SOUTH EAST EUROPIAN UNIVERSITY

FACULTY OF LANGUAGES, CULTURES AND COMMUNICATION

POST GRADUATE STUDIES - SECOND CYCLE

"IMPROVING THE QUALITY OF ELT CLASSES THROUGH THE USE OF COMMUNICATIVE APPROACH: A CASE STUDY AT THE PRIMARY SCHOOL 7 MARSI IN SUHAREKA"

MASTER DEGREE

CANDIDATE

Valmire KRYEZIU

MENTOR

Ass. Prof. Dr. Maja MUHIC

Tetovo 2020

THESIS:

''Improving the quality of ELT classes through the use of communicative approach: A case study at the primary school "7 Marsi" in Suhareka"

TEMA:

"Përmisimi i cilësisë së mësimdhënies përmes qasjes komunikative: Rast sudimi në shkollën fillore "7 Marsi" në Suharekë".

ТЕЗА:

"Подобрувањенаквалитетотначасовитепо англиски јазикпрекуупотребанакомуникативенпристап- студијанаслучајво ОУ„7 март", Сухарека"

DECLARATION

I declare that I carried out this master thesis independently, through my own work and effort, only with the cited sources, literature and other professional sources, and it has not been submitted anywhere for any award. Where other sources of information have been used, they have been acknowledged and referenced.

''I certify that I am the original author of this work.''

Signature:

Dedicated to my family

& Blerim

ACKNOWLEDGEMENTS

ABSTRACT

The study of this research focuses on developing communicative approach in ELT classes in order to meet the needs of 21st century teaching skills in ELT classroom. The purpose of this study is to document how well the communicative approach is being implemented in primary school with 3rd, 4th, 5th, and 6^{th}graders bringing both teachers' and students' opinions and beliefs on the use of communicative approach in terms of language teaching contexts. The study argues that, using the communicative approach will make teaching more interesting and beloved as well as will improve pupils' ability to use language. In terms of teaching this research will present the argument that using a set techniques and methods for communicative and interactive language learning such as playing with roles, teamwork, simulations, field notes, interviews or clearly defined tasks for real communication, helps to equip students with critical and creative thinking. By using the communicative approach we aim to understand better the importance of communication ability in understanding fully all four language skills such as speaking, reading, writing and listening. As well communicative approach is very important on bringing a clear understanding of other aspects of language as grammar, vocabulary and comprehension.

The importance and role of culture has been seen as an integral part of foreign language learning. I tried to tie together more closely the role of a teacher in the classroom and the use of communicative approach in improving teaching in primary school. The participants of this case study were 4 English teachers and 80 pupils enrolled in the 3rd, 4th, 5th and 6th graders at a public primary school in the city of Suhareka, Kosovo. Additionally the kind of activities used in class, criteria teachers use when assessing students' performance, and the approaches/methods teachers follow during the lectures, as well as the difficulties that the young learners may face while learning have been my concerns. More accurately the study investigates the benefits of using communicative approach which requires the use of authentic resources, working on increasing students' motivation, using the appropriate methodology and so on. The study uses both quantitative and qualitative methods. The quantitative data collection includes learners' questionnaires where 80 students were involved from a public primary school. The qualitative data phase includes descriptive research by using class observation and a teachers' questionnaire where 4 teachers were involved from the same public primary school. The findings of this research are expected to help educational institutions, current and future English language teachers in improving the teaching in this school and beyond achieving better learning results in ELT classes.

PARATHËNIE:

Ky hulumtim ka për qëllim të fokusohet ne zhvillimin e qasjes komunikative në mësimdhënien e gjuhës angleze në mënyrë që të përmbushim nëvojat ë mësimdhënies së shekullit 21 Në aspektin e mësimdhënies ky punim do të paraqes argumentimin se përdorimi i një sërë teknikash dhe metodash për mësimin komunikativ dhe interaktiv të gjuhës së huaj si loja me role, puna në grupe, simulimet, shënimet në terren, intervistat apo detyrat të përcaktuara qartë për një komunikim real, ndihmon për të menduarit kritik dhe krijues të nxënësve duke i pajisur ata me aftësi të mira komunikuese. Punimi do të argumentojë edhe tezën se përdorimi I materialeve autentike në mësimin e gjuhës së huaj për qëllime komunikuese, i jep nxënësve aftësinë ta zotërojnë gjuhën dhe ta përdorin atë për zgjidhjen e detyrave praktike jetësore, duke mbajtur një qëndrim të drejtë në situate të ndryshme ndërkulturore. Rëndësia dhe roli i cultures është parë si rëndësi e pandashme e mësimit të gjuhës së huaj. Duke përdorur qasjen komunikative ne synojmë të kuptojmë më mirë rëndësinë e shkathësisë së komunikimit në mënyrë që të kemi një pasqyrë të përgjithshmë të rëndsësisë së katër shkathësivë gjuhësore si të folurit, të lexuarit, të shkruarit dhe dëgjuarit poashtu të sjellim një një kuptim më të qartë të aspekteve tjera gjuhësorë si gramatikës, fajlorit si dhe të të kuptuarit.

Rëndësia dhe roli i Kulturës ka qenë si pjesë e pandashme e mësimit të gjuhës së huaj. Unë do të mundohem që të sjellë më afër rolin e mësuesit në klasë si dhe përdorimin e qasjes komunikative në përmisimin e mësimdhënies së gjuhës angleze në shkollën fillore.

Pjesëmarrës të këtij hulumtimi ishin 4 mësues dhe 80 nxënës të klasës së 3, 4, 5 dhe 6 të pot ë njëjtës shkollë në Suharekë vend ky në pjesën jugore të Kosovës. Për më shumë unë gjithnjë kam qenë interesuar në identifikimin e mënyrës së mësimdhënies dhe mësimnxënies, se si mësuesit pdo të përmisojnë mësimdhënien dhe të kenë sukses duke përodur qasjen komunikative. Për më shumë llojet e aktiviteteve të përdorura në klasë, kriteret që mësuesit aplikojnë gjatë vlerësimit të performancës së studentëve, metodave dhe teknikave të përdorura në klasë si dhe vështirësitë që nxënësit ballafaqohen gjatë ligjëratave kanë qenë brengat e mia

Për më shumë studimi fokusohet në rolin që ka qasja komunikative e cila kërkon të përdoren materiale-burime autentike, që janë tekste më teper inetersante dhe motivuese me të cilat u përshtaten nevojave dhe kërkesave të studentëve.

Meqë në po jetojmë në shek 21 përdorimi I qasjes komunikative këkon që nxënsi të jetë më në qendër cfarë do të thotë që ajo u përshtatet nevojave dhe kërkesave të nxënsit.

Në këtë hulumtim kam përdorur dy metodat, atë cilësore-kualitative dhe sasiore – kuantitative. Metoda sasiore -kuantitative ka të bëj me pyetësor, ku pjesë e këtij studimi ishin 80 nxënës të dy gjinive. Metoda cilësore- kualitative ofron një përshkrim hulumtues (observim klase), si dhe pyetësor për mësuesit, ku ishin të përfshirë 4 mësues të gjuhës angleze nga e njëjta shkollë. Gjetjet e këtij studimi pritet të ndihmojnë institucionet arsimore dhe mësuesit e tanishëm dhe të ardhshëm të gjuhës angleze në përmirësimin e mënyrës së mësimdhënies së gjuhës angleze.

Fjalët kyçe: Mësimdhënia e gjuhës angleze, qasja komunikative, shkathësitë ndikimi, cilësia, ambienti,mësuesi etj

АПСТРАКТ:

КЛУЧНИЗБОРОВИ

Студијата на ова истражување се фокусира на развој на комуникативниот пристап на часовите по англиски јазик, сè со цел да се задоволат потребите на наставните вештини од 21-от век во училницата по англиски јазик. Целта на оваа студија е да се документира колку добро се спроведува комуникативниот пристап во основните училишта во трето, четврто, петто и шесто одделение, а исто така и да донесе мислења и убедувања на наставниците и учениците за употребата на комуникативниот пристап во однос на наставните јазични контексти. Така, користењето на комуникативниот пристап ќе ја направи наставата поинтересна и сакана, како и ќе ја подобри способноста на учениците да го користат јазикот.

Во однос на наставата, овој труд ќе го презентира аргументот дека користењето на поставени техники и методи за комуникативно и интерактивно учење на јазикот, како играње на улоги, тимска работа, симулации, теренски белешки, интервјуа или јасно дефинирани задачи за вистинска комуникација, помага да им се отстапи простор на студентите со критичко и креативно размислување подобрување на комуникацискитевештини. Трудот, исто така, ќе ја аргументира тезата дека употребата на автентични материјали во наставата по странски јазици за комуникативни цели, можност за совладување на јазикот и негово користење за решавање на практични животни задачи, одржува соодветен став во различни интеркултурни ситуации. Со употреба на комуникативен пристап, целта ни е да ја разбереме подобро важноста на комуникацискаta способност целосно разбирање на сите четири јазични вештини како што се: зборување, читање, пишување и слушање, како и да придонесе кон јасно разбирање на другите аспекти на јазикот како граматика, речник и разбирање. Важноста и улогата на културата се смета за составен дел од учењето странски јазици. Ќе се обидам поблиску да ја поврзам улогата на наставник во училницата и употребата на комуникативен пристап во подобрувањето на наставата во основното училиште. Учесниците беа 4 наставници по англиски јазик и 80 ученици запишаниво трето, четврто, петто и шесто одделение војавно основно училиштево градот Сухарека, што се наоѓа во јужниот дел на Косово. Покрај тоа, отсекогаш сум имала интерес за:

идентификување на начини на учење/настава, како наставниците би ја подобриле наставата со успешно користење на комуникативниот пристап. Покрај тоа, видот на активности што се користат на час, критериумите што наставниците ги земаат предвид при оценувањето на успешноста на учениците, и приодите / методите што ги следат наставниците за време на предавањата, како и тешкотиите со кои може да се соочат младите ученици додека учат, беа моите грижи. Поточно, студијата ја испитува улогата на комуникативен пристап кој треба да користи автентични ресурси, поинтересни и мотивирачки автентични текстови во училницата, како и да бара јазик прилагоден на интересите на учениците.Бидејќи живееме во 21 век, употребата на комуникативен пристап е повеќе ориентирана кон учениците, што значи дека е диктирана од потребите, интересите и мотивацијата на учениците.Студијата користи и квантитативни и квалитативни методи. Квантитативната база на податоци вклучува прашалници за учениците, односно 80 ученици беа вклучени од јавно основно училиште. Базата на квалитативни податоци вклучува дескриптивно истражување со употреба на набљудување на час и прашалник за наставниците во кој беа вклучени 4 наставници од истото јавно основно училиште. Наодите од ова истражување се очекува да им помогнат на образовните институции и сегашните и идните наставници по англиски јазик во подобрување на начинот на предавање за подобро учење во часовите по англиски јазик, а исто така и развивање на свест кај наставниците за развој на комуникациски вештини кај младите ученици за англискиот јазик како странски јазик

Клучнизборови: зборови:настава по англиски јазик, комуникативен пристап, влијание, квалитет, набљудување во училница, комуникативна компетентност, околина.

LIST OF ABBREVIATIONS**:**

L1- First Language

L2- Second Language

EFL-English as a Foreign Language

ESL – English as a Second Language

ELT – English Language Teaching

NL- Native Language

TTT- Teacher Talking Time

STT- Student Talking Time

Contents

CHAPTER I

INTRODUCTION

1. ORGANIZATION OF THE THESIS

This thesis consists of six chapters: introduction, literature review, research methodologies, data analysis, conclusion, limitations and recommendations. Chapter one presents the introduction of the thesis followed by a description of the purpose of the study. Chapter two is the literature review and previous studies done in different countries with the focus on developing communicative skills. Chapter three shows the presentation of the research methods and the research questions and hypothesis are stated as well. Lastly, participants, procedures, materials, instruments are presented in details in this chapter. Chapter four is a presentation of the study's results and the analysis of the data gathered. Moreover the findings of the participants' and teachers' questionnaires were analyzed in this chapter. Chapter five presents the conclusion of the thesis. Chapter six includes limitations and recommendations of this case study. The study ends up with a list of references and appendices that include an outline of the questionnaires.

1.1. AIMS AND OBJECTIVES OF THE STUDY

The main purpose of this case study is to document the role of using communicative approach in improving the ELT classes, through trying to find out teachers' and students' attitudes and objectives in EFL classrooms. The aim and objectives will be discussed throughout the study.

1.2. AIMS OF THE STUDY

This study presents us with information in more detail about teaching and learning in EFL classroom respectively at the 7 Marsi primary school. Moreover through this study we will compare teachers' and students' influence in developing communicative approach in ELT classes. The goal of this study is to provide as much data as we can related to teacher's role,

skills and responsibilities in motivating, engaging, helping and inspiring their pupils to gain new knowledge. The communicative approach is seen to be used as different methods of teaching and learning compared with traditional methods such as audio-lingual method, grammar translation method, silent method and so on whose aim is to master speaking skills, have more interaction, debates, discussion and improve communication. By the results we will have, it would be easy to bring closer the role of communicative approach in students' performance as its improvement might be seen in different aspects of language such as, pronunciation, communication, vocabulary, grammar. Therefore, the main idea of this MA Thesis is to see what is it that teachers can do to motivate their pupils to learn more and have better results especially in international tests where we as a country are at the end of the list with really low performance according to PISA's results. Firstly, this can be done where teachers set an example for their students with their own behavior, creating a friendly atmosphere in the classroom, as well as by presenting the tasks properly, developing a good relationship with the learners, familiarizing the learners with the target language culture, trying to promote learner autonomy, increasing learner's goal-orientation and making English language classes fun and interesting. Additionally, through this research, we will determine the importance of the communicative approach in teaching English and other subjects to ESL learners. Lastly in terms of teaching this paper will present the argument that using a set techniques and methods for communicative and interactive language learning such as playing with roles, teamwork, simulations, field notes, interviews or clearly defined tasks for real communication will equip students with new knowledge by developing students' critical and creative thinking. The paper will also argue the thesis that the use of communicative approach in foreign language teaching will improve highly the quality of teaching. By using communicative approach we aim to understand better the importance of communication ability in acquiring fully all four language skills as well as to bring a clear understanding of other aspects of language as grammar, vocabulary and comprehension.

1.3. OBJECTIVES OF THE STUDY

- To find out the benefits of using communicative approach.
- To identify teachers' skills and performance in the classroom.
- To find out what kind of activities teachers use in class with the aim to improve their teaching
- To find out what criteria teachers use when assessing students in both productive and receptive skills.
- To find out what kind of difficulties teachers and students face while using the communicative approach.
- To find out how teachers overcome obstacles in teaching young learners in 21st century
- To find out if the communicative approach is appropriate methodology/ method which should be used during lectures in primary school.
- To find out if teachers are unprepared to engage learners in different activities.

1.4. STATEMENT OF THE PROBLEM

Throughout the history of English language teaching, many methods, approaches, strategies have been developed in order to help both teachers, students, parents for better successful teaching and learning of ESL. The necessity for communication with other people from other countries and nations has been growing up and that's the reason of developing a lot of methods such as Grammar-Translation Method, Audio-lingual method, Silent Way and all these approaches were proposed to be used for developing different skills and improving teaching and learning throughout the world. As a result it was necessary to find an approach that help foreign learners to learn more and achieve better results for themselves and improve teaching in general. Communicative approach aims at teaching communication by giving a chance to ESL learners talk in L2 in different forms as by participating in debates or discussions with their peers and with their teachers as well.

The aim of the communicative approach is to give all learners, confidence, self-control and autonomy on their own by being in the center of learning and leading different group activities what it gives them a strong confidence to control the classroom and feel free in expressing their ideas whereas the previous traditional methods of teaching made students be avoid from taking responsibilities on their learning. Teaching is an art and passion so it is seemed always as a deliberate process, where the set objectives must be achieved. Like any intentional activity, teaching does not happen by coincidence, it is a planned process that requires hard work, efforts, time and engagement in realization.

According to (Banks, 2004), teaching is an active process in which one person shares information with others, with the aim to help others change their behaviors and life in general "teaching is considered as a tri-polar process, involving the teacher, the learner and parents. Teaching is an interpersonal process or activity, where the teacher interacts with one or more students and influences them to learn more for themselves, to discover the world, to change the world and why not to be leaders of the future. Teaching is a process where both teachers and students have their roles. Students are expected to play an active role in answering questions, contributing to discussions while teachers are required to explain, demonstrate and give clear instructions in class. Being disappointed with both grammar-translation and audio-lingual methods as traditional methods and as the fact of inability to improve teaching in 21st century and to prepare learners for daily communication which is vital in any field of life, the communication approach became popular in the 21st century. Essentially the use of communicative approach is to give students something to do and taking what they have done.

During the history of teaching English language a few methods as Communicative Language Teaching (CLT), Grammar Translation Method (GTM), and Total Physical Response (TPR) were the most useful approaches used in EFL classrooms elsewhere also in Kosovo. Therefore, by using communicative approach we can engage students in several activities such as role-play, spelling, funny, games pair-work, group-work so students will have chance to interact and have fun while learning. Learning English is very important for learners from primary school. Today's importance of English as global language sets new standards and it is important for us as teachers and society to improve teaching in order to prepare our students for the labor market.

English teaching, which is the most common language used for international communication, has always been important and prior in Kosovo educational system. There are two main reasons for learning English in primary school.

The first one, the English language has become a global language and young learners seem to be better at learning a foreign language.

Secondly, in an increasingly connected world, being fluent in English is nowadays considered an essential skill. Teachers should be creative and inventive in methods so they should not strictly stick to the course requirements. We as teachers should be good examples and motivators for our young generations. Teacher's responsibility is to motivate pupils by using a variety of techniques, strategies and methods with the main purpose to create a good environment and to engage them in developing language skills where the final goal is to achieve the highest results and to have successful teaching and learning process. Communication means using the language for different purposes in life, as applying for a workplace, translating, presenting in different conferences, in business, science, medicine and so on. The main aim of learning a foreign language is to reach foster communication.

Last but not least, in order to make true changes both in theory and practice in language teaching contexts besides reforms, choosing authentic materials, setting goals, having fair assessment is still insufficient so we need to put attention in students' needs and find the methods which best works and will bring great results in teaching.

The promotion of a foreign language is achieved when we have a good understanding of communicative habits, specifically their use for certain purposes and using them in a timely manner. There are many issues to be considered in teaching, including methodologies and techniques also different strategies and styles of teaching that are inadequate with students' needs. Throughout this study I aim to bring closer teacher's role responsibilities, tasks, methods, techniques, strategies and activities that he uses in order to improve the quality of ELT classes in primary school in Suhareka and Kosovo in general. Foreign language teachers in Kosovo still face in serious challenges and in order to meet the needs of 21st century skills and improve the quality in teaching they need a continuous professional development so by changing theory we tend to change the practice too.

1.5. ENGLISH AS A FOREIGN LANGUAGE

The English language teaching in Kosovo is becoming more and more considered necessary so both the parents and educators are putting a special emphasis on learning and teaching English. Nowadays, in Kosovo the Ministry of Education, Science and Technology in its new curriculum framework in the area of language and communication has put English as

obligatory from the first grade. The English language starts from the first grade and continues to the last grade of upper secondary education. In first and second grade according to Kosovo's curriculum learners will acquire English through play, drawing and song, and continue in later stages with reading and writing.

There are many issues to be considered in teaching, as using the appropriate methodologies and techniques which are in accordance with students' needs. As ESL is a different atmosphere of learning comparing with other subjects, learners have to go through an extended period in order to achieve their desired goals and expectations. (Gunderson, 2009) mentioned some of the differences between ESL and EFL.

ESL is based on the premise that English is the language of the community and students have access to English models while EFL is usually learned in environments where the language of the community and the school is not English. EFL teachers have difficult task of getting access to and providing English models for their students (p.205)

1.6. ENGLISH LANGUAGE TEACHING METHODS

Throughout the time many English language teaching methods have been developed. Some were in favor of using first languages and some were not. One of the first English languages teaching methods that highly encouraged and depended heavily on the use of first language was the Grammar Translation Method.
(Larsen, D. Freeman &Anderson, M, 2011) explained in details the benefits of using this method and other teaching methods in her book *Techniques and Principles in Language Teaching.* She explains how the teacher in her class depended heavily on translations from English to Spanish. All the vocabulary and texts that were taught during class were instantly translated into the first language. All the communications and interactions between students and the teacher were almost entirely in Spanish. Instructions were given in the first language as well. Students' success was measured depending on how good they were in translating from English to Spanish and vice versa.

This method had been used for centuries before teachers and educators started to think of using different methods. However, in many countries, teachers still use this method to teach English. Personally, I have had teachers who used the Grammar Translation Method during

school. Growing up in a school where teachers used The Grammar Translation Method, students felt inclined to use their first language rather than using English when in the classroom. Along with the huge spread of the Grammar Translation Method to teach English in many countries, other methods developed. Some of these methods almost forbade the use of the first language. One of the methods that did not allow students to use their first language was Direct Method. In this method students were taught using visuals and direct connections between the language and what it implies. The first language was not used at all in the classroom. Other methods such as the Audio- Lingual, Silent Way and Communicative Language Teaching did not encourage the use of the first language, but accepted it whenever it was needed to facilitate language learning.

1.7. COMMUNICATIVE APPROACH

Historically, Communicative Language Teaching (CLT) has been seen as a response to the Audio-Lingual method. CLT focuses on the idea that people learn language if they have opportunities to use it, and that if students have a desire to communicate and a purpose for communicating (rather than just practicing a grammar item), then the language learning will take care of itself. In CLT, students do many speaking and writing tasks, trying to use any and all of the language that they can. CLT focuses more on content than on form; it puts focus on communication related to the realistic use of language in context. It concentrates on how successfully students can communicate, rather than on whether they are speaking or writing correctly. Correction often takes place after the students have tried to speak or write communicatively. CLT gives students opportunities to practice using the language and to see its relevance outside the classroom. Also, it focuses on active learning, as well as on teaching. CLT (especially its 'strong' version) is often seen as downplaying the role of grammar. Some proponents of the Communicative Approach even claimed that it was 'dangerous' to teach grammar and that focusing on 'authentic' communication was all that mattered. Others advocated providing learners with opportunities to use English for communicative purposes and helping them work out grammar rules for themselves through guided discovery (inductive approach).

A more recent version of CLT, task-based language teaching, deals with grammar through focus on form. 'Focus on form' refers to bringing grammar to the attention of language learners as a part of communicative language practice.

Focusing on grammar for grammar's sake does little to contribute to correctness during communication. On the other hand, making students aware of grammar structures or helping them notice certain grammatical features while they are engaged in completing communicative tasks can contribute to the development of greater accuracy during communication. Most teachers don't follow any one method, but use elements of many different approaches. This eclecticism seems to be the best response to different claims about how different students learn. However, in order to be able to make informed decisions and to select the most appropriate grammar teaching approach for their students, teachers should learn how to use different approaches and methods and fully understand their potential and limitations.

COMPARISON OF METHODS

	GRAMMAR TRANSLATION	AUDIO-LINGUAL METHOD	COMMUNICATIVE LANGUAGE TEACHING
Grammar rules	Central feature	Not explained	Explain when necessary
Meaningful communication	Not important	Limited	Central feature
Use of translation	Central feature	Forbidden	Used when necessary
Teacher-students roles	Teacher-centered	Teacher-centered	Teacher facilitates student to student interaction
Attitude to errors	Accuracy emphasized	Accuracy emphasized	Errors part of the learning process
Balance of language skills	Reading and writing emphasized	Listening and speaking emphasized	Skills taught according to students' needs

This table is taken from the American language forum (MOOC, 2019). World Learning, Overview of Grammar Teaching Methods and Approaches. In "Teaching Grammar Communicatively"

1.8. THE ORIGIN OF THE COMMUNICATIVE APPROACH

The CLT has appeared during the 1970s, and it became famous as a new approach of teaching English that Grammar Translation Method, Direct Method and Audio- Lingual Method. Firstly the communicative approach was called as "Notional Approach" or "Functional Approach". The CLT has been influenced by sociolinguistics and some other disciplines, among which sociolinguistics have had the highest impact.

(Richards, 2007), Argues that, "Communicative Language Teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom" (pp.2).

CLT emphasizes that the main goal of language teaching is to expand the learners' communicative competence. English is a bridge of international communication. In order to meet the needs of the globalization society, English teachers should put more attention to the development of learners' competence and focus on a more successful and effective methods and teaching strategies. Being founded in the1960s the communicative approach still keeps to be famous in ELT classes and its application is highly varied on the teacher and teaching context as well as it is depended on teacher's methodology even though there are always challenges and problems on the way. In addition even young learners might have the same attitudes, opinions but they don't get the same teaching. One of the priorities for teachers is to put learners in the center of learning and to give them opportunity to be exposed in the target language by this you will challenge them in breaking the ice of shyness. The motivation of pupils is another important factor that is very important on developing communicative skill and improving teaching as well. So the role of teacher is to use different methods, techniques and strategies in order to foster learners to love subject and to create a good atmosphere in class where everyone would feel comfortable.

(Hyms, 1971) "Communicative competence" is considered as one of the theoretical tenets of CLT. The continuous demand for English has made also a huge demand for better quality in ELT classes and lesson plan should be in accordance with pupils' needs. Unfortunately in Kosovo English teachers still are focused on grammar, spelling and then pupils lack in communication even language is seen as the most important means of communication, many pupils during the class observation claimed that they find classes very boring.

According to many studies that are done, CLT is seemed as something new in ELT. (Richards, 2007), argues that "one of the goals of Communicative Language Teaching is to develop fluency in language use" (p.16).

Finally if the lesson is properly planned and managed, communication and interaction in class will be always fruitful. I don't think there would be any challenge except when it is not properly addressed by the teacher or the students themselves. The teacher should create a working atmosphere in the classroom, where students should feel important and secure in working together.

1.9. COMMUNICATIVE LANGUAGE TEACHING

(Richards, J.C & Rodgers, T, 2001), Communicative language teaching (CLT) refers to a communicative approach which has purposeful principles in relation to a communicative view of language and language learning. This approach can be used to encourage and improve methods and procedures of the EFL classroom, in order for the learner to accomplish communicative competences."

(Richards, J.C & Rodgers, T, 2001), mentioned four different characteristics regarding to this approach:

- "Language is seen as a way to express meanings.
- The aim of language is to facilitate a better interaction and communication between learners.
- The basis of language not only involves grammar patterns or structures, it also deals with discourse that includes communicative meanings" (pp. 270).

1.10. FEATURES AND PRINCIPLES OF CLT

CLT has its own distinct features. It encourages task-based learning and lays great stress on language functions. In consideration of learners" needs, language teachers should select teaching materials as authentic as possible and design enough activities simulating real life in the classroom. The adoption of CLT could be regarded as a part of the teaching innovation

process and trends of teaching in 21century. For this purpose, they should actively take part in the classroom activities. Through being involved in those activities, teachers and students will make clear whether the knowledge has been mastered or not.

Moreover according to (Richards, J.C & Rodgers, T, 2001), there are a few principles that should be adapted when implementing the Communicative Language Teaching:

- "Emphasis should be put on the usage of linguistic form, meaning and function
- Pupils should be fully engaged in authentic, pragmatic, and functional use of language
- The CLT principles should be apply to both reading and writing skills.
- Fluency and accuracy are complementary principles underlying communicative techniques.
- Errors are natural and should be tolerated.
- Evaluation of fluency and accuracy should be carried out.
- The student's native language should be avoided.
- The teacher's role is to facilitate students' learning." (pp. 270)

The main goal of CLT is on switching power from the teacher to the students by allowing them to interact and to provide opportunities to the students to be involved in pair or groups work. By applying this approach the teacher's role will be minimized as a facilitator rather than being in the center of learning and trying to use his power in English classroom.

1.11.   THE ROLE OF THE TEACHER IN USING COMMUNICATIVE APPROACH

The conventional teaching methods have remained the same for many decades and as the result learners are still facing a lot of problems in expressing themselves fluently in English. Language is our primary source of communication. It is a method through which we share our ideas and thoughts with others. A good teacher should be more open to use a variety of new methods of teaching a foreign language. So a good and well prepared teacher should create innovative learning environments and teach L2 by providing a feedback and continuous support for his pupils, enabling pupils to speak language fluently, challenging, motivating and encouraging his/ her pupils and be friendly by sharing information about the real life and bringing to them the culture of English speaking countries. In addition it would

be great if teachers would cooperate in creating lesson plan together and sharing their experiences with learners in order make them feel good and free to express their feelings. One of the biggest challenges that teachers face is encouraging students to build up their confidence, to communicate or apply the learned lessons through communication because it will have a negative effect in the quality of teaching. Learning English should be a continuous process and teachers should select the appropriate materials or topic according to the students' level and age. This will make teaching interesting and easy for students to speak continuously without losing interest.

Context is very important for any filed of teaching and not just for the language learner, therefore teachers need to know and be aware about the context too. Knowing context is most probably to be an important issue if teacher is going to teach L2 to students where English is their second language. In order to succeed in his teaching context he should understand and realize that is quite different in teaching young learners with the aim to improve the quality in education. This might be difficult when you have to do with young learners as this is in primary school and pupils do not have good background knowledge of English.

1.12. LEARNER ROLES

The most important things according to many studies that are carried out in the past we can see that paying attention to teacher's instructions, participating in different classroom activities play a crucial role in learning L2, therefore the role of students moves from being passive into full of initiative pupils. By this we can see that the role of lecturer will be minimized and his main role will be in giving tasks, explaining, and motivating, guiding and giving feedback. As we know from the previous studies there are some features that make a good learner, according to (Rubin, 1975), a good learner should possess seven important features:

- The good language learner has willing to learn and is accurate guesser.
- A good language learner has a great willing to communicate or learn from conversations by this he tries a few forms in order to get and give his message
- He insist in speaking without caring for mistakes, he wants to make mistakes in order to learn to communicate with others
- A good language learner do a lot of practices
- A good language learner care for his own and other' speeches, so he attend if his speech is being received in proper way.

1.13. TEACHERS' IMPACT IN DEVELOPING STUDENTS' MOTIVATION

Teaching is both an art and a science therefore a master teacher should be a scientist of the art of teaching. A good teacher sets his clear objectives and try to improvise tactics in order to reach those objectives. This will make teaching more adorable and interesting because good teachers know when to deal directly with facts and learning activities based on pupils' needs, motivation, interest, abilities etc. A good ESL teacher mostly has to modify approaches and use different kind of activities when pupils appear to have difficulties. He will be still based on standards which are set up before but encouraging pupils for higher results will not exceed the objectives. Teacher autonomy assumes teachers have discretion to make decisions what best works for their classroom.

According to (Fenstermacher, 1990) in the Morale Dimensions of Teaching a good teacher should have his own autonomy to create his plans, assess and implement in his teaching. Unfortunately a teacher who lacks autonomy he is always told which books to use, what questions to raise, which pages in the workbook students are supposed to complete etc. The teaching autonomy includes both freedom and responsibility, where by having freedom means to instruct young learners when parents don't do their part in educating their children and responsibility to develop different characteristics and students' abilities.

According to (Fenstermacher, 1990), the characteristics that every teacher should have are as the following ones:
- A good knowledge and ability to implement his knowledge in ELT classes in order to have success.
- Be able to share his ideas, experiences, to make plans and be able present in public
- To teach without having supervisor , feeling free to choose what to teach
- Choose his course book that is in appropriate with students' needs
- Use different methods and approaches
- Be himself/herself

To have a good quality in teaching every educational institution should have:
- A trained personnel in the field of teaching and extra trainings related to his field
- A warm atmosphere of working, good salaries for its academic teaching staff and an commitment environment,
- A continuous training for intellectual development
- Rewards for its distinguished personnel. (pp.130)

The teacher plays a crucial role in motivating students not only inside but also outside the classroom with the only aim to broaden students' knowledge. So the role of teacher is to make learning fun and desirable for learners with the aim to foster them to love the subject and to develop learners' skills. Learners who are inspired by their teachers can accomplish wonderful things and they stay almost always motivated. The teacher has many duties in the classroom; He/she should be a good organizer, advisor, leader and assistant with the intention to create a warm environment for learners who will enjoy learning at the same time. One of the main objectives of this research is making teachers aware of their flaws when it comes to incorporating communication applications of the learned topics. The quality of motivation is obligatory for learners and teachers in the field of education and especially in the EFL classroom.

As an English teacher I consider myself responsible to explore more regarding motivation and give my contribution regarding this field. My purpose is to help my pupils, colleagues, myself and the institution where I teach.

In order to have a good quality in teaching we need to know and find answer for the following questions related to teacher's motivation:

- What can teacher do to motivate their learners?
- How can a motivated student respond?
- How motivations influence learning?
- Which are teachers' challenges in student's learning?

1.14. TEACHING STRATEGIES AND TEACHING STYLES

Many foreign language learners can be very good learners, but some can get really easily stuck and feel very useless. As soon as teachers get to understand this, their classrooms are divided into black and white. Teachers should understand that they have to design their lesson plans according to their students' needs, preferences and learning styles. The learner styles taken from (M.C Muurica , D.M. Britton, & M.A. Snow, 2000), Teaching English as a Second or Foreign Language.

There are different factors that play a big role in developing teaching and increasing quality as for e.g. teacher's role should be as provider, consultant, assistant who increase effectiveness in the learning environment, in constructing a variety of speaking activities

which would motivate students to learn more and achieve their goals.

Learning strategies was seemed to be of major interest for each of us in teaching L2.

By knowing many learning strategies you will make teaching easier, faster, enjoyable, effective, more transferable to different situations and more adaptable for your students.

Regarding to these, we have to mention the six learning strategies whose aim is to improve the ELT quality.

According to Kosovo core curriculum we have to take in consideration these features:

- Taking risks wisely-pushing oneself to take responsibilities and risks in learning new language even though there might be a chance to make mistakes or looking foolish. So risks should be seen as breaking ice to achieve success.

- Remembering information and trying to associate words, things, matters, will help students improve their learning.

- Finding out what works best- making efforts what fits to your learning is one of the best strategies that teachers and students use in order to increase the quality of learning/teaching.

- Cooperating with peers- helps lots of students to achieve their goals and objectives. This helps to interact and communicate with one another and this brings good results especially in primary education.

  By cooperating they exchange ideas/ experiences and this improve all language skills.

- Switching to the mother tongue- this is seemed to have good affects when something might create confusion especially to young learners, therefore switching languages play an important role.

- Repeating- repeating or doing something over and over, it will bring good results and improve the quality of teaching.

CHAPTER II

LITERATUR REVIEW

2. CORE CURRICULUM FOR PRE-PRIMARY GRADE AND PRIMARY EDUCATION IN KOSOVO

The aim of Kosovo's core curriculum for pre-primary and primary education is to create a continuous and progressive change in the Republic of Kosovo and enhancing the quality and equality in the implementation of this curriculum for all pupils in all educational institutions. This official document includes the competencies that are determined for different areas of life expressed through skills, knowledge, attitudes and goals. In this document is also defined the allocation of time across the areas of curriculum and interconnections between them, which enable progress in the development of skills among pupils.

In order to meet the requirements for quality learning, several methods, forms and various work techniques from the Kosovo curriculum (MASHT, 2016):

- Direct teaching (explanation, clarification, practical exercises and examples) by this teaching technique, students will be offered more explanation of issues, clarifications and practical exercises and example by making teaching easier for their students. Thinking of the title direct teaching we see that the aim of this technique is to bring real facts for teaching face to face.

- Indirect teaching (reviewing, discovering, solving problems); by using this technique teachers are required to review, discover and solve problems when teach their students. One good way of teaching is when reviewing lessons, discovering what might be interesting for their students' concerns, challenges and their needs. Solving problems also makes them to be creative and develop critical thinking skills.

- Teaching through questions (questioning techniques to students); by raising questions in class you get what you want from your students, they will be free to express their ideas and by doing so you just have created and interaction with the whole class.

- Discussion and collaborative learning (in small groups, larger groups and with all students); discussion and collaborative learning is seen as very important both in small groups and larger group in improving quality in ELT classes.

    This technique allows teachers to set a topic that might be maybe even sensitive with

the aim to encourage students to debate and by this they communicate their ideas, show their opinions by agreeing or disagreeing what makes a very fruitful interaction.

- Teaching that encourages critical, creative thinking and problem solving- as we know the teaching in 21st century requires from teachers to encourage pupils to think critically, think out of the box and this inspire pupils to develop their thinking even for most abstracts issues. Creativity is also a key matter in improving the quality of teaching and learning in the era of globalization. By being creative they also develop social skills and this play a very important role in their future education, workplace, and business since they have to create and keep relationships with people from different countries and cultures.

- Learning through projects, field research; according to our framework curriculum teachers are allowed to find ways what best works in order to motivate students' learning. There are many benefits from this kind of technique where students develop a few skills. By doing projects students develop first of all team work skills, social skills, use of technology, presentation skills, and creative and thinking skills as well. As we know projects take time to be done and you have to go through few phases and by this, students learn a lot.

  The field research is also known as very important activity to teach students to conduct a research. Being engaged in this activity we aim to improve the quality of teaching because this field requires a lot of work to be done and this should be done by interviewing, making questionnaires and interacting with people. All this is related to communicative approach since and communication in realized in written or orally form.

- Teaching through observation, demonstration and experiment;
- Learning and learning through multimedia tools and in particular through the computer;
- Teaching that fosters independent research.

In order to achieve the results of the competencies, each field of the curriculum or subject has its own features for the organization of the teaching work. Despite their specifics, the teaching process in different subjects has some common features as it focuses on the following aspects:

- In student-centered teaching and learning and inclusion;
- In teaching and learning based on integrated approach;

- In teaching and learning based on the achievement of competencies;
- In differentiated teaching and learning;
- Cross-curricular issues / topics and
- In extracurricular matters

2.1. TEACHING AND LEARNING BASED ON ACHIEVEMENT OF COMPETENCIES

Kosovo curriculum promotes teaching and learning that is in the function of achieving key competencies and addressing the different needs of students. Teaching focused on competencies requires the selection and organization of learning experiences that integrate relevant knowledge with values, attitudes, and student skills. Competency-based teaching and learning should be based on learning outcomes that guide the student to know, do, understand, and evaluate and take a stand with the successful completion of a curriculum degree.

Planning and implementation of teaching is required to be made possible based on the learning outcomes for curricular areas, respectively for subjects, with the aim the main achievement of the competencies provided in the respective degree of the curriculum, Their decomposition should be in full harmony with the dynamics of student achievement and their development psycho-social.

Competency-based teaching and learning requires teachers to select strategies, methods, techniques, tools and various forms of working with students, as well as to reorganize students' learning experiences by integrating relevant knowledge with skills, values and attitudes.

2.2. ASSESSMENT

Assessment also play a key role in improving the quality of education and this should be done in that way that aims in improving quality of learning and teaching. Competency-based teaching and learning is also closely linked to the assessment process, with a particular focus on formative and progressive assessment. Based assessment competence is concerned not only with the quantitative performance of the acquired content, but also with the overall

performance involving the quality of performance, as learning, performance, and self-assessment procedure in the context of successful learning.

In order to assess students' competencies, it is important that each teacher selects assessment techniques and tools that enable students to demonstrate and display their knowledge, skills and abilities, not just factual knowledge. In this way, teachers provide information on the quality of teaching and learning, student progress and the development of competencies. When realizing the curriculum there were though also what methods are most useful in achieving better results and improving the quality of teaching. Therefore many methods were considered to have great impact in teaching in 21century. Each method plays a great role and incorporates itself the communicative approach.

2.3. INTEGRATED TEACHING AND LEARNING

The subjects, being taught separately from each other, influence students to acquire knowledge, to develop the skills and attitudes in a fragmented way (detached /. fragmented). This facilitates the way of teaching and learning when both sides, teacher and students are involved in this process. The use of communicative approach enables to have an interaction in class by discussing or debating as a whole class or in pair/group work. By integrating teaching and learning we give chance to our students to share their ideas/ experiences, previous knowledge, and in the same time teacher does so. When integrating both teaching and learning would benefit both parties involved.

2.4. DIFFERENTIATED TEACHING AND LEARNING

Differentiated teaching enables the adaptation of learning time and speed to the individual characteristics of each student. Also, the volume, type and degree of difficulty of the content, tasks and obligations are adjusted with the individual characteristics of the students. The teacher in order to organize and successfully implement differentiated teaching and learning, must rely on motives, skills, interests and styles of the student. These are the main requirements in which teachers must support differentiated teaching. As we have to teach different ages it is normal to make a distinction when choosing course books, methods,

activities, techniques etc. According to (MASHT, 2016) , Kosovo core framework curriculum, teachers of the first level of education should:

- make forms of learning organization, which promote and help develop students' internal motivation and self-control / organization mechanisms learning;
- use effectively activities with students who promote organized learning;
- organize the learning process through different approaches which enable and facilitate research and identification of existing student experiences, use different techniques and forms of collaborative learning in the learning process;
- practice different organizational forms of teaching and learning (classroom activities, group work, pair work, individual learning), which focus on activities developing self-confidence, initiative, encouragement, problem solving and student creativity;
- use teaching materials and resources to suit students' absorption opportunities;
- organize teaching and learning through differentiated tasks, where their fulfillment, control, assessment and the degree of assistance provided by the teacher adapts to the capabilities of each student;
- use teaching organization techniques that fit a particular task through which they develop the special skills of favored / advanced students; use different forms of learning organization for students who are looking for special treatment, have special educational needs, including students with learning difficulties or behavioral difficulties;
- organize teaching through which they help the cooperation and use of organizational forms (e.g., inclusiveness) that promote equal opportunities for learning, both in the field of cooperation between students in activities within the classroom and school, and outside it;
- use different teaching technologies, which offer greater opportunities for advanced teaching and learning organization through which the learning process is more attractive to students.

Communication and Expression Competence (Effective Communicator) - In order for students and young people to develop themselves it is important to understand the messages they are being addressed and expressed in order. To communicate effectively, students are supported to use independently, critically and creatively the means and opportunities of communication and expression.

The ability to speak English language is seemed very important for interaction among people

where English is spoken everywhere in daily life. In the era of globalization people who come from different countries speak English for many purposes in their life such as education, technology, business, media, sports, media, politics, and this makes easier interaction and communication. As an international language, English is also being taught in Kosovo in all educational institutions starting from the preschool phase till to university and higher. As we know speaking is the only way to communicate and interact orally and in order to enable our pupils to speak and interact we need to apply the language in real communication.

According to (Hughes, 2006) , "Speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities and it is the prime motor of language change" (pp. 144).

It also provides our main data for understanding bilingualism and language contact. According to the study that was done in Bengkulu Indonesia there are some kinds of English learning activities that we need to use in order to inspire, encourage and motivate our students to speak in L2. The activities seemed to have impact in improving the quality of teaching are as following ones:

Morning Vocabulary – where students were asked to interact with each other in every morning, by this they aimed to enrich their vocabulary, reach fluency and accuracy in daily conversations.

Morning Conversation–Morning conversation that was held once in a week with the aim to train and get familiarized pupils with English language usage.

Self-Development –used to be very useful activity where students were given with the aim to build the confidence on students to be capable, competent, creative, open-minded, clear, aware, kind and polite when interact with other people from other countries who speak English for same purpose.

Memorizing Vocabulary – learning by heart was seem as a very helpful activity to help students memorize new words from their course book in order to learn as much as they can new words.

Deepening Language – deepening language also was guided by teachers where pupils were engaged in different role-plays with the aim to be able formulate long sentences, construct meaningful stories and master their skills in daily conversation.

Speech Training – the purpose of this activity was to improve both English and Arabic languages. The aim was to make students master self-confidence, to do hard work, be disciplined in the learning process and be able to share their knowledge beyond the

classroom.

Awards– giving students awards resulted to be a good motivational activity to carry out the L2 learning. By giving awards students tried to compete against each other in order to beat others and this brought high results in learning L2 (pp.144).

2.5. HOW IMPORTANT IS THE IMPROVEMENT OF THE QUALITY IN ELT CLASSES IN PRIMARY SCHOOL?

It is important to reflect on the advantages of an early start in ELT classes. There are two main reasons for learning English in primary school. The first one is the claim "The younger the better", the idea that teenagers are better language learners, hence they advance more quickly. The second is that in an increasingly connected world, being competent in a global language is an essential skill. Teachers should make sure they provide a lively and creative learning atmosphere by incorporating a set of different teaching strategies and interactive methods including the use of flashcards, pictures, and memory games.

2.6. STUDENT TALK AND TEACHER TALK

There is a continuing debate about the time that teachers should spent talking in class, known as Teacher Talking Time (TTT). Learning from the past, students should talk more in the class because the more teachers talk the less chance there is for the students to practice speaking and so, I think the students should be more involved in talking during the lesson. This is referred to as Student Talking Time (STT). Therefore, if TTT dominates in the class, students will not pay attention to what the teacher is saying and as a result students will not be interested in attending lectures. Thus, a good teacher maximizes Students Talking Time and minimizes Teacher Talking Time. According to Harmer (2007)

> Overuse of TTT is inappropriate because the more teacher talks, the less chance there is for students to practice their own speaking- and it is the students who need the practice not the teacher therefore the best lessons are those where STT is maximized, but where at appropriate moments during the lesson the teacher is not afraid to summarize what is happening, tell a story or enter into discussion and so on (pp.38-39)

(Harmer, 2007), also suggest that "good teachers use their common sense and experience to get the balance right'' (pp. 38). We can obviously see the learners' respond in relation to the teacher-student relationship in the classroom. Also, it is very demanding to see how much the teacher gives his students the opportunity to participate. From the results collected in this study we will see that participation in the class activities or discussions plays a key role in developing students' interaction skills and this helps them to feel free, communicative and creative and above all to have a great impact in increasing quality of teaching. Involvement of the students in various activities such as pair work, group work, role-plays and presentations plays a key role and is highly desired and appreciated by the students because these methods and practices are good ways for teachers in building bridges among students. It is known that learning and participation in groups, and taking risks increase the desire for continuous learning among students and reduces the teacher's stress in helping students also to learn from one another. It also teaches students to direct one another in various tasks and direct each-other's progress. This also enable students to be responsible, which is a key factor in the classroom, by playing roles and making them to be more independent, creative, researchers. Implementing a student-centered teaching and learning approach requires that the process of planning and organizing teaching and learning be based on individual experiences of students, in their potentials, needs and interests.

Student-centered teaching and learning is based on the principle of inclusion, which takes into account and addresses different learning styles, ways and speed with which students learn, as well as other aspects of student diversity, including gender, age, culture, social and economic background, and special needs.

In this context, student-centered teaching and learning takes place, where:

- teaching always fits students' successful learning;
- creating a pleasant and friendly environment in the classroom in order to stimulate students' interest and motivation to learn;
- the teacher during the work / activation of the students, supervises, helps and facilitates the learning of the students;
- the student is an active participant and engaged / involved in activities that encourage student learning and interest;
- teaching topics are relevant and interesting for students;
- students are encouraged to become responsible, independent and young and to continue learning throughout their lives;

- the teacher monitors / monitors students' individual changes through observation and interaction;
- learning activities are adjusted based on the student's level of development;
- teaching and assessment are planned taking into account individual development and student learning styles;

A variety of learning opportunities and assessment methods are offered to support different student learning style and various learning resources are used that encourage student participation,

- observation,
- independence,
- research, and
- curiosity;

2.7. THE USE OF L1 IN THE CLASSROOM

Throughout the time there has been a debate about the use of L1 in the classroom and according to (Harmer, 2007), "All learners of English, whatever their situation, come to the classroom with at least one other language, their mother tongue (often called L1). We have to be sure therefore whether it is appropriate for them to use their L1 in class when their main goal is after all to learn an L2'' (pp. 38-39). Avoiding the use of L1 in class will help students to acquire the L2, would increase the teaching effectiveness and would prepare students to communicate in a better way after they have taken this course. Teaching is quite challenging and requires a lot of practice over years in order to learn vocabulary, word stress, and finally to be ready to share ideas, take part in discussions, trainings, conferences or whatever, where the English language is the obligatory language of that event. The opportunity to communicate in English with their teachers and peers can have positive effects by preparing themselves to speak English even after finishing school. This approach enables students to achieve progress and be independent in using their L2. Through the overall results we can conclude that the teacher's good preparation and dedication in transmitting his message to the audience is very essential what would bring better results in students' success and making positive changes in teaching in general. Because it is a foreign language for them, students may face difficulties, and sometimes it can be quite challenging to be able to catch all of the messages. That is why a teacher's instructions are seem to be very useful and

helpful for foreign learners. Finally the use of the mother tongue in the lesson should be included since this would be an advantageous in their own learning especially in learning grammar, whereas for developing and improving the communication activities it should be used the target language L2 even though sometimes could be challenging and hard to afford but being challenged would contribute to their learning. Throughout the time there has been a long an inconclusive debate about whether learners' first language (L1) should be incorporated into the second language (L2) lessons or not. As in every debate there are always pros and cons for this issue. For example (Senel, 2010), claimed that using L1 in L2 classrooms makes learners no communicative because they will have less confident to take part in discussions. In the other hand for many reasons it might be true that using L1 can help learners understand the materials better (course books, grammar rules), but L2 teachers need to be aware of the amount of time of using L1 in their classes though this should be done depending on their learners' needs (Harmer, 2007).

2.8. USE OF PAIR/GROUP WORK ACTIVITIES, ROLE-PLAY, LANGUAGE GAMES

The importance of using language games, group work and role play in the process of teaching is very resourceful. These activities are seemed advantageous both for students and teachers in language teaching and learning therefore these activities need to be included in lessons because they help pupils to learn from one another, give them a chance to speak and practice English, keep students encouraged, engaged, motivated, and improve pupils' self-confidence and finally help pupils check what they have learnt. The main goal of using these activities is to have a better teaching and learning. Teachers need to develop activities that engage students in many tasks. (Wilkins, 1976), states that "Communication requires pupils to perfect linguistic functions within a meaningful context".

(Hyms, 1971), thinks that language games are a useful tool for acquiring the language. The games require interaction and help in acquiring linguistic skills. The games are considered to be very relaxing and motivating to the pupils. They can be used to practice all language skills and especially communication. (Larsen D. , 2000), emphasizes that when the purpose of teaching is to reach communication, the games play an important role. The students will be entertained and learn language. All four language skills will be combined with one another so pupils will communicate by playing. Moreover these games are very relaxing and exciting so

far what make pupils find fun and satisfaction at school. Games are a source of motivation especially for passive pupils. There are pupils who have difficulty in expressing themselves, but if they are engaged in these games by the time they will overcome the anxiety. In this case students will demonstrate a real life example: some of them will be teachers, doctors, lawyers, engineers, architects and this will give chance to switch roles and learning not only L2 but acquiring new knowledge in life. (Uberman, 1976), claims that games encourage, help and facilitate the way of developing communication skill in general and deep general knowledge in particular. According to (Ladousse P. , 1995), stimulation is a key tool for developing discussions, communication skills, without avoiding reading, writing, listening and other language structures. Stimulation may be related of different topics and by simulating they will try to build new skills for life, they will imagine their future in different fields of life.

2.8.1. *ROLE-PLAY*

Work or role –play is very important. Students are given opportunities to practice communication in the social context and different roles. By being engaged in such roles they will find school as a place where they enjoy themselves. The other positive advantage is that they will be motivated and inspired for more work and this will bring good results in our education system. (Ladousse, 2000), states that by using role-plays pupils will be engaged in activities where accomplishing the task is more important than using the accurate words. But when role plays are given, the guidelines/ instructions must be clear and every student should be informed what he/she is required to do according to their role.
 (Nunan, 2001), argues that "role plays help to make the task-based classroom a lively and rich language environment for learners of all abilities" (p.84).By this students will demonstrate into practice what they have learned in theory and then teachers can get a clear overview of how much English knowledge pupils have succeeded and which parts need to be given more attention. Pupils get their feedback regarding whether they have communicated effectively. Role play is a simple technique to be organized. (Larsen, 2000), emphasizes that role play is very important especially in the development of communication skills at primary schools since they need to be creative and fully motivated to give good results in teaching. Role play is very important to clarify the students' motivation and their feelings.

2.8.2. *PAIR WORK*

Pair work enables the interaction between students in performing their tasks or communication activities. Long (1985) states that by interacting in pairs, pupils learn from each-other, classify and develop new structures and styles of teaching. In addition the communicative approach is the method in which students are fully engaged to work in pair where there should be interaction all the time. Another important issue is that when working together they will share experiences, learn from each-other, will try to be more creative while working with each other, develop social skills and most of time the team work skills as well.

2.8.3. *GROUP WORK*

One of the main principles of teaching is the creation of a warm classroom environment. The group-work has its own role in teaching much the same as the role-play. Usually teachers divide students in groups to develop different tasks. Clark and Starr (1991) emphasize that the use of group work provides a good efficiency in teaching. As a conclusion by being part of the group students have to communicate their ideas and trying to bring the best results since even the good ones or bad ones will be attributed to group and this will urge students work more and more continuously for higher results.

2.9. TEACHING AND TEXTBOOKS

In all English classes the course has its main role in learning and teaching a second language. In order to be useful and beneficial for the students and easy task for teachers the content (topics) and the level of the book should be appropriate with the students' needs in order to be useful and helpful. The choice of the textbook for a better teaching process differs from one teacher to another because it depends on the variety of texts offered, the level of language and the teaching methodology. Textbooks play the most important role in teaching foreign languages.   (Delija, Sh. & Tabaku, E, 2009), define the text as a helpful tool that serves teachers for various purposes such as: A primary source, a resource for using additional materials, and a supporter of various activities in the classroom. The text should be

interesting, attractive, and have a variety of information. Since the purpose of this study is to find the way of developing teaching in ELT classes, educational institutions and we as teachers nee put or focus on the textbooks and their role in teaching process.

Thus we have to consider some questions like:

- What kind of texts we should use?
- What the criteria for selecting a text are?
- Who should choose the text?
- And what the role of textbooks in developing students' success is?

2.10. THE IMPACT OF USING THE COMMUNICATIVE APPROACH IN DEVELOPING LANGUAGE SKILLS

The importance and influence of using communicative approach to the teaching—learning, is the form of active speaking English during the whole time. There are many benefits by using this approach for all four language skills (reading, listening, speaking, and writing. By being engaged in different engaging activities pupils develop both productive and receptive skills. Pupils will develop reading skills by using activities such as guessing the meaning of the word, finding main idea and determining the topic of the text, and make difference of the fact and idea in the reading text.

Listening skills will be developed by trying to give answer to the oral questions, be engaged in discussions, debates, filling blanks activity and so on. Speaking Skill will also be improved by activities such as giving questions and answers of different topics and sharing opinions with their peers for different topics.

Lastly, writing skills will be improved by writing short summaries from reading part, writing down answers if they have understood the text and learning to write formal letter to each other. In our research pupils were asked to give their opinion about language skills for their learning, most of them claimed that speaking should be given the priority because they perceived this skill as the main means of communication in real life. Some others pupils said that listening and speaking are complementary, they cannot be valued differently from one-another. Teachers also stated that in their school grammar is given much more priority and that's why pupils lack in communication and having not good results in teaching in general.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the methods of the study will be stated. I chose the descriptive method in order to analyze and find out the role of an effective teacher in developing communicative skills among young learners of English language as a foreign language.

3. PURPOSE OF THE STUDY

The role of English teachers nowadays seems to be quite crucial in developing students' language skills so teachers' help, advice, instruction, guidance and support is more than necessary. The main and only reason of this present study is to analyze the English teachers' influence in their role as a cheerleader, and guider in developing teaching and learning process both inside and outside the classroom. The study aims also to bring in details of the teacher's skills and students' interest in improving the quality of teaching by using the communicative approach. Moreover we tried to find out the difficulties our students face, we teachers face and see if there is an appropriate methodology used for primary pupils.

3.1. RESEARCH QUESTIONS

These three questions will help us throughout the research.

- How the communicative approach helps in learning and teaching L2?
- What are the teachers' role and students' responsibilities in improving the quality in ELT classes?
- What methods, techniques and strategies should teachers use in order to improve the quality of teaching?

We hope that the results from this research will help both teachers, students, and those who deal with the educational system from the above hierarchy. It will also make it easier to understand the use of communicative approach in improving the quality of ELT

classes. At least we will have data collected in order to have a reason to ask for better quality in teaching in ELT classes.

3.2. RESEARCH HYPOTHESES

- Communicative Language Teaching can be understood as a set of principles about the goals of language teaching
- The implementation of Communicative approach means teachers and students switch their roles
- The use of language games, group work and role play in the process of teaching is very resourceful.

3.3. RESEARCH DESIGN AND METHODOLOGY

This research used both the quantitative and qualitative method. The respondents of this research were English learners from the primary school "7 Marsi" in Suhareka. They were 3rd through 6th graders. The total number of students was 80, where 40 of them were females and the rest males. They were asked questions about the importance of communicative approach and other strategies that English teachers use in the classroom. They were asked about the teacher's skills, engagement and behavior teachers manifest in classroom. On the other hand teachers were interviewed about challenges and obstacles that are facing with their young learners; they were asked also about materials teachers use in classes, and how much they communicate in L2.The total number of teachers was 4, where 2 of them were females and 2 others males. They were from the same school of Suhareka.

3.4. PARTICIPANTS

The participants enrolled in this study were learners of the English language from the primary school " 7 Marsi" Suhareka. In total there were 80 students from the primary school "7 Marsi" who participated in this study, the participants included both sexes (males and females), different ethnicities as Turkish, Bosnian, Roma who except English as a second language, they speak Albanian, Turkish and Bosnian language. The study was conducted with students of 3rd, 4th, 5th and 6th graders, which means their level of English might be

elementary to upper intermediate level. Before starting with the questionnaire, all students and teachers were asked voluntarily to fill out this questionnaire by giving them a preliminary consent letter in order to help them feel free to share and express whatever they wanted and inform that the questionnaire would be kept confidential. For this reason, the questionnaire was coded by individual code, and their names will never be mentioned, neither during this study nor in public.

3.5. MATERIALS

There was a students' questionnaire which contained 9 questions. The instructions and explanations were given to all students and teachers quite carefully and in some cases translation into their mother tongue (Albanian) was necessary. The aim of this study was to find out the role of using the communicative approach and students' daily challenges with foreign language. The same instrument was also used with English language teachers for the purpose of finding out what kind of problems teachers face while teaching through using the communicative approach, how they overcome these challenges on speaking skills , methods/approaches and activities they use in the classroom and so on.

Four English teachers from Suhareka region 2 males and 2 females were involved in this study. Teachers' questionnaire consisted of 10 questions. I also did an observation in order to collect as much information as I could to discover the teacher's role, skills, techniques, approaches toward developing the quality of teaching in English classes.

3.6. PROCEDURES

In order to prove the three hypotheses of this research, eighty students and 4 teachers from Suhareka region (primary school 7 March) were asked to fill out a questionnaire. First of all, students and teachers were given instructions; the questionnaires were distributed to each person and translated when necessary. This part of my study has taken place during the winter period semester in regular classes at this primary school.

The second step was the teachers' questionnaire which also started by giving explanations, and it took 10 minutes to complete their part. The last part was class observation which has been realized during one week during the regular class times, and it took 30 minutes to observe.

3.7. INSTRUMENTS

In order to get as much trustworthy data as we can, two instruments were included in this study. The first instrument was the students' questionnaire which contained nine general closed ended questions. The nature of the questions included different options on giving the answer. Some of them were ranging on the scale of how much you agree from strongly agree to strongly disagree. Some other questions students had to answer with always, sometimes, never etc. It took 15 minutes to complete it, and it was distributed to all 80 students of this school in the same time, date and place.

The second instrument was the teachers' questionnaire which also included four teachers. The study had 10 twelve closed ended-questions and it lasted 10 minutes to complete it. The form of questions was multiple choices, a timeline scale from strongly agree to strongly disagree, and some interpersonal questions that dealt with the teachers' individual life and experiences.

CHAPTER IV

DATA ANALYSIS

In this chapter the results of the study are presented and discussed widely and in details in order to bring trustworthy collected data. The chapter is divided in two parts where the first section will be the analysis of learners' questionnaire and the second section will contain teachers' questionnaire analysis.

4. The results from the students' questionnaire

The first instrument used in this study contained 9 the purpose of the research is to determine the role of using the communicative approach in improving English language teaching in primary school. Results are portrayed below in a series of charts and graphs.
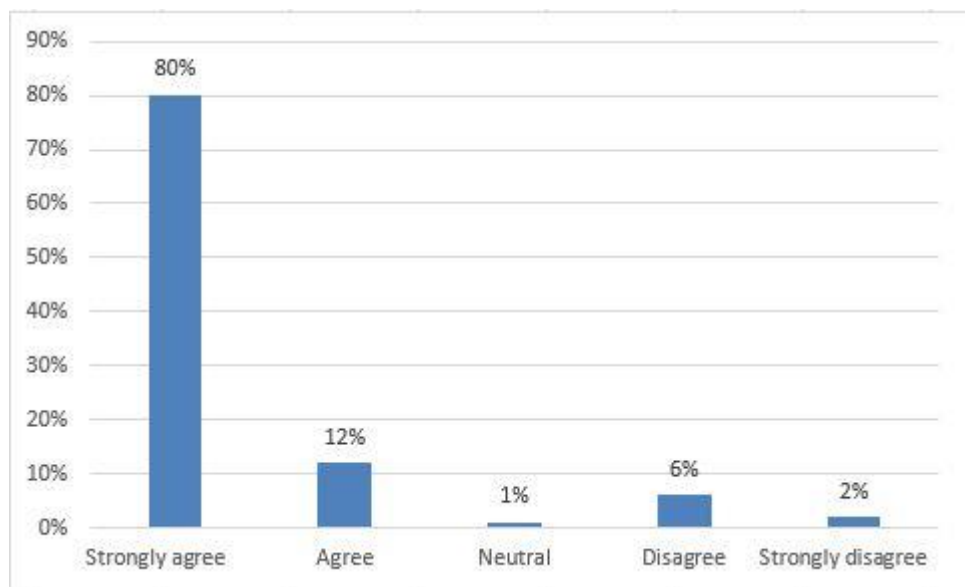
Figure 1: Student response if teachers should involve students in different engaging activities such as pair work, group work, role-plays, presentation, simulation or any kind of drama.

According to the data presented in the figure 1, we obviously see that 80% of the students strongly agree that teachers should engage students in classroom activities such as pair work, group work, role plays and so on.12% of students agree that one of the reasons for improving ELT quality is engaging them in activities and games that aims at increasing the quality of

teaching and learning process. Only 1% were neutral so they didn't bring any impression. 6% of students didn't agree with this question and 2% strongly disagreed. This implies that the teacher should clearly and precisely determine what inputs he aims to get from his students and what he will achieve with his/her teaching and educational work. This is related to its scientific and pedagogical work. In order to achieve his goals and objectives the teacher should try all the possible ways with his/her students towards more successful learning in order to fulfill the demands of teaching in the 21st century.
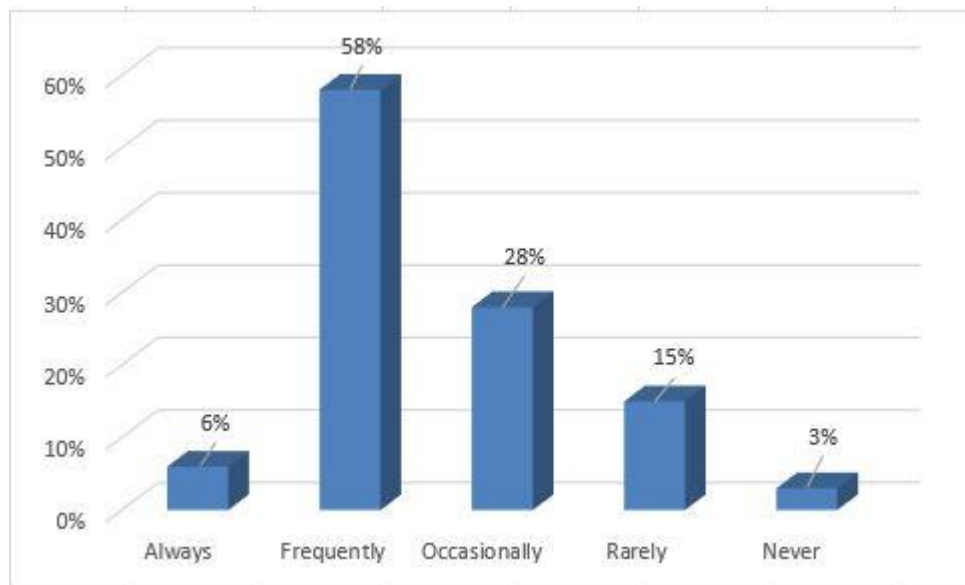
Figure: Student response pertaining to full classroom participation

Students were asked to respond to the question with always, frequently, occasionally, rarely and never. 58% of students said that frequently they have great relationship with their teachers. 28 % of students said that occasionally there is a good relationship between teachers and students. 15% of them said that there is rarely relationship between teachers and students. Only 3% said that there is never a relationship in classroom between teachers and students. We can see from this chart that unfortunately not all teachers promote a strong and healthy relationship between in ELT classes what would improve the way of teaching and learning. From this result we can see that there is still much work to be done with teachers in order to give enough time and opportunity to participate in classroom activities.
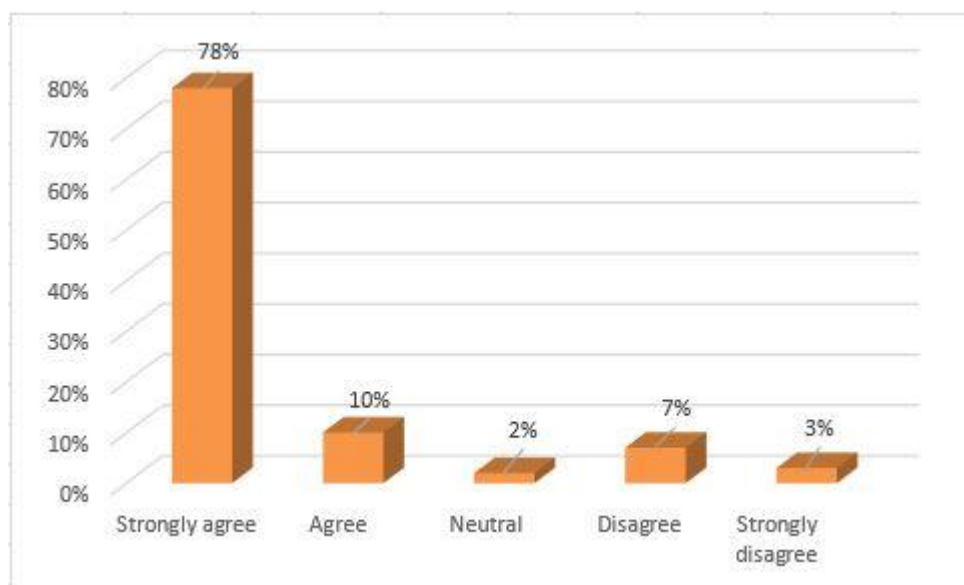
Figure 2: The use of the communicative approach will develop the ELT classes and meet the needs of 21st century teaching skills.

All teachers around the world feel similar about teaching L2 learners. A good teacher uses different activities and strategies in order to overcome language learning difficulties among young foreign learners. Interaction, engaging them to talk is the most effective activity used in order to overcome these difficulties. According to figure 3, 60%of students strongly agree that the use of communicative approach will develop the ELT classes and meet the demands of21st century skills. 10 % of them agree that you can overcome students' difficulties by creating warm and inclusive environment classroom such as interaction discussions debates for everyone in class. A few of them also claim that understanding students' needs is another good form of cooperating with them.2% of them are neutral so they didn't provide any answer. 7% were against that communicative approach will develop and improve the quality of teaching and 3 % of them strongly disagree.

4.1. TEACHERS' QUESTIONNAIRE, A CLOSED- ENDED QUESTIONS
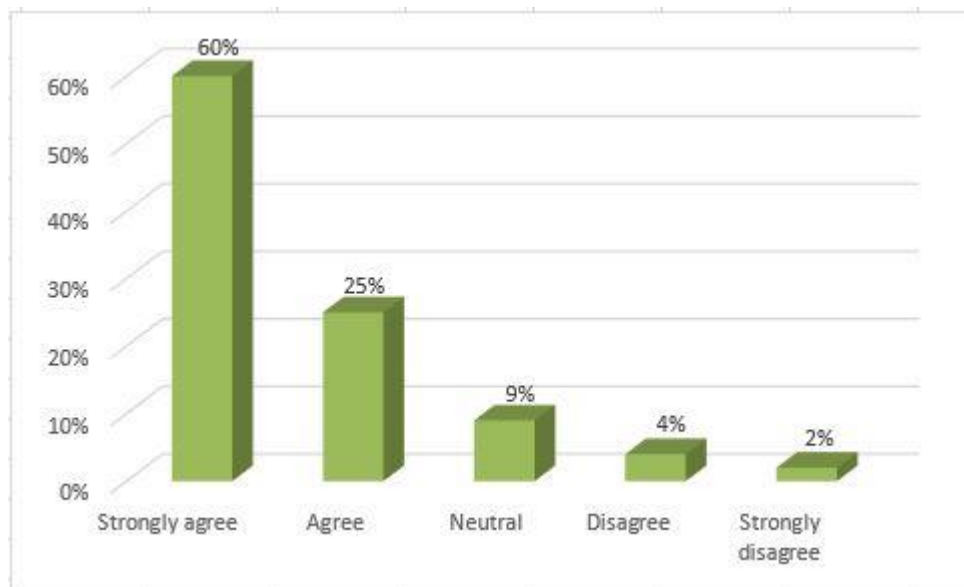
Figure 3: Large classes can negatively effect on teacher's performance and student achievement.

There has been a debate through the time about advantages and disadvantages of large classes. As we see from this chart 60 % of respondents strongly agree that large classes effect negatively in student achievement and on teacher's performance. Also, 25% of them agree that large classes can negatively effect on teacher's performance and student achievement. Teaching in large classes students will have the chance to be left behind since having a huge number of students in class will be much harder for teacher to transmit message to every student. When students were asked why they think so that large classes have a negative effect they were answered that in large classes there is no time for everyone to be engaged in classroom activities, discussions, debates etc. 9 % of them are neutral and don't have any answer, 4% disagree that large classes can have an negative effect on improving the ELT classes and lastly 2 % strongly disagree. Beyond this in small classes teachers will have chance to give feedback to their students, working one on one and let them share ideas and experiences.
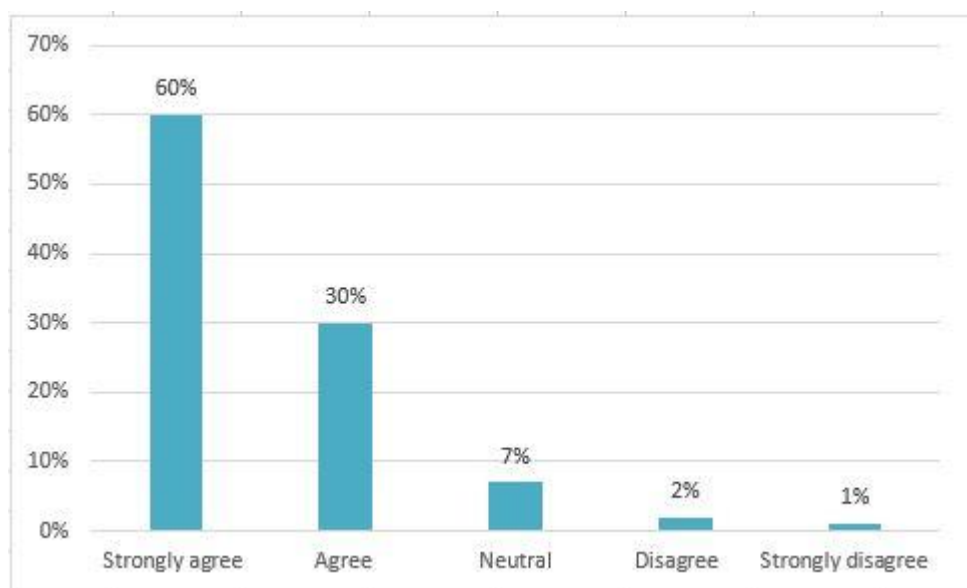
Figure 4: The improvement of ELT classes is highly affected by the appropriated methodology and methods used during the lectures

According to the data presented in the figure 5, 60|% of teachers strongly agree that improvement of ELT classes is highly affected by the inappropriate methodology and methods used during the lectures, whereas 30 % of teachers agree that using adequate material will have a positive effect in improving the quality of teaching. 7% of agree that using the proper course- books will effect positively in ELT classes. The good methodology of teaching has positive effects in language learning and especially in improving speaking skills. A good and modern methodology used by the teachers with new methods and techniques of teaching expands the horizons of knowledge, it enlightens, enables and encourages students to be more active and make them more motivated for successful learning. And only 2% of them disagree and 1 % strongly disagree.

Figure 5: Teacher's correction should happen only where there is a communication breakdown.

As we can see on figure 6, a 65% of teachers answered by strongly agree that the teacher's correction should happen only when there is a breakdown. Correcting students in English language classroom is always challenging because it is an integral part of language acquisition while 25% of them agree that correction should happen when there is a communication breakdown. 3 % of teachers think that 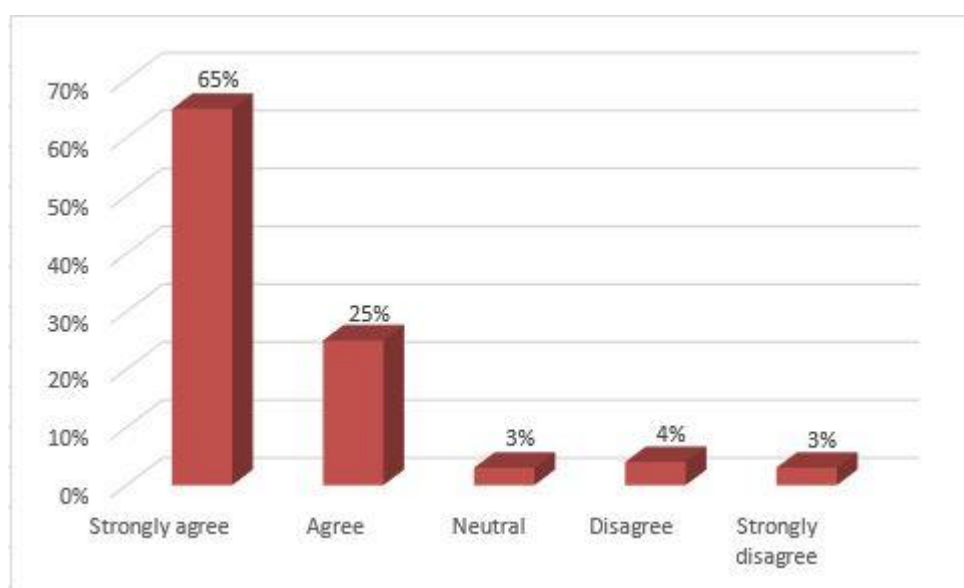we have to take into account a few key points while correcting students' errors as for example we have to focus on message, giving them examples, praising them for the positive growth and suggesting ideas in order not to let them feel offended. Lastly, 4% of teachers disagree and 3 % of them strongly disagree.

4.2. CLASS OBSERVATION

The last part was class observation which was conducted inside the classroom, and it lasted two weeks during working school days and there were involved 4 English teachers from the primary School " 7 Marsi". There were four teaches, two males and two females. I presented in their classes for two weeks in row by being in their class and observing every detail that happened in classroom. During my observation I had an opportunity to observe more closely the teachers from entering in class, teacher's greetings when entering in class, introduction of the topic, teacher's skills, techniques and approaches and methods he/she used in English classes. The data I gathered from observation were that; not all the teachers use the same methodology, course book, do the same assessment, and have the same student-teacher

relationship, some of them engage more students in engaging activities that promote interaction by using the communicative language teaching approach. Another thing I noticed was that most of the teachers from the same school due to their students' English knowledge they use most of time grammar translation method and audio-lingual method. Different teachers as identities, there were different approaches I saw being used during my observation. Last but not least from what I have seen I could say that, those teachers who were using CLT during their teaching made their students be more successful in acquiring the L2. Finally I can say that as much as teachers use different approaches and techniques which are in appropriate with their students' needs the results will be higher and the quality of ELT classes would be impressive for both students, teachers and educational institutions.

4.2.1. RESULT FROM CLASS OBSERVATIONS:

During the observation of classes 3rd, 4th, 5th and 6th graders I have set five criteria by using my observation checklist with the only aim to collect as much data as it was possible. In order to accumulate and detail important date for the study, few subsections were used under each criterion. The result found from classroom observation was stated as below:

4.2.2. PHYSICAL ASPECTS OF CLASSROOMS:

This part describes the physical aspects of the classrooms, physical dimension of the classes, seating arrangements, number of students and also equipment used in the classrooms. Among the four classrooms, all of them were consisted around 20 to 25 students per each classrooms. The seating arrangements of each classes were fixed and I have noticed lots of difficulties for 25 students to be observed individually from the teacher. In the front of the classroom there were a blackboard, a table for the teacher and a monitor having opportunities to be connected with Wi-Fi in which very few of the teachers used in my classes' observations.

4.2.3.   INTERACTION PATTERNS:

From my classroom observation, I have noticed that the teachers were interactive while conducting their classes. Most of the time they asked questions and corrected errors of the learners regularly. Teachers took around 75% to 80% time to discuss during their lectures. On the other hand learners had no enough time to participate in discussions, found from the classroom observation. Mostly, the classes of the teachers were a lecture based classrooms. Moreover, because of the large number of learners very often the voice of the teacher was impossible to reach to the last row.

Most of the classes, teacher asked some of direct questions toward learners and as the result of this learners had no enough time to think and replay . At the same time, students became more and more stressful till this process of asking questions ended. Last but not the least important thing was that learners hardly had any chances to ask question to the teacher.

4.2.4.   USE OF L1/L2 IN ENGLISH LANGUAGE CLASSES:

Teachers continually used L1 while giving lectures and instructions. From the classroom observed, only one teacher used L2 in classroom most of the time of her classes. On the other hand, the other teachers even in 6th graders used L2 for speaking simple words like we have: "stand up, sit down". If teachers wanted to explain anything to students they continually used L1. At the same time, learners were using L1 as well. Besides this, learners in most of the cases asked questions to their teachers by using L1. Meanwhile, the responses of the teachers were in L1 too.

4.2.5.   PROCEDURES AND TEACHING TECHNIQUES:

During the observation classes, most of the teachers used TTT (Teacher Talking Time) almost in every class. Teachers did not involve learners into pair or group activities. Teachers used most of the time by explaining around 25 learners the grammatical rules. Only one of the teachers showed the learners some grammatical rules and asked from them to fill some worksheets in pair. By doing this, students found it very attractive so, they submitted their answers for a short time.

Additionally, some the teachers let the learners to read a passage aloud and instruct them to follow the reader. After this, teacher asked some questions related on the reading and learners could answer those.

4.2.6. Classroom Management:

The size of all classrooms were very big, around 20 to 25 learners. Most of the classes, their seating arrangements were traditionally in rows in both sexes Males and Females. On the other hand, while explaining teachers were very loud and in some cases participation of the learners were lively and actively. Very often, teachers assigned learners into individual works. In some classes it is noticed that, teachers very often failed to observe each learner, in particularly learners who are sitting behind.

4.3. DISCUSSION

This section will bring findings and analyzes gathered from the questionnaires and observations in order to see the role of communicative approach in English language classes. As we see in this study the three hypotheses that have been raised are confirmed by teachers' and students' answers. It has been proved that using the communicative approach highly affects in both student's results and teacher's performance. Many teachers have given different opinions or answers related to the question that if the use of communicative approach   improves student's knowledge and teacher's performance. Since the study was conducted in a single primary school and teachers from the same school have claimed that a good course book used in classroom and different engaging methods will provide us with better results in learning. If we come back once again to the Kosovo curriculum we see that 60% of material during the course can be chosen what teachers want so this helps teachers to leave the course syllabus and choose something interesting that urge and motivate students to talk for. This has also its good ones when teachers are given freedom to choose what topics they want to discuss. Even teaching in 21st century requires new methods, approaches the ways of teaching in Kosovo has remained same. This is very important in facilitating students and learning because as English is foreign language for them, students may face difficulties and sometimes it may be quite challenging to catch all the message. That is why a teacher's instructions are critically important for the foreign learners.

The second hypothesis in this study was that switching roles teachers and students would improve students' development. If the students would have be engaged in different activities , games, discussions they would be able to fully participating in class discussions, sharing ideas and communicate ideas with the rest of the group, build social skills, develop critical thinking and build interpersonal skills as well. Encouragement to take risk and responsibilities is seen as an important point to engaging students in class. Sharing tasks and giving them responsibilities by switching roles help them to be active and learn much more from each-other and this would improve teaching undoubtedly. As we saw in this study most of teachers have chosen role plays as the most helpful and useful activities to engaging students in class. By giving role plays they will be accustomed how to work independent, check one another progress, and assess them. All teachers around the world feel in the same situation while teaching L2 learners. So a good teacher uses different activities and strategies in order to overcome language learning difficulties among young foreign learners. Interaction, engaging them to talk is the most activity used in order to overcome these difficulties.

Finally from the observation part, most of teachers say that by showing warmth, respect, and love to the students you can make them feel good and not boring and this would bring good results in teaching development. Some other teachers claim that understanding them is another good form of cooperating with them. I would conclude that when and where you have a will for a good teacher there is always a way ourselves and their peers and so on. Student perception of importance of methodology used by their teacher is seen as key role in developing teaching and having higher results.

Obviously we can see that students' success is highly affected by the methodology and methods used during lectures. Good methodology of teaching positively affects language learning and especially improvement of speaking skills. Modern methodology used by the teachers with new methods and techniques of teaching expands the horizons of knowledge, it enlightens, enables and encourages methodology used by teachers with new methods and techniques of teaching expands the horizons of knowledge, it enlightens, enables and encourages students to be more active and makes them more motivated for successful learning. Another point based on results most of the students strongly agree that the material used in class makes them feel comfortable.

Avoiding the use of L1 in language class will help students to acquire the L2 and will prepare students to communicate in a better way after they have taken the course. Teaching is quite

challenging and requires a lot of practice over many years in order to learn vocabulary , proper enunciation and how to best share ideas and take part in discussions trainings, conferences or whatever activity where English is the obligatory language.

CHAPTER V

4. CONCLUSION

Based on the results gathered from the questionnaires and class observation we can claim that the communicative language teaching method plays e key role in improving and developing the learning process among young learners of English language. From the data we gathered we saw that when using communicative approach students felt free in expressing their ideas, were creative, developed critical thinking skills, participating in different debates by talking in L2 and most of them wanted to minimize the use of L1 in English classroom. Moreover through using this CLT students were free to use different ways that help them develop professionally.

As it has been discussed in the thesis through each chapter the role of using the communicative approach is very crucial and the key to success in building a good self-confidence in speaking English. As we have mentioned before in the previous chapter and pages of this thesis, the interaction is very demanding and a key point in developing the language skills of students, especially when it comes to EFL learners. If we back in the very beginning of the thesis we can see that our main goal was to find out the benefits of using the communicative approach in ELT classes and see the teacher's performance as well as student's success. Since in the very beginning of this study I have been trying to elaborate, explain and make the importance of communicative way of teaching more understandable, bringing closer the findings of this study conducted in this primary school in Suhareka.

Finally I would like to sum up the thesis with some suggestions or advice that I have found through the research and share in this study in order to help the future researchers of this field. As we know, we should teach our students with the most useful methods and approaches that prepare them for the workplace worldwide. In learning from the past, students should talk more in the class because the more teachers talk the less chance there is for the students to practice speaking so students should be more involved in talking during

the lesson. Interaction in the language classroom can decrease students' anxiety in learning English speaking skills and this would be an effective way of improving teaching process.

CHAPTER VI
LIMITATIONS AND RECOMMENDATIONS

6. LIMITATIONS

Limitations are a key point stated in this study so some of limitations while conducting this research are stated below. The main important point in this study is the small size of the sample. The study was focused on improving the quality of teaching in ELT classes where were involved 80 students from the public primary school"7 Marsi" Suhareka and four teachers as well. There were also limitations while conducting teachers' questionnaire.

So some of the most points are as follows:

- A very small number of teachers who wanted to respond to this study;
- A large number of students who presented in the class while conducting the research;
- Time as always was one of the weaknesses;
- The lack of the previous research for this study or at least related to this study etc.

The results gathered from this research cannot generalize or represent all the towns and the general system of education in Kosovo, so a larger inclusive study throughout the country in the future studies would give more available and real findings for this kind of research. Lastly there is a concern as to the methodological design because the students' questionnaires were used to gather information only from the students while the teachers' questionnaires were used to gather information about the teachers. As a result there is still a gap for grasping the details, and it does not give us an exact impression of what exactly happens inside the classroom.

6.1 RECOMMENDATIONS

According to the data collected from this study, it is suggested that some of the factors below be taken into consideration for future studies by future researchers.

- Time should be taken into account when conducting studies like this
- Having a larger number of participants (students and teachers) in future researchers
- Including more schools, more questions for both teachers and students in future studies

From the gathered results of this study, English language teaching programs should be designed with a focus on developing the quality of teaching which would enables students and teachers to learn and master English language and culture as well. Teachers' awareness and focus on developing teaching should be raised continuously in order to meet the demanding of 21st teaching skills for better successful learning. It is suggested to explore more deeply the changes in English language teaching throughout the world. It is strongly suggested for teachers to have more control of the teaching methodology since through the data collected and class observations that were done it has been noticed that most of the English language teachers start their English teaching without any lesson plans.

Lastly, I would recommend extending this field since there is a lack of exploration in this field of language. So a general recommendation would be for future teachers to extend this field with these kinds of studies in order that the next research attempts could produce more reliable and trustful results.

BIBLIOGRAPHY OF THESIS

Banks, J.A. (2004). Multicultural Education: Historical development, dimensions and practice, San Francisco: Jossey-Bass Press (Pp. 3-29).

Delija, Sh. & Tabaku, E (2009). *Language and Teaching Methodology.* Geer. Tirane (pp. 149 -241).

Ellies, R (1990) *English Teaching Forum, 36World Learning. (2019). Overview of Grammar Teaching Methods and Approaches. "In Teaching Grammar Communicatively"* [MOOC]. Larsen- Freeman. Taken from: https://learn.canvas.net/courses/2851/pages/module-1-task-5-overview-of-grammar-teaching-methods-and-approaches?module_item_id=246814

Fenstermacher, G (1990), *Some moral considerations on teaching as a profession,* San Francisco: Jossey-Bass (130-151).

Gillian, B. and Yule, B (1999), Teaching *the Spoken Language*. Cambridge University Press

Gunderson, Lee, et al. *ESL (ELL) Literacy Instruction: A Guidebook to Theory and Practice.* 2nd ed. Rout ledge, 2009.

Harmer, J. (2007), *How to Teach English*, London, Pearson Longman press.

Hedge, T. (2007). *Teaching and Learning in the Language Classroom,* England, Oxford University press.

Hughes, R. (2006). Spoken English, TESOL, and applied Linguistics: *Challenges for Theory and Practice*. Great Britain*,* Oxford University Press, (p, 144).

Hyms, D (2013) *Rethinking the Role of Communicative Competence in Language Teaching.* University of Colombia USA.

Ladousse, P. (1995). *Role Play*, London, Oxford University Press.

Larsen, D. Freeman & Anderson, M (2011). *Techniques and Principles in Language Teaching*. Oxford University Press. (pp. 132-134)

Johnson, K. (2001). *An introduction to Foreign Language Learning and Teaching,* England, Longman.

Kurrikula Bërthamë e Arsimit të Mesëm të ultë (klasa përgatitore. I, II, III, IV, V), (2016), Shtypshkronja Blendi, Prishtine.
Taken from; https://masht.rks-gov.net/uploads/2017/03/kurrikula-berthame-1-finale-2.pdf?fbclid=IwAR0nRFhRJRdG3lbMbI598px7s1412esVLPb3Z7Wgel6qy9XdhFmCF5I6yKk

M.C.Murica, D.M. Britton & M.A. Snow (2000). *Teaching English as a Second or Foreign Language.* London; Oxford University Press, (P. 536, unit V).

Nunan, D. (2001). *Second language teaching and learning*. Beijing: Foreign Language and Research Press.

Richards, J. C. (2007). *Communicative language teaching today*. Beijing: people's Education Press

Richards, J. C. (2007). *Communicative language teaching today*. Cambridge University Education Press, USA. (p. 2).

Richards J.C and Rodgers TH. (2001). *Approaches and Methods in Language Teaching.* The USA: Cambridge University Press. *(p.270).*

Richards, J. C, & Rodgers, T. S. (2001), *Approaches and methods in language teaching: A description and analysis*. Cambridge, UK:

Role-play. (2004). *Oxford advanced learner's English-Chinese dictionary (6th ed.).* Oxford: Oxford University Press

Rubin, J. (1975). What the good language learner can teach us '. TESOL Quarterly 41-45

Senel, M. (2010). *Should foreign language teaching be supported by mother tongue?* Journal of Language and Linguistic Studies, (pp. 110-120).

Oxford, R.1990 Language Learning strategies: What every teacher should know Rowley, Mass: Newbury House.

Uberman, A. (1980). *The use of games for vocabulary presentation and revision.*

Wilkins, D. (1976). *Notional Syllabus*: Oxford University Press (p. 65-67)

APPENDIX A

Students' questionnaire, a closed-ended questions in determining the role of using the communicative approach in improving English language   teaching in primary school

Consistent letter

Dear Student

I invite you to participate in a research study, it is part of my MA thesis called ''improving the quality of ELT classes through the use of communicative approach: A case study at the primary school 7 Marsi in Suhareka''. The purpose of the research is to determine the role of using the communicative approach in improving English language   teaching in primary school. Your participation in this research is completely voluntary. Your responses will remain confidential and anonymous. Please, kindly fill in this questionnaire by circling one of five options from less frequent to the most frequent and from the negative one to the positive one. It should take approximately 10 minutes to complete.

Your cooperation in this regard will be highly appreciated.

Thanks in advance

Students' questionnaire, a closed- ended questions

1. Your teacher sets an environment that is interactive and not excessively formal

Never   Rarely   Occasionally   Frequently   Always

2. Teachers should help learners in any way that motivates them to work with language

Strongly disagree   Disagree   Neutral   Agree   Strongly Agree

3. Teachers should act authoritatively in the language classroom

Strongly disagree   Disagree   Neutral   Agree   Strongly Agree

4. The teacher asks each one of you whether you have understood what she/he taught and helps you in case you have doubts

Never   Rarely   Occasionally   Frequently   Always

5. Learners' native language should be a vehicle for communication in the language classrooms?

Strongly disagree   Disagree   Neutral   Agree   Strongly Agree

6. The group/ pair work activities provide knowledge and skills which lead to greater success in undertaking tasks.

Strongly disagree   Disagree   Neutral   Agree   Strongly Agree

7. Directions for exercises and activities should be given in learners' native language

Never   Rarely   Occasionally   Frequently   Always

8. The e use of the communicative approach will develop the ELT classes and meet the needs of 21st century teaching skills

Strongly disagree   Disagree   Neutral   Agree   Strongly Agree

9. Teachers should involve students in different engaging activities such as pair work, group work, role-plays, presentation, simulation or any kind of drama.

Strongly disagree   Disagree   Neutral   Agree   Strongly Agree

APPENDIX B

Teachers' questionnaire, a closed- ended questions in determining the role of using the communicative approach in improving English language teaching in primary school.

Consistent letter

Dear Teacher

I invite you to participate in a research study, it is part of my MA thesis called "Improving the quality of ELT classes through the use of communicative approach: A case study at the primary school 7 Marsi in Suhareka". The purpose of the research is to determine the role of using the communicative approach in improving English language teaching in primary school. Your participation in this research is completely voluntary. Your responses will remain confidential and anonymous. Please, kindly fill in this questionnaire by circling one of five options from less frequent to the most frequent and from the negative one to the positive one. It should take approximately 10 minutes to complete.

Your cooperation in this regard will be highly appreciated.

Thanks in advance

Teachers' questionnaire, a closed- ended questions

1. Direct instruction of language rules leads to effective communication

Never   Rarely   Occasionally   Frequently   Always

2. Learners strive actively to be engaged in classroom activities

Never   Rarely   Occasionally   Frequently   Always

3. Learners participate in proposing English language activities and lesson materials in class.

Never   Rarely   Occasionally   Frequently   Always

4. The Group work activities can lead to more developed ideas and therefore greater confidence and more effective communication

Strongly disagree   Disagree   Neutral   Agree   Strongly Agree

5. Teacher's correction should happen only where there is a communication breakdown

Strongly disagree   Disagree   Neutral   Agree   Strongly Agree

6. The teacher should facilitate the communication process and advise learners during task performance

Strongly disagree   Disagree   Neutral   Agree   Strongly Agree

7. Different engaging activities such as pair work, group work, role-plays, presentation and simulation develop critical thinking skills among young learners.

Strongly disagree   Disagree   Neutral   Agree   Strongly Agree

8. The receptive and productive language skills will be developed through using the communicative approach

Strongly disagree   Disagree   Neutral   Agree   Strongly Agree

9. The improvement of ELT classes is highly affected by the appropriated methodology and methods used during the lectures

Strongly disagree   Disagree   Neutral   Agree   Strongly Agree

10. Large classes can negatively affect on teacher's task and student achievement

Strongly disagree   Disagree   Neutral   Agree   Strongly Agre

APPENDIX C

CLASSROOM OBSERVATION SHEETS

Name of the School:
Name of the teacher:
Total number of learners (Male & Female):
Materials:
Class Time:
Level of the learners:
Study Topic:
Name of the Observer:

OBSERVATION SHEET

PHYSICAL ASPECTS OF THE CLASS:

Number of learners:
Physical dimension of the class:
Seating arrangements:
Equipment used in the class:

INTERACTION PATTERNS:

Teacher Talking Time:
Question Typed used:
Turn Taking Procedures:

USE OF TEACHING MATERIALS:

Textbook:
Teacher- prepared martials:
Other supplementary
Materials:

USE OF L1/L2

Purpose of using L1:
Reasons of using L1:
L1 used by the Teacher:
L1 used by the Students:

TREATMENT OF ERRORS:

Direct Way:
Indirect Way:
Constructive way:
Critical way:

CLASSROOM MENAGEMENT:

60

| Pair work: |
| Group Work: |
| Discussion: |
| Grammar exercises: |
| Role plays: |
| Individual works: |

OVERALL COMMENTS FROM THE OBSERVATION.