POSTGRADUATE STUDIES – SECOND CYCLE

The challenges of teaching English as a foreign language (EFL) in small classes

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Abstract

The main purpose of this thesis is to investigate the challenges that teachers face within a foreign language (FL) class, according to the number of students taking place in a specific class. Teaching a FL successfully can be considered as a struggle within itself for many reasons. Considering the fact that in a FL lesson, students learn different English content in different aspects, teachers need to be very prepared and always able to understand students' needs and abilities toward learning. Motivational teaching strategies are especially used in FL lessons to enhance student communicative competence in English as a foreign language. However if capable of finding the appropriate way of helping students to learn through motivational strategies, teaching and learning process can be found easier than the stakeholders think.

The number of students inside a class plays a very important role on the teaching and learning process progress. Considering that students' show different learning needs until obtaining needed knowledge at school, competitiveness in learning is examined as a very important motivation constituent toward success. Nevertheless achieving a decreasing score in pupils' literacy with increasing class size, and little apparent change in teaching performance between classes, possibility of low achievers benefiting the most might result higher than expected. Higher number of students inside a class on the other side immediately affects the ability of teachers to manage and organize the lesson regarding students' needs.

Students need especially teachers' support in order to succeed in learning as needed. If the number of students inside FL class is very high the possibility that students learn and understand planned teaching content might be very low. In the other side also a very low number of students inside a FL classroom seems as a struggle for students and teachers too. FL teachers in general, believe that class size affects their teaching practices, in particular the way they organize lessons within class groups and the amount of time they can devote to individual children. Amount of time inside an English lesson can be considered the key of learning and teaching success. If teachers can organize the learning content in the most appropriate way, than students possibly could understand practically the use of language content instead of just listening to language rules or just read the book contents, would be much easier for learners to obtain appropriately

the language. So trying to exchange the management of the lesson time from theoretical to practical by using different technology tools, toys, pictures, videos and more communication inside the classroom, learning FL language inside a class will result to easier and faster learning.

Key words: *learning, teaching, motivation, class time and management, students' number in a FL lesson…*

Abstrakti

Qëllimi kryesor i këtij punimi është të hulumtoj vështirësitë që hasin mësimdhënësit në orët mësimore të gjuhës së huaj, në kordinim me numrin specifik tënxënësve brenda klasës. Të mësuarit e gjuhës së huaj në mënyrë të suksesshme mund të konsiderohet mision i vështirë për arsye të ndryshme. Duke konsideruar faktin se gjatë një ore mësimore të gjuhës së huaj, nxënësit i ekspozohen njësive të ndryshme mësimore dhe e mësojnë gjuhën në aspekte të ndryshme, mësimdhënësit duhet të jenë gjithmonë shumë të përgatitur dhe në gjendje për të kuptuar nevojat dhe aftësitë e nxënësve për të mësuar. Metodat motivuese të mësimdhënies, përdoren në orët mësimore të gjuhës së dytë zakonisht për të rritur kompetencat e nxënësve në të komunikuarit e gjuhës Angleze si gjuhë e dytë.

Numri i nxënësve brenda klasës luan një rol shumë të rëndësishëm sa i përket zhvillimit efektiv të mësimdhënies dhe mësimnxënies. Nxënësit krahas nevojave të përgjithshme për të arritur sukses në mësim konkurrenca mes nxënësish për të mësuar, ndjehet si një nga faktorët kryesorë drejtë suksesit. Gjthësesi të rriturit e shkallës së të nxënit në shkrim e lexim tek nxënësit duke rritur njëkohësisht numrin e nxënësve brenda klasës, poashtu duke shtuar ndryshime të caktuara në metodologjinë dhe përformancën e mësimdhënies në mes klasëve, mundësia që nxënësit më të dobët përfitojnë rezultate më të larta në mësimnxënie pritet të arrijnë rritje. Numri më i lartë i nxënësve në klasë në anën tjetër menjëherë ndikon në aftësinë e mësimdhënësve të menaxhojnë dhe organizojnë orën mësimore duke u bazuar në nevojat mësimore të nxënësve.

Nxënësit kanë nevojë për kohë dhe mbështetje të mësimdhënësve për të arritur suksesin e nevojshëm në mësimnxënie. Nëse numri i nxënësve në orët e lëndës së gjuhës së dytë është shumë i madh, mundësia që nxënësit të mësojnë dhe të kuptojnë njësitë e planifikuara në mënyrë të duhur mund të jetë shumë e vogël. Në anën tjetër, gjithashtu edhe numri shumë i vogël i nxënësve brenda klasës është sfiduese për nxënësit dhe mësimdhënësit gjithashtu. Mësimdhënësit e gjuhës së huaj në përgjithësi besojnë se se numri i nxënësve brenda klasë ndikon në praktikat e mësimdhënies, specifikisht mënyrën se si ata organizojnë orën mësimore në grupe si dhe kohën mësimore që ata ndajnë për secilin nxënës. Koha mësimore që mësimdhënësit arrijnë të ndajnë për nxënës në orët e gjuhës Angleze mund të konsiderohet

celësi për suksesin e procesit mësimor. Nëse mësimdhënësit arijnë të ndajnë kohën e orës mësimore në mënyrën e duhur, atëherë nxënësit mundësisht do të mund të arrinin të kuptojnë praktikisht përdorimin e e gjuhës, në vend që vetëm të dëgjojnë rregulla gramatikore ose të lexojnë përmbajtjet mësimore nga libri, do të ishte shumë më lehtë për nxënësit të mësojnë gjuhën në mënyrën e duhur. Kështu që duke u munduar të ndryshohet menaxhimi i kohës së orës mësimore nga teorike në praktike duke përdorur paisje të ndryshme teknologjike, lodra, figura, video dhe më shumë komunikim brenda orës mësimore, të mësuarit e gjuhë së dytë do të rezultonte më mësim më të lehtë dhe më të shpejtë.

Fjalët kyce: të mësuarit, mësimdhënia, motivimi në mësim, menaxhimi i klasës dhe kohës së orës mësimore, numri i nxënësve brenda orëve të lëndës së gjuhës së dytë…..

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CHAPTER l: INTRODUCTION

Teaching a foreign language (English) and being a learner of it as being exposed to English only during English lesson is not as easy as students might think, even harder might be for the teachers. Teachers not only need very good preparation at language field but they also need a strong ability to manage their students, notice their needs and keeping them engaged during the foreign language lessons. Being able to obtain English cognition and produce it as a good learner of a foreign language only by teachers' knowledge, many times seems to be more than impossible for students, especially for young ones. Founded in such situations almost all the teachers are trying to find easier ways in helping students to develop their ability about English language learning, using different motivational teaching strategies.

Alongside with general teaching challenges, getting to involve students on learning content as planned is considered as the most challenging part for teachers. Proving that students are being engaged enough in the learning process, can be proved only by better students' scores. Students need a great learning support by their teachers, in order to be able to experience the right classroom climate for successful learning. Raising student and teachers expectations in a learning class, can be possible only by developing a better learning rapport between students' ability to learn and teachers' ability to offer newest teaching strategies according to students' learning needs in order of showing higher results each day at school. Mostly when young learners face a new teaching situation at their learning environment, tend to feel unsure and might try to believe that they will not be able to attain teachers' expectation. However if teachers establish a learning routine every day at their classes by showing the ability of engaging students and making them feel comfortable by using motivational teaching methods, sooner students' conviction toward learning will change.

In the other side the number of students inside the class plays a very important role toward the creation of expected teaching and learning atmosphere. Teachers' ability for creation of an effective foreign language class is very much related to the number of students inside the class.

If the number of students inside a classroom is very high teachers' possibility to control and manage each student behavior might be depended very much to students' interest on learning. In the other hand with a very low number of students inside a foreign language lesson, teaching process might face struggles of different natures. So, creating an effective learning atmosphere, according to the number of the students inside a FL class, is very much depended on teaching goals set by the teachers.

> And effective teaching goes further: creating an environment that not only makes learning possible now, but also teaches attitudes and behaviors that enhance learning and success in later life. Student skills in self-regulation, such as self-monitoring and self-evaluation, are vital for life-long learning (Sonneman, 2017, p. 7).

Many times students get engaged in the lessons being based on the habits of teachers' authority, and forget to focus on their learning needs. Teaching and learning is a complex process and very much related to time consuming of learning habits. Being based on earlier teaching methods and students' assessment methods, students that were able to produce by heart any learned contents from the book, were considered as good students. Nowadays students' assessment approaches has changed related to educational process evolvement. Today students who are able to realize the process of differentiation, analyze and compare specific learned facts being based on different situations, and use their knowledge for specific reasons are considered and assessed as the smartest students. In the other side, when taking in consideration the ability to produce correctly the knowledge of a FL language, the hard worker students are considered to be those who are able to communicate and can make a correct use of language rules.

> Teachers can differ in the way in which they try to motivate students to learn and their motivational strategies can vary from autonomy supportive to controlling. The present study explored how teachers' personal beliefs and contextual factors relate to their self-reported autonomy-supportive or controlling motivational strategies (Volman, 2015).

According to students' learning needs teachers should take into consideration the change of teaching techniques, motivational teaching strategies and adjustment of students to general

learning process. 21st century is considered as an era of change because of technology development. By using technology, students have an easier access to new information, different learning content as well as the ability to develop easier their learning skills. Eventually, using technology and internet resources, teachers also can find out opportunities of exploring different lesson plans, teaching methods and empowering their academic development. Teachers of foreign language need to be flexible and able to fit into different teaching situations according to learners' needs and behavior. The development of technological advances are changing the way we live and learn each day. Communication has become available instantaneously worldwide, simultaneously creating opportunities for teachers and students to have an easier access on different teaching and learning process. As a result development of educational process leads to be available all the time, helping students being exposed to learning whenever they need.

Beyond general learning components, development of communication skills is considered the most important constituent toward general knowledge of a foreign language. However according to the students' number in the classroom teachers must be able to manage students' learning environment and accomplish students' learning needs in accordance to teaching syllabus. If a very low number of students take place in a FL language lesson, students can possibly have the opportunity of using enough of the lesson time to practice learning content according to their learning needs. In the other hand teachers also can use the lesson timing to repeat and reread or rewrite lesson contents, check students' classwork and notice students' learning needs in details. This research study tends to investigate the ability and the teachers' struggles to teach English as a FL to primary schools learners in classes with a very limited number of students inside the class, exactly use of the lessons time and the use of motivational teaching strategies specifically as well as exploration of extra added teaching methods.

1.1. Background of the study

Learning foreign language only by being exposed to the foreign language teachers' knowledge and being dependent by FL teachers' ability to adopt the language learning, means a great responsibility and hardest challenge of teachers at their professional career. In the other hand, if

students are being taught and surrounded by exact chosen teachers, in the classroom students easier can overcome possible learning obstacles. Many times teachers face different characters of students who come inside the school to change by growing up and to create habits of learning. Teachers' authority, preparation and ability to control his/her students inside the class means a lot for students, parents and teacher him/herself too. Bearing in mind that according to the number of students inside the class the teaching challenges inside the class are possibly considered to become harder. Facing this situation teachers usually need a standard number of students inside their classes. The choices that teachers make regarding teaching process, represents teachers' ability to adjust students' learning needs and to manage the lesson timing.

Besides students' learning needs, lesson timing management can be considered the key for learning and teaching successful procedure as a whole academic process. If teachers feel ready and able to work with e very high number of students in a FL class the possibility to lose a lot of time about knowing each of his/her students' ability and differentiation needs on learning.

It might be expected that one set of classroom processes affected by class size would be aspects of teaching. Looking at the teacher time estimates, the relationship between total percentage time in teaching apart from a little upturn in the case of larger classes the smaller one tends to be, more productive teaching (Volman, 2015, p. 9).

Every language is systematic, and its function is totally directed through the grammar rules as well as because of the habits that native speakers follow. When teaching a foreign language, teachers take into consideration the variety of spoken and written language chains as main elements in their teaching way. Sometimes in not even easy to make students understand the differences between written and spoken version of English language, even less to make them really understand more complex functions of it. In order to be able to easier students' way toward learning, different teaching methods should be used as motivation tools.

From time to time teaching methods have changed in correlation with other general changes of human life style. Through years teachers' behavior has changed in front of the students too. Earlier teachers' authority and aptitude toward learners has been indifferent, whereas today

teachers use to be much closer with their learners seen as a positive attitude. Sometimes just taking care about teaching time and being kind toward students might work as motivation support for young learners. However using different teaching methods plays a very important role on students' academic achievement, so teachers always seem to be looking for different and new teaching methodologies in order to help their students learn easier and produce lifelong knowledge. Knowing that English language is very needed nowadays because of it is widely spoken rage, technology tools are helping a lot to make teachers change their teaching practices. With the fast development of technology professional practices has significantly changed as well, nevertheless teachers' aim toward their job with their students has remained the same.

Using technology tools as motivation strategy for learners cannot be considered as replaceable way toward physical presence of teachers and other students inside the class. "Over the past 30 years drastic changes have occurred in the technologies that intersect with second language teaching, second language assessment, language analysis, and many aspects of language use" (Chapelle, 2003, p. 13). Indeed, using technology as an added source of teaching can help a lot students as teachers overcome teaching and learning challenges as stakeholders and active participants of schooling process.

Being able to manage lessons' time and shape learning environment in the right proportion with the lesson planning, motivation activities and students' learning needs, teaching and learning success will be present all the time during FL lessons. Teachers are key factors who organize the learning environment, whose main objectives include motivating students to learn. One of the main teaching challenge remains the ability of teachers to make students feel engaged and make them fit on teachers' choices regarding learning atmosphere. Giving the most importance to the challenges that teachers' face during their FL lessons according to the number of students inside the classes, this research study is focused to the ability of teachers to manage their English lessons. Exactly this study research was going to gain more inside with FL teachers 'challenges in relation of students' number in classroom and how do they negotiate their personal beliefs with contextual factors, as well as how can teachers support their expectation about learners outcomes in coordination with lessons timing and teaching strategies. Finally this research was

going to go deeper to students' expectations and thoughts toward FL lessons timing and timing management by their teachers according to fulfillment of students' learning needs.

1.2. Significance and purpose of the thesis

Learning, as a complex process needs a lot of active and constant work and a great support. Students' ability to learn many times is gained by lots of exercises and hard learning through time, through great supporters who are always able to help, follow and keep up learners' achievement step by step. Those great supporters with the greatest influence can possibly be teachers who feel able to work hard and manage their lesson timing as well as to fulfill their learners' needs through productive teaching. However just like learning, teaching also is a complex process which also needs a lot of preparation and support by all school stakeholders in order to feel the needed success. Teachers as well feel struggles in front of their students every day and feel challenged toward students' learning needs according to their expectations from the students. Lesson planning is in correlation to teaching content and finally purposeful teaching activities from which students will succeed need to be planned in accordance to teachers' teaching goals.

Only when teachers feel that they have achieved their teaching goals, they might feel successful in their profession. But the only way to feel and see success of their teaching process is realized through students' learning success. Yet, teaching English as FL language to a limited number of students who are exposed to English language only inside the school and only by teachers' knowledge seems to be a serious challenge for teachers. In order to succeed in teaching, teachers should take into consideration a multi- dimensional prospective before setting a goal.

Learners as complex personalities learn differently and see things from different prospective, so differentiation on lessons takes a great effort by teachers' side toward students' learning success. "Teacher perceptions of the students' characteristics can not only affect their interpersonal behaviors towards different students in their class, but it seems likely that they also affect the extent to which teachers use autonomy-supportive or controlling strategies" (Chapelle, 2003, p. 6). Teaching strategies should differ according to students' abilities to learn. Not all the students

are able to obtain some language content as a number of students might achieve. That's maybe the main reason why having a smaller class of students to teach results easier manageable by teachers' side.

Taking into consideration the ability to manage a high number of students inside a class, most of the teachers feel the risk of failure in achieving their teaching competences. But in smaller classes teachers feel the security of succeeding together with the students in achieving their set goals for a FL lesson. In order to make it possible that students obtain the served content by their teachers, different teaching methods and strategies are needed as helping tools. Use of technology tools as added teaching materials, through which teachers offer extra explanations to their students instead of book contents might help a lot of learners understand more and faster for a shorter time. Use of games, debates and public speeches, like presentations also can help students a lot to feel easily motivated to learn and develop their learning skills in general.

As mentioned earlier in order to succeed in teaching and learning process both teachers and students need enough time to practice their knowledge. So, a lower number of students inside a FL class seems to be more than needed in order to make the process reliable and feasible. Teachers' attitude about smaller classes is, success toward working with quieter and more easily managed students than teachers who work with larger classes. Therefore, potential discipline problems are prevented from arising teachers who work in smaller classes feel able to manage students' attention, behavior and learning needs. In the other side when the number of students inside a class in lower, students seem to possess the ability to learn more by their teachers than by friends. This might be a possibility that students make less learning mistakes in learning by having less contacts with different pupils. "Evidence from England shows that pupils in small primary classes have a more interactive relationship with their teacher, are more often the focus of the teachers' attention, but have fewer classmates from whom they can learn" (Wilson, 2006, p. 9).

Another positive factor that can easier be evident and help teachers managing their teaching classes is the fact that, with a lower number of students inside the classes, the lessons are easier developed. Additionally, managing other teaching possible issues like, students' behavior,

aggressive attitudes or others. However this research study is going to analyze in details different prospective of challenges faced by teachers while working with primary and elementary learners.

1.3.   The structure of the study

This thesis is developed in five chapters. Chapter one provides a general introduction and generally deals with the background of the thesis, significance and purpose of the thesis and structure of the thesis.

Chapter two deals with relevant literature review and studies directly related with the general challenges that teachers might face in foreign language lesson. The first part of it includes the specific teaching challenges, explanation of the importance motivational strategies inside a foreign language classroom, the role of language skills development to effective communication and so one, whereas the second part covers an overview of the role of different teaching strategies in students learning memory for a language skills development.

Chapter three discusses the methodology and study procedures. It introduces the research design, participants of the study, instruments and data analysis. Most importantly, it develops the experiment differences among different grades of students who were developing English language together with a higher number of students inside a class and differentiation when then number of students was low. In this case the ability of learning will be measured through a test.

Chapter four presents and discusses all quantitative data gathered from the questionnaires and post-test proficiency scores through different activities directly related to language skills exercises and compares them with reference to the research questions and hypotheses.

Chapter five as the last of this research deals with the overall conclusions of the study, its limitations and recommendations for the future research studies. The relevant references and resources used in this study are presented at the bibliography section and appendixes are structured by the end of the thesis.

Chapter ll: Literature Review

2.1 INTRODUCTION OF LITERATURE REVIEW

This chapter covers the review and analysis of different books, articles and other sources related directly with the importance and the role of FL teachers in a classroom with a low number of students inside the class, also the ability to manage them in the right way toward learning process. The number of students inside a FL class has a significant role on classroom management in terms of: class regulation, students' position in class, the timing of the lesson, students' behavior, students' motivation to learn and students' engagement in learning process. This theoretical research study is focused on analyzing the teaching process as a challenge that teachers face every day at school. Through this research a detailed investigation is presented about the challenges that teachers face during their teaching process of FL language, in small places like Kosovo where students are exposed to English as foreign language only inside their schools and during their English lessons. As a section this chapter explores, teaching challenges according to school conditions, the role of students' number inside a classroom on teaching and learning progress, the addition of technology tools as a motivational teaching strategy to help students learn, the ability to manage students' behavior during FL lessons being based on reducing the number of students inside the class and the possibility that teachers can organize and develop a rich teaching syllabus according to the number of students inside the class.

2.2 Teaching challenges according to the school conditions

School conditions are directly related to schools' achievements. In order to achieve good results and wanted success in teaching and learning process, additional teaching and learning conditions are needed as supplies of educational system. Physical environment has a great impact on

students' achievement, engagement, attendance and effective knowledge productivity. There appears to be a strong link between effective engagement on educational system with staff, students and other users of school stakeholders and the success of environmental change in having an impact on students' well-being or attainment. There seems to be a strong linking line between ability to learn and students' attitude toward learning and engagement in learning process. Not only learning but teaching process too, is very much depended on schools' conditions. Schools' conditions mean the ability to develop teaching process in the best possible conditions according to students' learning needs.

Based on evolution of different life prospective, education has developed on the way of changing learning process form year to year. Nowadays technology and internet use, has make it possible the changes of education system to easier be practiced evolutional rather than traditional teaching strategies. In order of changing eventual teaching reforms, schools' management has a significant role for evolving from traditional to modern teaching methods. "Technology can assist students in the visualization of previously unfamiliar content in a manner which assists in learning. Simulations and games can add an extra level of interactivity between the student and the content, which turns the educational process from a passive to an active process" (Courville, 2011, p. 5). One of the challenges that teachers face every day at school is the ability to make students' feel engaged on the learning process while turning it from passive to an active process. Teaching as a complex process is very much related to schools' conditions in order of achieving wanted scale of active learning. "If teachers do not possess added teaching materials as technology tools or other teaching materials that might help their work with students, the ability to reach an advanced teaching level is limited. In the other side, according to the limitations during teaching process, the link of experiencing possible stumble while learning might be very high" (Tomlison, 2014, p. 43).

Traditional teaching methods many times have proven to stand behind success on teaching and learning when compared with modern teaching methods. "With more time effective professional development and the ability for teachers to quickly receive job assistance, technology can increase student achievement through the development of a highly skilled teacher (Courville,

2011, p. 8). The potentiality of being flexible in different ways while using technology tools as modern teaching methods seems to be more successful for teachers and students as well. Modern teaching methods used by teachers and students empowered by schools' management leads to better teaching and learning results. Utilizing modern teaching methods as added teaching materials not that leads to different teaching and learning atmosphere, but possibly can result to a practical teaching system.

When it comes to practical methods of teaching and learning, students and teachers are very much depended on the possibilities that schools needs to possess in order to expertise new methodologies of educational system. "Students' performance is enhanced in schools with better physical learning environments. New approaches to building learning environments must be developed that both create better spaces for children and increase the efficiency of investments in educational infrastructure" (Ustinova, 2019, p. 32). Working on change about teaching methodologies influences students' aptitude toward learning. Especially young learners are very much related to school environment concerning successful production of a FL knowledge. Particularly learning environment, is seen as motivation tool when appropriate learning tools and kind decoration are present inside the classroom.

Especially in classes with e low number of students when competitiveness is felt in a lower scale between students and interactivity might also be present beneath teachers' expectation for a specific content. While teaching FL, students need practical forms of teaching to be able to understand better new learning content. In the other side, teachers also need added teaching materials to help their students learn easier and better. As added teaching methods to help students learn easier can be considered games, toys, audio and visual materials, which helps to turn teaching process from theoretical to practical learning which leads to interactivity between students and the interest for new content. "Eventually when the chain between motivational learning environment, specific learning tools and students' interest about learning are kept systematically in a balance, the successful results about learning could not be under the teachers' expectation, whatever the number of students present inside a FL class might be" (Blatchford, 2003, p. 82).

2.3 The role of students' number inside a classroom on teaching and learning progress

Teaching and learning process is much more complex system than just being exposed to different foreign language contents. There should always function a strong chain between different factors that are depended very much to each other in order to come to a successful educational system. Primary, the number of the students inside a class has a significant role on the learning progress, indeed a successful learning cannot be realized in the best possible way if the number of students inside the class is very high. "The hardest challenge for a teacher is achievement of the wanted scale of students' motivation to learn. However to make students feel motivated to learn inside a FL class a number of factors are related to each other, that might allow teachers to fulfill their goals or might be seen as teaching obstacles" (Russell, 2020, p. 103).

Considering the number of the students inside a FL class as an issue on the teaching process related to the planned learning content, the effort of teachers' flexibility to adopt different teaching activities and to support learners academic achievement must be of a great importance. In the other hand planned learning content is also very much depended on the lesson timing which should be divided in the same way for the whole students. "Large class sizes pose significant teaching challenges, not least in the classroom assessment of students' learning. Teachers face so many challenges teaching in large classes which cannot be avoided easily" (Chhattisgarg, 2011, p. 49). Indeed in order to measure the learning progress teachers must coordinate their time to teach and measure students' learning progress each time. So, a limited number of students inside a learning classroom means the key of learning progress in general. The teaching-learning process cannot take place in a vacuum of formal education settings. It occurs as a result of interaction among components of the learning environment.

Learning environment meaner is the ability to harmonize the learning tools, lesson timing, and learning activities according to planned learning content and to students' engagement on learning activities. "Considering the role of service learning in teacher education, perhaps the most important consideration is the extent to which it supports teachers to enhance students'

achievement in school" (Heider, 2017, p. 23)   If teachers' aptitude is powerful enough to manage the above components in the right way, the students' skillfulness toward learning will be developed in the highest possible progress. "Students and teachers work well in a school culture where academic success and the motivation to learn, is expected, respected and rewarded. Such an atmosphere where students learn to love learning for learning's sake, results in better academic achievement" (Ustinova, 2019, p. 2). In order that students feel the learning motivation from time to time they need awards from their teachers that make them feel appreciated for their work and keep students' wish for learning grow each day at school.

Creating a good learning environment raises students' expectation, encourages them to participate and ensures teachers that no one of the students can fade away their attention from teaching contents. "Individual attention and pupil attentiveness are important process but still represent a relatively narrow set of classroom process" (Lee, 2017, p. 6). The aptitude of teachers toward creating a general progress about learning environment, has a great importance on students' learning achievement. The appropriate learning environment is build up from different components gathered by learning activities and lesson timing. "The inclusive teaching aims are to help students feel comfortable, be confident in their own abilities, be willing to participate and make mistakes, and be keen to challenge themselves in learning. The most important factor from which learning obtainment is depended the most is making possible the comfortable students' position in a FL classroom" (Rotenberg, 2010, p. 67).

Taking into consideration the fact that mostly in FL lessons students feel afraid or ashamed to speak up and take part freely on lesson activities because of the possible mistakes they can made. So, the high number of students inside the class cannot contribute to the possibility of working with each student as needed, to make them feel appreciated for their knowledge or to have the possibility to improve their obstacles. Being based on the students' number in a class the possibility to organize better the lessons but the time to help each student learn more seems to be higher. "Teachers in various studies in the USA and England believe that class size affects their teaching practices, in particular the way they organize with in class groups and the amount of time they can devote to individual children" (Wilson, 2006, p. 7).

Students' academic achievement is the crucial purpose of the teachers, but the components that effects learners' academic progress are different. One of the most important issues that teachers face while working every day at schools is the management of class activities according to students' needs and their abilities to improve. The number of students in a class has the potential to affect how much is learned in a number of different ways. For example, it could affect how students engage and interact to each other and learning activities. The level of students' interaction inside the class and their engagement on learning activities help teachers identify learners' level of general language knowledge.

Giving students the opportunity to express their thought through sharing their knowledge, means having enough time to discuss with each students inside a FL class. In the other side helping, learners improve and expand learners' knowledge at FL classes in school, takes a great effort from teachers' side putting them in a situation where teachers need to work on lessons appropriate content, time management according to students' number and class behavioral management. "Learning is complex, involving cognitive processes that are not completely understood. The class size could affect the teacher's allocation of time and, hence, effectiveness, in other ways, too for example, how much material can be covered" (Willms, 2001, p. 2).

If chosen teaching material cannot be covered during a FL lesson because of the behavior of a large number of students in a class, it means that the planed lesson did not resulted successful. In the other hand when a lot of students are present in a class the possibility to face hard situations about learning are very high.

> Teachers of small classes may be able to cultivate a sense of groupness and community where students and teachers work together in a climate of mutual trust. Through these classrooms insights, there appears to be compelling evidence that small class size can act as powerful facilitator in fostering an environment in which participants take an active role in the learning process (Harfitt, 2015, p. 19)

The noise that students might create and the loss of learning time possibly can be instead of

learning or studying discussions, thus putting the teacher in front of a great challenge because of the big number of the students inside the class. As these situation can easily be experienced by the teachers working in classes with high number of students, the best way to avoid them is to reduce students' number inside the classes which directly give teachers an opportunity improve students' learning, raise the scale of learners' motivation to learn, raise the opportunity to work individually with each student and finally resulting more successful teaching process in general.

2.4 The addition of technology tools as a motivational teaching strategy to help students learn

Learning is a process which signify much more than just coming to class, listen to the teacher, do homework and coming back to the class the next day. Learning is a complex process which should be followed each day by students in order that learning as a whole process to result successful. In the other side, in order that learning be successful as a process, teachers' work with his/ her students' indicates directly students' results. Teachers must work in a way that make students interested and motivated firstly to come at school later to learn. In preparation for better learning improvement students' need motivation tools which serves as a contribution to easy learning.

Teaching only being based on school books materials, does not make the teaching/ learning process successful enough to obtain and produce enough and insightful language knowledge. So, in order to come up with wanted learning knowledge technology tools might serve as very helpful added teaching materials. Presenting extra added materials related to planned teaching contents hopefully will help learners understand better and easier learning contents, as well as producing the knowledge in a practical way. "As we develop a greater reliance on technology and the advantages that come with its usage, we can expect traditional learning for both students and teachers, to achieve a blended status, with increased reliance on technological repositories of knowledge" (Courville, 2011, p. 6). Not only that the use of technology will bring a different learning prospective inside a FL class, but if compared with traditional teaching methods it possibly will result very interesting for students as a process, which might lead to successful learning results.

Teaching strategies has a great impact on students' aptitude toward learning. If teachers chose

to teach according to students' learning needs, the process of teaching and learning will result unchallenging for both teachers and students. Using blended learning strategies will possibly result helpful that students understand better teaching content and learn it easier, rather than only by using traditional teaching methods.

> Teachers and districts cannot simply adopt new textbooks and follow state frameworks unquestioningly; they must understand how and why we have arrived at the current situation. They must have the background knowledge of what has been tried before in order to decide what method or combination of methods are best employed to meet the goals of all their students (Banks, 2008, p. 12).

Being able to associate with students' specific degree of knowledge, implies the way of helping students progressing in learning. Students have different learning needs and they learn through different teaching methods, so blended learning is a crucial strategy to help students learning more. Many times teaching only by using traditional teaching methods learners might feel unmotivated to learn, feel bored during FL lesson and as a result having lower learning results. Especially in FL lessons learners need more practical and useful teaching strategies which offer visualizing or listening learning contents in order that they understand easier new learning materials. Technology tools nowadays offer a lot of opportunities to prepare rich teaching syllabuses which include, photos, videos, listening and gaming.

Young learners of English as foreign language seem to enjoy learning better when they are exposed to different learning activities like: games, debates, speaking, listening and drawing rather than just read from their books and to respond to different questions. "Technology has already served an important role in education. Specifically, technology has been of great use to the educational field in terms of its focus on improving the effectiveness and efficiency of the educational experiences of both students and teachers" (Courville, 2011, p. 17). Technology seen as a positive factor in educational system, should always be presented as teachers' helping tool to visualize FL contents which give the lessons a different straight path leading to better learning results. If, students improve their learning by using blended learning strategies that means that teachers feel obligated to take into consideration the differentiation as needed process inside

their classes to facilitate learning.

Knowing that, especially young learners like playing games or learning by doing, changing the habits of teaching from traditional to modern, where the focus are students charged with practical learning activities indeed means relating to students abilities in learning. Therefor adding extra teaching materials as technology tool to facilitate students' learning is considered as an effort toward achieving academic goals for teachers and students too.

2.5 The ability to manage students' behavior during FL lessons being based on reducing the number of students inside the class

Considering teaching and learning as complex process which needs a continuous work in order to be able to achieve set educational goals, management of lesson timing has a crucial part on teachers' potential to achieve the syllabus according to planed teaching activities." Educational quality is at the center of debates worldwide. In all these debates, teachers are considered as the critical factor determining to a large extent the quality of our educational systems" (Alterman, 2015, p. 12). Indeed educational system is related to different factors to result successful. Teacher – student relation management is combined with various constituents such as: class rules, learning habits, behaving habits and rewards.

Education should not be seen as the routine of going to school and coming back home to do the homework. Indeed education is bunch of habits and rules constituents which help students growing better each day at school. Behavior of students inside the class take a lot of lesson time and consummate a lot of teachers' energy. According to the number of the students taking place on FL lessons the behavior of them might change related to the teaching situation. However, if the number of the students inside the class is very high the challenge of teachers to control the behavior of all the students, will result to be greater. Classroom management should not be seen as synonymous with classroom discipline, it must involves other aspects of students' engagement as freedom of fulfilling their learning needs.

The challenges of classroom management can be seen in different prospective, but mostly the

class management should be considered as a challenge to engage students in the learning process, especially to try to engage the shy students in different learning activities through which they might break the barriers that keep them far away from everyday learning process. Many times, although teachers work in their lesson planning on details, its' realization might change for different reasons because of the class management challenge. "Of curse teachers share in the responsibility regarding students' behavior and the way teacher behave affect students' behavior, but blaming teachers for the way students chose to behave is a sure sign of poor leadership" (Subramani, 2009, p. 9). Digress of the lesson can show up at every moment during FL lessons, if a disruptive student use to exaggerate a situation regarding lesson or friends, as a result a lot of lesson time will fade away and leave the teacher working with an unexpected situation rather than the lesson plan. The fight between controlling students' behavior during the lessons and the realization of the lesson plans as thought is considered as the hardest challenge of the foreign language teachers.

Indeed, management of students' behavior during foreign language lessons indicate the ability of controlling a lot of students at the same time, engage students on the learning process, identify students' learning needs and learning style and control the realization of the lesson planning on time. The whole above mentioned factors of lesson management are directly related to students' behavior during the lessons and the number of the students inside the classes. So, the higher the number of students will be part of the same class, the hardest teachers' challenge to manage their lessons is expected to be. "Classroom management must have in common the establishing an appropriate environment in the classroom so that teaching and subsequently learning can take place" (Sanchez, 2015, p. 3).

A number of teaching approaches can be applied and established inside a FL classroom that might help teachers to manage different teaching situations in different stages. First of all according to the number of the students inside a classroom teachers form the beginning of the school year should formulate some rules of the class and introduce students to the rewards as punishments. In the other side, in order that teachers might have an easier access on students' behavior, students' learning needs and to gain their confidence, every teacher must discuss first with the

students about the issues, request or students' needs before formulating rules, rewards and punishments as a motivation tool to control students' behavior. Like this is believed that students' can be controlled from the beginning and as a result working with well behave students who will be rewarded or miss behaved student who will be punished.

Teachers feeling as the only responsive people for students' behavior or learning score results, are always ready to work hard and help their students improving during their educational career. "Teachers are urged to help students make good decisions and to remind them that they are capable of performing and behaving well in class" (Sanchez, 2015, p. 5). Also, working closer with students, helping them believing in their learning capacity and motivating them to improve is expected to bring better results and students' improvement as in behavior also in their learning process.

2.6 The possibility that teachers can organize and develop a rich teaching syllabus according to the number of students inside the class

Organizing and developing a rich teaching syllabus takes a lot of teachers' time and energy. Developing a rich teaching syllabus means taking into consideration firstly students learning needs and students' ability to achieve the set learning goals defined by the teacher in the syllabus, than choosing appropriate teaching activities always related to lesson timing. "The curriculum is the key reference point for teachers, particularly in developing countries, where it is encoded in the official textbook and teacher guides, often the sole resource used by teachers" (Salvi, 2013, p. 12). Curriculum is the key reference of teaching according to which students' learning improvement moves further step by step each lesson.

A lot of factors implicates a rich syllabus development which can directly be related to students learning struggles improvement. Usually, a point of reference for curriculum teaching development is an official book related to students' academic level mostly offered by ministry of education to schools. In those conditions imposed by the government, teachers are obligated to develop their personal teaching syllabus always being based mainly on the book. However, teachers are free to use extra added teaching materials according to students' learning needs,

since teachers always in a direct contact with his/ her students. Even though mainly a book is the main resource of a teaching syllabus development, in order to adjust to students' learning needs and abilities teachers must try to improvise their syllabus performance while investing on students' academic improvement.

The possibility of developing a rich teaching syllabus is of a great importance, which not only leads teachers' work but also leads future selected knowledge for the young generations. The vehicle of educational journey is exactly the rich curriculum development, considered rich because of its' contents. The constituents of a rich developed syllabus can differ being based on the subject, field and teaching goals. But if taking into consideration language learning needs the main points of a rich syllabus can be considered the: language learning skills development, learning activities and communication skills. "Curriculum, instruction, and assessment are organized in a way that makes sure that this learning ultimately happens. It is considered to produce life-long learners who can better adapt to the world of work, and is considered inherently more democratic" (Salvi, 2013, p. 20).

The main role of creating a useful teaching syllabus has the teacher. Teacher is the person who is in every day contact with the students, knowing their obstacles, language level, language gaps and the language improvement possibilities. In terms of models, curricular change in almost all cases was to replace content-driven curricula by what could be described as teaching process driven by teaching activities according to students' learning needs to adjustments of environmental teaching circumstances. Objective of the curriculum is the main point of the teaching plan that teachers expect to achieve during their teaching lessons, whereas the process might differ when it comes to the teaching experience. There are many reasons that affect syllabus differentiation during teaching experience caused by students' behavior and students' learning needs.

Many times teachers can design a very good lesson planning but according to the differentiation of students inside the classroom the teaching experience of it might totally differ from the written objectives. The reasons for syllabus changes might be based on an occurring unexpected situation caused by the students, lesson timing to fulfill syllabus objectives or students' ability to

obtain a new teaching content as expected. However, being based on above mentioned factors, it can be seen that there are a lot of components that might affect teachers, students and education process in general. But, what teachers and students need mostly to succeed together on this life long process is the motivation and the strong wish of academic achievement. Motivation to obtain new knowledge by the students' side indeed is the motivation of teachers to keep working more to help their students fulfill their knowledge goals. In the other side students' are very much depended on teachers' ability to motivate the students to learn more. As a result working together to change for better is the only possible way the see and experience educational changes.

CHAPTER III: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction to research design and methodology

This chapter deals with the description of the experimental procedure of the study regarding the effectiveness and the challenges of teaching English as a foreign language in consonance with the number of the students inside the class. Specifically it examines motivational and supportive effect of changing students' number inside a FL class to facilitate the learning process. It provides gathering data with the main findings concerning (qualitative data) experiment and (quantitative data) posttest on students' performance with the students of grades: five, six, seven, eight and nine. Furthermore, a detailed description of the effect of students' number in an English lessons through research will be showed containing, population and sample, data collection instrument, procedure and other findings.

3.2 Design of the study

This study is realized by qualitative and quantitative methods being based on an experiment. This study took place on primary school "Kadri Bistrica" in Bistrice - Leposavic and the main participants were fifth, sixth, seventh, eighth and ninth grade students. These students were chosen intentionally, because of their proficiency and knowledge of English language. In order to determine most suitable teaching approach and because of the low number of Albanian students in North Mitrovica as mentioned above different grades of students were placed together with the main intention of changing usual learning atmosphere. In order to facilitate the learning process and motivate students to learn more, being based on the main teaching topics from the school books blended learning methods has been used.

Considering the English level of the students repeated topics from their books were chosen intentionally because all of the students of different graded have some knowledge upon them. The main chosen topics were: English tenses, present simple, past simple and present continuous, object pronouns and verbs. In order to support students' learning mixed teaching methods have been used like games and technology tools where students were exposed to listening and watching more English speaking videos. Finally practical tools were chosen as learning tools where students had the opportunity to practical their English knowledge more through preparing different posters and presenting.

The topics chosen for this experiment as mentioned above three English tenses: present simple, past simple, present continuous, object pronouns and verbs helped collecting and gathering information for a better planning of the teaching process, and the realization of the experiment according to students needs in proportion of students' number inside the class. The activities proceeded to collected and gather data for the realization of this research during the English lessons were many:

- ○ Showing and describing topics content from the book

- ○ Played videos and songs, showed pictures

- ○ Posit questions to students after every listened videos in order to test listening, concentration and understanding of FL native speaker

- ○ Test reading of English subtitles on played videos by asking learners to read aloud or replay on them

- ○ Developing games on learned content in order to check understanding of it through technology tools materials and speaking skill also

- ○ Writing texts using different verbs of different English tenses

Whereas the instruments to collect and gather data for this research study were:

- ○ Final test about overall developed content

- ○ Questionnaires on students' aptitude toward blended teaching methods

- ○ Teachers' interviews toward students' number inside a FL class

3.3 Research Questions and Hypothesis

The main purpose of this research study is to investigate the ability of English teachers to organize

their FL lessons in the most appropriate way considering students' number inside the class as the main factor for a successful teaching and learning process. Students' number inside the class has a significant role for developing a successful educational process. If the students number inside a FL class is very high, challenges of teachers to realize their lesson plans according to students' learning needs and in proportion with the lesson timing result to be of a great level. In the other side, if the number of students inside a FL class is very low as three or four also the challenges of teachers about realizing their planned teaching activities result to be of a great level. Working in a FL class with three or four students the risk of lacking appropriate teaching activities while having too much lesson time in disposition is very high. Students in the other side might get bored very fast by learning, if teachers push them to concentrate all the time only on learning from books and they do not have friends to cooperate, feel the learning competition or experience motivational teaching tools. So, in order to achieve the set goal for this research, this study was based in main research questions and hypothesis.

Research questions:

- Does class reduction help teachers organize better their English lessons?
- How do teachers make meaning of classroom management within the reduced class?
- How do teachers organize their teaching quality time within a reduced class?
- How do teachers use the opportunities of the reduced class size?
- How can class reduction affect students' learning?

Hypothesis:

- Reduction of class size during SL lessons helps English teachers organize better their learning program
- Teachers are able to motivate students to learn more if the number of students inside a SL lesson is smaller and the time to develop learning activities lasts longer for each student
- Teaching process progress when the number of students is smaller inside a SL lesson and planned curriculum development is easier (less students to work with, more time to develop activities, more time to exercise new learning content)

Aims of the research was:

- To differentiate students' role at teaching and learning general process
- To find out the learning results from a class reduction that help teachers organize better their teaching process
- To create a smaller number of students in SL classes that leads to stronger motivation and better learning results
- To analyze students' behavior inside the class change while reducing an English class

3.4 Population and sample

This study took place at primary public school "Kadri Bistrica" in Bistrice – Leposavic. This school was selected intentionally because is the school where I work as an English teacher. The target students also were intentionally chosen by me, they are the students that I work with and I know their knowledge level of English as a foreign language. Students are of ages ten to fourteen of different grades form five to nine. In normal conditions students are taught in different classes in school, but because that in North Mitrovica in Kosovo the number of Albanian students is very low, for the intention of this experiment students were gathered together to be taught. All of the students who took place in this experiment were twenty, twelve boys and eight girls. According

to the structure of this research study and being based of the school schedule, these chosen students has two English lessons per week, whereas this experiment lasted four weeks exactly two lessons for each taught topic, since four topics were planned to gather needed results of this research study. The topics selected for the results of this this research paper are: present simple, past simple, present continuous, object pronouns and verbs. Whereas the instruments selected to facilitate teaching and learning process were: technology tools "laptop" to show pictures and videos. Since students seem to need more time to understand better the use and the function of English tenses, in order to help students learn easier pictures and videos of English native speakers exploring on English grammar were showed, in the meantime differently from usual teaching strategy only by the school book.

Different games were used as activities to teach object pronouns differently form usual teaching strategies. In the other hand to make it more interesting for students, all grades of students were collected together in one class intentionally, to notice students' learning enjoyment scale if the number of students playing together would be higher or lower. Ultimately verbs as an important component of English language system and as a topic related directly with the previous English content taught were selected as a final step for this research experiment. Teaching verbs also helped gathering data for this experiment about speaking and reading skills of English language, at the same time students were helped to learn and practice more foreign language communication and learning.

3.5 Data collection procedure and instruments

 As the very first step, ethical permission from the schools' principals was obtained for the allowance of the study. Personal data were assured that will remain confidential since the participants' names would not be needed.

Procedure I

As normal and continual teaching process in North Mitrovica – Leposavic, are considered traditional teaching methods. The leading role of the English lessons is in charge of teachers and the main resource of teaching material is the school book. Lessons are usually managed using traditional teaching approach, teachers read from the book than translate the content whereas students listen than ask for any unknown words or not clear content. Afterwards according to the book content students read in roles, prescribe the content from the book in their notebooks and translate or do other English grammar exercises being based from the book. Furthermore teachers many times give instructions of learning in Albanian language. Rarely games, added motivational teaching methodologies or technology tools are used to facilitate the learning process. Many times students are not able to understand correctly the learning content or struggle creating correct English sentences in writing and especially in speaking according to grammar rules, also because of the lack of opportunities to practice their obtained knowledge from the book.

For the purpose of this research different teaching approaches according to chosen teaching topics have been selected in order to notice better students' results during learning process of English as a foreign language at school. As first teaching topic for this experiment was chosen Present Simple Tense. Firstly this tense was explained being based on school book instructions. The formula of its formulation, its use and different examples were presented to students. Students were listening to the teacher and she posed some questions to them in order to notice their understanding scale. Students understood somehow by they accepted that they needed extra explanations and more examples in order to be able to use it.

Found in this expected situation the teacher had earlier prepared an added teaching strategy exactly a questioning game. Students were put in the circle and had to posit questions to each other using only present simple tense, or had to guess facts about each other expressing their thoughts only by using present simple tenses. Since students were of different grades and different ages together the game of questioning and guessing for each other were very interesting. Students enjoyed a lot the lesson and were very much concentrated to the game

that many times forgot that at the same time they were exercising English speaking skill very much. Since the number of students very also high and the opportunity to speak and enjoy more was higher too, students accepted that this form of learning was much more interesting and productive too.

Procedure II

For the second procedure, being based on the relation with the last English lessons was chosen to be developed Present Continuous Tense. For this English tense, first an explanatory video by an English native speaker was presented to students. Learners were asked to listen carefully to the video and then explain how much they could understand from the video and if they could notice what was the video about. During this lesson it was noticed that students understood enough from the video by they struggled formulating and expressing their thoughts in English language. After students' responses, it was the teachers' turn to give some explanations to students about the formulation and the use of this tense according to everyday situations.

After teachers' explanatory time, the video was showed once more to students. This time students accepted that they understood even better the use and formulation of English sentences in present continuous tense, they were also able to respond correctly to different teachers' questions. However in order to make it even clearer for students and to help learners exercise their English writing skill, the teacher asked to write a one page English text, telling any personal story and sharing with the class using present continuous tense. This practice resulted to be very successful. Students wrote great stories and their level of understanding the use of present continuous tense was great.

Procedure III

For the procedure three of this research experiment the topic of Object Pronouns was chosen

to be taught. Firstly teacher gave some explanations about Object Pronouns in English language being based on the instructions of the school book. Students were asked to listen carefully and posit questions to the teacher for anything unclear. The teacher explained the meaning, the importance and the use of object pronouns in a sentence according to English grammar rules. After this teacher showed a video and some pictures about the right use of the object pronouns, students watched and listened to the video very carefully. After this the teacher divided students in pairs. One of the students had to imagine a story about him or herself the other had to listen to it carefully, remember it and then substitute only the pronoun from subject to object one. Students seem to enjoy very much this way of practical teaching, furthermore their level of the use of English language correctly was surprisingly changing for better.

Procedure IV

Verbs as a very important part of the system of the language were left as the final part of the research experiment. For the development of this teaching lesson were chosen different English texts where as the main constituents were verbs of different forms and different tenses. Teacher gave some explanations about the forms and tenses of verbs in the beginning then divided students in groups of three after wards distributed the texts to the students. The learners was gave enough time to read and identify the verbs in the text. After students could identify the different verbs inside the texts they were asked to give some explanation about the verbs and the tenses of the verbs also. Within this activity students were learning about verbs and exercising their reading and speaking skills. During the activity students seem very much concentrated on learning, gave very useful and meaning explanation about the verbs after identifying them. This procedure as the last one for the purpose of the research experiment were very successful but students admitted to have enjoyed the whole changes of the learning process as well.

3.6 Instruments

Different chosen activities to overcome teaching challenges regarding students' number

inside FL classes were accomplished. Through these instruments of experiment the measurement of students' achievement, enjoyment, self-esteem and motivation were achieved. To make it more real and persuasive a final game, a final test, questionnaire and interview with SL teachers was organized. The game was called Board Race, students were divided in two groups and the board was divided in two parts too, this game lasted twenty five minutes and was organized in four phases. Each group of the students was given a colored marker, the teacher wrote for each part of the board one of the taught topics from four learned topics mentioned above, whereas students had five minutes time for each topic to write as much words as they could remember from previous lessons. The group of the students who manage to remember and write correctly as many words and they could for five minutes won the game. Through this game not only that students learned more, remembered more and exercised their English writing and speaking, they enjoyed a lot the game. Their happy faces when wining the learning by remembering as many words as they could will remain unforgettable for their teacher.

After all activities for four weeks were finished, in order to measure the effectiveness of blended learning to overcome teaching challenges according to students' number inside of foreign language class was a test which includes questions from all area contents developed was held. The last activity realized with experiment group of students was a questionnaire, which was created for the purpose of measuring students' enjoyment on the lessons of using different teaching materials and the effectiveness of those chosen teaching approaches in: learning and understanding better and faster, developing English skills, being more interested and concentrated and remember better.

The least step realized through this experiment was interviews in English teachers through which I found if teachers struggle managing their foreign language lessons according to students' number in their classes and if they like added materials or helping aids to teach FL, finally, if they like using them and if they think that technology materials usage facilitate their work.

Chapter IV: Study results and discussions

4.1 Introduction to study results and discussions

This chapter covers the analysis of qualitative and quantitative data, gathered for four weeks with foreign language students and foreign language teachers. The section of analysis starts with presenting students' responses from students' questionnaire who experienced different teaching methods and strategies used by their English teachers as means of the research study experiment. Than will be presented the coverage of analysis of the foreign language teachers' responses form the developed interview regarding teaching challenges, motivational teaching strategies use and students' motivation to learn. As a final step this chapter will prove the effectiveness of the use of different teaching strategies, the use of technology as the main instrument of the experiment and the use of games as a step to facilitate learning process through students' post- test results.

4.2 Description of the experiment

At the beginning of the teaching experiment, students were told that they will be exposed to a learning experiment which will last four weeks, so, as a result they will experience changeable teaching strategies each lesson. Students also were told that in order to change the usual order of the teaching process, they will be learning in mixed classes of different students and different English level of students. Students seem to be very excited and happy. Because that they felt very happy to experience this new teaching atmosphere learners' expressed they excitement through different questions posit to their teacher.

Even though I was ready to respond to all the students' questions, their interests to know more about the procedure of the experiment seem to not having an end. Students' were told in details about the chosen topics that will be: present simple tense and object pronouns presented by You

Tube videos and explained by English native speakers. Present continuous tense that will be presented by their English teacher, explained through different pictures and facilitated by playing games. As a final step about the learning and teaching process experiment, students were told that they will learn about verbs. Firstly verbs have been explained by their English teacher, than different English texts haven been distributed to students. Students had to read, fill the gaps of the texts as a competition game to identify verbs.

After the whole process students seem to be very happy, very much engaged in the learning process and they accepted that they enjoyed very much the learning changes. Another step that students had to fulfill for experiments purpose was to fill a questionnaire, as an instrument of the experiment. Students' accepted willingly to cooperate and filled the questionnaire very sincerely. Students' responses will be presented below. The final step of learners' responsibility was to be assessed through the post test, in order to prove better students' learning achievements during this research experiment. Post test results will also be showed and analyzed below in this chapter.

The very final step of this research experiment will be foreign teachers' responses.

4.3 Introduction to hypothesis testing and questionnaire responses results

In order to prove the achievement of the hypothesis framework various statistical operations were realized such as: game based activity measurement, object pronouns presentation and text writing using object pronouns measurement, final test, student's questionnaire, teacher's interview. The results of each instruments will be shown, analyzed and discusses through defense of mentioned hypothesis.

4.4 Presentation of questionnaires' responses results

4.4.1 The presentation of the first question from students' questionnaire

Strongly agree 11%   Agree 6%   Neither agree nor disagree 7%   Disagree 0%   Strongly disagree 0%
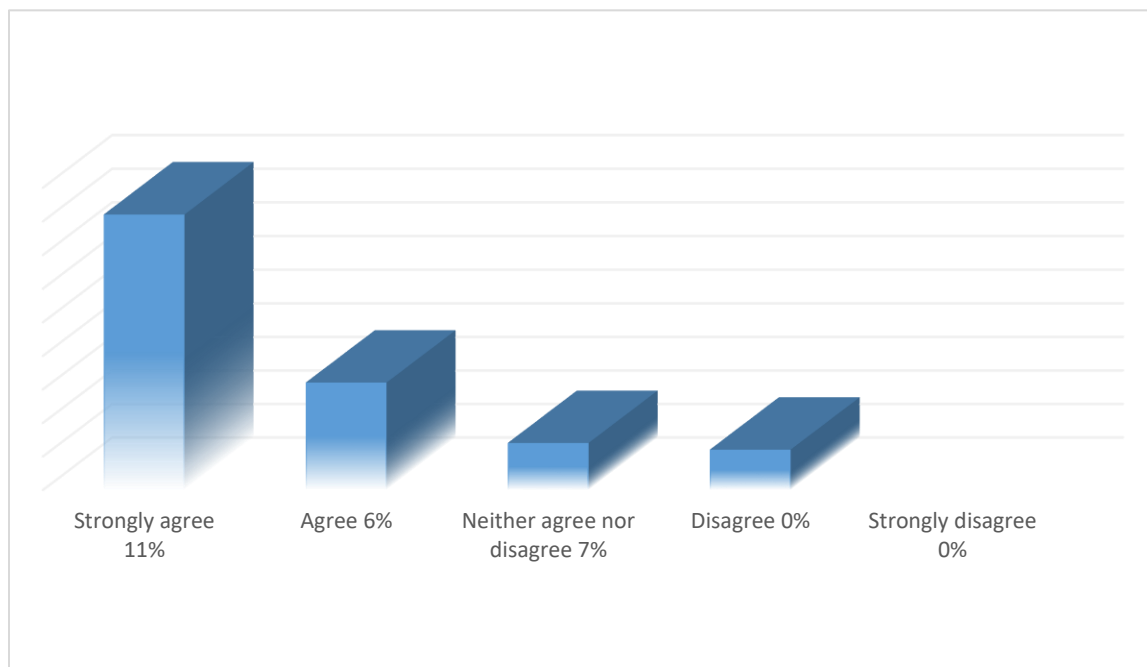
Chart 1. Calculation of the responses from the first question of students' questionnaire: *Our teacher supports me during English lessons to improve our learning.*

Being based on the nature of this research study, students were asked if their foreign language teachers are there any time students need teacher help to improve their English learning. Analyzing students' responses it can be seen that teachers support their students improving their English knowledge during English lessons. Chart one shows that 11% of the students strongly agreed that foreign language teachers support them improving their English learning. 6% of the students have chosen agree option to show the readiness of the teachers to support students learning. 3% of the students stood with the option neither agree nor disagree, whereas disagree and strongly disagree option have chosen 0% of the students.
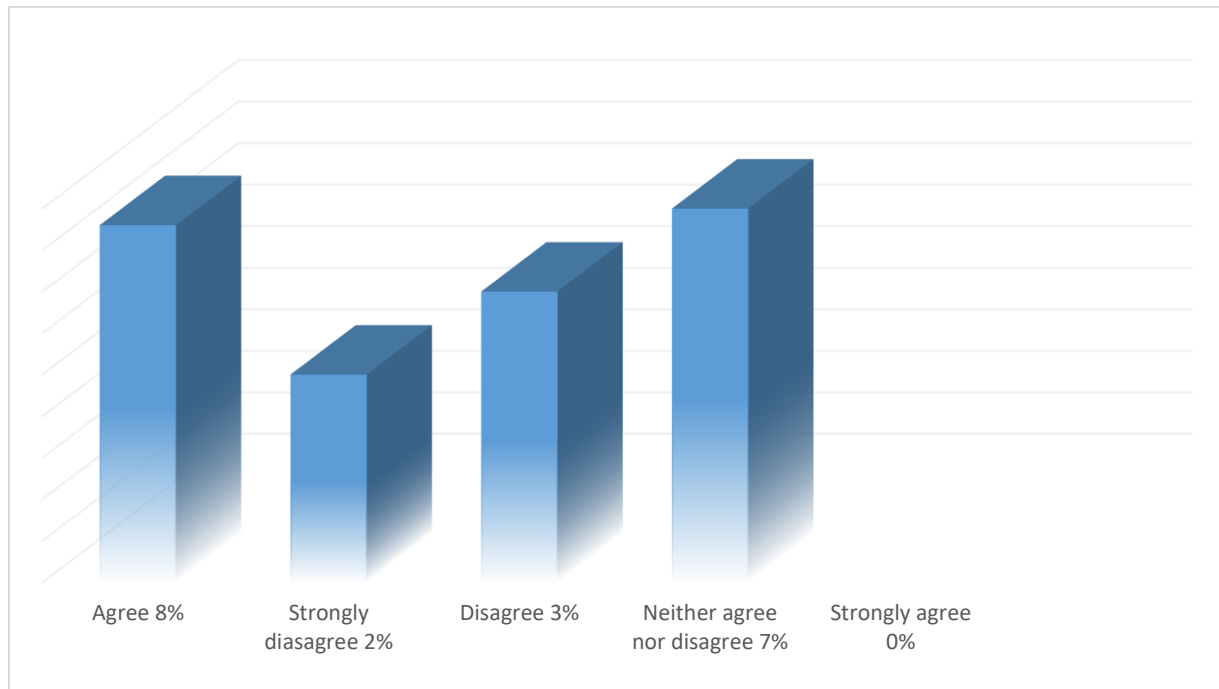
Chart 2. Calculation of the responses from the second question of students' questionnaire: *Our English language teacher gives us extra materials and he/she does not only use text books.*

In the second question from students' questionnaire, getting to find out more if English teachers use extra teaching materials to help their students learn more, rather than learning only from school textbooks, students gave different responses which made the percentage of the responses result very interesting to be analyzed. With the option agree stood only 8% of the students, strongly agree responded no one of the students, neither agree nor disagree stood 7% of the students, disagree choose 3% of the students and the last option strongly disagree choose to respond 2% of the students. As it can be seen in the below chart students choose to have different attitudes toward their teachers about using extra teaching materials to support the students' foreign language learning. Analyzing the responses we can come to the conclusion that students need extra teaching materials to learn more, whereas teachers need to use more extra

teaching materials to support students' learning.

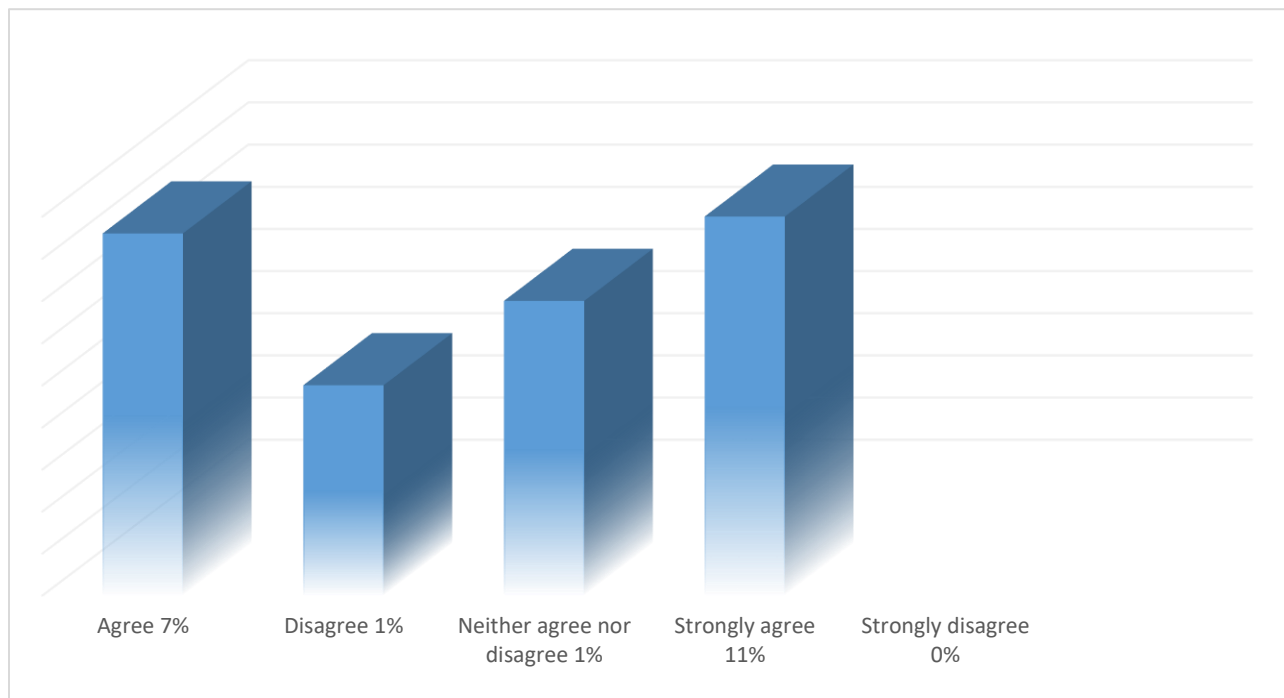*4.4.3 The presentation of the third question from students' questionnaire*

Agree 7%   Disagree 1%   Neither agree nor disagree 1%   Strongly agree 11%   Strongly disagree 0%

Chart 3. **Calculation of the responses from the second question of students' questionnaire:** *We do games during English lessons!*

As it can be seen in the above chart from students' questionnaires, it can be said that the English teachers that teachers use to play games during their foreign language lessons. More than the half of the students 11% of them responded that their English teachers use to play games during their lessons in order to help students learn more. With the option agree responded 7% of the students, neither agree nor disagree stood 1%, with the option disagree responded 1% of the students too, while strongly disagree stood 0% of the students. Analyzing the responses from students' questionnaire it can be seen that teachers use to play different games during English lessons in order to help students obtain more of the English content and facilitate their learning.

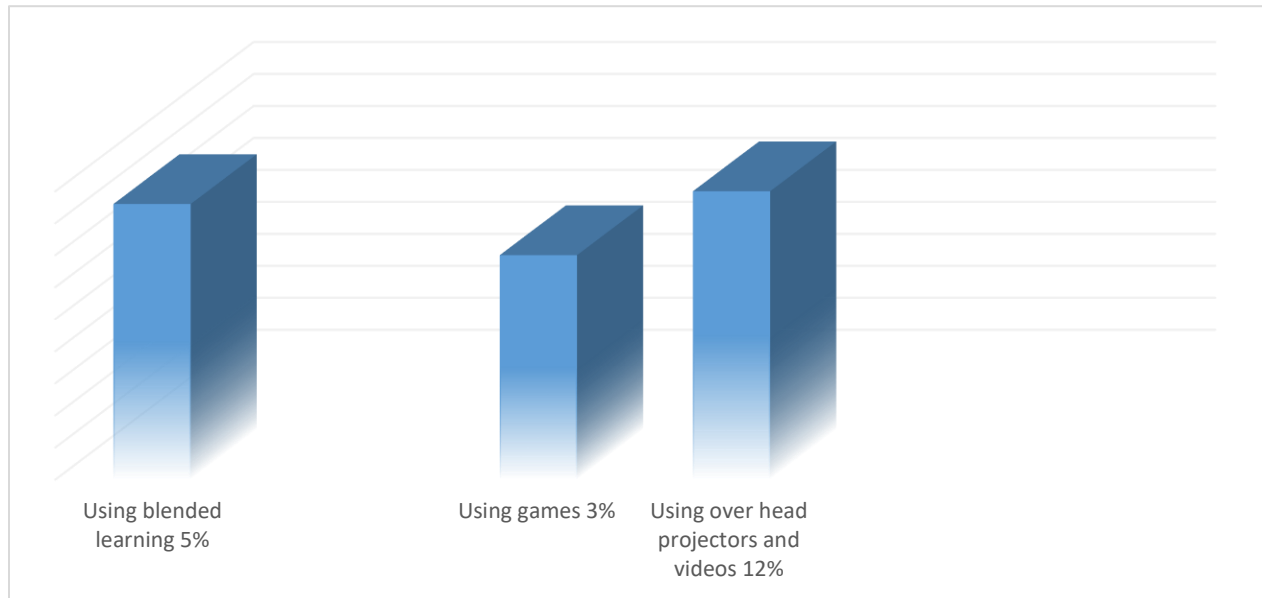*4.4.4 The presentation of the fourth question from students' questionnaire*

Using blended learning 5%

Using games 3%

Using over head projectors and videos 12%

Chart 4. **Calculation of the responses from the fourth question of students' questionnaire:** *Can you tell, what was the most interesting English lessons and why?*

Being interested to know more about students' preferences on learning strategies, students were asked about their attitude toward preferable English lessons recently. 12% of the students responded that they liked the most the lessons where teachers used overhead projectors to facilitate students' learning process. 5% of the students responded that they liked the most English lessons where teachers used different learning strategies as blended learning. Whereas 3% of the students responded that they liked learning using games. Expanded responded of the students were that they liked different learning strategies according to their learning needs, they like learning using different teaching activities because they facilitate their learning process, feel less bored during their English lessons and more engaged in the learning process too.

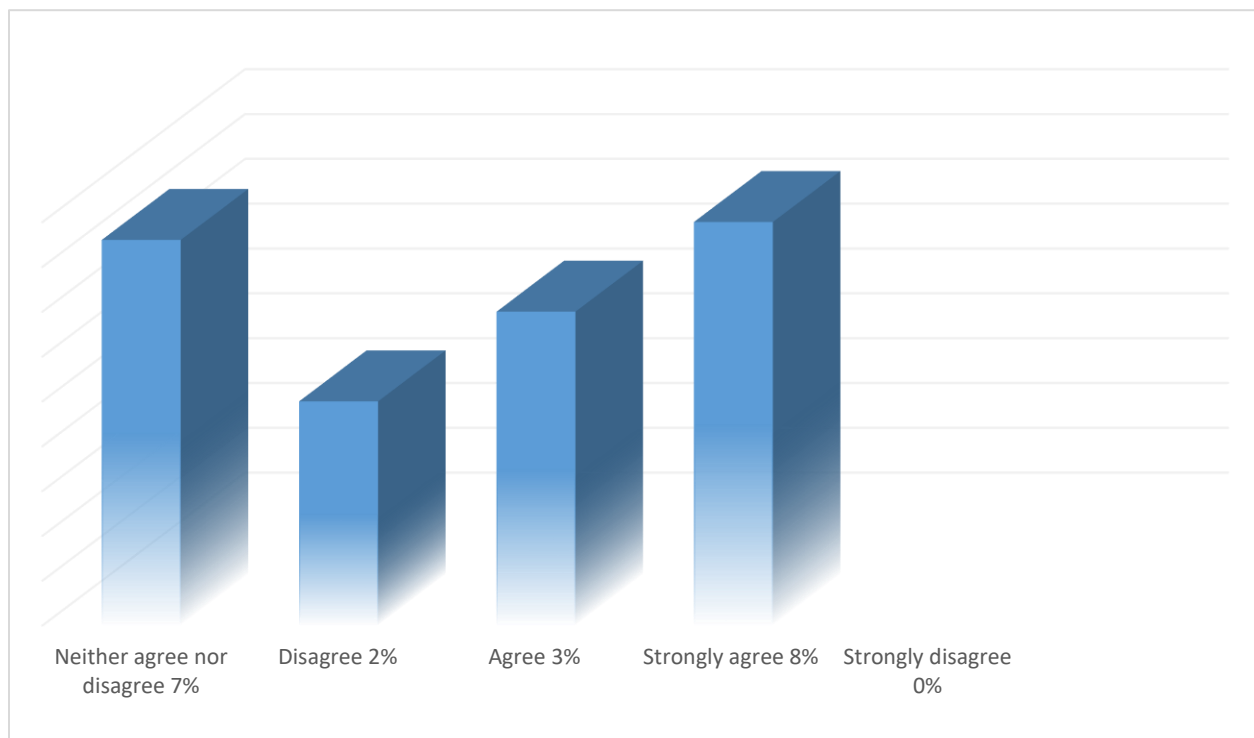*4.4.5 The presentation of the fifth question from students' questionnaire*

Chart showing bars labeled: Neither agree nor disagree 7%, Disagree 2%, Agree 3%, Strongly agree 8%, Strongly disagree 0%

Chart 5. **Calculation of the responses from the fifth question of students' questionnaire:** *We use overhead projector and other technology tools in our English lessons.*

From the calculation of the fifth question responses of the students' questionnaire, in order to get to know more if teachers use technology tools and overhead projectors during their English lessons to facilitate students' learning process, 8% of the students strongly disagreed that their teachers use overhead projectors as added teaching tools to facilitate students' learning process. 7% of the students stood with the option neither agree nor disagree about the use of extra added teaching materials as technology to facilitate teaching and learning process. 3% of the students agreed that their teachers use technology tools and overhead projectors as added teaching tools in their English lessons. 2% of the students disagreed that their English teachers use technology tools as added teaching tools and no one of the students responded with the option strongly disagree. As it can be seen from the above chart, it can be concluded that foreign language

teachers tend to use technology as a teaching tool to help their learners learn more.

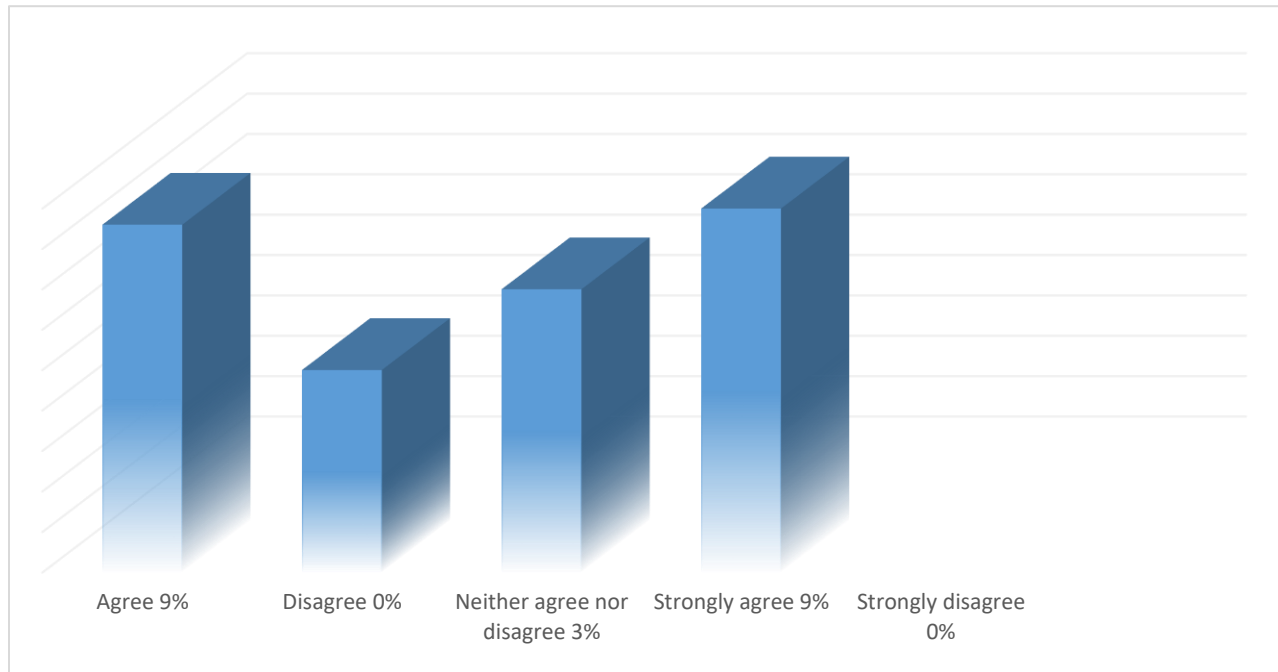*4.4.6 The presentation of the sixth question from students' questionnaire*

Chart 6. **Calculation of the responses from the sixth question of students' questionnaire: Our English teacher helps us when we need her/his support to facilitate our learning.**

Teachers' support toward students' learning has a significant role on students' successful learning process. In order to find their supporter when they need more information or extra information toward obtaining new knowledge of a foreign language and experience a successful learning lesson students always need their teachers by their side. In schools of Mitrovica seems that teachers are ready to help their students whenever they need. As seen in above chart 9% of the students strongly agreed that their English teacher helps them whenever they need extra help toward learning. Also 9% of the students responded with the option agree, which means that they teachers always are ready to help their students during learning process. Only 3% of the students stood neither agree nor disagree, whereas no one of the students responded with the option disagree or strongly disagree.

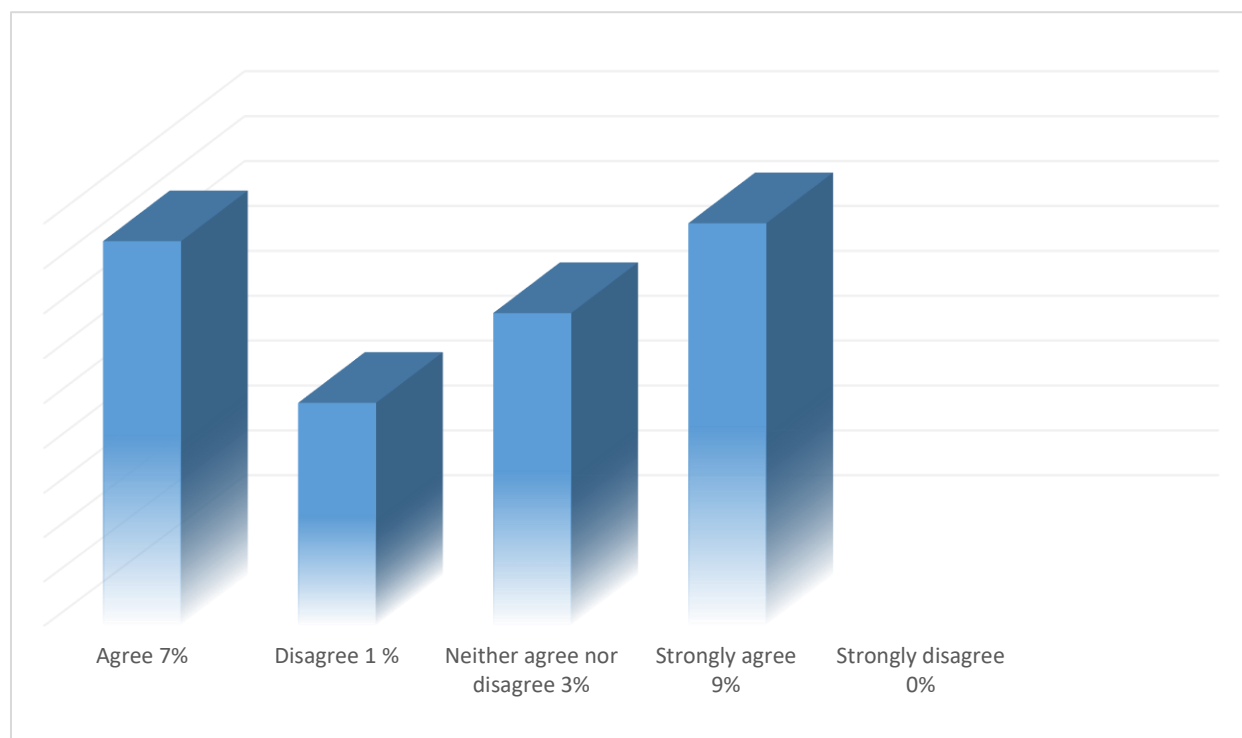*4.4.7 The presentation of the seventh question from students' questionnaire*

Agree 7%   Disagree 1 %   Neither agree nor disagree 3%   Strongly agree 9%   Strongly disagree 0%

Chart 7. **Calculation of the responses from the seventh question of students' questionnaire: We are satisfied with our English text books.**

In order to be able to know more about students learning needs, in the question if students feel satisfied with their English text book, exactly with English learning content, 9% of the students circled the option strongly agree, which means that they are satisfied with their English text books. 7% of the students accepted that they agree that their English text books are appropriate for their learning needs. 3% of the students stood neither agree nor disagree, 1% of the students disagreed or felt unsatisfied with their English text books and no one of the students stood with the option strongly disagree. As it can be seen according to the analysis of the responses most of the students accept that English text books that students learn at school are appropriate books for students learning needs and they are satisfied with them. Whereas no one of the students disagreed that their foreign language school text books are not appropriate for their learning

needs.

4.4.8 The presentation of the eighth question from students' questionnaire
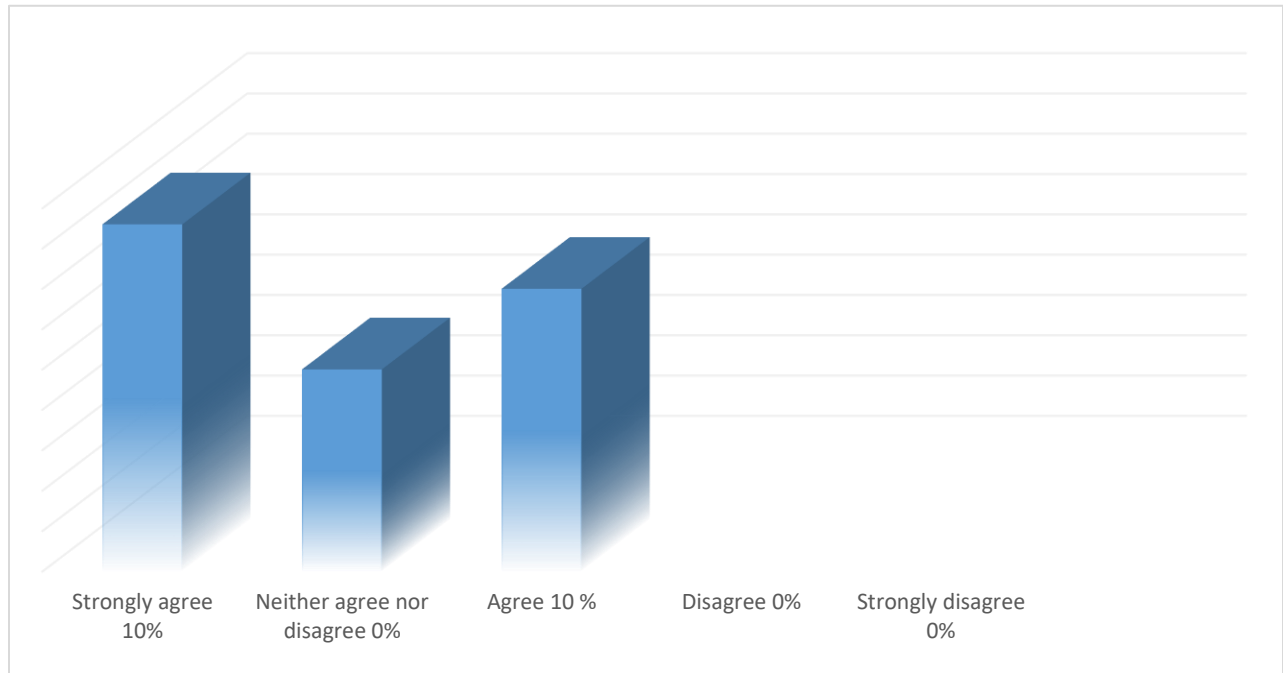

| Strongly agree 10% | Neither agree nor disagree 0% | Agree 10 % | Disagree 0% | Strongly disagree 0% |

Chart 8. **Calculation of the responses from the eighth question of students' questionnaire: We need extra and more attractive teaching methods in our English language classes.**

In order to be able to get deeper on students learning needs, students were asked if they need more and extra teaching materials rather than their foreign language schools book to facilitate their learning process, almost all of the students responded that they need added and extra teaching and learning materials. Exactly, 10% of the students responded that they strongly agree about having added and extra teaching materials as part of the English lessons. Also 10% of the students agreed that they need added and extra teaching materials to learn easier their foreign language as part of their school schedule. Whereas no one of the students chose to stand with the option neither agree nor disagree, disagree and strongly disagree.

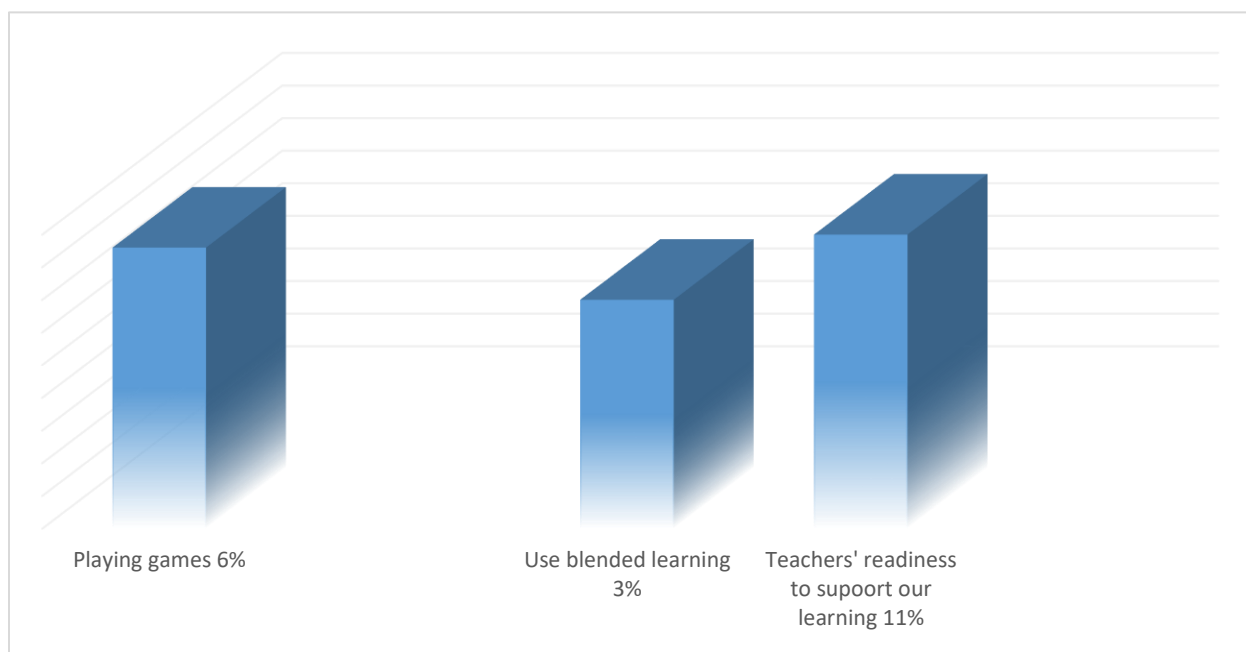*4.4.9 The presentation of the ninth question from students' questionnaire*

Playing games 6%   Use blended learning   Teachers' readiness
                                     3%   to supoort our
                                                           learning 11%

Chart 9. **Calculation of the responses from the ninth question of students' questionnaire: What do you like the most about your English classes?**

Interested to know students' will and ideas for a sincere responses toward their preferences about their English classes, 11% of the students responded that they like the most teachers' readiness to support students learning process in general. 6% of the students responded that they like learning by playing games and 3% of the students responded that they like blended learning or mixed teaching strategies to support their learning. As it can be seen from the chart above and analyzed responses, students mostly like teachers' readiness to support students' learning according to their learning needs and preferences. However, using different added teaching methods instead of just school text books.

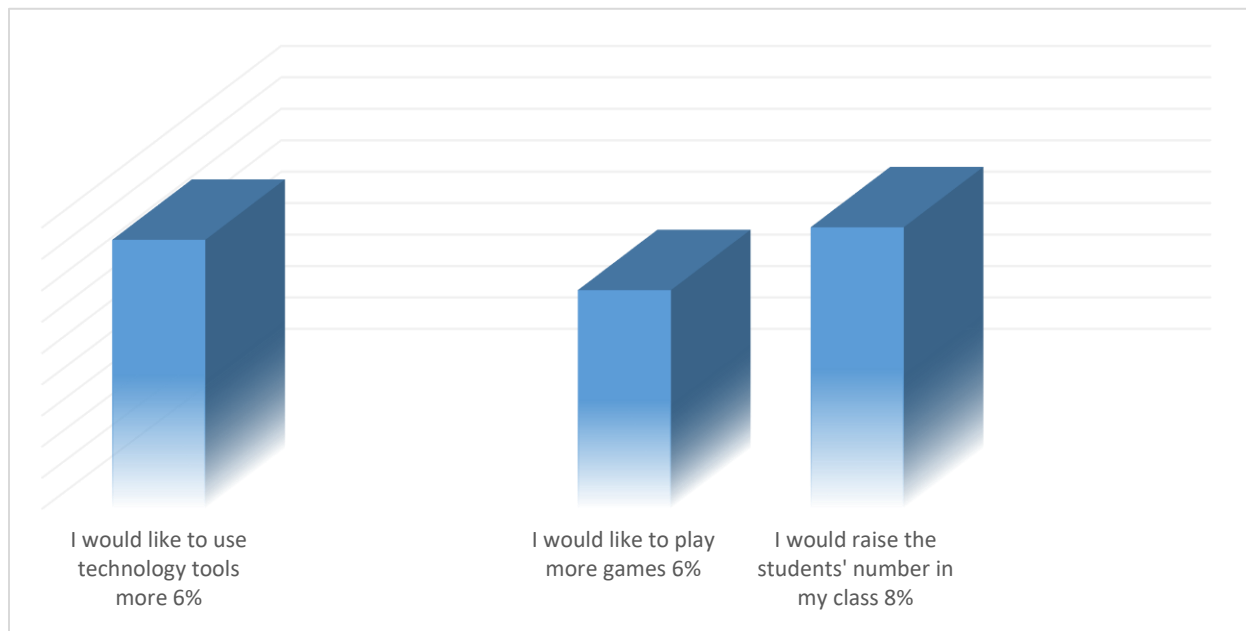*4.4.10 The presentation of the tenth question from students' questionnaire*

Chart 10. **Calculation of the responses from the tenth question of students' questionnaire: What would you change in the English classes?**

As the last question for students' questionnaire was the question of what would students like to change about their English lessons? This question was chosen purposefully in order to know more about students' preferences of teaching strategies and to support them more in those ways in the future. According to students responses 8% of them responded that they would like to raise students' number in their classes. 6% of the students like to learn by playing games and 6% of the students too responded that they would like to use technology tools more as added teaching materials to facilitate their learning.

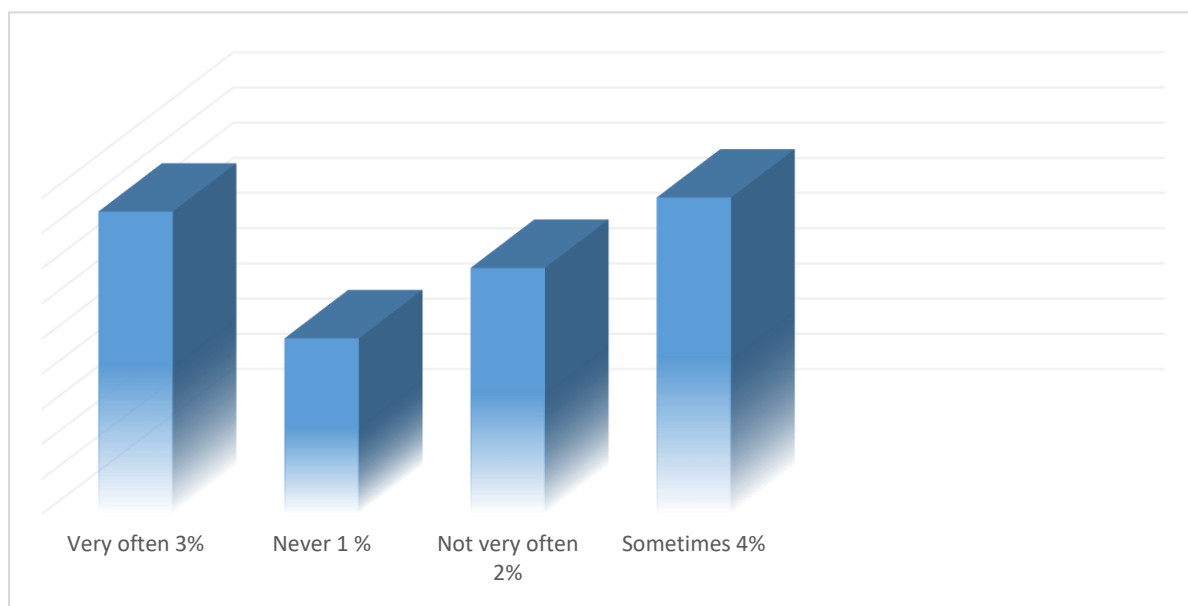*4.4.11 The presentation of the first question from teachers' interview*

Chart 11. **Calculation of the responses from the first question of teachers' interview: How often do you use different teaching methods to facilitate your teaching process?**

In order to find more and analyze in details teachers' attitude toward students' learning of English as a foreign language, an interview with ten English teachers was realized. Asked if teachers use different teaching methods to facilitate their teaching process, 4% of the teachers responded with the option sometimes, 3% of the teachers accepted that they use different teaching methods very often, 2% of the teachers responded that they do not use different teaching methods very often with their students and only 1% of the teachers responded that they never use any added and different teaching method to facilitate their teaching process.

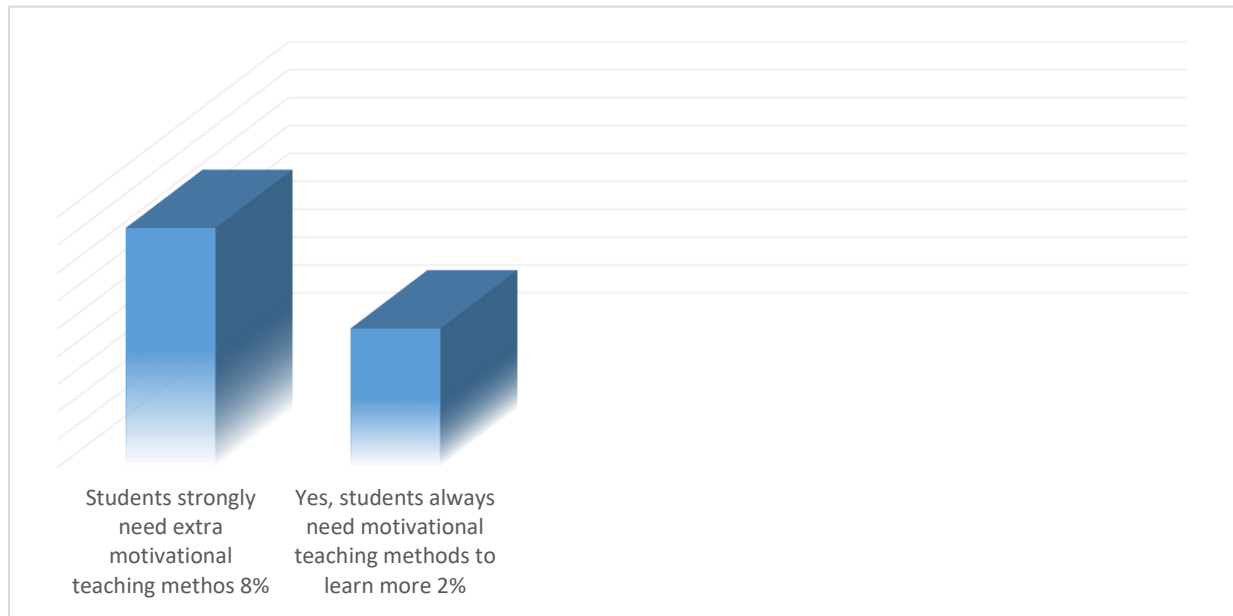*4.4.12 The presentation of the second question from teachers' interview*

Students strongly need extra motivational teaching methos 8%

Yes, students always need motivational teaching methods to learn more 2%

Chart 12. **Calculation of the responses from the second question of teachers' interview: Do your students need extra motivational teaching methods during the English lessons? If yes, why?**

Asking English teachers if they think that foreign language students need extra motivational teaching methods during English lessons, 8% of the teachers responded that students strongly need extra motivational teaching methods in order to learn more. Whereas 2% of the teachers accepted that students always need motivational teaching methods to learn more. As it can be seen from teachers' responses, it can be concluded that students all the time need teachers' support in order to be able to learn more.

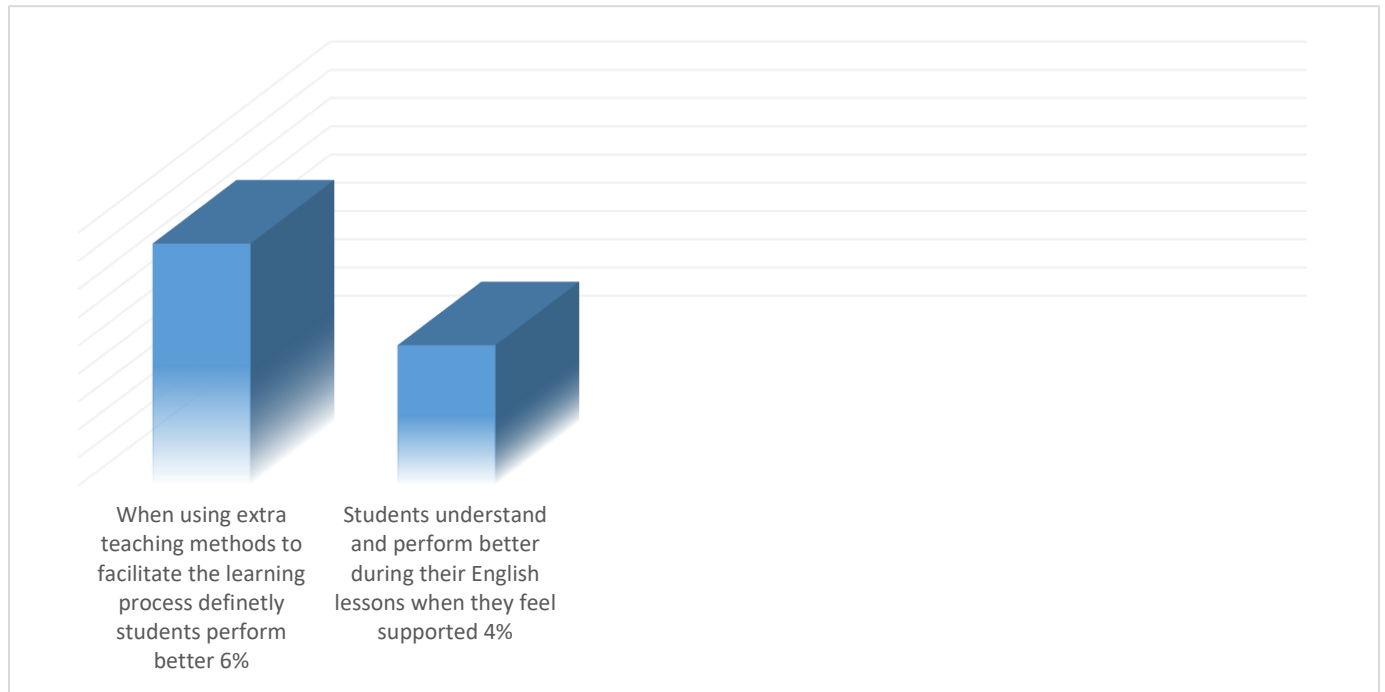*4.4.12 The presentation of the third question from teachers' interview*

When using extra teaching methods to facilitate the learning process definetly students perform better 6%

Students understand and perform better during their English lessons when they feel supported 4%

Chart 13. **Calculation of the responses from the third question of teachers' interview: Do you think that your students understand and perform better during English lessons when extra teaching strategies are added to help them learn?**

Being interested to go deeper on students' learning needs, teachers were asked if they think that adding extra teaching strategies help students perform better during English lessons, 6% of the teachers responded that using extra teaching methods and strategies facilitate students' learning process and helps students perform better in the foreign language. Whereas 4% of the teachers accepted that anytime students feel supported by their teachers in different ways, they tend to understand, obtain and perform better the English content.

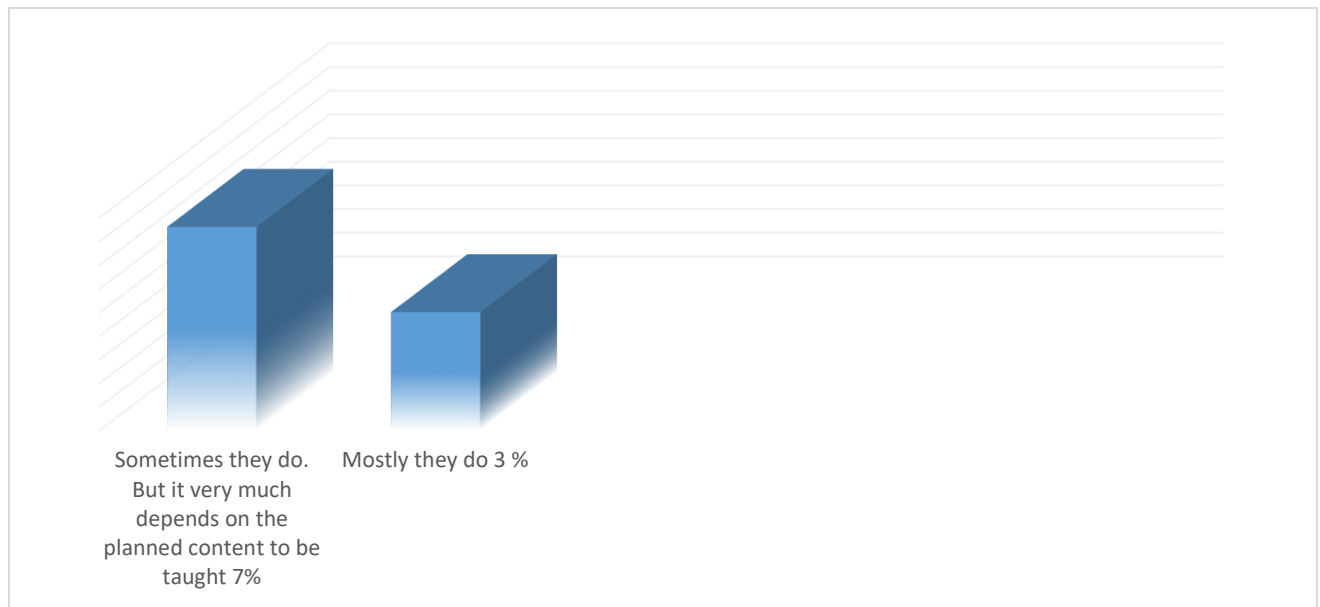*4.4.14 The presentation of the fourth question from teachers' interview*

Sometimes they do. But it very much depends on the planned content to be taught 7%

Mostly they do 3 %

Chart 14. **Calculation of the responses from the fourth question of teachers' interview: According to you, do the school text books provide enough materials to expand students' English language knowledge?**

Asking teachers if they think that school books provide enough learning content to expand foreign language students' learning. 7% of the teachers responded that it very much depends on the planned learning content. Knowing that teachers firstly plan the learning content and learning activities, school text books many times might provide enough English learning content but sometimes might not. In those conditions teachers are obligated to add extra teaching materials in order to help their students learn and understand easier. 3% of the teachers responded that English text books might not offer all the time the needed contents of learning but mostly they do offer the appropriate learning content for young learners.

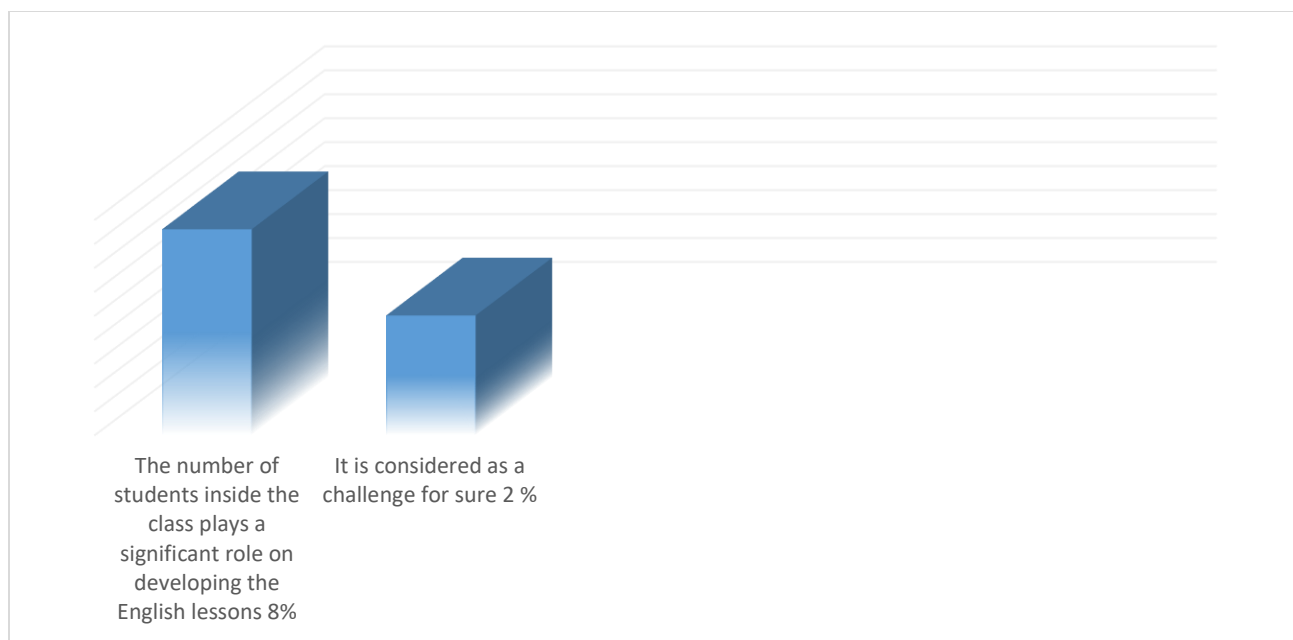*4.4.15 The presentation of the fifth question from teachers' interview*

The number of students inside the class plays a significant role on developing the English lessons 8%

It is considered as a challenge for sure 2 %

Chart 15. *Chart 15.* **Calculation of the responses from the fifth question of teachers' interview: According to you is the number of students inside the class considered as a challenge for teachers?**

The number of the students inside the class is considered as a challenge for the learning process. Having too much students inside the class teachers struggle realizing their planning content in the best possible way because of the noise, limited lesson timing or other possible struggles. Whereas also having a very low number of students inside the class teaching challenges might be present and different. Teachers supported this research hypotheses responding that the number of students inside the class has a significant role on developing English lessons. As such responded 8% of the teachers. Whereas 2% of the students responded that the number of students inside the class for sure is considered as a challenge to realize the teaching process in the best possible way.

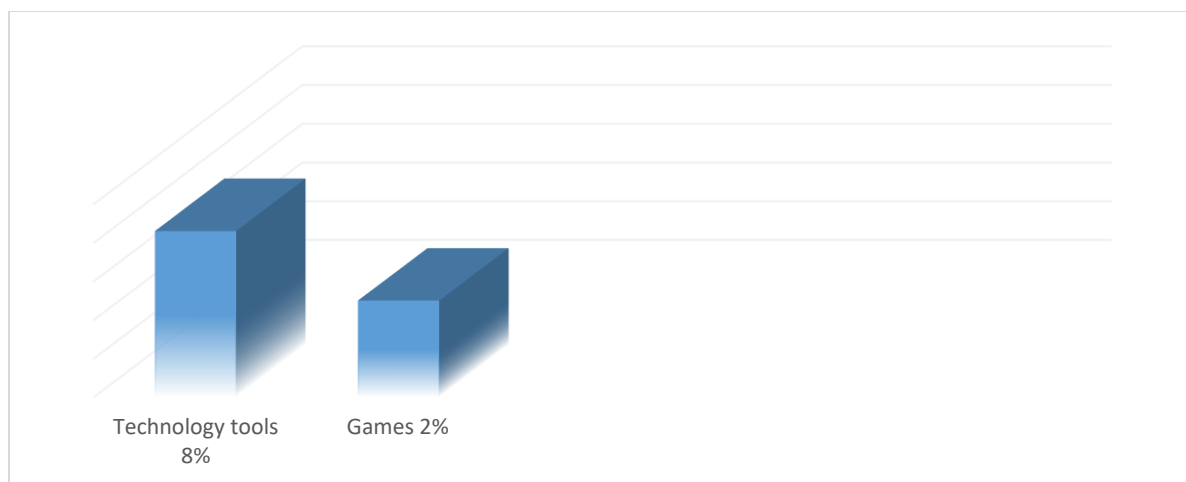*4.4.16 The presentation of the sixth question from teachers' interview*

Chart 16. **Calculation of the responses from the sixth question of teachers' interview: What kind of motivational teaching strategies do you prefer to use with your learners?**

Not only students' preferences in learning are considered as important for a successful teaching and learning process. Teachers' preferences to help their students in the best possible to achieve a successful learning process plays a significant role too, because sometimes teachers might know and can notice better students' learning needs. According to 8% teachers' responses we can conclude that technology tools seem to be very need useful and needed to support students learning needs. Whereas 2% of the teachers responded that games are part of their English lessons as supportive teaching and learning tools.

4.4.17 The presentation of the seventh question from teachers' interview

In general I am satisfied with my teaching strategies 7%
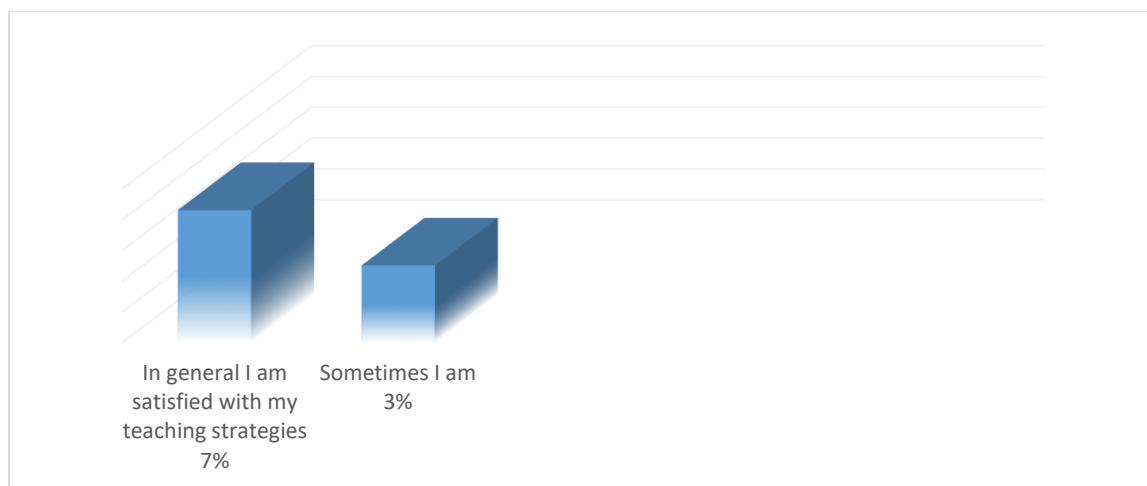
Sometimes I am 3%

***Chart 17.* Calculation of the responses from the seventh question of teachers' interview: Are you satisfied enough with the teaching methods and strategies that you use in the class?**

In order to be able to know teachers scale of satisfaction with their teaching strategies or if they want to change something about their teaching routine, foreign language teachers responded that mostly they are satisfied with the teaching strategies they use to work with. 8% of the teachers responded that in general they are satisfied with the work they do with their students. Only 3% of the teachers responded that they are only sometimes satisfied with their teaching strategies they use to work usually with their students. According to this we can conclude that teachers need to work on more every time in order to be able to adjust to students' learning needs.

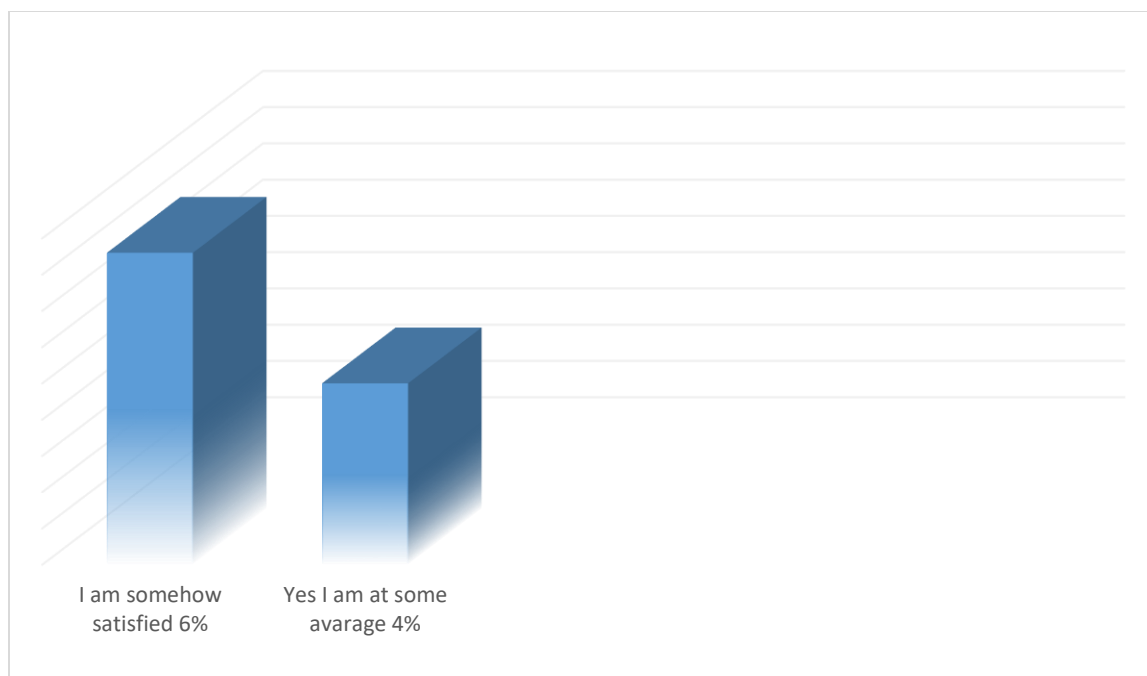*4.4.18 The presentation of the eighth question from teachers' interview*

I am somehow satisfied 6%   Yes I am at some avarage 4%

Chart 18. **Calculation of the responses from the eighth question of teachers' interview: To what scale are you satisfied with the teaching conditions that your school provides?**

School conditions has a remarkable role about developing successful teaching process, as such to be able to understand teachers' teaching conditions at schools in Mitrovica teachers were interviewed for the question of to what scale are they satisfied about their teaching conditions, 6% of the teachers responded that they are somehow satisfied, whereas 4% of the teachers responded that they are satisfied at some average. Analyzing the responses it can be seen that teachers are not very satisfied with the teaching conditions that schools provide. As well as teachers added that schools' conditions usually creates the possibility or impossibility for successful teaching and learning process. As better are the conditions that school provides to teacher and students that best the results will be at the end.

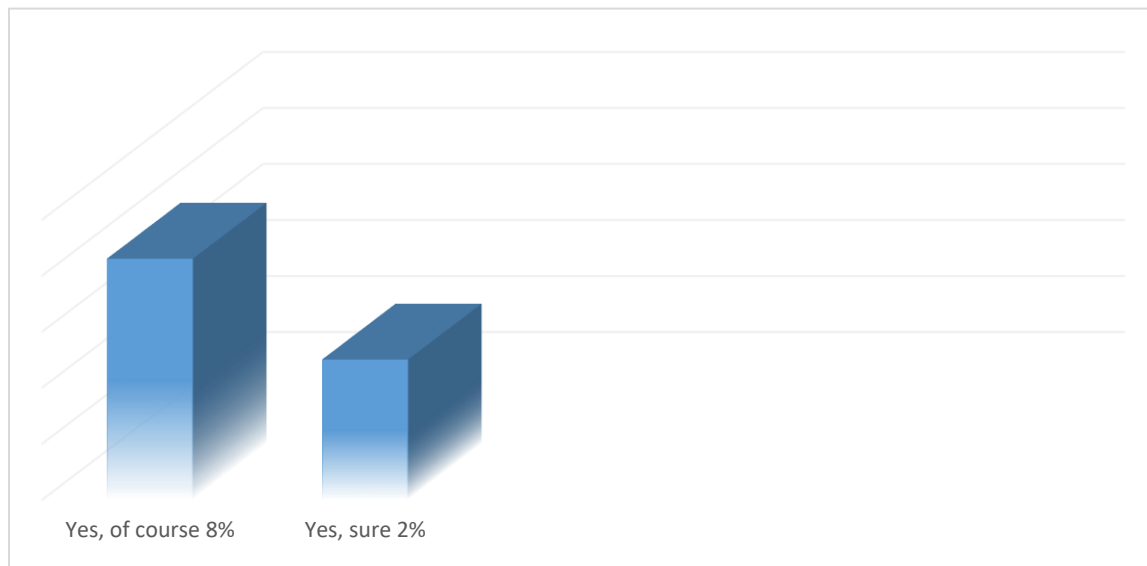*4.4.19 The presentation of the ninth question from teachers' interview*

Yes, of course 8%   Yes, sure 2%

Chart 19. **Calculation of the responses from the ninth question of teachers' interview: Do you plan to use blended learning as motivational teaching strategy with your English learners in the future?**

Planning teaching methods according to the students' number is a very important factor for the success of teaching and learning process. Motivational teaching strategies at the other side means a lot for students as a supportive tool to learn easier and faster. Asking teachers if they plan to use different teaching methods to help their students feeling motivated to learn English as a foreign language at school, 8% of the teachers responded, of course I plan. Whereas 2% of the teachers responded that they feel sure about continuing working with their students through motivational teaching strategies and they will also use blended learning according to students' learning needs.

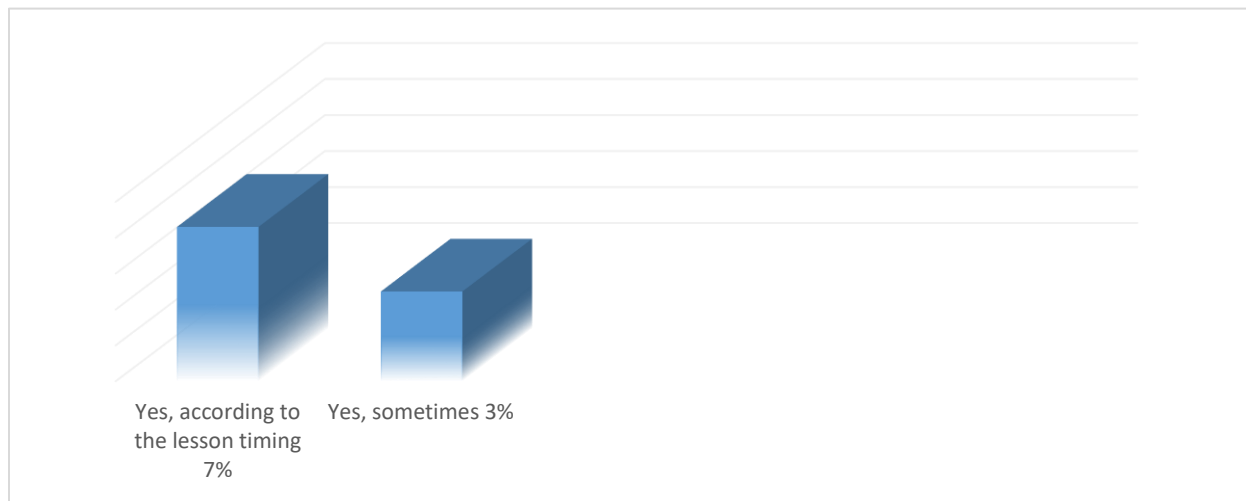*4.4.20 The presentation of the tenth question from teachers' interview*

Yes, according to
the lesson timing
7%

Yes, sometimes 3%

Chart 20. **Calculation of the responses from the tenth question of teachers' interview: Do you give your students opportunity to talk about any teaching activities or learning skills they prefer or need?**

According to the importance of the usage of different teaching methods as motivational and supportive teaching to help students learn more, discussing with students about their preferred learning strategies or needed teaching strategies might create a great path for successful teaching and learning process. If teachers make it possible to give students the opportunity to express their thoughts about their learning needs, successful teaching and learning process possibly can result to be from the most advanced level. However, according to the analysis of teachers' responses from their interview it can be noticed that 7% of the teachers accepted that they discuss with the students about their favorite teaching strategies only when they have enough free time to discuss about it. Meanwhile 3% of the teachers accepted that they discuss with their students about their preferred teaching strategies only sometimes.

4.4.21 The presentation of the eleventh question from teachers' interview

I use technology very often 7%   **Yes, sometimes 3%**
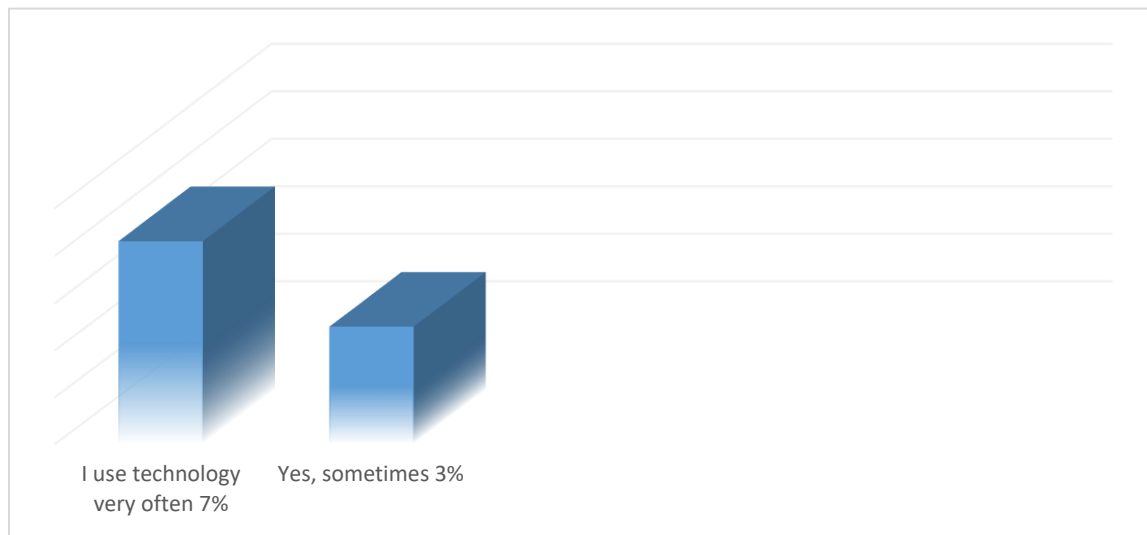
***Chart 21.* Calculation of the responses from the eleventh question of teachers' interview: Do you use technology as a tool to help you and your students during teaching/ learning process?**

Considering technology as very usable tool by nowadays students and seeing it as a facilitator about teaching and learning process, teachers were asked if they use technology tools to help learners to improvement the teaching and learning process, 7% of the teachers responded that they use technology very often, meanwhile 3% of the teachers responded that they sometimes use technology tools to facilitate their teaching and learning process. From the responses of the teachers it can be noticed that technology tools are part of our schools in Mitrovica, indeed they are considered to be as most useful and preferred ones by teachers and students too.

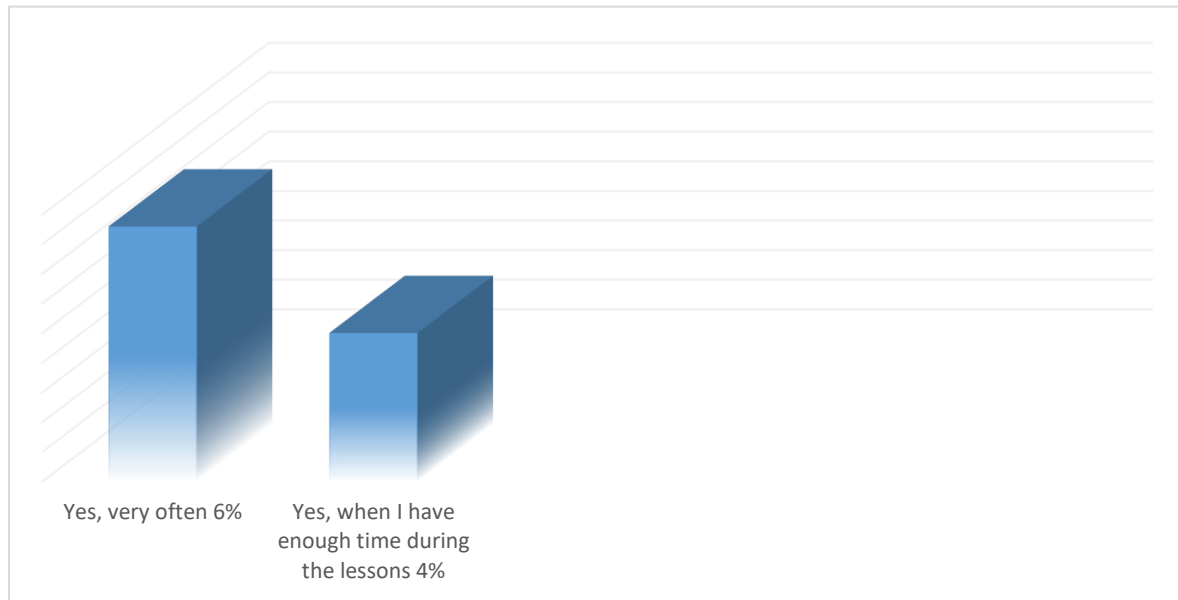*4.4.22 The presentation of the twelfth question from teachers' interview*

Chart 22. **Calculation of the responses from the twelfth question of teachers' interview: Do you give your students any projects and do you ask them to work in groups or pairs in order to finish it?**

Taking into consideration the fact that students like to work in pairs or in groups indeed students engage more in the learning process, teachers were asked if they engage students to work on different projects, in order to motivate them to cooperate in groups and in pairs, with the main intention of learning from each other, 6% of the teachers responded that they ask students to work on different projects very often. Whereas 4% of the teachers responded that they engage students working together only when enough time during the English lessons is left from the teachers after they have accomplished their planed schedule.

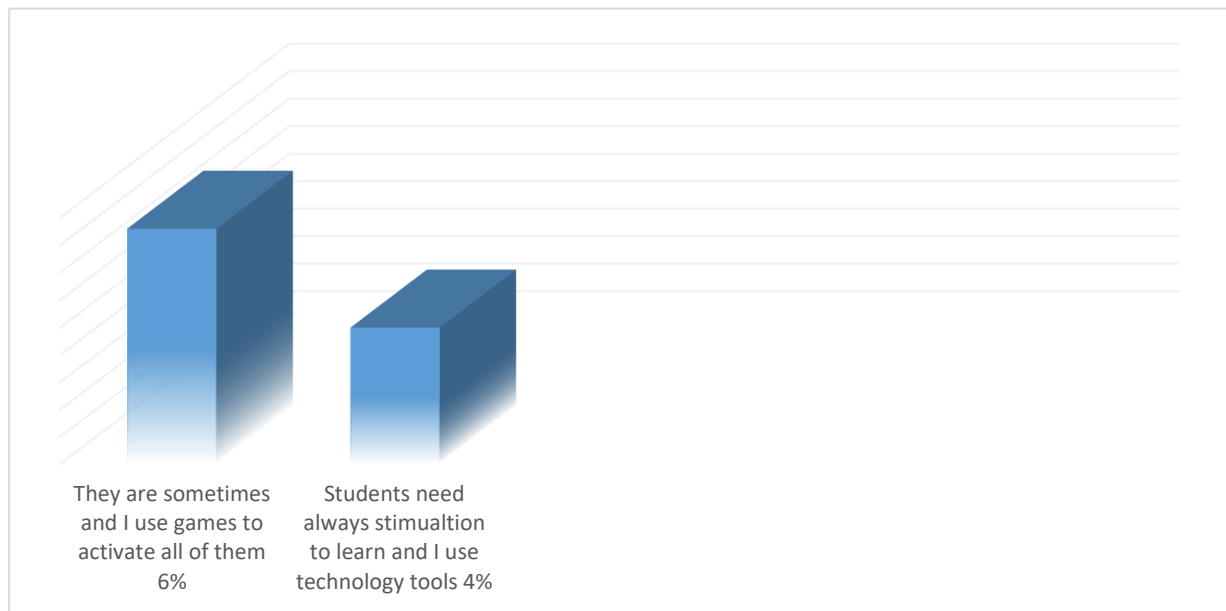*4.4.23 The presentation of the thirteenth question from teachers' interview*

They are sometimes and I use games to activate all of them 6%

Students need always stimualtion to learn and I use technology tools 4%

Chart 23. **Calculation of the responses from the thirteenth question of teachers' interview: Are all of your students active during English lessons and how do you stimulate your students to be part of language activities?**

Many times it can happen that even though teachers plan lesson content and teaching activities in the best possible way, students might feel bored. The lesson might not seem interesting to them or they maybe do not like the specific topic. So, teachers were asked: what do they do to engage their students in the learning process from time to time. As it can be seen above, 6% of the teachers responded that they use games as teaching strategy to engage all of the students in the learning process and 4% of the teachers responded that they use technology tools as motivational teaching strategy to help their learners during the learning process.

4.4.24 The presentation of the fourteenth question from teachers' interview

The ability to engage all of the students in the learning process as planned 7%

The ability to manage lessons timing in accordance to students' number 3%
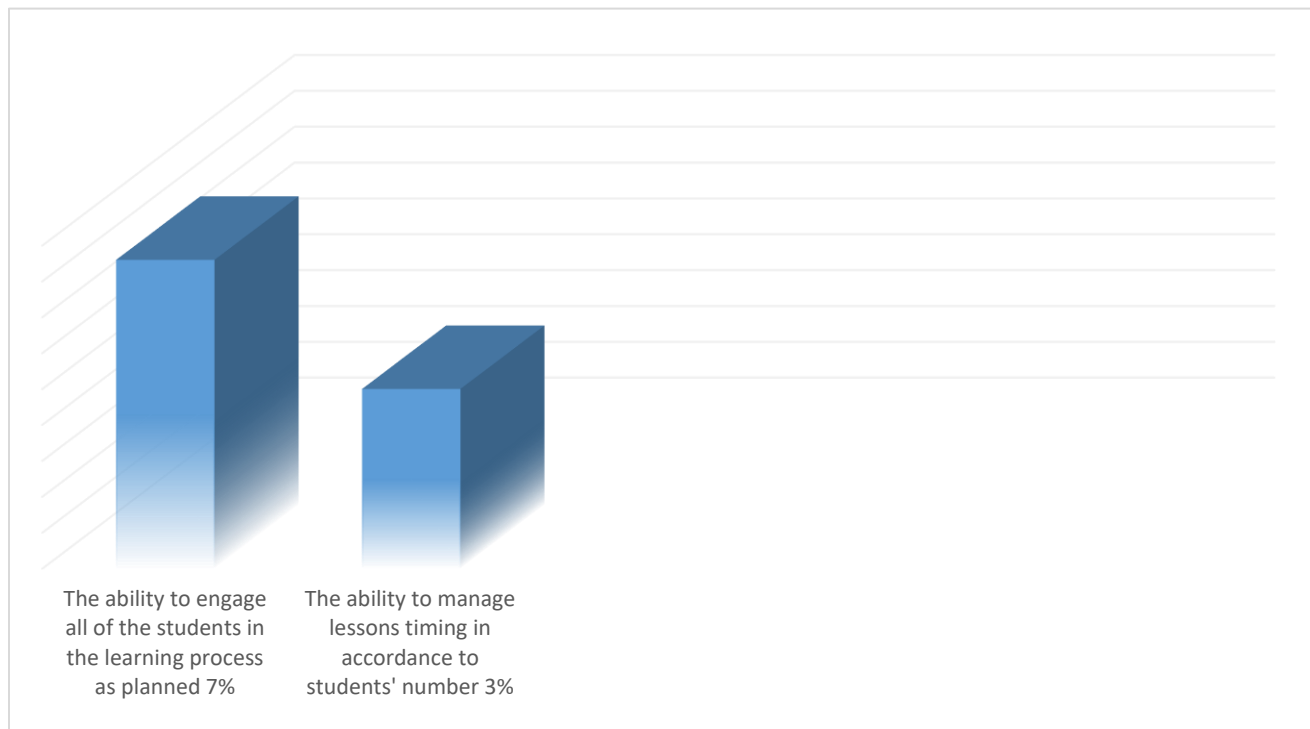
Chart 24. Calculation of the responses from the fourteenth question of teachers' interview: What are the main obstacles you as a teacher face during your teaching process?

During teaching and learning process teachers might face different obstacles but two of them were differentiated when teachers were asked about main teaching obstacles which were: the ability to engage all of the students in the learning as planned, a response gave by 7% of the teachers. An expanded response behind this short one gave by teachers was that according to students' reaction for different topics, many times they fail to realize their foreign language lessons as they though in the beginning. Another challenge mentioned by 3% of the teachers was: the ability to manage lessons timing in accordance to students' number. Also an expand response behind this short one was that, many times teachers plan to realize a topic depended on lesson timing and students' number inside the class. But if the number of students is very high the chances to fail the planning might be very high also. In the other hand if the number of students inside the class is very low the chances to fail that planned lesson might be very high because students might consume all the planned activities before lesson timing is finished. So according

to teachers' responses it can be concluded that teachers really need to be very careful when planning lesson activities in order to upgrade possible teaching obstacles.

4.5 The effectiveness of the use of blended learning and motivational teaching activities to support foreign language acquisition

As a final part of the research experiment with the students of grades five, six, seven, eight and nine in the school Kadri Bistrica" in Bistrice – Leposavic, was developed a post test. The reason for the organization of this post -test was, to notice the differences between students' grades before and after experiment. In "Kadri Bistrica" in Bistrice – Leposavic, students are assessed with grades from 5 to 1 The main purpose of this part is to show the final results of the achievement of students, being taught by different teaching methods as motivational and supportive teaching strategies. "Increasingly, the construction of 'standards' for both students and teachers, accompanied by notions of 'control' through various policy and implementation procedures, are seen as offering quality assurance" (Alterman, 2015, p. 30). As mentioned by (Alterman, 2015), when increasing the standards and the policies for both teachers and students the quality of learning and teaching process is expected to be assured because of higher expectation of success by both teachers and students. In my school when using blended learning and experimental instruments of teaching and learning, both my expectations and students expectations for learning were higher than usual.

Below is presented the chart with the students' grades before the experimentation for the research purposes:

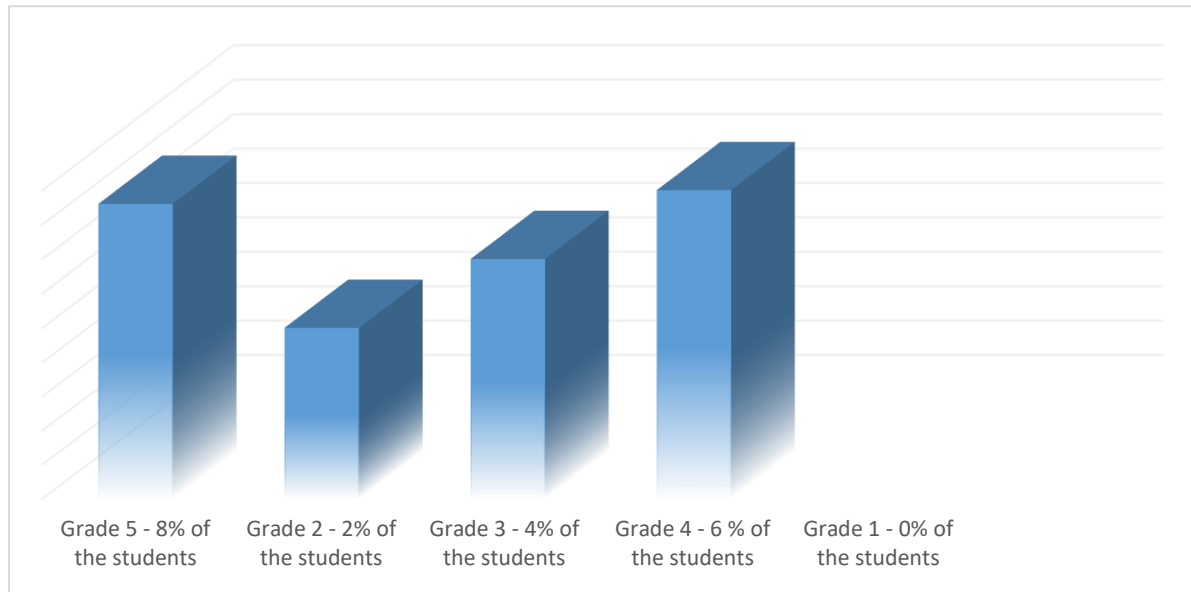*4.4.25 The presentation of students' test grades before the experiment*

Grade 5 - 8% of the students | Grade 2 - 2% of the students | Grade 3 - 4% of the students | Grade 4 - 6 % of the students | Grade 1 - 0% of the students

Chart 25. The calculation of the students' grades before the experiment

As it can be seen in the chart above, only 8% of the students achieved the highest grades or grade 5 before of the experiment or the use of motivational teaching strategies. Grade 4 achieved only 6% of the students. With the grade 3 were assessed 4% of the students. With the grade 2% were assessed two percent of the students, whereas grade with the grade one were not assessed no one of the students. Being based on the ministry of education policy, students in primary schools cannot be assessed with the grade one. As such, the impact of the experimental teaching strategies did not make any difference regarding the lowest grades or grade one.

In the other side in the chart below are presented the grades of students the final step of experimentation (post – test) which seems to be considerably high. Students' assessment on the post- test were successful as follows:

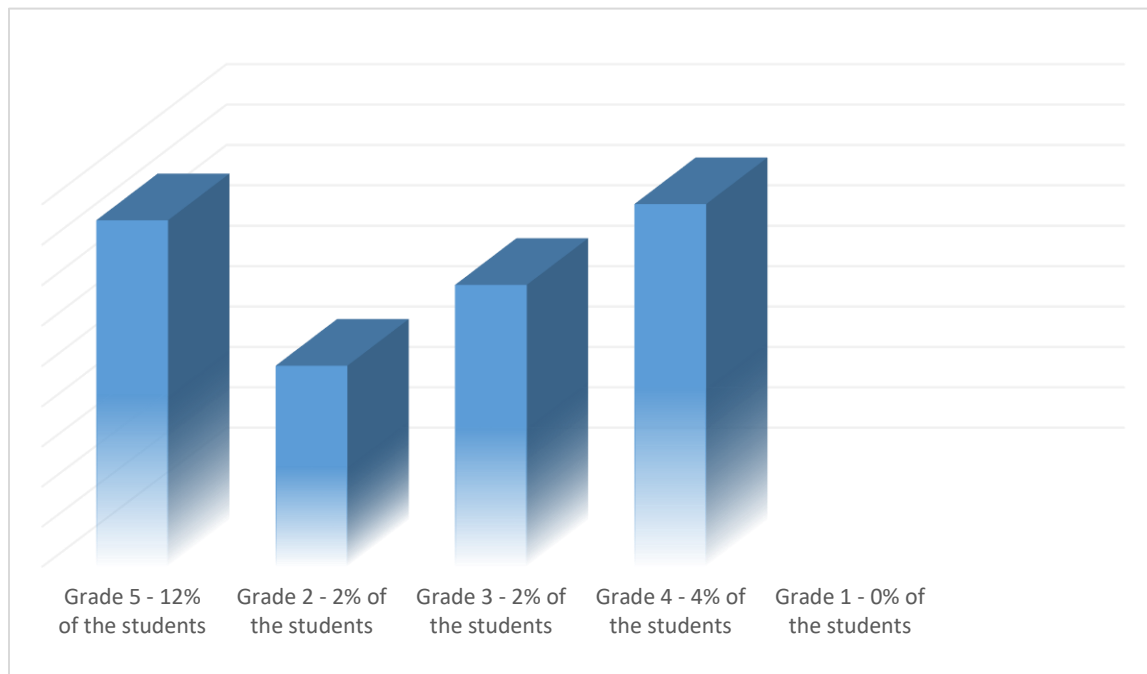*4.4.26 The presentation of students' test grades after the experiment*

Grade 5 - 12% of the students   Grade 2 - 2% of the students   Grade 3 - 2% of the students   Grade 4 - 4% of the students   Grade 1 - 0% of the students

Chart 26. The calculation of the students' grades after the experiment

After the use of different teaching strategies as motivational tools to help students learn more and easier, seem that students liked using technology, games and blended learning strategies as teaching methods and in the post – test were assessed much higher for the subject of English as foreign language than before the use of mentioned teaching strategies. As it can be seen in above chart, 12% of the students were assessed with the grade 5 after the experimentation, 4% of the students were assessed with the grade 4, with the grade 3 and 2 were assessed only 2% of the students and 0% of the students were assessed with the grade 1.

As presented grades leads to the conclusion that the use of added helping aids was effective in teaching even though it was used only for four weeks, teaching as a research experiment methodology, but if it will be used as a regular teaching approach results of students in SL acquisition would have been even more successful in learning easier English as a second language as a result of motivation through technology tools and teaching materials.

Chapter V: Conclusions, Limitations of the study and Recommendations for future research

5.1 Introduction to conclusions, limitations of the study and recommendations for the future research

This chapter covers the overall findings and conclusions of this research study and experiment. Specifically this chapter summarizes different prospective of analysis and results achieved through the whole research experiment. Section 5.2 covers general conclusions of the research being based on the proved or rejected hypothesis. The section 5.3 covers limitations of the study and section 5.4 covers the information about the recommendations for the future research.

5.2 General conclusions of the thesis

The main objective of this research was to find out the challenges of teachers during foreign languages according to students' number inside the class. According to found results it can be concluded that challenges of teachers during teaching English as a foreign language to young learners seem to be possibly different and of different approaches. Since English learners are of different ages and different levels of English knowledge, teachers need to be very prepared to adjust to students' learning needs, shape in the best possible way their foreign language lessons time and use different motivational teaching methods to help their learners' progress during learning process. Giving a great importance to the challenges of foreign language teachers regarding students' number inside the class, this research paper was focused to the investigation of the ability of teachers to manage their lessons toward learning progress.

> "Many teachers do not feel ready to meet the challenge of teaching regarding increasing student's number at foreign language lessons. As a result, these students have traditionally been taught, often failing or dropping out because teachers continue to use traditional methods that are successful in their higher-level classes, but are completely irrelevant to learners learning needs" (Banks, 2008, p. 6).

As presented below the results of this research study provided it obviously can be seen that both teachers and students support motivation teaching strategies and limited number of students inside the class in order to achieve higher results in teaching and learning process.

The responses from the first question of students' questionnaire: Our teacher supports me during English lessons to improve our learning: 11% of the students strongly agreed that foreign language teachers support them improving their English learning. 6% of the students have chosen agree option to show the readiness of the teachers to support students learning. 3% of the students stood neutral, whereas disagree and strongly disagree option have chosen 0% of the students.

The responses from the second question of students' questionnaire: Our English language teacher gives us extra materials and he/she does not only use text books. In the second question from students' questionnaire, it was find out that if English teachers use extra teaching materials to help their students learn more, rather than learning only from school textbooks, students gave different responses. With the option agree stood only 8% of the students, strongly agree responded no one of the students, neutral stood 7% of the students, disagree choose 3% of the students and the last option strongly disagree choose to respond 2% of the students.

The responses from the third question of students' questionnaire: We do games during English lessons! More than the half of the students 11% of them responded that their English teachers use to play games during their lessons in order to help students learn more. With the option agree responded 7% of the students, neutral stood 1%, with the option disagree responded 1% of the students too, while strongly disagree stood 0% of the students.

The responses from the fourth question of students' questionnaire: Can you tell, what was the most interesting English lessons and why? 12% of the students responded that they liked the most the lessons where teachers used overhead projectors to facilitate students' learning process. 5% of the students responded that they liked the most English lessons where teachers used different learning strategies as blended learning. Whereas 3% of the students responded that they liked learning using games.

The responses from the fifth question of students' questionnaire: We use overhead projector and other technology tools in our English lessons. 8% of the students strongly disagreed that their teachers use overhead projectors as added teaching tools to facilitate students' learning process. 7% of the students stood neutral about the use of extra added teaching materials as technology to facilitate teaching and learning process. 3% of the students agreed that their teachers use technology tools and overhead projectors as added teaching tools in their English lessons. 2% of the students disagreed that their English teachers use technology tools as added teaching tools and no one of the students responded with the option strongly disagree.

The responses from the sixth question of students' questionnaire: Our English teacher helps us when we need her/his support to facilitate our learning. 9% of the students strongly agreed that their English teacher helps them whenever they need extra help toward learning. Also 9% of the students responded with the option agree, which means that they teachers always are ready to help on students' learning process. Only 3% of the students stood neutral, whereas no one of the students responded with the option disagree or strongly disagree.

The responses from the seventh question of students' questionnaire: We are satisfied with our English text books. 9% of the students circled the option strongly agree, which means that they are satisfied with their English text books. 7% of the students accepted that they agree that their English text books are appropriate for their learning needs. 3% of the students stood neutral, 1% of the students disagreed or felt unsatisfied with their English text books and no one of the students stood with the option strongly disagree

The responses from the eighth question of students' questionnaire: We need extra and more attractive teaching methods in our English language classes. Exactly, 10% of the students responded that they strongly agree about having added and extra teaching materials as part of the English lessons. Also 10% of the students agreed that they need added and extra teaching materials to learn easier their foreign language as part of their school schedule

The responses from the ninth question of students' questionnaire: What do you like the most about your English classes? 11% of the students responded that they like the most teachers' readiness to support students learning process in general. 6% of the students responded that they like learning by playing games and 3% of the students responded that they like blended learning or mixed teaching strategies to support their learning

*T*he responses from the tenth question of students' questionnaire: What would you change in the English classes?** According to students responses 8% of them responded that they would like to raise students' number in their classes. 6% of the students like to learn by playing games and 6% of the students too responded that they would like to use technology tools more as added teaching materials to facilitate their learning.

The responses from the first question of teachers' interview: How often do you use different teaching methods to facilitate your teaching process? 4% of the teachers responded with the option sometimes, 3% of the teachers accepted that they use different teaching methods very often, 2% of the students responded that they do not use different teaching methods very often with their students and only 1% of the students responded that they never use any added and different teaching method to facilitate their teaching process

The responses from the second question of teachers' interview: Do your students need extra motivational teaching methods during the English lessons? If yes, why? 8% of the teachers

responded that students strongly need extra motivational teaching methods in order to learn more. Whereas 2% of the teachers accepted that students always need motivational teaching methods to learn more

The responses from the third question of teachers' interview: Do you think that your students understand and perform better during English lessons when extra teaching strategies are added to help them learn? 6% of the teachers responded that using extra teaching methods and strategies facilitate students' learning process and helps students perform better in the foreign language. Whereas 4% of the teachers accepted that anytime students feel supported by their teachers in different ways, they tend to understand, obtain and perform better the English content.

The responses from the fourth question of teachers' interview: According to you, do the school text books provide enough materials to expand students' English language knowledge? 7% of the teachers responded that it very much depends on the planned learning content. 3% of the teachers responded that English text books might not offer all the time the needed contents of learning but mostly they do offer the appropriate learning content for young learners.

The responses from the fifth question of teachers' interview: According to you is the number of students inside the class considered as a challenge for teachers? Teachers supported this research hypotheses responding that the number of students inside the class has a significant role on developing English lessons. As such responded 8% of the teachers. Whereas 2% of the students responded that the number of students inside the class for sure is considered as a challenge to realize the teaching process in the best possible way.

The responses from the sixth question of teachers' interview: What kind of motivational teaching strategies do you prefer to use with your learners? According to 8% teachers'

responses we can conclude that technology tools seem to be very need useful and needed to support students learning needs. Whereas 2% of the teachers responded that games are part of their English lessons as supportive teaching and learning tools.

The responses from the seventh question of teachers' interview: Are you satisfied enough with the teaching methods and strategies that you use in the class? 8% of the teachers responded that in general they are satisfied with the work they do with their students. Only 3% of the teachers responded that they are only sometimes satisfied with their teaching strategies they use to work usually with their students

The responses from the eighth question of teachers' interview: To what scale are you satisfied with the teaching conditions that your school provides? 6% of the teachers responded that they are somehow satisfied, whereas 4% of the teachers responded that they are satisfied at some average

The responses from the ninth question of teachers' interview: Do you plan to use blended learning as motivational teaching strategy with your English learners in the future? 8% of the teachers responded, of course I plan. Whereas 2% of the teachers responded that they feel sure about continuing working with their students through motivational teaching strategies.

The responses from the tenth question of teachers' interview: Do you give your students opportunity to talk about any teaching activities or learning skills they prefer or need? 7% of the teachers accepted that they discuss with the students about their favorite teaching strategies only when they have enough free time to discuss about it. Meanwhile 3% of the teachers accepted that they discuss with their students about their preferred teaching strategies only sometimes.

The responses from the eleventh question of teachers' interview: Do you use technology as a tool to help you and your students during teaching/ learning process? 7% of the teachers responded that they use technology very often, meanwhile 3% of the teachers responded that they sometimes use technology tools to facilitate their teaching and learning process

The responses from the twelfth question of teachers' interview: Do you give your students any projects and do you ask them to work in groups or pairs in order to finish it? 6% of the teachers responded that they ask students to work on different projects very often. Whereas 4% of the teachers responded that they engage students working together only when enough time during the English lessons is left from the teachers after they have accomplished their planed schedule.

The responses from the thirteenth question of teachers' interview: Are all of your students active during English lessons and how do you stimulate your students to be part of language activities? 6% of the teachers responded that they use games as teaching strategy to engage all of the students in the learning process and 4% of the teachers responded that they use technology tools as motivational teaching strategy to help their learners during the learning process.

The responses from the fourteenth question of teachers' interview: What are the main obstacles you as a teacher face during your teaching process? The ability to engage all of the students in the learning as planned, a response gave by 7% of the teachers. Another challenge mentioned by 3% of the teachers was: the ability to manage lessons timing in accordance to students' number.

Students' learning needs as an important issue, needs to be treated seriously in order of moving toward learning progress by all school stakeholders would help teachers a lot overcoming different teaching challenges. Since teachers face different characters of students inside one class the ability to manage all of the students in proper way should be considered as a serious challenge. According to the results of this research paper, teachers accept that higher number of students inside the class create limited conditions to obtain needed or planned foreign language knowledge.

Since teachers design their teaching activities according to students' number inside the class, lower number of students that take place in the class is seen as positive factor to help learners learn easier. In the other hand both by teachers and learners is accepted that students always need motivational teaching strategies to be able to succeed in their learning process. Especially

technology tools and games are seen as most preferable added teaching strategies by students but by teachers too.

However the teaching challenge considered as the most important one according to this research results is the ability to shape lesson timing in a respectful proportion for each student. If teachers are not able to fulfill students' learning needs in the same way for each student than each prepared teaching elements would for sure result unsuccessful. As such the best possible choice to achieve teaching and learning goals is seen the reduction of students inside the class. As such, the third hypothesis of this research paper was strongly defended that teaching process progress when the number of students inside the class is smaller and the planned curriculum development is easier to be developed, according to lesson time.

Nevertheless if the number of students inside the class is very low teachers accept that in this situation they also struggle to achieve set teaching goals and students do not feel real learning competition. Learning competition between students is seen as a strong motivational factor that help students achieve learning goals seeing each - others' work. In the other side cooperation between students is seen as another strong motivational component to help students learn easier. According to students' responses in the questionnaire it can be seen that anytime teachers engage students on working in groups or in different projects students achieve better learning results than when only traditional teaching methods are used. Teachers in the other hand defend students' achievement by their responses in the interview, accepting that when different teaching methods like projects and work in groups are organized with students, students seem to be more engaged in the learning process. However teachers that work with larger number of students accepted that they are not able to engage students in different working projects all the time because of the limited lesson time even though students likes it and seem to learn easier when they learn while playing or working together, as such defending the second hypothesis of this research paper: teachers are able to motivate students learn more if the number of students inside a FL lesson is smaller and the time do develop learning activities will remain enough for each student.

Classroom management can as well be seen as a challenge for the teaching process. The ability

to manage in the proper way a teaching class is very much depended on students' number taking place inside the class. The higher number of students will be inside the class, the teaching challenge will result as larger. So being based on teachers' responses the first hypothesis of this research paper that the reduction of class size will help teachers to realize easier their teaching program was strongly defended.

5.3 Specific results of the research

Fulfilling students' learning needs is considered as the most challenging part of the teaching process. In the other hand in order to be able to fulfill students' learning needs teachers say that they need schools' support and appropriate teaching conditions. Teaching conditions include appropriate tools and environments like: technology tools, internet access, gaming tools, places to play different games and other appropriate gadgets to learn by playing. As seen through the experiment of this research paper students enjoyed learning much more when other different teaching approaches were used during the experiment rather than when they were taught by traditional or usual teaching methodologies. Unfortunately schools in Mitrovica do not offer a lot of opportunities facilitate teachers work and to help student learning easier every day by providing internet connection, technology tools or gaming tools.

However teachers accept that they try to facilitate teaching and learning process everyday according to students learning need by technology using tools and different teaching approaches as much as they can. So in order to be able to prove that the wrong teaching approaches and not carefully chosen content for appropriate age of students according to learners' learning needs prevent the wanted success in education process the results of four week experiment has proven the premeditated hypotheses. Learners that were chosen to be exposed to the research experiment felt the change and were a lot more concentrated, engaged and interested in learning compared with the time they were learning by traditional teaching methodologies. The assessed activity exercises organized to test of foreign language activities during experiment time has shown a lot of difference achievement compared to the teaching time where students were mostly taught only using school books. Then the final post – test organized to test overall language content achievement presented higher results of students learning through added aids

and motivational teaching strategies.

According to specific results of this research experiment, it is obvious that through added motivational teaching approaches and technology aids used the students' results are much higher than earlier when those aids were not used. Finally students through responses on questionnaire accepted that they liked this new experience, understood better the content, felt better and more engaged, but the most important they put high the technology approach compared to traditional methodology of teaching. To defend even more the results and students thoughts, SL teachers through the interviews also strongly accepted that using technology aids and motivational teaching strategies on lessons support development of learning of English as a foreign language much more than when they use only the schools books.

5.4 Limitations of the research study

During this study as limitations can be considered as detailed ones because even though the research faced them there were not as big as not to allow the realization of it in a satisfied scale, but sometime can be considered as tiny obstacle.

A limitation of this research can be considered that it was conducted only in one school, and this fact does not give us the opportunity to know the real situation of technology materials usage. Then the number of students was limited as well. Even though in experiment took place 20 students, still if the number of them would be greater mixed thoughts, responses, activities and results would lead to more interesting , compete and believable results.

Another limitation considered as the most important one was the missing conditions of technology tools in school. The teachers that chose to use technology on teaching process they have to carry their personal tools from home to school and back because school does to possess suitable tools to be used from all the teachers. Then students at the beginning hesitated on being exposed to those materials, thinking that they would not be able to understand enough FL speakers.

And a final step considered as limitation is the hesitation of FL teachers to respond to interview questions. Even though from five different schools in my city only ten of FL teachers accepted to be interviewed. Only four of them allowed me to register their responses on my personal phone even though I assured them that all this procedure will completely remain confident and the purpose of it is just a teaching experiment, still they stood to the response that they do not feel sure in that kind of situation and pleased me to write down their responses on my personal notebook. Many of them responded very shortly with "yes", "no", or "maybe" responses

5.5 Recommendations for future research

This study is conducted both through qualitative and quantitative methodology of gathering data of experiment. For future research a good suggestion would be to gather research data in different schools of cities and villages in order to be able to access more participant students and teachers also to compare the results between schools. Since this research sample covered only fifth grade students and specific topics because of the limited time of experiment, covering different ages of participants and overall different daily life topics would present more interesting data to be compared.

Also limited time of just one month experiment sometimes was not enough the students as well as me were in rush to cover all the prepared activities for one lesson. For future research a good advice to take in consideration would be to develop the experiment in a longer time. The nature of this study was planned to be focused only on only challenges of English as foreign language teachers but if it would be more interesting if broader challenges linguistic system would be covered.

On the other hand in order to support teachers in making the teaching process more interesting, engaged and easier for theme selves and students also a strong support is needed from school as well as educational stakeholders.

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Appendixes 1

Students' Questionnaire

Dear Students, This questionnaire aims to explore the importance of using additional teaching methods to motivate students in English as a foreign language as well as teachers' challenges to facilitate students' learning. This questionnaire does not require your personal information and the data will remain confidential. This questionnaire will take about 5-7 minutes of your time. Please, answer the questions in the most appropriate way for you!

1. Our English teacher supports me during English lessons to improve our learning!

a.   Strongly disagree

b.   Disagree

c.   Neither agree nor disagree

d.   Agree

e.   Strongly agree

2.   Our English language teacher gives us extra materials and he/she does not use only text books!

a.   Strongly disagree

b.   Disagree

c.   Neither agree nor disagree

d.   Agree

e.   Strongly agree

3.   We do games during the English lessons!

a.   Strongly disagree

b.   Disagree

c.   Neither agree nor disagree

d.   Agree

e.   Strongly agree

4.   Can you tell us what was the most interesting English lesson and why?

        _____
        _____
        _____
        _____
        _____
        _____
        _____

5.   We use: Over Head Projector and other technology tools in our English classes

a.   Strongly disagree

b.   Disagree

c.   Neither agree nor disagree

d.   Agree

e.   Strongly agree

6.   Our English teacher helps us when we need her/his support to facilitate our learning!

a.   Strongly disagree

b.   Disagree

c.   Neither agree nor disagree

d.   Agree

e.   Strongly agree

7.   We are satisfied with our English Text Books!

a.   Strongly disagree

b.   Disagree

c.   Neither agree nor disagree

d.   Agree

e.   Strongly agree

8.   We need extra and more attractive teaching methods in our English language classes!

a.   Strongly disagree

b.   Disagree

c.   Neither agree nor disagree

d.   Agree

e.   Strongly agree

9.   What do like the most about your English classes?

_____
_____
_____
_____
_____

_____
_____

10.   What would you change in the English Classes?

            _____
            _____
            _____
            _____
            _____
            _____
            _____
            _____
            _____

Appendixes 2

Teachers' Interview

Dear teachers, these questions aims to explore the challenges of teaching English as a foreign language and the ability of teachers to facilitate the process of learning English as a foreign language. These interview questions does not require your personal information and the data will remain confidential. This interview will take about 5-7 minutes of your time. Please, answer the questions in the most appropriate way for you!

1. How often do you use different teaching methods to facilitate your teaching process?

a.   Very often

b.   Not very often

c.   Sometimes

d.   Never

2.   Do your students need extra motivational teaching methods during the English lessons? If yes, why?

_____
_____
_____
_____
_____
_____

3.   Do you think that your students understand and perform better during English lessons when extra teaching strategies are added to help them learn?

_____
_____
_____
_____
_____
_____

4. According to you, do the school text books provide enough teaching materials to expand students' English language knowledge?

_____
_____
_____
_____
_____
_____
_____

5. According to you, is the number of students inside the class considered as a challenge for teachers?

_____
_____
_____
_____
_____
_____

6. What kind of motivational teaching strategies do you prefer to use with your learners?

_____
_____
_____
_____
_____

7. Are you satisfied enough with the teaching methods and strategies that you use in the class?

_____
_____
_____
_____
_____

8. To what scale are you satisfied with teaching conditions that your school provides?

_____
_____
_____
_____

_____
_____

9.   Do you plan to use blended learning as motivational teaching strategy with your English learners in the future?

_____
_____
_____
_____
_____
_____

10.   Do you give your students opportunity to talk about any teaching activities or skills they prefer or need?

_____
_____
_____
_____
_____
_____
_____

11.   Do you use technology as a tool to help you and your students during teaching/learning process?

_____
_____
_____
_____
_____
_____

12.   Do you give your student any projects and do you ask your students to work in groups or pairs in order to finish it?

_____
_____
_____

_____
_____
_____

13.   Are all of your student active during the English lesson and how do you stimulate your
students to be part of language activities?

_____
_____
_____
_____
_____
_____

14.   What are the main obstacles you as a teacher face during your teaching process?

_____
_____
_____
_____
_____
_____

Appendixes 3

Appendixes 4

Appendixes 5

Appendixes 6

Appendixes 7

Appendixes 8

Appendixes 9

5 ●●● Complete the dialogues with the prompts from the box.

- Yes, just/buy
- I/never/be/there
- I/never/make
- No/already/see
- No, not/finish/yet

1

A: Do you want to watch this DVD?

B: *No, I've already seen it.*

2

A: Can I borrow this book?

B: _____

Grammar summary

Present perfect simple with time adverbials *ever, never, already, just, yet*

Present perfect simple with *just* and *already*

I**'ve just finished** my homework.

He**'s already gone** out.

Present perfect simple with *yet*

Have they **arrived yet?**

She **hasn't woken up yet.**

Present perfect simple with *ever* and *never*

Have you **ever been** to Venice?

Has he **ever forgotten** your birthday?

We**'ve never been** late to school.

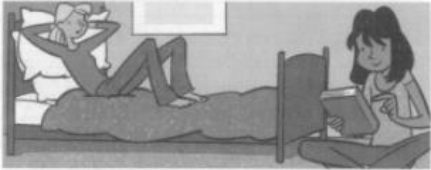She**'s never eaten** Chinese food.

Note

Use

- We use the present perfect simple with *just* to say that something happened a very short time ago.
  I'm tired because I've just woken up.
- We use *already* to emphasise that something has happened before now.
  We've already done this exercise!
- We use *yet* in negative sentences and questions

Appendixes 10

B: *No, I've already seen it.*

2

A: Can I borrow this book?

B: _____

3

A: Is that shirt new?

B: _____

4

NEW YORK

She**'s never eaten** Chinese food.

Note

Use

- We use the present perfect simple with *just* to say that something happened a very short time ago.
  I'm tired because I've just woken up.
- We use *already* to emphasise that something has happened before now.
  We've already done this exercise!
- We use *yet* in negative sentences and questions to mean *up to now.*
  I haven't done the washing-up yet (but I will do it).
  Have you tidied your room yet?
- We use *never* to mean *at no time in my life.*
  I have never failed an exam.
- We use *ever* in questions to mean *at any time in your life.*
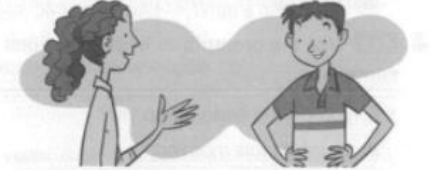 *Have you ever had a summer job?*

Form

- We put *just, already, ever* and *never* before the main verb.
  *I have **never cooked** dinner.*
  *We have **just finished** our exam.*