more. None of these could be possible without a TV or access to a computer in the classroom.

4.2. Findings from the teacher's questionnaire

In this survey attended 200 teachers, of whom 96% responded 'Yes' to the question "Do you feel comfortable in your profession?", and 4% do not feel well in this profession. Teachers who say they do not feel comfortable in their profession think that today dominate the rights of students leaving aside the rights of the teacher.

Regarding the teaching methods applied by the teacher in presenting students with new information, 68% of teachers stated that they apply the conversation, including all students, and 32% present the learner with new information using incentive methods such as tables or different appliances, cassette listening, video projector presentation etc.

During the valuation process through knowledge checking, to identify the pupil who will be evaluated in the lesson, 60% of the teachers carry out a discussion on the concept they will test.

Three in ten teachers say that group work is organized and 8% of them call the child's name from the register.

One of the questions in the teacher questionnaire refers to how the knowledge of the learner is checked by the teacher. Thus, we can point out how the teacher controls the knowledge acquired by the learner since acquiring knowledge is a key point for student formation. From the answers provided, 88% of teachers asked the student to make a logical explanation for what was required. While 12% of teachers asked for the summary of the lesson.

The question as to whether students do seek help for their personal problems was answered positively from all the surveyed teachers. So, all teachers have had the occasion to see their students seeking help from them. Regarding the action taken by the teachers when they asked for support, 64% of the teachers helped them, 28% of them directed the students to the school psychologist and only 8 % of them notified the parents of the student (Figure 1.10).

Fig 1.10 When the students asked for your help to solve a personal problem, how did you react?
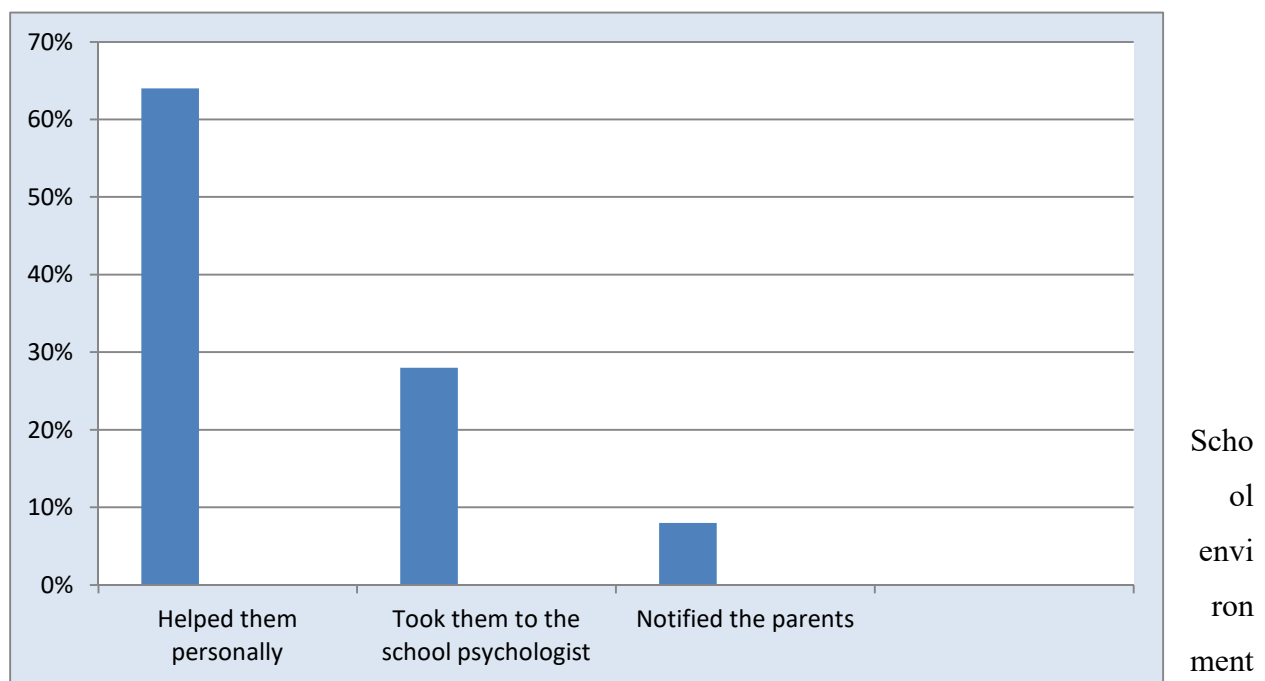
has an irreplaceable role in student formation, and we ask questions of how appropriate these facilities are. Thus, 60% of teachers say that school environments are appropriate to give

students the opportunity to express their skills and values, compared to the other 40% of teachers who say that school premises are not suitable for the wellbeing of students.

Four in ten teachers who think that school environments are not suitable for the good formation of students argue that the school environment needs adjustment. Other reasons these teachers provide are: lack of cabinets (20%); lack of sports grounds (12%); and lack of facilities for students to practice (8%).

Figure 1.11 below illustrates the distribution of teachers according to the model of the teacher they think is more successful with the students. Looking at teacher models, 88% of surveyed teachers support the collaborative teacher model, 8% is for the rigorous teacher model, and 4% of them vote for the serious teacher.

Fig 1.11 Qualities of the ideal teacher according to teachers
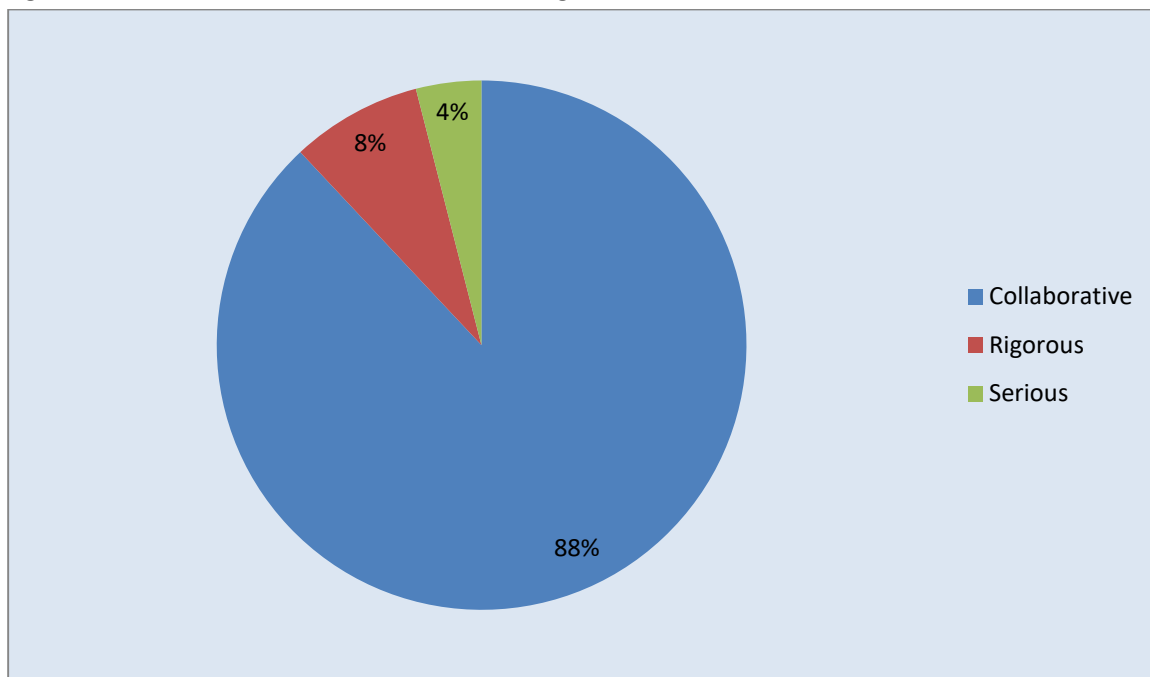
While eight in ten teachers think they are collaborative, 12% are rigorous, 4% say that they are serious, and 4% of them tolerant. This question tells us what students are asking for. They want the teachers to be more tolerant.

The respect that the students have for their teacher in a few cases has been part of media debates and not just this. To the question whether they were showed respect by their students, 96% of the surveyed teachers responded yes. While 4% of teachers responded that they lacked respect by the students.

This question in the teacher questionnaire was perceived to be open and refers to the values teachers want to be followed by students.

From this open question where teachers have expressed their thoughts, we note the great desire and dedication of teachers to convey to their students as much values they can, such as; respect, cooperation, tolerance, warm communication with one another, desire for knowledge, etc.

4.2.1. More detailed questions about the job of teaching (Only 3 teachers were interviewed in this session)

Then we compiled some more questions to go deeper about the teaching methods and strategies used in this school. These forms were given only to the foreign language teachers.

How proficient are you in the target language and what qualifications do you have to teach the language?

It is verified via their diplomas that the teachers have advanced language skills and are fully able to teach students. Two of them work for the 20th year in a row as an English teacher to middle school. In Kosova it is mandatory for the teachers of public school to have a university degree on the subject they teach.

How do you engage your students in instruction and get them to use the target language?

Practice makes perfect, we all know this quote and it applies to foreign language learners. We asked the English teachers how they managed Speaking Session in their classroom. Two of them said that they gave students little books to read and then asked them to tell the summary. Another one said she divided the classroom in small groups and engaged the students on conversation about different topics. They could use simple words, as much as they knew.

What do you do when it is obvious that students do not understand what you are saying?

They replied that it was not a problem to them to repeat everything until the major part of the class would have understood! Also, they would slow down and explain everything in other, more comprehensive and easy words or methods. They do not teach in the method English-English so it is not so difficult for the students.

What is your philosophy of using the target language in the classroom?

They explained the English lesson in Albanian, translating every word so the students could fully understand. Every hour they picked two or three students and asked them various questions from the previous lesson to evaluate their preparation. Then they made tests and gave everyday homework. One of them stated that she knew that in general, the trend in language education is to focus on function and not form. In other words, teachers should not be teaching lessons that only focus on grammar. But still, not one of them had students practice various forms through real-life simulations and activities.

4.3. Interview with the parents of 7th graders

We compiled a list of statements and handed them to 80 parents that participated in this survey. They had to express their opinion to each question and situation in home or school.

	Very good	Good	Neutral	Not good	Bad
Communication between home and school.	20	17	12	16	15
The interest that teachers show for my/our points of view about my/our child's learning and development.	21	15	32	10	2
How often you are provided with the opportunity to discuss teaching techniques with teachers.	0	3	5	15	57
Opportunities you must influence the learning offered to the child.	3	38	27	9	3

The way you are met when you need to enquire at the school.	4	29	20	7	2
How quickly you can set up a meeting with the contact teacher.	50	27	3	0	0
How quickly you can set up a meeting with the school administration.	24	44	10	2	0

The first part is about the parent-teacher relationship and we can see above that overall parents are satisfied or neutral about their role in their children education. The major part has good communication between home and school, is satisfied with the interest showed from the teachers, the influence they have in learning etc. Also, they could meet up with the teachers anytime because the student was a priority. The only point where the parents replied as "Not good" or "Bad" (72/80) was about the opportunity to discuss teaching techniques with teachers. They added that the teachers were not open about this part. They followed their techniques and made no exceptions and took no suggestions from the parents.

	YES	NO
I/we often support and help my/our child with homework	59	21
I/we receive good advice from the school on how I/we can best support my/our child with his/her schooling	32	48
I/we often talk with my/our child numerous time a week about how much he or she enjoys school	28	52

This part is about support and interest from the parents. They were ready anytime to help their teens with homework or parts they did not understand. They were open to communication about school, but the kids often did not want to talk. They lacked enthusiasm. Regarding to the advice given from the school about the support, 48/80 said they received no advice or suggestions, while 32 said that some teachers offered them tips on how to help their kids in schooling.

	YES	NEUTRAL	NO
The teachers make clear demands and have clear expectations for my/our child's work effort	34	20	26
The teachers stimulate my/our child to learn and to work hard	26	30	24
My/our child receives the help with school work that he or she needs from the teachers	21	19	40
The way in which the teachers plan the learning/teaching functions well for my/our child	47	13	20
The tasks my/our child is given at school are not challenging enough	44	10	26
My/our child likes the teachers at school	36	16	28
I/we are satisfied with the access to teaching materials (books etc.) that my/our child has at the school	57	10	13
I/we are very satisfied with the access my/our child has to computer equipment/PCs at the school	5	10	65

The third part is focused only in teaching and how it works in the school we took for our work. There were given three options to reply, yes, neutral or no and 8 questions. According to parents, teachers at this school have clear demands and expectations. The kids understand the lessons and don't have problems about their homework. But, when the kids don't understand or have

questions, they say the teachers don't have time for each one of them. Usually they are not open to discuss more than they have in their program. Also, the tasks given are not challenging enough, for the major part of the parents. To learn a lesson by memory is not challenging. They were satisfied about the books and extra information, but they were not at all satisfied about the technology at school, such as computers, lab tools, CD players, projectors and so on.

V. Results

This chapter contains the results of the study, including detailed information about the statistical data analysis, how they relate to the specific research questions of the study.

From this study it emerges that the teacher has an irreplaceable influence on the formation of the student. The students, both during the interviews and in the answers given in the questionnaire, say that with the help of the teacher, everything is more comprehensive. The way students treat the teacher, the methods he or she uses for transmitting new information, external presentation, creating a warm climate in school environments and in classroom hours, leaves a valuable mark on students.

Teachers must work with great dedication, although in the classroom there are many learners, but there are also students who cannot reach the right results. As a teacher, one should not make differentiations by keeping close to the best of them and putting aside the student who is not reaching good results. Regarding this differentiation, students have expressed their reservations about teachers. What role does the student best communicate to the teacher? Here's the answer:

Of the 100 surveyed students, 36 students or 36% think that teachers communicate well with everyone and the rest say that they communicate better with good or very good students. Pupils think that with a tolerant, collaborative teacher who has warm communication with students, who is clear in the transmission of knowledge, the influence of the teacher on the formation of the student is undisputed.

A model teacher becomes a very powerful point of reference for the student development and this is noticed in the question: Do you refer to model teachers in communicating with friends and acquaintances? Of the 100 students, 97 students or 97.5% stated that they refer to the teacher's model in communication with friends and acquaintances.

A group of teachers form what is called the pedagogical staff at school. When these staffs consider their profession as a mission then success in his work is unquestionable. Every individual matures with what the teacher achieves, as the measuring unit has his students, where each teacher should arrive to see in his pupil the most positive qualities, he carries in himself.

To see the best in each student, a teacher should give him the opportunity to feel free to express himself and motivate him. These two points can be achieved through interactive ways of teaching. On the first chapter we stated that students tend to have more attention during the lesson when it exploits the ability to build wisdom and get information not readily available, creates the opportunity for students to collaborate, to integrate etc.

5.1 Results from the interview with the students about their relationship with the teachers

An important question we asked in our interview to the pupils was if they felt good in school or not. The major part of them answered positively. The school as an institution is composed of many main parts, including the pedagogical staff. Teachers are a main component to help the teens feel good in school premises. As a result, the students express the desire and need to be part of the school as a community and to follow every classroom lesson. The relationship teacher-student is very important and communication act as a bridge between them. Communication, also, is a key factor in interactive teaching.

According to the students, there are three main qualities that influence the relationship with their teachers: Teacher's good character, Interactive teaching methods and Open and warm communication from both parties. Unfortunately, teacher's real qualities shown in during the lesson do not meet pupils' expectations. Teachers follow strict rules and limit themselves to just explaining the lesson. They are serious rather than friendly. The good part is that they respect the student's thoughts, rights and necessities, according to 65% of students. Also, one in two students stated that they consider a model teacher the one that "explains clearly, asks questions, shows examples, communicates and understands us". So, even when they talk with one another, they refer to the interactive teacher as the role model.

Based on this short interview, we clearly see that times have changed for teaching methods. Teacher that stay solid and focus only on explanation, tests and homework are no longer preferred from the students.

5.2 Results from the interview with the students about the English language lessons

Students are eager to learn English and the major part of them enjoy learning this language. Nowadays English language is crucial. Although learning has its own difficulties, 43% of the students feel good about their progress. The other part says that they lack practice and vocabulary and find it hard to memorize lessons as they learn by memory. In the first chapter we explained that learners need interaction and help from other sources, not just books, to make progress in a foreign language. Technology is an example and 86% were in favour of using technology in the classroom. It provides unlimited helpful sources as songs, educational movies, trivia games, competitions, projects etc. But unfortunately, the school do not provide computers or TV screens.

We also asked the students about their English teachers. If they provide enough information to go ahead, if they help them to do their best in every lesson and if they give them work to challenge them. The response varied but overall, they said that the teachers did what they could do. The teachers did provide information even though not much of it was helpful. They motivated the students to learn and, in some lessons, there really were challenges. We concluded that it is a question of abilities and possibilities.

5.3 Results from the interview with the teachers

We stated in our analysis that 96% of the teachers in the survey felt good about their job. They applied the method most compatible to them and the school possibilities. The major part introduced new information through explaining and conversations and only a few percent used incentive methods as cassette listening and video projector presentations. Those were the only tools provided by the school principal.

Regarding the knowledge check, some teachers ask continuous questions to the whole classrooms as a form of discussions and the other group call the student one by one from the

register. The major part asks for a logical explanation to make sure the student has understood the lessons, while a few percent ask for a summary of the lesson learned by memory.

The teachers surveyed do have enough experience in teaching and also a diploma and licence for the chosen subject. But we see that in time they still follow the same methods they did in the beginning of their career.

Another problem is that 40% of the teachers stated that school premises are not suitable for the wellbeing and development of students: lack of cabinets (20%); lack of sports grounds (12%); and lack of facilities for students to practice (8%).

The efficient implementation of forms of communication in Albanian education requires the recognition of European experiences and a framework of interaction between Albanian educational institutions and European ones. In this regard, the cooperation of Albanian schools with schools with experience in efficiently implementing forms of communication in European countries can be realized through twinning of schools.

VI. Discussions and Conclusions

➢ In conclusion, we tried to point out how challenging matter it is to teach English to teenagers. In this age level, pupils cause a lot of problems for a teacher. Of course, these problems are strongly related to the fact that teenagers go through a very intensive period, including significant psychological and physical transformations. Therefore, the teacher must know the characteristics of adolescents in order to have a correct attitude to them. This information also makes it easier to understand the reasons of the problematical teenagers' behaviour and allow the teacher to intervene, as well as help.

➢ The teacher has an important role to play because he is responsible for pushing the students to learn in a best possible way. In order to make easier the language learning process the teacher may use many different methods and techniques which he finds most suitable for teenagers. While preparing the lesson the teacher should also become familiar with the types of learning styles and learning strategies and decide which method to use to adjust them.

➢ The teacher's vocation is to discover the way in which the learner will completely succeed in foreign language learning. Moreover, we should not forget that every student as an individual must have his needs to be fulfilled but the teacher has to do this in a way which does not neglect the rest of the class.

➢ Adolescents do not have respect for a teacher that is too harsh, they just experience fear. But they also do not have respect for a teacher that might be too tolerant. They think they can do whatever they want in the classroom without any consequence. A teacher should be organized, should have planned the lesson in advance. Pop tests, assignments, home works, extra materials are also as important.

➢ A teacher should show more attention to the practice, models, and examples. When you expect something from your students, make it as clear you can.

➢ Discuss study habits. Show them how an assignment should be done.

➢ It is important for each one of the students in the classroom to feel able to do something. For some of them might work as a great stimulation to achieve more. So, as a teacher, you could give some easy assignments or make easy questions. See the progress and

follow a strategy to help them more. Praise them if they succeed. Ask them about their progress. Make them feel aware that they can.

➢ A teacher should show empathy. Once, everyone was their age struggling with a specific subject. Be open to them and don't be afraid to tell them that even you made mistakes in the time. But tell them how to overcome the mistakes. Be available for questions and doubts even after the lesson is over.

➢ Students currently in the process of learning English as their second language may hesitate to express their opinions or thoughts in English in front of their classmates. Some teenagers who have felt left behind in the school community, or not included, may doubt continuously in their knowledge. It's the teacher duty to care about them.

➢ Others may appear detached as a way of coping with rejection from potential peer-group friends, insufficient content literacy, differences in learning needs, or factors linked to at-risk situations present in their home or neighbourhood. With these challenges on their mind, students may not express their needs or concerns directly, if at all.

➢ Personally, I think that passion is contagious. Teenagers show passion for a lot of things and they respect it. If a teacher shows passion for the foreign language and is dedicated, students will engage in the lesson and will learn with curiosity. Some of them, inevitably will develop the same passion for that subject.

➢ Memory works better if pushed not only by words, but also images and audio files. Multimedia is a never-ending source of materials a teacher could use in the classroom. Creativity is a great help when learning a second language for it stimulates the vocabulary. Teenagers love something fun and interesting, as a short movie sequence, a song, educative videos, art projects, essays, competitions with each other's etc. These are the best indirect ways to learn a foreign language without even knowing that you are learning in those instances.

➢ Teenagers want to know if what they have learned is valuable for their future. They also want to be taken seriously as learners. They will eventually ask you for the importance of the information presented in the classroom. Do not take it personally as something negative, some consider it their right to interrogate you. If you haven't yet, one day you might hear, "Why do I have to learn this?" If students don't show tact when asking this question, it may not necessarily be a humiliation for you in front of their peers. They are

actively defining their perspective on a series of thoughts. During this age, they want to evaluate the information in front of them. They want to know what the purpose of this information in their lives is.

➢ All the adolescents want the teacher and the parents to respect them and not to treat them as kids. Here is included even the respect you have for them as a learner, even if he or she can't seem to make progress in school or to give his best. Most of the time, in this age is just a phase. Academic results do not define intelligence or predict the future. If the students are not treated as capable of learning and improving themselves, they might give up trying. Instead, they need continuous guidance from the teachers to have hope to correct their mistakes.

➢ By organizing group work, as the contemporary methods require, the teacher succeeds in creating and cultivating children's culture and the habit of cooperation and reciprocity.

➢ Interactive teaching a group of students is associated with less disciplinary problems in the behaviours than direct teaching. Interactive teaching enables students to work with each other as a group, in different environments and contexts, with defined goals and intentions; to express their ideas and needs within the group, respecting the different views of its members; reach agreement on action plans, to respect timelines and accepted plans; to assume the responsibilities of being a part of the group as a member or like a leader; help others feel united and motivate the group to overcome the difficulties. During interactive lessons the class is quieter and more interested. One cannot simply "Move from the chair without permission ".

➢ The teacher must keep a close eye to the student and understand the abilities and circumstances that accompany him, not allowing the relationship teacher-student to cause students stress and marks that can affect negatively in his education in the future.

➢ In addition to basic knowledge about the subject, the teacher must also transfer to the students, social, national and human values. The teacher should be a role model and he/she should talk to them even about the attitude towards the family, the society, each other ... These values will have a tremendous positive reflection on the student's life during and after school.

- The impact of the teacher on the student, as a result of the developments and changes mentioned earlier, becomes more difficult in this age. If the teacher does not become attractive, today's student will not listen to him, much less to obey his words.

- Teachers should earn respect, should have authority and, it would be great if they are admired from their students. For this, just the role as a teacher is not enough. It is important to create a bond with the student. To show interest whenever something is wrong, to keep a balanced behaviour between being a human and showing authority. For example, if a teacher sees a pupil bullied in the school environment, he should interfere without humiliating anyone and do what he must do to make it stop.

- For a good performance, the teacher and the parents should have a deeply objective and organic connection, a relationship that increases the student's learning quality. When parents are active in school problems, they are open to the demands, remarks, and dissatisfaction they may have with the teacher. Teacher-parent relations should be open and serve to realize constructive cooperation. In this area it is very important mutual respect and help.

VII. Recommendations

Based on the statistical results, the interviews and the focus groups, also based on the reality that we experience every day in our work as educators of the younger generation, we conclude that the use of interactive strategies of learning at young ages, affects the competences of the student. Starting from the above data, we make the following recommendations:

➢ Teachers should participate in training and conferences in their state or abroad. Conferences can be about technology in the classroom, psychology, teaching methods, latest methods in teaching foreign languages, etc.

➢ Teachers should be informed continuously about the real problems of their students and they should own strategies to manage the influence of these problems in the classroom.

➢ It is important that, every now and then, teachers should update their lessons, including the latest findings in the field of study from various foreign articles.

➢ Schools should use technology to create new forms of teaching and interactive lessons.

➢ Teachers should use interactive teaching to involve everyone in the classroom. Slow learning or lack of capacity to learn can reflect the wrong practices of teaching.

➢ Teachers should greatly increase their degree of freedom during implementation of interactive teaching, believing that the key to win the attention of the class and to show good results is good training and practices.

➢ Teachers should avoid threats or harsh vocabulary and use positive talking to point out the problems that students are having. This serves to create a positive climate in the classroom. In those cases where these threats are unavoidable, when the student lack respects or for e.g. hurts somebody else in the classroom, the teacher should do all he can not to use the forms of communication that lead to the student's humiliation because, apart from the psychological damage, child abuse poses problems regarding

the status of children in relation to the class as a whole and can often be accompanied by the effort of children to regain their status in all ways.

➢ Verbal abuse is punished by law, and physical abuse. A teacher should not, under no circumstance, touch the kids, no matter what they do. It's not easy to teach to teenagers and they always find a way to push somebody beyond their limits, but a teacher that manages to remain calm until the end, is a winner.

➢ Teacher should be calm and cheerful. He should have a sense of humour at certain times, but not be funny. Always he should strive to find joyous moments during the learning process to become familiar to the classroom and to create opportunities to achieve more attention and concentration from the students to get new knowledge or to demonstrate their skills.

➢ The teacher should know how to organize the class well. A well-organized lesson, coupled with an appropriate and full-fledged material, has the highest impact on what we want to do during the teaching process.

➢ The teacher should be very attentive to the special skills and abilities of a student. When he is aware of them, he advises, orientates and gives his or her opinion of the profession that he thinks the student can acquire. This guidance offered from the teacher will have a decisive impact on the student's quality of life in his future.

➢ It is important to create more attractive environments for students in schools. This will increase the student's desire for a school attendance rather than seeing it as an obligation. Adequate environments where all environments, such as labs, cabinets, sport environments work as they should, enable students to be active in expanding their skills and values.

VIII. Limitations of the study

One of the motives we sought to necessarily support our study by conducting surveys and questionnaires at the 9-year-old Gjon Sereci school in Ferizaj was to provide a more comprehensive analysis, as inclusive as it could be. This would be possible because in this school students are from different social backgrounds, different backgrounds, different capacities and, of course, of different characters. Also, the gender in this class is divided half female and half male.

We would like our work to serve as a guide for foreign language teachers in all Albanian areas and to help them improve performance in the classroom.

However, our study also has some limitations that need to be considered.

First, this study excludes most of the 9-year private schools since they generally meet the conditions required to develop an interactive learning lesson in the foreign language course, particularly English. Private schools pay attention to filling the lesson with additional materials and have the technological equipment and laboratories that make it possible.

Secondly, we exclude from the study the case of Albanian areas that are far from urban areas, where schools do not meet the minimum conditions as warm temperature during winter, appropriate building to learn, hygiene and the primary concern of teachers is not to teach children a foreign language through modern methods.

Although the study is focused only on seventh grade students, the analysis can also help other classroom teachers of the 9-year cycle. As we have set out at the beginning of our study, the 7th grades were chosen precisely because they pose a genuine challenge to teaching due to delicate age and first adolescent stages. As a result, psychology plays an extraordinarily important role in teaching.

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Annexes

Appendix A: Students questionnaire

We make sure that your identity will be kept anonymous. Please answer the questions selecting the right alternative for you.

Q1 – What is school for you?

1--☐   Obligation   **2**--☐   Necessity   **3**--☐   Pleasure

Q2 – Does the school make you proud of yourself?

1--☐   NO   **2**--☐   Yes

Q3 – Do you feel good in school environment? Why?

1--☐   NO   **2**--☐   Yes

because

Q4 – How would you consider your relationship with the teachers?

1--☐   Not good   **2**--☐   Good   **3**--☐   Very good

Q5 – What do you think that influences in the quality of these relationships?

_____

Q6 – The qualities that you prefer in a teacher: (you can select more than one alternative)

1--☐   Clear explanation

2--☐   Warm and friendly behaviour

3--☐   Fair grades

4--☐   Seriousness and tact

5--☐   Interactive teaching methods

6--☐   Respect of the rights and freedom

Q7 - Which qualities do you think are more prominent in the behaviour of teachers towards you?

_____

Q8 – How is the teacher's behaviour towards you?

1--☐   Naturally

2--☐   Like elder friends

3--☐   Formally

4--☐   Cold

5--☐   Harsh

6--☐   Other _____

Q9 – Do you think that teachers respect your rights, thoughts and necessities?

1--☐   NO   **2**--☐   Occasionally   **3**--☐   Yes

Q10 - What happens if the student goes not prepared in the classroom?

1--☐   Is criticized harshly

2--☐   Get a bad grade in the register

3--☐   Is given another opportunity

4--☐   Other_____

Q11 – With what part if the students do the teacher communicate better?

1--☐   Students with low grades

2--☐   Students with good grades

3--☐   Students with very good grades

4--☐   All of them

Q12 – What form of communication does have a good impact in your behaviour? (please write below)

_____

Q13 – What would you want to change in teacher's behaviour?

_____

_____

Q14 - If you have in mind a role model as a teacher, please describe his or her qualities.

_____

_____

Q15 – Do you refer to the model teacher when you talk with your friends?

1--☐   NO   **2**--☐   Yes

P16 – What is your gender?

Q--☐   Female   **2**--☐   Male

Thank you!

Appendix B: Teachers questionnaire

P1 – Do you feel good in your profession?

1--☐   NO   **2**--☐   Yes

P2 – If not, what is the reason?

_____

P3 – What is the teaching method you apply (when you present the students with new information)?

1--☐   You explain, and the students remain passive/ Traditional method

2--☐   You include the students/ Conversation

3--☐ You use incentive methods

4--☐   Other _____

P4 - During the valuation process, how do you identify the student evaluated?

1--☐   Calling his name by the register

2--☐   Organizing group work

3--☐   Organizing discussions over the concepts

4--☐   Other _____

Q5 – How do you check the knowledge acquired?

1--☐   Ask for the summary of the lesson

2--☐   Ask to listen to the lesson told by memory

3--☐   Ask for the logical explanation required

4--☐   Other _____

Q6 – Does it happen that the students ask your help to solve personal problems?

1--☐   NO   **2**--☐   Yes

Q7 – If a student asked for your help, how did you react?

1--☐   You helped him

2--☐   You didn't help him

3--☐   You called his parents

4--☐   You sent him to the school psychologist

5--☐   Other _____

Q8 - Do you think that the school premises give students the opportunity to show their capacities and their worth?

1--☐   NO   **2**--☐   Yes

Q9 – If not, what does it lack?

_____

Q10 – What teacher model is more successful with the students?

1--☐   Tolerant

1--☐   Collaborative

1--☐   Rigorous

1--☐   Serious

1--☐   Other _____

Q11 – In what model would you include yourself?

_____

Q12 – Do you feel respected from your students?

1--☐   NO   **2**--☐   Yes

Q13 - What values do you want to transmit to your students??

_____

Thank you!

Appendix C: Tables

C1 Tables from the student's questionnaire

Table 1.1 Does the school make you proud of yourself?		
Does the school make you proud of yourself?	Density	Relative Density
No	4	4%
Yes	96	96%
Number of surveys	**100**	**100%**

Table 1.2 What do you think that influences in the quality of these relationships?		
	Density	Relative Density
Without answer	3	3%
Preferred teaching methods	9	9%
Friendly communication	2	2.0%
Open and warm communication from both parties	42	42%
Developed relationships	3	3.0%

Teachers character	5	5%
Ongoing discussions	3	3%
Understanding	1	1.0%
Mutual respect	1	1.0%
Interactive teaching	27	27.0%
Student behaviour and character	3	3.0%
Tolerance and friendship	1	1.0%
Number of surveys	**100**	**100.0%**

Table 1.3 Qualities preferred in a teacher: (you can select more than one alternative)

Qualities	Density	Relative Density
Interactive teachers	75	75%
Open and warm communication	73	73.0%
Fair grades	56	56%
Respect of their rights and freedom	44	44%
Seriousness in learning	34	34%
Behavioural tact	34	34%

Table 1.4 Which of the listed qualities do you think are more prominent in the behavior of teachers towards you?

Teachers Qualities	Density	Relative Density
Serious	5	5%
Serious and fair grades	1	1%
Tactful	33	33%
Clear explanation	1	1%
Serious and clear explanation	23	23%
Serious and tolerant	2	2%
Open and warm communication	3	3%
Warm and fair behaviour	18	18%
Interactive teaching	15	15%
Total	100	100%

Do you think that teachers respects your rights thoughts and necessities?	Density	Relative Density
No	1	1%
Occasionally	65	65%
Yes	34	34%
Total	100	100%

What happens if the student goes not prepared in the classroom?	Density	Relative Density
They are criticized harshly	14	14%
They get a negative grade in the register	39	39%
Is given another chance to study	45	46%
Other	2	2%
Total	100	100%

If you have in mind a role model as a teacher please describe his or her qualities	Density	Relative Density
Without answer	2	2%
Calm and clear teacher	20	20%
Tolerant teacher	2	2%
Interactive teacher	97	97%
Communicative teacher	12	12%
Friendly teacher	2	2%
Total	100	100%

C2 Tables with data from teacher questionnaire

What is the teaching method applied (when you present the students with new information)?	Density	Relative Density
Including the students (conversation)	136	68%
Using incentive methods like: tables, images, video, tapes etc	64	32%
Total	200	100%

During the valuation process, how do you identify the student evaluated?	Density	Relative Density
Calling their name by the register	16	8%
Organizing work groups	64	32%
Organizing discussions over the concepts you want to check	120	60%
Total	200	100%

How do you check the knowledge acquired?	Density	Relative Density
Ask for a summary of the lesson	24	12%
Ask for a logical explanation	176	88%
Total	200	100%

If a student asked for your help, how did you react?	Density	Relative density
You helped him	128	64%
You called the parents	16	8%
You sent him to the school psychologist	56	28%
Total	200	100%

Do you think that the school premises give students the opportunity to show their capacities and their worth?	Density	Relative density
No	80	40%
Yes	120	60%
Total	200	100%

If not, what is missing?	Density	Relative density
Without answer	120	60%
Cabinets	40	20%
Laboratories	16	8%
Gyms	24	12%
Total	200	100%

Do you feel respected from your students?	Density	Relative density
No	8	4%
Yes	192	96%
Total	200	100%

What values do you want to transmit to your students?	Density	Relative density
Collaboration and tolerance	40	20%
Tolerance, understanding, communication, rigorous	80	40%
Tolerance and ambition	8	4%
Respect and collaboration	8	4%
Respect and the desire to learn	16	8%
Respect and communication	16	8%
Respect and mutual love for each other	32	16%
Total	200	100%