POSTGRADUATE STUDIES – SECOND CYCLE

"Challenges of classroom management with teenage students in EFL/ESL: A case study of the secondary school " Shtjefen Gjeqovi, in Prishtina"

Mentor:

Asoc. Prof. Dr. Veronika Kareva

Candidate:

Fitore Qorri

October 2020

Declaration of Authorship

I hereby certify that the thesis I am submitting is entirely my own original work except where otherwise indicated. I am aware of the University's regulations concerning plagiarism, including those regulations concerning disciplinary actions that may result from plagiarism. Any use of the works of any other author, in any form, is properly acknowledged at their point of use.

Date: Signature:

October, 2020   Fitore Qorri

The working title of the thesis:

"Challenges of classroom management with teenage students in EFL/ESL"

Translation of the working title in Albanian:

"Sfidat e menagjimit të klasës me studentët adoleshent në EFL/ESL"

Translation of the working title in Macedonian:

"Предизвици во управувањето со училницата со тинејџери во ЕФЛ / ЕСЛ"

ACKNOWLEDGEMENTS

Abstract

This study aims to investigate the challenges faced by English-language teachers regarding classroom management with teenage students. Moreover, it tries to measure the motivation and understanding of the English language of the learner, by implementing two learning methods to the students. These two methods have been used by many of the teachers, depending on which teacher feels appropriate, so by these two methods, we will see which of them the students benefit most and what are the challenges that the students face. It also reports on a qualitative case study that investigated the challenges faced by teachers who teach English as a foreign language at secondary school in Pristina.

To measure these above-mentioned objectives, qualitative research is going to be conducted. The study will take place at the secondary education level and the participants selected for the study are EFL students coming from secondary school " Shtjefen Gjeqovi" in Pristina.

The research will include 10th grade, there will participate, two classes, one class has 28 students and the other 30 students, 58 students in total. Students will be divided into two groups, and two different learning methods will be applied. The direct method will be applied to one group, while the other group will apply the grammar-translation method.

In direct method no translation is allowed. The Direct teaching method is a method of foreign language teaching which consists that only the target language should be used in class by using action, objects, mime, gesture, and situations. In the group that will be the grammar-translation method applied, students are taught to translate directly from the target language into their native language. There will be a strong focus on student accuracy during translation, with teacher correction by simply providing the correct answer. Through this monitoring of the two groups, we will notice the differences of each method such as efficiency, students' motivation, and the difficulties faced by students The duration of the study will take six weeks and the sessions will be conducted three days a week. After the practicing sessions, students are going to fill out a questionnaire that highlights their motivational aspects and the overall method effectiveness. Moreover, a questionnaire that will analyze teacher perceptions and responses to the effectiveness of the methods.

Keywords: differences, motivation, challenges, efficiency, difficulties, strategies, methods.

Abstrakti

Ky studim kerkimor synon të hetojë sfidat me të cilat ballafaqohen mësimdhenesit në gjuhën angleze lidhur me menaxhimin e klasës me nxënësit adoleshentë.Për më tepër kjo teze, përpiqet të percaktoje motivimin dhe te kuptuarit e gjuhës angleze tek nxënësit, duke zbatuar dy metoda mësimore për nxenesit. Gjithashtu, raporton për një studim të rastit cilësor që hetoi sfidat me të cilat përballen mësuesit të cilët mësojnë gjuhën angleze si gjuhë të huaj në shkollën e mesme në Prishtinë. Për të matur këto objektiva të lartpërmendura, do të kryhet një hulumtim cilësor. Studimi do të zhvillohet në nivelin e arsimit të mesëm dhe pjesëmarrësit e përzgjedhur për studim janë nxenesit që vijnë nga shkolla e mesme "Shtjefen Gjeqovi" në Prishtinë. Hulumtimi do të përfshijë klasën e dhjetë, ku do të marrin pjesë dy klasa, njëra klasë ka 28 nxenes dhe klasa tjeter 30 nxenes, gjithsej 58 nxenes. Nxënësit do të ndahen në dy grupe dhe do të zbatohen dy metoda të ndryshme mësimi. Metoda direkte do të zbatohet për një grup, ndërsa grupi tjetër do të zbatojë metodën e përkthimit gramatikor. Metoda direkte ka një rregull shumë themelor: nuk lejohet përkthim. Metoda direkte e mësimdhënies është një metodë e mësimdhënies së gjuhëve të huaja që konsiston ne ate që vetëm gjuha e synuar duhet të përdoret në klasë dhe në forme te te kuptuarit duhet të komunikohet "drejtpërdrejt" duke i lidhur format e të folurit me veprime, objekte, mimoze, gjeste dhe situata. Në grupin që do të përdoret metoda e përkthimit gramatikor, nxënësit mësohen të përkthejnë direkt nga gjuha e synuar në gjuhën e tyre amtare. Do të ketë fokus të fortë në saktësinë e studentëve gjatë përkthimit, me korrigjimin e mësuesve thjesht duke dhënë përgjigjen e saktë.Nëpërmjet këtij monitorimi të dy grupeve, do të vërejmë dallimet e secilës metodë si: efikasiteti, motivimi i nxënësve dhe vështirësitë me të cilat përballen nxenesit. Kohëzgjatja e studimit do të zgjasë gjashtë javë dhe sesionet do të zhvillohen tri ditë në javë.Pas sesioneve praktike, studentët do të plotësojnë një pyetësor i cili nxjerr në pah aspektet e tyre motivuese dhe efektivitetin e përgjithshëm të metodës.Për më tepër, edhe një pyetësor qe do të analizojë perceptimet e mësuesve dhe përgjigjet ndaj efektivitetit të metodave.

Fjalet kyqe: dallimet, motivimi, sfidat, efikasiteti, vështirësitë, strategjitë, metodat.

List of Figures

The Terms Dictionary

EFL- English as a Foreign Language

ESL- English as a Second Language

CHAPTER 1: INTRODUCTION

The classroom has been known as the experimental laboratory of the kid. This is often as a result of kids' pay, a significant a part of their years at school and it becomes important to look at the roles of classroom management and discipline as a crucial dynamic in student expertise and success. (Walters & Frei, 2019)

A good classroom environment is essential for effective learning, good teacher relationship with the students, and also collaboration. General public and teachers agree that a fundamental problem for public schools is the lack of student discipline in classrooms according to the results of several national Gallup polls document. (Walters & Frei, 2019)

In this chapter, we are going to clarify more our statement of the problems teachers face with classroom management with teenage students, the use of various methods as teaching technique aid. Moreover, we are going to see some signs of our study, and the main aims for what this study is and the major importance of using different techniques according to the different needs of their learners. We are going to see how the different activities in the classroom are effective and keep students engaged and breed their interests in learning English faster. Also, we will resolve our problem or the main question that we propose to make

sure about our hypotheses, about the use of different techniques in different classrooms

to develop student speaking skills, enrich their vocabulary and if it is a thriving technique, to encourage the students. Moreover, there are some limitations of our study because most of the teachers did not practice this technique that's why we will use questionnaires for teachers and students too as the main research tools.

1.1 Research field

Classroom management strategies and skills are essential even for the teachers that have many years of experience.

People become teachers for several reasons. They love children. They love the topic matter. Or maybe, they merely need to create a distinction within the world. High school teachers prepare themselves to be sensible teachers by grappling the skills they need for his or her explicit field. They learn their subject well. They study the most recent teaching theories.

They will additionally explore classroom organization, testing techniques, and even the way to use classroom technologies. (Prometour, 2017).

As stated by Prometour (2017), "no matter what high school subject they teach math, history, trigonometry or theater – there is one universal skill that all teachers must master. Without it, they will be unable to teach effectively. What is that skill? Classroom management". (p.3)

Effective classroom management makes learning possible. It keeps the classroom environment orderly, safe and productive for every student. The most effective teachers are the ones who have successfully learned classroom management techniques.

According to the researches, the author of the book Lee Watanabe-Crockett "The critical thinking comparison" Wantabe- Crockett (2017) states that:

> Most educators believe things should be done a certain way and many of these ways are vastly different. Many of these methods have also enjoyed years of success—after all, if it works then it works. The question is, is there a comprehensive universal list of techniques regarding effective classroom management that can help all teachers? Since every classroom is vastly different, probably not. (p.1)

According to Kenneth Bear (2017) "….classroom management in the EFL classroom can be challenging at times because of different situations teachers face in English classroom management. But, however one key element of classroom management remains the same: the desire to communicate in English language." (p.1)

The greatest influencer and motivator in the classroom is the teacher. If the students are feeling unmotivated, the teacher needs looking at what he or she is or is not doing. The best advice is to listen to your students. They will tell you what they find interesting if you remember asking.

Prométour (2017), one of the most highly regarded companies in educational travel claims that,

> Teenagers are emotionally very fragile. Shaming your students publicly, perhaps in the hope of changing their behavior, can backfire. Instead of thinking about their behavior and how they might change it, they're now focused on you and the pain

you've caused them. This not only doesn't motivate better behavior, but it can also do the opposite. (p.1)

Based on this, we can state that the way to successfully teach English as a foreign language in any classroom is to make the students want to learn. Unfortunately, this is often the most difficult part of teaching English as a second language to teenagers. Creating a classroom environment that works best with EFL for teens doesn't have to be hard. There are several methods teachers use to teach English to students who are learning the language for the first time. Depending on the teaching situation, setting, and resources available, any one of these English teaching methods can be successful for the students. Through these two methods grammar-translation method and direct method we will see the problems that adolescents face while learning English as a foreign language because not all students have the ability to fit in only one method. Comparing the methods and techniques that English language teachers use, will highlight the importance of using different methods and students' benefits.

1.2 AIMS OF THE RESEARCH

1.2.1 General Objectives

- The purpose of this study is to investigate the methods and techniques used by teachers during classroom management. It will also elaborate the way classrooms are managed and problems teenagers face at school, behavior and responsibilities. Furthermore, it attains to highlight the way teachers motivate the students to learn the foreign language while creating an attractive atmosphere and attracting the students' attention by applying various learning methods. In other words, this study will find out how much the students and teachers will benefit from applying these methods, which will be the performance, efficiency, and achievements they will show. It will also determine how much the students will be able to understand, communicate and what are the difficulties they will face.

1.2.2 Specific Objectives

- To find out if implementing and reinforcing well-defined classroom rules and expectations will result in positive student behavior in both the classroom and in other key school settings.

- To find out that the role of the teacher as a facilitator instead of lecturer, promotes student engagement and language learning.

- To find out if good classroom management may serve as a useful tool to teachers of English as a Foreign Language

CHAPTER II: LITERATURE REVIEW

2.1 INTRODUCTION OF LITERATURE REVIEW

Classroom management refers to the techniques teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that enhance learning.

To better accomplish their teaching goals, effective teachers ought to additionally act as effective classroom managers. A teacher that owns classroom management skills creates consistency for students. A disorganized classroom without routines makes it difficult for the teacher to do her job because students don't know what to do, so they might cause disruptions during the class.

In successful classroom management, children's and students needs are at the heart of the teaching process. According to Terronez (2017) "classroom management strategies and skills are essential even for the most talented teacher: learning simply cannot occur alongside misbehavior and chaos." (p.1).

Instruction thrives upon a leading a classroom surroundings that promotes a cooperative community, encouraging student voice, creativity, leadership, essential thinking, and effective cooperation.

To do appropriate analysis, it is essential to look at the importance of classroom management to the teacher and the student. This way we will be able to understand the benefits of effective classroom management from the teacher to the entire society.

2.2 Defining Classroom Management

The goal of classroom management does not order for order's sake, but the order for the sake of learning. Teachers, directors, parents, students, and therefore the general public see the classroom management as a crucial part of teaching, however changing into a good classroom manager isn't an easy endeavor.

Weinstein (2016) states that "classroom management can be defined as the actions teachers take to establish and sustain an environment that fosters students' academic achievement as well as their social, emotional, and moral growth". (p.1)

Analysis has documented the very fact that issues with classroom management typically result in teacher stress, anxiety, burnout, and even the choice to leave the profession. Beginning teachers systematically understand student behavior jointly of their most serious challenges, and even toughened teachers will have difficulties particularly given today's larger categories, increasing cultural and linguistic diversity, the inclusion of youngsters with disabilities, and therefore the narrowing of the info to organize for high-stakes standardized tests. Unfortunately, despite the quality and importance of classroom management, teacher preparation programs tend to provide only minimal instruction in this area. Such neglect is at least partly because relevant research to classroom management has been conducted by people in different disciplines working within different traditions; thus research reports appear in a wide variety of journals and may not even be identified as "classroom management" research.

According to the Weinstein (2016),

> This situation can lead teacher educators to conclude that a coherent body of research does not exist and can reinforce the view that classroom management is merely a set of tips passed down from teacher to teacher (like "Don't smile until Christmas"). (p. 1)

Classroom management was equated with "discipline", the ways teachers respond to problematic behavior. In addition to correcting inappropriate behavior, classroom management includes a wide range of tasks designed to prevent inappropriate behavior, as for example designing a physical setting that supports instructional goals, establishing positive teacher-student and teacher-parent relationships, building community among students, creating and enforcing expectations for behavior, and managing instruction in a way that helps students to stay engaged.

So, we can conclude that not only discipline is a setting that corrects inappropriate behavior, because there is a wide range of tasks that help preventing the problems during classroom management.

Kizlik (2019) states that "classroom management strategies are skills that teachers acquire over time". (p.2)

These skills teachers are unable to use until a minimum of few years of teaching experience. To be sure, effective teaching needs extended talent in managing daily tasks and things that occur within the classroom day by day. The skills of effective classroom management are only achieved with feedback, practice, and a willingness to learn from mistakes. As previously mentioned, personal expertise and analysis indicate that many beginning teachers have problems to effectively managing their classroom. Skills such as effective classroom management are central to teaching and require common sense consistency, and often undervalued teacher behavior, a sense of fairness, and courage. These skills also require teachers to understand in more than one way the psychological levels of their students and development too.

According to Kizlik "Classroom teachers with a few years of expertise have contributed to associate understanding of what works and what does not in managing classrooms and the behavior of students." (2019)

Kizlik (2019) also states that "In an effective Classroom Management Context (these four things are fundamental):

      1. Know what you want and what you don't want.

      2. Show and tell your students what you want.

      3. When you get what you want, acknowledge (not praise) it.

      4. When you get something else, act quickly and appropriately. (p. 2)

2.3 Classroom management with teenage students problem in the first place

There are many reasons why teenagers might not have good behavior. They may get bored during classroom, the English language learning does not engage them or they fed up with sitting at their desks. Maybe they find English language hard and do not think they can learn it so they hide their confidence behind an excuse of misbehavior. There also might be the naughty child who just thinks that the teacher does not like him or her. Or maybe teenagers do not feel motivated to be good because they are never praised by teachers when they are well behaved.

> One thing is for sure; the teacher must be the boss, because, like a young puppy that will try to become a pack leader, if the teacher is not in charge then the children will be. And that's the last thing they want! (Gonzales, 2017)

According to Vernon (2020) "there are many techniques and strategies for good classroom management and ultimately teacher have to develop its style that fits with philosophy in life and that is also effective." (p.5)

There are times when teenage behavior will push teachers to the point where you want to tell them that they are an idiot or stupid or something along those lines. If teachers have to deal with a really difficult teenager, they have had times like this, but they have to stay positive. So, setting clear rules and expectations to students, gives them an understanding of what they can and can't do and once those rules are in place, they are much less likely to try to break them.

2.4 The impact of Effective Classroom Management with teenagers

For beginning teachers the most difficult thing to master is classroom management. Classroom management is when a teacher exhibits complete management over their classroom through a series of methods and techniques that encourage positive student behavior.

Spencer (2018) states that "the practice of effective classroom management turns your classroom into an optimum learning environment for students to engage with their studies and work to the best of their ability". (p.1)

> Establishing effective classroom management it's not easy and takes time, and every teacher uses different ways based on their personality and preferred teaching style. Due to the fluidity of how classroom management presents itself, there is no security in maintaining control of your classroom, however, there are some guidelines and components that make up effective classroom management. (Spencer, 2018)

Establishing an effective plan for classroom management has to begin at the beginning of school, but of course it doesn't end there. Throughout the year, teachers have to be consistent and persistent in developing relationships of trust, following and teaching the best learning theories, honoring student time, being responsive to student behaviors.

Effective learning requires a lot of mental effort and motivation. Motivation elements relate to learning by combining its use, values and the importance of completing the activity. So, this let us know that good classroom management is more than just being strict or authoritarian, and also it is more than simply being organized.

2.5 Importance of Classroom Management with teenage students

Teachers have many different personalities from quiet and reserved to super social. Any teacher along the spectrum of personality can have great rapport with students or non-existent rapport/dysfunctional. Every teacher should build a good relationship with the students in order to have successful learning environment.

According to Spencer (2018) "good classroom management means a thriving learning environment and dedicated students, and unfortunately no matter how dedicated you are as a teacher or how passionate you are about your students and subject, poor classroom management is detrimental to student achievement and development."(p.4).

Classroom management is at the heart of teaching and ultimately affects the students' learning outcomes and can have an impact on teacher's wellbeing.

Good Classroom Management:
- Creates an environment for students that allows them to learn without distractions
- Reduces poor behavior and distractions so students are all focused on learning
- Facilitates social and emotional development
- Promotes positive interactions between peers and decreases bullying
- Allows for more time to be focused on teaching and learning

Poor Classroom Management:
- Disruptive and chaotic classrooms which lead to teacher stress and burnout
- Lack of focus on teaching and a hostile environment for learning
- Students are unclear of what's expected of them
- Overpraising of students for expected behaviors resulting in lowered expectations
- Lack of rules, routine and preparation

Back to top (Spencer, 2018)

2.6   Classroom Management for an Effective Learning Environment

Classroom management is the most important component in a learning environment. It is an essential piece of classroom management that support both teaching and learning.

Cox (2019) states that "classroom arrangement is the physical foundation of where students will learn. This means that every square foot of classroom needs to be used for activities that support learning." (p.2)

The atmosphere of the classroom can help prevent behavior issues and improve learning.

> Learning environment crucial for teachers and students. Studies show that the physical arrangement of the classroom have an effect on both student and teacher behavior and also a well-structured classroom management plan has the ability to improve learning and behavior of teenagers. (Cox, 2019)

The structure of the classroom, where students will be seated and the way the students will move in the classroom, and the whole classroom atmosphere needs to be considered, as well the way the classroom will be structured to address the social and emotional needs of the students. The physical arrangement of the classroom must be suitable with the needs of all learners.

2.7 English as a foreign language

In life of many second and foreign language learners the English language today is much less easy to define than it was some years ago. The foreigner is learning English to express ideas rather than emotion because for his emotional expression he has the mother tongue in which he feels comfortable. It is a useful general rule that intensive words and items are crucial to a foreign learner.

According to Debreli, Ishanova and Sheppard (2017) "so far people considered English as a second language, but in the rest of the world, English is actually a foreign language. English is taught in schools, often widely, but it does not play an essential role in national or social life." (p. 6)

> The role of English within a nation's daily life is influenced by geographic, historical, cultural and political factors, not all of which are immutable. But the role of English

at a given point in time must affect both the way it is taught and the resultant impact on the daily life and growth of the individual. (Debreli, Ishanova, & Sheppard, 2017)

Nowadays learning the English language is very important for the students, because it is necessary to have access to various data. Students join different institutes for learning the English language. Teaching the English language to non-English speakers is not an easy job, it is even challenging for the teachers. The quality of a good teacher is to recognize the problems and facilitate the best environment for the students and encourage them to learn.

2.8 Teaching teenagers

The concept and efforts of teenagers in the classroom, the motivation they have and their orientation towards learning are related to their behavior in the classroom, to their academic evaluation and achievements.

The typical class of teenagers includes students with a wide-ranging level of physical development, emotional maturity, and cognitive ability. Some students will appear to be one or two years older than other students, and this because teenagers develop at different rates.

> Girls tend to develop faster than boys, they feel more motivated, enthusiastic in learning new things but there are also different rates of maturity among girls and boys. (Pearson, 2019)

Although behavior of teenagers can be erratic, most teenagers, given the right classroom management gives good results and makes them want to learn and feel enthusiastic. However, there are some conditions that make them turn off. Most of teenage students don't like being seen as different. When teacher ask a question in class, they may not want to answer in case they feel underestimated or if they are seen by their friends as not smart enough.

> Teenagers are often shy and feel embarrassed if asked to do activities like miming or performing in classroom. Many teenagers have considerable knowledge about particular subjects, and they are often happy to share this knowledge in pairs or small groups. (Pearson, 2019)

Dealing with teenagers is not easy, teachers must be patient and not expect from them to be quiet, not annoying and always attentive. Patience with teens means everything. Negative

behaviors in the classroom are significant barriers to learning. The positive behavior that teenagers exhibit during the classroom learning process helps them to clearly identify key issues and problems, helps them think analytically, and finds appropriate solutions to issues presented during the classroom learning process.

2.9 Teenagers as learners of English language

Teenagers have a reputation for being the most difficult learners, and teaching them is a big challenge for the teachers. Although their potential is bigger than the young children, they seem to have lack of motivation, are less liable to teachers' encouragement and also not easy to supervise. It takes a lot of time for the teacher to gain their trust and respect.

Lesiak (2015) states that "most of the teenagers do not want to familiarize with the tutor in order to not be seen by the peer-group as a teachers' favorite student. Teenage students are keen on participating in making decisions which are closely related to the lessons material and the learning program. English lessons as well as other subjects in school, are not a priority in a teenager's hierarchy." (p. 253)

 Teenage students are hard to please and teachers have to always look for original activities that will both capture and hold their attention. However, this is only a part of the picture. Any teacher who has taught secondary school students has had different challenges, even days and weeks, when task seemed difficult, and on especially bad days hopeless.

2.10 Current Teaching Issues to teenagers

In this period they face with new and strange emotions and at the same time, they learn to think in a more abstract way, which allows them to discuss their issues and ideas.

According to Pearson (2019), "today's teenagers, just like previous generations, are a varied and fascinating group of individuals. At this time they change physically, and often feel confused and preoccupied with their appearance." (p.3)

They live in a world wherever sounds, images, words, and concepts come at them in an exceedingly constant stream from many different sources. Through this time, teenagers try to establish their identity and learn who they are. Unlike previous generations, today's

teenagers are enclosed by technology, which they can use with ease and efficiency.

Pearson (2019) claims that "New technology also gives teenagers increased contact with their peer group – often the most influential group of people in a teenager's life". (p.12)

> According to Pearson (2019) "In addition to helping students attain proficiency in the English language, classroom materials should help students explore and establish their own moral and ethical values. It is challenging area for teenage students to know what is right and wrong and it is important for them to have the chance to hear the opinions of others, voice their own, and judge for themselves. (p. 12)

The need for qualifications is another pressure on today's students that demonstrate their skills in foreign languages, especially English. Another pressure on today's students' face is the increasing need for qualifications that demonstrate their skills in foreign languages, especially English. Teenage students of English language need teaching materials that help students to facilitate their goal of gaining qualifications.

2.11   The chosen methods for teenagers

Teenagers, as a very demanding group of learners, need to be taught in a systematic way. In this particular age level, it is recommended to use methods of teaching which will emphasize all four learning skills like listening, reading, speaking and writing but put a stress especially on the communicative competence. The Counseling Language Learning and Direct Method seem to be appropriate methods of teaching English to teenagers. Some features of the Direct Method are still used in classrooms with the main emphasis on listening as well as speaking the target language is used for instructions, and teacher uses images to exemplify the meaning.

According to Lesiak (2015) " the Direct Method teaches the foreign language in the same way as teenage students learn the mother tongue. Through the Direct method, language is taught in a very natural way." (p. 256)

Teachers can encourage teenagers to try to think in English rather than in their target language. When they start to express themselves by means of English, they will acquire fluency in speaking better the language. Teenage students will be able to speak or write about their ideas in foreign language without the necessity to translate them into mother tongue. The lessons including this method should employ speaking tasks that will last at least a half of the lecture time.

> Students should be actively involved in using the language in realistic everyday situations they face. Lessons should give the opportunity for students to use language in real contexts, which is beneficial. Teachers should persuade their students to speak as much as possible. The teacher can use the reading aloud technique and students can practice through reading a passage, play, or dialogue aloud. At the end of the lesson, the teacher should explain the meaning of the material via gestures, materials or other methods and clear everything to students. (Lesiak, 2015)

This method gives the students possibility to self-correction. The teacher make the students to self-correct by giving them a choice between what they said and an alternative answer and then asking them to choose the right one. There are also other different ways which allow the students to self-correct. The teacher might repeat what a student has already said, with a questioning voice in order to signal to the student that he made a mistake, and then the student is able to notice something is wrong. Another method for the teacher is to repeat the section and stop in the moment where the error occurred and then the student knows that the next word was wrong. The other technique of the Direct Method like conversation practice enable teenage students to produce questions and answers. The teacher ask students a plenty of questions in the foreign language, which the students have to comprehend to be capable to answer correctly. So, after they have practiced this method with the teacher, they can ask each other.

Another method which is the Grammar Translation Method appears to be effective if teachers want to inculcate in their teenagers the knowledge of grammar rules and give them the strong basis of how to create sentences using the correct tenses, which they find difficult at beginning. There are certain types of students who respond very positively to a grammatical syllabus as it can give them both a set of clear objectives and a clear sense of achievement. Other students like to rely on the mother tongue and have the opportunity to compare grammatical structures to the first language equivalents.

Lesiak (2015) states that "grammar translation method gives students a basic foundation and enable them building their communicative skills. It is easier and faster for student when we explain the meaning of the words through translation. Translation method seems to be a useful tool if used sparingly, but it should be used with caution." (p. 257)

A lot of time is consumed during classroom if the teacher explains meanings of lexical things by means of illustrations and definitions. Sometimes it is worth giving the mother tongue equivalent to students rather than to pending valuable time trying to define or show the

meaning. Students do not have difficulties in responding to questions in their native language. The teacher can in a simple way evaluate the students from what they have learnt, and then involving it as part of teaching method. This method is good because students, who are taught successfully, will have the ability to translate even difficult texts from their native language into English language. They possess a knowledge of English grammar, including verb tenses. Students then will be familiar with English literature, which can be used for grammatical analysis and exercises.

According to Lesiak (2015) "the process of teaching the rules of a language make it possible to the students to express their opinion correctly and to understand the comments which the teacher addresses to them." (p. 257)

The advantage of Grammar Translation method is that by the time students leave college, they control the tools of the language like vocabulary, grammar; they will be able to read and understand texts in various contexts. The students can follow their progress in practicing the language by comparing the results. Thus they can adapt the grammatical rules and control the internal logic of the syntactic system. The students are capable to recognize a text as a whole and to understand how the language functions.

2.12 The special needs of teenage learners

The obstacles to teaching teens are not insurmountable, and can be managed to a large extent by understanding the underlying causes of teen behavior and making pedagogical choices designed to deal with their physical and emotional state. Teenagers have specific needs, and recognizing them helps teachers establish a meaningful learning environment. Although the following needs certainly apply to most ESL/EFL learners, they are more pronounced in teens.

2.12.1 The need for play and social interaction

Social interaction during the teenage years is crucial for normal development, while social isolation during adolescence can lead to dysfunctional behaviors during adulthood.

Gentile & Leiguarda De Orue (2012) state that "teenager students like being with their peers, and sometimes they cannot wait until the class is over to have fun with their classmates. This

is one reason why a language-learning environment with lots of social interaction is much more conducive to learning than one with little or no interaction." (p. 17)

This means it is important for teachers to make more room for authentic communication in classes, and to always consider group work as a useful tool of language practice activities. As an added benefit, collaborative, interactive group work requires a student-centered approach, in which the teacher assumes the role of facilitator instead of lecturer, and this promotes student engagement and language learning.

> Game-like activities are especially useful to organize group work. They are associated with childhood, and the need for play is a salient characteristic of adolescence. Teachers may sometimes be reluctant to let students work in groups because they fear that students may make poor use of the time. To prevent this from happening, teachers assign short game-like activities that must be solved collaboratively by using English language to negotiate turns and meaning. (Gentile & Leiguarda De Orue, 2012)

Thus, this activity can be an opportunity for practice in both accuracy and fluency. As teenage students build their identities, they have to deal with peer pressure from their social group. While learning a foreign language can be a pleasant experience, it can also threaten one's identity, and teenagers especially may feel awkward when speaking English, and they somehow odd or different from their peers. The solution related to this problem, is to create a very warm, inviting, and risk taking atmosphere in the classroom and to reflect on whether the lessons "help or hinder peer-bonding.

2.12.2 The need for physical activity

Teachers can support language learning by connecting physical movement with specific objectives, such as acquiring a new language structure or skill. Teachers should capture teenagers' attention, so that they stay alert, by letting them stand up, change seats, or come to the front of the room to do some activity.

According to Gentile & Leiguarda De Orue (2012) "when students move around classroom, promotes the release of peptides such as endorphins, as well as other important natural motivators such as norepinephrine and dopamine that combat drowsiness and help teenage students stay focused." (p. 18)

The inclusion of activities involving movement leads to increased concentration and helps keep students more attentive during the whole class period."

2.12.3 Need to learn in a stress-reduced environment

Last but not least, teenage students need to learn in a stress-reduced environment. Stress is typically associated with adulthood and the workplace, and everybody knows how unpleasant it is to work under stress.

Gentile & Leiguarda De Orue (2012) argue that "teenagers can be exposed to high levels of stress at school. Because the brain of students has greater plasticity during puberty—it can more easily reorganize its neural pathways—the effects of stress on the developing brain can have serious consequences." (p. 18)

> Chronic stress during puberty, together with genetic factors, can cause someone who would otherwise be mentally sound to develop a mental disorder. Working under stress is harmful because of cumulative effect of cortisol, the stress hormone, damages and kills brain cells. (Gentile & Leiguarda De Orue, 2012)

Teachers can lower students' stress levels by providing them with choice whenever possible, such as with homework or deadlines. Giving instructional choices to students allows them to take responsibility over their own learning.

2.13 The teacher as a facilitator: Language and behavior

A facilitator means a   teacher who understands the   topic and is skilled in the use of different teaching methods and techniques, and who actively studies and pays attention to the psychological learning atmosphere during classroom and   the   inner processes of learning with the aim of enabling teenage students to take as much responsibility for their learning as they can. Secondary teachers often mention disruptive behavior as one of the main characteristics of their students.

According to Mora (2007) " disciplinary problems may arise, and teenage students may push teachers to the limit, but they are much happier if that challenge is met, if the teacher actually

manages to control the students, and if this is done in a supportive and constructive way so that he or she helps rather than shouts." (p. 8)

It is necessary to consider that behind disruptive behavior there is frequently conflict at the level of beliefs about their own capabilities. For instance, failure to succeed at school may be interpreted by teenagers as an attack against their self and social image.

Mora (2007) states that " as teachers, we send verbal and non-verbal messages that can make teenage students feel real or unreal, valued or scorned, accepted or rejected, understood or misunderstood, humanized or objectified. Students need to feel that they can contribute, that what they can say and do is important for the group." (p. 8)

 This need to belong and to feel valued has an effect on behavior, as when teenagers feel rejected, alone, not noticed, they call for attention through bullying others or defying the teacher's authority. Engaging teenagers emotionally, that is to say, proposing them tasks that help them to express their own views and experience, instead of asking them to do mechanical exercises, may help students to overcome boredom and to feel more capable of becoming successful. Moreover, teachers' approach to errors has a significant effect on students' willingness to participate in the classroom. For example, being critical of everything students do, can increase inhibition.

2.14 Safety

The sense of security refers to physical and emotional security and both are of essential importance in the secondary school classrooms. Experienced teachers know that many teenage students feel insecure when they have to take risks expressing themselves in front of others in a language they have not fully mastered.

> A relaxed atmosphere during classroom has crucial importance, as peer and teacher pressure can become a real handicap and can only be avoided when the teacher and the group create rules that build self-respect, when teenage students know what is expected from them, when the teacher projects a supporting image and avoids student humiliation, and when disciplinary procedures are used to help students make better decisions. (Mora, 2007)

The are some activities that helps to reinforce this sense of security as students can understand what a classmate, the teacher and their family like about them and at the same time, how they are in relationship to others.

According to Mora (2007) "the sense of safety is very much related to achieving goals. Competent students have a positive self-image, a belief that they can face reasonable challenges and achieve success. Students who are trained to set realistic and achievable goals feel internal motivation and are more likely to become successful. Tasks that include the presentation of a product can enhance the sense of competence." (p. 10)

Teaching teenagers how to create a project using the lyrics of their favorite song, to design a power-point presentation that illustrates the best places to visit in their hometown, or to write a self-portrait with pictures of their special moments, are possibilities with interesting end-products that can be exhibited to give them a sense of pride in their accomplishments.

2.15 Motivation for teenagers

Teenage students experience may not always have been successful or enjoyable and as a result, teenagers may bring to the classroom prejudiced ideas about whether or not learning English is fun, and whether they think that are good at languages or not.

According to Pearson (2019) "Many teenagers will have had several years of formal instruction in English before they start a course". (p.3)

> If the students have not good experience of learning English, their level of interest and motivation will decrease. Otherwise, if their previous experience of learning English may have been a positive one, their level of motivation may be quite high. In either case, their new English course includes topics that are interesting to them and challenging exercises that have "real-world" value in their eyes. (Pearson, 2019)

Students gain more information by getting it from others and the way they perform. Classroom models, teachers and students, are important sources of efficient information. By observing others in their success, it can be a good way to convince observers that they are equally capable, thus influencing their motivation to try on the assigned tasks.

The teachers should take into account the fact that the younger students' motivation can distract swiftly that also determines their failure or success. Motivation is considered to be one of the primary causes of success or failure in second language learning.

2.16 Motivating low-proficiency, poorly motivated students

In the book "*Language Activities for Teenagers" the* author presents the ways teachers use to motivate their students learning English language.

> There are four types of low-proficiency students. Some students are weak in English because they may have spent time learning less than their classmates, or perhaps they have come from another school where they did not receive sufficient opportunity to progress or did not have enough encouragement. Most of students in this group need lots of attention in order to have a good chance of catching up. The other group is made up of students with physiological learning disabilities such as poor hearing or similar. And there is also a group made up of children with severe psychological problems resulting from traumatic experiences of one kind or another. (Lindstromberg, 2004)

There are students who are weak in English largely because their motivation is low. They attach little importance to all the reasons for learning and have reasons such as gaining knowledge for qualifications and career, experiencing the fascination of discovery, and making one's parents and teachers happy.

> What is it, in general, which can make a lesson interesting for 11–16-year olds, even ones with low motivation? Let us look at ten features of interesting lessons, points below: (Lindstromberg, 2004)
>
> - First, variety is important. A lesson of, for example, 50minutes, should consist of at least three – perhaps four to six – distinct components. In some lessons, Language Activities for Teenagers these components may be the different stages of a single overall activity which is long but varied.
> - Activities, and the steps that make them feel interested, should have clearly understood and achievable goals.

- Activities with game elements are usually excellent for generating interest. Such elements include a degree of competition and a goal which is about something other than getting the language right.

- A major means of maintaining interest is the use of activities that require and encourage students to use the target language for communication of interesting messages.

- Extensive use of non-language such as pictures, objects, mime, music, and sound effects is crucial if your class includes poorly motivated students.

- Almost anything you can do to make classwork personally relevant will be helpful. If, for instance, you want students to speak about an object, let it be one that is special to them for some reason perhaps, that has sentimental value or one they use in connection with a pastime they enjoy.

- It is always important to try to discover what topics are of current interest to the age group you are teaching and try to include them, somehow, in your lessons.

- Periodic opportunity to move about, or at least stand and move, is highly beneficial to students in this age range and can contribute to keeping interested up.

- Humor is important too. Of course, there is no recipe for this. But, if you create the right sort of atmosphere and show your sense of humor as often as you can, more humor will come from your students and will feel more attractive.

- Finally, occasional surprises can help keep students interested and paying attention. (Lindstromberg, 2004)

Standing in front of the classroom, and trying to teach something to the students make no sense right now because they want movement, they like to be more active, to be much more involved in the class and in the classroom activities. The teenage students' motivation can be distracted swiftly. This happens faster than in the older ones, so it would be no exaggeration to say that they are roped to the class, at least they feel so. In order to learn regularly, the students must feel relaxed, they also should be in peace, and should not worry about their learning, because it shouldn't be a torture. These things affect the student's motivation better or worse which actually depends on the teacher, as a part of the learning environment.

2.17 Short, auxiliary activities: ice breakers, warm-ups, breaks, and closers

Lindstromberg (2004) presents the activities in this chapter, which can play one or more of the following roles in a lesson:

• Ice-breaker

• Warm-up

• Break

• Closer

By practicing different activities in classroom, students tend to socialize with each other. In this way the teachers will be creative and help them build good relationship that will help them feel motivated. Combining positive activities during the learning process provides a high level of creativity, as well as a clear structure of social reality where adolescents find themselves during their school and classroom stay.

According to Lindstromberg (2004) "An 'ice-breaker' is a short activity specifically for use with learners who do not yet know each other well." (p. 42)

> The purpose of an ice-breaker activity is to help people learn each other's names and to help students begin to get acquainted with each other. Ice- breaker will generally enable teachers to see each student in action – if only briefly – before they embark on other work. This can be invaluable as a means of getting early notice of learners likely to need special attention for one reason or another. (Lindstromberg, 2004)

A ' warm-up ' is a brief activity to do at the beginning of a lesson for any of the following reasons: to get your students' attention, to review and recycle previous learning, to help your students get in the mood to work with others, to cheer them up or wake them up if they seem tired or bored, to calm them down if they are over-excited, to introduce the theme of work to follow, to create a buffer period during which latecomers can be absorbed relatively easily, to make students want to come on time, to encourage a positive attitude towards English, and to help build a feeling of group solidarity. (Lindstromberg, 2004)

> A 'break' is a focus activity for the middle of a lesson to signal the boundary between two quite different units of work, to revive learners' concentration if it flags after a long period of doing the same sort of work, or to change the mood of a class for one

reason or another. (For instance, a quiet, reflective break may be advisable between a lively discussion and a writing activity. (Lindstromberg, 2004)

A 'closer' is a brief activity to do just before the end of a lesson, to review and summarize what has been covered earlier in the lesson, to send your students out of class in a good mood, to exercise skills or work on aspects of language that have been neglected in the lesson so far, to give your students something useful and interesting to do if they have finished your main activities sooner than you expected, and to provide a sense of closure. (Lindstromberg, 2004)

By participating in the activities that take place in the school environment, as well as in the group where they stay, adolescents are educated, motivated, create different plans and expectations, and then meet these plans or expectations through the classroom learning process and / or at home, or even through other activities outside of school.

2.18 Feedback to teenagers

The role of the teacher is not to dominate, but to listen and interpret what the students are saying in a more concise and coherent form. Feedback should be a regular part of teaching. Feedback activities should depend on the level and age of the students, the language points you dealing with, and the time it can take place after the students have done an activity. Or at the end of a series of activities or on a fixed day each week or fortnight—in fact at any time that the teacher feels it will be useful.

According to Shakila (2019) "Feedback is an important, even vital part of the language learning process. It is a time in class when the learners and teachers can look back at and reflect on what they are have been doing. There are two kinds of feedback, which focus on: the language you have been working on, and the way the learners have achieved the task, and their behavior, both as individuals and a group." (p.11)

On the other hand, it has also been argued that adequate teacher techniques should include an evaluation procedure by obtaining feedback from students.

The feedback is an opportunity for the students to contribute their thoughts, feels, and ideas to the class. It should be done in Chinese, as the aim is not to practice English but to involve the students in the learning process. (Shakila, 2019)

Feedback is inseparable from successful learning because it helps students navigate, and assess their own progress. With limited or no feedback, most of teenage students are very likely to lose their motivation as they cannot see clearly where they are going.

2.19 Being fair with teenagers

Like many teachers, you may find that your attention gravitates towards your most vocal students, or the ones who are best at making eye contact, or a student who reminds you of someone else. And beware from impressions which cause you to divert attention away from particular students.

The author Lindstromberg (2004) states that "early and mid-teens are sometimes sensitive about issues of fairness to a degree that can be quite astonishing." (p.19)

To avoid problems in this area takes time to consider whether you are giving positive feedback and attention generally. For example, in classroom when you call on individual students with questions, do you spend more time relating to some students than others? There are a few things to figure out. If you pause to ask questions while writing on the board, it may be that you generally stand on the same side of the board slightly turned towards it. This may mean that at such times you always look more at one side of your class than at the other. Teachers don't treat students equally, they treat each individual student based on their individual need. The model of education is meant to fit the student, not the student to fit the model. This goal is difficult if not impossible to achieve, but this is what educators everywhere are striving each day to attain - education tailored to fit every child's need and temperament.

2.20 Learning and reviewing vocabularies

Talking to teenagers about the importance of vocabulary is a great starting point to getting them to take on some of the responsibility for learning vocabulary.

Lindstromberg (2004) states that "a key part of being a language teacher is knowing how to help students learn vocabulary both well and reasonably quickly."(p.142)

There are some facts about this. For instance, people tend not to learn a new bit of vocabulary after encountering it just once. So, the review is crucial". Researchers into the matter of how vocabulary is learned agree about the following:

- If you meet vocabulary in a novel or emotionally colored setting, you are more likely to notice it, pay attention to it and remember it than you otherwise might. So, teachers should avoid always presenting and reviewing vocabulary in the same ways.

- You remember vocabulary that you have not just read, but also heard, and not just heard and read, but also spoken and written. So, it is important to adopt an integrated skills approach.

- You are particularly likely to remember the vocabulary you need to perform a task, especially a task which is interesting or seems intrinsically useful. Thus, the adolescent learner is especially likely to benefit from teaching which includes learning games, work with songs and plenty of communicative activities, especially centering on topics of interest to the students in the class.

- Formation of mental links with other words is crucial, especially 'collocation links' such as that between heavy and rain and 'topical links' like that between blood and vampire. (Anyone talking about vampires is likely also to talk about blood, but blood and vampire do not necessarily 'collocate', that is, occur right next to each other as do heavy and rain.) It seems likely that topic-based lessons can play a valuable role in the formation of links of both types, but we should also seek out small- scale tasks that focus on the formation of mental links of one type or the other. (Lindstromberg, 2004)

Vocabulary is a tool that represents one of most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other language skills: reading, listening, speaking, spelling, writing, and pronunciation. Vocabulary is helpful for the students in their attempt to use English effectively.

2.21 The value of debate as a classroom activity

Students, especially ones who are well-motivated, frequently say they want to discuss or debate issues arouses interest to them. Another factor may be a growing desire on the part of many teens to experiment with adult-like ways of relating to others, and the activities of discussing and debating have very adult auras.

Successful discussions depend on a range of skills that young people may need to acquire in a largely step-by-step fashion. This is even truer of successful debates. The skills in question are ones which few 16 -year olds, let alone younger pupils, have much mastery of. (Lindstromberg, 2004)

In some countries, classroom debate remains virtually unknown. In others, it has been established for generations as an extra-curricular, club-type activity and/or as a fixed part of the regular curriculum. There are yet other countries in which debating has become popular only recently.

2.22 Large classes

Large classes are challenging and all kinds of things become more and more problematic for example activities which involve movement; oral pair work and group work monitoring any kind of individual and group work, learning about each student as an individual, but some teachers do seem to cope with large classes better than other teachers do.

Success may come from teachers personalities. There just are people, for instance, who have charismatic, engaging personalities that enable them to capture and hold the interest of large crowds. Although there are ways of becoming more like them – by taking voice and drama lessons or lessons in presentation skills, there tend to be limits on the extent to which people can fundamentally change their personalities. But it should be within the reach of every teacher of large classes to make their job easier by adopting appropriate practices, procedures and techniques.(Lindstromberg, 2004)

Large class size is a big problem, but not necessarily an unsolvable one and solving it is possible, or at least collecting more data and studying the situation better and analyzing the problems teachers face, could make a big difference

2.23 Mixed classes

Students benefit in many ways from mixed classes. Advanced students receive satisfaction from helping lower-level students, and students develop strong ties with their classmates. They can also learn how to become independent learners by learning at their own pace. They

also learn how to communicate within a group to achieve the tasks set in class. Having such a class that is diverse is interesting not only for the students but for the teacher as well.

Lindstromberg (2004) states that "students vary or are similar in many ways – in their interests and plans, in their learning style, in-home situation and so on." (p. 11)

As English teachers, we need to find out how much English each of our students knows and what they can do with what they know and then try to reconcile this information with syllabuses. There are other things to consider as well. Whatever we learn about our students or decide about syllabuses and so on, we should choose learning activities which are appropriate, interesting and useful.

> It is also part of being realistic to recognize that among the course books and workbooks available to teachers are many which rely rather heavily on closed tasks. These are tasks that either requires a single, particular answer or allow a limited number of answers that are all of about the same level of difficulty. (Lindstromberg, 2004)

The author states that closed tasks may sometimes serve a useful purpose, especially as test items. But there is a problem with using them regularly in mixed classes. Specifically, if a closed task is challenging and interesting for some of your students, it is very likely to be too hard, or too easy or not of interest to the rest. For this reason, frequent use of closed tasks can have a negative effect on students' motivation. Of course, you can give different closed tasks to different students. But in real life, this is not so easy. All of which leaves us with the question, 'For lessons which are interesting and useful for mixed classes, what kind of activities do we need?' The answer is that we need activities which are flexible, for instance, they allow students to choose from a menu of sub-tasks that they can attempt at different levels of ambition and cater to a variety of learning aims, including ones that have to do with content.

2.24 Planning and Preparation

Planning and preparation are two critical components of effective teaching. Lack thereof will lead to failure. Every teacher should be over prepared. Good teachers are almost in a continuous state of preparation and planning and they are always thinking about the next lesson.

According to Gonzales (2017) "the most important element for a teacher to have good classroom environment is to have an organized lesson plan. This lesson plan should have a select set of activities to be performed during class." (p.3)

The student should be asked to develop his or her own independent thinking, to discover the causes, the connections, and the causality between different phenomena. In order to have a more efficient teaching, teachers must give up traditional teaching according to which; the teacher explains and then asks the student to reproduce what the text contains.

It is also crucial to focus on transitions from one activity to the other. Materials such as photocopies, PowerPoint, wall charts, markers, USB, should be checked before starting your class so that the teacher don't panic when a kid asks for an extra worksheet. (Gonzales, 2017)

Once the aims and objectives are in place, it is important to make sure that the planned lesson is understandable by all students. The teacher should prepare different explanation methods for the students to make the topic easy understandable so the methods could include giving real-life examples or creating a hypothetical situation related to the topic.

2.25 The basis of a teacher-student relationship

Teachers who use positive discipline respect and support their students. They understand why a child behaves or misbehaves as he or she does, as well as how the child sees him or herself, which may cause misbehavior. They also empathize with the students' abilities and his or her situation in life. The teacher's expectations of the child are realistic, taking the student as he or she is, and not on what he or she should be. The teacher understands that misbehavior is a constructive learning event, both for the student and for his or her teacher, and that it is an important, natural part of the student's development, not a threat to a teacher's authority.

According to Shaeffer (2006) "by building such a positive relationship on understanding and empathy, teenagers come to trust their teachers and to value their approval." (p. 34)

As teenage students respond to the positive nature of the relationship and consistent discipline, the incidence of misbehavior decreases, and the quality of the relationship improves even further. Towards this end, the best teachers are ones who are good role models and about whom students care enough to want to imitate and please.

2.26 Seeking Attention

Every teenager demands attention, and most misbehavior is due to the students need for attention. An important goal of teaching is to supply the attention that teenage students need to develop healthy self-esteem. However, some students choose misbehavior to get extra attention. They want to be center of attention and constantly distract the teacher and their classmates to gain attention and an audience.

Schaeffer (2006) states that "teenagers need some way of confirming their existence and significance. If teenagers can't get attention through achievement and cooperation, then they'll get it any way they can. They may disrupt the class, but they know that they'll get the attention that they crave." (p. 39)

If a teacher is constantly having to cope with attention-getting behavior, however, ignoring it may not always be enough, and being ignored may be the reason for the problem in the first place. For students who require a lot of attention, teacher may be tempted to scold, bribe, or use other negative discipline techniques. But if teacher remembers that the student's goal is to get attention, it is easy to see that scolding or bribing only encourages more misbehavior. In a teenagers mind, attention from an angry teacher is better than no attention at all. If you only notice a student's misbehavior, then the student will misbehave in order to get attention.

2.27 Routines for improving discipline

Discipline it's about guiding teenage students towards appropriate ways to behave and setting appropriate limits and helping them behave within those limits. The following procedures can be a part of every lesson to help create an orderly learning environment.

Linstromberg (2004) states that "students especially girls are likely to have a friend in the same class who they will want to sit next to. These pairs of friends may wear similar clothes and exhibit various other kinds of bonding behavior." (p.22)

> Teachers should accept and capitalize on these 'friendship pairs' assigning particular responsibilities to them. The students will enjoy the learning environment for example, each pair can be responsible for a different tasks:
>
> • cleaning the board
> • putting dictionaries and course-books back on shelves

• clearing up litter

• checking bulletin boards to make sure things are up-to-date

•writing five test questions on the day's vocabulary (to be put to classmates at the beginning of the next lesson)

• transforming certain bits of board work into posters for display on a wall. (Lindstromberg, 2004)

Discipline helps the student fit into the real world happily and effectively. It is the foundation for the development of the students' own self-discipline. Effective and positive discipline is about teaching and guiding student, not just forcing them to obey. As with all other interventions aimed at pointing out unacceptable behavior, the student should always know that the teacher supports him or her. Trust between teacher and student should be maintained and constantly built upon.

2.28 Challenges faced by learners of ESL on strange land

The major challenge that the students of ESL experience is described as language shock, a struggle to learn the English language to be absorbed in a society that is not willing to embrace diversity. Such are the students, who try to maintain a sense of identity related to their native culture.

According to (Abdullah, 2015) "students face many challenges while becoming proficient in the English language and they often come to realize that in order to be fully accepted, they must abandon their native language, surrendering an aspect of their identity. In a way they are caused to feel they must either speak English or nothing at all." (p. 371)

While ESL students are taught academic English in separate classrooms they often lack the ability to interact in social settings with English speaking peers and this causes them to have limited opportunity to interact academically or socially.

They often have difficulties learning the "slang" and social English because they have no one to learn it from. Such students come to prefer English out of necessity, often abandoning their native languages to fit in. They also end up without comfort in either language and may end up losing the ability to

communicate with family members and friends in their native land. (Abdullah, 2015)

It can be concluded that these students will remain torn between two worlds until society truly embraces diversity and the notion that biculturalism and bilingualism are assets. What is needed in the education of ESL learners is the development of English and also maintenance of their native language.

2.29 Students' Seating

Simple change in the seating pattern can make a huge difference in student satisfaction because in many cases, the seating has been a crucial element in the success or failure of the lesson so the teachers should avoid this as a problem that may cause classroom management problems.

Amara (2012) claims that: "the way the students are seated in the classroom will often determine the dynamics of the lesson."(p.5)

> Teachers have different preferences for seating arrangements – each group is seated around small tables is often one choice. This is probably the best option for larger classes. For smaller numbers of adult or teenage students I think the horseshoe shape method has all of the advantages of groups, and none of the disadvantages. (Amara, 2012)

Classroom management is not only controlling students' disruptive behaviors and maintaining discipline but it also entails the other factors that establish a productive working environment in classroom.

2.30 Importance of board work in the EFL Classroom

When starting teaching there are so many things teachers need to keep in their mind – teacher talk time, presentation, practice, production, classroom management, and so on – that it can feel overwhelming. What usually happens is that teachers focus on one aspect of teaching at a time but then they neglect the others, but it's normal because it takes time to be able to handle all the aspects of teaching at the same time. However, there is one crucial skill in teaching which many new teachers forget about: board work.

TEFL (2016) claims that "the board is an integral part of an English as a Foreign Language classroom. The board is the most basic and most fundamental item in the classroom."(p.3)

So, teachers should have an area where they list new vocabulary, an area for the presentation part of the lesson, one for the homework and so on. Because the board is a record of the lesson the students are likely to write down whatever is put on the board, so teachers should be selective in what they board – and make sure the spelling is correct.

TEFL (2016) states that "Keeping your systems consistent will also help your students get to know what your colors refer to; for example, red relates to pronunciation, green is new vocabulary." (p.5)

Maintaining good board work practice is a simple way we can help our students learn. Creating a clear board during the lesson provides a clear record of the lesson and the language learned which will help our students study and remember the language of the lesson. Using color is an easy way to make your board clear and easy to understand – as long as you use color consistently. (TEFL, 2016)

Using the board encourages students to remember what they hear, allows teachers to illustrate and clarify information, and increases the students' interest about the input they receive.

2.31. Lack of willingness to study as part of low motivation

In the study, the majority of the teachers raised the issue of students being insufficiently motivated and raised the issue of demotivation as a misbehavior type. The main concern of the teachers seems not to be on viewing demotivation as a type of misbehavior, but its consequences.

Teachers mostly linked students' lack of willingness to participate when they did not contribute to the lesson, did not answer the questions asked, not attended the lessons regularly) to their insufficient motivation caused by other external factors.

> A considerable number of the teachers thought that since the lessons required students to speak in front of others, they were disliked by the students, their motivation decreased, or perhaps causing anxiety. (Debreli, Ishanova, & Sheppard, 2017)

Teenage students mirror their teachers' attitudes. If teachers believe that their students can learn, their students are more likely to trust in themselves and their abilities and will feel motivated. Such teachers assign meaningful, challenging, and achievable tasks that increase motivation and promote success to students. Conversely, if teachers take the courage that they are the source of all knowledge and that their students are incompetent, their students are more apt to tune out, stop trying, and fail

2.32 Excessive talking

Students are supposed to talk in class, participate, and interact with their teacher and peers but when it comes to excessive talking, teachers cannot tolerate because it really disturbs the teaching and learning process.

> Excessive talking, or in teachers' words, chatting, teachers regarded as an important form of student misbehavior in their classrooms. When asked what they meant about chatting, the majority of the teachers referred to a 'meaningless chat' between students, or 'gabbling' in the classroom. (Debreli, Ishanova, & Sheppard, 2017)

Some students just love talking and they seem to have opinions about everything and are not shy about expressing them in front of class. They may stop talking in response to a teacher request but five minutes later they may start again. Their talking may become contagious. If students notice that their classmates are allowed to get away with it, they may start as well. Chatting can significantly disrupt the classroom activities and impede the ability to teach a lesson.

> The majority of the teachers mentioned that when checking homework individually, or when paying individual attention to a student, their peers would chat with one another. Another example cited for excessive talking was that students would start to talk when they lost interest in a task, or when they feel not motivated.(Debreli, Ishanova, & Sheppard, 2017)

Excessive talking in the classroom is a major issue teachers struggle with in their day-to-day work. This kind of talking in between students which does not relate to learning can consume teachers' energy and affect negatively related to their productivity.

2.33 Asking irrelevant questions to teenagers

Another problem, which a considerable number of teachers regarded as a type of student misbehavior, was students asking irrelevant questions to disrupt the lesson flow.

> According to the teachers, students exhibited this behavior owing to a 'loss of motivation', getting bored or becoming tired. Mainly the types of irrelevant questions are personal, such as about the teacher's personal life, or anything completely different from the task. Although the teachers claimed that they ignored these kinds of questions from the students and warned their students not to do so, the issue was common in most of the classrooms. (Debreli, Ishanova, & Sheppard, 2017)

Teachers' should focus on the distraction rather than on the student and don't take disruption personally. Teenage students are often unaware that they are being disruptive. Teachers' attitude will come across to the students so it is important for the teacher to remain positive and give students the benefit of the doubt. By remaining objective and not taking the situation personally, teachers' can respond in a calm manner.

2.34 Body language

Having control in the classroom is very important for teachers to effectively manage their students, and body language helps to achieve this. There are many things that teachers can do nonverbally to create an engaging environment for teenage students. The more engaged that students are in the classroom, the more likely they are to have good behavior and succeed.

> Teachers believed that non-verbal cues were more effective than verbal communication in terms of avoiding the creation of tension between teachers and students. Some also believed that gestures were helpful and could leave a more long-term impact on students' minds. (Debreli, Ishanova, & Sheppard, 2017)

A considerable number of teachers raised the strategy of non-verbal cues for improving classroom management. Teachers believed that creating non-verbal language instead of punishing the students will make students understand that they were behaving inappropriately. According to the majority, non-verbal forms of communication, such as

creating eye contact and effective use of body language, was effective in transmitting messages that could be understood by the student's without talking to them.

2.35 Being positive

Having a positive attitude toward the language, culture and toward learning a foreign language is an important contributor to the success teenage students receive when learning foreign language.

Attitude is very important in language learning, instructional activities and materials should be exciting, stimulating, and interesting to students. A considerable number of teachers in the study mentioned that being positive was the key to solving behavioral problems in their classrooms. This issue, however, should not be confused with the category 'no punishment', as one refers to the disruptive behavior that is being exhibited and action (e.g. penalty) to be taken against it, whereas the other refers to the general positive attitude of the teachers towards the students, which may diminish disruptive behavior.

> According to the teachers, instead of using anger, being positive to student's solves problems much more quickly and effectively, as well as providing 'respect' to the teacher. (Debreli, Ishanova, & Sheppard, 2017)

Teachers should pay special attention to the attitudes teenage students bring to second language learning as teachers may have to overturn stereotypic or negative views toward the target culture, language, people and language learning process.

2.36 The importance of listening in language learning

Teachers who want to provide effective classroom experience for their second language students should consider that: no other type of language input is as easy to process as spoken language, received through listening. At the beginning of English language study, before students have learned to read well, it is by listening that they can have the most direct connection to meaning in the new language. Through listening, teenagers can build an awareness of the interworking of language systems at various levels and thus establish a base for more fluent productive skills.

At the intermediate level, when teenage students are refining their understanding of the grammatical systems of their second or foreign language, listening can be used to stimulate awareness of detail and to promote accuracy. At advanced levels, when teenagers are able readers and written language has become a viable source of input, listening should still occupy a central place in their language use. (Murcia, 2015)

There is such a wide range of listening tasks for different purposes and for all proficiency levels that teachers can find listening activities to promote learning at every stage.

According to Murcia (2015) "A regular program of listening can extend students' vocabulary and use of idioms and build their appreciation for cultural nuances. Successful academic study in English language requires a mastery of the listening demands in formal lectures as well as in the interactive exchanges which are common to seminar settings and conversational lecture stales." (p. 70)

2.37 Discussions

Discussions are probably the most used activity in the oral skills class. The teenage students are introduced to a topic by reading, a listening passage, or a videotape and are then asked to get into pairs or groups to discuss a related topic and then to come up with a solution or a response. Teachers must take care in planning and setting up a discussion activity with their teenage students.

According to Murcia (2015), "a planned grouping or pairing of students may be necessary to ensure a successful discussion outcome. While there is no one "right way" to group teenage students, considerations such as gender, ethnicity, background, talkativeness, etc. may come into play." (p. 106)

 Students need to be reminded that each person should have a specific responsibility in the discussion, whether it be to keep time, take notes, or report results; these decisions can, and should, be made by the group members.

Murcia (2015) believes that "students will be more involved with and motivated to participate in discussions if they are allowed to select discussion topics and evaluate their peers' performance, and this idea is in line with the principle of students taking responsibility for their own learning and behavior." (p. 106)

Finally, students need to be clear about what they are to discuss, why they are discussing it, and what outcome is expected from them. In other words, it is insufficient to tell students, "Get in groups and discuss this topic." There should be guidance beforehand and follow-up afterward. Think about how success or completion can be defined for the activity and observed in the groups.

2.38 Role Plays

A third major speaking activity type is the role play, which is particularly suitable for practicing the sociocultural variations in speech acts, such as complimenting and complaining.

> A diagnostic assessment is useful for determining what students already know about the act in question. A model dialogue, presented aurally and or in writing, serves as language input, after which the class is encouraged to evaluate the situation so as to understand the factors that affect the linguistic choices made in the dialogue. (Murcia, 2015)

Depending on student level, role plays can be performed from prepared scripts, or written using and consolidating knowledge gained from instruction or discussion of the speech act and its variations prior to the role plays themselves. Students can listen to and practice prototypical phrases used in the speech act, and then perform a role as a final practice.

2.39 Second Language Learning Difficulties

While students learn English as a second language it is normal for them to face many difficulties mainly because of the negative interference of the mother tongue and the cultural differences. At first they feel anxious, confused and unmotivated and do not express themselves freely.

Rhalmi (2016) claims that "language transfer designates the interference of the mother tongue in second language learning. Students apply knowledge from their native language to learn a second language." (p. 1)

It is helpful when students use their native language to understand and also to use the target language, and this can also hinder the proper internalization of the target language rules, vocabulary, and pronunciation.

> Students' are influenced by their L1 (mother tongue) in the following manners:
> - They map their L1 grammatical patterns inappropriately onto the L2 as a result of syntactic differences between L1 and L2.
>
> - They pronounce certain sounds incorrectly or with difficulty as a result of the difference in phonological systems.
>
> - They confuse vocabulary items because they are misled by false friends (e. i. words or phrases that look or sound similar in both the mother tongue and the target language but differ significantly in meaning.) (Rhalmi, 2016)

He also argues that "linguistic interference can lead to correct language production when the mother tongue and the target language share many linguistic features. However, the transfer can result in errors when both languages differ." (p.1)

Teaching English as a second language is challenging. The disturbance is a problem mostly the teachers' face, then using other languages in classroom, a large number of students in class, students bored and not interested in learning English language, and other different difficulties to manage the class.

2.40 Cultural differences

Learning a second language means learning to speak and understand it well. But learners can't reach a high level of proficiency of language unless they are able to use the target language appropriately in the context of the target culture.

Rhalmi (2016) claims that "learners' culture can be a barrier to second or foreign language learning. Cultural differences may cause confusion and cultural misunderstandings and learners may have problems communicating with target native speakers because of cultural differences." (p.1)

> To reach a pragmatic and sociolinguistic competence, learners should be able to make correct assumptions about what interlocutors are saying. When the L1 and L2 cultures share similar features it is helpful and makes positive contribute to the

learning. However, when both cultures differ in so many aspects learning is at risk because it is more difficult for the students to learn. (Rhalmi, 2016)

Students can have an awareness of the differences between cultures. Comparison and contrast also helps teenage students explain different cultural behaviors, and it can avoid just explaining another's behaviors according to his standards. By comparison and contrast one can distinguish acceptable culture and unacceptable culture, thus preventing them from accepting the target culture uncritically.

2.41 Implications in the classroom with teenage students

Classroom setup is an important component in a learning environment to support both teaching and learning. . Although teenage behavior can be erratic, most teenagers, given the right classroom environment, genuinely want to learn. Teachers must take into consideration the strategies learners use to learn a second language.

Students tend to use their linguistic knowledge of the mother tongue and try to transfer their cultural knowledge to make an assumption when communicating in the target language. So teachers must highlight and spot those shared features that may contribute to the target language learning. (Rhalmi, 2016)

Establishing effective classroom management with teenagers takes time, and differs from teacher to teacher based on their personality. The physical atmosphere of the classroom can help prevent behavior issues as well as promote and improve learning. Activities with game-like elements are usually very good for generating interest to teenage students. The structuring of the learning environment is essential for teachers and students.

2.42 How children differ from adults as language learners

In an ESL class for adults, the materials are books, papers, the blackboard, an overhead projector, and little else. In a children's class, all sorts of materials are used— magnets, hamsters, stuffed animals, art supplies, costumes, and so on. Activities need to be child centered and communication should be authentic.

According to Murcia (2015) "teachers should focus on meaning, not correctness, focus on the value of the activity', not the value of the language, focus on collaboration and social

development, provide a rich context, including movement, the senses, objects and pictures, and a variety of activities etc. (p. 140)

This means that children are listening or speaking about something that interests them, for their own reasons, and not merely because a teacher has asked them to.

CHAPTER III: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction of the research design and methodology

Since this thesis pertains to the effectiveness of good classroom management efforts to improve students' English language skills – mainly speaking, reading and comprehension, in this research the following questions are investigated and subsequently reported:

1. What is a classroom management and why is it important?
2. Does classroom management affect learning?
3. Are teachers responsible for student behavior?
4. Do the methods, techniques, and materials used help students gain proficiency in language?

3.2 Design of the study

During research, I have closely studied the Kosovo EFL teachers' classroom management at secondary school in Kosovo, particularly, at 'Shtjefen Gjeqovi' secondary school, whereby I have observed that correct implementation of good classroom management activities develops students' speaking and reading skills vastly.

Data are collected in various ways including individual and focus group interviews, direct classroom observations, field notes of observations and supplementary questionnaires provided for teachers in social media. The answers will be used to see the effectiveness of good classroom management and how do students perceive the different methods teachers use, which will derive from questionnaires and interviews of students and teachers. 24 teachers and 58 students of eleventh grade answered the questionnaires. Teachers and students' questionnaires have questions and interviews.

This study was conducted in 'Shtjefen Gjeqovi' secondary school and it aimed the observation of good classroom management implementation effectiveness during the classes of English language teaching as a Foreign Language, towards the increase of speaking and reading skills. Participants were 58 students of eleventh grade, aged 16-18 years old, and pre-intermediate level of English. The observation took place on the days they had classes

one after another in order to organize the situation and prepare students for different activities.

To conduct the study instruments used for this research are direct classroom observations, focus group interviews and questionnaires of students and the mentor teacher.

3.2.1 Research Questions

- What challenges English teachers face while teaching English as a foreign language to teenage students?
- How do these methods help teachers meet the challenges of teaching English as a foreign language to teenage students?
- What challenges does English teachers in Kosovo face, and what should they focus on?

3.2.2 Hypotheses

- Efficient classroom management motivates students for better success.
- Teachers select techniques from various approaches according to the different needs of their learners.
- Teenagers are at a very specific stage in their lives and this will affect their learning styles and capabilities.

4   Research Tools

In descriptive research, we will test our hypothesis and collect data using one appropriate tool for our study which is a questionnaire (for students and teachers). We direct the questionnaire to secondary school "Shtjefen Gjeqovi" in Pristina. We select fifty-eight (58) students for study. The questionnaire is directed to English teachers. We choose two (2) English teachers from the whole population of six (6), and (18) of them answered our questionnaire provided on social media. This tool of the questionnaire helps understand students' needs.

5   Structure of the study

The thesis consists of two parts; theoretical and practical. The theoretical part which constitutes the literature review of the study includes two chapters. The first chapter is devoted to classroom management difficulties, students' motivation, difficulties, teaching techniques and some of the activities that can be practiced inside the classroom; however, the second chapter is concerned with connecting teaching, speaking by using different methods as learning techniques of English Language. On the other hand, the practical part contains just one chapter that is chapter three. The third chapter is devoted to the analysis of the questionnaires with some pedagogical implications for both students and teachers to be more aware of the importance of having good classroom management, and creative environment inside the classroom.

6   Conclusion

Generally, the study is conducted to investigate the efficiency of good classroom management and methods used as a teaching technique in improving students' skills. The investigation is carried out at the secondary school "Shtjefen Gjeqov" in Pristina. It aims is to confirm or reject the hypothesis which states that efficient classroom management motivates teenage students for better success. The research is conducted with two groups; secondary year students.

CHAPTER IV: RESEARCH RESULTS

This chapter presents and discusses the results elicited from collecting data through the document analysis method and the results obtained from the school teachers' questionnaire and students' questionnaire.

The data gathered during this research study were qualitative (document analysis) and quantitative (questionnaires). Document analysis consists of the documents available online containing the information aimed to be searched. Whereas, quantitative data obtained from secondary school professors and students' questionnaires highlights their perceptions regarding the quality and efficiency of good classroom management.

4.1 The results from the document analysis and interpretation of students' and teachers questionnaires

In the previous chapters, we have presented a review of the literature on the effectiveness of the use of good classroom management. To determine our study, we will focus on the questionnaire, to collect the data. In this chapter, we are going to analyze the data obtained through this procedure that is needed to investigate the hypotheses set out above. By the questionnaire, we will see how second-year students face English language learning and the way they perceive learning in general. It is worth mentioning that the student questionnaire will contain more questions than the teacher questionnaire about the fact students are expected to provide more information about learning situations. We finally hope to understand how students advance in language learning skills, and their behavior by using different methods. Thus, through this chapter, we will present our research's findings on the use of different methods in developing students' language learning skills.

4.2 Sampling

Our sampling is eleventh-grade students of English, at "Shtjefen Gjeqovi" secondary school whereby I have observed that correct implementation of good classroom management activities develops students' speaking and learning skills vastly. We could not deal with all the students which are about three hundred and thirty-seven students, we have randomly chosen fifty-eight students from two different groups 26 males (38%) 32 females (62%). We have selected this sample because of the motivated students to learn the English language. They already study the structure of the English language in the previous years and this year the focus is on speaking and the ways to improve it. Students did not face any difficulties in understanding and answering the questionnaire.

4.3 Description of the questionnaire

The questionnaire is designed to gather data about learning situations and their attitudes about learning English using different methods. The questionnaire consists of questions divided into four sections. The types of questions are mainly closed-ended (yes/no or multiple choice), and open-ended were included. The four sections are as follows:

Section 1: It is meant to gather data about students'characteristics.

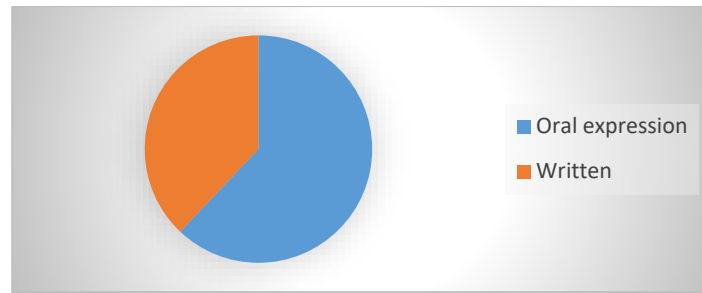**Section 2:** This section seeks information about speaking and reading skills.

Section 3: Students' attitudes towards two methods implemented.

4.4 Analysis of the results

## Section one: Background Information

1. **Favorite Module**

Figure 01: Diagram representing the favorite module to the students

Comment

The figure above indicates that (36) students(62%) represented that Oral Expression is the favorite module, whereas written (22 – 38%) of students mentioned that Oral Expression is not the favorite module All we know that the most important skill to the students is speaking skill and they prefer the oral module because they expressed their feeling and motivating freely.

2. How do you assess your present level of speaking English?
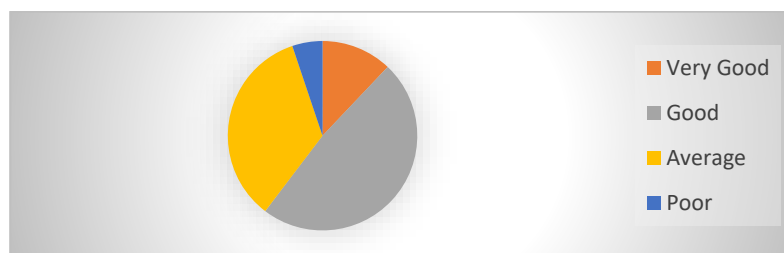
Figure 02: Diagram representing students' level at speaking English

Comment

From the results obtained in the figure above, we notice that 28 students(48%) said that they speak English well. Besides 20 of the students (35%) who said that they are average in speaking, whereas 7 students (12%) evaluated their abilities in speaking as being very good, 3 of the students(5%) said poor.

3. The main speaking difficulties
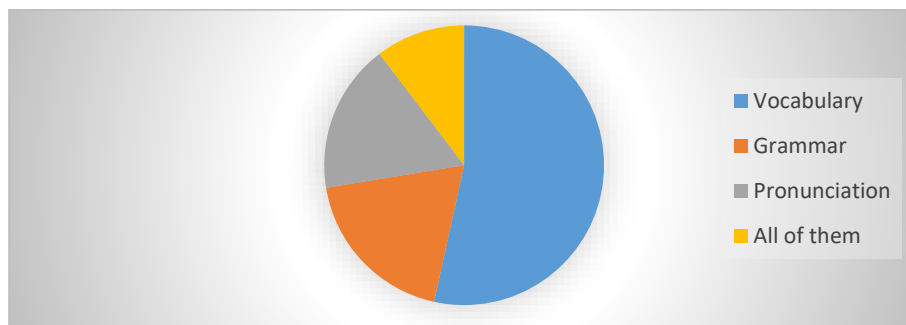
Figure 03: Diagram representing students' speaking difficulties

Comments

Vocabulary Difficulties

Out of 58 students, 31 students (54%) argued that their vocabulary is their main speaking problem. This is a result of the lack of knowledge of the language features.

Grammar difficulties

Out of 58 students, 11 students (19%) argued that the main speaking difficulty to them is the use of grammar.

Pronunciation difficulties

When asked to determine their speaking difficulties, twelve students (18%) reported that pronunciation is one of the problems that they face in oral skills.

Out of 58 participants, only 10 students (17%) who said that the main difficulties in speaking and they could not develop their speaking skill because of the lack of vocabulary, lack of grammar and pronunciation difficulties. And 6 students (10%) said all of them.

4. Do you use English outside the classroom?
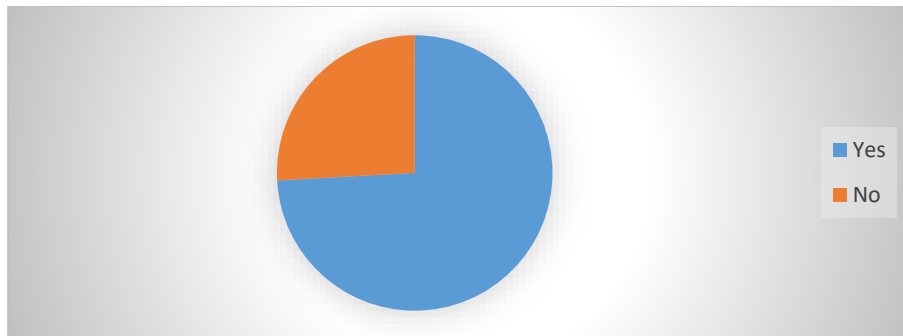
Figure 04: Diagram representing Students' use English outside the classroom.

Comment

Figure (04) shows that (43-74%) of the students use English outside the classroom. This means that our students are aware of the importance of English to improve their oral performance. While only 15 students (16%) said that they don't use English outside the classroom, they are not interested in a speaking activity.

5. How often do you participate in the classroom?
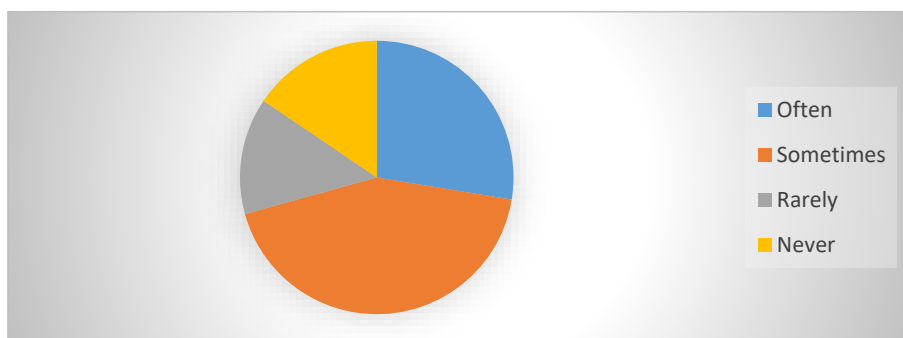
Figure 05: Students' participation in the classroom

Comment

Out of 58 students (25-43%) have claimed that sometimes participate in the classroom, and only (16-23%) and (8-14%) between often and rarely. 9 Students (15%) don't speak in the classroom may be because their shyness or fear to make a mistake that's way said that his/her teacher allows them to speak in the classroom.

6. Which activity does your teacher use most?
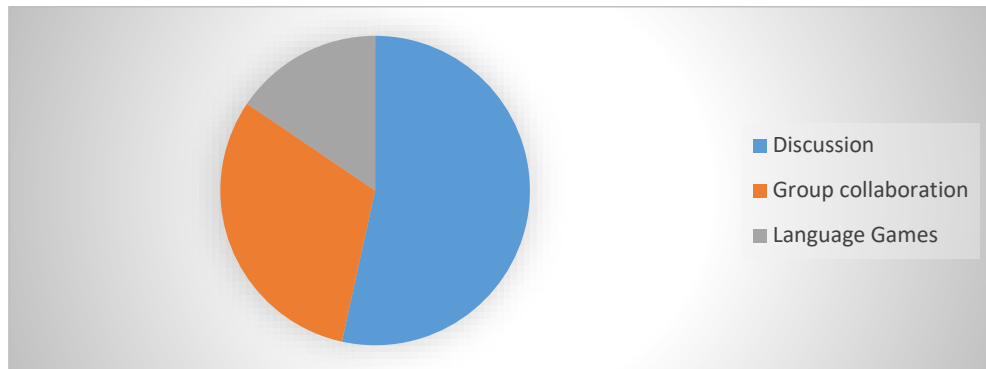
Figure 06: Diagram representing the most activities used to teach speaking

Comment

Students' answers are varied; 31 of respondents (53 %) said that the main activity used by the teacher is discussion activity, which can give them a chance to talk and practice according to the limited topic. Eighteen 18 of the students (31 %) said group collaboration besides 9 of the students (16%) said language games.

7. Which activity do you prefer the most?
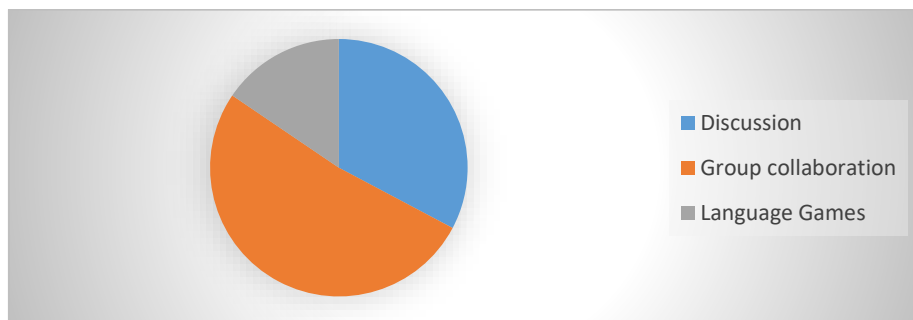
Figure 07: Diagram representing students' activity prefers most.

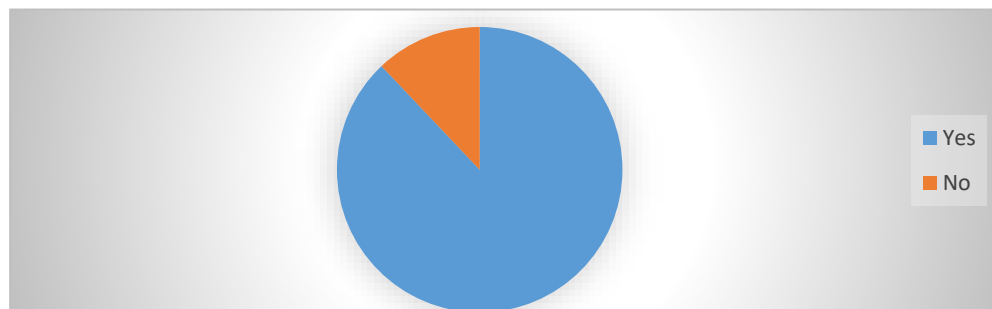**Comment**

Thirty 30 students (52%) prefer group collaboration; role play is a good way to practice and it makes students productive. Nineteen 19 of students or (33%) prefer discussion most, and just 9 students or (15%) prefer language games.

4.5 Analysis of the results

Section Two: Students' Attitudes towards activities during classes

8.   Do you see helpful the use of board work?

Figure 08: Diagram representing the use of board work in the classroom

Comment

Fifty-one 51 students or (88%) agree that the use of board work classrooms is essential to them and they see this method very effective way in the learning process, and 7 students or (12%) answered No, they do not see this method very effective.

**9.   A game activity is a simple practice that develops communication skills.**
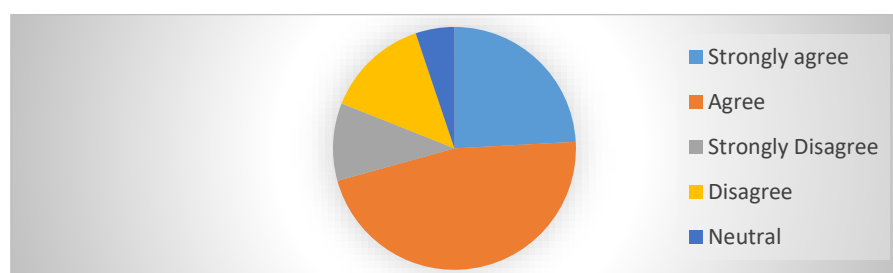
Figure 09: Diagram representing a Game Activity develops communication skills

Comment

The majority of students (27- 47%) agree that a game activity is a simple practice that develops communication skills, 14 of the students or (24%) strongly agree, 6 of the students or (10%) strongly disagree, 8 of the students or (14%) disagree, and only 3 of the students or(5%) answer is neutral.

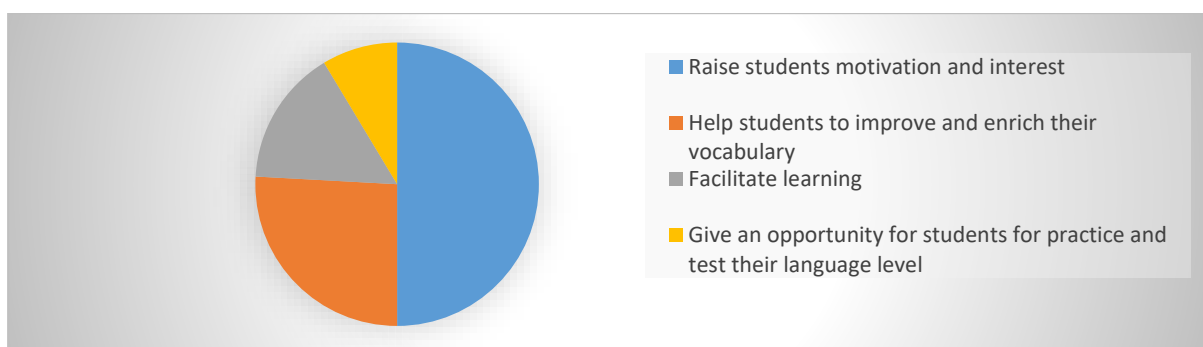### 10. Have you ever performed a game activity in your classroom?
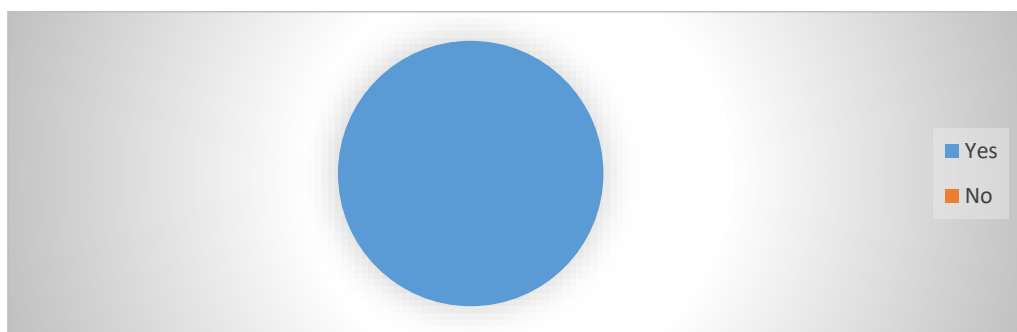
Figure 10: Diagram representing students' Game Activity

Comment

Figure (10) shows that (58-100%) of our respondents claimed that they have performed game activities in the classroom.

### 11. Why do you think your teachers use Game Activity?

Figure 11: Diagram representing Teachers' use of game activities

Comment

The results of the figure show that majority of the students 29 of them (50%) think that the teachers' use Game and activity Raise students motivation and interest, 15 of them(26%) said "Help students to improve and enrich their vocabulary, 9 of them (15%) Facilitate learning 5 of them (9%). Allow students for practice and test their language level.

12.   How does your teacher act during classes?
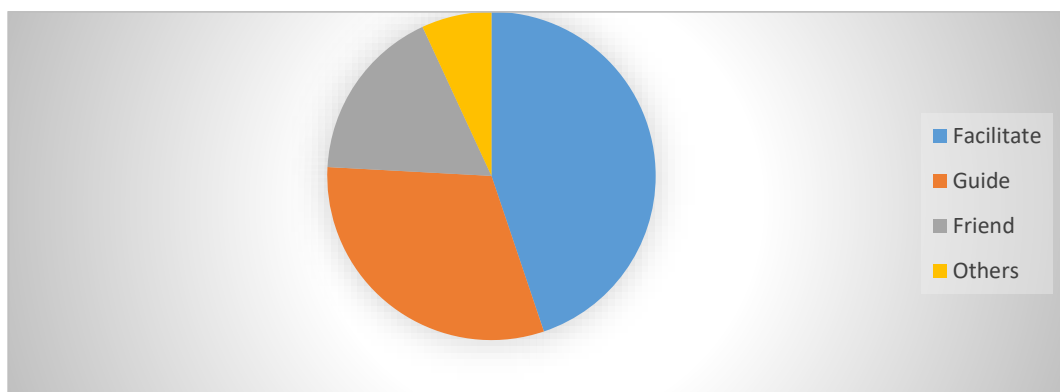
Figure 12: Diagram representing the role of the teacher during the performance of the play

Comment

The figure shows that 26 of students (45%) consider that the teacher act during the performance of the play as a facilitator; facilitates the learning process.18 of students (31%) indicate that the role of the teacher guides. 10 of the students or (17%) say that the teacher as a friend and only 4 of the students or (7%) put others.

4.6 Analysis of the Results

Section Three: Background Information

1. The period of teachers' experience in teaching
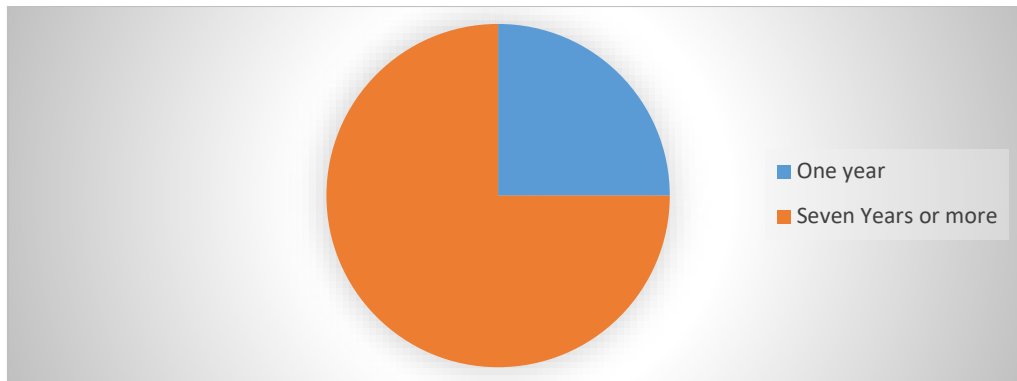
Figure 13: Diagram Representing the Period of teachers' experience in teaching

Comment

The figure shows that 18 of teachers (75%) have seven years' or more experience in teaching and 6 teachers (25%) said they only have one year of teaching experience.

2. Do you agree that to teach a foreign language we should focus on good classroom management?
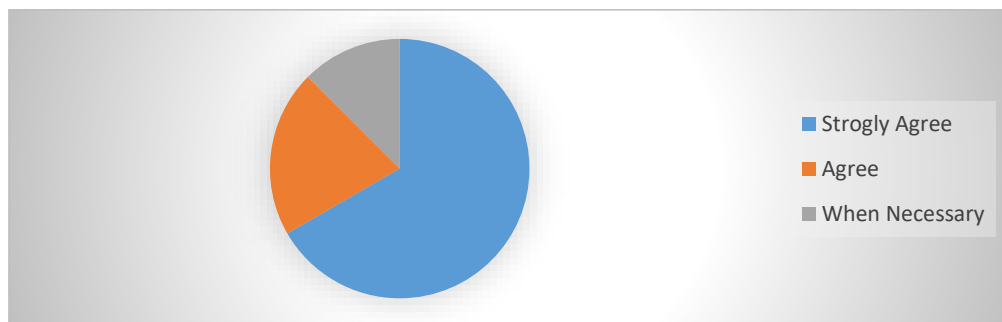
Figure 14: Diagram Representing Foreign Language focus on good classroom management

Comment

The figure shows that 16 of teachers (67%) strongly agree that to teach a foreign language they should focus on good classroom management, 5 of the teachers (21%) said they agree and 3 teachers (12%) said when necessary.

Section Four: Teaching Speaking

1. What are the most common difficulties you face during classroom management?
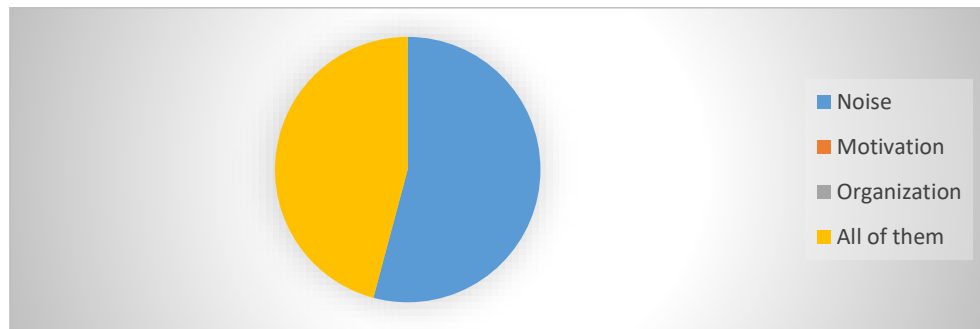
Figure 15: Diagram representing the difficulties teachers face during classroom management

Comment

The figure shows that 13 teachers (54%) claim that noise is one of the most common difficulties they face during classroom management, and 11 teachers (46%) said all of them.

CHAPTER V: CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The thesis was focused to identify the impact of using different methods while teaching English to teenage students, and good classroom management if carried out correctly, may serve as a useful tool to teachers of English as a Foreign Language.

The case study was done in the secondary school "Shjefen Gjeqovi" in Pristina. The major purpose of this thesis was to find out if the application of different methods while teaching the English Language to teenage students is beneficial and effective. Fifty-eight students were part of this thesis. To figure out if the utilization of these methods were useful and efficacious, different questionnaires were filled in by English professors and teenage students of the previous school.

The thesis shows how teachers use different methods and techniques in different classes. Using different methods and techniques breaks the monotonous tone of the class and gives the new look in education. In an ideal classroom, a teacher helps the students to learn through different teaching techniques and methods. By proper use of those techniques and methods, a teacher can create a well-organized class. Sometimes teachers follow a method without knowing its techniques and even they know that they are following a particular method.

The results from teachers' questionnaires showed that teachers think that classroom management will not be a challenging task for any teacher if they have proper knowledge of different theories of teaching methods and techniques. The only thing that they have to do is to concentrate on the proper implication of those techniques according to the classroom environment and situation. If the teacher can manage the classroom properly and can generate all the methods and techniques, it is obvious that both teachers and students will enjoy the class.

The thesis was divided into five chapters, and every chapter has its subheadings describing in detail everything about the thesis, starting from its purpose, participants, structure, significance, and objectives, continuing by the most useful methods as a part of classroom management, application, and benefits. Afterward, the entire way of how this thesis is conducted is also elaborated throughout the paper. The most noteworthy part of the thesis comprised the findings taken from the questionnaires, the one is done with English professors and another one done with teenage students. The findings were very helpful and made easier to figure out and accomplish the aim of the thesis.

Generally, the method where the translation is not allowed is part of today's schools even in Kosovo. Teachers use this method while teaching English as a foreign and second language. The main reason why they use this method when teaching is because teachers think that they motivate students to learn. Teachers think that students are also developing, reading, listening, writing and speaking skills faster. So, these methods are very profitable tools for the process of teaching and learning. English professors used these methods in their English classes, and based on all the instruments used in their English classes, these methods lean to be effective and successful tools for the students.

The goal of the English professors' questionnaire was to obtain the right input regarding classroom management methods used during English classes. The purpose of the students' questionnaire was to gain information about the methods used by teachers in English classes. Most of the students claimed that the methods used during English classes, helped them in improving their English faster and these methods breed their interests for learning.

Moreover, many teachers declared that the used methods during English classes changed the process of education, and fortunately, this change was profitable. Based on the outcomes taken from the research, the methods have the power to generate new ideas and activities to empower English professors to teach beyond and to invest in future generations. English professors are those who have to define clearly the objectives of their lessons, to encourage the participation of students and interaction between them, to choose relevant topics to their students and to have organized content. Additionally, English professors have to find great activities, fun ways and give proper instructions to teenage students to make them use their imagination, to practice question forms and other English skills because the hang of asking and answering the questions grow their confidence, brain, and mindset.

The study has also revealed that the implementation of good classroom management amended in the education process and the process of teaching became easier. Teachers are not in the center of explaining topics anymore but students are those who take their place. So teenage students have the chance to prepare and present different topics, on the other side, English professors to stimulate their students should praise them for their effort, strategies, progress, hard work, persistence and learning from a mistake, and they also should be mindful for the messages they send with their words and actions. All in all, the professors are the best guider to encourage students in the process of teaching. A major means of maintaining interest is the use of activities that require and encourage students to use the target language for communication of interesting messages. Activities help students to gain powerful methods of teaching, helped them in improving their English faster and these methods breed their interests for learning.

The study had three hypotheses which were all confirmed. The data gathered through professors' questionnaire support the first hypothesis of the study "*Efficient classroom management motivates students for better success*" it was proved through English professors' questionnaire because they agreed that good classroom management is the main key in the process of learning the English language. The practice of effective classroom management turns your classroom into an optimum learning environment for students to engage with their studies and work to the best of their ability. And also during research, studies showed that the physical arrangement of the classroom affected students' behavior and that a well-structured classroom management plan of design had the ability to improve students' learning and behavior.

The second hypothesis was *"a language-learning environment with lots of social interaction is much more conducive to learning than one with little or no interaction"* and it was also confirmed based on the result of the experiment. The outcomes taken from the experiment showed that teachers used social interaction technique during classroom for the students so that the learning environment became more interesting. Teachers stated that this method promoted student engagement and language learning, and also reflected in both accuracy and fluency.

The third hypothesis was *"teachers' approach to errors has a significant effect on students' willingness to participate in the classroom"* and this hypothesis was confirmed through students' questionnaire, because most of students agreed that teachers' facilitative behavior, helped them to express their own views and experience, instead of asking them to do mechanical exercises, it helped them to overcome boredom and to feel more capable of becoming successful. Some teachers implemented learning material in their lessons that encouraged teenage students to analyze their errors so that they developed error prevention strategies.

In conclusion, teachers in Kosovo should focus on improving the quality of classroom management by integrating practical methodologies in the curriculum of the programs, as well as providing to the student's techniques from various approaches according to the different needs of their learners. Also, English teachers should give proper instructions to teenage students in order to practice question forms and other English skills, because the method of asking and answering the questions grow their confidence, brain, and mindset. Additionally, practical methodologies should be given greater importance according to the classroom management for effective teaching. Another important thing teachers should consider is giving constant feedback about good behaviors to students, as a simulating tool for them to reach the best results.

5.2   Recommendations

Classroom management has challenged teachers since schools began and will likely continue to be a central concern for teachers in the future. This study expanded research on classroom management, teacher efficacy, and personality traits of teachers. Specifically, the present study contributed to research conducted in higher secondary schools in the urban area. Additional research in this area can improve practices in the classroom. The following recommendations are offered as possible topics for future research based on the findings of this study.

Teacher preparation programs in Kosovo aren't doing enough to help aspiring teachers learn classroom management. Many of the teachers' preparation programs provide inadequate training in proper classroom management techniques. Part of the problem consists from the assumption that instructional virtuosity will erase the need for defined classroom management strategies. However, this way of thinking ignores how classroom management strategies can affect teaching at every level. Teachers should actively teach expectations for appropriate student behavior and to give classroom routines to students at the beginning of the year and revisit them regularly, showing students clearly what to do and what not to do.

A key assumption recommendation is that consistently implementing and reinforcing well-defined classroom rules and expectations will result in positive student behavior in both the classroom and in other key school settings. For persistent behavior problems, teachers need to identify and modify specific environmental variables that precede problem behavior, such as the classroom layout, agenda, procedures and routines, and teaching strategies, so that the classroom environment no longer contributes to problems and misbehavior.

In addition to correcting inappropriate behavior, teachers should include a wide range of tasks designed to prevent inappropriate behavior—designing a physical setting that supports instructional goals, establishing positive teacher-student and teacher-parent relationships, building community among students, creating and enforcing expectations for behavior, and managing instruction in a way that helps teenage students to stay engaged.

Teachers should consider using multiple strategies for example, whole-class, small-group, and individual-work formats in various locations in the classroom at desks, on the floor, in group settings, and in learning centers to keep students engaged and motivated in learning tasks. Teachers also should

be more enthusiastic during the classes and encourage teenage students by providing effective methods that would contribute to the development of their teaching process and confidence.

Bibliography

Abdullah, S. (2015). Retrieved from Challenges for Teaching English as aSecond Language and their Remedies: https://pdf4pro.com/view/challenges-for-teaching-english-as-a-second-129add.html

Academy, T. (2016, December 19). *Why boardwork is so important in the EFL classroom*. Retrieved from https://www.theteflacademy.com/blog/2016/12/why-boardwork-is-so-important-in-the-efl-classroom/

Amara, N. (2012). Retrieved from https://www.teachingenglish.org.uk/blogs/alexenoamen/classroom-management-young-learners

Bowen, T. (2018). *Teaching approaches: the grammar-translation method*. Retrieved from http://www.onestopenglish.com/methodology/teaching-articles/teaching-approaches/teaching-approaches-the-grammar-translation-method/146493.article

Bridges, S. (2016). *Direct Method*. Retrieved from https://slideplayer.com/slide/9538899/

Broughton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A. (1980). *Teaching English as a Foreign Language*. Retrieved from https://carrerainglesuce.files.wordpress.com/2019/05/teaching-english-as-a-foreign-language-routledge-education-books.pdf

Cox, J. (2019, July 28). *Classroom Management for an Effective Learning Environment*. Retrieved July 28, 2019, from https://www.teachhub.com/classroom-management-effective-learning-environment

Debreli, E., Ishanova, I., & Sheppard, C. (2017, September 18). Foreign language classroom management: types of student misbehaviour and strategies adapted by the teachers in handling disruptive behavior. Retrieved from https://www.tandfonline.com/doi/full/10.1080/2331186X.2019.1648629

Gentile, P. L., & Leiguarda De Orue, A. M. (2012). *Getting Teens to Really Work in Class.* Retrieved from https://files.eric.ed.gov/fulltext/EJ997533.pdf

Gonzales, S. (2017, July 22). *Classroom Management with EFL students*. Retrieved from https://siorellagonzales.wixsite.com/trujillotransmite/single-post/2017/11/22/Classroom-management-with-EFL-students

Kizlik, R. (2019). *Effective Classroom Management*. Retrieved from https://www.adprima.com/managing.htm

Lesiak, K. (2015). Retrieved from Teaching English to adolescents: http://www.worldscientificnews.com/wp-content/uploads/2012/11/WSN-1-2015-246-2601.pdf

Lindstromberg, S. (2004). *Language Activities for Teenagers.* Cambridge: Cambridge University Press.

Macias, J. (2011, July 20). *Classroom Management*. Retrieved from https://www.slideshare.net/jlm083/classroom-management-powerpoint

Mora, C. F. (2007). FOSTERING TEENAGERS' WILLINGNESS TO LEARN A FOREIGN LANGUAGE. Retrieved from https://www.researchgate.net/publication/210269453_FOSTERING_TEENAGERS'_WILLINGNESS_TO_LEARN_A_FOREIGN_LANGUAGE

Murcia, M. C. (2015, October). *Teaching English as a Second or Foreign Language* (Third ed.). Retrieved October 7, 2020, from Teaching English as a Second of Foreign Language: http://docshare01.docshare.tips/files/31572/315720128.pdf

Pearson. (2019, November 2). *Teaching Teenagers*. Retrieved from http://www.pearsonlongman.com/insync/

Prometour. (2017, April 26). *Classroom Management in High School: What Works, What Doesn't*. Retrieved from https://prometour.com/classroom-management-in-high-school-what-works-what-doesnt/

Rhalmi, M. (2009, April 9). *The Direct Method*. Retrieved from https://www.myenglishpages.com/blog/the-direct-method/

Rhalmi, M. (2016, March 20). *Second Language Learning Difficulties*. Retrieved from https://www.myenglishpages.com/blog/second-language-learning-difficulties/

Richards, J. C. (2010). Competence and Performance in Language Teaching. *RELC Journal, 41*(2), 101-122.

Sebastian&Daniel. (2013, November 26). *Direct Method*. Retrieved from https://www.slideshare.net/danielgrg/direct-method-28638752

Shakila, N. (2019, october 18). *"Teaching methods and Classroom Management"*. Retrieved from http://dspace.bracu.ac.bd/xmlui/bitstream/handle/10361/197/Teaching%20methods%20and%20classroom%20management.pdf?sequence=1&isAllowed=y

Shirvan, M. E. (2016). *Direct Method*. Retrieved from https://www.researchgate.net/figure/the-principles-of-Direct-Method_fig6_311229588

Spencer, B. (2018, October 8). *The Impact of Effective Classroom Management*. Retrieved from https://blog.teamsatchel.com/the-impact-of-effective-classroom-management

Tedick, D. J. (2005). *Second Language Teacher Education: International Perspectives.* Lawrence Erlbaum Associates.

TEFL. (2016, December 19). WHY BOARDWORK IS SO IMPORTANT IN THE EFL CLASSROOM. Retrieved from https://www.theteflacademy.com/blog/2016/12/why-boardwork-is-so-important-in-the-efl-classroom/

Terronez, A. (2017, February 2). *Effective Classroom Management Strategies and Ideas for Teachers*. Retrieved from https://www.erasmustrainingcourses.com/classroom-management.html

Vernon, S. (2020). *ESL Classroom Management*. Retrieved January 4, 2020, from https://www.teachingenglishgames.com/Articles/Classroom_Management.htm

Walters, J., & Frei, S. (2019, 10 8). Retrieved from Managing Classroom Behavior and Discipline: https://romanialuiradu.files.wordpress.com/2015/02/managing-classroom-behavior-discipline.pdf

Walters, J., & Frey, S. (n.d.).

Wantabe- Crockett, L. (2017, September 27). *5 EFFECTIVE CLASSROOM MANAGEMENT STRATEGIES THAT WORK WONDERS*. Retrieved from https://www.wabisabilearning.com/blog/effective-classroom-management-tips

Weinstein, C. S. (2016, August 30). *Classroom Management*. Retrieved from https://www.oxfordbibliographies.com/view/document/obo-9780199756810/obo-9780199756810-0155.xml

Appendix 1

The Students' Questionnaire

Dear students**,**

You are invited to take part in the current research by filling in the questions below. The questionnaire is designed to gather information about the use of Grammar Translation and Direct Method in Teaching English Language. Answer by ticking (√) in the appropriate boxes or giving full answers in the spaces provided.

Section One: General Information

1. Do you see the attractive English language?

     a. Yes,

     b. No

2. Does the teacher play a role in motivating you to learn English?

     a. Yes,

     b. No

Section two: The opinions of students about English Language skills

3. How do you assess your present level of speaking English?

     a. Very good

     b. Good

     c. Average

     d. Poor

4. When you speak English you face difficulties in :

     a. Vocabulary

     b. Grammar

c.   Pronunciation

d.   All of them

5.   Do you use English outside the classroom?

a.   Yes,

b.   No

6.   How often do you participate in the classroom?

a.   Sometimes

b.   Often

c.   Rarely

d.   Never

7.   How often does your teacher give you the opportunity to get active in the classroom?

a.   Sometimes

b.   Always

c.   Rarely

d.   Never

8.   When speaking, which activity does your teacher use most?

a.   Role-Playing

b.   Discussion

c.   Language Games

d.   Quizzes

9.   Which is your favorite activity?

……………………………………………………………………………………

Section Three: Students' Attitudes towards Grammar Translation and Direct Method

10. Does your teacher use Grammar-Translation method during classes?

   a. Yes,

   b. No

   c. Sometimes

11. Is the Grammar-Translation method helpful?

   a. Yes,

   b. No

12. Do you think that the use of the Grammar-Translation method develops communication skills?

   a. Agree

   b. Strongly Agree

   c. Strongly disagree

   d. Disagree

13. Does your teacher use Direct Method?

   a. Yes,

   b. No

14. Do you face difficulties while using the Direct Method?

   a. Yes,

   b. No

Please, say why…………………………………………………..…………………

………………………………………………………………………………………..

15. Does the use of Direct Method motivate you to learn fast?

a. Yes,

b. No

16. Why do you think your teachers use the Direct Method?

    a. Help students to improve and enrich their vocabulary

    b. Give an opportunity for students to practice and test their language level

    c. Raise students' motivation and interest

    d. Facilitate learning

    e. All of them

17. How does your teacher act during the classroom?

    a. Facilitate

    b. Friend

    c. Guide

    d. Others

Appendix 2

The Teachers' Questionnaire

Dear teachers,

The questionnaire is designed to collect information about the methods used by teachers in teaching English Language to students.

Section One: General Information

10. How long have you been teaching English?

………………………………………….………………………………………………

11. How long have you been teaching the English Language to teenagers?

………………………………………………………………………………………………

12. Express your thoughts about language teaching:
    a. Teaching grammatical rules and lists of Vocabulary
    b. Teaching how to communicate using these rules
    c. Teaching by using different methods.
    d. Both of them

13. Do you think that the main focus when learning foreign languages is good classroom management?
    a. Strongly agree
    b. Agree

   c. When necessary

Section Two: Teaching Speaking

14. What do you currently think about the English speaking language by students?

   a. Good

   b. Average

   c. Bad

15. The reasons your students encounter difficulties because :

   a. They are sufficiently exposed to target language

   b. They are not aware that language is communication

   c. Lack of linguistic competence

   d. Lack of training and practice

16. Based on your experience as a teacher, do you think it is possible for all students to collaborate in the classroom? Please explain

………………………………………………………………………………………
…

17. How do you help students to improve their abilities in English Language?

   a. Different methods

   b. Longer exposure to target language

   c. Providing opportunities for collaboration

   d. Motivating

18. What type of activities do you use in teaching the English Language?

a. Role Play

b. Information gap activity

c. Free discussion

d. Oral presentation

e. Games and Quizzes

f. All of them